

HYPOTHESIS:

Independent use of a technology program to teach the mapping of letter sounds onto letter cluster patterns, without explicit instruction for the students to verbalise the sound, will improve the children's orthographic knowledge, prose reading accuracy and spelling.

ABSTRACT:

The research carried out was designed to prove that the independent use of a technology program to teach the mapping of letter sounds onto letter cluster patterns, without explicit instruction for the students to verbalise the sound, will improve the children's orthographic knowledge, prose reading accuracy and spelling. This hypothesis was proven with both students' data indicating improvement. A comparative study by Leane (2003) indicated that students could obtain even better results if explicit instruction is given to the students to continually verbalise the sounds as they work through the activities.

To ensure that maximum results could be obtained from the research a pilot project was carried out with two year 2 students who had similar literacy difficulties as Student H and J. (Appendix 1)

During the research sessions the two year 2 students engaged in a series of activities using the computer software package Sounds Great 2. The activities on the computer and subsequent follow up worksheets were related to specific letter clusters.

The findings suggest that for specifically identified students the style of intervention strategies used were effective in enhancing their literacy development in specific areas.

The research has had implications for all students in our care who experience reading difficulties. The research project and findings have been shared with a staff who now recognise the importance of mapping sounds onto letter clusters. The method of teaching the mapping of sound onto letter clusters will depend on the students learning styles and specific needs. The variety of strategies used in reading intervention has increased and a common catch phrase heard is, "say it out loud so your ears can hear it".

INTRODUCTION:

A lot is expected of students as they learn to read. For some students the process is a natural one they move through without difficulty. For many students however the process is a difficult one. Many students who have entered Year 2 with word reading difficulties have difficulty mapping sounds to independent letter clusters. They have difficulty reading by analogy as they cannot recognise the cluster and sound match and/ or transfer the sounds to those in different words. Many of the students experiencing difficulties have correct identification of individual sounds however their phonemic awareness is at a low level. Some success is achieved through their use of distinctive visual features and subsequently “guessing”.

According to Carroll, Davies and Richman (1971) and Adams (1990), children will be expected to recognize and know well over 80,000 different words by the end of third grade. How students will gain such a comprehensive word bank has been the main focus of years of research. Vellutino & Scanlon (1987a) from their research noted that the lack of phonemic awareness seemed to be a major obstacle for learning to read. These research results were supported by the thought that 2 in 5 children have some difficulty with phonemic awareness.(Fletcher,et al., 1994: Shaywitz, Escobar, Shaywitz, Fletcher,& Makuck, 1992: Stanovich, 1986; Stanovich& Siegel, 1994). Grossman (1997) also believed that deficits in phonemic awareness when learning to read is a major factor in reading difficulties.

When we consider what approach to take when reading difficulties are identified we are aware of the importance of explicit instruction as Cunningham (1990), stated when he wrote, “Explicit instruction in how segmentation and blending are involved in the reading process was superior to instruction that did not explicitly teach the children to apply phonemic awareness to reading”. Grossen (1997) indicated that instruction using the following types of phonemic awareness tasks has a positive effect on reading acquisition; rhyming, auditory discriminating sounds that are different, blending spoken sounds into words, word to word matching, isolating sounds into words, counting phonemes, segmenting spoken words into sounds, deleting sounds from words (Ball & Blachman, 1991; Byrne & Fielding- Barnsley, 1990; Cunningham, 1990; Foorman, Francis, Beeler, Winikates & Fletcher, in press; Lie, 1991; Lundberg, Frost, & Petersen, 1988; Vellutino & Scanlon, 1987b; Yopp, 1988).

The method of delivering the explicit instruction using a technology program is supported by research conducted in the Calgary Computer Assisted Reading Instruction Project (1996). The contributing authors of the report noted that results of the study suggest that initial low entry readers appear to make greatest gains using CAI (Computer Assisted Learning) programs.

The research presented in this paper aims to use many of the phonemic tasks mentioned and Computer Assisted Learning to improve the students ability to map sounds to letter clusters and subsequently improve their vocabulary knowledge and prose fluency. This work will take them a step further towards increasing their knowledge of the 80,000 words needed by a year 3 proficient reader.

Prediction.

Independent use of a technology program to teach the mapping of letter sounds onto letter cluster patterns, without explicit instruction for the students to verbalise the sound, will improve the children's orthographic knowledge, prose reading accuracy and spelling.

METHOD:

Design.

This study uses a OXO design, in which Year 2 students who are experiencing reading difficulties are monitored for improvement in orthographic knowledge, prose reading accuracy and spelling accuracy.

Participants.

The study was conducted on two Year 2 students; one boy and one girl. Both students had been identified as having reading and spelling difficulties. The students chosen for the study both had reading levels below an expected level for their ages. Each student focused heavily on reading using individual letter sounds and also distinct visual features. Neither student re read to regain meaning as shown in Tables 2 to 5.

They were students who consistently applied themselves to the task of learning with inconsistent results. No formal testing has been conducted on either student.

The student's age, entry prose reading accuracy for a levelled text and entry orthographic knowledge is shown on Table 1.

Table 1 describes the students targeted in this research.

| Student | Chronological Age (at June 1 st) | Reading Level | Entry Orthographic Knowledge (percentile) |
|---------|--|---------------|---|
| H | 7 yrs 11 mths | 14 | 22 nd |
| J | 7 yrs 2 mths | 10 | 16 th |

Student H is a very shy year 2 girl. She finds it difficult to take risks in her learning. Since prep her teachers have worked with her to develop basic literacy skills and confidence in herself. She has an individual program designed to cater for her needs and to build on her multiple intelligence strength, which is music. All attempts have been limited by her lack of self-efficacy in the area of learning. She works more confidently when matched with a peer whom she has permission to seek information from before she approaches a teacher. Her lack of self-management skills and no self-talk hamper her ability to see herself as a learner.

Student J is a Year 2 boy who is keen to have a go at anything but finds retaining information very difficult. Without formal testing it is still obvious that his short-term auditory memory (STAM) is below the expected level for his age. Student J is very much a boy whose multiple intelligence strength lies strongly in the area of body – kinaesthetic. In developing his individual program we have used body style activities to try and support him as he transfers knowledge into his long-term memory. Student J gives very limited attention to any tasks. He shows very few self-management skills. He enjoys computer technology and this was one reason we believed he would benefit from the program used in the project.

Materials.

Materials used include the following:

- Reading Recovery levelled texts.
- Sounds Great Two. – Technology Software package. - An interactive resource for early literacy.(Mimosa Shortland Publications)
- Orthographic Reading Test: Stimulus sheet containing words varying in length and complexity; Record Sheet and Percentile Rankings (John Munro Lecture notes 2003)
- Spelling test, using dictation of the Sounds Great program's text.

Procedure.

The pre assessment tasks were administered to the students in the following order; Miscue analysis of levelled text and program text; Orthographic Reading test; Spelling test, dictation of program text, assessing both the use of letter patterns taught and the degree of correct spelling.

The 12 teaching sessions of 35 to 45 minutes, were conducted on the morning of consecutive school days. The students worked outside of the classroom, in a small studio. They worked through set tasks from the technology program “Sounds Great 2” (2002). During each of the intervention sessions the two students worked together at one computer. In the beginning the children were instructed on how to use the program. The session began with a repeated reading of the story before they worked on each set of tasks. The tasks contain 6 items; matching pictures that begin with the same onset letter pattern or the same rime pattern (phonological awareness); matching the spoken word to the word highlighted in the sentence; locating initial blend or vowel sound from the written text; identifying 3 written words that have the same rime pattern as the target word; listening to 6 words to identify the 3 that rhyme with the target word; selecting letters to spell words, with 2 stages of word building for each word, onset and rime patterns and individual phonemes.

The students repeated the same story and tasks 3 times, after which they completed the appropriate Sounds Great 2 Assessment Quiz. Each quiz assesses the particular letter pattern knowledge taught. Details of the procedure are located in the Appendix.

RESULTS:

Prose Reading Accuracy:

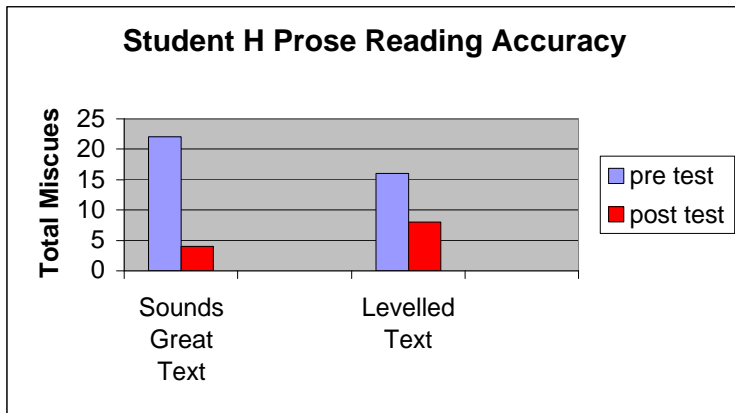


Figure1.

In the tests for prose reading accuracy the analysis of levelled text indicated that Student H had a variance of 8 miscues between the pre and post test results. The results of Students H's reading accuracy on the Sounds Great text show a greater variance between pre and post test of 18.

