

# Teaching Progression #18

**Introducing reading words just the fast way.  
(internalizing the alphabetic process,  
leading up to fluency and automaticity)**

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- a. Sounding out, pause, say it fast.
- b. Think sounds first, say it fast out loud.
- c. Re-read the list of words the fast way
- d. Read some words listed and in story the fast way.

# Teaching Progression # 18a

## Sounding out and delayed reading the the word the fast way

- (Touch the box). Teacher says: **Sound it out. Get ready.** (slide finger along the line and touch each letter as the children say the sounds)
- What word? **“mat”**
- Teacher says: **yes, the word is “mat”.**
- (Touch the box) teacher says: **Get ready to read the word the fast way. Don't sound it out, just say it fast.** I'm going to count to five. See if you can remember the word. 1,2,3,4,5, **Get ready** (slash to the end of the arrow.) **mat.**
- **Yes, mat. good reading.**

Repetition Timeline:  
About 100 lessons

# Teaching Progression # 18a

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- Sounding out
- And delayed



reading the fast way.

# Teaching Progression # 18b

Reading words the fast way, without sounding out. (think time rehearsed, say it fast)

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- (Touch the box) teacher says: **You're going read this word the fast way. I'm going to touch each sound. Don't say the sounds out loud, just THINK about what you are going to say.** (pause under each sound)
- Now, teacher says: **read it the fast way, get ready.** (slash from the box to the end of the arrow then go back to the box")
- **Yes, not!**

