# Corrective Reading
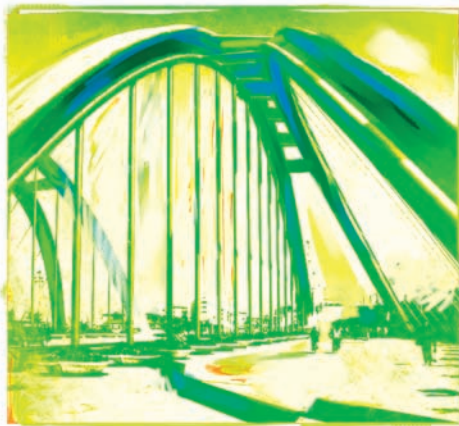# SRA
# Teacher's Guide
## Decoding A   Word-Attack Basics

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# Contents

# Contents

# Corrective Reading Series

SRA's *Corrective Reading* programs are divided into two strands: Decoding and Comprehension.

**A single-strand sequence** places students in one strand (**Decoding,** for example), and the students move through the strand from the point of initial placement **(Decoding A, B1, B2,** or **C)** to the end of the strand **(Decoding C).**

**The double-strand sequence** requires that students receive two full periods of instruction each day—one period in a Decoding program and one period in a Comprehension program.

Each Decoding program is designed to be used independently. Students may be placed at the beginning of one program and complete all lessons in that program in either a single-strand or double-strand sequence.

# Decoding Strand: A, B1, B2, C

Here is a diagram of the four decoding programs in SRA's *Corrective Reading* series.

| Decoding A | Decoding B1 | Decoding B2 | Decoding C |
|---|---|---|---|
| 65 lessons | 65 lessons | 65 lessons | 125 lessons |

**Decoding A** is appropriate for students in grades 3 through high school who are extremely deficient in decoding skills. These students may recognize some words but do not have adequate strategies for accurate decoding of words like **frost** and **track.**

**Decoding B1** is appropriate for most problem readers in grades 3 through 12. They guess at words. They have trouble reading words such as **what, that, a,** and **the** when the words appear in a sentence context. They often read synonyms or printed words and are generally inconsistent in their reading behavior (reading a word correctly one time and missing it the next time).

**Decoding B2** is appropriate for students in grades 4 through 12 who have some decoding problems, who do not read at an adequate rate, who still tend to confuse words with similar spellings, and who tend to make word-guessing mistakes.

**Decoding C** is appropriate for students who have mastered many basic reading skills but who have trouble with multisyllabic words and typical textbook material.

A reproducible copy of the *Corrective Reading* Decoding Placement Test and details on how to administer it appear in Appendix A at the end of this guide.

The individually administered test measures each student's reading accuracy and oral reading rate. Placement takes into account a student's ability to decode words in sentences and stories.

## Progress Through the Decoding Strand

The Decoding programs are designed so that there is a careful progression of skill development from level to level. The Decoding strand has four entry points.

**1** Students who begin at Level A should complete A and B1 in a school year (a total of 130 lessons).

**2** Students who begin at Level B1 should complete B1 and B2 in a school year (a total of 130 lessons).

**3** Students who begin at Level B2 should complete B2 and most of Level C in a school year.

**4** Students who begin at Level C should complete C and additional outside reading in a school year.

## Features of All Decoding Levels

Each level of SRA's *Corrective Reading* Decoding programs has features that have been demonstrated through research studies to be effective in improving student performance. The Decoding strand directly addresses all the critical reading components identified by the National Reading Panel (2002)—phonemic awareness, phonics,

fluency, vocabulary, and comprehension. Note that vocabulary and comprehension are not major objectives of the Decoding strand but are thoroughly addressed by the companion *Corrective Reading* Comprehension strand.

- Each level is a core program, not ancillary material. Each level contains all the material you need and provides students with all the practice they need to learn the skills.

- All words, skills, and decoding strategies are taught through DIRECT INSTRUCTION. This approach is the most efficient for communicating with the students, for evaluating their performance on a moment-to-moment basis, and for achieving student mastery. Students are not simply exposed to skills. Skills are taught.

- Students are taught everything that is required for what they are to do later. Conversely, they are not taught skills that are not needed for later skill applications. The levels concentrate only on the necessary skills, not the nuances.

- Each level is based on cumulative skill development. Skills and strategies are taught, with lots of examples. Once a skill or strategy is taught, students receive practice in applying that skill until the end of the level. This type of cumulative development has been demonstrated by research studies to be the most effective method for teaching skills so that they become well learned or automatic.

- Because of the cumulative development of skills, the difficulty of material increases gradually but steadily.

- Each level is divided into daily lessons that can usually be presented in a class period (35–45 minutes of teacher-directed work and independent student applications).

- Each level contains Mastery Tests and Individual Reading Checkouts. These tests and checkouts are criterion-referenced performance measures of student **reading behavior.** These measures are part of the lessons. They provide you with very detailed data on student reading performance. They also show the students how their performance is improving as they progress through the program.

- Each level includes an effective management system that is consistent across all levels of the program. Students earn points for performance on each part of the daily lesson. Records of this performance may be used for awarding grades and documenting progress in specific skill areas.

- Each lesson specifies both teacher and student behavior. The lessons are scripted. The scripts specify what you do and say as well as appropriate student responses. The scripted lessons assure that you will (a) use uniform wording, (b) present examples in a manner that communicates effectively with students, and (c) complete a lesson during a class period. The net result of the teacher presentation scripting is that students make a larger number of academically related responses during each period.

## Facts About the Problem Reader

The series is designed to change the behavior of the problem reader. The specific decoding tendencies of the problem reader suggest what a program must do to be effective in changing this student's behavior.

The problem reader makes frequent word-identification errors. The student makes a higher percentage of mistakes when reading connected sentences than when reading words in word lists. Often, the student can read words correctly in word lists but then misidentifies the same words when they are embedded in connected sentences.

The specific mistakes the reader makes include word omissions, word additions, and confusion of high-frequency words, such as **what** and **that, of** and **for, and** and **the.** The student also reads synonyms (saying "pretty" for **beautiful**). The student often guesses at words, basing the guess on the word's beginning or ending. And the student is consistently inconsistent, making a mistake on one word in a sentence and then making a different mistake when rereading the sentence.

The student doesn't seem to understand the relationship between the arrangement of letters in a word and the pronunciation of the word. Often, the student is confused about the "word meaning" (a fact suggested by "synonym reading," "opposite reading," and word guessing). The strategy seems to be based on rules the student has been taught. The problem reader follows such advice as: "Look at the beginning of the word and take a guess," "Think of what the word might mean," and "Look at the general shape of the word." The result is a complicated strategy that is often backwards: The student seems to think that to read a word, one must first "understand" the word and then select the spoken word that corresponds to that understanding.

Although the problem reader may use a strategy that is "meaning based," the reader is often preempted from comprehending passages. The reason is that the student doesn't read a passage with the degree of accuracy needed to understand what the passage actually says. (Omitting the word **not** from one sentence changes the meaning dramatically.)

Furthermore, the student's reading rate is often inadequate, making it difficult for the student to remember the various details of the passage, even if they were decoded accurately. Often, the problem reader doesn't have an effective comprehension strategy because the student's poor decoding and slow rate don't make the material sensible.

Finally, the poor reader is not a highly motivated student. For this student, reading has been punishing. The student often professes indifference: "I don't care if I can read or not." But the student's behavior gives strong suggestions that the student cares a great deal.

The student's ineffective reading strategies and negative attitudes about reading become more ingrained as the reader gets older. To overcome them requires a very careful program, one that systematically replaces the strategies with new ones and that provides lots and lots of practice.

Initial relearning may be very slow and require a great deal of repetition. For a seventh grader—who chronically confuses **a** and **the**—to read these words at 98 percent accuracy when they appear in passages, the student may have to read these words more than 800 times when they appear in sentences. Furthermore, the student must receive feedback. The only way to provide the necessary practice and feedback is through a presentation format that requires lots of oral reading. Until the 800 practice trials are provided, the high rate of accuracy will not occur.

## Decoding Procedures

The procedures that are used in the program derive directly from the difficulties that students have with particular tasks. Based on the problems students have, we can identify two major levels of difficulty. The less difficult level is reading isolated words. The more difficult level is reading words that are in a connected sentence context.

Isolated words are easier because they do not prompt the student to use inappropriate guessing strategies that the student applies when reading connected sentences. When the student reads word lists, therefore, the student is not as likely to guess on the basis of the order of the preceding words, or on the basis of images that are prompted by preceding words. Not all word lists are the same level of difficulty.

Less difficult lists require reading words that have similar parts. More difficult lists require reading words that do not have similar parts. This type of list is sometimes called a "mixed list" because all types of words appear in it.

Reading words in connected sentences is more difficult than reading words in isolation. The task of reading a particular passage can be made relatively more difficult or less difficult.

Passage reading is less difficult if the student has read the passage and received feedback on all errors.

Passage reading is more difficult if the student is reading the passage for the first time.

Lessons in the Decoding programs are designed to give students practice that leads them to become stronger in what is easier for them to do and that gives them progressive practice in the more difficult reading endeavors. The lessons do this while remaining within the skill limits of the student, which means that an appropriately placed student will not be overwhelmed with difficult tasks or bored by tasks that are too easy.

Each lesson presents words in isolation and gives students practice with easier lists and more difficult lists. When new words are introduced, they often appear in lists of words that have similar parts. In later lessons, these same words appear in mixed lists where the

students must rely more on the decoding skills taught earlier. Except for the early lessons in Level A, all Decoding lessons provide students practice with reading familiar words in sentence contexts.

The procedures require the students to read sentences or passages and then reread them. In Levels B1, B2, and C, students keep a record of their performance on the individual timed reading, called an Individual Reading Checkout. Their improved performance on timed reading provides students with evidence of their ability to retain and apply the decoding skills they have been taught. Students who read more fluently have better reading comprehension because what they read is more like natural speech.

The structure of the lessons addresses skill deficiencies directly but positively, in a manner that provides the type of practice students need to relearn fundamental strategies and to learn new skills. The teaching is designed so that it does not overwhelm students with material or rules that result in a high rate of errors.

### The Problems
An effective corrective reading program must address the specific needs of the problem reader.

**1** The learner must learn to look at the order of letters in a word and learn that this order suggests the general pronunciation of the word. Furthermore, the student must learn that the game is simple: First figure out how the letters suggest to *say* the word. Then see if the word you say is one that you recognize, one that has meaning. (Note that this strategy is basically the opposite of the one the typical problem reader uses.)

**2** The problem reader must receive practice in reading connected sentences that are composed of words that have been taught in isolation. Merely because the student reads words in lists does not imply transfer to written sentences.

**3** An effective corrective reading program provides a great deal of daily fluency practice. The demands for fluency become greater as students move through the strand. In **Decoding A** there is much more emphasis on accuracy than fluency. By **Decoding C,** students are expected to read fluently, accurately, and with expression.

**4** The student must receive strong reinforcement for working on reading because the task is very difficult and frustrating for the student. The student has received a great deal of evidence that reading is a puzzle that can't seem to be solved.

**5** Finally, the student must receive practice in reading a variety of passages. If the student practices reading only narrative passages, the student will not "automatically" transfer the reading skills to textbooks, articles, or other forms of expository writing. Therefore, different styles must be introduced.

### The Solutions
SRA's **Corrective Reading** Decoding programs are successful with problem readers because they provide the careful integration, the practice, and the management details that the problem reader needs to succeed.

**The student receives daily practice in oral reading, with immediate feedback.** (Only through oral reading can we discover what the student is actually reading.)

The student reads word lists with information about how to pronounce various letter combinations, such as **th** and **or.** The student also reads sentences and passages composed of words that have been taught. The sentences and passages are designed so that they are relatively easy if the student approaches words as entities that are to be analyzed according to the arrangement of letters, but difficult if the student guesses on the basis of the context or syntax of the sentence. (The sentences are designed so that guesses often lead to an incorrect identification of the word.)

**Together, the Mastery Tests and checkouts in the series assure that the student observes progress in reading rate and reading accuracy.** Students become more and more motivated by their progress in timed reading.

**Stories and story-comprehension activities assure that students attend to the content of what they read.** Initially, the comprehension activities are deliberately separated from the decoding activities so that the student's misconceptions about reading are not exaggerated. The comprehension activities, however, show the student that what is read is to be understood.

**Finally, the series addresses the problem reader's poor self-image.** The series is designed so the student can succeed in real reading tasks. Furthermore, a point system that is based on realistic performance goals assures that the reader who tries will succeed and will receive reinforcement for improved performance.

In summary, the series uses a two-pronged approach. Each level teaches effective reading skills to replace the student's ineffective approach to reading. Each level also contains an effective management system that turns students on to reading. This turn-on is not achieved by "seducing" the reader with entertaining topics, but by rewarding the reader for steady improvement in reading performance. The approach WORKS.

# The Program—Decoding A
## *Word-Attack Basics*

The first level of the decoding programs in **SRA's *Corrective Reading*** series is **Decoding A** *Word-Attack Basics.*

## What's New in the 2008 Edition

Changes in five areas make this edition easier and more efficient.

**1** Improved and uniform management system. In the earlier editions, the management system for **Decoding A** was different from that used in **Decoding B1, Decoding B2,** and **Decoding C.** While B1, B2, and C students were able to earn 20 points for each lesson, this was not the case for A. In the current edition, students in A are able to earn 20 points per lesson.

**2** Simplified Mastery Test system. In earlier editions, some of the Mastery Tests were not specified in the teacher's presentation material. In the current edition, procedures for administering Mastery Tests appear in the teacher's presentation material. Also, the schedule for presenting Mastery Tests has been modified to give the teacher more timely information about different types of decoding problems students may be experiencing. The timely identification of problems leads to more timely remedies.

**3** Improved schedule and criteria for checking students' daily reading fluency and accuracy. The rate requirements have been graduated so that students read at about 30 words in 45 seconds (40 words per minute) in Lessons 46 through 50 and gradually increase in rate to over 60 words per minute near the end of the program.

**4** Minor changes designed to make the teacher and student material easier to use.

**5** More efficient transition procedures for students who complete **Decoding A.** Because these students frequently read better than students who initially place in B1, students who complete A do not start on Lesson 1 of B1 but on Lesson 8.

## Who It's For

**Decoding A** is designed for very poor readers in grades 3 through 12. The program is appropriate for students who understand English and whose scores on the ***Corrective Reading*** Decoding Placement Test indicate that they belong in the program.

The program is not meant to be used with students who do not speak any English or whose grasp of English is quite weak. Students who speak no English are best taught through a beginning reading program that has a strong emphasis on word and sentence meanings. SRA's ***Horizons,*** **Fast Cycle A** and **B,** have been used successfully in teaching students who have no understanding of English. After completing ***Horizons*** **A** and **B,** students may begin Decoding B1 at Lesson 1.

**Decoding A** works effectively with students who would traditionally be identified as learning disabled, educationally handicapped, or perceptually handicapped. The program can also be used with adults who have received some reading instruction but who have never learned to decode accurately. As long as students demonstrate the skill level necessary to enter the program, they may be placed in the program.

# What Is Taught

**Decoding A** is a phonics program, which means it teaches the alphabetic principle (letters make specific sounds) and phonemic awareness. **Decoding A** introduces a few irregular words, such as **of** and **do,** but its primary focus is on those elements of the reading code that are regular and generalizable. Therefore, emphasis is not on sight words of any kind but on uniform procedures for attacking regularly spelled words, including words that have difficult consonant blends (e.g. **truck, block, mast, cats**). Also, the program presents a strong emphasis on reading words in sentences because this is the area in which students typically guess. For example, students are often able to read words such as **the, a, them,** and **then** when they occur in lists; however, students often misidentify these words in connected text.

The following skills are taught in **Decoding A.**

- Identifying the sounds of letters
- Sounding out words that are presented orally and then saying them fast
- Sounding out and identifying written words that are spelled regularly
- Decoding irregularly spelled words
- Reading words "the fast way"
- Reading sentences
- Reading short selections
- Spelling

Related skills such as matching, word completion (for example, rhyming), and symbol scanning are included in the student Workbook pages.

Upon completion of the program, students should be able to do the following activities.

- Read sentences such as "She was a master at planting trees." These sentences are composed primarily of regularly spelled words (containing as many as six sounds).

- Read short selections, such as the following:

  > Ten men got in a truck.
  > They went to the creek and set
  >   up a tent.
  > How can ten men fit in the tent?
  > They can not.
  > Six men will sleep under a tree.

- Read common irregular words, such as **what, was, do, said, to, of, said,** and **you,** with only infrequent errors

- Read words that begin with difficult letter combinations, such as **st, bl, sl, fl, pl, sw, cl, tr,** and **dr**

- Read words that end with difficult letter combinations, such as **nt, nd, st, ts, mp, ps, cks, ls, ms, th, er, ing, ers,** and **y**

- Pronounce commonly confused word parts, such as the **k** sound in **trick,** the **e** sound in **set,** and the **s** ending sound in **mats, runs,** and **munches**

- Spell simple words that have a clear sound-symbol relationship (including words that contain **th, wh, sh, ch,** and various other letter combinations)

- Independently perform various simple activities, such as matching sounds and completing words with missing letters.

**Decoding A** provides the foundation skills that are built upon in the later decoding programs, **Decoding B1, Decoding B2,** and **Decoding C.** These programs broaden the base of students' decoding skills and provide the type of practice students need to read a variety of text and narrative materials both accurately and rapidly.

**Note:** A more detailed list of behavioral objectives appears in Appendix C of this guide.

## The Materials

The program consists of this Teacher's Guide, two Teacher Presentation Books, and a Workbook for each student.

This guide contains basic information about the program and specific information for presenting exercises and for correcting mistakes.

Teacher Presentation Book A1 covers Lessons 1 through 30; Book A2 covers Lessons 31 through 65. The Teacher Presentation Books contain a script for each lesson and answer keys for the student Workbook. Scripts specify what you say and do and what the students say.

■ This blue type indicates what you say.

■ (This type indicates what you do.)

■ *This italic type shows the students' response.*

The following sample from Lesson 29 demonstrates how the type is used. Note that the correction procedures are indicated in a box.

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**EXERCISE 5**

**SPELLING FROM DICTATION**

1. Touch part 1 in your Workbook. ✓
• You're going to write words that I dictate.
2. First word: **this.** What word? (Signal.) *This.*
• Listen again: **ththth . . . ĭĭĭ . . . sss.** Write it in the first blank.
(Observe students and give feedback.)

> **To correct:**
> a. Say the sounds in **this.** Get ready.
> b. Show me the letters for **ththth.** ✓
> • Show me the letter for **ĭĭĭ.** ✓
> • Show me the letter for **sss.** ✓

3. Next word: **the.** What word? (Signal.) *The.*
• Listen again: **ththth . . . ēēē.** Write it in the next blank.
(Observe students and give feedback.)
4. (Repeat step 3 for **that, he, she, dad.**)

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The Workbook contains pages for 65 lessons. A daily Point Chart provides a record of the student's performance for each lesson. A Point Summary Chart is on the inside front cover of the Workbook.

## Scheduling and Grouping

Here are general considerations for scheduling and grouping students in the program.

**1** A lesson should be presented every day at an assigned time.

**2** The lesson will take between 30 and 45 minutes, depending on the size of the group.

**3** The students are best served if there are no more than 12 in a group.

**4** The program can be used with individual students in resource-room settings, in which case it will take less time to present each lesson.

## Placement

A reproducible copy of the ***Corrective Reading*** Decoding Placement Test and details on how to administer it appear in Appendix A at the end of this guide. The individually administered test measures each student's reading accuracy and oral reading rate. Placement takes into account a student's ability to decode words in isolation and words in stories.

## Retesting

Some students will perform much better in the program than their placement-test performance indicates. Typically, these students do very poorly on the test, but during the daily lessons, they perform quite well, reading rather fluently, making practically no errors, and generally behaving as if they have been placed in the wrong program.

Watch for such students and retest them as soon as it becomes apparent that their test performance did not accurately indicate their ability. Frequently, their performance on the retest will place them in **Decoding B1.**

## Mastery Tests

There are 15 Mastery Tests in the **Decoding A** program. These tests provide information about student performance and indicate remedies for groups or students who have mastered specific reading skills. For further details, see the section of the guide entitled Mastery Tests, page 45.)

# The Lesson

Each of the 65 lessons in **Decoding A** is divided into three major parts.

**1** Word-Attack Skills

**2** Workbook Exercises

**3** Individual Reading Checkouts

The daily lesson is designed for a period of 30 to 45 minutes.

**Word-Attack Skills** take up the first 15 minutes of the period. They are orally presented exercises or written exercises that teach specific skills. New skills are usually introduced at the beginning of a lesson.

**Workbook Exercises** reinforce the skills presented in the Word-Attack Skills exercises. Some activities, such as word reading, sentence reading, and story reading, are directed by the teacher. Other activities are done independently by students. The Workbook Exercises require 10 to 15 minutes.

The last segment of the lesson is the **Individual Reading Checkouts,** which requires 1 to 5 minutes for each student. During this part of the lesson, the student reads a group of words, sentences, or a story read earlier by the group. The Individual Reading Checkouts provide reading practice and reinforce skills students have been taught.

Management of the program is aided by the use of a point system. Students receive points for successful performance in (a) the Word-Attack Skills, (b) the independent Workbook Exercises, and (c) the Individual Reading Checkout.

The points earned are recorded at the top of each daily Workbook lesson. The charts on the inside front cover of the Workbook provide a permanent, ongoing record of the student's performance.

Typical students placed in **Decoding A** are turned off to formal instruction. Therefore, the management system of the program is very important because it shows students that though they will have to work hard, when they do, they will achieve. The management system provides both a graphic demonstration that learning is taking place and a basis for grading students fairly.

## Summary of Lesson Parts

Follow this sequence for each lesson.

**1** Present the Word-Attack Skills exercises. These are the first four to six exercises in the lesson.

**2** Award points to students for performance on the Word-Attack Skills exercises. A note appears in every lesson indicating the end of the word-attack section and reminding you to award points.

**3** Present the Workbook Exercises. Starting with Lesson 18, you direct the sentence/story reading with the group.

**4** Check those sections of the Workbook pages that had been assigned as independent work, and award points for performance on those activities. The Workbook checkouts begin in Lesson 4.

**5** Conduct the Individual Reading Checkouts. Each student will read a group of words in Lessons 1 through 22, a series of sentences in Lessons 23 through 29, and a short selection in Lessons 30 through 65. (Beginning with Lesson 46, the reading is timed.)

**6** Students' point totals for the lesson are computed and entered in a box at the top of the Workbook lesson. Students also record their total points on their Point Summary Charts.

Familiarize yourself with this sequence. Examine Lesson 1 both in the Teacher Presentation Book and in the Workbook. Note where each step takes place.

# General Information

## Introducing the Program

During the first class meeting, make these points to the students.

**1** They will be involved in a program that will teach them beginning decoding skills. They will be able to succeed in this program.

**2** There is a two-way agreement: You will work very hard to do the best job you can of teaching. However, they must follow the rules and work hard also.

**3** They will be able to earn points for each of the three parts of the lesson.

   a. They can earn as many as 6 points for the word-attack portion of the lesson.

   b. They can earn as many as 8 points for doing their Workbook pages well.

   c. They can earn as many as 6 points for Individual Reading Checkouts.

You may also tell them that their grades are based on their performance, and that if they work hard, they will be able to earn A's.

## Setup for the Lesson

Make sure students are seated so that all of them are able to see every sound and word you point to in your presentation book. Lower-performing students and students whose behavior poses problems should be seated directly in front of you so that you can monitor their responses. Assign permanent seats if possible.

Have student Workbooks and pencils arranged so that you can pass them out immediately after the word-attack exercises.

## Pacing the Exercises

Because you must teach a great deal of information during the daily presentation, it is important that you move quickly but not so quickly that students make mistakes.

To ensure a smoothly paced lesson, become familiar with the exercises you are presenting. You must be able to present them without referring to the page for every word you say.

Talk as if you're conveying something important. Say your lines quickly. Don't drag out the instructions. If you are slow, students' attention will wander.

## Signals

When you present word-attack exercises, all students should respond *on signal*. This means that the group responds in unison when you signal. By listening carefully to the responses, you can tell which students make mistakes and which ones respond late, copying those who responded first. As a result, you'll be able to correct specific mistakes, maximize the amount of practice, and evaluate the performance of each student.

Here are the rules for effective signaling.

1 Never signal while you are talking. Talk first, and then signal.

2 The time interval between the last word of your instructions and the signal should always be about 1 second. Signals should be timed so that students can respond together.

**The hand-drop signal** is used for tasks you present orally. Follow these steps to execute this signal.

1 Hold your hand out (as if you're stopping traffic) while you are saying the instructions or presenting the question.

2 Continue to hold your hand still for 1 second after you have completed the instructions or the question.

3 Then quickly drop your hand. Students should respond the instant your hand drops.

**The point-touch signal** is used when you point to words or symbols in the presentation book or on the board. Here are the steps:

1 Hold your finger about an inch from the page or board, just below the symbol. (Be careful not to cover or obscure the symbol from any student's view.)

2 As you point, present the instructions or question (for example, What sound?).

3 Continue pointing for 1 second after completing the question or instruction.

4 Quickly touch just under the symbol. (Don't touch the symbol itself, and don't touch so far below it that there may be a question about which symbol is to be identified.) Students should respond the instant your finger touches the page.

Using these signals may seem awkward at first, but with practice you'll be able to execute clear signals and receive useful feedback from the students. The hand-drop and point-touch are the most common signals in **Decoding A.** Other signals are explained in specific discussions later in this guide.

## Corrections

All students will make mistakes. These mistakes provide you with valuable information about the difficulties the students are having. Knowing how to correct effectively is essential to successful teaching.

Mistakes should be corrected immediately. For some activities, specific corrections are specified in the Teacher Presentation Book. All follow the same general format:

1 You say the correct answer as soon as you hear a mistake.

2 You repeat the task that was missed. For instance, if students responded incorrectly when you pointed to **s** and asked What sound? you tell them the answer (step 1). The sound is **sss.** Then you repeat the task (step 2). What sound?

3 You return to the first task in the sequence. (If students miss the sound **s,** you return to the first sound in the group of sounds.)

4 You repeat the exercises until the students can perform on all tasks without a mistake.

Here's the entire correction:

| Teacher | Students |
|---|---|
| (Points to **s.**) What sound? | |
| (Signal.) | No response. |
| 1. The sound is **sss.** | |
| 2. What sound? (Signal.) | *sss.* |
| 3. Good. Remember, this is **sss.** Back to the beginning. | |
| 4. (Points to **m.**) What sound? | |
| (Signal.) | *mmm.* |
| (Points to **r.**) What sound? | |
| (Signal.) | *rrr.* |
| (Points to **s.**) What sound? | |
| (Signal.) | *sss.* |
| Good remembering **sss.** | |
| (Points to **a.**) What sound? | |
| (Signal.) | *ăăă.* |

## Teaching to Criterion

At the conclusion of any task, each student should be able to respond immediately without making any mistakes. Your goal as a teacher should be to see that students are "firm"—that is, meet this criterion.

Let students know what you expect of them. Keep on a task until you can honestly say to them Great. Everybody read every word correctly. If your criterion for a task is strict, the group will have less difficulty with similar tasks in subsequent lessons.

## Formats

In the following discussion of the lesson presentation, the term *format* will be used. A format is an exercise set up in a specific form. Here is a format for word reading from Lesson 9.

**WORD READING**

*Task A*  **Meet**

1. You're going to read each word. First you sound it out; then you say it fast.
2. (Touch the ball of the arrow for the first word:) Sound it out. Get ready. (Touch under **m, ee, t:**) *mmmēēēt.* (Repeat until the students say the sounds without pausing.)
3. Again. Sound it out. Get ready. (Touch under **m, ee, t:**) *mmmēēēt.* (Repeat until firm.)
4. (Touch the ball of the arrow:) Say it fast. (Slash right, along the arrow:) *Meet.* Yes, **meet.**

# meet

Simply by replacing the word **meet,** we can create many other exercises that follow the same format and that would be presented in the same way. All exercises in **Decoding A** are in formats. The following are the advantages of format exercises.

**1** They are easy to present because your behavior in the basic steps remains the same for all examples of a given format.

**2** They are easy for students to comprehend because the directions and wording are the same for all examples of a particular format.

Some formats are presented for 20 or more lessons; other formats, in only two or three lessons. **NEW** **next to a heading in the lesson presentation indicates the introduction of a new format. This signals that there is a significant change in the method in which you are to present a task.**

# Word-Attack Skills

Only the major formats are discussed in this guide. They are grouped according to the skills they teach; for example, the major sound-identification formats are presented first, followed by pronunciation formats. You should practice the formats before beginning the program or before teaching a lesson in which a new skill is introduced.

## Sound Identification

### Lessons 1–65

There is a sound-identification exercise in every lesson. The following chart shows how each sound is pronounced and the lesson in which each sound is introduced.

| Sound | As In | Type | Lesson |
|---|---|---|---|
| m (mmm) | mat | continuous | 1 |
| a (ăăă) | and | continuous | 1 |
| s (sss) | sat | continuous | 1 |
| e (ēēē) | eat | continuous | 1 |
| t (t) | tap | stop | 1 |
| r (rrr) | run | continuous | 2 |
| d (d) | dad | stop | 3 |
| i (ĭĭĭ) | if | continuous | 4 |
| f (fff) | fin | continuous | 6 |
| h (h) | hat | stop | 7 |
| c (k) | cat | stop | 8 |
| th (ththth) | this | continuous | 9 |
| sh (shshsh) | she | continuous | 12 |
| n (nnn) | not | continuous | 14 |
| o (ŏŏŏ) | ox | continuous | 18 |
| ing (ing) | sing | continuous | 22 |

| Sound | As In | Type | Lesson |
|---|---|---|---|
| g (g) | go | stop | 22 |
| e (ĕĕĕ) | end | continuous | 23 |
| k (k) | kick | stop | 27 |
| ck (k) | kick | stop | 27 |
| w (www) | we | continuous | 31 |
| wh (www) | why | continuous | 31 |
| o (ōōō) | over | continuous | 32 |
| l (lll) | lip | continuous | 33 |
| ol (ōl) | old | continuous | 35 |
| er (er) | her | continuous | 36 |
| p (p) | pat | stop | 38 |
| u (ŭŭŭ) | up | continuous | 39 |
| x (kss) | ox | continuous | 41 |
| or (or) | for | continuous | 42 |
| b (b) | bag | stop | 44 |
| y (yēēē) | yes | continuous | 46 |
| ch (ch) | chomp | stop | 51 |
| j (j) | jump | stop | 54 |
| v (vvv) | very | continuous | 56 |
| z (zzz) | zoo | continuous | 59 |
| qu (kwww) | quick | continuous | 62 |

The purpose of the sound-identification exercises is to teach a specific sound for each symbol. Students will use the sounds when they sound out and spell words. Only the most commonly used sound is introduced for each symbol, except that two sounds are introduced for **o** and **e.**

There are four basic sound-identification formats. Some introduce new sounds; others review and firm sounds that have been taught previously.

## LESSON 1 Sound Introduction

The first sound-identification format introduces the sounds **m, a, s, e,** and **t.**

---

### EXERCISE 2

**NEW** **SOUND INTRODUCTION**

1. My turn. I'll touch these letters and say the sounds.
2. (Point to **s.** Pause. Touch under **s.** Say:) **sss.**
- (Point to **a.** Pause. Touch under **a.** Say:) **ăăă.**
- (Point to **t.** Pause. Touch under **t.** Say:) **t.**
- (Point to **e.** Pause. Touch under **e.** Say:) **ēēē.**
- (Point to **m.** Pause. Touch under **m.** Say:) **mmm.**
3. Your turn. Say each sound when I touch it.
4. (Point to **s:**) What sound? (Touch under **s:**) (The students say:) *sss.*
5. (Repeat step 4 for each remaining letter.)

> **To correct:**
> a. (Say the sound loudly as soon as you hear an error.)
> b. (Point to the sound:) This sound is _____. What sound? (Touch under the letter.)
> c. (Repeat the series of letters until all the students can correctly identify all the sounds in order.)

# s a t
# e m

**Teaching Techniques.** In step 2 you model the sounds. In steps 3 through 5 you test students on the sounds.

Remember to follow the point-touch signaling techniques in steps 2, 4, and 5. When you point to a letter, make sure students are looking at that letter. Say What sound? Pause for 1 second before you touch just under the letter. For continuous sounds such as **m, a, s,** and **e,** hold the sound for about 2 seconds. For stop sounds such as **t, d,** and **p,** touch the letter for only an instant, and make sure students say "t," not "tuh." Practice the sounds before presenting the lesson.

**Corrections.** Treat both early and late responses as errors. If students respond before you signal, say You're early. Repeat the pointing and touching until they respond on signal.

Also treat late responses as errors. Say You've got to say the sound as soon as I touch it. Repeat the signal until all students are responding on signal.

If students misidentify a sound, follow the correction procedure specified in the exercise. Then repeat the entire series of letters until all students correctly identify all the sounds in sequence. This step is very important. If you simply correct the mistake and then continue to the next sound, you don't know if students can actually discriminate the missed sound from other sounds. You know they are firm only if they can respond correctly to all the sounds. For some groups, this may mean repeating the sequence of sounds five times or more. Provide the needed repetition. Tell the students That was pretty good. Let's try it again. This time I want to hear everybody say every sound correctly.

Note that the correction procedure in the exercise appears in only the first 11 lessons; however, you will use the correction for sound-identification errors throughout the program.

Remember that the goal of corrections is not to punish students but to firm the responses of those who need practice.

**Individual Test.** The basic test of students' performance is the individual test that appears at the end of the exercise. Do not omit this activity. If some students consistently miss sounds while others are firm, ask only the poor performers to repeat the series. For example, say This time, Jerry, Tyrell, and Elena, say all the sounds. You do not need to present individual turns to every student for every task. Make sure you sample the lower performers on every task.

### LESSON 25 Sound Identification: ē, ĕ

Two sounds for the letter **E** are contrasted in this format. The first sound taught for the letter is **ēēē** (as in **see**). This sound was introduced first because (a) it is easier to pronounce, (b) it occurs in many common simple words, such as **he, she,** and **me,** and (c) it is less similar to the sound **ĭĭĭ** (as in **if**), which is introduced in Lesson 4.

Lesson 23 teaches the other sound for **E** (as in **end**). Lesson 25 is the first sound-identification exercise in which the two pronunciations for the letter **E** are used.

---

**EXERCISE 1**

🔴 **NEW** **SOUND INTRODUCTION**

1. (Point to **e:**) Listen. You learned two sounds for this letter. One sound is the letter name. That's **ēēē**. You say **ēēē** when you say the alphabet. The other sound is **ĕĕĕ**. That's not the letter name. Your turn.
2. One sound is the letter name. What's that sound? (Touch.) *ēēē.* Yes, **ēēē**.
• And what's the other sound? (Touch.) *ĕĕĕ.* Yes, **ĕĕĕ**.
3. (Repeat step 2 until firm.)
4. Say each sound when I touch it.
5. (Point to **th:**) What sound? (Touch.) *ththth.* Yes, **ththth**.
6. (Repeat step 5 for **s, ă, c, sh, t, ĭ, g, ŏ, r, f.**)

**Individual test**
I'll call on different students to say all the sounds. If everybody I call on can say all the sounds without making a mistake, we'll go on to the next exercise. (Call on two or three students. Touch under each sound. Each student says all the sounds.)

e th
s a c
sh t i
g o r f

---

**Corrections.** Some students may have trouble saying the sound **ĕĕĕ** (as in **end**). Also, the fact that there are two sounds for **E** may confuse them.

Correct problems in identifying the sound **ĕĕĕ** by saying Think of the word **end.** That word begins with the sound you want—**ĕĕĕ.** What sound?

Correct problems of confusing the two sounds by saying When you say the alphabet, what name do you call this letter? . . . What's the sound that's the same as the letter name?

If students continue to have trouble with this exercise, tell them you'll return to it later. After completing one or two other reading exercises, return to it.

### LESSON 35 Sound Combination: ol

The sound combinations **th, sh,** and **wh** are introduced as "sounds." Starting with Lesson 35, the general procedure for introducing a sound combination is for the teacher to model the combination, such as **ol,** in isolation, and then to present a series of words that contain that combination. This procedure occurs in several consecutive lessons, followed by other lessons in which the newly taught combination appears in sound-identification exercises and in words.

Following is the sound-identification exercise from Lesson 35.

**━━━━ EXERCISE 3 ━━━━**

# ol

**NEW** **SOUND COMBINATION: ol**

1. (Point to **ol:**) These letters go together and say **ol.** What sound? (Signal.) *ol.*
2. You're going to read words that have the sound **ol.**
3. (Point to the underlined part of **old:**) What sound? (Touch.) *ol.*
   • What word? (Signal.) *Old.*
4. (Repeat step 3 for **gold, sold.**)

# <u>ol</u>d

# g<u>ol</u>d

# s<u>ol</u>d

**Corrections.** When you hear an error, immediately say the correct sound, sound combination, or word. Repeat the task the students missed. Then return to step 2 of the exercise and repeat the steps in sequence until students can perform without error on the entire exercise.

# Pronunciations—Phonemic Awareness

## Lessons 1–65

One of the major problems very poor decoders have is pronouncing words. Their pronunciation problems are numerous. For example, they may mispronounce vowels that occur in the middle of short words—particularly if the sound is ĭĭĭ **(fill)** or ĕĕĕ **(set).** They may have trouble with words that have **s** near or at the end—for example, **fits, fist,** and **fins.** Frequently, they'll have trouble saying words such as **trip** and **trick.** The pronunciation activities provide students with awareness of phonemes and their order within problematic words. Knowledge of pronunciation facilitates the students' ability to segment and blend words that are read.

In Lessons 1 through 5, students are taught to identify the sounds that compose words. You say a word, such as **if,** and then identify the sounds.

The first sound is ĭĭĭ. Say it. (Signal.) The last sound is fff. Say it. (Signal.)

To signal a sound response, hold up a finger. Hold up one finger for ĭĭĭ and a second finger for **fff.**

Also beginning with Lesson 1, the students repeat words the teacher says. The objective of this exercise is to give students ample practice in *saying* words with specific vowel sounds before they are required to *read* words with those sounds. Next, students identify the middle sound (the vowel sound) in words you give them. For example, What's the middle sound in **seed?**

Later in the program, you give students words that differ only in the middle sound **(bean, ben, ban),** and they are required to identify which word has a specified middle sound. Which word has the middle sound ăăă?

The final pronunciation exercise, appearing in Lessons 50 through 65, requires students to identify which of similar-sounding words has a given meaning. For example, after you present the words **sleek** and **sleet,** say One of those words means **something that is very smooth.** Which word? . . . One of those words means **frozen rain.** Which word?

## LESSON 4 Pronunciations, Middle Sound

**━━━━ EXERCISE 7 ━━━━**

**NEW** **PRONUNCIATIONS**

1. Listen. We planted a **seed.** (Pause.) **Seed.** Say it. (Signal.) *Seed.*
2. I'll say the first sound in the word **sssēēēd.** (Pause.) **sss.** What's the first sound? (Signal.) *sss.* Yes, **sss.**
3. Say the middle sound in the word **sssēēēd.** Get ready. (Signal.) *ēēē.* Yes, **ēēē.**

> **To correct:**
> a. (Hold up one finger.) **sss.**
> b. (Hold up two fingers.) **ēēē.**
> c. What's the middle sound in **sssēēēd?** (Signal.) *ēēē.* Yes, **ēēē.**
> d. (Repeat step 3 until firm.)

4. Listen: **sad.** Say it. (Signal.) *Sad.*
5. I'll say the first sound in the word **sssăăăd.** (Pause.) **sss.** What's the first sound? (Signal.) *sss.* Yes, **sss.**
6. Say the middle sound in the word **sssăăăd.** Get ready. (Signal.) *ăăă.* Yes, **ăăă.**
7. One of those words has the middle sound **ēēē.** I'll say both words again: **seed** (pause) **sad.** Which word has the middle sound **ēēē?** (Signal.) *Seed.* Yes, **seed.**

**Teaching Techniques.** The signal used for all responses in this exercise is the hand drop.

In steps 1 and 4, listen carefully to students' pronunciation of the words. Frequently, students omit the ending sound, **d.** They should not say "seeduh" or "sadah"; however, the **d** sound must be audible.

This exercise should be paced relatively fast. There should be no great breaks between steps 1, 2, and 3, or between steps 4, 5, and 6. Practice each of these units so that you can present them quickly without constantly referring to the script.

When you say the words slowly in steps 3 and 6, do not pause between the sounds in the words. Simply slow down the pronunciation.

Step 7 is particularly difficult. Students will have less trouble if you pause before and after each word. I'll say both words again: (pause) **seed** (pause) **sad.** Pause. Now quickly say Which word has the middle sound **ēēē?**

**Corrections.** Practice the correction that appears in the exercise. In steps *a* and *b*, say the first two sounds of the word without pausing between them: **sssēēē.** Hold up one finger when you say **sss** and hold up a second finger as soon as you begin to say **ēēē.** While holding up two fingers, quickly ask What's the middle sound in **sssēēēd?** If students continue to make the mistake, tell them the sound.

Finally, repeat step 3 of the exercise. Do not omit this part of the correction—it requires students to identify the middle sound without prompting.

Practice the basic procedure with the words **sad** and **seed.** Use the correction procedure for all errors the students make when they are asked to identify the middle sound.

## LESSON 30 Pronunciations, Three Words

This exercise will be difficult for some students who may have trouble saying the three words and identifying the word with the specified middle sound. Following is a part of Exercise 2 from Lesson 30.

> **Task D**  Bean, ben, ban
>
> 1. Listen: **bean, ben, ban.** Say those words. (Signal.) *Bean, ben, ban.* (Repeat until firm.)
> 2. One of those words has the middle sound **ăăă.** I'll say the words again: **bean, ben, ban.**
> - Which word has the middle sound **ăăă?** (Signal.) *Ban.* Yes, **ban.**
> 3. Which word has the middle sound **ēēē?** (Signal.) *Bean.* Yes, **bean.**
> - Which word has the middle sound **ĕĕĕ?** (Signal.) *Ben.* Yes, **ben.**
> 4. Listen: **bēēēnnn.** What's the middle sound in the word **bean?** (Signal.) *ēēē.* Yes, **ēēē.**
> - Listen: **bĕĕĕnnn.** What's the middle sound in the word **ben?** (Signal.) *ĕĕĕ.* Yes, **ĕĕĕ.**
> - Listen: **băăănnn.** What's the middle sound in the word **ban?** (Signal.) *ăăă.* Yes, **ăăă.**
> 5. (Repeat step 4 until firm.) Good job.

**Teaching Techniques.** Make sure students are firm on step 1 before moving on in the exercise. Listen to their pronunciation. They must say words properly—with the sounds **ēēē, ĕĕĕ,** and **ăăă** clearly distinguishable.

In steps 2 and 3, hold the sounds **ăăă, ēēē,** and **ĕĕĕ** for at least 2 seconds. This will give students thinking time, and it will be easier for them to find the correct word. Practice this step: Which word has the middle sound **ăăă?** Pause 1 second and drop your hand. If you hurry this part of the exercise, students will tend to make mistakes.

**Corrections.** If students identify the wrong word, tell them the middle sound in the word they identified. For example:

Which word has the middle sound **ēēē?**

Students answer: *Ban.* **Ban** has the middle sound **ăăă.** Listen: **băăăn.** What middle sound? . . . But which word has the middle sound **ēēē?**

If students make mistakes on step 4, repeat the words after correcting a mistake. Students are considered firm on the exercise when you present the words in step 4 in sequence and they make no mistakes. Practice this correction before presenting Lesson 30. Use this correction procedure when students make mistakes identifying words with a specified middle sound.

Students may have the most difficulty with word pairs that involve the middle sounds **ĭĭĭ** and **ĕĕĕ (mitt, met).** You can reduce some of the problems they have with these words by making sure they (a) pronounce each word correctly and (b) understand the usage of the word.

If they have trouble saying a word such as **met,** give them a sentence containing the word. Listen: He **met** her. **Met.** What word? . . . He has a catcher's **mitt. Mitt.** . . . What word? . . .

Also make sure you are pronouncing the word pairs so the middle sounds are distinguishable. If you pronounce **met** and **mitt** so that they sound the same, obviously students are going to have trouble.

**Individual Tests.** Although individual tests are not specified for the pronunciation formats, call on different students, particularly those who are having trouble, and ask them to pronounce the words. Some students require a great deal of practice before

they are able to say the words correctly; you can identify these students more quickly through individual tests than in group responses.

## Summary

One reason students have trouble with reading is that they don't discriminate between different vowel sounds. The pronunciation exercises not only teach students the different pronunciations but also lead them to realize that how a word is pronounced frequently tells how the word is spelled.

Do not expect students to master pronunciations immediately. Most students will require a great deal of practice—many repetitions—before they can easily pronounce certain words and identify the vowel sound in these words.

## Say the Sounds

### Lessons 1–10

There is one basic say-the-sounds format. You slowly say a word without pausing between the sounds. Listen: ăăămmm. Students slowly say the word with you. Then you tell them Say it fast.

The say-the-sounds exercises involve specific behaviors used in the word-reading exercises. The basic difference between the exercises is that say-the-sound formats do not involve written symbols. They are purely oral activities, giving students practice in the oral steps of the reading procedure. Students say the word one sound at a time without pausing between the sounds and then say the word the fast way. Following is Exercise 4 from Lesson 1.

---

**EXERCISE 4**

NEW **SAY THE SOUNDS**

> **Note:** Do not write the words on the board. This is an oral exercise.

*Task A* **Eat**

1. I'm going to say a word slowly without stopping. Then you'll say the word with me.
   - First I'll say ēēēt slowly. (Hold up a finger for each sound. Do not stop between the two sounds:) ēēēt.
2. Everybody, say that with me. Get ready. (Hold up a finger for each sound. Say *ēēēt* with the students.)
3. All by yourselves. Get ready. (Hold up a finger for each sound:) *ēēēt.* (Repeat until the students say the sounds without stopping.)
4. Say it fast. (Signal.) *Eat.*
5. What word? (Signal.) *Eat.* Yes, **eat.**

**Teaching Techniques.** The signal used in steps 2 and 3 is the same as in the pronunciation track. Pause for 1 second after saying Get ready. Then hold up one finger for the ē in ēēē and a second finger for the **t** in ēēēt. Hold the ēēē sound for about 2 seconds and then signal for the **t** sound.

The signal for say-it-fast is a hand drop. Step 4, Say it fast, should follow quickly after step 3.

**Corrections.** If students pause between the sounds in steps 2 and 3, follow this procedure. Say Don't stop between the sounds. Then repeat step 1, holding each sound for a shorter time—about half a second. ēēēt. Present steps 2 and 3 with the shorter sounds. Then repeat steps 1 through 3, holding each sound for a longer time—2 seconds. Remind students Don't stop between the sounds.

If students don't produce the second sound of the word the instant you hold up the second finger, tell them You must say each sound when I hold up a finger. Then repeat steps 1 through 3 until they are responding to the signal.

If some students fail to say it fast in step 4, follow this correction.

**1** You didn't say it fast.

**2** Call on a student who did say it fast and present steps 2 through 4 to that student. Say Listen to _____ say it fast.

**3** Present steps 2 through 4 to the student who made the say-it-fast error.

## Word Reading

### Lessons 1–65

The initial word-reading exercises involve sounding out each word and then saying the word fast. In Lesson 16, students are introduced to "reading the fast way." By this time the sounding out is done silently. Students simply study the word and then identify it without orally sounding it out.

Workbook Exercises provide students with practice in sounding out and reading words the fast way and with practice in analyzing word parts. Beginning with Lesson 22, parts of words are underlined. Students identify the underlined part and then read the entire word.

Irregular words are introduced in Lesson 47. Students learn that irregular words are spelled (or sounded out) one way but pronounced another way. Following is Exercise 5 from Lesson 1.

## LESSON 1 Word Reading, Sounding Out Words

***Task B*** **Me**

1. Say each sound when I touch it.
   - (Point to **m:**) What sound? (Touch under **m:**) *mmm.*
   - (Point to **e:**) What sound? (Touch under **e:**) *ēēē.*
2. (Touch the ball of the arrow for **me:**) Now I'm going to sound out the word. I won't stop between the sounds.
   - (Touch under **m, e** as you say:) **mmmēēē.**
3. (Touch the ball of the arrow:) Do it with me. Sound it out. Get ready. (Touch under **m, e:**) **mmmēēē.** (Repeat until the students say the sounds without pausing.)
4. Again. Sound it out. Get ready. (Touch under **m, e:**) **mmmēēē.** (Repeat until firm.)
5. All by yourselves. Sound it out. Get ready. (Touch under **m, e:**) *mmmēēē.* (Repeat until firm.)
6. (Touch the ball of the arrow:) Say it fast. (Slash right, along the arrow:) *Me.* Yes, you read the word **me.**

# me
⎯⎯⎯⎯⎯⎯⎯⎯⎯▶
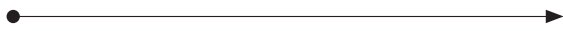
**Teaching Techniques.** In step 1 students identify the component sounds of the word. You model the sounding out of the word in step 2. In steps 3 and 4 you lead students in sounding out the word. In step 5 they sound out the word without assistance. Finally, in step 6 they say the word fast.

The signal in step 6 of the format is the same one used in the rhyming tasks. Touch the ball of the arrow. Say Say it fast. Pause 1 second. Quickly move your finger to the right along the arrow. As soon as your finger moves, students should say the word fast.

Here's how to execute the signal to sound out the word.

**1** Touch the ball of the arrow as you say Sound it out. Get ready.

**2** Pause 1 second.

**3** Quickly loop your finger to a point just under the first sound of the word.

**4** Hold your finger there for 2 seconds (if the sound is continuous). Students should respond as soon as you touch under the sound, and students should continue saying the sound as long as you touch under it.

**5** Quickly loop to the next sound and hold for 2 seconds (if the sound is continuous). As soon as you touch under it, students should say this sound without pausing between the sounds.

**6** Quickly remove your finger from the page. The diagram on page 24 shows the pointing, looping, and student response.

Practice the signal for sounding out words before presenting word reading. You must loop very quickly from sound to sound. If you loop slowly, students may come in at different times or stop between the sounds.

Student response: **mmmmmmeeeeeeee**



**Note:** To loop for double **E** in words such as **eem,** touch between the **e**'s and then under the **m.** For other letter combinations (**th, sh, ck,** etc.), touch between the two letters.

**Corrections.** If students misidentify a sound in step 1, say the correct sound as soon as you hear the error. Repeat step 1 until students are responding correctly to both sounds.

If students stop between the sounds in steps 3 through 5, follow this correction procedure.

**1** Say Don't stop between the sounds.

**2** Present steps 2 through 4, holding each sound for about half a second.

**3** Repeat steps 2 through 4, holding each sound for a longer period of time—about 2 seconds per sound.

**4** Repeat steps 3 through 5 until all the students are performing on each step.

If students fail to say the word fast in step 6, say the word fast, and then repeat steps 3 through 6 until students are firm.

Several word-reading exercises follow the initial one. They are simple variations of the basic procedure—they involve fewer steps. The model and lead steps are dropped. The most abbreviated word-reading format involving sounding out begins in Lesson 10. Basically, it is steps 4 through 6 of the initial format. Students are directed to sound out and identify the word (say it fast).

By Lesson 16, students have practiced reading a variety of words, including some that contain stop sounds. The looping signal for words with stop sounds is similar to the one used for words composed of continuous sounds, except that you point under the stop sound for only an instant. If the stop sound appears at the end of the word, touch it as if it were hot—just for an instant. Then lift your finger from the page. If the stop sound occurs at the beginning of the word, loop from the ball of the arrow to the stop sound. Then, without pausing, continue to loop to the next sound. Your timing for these words must be precise. Say Get ready. Pause 1 second. Loop to the first and second letters of the word.

## LESSON 16 Word Reading the Fast Way

In Lesson 16, Exercise 3, students are taught to read words the fast way.

**NEW** *Task C* **Word reading the fast way**

1. You're going to read these words the fast way. When you read the fast way, just tell me the word. You can sound it out to yourself, but not out loud.
2. (Touch the ball of the arrow for **me.** Pause 4 seconds.) What word? (Slash right:) *Me.*
3. (Touch the ball for **she.** Pause 4 seconds.) What word? (Slash right:) *She*
4. (Touch the ball for **ran.** Pause 4 seconds.) What word? (Slash right:) *Ran.*

> **To correct:**
> a. (Say the correct word.)
> b. What word? (Slash right.)
> c. Sound it out. Get ready. (Touch under each sound as the students say the sounds without pausing.)
> d. What word? (Slash right.) Yes, _____. Remember that word.
> e. (Return to the first word in the list and present all the words in order.)

# me
⟶

# she
⟶

# ran
⟶

**Teaching Techniques.** Present this format carefully. Some students will be unable to identify the word without sounding it out. If they are rushed or if you do not prompt them to figure out the word, they will revert to guessing.

Observe the students when you present steps 2 through 4. Look at their eyes and lips. If they simply stare at the word, chances are they won't identify it. If they move their eyes from sound to sound and perhaps move their lips, they probably will figure out the word correctly.

The 4-second pause is only a general rule; you should gauge the length of the pause by students' performance. You can do this by selecting one of the slower performers and saying Let me know when you're ready. If you rush students, they will probably develop guessing strategies.

The signal used to direct the reading is a slash along the arrow. Say What word? Pause 1 second. Then quickly slash right. Students should respond the moment your finger moves.

Early word-reading exercises have short word lists. As the program progresses, the number of words in the Word-Attack Skills exercises increases. These lists are screened into smaller, more manageable lists of 4 to 7 words. Some lessons contain up to four word lists on a page. Repeat each list until firm before moving to the next list.

**Individual Tests for Word Reading.** The word-reading format does not indicate individual turns; however, they are important because they provide you with specific information about the performance of individual students. Give individual turns after the group has read all the specified words. Have individual students read at least two or three words in the exercise. A good practice is to call on lower-performing students. Point to the words you want them to read, but don't present words in the same sequence in which they appear in the format.

## LESSON 47 Irregular Words

The irregular words taught are **was, said, to, what, you, do,** and **of.** Following is the basic irregular-word format.

---

**EXERCISE 3**

**NEW** **IRREGULAR WORDS**

1. (Touch the ball of the arrow for **was:**) Sound out this word. Get ready. (Touch under **w, a, s:**) *wwwăăăsss.* (Repeat until the students say the sounds without pausing.)
2. That's how we sound out the word. But here's how we say the word: **wuz.** It's a funny word. How do we say the word? (Signal.) *Wuz.*
3. Sound it out. Get ready. (Touch under **w, a, s:**) *wwwăăăsss.* (Repeat until firm.)
4. Everybody, say the word. (Signal.) *Wuz.* Yes, **wuz.** Remember that word.

# was

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**Teaching Techniques.** In step 1 students sound out the word. In step 2 tell them how to *say* the word. In steps 3 and 4 test them on sounding out and saying the word.

In steps 1 and 3 make sure students say the sounds on the page. They should not identify the **a** sound as "ŭŭŭ" or the **s** sound as "zzz." Low-performing readers frequently have serious misunderstandings about irregular words and can become more confused if you allow them to sound out "wŭz" in steps 1 and 3.

Steps 3 and 4 may have to be repeated in sequence several times. Do not consider students firm on this exercise until they can respond to these steps without error.

**Corrections.** There are two basic mistakes students make in the irregular-words exercises.

To correct distorted sounding out, particularly in steps 1 and 3, point to each "irregular" letter in the word (**a** and **s**). Ask What sound? . . . So what are you going to say for this letter when we sound out the word? Then say Sound out the word. Remember to say the sounds that are written. Repeat the sounding out until students are firm.

Some students, when asked to say the word, will pronounce it as if it were a regular word—for example, they'll pronounce **was** as if it rhymed with **glass.** To correct students who mispronounce the word in step 4, tell them You didn't say the word. Here's how we say the word: **wuz.** How do we say the word? Stress the word **say.** Then repeat steps 3 and 4, stressing the instructions: Sound it out. . . . Say the word.

If students have chronic problems with steps 3 and 4, lead them through both steps, presenting the instructions as indicated previously. Then test them on steps 3 and 4 in sequence.

Students should be firmed on each irregular word when it is presented. In the lesson following the introduction of an irregular word, there is a format that tests students on sounding out and saying the word. Generally, this testing format is repeated for at least eight more lessons.

# Workbook Exercises

The second part of each lesson is devoted to the individual student Workbook lessons. The first four Workbook lessons are one-page lessons; the rest are two-page lessons.

The number of exercises in a Workbook lesson ranges from five to eight. This list of Workbook Exercises shows the lessons in which each appears.

| Exercise | Lesson |
|---|---|
| Sound dictation | 1–65 |
| Sound it out | 1–4 |
| Matching sounds | 1–8 |
| Matching and copying sounds | 1–11 |
| Matching completion | 9–65 |
| Circle game | 1–42, 44–47, 50–52, 54–60, 62–65 |
| Word reading | 5–65 |
| Word copying | 6–25 |
| Word completion | 6–65 |
| Sentence reading | 18–65 |
| Spelling from dictation | 26–65 |
| Story reading | 30–65 |

The major skills associated with word reading—blending, sounding out, and reading the fast way—are introduced in the teacher-directed Word-Attack Skills exercises—not in the Workbook pages. After a few lessons of teacher presentation, however, Workbook exercises that involve the newly taught skill begin to appear.

Some ancillary skills do appear in the Workbook pages without any previous teacher presentation. These include matching sounds, matching and copying sounds, and the circle game.

## Sound Dictation

### Lessons 1–65
Following the introduction of each new sound, students write that sound on their Workbook pages. For example, in Lesson 1 the sounds **m, a, s, e,** and **t** are introduced. Then in the same lesson, these sounds are used in a Workbook sound-dictation exercise.

## LESSON 1 Sound Dictation with Display

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**EXERCISE 6**
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**NEW** SOUND DICTATION

1. Everybody, touch part 1 in your Workbook. ✓
- These are the sounds you did before. Say all the sounds once more before you write the letters.
2. Touch the first sound. ✓
- What sound? (Clap.) *t.* Yes, **t.**
3. Touch the next sound. ✓
- What sound? (Clap.) *ăăă.* Yes, **ăăă.**
4. (Repeat step 3 for **sss, ēēē, mmm.**)
5. Now you're going to write the letters for the sounds I say. First sound. (Pause.) **mmm.** What sound? (Clap.) *mmm.*
- Write it in the first blank. (Observe students and give feedback.)
6. Next sound. (Pause.) **ēēē.** What sound? (Clap.) *ēēē.*
- Write it in the next blank. (Observe students and give feedback.)
7. (Repeat step 6 for **t, ăăă, sss, ēēē, mmm, t, sss, ăăă.**)
8. (Check that students can write all the letters without errors.)

**1**

t    a    s    e    m

___ ___ ___ ___ ___ ___ ___ ___ ___

**Teaching Techniques.** A clap signals students to say the sound when you ask What sound?

In steps 5 through 7 you say a sound, such as **mmm.** Ask the students What sound? Then tell them to write it. They should write a single letter for each instruction—not **mmm,** for example. The **mmm** in the format merely signifies that when you say the sound, you hold it for about 2 seconds.

For this format, do not allow students to write sounds before you signal Write it. Make sure all students respond clearly to What sound? In this way, you can tell if anyone did not hear the sound correctly.

Monitor the performance of students as you present the sounds. Make sure that (a) students do not copy from each other, and (b) they write the correct letter for each sound you dictate. Circulate among students as you present the activity; don't just stand in front of the group.

**Corrections.** Note every mistake students make and correct the mistakes immediately.

For writing mistakes, tell the student You wrote the right sound, but you wrote it backwards. Cross out the **sss** you have written. Look at the book and copy it the right way. Then repeat that sound after all specified sounds have been dictated. For example, if you note that some students have made mistakes on the sounds **sss** and **ēēē,** repeat them at the end of the list.

## LESSON 8 Sound Dictation (no display)

After Lesson 7, students no longer see a sound display in the Workbook. Correct their writing mistakes by printing the letter on the board. The students who make the error should cross out what they have written and copy the correct letter next to it. Also, continue to add the missed sounds to the end of the sound-dictation list.

## LESSON 9 Sound Combinations

Beginning in Lesson 9, some sound combinations are introduced in sound-dictation exercises. If students make an error, make sure they draw a line through any missed sound (including those that are written improperly). Then have them write the correct sound next to the missed sound.

# Word Reading: Workbook

## Lessons 5–65

The introduction of Workbook word-reading exercises is preceded by activities that involve sounding out words and reading words from the teacher's book. In word reading, students (a) touch under the first letter of a word and say the sound, and (b) quickly move their fingers under the remaining letters and say the sounds without stopping.

## LESSON 5 Word Reading: Workbook

——— **EXERCISE 8** ———

**NEW**  **WORD READING: Workbook**

1. Everybody, touch word 1 in part 2. ✓
2. Sound it out. Get ready. (Clap for each sound as the students touch under **a, d:**) *ăăăd.* (Repeat until the students say the sounds without pausing.)

> **To correct sound errors:**
> a. (Say the correct sound loudly as soon as you hear an error.)
> b. Everybody, touch the sound _____. What sound? (Signal.)
> c. (Repeat step 2.)

3. Again. Sound it out. Get ready. (Clap for each sound:) *ăăăd.*
- Say it fast. (Signal.) *Ad.* Yes, **ad.**

> **To correct errors:**
> a. (Say the correct word:) **ad.**
> b. What word? (Signal.) *Ad.*
> c. You're going to sound it out again. Get ready. (Clap for each sound:) *ăăăd.*
> d. Say it fast. (Signal.) *Ad.*
> e. (Go to the next word.)

4. Touch word 2. ✓
5. Sound it out. Get ready. (Clap for each sound as the students touch under **a, t:**) *ăăăt.* (Repeat until the students say the sounds without pausing.)

6. Again. Sound it out. Get ready. (Clap for each sound:) *ăăăt.*
- Say it fast. (Signal.) *At.* Yes, **at.**
7. (Repeat steps 4–6 for **sat, sad, mad, rat, eem, reem, am, ram, sam.**)

**Teaching Techniques.** In step 2 say Sound it out. Get ready. Pause for 1 second. Then clap for the sound **ăăă.** Students should point under **a** and say the sound. They keep saying **ăăă** for about 2 seconds until you clap for **d.** Responding to the second clap, they move their finger to the **d** and complete the word: **ăăăd.**

In step 3 you also say Say it fast. Pause 1 second and clap. Students should say the word fast: **ad.**

The procedure is repeated for each word that appears in part 2 in the Workbook pages.

**Corrections.** When students do not point under the appropriate letters, prompt them by moving their fingers under the appropriate letters. Then repeat the word until they can perform without any prompting from you.

Follow these steps to correct sound-identification errors.

**1** Say the correct sound as soon as you hear a mistake. For example, say **ăăă.**

**2** Everybody, touch the sound **ăăă.** What sound? (Signal.)

**3** Sound out the word again. Get ready. (Clap for each sound.)

If students make a mistake on any word in a row, first correct the error; then return to the first word in the row and repeat all the words in sequence. When students can respond correctly to all the words in a row, proceed to the next row.

## LESSON 17 Reading the Fast Way: Workbook

The general procedures are similar to those specified for sounding out words, except that students say the word in response to one clap. Say What word? Pause 1 second and clap. Students say the word at a normal rate.

When you say What word? or Next word, students should touch under the appropriate word. Make sure they are looking at the right word. Remind them to figure out the word.

Follow the corrections specified in the exercise.

## LESSON 25 Word Part, Whole Word

In this format, students read part of the word and then the entire word. The part of the word to be read first is underlined.

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**EXERCISE 7**

**NEW   WORD READING: Workbook**

1. Touch the first word in part 3. ✓
- Tell me the sound for the underlined part. Then tell me the word.
2. Touch the underlined sound in the first word. (Pause.) What sound? (Signal.) *sss.*
- (Pause.) What word? (Signal.) *Cats.*
3. Touch the underlined sound in the next word. (Pause.) What sound? (Signal.) *sss.*
- (Pause.) What word? (Signal.) *Sheets.*
4. (Repeat step 3 for ca<u>s</u>t, m<u>a</u>th, mat<u>s</u>, da<u>m</u>, <u>s</u>ees, fee<u>t</u>, fee<u>d</u>, di<u>m</u>, di<u>n</u>, cl<u>a</u>n.)

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**3**

| cat<u>s</u> | sheet<u>s</u> | ca<u>s</u>t | m<u>a</u>th |
| mat<u>s</u> | da<u>m</u> | <u>s</u>ees | fee<u>t</u> |
| fee<u>d</u> | di<u>m</u> | di<u>n</u> | d<u>a</u>n |

**Corrections.** The major mistake students make is identifying the entire word when they are being asked to identify only part of it. Tell them what they are doing. You're telling me the word. But I didn't say: What word? I said: What sound? Tell me the sound. Stress the instructions when presenting the task. What sound? . . . What word?

# Word Completion

## Lessons 6–65

The word-completion activities are closely coordinated with the pronunciation activities. In pronunciation exercises, students learn to identify the first sound, middle sound, and last sound of three-sound words. In the first type of the word-completion exercises, students create words that rhyme with words (or parts) printed on the Workbook pages. The word created rhymes with the printed word. In later activities starting at Lesson 21, students first write a word and then add an initial sound to create a word that rhymes.

Beginning with Lesson 19, students also create words that alliterate. Word beginnings appear in the Workbook pages. Students are directed to change the words by adding specified ending sounds.

## LESSON 6 Word Completion

In the first word-completion exercise, the students sound out the word part **at.** Then they change **at** to say **mat** (steps 4 and 5). In steps 7 through 10, the procedure is repeated, with the students changing **at** to **sat.**

**NEW WORD COMPLETION**

1. Everybody, touch word 1 in part 2. ✓
2. Sound it out. Get ready. (Clap for each sound as the students touch under **a, t:**) *aaat.* (Repeat until the students say the sounds without pausing.)
3. Say it fast. (Signal.) *At.* Yes, **at.**
4. You're going to change **at** to say (pause) **mat.** What will it say? (Signal.) *Mat.*
5. The first sound in **mat** is **mmm.** What sound? (Signal.) *mmm.*
   • Write the letter for **mmm** before (pause) **at.**
     (Observe students and give feedback.)
6. You started with the word (pause) **at.** Now you have the word **mat.** What word did you start with? (Signal.) *At.* Yes, **at.**
   • And what word do you have now? (Signal.) *Mat.* Yes, **mat.**
7. Touch the word on the next arrow. ✓
   • That word says (pause) **at.**
8. You're going to change **at** to say (pause) **sat.** What will it say? (Signal.) *Sat.*
9. The first sound in **sat** is **sss.** So, what do you write before (pause) **at?** (Signal.) *sss.* Yes, **sss.**
   • Do it.
     (Observe students and give feedback.)
10. You started with the word (pause) **at.** What word do you have now? (Signal.) *Sat.* Yes, **sat.**

**2**

1. ⟶ *m*at ⟶   2. ⟶ *s*at ⟶

**Teaching Techniques.** If students are firm on sounding out the other exercises presented in Lessons 1 through 5 (such as sound dictation), they should have little trouble with this activity. However, you should hold them to a very firm criterion on the early word-completion exercises. They teach students the relationship between a change in the structure of a word (adding a beginning letter) and the sound of the word (creating a word that rhymes).

## LESSON 19 Word Completion

In this format, the students learn to add a letter (or letters) to the end of a word part.

**NEW WORD COMPLETION**

1. Everybody, touch part 6. ✓
2. Sound out the word on the first arrow. Get ready. (Clap for **m, a:**) *mmmăăă.*
   • What word? (Signal.) *ma.* Yes, **mă.**
3. Fix it up to say (pause) **mad.** (Pause.) **Mad.** What word? (Signal.) *Mad.* Yes, **mad.**
   • Fix it up.
     (Observe students and give feedback.)
4. Sound out the word on the next arrow. Get ready. (Clap for **m, a:**) *mmmăăă.*
   • What word? (Signal.) *ma.* Yes, **mă.**
5. Fix it up to say (pause) **mat.** (Pause.) **Mat.** What word? (Signal.) *Mat.* Yes, **mat.**
   • Fix it up.
     (Observe students and give feedback.)
6. Sound out the word on the next arrow. Get ready. (Clap for **c, a:**) *căăă.*
   • What word? (Signal.) *ca.* Yes, **ca.**
7. Fix it up to say (pause) **cat.** (Pause.) **Cat.** What word? (Signal.) *Cat.* Yes, **cat.**
   • Fix it up.
     (Observe students and give feedback.)
8. Sound out the word on the next arrow. Get ready. (Clap for **c, a:**) *căăă.*
   • What word? (Signal.) *ca.* Yes, **ca.**
9. Fix it up to say (pause) **can.** (Pause.) **Can.** What word? (Signal.) *Can.* Yes, **can.**
   • Fix it up.
     (Observe students and give feedback.)

**6**

1. ⟶ ma*d* ⟶   2. ⟶ ma*t* ⟶   3. ⟶ ca*t* ⟶   4. ⟶ ca*n* ⟶

**Teaching Techniques.** Listen carefully to the student responses in step 2. Frequently, students add endings. If in doubt, call on individual students to identify the word.

**Corrections.** If students have trouble figuring out where to write the letter **D,** follow this correction.

**1** I'll say the sounds. You touch them. **mmmăăă.**

**2** Let's do it again. This time, show me where the new sound will go. **mmmăăă.** Repeat step 2 until the students are firm.

**3** Repeat steps 2 and 3 of the format.

## LESSON 27 Advanced Word Completion

In Lessons 27 through 31, the word-completion exercises concentrate on adding ending sounds to words. For example, students will be instructed to fix up the letters **ca** to say **cats.** A common mistake they make is to omit one of the sounds—writing **cas,** for example.

To correct these mistakes, follow this procedure.

**1** Tell the students Here's how you write **cats.** First write **cat.** Then write the last sound in **cats.**

**2** Write **cat.** ✔

**3** Now add the last sound in **catsss.**

If students continue to make this type of mistake, require them to repeat the words they misspelled.

## Spelling from Dictation

### Lessons 26–65
Before spelling is introduced in Lesson 26, students practice word-copying on their daily Workbook pages.

The spelling activities are closely linked with other activities in the program. Beginning in Lesson 6, students copy words that are written on their Workbook pages. These are words students read earlier in the lesson. The

word-completion exercises provide students with practice in adding beginning sounds and ending sounds to words or word parts.

For the spelling-dictation format, you say a word **(cat)** and then say it slowly **(căăăt).** Students write the word.

## LESSON 26 Spelling from Dictation

═══════════ **EXERCISE 5** ═══════════
**NEW** **SPELLING FROM DICTATION**

1. Touch part 1 in your Workbook. ✔
• You're going to write words in the blanks as I dictate them.
2. First word: **cat.** What word? (Signal.) *Cat.*
• **Cat** has three sounds. I'll say **cat** a sound at a time. Listen: **c . . . ăăă . . . t.**
• Listen again: **c . . . ăăă . . . t.**
3. Your turn. Say the sounds in **cat.** Get ready. (Clap three times:) *c . . . ăăă . . . t.*
4. Write the word **cat** in the first blank. (Observe students and give feedback.)

