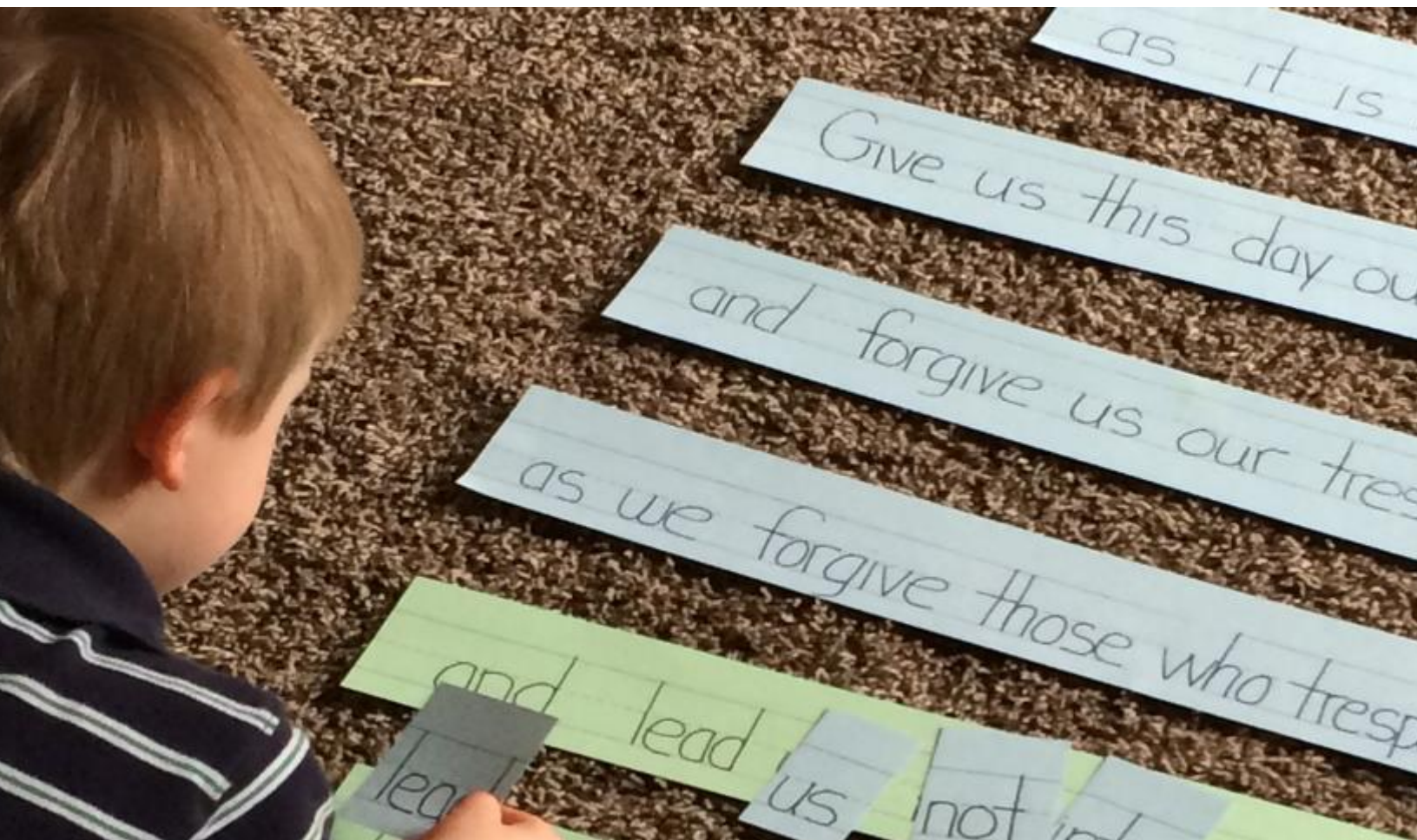


Research-Based Reading Strategies for Students with Learning Disabilities



RESEARCH-BASED STRATEGIES FOR STUDENTS WITH LEARNING

DISABILITIES:

A FOCUS ON PHONICS AND FLUENCY



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Abstract

Studies have shown that using research-based strategies for teaching phonics and fluency improve outcomes for students with learning disabilities. However, some studies have shown a gap between those strategies and what teachers are actually using in the classroom. The availability and usability of research-based strategies are also in question. The purpose of this study is two-fold; (1) investigating teachers' understanding and uses of research-based strategies in phonics and fluency for students with learning disabilities and (2) creating a handbook for teachers to use to better educate students with learning disabilities struggling in the areas of phonics and fluency. A qualitative research design utilizing a survey of elementary teachers from a Mid-Western state was used in this study. The survey was given to twelve elementary general and special education teachers. The survey consisted of open-ended questions concerning teachers' understanding and use of research-based reading strategies for teaching phonics and fluency, their perceptions of the availability and usability of those strategies, and the sources of information teachers use to acquire research-based strategies. Six teachers completed the survey. Results show that half of the teachers have a good understanding of research-based strategies. The study also showed that most teachers use certain research-based strategies for phonics and fluency instruction. The perception of the availability and usability of research-based strategies among teachers was mixed. Sources of information for research-based strategies ranged from colleagues and professional development conferences to the school psychologist and the internet. The findings of this study helped develop a desktop resource for teachers highlighting

research-based strategies for teaching phonics and fluency to students with and without learning disabilities.



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Chapter 1

Introduction

An important element of No Child Left Behind is the focus on research-based practices in the classroom (No Child Left Behind [NCLB], 2002). However, the availability and usability of those strategies are in question. Landrum, Cook, Tankersley, and Fitzgerald (2002) asked teachers to compare a professional journal-based description of a reading intervention strategy with a personal narrative of the same information. The study found that teachers rated the information from the narrative as more user-friendly or more easily understood, than the journal-based information. That discovery suggests that when offering researched-based practices for teachers to use, the information needs to be presented in a usable manner that can easily be implemented in the classroom. For teachers of students with learning disabilities this information will be especially useful in the classroom.

Statement of the Problem

Students with a learning disability in reading are likely to have a deficit in the areas of phonics and fluency (Torgesen, 2002). Classroom teachers need easy access to proven strategies for teaching phonics and fluency to students with learning disabilities.

Significance of the Study

There is a need for an investigation into teachers' use of research-based strategies for teaching phonics and fluency. A "teacher-friendly" handbook focusing on phonics and fluency strategies was developed using the results of the present investigation and extensive literature review.

Purpose of the Special Project

The purpose of this study is two-fold; (1) investigating teachers' understanding and uses of research-based reading strategies for students with learning disabilities and (2) creating a handbook for teachers to use to better educate students with learning disabilities struggling in the areas of phonics and fluency.

Research Approach

A qualitative research design utilizing a survey of elementary teachers is the approach of this study. The survey consists of open-ended questions concerning teachers' understanding and use of research-based reading strategies for teaching phonics and fluency to students with learning disabilities.

Literature Review

Landrum, et al. (2002) proposed that research-based reading strategies are not always written in terms that classroom teachers perceive as usable or accessible. That proposal has caused what some researchers have called the "research-to-practice gap" (Davis, 2007; Rankin-Erickson & Pressley, 2000; Sindelar & Brownell, 2001; Spor & Schneider, 2001). The reasons for this gap may be due to the statistical nature of professional journal articles (Davis, 2007). Although most teachers have awareness of statistics, it is not information that is used everyday in an elementary classroom.

Research has been conducted to discover effective strategies for reading that should be included in elementary classrooms. The skills of phonics and fluency are important to emphasize in kindergarten through third grade. These skills lay an important foundation for reading at all other grade levels (Tolman, 2005). With the skills of phonics and fluency in mind, several researchers have studied the most effective

research-based strategies for students with learning disabilities in kindergarten through third grade.

The National Reading Panel stresses the instruction of phonics should be systematic and explicit (National Reading Panel, 2000). Other studies confirm these findings (Joseph & Schisler, 2007; Torgesen, Alexander, Wagner, Rahotte, Voeller, & Conway, 2001).

Research in best practice for fluency instruction includes studies by Joseph & Schisler (2007) and Kuhn (2005). Both studies found repeated reading as an effective, research-based strategy for increasing oral reading fluency. Cahill and Gregory (2011) stress the importance of using reading passages at the student's instructional level in order to build fluency.

Research Questions

1. How do elementary teachers perceive the usability and accessibility of research-based information on strategies for teaching phonics and fluency?
2. How do teachers currently use strategies for teaching phonics and fluency?
3. What are the most effective research-based strategies for teaching phonics and fluency for students with learning disabilities?

Methodology

Participants. General and special education teachers at a rural elementary school in a Mid-Western state were asked to participate in this study. There are 17 teachers in this school building including 12 primary and special education teachers. This study focused on the 12 teachers in grades kindergarten through third grade (primary teachers) and special education teachers who provide instruction in phonics and fluency.

Setting. This elementary school is in a rural area in a Mid-Western state. Population of the area is approximately 2000 people. There are 321 students in grades K-6 at this school and students with disabilities make up 16.8% (School and Corporation Data Reports, 2014).

Research Design

A survey was used to understand teachers' perceptions of the availability and usability of researched-based strategies for teaching phonics and fluency. The survey also investigated the teachers' use of research-based strategies for teaching phonics and fluency in their classroom.

Recruitment and Data Collection Procedures

The present study has the approval of the building principal (see Appendix A) and approval from the Purdue IRB (see Appendices B and C). The survey, along with a recruitment letter inviting teachers to participate, was placed in teachers' mailboxes at the school (see Appendices D and E). The letter explained that participation is voluntary and confidential. A reminder email was sent approximately one week after the distribution of surveys (see Appendix F). The completed surveys were collected in the investigator's mailbox at the school in unmarked envelopes.

Data analysis procedures. Answers from the survey were collected and categorized into four themes: knowledge of research-based practices, use of research-based strategies, availability of strategies, and usability of strategies. Response rate was identified and a description of where teachers obtain information on research-based strategies was charted.

Timeline. Data collection began with the distribution of the survey on November 3, 2014. Collection of finished surveys was completed December 3, 2014. Data analysis began immediately after collection.

Outline for Development of the Special Project

The literature review revealed that elementary teachers view most research-based information as inaccessible and unable to be put into practice in their classrooms. The special project addresses that issue with a teacher-friendly handbook, providing elementary general and special education teachers with examples, resources, and hands-on activities for instructing students with learning disabilities. This handbook focuses on research-based strategies for instruction in phonics and fluency.

Description. Background information on teaching reading is included in the handbook but the focus is on disseminating research-based strategies for teaching phonics and fluency to students with learning disabilities. The table of contents gives an overview of the different sections of the handbook.

Conclusion

The present study focuses on research-based strategies for teaching phonics and fluency to students who have a learning disability. The literature has shown a gap between what teachers know about research-based strategies and what they are using in the classroom to teach phonics and fluency. The next chapter will provide a more in-depth review of the literature concerning research-based strategies for teaching phonics and fluency.

Key Terms

Accessibility is the ease and quickness in which to find strategies.

Choral Reading is reading a passage together in unison.

Drill and Practice is a phonics strategy in which skills are repeatedly practiced, generally with flashcards.

Echo Reading is a fluency strategy in which the teacher reads a line of text and the student reads it back, echoing the teacher.

Explicit is a type of lesson delivery: direct, precise, and unambiguous.

Fluency refers to the speed, intonation, and prosody, with which a student reads a passage aloud.

Individuals with Disabilities Education Act (IDEA) is the federal special education law concerning schools and the education of students with disabilities.

Learning disabilities are difficulties with reading, spelling, or other academic areas in students with a typical intelligence.

Letter/Sound Association is an understanding that every letter in the alphabet has a corresponding sound.

Modeling is a fluency strategy in which the teacher demonstrates what fluent reading sounds like.

No Child Left Behind Act (NCLB) was enacted in 2001 and mandates the use of research-based practices in the classroom.

Onset is the beginning sound of a word or syllable.

Phoneme is the smallest unit of sound in language.

Phonics is the process of linking the spoken language with the written language.

Prosody is the expression and variation of pitch used when reading aloud.

Reading Disabilities are specific deficits in reading ability within the broader term of learning disability.

Repeated Reading is a fluency strategy characterized by re-reading the same passage of text until the reading becomes smooth and error-free.

Research-based Strategies are techniques for instruction that have been empirically tested, researched, and proven effective.

Response to Intervention (RTI) is a general education initiative to identify students who may be at risk for reading difficulties.

Rime is the first vowel in a word or syllable followed by a consonant group.

Small Group Instruction is a group of two to four students working with the teacher.

Systematic is the methodical, planned sequence of a particular intervention.

Title I is a federal initiative to support at-risk students in elementary school.

Usability means that an instructional practice is convenient to use.



Chapter 2

Literature Review

Introduction

An important element of No Child Left Behind is the focus on research-based practices in the classroom (No Child Left Behind, 2002). The National Reading Panel (2000) reviewed relevant literature in the area of reading and concluded that phonemic awareness, phonics, fluency, vocabulary, and comprehension are the major areas of reading instruction that need to be addressed in the classroom. Since students with learning disabilities are likely to have a deficit in the areas of phonics and fluency (Torgesen, 2002), it is especially imperative that these students be instructed using scientifically based reading strategies. However, some studies have shown a research-to-practice gap between what science has shown to be best practice and what classroom teachers are implementing in the classroom (Davis, 2007; Rankin-Erickson & Pressley, 2000; Sindelar & Brownell, 2001; Spor & Schneider, 2001). To assist in closing the research-to-practice gap, classroom teachers need easy access to proven strategies for teaching phonics and fluency to students with learning disabilities.

The questions posed for this study are (1) how do elementary teachers perceive the accessibility and usability of research-based information on strategies for teaching phonics and fluency, (2) how do teachers currently use strategies for teaching phonics and fluency, and (3) what are the most effective research-based strategies for teaching phonics and fluency for students with learning disabilities. These questions guide this literature review and subsequent study on research-based strategies for teaching phonics and fluency to students with learning disabilities.

Learning Disabilities

According to the Individuals with Disabilities Act (IDEA) the term specific learning disability means a “disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations” (IDEA, 2010). During the 2011-2012 school year, students with learning disabilities made up 13% of the public school population (Children and Youth with Disabilities, 2014) and most of those students had a learning disability in the area of reading. According to Denton and Otaiba (2011) teaching reading to students with learning disabilities is especially urgent. They state that students who do not have an adequate reading level are more likely to have “difficulties in other academic areas, drop out of school, commit a crime, or commit suicide” (Denton & Otaiba, 2011, p. 1). In order for teachers to assist students with learning disabilities acquire an adequate level of reading, they must be aware of the major components of reading and the research-based strategies for instruction.

Prevalence. There are 6.4 million American public school children being served under IDEA as special education students. Of these special education students, 42% are students with a learning disability. The National Center for Learning Disabilities (2014) state that the most common learning disability is in the area of reading with phonological and word recognition deficits being most prevalent (Moats & Tolman, 2009).

Characteristics. Students with learning disabilities are typical children and have average or above average intelligence. Their disability affects the brain and how it

receives and processes information as well as storing, responding, and communicating information (NCLD Editorial Team, 2014).

The most noticeable characteristic of a learning disability is a discrepancy between the student's ability and the student's performance in school, at home, or on the job (NCLD, 2014). A learning disability can affect the student's ability to read, spell, write, or do math. In order to find out if a student has a learning disability, a team of people (parents, teachers, school psychologists, other professionals) need to complete multiple observations and comprehensive evaluations (NCLD, 2014). The team then makes the determination, based on all available data, if the student is eligible for special education services under the learning disability label.

Five Components of Reading

The National Reading Panel was formed to address the issue of teaching children to read. This panel was charged with reviewing research conducted on reading instruction to determine the most effective methods for teaching reading. After reviewing over 100,000 relevant studies and soliciting public input, the panel published their findings in 2000. The panel concluded that the best methods for reading instruction involved explicit and systematic instruction in phonemic awareness and phonics. Methods to improve fluency, increase vocabulary, and strengthen comprehension are also important and listed in the panel's report of the five areas of reading that need specialized attention (National Reading Panel, 2000).

The University of Oregon published their interpretation of the National Reading Panel's study as the "Five Big Ideas in Reading" (Big Ideas in Beginning Reading, n.d.). They list the five components of reading as phonemic awareness, alphabetic principal

(phonics), fluency, vocabulary, and comprehension. Swanson and Vaughn (2010) state that these five areas of reading are especially important for students with learning disabilities to understand.

Phonemic Awareness. Phonemic awareness is the understanding that spoken words can be broken apart into smaller segments of sound known as phonemes (National Reading Panel, 2000). Phonemes are the smallest unit of sound in the English language. For example, the word “cat” is made up of three individual sounds or phonemes: /k/ /a/ /t/. Preschool children may begin recognizing the beginning sound in their own name and generalizing it to other words; Bill and bat begin with the sound /b/ (Big Ideas in Beginning Reading, n.d.). When a child recognizes these similarities, they have the beginnings of phonemic awareness. Phonemic awareness is the ability to *hear* the sounds of language and should not be confused with the next subject: Phonics.

Phonics. Phonics is the relationship between the sound of our language and written symbols. Acquiring the knowledge that letters of the alphabet represent sounds (phonemes), and that these sounds put together can form written words (National Reading Panel, 2000) is the goal of phonics instruction. Some researchers describe the instruction of phonics as “breaking the code” (Denton & Otaiba, 2011, p. 3) of unknown words. In another term, phonics is the ability to sound out unknown words.

Fluency. Fluency is the next component of reading according to the National Reading Panel (2000). Fluency is the ability to recognize words easily and accurately. It involves reading with expression and intonation or prosody (Kuhn, 2005). Fluency also acts as a bridge between word identification (phonics) and comprehension. Kuhn (2005) goes on to say that fluent readers extract meaning from text better than non-fluent

readers. Tolman (2005) describes fluency as the “glue that holds reading together” (Tolman, 2005, p. 21) and allows the student to concentrate on meaning rather than decoding. Children gain fluency by practicing reading until the process becomes automatic.

Vocabulary. Vocabulary, according to the University of Oregon’s Big Ideas in Reading, is the knowledge of the meanings of words (Big Ideas in Beginning Reading, n.d.). It is important to know and understand the meanings of words in order to effectively communicate (Armbruster, Lehr, & Osborn, 2001). Vocabulary knowledge is related to comprehension and, if the ultimate goal of reading is to comprehend the message of the text, then vocabulary instruction should be an important element in the acquisition of reading.

Reading comprehension. Reading Comprehension is the fifth component of reading as stated by the National Reading Panel. Comprehension can best be explained as gaining meaning from written material. Denton and Otaiba (2011) state that comprehension is the ultimate goal of reading. Other researchers echo that statement as well (Boyle, 2008; Kuhn, 2005; Rupley, 2009; Tolman, 2005; Torgesen, 2002).

Importance of Phonics and Fluency

Although there is no denying that the ultimate goal of reading is comprehension, phonemic awareness, phonics, and fluency are the steps that need to be in place so that comprehension will have a strong foundation (Tolman, 2005). Phonemic awareness is hearing and manipulating the sounds in words (Big Ideas in Beginning Reading, n.d.) and generally begins before formal schooling. Phonics and fluency, however, are strongly emphasized in kindergarten through third grade (Tolman, 2005).

Phonics connects the sounds of individual letters to the written word (Boyle, 2008). Phonics helps students with word recognition and spelling (Big Ideas in Beginning Reading, n.d.). It is especially important for students with learning disabilities who often have trouble with accurate word recognition, letter-sound correspondence, and spelling (Moats & Tolman, 2009) to adequately learn phonics techniques. Research-based strategies in phonics instruction that are explicit and systematic are most effective for students with learning disabilities (Torgesen, 2002). Tolman (2005) adds that phonics should be taught in a predictable order so that students may build upon skills already mastered. Single letters and sounds should be taught first, followed by consonant blends and vowel combinations. Tolman (2005) also suggests that phonics instruction be taught and mastered from kindergarten through grade 2, with more advanced phonics taught in grades 3 and higher. Advanced phonics include learning to decode multisyllabic words and understanding word roots, prefixes, and suffixes (Comprehensive Glossary of Reading Terms, 2006)

The National Reading Panel (2000) states that phonics and fluency are two main elements in the reading instruction of young children. According to Rasinski, Rupley, and Nichols (2008) phonics and fluency can be thought of as essential ingredients in the recipe of reading. Individually, those ingredients are not as palatable as they are when blended together; making reading enjoyable and fun.

The components of fluency, like phonics, should be stressed in early elementary school (Joseph & Schisler, 2007). Fluency can be described as accurate and automatic word recognition along with appropriate expression (Kuhn, 2005). It can also be described as the ability to gain meaning from text using a limited amount of time

(Tolman, 2005). Many teachers of early elementary students track fluency using oral reading fluency passages at grade level. The students read the passage for one minute while the teacher scores the number of words read plus the accuracy of words read (DIBELS Oral Reading Fluency, 2014). Furthermore, Cahill and Gregory (2011) stress that fluency should be practiced and tracked at the students independent reading level, not at their grade level. By reading and practicing passages at their independent level, students are more likely to increase their fluency level. In addition, a correlation has been made between gains in reading fluency and gains in reading comprehension (National Reading Panel, 2000; Rasinski & Hoffman, 2003). Since comprehension is the end goal in reading instruction, fluency is very important.

Relationship Between Students with Learning Disabilities and Phonics and Fluency

According to the National Center for Learning Disabilities (2014), 42% of all special education students are identified as having a specific learning disability (NCLD, 2014). Of the students with a specific learning disability, 80% have a disability in the area of reading (Lerner & Johns, 2012). Deficits in phonics and fluency are characteristic of students with a disability in reading (Torgesen, 2002), yet these two components are critical in reaching the end goal of reading: comprehension. Students with learning disabilities need explicit, direct instruction in phonics and fluency in order to reach the goal of comprehension (Torgesen, 2002).

