

CHAPTER



Sight-Word Reading

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In sight-reading exercises, the students do not sound out words vocally, but say them at a normal rate. Sight-word reading¹ is introduced in the word-list exercises. Students initially sight-read several words they sounded out earlier in the lesson. The number of words in sight-reading exercises increases gradually until the students sight-read all of the words in a list.

Sight-reading words in passages follows the same pattern as sight-reading words in lists. Initially, students might sound out a 10-sentence story, then sight-read one of the sentences. The number of sentences a student sight-reads increases gradually until he or she can read the entire story by sight-reading.

Sight-Reading in Word Lists

Sight-reading in word lists may be introduced when students can consistently sound out a set of four

1. We use the term *sight-word reading* to refer to the reading of *regular* words (as well as some irregular words) without sounding out the words orally. In contrast, some beginning reading approaches use the term to refer exclusively to the reading of *irregular* words.

CVC words that begin with continuous sounds without an error.

Introducing Sight-Reading in Lists

Two formats—an introductory format and a practice format—can be used to teach sight-reading. The introductory format (see Table 9.1) is designed to teach students to sound out a word to themselves (subvocally), then say it out loud at a normal rate. This format begins with the teacher modeling how to sound out words subvocally, then say the words out loud at a normal rate. The model is followed by a step in which the teacher instructs the students to sound out words to themselves (as the teacher points to the sounds), then say the words out loud at a normal rate. This step is very important, especially for instructionally naive students. It overtly shows them what to do in sight-reading exercises. Without this step, some more passive students might not sound out words but rely on guessing. The format is presented daily until the students are able to respond correctly to all words on the first trial for two consecutive days. Then a sight-reading practice exercise where the students practice sight-reading without any teacher prompting replaces the introductory format.

Table 9.1 Format for Introducing Sight-Reading Words

<i>Teacher</i>	<i>Students</i>
Teacher writes on board: sat, mud, fit, sad.	
<ol style="list-style-type: none"> 1. Teacher models. <ol style="list-style-type: none"> a. "You are going to read these words without saying the sounds out loud." b. "My turn. Watch my mouth. I'll say the sounds to myself, then I'll say the word." Teacher points to the first word, moving lips and whispering each sound as she points to each letter. After saying the sounds subvocally, she says "What word?", signals, and says the word "sat." c. Teacher models with one more word. 2. Teacher tests group on all the words. <ol style="list-style-type: none"> a. "Your turn." Teacher points to left of first letter. "As I point to the letters, sound out this word to yourselves." Teacher loops from letter to letter touching under each continuous sound letter for about one second. "What word?" (Signal.) b. Teacher repeats step 2(a) with remaining words in list. Teacher presents the list until students correctly identify all words. 	<p>Students sound out words, whispering sounds. "Sssaaat."</p> <p>Students say word at normal rate. "Sat."</p>

Practicing Sight-Reading in Lists

Table 9.2 contains the format for practicing sight-reading in word lists. In this format, the teacher tells the students to sound out the words to themselves, then say the word the fast way out loud when the signal is given. The students read the list of words at least two times. The goal of the first reading is to have students identify each word within 3 seconds. The goal of the second reading is to have students identify each word with only a 2-second pause.

Critical Behaviors

A critical teaching behavior is deciding how long a pause should be given to enable the students to figure out a word. The goal of the first reading of a list is to enable the students to respond to each word with no more than a 3-second pause before the signal. Some students may need longer than 3 seconds to sound out a word. During the first several weeks, up to 5 seconds can be allowed to let the students figure out a word. After 5 seconds, the teacher should give the signal for the students to respond, even if it appears that not all students have figured out the word. Allowing the students too much time may inadvertently reinforce student indecisiveness.

Some students take a long time to figure out a word because they start to sound it out, say 1 or 2 sounds to themselves, then stop and start over again. Allowing too long a period may inadvertently show students that this behavior is acceptable. Remember, the teacher can usually determine what a student is doing by watching the student's mouth.

If any student in the group needs more than 3 seconds to figure out a word in a list, the teacher should provide extra practice. This is done by either returning to the beginning of the list or returning four words earlier in the list, whichever is less, and representing the words. When the words are represented, the students receive extra practice. The extra practice is critical to enabling the students to develop adequate fluency.

