"DADDY, WHERE DID THE WORDS GO?"

HOW TEACHERS CAN HELP EMERGENT READERS DEVELOP A CONCEPT OF WORD IN TEXT

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This article focuses on a concept that has rarely been studied in beginning reading research – a child's concept of word in text. Recent examinations of this phenomenon suggest that a child's ability to match spoken words to written words while reading – a concept of word in text – plays a pivotal role in early reading development. In this article, the author summarizes the research on children's concept of word, relates this phenomenon to beginning readers' developing phoneme awareness, and describes a set of instructional recommendations that teachers can use to help emergent readers take their first steps into contextual reading.

It's a warm June evening. The bedroom windows are open to let in the cooling night breeze. Jack, my four-year-old son, is sitting comfortably in my lap for our nightly bedtime story routine. The covers are pulled up, the small lamp by the bedside table the only source of light, and a copy of "Sam, Sam the Baker Man" (a folk poem we have read countless times) is in our hands. Jack, who has memorized the poem, is trying to point to the words as he reads; however, he quickly realizes that what he is pointing to and what he is saying are not matching up.

Turning to me with furrowed brow and bemused expression, Jack asks, "Daddy, where did the words go?" Clearly, Jack was not matching his spoken words to the printed words on the page. Just as clearly, Jack knew it – he had run out of printed

What Jack points to:	Sam	Sam	the	baker	man,	
What Jack says:	Sam	Sam	the	bake	er	
What Jack points to:	Washed	his	face	in	a	frying pan
What Jack says:	man	washed	his	face	in	a fry
What Jack points to:	(There are no words left to point to, so he points to space)					
What Jack says:	ing	pan				

words to point to before he had run out of words to say.

Why Young Children Don't Know What the Word "Word" Is

Why couldn't Jack point to the printed words on the page as he said them? Didn't he already know what a word was? Initially, we might answer, of course Jack knows what words are; he's been speaking words since the age of one. By the age of four, he has acquired a 7,000-word oral vocabulary (Clark, 1993) and can combine these words into syntactically complex and grammatically correct phrases that have never been uttered before (e.g., "Daddy, can you tell me a Harry Potter story tonight with the Rescue Heroes in it, but I don't want Gracie (Jack's sister) to hear it, OK?). In addition, he can understand almost anything said to him. How could he not know what a word is?

At least part of the answer lies in the fact that "there is no simple physical basis for isolating words in speech. A spectrographic examination of utterances spoken at a normal rate reveals that words are not separated by pauses or other obvious word boundaries; that is, there are usually no 'spaces' between successive spoken words, as there are in printed text" (Tunmer, Bowey, & Grieve, 1983, p. 570). Think of a time you have overheard two people speaking a foreign language. You couldn't tell where one word ended and the next word began, because when we speak, we pause between phrases, not words.

Another part of the answer lies in the fact that we are hard-wired to acquire language without having to consciously think about it. According to linguist Steven Pinker, we have an "instinct" for language (Pinker, 1994). When we speak or listen to someone else speaking, we focus on the meaning of the entire message without thinking about the fact that these utterances are composed of separate words. Indeed, it is only in attempting to learn a written language that a conscious awareness of words truly becomes necessary.

Research into children's awareness of words in speech confirms the somewhat surprising finding that most children, upon school entry, are not able to divide the stream of speech into word units and, perhaps even more surprising, are not even aware of what the term "word" means (Chaney, 1989; Downing & Oliver, 1974; Holden & MacGinitie, 1972; Karpova, 1955). Holden and MacGinitie (1972) investigated kindergarten children's conceptions of word boundaries in speech by asking them to tap a poker chip as they said each word of a memorized utterance (e.g., given the sentence, "I went walking with my dog," the children were asked to tap once for each word as they repeated the sentence). The researchers found that few kindergartners could segment speech conventionally. Instead of tapping the poker chip for each word they said, the children often combined function words with the following content words (e.g., The book/ is in/ the desk) or tapped the poker chips by rhythmic pattern as opposed to word units.