Teachers' Perceptions of Research-based Strategies for Phonics and Fluency

Research-based strategies are instructional practices that have been scientifically proven effective. The use of scientifically based methods is mandated in the No Child Left Behind Act of 2001. The terms research-based and scientifically based are used

synonymously throughout research on reading and reading intervention strategies.

According to Stanovich and Stanovich (2003), in order for instructional practices to be considered research-based or scientifically based there must be evidence of empirical studies that prove those methods are effective in the classroom. In addition, they must involve extensive data analysis, be valid and reliable, and be accepted by a peer-reviewed journal (Stanovich & Stanovich, 2003). Since the introduction of NCLB, schools have been shifting their focus towards curriculum and instruction that meet these requirements. Research-based strategies for teaching reading are especially important for instructing students with learning disabilities.

The use of research-based strategies for teaching phonics and fluency to students with learning disabilities has been shown to be most effective in teaching reading. However, the accessibility and usability of those strategies are in question. Landrum, Cook, Tankersley, and Fitzgerald (2002) wanted to understand teachers' perceptions of research-based strategies for reading. The researchers asked teachers to compare a professional journal-based description of a reading intervention with a personal narrative of the same information. The study found that teachers perceived the information from the narrative as more user-friendly, or easier to apply in the classroom, than the journal-based information. A study conducted by Spor and Schneider (2001) concurs with the Landrum et al. (2002) study when they found that only 6.5% of teachers use professional journals to retrieve information on research-based strategies for the classroom. That discovery suggests that when offering researched-based practices for teachers to use, the information needs to be presented in a usable manner that can easily be implemented in

the classroom. For teachers of students with learning disabilities this information will be especially useful in the classroom.

Other studies have shown a similar research-to-practice gap (Davis, 2007; Sindelar & Brownell, 2001; Spor & Schneider, 2001). Spor and Schneider's 2001 study asked beginning teachers about their knowledge and use of research-based instructional practices. The research found a discrepancy between the teachers' knowledge of research-based strategies and their use of those strategies in the classroom.

One of the causes for the research-to-practice gap could be due to the statistical nature of professional research journals. Although teachers are aware of statistics and use them for data collection in their classrooms, information presented in a statistical manner can be unclear (Davis, 2007). Sindelar and Brownell (2001) state that not all research-based information can be used in all classrooms. Teachers have to sift through all relevant research material to find what will work for their specific situation. The researchers go on to say that a teacher-friendly resource should be provided and include specific examples of how to apply the knowledge in effective ways within a classroom setting (Sindelar & Brownell, 2001). The following sections deal with the accessibility and usability aspect of professional journals and how those topics pertain to elementary teachers who teach phonics and fluency to students with learning disabilities.

Accessibility of research-based strategies. Douglas Carnine (1997) defines accessibility of research-based information as the "ease and quickness" (Carnine, 1997, p. 516) in which teachers can find and put into practice information from research-based sources. He goes on to say that if it is difficult or time consuming for teachers to discover and understand research-based information, they are not very likely to even

search for those strategies. Landrum et al. (2002) comment that teachers have to search through various reports, journal articles, and other sources to find relevant information on best practices for reading in their classrooms. If the research-to-practice gap is to be closed, then teachers must be able to easily locate and put into practice research-based material (Landrum et al., 2002).

Carnine noted that it would take approximately three hours to do a search for research-based practices in beginning reading and actually find information that could be easily implemented in the classroom (Carnine, 1995). Granted, this was before internet research became popular, but it still exposes the problem of accessibility with research-based information.

Usability of research-based strategies. The term usability literally means “convenient to use” (Usability, 2014). However, some researchers have questioned the convenience of research-based information. Carnine (1997) speaks to the usability of professional journal-based strategies for teaching. He refers to usability as the “likelihood” (Carnine, 1997, p. 3) that research will be used by teachers who are directly responsible for instructing students. Usable information is written in clear, concise language and is relevant to the reader who will use that information (Landrum, Cook, Tankersley, & Fitzgerald, 2007). Landrum et al. (2007) suggests that if teachers cannot visualize how to use a research-based intervention with their own students and situations, then it does not matter how effective that intervention is proven to be. The teachers will not use the information; thus, the research-to-practice gap widens. Unfortunately, most journal-based research is conducted and written for researchers, far removed from the classroom and teachers for whom they are trying to help (Landrum et al., 2007). This

fact decreases the chance that research information will be usable to teachers in a practical manner.

According to Denton, Vaughn, and Fletcher (2003) there are two explanations as to why research-based practices are not being utilized in the classroom. The first is the lack of information and implementation of research-based practices and the second is disbelief that those practices will actually improve outcomes for the specific students in their class (Denton et al., 2003). In addition, Spor and Schneider (2001) wrote that teachers who practiced certain strategies in their teacher training programs will be more likely to use those strategies in their own classrooms. Inversely, if the teachers did not practice certain strategies in their college course-work, it is unlikely that they will try them in their own classrooms. Another study revealed that educators need to understand that research-based strategies are not a one-size-fits-all answer; teachers have to glean needed information from various sources, tweak and shuffle to make them fit a particular classroom's needs (Sindelar & Brownell, 2001).

Teachers' Use of Research-based Strategies for Phonics and Fluency

Some studies state that many teachers are using research-based strategies for phonics and fluency. Mesmer and Griffith (2006) surveyed kindergarten through third grade teachers, asking the teachers which specific strategies they use to teach phonics. The survey showed 55% of teachers used "word sorts" in their classrooms as a systematic and explicit approach in teaching phonics. According to the book, *Words Their Way*, word sorts are categorizing words based on sound, spelling, and meaning (Bear, Invernizzi, Templeton, & Johnston, 2012). In addition to words sorts, another study showed teachers used letter/sound association as a strategy for phonics instruction.

Direct instruction, drill and practice techniques, and the use of picture cues were also used for phonics instruction (Rankin-Erickson & Pressley, 2000).

In addition to strategies used for phonics instruction, the study by Rankin-Erickson and Pressley (2000) also found strategies used by classroom teachers for fluency instruction. Choral reading and echo reading were listed as fluency strategies used by classroom teachers to increase fluency levels in their students. In an article written by William Rupley (2009), the practice of re-reading a passage is another strategy in building fluency.

It is encouraging to realize that most classroom teachers in the reviewed studies are currently using research-based strategies for phonics and fluency. It is concerning, however, that there are still some teachers that are resistant to the use of proven strategies for their students. Drecktrah and Chiang (1997) found that over 70% of teachers surveyed were using sustained silent reading as a strategy to improve fluency in students with learning disabilities. Unfortunately, when a student struggles in the area of reading, the silent reading strategy has not been proven to significantly raise fluency levels (Skinner, Adamson, Woodward, Jackson, Atchison, & Mims, 1993). More recent research, including the National Reading Panel (2000), specifically state that sustained silent reading does not offer the teacher interaction, guidance, and feedback that some students need in order to improve in the area of fluency.

The following sections list and explain some of the research-based instructional practices for teaching phonics and fluency to students with learning disabilities. These strategies have been shown to be effective for students with and without learning disabilities who may be struggling in the areas of phonics and fluency.

Representative Strategies for Phonics Instruction

Small group instruction. Small group instruction is an effective way to teach phonics to students with learning disabilities. The term *small group* is defined as a group of two to four students working with a teacher on a certain learning objective (Noltemeyer, Joseph, & Kunesch, 2013). In a small group, the students can work on specific lessons, working at a pace that fits the group (Meador, 2014). Small group instruction allows teachers to give more attention to individual students, check for understanding, and reinforce lessons taught in the larger classroom setting.

Phonics instruction in a small group setting is especially effective for students with learning disabilities. A meta-analysis of group size was conducted and found that for reading, a smaller group size had the highest effect for learning outcomes (Elbaum, Vaughn, Huges, Moody, & Schumm, 2000). These small groups were based on groupings of three to six students with the teacher offering direct instruction to students with learning disabilities. Based on available research, small instructional groups are most effective for the highest learning outcomes of students with learning disabilities.

Small group instructional techniques. Word sorts are one method of teaching phonics in a small group setting. Categorizing words according to their sounds, spelling, or meaning (Bear et al., 2012) has been shown to develop and strengthen decoding skills in students with learning disabilities. The use of word boxes would also be an appropriate instructional technique for use in a small group. A series of connected boxes, the length of the target word that is being taught, is drawn on paper or white board. Letter tiles are pushed into each individual box as the word is slowly being annunciated

(Joseph, 2008). This is a visual representation of the “sounding out” process that beginning readers use to decode unfamiliar words.

Onset/rime. Onset refers to the first sound or phoneme in a word or syllable. Rime is the ending group of phonemes that begin with a vowel (Hines, 2009). For example, the word *bake* has an onset of /b/ and the rime *-ake*. Rimes are also referred to as “word families”. For students with learning disabilities, this level of phonics instruction appears more effective than learning at the individual sound level (Hines, 2009).

Students with a learning disability in reading need various strategies they can use to unlock the phonological code of our language. Teaching those students *how* to learn using specific strategies rather than *what* to learn, may be the key to unlocking that code (Whitaker, Harvey, Hassell, Linder, & Tutterrow, 2006). Using strategies for onset/rime decoding can be helpful to students struggling with word recognition. Whitaker et al. (2006) state that rimes are more predictable in their pronunciations and spellings than individual phonemes. Using onset/rime may make it easier to sound out unknown words rather than the traditional sounding out of individual phonemes. An example would be sounding out the onset/rime in the word *bake* as /b/ and /ake/ rather than /b/ /ā/ /k/. The student would have to remember that /a/ sound is long and the *e* is silent. Being familiar with the rime of *-ake*, the student would only have to remember the consonant onset sound of /b/ (Hines, 2009).

Onset/rime instructional techniques. One technique suggested by Hines (2009) is to color-code the rime in words to help visually highlight it. Hines studied first grade students with reading difficulties, using a color-coding system. For example, words with

the rime *-at* were highlighted in blue; however only the rime was highlighted, not the beginning onset. The student sorted the words according to rime and practiced reading them. The investigator reported that all students in the study showed growth in reading the words studied over a relatively short amount of time (Hines, 2009).

Another technique in onset/rime instruction is the FISH strategy. Whitaker et al. (2006) researched this instructional technique with a group of students reading at a second and third grade level. The researchers instructed the students to use this method when they encountered a word they did not know. The first step is to **F**ind the rime. Next, the students would **I**dentify the rime or another word that ends with that rime or word family. Third, the students had to **S**ay the rime and lastly, they had to **H**ook the new onset (beginning sound) to the word family or rime. **FISH** is an onset/rime strategy for decoding new or unknown words.

Adding a gaming element to onset/rime instruction would help make the learning process more enjoyable. Adjusting the number of rimes that are introduced at any one time is another appropriate modification. In addition, for lower-level readers, including a picture with the onset/rime instruction may be helpful (Onset/Rime Games, 2014).

Drill and practice. The drill and practice strategy for teaching phonics is just what it sounds like, repetitive drills and practices generally with flashcards. Studies have shown that the technique of drill and practice can be effective with students who are having difficulties with word recognition (Noltemeyer, Joseph, & Kunesh, 2013). Joseph (2008) agrees that drill and practice is effective but also states that it is an efficient method of instruction for word recognition, meaning that more words can be learned in less time.

Rote practice and memorization are important to use with students who have learning disabilities. Repetition is the key to knowledge retention, which drill and practice activities provide. It is also an efficient method of learning new skills; it does not require any extra time to implement in relation to learning outcome (Noltemeyer et al., 2013).

Drill and Practice Instructional Techniques. Incremental rehearsal is a useful technique that is research-based and effective in a classroom setting. This drill and practice technique uses a drill ratio procedure: the flashcards are interspersed with both known and unknown words (Joseph, 2006). The teacher decides the ratio of known to unknown words. A higher ratio of known words to unknown words has been shown to be most effective for students with learning disabilities (Joseph, 2006). Students with disabilities may be more motivated to participate in this type of drill and practice since the number of successful word readings is high. It also allows the students to focus on a small number of unknown words that must be memorized (Joseph, 2006), yet at the same time, feel confident reading the words they do know.

The teacher can adjust the group size depending on individual student need. In addition, the ratio of known to unknown words can be adjusted. Another modification that would be appropriate for drill and practice is overlearning; teaching beyond the point of mastery (Felton, 2013). Many students with learning disabilities need extensive practice to cement a skill into their knowledge base. Overlearning is a technique that meets the extensive practice need of students with learning disabilities.

Letter/sound association. Letter/sound association means that each letter of the alphabet has a corresponding sound. Young children typically learn letter names by singing an alphabet song then relating the names of letters to their corresponding shapes (Felton, 2013). From there the children learn to associate each letter or groups of letters to their corresponding sounds. Students with learning disabilities may have trouble learning letter names and letter-sound associations (Felton, 2013).

The National Reading Panel (2000) states that instruction in grapheme/phoneme (letter/sound) correspondence is essential for success in reading and spelling. For students with deficits in this area, explicit, direct instruction is essential. In addition to explicit instruction, letter/sound associations should be taught in a logical and systematic order that mirrors the classroom curriculum (Felton, 2013).

Letter/sound instructional techniques. One technique for letter/sound instruction is the use of visual cues. Felton (2013) proposes the use of pictures for visually representing the sounds being learned. For example, a picture of a snake in the shape of letter *s* would be an appropriate visual representation. Presenting a real apple when teaching the /a/ sound (and then allowing the students to eat it) can be effective. Movement and gestures can be very effective as well; scratching an imaginary “itch” to represent the /i/ sound is a good example (Felton, 2013).

As with all modifications, individual student achievement should guide the process. Adjusting the number of sounds or words learned at any one time, according to the students' needs, is an appropriate modification. Finding differentiated means for a student to demonstrate the skill mastered is another appropriate and important modification (Rosenberg, 2006).

Representative Strategies for Fluency Instruction

Repeated reading. Repeated reading is re-reading aloud, the same passage of text until the reading becomes smooth and sounds more like conversation than reading printed text. Cahill and Gregory (2011) state that using passages at a student's instructional level is most effective for students with learning disabilities.

As with any worthwhile endeavor, reading requires practice. Unfortunately, students with a learning disability in reading actually practice the art of reading less often than their non-disabled peers (Allington, 2013). It is imperative that students with learning disabilities have many opportunities to read and re-read passages every day. Repeated reading of passages at each student's instructional level is the best and most efficient means to build fluency (Cahill & Gregory, 2011).

Repeated reading instructional techniques. Repeated reading for fluency can be delivered in fun, student-friendly ways. Cahill and Gregory (2011) reported on methods used in a second grade classroom to practice fluency. One technique was to use a toy microphone and allow the students to re-read their passage of text into the microphone. The students could pretend they were an announcer for a popular television program or a famous singer. Another technique for repeated reading is the use of different voices. The students in the classroom studied by Cahill and Gregory (2011) used various voices such as a cowboy, baby, or duck to re-read their assigned passages.

It is important to remember that building fluency requires students to read at their independent level, not their grade level. They should be reading passages with at least a 95% accuracy rate (Cahill & Gregory, 2011) and progress monitored at least bi-monthly to ascertain growth (Hasbrouck, 2006).

Choral reading. Choral reading can best be described as a small group of readers reading the same passage of text aloud together. This will most often happen in small groups with the teacher leading the students and modeling the proper way to read the passage. It is a scaffolding technique in which the struggling reader can experience reading, but still have the support of the teacher (Coombs & Edwards, 2014).

Studies show that poor readers have fewer opportunities to read than do typical readers. Choral reading gives those students multiple opportunities to practice reading in an assisted environment. Choral reading may also build confidence in reluctant readers and build a sense of community among the small groups, reading together (Kulich, 2009).

Choral reading instructional techniques. For choral reading activities, patterned or predictable books and passages that are at the instructional level of the students are most appropriate (Choral Reading, n.d.). Each student should have their own copy of the passage being read and the students should be tracking the text with their finger. A variation of this technique is to have several small groups practicing the same passage. When it is time to come together to read aloud, the first small group reads the first line or sentence of the passage. The next group joins in by reading the second line followed by the third group reading aloud the third line and so forth. This variation dubbed *Cumulative Choral Reading* by the Area Education Agency of Iowa, promotes a fun and interesting way for students to practice oral reading fluency (Fluency: Choral Reading, n.d.).

For students who are reluctant to read, use a short text passage; it may look less intimidating. If there is a reader who has trouble focusing and staying with the group, try a novel finger-pointer that the student could use to track the text (Choral Reading, 2014).

Another modification would be to use poems that include rhyming words or silly words to help hold the reader's attention.

Echo reading. With echo reading, an adult reads one sentence aloud, modeling the correct reading of the passage. The student then says the same passage aloud "echoing" how the adult reads the passage. It is important to stress that the student track the words being read with a finger or other pointing prop. This way, the student is reading the words in the passage and not just copying the adult reader (Griffin & Appel 2009).

Echo reading offers the student with a learning disability an opportunity to hear the correct way to read a particular passage, one sentence at a time. In addition, echo reading enables the student to mimic the intonation of the adult reader, making the reading sound more like conversation than word reading.

Echo reading instructional techniques. Most echo reading takes place within a small group. The teacher reads the text and the group of students echo the text back to the teacher. Another method of practicing the echo reading technique is to allow a pair of students to work together. A less proficient reader should be paired with a more proficient reader and the reading passage, book, or poem should be at the instructional level of the less proficient reader. The first student reads a sentence or short passage of text using proper phrasing and paying attention to punctuation. The other student echo's the same text back, using proper phrasing and punctuation (Koralek & Collins, 1997).

For beginning readers, each student should have their own copy of the reading passage or book making it easier for them to track the words being read. As the student becomes more proficient, echo reading can be done using big books or projected passages

(Dill, 2012). Another modification would be to allow the less proficient reader to be the leader once the student's reading becomes more fluent (Koralek & Collins, 1997).

Modeling. Sometimes it is best for the teacher to show, or model, what fluent reading sounds like. Modeling is when a fluent reader reads a sentence from the reading passage that a student is practicing. The fluent reader models the appropriate speed and expression in the read-aloud.

Some students with disabilities do not understand what fluent reading really means (Rasinski, Homan, & Biggs, 2009). With modeling, the instructor provides appropriate phrasing and expression along with accurate word reading. New words are introduced and correctly pronounced by the teacher, making for a smoother read for the student.

Modeling fluency instructional techniques. The teacher or another fluent, adult reader would begin by reading a passage of text in a non-fluent manner. The student would be asked to give an opinion about how the teacher or adult read the passage. Next, the teacher would read the passage in the correct manner. Again, the student is asked to give an opinion about the performance of the teacher (Rasinski, Homan, & Biggs, 2009). This method is to show the student the difference between fluent and non-fluent reading.

Pairing students together rather than pairing a student and a teacher can work with modeling, provided that one of the students is a stronger reader. A checklist can be used by the students to provide feedback on the modeling performance of each other. The checklist could have speed, accuracy, and expression as the qualities to be listening for when the partner reads (Murray, n.d.). The teacher could then discuss the findings from the checklist with the students.

Implications from Previous Studies on Phonics and Fluency for Students with Learning Disabilities

Explicit and systematic are the key terms in teaching phonics and fluency to students with disabilities. Explicit instruction involves direct teaching of needed skills, guided practice, and opportunities for independent practice (Mesmer & Griffith, 2006). It is “direct, precise, and unambiguous” (Mesmer & Griffith, 2006, p. 396). Systematic instruction is using sequential order, a scope and sequence, when introducing different skill sets. For phonics instruction, one letter/sound combination is taught then another (Tolman, 2005). Systematic is a step-by-step process: teacher instructs, student and teacher practice skill together, student practices independently.

Analysis of Commercially Available Handbooks

Handbook #1: *Reading Interventions Resource Handbook*. This book was written by Jose M. Chavez and Orli Lahav of California State University Northridge. It is a clear, concise report on interventions for the five components of reading. It is available to download, free of charge, from the California State University Website.

Strengths. One of the strengths of this resource is that it contains good background information about reading and research-based practices. It offers enough to make a good introduction but not too much that it becomes uninteresting. It offers brief definitions and descriptions of each of the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Activities are provided for immediate classroom use along with any props, materials, or game boards that may be needed. The authors also suggest modifications that can be made depending on the needs of individual students.

Weaknesses. This handbook describes a few activities for each of the five areas of reading. Since it does not focus on phonics and fluency, much of the information contained within is not usable for educators focusing on those two areas. In addition, it does not offer specific information for modifications for students with learning

Handbook #2: *The Literacy Coach’s Handbook: A Guide to Research-Based Practice.* This book is the second resource for phonics and fluency strategies that was reviewed. It was written by Sharon Walpole and Michael C. McKenna for classroom teachers or others who may work with students in the area of literacy. This book details the development of reading and how it has changed over the course of several decades. The handbook is divided into ten chapters and includes the subjects of research, assessment, leadership, and making effective schedules. There are two chapters dealing with specific strategies and intervention programs and techniques.

Strengths. One of the strengths of this handbook is that the information provided is solid, research-based information for becoming a literacy coach. It is written in a “teacher-friendly” format, leaving out statistical facts and research language. Most paragraphs have a sub-topic header, which guides the reader and makes searching for specific information easier.

Weaknesses. The major weakness of this handbook is that it does not provide easy-to-use, hands on activities that can be implemented quickly in the classroom. Phonics and fluency strategies are covered in two pages, highlighting picture sorts for phonics and repeated reading for fluency.

Handbook #3: *The Reading Coach: A How-To Manual for Success.* This book was written by Jan Hasbrouck and Carolyn Denton. This book provides excellent

information for classroom teachers and literacy support staff. The information highlights reading difficulties and the importance of using research-based practices in the classroom.

Strengths. A major strength of this handbook is that the authors are well known in their field of expertise. The information presented is reliable and research-based. The authors were very thorough in their explanations of reading development and disorders and how to make an action plan for helping struggling readers.

Weaknesses. A major weakness in this handbook is the lack of practical, easy-to-implement activities for use in the classroom. There are suggestions mentioned about how to help struggling readers in the areas of phonics and fluency but specific strategies are not discussed.

