



# Professional Development Guide

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## Word Analysis: Principles for Instruction and Progress Monitoring

**Texas Center for Reading and Language Arts**  
College of Education, University of Texas at Austin •  
Texas Education Agency • Region XIII Education Service Center

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# Professional Development Guide

## Word Analysis: Principles for Instruction and Progress Monitoring

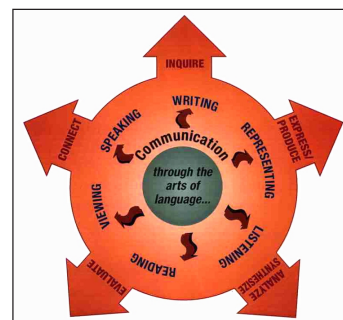
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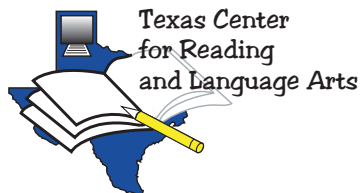


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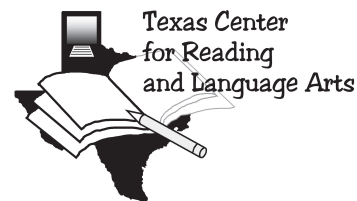
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# What is the Texas Center for Reading and Language Arts ?

The Texas Center for Reading and Language Arts assists K–12 educators in enhancing the Reading and Language Arts knowledge and skills of Texas students, through implementation of the Texas Essential Knowledge and Skills (TEKS).



## How are the Center's Activities Accomplished?

**Goal 1:** To provide a cadre of school-level specialists with expertise in phonological awareness, word analysis, fluency strategies, and comprehension strategies who are able to use documented approaches to reading and language arts instruction to address TEKS objectives with students in grades K–3.

**Goal 2:** To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with second language learners.

**Goal 3:** To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades K–5 who are experiencing difficulty in reading and language arts.

**Goal 4:** To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades 6–8, focusing on content area reading instruction.

**Goal 5:** To disseminate information generated by the Texas Center for Reading and Language Arts using current technology and media.

**Goal 6:** To communicate the goals, activities, and accomplishments of the Center to professionals and other community members.

### Literacy Labs

Both school-based and university-based labs served as models for universities and school districts.

### Professional Development Guides and Videos

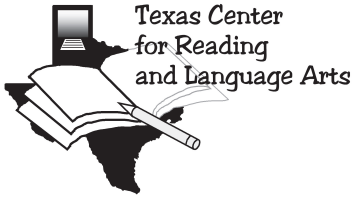
These guides are designed to provide educators across the state with materials and plans for professional development in reading and language arts, and to introduce the TEKS.

### Reading Liaisons

Education Service Center Reading Liaisons work collaboratively with Center personnel to engage in and provide professional development on the TEKS.

### School Partnerships

Collaborative relationships with schools that assist in the development of materials, curriculum guides, and product development.




## Organization & Content of the Guide

The guide contains four sections of materials for presenters to teach Word Analysis. Section 2 (Professional Development), includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3 (Overheads), contains transparencies containing key points and activities to accompany your speaker's notes; Section 4 (Handouts) includes "Workshop Notes" for participants to take notes of the presentation, and "Activity Handouts" for group activities; Section 5 (Appendices) provides a list of references and further readings on word Analysis research.

## Considerations for Struggling Readers and Writers

Included in this guide is a set of overheads that focus on making adaptations for struggling readers and writers so that they have greater access to the general education curriculum. These may include students with:

- learning disabilities
- behavioral and emotional disabilities
- mild to moderate cognitive disabilities
- physical disabilities
- attention problems and the spectrum of autistic behaviors
- sensory impairments
  - deaf/hard of hearing
  - visual impairments

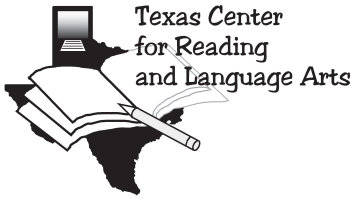
The adaptations overheads are identified by the symbol . The set of overheads has been designed to assist the participants in identifying general adaptations that will benefit not only students with disabilities but many other learners.



### **Considerations for Struggling Readers and Writers (cont.)**

- Overheads that introduce General Adaptations are presented early in the workshop (Overheads #6a to #6e).
- Overheads that further explain these general adaptations are presented later in the workshop (Overheads #43a to #43k).
- Specific overheads have been included to demonstrate how a concept, activity, or lesson presented in the guide can be adapted to meet the needs of special learners and struggling readers.

As a presenter, you may want to use chart paper and self-sticking notes so that the participants can record and display the adaptations they generate during the workshop. Participants may write their adaptations on the self-sticking notes and put the notes on chart paper. This can be an on-going activity throughout the workshop.



## Preparing for the Workshop

This workshop is designed to introduce elementary grade teachers to word analysis principles for instruction and progress monitoring. Classroom teachers, special education teachers and related service professionals, reading coordinators, media specialists, curriculum directors, and principals who work at the elementary level are also appropriate participants. The research and knowledge base for word analysis is highlighted, key components and requirements of teaching children to read words in an alphabetic writing system are presented, and group discussion and activities are provided.

### Materials

- Distribute copies of all activities and corresponding handouts to each participant prior to the beginning of the workshop. Handouts are found in Section 4 of this guide.

### Equipment

- Overhead projector and marker
- Chart paper and self-sticking notes

### Room Arrangement

- Activities are designed for large group participation and cooperative work in small groups. Seating should be arranged to facilitate interaction in small groups. All participants will need to be able to see the screen for overhead projection.



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## Acknowledgments

We gratefully acknowledge the support of the following individuals and agencies for their contributions to the professional development guides Enhancing Reading Comprehension for Secondary Students - Part II.

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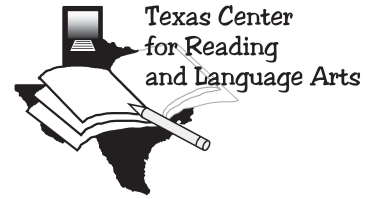
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## Overhead #1



**Word Analysis**

**Principles for Instruction  
and Progress Monitoring**


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1

## Introduction

- Use Overhead #1 to introduce the Word Analysis workshop.
- Indicate that the degree of detail outlined in this guide may not be necessary for all children but is particularly important for children who are likely to experience difficulties with word reading.

## Overhead #2



**Agenda**

---

- ➡ Research and knowledge base of beginning reading
- ➡ Teaching children to read words
- ➡ Teaching and monitoring:
  - Letter-sound correspondences
  - Regular word reading
  - Word reading in texts
  - Irregular word reading
  - Advanced word analysis

2

## Agenda

- Use Overhead #2 to present the workshop's agenda.

**Note:** You may wish to develop your own agenda.

## Workshop Objectives

- Use Overhead #3 to review the workshop objectives.

**Note:** You may wish to add or delete objectives depending on your audience.

## Overhead #3

Texas Center  
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and Language Arts

### Objectives

#### Participants will be able to:

1. Understand the components and requirements of teaching children to read in an alphabetic writing system.
2. Understand and describe the five essential skills of beginning word analysis.
3. Deliver instructional strategies for teaching children to read words and connected texts.
4. Monitor student performance on selected beginning reading skills and recommend a specific plan of instruction.

3

## Successful Readers

- Use Overhead #4 to introduce the research and knowledge base of beginning reading by reviewing the characteristics of successful readers.

(Adams, 1990; Chard, Simmons & Kameenui, 1998; National Academy of Science, 1998; Rayner & Pollatsek, 1989.)

## Overhead #4

Texas Center  
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and Language Arts

### Research & Knowledge Base of Beginning Reading


#### How do successful readers read?

#### Successful readers...

- rely primarily on the letters in the word rather than context or pictures to identify familiar and unfamiliar words
- process virtually every letter
- use letter-sound correspondences to identify words
- have a reliable strategy to decode words
- read words a sufficient number of times for words to become "automatic"

4

## Overhead #4a

Texas Center  
for Reading  
and Language Arts**Research and Knowledge  
Base of Beginning Reading:  
Students with Special Needs**Bright Ideas

**How do struggling  
readers read?**

**Struggling readers:**

- Show poor phonological awareness
- Possess limited alphabetic knowledge
- Have difficulty applying letter-sound knowledge
- Use limited word recognition or decoding strategies
- Have limited automatic word recognition
- Spend less time reading

4a

## Bright Ideas



## Struggling Readers

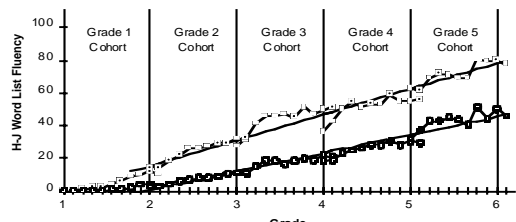
- Use Overhead #4a to discuss the characteristics of struggling readers.
- Emphasize that understanding these characteristics can help teachers identify which skills they need to focus on and which skills will aid them in designing instruction based on the unique needs of each student. This knowledge will also help the teacher in making adaptations to existing curricula and materials.

## Overhead #5

Texas Center  
for Reading  
and Language Arts**Research & Knowledge  
Base of Beginning Reading**

**What happens to reading  
achievement over time?**

*In the following graphic you see two trajectories of children's word reading performance across grades 1 through 6. The data are the result of a task where children read words from a common word list.*



(Good, Simmons, & Smith, 1998.)

5

## Reading Achievement Over Time

- Use Overhead #5 to discuss the trends participants observe from the data on the graph.
- Emphasize the divergence of high and low readers in 1st grade.
- Point out that very early in school a child's reading performance predicts future reading performance. Therefore, poor readers remain poor readers.

## Differences Between Good and Poor Readers

- Use Overhead #6 to explain that the following data represent documentation by Allington (1984) as he observed children's opportunities to read words.
- Point out the relatively small difference at first grade and the magnitude of the difference at fourth grade.

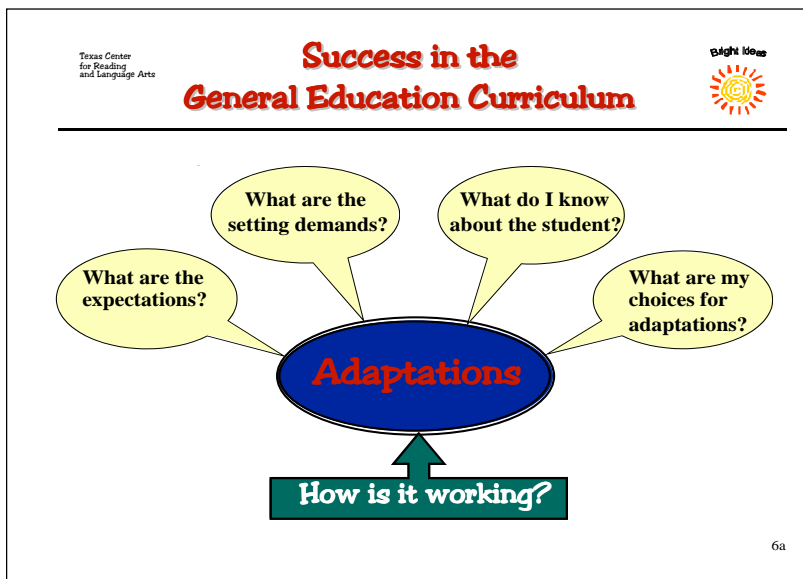
## Overhead #6

Texas Center for Reading and Language Arts		
Research & Knowledge Base of Beginning Reading		
How do good and poor readers differ?		
	Poor Readers see...	Good Readers see...
End of 1st grade	9,975 words	18,681 words
End of 4th grade	80,000 words	178,000 words

(Allington, 1984.)

6

## Overhead #6a



**Note:** This overhead is the first in a series of overheads that focus on adaptations for struggling readers and writers. These may include students with learning disabilities, emotional/behavioral disorders, mild to moderate cognitive disabilities, physical disabilities, attention problems, the spectrum of autistic behaviors, and sensory impairment (both deaf/hard of hearing and visual impairment).

After Overhead #6 present Overheads #6a to 6e to provide an overview of the process for making adaptations and for introducing various types of adaptations.

After Overhead #43, present Overheads #43a to 43k to provide the participants with more specific examples of the three kinds of adaptations.

- Use Overhead #6a to explain that adaptations are key to the successful participation of struggling readers and writers in the general education curriculum.
- Provide an overview of the process for making adaptations for struggling readers and writers. Explain that in making adaptations four key questions are asked.
  - **What are the expectations** for learning (e.g., what are the student outcomes that you expect which may vary for individual students)? For example, student outcomes may include reading on grade level by the end of the year.
  - **What are the setting demands** (e.g., what are the specific tasks the student is expected to perform and what does the student have to do to successfully complete the task)? For example, the student has to read, summarize, and answer a variety of questions about grade level reading material.

Bright Ideas



**Success in the General Education Curriculum**



## Success in the General Education Curriculum (cont.)

## Individuals with Disabilities Education Act (IDEA 97)

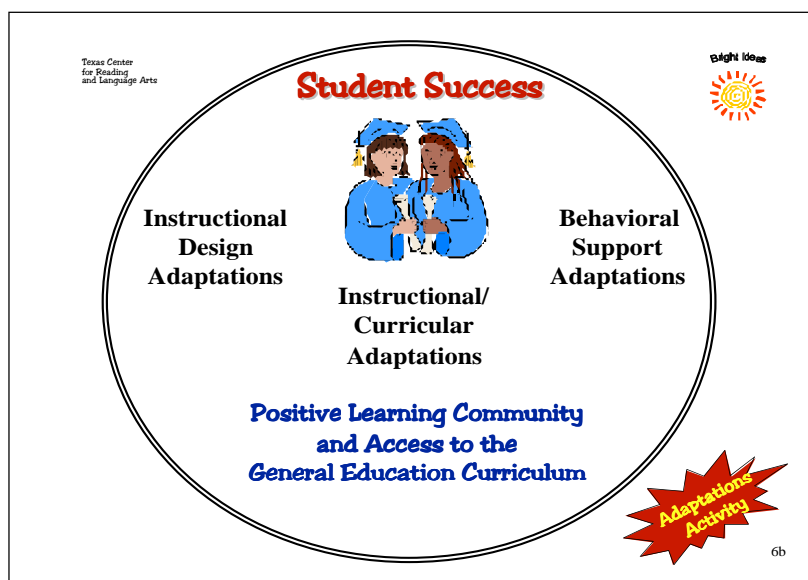
### Overhead #6a (cont.)

- **What do I know about the student** in the general education classroom in relation to his/her learning strengths and needs? For example, what are the student's specific strengths and needs in reading?
- **What are my choices for adaptations** (i.e., for students with disabilities think about what the IEP requires and what resources you might need to make these adaptations)? For example, will the student need high-interest/controlled-vocabulary text to be able to access subject matter on a topic?
- Explain that answering these four questions assists teachers in selecting adaptations. Remind the participants to collaborate with other specialists, such as vision, auditory, speech/language, and technology.
- Explain that a final step in the process is to determine how the adaptation(s) is working and make adjustments accordingly. This is an important key to the student's success in the general education curriculum. For example, is the student able to answer inferential comprehension questions successfully?

**Note to Presenter:** *With the reauthorization of the Individuals with Disabilities Education Act (IDEA 97), students' with disabilities participation in the general education curriculum and state/district assessments, such as TAAS, has increased as has general education teachers' participation in the IEP process. You may want to highlight these recent changes using the information provided below as one resource.*

- Explain to the participants that the law (IDEA 97) requires that accommodations or adaptations, modifications, supports, and supplementary aids and services be provided to ensure the success of students with disabilities in the general education curriculum (refer to IEP).
- Tell participants that IDEA 97 has also increased the participation of student's with disabilities in district/state assessments. Explain that under IDEA special education students are expected to: (1) take the standard assessments, (2) take them with accommodations, or (3) take alternative assessments. The IEP specifies if accommodations and modifications in the administration of these assessments or alternative assessments are to be used.
- Mention that IDEA 97 has also increased the general education teacher's role in the development, implementation, review, and revision of the student's Individualized Education Program. For example, goals and objectives may be targeted to be met in the general education classroom and monitoring is the responsibility of the general and special education teacher.

## Overhead #6b



- Use Overhead #6b to introduce this Activity and to explain that adaptations for students can be organized into three categories: designing instruction, adapting instruction or curriculum, and providing behavioral support. For example, an adaptation for “designing instruction” might be including fewer problems per page, for “adapting instruction or curriculum,” an example might be enlarging print for a child with poor vision, and for “behavioral support adaptations,” an example might be having a behavior plan in place to alter “out-of-seat behavior.”
- Ask the participants to work in pairs and discuss one student with whom they have worked successfully. Have them list and explain three adaptations they used to support that student in each of these three areas.
- Explain that each category will now be discussed.

**Note:** You may use chart paper and self-sticking notes so that participants can display their ideas. Hang one piece of chart paper for each of the three types of adaptations. Ask participants to write their adaptations on the notes and put the notes on the appropriate chart paper. This can be an on-going activity throughout the workshop.

Bright Ideas



Student Success

Adaptations  
Activity






## Instructional Design Adaptations


### Overhead #6c

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and Language Arts

### Instructional Design Adaptations Know Your Student

bright ideas

- Plan for adaptations
- Access resources
- Collaborate
- Integrate technology
- Assess learning
- Monitor student progress


6c

- Use Overhead #6c to introduce the importance of instructional design adaptations.
- Explain that instructional design is critical for making adaptations. For struggling readers and writers to benefit from instruction, the teacher must plan for adaptations, access resources, collaborate, integrate technology, assess learning, and monitor student progress.

## Overhead #6d

Texas Center  
for Reading  
and Language Arts

### Instructional and Curricular Adaptations

Bright Ideas


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**Instructional:**

- Consider students' literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

**Curricular:**

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning



6d

- Use Overhead #6d to introduce common examples of instructional and curricular adaptations.
- Mention that research supports these adaptations. (See Handout, "Suggestions for Adaptations" for typical adaptations.)

Bright Ideas



## Instructional and Curricular Adaptations



## Behavioral Support Adaptations

### Overhead #6e

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and Language Arts

#### Behavioral Support Adaptations

bright ideas



#### Strategies that increase appropriate student behaviors:

- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors



6e


- Use Overhead #6e to introduce behavioral support adaptations.
- Explain that a third type of adaptation focuses on behavioral support.
- Have participants give examples of how inappropriate classroom behaviors can interrupt the teaching and learning process and the type of strategies they use to promote positive behavior and a positive learning environment. Students learn better when behavioral supports are in place.
- See Handout, "Suggestion for Adaptations" for typical adaptations.
- Explain that later in the workshop participants will focus more intently on specific behavioral adaptations.
- Encourage the participants to think about adaptations as they continue the workshop. (Self-sticking notes and chart paper activity can be continued.)

## Overhead #7

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### Teaching Children to Read Words

#### Definitions



**Alphabetic Awareness:**  
Knowledge of letters of the alphabet coupled with the understanding that the alphabet represents the sounds of spoken language.

**Alphabetic Understanding:**  
Understanding that words are composed of individual letters (graphemes) and sounds (letter-sound correspondence).

**Phonological Recoding:**  
The process of translating printed words into letter-sound correspondences and blending the sounds into words.

7

## Teaching Children to Read Words: Definitions

- Share Overhead #7 to review the definitions.



## How to Teach Letter-Sound Correspondence

### Overhead #7a

Texas Center  
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and Language Arts

**How to Teach  
Alphabetic Awareness:  
Students with Special Needs**

Bright Ideas

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**Multiple** methods, presentations and practice help struggling students develop alphabetic knowledge.

Alphabet matching games

Alphabet sequencing games

Alphabet naming games

Alphabet flashcards

Alphabet drawing

Alphabet songs

Alphabet books and sticker books

Alphabet cookies

Alphabet templates

Screen writing

Sand tray

7a

- Use Overhead #7a to discuss multiple ways of teaching the alphabet for students with special needs.
- Ask participants what other methods they use to teach the alphabet. Tell participants to record additional answers on post-it notes and place them on the chart at break.
- Tell participants that successful letter recognition is one good predictor of reading success. Before introducing letter-sound correspondence, teachers may need to step back and teach students the letters in the alphabet. Alphabetic knowledge can help students learn the sounds associated with letters (Hall & Moats, 1999; Neuhaus Education Center, 1991).
- Emphasize that struggling students learn and retain information better when they are interested in the task and when they can see, hear, touch, and manipulate the material. Using games and multi-sensory cues (i.e., visual, auditory, tactile, kinesthetic) help make learning the alphabet more fun. For example, using the sense of touch (tactile), students can use a screen (see Handout, "Making a Screen for Screen Writing") as a simple way to make writing textured.
- Explain that struggling students also require multiple presentations and practice with feedback.

