DOCUMENT RESUME

ED 105 433   CS 001 762

TITLE   Inservice Reading Resource Kit: Package 8--Word
                 Recognition, Prescriptive Teaching for Improving Word
                 Recognition Skills; A Companion Package for Diagnosis
                 of Word Recognition Ability, Package 3.
INSTITUTION   New York State Education Dept., Albany. Bureau of
                 Reading Education.
PUB DATE   74
NOTE   67p.; See ED097650-655 and CS001761, CS001763 for
                 related documents

EDRS PRICE   MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS   *Decoding (Reading); Elementary Education;
                 Individualized Reading; *Inservice Teacher Education;
                 Phonics; Reading Diagnosis; Reading Improvement;
                 *Reading Instruction; Reading Programs; Reading
                 Skills; Sight Method; Teaching Methods; Word
                 Recognition
IDENTIFIERS   *Project Alert

ABSTRACT
                 Developed and coordinated by the Bureau of Reading
Education of the New York State Education Department, Project Alert
is a statewide inservice program to facilitate instituting or
improving the diagnostic-prescriptive approach to reading
instruction. As part of this program, a reading resource kit was
prepared by the bureau to give structure and direction to the
projects in the local schools. The multimedia kit contains nine
packages, each analyzing one skills topic in reading. This eighth
package, "Prescriptive Teaching for Improving Word Recognition
Skills," is a companion for package three, "Diagnosis of Word
Recognition Ability." This package provides a task-oriented guide to
teaching competencies needed for the development of word recognition
skills at both the beginning and intermediate levels of word analysis
and decoding. The first two sections of the package discuss the
acquisition of spoken words and of sight words. Section three
provides information and suggestions for teaching word analysis
through phonics. The fourth section presents other teaching
techniques for developing word recognition. The section five
describes the planning of a teaching program based on analysis of
need. (TO)

INSERVICE READING RESOURCE KIT

PACKAGE VIII

WORD RECOGNITION

Prescriptive Teaching for Improving
Word Recognition Skills

a
companion package
for

Diagnosis of Word Recognition Ability
Package III

prepared by
Bureau of Reading Education
(c) New York State Education Department

1974

TABLE OF CONTENTS

Foreword

Prescriptive Teaching for Improving Word Recognition Skills is a
companion package for Package III, Diagnosis of Word Recognition Skills.
It provides a task-oriented guide to teaching competencies needed for
the development of word recognition skills in both the beginning and
intermediate levels of word analysis and decoding.

Because it is directed to basic competencies, it does not presume to
include all teaching procedures related to word recognition used by skill-
ful teachers of reading. Rather it is directed toward the basic skills con-
sidered most essential in a teaching repertoire if the reading instruction
is to be prescriptively-oriented to individual student's needs and
abilities.

The classroom teacher depending on his level of preparation or teach-
ing skill may elect to use any part or parts of this package which will
assist him in providing effective reading instruction in word recognition
skills.

Teachers with little or no prior preparation for the teaching of
reading may find it helpful to use the entire package as an introduction
to the basic procedures in teaching word recognition through several
avenues: sight, phonics, structural analysis or other means.

The contents of this package were prepared by the Bureau of Reading
Education under the direction of Alberta Patch, Associate. Materials
were contributed by Helene Gutherz, Reading Teacher, Pelham Central Schools,
John Collis, P. J. Hutchins, Renec Levitt, Frances Morris, Samuel Shohen
and Olga Vaughn, Associates in the Bureau of Reading Education. Dr. Marion
McGuire, University of Rhode Island, Dr. Charles Reasoner, New York Univer-
sity and Dr. DeVillo Sloan, North Syracuse Central Schools, were helpful in

setting directions for the package contents. Gordon Spinney, East Green-bush Schools, assisted in editing and providing continuity. Irene Carlock, senior Librarian in Education was most helpful in finding sources of re-search to substantiate the validity of teaching practices included. Foot-notes throughout include the major sources used in determining which teach-ing procedures should be developed in this teacher inservice resource package.

Jane Algozzine

PRESCRIPTIVE TEACHING FOR IMPROVING WORD RECOGNITION SKILLS

INTRODUCTION

This package is a companion to Package II, Diagnosis of Word Recognition Ability, in the Inservice Reading Resource Kit produced by the Bureau of Reading in the New York State Education Department.

The order in which the two packages will be used depends upon the classroom teacher's insights into how word recognition is taught. If the instructor already has a background in methods for teaching word recognition, he should begin with the diagnostic package. After determining a particular pupil's skills weaknesses and needs, the teacher will be ready to use this prescriptive package as an aid in extending previous knowledge.

The first premise of this package is that informal testing should be used to discover which word recognition skills the child already possesses and with which word recognition skills he needs help. Diagnosis of student abilities and the subsequent planning and implementation of appropriate learning sequences is known as diagnostic-prescriptive teaching. Such a procedure is the basis for greater individualization in teaching.

The second premise is that teaching word recognition skills provides means by which the student may more readily acquire additional sight vocabulary. The long-range goal is to help students reach a level of competency in which recognition is almost instantaneous with perception of the word.

Inservice Reading Resource Kit
Supplement to Package III
Diagnosis of Word Recognition Ability

PRESCRIPTIVE TEACHING FOR IMPROVING WORD RECOGNITION SKILLS

CONTENT OUTLINE

Section I

THE ACQUISITION OF SPOKEN WORDS

Before dealing at all with the acquisition of sight words, the teacher should understand how the child has developed his speaking vocabulary.

When the average child enters school, he has already acquired a basic vocabulary to provide him with a workable communication system. However, his present vocabulary may be inadequate for needs in a new and strange environment. To expand the child's stimulus-response system, the teacher must help him extend his word knowledge, determining his ability to cope with extended learning, his interest in learning, his particular learning style, and the extent of his language facility.[1]

Words are usually acquired by infants in the following sequence:

1. <u>hearing</u> spoken words as evidenced by moving head or eyes in direction of sound.

2. <u>responding</u> to spoken sounds as evidenced by an appropriate action or cessation of action.

3. <u>imitating</u> spoken sounds.

4. <u>providing</u> an appropriate vocal response to a specific stimulus.

5. <u>using</u> appropriate spoken sounds to provoke desired responses.

Learning to control volume, pitch, and articulation accompanies stages 3, 4, and 5, bringing added meaning to the communication process. Evidence

---

[1] Package I, Recognition of Readiness, of the Inservice Reading Resource Kit, has helpful suggestions for the classroom teacher in these areas. There are also many commercial materials and publications which provide suitable activities for encouraging language maturation.

that the child is acquiring language is revealed when he shows the ability to put words together in syntactical structure.[2]

By the time most children are ready to enter school they can use at least 5,000 words, many use 10,000, and some may use as many as 20,000 - 25,000 words in speech.[3]   However, it is important to note that the listening vocabulary is well in advance of the actual speaking vocabulary and that the child may be able to pronounce a word which has no meaning for him because it is beyond his realm of experience.

[2]McCarthy, Dorothea, "Language Development in Children". In Carmichael, Leonard. (Ed.) Manual of Child Psychology, 2nd. Ed., Wiley, 1954, p. 492-630.

[3]Leonard Bloomfield and Clarence Barnhart, Let's Read, A Linguistic Approach, (Detroit: Wayne State University Press, 1961) pp. 9-10.

Section 2

THE ACQUISITION OF SIGHT VOCABULARY

This section deals with two important aspects of word recognition. One aspect is the child's ability to recognize words instantly and the other is the processes through which he acquires this skill.

We will be describing the following procedures:

- o Testing Previous Sight-Word Knowledge
- o Teaching New Sight Words
- o Preparing Known-Word Banks
- o Testing Word Learning Rate
- o Testing for Retention
- o Selecting Sight-Word Lists
- o Recording Progress in Word Recognition
- o Reinforcing Words Learned by Sight
- o Correcting Errors in Word Recognition

o Testing Previous Sight-Word Knowledge

The acquisition of a vocabulary which can be recognized in written form frequently starts before the child enters school. Some children may recognize that a combination of certain letter symbols is used to label objects. Success in identifying such words is directly related to the need or interest in doing so. However, there are many children who have not learned any written words before entering school. Of this group, some will acquire a sight vocabulary rapidly; others will need more time. Correctness in making stimulus-response associations is dependent upon the child's attentiveness to the symbols, his ability to hear, to speak, and to conceptualize meaning.[4] The teacher cannot play an incidental role in this process. He must determine:

- o skills the child already has acquired
- o how ready he is to extend these skills
- o what learning strengths he brings to the task

[4] Smith, H.P. and Dechant, Emerald V., _Psychology in Teaching Reading_, Prentice Hall, Inc., 1961.

o   what learning rate and pace he can reasonably maintain
o   how well-developed is his ability to recall.

These areas are actually principles of learning and have been dealt with extensively in the Readiness Package of the Inservice Reading Resource Kit. This package will not develop them further.

Teacher Task   Review Part III of that package, Inventory of Readiness

Skills. The Illinois Test of Psycho-Linguistic Abilities,

the Marianne Frostig Development Test of Visual Perception,

and the Mills Learning Methods Test, as well as any of the

numerous readiness tests commonly used in early primary

grades, can also provide further insight into the child's

maturation.

o   Teaching New Sight Words

There are several procedures for teaching sight words. The Experiential Approach for learning to read is commonly used in pre-school and in kinder-garten programs. When the child enters school, he finds familiar objects tagged with labels. The children "read" the labels until they learn to recognize some or many of the words without prompting.

In the Experiential Approach, chart stories are made by the teacher as the children relate an experience to him It is important to accept the child's language, perhaps with minor changes at the teacher's discretion. In case of such changes, substitutions and alterations are explained. Simple vocabulary and a few short sentences are recommended.

The chart is developed as follows·

1.   On the board, or on chart paper, the teacher prints
     legibly and precisely the words given by the child.

2.   After recording the story agreed upon by those involved.
     he reads the story.

3.   The children then "read" it with him. following his hand
     as he moves it across the chart.

4. Children may volunteer to read a part especially liked.

5. Before leaving the chart, everyone reads it again as a whole.

Later the teacher makes sentence and phrase cards from the story to be used in a variety of ways. Children may choose to illustrate these, pantomime them, perform with puppets to reconstruct the experience, arrange flannel board and bulletin board displays with the word sentences for captions, or do other creative, imaginative activities. Usually, the chart pages are saved and put together into a "Big Book" for frequent review and enjoyment. The children are given many opportunities to read these charts. Gradually this helps them acquire a bank of words needed in reading which they can recognize at sight. In the early stage of learning to read by this method, there is little emphasis placed upon letter-sound-relationships. However, children may begin to notice that certain written symbols consistently represent certain sounds in words which they hear and/or speak.