Repetition timeline:  
About 100 lessons

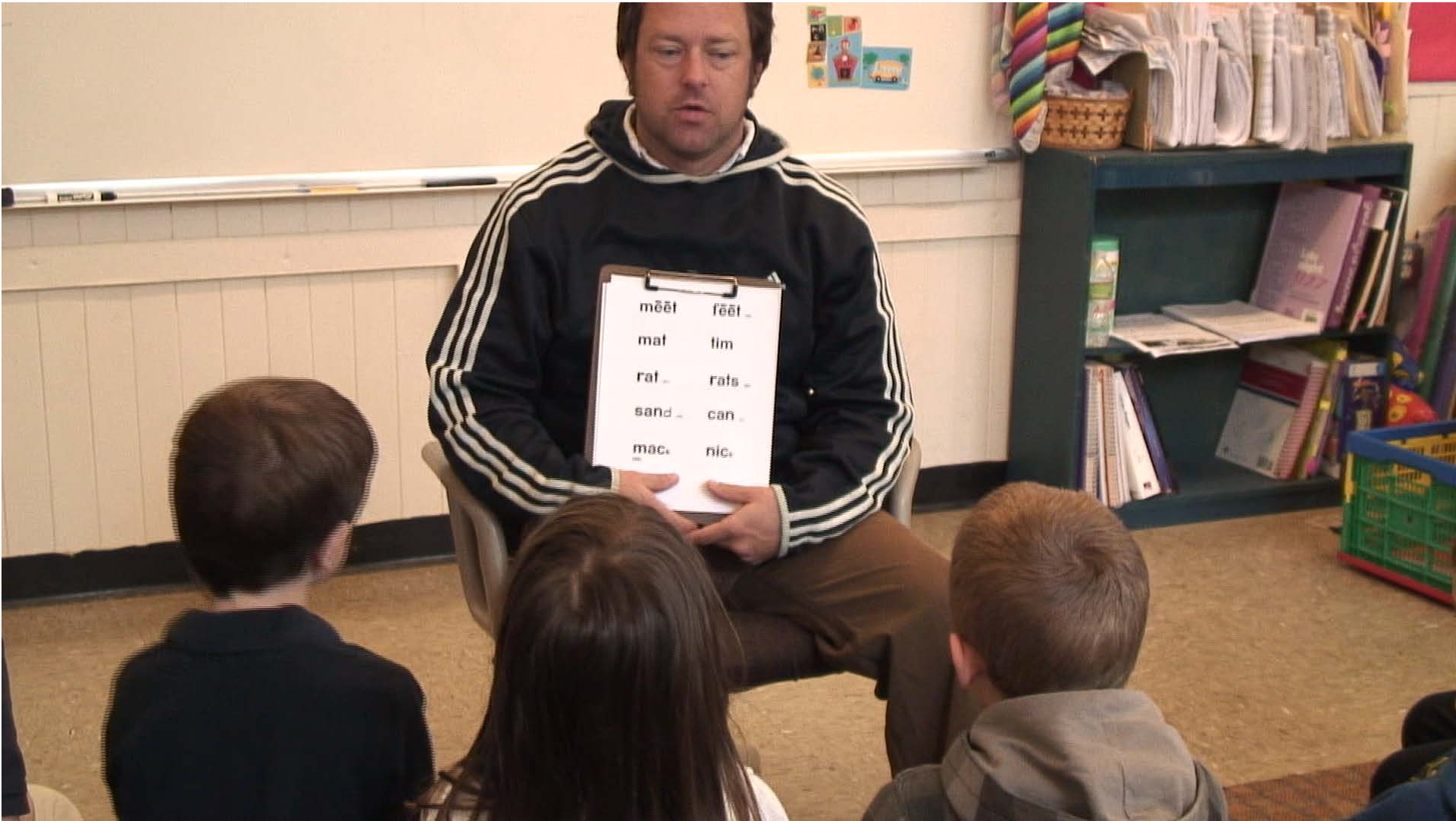
# Teaching Progression #18b

**Slowly, think the sounds,  
then say it fast**

5

■ not

■ man



## Teaching Progression # 18c-

**Re-read a list of words the fast way, after sounding each one out slow and saying them fast. (go back for whole list.)**

- 1<sup>st</sup> time – students sound out each word on list and then say it fast.
- Go back to top of list
- 2<sup>nd</sup> time- students read each word the fast way with some think time for each word.
- Have students do list again the fast way, but in random order.

Repetition timeline:  
About 100 lessons

# Teaching Progression # 18 d

Read a list of words just the fast way.

- Teacher says: **Get ready to read the words on this page the fast way.** (*touch the box for the first word*)
- **Get ready** (pause,) **think** (*slash*)
- **Yes, lick.**
- **Next word, get ready-** (pause) **think,** (*slash*).