A problem with repeating a set of words several times is that the students may memorize the words on the page according to their position. If the teacher covered all the words with his or her hand, the students could say the words. To minimize the possibility of students memorizing the position of words, the teacher can present the words in a different order each time the list is repeated.

The teacher should be certain to keep the student's motivational level high by using praise. Remember, praising students when they respond

Table 9.2 Practice Format for Sight-Reading Words in Lists

Teacher	Students
Teacher writes on board: sad, not, fit, am, sun, fin.	
1. "You're going to read these words the fast way. When I point to a word, sound it out to yourself. When I signal, say the word the fast way."	
2. Students read words with a 3-second pause.	
a. Teacher points to left of the first word, pauses 3 seconds, then says, "What word?", and signals.	"Sad."
b. The teacher continues the same procedure, as in step 2(a), with the remaining words.	
3. Students read entire word list again with a 2-second pause.	
a. Teacher has the students read words again with only a 2-second pause.	
4. Teacher gives individual turns.	
a. Teacher points to word, pauses 2 seconds, then calls on a student.	
b. Teacher repeats step 4(a) with remaining words.	

correctly is a very powerful motivator for young students. When returning to an earlier word in a list, the teacher can make a comment such as, "You certainly are working hard. Let's go back and see if we can read a little faster." Be certain to praise effusively when a student who has had difficulty finally succeeds.

Signals

The teacher points just to the left of a word, pauses to let the students figure out the word, then says, "What word?", and moves her finger using the same out-in motion described earlier for the isolated letter-sound correspondence format (see Figure 7.1).

The teacher should be watching the students when she gives the signal for the students to respond. Watching the students is critical. It enables the teacher to see if the students are attentive and helps to determine if the students made a correct response.

Individual Turns

Keeping students attentive during individual turns is a challenge for the teacher. The teacher should not call on students in a predictable order. Pacing is very important. The teacher points to a word, pauses long enough for all the students to figure out

the word, then calls on an individual student to respond. The critical behavior involves allowing enough time for *all* the students to figure out the response, *before* calling on an individual student.

The teacher can make up an activity game such as "I'm going to see if I can trick you. I'll point to a word and give you time to figure it out, then I'll call on someone. You won't know who until I call on you. Don't get tricked." The teacher should strongly praise students who answer correctly immediately when their name is called. "That was great. You are a hard-working reader."

Sometimes teachers call a student's name before pointing to a word. The problem with doing this is that once a student knows that he won't be called on, the student is much less likely to be attentive.

Correcting Mistakes

The correction procedure for misidentification errors involves: giving a limited model identifying the missed sound (e.g., if student says "fat" for *fit*, teacher points to *i* and says, "This says *i*"), having the students sound out the word vocally and say it fast, then returning to an earlier word in the list. The teacher goes back three or four words and re-presents the words. At the end of the lesson, the teacher retests students individually on any words they have missed.

Below is an example of a limited model-correction procedure. A student said "fat" for *fit*.

1. Teacher gives limited model: (Teacher points to *i*.) "This says *i*. What sound?" (Signal.) "i."
2. Teacher has students sound out word: "Let's sound out the word. Get ready." (Teacher points to left of first letter, pauses, then loops under each letter.) "What word?" (Signal.) "Fit."
3. Teacher goes back several words in the list and repeats the list. "Let's read these words perfectly."

Example Selection

The criteria for constructing word lists to be sight-read is basically the same as for selecting words for sounding-out exercises.

- Words should include only letters that students have demonstrated mastery on in letter-sound correspondence tasks.
- Words should be listed in an unpredictable order. The same letter should not appear in the same position in more than two consecutive words.
- Words of a new type should make up one-third to one-half of the list.

The word-list exercises during the beginning stage will include both sounding-out and sight-reading activities. When sight-word reading is first introduced, the introductory sight-reading format should be presented with just 3 or 4 words the students sounded out earlier in the lesson. The number

of words to be sounded out increases gradually over a period of weeks until the students sight-read all the words sounded out earlier in the lesson. In future lessons, the teacher can change the pattern by gradually reducing the number of words that are sounded out. Word-list reading exercises, near the end of the beginning stage, might include 15 words. The students sound out 5 words of the newest type introduced, then sight-read all the words. Keeping sounding out alive throughout the beginning stage is important to buttress against the possibility of students adopting guessing strategies.

