

# Response to Instruction and Intervention: Increasing Reading Success for All Students

Evidence-Based Practices

Part 1: Phonemic Awareness,  
Decoding, Fluency

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## Critical Elements

- Phonemic Awareness
- Decoding
- Fluency
- Vocabulary
- Comprehension
- And
  - Oral Language
  - Background Knowledge
  - Writing

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## Critical Elements

**What      Why      How**

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## Phonemic Awareness - What?

- **The ability to hear and manipulate phonemes (sounds) within words.**
- An auditory skill.
- Segmenting and blending activities have the greatest benefit to reading acquisition. (National Reading Panel, 2000; Snider, 1995)
- Generally, teach blending before segmenting. (Lane & Pullen, 2005)

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## Phonemic Awareness - Why?

- Must be aware of phonemes within words in order to map graphemes onto phonemes. (Ehri & Roberts, 2006)
- Phoneme awareness performance is a strong predictor of long-term reading and spelling success and can predict literacy performance more accurately than variables such as intelligence, vocabulary knowledge, and socioeconomic status. (Gillon, 2004)
- Phonemic awareness activities in kindergarten resulted in word reading gains in first and second grade. (Foorman, Francis, Beller, Winikates, & Fletcher, 1997)

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## Phonemic Awareness - Why

- Phonemic Awareness can help students learn to read and spell.
- The relationship between phonemic awareness and learning to read and spell is reciprocal: having phonemic awareness helps children learn to read and spell; learning to read and spell words by working with letter-sound relationships improves children's phonemic awareness.

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## Phonemic Awareness - How?

- Include phonemic awareness activities in beginning reading programs for students of any age.
- Kindergarten: 10 - 15 minutes a day (Foorman et al, 1997)
- First Grade: (First three months) 10 minutes a day incorporated into phonics instruction
- Intervention: Within intervention program if student reads below 2nd grade level
- All Elementary Grades: Incorporate into spelling instruction.

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## Phonemic Awareness - How?

- Phonemic awareness activities should be:
  1. Few in number.
  2. Explicitly modeled.  
At-risk students need additional explicit instruction.
  3. Supported by concrete materials or gestures.
  4. Designed to include all students.

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## Example A

### ■ Blending Sounds into Words

1. We're going to play a say-the-word game. I'll say the sounds. You say the word.
2. Listen. aaaammmmm
3. What word? *am*
4. (Repeat with other words.)
5. (If time permits, check individual students.)

(Practice: man, sat, ship, trap)

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## Example B

### ■ Segmenting words into sounds - Smooth Segmenting

1. Put your fists together.
2. Get ready to stretch the word.
3. The word is fin. What word? *fin*
4. Stretch it. *ffiiiiinnnn*
5. Shrink it. *fin*
6. (If time permits, check individual students.)

(Practice: sit, list, fish, trip)

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## Example C

### ■ Segmenting Words into Sounds - Separate Segmenting

1. We're going to say the sounds in a word.
2. Fist in the air. Put up one finger for each sound.
3. The word is sat. What word? *sat*
4. First sound? /sss/ Next sound? /aaa/ Last sound? /t/
5. (If time permits, check individual students.)

(Practice: fan, fast, shop, with)

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## Decoding - What?

- The ability to utilize letter- sound (phoneme-grapheme) associations and structural elements to determine the pronunciation.

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## Decoding - What?

- Letter-sound associations
  - √ Consonant and vowel letters
  - √ Consonant combinations including:
    - blends
    - digraphs
  - √ Vowel combinations including:
    - digraphs
    - diphthongs
    - r-controlled vowels
- Decoding of regular, single syllable words

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## Decoding - What?

- Structural elements including:
  - √ Inflectional endings
  - √ Prefixes
  - √ Suffixes
- Decoding of multisyllabic words
- Reading of **irregular words** in which letters don't represent most common sounds
- Reading **decodable text**

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## Decoding Instruction - progression

1. Associating letters and sounds.
2. Blending sounds into words.
3. Reading words to build fluency (accuracy and rate).
4. Segmenting and spelling words.
5. Reading decodable text.

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## Letter-Sound Associations - Why?

