The ExWyZee REMEDIAL READING COMPUTER PROGRAM
Remedial Reading Advisory-2
Transition from Letter-By-Letter Sounding-Out to Decoding-By-Parts

Reading Advisory-1 dealt with the Sound-Blending Deficit. Advisory-2 treats the deficit in transition from Letter-by-Letter Sounding-Out to Decoding-By-Parts.

Today most of us believe reading instruction should be phonics-based, where students Learn to read *mast* as mm-aa-ss-t, and *sand* as ss-aa-nn-d. Gradually, there's a transition from Letter-By-Letter Sounding Out (LLSO) to Decoding By Parts (DBP). As that transition takes place a student will decode masterson as ma-ster-son, or mas-ter-son, or master-son and sandwich as sand-wi-ch or sand-wich. For about 80% of us the LLSO to DBP transition occurs without much direct instruction in making it.

But about 20% of us don't make smooth transition to decoding by parts. A student who saw a video on mastodons this morning, might try to read the word *mastodon* as mm-aa-ss-t-o-d-o-nn on a quiz this afternoon, and after that laborious mental recitation, of sounds, have no idea what word he's reading. A student who decodes *mastodon* as mast-o-don, mas-to-don, or mast-odon, is more likely to recognize the name of the animal he saw in this morning's video.

How serious is the transition deficit?
V*ery serious!* It should be treated with frequent and focused drills. Unfortunately, in some programs, not only is the deficit not treated with focused drills – but sometimes we see tutors <u>directing</u> upper-level students to sound out multi-syllable words – when we should be taking every opportunity to train them to Decode By Parts. I know, it sounds anti-phonics to say it, but what we are faced with in many cases, especially with the dyslexic, is <u>breaking</u> a compulsion to try to read multi-syllable words letter-by-letter.

How to detect the deficit:
Make a list of phonetically-simple multi-syllable words (not Wednesday or bicycle).
Eg: apricot, Alaska, Atlantic, broken, Colorado, continent, domino, mister, November, October, Santa, semester, September, sister, tiger, tomato, romantic and unromantic.

Day-one, question your student about each word, to be sure it's in her vocabulary. Day-two, select words for her to read. For a word she can't read, direct her to separate it into parts, on paper or computer.

Suppose, for *continent*, she says she can't read it, or reads it as *content*. When you tell her to separate it, suppose she separates it as con-tin-ent. Good separation.* Direct her to read each part separately. When she has read each part separately, direct her to read them again but faster. Faster! If she doesn't recognize the word, have her make a different separation.   She might then separate it as cont-in-ent or con-ti-nent, and recognize it when saying the parts.

NOTE: If she has difficulty reading word parts, you must drill her on sounding out two-to-four-letter <u>non-word</u> letter combinations (eg: ula, az, tek, sed, seda, mus, musa, fant, fint, ast, aza, azum).

<u>Treating the deficit:</u>
I'm told golf pros like to start with someone who has never touched a club, having no bad swinging habits to unlearn. With the LLSO-DBP transition deficit, we face a much harder problem – treatment of a <u>faulty</u> habit – that's a consequence of the <u>good</u> habit we instilled for reading single syllable words. As with any compulsion, the longer the condition exists without treatment, longer and more concentrated the therapy must be.

Treating the deficit is fundamentally the same as diagnosing it. But, while you can use homegrown word lists, keeping a log of progress on paper, it's easier to use a computer program designed to treat the condition. If you are within a reasonable commute of Mt. Pleasant, Michigan you are invited use the ExWyZee Remedial Reading Computer Program, available free as a public service of The Salvation Army. Runs on Windows XP or later versions. Training in teaching the program is also free.

And the program is available at no cost to those who attended the International Dyslexia Association's 2010 annual conference in Phoenix, Arizona, where the ExWyZee SepCom program was presented.

The program contains 600+ words, from which you transfer appropriate words to your student's file in the computer. Then you teach sepa-ra-tion of words on the com-pu-ter screen. The computer maintains a rec-ord of sepa-ration trials. You assess pro-gress by viewing that record.

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