Table 9.3 includes a summary of the number of words that might be included in word-list exercises throughout the beginning stage. Note that the word-list exercises do *not* grow above 15 words. The reason is that during the beginning stage, most of the practice will be in the form of passage reading.

Passage Reading

Passage reading refers to activities in which students read stories. Sight-word passage reading involves the students reading a story, and saying the words at a normal rate rather than sounding them out vocally.

Introducing Sight-Word Reading

Sight-word passage reading can be introduced when students have had adequate practice with the sight-word list reading to enable them to read the words with no more than a 3-second thinking pause for each word on the first reading.

In sight-reading stories, students simply say the word after the teacher signals. They do not

Table 9.3 Relationship of Sounding Out and Sight-Reading During Beginning Reading Stage

Lesson	30	50	70	90	110
Words to be sounded out only	6	8			
Words to be sounded out, then sight-read		4	10	6	5
Words to be sight-read only				8	10

Table 9.4 Introductory Format for Passage Sight-Reading

<i>Teacher</i>	<i>Students</i>
1. Teacher says, "You're going to read the words in this story the fast way. When I signal, you'll say a word the fast way."	
2. Students read the first sentence, teacher says:	
a. "Touch the first word."	Students touch under first letter of first word.
b. "Figure out the word. Move your finger under the sounds and say the sounds to yourself." (Pause up to 3 seconds.) "Get ready." (Signal.)	Students touch letters and sound out word subvocally.
c. "Next word. Say the sounds to yourself." (Pause up to 3 seconds.) "Get ready." (Signal.)	Students say the first word. Students sound out word subvocally.
d. Teacher repeats step 2(c) with remaining words in the sentence.	
e. Students are to reread the sentence if they needed more than 3 seconds to figure out any word in the sentence.	Students say the next word.
3. Teacher repeats step 2 with remaining sentences.	
4. Teacher has individual students read a sentence.	

sound out the word vocally. To facilitate the transition from sounding-out to sight-reading passages, the teacher has the students first sound out a passage, then sight-read one or two sentences in the same passage.

A format for introducing sight-reading passages appears in Table 9.4. This format is presented for one week. In this introductory format, the teacher prompts the students to sound out each word to themselves before saying the word. We recommend unison responding to increase student attentiveness. A sentence is reread until the students are able to identify each word in the sentence with no longer than a 3-second pause.

Critical Behaviors

Signaling

When reading a passage, the students are looking at their stories, not at the teacher. The signal for students to respond in sight-word passage reading must be an auditory signal. We recommend the signal begin with the teacher saying, "Get ready," pausing for a second, then making a noise such as a clap or finger snap. The length of time between the "Get ready" and the clap should be consistent. Think of it as hitting a drum. The drummer says,

"Get ready," then lifts his or her drumstick and hits the drum.

Monitoring

The procedures for monitoring unison responding during sight-reading are the same as those used during sounding out: Listen carefully to the students' response, check whether the students are pointing to each word, and watch their lips and eyes.

The teacher should tell students always to keep their eyes on their story. Sometimes students may look up after each word. This looking up slows down the task. The teacher should praise students for keeping their eyes on the book during the entire story.

Pacing

Immediately after the students say a word correctly, the teacher should say, "Next word." The students are immediately to begin sounding out the next word to themselves. The teacher allows them time to figure out the word, then says, "Get ready," and signals. If the students respond correctly, the teacher immediately says, "Next word," then pauses several seconds to let the students figure out the word. (Teachers should allow for longer pauses

for words that occur at the beginning of a new line of print, since students must move their fingers down to the next line and back to the left side of the page to locate the next word.)

Practicing Sight-Word Passage Reading

We recommend that students continue sounding out the words in stories for several weeks after sight-word passage reading is introduced. The purpose is to buttress against the possibility of students adopting a guessing strategy. Students can read half of the story sounding out words, then read the entire story by sight-reading. Table 9.5 contains a format for presenting sight-word passage reading after the first week.