## Overhead #8

Texas Center  
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and Language Arts

Teaching Children to Read Words  
**The Big Ideas in  
Beginning Reading**

---

**The strength of word reading, like a rope, depends on different factors:**

- Strength of the individual strands
- Strategic integration of all strands
- Effective binding or connecting of strand

8

## Big Ideas in Beginning Reading

- Use Overhead #8 to point out the meaning of the illustration: the strands in the graph represent the skills and strategies that children need to learn to read; students should learn some fundamentals of print awareness and phonological awareness prior to formal reading instruction; more advanced phonological awareness continues parallel with alphabetic understanding and phonological recoding; automaticity and fluency occur after students become proficient with the alphabet and phonological decoding.

## Overhead #9

Texas Center  
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and Language Arts

Teaching Children to Read Words  
**Texas Essential Knowledge  
and Skills (TEKS)**

---

**Grade 1:**  
**English Language Arts and Reading**

*The student uses letter-sound  
knowledge to decode written language*

**The student is expected to:**

9

## English Language Arts and Reading TEKS

- Use Overhead #9 to review the word analysis component of the TEKS for grades 1–3.

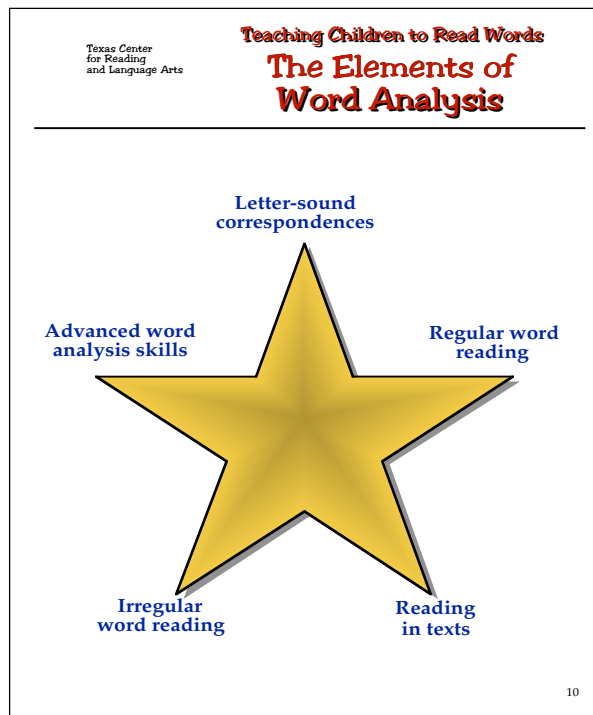
**Note:** Refer participants to English Language Arts and Reading TEKS handout.

## Elements of Word Analysis

- Use Overhead #10 to introduce the skills necessary for successful early word analysis.

**Note:** Identify each component of the slide in a clockwise direction.

## Overhead #10



## Letter-Sound Correspondence

- Use Overhead #11 to discuss the definition of letter-sound correspondence.

## Overhead #11

Texas Center for Reading and Language Arts

Teaching and Monitoring  
**Letter-Sound Correspondence**

**What is letter-sound correspondence?**

**Letter-sound correspondence is:**

- an understanding that words are composed of letters
- the ability to produce the sound corresponding to a letter or letter combination

11


## Overhead #12

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and Language Arts

### Teaching and Monitoring Letter-Sound Correspondence (con't.)

---

#### Definitions



**Continuous sound:**  
A sound that can be prolonged (stretched out) without distortion (e.g., r, s, a, m).

**Stop sound:**  
A sound that cannot be prolonged (stretched out) without distortion (e.g., p, t, k).

**Most common sound:**  
The sound a letter most frequently makes in a short, one syllable word (e.g., red, blast).

**Regular word:**  
A word in which all the letters represent their most common sound.

12

## Definitions


- Use Overhead #12 to review definitions that may be helpful for teachers.

## Overhead #13

### Activity 1

#### How to Teach and Monitor Letter-Sound Correspondence

---



**Most Common Sounds  
of Single Letters**

After the presenter models each sound, say the sound of the letter and its sample word that is found on the Most Common Sounds of Single Letters handout.

13

## Activity 1

**Note:** Refer participants to the Most Common Sounds of Single Letters handout.



## Developing Letter-Sound Correspondence

- Use Overhead #14 to explain how letter-sound correspondence is developed.

(Adams, 1990.)

## Overhead #14

Texas Center  
for Reading  
and Language Arts

### Developing Letter-Sound Correspondence (con't.)

#### How is letter-sound correspondence developed?

1. Separate auditorily and/or visually similar letters (e.g., e/i, p/b).
2. Introduce some continuous sounds early (e.g., /m/, /s/).
3. Teach the sounds of letters that can be used to build many words (e.g., m, s, a, t).
4. Introduce lower case letters first unless upper case letters are similar in configuration (e.g., similar: S,s, U,u, W, w; dissimilar: R, r; T, t, F, f).

14

## Introducing Letters

- Use Overhead #15 to show one sequence for introducing letter-sound sequences.

**Note:** This example sequence progresses from less to more difficult.

## Overhead #15

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### Teaching and Monitoring Letter-Sound Correspondence (con't.)

#### One Example Sequence for Introducing Letter-Sound Correspondences

a m t s i f d r o g l h  
u c b n k v e w j p y


T L M F D I N A R H  
G B x q z J E Q

15

## Overhead #15a

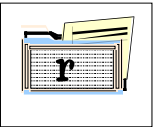
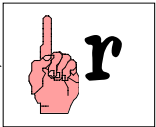

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for Reading  
and Language Arts

### How to Teach Letter-Sound Correspondence Ideas for Struggling Readers

Bright Ideas

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Use **explicit instruction** to teach struggling students **letter-sound correspondence**.



Stage 1: Modeling  
Teacher says sound and models sign.  
/rrrrrrrrr/  
Stage 2: Guided Practice  
Students say sound and make sign along with teacher.  
/rrrrrrrrr/  
Stage 3: Independent Practice  
Students say sound and make sign by themselves.  
/rrrrrrrrr/

15a

Bright Ideas



## How to Teach Letter-Sound Correspondence

- Use Overhead #15a to emphasize the importance of explicit instruction in teaching letter-sound correspondence for students with special needs. Explicit teaching strategies provide students with teacher modeling, guided practice, and corrective feedback.
- Tell participants that explicit instruction involves three primary stages: modeling, guided practice, and independent practice.

### Stage 1: Modeling

- The teacher says the sound of the letter. The teacher also uses a consistent sign to associate the sound of the letter (e.g., skywriting). Tracing and writing also can be used to provide tactile/kinesesthetic input and to reinforce the learning (see Handout, "Making a Screen for Screen Writing").

### Stage 2: Guided Practice

- The teacher says the sound and makes sign of the letter with the students. Teacher monitors student performance. Based on the performance, teacher corrects, reteaches, or adjusts the instruction (e.g., provides a prompt).

### Stage 3: Independent Practice

- The students say the sound of the letter and make the sign without the teacher's help.

## Integrating New Knowledge and Skills

- Use Overhead #16 to discuss how letter-sound correspondence can be further developed.

**Note:** Refer participants to the Features of Well-Designed Letter-Sound Correspondence Instruction handout.

## Overhead #16

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**Letter-Sound Correspondence**  
**Integrating New  
Knowledge and Skills**

Once students can identify the  
sound of the letter reliably...

↓

...have students discriminate the new  
letter-sound correspondence from  
known letter sounds.

When students can identify  
a few letter-sound  
correspondences quickly,

↓

...include these letters in single-syllable,  
CVC, decodable words.

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## Monitoring Letter-Sound Correspondence

- Use Overhead #17 to point out specific ways to monitor students' letter-sound correspondence knowledge.
- Refer participants to the sample measure, Letter-Sound Correspondences handout, and the sample record keeping form handout.

**Note:** You may want to model how this would appear by using a participant from the audience as a student.

## Overhead #17

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**Monitoring Letter-Sound  
Correspondence Knowledge**

1. Identify the letter-sounds to be taught.
2. Arrange the letter-sounds in the sequence they will be introduced during instruction.
3. Model the task on two example letter-sounds.
4. Show a row or column of letters and ask the child to tell you the "sound" of the letter. If the child tells you the name, indicate "that's the name of the letter."
5. Discontinue if a student misses five letter-sounds in a row.
6. Continue until child has completed the task or you have sufficient information about the child's knowledge of letter sounds.
7. Prepare a summary profile documenting the letter-sounds students know and do not know.

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## Overhead #18

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**Letter-Sound Correspondence  
Progress Monitoring**

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*Provides  
information for  
instruction and  
grouping*

**Teacher should:**

- Design flexible groupings to accommodate learners' entry performance level
- Maintain a set of "taught" letter sounds
- Monitor student performance at least once every two weeks (more often, if necessary) to evaluate progress on sounds taught
- Examine the letter-sound knowledge of students to determine letter-sound correspondences that are consistently in error

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## Progress Monitoring

- Use Overhead #18 to explain how monitoring provides information for instruction and grouping.

## Overhead #19

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**Teaching and Monitoring  
Regular Word Reading**

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**What is regular word reading?**

**Beginning decoding ("phonological recoding") is the ability to:**

- read from left to right, simple, unencountered regular words
- generate the sounds for all letters
- blend sounds into recognizable words

**Why is it important?**

Because our language is alphabetic, decoding is a fundamental means of recognizing words. There are simply too many words in the English language to rely on memorization as a primary word identification strategy.

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## Regular Word Reading

- Use Overhead #19 to define regular word reading and explain its importance.

## Definitions

- Use Overhead #20 to review the definitions.

## Overhead #20

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### Regular Word Reading

#### Definitions



#### Regular word

- A one-syllable word in which letters make their most common sound.

#### Sounding-out

- The process of saying each sound that represents a letter in a word without stopping between sounds.

#### Decodable text


- Engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught.
- Effective decodable texts contain some sight words that allow for the development of more interesting stories.

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## Overhead #20a

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### How to Teach Sounding Out Words: Effective Practice for Struggling Readers

Bright Ideas


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Use **explicit instruction** to teach struggling readers **sounding out words**.

**Stage 1: Modeling**  
Teacher sounds out each phoneme and blends.  
/sss aaa t/ /sat/

**Stage 2: Guided Practice**  
Teacher and students sound out each phoneme and blend.  
/sss aaa t/ /sat/

**Stage 3: Independent Practice**  
Students sound out each phoneme and blend by themselves.  
/sss aaa t/ /sat/



20a

Bright Ideas



## How to Teach Sounding Out Words

- Use Overhead #20a to emphasize the importance of explicit instruction in teaching decoding.
- Remind participants that explicit instruction involves three primary stages: modeling, guided practice, and independent practice.
- Use Overhead #20a to emphasize the importance of explicit instruction in teaching decoding.
- Remind participants that explicit instruction involves three primary stages: modeling, guided practice, and independent practice.
- Decide what kind of tactile and/or kinesthetic techniques will be used (e.g., holding up one finger or tapping to represent each letter of the word, screen writing and tracing).
- Discuss explicit instructional stages involved in teaching sounding out words as follows: The teacher says, "You are going to sound out the word "sat." Watch carefully. When I touch each letter of the word, I will say its sound. Then I will say each sound in the word without stopping between sounds."

### Stage 1: Modeling

(The teacher touches under each letter of the word.) "It's my turn to sound out the word and blend it."

Listen: /sss aaa t/ /sat/



## How to Teach Sounding Out Words (cont.)

### Overhead #20a (cont.)

#### Stage 2: Guided Practice

(The teacher touches under each letter of the word.) "Let's sound out the word together and then blend. Get ready. Begin."

Teacher and students: /sss aaa t/ /sat/

#### Stage 3: Independent Practice

(The teacher touches under each letter of the word.) "Now, sound out the word and blend it by yourselves. Get ready. Begin."

Students: /sss aaa t/ /sat/

**Note:** The teacher repeats Stages 1, 2 and 3 with the words *fat*, *cat*, *can* and *ran*.)

## Developing Regular Word Reading (cont.)

### Overhead #21

- Use Overhead #21 and #22 to address instructional material design for regular word reading.

(Adams, 1990; Carnine, Silbert & Kameenui, 1997.)

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## Developing Regular Word Reading (cont.)

### How is regular word reading developed?

Instructional materials must be carefully designed based on:

- letters in words
- complexity of words

Letters in words for initial blending (sounding-out) instruction should:

- consist of continuous sounds (e.g., m, s)
- be familiar
- be visually and auditorily dissimilar (i.e., do not teach /b/ and /d/ together)
- occur in a large number of words so they will be of high utility
- be lower case unless upper and lower case are highly similar shapes (e.g., S s; V v)

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## Overview #22

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### Developing Regular Word Reading (cont.)

**How is regular word  
reading developed?**

Words in blending (sounding out) and sight-word instruction:

- progresses from short VC and CVC (2- or 3- letters) words to longer words (4- or 5- letters) in which letters represent their most common sounds
- reserves consonant blends (e.g., /st/, /tr/, /pl/) until students are proficient with CVC words
- begins with continuous sounds in early exercises to facilitate blending
- uses stop sounds only initially in final positions of words
- represents familiar vocabulary and concepts

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## Developing Regular Word Reading (cont.)

## Overhead #23

### Activity 2

### Introduce Words According to Complexity

Use the handout Introducing Words According to Complexity table to determine a recommended sequence for introducing the following words:

<input type="checkbox"/> stamp	<input type="checkbox"/> if	<input type="checkbox"/> hot
<input type="checkbox"/> cat	<input type="checkbox"/> him	<input type="checkbox"/> last
<input type="checkbox"/> tag	<input type="checkbox"/> glad	<input type="checkbox"/> step
<input type="checkbox"/> split	<input type="checkbox"/> drop	<input type="checkbox"/> hats
<input type="checkbox"/> skunk	<input type="checkbox"/> hand	<input type="checkbox"/> strap
<input type="checkbox"/> hot	<input type="checkbox"/> skin	
<input type="checkbox"/> must	<input type="checkbox"/> Sam	
<input type="checkbox"/> am	<input type="checkbox"/> mad	

23

## Activity 2

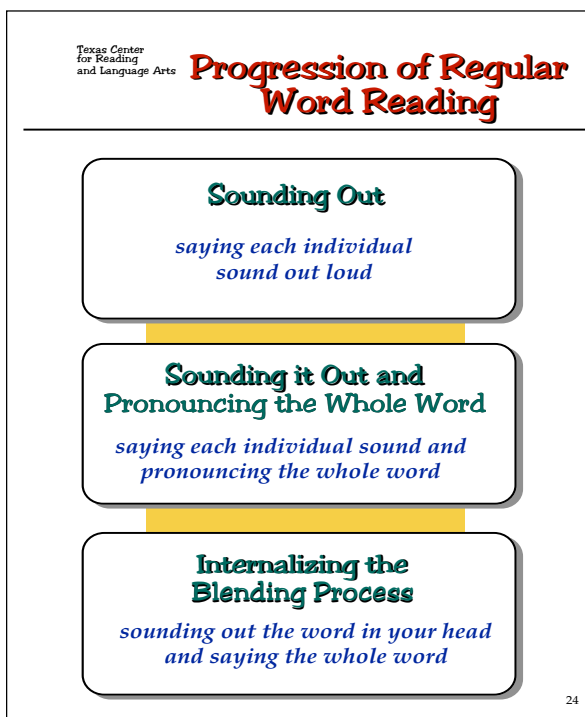
*Note: Refer participants to Introducing Words According to Complexity handouts.*



## Progression of Regular Word Reading

- Use Overhead #24 to illustrate a beginning sequence of blending instruction.
- Tell participants that this is for beginning readers.

### Overhead #24



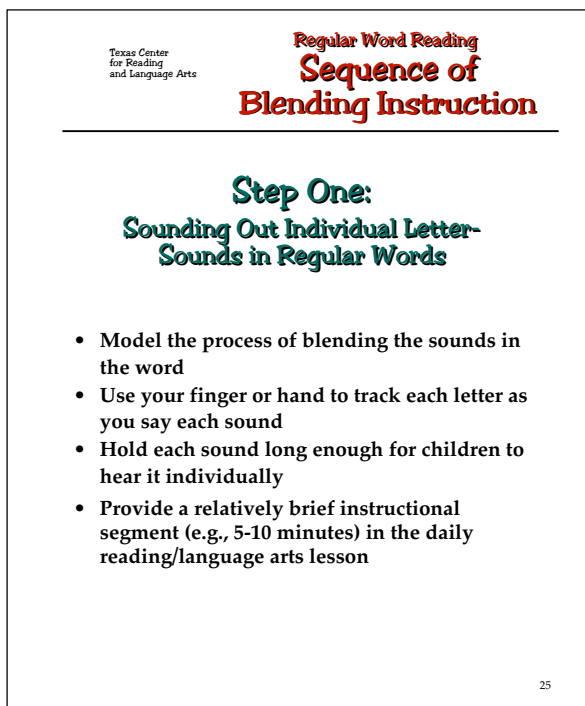
## Step One of Blending Instruction

- Use Overhead #25 to explain the steps of how to teach sounding out individual letter-sounds in regular words.

**Note:** *Tips to Remember:*

- *Don't stop between sounds.*
- *Don't distort sounds as they are stretched out.*
- *Emphasize that stop sounds should be quick and not stretched out.*

### Overhead #25



## Overhead #26

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**Regular Word Reading**  
**Sequence of Blending**  
**Instruction (cont.)**

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**Step Two:**  
**Sounding Out and**  
**Reading the Whole Word**

- Introduce a step where students say the word at a regular pace after students can blend the sounds in a word:  
  
*Students orally blend the individual letter sounds in the word and then say the whole word*
- Provide sufficient time for students to “put the sounds together”

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## Step Two of Blending Instruction

- Use Overhead #26 to discuss how to teach sounding out and reading whole words.

## Overhead #27

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**Regular Word Reading**  
**Sequence of Blending**  
**Instruction (cont.)**

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**Step Three:**  
**Internalizing the Blending Process**

**Students...**

- sound out the word to themselves and then say the whole word

**Teachers...**

- show students how to internalize the blending process
- model the process by tracing their finger under each sound and subvocalize the sounds of the word
- provide sufficient time for all students to blend the word in their heads

27

## Step Three of Blending Instruction

- Use Overhead #27 to explain how to teach students to internalize the blending process.
- Refer participants to the Features of Well-Designed Word Reading Instruction handout.

## Monitoring Regular Word Reading

- Use Overhead #28 to discuss ways in which to monitor students' regular word reading.
- Refer participants to the sample measure, Regular Word Reading handout.
- Tell participants that a good source of words is stories and informational texts used in the classroom.

## Overhead #28

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### Monitoring Regular Word Reading

#### Teacher should...

1. Identify student knowledge of letter-sounds and word types (length and consonant vowel configuration) for use in initial sounding-out instruction.
2. Develop a list of words likely to be read over the course of the year.
3. Maintain a set of "taught" letter sounds and word types.
4. Monitor student performance at least once every two weeks on words containing familiar letter-sounds to evaluate progress.
5. Record letter-sounds, blending patterns (e.g., stopping between sounds, not being able to read whole words), or word types with which students have difficulty.

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## Word Reading in Texts

- Use Overhead #29 to explain the importance of learning to read words in texts.

## Overhead #29

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### Teaching and Monitoring Word Reading in Texts

#### Why is word reading in texts important?

A primary goal of beginning reading instruction is to prepare students to read texts fluently so that they are able to construct meaning as they read.

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## Overhead #30

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### Developing Word Reading in Texts

#### As a general rule...

- introduce reading in text after students can sound out regular words in 3 seconds or less on the first reading
- provide initial practice in decodable text in which students can apply their newly learned skills successfully (include only words students can decode)
- include repeated opportunities to read words in texts to develop accuracy and fluency
- encourage students to use the sounding out strategy to figure out the words of a text by saying the sounds in the word to themselves (generally lasts 1-2 weeks)
- progress to having students figure out the words without saying the sounds

30

## Developing Word Reading in Texts

- Use Overhead #30 to discuss ways in which to develop word reading in texts.