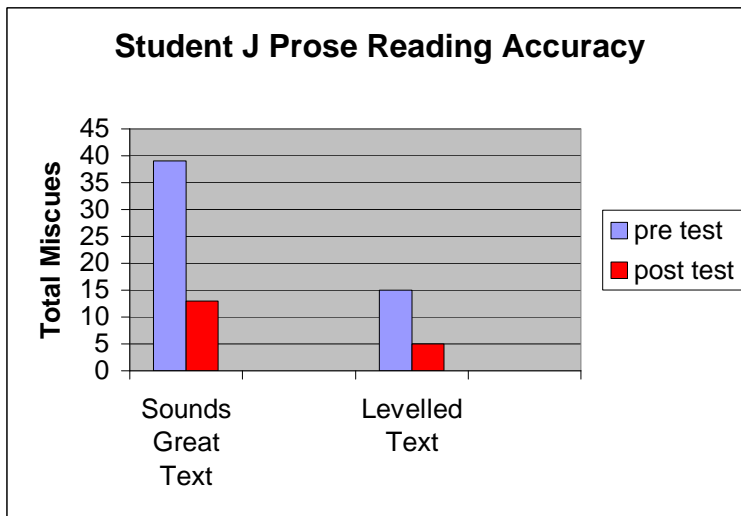


Figure 2.

The test results for Student J in the area of Prose reading accuracy indicate an improvement for the testing of both texts. With the testing of levelled text there is an improvement shown with a variance of 10 miscues between the pre test and post test. The Sounds Great text has a greater improvement rate with a variance of 26 between the pre test and the post test.

Looking at the results of both students the trends indicate a favourable result in improvement of their prose reading accuracy. With the post testing there

was a reduction in the number of miscues for both students. With the levelled text there was an average variance of 8 for both students between the pre test and post tests. With the Sounds Great texts there was an average variance of 22 miscues. This trend was noted for both texts and indicated the occurrence of less miscues in post testing.

Spelling Accuracy

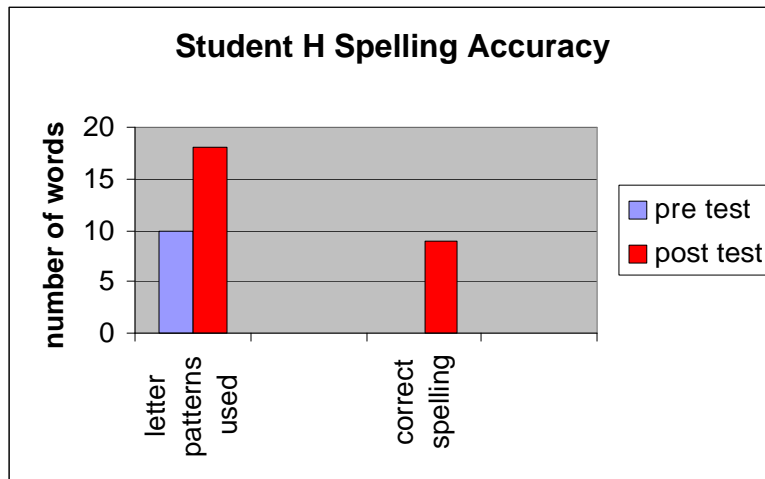


Figure 3.

Trends noted in Student H's results indicate an improvement in spelling accuracy for both the letter patterns used and the correct spelling of the Sounds Great dictated passage. Student H had a variance of 8 in spelling correctly the letter patterns used in the program and a variance of 9 for the Sounds Great dictated passage.

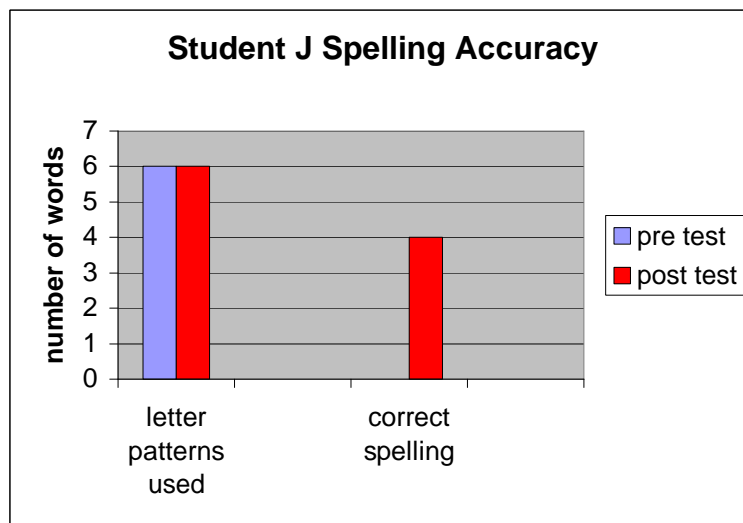


Figure 4.

Student J's results indicated limited improvement in spelling accuracy. There was no improvement noted for the spelling of the words with letter

patterns used in the program. There was a variance of 4 with the pre and post testing for the words in the Sounds Great dictated passage.

The learning trend for Student H shows greater improvement in her spelling accuracy. However the combined results of Student H and J indicate improvement with an average variance of 4 for the letter patterns used in the program and an average variance of 6.5 for the correct spelling of the dictated passage. Although there was not as great an improvement compared to prose reading accuracy, the results still support the prediction.

Orthographic Knowledge

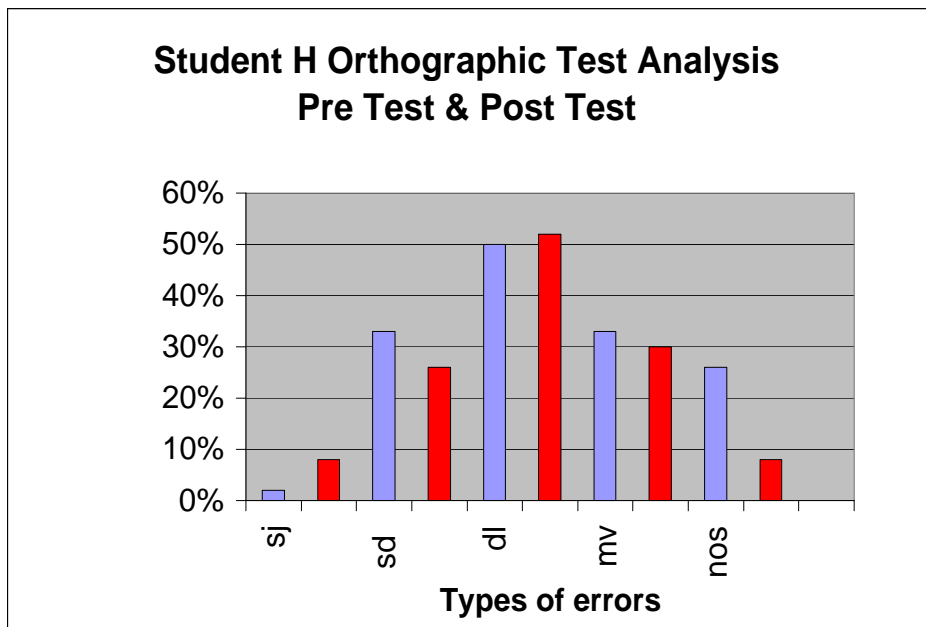


Figure 5.

The overall trend for Student H indicated a reduction in the number of words incorrect between the pre test and the post test with a variance of 9. Figure 5 shows differences in percentile ranking for specific types of errors under orthographic knowledge. In the pre test 2% of the letters in the words were jumbled in the spoken response. The post test results were not as positive with 8% of the letters in the stimulus words jumbled in the spoken response. Student H responded better in the post test in deleting letters in the spoken response. There was an improvement of 7%. Student H showed an increase by 2% in her ability to respond with words that share more visual features. Student H showed an 3% improvement in her ability to correctly pronounce vowel diagraphs. An 18% improvement is evident in table 5, in her ability to read the words more accurately using the correct orthographic letter patterns. The results for Student H supported the prediction with an improvement in her overall orthographic knowledge.

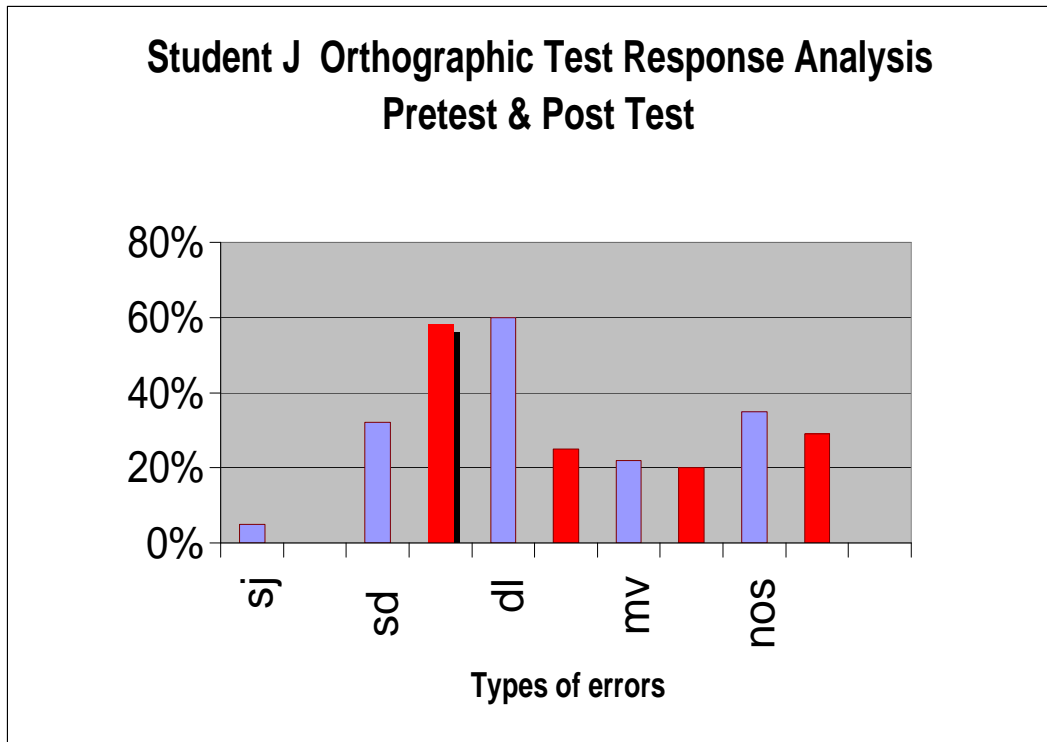


Figure 6.