One study by Downing and Oliver (1974) also investigated young children's understanding of the term "word." In this study, the authors presented young chil-

dren with eight classes of auditory stimuli that included the following: nonverbal sounds (e.g., a cat meowing), isolated phonemes (e.g., the /s/ in /sat/), isolated syllables (e.g., the /at/ in /sat/), short words, long words, phrases, and sentences. The children were to say "yes" if they believed the stimulus was a word or "no" if they did not. The results indicated that all children confused syllables and phonemes with spoken words. In addition, children under 6 ? years of age tended to confuse words with non-verbal sounds (like the cat's meow), phrases, and sentences. Thus, Downing found that most children entering school, and thus beginning formal reading instruction, were still unsure of what the term word meant.

In sum, to young children, words are tools that they tacitly use to communicate, without a conscious awareness of their existence. As Adams explains (1990, p. 298),

> Surprising as it may seem, the evidence concurs that children are not naturally prepared either to conceive of spoken language as a string of individual words or to treat words as individual units of meaning. What they listen for is the full meaning of an utterance, and that comes only after the meanings of the individual words have been combined – automatically and without their attention.

What About Phoneme Awareness?

Over the past three decades, the most carefully researched aspect of the beginning reading process has been phonological awareness - the ability to consciously attend to and manipulate the sound structure of spoken language. Research into phonological awareness has been so fruitful, in fact, that Stanovich and Cunningham have touted this line of research as representing "one of the more notable scientific success stories of the last decade" (1992, p.12).

Specifically, what have we learned about phonological awareness and its relationship to early reading acquisition? First, numerous correlational studies have established a robust relationship between early reading ability and phonological awareness. Further, phonological awareness measured in children as young as preschool has been found to be a powerful predictor of later reading success. Perhaps most important from a pedagogical standpoint, it has been demonstrated that explicit instruction in phoneme awareness – the understanding that a spoken word can be conceived as a sequence of sounds (/bag/ = /b/ /a/ /g/) - results in improved gains in reading achievement, and instruction that helps the child match the phonological segments to letters appears to be even more effective. In short, these experimental studies strongly suggest that phonological awareness is not simply correlated with early reading achievement, but indeed plays a ***causal*** role in learning to read (for reviews of the literature on phonological awareness and its relationship to beginning reading, see Adams, 1990; Blachman, 2000; National Reading Panel {NRP}, 2000; Snow, Burns, & Griffin, 1998).

However, phonological awareness does not come naturally or easily for all children. Why is this so? Part of the answer lies in the fact that just as there is no physical

basis for dividing *words in speech*, there is no physical basis for dividing *phonemes in words*. When a child hears the word /cat/, for example, the child perceives the word as one single pulse of sound. This is because all three phonemes (c – a - t) are coarticulated – they are blended or fused together (A. Liberman, Cooper, Shankweiler & Studdert-Kennedy, 1967; A. Liberman, 1997). In physical reality, there is only one sound. The three phonemes that constitute the word /cat/ are abstractions that a child learning to read must come to construct through interactions with print. In other words, children attain full meaningful phoneme awareness by attempting to match speech to an alphabetic writing system.

Why Focus on Developing a Beginning Reader's Concept of Word?

While we know that teaching phoneme awareness results in improved gains in reading achievement, the field of reading is still left with important theoretical and pedagogical questions for those interested in beginning reading: exactly how much phoneme awareness is necessary for a child to begin reading? Once a child begins to read, is additional instruction in phoneme awareness warranted? Does phoneme awareness develop in concert with other critical early literacy skills, such as word recognition and spelling ability? If so, how do we teach these skills in an integrated manner that makes sense? Presently, we have no definitive answers to these questions. To this end, the National Reading Panel calls for further research that identifies "what teachers need to know and be able to do to teach PA [phonemic awareness] effectively and integrate this instruction with other elements of beginning reading instruction or instruction directed at older disabled readers" (NRP, 2000, p. 2-7 - 2-8).

One small, but promising, line of research that may help to answer these questions has centered on a concept that has rarely been studied in beginning reading research – a child's concept of word in text. Clay was one of the earliest researchers to highlight the importance of this word awareness in text for beginning readers. In her longitudinal study of beginning readers in New Zealand, Clay observed the behaviors of these beginning readers over the course of a year. She argued that "reading the spaces" –matching spoken words to written words in text – was an important milestone for beginning readers. According to Clay (1990, p. 141),

> At first, children respond to caption books with the speed and fluency that is typical of oral speech. As they develop skill in matching spoken words with print, fingers are used to point to those parts of the text that they suspect correspond to what they are saying. Fluency gives way to word-by-word reading. At that point the child overemphasizes the breaks between words and points with his finger. He has taken a major step towards integration of these early learnings when his reading slows down and even becomes staccato. He may be thought of as "reading the spaces."