- **Next word, get ready-** (pause,) **think,** (*slash*).



# Teaching Progression 18d

## Video Demonstration- Read words in a list the fast way

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# Teaching Progression # 19

## First irregular words

# What is an irregular word?

Partially Non-decodable words taught as

*“outlaw words”*

*“rule-breakers”*

*Phonetic skills can still be useful*

# Irregular Words taught in first year instruction –(see list)

Teacher says: **Sound out this word.**

**Get Ready-** *(move finger under each sound)*


Students say: **sssaaaaaiiiid**. That's how we sound out the word. Is that a word that you know? No, that is not a word. That word is "said" That is how we say the word, "said"

How do we say that word? Yes, said.

said



is



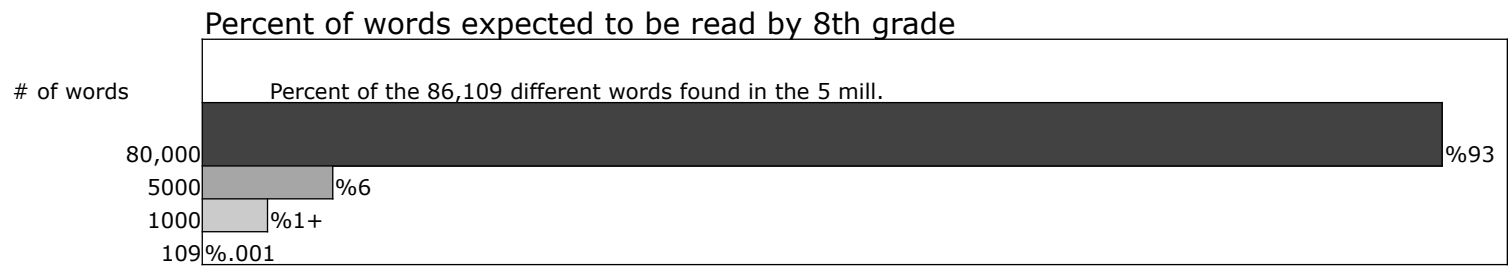
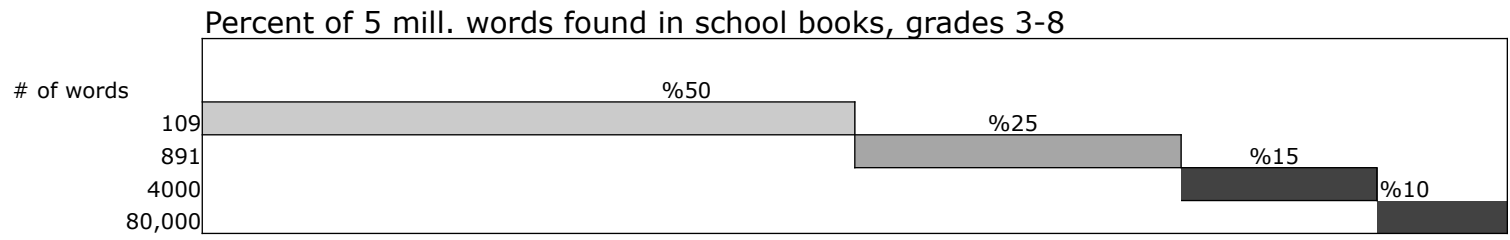
Some high frequency,  
irregularly spelled words.