Student J's test results indicate a slight improvement of 1 percentile ranking in his orthographic knowledge. In his pre test Student J had 5% of the words where he jumbled the letters in his spoken response. This improved in his post test where he had no errors in this area. From pre test to post test there was an increase in errors where he deleted letters in his words. The increase in errors in this area was 26%. He showed a decrease of 35% in his use of visual strategies to identify words. His ability to use correct vowel diagraphs improved by 2%. A 6% improvement is evident in table 6, in his ability to read the words more accurately using the correct orthographic letter patterns. The results for Student J were very inconsistent. They supported the prediction with an slight improvement in his overall orthographic knowledge.

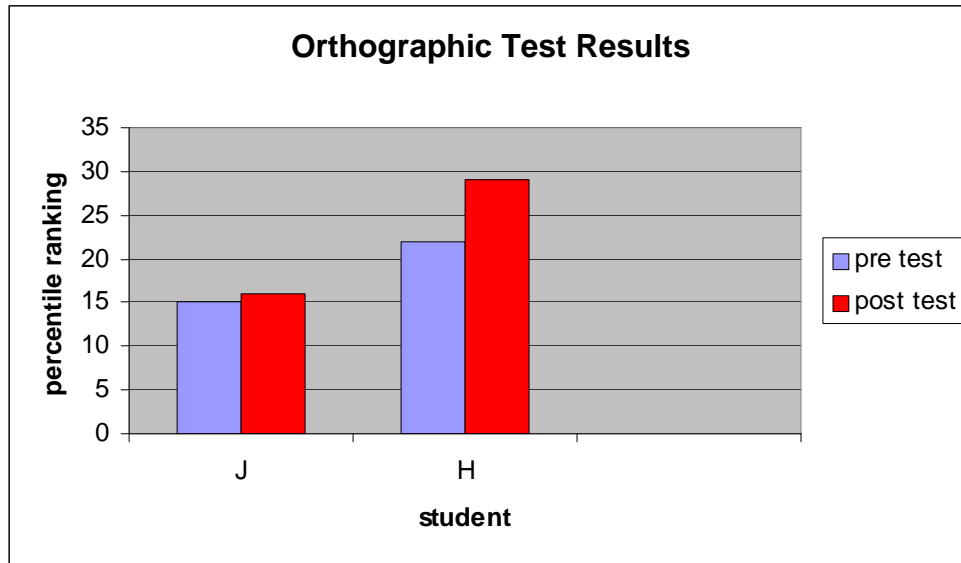


Figure 7.

In Figure 7 it is shown that Student H began with a far greater orthographic knowledge than Student J. Student J showed an improvement in Orthographic knowledge of 1 percentile. Student H showed improvement of 7 percent between pre and post test in the orthographic knowledge.

COMPARISON OF RESULTS:

Vocalising of sounds vs. non-vocalising of sounds.

A study by Leane (2003) was conducted using a similar prediction. The difference between the predictions of the two studies noted that Leane explicitly instructed Students A and T to vocalize the letter pattern sounds and words as they used the technology program. Students H and J in this study were not explicitly instructed to vocalize letter pattern sounds and words.

The comparisons of results are evident in Tables 8, 9 and 10.

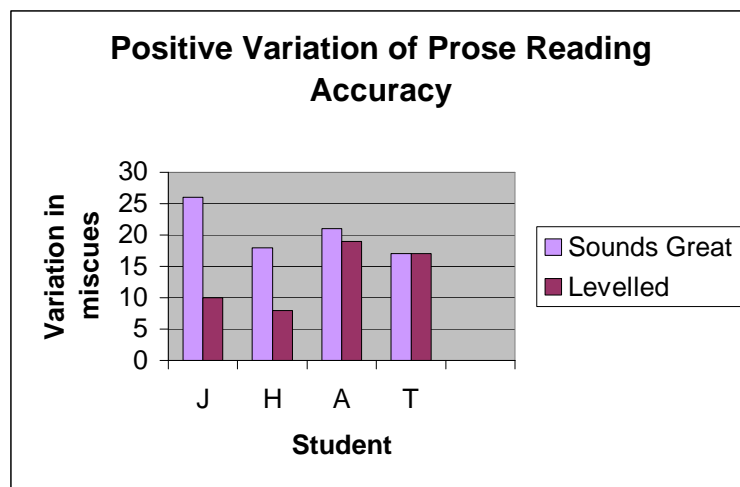


Table 8

Table 8 shows the results for the four students in their prose reading accuracy. The information in Table 8 indicates significant variation in pre and post tests results. The differences between the two students who vocalised the letter cluster sounds (Students T and A) and the students who did not vocalize the specific sounds (Students J and H) were obvious. Students H and J had a greater variation of results between their accuracy on the Sounds Great text than on their levelled texts assessment. However, for Students A and T, their variations for both assessment texts had similar results. It would appear that the students who, were explicitly instructed to vocalize letter pattern sounds and words, were more efficient at transferring their word knowledge into their word bank for retrieval when required.

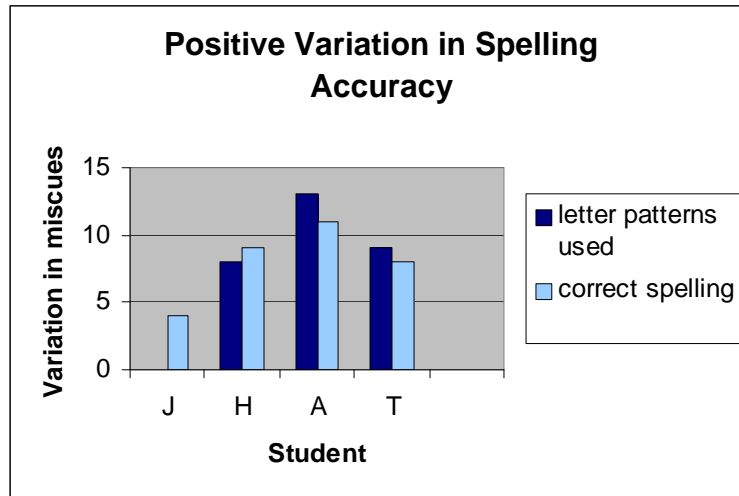


Table 9

All students showed a positive variation for the testing of their correct spelling in the dictated Sounds Great text. Students H, A and T achieved higher variations than Student J. In the testing of words with the letter patterns we had concentrated on in the learning sessions, variation made by the two students who vocalised was higher than both the students who were not instructed to vocalise the sounds. Student H had a much higher variation than Student J who showed no variation between pre and post test for the letter pattern spelling test. Overall trends for the four students indicated that the vocalising students made far greater gains.

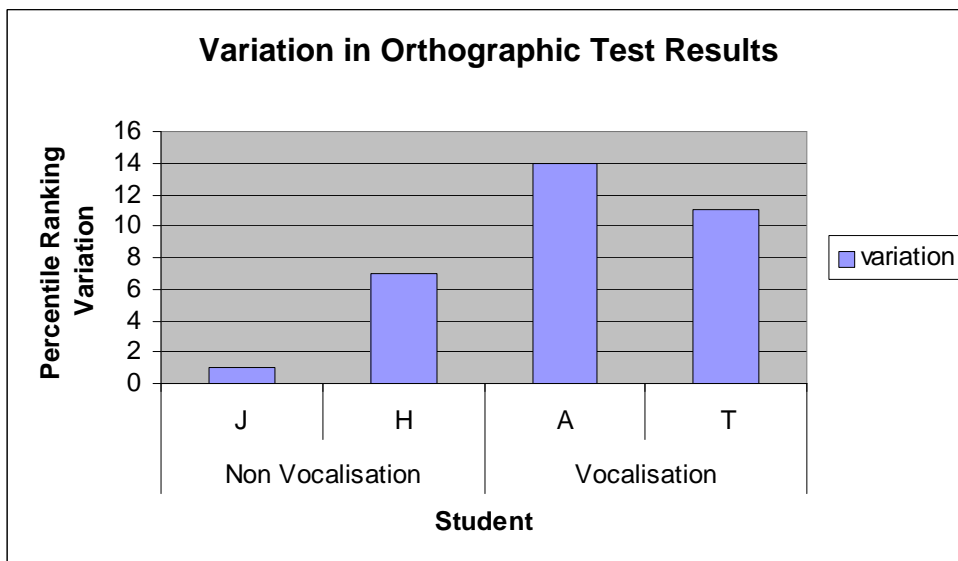


Table 10

Trends in Table 10's results, indicate more overall gains made in orthographic knowledge by the students instructed to vocalise letter patterns and words. All students made positive variations in their percentile score, however Student J gained by only 1%.