The handful of other studies conducted in this area suggest that a child's ability to accurately match spoken words to written words while reading connected text – a concept of word in text - is significantly correlated with other critical early literacy skill such as spelling and phoneme awareness (Ehri & Sweet, 1991; Uhry, 1999, 2002). More specifically, according to Morris (1993), a concept of word in text plays a pivotal role in early reading acquisition that bridges a primitive form of phoneme awareness (i.e., beginning sound awareness) with a more sophisticated form of phoneme awareness (i.e., full phoneme segmentation). In two separate studies (Morris, 1993; Morris, Bloodgood, Lomax, & Perney, 2003), Morris and others developed, examined, and found evidence for a developmental sequence of early literacy skills in which a child's concept of word in text played a central role.

Morris's (1993) model can serve teachers of beginning readers as a guide for developmentally targeted instruction that balances phoneme awareness, word recognition, spelling, and contextual reading in a manner that honors their reciprocal development. In addition, with increasing calls for balanced literacy instruction among educators and researchers (Pressley, 2002), a model of early reading development that accounts for the reciprocal interplay between the development of important skills (such as phoneme awareness, word recognition, and spelling ability) and expe-rience reading connected text seems particularly timely and practical.

In the following section, I will describe Morris's (1993) four-stage model of early reading acquisition.

According to Morris, the true beginning reader cannot accurately track words while reading. Because the beginning reader either does not possess or does not apply knowledge of letter-sound relationships while reading, he or she has no information available to help detect where one word ends and another begins. Thus, to this reader, a line of text may appear as a random string of letters, with no boundaries between words, as shown below. If this is the case, it is no wonder children at this stage experience difficulty finger-point reading a memorized text.

Child's perception of text:
I l x x x t x p x x x x x x x x x x x x.

Text:
I like to play with my cat.

Table 1

Morris's Model of Early Reading Development (1993)

Stage One		Stage Two		Stage Three		Stage Four
Beginning consonant knowledge	→	Concept of word in text	→	Phoneme segmentation ability	→	Word recognition

In Morris's (1993) first stage, neophyte readers begin using letter-sound knowledge to attend to the first letter or sound of a word (e.g., the /b/ in /bat/). Using this beginning consonant awareness in conjunction with the memory support and knowledge of spacing between words, readers at this stage are able to begin matching spoken words to printed words while finger-point reading familiar text. In other words, a beginning reader can use the initial letter-sounds in words (e.g., the "l" in the word "like" below) to keep on track while pointing to each word as he or she says it. To such a reader, the text may appear as shown below.

Child:

I lxxx tx pxxx wxxx mx cxx.

Text:

I like to play with my cat.

With increased experience in supported reading activities (e.g., dictated stories, big books), the child will come to stabilize this growing awareness of the match between spoken and printed words. Specifically, with knowledge of initial letter-sounds in words and spacing between words acting as anchors in text, the reader is now free to examine other parts of the word. According to Morris, it is possible that as a reader examines these words, each word's orthography provides important information to the reader about its phonemic properties. For example, after encountering the word "cat," the reader begins attending not only to the initial consonant "c", but eventually to the ending letter, "t," also. The reader, whether intuitively or through the careful nudging of a skilled teacher, will eventually come to realize that the final letter "t" matches with the final sound /t/ of the word. At this stage, with the reader able to attend to the word boundaries (i.e., beginning and ending consonants), s/he becomes increasingly adept at tracking text while finger-point reading. At this point, the child may perceive the text as below:

Child's perception of text:

I lxkx tx pxxy wxxh my cxt.

Text:

I like to play with my cat.

In the third stage, Morris theorized that as the beginning reader stabilizes this match between spoken and printed words, attention might now be freed up to examine the internal parts of the word – in particular the often-elusive medial vowel. According to Morris et al., "it is quite possible that once a concept of word in text is established, with concomitant attention to both beginning and ending consonants, this freezes or highlights the interior of the word (where the vowel resides) for further analysis" (2003, p.7). Put another way, it is only after the beginning reader has been able to segment the stream of speech into words that s/he is, at this stage, able to segment the word into its constituent phonemes. The interior vowel *letters* may provide important information to the reader about the interior vowel *phonemes* in words. It is possible that the medial vowel letter (e.g., the letter "a" in "cat") provides the reader with a concrete visual symbol

to aid in the abstract process of isolating the medial vowel phoneme (the /a/ in /cat/). Thus, this is one instance in which experience with print may promote phonological awareness, and not necessarily the other way around. It is in this way that acquiring a concept of word in text may facilitate full phoneme segmentation ability.