┌─────────────────────────────────────┐
**To correct:**
   a. Say the sounds in **cat.** Get ready.
   b. Show me the letter for **c.** ✔
   • Show me the letter for **ăăă.** ✔
   • Show me the letter for **t.** ✔
└─────────────────────────────────────┘

5. Next word: **did.** What word? (Signal.) *Did.*
• I'll say **did** a sound at a time. Listen: **d . . . ĭĭĭ . . . d.**
6. Your turn. Say the sounds in **did.** Get ready. (Clap three times:) *d . . . ĭĭĭ . . . d.*
7. Write the word **did** in the next blank. (Observe students and give feedback.)
8. (Repeat steps 5–7 for **dad, she.**)

**Corrections.** If the students omit letters, prompt them with this procedure.

**1** Say I'll show you the sounds you have to write.

**2** Hold up a finger for each sound you say. For the word **cat,** quickly hold up fingers as you say **c, ăăă,** and **t.**

**3** Require students who make mistakes to hold up fingers with you.

This procedure will prompt the number of sounds they are to write, but it will not always indicate the number of letters in the word. For example, the sound **shshsh** is composed of two letters that students are taught to treat as a single sound.

If students write incorrect letters in words, follow the correction procedure specified in the format. You can also use the correction procedure if letters are omitted.

When students make an error, have them cross out the word and write the correct word next to it. If someone misses a word, do not award that student any points for spelling dictation.

## Sentence Reading

### Lessons 18–65

The sentence-reading exercises give students practice in reading words that are presented within a context. Usually, students who qualify for this program do not understand what decoding is. This problem is magnified when they try to read sentences. Usually, their sentence-reading strategy involves guessing based on the syntax or the position of words within the sentence. For instance, the first word is typically called "the."

The objective of the sentence-reading activities is to retrain students in how they go about reading words in sentences. Although work on isolated words (in lists) teaches word-attack skills, work on reading sentences ensures that students apply these skills.

The sentences in this program are designed so that there is low probability of guessing a word correctly. If students guess the next word in a sentence on the basis of the preceding words, they will most likely be wrong. The low-probability feature provides students with consistent evidence that guessing is not effective. A guess equals a mistake; therefore, students quickly abandon the guessing approach and use the decoding skills being taught.

Here are the details of the sentence-reading activities, which are among the most important exercises in the program.

■ Words in all sentences should be read the fast way.

■ All sentences are composed of words that have been presented in word-attack and word-reading activities.

■ Following the group reading of the sentences, individual students read the sentences.

■ After students read each sentence, comprehension questions are presented.

### LESSON 18 Sentence Reading

Following is the introductory sentence-reading presentation. Only one sentence is read.

**NEW** SENTENCE READING

### Task A

1. Everybody, touch part 5. ✓
2. This is a sentence. The first word of the sentence starts with a capital letter.
3. You're going to read each word in the sentence the fast way.
4. Touch under the first word. ✓
• What word? (Signal.) *She.*
5. Next word. (Students touch under the next word.) ✓
• What word? (Signal.) *Had.*
6. Next word. (Students touch under the next word.) ✓
• What word? (Signal.) *Rats.*
7. (Repeat step 6 for **and, cats.**)

> **To correct word-reading errors:**
> a. (Say the correct word.)
> b. What word? (Signal.)
> c. Everybody, back to the first word in the sentence. ✓
> d. (Repeat steps 4–7.)

8. (Repeat steps 4–7 until the students correctly identify all the words in the sentence in order.)

> **Individual test: Part 5**
> Everybody, point to the first word in the sentence. (Call on a student.) Take your time. See if you can read all the words in this sentence the fast way without making a mistake. Everybody else, touch under the words that are read. (Call on different students to read the sentence.)

### Task B

1. Everybody, touch under the first word of the sentence. ✓
2. I'll read the sentence. Follow along. **She had rats and cats.**
3. Here are some questions:
   a. What did she have? (Signal.) *Rats and cats.*
   b. Who had those rats and cats? (Signal.) *She did.*

**5**

She had rats and cats.

**Teaching Techniques.** Students read the sentence in unison. After they read a word, say Next word. This signals students to touch under the next word. They must touch under the words they are reading. Say What word? Pause 1 second and clap once. When you clap, they are to say the word.

After the group has read the sentence, present individual turns. When a student is reading, the other students should be pointing under the words as the words are read.

Errors will be minimized on sentence-reading activities if you follow these procedures.

■ Make sure students look at the word. They should not look at you. If they do, point to the word and show them where they are to look.

■ Pause before asking What word? If you do not pause, some students will guess or not respond. Pause longer before words that have been missed in the past. Also, caution students:

This word is hard. Figure it out. Students may have particular trouble with

**1** words that begin with two consonants (**sl, sp, cl, dr, tr**).

**2** words that begin with sound combinations (**wh, th, sh, ch**).

**3** words that end in two consonants (**nd, nt, it, mp,** and so on).

**4** words that end with **s, ing, er,** and **y.**

**5** irregularly spelled words (**what, said, was, to, you,** and so on).

■ Say the word after students have read it. Some students in the group may have responded incorrectly, but you may not have heard them. If you get in the habit of quickly saying the correct word after each word is read, you reduce the risk of having the wrong word reinforced.

- Require students to say the words clearly. If you are not absolutely certain what they are saying, ask them. They could be mumbling because they don't know the word.

- Reinforce students for hard work. Reassure them that the sentences are hard and that they are working well.

**Corrections.** Follow these procedures for correcting mistakes.

**1** Treat any mispronunciation or nonresponse as an error.

**2** Say the correct word as soon as you hear an error.

**3** Instruct students to say the word. What word?

**4** Tell the students Go back to the first word of the sentence. Check to make sure they are touching under the first word. Pause. Say Get ready. Clap for the word. Continue with the remaining words in the sentence.

**5** Before asking them to identify the word they missed, remind them This is that tough word. Allow an adequate pause before saying What word?

**6** Correct mistakes until students read the entire sentence without an error.

If students do not point to the words that are being read, tell or show them what to do.

If a student makes a mistake on an individual turn, follow the correction procedure described above. Say the correct word. Then have the student sound out the word, identify the word, and read the sentence from the beginning. Just before the student rereads the missed word, say This is that tough word.

# Story Reading

## Lessons 30–65

For Lessons 30 through 42, the stories students read are illustrated. For the remainder of the program, the stories are not illustrated.

## LESSON 30 Story Reading

The story-reading procedure involves two parts. The first part is decoding (Task A). The second part is comprehension (Task B). When decoding the story, students read a word at a time. Then you reread the story and ask comprehension questions.

─────── **EXERCISE 11** ───────
NEW **STORY READING**

*Task A*

1. Everybody, touch part 7. ✓
2. This is a story. There are pictures after some of the sentences. You're going to read the sentences the fast way.
3. Touch under first word. ✓
- What word? (Signal.) *She.*
4. Next word. ✓
- What word? (Signal.) *Had.*
5. (Repeat step 4 for **3, fish.**)

> **To correct word-reading errors:**
> a. (Say the correct word.)
> b. What word? (Signal.)
> c. Everybody, back to the first word of the sentence. ✓
> d. (Repeat steps 3–5.)

6. (Repeat steps 3–5 for each remaining sentence:
- **This fish is a shad.**
- **This fish is a cod.**
- **This fish is in the cat.**)
7. (If the students miss more than four words, repeat the story reading from the beginning.)

*Task B*

1. Now I'll read the story and ask questions. Follow along.
2. **She had three fish.** Everybody, how many fish did she have? (Signal.) *Three.*
3. **This fish is a shad.** Touch the picture of the shad. ✓
4. **This fish is a cod.** Touch the picture of the cod. ✓
5. **This fish is in the cat.** I don't see the fish. Where is it? (Call on a student.) *In the cat.*
- How did it get in the cat? (Call on a student.) (Idea: *The cat ate it.*)
- Why does the cat look happy? (Call on a student.) (Accept a reasonable response.)

**7**

She had 3 fish.

This fish is a shad.

This fish is a cod.

This fish is in the cat.

**Teaching Techniques.** The story-reading procedures are the same as those used for sentence reading. Make sure students are able to read an entire sentence before going on to the next. If students make more than 4 errors before completing the story, return to the beginning of the story and repeat it.

**Corrections.** Follow the correction procedure specified in the format. Say the correct word, ask what the word is, direct students to return to the beginning of the sentence in which the mistake occurred, and repeat the reading of the sentence. The rereading of the sentence is an important step. Students learn fastest if the last thing they do is read the material correctly.

# Related Skills

## LESSONS 48–65 Whole-Sentence Reading

Beginning in Lesson 48, you direct sentence reading "the fast way." You simply clap for each word without first saying Next word. . . . What word? . . .

This format introduces the sentence-reading procedure.

━━━━━━━━━ **EXERCISE 9** ━━━━━━━━━

**NEW** SENTENCE READING

1. Everybody, touch part 5. ✓
2. I'm going to read all the words in sentence 1 the fast way. I'll clap and read a word each time I clap. Here I go. (Clap for each word. Pause about 2 seconds between claps as you read:) **The . . . black . . . colt . . . will . . . trot . . . on . . . the . . . track.**
3. Your turn to read sentence 1 the fast way. Read a word each time I clap.
4. Touch under the first word. ✓
- Get ready. (Clap for each word. Pause about 2 seconds between claps.) *The . . . black . . . colt . . . will . . . trot . . . on . . . the . . . track.*
5. (Repeat step 4 until the students correctly identify all the words in the sentence in order.)
6. Touch under the first word of sentence 2. ✓
- Get ready. (Clap for each word. Pause about 2 seconds between claps.) *Her . . . hat . . . fits, . . . but . . . her . . . wig . . . is . . . big.*
7. (Repeat step 6 until the students read the sentence without a mistake.)
8. (Repeat steps 6 and 7 for each remaining sentence.)

**Individual test**
(Give each student a chance to read one of the sentences. Praise students who read accurately without long pauses.)

## LESSONS 53–65 Quotation Marks

In Lesson 53 students are introduced to sentences that have quotation marks. Students learn to discriminate between the whole sentence and the part of the sentence that a person said.

The format below is from Lesson 54, the second lesson in which quotation-mark exercises appear.

---
### EXERCISE 8
**NEW** **SENTENCE READING: Quotations**

1. Everybody, touch sentence 1 in part 4. ✓
2. Read the sentence. Get ready. (Clap for each word. Pause about 2 seconds between claps.) *He . . . said, . . . "I . . . will . . . win . . . the . . . meet."*
3. I'll say the whole sentence. **He said, "I will win the meet."**
4. (Call on a student.) Say the words he said. *I will win the meet.*
5. Everybody, touch sentence 2. ✓
• Read the sentence. Get ready. (Clap for each word. Pause about 2 seconds between claps.) *She . . . said, . . . "Fix . . . the . . . casters . . . on . . . that . . . bed."*
6. I'll say the whole sentence. **She said, "Fix the casters on that bed."**
7. (Call on a student.) Say the words she said. *Fix the casters on that bed.*
8. Everybody, touch sentence 3. ✓
• Read the sentence. Get ready. (Clap for each word.) *The . . . clock . . . was . . . running . . . faster.*
9. (Repeat step 8 for each remaining sentence.)

**4**

**1.** He said, "I will win the meet."

**2.** She said, "Fix the casters on that bed."

**3.** The clock was running faster.

**4.** We went and sat under the tree.

**5.** If we rent a truck, we can go on a trip.

# Support Activities

The following Workbook Exercises support the basic program goal of teaching a consistent decoding strategy: matching sounds, matching and copying sounds, matching completion, and the circle game.

## Matching Sounds

### Lessons 1–8
The matching-sounds exercises present two columns of letters. After identifying the sounds, students draw lines from the letters in the first column to the corresponding letters in the second column. Following is the Workbook activity for Exercise 7 in Lesson 2.
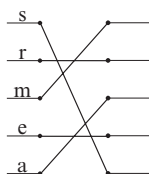
**2**

| | |
|---|---|
| m | s |
| r | r |
| e | a |
| s | m |
| a | e |

# Matching and Copying Sounds

## Lessons 1–11



These exercises, such as the one for Exercise 8 in Lesson 2 above, present a column of sounds and a column of blanks. A line connects each letter in the first column to a blank in the second column. Students follow the line from a letter and write that letter in the second column.

# Matching Completion

## Lessons 9–65

Next to a column of words is a second column displaying part of each word from the first column. In Lessons 9 through 46, lines connect each word to its incomplete counterpart. Students match and complete the words independently. After Lesson 46, students also draw the connecting lines.

This is the format that introduces the first matching-completion exercise.

**NEW** **MATCHING COMPLETION**

### *Task A* Mid
1. Everybody, touch part 5. ✓
- This is a new type of matching exercise. The words are written in the first column. A sound is missing from each word in the second column.
2. Touch the top word in the first column. ✓
- Sound it out. Get ready. (Clap for **m, i, d:**) *mmmĭĭĭd.* What word? (Signal.) *Mid.*
3. Touch the next word in the first column. ✓
- Sound it out. Get ready. (Clap for **f, a, t:**) *fffăăăt.* What word? (Signal.) *Fat.*
4. (Repeat step 3 for **ham.**)
5. Touch the top word in the first column. ✓
- That word is **mid.** Follow the line to the word in the second column. ✓
6. Sound out that word. Get ready. (Clap for **m, i:**) *mmmĭĭĭ.* (Repeat until the students say the sounds without pausing.)
7. Does that word say **mid?** (Signal.) *No.*
8. What sound is missing? (Signal.) *d. Yes, d.*

> **To correct:**
> a. (Hold up the Workbook page. Point to **d** in **mid:**) Here's the sound that is missing. What sound? (Signal.) *d.*
> b. (Repeat steps 5–8 until firm.)

9. Write in the letter for the missing sound. (Observe students and give feedback.)

The matching-completion exercises reinforce spelling and decoding skills. They also help set the stage for reading the fast way because each word is referred to as a unit after it is identified (steps 5 through 7 of the format).

**Teaching Techniques.** This format should be presented quite quickly. The only place students may have trouble is in step 8, where they are asked to identify the missing sound.

**Corrections.** Follow the correction procedure specified in the format for mistakes after step 8. Practice this correction before presenting the activity. For word-reading mistakes, use the correction procedures specified earlier in this guide.

## Circle Game

### Lessons 1–42, 44–47, 50–52, 54–60, 62–65

In the first 32 Workbook lessons, students practice discriminating between letters. At the left end of each double row is a circled letter or letter combination. The black circled symbol indicates what the students should circle in these two rows. If the letter **r** appears to the left, students are to circle every **r** in those two rows. The blue circled number to the right of each double row indicates the total number of letters or letter combinations students should circle.

A variation of the circle game is introduced in Lesson 33. Students now circle words that are printed with no spacing between them.

The circle game provides practice in discriminating between letters. The exercise focuses attention on details, a very important skill for the poor reader. The initial activities are not difficult. However, when sound combinations **(sh, th, wh)** are introduced, students frequently have trouble identifying all the examples that appear in a row.

Following are the student material and the teacher-presentation format for the circle game that appears in Lesson 10.

Note that students do the circle game and some other Workbook Exercises independently. In Lesson 10 this independent work includes matching and copying sounds. Earlier, these activities had been directed by the teacher.

**7**

(th) r i t h s i f h e s a t h e f h t s t h f h e h e h t h
e s h t h f e h t f h t h f e t e f h t f h e t h f e s ⑦

(h) r t h a m e n a t m e a d e f e n h e m a s i e n
h e m t h a n s m e n f h t e n a s m t n f h e n ⑥

(t) r i t h a m e n f h e d t h d i e d a n f m e n t
f e n d m e t n f h e n d e t d a e t e h f m e t ⑦

━━━━━━━━━ **EXERCISE 12** ━━━━━━━━━

**CIRCLE GAME**

1. Everybody, touch part 7. ✓
2. What will you circle in the first two lines? (Signal.) *ththth.*
3. What will you circle in the next two lines? (Signal.) *h.*
4. What will you circle in the last two lines? (Signal.) *t.*
5. Circle the sounds and finish the rest of your Workbook lesson.

# Rate and Accuracy

The students you work with in **Decoding A** should not be measured by the standards that are used for developmental programs designed for regular education. The students you work with must be retrained in how to approach reading and how to formulate effective decoding strategies. Students who place in **Decoding A** are very fragile. They will perform poorly if there are expectations that their reading rate should correspond to "developmental" or "grade level" standards. If a teacher puts too strong an emphasis on rate, students will lapse into serious error patterns in which they not only miss new or possibly difficult words but words they haven't misidentified in weeks.

Starting with Mastery Test 11, the Mastery Tests have a rate criterion. (See the section entitled Point System, and subsection Reading-Checkout Points, page 43.) However, your primary focus must remain on accuracy. A faster rate with inaccuracy is not a desirable outcome. The standards for rate in Mastery Tests are set low so students are able to meet expectations and experience success. Students will read faster when they are able to read accurately more easily.

# Individual Reading Checkouts

The Individual Reading Checkouts require about 3 minutes for each student. For groups of four or more, you will probably need someone else to help you check.

The following have been used as checkers: participants in work-study programs, high school students working on special projects, high-performing students in the school who are assigned to study periods, classroom aides, and sometimes the best-performing students in the group.

If you use students in the group as checkers, you should check them first at the beginning of the checkout period. Then assign specific students for them to check out.

Checkers need to be familiar with procedures for checking and recording. A checker should follow these procedures.

1 Sit next to the student, preferably at a table.

2 If the student must finish reading within a certain time, use a stopwatch or the classroom clock. Tell the student when to begin.

3 If the student misidentifies a word, immediately say the word correctly. If the student misidentifies a sound when sounding out the word—for example, saying "mmmēēē" for the word **ma**—immediately point to the **a** and say ăăă.

4 Circle the word in which a mistake occurs. In the example above, you would circle the word **ma.**

**5** If the student is unable to figure out a word after 5 seconds, give the correct response and circle the word that was not identified.

**6** After the student has read the material, add the number of circled words to determine the student's points.

**7** If a time limit is specified for the checkout (Lessons 46 through 65), determine whether the student has read the material within the time limit. If not, tell the student You did not earn any points this time, but you can study some more and read the sentences again. If you read them within the time limit, you can still earn points.

In order for students completing **Decoding A** to be prepared for the beginning of **Decoding B1,** they must be able to read with fair accuracy at the rate of approximately 60 words per minute by the end of **Decoding A.** The reading rates during the Individual Reading Checkouts progress from 40 words per minute at Lesson 46 to 60 words per minute at Lesson 65.

Place strong emphasis on the Individual Reading Checkouts near the end of the program. If students have trouble meeting rate-accuracy criteria, repeat Lessons 50 through 65. Note that the Mastery Tests for **Decoding A** indicate review procedures for groups that fail to meet rate criteria on Individual Reading Checkouts.

Do not make repeating lessons seem like punishment. You came close. You just need a little more practice. If students show signs of becoming nervous, remind them to Take it easy during Individual Reading Checkouts. The simplest cure for nervousness is more successful practice.

# Point System

Points are awarded three times during each period. Students earn both group points and individual points for good performance on each lesson in **Decoding A.** Each student is able to earn points based on 1) performance on word-attack exercises, 2) Workbook items, and 3) Individual Reading Checkouts.

**Group Points.** You award group points for performance on word-attack exercises. All students in the group receive the same number of points. The maximum number of points is 6, which is for very good performance. The minimum number is 0.

**Individual Points.** You award individual points to students for Workbook performance and Individual Reading Checkouts. Points are awarded (a) after students do their Workbook pages and (b) after the reading checkout. Students may earn as many as 8 points for Workbook performance. Criteria for awarding Workbook points appear on page 43.

Throughout the program, students may earn 6 points for their Individual Reading Checkout. The checkouts evaluate each student's accuracy early in the program and both accuracy and fluency after Lesson 45. Criteria for awarding Individual Reading Checkout points appear on page 43.

# Awarding and Recording Points

## Group Points

After the presentation of word-attack exercises, pass out the Workbooks and then tell the group how many points were earned. Say either Everybody worked hard in the word-attack part, so everybody gets 6 points for word attack or Not everybody worked very well during this part of the lesson, so nobody gets points for word attack today. But everybody will get a chance to earn points on the Workbook pages.

### Lessons 1–65

- (If the group worked well during the word attack, say:) Everybody, write 6 in Box A at the top of your Workbook lesson. That shows that the group earned 6 points today.
- (If the group did **not** work well during the word attack, say:) You did not earn any group points today, but everybody will get a chance to earn points on the Workbook lesson.

**Workbook Points.** The number of points students can earn for Workbook performance is indicated for each lesson. See the table on page 43.

The teacher's script provides directions for point-earning activities. For example, the following appears in Lesson 1 at the beginning of Workbook Exercises.

### Lessons 1–10

- If you do a good job on your Workbook and make 0 or 1 error, you can earn 8 points. How many points can you earn? (Signal.) *8.*
- If you make 2 or 3 errors, you can still earn 3 points.

After the Workbook Exercises have been completed, instructions for awarding Workbook points appear in the script.

> **Note:** See the Teacher's Guide for Workbook correction procedures.

1. (Check each student's Workbook.)
2. (Award points for Workbook performance.)
3. (Record the student's total points in Box B.)

| | |
|---|---|
| 0–1 error | 8 points |
| 2–3 errors | 3 points |
| 4 or more errors | 0 points |

## Lessons 1–60

Check each student's Workbook pages as soon as the work has been completed. The student must get all parts of an activity correct to earn a point for the activity. This criterion applies to all Workbook Exercises.

---

**Table for *Decoding A* Workbook Points**

Lessons 1–10

| errors | points |
|--------|--------|
| 0–1 | 8 |
| 2–3 | 3 |
| 4 or more | 0 |

Lessons 11–20

| errors | points |
|--------|--------|
| 0–2 | 8 |
| 3–4 | 3 |
| 5 or more | 0 |

Lessons 21–44

| errors | points |
|--------|--------|
| 0–2 | 8 |
| 3–4 | 4 |
| 5–6 | 2 |
| 7 or more | 0 |

Lessons 45–65

| errors | points |
|--------|--------|
| 0–3 | 8 |
| 4–5 | 4 |
| 6 | 2 |
| 7 or more | 0 |

---

**Reading-Checkout Points.** In Lessons 1 through 4, students earn individual checkout points for sounding out words that appear in the Workbook pages. In Lessons 5 through 22, they earn points for reading a group of words. In Lessons 23 through 29, they read sentences. And in Lessons 30 through 45, they read stories. Beginning with Lesson 46 and continuing through the end of the program, students earn points by reading a story within a specified time limit.

For the checkout, students are to read individually to you, to an aide, or to a student who can reliably identify errors in reading. Points are awarded on the basis of accuracy (Lessons 1 through 45) or a combination of accuracy and rate (Lessons 46 through 65). See the table below. The presentation material specifies the error limit and points for each checkout. For example, in Lessons 1 through 45, a student making 2 or more errors earns no points. But a student who reads with 0 or 1 error earns 6 points during this period.

---

**Table for *Decoding A* Reading-Checkout Points**

Lessons 1–45 (no time limit)

| errors | points |
|--------|--------|
| 0–1 | 6 |
| 2 or more | 0 |

Lessons 46–50

| errors | time limit | points |
|--------|-----------|--------|
| 0–2 | 45 seconds | 6 |
| | 2nd try | 3 |
| 3 or more | more than 45 | 0 |

Lessons 51–54

| errors | time limit | points |
|--------|-----------|--------|
| 0–2 | 1 minute | 6 |
| | 2nd try | 3 |
| 3 or more | more than 1 | 0 |

Lessons 55–65

| errors | time limit | points |
|--------|-----------|--------|
| 0–3 | 1 minute | 6 |
| | 2nd try | 3 |
| 4 or more | more than 1 | 0 |

---

Below are the Individual Reading Checkout directions for Exercise 14 in Lesson 10.

---

**━━━━━ EXERCISE 14 ━━━━━**

**WORD-READING CHECKOUT**

- Study all the words in your Workbook. You'll each get a turn to sound out each word and say it fast. You can earn as many as 6 points for this reading.
- If you read all the words with no more than 1 error, you'll earn 6 points.
- If you make more than 1 error, you do not earn any points. But you'll have another chance to earn 6 points by studying the words some more and reading them again.
- (Check the students individually.)
- (Record either 6 or 0 points in Box C.)

**Lesson point total**

(Tell students to write the point total in the last box at the top of the Workbook page. Maximum for the lesson = 20 points.)

**Point Summary Chart**

(Tell students to write this point total in the box for Lesson 10 in the Point Summary Chart.)

**Five-lesson point summary**

(Tell students to add the point totals for Lessons 6 through 10 in the Point Summary Chart and to write the total for Block 2. Maximum for Block 2 = 100 points.)

---

# The Daily Point Chart

Here is a sample Point Chart. The chart appears at the top of every Workbook page.

After completing the word-attack part of the lesson, tell the students how many points the group earned. Each student writes the number of points in Box A. For example, if the group earned 6 points for Word-Attack Skills, all the students write **6** in Box A on their Workbook pages. If the group did not earn any points, they all write 0 in Box A.

After checking a student's independent Workbook Exercises, total the points earned and write the number in Box B or have the student write it.

After an Individual Reading Checkout, the checker enters the points in Box C. If the student did not earn any points and wants another checkout on the material, nothing should be recorded. If the student is satisfied with the points earned, the checker records the number in Box C.

The total for the lesson is tabulated by adding the points in boxes A, B, and C. Either the checker or the student can write the total in the last box.

## The Point Summary Chart

On the inside front cover of the Workbook is the Point Summary Chart, which is designed to show the student's point performance for each five-lesson block.

After the points have been awarded and recorded at the top of the Workbook pages, the student is to record the total number of points earned for the daily lesson in the appropriate box of the Point Summary Chart.

This is a sample of the Point Summary Chart filled in for the first fourteen lessons.

| BLOCK 1 | | BLOCK 2 | | BLOCK 3 | |
|---|---|---|---|---|---|
| Lesson | Points | Lesson | Points | Lesson | Points |
| 1 | 16 | 6 | 14 | 11 | 17 |
| 2 | 16 | 7 | 15 | 12 | 15 |
| 3 | 18 | 8 | 17 | 13 | 18 |
| 4 | 20 | 9 | 20 | 14 | 20 |
| 5 | 22 | 10 | 19 | 15 | |
| TOTAL | 92 | TOTAL | 85 | TOTAL | |

As shown in the sample of the Point Summary Chart, the student has completed 14 lessons. After the next lesson, the student will enter the total number of points earned for Lesson 15, add the number for Lessons 11 through 15, and write the total for Block 3.

## Mastery Tests

The purpose of the Mastery Tests is to provide you with information about student performance and to indicate remedies for groups or students who have not mastered specific reading skills.

Mastery Tests are presented as part of each lesson specified in the list on page 46. The remedies for poor performance are specified in the right column. Note that the teacher presentation script for the lesson contains complete details about the criterion of performance, the rate for sentence or story reading (if applicable), and the remedy for inadequate student performance.

### Rate and Accuracy

Tests 1 through 7 are administered at the end of the specified lessons. Tests 8 through 14 are part of the lesson, the Individual Reading Checkouts.

**Note:** All remedies are based on "averages" of the group. If individual students in your group fail to meet mastery criteria but the group consistently meets the criteria, you should provide additional catch-up practice for the students who are failing. An effective procedure is to arrange for other students to provide those students with an additional daily reading checkout.

The End-of-Program Mastery Test 15, after Lesson 65, tests all components of the lesson—Word-Attack Skills, Individual Reading Checkouts, and Workbook skills.

# Mastery Test Schedule

| Test | After | Remedy Lessons (Reviews) |
|---|---|---|
| 1 | Lesson 4 | 3, 4 |
| 2 | Lesson 7 | 6, 7 |
| 3 | Lesson 10 | 9, 10 |
| 4 | Lesson 15 | 14, 15 |
| 5 | Lesson 20 | 19, 20 |
| 6 | Lesson 25 | 24, 25 |
| 7 | Lesson 30 | 24, 25, and/or 26–30 |
| 8 | Lesson 35 | Story-reading exercises for Lessons 31–34 and all of Lesson 35 |
| 9 | Lesson 40 | Story-reading exercises for Lessons 36–39 and all of Lesson 40 |
| 10 | Lesson 45 | Story-reading exercises for Lessons 41–44 and all of Lesson 45 |
| 11 | Lesson 50 | Story-reading exercises for Lessons 46–49 and all of Lesson 50 |
| 12 | Lesson 55 | Story-reading exercises for Lessons 51–54 and all of Lesson 55 |
| 13 | Lesson 60 | Story-reading exercises for Lessons 56–59 and all of Lesson 60 |
| 14 | Lesson 65 | Story-reading exercises for Lessons 61–64 and all of Lessons 64 and 65 |
| 15 End-of-Program Mastery Test | Test 14 | Review all deficit skill areas. |

## Mastery Test Student Profiles

In Appendix E, pages 66 and 67, are reproducible student profiles that detail review lessons.

### Decoding A Mastery Tests 1–14 Student Profile

Student _____ Teacher _____ Date _____

| Test number | | Skills tested | Number of errors | Pass criterion | Pass or Fail | If failed, review these lessons |
|---|---|---|---|---|---|---|
| 1 | A | Phonemic Awareness: Pronunciation | | Pass if 0 errors | P F | 3, 4 |
| | B | Word reading | | 0 errors | P F | 3, 4 |
| 2 | A | Phonemic Awareness: Say the sounds | | 0 errors | P F | 6, 7 |
| | B | Word reading | | 0 errors | P F | 6, 7 |
| 3 | A | Sound dictation | | 0–1 error | P F | Sound dictation exercises in 9, 10 |
| | B | Phonemic Awareness: Pronunciation | | 0 errors | P F | 9, 10 |
| | C | Word reading | | 0 errors | P F | 9, 10 |
| 4 | | Word reading | | 0 errors | P F | 14, 15 |
| 5 | A | Sound dictation | | 0 errors | P F | Sound dictation exercises in 19, 20 |
| | B | Word reading | | 0 errors | P F | 19, 20 |
| 6 | A | Vowel Variation: Long-E words | | 0 errors | P F | 24, 25 |
| | B | Vowel Variation: Short-E words | | 0 errors | P F | 24, 25 |
| 7 | A | Sound dictation | | 0 errors | P F | Sound dictation exercises in 24, 25 |
| | B | Word reading the fast way | | 0 errors | P F | Word reading the fast way exercises in 26–30 |
| 8 | | Checkout Story 35 | | 0–1 error | P F | Story reading exercises in 31–34 and all of 35 |
| 9 | | Checkout Story 40 | | 0–1 error | P F | Story reading exercises in 36–39 and all of 40 |
| 10 | | Checkout Story 45 | | 0–1 error | P F | Story reading exercises in 41–44 and all of 45 |
| 11 | | Checkout Story 50 | | 0–2 errors | P F | Story reading exercises in 46–49 and all of 50 |
| 12 | | Checkout Story 55 | | 0–2 errors | P F | Story reading exercises in 51–54 and all of 55 |
| 13 | | Checkout Story 60 | | 0–2 errors | P F | Story reading exercises in 56–59 and all of 60 |
| 14 | | Checkout Story 65 | | 0–2 errors | P F | Story reading exercises in 61–64 and all of 65 |

### Decoding A End-of-Program Mastery Test 15 Student Profile

Student _____ Teacher _____ Date _____

| | | Skills tested | Number of errors | Pass criterion | Pass or Fail | If failed, review these lessons |
|---|---|---|---|---|---|---|
| GROUP SECTION | **DICTATION** | | | | | |
| | 1 | Sound dictation | | Pass if 0–1 error | P F | 61–65 |
| | 2 | Spelling from dictation | | Pass if 0–1 error | P F | 54–60 |
| | **WORKBOOK** | | | | | |
| | 3 | Word completion | | Pass if 0–1 error | P F | 46–56 |
| | 4 | Matching completion | | Pass if 0–1 error | P F | 62–65 |
| | 5 | Circle game | | Pass if 0–1 error | P F | 54–57 |
| INDIVIDUAL SECTION | **WORD READING** | | | | | |
| | 6 | Sound combinations | | Pass if 0–1 error | P F | 43–47, 50–52 |
| | 7 | Final blends | | Pass if 0–2 errors | P F | 27, 39–42, 54–59 |
| | 8 | Initial blends | | Pass if 0–2 errors | P F | 40–47 |
| | 9 | Consonant digraphs | | Pass if 0–1 error | P F | 30–32, 51, 52 |
| | 10 | Irregular words | | Pass if 0 errors | P F | 49, 52, 54, 59 |
| | **STORY READING: Fluency Assessment** | | | | | |
| | 11 | Time | | Pass if 0–1 minute | P F | |
| | 12 | Errors | | Pass if 0–4 errors | P F | |
| | 11-12 | Fluency and accuracy | | Pass if 11 = P *and* 12 = P | P F | 58–65 |
| | 13 | Comprehension questions | | Pass if 0–1 error | P F | 58–65 |

*Decoding A Teacher's Guide* 67

# Decoding Placement Test

## Preparation

Reproduce one copy of the test for each student and each tester. A reproducible copy appears on pages 50 and 51 of this guide.

## Administration

Select a quiet place to administer the test. Students who are to be tested later should not observe or hear another student being tested. You will need a test form for each student and a stopwatch or a watch with a second hand. When administering the test, sit across from the student. Position the test form so that the student cannot see what you are writing on the form.

Fill out the top lines of the test form (student information). Keep this filled-out test form and hand the student a clean copy of the test.

### PART I

Tell the student Read this story out loud. Follow along with your finger so you don't lose your place. Read carefully. Begin timing as soon as the student begins reading the first sentence.

Record each decoding mistake the student makes in oral reading. Mark an X on the filled-out form to show where the student made each mistake.

- If the student omits a word, mark an X above the omitted word.

- If the student adds a word that does not appear in the story, mark an X between two words to show where the word has been added.

- If the student misidentifies a word, mark an X above the misidentified word. Do not count the same misidentified word more than once. (For example, if the student misidentified the name "Hurn" four times, count only 1 error.)

- If the student cannot identify a word within 3 seconds, say the word and mark an X above it.

- If the student makes a mistake and then self-corrects by saying the correct word, mark an X above the word.

- If the student sounds out a word but does not pronounce it at a normal speaking rate, ask What word? If the student does not identify it, mark an X above the word.

- Do not count the rereading of a word or phrase as an error if the word is read correctly both times.

**Note:** If you wish to use diagnostic procedures, you can use additional code information to indicate the type of mistake the student makes. You may, for example, write **SC** above self-corrections, **SO** above sound-out mistakes, and **O** above the omitted words. You may also wish to write in what the student calls the misidentified words or what the student adds.

After each word-identification error, tell the student the correct word.

When recording the errors, make sure your copy of the story is not visible to the student. The student should not be able to see the marks you are making.

Stop timing as soon as the student completes the story.

Enter the total errors for Part I on the appropriate line at the top of the filled-in test form. Also record the time required by the student to read Part I.

Refer to the placement schedule for Part I to determine placement or whether you should administer another part of the test.

## PART II

Part II is a series of sentences that are to be read aloud by the student. You do not need to time this part of the test. To administer, present the section labeled Part II and tell the student Read these sentences out loud. Follow along with your finger so you don't lose your place. Read carefully.

Record each decoding error the student makes while reading. When the student finishes reading Part II, enter the total errors for Part II on the appropriate line at the top of the test form. Then determine the student's placement by referring to the placement schedule for Part II. Fill in the "Placement" blank at the top of the test form.

## PARTS III and IV

Each of these sections is a passage that is to be read aloud by the student and timed. To administer, present the appropriate section and tell the student I'm going to time your reading of this selection. Read out loud and read carefully. Record errors as specified for Part I.

When the student finishes reading Part III, enter the total errors and time required at the top of the test form. Then refer to the placement schedule for Part III to determine placement or whether you should administer Part IV.

When the student finishes reading Part IV, enter the total errors and time required at the top of the test form. Then determine the student's placement and fill in the "Placement" blank.

# Decoding Placement Schedule

| ERRORS | TIME | PLACEMENT OR NEXT TEST |
|---|---|---|
| **PART I** | | |
| 22 or more | — | Administer PART II Test |
| 12 to 21 | more than 2:00 | Level A, Lesson 1 |
| 12 to 21 | 2:00 or less | Administer PART II Test |
| 0 to 11 | more than 2:00 | Level B1, Lesson 1 |
| 0 to 11 | 2:00 or less | Administer PART III Test |
| **PART II** | | |
| 41 or more | — | No ***Corrective Reading*** placement; use a beginning reading program |
| 8 to 40 | — | Level A, Lesson 1 |
| 0 to 7 | — | Level B1, Lesson 1 |
| **PART III** | | |
| 16 or more | — | Level B1, Lesson 1 |
| 6 to 15 | more than 2:30 | Level B1, Lesson 1 |
| 6 to 15 | 2:30 or less | Level B2, Lesson 1 |
| 0 to 5 | more than 2:30 | Level B2, Lesson 1 |
| 0 to 5 | 2:30 or less | Administer PART IV Test |
| **PART IV** | | |
| 9 or more | — | Level B2, Lesson 1 |
| 4 to 8 | more than 1:30 | Level B2, Lesson 1 |
| 4 to 8 | 1:30 or less | Level C, Lesson 1 |
| 0 to 3 | more than 1:20 | Level C, Lesson 1 |
| 0 to 3 | 1:20 or less | Doesn't need ***Corrective Reading*** Decoding program |

# Decoding Placement Test

Name _____ Class _____ Date _____

School _____ Tester _____

| | | | |
|---|---|---|---|
| **PART I** | Errors _____ | Time _____ | |
| **PART II** | Errors _____ | | |
| **PART III** | Errors _____ | Time _____ | |
| **PART IV** | Errors _____ | Time _____ | |

Placement _____

---

### PART I

Kit made a boat. She made the boat of tin. The nose of the boat was very thin. Kit said, "I think that this boat is ready for me to take on the lake." So Kit went to the lake with her boat.

Her boat was a lot of fun. It went fast. But when she went to dock it at the boat ramp, she did not slow it down. And the thin nose of the boat cut a hole in the boat ramp.

The man who sold gas at the boat ramp got mad. He said, "That boat cuts like a blade. Do not take the boat on this lake any more."

---

### PART II

Can she see if it is dim?

And it can fit in a hand.

Now the hat is on her pet pig.

I sent her a clock last week.

How will we get dinner on this ship?

The swimming class went well.

When they met, he felt happy.

Then she told me how happy she was.

The tracks led to a shack next to the hill.

They said, "We will plant the last of the seeds."

What will you get when you go to the store?

You left lots of things on her desk.

---

## PART III

Hurn was sleeping when it happened. Hurn didn't hear the big cat sneak into the cave that Hurn called his home. Suddenly Hurn was awake. Something told him, "Beware!" His eyes turned to the darkness near the mouth of the cave. Hurn felt the fur on the back of his neck stand up. His nose, like noses of all wolves, was very keen. It made him very happy when it smelled something good. But now it smelled something that made him afraid.

Hurn was five months old. He had never seen a big cat. He had seen clover and ferns and grass. He had even eaten rabbits. Hurn's mother had come back with them after she had been out hunting. She had always come back. And Hurn had always been glad to see her. But now she was not in the cave. Hurn's sister, Surt, was the only happy smell that reached Hurn's nose.

## PART IV

During a good year, a large redwood will produce over twelve pounds of seed, which is nearly a million and a half seeds. And the year that our redwood seed fluttered from the cone was an exceptionally good year. The parent tree produced over fifteen pounds of seed that year, enough seed to start a forest that would be six square miles in size. However, only a few redwood seeds survived. In fact, only three of the seeds from the parent tree survived their first year, and only one of them lived beyond the first year.

Obviously, our seed was lucky. It was a fortunate seed because it was fertile. If a seed is not fertile, it cannot grow, and about nine out of every ten redwood seeds are not fertile. Our seed also had the advantage of landing in a place where it could survive. If it had fallen on a part of the forest floor covered with thick, heavy litter, it probably would not have grown. If it had fluttered to a spot that became too dry during the summer, it would have died during the first year. Our seed landed in a spot where moles had been digging.

# Scope and Sequence Chart

The Scope and Sequence Chart provides an overview of the skills taught in **Decoding A.** The skills are divided into four principal areas: Word-Attack Skills, Workbook Exercises, support activities and Checkouts and Mastery Tests. The chart indicates which lessons offer practice in a given skill. The chart also shows where Mastery Tests and Individual Reading Checkouts are presented.

| | | |
|---|---|---|
| **WORD-ATTACK SKILLS** | Sound Identification | 1 |
| | Pronunciations | 1 |
| | Say the Sounds | 1 — 10 |
| | Word Reading | 1 |
| | | |
| **WORKBOOK EXERCISES** | Sound Dictation | 1 |
| | Sound It Out | 1 — 4 |
| | Word Reading: Workbook | 5 |
| | Word Completion | 6 |
| | Word Copying | 6 |
| | Spelling from Dictation | |
| | Sentence Reading | |
| | Story Reading | |
| | | |
| **SUPPORT ACTIVITIES** | Matching Sounds | 1 — 8 |
| | Matching and Copying Sounds | 1 — 11 |
| | Matching Completion | 9 |
| | Circle Game | 1 |
| | | |
| **CHECKOUTS MASTERY TESTS** | Individual Reading Checkouts | 1 |
| | Mastery Tests | 4   7   10   15 |

# Lessons 1–65

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | 65 |
| | | | | | | | | | | | | 65 |
| | | | | | | | | | | | | 65 |
| | | | | | | | | | | | | 65 |
| | | | | | 42 | 44 | 47 | 50 | 52 | 54 | 60 62 | 65 |
| | | | | | | | | | | | | 65 |
| 25 | | | | | | | | | | | | |
| 26 | | | | | | | | | | | | 65 |
| | | | | | | | | | | | | 65 |
| 30 | | | | | | | | | | | | 65 |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | 65 |
| | | | | | 42 | 44 | 47 | 50 | 52 | 51 | 60 62 | 65 |
| | | | | | 46 (Timed Reading Checkouts) | | | | | | | 65 |
| 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | | | |

# Behavioral Objectives

The following chart gives specific information for each skill taught in **Decoding A.** Three columns of information are provided. The **BEHAVIORAL OBJECTIVE** column details the kind of performance that can be expected from a student who has mastered the skill.

The column headed **The student is asked to** describes the tasks the student performs in order to master the skill. The **LESSONS** column shows the lessons in which the skill appears.

## Word-Attack Skills

### Sound Identification

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student learns the sound made by each letter of the alphabet. | 1) View a letter as the teacher says its sound; 2) say the letter's sound. | 1–65 (See table on page 14 for a list of sounds and sound combinations.) |
| The student is able to read a letter and say its sound. | Orally read letters that the teacher points to. | 1–65 |
| The student learns the sounds made by letter combinations. | 1) View a letter combination as the teacher says its sound; 2) say the sound. | 9–65 (See table on page 14 for a list of sounds and sound combinations.) |
| The student is able to read a letter combination and say its sound. | Orally read a letter combination that the teacher points to. | 9–65 |

## Pronunciations

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to pronounce individual sounds. | Repeat individual sounds spoken by the teacher. | 1–5 |
| The student is able to pronounce individual words. | Repeat individual words spoken by the teacher. | 1–65 |
| When presented with a group of words with a common vowel sound, the student is able to pronounce the sound. | 1) Repeat a group of words spoken by the teacher; 2) pronounce their common vowel sound. | 1–13, 18–26 |
| When presented with a group of words with different vowel sounds, the student is able to identify which word has a particular sound. | 1) Repeat a group of words spoken by the teacher; 2) listen to a vowel sound spoken by the teacher; 3) say the word that has the same vowel sound. | 4–65 |
| When presented with a group of similar-sounding words, the student is able to identify the meaning of each word. | 1) Repeat a group of similar-sounding words spoken by the teacher; 2) listen to a definition of one of the words; 3) identify the defined word. | 50–52, 54–60, 62–65 |

## Say the Sounds

| | | |
|---|---|---|
| The student is able to sound out a word and then say it at a normal rate. | 1) Repeat a word spoken slowly by the teacher; 2) say the word at a normal rate. | 1–10 |

## Word Reading

| | | |
|---|---|---|
| The student is able to sound out a written word and then read the word at a normal rate. | 1) Sound out a written word; 2) orally read the word at a normal rate. | 1–24 |
| The student is able to read a word at a normal rate. | Orally read a word at a normal rate, without sounding it out. | 16–65 |
| The student is able to determine whether a word has a short or a long *E* sound. | 1) View a word with a short or a long *E* sound; 2) say the sound; 3) orally read the word. | 23–32 |

**Word Reading** *cont.*

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to determine whether a word has a short or long O sound. | 1) View a word with a short or a long *O* sound; 2) say the sound; 3) orally read the word. | 32–36 |
| The student learns how to read certain irregularly spelled words. | 1) View the word as the teacher reads it; 2) sound out the word; 3) orally read the word. | 36 *(I)*; 47–49 *(was, to)*; 52–54 *(do, said)*; 56–58 *(of, you, what)* |

# Workbook Exercises

## Sound Dictation

| | | |
|---|---|---|
| Upon hearing a sound, the student is able to write the letter or letter combination that makes the sound. | 1) Listen to a sound; 2) write the letter or letter combination that makes the sound. | 1–65 |

## Sound It Out

| | | |
|---|---|---|
| The student is able to sound out a written word. | Sound out a written word. | 1–4 |

## Word Reading: Workbook

| | | |
|---|---|---|
| The student is able to sound out a written word and then read the word at a normal rate. | 1) Sound out a written word; 2) orally read the word at a normal rate. | 5–16 |
| The student is able to read a word at a normal rate. | Orally read a word at a normal rate, without sounding it out. | 17–21 |
| The student is able to identify underlined sounds in words. | 1) Identify an underlined sound in a word; 2) orally read the word at a normal rate. | 22–42, 44–47, 50–52, 54–60, 62–65 |

## Word Completion

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to write a dictated word by adding letters to a short or incomplete word. | 1) View a short or incomplete word; 2) listen to a word dictated by the teacher; 3) write the dictated word by adding letters to the short or incomplete word. | 6–65 |
| The student is able to write a dictated word by first writing part of the word and then the entire word. | 1) Write a short or incomplete word dictated by the teacher; 2) write a dictated word by adding letters to the short or incomplete word. | 21–31 |

## Word Copying

| | | |
|---|---|---|
| The student is able to copy a written word. | 1) View a list of words; 2) identify and copy a word spoken by the teacher. | 6–25 |

## Spelling from Dictation

| | | |
|---|---|---|
| The student is able to write a dictated word. | Write a word dictated by the teacher. | 21–65 |

## Sentence Reading

| | | |
|---|---|---|
| The student is able to read a sentence. | 1) Orally read a sentence, pausing before each word; 2) orally read the sentence without pauses. | 18–22 |
| The student is able to read a group of sentences. | 1) Orally read a group of sentences, pausing before each word; 2) orally read one sentence without pauses. | 23–65 |
| The student is able to answer comprehension questions about a sentence. | 1) Follow along as the teacher reads a sentence; 2) answer comprehension questions about the sentence. | 18–29 |
| The student learns the function of quotation marks within a sentence. | 1) Orally read a sentence with quotation marks; 2) orally read the quote. | 53, 54 |

**Sentence Reading** *cont.*

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to read a story. | Orally read a story, pausing before each word. | 30–65 |
| The student is able to answer comprehension questions about a story. | 1) Follow along as the teacher reads the story; 2) answer comprehension questions about the story. | 30–65 |
| The student is able to answer comprehension questions about story illustrations. | Answer comprehension questions about story illustrations. | 30, 32–42 |

# Support Activities

## Matching Sounds

| When presented with two columns of letters, the student is able to identify the matching letters. | Draw a line from a letter in the first column to its matching letter in the second column. | 1–8 |
|---|---|---|

## Matching and Copying Sounds

| The student is able to copy letters. | 1) View a letter; 2) follow a line connected to the letter; 3) copy the letter in a blank at the end of the line. | 1–11 |
|---|---|---|

## Matching Completion

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to make two written words match by adding a letter to one of the words. | 1) View a pair of words; 2) make the words match by adding a letter to one of the words. | 9–11 |
| The student is able to copy a column of written words. | 1) View a column of words; 2) copy the entire column. | 12–46 |
| The student is able to make two words match by adding two or more letters to one of the words. | 1) View a pair of words; 2) make the words match by adding two or more letters to one of the words. | 47–65 |

## Circle Game

| When presented with a row of letters, the student is able to identify the letters that make a given sound. | 1) Read a circled letter or letter combination; 2) view a row of letters; 3) circle the correct number of letter(s). | 1–32 |
|---|---|---|
| When presented with a row of letters, the student is able to identify the consecutive letters in a row that spell a given word. | 1) Read a circled word; 2) view a row of letters; 3) circle the consecutive letters in the row that spell the word. | 33–42, 44–47, 50–52, 54–60, 62–65 |

# Checkouts and Mastery Tests

## Individual Reading Checkouts

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to sound out words. | Sound out a list of words while making no more than 1 error. | 1–4 |
| The student is able to sound out words and then read them at a normal rate. | Sound out a list of words and then read them at a normal rate, while making no more than 1 error. | 5–22 |
| The student is able to read sentences orally. | Orally read a group of sentences while making no more than 1 error. | 23–29 |
| The student is able to read a story orally. | Orally read a story while making no more than 1 error. | 30–45 |
| The student is able to read a story orally within a specific time limit. | Orally read a story in one minute or less, while making no more than 2 errors. | 46–65 |

## Mastery Tests

| | | |
|---|---|---|
| The student is able to demonstrate mastery of skills presented in the program. | Take Mastery Tests that measure the student's mastery of skills presented in the program. | 4, 7, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, End-of-Program Mastery Test |

# Skills Profile Chart

The Skills Profile Chart can be used to record an individual student's mastery of each skill taught in **Decoding A.** The chart summarizes the skills presented in the program and provides space for indicating when a student has mastered each skill. One copy of the chart should be made for each student in the class.

Name _____

## Word-Attack Skills

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|:---:|:---:|
| **Sound Identification**<br>Learns sound(s) made by each letter of the alphabet | 1–65 | |
| Reads a letter and says its sound | 1–65 | |
| Learns sounds made by letter combinations *(th, sh, ing, ck, wh, ol, er, or, ch, qu)* | 9–65 | |
| Reads a letter combination and says its sound | 9–65 | |
| **Pronunciations**<br>Repeats individual sounds | 1–5 | |
| Repeats individual words | 1–65 | |
| Repeats a group of words and pronounces their common vowel sound | 1–26 | |
| Repeats a group of words and identifies which word has a given sound | 4–65 | |
| Repeats a group of similar-sounding words and identifies each word's meaning | 50–65 | |
| **Say the Sounds**<br>Repeats a sounded-out word; says the word at a normal rate | 1–10 | |

# Word-Attack Skills *cont.*

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|---|---|
| **Word Reading**<br>Sounds out a written word; orally reads the word at a normal rate | 5–16 | |
| Orally reads a word at a normal rate, without sounding it out | 17–21 | |
| Determines whether a word has a short or a long *E* sound | 23–32 | |
| Determines whether a word has a short or a long *O* sound | 32–36 | |
| Learns how to read certain irregular words (*I, was, to, do, said, of, you, what*) | 36–58 | |

# Workbook Exercises

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|---|---|
| **Sound Dictation**<br>Writes the letter or letter combination that makes a dictated sound | 1–65 | |
| **Sound It Out**<br>Sounds out a written word | 1–4 | |
| **Word Reading: Workbook**<br>Sounds out a written word; orally reads the word at a normal rate | 5–16 | |
| Orally reads a word at a normal rate, without sounding it out | 17–21 | |
| Identifies an underlined sound in a word; orally reads the word at a normal rate | 22–65 | |

# Workbook Exercises *cont.*

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|---|---|
| **Word Completion**<br>Writes a dictated word by adding letters to a short or incomplete word | 6–65 | |
| Writes a dictated word by first writing part of the word and then the entire word | 21–31 | |
| **Word Copying**<br>Identifies and copies written words | 6–25 | |
| **Spelling from Dictation**<br>Writes a dictated word | 21–65 | |
| **Sentence Reading**<br>Orally reads a sentence | 18–22 | |
| Orally reads a group of sentences | 23–65 | |
| Answers comprehension questions about a sentence | 18–29 | |
| Learns the function of quotation marks within a sentence | 53–54 | |
| **Story Reading**<br>Orally reads a story | 30–65 | |
| Answers comprehension questions about a story | 30–65 | |
| Answers comprehension questions about story illustrations | 30–42 | |

# Support Activities

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|---|---|
| **Matching Sounds**<br>Draws lines between matching letters | 1–8 | |
| **Matching and Copying Sounds**<br>Copies letters | 1–11 | |
| **Matching Completion**<br>Makes two written words match by adding a letter to one of the words | 9–11 | |
| Copies a column of written words | 12–46 | |
| Makes two written words match by adding two or more letters to one of the words | 47–65 | |
| **Circle Game**<br>Circles letters that make a given sound | 1–32 | |
| Circles letters that spell a given word | 33–65 | |

# Checkouts/Mastery Tests

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|:---:|:---:|
| **Individual Reading Checkouts**<br>    Sounds out a list of words within an error limit | 1–4 | |
| Orally reads a list of words within an error limit | 5–22 | |
| Orally reads a group of sentences within an error limit | 23–29 | |
| Orally reads a story within an error limit | 30–45 | |
| Orally reads a story within a time and error limit | 46–65 | |
| **Mastery Tests**<br>    Demonstrates mastery of skills presented in the program | 4–65 | |

# *Decoding A* Mastery Tests 1–14
# Student Profile

Student _____ Teacher _____ Date _____

| Test number | | Skills tested | Number of errors | Pass criterion | Pass or Fail | If failed, review these lessons |
|---|---|---|---|---|---|---|
| 1 | A | Phonemic Awareness: Pronunciation | | **Pass if** 0 errors | P  F | 3, 4 |
| | B | Word reading | | 0 errors | P  F | 3, 4 |
| 2 | A | Phonemic Awareness: Say the sounds | | 0 errors | P  F | 6, 7 |
| | B | Word reading | | 0 errors | P  F | 6, 7 |
| 3 | A | Sound dictation | | 0–1 error | P  F | Sound dictation exercises in 9, 10 |
| | B | Phonemic Awareness: Pronunciation | | 0 errors | P  F | 9, 10 |
| | C | Word reading | | 0 errors | P  F | 9, 10 |
| 4 | | Word reading | | 0 errors | P  F | 14, 15 |
| 5 | A | Sound dictation | | 0 errors | P  F | Sound dictation exercises in 19, 20 |
| | B | Word reading | | 0 errors | P  F | 19, 20 |
| 6 | A | Vowel Variation: Long-E words | | 0 errors | P  F | 24, 25 |
| | B | Vowel Variation: Short-E words | | 0 errors | P  F | 24, 25 |
| 7 | A | Sound dictation | | 0 errors | P  F | Sound dictation exercises in 24, 25 |
| | B | Word reading the fast way | | 0 errors | P  F | Word reading the fast way exercises in 26–30 |
| 8 | | Checkout Story 35 | | 0–1 error | P  F | Story reading exercises in 31–34 and all of 35 |
| 9 | | Checkout Story 40 | | 0–1 error | P  F | Story reading exercises in 36–39 and all of 40 |
| 10 | | Checkout Story 45 | | 0–1 error | P  F | Story reading exercises in 41–44 and all of 45 |
| 11 | | Checkout Story 50 | | 0–2 errors | P  F | Story reading exercises in 46–49 and all of 50 |
| 12 | | Checkout Story 55 | | 0–2 errors | P  F | Story reading exercises in 51–54 and all of 55 |
| 13 | | Checkout Story 60 | | 0–2 errors | P  F | Story reading exercises in 56–59 and all of 60 |
| 14 | | Checkout Story 65 | | 0–2 errors | P  F | Story reading exercises in 61–64 and all of 65 |

# *Decoding A* End-of-Program Mastery Test 15 Student Profile

Student _____ Teacher _____ Date _____

<table>
<tr><th colspan="2">Skills tested</th><th>Number of errors</th><th>Pass criterion</th><th>Pass or Fail</th><th>If failed, review these lessons</th></tr>
<tr><td rowspan="15" style="writing-mode:vertical">GROUP SECTION / INDIVIDUAL SECTION</td><td colspan="5"><strong>DICTATION</strong></td></tr>
<tr><td>1 Sound dictation</td><td></td><td>Pass if 0–1 error</td><td>P F</td><td>61–65</td></tr>
<tr><td>2 Spelling from dictation</td><td></td><td>Pass if 0–1 error</td><td>P F</td><td>54–60</td></tr>
<tr><td colspan="5"><strong>WORKBOOK</strong></td></tr>
<tr><td>3 Word completion</td><td></td><td>Pass if 0–1 error</td><td>P F</td><td>46–56</td></tr>
<tr><td>4 Matching completion</td><td></td><td>Pass if 0–1 error</td><td>P F</td><td>62–65</td></tr>
<tr><td>5 Circle game</td><td></td><td>Pass if 0–1 error</td><td>P F</td><td>54–57</td></tr>
<tr><td colspan="5"><strong>WORD READING</strong></td></tr>
<tr><td>6 Sound combinations</td><td></td><td>Pass if 0–1 error</td><td>P F</td><td>43–47, 50–52</td></tr>
<tr><td>7 Final blends</td><td></td><td>Pass if 0–2 errors</td><td>P F</td><td>27, 39–42, 54–59</td></tr>
<tr><td>8 Initial blends</td><td></td><td>Pass if 0–2 errors</td><td>P F</td><td>40–47</td></tr>
<tr><td>9 Consonant digraphs</td><td></td><td>Pass if 0–1 error</td><td>P F</td><td>30–32, 51, 52</td></tr>
<tr><td>10 Irregular words</td><td></td><td>Pass if 0 errors</td><td>P F</td><td>49, 52, 54, 59</td></tr>
<tr><td colspan="5"><strong>STORY READING: Fluency Assessment</strong></td></tr>
<tr><td>11 Time</td><td></td><td>Pass if 0–1 minute</td><td>P F</td><td></td></tr>
<tr><td>12 Errors</td><td></td><td>Pass if 0–4 errors</td><td>P F</td><td></td></tr>
<tr><td>11–12 Fluency and accuracy</td><td></td><td>Pass if 11 = P <em>and</em> 12 = P</td><td>P F</td><td>58–65</td></tr>
<tr><td>13 Comprehension questions</td><td></td><td>Pass if 0–1 error</td><td>P F</td><td>58–65</td></tr>
</table>

## Decoding A Mastery Test Group Summary—Tests 1–7

| Test number | 1 | 1-R | 2 | 2-R | Part A (3) | Part B (3) | Part C (3) | 3-R | 4 | 4-R | Part A (5) | Part B (5) | 5-R | 6 | 6-R | Part A (7) | Part B (7) | 7-R |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Name: | | | | | | | | | | | | | | | | | | |
| Date: | | | | | | | | | | | | | | | | | | |
| 1. | P F | P F | P F | P F | | | | P F | P F | P F | | | P F | P F | P F | | | P F |
| 2. | P F | P F | P F | P F | | | | P F | P F | P F | | | P F | P F | P F | | | P F |
| 3. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 4. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 5. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 6. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 7. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 8. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 9. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 10. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 11. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 12. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 13. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 14. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 15. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 16. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 17. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 18. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 19. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 20. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 21. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 22. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 23. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 24. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 25. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| Number failed: | | | | | | | | | | | | | | | | | | |
| Percent failed: | | | | | | | | | | | | | | | | | | |

**Note:** Record retest in **R** columns.

**Decoding A Mastery Test Group Summary—Tests 8–14**

| Test number | 8 | 8-R | 9 | 9-R | 10 | 10-R | 11 | 11-R | 12 | 12-R | 13 | 13-R | 14 | 14-R |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Name: | | | | | | | | | | | | | | |
| Date: | | | | | | | | | | | | | | |
| 1. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 2. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 3. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 4. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 5. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 6. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 7. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 8. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 9. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 10. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 11. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 12. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 13. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 14. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 15. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 16. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 17. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 18. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 19. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 20. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 21. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 22. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 23. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 24. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 25. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| Number failed: | | | | | | | | | | | | | | |
| Percent failed: | | | | | | | | | | | | | | |

**Note:** Record retest in **R** columns.

## Decoding A Mastery Test Group Summary—Test 15

| Test number | Dictation | | Workbook | | | Word reading | | | | | Time | Accuracy | Comprehension |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Name: | | | | | | | | | | | | | |
| Date: | | | | | | | | | | | | | |
| 1. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 2. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 3. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | | | |
| 4. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | | | |
| 5. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | | | |
| 6. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | | | |
| 7. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | | | |
| 8. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | | | |
| 9. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | | | |
| 10. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | | | |
| 11. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | | | |
| 12. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | | | |
| 13. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | | | |
| 14. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | | | |
| 15. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | | | |
| 16. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | | | |
| 17. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | | | |
| 18. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | | | |
| 19. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | | | |
| 20. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | | | |
| 21. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 22. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 23. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 24. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 25. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| Number failed: | | | | | | | | | | | | | |
| Percent failed: | | | | | | | | | | | | | |

**Note:** Record retest on a second copy.

# Corrective Reading

**SRA**

# Teacher's Guide
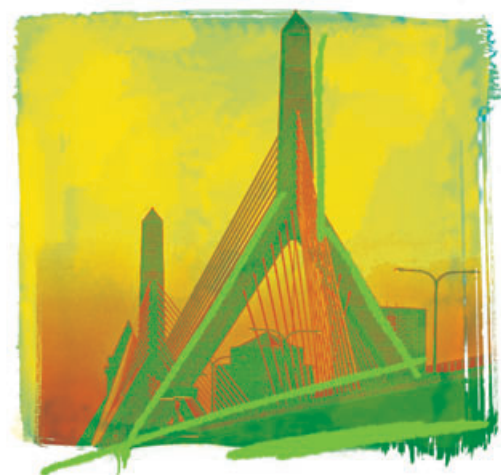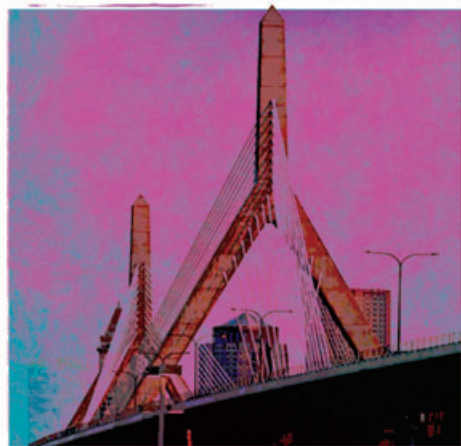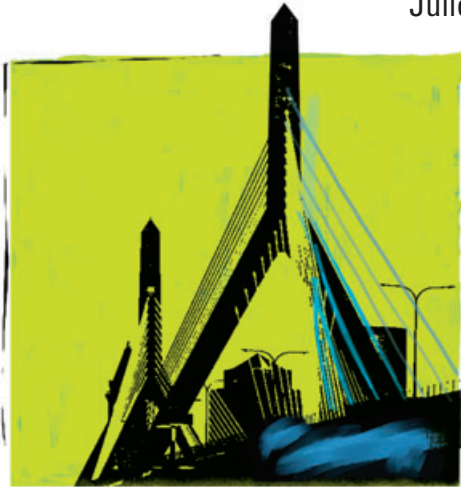
## Decoding B1   Decoding Strategies

Siegfried Engelmann
Linda Carnine
Gary Johnson
Linda Meyer
Wesley Becker
Julie Eisele

**SRAonline.com**

**McGraw Hill** **SRA**

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# Contents

# Contents

# Corrective Reading Series

SRA's *Corrective Reading* programs are divided into two strands: Decoding and Comprehension.

**A single-strand sequence** places students in one strand (**Decoding,** for example), and the students move through the strand from the point of initial placement (**Decoding A, B1, B2,** or **C**) to the end of the strand (**Decoding C).**

The **double-strand sequence** requires that students receive two full periods of instruction each day—one period in a Decoding program and one period in a Comprehension program.

Each Decoding program is designed to be used independently. Students may be placed at the beginning of one program and complete all lessons in that program in either a single-strand or double-strand sequence.

# Decoding Strand: A, B1, B2, C

Here is a diagram of the four decoding programs in SRA's *Corrective Reading* series.

| Decoding A | Decoding B1 | Decoding B2 | Decoding C |
|---|---|---|---|
| 65 lessons | 65 lessons | 65 lessons | 125 lessons |

**Decoding A** is appropriate for students in grades 3 through high school who are extremely deficient in decoding skills. These students may recognize some words but do not have adequate strategies for accurate decoding of words like **frost** and **track.**

**Decoding B1** is appropriate for most problem readers in grades 3 through 12. They guess at words. They have trouble reading words such as **what, that, a,** and **the** when the words appear in a sentence context. They often read synonyms for printed words and are generally inconsistent in their reading behavior (reading a word correctly one time and missing it the next time).

**Decoding B2** is appropriate for students in grades 4 through 12 who have some decoding problems, who do not read at an adequate rate, who still tend to confuse words with similar spellings, and who tend to make word-guessing mistakes.

**Decoding C** is appropriate for students who have mastered many basic reading skills but who have trouble with multisyllabic words and typical textbook material.

A reproducible copy of the **_Corrective Reading_** Decoding Placement Test and details on how to administer it appear in Appendix A at the end of this guide.

The individually administered test measures each student's reading accuracy and oral reading rate. Placement takes into account a student's ability to decode words in isolation, sentences, and stories.

## Progress Through the Decoding Strand

The Decoding programs are designed so that there is a careful progression of skill development from level to level. The Decoding strand has four entry points.

**1** Students who begin at Level A should complete A and B1 in a school year (a total of 130 lessons).

**2** Students who begin at Level B1 should complete B1 and B2 in a school year (a total of 130 lessons).

**3** Students who begin at Level B2 should complete B2 and most of Level C in a school year.

**4** Students who begin at Level C should complete C and additional outside reading in a school year.

## Features of All Decoding Levels

Each level of SRA's **_Corrective Reading_** Decoding programs has features that have been demonstrated through research studies to be effective in improving student performance. The Decoding strand directly addresses all the critical reading components identified by the National Reading Panel (2002)—phonemic awareness, phonics, fluency, vocabulary, and comprehension. Note that vocabulary and comprehension are not major objectives of the Decoding strand but are thoroughly addressed by the companion **_Corrective Reading_** Comprehension strand.

■ Each level is a core program, not ancillary material. Each level contains all the material you need and provides students with all the practice they need to learn the skills.

■ All words, skills, and decoding strategies are taught through DIRECT INSTRUCTION. This approach is the most efficient for communicating with the students, for evaluating their performance on a moment-to-moment basis, and for achieving student mastery. Students are not simply exposed to skills. Skills are taught.

■ Students are taught everything that is required for what they are to do later. Conversely, they are not taught skills that are not needed for later skill applications. The levels concentrate only on the necessary skills, not the nuances.

■ Each level is based on cumulative skill development. Skills and strategies are taught, with lots of examples. Once a skill or strategy is taught, students receive practice in applying that skill until the end of the level. This type of cumulative development has been demonstrated by research studies to be the most effective method for teaching skills so that they become well learned or automatic.

■ Because of the cumulative development of skills, the difficulty of material increases gradually but steadily.

■ Each level is divided into daily lessons that can usually be presented in a class period (35–45 minutes of teacher-directed work and independent student applications).

- Each level contains Mastery Tests and Individual Reading Checkouts. These tests and checkouts are criterion-referenced performance measures of student **reading behavior.** These measures are part of the lessons. They provide you with very detailed data on student reading performance. They also show the students how their performance is improving as they progress through the program.

- Each level includes an effective management system that is consistent across all levels of the program. Students earn points for performance on each part of the daily lesson. Records of this performance may be used for awarding grades and documenting progress in specific skill areas.

- Each lesson specifies both teacher and student behavior. The lessons are scripted. The scripts specify what you do and say as well as appropriate student responses. The scripted lessons assure that you will (a) use uniform wording, (b) present examples in a manner that communicates effectively with students, and (c) complete a lesson during a class period. The net result of the teacher presentation scripting is that students make a larger number of academically related responses during each period.

## Facts About the Problem Reader

The series is designed to change the behavior of the problem reader. The specific decoding tendencies of the problem reader suggest what a program must do to be effective in changing this student's behavior.

The problem reader makes frequent word-identification errors. The student makes a higher percentage of mistakes when reading connected sentences than when reading words in word lists. Often, the student can read words correctly in word lists but then misidentifies the same words when they are embedded in connected sentences.

The specific mistakes the reader makes include word omissions, word additions, and confusion of high-frequency words, such as **what** and **that, of** and **for, and** and **the.** The student also reads synonyms (saying "pretty" for **beautiful**). The student often guesses at words, basing the guess on the word's beginning or ending. And the student is consistently inconsistent, making a mistake on one word in a sentence and then making a different mistake when rereading the sentence.

The student doesn't seem to understand the relationship between the arrangement of letters in a word and the pronunciation of the word. Often, the student is confused about the "word meaning" (a fact suggested by "synonym reading," "opposite reading," and word guessing). The strategy seems to be based on rules the student has been taught. The problem reader follows such advice as: "Look at the beginning of the word and take a guess," "Think of what the word might mean," and "Look at the general shape of the word." The result is a complicated strategy that is often backwards: The student seems to think that to read a word, one must first "understand" the word and then select the spoken word that corresponds to that understanding.

Although the problem reader may use a strategy that is "meaning based," the reader is often preempted from comprehending passages. The reason is that the student doesn't read a passage with the degree of accuracy needed to understand what the passage actually says. (Omitting the word **not** from one sentence changes the meaning dramatically.)

Furthermore, the student's reading rate is often inadequate, making it difficult for the student to remember the various details of the passage, even if they were decoded accurately. Often, the problem reader doesn't have an effective comprehension strategy because the student's poor decoding and slow rate don't make the material sensible.

Finally, the poor reader is not a highly motivated student. For this student, reading has been punishing. The student often professes indifference: "I don't care if I can read or not." But the student's behavior gives strong suggestions that the student cares a great deal.

The student's ineffective reading strategies and negative attitudes about reading become more ingrained as the reader gets older. To overcome them requires a very careful program, one that systematically replaces the strategies with new ones and that provides lots and lots of practice.

Initial relearning may be very slow and require a great deal of repetition. For a seventh grader—who chronically confuses **a** and **the**—to read words at 98 percent accuracy when they appear in passages, the student may have to read these words more than 800 times when they appear in sentences. Furthermore, the student must receive feedback. The only way to provide the necessary practice and feedback is through a presentation format that requires lots of oral reading. Until the 800 practice trials are provided, the high rate of accuracy will not occur.

## Decoding Procedures

The procedures that are used in the program derive directly from the difficulties that students have with particular tasks. Based on the problems, we can identify two major levels of difficulty. The less difficult level is reading isolated words. The more difficult level is reading words that are in a connected sentence context.

Isolated words are easier because they do not prompt the student to use inappropriate guessing strategies that the student applies when reading connected sentences. When the student reads word lists, therefore, the student is not as likely to guess on the basis of the order of the preceding words, or on the basis of images that are prompted by preceding words. Not all word lists are the same level of difficulty.

Less difficult lists require reading words that have similar parts. More difficult lists require reading words that do not have similar parts. This type of list is sometimes called a "mixed list" because all types of words appear in it.

