Framework for Reading Instruction

My City School

Summer 2018

Beth Powell, MA

Myth Busting

1) If you don't learn to read by 7th grade, it's too late to learn.

2) People learn to read when they are ready and motivated to read.

3) Reading to people will teach them how to read.

4) Smart people will figure out how to read.

5) English is confusing – there are no rules.

6) Guessing at words from picture cues is a good way to learn to read.

7) You need a good vocabulary to learn how to read.

8) The whole language approach is an effective reading strategy.

9) People who can't read have low intellect.

10) Fast readers are good readers.

NOT TRUE!!!!
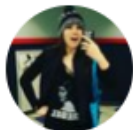
J.D. Ramsey
@writerramsey

Replying to @ehanford @jesslahey

I find this so interesting that almost all of us were not taught to teach reading in our programs. I thought it was just me. We learned about read-alouds and vocabulary strategies, but were pretty much told if we get the child to enjoy reading, they will read.
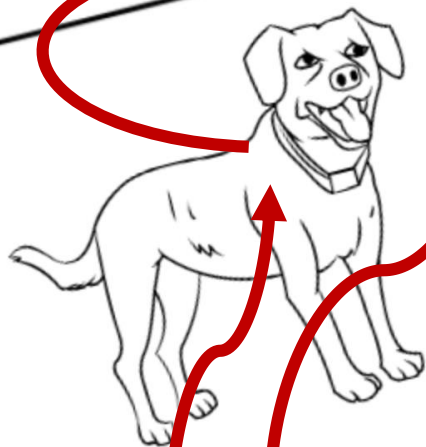
5:24 AM - Oct 14, 2018

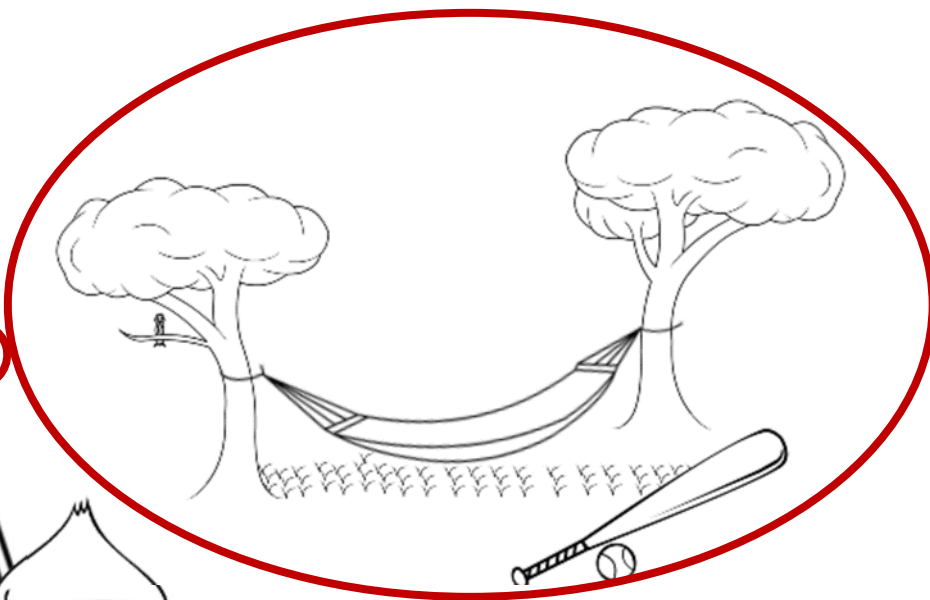♡ 4   See J.D. Ramsey's other Tweets

puppy

The dog went to the park to run and jump.

dog
-decodable
-single syllable

puppy
-no sounds in common
-multisyllable

follow the eyes…

Framework for Reading Instruction

- Overview of the Framework

- Examine Each Subsection
  - Definitions
  - Activity
  - Research
  - Lesson Planning
  - Resources

Framework for Reading Instruction

Learning to Read			Reading to Learn		

Phonemic Awareness	Sounding Out	Remembering Words	Fluency	Expression	Comprehension
☐ Sound Position	☐ Sound/Symbol	☐ Word Families	☐ Speech Ability	☐ Organization	☐ Vocabulary
☐ Blending	☐ Phonics Rules	☐ High Frequency	☐ Rapid Naming	☐ Description	☐ Main Idea
☐ Segmenting	☐ Expectancies	☐ Sight Words	☐ Prosody	☐ Story Telling	☐ Details
☐ Manipulating	☐ Multisyllable	☐ Morphology	☐ Accuracy	☐ Open Answer	☐ Critical Thinking
Articulatory Feedback	Rules + Mnemonics	Visual Memory	Monitor Progress	Think in Phrases	Create Imagery

Framework for Reading Instruction

Learning to Read

| Phonemic Awareness | Articulatory Feedback |

❑ **Sound Position**: What is the first sound in "bat"? What is the middle sound in "ship"? What is the last sound in "bath"?