*(Adams, 1990; Juel & Roper-Schneider, 1985.)*



## Creating Decodable Books

**Note:** This overhead is an example of one page of a decodable book. Multiple pages can be created.

### Overhead #30a

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Creating Decodable Books

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**rat, sat** (decodable words)

**A** (sight word)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(sentence strip)

---

**rat, sat**

**A**

\_\_\_\_\_

A rat sat.

30a

- Use Overhead #30a to introduce the concept of creating a decodable book.
- Explain that it will be fun and educational for students to make their own books. Students use decodable words and high frequency sight words to create this book.
- There are many commercially prepared decodable books available. Refer participants to the Handout, "Publishers of Decodable Text."

#### **Steps in creating a decodable book:**

- Students are provided a page with the decodable words, sight word(s), and a sentence strip.
- Create a sentence using the words listed on the page.
- The students write the sentence on the line. The teacher may need to demonstrate by writing on the board.
- Students can draw a picture representing the sentence.
- Students read and reread the sentence to practice word reading in text.
- Students can make several additional pages and make them into a book.
- Students are encouraged to take their books home for additional practice in reading text.

## Overhead #31

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### Monitoring Word Reading in Passages

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**When students are reading words at a rate of one every 1.5 to 2 seconds...**

- begin monitoring passages weekly
- select the passage students have been practicing
- give directions: "I want you to read this passage using your "best" reading"
- record the number and types of errors and the time it took to read the passage

31


## Monitoring Word Reading in Passages

- Use Overhead #31 to explain how to monitor word reading in passages.
- Point out that students should be reading words at a rate of 1 word every 3 seconds.
- Refer participants to the Features of Well-Designed Word Reading in Passages handout.




## How to Monitor Word Reading in Passages

### Overhead #31a



Inter  
Bridge Arts

### How to Monitor Word Reading in Passage Ideas for Struggling Readers



Bright Ideas

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Sample Reading  
Passage

Once upon a <sup>time</sup> a  
little boy and girl  
went on a walk. As  
they walked they  
saw many things.  
They saw a flower.  
It was red and had  
a bug on it. They  
saw a tree. It was  
tall and had a bird  
in it. They saw a  
lake. It was <sup>very</sup> big and  
had a duck on it.

# of words correct per minute

80									
70									
60									
50									
40									
30									
20									
10									

Dates

31a

- Use Overhead #31a to point out to participants that there are different ways to monitor word reading in passages. One example is the student's reading rate based on number of word correct per minute.
- Choose consistent markings to represent reading errors. Common representations are:
  - line through the correct word and write the error above the word.
  - circle omitted word.
  - double underline repeated word.
  - carrot placed between two words with the added word written above.
  - sc for self-correction
- Select an appropriate passage. Explain to the student that they will read for one minute. Point out that "speed reading" is not the goal, but "best reading."
- Ask the student to begin reading, using their best reading. Mark the passage to show types of errors as it is read. Stop the student after one minute. If the student is in the middle of a sentence mark the spot, but allow the student to finish the sentence. Count the number of words read correctly and tell the student.
- Have student graph the number of words read and write the date.
- Tell participants to do this on an ongoing basis. Error analysis will give the teacher good information regarding the needs of the student.

## Overhead #32



### Teaching and Monitoring Irregular Word Recognition

#### What are irregular words?

Although decoding is a highly reliable strategy for a majority of words, some irregular words in the English language do not conform to word-analysis instruction (e.g., the, was, night).

32

## Irregular Word Reading

- Use Overhead #32 to define irregular words.
- Explain that decodable words that contain unfamiliar letter-sound correspondences are also referred to as irregular words.





## How to Teach Irregular Word Reading

### Overhead #32a

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**How to Teach  
Irregular Word Reading  
Ideas for Struggling Readers**

Bright Ideas

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Use **explicit instruction** to teach struggling students **irregular word endings**.

**Irregular Words**  

n	ight
l	ight
r	ight

**Stage 1: Modeling**  
Teacher says /ight/, then /n/ /ight/, and then blends to make /night/.

**Stage 2: Guided Practice**  
Students say along with teacher.  
/ight/, /n/ /ight/, /night/

**Stage 3: Independent Practice**  
Students say by themselves.  
/ight/, /n/ /ight/, /night/

32a

- Use Overhead #32a to demonstrate to participants the three stages of explicit instruction as used in the teaching of irregular words. Demonstrate each stage aloud.
- Point out to participants that some form of finger movement, such as tapping or holding up one finger for the onset and one finger for the rime, may help some students. Tracing, writing, or manipulating letter tiles can also be used.
- Tell participants that this overhead represents only one type of word, irregular rimes. Other irregular words are words that do not follow common phonic generalizations such as the, was, one, and come.

## Overhead #33

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### Developing Irregular Word Reading

1. Select words that have high utility (i.e., used frequently in grade-appropriate literature and informational text)
2. Sequence high frequency irregular words to avoid potential confusion (i.e., they/ them; was/saw)
3. Base the number of irregular words introduced at one time on student performance
4. Try to introduce irregular words at least 1 lesson prior to their appearance in texts
5. Provide a brief, cumulative review as part of daily reading instruction (2-3 minutes)
6. Identify irregular words with common parts and teach as word families (i.e., -ight: night, right, fight; -one: done, none)

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## Developing Irregular Word Reading

- Use Overhead #33 to address how to develop irregular word reading.
- Point out the importance of introducing irregular words after students can reliably decode words at a rate of about one letter-sound per second.
- Refer participants to the Features of Well-Designed Irregular Word Reading Instruction handout.

## Overhead #34

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### Monitoring Irregular Word Reading

**Teacher...**

- Maintains a list of taught words
- Monitors student knowledge in word lists and in connected text
- Asks students to read words
- Records particular words and patterns of words with which students exhibit difficulty reading

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## Monitoring Irregular Word Reading

- Use Overhead #34 to discuss ways in which to monitor irregular word reading.
- Refer participants to the New and Review Skills handout.

## Advanced Word Analysis

- Use Overhead #35 to explain advanced word analysis skills.

### Overhead #35

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## Teaching and Monitoring Advanced Word Analysis

**What is advanced  
word analysis?**

### Advanced word analysis skills include:

- Letter combinations (e.g., /ee/ as in the words bee, greet, keep, and indeed)
- Words that contain a VCe pattern (e.g., make, bite, hole)
- VCe derivatives (e.g., rates, named, hoping)

### Advanced word analysis skills require students to:

- Know the common sounds of approximately 20 single letters
- Decode texts made up of regular words at a speed at least 20 words per minute
- Identify 6 to 8 letter combinations and words that contain these combinations

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## Advanced Word Analysis (cont.)

- Use Overhead #36 to explain why word analysis is important.

### Overhead #36

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## Teaching and Monitoring Advanced Word Analysis

**Why is it important?**

Knowledge of advanced word analysis skills is essential if students are to progress in their knowledge of the alphabetic writing system and gain the ability to read fluently and broadly.

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## Overhead #37

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### Advanced Word Analysis

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Definitions



**Letter combination**  
A group of consecutive letters that represents a particular sound(s) in the majority of words in which it appears

**VCe pattern word**  
Word pattern in which a single vowel is followed by a consonant, which, in turn, is followed by a final e (i.e., lake, stripe, and smile)

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## Definitions

- Use Overhead #37 to review the terms.

## Overhead #38

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### Developing Advanced Word Analysis

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Part I:  
Knowledge of Letter Combinations

1. Introduce and teach letter combinations that represent sound relationships that are the most common in primary grade literature  
*(i.e., the letter combination /ph/ appears in a large number of words, but many of these words are not commonly found in primary grade books; /ol/ appears in relatively few words, but the words are very common (e.g., cold, hold, told))*
2. Separate letter combinations that are auditorily and visually similar  
*(i.e., the following letter combinations should be separated: /sh/ and /ch/; /oa/, /or/, /oo/, and /ou/; r-controlled vowels such as /ar/, /ur/, and /or/)*

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## Part I: Knowledge of Letter Combinations

- Use Overhead #38, #39 and #40 to address how to develop knowledge of letter combinations.

## Knowledge of Letter Combinations (cont.)

**Note:** Be sure to inform participants that letter combination pairs are taught together; not all the letter combinations listed should be taught at once.

## Overhead #39

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### Developing Advanced Word Analysis (con't.)

#### Part I: Knowledge of Letter Combinations (con't.)

3. The following letter combination pairs may be taught in the same teaching sequence:

- ee and ea
- ai and ay
- ir and ur
- oi and oy
- au and aw

4. Use letter combinations that can be used to build words.

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## Knowledge of Letter Combinations (cont.)

## Overhead #40

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### Developing Advanced Word Analysis (con't.)

#### Part I: Knowledge of Letter Combinations (con't.)

Sample sequence for  
introducing letter combinations

1. th	10. ea	19. ir
2. er	11. oo	20. ur
3. ing	12. ee	21. kn
4. sh	13. ai	22. oi
5. wh	14. ch	23. oy
6. qu	15. or	24. ph
7. ol	16. ay	25. wr
8. oa	17. igh	26. au
9. ar	18. ou	27. aw

40

## Overhead #41

### Activity 3

### How to Teach and Monitor Advanced Word Analysis

#### Letter Combinations

After the presenter models the sound of each letter combination on the Letter Combinations Table, pronounce the sample word that contains that sound.

(Remember to not add the “schwa” sound to the end of letter combinations)

41

## Activity 3

**Note:** Refer participants to the Letter Combinations hand-out.

## Overhead #42

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### Developing Advanced Word Analysis (con't.)

#### Part II: Words with a VCe Pattern

1. Students should be able to discriminate vowel letter names from vowel letter sounds before VCe pattern words are introduced.
2. In the beginning, the teacher presents a rule and leads students through decoding VCe pattern words.
3. A discrimination format may be as follows:

3 CVCe Words    3 CVC Words

With i as an initial vowel	(pine)	(pin)
With a for the initial vowel	(tape)	(tap)
With o for the initial vowel	(rode)	(rod)

4. The list should be constructed in an unpredictable order.

42

## Part II: Development of VCe Pattern Knowledge

- Use Overhead #42 to explain how to develop VCe pattern knowledge.

**Note:** Participants should be familiar with the VCe and CVC word types. General rules can be taught as basic strategies for reading pattern words; introduce strategies after students can identify 6 to 8 letter combinations and decode words containing those combinations. Delay introducing VCe pattern words with either e or u as the initial vowel.



## How to Teach Advanced Word Analysis

### Overhead #42a

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**How to Teach Advanced  
Word Analysis Strategies  
for Struggling Readers**

---

**Visual and auditory demonstration helps  
struggling students learn.**

1. 

CVCe  
kite
2. 

CVCe  
kite
3. 

CVCe  
kite
4. 

kite

42a

- Use Overhead #42a to demonstrate how to teach a CVCe word with “Silent E Story” using visual and auditory cues.
- Write the word “kite” on the overhead or board.
- Label CVCe above the appropriate letters (see the first box).
- Use a “Silent E Story” to assist students in remembering the rule. One example is: The final “e” is very shy and does not want to talk. Demonstrate this by drawing a line through the final “e” (see the second box).
- Continue the story by saying that the final “e” jumps over the next door neighbor consonant “t”, and asks the vowel “i” to say its own name. Demonstrate this by drawing a curved line from the final “e” to the vowel “i”. Above the “i”, draw a long diacritical mark and say the long /i/ sound (see the third box).
- Now decode “kite,” saying each sound and blending. Remind participants that the final “e” is too shy to make any sound (see fourth box).
- Tell participants that students with special needs oftentimes require multiple practice and feedback with various CVCe words, such as late, cute, fate, tape, mile, and fake. Initially, the students may need to draw a line through the “e,” mark the preceding vowel long and trace the word as they say it. The goal is to have the student use the silent “e” rule automatically.
- Ask participants to share stories they use for teaching silent “e”.

## Overhead #43

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### Monitoring Advanced Word Analysis

#### Part I: Knowledge of Letter Combinations

1. Maintain a list of taught letter combinations
2. Periodically have students read a list of words including taught letter combinations
3. Record letter combinations which students show significant difficulty

#### Part II: Words with a VCe Pattern

1. Periodically have students read a list of VCe and CVC words.
2. Record words with which students show significant difficulty.

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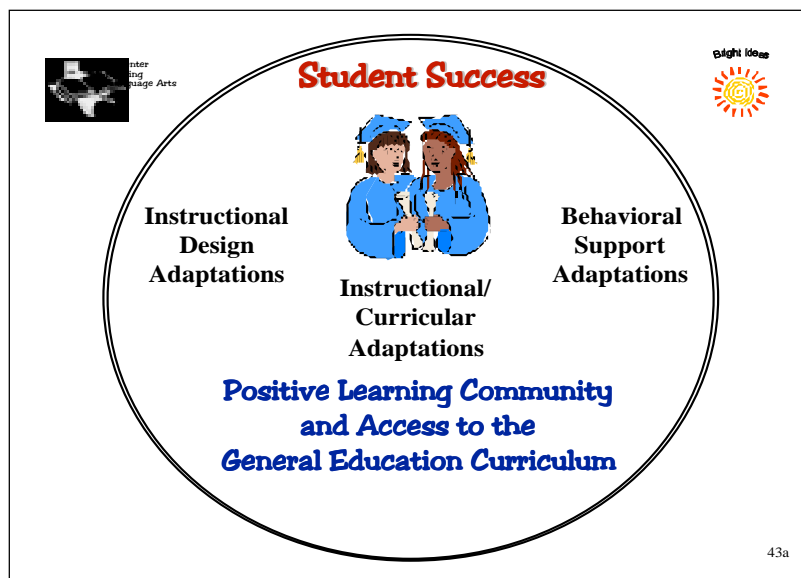
## Monitoring Advanced Word Analysis

- Use Overhead #43 to explain ways in which to monitor knowledge of letter combinations and words with the VCe pattern.
- Refer participants to the Features of Well-Designed Letter Combination Instruction handout.





## Overhead #43a




**Note:** Use Overheads #43a through #43k to give more specific information about making adaptations.

- Use Overhead #43a to review with the participants the three types of adaptations. Remind participants to reflect on struggling readers and writers including students with disabilities and the adaptations required as they continue through this guide. (Have participants continue to add to the chart paper if this process is being used.)

## Overhead #43b


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### Instructional Design Adaptations Know Your Student

Bright Ideas

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- Plan for adaptations
- Access resources
- Collaborate
- Integrate technology
- Assess learning
- Monitor student progress



43b

- Use Overhead #43b to remind participants of the importance of instructional design adaptations. For struggling readers and writers to benefit from instruction, the teacher must plan for adaptations, access resources, collaborate, integrate technology, assess learning, and monitor student progress.

Bright Ideas

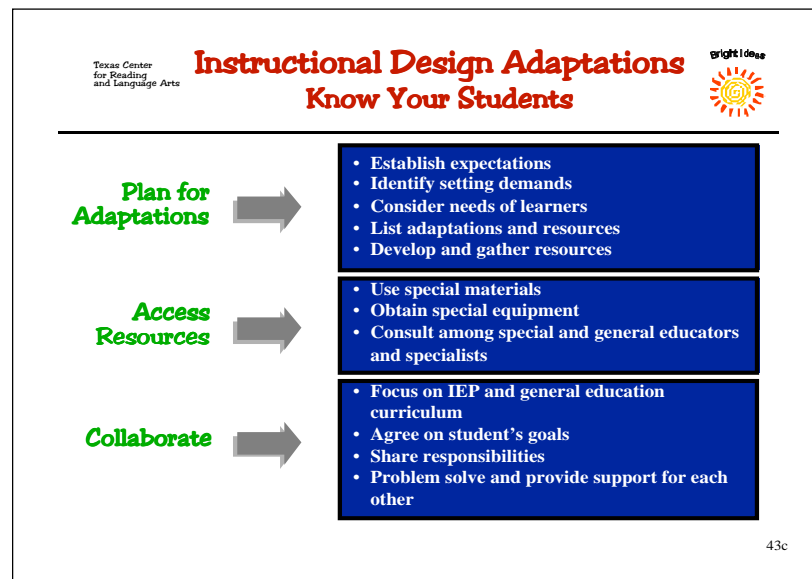


Instructional Design  
Adaptations



## Instructional Design Adaptations

### Overhead #43c



- Use Overhead #43c to introduce instructional design adaptations.

#### Plan for Adaptations:

- Explain that the first step in planning adaptations for struggling readers and writers is to **establish expectations** for student outcomes. What goals and objectives are listed on the IEP and what skills are the students expected to master and demonstrate at the end of the lesson or unit?
- **Think about the demands** needed to complete the tasks associated with the expectations or outcomes (e.g., note taking, writing, group work). Identifying setting demands will help to determine which part of the instruction and/or assignment is too challenging and how to modify the task so that students with special needs can successfully complete the assignment.
- **Keep student's strengths and needs** in mind while planning for the lesson (e.g., refer to student's IEP modification page if necessary).
- **Identify the types of adaptations and resources** necessary for the student to benefit from instruction (e.g., extended time, support for reading, manipulatives for math, token system for completing work).
- **Develop and/or gather needed resources.** Collect resources in advance (e.g., getting Braille text completed for a student who is blind; getting books on tape).
- Ask participants to pair and in one minute generate suggestions for implementing plans for adaptations. Partners may share in large group and add to adaptation charts.

## Overhead #43c (cont.)

### Access Resources

- Mention to participants that these are examples of special materials: visual aids, pictures, flash cards, high-interest/controlled- vocabulary reading materials, manipulatives, instructional games, spell checker, and software.
- Tell participants the following are examples of special equipment: magnifying glass, tape recorder, large print books, Braille, FM system, and computer with grammar and spellchecker. (See Handout for list of “Assistive Technology Devices.”)
- Say that the following is a list of personnel resources: behavior specialists, vision specialists, special education teachers, curriculum specialists, inclusion specialists, and technology specialists. (See Handout, “Related Service Personnel” of specialists.)
- Ask participants to choose one or two disability categories and give examples of materials, equipment, and personnel resources that the teacher may need in order to teach a lesson so that these students will benefit from instruction. Either small or large groups can participate in this activity.

### Collaborate

- Discuss the importance of collaboration among general and special education teachers and other related specialists and with parents in preparing instructional adaptations for students with special needs. (See Handout, “Related Service Personnel” for a list of specialists who serve students with disabilities.)
- Explain that there should be a consensus in decision-making regarding the identification of a student’s educational goals and objectives using the IEP if the student has an identified disability. In considering these goals, discuss the importance of student participation in the general education curriculum. This may vary depending on the student’s learning levels and disabilities in relation to the goals of the lesson. For example, a struggling reader may use taped books and partner reading along with study guides to access the social studies textbook. In contrast, a student with moderate cognitive disabilities may be learning to recognize and demonstrate key concepts of the lesson.
- Tell participants that general and special education teachers and other specialists should share responsibilities and work together to identify, access, and gather resources necessary for adaptations. Have participants discuss how this can work.
- Mention that problems will naturally arise (e.g., special materials not available, student with autism disrupting class with occasional outbursts). Use formal (e.g., grade level/cohort planning meetings, student study teams, teacher assistance teams) and informal problem solving to resolve student problems. The key is to support each other to assist students in attaining their goals.

Bright Ideas

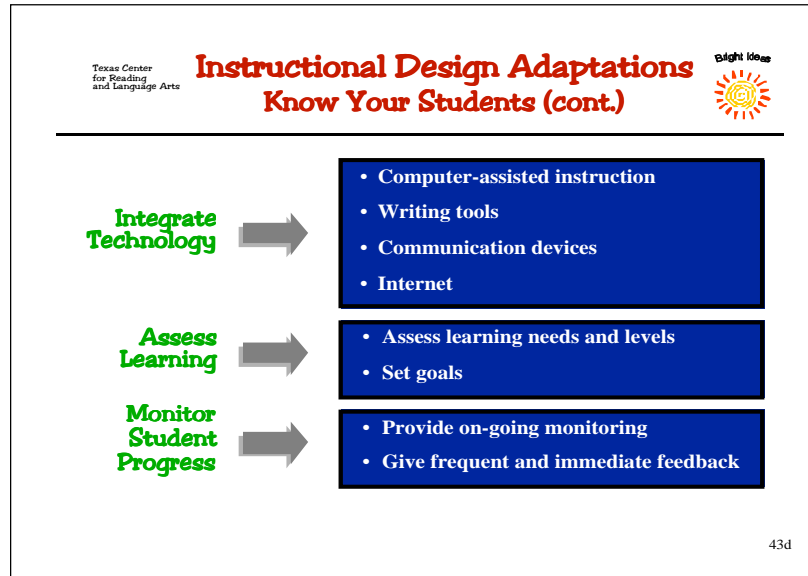


## Instructional Design Adaptations (cont.)



## Instructional Design Adaptations (cont.)

### Overhead #43d



- Use Overhead #43d to discuss integrating technology, assessing learning, and monitoring student progress.