Recommendations and Implications from Commercially Available Resources

All commercially available resources stress the need for research-based strategies for teaching phonics and fluency to students with learning disabilities. In addition, explicit, direct teaching using a systematic plan is strongly encouraged. The combination of these factors has been shown to assist students in acquiring the needed skills for reading. All reviewed handbooks contained research-based information about strategies for teaching the five elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. None of the handbooks reviewed dealt specifically with phonics and fluency, leaving the reader with only a few usable strategies in those areas. A resource for specific research-based strategies for phonics and fluency, especially when teaching students with learning disabilities, needs to be developed. Phonics and fluency

are important steps in the acquisition of reading and for the ultimate goal of reading: comprehension.

Conclusion

The literature review clearly shows the importance of using research-based strategies for teaching phonics and fluency with students who have a learning disability. The literature also reveals a research-to-practice gap in what teachers understand about research-based strategies and what they currently use in the classroom. In order to help close this gap, and to better instruct students with learning disabilities in the areas of phonics and fluency, a more user-friendly resource for classroom teachers is needed. The No Child Left Behind Act mandates research-based strategies for teaching reading. A resource for classroom teachers offering those strategies in an accessible and usable manner would help meet that mandate and close the research to practice gap.



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Chapter 3

Methodology

Introduction

Research-based instructional practices are the most effective means to teach phonics and fluency in early elementary school classrooms (Rupley, 2009). It is especially important that research-based practices be used with students who have a learning disability. However, there are studies that show that teachers under-utilize those practices (Landrum, Cook, Tankersley, & Fitzgerald, 2007). It is important that teachers use best practice for teaching reading to their students, but especially important for students with learning disabilities. Students with learning difficulties in reading most often have issues with phonics and fluency (Torgesen, 2002). The present study seeks to understand teachers' perceptions of research-based strategies for teaching phonics and fluency, and how those teachers use the strategies in their classrooms to assist students with learning disabilities. Information from this survey study was used to create a desktop resource for general education and special education teachers who teach students with learning disabilities in the areas of phonics and fluency.

The need is great for effective strategies that research has proven to be successful in teaching students with reading difficulties. Because phonics and fluency are integral components of reading in the early elementary grades, more research needs to be conducted to find out what teachers know about effective strategies and how they are using them in the classroom. Research questions posed by the present study include:

1. How do early elementary teachers perceive the usability and accessibility of research-based information on strategies for teaching phonics and fluency?

2. What are the most effective research-based strategies for teaching phonics and fluency to students with learning disabilities?
3. How do early elementary teachers currently use strategies for teaching phonics and fluency to students with learning disabilities?

Research Design

A qualitative research design was utilized for the present study. The procedure included a survey, which sought a teacher's point of view on research-based strategies for teaching phonics and fluency to students with learning disabilities. Understanding teachers' perceptions of the availability and usability of researched-based strategies for teaching phonics and fluency helped shape the forthcoming special project. The survey also investigated the teachers' use of research-based strategies for teaching phonics and fluency in their classroom with students who have a learning disability.

The survey asked teachers how they use particular research-based strategies for teaching phonics to students with learning disabilities. The strategies that were investigated are small group instruction, onset/rime, drill and practice, and letter/sound association. Teachers were asked to explain their teaching procedures, materials used, and time spent on each of the four strategies. In addition to phonics strategies, the survey explored how teachers use research-based strategies for teaching fluency to students with learning disabilities. Repeated reading, choral reading, echo reading, and modeling are the four fluency strategies that teachers were expected to explain. Again, teaching procedures, materials used, and time spent on each strategy were expected to be described by teachers. The survey questions investigating how teachers use the research-based strategies for teaching phonics and fluency for students with learning disabilities

were adapted from a study by Rankin-Erickson and Pressley (2000). In their study, special education teachers were surveyed about strategies used for literacy instruction.

The teachers in the present study were asked about the usability and accessibility of research-based strategies. A study conducted by Landrum et al. (2007) found that teachers perceived research-based strategies as hard to use or implement in their classrooms. Teachers also perceived information on those strategies as inaccessible. Because of the Landrum et al. (2007)'s study, the present research survey included teachers' perceptions of the usability and accessibility of research-based strategies for teaching phonics and fluency to students with disabilities. These are important questions to ask of teachers because, if research-based strategies are perceived as inaccessible and unusable, students with learning disabilities may not be receiving the best instruction in the classroom.

In addition to the above questions, the teachers were asked their definition of a research-based strategy and what sources they use to find those strategies. These questions were chosen to gauge teachers' understanding of the term *researched-based* and to discover sources of information that teachers find useful.

Special education teachers in the field of reading instruction previewed the survey questions pertaining to their uses of phonics and fluency strategies in their classrooms. Special education professors at the participating institution collaborated with the investigator to construct survey questions that were valid and reliable. All survey questions were significant in constructing a desktop reference for teachers that include research-based strategies for phonics and fluency in an easy to use, teacher-friendly manner.

Table 1

Survey Questions and Purposes

Questions	Purpose of Questions	Sources
1. What is your definition of research-based strategies?	Understanding teacher knowledge	Stanovich & Stanovich (2003)
2. Explain how you use phonics strategies in your classroom with students who have a learning disability.	Understanding teachers' uses of strategies	Rankin-Erickson & Pressley (2000)
3. In your opinion, how available are research-based strategies for phonics instruction?	Availability of strategies	Landrum, Cook, Tankersley, & Fitzgerald (2002)
4. In your opinion, how user-friendly are research-based strategies for phonics instruction?	Accessibility of strategies	Carnine (1997)
5. Explain how you use fluency strategies in your classroom with students who have a learning disability.	Understand teachers' uses of strategies	Rankin-Erickson & Pressley (2000)
6. In your opinion, how available are research-based strategies for fluency instruction?	Availability of strategies	Landrum, Cook, Tankersley, & Fitzgerald (2002)
7. In your opinion, how user-friendly are research-based strategies for fluency instruction?	Accessibility of strategies	Carnine (1997)
8. Where do you find research-based strategies for teaching phonics and fluency for struggling readers in your classroom?	Accessibility of strategies	Spor & Schneider (2001)
9. Additional comments	Understanding teacher knowledge	Denton, Vaughn, & Fletcher (2003)

Participants

The participants in this research study are general and special education teachers at a rural elementary school in a Mid-Western state. There are seventeen teachers in this school building consisting of grades Kindergarten through sixth grade. There are twelve teachers in K-3 at this building including three special education teachers. This study will focus on teachers in grades K-3 (primary – grade and special education teachers) who teach reading to all students including students with disabilities. The ninety-minute reading block for these grades contain lessons in phonics and fluency, the focus of the present study.

Setting

This elementary school is in a rural area in a Mid-Western state. Population of the area is approximately 2000 people. There are 321 students in grades K-6 at this school and students with disabilities make up 16.8% (School and Corporation Data Reports, 2014). The school houses two kindergarten classes, two first and second grades and three third grade classrooms. Enrollment for primary students (K-3) is 186 students. In grades four, five, and six, there are two classes for each grade level for an enrollment of 135 students. There are also three special education teachers at this school.

This elementary school is considered a Title I school, as 53% of the total enrollment is eligible for the free or reduced lunch program. The corporation that includes this elementary school has a total enrollment of 1,610 students in preschool through twelfth grade. Corporation-wide, 14.22% of the students enrolled are students with disabilities.

Of the enrollment at the participating elementary school, 35 students are considered as having a learning disability. Of those students with a learning disability, 30 students have an Individualized Education Program (IEP) for a disability in the area of reading. There are also 12 students in grades K-3 going through the Response To Intervention (RTI) process because of low scores in reading. Statistics show that one to five percent of those students will be diagnosed with a learning disability and will be eligible for special education services (RTI, 2014).

Recruitment and Data collection procedures

The present study has the approval of the building principal (see Appendix A) and approval from the Purdue IRB (see Appendices B and C). A paper copy of the survey, along with a recruitment letter (see Appendices D and E) inviting teachers to participate, was placed in teachers' mailboxes at school. The letter explained that participation is voluntary and confidential. The participants were given approximately two weeks to complete the survey. One week after the survey was distributed, a reminder email was sent to all potential participants (see Appendix F). The completed surveys were collected in the investigator's mailbox in unmarked envelopes. The mailbox is located within the teacher's lounge area.

Data analysis procedures

A transcript of teachers' answer from the survey were written up and placed into categories according to theme: phonics and fluency strategies, perceptions of research-based information, and definitions. Teachers' perceptions of the accessibility of information, as well as the usability of information, was explored and rated according to response. Phonics and fluency strategies were listed and rated against the general

definitions of the research-based strategies listed in the Literature Review. Response rate from the completion of surveys was identified and a description of general trends was noted (Creswell, 2013).

Timeline

Data collection began with the distribution of the survey on November 3, 2014. Collection of finished surveys was completed by December 3, 2014. Data analysis began immediately after collection.

Outline for Special Project

The literature review has revealed that elementary teachers view research-based information as inaccessible and unable to be put into practice in their classrooms. The special project addresses that issue with a teacher-friendly handbook, providing elementary general and special education teachers with examples, resources, and hands-on activities for instructing students with learning disabilities. This handbook focuses on research-based strategies for instruction in phonics and fluency.

The five components of reading and the importance of using research-based instructional practices with students who have a learning disability are described in section one of the book. Phonics strategies that are research-based and can be implemented easily in the classroom are the topics of section two. Research-based strategies should always be used with students who have a learning disability as those strategies have been proven effective with that population. Small group instruction and onset/rime strategies are defined and discussed. In addition, the strategies of drill and practice and letter/sound association are also included.

The next section in the handbook highlights researched-based strategies for fluency instruction for students with learning disabilities. Research-based strategies for fluency should always be used with students who have a learning disability. Repeated reading, choral reading, echo reading, and modeling are strategies that are explained and discussed in this section of the handbook.

In addition to phonics and fluency strategies, an assessment section is included in this handbook. Assessment is an important part of any instructional practice. Teachers must find out where their students are in their knowledge of a subject in order to plan instruction appropriately. Other resources to guide classroom teachers in assisting students with learning disabilities are included as well.

Teachers need accessible, usable strategies for instructing students with learning disabilities in their classrooms. The areas of phonics and fluency are highlighted in this handbook as studies have shown that early elementary students with a learning disability in reading generally display deficits in those two areas. This handbook will afford general and special educators a hands-on, teacher-friendly resource to use with all students to increase their proficiency in phonics and fluency.

Chapter 4

Results

Studies have shown that research-based teaching strategies are best practice when teaching children to read. This is especially important when instructing students with learning disabilities. These studies have shown that classroom teachers do not always utilize research-based strategies for teaching phonics and fluency to their students. In addition, some teachers believe that research-based strategies are not readily available, nor are they written in a user-friendly manner.

The purpose of this research survey was to determine teachers' understanding and use of research-based strategies for teaching phonics and fluency to students with learning disabilities. In addition, the teachers were asked their perceptions of the usability and availability of research-based strategies. Nine open-ended questions were utilized, with four questions requiring teacher explanations of their use of certain phonics and fluency strategies. Twelve elementary primary and special education teachers from a rural area of a mid-western state were asked to complete a paper copy of the survey. Six completed surveys were returned to the investigator for a return rate of 50%. The themes of teachers' knowledge and use of research-based strategies and their perceptions of availability and usability of those strategies are stated and analyzed. Sources of information on research-based strategies reported by teachers are also stated and teacher comments listed.

Teacher Knowledge of Research-based Strategies

Research-based strategies are instructional practices that have been scientifically proven effective. According to Stanovich and Stanovich (2003), in order for instructional

practices to be considered research-based there must be evidence of empirical studies that prove those methods are effective in the classroom. In addition, they must involve extensive data analysis, be valid and reliable, and be accepted by a peer-reviewed journal (Stanovich & Stanovich, 2003). Three of the six respondents seem to have a good understanding of the definition of research-based strategies. For example, one teacher commented that research-based strategies are, “strategies that have been proven through research to be effective in meeting the objectives for that strategy (i.e. increasing fluency)”. The remaining three teachers completing the survey had some understanding of the definition of research-based strategies. For example, one teacher stated that research-based strategies are “tools used for increasing reading proficiency.” This teacher is definitely on the right track with regard to the meaning of researched-based, but did not state empirical evidence as a major component.

Teachers' Use of Research-based Strategies for Phonics

Four research-based strategies for teaching phonics were included in this study. Teachers were asked about their use of small groups, onset/rime, drill and practice, and letter/sound association in their classrooms. All six of the survey participants state that they use small group and onset/rime strategies in their classroom to teach phonics to students with disabilities as well as their general education students. One teacher reported, “every day my students study how words work....building words using onset/rime.”

In addition, drill and practice and letter/sound association were both reported as being used by the teachers who completed the survey. All of the respondents ($n = 6$) use drill and practice to reinforce phonics lessons. Four teachers use letter/sound association

in their classrooms while one teacher stated that it was not applicable in their classroom. Another teacher reported that letter/sound association “used to be used” but is not needed anymore.

In general, the teachers who completed the survey are using research-based strategies for teaching phonics to all of their students. Small group, onset/rime, and drill and practice are being used most often. Letter/sound association is not used as much, even though the research shows all four phonics strategies are best practice and should be used with students with and without disabilities.

Teachers' Use of Research-based Strategies for Fluency

Four research-based strategies for teaching fluency to students with disabilities were included in this study. Teachers were asked about their use of repeated reading, choral reading, echo reading, and modeling with the students in their classrooms. For repeated reading, all six teachers stated that they use this particular strategy in their classroom. Five of the six teachers reported using choral reading on a regular basis, whereas one teacher “rarely” uses the strategy.

Echo reading was not used by teachers as much as repeated or choral reading. Three teachers reported using the strategy in their classrooms on a regular basis but two teachers stated that they never use the strategy. One teacher reported using the strategy “rarely” and only then with a literature book. All six teachers use the modeling strategy. One teacher commented that they model both the right and wrong way to read a passage. Another teacher reported that it is used to “model good, fluency reading/expression.”

Most teachers who completed the survey use research-based strategies for teaching fluency. Repeated reading and modeling were the two strategies that all

teachers used, whereas, choral reading and echo reading were the least used. All four of the strategies listed have been proven to increase fluency in students with and without disabilities and should be used regularly in the classroom.

Availability of Phonics and Fluency Strategies

The survey asked teachers' opinions on the availability of research-based strategies for teaching phonics and fluency. Five of the six teachers responding to the survey felt that phonics strategies *are* readily available. Although one of those teachers felt the strategies were readily available, that teacher also felt that the problem was “weeding all the other junk out.” One teacher believed that strategies were *not* readily available and stated, “I have to dig for things.”

Fluency strategies were not as readily available as phonics strategies according to survey respondents. Four of the six teachers reported that research-based fluency strategies *are not* readily available. One of those teachers commented that there are not enough fluency strategies for lower elementary. The two teachers that believed research-based strategies for fluency *were* readily available added that they use strategies provided by the school's adopted reading curriculum.

Usability of Phonics and Fluency Strategies

All six teachers felt that research-based strategies for phonics were user-friendly, with two of the teachers adding that “scripted” strategies were very easy to follow. Another teacher commented that even though the strategies are user-friendly, sometimes they are “too vanilla, or boring.” Another teacher commented that sometimes “I have to do a little more looking on how exactly to use (the strategy).”

Five of the teachers stated that strategies for fluency *were* user-friendly. One teacher commented that all the strategies seem similar so once you learn one strategy “you pretty well know them all.” One teacher commented that, although the strategies are user-friendly, “I question how effective they are.” The one teacher who felt that fluency strategies *were not* user-friendly commented, “if I find it (a strategy) I usually have to alter it for Kindergarten.” Even though most teachers felt that research-based strategies for phonics and fluency were user-friendly, there is still a need for more information as shown by the teacher comments listed on the survey.

Resources for Research-based Strategies

Previous studies have shown that classroom teachers were not utilizing professional educational journals, even though the journals have the most up-to-date information on research-based strategies. In the current study, the teachers were asked where they obtain information on research-based strategies for phonics and fluency to use with students who have learning disabilities. The teachers were free to list as many sources for obtaining that information as they wanted. Figure 1 shows the different sources used by the classroom teachers.

Five of the teachers reported that they receive information about research-based strategies for phonics and fluency from professional development conferences. Three teachers reported obtaining research-based strategies from colleagues and from online resources such as Pinterest and TeachersPayTeachers. Two teachers obtain research-based strategies from educational texts or books, whereas only one teacher used professional educational journals. All other responses are indicated in Figure 1.

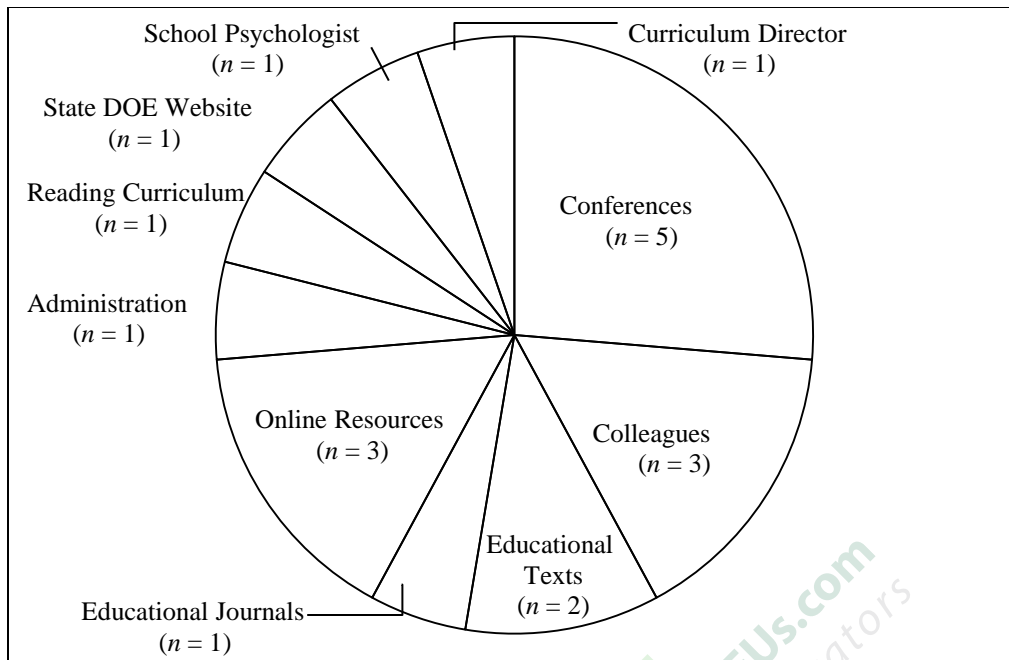


Figure 1. Sources of research-based information provided by teachers in the current study.

In general, most survey respondents indicated that research-based strategies for phonics and fluency are readily available and user-friendly. However, professional educational journals are not frequently being utilized by teachers to discover which strategies are research-proven best practices. These findings correspond to the findings in previous studies, indicating that teachers rely more on colleagues, professional development conferences, and websites to find research-based strategies for teaching phonics and fluency. Online resources such as Pinterest and TeachersPayTeachers, do not always utilize a validation process to prove that the activities on their sites are research-based and proven effective. Still, many educators choose to use those as quick, efficient, and user-friendly sources as indicated in the present study where three teachers reported using online resources for pertinent information.

These current findings show that there is a need for a handbook for teachers focusing on research-based strategies they can use for teaching phonics and fluency to students with disabilities. A handbook was constructed using empirical findings from the current study as well as from previous studies. Research-based strategies are presented in a user-friendly, accessible format which will offer teachers current, research-based strategies for teaching phonics and fluency to all children, including those with learning disabilities.

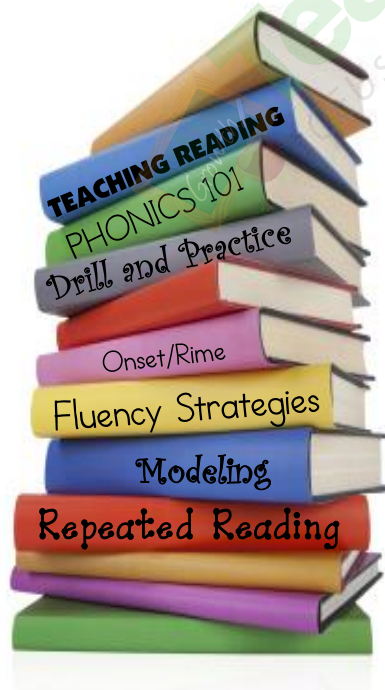


Chapter 5

Handbook



**Research-based
Strategies
For
Phonics and Fluency**



**Teaching
Students
with
Learning
Disabilities**

My Story

His name was Matthew. His mother requested he be placed in my preschool class. I did not want to admit that I was scared: Matthew was a child with Down syndrome and I had no training or experience with exceptional needs. My apprehension faded away as Matthew and I formed a special bond that year. That bond would eventually steer my career path toward special education. Through him, I discovered that I had the love, patience, and desire to work with children with special needs and to make a difference in their educational pursuits.



Pursuing a degree in special education has not been easy. I am not a traditional student; I finished my bachelor's degree at the young age of 52. Presently, I am completing a master's degree in special education and am working at a public elementary school. I am a special education resource teacher working with K-6 students who have learning disabilities. Most of my students have a disability in the area of reading and struggle to keep pace in their general education classrooms. My passion is to unlock the reading process for my students so that they may achieve reading success and accomplish their educational goals. This book is my attempt to assist other teachers that desire to help struggling readers become more proficient.

Introduction

This handbook was constructed with primary and special education teachers in mind. We all desire that our students learn to be proficient readers by the end of third grade. However, the reality is that not every student will achieve this goal. Still, it is our responsibility as educators to teach every child to read, uncovering what works for each particular child and the way he or she learns best.

