Building Blocks of Reading:

Effective Phonemic Awareness and Decoding Instruction

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IHD EBP Conference

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Overview

• Building Blocks: Session 1
  – Phonemic Awareness, Alphabetic Principle
• Building Blocks: Session 2
  – Decoding Instruction
• Achieving Literacy: Session 1
  – Vocabulary Instruction
• Achieving Literacy: Session 2
  – Comprehension Instruction
Introductions
Objectives: Building Blocks of Reading

• Participants will:
  – define phonemic awareness, alphabetic principle, decoding, and regular and irregular words;
  – describe evidence-based practices in beginning reading instruction for students with and at-risk for disabilities, including sequencing of skills, explicit and systematic instruction in phonemic awareness and decoding;
  – teach basic formats in phonemic awareness, letter sound identification, sounding out and advanced decoding to students who have difficulties in reading.
BUILDING BLOCKS: SESSION 1
Phonemic Awareness (PA) & Alphabetic Principle
Importance of Reading

• Think of last Friday:
  – From the time you got up in the morning, jot down every activity in which you used your reading skills, or in which reading skills enhanced your experience (compared to not being able to read)
## Research on Effective Reading Instruction

<table>
<thead>
<tr>
<th>Explicit</th>
<th>Systematic</th>
</tr>
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<tr>
<td>Teacher modeling</td>
<td>Strategy instruction</td>
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<td>Student friendly language</td>
<td>Careful sequencing</td>
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<td>Active student responding (group)</td>
<td>Examples/non-examples</td>
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<td>Immediate error corrections</td>
<td>Practice and review</td>
</tr>
</tbody>
</table>
Building Blocks: Key Skills

- Phonemic awareness (hear/say)
- Letter-sound correspondence
- Sounding out words
- Building sight-word knowledge
- Recognizing irregular words
Phonological Awareness: Umbrella

Phonological Awareness

Sentences  Phrases  Words  Syllables  Phonemes
Phonemic Awareness (PA): What is it?

- Phonological awareness:

- Phoneme:

- Phonemic awareness:
Phonemic Awareness (PA): Definitions

• Phonological awareness:
  – awareness of the sound structure of language which includes the large (words, syllables, onset and rime) and small (sounds) units of language

• Phoneme (sound):
  – the smallest unit of spoken language that can change the meaning of a word

• Phonemic awareness:
  – awareness of and ability to manipulate sounds in words
Phonemic Awareness: Note

- All phonemic awareness tasks are only “hear” / “say” tasks (no letters involved)
  - The student “hears” sounds/words, then
  - The student “says” sounds/words
Phonemes: How many sounds?

How many sounds (phonemes) do you hear in these words?

A. cat
B. train
C. thought
D. fox
E. flounder
Phonemic Awareness: Importance

• Good predictor of later reading performance
  (e.g., Kendeou et al., 2009; Schatschneider et al., 2004)

• Prerequisite skill for alphabetic principle and sounding out words
  (e.g., Carnine et al., 2017)
Types of PA to Teach

What types of PA skills are important for reading?

1. Segmenting

2. Blending

3. Rhyming

(NICHD, 2000)
PA: Considerations for English Learners

- Transfer across languages
- New phonemes in additional language
- Link to vocabulary instruction

(August, & Shanahan, 2006; Vaughn et al., 2006)
PA: Segmenting, Background

• Prerequisite skills:
  – follow basic instructions
  – repeat individual phonemes
  – Note: teach segmenting, blending same time

• Task:
  – Hear/say task
  – No printed letters involved
  – Students hear the word the “slow way” (ssaamm) and say it the “slow way” (ssaamm).
Teacher Steps | Student Response
---|---
1. “I will say a word slowly, then you say it slowly. Say a new sound each time I signal.”