Children delight in dictating these stories over and over to an adult. They "read" them to themselves and others, often correctly identifying some written symbols which represent special words in the stories.

o   Preparing Known-Word Banks

Obviously, in this complex process of learning to read, success hinges upon the acquisition and extension of a sight vocabulary. The procedure for learning a sight vocabulary preparing Known-Word Banks presented below are useful.

Teacher Task   Study and carry out this suggested technique.

1.   Begin with a word not previously known to the child*.

---

*Refer to Package III of the Inservice Reading Resource Kit, p. 2-6. Follow
the recommended procedures for diagnosing word recognition.

2. Present it on a card providing suitable associative device(s) to develop meaning.

| present |

(Use such devices as "pretend" gifts. wrapped and ribboned for meaningful association.)

3. Say the word as the child sees it on the card.

4. Have the child say the word as he looks at it on the card.

5. Use the word in conversation:

    a. teacher - child   Teacher: Here is a present for you. Present

    b. child - teacher   Child: May I open my present now? Present

6. Provide a word card. If the child can write, guide him in printing the word on a card as he says the word.

7. Encourage the child to draw his own reminder cue on the back of the card as he says the word.

| present |

8. Encourage the child to trace the letters with his index finger as he says the word.

9. Have the child add the card to his box of word cards. (Word Bank)

The steps that follow suggest ways for using the Word Bank:

10. Frequently, hear the child say or read his word cards.

11. Help the child create stories with words from his Word Bank.

12. Help the child find words used in other reading-related activities.

You will soon learn how to adjust these steps to fit the child's needs. Certain steps may need to be repeated, if the child does not retain a word: some steps may be omitted if a child grasps the word quickly. However, it is important that the student complete the first nine steps in one sitting. Provide frequent intensified practice and review to ensure mastery and maintain proficiency. Avoid teaching too many new words at a time. Using a Word

Learning Rate Test will help you determine how many words to teach at one
time.

Teacher Task   Plan activities, games, and story times including words

from banks. Children can sometimes make their own devices.

Provide time to use and share the activities (See Chapter

10, "Word Recognition in Primary Grades," Improving Reading

Instruction, Durrell, Donald D., World Book Company, pp. 204-

224. Also: Fry, Edward B., Reading Instruction for Class-

room and Clinic, McGraw-Hill Book Company, 1972, Chapter 4).

o   Testing Word Learning Rate

A learning-rate test will give an indication of how many words a child
can remember.[5] Select from a first reading book five or six unrecognized
words for the child, at a level of interest and importance to him. Carefully
print each in distinct letters on flash cards. Words selected should be dis-
tinctly different from one another and varied in length.

Present all the words using the first eight steps previously described
under Preparing Word Banks. Then review them, mixing the order, asking the
child to say the words, and giving help when needed. Continue the procedure
until the student appears to have learned all the words in the learning rate
test.

After at least an hour's interval, test the child on the words taught.
Show the child each word and ask what it is. If he does not know, tell him.
Record the number of words recalled correctly. Test again at the end of

[5]Durrell, Donald D., Improving Reading Instruction, World Book Company, 1956.

the day because there sometimes is fall-off of recollection.

On a later date, give the learning rate test again using new words and increasing the number until you have determined how many he can retain after a session. This is significant in terms of quantity and intensity of review needed for maintaining competence in a child's program.

The learning-rate obtained gives a point-of-departure only; a perceptive teacher will notice when children are able to cope with an increase in the number of words presented in a single lesson and will increase the number of words presented accordingly.

o   Testing for Retention

Another simple strategy determines how many new words a teacher can expect a child to retain. If twenty words have been taught, but only five retained, the rate of introduction of new words must be stepped down. Often, by teaching half as many, the rate of learning will be doubled.

o   Selecting Sight-Word Lists

Several educators have compiled lists of words basic to the content of intermediate textbooks and to basal readers for teacher's use. Probably in determining which sight words to teach the most used list is the well-known Dolch List of 220 Basic Sight Words which is included here.

This list has been in use for thirty-five years. It has been subjected to criticism in recent years and labelled as outdated. However, Harris and Jacobson's research findings[6] as well as Hillerich's[7] are supportive of its continued use.

[6]Harris, Albert J. and Milton Jacobson, *Basic Elementary Reading Vocabularies*, New York, Macmillan, 1973.

[7]Hillerich, Robert L., "Word List - Getting it All Together," *The Reading Teacher*, Vol. 27, No. 4, January, 1974, pp. 353-360.

These words often referred to as working words are the words a child must know in order to insure success with reading. They make up almost 50% of the content of intermediate textbooks of the interdisciplinary studies. The name "sight words" is given to these words because most do not follow consistent phonetic patterns and should be learned "by sight". The teaching of sight words requires many reinforcement, review, and practice activities since the child must recall them instantly.

Dolch 220 Sight Word List *

P-1	P-2	P-3	P-4	P-5
a	up	jump	good	at
I	blue	it	brown	all
too	she	play	six	by
two	yellow	down	be	do
to	he	for	today	are
the	go	old	not	him
in	you	is	little	her
see	we	me	one	on
into	big	look	black	green
and	red	can	my	so

P-6	P-7	P-8	P-9	P-10
eat	like	around	fly	make
four	come	was	then	your
said	had	just	but	ride
away	sew	ten	as	help
run	no	get	under	call
they	long	if	before	here
that	yes	soon	walk	sleep
going	an	its	stop	cold
did	three	some	out	will
who	this	from	his	pretty

P-11	PP-1	PP-2	PP-3	PP-4
them	or	must	how	please
when	ran	five	keep	upon
round	work	myself	drink	give
am	with	over	sit	once
white	there	cut	made	together

*Arranged by categories for instructional purposes in later activities presented in this package.

P-11	PP-1	PP-2	PP-3	PP-4
funny	about	let	went	us
put	after	again	has	tell
take	what	new	seven	ate
of	ask	well	right	where
say	sing	have	why	many

PP-5	PP-6	PP-7	PP-8	PP-9
warm	open	think	draw	wish
laugh	light	far	bring	carry
live	their	found	got	know
now	pull	read	always	only
came	may	were	much	pick
buy	goes	best	does	don't
very	small	because	show	gave
hold	find	grow	any	every
would	could	fast	try	which
hot	fall	off	kind	our

PP-10	PP-11
want	both
thank	shall
better	own
clean	hurt
been	eight
never	wash
those	full
write	use
first	done
these	start

o   Recording Progress in Word Recognition

Teacher Task.   Keep a copy of this (or another approvable list) in the
child's reading folder. As he masters these words place a
check beside that word on the selected list. Perceptive
teachers help students "discover" words known to be on the
list so they may be added to the child's bank.

Another means for keeping a record of progress in the
child's acquisition of sight words might be that of color
coding cards in the Word Bank. When the child can recall
the word instantly on four consecutive days, the card can
be tabbed with a blue marker, or it can be stamped with a

mark signifying merit to the child. On certain days pre-
viously designated, the child can be allowed to take home
those cards (or copies of them) for which he has no further
need. Incorporate one of these, or a similar practice, to
keep records for your students.

o   Reinforcing Words Learned by Sight

To reinforce words learned by sight good teaching provides a variety of
activities.

Teacher Task   Study the sample reinforcement strategies described in

the pages that follow. Prepare two additional excercises

of your own.

Preparation: 1. Ditto the sight words in groups of ten - labeling
                      each sheet P-1, P-2, etc.

                   2. Make sure the lettering is clear and large.

Objective: To have the student recognize the words quickly - without
                   using the phonetic processes.

Procedure for each sight word sheet:

                   1. Write words from one list of ten on the board, one
                      at a time calling attention to only the one word being
                      presented. Point out any feature of the word which
                      might aid in recognition.

                      After presenting each word in P-1, erase the words and
                      rewrite the list. Follow the example below.

                                  too   two
                      a   in
                          the   to   see
                      into   and

                      As a child reads a word correctly, he comes up, reads
                      it to the group, and erases it. If he makes an error,
                      he must leave it on the board and another child has a
                      chance.

                      Note: The more difficult words usually remain. This
                            is a good indication of which words need more
                            reinforcement.

```
┌─────────────────┐
│              and│
│              a  │
│              to │
│              i  │
│              into│
│              see │
│              too │
│              in  │
│              the │
│              two │
└─────────────────┘
```

?. River of Sight Words:

Use large sheets of brown wrapping paper. Write P-1 words on the river. Do not use the same order of words as on P-1 list. Make a paper boat for each child. Label the boat SS David for example.

Note: Use "River" for review before presenting the next test.

Child proceeds up the river using his boat for a marker as he says each word. If he doesn't know a word, he "sinks." Say the word to the child, use it in a sentence, and have the child repeat the word as he leaves his boat along side of the word he missed.

```
┌─────────────────┐
│ JOHN            │
├─────────────────┤
│                 │
├─────────────────┤
│ into            │
├─────────────────┤
│ the             │
├─────────────────┤
│                 │
├─────────────────┤
│                 │
├─────────────────┤
│                 │
└─────────────────┘
```

3. At the same time, jot the missed word on a sheet of paper with the child's name on the top. This will be his study sheet. Go on to the next player. The winner is the child who goes through the "tunnel" at the end of the river, etc. When P-2 is introduced, following the procedure above, a second sheet is attached to the river, etc. A child who eventually goes through the tunnel, receives a word club star on his sheet.

4. Whenever time permits:

Sit down with one child and have him read his P-1 list. Circle any word giving him difficulty. Repeat the word, use it in a sentence, and have the child repeat the word. If all words are recognized without help, put a smiling face (or some such device) on the paper.

5. If the opportunity presents itself, the children can write the words giving difficulty on the board or on a typewriter. The object is to have as much reinforcement and practice as possible until all the words are learned.

Additional review and practice may also be provided through games such as those described here.

Hide-a-Word Game

Preparation: Write words being studied on 3 x 5 cards.

Game Rules: Hide the cards around the room. Have children find cards. A point is given for each correct answer. If a child is unable to read his card or answers incorrectly, any other child in the group may answer and gets a point for the correct response.

