

CHAPTER 3

Atticus, the Emergent Reader

To emerge means “to crop up or come into existence.” Atticus, a 6-year-old beginning his second month in first grade, will serve as our prototype of an *emergent reader*. The classroom teacher is concerned about Atticus’s reading progress. She says:

Atticus is one of my lowest readers. He knows most of his letters and he tries very hard. However, he is having difficulty learning and holding onto sight words. I’m not sure he is benefiting from even the slow-paced instruction I provide to the low reading group in my classroom. I really think he is a good candidate for one-to-one tutoring.

I. SUMMARY OF INITIAL READING ASSESSMENT

	Word recognition (graded lists)		Oral reading	
	Flash (%)	Untimed (%)	Accuracy (%)	Rate (wpm)
Emergent	—	—	(Could not read emergent passage independently)	
Preprimer	0	10	—	—
Primer	—	—	—	—

Spelling: No. of words spelled correctly—List 1(0 of 10)
 Developmental characteristics—Could represent beginning consonant in 4 of 10 words

Atticus could identify only two of the words on the preprimer word list. He did not venture a response for most of the words. With the examiner’s help, Atticus was partly successful in finger-point reading the emergent-stage passage,

Look at Me. However, after reading a line of text, he could not go back and identify an individual word when the examiner pointed to it. On the spelling task, Atticus could write down the beginning consonant letter for only 4 of the 10 words on the first-grade list.

These assessment results profile a child possessing minimal reading skill. Therefore, the examiner administered the optional *alphabet knowledge* task. Atticus identified 19 uppercase letters and 16 lowercase letters; he also wrote to dictation 15 letters of the alphabet.

Although Atticus is definitely at an early or emergent stage in learning to read, he is not a “blank slate” in terms of reading-related knowledge. We know from linguistic research that this 6-year-old possesses a sizeable spoken vocabulary (5,000+ words) and is able to sequence these words, with little or no conscious effort, in a variety of sentence types. When a story was read to Atticus at the end of the assessment session, he became very attentive, showing an interest in the pictures and the story line. He also seemed to understand that the print, not the pictures, carried the story’s message. Finally, he could write his first name and identify a number of the letters in the alphabet. What Atticus *lacks*, along with letter–sound knowledge, is a stable concept of word in text. Until he grasps the significance of the spoken word–written word match, allowing him to finger-point read simple written passages, he will make little progress as a reader. The tutor’s job will be to get Atticus into text right away, to support fully his initial efforts to read, and to instill in him the firm belief that he *will* become a reader.

II. TEACHING STRATEGIES

Contextual Reading

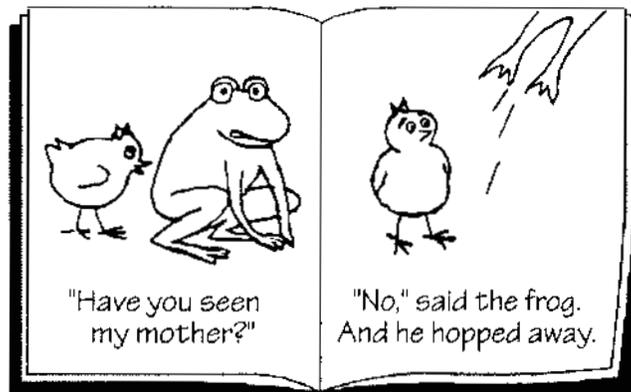
In the emergent-reader stage, books are divided into 10 difficulty levels, with each level containing approximately 20 books (see Appendix 3.1). Book difficulty is determined by predictability of the text, amount of print on each page, and number of new vocabulary words. The 10 book levels correspond to traditional basal levels in the following manner:

<u>Book levels</u>	<u>Basal levels</u>
Levels 1–2	Preprimer 1
Levels 3–4	Preprimer 2
Levels 5–6	Preprimer 3
Levels 7–8	Primer
Levels 9–10	Late first grade

Books in Levels 1 and 2 are characterized by predictable or repeating sentence patterns that allow the child to anticipate upcoming words as he or she reads (see Wright Group’s Story Box books). Books in Levels 3 through 6 are of

two types: predictable texts and texts that tend to repeat a set of high-frequency words (see Rigby's PM Story Books). Finally, books in Levels 7 through 10 feature the natural language patterns and engaging story lines that are often found in good first-grade basals or trade books (see Scott, Foresman's Reading Unlimited or Random House's Step into Reading.)

Atticus will begin by reading Level 1 books, short stories written in predictable, natural-sounding language. Initially, each page in a book will contain a colorful illustration with only *one or two lines* of text. Learning to read at this early stage involves finger-point reading, attending to beginning consonant cues, and establishing a small sight vocabulary.



The tutor begins by "sharing the story" with Atticus, asking him to comment on the pictures and the story line as the pages are turned. Next, the tutor returns to page 1 and tells Atticus to watch closely as she models a finger-point reading of the sentence on that page. Then the child attempts a finger-point reading of the same sentence. If he goes off the track in finger-pointing (e.g., on a two-syllable word), the tutor may decide to model another reading of the sentence. Several pages of the book are read in this "echoic" manner until Atticus has had a chance to recognize the predictable sentence patterns in the story.

1. The little chick had lost her mother.
 2. "Have you seen my mother?"
 3. "No," said the frog, and he hopped away.
 4. "Have you seen my mother?"
 5. "No," said the duck, and she waddled away.
 6. "Have you seen my mother?"
 7. "No," said the snake, and he slithered away.
- (And so on.)

At this point, Atticus is encouraged to finger-point read the remaining pages in the book by himself, with the tutor providing help as needed. Note that the same book is reread by Atticus in each of the next two lessons.

With supported reading practice of the kind described here, Atticus will eventually come to a crucial understanding. He will begin to see that words are separate units in text, bounded by white spaces on either side. He may still “trip up” on small function words, for example, saying “And he” when he points to *And* in the phrase *And he waddled away*.

Atticus: And he waddled

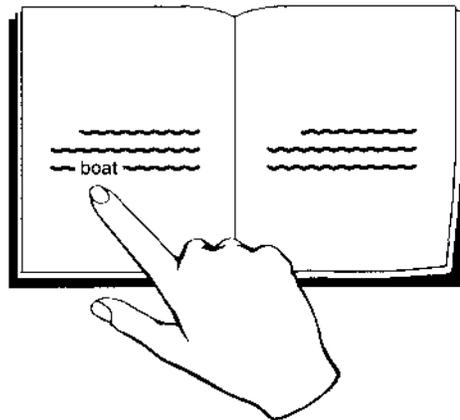
Text: And he waddled away.

However, using spacing between words and initial consonants to anchor himself in lines of text, he will become more and more adept at matching spoken word to written word in the act of reading.

Establishing a Word Bank

As Atticus finger-point reads and rereads short Level 1, 2, and 3 books, he will begin to acquire new sight words from his reading. The acquisition process is quite straightforward. On rereading the same story, Atticus will be able to devote more and more attention to individual words within the lines of print. Just as a traveler going down a winding country road for the second or third time begins to notice specific houses along the way, Atticus on his second or third trip through the text will begin to focus on specific words (e.g., *to*, *play*, *run*), committing a few of them to sight memory. These newly learned words go into what is called a *word bank*.

The word bank is a collection of known sight words culled from stories that the child has read. After a story has been read several times, the tutor and child go back through the story, two pages at a time, hunting for sight words. The tutor randomly points to a few words and checks the quality of Atticus’s word recognition. That is, if Atticus identifies the word immediately, the word is recorded and



later written on a 2" × 3" sight word card. If he has to use context to identify the word or attempts to sound it out, then the word is not recorded as a sight word. (*Note:* In checking for sight words, the tutor generally focuses on two word-types:

frequently-occurring words (e.g., *to, is, and, went*) and pattern words (e.g., *ran, make, sit, like*).

boat

Taking sight words from a story should move at a brisk pace; for example, in a 16-page story, two lines per page, only three to five words should be checked for sight recognition. Atticus's successful responses should be praised and unsuccessful ones need not be a matter of concern at this point. In a sense, the hunt for sight words is like an Easter Egg hunt; you don't expect to find an egg under every bush, but when you do discover one, it is cause for happiness. Thus, if Atticus is able to take from one to three new sight words from a given story, the activity is a success.

Over several weeks of tutoring, the number of words in the *word bank* increases—from 2 to 6 to 10 to 15 words. These sight words are flashed to Atticus at the beginning of each tutoring lesson. If he can read a given word, it remains in the bank; if he fails to read it, the word is removed from the bank. Because, through reading stories, several new words are being added to the word bank each week, the removal of a word now and then does not keep the bank from steadily increasing in size. When there are 30 words in the bank, 20 of these known words are sent home, and Atticus starts working toward a new goal of 30 words.

The word bank serves several important functions. First, the growing number of words being placed in the bank represents tangible evidence to the child that he is improving. Second, word bank drill isolates from context a newly-learned set of words that the child can practice and eventually store in automatic memory. The establishment of a small, but stable set of sight words is essential for growth in beginning reading. For example, children need about 25 sight words to read comfortably at Level 3, and 40 sight words to read comfortably at Level 4. The word bank is usually discontinued at Level 6 or when the child possesses a stable sight vocabulary of 70 or more words.

A third function of the word bank is crucially important but less easily explained. That is, word bank drill leads the child to pay closer attention to the letter-sounds and spelling patterns within words. The first few words that enter the child's word bank might be processed as "signs" or logographs; that is, *big* is remembered because it has a "tail" at the end, or *look* is remembered because of the two "circles" in the middle (see Morris et al., 2003). However, when additional words enter the bank, such as *dog* and *took*, this forces the child to attend more closely to the specific letters and letter sequences within the printed words. Similarly, the child might comfortably recognize *lake, back, and put* in isolation until *like, beach, and got* enter his word bank, forcing him to make finer discriminations among the words.

The word bank then plays an important role in the Emergent Reader stage.

Its skillful management by the tutor facilitates the child's learning process and simultaneously provides concrete evidence of growth.

Word Study

Word study at the emergent-reader stage will include work on the alphabet, beginning consonants, and, eventually, short-vowel word families.

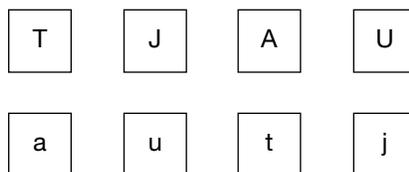
Alphabet

Every printed word in English is composed of a specific subset of the 52 upper- and lowercase alphabet letters. Therefore, accurate, automatized knowledge of the alphabet is an important foundation for learning to read and write (Adams, 1990; Stahl & Murray, 1994). Because the initial assessment showed that Atticus could recognize only 19 uppercase and 16 lowercase letters, we must devote some tutoring time to helping Atticus increase his alphabet knowledge.

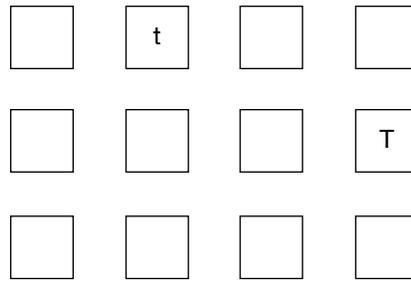
A good place to begin alphabet work is with the child's own name. For example, though Atticus can write his first name correctly, when he is asked to identify the letters in his name, beginning with the *s* and working backward toward the *A*, he is unable to identify (name) the letter *u*. Furthermore, when his last name, *Johnson*, is written on a sheet of paper, we find that Atticus cannot identify the letters *J*, *h*, or *n*. Thus, the child's own name immediately provides four possibilities for alphabet work (Atticus Johnson).

There must be as many informal techniques and games for teaching children the alphabet as there are kindergarten and first-grade teachers. The following teaching suggestions represent only one of many possible ways to proceed, and these suggestions can and should be modified to fit individual tutoring situations.

A first step might involve working with four letters, upper- and lowercase, in Atticus's name. Using small cardboard letter chips, the tutor can mix up the letters and have Atticus put each lowercase letter with its uppercase match. As he performs this task, he should be naming the letters, receiving tutor assistance when required.



