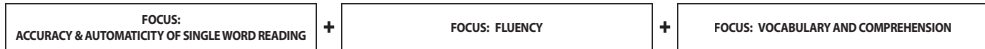


Use of Differentiated Texts & Their Interrelationships for Students with Primary Decoding Deficits



Goals of Instruction: To develop the student's basic skills for both reading and spelling, including phonemic awareness, phonics, understanding of word structure (syllable patterns and affixes) and high frequency irregular words.

Goals of Instruction: To develop the student's fluent and rate-appropriate independent reading of connected text for meaning and to develop a student's oral reading with ease and expression.

Goals of Instruction: To develop the student's vocabulary and understanding of both narrative and expository text and to increase a student's background knowledge and schema.



Controlled Text Flashcards, Pseudo-words, Wordlists, Phrases, Sentences

Text is determined by the word structure that has been directly taught.

95-100% controlled to have graphemes, pseudo words, syllables, phonetically regular and irregular words with high "potential for accuracy" measured against curriculum.

Controlled Decodable Text Passages

Text is determined by the word structure that has been directly taught.

95-100% controlled to have graphemes, pseudo words, syllables, phonetically regular and irregular words with high "potential for accuracy" measured against curriculum.

Non-Controlled Decodable Text Passages

Text determined by a student's decoding response to a given passage. Student must read 95-100% of the words independently.

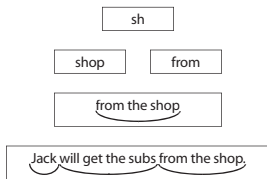
Important considerations: student interest and/or background schema.

Enriched Text Passages

Narrative and Expository Text determined by highest appropriate instructional listening comprehension level of student.

Passage is read to the students so that they can develop comprehension skills at a higher level than their decoding ability.

EXAMPLE OF CONTROLLED TEXT



Use to build skills for controlled decodable text reading.

EXAMPLES OF DECODABLE TEXT

Subs in the Mud
The men on the job got subs from the sub shop. They set the bag of subs on the top of Ben's van. Then Ben had to dash off. He had to pick up a set of hubcaps for his van...

Monkey Face
A study shows that a monkey knows what another monkey's face is saying. A Rhesus monkey has one look on its face when it makes a happy sound. When it makes a sound because it is afraid, its face looks different...

EXAMPLE OF ENRICHED TEXT

Rhesus Monkeys Demonstrate Language Skill
Research conducted at the Max Planck Institute for Biological Cybernetics in Germany suggests that human's capacity to read facial expressions may have evolved from monkeys. Asif Ghazanfar, who studied the monkeys, reports that rhesus monkeys can combine visual and auditory information to perceive vocal signals...

Use to build schema for non-controlled decodable text reading.

Focus On:

- Phoneme/grapheme, grapheme/phoneme correspondence
- Blending and segmenting with letter manipulation
- Six syllable types in English
- Orthographic rules/ affixes
- High frequency irregular words
- Phrasing

Focus On:

- Application and mastery of specific decoding skills
- Breaking an established guessing habit
- Helping students see the structure of words in English
- Reading for Meaning
- Prosody

Focus On:

- Application and generalization of decoding skills in a non-controlled environment
- Use of context clues in conjunction with decoding strategies, as appropriate
- Reading for meaning
- Prosody

Focus On:

- Vocabulary
- Comprehension of Narrative Text
- Comprehension of Expository Text
- Mental Imagery and retelling

Instruction:

- Cumulative building of skills
- Manipulation of word parts (letter cards, syllables, affixes)
- Concurrent teaching of decoding-spelling
- Repetition and practice
- Timed drills

Instruction:

- Teacher-assisted silent and oral reading with retelling
- Teacher modeling of phrasing and expression
- Repeated reading
- Echo, choral and shared reading
- Tape-assisted reading

Instruction:

- Teacher modeling of fluent reading (passage read by teacher – students do not track)
- Teacher modeling of thinking
- Pictorial representations of content
- Retelling
- Graphic organizers

Increase Difficulty of Text:

Difficulty increases in relation to taught patterns of word structure: mash > script > contract > compensate > compensation > illustrious

Increase Difficulty of Text:

Difficulty increases in relation to size of font, length of passage, decoding level of text and complexity of content, themes and ideas

Difficulty increases in relation to taught patterns of word structure: mash > script > contract > compensate > compensation > illustrious

Difficulty increases in relation to increase of a student's overall ability to apply decoding and context clues

Increase Difficulty of Text:

Difficulty increases in relation to complexity of content, themes and ideas.