❑ **Blending**: What does "f…..a…..p" say? What does "s…t…e…k" say? What does "t…r….i….s….p" say?

❑ **Segmenting**: Tell me the sounds in "mep". Tell me the sounds in "spish". Tell me the sounds in "blasp".

❑ **Manipulating**: Change the last sound in map to /f/. Take away the first sound in bed. Swap the last two sounds in wisp.

Framework for Reading Instruction

How many sounds?

- cat

- thought

- judge

- goal

- rhythm

Framework for Reading Instruction

- Phonemic awareness has been shown to be a very powerful predictor of later reading achievement. In fact, it is a better predictor than more global measures such as IQ or general language proficiency." Phonemic awareness helps beginning readers break the code, Griffith and Olson, 1992

- Reading and phonemic awareness are mutually reinforcing: Phonemic awareness is necessary for reading, and reading, in turn, improves phonemic awareness still further." Shaywitz. S. (2003). Overcoming dyslexia: A new and complete science-based program for reading problems at any level. New York: Knopf

- The ability to hear and manipulate phonemes plays a causal role in the acquisition of beginning reading skills. Phonological awareness: Research bases. In D. C. Simmons & E. J. Kame'enui (eds.), What reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Lawrence Erlbaum Associates.

Framework for Reading Instruction

Learning to Read

Articulatory Feedback

Feeling

- ❑ **What do you feel?**

- ❑ **What sound?**

- ❑ **Use physical objects, tapping**

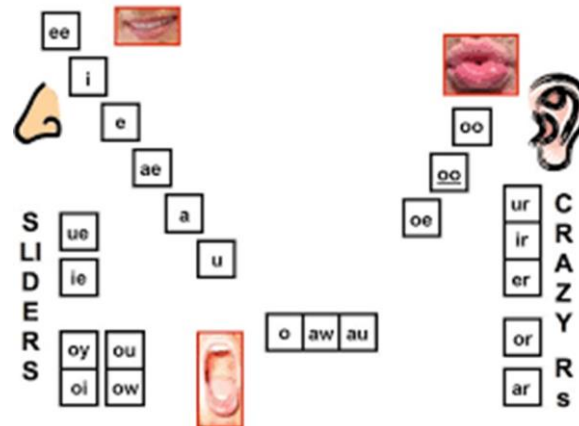 **or fingers to represent sounds.**
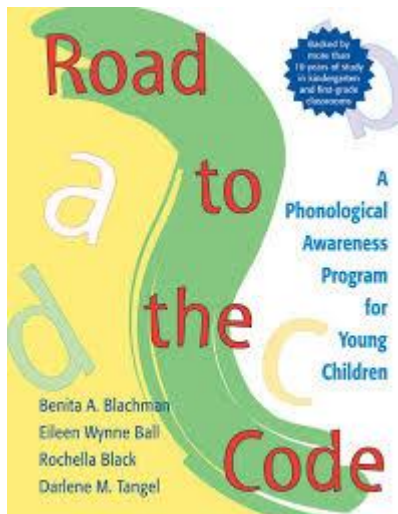
Phonemic Awareness

- ❑ Sound Position

- ❑ Blending

- ❑ Segmenting

- ❑ Manipulating

Articulatory Feedback

Auditory Working Memory

Sounds

- ❑ **Same Sound/Different Sound**

- ❑ **V/C**

- ❑ **VC/CV**

- ❑ **CVC**

- ❑ **CCVC/CVCC**

- ❑ **CCVCC**

- ❑ **Prefix/ V->CCVCC/Suffix**

Framework for Reading Instruction

Learning to Read

| **Phonemic Awareness** | **Articulatory Feedback** |

Road to the Code
A Phonological Awareness Program for Young Children

Benita A. Blachman
Eileen Wynne Ball
Rochella Black
Darlene M. Tangel

SLIDERS

ee
i
e
ae
a
u
ue
ie
oy ou
oi ow
o aw au
oo
oo
oe
ur
ir
er
or
ar

CRAZY Rs

Finger Spelling:
Finger-Tapping & Blending Strips
An Orton-Gillingham Method

1 2 3

Created by: Allison Mitchell

cia C. Lindamood and Phyllis D. Lindam

The **Lindamood** Phoneme Sequencing
Program for Reading, Spelling, and Speech
Fourth Edition

LiPS

f u n dations
Wilson Language Basics

What's **CHANGED?**

Can you pick the sound that changed? SCORE 0 0

a g

This word   Next word

Back

Beginner Game 1

WHAT'S CHANGED?

Framework for Reading Instruction

Learning to Read

| Sounding Out | Rules + Mnemonics |

- ❑ **Sound/Symbol**: Learn the sounds of the alphabet and more! There are 44+ sounds represented by 26 letters.