Next, the tutor can reinforce Atticus's recognition of these four alphabet letters by playing a memory game, Concentration. The tutor mixes up and places the eight letter chips (four uppercase, four matching lowercase) *face down* in a 3 × 4 array.



The tutor then explains the rules of the game to Atticus:

1. Turn over a card and name the letter. Then turn over a second card and see whether you have a match (e.g., *t*–*T*).
2. If you do have a match, pick up the two cards and go again. If you don't have a match, turn the cards back over and let the other player have a turn.
3. The game is over when all the cards have been picked up. The winner is the player who has made the most matches.

Children enjoy the Concentration game, and their memory for the spatial location of the letter cards is often superior to that of an adult tutor's. One thing to remember is that the child must name the letter correctly while turning over the card; otherwise, he/she loses a turn.

It is also important that Atticus learn to write the alphabet letters. Following the Concentration game, Atticus should write the four letters (*a*, *t*, *j*, and *u*) to dictation. If he cannot remember how to form a given letter, the tutor should write the letter and have Atticus trace over it; Atticus then writes the letter two more times.

Once Atticus has learned to name and write the first set of letters, he can begin work on mastering new letters. In his case, the last name offers two more learning opportunities: Johnson. For other children, learning the alphabet letters in a friend's name, a teacher's name, the tutor's name, or another name, is a viable alternative. The tutor can refer to the initial assessment of alphabet knowledge to identify the specific letters Atticus needs to work on.

The same teaching activities (matching upper- and lowercase letter pairs, playing Concentration, writing the letters to dictation) can be used with each new set of letters to be learned. In introducing new letters, however, it is important to include some "old"—known—letters in the set. For example, if Atticus is to learn *h* and *n*, then the four-letter set for game activities might include the previously mastered *a* and *u*. The mix of the old with the new will keep the learning task from seeming overwhelming to the child, as well as provide an opportunity for correct responses right from the beginning stages of the activity.

Beginning Consonants

The word-initial or beginning consonant is a very useful word recognition cue for the emergent reader, as in the following example:

Me and my uncle use night crawlers to catch f____.
 Saturday, we c_____ nine fish.
 They were little. W_ threw them back.

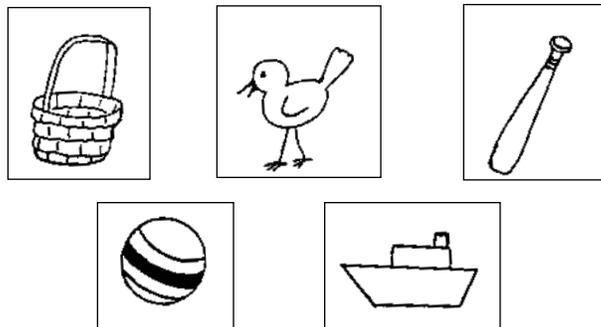
In this dictation example, it is easy to see how the beginning consonant letters, *f*, *c*, and *W*, could aid a child's contextual recognition of the words *fish*, *caught*, and *We*. In fact, the use of beginning consonants along with sentence context has long been considered an effective word recognition strategy (Clay, 1991b).

Beginning consonant letter–sound instruction is almost universally stressed in kindergarten and first-grade reading programs, and most children learn these basic phonic relationships at that time (e.g., /b/ as in /bit/ is represented by *b*; /r/ as in /rat/ is represented by *r*; and so on). Atticus, however, is lacking this elemental letter–sound knowledge; indeed, he does not even recognize all of the consonant letters. Over the first month of tutoring, Atticus will increase his alphabet knowledge and begin to see words as individual, nameable units in memorized text. At that point, he will be in position to benefit from beginning consonant letter–sound instruction.

Getting Started

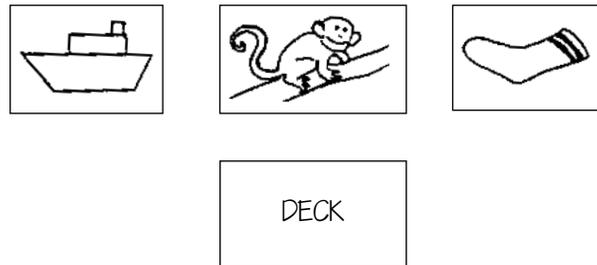
There are many ways to teach beginning consonant sounds to children. In this manual we will adopt a categorization or *word sort* teaching format. Again, the tutor is cautioned to make sure that the child has demonstrated at least a rudimentary concept of word in text before introducing beginning consonant instruction. By first ensuring that the child has some conscious understanding of what a word is, we can be more confident about that child's "readiness" to focus on a given phonemic element in the word—that is, the beginning consonant.

Step 1. The tutor accumulates five or six picture cards (2" × 3") for each of the following consonants: *b*, *c*, *d*, *f*, *g*, *h*, *j*, *k*, *l*, *m*, *n*, *p*, *r*, *s*, *t*, *v*, *w*, and *z*. For *b*, pictures such as these might be used:



Step 2. The tutor selects approximately 15 picture cards representing the consonants *b*, *m*, and *s*, then presents the cards one at a time, asking the child to name the pictures. The tutor should provide help when it is needed.

Step 3. The tutor places 3 of the 15 picture cards (words) in a horizontal array across the top of the table and the remaining 12 cards in a deck below.



The tutor should then say to the child,

We are going to be listening for words that begin alike, that have the same sound at the beginning. All the words down here [pointing to the deck] either begin like *boat*, like *monkey*, or like *sock* [pointing to the three picture cards at the top]. We are going to put these words [pointing to the deck again] in the correct column. Watch, I'll do the first one.

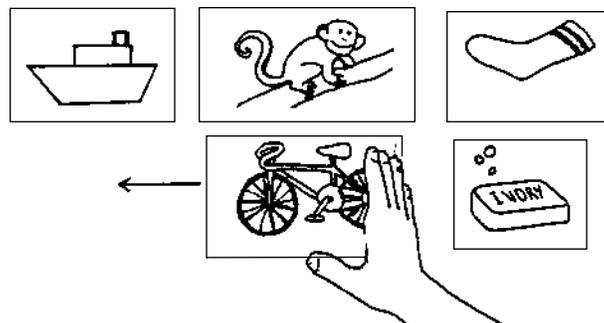
The tutor picks up the picture card *soap*, places it under *sock*, and pronounces both words, emphasizing the beginning sound.

Soap goes under *sock* because they begin alike. Now, you do the next one.

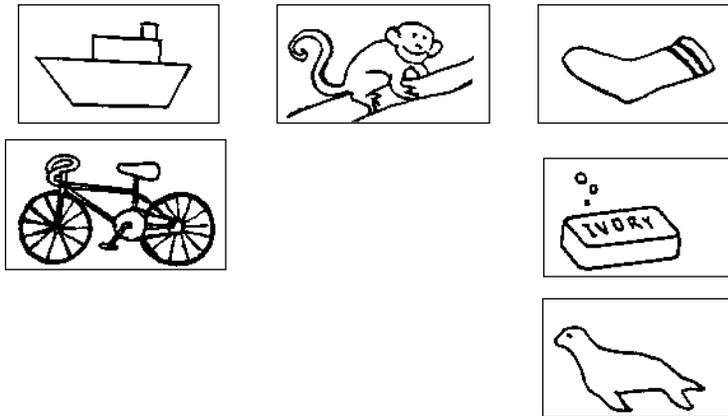
Suppose the child happens to sort the next word in the deck, *bicycle*, in the wrong column—under *monkey*, for example. The tutor says,

Listen: *monkey—bicycle*. No, those two words do not have the same beginning sound.

The tutor then moves *bicycle* into the correct column, under *boat*, and pronounces both words for the child.



It is the tutor's turn again. This time he/she sorts *seal* under *sock* and *soap*.

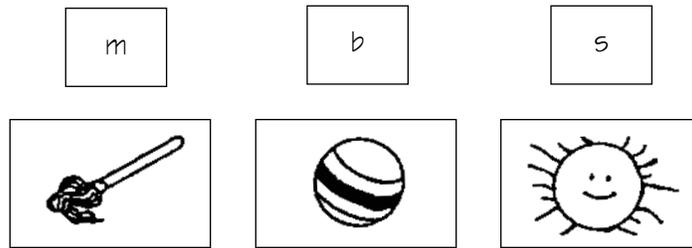


The child and tutor continue to take turns sorting the words by beginning consonant sounds until the deck is depleted. Each time a word is sorted in a particular column, all the words in that column (starting at the top) are pronounced to determine whether they contain the same beginning consonant sound.

The word sort or picture sort activity described here is designed to help the child focus on the beginning consonant sounds in spoken words. Word sort is essentially a concept development task in which (1) the tutor models correct responses (examples of the concept) and (2) the child receives immediate feedback as to the correctness of his/her own responses. In a very real sense, this is a problem-solving endeavor, a game in which the child must figure out the rules through inductive reasoning.

Word sorting can be an exciting way for the child to learn and for the tutor to teach. Over time, the observant tutor will be able to see a clear progression in the child's mastery of the concept. For example, the child may initially be totally in the dark as to why a word is sorted in a given column. His/her responses will seem to be random guesses. Later, the concept of categorizing words by beginning consonant sound will start to emerge. The child's responses may be slow and halting at this point, but they will be purposeful. For example, in sorting the word *saddle*, the emergent reader may methodically test the beginning consonant sound, /s/, against an exemplar in each column before deciding that *saddle* belongs under *sock*, *soap*, and so forth. Finally, after extended practice, the child will sort the words quickly, accurately, and with confidence. This signals the tutor that the concept has been learned and that it is time to move ahead.

After the first three beginning consonant *sounds* have been internalized through the sorting procedure, it is time to draw the child's attention to the relationship between a beginning consonant sound (e.g., /m/) and its corresponding alphabet letter (*m*). To introduce this understanding, the tutor again places the three picture cards on the table in a horizontal array. This time, however, a "letter card" is placed above each picture.



Pointing to the first picture card, the tutor explains:

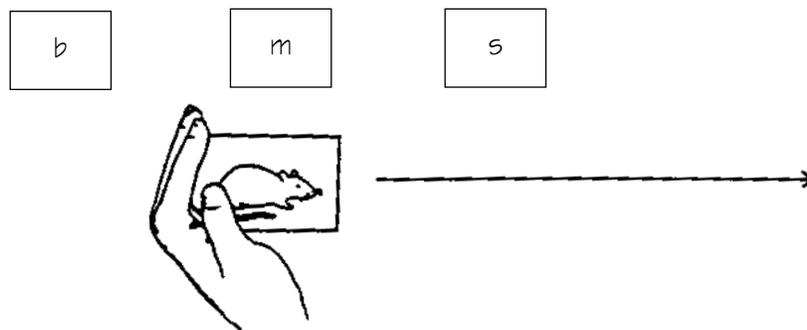
If we were to write the word *mop*, the first letter would be an *m*. The letter *m* stands for the first sound in *mop*. [Now pointing to the remaining pictures and letters] The letter *b* stands for the first sound in *ball*, and the letter *s* stands for the first sound in *sun*. Now, let's sort these words [pointing to picture cards in the deck] under the right letters.

The tutor begins by sorting the first card, *basket*, in the *b* column.

See, *basket* goes here because the letter *b* stands for the first sound in *basket*.

The child sorts next, and the turn taking continues until there are at least three picture cards sorted under each letter. Each time the child sorts, the tutor calls his/her attention to the letter at the top of the column.

In performing this sorting task, it is possible that the child will continue to sort by beginning consonant *sound* (taking a cue from the picture cards already in the column) and thereby pay insufficient attention to the letter-sound relationships. If this happens, the tutor may want to vary the activity by removing each picture after it is sorted under a given letter.



Once *mouse* has been sorted under *m*, the picture card is removed and the other player takes a turn. This procedure requires that the child relate the beginning consonant sound in a word to a corresponding alphabet letter.

Writing letters should also be introduced into the beginning consonant work. After a column sort, the tutor can dictate six sounds (e.g., /b/, /s/, /m/, etc.) or six words (e.g., "bear," "sock," "moon") and have the child write the corresponding letter for each.