Reading words in connected sentences is more difficult than reading words in isolation. The task of reading a particular passage can be made relatively more difficult or less difficult.

Passage reading is less difficult if the student has read the passage and received feedback on all errors.

Passage reading is more difficult if the student is reading the passage for the first time.

Lessons in the Decoding programs are designed to give students practice that leads them to become stronger in what is easier for them to do and that gives them progressive practice in the more difficult reading endeavors. The lessons do this while remaining within the skill limits of the student, which means that an appropriately placed student will not be overwhelmed with difficult tasks or bored by tasks that are too easy.

Each lesson presents words in isolation and gives students practice with easier lists and more difficult lists. When new words are introduced, they often appear in lists of words that have similar parts. In later lessons, these same words appear in mixed lists where the

students must rely more on the decoding skills taught earlier. Except for the early lessons in Level A, all Decoding lessons provide students practice with reading familiar words in sentence contexts.

The procedures require the students to read sentences or passages and then reread them. In Levels B1, B2, and C, students keep a record of their performance on the individual timed reading, called an Individual Reading Checkout. Their improved performance on timed reading provides students with evidence of their ability to retain and apply the decoding skills they have been taught. Students who read more fluently have better reading comprehension because what they read is more like natural speech.

The structure of the lessons addresses skill deficiencies directly but positively, in a manner that provides the type of practice students need to relearn fundamental strategies and to learn new skills. The teaching is designed so that it does not overwhelm students with material or rules that result in a high rate of errors.

### The Problems

An effective corrective reading program must address the specific needs of the problem reader.

**1** The learner must learn to look at the order of letters in a word and learn that this order suggests the general pronunciation of the word. Furthermore, the student must learn that the game is simple: First figure out how the letters suggest to *say* the word. Then see if the word you say is one that you recognize, one that has meaning. (Note that this strategy is basically the opposite of the one the typical problem reader uses.)

**2** The problem reader must receive practice in reading connected sentences that are composed of words that have been taught in isolation. Merely because the student reads words in lists does not imply transfer to written sentences.

**3** An effective corrective reading program provides a great deal of daily fluency practice. The demands for fluency become greater as students move through the strand. In **Decoding A** there is much more emphasis on accuracy than fluency. By **Decoding C,** students are expected to read fluently, accurately, and with expression.

**4** The student must receive strong reinforcement for working on reading because the task is very difficult and frustrating for the student. The student has received a great deal of evidence that reading is a puzzle that can't seem to be solved.

**5** Finally, the student must receive practice in reading a variety of passages. If the student practices reading only narrative passages, the student will not "automatically" transfer the reading skills to textbooks, articles, or other forms of expository writing. Therefore, different styles must be introduced.

### The Solutions

SRA's **Corrective Reading** Decoding programs are successful with problem readers because they provide the careful integration, the practice, and the management details that the problem reader needs to succeed.

**The student receives daily practice in oral reading, with immediate feedback.** (Only through oral reading can we discover what the student is actually reading.)

The student reads word lists with information about how to pronounce various letter combinations, such as **th** and **or.** The student also reads sentences and passages composed of words that have been taught. The sentences and passages are designed so that they are relatively easy if the student approaches words as entities that are to be analyzed according to the arrangement of letters, but difficult if the student guesses on the basis of the context or syntax of the sentence. (The sentences are designed so that guesses often lead to an incorrect identification of the word.)

**Together, the Mastery Tests and checkouts in the series assure that the student observes progress in reading rate and reading accuracy.** Students become increasingly motivated by their progress in timed reading, as their records show improvement in reading rate and accuracy.

**Stories and story-comprehension activities assure that students attend to the content of what they read.** Initially in the Decoding series, the comprehension activities are deliberately separated from the decoding activities so that the student's misconceptions about reading are not exaggerated. The comprehension activities, however, show the student that what is read is to be understood. When students progress through the series, reading longer selections, they answer comprehension questions presented before, during, and after the selections. Comprehension items also appear in the Workbook.

**Students practice using the vocabulary of instruction. Decoding B1** and **B2** provide students with a great deal of instruction and practice in attending to details of directions (something the typical poor reader is poor at doing), such as *front, back, middle, end, row, column, first, next, last, beginning,* and *end.*

**Finally, the series addresses the problem reader's poor self-image.** The series is designed so the student can succeed in real reading tasks. Furthermore, a point system that is based on realistic performance goals assures that the reader who tries will succeed and will receive reinforcement for improved performance.

In summary, the series uses a two-pronged approach. Each level teaches effective reading skills to replace the student's ineffective approach to reading. Each level also contains an effective management system that turns students on to reading. This turn-on is not achieved by "seducing" the reader with entertaining topics, but by rewarding the reader for steady improvement in reading performance. The approach WORKS.

# The Program—Decoding B1
## *Decoding Strategies*

## What's New in the 2008 Edition

**1** The transition from **Decoding A** to **Decoding B1** is more seamless than it was in the 2002 edition. Those students who go through **Decoding A** learn and use sounding-out techniques to decode regularly spelled words. In the 2008 edition, students practice sounding out in the first ten lessons. These lessons have a slower rate of introducing new skills and provide explicit instruction with teacher-directed practice.

- The 2008 edition also makes the first lessons easier for the students who have not gone through **Decoding A** and assures that students are firm on the pronunciation of the vowel sounds in words they will decode in Lesson 10.

- The number of irregularly spelled words **(of, was, you)** has been reduced in the first ten lessons so that students receive more practice with regularly spelled words **(ram, clock, glass).**

- The earlier lessons provide practice in catching errors the teacher makes while reading sentences aloud. (See the section entitled Fooler Game, page 23.) This practice is important for preparing students to identify errors when they do peer checkouts with a partner.

**2** **Decoding B1** contains expanded comprehension items and activities that meet state and district standards for comprehension. Students

- summarize the events of the previous story.

- answer questions about characters, setting, events, problems, and solutions.

- identify sentences that express the main idea of a selection.

- identify causes and effects.

- compare and contrast characters.

- identify sequences of events.

**3** Comprehension questions are displayed in a way that makes them easier to present. These questions appear just after the story part that answers them (rather than at the end of the entire selection).

**4** Running word counts are displayed in blue in the right column of the Student Book. These word counts make it easy for students to count the number of words they read during the Fluency Assessment. The target word (for example, the 60th word in Lessons 16 through 20) is underlined in the Student Book.

**5** The system for awarding points to students who do well has been modified so that

- the data translates more easily into letter grades for individual students.

- the data may still be used to convert into rewards the number of points students earn.

**6** New Workbook activities provide students with increased practice identifying the base part of words that have endings **(like, liking).**

**7** **Decoding B1** has Mastery Tests every ten lessons. (See the section entitled Mastery Tests, page 9.) The directions for administration, scoring procedures, and test remedies are specified in the Teacher Presentation Book. The test forms are in the back of the Workbook.

## Who It's For

**Decoding B1** *Decoding Strategies* is the second level in SRA's **Corrective Reading** series. It is the level in which most problem readers in grades 3 through 12 are initially placed. The entering student has some appropriate reading behaviors but also exhibits much confusion.

**Decoding B1** is appropriate for students who speak and understand at least easy, conversational English and whose scores on the **Corrective Reading** Decoding Placement Test indicate that they belong in the program. The program is not meant to be used with students who do not speak any English or whose grasp of English is quite weak.

**Decoding B1** works effectively with students who traditionally would be identified as learning disabled, educationally handicapped, or perceptually handicapped. The program can also be used with adults who have received some reading instruction but have never learned to decode accurately. As long as students demonstrate the skill level necessary to enter the program, they may be placed in the program.

Students who complete **Decoding A** qualify for this program. These students begin with Lesson 8 in **Decoding B1.**

## The Materials

The materials for **Decoding B1** consist of this Teacher's Guide, a Teacher Presentation Book, a nonconsumable Student Book, and a consumable student Workbook.

The supplemental **Decoding B1 Enrichment Blackline Masters** provide activities that reinforce the skills taught in the program.

This guide contains basic information about the program and specific information for presenting exercises and correcting mistakes. This guide also includes a copy of the Decoding Placement Test (Appendix A), a Scope and Sequence Chart (Appendix B), a list of Behavioral Objectives (Appendix C), an alphabetical Word List of all words introduced in the program (Appendix D), a Skills Profile Chart (Appendix E), a Mastery Test Group Summary form (Appendix F), and a Fluency Assessment Summary form (Appendix G).

The Teacher Presentation Book contains a script and answer key for each lesson. Scripts specify what you say and do and how students are to respond.

- This blue type indicates what you say.
- (This type indicates what you do.)
- *This italic type shows the students' response.*

The nonconsumable Student Book is divided into lessons. Each lesson contains word lists followed by sentences (Lessons 1–10) or a story (Lessons 11–65).

The consumable student Workbook is also divided into lessons. Each lesson contains activities that involve writing. Note that some of the activities are teacher directed; others are independent. The Workbook also contains charts on which students record points earned for the parts of the daily lessons. Students keep a record of their performance on the individual timed-reading checkouts on the Individual Reading Progress Chart at the back of the Workbook. They record their lesson points on the Point Chart also at the back of the Workbook.

## Scheduling and Grouping

Here are general considerations for scheduling and grouping students in the program.

**1** A lesson should be presented every day at an assigned time.

**2** The lesson will take approximately 45 to 50 minutes, depending on the size of the group.

**3** Lessons can be presented to large groups, but students are best served when in groups of 15 or less.

**4** The program can be used with individual students in resource-room settings, in which case it will take less time to present each lesson.

If a large number of students are placed in **Decoding B1,** try to group them homogeneously. The program is designed to accommodate a range of individual differences, and instruction will be effective even when the extremes of performance are represented in a small instructional group. However, if fast students and slow students are placed in separate groups, teaching will be more effective because no one will be holding the group back.

## Mastery Tests

The Mastery Tests provide documentation of students' performance after they have completed certain parts of the program. Directions for Mastery Tests appear after every tenth lesson, starting at Lesson 10. The administration, scoring, and remediation procedures are spelled out in the Teacher Presentation Book at the end of the lesson. The student's copy of each Mastery Test appears at the back of the student Workbook. The **Decoding B1** Mastery Test Group Summary form appears in the Teacher's Guide (Appendix F).

The goal is to score each part of Mastery Tests 1 through 3 to provide better diagnostic information about the groups' performance on writing letters from sounds and identifying recently introduced words. This is similar to the Student Profile provided in the **Decoding A** program. Mastery Tests 4 through 7 are either passed or failed based on the total number of errors. This is the same testing format that is in the **Decoding B2** and **Decoding C** programs. (Do not use the *Corrective Reading* Decoding Placement Test as a posttest measure. It is not designed to evaluate progress, only to place students.)

### *Using the Mastery Test Data*

Each Mastery Test provides remedies if students do not meet mastery criteria. For example, the remedies for Mastery Test 6 appear below.

**Remedies**

1. (If **30 percent or more** of the students fail the test, present the following firm-up procedure.
   a. Give feedback on answers.
   - Read each item.
   - Tell the letter of the word.
   - Direct the students to spell the word.
   b. Repeat parts of Lessons 57 through 59:
   - Repeat Word-Attack exercises.
   - Repeat Story reading exercises and Fluency Assessment—Individual timed reading checkouts.
   - Present no Workbook tasks except Writing letters for sounds exercises. Direct students to write their responses on lined paper.
   c. After students have successfully completed the remedies, retest them on Mastery Test 6. Reproduce the Mastery Test as needed.)
2. (If **fewer than 30 percent** of students fail the test, give these students information on the items they missed.
   - Monitor these students closely during their Fluency Assessment—Individual timed reading checkouts.)

Mastery Tests are to be used in conjunction with the daily Individual Reading Checkouts to document the mastery level of the students in the **Decoding B1** program. Mastery Test 1 is the most extensive test because it thoroughly tests the skills students will need to proceed in the program. Students who do not pass all parts of this test need careful review of the first ten lessons before moving on.

As Mastery Tests 1 through 3 evaluate word identification and students' facility with letter sounds, daily individual checkouts in Lessons 6 through 15 evaluate students' accuracy in reading connected sentences. Starting with Lesson 16, Individual Reading Checkouts assess both reading fluency and accuracy. The information provided by the fluency checkouts should serve as the **primary guide** for the teacher to evaluate individual students. It provides information about both fluency and accuracy. It permits you to identify problems, to determine the rate at which the program materials are presented, and to judge whether a student is ready for the next level of the programs (see the section entitled Conducting Reading Checkouts, page 34).

## *Mastery Tests Contain a Variety of Formats*

Students are given practice with a variety of multiple-choice test formats throughout the mastery testing in **Decoding B1.** In addition to multiple-choice items, Mastery Tests also provide the following types of items:

- Writing letters for sounds
- Selecting dictated words from a group of words that are typically confused
- Selecting dictated words from an alphabetical list
- Identifying the root word for a dictated word that has an affix

# The Lesson

The typical **Decoding B1** lesson is divided into four major parts.

**1** Word-Attack Skills

**2** Group Reading

**3** Individual Reading Checkouts (Fluency Assessment)

**4** Workbook Exercises

**Word-Attack Skills** take about 10 minutes after the first ten lessons. Students practice pronouncing words, identifying the sounds of letters or letter combinations, and reading isolated words composed of sounds and sound combinations that have been learned by the students. Students earn points for performance in the word-attack portion of the lesson.

**Group Reading** immediately follows Word-Attack Skills. This part of the lesson takes approximately 15 to 20 minutes. Students read from their books. They take turns reading aloud. Students who are not reading aloud follow along. Stories begin in Lesson 11 and are divided into parts. If the group reads a part within an error limit, all students earn points for that part. Also, if the part is read within the error limit, the teacher presents specified comprehension questions for the part.

**Individual Reading Checkouts** begin in Lesson 6. They follow Group Reading and take about 10 minutes. Starting in Lesson 16, assigned pairs of students read two passages as a Fluency Assessment. The first is from the lesson just read by the group; the second is from the preceding lesson. Each member of the pair first reads the passage from the current story and then the passage from the preceding lesson. A student can earn points for both passages. Points for the first passage

are earned if the student reads within a specified number of errors. To earn points for the second passage, the student must read the passage within a specified rate criterion and also a specified error criterion. (For instance, the student must read 85 words in 1 minute, with no more than 2 errors.)

**Workbook Exercises** are presented as the last part of the lesson. Some of these activities are teacher directed and are very important to the students' skill development. Other activities are independent. The Workbook Exercises take about 10 minutes. Students earn points by meeting a limit for errors in the Workbook for the lesson.

### Order of Exercises

**Decoding B1** students are deficient in following directions. To address this problem, the program requires students to go back and forth from the Student Book to the Workbook to words on the board in an unpredictable order. This back-and-forth ordering is most obvious in the first ten lessons. This practice is intentional so that students will follow frequent directions and attend to the various program components.

**Note:** If students have a great deal of difficulty finding the various books or following the board-work directions, take an additional few minutes to practice these activities until students are facile. For example, direct students to Open your Student Book to page ____; Open your Workbook to Lesson ____; Look at the words on the board.

# General Information

## Introducing the Program

How **Decoding B1** is introduced to students is very important because most poor readers seem to be convinced they are failures. They are not enthusiastic about working on basic reading skills. Introduce the program so students understand what they are going to do and what kind of return they can expect from their investment of energy.

- Go over the four parts of the lesson. Make your explanation brief. Assign pairs of students to work together during Individual Reading Checkouts.

- Next, explain the point system. Tell students how many points they can earn for each part of the lesson. Explain how they can exchange points for grades or for a combination of grades and tangible rewards.

- Immediately start the lesson. Don't get involved in a long question-answer period. Tell the students I'll show you how it works, and start the lesson.

## Setup for the Lesson

Assign permanent seats. Lower-performing students and those whose behavior poses problems should be seated directly in front of you so you can monitor their responses.

## Pacing the Exercises

Because a great deal of information is presented during the daily lesson, you must move quickly.

1. Present exercises without referring to the page for every word you say. To do this, you must become familiar with the exercises you are to present.

2. Say your lines quickly. Talk as if you're conveying something important. If you are slow, students' attention wanders.

**3** Make sure students can handle every step in the exercise. Do this by following the correction procedures specified in the lesson.

## Signals

A goal of this program is to teach every student. To know whether every student has learned a task or is performing it properly, you must receive clear feedback from each student. The fastest and most efficient way to get such information is to assure that all members of the group respond at the same time. If all students respond together, with none leading and others following, you receive good feedback on each student's performance. You can hear errors and observe responses that are "firm."

For most tasks, you will use an audible signal because students are looking at words in their Student Book or Workbook. For example, students read words that have underlined parts in their books. Students first identify the sound that is underlined and then read the word.

You say Touch the first word. . . . What sound? (Signal.) . . . What word? (Signal.)

The timing of what you say tells the students when to respond; however, an additional audible signal lets students know exactly when to respond. Follow these rules:

**1** Use a clap or tap as an audible signal.

**2** Present the clap or tap about 1 second after you finish talking. What word? Pause 1 second. Tap. On the tap, the students are to respond.

**3** Always use the same time interval. Think of the task as being something like dancing. The beat must be uniform. Keep it uniform and students can easily follow your signal. If you start varying the interval, students will not be able to follow.

A few tasks are presented on the board. Follow the same rules for these signals, but substitute a "touch" signal or a "slash" signal for the tap. Maintain the same timing.

Point to the word. What word? . . . Pause 1 second. Touch under the word or quickly slash under the word. The touch or slash signals when the students are to respond.

For strictly oral tasks, use the same timing and either a visible signal or an audible one.

Listen: **slam.** Say it. Pause 1 second. Signal. The signal can be a finger snap, a clap or tap, or a hand drop. If you maintain the same timing you use on other tasks, you may need no signal at all. Students will follow the rhythm of your task and respond on cue.

## Individual Tests

Individual tests are specified for the Word-Attack Skills portion of the lesson. Usually, these tests are presented after the group has completed all word-attack exercises. Don't signal during individual turns.

Points for Word-Attack Skills are awarded to the group, but they are based on individual performance. Each student reads a row or column of words. If a specified number of rows and columns is read without error, every student in the group earns points. The group must read 80 percent of the rows and columns without errors to earn points. For instance, if there are 11 rows or columns, 9 rows and columns must be read without error for all members of the group to earn points.

This group contingency is effective because it prompts students to remember the words that were read, so it shapes the students' memory for words. Also, the members of the group learn to work together toward a common goal. This

situation may be the first in which the problem reader has become an important member of a group engaged in academic pursuits.

Treat the points with importance. Early in the program, remind students to remember the words read by the group. Also praise the group for successfully meeting the individual-test criterion. (Don't simply award the points as if they are worth little.)

That was great. This is the third lesson in a row that we earned points for the Word-Attack Skills exercises. Good reading.

## Teaching to Criterion

Often, problem readers don't understand what is expected of them. They fail to remember information because they are unpracticed in retaining it. The format of instruction they are familiar with involves making mistakes, listening to the teacher tell them something, and then going on to the next task. Although **Decoding B1** assumes that students will make mistakes and will not become flawless readers in a short time, the lessons contain correction procedures and point contingencies that are to be followed. By following them, you will give students unambiguous information about what your role is and what their role is. These criteria help students learn what they are to remember and give students lots of practice in retaining information you give them.

Follow the correction procedures carefully. (See **Word-Attack Skills,** pages 14-27.) Listen for mistakes. If you hear a mistake, correct it, not just by telling the answer and going on, but by following the steps in the correction procedure. Also, use the point system and the other performance criteria specified in the program. Do not negotiate with students. The faster they learn what they are accountable for, the faster they will progress.

## Formats

In the following discussion of the lesson presentation, the term *format* will be used. A format is an exercise set up in a specific form. Following is a format for Word reading with underlined part in Lesson 11.

―――――――――― **EXERCISE 4** ――――――――――

**NEW** **WORD READING WITH UNDERLINED PART**

1. Touch part 2. ✓

**2**

lift   order   which   shelf   rancher   creek

over   back   sweep   trash   path   brown

fell   horse   going   back   told   black

- I'll read each word in the top row. Then you'll say the sounds of each underlined part.
2. (Read each word in the top row: **lift, order, which, shelf, rancher, creek.**)
3. Now you'll say the sounds for each underlined part. First sound. ✓
- What sound? (Signal.) *ĭĭĭ.*
4. Next sound.
- What sound? (Signal.) *er.*
5. (Repeat step 4 for remaining words in the top line.)
6. This time you'll read all the words in part 2. Remember the sound each underlined part makes.
7. Touch the first word. ✓
- What word? (Signal.) *Lift.* Yes, **lift.**
8. Next word. ✓
- What word? (Signal.) *Order.* Yes, **order.**
9. (Repeat step 8 for each remaining word in part 2.)
10. (Repeat steps 7–9 until firm.)

Just by replacing the examples in steps 3 through 9, we can create many other exercises that follow the same format and that would be presented in the same way. All exercises in **Decoding B1** are formats. The format exercises have two advantages:

**1** They are easy to present because your behavior in the basic steps remains the same for all examples in a given format.

**2** They are easy for students to comprehend because the directions and wording are the same for all examples of a particular format.

Some formats are presented for 20 or more lessons; other formats, for only two or three lessons. The word **NEW** next to the exercise heading in the Teacher Presentation Book indicates a format with a new skill or a new procedure, such as a change in the number of points that can be earned or a modification of the teacher wording. **Look for headings preceded by the word NEW. Practice the wording of these formats before presenting the lesson.**

## Skills Taught in Decoding B1

**Decoding B1** has 65 lessons. The first ten lessons of the program present the key skills that are taught in **Decoding A.** Students who have just completed **Decoding A** begin with Lesson 8 of B1 and do a lesson a day.

Many of the students who start in **Decoding B1** do not have the sound-it-out skills that students completing **Decoding A** have. Therefore, students who enter at **Decoding B1** start at Lesson 1 and work on these skills.

Lessons 11 through 65 have a fairly standardized format. The word-attack portion of the lesson is similar in format from lesson to lesson. The word-attack exercises are followed by a standard format for reading a story, which is followed by individual checkouts and Workbook Exercises.

The Scope and Sequence Chart in Appendix B shows the development of the skills for word attack and for Workbook Exercises. The chart also shows that sentence reading or story reading occurs in every lesson (followed by Individual Reading Checkouts beginning in Lesson 6).

A list of Behavioral Objectives appears in Appendix C.

# Word-Attack Skills

At the beginning of each lesson, students practice pronunciation (Lessons 1–17), sounds and sound combinations, and word reading. In addition to these activities, the lessons often include teacher-directed Workbook Exercises that are presented after the Group Reading and Individual Reading Checkouts.

## Pronunciation— Phonemic Awareness

### Rationale
Pronunciation activities are included in the program because many of the mistakes the problem reader makes are related to the student's inability to pronounce words that have blends, such as **slam,** and words with endings, such as **looked.** They also may not have a good understanding that the various letters in words represent sounds. The pronunciation activities provide students with awareness of phonemes and their order within problematic words. Knowledge of pronunciation facilitates students' ability to segment and blend words that are read. The message conveyed to students in the early part of **Decoding B1** is that words can be broken down into individual sounds. Each sound can be represented by a letter or combination of letters. Once the student understands this basic relationship, and once the student is firm on pronouncing the various words that are to be read, the job of reading becomes a lot easier and more sensible.

Students work on three different types of pronunciation tasks. First, the students repeat whole words that the teacher says. These are words that typically give students problems, such as **cats** and **cast.** Second, the students construct words with endings. The teacher writes an ending, such as **ed,** on the board, and then directs students to say words with the ending. Say **show** with this ending. Third,

students identify the component sounds in words. The teacher says a word, such as **lap.** Students identify the first sound, middle sound, and last sound.

Following are two pronunciation tasks from Lesson 1.

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**———— EXERCISE 2 ————**

<span style="color:red">◀NEW▶</span> **PRONUNCIATION**

> **Note:** This is an oral exercise. Do not print the words on the board.

1. I'll say some words that you're going to read. Say them just the way I say them.
2. First word: **slam.** Say it. (Signal.) *Slam.* Yes, **slam.**
3. Next word: **slip.** Say it. (Signal.) *Slip.* Yes, **slip.**
4. (Repeat step 3 for **slap, shrink, drip, sleep, trips, feeds.**)
5. (Repeat steps 2–4 until firm.)

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**———— EXERCISE 3 ————**

<span style="color:red">◀NEW▶</span> **PRONUNCIATION**

> **Note:** This is an oral exercise. Do not print the words on the board.

**Task A  Lip**

1. Listen: **lip.** Say it. (Signal.) *Lip.*
2. My turn to say the first sound in (pause) **lip: lll.** Your turn. Say the first sound. (Signal.) *lll.*
3. My turn to say the next sound in **lip: ĩĩĩ.** Your turn. Say that sound. (Signal.) *ĩĩĩ.*
4. My turn to say the last sound in **lip: p.** Your turn. Say that sound. (Signal.) *p.*

---

5. Say the sounds in **lip** again. First sound. (Signal.) *lll.*

> **To correct:**
> a. (Say the correct sound:) **lll.**
> b. What sound? (Signal.) *lll.*
> c. Listen: **lip.** Say it. (Signal.) *Lip.*
> d. (Repeat step 5.)

- Next sound. (Signal.) *ĩĩĩ.*
- Last sound. (Signal.) *p.*
6. (Repeat step 5 until firm.)

*Teaching Techniques*

**Pacing.** Practice presenting the exercises so that you can move quickly. Say the word students are to pronounce loudly and clearly, but do not exaggerate the pronunciation.

**Signals.** For Exercise 2, use a signal to let students know the timing of the response. Remember, pause about 1 second after you present the word the students are to say.

For Exercise 3, hold up a finger for each sound in step 5.

First sound. Pause. Hold up one finger. When the finger goes up, the students say *lll*.

Next sound. Pause. Hold up two fingers. When the second finger goes up, the students say *iii*.

Last sound. Pause. Hold up three fingers. When the third finger goes up, the students say *P*.

If student responses are tentative in step 5, repeat step 5 until students are following your signal and responding correctly.

**Corrections.** If students have trouble with either of the activities, making more than one or two mistakes, repeat the exercise from the beginning. Give them a clear idea of what the exercise should sound like if all students are responding correctly and you are presenting with fast pacing.

**Note:** The correction procedure is indicated for Task A. The correction involves the steps of telling the students the correct sound, asking them What sound? and then repeating step 5. Say the sounds in **lip** again. First sound. . . . (Signal.), etc.

## Sounds

### *Rationale*

The general message conveyed by the sounds activities is that letters or letter combinations make predictable sounds. The consonants are often highly regular. The letter **F** almost always makes the sound **fff.** The letter combination **th** almost always makes the voiced **ththth** sound (as in **that**) or the unvoiced **ththth** sound (as in **thing**). Vowels are more variable. **Decoding B1** reduces this variability. After Lesson 5, students learn two sounds for the vowels **E** and **O.** One sound is the same as the letter name. The other sound is the short sound (**end, on**). This selection is based on the fact that simple words, such as **she, he, me, go,** and **so,** have a single letter that makes a long sound.

On the next page is a list of the sounds and the lessons in which the sounds are introduced. Make sure you pronounce each sound and sound combination correctly. Be particularly careful with sounds identified as stop sounds. There should be no vowel sound audible when you say these sounds. Don't say "cuh" for **c.** The sound is totally unvoiced. Say the word **sack.** The last sound you say when you pronounce the word is the appropriate sound for **c.** Similarly, the sound **b** is not pronounced "buh." If you pronounce it this way, students will have a great deal of difficulty in blending this sound with other sounds in a word. The pronunciation is the sound that occurs at the end of the word **hub.** (Whisper the rest of the word and say the **b** sound aloud.)

## Sound Pronunciation Guide

| Sound | As In | Type | First Appears in Lesson |
|---|---|---|---|
| **Vowel Sounds** | | | |
| a (ăăă) | and | continuous | 1 |
| a (āāā) | ate | continuous | 17 |
| e (ĕĕĕ) | end | continuous | 7 |
| e (ēēē) | me | continuous | 1 |
| i (ĭĭĭ) | if | continuous | 1 |
| i (īīī) | bite | continuous | 16 |
| o (ŏŏŏ) | odd | continuous | 5 |
| o (ōōō) | no | continuous | 4 |
| u (ŭŭŭ) | up | continuous | 4 |

### Sound Combinations

| Sound | As In | Type | First Appears in Lesson |
|---|---|---|---|
| ee (ēēē) | eel | continuous | 1 |
| th (ththth) | them | continuous | 1 |
| sh (shshsh) | dish | continuous | 3 |
| or (or) | for | continuous | 3 |
| ol (ol) | cold | continuous | 5 |
| ing (ing) | sing | continuous | 7 |
| ch (ch) | chip | stop | 7 |
| wh (www) | when | continuous | 7 |
| er (er) | her | continuous | 9 |
| ow (oh) | show | continuous | 10 |
| oo (oo) | soon | continuous | 12 |
| ea (ēēē) | eat | continuous | 15 |
| oa (ōōō) | oats | continuous | 17 |
| ai (āāā) | mail | continuous | 34 |
| ou (ow) | out | continuous | 51 |
| ar (ar) | art | continuous | 55 |
| oul (ōō) | could | continuous | 59 |
| ir (er) | fir | continuous | 61 |
| igh (īīī) | high | continuous | 62 |
| al (all) | fall | continuous | 64 |

### Other sounds

| Sound | As In | Type | First Appears in Lesson |
|---|---|---|---|
| b (b) | hub | stop | 7 |
| c (k) | sa<u>c</u>k | stop | 1 |
| ck (k) | sa<u>ck</u> | stop | 1 |
| d (d) | rid | stop | 1 |
| f (fff) | fit | continuous | 1 |
| g (g) | leg | stop | 3 |
| h (h) | he | stop | 3 |
| j (j) | jam | stop | 1 |
| k (k) | sa<u>c</u>k | stop | 1 |
| l (lll) | meal | continuous | 1 |
| m (mmm) | ham | continuous | 1 |
| n (nnn) | con | continuous | 1 |
| p (p) | sap | stop | 1 |
| qu (kwww) | quit | continuous | — |
| r (rrr) | run | continuous | 3 |
| s (sss) | this | continuous | 1 |
| t (t) | got | stop | 1 |
| v (vvv) | van | continuous | — |
| w (www) | went | continuous | 3 |
| x (kss) | ox | continuous | — |
| y (yēēē) | yell | continuous | — |
| z (zzz) | zip | continuous | — |

In Lessons 1 through 10, students practice identifying symbols as sounds. Students identify underlined sounds in words and then read the words throughout the program.

## LESSON 1 Letter Sounds

Following is a letter-sounds exercise from Lesson 1. (Note that there are other sound activities in this lesson.) All the sounds in this exercise are continuous sounds. Each sound is created by saying only the last part of the letter name.

**NEW** **LETTER SOUNDS**

### Task A  m, f, l, s, n

1. Open your Student Book to Lesson 1. ✓
- Everybody in the group can earn 8 points for doing well on reading these sounds and words. At the end of the Word-Attack exercises, I'll call on individuals. If the individuals read well, everybody in the group will earn 8 points.
2. Touch part 1. ✓
- You can say the sound for each of these letters if you listen to the **last** part of the letter name.

**1**

m  f  l  s  n

3. Touch the first letter. ✓
- That letter is **M.** The last part of the letter name is **mmm.** The letter **M** makes the sound **mmm.** What sound? (Signal.) *mmm.*
4. Touch the next letter. ✓
- What's the letter name? (Signal.) *F.*
- The letter **F** makes the sound **fff.** What sound? (Signal.) *fff.*
5. What's the next letter name? (Signal.) *L.*
- The letter **L** makes the sound **lll.** What sound? (Signal.) *lll.*

> **To correct:**
> a. What's the last part of the letter name **L?** (Signal.) *lll.*
> b. That's the sound for that letter. What sound? (Signal.) *lll.*

6. What's the next letter name? (Signal.) *S.*
- The letter **S** makes the sound **sss.** What sound? (Signal.) *sss.*

7. What's the next letter name? (Signal.) *N.*
- The letter **N** makes the sound **nnn.** What sound? (Signal.) *nnn.*
8. My turn to say the sound for each letter. Touch each letter as I say the sound: **mmm** (pause) **fff** (pause) **lll** (pause) **sss** (pause) **nnn.**
9. Your turn to say the sound for each letter. First sound. (Signal.) *mmm.*
10. Next sound. (Signal.) *fff.*
11. (Repeat step 10 for **lll, sss, nnn.**)
12. (Repeat steps 9–11 until firm.)

> **Individual test**
> (Call on individual students to say the sound for each letter in part 1.)

**Teaching Techniques.** The list of sounds that students work from is at the top of Lesson 1 in the Student Book. When presenting book tasks, position yourself among the students so you can see what they are doing. They don't have to look at you to follow your instructions. Note that the first step of the task refers to points the students earn. (See page 43 for details on the management system.)

Make sure students follow your instructions to touch parts and letters. Students may suggest that this type of structure is too easy for them, but the behavior is necessary for later word reading.

Try to move quickly. If students are slow in following your instructions, repeat the activity. That was pretty good. Let's try it again from the beginning. See if we can go really fast.

The signal you use for the students' verbal responses should be an audible signal—a clap, foot tap, or finger snap.

Practice presenting this activity so you can move quickly.

Do not present individual tests until students are firm on steps 8 through 10.

**Corrections.** Use the basic correction procedure. As soon as you hear a mistake, say the correct answer. Then repeat the question. Then go back to an earlier step in the exercise. For example, if students miss the sound **mmm** in step 9: The sound is **mmm.** What sound? (Signal.) *mmm.*

Let's go back. . . . First sound. (Pause. Signal.) Next sound. . . . (Pause. Signal.) . . . Good, you remembered **mmm.**

Step 11 of the exercise indicates a firming procedure.

### *Other Sound Activities*
Beginning with Lesson 11, sounds and sound combinations are practiced in the context of word reading. Students first identify the underlined part of a word (which is a sound or sound combination that has been taught). Students then read the word.

Also, students do daily Workbook Exercises that involve sounds and sound combinations. Students write sounds and sound combinations from dictation. They match sounds and copy sounds.

## Word Reading

### *Rationale*
All words are read aloud. The problem reader may be unpracticed in oral reading; however, only if the student reads aloud does the teacher know (a) whether the student is correctly identifying the word and (b) what kind of mistakes the student is making. The words introduced at the beginning of **Decoding B1** fall into the following groups: regularly spelled words, such as **mat;** irregularly spelled words, such as **what;** words that contain sound combinations that have been taught, such as **coat;** words that contain

the consonant blends that are particularly difficult for the problem reader, such as **flip, drop, splash;** words with endings, such as **dropping;** silent-**E** words, such as **hoped;** and compound words, such as **herself, anybody.** Specific teaching is provided for each type of word.

Note that the introduction of words is not based on word frequency. It is based on correcting the specific mistake tendencies of the problem reader. However, all high-utility words are introduced in **Decoding B1. Decoding B1** teaches some low-frequency words, such as **grove, sheer, bout, trench, barracks,** as well. Students also receive practice pronouncing words correctly and pairing them with their definition.

A list of words introduced in the Word-Attack Skills exercises in **Decoding B1** appears in Appendix D. This alphabetical list indicates the first lesson in which each word occurs.

The two major types of word lists students work with are **similar lists** (lists in which all words have a common sound or sound combination) and **random lists** (lists with a mixed presentation of word types).

The **similar list** provides students with structural information about how a particular detail of a word (a letter, an ending, a sound combination) affects the pronunciation of the word. The **random list** requires students to apply their knowledge of word structure to words that have no relationship to the other words in the list. Think of it this way: The similar list shows students how a structure works; the random list tests students and shapes their memory.

The procedure for word reading involves group work, followed by individual turns. First you direct the reading of all words specified for the lesson. Then you call on individual students.

Each is to read a row or column of words. In the following exercises, no individual turns are specified. The last exercise is a sample of the individual word-reading format that appears at the end of the word-attack segment of the lesson.

### Correcting Word-Attack Errors

**Decoding B1** has two entry points: One entry is for students who complete **Decoding A.** A second entry is for students who have not gone through **Decoding A** but place in **Decoding B1.** Students who have been through **Decoding A** enter **Decoding B1** at Lesson 8 and do one lesson a day. Students who have not been through **Decoding A** start at Lesson 1 and continue through to the end of the program, averaging one lesson a day.

The **Decoding A** program, which is targeted for nonreaders, teaches students sound-symbol relationships so students can sound out and say fast each word. Students are taught to sound out words they do not know with an explicit strategy. The vocabulary is highly controlled to exclude irregular words in the English language that do not adhere to this predictable sound-symbol relationship, such as **was, of, you,** and **do.** Gradually, a few high-frequency, irregular words are introduced after students have had hundreds of repetitions of reading regular words in the program.

As **Decoding A** students transition into **Decoding B1,** they are taught to spell irregular words. The first ten lessons of **Decoding B1** model the sound-it-out strategy for students who begin the program with weak decoding skills. The first step in correcting errors in word lists is to simply tell the students the word so they immediately hear the correct word. During the first ten lessons, model the sounding out and lead the students to also sound out the word. The last step in all corrections is to ask What word? and repeat the task from the beginning.

After Lesson 10, the errors students make in word lists are corrected using a spelling strategy. **Decoding B1** students who begin the program with extremely weak decoding skills may benefit from continuing the sound-it-out correction on word lists beyond Lesson 10. Do not use a sound-it-out correction unless you are certain the word is perfectly regular. This means all the letters or letter combinations make their "regular" sound, as they appear in the Sound Pronunciation Guide on page 17.

### Word Reading Lessons 1–10

In Lessons 1 through 10, students do some word-attack exercises, in which they sound out words. Students say the sounds of letters or letter combinations and then say the word. Also, students decode some words by first identifying an underlined sound or sound combination and then by reading the word.

In these lessons, some decoding tasks are on the board, and some appear in the Student Book. After Lesson 10, most of the word-attack exercises involve the Student Book.

For Lessons 1 through 10, some words are corrected by directing students to sound out the word and then identify it. For irregularly spelled words presented early in the program, the teacher first says the word, and then students spell the word.

### Directing the Sound-Out Procedure

Lesson 1 introduces sounding-out words. For early sound-out tasks, you model, lead, and test. You first model sounding out the word exactly the way you expect students to sound it out. Next you may lead by directing students to sound out the word with you. Finally, students sound out the word and answer What word?

Here's how to execute the signal to sound out the word.

- ■ Point to the word.
- ■ Touch under each letter as you say the sounds for the letters **(mmm, ăăă, nnn).**
- ■ Tell the students to say the sounds with you as you loop from letter to letter **(mmm, ăăă, nnn).**
- ■ Ask What word? *Man.*
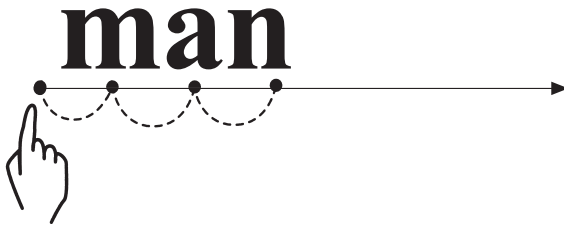


For words that have sound combinations such as **th, oo, sh, ea,** and **ch,** do not touch each letter. Touch between the letters in the combination.

## LESSON 1 Sounding Out

Lesson 1 introduces sounding out. Part of Exercise 5 appears below.

──── **EXERCISE 5** ────

**NEW** **VOWEL SOUNDS**

**Task A**

1. (Print on the board:)

| a   i   e   ee |
| --- |

- • These are vowels. Vowels do not make the same sound in every word. You're going to learn one sound for every vowel. Later you'll learn other sounds these vowels make in some words.
- 2. I'll say one sound for each vowel.
- • (Point to **a:**) One sound for this vowel is **ăăă.** What sound? (Signal.) *ăăă.*
- • (Point to **i:**) One sound for this vowel is **ĭĭĭ.** What sound? (Signal.) *ĭĭĭ.*
- • (Point to **e:**) One sound for this vowel is **ēēē.** What sound? (Signal.) *ēēē.*
- • (Point to **ee:**) This vowel is double **E.** It also makes the sound **ēēē.** What sound? (Signal.) *ēēē.*

**Task B—Model**

1. (Print in two columns on the board:)

| man | did |
| --- | --- |
| keep | last |
| sand | lip |

- • I'll say the sounds for each word. Then you'll tell me the word.
- 2. (Point to **man:**) First word. (Touch under **m, a, n** as you say **mmm ăăă nnn.**) What word? (Signal.) *Man.*
- 3. (Point to **keep:**) Next word. (Touch under **k, ee, p** as you say **k ēēē p.**) What word? (Signal.) *Keep.*
- 4. (Point to **sand:**) Next word. (Touch under **s, a, n, d** as you say **sss ăăă nnn d.**) What word? (Signal.) *Sand.*
- 5. (Point to **did:**) Next word. (Touch under **d, i, d** as you say **d ĭĭĭ d.**) What word? (Signal.) *Did.*
- 6. (Point to **last:**) Next word. (Touch under **l, a, s, t** as you say **lll ăăă sss t.**) What word? (Signal.) *Last.*
- 7. (Point to **lip:**) Next word. (Touch under **l, i, p** as you say **lll ĭĭĭ p.**) What word? (Signal.) *Lip.*

**Task B—Lead**

1. This time you'll say the sounds with me. Then say the word.
2. (Point to **man:**) Say the sounds. (Touch under **m, a, n** as you and the students say *mmm ăăă nnn.*)
3. (Repeat step 2 until firm.)
4. What word? (Signal.) *Man.*
5. (Point to **keep:**) Say the sounds. (Touch under **k, ee, p** as you and the students say *k ēēē p.*)
- • What word? (Signal.) *Keep.*
6. (Point to **sand:**) Say the sounds. (Touch under **s, a, n, d** as you and the students say *sss ăăă nnn d.*)
- • What word? (Signal.) *Sand.*
7. (Point to **did:**) Say the sounds. (Touch under **d, i, d** as you and the students say *d ĭĭĭ d.*)
- • What word? (Signal.) *Did.*

8. (Point to **last:**) Say the sounds. (Touch under **l, a, s, t** as you and the students say *lll ī ī ī  sss t.*)
- What word? (Signal.) *Last.*
9. (Point to **lip:**) Say the sounds. (Touch under **l, i, p** as you and the students say *lll ĭ ĭ ĭ p.*)
- What word? (Signal.) *Lip.*

**Teaching Techniques.** When you sound out the words, do not block the students' view of the word. Do not cover up the letters as you are pointing.

**Corrections.** If students misidentify a sound in step 2 of Task B—Lead, say the correct sound as soon as you hear the error. Repeat step 2 until students are responding correctly to all sounds.

## LESSON 5 Word Reading with Underlined Part

Starting in Lesson 5 is an exercise type that prepares students for a later type that requires students to first say the underlined part of a word and then to identify the word. The Lesson 5 task provides a simpler procedure. Students first identify the underlined sound in all the words. Then students read all the words.

---
**EXERCISE 10**

NEW **WORD READING WITH UNDERLINED PART**

*Task A*

1. (Print in two columns on the board:)

| | |
|---|---|
| f<u>or</u> | <u>sh</u>ip |
| f<u>o</u>ld | tee<u>th</u> |
| wi<u>sh</u> | m<u>or</u>e |
| wi<u>th</u> | |

- These words have underlined parts. You'll say the sound of each underlined part.
2. (Point to **f<u>or</u>:**) What's the sound for the underlined part? (Signal.) *Or.*
3. (Repeat step 2 for **f<u>o</u>ld, wi<u>sh</u>, wi<u>th</u>, <u>sh</u>ip, tee<u>th</u>, m<u>or</u>e.**)
4. This time you'll read the words. Remember the sound the underlined part makes.
5. (Point to **f<u>or</u>:**) What word? (Signal.) *For.*
6. (Repeat step 5 for **f<u>o</u>ld, wi<u>sh</u>, wi<u>th</u>, <u>sh</u>ip, tee<u>th</u>, m<u>or</u>e.**)

---

**Teaching Techniques.** Don't rush students when identifying the underlined parts. First point to the sound. Then pause. Then say What's the sound of the underlined part? and touch under the part. Students are to respond as soon as you touch under the sound.

**Corrections.** The most frequent mistake students make is confusing directions that refer to the underlined part and directions that refer to the word. When you say What's the sound of the underlined part? some students will say the word. In step 5, when you

ask What word? some of the students will respond with the sound for that part. Tell them the right answer and repeat the task.

## LESSON 1 Fooler Game

In Lesson 1, Fooler Games are introduced in the Workbook. For these games, the teacher reads sentences and makes specified mistakes. Students identify the mistakes by circling words the teacher misreads. If students don't catch all the mistakes, the teacher has fooled them. The words in the sentences the teacher reads are those that students often misread and that their peer checkers often fail to catch.

Here's the exercise from Lesson 1.

---
**EXERCISE 11**
---

NEW **THE FOOLER**

1. Open your Workbook to Lesson 1. ✓
• We're going to play the Fooler Game. Find Part 1. ✓

> **1**
> 1. Did the stick land in sand?
> 2. Keep the pan in that sack.

2. I'll read each sentence. Follow along. I will say some words wrong in some sentences, but not all of them. Let's see if I can fool you. Pencils down. ✓
3. Sentence 1 (read slowly): **Did** (pause and ✓) **a** (pause) **stick** (pause) **lean** (pause) **in** (pause) **sand?**
• Once more: **Did** (pause) **a** (pause) **stick** (pause) **lean** (pause) **in** (pause) **sand?**
4. Circle any words I didn't read correctly. Pencils down when you're finished. ✓
5. I missed two words. Tell me the first word I missed. (Signal.) *The.* Yes, **the.**
• Tell me another word I missed. (Signal.) *Land.* Yes, **land.**
• Everybody, you should have circled **the** and **land.**
(Observe students and give feedback.)

> **1**
> 1. Did (the) stick (land) in sand?

6. (Call on a student to read sentence 1.) *Did the stick land in sand?*
7. Pencils down. ✓
• Sentence 2: **Keep** (pause and ✓) **the** (pause) **pan** (pause) **in** (pause) **that** (pause) **sack.**
• Once more: **Keep** (pause) **the** (pause) **pan** (pause) **in** (pause) **that** (pause) **sack.**
8. Circle any words I didn't read correctly. Pencils down when you're finished. ✓
9. I didn't miss any words.
• (Observe students and give feedback.)

> **1**
> 2. Keep the pan in that sack.

10. (Call on a student to read sentence 2.) *Keep the pan in that sack.*

**Teaching Techniques.** Read at a slow rate, pausing a second or so between words. In step 5, students check whether they caught each error the teacher made.

## Word Reading Lessons 11–65
## LESSON 12 Sound Combinations

The following exercise from Lesson 12 shows how various sound combinations are introduced. The teacher first says the sound made by the combination and then directs students to read words containing the combination, which is underlined in each word. The students first identify the sound and then read the word. (**Note:** the letters **O-O** make the same sound in each word.)

---
**EXERCISE 3**
---

⬦NEW⬦ **SOUND COMBINATION: oo**

1. Open your Student Book to Lesson 12. Touch the letters **O–O** in part 1. ✓

**1**

| oo | too | broom | soon | room |

2. In many words, the letters **O–O** make the sound **oo,** as in **too.** What sound? (Signal.) *oo.*
3. You're going to read words that have the sound **oo.** You're going to say the sound for the underlined part and read the word.
4. First word. ✓
 • What sound? (Signal.) *oo.*
 • What word? (Signal.) *Too.*
5. Next word. ✓
 • What sound? (Signal.) *oo.*
 • What word? (Signal.) *Broom.*
6. (Repeat step 5 for each remaining word.)

**Teaching Techniques.** Students are looking at the words in their books. Therefore, present as you walk among the students and observe whether they are following your instructions about touching. Use an audible signal (a snap, clap, or tap) to indicate when they should respond.

Maintain a fast pace. Do not hold up the group if one student tends to lag. Just remind the group You'll have individual turns later, and they are worth points. So pay attention now, and you'll do better on individual turns. Remember, if you let the students know that they can slow you down by going slowly, they will train you to go very slowly. Maintain a good pace and teach them to follow your pace. (Also remember that when students read words in connected sentences, they will read at least 60 words a minute. The word-reading activity, therefore, should be paced quite rapidly.)

**Corrections.** Beginning with Lesson 11, use the following correction procedure for all word-reading errors.
 a. The word is _____. What word? (Signal.)
 b. Spell _____. (Signal for each letter.)
 • What word? (Signal.)
 c. (Go back to the first word and present the words in order.)

Use this spelling correction for all word-reading mistakes in Word-Attack Skills exercises from Lesson 11 on. Do not use this correction for word-reading mistakes in stories. (See page 30 for the correction procedure used during story reading.)

## LESSON 11 Word Reading: Irregulars

The first words in this exercise are underlined. These words are new or difficult. You model underlined words because the students aren't expected to know these words. Then you present each of the other words by asking What word?

Most words in the list are irregular. However, any word or word type that has been taught may appear in these random lists.

---
**EXERCISE 6**

<span style="color:red">**NEW**</span> **WORD READING**

*Task A* **Irregular words**

1. Touch the first word in part 4. ✓

> **4**
>
> know  my  into  question
>
> middle  what  you  they
>
> woman  do  person

2. That word is **know.** What word? (Signal.) *Know.*
   Yes, I **know** a secret.
3. Spell **know.** (Signal for each letter.) *K–N–O–W.*
 • What word? (Signal.) *Know.*
4. Next word. ✓
 • That word is **my.** What word? (Signal.) *My.*
5. Spell **my.** (Signal for each letter.) *M–Y.*
 • What word? (Signal.) *My.*
6. Next word. ✓
 • That word is **into.** What word? (Signal.) *Into.*
7. Spell **into.** (Signal for each letter.) *I–N–T–O.*
 • What word? (Signal.) *Into.*
8. Next word. ✓
 • That word is **question.** What word? (Signal.) *Question.*
9. Spell **question.** (Signal for each letter.) *Q–U–E–S–T–I–O–N.*
 • What word? (Signal.) *Question.*

*Task B*

1. This time you will just read the words. Go back to the first word. ✓
 • What word? (Signal.) *Know.*
2. Next word. ✓
 • What word? (Signal.) *My.*
3. (Repeat step 2 for each remaining word.)

**Teaching Techniques.** The only new step in this format is step 3, in which students spell the word after they identify it. The other techniques and corrections are the same as those for the sound-combination words.

**Corrections.** Remember the steps for correcting word-attack mistakes.

 a. The word is _____. What word? (Signal.)
 b. Spell _____. (Signal for each letter.)
 • What word? (Signal.)
 c. (Go back to the first word and present the words in order.)

## LESSON 16 Word Reading with Underlined Part

Another type of random list has words with underlined parts. The underlined part may be an ending, a letter combination, or a single letter. This activity serves as an ongoing review of the sounds of the letters and letter combinations. Students first say the sound for the underlined part and then read the word.

---
**EXERCISE 4**

<span style="color:red">**NEW**</span> **WORD READING WITH UNDERLINED PART**

1. Touch part 2. ✓

> **2**
>
> fast  box  plan  too  after  help
>
> bit  began  will  left  flash  next

 • You're going to say the sound for the underlined part and then read the word.
2. First word. ✓
 • What sound? (Signal.) *ăăă.*
 • What word? (Signal.) *Fast.*
3. Next word. ✓
 • What sound? (Signal.) *ŏŏŏ.*
 • What word? (Signal.) *Box.*
4. (Repeat step 3 for each remaining word.)
5. (Repeat steps 2–4 until firm.)

**Teaching Techniques.** The pattern you'll present is the same for all words. What sound? . . . What word? Maintain a rapid pace. The three steps for each word should take no more than a few seconds. If students have trouble when this format is introduced, model how to move at a reasonable pace.

My turn. What sound? **ăăă.**
What word? **Fast.**
Next word. What sound? **ŏŏŏ.**
What word? **Box.**
Your turn: First word. What sound? . . .
Signal, etc.

**Corrections.** Use the standard spelling correction for word-reading errors. If students misidentify a sound, tell them the sound and then ask them What sound? Then return to the first word in the row and present the sound-word sequence for all words.

## LESSON 11 Buildups and Conversions

Both buildups and conversions are board work. For all these formats, you write a word or group of words on the board. Then you change part of each word, either by adding letters or changing a part of the word.

The purpose of the buildup formats is to show students how specific changes in the letter of a word change the pronunciation. The buildups concentrate on those elements that are difficult for the poor reader—vowels, endings, and consonant blends.

Note that after Lesson 10 there is rarely more than one board format in a lesson. Some lessons have no board activity. Following is the buildup format from Lesson 11.

---
**========= EXERCISE 2 =========**

**NEW** **ENDINGS BUILDUP**

1. (Print in a column on the board:)

> fill
> ask
> show
> jump
> yell

2. You're going to read these words. Then I'm going to change each word.
3. (Point to **fill.** Pause.) What word? (Signal.) *Fill.*
- (Repeat for **ask, show, jump, yell.**)

---

> **To correct all word-reading errors during Word-Attack Skills, follow these steps:**
>  a. The word is _____. What word? (Signal.)
>  b. Spell _____. (Signal for each letter.)
>  • What word? (Signal.)
>  c. (Go back to the first word and present the words in order.)

4. (Add **ed** to each word:)

> filled
> asked
> showed
> jumped
> yelled

5. (Point to **filled.** Pause.) What word? (Signal.) *Filled.*
- (Repeat for **asked, showed, jumped, yelled.**)
6. (Change to the original list:)

> fill
> ask
> show
> jump
> yell

- (Repeat steps 3–5 until firm.)

Individual tests are part of this format. Individual tests for most Word-Attack Skills exercises are presented at the end of the word-attack part of the lesson.

**Teaching Techniques.** A good plan is to print the words on the board before the lesson begins.

Use the same timing you use for other tasks. When signaling, either tap in front of the word or slash under the word from left to right.

## Individual Tests

Individual tests are presented at the end of the word-attack portion of the lesson. The number of points students earn changes. In Lessons 1 through 5, students earn more

points for word-attack than they do in subsequent lessons.

The point system is designed so that every member of the group earns a specified number of points or no points. To earn points, the group must read about 80 percent of the rows or columns without error.

## LESSON 11 Individual Tests

Following is the introductory format for individual tests presented in Lesson 11. In the exercise below, students earn 5 points for word-attack.

---

**━━━━━━ EXERCISE 7 ━━━━━━**

**WORD-ATTACK SKILLS: Individual tests**

1. Touch part 5 in your Student Book. ✓

**5**

(a) lift  shopping  which  black  wet

(b) creek  got  planning  jump  over

(c) trash  milk  sister  sweep  brown

(d) horse  path  rubbed  rancher  going

(e) get  thank  person  down  teen

2. These are words you've read. They are in a different order. I'll call on individuals to read each row.
3. (Each student reads a row. Tally the rows read without error. If the group reads at least 4 rows without making errors, direct all students to record 5 points in Box A of their Point Chart.)
4. (If the group did not read at least 4 rows without errors, do not award any points for the Word-Attack Skills exercises.)

**To correct:**
  a. The word is _____. What word? (Signal.)
  b. Go back to the first word in the row.

---

The Point Chart referred to in step 3 is at the back of the Workbook.

| Lesson | Group Points | | Individual Points | | | | TOTAL |
|---|---|---|---|---|---|---|---|
| | A | B | C | D | Bonus | | |
| 11 | 5 | | | | | = | |

For each lesson, there is a row of boxes. The points for word-attack are entered in Box A. If the group earns points, students write **5** in Box A.

**Teaching Techniques.** If students earn points, praise them as a group for doing a good job. That was tough, but you did it. Good reading.

If the group did not earn points, tell them You didn't read enough rows or columns correctly. You'll have another chance on the next lesson. Maybe you'll do better. Also, you can still earn points today for Group Reading, for your Individual Reading Checkouts, and for your Workbook.

Do not argue or negotiate with students who did not earn points. Do not permit students to berate a member of the group who did not read a row or column correctly. If students start to pick on another student, tell them Stop that. We're a group. Jerry is a member of this group. We work together. That means nobody will criticize Jerry when he's having trouble. And nobody will criticize you when you're having trouble. So let's move on to the next part of the lesson.

# Group Reading

## Reading Vocabulary

The selection of words is based on various criteria—sound-symbol correspondence, utility, and probability of students misreading the word. The selection may be influenced by "frequency," but high-frequency use is not considered a major criterion. Many high-frequency words do not follow regular sound-symbol correspondences and make it difficult for students to use sound-out strategies to figure out new words. Therefore, irregular words, such as **was, done,** and **of,** are added gradually to the lessons.

The reading vocabulary that the program introduces occurs at a relatively high rate in selections. Students use reading-vocabulary words they have learned when they summarize stories, refer to problems and solutions, or answer specific questions about story details.

Students are never encouraged to read a word without understanding its meaning. When using the program with English Language Learners, always provide a quick explanation of words that students do not appear to understand, and check their understanding during the story comprehension activities.

## Group Sentence Reading

During Lessons 1 through 10, students read isolated sentences (about 30 to 95 words).

## Group Story Reading

The stories in **Decoding B1** begin in Lesson 11 and increase in length, difficulty, and interest. Story length increases from about 200 words in Lesson 11 to 700 words in Lesson 65. All stories are composed of words that have been taught in the series or words that the students can already read. After new words and word types are introduced in the word-attack exercises, the words are incorporated in stories. Furthermore, the introduction of words in the stories is cumulative, which means that once words have been introduced, they recur in stories.

The syntax and structure of the stories are designed to correct mistakes the problem decoder typically makes. Early stories are low-interest stories because the poor reader must concentrate on a new game—looking at the words carefully and identifying them without guessing. With higher-interest stories, the problem reader becomes preoccupied with the content of the story and reverts to habitual, inappropriate decoding strategies, which means that errors increase greatly. Later in the program, after students have practiced the game of accurate decoding, the stories become more interesting. Although the content "distracts" the reader, appropriate strategies are now strong enough for the reader to read with acceptable accuracy.

## Story-Reading Procedures

Group story reading follows Word-Attack Skills and requires approximately 15 to 20 minutes. The story for each lesson immediately follows the word lists.

For Group Reading, students may sit at desks, around a table, or in any convenient arrangement of chairs. Students should be close enough to you so that you can observe them as they read and as they follow along while others read.

The stories are divided into parts. At the end of each part is a bracketed number that tells the number of points the students earn if they read the part without making more than 3 errors.

---

**6**        **Tim Asked Questions**

Tim asked a lot of questions. His dad told him to go to the store for milk. Tim asked, "Which store?"

When his mom told him to set the cups on the shelf, he asked, "Which shelf?"

His sister said, "Give me a hand."

Tim said, "Which hand?"

Last week, Tim was at a ranch. The rancher told him, "Get on a horse and go down that path."

Tim asked 2 questions. What questions do you think he asked?

[1]

---

Students take turns reading one or two sentences for each turn. They stop at the end of each sentence. If you want them to read the next sentence, say Go on.

At the end of each part, you tell students whether or not they earned points for that part. If the group did not meet the error criterion, you direct the rereading of the part, until students read that part with no more than 3 errors. Students earn no points for a part that is reread.

In the introductory format (Lessons 11 through 13), you will read the story a part at a time after the students have read it. When you stop at the end of each part, you ask specified comprehension questions.

Beginning with Lesson 14 and continuing to the end of the program, you will no longer reread the story parts. You will ask the specified comprehension questions at the end of each part that the students have read within the error limit.

**Note:** The procedure for awarding points for parts of the story, rather than for the whole story, increases the probability that students will keep trying to read accurately, even if they fail to earn points on a part of the story.

# LESSON 11 Story Reading

———— **EXERCISE 8** ————

**NEW** **STORY READING**

### Task A

1. (Hold up a Student Book and point to the story in part 6, shown below.)

**6**       **Tim Asked Questions**

Tim asked a lot of questions. His dad told him to go to the store for milk. Tim asked, "Which store?"

When his mom told him to set the cups on the shelf, he asked, "Which shelf?"

His sister said, "Give me a hand."

Tim said, "Which hand?"

Last week, Tim was at a ranch. The rancher told him, "Get on a horse and go down that path."

Tim asked 2 questions. What questions do you think he asked?

[1]

The rancher told Tim to get on a black horse, and Tim did that. Then Tim went down the path and got to a creek.

He said, "How is this horse going to get over this creek?"

The horse showed him how. The horse jumped over the creek. But Tim fell into the creek when the horse jumped.

Tim sat in the middle of the creek and said to the horse, "I see how you got over the creek."

Then he asked a question. What do you think he asked?

[2]

- From now on, you're going to read stories. Each story is divided into parts.
2. (Point to the end of the first part.) The first part ends here. The number tells you that the part is worth 1 point. The second part goes to the end of the story. The number at the end of the story tells you the second part is worth 2 points.

3. Remember, you can earn points for reading each part without making more than 3 errors.
4. I'll call on different students to read. Here are the rules that you are to follow.
One: Point to each word that is read.
Two: Read loudly when I call on you.
Three: Stop at the end of each sentence.
5. (Call on a student to read the title.) *Tim Asked Questions.*
6. (Call on individual students, each to read one or two sentences. Praise students who read without making errors.)

> **To correct word-reading errors:**
> a. (As soon as a student misidentifies a word, say:) The word is _____.
> • Touch _____. ✓
> • What word? (Signal.)
> b. Go back and read the sentence again.

7. (At the end of each part of the story:)
a. (Tell the students the number of errors the group made and whether the group earned points for that part.)
b. (Praise the group if they made no more than 3 errors.)
c. (If the group made more than 3 errors, direct the group to reread the part.)

Students are required to point to words that are read because they need as much reading practice as possible. You don't know if a student is actually reading if that student is merely looking at the page as another student reads. However, if the student's finger is under the words that are being read, you have more reason to believe that the student is indeed silently reading. Also, if students point while reading aloud, they may read more accurately, particularly the smaller words that are frequently misread or omitted.

**Teaching Techniques.** Follow these procedures during the reading.

**1** You may call on students in a fixed order or in a random order. If they are reasonably well behaved and attentive, a fixed-order procedure is faster. If the students are not attentive, call on individuals in a random order; however, make sure each student receives at least two turns at reading.

**2** Students are to stop at the end of each sentence. If you want a student to continue, say Go on or Read the next sentence. When each student's turn involves reading more than one sentence, the reading frequently proceeds more smoothly because the pacing is faster.

**3** Quickly praise students who read with no errors. Good reading is a quick and effective statement of praise.

**Recording Errors.** Record every error students make during the story reading. At the end of each part, you must be able to tell the total number of decoding errors the group made in that part. You may count the errors by making a mark on the board for every error, or you may use a system such as marking the errors on your copy of the story. A more precise system would show which words students misread, which words were omitted, and so on.

Although such an elaborate system is not necessary, you should note words on which there are **chronic errors** so you can add them to the next word-attack presentation. Don't add more than two or three words per lesson.

## Correction Procedures

You will have to correct errors associated with (a) word reading, (b) not stopping at the end of a sentence, (c) self-correcting and rereading, (d) line skipping, and (e) rate.

**Word-Reading Errors.** The story-reading format displays the correction for word-reading errors (step 6), including word omissions, word additions, and word misidentifications. Handle the correction in a low-key manner.

Having the student reread the sentence from the beginning provides the student with the experience of (a) reading the sentence correctly and (b) reading the word in the sentence context. The rereading also provides you with a basis for telling the student Good reading.

**Not Stopping at the End of a Sentence.** If a student reads past a period or a question mark, do not treat this mistake as a critical one. Tell the student Stop. You read past a period. Call on another student to read the sentence following the period. If a student persists in reading past periods, require that student to touch the period (or question mark) at the end of the sentence that is to be read and then to read the sentence. After using the procedure a few times, simply remind the student by saying Remember to stop at the end of the sentence. Finally, when the student no longer reads past the period, drop the reminder.

If students in a group are quite remiss about stopping at the end of a sentence, offer bonus points—perhaps 2 of them—for making no more than 3 period-running mistakes on the story. Inform students of the rule about bonus points before the group reading of the story. Continue awarding the points until students stop making period-running errors.

**Self-Correcting and Rereading Mistakes.** Inform the students that self-corrections are errors. If a student reads the word **what** as "that" and immediately says, "what," count it as an error.

If a student self-corrects, follow this procedure.

1 Record the error.

2 Immediately say Yes, the word is _____.

3 Now read the sentence again from the beginning. Remind students who chronically correct themselves to read more slowly. Take your time. Don't guess at the words.

Also treat rereading of sentences as errors. Some students keep restarting sentences. For example, *The dog . . . the dog was on . . . the dog was on the fence. . . .* Handle these errors in the following way.

1 Tell students they are allowed only so many of these spontaneous rereadings. Set the limit at three or four. After the third or fourth rereading, each will be counted as an error.

2 When students begin rereading, stop them and say You read the words correctly. So just keep on reading. Take your time and go all the way to the end of the sentence. Start at the beginning and read all the way to the end of the sentence.

**Line-Skipping Errors.** Handle line-skipping errors in a manner similar to the procedures for period-running errors and rereading. If students are chronic line skippers, set a limit for line-skipping errors—perhaps 2. Offer bonus points for staying under the line-skipping error limit.

**Errors of Rate.** Some students attempt to read very fast and, as a result, make many errors. Follow this procedure with those students.

1. Remind them Slow down and read each word carefully.

2. Count every unintelligible or doubtfully pronounced word as an error. Frequently, some students fake words. If they read in a fast, garbled manner and it is difficult to understand what they say, tell them I'm sorry, but I just can't hear what you say when you read like that, and every word I can't hear clearly I have to count as an error.

3. Follow the procedure of working on accuracy first and then rate and appropriate inflection. Once students read without making many mistakes, have them attempt to read more fluently. Make it quite clear, however, that accuracy is the first priority.

**Note:** Don't be overly concerned with students who read slowly but accurately, unless they try to sound out each word. Such students are misplaced and should be in **Decoding A.** The behavior of the reader who is slow but accurate is shaped by the individual checkouts, which have a rate criterion.

## Changes in Group Reading Point Schedule

After students have completed the story, tell them the number of points they earned for Group Reading. These points are entered in Box B of their Point Chart for the lesson.

| Lesson | Group Points | | Individual Points | | | | TOTAL |
|---|---|---|---|---|---|---|---|
| | A | B | C | D | Bonus | | |
| 11 | 5 | 3 | | | | = | |

During the early stories, students earn only 3 points for reading an entire story within the specified error limit. As the stories get longer, the number of points for the story-reading increases. By Lesson 46, students can earn 8 points for reading an entire story within the error limit.

The points awarded for other parts of the lesson also change during the program; however, for each lesson, students may earn 20 points. (See page 43 for details.)

## Oral Comprehension Questions

Story questions are presented before students read the story, after students read each part of the story, and after students have completed the selection. Most of the story questions relate to the details of each story part students read. Those that occur before students read a selection have to do with summarizing events of the preceding story and predicting what may occur in the current selection. Those questions that occur during and after the story address story characters, setting, problems and solutions, sequence of events, cause and effect, and comparisons or contrasts.

Following is the oral comprehension activity for Lesson 11.

### Task B
1. (After the students have read both parts of the story, say:) I'll read the first part of the story and then ask you questions about that part.
2. (Read the first part of the story. Call on individual students to answer each question.)
  a. What did Tim do a lot of? (Call on a student.) *Asked questions.*
  b. When his mom told him to set the cups on the shelf, what did he say? (Call on a student.) *Which shelf?*
  c. When the rancher told him, "Get on a horse and go down that path," Tim asked two questions. What questions do you think he asked? (Call on a student.) (Idea: *Which horse? Which path?*)

3. (Read the second part of the story. Call on individual students to answer each question.)
   a. What kind of horse did Tim get on? (Call on a student.) *A black horse.*
   b. He went down the path until he came to something. What was that? (Call on a student.) *A creek.*
   c. How did the horse get over the creek? (Call on a student.) *Jumped.*
   d. What happened to Tim when the horse jumped? (Call on a student.) (Idea: *He fell into the creek.*)
   e. Tim said to the horse, "I see how you got over the creek." Then he asked a question. What do you think he asked? (Call on a student.) (Idea: *How do I get over the creek?*) (Accept reasonable responses.)
4. (After asking the comprehension questions for the second part, tell the students the total number of points to record in Box B of their Point Chart. Maximum = 3 points.)

**Teaching Techniques.** Follow these procedures for asking questions. First ask the question. Then call on a student to answer it. By presenting the question before calling on the student, you increase the possibility that more students will pay attention to the question and figure out the answer.

# Fluency Assessment: Individual Reading Checkouts

Beginning in Lesson 6, the Individual Reading Checkouts are scheduled immediately after the group sentence-reading or story-reading activities (and point recording) and take about 10 minutes. By Lesson 16, the procedure for the remainder of the program is established. Students do two checkouts for every lesson. The first is a checkout on the first part of the story read that day. The second checkout is a timed checkout on the first part of the story from the preceding lesson. (In Lesson 16, the first checkout is a nontimed checkout on story 16; the second checkout is a timed checkout on story 15.)

Starting in Lesson 11, students work in pairs. Each pair has an A member and a B member. It is most efficient to assign permanent pairs at the beginning of the program. At the beginning of the program, tell each pair of students _____ is the A member of this pair and _____ is the B member. The procedure is for one member of the pair to read while the other member checks and counts errors. Then the roles are reversed, with the student who had been checking doing the reading.

During each checkout, you will listen to two pairs of students and give feedback. This procedure is then repeated for the timed checkout. The only difference is that you time the A members and then the B members. Each member reads as far as possible in 1 minute. The minimum number of words to be read is specified in the teacher presentation script. Tell the students not to stop at the end of the first part. They should keep reading until you say Stop.

**Note:** During each timed checkout, all A members read at the same time. Then all B members read.

This procedure presents each student with a lot of reading practice (reading connected sentences). However, the entire checkout doesn't take very long, about 10 minutes for both checkouts.

## Conducting Reading Checkouts

Below is the teacher presentation script for Lesson 16, in which the full checkout procedure is introduced. (In earlier lessons, students have single checkouts. Lesson 16 is the first that presents both checkouts.)

---
**EXERCISE 9**
---

**‹NEW› READING CHECKOUTS**

### Task A  First checkout, not timed

1. (For this part of the lesson, assigned pairs of students work together during the checkouts.)
2. Starting today, you're each going to do two reading checkouts. The first checkout is on the first part of story 16. If the reader makes no more than 2 errors, the reader earns **3 points.** Do that checkout now. Remember to raise your hand when you've finished reading. Then the other person in the pair will read the first part of the story.
• (During the first checkout, observe at least two pairs of students. Make notes on any mistakes the readers make. Give the checkers feedback on any mistakes that were not caught. Praise checkers who provide good feedback. Praise readers who read accurately.)
3. (Direct readers who made no more than 2 errors to record 3 points in Box C-1 of their Point Chart.)

### Task B  Second checkout, timed

1. (After all students have completed their first reading checkout, say:) Now you will do a timed reading checkout on the first part of story 15.
2. For this checkout, I'll tell you when to start and when to stop. The reader keeps reading for the whole minute. Don't read the title. Start with the first word of the story. The reader will try to read at least 60 words during the minute and make no more than 3 errors. The 60th word is underlined in the Student Book. Checkers will count errors.