- ❑ **Phonics Rules**: These are decodable: dosh, fipe, credge, trece, stoast, pleand,

- ❑ **Expectancies**: These have options: gead, gilsp, waps, spow, ghoti

- ❑ **Multisyllable**: These are decodable: bofle, tozzle, trisping, stacing, crasply

Framework for Reading Instruction

Let's Read!

bsathzatty

rcoukagziltion

shmazklingporvales

csazhmt

Feel the burn!! Terrible nonsense words, but great simulation of a reading difficulty.

Framework for Reading Instruction

- **Systematic, explicit instruction**: Poor readers need highly systematic, structured, explicit, and intensive one-to-one or small-group instruction that recognizes their developmental level in phonemic awareness, word recognition, and comprehension processes. Implicit instruction has been found to be counterproductive with children with learning disabilities or children at risk for not learning to read and produces fewer gains in word recognition and decoding skills than does explicit, intensive instruction based on systematic phonics. Multisensory Teaching of Basic Language Skills, Judith R. Birsh, Ed.D., 2005, Intro

- "...**the goal of reading instruction** becomes very clear. It must aim to lay down an efficient neuronal hierarchy, so that a child can recognize letters and graphemes and easily turn them into speech sounds. All other essential aspects of the literate mind – the mastery of spelling, the richness of vocabulary, the nuances of meaning, and the pleasures of literature – depend on this crucial step. There is no point in describing the delights of reading to children if they are not provided with the means to get there."Reading in The Brain, Stanislaus Dehaene, 2009. pg 219

Framework for Reading Instruction

Learning to Read

Rules + Mnemonics

Metacognitive

- ❑ **What is the rule?**

- ❑ **Use mnemonic strengths**

- ❑ **Prompt to the rule being used.**

   "What does 'e' make the 'a' say?"

Sounding Out

- ❑ Sound/Symbol

- ❑ Phonics Rules

- ❑ Expectancies

- ❑ Multisyllable

Memory

Letters

- ❑ **V/C**

- ❑ **VC/CV**

- ❑ **CVC**

- ❑ **CCVC/CVCC**

- ❑ **CCVCC**

- ❑ **Six Syllable Types**

- ❑ **Common Affixes**

- ❑ **Breaking Rules**

Framework for Reading Instruction
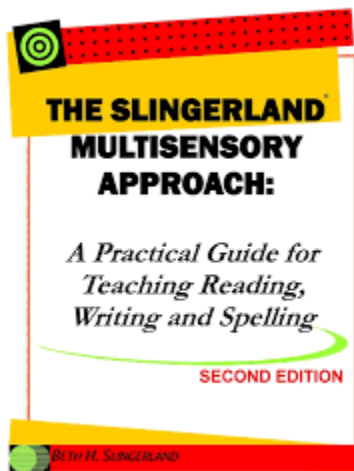
Learning to Read   Sounding Out   **So many options!**

bip	prebiptive	exprebiptively
blip	prebliptive	exprebliptively
blisp	preblisptive	expreblisptively
bloosp	prebloosptive	exprebloosptively
blosp	preblosptive	exPreblosptively
blops	preblopstive	exPreblopstively
blaps	preblapstive	exPreblapstively
baps	prebapstive	exprebapstively
faps	prefapstive	exprefapstively
fas	prefastive	exprefastively

RAVE-O

THE SLINGERLAND MULTISENSORY APPROACH:

A Practical Guide for Teaching Reading, Writing and Spelling

SECOND EDITION

BETH H. SLINGERLAND

Learning to Read

Sounding Out	Rules + Mnemonics

Academy of Orton-Gillingham Practitioners and Educators
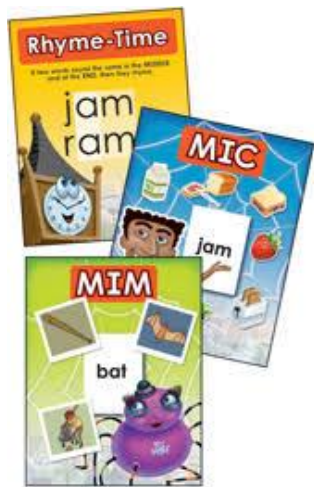
All of the products and approaches on this slide teach much more than sounding out. They are some of the best programs out there, however, in terms of the sequence of skills, this was the category with the best fit in terms of the primary impact of the approach.

Wilson Academy®
Your success is our mission.

NESSY

Framework for Reading Instruction

Learning to Read

Remembering Words

Visual Memory

❑ **Word Families**: "bat, cat, sat, mat" or "hit, sit, bit" or "might, sight, right"

❑ **High Frequency**: These are words that occur most frequently in the English language

❑ **Sight Words**: These are words that are not decodable using the phonics rules and expectancies

❑ **Morphology**: Adding 's' to a noun - plural. Adding 'ed' at the end of a verb - past tense

Framework for Reading Instruction

- Morphological awareness importance in reading has contributed to its role in decoding skills, word recognition, comprehension and motivation (Carlisle, 1995; Carlisle, Colé, & Sopo, 2004; Deacon & Kirby, 2004; Roman et al., 2009).