After several days of column sorting, the child will become accurate and confident in manipulating the beginning consonant letter–sounds: *b*, *m*, and *s*. At this point, a great deal will have been learned. Not only will the child have mastered three specific letter–sound correspondences, but he/she will also have learned the more general concept that *a word can have a beginning element—a consonant sound that can be separated off, attended to, and in some cases even categorized.*

With this foundation laid, the next set of three consonants (*c*, *f*, *l*) can be introduced. The same task sequence applies:

- Column sorting by beginning consonant sound
- Column sorting by letter–sound match
- Writing letters to dictation

The child’s learning rate will usually be faster on this second set of consonants. Nonetheless, there is no need to rush, and the tutor should ensure that the child is making fluent, accurate responses before moving on. A possible order for introducing the remaining consonants is as follows:

b, m, s
 c, f, l
 t, g, r
 j, p, v
 k, n, d
 w, z, h

Awareness of beginning consonants in isolated words is an important starting point; however, it is the *application* of this knowledge in contextual reading that is the ultimate goal. During a tutoring session, if Atticus hesitates on or misreads a word in sentence context, the tutor has available a simple, effective teaching option. *Without saying a word, she can point (with pencil or index finger) to the beginning consonant in the misread word, signaling the child to use this cue as he attempts to read the word.* On occasion, the tutor may have Atticus return to the beginning of the sentence and use the sentence context *plus* the beginning consonant cue to help identify the target word. Although easy to use, this teaching strategy is extremely important. It demonstrates to the child, within a contextual reading situation, that his beginning consonant knowledge can be a helpful word recognition aid. The child’s adoption and consistent use of this strategy will lead to growth in reading.

Word Families

After Atticus has successfully worked through the beginning consonant letter–sound sorts and is consistent in using beginning consonant cues in reading and writing words, he will be ready for the next stage in word study: *short-vowel word families*. Over a few months’ time, he will (1) sort short-vowel words into rhyming categories (*cat, mat, hat; wig, pig, dig; etc.*), (2) commit a good number of

these words to sight memory, and (3) develop competence in spelling these patterns. This next phase of word study will be a long and important one. But, for now, let us consider how to introduce the initial word family lesson to Atticus.

Getting Started

The tutor begins with the short *a* word families. In preparation, she accumulates four word cards (2" × 3") for the *-at* family (*cat*, *mat*, *bat*, and *sat*) and four for the *-an* family (*man*, *ran*, *pan*, and *fan*). The tutor arrays *cat* and *man* on the table and places the other six cards in the deck (as shown).

<u>cat</u>	<u>man</u>
DECK	

Next, the tutor asks Atticus to read the exemplars. If he can read both *cat* and *man*, the word sort can begin. If he can read only *cat*, the tutor has to teach *man* before proceeding. (Drawing a small stick figure in the upper right-hand corner of the *man* word card is often helpful.)

Rule 1: *The student must be able to read the exemplars (top cards) before the sort begins.*

Next, the tutor explains that the words in the deck can be sorted under *cat* or under *man*. The tutor slowly picks up the top word in the deck, *ran*, and places it under *man*. She then reads the two words aloud.

<u>cat</u>	<u>man</u>
	ran

It is Atticus's turn. Picking up the next word in the deck, *sat*, he hesitates before looking up at the tutor with a shrug. "Which column does it go in?" asks the tutor. Atticus moves *sat* into the *-an* column under *man* and *ran*. The tutor pauses for a moment and then says, "No, that one doesn't go there." She moves *sat* into the *-at* column, and reads the two words aloud, "cat"—"sat."

<u>cat</u>	<u>man</u>
	ran
←	sat

The tutor and the student each take two more turns before the activity ends.

<u>cat</u>	<u>man</u>
sat	ran
bat	pan
mat	fan

Rule 2: Sort no more than four words in a column.

After just one lesson, Atticus is still uncertain about why the words go in the different columns. However, he does demonstrate one promising ability. When asked to read down a column of words, he is tentative but successful (“cat,” “s—at,” “b—at; bat”). This shows that in this structured context, he is capable of using his beginning consonant knowledge and rhyming ability to decode *new* words.

What is being learned in this simple word family sort? To what features is the student learning to attend? In sorting word families containing the same short-vowel sound, it is the *final consonant* that actually cues the child as to which words belong in a given column.

<u>cat</u>	<u>man</u>
sat	
bat	

Bat goes under *cat* and *sat* because the words share the same final consonant letter-sound. Thus, the word family sort forces the student to attend consistently to the end of the word, a first-time experience for many beginning readers.

After several lessons of sorting the same eight *-at* and *-an* words, the tutor should introduce the Concentration game. Following a column sort, the tutor shuffles the eight cards and arrays them face down on the table, as shown.

		cat	
hat			

The game begins with Atticus turning over two cards, reading them aloud, and checking for a word family match (e.g., *cat* and *hat*). If there is a match, he can remove the two words from the table and take another turn. If there is not a match, he turns the cards back over, and the tutor takes a turn. The game is over when all the words have been removed from the table.

The Concentration game is a perfect reinforcement activity. The format not only randomizes the words, requiring the student to read them out of column context, but it also encourages the student to hold the short *a* patterns in visual memory while searching for matches on the table.

Spell checks are a second way to review and reinforce the short *a* word families. The procedure is simple. After completing a column sort or game, the tutor scoops up the cards, leaving only two exemplars on the table.

<u>cat</u>	<u>man</u>
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The tutor then proceeds to dictate four or five spelling words. As Atticus writes the words, he is allowed to use the exemplars on the table as a pattern reminder.

On completion of the test, the tutor and student review the spellings and correct any mistakes.

~~mo~~†
 r_an
 s_a†
~~fo~~† p_an

The spell check will be an integral part of our word study lessons because it provides an alternative route or process for securing target patterns (in this case, short *a* word families) in memory.

Rule 3: Use the Concentration game and spell checks to review the word patterns under study.

Once the student is comfortable in sorting, reading, and spelling the *-at* and *-an* families, a third family, *-ap*, can be added.

<u>hat</u>	<u>man</u>	<u>cap</u>
rat	fan	lap
sat		
	tap	

And once these short *a* families have been mastered, a second set, short *i* word families, can be introduced.

<u>hit</u>	<u>pin</u>	<u>big</u>
fit	win	pig
sit	tin	wig
bit	spin	twig

Now and again a given child may have trouble progressing through the word family lessons. The emerging reader may have difficulty attending to the individual letter-sounds within the short-vowel words, or may have difficulty committing the pattern words to sight memory. In either case, a “drop-back” teaching strategy is to have the child build and take apart short-vowel words using individual letter chips. This *Make-a-Word* activity is described in detail in Chapter 4 (pages 129–132).

Mastery of the short-vowel word families—the ability to read and spell the words in isolation as well as in context—will be a major goal in Atticus’s tutoring program. Instruction will not be rushed but, instead, carefully paced to Atticus’s individual learning speed. (See *Word Study* in the next chapter, pages 125–133, for further explanation of the word family instructional sequence.)

Sentence Writing

In the 1970s, linguist Carol Chomsky (1979) stated that young children should “write first, read later.” In analyzing preschoolers’ written messages, Chomsky observed that young children often construct or spell words by attending to the sequential sounds in the words. Thus, a precocious 5-year-old might write:

I YET FOR A RID EN DA KR
(I went for a ride in the car.)

Chomsky reasoned that early writing can be an important precursor to reading acquisition because it provides prereaders with purposeful experience in analyzing the sequence of sounds in spoken words and in matching appropriate letters to these sounds (see also Clay, 1991b).

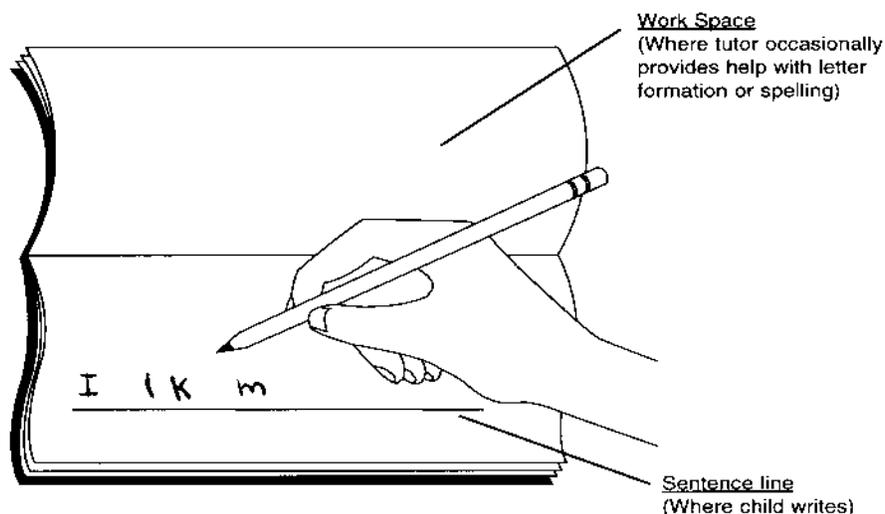
Following Chomsky’s logic, we will make writing an important part of Atticus’s tutoring program. During each lesson Atticus will write a sentence of his own choice, with the tutor providing support as needed. In the rest of this section, let us consider how the writing lessons might evolve over the first few months of tutoring.

Getting Started

To facilitate writing in the first few weeks, the tutor uses various sentence starters:

I can . . .
I like . . .
After school, I . . .

Atticus’s task each day is to complete the sentence orally and then write it down in his Writing Book. After several lessons, the tutor encourages Atticus to come up with his own sentence. Topic possibilities are unlimited, including friends, pets, hobbies, family activities, school activities, and so on.



Once Atticus has a sentence in mind, the tutor has him repeat it orally *two times* to seat it in memory. As the child begins to write, he pronounces each word slowly, trying to attend to its beginning sound. *It is critical that Atticus (not the tutor) say each word*; he needs to feel his own articulatory movements, hear his own pronunciation, and search independently for the initial sound. In *September* Atticus can represent only a few beginning consonants in his sentence writing attempts:

M D is* A B hound* D.
 (My dog is a big hound dog.)

In the preceding example, the tutor probes for the initial sound in each word (“What sound do you hear at the beginning, Atticus?”). Atticus is hesitant, but he is able to write the beginning letter for four of the five words. When he stops on *is* (a high-frequency word), the tutor writes the word and lets Atticus copy it into his sentence. When Atticus is unable to “hear” the beginning consonant in *hound* (a low-frequency word), the tutor simply writes this word into the sentence.

With the writing completed, the tutor copies the sentence (correctly spelled this time) onto a sentence strip and has Atticus finger-point read it.

My dog is a big hound dog.

Next, the sentence strip is cut into word units, and the word units scrambled. Atticus’s final task is to reassemble the sentence and finger-point read it.

hound

big

dog

My

dog

is

a

Note that each of the subtasks in this *September* writing lesson focused Atticus’s attention on word units within the sentence and beginning consonant letter-sounds in the words.

Three weeks later, in *mid-October*, Atticus has become comfortable with the sentence-writing routine. He has no trouble coming up with a sentence, segmenting the spoken sentence into word units, or writing down the beginning consonant for each word. At this point the tutor decides to probe for additional letter-sounds in the writing.

I W(T) TO T(?) in* the* J(P).
 (I went to town in the jeep.)

*Throughout, an asterisk indicates that the tutor assists the child in spelling the word correctly.

In the preceding sentence, the tutor probes for the ending sound in *went*, *town*, and *jeep* (“Atticus, say the word again and tell me what sound you hear at the end. Good! ‘Went’ does have a *t* at the end.”). Atticus is able to perceive the ending consonant sounds in *went* and *jeep*, but not in *town*. He spells *to* correctly from sight memory and receives help from the tutor on the words *in* and *the*.

Another 4 weeks go by. Atticus’s sentence-writing ability is progressing nicely. He now knows several high-frequency spellings (e.g., *the*, *is*, *my*, *like*, etc.) and consistently writes the beginning and ending consonants in words. In *November*, his tutor decides it is time to probe for medial vowels.

MY DAD T(A)KS ME TO SKL IN HZ J(?)P.
(My dad takes me to school in his jeep.)