DISCUSSION:

The results of the work carried out, supported my prediction that the students could independently use the designated technology program to map sounds onto letter clusters. After completing the learning sessions the student's orthographic knowledge, prose reading accuracy and spelling abilities all increased. It was also evident from the results of the research carried out by Leane (2003) that to explicitly instruct the students to verbalise the sounds when engaged in the same tasks, achieved a greater degree of success in increasing a students orthographic knowledge, prose reading accuracy and spelling results. The results of the research support the research carried out by Grossen (1997). Grossen wrote about phonemic awareness tasks that would have positive effects on reading acquisition i.e. rhyming, auditory discriminating sounds that are different, blending spoken sounds into words, word to word matching, isolating sounds into words, counting phonemes, segmenting spoken words into sounds, deleting sounds from words. These tasks were the type evident in the program the students worked on with positive results.

Having the students work together was a very important part of the intervention strategy. Not only were they able to revise the work for a second time as their partner completed the tasks but they also acted as a motivator for each other. The two students, with very different personalities, proved to be a good learning team. They supported each other throughout the lessons. The more confident Student J continually talked to Student H through out the sessions. The growth in confidence of Student H was evident with each lesson. So much so that back in the classroom setting the teacher has seated these two students together to support their ongoing learning.

The student's ability to work independently of the teacher was very noticeable. The oral and visual instructions given on the technology program along with initial explicit instruction given by the teacher allowed the students to be independent of the teacher within the learning sessions. This will support all teachers as they attempt to provide all students with appropriate activities to meet each student's identified needs. To make more productive use of the program it would be helpful if the teacher insists on the students verbalising the sounds as they complete each task. .

The independent variable was the use of the computer and technology software. In the research project it was proven that the technology program "Sounds Great" aided the students in specific areas of their literacy developments. It could be a more efficient program if during the activities it

gave explicit instructions to the users to verbalise the sounds they are working on. The success of this research into using Computer Assisted learning certainly supports the research documented from the Calgary trials (1996).

The provision of a private area for the students to work in assisted the student's ability to attend to the task. The reduction of noise certainly assisted Student J who finds it very difficult to say on task. If private space was not available within the learning area then the student could use headphones to block out exterior noise.

Consistency played a very large part in this research project. The students were presented with a software package that provided the learner with clear and specific instructions re its use. The students were guided through each activity and supported as their learning scaffolded from one activity to the next and from one letter cluster to another. The approach was always consistent and predictable. The students both commented on how easy the program was to use and they were keen to attend each session as they felt they were for once in control. They enjoyed each session and began to see themselves as learners. Using this method of delivery allowed the students to have a consistent and repeated style of intervention.

As the results showed an improvement in specific areas of their literacy it will be very important that both these students have the opportunity to continue with the remainder of the program. Student J may need to revisit the program to ensure his knowledge of letter clusters is transferred into his working memory. Taking into account his personality and multiple intelligence strength it would be interesting to make Student J an expert in the use of the program and have him mentor others. This strategy would ensure he has appropriate opportunities to revisit the program. Student H is ready to learn. We need to support her as she develops her risk taking abilities. We have recently included her in drama and music therapy with the view to increasing her self-confidence and risk taking abilities.

It will be interesting to assess the student's orthographic knowledge, prose reading accuracy and spelling abilities at the end of Year 2.

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Appendix 1.

PILOT STUDY

I conducted a pilot study with two year 2 students who had not been chosen for the research project. The students' chosen were having similar difficulties in reading as students in the research project.

Aims of the Pilot Study:

- to familiarise myself with the technology program within a learning situation.
- to assess the students response to the program
- to assess the suitability of the material for the student
- to be able to set appropriate time frames for the research lessons
- to assess the suitability of two students working together

Session one: 45 min

Story: Five Frightened Mice

Letter sound patterns: i-e / y / igh

Instructions given for the computer component of the activity:

- Click on the story button and listen to the story twice before you begin the activities.
- After listening and reading along with the story complete the six activities in the correct order, beginning at No. 1
- If you are unsure just click on the sound button again.

Instructions given for follow up worksheet activity:

- Match the pictures with words.
- Say the picture name first then look for the word that matches the sounds you hear.

Assessment

- Sound Great 2 Quiz.

Observations noted from pilot study.

- The students engaged quickly in the activity. They were attentive for the complete session.
- The material presented appeared to suit their level of ability
- Working together afforded the students the opportunity to revise the work. They were supportive and encouraging of each other.
- Time allowed was adequate for these students.

Appendix 2:

TEACHING SESSIONS 1 - 12

General organisation for each session:

Each book covers different letter patterns. To help the students retain the information they will have three sessions using each book and cover the set activities three times.

Physical Organisation of each session.

- 2 Students work together on a computer in a withdrawal area

Materials required for each session.

- Computer program Sounds Great Two - Interactive Phonics and Spelling. (Hornsby &Platt, 2002)
- Photocopied materials (Hornsby & Platt, 2002)

Session 1

Letter patterns: i-e / y / igh

Story: Five Frightened Mice

Time: 45 minutes

Preparation:

- Load Sounds Great Two disc 2 Five Frightened Mice
- Copy worksheet FFM8 and use with directions provided on page FFM6
- Copy worksheet FFM5 (writing about the picture)
- Copy story strip FFM1

Instructions:

Read through the story twice on the computer before you begin the activities. If you want to listen to the letter patterns, words and sentences then click on the sound symbol. If you did not hear an instruction the click on the question mark. The program will tell you what to do.

Computer component:

Students work through the story, *Five Frightened Mice* twice and then complete each of the six activities in order.

Observations:

The students took turns to complete each activity and helped each other with answers. They did not say the words or sounds out aloud. Each student pointed to the screen to help the other with answers. They tended to look for visual patterns rather than clicking the sound button to hear before choosing the riming word.

J began saying the riming words aloud during activity 4 and 5.

Worksheet Component

Students completed the teacher directed activity FFM8 following directions from teacher provided on FFM6 (letter cloze and onset & rime matching). They independently completed FFM5 (writing about a picture from the story).

Worksheets pasted into scrapbook.

Follow up home activity

Students read the story strip FFM1-five Frightened Mice

Session 2

Letter patterns: i-e / y / igh

Story: Five Frightened Mice

Time:30 minutes

Preparation:

- Load Sounds Great Two disc 2 Five Frightened Mice
- Copy worksheet FFM7 and use with directions provided on page FFM6

Instructions:

Remember to read through the story twice on the computer before you begin the activities. If you want to listen to the letter patterns, words and sentences then click on the sound symbol. If you did not hear an instruction the click on the question mark. The program will tell you what to do.

Computer component:

15 minutes

Students work through the story, *Five Frightened Mice* twice and then complete each of the six activities in order.

Observations:

The students began to read the story aloud along with the computer audio.

Worksheet Component

15 minutes including explanation of home activity

The students completed teacher directed activity FFM7 following directions from teacher provided on FFM6 (identification of picture to match spoken stimulus word & sentence completion with a choice of 3 words).

Follow up home activity

Word and picture matching FFM4

Session 3

Letter patterns: i-e, y, igh

Story: Five Frightened Mice

Time:45 minutes

Preparation:

- Load Sounds Great Two disc 2 Five Frightened Mice
- Copy worksheet FFM2 (generating words with y, I-e & igh patterns)
- Copy worksheet FFM3 (jigsaw matching onset & rime)

Instructions:

No instructions given- students know the routine.

Computer component:

Students work through the story, *Five Frightened Mice* twice and then each on the six activities in order.

Observations:

Students vocalised very little of the program.

Worksheet Component

Complete independently FFM2 (generating words with y, i-e & igh patterns)

Worksheet pasted into scrapbook.

Follow up home activity

Worksheet FFM3 (jigsaw matching onset & rime)

Assessment Quiz

Each student individually completed the assessment quiz (included in the computer program) for Five Frightened Mice. Other student completed a worksheet activity.

Session 4

Letter patterns: fr / ee

Story: The Green Frog

Time:35 minutes

Preparation:

- Load Sounds Great Two disc 3 The Green Frog
- Copy worksheet GF7 and use with directions provided on page GF6
- Copy worksheet GF5 (writing about the picture)
- Copy strip book GF1

Instruction:

Click on the new story and follow same directions as with the last story.

Computer component:

15 minutes

Students work through the story, The Green Frog twice and then complete each of the six activities in order.

Observations:

The students showed limited vocalisation of the text.

Worksheet Component

15 minutes

Complete teacher directed activity GF7 following directions from teacher provided on GF6 (identification of picture to match spoken stimulus word & sentence completion with a choice of 3 words).

Students also complete the independent writing task GF5.

Sheets pasted into scrapbook.

Follow up home activity

Students take the fold up book GF1 to read.

Session 5

Letter patterns: fr / ee

Story: The Green Frog

Time:35 minutes

Preparation:

- Load Sounds Great Two disc 3 The Green Frog

- Copy worksheet GF8 and use with directions provided on page GF6
- Copy worksheet GF4 (Matching words and pictures)

Instruction:

No specific Instructions given.

Computer component:

15 minutes

Students work through the story, *The Green Frog* twice and then complete each of the six activities in order.

Observations:

Students tended to repeat the instructions before completing the activities.

Worksheet Component

15 minutes

Complete teacher directed activity GF8 following directions from teacher provided on GF6 (single word cloze – Students fill in the letter pattern. Also creating words using onset & rime patterns).

Students complete the independent GF4 (matching words and pictures).

Sheets pasted into scrapbook.

Follow up home activity

None

Session 6

Letter patterns: fr / ee

Story: *The Green Frog*

Time: 35 minutes

Preparation:

- Load Sounds Great Two disc 3 *The Green Frog*
- Copy worksheet GF2 (word find)

Instruction:

No specific instructions given.