- Unlike phonemes or syllables, morphemes possess syntactic and semantic information. Such value-added information has been shown to aid in vocabulary acquisition (Carlisle, 2000; Nagy et al., 2006; Singson et al., 2000; Sparks & Deacon, 2013)

- and in the reading comprehension of children (Carlisle, 1995; Carlisle, 2000; Deacon & Kirby, 2004; Nagy et al., 2006) and adults (Nagy et al., 2006; Wilson-Fowler, 2011).

Morphological Awareness and its Role in Compensation in Adults with Dyslexia Jeremy M. Law, Jan Wouters and Pol Ghesquière University of Leuven

Framework for Reading Instruction

Learning to Read

Visual Memory

Seeing

- ❑ **What patterns do you see?**
- ❑ **What letter do you see….**
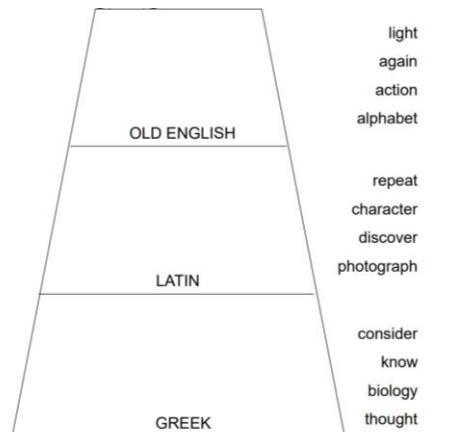- ❑ **Train visual attention**

Remembering Words

- ❑ Word Families
- ❑ High Frequency
- ❑ Sight Words
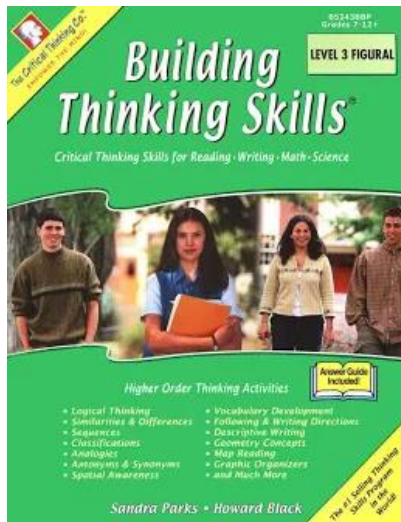- ❑ Morphology

Visual Attention Span

Symbols

- ❑ **1 letter**
- ❑ **2 letters**
- ❑ **3 letters**
- ❑ **4 letters**
- ❑ **5 letters**
- ❑ **Multi-Syllable Chunks**
- ❑ **Morphology**

Framework for Reading Instruction

Learning to Read

Remembering Words

Visual Memory

OLD ENGLISH	light
	again
	action
	alphabet
	repeat
LATIN	character
	discover
	photograph
	consider
	know
	biology
GREEK	thought

WORD SORTS

re as de **sign** "mark, token" al ed er ing ment ate ure re

Pete Bowers – WORD WORKS

chasm
tech·nique
re·ci·pe
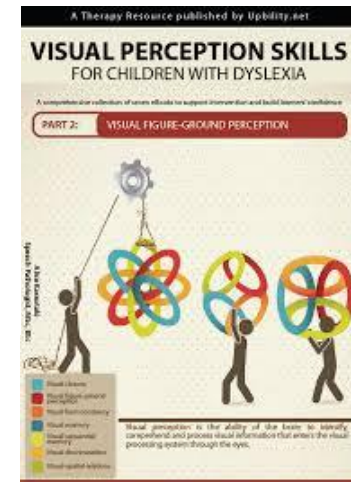
READABLE ENGLISH