Hunting

Preparation: Write words being studied on 3 x 5 cards

Game Rules: Pass the cards to all but one of the children. The teacher or leader pronounces one of the words. The child without a card finds that word card and takes it. The child without a card is the new hunter.

Take a Giant Step

Preparation: Mark the floor into squares with a starting line and finish line.

Game Rules: Leader holds up a card with a sight word printed on it. If a child can read it, he advances one square. The person crossing the finish line first is the winner.

To provide practice in using the sight words in context, give out a large sheet of drawing paper to each child. The paper should be divided into four squares.

On blackboard: Use the sight words being taught to make sentences. The child copies each sentence into the squares and draws a picture illustrating the sentence.

Note: At first the sentences are simple because you are limited by the number of words that can be used. After a while, the sentences can become more complex as more of the sight words are introduced. The example below makes use of P-1 and P-2.

Draw a Picture

Make two blue	She sees a yellow
Make a big red and blue	We go to a red

Note: It is not necessary for everyone to attain mastery of a list before presenting a new sheet. Work individually with those who fall behind

Hanger Packs

Preparation: Each child has a hanger. The neck has been opened so that cards can be hung easily.

Procedure: As a child learns a word, he writes it on a 3 x 5 card, punches a hole in one corner, and hangs it on his hanger. These hangers can be used for practice and reinforcement for those children who have difficulty with retention. Children can team and practice together.

o   Correcting Errors in Word Recognition

If a student makes an error in a word or does not remember a word in his Word Bank, it is important that he be given immediate help in learning it.

The Exemplary Center for Reading Instruction in Salt Lake City[6] has devised a twelve step strategy for instant error correcting. This technique

[8]Exemplary Center for Reading Instruction, Salt Lake City and Granite School Districts, 2870 Connor Street, Salt Lake City, Utah.

may be used to teach the student a word which he has missed, either in
his reading of material or in his review of words in the Word Bank.

Teacher Task   Study the first five steps described until you understand
and are familiar with this process, which you will note
was developed for five different children's responses.
(Steps 6-12 are prepared for use after the child has
learned the skills required for phonetic analysis and
will be used later in this package.) Practice the tech-
nique in your classroom, applying it first with one
student, and then with more, until you are comfortable
with the procedure and can incorporate it as an essential
teaching process.

Instant Error Correcting

Step 1.   Write the word that a student does not read correctly on two
oaktag flash cards (3" x 4"). Write it also on the student's
record card. On the record card (RC) write what he said for
what he should have said.

Case 1	Case 2	Case 3	Case 4	Case 5
sniff sniff	sniff sniff	sniff sniff	sniff sniff	sniff
RC-Nip/sniff	RC-Snip/sniff	RC-Snuff/sniff	RC-Nip/sniff	RC-Niff/
				sniff
				sniff

Step 2.   Ask each student to read the word from one of the flash cards.

sniff	sniff	sniff	sniff	sniff

Step 3.   If he pronounces the word correctly, do not go through more steps.
Give him one card. Add one card to his set of cards and plan to
review with him daily.

Step 4.   If he mispronounces the word the second time, record on the stu-
dent's record card the word he said for what he should have said.

RC-snot/	RC-Nip/sniff	RC-snaff	RC-hit/sniff	sniff/sniff
sniff		sniff		(That's correct!)

Step 5.   If it is a sight word and he mispronounces it the second time, tell
him the word. Have him pronounce it repeatedly. Use it in sentences

for him. Ask him questions about the word to elicit his under-
standings of its meanings. Ask for multiple correct responses of
the word for ten seconds. (This is done by having him repeat the
word as rapidly as he can for a timed ten seconds. Only accurate
responses are accepted.) Give him one card. Add one card to his
set of cards and plan to review with him daily.

Section 3

TEACHING WORD ANALYSIS THROUGH PHONICS

Ability to use sound-symbol correspondences is essential for the fluent readers.

In Section 3, we will be dealing with the following:

o Testing Teacher Knowledge of Phonetic Principles
o Testing Student Knowledge of Phonetic Principles
o Analyzing Word Analysis Difficulties
o Recording Word Analysis Difficulties
o Keeping a Class Record of Word Analysis Skills
o Planning Programs to Improve Word Analysis Skills

1. writing instructional objectives
2. SPPED and Other Management Systems
3. using available banks in selection of objectives
4. instant error correcting (based on word analysis)

o <u>Testing Teacher Knowledge of Phonetic Principles</u>

<u>Teacher Task</u>   Ability to use sound-symbol relationships in reading unfamiliar

words is essential for fluency. Since some teachers have

not always been taught the phonetic principles that students

need for word recognition, the first task in this Section

will be to survey your understanding of the principles in-

volved in phonetic analysis.

Teacher Pre-Survey

Test of Word Recognition Skills*

This is chiefly a test of your knowledge of phonics. ALL ANSWERS ARE
TO BE WRITTEN ON ANSWER SHEETS. DO NOT WRITE ON THIS TEST. Work
straight through the test. Finish one part before you go on to the rest.

_____

*This test was devised by Dr. Wallace Ramsey of the University of Kentucky.
Its reproduction for use in pre-service education of teachers is granted.
Reproductions for other purposes is reserved by the author.

Adaptations have been made in the test to tailor it to our needs.

I. Basic Sound-Letter Relationships

Directions: Listed below are 25 words in which certain sounds are spelled in an irregular manner. i.e. the sound is not spelled as it usually is. Pronounce each word to yourself. Say the sound or sounds represented by the underlined letters in each word. In each case decide what letter or combination of two letters other than the underlined letters usually stand for the sound. Print that letter or two letter combination after the item's number on the answer sheet. (Do not use two letters if one commonly stands for the sound.)

Examples: A.   M i s s i o n   Sh on the answer sheet
                 d o e   o on the answer sheet

1. c i t y   10. f r o m   19. t h o u g h t

2. s e w   11. h i s   20. e x i s t

3. l a u g h   12. s a i d   21. c o u l d

4. w e i g h   13. b u s y   22. s h o e

5. p o l i c e   14. g e n t l e   23. f i s h e d

6. t e l e p h o n e   15. f e w   24. d o e s

7. w h y   16. t h a n k   25. q u i c k

8. s c h o o l   17. p i c t u r e

9. u n i o n   18. o c e a n

II. Hearing Vowel Sounds

Directions: Look at each group of five words on each line below. In each group find the word containing the sound given on the left at the beginning of the row. On the answer sheet write the word containing the sound. Only one answer is right.

26.   a "short e" sound: 1-sad   2-red   3-reed   4-meat   5-hear

27.   a "long a" sound: 1-pat   2-law   3-Paul   4-late   5-had

28.   a "long i" sound: 1-bit   2-pain   3-unwind   4-mill   5-brief

29.   a "short o" sound: 1-boat   2-lot   3-ford   4-how   5-hope

30.   an "r controlled a" 1-sugar   2-but   3-can   4-fear 5-far
      sound

31.   a "short i" sound: 1-pill   2-right   3-thief   4-pile 5-write

32.   a "short a" sound: 1-beat   2-latch   3-mate   4-father   5-hate

33. a "long e" sound: 1-man 2-met 3-chief 4-misled 5-blend

34. a diphthong: 1-loop 2-hope 3-nothing 4-boiled 5-soup

35. a "schwa" sound: 1-mathematics 2-happy 3-misled 4-happiness

5-pretend

III. Identifying Vowel Sounds in Syllables

Directions: Look at each word on the left. Pronounce it to yourself and decide what kind of a vowel sound you _hear_ when you pronounce the word. Then look at the syllables to the right of the word and decide which ones probably contain the same vowel sound as the word on the left. On the answer sheet identify the syllable _or syllables_ containing the sound.

36. light   1-cide   2-thic   3-tois   4-shi   5-tious

37. break   1-ac   2-gla   3-vate   4-ranth   5-ar

38. hot   1-bron   2-ploy   3-reis   4-dow   5-pood

39. bread   1-blench   2-fer   3-gree   4-eld   5-tose

40. flirt   1-ster   2-tur   3- quirt   4-hir   5-lar

41. key   1-thet   2-fer   3-scone   4-ceous   5-steap

42. threw   1-shoon   2-knout   3-rup   4-quip   5-loid

43. build   1-clois   2-mic   3-quoit   4-smirch   5-tain

44. pass   1-ar   2-tra   3-gant   4-tweak   5-waul

45. now   1-tion   2-oub   3-tot   4-coph   5-pre

IV. Determining the Number of Syllables in Words

Directions: Look at each word on the left below. Decide how many syllables each has in it. On the answer sheet write the number which indicates the number of syllables in the word. (For example, if the word has three syllables, write number 3.)

46. surprise

47. manufacture

48. valentine

49. sentence

50. ·electricity

V. Silent letters in words

Directions: For each of the words below, decide which letter or letters are not sounded when you pronounce the word. On the answer sheet write the number that identifies the silent letters in the word.

51. In the word "fast" a silent letter is:

    1-f   2-a   3-s   4-t   5-none

52. In the word "fail" a silent letter is:

    1-f   2-a   3-i   4-l   5-none

53. In the word "blown" a silent letter is:

    1-b   2-l   3-o   4-w   5-none

54. In the word "sigh" a silent letter is:

    1-s   2-i   3-g   4-h   5-both g and h

55. In the word "knot" a silent letter is:

    1-k   2-n   3-o   4-t   5-none

VI. Division of Words into Syllables

Directions: Look at each word on the left below. Decide how it should be divided into syllables. On the answer sheet identify the correct syllable division of the word.

56. cresset   1-cre es set   2-cre sset   3-cres set   4-cress et

57. bogle   1-bog le   2-bo g le   3-bo gle   4-bogl e

58. clonus   1-clo nus   2-clonus   3-clon us   4-cl on us

59. rebec   1-re be c   2-rebec   3-re bec   4-reb ec

60. aspidistra 1-asp id is tra   2-as pid is tra   3-as pi dis tra

                                                     4-asp id ist ra

61. kirtle   1-ki rt le   2-kirt le   3-kir tle   4-has only one
                                                         syllable

62. pleach   1-pl each   2-p le ach   3-plea ch   4-has only one
                                                         syllable

VII. Vowel Sound in Accented Syllables

Directions: Look at each word at the left in the items below. In each word the accented syllable is underlined. From the choices below the word, select the one that indicates how the vowel in the accented syllable should be pronounced. On the answer sheet indicate the number identifying your choice.