Computer component:

Students work through the story, *The Green Frog* twice and then complete each of the six activities in order.

Observations:

Students continued to mainly vocalise instructions rather than letter patterns.

Worksheet Component

Complete worksheet GF2 (word find) independently

Worksheet pasted into scrapbook.

Follow up home activity

None

Assessment Quiz

Each student individually completed the assessment quiz (included in the computer program) for The Green Frog. Other student completed a worksheet activity.

Session 7

Letter patterns: gr / ea

Story: The Grizzly Bear's Feast

Time: 35 minutes

Preparation:

- Load Sounds Great Two disc 3 The Grizzly Bear's Feast
- Copy worksheet GBF7 and use with directions provided on page GBF6
- Copy worksheet GBF5 (writing about the picture)
- Copy fold up strip book GBF1

Instruction:

Click on the new story and follow same directions as with last story.

Computer component:

15 minutes

Students work through the story, The Grizzly Bear's Feast twice and then complete each of the six activities in order.

Observations:

Very little vocalisation of the text.

Worksheet Component

15 minutes

Complete teacher directed activity GBF7 following directions from teacher provided on GF6 (identification of picture to match spoken stimulus word & sentence completion with a choice of 3 words).

Students also complete the independent writing task GBF5.

Sheets pasted into scrapbook.

Follow up home activity

Students take the fold up strip book GBF1 to read.

Session 8

Letter patterns: gr / ea

Story: The Grizzly Bear's Feast

Time: 35 minutes

Preparation:

- Load Sounds Great Two disc 3 The Grizzly Bear's Feast
- Copy worksheet GBF8 and use with directions provided on page GF6
- Copy worksheet GBF3 (categorising words containing the same rime pattern)

Instruction:

No specific instructions

Computer component:

15 minutes

Students work through the story, The Grizzly Bear's Feast twice and then complete each of the six activities in order.

Observations:

Students continue to show enjoyment of the sessions and appear to be comfortable with the routine the program provides.

Worksheet Component

15 minutes

Complete teacher directed activity GBF8 following directions from teacher provided on GBF6 (single word cloze – Students fill in the letter pattern.

Also creating words using onset & rime patterns).

Students complete the independent GBF3 (categorising words containing the same rime letter patterns).

Sheets pasted into scrapbook.

Follow up home activity

None

Session 9

Letter patterns: gr / ea

Story: The Grizzly Bear's Feast

Time: 35 minutes

Preparation:

- Load Sounds Great Two disc 3 The Grizzly Bear's Feast
- Copy worksheet GBF2 (word cloze filling letter patterns to complete words)
- Copy worksheet GBF4 (matching words and pictures)

Instruction:

Read through the story The Grizzly Bear's Feast again today. Next session you will read a new story.

Computer component:

15 minutes

Students work through the story, The Grizzly Bear's Feast twice and then complete each of the six activities in order.

Observations:

Working in pairs, the students support each other in choosing answers.

Worksheet Component

15 minutes

Complete teacher directed activity GBF2 (word cloze filling letter patterns to complete words)

Students complete the independent GBF (matching words and pictures)

Sheets pasted into scrapbook.

Follow up home activity

None

Assessment Quiz

Each child individually completed the assessment quiz (included in the computer program) for The Grizzly Bear's Feast. Other student completed a worksheet activity.

Session 10

Letter patterns: long u sound / oo / u-e /ew / oe

Story: Blue Boots

Time:35 minutes

Preparation:

- Load Sounds Great Two disc 1 Blue Boots
- Copy worksheet BB7 and use with directions provided on page BB6
- Copy worksheet BB5 (writing about the picture)
- Copy fold up strip book BB1

Instruction:

Today you begin working on a new story. Read the story Blue Boots. Work through the activities the way you did for the other stories.

Computer component:

15 minutes

Students work through the story, Blue Boots twice and then complete the six activities in order.

Observations:

Very little vocalisation of the text.

Worksheet Component

15 minutes

Complete teacher directed activity BB7 following directions from teacher provided on BB6 (identification of picture to match spoken stimulus word & sentence completion with a choice of 3 words).

Students also complete the independent writing task BB5.

Sheets pasted into scrapbook.

Follow up home activity

Students take the fold up strip book BB1 to read.

Session 11

Letter patterns: long u sound / oo / u-e /ew / oe

Story: Blue Boots

Time: 35 minutes

Preparation:

- Load Sounds Great Two disc 1 Blue Boots

- Copy worksheet BB8 and use with directions provided on page BB6
- Copy worksheet BB2 (categorising words containing the same rime pattern)
-

Instruction:

No specific instructions required.

Computer component:

15 minutes

Students work through the story, Blue Boots twice and then complete the six activities in order.

Observations:

Students have become familiar with the routine and are independent in completing the tasks.

Worksheet Component

15 minutes

Complete teacher directed activity BB8 following directions from teacher provided on BB6 (single word cloze – Students fill in the letter pattern. Also creating words using onset & rime patterns).

Students complete the independent BB2 (categorising words containing the same rime letter patterns).

Sheets pasted into scrapbook.

Follow up home activity

None

Session 12

Letter patterns: long u sound / oo / u-e / ue / ew / oe

Story: Blue Boots

Time: 45 minutes

Preparation:

- Load Sounds Great Two disc 1 Blue Boots
- Copy worksheet BB3 (crossword)

Instruction:

No specific instructions required.

Computer component:

15 minutes

Students work through the story, Blue Boots twice and then complete the six activities in order.

Observations:

The students have developed a routine in which they support each other and say the program instructions aloud. They have not developed the habit of saying words and letter patterns aloud.

Worksheet Component

15 minutes

Students complete independent activity BB3.

Sheet pasted into scrapbook.

Follow up home activity

None

Assessment Quiz

Each child individually completed the assessment quiz (included in the computer program) for Blue Boots. Other student completed a worksheet activity.

APPENDIX 3

STUDENT H TESTING RESULTS

- Orthographic Knowledge Profile– Pre test
- Orthographic knowledge Profile - Post test
- Pre test Prose reading using levelled text
- Post test Prose reading using levelled text
- Pre test prose reading using Sounds Great text
- Post test prose reading using Sounds Great text
- Pre test and Post test spelling analysis

Orthographic Profile: Student H Pre Test Date 5.6.03

| | |
|---|------------------|
| How a word is read: | |
| <i>Correct and rapid</i> | |
| 0 | |
| <i>Correct and slowly</i> Plate new eat den sprung ash pen still she twirls ground cow miss cart bend sort part tea | |
| 18 | |
| <i>Correct and slow, part of it read before reading the word</i> | |
| 0 | |
| <i>No response</i> <i>Screen prompt string spread</i> | Types of errors: |
| 4 | |

| Incorrect | sj | sd | dl | nos | mv | |
|------------------|----|----|----|-----|----|--|
| Claim-clam | | * | * | | * | |
| Ford-food | | | * | | * | |
| Men-man | | | * | | | |
| Hiss-his | | * | * | | | |
| Dart-dirt | | | * | | | |
| Drill-Done | | | | * | | |
| Counts-clans | | | | * | * | |
| Boil-ball | | | | | * | |
| Ail-ill | | | * | | * | |
| Stripe-spal | | | | | | |
| Place-picture | | | | * | | |
| Braid-bread | | | * | | * | |
| Dune-bunny | | | | * | | |
| Ale-al | | * | * | | | |
| Send-sound | | * | * | | | |
| Foal-floor | | * | | * | * | |
| Burst-busty | | | * | | | |
| Stamp-storm | | | * | | | |
| Fend-found | | * | * | | | |
| Crawl-cries | | | | | | |
| Spoon-spon | | * | * | | * | |
| Pew-paw | | | * | | | |
| Burnt-bent | | * | * | | * | |
| Shy-say | | * | * | | | |
| Cramp-crump | | | * | | | |
| Toil-tall | | | | * | * | |
| Squirm- scun | | * | | | * | |
| Scream-my | | | | * | | |
| Tune-turn | | | * | | | |
| Aid-add | | | * | | | |
| Drawn-down | | | * | | | |
| Stream-sound | | | | * | * | |
| Gloom-glom | | | * | | * | |
| Kiss-kids | | | * | | | |
| Strike-stick | | | * | | | |
| Grill-ground | | | | * | | |
| Horn-hom | * | | | | | |
| Aim-am | | * | * | | * | |
| Splint-stem | | | | * | | |
| Dew-door | | | | * | | |
| Ear-eat | | | * | | | |
| Strive-stare | | | | * | * | |
| Goal-girl | | | | * | | |
| Sprout-spout | | | * | | | |
| Clamp-cup | | * | | * | | |
| Grape-grap | | * | | | * | |
| Slpeen-splen | | * | | | | |

| | | | | | | |
|---------------|-----------|----|-----|-----|-----|-----|
| Low-now | | | | * | | |
| Road-rose | | | | * | * | |
| Tow-two | | | | | * | |
| Street-start | | * | | | | |
| Spurt-spout | | | * | | * | |
| Soil-saw | | * | | | * | |
| Strict-snick | | * | | | | |
| Spawn-spun | | * | | | | |
| Ate-at | | * | * | | | |
| Ape-apple | | | * | | | |
| Cube-cup | | * | | | | |
| Throng-strong | | | * | | | |
| Totals | 59 | 1 | 20 | 30 | 16 | 20 |
| | | 2% | 33% | 50% | 26% | 33% |

Raw Score 18

Percentile Rank 22nd

Sj: letters in the stimulus word were jumbled in the spoken response

Sd: letters in the stimulus word were deleted in the spoken response

Dl: response is a word read accurately by the reader and shares visual features with the stimulus