This is where the handbook comes in. Phonemic awareness, phonics, fluency, vocabulary, and comprehension are the "Big Five" areas of focus for reading. You may have noticed that commercial reading curriculums include instruction for these five areas. This handbook focuses on phonics and fluency instruction and some of the research-based strategies that are most effective for teaching reading to all students, including those with learning disabilities. Why phonics and fluency? Oftentimes, students with learning disabilities have deficits in the areas of phonics and fluency. In addition, previous studies indicate that phonics and fluency are most effective when taught in grades kindergarten through third grade. Aren't the other areas taught in K-3 too? Yes, but there should be a strong focus on phonics and fluency at this level.



How to Use this Book

The top four strategies for teaching phonics along with the top four strategies for teaching fluency are incorporated in this handbook. In addition, activities to help your instruction time be more productive are also included. Feel free to skim this handbook to find activities that will fit you and your students. You do not have to read this book cover-to-cover to glean useful information from it. This is a reference tool for you and includes hands-on activities that are classroom ready.



Read Me A Memory

By Jay Richards

Read me a memory, tell me a tale.
Speak of wondrous adventures, together we'll sail
Off to forests enchanted and lands far away,
Fairies and kings and magical rings.
My heart has wings
When I sit at your knee and you read to me.

Years turn like pages, soon I'll be grown.
Maybe someday I'll read to a child of my own.
Though I may not remember the stories we shared.
I always knew through the time spent with you
That you loved me too
For I sat at your knee and you read to me.

Childhood, like summer days; dew on the grass,
Soon will be yesterdays. Don't let it pass
'Til you read me a memory, tell me a tale,
Speak of wondrous adventures, together we'll sail
Off to forests enchanted and lands far away,
Fairies and kings and magical rings.
My heart has wings
When I sit at your knee and you read to me.

To learn to read is to light a fire; every syllable that is spelled out is a spark.

~ Victor Hugo

Section 1. The Big Five

Phonemic Awareness

Phonics

Fluency

Vocabulary

Comprehension

Introduction

If you are an elementary teacher you have, no doubt, heard of "The Big Five" in reading. Phonemic awareness, phonics, fluency, vocabulary, and comprehension are the five areas of reading instruction deemed most important for teaching reading to all students, including those with learning disabilities. Our federal government charged the National Reading Panel with reviewing research to determine the most effective methods for teaching reading. After reviewing over 100,000 relevant studies and soliciting public input, the panel published their findings in 2000. The panel concluded that the best methods for reading instruction involved explicit and systematic instruction in phonemic awareness and phonics. Methods to improve fluency, increase vocabulary, and strengthen comprehension are also

important and listed in the panel's report of the five areas of reading that need specialized attention. Before getting into specifics about phonics and fluency, I have included an explanation of each area as a refresher for you.

Phonemic Awareness

Phonemic awareness is the understanding that spoken words can be broken apart into smaller segments of sound known as phonemes. Phonemes are the smallest unit of sound in the English language. For example, the word "cat" is made up of three individual sounds or phonemes: /k/ /a/ /t/. Preschool children may begin recognizing the beginning sound in their own name and generalizing it to other words; Bill and bat begin with the sound /b/. When a child recognizes these similarities, they have the beginnings of phonemic awareness. Phonemic awareness is the ability to hear the sounds of language and should not be confused with the next subject: Phonics.

Phonics

Phonics is the relationship between the sound of our language and written symbols. Acquiring the knowledge that letters of the alphabet represent sounds (phonemes), and that these sounds put together can form written words, is the goal of phonics instruction. Some researchers describe the instruction of phonics as "breaking the code" of unknown words. In another term, phonics is the ability to sound out unknown words.

Fluency

Fluency is the next component of reading according to the National Reading Panel. Fluency is the ability to recognize words easily and accurately. It involves reading with expression and intonation or prosody. Fluency also acts as a bridge between word identification (phonics) and comprehension. In addition, fluent readers extract meaning from text better than non-fluent readers do. Fluency can also be described as the "glue that holds reading together" and allows the student to concentrate on meaning rather than decoding. Children gain fluency by practicing reading until the process becomes automatic.

Vocabulary

Vocabulary, according to the University of Oregon's Big Ideas in Reading, is the knowledge of the meanings of words. It is important to know and understand the meanings of words in order to effectively communicate. Vocabulary knowledge is related to comprehension and, if the ultimate goal of reading is to comprehend the message of the text, then vocabulary instruction should be an important element in the acquisition of reading.

Reading Comprehension

Reading Comprehension is the fifth component of reading as stated by the National Reading Panel. Comprehension can best be explained as gaining meaning from written material. Researchers agree that comprehension is the ultimate goal of reading.



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Importance of Phonics and Fluency

Although there is no denying that the ultimate goal of reading is comprehension, phonemic awareness, **phonics**, and **fluency** are the steps that need to be in place so that comprehension will have a strong foundation. Phonemic awareness is hearing and manipulating the sounds in words and generally begins before formal schooling. **Phonics** and **fluency**, however, are strongly emphasized in kindergarten through third grade.

Phonics connects the sounds of individual letters to the written word and helps students with word recognition and spelling. It is especially important for students with learning disabilities who often have trouble with accurate word recognition, letter-sound correspondence, and spelling to adequately learn phonics techniques. Research-based strategies in **phonics** instruction that are explicit and systematic are most effective for students with learning disabilities. In addition, **phonics** should be taught in a predictable order so that students may build upon skills already mastered. Single letters and sounds should be taught first, followed by consonant blends and vowel combinations.

The component of **fluency**, like **phonics**, should be stressed in early elementary school. **Fluency** can be described as accurate and automatic word recognition along with appropriate expression. It can also be described as the ability to gain meaning from text using a limited amount of time. Many teachers of early elementary students track **fluency** using oral reading **fluency** passages at grade level. The students read the passage for one minute while the teacher scores the number of words read plus the accuracy of words read. It is important to stress that **fluency** should be practiced and tracked at the students independent reading level, not at their grade level. Independent reading level is gauged by word-reading accuracy.

Independent Level	Relatively easy for the student to read (95% word accuracy)
Instructional Level	Challenging but manageable for the reader (90% word accuracy)
Frustration Level	Difficult text for the student to read (less than 90% word accuracy)

By reading and practicing passages at their independent level, students are more likely to increase their number of words read per minute. In addition, a correlation has been made between gains in reading **fluency** and gains in reading comprehension. Since comprehension is the end goal, **fluency** instruction is very important.



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Better to lose a book to a child, than to lose a child to illiteracy.

~ Richard Allington

Section 2. Phonics

Small Groups

Onset/Rime

Drill and Practice

Letter/Sound Association

Introduction

Research-based strategies for teaching phonics to all students, including students with disabilities, will be covered in this chapter. The four strategies that will be discussed are small group instruction, onset/rime, drill and practice, and letter/sound association.

Small Group

Small group instruction is an effective way to teach phonics to students with learning disabilities. The term small group is defined as a group of two to four students working with a teacher on a certain learning objective. In a small group, the students can work on specific lessons, working at a pace that fits the group. Small group instruction allows teachers to give more attention to individual students, check for understanding, and reinforce lessons taught in the larger classroom setting. Based on available research, small instructional groups are most effective for the highest learning outcomes of students with learning disabilities. Suggestions for small group activities, along with explanations are listed beginning on page 16.



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Small Group Activities

Activity #1: Word Sorts

Word Sorts are examples of small group activities that have been shown to improve phonics skills for students with learning disabilities. A Word sort is another name for categorizing words that are similar. According to the book *Words Their Way*, actively engaging students by sorting words into categories helps them make sense of the words. In addition, new word knowledge can be acquired and reinforced through words sorts.




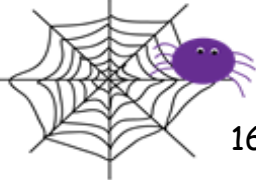













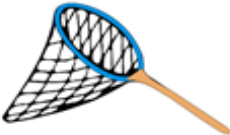


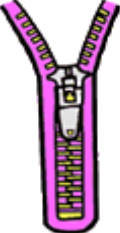
The word sort on the next page is intended to be used as an individual project but can be used in a cooperative learning center as well. This word sort activity highlights the short sound of **i** and **e** in the medial position.

Directions: The student will cut apart the squares from the page. Using the "i" and "e" squares as category headings, the student will then place each picture square under the correct heading according to the picture's medial sound. Four additional Word Sorts are also included.

Modifications: This activity can also be used as a "cut and paste". The squares can be cut apart and pasted onto another sheet of paper under the same "i" and "e" headings.



WORD SORT #1 Short i and e Medial Sound

i 		e 	
	 16		
			
			
			
	6		

Directions: Cut on the lines. Place each picture with the correct middle sound of either short i or short e.

Answer key: i pictures are lid, fish, six, fin, pills, windmill, bib, lips, pin, zipper
 e pictures are bell, desk, hen, sled, jet, net, shell, web, step, nest






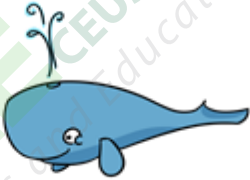
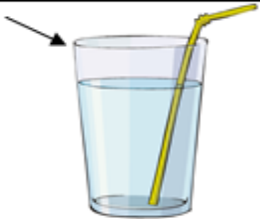





WORD SORT #2 Short o and u Medial Sound

Directions: Cut on the lines. Place each picture with the correct middle sound of either short o or short u.

Answer key: o pictures are sock, clock, pot, knot, rocks, lock, blocks, dog, cat, dots
 u pictures are duck, stump, hug, truck, jump, tug, puck, rug, hump, bug

WORD SORT #3 Short a and long a Medial Sounds

ă cat 		ā cake 	
made 		mad 	
	came 		
fast 	name 	last 	
		mask 	lake
		face	Jake

Directions: Cut on the lines. Place each picture with the correct middle sound of either long a or short a.

Answer key: Long a answers are face, page, gate, lake, name, came, whale, made, rake, Jake

Short a answers are backpack, snap, last, grass, glass, fast, hands, bat, mad, mask

WORD SORT #4 Short i and long i Medial Sounds

<p>ī pig</p> 		<p>ī kite</p> 	
nice	give	flip	5
	thin		gift
nine	while	dish	
	hike	drive	like
		lick	prize

Directions: Cut on the lines. Place each picture with the correct middle sound of either long i or short i.

Answer key: Long i answers are prize, drive, like, hike, nine, while, dice, mice, five, nice

Short i answers are brick, chick, lick, stick, dish, thin, kick, gift, give, flip

Activity #2: Word Boxes

The use of **word boxes** would also be an appropriate instructional technique for use in a small group. A series of connected boxes, the length of the target word that is being taught, is drawn on paper or white board. Letter tiles are pushed into each individual box as the word is slowly being announced. This is a visual representation of the "sounding out" process that beginning readers use to decode unfamiliar words. They also help students better understand the alphabetic principle in decoding and spelling. (Word boxes are provided for the activity in this section and would not need to be drawn.)

As the student progresses in their understanding of phonics, the word boxes can also include vowel teams and consonant blends. For instance, a three-letter word box would work for words like rat, jet, or top. As the student gains knowledge of words and sounds, the three-letter words boxes can also be used for words like frog, crab, and sheep as there are only three sounds in those words, even though there are more than three letters.


Directions: The teacher should cut out the word boxes and corresponding letter tiles ahead of time. To begin the activity, the teacher would model how to push the appropriate letter tile into the box while saying the sound. For example, when sounding out the word sun, push the s-letter tile into the first box while saying the sound /s/. While saying the sound of short /u/, push the u-letter tile into the second box. Lastly, using the n-letter tile, say the sound of /n/ and push the tile into the last box. Then, repeat the whole word, sun. The teacher would then give the students the word boxes and letter tiles, allowing them to practice the concept.

Word boxes for three-letter/three-sound words. These word boxes and corresponding letter tiles should be laminated for durability.



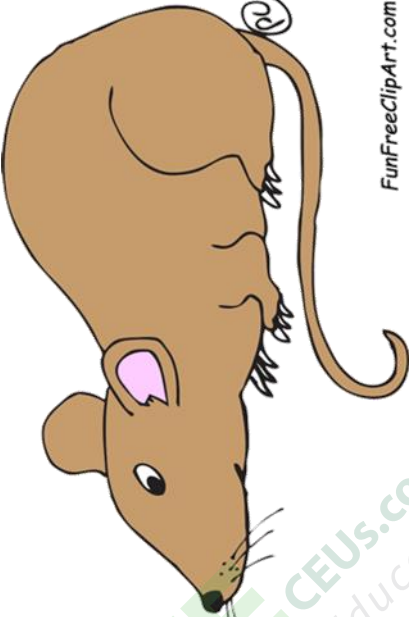
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Three empty rounded rectangular boxes for writing the word.



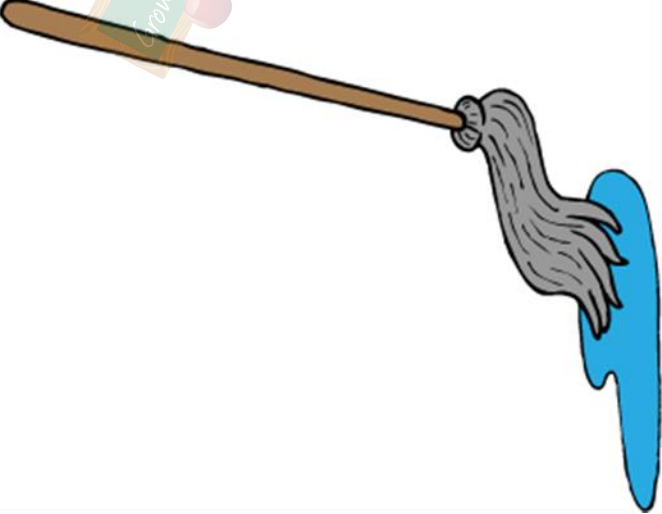
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Three empty rounded rectangular boxes for writing the word.

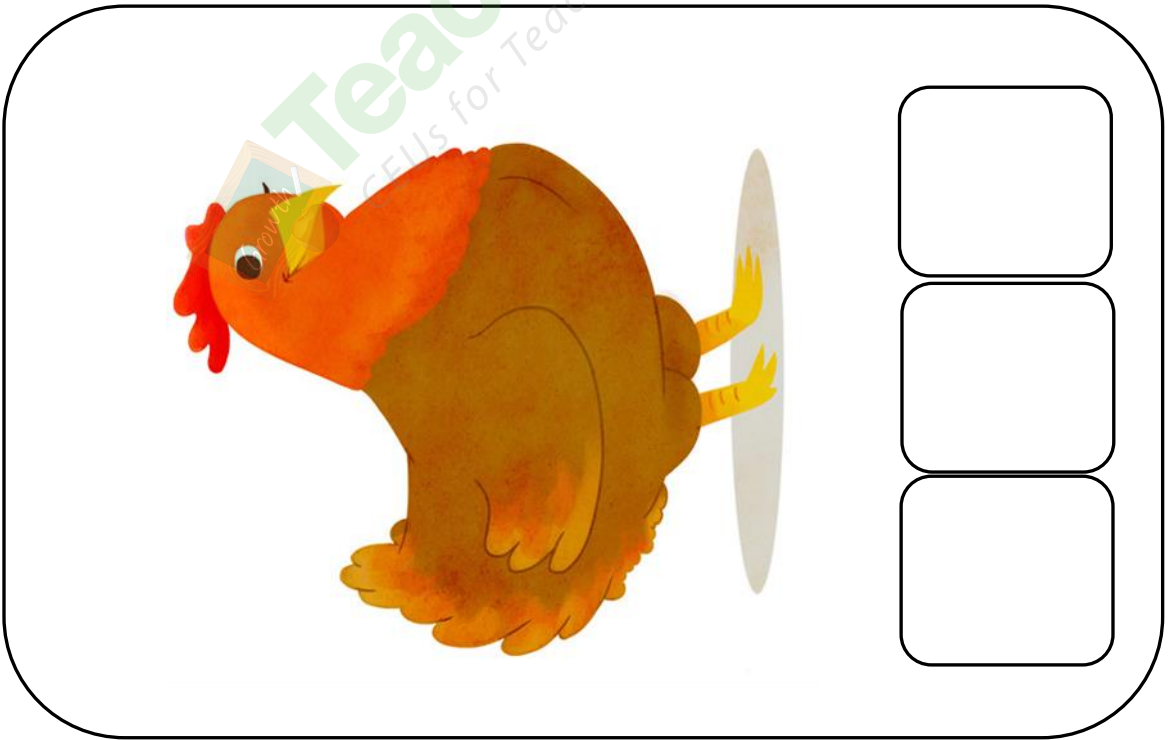
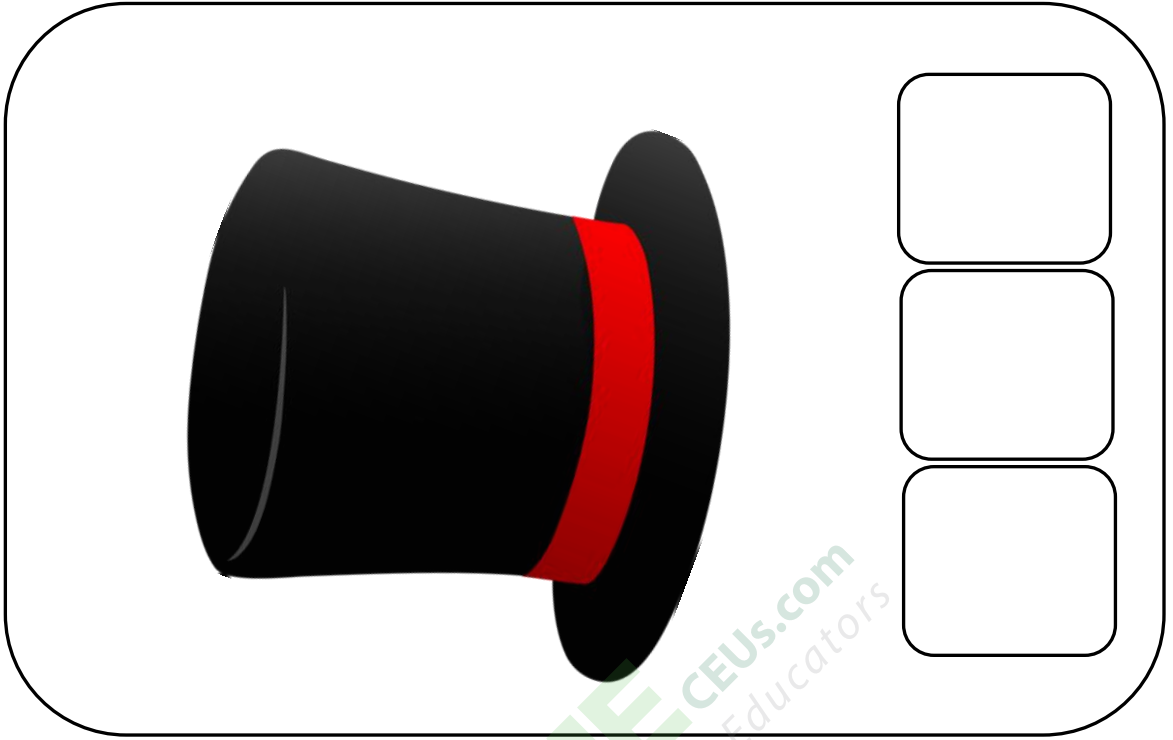


FunFreeClipArt.com

Three empty rounded rectangular boxes for labeling.

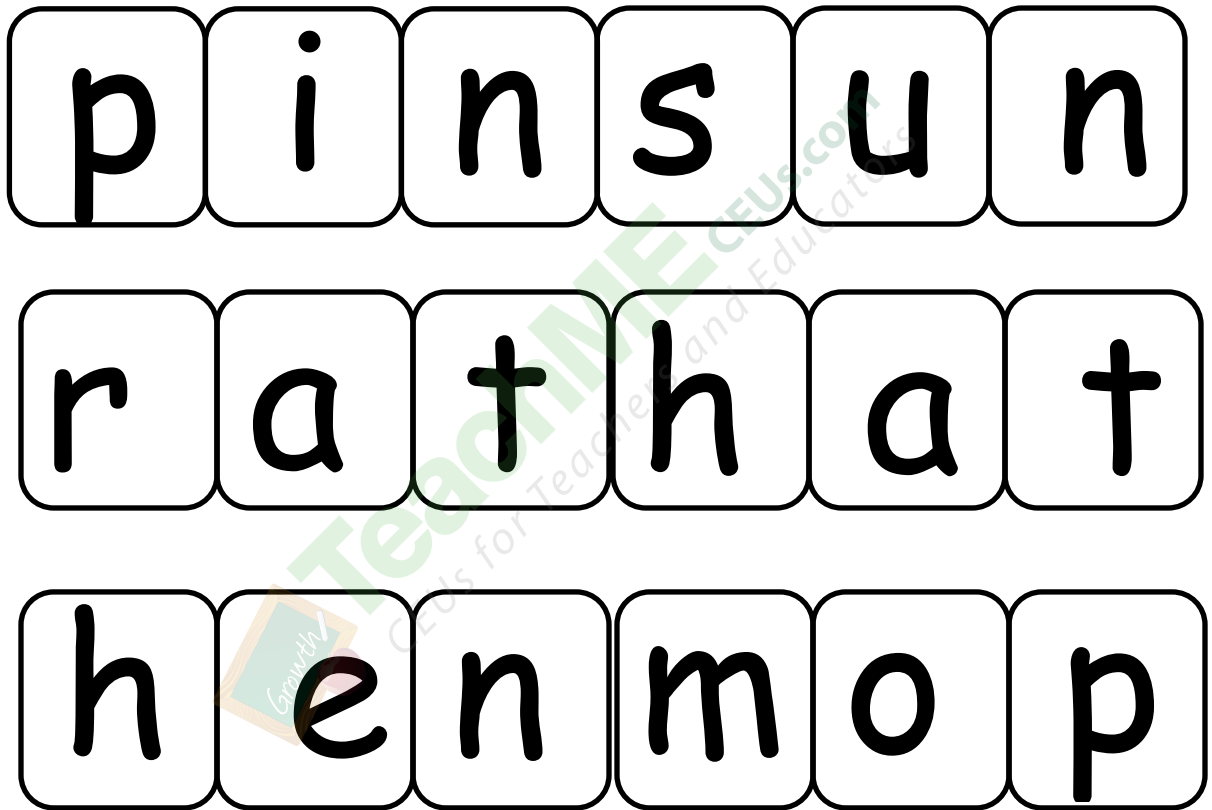


Three empty rounded rectangular boxes for labeling.