In this sentence, the tutor probes for the long-vowel sounds in *takes* and *jeep*. First, she sketches a “sound box” on a piece of paper:

t		k	s
---	--	---	---

TUTOR: [Pointing to the sound box] Atticus, you got the beginning and ending letters in “takes.” Say the word slowly, and try to hear another sound in the middle.

ATTICUS: t—a—ks; t—a—. It’s an A.

TUTOR: Good! Why don’t you change your spelling? [Atticus changes the spelling TKS to TAKS.]

Atticus is led through a similar routine with *jeep*, but this time he is unable to perceive the medial vowel sound. The sound box provides a visual representation of the spoken word, in effect freezing the word’s sequential speech sounds for analysis (Clay, 1993; Elkonin, 1973). The success of this teaching strategy depends on the student’s developmental readiness to perceive medial vowel sounds. The issue cannot be forced. If the strategy does not work the first time it is tried, patience is called for. More reading, writing, and word study will eventually ready the student for vowel awareness, a crucial step forward in reading acquisition.

Sentence writing is an important part of the emergent reader’s tutoring program. It allows the child to develop sound awareness and letter–sound knowledge in the context of purposeful writing. Sentence writing at this stage is not uncomplicated, but requires concentrated effort from the child and thoughtful, moment-to-moment support from the tutor. Still, it is worth the effort. Over time, the daily Writing Book (unedited) will provide the clearest and most persuasive evidence of the emergent reader’s growth in word knowledge. Note Atticus’s development in the few examples cited earlier:

September

M D is* A B hound* D.

October

I WT TO T in* the* JP.

November

MY DAD TAKS ME TO SKL IN HZ JP.

The Lesson Plan

Atticus's tutor follows a set lesson plan (see Invernizzi et al., 1997; Pinnell, 1989; Santa & Hoiem, 1999). In its outline, the 35-minute tutoring lesson includes four parts:

1. *Rereading books* (14 minutes). Atticus rereads two or three short books, with the tutor offering support as needed. The books are graded in difficulty from Level 1 (early-first grade) to Level 10 (late-first grade). At the beginning of the year, the student rereads eight-page books (Levels 1 and 2) that contain only one to two lines of print per page and a predictable text pattern.

2. *Word study* (8 minutes). Atticus, depending on his level of word knowledge, works on the alphabet, beginning consonants, short-vowel word families, or vowel patterns.

3. *Sentence writing* (8 minutes). Each day Atticus writes a sentence of his own choice. At the beginning of the year, he requires close tutor support in this activity. However, with consistent practice in reading, word study, and writing, Atticus's sound awareness and letter-sound knowledge will improve, and he will become more independent in the sentence writing.

4. *Introducing a new book* (5 minutes). During the last part of the lesson, Atticus reads a new book. After previewing the book with the tutor (surveying the pictures and identifying difficult vocabulary), Atticus returns to page 1 and attempts to finger-point read the new story. The tutor provides assistance as needed. (*Note:* This new book will be reread in part 1 of the next day's lesson.)

The four parts of Atticus's lesson plan are interrelated. The knowledge gained through finger-point reading the simple texts (e.g., attention to the spoken word-written word match, beginning consonants, sight vocabulary, etc.) is applied in the sentence-writing activity. Conversely, the letter-sound knowledge that is exercised in sentence writing is applied in the book reading. Even the seemingly isolated work on alphabet letters, beginning consonants, or word families (part 2) is immediately put into practice each time the student finger-point reads a book or invents spellings in sentence writing. The result is an integrated tutorial lesson that melds whole-to-part and part-to-whole learning in a meaningful way.

III. REPRESENTATIVE TUTORING LESSONS ACROSS THE YEAR

In this section we examine how instruction for Atticus might evolve across the first 3 months of tutoring. The first person (I) will be used in referring to the tutor.

Lesson 1 (September 22)

1. **Rereading books.** I begin by bringing out *The Chocolate Cake*, a Level 1 book. (*Note:* Because this is the first lesson, each book is new to Atticus; tomorrow he will begin rereading them.) Atticus and I page through *The Chocolate Cake* (see illustration), naming the characters in the pictures and commenting on the story line.



The Chocolate Cake (Level 1) by J. Melser (1981, pp. 2–3). Copyright 1981 by Shortland Publications. Reprinted by permission.

Then we return to page 1 and begin *echo reading*. That is, I finger-point read a page or two, and then Atticus finger-point reads the same pages. In this easy book, Atticus is successful in matching the spoken words to the printed words as he reads. After the book has been read, I return to page 7 and ask Atticus to read the sentence "It's all gone." He cannot do so. We echo read the sentence, and then I point to the middle word, *all*, asking Atticus to identify it. Significantly, he responds with "all gone."

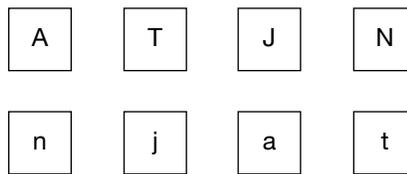
Atticus and I read a second book, *The Ghost* (Level 1), in the same manner. Again, with my support, he is successful in finger-point reading the simple text. However, after the reading he is inconsistent in identifying individual words in the text when I point to them.

2. **Word study.** On the initial screening, Atticus identified only 16 of the 26 lowercase alphabet letters. I decide to teach him a few more consonant letters before starting work on beginning consonant sound–letter relationships.

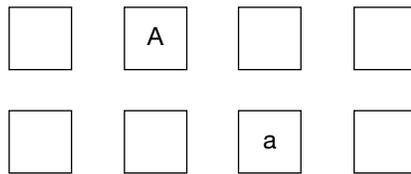
In this first lesson I array four tagboard chips on the table:



As I point to each letter card, Atticus identifies *A* and *T* but not *J* and *N*, two letters that, incidentally, are found in his last name, *Johnson*. After a little practice on the four uppercase letters, I bring out their lowercase matches:



Atticus and I take turns matching upper- and lowercase letter pairs (see the preceding illustration). Then we turn the letter cards face down on the table and play a quick game of Concentration (see page 73).



Atticus enjoys playing Concentration. He is accurate in identifying one of the two “new” letters (*j*), but requires my assistance on the other (*n*).

3. **Sentence writing.** I begin the sentence-writing activity by asking Atticus what he does after school.

ATTICUS: I go down to the creek with Tom.

TUTOR: Is Tom your friend?

ATTICUS: Nope, he’s my dog.

TUTOR: Say your sentence again, Atticus.

ATTICUS: I go down to the creek with Tom.

TUTOR: Good! Let’s write your sentence [handing Atticus the pencil]. What word should we write first? I—go—down . . .

ATTICUS: I. [Atticus writes *I* on the paper.]

TUTOR: What comes next?

ATTICUS: Go.

TUTOR: Okay, let's leave a space, and you can write 'go' right here [pointing to the appropriate spot on the line].

Unfortunately, Atticus has difficulty remembering the letter that represents /g/. Therefore, I write, *go*, at the top of the page and have Atticus copy the word into his sentence (*Go* is a high-frequency word that I want him to learn).

On the next word, *down*, Atticus again hesitates.

TUTOR: Say the word again, Atticus. What do you hear at the beginning?

ATTICUS: "Down"—"d." I hear a D.

TUTOR: Good! Write it down.

I go D

I ask Atticus to go back and finger-point read what he has written thus far (see the preceding illustration). On the remaining words, he is able to write the first letter in *to*, *creek*, and *Tom*. He is unable to write the first letter in *with* and requires help in spelling *the*.

I go* D T the* K w* T.
(I go down to the creek with Tom.)

Atticus's completed sentence is an example of "beginning consonant" writing. That is, on four of the words he is able to represent the beginning consonant letter in his spelling. Atticus seems reasonably pleased with his effort, and I congratulate him on a job well done. (*Note:* Before moving on, I quickly write Atticus's sentence in correct spelling at the bottom of the page. This will allow me to return to the sentence a few days, weeks, or even months later and make sense of Atticus's writing.)

Next, I copy Atticus's sentence (using correct spelling) onto a sentence strip, cut the sentence strip into words, and then mix the words. Atticus is successful in reassembling the sentence. Requiring little assistance, he uses the beginning consonant letters as a guide in resequencing the words.

4. Introducing a new book. Atticus and I preview the amusing eight-page book *Yuck Soup* (Level 1) (see illustration). On each page, we examine the pictures and name the unusual items (snails, feathers, toothbrushes, etc.) that are being placed in the large soup pot.

On several pages, I draw Atticus's attention to the printed word that represents the items in the picture (e.g., snails, feathers).

Next, we return to page 2 of *Yuck Soup* and begin to read. On page 2 (see the following list), I model a finger-point reading of the sentence and then Atticus attempts to finger-point read. Pages 3 and 4 are read in the same manner.



Yuck Soup (Level 1) by J. Cowley (1983, pp. 2–3). Copyright 1993 by The Wright Group. Reprinted by permission.

- (p. 2) In go some snails.
- (p. 3) In go some feathers.
- (p. 4) In go some thistles.

On reaching page 5, I urge Atticus to continue finger-point reading *by himself*.

- (p. 5) In go some toothbrushes.
- (p. 6) In go some socks.
- (p. 7) In go some shoes.
- (p. 8) Yuck!

Relying on the sentence pattern and the picture cues, Atticus finger-point reads page 5 correctly. On page 6, he gets going too fast and fails to match spoken word to printed word as he reads. I have him reread page 6, and this time he is successful; he also finger-point reads page 7 correctly. After he hesitates on page 8, I supply the word “Yuck,” and Atticus smiles in agreement.

Commentary

Atticus is off to a good start. Two strengths are his ability to finger-point read simple texts and his emerging ability to attend to the beginning consonant sound in spoken words. Atticus lacks a stable concept of word in text. In echo reading a short sentence, he can point to the words left-to-right, but he is unable to go back and identify a single word in the line of print when asked to do so.

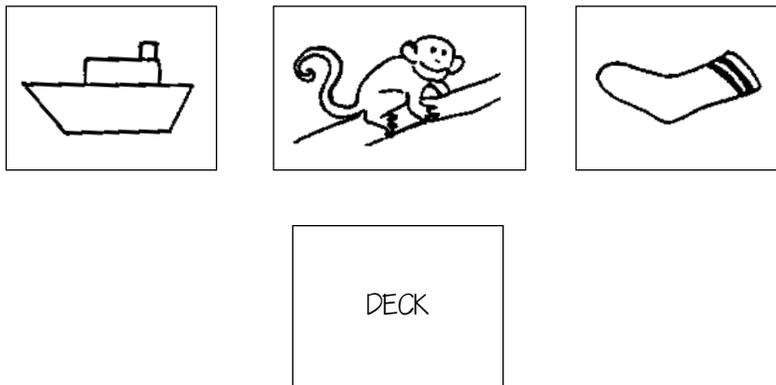
Atticus's next tutoring lesson will build directly on what was accomplished today. That is, Atticus will reread three books to begin the lesson, *Yuck Soup* being the third to be reread. He will work on the same four alphabet letters (*J*, *A*, *T*, and *N*). He will dictate a new sentence and assist the tutor in writing it. Finally, Atticus will read a new book after previewing it with the tutor.

Lesson 5 (October 6; 2 Weeks Later)

1. **Rereading books.** Atticus does a nice job finger-point reading two Level 1 books and one Level 2 book. When he occasionally goes "off the track," mismatching a spoken word to a printed word, he self-corrects by going back and rereading the line. After he finishes reading a book, I point to individual words on several pages. Atticus cannot identify the words immediately; however, he is able to return to the beginning of the line and successfully finger-point over to the target word. This is something we have been working on.

2. **Word study.** After four lessons of alphabet work, Atticus knows most of the consonant letters (*q*, *x*, and *z* can wait). I decide it is time to introduce beginning consonant sorts. I know Atticus is ready for this instruction because he is already showing the ability to attend to beginning consonant sounds in his sentence writing.

I bring out 12 picture cards representing the beginning consonants, *b*, *m*, and *s*. After having Atticus name the pictures, I array three cards across the top of the table and place the remaining nine cards in a deck below.