#### Integrate Technology

- Explain that:
  - There are a number of areas where technology could assist struggling readers and writers. Examples include computer-based reading, writing assistance, augmentative communication, access to reference materials, adaptive switches, and materials modifications.
  - Computer-assisted instruction can be a powerful adaptation tool for struggling readers and writers. Teachers can use tools such as tutorial, practice, and simulation software to promote problem solving.
  - Writing tools can be used in creating outlines, graphic organizers, idea webs or maps, and assisting with word processing including spelling and grammar checkers.
  - Assistive devices such as auditory trainers and voice recognition programs may be needed by some struggling readers and writers in order to benefit from instruction. (See Handout, "Assistive Technology Devices" for list of assistive devices.)
  - Reference materials for research papers and other class projects can be accessed via websites and the Internet. For students with visual impairments access to web sites and the internet can be accomplished with the assistance of the vision specialist who should know about software that promotes accessibility.

## Overhead #43d (cont.)

### Assess Learning

- Mention that assessment is an essential component of instruction for students with special learning needs. While planning for assessment, be sure to consider student needs and any adaptations necessary for the students during assessment. (Refer to student's IEP modification page if the student has an identified disability.) For example, students may need one-to-one test administration, small group setting, shortened tests, extended time for tests, or the use of a calculator or other special materials and equipment. Also, use curriculum-based assessment or alternative methods of assessment.

### Monitor Student Progress

- Tell participants that:
  - Monitoring struggling readers and writers' progress and providing feedback help the teacher determine when these students require extra assistance. Instruction should be adjusted accordingly. Both monitoring and feedback should be frequent and ongoing. Teach students how to monitor their own progress. For example, students can chart their reading rate or number of math facts completed.
  - Involving students in setting individual, academic, and behavioral goals is important, especially at the secondary level. Students are more likely to improve if they have ownership of their goals and objectives.

### Extended Workshop: Lesson Plan

- If time permits, have small groups plan a lesson for an inclusion class incorporating instructional adaptations. Groups should consist of general and special education teachers and other specialists. Have groups plan their lesson to focus on adaptations for a particular student with a disability in a subject matter they choose. Have groups then share their lesson with the other participants.

Bright Ideas



**Instructional Design  
Adaptations (cont.)**




## Instructional and Curricular Adaptations

### Overhead #43e

Texas Center  
for Reading  
and Language Arts

**Instructional and Curricular  
Adaptations**

Bright Ideas  



---

**Instructional:**

- Consider student's literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

**Curricular:**

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning



43e


- Use Overhead #43e to remind participants of the examples of instructional and curricular adaptations. For example, struggling readers and writers generally require more explicit instruction including teacher modeling using “think alouds.” (See Handout, “Suggestions for Adaptations”).
- Explain that the next two overheads give examples for two of the adaptations, “Make Learning Visible and Explicit” and “Provide Multiple Ways to Demonstrate Learning.”

## Overhead #43f


Texas Center  
for Reading  
and Language Arts

### Instructional and Curricular Adaptations

Bright Ideas



**Make Learning  
Visible and  
Explicit**



- Use modeling and “think alouds”
- Provide a written list of steps
- Have students self-monitor as they complete each step
- Support auditory information with visual and tactile cues

43f

Bright Ideas



## Instructional and Curricular Adaptations

- Use Overhead #43f to discuss strategies for making learning visible and explicit.
- Remind the participants of common sayings:
  - “A picture is worth a thousand words.”
  - “Modeling isn’t the best way to teach, it is the only way to teach.” (Albert Schweitzer)
- Discuss that research demonstrates that struggling readers and writers including students with disabilities learn better when taught the steps in cognitive processes (e.g., steps for finding main idea and solving math word problems).
- Tell participants that these students need systematic, explicit instruction in how to complete complex, cognitive processes. This type of instruction consists of modeling the steps including the thinking that occurs (i.e., “think alouds”) and then having the students think aloud as they do the steps. It is also helpful to provide a written list of steps and have the students self-monitor as they complete each step.
- Suggest that participants provide examples that demonstrate steps and monitoring for a particular skill. For example, write the steps involved in solving a word problem or list the steps in editing a written work.
- Discuss how adding visual and tactile cues to auditory information help make the auditory information more visible and explicit.

Examples are:


- When sounding out a word, have students push markers into boxes for each sound.
- Have students clap the words in a sentence.
- When lecturing, write the key words for each point on an overhead






## Instructional and Curricular Adaptations

### Overhead #43g

Center  
Reading  
Language Arts

## Instructional and Curricular Adaptations



**Provide Multiple Ways To Demonstrate Learning** →



**Examples:**

- Advertisement
- News release
- Web or map
- Comic strip
- Collage
- Diorama

43g

- Use Overhead #43g to expand on multiple ways to demonstrate learning other than a book report.
- Explain that struggling readers and writers may know the information, but may not be able to demonstrate effectively this learning because of their learning needs.
- Ask participants to expand the list of alternatives to the traditional book report. Share the groups' ideas either orally or by placing them on chart paper.


## Overhead #43h



### Behavioral Support Adaptations

**Strategies that increase appropriate student behaviors are:**

- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors



43h

- Use Overhead #43h to remind participants of the three types of behavioral support adaptations.

Bright Ideas

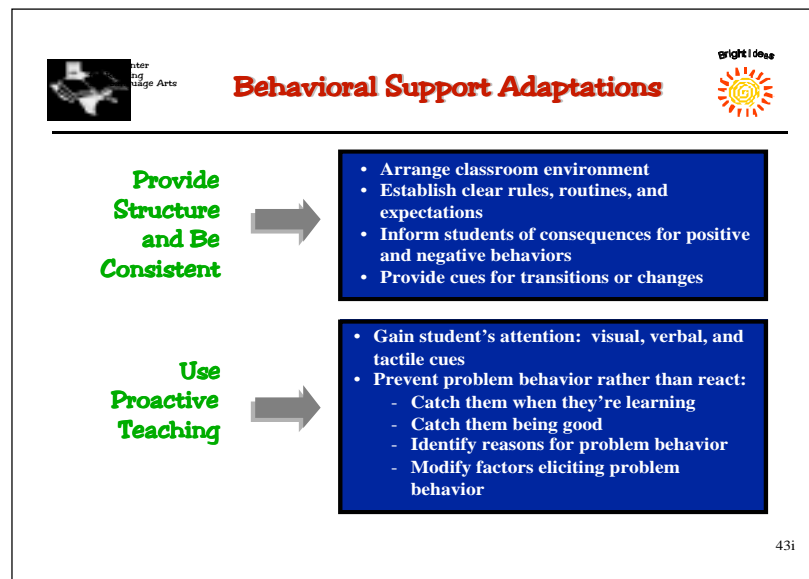


**Behavioral Support Adaptations**



## Behavioral Support Adaptations

### Overhead #43i



- Use Overhead #43i to discuss two major types of behavioral support: consistent and proactive teaching.

#### Provide Structure and Be Consistent

- Explain that classroom management requires structure and consistency.
  - Plan and arrange the environment. Organization enhances student attention.
  - Establish rules and expectations. Rules should be stated positively, displayed, and limited (i.e., 3 to 5). Have the class generate the rules and expectations in order to promote "buy-in."
  - Use natural and logical consequences for positive and negative behaviors (e.g., call on students who raise their hand and redirect students who speak out of turn).
  - Prepare students for transitions and change by giving frequent cues. Establish time limits for transitions.

#### Use Proactive Teaching

- Explain that proactive teaching can prevent problem behaviors by getting students' attention and/or changing factors that elicit those behaviors.
- Use such techniques as gaining attention, using the student's name, greeting them at the door, and being in close proximity. Also, varying voice, providing interesting materials, and sitting at eye level to "hook" student's attention can be effective.

## Overhead #43i (cont.)

- Be proactive rather than reactive. Be alert to students' on-task behavior and encourage their efforts.
- Identify reasons for problem behavior. The factors which elicit problem behavior can be modified, thereby preventing the behavior. For example, if a student regularly engages in a number of avoidance behaviors (e.g., sharpening pencil, searching in desk, talking to neighbor) when a math problem solving assignment is given, it may be that the work is too difficult for the student to do independently. The teacher should determine if this assumption is correct and if so, modify the task accordingly.
- Consult with the special education teacher to determine the behavioral support plan that may be identified in the IEP.

Bright Ideas



**Behavioral Support  
Adaptations (cont.)**



## Behavioral Support Adaptations

### Overhead #43j

Texas Center  
for Reading  
and Language Arts

Behavioral Support Adaptations

---

Teach  
Alternative  
Behavior

Teach and demonstrate to students:

- Appropriate social and communication skills
- Self-monitoring strategies

43j

- Use Overhead #43j to discuss the teaching of alternative behavior.
- Explain that effective behavioral support focuses on teaching students appropriate alternative behaviors. Modeling and then having the student practice the new behavior will help build alternative positive behaviors.
- Use the following example, your own, or elicit examples from participants.

Johnny may tantrum because he doesn't have the skills to communicate his frustration. Teachers can replace the tantrum behavior by teaching Johnny how to communicate this frustration (e.g., "I'm trying, but it's too hard." "Don't understand. Need help.").

- Tell participants that students may need to build social and communication skills (e.g., taking turns, cooperative strategies). Identify specific skills and teach them during routine activities. If students are taught using specific programs (e.g., Peacebuilders, Skillstreaming), it is important that the skills are practiced and generalized across settings. Work with the special education teacher to support the social and communication skills that are being targeted so that they generalize across classes.
- Mention that self-regulation helps students monitor their behavior (e.g., stop-look-listen; first I do. . . , then I . . .). Use self-report point cards and checklists that reflect the students' individual goals.

## Overhead #43j (cont.)

### Extended Workshop:

If time permits, have participants work in small groups. First, have each group identify a problem behavior. Have them state it so that it is observable and measurable. Second, have participants discuss potential and common factors that are associated with problem behavior in classroom settings (e.g., length or difficulty of task, too many problems per sheet, not able to get teacher's attention, nonpreferred task, no choice making). Third, have participants identify ways to modify these factors to prevent problem behavior from occurring.

### **Or**

Have participants work in small groups. Have one of the group participants describe a student and the problem behavior(s). Then ask participants to identify (a) the factors that elicit problem behavior(s), and (b) ways to modify those factors to prevent problem behavior(s).

**Bright Ideas**

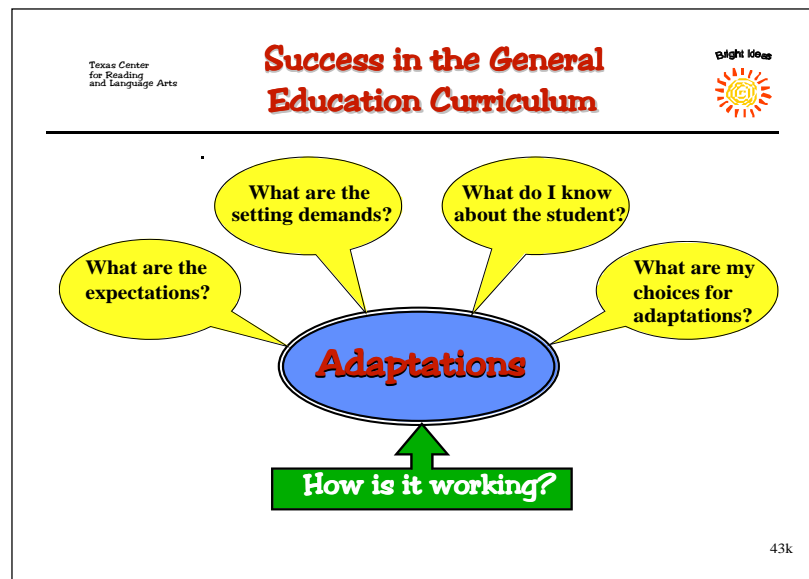


**Behavioral Support  
Adaptations (cont.)**



## Success in the General Education Curriculum

### Overhead #43k

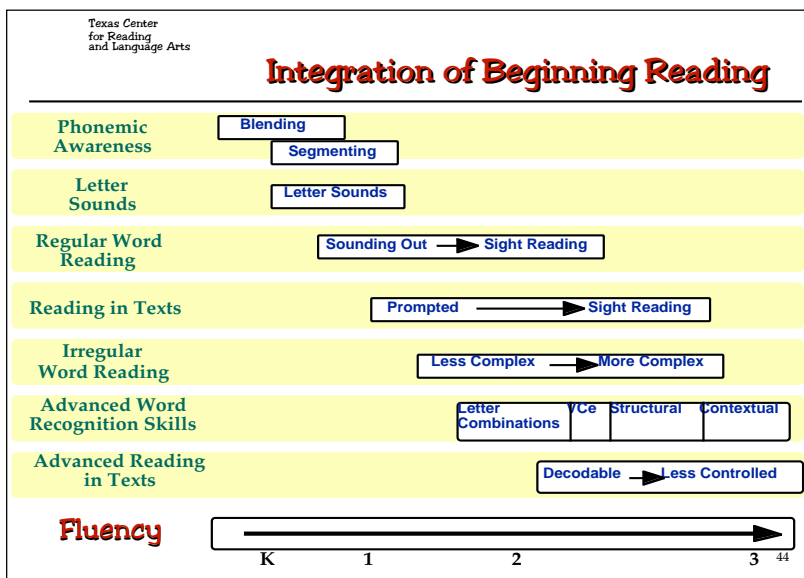


- Use Overhead #43k to conclude this discussion on making adaptations for struggling readers and writers.
- Review the four adaptation questions with participants. Discuss how answering these four questions assists teachers in selecting adaptations. Recommend collaboration among specialists.
- Explain that a final step in the process is to determine how the adaptation(s) is working and make adjustments accordingly. Explain that this is an important key to student's success in the general education curriculum.
- Encourage participants to think about making adaptations as they continue to complete the workshop. (Putting self-sticking notes on chart paper activity can be continued.)

(Bryant & Bryant, 1998)

## Overhead #44

## Summing Up



- Use Overhead #44 to discuss the continuum of beginning reading skills and conclude the workshop.
- Remind participants that many of the elements of beginning reading may be learned simultaneously but that more advanced elements (e.g., structural analysis) are dependent on less advanced elements (e.g., letter-sound knowledge).

**Note:** Throughout early reading instruction children should be encouraged to read connected texts and should be read to often.





# Word Analysis



## Principles for Instruction and Progress Monitoring

# Agenda

---

- \* Research and knowledge base of beginning reading
- \* Teaching children to read words
- \* Teaching and monitoring:
  - Letter-sound correspondences
  - Regular word reading
  - Word reading in texts
  - Irregular word reading
  - Advanced word analysis

# Objectives

---

## Participants will be able to:

1. Understand the components and requirements of teaching children to read in an alphabetic writing system.
2. Understand and describe the five essential skills of beginning word analysis.
3. Deliver instructional strategies for teaching children to read words and connected texts.
4. Monitor student performance on selected beginning reading skills and recommend a specific plan of instruction.

# Research & Knowledge Base of Beginning Reading

---

## How do successful readers read?

### Successful readers...

- rely primarily on the letters in the word rather than context or pictures to identify familiar and unfamiliar words
- process virtually every letter
- use letter-sound correspondences to identify words
- have a reliable strategy to decode words
- read words a sufficient number of times for words to become “automatic”



## How do struggling readers read?

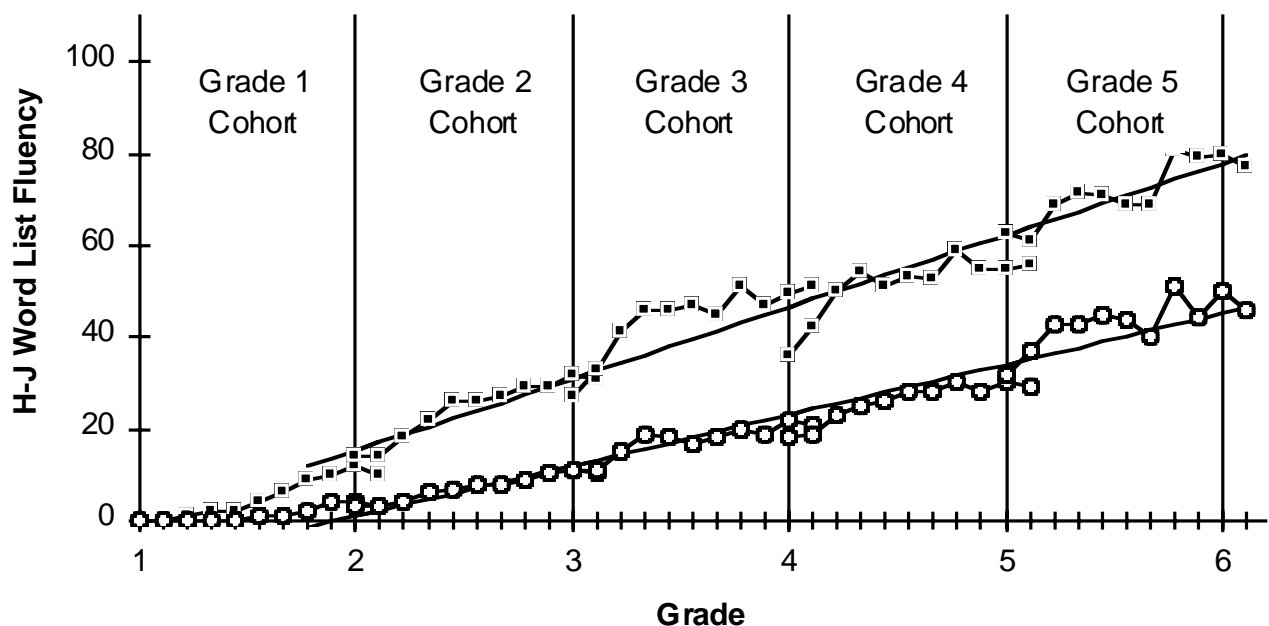
### Struggling readers:

- Show poor phonological awareness
- Possess limited alphabetic knowledge
- Have difficulty applying letter-sound knowledge
- Use limited word recognition or decoding strategies
- Have limited automatic word recognition
- Spend less time reading

# Research & Knowledge Base of Beginning Reading

## What happens to reading achievement over time?

*In the following graphic you see two trajectories of children's word reading performance across grades 1 through 6. The data are the result of a task where children read words from a common word list.*