Letter Tiles I

These are the letter tiles that are used with the activity in the previous pages. These tiles are for three-letter/three-sound words: pin, sun, rat, hat, hen, and mop. The word boxes and letter tiles should be cut apart and laminated for durability. As the student is sounding out a word, they should push the corresponding letter tile into the box.




These word boxes are for multi-letter/three-sound words. Laminate boxes and corresponding letter tiles for durability.




A cartoon illustration of a red crab with large claws and two eyes. The crab is facing left. A watermark 'Logos.com' is visible in the background. To the right of the crab are three empty rounded rectangular boxes for writing.


www.logos.com · 5951




A cartoon illustration of a green frog with large yellow eyes and pink spots on its back and legs. A small sign with the word 'Growth' is visible near the frog's head. To the right of the frog are three empty rounded rectangular boxes for writing.



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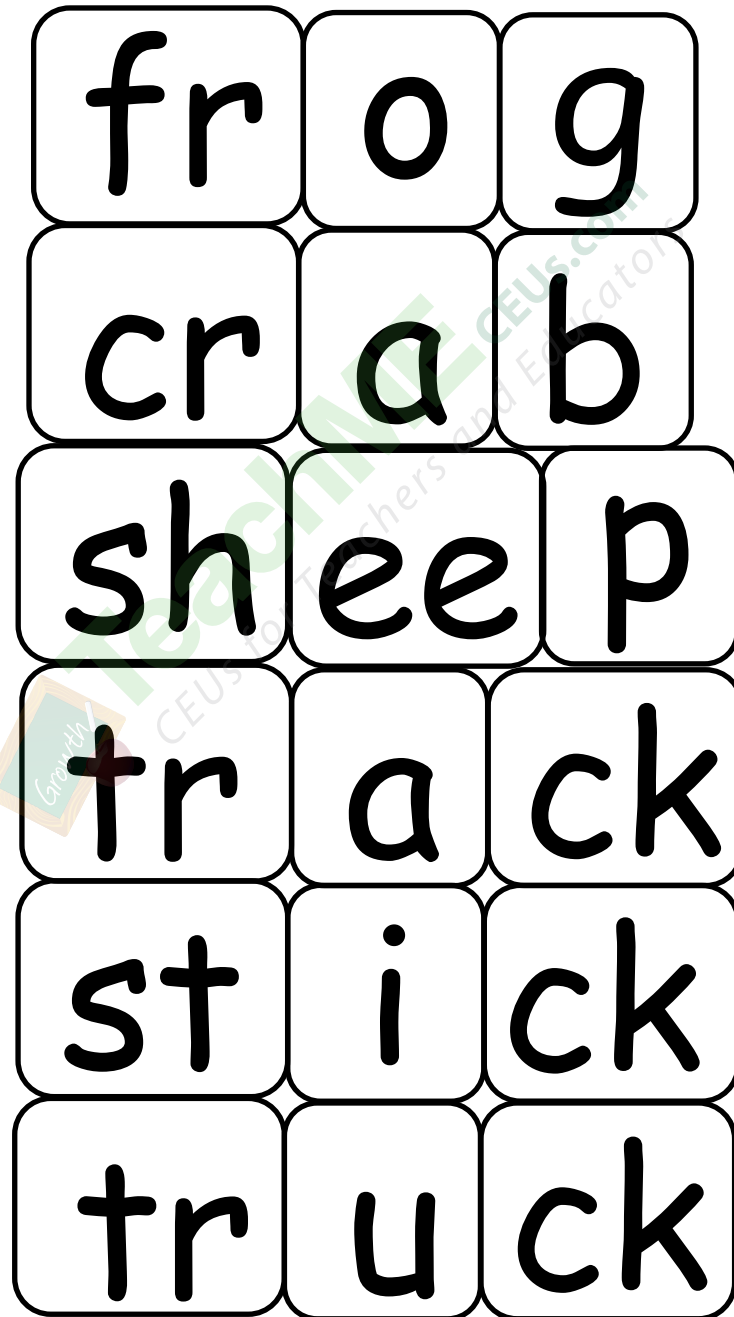
A green vintage truck with a white cab and a green body, shown from a side profile. It has large black tires and a prominent front grille.



A brown log with a textured surface, shown from a side profile. It has a small notch cut into one end.

Letter Tile II

The following word boxes are for multi-letter/three-sound words. The same principle of sounding out and pushing letter tiles into the boxes still applies. The activity that follows will use the words crab, frog, sheep, track, stick, and truck.



Onset/Rime

Onset refers to the first sound or phoneme in a word or syllable. Rime is the ending group of phonemes that begin with a vowel. For example, the word *bake* has an onset of /b/ and the rime -ake. Rimes are also referred to as "word families". For students with learning disabilities, this level of phonics instruction appears more effective than learning at the individual sound level.

Students with a learning disability in reading need various strategies to unlock the phonological code of our language. Teaching those students how to learn using specific strategies rather than what to learn, may be the key to unlocking that code. Using activities for onset/rime decoding can be helpful to students struggling with word recognition. Rimes are more predictable in their pronunciations and spellings than individual sounds or phonemes. Using onset/rime may make it easier to sound out unknown words rather than the traditional sounding out of individual phonemes. An example would be sounding out the onset/rime in the word *bake* as /b/ and /ake/ rather than the individual phonemes /b/ /ā/ /k/. The student would have to remember that /a/ sound is long and the e is silent. Being familiar with the rime of -ake, the student would only have to remember the consonant onset sound of /b/.

Activities for Onset/Rime.

Activity #1: Word Family Bingo

Word family bingo is a fun way to learn and practice the strategy of onset/rime. The bingo cards for this activity look like ladders. Each ladder set highlights one word family and is played like regular Bingo except all of the words on the ladder need to be covered to achieve a "Bingo". This activity has been adapted from, *Word Family Bingo Ladders*, by Violet Findley, Scholastic, 2008.

Directions: Cut apart the ladders and calling cards. Laminate for durability. One student is the caller while the other students play the game. When the caller says a word on a student's ladder, the student covers that word. The first student to cover all the words on their ladder is the winner. The winner may then become the caller.

The word families covered in the activities on pages 32-60 are -ack, -ail, -ake, -eat, -ell, -ick, -ight, -ine, -ink, -ock, -one, -uck, -ump, and -ug.



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-ack Family Bingo

-ack

back

stack

tack

rack

crack

track

-ack

lack

pack

black

snack

track

rack

-ack

quack

pack

crack

lack

snack

tack



-ack Family Bingo

-ack

back

tack

sack

pack

crack

track

-ack

lack

pack

black

snack

sack

back

-ack

quack

pack

rack

lack

crack

sack

Calling Cards

-ack Family

rack	lack	pack	quack
back	sack	tack	black
crack	snack	stack	track

Calling Cards

-ail Family

bail	fail	hail	jail
nail	pail	quail	rail
rail	tail	snail	trail



-ail Family Bingo

-ail	-ail	-ail
sail	tail	quail
trail	sail	pail
tail	fail	nail
jail	quail	hail
rail	hail	snail
quail	rail	jail



-ail Family Bingo

-ail

bail

snail

tail

jail

rail

trail

-ail

pail

sail

fail

quail

hail

rail

-ail

quail

pail

nail

hail

snail

tail



-ake Family Bingo

-ake	-ake	-ake
lake	cake	rake
shake	lake	take
make	fake	bake
cake	brake	wake
rake	wake	brake
flake	shake	flake



-ake Family Bingo

-ake

lake

snake

take

cake

rake

shake

-ake

cake

bake

fake

brake

wake

rake

-ake

make

take

bake

rake

brake

flake

Calling Cards

-ake Family

lake	shake	make	snake
take	wake	fake	brake
rake	cake	flake	extra

Calling Cards

-eat Family

beat	feat	treat	wheat
neat	meat	cleat	seat
cheat	heat	might	pleat



-eat Family Bingo

-eat

beat

feat

treat

wheat

neat

meat

-eat

cleat

seat

cheat

heat

beat

feat

-eat

bleat

heat

seat

pleat

meat

neat



-eat Family Bingo

-eat

cheat

feat

heat

wheat

neat

meat

-eat

meat

seat

cheat

heat

be

bleat

-eat

cleat

heat

seat

pleat

meat

neat



-ell Family Bingo

-ell	-ell	-ell
bell	spell	well
sell	fell	yell
shell	yell	tell
well	shell	shell
tell	bell	sell
smell	tell	fell



-ell Family Bingo

-ell
yell
swell
shell
well
fell
smell

-ell
spell
yell
yell
shell
bell
tell

-ell
well
yell
tell
shell
swell
fell

Calling Cards

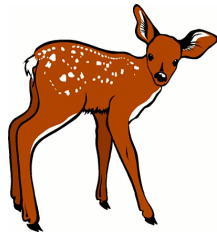
-ell Family

bell	sell	shell	spell
tell	well	fell	smell
yell	swell	extra	extra

Calling Cards

-ight Family

fight	fright	bright	night
flight	right	slight	sight
tight	light	might	extra



ight Family Bingo

-ight

fight

night

right

bright

light

fright

-ight

tight

sight

might

flight

slight

light

-ight

night

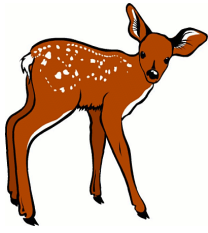
bright

fight

tight

light

flight



-ight Family Bingo

-ight
tight
night
fight
bright
light
fright

-ight
tight
sight
right
flight
slight
light

-ight
right
bright
sight
tight
light
flight



-ink Family Bingo

-ink	-ink	-ink
mink	kink	clink
think	drink	shrink
sink	rink	sink
pink	blink	wink
stink	pink	kink
wink	mink	drink



-ink Family Bingo

-ink	-ink	-ink
shrink	kink	mink
kink	drink	shrink
sink	rink	sink
pink	blink	wink
drink	pink	kink
wink	mink	drink

Calling Cards

-ink Family

pink	sink	blink	stink
think	shrink	rink	clink
kink	wink	mink	drink

Calling Cards

-ock Family

sock	shock	dock	mock
rock	stock	smock	block
clock	lock	extra	extra



-ock Family Bingo

-ock

sock

lock

rock

clock

dock

block

-ock

rock

shock

sock

stock

lock

dock

-ock

smock

sock

dock

block

stock

mock



-ock Family Bingo

-ock

sock

smock

rock

mock

dock

block

-ock

rock

shock

sock

stock

block

dock

-ock

smock

sock

shock

block

stock

mock



-ore Family Bingo

-ore

store

sore

chore

bore

tore

shore

-ore

more

wore

snore

store

wore

tore

-ore

pore

chore

shore

more

tore

core



-ore Family Bingo

-ore

bore

sore

score

core

tore

shore

-ore

more

wore

snore

sore

score

tore

-ore

pore

chore

store

more

wore

core

Calling Cards

-ore Family

store	wore	core	score
chore	more	shore	bore
snore	tore	sore	pore

Calling Cards

-ump Family

thump	clump	stump	bump
jump	dump	pump	slump
hump	lump	grump	plump



-ump Family Bingo

-ump

bump

thump

hump

dump

pump

slump

-ump

hump

clump

stump

grump

lump

dump

-ump

grump

lump

slump

clump

bump

pump



ump Family Bingo

-ump

bump

lump

plump

dump

pump

slump

-ump

hump

clump

stump

bump

lump

dump

-ump

grump

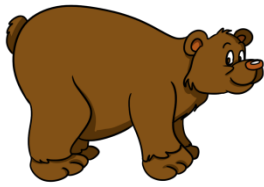
thump

slump

hump

bump

pump



-ug Family Bingo

-ug
hug
plug
pug
mug
tug
snug

-ug
snug
dug
mug
shrug
rug
bug

-ug
pug
snug
rug
hug
shrug
chug



-ug Family Bingo

-ug	-ug	-ug
bug	jug	pug
plug	dug	snug
chug	mug	rug
rug	shrug	hug
tug	rug	tug
snug	bug	chug

Calling Cards

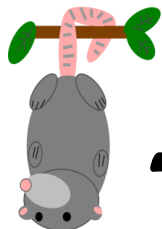
-ug Family

bug	rug	pug	hug
chug	mug	shrug	plug
snug	dug	tug	jug

Calling Cards

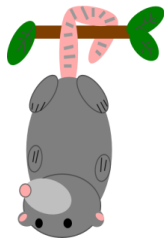
-uck Family

buck	truck	duck	stuck
pluck	luck	muck	struck
puck	tuck	cluck	extra



-uck Family Bingo

-uck	-uck	-uck
cluck	tuck	struck
duck	pluck	truck
stuck	cluck	puck
buck	puck	luck
muck	buck	tuck
luck	truck	buck



-uck Family Bingo

-uck

truck

duck

stuck

luck

muck

buck

-uck

tuck

pluck

cluck

duck

buck

truck

-uck

struck

truck

puck

luck

tuck

buck

Activity #2: Word Family Sliders

Word family sliders are another activity for students to practice and learn onset/rime or word families.

Directions: For this activity, the teacher or students cut out the word boxes on the solid black lines. The long slider boxes should also be cut on the solid lines. The number 1 slider box corresponds to the number 1 word boxes, the number 2 slider box corresponds with the number 2 word boxes and so on. The dotted lines on the word boxes should be carefully cut by an adult, using a box cutter or X-acto knife. The slider box fits between the cut, dotted lines and can be moved back and forth, spelling real and nonsense words.

As the students move the slider, they should pronounce each word and decide if it is a real or nonsense word.



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Word Family Sliders

Cut out word and slider boxes on black lines. Carefully cut on dotted lines so that sliders will fit. Use slider 1 with word box 1 and slider 2 with word box 2.

1 an	z	j
1 ap	n	st
2 ay	r	pl
2 ate	1 t m	2 s m d

Word Family Sliders

Cut out word and slider boxes on black lines. Carefully cut on dotted lines so that sliders will fit. Use slider 3 with word box 3 and slider 4 with word box 4.

3 est	z	y
3 end	n	dr
4 in	r	sp
4 ill	m	w
	t	l
	b	p

3

4

Name:

Student Record Sheet

Real Words	Nonsense Words
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.

Summary of Word Family

Word families can be an effective strategy for students with learning disabilities. The advantage of using this strategy is that so many of the words children will encounter in reading consist of word families. The table on this page consists of the 37 most common word families. Did you know that over 500 words could be made from them? Onset/rime instruction and strategies are essential for helping students with learning disabilities decode unfamiliar words.

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

Drill and Practice

The drill and practice strategy for teaching phonics is just what it sounds like, repetitive drills and practices generally with flashcards. Studies have shown that the technique of drill and practice can be effective with students who are having difficulties with word recognition. Not only is it effective, it is an efficient method of instruction for word recognition, meaning that more words can be learned in less time.

Rote practice and memorization is important to use with students who have learning disabilities. Repetition is the key to knowledge retention, which drill and practice activities provide. It is also an efficient method of learning new skills; it does not require any extra time to implement in relation to learning outcome.



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Activities for Drill and Practice

Activity #1: Incremental Rehearsal

Incremental rehearsal is a drill and practice technique utilizing flashcards to drill students with learning disabilities. This technique has been shown to aid in retention of known words that were previously unknown. The teacher begins with two sets of word cards: ten word cards with words that the student knows and ten words that the student does not know. The teacher puts nine known words with one unknown word in a stack. The steps of implementation are listed in the directions below.

Directions:

1. Present the first unknown word and read it aloud to the student. The student repeats the word.
2. Present the first known word. The student reads it.
3. Present the unknown word again. The student reads the unknown word, and then reads two known words.
4. Present the unknown word. The student reads it, followed by three known words.
5. Continue this pattern until the first unknown word becomes a known word. This word will stay in the stack of cards and the ninth known word is removed.
6. Again, continue the pattern until all unknown words have been introduced.

Modifications: This technique works well when learning words with certain vowel teams or word families, but is also effective with sight words. It could also be used for vocabulary words or decodable words. The student should be assessed to accurately find which words are known and which are unknown before implementing this activity. The flashcards on page 69 are meant to be used as an example of the incremental rehearsal technique.

each

eat

meat

seat

bee

meet

beet

read

head

heat

(unknown word)

Activity #2: BLAST

BLAST is a drill and practice game that is played between small student groups or between a student and teacher. Target words are placed on flashcards then placed in a container with a pliable lid. The students take turns pulling a word card out of the container.

Directions: The first student pulls a word card out of the container. If they can read the word, they keep the card. If they cannot read the word, they place it back into the container. At least two word cards with the word "BLAST" on them are also placed in the container. If a student pulls a BLAST card, they have to place all of their cards back into the container. The game is done when group time is over or when the pre-set time is up. The students then count their cards. The student with the most cards is the winner.

Modifications: Short vowel words, word family words, and silent "e" words work well in the BLAST game. It can be adapted to fit whatever the students are working on: spelling words, sight words, vocabulary words, etc.



van	vane	plan
plane	rip	ripe
cut	cute	rid
ride	hop	hope
mop	mope	rule
mule	kit	kite



Cover a large coffee container with laminated construction paper. Decorate as desired. Cut slits in plastic lid so students' hands will fit. Add word cards, students, and have fun!



Suggestions for BLAST Word Cards

- ✓ R-controlled vowel words
- ✓ Spelling words
- ✓ Silent "e" words
- ✓ Sight words
- ✓ Word family words
- ✓ Vocabulary words
- ✓ Consonant blend words
- ✓ Sight word phrases

Letter/Sound Association

Letter/sound association means that each letter of the alphabet has a corresponding sound. Young children typically learn letter names by singing an alphabet song then relating the names of letters to their corresponding shapes. From there the children learn to associate each letter or groups of letters to their corresponding sounds.

The National Reading Panel states that instruction in grapheme/phoneme (letter/sound) correspondence is essential for success in reading and spelling. Students with learning disabilities may have trouble learning letter names and letter-sound associations. For students with deficits in this area, explicit, direct instruction is essential. In addition to explicit instruction, letter/sound associations should be taught in a logical and systematic order that mirrors the classroom curriculum.



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Activities for Letter/sound Association

Activity #1: Visual Cues

Learning the alphabet and corresponding sounds is essential for learning to read. Unfortunately, some students with learning disabilities have difficulties associating those two components. The use of visual cues can be an effective strategy for those students. As the teacher instructs students on the sound of each introduced letter, an action or hand motion that represents that sound is simultaneously taught. For example, for the hard sound of /c/, the teacher pretends to hold a camera and "clicks" a picture: putting emphasis on the /c/ sound of the word, click. If a student forgets the sounds of /c/, the teacher can visually cue the student by forming the action of clicking a camera.



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Actions for Letter Sounds (44 Phonemes)

Letter	Action/Hand Motion
a	Say /a/ like you are scared
b	Tap your chest for beating heart
c	Put a camera up to your eye and "click"
d	Shoe in a washing machine <i>dd..dd..dd</i>
e	Hand to your ear like you cannot hear
f	Flying with wings flapping
g	Drinking water...gulp
h	Out of breath from running
i	Gross or nasty, icky, sticky goo
j	Jumping rope
k	Camera "click" (like letter c)
l	Lick beaters on a mixer
m	Tastes good...rub tummy
n	Race car sound, <i>nnnnn,nnnnnn</i>
o	Open mouth for doctor
p	Popcorn popping
q	Duck quacking
r	Scary growl of a dog... <i>rrrrrrrr</i>
s	Snake hissing
t	Watch ticking
u	Shrug shoulders like you don't know something
v	Cell phone vibration

Actions for Letter Sounds

Letter	Action/Hand Motion
w	Rodeo rope whirling
x	Open a can of soda (pop) <i>kssss</i>
y	Karate chop... <i>"hi-Ya!"</i>
z	Buzzing bee
au	Something broke
oi	Clap like a seal
ou	Hurt finger
ar	Talk like a pirate
sh	Quiet, finger to lips
wh	Blowing out birthday candles
th	Angry goose hissing
th	Sounds like a swarm of bees
ch	Train, <i>ch ch ch ch</i>
_ng	Hitting a gong
s	Sawing wood... <i>zzzzz</i>
Long a	Thumbs up and say "a" when something is good
Long i	Sailor salutes and says "aye, aye"
Long o	Something is wrong
Long e	You see a mouse "EEEE"
Long u	Something stinks (hold nose)
Long oo (moon)	Turn head like an owl and say "oo, oo"
Short oo (book)	Lift something heavy





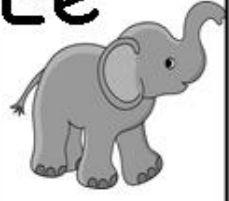










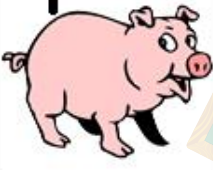










Activity #2: Alphabet Chart

An alphabet chart is another visual cue for helping students with learning disabilities remember the names and sounds of the letters of the alphabet. Any alphabet chart can be used for this activity. Reduce the size of the classroom alphabet chart and make copies for each student.

This should be a daily routine until all students have mastered the letter names and sounds. Start by pointing to each letter of the alphabet in order. As each letter is pointed to, the students respond in a chant. For example, as the letter "a" is pointed to, the students chant " A /a/ apple (saying the letter name "A" then saying the short sound of /a/ then saying the name of the picture shown on the chart.) This should be done in a rhythmic chant: A /a/ apple, B /b/ ball, C /c/ cat, D /d/ dog, etc., pointing to the letter and corresponding picture on the alphabet chart.