Mv: mispronounces vowel digraph

Nos: response is a word read accurately by the reader but has no orthographic similarity to the stimulus

Orthographic Profile: Student H Post Test Date 24.6.03

| | |
|--|------------------|
| How a word is read: | |
| <i>Correct and rapid</i> Men den she new eat 5 | |
| <i>Correct and slowly</i> Plate drill counts fend spoon still ground cow grill horn splint ear goal ash sprout clamp miss road part tea ape 21 | |
| <i>Correct and slow, part of it read before reading the word</i> 0 | |
| <i>No response</i> <i>Screen prompt string spread</i> Ale prompt scream swoop spleen soil spawn 7 | Types of errors: |

| <i>Incorrect Response</i> | sj | sd | dl | nos | mv | |
|---------------------------|----|----|----|-----|----|--|
| Claim-clam | | * | * | | * | |
| Ford-food | | | * | | * | |
| Hiss-his | | * | * | | | |
| Dart-dirt | | | * | | | |
| Boil-ball | | | | | * | |
| Ail-all | | | * | | * | |
| Stripe-strip | | * | * | | | |
| Place-please | | * | | | | |
| Braid-bread | | | * | | * | |
| Dune-done | | | * | | | |
| Screen-scren | | * | * | | * | |
| Foal-full | | | | * | * | |
| Burst-brst | | * | * | | | |
| Stamp-stump | | | * | | | |
| Crawl-quirll | | | | * | | |
| Pew-paw | | | * | | | |
| Burnt-brunt | * | | * | | | |
| Shy-she | | | * | | | |
| Sprung-singing | | | | | | |
| Pen-pea | | | * | | | |
| Cramp-crump | | | * | | | |
| Toil-tell | | | | | * | |
| Squirm-swim | | * | | | | |
| Train-tray | | * | | | * | |
| Skirts-skip | | * | | | | |
| Tune-turn | | | * | | | |
| Aid-add | | | * | | * | |
| Twirls-tools | | | | | | |
| Drawn-drink | | | | | | |
| Stream-strim | | | * | | * | |
| Gloom-gloop | | | * | | * | |
| Kiss-kids | | | * | | | |
| Strike-street | | | | | | |
| Aim-an | | * | | | * | |
| Dew-draw | | * | | | | |
| Strive-save | | * | | * | | |
| String-spinning | | | | | | |
| Cart-carrots | | | * | | | |
| Bend-bean | | | | | | |
| Grape-grump | | | | | | |
| Sort-story | * | | * | | | |
| Low-our | | | | | | |
| Spread-spord | * | | | | * | |
| Tow-tow | * | | * | | | |
| Street-stare | | | | | * | |
| Spurt-still | | | | | | |
| Strict-stool | | | | | | |

| | | | | | | |
|---------------------------------------|-----------|---------|-----------|-----------|---------|-----------|
| Ate-at Cube-club Throng-talking | | * | * | * | | |
| Totals | 50 | 4 8% | 13 26% | 26 52% | 4 8% | 15 30% |

Raw score 26th

Percentile 29th

Sj: letters in the stimulus word were jumbled in the spoken response

Sd: letters in the stimulus word were deleted in the spoken response

Dl: response is a word read accurately by the reader and shares visual features with the stimulus

Mv: mispronounces vowel digraph

Nos: response is a word read accurately by the reader but has no orthographic similarity to the stimulus

Student H Pre Test Prose Reading (Reading Aloud) Analysis Table

✓ = Read correctly X = No

P = Partially

| Text word or phrase | What was read (include hesitations) | Text re-read? | Error corrected? | Meaning of context retained? | Up to point of error, that part of the sentence make sense? | Fits with grammar? | Looks like text? | Sounds like text? | | | | | | | |
|---------------------|--|---------------|------------------|------------------------------|---|--------------------|------------------|-------------------|---|---|---|---|----|---|----|
| father | friends | X | X | X | * | * | X | X | | | | | | | |
| went | Want | X | X | X | X | X | * | * | | | | | | | |
| came | Come | X | X | * | * | * | * | * | | | | | | | |
| round | Right | X | X | * | * | * | X | X | | | | | | | |
| I don't think | I didn't tie | X | X | X | X | X | P | P | | | | | | | |
| climbed | Come boy | X | X | X | X | X | X | X | | | | | | | |
| knot | Key | X | X | X | X | * | X | X | | | | | | | |
| Run away | angry | X | X | X | X | * | X | X | | | | | | | |
| saw | sailed | X | X | X | * | * | X | X | | | | | | | |
| Tea-towel | checker | X | X | X | * | X | X | X | | | | | | | |
| Window | wind | X | X | X | X | X | * | * | | | | | | | |
| know | key | X | X | X | * | X | X | X | | | | | | | |
| Sally | she | * | * | * | * | * | X | X | | | | | | | |
| it | that | X | X | X | * | * | X | X | | | | | | | |
| show | she | X | X | X | X | X | P | * | | | | | | | |
| tie | tell | X | X | X | X | X | X | X | | | | | | | |
| Summary Data | Total miscues:16 | ✓ | 1 | ✓ | 1 | ✓ | 3 | ✓ | 8 | ✓ | 8 | ✓ | 3 | ✓ | 4 |
| | | X | 15 | X | 15 | X | 12 | X | 8 | X | 8 | X | 11 | X | 11 |
| | | P | 0 | P | 0 | P | 0 | P | 0 | P | 1 | P | 2 | P | 1 |

Name: Student H Title: The Island Picnic level: 14 Date: 5.6.03 Pretest

Student H Post Test Prose Reading (Reading Aloud) Analysis Table

* Read correctly X = No P = Partially

| Text word or phrase | What was read (include hesitations) | Text re-read? | | Error corrected? | | Meaning of context retained? | | Up to point of error, that part of the sentence make sense? | | The child's Response retains the sentence proposition? | | Fits with grammar? | | Looks like text? | | Sounds like text? | |
|---------------------|-------------------------------------|---------------|---|------------------|---|------------------------------|---|---|---|--|---|--------------------|---|------------------|---|-------------------|---|
| boy | Boat | * | | * | | * | | * | | * | | * | | P | | P | |
| place | Plan | X | | X | | * | | * | | * | | * | | P | | P | |
| Didn't tie | Don't think | X | | X | | X | | * | | * | | X | | P | | P | |
| Run away | Angry | X | | X | | X | | * | | * | | * | | X | | X | |
| Tea towel | Te shirt | X | | X | | X | | * | | * | | * | | P | | P | |
| That know | What not | X | | X | | X | | X | | X | | X | | X | | X | |
| showing | Show | X | | X | | * | | * | | X | | X | | * | | * | |
| tie | Trip | X | | X | | X | | X | | X | | * | | P | | X | |
| Summary Data | Total miscues:8 | * | 1 | * | 1 | * | 6 | * | 7 | * | 5 | * | 1 | * | 1 | * | 6 |
| | | X | 7 | X | 7 | X | 2 | X | 1 | X | 3 | X | 2 | X | 3 | X | 2 |
| | | P | 0 | P | 0 | P | 0 | P | 0 | P | 0 | P | 5 | P | 4 | P | 0 |

Name: __Student H Title: The Island Picnic level: 14 Date: 24.6.03

Student H Sounds Great Pre test Prose Reading (Reading Aloud) Analysis Table

✓ = Read correctly X = No P = Partially

| Text word or phrase | What was read (include hesitations) | Text re-read? | Error corrected? | Meaning of context retained? | Up to point of error, part of the sentence make sense? | Fits with grammar ? | Looks like text? | Sounds like text? | | | | | | | |
|---------------------|---|---------------|------------------|------------------------------|--|---------------------|------------------|-------------------|----|---|----|---|---|---|----|
| Owl | Old | X | X | X | * | X | X | X | | | | | | | |
| Dinner | Down | X | X | X | * | X | * | X | | | | | | | |
| Flash | Fish | X | X | X | X | X | * | * | | | | | | | |
| Went | Want | X | X | X | X | X | X | * | | | | | | | |
| Five | Far | X | X | X | * | X | X | X | | | | | | | |
| Frightened | Fringe | X | X | X | X | X | P | X | | | | | | | |
| Mice | Mick | X | X | X | X | X | P | X | | | | | | | |
| Sighed | shouted | X | X | X | * | * | X | X | | | | | | | |
| Why | Way | X | X | X | * | X | * | * | | | | | | | |
| Cat | Can | X | X | X | X | X | * | * | | | | | | | |
| Out | into | X | X | X | * | X | X | X | | | | | | | |
| Stay | Sit | X | X | * | * | * | X | X | | | | | | | |
| Hide | Hold | X | X | X | * | X | P | * | | | | | | | |
| Grizzly | Grizzle | X | X | X | * | X | * | * | | | | | | | |
| Bear's | bear | X | X | * | X | X | * | * | | | | | | | |
| yummy | Grumble | X | X | X | X | X | X | X | | | | | | | |
| Boots | Boss | X | X | X | * | * | P | P | | | | | | | |
| Luke | luck | X | X | X | X | * | * | P | | | | | | | |
| Boots | Bets | X | X | X | X | * | P | X | | | | | | | |
| New | Now | X | X | X | X | X | * | * | | | | | | | |
| Summary Data | Errors: 20 No response:2 Total miscues:22 | ✓ | 0 | ✓ | 0 | ✓ | 2 | ✓ | 10 | ✓ | 5 | ✓ | 8 | ✓ | 8 |
| | | X | 20 | X | 20 | X | 18 | X | 10 | X | 15 | X | 7 | X | 10 |
| | | P | 0 | P | 0 | P | 0 | P | 0 | P | 0 | P | 5 | P | 2 |