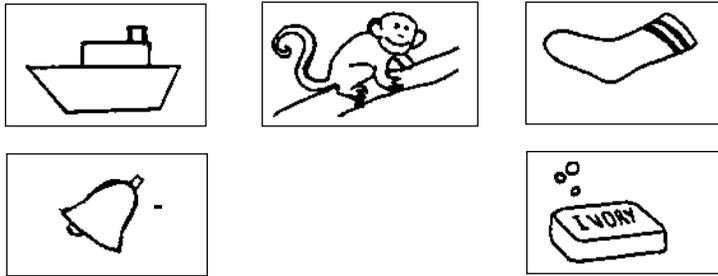
I say to Atticus:

We are going to be listening for words that begin alike, that have the same beginning sound. All the words down here [pointing to the deck] either begin like *boat*, like *mouse*, or like *sock* [pointing to the three picture cards at the top]. We are going to put these words in the right column. Watch, I'll do the first one.

I pick up the picture card *soap*, place it under *sock*, and pronounce both words carefully.

Soap goes under *sock* because they begin alike. Now, you do the next one.

Atticus sorts the next word in the deck, *bell*, in the correct column—under *boat*. I tell him to pronounce both words and decide whether they have the same beginning sound. He pronounces the words and nods affirmatively.



Atticus and I take turns sorting the remaining words in the deck. His sorting responses are slow but accurate. He is definitely able to attend to the beginning consonant sound in the words.

3. **Sentence writing.** In response to my query, “What did you do over the weekend?” Atticus produces the following sentence:

We* P K aNd* R.
(We played cops and robbers.)

Atticus writes the *W* in *We*, but cannot hear the second sound. I write *We* in the work space, explaining to Atticus that this is a small word that we will meet many times in our reading (Atticus adds the *e* to his spelling). Atticus quickly puts down a *p* for *played* and is ready to move on. I intervene:

TUTOR: Atticus, say “played” one more time and see if you can hear the ending sound.

ATTICUS: “Played” [shakes his head without responding].

TUTOR: That’s okay. Read back what you have written and let’s go to the next word.

ATTICUS: [Finger-pointing] “We played cops . . .”

Atticus proceeds to write *K* for *cops*, *N* for *and* (I help him with this high-frequency word), and *R* for *robbers*. He then finger-point reads his completed sentence.

Next, I copy the sentence (with correct spelling) onto a sentence strip, cut up the sentence into individual words, and have Atticus reassemble it. He has no trouble with this task.

4. **Introducing a new book.** As Atticus and I preview the eight-page book (Level 2), I call attention to a few picture cues and pronounce a couple of difficult words (*away, farmer*). In going back to read the text, we echo read the first three pages and then Atticus proceeds to read the last five pages of the book independently. We have a little extra time, so I let him finger-point read the whole book one more time before we close the lesson.

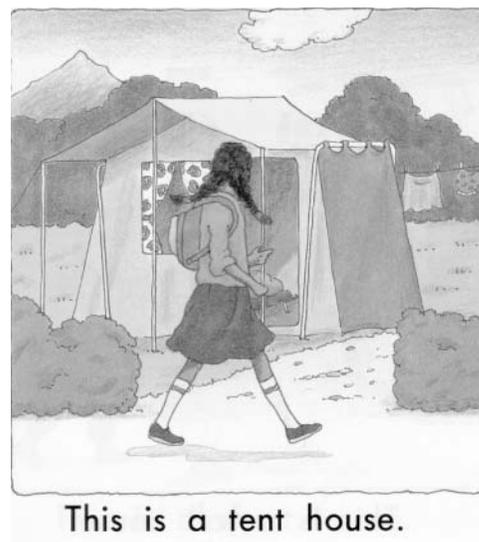
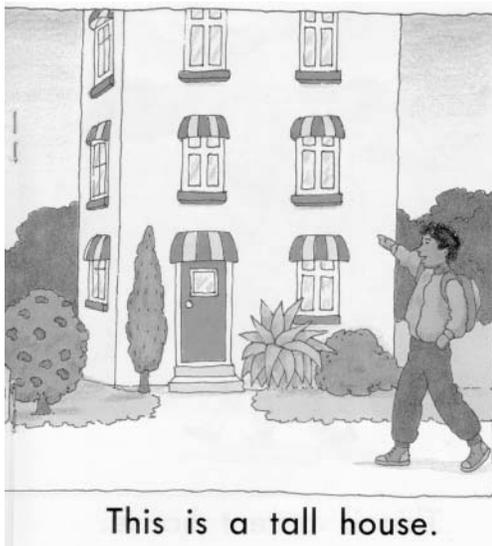
Commentary

Over the first five tutoring lessons, Atticus’s concept of word in text has stabilized. He is finger-point reading with accuracy, and he can now use a contextual or “rerun” strategy to identify an individual word when I point to it in a line of print. Atticus still uses only beginning consonants in his writing, but he is quicker and more confident in using this strategy.

Lesson 11 (October 21; 3 Weeks Later)

1. **Rereading books.** Atticus rereads three Level 2 books today. His finger-point reading is steady and accurate, indicating that he is attending to each word unit as he reads. After each book (of eight pages) is read, I go back and point to individual words in the text. Interestingly, Atticus identifies several of the words *immediately*, almost as if they were sight words. The others he identifies by using sentence context.

On two occasions I call Atticus’s attention to the use of picture and beginning consonant cues, as in the following example using *Our Street* (see illustration).



Our Street (Level 2) by J. Cowley (1986, pp. 5–6). Copyright 1986 by The Wright Group. Reprinted by permission.

TUTOR: [Pointing to *tent*, a word in the text] What is this word?

ATTICUS: [Returns to the beginning of the sentence and finger-points over to the target word.] This—is—a—tent. “Tent.”

TUTOR: How can you be sure that it’s “tent”?

ATTICUS: There’s a tent in the picture.

TUTOR: How else?

ATTICUS: It starts with a T.

TUTOR: Good.

2. **Word study.** Atticus is just completing his third set of beginning consonants. He has no trouble segmenting the beginning consonant from other sounds in a spoken word, and the lessons at this point are simply providing a review of the consonant letter–sound relationships. Within 2 weeks, Atticus should be ready to leave beginning consonant sorts and begin work on the short-vowel word families.

3. **Sentence writing.** Atticus has a sentence ready today: “We took my rabbit to the doctor.” I have him repeat the sentence two times, and then he begins to write. What follows is a word-by-word account of the interplay between child and tutor during the sentence-writing activity.

(*We*)

ATTICUS: [Writes *we* correctly, but with a lowercase *w*.]

TUTOR: The first word in a sentence has to have what?

ATTICUS: [Erases the lowercase *w* and writes the uppercase form.]

(*took*)

ATTICUS: [Writes *t* and stops.]

TUTOR: Okay, you got the first letter. Say “took” again; what do you hear at the end?

ATTICUS: Too—k. I hear a K.

TUTOR: Good, write it down.

ATTICUS: [Writes down *k*.]

TUTOR: Now go back and read what you have written so far.

ATTICUS: [Finger-point reads, “We tk,” leaves a two-finger space, and proceeds to write the next word.]

(*my*)

ATTICUS: [Writes *m* and stops.]

TUTOR: [Goes up to the work space and writes *my*.] Atticus, this is a word we are going to use a lot.

ATTICUS: [Copies the *y* onto his sentence line.]

(*rabbit*)

ATTICUS: [Writes *r* and stops.]

TUTOR: Say “rabbit” slowly; what else do you hear?

ATTICUS: Raa—bit. I hear a B.

TUTOR: Put it down. [Atticus writes a *b*.] Now, say “rabbit” again and tell me what you hear at the very end.

ATTICUS: Ra—bit—t. T? [He writes the *t*.]

TUTOR: Very good.

(*to*)

ATTICUS: [Writes *to* quickly and confidently.]

TUTOR: That’s a word you have learned.

(*the*)

ATTICUS: [Hesitates, seems frustrated that he doesn’t know how to begin this familiar word.]

TUTOR: [Goes up to work space and writes *the*.] You’ll learn this word soon, Atticus. Look at each letter; *th* makes the /th/ sound. Copy it down here [pointing to Atticus’s sentence].

ATTICUS: [Writes *the*.]

(*doctor*)

ATTICUS: [Writes *d*. Pauses, and then repeats the word slowly, emphasizing the end, “d—o—c—d—r—r.” Writes an *r*.]

TUTOR: Excellent, Atticus. I like the way you listened for the ending sound. Now read your whole sentence again.

We	TK	My	RBT	TO	the*	DR.
(We	took	my	rabbit	to	the	doctor.)

After Atticus finger-point reads his sentence, I rewrite it, cut it into word units, and he reassembles the sentence.

4. Introducing a new book. After the preview, Atticus requires very little assistance in reading the new Level 2 book. He uses both picture and beginning consonant cues to identify new words. He seems ready for Level 3 books.

Commentary

There has been a qualitative change in Atticus’s concept of word. In reading, he now clearly sees printed words as *units in text with a recognizable beginning letter-sound*. In spelling, he consistently represents the beginning consonant sound in words and shows some ability to attend to ending consonants. He is building a firm foundation for future word knowledge growth.

Gains in word knowledge notwithstanding, when beginning readers like Atticus are exposed to a steady diet of predictable books (Levels 1 to 4 in this program), they sometimes overrely on picture cues and repetitive sentence patterns, thereby paying too little attention to the individual printed words (see illustration of *Our Street*).

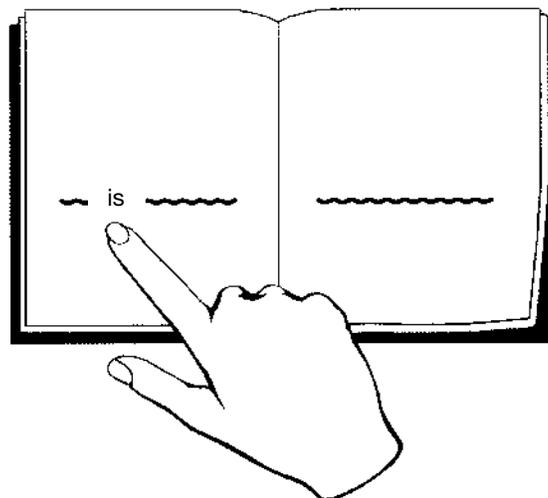


Our Street (Level 2)

This is a big house.
 This is a small house
 This is a tall house.
 This is a tent house.
 This is a bus house.
 This is our house,
 the just-right-for-us house.

Our Street (Level 2) by J. Cowley (1986, pp. 2). Copyright 1986 by The Wright Group. Reprinted by permission.

One way to counter a beginner's overreliance on context is to start a *word bank*. For example, after Atticus has read a given book several times, I go back and point to individual words in the text, making note of which words he can identify immediately.

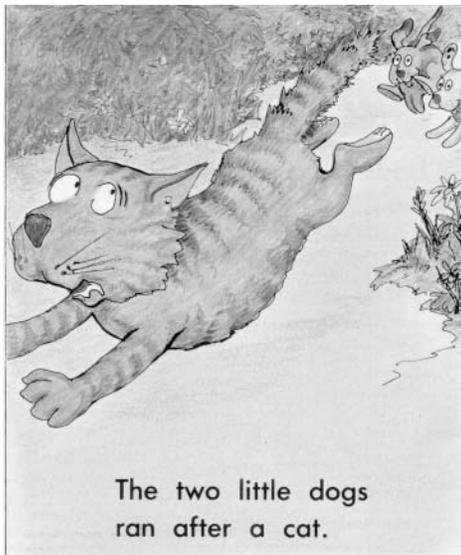


Later, I write these “known” words on small cards (2" × 3") and review the words with Atticus at the start of each lesson. This review—presenting the word cards one at a time—serves two purposes. First, the isolated presentation of each word forces Atticus to attend to the letters in the word; there is no context to rely on. Second, as the number of known words in the “bank” increases, there will be a corresponding increase in Atticus’s confidence as a reader. It is true that he may be able to identify a specific word one day but not the next. In this case, the unknown word is simply dropped from the bank. The important point is that the overall number of *known* words in the bank continues to increase, even if it does so at a gradual pace.