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Aa 	Bb 	Cc 	Dd 	Ee 
Ff 	Gg 	Hh 	Ii 	Jj 
Kk 	Ll 	Mm 	Nn 	Oo 
Pp 	Qq 	Rr 	Ss 	Tt 
Uu 	Vv 	Ww 	Xx 	Yy 
Zz 	<h1>Alphabet Chart</h1>			

Students who do not develop reading fluency, regardless of how bright they are, are likely to remain poor readers throughout their lives.

~ National Reading Panel, 2000

Section 3. Fluency

Repeated Reading

Choral Reading

Echo Reading

Modeling

Introduction

Research-based strategies for teaching fluency to all children, including students with disabilities, will be included in this chapter. The four strategies that will be discussed are repeated reading, choral reading, echo reading, and modeling.

Repeated Reading

Repeated reading is re-reading aloud, the same passage of text until the reading becomes smooth and sounds more like conversation than reading printed text. For students with learning disabilities, it is essential to use reading passages at a student's independent level for most effective growth.

As with any worthwhile endeavor, reading requires practice. Unfortunately, students with a learning disability in reading actually practice the art of reading less often than their non-disabled peers. It is imperative that students with learning disabilities have many opportunities to read and re-read passages every day. Repeated reading of passages at each student's independent level is the best and most efficient means to build fluency.

It is important to remember that students can easily get bored with re-reading the same passage of text multiple times. It is the teacher's responsibility to make the task fun and inviting.



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Repeated Reading Activities

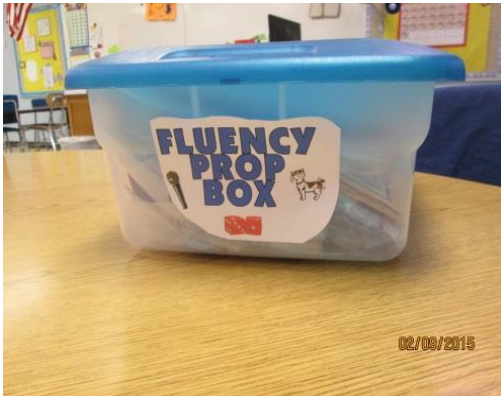
Activity #1: Prop Box

The use of a prop box for fluency instruction and practice may make repeated reading more fun for the students. If it is more fun, the students will more likely practice repeated reading with more enthusiasm. The more the students practice, the more fluent they become.

A prop box is a large plastic storage container filled with items or "props" the students can use while practicing their reading passage. One of the props that can be used is a toy microphone. With the microphone, the student can pretend that he or she is a television announcer, reading their "script" (passage of text at their independent level) to the audience. The audience can be a small group of students, all of whom are practicing fluency, the entire class, or the teacher.

Another prop for the fluency prop box is a large die. Each number on the die corresponds with a particular voice that the teacher and students have decided upon: cowboy, duck, baby, whisper, British, deep, etc. The student rolls the die and whatever number is shown, that is the voice the student will use to practice repeated reading. This activity works well as a center with a small group of students or students pairs.

Small plastic or stuffed animals could also be part of the fluency prop box. The students would choose three animals to place at their desks. During fluency practice, the students would read aloud or whisper read to the animals. Each time the student reads the passage, one animal is removed from the group. After three readings, the students is finished and can move on to another activity.



Storage container for fluency



Student reading to one of the animal props.

Below are some suggestions to make your own Fluency Prop Box.
















Suggested Prop Box Contents
















- ✓ Toy microphone
- ✓ Large die
- ✓ Small plastic animals
- ✓ Timer
- ✓ Small flashlight
- ✓ Fluency scorecards
- ✓ Stuffed animals

Activity #2: Student Pairs

Fluency checklists can also be utilized with repeated reading. As the students work in pairs or small groups, the students who are not reading can grade the student who is reading. Grades or scores are given for appropriate speed, voice, and expression.



Reader used expression.		
NO	SORT OF	YES
		
Reader used different voices.		
		
Reader was not too fast or too slow.		
		
Reader was not too loud or too quiet.		
		
Reader made the story sound fun.		
		

Reader used expression.		
NO	SORT OF	YES
		
Reader used different voices.		
		
Reader was not too fast or too slow.		
		
Reader was not too loud or too quiet.		
		
Reader made the story sound fun.		
		

Choral Reading

Choral reading can best be described as a small group of readers reading the same passage of text aloud together. This will most often happen in small groups with the teacher leading the students and modeling the proper way to read the passage. It is a scaffolding technique in which the struggling reader can experience reading, but still have the support of the teacher.

Studies show that poor readers have fewer opportunities to read than do typical readers. Choral reading gives those students multiple opportunities to practice reading in an assisted environment. Choral reading may also build confidence in reluctant readers and build a sense of community among the small groups who are reading together.



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Choral Reading Activities

Activity #1: Cumulative Choral Reading

Cumulative Choral Reading is when one student or a small group reads one line or section of a passage. Another reader or group chimes in for the second line or passage. Another student or group will read along on the next line. By the end of the passage, everyone should be reading together.

Directions: The teacher should make enough copies of the choral reading script for each student. Allow time for each student or group to practice their respective lines. The teacher will cue the first student or group to begin. The second student or group joins the first in reading the second line of of the script. The third student or group joins the other two in reading the third line of text. The activity progresses from there until all groups are reading together, the same line of text.

Modifications: Cumulative choral reading can also work in reverse. The entire class can begin reading the passage. With each additional line or passage, one student or group stops reading. Poems and song lyrics work especially well in cumulative choral reading.

Books with repeating text work well with younger students. A cumulative choral script from Dr. Seuss is included in this section.

I Pledge Allegiance
(A cumulative choral reading script)

Student or group 1	"I pledge allegiance"
Student or group 1 and 2	"To the flag"
Student or group 1, 2, and 3	"Of the United States of America"
Student or group 1, 2, 3, and 4	"And to the republic"
Student or group 1, 2, 3, 4, and 5	"For which it stands"
Student or group 1, 2, 3, 4, 5, and 6	"One nation under God"
Student or group 1, 2, 3, 4, 5, 6, and 7	"Indivisible"
All students or groups	"With liberty and justice for all."

This script can be adjusted to fit the number of students in the class or group. Copy the script so that each student has their own copy to practice and read.

One Fish Two Fish Red Fish Blue Fish

Written by Dr. Seuss

Reader 1	From there
Readers 1, 2	To here,
Readers 1,2,3	From here
Readers 1,2,3,4	To there
All readers	Funny things are everywhere
Reader 1	One fish
Readers 1, 2	Two fish
Readers 1,2,3	Red fish
Readers 1,2,3,4	Blue fish
Reader 1	Black fish blue fish
Readers 1,2	Old fish new fish
Readers 1,2,3	This one has a little star
Readers 1,2,3,4	This one has a little car
All readers	Say! What a lot of fish there are!
Reader 1	Yes, some are red.
Readers 1,2	And some are blue.
Readers 1,2,3	Some are old.
Readers 1,2,3,4	And some are new.
Reader 1	Some are sad.

Readers 1,2	And some are glad.
Readers 1,2,3	And some are very, very bad!
Readers 1,2,3,4	Why are they sad and glad and bad?
Reader 1	I do not know.
All readers	Go ask your Dad!
Reader 2	Some are thin.
Readers 2,3	And some are fat.
Readers 2,3,4	The fat one has a yellow hat.
Reader 1	From there
Readers 1,2	To here,
Readers 1,2,3	From here
Readers 1,2,3,4	To there
All readers	Funny things are everywhere!

Activity #2: Reader's Theater

Reader's Theater is a choral reading activity that can be utilized with a small group of students or an entire class. Reader's Theater is another way for students to practice reading fluency. It can also tap in to a child's desire to perform. As the students rehearse their respective parts of a script, they are, essentially, practicing fluency. In addition, Reader's Theater gives students a legitimate reason to practice reading. Inviting other classes to witness the performance, or just reading for the principal, Reader's Theater can be an effective way for all students to practice the art of reading aloud.

Directions: The teacher should make enough copies of the reader's theater script so that each student has their own. Allow students plenty of time to practice their lines. The teacher should direct the students in using proper tone of voice and expression.

Modifications: Some Reader's Theater scripts are written for students with varying levels of reading proficiency, allowing all students in the group or classroom to read the same script or story. The scripts included in this handbook are written for early elementary readers.

Props for Reader's Theater are not necessary but can enhance the motivation of students.

Our Snowman
A Reader's Theater Script Written by Harriet Whipple

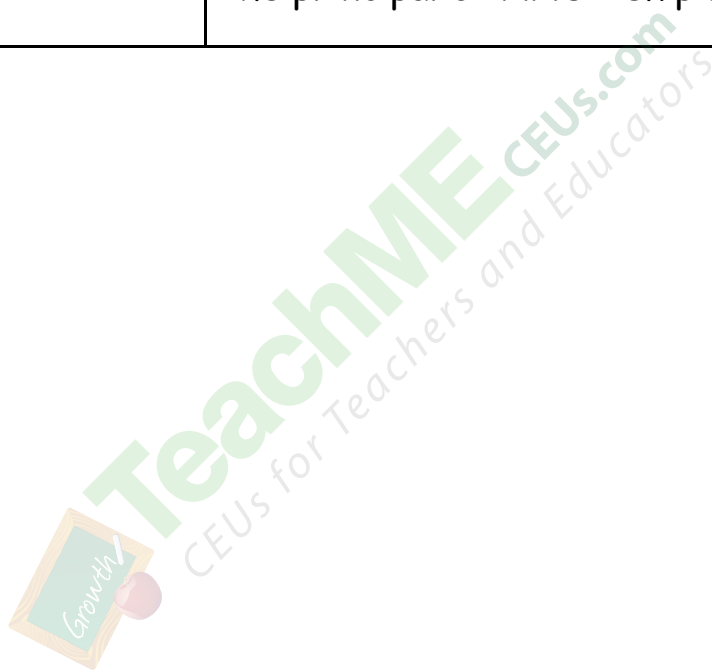
Reader 1	We Rolled a large snowball All over the ground:
Reader 2	To gather up snowflakes We pushed it around.
Reader 3	And as it went rolling It grew and grew;
Reader 4	Then we made another So there would be two.
Reader 5	It was really hard work, I called for my mother
Reader 1	To help out the second On top of the other.
Reader 2	Then a smaller one yet Was used for the head,
Reader 3	And we gave him a hat And a muffler of red.
Reader 4	When his plump snowy arms Were in the right place,
Reader 5	We looked for some felt To mark out his face
Reader 1	A mouth which was easy, Two eyes and a nose,
Reader 2	The rest were for buttons To trim up his clothes.
Reader 3	We turned his mouth upward To give him a smile,
Reader 4	And hoped we could keep him At least for awhile
Reader 5	He looked very handsome When he was all done,
All together	And we let him stand guard With a broom just for fun

Get Out of Bed

By Diane Z. Shore

Reader 1	Get out of bed you silly fool!
Reader 2	Get up right now, it's time for school!
Reader 3	If you don't dress without a fuss
All readers	I'll throw you naked on the bus!
Reader 4	Oh, Mom, don't make me go today.
Reader 5	I'm feeling worse than yesterday!
Reader 6	You don't know what I'm going through
All readers	I got a strange rare case of flu!
Reader 1	My body aches, my throat is sore.
Reader 2	I'm sure I'm knocking on death's door.
Reader 3	You can't send me to school...achoo!
All readers	Cause everyone could get it, too!
Reader 4	Besides the kids despise me there.
Reader 5	They always tease and always stare.
Reader 6	And all the teachers know my name.

All readers	When something's wrong, it's me they blame!
Reader 1	You faked a headache yesterday.
Reader 2	Don't pull that stuff on me today.
Reader 3	Stop acting like a silly fool.
All readers	The principal CANNOT skip school!



Echo Reading

With echo reading, an adult reads one sentence aloud, modeling the correct reading of the passage. The student then repeats the same passage aloud "echoing" how the adult reads the passage. It is important to stress that the student track the words being read with a finger or other pointing prop. This way, the student is reading the words in the passage and not just copying the adult reader.

Echo reading offers the student with a learning disability an opportunity to hear the correct way to read a particular passage, one sentence or one chunk at a time. In addition, echo reading enables the student to mimic the intonation of the adult reader, making the reading sound more like conversation than word reading. The guided practice and support of the echo reading structure instills confidence in students trying to develop greater reading proficiencies. Students with learning disabilities often lack the confidence to read aloud in a group setting. Echo reading helps those students "ease" into reading aloud.



Echo Reading Activities

Activity #1: Poems

Poems are an excellent resource for using the echo reading strategy. Poems have a natural rhythm which encourages students to read in chunks or phrases rather than single words. As students learn to read in phrases, fluency increases, leading to increased comprehension.

Directons: When using poems for echo reading, make enough copies so that each student will have their own. The teacher or another fluent reader reads the first line of the text. The student or students repeat the line, using the same expression and emphasis. Begin with only a few lines of text at a time, until stamina for reading is built. Gradually increase the amount of text read. In addition, increase the speed of reading in order to push the students to more quickly identify words.

Modifications: A modification for echo reading is to provide the students with a pointing device. They should use the device to point to each word as they are echoing. Plastic, slip-on "witches fingers" are always a fun prop. These fingers are usually green and ugly with a long fingernail, hence, the witch connotation. Small individual pointers or even a popsicle stick can be utilized as tracking devices for the students.

My Shadow

An Echo Reading Poem Adapted from *The Reading Puzzle*
by Elaine K. McEwan-Adkins

My shadow
Is a friend of mine
When I go out to play
My shadow likes to come with me
When it's a sunny day.

My shadow
Is not happy
When gray clouds pour with rain.
My shadow hides on days like this
'Til the sun comes out again.

My shadow
Likes to fly away
When I turn out the light.
It must be so! As I just don't know
Where my shadow goes at night.



My Brother's Bug

By Jack Prelutsky

My brother's bug was green and plump,
It did not run, it could not jump,
It had no fur for it to shed,
It slept all night beneath his bed.

My brother's bug had dainty feet,
It did not need a lot to eat,
It did not need a lot to drink,
It did not scream, it did not stink.

It always tried to be polite,
It did not scratch, it did not bite,
The only time it soiled the rug
Was when I squashed my brother's bug.



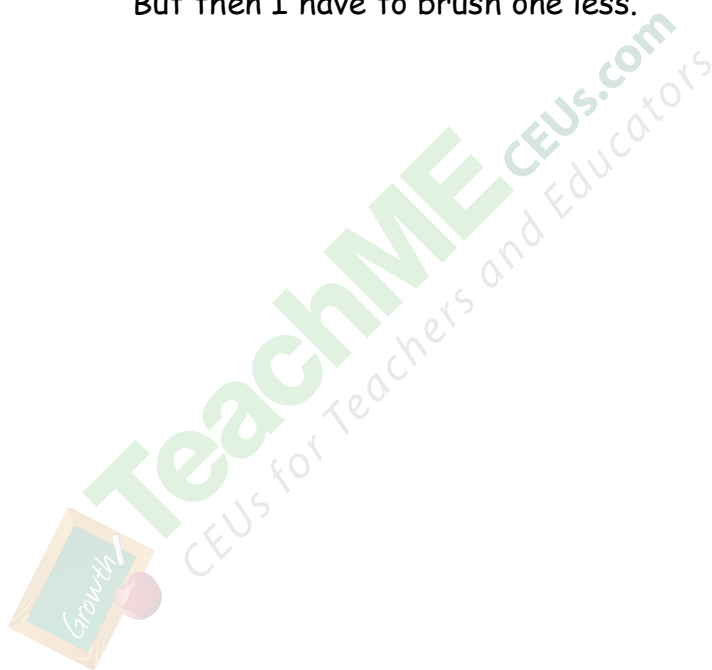
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My Tooth Fell Out

A tooth fell out and left a space
So big my tongue could touch my face.

And everytime I smile, I show
A space where something used to grow.

I miss my tooth as you can guess
But then I have to brush one less.



I Like

Author Unknown

I like sunshine

I like snow.

I like brown leaves

When they blow.

I like cookies.

I like cake.

I like waffles

When I wake.

I like collies.

I like cats.

I like clowns

In funny hats.

I like baseball.

I like trains.

I like sleeping

When it rains.

I like stories

At bedtime.

I like poems

When they rhyme.



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Activity #2: Short Stories

Short stories are another activity utilizing the echo reading strategy. Choose short, interesting stories that are in the student's instructional reading range. Although independently the student may not be able to read all of the words correctly, with the scaffolding of echo reading, the student will find success and may increase their overall reading vocabulary.

Directions: When using short stories, make enough copies of the script so every student has their own. The teacher should monitor the students to make sure they are touching each word as they hear them. This will help them to read the words, rather than just repeat them. The teacher then reads the first line of the short story. The student or students are instructed to echo the line of text they have just heard. The reading and echoing continue in this manner until the story is over.



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Katie and Katie

Written by Katie Delbridge and Katie Moore

Katie loved school.

Then a new student joined Katie's class.

Her name was Katie, too!

The teacher said, "Katie, it's your turn to read."

Both Katies read.

Melissa said, "Katie, it's your turn to jump."

Both Katies jumped.

Billy said, "Katie, it's your turn to lead."

Both Katies led.

"I'm Katie!" said Katie.

"No, I'm Katie!" said Katie.

The class asked, "What are we going to do?"

"I'll be Kate!" said Kate.

"I'll be Kat!" said Kat.

"That's a great idea," the class said.

We're Going on a Bear Hunt

Written by Michael Rosen

We're going on a bear hunt. We're going to catch a big one.

What a beautiful day! We're not scared.

Oh-oh! Grass! Long, wavy grass.

We can't go over it. We can't go under it.

Oh, no! We've got to go through it!

Swishy swashy! Swishy swashy! Swishy swashy!

We're going on a bear hunt. We're going to catch a big one.

What a beautiful day! We're not scared.

Oh-oh! A river! A deep, cold river.

We can't go over it. We can't go under it.

Oh, no! We've got to go through it!

Splash splosh! Splash splosh! Splash splosh!

We're going on a bear hunt. We're going to catch a big one.

What a beautiful day! We're not scared.

Oh-oh! Mud! Thick, oozy mud.

We can't go over it. We can't go under it.

Oh, no! We've got to go through it!

Squelch squerch! Squelch squerch! Squelch squerch!

We're going on a bear hunt. We're going to catch a big one.

What a beautiful day! We're not scared.

Oh-oh! A forest! A big, dark forest.

We can't go over it. We can't go under it.

Oh, no! We've got to go through it!

Stumble trip! Stumble trip! Stumble trip!

We're going on a bear hunt. We're going to catch a big one.

What a beautiful day! We're not scared.

Oh-oh! A snowstorm! A swirling, whirling snowstorm.

We can't go over it. We can't go under it.

Oh, no! We've got to go through it!

Hooo woood! Hoooo woood! Hoooo woood!

We're going on a bear hunt. We're going to catch a big one.

What a beautiful day! We're not scared.

Oh-oh! A cave! A narrow, gloomy cave.

We can't go over it. We can't go under it.

Oh, no! We've got to go through it!

Tiptoe! Tiptoe! Tiptoe! WHAT'S THAT?

One shiny wet nose! Two big furry ears! Two big googly eyes!

IT'S A BEAR!!!!

Quick! Back through the cave! Tiptoe! Tiptoe! Tiptoe!
Back through the snowstorm! Hoooo woood! Hoooo woood!
Back through the forest! Stumble trip! Stumble trip!
Back through the mud! Squelch squerch! Squelch squerch!
Back through the river! Splash splosh! Splash splosh!
Back through the grass! Swishy swashy! Swishy swashy!
Get to our front door. Open the door. Up the stairs.
Oh, no! We forgot to shut the door. Back downstairs.
Shut the door. Back upstairs. Into the bedroom.
Into bed. Under the covers.
WE'RE NOT GOING ON A BEAR HUNT AGAIN!

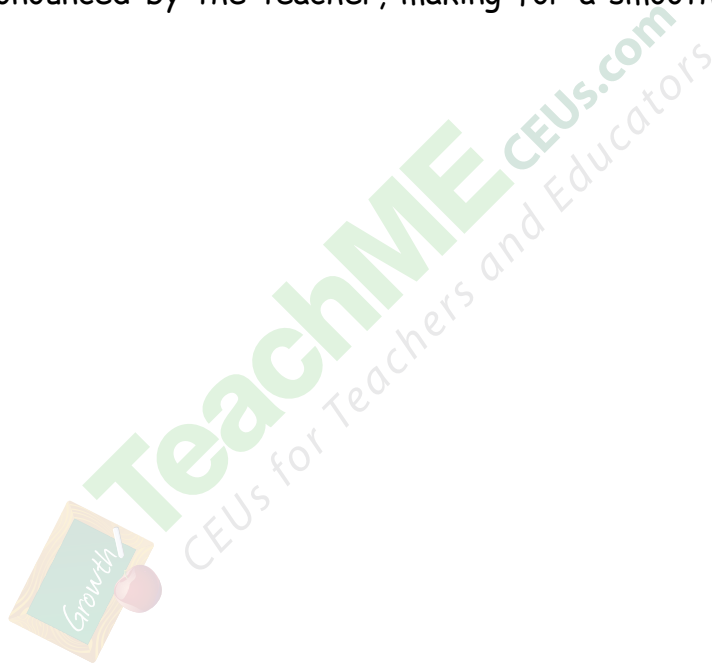


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Modeling

Sometimes it is best for the teacher to show, or model, what fluent reading sounds like. Modeling is when a fluent reader reads a sentence from the reading passage that a student is practicing. The fluent reader models the appropriate speed and expression in the read-aloud.

Some students with disabilities do not understand what fluent reading really means. With modeling, the instructor provides appropriate phrasing and expression along with accurate word reading. New words are introduced and correctly pronounced by the teacher, making for a smoother read for the student.



Modeling Activities

Activity #1: Read Alouds

Using a read aloud activity allows the teacher or other adult to model fluent reading within meaningful text. It also permits the student plenty of practice reading while at the same time contributing to the read aloud story.

