

The student reads word lists with information about how to pronounce various letter combinations, such as **th** and **or**. The student also reads sentences and passages composed of words that have been taught. The sentences and passages are designed so that they are relatively easy if the student approaches words as entities that are to be analyzed according to the arrangement of letters, but difficult if the student guesses on the basis of the context or syntax of the sentence. (The sentences are designed so that guesses often lead to an incorrect identification of the word.)

Together, the Mastery Tests and checkouts in the series assure that the student observes progress in reading rate and reading accuracy. Students become increasingly motivated by their progress in timed reading, as their records show improvement in reading rate and accuracy.

Stories and story-comprehension activities assure that students attend to the content of what they read. Initially in the Decoding series, the comprehension activities are deliberately separated from the decoding activities so that the student's misconceptions about reading are not exaggerated. The comprehension activities,

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