- was, said, is, of, the, giv<sub>e</sub>, to,
- talk, walk, do, you, liv<sub>e</sub>, they, other, mother,  
brother,
- come, some, love, your, t<sub>o</sub>uch, from,
- he<sub>a</sub>d, bre<sub>a</sub>d, what, ther<sub>e</sub>, wher<sub>e</sub>

# Accuracy first, then fluency

- Requires visual accuracy of details.
- Eye movements and use of eyes must be learned. (what is noticed in printed details)
- Visual attention to details of words for small distinctions must be learned.  
Letters and common letter patterns
- Comprehension requires a high level of accuracy.  
(see word frequency chart)
- Fluency is accurate reading of words with less and less think time.

## Word Frequency Count



cited in: M. Adams, *Beginning To Read, Thinking and Learning about Print* (1990) pg. 160  
 Carroll, Davis, and Richman (1971)

# Teaching Progression # 20

## Read all the words in a story the fast way. Fluency

Teacher: **Everybody, get ready to read the words in the story the fast way. Hold your books right and touch the first word.**

Teacher: **When I say, “What word”, you say the word. And then touch the next word.**

**Get ready.** (pause for think time) **What word?**  
(clap) **Touch the next word.**

(pause, for think time) **What word?** (clap) **Touch**

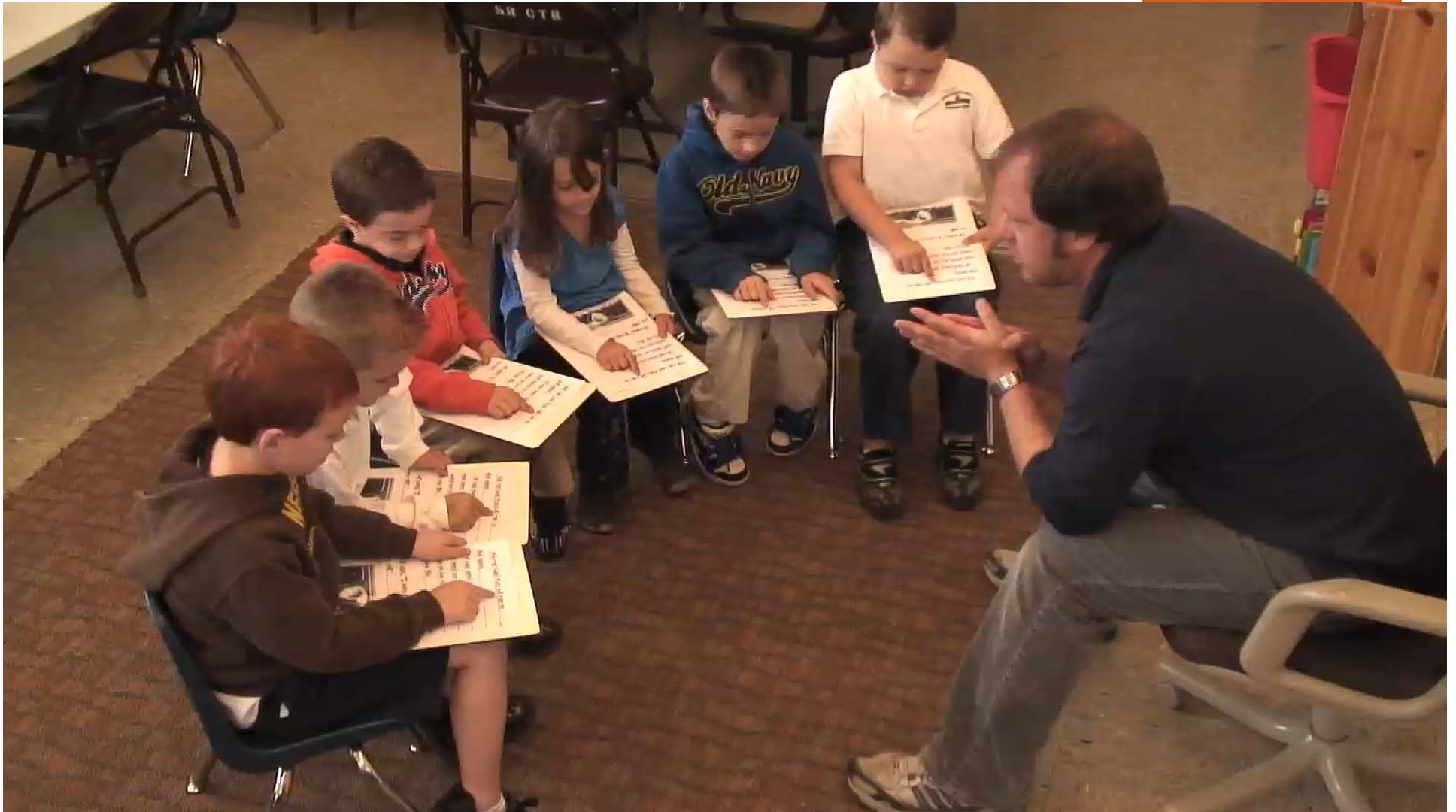
(Each lesson, provide a little less think time)

Repetition timeline: About 52 lessons

# Teaching Progression #20

**Video Demonstration- Reads words in a story the fast way.**

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# Sample story for fluency

## going to the toy shop

a boy and his mother went to a toy shop. they went to get toys. the boy said, "I like toys. I like big toys."

his mother said, "I do not like big toys. so we will get little toys."

the man in the toy shop said, "we have a lot of toys. we have toys for boys. we have toys for girls. and we have toys for dogs."

the boy said, "I am not a dog, I am a boy. and I like big toys." (to be continued)

# “Self-Teaching” drives fluency and automaticity

- Phonological skills are primary and built in, but can be strengthened
- Visual skills are secondary and must be learned.
- There are too many words to memorize, decoding is too slow and there are always new words to learn.
- Lots of words come infrequently, and they carry the heaviest load of meaning. (see chart on Word Frequencies)
- There are still irregular pieces and many, many rules in English words.
- The phonological processor drives the whole process and acts as a self-teaching mechanism. (David Share)

## The final solution to the puzzle?

At some point, fluent reading of words finally becomes automatic.

- At this point, reading appears to be as natural as listening. Hardly any conscious attention, or thought, appears to be given to structure of words and most attention is given to meaning.
- Word recognition becomes a separate modular operation, driven by the speech module. The automatic process, at some point, kicks in.
- The same part of the brain that processes speech automatically also does the same thing for reading.
- IF the decoding process has been sufficiently learned, both visual and phonological aspects, automaticity kicks in.
- This gives beginning reading a huge importance. Readers should not be struggling at this point with appropriate of text.

# Why fluency and Automaticity?

- The bridge between word recognition and comprehension.
- A good reader needs to devote most of his/her thinking to comprehension.
- Decoding must be over-learned to require little thinking for recognizing words. It should become easy.
- Struggling with the words will detract from thinking about comprehension.