• (During the timed checkout, observe two pairs of students, each for 1 minute. Make notes on any mistakes the readers make. Give the checkers feedback on any mistakes that were not caught. Praise checkers who provide good feedback. Praise readers who read accurately.)
3. This is not a race. Just read like you talk.
4. First set of readers, get ready. ✓
• Go.
• (After 1 minute, say:) Stop.
5. Checkers, raise your hand if your reader made no more than 3 errors.
• (Direct students who read 60 words or more and made no more than 3 errors to record **3 points** in Box C-2 of their Point Chart.)
6. (Direct all students to plot their reading rate—the number of words they read in 1 minute—on the Individual Reading Progress Chart at the end of their Workbook.)
• (Next, direct students to circle the number of errors they made during the timed reading.)
7. (Repeat the procedures, steps 4–6 above, with the second member of each pair reading the first part of story 15.)
8. (Record on the Fluency Assessment Summary form the timed reading checkout performance for each student you observed. A blackline master of this form is found in the back of the Teacher's Guide. Make a copy of this form for each group you teach.)

**Checkers' Behavior.** On the first reading, checkers are to tell readers about any mistakes as they occur. Tell checkers Show the reader the word that was misread or omitted. Then tell the reader that word. If you have a question, raise your hand.

During the timed reading checkout, checkers are not to interrupt the reader but are only to mark errors. Checkers can tally errors on a sticky pad or notepad. At the end of the reading, the checker then counts the tally marks.

During the first checkout (nontimed), observe two pairs of students. Give them feedback on how well they read, and catch errors.

For the timed checkout, indicate how many words students are to read. Tell students when to start reading and when to stop. During each timed checkout, observe one pair of students and make notes on any mistakes the reader makes. Give the pair feedback on how well they read, and catch errors. Record each student's checkout performance on the Fluency Assessment Summary form at the back of this Teacher's Guide. (Make a copy of this form for each group you teach.)

To earn points for the timed reading checkout, the reader must read at least 60 words in 1 minute and make no more than 3 errors. The 60th word is underlined in the Student Book.

After each checkout, students record points on their Point Chart. The points for the first reading are entered in Box C-1. Points for the second reading are entered in Box C-2.

| Lesson | Group Points | | Individual Points | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | A | B | C-1 | C-2 | D | Bonus | | |
| 16 | 5 | 3 | 3 | 3 | | | = | |

Reading rate (words per minute) and number of errors (accuracy) for the timed readings are plotted on the Individual Reading Progress Charts.

To enter the **Decoding B1** program, students must be able to read at least 55 words per minute. The reading rate requirements increase gradually, from a minimum of 60 words per minute in Lesson 16 to a minimum of 90 words per minute, always with no more than 3 errors allowed (or about 90 to 95 percent accuracy.)

| Lesson | Words per Minute | Errors |
|---|---|---|
| 16–20 | 60 | 0–3 |
| 21–25 | 65 | 0–3 |
| 26–30 | 70 | 0–3 |
| 31–35 | 75 | 0–3 |
| 36–40 | 80 | 0–3 |
| 41–55 | 85 | 0–3 |
| 56–65 | 90 | 0–3 |

The following example shows a reading rate of 65 words with 1 error for Lesson 16, 68 words with 2 errors for Lesson 17, and 70 words with 1 error for Lesson 18.
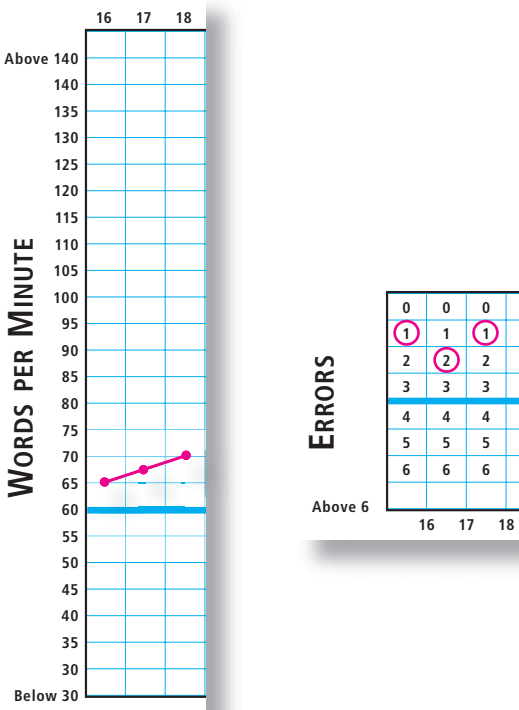
Students plot their reading rate (words per minute) and number of errors on the Individual Reading Progress Chart at the back of their Workbook.

Running word counts are displayed in blue in the right column in the Student Book. These word counts make it easy for students to count the number of words they read during the Fluency Assessment. The target word (for example, the 75th word in Lessons 31 through 35) is underlined in the Student Book.

### Remedies for Students Who Fail Individual Reading Checkouts

If more than 25 percent of students fail to earn either accuracy or rate points for three consecutive lessons, repeat the Individual Reading Checkouts for all three lessons. Do not make this work seem like punishment for either the students who earned points for these lessons or those who did not.

Say something like We did a pretty good job on Lessons _____, but I'll bet we can do better. Let's do the checkouts again and see if everybody can earn points for fluency and accuracy.

The reading-fluency standards indicated for lessons increases from 60 to 90 words per minute in **Decoding B1.** Note that these are **minimum rates.** They are purposely set low so that most students are not struggling to meet rate criteria. It is particularly important for the rates to be conservative early in the program. If students strive to meet more challenging criteria, they revert to old habits, start guessing, and their accuracy suffers greatly. Remember, accuracy is more important than rate. Once students are accurate and comfortable reading, their rates will increase.

Because of the often delicate balance between rate and accuracy, the timed individual checkout occurs in the lesson after the story is initially read. This checkout is the third time the student has reread the story, and the likelihood is increased that the student will read accurately and meet the rate criterion. The minimum fluency standards for **Decoding B2** and **Decoding C** increase until students read more difficult selections at least 150 words per minute and read accurately.

# Workbook Exercises

Immediately following the Individual Reading Checkouts are Workbook Exercises. During the early lessons of **Decoding B1,** these exercises are teacher directed. By Lesson 20, the teacher-directed activities require no more than 2 to 3 minutes. Students complete the Workbook independently. As new activities are presented in the Workbook, they are teacher directed for two or three lessons, after which they become independent.

The Workbook Exercises are carefully integrated with the Word-Attack Skills exercises and with the stories the students read. From lesson to lesson, there is a careful development of skills in the Workbook. It is very important for the students to do the Workbook Exercises as part of each lesson, and it is very important for you to follow the script for each of the teacher-directed activities.

Each Workbook lesson is one page. The different activities provide students with practice in writing sounds, copying, answering comprehension questions, spelling, and transforming words. Many of the activities deal with word details because these are the details the problem reader tends to ignore. By requiring the problem reader to copy, construct, or transform words, you make sure the reader learns these details.

## Workbook Exercises in Early Lessons

In Lesson 1, students do the following Workbook Exercises.

■ Write the letters for ten sounds dictated by the teacher

■ Match words by drawing a line from the words in one column to the same word in the second column

**3** Match the words.

| | |
|---|---|
| seeds | clip |
| that | seeds |
| clip | clap |
| clap | that |

■ Match words by identifying common word parts and then completing words

**4** Match the words and complete them.

| | |
|---|---|
| teeth | pick |
| pick | pan |
| that | teeth |
| pan | that |

■ Circle sound combinations and words that are embedded in a row of letters

**5**
(th)  m a f (th) n s i o a (th) l t n h t r d p e (th) h m r f t d o k c (th) (th) t e l f  ⑤
(this)  a t t a p (this) d a d t h i f (this) p a n a m (this) s h e t h e (this) h  ④

■ Copy a sentence

**6** Copy this sentence.
Keep the seeds in this sack.

Keep the seeds in this sack.

All these activities place great emphasis on word details. The copying activities are very important for the problem reader because they call attention to the arrangement of letters in words.

All activities in Lesson 1 are teacher directed to make sure the reader is correctly reading all the words that are to be matched or completed and all the words in the sentence that is to be copied.

The sound-dictation exercise remains teacher directed from Lessons 1 through 35, when sound dictation stops.

## Comprehension Workbook Exercises

Beginning in Lesson 5, comprehension items are presented. They continue in every lesson. The first comprehension activities involve pictures (Lessons 5 through 18). Some of the pictures depict events from the story read in the lesson.

Beginning with Lesson 19, the students answer written comprehension questions about the story. These questions are variations of those presented in the oral comprehension activities. The written comprehension questions continue to the end of the program.

Below is the comprehension exercise from Lesson 19 that addresses the main idea.

---
**EXERCISE 9**
---
NEW  **COPYING MAIN-IDEA SENTENCE**

1. Find part 3. ✓
• You're going to copy the sentence that tells the main idea of the story. The main idea of the story is the main thing that happened in the story. One of the four sentences gives the main idea of the story.

**3**
1. Big Bob is Champ's brother.
2. Big Bob smelled bad with no bath.
3. Big Bob wins the boat meet.
4. Big Bob told Champ, "You can't be my brother."

2. Touch sentence 1. ✓
• (Call on a student to read sentence 1.) *Big Bob is Champ's brother.*
• Raise your hand if you think sentence 1 gives the main idea.
3. (Repeat step 2 for sentences 2–4.)
4. Everybody, which sentence gives the main idea? (Signal.) *Sentence 3.*
5. Later, you'll copy that sentence on the line.

**3**
1. Big Bob is Champ's brother.
2. Big Bob smelled bad with no bath.
3. Big Bob wins the boat meet.
4. Big Bob told Champ, "You can't be my brother."
**Copy the sentence that tells the main idea of the story.**

<u>Big Bob wins the boat meet.</u>

In addition to the story comprehension activities, the Workbook presents other comprehension activities. Beginning in Lesson 44, students sequence story events. Three sentences from the story appear in the Workbook. The students are to number the sentences according to when they occurred in the story (1, 2, 3) and then write them in this order.

Beginning in Lesson 46, students are to follow a set of instructions that must be read carefully. This activity requires learners to read carefully, to understand what they read, and to operate on details of words. It is, therefore, a very strong activity for problem readers. Following is the activity from Lesson 46.

**1**
Write the word **if.** Make a line over **f.**     <u>i̅f</u>
Write the word **that.** Make a line under **th.**     <u>t̲h̲at</u>

Beginning in Lesson 56, students identify characters based on attributes of that person. Following is the activity from Lesson 56. Students write either **con man** or **doctor** on the blank for each item.

**1**
**Write the name of the person each sentence tells about.**

       **con man     doctor**

1. This person barked like a dog.    <u>con man</u>
2. This person worked at the rest home.    <u>doctor</u>
3. This person took notes on a pad.    <u>doctor</u>
4. This person said, "Have you ever felt like anything else—a goat or a farmer?"    <u>doctor</u>
5. This person said, "I am the king fox."    <u>con man</u>

# Word-Attack Workbook Exercises

**Note:** Some of the more difficult word-attack skills are introduced in Workbook Exercises and not in the word-attack section. In addition to writing letters for sounds and circling letters or identifying letter combinations, students complete a variety of words, transform words that have endings into their root words, and write compound words.

## LESSONS 1–35 Writing Letters for Sounds

Following is the teacher presentation script from Lesson 11. This format, with different examples, appears in every lesson through Lesson 35.

---
**EXERCISE 10**
**NEW▶ WRITING LETTERS FOR SOUNDS**

1. Open your Workbook to Lesson 11. Find part 1. ✓
- You're going to write the letter or letters for each sound that I say.
2. First sound: **er.** What sound? (Signal.) *er.*
- Write it.
3. Next sound: **or.** What sound? (Signal.) *or.*
- Write it.
4. (Repeat step 3 for **ĕĕĕ, g, ĭĭĭ, rrr, ŭŭŭ, nnn, ŏŏŏ, sss.**)

---

**1**   <u>er</u>   <u>or</u>   <u>e</u>   <u>g</u>   <u>i</u>
      <u>r</u>    <u>u</u>   <u>n</u>   <u>o</u>   <u>s</u>

**Teaching Techniques.** Maintain a good pace. As you dictate, circulate among the students and observe what they are doing. Correct writing errors as soon as you observe them.

## LESSONS 7–19 Completing Words

Initially, students match words and word parts and then write the missing letters in the incomplete words.

Beginning in Lesson 7, students are introduced to their first spelling activity.

---

**EXERCISE 18**

**NEW** **COMPLETING WORDS**

1. Find part 3. ✓
- I'll read the instructions: **Complete the words.**
2. Here are the words you're going to make.
- First word: **steep.** Say it. (Signal.) *Steep.*
- Next word: **creek.** Say it. (Signal.) *Creek.*
- Next word: **rash.** Say it. (Signal.) *Rash.*
- Next word: **ship.** Say it. (Signal.) *Ship.*
- Last word: **math.** Say it. (Signal.) *Math.*
3. Touch the first line in part 3. ✓
- Part of the word is on that line. Spell that part. Get ready. (Signal for each letter.) *E–E–P.*
4. You're going to fix up the line to say **steep.** What word? (Signal.) *Steep.*
- Fix it up.
  (Observe students and give feedback.)
5. Touch the next line. ✓
- Spell the part on that line. Get ready. (Signal for each letter.) *E–E–K.*
6. You're going to fix up the line to say **creek.** What word? (Signal.) *Creek.*
- Fix it up.
  (Observe students and give feedback.)
7. Touch the next line. ✓
- Spell the part on that line. Get ready. (Signal for each letter.) *R–A.*
8. You're going to fix up the line to say **rash.** What word? (Signal.) *Rash.*
- Fix it up.
  (Observe students and give feedback.)
9. Touch the next line. ✓
- Spell the part on that line. Get ready. (Signal for each letter.) *I–P.*
10. You're going to fix up the line to say **ship.** What word? (Signal.) *Ship.*
- Fix it up.
  (Observe students and give feedback.)
11. Touch the next line. ✓
- Spell the part on that line. Get ready. (Signal for each letter.) *M–A.*

12. You're going to fix up the line to say **math.** What word? (Signal.) *Math.*
- Fix it up.
  (Observe students and give feedback.)



**3** Complete the words.
st eep
cr eek
ra sh
sh ip
ma th

**Teaching Techniques.** Do not require students to spell at a fast rate. Some students may have a lot of trouble saying letter names in rapid sequence. Establish a pace the students can follow. Increase the pace in subsequent spelling activities.

## LESSONS 14–64 Words and Endings

The most elaborate skill development in the Workbook Exercises has to do with endings. Through these activities, students learn the following skills: how to write root words for words such as **stopping** and **robber** (which have doubled letters before the ending); how to write root words for long-vowel words with endings, such as **hoped** and **riding;** how to write the root word for words like **sleeping** and **nearly.**

These activities force students to look at the details of words with endings and determine (a) whether the letter before the ending is doubled, or (b) whether the word is a long-vowel word (which has no double letter). Students must then write the appropriate root word (spelling the long vowel words with a final **E**).

The Workbook Exercises are integrated with the Word-Attack Skills. Beginning in Lesson 11, students learn the rule about doubled letters for words such as **planning** and **shopped.**

Following is the format from the Word-Attack Skills exercises and the material the students read from their Student Book.

In Lesson 13, one of the word-attack exercises presents words that have a long vowel sound and a silent **E (save, like, hope).**

─────────── **EXERCISE 5** ───────────

**‹NEW›** **DOUBLE CONSONANTS AND ENDINGS**

*Task A*

1. Find part 3. ✓

| **3** | | |
|---|---|---|
| A | B | C |
| plan | shop | rub |
| planning | shopping | rubbing |
| planned | shopped | rubbed |

- Touch the first word in column A. ✓
2. What word? (Signal.) *Plan.*
3. Next word. What word? (Signal.) *Planning.*
4. Next word. What word? (Signal.) *Planned.*
5. Touch the word **plan** again. ✓
- What's the last letter in **plan?** (Signal.) *N.*
- When **I–N–G** or **E–D** is added to **plan,** the last letter is doubled.
6. Touch the word **planning.** ✓
- Spell **planning.** Get ready. (Signal for each letter.) *P–L–A–N–N–I–N–G.*
- What letter is doubled? (Signal.) *N.*
7. Touch the word **planned.** ✓
- Spell planned. Get ready. (Signal for each letter.) *P–L–A–N–N–E–D.*
- What letter is doubled? (Signal.) *N.*

*Task B*

1. Touch the first word in column B. ✓
2. What word? (Signal.) *Shop.*
- What's the last letter in **shop?** (Signal.) *P.*
3. Next word. What word? (Signal.) *Shopping.*
- What letter is doubled? (Signal.) *P.*
4. Next word. What word? (Signal.) *Shopped.*
- What letter is doubled? (Signal.) *P.*
5. Touch the first word in column C. ✓
6. What word? (Signal.) *Rub.*
- What's the last letter in **rub?** (Signal.) *B.*
7. Next word. What word? (Signal.) *Rubbing.*
- What letter is doubled? (Signal.) *B.*
8. Next word. What word? (Signal.) *Rubbed.*
- What letter is doubled? (Signal.) *B.*

In this exercise, students identify the letters that are doubled and spell all the words in the first column.

─────────── **EXERCISE 5** ───────────

**‹NEW›** **SILENT *E* PLUS ENDINGS**

*Task A*

1. Touch part 4. ✓

| **4** | | |
|---|---|---|
| A | B | C |
| save | like | hope |
| saving | liking | hoping |
| saved | liked | hoped |

- In all these words, the vowel makes the sound of the letter name. I'll read the words in the top row: **save, like, hope.**
2. Touch the first word in column A. ✓
- **Save.** What word? (Signal.) *Save.*
3. Next word, column B. **Like.** What word? (Signal.) *Like.*
4. Next word, column C. **Hope.** What word? (Signal.) *Hope.*
5. This time you'll read all the words in Column A. Touch the top word in column A. ✓
- What word? (Signal.) *Save.*
6. Touch the middle word. What word? (Signal.) *Saving.*
7. Touch the bottom word. What word? (Signal.) *Saved.*
- What's the last letter in **save?** (Signal.) *E.*
8. That letter is silent. So in the words **saving** and **saved,** no letters are doubled.
9. Touch the word **saving.** ✓
- Spell **saving.** Get ready. (Signal for each letter.) *S–A–V–I–N–G.*
- No letter is doubled.
10. Touch the word **saved.** ✓
- Spell **saved.** Get ready. (Signal for each letter.) *S–A–V–E–D.*
- No letter is doubled.

*Task B*

1. Touch the first word in column B. ✓
2. What word? (Signal.) *Like.*
- What's the last letter in **like?** (Signal.) *E.*
- That letter is silent.

3. Next word. What word? (Signal.) *Liking.*
4. Spell **liking.** Get ready. (Signal for each letter.) *L–I–K–I–N–G.*
5. Next word. What word? (Signal.) *Liked.*
6. Spell **liked.** Get ready. (Signal for each letter.) *L–I–K–E–D.*

Variations of this activity continue in the word-attack exercises through Lesson 15. After Lesson 15, all activities related to words with endings move to the Workbook and continue through the end of the program.

Before Lesson 15, students write short-vowel root words. Following are the teaching script and the Workbook activity for Lesson 14.

---
**EXERCISE 11**
**NEW** WRITING WORDS WITHOUT ENDINGS

1. Find part 2. ✓
- I'll read the instructions: **The words in the first column have endings. Write the same words without endings in the second column.**
2. First word. ✓
- What word? (Signal.) *Stopping.*
3. Next word. ✓
- What word? (Signal.) *Robber.*
4. (Repeat step 3 for **hopped.**)
5. You're going to write the same words without endings. The first word is already written for you. The letter **P** is doubled in **stopping.** The last letter in **stop** is **P,** but not double **P.**
6. Write the other words without an ending. Remember, if there's a double letter before the ending, the word without the ending doesn't have a double letter.
   (Observe students and give feedback.)

**2** The words in the first column have endings.
Write the same words without endings in the second column.

| stopping | | *hop* |
| robber | | stop |
| hopped | | *rob* |

In Lesson 16, a variation of the activity introduces root words spelled with a silent **E.**

---
**EXERCISE 11**
**NEW** WRITING WORDS
WITHOUT ENDINGS

1. Touch part 2. ✓
- In all these words, the underlined vowel says its name.
2. First word. ✓
- What word? (Signal.) *Rider.*
3. What sound does the vowel make? (Signal.) *īīī.*
4. Next word. ✓
- What word? (Signal.) *Hoping.*
5. What sound does the vowel make? (Signal.) *ōōō.*
6. Next word. ✓
- What word? (Signal.) *Shaped.*
7. What sound does the vowel make? (Signal.) *āāā.*
8. When you write these words without endings, the last letter is **E.** What letter? (Signal.) *E.*
9. The first word is **rider.** Say the word without the ending. (Signal.) *Ride.*
10. What's the last letter you write in **ride?** (Signal.) *E.*
11. Spell **ride.** (Signal for each letter.) *R–I–D–E.*
12. The next word is **hoping.** Say the word without the ending. (Signal.) *Hope.*
13. What's the last letter you write in **hope?** (Signal.) *E.*
14. Spell **hope.** (Signal for each letter.) *H–O–P–E.*
15. The next word is **shaped.** Say the word without the ending. (Signal.) *Shape.*
16. What's the last letter you write in **shape?** (Signal.) *E.*
17. Spell **shape.** (Signal for each letter.) *S–H–A–P–E.*
18. Write all the words without endings in the second column.
   (Observe students and give feedback.)

**2** The words in the first column have endings.
Write the same words without endings in the second column.

| rider | | *hope* |
| hoping | | *shape* |
| shaped | | *ride* |

This activity is very powerful because the rule for spelling the root of a word such as **hoping** is complicated; however, in the context of other words that are written with a silent **E,** the root is a lot easier. By writing the root words, students learn a discrimination that is very difficult to express with words. The exercise prompts the discrimination by showing the vowel underlined and by indicating that the **E** is the last letter in the word without an ending. Later in the sequence, the vowel is not underlined.

Beginning with Lesson 20, the Workbook Exercises present long-vowel words one day and short-vowel words the next, so that students receive a lot of practice with both types. Students always read the words aloud before writing them.

Starting with Lesson 36, shown below, all types that have been taught appear in the same activity. The list includes short-vowel words such as **clapped,** long-vowel words such as named, and words such as **doing.**

**Note:** At this point in the program, students have worked with the following endings: **ed, er, ing, est, en,** and **ly.**

——— EXERCISE 8 ———
**WRITING WORDS WITHOUT ENDINGS**

1. Open your Workbook to Lesson 36. ✓
- Find part 1. ✓
- The words in the first column have endings.
2. First word. ✓
- What word? (Signal.) *Faster.*
3. Next word. ✓
- What word? (Signal.) *Doing.*
4. (Repeat step 3 for each remaining word.)
5. You're going to write the same words without any endings.
6. The first word is **faster.** What's the same word without an ending? (Signal.) *Fast.*
7. The next word is **doing.** What's the same word without an ending? (Signal.) *Do.*
8. The next word is **begged.** What's the same word without an ending? (Signal.) *Beg.*
9. The next word is **named.** What's the same word without an ending? (Signal.) *Name.*
10. The next word is **clapped.** What's the same word without an ending? (Signal.) *Clap.*
11. You'll write those words later.



1 — The words in the first column have endings. Write the same words without endings in the second column.

| faster | do |
| doing | name |
| begged | clap |
| named | fast |
| clapped | beg |
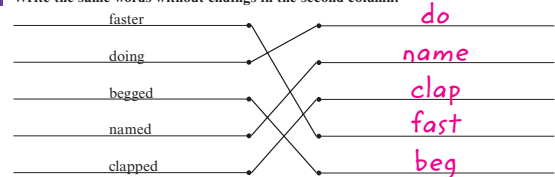
If the students have been taught the sequence of skills just outlined, they will have virtually no problems with these mixed lists. Make sure students perform well on the first mixed lists that are introduced. These lists continue through the end of the program; however, after Lesson 39 the students work independently. You no longer direct students in reading the words first before they write the words without endings.

## Workcheck and Recording Points

### Workcheck

Each student's Workbook lesson is to be checked and corrected before the next lesson is presented. If the group is large, read the correct answers for each item as every student marks a Workbook (possibly the Workbook of the reader's partner).

Note that the teacher-directed activities have been checked as part of the teaching. For each independent activity, identify the part and then read the answer from the annotated Workbook pages that accompany the lesson in the Teacher Presentation Book.

For comprehension questions, read the item and the answer. For copying activities, spell each word that has been copied.

For the root words the students write, spell each word as it should appear in the second column.

### Recording Points

At the end of every lesson is a schedule for the points to be awarded for the Workbook performance. Students earn 4 to 6 points for Workbook Exercises. To earn points, they must get about 80 percent of the items correct.

Students record points in Box D of their Point Chart.

| | Group Points | | Individual Points | | | | |
|---|---|---|---|---|---|---|---|
| Lesson | A | B | C | D | Bonus | | TOTAL |
| 6 | 5 | 3 | 3 | 6 | | = | |

# The Management System

The management system revolves around the points students earn for good performance. To make the management system work, you must treat the points as though they are important:

**1** Hold a very strict criterion. Do not award points to a student who did not earn them by performance.

**2** Never take points away. Once the points have been earned, they are the property of the student. (If you start taking points away, the system tends to fail.)

**3** Graph progress. Graphs that show the progress of the group and individuals provide evidence to students that they are making progress. Refer to the graphs. Look at that. Everybody in the group earned 20 points for the last three days. I don't believe it.

**4** Set your expectations so that students can *exceed* them, not merely meet them. Last time, you got lucky and made only 6 errors on the story reading. I'll bet you can't do it again. Use statements like these when you are fairly sure that students can prove you are wrong.

**5** Do not respond to the negative verbal statements the students make. Don't try to be their friend or counselor (during the reading period). Be their teacher. If they make comments like, "This is kid stuff," just say something like Yes, but it's hard and *move on* with the lesson. Do not let the students manipulate you into long discussions or you will find that you spend a lot of time discussing things. And the students will lose respect for you because you are easy to manipulate. The simplest way to have an eager group that likes reading and likes you is to teach well without being sidetracked.

# The Point Schedule

Following is a schedule of points that can be earned for the four parts of the lesson. Note that the total is always 20 points (without bonus points).

## Point Schedule for Decoding B1

| Lessons | Word-Attack | Story | Checkouts 1st | Checkouts 2nd | Work-book | Bonus (max. = 2) | Total |
|---------|-------------|-------|-----|-----|-----------|------------------|-------|
| 1–5 | 8 | 6 | — | — | 6 | — | 20 |
| 6–15 | 5 | 3 | 6 | — | 6 | — | 20 |
| 16 | 5 | 3 | 3 | 3 | 6 | — | 20 |
| 17–27 | 4 | 4 | 3 | 3 | 6 | — | 20 |
| 28–35 | 4 | 5 | 3 | 3 | 5 | — | 20 |
| 36–45 | 4 | 6 | 3 | 3 | 4 | — | 20 |
| 46–65 | 4 | 8 | 2 | 2 | 4 | — | 20 |

Students' Point Charts appear at the back of their Workbook. These charts are designed to show total points for five-lesson periods. At the end of every five lessons, students total points in their Point Charts. For **letter grades** based on points for a five-lesson block, tell students to compute the total for the blue boxes (C, D, and Bonus in Lessons 1 through 15; C-1, C-2, D, and Bonus in Lessons 16 through 65) and write the number in the Total box at the end of each row in their Point Chart. Students then add the totals and write the sum in the green box. In the following example from Lessons 11 through 15, the maximum number of points a student can earn is 60. In this example, the student earned 45 points, the total for the blue boxes (C, D, and Bonus).

| Lesson | Group Points A | Group Points B | Individual Points C | Individual Points D | Individual Points Bonus | | TOTAL |
|--------|---|---|---|---|---|---|-------|
| 11 | 5 | 3 | 6 | 6 | | = | 12 |
| 12 | 0 | 2 | 6 | 6 | | = | 12 |
| 13 | 5 | 1 | 0 | 0 | 2 | = | 2 |
| 14 | 0 | 3 | 6 | 6 | 1 | = | 13 |
| 15 | 5 | 3 | 6 | 0 | | = | 6 |
| | | | | | | | 45 |

You can use the performance on the daily lessons as data for awarding letter grades. Simply make a fraction based on the number of points earned and total possible points. For the example above, the fraction would be $\frac{45}{60}$, which is 75 percent.

The system is objective and may represent the students' first opportunity to earn a grade that requires good performance. The grade is a strong reinforcer for many students (although they often try to act as if it is not important to them).

For **rewards** based on points, tell students to compute the total for all boxes (A, B, C, D, and Bonus for Lessons 1 through 15; A, B, C-1, C-2, D, and Bonus for Lessons 16 through 65) and write the number in the Total box at the end of each row. Students then add the totals and write the sum in the green box. In the following example from Lessons 16 through 20, the maximum number of points a student can earn is 100.

| Lesson | Group Points A | Group Points B | Individual Points C-1 | Individual Points C-2 | Individual Points D | Individual Points Bonus | | TOTAL |
|--------|---|---|-----|-----|---|-------|---|-------|
| 16 | 5 | 3 | 0 | 3 | 6 | | = | 17 |
| 17 | 4 | 4 | 3 | 0 | 0 | | = | 11 |
| 18 | 3 | 2 | 3 | 3 | 6 | | = | 17 |
| 19 | 4 | 4 | 0 | 3 | 6 | | = | 17 |
| 20 | 3 | 4 | 3 | 3 | 6 | | = | 19 |
| | | | | | | | | 81 |

One example of a reward would be to arrange special activities for all students who earn more than 80 points during a week. Possibly, younger students can earn tangible reinforcers (especially things like decals and stickers).

## Awarding Bonus Points

Use as many as 2 bonus points a day to correct problems students have. For instance, if students are not in class on time, simply announce that any student who is on time receives 2 bonus points. The behavior of the late student typically changes very quickly. Similarly, if students are not prepared with pencils, use the bonus points.

**Note:** Always announce that points will be awarded before you award them. Don't simply award bonus points after the fact. Bonus points can be used for activities that are particularly difficult for the students. For instance, if they tend to omit parts of the Workbook lesson or fail to copy words correctly, award bonus points for either completing all parts of the Workbook lesson or copying accurately. Bonus points will change student behavior.

## Progress Diagnosis and Firm-Up Procedures

To diagnose possible performance problems of students in **Decoding B1,** refer to the Group Reading performance and possibly to the Individual Reading Checkouts.

**For Group Reading,** the stories are divided into parts. Each part has about 100 words. The students earn points for reading a part with no more than 3 errors, which indicates that the group is reading at about 97 percent accuracy. You record points for each part. The total points students earn for the Group Reading depends on the number of parts read within the error limit. Early stories have only one or two parts; later stories have five or six parts. Make a simple record of whether the students pass or fail each part. You can make tallies on the board or on a sheet of paper.

After the students have completed the story, write a fraction that indicates how well the students read. The bottom number of the

fraction is the number of parts of the story. The top number is the number of parts passed. For example, if the story has two parts, and students pass one, the fraction is $\frac{1}{2}$. If the story has five parts, and the students pass four, the fraction is $\frac{4}{5}$.

Summarize the group's performance every five lessons. Here's an example:

### Week of November 10

| 31 | 32 | 33 | 34 | 35 |
|----|----|----|----|----|
| $\frac{4}{4}$ | $\frac{3}{5}$ | $\frac{2}{5}$ | $\frac{4}{5}$ | $\frac{2}{5}$ |

Because these fractions have different denominators, you might want to convert them to percentages. Just divide the top number by the bottom. The decimal answer is the percentage.

As a rule of thumb, a remedy is needed if fractions for three or more of the lessons are $\frac{3}{5}$ (60 percent) or less. Remember, the percentage does not tell you the percentage of words the students are reading accurately. It tells the percentage of parts they read within the error limit. If students are far below the desired accuracy level on three of the five days, however, they are not performing as well as they should. Unless their performance is firmed up, they will continue to have problems in the program.

The simplest remedy for a five-lesson span that has three or more failed lessons is to repeat the five-lesson sequence (all components). A lesser remedy that might be effective is to repeat only the story reading from the five lessons.

Consider the remedy effective if all the students score about 60 percent on all lessons (ideally 75 percent).

Consider the remedy questionable if the students fail to meet the 60 percent criterion on all lessons or if they barely achieve it and have a history of repeating five-lesson

segments because of poor story reading. The more likely problems are

a. some of the students in the group don't belong and should be placed in an earlier part of the program.

b. the group does not have the skills necessary to perform where it is placed and should be moved back in the program to where it can consistently meet the error criteria.

Note that you can determine whether the first possibility is the cause of the problem by referring to the Individual Reading Checkouts for the students in the group. If some students are consistently failing both of the daily checkouts (the checkout for accuracy and the checkout for rate of accuracy), they probably don't belong in the group.

**For Individual Reading Checkouts,** refer to the timed reading (the second individual checkout). To pass this checkout, the student must read for 1 minute and make no more than 3 errors. The rate criterion changes as students progress through the program (from 60 words per minute in Lesson 16 to 90 words per minute in Lessons 55 through 65). Students receive points if they meet the rate-accuracy criteria. If students fail, either because their rate was too slow or because they made too many errors, they earn no points for the second reading.

Look at the individual Point Charts for each five-lesson period. Column C-2 shows whether or not students earned points for the timed reading in each lesson. Here's an example.

| Lesson | Group Points | | Individual Points | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | A | B | C-1 | C-2 | D | Bonus | | |
| 16 | 5 | 3 | 3 | 3 | 6 | | = | 17 |
| 17 | 0 | 2 | 3 | 0 | 6 | | = | 11 |
| 18 | 4 | 3 | 3 | 0 | 6 | | = | 16 |
| 19 | 4 | 4 | 0 | 3 | 6 | | = | 17 |
| 20 | 4 | 2 | 2 | 0 | 0 | | = | 8 |
| | | | | | | | | 69 |

A possible problem exists if individual students fail to earn points on three of the five lessons, or if students fail to earn points on two lessons for two consecutive five-lesson periods.

Appropriate remedies depend on the percentage of students in the group who have problems. If only one or two students in the group have either of the problem patterns described above, those students need more practice or a different placement in the program. If the pattern occurs for more than ten lessons, there is a serious problem, and students should be placed in an earlier part of the program if possible.

If more than 25 percent of students fail to earn either accuracy or rate points for three consecutive lessons, repeat the Individual Reading Checkout for all three lessons.

If students read accurately but fail to meet the rate criterion (number of words per minute), the simplest remedy would be to give additional paired-reading practice. First, have all students read the entire story to their partners. After students have read the entire story to their partners, repeat the timed reading checkouts for these lessons.

**Note:** Do not direct students to read a story and then do the checkout for that story. First, students read all the stories in which they failed to pass the timed checkout, and then they do the checkout for all the stories.

# Decoding Placement Test

## Preparation

Reproduce one copy of the test for each student and each tester. A reproducible copy appears on pages 50 and 51 of this guide.

## Administration

Select a quiet place to administer the test. Students who are to be tested later should not observe or hear another student being tested. You will need a test form for each student and a stopwatch or a watch with a second hand. When administering the test, sit across from the student. Position the test form so that the student cannot see what you are writing on the form.

Fill out the top lines of the test form (student information). Keep this filled-out test form and hand the student a clean copy of the test.

### PART I

Tell the student Read this story out loud. Follow along with your finger so you don't lose your place. Read carefully. Begin timing as soon as the student begins reading the first sentence.

Record each decoding mistake the student makes in oral reading. Mark an X on the filled-out form to show where the student made each mistake.

- If the student omits a word, mark an X above the omitted word.

- If the student adds a word that does not appear in the story, mark an X between two words to show where the word has been added.

- If the student misidentifies a word, mark an X above the misidentified word. Do not count the same misidentified word more than once. (For example, if the student misidentified the name "Hurn" four times, count only 1 error.)

- If the student cannot identify a word within 3 seconds, say the word and mark an X above it.

- If the student makes a mistake and then self-corrects by saying the correct word, mark an X above the word.

- If the student sounds out a word but does not pronounce it at a normal speaking rate, ask What word? If the student does not identify it, mark an X above the word.

- Do not count the rereading of a word or phrase as an error if the word is read correctly both times.

**Note:** If you wish to use diagnostic procedures, you can use additional code information to indicate the type of mistake the student makes. You may, for example, write **SC** above self-corrections, **SO** above sound-out mistakes, and **O** above the omitted words. You may also wish to write in what the student calls the misidentified words or what the student adds.

After each word-identification error, tell the student the correct word.

When recording the errors, make sure your copy of the story is not visible to the student. The student should not be able to see the marks you are making.

Stop timing as soon as the student completes the story.

Enter the total errors for Part I on the appropriate line at the top of the filled-in test form. Also record the time required by the student to read Part I.

Refer to the placement schedule for Part I to determine placement or whether you should administer another part of the test.

## PART II

Part II is a series of sentences that are to be read aloud by the student. You do not need to time this part of the test. To administer, present the section labeled Part II and tell the student Read these sentences out loud. Follow along with your finger so you don't lose your place. Read carefully.

Record each decoding error the student makes while reading. When the student finishes reading Part II, enter the total errors for Part II on the appropriate line at the top of the test form. Then determine the student's placement by referring to the placement schedule for Part II. Fill in the "Placement" blank at the top of the test form.

## PARTS III and IV

Each of these sections is a passage that is to be read aloud by the student and timed. To administer, present the appropriate section and tell the student I'm going to time your reading of this selection. Read out loud and read carefully. Record errors as specified for Part I.

When the student finishes reading Part III, enter the total errors and time required at the top of the test form. Then refer to the placement schedule for Part III to determine placement or whether you should administer Part IV.

When the student finishes reading Part IV, enter the total errors and time required at the top of the test form. Then determine the student's placement and fill in the "Placement" blank.

# Decoding Placement Schedule

| ERRORS | TIME | PLACEMENT OR NEXT TEST |
| --- | --- | --- |
| **PART I** | | |
| 22 or more | — | Administer PART II Test |
| 12 to 21 | more than 2:00 | Level A, Lesson 1 |
| 12 to 21 | 2:00 or less | Administer PART II Test |
| 0 to 11 | more than 2:00 | Level B1, Lesson 1 |
| 0 to 11 | 2:00 or less | Administer PART III Test |
| **PART II** | | |
| 41 or more | — | No **Corrective Reading** placement; use a beginning reading program |
| 8 to 40 | — | Level A, Lesson 1 |
| 0 to 7 | — | Level B1, Lesson 1 |
| **PART III** | | |
| 16 or more | — | Level B1, Lesson 1 |
| 6 to 15 | more than 2:30 | Level B1, Lesson 1 |
| 6 to 15 | 2:30 or less | Level B2, Lesson 1 |
| 0 to 5 | more than 2:30 | Level B2, Lesson 1 |
| 0 to 5 | 2:30 or less | Administer PART IV Test |
| **PART IV** | | |
| 9 or more | — | Level B2, Lesson 1 |
| 4 to 8 | more than 1:30 | Level B2, Lesson 1 |
| 4 to 8 | 1:30 or less | Level C, Lesson 1 |
| 0 to 3 | more than 1:20 | Level C, Lesson 1 |
| 0 to 3 | 1:20 or less | Doesn't need **Corrective Reading** Decoding program |

# Decoding Placement Test

Name _____ Class _____ Date _____

School _____ Tester _____

| PART I | Errors _____ | Time _____ |
| PART II | Errors _____ | |
| PART III | Errors _____ | Time _____ |
| PART IV | Errors _____ | Time _____ |

Placement _____

---

## PART I

Kit made a boat. She made the boat of tin. The nose of the boat was very thin. Kit said, "I think that this boat is ready for me to take on the lake." So Kit went to the lake with her boat.

Her boat was a lot of fun. It went fast. But when she went to dock it at the boat ramp, she did not slow it down. And the thin nose of the boat cut a hole in the boat ramp.

The man who sold gas at the boat ramp got mad. He said, "That boat cuts like a blade. Do not take the boat on this lake any more."

---

## PART II

Can she see if it is dim?

And it can fit in a hand.

Now the hat is on her pet pig.

I sent her a clock last week.

How will we get dinner on this ship?

The swimming class went well.

When they met, he felt happy.

Then she told me how happy she was.

The tracks led to a shack next to the hill.

They said, "We will plant the last of the seeds."

What will you get when you go to the store?

You left lots of things on her desk.

---

## PART III

Hurn was sleeping when it happened. Hurn didn't hear the big cat sneak into the cave that Hurn called his home. Suddenly Hurn was awake. Something told him, "Beware!" His eyes turned to the darkness near the mouth of the cave. Hurn felt the fur on the back of his neck stand up. His nose, like noses of all wolves, was very keen. It made him very happy when it smelled something good. But now it smelled something that made him afraid.

Hurn was five months old. He had never seen a big cat. He had seen clover and ferns and grass. He had even eaten rabbits. Hurn's mother had come back with them after she had been out hunting. She had always come back. And Hurn had always been glad to see her. But now she was not in the cave. Hurn's sister, Surt, was the only happy smell that reached Hurn's nose.

## PART IV

During a good year, a large redwood will produce over twelve pounds of seed, which is nearly a million and a half seeds. And the year that our redwood seed fluttered from the cone was an exceptionally good year. The parent tree produced over fifteen pounds of seed that year, enough seed to start a forest that would be six square miles in size. However, only a few redwood seeds survived. In fact, only three of the seeds from the parent tree survived their first year, and only one of them lived beyond the first year.

Obviously, our seed was lucky. It was a fortunate seed because it was fertile. If a seed is not fertile, it cannot grow, and about nine out of every ten redwood seeds are not fertile. Our seed also had the advantage of landing in a place where it could survive. If it had fallen on a part of the forest floor covered with thick, heavy litter, it probably would not have grown. If it had fluttered to a spot that became too dry during the summer, it would have died during the first year. Our seed landed in a spot where moles had been digging.

# Scope and Sequence Chart

The scope and sequence chart provides an overview of the skills taught in **Decoding B1.** The skills are divided into five principal areas: Word-Attack Skills, Group Reading, Individual Reading Checkouts, Workbook Exercises, and Mastery Tests. The chart indicates which lessons offer practice in a given skill.

| Area | Skill | Lesson Range |
|---|---|---|
| **WORD-ATTACK SKILLS** | Pronunciations | 1 —————————— 17 |
| | Sounds | 1 ————— 13  15 |
| | Word Reading | 3 ——— |
| | Buildups and Conversions | 1 ————— 16 |
| | Individual Tests | 1 ——— |
| **GROUP READING** | Sentence Reading | 1 ——— 10 |
| | Story Reading | 11 ——— |
| **INDIVIDUAL READING CHECKOUTS** | Individual Reading Checkouts | 6 ——— |
| | Timed Reading Checkouts | 16 ——— |
| **WORKBOOK EXERCISES WORD ATTACK** | Writing Letters for Sounds | 1 ——— |
| | Circle Game | 1 ——— |
| | Identifying Letter Combinations | |
| | Matching | 1  4 ——— |
| | Matching Completion | 1 ————— 13 |
| | Completing Words | 7 ——— |
| | Writing Words without Endings | 14 ——— |
| | Writing Compound Words | |
| | Sentence Copying | 1 ——— |
| | Sentence Identification | 5 ——— |
| **WORKBOOK EXERCISES COMPREHENSION** | Answering Questions about Pictures | 5 ——— 10 |
| | Answering Questions about Stories | 11 ——— |
| | Sequencing Story Events | |
| | Identifying Characters | |
| | Main Idea | 16 ——— |
| | Following Instructions | |
| **MASTERY TESTS** | Mastery Tests | 10 ——— |

# Lessons 1–65

18     34 35     51 52     55 56     59     65

65

22     26     29 30     67 67     39     41     45     61     63 64

65

65

65

65

35

19

36     45

20     37     41     46     51     56     59     61     65

19

60     62     64

38     40     42     45     47     50     52     55     57     61     63     65

31     33 34     36     38 39     48     50     52     55     59

19

43     47 48     50     52     54     56     59 60     62     64

44     46     49     51     53     60     64

56     58

19     23     33     46     63

46     54     58     62     65

20     30     40     50     60     65

# Behavioral Objectives

The following chart gives specific information for each skill taught in **Decoding B1.** Three columns of information are provided. The **BEHAVIORAL OBJECTIVE** column details the kind of performance that can be expected from a student who has mastered the skill.

The column headed **The student is asked to** describes the tasks the student performs in order to master the skill. The **LESSONS** column shows the lessons in which the skill appears.

# Word-Attack Skills

## Pronunciation

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to pronounce individual words. | Repeat a word spoken by the teacher. | 1–6 |
| The student is able to pronounce words that begin with a consonant blend. | 1) Repeat a word that begins with a consonant blend; 2) say each sound in the blend. | 1–6 |
| The student is able to say each sound in a word. | 1) Repeat a word; 2) say each sound in the word. | 1–10 |
| The student is able to pronounce words with endings. | 1) View a word ending; 2) listen to a word; 3) say the word with the ending. | 11–17 |

## Sounds

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student learns the sounds made by vowels. | 1) View a vowel as the teacher says one of its sounds; 2) say the sound. | 1–10 |
| The student is able to read a vowel and say its sound(s). | Read a vowel and say its sound(s). | 3–11 |
| When given a word with an underlined vowel, the student is able to say the vowel's sound. | 1) View a word with an underlined vowel; 2) say the vowel's sound; 3) orally read the entire word. | 7, 9–50, 53–65 |
| The student learns the sounds made by consonants. | 1) View a consonant as the teacher says its sound; 2) say the sound. | 1–4, 7, 8 |
| The student is able to read a consonant and say its sound. | Read a consonant and say its sound. | 3–10, 49, 50 |
| The student learns the sounds made by letter combinations. | 1) View a letter combination as the teacher says its sound; 2) say the sound. | 1–64 (See table on page 17 for a list of letter combinations.) |
| The student is able to read a letter combination and say its sound. | Read a letter combination and say its sound. | 1–65 |
| The student is able to read words with letter combinations. | Orally read words with a particular letter combination. | 1–3, 5–10, 12, 13, 15–18, 34, 35, 51, 52, 55, 56, 59–65 |
| When given a word with an underlined letter combination, the student is able to say the letter combination's sound. | 1) View a word with an underlined combination; 2) say the letter combination's sound; 3) orally read the entire word. | 5, 9–15, 17–50, 53–65 |

## Word Reading

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student learns how to read irregularly spelled words. | 1) View an irregular word as the teacher pronounces it; 2) orally read the word. | 5–23, 25–27, 29, 31, 33, 35, 36, 38–44, 46, 49, 51–60, 62, 64 |
| | Pronounce irregular words that the teacher spells. | 5–10 |
| | Spell irregular words after reading them. | 11–23, 25–27, 29, 31, 33, 35, 36, 38–44, 46, 49, 51–60, 62, 64 |
| The student is able to read a list of words. | Orally read a list of regularly and irregularly spelled words. | 5–65 |
| The student is able to identify underlined sounds in words. | 1) View a word with an underlined sound; 2) say the sound; 3) orally read entire word. | 5, 9–50, 53–65 |
| The student is able to read words ending with a silent **E.** | Orally read a list of silent-**E** words without endings. | 7, 13–16, 19–21, 24, 25, 29, 43, 44 |
| | Orally read a list of silent-**E** words with endings. | 13, 15, 20, 24, 43, 44 |
| | Orally read a list of silent-**E** words, some of which have endings. | 26, 28–34, 36–42, 45 |
| The student is able to read compound words. | Orally read a list of compound words. | 37–45, 47, 48, 62, 64 |

## Buildups and Conversions

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to read a word and modified versions of the same word. | 1) Orally read a word; 2) orally read the word after a consonant has been added or changed. | 1–4, 17, 18, 29, 49, 50 |
| | 1) Orally read a word; 2) orally read the word after a vowel or vowel combination has been changed. | 5–10, 22–26, 30, 36, 37, 39, 47, 50–61 |
| | 1) Orally read a word; 2) orally read the word after an ending has been added. | 11, 12, 14, 16, 41, 45, 46, 48, 49, 63, 64 |
| The student learns how endings affect the spelling of certain words. | 1) Orally read a word that has a double consonant before an ending; 2) spell the word; 3) identify the doubled consonant. | 11–13 |
| | 1) Orally read a silent-**E** word; 2) orally read the word with an ending; 3) spell the word with an ending. | 13–15 |

## Individual Tests

| | | |
|---|---|---|
| The student is able to decode words accurately. | Orally read a row or column of words without making a mistake. | 1–65 |

# Group Reading
## Sentence Reading

| | | |
|---|---|---|
| The student is able to read a sentence. | Orally read a sentence. | 1–10 |
| The student learns the function of quotation marks within a sentence. | 1) Orally read a sentence with quotation marks; 2) read the quote. | 5, 7 |

**Story Reading**

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to read a story. | Orally read sentences in a Student Book story. | 11–65 |
| The student is able to answer comprehension questions. | Answer comprehension questions about a Student Book story. | 11–65 |

# Fluency Assessment

| The student is able to read a passage within a decoding error limit and within a time limit. | Orally read a set of sentences within a decoding error limit. | 1–10 |
|---|---|---|
| | Orally read part of a Student Book story within a decoding error limit. | 11–65 |
| | Orally read part of a Student Book story within a time limit. | 16–65 |

# Workbook Exercises:
## Word Attack
**Writing Letters for Sounds**

| Upon hearing a sound, the student is able to write the letter(s) that makes the sound. | 1) Listen to a sound; 2) write the letter(s) that makes the sound. | 1–10 |
|---|---|---|

## Circle Game

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| When presented with a row of letters, the student is able to identify the consecutive letters in the row that spell a given letter combination or word. | 1) Read a circled letter combination or word; 2) view a row of letters; 3) circle the consecutive letters in the row that spell the letter combination or the word. | 1–18 |

## Identifying Letter Combinations

| | | |
|---|---|---|
| The student is able to identify letter combinations within words. | 1) View a list of words; 2) cross out the words that don't have a specified letter combination. | 36–45 |

## Matching

| | | |
|---|---|---|
| The student is able to identify matching words. | 1) View two columns of words; 2) draw lines between the matching words. | 1–4 |

## Matching Completion

| | | |
|---|---|---|
| The student is able to make two words match by adding letters to one of the words. | 1) View one column of complete words and one column of incomplete words; 2) draw lines between the words that can be matched; 3) add letters to the incomplete words to make them match the complete words. | 1–13, 20–22, 24–37, 41, 51, 56, 59, 61, 65 |

## Completing Words

| | | |
|---|---|---|
| The student is able to write a dictated word by adding letters to an incomplete word. | 1) View an incomplete word; 2) listen to a word dictated by the teacher; 3) write the dictated word by adding letters to the incomplete word. | 7–19 |

## Writing Words without Endings

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| After reading a word with an ending, the student is able to write the word without an ending. | 1) Read a word with an ending; 2) follow a line from the word to a blank; 3) write the word without the ending in the blank. | 14–60, 62–64 |

## Writing Compound Words

| | | |
|---|---|---|
| The student is able to write compound words. | 1) Read two words; 2) write the compound word that combines both words. | 38–40, 42–45, 47–50, 52–55, 57, 61, 65 |

## Sentence Copying

| | | |
|---|---|---|
| The student is able to copy sentences. | 1) Read a sentence in the Workbook; 2) copy the sentence. | 1–31, 33, 34, 36, 38, 39, 46, 48, 50, 52, 55, 63, 65 |

## Sentence Identification

| | | |
|---|---|---|
| The student is able to locate specified sentences. | 1) Find a specified sentence in the Student Book; 2) copy part of the sentence in the Workbook. | 5–19 |
| | 1) Find a specified sentence in the Student Book; 2) copy the complete sentence in the Workbook. | 56–58, 61, 65 |

# Workbook Exercises:
## Comprehension
**Answering Questions About Pictures**

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to answer questions about pictures. | 1) View a picture; 2) write answers to comprehension questions about the picture. | 5–7, 9, 10 |
| The student is able to answer questions about stories. | 1) View a picture based on a Student Book story; 2) read comprehension questions about the picture and the story; 3) write the answers. | 11–18, 35, 42, 55 |
| | 1) Read comprehension questions about a Student Book story; 2) write the answers. | 19–34, 36–43, 47, 50, 52, 54, 56, 59, 60, 62, 64 |

**Sequencing Story Events**

| | | |
|---|---|---|
| The student is able to place story events in the correct order. | 1) Read three sentences that describe events in a Student Book story; 2) number the sentences to show the correct order of events; 3) copy the sentences in the correct order. | 44–46, 49, 51, 53, 60, 64 |

**Identifying Characters**

| | | |
|---|---|---|
| The student is able to identify story characters. | 1) Read a sentence that describes a Student Book character; 2) identify the character; 3) write the name of the character. | 56–58, 61, 63, 65 |

**Story Summarization**

| | | |
|---|---|---|
| The student is able to summarize the events of the previous story. | Answer questions that help retell the previous story. | 18–22, 25, 27–29, 32, 34, 39–45, 57–62 |

## Cause and Effect

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to identify causes and effects. | Answer questions about the relationship between cause and effect in a story. | 16, 23, 31, 38, 41, 42, 56, 65 |

## Main Idea

| | | |
|---|---|---|
| The student is able to identify the sentence that expresses the main idea of a selection. | 1) Read four sentences that describe a possible main idea; 2) identify the correct main-idea sentence; 3) write the main-idea sentence. | 16, 19, 23, 33, 46, 63 |

## Compare and Contrast

| | | |
|---|---|---|
| The student is able to compare and contrast characters. | Answer questions that compare and contrast elements of the story. | 44 |

## Following Instructions

| | | |
|---|---|---|
| The student is able to follow instructions. | 1) Read a set of instructions that involve copying words and drawing lines; 2) follow instructions. | 46–54, 58, 62, 65 |

# Word List

Following is an alphabetical list of words that are taught in Word-Attack Skills exercises. The number in parentheses indicates in which lesson the word first appears.

about (60), across (54), add (25), added (27), afraid (62), after (9), again (39), ago (61), aim (45), air (46), alarm (58), alive (64), all (32), alligator (54), almost (64), along (57), already (54), always (64), amp (18), amps (18), an (5), and (2), animals (62), another (19), answer (17), ant (2), antlers (54), any (29), anybody (37), anyone (26), anything (41), are (13), arm (55), army (56), around (55), aside (44), ask (11), asked (11), asking (11), asleep (64), ate (15), attack (61), attacked (62), attacking (60), away (61)

back (7), bad (7), bag (14), bait (36), bake (25), band (22), bang (20), bank (40), barking (55), barracks (62), basket (22), bath (17), batter (10), battle (61), bay (41), be (7), beach (38), beads (54), beans (16), beard (61), beat (18), beaten (31), beater (31), became (23), because (18), become (45), bed (7), beef (17), been (62), bees (52), before (12), began (12), begged (34), begin (12), beginning (33), begun (57), behind (61), believe (29), bell (9), belts (43), bench (22), bend (22), bent (19), best (10), bets (10), better (9), between (18), bib (54), bid (49), big (49), bigger (23), biggest (26), bike (41), bill (7), bin (51), bing (52), bird (61), birds (55), bit (15), bits (21), bitten (65), bitter (57), black (3), blade (38), blast (65), bleep (54), bleet (62), blinked (60), blip (54), blow (10), blowing (65), blushing (65), board (18), boards (17), boat (17), boater (19), boating (42), boatload (47), bob(8), bobbed (53), bolted (44), bolts (43), bone (23), book (42), bop (20), bopped (54), boss (25), bother (20), bottom (38), bout (58), box (16), brabble (62), bragged (31), brains (56), branch (26), brap (62), brave (64), breathed (65), breathing

(63), bribe (41), brick (25), bridal (59), bride (60), bright (63), brightness (62), bring (7), bringing (9), broke (19), broken (17), broker (31), broom (12), brother (19), brothers (50), brown (11), brush (53), bubbling (62), bud (49), bug (49), bugged (49), bugs (49), bum (29), bun (51), bunt (59), burp (51), bus (9), bust (7), busted (49), buster (61), butter (57), button (35), buy (50), buzz (60), buzzing (65)

cakes (58), call (64), calling (65), cam (2), came (17), camp (17), camping (7), camps (18), can (1), cannot (17), can't (22), cap (2), care (17), Carla (63), cart (56), cash (45), cat (1), chair (60), champ (17), champs (17), charge (57), check (58), checked (26), checkers (36), Chee (23), cheek (64), cheeks (25), cheer (7), cheered (18), chest (28), chill (7), chin (42), chip (7), chips (10), chomp (25), chomped (16), chomping (15), chop (7), chopped (26), clam (2), clamp (17), clamps (17), clap (1), clapped (13) class (7), clean (21), cleaned (55), cleaning (19), clearly (63), clear (43), clerk (9), cliffs (64), clip (2), clock (7), clocked (20), close (37), closer (40), closet (60), clothes (44), cloud (52), coach (58) coat (17), coats (35), cold (5), colder (28), coldest (28), collar (54), colt (5), come (16), coming (38), company (59), con (21), conned (21), conning (24), cook (22), cop (6), corn (3), cotton (46), couch (58), could (33), couldn't (59), covered (46), cow (10), crab (7), crack (21), crash (65), crashed (60), creek (11), creep (50), crest (59), crime (41), crunch (40), crushed (60), crust (59), cup (3), cupped (49), cups (49), curls (60), cut (4), cutter (37)

dab (52), dabbed (53), dad (2), darted (58), dash (61), day (12), days (16), daytime (62), deal (22), dear (53), deep (10), deeply (65), deer (3), dent (7), desk (35), did (1), didn't (16), difference (62), dig (49), digging (50), dill (51), dime (40), din (52), ding (53), dingers (53), dinging (52),

dinner (44), dip (3), dirt (61), dive (41), diver (46), diving (43), do (5), dock (38), doctor (56), does (43), doesn't (54), dogs (13), doing (9), dollars (21), done (44), dong (53), don't (15), door (20), doorway (43), dope (37), down (11), downhill (39), dragged (42), dragging (44), drain (39), drained (38), drams (62), dress (10), dressed (22), drink (4), drip (3), dripping (13), dropped (12), dropping (12), drug (3), drum (50), duck (6), dud (49), dug (3), dumb (64), dust (50), dusty (50), dying (49)

each (18), ears (15), east (33), easy (27), eat (16), eaten (58), eating (21), eats (15), egg (33), eleven (52), else (35), Emma (26), ended (37), enemy (60), escaped (57), even (16), ever (14), every (20), everybody (39), everything (42)

factory (47), fail (34), fake (28), fakes (56), fall (64), fantastic (36), farm (55), farmer (56), fast (1), faster (9), fastest (27), fat (2), fate (48), fatter (21), fee (3), feed (10), feeds (2), feeling (8), fell (11), fellow (53), felt (18), few (63), fifty (63), file (44), fill (1), filled (11), filler (10), filling (7), fills (10), find (50), fine (45), finger (54), fins (41), fire (25), firemen (25), first (37), fish (4), fishing (9), fits (2), five (22), fix (14), fixed (17), fixing (40), flag (3), flap (6), flash (16), flashed (30), flat (2), flipped (41), float (17), floating (41), floor (52), Flop (26), flowing (10), fly (41), flying (44), fog (38), fold (5), folks (22), follow (59), fond (7), fool (58), foot (43), for (3), forget (65), forgot (65), form (8), found (52), foxy (56), frame (18), free (3), freeway (42), freeze (13), fresh (36), fright (62), frog (53), from (20), front (40), frozen (63), full (59), fun (4), funny (65)

garden (54), gasoline (62), gate (33), gates (34), gave (12), gear (44), get (11), girl (53), give (7), glad (13), glasses (42) gloom (22), go (3), goat (19), goats (26), going (9), gold (5), gone (51), good (26), goodbye (41), got (5), grabbed (17), grain (34), grass (6), green (6), Gretta (23),

grinned (12), grip (45), gripping (46), grips (45), gromp (36), ground (57), grove (58), grow (24), grower (24), growled (56), gum (15), guy (57)

had (3), hadn't (57) hair (49), ham (23), hamburgers (61), hammer (17), hammered (18), hammers (20), hand (5), handed (17), handle (20), hands (27), happen (45), happened (13), happening (48), happy (15), hard (55), has (3), hat (5), hate (21), hated (31), have (7), haven't (54), he (3), head (39), heap (32), heaps (30), hear (15), heard (62), hearing (25), heave (57), heaving (47), heels (26), held (18), help (10), helped (12), helper (28), helpers (57), Henry (42), hep (37), her (9), here (15), here's (34), herself (25), hide (47), hiding (58), high (60), hike (45), hill (3), him (37), himself (18), his (20), hit (5), hold (17), holding (18), holes (33), holler (37), hollered (41), home (23), homework (44), hope (13), hoped (13) hoping (13), hopped (14), hopping (12), horn (20), horned (55), horse (7), horses (26), hospital (48), hot (5), hotel (59), hotter (50), hour (52), house (52), how (7), hub (7), hum (55), hunger (65), hungry (65), hush (58)

ice (14), idea (46), I'll (36), in (5), inch (7), inches (62), inside (44), into (11), isn't (61), I've (22)

jab (26), jacket (59), jail (47), jailer (49), jam (1), Japan (38), jerk (30), job (17), jog (53), jogged (59), joke (50), jokes (36), joking (51), jug (53), jump (3), jumped (11), jumping (11), junk (4), just (12)

kangaroo (14), keep (1), kept (14), kill (4), know (11)

lab (52), lack (5), lacks (6), lad (22), laid (37), lake (18), lamp (17), lamps (2), land (1), landed (32), landing (48), lap (1), last (1), late (15), later (15), laugh (49), lead (22), leaf (26), leak (41),

leaks (41), leaky (41), leave (25), leaves (50), leaving (40), led (22), left (16), legs (13), lend (33), let's (18), letter (9), lick (5), licked (49), licks (6), lid (21), lie (15), lift (9), lifted (22), lifter (9), lifting (7), lifts (9), light (41), lighter (42), like (13), liked (13), likely (28), likes (20), liking (13), lined (65), lint (46), lip (1), list (7), load (25), loading (21), loaf (26), loafers (26), lock (5), locked (12), locks (6), look (27), looked (42), looker (63), looking (63), loose (58), lot (11), loud (51), louder (62), loudly (52), love (58), low (10), lower (40), luck (35), lumps (13), lunch (22)

mad (12), made (16), mail (37), main (34), major (59), make (14), maker (14), makes (16), making (14), man (1), manner (15), mar (58), march (57), marching (62), mass (22), math (2), matter (22), mattered (60), may (27), maybe (57), meal (33), meals (31), mean (16), means (43), meat (16), meet (4), meeting (7), melon (39), melt (30), melted (32), men (22), mess (21), messed (63), met (9), middle (10), mile (18), miles (53), milk (3), milked (26), mill (47), millions (62), mine (50), minutes (30), mirror (60), miss (23), moan (26), moaned (49), molds (25), Molly (43), mom (11), moment (63), money (27), month (62), months (65), moon (21), moonlight (63), mop (21), mopped (21), mopping (21), more (5), morning (9), mother (50), motor (42), motors (43), mouth (51), move (5), moved (62), much (7), mud (3), muss (59), must (14), muttered (57), my (11), myself (44)

nail (38), name (18), named (26), near (21), nearby (58), neared (62), nearest (27), nearly (27), neat (31), neatest (31), neatly (31), need (13), needle (37), needs (16), never (27), next (8), night (62), nine (40), no (3), nobody (26), nod (7), nose (16), not (5), note (20), notes (20), nothing (41), now (7), nurse (56), nut (53)

oars (26), oat (58), oats (15), odd (25), odds (33), of (8), off (64), okay (57), old (3), on (5)

one (12), open (41), opened (42), orange (52), order (10), ordered (39), orders (12), other (17), others (18), ouch (54), our (51), out (14), outing (61), outside (51), over (11)

pack (1), packer (22) packs (15), paddle (19), pain (34), paint (34), paintbrush (41), painted (40), pale (49), pals (12), pan (1), pans (8), pant (60), panting (34), pants (28), part (55), parts (53) pat (6), path (6), paths (45), patrol (62), pats (5), patted (25), patting (64), pay (23), peck (8), peeked (58), peeking (33), pen (20), people (31), person (9), pick (2), picked (27), picker (51), pike (41), pile (27), pinch (55), pipe (65), pit (6), pits (5), plan (1), planet (62), planned (11), planner (13), planning (11), plans (14), plant (2), planted (33), plates (17), play (22), played (23), please (59), plop (30), pocket (14), poke (37), poked (49), pokes (49), pole (7), poles (20), pond (11), pop (14), pot (6) pots (5), pound (18), pounded (56), President (57), press (43), pressed (58), pretty (56), private (57), prop (21), proud (65), pucker (51), punch (55), punt (60)

question (10), questions (36), quick (58), quit (35)

raid (39), rail (36), rain (35), raining (49), raked (29), ramp (29), ran (7), ranch (9), rancher (9), rang (7), rank (7), rapped (55), rash (5), rat (1), rate (14), rater (14), rating (14), ray (48), reach (39), reached (19), read (23), reader (43), ready (24), real (34), really (37), rear (26), red (10), remember (57), remembered (62), report (64), rest (16), rested (18), rests (16), rid (45), ride (15), rider (15), riding (44), right (58), ring (7), ringer (10), ringing (10), rings (10), rip (52), ripped (45), ripping (40), road (21), roads (18), roar (26), rob (7), robbed (12), robber (12), robbers (13), robbery (48), rock (5), rocket (46), rod (5), rode (26), rolled (60), roof (55), room (12), rooms (16), Ron's (13), Rop (35), rope (14), ropes (14), rotten (51), rub (8), rubbed (11),

rubbing (11), run (3), runner (12), runs (35), rush (7), rushed (39), rushing (64), rust (3), rusty (51), ruts (18)

sack (1), safe (26), safely (27), safest (27), said (5), sail (34), sailed (35), sailing (55), sailor (38), sailor's (39), sails (41), sale (36), same (36), sand (1), sander (9), sanding (9), sands (9), Sandy (15), sang (56), sap (1), sat (2), save (13), saved (13), saving (13), saw (43), say (19), saying (23), scale (36), scare (47), score (7), scream (55), sea (46), seal (36), seals (43), seated (35), seating (17), seconds (46), see (1), seed (2), seeds (1), seem (11), seemed (62), seems (5), seen (19), seep (1), seeps (2), self (25), sell (7), seller (9), selling (7), sells (9), send (7), sender (10), sending (7), sends (10), sense (27), set (12), set (23), seven (16), seventeen (21), seventy (18), shabby (35), shack (22), shade (24), shaft (42), shake (54), shame (31), shamed (32), shape (15), shaped (15), shapely (28), shaping (28), sharp (56), shaved (28), shaving (30), she (3), sheared (32), shearing (28), shears (30), shed (20), sheep (4), sheet (3) sheets (5) shelf (10), shells (13), Shelly (31), shift (41), shifted (64), shifting (64), shifts (41), shifty (41), shiny (63), ship (3), shirt (61), shock (25), shook (54), shop (5), shopped (11), shopping (11), shore (19), short (18), shortest (28), shortly (28), shot (5), should (59), shouldn't (60), shout (55), shouted (56), show (10), showed (11), showing (11), shows (18), shut (39), sick (6), side (26), sides (41), sigh (62), sight (63), signal (63), signaler (63), signaling (63), silent (63), silly (36), silver (50), simmer (57), sin (7), sing (7), singing (9), sink (4), sip (1), sir (57), sister (9), sisters (50), sit (2), site (45), sits (1), sitter (13), sitting (12), skin (46), skipped (59), skipping (63), sky (41), slab (27), slabs (36), slack (2), slacks (13), slam (35), slammed (16), slamming (13), slap (1), slapped (35), slapping (64), slat (2), slate (27), sled (24), sleep (1), sleeping (10), sleeps (1), sleepy (41), sleeve (39), sleeves (35), sleeving (36), slept

(18), slid (35), slide (49), slim (56), slip (1), slipped (44), slipper (13), slippers (41), slippery (41), slit (2), slop (21), slope (21), slopping (21), sloppy (35), slow (15), slower (31), slowest (27), slowly (15), smart (56), smash (46), smashed (40), smashes (46), smashing (46), smear (15), smell (17), smells (19), smile (43), smiled (41), smiles (46), smiling (43), smoke (43), smoking (43), snapping (56), sneak (49), sneeze (58), sniffed (39), snoring (60), snow (10), so (3), soap (17), soaped (18), sob (54), sobbed (35), sock (6), socks (13), sod (6), sold (6) some (15), somebody (39), someone (20), something (25), somewhere (47), soon (12), sop (6), sore (7), sorry (61), sound (51), sounded (55), space (46), speak (25), speed (32), spend (9), splash (41), spot (48), spotlight (62), spray (46), springs (63), squad (57), stack (29), stacker (35), stackers (27), stacks (27), stammer (36), stamped (24) stand (53), standing (19), stared (47), start (56), started (59), station (25), stay (23), stayed (26), steal (28), steel (38), steep (6), steered (39), steering (43), step (14), stepped (35), stepping (48), stick (1), sticking (47), sticks (2), sticky (45), still (14), stop (5), stopped (14), stopper (12), stopping (12), store (3), story (38), streak (40), stream (22), streaming (64), streets (10), strip (43), stripe (46), striped (46), stripes (46), striping (46), stroked (42), stuck (55), stunned (65), such (8), suddenly (54), summer (57), sun (3), sung (7), swam (26), sweep (10), sweeping (12), sweets (60), swim (26), swum (51), swung (64)

table (17), tack (2), taffy (46), tags (60), take (21), taken (42), taking (44), talk (57), talking (58), tame (26), tamp (18), tamped (18), tamping (18), tamps (17), tan (7), tang (7), tank (7), tap (3), tape (52), taps (6), tears (25), tee (4), teen (11), teeth (1), tell (8), teller (48), ten (7), than (2), thank (10), that (1), that's (22), the (1), their (18), them (7), then (7), there (12), these (15), they (9), they'll (59), they've (55), thin (8), thing (8), things (15),

think (8), thinker (63), thinking (63), third (55), thirst (61), this (1), those (16), thousands (63), three (4), through (40), throughout (42), throw (22), tick (4), time (14), timer (14), times (16), timing (14), tin (45), tip (4), tips (6), tired (49), tires (45), to (5), toad (54), tock (20), together (44), told (5), too (12), took (30), tools (39), tooted, (59) top (5), tops (6), tore (21), torn (3), tossed (40), tossing (47), town (13), track (3), tracker (10), tracking (10), tracks (10), trade (24), traded (24) trades (24), trading (43), trained (61), trait (39), tramp (18), tramps (17), trap (3), trash (11), treat (39), tree (4), trench (40), trenches (45), trick (3), tricking (37), tried (58), trip (3), truck (3), trucker (9), trucking (9), trucks (9), trumpet (62), trunk (7), try (41), trying (44), tuck (3), tug (46), turn (32), turned (40), turning (46), turns (46), two (56)

under (46), until (31), up (41), upset (25), upside (41), us (4)

Valley Forge (61), very (14)

wait (34), waited (34), wake (30), walk (49), walked (50), wall (63), want (55), wanted (55), wants (54), was (6), Washington (57), water (38), waved (34), waves (38), way (18), we (3), weeds (54), week (9), weeks (29), well (14), went (10), were (9), west (32), wet (11), we've (61), wham (42), what (9), whatever (57), what's (56), wheat (58), wheel (47), when (7), where (12), which (9), while (38), whiskers (60), whisper (43), whispered (58), white (41), who (13), why (40), wife (52) wig (60), wiggled (64), will (3), win (5), window (56), winked (61), wiped (53), wish (3), with (4), without (42), woke (18), woman (9), women (18), won't (39), wool (28), words (42), work (15), worked (22), worker (18), workers (19), working (32), works (21), would (59), wouldn't (59), wow (30)

yard (55) year (29), yearly (31), years (31), yell (11), yelled (11), yellow (35), yet (36), yokels (59), you (8), you'll (27), your (17), you're (33), yourself (37), yum (39)

zipped (46)

# Skills Profile Chart

The Skills Profile Chart can be used to record an individual student's mastery of each skill taught in **Decoding B1.** The chart summarizes the skills presented in the program and provides space for indicating when a student has mastered each skill. One copy of the chart should be made for each student in the class.