The format has three parts. In part 1, the students sight-read the story a sentence at a time in unison. (The teacher no longer prompts the students to sound out the words themselves.) In part 2, the teacher writes on the board any words the students missed during the passage reading and conducts a sight-word-list reading exercise. In part 3, the

teacher calls on individual students to read a sentence at a time.

Critical Behaviors

Comprehension

The teacher asks comprehension questions periodically. The comprehension questions should include literal questions such as who, where, what, and when questions, and some simple inferential questions such as, "Why were they sad?"

Adequate Practice

The teacher should provide students with adequate practice to gradually increase their reading rate. The teacher works toward increasing fluency by gradually decreasing the number of seconds allowed to figure out words when conducting sight-word-unison passage reading. During the first weeks of passage sight-reading, students repeat sentences until they are able to read all the words with no longer

Table 9.5 Format for Practicing Sight-Reading a Passage

Teacher	Students
Part 1: Students sight-read story in unison.	
1. Teacher says, "We're going to read the words in the story the fast way. Each time I signal, say a word the fast way."	
2. "Touch the beginning of the story." (Pause.)	Students touch.
3. "Figure out the first word." (Pause.) "Get ready." (Signal.)	Students say first word.
4. a. "Next word." (Teacher pauses while students figure out the next word.) "Get ready." (Signal.)	
b. Teacher repeats step 4(a) with remaining words in sentence.	
c. (If students need more than specified pause time for any word or make an error, the teacher has students reread the sentence.)	
5. "Touch the first word in the next sentence." (The teacher has the students read the sentences using the same procedure as in steps 3 and 4.)	
Part 2: Teacher firms up missed words.	
1. Teacher writes missed words on the board. The students sound out, then identify each word.	
2. Students sight-read the list.	
Part 3: Individual turns.	
1. Teacher calls on individual students to read a sentence at a time, asking comprehension questions.	

than a 3-second pause. This translates to an appropriate rate of 20 words per minute. Higher-performing students may require few, if any, rereadings to read at this rate. Lower-performing students, however, may require numerous repetitions. When the students are able to read at the rate of 20 words per minute without the need of rereading, the teacher can decrease the pause time to about 2 to 2½ seconds (a rate of about 25–30 words per minute). This rate in turn can be increased later by decreasing the pause time to 1½ seconds between words. Teachers working with lower-performing students may note that students need repetitions on virtually every sentence before they are able to read at the specified rate. We strongly recommend scheduling another 15 to 20-minute reading period later in the day for such students. This practice is necessary to enable the students to develop adequate fluency. Without the extra practice, the students will fall behind their peers. The importance of providing extra practice for students during 1st grade cannot be emphasized too much. Beginning in 2nd grade, an increasing proportion of school activities (e.g., social studies, science, etc.) are conducted with the whole class. Students who read too slowly may not be able to keep up. Not only may they be subjected to frustration, but they will not be able to benefit from the practice other students receive during these activities.

Motivation

The teaching procedures call for students to reread a sentence if a word is missed or if the students have taken too long to figure out a word. Providing such practice is necessary for students to read a passage fluently and accurately. However, teachers must be prepared to use a combination of techniques to keep students from viewing reading as a dull, repetitive task.

One important technique teachers can use is making the rereading a challenge. If students need to reread a sentence, the teacher challenges them to read better. For example, the teacher might say, "Let's read this sentence again. You did pretty well.

I bet you'll do it perfectly this time." The teacher rewards the students when they meet the challenge. Phrasing the challenge positively is important, since it contributes to a positive attitude toward reading. For students who require several rereadings before reading a sentence acceptably, physical rewards, such as handshakes, should be given as well as verbal praise. When rewarding students, the teacher comments on their persistence, saying, for example, "Good reading. You worked hard and didn't give up. You worked till you got it right. I'm proud of you." In addition to using challenges and rewards, teachers can keep rereading from being boring by inserting short breaks after each 5 to 10 minutes of reading. During the break, the teacher can conduct an enjoyable game such as "Simon Says" for about 30 seconds. Remember, that the teacher's most powerful motivation tool is praising students who perform in a desired manner. Praise should always be stated specifically so it's clear to the other students what behaviors the teacher considers important.