- English is an **alphabetic language**.
- Students with letter-sound associations perform better. (Juel, 1991)
- Students benefit from early, systematic introduction to letter-sound associations.  
  
"Phonics instruction provides the biggest impact on growth when begun in kindergarten or first grade before children have learned to read independently."  
(National Reading Panel, 2000)
- Good readers rely primarily on the letters in a word rather than context or pictures to identify/pronounce familiar and unfamiliar words. (Ehri, 1994)

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## Letter-Sound Associations - Why?

- Reexamining the THREE CUEING SYSTEMS
  - √ **Primary System**  
Phonological cueing system  
(*Letter-sound associations*)
  - √ **Confirmation Systems**  
Syntactical cueing system  
(*Word-order*)  
Semantic cueing system  
(*Contextual meaning*)

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## Letter-Sound Associations - How?

- Utilize a well-organized, **systematic sequence** to introduce the most common letter-sound associations.
  - Easy to difficult. (Example: single vowel letters before digraphs)
  - High frequency before low frequency letter-sound associations.  
(Example: m, a, f BEFORE j, x and z)
  - Separate easily confused letter-sound associations.  
(Example: e and i, n and m, b and d)
- Provide **explicit instruction** (rather than implicit instruction) to introduce letter-sound associations.
- Differentiate between continuous and stop sounds.  
**Continuous Sounds -**  
**Stop Sounds -**

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## Letter-Sound Associations - How

- Teach letter-sound associations to a high level of **mastery**.
- Provide **cumulative review**.
- **Brief Introduction - Eternal Review**

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## Example

### Teaching Letter-Sound Associations

sat

1. (Point to example word.) This word is sat .
2. (Point to the underlined grapheme.) This sound is /aaaa/.
3. What sound? /aaaa/

OR

a

1. (Point to the isolated grapheme.) This sound is /aaaa/.
2. Say the sound with me. /aaaa/
3. What sound? /aaaa/

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## Decoding of regular words - Why?

- Decoding is **necessary** though not sufficient for comprehension.

*“There is no comprehension strategy powerful enough to compensate for the fact you can’t read the words.”*  
(Archer, 2008)

- **Ability to blend** individual sounds into recognizable words is a critical component of reading. (Beck, 2006)
- **Diverse learners** must be encouraged to look carefully at spelling and sounds and to repeatedly sound out and blend words. (Reitsma, 1983)

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## Decoding of regular words - Why?

- That **direct instruction in alphabet coding** facilitates early reading acquisition is one of the most well established conclusions in all of behavioral science. (Stanovich, 1994)
- “Systematic phonics instruction produced significantly **greater growth** than non-phonics instruction in younger children’s reading comprehension.” (National Reading Panel, 2000)

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## Decoding of regular words - Why?

- First graders’ decoding ability continues to be a **major factor in comprehension** as students progress through the grades. (The Connecticut Longitudinal Study)
- Poorly developed word recognition skills are the most pervasive and debilitating source of reading **challenges**. (Adams, 1990; Perfetti, 1985; Share & Stanowich, 1995)
- The ability to decode **long words** increases the qualitative differences between good and poor readers. (Perfetti, 1986)

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## Decoding of Regular Words - How?

- As soon as a **sound** is learned, incorporate the sound into **words**.
- **Model blending** of sounds into words.
- Provide an adequate amount of **practice** on decoding words to build word fluency.
- **Preteach difficult to pronounce words** before passage reading.

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## Decoding Strategy for Short Words

1. **Say the sounds.**
2. **Say the sounds fast.**
3. **Say the word.**
4. **Ask yourself**  
**Is it a real word?**  
**Does it make sense?**

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## Example A - Sound by Sound Blending

Sounding Out VC, CVC, CVCC, CCVC words

**mom top shop dot**

1. (Write the first letter on the board.) What sound?
2. (Write the second letter on the board.) What sound?
3. (Move your hand under the two letters.) Blend it.
4. (Write the third letter.) What sound?
5. (Move your hand under the letters.) Blend the sounds.
6. What word?