Name _____

## Word-Attack Skills

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|---|---|
| **Pronunciation** <br> Repeats a word | 1–6 | |
| Says each sound in a consonant blend | 1–6 | |
| Says each sound in a word | 1–10 | |
| Says a word with a given ending | 11–17 | |
| **Sounds** <br> Learns sounds made by vowels | 1–10 | |
| Reads a vowel and says its sound(s) | 1–4 | |
| Identifies an underlined vowel in a word | 7–65 | |
| Learns the sounds made by consonants | 1–8 | |
| Reads a consonant and says its sound | 1–64 | |
| Learns the sounds made by letter combinations *th, ee, sh, or, ol, ch, wh, ing, er, oo, ea, oa, ai, ou, ar, oul, ir, igh, al, ou, ing* | 1–65 | |
| Reads a letter combination and says its sound | 1–65 | |

# Word-Attack Skills *cont.*

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|---|---|
| Orally reads words with a particular letter combination | 1–65 | |
| Orally reads an underlined letter combination in a word | 5–65 | |
| **Word Reading**<br>Learns how to read irregularly spelled words | 5–64 | |
| Orally reads a list of regular and irregular words | 5–65 | |
| Orally reads underlined sounds in words | 5–65 | |
| Learns how to read silent-**E** words | 7–44 | |
| Orally reads a list of compound words | 37–64 | |
| **Buildups and Conversions**<br>Orally reads a word and modified versions of the same word | 1–64 | |
| Learns how endings affect the spelling of certain words | 11–15 | |
| **Individual Tests**<br>Orally reads a row of words without making a mistake | 1–65 | |

# Group Reading

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|:---:|:---:|
| **Sentence Reading**<br>Orally reads a sentence | 1–10 | |
| Learns the function of quotation marks | 5–8 | |
| **Story Reading**<br>Orally reads sentences in a story | 11–65 | |
| Answers comprehension questions about a story | 11–65 | |

# Checkouts

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|:---:|:---:|
| Identifies and corrects decoding errors | 11–65 | |
| Orally reads a set of sentences within a decoding error limit | 1–10 | |
| Orally reads part of a story within a decoding error limit | 11–65 | |
| Orally reads part of a story within a time limit | 16–65 | |

# Workbook Exercises:
## Word Attack

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|---|---|
| **Writing Letters for Sounds**<br>Writes the letter(s) that makes a dictated sound | 1–10 | |
| **Circle Game**<br>Circles letters that spell a given letter combination or word | 1–18 | |
| **Identifying Letter Combinations**<br>Identifies words with specified letter combinations | 36–45 | |
| **Matching**<br>Draws lines between matching words | 1–4 | |
| **Matching Completion**<br>Makes two words match by adding letters to one of the words | 1–65 | |
| **Completing Words**<br>Writes a dictated word by adding letters to an incomplete word | 7–19 | |
| **Writing Words without Endings**<br>Reads a word with an ending and writes the word without an ending | 14–64 | |
| **Writing Compound Words**<br>Writes compound words | 38–65 | |
| **Sentence Copying**<br>Copies written sentences | 1–65 | |
| **Sentence Identification**<br>Finds specified sentences and copies them | 5–65 | |

# Workbook Exercises:
## Comprehension

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|---|---|
| **Answering Questions about Pictures**<br>Answers questions about a picture | 5–10 | |
| **Answering Questions about Stories**<br>Answers questions about a Student<br>Book story | 11–64 | |
| **Sequencing Story Events**<br>Places story events in the correct order | 44–64 | |
| **Identifying Characters**<br>Identifies story characters | 56–65 | |
| **Story Summarization**<br>Summarizes the events of a story | 18–62 | |
| **Cause and Effect**<br>Identifies causes and effects | 16–65 | |
| **Main Idea**<br>Identifies the sentence that expresses<br>the main idea of a selection | 16–63 | |
| **Compare and Contrast**<br>Compares and contrasts characters | 44 | |
| **Following Instructions**<br>Follows a set of written instructions | 46–65 | |

**Decoding B1 Mastery Test Group Summary**

| Test number | | | Name:<br>Date:<br>1.<br>2.<br>3.<br>4.<br>5.<br>6.<br>7.<br>8.<br>9.<br>10.<br>11.<br>12.<br>13.<br>14.<br>15.<br>16.<br>17.<br>18.<br>19.<br>20.<br>21.<br>22.<br>23.<br>24.<br>25.<br>Number failed:<br>Percent failed: |
|---|---|---|---|
| 1 | 1 | Writing Letters | P F |
| | 2 | Identifying Words | P F |
| | 3a | Underlined Part | P F |
| | 3b | Word Reading | P F |
| | 4 | Sentence Reading | P F |
| 2 | 1 | Writing Letters | P F |
| | 2 | Identifying Words | P F |
| 3 | 1 | Writing Letter Combos | P F |
| | 2 | Identifying Words | P F |
| 4 | 1 | Identifying Words | P F |
| 5 | 1 | Alphabetical List | P F |
| | 2 | Identifying Words | P F |
| 6 | 1 | Identifying Words | P F |
| | 2 | Part 1 w/o Endings | P F |
| 7 | 1 | Writing Letters | P F |
| | 2 | Identifying Words | P F |

# *Decoding B1* Fluency Assessment Summary

## Teacher-Observed One-Minute Timed Individual Checkouts

**Teacher:**

| Student name: | Lesson range: | 16–20 | | 21–25 | | 26–30 | | 31–35 | |
|---|---|---|---|---|---|---|---|---|---|
| | Criteria: | words | errors | words | errors | words | errors | words | errors |
| | | 60 | 3 | 65 | 3 | 70 | 3 | 75 | 3 |
| 1. | | | | | | | | | |
| 2. | | | | | | | | | |
| 3. | | | | | | | | | |
| 4. | | | | | | | | | |
| 5. | | | | | | | | | |
| 6. | | | | | | | | | |
| 7. | | | | | | | | | |
| 8. | | | | | | | | | |
| 9. | | | | | | | | | |
| 10. | | | | | | | | | |
| 11. | | | | | | | | | |
| 12. | | | | | | | | | |
| 13. | | | | | | | | | |
| 14. | | | | | | | | | |
| 15. | | | | | | | | | |
| 16. | | | | | | | | | |
| 17. | | | | | | | | | |
| 18. | | | | | | | | | |
| 19. | | | | | | | | | |
| 20. | | | | | | | | | |
| 21. | | | | | | | | | |
| 22. | | | | | | | | | |
| 23. | | | | | | | | | |
| 24. | | | | | | | | | |
| 25. | | | | | | | | | |
| **Total not at criteria:** | | | | | | | | | |
| **Percent not at criteria:** | | | | | | | | | |

# *Decoding B1* Fluency Assessment Summary

## Teacher-Observed One-Minute Timed Individual Checkouts

**Teacher:**

| Lesson range: | | 36–40 | | 41–54 | | 55–65 | |
|---|---|---|---|---|---|---|---|
| **Student name:** | *Criteria:* | words | errors | words | errors | words | errors |
| | | 80 | 3 | 85 | 3 | 90 | 3 |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |
| 8. | | | | | | | |
| 9. | | | | | | | |
| 10. | | | | | | | |
| 11. | | | | | | | |
| 12. | | | | | | | |
| 13. | | | | | | | |
| 14. | | | | | | | |
| 15. | | | | | | | |
| 16. | | | | | | | |
| 17. | | | | | | | |
| 18. | | | | | | | |
| 19. | | | | | | | |
| 20. | | | | | | | |
| 21. | | | | | | | |
| 22. | | | | | | | |
| 23. | | | | | | | |
| 24. | | | | | | | |
| 25. | | | | | | | |
| **Total not at criteria:** | | | | | | | |
| **Percent not at criteria:** | | | | | | | |

# Corrective Reading

SRA

# Teacher's Guide

## Decoding B2   Decoding Strategies

Siegfried Engelmann
Gary Johnson
Linda Carnine
Linda Meyer
Wesley Becker
Julie Eisele

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# Contents

# Contents

# SRA Corrective Reading Series

SRA's *Corrective Reading* programs are divided into two strands: Decoding and Comprehension.

**A single-strand sequence** places students in one strand (**Decoding,** for example), and the students move through the strand from the point of initial placement (**Decoding A, B1, B2,** or **C**) to the end of the strand (**Decoding C**).

**The double-strand sequence** requires that students receive two full periods of instruction each day—one period in a Decoding program and one period in a Comprehension program.

Each Decoding program is designed to be used independently. Students may be placed at the beginning of one program and complete all lessons in that program in either a single-strand or double-strand sequence.

# Decoding Strand: A, B1, B2, C

Here is a diagram of the four decoding programs in SRA's **Corrective Reading** series.

| Decoding A | Decoding B1 | Decoding B2 | Decoding C |
|---|---|---|---|
| 65 lessons | 65 lessons | 65 lessons | 125 lessons |

**Decoding A** is appropriate for students in grades 3 through high school who are extremely deficient in decoding skills. These students may recognize some words but do not have adequate strategies for accurate decoding of words like **frost** and **track.**

**Decoding B1** is appropriate for most problem readers in grades 3 through 12. They guess at words. They have trouble reading words such as **what, that, a,** and **the** when the words appear in a sentence context. They often read synonyms for printed words and are generally inconsistent in their reading behavior (reading a word correctly one time and missing it the next time).

**Decoding B2** is appropriate for students in grades 4 through 12 who have some decoding problems, who do not read at an adequate rate, who still tend to confuse words with similar spellings, and who tend to make word-guessing mistakes.

**Decoding C** is appropriate for students who have mastered many basic reading skills but who have trouble with multisyllabic words and typical textbook material.

# USE THE DECODING PLACEMENT TEST TO DETERMINE THE APPROPRIATE PLACEMENT OF STUDENTS.

A reproducible copy of the **Corrective Reading** Decoding Placement Test and details on how to administer it appear in Appendix A at the end of this guide.

The individually administered test measures each student's reading accuracy and oral reading rate. Placement takes into account a student's ability to decode words in isolation, sentences, and stories.

## Progress Through the Decoding Strand

The Decoding programs are designed so that there is a careful progression of skill development from level to level. The Decoding strand has four entry points.

**1** Students who begin at Level A should complete A and B1 in a school year (a total of 130 lessons).

**2** Students who begin at Level B1 should complete B1 and B2 in a school year (a total of 130 lessons).

**3** Students who begin at Level B2 should complete B2 and most of Level C in a school year.

**4** Students who begin at Level C should complete C and additional outside reading in a school year.

## Features of All Decoding Levels

Each level of SRA's **Corrective Reading** Decoding programs has features that have been demonstrated through research studies to be effective in improving student performance. The Decoding strand directly addresses all the critical reading components identified by the National Reading Panel (2002)—phonemic awareness, phonics, fluency, vocabulary, and comprehension. Note that vocabulary and comprehension are not major objectives of the Decoding strand but are thoroughly addressed by the companion **Corrective Reading** Comprehension strand.

- Each level is a core program, not ancillary material. Each level contains all the material you need and provides students with all the practice they need to learn the skills.

- All words, skills, and decoding strategies are taught through DIRECT INSTRUCTION. This approach is the most efficient for communicating with the students, for evaluating their performance on a moment-to-moment basis, and for achieving student mastery. Students are not simply exposed to skills. Skills are taught.

- Students are taught everything that is required for what they are to do later. Conversely, they are not taught skills that are not needed for later skill applications. The levels concentrate only on the necessary skills, not the nuances.

- Each level is based on cumulative skill development. Skills and strategies are taught, with lots of examples. Once a skill or strategy is taught, students receive practice in applying that skill until the end of the level. This type of cumulative development has been demonstrated by research studies to be the most effective method for teaching skills so that they become well learned or automatic.

- Because of the cumulative development of skills, the difficulty of material increases gradually but steadily.

- Each level is divided into daily lessons that can usually be presented in a class period (35–45 minutes of teacher-directed work and independent student applications).

- Each level contains Mastery Tests and Individual Reading Checkouts. These tests and checkouts are criterion-referenced performance measures of student **reading behavior.** These measures are part of the lessons. They provide you with very detailed data on student reading performance. They also show the students how their performance is improving as they progress through the program.

- Each level includes an effective management system that is consistent across all levels of the program. Students earn points for performance on each part of the daily lesson. Records of this performance may be used for awarding grades and documenting progress in specific skill areas.

- Each lesson specifies both teacher and student behavior. The lessons are scripted. The scripts specify what you do and say as well as appropriate student responses. The scripted lessons assure that you will (a) use uniform wording, (b) present examples in a manner that communicates effectively with students, and (c) complete a lesson during a class period. The net result of the teacher presentation scripting is that students make a larger number of academically related responses during each period.

## Facts About the Problem Reader

The series is designed to change the behavior of the problem reader. The specific decoding tendencies of the problem reader suggest what a program must do to be effective in changing this student's behavior.

The problem reader makes frequent word-identification errors. The student makes a higher percentage of mistakes when reading connected sentences than when reading words in word lists. Often, the student can read words correctly in word lists but then misidentifies the same words when they are embedded in connected sentences.

The specific mistakes the reader makes include word omissions, word additions, and confusion of high-frequency words, such as **what** and **that, of** and **for, and** and **the.** The student also reads synonyms (saying "pretty" for **beautiful**). The student often guesses at words, basing the guess on the word's beginning or ending. And the student is consistently inconsistent, making a mistake on one word in a sentence and then making a different mistake when rereading the sentence.

The student doesn't seem to understand the relationship between the arrangement of letters in a word and the pronunciation of the word. Often, the student is confused about the "word meaning" (a fact suggested by "synonym reading," "opposite reading," and word guessing). The strategy seems to be based on rules the student has been taught. The problem reader follows such advice as: "Look at the beginning of the word and take a guess," "Think of what the word might mean," and "Look at the general shape of the word." The result is a complicated strategy that is often backwards: The student seems to think that to read a word, one must first "understand" the word and then select the spoken word that corresponds to that understanding.

Although the problem reader may use a strategy that is "meaning based," the reader is often preempted from comprehending passages. The reason is that the student doesn't read a passage with the degree of accuracy needed to understand what the passage actually says. (Omitting the word **not** from one sentence changes the meaning dramatically.)

Furthermore, the student's reading rate is often inadequate, making it difficult for the student to remember the various details of the passage, even if they were decoded accurately. Often, the problem reader doesn't have an effective comprehension strategy because the student's poor decoding and slow rate don't make the material sensible.

Finally, the poor reader is not a highly motivated student. For this student, reading has been punishing. The student often professes indifference: "I don't care if I can read or not." But the student's behavior gives strong suggestions that the student cares a great deal.

The student's ineffective reading strategies and negative attitudes about reading become more ingrained as the reader gets older. To overcome them requires a very careful program, one that systematically replaces the strategies with new ones and that provides lots and lots of practice.

Initial relearning may be very slow and require a great deal of repetition. For a seventh grader—who chronically confuses **a** and **the**—to read words at 98 percent accuracy when they appear in passages, the student may have to read these words more than 800 times when they appear in sentences. Furthermore, the student must receive feedback. The only way to provide the necessary practice and feedback is through a presentation format that requires lots of oral reading. Until the 800 practice trials are provided, the high rate of accuracy will not occur.

## Decoding Procedures

The procedures that are used in the program derive directly from the difficulties that students have with particular tasks. Based on the problems, we can identify two major levels of difficulty. The less difficult level is reading isolated words. The more difficult level is reading words that are in a connected sentence context.

Isolated words are easier because they do not prompt the student to use inappropriate guessing strategies that the student applies when reading connected sentences. When the student reads word lists, therefore, the student is not as likely to guess on the basis of the order of the preceding words, or on the basis of images that are prompted by preceding words. Not all word lists are the same level of difficulty.

Less difficult lists require reading words that have similar parts. More difficult lists require reading words that do not have similar parts. This type of list is sometimes called a "mixed list" because all types of words appear in it.

Reading words in connected sentences is more difficult than reading words in isolation. The task of reading a particular passage can be made relatively more difficult or less difficult.

Passage reading is less difficult if the student has read the passage and received feedback on all errors.

Passage reading is more difficult if the student is reading the passage for the first time.

Lessons in the Decoding programs are designed to give students practice that leads them to become stronger in what is easier for them to do and that gives them progressive practice in the more difficult reading endeavors. The lessons do this while remaining within the skill limits of the student, which means that an appropriately placed student will not be overwhelmed with difficult tasks or bored by tasks that are too easy.

Each lesson presents words in isolation and gives students practice with easier lists and more difficult lists. When new words are introduced, they often appear in lists of words that have similar parts. In later lessons, these same words appear in mixed lists where the students must rely more on the decoding skills taught earlier. Except for the early lessons in Level A, all Decoding lessons provide students practice with reading familiar words in sentence contexts.

The procedures require the students to read sentences or passages and then reread them. In Levels B1, B2, and C, students keep a record of their performance on the individual timed reading, called an Individual Reading Checkout. Their improved performance on timed reading provides students with evidence of their ability to retain and apply the decoding skills they have been taught. Students who read more fluently have better reading comprehension because what they read is more like natural speech.

The structure of the lessons addresses skill deficiencies directly but positively, in a manner that provides the type of practice students need to relearn fundamental strategies and to learn new skills. The teaching is designed so that it does not overwhelm students with material or rules that result in a high rate of errors.

## The Problems

An effective corrective reading program must address the specific needs of the problem reader.

**1** The learner must learn to look at the order of letters in a word and learn that this order suggests the general pronunciation of the word. Furthermore, the student must learn that the game is simple: First figure out how the letters suggest to *say* the word. Then see if the word you say is one that you recognize, one that has meaning. (Note that this strategy is basically the opposite of the one the typical problem reader uses.)

**2** The problem reader must receive practice in reading connected sentences that are composed of words that have been taught in isolation. Merely because the student reads words in lists does not imply transfer to written sentences.

**3** An effective corrective reading program provides a great deal of daily fluency practice. The demands for fluency become greater as students move through the strand. In **Decoding A** there is much more emphasis on accuracy than fluency. By **Decoding C,** students are expected to read fluently, accurately, and with expression.

**4** The student must receive strong reinforcement for working on reading because the task is very difficult and frustrating for the student. The student has received a great deal of evidence that reading is a puzzle that can't seem to be solved.

**5** Finally, the student must receive practice in reading a variety of passages. If the student practices reading only narrative passages, the student will not "automatically" transfer the reading skills to textbooks, articles, or other forms of expository writing. Therefore, different styles must be introduced.

### The Solutions

SRA's *Corrective Reading* Decoding programs are successful with problem readers because they provide the careful integration, the practice, and the management details that the problem reader needs to succeed.

**The student receives daily practice in oral reading, with immediate feedback.** (Only through oral reading can we discover what the student is actually reading.)

The student reads word lists with information about how to pronounce various letter combinations, such as **th** and **or.** The student also reads sentences and passages composed of words that have been taught. The sentences and passages are designed so that they are relatively easy if the student approaches words as entities that are to be analyzed according to the arrangement of letters, but difficult if the student guesses on the basis of the context or syntax of the sentence. (The sentences are designed so that guesses often lead to an incorrect identification of the word.)

**Together, the Mastery Tests and checkouts in the series assure that the student observes progress in reading rate and reading accuracy.** Students become increasingly motivated by their progress in timed reading, as their records show improvement in reading rate and accuracy.

**Stories and story-comprehension activities assure that students attend to the content of what they read.** Initially in the Decoding series, the comprehension activities are deliberately separated from the decoding activities so that the student's misconceptions about reading are not exaggerated. The comprehension activities, however, show the student that what is read is to be understood. When students progress through the series, reading longer selections, they answer comprehension questions presented before, during, and after the selections. Comprehension items also appear in the Workbook.

**Students practice using the vocabulary of instruction. Decoding B1** and **B2** provide students with a great deal of instruction and practice in attending to details of directions (something the typical poor reader is poor at doing), such as *front, back, middle, end, row, column, first, next, last, beginning,* and *end*.

**Finally, the series addresses the problem reader's poor self-image.** The series is designed so the student can succeed in real reading tasks. Furthermore, a point system that is based on realistic performance goals assures that the reader who tries will succeed and will receive reinforcement for improved performance.

In summary, the series uses a two-pronged approach. Each level teaches effective reading skills to replace the student's ineffective approach to reading. Each level also contains an effective management system that turns students on to reading. This turn-on is not achieved by "seducing" the reader with entertaining topics, but by rewarding the reader for steady improvement in reading performance. The approach WORKS.

# The Program—Decoding B2
## *Decoding Strategies*

## What's New in the 2008 Edition

**1** Additional exercises in Lessons 1 through 5 give students practice in reading words with a silent **E.** The students learn a simple rule that is taught in the Decoding B1 program: If there's a **final E** at the end of a word, the vowel says its name. They practice reading lists of word pairs (such as **ride** and **rid** or **hop** and **hope**) that require students to figure out the sound of the medial vowel before reading the word.

**2** Story comprehension questions are displayed in the Teacher Presentation Book in a way that makes them easier for the teacher to present. The questions are displayed after each part of the story, not at the end of the entire selection.

**3** Expanded comprehension items and activities meet state and district standards for comprehension. Students

- summarize the events of the previous story.

- answer questions about characters, setting, events, problems, and solutions.

- identify sentences that express the main idea of a selection.

- identify causes and effects.

- compare and contrast characters.

- identify sequences of events.

**4** Teacher-observed Fluency Assessments occur in Lessons 2 through 65. Minimum reading rates are increased from those in the 2002 edition. Students read at a minimum rate of 90 words per minute at the beginning of the program and 130 words per minute at the end.

**5** Running word counts are displayed in blue in the right column of the Student Book. These word counts make it easy for students to count the number of words they read during the Fluency Assessments. The target word (for example, the 100th word in Lessons 11 through 20) is underlined in the Student Book.

**6** The system for awarding points to students has been modified so that

- the data translates easily into letter grades for individual students, and

- the data also can be used to convert into rewards the number of points students earn.

**7** In-program Mastery Tests are administered after Lessons 10, 20, 30, 40, 50, and 65 and provide documentation of students' performance. The directions for administration, scoring procedures, and test remedies are specified in the Teacher Presentation Book. The test forms are in the back of the Workbook.

## Who It's For

**Decoding B2** *Decoding Strategies* is the third level in SRA's **Corrective Reading** series. Some problem readers in grades 3 through 12 are initially placed in B2. However, many students start in B1 and complete both B1 and B2 in a school year (a total of 130 lessons). Appropriately placed students should progress through B2 at the rate of one lesson per reading period.

**Decoding B2** is appropriate for students who speak and understand at least easy, conversational English and whose scores on the **Corrective Reading** Decoding Placement

Test indicate that they belong in the program. The program is not meant to be used with students who do not speak any English, or whose grasp of English is quite weak.

## The Materials

The materials for **Decoding B2** consist of this Teacher's Guide, a Teacher Presentation Book, a nonconsumable Student Book, and a consumable student Workbook.

The supplemental **Decoding B2 Enrichment Blackline Masters** provide activities that reinforce the skills taught in the program.

This guide contains basic information about the program and specific information for presenting exercises and correcting mistakes. This guide also includes a copy of the Decoding Placement Test (Appendix A), a Scope and Sequence Chart (Appendix B), a list of Behavioral Objectives (Appendix C), an alphabetical Word List of all words introduced in the program (Appendix D), a Skills Profile Chart (Appendix E), a Mastery Test Group Summary form (Appendix F), and a Fluency Assessment Summary form (Appendix G).

The Teacher Presentation Book contains a script and answer key for each lesson. Scripts specify what you say and do and how students are to respond.

- ■ This blue type indicates what you say.
- ■ (This type indicates what you do.)
- ■ *This italic type shows the students' response.*

The nonconsumable Student Book is divided into lessons. Each lesson contains word lists followed by a story.

The consumable student Workbook is also divided into lessons. Each lesson contains activities that involve writing. Note that some of the activities are teacher directed; others are independent. The Workbook also contains an Individual Reading Progress Chart for students to record their timed-reading performance, charts to record points earned for the parts of the daily lessons, and test forms for the Mastery Tests.

## Scheduling and Grouping

Here are general considerations for scheduling and grouping students in the program.

**1** A lesson should be presented every day at an assigned time.

**2** The lesson will take approximately 45 minutes, depending on the size of the group.

**3** Lessons can be presented to large groups, but students are best served when they are in groups of 15 or less.

**4** The program can be used with individual students in resource-room settings, in which case it will take less time to present each lesson.

## Mastery Tests

The Mastery Tests provide documentation of students' performance after they have completed certain parts of the program. Do not use the *Corrective Reading* Placement Test as a posttest measure. It is not designed to evaluate progress, only to place students.

The tests are administered after Lessons 10, 20, 30, 40, 50, and 65. The directions for administration, scoring procedures, and test remedies are specified in the Teacher Presentation Book. The test forms are in the back of the Workbook. The Mastery Test Group Summary Form is in the back of this Teacher's Guide (Appendix F).

## Using the Mastery Test Data

Tests 1, 2, 4, and 5 (after Lessons 10, 20, 40, and 50) are group tests. Tests 3 and 6 (after Lessons 30 and 65) have both group and individual sections. If a specified percentage of students do not meet mastery criteria on any test, a remedy is provided for the entire group. For example, the remedies for part 6 of Mastery Test 3 (after Lesson 30) appear below.

**Remedies**

**For part 6, Fluency Assessment: Individual reading checkout**

1. (If **more than 50 percent** of the students fail to meet the criterion for **Correct words per minute**—105 words per minute minimum—repeat the Story reading exercises and Fluency Assessment—Individual timed reading checkouts for Lessons 28 through 30. After students have successfully completed those exercises, retest them on part 6, Fluency Assessment, Mastery Test 3.

- During Lessons 31 through 40, monitor these students closely during the Fluency Assessment—Individual timed reading checkouts.)

Mastery tests are to be used in conjunction with the daily Fluency Assessments to document the progress of students in **Decoding B2.** The six Mastery Tests provide information about students' word-recognition skills. In one section of Test 1, students identify the root word for a dictated word that has an affix. In Tests 1 through 6, students select dictated words from an alphabetical list of words, some of which students often confuse. In the individual-test sections of Mastery Tests 3 and 6, students also are assessed on a timed reading of a passage, write answers to comprehension questions about the passage, orally read lists of words that contain letter combinations and endings taught in the program, and complete word-analysis items similar to exercises in the daily Workbook activities.

Mastery tests provide important information about the progress of students; however, the tests are not the primary measure used to evaluate student performance. The daily Fluency Assessments should serve as the primary guide for the teacher to evaluate individual students. These assessments provide information about the reading rate and accuracy of each student. The Fluency Assessments help you identify problems, determine an appropriate rate for presenting the program materials, and judge whether a student is ready for the next program level. (See Conducting Reading Checkouts, page 25.)

# The Lesson

The typical **Decoding B2** lesson is divided into four major parts.

**1** Word-Attack Skills

**2** Group Reading

**3** Individual Reading Checkouts (Fluency Assessment)

**4** Workbook Exercises

**Word-Attack Skills** take about 10 minutes. Students practice identifying letter combinations, such as **tch, ir, ur,** and **tion,** and reading isolated words composed of sounds and sound combinations that have been learned by the students. Students earn points for performance in the word-attack portion of the lesson.

**Group Reading** immediately follows Word-Attack Skills. This part of the lesson takes approximately 10 to 15 minutes. Students read from their Student Books. They take turns reading aloud. Students who are not reading aloud follow along. The stories are divided into parts. If the group reads a part within an error limit, all students earn points for that part. Also, if the part is read within the error limit, the teacher presents specified comprehension questions for the part.

**Fluency Assessment (Individual Reading Checkouts)** follows Group Reading and takes about 10 minutes. Assigned pairs of students read two passages. The first is from the lesson just read by the group; the second is from the preceding lesson. Each member of the pair first reads the passage from the current story and then the passage from the preceding lesson. A student can earn points for both passages. Points for the first passage are earned if the student reads within a specified number of errors. To earn points for the second passage, the student must read the passage within a specified rate criterion and also a specified error criterion. (For instance, the student must read 90 words in 1 minute, with no more than 2 errors.)

**Workbook Exercises** are presented as the last part of the lesson. Some of these activities are teacher directed and are very important to the students' skill development. Other activities are independent. The Workbook Exercises take about 10 minutes. Students earn points by meeting an error limit in the Workbook for the lesson.

# General Information

## Introducing the Program

Students who have completed **Decoding B1** need no introduction to B2 because the procedures for B1 and the beginning of B2 are virtually identical.

How **Decoding B2** is introduced to new students is very important because most poor readers seem to be convinced that they are failures. They are not enthusiastic about the prospect of working on basic reading skills. Introduce the program so students understand what they are going to do and what kind of return they can expect from their investment of energy.

- Go over the four parts of the lesson. Make your explanation brief. Assign pairs of students who will work together during the Individual Reading Checkouts.

- Next, explain the point system. Tell students how many points they can earn for each part of the lesson. Explain how the points can be exchanged for grades or for rewards.

- Immediately start the lesson. Don't get involved in a long question-answer period. Tell the students I'll show you how it works and start the lesson.

## Setup for the Lesson

Assign permanent seats. Lower-performing students and those whose behavior poses problems should be seated directly in front of you so you can monitor their responses.

## Pacing the Exercises

Because a great deal of information is presented during the daily lesson, you must move quickly.

**1** Present exercises without referring to the page for every word you say. To do this, you must become familiar with the exercises you are to present.

**2** Say your lines quickly. Don't drag out instructions. Talk as if you're conveying something important. If you are slow, students' attention will wander.

**3** Make sure students can handle every step in the exercise. Do this by following the correction procedures specified in the lesson.

## Signals

A goal of this program is to teach every student. To know whether every student has learned a task or is performing it properly, you must receive clear feedback from each student. The fastest and most efficient way to get such information is to assure that all members of the group respond at the same time. If all students respond together, with none leading and others following, you receive good feedback on each student's performance. You can hear errors and observe responses that are "firm."

For most word-identification tasks, you will use an audible signal because students are looking at words in their Student Book or Workbook. For example, students read words that have underlined parts in their Student Books. Students first identify the sound that is underlined and then read the word.

You say Touch the first word. . . . What sound? (Signal.) . . . What word? (Signal.)

The timing of what you say tells the students when to respond; however, an additional audible signal lets students know exactly when to respond.

Follow these rules:

**1** Use a clap or tap as an audible signal.

**2** Present the clap, or tap, about 1 second after you finish talking. What word? Pause 1 second. Tap. On the tap, the students are to respond.

**3** Always use the same time interval. Think of the task as being something like dancing. The beat must be uniform. Keep it uniform, and students can easily follow your signal. If you start varying the interval, students will not be able to follow.

A few tasks are presented on the board. Follow the same rules for these signals, except substitute a "touch" signal or a "slash" signal for the tap. Maintain the same timing.

Point to the word. What word? . . . Pause 1 second. Touch under the word, or quickly slash under the word. The touch or slash signals when the students are to respond.

## Individual Tests

Individual tests are specified for the Word-Attack Skills portion of the lesson. They are presented after the group has completed all word-attack exercises.

Points for Word-Attack Skills are awarded to the group, but they are based on the performance of individuals. Each student reads a row or column of words. If a specified number of rows and columns is read without error, each student in the group earns points. The group must read 80 percent of the rows and columns without error to earn points. For instance, if there are 11 rows and columns, 9 rows and columns must be read without error for all members of the group to earn points.

This group contingency is effective because it prompts students to remember the words that were read, so it shapes the students' memory for words. Also, the members of the group learn to work together toward a common goal. This situation may be the first in which the problem reader has become an important member of a group engaged in academic pursuits.

Treat the points with importance. Early in the program, remind students to remember the words read by the group. Also, praise the group for successfully meeting the individual-test criterion. (Don't simply award the points as if they are worth little.) That was great. This is the third lesson in a row that we earned points for the word-attack exercises. Good reading.

## Teaching to Criterion

Often, problem readers don't understand what is expected of them. They fail to remember information because they are unpracticed in retaining it. The format of instruction they are familiar with involves making mistakes, listening to the teacher tell them something, and then going on to the next task. Although **Decoding B2** assumes that students will make mistakes and will not become flawless readers in a short period of time, the lessons contain correction procedures and point contingencies that are to be followed. By following them, you will give students unambiguous information about what your role is and what their role is. These criteria help students learn what they are to remember and give them lots of practice in retaining information you give them.

Follow the correction procedures carefully. (See **Word-Attack Skills**, pages 13–18.) Listen for mistakes. If you hear a mistake, correct it, not just by telling the answer and going on, but by following the steps in the correction procedure. Also, use the point system and the other performance criteria that are specified in the program. Do not negotiate with students. The faster they learn what they are accountable for, the faster they will progress.

## Formats

In the following discussion of the lesson presentation, the term *format* will be used. A format is an exercise set up in a specific form. Here is a format for word reading from Lesson 2.

---

**EXERCISE 3**

**NEW** WORD READING

1. Touch part 2. ✓

**2**

about breathed third bald
card fainting feared smallest

- You're going to say the sound for the underlined part and then read the word.
2. Touch the first word. ✓
- What sound? (Signal.) *ow.*
- What word? (Signal.) *About.*
3. Touch the next word. ✓
- What sound? (Signal.) *ēēē.*
- What word? (Signal.) *Breathed.*
4. (Repeat step 3 for each remaining word.)
5. (Repeat steps 2–4 until firm.)

---

Just by replacing the examples in steps 2 and 3, we can create many other exercises that follow the same format and that would be presented in the same way. All exercises in **Decoding B2** are formats. The format exercises have these advantages:

**1** They are easy to present because your behavior in the basic steps remains the same for all examples of a given format.

**2** They are easy for students to comprehend because the directions and wording are the same for all examples of a particular format.

Some formats are presented for 20 or more lessons; other formats, for only 2 or 3 lessons. The word **NEW** next to the exercise heading in the Teacher Presentation Book indicates a format with a new skill or a new procedure, such as a change in the number of points that can be earned or a modification of the teacher wording. Look for the headings preceded by the word **NEW**. Practice the wording of these formats before presenting the lesson.

## Decoding B2 Skills and Objectives

**Decoding B2** has 65 lessons. Each lesson has a standardized template. The word-attack portion of the lesson is similar in form from lesson to lesson. The word-attack exercises are followed by a standard procedure for reading a story, which is followed by Individual Reading Checkouts and Workbook Exercises.

The Scope and Sequence Chart in Appendix B shows the development of skills for Word Attack and Workbook Exercises. The chart also shows that the story reading occurs in every lesson, followed by Individual Reading Checkouts.

A list of Behavioral Objectives appears in Appendix C.

# Word-Attack Skills

At the beginning of each lesson, students practice identifying sound combinations and words. In addition to these activities, the lessons include some teacher-directed Workbook Exercises that are presented after the Group Reading and Individual Reading Checkouts.

## Word Reading

### *Rationale*
All words are read aloud. The problem reader may be unpracticed in oral reading; however, only if the student reads aloud does the teacher know (a) whether the student is correctly identifying the word and (b) what kind of mistakes the student is making. The words that are introduced in **Decoding B2** fall into the following groups: regularly spelled words, such as **risks;** irregularly spelled words, such as **league;** words that contain sound combinations that have been taught, such as **na<u>tion</u>;** words that contain the consonant blends that are particularly difficult for the problem reader, such as **flip, drop,** and **splash;** silent-**E** words, such as **taped** and **riding;** and compound words, such as **greenhouse** and **anybody.** Specific teaching is provided for each type of word.

Note that the introduction of words is not based on word frequency. It is based on correcting the specific mistake tendencies of the problem reader.

A list of words introduced in the word-attack exercises in **Decoding B2** appears in Appendix D. This alphabetical list indicates the first lesson in which each word occurs.

Students decode some words by identifying an underlined sound combination and then by reading the word. Other words are read and then spelled by letter names. Other words are simply read.

The two major types of word lists that students work with are **similar lists** (lists in which all words have a common sound or sound combination) and **random lists** (lists with a mixed presentation of word types).

The **similar list** provides students with structural information about how a particular detail of a word (an ending, a sound combination) affects the pronunciation of the word. The **random list** requires students to apply their knowledge of word structure to words that have no relationship to the other words in the list. Think of it this way: The similar list shows students how a structure works; the random list tests students and shapes their memory.

The procedure for word reading involves group work followed by individual turns. First you direct the reading of all words specified for the lesson. Then you call on individual students, each to read a row or column of words. In the following exercises, no individual turns are specified. The Individual Tests exercise on page 18 is a sample of the individual word-reading format that appears at the end of the word-attack segment of the lesson.

## LESSON 30 Sound Combinations

Each sound combination is introduced in isolation. It is then presented in words. Students read each word and then spell it.

Following is the introduction of the sound combination **oi** in Lesson 30.

---

**EXERCISE 1**

**NEW** **SOUND COMBINATION: oi**

***Task A***

1. Open your Student Book to Lesson 30. ✓

> **1**
>
> **oi**
>
> | A | B |
> |---|---|
> | oil | point |
> | boil | noise |

- Touch the letters **O–I** in part 1. ✓
- The letters **O–I** go together and make the sound **oy.** What sound? (Signal.) *oy.*
2. You're going to read words that have the letters **O–I.**
3. Touch the first word in column A. ✓
- What word? (Signal.) *Oil.*
- Spell **oil.** (Signal for each letter.) *O–I–L.*
4. Next word. ✓
- What word? (Signal.) *Boil.*
- Spell **boil.** (Signal for each letter.) *B–O–I–L.*
5. (Repeat steps 3 and 4 until firm.)

***Task B***

1. Touch the first word in column B. ✓
- What word? (Signal.) *Point.*
2. Next word. ✓
- What word? (Signal.) *Noise.*
3. (Repeat steps 1 and 2 until firm.)

---

**Teaching Techniques.** Students are looking at the words in their Student Book. Therefore, present as you walk among the students and observe whether they are following your instructions about touching. Use an audible signal (a snap, clap, or tap) to indicate when they should respond.

Maintain a fast pace. Do not hold up the group if one student tends to lag. Just remind the group You'll have individual turns later, and they are worth points. So pay attention now, and you'll do better on individual turns. Remember, if you let the students know that they can slow you down by going slowly, they will train you to go very slowly. Maintain a good pace, and teach them to follow your pace. (Also remember that when students read words in connected sentences, they will read at least 90 words a minute. The word-reading activity, therefore, should be paced quite rapidly.)

**Corrections.** Use the following correction procedure for all word-reading errors.
a. The word is _____ .
b. What word? (Signal.)
c. Spell _____ . (Signal for each letter.)
- What word? (Signal.)
d. Go back to the first word in the [row/ column]. ✓
- What word? (Signal.)

For example, to correct a mistake on the word **boil:**
a. The word is **boil.**
b. What word? (Signal.)
c. Spell **boil.** (Signal for each letter.)
- What word? (Signal.)
d. Go back to the first word in the [row/ column]. ✓
- What word? (Signal.)

These sound combinations, which are introduced in **Decoding B1,** are reviewed in **Decoding B2.**

| Lesson | Sound Combinations |
|--------|--------------------|
| 1 | ir, ou, ar, sh, ea (ē) |
| 2 | al, igh, ai, or |
| 3 | ch, ol, oa, oul |

These sound combinations are introduced in **Decoding B2.**

| Lesson | Sound Combinations |
|--------|--------------------|
| 14 | tch |
| 15 | ir, ur, er |
| 20 | wa |
| 30 | oi |
| 37 | ce, ci |
| 47 | tion |
| 49 | ea (ĕ) |
| 52 | ge, gi |
| 54 | kn |

All combinations are introduced first in similar list formats. After a sound combination has been practiced, it appears in a random list along with other words that have been taught in the program.

## LESSON 3 Word Reading: Irregulars

The first words in this exercise are underlined. You model underlined words because the students aren't expected to know these words. Then you present each of the other words by asking What word?

The words in the list are primarily irregular words; however, any word or word type that has been taught may appear in these random lists.

━━━━━ **EXERCISE 6** ━━━━━
**WORD READING**

*Task A* **Irregular words**
1. Touch the first word in part 4. ✓

**4**

studied  botany  skim  basket
checks  pond  clod  tried

2. That word is **studied.** What word? (Signal.) *Studied.*
• Spell **studied.** (Signal for each letter.) *S–T–U–D–I–E–D.*
• What word? (Signal.) *Studied.*
3. The next word is **botany.** What word? (Signal.) *Botany.*
• Spell **botany.** (Signal for each letter.) *B–O–T–A–N–Y.*
• What word? (Signal.) *Botany.*
*Task B*
1. Go back to the first word. ✓
• This time you'll just read the words. First word. What word? (Signal.) *Studied.*
2. Next word. ✓
• What word? (Signal.) *Botany.*
3. (Repeat step 2 for each remaining word.)

**Teaching Techniques.** This format for reading the words is the same as that for the sound-combination words, except that students spell only the underlined words. The other techniques and corrections are the same as those for sound-combination words.

**Corrections.** Remember the steps for correcting word-attack mistakes.
a. The word is _____ .
b. What word? (Signal.)
c. Spell _____ . (Signal for each letter.)
• What word? (Signal.)
d. Go back to the first word in the [row/column]. ✓
• What word? (Signal.)

## LESSON 4 Word Reading: Words with Underlined Parts

Another type of random list has words with underlined parts. The underlined parts are letter combinations. This activity serves as an ongoing review of the sounds of letter combinations. Students first say the sound for the underlined part and then read the word.

---

**EXERCISE 2**

**NEW** **WORD READING**

1. Open your Student Book to Lesson 4. ✓
- Touch the first word in part 1. ✓

**1**

raising  blush  starting  couldn't

baseball  night  greenhouse

team  tallest  corner  sailed  coach

- What sound? (Signal.) *āāā.*
- What word? (Signal.) *Raising.*
2. Next word. ✓
- What sound? (Signal.) *shshsh.*
- What word? (Signal.) *Blush.*
3. (Repeat step 2 for each remaining word.)

---

**Teaching Techniques.** The pattern you'll present is the same for all words. What sound? . . . What word? Maintain a rapid pace. The two steps for each word should take no more than about 3 seconds. If students have trouble when this format is introduced, model how to move at a reasonable pace.

My turn. What sound? āāā. What word? Raising. Next word. What sound? shshsh. What word? Blush. Your turn: First word. What sound? (Signal.)

**Corrections**. Use the standard spelling correction for word-reading errors. If students misidentify a sound combination, tell them the sound, ask them What sound? and What word? and then return to the first word in the row or column and present the sound-word sequence for all words.

## LESSON 8 Buildups and Conversions

Both buildups and conversions are Board Work exercises. For all formats, you write a word or group of words on the board. Then you change part of each word, either by adding letters or changing a part of the word.

The purpose of the buildup formats is to show students how specific changes in the letters of a word change the pronunciation. The buildups concentrate on those elements that are difficult for the poor reader—vowels, endings, and consonant blends.

Note that there is rarely more than one Board Work exercise in a lesson. Some lessons have no Board Work. Following is the buildup format and a conversion format from Lesson 8.

---

**EXERCISE 1**

**BUILDUPS**

1. (Print on the board:)

> **s igh**

2. (Point to **sigh**. Pause.) What word? (Signal.) *Sigh.*
3. (Change the word to **sight:**)

> **s ight**

- What word now? (Signal.) *Sight.*
4. (Change the word to **night:**)

> **n ight**

- What word now? (Signal.) *Night.*
5. (Change the word to **high:**)

> **h igh**

- What word now? (Signal.) *High.*
6. (Change the word to **right:**)

> **r ight**

- What word now? (Signal.) *Right.*

---

7. (Change the word to **fight:**)

| f | ight |
|---|------|

- What word now? (Signal.) *Fight.*
8. (Change the word to **flight:**)

| fl | ight |
|----|------|

- What word now? (Signal.) *Flight.*
9. (Change the word to **sight:**)

| s | ight |
|---|------|

- What word now? (Signal.) *Sight.*
10. (Change to the original word:)

| s | igh |
|---|-----|

---

**———— EXERCISE 2 ————**

**INTERNAL VOWEL CONVERSIONS: o, ou**

1. (Print in a column on the board:)

```
clo d
po nd
sho t
fo nd
```

2. (Point to **clod.** Pause.) What word?
(Signal.) *Clod.*
- (Repeat for **pond, shot, fond.**)
3. (Replace **o** with **ou** in each word:)

```
cloud
pound
shout
found
```

4. (Point to **cloud.** Pause.) What word?
(Signal.) *Cloud.*
- (Repeat for **pound, shout, found.**)
5. (Change the list to:)

```
cloud
po nd
sho t
found
```

6. (Point to **cloud.** Pause.) What word?
(Signal.) *Cloud.*

7. (Change to the original list:)

```
clo d
po nd
sho t
fo nd
```

- (Repeat steps 2–6 until firm.)

> **Individual test**
> (Repeat steps 1–6, calling on individual students to read all the words in the column.)

**Teaching Techniques.** A good plan is to print the words on the board before the lesson begins. Change the words quickly. Try to use the same timing that you use for other tasks. When signaling, either tap in front of the word or slash under the word from left to right.

## Individual Tests

Individual tests are presented after selected exercises at the end of the word-attack portion of the lesson. The procedures for the individual tests are detailed in Lesson 1. A more abbreviated format is presented in all other lessons.

The point system is designed so that every member of the group earns 4 points or earns no points. To earn points, the group must read about 80 percent of the rows or columns without error.

## LESSON 1 Individual Tests

Following is the introductory format for individual tests.

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━━━━━━━━━━ **EXERCISE 8** ━━━━━━━━━━

**NEW** **WORD-ATTACK SKILLS: Individual tests**

> **Note:** Criterion is 80 percent of rows and columns read without error.

1. Now I'm going to call on individuals. Each person will read a row or column. There are 11 rows and columns. If we can read 9 of them without making a mistake—any 9 rows and columns—everybody in the group earns 4 points. So read carefully.
2. (Call on a student.) Read the first row. (Correct any mistakes.)
3. (If the student reads the row without an error, tell the group:) That's one row without a mistake. (Make a tally mark on the board.)
4. (Call on another student.) Read the next row. (Correct any mistakes.)
5. (Repeat step 4 for all rows and columns.)
6. (After individuals have read all rows and columns, tell the group whether or not they earned 4 points. If the group reads at least 9 rows and columns without making errors, direct all students to record 4 points in Box A of their Point Chart.)

> The Point Chart is in the back of the Workbook.

7. (If the group did not read at least 9 rows and columns without making errors, do not award any points for Word-Attack Skills.)

---

The Point Chart referred to in step 6 of the format is at the back of the Workbook.

| | Group Points | | Individual Points | | | | | |
|---|---|---|---|---|---|---|---|---|
| Lesson | A | B | C-1 | C-2 | D | Bonus | | TOTAL |
| 11 | 4 | | | | | | = | |

For each lesson, there is a row of boxes. The points for word-attack are entered in Box A. If the group earns points, students write **4** in Box A.

**Teaching Techniques.** If students earn points, praise them as a group for doing a good job. That was tough, but you did it. Good reading.

If the group did not earn points, tell them You didn't read enough rows or columns correctly. You'll have another chance on the next lesson. Maybe you'll do better. Also, you can still earn points today for Story reading, for your Individual Reading Checkouts, and for your Workbook.

Do not argue or negotiate with students who did not earn points. Do not permit students to berate a member of the group who did not read a row or column correctly. If students start to pick on another student, tell them Stop that. We're a group. Laura is a member of this group. We work together. That means nobody will criticize Laura when she's having trouble. And nobody will criticize you when you're having trouble. So, let's move on to the next part of the lesson.

# Group Reading

The stories in **Decoding B2** increase in length, difficulty, and interest. All stories are composed of words that have been taught in the series or words that the students can read. After new words and word types are introduced in the word-attack exercises, the words are incorporated in stories. Furthermore, the introduction of words in the stories is cumulative, which means that once words have been introduced, they recur in stories.

The syntax and structure of the stories are designed to correct the mistakes the problem reader typically makes.

Story length increases from about 500 words to nearly 900 words by Lesson 65.

## Reading Vocabulary

The selection of words is based on various criteria: sound-symbol correspondence, utility, and the probability of students misreading the word. A word's selection may be influenced by frequency of use, but high-frequency use is not considered a major criterion. Many high-frequency words do not have regular sound-symbol correspondences. Therefore, it is difficult for students to apply sound-out strategies to figure out these words. Irregular words **(laugh, friend, idea)** are added gradually to the lessons.

New vocabulary words occur in stories at a relatively high rate. Tasks are designed so students are required to use reading-vocabulary words when they summarize stories, refer to problems and solutions, or answer specific questions about story details.

When using the program with English Language Learners, always provide a quick explanation of the meaning of words students appear not to understand, and check students' understanding of those words during the story comprehension activities.

## Story-Reading Procedures

Group Reading follows Word-Attack Skills and requires approximately 15 minutes. The story for each lesson is in the Student Book.

For Group Reading, students may sit at desks, around a table, or in any convenient arrangement of chairs. Students should be close enough to you so that you can observe them as they read and as they follow along while others read.

The stories are divided into parts. At the end of each part is a bracketed number that tells the number of points the students earn if they read the part without making more than 3 errors on Lessons 1 through 5 or more than 2 errors on Lessons 6 through 65.

Students take turns reading one or two sentences for each turn. They stop at the end of each sentence. If you want them to read the next sentence, say Go on.

At the end of each part, you tell students whether or not they earned points for that part. If the group did not meet the error criterion, you direct the rereading of the part until students read that part within the error limit. Students earn no points for a part that is reread.

You ask the specified comprehension questions at the end of each part that the students have read within the error limit.

**Note:** The procedure for awarding points for parts of the story, rather than for the whole story, increases the probability that students will keep trying to read accurately, even if they fail to earn points on a part of the story.

# LESSON 1 Story Reading

**NEW** **STORY READING**

1. Everybody, touch part 5. ✓
2. You're going to read this story. The story is divided into parts. The number after each part of the story shows the number of points each part is worth. That means that everybody earns points if the group reads that part without making more than 3 errors. After you read each part without making more than 3 errors, I'll ask questions about that part.
3. I'll call on individual students to read. Here are the rules that you are to follow:
   One: Point to each word that is read.
   Two: Read loudly when I call on you.
   Three: Stop at the end of each sentence.

**5**

### Five Stink Bugs Have a Contest

4. (Call on a student to read the title.) *Five Stink Bugs Have a Contest.*
   • What do you think this story is about? (Accept reasonable responses.)

---

**To correct word-reading errors:**
(As soon as a student misidentifies a word, say:)
   • The word is _____.
   • Touch under that word. ✓
   • What word?
   • Go back to the beginning of the sentence and read that sentence again.

---

5. (Use the following procedures for each part of the story.)

a. (Call on individual students. Each is to read one or two sentences. Praise students who read without making errors.)
b. (At the end of the part, tell the students the number of errors the group made and whether the group earned points for that part.)
c. (If the group made more than 3 errors, direct the group to reread the part.)
d. (After the group reads a part with no more than 3 errors, call on individual students to answer the comprehension questions for that part.)

There were five stink bugs that lived in a garden. Stink bugs are proud if they can make a big stink. The biggest stink bug in the garden was very proud. She said, "This is how to make a stink." And she made a big stink that you could smell on the other side of the garden.

The fattest stink bug said, "If you think that her stink is so hot, look at what I can do." The fattest bug gave out with a smell that filled the air <u>for</u> three blocks.

The other bugs held their noses. They said, "That was as good a stink as we have smelled for some time."

[1]

6. (After the group reads part 1 of the story with no more than 3 errors, call on individual students to answer these questions.)

a. How many stink bugs were in the garden? (Call on a student.) *Five.*
b. What made stink bugs proud? (Call on a student.) (Idea: *Making a big stink.*)
c. Who gave the first stink? (Call on a student.) (Idea: *The biggest stink bug.*)
d. Who went next? (Call on a student.) (Idea: *The fattest stink bug.*)
e. Which bug made the stronger stink? (Call on a student.) (Idea: *The fattest stink bug.*)

The next stink bug had a striped back. He said, "If a bug has stripes on its back, it has the best stinker. Here I go." And there he went.

A stink came from him and fell like a cloud on the other bugs. They rubbed their eyes. They said, "If the air does not clear soon, we will pass out."

A bird was flying over the garden. She looked at the stink bugs in the garden and said, "What are you bugs doing? Don't you think that you'd better stop stinking? Remember there are others who have to smell your stink, too."

[1]

7. (After the group reads part 2 of the story with no more than 3 errors, call on individual students to answer these questions.)
   a. Which bug gave a stink next? (Call on a student.) (Idea: *A stink bug with a striped back*.)
   b. How did that stink compare with the others? (Call on a student.) (Accept reasonable responses.)
   c. Who complained about the smell? (Call on a student.) *A bird.*

\* \* \*

12. (After the group has completed reading the story and answering the comprehension questions, tell the students the total number of points to record in Box B of their Point Chart. Maximum = 8 points.)

Students are required to point to words that are read because they need as much reading practice as possible. You don't know if a student is actually reading if that student is merely looking at the page as another student reads. However, if the student touches under the words that are being read, you have more reason to believe that the student is indeed silently reading. Also, if students point while reading aloud, they may read more accurately, particularly the smaller words that are frequently misread or omitted.

**Teaching Techniques.** Follow these procedures during the reading.

**1** You may call on students in a fixed order or in a random order. If they are reasonably well behaved and attentive, a fixed-order procedure is faster. If the students are not attentive, call on individuals in a random order; however, make sure that each student receives at least two turns at reading.

**2** Students are to stop at the end of each sentence. If you want a student to continue, say Go on or Read the next sentence. When each student's turn involves reading more than one sentence, the reading frequently proceeds more smoothly because the pacing is faster.

**3** Quickly praise students who read with no errors. Good reading is a quick and effective statement of praise.

**Recording Errors.** Record every error students make during the story reading. At the end of each part, you must be able to tell the total number of decoding errors the group made in that part. You may count the errors by making a mark on the board for every error, or you may use a system such as marking the errors on your copy of the story. A more precise system would show which words students misread, which words were omitted, and so on. Although such an elaborate system is not necessary, you should note words on which there are chronic errors so you can add them to the next word-attack presentation. Don't add more than two or three words per lesson.

# Correction Procedures

You will have to correct errors associated with (a) word reading, (b) not stopping at the end of a sentence, (c) self-correcting and rereading, (d) line skipping, and (e) rate.

**Word-Reading Errors.** The correction procedure for word-reading errors (such as word misidentifications, word additions, and word omissions) is displayed before step 5 of the story-reading format. Correct word-reading errors in a low-key manner.

Follow these steps to correct word-reading errors. As soon as a student makes an error, say:
1. The word is _____ .
2. Touch under that word. ✓
3. What word?
4. Go back to the beginning of the sentence and read that sentence again.

Having the student reread the sentence from the beginning provides the student with the experience of (a) reading the sentence correctly and (b) reading the word in the sentence context. The rereading also provides you with a basis for telling the student Good reading.

**Not Stopping at the End of a Sentence.** If a student reads past a period or a question mark, do not treat this mistake as a critical one. Tell the student Stop. You read past a period. Call on another student to read the sentence following the period. If a student persists in reading past periods, require that student to touch the period (or question mark) at the end of the sentence that is to be read and then to read the sentence. After using the procedure a few times, simply remind the student by saying Remember to stop at the end of the sentence. Finally, when the student no longer reads past the period, drop the reminder.

If students in a group are quite remiss about stopping at the end of a sentence, offer bonus points—perhaps 2 of them—for making no more than 3 period-running mistakes on the story. Inform students of the rule about bonus points before the Group Reading of the story. Continue awarding these points until students stop making period-running errors.

**Self-Correcting and Rereading Mistakes.** Inform the students that self-corrections are errors. If a student reads the word **what** as "that" and immediately says "what," count it as an error.

If a student self-corrects, follow this procedure.

**1** Record the error.

**2** Immediately say Yes, the word is _____ .

**3** Now read the sentence again from the beginning. Remind students who chronically correct themselves to read more slowly. Take your time. Don't guess at the words.

Also treat rereading of sentences as errors. Some students keep restarting sentences. For example, *The dog . . . the dog was on . . . the dog was on the fence. . . .* Handle these errors in the following way.

**1** Tell students that they are allowed only so many of these spontaneous rereadings. Set the limit at three or four. After the third or fourth rereading, each will be counted as an error.

**2** When students begin rereading, stop them and say You read the words correctly. So, just keep on reading. Take your time, and go all the way to the end of the sentence. Start at the beginning, and read all the way to the end of the sentence.

**Line-Skipping Errors.** Handle line-skipping errors in a manner similar to the procedures for period-running errors and rereading. If students are chronic line skippers, set a limit for line-skipping errors—perhaps 2. Offer bonus points for staying under the line-skipping error limit.

**Errors of Rate.** Some students attempt to read very fast and, as a result, make many errors. Follow this procedure with those students.

**1** Remind them Slow down and read each word carefully.

**2** Count every unintelligible or doubtfully pronounced word as an error. Frequently, some students fake words. If they read in a fast, garbled manner and it is difficult to understand what they say, tell them I'm sorry, but I just can't hear what you say when you read like that, and every word I can't hear clearly I have to count as an error.

**3** Follow the procedure of working on accuracy first and then rate and appropriate inflection. Once students read without making many mistakes, have them attempt to read more fluently. Make it quite clear, however, that accuracy is the first priority.

After students have completed the story, tell them the number of points they earned for story reading. These points are entered in Box B of their Point Chart for the lesson. (The maximum number of points for story reading is always 8.)

| | Group Points | | Individual Points | | | | | |
|---|---|---|---|---|---|---|---|---|
| Lesson | A | B | C-1 | C-2 | D | Bonus | | TOTAL |
| 1 | 4 | 8 | | | | | = | |

# Oral Comprehension Questions

Story questions are presented before students read the story, after students read each part of the story, and after students have completed the selection. Most story questions ask about details of the story part students just read. Questions that occur before students read a selection involve summarizing events in the preceding story and predicting what may occur in the current selection. Questions at the end of each part of the story and questions after students have completed the selection address story characters, setting, problems and solutions, sequence of events, cause and effect, and comparisons or contrasts.

Following is part of the oral comprehension activity for Lesson 3.

d. (After the group reads a part with no more than 3 errors, call on individual students to answer the comprehension questions for that part.)

Art was a farm boy. He talked like a farm boy. He walked like a farm boy. And when he was thirteen years old, he began to grow. When he was fifteen years old, he was taller than any other kid. His arms seemed too long. He looked like a long blade of grass.

After school, he didn't hang out with the other kids in his class. He went home to work on the farm. The other kids in his class said, "Art's a loner. He never hangs out with us." They didn't know that Art was shy.

[1]

*First-part questions:*
  a. What did Art look like when he was 15 years old? (Ideas: *Tall and thin; like a long blade of grass.*)
  b. Why didn't he hang out with the other kids? (Ideas: *He was shy; he went to work on the farm.*)

> A teacher in the school told Art that he should go out for basketball. And Art did. But he hadn't played basketball before. And he wasn't any good. He couldn't shoot the ball. He couldn't block shots. He couldn't dribble the ball.
>
> The coach said, "Art, this game is too hard for you. Why don't you try out for another sport?"
>
> But Art didn't try another sport. After school, he went down to the pond near his farm house. He skipped stones on the pond. He said to himself, "I just wish there were a stone-skipping team. I'd be the champ of that team."
>
> [1]

*Second-part questions:*
  a. What sport did Art go out for? *Basketball.*
  b. What did Art do at the pond? (Idea: *Skipped stones on the pond.*)
  c. How do you do that? (Idea: *You throw stones on top of the water and try to make them skip.*)

  ✳   ✳   ✳

5. (After the group has completed reading the story and answering the comprehension questions, tell the students the total number of points to record in Box B of their Point Chart. Maximum = 8 points.)

**Teaching Techniques.** Follow these procedures for asking questions. First ask the question. Then call on a student to answer it. By presenting the question before calling on a student, you increase the possibility that more students will pay attention to the question and figure out the answer.

**Corrections.** Don't dwell on mistakes on comprehension questions. Tell students if the answer is wrong, and then either call on another student or say the correct answer. Move quickly.

# Fluency Assessment: Individual Reading Checkouts

The Individual Reading Checkouts are scheduled immediately after Story reading and take about 10 minutes. Students work in pairs. Pairs should be assigned at the beginning of the program. Tell each pair of students _____ is the A member of this pair, and _____ is the B member. The procedure is for one member of the pair (the reader) to read while the other member (the checker) checks and counts errors. Then the roles are reversed, with the student who was the checker now being the reader.

In Lesson 1, students learn how to be a checker. You read aloud the first part of the story, making several errors. Each time you make a mistake, students say the correct word and make a tally mark on a sheet of lined paper.

Students do two checkouts in every lesson, except for Lesson 1, which has only a first checkout. The first checkout is on the first part of the story read that day and is not timed. The second checkout is a 1-minute timed checkout on the first part of the story from the preceding lesson. For example, in Lesson 2 the first checkout is a nontimed checkout on the first part of story 2, and the second checkout is a timed checkout on story 1.

For the second checkout, you time the A members and then time the B members. All A members read at the same time, and then all B members read at the same time. Each member reads as far as possible in 1 minute. The minimum number of words to be read is specified in the exercise in the Teacher Presentation Book. Tell the students not to stop at the end of the first part but to keep reading until you say Stop.

During each checkout, you observe at least two pairs of students, making notes on any mistakes the readers make. Then you give the checkers feedback on any mistakes that were not caught. Praise checkers who provide good feedback and readers who read accurately. Record the timed reading checkout performance for each student you observe on the Fluency Assessment Summary form, which is in the back of this guide (Appendix G).

The checkout procedures present each student with a lot of reading practice in reading connected sentences. However, the entire procedure doesn't take very long—about 10 minutes.

## Conducting Reading Checkouts

Following is the teacher presentation script for Lesson 2, in which the full checkout procedure is introduced. (In Lesson 1, students had a single checkout. Lesson 2 is the first that presents both checkouts.)

––––––––– **EXERCISE 8** –––––––––

**NEW** **READING CHECKOUTS**

### Task A First checkout, not timed

1. (For this part of the lesson, assigned pairs of students work together during the checkouts.)
- (If one student does not have a checkout partner, arrange another time when you can give the checkout, possibly during the time other students are completing their independent work. Follow the same procedure for students who miss a checkout because they are absent when the checkout is presented.)
2. Starting today, you're each going to do two reading checkouts. The first checkout is on the first part of story 2. If the reader makes no more than 2 errors, the reader earns 2 points. Do that checkout now. Remember to raise your hand when you've finished reading. Then the other person in the pair will read the first part of the story.

- (During the first checkout, observe at least two pairs of students. Make notes on any mistakes the readers make. Give the checkers feedback on any mistakes that were not caught. Praise checkers who provide good feedback. Praise readers who read accurately.)
3. (Direct students who made no more than 2 errors to record 2 points in Box C-1 of their Point Chart.)

### Task B Second checkout, timed

1. (After all students have completed their first reading checkout, say:) Now you will do a timed reading checkout on the first part of story 1.
2. For this checkout, I'll tell you when to start and when to stop. The reader keeps reading for the whole minute. Don't read the title. Start with the first word of the story. The reader will try to read at least 90 words during the minute and make no more than 3 errors. The 90th word is underlined in the Student Book. Checkers will count errors.
- (During the timed checkout, observe two pairs of students, each for 1 minute. Make notes on any mistakes the readers make. Give the checkers feedback on any mistakes that were not caught. Praise checkers who provide good feedback. Praise readers who read accurately.)
3. This is not a race. Just read like you talk.
4. First set of readers, get ready. ✓
- Go.
- (After 1 minute, say:) Stop.
5. Checkers, raise your hand if your reader made no more than 3 errors.
- (Direct readers who read 90 words or more and made no more than 3 errors to record 2 points in Box C-2 of their Point Chart.)
6. (Direct readers to plot their reading rate—the number of words they read in 1 minute—on the Individual Reading Progress Chart at the end of their Workbook.)
- (Next, direct readers to circle the number of errors they made during the timed reading.)
7. (Repeat the procedures, steps 4–6 above, with the second member of each pair reading the first part of story 1.)

8. (Record the timed reading checkout performance for each student you observed on the Fluency Assessment Summary form. A blackline master of this form is found in the back of the Teacher's Guide. Make a copy of this form for each group you teach.)

**Checkers' Behavior.** On the first reading, checkers are to tell readers about any mistakes as they occur. Tell checkers Show the reader the word that was misread or omitted. Then tell the reader that word. If you have a question, raise your hand.

During the timed reading checkout, checkers are not to interrupt the reader but are only to mark errors. Checkers can tally errors on a notepad or sticky pad. At the end of the reading, the checker counts the tally marks.

During the first checkout (nontimed), observe two pairs of students. Give them feedback on how well they read, and catch errors.

For the timed checkout, indicate how many words students are to read. Tell students when to start reading and when to stop. During each timed checkout, observe one pair of students, and make notes on any mistakes the reader makes. Give the pair feedback on how well they read and catch errors. Record each student's checkout performance on the Fluency Assessment Summary form at the back of this Teacher's Guide. (Make a copy of this form for each group you teach.)

To earn points for the timed reading checkout, the reader must read at least 90 words in 1 minute and make no more than 3 errors. The 90th word is underlined in the Student Book.

After each checkout, students record points on their Point Chart. The points for the first reading are entered in Box C-1. Points for the second reading are entered in Box C-2 of their Point Chart.

| Lesson | Group Points | | Individual Points | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | A | B | C-1 | C-2 | D | Bonus | | |
| 2 | 4 | 8 | 2 | 2 | | | = | |

The reading rate requirements for **Decoding B2** increase gradually, from a minimum of 90 words per minute to a minimum of 130 per minute, always with no more than 3 errors allowed (or about 97 to 98 percent accuracy).

| Lesson | Words per Minute | Errors |
|---|---|---|
| 2–10 | 90 | 0–3 |
| 11–20 | 100 | 0–3 |
| 21–40 | 105 | 0–3 |
| 41–50 | 110 | 0–3 |
| 51–60 | 120 | 0–3 |
| 61–65 | 130 | 0–3 |

Running word counts are displayed in blue in the right column in the Student Book. These word counts make it easy for students to count the number of words they read during the Fluency Assessments. The target word (for example, the 105th word in Lessons 21 through 40) is underlined in the Student Book.

Students plot their reading rate (words per minute) and number of errors on the Individual Reading Progress Chart at the back of their Workbook.

The following example shows a reading rate of 110 words with 1 error for Lesson 36, 113 words with 2 errors for Lesson 37, and 115 words with 1 error for Lesson 38.
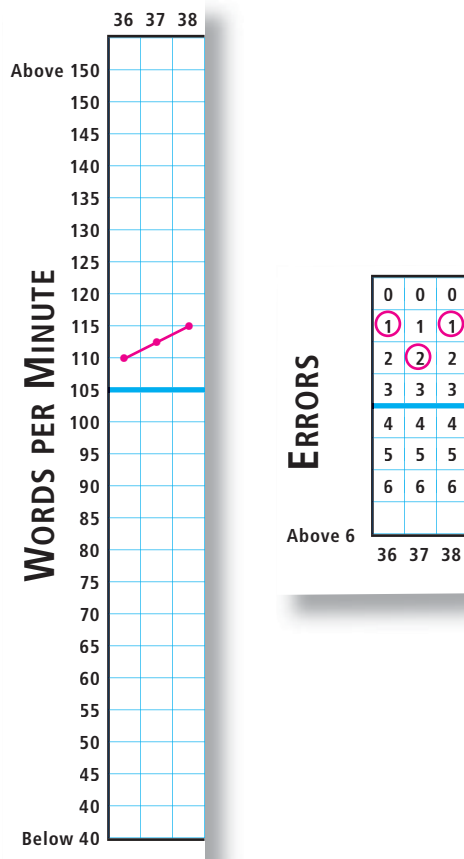
36 37 38

**WORDS PER MINUTE**

Above 150
150
145
140
135
130
125
120
115
110
105
100
95
90
85
80
75
70
65
60
55
50
45
40
Below 40

**ERRORS**

| 0 | 0 | 0 |
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |
| 5 | 5 | 5 |
| 6 | 6 | 6 |

Above 6

36 37 38

## Remedies for Students Who Fail Individual Reading Checkouts

If more than 25 percent of your students fail to earn points for the timed checkouts in three consecutive lessons because they failed the accuracy or rate criteria, repeat the Individual Reading Checkouts for all three lessons. Do not make this work seem like punishment for either the students who earned points for these lessons or those who did not. Say something like We did a pretty good job on Lessons _____, but I'll bet we can do better. Let's do the checkouts again and see if everybody can earn points for fluency and accuracy.

The reading-fluency standards indicated for the timed checkouts increase from 90 to 130 words per minute in **Decoding B2.** Note that these are **minimum rates.** They are purposely set low so students do not struggle to meet rate criteria. Some students may read well above the minimum rate criteria. Watch that students do not rush when reading aloud during the timed readings. Students should read the passage as if they were reading a story to someone, with pauses at the end of sentences and with some degree of expression. If students think of the timed checkout as a race, they may revert to old habits, start guessing, and read with a higher percentage of errors. Remember, accuracy is more important than rate. Once students are accurate and comfortable reading, their reading rates will increase.

Because of the often-delicate balance between rate and accuracy, the timed individual checkout occurs in the lesson after the story is initially read. This checkout is the third time the student has read the story, and repeated reading of a passage increases the likelihood that the student will read accurately and meet the rate criterion. The minimum fluency standards continue to increase through the **Decoding B2** and **Decoding C** programs until students read more difficult selections accurately and at a minimum rate of 150 words per minute.

# Workbook Exercises

Immediately following the Individual Reading Checkouts are Workbook Exercises. During the early lessons of **Decoding B2,** these exercises are teacher directed. By Lesson 3, the teacher-directed activities require no more than 2 to 3 minutes. Students complete the Workbook independently. As new activities are presented in the Workbook, they are teacher directed for one or two lessons, after which they become independent.

The Workbook Exercises are carefully integrated with the word-attack exercises and with the stories that the students read. From lesson to lesson, there is a careful development of skills in the Workbook. It is very important for the students to do the Workbook Exercises as part of each lesson.

Each Workbook lesson is one page. The different activities provide students with practice in writing sounds, copying, answering comprehension questions, spelling, and transforming words. Many activities deal with word details because these are the details the problem reader tends to ignore. By requiring the problem reader to copy, construct, or transform words, you make sure that the reader learns these details.

## Comprehension Workbook Exercises

Beginning in Lesson 1, comprehension items are presented. They continue in every lesson. Some comprehension activities involve pictures. Others refer to the story read during the lesson. These questions often are variations of those presented in the oral comprehension activities. The written comprehension questions continue throughout the program.

