Marie Amoruso, EdD Reading Research *Teaching Meaningful Parts of Words within Sight Words: A decoding strategy for LD readers©*
Teacher Directions

Overview

Teaching Session Day1:   6 minutes   6 words   Sentence reading + Decoding Test 1
Practice Session Day 2:   8 minutes   15 words
Practice Session Day 3:   5 minutes   11 words + Decoding Test 2
After3 weeks: Exit interview + Decoding test 3 **(Administered only if teacher is replicating research, otherwise its an optional step)**

Detail of Instructional Method

Day 1: Six Instructional word cards with affix highlighted are on the table in two groups (3 cards each) Near the teacher is the Sentence card, Decoding Test 1 face down.

Teach the First Three Words
Teachers read all of the script printed on back of flash card
(Researchers omit script lines according to each experimental teaching condition)
Teacher picks up the first three cards (==re==view, ==pre==test, view==less==)
Teacher holds up each card and follows the script written on the back –One at a time
Teacher then puts all three words together and says,
        "Now I am putting these three words together. Please read them."

Teach the Next Three Words
(If research omit script lines according to the teaching condition, if not read all of the script)
Teacher picks up the remaining three cards (test==able==, view==er==, ==mis==trust)
Teacher holds up each card and follows the script written on the back –One at a time
Teacher then puts all three words together and says,
        "Now I am putting these three words together. Please read them."

All Six Words Are Put Together
Teacher puts all six words together and says,
        "Now I am putting six words together. Please read them."

Word Cards are Mixed Up and Read by Teacher
Teacher says,
"You know these words. Now I am mixing up the words and will read them to you. HOWEVER, the teacher only reads lines 2), 3), and 4) from the script on back of the card. Student listens and looks at the card.,

Sentences Are Read by the Student
Teacher says after turning over the sentence card,
        "Now I would like you to read these sentences."

Transfer Decoding Test I

Teacher says, "Now I would like you to read these words."

Day 2 – Practice Session

Fifteen Word Cards (created from the non-astericked words on Test I) are on the table in three groups of five cards (order of the cards is of no concern)

. **Teach the First Five Words**

Teachers read all of the script printed on back of flash card
(Researchers omit script lines according to each experimental teaching condition)

Teacher picks up the first five cards

Teacher holds up each card and follows the script written on the back –One at a time

Teacher then puts all three words together and says,

"Now I am putting these three words together. Please read them."

Teach the Next Five Words

(Researchers omit script lines according to each experimental teaching condition)

Teacher picks up the next five cards

Teacher holds up each card and follows the script written on the back –One at a time

Teacher then puts all three words together and says,

"Now I am putting these three words together. Please read them."

Teach the Next Five Words

(Researchers omit script lines according to each experimental teaching condition)

Teacher picks up the remaining five cards

Teacher holds up each card and follows the script written on the back –One at a time

Teacher then puts all three words together and says,

"Now I am putting these three words together. Please read them."

All Fifteen Words Are Put Together

Teacher puts all fifteen words together and says,

"Now I am putting six words together. Please read them."

Word Cards are Mixed Up and Read by Teacher

Teacher says,

"You know these words. Now I am mixing up the words and will read them to you. HOWEVER, the teacher only reads lines 2), 3), and 4) from the script on back of the card. Student listens and looks at the card.

Practice Session is over.

Day 3 – Practice Session

Eleven Word Cards (created from the non-asterisked words on Test I) are on the table in two groups of five cards and six cards (order of the cards is of no concern)

. **Teach the First Five Words**
> Teachers read all of the script printed on back of flash card
> (Researchers omit script lines according to each experimental teaching condition)
> Teacher picks up the first five cards
> Teacher holds up each card and follows the script written on the back –One at a time
> Teacher then puts all three words together and says,
> > "Now I am putting these three words together. Please read them."

Teach the Next Six Words
> (Researchers omit script lines according to each experimental teaching condition)
> Teacher picks up the next five cards
> Teacher holds up each card and follows the script written on the back –One at a time
> Teacher then puts all three words together and says,
> > "Now I am putting these three words together. Please read them."

All Eleven Words Are Put Together
> Teacher puts all eleven words together and says,
> > "Now I am putting six words together. Please read them."

Word Cards are Mixed Up and Read by Teacher
> Teacher says,
> "You know these words. Now I am mixing up the words and will read them to you."
> HOWEVER, the teacher only reads lines 2), 3), and 4) from the script on back of the card.
> > Student listens and looks at the card.

Practice Session is over Decoding Test II is given.
> **Session Over**

After 3 Week Delay with No Affix Reading Instruction
> **Administer Exit Interview and Decoding Test III**