# Fluency and automaticity

*“The ability to read and comprehend depends upon rapid and automatic recognition and decoding of single words and slow and inaccurate decoding are the best predictors of difficulties in reading comprehension” (up to grades five or six?)*

-Ried Lyon (1995)

## Choices about what kind of text to use during this early stage becomes important.

1. Use words from the most frequently used in a child's speaking vocabulary, or stored lexicon?
2. Use a more contrived phonetically controlled vocabulary that only uses decodable words?
3. Use samples from children's literature to enhance a child's language skills.

*Advantages and disadvantages of each.*

*How will word recognition skills be taught in each option?*

# A 4<sup>th</sup> option, used in many intensive programs.

## a variation on #2

Controlled vocabulary with expanded use of alphabet supports provides larger variety of vocabulary with more spelling variations for a more interesting text and larger reading vocabulary.

Only introduce words with letters and letter combinations that have previously been taught. (prevents graphic reading)

Progressively introduce more complicated words as the students master the accumulation of easier combinations.



# Teaching Progression # 21

- Increase fluency rate and comprehension.
- (16 - 40 wpm)



a pig and a man sat nēar  
a lākē in the snōw. the pig  
said, “I am cōld.”

the man said, “I gāvē you  
a cōat.”

the pig said, “that cōat  
was ōld. so I gāvē that cōat  
to the rat.”

the man said, “tākē this  
cōat. I will gō to the stōrē  
fōr mōrē cōats.”

# Fluency Check

Introduce after mastering about 105 lessons

## One-Minute Timings

### 0-2 Mistakes

Lesson	Words Per Minute	Time/Errors	Date
108	16	/	
About 109	18	/	
About 110	22	/	
About 115	25	/	
About 120	22	/	
About 125	30	/	
About 130	36	/	
About 135	37	/	
About 140	37	/	
About 145	36	/	
About 150	38	/	
About 155	40	/	
About 160	38	/	

## Second Year (1<sup>st</sup> grade) of Instruction:

- 22. Phase out alphabetic alterations
- 23. Read words with initial consonant blends – backward build-ups.
- 24. Add new vowel combinations and subtle irregularities-no marks.
- 25. Distinguish between long and short vowels with silent e.
- 26. Read more two-syllable words.
- 27. Learn the names of letters, randomly and in order.
- 28. Learn capital letters and use.
- 29. Spell new words orally.
- 30. Increase reading vocabulary
- 31. Read longer and more complicated fiction and nonfiction.

# Comprehension and vocabulary with two kinds of language

- Spoken language= natural sources  
Speaking and listening. (see Overview, pgs. 1-4)  
Dominant at the early stages of reading  
Large variation among young children.
- Written language= printed, unnatural sources  
reading and writing  
Can become dominant with advanced reading skills.  
Largely influenced by background knowledge and volume reading
- Both develop at different rates with different kinds of learning. (see Anita Archer ppt. on vocabulary available from [carthur@teleport.com](mailto:carthur@teleport.com)) see Overview.

## When comprehension becomes the primary reading goal, the following strategies are valuable:

- monitoring comprehension,
- using graphic and semantic organizers,
- answering questions,
- generating questions,
- recognizing story structure,
- and summarizing.

**In Summary,** effective reading comprehension requires the ability to-

- Read words accurately, fluently, easily.
- Draw on oral vocabulary and background knowledge for a given text,
- Correctly understand the meaning of individual words, phrases and sentences, and
- apply cognitive and comprehension skills to build full meaning of text.

Weaknesses in any of these areas will result in weak reading comprehension.



## Sample of end of first year (K.) instruction

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### Pam and the Gold Robber

Pam liv<sub>e</sub>d on a ship that had a shop. A robber had a plan to tak<sub>e</sub> the gold that she had in her shop. The robber did not kn<sub>o</sub>w that Pam's gold was not in a big lump.

The robber cam<sub>e</sub> to Pam's ship in a littl<sub>e</sub> bo<sub>a</sub>t. He got into Pam's shop.

As the robber hunted for gold, he said, "I see sacks and rocks and clocks, but I don't see gold."