63. m i <u>c r o</u> b i d c i d e   1-like the <u>o</u> in "thrown"
                                          2-like the <u>o</u> in "hop"
                                          3-like the <u>o</u> in "boil"
                                          4-like the <u>o</u> in "lemon"

64. p a r <u>o t</u> i d   1-like the <u>o</u> in "royal"
                                          2-like the <u>o</u> in "most"
                                          3-like the <u>o</u> in "melon"
                                          4-like the <u>o</u> in "stop"
                                          5-like the <u>o</u> in "forest"

65. <u>l e a l</u> y   1-like the <u>e</u> in "brief"
                                          2-like the first <u>a</u> in "afraid"
                                          3-like the <u>a</u> in "happen"
                                          4-like the <u>e</u> in "per"
                                          5-like the <u>e</u> in "bread"

66. h o o <u>p o e</u>   1-like the <u>o</u> in "reckon"
                                          2-like the <u>e</u> in "lemon"
                                          3-like the <u>o</u> in "blown
                                          4-like the <u>e</u> in "best"
                                          5·like the <u>o</u> in "moist"

67. M o z <u>z e t</u> t a   1-like the <u>e</u> in "lemon"
                                          2-like the first <u>e</u> in "believe"
                                          3-like the second <u>e</u> in "believe"
                                          4-like the first <u>e</u> in "fertile"
                                          5-like the <u>e</u> in "race"

VIII. Using Phonetic Spelling

Directions: Listed below are <u>common</u> English words spelled phonetically (as they are spelled in the dictionary to show how they are pronounced.) On the answer sheet PRINT each word as it is correctly spelled in ordinary use.

68. nit	73. toiz
69. kost	74. jenz
70. ak	75. kan/ sel
71. bangk	76. si/ lans
72. sed	77. mez/ alz

IX. Principles of Word Analysis

Directions: In each of the statements below, select the choice that completes the statement correctly. On the answer sheet identify the choice that you have selected.

78. If "cug" were a word, its first sound would be like that heard at
    the beginning of: 1-key   2-see   3-chop   4-go

79. If "gip" were a word, its first sound would be like that heard at
    the beginning of: 1-girl   2-ghome   3-car   4-job 5-catch

80. If a short word has only one vowel letter in it and that comes at
    the end of the word, the vowel sound is:
    1-long   2-short   3-silent   4-diphthong   5-none of the previous

81. When two vowels appear side by side in a one-syllable word, the
    second vowel is usually:
    1-stressed   2-short   3-silent   4-long   5-none of the previous

82. If a one-syllable word ends in a consonant and contains only one
    vowel, the vowel sound in the word is usually pronounced:
    1-long   2-like a diphthong   3-none at all   4-short

83. If there are two vowels in a one-syllable word and the second vowel
    is an e and ends the word, the first vowel is usually pronounced:
    1-short   2-long   3-not at all   4-as a diphthong
              5-like none of the above

84. If "yeaz" were a real word, its vowel sound would be most like that
    heard in: 1-bread   2-feel   3-met   4-hat   5-hope

85. If "gop" were a word, its vowel sound would be most like that heard
    in: 1-hoping   2-scotch   3-floor   4-flow   5-boat

86. In English the accent in a polysyllabic (or "multisyllabic") word
    usually falls on:

            1-the first syllable
            2-a prefix
            3-the last syllable
            4-the first syllable of the root word
            5-the second syllable of the root word

87. The vowel sound that occurs most often in unaccented syllables is:

            1-the vowel heard in "me"
            2-the vowel heard in "yes"
            3-the vowel heard in "hat"
            4-the second vowel heard in "label"
            5-the first vowel heard in the word "into"

Ramsey Test of Word Recognition Skills

Answer Sheet

Name _____ Grade _____ School _____

I.	1 _____	19 _____	37 _____	55 _____	73 _____
	2 _____	20 _____	38 _____	VI 56 _____	74 _____
	3 _____	21 _____	39 _____	57 _____	75 _____
	4 _____	22 _____	40 _____	58 _____	76 _____
	5 _____	23 _____	41 _____	59 _____	77 _____
	6 _____	24 _____	42 _____	60 _____	IX 78 _____
	7 _____	25 _____	43 _____	61 _____	79 _____
	8 _____	II 26 _____	44 _____	62 _____	80 _____
	9 _____	27 _____	45 _____	VII 63 _____	81 _____
	10 _____	28 _____	IV 46 _____	64 _____	82 _____
	11 _____	29 _____	47 _____	65 _____	83 _____
	12 _____	30 _____	48 _____	66 _____	84 _____
	13 _____	31 _____	49 _____	67 _____	85 _____
	14 _____	32 _____	50 _____	VIII 68 _____	86 _____
	15 _____	33 _____	V 51 _____	69 _____	87 _____
	16 _____	34 _____	52 _____	70 _____	
	17 _____	35 _____	53 _____	71 _____	
	18 _____	III 36 _____	54 _____	72 _____	

Ramsey Test of Word Recognition Skills

Answer Sheet

Name _____ Grade _____ School _____

I.
1 __s__	19 __o__	37 __gla vate__	55 __1__
2 __o__	20 __gz__	38 __bron__ VI	56 __3__
3 __f__	21 __oo__	39 __blench eld__	57 __3__
4 __a__	22 __oo__	40 __ster quirt tur hir__	58 __1__
5 __e__	23 __t__	41 __steap__	59 __3__
6 __f__	24 __u__	42 __shoon__	60 __3__
7 __i__	25 __kw__	43 __mic__	61 __3__
8 __k__ II	26 __red__	44 __gant__	62 __4__
9 __y__	27 __late__	45 __oub__ VII	63 __1__
10 __o__	28 __unwind__ IV	46 __2__	64 __3__
11 __z__	29 __lot__	47 __4__	65 __1__
12 __e__	30 __far__	48 __3__	66 __3__
13 __i__	31 __pill__	49 __2__	67 __1__
14 __j__	32 __latch__	50 __5__ VIII	68 __night__
15 __u__	33 __chief__ V	51 __5__	69 __coast__
16 __ng__	34 __boiled__	52 __3__	70 __ache__
17 __ch__	35 __mathematics__	53 __4__	71 __banked__
18 __sh__ III	36 __cide shi__	54 __5__	72 __said__

73 __toys__	
74 __jeans genes__	
75 __cancel__	
76 __silence__	
77 __measles__	
IX 78 __1__	
79 __4__	
80 __i__	
81 __4__	
82 __4__	
83 __2__	
84 __1,2__	
85 __2__	
86 __4,5__	
87 __4__	

If you discover that you do have problems, it would be wise to refer to a reliable source for help. Some suggestions are:

Dechant, E. V. Improving the Teaching of Reading, Prentice Hall, Inc. 1964. Chapters 10 and 11.

Fry, Edward B. Reading Instruction for Classroom and Clinic, McGraw-Hill Book Company, 1972. Chapters 5 and 6.

Heilman, A. W., Phonics in Proper Perspective, Charles E. Merrill Books, Inc. 1964.

o Testing Student Knowledge of Phonetic Principles

The first step in organizing the classroom phonics program is to inventory student ability to apply phonetic principles.

Refer again to Package III of the Inservice Reading Resource Kit which deals with Diagnosis of Word Recognition.

Diagnostic Testing of Phonetic Principles

Following is a list of other phonics inventories for classroom use:

Alpert, Harvey, and Cravitz, Alvin, SPIRE, New Dimensions in Education, Inc., 1973.

Botel, Morton, Phonics Mastery Test of the Botel Reading Inventory, Follett Publishing Company.

Durrell, Donald D., Analysis of Reading Difficulty, Harcourt, Brace, and Jovanovitch.

McCracken, Robert, A., The Standard Reading Inventory, Pioneer Printing Company, Bellingham, Washington.

McKee, Paul, Inventory of Phonetic Skills, Houghton-Mifflin Co.

Phonics Knowledge Survey, Bureau of Publications, Columbia University.

You will want to acquaint yourself with the use of phonics inventory to use with your class or an individual in determining strengths and weaknesses in specific sub skills. One well known and commonly used diagnostic test with minor adaptations is included for your use in accomplishing this task.

Teacher Task   Administer it to at least one student in your class who

has problems in word recognition. Record his responses.

You will use this record in succeeding Teacher Tasks.

READING SPECIALIST'S GUIDE FOR DIAGNOSING TROUBLE SHOOTING*

1. <u>How much sight vocabulary has he</u>?   (Not pertinent to this Teacher Task)

2. <u>Does he try to use context clues</u>?   (Not pertinent to this Teacher Task)

3. <u>Does he know the names of the letters</u>?

   (Record the students knowledge of the letter names. Draw a circle
   around the misses; write the errors made.) Show the student flash
   cards of each individual letter. Say, "Read these letters".

B	A	I	S	C	D	F	E	P	T	M	L	R
Z	J	U	G	W	X	Q	K	V	Y	H	N	O
r	o	n	i	m	y	t	v	k	p	a	i	a
j	u	s	h	b	c	g	w	d	f	x	q	e

4. <u>Does he know the consonant sounds</u>?

   Show the letters on a card. Say,

   a. "Letters have sounds. Can you sound these letters?"

   > r   n   l   m   v   z   s   f

   Using this guide, record che student's errors by drawing a circle
   around the misses and writing in the incorrect responses.

   Show these letter combinations on a card. Say,

   b. "When these letters are together, what sound do they make?"

   > sh   ch   th   wh   ng

   Draw a circle around the misses: Write the errors the pupil made.
   Use this to record student's performance.

5. <u>Can he substitute beginning consonant sounds</u>?

   Make a flash card for each of the following sight words. On the back
   of the card, print the corresponding test word. Show the sight word
   first asking the child to read it. Tell him the word if he does not
   know it. Turn the card over and ask him to read the test word with-
   out help.

   Record his performance by circling the misses on this sheet. Write in
   incorrect responses.

   <u>Sight words</u>:   man   sent   star   night   at   hen   blue   kite   their
                      next   hair

*   Adapted from Teachers Guide for Remedial Reading, Wn. Kottmeyer, Webster 1959

Test Words: ban pent mar bight gat fen clue rite lair zest

6. <u>Can he hear the short vowel sounds in words</u>?

Say, "I am going to say some words. Listen and tell me which vowel sound you hear in each word." Record errors on this sheet. Circle the misses, writing incorrect responses above the word.