Framework for Reading Instruction

Learning to Read	**Phonemic Awareness**	**Sounding Out**	**Remembering Words**

Use the same materials with a **different focus** based on a student's needs.
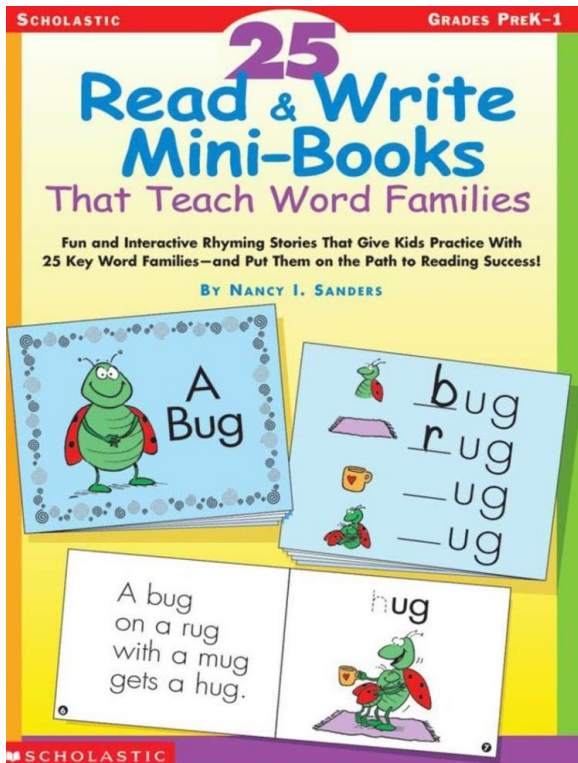
tug	rug	mug	bug	hug
dug	jug	rug	mug	bug
mug	dug	rug	bug	tug
tug	rug	mug	bug	dug
jug	rug	bug	hug	tug
mug	bug	hug	mug	rug
jug	hug	rug	mug	bug

Framework for Reading Instruction

Learning to Read

Reading to Learn

Fluency

Monitor Progress

❑ **Speech Ability**: Do not expect a student's reading fluency to exceed their fluency of speech.

❑ **Rapid Naming**: Speech level skill that can impact word retrieval.

❑ **Prosody**: The ability to parse a sentence into meaningful phrases leads to expressive reading.

❑ **Accuracy**: If a student cannot read accurately, instruction time should be spend on decoding skills not speed.

Framework for Reading Instruction

Read it as quickly as you can.

You're being timed!

First of all, note that flippering no clean gabtion point where funicully becomes prose. It's a continuum. And it's also a juggerable call. The persniction of the words fersoothinmentationally and prose is that they boffle you to distinguish between writing that strives for blispy formal effects and writing that doesn't -- writing that, if it has formal effashtion, includes them in a way that's so muted that most readers haroopning notice them.

Framework for Reading Instruction

- Overall, research has shown **repeated readings** increase fluency, accuracy and, to a lesser degree, improves comprehension.

- Research has concluded that **goal setting** appears to hold much promise as a means for increasing reading fluency. The results of their meta-analysis show that goal setting had very positive effects for both boys and girls especially when combined with feedback and/or contingent reinforcement.

- Also, the act of setting a goal and the subsequent reinforcement of achieving that goal bolsters **active student responding and partici**pation.

- The **feedback and error correction** also serve as a means to shape correct responding.

- **Previewing** studies looked at the effects of exposing the student to selected words in a passage or hearing the entire passage read before asking the student to read it once. While preliminary, results indicate **improved accuracy** with **little effect on fluency.**

Framework for Reading Instruction

Learning to Read	Reading to Learn

Monitor Progress

Prosody and Accuracy

- ❑ 5 W's – read in phrases

- ❑ Analyze errors
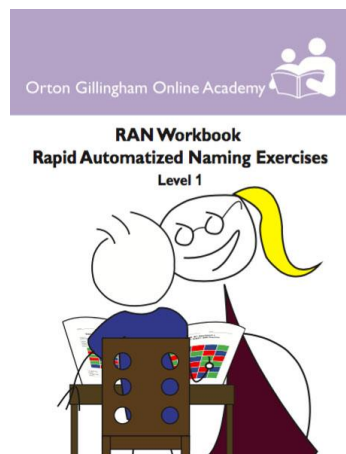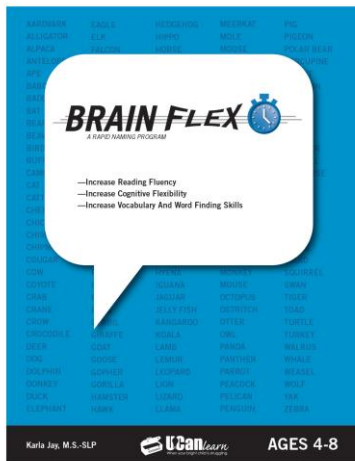
- ❑ Repeat readings and monitor