Just as he was le<sub>a</sub>ving, two cops grabbed him. Lat<sub>e</sub>r, the cops ask<sub>e</sub>d Pam, "Can you show us how you hid<sub>e</sub> the gold?"

## Sample of end of second year (1<sup>st</sup> grade) instruction

### The Bragging Rats

The pack had to listen to a lot of arguing that evening, But the next day, they put on another hiding contest. That contest was a lot like the first contest except that the other rats waited four hours before they found the bragging rats.

And, of course, they found Moe and Mike at exactly the same time.

Do you know that those hiding contests are still going on? It's true. Whenever the pack can't stand Mike and Moe any more, they ask them who is the best hider. For the next few hours, the bragging rats are quiet and all the other rats are very happy.

# Summarizing: How do good readers read ?

Good readers:

- do see all details
- can decode words and non-words quickly and accurately.
  - have knowledge and familiarity of word construction and spellings (letter patterns)
  - have good sensitivity to individual sounds in spoken language
- can refer to context to determine meanings when necessary.
- Have a large knowledge base.
- All done quickly and without much effort.
- Recognizing this has made the reading puzzle even more difficult to solve and understand.
- The solution must be able to explain all of this.
- It's in the neurological pathways. 😊

## Conclusions for what needs to be taught in the first two years

- Learn alphabet letters in detail. (shapes and sounds)
- Learn alphabetic principle- the letters and phonemes work.
- Learn detailed word constructions.
- Use knowledge from oral language to help identify words and comprehend.
- Become accurate and fluent.
- Learn wide applications to comprehend a variety of connected text.

# Teaching Beginning Reading is getting these skills started right

- Start teaching phonemic skills with what is already known in speech, connecting the act of speech to sounding out words. (blending)
- Teach shapes of letters and how they represent sounds in speech from large to small, from simple to complex, in context of words and connected text.
- Accumulate little by little and **apply to meaningful continuous texts** little by little as soon as possible.
- Teach to mastery as learners progress through each level of new difficulty and complications of content.

## Conclusion

- Learning to read is not natural. For most children, it takes very specific procedures and careful teaching.
- Some children have more difficulty than others and need it all explicitly laid out.
- Researchers have established that the largest difficulty in learning to read is due to the “phonological nature of reading” \*

\* Scientific Studies of Reading, Vol 1, #3, 1997

## The importance of a successful beginning

- Consequences of early success. (What reading does for the mind, K. Stanovich)
- Consequences of a delayed start and failure in the first two years. (The Matthews effect)
- Chances of crippling difficulties being prevented?  
A window of opportunity?  
An Increased degree of intensity and explicitness at the early stage for some may be necessary.

## Predictors of reading difficulties

- Knowledge of the alphabet and skills with phonemic awareness
- First grade word recognition skills.
- 74% of poor readers in third grade remained poor at least through ninth grade
- Most poor readers do not catch up



## Success levels

- NAEP results have been very consistent in the last 30 years –  
About 60% of fourth graders meet the national standard.
- Oregon fourth grade NAEP results are similar but is 39<sup>th</sup> in comparison to other states. It also has the largest achievement gap between highs and lows.
- Oregon state test: 70% of third graders meet
- About half of all special education children are learning disabled in reading.
- In early grades, word recognition is the problem.

## Why learning to read is difficult for some.

- Possibly the most important reason is due to neurological weaknesses in the phonological process. (nature)
- Weaknesses in a much broader range of language, general knowledge, oral vocabulary and pre-reading skills due to poor language development, many times on top of phonological weakness. (nurture)
- Weakness in instruction for children with or without these problems.

See website, introduction page, “How Psychological Science Informs the Teaching of Reading.” Rayner, Foorman, Perfetti, Pesetsky and Seidenberg. 2004.

# The Sources of Reading Difficulty and Failure

- Learning decoding skills is what makes reading in English difficult.
- How well children learn these skills in the first year of instruction are the best predictors of reading difficulty.
- Due to weak neurological functions, the phonological part is what causes most children to fail and continually to have difficulty reading. (fMRI)
- **This can be strengthened if taught correctly and early.**
- **Thus, reading difficulties can be prevented.**
- **This gives early learning an even greater importance.**