Test words: bread (short <u>e</u>) bunk (short <u>u</u>) snap (short <u>a</u>)
split (short <u>i</u>) block (short <u>o</u>)

7. <u>Can he tell when vowel sounds are long in words</u>?

Present the following words on flash cards.

Say, "Try to read these words as well as you can, even if you never saw them before."

<u>Test words</u>: teal vie shoal trite gate dune

Record errors on this sheet.

8. <u>Does he know the common vowel digraphs</u>?

Present the following words on flash cards ·

Say, "Here are some words you probably won't know. Try to read them as well as you can."

<u>Test words</u>: nook awl coy flout stray maul foil jowl

Record errors on this sheet

9. <u>Can he blend letter sounds to form words</u>?

Present these words on flash cards.

Say, "Here are some nonsense words. They really are not words at all, but I'd like to see if you can read them."

<u>Test words</u>: fis lote gud keat hin sut jay
tope sive muts bame grue nibs pud
nobe beed nel bute kim sult faim

Record the errors on this sheet.

10. <u>Does he make reversals</u>?

Present these words on flash cards.

Say, "Read these words as fast as you can--hurry!"

<u>Test words</u>: pal even no saw raw ten tar won pot
rats keep nap tops read meat lap never

Present these words on flash cards. Record errors on this sheet.

11. Does he see the common prefixes as units?

Present these words in a typed list.

Say, "Here are some more nonsense words. Read them as well as you can."

Test words: repan conjump inwell delike dispay combent
             ungate excry proread preread enstand

Record errors on this sheet.

12. Does he see the common suffixes as units?

Present these words in a typed list.

Say, "Read these nonsense words as well as you can."

Test words: marbing booker floorest daytion skinance
             meanness chairly waterfull burnant truckous

Record errors on this sheet.

13. Does he see compound words as units?

Present these words in a typed list.

Say, "Read these nonsense words as well as you can."

Test words: nightbank dinnerplayer basketmeet broomfeather
             paperjumper eatmobile spaderoom carthouse

Record errors on this sheet.

14. Can he divide long words into parts?

Present these words in a typed list.

Say, "Divide these words into parts by marking the parts (i.e., drawing
lines between syllables). Read the words after you have marked
the parts."

Test words: bombardment combination refreshment establishment
             revolver entertain calculate cucumber

Record errors on this sheet.

Since the Trouble Shooter does not contain a discrete inventory of consonant blends in the initial, medial, and final positions, you will want to use or create another test to determine the student's performance level on these skills. It is difficult to find a test which determines with exactness what level of competency has been reached. These criteria should be used to determine thoroughness in the test instrument you are seeking.

1. Does the instrument test ability to recognize consonant blends through:

   o Auditory discrimination
   o Visual discrimination   not necessarily in order of learner's
   o Verbal imitation   development

2. Does the instrument test:

   o Recognition of consonant blends in initial, and final positions
   o Child's ability to blend in each instance

Most teachers find an informal battery of test item· gleaned from a number of sources most useful for making the above determinations.

The following sample shows a testing pattern that provides information needed for diagnosing exact needs of the child. (Note that a single test item does not provide sufficient evidence of competence from which to draw conclusions.)

Auditory discrimination: blend st

Teacher: 1. Listen to the words I say. When you hear the one that begins like step, clap your hands; spell   shout   sleep   stamp

2. Listen to the words I say. If you hear the sound anywhere in the word like the one that begins the word step, clap your hands: football   radish   rested   classes

3. Listen to the words I say. If you hear the sound at the end of the word like the sound at the beginning of step, clap your hands: sled   spot   fast   shake

Visual discrimination: blend st

1. Look at this list of words on the board. Find the one that begins like the word underlined at the top of the list.

<u>step</u>
smell
slip
stop
shell

2. Look at the list of words on the board. Find the one that
   has the first two letters in the word at the top of the list.

   <u>step</u>
   letters
   instep
   basket
   rafter

3. Look at the list of words. Find the one that ends with the
   same two letters that begin the word at the top of the list.

   <u>step</u>
   stop
   first
   shine
   rasp

Verbal imitation

1. Repeat the words after me:

   stop
   stem
   start
   stick

2. mist
   aghast
   test
   host

Blending Ability: consonant blend <u>st</u>

Here are some nonsense words. See if you can read them. They begin
like <u>step</u>.

   stipe
   storly
   steck
   stang

Here are some nonsense words. They all end the same as <u>step</u> begins.
Read them.

   tapest
   lodist
   rannest
   pamost

Teacher Task   Develop a sequence of tests following the above illustration

for a consonant blend of your choice. Use it to determine

at what point a child may have difficulty using the blend.

The following list of consonant blends may prove useful as a re-
source for you in your work preparation:

LIST OF CONSONANT BLENDS

Consonants + r

   br, cr, dr, fr, gr, pr, tr

Consonants + l

   bl, cl, fl, gl, pl, sl

Consonant s + consonant

   sp, sw, sk, st, sm, sn, sc

   tw, dw

For our purposes qu in the initial position

For our purposes nk, ng in the final position

Three letter blends

   scr, spl, spr, str, thr, squ, chr

Pre-requisites to 'eaching consonant blends:

   Letter name knowledge
   Single consonant symbol association with single consonant
      sound. Concepts of beginning, middle, and end.

Note: wh, sh, ch, th, and ck are consonant digraphs. The difference be-
       tween a consonant blend and a digraph is that in a blend the sounds
       blend or glide together but retain their original sound, whereas
       in a digraph the consonants blend together and each loses its iden-
     . tity.

Consonant Blend Word List

Note: This list was compiled as an aid to teachers. It is by no means complete. However, it is important to have many examples at your fingertips.

br

bread	zebra
branch	umbrella
brick	abroad
bridge	abrupt
brush	cobra
brand	fabric
brace	February
brother	
brave	

cr

crib	secret
crack	decree
crab	decrease
cream	incredible
crash	dacron
crown	
craft	
crush	
crayon	

dr

dress	children
drip	laundry
drag	address
drop	adrift
drive	
drum	
drill	
dragon	
drink	

fr

fry	Africa
friend	defrost
fright	grapefruit
freeze	afraid
front	defraud
frog	
French	
freight	
freeway	
freedom	

gr

grow	program
grill	hungry
grin	disagree
grass	pilgrim
groan	degrade
grab	fragrance
grasp	
ground	
great	
gray	

pr

prize	footprints
present	surprise
pretty	apron
produce	express
product	improve
press	impress
pressure	
process	
prison	
prunes	

tr

truck	track	introduce
train	trick	distrust
trick	trim	patrol
trap	tramp	intrude
true	travel	intrigue
tragedy	tranquil	nostril
trail	tradition	neutral

bl

black	oblique
block	oblige
blast	ablaze
blank	
blow	
blood	
blend	
blouse	
blizzard	

cl

clock	inclement
clap	exclaimed
club	include
clear	incline
clown	enclose
clam	nuclear
cliff	o'clock
climb	
claw	

fl

flag	influence
flap	inflame
flip	inflate
flat	inflict
float	muffler
flock	overflow
flower	conflict
flame	
fly	

Consonant Blend Word List (continued)

gl   pl   sl

glass   plane   complain   sled   asleep
glue   plan   employer   sleep   landslide
Glen   plum   complex   slap   overslept
glove   plant   complete   slam
glow   please   implement   slip
glide   plug   airplane   slow
aglow   place   implore   sled
         plate   displease   slippers

sp   sw   sk

spin   wasp   swing   skull   desk
spot   grasp   sweep   skip   tusk
spill   swept   sketch   mask
spank   switch   skid   flask
space   sweet   skunk
speak   sweater   skill
spine   swim   skate
special   swan   sky

st   sm   sn

stop   lobster   first   smart   snow
stamp   instant   vest   small   snail
steps   lasting   fist   smell   snowman
stairs   upstairs   list   smile   snake
stem   haystack   dust   smother   snuff
stack   footstep   cast   smock   sneak
stump   understand coast   smooth   sneakers
stick   smudge   snip
story   smug   sneeze
stone   smoke   sneer
stork   smog   sniff
start

sc   tw   dw   qu

scarf   twins   dwarf   question   quail
scale   twine   dwindle   quite   quack
scamp   twinkle dwell   quart   quill
scoffer twelve   dwelling quiet   equal
scandal twenty   dweller   quit   inquire
scatter twig   queen   acquaint
scan   twist   quilt
scamper   quick
scald

Consonant Blend Word List (continued)

nk		ng	nt	lk	nd
sink	drink	hang	hunt	sulk	blend
pink	bank	king	paint	silk	hand
wink	think	wing	tent	milk	wind
link	skunk	sing	elephant	walk	mend
bunk		ring	bent	chalk	pond
dunk		bang			land
junk		thing			grind
tank					

scr	spl	spr	thr	squ
scream	split	sprout	through	squeak
screen	splendid	spread	throat	squeal
scratch	splash	sprinkle	thrift	squeeze
screw	splinger	spring	three	squirrel
scrub	splatter	spray	throw	squash
scrap	splutter	sprint	thread	squadron
scrape	splendor	sprawl	throne	squall
scramble			thrust	squelch
			thrown	square
			throttle	squabble
			throb	squab
			threshold	squad
			thresh	

str		shr	sch	chr
straight	instruct	shrink	school	chrome
strange	instrument	shrub	scholar	Christmas
strip	destructive	shred	scheme	chronic
stripe		shriek	schooner	chromium
strap		shrill	schedule	
straw				
stray				
strong				
stretch				
string				
street				
strum				
stike				

Teacher Task   Select one skill need and plan a sequence of activities

in which you:

1. Check to see if student has prerequisite skills re-
   lated to that skill.

For example: In #5 "Can he substitute beginning consonant sounds,"
the student has made 3 errors in reading test words.

Check to see if: he knows the corresponding sound-
symbol relationship for each initial consonant in
the word misread?

(If not, you must first teach these and any others
he may not recognize)

- he "knows" the sight words well enough to retain them
  while he performs test tasks? Check by having student
  read sight words.

- he can read the phonograms remaining when the initial
  consonants are omitted.

- he can blend the sound of _b_ as in bad with the remain-
  ing phonogram

Based on students performance, plan or select from avail-
able instructional materials a sequence of activities you
might use to develop his ability to substitute beginning
consonant sounds. Use both visual and oral stimuli in
your activities. Require both oral and written responses
in your activities.

o   Analyzing Word Analysis Difficulties

Teacher Task   You have now tested your own competency in word analysis

and at least one student's strengths and abilities in

analyzing words and prepared a test for at least one con-

sonant blend. Here is a sample check list to be used

with the test you made. Use it to analyze the student's

performance when tested. This should help in planning or

selecting learning activities for his program.