2. “I’ll say it slowly. Listen.” (pause.) (Teacher signals each time she says a new sound.) “iiiifff”

3. “You say it slowly.” (Teacher signals each time students are to say a new sound.) “iiiifff”

4. Repeat steps 2, and 3 with: “sam,” “fun,” “is”

5. Repeat the set of words until firm.

6. Give individual turns.
PA: Blending, Background

• Prerequisite skills:
  – follow basic instructions given orally
  – repeat individual phonemes

• Task:
  – Hear/say task
  – No printed letters involved
  – Students hear the word the “slow way” (ssaamm) and say it the “fast way” (sam).
PA: Blending, Format (p. 5)

<table>
<thead>
<tr>
<th>Teacher Steps</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “We are going to play a word game. I will say a word slowly, then you say it fast.”</td>
<td></td>
</tr>
<tr>
<td>3. Repeat step 2 with: sad, fun, am.</td>
<td></td>
</tr>
<tr>
<td>4. Repeat the set of words until firm.</td>
<td></td>
</tr>
<tr>
<td>5. Give individual turns.</td>
<td></td>
</tr>
</tbody>
</table>
Teacher Steps | Student Response
--- | ---
1. “I will say a word slowly. First you will say it slowly, then you will say it fast.” | 
2. “Listen.” (pause.) “iiiffff. Say it slowly.” (pause.) (Signal for each new sound.) “Say it fast!” (signal.) | “iiifff” “if”
3. Repeat step 2 with: *sam, fun, is.* | 
4. Repeat the set of words until firm. | 
5. Give individual turns. |
Blending & Segmenting: Sequencing Items

- Selecting and sequencing items:
  - Each practice: 4 words, variety of sounds
  - Stop and continuous sounds
  - Start with 2 and 3 phoneme words
  - Mastered those, add 4 phoneme words
  - Mastery = can segment/blend NEW words, first try
PA: Rhyming, Background

• Prerequisite skills:
  – Follow basic instructions given orally
  – Segment and blend words orally (combined format)

• Task:
  – Hear/say task
  – No printed letters involved
  – Students hear different initial sounds, endings, say the rhyme
Teacher Steps | Student Response
--- | ---
1. “You’re going to start with a sound and rhyme with ‘at.’” | 
2. “Listen. First, you’ll say (pause) ‘rrr,’” (pause), “then you’ll say (pause) ‘at.’” (Signal for each new sound.) Model again. | 
3. **What will you say first?** (signal)
   - Then what will you say? (signal)
   - Say it slowly. (signal)
   - Say it fast. (signal)
   - Yes, “rat.” You rhymed with “at”!

| rrr | at
| rrat | rat |
4. Repeat steps 2-3 with: *sat, mat* | 
5. Give individual turns. |
PA: Rhyming, Next Steps

• Gradually fade out scaffold of saying it slowly.
• When students have mastered some letter/sound correspondences, show written letter and have students rhyme using same ending sound:

  m

  s
Building Blocks: Key Skills

- Phonemic awareness (hear/say)
- Letter-sound correspondence
- Sounding out words
- Building sight-word knowledge
- Recognizing irregular words
Goal for Beginning Reading

• Establish strong and consistent sounding out strategy.
  – Gives students a STRATEGY
  – Basis for more sophisticated decoding strategies involving rules, etc.
  – Also useful for irregular words (even “irregular” words are mostly regular).
Alphabetic Principle

– The systematic relationship between letters (graphemes) and sounds (phonemes)

– Children learn the alphabetic principle by learning specific letter-sound correspondences.

• Critical:

  – Students become accurate and fluent
Letter-Sound Correspondence, Background

• **Purpose:**
  – Accurate and fluent letter-sound correspondence enables sounding-out

• **Prerequisite skills:**
  – Follow basic instructions given orally.
  – Repeat individual phonemes.

• **When to Introduce:**
  – Same time as blending and segmenting instruction.

• **Task:**
  – See letter, say most common sound.
Letter-Sound, Order & Pace of Introduction

- Similar letters should be separated
- Most useful letters first
- Easier letters before harder letters
- Students should be firm on previous letters before a new letter is introduced.
- One sound for each letter (at first)
  - See a letter, say a sound!
Letter-Sound, Good Sequence

- a m t s i d f r o g l h u c b n e k v w j p y...
Letter-Sound, Rate of Introduction

– Depends on student performance.

– For the first 5 letter-sounds:
  • Must be firm on all previous letter-sounds.