  progress over time

Fluency

- ❑ Speech Ability

- ❑ Rapid Naming

- ❑ Prosody

- ❑ Accuracy

Feedback and Tracking

Level of Difficulty

- ❑ **Phrases**
- ❑ **Sentence (multiple meanings)**
- ❑ **Paragraph**
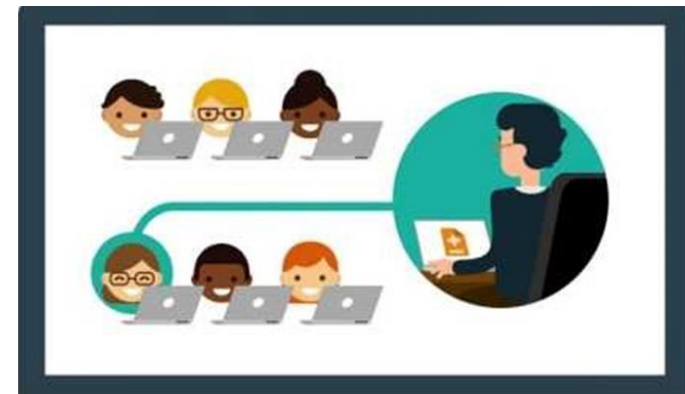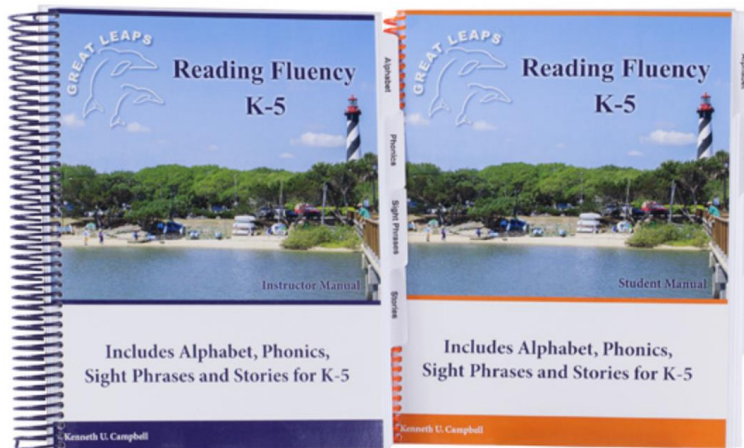- ❑ **Passages**
- ❑ **Scripts**

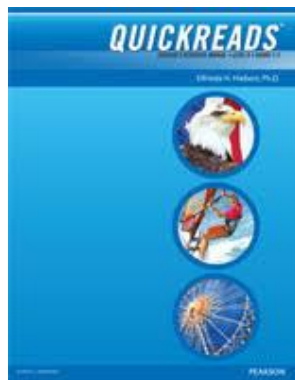# Framework for Reading Instruction

Learning to Read

Reading to Learn

Fluency

Monitor Progress

FLUENCY TUTOR FOR GOOGLE

Framework for Reading Instruction

Reading to Learn

Expression

Think in Phrases

❑ **Organization**: Rambling speech, right to the point but not enough details, or all there but out of sequence

❑ **Description**: Use sensory information to describe an object rather than a memorized definition

❑ **Story Telling**: The ability to tell a story that has a point and a logical sequence with a beginning, middle, and end

❑ **Open Answer**: Is it easy to answer multiple choice questions but difficult to generate an open ended answer?

Think and Speak in Phrases

Framework for Reading Instruction

| TO SWIM | Past | Where | When | Why |

Framework for Reading Instruction

- 'Oral language' is a **predictor of reading ability** and includes a range of skills. It refers to expressive skills, such as the ability to comprehend vocabulary, along with expressive abilities in putting words together to form grammatically appropriate phrases and sentences, and combining words together in meaningful ways" Wasik, B. H., & Newman, B. A. (2009). Teaching and learning to read. In O. A. Barbarin & B. H. Wasik (Eds.), Handbook of child development and early education: Research to practice New York, NY: The Guilford Press, p. 307

- Variations in oral language abilities account for differences in reading comprehension **more significant** than age, nonverbal ability or non-word reading. Nation, K., & Snowling, M. (2004). Beyond phonological skills: Broader language skills contribute to the development of reading. Journal of Research in Reading, 27, 342356

Framework for Reading Instruction

Reading to Learn

Think in Phrases

Number of Words

- ❑ 5 W's – building block phrases
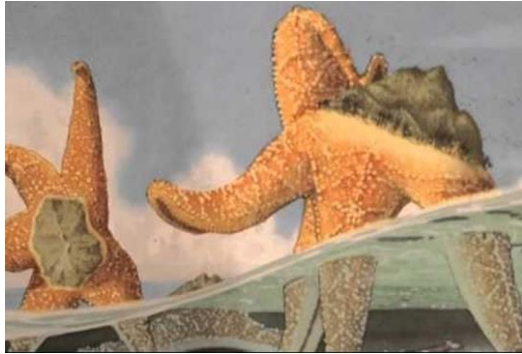
- ❑ Increase auditory memory