Name: Student H Title: Sounds Great Texts: The Green Frog, Five Frightened Mice, The Grizzly Bear's Feast, Blue Boots
Date: 5.6.03

Student H Sounds Great Post test Prose Reading (Reading Aloud) Analysis Table

✓ = Read correctly X = No

P = Partially

| Text word or phrase | What was read (include hesitations) | Text re-read? | Error corrected? | Meaning of context retained? | Up to point of error, that part of the sentence make sense? | Fits with grammar? | Looks like text? | Sounds like text? | | | | | | | |
|---------------------|-------------------------------------|---------------|------------------|------------------------------|---|--------------------|------------------|-------------------|---|---|---|---|---|---|---|
| now | no | * | * | * | * | * | * | * | | | | | | | |
| groaned | growled | x | X | * | * | * | * | * | | | | | | | |
| what | want | x | X | x | * | X | * | * | | | | | | | |
| Luke | lucky | x | X | * | * | * | * | X | | | | | | | |
| | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| Summary Data | Errors:4 | ✓ | 1 | ✓ | 1 | ✓ | 3 | ✓ | 4 | ✓ | 3 | ✓ | 4 | ✓ | 3 |
| | No response:0 | X | 3 | X | 3 | X | 1 | X | 0 | X | 1 | X | 0 | X | 1 |
| | Total miscues: 4 | P | 0 | P | 0 | P | 0 | P | 0 | P | 0 | P | 0 | P | 0 |

Student name HB title: Sounds Great Texts: The Green Frog, Five Frightened Mice, The Grizzly Bear's Feast, Blue Boots
 Date: 24.6.03

| Spelling: Student H | | | | | | |
|---------------------|----------|----------------------------|------------------|-----------|----------------------------|------------------|
| word | Pre test | | | Post test | | |
| | response | Uses letter pattern taught | Correct spelling | response | Uses letter pattern taught | Correct spelling |
| mice | mise | | | mice | * | * |
| fright | fite | | | fiat | | |
| they | thay | * | | thay | * | |
| saw | sow | | | saw | | * |
| light | laat | | | light | * | * |
| sky | siy | | | siese | | |
| firefly | fauser | | | flae | * | |
| that | lat | | | that | * | * |
| flew | fiou | | | flou | * | |
| nine | niner | * | | nanen | | |
| times | ties | | | times | * | * |
| slide | sid | | | slide | * | * |
| friendly | fenl | | | frlin | * | |
| frog | fogg | | | foge | | |
| will | wil | | | will | | * |
| meet | meat | * | | meat | * | |
| beetle | beat | * | | beat | * | |
| Friday | fidya | | | fiday | | |
| They | thay | * | | thay | * | |
| see | sey | | | see | * | * |
| sheep | sey | | | seap | * | |
| cheese | cecause | | | ceas | | |
| with | wet | | | wish | | |
| queen | qenne | | | qean | | |
| growled | grind | * | | gratd | * | |
| want | wot | | | want | | |
| something | suping | | | suming | | |
| groaned | grond | * | | gron | * | |
| grumbled | grubol | * | | grab | * | |
| treat | treet | * | | treat | * | * |
| said | sad | | | sed | | |
| himself | hmesif | | | himsafe | | |
| hungry | hrure | | | huy | | |
| beast | beest | * | | bise | | |
| yummy | yume | | | yume | | |
| feast | fest | | | feist | | |
| 37 | | 10 | 0 | | 18 | 9 |

APPENDIX 4

STUDENT J TESTING RESULTS

- Orthographic Knowledge Profile– Pre test
- Orthographic knowledge Profile - Post test
- Pre test Prose reading using levelled text
- Post test Prose reading using levelled text
- Pre test prose reading using Sounds Great text
- Post test prose reading using Sounds Great text
- Pre test and Post test spelling analysis

Orthographic Profile: Pretest Student J

| | |
|---|------------------|
| How a word is read: | Types of errors: |
| Correct and Rapid 0 | |
| Correct and slow Men New Eat Den Ash Pen Cramp Still Goal Ate ape 11 | |
| No response Claim dart boil ail stripe braid screen foal burst crawl burnt prompt toil scream tune twirls strike strive sprout clamp miss bend part street strict spawn tea ape throng 29 | |
| Correct and slow, part of it read before reading the word She 1 | |

| <i>Incorrect</i> | sj | sd | dl | nos | mv |
|------------------|----|-----|-----|-----|-----|
| Plate-play | | | * | | |
| Ford-food | | | * | | * |
| Hiss-hyish | | * | | * | |
| Drill-dill | | * | * | | |
| Counts-class | | | | * | |
| Place-play | | | * | | |
| Dune-done | | | | * | * |
| Ale-el | | | | * | * |
| Send-scrend | | | * | | |
| Stamp-swamp | | | * | | |
| Fend-friend | | | * | | |
| Pew-pair | | | | * | |
| Sprung-spung | | * | * | | |
| Squirm-some | | | | * | |
| Swoop-swamp | | | * | | * |
| Train-tran | | * | * | | * |
| Skirts-skits | | * | * | | |
| Aid-add | | | * | | * |
| Drawn-down | | * | * | | |
| Stream-steam | | * | * | | |
| Gloom-glom | | * | * | | * |
| Kiss-kish | | | | | |
| Ground-under | | | | * | |
| Cow-go | | | | * | |
| Grill-gill | | * | * | | |
| Horn-home | | | | * | |
| Dew-dare | | | | * | |
| Ear-air | | | | * | * |
| String-swing | | | * | | |
| Cart-carrot | | * | * | | |
| Grape-grab | | * | * | | |
| Salt-sort | | | | * | |
| Spleen-swamp | | | | * | |
| Low-wol | | | * | | |
| Spread-swammed | | | | * | |
| Tow-two | * | | * | | |
| Spurt-spunt | | | * | | |
| Soil-spoil | * | * | * | | |
| cube-cub | | * | * | | * |
| | 2 | 13 | 24 | 14 | 9 |
| 39 | 5% | 32% | 60% | 35% | 22% |

Raw score 12

Percentile Rank 16th

Sj: letters in the stimulus word were jumbled in the spoken response

Sd: letters in the stimulus word were deleted in the spoken response

Dl: response is a word read accurately by the reader and shares visual features with the stimulus

Mv: mispronounces vowel digraph

Nos: response is a word read accurately by the reader but has no orthographic similarity to the stimulus

Orthographic Profile: Post Test Student J

| | |
|---|--------------------------------|
| <p>How a word is read:</p> <p>Correct and rapid</p> <p>New Eat Den Pen she</p> <p>5</p> | <p>Types of errors:</p> |
| <p>Correct and slow</p> <p>Plate Still Goal Low Tow Ate ape</p> <p>7</p> | |
| <p>No Response</p> <p>Ford dart drill counts ail stripe place dune ale screen foal burst crawl burnt shy prompt ash cramp squirm scream train tune twirls stream gloom kiss ground cow grill horn aim strive sprout clamp miss grape spleen spread road part street spurt soil strict tea cube throng</p> <p>47</p> | |
| <p>Correct and slow, part of it read before reading the word</p> <p>0</p> | |

| <i>Incorrect</i> | sj | sd | dl | nos | mv | |
|------------------|----|-----|-----|-----|-----|--|
| Claim-climb | | | * | | * | |
| Men-man | | | * | | | |
| Hiss-his | | * | * | | | |
| Boil-ball | | | | * | * | |
| Stamp-sap | | * | | * | | |
| Fend-found | | * | | | | |
| Spoon-school | | * | | | | |
| Pew-pair | | * | | * | | |
| Sprung-spung | | * | * | | | |
| Toil-till | | * | * | | * | |
| Swamp-swoop | | | * | | | |
| Skirts-snakes | | | | * | | |
| Aid-add | | | * | | * | |
| Drawn-down | | * | * | | | |
| Strike-snake | | * | | * | | |
| Splint-spint | | * | * | | | |
| Dew-dare | | * | | * | | |
| Ear-air | | | | * | * | |
| String-singing | | | | | | |
| Cart-carrot | | * | * | | | |
| Bend-bed | | * | * | | | |
| Sort-shot | | | * | | | |
| Spawn-span | | * | * | | | |
| | | 14 | 13 | 7 | 5 | |
| 23 | | 58% | 25% | 29% | 20% | |

Raw score 12

Percentile Rank 16th

Sj: letters in the stimulus word were jumbled in the spoken response

Sd: letters in the stimulus word were deleted in the spoken response

Dl: response is a word read accurately by the reader and shares visual features with the stimulus

Mv: mispronounces vowel digraph

Nos: response is a word read accurately by the reader but has no orthographic similarity to the stimulus

