

DYSLEXIA SCREENING AND EARLY LITERACY INTERVENTION PILOT PROGRAM

Second Quarter 2016-Day 1



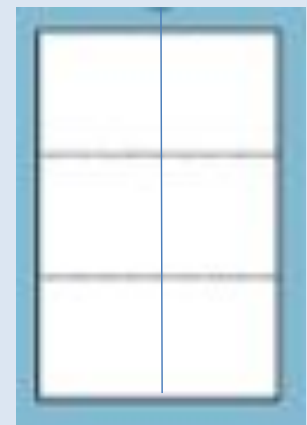
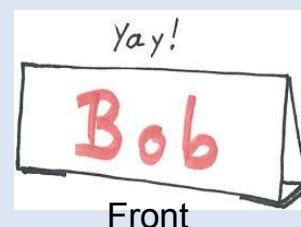
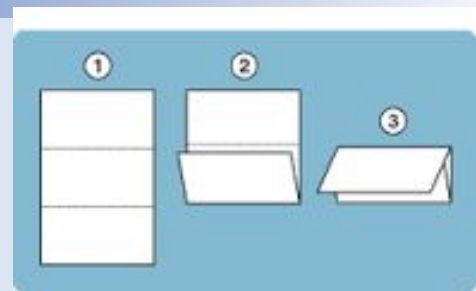
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Pennsylvania Training and Technical Assistance Network

Nametag/Implementation Sheet

Please make a name tent using the paper at your table.

1. Fold your paper into three parts
2. Place your name on the front/grade level/content area
3. Inside, draw a line



OVERVIEW

- Legislation
- Leadership
- Advisory Group and Parent Liaisons
- Eligibility
- Districts
- Goals
- Required Activities
- Current Status



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LEGISLATION

- 24 P.S. Article XVII-C
- Act 69 of 2014
- Governor Corbett signed Act 69 into law on June 26, 2014
- More information is on the PATTAN website (www.pattan.net) >Projects>Dyslexia



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LEADERSHIP

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Information on the Dyslexia Pilot Program
<http://www.pattan.net/category/Projects/page/Dyslexia.html>



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ADVISORY GROUP

PDE added the Advisory Group in Special recognition to the parents and educators of the Dyslexia Coalition for their work in gaining enactment of Act 69.

- Dr. David Braze
- Pam Cook
- Dr. Eugenia Flaherty
- Marilyn Mathis
- Dr. Monica McHale-Small
- Diane Reott
- Daphne Uliana



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Parent Liaison

- PDE added a Parent Liaison
- Each district has identified a parent(s) as part of this pilot
- Purpose:
 - Promote effective communication
 - Assist between the school district, parents, and community
 - Participate in activities
 - Collaborate with other Parent Liaisons

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Dyslexia Pilot Program



ELIGIBILITY

Three Pilot School Districts required in legislation

- 3,000 to 15,000 student population
- Full day kindergarten program

PDE added Three Expansion Pilot School Districts:

Provide opportunity for school districts under 3,000 student population to participate

- 60% of school districts are under the 3,000 student population so PDE decided to extend the pilot opportunity



PILOT DISTRICTS

Eastern Region:

Delaware Valley and Pen Argyl

Central Region:

Blue Mountain and Governor Mifflin

Western Region:

Bentworth, Crawford Central, Ellwood City, and
Millcreek Township



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GOALS OF THIS PILOT

- To identify students early with reading difficulties,
- To provide an “intensive evidence-based” instructional program in conjunction with a core reading program earlier to improve overall reading skills for at risk students, and
- To reduce special education costs to school districts by providing intensive evidence based instruction.



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REQUIRED ACTIVITIES

- Screening 3 times per year
- Diagnostic assessments
- Administration of evidence-based core reading program and intervention services, including multisensory structured language programs
- Notice of eligibility for those students who can receive these intervention services
- Parental notification for participation in the program



REQUIRED ACTIVITIES (cont.)

- Parent education about dyslexia and recommended evidence-based treatments
- Methodology for evaluating effects of the Project with assistance from a nationally recognized educational evaluation institution or organization
- Annual report to the Pennsylvania Department of Education



REQUIRED ACTIVITIES (cont.)

The legislation defined “intensive intervention” as

- explicit,
- multisensory,
- synthetic phonics instruction,
- A structure language program,
- delivered with fidelity by a trained interventionist, and
- via timely, targeted instruction with strategic re-teaching.