In Morris's (1993) final stage, the reader's ability to fully segment a word into its constituent phonemes provides the necessary foundation for an increase in sight word knowledge. Specifically, full phoneme segmentation ability allows complete processing of all letter-sounds in words, enabling the beginning reader to completely and accurately store words in memory (Adams, 1990; Ehri, 1998). Put another way, full phoneme awareness can be thought of as the glue that allows beginning readers to hold sight words solidly in memory.

How Can I Develop An Emergent Reader's Concept of Word?

Instructional Recommendations

Emergent readers, like my son Jack, find themselves in the first two stages of Morris's (1993) developmental model. Thus, two main instructional literacy goals for Jack should be developing his beginning sound awareness (a rudimentary form of phoneme awareness) and guiding him toward stabilizing his concept of word in text. In fact, these two goals should go hand in hand for Jack. His ability to attend to beginning sounds in words will aid him as he attempts to match spoken words to written words while reading (e.g., The "S" in "Sam" provides Jack with a clue to identify the word). At the same time, as he is provided supported experiences finger-point reading familiar text, he will increasingly see the utility in using the beginning letter-sound in a word as a clue in recognizing the word.

Simply *telling* Jack about beginning sounds and tracking will not accomplish much. Instead, it will be important to "stack the deck" in Jack's favor by putting him in literacy situations where he is able to construct and apply his burgeoning knowledge about how print works. It is not in the telling, but it is in the very act of reading that Jack will actually learn how to read. Following are instructional recommendations for teachers of emergent readers that "stack the deck" in their favor by providing them with enough support to successfully take their first steps into reading. These instructional recommendations center on helping the emergent reader learn two important early literacy skills: beginning sound awareness (a rudimentary form of phoneme awareness) and a concept of word in text. Further descriptions of these and other activities for supporting emergent readers can be found in *The Foundations of Literacy* (Holdaway, 1979), *The Language-Experience Approach to the Teaching of Reading* (Stauffer, 1970), *Words Their Way* (Bear, Invernizzi, Templeton, & Johnston, 2003) and *The Howard Street Tutoring Manua*l (Morris, 1999).

Read Aloud

The teacher can read a story aloud to the child the first time he or she hears it. The

adult should read in a fluent manner and should stop at certain points to allow the child to make predictions about what will happen next. During this initial reading, the adult can encourage the child to discuss aspects of the books such as the title, the pictures, and the storyline. This read aloud activity serves several purposes. It provides a model of fluent reading for the child. It allows the child to experience the entire story without having to worry about decoding or word recognition. Finally, and perhaps most importantly, it provides a nurturing and supportive environment in which the child can successfully participate in the act of reading.

Model Finger-Point Reading of Familiar Texts

After reading aloud the story with the child, the teacher can return to the text and model for the child how to match spoken words to printed words. Supportive texts for establishing a child's concept of word include simple, predictable pattern books, rhymes, and dictations. During this modeling, the adult can point to each word as he or she says it, and stress the first letter-sound in each word as an aid to identification (e.g., when pointing to the word "Sam" the adult can stress the "s" sound "SSSSSS-Sam!" to model for the child how to use beginning sound knowledge to identify words in context).

Echo Reading

For the child who needs a lot of support (particularly during an emergent reader's first reading of a story), echo reading is a simple and powerful technique for scaffolding emergent reading instruction. The adult simply reads part (e.g., 1-2 sentences) of the story aloud, pointing to each word as s/he reads it. Next, the student rereads, or echo-reads, the same part, pointing to each word as s/he reads it. This echo reading continues until the story is finished. Echo reading provides a fluent model for the child and, because the child is rereading a part of the text immediately after the adult, it allows the child to use memory support to identify difficult or unfamiliar words. The adult can increase the level of difficulty for the child by simply increasing the amount of text read (e.g., moving from reading 1-2 sentences at a time to reading 2 pages at a time).

Choral Reading

In choral reading, the adult and the child simply fingerpoint read a story together, the adult again providing a model of fluency for the child. Choral reading works well with poetry and short stories that contain repetitive phrases or sentences.