# Research & Knowledge Base of Beginning Reading

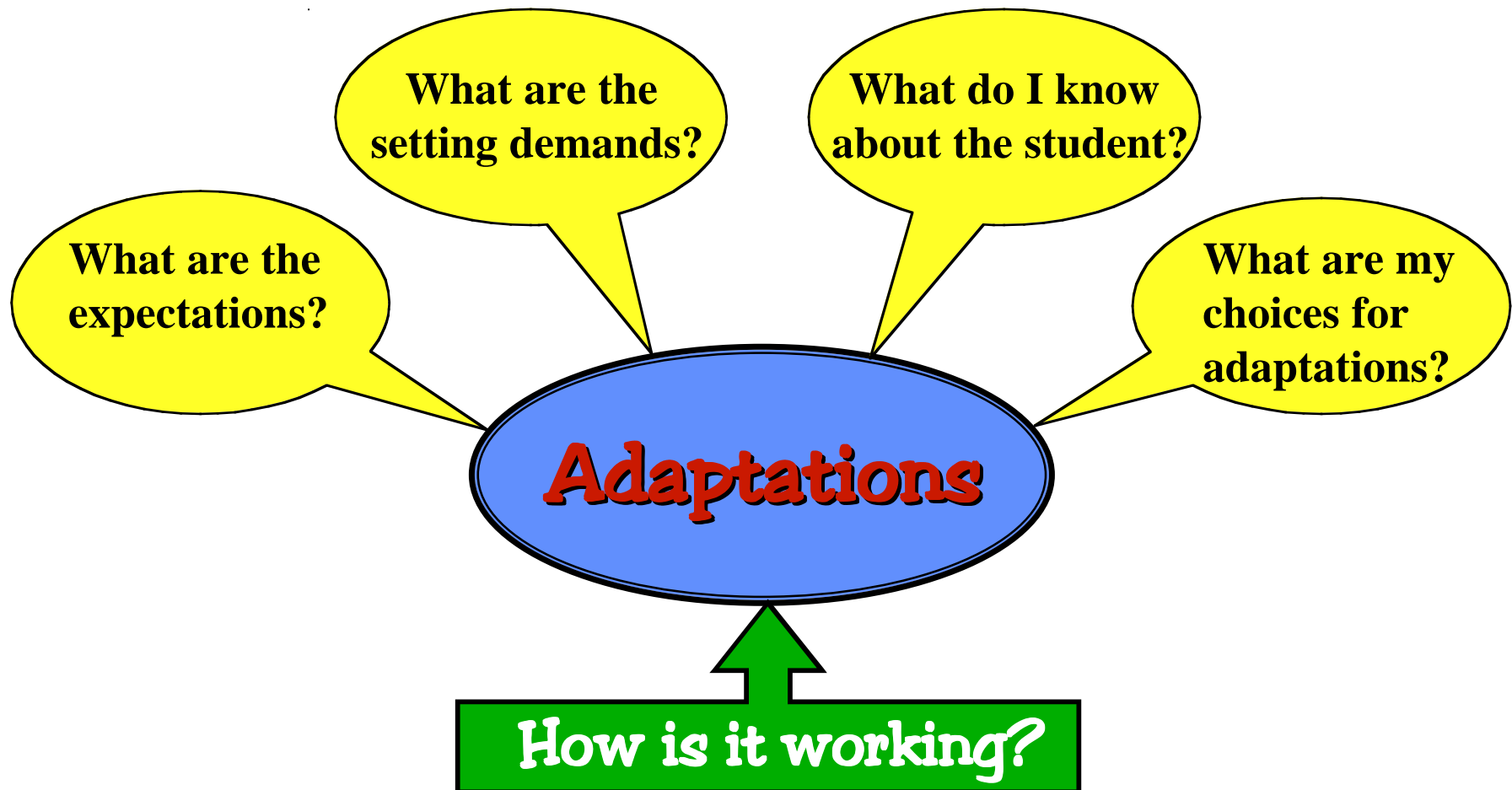
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**How do good and  
poor readers differ?**

	Poor Readers see...	Good Readers see...
End of 1st grade	9,975 words	18,681 words
End of 4th grade	80,000 words	178,000 words



# Success in the General Education Curriculum





# Student Success



**Instructional  
Design  
Adaptations**

**Behavioral  
Support  
Adaptations**

**Instructional/  
Curricular  
Adaptations**

**Positive Learning Community  
and Access to the  
General Education Curriculum**



# Instructional Design Adaptations

## Know Your Student

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- **Plan for adaptations**
- **Access resources**
- **Collaborate**
- **Integrate technology**
- **Assess learning**
- **Monitor student progress**



# Instructional and Curricular Adaptations

## Instructional:

- Consider students' literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

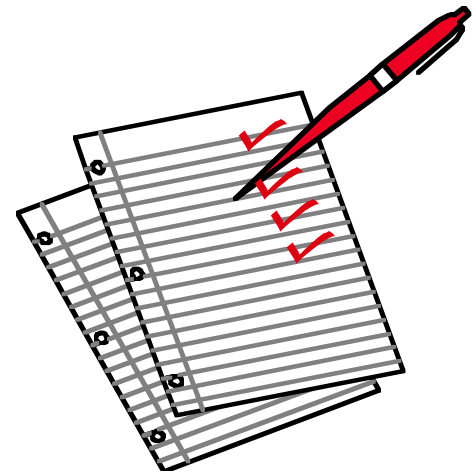
## Curricular:

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning



## Strategies that increase appropriate student behaviors:

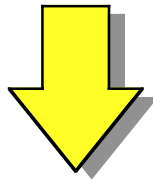
- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors



# Teaching Children to Read Words

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## Definitions



### **Alphabetic Awareness:**

Knowledge of letters of the alphabet coupled with the understanding that the alphabet represents the sounds of spoken language.

### **Alphabetic Understanding:**

Understanding that words are composed of individual letters (graphemes) and sounds (letter-sound correspondence).

### **Phonological Recoding:**

The process of translating printed words into letter-sound correspondences and blending the sounds into words.

# How to Teach Alphabetic Awareness Ideas for Struggling Readers



**Multiple** methods, presentations and practice help struggling students develop alphabetic knowledge.



Alphabet matching games



Alphabet sequencing games



Alphabet naming games



Alphabet flashcards



Alphabet drawing



Alphabet songs



Alphabet books and sticker books



Alphabet cookies



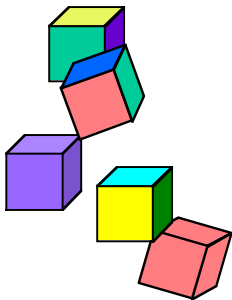
Alphabet templates

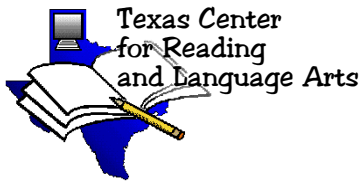


Screen writing



Sand tray





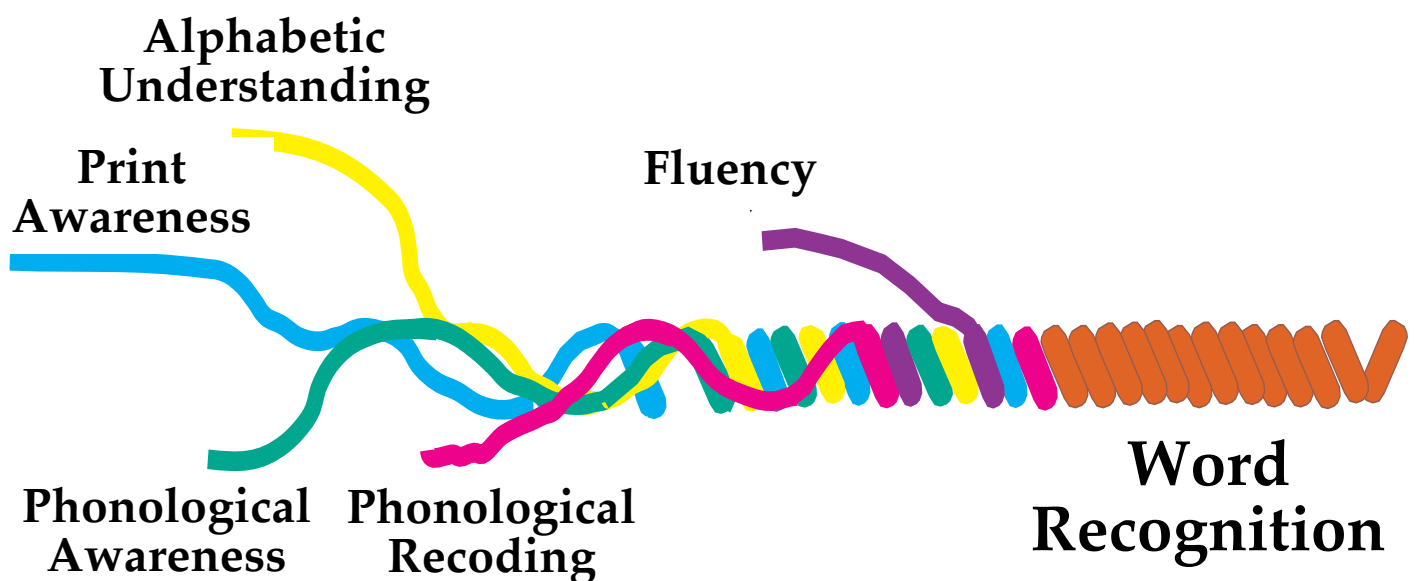
# Teaching Children to Read Words

## The Big Ideas in Beginning Reading

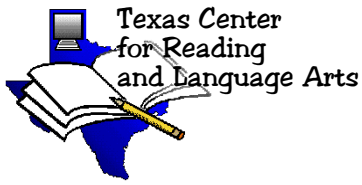
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The strength of word reading, like a rope, depends on different factors:

- Strength of the individual strands
- Strategic integration of all strands
- Effective binding or connecting of strand







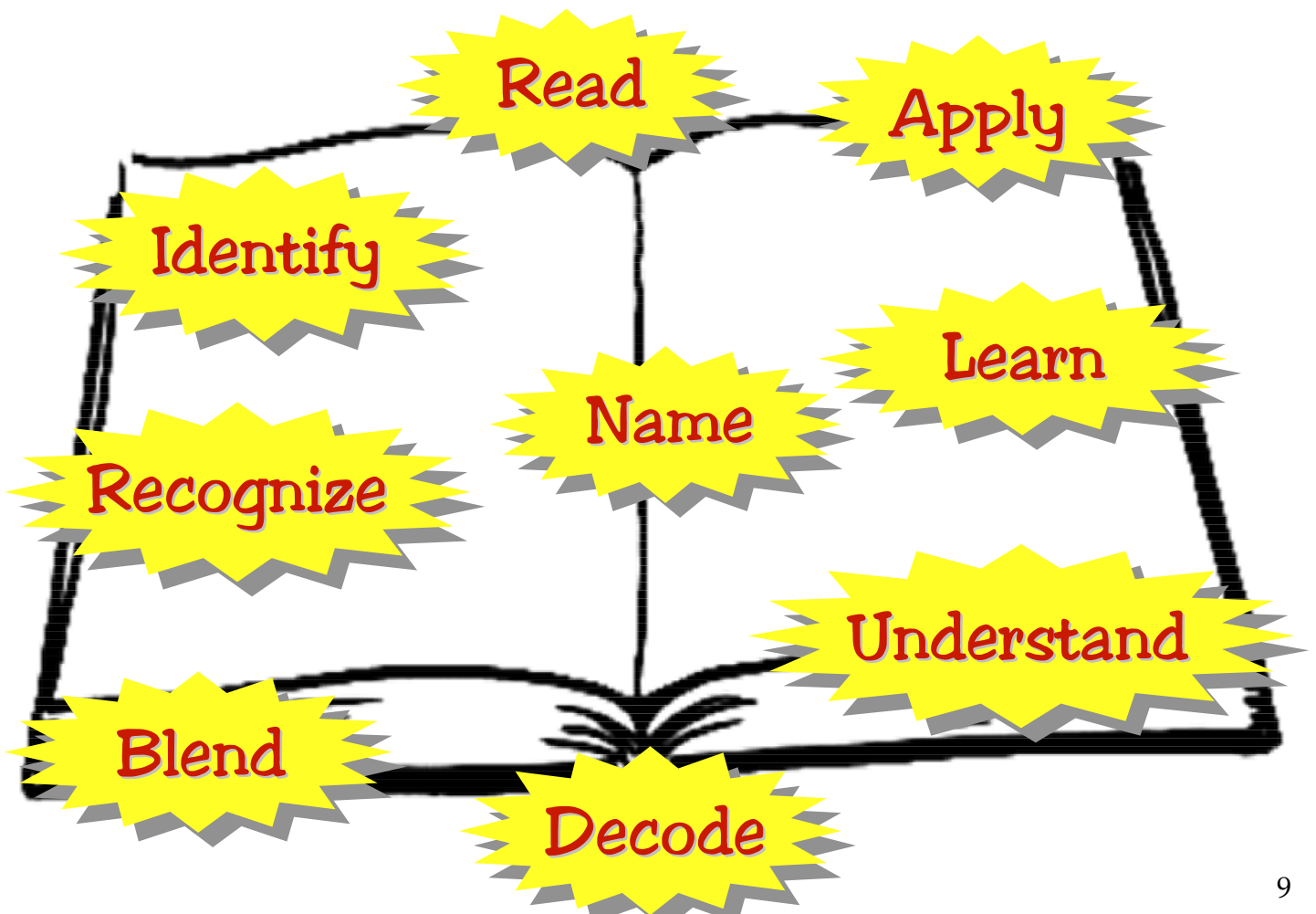
# Teaching Children to Read Words Texas Essential Knowledge and Skills (TEKS)

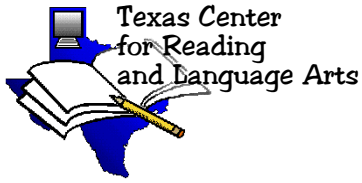
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## Grade 1: English Language Arts and Reading

*The student uses letter-sound  
knowledge to decode written language*

**The student is expected to:**

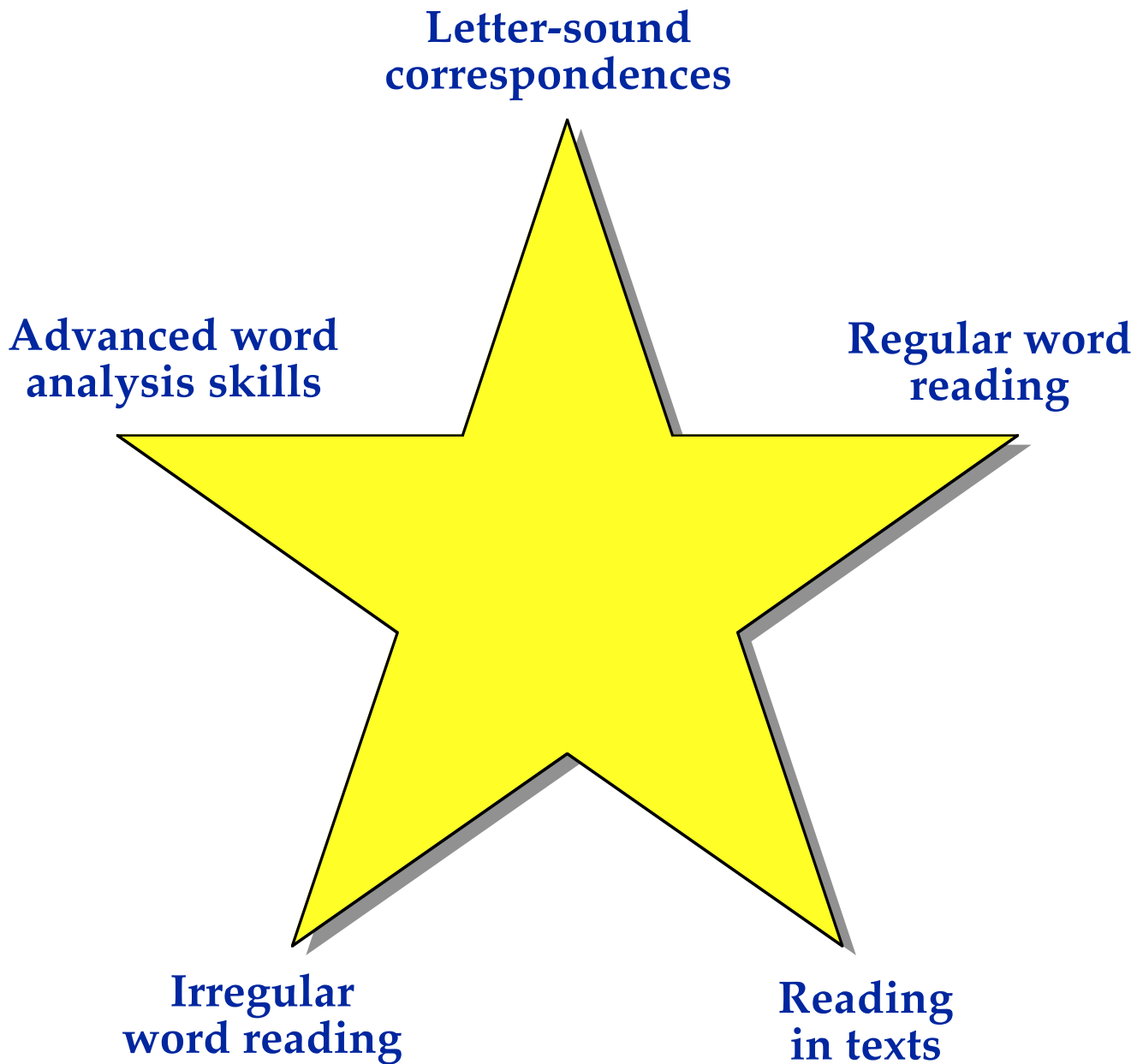




# Teaching Children to Read Words

## The Elements of Word Analysis

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# Teaching and Monitoring Letter-Sound Correspondence

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**What is letter-sound  
correspondence?**

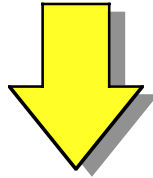
**Letter-sound correspondence is:**

- an understanding that words are composed of letters
- the ability to produce the sound corresponding to a letter or letter combination

# Teaching and Monitoring Letter-Sound Correspondence (con't.)

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## Definitions



### Continuous sound:

A sound that can be prolonged (stretched out) without distortion (e.g., r, s, a, m).

### Stop sound:

A sound that cannot be prolonged (stretched out) without distortion (e.g., p, t, k).

### Most common sound:

The sound a letter most frequently makes in a short, one syllable word (e.g., red, blast).

### Regular word:

A word in which all the letters represent their most common sound.

# Activity 1

## How to Teach and Monitor Letter-Sound Correspondence

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### Most Common Sounds of Single Letters

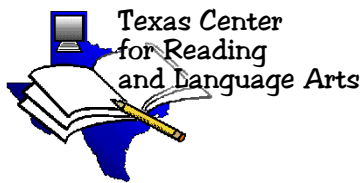
After the presenter models each sound, say the sound of the letter and its sample word that is found on the Most Common Sounds of Single Letters handout.

# Developing Letter-Sound Correspondence (con't.)

---

## How is letter-sound correspondence developed?

1. Separate auditorily and/or visually similar letters (e.g., e/i, p/b).
2. Introduce some continuous sounds early (e.g., /m/, /s/).
3. Teach the sounds of letters that can be used to build many words (e.g., m, s, a, t).
4. Introduce lower case letters first unless upper case letters are similar in configuration (e.g., similar: S,s, U,u, W, w; dissimilar: R, r; T, t, F, f).



# Teaching and Monitoring Letter-Sound Correspondence (con't.)

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## One Example Sequence for Introducing Letter-Sound Correspondences

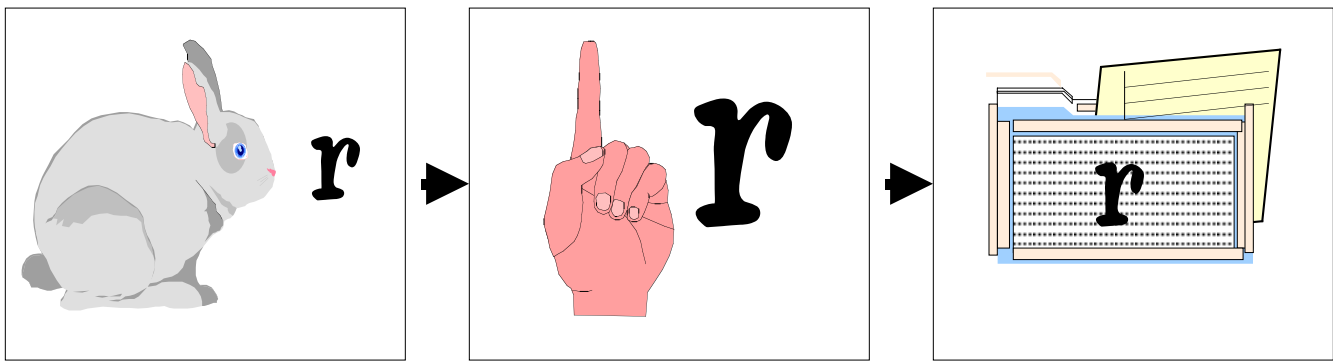
a m t s i f d r o g l h  
u c b n k v e w j p y

T L M F D I N A R H  
G B x q z J E Q

# How to Teach Letter-Sound Correspondence Ideas for Struggling Readers



Use **explicit instruction** to teach struggling students **letter-sound correspondence**.



## Stage 1: Modeling

Teacher says sound and models sign.

/rrrrrrrrrr/

## Stage 2: Guided Practice

Students say sound and make sign along with teacher.

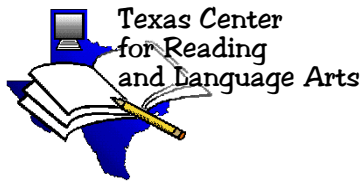
/rrrrrrrrrr/

## Stage 3: Independent Practice

Students say sound and make sign by themselves.