Directions: Distribute the poem, *Silly Robot, Come Back Home*, to each student in the group. The teacher has a copy of the story, *The Robot Adventure*. The teacher begins reading the story, stopping at each asterisk. This is where the students, in unison, read their poem. After the students have read the poem, resume reading the story. The teacher then pauses at the next asterisk, cueing the students to read their poem again. Continue this process until the story is completed.



Children Read: "Silly Robot, Come Back Home"

Robot flying all around,

Robot rolling on the ground.

Robot did not mean to roam,

Silly robot, come back home.



Teacher Read: "The Robot Adventure"

"Whooooosh!" John exclaimed. He held his toy robot in the air. It looked like it was flying.*

"Time to go to school," Dad called.

John finished his last bite of toast. He put the robot on the counter. John grabbed his backpack and raced to the car. He could see the robot through the kitchen window.

Mom opened the window. She waved good-bye to John. Not long after, Speckles the cat jumped on the kitchen counter. She sniffed the robot. She sniffed the air. She batted the curtain with her paw. BUMP! The robot toppled out the window onto the grass! It rolled under the fence.* It rolled into Miss Parker's yard. Her floppy-eared dog was chewing on a ball. The dog dropped the ball and picked up the shiny robot.*

"Come on, Max," Miss Parker called. "Let's go for a walk."

Max opened his mouth to bark. The robot fell and bounced and rolled. It fell right into the swimming pool! It sank to the bottom.*

"What's this?" a young man said. He wore a shirt with words on the back that read *Sparkling Pools*. The man held a net with a long handle on it. He dipped the net into the water. He lifted the robot out of the pool. When he finished his work, the young man left the robot on a bench on the front porch.*

It wasn't long before Max and Miss Parker returned from their walk.

"This isn't mine," said the woman. She picked up the robot and looked at Max. "I'll bet this belongs to John next door," she said.*

"Woof!" Max barked in agreement.

John's mom was surprised when Miss Parker came to the door with the robot. She thanked her neighbor. She put the robot on the kitchen counter.*

When John came home from school, he ran to the kitchen.

"There you are," he said grabbing the robot. "Right where I left you!"

Activity #2: One Breath Boxes

One breath boxes are a great activity for student pairs or student/teacher pairs. The One Breath Boxes on pages 110-121 use the first 300 Fry sight words that students in Kindergarten through 2nd grade are expected to know.

Directions: The teacher should copy the pages needed to use with each student or group. The pages can be copied on different colored cardstock. Laminate for durability and cut the pages into individual boxes. The boxes can then be put together using a book ring. The teacher (in the teacher/student pair) or more fluent reader (in the student pair) models for the other student the correct way to read each box saying, "Take one deep breath and read all the words in one box with that one breath." Remember, do not read too fast or too slow. Encourage the students to increase the number of boxes they can read with one breath. Use a fluency graph like the one on page 141 or other recording tool for the student to record their progress.



One Breath Boxes

1 - 25

Take a breath and try to say all the words in one box without stopping. On the next try, read two boxes with only one breath. Good luck!

they
that
and
you
this
with
for
are
have
was
be

I
at
be
this
have
from
the
was
you
that
with

it
he
was
for
on
are
as
with
his
they

the
of
and
a
to
in
is
you

One Breath Boxes

26 - 50

Take a breath and try to say all the words in one box without stopping. On the next try, read two boxes with only one breath. Good luck!

or

one

had

by

word

but

not

what

all

were

we

when

your

can

said

there

use

an

each

which

she

do

how

their

if

one

word

but

what

use

word

when

said

there

which

not

had

their

your

were

One Breath Boxes
51--75

Take a breath and try to say all the words in one box without stopping. On the next try, read two boxes with only one breath. Good luck!

will
up
other
about
out
many
then
them

these
so
some
her
would
make
like
him
into
time

has
look
two
more
write
go
see
will
other
out
many

them
then
these
some
would
make
time
look
more
write
other

One Breath Boxes

76 --100

Take a breath and try to say all the words in one box without stopping. On the next try, read two boxes with only one breath. Good luck!

number
no
way
could
people
my
than
first

water
been
call
who
oil
sit
now
find
long
down

day
did
get
come
made
may
part
number
could
people
than

first
water
find
long
made
number
people
could
than
first
water

One Breath Boxes

101 --125

Take a breath and try to say all the words in one box without stopping. On the next try, read two boxes with only one breath.
Good luck!

new

sound

take

only

little

work

know

over

work

know

place

year

live

me

back

give

most

very

after

thing

our

just

name

good

sentence

man

think

sound

over

know

place

back

give

most

after

thing

think

sound

sentence

just

One Breath Boxes

126--150

Take a breath and try to say all the words in one box without stopping. On the next try, read two boxes with only one breath. Good luck!

say

great

where

help

through

much

before

line

right

too

mean

old

any

same

tell

boy

follow

came

right

same

any

follow

before

want

around

where

great

three

form

want

show

also

around

form

three

small

through

where

great

before

One Breath Boxes

151 --175

Take a breath and try to say all the words in one box without stopping. On the next try, read two boxes with only one breath.

Good luck!

set

put

end

does

another

well

large

must

big

even

such

because

turn

here

why

ask

went

men

read

need

land

different

home

us

move

does

another

large

even

because

went

here

turn

read

move

land

need

why

such

different

One Breath Boxes

176 -- 200

Take a breath and try to say all the words in one box without stopping. On the next try, read two boxes with only one breath. Good luck!

try

kind

hand

picture

again

change

off

play

spell

air

away

animal

house

point

page

letter

mother

answer

found

study

still

learn

should

America

world

kind

picture

change

spell

away

animal

point

mother

found

should

answer

America

should

learn

still

One Breath Boxes

201 -- 225

Take a breath and try to say all the words in one box without stopping. On the next try, read two boxes with only one breath. Good luck!

high

every

near

add

food

between

own

below

country

plant

last

school

father

keep

tree

never

start

city

earth

eye

light

thought

head

under

story

high

every

below

own

between

country

school

father

thought

earth

light

head

eye

never

start

One Breath Boxes

226 -- 250

Take a breath
and try to say
all the words
in one box
without stop-
ping. On the
next try, read
two boxes with
only one
breath.
Good luck!

saw

left

don't

few

while

along

might

close

something

seem

nest

hard

open

example

begin

life

always

those

both

paper

together

got

group

often

run

saw

while

along

close

something

open

hard

example

always

together

group

often

paper

both

those

One Breath Boxes

251 — 275

Take a breath and try to say all the words in one box without stopping. On the next try, read two boxes with only one breath. Good luck!

important
until
children
side
feet
car
mile
night

walk
white
sea
began
grow
took
river
four
carry
state

once
book
hear
stop
without
second
later
children
important
mile
walk

white
began
took
carry
without
second
book
hear
state
mile
side

One Breath Boxes

276 --300

Take a breath and try to say all the words in one box without stopping. On the next try, read two boxes with only one breath. Good luck!

miss

idea

enough

eat

face

watch

far

Indian

real

almost

let

above

girl

sometimes

mountain

cut

young

talk

soon

list

song

begin

leave

family

it's

enough

watch

above

girl

sometimes

young

talk

soon

song

leave

family

begin

list

let

real

Reading is the foundation of all learning. Our children must learn to read well if they are to excel in life and achieve their dreams...

~ Rod Paige (Former US Secretary of Education)

Section 4. Assessments

Phonics Screening Tool Oral Reading Fluency Graphs

Introduction

Before a teacher can plan for instruction, that teacher must assess the student. Assessments help teachers decide where to start and what to teach. In this section, a phonics screener and fluency assessments are included. The phonics assessment will help determine if the student has a breakdown in his phonics understanding and where to focus instruction. The fluency assessments will assist in finding the students independent reading level. From there, instruction for increasing reading fluency can begin.

Phonics Assessment: Phonics Screening Tool

*Adapted from Quick Phonics Screener, by Jan Hasbrouck

This screening instrument should be used to determine a student's strengths and weakness in phonics and decoding skills. Instruction should be planned using the information from this screener. A student's approximate reading level should NOT be determined from the scoring of this instrument.

Directions:

- Tell the student, "You will be doing some word reading today. Some words may be easy, some may be hard. When the words get too hard, we will stop."
- Start the QPS assessment where you believe the student's skills are fairly strong.
- For beginning readers (K-1st level) start with sounds or letter names.
 - For the NAMES task, have the student name the letter Q, not the qu digraph.
 - For the SOUNDS task, have the student give you the short sound for each of the vowels. If the student says the long sound (letter name), say: "That is one sound that letter makes. Do you know the short sound for that letter?"
 - For the letter c and g listen for the hard sounds.
- Most students in 4th grade and above would not be given the letter names/sounds task. Letter names would usually only be given to K-1st students. (If a student reads 6/10 or more in Task 2a, you may skip Task 1 Letter Sounds).

- If the student has difficulty, (half or fewer correct on any task) move up the page to an easier task. If the student does well (more than half correct on a task), move down to a harder task.
- On Tasks 2-6: If the student reads all or almost all words correctly on part (a) of the task (reading words), you may want to skip part (b) of the task (reading sentences). If the next task is difficult for the student, you can go back and complete the part of a previous task that was skipped.
- When the student is reading the words in text, only count errors on the target words (those that are underlined.)
- Stop the assessment when the student appears frustrated or tired. It is OK to stop in the middle of a task. Not all tasks must be administered, but try to assess as many as possible so you will have sufficient information to plan instruction or monitor progress.
- Mark errors and make notes/comments to help you remember how the student responded. Note that in Task 9, students read the entire word, not syllable-by-syllable. The teacher's copy is written in syllables to facilitate marking/recording of errors within a word.
- The QPS is scored by each individual task only. Record the ratio of correct responses over the total number possible, (e.g., 13/21 or 8/10 for each task).
- The grade level listed above each task is an approximate level at which those phonics skills are often taught. NOTE: Results from the QPS CANNOT be used to determine a student's' grade level performance in reading, only strengths/needs in key phonics and decoding skills.

Student Task 1.

m t a s i r d f o
g l h u c n b j k
y e w p v q u x z

Student Task 2

dad fog let in tub sit cup red map on
Sam and Ben hid the gum. Pat had a nap in bed.
Mom had a top on a big pot. Tim can sit in a tub.

Student Task 3

gasp romp mint just soft club bran snip prod sled
Glen will swim past the raft in the pond.
The frog must flip and spin and jump.

Student Task 4

nice mole rule doze fate ripe cave tile cane vote
Mike and Jane use a rope to ride the mule.
Pete has five tapes at home.

Student Task 5

cart pork verb shirt furl torn fern mark turn stir

The dark tar on his torn shirt burned and hurt him.

The bird hid under the ferns in the park.

Student Task 6

lick sling sunk wrap ship whiz moth sigh chin knob

The ducks chomp on the knot.

What is that on the right?

Wring the wet dish cloth in the sink.

Student Task 7

foam roast /flea creak / mood scoop /steep bleed

raise waist / fold scold / spray gray / shout mount

spoil join joy royal / haul fault / brawl straw

toe goes / chew jewel / thrown pillow

Student Task 8

discount dismiss nonsense nonstop index intent

return regard station motion famous jealous

madness witness mission session portable drinkable

fastest dampest battle handle mouthful fearful

traffic plastic beware beneath decay demand

Student Task 9

moment crater bacon spider escape crazy mascot
address basket punish

amputate liberty dominate elastic entertain
practical innocent electric volcano segregate

particular contaminate community superior vitality
evaporate inventory prehistoric solitary
emergency



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Quick Phonics Screener/Teacher Score Sheet 1

Student Name: _____

Date: _____

Task 1. Grades K-1 Letter Names & Sounds

(a) Letter Names							(b) Letter Sounds						
	m	t	a	s	i	r		m	t	a	s	i	r
	d	f	o	g	l	h		d	f	o	g	l	h
	u	c	n	b	j	k		u	c	n	b	j	k
	y	e	w	p	v	qu		y	e	w	p	v	qu
	x	z						x	z				
					26	/26						25	/26

Task 2. Grade 1 VC and VCV

dad fog let in tub sit cup red map on	/10
Sam and Ben hid the gum. Pat had a nap in bed.	/10
Mom had a top on a big pot. Tim can sit in a tub.	/10

Task 3. Grade 1 CVCC and CCVC

gasp romp mint just soft club bran snip prod sled	/10
<u>Glen</u> will <u>swim</u> <u>past</u> the <u>raft</u> in the <u>pond</u> .	/5
The <u>frog</u> <u>must</u> <u>flip</u> and <u>spin</u> and <u>jump</u> .	/5

Task 4. Grade 1-2 Silent e

nice mole rule doze fate ripe cave tile cane vote	/10
<u>Mike</u> and <u>Jane</u> use a <u>rope</u> to <u>ride</u> the <u>mule</u> .	/6
<u>Pete</u> has <u>five</u> <u>tapes</u> at <u>home</u> .	/4

Task 5. Grade 1-2 R-Controlled Vowels

cart pork verb shirt furl torn fern mark turn stir	/10
The <u>dark</u> <u>tar</u> on his <u>torn</u> <u>shirt</u> <u>burned</u> and <u>hurt</u> him.	/6
The <u>bird</u> hid <u>under</u> the <u>ferns</u> in the <u>park</u> .	/4

Task 6. Grade 1-2 Consonant Digraphs

lick sling sunk wrap ship whiz moth sigh chin knob	/10
The <u>ducks</u> <u>chomp</u> on the <u>knot</u> .	/3
<u>What</u> is <u>that</u> on the <u>right</u> ?	/3
<u>Wring</u> the wet <u>dish</u> <u>cloth</u> in the <u>sink</u> .	/4

Task 7. Grade 1-3 Vowel Teams

foam roast flea creak mood scoop steep bleed raise waist	/10
fold scold spray gray shout mount spoil join joy royal	/10
haul fault brawl straw toe goes chew jewel thrown pillow	/10

Teacher Score Sheet 3

Task 8. Grade 2-3 + Prefixes and Suffixes

discount dismiss nonsense nonstop index intent
return regard station motion famous jealous
madness witness mission session portable drinkable
fastest dampest battle handle mouthful fearful
traffic plastic beware beneath decay demand
/30

Task 9. Grade 2-3 + Multi-Syllable

2-syllable	moment crater bacon spider escape crazy mascot address basket punish
3-syllable	amputate liberty dominate elastic entertain practical innocent electric volcano segregate
4-syllable	particular contaminate community superior vitality evaporate inventory prehistoric solitary emergency
	/30

Quick Phonics Screener/Teacher Score Sheet 1

Student Name: Sam

Date: Fall 2014

Task 1. Grades K-1 Letter Names & Sounds

(a) Letter Names							(b) Letter Sounds						
	m	t	a	s	i	r		m	t	a	s	i	r
	d	f	o	g	l	h		d	f	o	g	l	h
	u	c	n	b	j	k		u	c	n	b	j	k
	y	e	w	p	v	qu		y	e	w	p	v	qu
	x	z						x	z				
					26	/26						25	/26

Task 2. Grade 1 VC & CVC

dad fog let in tub sit cup red map on	10 /10
Sam and Ben hid the gum. Pat had a nap in bed.	9 /10
Mom had a top on a big pot. Tim can sit in a tub.	9 /10

Task 3. Grade 1 CVCC and CCVC

gasp romp mint just soft club bran snip prod sled	8 /10
<u>Glen</u> will <u>swim</u> <u>past</u> the <u>raft</u> in the <u>pond</u> .	5 /5
The <u>frog</u> <u>must</u> <u>flip</u> and <u>spin</u> and <u>jump</u> .	4 /5

Task 4. Grade 1-2 Silent e

nice mole rule doze fate ripe cave tile cane vote	10 /10
<u>Mike</u> and <u>Jane</u> use a <u>rope</u> to <u>ride</u> the <u>mule</u> .	5/6
<u>Pete</u> has <u>five</u> <u>tapes</u> at <u>home</u> .	2/4

Task 5. Grade 1-2 R-Controlled Vowels

cart pork <u>verb</u> shirt <u>furl</u> torn <u>fern</u> mark turn stir	7/10
The <u>dark</u> <u>tar</u> on his <u>torn</u> <u>shirt</u> <u>burned</u> and <u>hurt</u> him.	4/6
The <u>bird</u> hid <u>under</u> the <u>ferns</u> in the <u>park</u> .	3/4

Task 6. Grade 1-2 Consonant Digraphs

lick <u>sling</u> sunk wrap ship <u>whiz</u> moth <u>sigh</u> chin <u>knob</u>	6 /10
The <u>ducks</u> <u>chomp</u> on the <u>knot</u>	1 /3
<u>What</u> is <u>that</u> on the <u>right</u> ?	2 /3
<u>Wring</u> the wet <u>dish</u> <u>cloth</u> in the <u>sink</u> .	2 /4

Task 7. Grade 1-3 Vowel Teams

<u>foam</u> <u>roast</u> <u>flea</u> <u>creak</u> mood scoop steep bleed <u>raise</u> <u>waist</u>	4/10
fold <u>scold</u> spray gray <u>shout</u> <u>mount</u> <u>spoil</u> <u>join</u> joy <u>royal</u>	4/10
haul fault brawl straw toe goes chew jewel thrown pillow	/10

End here. Did not test anymore

Teacher Score Sheet 3

Task 8. Grade 2-3 + Prefixes and Suffixes

discount dismiss nonsense nonstop index intent	
return regard station motion famous jealous	
madness witness mission session portable drinkable	
fastest dampest battle handle mouthful fearful	
traffic plastic beware beneath decay demand	/30

Task 9. Grade 2-3 + Multi-Syllable

2-syllable	moment crater bacon spider escape crazy mascot address basket punish
3-syllable	amputate liberty dominate elastic entertain practical innocent electric volcano segregate
4-syllable	particular contaminate community superior vitality evaporate inventory prehistoric solitary emergency

/30

Fluency Assessments

Fluency assessments are done by having the student read an unfamiliar piece of text at his or her independent reading level. To find the reader's independent level, begin with a passage of text from the student's grade level. The student should read aloud for one minute with the teacher scoring the passage with any errors encountered during the read. After one minute, the student is instructed to stop reading. The teacher then figures the accuracy of the reading: number of words read correctly divided by the number of words read total. For example, if the student reads 50 words total with 5 errors, then 45 would be recorded as the words correct per minute. Divide 45 by 50 (the total words read) for an accuracy score of 90%. Since the independent reading level should reflect at least a 95% accuracy, the teacher would recognize that this reading passage is not appropriate for this particular student. A passage at a lower reading level should be chosen.



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Fox and Frog

It is hot. Frog sits on a pad. Frog sits still in the hot sun.

He does not hop. He does not jump. Frog is just too hot.

Fox is very sad. He wants to jump with Frog.

He wants to hop with Frog. But Frog just sits still.

Fox sits on a log. Fox comes up with a good plan.

Fox gets a very big fan for Frog.

Now Frog hops and jumps again.

Frog and Fox hop and jump together.

Fox is very glad.



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Fox and Frog

- 0 It is hot. Frog sits on a pad.
8 Frog sits still in the hot sun.
15 He does not hop. He does not jump.
23 Frog is just too hot.
28 Fox is very sad.
32 He wants to jump with Frog.
38 He wants to hop with Frog.
44 But Frog just sits still.
49 Fox sits on a log.
54 Fox comes up with a good plan.
61 Fox gets a very big fan for Frog.
69 Now Frog hops and jumps again.
75 Frog and Fox hop and jump together.
82 Fox is very glad. 86

Number of words read in one minute _____ Number of errors _____

Total number of words read correctly _____

Word reading accuracy _____

How to Play Running Bases

Have you ever played a game called "running bases"?

It is a lot of fun! You need two people to catch the ball and a group of people to run between the bases.

You also need two bases and one ball.

You can use many things as your bases.

An old shirt or a paper plate will work fine. To start the game, the catchers throw the ball to each other three times.

Then the runners start running back and forth between the bases. The catchers try to tag them. The runners have to be quick and smart, so they do not get tagged.

After three tags, a runner can change places with a catcher.

Then the game begins again.

How to Play Running Bases

0 Have you ever played a game called "running bases"?

9 It is a lot of fun! You need two people to catch the ball and

24 a group of people to run between the bases.

33 You also need two bases and one ball.

41 You can use many things as your bases.

49 An old shirt or a paper plate will work fine.

59 To start the game, the catchers throw the ball

68 to each other three times. Then the runners start

77 running back and forth between the bases.

84 The catchers try to tag them. The runners have to be

95 quick and smart, so they do not get tagged.

104 After three tags, a runner can change places with a catcher.

115 Then the game begins again. 120

Number of words read in one minute _____ Number of errors _____

Total number of words read correctly _____

Word reading accuracy _____

Bumpy Travels

Last evening, Dad and I spent a couple of hours reading a book about America's early pioneers. The book described families traveling in covered wagons pulled by horses, oxen, or mules. All of a family's possessions were inside each wagon. The family had to carry food for their journey, too. I thought it would be fun to travel that way, but Dad explained that back then, travel was difficult. He asked how I would feel if I had to ride long distances in a wagon that bumped all day long. If someone didn't want to stay inside the wagon, the only other choice was to walk beside it. I told Dad I would have to think about that one. Dad and I talked about our drive through Kansas last summer. Even by car, the drive took a long time. We did not, however, have to worry about feeding oxen along the way. Traveling is easier and more convenient now, but I still think a journey in a covered wagon would be a great adventure.