Partner Reading

Partner reading is an excellent technique for children who require less support than echo or choral reading. For example, some children may need only a few pages of echo reading before they pick up the pattern of the book and can begin reading on their own. In partner reading, the adult fingerpoint reads a section of text (e.g., one page) and then asks the student to fingerpoint read the next section of text (e.g., the next page). When the adult senses that the child can read independently, he or she can hand over the job of reading the rest

of the story to the child.

Buddy Reading

Teachers can use buddy reading as an independent follow-up activity after introducing a story to a reading group. In buddy reading, two children are paired to reread a familiar story together. The buddies can use any of the techniques described above. I have found it successful in buddy reading to pair a stronger reader who can provide a model of fluent reading with a weaker reader (for parents, this could be an older brother or sister who can "show off" their reading ability to their younger sibling). Quiet areas placed strategically around the classroom are ideal places for the buddies to go and read. Buddy reading is a highly motivating activity that provides the children with multiple experiences rereading connected text.

Text Copies

While emergent readers undoubtedly need and use picture support to keep themselves afloat while reading, they can over-rely on pictures and memory, to the extent that they are not attending to the print. Text copies are a simple way to solve this problem. Text copies are renditions of the text rewritten on a single page without pictures. For certain students, teachers might substitute these text copies for the original texts on the third or fourth reading of the text. These emergent readers are then forced to begin attending to the print (specifically the beginning letter-sounds) while reading connected text. I recruited parent volunteers and middle-schoolers who were fulfilling service hours to retype the simple pattern books into text copies for my classroom.

The Language Experience Approach

The language experience approach is one of the oldest and most popular techniques for supporting emergent and beginning readers. The child simply dictates to the adult an experience he or she wants to share (e.g., field trips, playground episodes, soccer games, etc.). While writing down the child's words, the adult can stress and model some basic concepts about print (e.g., "Another word is coming up, I need a space here."; "Soccer – what letter does soccer start with?"). The adult and child can then fingerpoint read the dictation together, using any of the support strategies described above. Finally, the child can illustrate the dictation. Because the text is written in the child's own language, it is particularly motivating and supportive. Dictations can be done in a group format or individually. A highly motivating activity for children who have individual dictations is to pair children up and ask them to "teach" each other to fingerpoint read their respective dictations. As soon as they are done, the pair can split up and reform another pair. The cycle can continue until each child in a group has "taught" all of the other children in the group his/her own dictation.

Concept of Word Center

In this center, children reread familiar poems, songs, stories, and dictations, tracking each word as they read it, for approximately 10 minutes a day.

Cut –up – a –Sentence

In this activity, the adult writes a sentence from a familiar book or dictation on

a sentence strip, and then cuts it up in front of the child, stressing the breaks between the words while cutting. Eventually, the child can take over the task of cutting. Next, the adult mixes up the words, and then challenges the child to put the words back in order and reread the sentence to check him or herself. For more support, the adult can have a second copy of the sentence as a model for the child to match the cut-up words with. This was a favorite activity of mine because it required the child to reread the sentence very carefully, paying particular attention to the print.

Be the Sentence

This activity can be thought of as a highly motivating variation of "cut-up-a-sentence." As in cut-up-a-sentence, the adult writes a familiar sentence on a strip ("I love my mom"), cuts it up, and gives a word-card to each child ("Joe, you are the word *I*. Jamie, you are the word, *love*). The children, holding the word cards in front of them, are mixed up and must put themselves back in order. Another child can reread the sentence to check the direction and order of the words. The children can sit down and "pop up" as their word is read.

Why not focus on developing an emergent reader's sight word vocabulary?

It is important to note that none of the above recommendations centers on developing an emergent reader's sight word vocabulary – their goal is developing a child's concept of word in text. This is a subtle, but crucial, distinction. According to Morris and colleague's developmental models (1993; 2003), children may profit most from instruction in a sight word vocabulary *after* they have attained a solid concept of word in text. This makes sense. How can we expect a child to develop a core sight word vocabulary before he or she really knows what a word is? Put another way, as long as a child is pointing to one word while saying another (e.g., pointing to "baker" while saying "man"), how can we expect them to acquire sight words through contextual reading? For practitioners who subscribe to developmentally appropriate instruction, simply forcing the issue with high-frequency word flash cards won't help a child who is not yet matching spoken words to printed words in context.