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## Example B - Continuous Blending (Modeling)

Sounding Out VC, CVC, CVCC, CCVC words

**sip fit lip tip rim**

1. When I touch a letter, I'll say its sound. I'll keep saying the sound until I touch the next letter. I won't stop between sounds.
2. My turn to sound out this word. (Touch under each letter and say the sound. Hold continuous sounds. Say stop sounds quickly. Don't stop between sounds.)
3. Sound out this word with me. (Touch under each letter.)
4. Your turn. Sound out this word by yourselves. (Touch under each letter.)
5. What word? (Glide your finger under the word.)

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## Example B - Continuous Blending (Guided Practice)

### Sounding Out VC, CVC, CVCC, CCVC words

1. When I touch a letter, say its sound. Keep saying the sound until I touch the next letter. Don't stop between sounds. (Touch under each letter.)
2. What word? (Glide your finger under the word.)

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## Example C

### Sounding Out Words with Letter Combinations

rain train paint sail seal

#### Pre-correction Procedure

1. (Point to the underlined letters.) What sound?
2. (Point to the word.) What word?
3. (Have students reread the list without the pre-correction.)
4. (Have individual students read the words or have them read the words to their partner.)

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## Example D - CVCE words using rule

### Decoding CVCE words

bake rate rat brake mane man

1. An e at the end of a word tells us to say the name of this letter. (Point to the vowel letter.)
2. (Guide students in applying the rule.)
  - a. Is there an e at the end of this word?
  - b. (Point to the vowel letter.) So do we say the name or the sound of this letter?
  - c. What is the name of this letter?
  - d. (Point to the word.) What word?

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## Example D - CVCE words - Sound Blending

like mine fit fine

1. (Point to the first letter.) What sound?
2. (Point to the vowel and final e.) What sound?
3. (Point to the consonant.) What sound?
4. (Glide finger under the word.) Blend it.
5. What word?

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## Example E - Decoding Words with Onset Rime

1. (Point to rime.) What part? **an**
2. Get ready to read words that end with **an**.
3. (Point to new word.) What word? **ran**
4. (Point to next word.) What word? **fan**
5. (Continue with additional word.) **man Stan  
tan pan fan plan ban can Jan**

- Note: Reading “word families” is an excellent way to build word reading fluency. Practice the “word family” until students are very fluent. Use choral reading and partner reading.

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## High frequency rimes (phonograms)

-at	-ell	-it	-ot	-ug
-an	-eat	-in	-op	-ump
-ap	-est	-ill	-ock	-unk
-ack		-ip	-oke	-uck
-ail		-ice	-ore	
-ain		-ine		
-ake		-ide		
-ale		-ick		
-ame		-ing		
-ash		-ink		
-ate		-ight		
-aw				
-ay				

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## Decoding - Providing Additional Practice and Cumulative Review

**#1 Encoding/Spelling:** On a daily basis, dictate words that students have sounded out.

- a) Teacher says the word.
  - b) Teacher says the word in a sentence.
  - c) Students repeat the word.
  - d) Teacher and students put up one finger for each sound in the word. OR Teacher and students put up one finger for each part of the word.
  - e) Students say the sounds/parts to themselves as they write the word.
- Feedback**
- f) Teacher writes the word on the board or overhead. Students compare their word to model.
  - g) If a student has made an error, the student crosses out the word and rewrites the word.

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## Decoding - Providing Additional Practice and Cumulative Review

### #2 Word Transformations

- a) Provide a “starter word”. Have students write it on their slate.
- b) Say another word that is one letter different than previous word. Have students form the new word.
- c) Continue dictating a progression of words, each word different from the previous word by one letter by inserting, substituting, or deleting.

**at, hat, bat, sat, sit, pit, it, in, an, fan, tan**

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## Decoding - Providing Additional Practice and Cumulative Review

1. name safe take
2. same Sam pane
3. mate pan rack
4. rake mat flame
5. gate cane can

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## Decoding - Providing Additional Practice and Cumulative Review

### # 3 Games/Activities requiring little preparation

#### Ten Second Rapid Read

After a list of words has been read, have one student whisper-read words for 10 seconds to his/her partner. As the student reads, the partner counts the number of words read. Have students switch roles.

#### Team Read

Divide the students into teams having the same number of "Players". Have the students line up. When you say go, have students read the words in order. When they complete the list, have them raise their hands. First team done is the winner.