– For letter-sounds after the first 5:
  • May introduce new when firm on all but one previously introduced letter-sound.
Letter-Sound Introduction Format (pp. 10-11)

<table>
<thead>
<tr>
<th>Teacher Roll</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “When I touch under the letter, you say the sound. Keep saying it as long as I touch under it.”</td>
<td></td>
</tr>
<tr>
<td>2. (point to the new letter.) “This letter says /g/. What sound?” (signal)</td>
<td>/g/</td>
</tr>
<tr>
<td>3. “Again, what sound?” (signal)</td>
<td>/g/</td>
</tr>
<tr>
<td>4. Give individual turns.</td>
<td></td>
</tr>
</tbody>
</table>
Letter-Sound Discrimination, Background

- **Critical Teacher Behaviors:**
  - Pronounce each sound clearly.
  - Correct every error so that errors do not become ingrained.
  - Use the “Memory Paradigm”
    - Mix trials on the new letter with gradually increasing numbers of trials on previously introduced letters.
    - For example, “s” is new:
      - s, a, s, t, a, s, m, t, m, s, a, t, m, a, s
Letter-Sound Discrimination Format (pp. 12-13)

<table>
<thead>
<tr>
<th>Teacher Roll</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “When I touch under the letter, you say the sound. Keep saying it as long</td>
<td></td>
</tr>
<tr>
<td>as I touch under it.”</td>
<td></td>
</tr>
<tr>
<td>2. (point to the new letter) “What sound?” (signal)</td>
<td>/g/</td>
</tr>
<tr>
<td>3. (point to a previously learned letter) “What sound?” (signal)</td>
<td>/sss/</td>
</tr>
<tr>
<td>4. Test the new letter again, then previously introduced letters. Gradually</td>
<td></td>
</tr>
<tr>
<td>introduce letters between trials of the new letter.</td>
<td></td>
</tr>
<tr>
<td>5. Repeat trials on letters until all are firm.</td>
<td></td>
</tr>
<tr>
<td>6. Give individual turns.</td>
<td></td>
</tr>
</tbody>
</table>
BUILDING BLOCKS: SESSION 2
Decoding Instruction
Building Blocks: Key Skills

✓ Phonemic awareness (hear/say)
✓ Letter-sound correspondence
  • Sounding out words
  • Building sight-word knowledge
  • Recognizing irregular words
Sounding Out, Background

• Sounding-out

1. See a word; say the sound for each letter (without stopping between sounds).
   • Which 2 previously taught skills does this draw from?
     –
     –

2. Say the word in the fast way.
   • Which skill does this draw from?
     –
Sight Word Knowledge

• Sight word reading
  – See a word; say the word without explicitly sounding-out.
  – Sounding-out leads to sight word reading as students become familiar with words.
  – However, teaching sight word reading WITHOUT explicit and systematic phonics is less effective (NICHD, 2000).
Sounding Out, Importance

• Guessing words is a very dangerous strategy:
  – Easier than sounding out
  – Occasionally successful
  – Can displace the sounding out strategy
  – Becomes LESS successful as reading material becomes MORE advanced

• A cruel trap
Sounding Out, Prerequisite Skills

• Purpose
  1. Strategy for reading unfamiliar words
  2. A basis for more complex decoding strategies

• Prerequisite Skills
  – Oral segmenting and blending the types of words they will be sounding out
  – Letter-sound correspondences used in the words they will be sounding out
Sounding Out Word List, Guidelines

1. Introduce and practice extensively with word lists, NOT in connected text at first.

2. Initial word lists should include only words with:
   - VC and CVC pattern,
   - Continuous sounds.

3. Relatively few words
   - Start with 2 to 4 words.
Sounding Out, Make Sure You…

- Monitor
- Provide sufficient time
- Ensure mastery
- Correct errors immediately
Sounding Out, Word Order

Word-types should be introduced in order of difficulty.