As a former reading teacher and current reading clinician who has worked with many graduate literacy students and kindergarten and first grade teachers, this last point may be the one that resonates most for teachers of emergent readers. It may also be where the concept of word research has the most direct impact on instruction. That is, these teachers explained to me that understanding this concept of word phenomenon has directly led to changes in their teaching. Before, many had assumed that if a child had little or no sight word vocabulary, then acquiring a certain number of sight-words was a reasonable goal of instruction. Now, these teachers of emergent readers first assess a child's concept of word before developing an instructional plan. One first-grade teacher I worked with said that before learning about children's developing concept of word, she knew that she was supposed to be teach-

ing her children speech to print match, phoneme awareness, invented spelling, and word recognition, but she never really understood when to teach what skill for each child. "Now," she said, "I know the sequence kids learn and the sequence I should teach. I realized I had been skipping an instructional step for many of my at-risk readers."

Jack, Four Months Later

It's a cool October evening. The bedroom windows are cracked to keep out most of the nighttime chill. Some of the neighbors have already begun to put up Halloween decorations in their windows. Jack and I have the covers pulled up and are ready to begin our bedtime reading ritual.

I pull out a copy of "Sam, Sam the Baker Man." Jack has read Sam a number of times since last June, but has not seen the poem in about a month. I ask Jack if he remembers the "Sam, Sam, the Baker Man" poem we used to read. His eyes light up as he yells, "yeah!" I pull out the poem and model fingerpoint read the poem. Then I ask Jack if he would like to read the poem. Jack reads as follows:

What Jack points to:	Sam	Sam	the	baker	man,
What Jack says:	Sam	Sam	the	bake	er

At this point, instead of going on, Jack notices something is wrong and stops. He then goes back and rereads this first line three times until he gets it right – touching each word as he says it. Interestingly, as he says "baker," he still touches the word twice as if he still needs to honor both syllables in the word. I ask Jack how he knew that one word was "baker" and that the other word was "man." He responds by saying, "Because 'baker' has a 'b' and 'man' has an 'm."

Jack tracks the rest of the poem accurately, matching each word he says to the corresponding word on the page. He turns to me, face aglow with success, and says "I did it all right, Daddy!"

What does Jack know now that he didn't know four months ago? What knowledge or skills enabled him to successfully track this poem? And what literacy experiences did we provide over the last four months for Jack?

First and foremost, Jack's bedtime routine over the last four months consisted of about 5-10 minutes a night of finger-point reading simple, familiar pattern books. My wife and I used echo reading, choral reading, and partner reading with Jack, all the

while pointing to each word as we said it, and asking Jack to do the same as he read. Jack thrived in these supportive and natural reading experiences. He was motivated by the knowledge that these books were familiar and he would be successful in reading, and rereading, and rereading them. These supportive reading experiences didn't take any extra materials or preparation time for my wife or me. They simply became part of our bedtime reading ritual every night.

To add variety, Jack would sometimes dictate stories to me that I would write in his "journal" – a collection of papers we kept in a folder. Stories about his weekend soccer games, riding his bike, or meeting his new friends at preschool were common themes. While writing, I would ask Jack to attend to the first letter-sound in words as I spelled them (e.g., "Jack, what is the first sound you hear in bike?"). He loved illustrating and then rereading these dictations. These dictations, along with familiar stories and poems, became part of our steady diet of nightly bedtime rereadings.

As Jack became more proficient tracking words, I began to write down sentences from books he was reading and cut them up into word-cards. It was a challenge for Jack to put the words back in order after I mixed them up. This activity forced Jack to attend to the initial letter-sound as he attempted to identify the words. Although Jack has not completely mastered a concept of word in text, he is still able to perform this activity successfully with support.

What has Jack learned from all of these experiences? First, Jack is learning to use memory, picture support, and beginning sound knowledge to accurately track words in familiar texts. In addition, when the words "don't match up" (as happened in his most recent reading of "Sam, Sam, the Baker Man"), Jack is learning how to monitor his reading and self-correct using these different cues. Second, Jack is also learning how to apply his beginning sound knowledge in his invented spellings (e.g., Jack wrote "HBDD" for "Happy Birthday Dad.") Finally, and perhaps most importantly, Jack is beginning to believe that reading is an enjoyable, exciting experience that he can accomplish with success. And with the proper support, Jack is right. As Jack recently said to me after rereading a pattern book, "I'm reading all by myself!"

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