Sample Analysis of Student's Performance

(based upon test results of consonant blends)

Auditory discrimination

    Student finds difficulty recognizing the specified sound in spoken words.
        a. in initial position--
        b. in final position--

Visual discrimination

    Student has difficulty identifying the written symbol in listed words.
        a. in initial position--
        b. in final position--

Verbal imitation

    Student has difficulty reproducing the expected sound in
        a. initial position--
        b. final position--

Concept of beginning, and final

    Student has difficulty determining position of blend.--

    Student does not have the concept of position of sounds (those at the beginning, those at the end).--

Association of symbol to sound and sound to symbol

    Student has difficulty isolating the individual consonant sounds.--

    Student has difficulty blending or teaming two or three consonant sounds.--

    Knowledge of letter names and sound associated with these is incomplete.--

Differentiation between the consonant blends

    When blends are isolated, the student has no difficulty. When combinations are introduced and distinction has to be made, there is a lack of auditory discrimination.--

    Student had difficulty differentiating between sequence in a blend.--

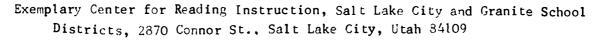o   <u>Recording</u> <u>Word</u> <u>Analysis</u> <u>Difficulties</u>

The segment of work you have done with consonant blends has given you insight into this particular aspect of a phonetic analysis program. A complete testing of other phonic skills should be accomplished in like fashion. As results are determined and interpretations made, a system should be followed to manage the prescribed program.

The teacher should keep individual and class records of word analysis errors for use in planning a prescriptive program. An instrument such as one of those illustrated may be helpful. Errors should be recorded in pencil so that changes can be made as mastery is attained,

<u>ILLUSTRATION</u> <u>OF</u> <u>RECORDING</u> <u>DEVICE</u> <u>FOR</u> <u>INDIVIDUAL</u> <u>FOLDER</u>

<u>Analysis</u> <u>of</u> <u>Reading</u> <u>Errors</u>

	%	Omissions	Repetitions	Insertions	Mispronunciations	Initial consonants - auditory	visual	Medial consonants - auditory	visual	Final consonants - auditory	visual	Blends	Digraphs	Schwa	Short vowels	Long vowels	Diphthongs	Vowel + r	Long and short oo	Vowel + w or l	Vowel teams	Homophones - heir, air, pear, fare, etc.	Plurals	Inflectional forms	Prefixes	Suffixes	Compound words	Syllabication	Contractions	Possessives	Reversals	Substitutions (context)	Familiar forms	Impulsive guesses	Sight word
											Mispronunciations													Word Structure									Other		
						Phonics																													
bed/dead					x	x																										x			
chin/shin					x								x																						

Second Sample Record

the COOPER-McGUIRE
diagnostic word-analysis test
CLASS RECORD CHART[10]

Name

READINESS OBJECTIVES

Goal A

R 1 Given groups of four letters, the learner will be able to select and mark the letter he hears dictated by the teacher with 80% accuracy (Test R 1)

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

R 2 The learner will be able to write the letters of the alphabet in scrambled order, as dictated by the teacher, with 80% accuracy (Test R 2)

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

Goal B

R 3 Given four pictures whose names begin with three different sounds, the learner will be able to mark the two beginning with the same sound as two dictated words with 80% accuracy (Test R 3)

% 7 13 20	% 7 13 20	% 7 13 20	% 7 13
27 33 40 47	27 33 40 47	27 33 40 47	27 33 40
53 60 67 73	53 60 67 73	53 60 67 73	53 60 67
80 87 93 100	80 87 93 100	80 87 93 100	80 87 93 1

R 4 When the teacher says the separate sound elements of a word, the learner will be able to blend them and say the word with 80% accuracy (Test R 4)

% 10 20	% 10 20	% 10 20	% 10
30 40 50 60	30 40 50 60	30 40 50 60	30 40 50
70 80 90 100	70 80 90 100	70 80 90 100	70 80 90 1

Goal C

R 5 Given four choices, the learner will be able to mark the word that is the same as the first word with 80% accuracy (Test R 5)

%	%	%	%
5 10 15 20	5 10 15 20	5 10 15 20	5 10 15
25 30 35 40	25 30 35 40	25 30 35 40	25 30 35
45 50 55 60	45 50 55 60	45 50 55 60	45 50 55
65 70 75 80	65 70 75 80	65 70 75 80	65 70 75
85 90 95 100	85 90 95 100	85 90 95 100	85 90 95 1

PHONICS OBJECTIVES (Consonants)

Goal A

P 1 The learner will be able to recognize the consonant corresponding to the sound he hears at the beginning of two dictated words with 100% accuracy (Test P 1)

m s b ·	m s b r	m s b r	m s b
f t p c(k)	f t p c(k)	f t p c(k)	f t p
d n w c(s)	d n w c(s)	d n w c(s)	d n w
h l k g(j)	h l k g(j)	h l k g(j)	h l k
v y j z	v y j z	v y j z	v y j
g	g	g	g

P 2 The learner will be able to recall the sound of a given consonant and match it to a picture beginning with the same sound with 100% accuracy (Test P 2)

m c(k) n s	m c(k) n s	m c(k) n s	m c(k) n
p d b g	p b g	p d b g	p d b
f t r k	f t r k	f t r k	f t r
y h w g(j)	y h w g(j)	v h w g(j)	y h w
v z j l	v z j l	v z j l	v z j
c(s)	c(s)	c(s)	c(s)

...to make new words
...n known

f d	f r m c	f d	f r m
b		c(k)	

[10]Cooper, McGuire, Diagnostic Word Analysis Test Class Record Chart, Croft Educational Services, Inc., 1970.

o   Keeping Class Records

Individual and class records will help you to group children for in-
struction and plan an instructional program directed to individual and class
needs. The second sample record centers on a listing of instructional ob-
jectives in behavioral terms. Your school district may have a similar set
of reading objectives. From those you may develop the list of instructional
objectives your analysis of student skills indicates must be taught.

If such a set is readily available you may wish to go directly to
Section 4, "Other Teaching Techniques for Developing Word Recognition."

If you have not previously worked with instructional objectives in be-
havioral terms, you may wish to peruse the next portion of this section
which deals with writing your own objectives.

Writing Instructional Objectives

At the present time, many reading systems are recognizing that the
selection of suitable instructional objectives is basic to efficiency in
program planning. Therefore, you will find the next portion of the package
focusing upon this aspect of prescriptive teaching. If you have had suf-
ficient experience in this area, you may elect not to study this section.

If you have had previous experience in writing instructional objectives
and have confidence in your ability to do this, you will by-pass this portion
of the package. However, you may want to review or perfect your skills.

Teacher Task   Study the accompanying instructions by Thorwald Esbenson

of the Exemplary Reading Center in Granite City, Utah.

Write some instructional objectives which fit the needs of

one of your students following your testing of his word analysis

skills.

WRITING INSTRUCTIONAL OBJECTIVES

By Thorwald Esbensen

For many years, educators have talked about the importance of instructional objectives. The purpose of an instructional objective is to make clear to teachers, students, and other interested persons what it is that needs to be taught - or that it is that has been taught.

A well-written instructional objective should say three things: It should say what it is that a student who has mastered the objective will be able to do. It should say under what conditions the student will be able to do this. It should say to what extent the student wil' be able to do this. To put the matter in a single sentence, a well-written instructional objective should specify under what conditions and to what extent a certain kind of student performance can be expected to take place.

Performance - conditions - extent. Let us consider, first, the word performance. Performing means doing. A student who performs something does something.

Here are two statements. Which one is expressed in terms of student performance?

A. The student will have a good understanding of the letters of the alphabet, A through Z.

B. The student will be able to pronounce the names of the letters of the alphabet, A through Z.

Statement B tells what it is that the student will be able to do. He will be able to pronounce the names of the letters of the alphabet, A through Z.

Statement A tells us that the student will have a good understanding of the letters of the alphabet. But this is not very clear. We cannot tell what it is that the student is supposed to be able to do as a result of this understanding.

Let's try another pair of statements. Which one is expressed in terms of student performance?

A. The student will have an adequate comprehension of the mechanics of punctuation.

B. Given a sentence containing an error in punctuation, the student will correct the mistake.

Statement B tells what it is that the student will do. He will correct the error in punctuation.

Statement A, which says that the student will have an adequate comprehension of the mechanics of punctuation, is rather cloudy. We cannot tell what it is that the student is supposed to do as a result of his comprehension.

At this point, an objective may be raised. Isn't the person who is comprehending something doing something? Isn't intellectual performance an acceptable kind of student performance?

Certainly. The difficulty is that mental activity, as such, is not directly observable. We cannot literally open up a person's head and see the thinking that is going on inside. If it is to be of use to us, a statement of performance must specify some type of behavior that can be observed.

This does not me_.1 that we are not concerned about intellectual performance. It does mean that since mental activity, as such, is not directly observable, some type of behavior that is observable will have to stand for or represent the intellectual performance we have in mind.

For example, suppose that we are interested in having students know something about the writing style of Ernest Hemingway. Whatever may be intellectually involved in the attainment of this goal, it should be apparent that the language of our aim as stated leaves much to be desired.

What is the student who knows able to do that the student who does not know is not able to do? This is the important question because, until we have worked out a clear answer to it, we cannot measure the accomplishment of our instructional purpose. Although there is no single answer to the question we have posed (our objective of "knowing something" is too vague for that), here is a possible statement of desired pf formance: Given ten pairs of short prose passages - each pair having one selection by Ernest Hemingway and one by a different author - the student is able, with at least 90% accuracy, to choose the ten selections written by Hemingway.

Performance - conditions - extent. We have been talking about performance. Let us now consider conditions.

Here is one of our earlier statements concerning the alphabet: The student will be able to pronounce the names of the letters of the alphabet, A through Z. We have said that this statement is expressed in terms of student performance. Does this statement also set forth the conditions under which the performance is to take place?

No, it does not. For one thing, we cannot tell from our statement whether the student is to pronounce the names of the letters at sight or _from memory_. If the letters are to be shown, we do not know whether the student is to work with capital letters, small letters, or both. Nor do we know whether the student is to work with these letters in regular sequence or in random order. Obviously, each set of conditions is substantially different from the rest and will make its own special demands upon the student who attempts to accomplish the objective.