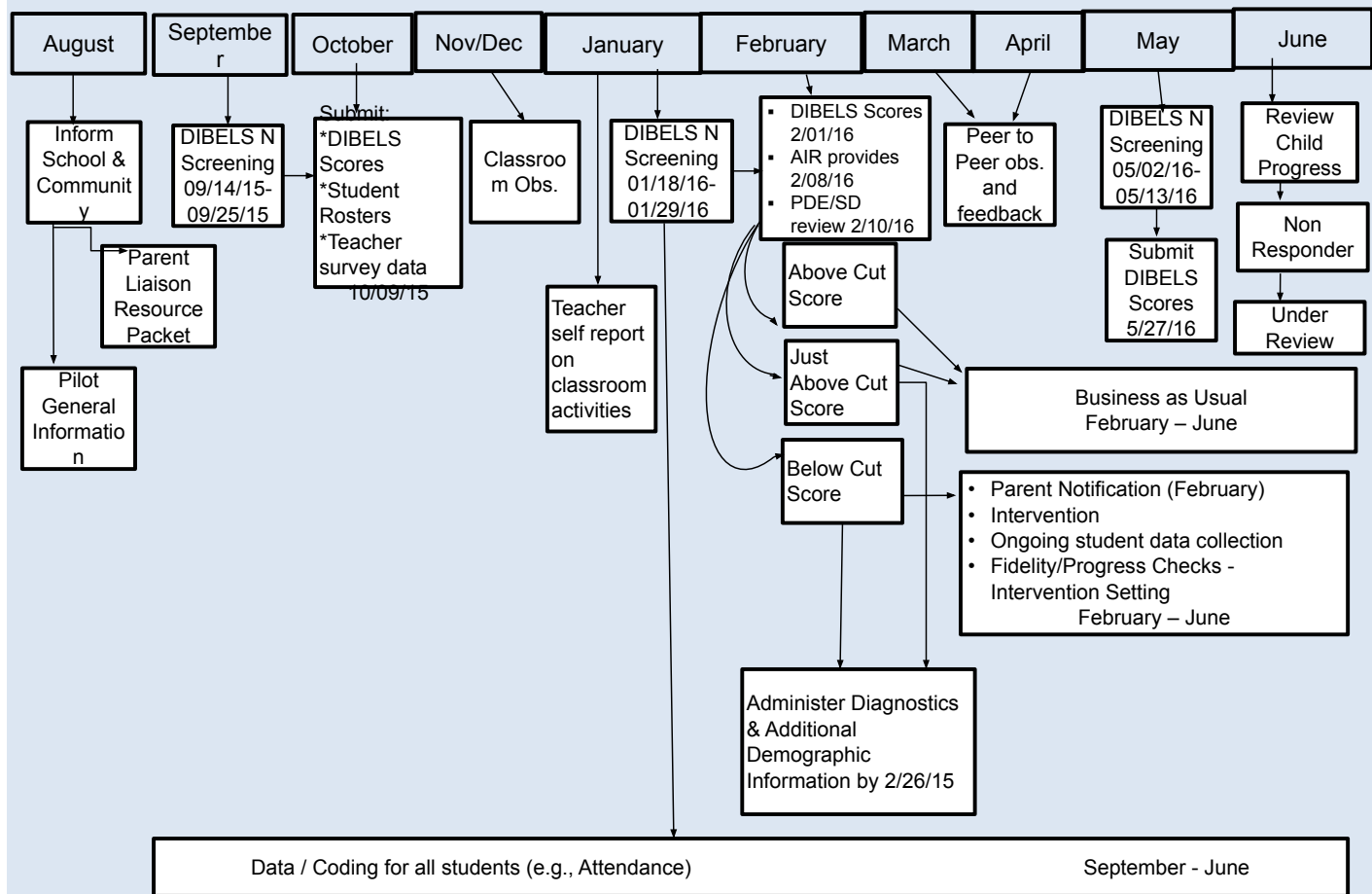
REQUIRED ACTIVITIES- EVALUATION

School districts must fully commit to participation in all aspects of the research including:

- defined screening and assessment measures,
- submission of the data on selected timelines, and
- training of personnel for administration of assessment and treatment protocols



Dyslexia Pilot Decision Algorithm



6/17/2016

Dyslexia Pilot Program



Summary

- Screening three times per year in K to 2nd grade
- Core reading program, supplemented as needed
- Intensive intervention beginning in Kdg
- Administration of diagnostic assessments
- Professional development for staff in assessment and multisensory structured language programs
- Parent Notification to voluntarily participate
- Participation in evaluation and data reporting



Effective Practices for Reaching **All** Readers



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Who is Here? Learning Intentions...

Please stand when your role is identified by the presenter...