1. Words beginning with continuous sounds
   a) VC and CVC words – begin with continuous  E.g., sit
   b) CVCC words – begin with continuous  E.g., list

2. Words beginning with stop sounds
   a) CVC words – begin with stop  E.g., can
   b) CVCC words – begin with stop  E.g., past

3. Words with initial double consonants
   a) CCVC words – both initial Cs are continuous  E.g., slim
   b) CCVC words – initial C stop and continuous  E.g., spot
## Sounding Out, Application (p. 14)

<table>
<thead>
<tr>
<th>Teacher Roll</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Instructions.</strong> &quot;You’re going to sound out each word, then you are going to say it fast.”</td>
<td></td>
</tr>
<tr>
<td><strong>2. (Point to the left of the word.)</strong> “Sound it out. Get ready.” (Signal: loop and hold under each letter. Repeat until students sound-out the word correctly.)</td>
<td>sssaaammm</td>
</tr>
<tr>
<td><strong>3. (Move finger back to the beginning of the word and immediately say), “What word?”</strong> (Signal: move finger quickly across bottom of word.)</td>
<td>sam</td>
</tr>
<tr>
<td><strong>4. Repeat steps 2 and 3 with each word in the list.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5. Give individual turns. Signal is same as for group turns.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Sounding Out, Application Example & Practice

sam
miss
sod
Building Blocks, Key Skills

✓ Phonemic awareness (hear/say)
✓ Letter-sound correspondence
✓ Sounding out words
  • Building sight-word knowledge
  • Recognizing irregular words
Sight Word Reading, Background

• Sight word reading:
  – Saying the word without vocally sounding out first

• Introduce when sounding out strategy is established:
  – Use **familiar words** (already sounded out successfully)
  – Introduce when students can sound out a list of 4 CVC words without errors.
Sight Word Reading, Purpose

• Main task
  – Ensure that students continue to read accurately by attending to every letter even though they are not explicitly sounding out.

• Purpose
  – Increase reading fluency and comprehension without reducing decoding accuracy.
Sight Word Practice Format

• Goal = read sight words accurately within 2 seconds.

• It uses 2 passes through the word list:
  – 1\textsuperscript{st} pass: give students \textbf{3 seconds} to read each word.
  – 2\textsuperscript{nd} pass: give students \textbf{2 seconds} to read each word.
# Sight Word Format (p. 15)

<table>
<thead>
<tr>
<th>Teacher Roll</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Instructions.</strong> You’re going to read these words the fast way. When I point to a word, sound it out to yourself. When I signal, say the word.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Students read words with 3-second pause.</strong> Point to the left of the first word. Pause 3 seconds. <strong>What word?</strong> Signal.</td>
<td>Sam</td>
</tr>
<tr>
<td>3. Repeat step 2 with remaining words.</td>
<td></td>
</tr>
<tr>
<td><strong>4. Students read words with 2-second pause.</strong> Point to the left of the first word. Pause 2 seconds. <strong>What word?</strong> Signal.</td>
<td>Sam</td>
</tr>
<tr>
<td>5. Repeat step 4 with remaining words.</td>
<td></td>
</tr>
<tr>
<td><strong>6. Individual turns.</strong> Call on individuals to read words with 2-second pause.</td>
<td></td>
</tr>
</tbody>
</table>
Building Blocks, Key Skills

✓ Phonemic awareness (hear/say)
✓ Letter-sound correspondence
✓ Sounding out words
✓ Building sight-word knowledge
  • Recognizing irregular words
Irregular Words, Student Skills

• Regular” words
  – Any word that a student CAN correctly decode by applying their current skills.

• “Irregular” words
  – Any word that a student CANNOT correctly decode by applying their current skills.

• So, whether a word is regular or irregular depends on the student’s skills.
Irregular Words “Change”

• If students know the letter sounds and how to sound out:
  – Regular – am, cat, stump
  – Irregular – was, eat, skating, was, said, what

• If the students learn to use the letter combo “ea”:
  – “eat” is no longer irregular

• If the student learns the rule about VCe derivative words:
  – “skating” is no longer irregular

• Permanently irregular:
  • E.g., was, said, what
What Do You Do with Irregular Words?

• Minimize teaching irregular words by:
  – teaching reading strategies,
  – delaying introduction of words that will later become regular.

