

# Corrective Reading

## Decoding A

### Enrichment Blackline Masters

## Note to the Teacher

The activities in this book reinforce the skills taught in the 1999 edition of the *Corrective Reading Decoding A* program. Each activity provides practice in an essential reading skill, such as

- recognizing the sounds of letters in isolation and in words
- matching and writing letters (referred to as “sounds”)
- discriminating one sound or word from others in a list
- completing words with missing letters
- reading and copying words
- reading words in lists
- reading sentences
- copying sentences

The skills are identified at the bottom of each page.

The materials are designed to be completed as study-time homework assignments. The Blackline Master pages correspond by lesson number to the *Decoding A* lesson numbers. The Blackline Masters should be assigned as homework on the same day that the corresponding lesson is completed at school. The first Blackline Master homework assignment appears at Lesson 11.

Students should be able to complete the homework assignments without any special instructions from the teacher or from a parent. Most exercises parallel those that appear in the regular program. Directions for each exercise appear above the exercise. After you pass out the Blackline Master homework

assignment, read the directions for each exercise aloud to students before they take the assignment home.

New exercises appear for the first time in these lessons:

- 11 Match sounds
- 11 Circle a sound in a row of other sounds (discrimination)
- 11 Match and complete words with missing letters
- 11 Match and copy words
- 11 Match words with pictures
- 20 Home reading of word lists
- 24 Home reading of sentences
- 34 Circle a word in a row of other words (discrimination)
- 38 Circle one of three sentences that describes a picture
- 48 Matching completion: draw the match line before completing the word
- 50 Copy sentences

### Read-At-Home Activities

To provide additional practice in building oral reading fluency, someone at home listens to the student read aloud. This activity begins at Lesson 20. The student reads aloud rows of words. If the student makes no errors in a row, the parent/listener makes a check mark in the box at the end of the row and signs at the bottom of the page. The student brings the signed page to school on the next school day as part of the daily two-page homework assignment.

Starting at Lesson 24 the student reads rows of words and sentences at home. The parent/listener makes a check mark in the box if the student reads all the words in the row or sentence correctly.

Checking Homework

The homework should be checked each day. The most efficient procedure is to conduct a teacher-directed group work check.

- For each activity, identify the part, then read the answers from the annotated answer key beginning on page 111 of this book.
- For exercises that provide practice with single sounds or sound combinations, such as matching and copying sounds and circle-the-sound exercises, refer to each letter or letter combination by its corresponding sound.
- For exercises that require students to fill in the missing letters in words, refer to the letters by their corresponding sounds. (For example: **Cats**. What missing sounds did you write? *t, sss.*)

Homework Chart

Keep a record of the completed homework assignments. A sample Homework Chart appears on page viii. Or you may elect to use the chart that appears in the *Decoding A* workbook lesson instead. Points earned for the homework assignment can be recorded above Box C in the regular workbook point chart that appears at the top of each *Decoding A* workbook lesson.

Points could be awarded as follows:

Completing homework	2 points
0 errors	2 points
1 or 2 errors	1 point
More than 2 errors	0 points

When the read-at-home activities begin at Lesson 20:

Completing the home reading checkout	2 points
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Point System

If you award points for homework assignments, you will need to modify the number of points required in the regular program to earn various letter grades. (For a discussion of points and letter grades, see the discussion under “Awarding and Recording Points” in the *Decoding A Teacher’s Guide*.) An alternative procedure would be to make the points earned for homework assignments separate from those earned in the regular program and to provide special incentives for completing homework.

The Blackline Master homework pages are designed so that students can be successful. Once students learn that they can complete homework successfully, they will be motivated to continue to do so. If the teacher provides positive verbal feedback about completing homework assignments, along with the use of points, students will be encouraged to do well, and their reading performance will continue to improve.

Letter to Parents

A letter explaining the general procedures for homework assignments appears on the following page. This letter should be sent home along with the first homework assignment.

# Dear Parents,

Students are expected to complete homework as part of their reading lessons. The homework activities provide practice in essential reading skills. In the daily homework exercises, students receive practice in the following reading skills:

- recognizing the sounds of letters in isolation and in words
- matching and writing letters (referred to as “sounds”)
- discriminating one sound or word from others in a list
- completing words with missing letters
- reading and copying words
- reading words in lists
- reading sentences
- copying sentences

The homework activities begin after the students have completed Lesson 11 in their regular book at school. The first homework assignment is Lesson 11. Each homework assignment consists of two pages. Starting at Lesson 20, the student will read a list of words to you. The list appears at the bottom of the second page. For each row of words, make a check mark in the box if the student makes no errors in the row.

Starting at Lesson 24, the student will read lists of words and sentences to you. Make a check mark in the box if the student reads all the words in the row or sentence correctly.

Here are the kinds of errors a student could make:

- saying the wrong word or mispronouncing a word
- adding a word
- leaving out a word
- adding an ending to a word (for example, reading “cats” for *cat*)
- leaving off an ending (for example, reading “fin” for *fins*)
- rereading part of a sentence

After the student reads to you, sign at the bottom of the page. The student should bring the two-page homework assignment to school on the next school day.

Remember to be patient. Students who try hard need to know that they are improving. Your assistance each day will help the student improve. The more practice the student receives, the faster the student will become a better reader.

Thank you.

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Group

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