Let's examine two more statements. Which one sets forth the conditions under which a certain kind of performance is to take place?

A. Given the Dolch list of the ninety-five most common nours, the student will be able to pronounce correctly all the words on this list.

B. The student will be able to pronounce correctly at least 90% of all words found in most beginning reading books.

Statement A, which tells us that the Dolch list of the ninety-five most common nouns will be used, sets the conditions for the demonstration of student mastery. We are told that these particular words, and no others, are the ones at issue for this objective.

Statement B, offering us only the dubious clue of "words found in most beginning reading books," does not tell us enough. Our conditions need to be defined more precisely than this.

We come now to the matter of the _extent_ and _level_ of performance. A well-written instructional objective will establish an acceptable minimum standard of achievement.

Look at this objective: Given twenty sentences containing both common and proper nouns, the student will be able to identify with very few mistakes both kinds of nouns. Does this objective establish

a minimum standard of achievement?

No, it does not. To say that the student is to perform "with very few mistakes" leaves open the question: How many mistakes are only a very few?

Here is the Hemingway objective we looked at earlier: <u>Given ten pairs of short prose passages - each pair having one selection by Ernest Hemingway and one by a different author - the student is able, with at least 90% accuracy, to choose the ten selections written by Hemingway.</u> Does this objective establish a minimum standard of achievement?

Yes, it does. The student is expected to be able, "with at least 90% accuracy, to choose the ten selections written by Hemingway." This constitutes a minimum standard of achievement.

Let's try one more objective: <u>The student should be able to pronounce from memory, and in sequence, the names of the letters of the alphabet, A through Z.</u>

Does this objective establish a minimum standard of achievement?

Yes, it does. The objective implies that we are looking for 100% mastery. However, we could, if we wanted to be explicit, restate our objective in this way: <u>The student should be able to pronounce from memory, in sequence, and with 100% accuracy, the names of the letters of the alphabet, A through Z.</u>

An instructional objective should <u>not</u> ordinarily be limited to specific <u>means</u> (particular materials or methods), but should be stated in terms that permit the use of various procedures. Look at this statement of an objective: <u>Given the California Test Bureau's E-F level programmed booklet on capitalization, the student is able to</u>

work through the exercises in this booklet with at least 90% accuracy. Is this objective limited to the use of a particular instructional item or procedure?

Yes, it is. The objective is expressed exclusively in terms of performance with a specific booklet. Although the particular kind of skill development that is promote. by this booklet is presumably also fostered by other instructional materials and methods, no such options are available under the terms of our objective as it is not written.

Look at this statement of an objective: Given twenty sentences containing a variety of mistakes in capitalization, the student is able, with at least 90% accuracy, to identify and re-write correctly each word that has a mistake in capitalization. Is this objective limited to the use of a particular instructional item or procedure?

No, it is not. The objective, as now stated, permits us to use a number of instructional items that show promise of being able to help students attain the desired performance. Among these items are not only the California Test Bureau's E-F level material, but the somewhat simpler C-D level presentation, a programmed booklet by D.C. Heath, Unit II of English 2200, Unit 9 of English 2600, Lesson 87 and 88 of English 3200, several filmstrips about capital letters, and so on.

Finally, a well-written instructional objective will suggest how its accomplishment can be measured. This follows from our view that a well-written objective specifies under what conditions and to what extent a certain kind of student performance can be expected to take place.

Look at this objective: <u>The student should know the alphabet</u>.
Does this objective suggest how its accomplishment can be measured?

No it does not. The reason for this is that <u>knowing the alphabet</u>
can mean different things to different people. Therefore, depending
upon what is meant, the measuring of this knowing will take different
forms.

Suppose we elaborate upon our objective so that it reads: <u>Shown</u>
<u>the letters of the alphabet in random order (in both upper and lower</u>
<u>case form), the student is able to say the name of each letter with</u>
<u>100% accuracy</u>. Does our objective now suggest how its accomplishment
can be measured?

Yes, it does. It tells us that the student will be shown the
letters of the alphabet, that he will be shown these letters in both
upper and lower case form and in random order, and that he will be
called upon to say with 100% accuracy the name of each letter shown.
The objective, in other words, makes it plain how its accomplishment
can be measured.

If teachers at all levels of schooling would be this explicit when
writing instructional objectives, they might reasonably hope to eliminate
almost immediately one cause of learning failure among students: the
traditional fuzziness of classroom assignments.

o   <u>SPPED</u> <u>and</u> <u>Other</u> <u>Management</u> <u>Systems</u>

The New York State Education Department has developed a bank of reading
objectives which is available to the school districts in the state. A simple
overview of the project is given here. Also included is a sampling, pulled
at random, from the SPPED Bank.

The SPPED READING BANK is...

A Resource to be used by local school personnel in

- Defining the reading curriculum
- Planning instruction
- Assessing pupil progress

The SPPED objectives are <u>not</u> a reading program. They are the building blocks with which a school district or school can construct its own curriculum to meet the needs of local students.

THE SPPED READING BANK assumes...

- that learning to read is a developmental process through which students proceed at their own rate.

- that local reading curriculums should reflect the needs of local students.

- that local school personnel are in the best position to know the needs of local students.

Use of the objectives is compatible with any approach to the teaching of reading, but is especially appropriate for the diagnostic prescriptive approach espoused by the Board of Regents in its Position Paper on Reading.

THE SPPED READING BANK has...

- 1800 GENERIC OBJECTIVES--
  precise behavioral statements of reading activities in six major skill areas:

  Multisensory Readiness Skills
  Decoding
  Vocabulary
  Comprehension
  Location and Study Skills
  Reading in the Content Areas

- 300 CRITERION OBJECTIVES--
  to cluster related generic objectives and set standards of performance.

- Lists of elements--words, phrases, sentences, etc.--
  to transform generic objectives into instructional objectives.

- A growing collection of test items matched to objectives.

- A coding system that categorizes objectives, facilitates the screening and selection of objectives, and permits cross-referencing to test items and resources.

- A training manual that introduces the Bank, outlines procedures for

its use, and relates objectives to curriculum, instruction, and evaluation.

GENERIC OBJECTIVES are basic to the SPPED Reading Bank. A generic objective is both specific and general:

- _Specific_ because it states the type of material to be used, the mode or manner of presentatior, and the student response.

- _General_ because it does not cite the exact content and may therefore be transformed into many different objectives at one or more levels of the curriculum.

This is a GENERIC OBJECTIVE (GO):

> Given orally two words, the student says if the final consonant sounds are the same or different.

When, as specified, two words with final consonants are put into the GO, it becomes an INSTRUCTIONAL OBJECTIVE:

> Given orally the words _fat_ and _sit_, the student says if the final coussonant sounds are the same or different.

Generic Objectives
<u>Teacher</u> <u>Task</u>   Following the example or this page turn these generic objectives into instructional objectives.

002   002   004   009   000
Given orally the letters of a consonant digraph, and several pictures of objects, the student points to the object whos name begins with the given consonant.

002   002   004   011   000
Given visually a consonant digraph, and two or more pictures of objects, the student designates the object whose name begins with the given consonant.

002   002   004   012   000
Given visuall a word, the student designates its initial consonant digraph.

002   002   004   014   000
Given visually a word, the student says another word with the same initial consonant digraph.

o   <u>Using</u> <u>Available</u> <u>Banks</u> <u>in</u> <u>a</u> <u>Selection</u> <u>of</u> <u>Objectives</u>

Several publishers provide similar systems for management of reading
programs. The intent is to help teachers in individualizing program and in
planning skills sequences which are appropriate to student needs, interests,
and abilities. Among these are such systems as:

. <u>Read System</u>, American Book Company
. <u>Fountain Valley Teacher Support System</u>, Richard Zwieg Associates
  Huntington Beach, California
. S. Alan Cohen's <u>Taxonomy of Instructional Objectives</u>, Random House
. <u>Croft Inservice Program for A Systems Approach</u>, McGuire, Cooper.
  Croft Ed. Pub. Inc.
. <u>Unipac Delivery System</u>, Educational Publications Incorporated, North
  Andover, Mass.
. <u>The Wisconsin Design</u>, Interpretive Scoring Systems, Minneapolis, Minn.

<u>Teacher Task</u>   Develop one instructional objective for an individual

                     or group of students, plan (or select) sequence of

                     activities through which this objective will be achieved.

                         Develop a criterion activity by which you will

                     judge whether individual students have mastered this

                     objective.

o   <u>Instant Error Correcting (RX)</u>
     (Continued from earlier in this package)

Following the section of this package which dealt with sight word

recognition, a program for Instant Error Correction was included. Since

the first five steps dealt only with sight words, that part of the pre-

scription was included in that part of the package.

When a child mispronounces a word which he should be able to analyze

phonetically, the other seven steps of the prescriptive error correction

should be followed. These steps are illustrated here.

<u>Teacher Task</u>   Incorporate these steps into the instructional program

                     for a student in your class who has problems in "sounding"

                     words.

(Continued)

Step 6. If he mispronounces the word the second time, and it's not a sight word, ask him to sound it out if he has learned the sounds previously. Prompt him to recall sounds.

Case 1	Case 2	Case 3	Case 4	Case 5
s-n-c-f/ s-n-i-f	n-i-f/ s-n-i-f	s-n-a-f/ s-n-i-f	s-h-i-f/ s-n-i-f	(Not needed)

Step 7. If he is unable to sound out the word independently, put each sound of the word that was missed (e.g. initial consonant, blend, vowel) on a separate card (_____). If the error is in vowel discrimination, put the vowel that was said and the one that should have been said on separate cards. (Only do this if the substituted vowel is one that has been previously introduced. If the substituted vowel has not been previously taught, do not make a card for it.)

Case 1	Case 2	Case 3	Case 4	Case 5
i	sn	a i	sn sh	(Not needed)

Step 8. Have the student reproduce the sounds in isolation from the cards until he says the sounds correctly (_____).

Step 9. On cards write words he has learned previously which contain the same sounds he is reviewing in order to check the maintenance of the sound. Have him identify key sound being reviewed in these words.

Case 1	Case 2	Case 3	Case 4	Case 5
in pin tin sit pig	(not needed)	in an pin pan tin tan sit sat	sniff snip snap snow	(Not needed)

Step 10. Write on cards words he has not been introduced to which contain previously learned sounds and sounds being reviewed in order to check transfer.