• Teach irregular words efficiently:
  – Beginning readers should sound out every word, including irregulars.
  – Sound it out, then “how we really say it”
Irregular Words, Format Rationale

• A special sounding-out format is used only for the first 15 to 25 irregular words.

• This format is designed to:
  – Minimize confusion
  – Minimize guessing
Irregular Words, Format Practice (p. 16)

<table>
<thead>
<tr>
<th>Teacher Roll</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>Model.</em> This is a funny word. Listen to me sound it out. Signal – loop and touch under each letter. Wwwwăăăăs. That is how we sound it out. But here is how we say it: was. How do we say it? Signal</td>
<td>was</td>
</tr>
<tr>
<td>2. <em>Test.</em> Point to the left of the word. Sound it out. Get ready. Signal – loop and touch under each letter. But how do we say the word? Signal Remember, how do we say it? Signal</td>
<td>wwwăăăăss</td>
</tr>
<tr>
<td>3. Give individual turns on step 2. Signals are the same as for group responses.</td>
<td>was was</td>
</tr>
</tbody>
</table>
**Beginning Decoding: Skill Sequence (p. 9)**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Beg K</th>
<th>Mid K</th>
<th>End K</th>
<th>Beg 1st</th>
</tr>
</thead>
<tbody>
<tr>
<td>Segmenting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blending</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter Sounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sounding Out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sight Word Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irregulars at Beginning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(sound out/“really say it”)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Introduction and daily practice
- Periodic review
ADVANCED DECODING: STRUCTURAL ANALYSIS
Letter Combinations

• Teach most common sound for combo., using letter sound correspondence format

• When firm on combo., provide discrimination practice in mixed word lists, letter combo. underlined

• Avoid irregular letter combo. words (e.g., heart, said, thing)

• Example format, p. 19
Letter Combinations, Activity

• Make up a list of 5 words with regular letter combinations.
  – Do not use words we have already discussed.
  – Make sure there is discrimination in your list.
  – Make sure that there are no irregulars.

• Teach them to your group using the letter combination format (p. 19).

• Remember to do 2 passes through the list.

• Please be ready to share!
VCe Words (Final “e” Rule)

• “When there is an ‘e’ at the end of the word, this letter (point to it) says its name.”

mope
**VCe Words, Application Lists**

- **Discrimination**
  - Students have to know *when* to say the letter’s name.
  - List must require students to look for the VCe pattern to decide whether to say the vowel’s name.

- **Lists must include:**
  - *Both VCe and VC* words!
  - Unpredictable word order
  - *No irregulars* in this word list!
  - Medial vowel underlined in all words.
## Vce Words, Activity

<table>
<thead>
<tr>
<th>List 1</th>
<th>List 2</th>
<th>List 3</th>
<th>List 4</th>
<th>List 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>tape</td>
<td>code</td>
<td>code</td>
<td>have</td>
<td>code</td>
</tr>
<tr>
<td>ripe</td>
<td>tap</td>
<td>tap</td>
<td>tap</td>
<td>tap</td>
</tr>
<tr>
<td>code</td>
<td>trim</td>
<td>hope</td>
<td>love</td>
<td>hope</td>
</tr>
<tr>
<td>tune</td>
<td>hope</td>
<td>trim</td>
<td>trim</td>
<td>trim</td>
</tr>
<tr>
<td>hope</td>
<td>ripe</td>
<td>ripe</td>
<td>ripe</td>
<td>ripe</td>
</tr>
</tbody>
</table>
VCe Words, Application Practice

• Break into groups
• Create a list for practicing the VCe rule.
  – Include discrimination.
  – Check for irregular words.
  – Underline vowel on all words.
• Say the rule, then teach the list using the VCe Application format (p. 21).
Multiple Part Words

• Use with:
  – Compound words (p. 22)
  – Words with affixes (p. 23)
  – Contractions (underline the base word); (p. 24)
  – ed words (underline the base word); (p. 25)

• The students must be able to read each part without assistance.
  – Watch out for parts with irregular pronunciation or a change in the spelling of the base word.
-ed Words, Variations