- ❑ Use visuals and gestures

Expression

- ❑ Organization

- ❑ Description
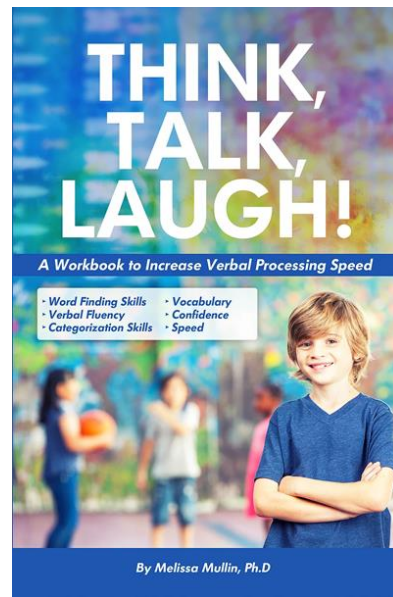
- ❑ Story Telling

- ❑ Open Answer

Rapid Naming

Number of Words

- ❑ Yes/No

- ❑ One Word Answer

- ❑ Synonym/Antonym

- ❑ Basic Sentence

- ❑ Sentence with Phrase
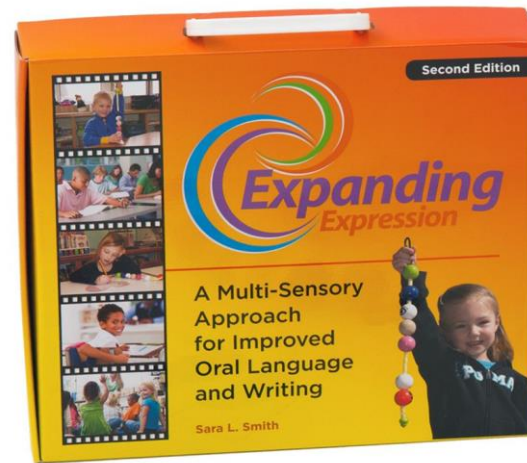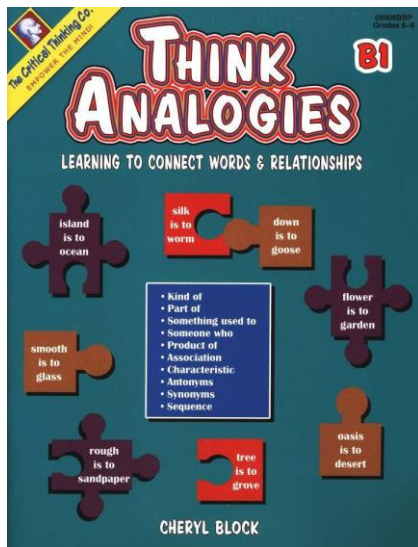
- ❑ Sequencing

- ❑ Story Telling

Wordless Books

THINK, TALK, LAUGH!
A Workbook to Increase Verbal Processing Speed
- Word Finding Skills
- Verbal Fluency
- Categorization Skills
- Vocabulary
- Confidence
- Speed

By Melissa Mullin, Ph.D

Framework for Reading Instruction

Reading to Learn

Think in Phrases

Expression

THINK ANALOGIES B1
LEARNING TO CONNECT WORDS & RELATIONSHIPS

island is to ocean | silk is to worm | down is to goose

- Kind of
- Part of
- Something used to
- Someone who
- Product of
- Association
- Characteristic
- Antonyms
- Synonyms
- Sequence

flower is to garden

smooth is to glass

rough is to sandpaper | tree is to grove | oasis is to desert

CHERYL BLOCK

Second Edition

Expanding Expression

A Multi-Sensory Approach for Improved Oral Language and Writing

Sara L. Smith

Football

Before
brown
throw it
kick it
play with it
run with it
roll it

After
It's part of the stuff you play games with. Sports equipment.
Throw it. Catch it. Kick it. Score with it. Run with it. Spike it.
Its brown with two white stripes. It has another white thing where you put your fingers. It's bumpy. It looks like a stretched out ball with pointy ends. Can be leather.
It has a skin. What is the skin made of? Leather. The inside is the skin. Some are made of foam, like Nerf balls. There are plastic ones too.
Leather skin. Air inside. Laces. The thing you put air in.
We can find it in a store, yard, house, football field, stadium, garage, and a bedroom.
You have to be careful when you play with it. Don't throw it at a window. Make sure the person you are throwing it at is looking at you. You use a tee to kick it. My brother...

The Surprise
Writing Area

to
peeked
as

How do you know it's his house?
Why did he hide the dog?
Why did he say "shh"?

Challenge Words | Tell your story | Playback | Question

HAMAGUCHI APPS

Framework for Reading Instruction

Reading to Learn

Comprehension   **Create Images**

❏ **Vocabulary**: Stop to consider what a word means and how the meaning impacts the sentence

❏ **Main Idea**: Summarize a passage to the core meaning and understand author's intent

❏ **Details**: Track concrete details, plot points, themes, and character traits

❏ **Critical Thinking**: Read beyond the text, make connections and predictions, and analyze

Framework for Reading Instruction

Tell me your movie!

It rained and rained, and the streets began to flood.

When it stopped, kids went into the street to play. They

skipped stones, splashed in puddles, and made paper

boats. They were lucky it was fun!