- ✓ Educator
- ✓ Administrator
- ✓ Speech Pathologist
- ✓ Interventionist
- ✓ Other?

We hope to meet your learning needs by...

1. reminding you about effective practices that you may have used, but forgot about.
2. validating effective practices that you already use.
3. learning about new effective practices.

Organizational Tips:

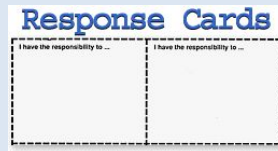
- Video Clip =



- Handout Packet (or separate handout) =



- Response Cards =



- Reference to Text =



- Training Activity =



Training Intentions

- To integrate OG methods into the core reading program
- To train teachers in the essential components of reading instruction
- To build explicit, direct, sequential, systematic instruction practices into the classroom

Core Classes

30 Minute Lesson Implementation

- Phonemic awareness and Phonics via
- Effective instructional practices using
- OG strategies in K-2

Focus on Oral Language and Vocabulary

- Building explicit Instructional Routines
- Choosing which words to teach
- Utilizing instructional resources

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Dyslexia Project SAMPLE: Daily Lesson Plan Structure

Step	Time	Big Ideas
1. Sounds	2 min	Phonemic awareness and automaticity
2. Sound/Spell Connections	2 min	Phonemic awareness and phonics
3. Read Words	5 min	Phonics, automaticity, vocabulary, and comprehension
4. Spell Words	7 min	Phonemic awareness, phonics, fluency, vocabulary, and comprehension
5. Spell words; introduce new sight words and new sounds	5 min	Phonemic awareness, phonics, fluency, vocabulary, and comprehension
6. Read aloud using connected decodable text	10 min	Phonemic awareness, phonics, fluency, vocabulary, and comprehension

Big Ideas

- What is Dyslexia?
- Oral Language Development
- Teaching The Five Essential Components of Reading Instruction (the “Big Five”)
 - ▢ Supporting the Five Components w/ Activities
 - ▢ Assessing the “Big Five”
 - ▢ Adapting Materials for Individual Needs
- Resources and Websites

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WHAT IS DYSLEXIA?

Dyslexia Defined

- A condition that is characterized by difficulty with accurate or fluent word recognition and by poor spelling and decoding abilities, which characteristics typically result from a deficit in one or more processes related to the phonological component of language, that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction and that may result in problems in reading comprehension and reduced reading experience that may impede the growth of vocabulary and background knowledge. *The term shall apply only for purposes of the pilot program.*