- The gold-banded genie jumped out as they rubbed the lamp!
VCE Derivatives, The Problem

- She tapped the screen.
- She taped the screen.
VCe Derivative Rule (p. 26)

- Point to the vowel and say,
  - “If a double letter comes next, say the sound. If a single letter comes next, say the name.”
- e.g.: tapping  ripped
taped  sloping
VCe Derivative, Word Lists

• **Include:**
  – Both VCe and VC derivatives
    • taping, timing, swimmer, tapping, skated, etc.
  – Mix of vowels and endings
  – Underline medial vowel
  – Unpredictable order

• **Avoid:**
  – irregular VCe derivatives such as:
    • Loving, giver, giving, having.
  – VCe and VC words (confusing): tape, tap, time, swim
<table>
<thead>
<tr>
<th>Discrimination: Mix of VCe derivatives &amp; VC derivatives. Mix of vowels.</th>
<th>taped</th>
<th>napper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>mopping</td>
<td>timing</td>
</tr>
<tr>
<td></td>
<td>fitted</td>
<td>closed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First pass</th>
<th>What sound?</th>
<th>(test part)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What word?</td>
<td>(test whole)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second pass</th>
<th>What word?</th>
<th>(test whole)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Individual Turns</th>
<th>Yes!</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Corrections</th>
<th>Model / Test / Delayed Test or Rule / Test / Delayed Test</th>
</tr>
</thead>
</table>
Y Derivatives (y-to-i words)
• She tried to catch the trickiest bunnies.
| **Discrimination:** Mix of sounds made by "ie" | buddy + es = buddies  
silly + est = silliest  
try + ed = tried  
(Base + suffix = derivative) |
|---|---|
| **First pass (all words in list)** | **What word?**  
(test base)  
**What word?**  
(test deriv.) |
| **Second pass (all words)** | (Erase or cover base + suffix if possible.)  
**What word?**  
(test deriv.) |
| **Individual Turns** | Yes! |
| **Corrections** | Model / Test / Delayed Test |
## Irregular Words: Advanced, p. 29

<table>
<thead>
<tr>
<th>Word Type</th>
<th>Irregular Words (as sight words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of examples</td>
<td>book   coming       heart    thought</td>
</tr>
<tr>
<td>Mix of exceptions</td>
<td></td>
</tr>
<tr>
<td>First pass</td>
<td>This word is ____  (Model)</td>
</tr>
<tr>
<td></td>
<td>What word?           (Test)</td>
</tr>
<tr>
<td></td>
<td>Spell it.            (Spell)</td>
</tr>
<tr>
<td></td>
<td>What word did you spell? (Test)</td>
</tr>
<tr>
<td>Second pass</td>
<td>What word?           (Test)</td>
</tr>
<tr>
<td>Individual turns</td>
<td>YES!</td>
</tr>
<tr>
<td>Corrections</td>
<td>Model/Test/Spell/Test/Delayed Test or</td>
</tr>
<tr>
<td></td>
<td>Model/Test/Delayed Test</td>
</tr>
</tbody>
</table>
### Advanced Decoding: Skill Sequence, p. 18

<table>
<thead>
<tr>
<th></th>
<th>Late 1(^{st}) grade</th>
<th>Early 2(^{nd}) grade</th>
<th>Mid 2(^{nd}) grade</th>
<th>Late 2(^{nd}) grade</th>
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<tbody>
<tr>
<td><strong>Letter combinations</strong></td>
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<tr>
<td><strong>VCe rule words</strong></td>
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<tr>
<td><strong>Simple affixes</strong></td>
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<tr>
<td><strong>VCe derivatives</strong></td>
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<tr>
<td><strong>Irregular words</strong></td>
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</tr>
</tbody>
</table>

- Introduction and daily practice
- Periodic review
Research: Building Blocks of Reading

• Phonics/decoding:
  – Use assessment to screen and progress monitor
  – Explicit, systematic instruction in decoding, analyzing word parts
  – Small groups, similar skill level
  – Read connected text daily for accuracy, fluency, and comprehension

• IES Practice Guides; NICHD (2000)
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