Beginning in Lesson 3, students are to follow a set of instructions that must be read carefully. This activity requires learners to read carefully, to understand what they read, and to operate on details of words. It is, therefore, a very strong activity for problem readers. Following is the activity from Lesson 3.



Beginning in Lesson 4, students sequence story events. Three sentences from the story appear on the Workbook page. The students are to number the sentences according to when they occurred in the story (1, 2, 3), and then write them in this order.

Beginning in Lesson 5, students identify characters based on attributes of that person. Following is the activity from Lesson 5. Students write **Art, catcher,** or **coach** in the blank for each item.



Beginning in Lesson 6, students are presented with a sentence based on one of the stories they have read. Following the sentence are who-what-when-where questions.

Following is the sentence-and-question activity from Lesson 6.

---
**EXERCISE 6**
---

**NEW** STORY QUESTIONS:
who, what, when

1. Open your Workbook to Lesson 6. ✓
- Touch part 1. ✓
- I'll read the instructions: **Read the sentence and answer the questions.**
2. The passage answers the questions **who, what,** and **when.** Listen to it. **Art worked out with the baseball team after school. After three weeks, the team had its first game.**
3. Listen to question 1. **Who did Art work out with?** (Call on a student.) What's the answer? *The baseball team.*
4. Everybody, write the answers to all the questions in part 1. Do it now. (Observe students and give feedback.)

**1** Read the sentences and answer the questions.
Art worked out with the baseball team after school.
After three weeks, the team had its first game.
1. Who did Art work out with? *the baseball team*
2. When did the team work out? *after school*
3. What happened after the team worked out for three weeks? *(The team had its first game.)*

Beginning in Lesson 24, students learn that the main idea is "the main thing that happened in the story." Students then work on tasks that require them to identify which of four sentences is the main idea of the selection they read in the lesson.

Following is the main-idea activity from Lesson 24.

---
**EXERCISE 7**
---

**NEW** COPYING MAIN-IDEA SENTENCE

1. Open your Workbook to Lesson 24. ✓
- Touch part 1. ✓
- You're going to copy the sentence that tells the **main idea** of the story. The **main idea** of the story is the **main thing that happened** in the story. One of the four sentences gives the main idea of the story.
2. Touch sentence 1. ✓
- (Call on a student to read sentence 1.) *One of the men believed that wolves are no good because they kill other animals.*
- That was not the main thing that happened in the story.
3. Touch sentence 2. ✓
- (Call on a student to read sentence 2.) *When the sky became light, Hurn walked along the bank of the stream.*
- That was not the main thing that happened in the story.
4. Touch sentence 3. ✓
- (Call on a student to read sentence 3.) *Vern believed that things get out of whack when wolves aren't around.*
- Was that the main thing that happened in the story? (Signal.) *No.*
5. Touch sentence 4. ✓
- (Call on a student to read sentence 4.) *Hurn left his sister with the men and felt sad because he was all alone.*
- Was that the main thing that happened in the story? (Signal.) *Yes.*
6. Later you'll copy that sentence on the lines.

**1** Copy the sentence that tells the main idea of the story.
1. One of the men believed that wolves are no good because they kill other animals.
2. When the sky became light, Hurn walked along the bank of the stream.
3. Vern believed that things get out of whack when wolves aren't around.
4. Hurn left his sister with the men and felt sad because he was all alone.
*Hurn left his sister with the men and felt sad because he was all alone.*

## Word-Attack Workbook Exercises

The word-attack exercises in the Workbook provide students with practice in

■ writing the base word from a word that has an ending (writing **stripe** as the base of **striped**).

■ writing compound words by combining the two words displayed and writing the two words that compose a compound word.

■ matching words in one column with the sound combinations in the second column and then completing each word.

### LESSON 1 Words and Endings

Following is the format that introduces writing words without endings from Lesson 1.

### Workbook

**2** Write these words without endings.
1. striped   _____
2. jogged   _____
3. stacker   _____
4. rider   _____
5. pinned   _____
6. later   _____
7. faster   _____

## Teacher Presentation Book

━━━━━ **EXERCISE 12** ━━━━━

**NEW** WRITING WORDS WITHOUT ENDINGS

**Task A**

1. Touch part 2. ✓
• These words have the endings **E–R** and **E–D.** You're going to write these words without the endings. Some of the words will have a **final E.** Other words won't.
2. The last three letters of each word are underlined. You look at the letter just before the underlined letters to figure out how to spell the word. Listen: If the letter just before the underlined part is a vowel, you write the word **with a final E.** If the letter just before the underlined part is a consonant, you write the word **without a final E.**
3. Word 1. Is the letter just before the underlined part a vowel or a consonant? (Signal.) *Vowel.*
• So when you write that word without an ending, it has a **final E.**
4. Word 2. Is the letter just before the underlined part a vowel or a consonant? (Signal.) *Consonant.*
• So the word without an ending does not have a **final E.**
5. Word 3. Is the letter just before the underlined part a vowel or a consonant? (Signal.) *Consonant.*
• So the word without an ending does not have a **final E.**
6. Word 4. Is the letter just before the underlined part a vowel or a consonant? (Signal.) *Vowel.*
• So the word without an ending has a **final E.**
7. Word 5. Is the letter just before the underlined part a vowel or a consonant? (Signal.) *Consonant.*
• So the word without an ending does not have a **final E.**
8. Word 6. Is the letter just before the underlined part a vowel or a consonant? (Signal.) *Vowel.*
• So the word without an ending has a **final E.**
9. Word 7. Is the letter just before the underlined part a vowel or a consonant? (Signal.) *Consonant.*
• So the word without an ending does not have a **final E.**

### Task B

1. Go back to word 1. ✓
   - What kind of letter comes before the underlined part? (Signal.) *Vowel.*
   - So does the word without an ending have a **final E?** (Signal.) *Yes.*
   - The word is spelled **S–T–R–I–P–E.** Your turn. Spell **stripe.** (Signal for each letter.) *S–T–R–I–P–E.*
2. Word 2. What kind of letter comes before the underlined part? (Signal.) *Consonant.*
   - So does the word without an ending have a **final E?** (Signal.) *No.*
   - The word is spelled **J–O–G.** Your turn. Spell **jog.** (Signal for each letter.) *J–O–G.*
3. Word 3. What kind of letter comes before the underlined part? (Signal.) *Consonant.*
   - So does the word without an ending have a **final E?** (Signal.) *No.*
   - The word is spelled **S–T–A–C–K.** Your turn. Spell **stack.** (Signal for each letter.) *S–T–A–C–K.*
4. Word 4. What kind of letter comes before the underlined part? (Signal.) *Vowel.*
   - So does the word without an ending have **a final E?** (Signal.) *Yes.*
   - The word is spelled **R–I–D–E.** Your turn. Spell **ride.** (Signal for each letter.) *R–I–D–E.*
5. Word 5. What kind of letter comes before the underlined part? (Signal.) *Consonant.*
   - So does the word without an ending have **a final E?** (Signal.) *No.*
   - The word is spelled **P–I–N.** Your turn. Spell **PIN.** (Signal for each letter.) *P–I–N.*
6. Word 6. What kind of letter comes before the underlined part? (Signal.) *Vowel.*
   - So does the word without an ending have a **final E?** (Signal.) *Yes.*
   - The word is spelled **L–A–T–E.** Your turn. Spell **late.** (Signal for each letter.) *L–A–T–E.*
7. Word 7. What kind of letter comes before the underlined part? (Signal.) *Consonant.*
   - So does the word without an ending have a **final E?** (Signal.) *No.*
   - The word is spelled **F–A–S–T.** Your turn. Spell **fast.** (Signal for each letter.) *F–A–S–T.*
8. You'll write those words later.

## Answer key—Teacher Presentation Book

**2** Write these words without endings.
1. striped — stripe
2. jogged — jog
3. stacker — stack
4. rider — ride
5. pinned — pin
6. later — late
7. faster — fast

These activities force students to look at the details of words with endings and determine (a) whether the letter before the ending is a vowel or consonant, and (b) whether the base word is spelled with or without a final **E**.

## LESSON 2 Writing Words from Compounds

The first compound-word activity is presented in Lesson 2.

------- **EXERCISE 9** -------

**NEW** **WRITING WORDS FROM COMPOUND WORDS**

1. Open your Workbook to Lesson 2. ✓
   - Touch part 1. ✓
   - I'll read the instructions: **Write the 2 words that make up each word.**
2. The first compound word is **cannot.** What's the first word in that compound? (Signal.) *Can.*
3. What's the other word in that compound? (Signal.) *Not.*
4. Write **can** in the first blank and **not** in the second blank.
   (Observe students and give feedback.)
5. Write the two words that make up each of the other compound words.
   (Observe students and give feedback.)

**1** Write the 2 words that make up each word.
| cannot | = | can | + | not |
| herself | = | her | + | self |
| understand | = | under | + | stand |
| anything | = | any | + | thing |
| boatload | = | boat | + | load |

This activity helps students see compound words as component words that are stuck together. By writing the component words, students learn where the "break" is in the compound word. This understanding facilitates reading compound words and also makes it easier for students to attack multisyllabic words.

## LESSON 1 Matching Completion

This activity is teacher directed in Lesson 1.

---
**EXERCISE 13**

NEW **MATCHING COMPLETION**

1. Touch part 3. ✓
- You're going to read the words in the first column.
2. Touch the top word. ✓
- What word? (Signal.) *Skunks.*
3. Touch the next word. ✓
- What word? (Signal.) *Being.*
4. (Repeat step 3 for **bright, stinker, low**)
5. Later, you'll draw lines to the parts in the second column and complete the words in the second column. The first word is done for you.

---



Match the words and complete them.

The matching completion provides an ongoing review of difficult consonant blends, sound combinations, and endings.

# Workcheck and Recording Points

## *Workcheck*

Each student's Workbook page is to be checked and corrected before the next lesson is presented. If the group is large, read the correct answers for each item as every student marks a Workbook (possibly the Workbook of the reader's partner).

Note that teacher-directed activities have been checked as part of the teaching. For each independent activity, identify the part, and then read the answers from the answer key.

For comprehension questions, read the item and the answer. For copying activities and word-writing activities, spell each word that has been written.

The schedule for Workbook points is the same for all lessons in **Decoding B2.** Students earn either 4 points or no points. To earn points, students must make no more than 3 errors on the worksheet.

Students record points in Box D of their Point Chart.

| | Group Points | | Individual Points | | | | | |
| Lesson | A | B | C-1 | C-2 | D | Bonus | | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 6 | 4 | 8 | 2 | 2 | 4 | | = | |

# The Management System

The management system revolves around the points students earn for good performance. To make the management system work, you must treat points as if they are important.

**1** Hold a very strict criterion. Do not award points to a student who did not earn them by performance.

**2** Never take points away. Once the points have been earned, they are the property of the student. (If you start taking points away, the system tends to fail.)

**3** Graph progress. Graphs that show the performance of the group and individuals provide evidence to students that they are making progress. Refer to the graphs. Look at that. Everybody in the group earned 20 points for the past three days. I don't believe it.

**4** Set your expectations so that students can *exceed* them, not merely meet them. Last time, you got lucky and made only 6 errors on the story reading. I'll bet you can't do it again. Use statements like these when you are fairly sure that students can prove that you are wrong.

**5** Do not respond to the negative verbal statements the students make. Don't try to be their friend or counselor (during the reading period). Be their teacher. If they make comments like, "This is kid stuff," just say something like Yes, but it's hard and *move on* with the lesson. Do not let the students manipulate you into long discussions, or you will find that you spend a lot of time discussing things, and the students will lose respect for you because you are easy to manipulate. The simplest way to have an eager group that likes reading and likes you is to teach well without being sidetracked.

## The Point Schedule

Following is a schedule of points that can be earned for the four parts of the lesson. Note that the total is always 20 points (without bonus points).

### Point Schedule for Decoding B2

| Word Attack | Story | Checkouts 1st | 2nd | Work-book | Bonus | Total |
|---|---|---|---|---|---|---|
| 4 | 8 | 2 | 2 | 4 | — | 20 |

**Note:** Lesson 1 has only one reading checkout, which is worth 4 points.

Students' Point Charts appear in the back of their Workbooks. These charts are designed to show total points for five-lesson periods.

At the end of every five lessons, students total points in their Point Charts. For **letter grades** based on points for a five-lesson block, tell students to compute the total for the blue boxes (C-1, C-2, D, and Bonus) and write the number in the Total box at the end of each row in their Point Chart. Students then add the totals and write the sum in the green box. In the following example from Lessons 6 through 10, the maximum number of points a student can earn is 40.

| Lesson | Group Points A | B | Individual Points C-1 | C-2 | D | Bonus | | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 6 | 0 | 6 | 2 | 2 | 4 | | = | 8 |
| 7 | 4 | 7 | 2 | 2 | 0 | | = | 4 |
| 8 | 4 | 6 | 2 | 2 | 4 | | = | 8 |
| 9 | 4 | 8 | 2 | 0 | 4 | | = | 6 |
| 10 | 4 | 7 | 2 | 2 | 4 | | = | 8 |
| | | | | | | | | 34 |

You can use the performance on the daily lessons as data for awarding letter grades. Simply make a fraction based on the number of points earned and total possible points. For the example above, the fraction would be $\frac{34}{40}$, which is 85 percent.

The system is objective and may represent the students' first opportunity to earn a grade that requires good performance. The grade is a strong reinforcer for many students (although they often try to act as if it is not important to them).

Points can be used for contingencies other than grades. For instance, you may arrange special activities for all students who earn more than 80 points during a week. Possibly, younger students can earn tangible reinforcers (especially things like decals and stickers).

For **rewards** based on points, tell students to compute the total for all boxes (A, B, C-1, C-2, D, and Bonus) and write the number in the Total box at the end of each row. Students then add the totals and write the sum in the green box. In the following example from Lessons 16 through 20, the maximum number of points a student can earn is 100.

| Lesson | Group Points | | Individual Points | | | | | TOTAL |
|--------|----|----|-----|-----|----|-------|---|-------|
|        | A  | B  | C-1 | C-2 | D  | Bonus |   |       |
| 16     | 0  | 6  | 2   | 2   | 4  |       | = | 14    |
| 17     | 4  | 7  | 2   | 2   | 0  |       | = | 15    |
| 18     | 4  | 6  | 2   | 2   | 4  |       | = | 18    |
| 19     | 4  | 8  | 2   | 0   | 4  |       | = | 18    |
| 20     | 4  | 7  | 2   | 2   | 4  |       | = | 19    |
|        |    |    |     |     |    |       |   | 84    |

## Awarding Bonus Points

Use as many as 2 bonus points a day to correct problems students have. For instance, if students are not in class on time, simply announce that any student who is on time receives 2 bonus points. The behavior of the late student typically changes very quickly. Similarly, if students are not prepared with pencils, use the bonus points.

**Note:** Always announce that points will be awarded before you award them. Don't simply award bonus points after the fact. Bonus points can be used for activities that are particularly difficult for the students. For instance, if students tend to omit parts of the Workbook lesson or fail to copy words correctly, award bonus points for either completing all parts of the Workbook lesson or copying accurately. Bonus points will change student behavior.

## Progress Diagnosis and Firm-Up Procedures

To diagnose possible performance problems of students in **Decoding B2,** refer to the Group Reading performance and to the Individual Reading Checkouts.

**For Group Reading,** the stories are divided into parts. Each part has about 100 words. The students earn points for reading a part with no more than 3 errors in Lessons 1 through 5, which indicates that the group is reading at about 97 percent accuracy, and 2 errors in Lessons 6 through 65, which is about 98 percent accuracy. You record points for each part. The total points students earn for the Group Reading depends on the number of parts read within the error limit. Early stories have only five or six parts; later stories have up to eight parts. Make a simple record of whether the students pass or fail each part. You can make tallies on the board or on a sheet of paper.

After the students have completed the story, write a fraction that indicates how well the students read. The bottom number of the fraction is the number of parts in the story. The top number is the number of parts passed. For example, if the story has five parts, and students pass four, the fraction is $\frac{4}{5}$.

Summarize the group's performance every five lessons. Here's an example:

**Week of November 10**

| 31 | 32 | 33 | 34 | 35 |
|----|----|----|----|----|
| $\frac{4}{7}$ | $\frac{6}{6}$ | $\frac{3}{6}$ | $\frac{4}{6}$ | $\frac{5}{6}$ |

Because these fractions have different denominators, you might want to convert them to percents. Just divide the top number by the bottom number. The decimal answer is the percent.

As a rule of thumb, a remedy is needed if fractions for three or more of the lessons are $\frac{4}{7}$ (60 percent) or less. Remember, the percent does not tell you the percentage of words the students are reading accurately. It tells the percentage of parts they read within the error limit. If students are far below the desired accuracy level on three of the five days, however, they are not performing as well as they should. Unless their performance is firmed up, they will continue to have problems in the program.

The simplest remedy for a five-lesson span that has three or more failed lessons is to repeat the five-lesson sequence (all components). A lesser remedy that might be effective is to repeat only the story reading from the five lessons.

Consider the remedy effective if the students score about 60 percent on all lessons (ideally 75 percent).

Consider the remedy questionable if the students fail to meet the 60 percent criterion on all lessons or if they barely achieve it and have a history of repeating five-lesson segments because of poor story reading. The more likely problems are that

a. some of the students in the group don't belong and should be placed in an earlier part of the program.

b. the group does not have the skills necessary to perform where it is placed and should be moved back in the program to where it can consistently meet the error criteria.

Note that you can determine whether the first possibility is the cause of the problem by referring to the Individual Reading Checkouts for the students in the group. If some students are consistently failing both of the daily checkouts (the checkout for accuracy and the checkout for rate and accuracy), they probably don't belong in the group.

**For Individual Reading Checkouts,** refer to the timed reading (the second individual checkout). To pass this checkout, the student must read for 1 minute and make no more than 3 errors. The rate criterion changes as students progress through the program (from 90 words per minute in early lessons to 130 words per minute in later lessons). Students receive points if they meet the rate-accuracy criteria. If students fail, either because their rate was too slow or because they made too many errors, they earn no points for the second reading.

Look at the individual Point Charts for each five-lesson period. Column C-2 shows whether or not students earned points for the timed reading in each lesson. Here's an example.

| Lesson | Group Points | | Individual Points | | | | | TOTAL |
| | A | B | C-1 | C-2 | D | Bonus | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 16 | 4 | 6 | 2 | 0 | 4 | | = | 16 |
| 17 | 4 | 7 | 2 | 2 | 4 | | = | 19 |
| 18 | 0 | 4 | 0 | 0 | 0 | | = | 4 |
| 19 | 4 | 6 | 2 | 0 | 4 | | = | 16 |
| 20 | 4 | 8 | 2 | 2 | 4 | | = | 20 |
| | | | | | | | | 75 |

A possible problem exists if individual students fail to earn points on three of the five lessons, or if students fail to earn points on two lessons for two consecutive five-lesson periods.

Appropriate remedies depend on the percentage of students in the group who have problems. If only one or two students in the group have either of the problem patterns described above, those students need more practice or a different placement in the program. If the pattern occurs for more than ten lessons, there is a serious problem, and students should be placed in an earlier part of the program if possible.

If more than 25 percent of the students in the group exhibit problems for more than one ten-lesson span, the group needs more practice. The simplest solution is to repeat entire lessons in which students failed to meet the timed reading checkout criteria.

If students read accurately but fail to meet the rate criterion (number of words per minute), the simplest remedy would be to give additional paired-reading practice. First, have all students who failed a checkout read the entire story to their partners. After students have read the entire story to their partners, repeat the timed reading checkouts for these lessons.

**Note:** Do not direct students to read a story and then do the checkout for that story. First, students read all the stories in which they failed to pass the timed checkout, and then they do the checkouts for all the stories.

# Decoding Placement Test

## Preparation

Reproduce one copy of the test for each student and each tester. A reproducible copy appears on pages 40 and 41 of this guide.

## Administration

Select a quiet place to administer the test. Students who are to be tested later should not observe or hear another student being tested. You will need a test form for each student and a stopwatch or a watch with a second hand. When administering the test, sit across from the student. Position the test form so that the student cannot see what you are writing on the form.

Fill out the top lines of the test form (student information). Keep this filled-out test form and hand the student a clean copy of the test.

### PART I

Tell the student Read this story out loud. Follow along with your finger so you don't lose your place. Read carefully. Begin timing as soon as the student begins reading the first sentence.

Record each decoding mistake the student makes in oral reading. Mark an X on the filled-out form to show where the student made each mistake.

■ If the student omits a word, mark an X above the omitted word.

■ If the student adds a word that does not appear in the story, mark an X between two words to show where the word has been added.

■ If the student misidentifies a word, mark an X above the misidentified word. Do not count the same misidentified word more than once. (For example, if the student misidentified the name "Hurn" four times, count only 1 error.)

■ If the student cannot identify a word within 3 seconds, say the word and mark an X above it.

■ If the student makes a mistake and then self-corrects by saying the correct word, mark an X above the word.

■ If the student sounds out a word but does not pronounce it at a normal speaking rate, ask What word? If the student does not identify it, mark an X above the word.

■ Do not count the rereading of a word or phrase as an error if the word is read correctly both times.

**Note:** If you wish to use diagnostic procedures, you can use additional code information to indicate the type of mistake the student makes. You may, for example, write **SC** above self-corrections, **SO** above sound-out mistakes, and **O** above the omitted words. You may also wish to write in what the student calls the misidentified words or what the student adds.

After each word-identification error, tell the student the correct word.

When recording the errors, make sure your copy of the story is not visible to the student. The student should not be able to see the marks you are making.

Stop timing as soon as the student completes the story.

Enter the total errors for Part I on the appropriate line at the top of the filled-in test form. Also record the time required by the student to read Part I.

Refer to the placement schedule for Part I to determine placement or whether you should administer another part of the test.

## PART II

Part II is a series of sentences that are to be read aloud by the student. You do not need to time this part of the test. To administer, present the section labeled Part II and tell the student Read these sentences out loud. Follow along with your finger so you don't lose your place. Read carefully.

Record each decoding error the student makes while reading. When the student finishes reading Part II, enter the total errors for Part II on the appropriate line at the top of the test form. Then determine the student's placement by referring to the placement schedule for Part II. Fill in the "Placement" blank at the top of the test form.

## PARTS III and IV

Each of these sections is a passage that is to be read aloud by the student and timed. To administer, present the appropriate section and tell the student I'm going to time your reading of this selection. Read out loud and read carefully. Record errors as specified for Part I.

When the student finishes reading Part III, enter the total errors and time required at the top of the test form. Then refer to the placement schedule for Part III to determine placement or whether you should administer Part IV.

When the student finishes reading Part IV, enter the total errors and time required at the top of the test form. Then determine the student's placement and fill in the "Placement" blank.

# Decoding Placement Schedule

| ERRORS | TIME | PLACEMENT OR NEXT TEST |
|---|---|---|
| **PART I** | | |
| 22 or more | — | Administer PART II Test |
| 12 to 21 | more than 2:00 | Level A, Lesson 1 |
| 12 to 21 | 2:00 or less | Administer PART II Test |
| 0 to 11 | more than 2:00 | Level B1, Lesson 1 |
| 0 to 11 | 2:00 or less | Administer PART III Test |
| **PART II** | | |
| 41 or more | — | No ***Corrective Reading*** placement; use a beginning reading program |
| 8 to 40 | — | Level A, Lesson 1 |
| 0 to 7 | — | Level B1, Lesson 1 |
| **PART III** | | |
| 16 or more | — | Level B1, Lesson 1 |
| 6 to 15 | more than 2:30 | Level B1, Lesson 1 |
| 6 to 15 | 2:30 or less | Level B2, Lesson 1 |
| 0 to 5 | more than 2:30 | Level B2, Lesson 1 |
| 0 to 5 | 2:30 or less | Administer PART IV Test |
| **PART IV** | | |
| 9 or more | — | Level B2, Lesson 1 |
| 4 to 8 | more than 1:30 | Level B2, Lesson 1 |
| 4 to 8 | 1:30 or less | Level C, Lesson 1 |
| 0 to 3 | more than 1:20 | Level C, Lesson 1 |
| 0 to 3 | 1:20 or less | Doesn't need ***Corrective Reading*** Decoding program |

# Decoding Placement Test

Name _____     Class _____     Date _____

School _____     Tester _____

| | | |
|---|---|---|
| **PART I** | Errors _____ | Time _____ |
| **PART II** | Errors _____ | |
| **PART III** | Errors _____ | Time _____ |
| **PART IV** | Errors _____ | Time _____ |

Placement _____

---

### PART I

Kit made a boat. She made the boat of tin. The nose of the boat was very thin. Kit said, "I think that this boat is ready for me to take on the lake." So Kit went to the lake with her boat.

Her boat was a lot of fun. It went fast. But when she went to dock it at the boat ramp, she did not slow it down. And the thin nose of the boat cut a hole in the boat ramp.

The man who sold gas at the boat ramp got mad. He said, "That boat cuts like a blade. Do not take the boat on this lake any more."

---

### PART II

Can she see if it is dim?

And it can fit in a hand.

Now the hat is on her pet pig.

I sent her a clock last week.

How will we get dinner on this ship?

The swimming class went well.

When they met, he felt happy.

Then she told me how happy she was.

The tracks led to a shack next to the hill.

They said, "We will plant the last of the seeds."

What will you get when you go to the store?

You left lots of things on her desk.

## PART III

Hurn was sleeping when it happened. Hurn didn't hear the big cat sneak into the cave that Hurn called his home. Suddenly Hurn was awake. Something told him, "Beware!" His eyes turned to the darkness near the mouth of the cave. Hurn felt the fur on the back of his neck stand up. His nose, like noses of all wolves, was very keen. It made him very happy when it smelled something good. But now it smelled something that made him afraid.

Hurn was five months old. He had never seen a big cat. He had seen clover and ferns and grass. He had even eaten rabbits. Hurn's mother had come back with them after she had been out hunting. She had always come back. And Hurn had always been glad to see her. But now she was not in the cave. Hurn's sister, Surt, was the only happy smell that reached Hurn's nose.

## PART IV

During a good year, a large redwood will produce over twelve pounds of seed, which is nearly a million and a half seeds. And the year that our redwood seed fluttered from the cone was an exceptionally good year. The parent tree produced over fifteen pounds of seed that year, enough seed to start a forest that would be six square miles in size. However, only a few redwood seeds survived. In fact, only three of the seeds from the parent tree survived their first year, and only one of them lived beyond the first year.

Obviously, our seed was lucky. It was a fortunate seed because it was fertile. If a seed is not fertile, it cannot grow, and about nine out of every ten redwood seeds are not fertile. Our seed also had the advantage of landing in a place where it could survive. If it had fallen on a part of the forest floor covered with thick, heavy litter, it probably would not have grown. If it had fluttered to a spot that became too dry during the summer, it would have died during the first year. Our seed landed in a spot where moles had been digging.

# Scope and Sequence Chart

The Scope and Sequence Chart provides an overview of the skills taught in **Decoding B2.** The skills are divided into five principal areas: Word-Attack Skills, Group Reading, Individual Reading Checkouts, Workbook Exercises and Mastery Tests. The chart indicates which lessons offer practice in a given skill.

| Area | Skill | Lessons |
|---|---|---|
| **WORD-ATTACK SKILLS** | Word Reading | 1 |
| | Final-E Rule | 1, 5 |
| | Sound Combinations | 1, 3, 14, 17 |
| | Buildups and Conversions | 1, 5, 7, 14, 17 |
| | Individual Tests | 1 |
| **GROUP READING** | Story Reading | 1 |
| **READING CHECKOUTS** | Individual Reading Checkouts | 1 |
| | Timed Reading Checkouts | 2 |
| **WORKBOOK EXERCISES WORD ATTACK** | Writing Words without Endings | 1, 9, 11, 12, 14, 16 |
| | Matching Completion | 1, 10, 11, 13, 16 |
| | Sentence Identification | 1, 2, 5, 7, 11, 13, 16 |
| | Compound Words | 2, 3, 5, 7, 10, 13, 17 |
| **WORKBOOK EXERCISES COMPREHENSION** | Story Question | 1, 4, 6, 9, 11, 12, 14 |
| | Sequencing Story Events | 4, 9, 12 |
| | Identifying Characters | 5, 10, 13 |
| | Main Idea | |
| | Following Instructions | 3, 8, 14, 15, 17 |
| | Using a Code | |
| **MASTERY TESTS** | Mastery Tests | 10 |

# Lessons 1–65

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | | 65 | |
| 20 | 22 | | 30 | 31 | | 37 | 38 | 40 | | | 47 | 50 | 52 | 55 | | | | | | | | |
| 19 | | 23 | 25 | 29 | 31 | 34 | 36 | 37 | 39 | 40 | 42 | 43 | 45 | 47 | 49 | 51 | 55 | | | 63 | 65 | |
| | | | | | | | | | | | | | | | | | | | | | 65 | |
| | | | | | | | | | | | | | | | | | | | | | 65 | |
| | | | | | | | | | | | | | | | | | | | | | 65 | |
| | | | | | | | | | | | | | | | | | | | | | 65 | |
| 18 | 20 | 22 | 25 | 27 | 29 | 32 | 35 | 36 | 40 | 42 | 44 | 46 | 48 | 50 | 52 | 55 | 57 | 60 | 61 | 64 | | |
| | | 22 | 23 | | 30 | | 36 | 39 | | 44 | 47 | | | 54 | 57 | 59 | | 63 | 65 | | | |
| | | 22 | 25 | 29 | | 38 | | 44 | 46 | | | | 60 | | | | | | | | | |
| 18 | 21 | 23 | 26 | 28 | 31 | 34 | 37 | 39 | 43 | 46 | 49 | 51 | 53 | 56 | 58 | 60 | 62 | 64 | | | | |
| | | | | 38 | 40 | | 45 | 47 | | | 58 | 61 | 65 | | | | | | | | | |
| 19 | | 27 | 32 | 37 | 42 | 48 | 54 | 59 | 63 | 64 | | | | | | | | | | | | |
| 18 | 23 | 29 | 34 | 39 | 46 | 51 | 55 | 60 | | | | | | | | | | | | | | |
| 24 | 29 | | 37 | 40 | 46 | 51 | | | | | | | | | | | | | | | | |
| 20 | 24 | 33 | | 39 | 41 | 45 | 52 | 55 | 61 | | | | | | | | | | | | | |
| | | | | 44 | | 50 | | | 59 | 65 | | | | | | | | | | | | |
| 20 | | 30 | 40 | 50 | 65 | | | | | | | | | | | | | | | | | |

**Decoding B2** *Teacher's Guide*  43

# Behavioral Objectives

The following chart gives specific information for each skill taught in **Decoding B2.** Three columns of information are provided. The **BEHAVIORAL OBJECTIVE** column details the kind of performance that can be expected from a student who has mastered the skill.

The column headed **The student is asked to** describes the tasks the student performs in order to master the skill. The **LESSONS** column shows the lessons in which the skill appears.

## Word-Attack Skills

### Word Reading

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student learns how to read irregularly spelled words. | 1) View an irregular word as the teacher pronounces it; 2) orally read the word; 3) spell the word. | 1–5, 9–13, 16–21, 28, 30, 31, 34, 35, 37–44, 46–49, 51–59, 61 |
| The student is able to read a list of words. | Orally read a list of regular and/or irregular words. | 1–65 |
| The student is able to identify underlined sounds in words. | 1) View a word with an underlined sound; 2) say the sound; 3) orally read the entire word. | 1–34, 36–43, 45, 46, 48–53, 56–58, 60, 62–65 |
| The student is able to read compound words. | 1) Orally read a list of words; 2) orally read a list of compound words based on the first list of words. | 2, 13, 16, 19, 24, 30, 37, 43, 46, 48, 51, 52, 56, 58–62, 64 |

## Sound Combinations

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student learns the sounds made by letter combinations. | 1) View a letter combination as the teacher says its sound; 2) say the sound. | (See table on page 15 for a list of letter combinations.) |
| The student is able to read a letter combination and say its sound. | Read a letter combination and say its sound. | 1–3, 14–17, 20–22, 30, 31, 37, 38, 40, 47–50, 52–55 |
| The student is able to read words with letter combinations. | Orally read words with a particular letter combination. | 1–34, 36–43, 45, 46, 48–53, 56–58, 60, 62–65 |

## Buildups and Conversions

| The student is able to read a word and modified versions of the same word. | 1) Orally read a word; 2) orally read the word after a vowel or vowel combination has been changed. | 1–3, 5, 7, 8, 12–14, 17, 23 |
|---|---|---|
| | 1) Orally read a word; 2) orally read the word after an ending has been added or changed. | 1, 3–5, 7, 9–11, 18, 19, 32–34, 39, 45 |
| | 1) Orally read a word; 2) orally read the word after letters have been added, deleted, or changed. | 5, 8, 10, 11, 13, 25–29, 31–34, 36, 37, 39, 40, 42, 43, 45, 47, 49–51, 55, 63, 65 |

## Individual Tests

| The student is able to decode words accurately. | Orally read a list of words without making a mistake. | 1–65 |
|---|---|---|

# Group Reading

## Story Reading

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to read a story. | Orally read sentences in a Student Book story. | 1–65 |
| The student is able to answer comprehension questions. | Answer comprehension questions about a Student Book story. | 1–65 |

# Fluency Assessment

## Reading Checkouts

| | | |
|---|---|---|
| The student is able to read a passage within a decoding error limit and within a time limit. | Orally read part of a Student Book story within a decoding error limit. | 1–65 |
| | Orally read part of a Student Book story within a time limit. | 2–65 |

# Workbook Exercises:
# Word Attack

## Matching Completion

| | | |
|---|---|---|
| The student is able to make two words match by adding letters to one of the words. | 1) View one column of complete words and one column of incomplete words; 2) draw lines between the words that can be matched; 3) add letters to the incomplete words to make them match the complete words. | 1, 10, 11, 13, 16, 22, 23, 30, 36, 39, 44, 47, 54, 57, 59, 63, 65 |

## Writing Words without Endings

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| After reading a word with an ending, the student is able to write the word without an ending. | 1) Read a word with an ending; 2) write the word without an ending. | 1–9, 11, 12, 14–16, 18–20, 22, 25, 27, 29, 32, 35, 36, 41, 42, 44–46, 48, 50, 52, 55, 57, 60, 61, 64 |

## Compound Words

| | | |
|---|---|---|
| The student is able to generate and analyze compound words. | 1) Read a compound word; 2) write the two words that make up the compound word. | 2, 3, 5, 7, 10, 17, 21, 28, 34, 38, 39, 49, 53, 58, 62 |
| | 1) Read two words; 2) write the compound word that combines both words. | 13, 18, 23, 26, 31, 43, 46, 56, 60, 64 |

## Sentence Identification

| | | |
|---|---|---|
| The student is able to locate specified sentences. | 1) Find a specified sentence in the Student Book; 2) copy the sentence in the Workbook. | 1, 2, 5–7, 11, 13, 16, 22, 25, 38, 44, 60 |

# Workbook Exercises:
## Comprehension

**Story Questions**

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to answer questions about stories. | 1) Read comprehension questions about a Student Book story; 2) write the answers. | 1–4, 6–10, 11, 12, 14–21, 22–33, 35–38, 40, 41, 43, 44, 47–50, 52, 53, 55–58, 61, 62, 64, 65 |
| | 1) Read a passage based on a Student Book story; 2) read literal (who, what, where, when, how, why) questions about the passage; 3) answer the questions. | 6–8, 10, 14, 18, 21, 25, 26, 29, 44, 52, 55, 61 |
| | 1) View a picture based on a Student Book story; 2) read comprehension questions about the picture and the story; 3) write the answers. | 17, 21, 22, 24, 28, 30, 31, 33–35, 38, 40, 42, 43, 47, 49, 51, 53, 54, 56, 58, 62, 63 |

**Sequencing Story Events**

| | | |
|---|---|---|
| The student is able to place story events in the correct order. | 1) Read three sentences that describe events in a Student Book story; 2) number the sentences to show the correct order of events; 3) copy the sentences in the correct order. | 4, 9, 12, 19, 27, 32, 37, 42, 48, 54, 59, 63, 64 |

## Identifying characters

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to identify story characters. | 1) Read a sentence that describes a Student Book character; 2) identify the character; 3) write the name of the character. | 5, 10, 13, 18, 23, 29, 34, 39, 46, 51, 55, 60 |

## Story Summarization

| | | |
|---|---|---|
| The student is able to summarize the events of the previous story. | Answer questions that help retell the previous story. | 4–9, 14, 16, 20–23, 31, 32, 34, 35, 41, 43, 44, 49, 50, 54, 59, 60 |

## Cause and Effect

| | | |
|---|---|---|
| The student is able to identify causes and effects. | Answer questions about the relationship between cause and effect in a story. | 7, 8, 30, 31, 33, 34, 46, 47, 52 |

## Main Idea

| | | |
|---|---|---|
| The student is able to identify the sentence that expresses the main idea of a selection. | 1) Read four sentences that describe a possible main idea; 2) identify the correct main-idea sentence; 3) write the main-idea sentence. | 24, 29, 37, 40, 46, 51 |

## Compare and Contrast

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to compare and contrast characters. | Answer questions that compare and contrast elements of the story. | 14 |
| | 1) Answer questions that compare and contrast elements of the story; 2) write compare-and-contrast sentences; 3) orally read their sentences. | 41, 61 |

## Following Instructions

| | | |
|---|---|---|
| The student is able to follow instructions. | 1) Read a set of instructions that involve copying words and drawing lines; 2) follow instructions. | 3, 8, 14, 15, 17, 20, 33, 39, 41, 45, 52, 55, 61 |

## Using a Code

| | | |
|---|---|---|
| The student is able to decipher a message written in code. | 1) Read instructions for a secret code; 2) use the instructions to figure out a message written in code. | 44, 50, 59, 65 |

# Word List

Following is an alphabetical list of words that are taught in Word-Attack Skills exercises. The number in parentheses indicates in which lesson the word first appears.

about (1), above (57), according (51), accounts (61), across (12), actor (18), adult (20), adventure (61), afraid (2), afternoon (48), again (12), against (20), age (56), agreed (57), ahoy (62), aim (1), air (20), airport (60), alarm (46), alive (10), allowed (53), allowing (58), almost (8), alone (11), along (3), already (46), also (8), always (2), among (39), another (13), anybody (46), anyone (59), appeared (59), aren't (10), argue (63), arguing (40), argument (38), arm (1), around (12), arrived (44), arrows (44), ashamed (13), aside (38), asked (5), asleep (25), assistant (16), attached (25), attention (4), audience (41), awake (11), away (10), axes (48)

babble (65), badly (28), bail (57), bailing (33), bake (34), baked (34), bakes (34), bald (2), bananas (50), banged (62), bank (21), bankers (41), banners (60), bare (52), barked (61), barn (32), baseball (4), basement (30), bash (21), basket (3), bat (12), batch (16), bathroom (36), batter (6), battled (20), battling (63), be (1), beach (39), beaches (32), bead (13), bear (2), beard (41), beat (1), beaten (6), because (29), bed (13), bedroom (36), beet (36), beetle (52), begin (49), beginning (53), begun (11), being (1), believe (11), belly (27), belonged (17), belt (29), bench (31), benches (32), bend (27), bet (2), better (7), beware (20), beyond (44), bid (17), billboard (41), bird (1), birth (25), birthday (62), bit (12), bite (26), bites (53), bitter (7), blade (3), blamed (63), blanket (41), blast (18), blaze (50), blazes (50), blazing (48), bleeding (28), blinked (9), blister (22), block (3), blow (14), blowing (5), bluff (62), blur (17), blush (4), blushed (1), blushing (60), board (17), boarders (31), boarding (30), boast (34), boasting (13),

boat (2), bobbing (50), boil (30), boiled (33), boiler (47) boiling (33), boils (33), bold (26), bolt (28), booing (10), boost (34), boss (27), botany (3), both (19), bother (34), bothered (29), bothering (36), bottom (41), bounced (50), bounding (36), bout (2), brain (41), brains (14), brakes (10), brass (43), brave (13), bread (50), break (42), breakfast (54), breathe (56), breathed (2), breathing (20), breed (3), breeze (24), bribe (15), bridal (15), bridge (52), bright (26), broiler (47), broiling (36), broken (11), brother (29), brought (54), bubble (65), bucket (57), buddy (18), budge (53), bugging (37), bull (24), bullfrog (24), bunch (45), buried (55), burlap (48), burn (2), burned (23), burning (56), burp (25), busting (13), butter (7), butterflies (24), buy (46)

call (2), called (7), calm (51), cam (25), came (25), can't (5), captain (42), care (8), careful (36), cargo (42), carried (37), carry (35), cash (20), cast (10), catch (6), catcher (5), catcher's (10), caught (63), certain (40), certainly (41), chain (19), chair (11), chairs (33), challenges (13), chance (43), change (27), charge (54), chart (46), chase (21), chasing (24), cheat (19), check (40), checked (40), cheek (30), cheeks (3), cheered (6), cheering (7), cheese (30), chest (6), chests (42), chick (45), child (46), chill (24), chin (15), chirp (58), chirping (53), choice (48), choke (2), choked (1), chomping (37), choppy (51), chore (36), chores (31), chuckle (34), chump (64), chunk (23), chunks (54), churn (17), churning (21), circle (37), circus (40), city (38), claim (60), clamp (33), clapped (6), clapping (7), claws (20), clean (37), clear (37), clearing (26), clenched (56), clerk (16), clever (18), cliff (25), cliffs (51), climb (51), clink (31), clinkers (48), clod (3), close (1), closed (2), closer (10), closet (37), clothes (30), cloud (8), clover (20), coach (3), coal (47), cocked (25), code (43), coffee (54),

coil (47), coin (54), coins (38), cola (37), cold (37), comic (65), common (19), compass (44), complain (30), complaining (36), contest (1), cooking (21), cool (21), cooled (32), cooler (53), copper (32), coral (45), corner (4), corporal (62), couch (3), couches (62), could (5), couldn't (4), couple (54), course (52), cove (51), cover (59), covered (43), crack (44), cracked (33), craft (49), crash (10), crashing (53), crawling (49), crazy (31), creeps (35), cried (14), croak (24), croaking (23), crook (18), crooks (41), crouch (19), crouched (20), crowd (4), crowded (8), crown (55), crying (11), curl (11), curled (19), curve (6), customs (60)

dance (43), darker (27), darkness (59), dart (31), darted (45), dash (5), dashed (16), daytime (26), dazed (36), dead (20), dealing (39), decide (43) decided (56), deck (47), deeply (2), delight (19), delivered (60), demand (18), dense (52), dent (31), dentist's (39), department (17), didn't (21), die (2), died (21), different (3), digging (54), dirt (12), dirty (62), disappearing (41), discovered (60), dish (5), distance (48), distant (53), dizzy (50), do (1), dock (47), docked (49), doctor (40), does (5), doesn't (4), doing (1), dollars (10), don't (5), done (1), dotted (44), dove (35), down (37), downstairs (37), dragged (64), dragging (56), drank (21), drapes (35), dream (24), dreams (34), drenched (56), dress (3), dresses (3), dribble (3), drifted (59), drifts (28), drinking (55), drive (62), driver (10), driveway (62), drove (11), drunk (55), dry (58), dryer (30), ducked (8), duds (15), due (52), dumped (30), during (44)

early (28), easier (56), eaten (32), eating (26), eddies (57), edge (52), eight (46), else (11), engine (51), enough (53), entertainment (62), entire (60), escape (19), escaped (15), evening (30), evenings (36), event (62), every (19), everybody (12), everything (19), except (20), excited (52), exercise (12), exhibition (9), expected (16), experiment (30), eye (26)

face (34), factory (30), facts (14), fail (34), fainted (34), fair (12), faith (20), faking (15), fall (45), fallen (52), falling (9), false (39), fans (6), fantastic (41), fare (15), farther (13), feared (2), fed (26), feed (26), feeding (64), feel (31), feet (31), fell (31), fellow (3), fellows (60), felt (31), fern (15), ferns (20), few (5), fiddle (23), fifteen (3), fifth (13), fifty (12), fight (8), figure (21), figured (56), figuring (61), filed (9), filtered (52), finger (43), fingers (65), finished (64), fir (16), fire (21), firm (16), first (1), fist (10), fix (3), fixed (20), fixes (3), flash (15), flashing (14), flashlight (48), flat (13), flatter (32), flew (55), flies (13), flight (8), flipped (35), float (34), floated (14), floating (33), floor (20), flowers (3), flowing (18), fly (14), flying (1), foam (29), foggy (57), foil (34), fold (32), folded (30), folks (63), followed (23), fond (8), food (31), fool (17), fooled (18), foolish (16), foot (14), football (4), force (58), forever (56), forget (39), form (29), formed (5), forth (41), fortune (51), forty (42), forward (5), foul (23), found (8), freezer (32), French (30), friend (4), friendly (29), friends (12), fries (30), front (3), full (52), fumbled (39), fur (16), furnace (48), further (42), fuss (16)

gale (50), gales (48), gallon (32), gallons (36), gander (20), garden (1), gasped (65), gazed (27), gear (62), gem (56), gems (55), gentle (53), gentleman (61), gentlemen (63), germ (53), giant (64), gifts (46), girl (15), glared (6), glass (32), glasses (37), goal (25), goat (13), going (1), gold (27), gone (54), good (27), grab (18), grabbed (18), graduated (61), grasped (65), grease (22), great (42), greenhouse (3), greet (30), grew (52), grime (32), gripe (41), gripped (14), grit (48), groan (24), groaned (8), grouch (22), group (23), grow (3), growl (20), growled (25), grown (3) grunted (36), guess (61), gulp (23), gusts (57), gut (13), guy (4)

hadn't (8), half (29), halfway (14), ham (7), hammer (31), handfuls (55), handle (53), handshakes (8), hang (3), happened (20),

hardens (36), hardest (9), hardly (12), hatch (14), hauled (53), head (4), heap (28), heard (42), hearing (63), heart (52), heated (33), heats (33), heave-ho (63), heaved (5), heavy (12), helping (36), hem (7), her (15), hidden (42), high (2), him (7), hire (50), hired (48), hoarse (57), hollered (5), hollow (18), homesick (19), hooray (65), hoot (23), hopped (24), hospital (10), hotel (15), hounding (57), howled (20), howling (23), huge (52), hum (7), hundred (15), hungry (21), hunt (36), hurled (20), hurry (22), hurt (15), hush (18)

ice (37), idea (40), identification (17), ignition (57), imagine (58), important (34), impostor (18), indeed (61), inning (14), insects (24), inside (35), instant (15), instead (30), insurance (60), interested (49), invent (30), inventor (30), invisible (31), invitations (60), irk (18), iron (55), island (44), isn't (4), itch (14), itched (11), itself (24)

jacket (17), jeered (6), jerk (15), jerked (23), jogged (9), join (32), joined (32), joining (32), joins (32), juice (51), jungle (51), just (5)

keys (37) kidding (43), kitchen (30), knew (24), knife (53), knock (35), knocks (2), knot (52), know (54), knowing (20)

lab (30), lad (12), ladies (63), laid (1), lamp (43), land (51), landmark (51), lard (1), large (52), larger (45), lasted (25), latch (15), laugh (2), laughing (4), laughter (62), lazy (30), league (8), lean (7), leaned (5), learn (47), leave (17), leaving (10), led (12), ledge (52), left (17), lesson (4), level (53), lies (16), lift (17), limp (34), limping (23), listen (36), listened (32), litter (21), lived (30), load (2), loaded (17), loan (18), locate (17), location (47), locker (14), lonely (3), longer (5), looped (55), lose (58), loud (2), loudly (37), lousy (30), love (24), loved (27), lovely (65), low (1), lower (49), lungs (65), lurched (28), lurk (19), lurking (24)

ma'am (48), machete (51),magic (54), magician (41), magneto (5), magnifying (43), mark (29), mask (29), match (14), mate (48), matter (15), meaner (27), meanest (37), measured (57), medal (43), melt (27), messed (26), metal (59), mighty (22), million (56), mind (21), minute (47), mirror (33), mistake (6), mixed (10), moaned (39), moans (39), moment (5), month (12), mood (29), moped (12), morning (24), motor (49), motorboat (60), motorcycle (4), mound (5), mountain (21), mountains (57), mounted (29), mouth (20), movie (35), muffled (57), mumble (42), mumbled (7), mustard (30), muttered (34)

nail (31), nape (29), nation (47), nearly (11), neat (31), neck (20), nerve (36), news (61), newspapers (60), next (31), nice (34), night (2), nightmare (64), nipped (25), nobody (1), nodded (12), noise (30), none (18), nor (26), normal (36), nosed (18), noses (1), not (4), note (4), nothing (3), numbers (42), nurse (10)

o'clock (9) oat (2), ocean (52), offering (35), office (17), officer (15), oil (30), okay (9), once (13), onto (10), open (10), opened (18), orange (23), ostrich (63), ouch (20), our (1), out (2), outfit (5), outside (11), overlooking (60), oversight (16), owl (23)

paces (45), pack (26), packed (42), pail (58) painted (32), pairs (63), pale (35), pan (7), pane (25), pant (20), panting (29), papers (16), parents (47), parked (18), parted (34), partner (18), partners (63), passed (11), passport (48), past (26), path (27), patrol (29), patting (24), paw (20), pay (15), paying (40), peace (40), peered (20) people (10), periods (44), perk (19), permission (47), person (17), pictures (43), pile (50), piling (48), pillow (65), pilot's (60), pin (3), pine (3), pipe (18), piped (18), pitch (4), pitched (4), pitcher (4), pizza (38), place (35), placed (38), places (47), plate (6), player (14), players (4), plenty (50), plowed (50), plunk (13),

poach (2), pocketbook (37), pockets (15), point (30), pointed (31), poison (45), poke (23), police (41), pond (3), poor (28), popular (4), pot (14), pouch (2), pound (8), pounded (32), pour (58), pout (14), powerful (1), pray (56), president (15), pressed (13), presto (41), pretend (17), pretty (29), pretzels (31), price (40), private (15), prize (3), prizes (3), probably (53), problem (35), problems (24), prodded (21), protection (50), proud (1), proudly (16), puddles (44), puffs (25), pulled (53), pun (7), punch (43), purple (24), pushed (54), put (10), putting (64), puzzled (27)

quicker (28), quickly (16), quiet (36), quit (14), quite (15)

rabbits (20), race (37), raised (3), raising (4), rancher (63), rang (56), range (54), rant (21), rare (28), rather (57), rattled (31), rattling (53), reach (21), reached (7), ready (2), realize (32), realized (35), really (34) reared (8), recall (31), received (62), records (10), reflected (57), reflection (48), reformed (62), relative (42), relatives (31), remarked (35), remember (7), remembered (7), removed (38), removes (32), report (17), reporters (60), retired (42), rice (38), rid (2), ride (2), right (1), rim (51), rip (4), ripe (4), rising (22), risks (1), roam (29), roared (10), roast (13), roasting (22), rob (2), robe (2), rod (5), rode (5), rolled (25), roller (39), rolling (21), room (29), rooms (63), rose (3), roses (3), rotting (52), rough (53), rounded (21), rubbed (11), rumbling (53), rust (13), rustling (22), rusty (53)

safe (20), said (1), sail (37), sailed (4), sailor (42), sailors (62), sale (35), salt (16), sat (12), savings (37), sawed (11), scanning (21), scar (26), scare (17), scared (21), school (3), scoop (55), scow (49), scratched (11), scream (63), sea (45), seal (34), season (48), seat (12), seated (34), seats (34), second (30), section (60), security (15),

selection (53), sell (34), sense (34), sent (27), serve (16), set (12), setting (45), settled (30), seven (28), shake (10), shaking (5), shame (12), shared (26), sharp (10), sharply (46), sheath (21), shelf (31), shine (58), shines (22), shiny (55), shipping (17), shirt (38), shivering (21), shocked (16), shoes (56), shook (4), shoot (3), shore (13), shot (8), should (6), shoulder (55), shouldn't (7), shout (8), shouted (18), shouting (49), shovels (48), show (3), showed (6), shower (34), shown (49), shrugged (35), shy (3), side (13), sigh (8), sight (8), sign (59), signaled (14), silence (63), silent (5), silver (27), simmering (40), since (8), sister (20), sit (1), site (1), sitting (45), sixteen (61), sixth (40), skim (3), skinny (6), skipped (4), skipping (3), skunks (1), slashed (20), slid (50), slipped (38), slope (21), sloshing (57), slowly (14), smaller (3), smallest (2), smarter (27), smartest (14), smell (47), smelled (20), smile (3), smiled (4), smiling (19), smooth (50), snail (1), snapped (20), snarl (1), sneak (64), sneaked (24), sneakiest (62), sniff (21), sniffed (20), snooze (24), snored (50), snuggled (25), soak (51), soaked (24), soaking (51), softly (22), soil (31), soiled (32), soldier (19), solved (45), some (46), somebody (46), someday (26), somehow (29), sometimes (23), somewhere (11), sore (2), sorry (4), southwest (52), spare (49), spark (26), sparkled (55), sparks (23), speaker (9), speck (45), speckled (50), specks (44), speed (28), speedboat (49), spell (40), spend (28), spent (19), spies (41), spill (32), spilled (32), splash (64), splat (63), split (17), spoil (33), spoon (56), sprang (45), spray (51), spring (5), springing (5), sprung (45), spun (33), squall (56), squeeze (13), squinted (52), stacked (55), stage (41), stairs (11), stammering (18), stands (9), star (8), stare (7), stared (3), staring (4), starred (10), start (11), started (3), starter (50), starting (4), starved (29), state (6), statements (60), station (47), stay (11), stayed (3), stealing (37), steam (16), steamship (16), steep (29), steered (50), steering (57),

stern (17), stick (38), sticky (31), stiff (13), stiffly (25), sting (5), stinker (1), stinks (2), stinky (33), stirring (22), stole (61), stomped (32), stone (13), stones (56), stood (25), storm (56), stormed (16), stout (49), stove (32), straight (2), strange (52), stranger (53), strap (5), strapped (10), streak (7), streaks (27), stream (21), stretched (58), strike (7), string (5), strip (5), striped (1), strokes (16), struck (8), studied (3), stuffed (5), stuttering (18), suckers (49), sudden (19), suddenly (18), sunk (13), sunlight (52), sunset (53), super (17), supper (40), sure (38), surf (16), surface (50), surprise (62), surrounded (63), swallows (54), swam (28), sweat (48), sweats (51), swells (50), swing (3), swipe (38), swirl (22), swirled (23), swung (55), system (59)

tackle (55), tackled (53), tacos (36), tail (24), taken (1), taking (1), talking (15), tallest (4), tame (24), tangle (51), tank (34), tape (51), taped (51), tar (10), tart (28), task (17), tears (1), ten (17), tense (59), terms (30), tested (14), tests (32), themselves (39), there's (8), these (1), they'd (9), they'll (10), they've (9), thigh (19), thinner (5), third (13), thirst (15), thirsty (21), thirteen (3), thirty (24), thorns (45), though (57), thought (47), thousand (10), thousands (41), threw (63), throat (25), through (40), throughout (57), throw (4), throwing (13), thrown (7), ticket (60), tie (35), tied (52), tiller (57), timing (14), tin (17), tiny (50), tire (28), tired (2), toad (26), together (56), toil (43), told (12) tomorrow (31), tonight (39), tool (33), tools (48), tooth (38), toothpick (64), torn (28), toss (4), tossed (4), touch (53), toward (20), track (5), trail (28), trailers (40), transferred (59), trapped (47), travel (47), treasure (42), treated (25), treatment (62), trick (5), tried (3), trouble (39), trout (62), truck (42), true (60), trunk (42), truth (18), try (14), trying (4), tugged (25), tugging (24), tumbled (53), turkey (64), turn (1), turned (18), turtle (65), twelve (64), twenty (15), twice (40), twist (52), two (3)

umpire (7), uncle's (40), uncoiled (53), uncovered (55), under (19), underbrush (51), undershorts (65), understand (19), unfold (44), unhappy (31), uniforms (43), upset (16), upstairs (31), upwind (25)

vacation (47), valley (28), victim (18), visible (32), voice (9), volcano (45)

wadded (30), waded (57), wagged (23), wail (26), waited (9), waiting (2), waits (39), walk (4), walked (3), walking (24), wallet (15), wander (20), wandered (24), want (6), wanted (11), wants (19), war (42), warned (37), wash (20), washed (32), washes (32), washing (24), wasn't (7) watch (14), watched (10), watches (34), watching (25), water (20), watermelon (65), wave (4), waved (33), waves (45), weak (12), wear (30), wearing (38), weather (48), we'd (10), wedged (55), weigh (46), weighs (55), welcome (27), we'll (10), well-wisher (60), went (6), were (5), we're (5), weren't (5), we've (9), whack (51), whacked (24), whacks (51), whale (22), what (8), wheel (59), wheezed (58), whenever (48), which (6), whiff (1), while (10), whined (25), whip (5), whipped (6), whirl (21), whisper (24), whispered (17), whistle (8), whistled (40), whiter (39), who (7), whole (46), whoop (62), why (1), wig (15), wild (49), window (33), wing (13), winner (8), wise (37), within (57), without (15), wobbly (51), woke (26), wolves (20), woman (10), women (30), won (21), won't (21), wondered (56), wonderful (18), word (41), wore (48), workers (42), world (41), worn (45), worried (58), worry (9), worth (40), would (20), wouldn't (2), wound (8), wrong (20), wrote (40)

yakking (42), yawned (25), yeah (43), yelp (29), yelped (26), yesterday (16), you'd (9), you'll (8), you're (1), you've (10), younger (42), yourself (38)

zing (7), zone (60), zoomed (19)

# Skills Profile Chart

The Skills Profile Chart can be used to record an individual student's mastery of each skill taught in **Decoding B2.** The chart summarizes the skills presented in the program and provides space for indicating when a student has mastered each skill. One copy of the chart should be made for each student in the class.

Name _____

## Word-Attack Skills

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|---|---|
| **Word Reading**<br>Learns how to read irregularly spelled words | 1–61 | |
| Orally reads a list of regular and irregular words | 1–65 | |
| Orally reads underlined sounds in words | 1–65 | |
| Orally reads a list of compound words | 2–64 | |
| **Sound Combinations**<br>Learns the sounds made by letter combinations (*tch, ir, ur, er, wa, oi, ce, ci, tion, ea, ge, gi, kn*) | 14–54 | |
| Reads a letter combination and says its sound | 1–55 | |
| Orally reads words with a particular letter combination | 1–65 | |
| **Buildups and Conversions**<br>Orally reads a word and modified versions of the same word | 1 –65 | |
| **Individual Tests**<br>Orally reads a list of words without making a mistake | 1–65 | |

# Group Reading

| SKILLS | LESSON RANGE | DATE MASTERED |
| --- | --- | --- |
| **Story Reading**<br>Orally reads sentences in a story | 1–65 | |
| Answers comprehension questions about a story | 1–65 | |

# Reading Checkouts

| | | |
| --- | --- | --- |
| Orally reads part of a story within a decoding error limit | 1–65 | |
| Orally reads part of a story within a time limit | 2–65 | |

# Workbook Exercises:
## Word Attack

| | | |
| --- | --- | --- |
| **Matching Completion**<br>Makes two words match by adding letters to one of the words | 1–65 | |
| **Writing Words Without Endings**<br>Reads a word with an ending and writes the word without an ending | 1–64 | |
| **Compound Words**<br>Writes the words that make up a compound word | 2–62 | |
| Writes compound words | 13–64 | |
| **Sentence Identification**<br>Finds specified sentences and copies them | 1–60 | |

# Workbook Exercises:
## Comprehension

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|---|---|
| **Story Questions**<br>Answers comprehension questions about a Student Book story | 1–65 | |
| **Sequencing Story Events**<br>Places story events in the correct order | 4–64 | |
| **Identifying Characters**<br>Identifies story characters | 5–60 | |
| **Story Summarization**<br>Summarizes the events of a story | 4–60 | |
| **Cause and Effect**<br>Identifies causes and effects | 7–52 | |
| **Main Idea**<br>Identifies the sentence that expresses the main idea of a selection | 24–51 | |
| **Compare and Contrast**<br>Compares and contrasts characters | 14–61 | |
| **Following Instructions**<br>Follows a set of written instructions | 3–61 | |
| **Using a Code**<br>Deciphers a message written in code | 44–65 | |

**Decoding B2 Mastery Test Group Summary**

| Test number | 1 | 1-R | 2 | 2-R | 3 Fluency Assessment Part 6 | 3 Parts 1–5 and Part 7 | 3-R | 4 | 4-R | 5 | 5-R | 6 Fluency Assessment Part 6 | 6 Parts 1–5 and Part 7 | 6-R |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Date: | | | | | | | | | | | | | | |
| Name: | | | | | | | | | | | | | | |
| 1. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 2. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 3. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 4. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 5. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 6. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 7. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 8. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 9. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 10. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 11. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 12. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 13. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 14. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 15. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 16. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 17. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 18. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 19. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 20. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 21. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 22. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 23. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 24. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| 25. | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F | P F |
| Number failed: | | | | | | | | | | | | | | |
| Percent failed: | | | | | | | | | | | | | | |

**Note:** Record retest in **R** columns.

# *Decoding B2* Fluency Assessment Summary

## Teacher-Observed One-Minute Timed Individual Checkouts

**Teacher:**

| Student name: | *Lesson range:* *Criteria:* | 2–10 | | 11–20 | | 21–30 | | 31–40 | |
|---|---|---|---|---|---|---|---|---|---|
| | | words | errors | words | errors | words | errors | words | errors |
| | | 90 | 0–3 | 100 | 0–3 | 105 | 0–3 | 105 | 0–3 |
| 1. | | | | | | | | | |
| 2. | | | | | | | | | |
| 3. | | | | | | | | | |
| 4. | | | | | | | | | |
| 5. | | | | | | | | | |
| 6. | | | | | | | | | |
| 7. | | | | | | | | | |
| 8. | | | | | | | | | |
| 9. | | | | | | | | | |
| 10. | | | | | | | | | |
| 11. | | | | | | | | | |
| 12. | | | | | | | | | |
| 13. | | | | | | | | | |
| 14. | | | | | | | | | |
| 15. | | | | | | | | | |
| 16. | | | | | | | | | |
| 17. | | | | | | | | | |
| 18. | | | | | | | | | |
| 19. | | | | | | | | | |
| 20. | | | | | | | | | |
| 21. | | | | | | | | | |
| 22. | | | | | | | | | |
| 23. | | | | | | | | | |
| 24. | | | | | | | | | |
| 25. | | | | | | | | | |
| **Total not at criteria:** | | | | | | | | | |
| **Percent not at criteria:** | | | | | | | | | |

# *Decoding B2* Fluency Assessment Summary

## Teacher-Observed One-Minute Timed Individual Checkouts

**Teacher:**

| | Lesson range: | 41–50 | | 51–60 | | 61–65 | |
|---|---|---|---|---|---|---|---|
| | Criteria: | words | errors | words | errors | words | errors |
| **Student name:** | | 110 | 0–3 | 120 | 0–3 | 130 | 0–3 |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |
| 8. | | | | | | | |
| 9. | | | | | | | |
| 10. | | | | | | | |
| 11. | | | | | | | |
| 12. | | | | | | | |
| 13. | | | | | | | |
| 14. | | | | | | | |
| 15. | | | | | | | |
| 16. | | | | | | | |
| 17. | | | | | | | |
| 18. | | | | | | | |
| 19. | | | | | | | |
| 20. | | | | | | | |
| 21. | | | | | | | |
| 22. | | | | | | | |
| 23. | | | | | | | |
| 24. | | | | | | | |
| 25. | | | | | | | |
| **Total not at criteria:** | | | | | | | |
| **Percent not at criteria:** | | | | | | | |

# Corrective Reading

## SRA

# Teacher's Guide

## Decoding C    Skill Applications

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Gary Johnson
Linda Carnine
Linda Meyer

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# Contents

# Contents

# SRA Corrective Reading Series

SRA's *Corrective Reading* programs are divided into two strands: Decoding and Comprehension.

**A single-strand sequence** places students in one strand (**Decoding,** for example), and the students move through the strand from the point of initial placement (**Decoding A, B1, B2,** or **C**) to the end of the strand (**Decoding C**).

**The double-strand sequence** requires that students receive two full periods of instruction each day—one period in a Decoding program and one period in a Comprehension program.

Each Decoding program is designed to be used independently. Students may be placed at the beginning of one program and complete all lessons in that program in either a single-strand or double-strand sequence.

# Decoding Strand: A, B1, B2, C

Here is a diagram of the four decoding programs in SRA's *Corrective Reading* series.

| Decoding A | Decoding B1 | Decoding B2 | Decoding C |
|---|---|---|---|
| 65 lessons | 65 lessons | 65 lessons | 125 lessons |

**Decoding A** is appropriate for students in grades 3 through high school who are extremely deficient in decoding skills. These students may recognize some words but do not have adequate strategies for accurate decoding of words like **frost** and **track.**

**Decoding B1** is appropriate for most problem readers in grades 3 through 12. They guess at words. They have trouble reading words such as **what, that, a,** and **the** when the words appear in a sentence context. They often read synonyms or printed words and are generally inconsistent in their reading behavior (reading a word correctly one time and missing it the next time).

**Decoding B2** is appropriate for students in grades 4 through 12 who have some decoding problems, who do not read at an adequate rate, who still tend to confuse words with similar spellings, and who tend to make word-guessing mistakes.

**Decoding C** is appropriate for students who have mastered many basic reading skills but who have trouble with multisyllabic words and typical textbook material.

# USE THE DECODING PLACEMENT TEST TO DETERMINE THE APPROPRIATE PLACEMENT OF STUDENTS.

A reproducible copy of the **Corrective Reading** Decoding Placement Test and details on how to administer it appear in Appendix A at the end of this guide.

The individually administered test measures each student's reading accuracy and oral reading rate. Placement takes into account a student's ability to decode words in sentences and stories.

## Progress Through the Decoding Strand

The Decoding programs are designed so that there is a careful progression of skill development from level to level. The Decoding strand has four entry points.

**1** Students who begin at Level A should complete A and B1 in a school year (a total of 130 lessons).

**2** Students who begin at Level B1 should complete B1 and B2 in a school year (a total of 130 lessons).

**3** Students who begin at Level B2 should complete B2 and most of Level C in a school year.

**4** Students who begin at Level C should complete C and additional outside reading in a school year.

## Features of All Decoding Levels

Each level of SRA's **Corrective Reading** Decoding programs has features that have been demonstrated through research studies to be effective in improving student performance. The Decoding strand directly addresses all the critical reading components identified by the National Reading Panel (2002)—phonemic awareness, phonics, fluency, vocabulary, and comprehension. Note that vocabulary and comprehension are not major objectives of the Decoding strand but are thoroughly addressed by the companion **Corrective Reading** Comprehension strand.

■ Each level is a core program, not ancillary material. Each level contains all the material you need and provides students with all the practice they need to learn the skills.

■ All words, skills, and decoding strategies are taught through DIRECT INSTRUCTION. This approach is the most efficient for communicating with the students, for evaluating their performance on a moment-to-moment basis, and for achieving student mastery. Students are not simply exposed to skills. Skills are taught.

■ Students are taught everything that is required for what they are to do later. Conversely, they are not taught skills that are not needed for later skill applications. The levels concentrate only on the necessary skills, not the nuances.

■ Each level is based on cumulative skill development. Skills and strategies are taught, with lots of examples. Once a skill or strategy is taught, students receive practice in applying that skill until the end of the level. This type of cumulative development has been demonstrated by research studies to be the most effective method for teaching skills so that they become well learned or automatic.

■ Because of the cumulative development of skills, the difficulty of material increases gradually but steadily.

■ Each level is divided into daily lessons that can usually be presented in a class period (35–45 minutes of teacher-directed work and independent student applications).

- Each level contains Mastery Tests and Individual Reading Checkouts. These tests and checkouts are criterion-referenced performance measures of student **reading behavior.** These measures are part of the lessons. They provide you with very detailed data on student reading performance. They also show the students how their performance is improving as they progress through the program.

- Each level includes an effective management system that is consistent across all levels of the program. Students earn points for performance on each part of the daily lesson. Records of this performance may be used for awarding grades and documenting progress in specific skill areas.

- Each lesson specifies both teacher and student behavior. The lessons are scripted. The scripts specify what you do and say as well as appropriate student responses. The scripted lessons assure that you will (a) use uniform wording, (b) present examples in a manner that communicates effectively with students, and (c) complete a lesson during a class period. The net result of the teacher presentation scripting is that students make a larger number of academically related responses during each period.

## Facts About the Problem Reader

The series is designed to change the behavior of the problem reader. The specific decoding tendencies of the problem reader suggest what a program must do to be effective in changing this student's behavior.

The problem reader makes frequent word-identification errors. The student makes a higher percentage of mistakes when reading connected sentences than when reading words in word lists. Often, the student can read words correctly in word lists but then misidentifies the same words when they are embedded in connected sentences.

The specific mistakes the reader makes include word omissions, word additions, and confusion of high-frequency words, such as **what** and **that, of** and **for, and** and **the.** The student also reads synonyms (saying "pretty" for **beautiful**). The student often guesses at words, basing the guess on the word's beginning or ending. And the student is consistently inconsistent, making a mistake on one word in a sentence and then making a different mistake when rereading the sentence.

The student doesn't seem to understand the relationship between the arrangement of letters in a word and the pronunciation of the word. Often, the student is confused about the "word meaning" (a fact suggested by "synonym reading," "opposite reading," and word guessing). The strategy seems to be based on rules the student has been taught. The problem reader follows such advice as: "Look at the beginning of the word and take a guess," "Think of what the word might mean," and "Look at the general shape of the word." The result is a complicated strategy that is often backwards: The student seems to think that to read a word, one must first "understand" the word and then select the spoken word that corresponds to that understanding.

Although the problem reader may use a strategy that is "meaning based," the reader is often preempted from comprehending passages. The reason is that the student doesn't read a passage with the degree of accuracy needed to understand what the passage actually says. (Omitting the word **not** from one sentence changes the meaning dramatically.)

Furthermore, the student's reading rate is often inadequate, making it difficult for the student to remember the various details of the passage, even if they were decoded accurately. Often, the problem reader doesn't have an effective comprehension strategy because the student's poor decoding and slow rate don't make the material sensible.

Finally, the poor reader is not a highly motivated student. For this student, reading has been punishing. The student often professes indifference: "I don't care if I can read or not." But the student's behavior gives strong suggestions that the student cares a great deal.

The student's ineffective reading strategies and negative attitudes about reading become more ingrained as the reader gets older. To overcome them requires a very careful program, one that systematically replaces the strategies with new ones and that provides lots and lots of practice.

Initial relearning may be very slow and require a great deal of repetition. For a seventh grader—who chronically confuses **a** and **the**—to read words at 98 percent accuracy when they appear in passages, the student may have to read these words more than 800 times when they appear in sentences. Furthermore, the student must receive feedback. The only way to provide the necessary practice and feedback is through a presentation format that requires lots of oral reading. Until the 800 practice trials are provided, the high rate of accuracy will not occur.

## Decoding Procedures

The procedures that are used in the program derive directly from the difficulties that students have with particular tasks. Based on the problems, we can identify two major levels of difficulty. The less difficult level is reading isolated words. The more difficult level is reading words that are in a connected sentence context.