Lesson 19 (November 24; 4 Weeks Later)

1. **Rereading books.** We begin by reviewing Atticus’s *word bank*. I present the word cards one at a time, and he reads 20 of 21 correctly (e.g., *go, cat, said, little, my, jump, is, like*, and so on). Next, I introduce new cards for *down, into, and some*, three words that Atticus identified immediately following yesterday’s book reading. He can read *down* and *into* in isolation but not *some*, so two new words are added to his word bank today.

Atticus’s finger-point reading of two Level 3 books (for example, see illustration of *Two Little Dogs*) and one Level 4 book is controlled and accurate.



Two Little Dogs (Level 3) by J. Melsler (1982, pp. 4–5). Copyright 1982 by Shortland Publications. Reprinted by permission.

The few times he does miscall a word, I do not intervene but let him read on. Each time, Atticus stops, goes back, and self-corrects the error. This is a good sign, for it

shows he is attending to both meaning and letter–sound cues as he reads. After each book is read, I quickly go back and point to individual words in the text; some are words we have been working on, some are new. Of the four new words, Atticus identifies three immediately and the other one by using sentence context.

2. **Word study.** Atticus began working on short *a* word families 2 weeks ago (see pages 78–81 for a description of how to introduce word families). Today we are working on a three-column sort of short *a* words. I array three exemplars on the table and have Atticus read them:

cat man tap

Atticus proceeds to sort nine short *a* words as I hand them to him one at a time. His sorting is accurate and confident, and he has no difficulty reading down the columns of rhyming words.

<u>cat</u>	<u>man</u>	<u>tap</u>
mat	ran	lap
bat	pan	cap
hat	fan	map

With the words still in column format (as in the preceding lists), I point randomly to several words (*man*, *cap*, *fan*, *bat*, and *lap*). Atticus reads each of the words without hesitation.

Atticus wins the Concentration game that follows, again showing his ability to read the short *a* words in isolation.

		ran	
	man		

He also has no difficulty spelling five short *a* words from dictation (*mat*, *ran*, *tap*, *fan*, and *hat*).

3. **Sentence writing.** Today Atticus chooses to write about a recent accident:

I R(O)D MY B(I)C IN THE DH.
(I rode my bike in the ditch.)

He spells four of the high-frequency words (*I*, *my*, *in*, and *the*) correctly. When he writes RD for *road*, I decide to probe for the vowel sound.

r		d
---	--	---

TUTOR: [Pointing to the sound box (see above)] Atticus, you have written the beginning and ending sounds in “road.” Say the word again and see if you can hear the middle sound. Say it slowly.

ATTICUS: R—od, r—o—. Is it O?

TUTOR: Yes, it is. Good job! [Tutor writes an *o* in the sound box.] Now you can change your spelling.

ATTICUS: [In his sentence, changes his spelling from RD to ROD.]

I use the same “sound box” strategy in helping Atticus to hear the /*i*/ sound in *bike*. I decide to save *ditch*, a short-vowel word, for another day.

After the writing, I copy Atticus’s sentence, cut it up, and let him reassemble it. However, the cut-up sentence task is providing little challenge at this point in the year, and I will soon drop it from the tutoring lessons.

4. Introducing a new book. We echo read only the first page today. Atticus reads the remaining seven pages of the Level 4 book independently, requiring my assistance on only two words. I have him reread the story, and this time his performance is more fluent and error-free.

Commentary

Over the first 2 months of tutoring (16 lessons), Atticus has established an important reading foundation. At this point he can steadily track each word as he reads text, self-correcting mistakes when necessary. He can represent both beginning and ending consonants in his spellings and is showing some awareness of the medial vowel. Maybe most noteworthy is the fact that he is acquiring a sight vocabulary. As he reads and rereads simple texts, he is beginning to store a set of known words in permanent memory. This is a key to future reading progress, and there is little doubt that Atticus is on his way to becoming a reader.

Lesson 26 (December 17; 4 Weeks Later)

1. **Rereading books.** Two weeks ago, when Atticus’s word bank reached a total of 30 words, we celebrated with red lollipops. Then we discarded the old word bank and started a new one. With two new words added from yesterday’s reading, the new word bank now contains 22 words. (*Note:* I have added a few short *a* and short *i* words [see “Word Study”] to the word bank for additional practice.)

Today Atticus rereads three Level 5 books. At Level 5, there are more words on a page and more pages per story. Moreover, many of the books feature text

that contains a set of high-frequency words (e.g., *he, big, little, help*). (See illustration from *Little Bulldozer*.) Despite the more difficult text, at Level 5 Atticus actually requires less support as he finger-point reads. His sight vocabulary and emerging decoding skill combine to make him more independent. In fact, at certain points, I purposely withhold word recognition assistance, forcing Atticus to problem-solve an unknown word by coordinating sentence context, picture, and letter-sound cues.

2. **Word study.** Atticus has advanced successfully through the short *a* and short *i* word families. Today, he works on a combination sort (/ă/ versus /ĭ/):

<u>h</u> at	<u>c</u> ap	<u>s</u> it
sat	lap	fit
mat	clap	hit
flat	tap	bit

Atticus has no difficulty with this task. He reads most of the words quickly, *before* sorting them into columns. When he hesitates briefly on the blends (*clap* and *flat*), I point to the first two letters and he is able to sound out these words.

We quickly play Concentration, and then I administer a six-word spell check. This is a good test for Atticus, for it forces him to attend to the medial vowel sound in these one-syllable patterns (e.g., *sat* versus *sit*; *hat* versus *hit*).

3. **Sentence writing.** With the Christmas break only 4 days away, the holiday is on Atticus's mind. Without pausing, he writes the following sentence:

I AM GOEN TO GANPAS HOS ON CRSMS.
(I am going to Grandpa's house on Christmas.)



Little Bulldozer
went away.
He went to look
at a big truck.
"Hello, Big Truck,"
he said.
"I like helping.
I will help you."

Little Bulldozer (Level 5) by B. Randell (1996, pp. 8–9). Copyright 1989 by Rigby. Reprinted by permission.

After congratulating Atticus on writing a fine sentence, I decide to probe on three words.

(*going*)

TUTOR: Atticus, look at your spelling of “going.” Remember how we write “-ing” at the end of a word.

ATTICUS: [Quickly erases EN and writes ING.]

(*Grandpa’s*)

TUTOR: You did a great job on “Grandpa’s.” You heard almost all the sounds. Let’s say the first part of “Grandpa.” Atticus, say “grand.”

ATTICUS: “Gran.”

TUTOR: Okay, look at the sound box for “grand.”

g		a	n	d
---	--	---	---	---

You wrote the G, the A, and the N. And there’s a D at the end that is hard to hear. Now, look at the empty box. There is a sound right after G.

ATTICUS: Grr—an; g—r—r. It’s R. [He proceeds to write an *r* in the sound box and then in his spelling on the sentence line.]

(*Christmas*)

TUTOR: Look at this sound box for the first part of “Christmas.”

c	r		s
---	---	--	---

Say “Cris-” slowly and see if you can hear the vowel sound.

ATTICUS: Cr—is; Cr—i—i; It’s an E.

TUTOR: Okay, it sounds like an E. But what is another letter that makes the /ĭ/ sound?

ATTICUS: I?

TUTOR: Excellent! Like in “hit,” right? How do we spell “hit”?

ATTICUS: H-I-T.

TUTOR: Good work.

Following the sentence writing, I do *not* rewrite Atticus’s sentence with correct spelling and cut it up into words. This activity, having served its developmental purpose, was dropped from his lesson plan 2 weeks ago.

4. Introducing a new book. In the book introduction, I focus on three words that may cause difficulty (*gorse*, *grandfather*, and *nibble*). I identify and define the

first word and help Atticus sound out the other two. He then finger-point reads the entire 16-page book by himself, needing my help in only two places.

Commentary

Atticus is on his way to becoming a reader. His sight vocabulary is growing with each lesson, as is his ability to decode new words using sentence context and letter-sound cues. He is progressing nicely through the word study sequence, and his attention to medial vowel sounds in his spelling attempts (HOS for *house* and GANPAS for *Grandpa's*) is a very positive sign. Most important, Atticus feels good about himself as a reader and writer. He can sense his growing competence, and this makes him all the more willing to try hard in the tutoring lessons.

Atticus, the Second Half of the School Year

Atticus's reading ability advanced fairly steadily during the second half of the year. He did stall, or plateau, upon reaching Level 7 in book reading (primer). After 2 weeks of lackluster lessons, the tutor decided to drop back to Level 5 and 6 books in order to rebuild the child's reading fluency and confidence. The strategy worked, for when Atticus eventually returned to Level 7 books, he was successful.

Atticus's lesson plan changed a bit over the final few months of school. At Level 6 (January), the word bank was dropped. At Level 8 (early April), sentence writing was discontinued. The final lesson plan, used in April and May, included supported oral reading of two books, with a brief word study lesson sandwiched between them.

Lesson Plan (May 2, 2004)

1. Guided reading: New Level 9 book (15 minutes)
2. Word study: *-at, -ake, -ar* (10 minutes)
3. Easy reading: Reread Level 8 book (10 minutes)

By the end of the year, Atticus had reached Level 9 in book reading (late-first grade). In word study, he could read and spell short-vowel patterns and showed some understanding of the "silent-e" long-vowel pattern (e.g., *take, side, rose*, etc.).

IV. ASSESSMENT OF PROGRESS

How does one know that a child is making adequate progress in a tutoring program? This is an important question, because both the tutor and the child want and need to know whether their work is producing gains in learning. With an emergent reader like Atticus, the assessment path will be clearly marked by a series of developmental milestones:

1. Learning to recognize and write the alphabet letters
2. Developing a concept of word in text
3. Becoming aware of individual sounds within words
4. Acquiring an initial sight vocabulary
5. Using letter-sounds as a word recognition aid in contextual reading and as a word production aid in writing.
6. Advancing through a graded series of first-grade-level reading books

Although there is a rough developmental sequence implied by the 1–6 ordering in the preceding list, in truth these abilities or understandings will to some degree overlap one another in the learning-to-read process. For example, sound awareness (milestone 3) is a multilayered, slowly emerging skill. Atticus may become aware of the beginning consonant sound in words before he develops a concept of word in text. However, he will need to establish a stable concept of word (and probably a small sight vocabulary) before he will be able to attend fully to the sequence of sounds within a *word* (particularly to the medial vowel). Acknowledging this overlap phenomenon, let us consider these early reading–writing abilities one by one to show how they can be assessed over the course of tutoring.

Informal Assessment during the Course of Tutoring

Alphabet Knowledge

A *formal* assessment of alphabet knowledge can be made at any time during the year. To assess *recognition*, the tutor asks Atticus to name the alphabet letters as she points to them in random order. To assess *production*, the tutor has the child write the letters as she dictates them in random order. Such a formal assessment might be carried out after several months of focused work on learning the alphabet.

Alphabet knowledge can be assessed *informally* in a number of tutoring situations. For example, if Atticus hesitates in reading a word in sentence context, the tutor might point to the initial consonant in the word as a word-recognition prompt. If he still hesitates, the tutor can check to see whether he can name the consonant letter. The writing process will also afford opportunities to assess Atticus’s alphabet knowledge, specifically his ability to produce (or recall) the alphabet letters. For example, Atticus might well stop in the midst of writing a word and say, “I don’t know how to make a g.” The tutor has to keep track of Atticus’s alphabet learning so that, over time, specific, not-yet-mastered letters are targeted for instruction.

Concept of Word in Text

Because supported contextual reading is a major part of Atticus’s tutoring program, there will be ample opportunity to assess his developing concept of word in text. A child demonstrates a concept of word when he/she can point accurately to individual words as he/she reads and, after reading a few lines in this manner, can go back and identify target words in the text. With practice, Atticus will

become more accurate and fluent in his finger-point reading, and a written record of this improvement should be kept by the tutor, as in the following example:

Lesson 6	
October 30	
<i>Plan</i>	<i>Evaluation</i>
1. Echo read <i>The Lonely Bear</i> (Storybox—Level 2)	1. We echo read 2 lines at a time. Atticus did a good job finger-pointing, self-correcting his own errors without my help.