Signaling and Pacing in Individual Reading

No signals are necessary during individual reading since the students are not responding in unison. However, to encourage attentiveness, students who are not reading aloud should point to each word as it is read.

The teacher calls on students in an unpredictable order. If students can predict when they will be called on to read, some are likely not to attend until it is almost their turn. Others may look ahead to find "their" sentence and practice it. Sometimes inattentive students should be called on to read again after only one other student has read. This indicates to students that, even though they may have just finished a sentence, they cannot become inattentive because they might be called upon again soon. Students should read only one or two sentences in a row, since the longer one student reads, the greater the probability some other students will become inattentive. The more inattentive

the students in a group, the fewer the number of consecutive sentences any one student should read.

Students should be instructed to stop at periods in order to read in more meaningful units. The pause also enables the teacher to call on a new student to read. The teacher calls on the new student immediately after one student says the last word of a sentence. This quick pace enhances student attentiveness and maintains story continuity.

During individual turns, some students will read in a very quiet voice, making it difficult for other students to follow along. Imploring or nagging a student to read louder will not usually change the student's behavior. Providing strong reinforcement for students who do speak in an acceptably loud voice will often be effective in eliciting louder responses from a student who is reading too quietly. The reinforcement can be in the form of praise after a student reads, such as "Great job, Erika. You read with a big voice," or the teacher can reward the student with a tangible reinforcer (e.g., stickers) at the end of the group session for reading in a "big" voice.

Correcting Errors

During unison reading the teacher should make a correction if any student says the wrong word. The correction procedure for misread words during sight-passage reading in the beginning stage is to (1) stop the students; (2) instruct the group or individual to sound out the word, then say it at a normal rate; and (3) direct the students to return to the beginning of the sentence and reread the sentence. For example, if during unison reading the students are reading "A cat went in it," and the teacher hears a student say "was" for *went*, the teacher should say "Everybody, let's sound out the word. Put your finger on the first sound. Get ready." (Signal.) After the students sound out the word correctly, the teacher tells the students to return to the beginning of the sentence and has the student reread the sentence.

The words missed during passage reading should be included in the part 2 firm-up and in the next lesson's word-list exercise.

A second type of error that might occur during unison sight-passage reading is the signal error. A student does not respond when the signal is given, either responding an instant after the rest of the group or not at all. The correction procedure for this type of error is the same as for the wrong-word error. The teacher has the students sound out the word, then return to the beginning of the sentence. A teacher must be very careful in handling signal errors. If several students in a group make signal errors, a high probability exists that the teacher is not allowing students adequate time to figure out the word. In such cases, the teacher should increase the amount of time she gives students to figure out words before signaling.

During the first week of unison sight-passage reading, the teacher should make it clear through praise that she wants the students to respond on her signal. She can do this by having the students read the first sentence of a story, continuing to the end of the sentence even if some students make signal errors then effusively praising the students who read on signal: "Mary read great. She said every word when I signaled. Let's clap for Mary." The teacher then challenges the students and repeats the sentence. "I wonder if you can all answer as well as Mary did. This is difficult stuff." The teacher repeats the sentence until all students are responding on signal. Thereafter, the teacher challenges the students: "Let's see if I can trick you on the rest of the story. Let's see if you can answer correctly on signal every time." As a general rule, any signal errors thereafter should be handled by having the group sound out the word, then returning to the beginning of the sentence. To keep the instructional setting positive, the teacher should be very encouraging: "That was a tough word. Let's sound it out . . . Now let's go back to the beginning of the sentence. I bet that word won't trick us again."

Finding the Beginning of a Sentence

A critical part of the story-reading correction procedure is to have the students immediately reread a

sentence in which they made an error. After telling the students to sound out the missed word, the teacher instructs the students to go back to the first word in the sentence.

A great deal of time can be saved if the students are able to find the first word of the sentence quickly. A format for teaching this skill appears in Table 9.6. This format should be presented early in the school year. The format has four parts. In part 1,

the teacher holds up a story and models how to find the end of a sentence. In part 2, the teacher has the students go through the story, finding the end of each sentence. During this part, the teacher must monitor the students carefully to make certain they move their fingers word-by-word until they get to the period. Part 2 is presented daily until the students are able to find the end of sentences in a story without making any errors.