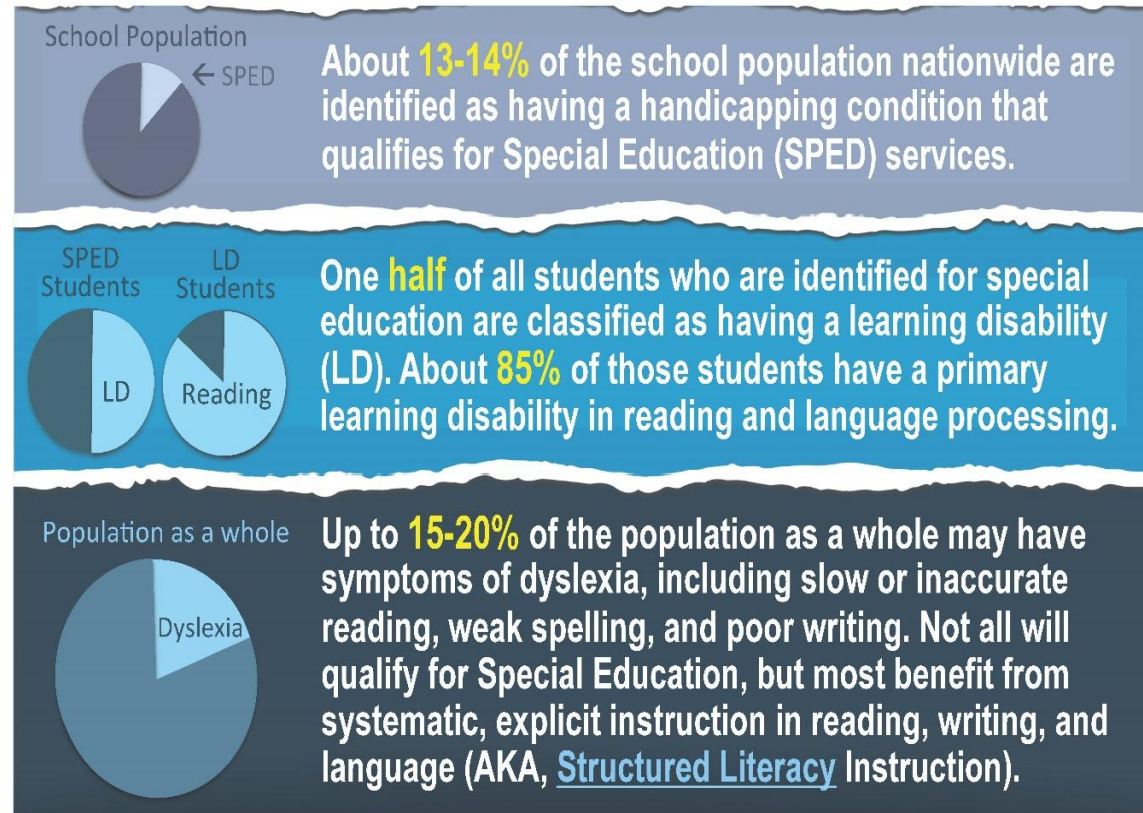


Dyslexia Defined

- A condition that is characterized by **difficulty with accurate or fluent word recognition** and by **poor spelling and decoding** abilities, which characteristics typically result from a **deficit in one or more processes related to the phonological component of language**, that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction and that may result in **problems in reading comprehension** and **reduced reading experience** that may **impede the growth of vocabulary and background knowledge**. *The term shall apply only for purposes of the pilot program.*



How widespread is dyslexia?



Find solutions at the International Dyslexia Association (IDA) • ida.org
Source: IDA Fact Sheet, "[Dyslexia Basics](#)" • Moats & Dakin (© 2016 Cowen For IDA)