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## Decoding - Providing Additional Practice and Cumulative Review

### # 3 Games/Activities requiring little preparation

#### Cross-out Game

Have students circle three words on his/her word list. Be sure that the students do not show classmates their circled words. Read any word from the word list. Have students locate and cross out the word. Continue reading words from the list in random order. The winner of the game is the person whose circled words are crossed out first.

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## Decoding Strategy for Long Words

1. Say the parts.
2. Say the parts fast.
3. Say the word.
4. Ask yourself

**Is it a real word?**

**Does it make sense?**

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## Decoding of Multi-syllabic words

- Rather than using rigid, rule-directed syllabication to divide words into parts, students are taught to recognize the parts in a flexible manner. (Archer et al. 2003, 2006; Bhattacharya & Ehri, 2004)
- Putting words into “decodable chunks” using prefixes, suffixes, and vowels should be stressed. (Archer et al. 2006)

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## Example A

### Decoding of Multisyllabic Words (Loop, Loop, Loop Strategy)

(Preparation: Segment the word into decodable chunks. Be sure that prefixes and suffixes are separate parts. Draw loops to segment the words.)

**instruction commitment remarkable**

1. (Move finger under the first part.) What part?
2. (Repeat for remaining parts.)
3. (Move finger quickly under the parts.) What part? What part? What part?
4. What word?
5. Is that a real word?

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## Example B - Decoding of Multi-syllabic Words - Strategy

### REWARDS Strategy

1. Circle the prefixes.
2. Circle the suffixes.
3. Underline the vowels.
4. Say the parts of the words.
5. Say the whole word.
6. Make it a real word.

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## Fluency - What?

- The ability to effortlessly read words accurately and quickly.
- The ability to read connected text accurately (**accuracy**) with appropriate rate (**rate**) and expression (**prosody**). (Judson, Mercer, & Lane, 2000)

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## 2005 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal completed an extensive study of oral reading fluency in 2004. The results of their study are published in the technical report, "Oral Reading Fluency: 90 Years of Measurement," ([http://uoregon.edu/tech\\_reports.htm](http://uoregon.edu/tech_reports.htm)), and in the article, "Oral Reading Fluency Norms: A Valuable Assessment Tool..." in the April 2006 issue of *The Reading Teacher* ([www.reading.org/publications/journals/RT/](http://www.reading.org/publications/journals/RT/)).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students who score 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

**Average weekly improvement** is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

## Factors Effecting Fluency (rate)

1. Proportion of words in text that are recognized as **"sight words"**.  
Sight words include any word that readers have practiced reading sufficiently often to be read from memory." (Ehri, 2002)
2. **Speed of decoding strategies** used to determine the pronunciation of unknown words.
3. **Speed** with which **word meanings** are identified.
4. **Speed** at which **overall meaning** is constructed.

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## Fluency (rate) - Why?

- Fluency is related to **reading comprehension**. (Cunningham & Stanovich, 1998; Fuchs, Fuchs, & Maxwell, 1988; Jenkins, Fuchs, Espin, van den Broek, & Deno, 2000)
- When students read fluently, decoding requires **less attention**. Attention can be given to comprehension. (Samuels, Schermer, & Reinking, 1992)
- National Assessment of Educational Progress (NAEP) found that nearly half of American 4th graders had not achieved a minimal level of fluency in their reading, which was associated with significant difficulties in comprehension when reading silently. (Pinnell et al., 1995)

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## Fluency - Why?

Accuracy and Rate

- Laborious decoding and low fluency results in **little reading**. (Moats, 2001)
- An accurate, fluent reader will read more. (Cunningham & Stanovich, 1998; Stanovich, 1993)
- **The rich get richer. The poor get poorer**. (Stanovich, 1986)

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## Fluency - Why?

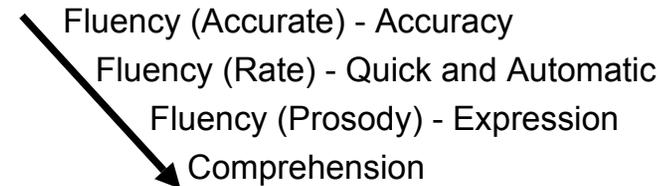
### Accuracy and Rate

- Fluent readers **complete assignments** with more ease.
- Fluent readers will also perform better on **reading tests**.
- Fluency is a **critical component** of reading instruction.  
(Chard, Vaughn, & Tyler, 2002; Kuhn & Stahl, 2000; National Reading Panel, 2000)

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## Fluency - Why?