Isolated words are easier because they do not prompt the student to use inappropriate guessing strategies that the student applies when reading connected sentences. When the student reads word lists, therefore, the student is not as likely to guess on the basis of the order of the preceding words, or on the basis of images that are prompted by preceding words. Not all word lists are the same level of difficulty.

Less difficult lists require reading words that have similar parts. More difficult lists require reading words that do not have similar parts. This type of list is sometimes called a "mixed list" because all types of words appear in it.

Reading words in connected sentences is more difficult than reading words in isolation. The task of reading a particular passage can be made relatively more difficult or less difficult.

Passage reading is less difficult if the student has read the passage and received feedback on all errors.

Passage reading is more difficult if the student is reading the passage for the first time.

Lessons in the Decoding programs are designed to give students practice that leads them to become stronger in what is easier for them to do and that gives them progressive practice in the more difficult reading endeavors. The lessons do this while remaining within the skill limits of the student, which means that an appropriately placed student will not be overwhelmed with difficult tasks or bored by tasks that are too easy.

Each lesson presents words in isolation and gives students practice with easier lists and more difficult lists. When new words are introduced, they often appear in lists of words that have similar parts. In later lessons, these same words appear in mixed lists where the students must rely more on the decoding skills taught earlier.

The procedures require the students to read sentences or passages and then reread them. In Levels B1, B2, and C, students keep a record of their performance on the individual timed reading, called an Individual Reading Checkout. Their improved performance on timed reading provides students with evidence of their ability

to retain and apply the decoding skills they have been taught. Students who read more fluently have better reading comprehension because what they read is more like natural speech.

The structure of the lessons addresses skill deficiencies directly but positively, in a manner that provides the type of practice students need to relearn fundamental strategies and to learn new skills. The teaching is designed so that it does not overwhelm students with material or rules that result in a high rate of errors.

## The Problems

An effective corrective reading program must address the specific needs of the problem reader.

**1** The learner must learn to look at the order of letters in a word and learn that this order suggests the general pronunciation of the word. Furthermore, the student must learn that the game is simple: First figure out how the letters suggest to *say* the word. Then see if the word you say is one that you recognize, one that has meaning. (Note that this strategy is basically the opposite of the one the typical problem reader uses.)

**2** The problem reader must receive practice in reading connected sentences that are composed of words that have been taught in isolation. Merely because the student reads words in lists does not imply transfer to written sentences.

**3** An effective corrective reading program provides a great deal of daily fluency practice. The demands for fluency become greater as students move through the strand. In **Decoding A** there is much more emphasis on accuracy than fluency. By **Decoding C,** students are expected to read fluently, accurately, and with expression.

**4** The student must receive strong reinforcement for working on reading because the task is very difficult and frustrating for the student. The student has received a great deal of evidence that reading is a puzzle that can't seem to be solved.

**5** Finally, the student must receive practice in reading a variety of passages. If the student practices reading only narrative passages, the student will not "automatically" transfer the reading skills to textbooks, articles, or other forms of expository writing. Therefore, different styles must be introduced.

## The Solutions

SRA's **Corrective Reading** Decoding programs are successful with problem readers because they provide the careful integration, the practice, and the management details that the problem reader needs to succeed.

**The student receives daily practice in oral reading, with immediate feedback.** (Only through oral reading can we discover what the student is actually reading.)

The student reads word lists with information about how to pronounce various letter combinations, such as **th** and **or.** The student also reads sentences and passages composed of words that have been taught. The sentences and passages are designed so that they are relatively easy if the student approaches words as entities that are to be analyzed according to the arrangement of letters, but difficult if the student guesses on the basis of the context or syntax of the sentence. (The sentences are designed so that guesses often lead to an incorrect identification of the word.)

**Together, the Mastery Tests and checkouts in the series assure that the student observes progress in reading rate and reading accuracy.** Students become increasingly motivated by their progress in timed reading, as their records show improvement in reading rate and accuracy.

**Reading selections and comprehension activities assure that students attend to the content of what they read.** Initially in the Decoding series, the comprehension activities are deliberately separated from the decoding activities so that the student's misconceptions about reading are not exaggerated. The comprehension activities, however, show the student that what is read is to be understood. When students progress through the series, reading longer selections, they answer comprehension questions presented before, during, and after the selections. Comprehension items also appear in the Workbook.

**Finally, the series addresses the problem reader's poor self-image.** The series is designed so the student can succeed in real reading tasks. Furthermore, a point system that is based on realistic performance goals assures that the reader who tries will succeed and will receive reinforcement for improved performance.

In summary, the series uses a two-pronged approach. Each level teaches effective reading skills to replace the student's ineffective approach to reading. Each level also contains an effective management system that turns students on to reading. This turn-on is not achieved by "seducing" the reader with entertaining topics, but by rewarding the reader for steady improvement in reading performance. The approach WORKS.

# The Program—Decoding C
## *Skill Applications*

The fourth and most advanced level of the decoding programs in SRA's *Corrective Reading* series is **Decoding C** *Skill Applications*. The basic thrust of the program is to help students develop the skills necessary to decode a wide variety of words and to handle different sentence constructions as they appear in many kinds of reading materials.

By completing **Decoding B2,** students have become far more accurate decoders. However, poor decoders have practiced faulty decoding strategies—guessing on the basis of word beginnings, context, syntax, and so on—for many years. Usually, the habits built up during this period are not neutralized through only one school year of work. Although in one year students acquire the basis of a new strategy, they need continued practice in using word-attack skills to firmly establish the newly formed accuracy habits. And the students need more than to merely practice the word-attack and story-reading skills presented in **Decoding B1** and **B2.** In those programs, the vocabulary and syntax of the fictional selections are highly controlled. Students are not confronted with either the vocabulary or the sentence forms that appear in textbooks. The passive voice, the use of parenthetical (nonrestrictive) clauses, the longer multiclause sentences, and similar constructions are deliberately avoided in **Decoding B1** and **B2.**

One goal of **Decoding C** is to **fill the gap between tightly controlled syntax and vocabulary presentations and presentations typically encountered in traditional reading materials.**

Another goal is to **present the meaning of words frequently encountered in text materials.** Vocabulary exercises are presented so students will be introduced to new words before reading them. Many of the more than 600 words included in the vocabulary exercises are words students have already encountered; however, students frequently have only a vague or incorrect notion of their meaning.

Another goal is to **provide reinforcement of a broad variety of comprehension-question types.** The types include literal comprehension, vocabulary, new information facts, and inferential reading.

Another goal of **Decoding C** is to **help students apply the decoding skills taught in the program to reading material encountered outside the program.** Because the procedures used in *Corrective Reading* instruction are unique, students sometimes fail to realize that the skills are applicable to material outside the program. After all, for years these students have not been able to handle material in various subject areas successfully. Unless they receive pointed demonstrations that undermine the I-can't-do-this attitude, students may continue to read successfully in the *Corrective Reading* group and still not apply these skills to other reading situations. To achieve this goal, **Decoding C** presents a series of twenty-nine information passages on topics that are related to what students might encounter in newspapers, magazine articles, or history textbooks.

The final goal of this program is to **decrease students' dependence on highly structured**

**presentations** and to expose students to a wider range of content than lower levels of ***Corrective Reading*** Decoding programs provide.

In summary, **Decoding C** bridges the gap between a carefully controlled and directed presentation and an independent one in which vocabulary and syntax have not been screened. The program exposes students to new vocabulary words and new kinds of comprehension items. Oral reading practice continues throughout the program to provide the teacher with a means of assessing students' reading accuracy. The scope of the reading material expands as students progress through the program. Students who are carefully taught will complete the program with decoding skills that will allow them to read a variety of fictional and expository materials.

## What's New in the 2008 Edition

**1** Additional exercises in Lessons 6 through 25 give students practice reading multipart words. The "parts" of these words are not necessarily syllables but simply the first part, middle part, and last part. Students first read multipart words in isolation and then in sentences that are more challenging than sentences in the program's daily reading selections for those lessons.

**2** All lessons in the program follow a regular sequence of four parts: Word-Attack Skills, Selection Reading, Fluency Assessment (Individual Reading Checkouts), and Workbook Exercises. In the previous edition, Workbook Exercises were assigned as homework for Lessons 55 through 124, but this homework procedure was difficult for some teachers to implement because of time constraints and the need to keep Workbooks in their classrooms.

**3** Starting with Lesson 56 of the previous edition of **Decoding C,** students read outside material in most lessons. They were to select material from newspapers,

magazines, and other textbooks. Most teachers did not have time to read and prepare materials for this part of the lessons. The 2008 edition of **Decoding C** replaces these activities with fourteen "bonus" selections that students read after they complete the regular parts of the lesson. The bonus selections have a carefully controlled vocabulary and are written so that the sentence structures are more complicated than those that occur in the regular reading selections. The selections present information that is interesting (why dinosaurs vanished from Earth, the story of the Hubble Space Telescope, facts about the most dangerous occupations), and they provide practice in reading passages that have difficult words. These "bonus" information passages are in addition to the short information passages students read for the regular reading selection in every fifth lesson starting at Lesson 55.

**4** Expanded comprehension items and activities meet state and district standards for comprehension. Students

- summarize the events of the previous story.
- answer questions about characters, setting, events, problems, and solutions.
- identify sentences that express the main idea of a selection.
- identify causes and effects.
- compare and contrast characters.
- identify sequences of events.

**5** Teacher-observed fluency assessments (2-minute timed reading checkouts) occur in Lessons 2 through 125. Minimum reading rates are increased from those in the 2002 edition. Students read at a minimum rate of 100 words per minute at the beginning of the program and 150 words per minute at the end.

**6** Running word counts are displayed in blue in the right column of the Student Book. These word counts make it easy for students to count the number of words they read during the Fluency Assessments. The target word (for example, the 240th word in Lessons 21 through 50) is underlined in the Student Book.

**7** The system for awarding points to students has been modified so that

- the data translates easily into letter grades for individual students, and

- the data also can be used to convert into rewards the number of points students earn.

**8** Mastery Tests are administered after Lessons 30, 60, 95, and 125 and provide documentation of students' performance. The directions for administration, scoring procedures, and test remedies are specified in the Teacher Presentation Book. The test forms are in the back of the Workbook.

## Who It's For

**Decoding C** is designed for relatively poor readers in grades 4 through 12. The program is appropriate for students who understand English and whose scores on the ***Corrective Reading*** Placement Test indicate that they belong in the program.

**Decoding C** is not appropriate for students who do not speak any English or whose grasp of English is quite weak.

Students who have not gone through **Decoding B2** may be placed in **Decoding C** if their performance on the ***Corrective Reading*** Decoding Placement Test indicates placement in **Decoding C.**

Students who meet the rate and accuracy criteria at the end of **Decoding B2** qualify for this program. There is no need to readminister the Placement Test to these students unless the test is used as a criterion-referenced mastery measure.

## What Is Taught

The skills taught in **Decoding C** are word attack, selection reading, and comprehension. The following activities are included in Word-Attack Exercises.

- A review of words containing sound combinations such as **th, oa, ea, ai, ou, ar, ir, er, ur, igh, oi, tion, c(e,i), g(e,i)**

- Introduction of the sound combinations **ure, aw, au, tial, cial**

- Introduction of the meaning of more than 600 vocabulary words

- Introduction of the meaning of the affixes **ex, ly, un, re, dis, pre, tri, sub, less, ness, able**

- Practice in reading words containing the various sound combinations and affixes

- Practice in identifying the parts of multipart words and reading those words in sentences

- Practice in writing complex words as root words plus affixes

The following activities provide practice in selection-reading skills.

- Reading selections that give specific factual information on a particular topic

- Reading selections that are fictional

- Reading selections that contain a high percentage of new words

The following activities provide practice in comprehension skills.

- Answering orally presented comprehension questions about the selections that are read
- Writing answers to a variety of comprehension questions, including both literal and inferential items

## The Materials

The materials for **Decoding C** consist of this Teacher's Guide, two Teacher Presentation Books with answers for the student Workbook, a nonconsumable Student Book, and a consumable student Workbook.

The supplemental **Decoding C Enrichment Blackline Masters** provide students with practice in independently reading informational selections that focus primarily on science and history. These selections have a wider variety of sentence structures and vocabulary than the regular selections have. They present comprehension items that differ in form from those in the **Decoding C** program.

This guide contains basic information about the program and specific information for presenting exercises and correcting mistakes. This guide also includes a copy of the Decoding Placement Test (Appendix A), a Scope and Sequence Chart (Appendix B), a list of Behavioral Objectives (Appendix C), an alphabetical glossary of all vocabulary words introduced in the program (Appendix D), a Skills Profile Chart (Appendix E), a Mastery Test Group Summary form (Appendix F), and a Fluency Assessment Summary form (Appendix G).

Teacher Presentation Book C1 covers Lessons 1 through 60; Book C2 covers Lessons 61 through 125. Both books contain a glossary of defined words.

The Teacher Presentation Books contain a script for each lesson. Scripts specify what you say and do and how students are to respond.

- This blue type indicates what you say.
- (This type indicates what you do.)
- *This italic type shows the students' response.*

The following sample from Lesson 26 demonstrates how the type is used.

---

**EXERCISE 2**

NEW **AFFIX: un**

1. Open your Student Book to Lesson 26. ✓

**1**

un

| A | B |
|---|---|
| unreal | unable |
| unseen | unlimited |
| unbelievable | unfortunate |
| uncertain | |

- Touch the letters **U–N** in part 1. ✓
- When those letters appear at the beginning of a word, they usually mean **not.** What does **un** mean? (Signal.) *Not.*
2. Touch the first word in column A. ✓
- What word? (Signal.) *Unreal.*
- What does **unreal** mean? (Signal.) *Not real.*
3. Touch the next word. ✓
- What word? (Signal.) *Unseen.*
- What does **unseen** mean? (Signal.) *Not seen.*
4. (Repeat step 3 for each remaining word.)
5. (Repeat the list until firm.)
6. (Repeat steps 2–5 for the words in column B.)

---

The Student Book contains 125 daily reading selections, word lists, and a glossary of defined words. The student's Workbook contains written comprehension activities for each story, plus vocabulary and affix tasks.

The Workbook also contains an Individual Reading Progress Chart for students to record their timed-reading performance, charts to record points earned for the parts of the daily lessons, and test forms for the Mastery Tests.

## Scheduling and Grouping

Here are general considerations for scheduling and grouping students in the program.

**1** A lesson should be presented every day at an assigned time.

**2** The lesson will take between 35 and 45 minutes, depending on the size of the group.

**3** Lessons may be presented to groups larger than fifteen; however, with smaller groups, each student has more opportunities to read aloud and answer oral comprehension questions.

**4** The program can also be used with individual students in resource-room settings, in which case it will take less time to present each lesson.

## Mastery Tests

The Mastery Tests provide documentation of students' performance. Each test occurs after students complete approximately one-fourth of the program. The tests are administered after Lessons 30, 60, 95, and 125. The directions for administration, scoring procedures, and test remedies are specified in the Teacher Presentation Book. The test forms are in the back of the Workbook. The Mastery Test Group Summary form is in the back of this Teacher's Guide (Appendix F).

*Using the Mastery Test Data*

The Mastery Tests have group sections and independent sections. The group sections test students' word recognition skills. In the independent sections of each test, students read a story segment and write answers to comprehension questions.

If 30 percent or more of the students do not meet the mastery criterion on any test, a remedy is provided for the entire group. For example, the remedies for Mastery Test 1 (after Lesson 30) appear below.

**Remedies**

1. (If **30 percent or more** of the students fail the test by making **7 or more errors,** present the following firm-up procedure.
   a. Give feedback on Test 1 answers.
   • Read each item.
   • Say the item number and the column letter of the answer—A, B, C, or D.
   • Direct the students to spell the word.
   b. Repeat parts of Lessons 28 through 30:
   • Repeat Word-Attack exercises.
   • Repeat Selection Reading exercises and Fluency Assessment—Individual timed reading checkouts.
   • Present no Workbook tasks.
   c. After students have successfully completed the remedies, retest them on Mastery Test 1. Reproduce the Mastery Test as needed.
2. (If **fewer than 30 percent** of the students fail the test, give these students information on the items they missed.)

Mastery Tests are to be used in conjunction with the daily Fluency Assessments to document the progress of students in **Decoding C.** The four Mastery Tests provide important information about the progress of students; however, the tests are not the primary measure used to evaluate student performance. The daily Fluency Assessments should serve as the primary guide for the teacher to evaluate individual students. These assessments provide information about the reading rate and accuracy of each student, and they help you identify problems and determine an appropriate rate for presenting the

program materials. (See Fluency Assessment: Individual Reading Checkouts, page 36.)

# General Information

## Introducing the Program

Introduce the program so students understand what they are going to do and what kind of return they can expect from their investment of energy.

■ Go over the four parts of the lesson. Make your explanation brief. Tell students that each day they will read word lists. Then the group will read the story, each student taking turns reading sentences aloud. After that, the students will individually read a passage to another student. Finally, they will do independent work in the Workbook.

■ Explain the point system and the way in which points will be used. You may elect to use them as a basis for letter grades, or students may earn rewards based on points. (See Points and Grades, page 43.)

## Setup for the Lesson

The classroom should be arranged so that you can present the material efficiently and observe what all students are doing. Seat students close to each other so they can hear each other read and so you can monitor their performance. Students should be seated so they can see the board because you will present board work on some lessons.

For the daily reading checkouts, students work in pairs. It's a good idea to have pairs separated from each other so that students are less distracted by what neighboring pairs are doing. Also, you should be able to get close to each pair so you can monitor their reading.

## Pacing the Exercises

Because a great deal of information is presented during the daily lesson, you must move quickly.

**1** Present exercises without referring to the page for every word you say. To do this, you must become familiar with the exercises you are to present.

**2** Say your lines quickly. Don't drag out instructions. Talk as if you're conveying something important. If you are slow, students' attention wanders.

**3** Make sure students can handle every step in the exercise. Do this by (a) correcting mistakes as they occur, and (b) always returning to the beginning of the exercise after correcting a mistake.

## Signals

A goal of this program is to teach every student. To know whether every student has been taught or is performing properly on a task, you must receive clear feedback from each student. For some activities, such as reading words on the board, students respond in unison. If they respond together, with none leading and others following, you receive good feedback on each student's performance. You can hear errors and observe responses that are "firm."

For most tasks, you will use an audible signal because students are looking at words in their Student Book or Workbook. For example, students read words that have underlined parts in their Student Books. Students first identify the sound that is underlined and then read the word.

You say Touch the first word. . . . What sound? (Signal.) . . . What word? (Signal.)

The timing of what you say tells the students when to respond; however, an additional audible signal lets students know exactly when to respond.

Follow these rules:

**1** Use a clap or tap as an audible signal.

**2** Present the clap or tap about 1 second after you finish talking. What word? Pause 1 second. Tap. On the tap, the students are to respond.

**3** Always use the same time interval. Think of the task as being something like dancing. The beat must be uniform. Keep it uniform, and students can easily follow your signal. If you start varying the interval, students will not be able to follow.

A few tasks are presented on the board. Follow the same rules for these signals, except substitute a "touch" signal or a "slash" signal for the tap. Maintain the same timing.

Point to the word. What word? . . . Pause 1 second. Touch under the word, or quickly slash under the word. The touch or slash signals when the students are to respond.

## Individual Tests

Individual tests are specified for the Word-Attack Skills portion of the lesson. They are presented after the group has completed all word-attack exercises.

Points for Word-Attack Skills are awarded to the group, but they are based on the performance of individuals. Each student reads a row or column of words. If a specified number of rows and columns is read without error, each student in the group earns points. The group must read 80 percent of the rows and columns without

error to earn points. For instance, if there are 11 rows and columns, 9 rows and columns must be read without error for all members of the group to earn points.

This group contingency is effective because it prompts students to remember the words that were read, so it shapes the students' memory for words. Also, the members of the group learn to work together toward a common goal. This situation may be the first in which the problem reader has become an important member of a group engaged in academic pursuits.

Treat the points with importance. Early in the program, remind students to remember the words read by the group. Also, praise the group for successfully meeting the individual-test criterion. (Don't simply award the points as if they are worth little.) That was great. This is the third lesson in a row that we earned points for the word-attack exercises. Good reading.

## Teaching to Criterion

At the conclusion of any task, each student should be able to respond to the task without making mistakes. Your goal as a teacher should be to see that students are "firm"—that is, meet this criterion.

Let students know what you expect of them. Keep on a task until you can honestly say to them Great. Everybody, read every word correctly. If your criterion for a task is strict, the group will have less difficulty with similar tasks in subsequent lessons. If your initial criterion is weak—allowing students to leave tasks before they achieve 100 percent performance—they will have a great deal of trouble with later exercises.

## Formats

In the following discussion of the lesson presentation, the term *format* will be used. A format is an exercise set up in a specific form. Following is a format for word practice from Lesson 1.

---

**⎯⎯⎯ EXERCISE 8 ⎯⎯⎯**

**NEW WORD PRACTICE**

1. Touch the first word in part 6. ✓

**6**

> felt  laughed  left  sticking
>
> boats  woman  anchor  dollars
>
> didn't  don't  without  sooner
>
> catching  dragged  thinking
>
> tired  can't  asked  people

- What word? (Signal.) *Felt.*
2. Next word. ✓
- What word? (Signal.) *Laughed.*
3. (Repeat step 2 for each remaining word.)
4. (Repeat each row of words until firm.)

---

Simply by replacing the words in steps 1 and 2, we can create many other exercises that follow the same format and that would be presented in the same way. All exercises in **Decoding C** are formats. The following are the advantages of format exercises.

**1** They are easy to present because your behavior in the basic steps remains the same for all examples of a given format.

**2** They are easy for students to comprehend because the directions and wording are the same for all examples of a particular format.

Some formats are presented for twenty or more lessons; other formats, only two or three lessons. The word **NEW** next to the exercise heading in the Teacher Presentation Book indicates a format with a new skill or a new procedure, such as a change in the number of points that can be earned or a modification of the teacher wording. Look for the headings preceded by the word **NEW**. Practice the wording of these formats before presenting the lesson.

# The Lesson

Each **Decoding C** lesson is divided into four parts.

**1** Word-Attack Skills

**2** Selection Reading

**3** Individual Reading Checkouts (Fluency Assessment)

**4** Workbook Exercises

**Word-Attack Skills.** This activity takes about 10 minutes. Students practice identifying affixes **(un, ex, re, dis, ness, able)** and the sounds for letter combinations **(ai, ou, ure, aw, cial)**. They also learn to break words into first, middle, and last "parts." Students read lists of words, including words that appear in the upcoming selections students will read and words that incorporate the sound combinations or other features taught in the Word-Attack Skills segment of the lesson.

Students read words arranged in rows and columns, first in unison and then as individuals. For this part of the lesson, students earn 0 or 5 points, and they record these points in Box A of their Point Chart in the back of the Workbook.

**Selection Reading.** Following Word-Attack Skills, students take turns reading the selection for the lesson. Most selections are stories presented in episodes that span several lessons. On other lessons, students read information passages. Students may earn 5 points for Selection Reading, and they record points for this part of the lesson in Box B of their Point Chart.

**Fluency Assessment (Individual Reading Checkouts).** Each student orally reads a specified passage to another student. To receive credit for a checkout, a student must meet specified rate and accuracy criteria.

Students record the number of words they read and the number of errors they made for their checkout in the Individual Reading Progress Chart in the back of their Workbook. If they meet the specified fluency criteria, they earn 5 points, which they record in Box C of their Point Chart.

**Workbook Exercises.** For most lessons, students complete independent Workbook activities following the individual reading checkouts. When new skills are introduced in the Workbook, the first appearance is structured (teacher-directed a step at a time). Students may earn 0, 1, 3, or 5 points for Workbook activities in a lesson, and they record points they earn in Box D of their Point Chart.

## Checkout Lessons 55, 60, 65, and so on to 125

Starting with Lesson 55 and occurring **every fifth lesson** through Lesson 125, students read a shorter selection that is informational, and their reading checkout consists of reading the entire selection that the group read in one of the previous four lessons. Students have 5 minutes to complete the reading checkout.

These checkout lessons (called "Big Checkout Lessons") have the same four parts as other lessons, but the point schedules are different than regular lessons.

**1** **Word-Attack Skills** (for which students earn no points)

**2** **Selection Reading** (for which students may earn 5 points)

**3** **Reading Checkout of an Entire Selection** (for which students may earn 10 points)

**4** **Workbook Exercises** (for which students may earn 5 points)

# Word-Attack Skills

## General Correction Procedure

The students are to respond to your signal in reading the words in the Word-Attack Skills exercises. Students respond in unison by saying the word.

When students make mistakes, use the following general correction procedure. Familiarize yourself with this procedure before presenting the word-attack portion of Lesson 1. Note that the correction procedure is not to be used for correcting story-reading errors but only for word-identification errors made during the word-attack portion of the lesson.

a. The word is _____ .
b. What word? (Signal.)
c. Spell _____ . (Signal for each letter.)
 • What word? (Signal.)
d. Go back to the first word in the [row/column]. ✔
 • (Present the words in order.)

For example, if some students make a mistake on the word **through** by saying "though":

a. The word is **through.**
b. What word? (Signal.) *Through.*
c.  Spell **through.** (Signal for each letter.)
 • What word? (Signal.) *Through.*
d. Go back to the first word in the row. ✔
 What word? (Signal.) *Stained.*
 • Next word. ✔
 What word? (Signal.) *Huge.*
 • Next word. ✔
 What word? (Signal.) *Below.*
 • Next word. ✔
 What word? (Signal.) *Through.*
 • Next word. ✔
 What word? (Signal.) *Stunt.*

stained   huge   below   through   stunt

# Rules for Word-Attack Skills

## Lesson 1

At the beginning of Lesson 1, go over the rules for the word-attack portion of the lesson. If necessary, you may repeat these rules at the beginning of Lesson 2.

---

**EXERCISE 1**

**‹NEW› RULES FOR WORD-ATTACK SKILLS**

For the first part of every lesson, you'll read words. Some will be on the board, and some will be in your Student Book. Here are the rules for the Word-Attack exercises:
> One: Follow my instructions.
> Two: Answer when I give you the signal.
> Three: Work hard.

---

**Teaching Techniques.** Do not present the rules in a way that leads to elaborate discussion. Use a matter-of-fact delivery. If students respond to the rules with a number of apparently trivial questions, say Let's do the word-attack exercises and see how it goes. Tell students to hold any other questions until after you finish.

# Sound Combinations

## Lessons 1–86

The following sound combinations are taught or reviewed in **Decoding C.** Make sure you pronounce each of the combinations appropriately.

| Lesson Number | Sound Combination | Pronounced As In |
|---|---|---|
| 1 | ai | paint |
| 1 | ou | out |
| 1 | ir, ur, er | stir, fur, her |
| 4 | ar | car |
| 7 | ge | age |
| 8 | ce | surface |
| 10 | tion | nation |
| 10 | ci | circle |
| 10 | gi | giant |
| 14 | ea | seat |
| 19 | ee | seem |
| 21 | ch | chat |
| 21 | sh | ship |
| 21 | wh | which |
| 22 | th | then |
| 23 | igh | sight |
| 24 | al | also |
| 25 | oa | soap |
| 29 | oi | boil |
| 30 | ure | sure |
| 46 | aw | awful |
| 46 | au | auto |
| 56 | ea | head |
| 86 | tial | partial |
| 86 | cial | special |

## LESSON 1 Sound Combination

The basic sound-combination format has three parts. In the first part (step 1), you introduce the sound combination in isolation and test the students.

In the next part (steps 2 to 5), students first identify the combination in a word and then read the word.

In the last part (Task B), students read words containing the sound combination (without first identifying the sound combination).

---
**EXERCISE 4**
---

**‹NEW› SOUND COMBINATION: ou**

**Task A**

1. Touch the letters **O–U** in part 2. ✓

**2**

**ou**

| A | B |
|---|---|
| out | shout |
| account | slouch |
| pounded | bound |
| grouch | sour |
| snout | |

- The letters **O–U** go together and usually make the sound **ow,** as in **out.**
- What sound? (Signal.) *ow.*
2. You're going to read words that have the letters **O–U** in them. You're going to say the sound for the underlined part and then read the word.
3. Touch the first word in column A. ✓
- What sound? (Signal.) *ow.*
- What word? (Signal.) *Out.*
4. Touch the next word. ✓
- What sound? (Signal.) *ow.*
- What word? (Signal.) *Account.*
5. (Repeat step 4 for each remaining word in column A.)

**Task B**

1. Touch the first word in column B. ✓
- What word? (Signal.) *Shout.*
2. Touch the next word. ✓
- What word? (Signal.) *Slouch.*
3. (Repeat step 2 for **bound, sour.**)
4. (Repeat steps 1–3 until firm.)

**Teaching Techniques.** Because students should be looking at the words in their book and not at you, you must use an audible signal. A clap, snap, or a tap will enable students to look down at their lists and still respond on signal.

Use the same timing you use for other signals. When you say Next word, students are to prepare to read the next word. Pause a moment. Then say What word? Pause 1 second. Clap, snap, or tap.

Maintain a good rhythm when presenting the various tasks. For instance, in step 3 of Task A, say Touch the first word in column A. Pause about 1 second. Then say What sound? As soon as students respond, say What word?

If the students know your rhythm, the format is easy for them to follow. If you insert long pauses, the format becomes labored.

**Corrections.** To correct any word-identification error, follow the same steps indicated for the general correction procedure:

a. The word is _____ .
b. What word? (Signal.)
c. Spell _____ . (Signal for each letter.)
- What word? (Signal.)
d. Go back to the first word in the [row/column]. ✔
- (Present the words in order.)

For example, if some students miss the word **account** in step 4 of part A:

  a. The word is **account.**
  b. What word? (Signal.) *Account.*
  c. Spell **account.** (Signal for each letter.)
  • What word? (Signal.) *Account.*
  d. Go back to the first word in the column. ✔
  • What sound? (Signal.) *ow.*
  • What word? (Signal.) *Out.*
  • Next word. ✔
  • What sound? (Signal.) *ow.*
  • What word? (Signal.) *Account.*

Practice the correction before presenting the format to your students. Do not provide corrections that are more elaborate or explanatory. Some mistakes will occur, even on words you thought students could decode. Correct these errors quickly and in a routine manner. Remember—always retest by returning to the first word in the column or row and presenting all words.

## LESSON 58 Sound Combination

Variant sound combinations are introduced beginning with Lesson 58. These are **ea,** as in **leap,** and **ea,** as in **head.** Here is the format for these combinations.

--- **EXERCISE 1** ---

⬢NEW **SOUND COMBINATION: variant ea**

1. Open your Student Book to Lesson 58. ✓

**1**

| A | B |
|---|---|
| deaf | weather |
| deal | wheat |
| dealt | steal |
| death | pleasure |

  • Touch part 1. ✓
  • In some of those words, the letters **E–A** make the sound ēēē, as in **eat.** In some of the words, the letters **E–A** make the sound ĕĕĕ, as in **Ed.**
2. Touch the first word in column A. ✓
  • What word? (Signal.) *Deaf.*
3. Touch the next word. ✓
  • What word? (Signal.) *Deal.*
4. (Repeat step 3 for each remaining word.)
5. (Repeat steps 2–4 for the words in column B.)

**To correct word-identification errors:**
  a. (If students have trouble identifying the variant **ea** words, model reading the words in column A and in column B.)
  b. (Then return to step 2 and repeat steps 2–5 until firm.)

**Teaching Techniques.** The same techniques used in the regular sound-combination format apply to this format. Move quickly, use clear signals, correct mistakes, and follow each correction by returning to the first word in the column.

## Buildup

### Lessons 1–43

Buildup formats begin in Lesson 1 and continue through Lesson 43. Buildups show the students how specific changes in orthography change the pronunciation of the word. Buildups provide critical information about the function of parts of words. Buildups are generally quite easy for students to handle, so do not try to predict students' ability to read words when they occur outside the context of a buildup. In other words, don't be surprised if some students make mistakes on words that they handled with ease in a buildup format.

There are two basic buildup formats in **Decoding C,** one that appears in the Student Book and one that appears on the board.

Following is the board version.

### LESSON 4 Buildup

**BUILDUP**

1. (Print on the board:)

> found

2. (Point to **found**. Pause.) What word? (Signal.) *Found.*
3. (Change the word to:)

> round

- What word now? (Signal.) *Round.*
4. (Change the word to:)

> ground

- What word now? (Signal.) *Ground.*
5. (Change the word to:)

> grounded

- What word now? (Signal.) *Grounded.*
6. (Change the word to:)

> grounds

- What word now? (Signal.) *Grounds.*
7. (Change the word to:)

> grounding

- What word now? (Signal.) *Grounding.*
8. (Change to the original word:)

> found

- (Repeat steps 2–7 until firm.)

**Teaching Techniques.** The critical feature of this format is that only part of the word is changed to create a new word. The format is most effective when it is presented quickly. As soon as students identify the word **found** in step 2, erase the **f** and replace it with **r.** Make this change as quickly as you can.

# Word Practice

## Lessons 1–125

Most of the words in the word-attack portion of the lesson are presented in word-practice formats. These formats consist of lists of words that are not related to each other in any obvious way. There are two primary formats for word-practice exercises: word lists in which a part of the word is underlined, and word lists in which no word part is underlined. The underlined part of the word is a sound combination or affix that had been introduced in earlier lessons. Below is the format for words that have underlined parts.

## LESSON 14 Word Practice: Underlined Parts

---
**EXERCISE 3**
---
**WORD PRACTICE**

1. Touch the first word in part 3. ✓

**3**

serve  center  swirl*  turned

protection  aimed  enlarge  office

giant  charged  startled  strange

innocent*  racing  gentle

- What sound? (Signal.) *er.*
- What word? (Signal.) *Serve.*
2. Touch the next word. ✓
- What sound? (Signal.) *sss.*
- What word? (Signal.) *Center.*
3. (Repeat step 2 for each remaining word.)
4. (Repeat each row of words until firm.)
5. What does **swirl** mean? (Call on a student.)
- (Repeat for **innocent**.)

**Teaching Techniques.** The teaching techniques and correction procedures are the same as those used in the sound-combination formats.

## LESSON 1 Word Practice: No Underlined Parts

Some exercises present words with no underlined part. Students simply read the word without identifying a sound combination or affix.

---
**EXERCISE 8**
---
**NEW** **WORD PRACTICE**

1. Touch the first word in part 6. ✓

**6**

felt  laughed  left  sticking

boats  woman  anchor  dollars

didn't  don't  without  sooner

catching  dragged  thinking

tired  can't  asked  people

- What word? (Signal.) *Felt.*
2. Next word. ✓
- What word? (Signal.) *Laughed.*
3. (Repeat step 2 for each remaining word.)
4. (Repeat each row of words until firm.)

**Teaching Techniques.** The teaching techniques and correction procedures are the same as those used in the sound-combination formats.

# Multipart Words

## Lessons 6–25

Students' word-attack skills improve if students know how to divide longer words into parts. Some words are relatively easy to break into parts because they are made up of a word base with affixes. For example, **disagreement** has **agree** in the middle, with **dis** in front and **ment** after it.

Unfortunately, most of the longer words students read do not have a word base. For the words **insulation, generate,** and **tremendous,** there is no "middle part" that is a word base. Furthermore, the affixes are not easily identified in words like **generate.**

The strategy used for the Multipart words exercises involves breaking words into three parts, which are somewhat arbitrary and do not correspond to syllables. For the word **imagination,** the three parts are **i, magina,** and **tion.** Each part is pronounced the same as it is in the word **imagination.**

Following is the Multipart words exercise from Lesson 6.

## LESSON 6 Multipart Words

━━━━━━ **EXERCISE 6** ━━━━━━

〈NEW〉 **MULTIPART WORDS**

### Task A

1. Touch part 5. ✓

**5**

| responded | generate | imagination |
| 1. responded | 2. generate | 3. imagination |

> **Note:** The parts of a word are to be pronounced the same as they are when the word is spoken normally.

2. All of these words have more than one part. The first part and the last part are circled.
3. Touch word 1. ✓
- Word 1 is **responded.** What word? (Signal.) *Responded.*
4. The parts are **re** (pause) **spond** (pause) **ed.**
- What's the first part? (Signal.) *re.*
- The middle part is spelled **S–P–O–N–D.** What does that part say in the word? (Signal.) *spond.*
- What's the last part? (Signal.) *ed.* (Accept **ed** pronounced as in the word.) Yes, **ed.**
5. Say the whole word. (Signal.) *Responded.*
6. (Repeat steps 3–5 until firm.)
7. Touch word 2. ✓
- Word 2 is **generate.** What word? (Signal.) *Generate.*
8. The parts are **gen** (pause) **er** (pause) **ate.**
- What's the first part? (Signal.) *gen.* (Pronounced **jen.**)
- The middle part is spelled **E–R.** What does that part say in the word? (Signal.) *er.*
- What's the last part? (Signal.) *ate.*
9. Say the whole word. (Signal.) *Generate.*
10. (Repeat steps 7–9 until firm.)
11. Touch word 3. ✓
- Word 3 is **imagination.** What word? (Signal.) *Imagination.*

12. The parts are **i** (pause) **magina** (pause) **tion.**
 • What's the first part? (Signal.) *i.* (Accept the sound **i**, not the letter name I.) Yes, **i.**
 • The middle part is spelled **M–A–G–I–N–A.** What does that part say in the word? (Signal.) *magina.*
 • What's the last part? (Signal.) *tion.*
13. Say the whole word. (Signal.) *Imagination.*
14. (Repeat steps 11–13 until firm.)

*Task B*

 1. Touch the sentences below the word list. ✓

> a. She responded to my letter the same day she received it.
>
> b. The dam they are building will generate electricity for the valley.
>
> c. You have to use your imagination to be a good artist.

 • These are sentences that use the words you just read.
 2. Raise your hand when you can read sentence A. ✓
 3. (Call on a student.) Read sentence A. *She responded to my letter the same day she received it.*
 • That means "She wrote back the same day she got my letter."
 4. (Call on a student.) Read sentence B. *The dam they are building will generate electricity for the valley.*
 5. (Call on a student.) Read sentence C. *You have to use your imagination to be a good artist.*
 • That means "You have to think of ways that haven't been used before if you want to be a good artist."

---

**5**

| responded | generate | imagination |

1. responded   2. generate   3. imagination

a. She responded to my letter the same day she received it.
b. The dam they are building will generate electricity for the valley.
c. You have to use your imagination to be a good artist.

---

**Teaching Techniques.** One of the advantages of the three-part word strategy is to show students that when the word parts are separated, each part is pronounced the way it is pronounced in the word, not necessarily the way that part would be pronounced in isolation.

For example, if the middle part of **incapable** appeared in isolation, it would be pronounced "cap." Although there are rules that sometimes explain the variation in pronunciation, it is far easier to demonstrate to students through examples that parts of the words are spelled the way they are spelled and pronounced the way they are pronounced. This knowledge provides students with some flexibility in trying to alternate vowel sounds in words to see which pronunciation makes sense.

**Corrections.** Be sure students pronounce the parts the way they are pronounced in the word. In step 12, if students identify the first part of **imagination** as "I" (ī), correct by saying Listen to the word again: **imagination.** What's the first part?

## Affixes

### Lessons 26–123

This is a list of the affixes presented and the lesson in which each is introduced.

| un | 26 | tri | 46 |
| ex | 27 | sub | 52 |
| ly | 28 | less | 62 |
| re | 34 | ness | 68 |
| dis | 38 | able | 76 |
| pre | 45 | | |

There are 15 affix formats. Some deal with the meaning of the affix. Others concentrate only on the decoding of the affixed words. Still others point out the relationship between the root word and the affixed word. The primary purpose of these formats is to suggest to students that the pronunciation of words is not completely arbitrary and that affixes perform as a special type of sound combination. Affixes usually retain their pronunciation from word to word; however, unlike other sound combinations, they each have a particular meaning.

## LESSON 26 Affix

The following affix format introduces the affix **un** and tests students on the decoding of words that contain the affix and on their meaning.

---

**━━ EXERCISE 2 ━━**

**NEW AFFIX: un**

1. Open your Student Book to Lesson 26. ✓

**1**

un

| A | B |
|---|---|
| unreal | unable |
| unseen | unlimited |
| unbelievable | unfortunate |
| uncertain | |

- Touch the letters **U–N** in part 1. ✓
- When those letters appear at the beginning of a word, they usually mean **not.** What does **un** mean? (Signal.) *Not.*
2. Touch the first word in column A. ✓
- What word? (Signal.) *Unreal.*
- What does **unreal** mean? (Signal.) *Not real.*
3. Touch the next word. ✓
- What word? (Signal.) *Unseen.*
- What does **unseen** mean? (Signal.) *Not seen.*
4. (Repeat step 3 for each remaining word.)
5. (Repeat the list until firm.)
6. (Repeat steps 2–5 for the words in column B.)

Don't make it appear as if the use of affixes is a precise science for determining the meaning of the words. Students frequently apply affixes in an incorrect (but reasonable) way, coming up with the wrong meaning for words. For example, students may conclude that **disappear** means **not appear.** This meaning is unacceptable. If Jane does not appear on the steps of the school, we can't say that she disappeared. She simply did not appear.

You can expect students to raise a number of questions about affixes and to make mistakes such as the one above. To handle these mistakes:

**1** Acknowledge that students' conclusions are reasonable: Yes, you might think that's what **disappear** means.

**2** Give the acceptable meaning: But **disappear** means to go out of sight or vanish.

**3** From time to time, remind students of the role of affixes in reading. Word parts such as **dis** have a lot of different meanings. What's important is to remember that **dis** always has some meaning and that you always read it as **dis.** Further explanations are frequently called for; however, don't get sidetracked into lengthy discussions of affixes and their many meanings. Stick to the central theme that some affixes have a fairly predictable meaning and that they play a role in reading.

## LESSON 27 Affix

This affix format shows the relationship between the root words and the affixed words. First, students read the root words. Students then read the affixed words.

━━━━━━━━━ **EXERCISE 1** ━━━━━━━━━

**NEW** **AFFIX: ex**

1. Open your Student Book to Lesson 27. ✓

**1**

| A | B |
|---|---|
| citing | exciting |
| act | exact |
| ample | example |
| tended | extended |
| plain | explain |
| posed | exposed |
| change | exchange |

- Touch part 1. ✓
2. Touch the first word in column A. ✓
- What word? (Signal.) *Citing.*
3. Next word. ✓
- What word? (Signal.) *Act.*
4. (Repeat step 3 for **ample, tended, plain, posed, change.**)
5. (Repeat steps 2–4 until firm.)
6. (Repeat steps 2–5 for the words in column B.)

## LESSON 31 Affix

Beginning with Lesson 31, students review the affix meanings they have learned. They then read words containing these affixes.

In the sample that follows, Task A deals with the meaning of previously taught affixes. Task B presents words. Students read the words without identifying the affix or stating the affix meaning.

━━━━━━━━━ **EXERCISE 1** ━━━━━━━━━

**NEW** **AFFIX REVIEW**

**Task A**

1. Open your Student Book to Lesson 31. ✓

**1**

un  ly

| A | B |
|---|---|
| ridiculously | unfamiliar |
| particularly | uncertain |
| tightly | unnatural |
| actually | unexpectedly |
| exceptionally | |

- Touch the first row in part 1. ✓
- Let's see if you remember a meaning for each of those affixes.
2. Touch the letters **U–N.** ✓
- What's one meaning of **un?** (Signal.) *Not.*
3. Touch the letters **L–Y.** ✓
- What's one meaning of **ly?** (Signal.) *How something happened.*
4. (Repeat steps 2 and 3 until firm.)

**Task B**

1. Touch the first word in column A. ✓
- What word? (Signal.) *Ridiculously.*
2. Touch the next word. ✓
- What word? (Signal.) *Particularly.*
3. (Repeat step 2 for each remaining word.)
4. (Repeat the list until firm.)
5. (Repeat steps 1–4 for the words in column B.)

## Workbook Affix Exercises

Beginning in Lesson 1, students apply their knowledge of affixes to Workbook activities. Typically, affix exercises occur every two or three lessons. Words with affixes appear in the left column. Students write the root word and the affixes that combine to form the word. Following is the Workbook affix exercise from Lesson 44.

**3** Write the parts for each word.
1. disappear = ___*dis*___ + ___*appear*___
2. unscratched = ___*un*___ + ___*scratch*___ + ___*ed*___

## Vocabulary

### Lessons 1–125

The glossary in **Appendix D** of this guide contains all the vocabulary words presented in **Decoding C.** Students are told a definition for each word and usually are then tested on its meaning. Definitions are provided for more than 600 words. Many are words students may know, but quite a few are words they probably don't know.

The exercises are not designed to teach every student every word. But you can expect all students to learn some of the words. These exercises also point out that some words have more than one meaning.

Perhaps the most important aspect of the vocabulary exercises is the pattern. Generally, in **Decoding B1** and **B2,** the words being taught are presented frequently before they are used in the reading selections. Words presented in the vocabulary exercises of **Decoding C,** however, usually appear in the selection students read that day. The vocabulary words that appear one day may not appear again for the next thirty lessons. This pattern of presentation gives students practice in quickly learning something new and immediately applying it to what they read.

The vocabulary presentation for each lesson follows the same procedure:

**1** You direct the students to read a vocabulary word.

**2** You either provide the meaning of the word or ask students if they know the meaning of the word.

**3** You present any additional tasks that are specified.

Following is the vocabulary format from Lesson 3.

## LESSON 3 Vocabulary

━━━━━━━━━━ **EXERCISE 6** ━━━━━━━━━━
**VOCABULARY**

1. Touch part 4. ✓

**4**

1. flounder
2. flail
3. fret
4. snout
5. swirl
6. surfer

- We're going to talk about what those words mean.
2. Touch word 1. ✓
- What word? (Signal.) *Flounder.*
- What's one meaning you learned for **flounder?** (Call on a student.) (Idea: *Flop around.*)
- **Flounder** is also the name of a fish.
3. Everybody, touch word 2. ✓
- What word? (Signal.) *Flail.*
- When people **swing their arms around like crazy,** they **flail** their arms. What's another way of saying "She **swung her arms around like crazy**"? (Signal.) *She flailed her arms.*
4. Touch word 3. ✓
- What word? (Signal.) *Fret.*
- When you **fret** about something, you **worry** about that thing. Everybody, what's another way of saying "She **worries** about her health"? (Signal.) *She frets about her health.*
5. Touch word 4. ✓
- What word? (Signal.) *Snout.*
- Who knows what a **snout** is? (Call on a student.) (Idea: *The nose of an animal.*)
6. Everybody, touch word 5. ✓
- What word? (Signal.) *Swirl.*
- When things such as liquids **twist around,** they **swirl.** Everybody, what's another way of saying "the wave **twisted around** "? (Signal.) *The wave swirled.*
7. Touch word 6. ✓
- What word? (Signal.) *Surfer.*
- Who knows what a **surfer** is? (Call on a student.) (Idea: *A person who rides a surfboard.*)

**Teaching Techniques.** You won't be able to memorize the vocabulary formats, because each exercise is unique. Here are the important points to remember about presenting the vocabulary tasks:

**1** Move fairly quickly.

**2** Don't imply that the only definition for the word is the one you provide. But don't become involved in lengthy discussions about word meaning. If students make observations about alternative meanings, acknowledge them: Yes, that's another possible meaning. Then return to the exercise.

**3** Require students to produce the specified response for all tasks that require them to say a sentence with word substitution. The presentation usually calls for two such substitution sentences if the transformation is difficult, and one if the transformation is achieved simply by replacing single words. Students will learn a great deal from the sentence-substitution tasks if they say the sentences appropriately. Don't be surprised if they have initial difficulty with what seem to be easy sentence-substitution tasks.

**Corrections.** To correct errors students make on sentence transformations (as in step 6 from Lesson 3), follow these steps.

a. **Model.** (Say the correct sentence.) The wave swirled.
b. **Test.** Say that. (Signal.) *The wave swirled.*
c. **Retest.**
- (Present the task that requires students to perform the substitution.) What's another way of saying "The wave **twisted around?**" (Signal.) *The wave swirled.*
- (Next, present the reverse item.) What's another way of saying "The wave **swirled?**" (Signal.) *The wave twisted around.*

Repeat step c of the *correction procedure* later to assure that students are firm on the definition.

Practice this correction. You'll have ample opportunity to use it.

To correct inappropriate meanings, as in step 5 from Lesson 3, follow these steps.

   a. (Indicate that the meaning is not acceptable.) That's not quite right.
   b. (Tell the answer.) A **snout** is the nose of an animal.
   c. (Retest the item later.)

### Starred Words

Starred words appear in Word-Attack Skills word lists. These words have been defined earlier in the program. After students complete a word list, ask about the meanings of starred words. If students fail to give an acceptable definition, direct them to look up the meaning of the word in the glossary in the back of the Student Book.

### Workbook Vocabulary Tasks

Vocabulary exercises are included in every Workbook lesson. Students complete sentences by selecting the appropriate word from the vocabulary box and writing the word in the blank. Following is a vocabulary Workbook exercise from Lesson 3.

**2** Fill in each blank using a word in the box.

| flounder | shouted | fret |
| faint | flailed | swirled |

1. We went fishing and caught a big _flounder_.
2. The swimmer _flailed_ her arms.
3. Cream _swirled_ around his coffee.

**Teaching Techniques.** Do not accept a word if it is spelled incorrectly. Remind students Remember to spell the words correctly.

## Individual Tests

Individual tests are presented at the end of the word-attack portion of the lesson. The procedures for the individual tests are detailed in Lesson 1. A more abbreviated format is presented in other lessons.

The point system is designed so that every member of the group earns 5 points or earns no points. (In Lesson 55 and every fifth lesson through Lesson 125, no points are awarded for Word-Attack Skills.) To earn points, the group must read about 80 percent of the rows or columns without error.

### LESSON 1 Individual Tests

Following is the introductory format for individual tests.

---
**EXERCISE 9**

NEW **WORD-ATTACK SKILLS: Individual tests**

1. Now I'm going to call on individuals. Each person will read a row or column. There are 14 rows and columns. If we can read 11 of them without making a mistake, everybody in the group earns 5 points. So read carefully.
2. (Call on a student.) Read the words in column A in part 1. (Correct any mistakes.)
3. (If the student reads the column without an error, tell the group:) That's one column without a mistake. (Make a tally mark on the board or in your book.)
4. (Call on another student to read the next column. Correct any mistakes.)
5. (Repeat step 4 for all rows and columns.)
6. (If the group reads at least 11 rows and columns without making errors, direct all students to record 5 points in Box A of their Point Chart for Lesson 1.)

> The Point Chart is in the back of the Workbook.

7. (If the group did not read at least 11 rows and columns without errors, do not award any points for Word-Attack Skills.)

# Selection Reading

Students read stories and information passages in the Student Book. The vocabulary in the stories for Lessons 1 through 25 consolidates the skills presented in **Decoding B1** and **Decoding B2.** These selections serve as a review for students who completed **Decoding B2** and as an introduction for students who begin at the **Decoding C** level.

In Lessons 26 through 125, students read not only informational passages but also stories that present factual information. During this lesson range, progressive changes occur in the sentences and vocabulary. The syntax of sentences becomes more involved. The selections contain more of the new vocabulary presented in the word-attack portion of the lessons. The selections that appear near the end of **Decoding C** more closely approximate the kind of material presented in science and history textbooks.

## Selection-Reading Procedures

Selection Reading follows Word-Attack Skills and requires approximately 10 to 15 minutes. The selections students read are in the Student Book and follow the lists of words presented for the Word-Attack Skills portion of the lesson.

Students may sit at desks, in chairs, or at a table, and they should sit close together so they can hear each other read and so you can monitor their performance.

Remind students of the rule about not making fun of others. Enforce this rule, and don't be afraid to show firmness. That's one thing I won't stand for. We don't make fun of each other in this group.

In Lessons 1 and 2, the selection reading is preceded by a summary of the rules for selection reading. Following is the exercise from Lesson 1.

---

**———— EXERCISE 10 ————**
NEW  STORY READING

1. Everybody, touch part 7. ✓
• You're going to read this story. I'll call on individual students to read.
2. Here are the rules that you are to follow.
• One: Follow along when others are reading.
• Two: When I call on you, read loudly enough for everyone to hear you.
• Three: Pause at the end of each sentence.
3. The error limit for this story is 12. If the group reads the story with 12 errors or less, you earn 5 points.
4. (Call on a student to read the title.) *Bert Meets Shirley.*
• What do you think this story is about? (Accept reasonable responses.)
5. (Call on individual students. Each is to read two to four sentences.)

> **To correct word-reading errors:**
> (As soon as a student misidentifies a word, say:)
> a. The word is _____.
> b. Touch under that word. ✓
> c. What word?
> d. Go back to the beginning of the sentence and read that sentence again.

6. (Call on individual students to answer the specified questions during the story reading. Numbers in the story indicate at what point you ask each question.)

> **To correct comprehension errors:**
> a. (Call on a student to reread the passage that answers the question.)
> b. (Repeat the question for the student who made the error.)
> c. (Require that student to give an appropriate answer before proceeding with the story reading.)

> Bert had a job in a sailing shop. He was a clerk, and he didn't like his job. ❶

1. What does a clerk do? (Ideas: *Works in a store; works as a salesperson.*)
1. Where did Bert work? *In a sailing shop.*

Every day without fail, he went to the shop and waited for people to buy things. Then people came to the shop. They picked up paint and nails and containers for bailing. But every day Bert said to himself, "I'm tired of this job."

Then one day a big sailor came into the sail shop. This sailor was a woman who spoke loudly. "Hello, buster," she said to Bert. "My name is Shirley. I am the best sailor you will ever see. And I need a long anchor chain." ❷

2. What did Shirley do for a living? (Idea: *She was a sailor.*)
2. What did Shirley need? *A long anchor chain.*

"Do you have to shout?" Bert asked.

"Shout?" she shouted. "Don't be such a grouch." She pounded the table. "Get that chain. The sooner I sail, the sooner I will catch perch." ❸

3. What did she want to go catch? *Perch.*

"The chain is upstairs," Bert said. "Wait here, and I will get it for you."

"No," Shirley shouted. "You don't look very stout. I'll go with you and carry the chain down."

So Shirley and Bert went upstairs. She grabbed the chain and gave it a jerk. Then she turned to Bert and said, "How much for this anchor chain?"

"<u>Ten</u> dollars," Bert said.

Shirley said, "That sounds fair. I'll take that chain on account." ❹

4. What does **on account** mean? (Idea: *Buying on credit.*)
4. How much did the chain cost? *Ten dollars.*

In step 3 of the selection-reading exercise, you tell the students how the group may earn points for Selection Reading. The error limit for this story is 12. If the group reads the story with 12 errors or less, you earn 5 points.

In step 4, you call on a student to read the title, and then you ask students to predict what they think the story is about. What do you think this story is about?

Steps 5 and 6 provide the structure for you to direct the reading of the selection and to ask comprehension questions.

**Teaching Techniques.** Follow these procedures during the reading.

**1** You may call on students in a fixed order or in a random order. If they are reasonably well behaved and attentive, a fixed-order procedure is faster. If students are not attentive, call on individuals in a random order; however, make sure every student receives at least two turns at reading.

**2** Following some sentences, there is a small number that corresponds to the number of one or more comprehension questions in the presentation. Ask the questions at that point.

**3** Quickly praise those students who read with no errors. Good reading. No mistakes is a quick and effective statement of praise.

**Recording Errors.** Record every error students make during the story reading. At the end of the story, you must be able to tell the total number of decoding errors the group made. You may count the errors by making a mark on the board for every error, or you may use a system such as marking the errors on your copy of the story. A more precise system would show which words students misread, which words were omitted, and so on. Although such an elaborate system is not necessary, you should note words for which there are chronic errors so you can add them to the next word-attack presentation. Don't add more than four to six words per lesson.

## Correction Procedures

You will have to correct errors associated with (a) word reading, (b) self-correcting, and (c) rate.

**Word-Reading Errors.** The correction procedure for word-reading errors (such as word misidentifications, word additions, and word omissions) is displayed in the first selection-reading format. Correct word-reading errors in a low-key manner.

Follow these steps to correct word-reading errors.

As soon as a student makes an error, say

   a. The word is _____ .
   b. Touch under that word. ✔
   c. What word?
   d. Go back to the beginning of the sentence and read that sentence again.

Having the student reread the sentence from the beginning provides the student with the experience of reading the sentence correctly and reading the word in the sentence context. The rereading also provides you with a basis for telling the student Good reading. No mistakes that time.

**Self-Correcting Mistakes.** Inform the students that self-corrections are errors. If a student reads the word **what** as "that" and immediately says "what," count it as an error.

If a student self-corrects, follow this procedure.

   1. Record the error.
   2. Immediately say Yes, the word is _____ .
   3. Now read the sentence again from the beginning.

Remind students who frequently correct themselves to read more slowly: Take your time. Don't guess at the words.

**Errors of Rate.** Some students attempt to read very fast and, as a result, make many errors. Follow this procedure with those students.

**1** Remind them Slow down and read each word carefully.

**2** Count every unintelligible or doubtfully pronounced word as an error. Frequently, some students fake words. If they read in a fast, garbled manner and it is difficult to understand what they say, tell them I'm sorry, but I just can't hear what you say when you read like that. Every word I can't hear clearly I have to count as an error.

**3** Direct students to read fluently. Make it quite clear, however, that accuracy is the first priority.

## Firming Procedures

If the group exceeds the error limit, inform students that nobody receives points for Selection Reading. Then require the group to reread the entire selection as soon as possible—if not immediately, then during the next lesson.

If the group fails to meet the error limit in three out of five lessons, require the students to repeat all five selections. Note that they do not repeat the entire lessons, just the selections.

## Points for Selection Reading

At the end of the selection reading, tell students the number of errors the group made and the number of points they earned. For example: You read the selection with 10 errors. That means everybody gets 5 points. Congratulate the group if they read the selection well under the error limit: Good reading. That was a hard selection, and this group made only 5 errors.

Students should immediately record the points for the selection reading in Box B of their Point Chart.

If the group reads a selection and keeps the mistakes under the error limit, each student in the group receives 5 points. If the group fails to keep mistakes under the error limit, nobody receives points for Selection Reading.

## Adjusting Points

You can adjust the error limit for particular groups. If the number of errors is consistently 1 or 2 below the error limit, lower the limit.

In addition to adjusting the error limit, you can place a point value on chronically misread words. When students consistently miss a particular word, award 1 bonus point to every member of the group if the word is read correctly every time it appears in a story. Select the most frequently misread words, but do not select more than two words a week for such treatment.

## Oral Comprehension Questions

Comprehension questions are presented before students read the selection, after students read particular passages in the selection, and after students have completed the selection. Most questions ask about details of the passage students just read. Questions that occur before students read a selection involve summarizing events in the preceding selection and predicting what may occur in the current selection. Questions at the end of each passage in the selection address story characters, setting, problems and solutions, sequence of events, cause and effect, and comparisons or contrasts.

Following particular passages in each selection are small numerals. Each numeral signals one or more comprehension questions. The format for presenting the questions appears in all lessons.

Following is part of Lesson 17, showing the comprehension questions for the first two parts of the selection.

> The water looked unbelievably blue to Jane. The sand beneath the water looked blue-white. From time to time a dark shadow of a fish glided over the sand. Everything looked very peaceful. The boat slowly bobbed and dipped over the waves. As Jane looked down to the bottom, she had to remind herself, "Don't be fooled. It is very deceptive down there." ❶

1. What did the water look like? (Idea: *It looked unbelievably blue.*)
1. What did the sand look like? *Blue-white.*
1. What did Jane mean when she told herself, "It is very **deceptive** down there"? (Idea: *It's different from the way it looks.*)

> Jane Dubowski was a teacher. She taught gymnastics and swimming. At one time she had wanted to become an Olympic swimmer, but then she injured her leg in an auto accident. She now has a brace on her leg. She liked her teaching job, but for the past year she had been looking forward to her vacation. She wasn't sure when she first got the idea to dive for sunken treasure, and she wasn't sure when the idea became more than an idle dream. But some time during the fall she had asked herself, "Why not? Why not go to the keys off the coast of Florida and dive for treasure?" The Florida Keys are little islands strung out from the tip of Florida into the Caribbean Sea. ❷

2. What kind of work did Jane do? (Idea: *She was a teacher.*)
2. How did Jane injure her leg? (Idea: *In an auto accident.*)
2. What did Jane want to do on her vacation? (Idea: *Dive for sunken treasure.*)

**Teaching Techniques.** Follow these procedures for asking questions.

**1** First ask the question. Then call on a student to answer it. By presenting the question before calling on a student, you increase the possibility that more students will pay attention to the question and figure out the answer.

**2** Keep the pace of the selection moving. Don't spend a great deal of time on a particular question. The longer it takes to deal with the question, the less continuity there will be to the selection. If a question takes a particularly long time, call on a student to summarize what had just been happening in the selection. Then call on a student to continue reading: Adrienne, what did the last paragraph say about Jane and Doris? . . . Carl, read the next sentence.

**3** Note that you are not limited to the questions appearing in the presentation. You could ask questions about any words that you feel students may not understand. A good procedure is to require students to paraphrase the sentence containing the word in question.

# Information Passages

Starting with Lesson 55, in the lessons that involve a full-story checkout (that is, every fifth lesson), the students also read an information passage in the Student Book.

This passage is read before the checkout. Information passages differ from the regular selections in the following ways.

**1** They are shorter—only 300 to 400 words.

**2** They are unrelated to preceding selections of vocabulary sequences.

**3** They present new information in a variety of styles, from typical newspaper and magazine approaches to textbook language.

In brief, these passages help form a transition from **Decoding C** to a variety of reading material.

The procedures for teaching information passages are the same as those for the group reading of other selections. You present word-attack exercises, and then the group reads the information passage. Individual students read two to four sentences. You ask oral comprehension questions.

## Bonus Information Passages

Students also read "bonus" passages, starting at Lesson 58 and continuing on a schedule that presents two bonus information passages in every ten lessons. There are fourteen bonus information passages.

Students read these selections after they complete the regular parts of the lesson and the Workbook has been checked. The selections have a carefully controlled vocabulary and are written so that the sentence structures are more complicated than those used in the regular reading selections. The bonus passages present information that is interesting, and they provide practice in reading passages that have difficult words.

Following is the Information-Passage Reading exercise from Lesson 58.

## INFORMATION PASSAGE

**Note:** This Information Passage is not part of the regular 35- to 45-minute lesson activities. Schedule 15 to 20 minutes for presenting the passage.

**NEW** **INFORMATION-PASSAGE READING**

### Task A

1. Turn to page 196 in your Student Book. ✓
- This selection is a bonus information passage. It's something like the information passage you read in Lesson 55, but you don't receive points for reading this passage. The passage is interesting and gives you good practice reading selections that have some difficult words.
- The words in the box are words that you will read in the information passage.

| Fresnel | vandals | technology |
| lenses | columns | engineers |

2. Touch the first word. ✓
- That word is a French name, and the English pronunciation is FREZ-nell. What word? (Signal.) *Fresnel.*
3. Next word. ✓
- That word is **vandals.** What word? (Signal.) *Vandals.*
4. (Repeat step 3 for each remaining word.)
5. Go back to the first word. ✓
- What word? (Signal.) *Fresnel.*
6. Next word. ✓
- What word? (Signal.) *Vandals.*
7. (Repeat step 6 for each remaining word.)

### Task B

1. (Call on a student to read the title.) *Lighthouses.*
- What is this passage about? (Call on a student.) (Idea: *Lighthouses.*)
2. (Call on individual students. Each is to read two to four sentences.)
3. (Call on individual students to answer comprehension questions during the passage reading.)



**Lighthouses**

   Lighthouses have a bright light that warns ships and boats about getting too close to dangerous areas. At one time, lighthouses were the only means for alerting ships about dangerous places. Today, lighthouses are not necessary because ships have radar and depth finders. Some ships also use messages from Global Positioning System (GPS) to provide information about exactly where the ship is on a map. If the GPS message shows the ship in a particular location, the ship is within 10 to 20 feet of where the message indicates it is. ❶

1. Why are lighthouses located where they are? (Idea: *They were needed in dangerous areas to alert ships.*)
1. Why are lighthouses not necessary today? (Idea: *Ships use radar, depth finders, and GPS for guidance.*)
1. What does GPS stand for? *Global Positioning System.*

The early lighthouses were designed so that they were about 40 miles apart. The light from one lighthouse cannot be seen for more than about 20 miles because Earth is curved, but the light travels in a straight line. If a ship is 20 miles down the coast from one lighthouse, the ship's captain can probably see the light from the next lighthouse.

If the engineers who built lighthouses made them taller, the light would be visible from a greater distance. The problem with making them taller is that fog is common along a coast line. Often there are low clouds not more than 100 feet above the ocean. If the light from a lighthouse came from much more than 100 feet above the ocean, it would often be in the clouds, and the light would not be visible to ships. In some places, lighthouses are only about 30 feet tall. A short lighthouse tells you there are frequent fogs in the area. **②**

2. Why can't the light from a lighthouse be seen for more than 20 miles? (Idea: *Earth is curved, but light travels in a straight line.*)
2. Why aren't lighthouses taller than they are so they could be seen from farther distances? (Idea: *If lighthouses were more than 100 feet above the ocean, the light would often be in clouds and would not be visible to ships.*)
2. What do you know about an area that has a very short lighthouse tower? (Idea: *The area often has fog.*)



The most powerful lenses for lighthouses were built in France and were designed by a man named Fresnel. The Fresnel lens has a very complicated design. It has columns of glass with fins on them. A lighthouse in Oregon had one of the largest Fresnel lenses ever built. This lens, which was over six feet tall, was damaged by vandals in the 1990s. Several experts in glass and lenses decided to make replacements for the columns that were damaged. They worked for three years on this project. Even though they had equipment and technology far more advanced than Fresnel had, they could not make parts as good as those of the original lens. **③**

3. What is the name of the most powerful lighthouse lens? *Fresnel lens.*
3. How long did scientists work on trying to make lenses to replace the damaged Fresnel lenses? *Three years.*
3. Were scientists able to make lenses as effective as the original Fresnel lenses? *No.*

**Teaching Techniques.** In Task A, students read vocabulary words that appear in the selection. In Task B, students read the passage following the same procedures used for regular reading selections. Note there are no error limits for these passages, but students should read carefully.

Point out that these selections are different from regular reading selections because they are illustrated and provide factual information that may be interesting.

You probably won't be able to complete lessons that have bonus information passages in a single 45-minute period. Start the next period where students left off at the end of the preceding period. When work on the bonus selection is completed, start the next lesson.

Even though the bonus passages take time, don't skip them. They provide important extensions of the skills students learn in the regular lessons.

## Additional Information Passages

The reading of bonus information passages may generate interest in the topics students study. The interest may suggest additional information passages.

Here are the guidelines for selecting such passages:

**1** Schedule any additional information-passage reading outside the regular reading period. One option is for students to read the article as "homework." Another is to squeeze in the reading after all regular lesson parts (including checking the Workbook) have been completed. Schedule about 15 minutes for the additional activity.

**2** Use a range of print media for selecting articles—newspaper, magazine, reference book, or textbook. Articles ideally should be 300 to 500 words long. If students have read about lighthouses and indicate they would like to know more about them, try to find an appropriate article.

**3** Underline new or unfamiliar words in the passage.

**4** Make copies of the article. Students can share copies so you don't have to reproduce one for every student.

**5** Tell students that you'll first read the unfamiliar words. Direct students to touch under each underlined word as you read it. If possible, give a very quick definition of unfamiliar words. Go through the words a second time, directing students to read them. First word. Everybody, what word? Next word. What word?

**6** If there is a title, call on a student to read the title, and ask What is this passage about?

**7** Call on individual students. Each is to read two to four sentences.

**8** Ask some comprehension questions during the reading of the passage.

**9** At the end of the reading, ask What is the main idea of the passage? or What are the main points of this passage? Call on several students to answer.

# Fluency Assessment: Individual Reading Checkouts

Two types of checkouts occur in **Decoding C,** daily checkouts and fifth-lesson checkouts. The Individual Reading Checkouts provide the most reliable measure of student performance and, consequently, student improvement. All checkouts are scheduled after the Selection Reading and involve oral reading. Students receive points if they meet the specified rate and accuracy criteria on a timed reading.

For all checkouts, students work in assigned pairs. One student reads while the other student tallies errors. Then the students switch roles. The student that had checked reads, while the former reader tallies errors.

Beginning with Lesson 55, every fifth lesson is a longer checkout, during which each student reads one of the preceding four stories. On the other four of every five lessons, a 2-minute timed checkout follows Selection Reading.

## Daily Reading Checkouts

### Lessons 1–124
Daily checkouts usually require about 5 minutes. Students earn either 5 points or 0 points. They receive points if they read the passage and meet the rate and accuracy criteria. They record their reading rate and errors on their Progress Chart.

This is the daily checkout format from Lesson 1.

## FLUENCY ASSESSMENT

══════════ **EXERCISE 11** ══════════
NEW▶ **TIMED READING CHECKOUTS**

1. (Assign pairs of students to work together during the checkout.)
- (If one student does not have a checkout partner, arrange another time when you can give the checkout, possibly during the time other students are completing their independent work. Follow the same procedure for students who miss a checkout because they are absent when the checkout is presented.)
2. You're going to do timed reading checkouts. You'll work in pairs. One person in the pair reads for 2 minutes; the other person checks. If the reader makes a mistake or doesn't know a word, the checker makes a tally mark on a piece of paper for each mistake.
3. I'll tell you when to start and when to stop. The reader starts with the first sentence of the story and keeps reading for the entire 2 minutes. If the reader reads at least 200 words without making more than 4 errors, the reader earns 5 points. The 200th word is underlined in the reading selection.
- While the rest of you are doing your checkout, I'll watch two pairs of students and make sure the checkers are giving good feedback on errors.
- (During each timed checkout, observe one pair of students for two minutes. Make notes on any mistakes the reader makes. Give the checker feedback on any mistakes that were not caught. Praise checkers who provide good feedback. Praise readers who read accurately.)
4. This is not a race. Just read like you talk.
5. First set of readers, get ready. ✓
- Go.
- (After 2 minutes, say:) Stop.
6. (Show students the blue word counts on the Student Book page.) Use the word counts to figure out the number of words that the reader read.

7. Checkers, raise your hand if your reader made no more than 4 errors.
- (Direct students who read 200 words or more and made no more than 4 errors to record 5 points in Box C of their Point Chart.)
8. (Direct all readers to plot their reading rate—the number of words they read in 2 minutes—on the Individual Reading Progress Chart at the end of their Workbook.)
- (Next, direct students to circle the number of errors they made during the timed reading.)
9. Second set of readers, from the beginning of the story. Get ready. ✓
- Go.
- (After 2 minutes, say:) Stop.
10. (Repeat steps 7 and 8 for second set of readers.)
11. (Record the timed reading checkout performance for each student you observed on the Fluency Assessment Summary form. A blackline master of this form is in the back of the Teacher's Guide. Make a copy of this form for each group you teach.)

# Fifth-Lesson Reading Checkouts

## Lessons 55–125

The checkouts that occur in every fifth lesson beginning with Lesson 55 are basically the same as those for Lessons 1 through 54, except that they are longer. Instead of checking only a 2-minute passage, these big checkouts involve an entire selection you choose from the last four selections read by the group. Select one that gave the students some problems. These big checkouts, requiring about 15 minutes, occur immediately after Selection Reading. Students earn 0 or 10 points for these big checkouts. They do not, however, record their reading rate or errors.