Phoneme (or Sound) Awareness

If an emergent reader is to learn to map letters to sounds in the effort to decode words, he/she must first become aware that a spoken word is composed of a sequence of sounds (/ran/ = /r/ + /ă/ + /n/). Only when Atticus comes to understand that the word *ran* includes three different sounds will he be able to make the connection that the individual letters in the written word (*r*, *a*, and *n*) correspond to the sound units in the spoken form of the word.

Research has shown that for some children the development of phoneme, or sound, awareness is a gradual process, depending in part on a child's early experiences with written language (Lieberman & Lieberman, 1992; Morris et al., 2003; Perfetti, Beck, Bell, & Hughes, 1987). Thanks to clinical observation and some developmental studies, we also know the sequence children follow in becoming aware of the sounds within words. Beginning readers become conscious first of the beginning consonant sound; later, of the beginning and ending consonants; and, finally, of the medial vowel sound within a syllable. First graders' spelling attempts during the first few months of school often reflect this developing sequence of phoneme awareness.

	<u>Sept.</u>	<u>Oct.</u>	<u>Nov.</u>
back	B	BK	BAC
mail	M	ML	MAL
jump	G	JP	JOP

Atticus's spelling will provide the tutor with clear, ongoing evidence of his developing phoneme awareness. As he attempts to sound out words in the daily sentence-writing activity, he will visibly (and audibly) indicate which sounds he can perceive in spoken words.

Initial Sight Vocabulary

There are several steps involved in assessing sight vocabulary in the emergent reader stage. After Atticus has read a book several times, he can be asked to read individual words in the story when the tutor points to them. If Atticus can identify a given word *immediately*, the tutor prints the word on a 2" × 3" card and puts

- In contextual reading, does Atticus eventually make conscious attempts to “sound his way through” new words in a left-to-right manner (e.g., s—a—d for *sad*)?
- In spelling, does Atticus progress through a developmental sequence in representing the sounds within words (e.g., *side* spelled S, then CD, and later SID or even SIED)?

Advancement through a Graded Series of First-Grade-Level Reading Books

Atticus’s advancement through the 10 book levels (early- to late-first grade) will be a strong indicator of his reading progress. At a given level (e.g., Level 3), he may need to read all the books before moving forward. At another level (e.g., Level 4), he may need to read only one half or two thirds of the books before advancing. When to move Atticus up to a new book level is a judgment call for the tutor. Valuable time is wasted when a child is kept at a difficulty level he has already mastered. On the other hand, no purpose is served, and no progress made, by pushing him up to a level that is too difficult.

Beginning at Level 5, the tutor can use “accuracy checks” to decide whether to move Atticus to a book at the next level of difficulty. As Atticus reads the first 100 words in a story, the tutor records his errors (see “Oral Reading” in Chapter 2). If, over several stories, Atticus makes 5 or fewer errors (95% accuracy) on his first rereading of a story, it may be time for him to move up to the next book level. Although word reading accuracy is important, Atticus’s fluency, decoding ability, and self-correction behavior should also be considered. In short, he should be “in control” of the reading process at a given level before he is asked to tackle more difficult material.

Beginning-of-Year / End-of-Year Assessment (Atticus)

PRETEST (SEPTEMBER)

	Word recognition (graded lists)		Oral reading	
	Flash (%)	Untimed (%)	Accuracy (%)	Rate (wpm)
Emergent	—	—	(Could not read emergent passage independently)	
Preprimer	0	10	—	—
Primer	—	—	—	—

Spelling: No. of words spelled correctly—List 1(0 of 10)
Developmental characteristics—Could represent beginning consonant in 4 of 10 words

POSTTEST (MAY)

	Word recognition (graded lists)		Oral reading	
	Flash (%)	Untimed (%)	Accuracy (%)	Rate (wpm)
Emergent	—	—	—	—
Preprimer	80	90	97	—
Primer	70	80	95	45
1-2	45	65	87	36

Spelling: No. of words spelled correctly—List 1 (3 of 10); List 2 (0 of 10)
Developmental stage—Phonetic

The posttest results above show that Atticus is, at year's end, a solid *primer-level* reader. His word recognition score (70%—flash) and oral reading score (95%) clearly meet the primer-level criteria. Atticus also showed some ability to read Level 1-2 words (45%—flash; 65%—untimed), although he failed to meet the oral reading accuracy criterion of 90% at this level.

Atticus's posttest spellings (see the following list) show that he has moved into the *Phonetic* stage of spelling development.

Spelling word	Atticus's spelling
bike	BIK
fill	FIL
plate	PLAT
mud	MOD
flat	FLAT (c)
bed	BED (c)
drive	DRIV
chop	CHOP (c)
wish	WESH
step	STAP
plant	PLAT
dress	DRES
stuff	STOF
chase	CHAS
wise	WISS
shopping	SHOPING
train	TRAN
cloud	CLOD
thick	THIK
float	FLOT

He is now able to represent the beginning consonant, vowel, and ending consonant in his spellings. On closer look, he shows good knowledge of consonant blends and digraphs (DRIV for *drive*; CHAS for *chase*), but inconsistently represents short vowels (FIL for *fill*, but WESH for *wish*) and shows little awareness

that long vowels are marked with an extra vowel letter (PLAT for *plate*; FLOT for *float*). Overall, Atticus's posttest spelling performance is very encouraging. Keep in mind that on the September pretest he could write only 15 letters of the alphabet and was unable to represent even the beginning consonant sound in his spelling attempts.

The pretest–posttest comparison indicates that Atticus has made significant progress in learning to read and spell during the year. However, a skeptic might point out that after a year of tutoring, Atticus is still not a solid late-first-grade reader. In responding to such a statement, at least three factors must be considered: (1) What kind of knowledge or “readiness” did Atticus bring to the learning-to-read process in September? (2) How quickly was he able to pick up basic understandings about the reading process? (i.e., what was his initial rate of learning?), and (3) How much reading progress would he have made without the tutoring? Let us consider these factors one by one.

Atticus was a virtual nonreader at the beginning of the school year. He possessed little or no sight vocabulary, he could name only 16 letters of the alphabet and could write even fewer, and he showed little awareness of word units in text or of beginning consonant sounds in spoken words. In teaching Atticus to read, his tutor was forced to start *at the beginning*.

Not only did Atticus lack what some might term “prereading skills” (alphabet knowledge, concept of word, beginning consonant awareness), but in the early tutoring lessons he was slow to develop these abilities. Several weeks went by, for example, before Atticus showed any consistency in finger-point reading memorized texts. His learning of the alphabet letters and beginning consonant sounds also proceeded slowly. Moreover, a full 2 months, or 19 hours, of tutoring passed before he could recognize just 17 sight words. Thus, the initial steps in learning to read were painstakingly slow for Atticus (and for his tutor). At the same time, these steps were crucially important ones, for they laid the conceptual foundation for future growth. During the last 4 months of the school year, Atticus did progress at a faster rate, and this is what enabled him to score as high as he did on the posttest assessment (primer to late-first-grade level).

How much reading progress would Atticus have made *without* one-to-one tutoring? Such a question requires speculation, of course, and readers of this manual are free to draw their own conclusions. However, given Atticus's meager readiness skills in September and his initial slowness in acquiring basic understandings even with one-to-one support, one can argue reasonably that he would have made minimal reading progress during the year in the absence of tutoring. Here we have a child whose special needs in the area of written language learning are very difficult to meet in a crowded first-grade classroom. Nonetheless, effective one-to-one tutoring can offer such a child a “lifeline” to literacy; that is, it can get the emergent reader off to a good start in learning to read and write. The pretest–posttest reading gains that began this section should be viewed in this context.

APPENDIX 3.1. Books for Atticus Listed by Difficulty Level

The following book list is used in Early Steps, a first-grade reading intervention program (Morris et al., 2000; Santa & Høien, 1999). The 10 book levels correspond to traditional basal reader levels in the following manner:

<u>Book level</u>	<u>Basal level</u>
1	Preprimer 1
2	
3	Preprimer 2
4	
5	Preprimer 3
6	
7	Primer
8	
9	1-2 (late-first)
10	

Title	Level	Author/Series	Publisher
<i>At the Zoo</i>	1	PM Starters	Rigby
<i>Bicycle, The</i>	1	Story Box	Wright Group
<i>Big Hill, The</i>	1	Story Box	Wright Group
<i>Chocolate Cake, The</i>	1	Story Box	Wright Group
<i>Dad</i>	1	PM Starters	Rigby
<i>Ghost, The</i>	1	Story Box	Wright Group
<i>Go-Carts, The</i>	1	Story Box	Wright Group
<i>If You Meet a Dragon</i>	1	Story Box	Wright Group
<i>In the Mirror</i>	1	Story Box	Wright Group
<i>In the Shopping Cart</i>	1	PM Starters	Rigby
<i>Little Seed, A</i>	1	Smart Start	Rigby
<i>Little Things</i>	1	PM Starters	Rigby
<i>Look at Me</i>	1	PM Starters	Rigby
<i>Me</i>	1	PM Starters	Rigby
<i>Mom</i>	1	PM Starters	Rigby
<i>Moms and Dads</i>	1	PM Starters	Rigby
<i>Painting</i>	1	Story Box	Wright Group
<i>Pets</i>	1	PM Starters	Rigby
<i>Playing</i>	1	PM Starters	Rigby
<i>Time for Dinner</i>	1	PM Starters	Rigby
<i>Tree House, The</i>	1	<i>Sunshine</i>	Wright Group
<i>We Go Out</i>	1	PM Starters	Rigby
<i>Yuck Soup</i>	1	<i>Sunshine</i>	Wright Group

(cont.)

APPENDIX 3.1 (cont.)

Title	Level	Author/Series	Publisher
<i>Ball Games</i>	2	PM Starters	Rigby
<i>I Can Jump</i>	2	Sunshine	Wright Group
<i>I Love My Family</i>	2	Sunshine	Wright Group
<i>Ice Cream</i>	2	Story Box	Wright Group
<i>Little Brother</i>	2	Story Box	Wright Group
<i>Little Pig</i>	2	Story Box	Wright Group
<i>Lost</i>	2	Story Box	Wright Group
<i>Monster Sandwich, A</i>	2	Story Box	Wright Group
<i>My Accident</i>	2	PM Starters	Rigby
<i>Nighttime</i>	2	Story Box	Wright Group
<i>Our Street</i>	2	Sunshine	Wright Group
<i>Packing My Bag</i>	2	PM Starters	Rigby
<i>Pencil, The</i>	2	PM Starters	Rigby
<i>Rock Pools, The</i>	2	PM Starters	Rigby
<i>Shoo</i>	2	Sunshine	Wright Group
<i>Stop</i>	2	Story Box	Wright Group
<i>We Can Run</i>	2	PM Starters	Rigby
<i>Where Are the Babies?</i>	2	PM Starters	Rigby
<i>Big and Little</i>	3	Sunshine	Wright Group
<i>Big Kick, The</i>	3	PM Story Books	Rigby
<i>Cat and Mouse</i>	3	PM Starters	Rigby
<i>Copy-cat</i>	3	Story Box	Wright Group
<i>Dan, the Flying Man</i>	3	Read-togethers	Wright Group
<i>Danger</i>	3	Story Box	Wright Group
<i>Farm Concert, The</i>	3	Story Box	Wright Group
<i>Fishing</i>	3	PM Starters	Rigby
<i>Hot Dogs</i>	3	PM Story Books	Rigby
<i>Monsters' Party, The</i>	3	Read-togethers	Wright Group
<i>No, No</i>	3	Story Box	Wright Group
<i>Sally and the Daisy</i>	3	PM Story Books	Rigby
<i>Shark in a Sack</i>	3	Sunshine	Wright Group
<i>Sleeping Out</i>	3	Ready-Set-Go Books	Wright Group
<i>Tiger, Tiger</i>	3	PM Story Books	Rigby
<i>Two Little Dogs</i>	3	Story Box	Wright Group
<i>What a Mess</i>	3	Story Box	Wright Group
<i>Along Comes Jake</i>	4	Sunshine	Wright Group
<i>Baby Bear Goes Fishing</i>	4	PM Story Books	Rigby
<i>Baby Hippo</i>	4	PM Story Books	Rigby
<i>Baby Owls, The</i>	4	PM Story Books	Rigby
<i>Ben's Teddy Bear</i>	4	PM Story Books	Rigby
<i>Ben's Treasure</i>	4	PM Story Books	Rigby
<i>Bumper Cars, The</i>	4	PM Story Books	Rigby

(cont.)