Student J Pre test Prose Reading (Reading Aloud) Analysis Table

✓ = Read correctly X = No

P = Partially

| Text word or phrase | What was read (include hesitations) | Text re-read? | Error corrected? | Meaning of context retained? | Up to point of error, that part of the sentence make sense? | The child's response retains the sentence proposition? | Fits with grammar? | Looks like text? | Sounds like text? | | | | | | | | |
|---------------------|--|------------------|---------------------|------------------------------------|---|--|-----------------------|---------------------|----------------------|---|---|---|---|---|---|---|---|
| liked | Likes | X | X | * | * | * | * | * | * | | | | | | | | |
| cleaned | Cleans | X | X | * | * | * | * | * | * | | | | | | | | |
| looked | Looks | X | X | * | * | * | * | * | * | | | | | | | | |
| said | She | * | * | X | X | X | X | X | X | | | | | | | | |
| They | there | X | X | X | X | X | X | * | X | | | | | | | | |
| garage | gr---- | X | X | P | X | X | X | P | P | | | | | | | | |
| Went | will | X | X | X | X | X | X | X | X | | | | | | | | |
| Battery | engine | X | X | X | X | * | * | X | X | | | | | | | | |
| They | this | X | X | X | X | X | X | P | X | | | | | | | | |
| yellow | ---- | | | | | | | | | | | | | | | | |
| have | --- | | | | | | | | | | | | | | | | |
| away | --- | | | | | | | | | | | | | | | | |
| battery | --- | | | | | | | | | | | | | | | | |
| Summary Data | Errors:9 | ✓ | 1 | ✓ | 1 | ✓ | 3 | ✓ | 3 | ✓ | 4 | ✓ | 4 | ✓ | 4 | ✓ | 3 |
| | No response:4 | X | 8 | X | 8 | X | 5 | X | 6 | X | 5 | X | 5 | X | 3 | X | 5 |
| | Total miscues:13 | P | 0 | P | 0 | P | 1 | P | 0 | P | 0 | P | 0 | P | 2 | P | 1 |

Student name: JS title: Jane's Car level: 10 Date: 5.5.03

Student J Post test Prose Reading (Reading Aloud) Analysis Table

✓ = Read correctly X = No

P = Partially

| Text word or phrase | What was read (include hesitations) | Text re-read? | Error corrected? | Meaning of context retained? | Up to point of error, that part of the sentence make sense? | The child's response retains the sentence proposition? | Fits with grammar? | Looks like text? | Sounds like text? | | | | | | | | |
|---------------------|--|------------------|---------------------|------------------------------------|---|--|-----------------------|------------------------|-------------------|---|--|---|---|---|---|---|---|
| One- | On | * | * | x | * | N/a | x | * | X | | | | | | | | |
| Can't | can | * | * | x | * | N/a | * | * | X | | | | | | | | |
| work | go | x | x | * | * | N/a | * | x | X | | | | | | | | |
| get | got | x | x | * | * | N/a | x | * | * | | | | | | | | |
| they | this | x | x | * | * | N/a | x | p | p | | | | | | | | |
| Summary Data | Errors :5 | ✓ | 2 | ✓ | 2 | ✓ | 2 | ✓ | 5 | ✓ | | ✓ | 2 | ✓ | 3 | ✓ | 1 |
| | No response:0 | X | 3 | X | 3 | X | 3 | X | 0 | X | | X | 3 | X | 1 | X | 3 |
| | Total miscues:5 | P | 0 | P | 0 | P | 0 | P | 0 | P | | P | 0 | P | 1 | P | 1 |

Student name: JS title: Jane's New Car level: 10 Date: 25.6.03

Student J PRE TEST Prose Reading Sound Great (Reading Aloud) Analysis Table

✓ = Read correctly X = No P = Partially

| Text word or phrase | What was read (include hesitations) | Text re-read? | Error corrected? | Meaning of context retained? | Up to point of error, that part of the sentence make sense? | Fits with grammar? | Looks like text? |
|---------------------|-------------------------------------|---------------|------------------|------------------------------|---|--------------------|------------------|
| green | grand | X | X | X | * | * | P |
| flash | Forest | X | X | X | X | * | X |
| five | Fright | X | X | X | X | X | X |
| now | No | X | X | X | X | X | * |
| go | Get | X | X | * | X | * | X |
| so | Said | X | X | X | X | X | X |
| We'll | We | X | X | X | X | X | P |
| Bear's | Bear | X | X | * | X | X | * |
| want | Will | X | X | X | * | X | X |
| went | What | X | X | X | X | X | P |
| want | Went | X | X | X | X | X | * |
| they | There | X | X | X | * | X | P |
| I'll | ill | X | X | X | X | X | * |
| mend | Made | X | X | X | X | X | P |
| dinner | --- | | | | | | |
| then | ---- | | | | | | |
| splash | ----- | | | | | | |
| sighed | ---- | | | | | | |
| why | ---- | | | | | | |
| that | ---- | | | | | | |
| grizzly | ---- | | | | | | |
| growled | ---- | | | | | | |

| | | | | | | | | | | | | | |
|--------------|------------------|---|----|---|----|---|----|---|----|---|----|---|---|
| groaned | ----- | | | | | | | | | | | | |
| himself | ----- | | | | | | | | | | | | |
| hungry | ----- | | | | | | | | | | | | |
| beast | ----- | | | | | | | | | | | | |
| yummy | ----- | | | | | | | | | | | | |
| feast | ----- | | | | | | | | | | | | |
| treat | ----- | | | | | | | | | | | | |
| uncle | ----- | | | | | | | | | | | | |
| Luke | ----- | | | | | | | | | | | | |
| blue | ----- | | | | | | | | | | | | |
| boots | ----- | | | | | | | | | | | | |
| water | ----- | | | | | | | | | | | | |
| through | ----- | | | | | | | | | | | | |
| with | ----- | | | | | | | | | | | | |
| shoe | ----- | | | | | | | | | | | | |
| glue | ----- | | | | | | | | | | | | |
| They'll | ----- | | | | | | | | | | | | |
| Summary Data | Errors: 14 | ✓ | 0 | ✓ | 0 | ✓ | 2 | ✓ | 3 | ✓ | 3 | ✓ | 4 |
| | No response:25 | X | 14 | X | 14 | X | 12 | X | 11 | X | 11 | X | 5 |
| | Total miscues:39 | P | 0 | P | 0 | P | 0 | P | 0 | P | 0 | P | 5 |

Student name JS title: Sounds Great Texts: The Green Frog, Five Frightened Mice, The Grizzly Bear's Feast, Blue Boots

Date: 22.5.03

Student J Post test Prose Reading Sounds Great (Reading Aloud) Analysis Table

✓ = Read correctly X = No

P = Partially

| Text word or phrase | What was read (include hesitations) | Text re-read? | Error corrected? | Meaning of context retained? | Up to point of error, that part of the sentence make sense? | Fits with grammar? | Looks like text? | Sounds Like Text? | |
|---------------------|---|-------------------|-------------------|------------------------------|---|--------------------|-------------------|-------------------|---------------------|
| sighed | Saw | x | x | x | * | x | x | x | |
| so | said | * | * | x | * | x | x | x | |
| growled | Grumbled | x | x | * | * | * | p | p | |
| Want | Went | x | x | x | * | x | x | x | |
| is | Said | x | x | x | * | x | x | x | |
| then | ---- | | | | | | | | |
| why | ---- | | | | | | | | |
| himself | ---- | | | | | | | | |
| what | ---- | | | | | | | | |
| Luke | ---- | | | | | | | | |
| mend | ---- | | | | | | | | |
| them | ---- | | | | | | | | |
| with | ---- | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Summary Data | Errors: 5 No response:8 Total miscues: 13 | ✓ 1 X 4 P 0 | ✓ 1 X 4 P 0 | ✓ 1 X 4 P 0 | ✓ 1 X 4 P 0 | ✓ 5 X 0 P 0 | ✓ 1 X 4 P 0 | ✓ 1 X 4 P 1 | P ✓ 0 X 4 P 1 |

Name Student J Title: Sounds Great Texts: The Green Frog, Five Frightened Mice, The Grizzly Bear's Feast, Blue Boots

Date: 24.6.03

| Spelling: Student J | | | | | | |
|---------------------|----------|----------------------------|------------------|-----------|----------------------------|------------------|
| word | Pre test | | | Post test | | |
| | response | Uses letter pattern taught | Correct spelling | response | Uses letter pattern taught | Correct spelling |
| five | fifo | | | fie | | |
| mice | mis | | | mies | | |
| fright | fit | | | fiet | | |
| night | nitngt | | | nithgt | | |
| they | tsay | | | tsaey | | |
| light | lint | | | liet | | |
| sky | ciy | * | | sciey | * | |
| firefly | fiu fiy | | | fieyfie | | |
| that | stat | | | tat | | |
| flew | fooy | | | flooy | * | |
| nine | nin | | | nien | | |
| over | ovur | | | ovru | | |
| slide | siod | | | sied | | |
| friendly | feley | | | fnley | | |
| green | gren | * | | genov | | |
| frog | fog | | | fog | | |
| will | wil | | | will | | * |
| meet | ment | | | met | | |
| beetle | beet | * | | beet | * | |
| Friday | fiday | | | fiday | | |
| they | taey | | | taey | | |
| sheep | siemp | | | sep | | |
| eat | ent | | | eat | * | * |
| cheese | te | | | tcet | | |
| with | wif | | | wif | | |
| queen | qenod | | | qeno | * | |
| grizzly | grissi | * | | gizze | | |
| bear | bere | | | bero | | |
| growled | grad | | | Gond | | |
| want | wont | | | wot | | |
| something | sum | | | suping | | |
| he | hey | | | he | | * |
| groaned | grod | * | | gond | | |
| grumbled | grud | * | | grubod | * | |
| need | md | | | ned | | |
| treat | thete | | | tet | | |
| himself | hemsase | | | hes slf | | |
| I'm | am | | | Im | | * |
| hungry | hun | | | hure | | |
| beast | fest | | | best | | |
| what | whent | | | woot | | |
| feast | fest | | | fest | | |
| 42 | | 6 | 0 | | 6 | 4 |
| | | | | | | |

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