Case 1	Case 2	Case 3	Case 4	Case 5
lit pit	snap snip	Sid pad lit tam pit dad	sniffs sniffing snag	(not needed)

Step 11. Write the word mispronounced in sentences for the student to read. (Use only words learned previously in sentences.)

For the first 4 cases:

        Ann can sniff.
        Sam can sniff.
        Nip can sniff.
        Nip sniffs.
        Nip and Tab sniff.
        Can Nip sniff?
        Did Nip sniff Sam?
        Sniff the mint.

Step 12. Have the student read the word card to you until he can read it
(_____). He will practice the word
alone as well as with other words which have gone through these
steps.

Case 1   Case 2   Case 3   Case 4   Case 5

sniff   sniff   sniff   sniff   (Not needed)

Section 4

OTHER TEACHING TECHNIQUES FOR DEVELOPING WORD RECOGNITION

A child needs to have other means for identifying a word when it is not part of his sight vocabulary and when he does not have a knowledge of phonetic skills to decipher it. Picture clues and context hints are then important to him when solving unknown words. Basal reader manuals and work books provide abundant practice in use of such skills. He also learns to identify words through the use of familiar configuration; for example, he may remember <u>book</u> because of the two eyes in the word which he must use to read it. Gradually he weans himself from such gimmicks if he meets with success over a period of time.

He also uses familiar parts of words plus meaningful context. For example, he meets the word <u>recall</u>, is helped to recognize the root word <u>call</u>, "call" or "get into communication with," in conjunction with "re," "bring back into one's memory" or "recall." Over a period of time, with proper instruction, pacing, and reinforcement, and with growing success he becomes independent when using word structures to effect closure.

The child who is most successful in reading is the one who can bring all the strategies to his command.

Sequences for teaching structural analysis may be found in most basal reading systems and in multi-level skills work texts of laboratories.

There are however two additional areas in teaching word recognition with which this section will deal. These are the approach to phonetic analysis which emphasizes phonograms or common spelling patterns and the use of syllabication as an aid in determining what an unfamiliar word is.

o   <u>Using Common Spelling Patterns</u>

Many reading systems claiming a linguistic base develop the ability

to use grapheme-phoneme correspondencies through affixing consonants and

consonant blends to common spelling patterns of phonograms. The skillful

teacher should be familiar with this approach as an alternative to systems

which use separate letter-sound correspondencies as a base.

<u>Teacher Task</u>   Using the technique described in the following sample,

select a phonogram from the list of suggested patterns

and write a plan for teaching it, proceeding from the

auditory/visual to the generalization.

A. For motivation, show pictures of a hen, a pen, and men, eliciting oral responses from the students to get the correct label for each.

B. Establish that these words end with the same sound pattern, -en, and check to see that the child can discriminate this sound pattern when it is presented orally.

C. Present words visually. Have children compare words for visual likeness. Develop generalization about the common letter pattern, -en.

D. Capitalize on the language experience of the child to enforce the word meanings; if lacking, make provision, such as:

> Play a game with the pictures. Say, "I have a hen and a pen. Now, where are the men?" Children find missing card. Give such directions as, "Take the pen and draw a hen. Show it to the men."

E. Provide practice activities which require the substitution of various initial consonants or consonant blends such as: d, t, b, Gl, K to form words with -en. den, ten, Ben, Glen, Ken.

F. Provide reinforcement activities involving recognition of words using this spelling pattern until children achieve instant recognition of common words containing the -en pattern.

SUGGESTED PATTERNS

-ot	-op	-ell	-un
got	hop	bell	run
lot	mop	well	fun
not	shop	fell	bun

-ag	-ick	-ed	-at
-ag	stick	fed	hat
tag	pick	shed	cat
bag	sick	bed	bat

-ing	-ub	-all	-ish
ring	rub	hall	fish
sing	sub	wall	dish
string	tub	fall	wish

This is not an exhaustive list. Any teaching manual or workbook is a good source for other patterns.

o   Syllabication as an Aid to Word Recognition

This package does not intend to be exhaustive of all techniques re-lated to developing word recognition skills. The use of syllabication as an aid to word recognition is limited to two basic concepts most useful to the reader. These are:

- the recognition that a polysyllabic word has as many syllables as there are vowel sounds in the word.

- polysyllabic words are sounded by blending the parts of syllables.

Developing the ability to apply these concepts to unknown polysyllabic words should be included in the classroom program for word recognition.

o   Recognizing Syllables

In developing the concept of syllabication, the student begins with the auditory level. Once the ability to "hear" syllables is firmly estab-lished, the student then develops the ability to see syllables. The procedures

below are illustrative of simple techniques for developing the auditory
and visual skills intrinsic to the use of syllabication.

Teacher Task   In the orderdescribed below, prepare a lesson which
                      will enable the student to recognize the number of
                      parts or syllables in selected words of two or more
                      syllables.

Auditory Level

Using a simple procedure such as clapping hands each time a syllable
is perceived, have students develop an "ear" for syllables. Begin with single
syllables.

Proceed to words of three or more syllables as students evidence un-
derstanding of this concept and are able to respond correctly to the stimu-
lus words spoken.

Example: Clap   Clap   Clap   Clap
                bag   sad   sad   ness

                clap - clap - slap   clap - clap - clap - clap - clap
                con   tent   ment   con   sid   er   a   tion

Visual Level

After the student evidences mastery at the auditory level provide
the visual presentation of the word as well as the oral stimulus.

Lead students to the identification of parts of words corresponding
to spoken parts. (Application of spelling rules for syllabication are not
important at this time and should be dealt with as spelling, not reading
skills.)

Accept all reasonable responses which will illustrate the basic
principle: each syllable contains a vowel sound.

Example: sud-den or sudd-en; part-ed or par-ted

Through your questions, have students observe that each part or syllable has a vowel sound in it. Establish the relationship between number of vowel sounds and the number of syllables in a word. (In your selection of words avoid words containing vowel digraphs for this activity.)

Provide practice sets of known words for students to examine and on which to test the principle. Keep task simple.

Continue to provide oral stimuli as needed until students evidence mastery of the application of the concept of syllabication to the stimulus words. Keep task simple. Use words familiar to students.

1. Place a check above each vowel (a, e, i, o, u), in these words

   Example: iron, open, glasses, remember, paper

2. Say each word. Tell how many parts or syllables each word has. Once the student has acquired this skill, the teacher may move to other principles of syllabication of value in decoding.

   Some commonly taught are:

   - le as an unaccented syllable in such words as handle, table, gentle.

   - the vowel digraph as a single vowel sound in a syllable.

   - -tion, -cion, -sion as syllables.

   - prin.iples of open and closed syllables.

   - prefixes - suffixes as syllables.

Scope and sequences used in instructional materials are helpful in determining which additional generalizations are most useful to the reader and should be taught.

o   Blending Syllables Into Words

Concomitant with dividing words, the student should develop the

ability to blend word parts into whole words. By beginning with familiar

words, students will apply generalizations already internalized through

speech as to stressed and unstressed syllables.

The teacher should note that any reasonable blending is allowable

with difficult unfamiliar words and supply an oral model for correct stress

if the blended parts are inaccurately accented in the student's attempt

to produce a word's spoken equivalent.

Teacher Task — Locate or create at least three learning activities

which will enable students to blend word parts into

words. The sample below may help you to generate

creative ideas.

Develop sets of syllables from which a number

of words may be formed.

| des | per | tem | ate |

temperate - desperate

| pic | nick | tur | ing |

picnick -picnicking - picturing

| con | ver | tion | ten | ver | sa |

convention - conversation - contention

1. Place cards in order for any one of possible words

| con | ver | sa | tion |

2. Have student blend parts into a single word.
   (Note: Assist students if necessary with stress)

Teachers will move into more complex parts as students recognize vowel

digraphs, additional prefixes, suffixes, effect of silent vowels, etc.

Section 5

PLANNING A TEACHING PROGRAM BASED ON ANALYSIS OF NEED

Teacher Task   You have determined specific problems in word recogni

for a student or students in your class. You have al&ou;

written a lesson plan for giving instruction in a specific

reading skill. As a culminating activity prepare a work

plan for a child in your program, and fill in for a short-

range teaching program. It should be flexible so that as

proficiency in a particular skill is acquired, the program

will provide for reinforcement, review, additional practice

if needed, and redirection as mastery is achieved.

This brief student record may be used as a guide and completed

Prescriptive Reading Work Plan

Pupil_____Billy Leonard_____ Grade Placement_____6_____

Instructional Reading Level____3.5_____

Specific Interests _____Sports and Horses_____

Word Analysis Difficulties

Date	Inventory Used	Previous Instructional Exposure
9/15/73	Kottmeyer Trouble Shooter Teacher made tests	S-F Basal Readers (1-4) H-M Basal Readers (1-3)

Specific Skills Needs (Prioritized)

1. Extension and Reinforcement of Sight Vocabulary
2. Blending three letter consonants - str, spr, scr, to decode unknown
    words as string, sprout, and scrape.
3. Blending of consonants and vowels in sequence to decode unknown words,
    errors:
            stirring for string
            spurring for sprung
            stork for stroke
4. Determining syllabic parts of words and blending into whole.

Instructional Objective.

(State a specific objective related to each sk:ll need in behavioral
terms.)

List Instructional materials and activities to be used in developing
each skill.

Continue as above for each objective.

Now that you have completed this inservice in developing word recog-
nition skills, be sure to use Package VII, Reading Comprehension Related
to Thinking Process as an aid in expanding your skills in developing
reading comprehension through questioning techniques.

CREDITS

- Exemplary Center for Reading Instruction, Salt Lake City, Ethna Reid, Director, for the following: "Instant Error Correcting," "Analysis Sheet for Recording Errors," "Samples of Useful Reading Objectives," "Sample Lesson Planning Procedures: Prescribing for the Task," and the brochure by Thorwald Esbensen, "Writing Instructional Objectives."

- J. Louis Cooper and Marion L. McGuire, the Croft Inservice Program - Reading. Word Attack Skills - A Systems Approach, New London, Connecticut, Croft Educational Services, Inc. 1972.

- Diagnostic Trouble Shooting Chart, reprinted from Teachers Guide for Remedial Reading by William Kottmeyer © 1959 with permission of Webster/McGraw-Hill.

- Wallace Ramsey, Test of Word Recognition Skills.