APPENDIX 3.1 (cont.)

Title	Level	Author/Series	Publisher
<i>Cats and Kittens</i>	4	Reading Unlimited	Scott, Foresman
<i>Father Bear Goes Fishing</i>	4	PM Story Books	Rigby
<i>Friend for Little White Rabbit, A</i>	4	PM Story Books	Rigby
<i>Goodbye Lucy</i>	4	Sunshine	Wright Group
<i>Horace</i>	4	Story Box	Wright Group
<i>Hungry Kitten, The</i>	4	PM Story Books	Rigby
<i>In a Dark, Dark Wood</i>	4	Read-togethers	Wright Group
<i>Mr. Grump</i>	4	Sunshine	Wright Group
<i>Mrs. Wishy Washy</i>	4	Story Box	Wright Group
<i>Mumps</i>	4	PM Story Books	Rigby
<i>Pete's New Shoes</i>	4	Literacy 2000	Rigby
<i>Pumpkin, The</i>	4	Story Box	Wright Group
<i>Seagull Is Clever</i>	4	PM Story Books	Rigby
<i>Three Little Ducks</i>	4	Read-togethers	Wright Group
<i>Tom is Brave</i>	4	PM Story Books	Rigby
<i>Too Big for Me</i>	4	Story Box	Wright Group
<i>Big Toe, The</i>	5	Read-togethers	Wright Group
<i>Blackberries</i>	5	PM Story Books	Rigby
<i>Boo Hoo</i>	5	Read-togethers	Wright Group
<i>Duck with a Broken Wing, The</i>	5	PM Story Books	Rigby
<i>Fire! Fire!</i>	5	PM Story Books	Rigby
<i>Hairy Bear</i>	5	Read-togethers	Wright Group
<i>Jane's Car</i>	5	PM Story Books	Rigby
<i>Lion and the Rabbit, The</i>	5	PM Story Books	Rigby
<i>Little Bulldozer</i>	5	PM Story Books	Rigby
<i>Lucky Day for Little Dinosaur, A</i>	5	PM Story Books	Rigby
<i>Lucky Goes to Dog School</i>	5	PM Story Books	Rigby
<i>New Baby, The</i>	5	PM Story Books	Rigby
<i>Pat's New Puppy</i>	5	Reading Unlimited	Scott, Foresman
<i>Red Rose, The</i>	5	Read-togethers	Wright Group
<i>Sally's Beans</i>	5	PM Story Books	Rigby
<i>Seed, The</i>	5	Sunshine	Wright Group
<i>Soccer at the Park</i>	5	PM Story Books	Rigby
<i>Where Are You Going, Aja Rose?</i>	5	Sunshine	Wright Group
<i>Wobbly Tooth, The</i>	5	Literacy 2000	Rigby
<i>Woosh!</i>	5	Story Box	Wright Group
<i>All By Myself</i>	6	Mayer, M.	Golden
<i>Baby Bear's Present</i>	6	PM Story Books	Rigby

(cont.)

APPENDIX 3.1 (cont.)

Title	Level	Author/Series	Publisher
<i>Ben's Tooth</i>	6	PM Story Books	Rigby
<i>Brave Tricerotops</i>	6	PM Story Books	Rigby
<i>Catch That Frog</i>	6	Reading Unlimited	Scott, Foresman
<i>Clever Penguins, The</i>	6	PM Story Books	Rigby
<i>Come on, Tim</i>	6	PM Story Books	Rigby
<i>Go Dog Go</i>	6	Eastman, P. D.	Random House
<i>Honey for Baby Bear</i>	6	PM Story Books	Rigby
<i>Late for Soccer</i>	6	PM Story Books	Rigby
<i>Lion and the Mouse, The</i>	6	PM Story Books	Rigby
<i>Lion's Tail, The</i>	6	Reading Unlimited	Scott, Foresman
<i>Little Bulldozer Helps Again</i>	6	PM Story Books	Rigby
<i>Little Kid</i>	6	Literacy 2000	Rigby
<i>Morris the Moose</i>	6	Wiseman, B.	Harper Trophy
<i>Prince's Tooth Is Loose, The</i>	6	Pictureback Readers	Random House
<i>Rescue, The</i>	6	PM Story Books	Rigby
<i>Sally's Friends</i>	6	PM Story Books	Rigby
<i>Snow on the Hill</i>	6	PM Story Books	Rigby
<i>Taking Jason to Grandma's</i>	6	Book Bank	Wright Group
<i>Teasing Dad</i>	6	PM Story Books	Rigby
<i>Time for School, Little Dinosaur</i>	6	Pictureback Readers	Random House
<i>Tiny and the Wave</i>	6	PM Story Books	Rigby
<i>Who Will Be My Mother?</i>	6	Read-togethers	Wright Group
<i>Are You My Mother?</i>	7	Eastman, P. D.	Random House
<i>Baby Monkey</i>	7	Reading Unlimited	Scott, Foresman
<i>Chug the Tractor</i>	7	PM Story Books	Rigby
<i>Cross-Country Race, The</i>	7	PM Story Books	Rigby
<i>Deer and the Crocodile, The</i>	7	PM Story Books	Rigby
<i>Fox Who Was Foxed, The</i>	7	PM Story Books	Rigby
<i>Great Big Enormous Turnip</i>	7	Reading Unlimited	Scott, Foresman
<i>Hippo's Hiccups</i>	7	Literacy 2000	Rigby
<i>Hop on Pop</i>	7	Dr. Seuss	Random House
<i>Hungry Giant, The</i>	7	Story Box	Wright Group
<i>Just for You</i>	7	Mayer, M.	Donovan
<i>Just Me and My Little Sister</i>	7	Mayer, M.	Donovan
<i>Me, Too</i>	7	Mayer, M.	Donovan
<i>Mrs. Spider's Beautiful Web</i>	7	PM Story Books	Rigby
<i>My New Boy</i>	7	Step into Reading	Random House
<i>Tabby in the Tree</i>	7	PM Story Books	Rigby
<i>Tents</i>	7	Reading Unlimited	Scott, Foresman
<i>Three Little Pigs, The</i>	7	Reading Unlimited	Scott, Foresman
<i>Tiger is a Scaredy Cat</i>	7	Step into Reading	Random House

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APPENDIX 3.1 (cont.)

Title	Level	Author/Series	Publisher
<i>Tommy's Treasure</i>	7	Literacy 2000	Rigby
<i>Two Little Mice, The</i>	7	Literacy Tree	Rigby
<i>Victor Makes a TV</i>	7	Reading Unlimited	Scott, Foresman
<i>Who Will Be My Friend?</i>	7	Hoff, S.	Harper Trophy
<i>After the Flood</i>	8	PM Story Books	Rigby
<i>Baby Moses</i>	8	Step into Reading	Random House
<i>Cave Boy</i>	8	Step into Reading	Random House
<i>David and Goliath</i>	8	Step into Reading	Random House
<i>Happy Faces</i>	8	Reading Unlimited	Scott, Foresman
<i>I Was So Mad</i>	8	Mayer, M.	Donovan
<i>Island Picnic, The</i>	8	PM Story Books	Rigby
<i>Just Me and My Dad</i>	8	Mayer, M.	Donovan
<i>Just Me and My Little Brother</i>	8	Mayer, M.	Donovan
<i>Just Me and My Puppy</i>	8	Mayer, M.	Donovan
<i>Loose Laces</i>	8	Reading Unlimited	Scott, Foresman
<i>Mice</i>	8	Literacy Tree	Rigby
<i>Missing Necklace, The</i>	8	Reading Unlimited	Scott, Foresman
<i>Mrs. Spider's Beautiful Web</i>	8	PM Story Books	Rigby
<i>Nina, Nina, Ballerina</i>	8	Step into Reading	Random House
<i>Pepper's Adventure</i>	8	PM Story Books	Rigby
<i>Popcorn Book</i>	8	Reading Unlimited	Scott, Foresman
<i>Pot of Gold, The</i>	8	Reading Unlimited	Scott, Foresman
<i>Sammy's Supper</i>	8	Reading Unlimited	Scott, Foresman
<i>Teeny Tiny Woman</i>	8	Step into Reading	Random House
<i>Waving Sheep, The</i>	8	PM Story Books	Rigby
<i>Why Elephants Have Long Noses</i>	8	Literacy 2000	Rigby
<i>All Stuck Up</i>	9	Step into Reading	Random House
<i>Annie's Pet</i>	9	Bank Street	General
<i>Chester</i>	9	Hoff, S.	Harper Trophy
<i>Danny and the Dinosaur</i>	9	Hoff, S.	Scholastic
<i>Fight, The</i>	9	Bank Street	Bantam
<i>Good Hunting, Blue Sky</i>	9	Parish, P.	Harper Trophy
<i>Half for You, Half for Me</i>	9	Literacy 2000	Rigby
<i>Hello House</i>	9	Step into Reading	Random House
<i>Henry's Choice</i>	9	Reading Unlimited	Scott, Foresman
<i>How Turtle Raced Beaver</i>	9	Literacy 2000	Rigby
<i>Kiss for Little Bear, A</i>	9	Minarik, E.	Harper & Row
<i>Little Knight, The</i>	9	Reading Unlimited	Scott, Foresman
<i>Lizards and Salamanders</i>	9	Reading Unlimited	Scott, Foresman
<i>Lonely Giant, The</i>	9	Literacy 2000	Rigby

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APPENDIX 3.1 (cont.)

Title	Level	Author/Series	Publisher
<i>Noah's Ark</i>	9	Step into Reading	Random House
<i>Sam and the Firefly</i>	9	Eastman, P.D.	Random House
<i>Sammy the Seal</i>	9	Hoff, S.	Harper Trophy
<i>Show and Tell Frog, The</i>	9	Bank Street	Bantam
<i>Slim, Shorty, and the Mules</i>	9	Reading Unlimited	Scott, Foresman
<i>Stanley</i>	9	Hoff, S.	Harper
<i>You Are Much Too Small</i>	9	Bank Street	Bantam
<i>Wind and Sun</i>	9	Literacy 2000	Rigby
<i>Best Little Monkeys in the World, The</i>	10	Step into Reading	Random House
<i>Bike Lesson, The</i>	10	Berenstain, S. and J.	Random House
<i>Days with Frog and Toad</i>	10	Lobel, A.	Harper Trophy
<i>Dinosaur Babies</i>	10	Step into Reading	Random House
<i>Dinosaur Days</i>	10	Step into Reading	Random House
<i>Fox All Week</i>	10	Marshall, E.	Puffin
<i>Fox at School</i>	10	Marshall, E.	Puffin
<i>Fox and his Friends</i>	10	Marshall, E.	Puffin
<i>Frog and Toad Are Friends</i>	10	Lobel, A.	Harper & Row
<i>Frog and Toad Together</i>	10	Lobel, A.	HarperCollins
<i>Four on the Shore</i>	10	Marshall, E.	Puffin
<i>How Kittens Grow</i>	10	Selsam, M.	Scholastic
<i>I Am Not Afraid</i>	10	Bank Street	Bantam
<i>Lion and Lamb</i>	10	Bank Street	Bantam
<i>Little Bear</i>	10	Minarik, E.	HarperCollins
<i>Little Bear's Visit</i>	10	Minarik, E.	Harper Trophy
<i>Monster from the Sea</i>	10	Bank Street	Bantam
<i>Mouse Soup</i>	10	Lobel, A.	HarperCollins
<i>Mouse Tales</i>	10	Lobel, A.	HarperCollins
<i>Norma Jean, Jumping Bean</i>	10	Step into Reading	Random House
<i>Owl at Home</i>	10	Lobel, A.	HarperCollins
<i>Small Pig</i>	10	Lobel, A.	Harper Trophy
<i>Three by the Sea</i>	10	Marshall, E.	Puffin