Below is the introductory format from Lesson 55.

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**EXERCISE 6**
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NEW **TIMED READING CHECKOUTS**

1. (Assigned pairs of students work together during the checkouts.)
- (If one student does not have a checkout partner, arrange another time when you can give the checkout.)
2. For your **big checkout,** each of you will read all of story _____. (Designate one of the last four stories, 51 through 54. All students read the same story for this checkout.)
3. If you read the story in 5 minutes or less and make no more than 10 errors, you earn 10 points.
4. (Each student does a 5-minute timed reading, starting with the first sentence of the story. Students earn 10 points by reading the whole story and making no more than 10 errors. Students record points in Box C of their Point Chart.)
- (Observe several pairs of students for about 1 minute each. Praise checkers who provide good feedback. Praise readers who read accurately.)

**Note:** On big checkout lessons, students do not plot their reading rate and errors on their Individual Reading Progress Chart.

## Checkout Procedures

Checkers are not to interrupt the reader but are to count errors. Checkers can tally errors on a notepad or sticky pad. At the end of the reading, the checker counts the tally marks.

In Lessons 1 through 124, the readers are to write **5** in Box C of their Point Chart if they meet the rate and accuracy criteria for daily checkouts. In Lessons 55 through 125, students who meet the criteria for fifth-lesson checkouts get 10 points in Box C.

Note that in step 1 of the exercise, you may have to modify the procedure if you have an odd number of students or if a student is absent. You conduct the checkout for the student who does not have a partner. The best time to do this checkout is when other students are doing their independent work in the Workbook.

For the timed checkout, you indicate how many words students are to read. You tell students when to start reading and when to stop. During each timed checkout, observe one pair of students, and make notes on any mistakes the reader makes. Give the pair feedback on how well they read and catch errors. Record each student's checkout performance on the Fluency Assessment Summary form in the back of this Teacher's Guide. (Make a copy of this chart for each group you teach.)

## The Individual Reading Progress Chart

At the back of the Workbook are the Individual Reading Progress Charts, which are designed to show the student's performance for each timed reading checkout. (The chart does not reflect performance on big checkouts.)

After the checkout points have been awarded and recorded in the Point Chart, the student is to record the number of words read (rate) and errors made (accuracy) on the Individual Reading Progress Chart.

Running word counts are displayed in blue in the right column of the Student Book. These word counts make it easy for students to count the number of words they read during the Fluency Assessment. The target word (for example, the 240th word in Lessons 21 through 50) is underlined in the Student Book.

Below is a sample of the Individual Reading Progress Chart filled in for Lessons 21 through 23. The student in the sample has read 250 words in 2 minutes with a total of 4 errors for the checkout in Lesson 21. This translates into 125 words per minute with 2 errors.
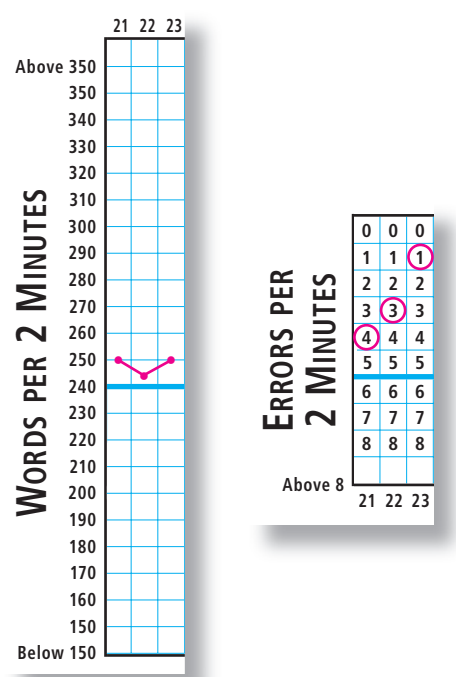


The fluency standards for **Decoding C** increase gradually, from a minimum of 100 words per minute to 150 words per minute, always with at least 98 percent accuracy.

| Lessons | Words in 2 Minutes | Errors | Words Per Minute |
|---|---|---|---|
| 1–10 | 200 | 0–4 | 100 |
| 11–20 | 220 | 0–4 | 110 |
| 21–50 | 240 | 0–5 | 120 |
| 51–60 | 260 | 0–5 | 130 |
| 61–70 | 280 | 0–5 | 140 |
| 71–125 | 300 | 0–5 | 150 |

## Remedies for Students Who Fail Individual Reading Checkouts

If more than 25 percent of your students fail to earn points for the timed checkouts in three consecutive lessons because they failed the accuracy or rate criteria, repeat the Individual Reading Checkouts for all three lessons. Do not make this work seem like punishment for either the students who earned points for these lessons or those who did not. Say something like We did a pretty good job on Lessons _____, but I'll bet we can do better. Let's do the checkouts again and see if everybody can earn points for fluency and accuracy.

The reading-fluency standards indicated for the timed checkouts increase from 100 to 150 words per minute in **Decoding C.** Note that these are **minimum rates.** Some students may read well above the minimum rate criteria. Watch that students do not rush when reading aloud during the timed readings. Students should read the passage as if they were reading a story to someone, with pauses at the end of sentences and with some degree of expression. If students think of the timed checkout as a race, they may revert to old habits, start guessing, and read with a higher percentage of errors. Remember, accuracy is more important than rate. Once students are accurate and comfortable reading, their reading rates will increase.

# Workbook Exercises

After students complete their reading checkouts, they do the Workbook portion of the lesson. Workbook Exercises include comprehension questions for the selection presented in the lesson; vocabulary items; and affix items (writing words such as **carelessness** as affixes and roots—**care less ness**). **Note:** Students may refer to the story when writing answers to story questions. Following is the student Workbook page for Lesson 3.

**Lesson 3**

**Errors**

**1**

1. How did Bert end up in the middle of the surf? _____

_____

2. Who said hello to Bert? _____

3. What did the surfer mean when he told Bert to "keep the faith"?

_____

4. What did the surfer want Bert to think about? _____

_____

5. What did Bert see in the water? _____

6. What did the surfer tell Bert to do if he didn't like being in the surf?

_____

7. What did the surfer think Bert needed when the shark touched Bert's foot?

_____

**2**

**Fill in each blank using a word in the box.**

| flounder | shouted | fret |
|----------|---------|------|
| faint | flailed | swirled |

1. We went fishing and caught a big _____.

2. The swimmer _____ her arms.

3. Cream _____ around his coffee.

**3**

**Write the parts for each word.**

1. starting = _____ + _____

2. surfer = _____ + _____

3. swirled = _____ + _____

4. faintness = _____ + _____

From Lesson 3 until the end of the program, the Workbook items are completed independently. Below is the Workbook answer key for Lesson 3. At right is the Workbook exercise from Lesson 3.



## WORKBOOK EXERCISES

**NEW** **Independent Student Work**

### Task A

- Open your Workbook to Lesson 3. ✓
- Complete all parts of your Workbook lesson using a pencil. If you make no errors, you will earn 5 points.

### Task B

1. (Before presenting Lesson 4, check student Workbooks for Lesson 3.)
- Now we're going to check the answers you've written. I'll call on individual students to answer each item. You're going to mark any errors using a pen, not a pencil. Put an X next to any item that is wrong.
2. (Call on a student.) Read question 1 and the answer.
3. (Repeat step 2 for the remaining questions in part 1.)
4. (Call on individual students to read the items and answers in parts 2 and 3.)
5. (Direct the students to count the number of errors and write the number in the Errors box at the top of the Workbook page.)
6. (Award points and direct students to record points in Box D of their Point Chart.)

   | | |
   |---|---|
   | 0 errors | 5 points |
   | 1 error | 3 points |
   | 2 or 3 errors | 1 point |
   | more than 3 errors | 0 points |

**Teaching Techniques.** Students write answers in pencil and make corrections in pen. Task B indicates the procedure for providing a workcheck. Students mark errors in pen, count the number of errors, and write the number in the Errors box at the top of the Workbook page. When conducting the workcheck, walk among the students and observe whether they are marking the questions appropriately.

Students do not have to write answers in complete sentences if the question can be adequately answered with a word or phrase. For example, if the answer to "Who worked in the sail shop?" is **Bert,** the single-word response is perfectly adequate.

Items are wrong if the answer does not make sense. If the answer to "What was she doing?" is **running,** do not accept the answer **run.** If the students make spelling errors or their written answers are illegible, use bonus points as incentives for students to improve their performance. For example, If you make no spelling errors, you earn 2 bonus points. Or, If you write your answers neatly, you earn 2 bonus points.

## Points for Workbook Exercises

After students have checked the Workbook Exercises, award points and direct the students to record their points.

Step 6 in Task B of the Workbook exercise shows how many points the students can earn in Lesson 3.

# Recording Points

## Point Charts

Points are recorded after each part of the lesson has been completed. Students record points in their Point Chart in the back of the Workbook.

The following list shows points that can be earned for different lesson ranges of the program.

### LESSONS 1–54 and Regular Lessons 56–124

| Box | Points | For |
| --- | --- | --- |
| A | 0 or 5 | Word Attack |
| B | 0 or 5 | Selection Reading |
| C | 0 or 5 | Reading Checkout |
| D | 0, 1, 3, or 5 | Workbook |
| Bonus | (maximum = 2) | (Teacher specified) |

### Checkout LESSONS 55–125 (55, 60, 65, and so on)

| Box | Points | For |
| --- | --- | --- |
| B | 0 or 5 | Information Reading |
| C | 0 or 10 | Reading Checkout |
| D | 0, 1, 3, or 5 | Workbook |
| Bonus | (maximum = 2) | (Teacher specified) |

## Points and Grades

At the end of every five lessons, students total points in their Point Charts. For **letter grades** based on points for a five-lesson block, tell students to compute the total for the blue boxes (C, D, and Bonus) and write the number in the Total box at the end of each row in their Point Chart. Students then add the totals and write the sum in the green box. In the following example from Lessons 1 through 5, the maximum number of points a student can earn is 50. In the following example, the student earned 40 points, the total for the blue boxes (C, D, and Bonus).

| Lesson | Group Points | | Individual Points | | | | TOTAL |
|---|---|---|---|---|---|---|---|
| | A | B | C | D | Bonus | | |
| 1 | 5 | 5 | 5 | 3 | | = | 18 |
| 2 | 5 | 0 | 5 | 1 | | = | 11 |
| 3 | 5 | 5 | 5 | 5 | | = | 20 |
| 4 | 0 | 5 | 5 | 3 | | = | 13 |
| 5 | 5 | 5 | 5 | 3 | | = | 18 |
| | | | | | | | 40 |

You can use the performance on the daily lessons as data for awarding letter grades. Simply make a fraction based on the number of points earned and total possible points. For the example above, the maximum number of points a student can earn is 50. The fraction would be $\frac{40}{50}$, which is 80 percent.

The system is objective and may represent the students' first opportunity to earn a grade that requires good performance. The grade can motivate many students, even though they may act as if it is not important to them.

For **rewards** based on points, tell students to compute the total for all boxes (A, B, C, D, and Bonus) and write the number in the Total box at the end of each row. Students then add the totals and write the sum in the green box. In the following example from Lessons 1 through 5, the maximum number of points a student can earn is 100. The fraction would be $\frac{80}{100}$, which is 80 percent.

| Lesson | Group Points | | Individual Points | | | | TOTAL |
|---|---|---|---|---|---|---|---|
| | A | B | C | D | Bonus | | |
| 1 | 5 | 5 | 5 | 3 | | = | 18 |
| 2 | 5 | 0 | 5 | 1 | | = | 11 |
| 3 | 5 | 5 | 5 | 5 | | = | 20 |
| 4 | 0 | 5 | 5 | 3 | | = | 13 |
| 5 | 5 | 5 | 5 | 3 | | = | 18 |
| | | | | | | | 80 |

One example of a reward would be to arrange special activities for all students who earn more than 80 points during a five-lesson week.

## Awarding Bonus Points

Use as many as 2 bonus points a day to correct problems students have. For instance, if students are late to class, announce that starting the next day, any student who is on time receives 2 bonus points. The bonus points will motivate students to change their behavior, especially if the point system (letter grades, other trade-ins for points) is important to them. Similarly, if students are not prepared with pencils, use the bonus points.

Always let students know ahead of time how they will be able to earn bonus points. Make your expectations clear and specific. Don't simply award bonus points after the fact.

Bonus points can be used for activities that are particularly difficult for students. For instance, if students misspell many words, award bonus points for making no spelling errors. Students will be motivated to try to spell more carefully.

# Acceleration

Skipping lessons in **Decoding C** is not a good idea. A group that is at Lesson 40 could probably do a creditable job of reading the selection from Lesson 60 or even 120. This does not imply that the group should skip ahead in the program. You are not teaching these students new skills as much as you are reinforcing a new reading strategy. Therefore, students must receive practice in accurate, fluent reading—and not be allowed to lapse into the somewhat halting reading that is characterized by quite a few mistakes. In other words, don't skip lessons.

If a group of students is breezing through the program, making virtually no errors in either Selection Reading or Individual Reading Checkouts, you can modify the procedures to accommodate the group and accelerate performance. The goal of the abbreviated lessons is to increase the rate at which students go through the lessons. Groups that are capable of performing on the acceleration schedule should be able to complete two abbreviated lessons per period.

**1** Drop most of the individual checkouts during Lessons 1 through 54. For example, do checkouts on only one of every three selections, with the understanding that as soon as the group's performance on these checkouts begins to slacken, individual checkouts will be reinstated in every lesson. (If you drop individual checkouts in some lessons, direct students to record 5 points for each checkout skipped.) In the lessons in which you skip the checkout, there will be time to read a second selection—the one from the next lesson.

**2** Skip some or all of the word-attack presentation. Present the words quickly (What word?) and go to the selection reading. You may also skip entire word-attack presentations on days that checkouts are skipped, thereby providing additional time for reading selections. However, you may wish to retain the vocabulary segments of each word-attack presentation.

**3** For abbreviated lessons, do not skip Selection Reading or the comprehension questions. Recognize that oral reading is the most important daily activity for shaping students' reading behavior. The comprehension questions also prompt students to focus on the content of what they read.

**Note:** If students on an acceleration schedule start to show either of the following symptoms, terminate the schedule, and return to doing complete lessons.

■ During Selection Reading, students tend to miss words in the Word-Attack Skills exercises that were skipped.

■ Students tend not to meet the rate and accuracy criteria for an Individual Reading Checkout.

# Decoding Placement Test

## Preparation

Reproduce one copy of the test for each student and each tester. A reproducible copy appears on pages 48 and 49 of this guide.

## Administration

Select a quiet place to administer the test. Students who are to be tested later should not observe or hear another student being tested. You will need a test form for each student and a stopwatch or a watch with a second hand. When administering the test, sit across from the student. Position the test form so that the student cannot see what you are writing on the form.

Fill out the top lines of the test form (student information). Keep this filled-out test form and hand the student a clean copy of the test.

### PART I

Tell the student Read this story out loud. Follow along with your finger so you don't lose your place. Read carefully. Begin timing as soon as the student begins reading the first sentence.

Record each decoding mistake the student makes in oral reading. Mark an X on the filled-out form to show where the student made each mistake.

■ If the student omits a word, mark an X above the omitted word.

■ If the student adds a word that does not appear in the story, mark an X between two words to show where the word has been added.

■ If the student misidentifies a word, mark an X above the misidentified word. Do not count the same misidentified word more than once. (For example, if the student misidentified the name "Hurn" four times, count only 1 error.)

■ If the student cannot identify a word within 3 seconds, say the word and mark an X above it.

■ If the student makes a mistake and then self-corrects by saying the correct word, mark an X above the word.

■ If the student sounds out a word but does not pronounce it at a normal speaking rate, ask What word? If the student does not identify it, mark an X above the word.

■ Do not count the rereading of a word or phrase as an error if the word is read correctly both times.

**Note:** If you wish to use diagnostic procedures, you can use additional code information to indicate the type of mistake the student makes. You may, for example, write **SC** above self-corrections, **SO** above sound-out mistakes, and **O** above the omitted words. You may also wish to write in what the student calls the misidentified words or what the student adds

After each word-identification error, tell the student the correct word.

When recording the errors, make sure your copy of the story is not visible to the student. The student should not be able to see the marks you are making.

Stop timing as soon as the student completes the story.

Enter the total errors for Part I on the appropriate line at the top of the filled-in test form. Also record the time required by the student to read Part I.

Refer to the placement schedule for Part I to determine placement or whether you should administer another part of the test.

## PART II

Part II is a series of sentences that are to be read aloud by the student. You do not need to time this part of the test. To administer, present the section labeled Part II and tell the student Read these sentences out loud. Follow along with your finger so you don't lose your place. Read carefully.

Record each decoding error the student makes while reading. When the student finishes reading Part II, enter the total errors for Part II on the appropriate line at the top of the test form. Then determine the student's placement by referring to the placement schedule for Part II. Fill in the "Placement" blank at the top of the test form.

## PARTS III and IV

Each of these sections is a passage that is to be read aloud by the student and timed. To administer, present the appropriate section and tell the student I'm going to time your reading of this selection. Read out loud and read carefully. Record errors as specified for Part I.

When the student finishes reading Part III, enter the total errors and time required at the top of the test form. Then refer to the placement schedule for Part III to determine placement or whether you should administer Part IV.

When the student finishes reading Part IV, enter the total errors and time required at the top of the test form. Then determine the student's placement and fill in the "Placement" blank.

# Decoding Placement Schedule

| ERRORS | TIME | PLACEMENT OR NEXT TEST |
|---|---|---|
| **PART I** | | |
| 22 or more | — | Administer PART II Test |
| 12 to 21 | more than 2:00 | Level A, Lesson 1 |
| 12 to 21 | 2:00 or less | Administer PART II Test |
| 0 to 11 | more than 2:00 | Level B1, Lesson 1 |
| 0 to 11 | 2:00 or less | Administer PART III Test |
| **PART II** | | |
| 41 or more | — | No **Corrective Reading** placement; use a beginning reading program |
| 8 to 40 | — | Level A, Lesson 1 |
| 0 to 7 | — | Level B1, Lesson 1 |
| **PART III** | | |
| 16 or more | — | Level B1, Lesson 1 |
| 6 to 15 | more than 2:30 | Level B1, Lesson 1 |
| 6 to 15 | 2:30 or less | Level B2, Lesson 1 |
| 0 to 5 | more than 2:30 | Level B2, Lesson 1 |
| 0 to 5 | 2:30 or less | Administer PART IV Test |
| **PART IV** | | |
| 9 or more | — | Level B2, Lesson 1 |
| 4 to 8 | more than 1:30 | Level B2, Lesson 1 |
| 4 to 8 | 1:30 or less | Level C, Lesson 1 |
| 0 to 3 | more than 1:20 | Level C, Lesson 1 |
| 0 to 3 | 1:20 or less | Doesn't need **Corrective Reading** Decoding program |

# Decoding Placement Test

Name _____   Class _____   Date _____

School _____   Tester _____

| PART I | Errors _____ | Time _____ |
|---|---|---|
| PART II | Errors _____ | |
| PART III | Errors _____ | Time _____ |
| PART IV | Errors _____ | Time _____ |

Placement _____

---

**PART I**

Kit made a boat. She made the boat of tin. The nose of the boat was very thin. Kit said, "I think that this boat is ready for me to take on the lake." So Kit went to the lake with her boat.

Her boat was a lot of fun. It went fast. But when she went to dock it at the boat ramp, she did not slow it down. And the thin nose of the boat cut a hole in the boat ramp.

The man who sold gas at the boat ramp got mad. He said, "That boat cuts like a blade. Do not take the boat on this lake any more."

---

**PART II**

Can she see if it is dim?

And it can fit in a hand.

Now the hat is on her pet pig.

I sent her a clock last week.

How will we get dinner on this ship?

The swimming class went well.

When they met, he felt happy.

Then she told me how happy she was.

The tracks led to a shack next to the hill.

They said, "We will plant the last of the seeds."

What will you get when you go to the store?

You left lots of things on her desk.

## PART III

Hurn was sleeping when it happened. Hurn didn't hear the big cat sneak into the cave that Hurn called his home. Suddenly Hurn was awake. Something told him, "Beware!" His eyes turned to the darkness near the mouth of the cave. Hurn felt the fur on the back of his neck stand up. His nose, like noses of all wolves, was very keen. It made him very happy when it smelled something good. But now it smelled something that made him afraid.

Hurn was five months old. He had never seen a big cat. He had seen clover and ferns and grass. He had even eaten rabbits. Hurn's mother had come back with them after she had been out hunting. She had always come back. And Hurn had always been glad to see her. But now she was not in the cave. Hurn's sister, Surt, was the only happy smell that reached Hurn's nose.

## PART IV

During a good year, a large redwood will produce over twelve pounds of seed, which is nearly a million and a half seeds. And the year that our redwood seed fluttered from the cone was an exceptionally good year. The parent tree produced over fifteen pounds of seed that year, enough seed to start a forest that would be six square miles in size. However, only a few redwood seeds survived. In fact, only three of the seeds from the parent tree survived their first year, and only one of them lived beyond the first year.

Obviously, our seed was lucky. It was a fortunate seed because it was fertile. If a seed is not fertile, it cannot grow, and about nine out of every ten redwood seeds are not fertile. Our seed also had the advantage of landing in a place where it could survive. If it had fallen on a part of the forest floor covered with thick, heavy litter, it probably would not have grown. If it had fluttered to a spot that became too dry during the summer, it would have died during the first year. Our seed landed in a spot where moles had been digging.

# Scope and Sequence Chart

The Scope and Sequence Chart provides an overview of the skills taught in **Decoding C.** The skills are divided into four principal areas: Word-Attack Skills, Selection Reading, Fluency Assessment, and Workbook Exercises. The chart indicates which lessons offer practice in a given skill.

| WORD-ATTACK SKILLS | | |
|---|---|---|
| | Sound Combinations | 1                    12    1 |
| | Buildup | 1           10    12 |
| | Word Practice | 1 |
| | Multipart Words | 6 |
| | Affixes | |
| | Vocabulary | 1 |
| **SELECTION READING** | Selection Reading | 1 |
| **FLUENCY ASSESSMENT** | Timed Reading Checkouts | 1 |
| **WORKBOOK EXERCISES** | Story Questions | 1 |
| | Writing Word Parts | 1    3    5    7    9    11    13 |
| | Vocabulary Review | 1 |

| WORD-ATTACK SKILLS | | |
|---|---|---|
| | Sound Combinations | |
| | Buildup | |
| | Word Practice | 55 |
| | Affixes | 55    59    62    64    66    68 69    71 |
| | Vocabulary | 55 |
| **SELECTION READING** | Selection Reading | 55    59    61 62    64    66    69    71 |
| | Information Passage Reading | 55    60    65    70 |
| | Bonus Information Passage | 58    62    68    7 |
| **FLUENCY ASSESSMENT** | Timed Reading Checkouts | 55    59    61    64    66    69    71 |
| | Full-Lesson Checkouts | 55    60    65    70 |
| **WORKBOOK EXERCISES** | Story Questions | 55 |
| | Writing Word Parts | 55    59    62    65    68    71 |
| | Vocabulary Review | 55 |

# Lessons 1–54

16    19          25          29 30                                    46    48

5    17    19                              33              39    41    43

54

25

26        29      31 32      34      36      38          42      44        47      49 50      52    54

54

54

54

54

5    17    19    21    23      26      29      32      35      38      41      44      47      50      53

54

# Lessons 55–125

86 87

125

74    76    79        83 84    86      89        94      97          102        106      109      112    114    116    118 119    121    123

125

74    76    79    81      84    86      89    91      94    96      99    101      104    106      109    111      114    116      119    121      124

75        80        85        90        95        100        105        110        115        120        125

78      82        88      92        98      102        108      112        118        122

74    76    79    81      84    86      89    91      94    96      99    101      104    106      109    111      114    116      119    121      124

75        80        85        90        95        100        105        110        115        120        125

125

77      80      83      86      89      92      95      98      101      104      107      110      113      116      119      122    124

125

# Behavioral Objectives

The following chart gives specific information for each skill taught in **Decoding C.** Three columns of information are provided. The **BEHAVIORAL OBJECTIVE** column details the kind of performance that can be expected from a student who has mastered the skill.

The column headed **The student is asked to** describes the tasks the student performs in order to master the skill. The **LESSONS** column shows the lessons in which the skill appears.

## Word-Attack Skills

### Sound Combinations

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student learns the sounds made by letter combinations. | 1) View a letter combination as the teacher says its sound; 2) say the sound. | 1—*ai, ou, ir, ur, er;* 4—*ar;* 7—*ge;* 8—*ce;* 10— *tion, ci, gi;* 14—*ea* (long); 19—*ee;* 21—*ch, sh, wh;* 22—*th;* 23—*igh;* 24—*al;* 25—*oa;* 29—*oi;* 30—*ure;* 46—*aw, au;* 56—*ea* (short); 86—*tial, cial* |
| The student is able to read words containing underlined letter combinations. | 1) View a word with an underlined letter combination; 2) say the letter combination's sound; 3) orally read the entire word. | 1–6, 10–12, 14–16, 19–25, 29, 30, 46–48, 86, 87 |
| The student is able to read words that do not contain underlined letter combinations. | 1) View a word with a particular letter combination; 2) orally read the entire word. | 1–6, 10–12, 14–16, 19–25, 29, 30, 46–48, 56–59, 61, 86, 87 |

## Buildup

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to read a word and modified versions of the same word. | 1) Orally read a word; 2) orally read the word after letters have been added, deleted, or changed. | 1–10, 12–15, 17, 19, 33, 39, 41, 43 |

## Multipart Words

| | | |
|---|---|---|
| The student is able to identify discrete parts of multipart words. | 1) Read a word; 2) read the word parts; 3) read sentences containing the words. | 6–25 |

## Word Practice

| | | |
|---|---|---|
| The student is able to read a list of words. | Orally read a list of words that will appear in Student Book selections. | 1–125 |
| The student is able to identify underlined letter combinations. | 1) View a word with an underlined letter combination; 2) say the sound; 3) orally read the entire word. | 1–39, 41–54, 56–59, 61–64, 66–69, 71–74, 76–79, 81–84, 86–89, 91–94, 96–99, 101–104, 106–109, 111–114, 116–119, 121–124 |

## Affixes

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to read words containing the affix *ex*. | 1) Orally read a word; 2) orally read the word after the affix *ex* has been added. | 26, 27 |
| The student is able to read words containing affixes. | Orally read a word that contains an affix. | 26–29, 31, 32, 34–36, 38–42, 44–47, 49, 50, 52–54 |
| The student learns the meanings of common affixes. | View an affix and identify its usual meaning. | 26—*un*; 28—*ly*; 34—*re*; 38—*dis*; 45—*pre*; 46—*tri*; 52—*sub*; 62—*less*; 68—*ness*; 76—*able* |
| | View an affix and identify its usual meaning. | 26–29, 31, 32, 34–36, 38–42, 44–47, 49, 50, 52–54, 56, 59, 62–64, 66, 68, 69, 71, 73, 74, 76–79, 83, 84, 86, 89, 94, 97, 102, 106, 109, 112, 114, 116, 118, 119, 121, 123 |
| The student learns how affixes affect the meaning of a word. | 1) Orally read a word that contains an affix; 2) use the affix to explain the meaning of the word. | 26–28, 34, 38, 39, 45–47, 52, 53, 62–64, 68, 69, 76, 77 |

## Vocabulary

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student learns the meanings of vocabulary words. | 1) Orally read a word that will appear in a Student Book selection; 2) listen as the teacher explains the meaning of unfamiliar words; 3) identify the word's meaning or use the word in a sentence. | 1–125 |
| The student recalls the meanings of vocabulary words. | 1) Orally read a previously taught word; 2) identify the word's meaning. | 2–59, 61–69, 71–89, 91, 93, 94, 96, 98–125 |

## Individual Test

| | | |
|---|---|---|
| The student is able to read words accurately. | Individually read a list of words out loud. | 1–125 |

# Selection Reading

## Selection Reading

| | | |
|---|---|---|
| The student is able to read a selection. | Orally read sentences in a Student Book selection, meeting a specified accuracy criterion. | 1–54, 56–59, 61–64, 66–69, 71–74, 76–79, 81–84, 86–89, 91–94, 96–99, 101–104, 106–109, 111–114, 116–119, 121–125 |

## Selection Reading *cont.*

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student comprehends reading selections. | Answer literal and inferential comprehension questions presented by the teacher: summarize the events of the previous story; answer questions about characters, setting, events, problems and solutions; identify sentences that express the main idea of a selection; identify causes and effects; compare and contrast characters; identify sequences of events. | 1–54, 56–59, 61–64, 66–69, 71–74, 76–79, 81–84, 86–89, 91–94, 96–99, 101–104, 106–109, 111–114, 116–119, 121–125 |

## Information-Passage Reading

| | | |
|---|---|---|
| The student is able to read information passages. | Orally read sentences in a Student Book information passage, meeting a specified accuracy criterion. | 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125 |
| The student is able to read bonus information passages. | Orally read sentences in a passage resembling a newspaper, magazine, or textbook article, meeting a specified accuracy criterion. | 58, 62, 68, 72, 78, 82, 88, 92, 98, 102, 108, 112, 118, 122 |
| The student is able to comprehend information passages. | Answer literal and inferential comprehension questions presented by the teacher. | 55, 58, 60, 62, 65, 68, 70, 72, 75, 78, 80, 82, 85, 88, 90, 92, 95, 98, 100, 102, 105, 108, 110, 112, 115, 118, 120, 122, 125 |

# Fluency Assessment
**Timed Reading Checkouts**

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to read for rate and accuracy. | Orally read a Student Book selection for 2 minutes, meeting specified rate and accuracy criteria. | 1–54, 56–59, 61–64, 66–69, 71–74, 76–79, 81–84, 86–89, 91–94, 96–99, 101–104, 106–109, 111–114, 116–119, 121–124 |
| | Orally read an entire Student Book selection, meeting specified rate and accuracy criteria. | 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125 |

# Workbook Exercises
**Comprehension Questions**

| The student is able to comprehend reading selections and information passages, answering questions about story characters, setting, problems and solutions, sequence of events, cause and effect, and comparisons or contrasts. | 1) Read literal and inferential comprehension questions about Student Book selections; 2) write the answers. | 1–125 |
|---|---|---|

## Writing Word Parts

| BEHAVIORAL OBJECTIVE | The student is asked to | LESSONS |
|---|---|---|
| The student is able to identify base words and affixes. | 1) Read a word that contains one or two affixes; 2) write the base word and the affix(es). | 1–3, 5, 7, 9, 11, 13, 15, 19, 21, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110, 113, 116, 119, 122, 124, 125 |

## Vocabulary Review

| | | |
|---|---|---|
| The student is able to use vocabulary words in sentences. | 1) View a list of previously taught vocabulary words; 2) read a sentence containing a blank; 3) write the correct vocabulary word in the blank. | 1–125 |

# Glossary

These words are presented in the vocabulary exercises in **Decoding C.** The lesson numbers | indicate in which lesson each word first appears.

## A

| | | |
|---|---|---|
| **abnormal** | not normal | Lesson 70 |
| **abruptly** | suddenly | Lesson 94 |
| **accurate** | correct | Lesson 90 |
| **achieved** | attained | Lesson 60 |
| **acoustics** | the quality of sound in a place | Lesson 81 |
| **acquainted with** | know | Lesson 93 |
| **adapt** | do something to get along in a new situation | Lesson 31 |
| **adequate** | sufficient, enough | Lesson 83 |
| **adjust** | make a small change | Lesson 99 |
| **adjustment** | a slight change | Lesson 93 |
| **advantage** | favored to win | Lesson 76 |
| **adventurous** | likes to take risks and do new things | Lesson 67 |
| **advice** | a statement of what you think a person should do | Lesson 22 |
| **agency** | a business that represents clients | Lesson 107 |
| **aggressive** | quick to fight | Lesson 75 |
| **ail** | make you feel bad | Lesson 1 |
| **air pressure** | how hard the air pushes against things | Lesson 18 |
| **alert** | paying close attention | Lesson 50 |
| **amazement** | (with amazement) how you act when you are very surprised | Lesson 65 |
| **amputate** | cut off | Lesson 117 |
| **amusing** | funny | Lesson 64 |
| **anatomy** | the study of the body | Lesson 118 |
| **anchor** | an object used to hold a boat in place | Lesson 23 |
| **ancient** | very old | Lesson 80 |
| **anesthetic** | medicine that deadens pain | Lesson 105 |
| **announce** | tell something new | Lesson 9 |
| **annual** | every year | Lesson 110 |
| **antics** | clowning behavior | Lesson 66 |
| **anxiety** | worry | Lesson 89 |
| **apparatus** | equipment | Lesson 61 |
| **apparent** | obvious | Lesson 78 |
| **approach** | get close to a thing | Lesson 92 |
| **approval** | an OK | Lesson 62 |
| **area** | a region or place | Lesson 71 |
| **argument** | a disagreement | Lesson 40 |
| **aroused** | awakened, stirred up | Lesson 48 |
| **arranged** | made plans | Lesson 63 |
| **assess** | evaluate | Lesson 108 |

| associated | related | Lesson 91 |
| associates | people who work together | Lesson 109 |
| assuming | supposing | Lesson 91 |
| assured | guaranteed | Lesson 68 |
| attained | reached | Lesson 60 |
| attentive | paying attention | Lesson 92 |
| attitude | how you respond to things | Lesson 124 |
| auction | a sale where things are sold to the highest bidders | Lesson 103 |
| average | something that is in the middle, ordinary | Lesson 104 |
| avoid | don't deal with something, stay away from something | Lesson 101 |

# B

| bacteria | germs that produce disease | Lesson 122 |
| bargain | try to buy something at a reduced price | Lesson 43 |
| barge | a long, flat-bottomed boat used for carrying things | Lesson 42 |
| beaker | a container used in chemistry labs | Lesson 10 |
| bellow | shout loudly | Lesson 106 |
| beneficial | good | Lesson 101 |
| bid | make an offer to buy | Lesson 104 |
| bill of lading | a list of everything in a truckload or carload of things | Lesson 103 |
| bombardment | a shower of particles | Lesson 79 |
| bonds | forces that hold things together | Lesson 57 |
| bored | don't have anything to do | Lesson 34 |
| bothersome | bothers you | Lesson 33 |
| bounding | jumping and leaping | Lesson 73 |
| breadfruit | a large, tropical fruit | Lesson 34 |
| breaker | a big wave | Lesson 24 |
| brilliance | (has brilliance) sparkles and shines | Lesson 69 |
| brittle | breaks, doesn't bend | Lesson 32 |
| brochure | a folder | Lesson 108 |
| buckles | folds, collapses | Lesson 54 |
| budget | a breakdown of how money is to be spent | Lesson 107 |
| bulge | stick out in places | Lesson 94 |
| buoy | a float that marks something in the water | Lesson 17 |
| business | buy and sell things to make money | Lesson 7 |

# C

| calculate | figure out | Lesson 61 |
| calculator | a small device used for mathematical calculations | Lesson 67 |
| campaign | an organized effort | Lesson 102 |
| canopy | a roof | Lesson 26 |
| capable | qualified, able to perform | Lesson 72 |
| capacity | the amount that can be held; the ability to hold an amount | Lesson 90 |
| carnivorous | eating mainly meat | Lesson 45 |

| | | |
|---|---|---|
| **cascading** | falling or tumbling | Lesson 67 |
| **casually** | without paying much attention; calmly | Lesson 125 |
| **cautious** | careful | Lesson 121 |
| **century** | one hundred years | Lesson 107 |
| **challenge** | something that presents a question or a contest | Lesson 104 |
| **champion** | a person who is the best at something | Lesson 55 |
| **charred** | burned and blackened | Lesson 28 |
| **chimney** | a tube to carry smoke from a fireplace or furnace | Lesson 38 |
| **chisel** | a tool with a sharp point used to chip rock or wood | Lesson 68 |
| **chores** | daily jobs | Lesson 38 |
| **chowder** | a thick soup | Lesson 39 |
| **churned** | stirred up very hard | Lesson 1 |
| **claim** | pick up something you own | Lesson 25 |
| **clients** | people who pay a company to work | Lesson 106 |
| **climate** | weather conditions | Lesson 110 |
| **coastal** | along the edge or coast of an ocean | Lesson 95 |
| **coiling** | winding around | Lesson 75 |
| **coincidence** | something that happens by chance | Lesson 79 |
| **collapse** | fall apart | Lesson 6 |
| **colleagues** | associates | Lesson 109 |
| **collide** | crash into each other | Lesson 16 |
| **combine** | put together | Lesson 99 |
| **comment** | say something | Lesson 38 |
| **commercial** | an advertisement | Lesson 107 |
| **commission** | money paid for selling something | Lesson 102 |
| **common trait** | a way in which living things are the same | Lesson 119 |
| **comparison** | a statement of how two things are the same and how they are different | Lesson 75 |
| **complicated** | involved, difficult to understand, having many parts | Lesson 99 |
| **composed** | made of | Lesson 120 |
| **computer program** | set of directions that tells the computer what it is supposed to do | Lesson 61 |
| **concealed** | hidden | Lesson 53 |
| **concerned** | interested | Lesson 78 |
| **conclude** | reach a decision, figure out a reason for something | Lesson 104 |
| **conclusion** | (draw a conclusion) use facts to figure something out | Lesson 99 |
| **conference** | a meeting | Lesson 112 |
| **confidential** | secret | Lesson 96 |
| **confirm** | show that something is right | Lesson 82 |
| **confused** | mixed up, jumbled | Lesson 74 |
| **conscious** | very aware | Lesson 89 |
| **considering** | thinking about | Lesson 105 |
| **continue** | keep doing | Lesson 15 |
| **contract** | a pledge | Lesson 106 |
| **convert** | change | Lesson 8 |
| **convey** | get across | Lesson 96 |
| **convince** | make someone believe | Lesson 106 |
| **coordinated** | working together smoothly | Lesson 70 |
| **copyright** | the right to make copies of something that is printed | Lesson 107 |

| | | |
|---|---|---|
| **craft** | a boat | Lesson 6 |
| **crease** | a mark that's left after something has been folded | Lesson 11 |
| **created** | made the first time | Lesson 77 |
| **crest** | top | Lesson 87 |
| **criminal** | somebody who commits a crime | Lesson 221 |

# D

| | | |
|---|---|---|
| **daggerlike** | pointed like a dagger | Lesson 50 |
| **data** | facts | Lesson 61 |
| **deadlocked** | when neither side can win | Lesson 40 |
| **deafening** | very loud | Lesson 30 |
| **dealership** | a business that is licensed to sell a particular product | Lesson 108 |
| **deceit** | lying | Lesson 111 |
| **deceive** | trick, fool | Lesson 72 |
| **deceptive** | misleading | Lesson 16 |
| **decide** | make up your mind about something | Lesson 21 |
| **decision** | a choice about what to do | Lesson 41 |
| **delicately** | gently and carefully | Lesson 58 |
| **demand** | a need; insist on | Lessons 44, 86 |
| **descended** | came down | Lesson 97 |
| **deserve** | earn or be worthy of something | Lesson 34 |
| **detect** | find | Lesson 56 |
| **determination** | (have determination) keep trying to do something | Lesson 96 |
| **determined** | firm in your decision | Lesson 76 |
| **device** | an object made to do something special | Lesson 10 |
| **devote** | give a lot of attention | Lesson 109 |
| **diet** | all the things you eat | Lesson 80 |
| **disadvantage** | opposite of advantage | Lesson 77 |
| **disapprove** | not approve | Lesson 44 |
| **disassembled** | taken apart | Lesson 106 |
| **disguise** | makes something look different | Lesson 96 |
| **dismantled** | taken apart | Lesson 66 |
| **distinguish** | tell how things are different | Lesson 83 |
| **disturbed** | worried or upset | Lesson 35 |
| **doctoral degree** | the highest degree you can get | Lesson 59 |
| **domestic** | not foreign | Lesson 111 |
| **downed** | knocked out | Lesson 77 |
| **dressings** | bandages that cover a wound | Lesson 118 |
| **drizzly** | like a light, quiet rain | Lesson 26 |
| **ducts** | tubes | Lesson 83 |
| **duplicated** | made a copy | Lesson 79 |
| **dwellings** | places in which people live | Lesson 95 |

# E

| | | |
|---|---|---|
| **echo** | sound bouncing back from something | Lesson 97 |
| **effective** | working well | Lesson 72 |

| | | |
|---|---|---|
| **efficient** | without wasted movements | Lesson 76 |
| **elaborate** | complicated | Lesson 119 |
| **electromagnetic waves** | very small waves that travel through space very fast | Lesson 87 |
| **eliminate** | get rid of | Lesson 120 |
| **emerge** | come out of | Lesson 24 |
| **encounter** | come up against | Lesson 84 |
| **endure** | put up with something unpleasant | Lesson 110 |
| **enforce** | make someone follow the rules | Lesson 41 |
| **enlarged** | made bigger | Lesson 68 |
| **enormous** | large, immense | Lesson 73 |
| **erupted** | suddenly burst | Lesson 95 |
| **estimate** | a smart guess | Lesson 67 |
| **evaporate** | when water is heated and goes into the air | Lesson 42 |
| **evolution** | a slow change | Lesson 73 |
| **exaggerated** | stretched the truth | Lesson 70 |
| **examine** | carefully look over | Lesson 39 |
| **exceed** | go beyond | Lesson 85 |
| **exceptionally** | unusually | Lesson 45 |
| **exclaim** | cry out | Lesson 7 |
| **executive** | a person who runs a company | Lesson 104 |
| **exhaust** | use up | Lesson 108 |
| **expectations** | thoughts that something will happen | Lesson 105 |
| **expert** | a person who knows a great deal about something | Lesson 10 |
| **explanation** | a statement that makes something clear or tells why something happened | Lesson 122 |
| **expression** | the look on your face | Lesson 66 |
| **extension** | something that is added | Lesson 40 |
| **extinct** | no longer living | Lesson 47 |
| **extracted** | pulled out | Lesson 105 |
| **extreme** | far from normal | Lesson 110 |

# F

| | | |
|---|---|---|
| **facilities** | things built to be used for a special purpose | Lesson 109 |
| **failure** | something that does not reach its goal | Lesson 88 |
| **faint** | very weak | Lesson 2 |
| **faked** | pretended | Lesson 51 |
| **familiar** | something that is known | Lesson 97 |
| **fascinated** | really interested | Lesson 60 |
| **fault** | something wrong | Lesson 56 |
| **favor** | something you do for someone | Lesson 102 |
| **feast** | eat a lot | Lesson 48 |
| **feat** | a great achievement | Lesson 105 |
| **fidget** | twist and turn | Lesson 93 |
| **fierce** | very violent | Lesson 22 |
| **figurehead** | a carved figure on the front of a ship | Lesson 25 |
| **filtering** | straining things out of something | Lesson 77 |
| **flail** | swing around like crazy | Lesson 3 |
| **flask** | a container with a narrow top and wide bottom | Lesson 69 |

| | | |
|---|---|---|
| **flexible** | bends easily | Lesson 36 |
| **flinch** | jump as if you're started | Lesson 13 |
| **flounder** | flop around; the name of a fish | Lessons 2, 3 |
| **fluttered** | moved back and forth rapidly | Lesson 26 |
| **focused** | concentrated | Lesson 90 |
| **foliage** | leaves on a bush or tree | Lesson 49 |
| **formal** | stiff and polite | Lesson 58 |
| **formulas** | sets of rules | Lesson 82 |
| **fossilized** | what happens to the remains of a living thing from a past geological age | Lesson 54 |
| **foul-tasting** | bad-tasting | Lesson 47 |
| **franchise** | the right to sell something | Lesson 107 |
| **frantic** | very excited and upset | Lesson 107 |
| **fraud** | a trick to cheat somebody | Lesson 111 |
| **freeway** | a wide highway that costs no money to travel on and has limited access | Lesson 33 |
| **frequently** | often | Lesson 123 |
| **fret** | worry | Lesson 3 |
| **function** | a purpose | Lesson 120 |
| **futile** | cannot succeed | Lesson 98 |
| **future** | time that is to come | Lesson 9 |

# G

| | | |
|---|---|---|
| **gale** | a strong wind | Lesson 85 |
| **gallows** | a device for hanging people | Lesson 121 |
| **gash** | a deep cut | Lesson 50 |
| **gasp** | take short, fast breaths | Lesson 21 |
| **gear** | equipment | Lesson 17 |
| **genetic** | a living thing's inherited pattern of growth | Lesson 80 |
| **genius** | a person who is very talented or smart | Lesson 111 |
| **gimmick** | a trick used to do something | Lesson 103 |
| **glance** | look at something quickly; bounce off | Lessons 24, 74 |
| **glands** | parts of the body that produce important chemicals | Lesson 70 |
| **glimpse** | a quick look | Lesson 18 |
| **glistening** | sparkling | Lesson 69 |
| **grade** | slope | Lesson 67 |
| **graduate student** | someone who has an undergraduate degree and is working on a higher degree | Lesson 59 |
| **grant** | money that researchers receive for doing a particular job | Lesson 62 |
| **grazing** | eating grass | Lesson 46 |
| **greedy (person)** | a person who wants a whole lot of something | Lesson 71 |
| **grumble** | talk in an unhappy or a pouty way | Lesson 106 |
| **guaranteed** | assured | Lesson 98 |
| **gymnastics** | tumbling, stunts on parallel bars, etc. | Lesson 17 |

# H

| | | |
|---|---|---|
| **hailed** | called to | Lesson 64 |
| **hammock** | a swinging bed made of net or cloth | Lesson 40 |
| **harmless** | something that will not hurt you | Lesson 58 |
| **hassle** | something that causes trouble | Lesson 81 |
| **hazy** | not clear | Lesson 63 |
| **hectic** | frantic | Lesson 108 |
| **helicopter** | an aircraft that can go straight up and down | Lesson 14 |
| **herd** | a group of animals that live together | Lesson 46 |
| **hesitate** | pause for a moment | Lesson 12 |
| **Himalayas** | the largest mountain chain in the world | Lesson 65 |
| **hoist** | lift | Lesson 38 |
| **hostility** | unfriendliness | Lesson 123 |
| **hulk** | a person who is clumsy and overweight | Lesson 96 |
| **hull** | body of a ship | Lesson 2 |
| **humiliating** | very embarrassing | Lesson 92 |
| **hurl** | throw | Lesson 85 |
| **hurtle** | fling or hurl violently | Lesson 73 |
| **husks** | the dry outer coverings of some fruits | Lesson 39 |

# I

| | | |
|---|---|---|
| **identify** | know, recognize | Lesson 61 |
| **ignorant** | unaware, uninformed | Lesson 117 |
| **ignore** | not pay attention | Lesson 48 |
| **illegal** | against the law | Lesson 97 |
| **ill-tempered** | mean, grumpy | Lesson 74 |
| **image** | a picture or reflection of something | Lesson 90 |
| **immediately** | something happens right away | Lesson 21 |
| **impatient** | tired of waiting | Lesson 68 |
| **impish** | full of mischief | Lesson 59 |
| **import** | bring into the country | Lesson 107 |
| **impression** | an image or a feeling | Lesson 99 |
| **impressive** | very good | Lesson 64 |
| **impure** | not pure | Lesson 116 |
| **incredible** | very hard to believe | Lesson 60 |
| **incurable** | can't be cured | Lesson 59 |
| **incurred** | caused | Lesson 91 |
| **indeed** | for sure | Lesson 88 |
| **indicate** | point out, signal | Lesson 19 |
| **indifferently** | without interest, without caring | Lesson 89 |
| **inexpensive** | doesn't cost a lot of money | Lesson 106 |
| **infected** | diseased | Lesson 114 |
| **inhabitants** | people who live in a place | Lesson 86 |
| **initial** | first | Lesson 68 |
| **innocent** | not guilty | Lesson 13 |
| **in range** | close enough | Lesson 76 |
| **in relation to** | how things are compared | Lesson 76 |

| inscribed | written | Lesson 115 |
|---|---|---|
| insist | demand | Lesson 86 |
| inspect | look over carefully | Lesson 9 |
| instant | very fast | Lesson 16 |
| instantly | quickly | Lesson 76 |
| insurance | a guarantee that you won't have to pay for some things that might happen | Lesson 33 |
| intent | an aim, a purpose | Lesson 111 |
| internal | inside | Lesson 121 |
| interpretation | an explanation | Lesson 100 |
| interruption | a break | Lesson 82 |
| interview | a talk with someone about a particular topic | Lesson 108 |
| intriguing | interesting | Lesson 90 |
| intruder | someone who goes where they aren't wanted | Lesson 78 |
| invent | develop | Lesson 86 |
| investigation | a close examination of something | Lesson 10 |
| invoice | a list of prices for things that are being sold | Lesson 103 |
| irritated | a little angry | Lesson 66 |

## J

| jokester | a person who plays a lot of jokes on people | Lesson 57 |
|---|---|---|
| jostled | tossed around | Lesson 64 |

## K

| keen | sharp | Lesson 47 |
|---|---|---|
| knee-deep | up to your knees in something | Lesson 51 |

## L

| label | a piece of paper attached to an object that gives information about that object | Lesson 14 |
|---|---|---|
| laboratory | a place where experiments are done | Lesson 10 |
| launch | start | Lesson 109 |
| lava | hot melted rock that comes out of a volcano | Lesson 95 |
| ledge | a narrow shelf | Lesson 20 |
| legal | actions done according to the law | Lesson 108 |
| leisurely | at a slow and easy pace | Lesson 48 |
| leveled | flattened to the ground | Lesson 30 |
| life expectancy | the number of years the average person is expected to live | Lesson 122 |
| limbs | arms and legs | Lesson 118 |
| lingered | hung around for a long time | Lesson 92 |
| litter | debris | Lesson 27 |
| liver | an organ in the body | Lesson 121 |
| location | a place | Lesson 19 |
| logical | makes sense | Lesson 35 |

# M

| magnificent | very great, wonderful | Lesson 78 |
| maintenance department | made up of people who maintain things | Lesson 61 |
| mammal | a warm-blooded creature that has hair | Lesson 46 |
| manner | way | Lesson 66 |
| manufacturer | someone who makes a product | Lesson 102 |
| marine | living in the sea | Lesson 25 |
| marvelous | very good, wonderful | Lesson 101 |
| masterpieces | fine works of art | Lesson 118 |
| matted | pushed and flattened | Lesson 74 |
| mature | full-grown | Lesson 30 |
| mechanic | a person who fixes cars | Lesson 106 |
| media | newspapers, magazines, radio, TV | Lesson 106 |
| microscope | an instrument used to look at things that are very small | Lesson 114 |
| minerals | materials (like stone, coal, salt, and gold) found in the ground | Lesson 71 |
| minnows | small fish frequently used for bait | Lesson 42 |
| mission | a serious duty | Lesson 94 |
| modeled | demonstrated | Lesson 99 |
| moderator | a person who runs a meeting, discussion, or debate | Lesson 81 |
| modified | changed | Lesson 82 |
| mole | a small animal that spends most of its life underground | Lesson 27 |
| momentary | lasts for only a moment | Lesson 93 |
| motive | reason | Lesson 103 |
| mounting | the base you put something on | Lesson 62 |

# N

| nagged | constantly scolded, annoyed | Lesson 79 |
| nervous | edgy or jumpy | Lesson 22 |
| nitrogen | a gas that has no smell or color | Lesson 20 |
| nonsense | something that makes no sense | Lesson 100 |
| nudge | a gentle push | Lesson 71 |
| nutrition | the food needs of the body | Lesson 80 |

# O

| observe | watch | Lesson 11 |
| occasional | once in a while | Lesson 17 |
| occupied | used | Lesson 101 |
| official | backed by an authority | Lesson 55 |
| offspring | descendants, children | Lesson 53 |

| organism | something that is living | Lesson 114 |
| original | first | Lesson 29 |
| outfit | a set of clothes | Lesson 15 |
| outskirts | the areas on the edge of a town | Lesson 32 |

## P

| paleontologist | a scientist who studies fossils and ancient forms of life | Lesson 54 |
| panic | sudden fear | Lesson 88 |
| particularly | especially | Lesson 76 |
| patent | a license that protects the person who invents an object | Lesson 91 |
| peak | the highest point of a mountain | Lesson 65 |
| peeved | irritated | Lesson 81 |
| penetrate | go through | Lesson 87 |
| penicillin | a medicine used to kill bacteria | Lesson 124 |
| perch | a small fish; to stand on something unsteady or high | Lessons 1, 4 |
| personality | character | Lesson 90 |
| physicist | a person who works in the field of physics | Lesson 57 |
| physics | the science of how nonliving things behave | Lesson 56 |
| pleaded | begged | Lesson 22 |
| plentiful | when there is a lot of something | Lesson 80 |
| plumes | fancy feathers | Lesson 85 |
| plunge | dive | Lesson 85 |
| podium | a high desk used by speakers | Lesson 81 |
| polite | considerate, courteous | Lesson 32 |
| position | a job | Lesson 121 |
| pounced | jumped on | Lesson 54 |
| prance | step high and move in a frisky way | Lesson 49 |
| precious | very special, rare | Lesson 97 |
| predator | an animal that kills other animals | Lesson 46 |
| predictable | when we know what will happen | Lesson 121 |
| presentation | a speech | Lesson 79 |
| preserved | lasted a long time | Lesson 54 |
| prevented | kept something from happening | Lesson 42 |
| prickly | sharp and stinging | Lesson 88 |
| prior | before | Lesson 108 |
| probably | likely that something will happen | Lesson 8 |
| procedure | a series of steps for doing something | Lesson 36 |
| proceed | go ahead | Lesson 83 |
| process | a series of steps | Lesson 92 |
| proclaimed | announced | Lesson 119 |
| productive | achieves a great deal | Lesson 91 |
| profit | money left after all expenses have been paid | Lesson 109 |
| programmed | always follows the same steps | Lesson 47 |
| prominent | well known and important | Lesson 58 |

| | | |
|---|---|---|
| **prop** | short name for **propeller** | Lesson 18 |
| **property** | a feature | Lesson 56 |
| **proposition** | a plan | Lesson 104 |
| **protection** | something that guards | Lesson 24 |
| **provides** | gives | Lesson 57 |
| **punctured** | poked a hole in | Lesson 123 |
| **puny** | small and weak | Lesson 78 |
| **purchase** | buy | Lesson 8 |
| **purify** | kill germs | Lesson 116 |

# R

| | | |
|---|---|---|
| **reaction** | a response | Lesson 79 |
| **receipt** | a paper that proves that something was paid for | Lesson 103 |
| **receptionist** | a person who greets people in an office | Lesson 112 |
| **recommend** | suggest | Lesson 62 |
| **recreational vehicle** | a camper, a jeep, a four-wheel-drive pickup, etc. | Lesson 62 |
| **rectangle** | a four-sided figure | Lesson 84 |
| **reduced** | made smaller | Lesson 72 |
| **referred** | directed attention to | Lesson 78 |
| **refused** | turned down | Lesson 84 |
| **rehearse** | practice | Lesson 94 |
| **reinforced** | strengthened | Lesson 83 |
| **rejected** | turned down | Lesson 100 |
| **related to** | has to do with | Lesson 59 |
| **reliable** | can be counted on | Lesson 67 |
| **remarkable** | surprising or amazing | Lesson 32 |
| **remarked** | commented | Lesson 42 |
| **remodel** | change the way something looks | Lesson 39 |
| **reply** | answer | Lesson 8 |
| **represent** | stand for | Lesson 100 |
| **reptiles** | animals like snakes and lizards | Lesson 46 |
| **reputation** | what people think of you | Lesson 104 |
| **request** | ask for | Lesson 62 |
| **required** | (to do something) must do | Lesson 78 |
| **rescue** | save | Lesson 76 |
| **researcher** | a person who tries to discover new facts | Lesson 57 |
| **resident** | a person who lives somewhere | Lesson 72 |
| **resignation** | a statement that one quits a job | Lesson 112 |
| **resist** | do not give in | Lesson 122 |
| **respected** | treated as a special person | Lesson 98 |
| **respond** | answer | Lesson 7 |
| **responsible** | when it's your job to do something | Lesson 98 |
| **resume** | begin again | Lesson 49 |
| **retreat** | go backward | Lesson 73 |
| **retrieve** | recover | Lesson 98 |
| **ribs** | bones located in your chest | Lesson 52 |
| **rig** | a device | Lesson 64 |
| **rigged** | fixed up | Lesson 98 |

| rigid | will not bend | Lesson 105 |
| risk | a gamble | Lesson 89 |
| roamed | wandered | Lesson 47 |
| routine | something that is presented in the same way over and over | Lesson 82 |
| rowdies | disorderly people | Lesson 113 |

## S

| salary | the money a person makes by working on a job | Lesson 62 |
| salvage | valuable objects saved from someplace | Lesson 25 |
| sarcastic | saying the opposite of what you mean, often to poke fun | Lesson 61 |
| scalding | burning | Lesson 117 |
| scan | look over very quickly | Lesson 66 |
| scarcely | only just | Lesson 69 |
| scavengers | animals that eat what other animals leave behind | Lesson 48 |
| scent | an odor | Lesson 53 |
| schedule | set up a time | Lesson 56 |
| scold | talk to someone about something done wrong | Lesson 89 |
| scramble | move quickly | Lesson 49 |
| scrawl | write poorly or quickly | Lesson 94 |
| screens | keeps out | Lesson 91 |
| scurried | moved fast | Lesson 63 |
| sea level | the height of the ocean at the edge of land | Lesson 65 |
| secluded | well hidden | Lesson 50 |
| secured | put firmly in place | Lesson 125 |
| selection | a portion of something | Lesson 118 |
| sensed | felt | Lesson 96 |
| serious | important and not funny | Lesson 5 |
| set a record | do something better than anyone else | Lesson 55 |
| several | more than one and less than many | Lesson 9 |
| severe | very fierce | Lesson 27 |
| shad | a type of fish | Lesson 43 |
| shade | screen from light | Lesson 29 |
| sheer | very steep | Lesson 65 |
| shimmering | seems to be covered with shiny, moving lights | Lesson 67 |
| shorings | things that are used to hold something up | Lesson 68 |
| shortage | not enough | Lesson 36 |
| shrill | high-pitched | Lesson 52 |
| silt | very fine mud | Lesson 54 |
| site | a place | Lesson 37 |
| situation | what goes on | Lesson 15 |
| sketches | rough, quick drawings | Lesson 118 |
| skid | slide | Lesson 6 |
| skirt around | go around | Lesson 96 |
| skyscraper | a very tall building | Lesson 104 |
| slanting | not flat or level | Lesson 89 |
| slime | slippery coating | Lesson 23 |

| | | |
|---|---|---|
| **slither** | to slide along | Lesson 48 |
| **sluggish** | slow | Lesson 117 |
| **smoldering** | burning and smoking without a flame | Lesson 28 |
| **snaked** | twisted | Lesson 26 |
| **snout** | the nose of an animal | Lesson 3 |
| **solution** | the answer to a problem | Lesson 41 |
| **sound** | in good condition | Lesson 2 |
| **speck** | a tiny piece of something | Lesson 64 |
| **sprawl** | stretch out | Lesson 21 |
| **sprinkling** | a spray or light drip | Lesson 116 |
| **sprout** | shoot out new growth | Lesson 29 |
| **sprouts** | new shoots or buds | Lesson 11 |
| **stale** | not fresh | Lesson 123 |
| **stampede** | run together in panic | Lesson 53 |
| **starvation** | dying from lack of food | Lesson 80 |
| **statue** | a likeness made of stone, wood, or metal | Lesson 25 |
| **stern** | the back end of a boat | Lesson 2 |
| **stout** | strong and heavy | Lesson 1 |
| **strain** | put forth too much effort | Lesson 1 |
| **stranded** | cannot move | Lesson 18 |
| **strategy** | a procedure | Lesson 74 |
| **strides** | long steps | Lesson 73 |
| **stroll** | walk at a slow pace | Lesson 112 |
| **stunt** | a hard trick done to get attention | Lesson 15 |
| **stunted** | not grown as large as it is supposed to | Lesson 71 |
| **subsided** | died down | Lesson 84 |
| **substance** | material | Lesson 122 |
| **suddenly** | something happens all at once | Lesson 5 |
| **suggest** | hint | Lesson 24 |
| **suitable** | just right | Lesson 36 |
| **summary** | a short version of a speech or writing | Lesson 82 |
| **superb** | very, very good | Lesson 92 |
| **surface** | the top | Lesson 20 |
| **surfer** | a person who rides a surfboard | Lesson 3 |
| **surge** | a sudden movement | Lesson 96 |
| **surpass** | outdo | Lesson 60 |
| **survive** | live through | Lesson 4 |
| **suspended** | hanging | Lesson 23 |
| **suspicious of** | when you don't trust | Lesson 117 |
| **swayed** | moved slowly back and forth | Lesson 23 |
| **swell** | get larger | Lesson 28 |
| **swirl** | twist around | Lesson 3 |
| **symbol** | something that represents something else | Lesson 100 |
| **symptoms** | signs | Lesson 124 |

## T

| | | |
|---|---|---|
| **talent** | a special ability to do something | Lesson 108 |
| **tantrums** | fits of anger | Lesson 102 |

| | | |
|---|---|---|
| **taut** | stretched tight | Lesson 47 |
| **technical** | not understood by everyone, only by people in a special field | Lesson 84 |
| **term** | a part of a contract | Lesson 113 |
| **termites** | bugs that eat wood | Lesson 5 |
| **theory** | an explanation | Lesson 100 |
| **thorough** | careful and accurate | Lesson 109 |
| **thrash** | move about violently | Lesson 46 |
| **tick** | an insect that sucks blood | Lesson 74 |
| **tides** | daily variations in sea level | Lesson 85 |
| **tiller** | handle that steers a boat | Lesson 5 |
| **tingly** | a slightly stinging feeling | Lesson 37 |
| **tomb** | a building for the dead | Lesson 115 |
| **toppled** | fell over | Lesson 29 |
| **torch** | a big fire on a sticklike object | Lesson 28 |
| **trace** | track down | Lesson 97 |
| **trample** | stamp into the ground | Lesson 52 |
| **trance** | a daze | Lesson 75 |
| **transform** | change | Lesson 54 |
| **translate** | change something from one language to another | Lesson 109 |
| **transmit** | send, convey | Lesson 91 |
| **treatment** | a cure | Lesson 114 |
| **tremendous** | very large, great | Lesson 14 |
| **trough** | a container with its bottom shaped like a long V | Lesson 64 |
| **tug** | pull strongly | Lesson 88 |
| **tunnel** | a passage through water or mountains | Lesson 26 |
| **typical** | predictable | Lesson 83 |

# U

| | | |
|---|---|---|
| **unbelievable** | not believable | Lesson 12 |
| **unconscious** | asleep; knocked out | Lesson 116 |
| **unconvincing** | weak | Lesson 86 |
| **undergraduate** | a student who is studying for a regular college degree | Lesson 59 |
| **unfortunate** | unlucky | Lesson 12 |
| **unison** | at the same time | Lesson 49 |
| **unsteady** | shaky, not steady | Lesson 19 |
| **unusual** | uncommon, rare, not usual | Lesson 9 |
| **urge** | a desire to do something | Lesson 53 |

# V

| | | |
|---|---|---|
| **vaccination** | a shot that prevents a person from getting a disease | Lesson 122 |
| **valves** | movable parts that let air or liquid in and out | Lesson 102 |
| **vast** | very big | Lesson 108 |
| **vegetation** | plant life | Lesson 51 |
| **vein** | a thin line in a rock where gold is found | Lesson 71 |

| | | |
|---|---|---|
| **venom** | the poison that poisonous snakes spit | Lesson 75 |
| **venture** | do something daring | Lesson 24 |
| **verses** | the parts of a song that are not sung over and over | Lesson 39 |
| **viciously** | fiercely | Lesson 51 |
| **violate** | break | Lesson 108 |
| **visible** | can be seen | Lesson 50 |
| **volcano** | a mountain that hot, burning liquid comes out of | Lesson 65 |
| **volume** | a book | Lesson 97 |

# W

| | | |
|---|---|---|
| **waddle** | walk in a clumsy manner | Lesson 12 |
| **wail** | cry out in pain | Lesson 4 |
| **waist** | around the middle of the body | Lesson 2 |
| **whir** | a soft humming noise | Lesson 88 |
| **wick** | the string part of a candle or a lamp | Lesson 68 |
| **wispy** | very light and dainty | Lesson 23 |
| **withdraw** | take back | Lesson 113 |
| **wounds** | cuts, injuries | Lesson 117 |

# Skills Profile Chart

The Skills Profile Chart can be used to record an individual student's mastery of each skill taught in **Decoding C.** The chart summarizes the skills presented in the program and provides space for indicating when a student has mastered each skill. One copy of the chart should be made for each student in the class.

Name _____

## Word-Attack Skills

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|:---:|:---:|
| **Sound Combinations**<br>Learns the sounds made by letter-combinations (*ai, ou, ir, ur, er, ar, ge, ce, gi, ci, tion, ea, ee, ch, sh, wh, th, igh, al, oa, oi, ure, aw, au, tial, cial*) | 1–86 | |
| Orally reads underlined letter combinations in words | 1–87 | |
| Orally reads words with a particular letter combination | 1–87 | |
| **Buildup**<br>Orally reads a word and modified versions of the same word | 1–43 | |
| **Word Practice**<br>Orally reads a list of words | 1–125 | |
| Orally reads underlined sounds in words | 1–124 | |
| **Affixes**<br>Orally reads words containing affixes | 26–54 | |
| Learns the meanings of common affixes (*un, ly, re, dis, pre, tri, sub, less, ness, able*) | 26–123 | |
| Learns how affixes affect the meanings of words | 26–77 | |

# Word-Attack Skills *cont.*

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|---|---|
| **Vocabulary**<br>Learns the meanings of vocabulary words | 1–125 | |
| **Individual Tests**<br>Orally reads a list of words without making a mistake | 1–125 | |

# Selection Reading

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|---|---|
| **Selection Reading**<br>Orally reads sentences in a story | 1–125 | |
| Demonstrates comprehension of a story | 1–125 | |
| **Information-Passage Reading**<br>Orally reads sentences in an information passage | 55–125 | |
| Demonstrates comprehension of an information passage | 55–125 | |

# Fluency Assessment

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|---|---|
| **Timed Reading Checkouts**<br>Orally reads a selection for decoding rate and accuracy | 1–125 | |

# Workbook Exercises

| SKILLS | LESSON RANGE | DATE MASTERED |
|---|---|---|
| **Comprehension Questions**<br>Answers comprehension questions about story characters, setting, problems and solutions, sequence of events, cause and effect, and comparisons or contrasts in reading selections | 1–125 | |
| **Writing Word Parts**<br>Identifies affixes in words | 1–125 | |
| **Vocabulary Review**<br>Uses vocabulary words to complete written sentences | 1–125 | |

## Decoding C Mastery Test Group Summary

| Test number | 1 | 1-R | 2 | 2-R | 3 | 3-R | 4 | 4-R |
|---|---|---|---|---|---|---|---|---|
| Name: | | | | | | | | |
| Date: | | | | | | | | |
| 1. | P F | P F | P F | P F | P F | P F | P F | P F |
| 2. | P F | P F | P F | P F | P F | P F | P F | P F |
| 3. | P F | P F | P F | P F | P F | P F | P F | P F |
| 4. | P F | P F | P F | P F | P F | P F | P F | P F |
| 5. | P F | P F | P F | P F | P F | P F | P F | P F |
| 6. | P F | P F | P F | P F | P F | P F | P F | P F |
| 7. | P F | P F | P F | P F | P F | P F | P F | P F |
| 8. | P F | P F | P F | P F | P F | P F | P F | P F |
| 9. | P F | P F | P F | P F | P F | P F | P F | P F |
| 10. | P F | P F | P F | P F | P F | P F | P F | P F |
| 11. | P F | P F | P F | P F | P F | P F | P F | P F |
| 12. | P F | P F | P F | P F | P F | P F | P F | P F |
| 13. | P F | P F | P F | P F | P F | P F | P F | P F |
| 14. | P F | P F | P F | P F | P F | P F | P F | P F |
| 15. | P F | P F | P F | P F | P F | P F | P F | P F |
| 16. | P F | P F | P F | P F | P F | P F | P F | P F |
| 17. | P F | P F | P F | P F | P F | P F | P F | P F |
| 18. | P F | P F | P F | P F | P F | P F | P F | P F |
| 19. | P F | P F | P F | P F | P F | P F | P F | P F |
| 20. | P F | P F | P F | P F | P F | P F | P F | P F |
| 21. | P F | P F | P F | P F | P F | P F | P F | P F |
| 22. | P F | P F | P F | P F | P F | P F | P F | P F |
| 23. | P F | P F | P F | P F | P F | P F | P F | P F |
| 24. | P F | P F | P F | P F | P F | P F | P F | P F |
| 25. | P F | P F | P F | P F | P F | P F | P F | P F |
| Number failed: | | | | | | | | |
| Percent failed: | | | | | | | | |

**Note:** Record retest in **R** columns.

# *Decoding C* Fluency Assessment Summary

## Teacher-Observed Two-Minute Timed Individual Checkouts

**Teacher:**

| Student name: | *Lesson range:* Criteria: | 1–10 words 200 | errors 0–4 | 11–20 words 220 | errors 0–4 | 21–30 words 240 | errors 0–5 | 31–40 words 240 | errors 0–5 |
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| 25. | | | | | | | | | |
| **Total not at criteria:** | | | | | | | | | |
| **Percent not at criteria:** | | | | | | | | | |

# *Decoding C* Fluency Assessment Summary

## Teacher-Observed Two-Minute Timed Individual Checkouts

**Teacher:**

| Student name: | Lesson range: Criteria: | 41–50 words 240 | errors 0–5 | 51-54, 56-59 words 260 | errors 0–5 | 61-64, 66-69 words 280 | errors 0–5 | 71-74, 76-79 words 300 | errors 0–5 |
|---|---|---|---|---|---|---|---|---|---|
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| 24. | | | | | | | | | |
| 25. | | | | | | | | | |
| **Total not at criteria:** | | | | | | | | | |
| **Percent not at criteria:** | | | | | | | | | |

# *Decoding C* Fluency Assessment Summary

## Teacher-Observed Two-Minute Timed Individual Checkouts

**Teacher:**

| Student name: | *Lesson range:* | 81-84, 86-89 | | 91-94, 96-99 | | 101-104, 106-109 | | 111-114, 116-119 | |
|---|---|---|---|---|---|---|---|---|---|
| | *Criteria:* | words | errors | words | errors | words | errors | words | errors |
| | | 300 | 0–5 | 300 | 0–5 | 300 | 0–5 | 300 | 0–5 |
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| 25. | | | | | | | | | |
| **Total not at criteria:** | | | | | | | | | |
| **Percent not at criteria:** | | | | | | | | | |

# *Decoding C* Fluency Assessment Summary

## Teacher-Observed Two-Minute Timed Individual Checkouts

**Teacher:**

| Student name: | *Criteria:* | words | errors |
|---|---|---|---|
| | *Lesson range:* | — 121-124 | |
| | | 300 | 0–5 |
| 1. | | | |
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| 25. | | | |
| **Total not at criteria:** | | | |
| **Percent not at criteria:** | | | |