

# Appendix A

## Program Overview

The activities in this program give beginning and struggling readers a concrete understanding of the alphabetic principle, strong letter knowledge, confident decoding, and fluency with connected text in sentences and books. Most importantly this method teaches children how to teach themselves to read.

1. Teach beginning sound isolation through activities that model the isolation of the beginning sounds of spoken words. Example: /b/..BALL; /sh/..SHIP.
2. Provide activities for independent beginning sound isolation practice.
3. Teach phoneme blending and segmentation through activities that model the breaking apart of spoken words into individual phonemes.
4. Introduce the alphabetic principle by showing the child how to identify the sound of a letter that is next to a picture. Example: BEAR begins with the sound /b/. The child isolates the beginning sound of BEAR to identify the sound of the letter “b”.
5. Provide a sequence of self-directed activities for learning the alphabet, organized by letter clusters.

6. Introduce decoding and provide a sequence of self-directed activities—organized by difficulty—that provide repetition and practice necessary for decoding mastery. Word activity clusters move from easy (3-letter) to harder (4-letter) to still harder (5 & 6-letter) short vowel words. Additional word clusters will teach new spelling patterns.
7. Teach a beginning set of high frequency (Dolch) words and introduce materials for decoding connected text in short vowel phrases and sentences.
8. Provide sets of decodable readers.
9. Provide materials and reading activities that guide students to apply alphabet knowledge and decoding skills to new spelling patterns and multi-letter phonograms. Examples: AI as in TRAIN; OA as in BOAT; Silent E as in KITE, etc.)
10. Provide advanced word reading activities with classified vocabulary materials.
11. Continue to teach Dolch high frequency words.