Table 9.6 Format for Finding First Word of Sentence

<i>Teacher</i>	<i>Students</i>
Part 1: Teacher models finding end of sentences.	
<ol style="list-style-type: none"> 1. Teacher holds up a story that is at least 4 sentences long. 2. "You can tell where a sentence ends by looking for a little dot, called a period." 3. (Teacher points to first word in the story.) "This is where the first sentence begins. I'll move my finger and stop at the period." 4. (Teacher moves finger from word to word and stops at the period.) "This period tells us that this is the end of the first sentence." 5. "I'll move my finger from word to word; say 'period' when I get to the next period." (Teacher moves finger from word to word, pointing at the space between each word for an instant.) 6. Teacher repeats step 5 with remaining sentences. 	
Part 2: Teacher tests finding end of sentences.	
<ol style="list-style-type: none"> 1. "Put your finger on the first word of the story." 2. "Move your finger from word to word. Stop when you get to the period at the end of the sentence." 3. Teacher repeats step 2 with remaining sentences. 4. Teacher repeats steps 1 through 3 if students had any difficulty. 	
Part 3: Teacher models finding beginning of sentences.	
<ol style="list-style-type: none"> 1. "I'll show you how to find the beginning of a sentence." 2. (Teacher holds up a story and points to the period at the end of the last sentence in the story.) "Here's the end of the last sentence in the story." 3. "Watch me find the beginning of that sentence." (Teacher moves finger from word to word until she reaches the preceding period.) "Here's the period." (Teacher points to word after period.) "This is the first word of that sentence." 4. "Now I'll find the first word of this sentence." (Teacher points to preceding sentence, moves from word to word, and stops just before period.) 	
Part 4: Students practice finding the beginning of sentences.	
<ol style="list-style-type: none"> 1. "Look at your stories." 2. "Touch the period at the end of the story." 3. "Move your finger back until you come to the first word of that sentence." 4. (Teacher points to last word of preceding sentence.) "Move your finger back until you come to the first word of this sentence." 5. Repeat step 4 with remaining sentences. 	

Parts 3 and 4 teach the students how to go back and find the first word in a sentence. In part 3, the teacher models. The teacher holds up a copy of the story and models how to return to the beginning of sentences. In part 4, the students practice finding the beginning of sentences.

Individual Checkouts for Rate and Accuracy

We recommend that students be tested weekly on reading an entire passage. The individual checkouts begin when the students are sight-reading passages about 40 words in length. The teacher would put in some type of motivator to ensure that students really try (e.g., "If you can read this whole passage in less than 2 minutes with three or fewer errors, you'll get two stars on the chart next to your name. If you have trouble, I'll let you practice by yourself and you can try again, for one star."). The individual checkouts will provide valuable information to the teacher. The checkouts will show if the student is receiving adequate practice in developing rate and accuracy. The students should read a story that is of equal length to the stories currently being read. The teacher times the student and records any errors the student made.

Table 9.7 shows a chart that can be used to record student performance over a period of several weeks. The teacher records the time it took each student to read the passage and the words the student missed. This data, along with the data on student performance during daily lessons, will help teachers diagnose and remediate errors.

Diagnosis and Remediation

A student's performance on individual checkouts will often indicate the need for remediation procedures, either in regard to specific skills or fluency. Teachers should record daily errors on a form like that shown earlier in Table 8.3. Teachers should also use the student's performance on individual checkouts, story reading, and word-list exercises to look for error patterns. Error patterns may indicate

that a student needs extra practice on a previously taught component skill or that a teacher is making an error in the way he or she is presenting a format. A teacher error is indicated if several students in a group are making the same type of mistakes. For example, if several students are responding late during unison reading, the teacher may not be providing adequate time to figure out a word before signaling; thus, the teacher should alter his or her presentation to provide students with a longer thinking pause.

The type of error patterns teachers should look for in word-reading tasks are specific letter-sound correspondence errors, word-type errors, fluency errors, and random-guessing errors.