/rrrrrrrrrr/





# Teaching and Monitoring Letter-Sound Correspondence (con't.)

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## One Example Sequence for Introducing Letter-Sound Correspondences

a m t s i f d r o g l h  
u c b n k v e w j p y

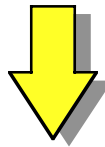
T L M F D I N A R H  
G B x q z J E Q

# Letter-Sound Correspondence

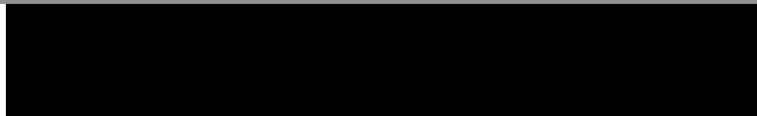
## Integrating New Knowledge and Skills

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**Once students can identify the  
sound of the letter reliably...**



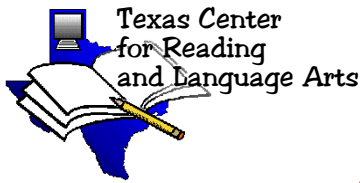
**...have students discriminate the new  
letter-sound correspondence from  
known letter sounds.**



**When students can identify  
a few letter-sound  
correspondences quickly,**



**...include these letters in single-syllable,  
CVC, decodable words.**



# Monitoring Letter-Sound Correspondence Knowledge

---

1. Identify the letter-sounds to be taught.
2. Arrange the letter-sounds in the sequence they will be introduced during instruction.
3. Model the task on two example letter-sounds.
4. Show a row or column of letters and ask the child to tell you the “sound” of the letter. If the child tells you the name, indicate “that’s the name of the letter.”
5. Discontinue if a student misses five letter-sounds in a row.
6. Continue until child has completed the task or you have sufficient information about the child’s knowledge of letter sounds.
7. Prepare a summary profile documenting the letter-sounds students know and do not know.

# Letter-Sound Correspondence Progress Monitoring

*Provides  
information for  
instruction and  
grouping*



## Teacher should:

- Design flexible groupings to accommodate learners' entry performance level
- Maintain a set of "taught" letter sounds
- Monitor student performance at least once every two weeks (more often, if necessary) to evaluate progress on sounds taught
- Examine the letter-sound knowledge of students to determine letter-sound correspondences that are consistently in error

# Teaching and Monitoring Regular Word Reading

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## What is regular word reading?

Beginning decoding (“phonological recoding”) is the ability to:

- read from left to right, simple, unencountered regular words
- generate the sounds for all letters
- blend sounds into recognizable words

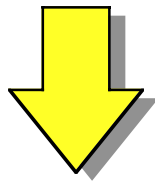
## Why is it important?

Because our language is alphabetic, decoding is a fundamental means of recognizing words. There are simply too many words in the English language to rely on memorization as a primary word identification strategy.

# Regular Word Reading

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## Definitions



### Regular word

- A one-syllable word in which letters make their most common sound.

### Sounding-out

- The process of saying each sound that represents a letter in a word without stopping between sounds.

### Decodable text

- Engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught.
- Effective decodable texts contain some sight words that allow for the development of more interesting stories.

# How to Teach Sounding Out Words: Effective Practice for Struggling Readers

Use **explicit instruction** to teach struggling readers **sounding out words**.

## Stage 1: Modeling

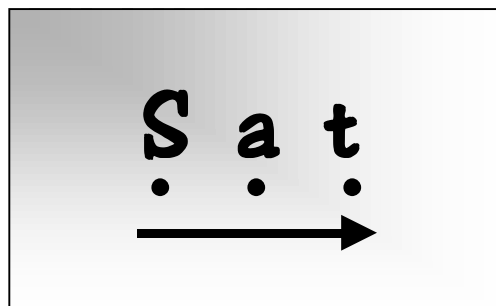
Teacher sounds out each phoneme and blends.

/sss aaa t/ /sat/

## Stage 2: Guided Practice

Teacher and students sound out each phoneme and blend.

/sss aaa t/ /sat/



## Stage 3: Independent Practice

Students sound out each phoneme and blend by themselves.

/sss aaa t/ /sat/

# Developing Regular Word Reading (con't.)

---

## How is regular word reading developed?

Instructional materials must be carefully designed based on:

- letters in words
- complexity of words

Letters in words for initial blending (sounding-out) instruction should:

- consist of continuous sounds (e.g., m, s)
- be familiar
- be visually and auditorily dissimilar (i.e., do not teach /b/ and /d/ together)
- occur in a large number of words so they will be of high utility
- be lower case unless upper and lower case are highly similar shapes (e.g., S s; Vv)



# Developing Regular Word Reading (con't.)

---

## How is regular word reading developed?

Words in blending (sounding out) and sight-word instruction:

- progresses from short VC and CVC (2- or 3-letters) words to longer words (4- or 5-letters) in which letters represent their most common sounds
- reserves consonant blends (e.g., /st/, /tr/, /pl/) until students are proficient with CVC words
- begins with continuous sounds in early exercises to facilitate blending
- uses stop sounds only initially in final positions of words
- represents familiar vocabulary and concepts

# Activity 2

## Introduce Words According to Complexity

---

Use the handout Introducing Words According to Complexity table to determine a recommended sequence for introducing the following words:

☐ stamp

☐ cat

☐ tag

☐ split

☐ skunk

☐ hot

☐ must

☐ am

☐ if

☐ him

☐ glad

☐ drop

☐ hand

☐ skin

☐ Sam

☐ mad

☐ hot

☐ last

☐ step

☐ hats

☐ strap

# Progression of Regular Word Reading

---

## Sounding Out

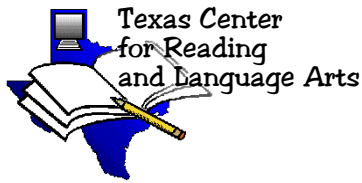
*saying each individual  
sound out loud*

## Sounding it Out and Pronouncing the Whole Word

*saying each individual sound and  
pronouncing the whole word*

## Internalizing the Blending Process

*sounding out the word in your head  
and saying the whole word*

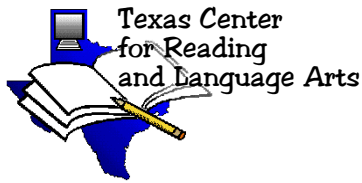


# Regular Word Reading Sequence of Blending Instruction

---

## Step One: Sounding Out Individual Letter- Sounds in Regular Words

- Model the process of blending the sounds in the word
- Use your finger or hand to track each letter as you say each sound
- Hold each sound long enough for children to hear it individually
- Provide a relatively brief instructional segment (e.g., 5-10 minutes) in the daily reading/language arts lesson



## Regular Word Reading

# Sequence of Blending Instruction (con't.)

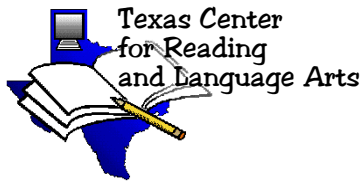
---

## Step Two: Sounding Out and Reading the Whole Word

- Introduce a step where students say the word at a regular pace after students can blend the sounds in a word:

*Students orally blend the individual letter sounds in the word and then say the whole word*

- Provide sufficient time for students to “put the sounds together”



# Regular Word Reading

## Sequence of Blending Instruction (con't.)

---

### Step Three:

### Internalizing the Blending Process

#### Students...

- sound out the word to themselves and then say the whole word

#### Teachers...

- show students how to internalize the blending process
- model the process by tracing their finger under each sound and subvocalize the sounds of the word
- provide sufficient time for all students to blend the word in their heads

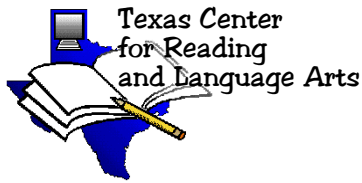
# Monitoring Regular Word Reading

---



## Teacher should...

1. Identify student knowledge of letter-sounds and word types (length and consonant vowel configuration) for use in initial sounding-out instruction.
2. Develop a list of words likely to be read over the course of the year.
3. Maintain a set of “taught” letter sounds and word types.
4. Monitor student performance at least once every two weeks on words containing familiar letter-sounds to evaluate progress.
5. Record letter-sounds, blending patterns (e.g., stopping between sounds, not being able to read whole words), or word types with which students have difficulty.



# Teaching and Monitoring Word Reading in Texts

---

**Why is word reading in texts important?**

**A primary goal of beginning reading instruction is to prepare students to read texts fluently so that they are able to construct meaning as they read.**



# Developing Word Reading in Texts

---

## As a general rule...

- introduce reading in text after students can sound out regular words in 3 seconds or less on the first reading
- provide initial practice in decodable text in which students can apply their newly learned skills successfully (include only words students can decode)
- include repeated opportunities to read words in texts to develop accuracy and fluency
- encourage students to use the sounding out strategy to figure out the words of a text by saying the sounds in the word to themselves (generally lasts 1-2 weeks)
- progress to having students figure out the words without saying the sounds



**rat, sat** (decodable words)

**A** (sight word)

---

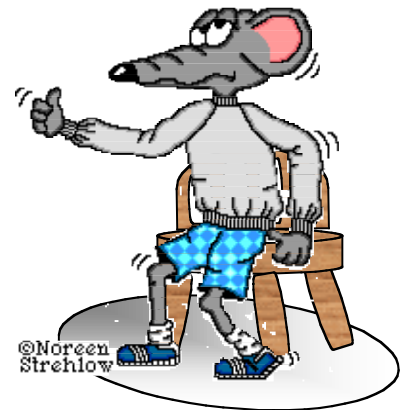
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(sentence strip)

**rat, sat**

**A**



**A rat sat.**

# Monitoring Word Reading in Passages

---



When students are reading words at a rate of one every 1.5 to 2 seconds...

- begin monitoring passages weekly
- select the passage students have been practicing
- give directions: "I want you to read this passage using your "best" reading"
- record the number and types of errors and the time it took to read the passage

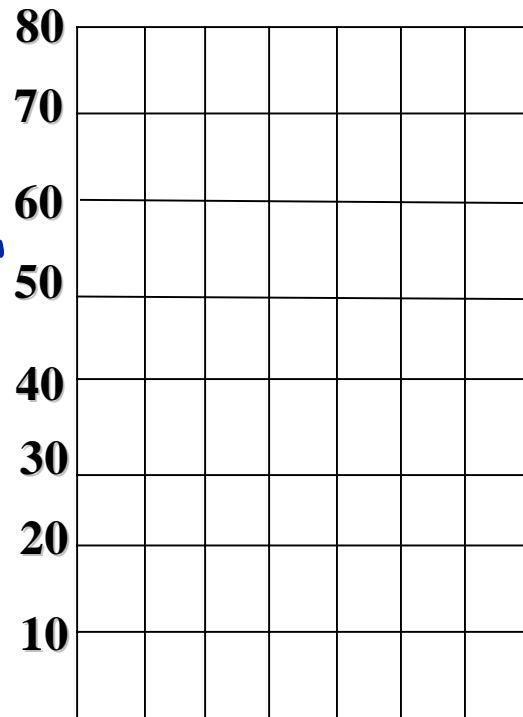
# How to Monitor Word Reading in Passage Ideas for Struggling Readers



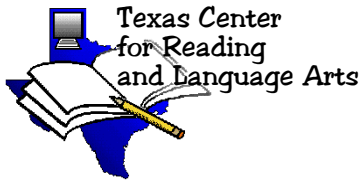
## Sample Reading Passage

Once upon a ~~dime~~ time, a  
little boy and girl  
went on a walk. As  
they walked they  
saw many things.  
They saw a flower.  
It was red and had  
a bug on it. They  
saw a tree. It was  
tall and had a bird  
in it. They saw a  
lake. It was ~~very~~ big and  
had a duck on it.

# of words correct per minute



Dates



# Teaching and Monitoring Irregular Word Recognition

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## What are irregular words?

Although decoding is a highly reliable strategy for a majority of words, some irregular words in the English language do not conform to word-analysis instruction (e.g., the, was, night).

# How to Teach Irregular Word Reading Ideas for Struggling Readers



Use **explicit instruction** to teach struggling students **irregular word endings**.

## Irregular Words

n	ight
l	ight
r	ight

### Stage 1: Modeling

Teacher says /ight/, then /n/ /ight/, and then blends to make /night/.

### Stage 2: Guided Practice

Students say along with teacher.

/ight/, /n/ /ight/, /night/

### Stage 3: Independent Practice

Students say by themselves.

/ight/, /n/ /ight/, /night/

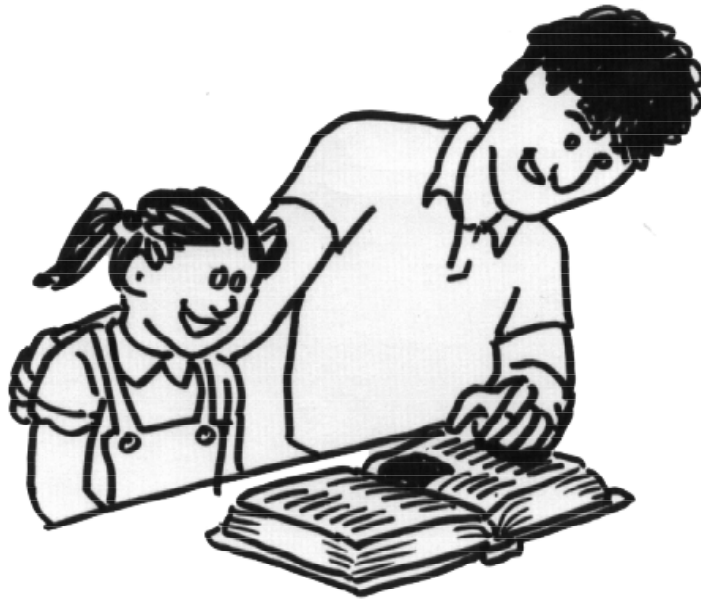
# Developing Irregular Word Reading

---

1. Select words that have high utility (i.e., used frequently in grade-appropriate literature and informational text)
2. Sequence high frequency irregular words to avoid potential confusion (i.e., they/them; was/saw)
3. Base the number of irregular words introduced at one time on student performance
4. Try to introduce irregular words at least 1 lesson prior to their appearance in texts
5. Provide a brief, cumulative review as part of daily reading instruction (2-3 minutes)
6. Identify irregular words with common parts and teach as word families (i.e., -ight: night, right, fight; -one: done, none)

# Monitoring Irregular Word Reading

---



## Teacher...

- Maintains a list of taught words
- Monitors student knowledge in word lists and in connected text
- Asks students to read words
- Records particular words and patterns of words with which students exhibit difficulty reading



# Teaching and Monitoring Advanced Word Analysis

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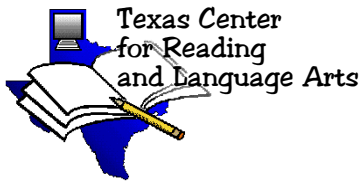
## What is advanced word analysis?

### Advanced word analysis skills include:

- Letter combinations (e.g., /ee/ as in the words bee, greet, keep, and indeed)
- Words that contain a VCe pattern (e.g., make, bite, hole)
- VCe derivatives (e.g., rates, named, hoping)

### Advanced word analysis skills require students to:

- Know the common sounds of approximately 20 single letters
- Decode texts made up of regular words at a speed at least 20 words per minute
- Identify 6 to 8 letter combinations and words that contain these combinations



# Teaching and Monitoring Advanced Word Analysis

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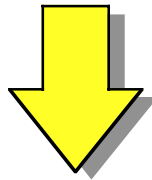
## Why is it important?

Knowledge of advanced word analysis skills is essential if students are to progress in their knowledge of the alphabetic writing system and gain the ability to read fluently and broadly.

# Advanced Word Analysis

---

## Definitions



### Letter combination

A group of consecutive letters that represents a particular sound(s) in the majority of words in which it appears

### VCe pattern word

Word pattern in which a single vowel is followed by a consonant, which, in turn, is followed by a final e (i.e., lake, stripe, and smile)

# Developing Advanced Word Analysis

---

## Part I: Knowledge of Letter Combinations

1. Introduce and teach letter combinations that represent sound relationships that are the most common in primary grade literature

*(i.e., the letter combination /ph/ appears in a large number of words, but many of these words are not commonly found in primary grade books; /ol/ appears in relatively few words, but the words are very common (e.g., cold, hold, told))*

2. Separate letter combinations that are auditorily and visually similar

*(i.e., the following letter combinations should be separated: /sh/ and /ch/; /oa/, /or/, /oo/, and /ou/; r-controlled vowels such as /ar/, /ur/, and /or/)*

# Developing Advanced Word Analysis (cont.)

---

## Part I: Knowledge of Letter Combinations (cont.)

3. The following letter combination pairs may be taught in the same teaching sequence:

- *ee and ea*
- *ai and ay*
- *ir and ur*
- *oi and oy*
- *au and aw*

4. Use letter combinations that can be used to build words.

# Developing Advanced Word Analysis (cont.)

---

## Part I: Knowledge of Letter Combinations (cont.)

Sample sequence for  
introducing letter combinations

1. th	10. ea	19. ir
2. er	11. oo	20. ur
3. ing	12. ee	21. kn
4. sh	13. ai	22. oi
5. wh	14. ch	23. oy
6. qu	15. or	24. ph
7. ol	16. ay	25. wr
8. oa	17. igh	26. au
9. ar	18. ou	27. aw

# Activity 3

## How to Teach and Monitor Advanced Word Analysis

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### Letter Combinations

After the presenter models the sound of each letter combination on the Letter Combinations Table, pronounce the sample word that contains that sound.

(Remember to not add the “schwa” sound to the end of letter combinations)

# Developing Advanced Word Analysis (cont.)

---

## Part II: Words with a VCe Pattern

1. Students should be able to discriminate vowel letter names from vowel letter sounds before VCe pattern words are introduced.
2. In the beginning, the teacher presents a rule and leads students through decoding VCe pattern words.
3. A discrimination format may be as follows:

### 3 CVCe Words    3 CVC Words

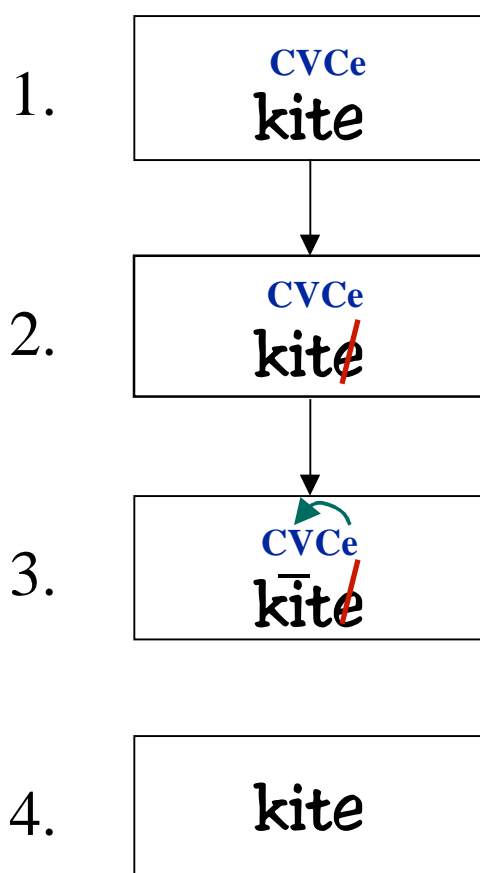
With i as an initial vowel	(pine)	(pin)
With a for the initial vowel	(tape)	(tap)
With o for the initial vowel	(rode)	(rod)

4. The list should be constructed in an unpredictable order.



# How to Teach Advanced Word Analysis Strategies for Struggling Readers

Visual and auditory demonstration helps  
struggling students learn.



# Monitoring Advanced Word Analysis

---

## Part I: Knowledge of Letter Combinations

1. Maintain a list of taught letter combinations
2. Periodically have students read a list of words including taught letter combinations
3. Record letter combinations which students show significant difficulty

## Part II: Words with a VCe Pattern

1. Periodically have students read a list of VCe and CVC words.
2. Record words with which students show significant difficulty.