- The **prosody component** of fluency (expression and phrasing) directly connects to comprehension. (Dowhower, 1987, 1991; Schreiber, 1980, 1987, 1991; Schreiber & Read, 1980)



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## Fluency (Rate) - How?

**PRACTICE PRACTICE  
PRACTICE PRACTICE  
PRACTICE and more  
PRACTICE**

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## Fluency (Rate)

**Procedure #1. Provide extensive reading practice.** Utilize procedures such as augmented silent reading, choral reading, cloze reading, and partner reading.

**Procedure #2.** Encourage **wide independent reading**.

**Procedure #3. Provide repeated reading practice at the word level.** When reading word lists, have students reread word lists until competent.

**Procedure #4. Utilize repeated reading exercises in passages to increase fluency.** (Chard et.al, 2002)

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## Fluency - How?

- Use reading procedures in class that promote maximum practice for all students (e.g., choral reading, cloze reading, partner reading).
- (See Example Passage Reading Procedures)

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## *Passage Reading - Silent Reading*

### **Silent Reading (Or Whisper Reading)**

- Pose pre- reading question.
- Tell students to read a certain amount and to reread material if they finish early.
- Monitor students' reading. Have individuals whisper-read to you.
- Ask question posed before reading.

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## *Passage Reading - Echo Reading*

- **Echo Reading**
  - Teacher reads a word, phrase or sentence.
  - Students “echo” read the word, phrase or sentence.
  - Useful for building fluency and expression.
  - Needs to be faded as students grow in reading skills.

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## *Passage Reading - Choral Reading*

### **Choral Reading**

- Read selection with your students.
- Read at a moderate rate.
- Tell your students, “Keep your voice with mine.”  
(You may wish to have the students pre-read the material silently before choral reading.)

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## Passage Reading - Cloze Reading

### Cloze Reading

- Read selection.
- Pause on “meaningful” words.
- Have students read the deleted words.

(Excellent practice for reading initial part of a chapter or when you need to read something quickly.)

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## Passage Reading - Individual Turns

### Individual Turns

- Use with small groups.
- Call on an individual student.
- Call on students in random order.
- Vary the amount of material read.

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## Passage Reading - Partner Reading

**Reader** whisper reads to partner.

**Narrative:** Alternate by word, sentence, page, or time (5 minutes).

**Informational Text:** Alternate by paragraph.

**Coach** corrects errors.

Ask - *Can you figure out this word?*

Tell - *This word is \_\_\_\_\_. What word? Reread the sentence.*

**Alternatives to support lowest readers**

1. Students read the material together.
2. First reader (better reader) reads material. Second reader reads the SAME material.
3. Lowest readers placed on a triad.
4. Before reading, students can say ME (I will read.) OR WE (Please read with me.)

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## Fluency (rate) - How?

### Repeated Reading

- Student reads the same material a number of times (at least three)
- General procedure
  1. **Cold-timing** (one minute timing without prior practice)
  2. **Practice** (rereading of material to increase fluency)
  3. **Hot-timing** (one minute timing)
- Often coupled with the following interventions
  - Modeling done by teacher or listening to tape
  - Self-monitoring of progress through graphing

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# Fluency - How?

## Small Group Procedure

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### 1. Cold-timing

- Time the students for one minute as they whisper read.
- Have them underline difficult words and circle the last word read.
- Have them determine the correct number of words read.

### 2. Accuracy-Practice

- Chorally read the material with your students.
- You may select to do this more than one time.

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# Fluency - How?

## Small Group Procedure (Continued)

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### 3. Fluency Building - Practice

- Have students whisper-read as you time them for one minute.
- Students should try to read beyond cold-timing.

### 4. Hot-timing

- Have students exchange papers with their partners.
- Have the first reader read for a minute as the partner underlines any errors and circles the past word.
- Repeat the same step with the second reader.
- Have partners determine the number of correct words read for their partner.
- Have students graph their cold and hot timings.

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