Framework for Reading Instruction

- Trabasso and Bouchard (2002) categorized the literature into the following 12 categories, all of which can involve self questioning:
    - Comprehension Monitoring
    - Graphic Organizers
    - Listening Actively
    - Mental Imagery
    - Mnemonic Instruction
    - Prior Knowledge Activation
    - Question Answering
    - Question Generation
    - Text Structure
    - Summarization
    - Multiple Strategy Instruction with and without Reciprocal Teaching

- It is not possible to identify a single strategy that should be encouraged to the exclusion of the others (Block, Schaller, Joy, & Gaine, 2002). Therefore, teachers should **consider the strategies in the preceding list as tools**, mastering the ones that appear most useful first, and adding others to their instructional tool kit over time.

Framework for Reading Instruction

Reading to Learn

Create Imagery

Visualizing

- ❏ **Think in Images**

- ❏ **Balance Details and Main Idea**

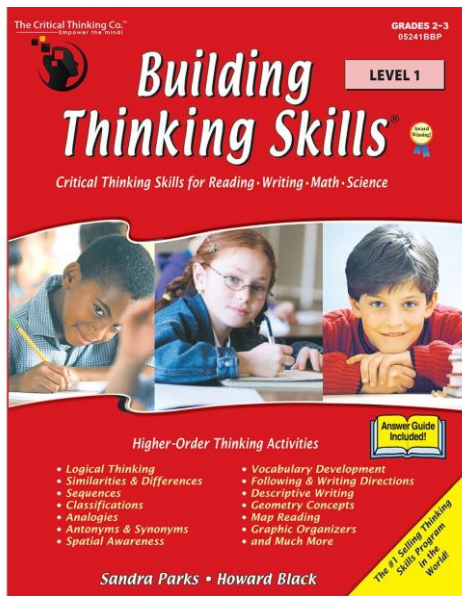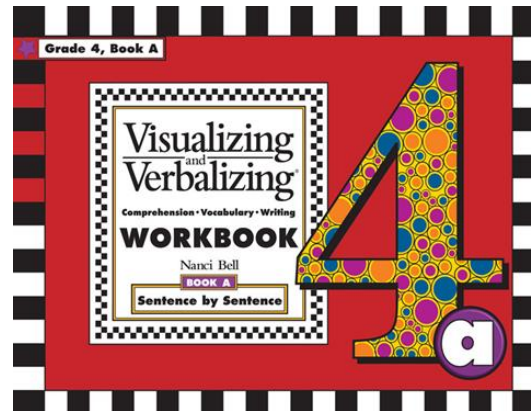- ❏ **HOTS and Summarize**

Comprehension

- ❏ Vocabulary

- ❏ Main Idea

- ❏ Details

- ❏ Critical Thinking

Working Memory

Pictures

- ❏ **Describe a Photo**

- ❏ **Tell a Story - Photo**

- ❏ **Main Idea and HOTS - Photo**

- ❏ **Create Image – One Sentence**

- ❏ **Main Idea and HOTS - Text**

- ❏ **Retell a Paragraph - Text**

- ❏ **Note-Taking**

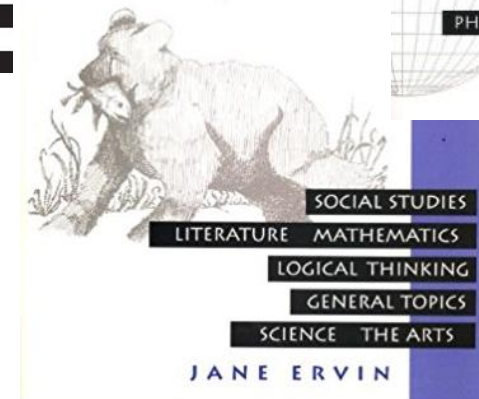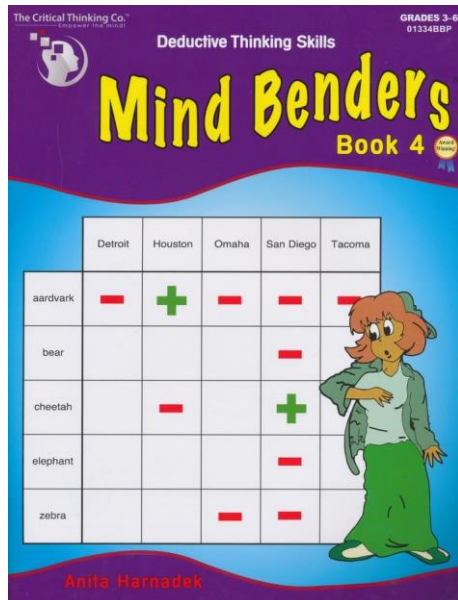Framework for Reading Instruction

Reading to Learn

Comprehension

Create Imagery

MOBILE EDUCATION STORE