# Student Success



**Instructional  
Design  
Adaptations**

**Instructional/  
Curricular  
Adaptations**

**Behavioral  
Support  
Adaptations**

**Positive Learning Community  
and Access to the  
General Education Curriculum**

# Instructional Design Adaptations

## Know Your Student

---

- **Plan for adaptations**
- **Access resources**
- **Collaborate**
- **Integrate technology**
- **Assess learning**
- **Monitor student progress**



# Instructional Design Adaptations

## Know Your Students

### Plan for Adaptations



- Establish expectations
- Identify setting demands
- Consider needs of learners
- List adaptations and resources
- Develop and gather resources

### Access Resources



- Use special materials
- Obtain special equipment
- Consult among special and general educators and specialists

### Collaborate



- Focus on IEP and general education curriculum
- Agree on student's goals
- Share responsibilities
- Problem solve and provide support for each other

# Instructional Design Adaptations

## Know Your Students (cont.)

### Integrate Technology



- Computer-assisted instruction
- Writing tools
- Communication devices
- Internet

### Assess Learning



- Assess learning needs and levels
- Set goals

### Monitor Student Progress



- Provide on-going monitoring
- Give frequent and immediate feedback

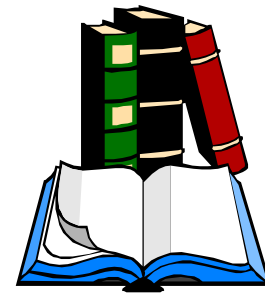
# Instructional and Curricular Adaptations

## Instructional:

- Consider student's literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

## Curricular:

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning



# Instructional and Curricular Adaptations

**Make Learning  
Visible and  
Explicit**



- Use modeling and “think alouds”
- Provide a written list of steps
- Have students self-monitor as they complete each step
- Support auditory information with visual and tactile cues



# Instructional and Curricular Adaptations

**Provide Multiple Ways  
To Demonstrate Learning**

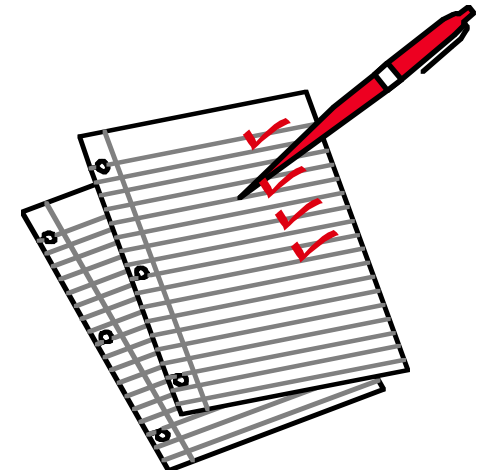


## Examples:

- Advertisement
- News release
- Web or map
- Comic strip
- Collage
- Diorama

## Strategies that increase appropriate student behaviors are:

- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors



# Behavioral Support Adaptations

**Provide  
Structure  
and Be  
Consistent**



- Arrange classroom environment
- Establish clear rules, routines, and expectations
- Inform students of consequences for positive and negative behaviors
- Provide cues for transitions or changes

**Use  
Proactive  
Teaching**



- Gain student's attention: visual, verbal, and tactile cues
- Prevent problem behavior rather than react:
  - Catch them when they're learning
  - Catch them being good
  - Identify reasons for problem behavior
  - Modify factors eliciting problem behavior

# Behavioral Support Adaptations

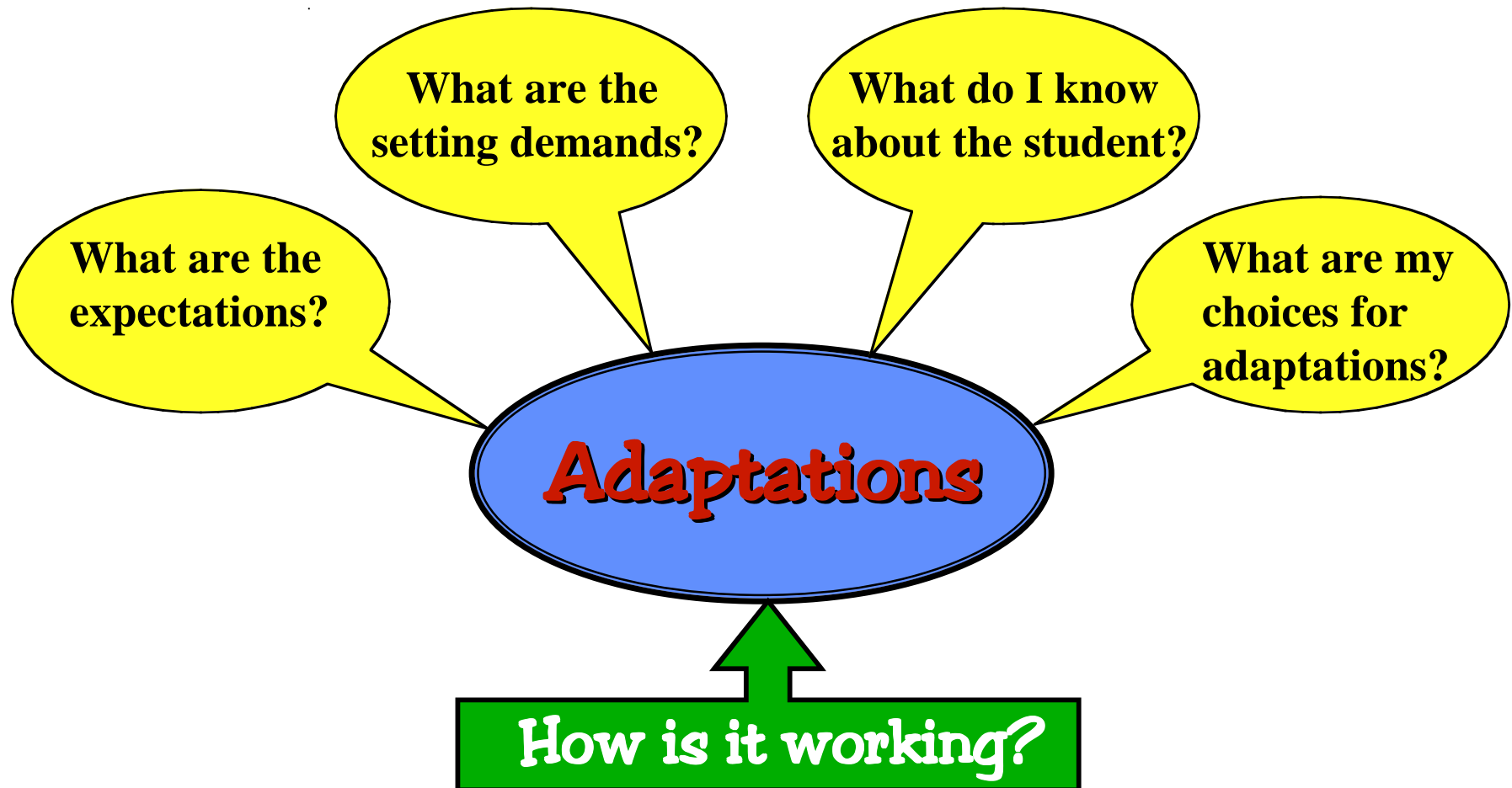
**Teach  
Alternative  
Behavior**

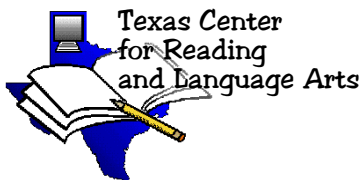


**Teach and demonstrate to students:**

- **Appropriate social and communication skills**
- **Self-monitoring strategies**

# Success in the General Education Curriculum





# Integration of Beginning Reading

Phonemic Awareness

Blending

Segmenting

Letter Sounds

Letter Sounds

Regular Word Reading

Sounding Out → Sight Reading

Reading in Texts

Prompted → Sight Reading

Irregular Word Reading

Less Complex → More Complex

Advanced Word Recognition Skills

Letter Combinations

VCe

Structural

Contextual

Advanced Reading in Texts

Decodable → Less Controlled

Fluency

K

1

2

3

44

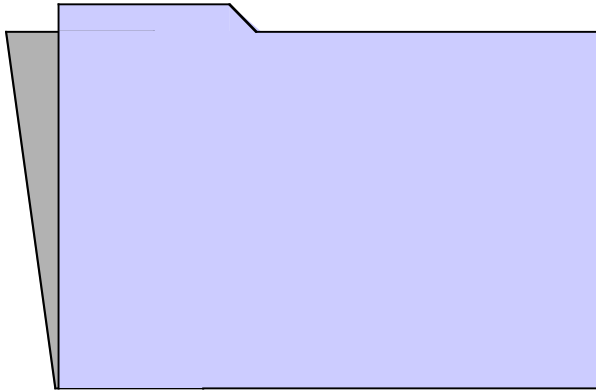
## Suggestions for Adaptations

Presentation Techniques	Practice Techniques	Assignments/Tests
<ul style="list-style-type: none"> <li>• Make learning visible and explicit</li> <li>• Use modeling</li> <li>• Use clear, simple directions</li> <li>• Adjust pacing</li> <li>• Highlight key information</li> <li>• Reduce amount of information/skills taught</li> <li>• Check frequently for understanding</li> <li>• Use study guides, semantic maps, graphic organizers</li> <li>• Activate background knowledge</li> <li>• Allow alternative ways to demonstrate learning</li> </ul>	<ul style="list-style-type: none"> <li>• Use peer and cross-age tutoring</li> <li>• Use cooperative learning</li> <li>• Use games</li> <li>• Use manipulatives</li> <li>• Use more frequent practice on less information/skills</li> <li>• Use computer programs</li> <li>• Ensure mastery before moving onto next skill</li> <li>• Provide additional practice</li> <li>• Provide a variety of practice opportunities (e.g., manipulative, problem solving, explanations)</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce assignment/test (only what is necessary to demonstrate mastery)</li> <li>• Allow alternative ways to demonstrate learning</li> <li>• Use cooperative projects</li> <li>• Provide extra time</li> <li>• Divide projects into steps with students submitting and receiving feedback for each step</li> <li>• Use individual contract</li> <li>• Break assignments into smaller chunks, students complete one chunk, get feedback, and complete next chunk</li> <li>• Use alternative exam formats (e.g., oral exam, objective rather than essay)</li> </ul>
Textbooks/Materials	Content	Behavior/Classroom Management
<ul style="list-style-type: none"> <li>• Highlight key points/concepts</li> <li>• Provide books on tape with study guides</li> <li>• Reduce amount of reading</li> <li>• Use shared reading or peers to read to student</li> <li>• Provide study guides</li> <li>• Highlight directions</li> <li>• Use high interest/controlled vocabulary books</li> <li>• Use trade/textbooks written at various levels</li> </ul>	<ul style="list-style-type: none"> <li>• Use task analysis to divide task into smaller steps</li> <li>• Identify and check to see if students have prerequisite skills</li> <li>• Teach the vocabulary of instruction (e.g., direction words)</li> <li>• Teach technical vocabulary</li> <li>• Relate concepts to each other using organizers such as semantic maps</li> </ul>	<ul style="list-style-type: none"> <li>• Be consistent and provide structure</li> <li>• Establish clear rules, routines, and expectations</li> <li>• Inform students of consequences</li> <li>• Use logical consequences</li> <li>• Recognize and reinforce appropriate behavior and learning</li> <li>• Teach alternative behaviors for inappropriate behaviors</li> <li>• Check that work is at the students' instructional levels</li> </ul>

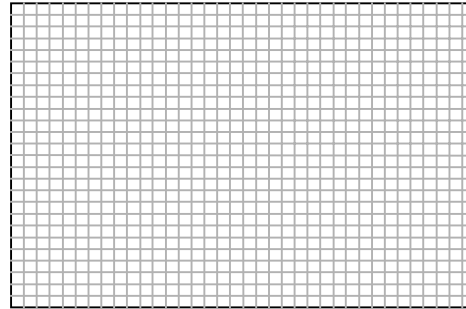
# Making a Screen for Screen Writing

Handout  
Use with  
OH #7a, #15a

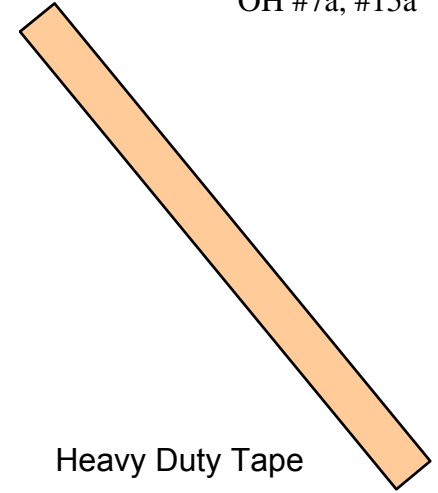
## Materials Needed



File Folder

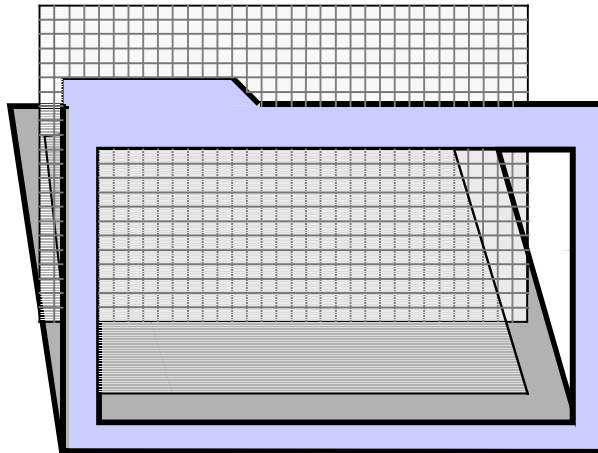


8" x 11" Wire Mesh Screen

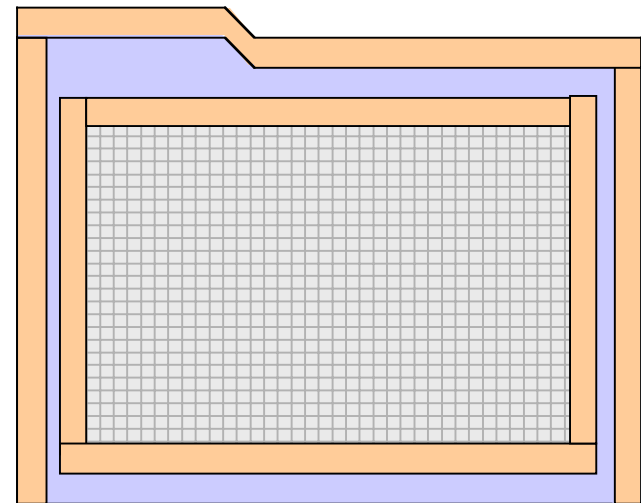


Heavy Duty Tape

## Process



- Cut 7.5" frame in file folder
- Put screen inside
- Tape inside and outside



**Finished Product**



## **Texas Essential Knowledge and Skills Grade 1: English Language Arts and Reading**

The student uses letter-sound knowledge to decode written language.

**The student is expected to:**

- a) name and identify each letter of the alphabet;
- b) understand that written words are composed of letters that represent sounds;
- c) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read;
- d) learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as *bl*, *st*, *tr*; consonant digraphs such as *th*, *sh*, *ck*; and vowel digraphs and diphthongs such as *ea*, *ie*, *ee*;
- e) blend initial letter-sounds with common vowel spelling patterns to read words;
- f) decode by using all letter-sound correspondences within regularly spelled words; and
- g) use letter-sound knowledge to read decodable texts.

The student uses a variety of word identification strategies.

**The student is expected to:**

- a) decode by using all letter-sound correspondences within a work;
- b) use common spelling patterns to read words;
- c) use structural cues to recognize words such as compounds, base words, and inflections such as *-s*, *-es*, *-ed*, and *-ing*;
- d) identify multisyllabic words by using common syllable patterns;
- e) recognize high frequency irregular words such as *said*, *was*, *where*, and *is*;
- f) use knowledge of word order (syntax) and context to support word identification and confirm word meaning; and
- g) read both regular and irregular words automatically such as through multiple opportunities to read and reread.



Handout  
Use with  
OH #13

## **Activity 1**

### **Most Common Sounds of Single Letters**

*(Carnine, Silbert, & Kame'enui, 1997.)*

---

#### **Continuous Sounds**

a (fat)  
e (bet)  
f (fill)  
i (sit)  
l (let)  
m (mad)  
n (nut)  
o (not)  
r (rat)  
s (sell)  
u (cut)  
v (vet)  
y (yes)  
z (zoo)

#### **Stop Sounds**

b (boy)  
c (can)  
d (did)  
g (got)  
h (his)  
j (jet)  
k (kiss)  
p (pet)  
q (quit)  
t (top)  
x (fox)

## **Features of Well-Designed Letter-Sound Correspondence Instruction**

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- Confusing sounds are separated over several lessons (p/b/d; e/i/m/n).
- Letter-sounds that occur in a large number of words are introduced early.
- The rate of letter-sound correspondence introduction is manageable for the learner but adequate to allow multiple words to be made within 2-3 weeks. While there are no definitive guidelines for scheduling letter-sound correspondences, a rate of introducing one new letter-sound correspondence every 2-3 days is reasonable.
- The sequence includes a few short vowels early to allow students to build words.
- The sequence begins with several continuous sounds.
- Newly introduced and problematic letter sounds are reviewed cumulatively.
- Upper and lower case letters that are similar (S s, P, p; C c) are introduced before ones that are different (T, t). For dissimilar letters, withhold introducing the uppercase letter till later in the sequence.
- Students are taught to use letter-sounds in simple word reading as soon as students have a corpus of letter sounds (4-6) from which to build words.



## **Letter-Sound Correspondences**

This sample measure assesses children's knowledge of letter-sound correspondences. It is administered individually. Students see the letters (see large print) and say the sound that corresponds to the letter.

### **Materials**

1. Student copy of alphabet.
2. Examiner copy of alphabet (recording form)
3. Stopwatch
4. Pencil

### **Directions for Administration**

1. Place the student copy of the alphabet in front of the student.
2. Place the examiner record form in front of you, but shielded so the student cannot see what you record.
3. Say these specific directions to the student:

"When I say start, begin here (point to the first letter), go across the page (point from left to right), and tell me the sound each letter makes. Try to name each sound. If you come to a sound you do not know, I will tell it to you. Do you have any questions?"

"Let's try a practice one. The sound of this letter is /rrr/. What is the sound of the letter?" (Have child tell the sound.) If the child says the letter name, say "That's the name of the letter. Tell me the sound of the letter." (If the child still says the letter name, say "The sound of the letter is /rrr/.")

"Let's try another practice one. The sound of this letter is /e/ [Teacher Note: e as in egg]. What's the sound of this letter?" (Have child tell the sound.) If the child says the letter name, say "That's the name of the letter. Tell me the sound of the letter." (If the child still says the letter name, say "The sound of the letter is /e/").

## **Letter-Sound Correspondences (cont.)**

1. "Now let's begin. Remember to tell me the sound of the letter." Say, "Start" and begin the stopwatch. If the student fails to say the first sound, tell him/her the sound and mark it as incorrect and continue.
2. Follow along on your copy. If the child says the sound incorrectly, put a slash (/) through it.
3. If a student stops or struggles with a sound for 3 seconds, tell the student the sound and mark it as incorrect.
4. If the student says the name of the letter, say, "Yes, that's the name, can you tell me the sound?"
5. At the end of 1 minute, say "Stop" and put a double slash (/ /) after the last sound correctly identified. If the child completes the sequence of letter sounds before one minute, record the time in seconds and write the time at the top of the page.

### **Scoring**

- Count the number of correctly identified letter-sound correspondences in 1 minute.
- For instructional purposes, transfer the information from the scoring sheet to the summary record form that has a row for each student.