Bumpy Travels

0 Last evening, Dad and I spent a couple of hours reading a
12 book about America's early pioneers. The book described
20 families traveling in covered wagons pulled by horses, oxen,
29 or mules. All of a family's possessions were inside each
39 wagon. The family had to carry food for their journey, too.
50 I thought it would be fun to travel that way, but Dad
62 explained that back then, travel was difficult. He asked
72 how I would feel if I had to ride long distances in a wagon
86 that bumped all day long. If someone didn't want to stay
97 inside the wagon, the only other choice was to walk beside
109 it. I told Dad I would have to think about that one. Dad and
122 I talked about our drive through Kansas last summer. Even
132 by car, the drive took a long time. We did not, however,
145 have to worry about feeding oxen along the way. Traveling is
155 easier and more convenient now, but I still think a journey in
167 a covered wagon would be a great adventure. 174

Number of words read in one minute _____ Number of errors _____

Total number of words read correctly _____

Word reading accuracy _____

Name _____ Date _____

Graph My Progress

85									
80									
75									
70									
65									
60									
55									
50									
45									
40									
35									
30									
25									
20									
15									
10									
5									
	Week	Week	Week	Week	Week	Week	Week	Week	Week
	1	2	3	4	5	6	7	8	9

Name Sam Date Fall 2014

Graph My Progress

	10/12	10/19	10/26	11/02	11/09	11/16	11/23	11/30	
85									
80									
75									
70									
65									
60									
55									
50									
45									
40									
35									
30									
25									
20									
15									
10									
5									
	Week	Week	Week	Week	Week	Week	Week	Week	Week
	1	2	3	4	5	6	7	8	9

Oral Reading Fluency Norms for Grades 1-6

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
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
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
4	90	145	166	180	1.1
	75	119	139	153	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
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
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

*WCPM = Words

This table can be used to determine a student's oral reading fluency grade level from grades 1-6. Students scoring 10 or more words below the 50th percentile may need a fluency-building program

This table was adapted from the 2006 Hasbrouck and Tindal Oral Reading Fluency Data Table. The original table can be found at www.readnaturally.com.

Reading one book is like eating one potato chip.

~ Diane Duane

Resources

Phonics Resources

Fluency Resources



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Phonics Resource #1 Scope and Sequence page # 1

Names of all letters of the alphabet, accurately and fluently	
Mapping single consonant sounds with their most common letter representations	
Mapping initial blends with 2 consonant sounds	st, sm, sn, qu, sl, sp, sc, sk, bl, cl, fl, gl, pl, br, cr, dr, fr, gr, pr, tr, sw, tw
Initial blends with 3 consonant sounds	spr, str, scr, spl
Final blends with 2 consonant sounds	-mp, -nd, -sk, -st, -ft, -lk, -ld
Digraphs	sh, ch, ng, ph for /f/ th (think) and th (then) wh for /w/
Trigraphs Silent letter patterns	tch for /ch/ dge fir /j/ kn for /n/ mb for /m/
Orthographic patterns	ck for /k/ at the end of a 1 syllable word w/short vowel (stick) k
	Doubling the f, s, l, or z at the end of a single syllable word w/short vowel (staff, kiss, pull, fizz)
	The sound of letter "c" changes to an /s/ when followed by i, e, or y (city, cents)
	The sound for letter "g" sometimes, but not always, changes to /j/ when followed by I, e, or y (gist, gentleman, gymnasium, but not gift or get
	su, -ge, or si used to represent the consonant sound /zh/ as in pleasure, montage, and vision
	The letter "x" represents different sounds depending on where it is within a word. "X" sounds like /z/ at the beginning of a word or syllable, but sounds like /ks/ or /gz/ within the middle of a word. "X" sounds like /ks/ at the end of a word.

Letter Patterns	Examples
Single letters for vowel sounds	/a/ /e/ /i/ /o/ /u/ y for /i/ (gym)
Single letters represent long vowel sound	/ā/ /ē/ /ī/ /ō/ /ū/ i for /ē/ (linguini) Y for /ē/ (happy) y for /ī/ (cry)
Vowel teams or letter combinations For a single vowel sound	ai, ay, ei, eigh, ey, ei for long sound of /ā/ ee, ea, ie for long sound of /ē/ igh, ie for long sound of /ī/ oe, oa, ow for long sound of /ō/ oo (moon), ew (new), ue (clue) for long sound of /ū/
Diphthongs or vowel sounds that feel like two sounds but are actually one speech sound	oi as in coin (use oi at the beginning or middle) oy as in boy (use oy at the end) ou as in house (use ou at the beginning or middle) ow as in cow (use ow at the end)
R-controlled vowel sounds	er, ir, ur says /er/ as in her, bird, hurt or as in port ar as in car

Phonics Resource #2 Word Families

Here is a list of common word families that your students will encounter when reading.

ab	art	est	ip	ore
ack	ash	et	it	orn
ad	at	ice	ite	ot
ag	ate	ick	oat	ow
ake	ay	ide	ob	ox
all	aw	ig	ock	ub
am	eat	ight	og	uck
ame	eck	ike	oke	ug
an	ed	in	one	ump
and	ee	ine	ood	un
ap	ell	ing	ook	unk
ar	end	ink	op	ut

Fluency Resource #1: Sight Word Phrases

Sight Word Phrases for Fluency Practice (1st 100)

The people	So there you are.	What will they do?
By the water	A long time	We had their dog.
You and I	Have you seen it?	When would you go?
He called me.	One more time	A number of people
What did they say?	All day long	How long are they?
No way	It's about time	Come and get it.
One or two	Up in the air	Part of the time
More than the other	Which way?	Can you see?
How many words?	He has it.	Now and then
This is a good day.	If we were older	Go find her.
Sit down.	It's no use.	At your house
But not me	With his mom	It's been a long time.
Not now	As big as the first	Give them to me.
From my room	When will we go?	Now is the time.
Will you be good?	From here to there	May I go first?
Then we will go.	More people	This is my cat.
An angry cat	Go down.	Get on the bus.
Write your name.	Did you like it?	Did you see it?
That dog is big.	When did they go?	How did they get it?
Two of us	She said to go.	Number two
The first word	Each of us	Look up.
I like him.	What are these?	All or some
Out of the water	There was an old man.	A long way to go
We were here.	It may fall down.	For some of your people
Could you go?	See the water	The other people
We like to write.	But not for me	Over the river
Into the water	Write it down.	After the game
Look for some people.	Who will make it?	Take a little.

Sight Word Phrases for Fluency Practice (2nd 100)

Just the same	Our best things	Most of the animals
It's only me.	Only a little	Give it back.
Think before you act	That's very good	My last name
Live and play.	Three years ago	I know why.
Try your best.	Where are you?	Mother says to now.
Any old time	I work too much.	I need help.
Study and learn	We found it here.	Move over.
Mother means it.	Right now	Through the line
The good American	Spell your name	Kind of nice
A little boy	Tell the truth.	Same time tomorrow
Back off.	Play it again.	Change your clothes
We want to go.	We came home.	The following day
Turn the page.	Answer the phone.	Give it away.
A small house also	Form two lines.	Show us around.
It's still here.	Read my letters.	The air is warm.
Set it up.	Write one sentence.	Another old picture
I study in school.	We need more.	Where in the world
I don't feel well.	Where does it end?	Put it there.
Point it out.	Such a mess	I'm an American.
Read the sentence.	It turned out well.	My home is large.
Big and small	It's a small world.	Right now
Such a big house	Hand it over.	This must be it.
Show and tell	Around the clock	Home sweet home
They went here.	A different land	The men asked for help.
Good and plenty	Tell the truth.	You must be right.
Even the animals	Because we should.	Get to the point.
I think so.	It turned out well.	Help me out.
A good man	Good things	It's your place.
Another great sound	My new place	Read the book.

Sight Word Phrases for Fluency Practice (3rd 100)

Near the car	My own father	Add it up.
A few good men	You might be right.	Along the way
In the country	Read every story.	Plants and flowers
It seemed too good.	Next time	Something good
Below the water	Will it last?	Plant the trees.
It's hard to open.	For example	Those other people
Keep it up.	Light the fire.	In my head
In the beginning	A group of friends	We left it here.
The light in your eyes	Under the earth	Close the door.
We got together	Both children	Always be kind.
We saw the food.	The big city	It never happened.
It's my life.	Read the paper.	Once upon a time
We started the fire.	A good thought	We walked four miles.
Run for miles.	Is it really true?	Let me carry it.
Do it often.	Until the end	Stop the music.
It's time to eat.	Near the sea	The young face
A second later	Read your book.	State your case.
Talk to my father.	The long list	I cut myself.
Sing your song.	I miss you.	On my side
My family	Above the clouds	The peaceful Indians
A very important person	I took the car.	The young girl
Watch the game.	Without a care	The tall mountains
So far so good.	My feet hurt.	A good idea
I like being on the team.	Next to me	A long life
The dark night	It began to grow.	White clouds
A few children	A group of Indians	I hear the sea.
Watch the river.	Too soon	I hear the waves.
He started to cry.	An important idea	
Leave it to me.	Between the lines	
Stay awhile.	Don't open the door.	

Fluency Resource #2

Fry's First 100 Words

These words represent 50% of all words in any book.

the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	sit
are	said	like	now
as	there	him	find
with	use	into	long
his	an	time	down
they	each	has	day
I	which	look	did
at	she	two	get
be	do	more	come
this	how	write	made
have	their	go	may
from	if	see	part

Fry's Second 100 Words

over	say	set	try
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
thing	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world

Fry's Third 100 Words

The first 300 words represent 65% of all words in any book.

high	saw	important	miss
every	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feet	face
between	along	car	watch
own	might	mile	far
below	close	night	Indian
country	something	walk	real
plant	seem	white	almost
last	nest	sea	let
school	hard	began	above
father	open	grow	girl
keep	example	took	sometimes
tree	begin	river	mountain
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eye	paper	book	list
light	together	hear	song
thought	got	stop	begin
head	group	without	leave
under	often	second	family
story	Run	later	it's

Chapter 6

Discussion

The purpose of this research project was to investigate teachers' understanding and use of research-based strategies for teaching phonics and fluency to students with learning disabilities (LD). The ultimate purpose was to construct a desktop resource, or handbook, for research-based strategies for teaching phonics and fluency to students with learning disabilities.

A thorough investigation of the available literature revealed a need for further studies into the practices of teachers in the area of phonics and fluency for their students who have LD. The literature review showed that teachers understand what research-based strategies are, but those practices are not being utilized as needed within the classroom setting. Some researchers refer to this occurrence as a "research-to-practice gap". It was hypothesized that the "gap" was due to the under-use of professional educational journals which contain the most recent research for strategies in the area of phonics and fluency. Most professional journals present empirical data using statistical analysis and interpretation and are written typically for professors and fellow researchers, not classroom teachers. The information contained in those journals may not be easily translated into practice in classrooms.

An IRB approved survey study was developed. The survey was conducted at the school where the investigator is employed. Twelve general and special educators were invited to complete the survey. Six surveys were returned and analyzed, with results that parallel the findings from the literature review.

Utilizing information found in the literature review and subsequent survey,

a handbook was created to assist teachers with phonics and fluency instruction for students with learning disabilities. The information presented in the handbook is written in a user-friendly format and contains research-based strategies that teachers can implement immediately in the classroom. An added bonus is that the strategies highlighted in the handbook are considered best practice for all students, not just students with learning disabilities.

Strengths of the Handbook

This handbook is a useful tool for elementary general education and special education teachers. Since phonics and fluency are strongly emphasized in the primary grades of kindergarten to third grade, the strategies highlighted in the handbook are relevant to these grade levels. Hands-on activities are provided and reproducible which makes the resources easy to implement within the classroom or small group setting. The handbook is written in teacher-friendly language and contains all the forms, flashcards, game boards, and other ancillary materials needed to implement the activities immediately. The strategies and activities in this handbook have been researched and tested by numerous studies and have been shown to increase the knowledge of phonics and fluency for all students, including students with learning disabilities. Teachers can be assured that by utilizing the activities within this handbook they are using research-based strategies, shown to have been successful for all students.

Weaknesses of the Handbook

This handbook only highlights strategies for teaching phonics and fluency to students with disabilities. The National Reading Panel states there are five essential areas of reading that need to be addressed: phonemic awareness, phonics, fluency, vocabulary,

and comprehension. Phonics and fluency are only two parts to a comprehensive reading plan that all students, including students with LD, need to be successful readers. Another weakness of this handbook is that it only presents a few representative activities for each of the phonics and fluency strategies as examples. Many more activities are available and could be presented in a more comprehensive and extended handbook for teachers who instruct students with LD in the area of reading.

Limitations of the Study

This research study was conducted in a rural area of a mid-western state with only six teachers responding to the survey questions about research-based strategies. It would be hard to generalize the findings of this investigation to all teachers across the country given the small sample size. More research should be conducted in a larger community where a larger sample size would be available. However, taking into consideration all of the research that has been conducted to date on teacher's knowledge and use of research-based strategies, one can conclude that a research-to-practice gap does exist.

Unfortunately, the available research in this area is not as recent as it needs to be. The education field is in a constant state of change. To reflect this change, educational researchers need to continue to study the most effective methods for teaching reading to all students. The limitation of the current study is the use of one measure, survey. Future studies could utilize multiple measures, including observations and interviews in addition to surveys, for obtaining information about teachers' understanding and use of research proven strategies for teaching phonics and fluency to students with learning disabilities.

Reflection

This study began out of a personal desire of the investigator to be more effective and efficient when teaching phonics and fluency to students with LD. While reviewing and analyzing available research, it became evident that there was a need for reliable and valid information on research-based strategies that teachers could use and put into practice in their own classroom.

Many months of researching, studying, and assembling information for this project, together with the unimaginable hours editing and re-writing, have culminated into this thesis and handbook. The investigator is extremely proud of the finished product and plans to make the handbook available to fellow teachers. The handbook, *Research-based Strategies for Phonics and Fluency: Teaching Students with Learning Disabilities*, is a labor of love for students with LD and fellow colleague teachers. Furthermore, this project reflects the investigator's desire to be a lifelong learner and advocate for students with learning disabilities.



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Appendix



HUMAN RESEARCH PROTECTION PROGRAM
INSTITUTIONAL REVIEW BOARDS

To: JEONG-IL CHO

NF 250E

From: JEANNIE DICLEMENTI, Chair

Science IRB

Date: 10/20/2014

Committee Action: Exemption Granted

IRB Action Date: 10/17/2014

IRB Protocol #: 1410015290

Study Title: Research-based Reading Strategies in Phonics and Fluency for Students with Learning Disabilities

The Institutional Review Board (IRB) has reviewed the above-referenced study application and has determined that it meets the criteria for exemption under 45 CFR 46.101(b)(2) .

If you wish to make changes to this study, please refer to our guidance "**Minor Changes Not Requiring Review**" located on our website at <http://www.irb.purdue.edu/policies.php>.

For changes requiring IRB review, please submit an **Amendment to Approved Study** form or **Personnel Amendment to Study** form, whichever is applicable, located on the forms page of our website www.irb.purdue.edu/forms.php. Please contact our office if you have any questions.

Below is a list of best practices that we request you use when conducting your research. The list contains both general items as well as those specific to the different exemption categories.

General

- To recruit from Purdue University classrooms, the instructor and all others associated with conduct of the course (e.g., teaching assistants) must not be present during announcement of the research opportunity or any recruitment activity. This may be accomplished by announcing, in advance, that class will either start later than usual or end earlier than usual so this activity may occur. It should be emphasized that attendance at the announcement and recruitment are voluntary and the student's attendance and enrollment decision will not be shared with those administering the course.
- If students earn extra credit towards their course grade through participation in a research project conducted by someone other than the course instructor(s), such as in the example above, the students participation should only be shared with the course instructor(s) at the end of the semester. Additionally, instructors who allow extra credit to be earned through participation in research must also provide an opportunity for students earn comparable extra credit through a non-research activity requiring an amount of time and effort comparable to the research options.

- When conducting human subjects research at a non-Purdue college/university, investigators are urged to contact that institution's IRB to determine requirements for conducting research at that institution.
- When human subjects research will be conducted in schools or places of business, investigators must obtain written permission from an appropriate authority within the organization. If the written permission was not submitted with the study application at the time of IRB review (e.g., the school would not issue the letter without proof of IRB approval, etc.), the investigator must submit the written permission to the IRB prior to engaging in the research activities (e.g., recruitment, study procedures, etc.). This is an institutional requirement.

Category 1

- When human subjects research will be conducted in schools or places of business, investigators must obtain written permission from an appropriate authority within the organization. If the written permission was not submitted with the study application at the time of IRB review (e.g., the school would not issue the letter without proof of IRB approval, etc.), the investigator must submit the written permission to the IRB prior to engaging in the research activities (e.g., recruitment, study procedures, etc.). This is an institutional requirement.

Categories 2 and 3

- Surveys and questionnaires should indicate
 - only participants 18 years of age and over are eligible to participate in the research; and
 - that participation is voluntary; and
 - that any questions may be skipped; and
 - include the investigator's name and contact information.
- Investigators should explain to participants the amount of time required to participate. Additionally, they should explain to participants how confidentiality will be maintained or if it will not be maintained.
- When conducting focus group research, investigators cannot guarantee that all participants in the focus group will maintain the confidentiality of other group participants. The investigator should make participants aware of this potential for breach of confidentiality.
- When human subjects research will be conducted in schools or places of business, investigators must obtain written permission from an appropriate authority within the organization. If the written permission was not submitted with the study application at the time of IRB review (e.g., the school would not issue the letter without proof of IRB approval, etc.), the investigator must submit the written permission to the IRB prior to engaging in the research activities (e.g., recruitment, study procedures, etc.). This is an institutional requirement.

Category 6

- Surveys and data collection instruments should note that participation is voluntary.
- Surveys and data collection instruments should note that participants may skip any questions.
- When taste testing foods which are highly allergenic (e.g., peanuts, milk, etc.) investigators should disclose the possibility of a reaction to potential subjects.

Appendix 1

Please write your responses directly on this survey. Feel free to use additional paper if necessary.

1. What is your definition of research-based reading strategies?

2. *Explain how you use the following strategies for phonics instruction with students that may have a learning disability. Please include the procedures, materials used, and how often you use this strategy in your classroom.

Small group instruction (3-5 students, teacher-led, etc.) :

Onset/rime instruction (word families, word walls, etc.) :

Drill and practice (flashcards, repeated practice, etc.) :

Letter/sound association (picture cues, auditory cues, hand motions, etc.):

3. In your opinion, how available are research-based strategies for phonics instruction? Please explain.

4. In your opinion, how user-friendly are research-based strategies for phonics instruction?

Please explain.

5. *Explain how you use the following strategies for fluency instruction with students who may have a reading disability. Please include the procedures, materials used, and how often you use this strategy in your classroom.

Repeated reading (re-read passages):

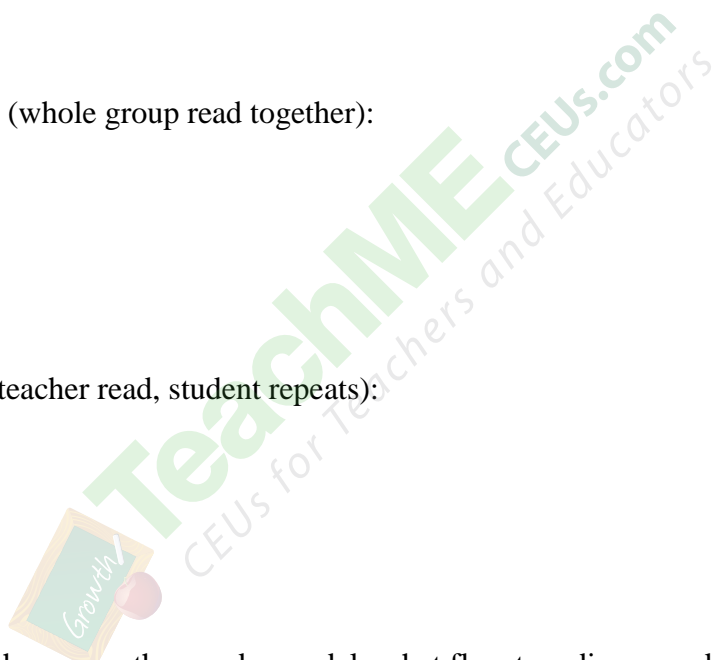
Choral reading (whole group read together):

Echo reading (teacher read, student repeats):

Modeling (teacher or another reader models what fluent reading sounds like):

6. In your opinion, how available are research-based strategies for fluency instruction?

Please explain.



7. In your opinion, how user-friendly are research-based strategies for fluency instruction?

Please explain:

8. Where do you find research-based strategies for teaching phonics and fluency for struggling readers in your classroom? (Educational journals, conferences, colleagues, Pinterest, etc.)

9. Additional comments:



Appendix E

Date: 9-24-2014

Dear Fellow Colleague:

In addition to being a special education teacher at [REDACTED], I am also a graduate student at Indiana University-Purdue University, Fort Wayne. For my final project, I am examining research-based reading strategies for phonics and fluency for students with learning disabilities and the accessibility of those strategies to classroom teachers.

Because you are a classroom teacher and you instruct your students in reading, I am inviting you to participate in this research study by completing the attached survey.

The survey will require approximately thirty minutes to complete. There is no compensation for responding nor is there any known risk. In order to ensure that all information will remain confidential, please do not include your name or any other identifiable data.

If you choose to participate in this project, please answer all questions as honestly as possible and return the completed survey promptly by placing it in my school mailbox. Participation is strictly voluntary and you may refuse to participate at any time. Completion and return of the survey will indicate your willingness to participate in this study.

Thank you for taking the time to assist me in my educational endeavors. The answers you provide on this survey are vital to my research regarding accessible, research-based strategies for teaching phonics and fluency to all children in your classroom.

If you require additional information or have questions, please contact me at the email address listed below.

Sincerely,

Appendix

Dear Colleague,

I am writing to thank you for your participation in my master's thesis research study: Research-based Strategies for Phonics and Fluency for Students With Learning Disabilities.

If you have not returned your survey, please do so. Just place it in my mailbox in an unmarked envelope. All information is completely confidential.

Thank you,





“This document was developed from the public domain document: Research-based Strategies For Phonics and Fluency: Teaching Students with Learning Disabilities.”

“This document was developed and edited from the open access article: Robyn Fox (2015). Research-Based Strategies for Students with Learning Disabilities: Focus on Phonics and Fluency. (http://opus.ipfw.edu/grad_research/31), used under the Creative Commons Attribution License. “