Letter-Sound Correspondence Errors

A specific letter-sound correspondence error is indicated when students mispronounce the same letter in several words. For example, a student says "mat" for *mit*, "hum" for *him*, and "ten" for *tin*. The student's performance seems to indicate that the student does not know the most common sound for the letter *i*. The teacher should test the student individually by asking the student to say the sound for *i*. If the student does not know the sound, the letter-sound correspondence should be reintroduced in the next lesson. The teacher presents the letter in an introductory format, then stresses it in a letter-sound-discrimination format for several days. During the days the letter is being reintroduced, the teacher precorrects words containing that letter. In the precorrection, the teacher tells the students the letter's sound before asking them to read words that contain the letter.

After several days, the teacher presents an introductory word list of 3 to 5 words, all containing that particular letter. This list is followed by a discrimination list of 8 to 10 words in which about half of them include the letter students had missed.

Word-Type Errors

A word-type error is indicated when a student misses several words of a particular type. For ex-

Table 9.7 Record Form—Individual Checkouts

Student Name	Lesson		Lesson		Lesson	
	Time	Errors	Time	Errors	Time	Errors

ample, a student says “lam” for *lamp* and “ben” for *bent*. On both words, the student left off the second consonant of a final consonant blend in a CVCC word. To remediate a word-type error, a teacher presents daily word-list reading exercises focusing on that particular word type. The teacher first presents an introductory list of four words, all of which are of that particular type. (For example, if students had difficulty with CVCC words, the teacher might include the words *lamp*, *sink*, *bust*, and *bent*, all of which are CVCC words.) Next the teacher presents a discrimination list of about eight words. Half the words should be of that particular type. The other half should be from easier types and provide dis-

crimination practice. A list focusing on CVCC words might include these words: *sand*, *tan*, *bust*, *bus*, *bent*, *can*, *lamp*, and *men*.

Fluency Errors

If a student reads much more slowly than the rest of the group, he or she should either be provided with extra practice or be placed in a lower group. The extra practice can be done on isolated letter-sound correspondences, word-list reading, and passage reading. Sometimes late responding is caused by a student’s lack of ability to say the sounds for letters at a rapid enough rate to sound out words quickly.

As a check, the teacher can ask the student to produce the sounds of all letters introduced to date. The teacher then notes the letters the student was unable to recognize instantly and provides practice on them. In addition to extra practice, the teacher can also use a slightly longer thinking pause on word-reading tasks so that the student does not develop a habit of copying the responses of higher-performing students.

Random-Guessing Errors

A random-error pattern is indicated when a student is making errors on more than 10% of the

words in exercises, and the errors do not involve a specific letter or word-type pattern. Random-error patterns often simply result from the student's not examining a word carefully. The student might just look at several letters and say any word that contains those letters. Sometimes this guessing is caused by a student not being able to respond at the rate the teacher is signaling. If so, practice should be provided and a longer thinking pause used during group reading. If the student is able to read at the rate the group is reading, the remedy lies in increasing the student's motivation to read accurately. (See Chapter 18 for a discussion on motivational techniques.)

Application Exercises

1. A teacher is having a group of students sight-read the following sentence in unison: "Sam had a big cast." Several students say "cat" when the teacher signals for "cast." Specify all the steps the teacher takes to correct this error. Tell what the teacher says and does.

2. Assume that you have taught a group of students the following skills: Letter-sound relationships:

a, i, o, u, b, c, d, f, g, h, l, n, m, p, r, s, t, w

How to decode these word types: VC, CVC, and CVCC words that begin with either continuous or stop sounds:

a. Circle each of the following words the students will not be able to decode. Next to each of those words write the letters for the explanation below that tells why the student can not decode the word:

Letter (L)—A letter the students do not know appears in the word.

Word Type (WT)—The word type has not been taught.

Not regular (NR)—The word is not regular; a letter(s) does not represent its most common sound.

cop _____	tin _____	spot _____	drug _____
said _____	test _____	mad _____	kept _____
last _____	bust _____	sip _____	sand _____
gram _____	was _____	can't _____	Stan _____
must _____	gin _____	don't _____	big _____
had _____			

b. The errors for each of the two students below are listed. For each student (1) diagnose the problem, (2) specify whether an isolated letter-sounds task is called for, and (3) construct an introductory word list and a discrimination word list to remediate the problem. Be certain to include only letters the students have been taught.

Student A

Errors: The word was *tin*, student said "tun."

The word was *sit*, student said "sat."