*(Modified from Carnine, Silbert, & Kameenui, 1997; Kaminski & Good, 1998.)*

## Letter-Sound Correspondences (cont.)

### Rapid Letter Naming Teacher Recording Form

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Classroom: \_\_\_\_\_ Total LSCPM: \_\_\_\_\_

a	m	t	s	l	f
d	r	o	g	l	h
u	c	b	n	k	v
e	w	j	p	y	x
q	z	m	s	f	d
o	g	l	u	n	e
p	y	x	q	w	j
v	k	b	u	l	o
f	s	m	z		

## Letter-Sound Correspondences (cont.)

### Rapid Letter Naming Student Recording Form

Practice

r e

a	m	t	s	l	f
d	r	o	g	l	h
u	c	b	n	k	v
e	w	j	p	y	x
q	z	m	s	f	d
o	g	l	u	n	e
p	y	x	q	w	j
v	k	b	u	l	o
f	s	m	z		

## Sample Record Keeping Form

[illegible]



# Activity 2

## Introduce Words According to Complexity

Use the handout Introducing Words According to Complexity table to determine a recommended sequence for introducing the following words:

☐ stamp

☐ cat

☐ tag

☐ split

☐ skunk

☐ hot

☐ must

☐ am

☐ if

☐ him

☐ glad

☐ drop

☐ hand

☐ skin

☐ Sam

☐ mad

☐ hot

☐ last

☐ step

☐ hats

☐ strap

## Activity 2

### Introducing Words According to Complexity

Word Type	Reason for Relative Difficulty/Ease	Examples
VC and CVC words that begin with continuous sounds.	Words begin with a continuous sound.	it, fan
VCC and CVCC words that begin with a continuous sound.	Words are longer and end with a consonant blend.	lamp, ask
CVC words that begin with a stop sound.	Words begin with a stop sound.	cup, tin
CVCC words that begin with a stop sound.	Words begin with stop sound and end with a consonant blend.	dust, hand
CCVC	Words begin with a consonant blend.	crib, blend, snap, flat
CCVCC, CCCVC, and CCCVCC	Words are longer.	clamp, spent, scrap, scrimp

## **Features of Well-Designed Regular Word Reading Instruction**

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1. "Sounding out" strategy is taught explicitly.
2. Words to be decoded contain only known letter- or letter-sound combinations.
3. The instructional sequence progresses systematically from simple word types (consonant-vowel-consonant) and word lengths (number of phonemes), and word complexity (phonemes in the word, position of blends, stop sounds, etc) to more complex words.
4. Instruction progresses from sounding out to "whole word."
5. Teacher models instruction at each of the fundamental stages (e.g., letter-sound correspondences, blending, reading whole words).



## Regular Word Reading

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This sample measure assesses children's ability to apply letter-sound correspondence knowledge to regular word reading.

### **Materials**

1. Student copy of word list
2. Examiner copy of word list (recoding form)
3. Pencil

### **Directions for Administration**

1. Place the student copy of the words in front of the student.
2. Place the examiner record form in front of you, but shielded so that student cannot see what you record
3. Say these specific directions to the student:  
"I want you to begin here (point to the first word), go down the page (point top to bottom) and then go to the top of the next column (point to #2). Tell me each word. Try to read each word. If you come to a word you do not know, I will tell it to you. Do you have any questions?"
4. If the student fails to say the first word, tell him/her the word and mark it as incorrect.
5. Follow along on your copy. If the child says the word incorrectly, put a slash (/) through it.
6. If a student stops or struggles with a word for 5 seconds, tell the student the word and mark it as incorrect.
7. If the child makes five consecutive errors, discontinue this measure.

### **Scoring**

Count the number of correctly identified words. Record the number on the total. Examine the types of errors and word types for which children are experiencing difficulty.

For instructional purposes, transfer the information from the scoring sheet to the summary record form that has a row for each student.

it	cat	must	flag	stamp
am	him	hats	step	strap
if	hot	hand	drop	split
Sam	tag	last	skin	skunk
mad				



Handout  
Use with  
OH #30a

## **Publishers of Decodable Text**

Celebration Press	1-800-552-2259
Modern Curriculum	1-800-321-3106
Pro-Ed	1-800-897-3202
Random House	1-800-726-0600
Rigby	1-800-427-4429
Sadlier-Oxford	1-800-221-5175
Scholastic	1-800-724-6527
School Zone	1-800-253-0564
SRA	1-800-843-8855
Steck-Vaughn	1-800-531-5015
Sundance	1-800-343-8204
The Wright Group	1-800-523-2371



## **Features of Well-Designed Instruction for Word Reading in Passages**

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- Introduces reading in passages early so that students see the utility of word reading.
- Helps students make the transition from reading words in lists to reading words in connected passages.
- Uses passages that contain words with “known” letter sounds and word types and familiar words.
- Takes difficult words out of the passage and reviews them in lists. Has students reread sentences in which words are missed.
- Ensures that students have individual turns.
- Increases students’ reading fluency.



Handout  
Use with  
OH #33

## **Features of Well-Designed Irregular Word Reading Instruction**

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- Teaches irregular words prior to their use in texts.
- Limits the number of irregular words introduced per text.
- Provides a review sequence to practice difficult irregular words.
- Includes an explicit strategy for teaching irregular words.





## How to Teach and Monitor Irregular Word Recognition

### New and Review Skills

Week of: \_\_\_\_\_  
Class Period: \_\_\_\_\_

	Day -----	Day -----	Day -----	Day -----	Day -----
New letter-sounds					
Review letter-sounds					
New word type					
Review word type					
New irregular words					
Review irregular words					

## Activity 3

### Letter Combinations

<u>Letter Combination</u>	<u>Sample Word</u>	<u>Percentage</u>	<u>Frequency</u>	<u>Type</u>
ai <sup>a</sup>	maid	90%	254	vowel digraph
al <sup>b</sup>	halt	NA	NA	l-controlled
ar	car	75%	518	r-controlled
au	haul	94%	146	vowel digraph
aw	lawn	100%	75	vowel digraph
ay	stay	97%	131	vowel digraph
ch	chip	63%	313	consonant digraph
ea <sup>a</sup>	beat	60%	294	vowel digraph
ee <sup>a</sup>	need	98%	285	vowel digraph
er	fern	97%	313	r-controlled
igh	high	100%	88	vowel digraph
ir	first	100%	104	r-controlled
kn	know	100%	41	consonant digraph
oa	load	94%	126	vowel digraph
ol <sup>b</sup>	hold	NA	NA	l-controlled
oo	boot	59%	173	vowel digraph
or	short	55%	312	r-controlled
ou	cloud	84%	285	vowel diphthong
ow	own	50%	124	vowel digraph
oy	toy	98%	48	vowel diphthong
ph	phone	100%	242	consonant digraph
qu	quick	100%	191	none
sh	shop	100%	398	consonant digraph
th <sup>c</sup>	thank	74%	411	consonant digraph
ur	burn	100%	203	r-controlled
wh	whale	85%	89	consonant digraph
wr	wrap	100%	48	consonant digraph

(Carnine, Silbert, & Kamen'nui, 1997.)

## **Features of Well-Designed Letter-Combination Instruction**

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- Separates easily confused letter combinations in the scope and sequence of the program (e.g., sh/ch; oa/oi/oo/ou; r-controlled vowels).
- Introduces letter combinations that occur in a large number of words early in the program.
- Manages the rate of introducing letter combinations for the learner to allow reasonable progress.
- Reviews newly introduced and problematic letter combinations cumulatively and systematically.
- Teaches students to use letter combinations in simple words before more complex words.
- Provides a parallel objective and instruction focused on reading words in extended discourse.
- Provides a clear strategy for teaching CVCe pattern words.
- Teaches the preskills for learning CVCe pattern words before CVCe words are taught.
- Incorporates an acceptable sequence of words used in teaching CVCe pattern words (e.g., CVCe and CVC words are used in a discrimination list).



Handout  
Use with  
OH #43c

## Related Service Personnel

Specialist	Possible duties
Speech Language Pathologist	Helps students with speech and language disorders; conducts speech and language evaluation.
Vision Educator	Assesses student's visual skills to determine eligibility; procures adaptive material; trains students in specific adaptive skills; provides teacher, agency, parent consultation/ coordination.
Audiologist	Assesses hearing loss and auditory problems; provides auditory training; supports assistive technology.
Licensed Physical Therapist (LPT) Licensed Physical Therapist Aides (LPT Aides)	Implements postural and gross motor interventions.
Occupational Therapist	Directs activities that improve fine motor muscular control and develop self-help skills.
School Psychologist	Evaluates individual student learning abilities; provides behavioral interventions.
Rehabilitation Counselor	Facilitates transition planning and evaluation of older students; specializes in the assessment of work potential and training needs of students.
Nurse	Coordinates medical screening; provides for medical needs (e.g., medication).
Social Worker	Collects information from the family; provides social and educational histories; conducts case studies.
Behavior Specialist	Designs behavior interventions; conducts functional assessments.
Orientation and Mobility Specialist (O&M)	Teaches students with visually impairments the skills needed to travel safely, efficiently, and independently.
Deaf/ Hard-of-Hearing Educator	Assesses impact of hearing loss on progress in the curriculum; procures and adapts materials to accommodate language level; provides direct instruction to hard-of-hearing students, and to other educators in strategies for communication and adapting curriculum.
Inclusion Teacher	Provides instruction to and supports students with special needs in general education classrooms using co-teaching and/or consultation.
Transition Specialist/Job Developer	Facilitates transitioning students with special needs from school-to-work or post-secondary setting; provides job training.
504 Coordinator	Coordinates and monitors 504 plans developed under Vocational Rehabilitation Act of 1974.



Handout  
Use with  
OH #43c-43d

## Assistive Technology Devices

LISTED ITEMS
Cassette recorders
Audio taped instructions or books
Pencil grips
NCR paper/Copy machine
Adaptive switches
Head pointers
Picture boards
Optical character recognition software/scanner
Voice recognition software and peripherals
Speech synthesizers
Word processors with spelling and grammar checking
Augmentative communication devices
Alternative keyboards
Instructional software
Word prediction programs
Calculator
Spellcheckers
FM systems and hearing aids
Magnifying devices

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## Resources

Representative products (not necessarily recommended)

### **First-Time Phonics**

Grades: K-2

Set of six activity books which address readiness skills, the alphabet, consonants, short vowels, and long vowels.

Publisher: Steck-Vaughn

Phone: (800) 531-5015

### **Guided Practice in Reading-Phonics**

Grades: PreK-4

This set of small workbooks is aimed at increasing phonics skills.

Publisher: George F. Cram Co.

Phone: (800) 227-4199

### **Multi-Sensory Phonics Workbooks**

Grades: 1-6

A set of five workbooks that target phonics and syllabification. Reproducible worksheets that teach skills of blending and segmenting, as well as spelling.

Publisher: Hoiland Publications

Phone: (800) 541-9588

### **Phonics and Word Analysis**

Grades: 1-6

This series sequentially teaches phonics and structural analysis as a means to aid decoding.

Students practice letter-sound association and study syllabification, affixes and root words, contractions, possessives, synonyms, antonyms, homophones and dictionary usage.

Authors: Ryan, I., Habecker, J., et al.

Publisher: Continental Press

Phone: (800) 233-0759

### **Horizons**

Grades: K-2

Program uses a five-part instructional sequence that begins with phonemic awareness and word attack skills, and progresses to story reading, extension spelling, and independent work.

Author: Siegfried Engelmann

Publisher: SRA/McGraw-Hill

Phone: (888) SRA-4KIDS

### **Corrective Reading-Decoding**

Grades: 3-12 remedial

Set of four workbooks that target word-attack skills, decoding strategies and skill application lessons.

Author: Siegfried Engelmann

Publisher: SRA/M McGraw-Hill

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## **Resources (cont.)**

Representative products (not necessarily recommended)

Phone: (888) SRA-4KIDS

### **Making Words**

Grades: 1-3

This program utilizes a developmental approach to combine phonics and spelling. During 15-minute activities, children are encouraged to explore words, letter-sound relationships, and letter patterns.

Publisher: Hoiland Publications

Phone: (800) 541-9588

### **My Books**

Grades: K-1

This series includes three sets of predictable books which reinforce basic sight words and phonics skills, while using a predictable pattern of language to enable students to progress from guided reading to fluency.

Publisher: Scholastic Inc.

Phone: (800) 724-6527

### **Peer Assisted Learning Strategies for Beginning Readers (PALS)**

Grades: 1-2

Procedures for two kinds of activities are included: 1) Sounds and Words, which focuses on phonological skills, and 2) Story Sharing which focuses on supporting skills for reading comprehension.

Author: Adams, M. J., Foorman, B. R., Lundberg, L., & Beeler, T.

Publisher: Department of Special Education, Florida State University

Phone: (800) 638-3775

### **Phonics and Word Analysis**

Grades: 1-6

This series sequentially teaches phonics and structural analysis as a means to aid decoding.

Author: Ryan, L., Habecker, J., et al.

Publisher: Continental Press

Phone: (800) 233-0759

### **Wilson Reading System**

Grades: Elementary

This program directly and systematically teaches students how to accurately decode.

Publisher: Wilson Language Training Corporation

Phone: (508) 865-5699

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## Resources (cont.)

Representative products (not necessarily recommended)

### **Chall-Popp Phonics**

Grades: K-3

This program provides for systematic instructional strategies for teaching specific skills, modeling techniques for problem-solving, and suggestions for connecting literature and language arts to the study of phonics.

Author: Chall, J. S., & Popp, H. M.

Publisher: Continental Press

Phone: (800) 233-0759

### **Programmed Reading**

Grades: K-6

A diagnostic and prescriptive program that attempts to present a logical, systematic, linguistic progression of decoding and word-attack skills while placing an early emphasis on comprehension.

Publisher: Phoenix Learning Resources

Phone: (800) 221-1274

### **Steck-Vaughn Phonics**

Grades: K-4

This five-book series with picture cards and activities teaches and reinforces phonics instruction and decoding strategies.

Publisher: Steck-Vaughn Company

Phone: (800) 531-5015

### **Learn to Read Program - Sets 1-6**

Grades: Pre-K-1

This program contains 36 illustrated books built on factual and fictional themes and organized into 6 sets.

Author: Gould, T. S., & Warnke, M.

Publisher: Walker Publishing Company, Inc.

Phone: (800) 897-3202

### **Primary Phonics/More Primary Phonics**

Grades: K-2

This program of over 70 story books teaches students to read, write, and spell. The More Primary Phonics material reinforces and expands the concepts of the primary series, but with a faster word introduction.

Author: Makar, B.

Publishers: Educators Publishing Service, Inc.

Phone: (800) 225-5750

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## **Resources (cont.)**

Representative products (not necessarily recommended)

### **Stories from Sounds**

Grades: K-3

These illustrated storybooks focus on words with short vowel sounds, through five levels.

Author: Hewetson, E., & Shima, V.

Publishers: Educators Publishing Service, Inc.

Phone: (800) 225-5750

### **Computer Software**

#### **Language Experience Series Read-a-Logo**

Grades: PreK-4

This sequential 10-disc packet turns a logo-laden environment into an arena of print appreciation.

#### **Great Beginnings**

Grades: K-4

Students can choose graphics from the graphics library to illustrate their own stories or to help them generate ideas.

#### **Language Experience Recorder**

Grades: K-10

This 2-disc program enables students to write, read, and hear their own stories.

Publisher: Teacher Support Software

Phone: (800) 228-2871

#### **Phonics Based Learning to Read Programs**

Grades: 1-6

Integrates auditory and visual processing skills to enhance efficient and automatic word recognition.

Publisher: Lexia Learning Systems, Inc.

Phone: (800) 435-3942

#### **Phonics Based Reading**

Grades: 1-3

A three-level program for reinforcing decoding skills using a phonological approach.

Publisher: Lexia Learning Systems, Inc.

Phone: (800) 435-3942

#### **Reading Horizons CD-ROM**

Grades: PreK-2 (Elementary) and 3-Adult (Accelerated)

Interactive courseware for the "Discover Intensive Phonics for Yourself" method of teaching reading.

Program is designed to teach 42 sounds, 5 phonetic skills and two decoding skills in a sequence.

Publisher: HEC Software

Phone: (800) 333-0054

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## Resources (cont.)

Representative products (not necessarily recommended)

### **SuperSonic Phonics I**

Grades: 1-3, or remedial for older students

Three levels of intensive phonics training, with five units in each level and over 170 branching exercises to reinforce concepts.

Publisher: Curriculum Associates

Phone: (800) 225-0248

### **Wiggleworks**

Grades: K-2

Comprehensive program divided into three stages (A-emergent, B-early, C-fluent reading).

Publisher: Scholastic

Phone: (800) 724-6527

### **ABC with Hickory and Me**

Grades: PreK-1

Students explore an interactive kitchen with a friendly mouse Hickory, as they practice matching letters and sounds.

Publisher: Step Ahead

Phone: (800) 929-8765

### **Alphabet Sounds Set**

**Grades: K-3**

**Teaches students to match pictures with sounds.**

**Publisher: Data Command**

**Phone: (800) 528-7390**

### **Bubble Gum Machine**

**Grades: 1-8**

**Two activities let students rhyme words and create new words using a base word.**

**Publisher: Heartsoft**

**Phone: (800) 285-3475**

### **Climbing with Phonics**

**Grades: PreK-Adult**

**Multisensory program using Orton Gillingham approach.**

**Publisher: AB-CD ROM USA Inc. (Dorothy Boker)**

**Phone: (800) 9-PHONIC**

### **Clue on Phonics**

**Grades: K-6**

**15 sequenced lessons use a Sherlock Holmes theme to reinforce basic phonics skills.**

**Publisher: Gamco**

**Phone: (800) 351-1404**

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## Resources (cont.)

Representative products (not necessarily recommended)

### Kids Phonics I

**Grades: K-2**

**Program** progresses from hearing sounds to reading words.

**Publisher:** Davidson

**Phone:** (800) 545-7677

### Let's Make a Word

**Grades: PreK-1**

**Six Sesame Street character word experts create 24 different activity combinations, which target phonics, letter identification, classification, spelling, rhyming, and Spanish vocabulary skills.**

**Publisher:** Creative Wonders

**Phone:** (800) 505-6133

### Muppet Word Book

**Grades: PreK-1**

**Muppet characters introduce beginning readers to letters and words.**

**Publisher:** Sunburst Communications

**Phone:** (800) 321-7511

### Phonics Pinball

**Grades: K-6**

**Covers beginning and ending consonants, blends, digraphs, short vowels, R-controlled vowels and diphthongs.**

**Publisher:** SWEPS (Educational)

**Phone:** (800) 880-8812

### PhonicsMart

**Grades: K-3**

**Five interactive games that cover 19 phonics skills and long and short vowels, r-controlled vowels, blends, consonant and vowel digraphs and diphthongs.**

**Distributor:** Steck-Vaughn

**Phone:** (800) 531-5015

### Reader Rabbit 1

**Grades: K-3**

**Reading Readiness program with three letter CVC pattern.**

**Publisher:** The Learning Company

**Phone:** (800) 852-2255

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## Resources (cont.)

Representative products (not necessarily recommended)

### Reader Rabbit 2

**Grades: 1-4**

Reader Rabbit journeys through a fantasy railroad trip through Wordville's crystal word mine, vowel pond, match patch, and barnyard dance.

**Publisher: The Learning Company**

**Phone: (800) 852-2255**

### Reading and Phonics (with Jim Henson's Muppets)

**Grades: PreK-3**

This interactive program has over 60 activities that stimulate visual and memory skills.

**Publisher: Brighter Child Interactive**

**Phone: (888) 283-2246**

### Bailey's Book House

**Grades: PreK-3**

Reading readiness program to introduce children to reading a story, learning prepositions, identifying letters, recognizing words, and finding rhyming words.

**Publisher: Edmark**

**Phone: (800) 362-2890**

### Dr. Peet's Talk/Writer

**Grades: PreK-12**

Two disc program that takes students from word recognition to writing.

**Publisher: Hartley**

**Phone: (800) 801-0040**

### The First "R"

**Grades: K-3**

The program is designed for the emerging reader. This is a phonetically-based word-recognition program with an emphasis on comprehension.

**Publisher: Milliken**

**Phone: (800) 325-4136**

### Kids Phonics 2

**Grades: 1-3**

Program progresses from sounding out words to building whole sentences.

**Publisher: Davidson**

**Phone: (800) 545-7677**



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## Resources (cont.)

Representative products (not necessarily recommended)

### Kids Works 2

**Grades: PreK-4**

**Allows students to create and write own stories and have computer read stories back to them.**

**Publisher: Davidson**

**Phone: (800) 545-7677**

### Reader Rabbit 3

**Grades: 2-6**

**Students help Reader Rabbit decide which reporter gets the latest breaking news print out.**

**Publisher: The Learning Company**

**Phone: (800) 852-2255**

### Reader Rabbit's Interactive Reading Journey

**Grades: K-1**

**Reader Rabbit journeys through 20 Letter lands, stops at skill houses which combine word recognition, phonics, and stories.**

**Publisher: The Learning Company**

**Phone: (800) 852-2255**

### Reader Rabbit's Interactive Reading Journey 2

**Grades: K-4**

**This program uses 30 original stories to teach reading comprehension, thinking and reasoning skills, vocabulary, word recognition, and expressive reading.**

**Publisher: The Learning Company**

**Phone: (800) 852-2255**

### Reading Who? Reading You!

**Grades: K-2**

**This program uses phonics instruction to continually provide appropriate challenges through sequential code-breaking activities, games, and puzzles.**

**Publisher: Sunburst Communications**

**Phone: (800) 321-7511**