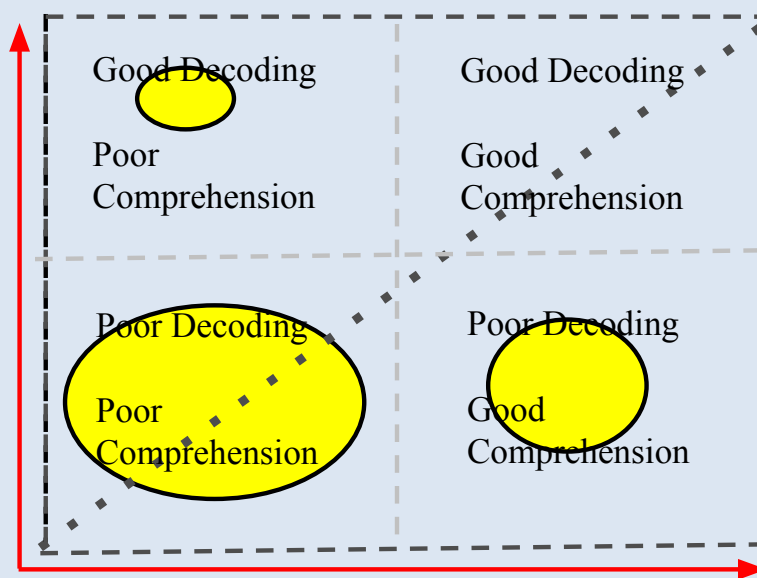
Truth or Fib

GO TO KAHOOT.IT



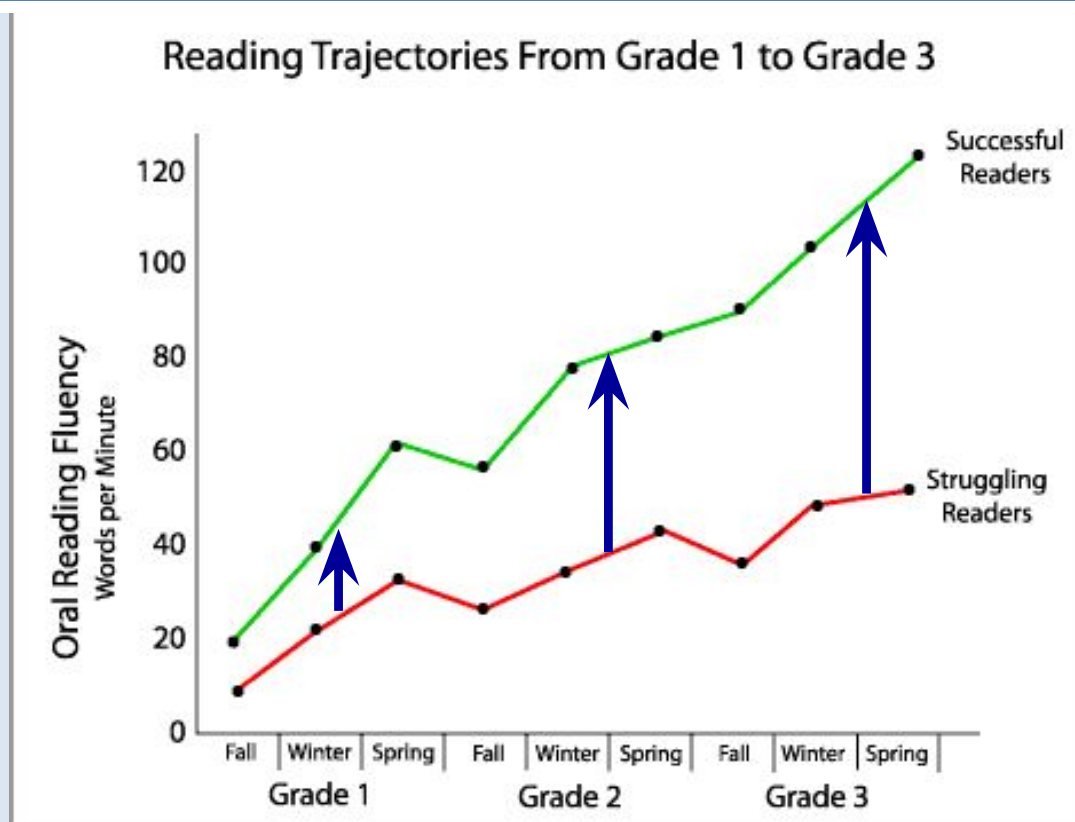
<https://play.kahoot.it/#/k/e8bf1430-4706-4168-b573-0d82b26d76e1>

Children Vary on a Continuum of Reading Ability



<http://www.childrenofthecode.org/Tour/c1/readingmatters.htm>

Teaching Reading is URGENT!



Nametag Reflections

Oral Language	Phonemic Awareness
Phonics	Fluency
Vocabulary	Comprehension

ORAL LANGUAGE DEVELOPMENT

Oral Language Defined

Oral language, the complex system that relates sounds to meanings, is made up of three components: the phonological, semantic, and syntactic (Lindfors, 1987).

Early Predictors



- “The most important aspect to evaluate in child care settings for very young children is the amount of talk actually going on, moment by moment, between children and their caregivers”

Betty Hart and Todd Risley

- We can use this as a basis to begin thinking about the importance of conversation in the classroom for school-age children of all grades and ages

<http://www.childrenofthecode.org/Tour/c3b/differences.htm>



Progression of Typical Oral Language Development

0-3 months	4-6 months	7-12 months	1-2 years	2-3 years	3-4 years	4-5 years
Coos, cries, smiles	Babbles are more speech-like, includes many sounds such as /p/, /b/, /m/	Imitates different speech sounds, longer groups of sounds, begins saying words such as bye-bye, mama, dada	Uses more words each month, puts two words together into phrases, asks questions like "Where kitty?"	Has words for almost everything, uses two to three words together, is more easily understood, especially by those who know child	Says sentences with four or more words, talks about activities and/or people, is easily understood by all	Uses clear voice, detailed sentences, sticks to topic, uses appropriate grammar, says most sounds correctly
* American Speech Hearing and Language Association (ASHA)						

Making the Connection

Connecting oral language and printed language is a critical skill for learning to read.



“Speech to Print”



- **Some:** make the connection automatically through rich and frequent exposure to oral language
- **Most:** benefit from explicit instruction in that essential relationship
- **Few:** will not develop the understanding unless they have explicit, direct instruction plus many opportunities for repetition in order to become proficient readers.

- Louisa Moats



What is Language?

Language is made up of socially shared rules that include the following:

- What words mean (e.g., "star" can refer to a bright object in the night sky or a celebrity)
- How to make new words (e.g., friend, friendly, unfriendly)
- How to put words together (e.g., "Peg walked to the new store" rather than "Peg walk store new")
- What word combinations are best in what situations ("Would you mind moving your foot?" could quickly change to "Get off my foot, please!" if the first request did not produce results)

Language is different from speech (and sounds)

American Speech Language and Hearing Association (ASHA)

Oral (Expression) Language

- Oral expression pertains to the use of words and includes the ability to formulate and produce words and sentences with appropriate vocabulary, grammar, and application of conversational rules
- Impact on Academics: May limit the ability to express ideas, explain thinking (critical in math), retell stories, and contrast and compare concepts or ideas

Oral (Expression) Language Difficulty

Characteristics

- Difficulty with grammatical processes of inflection, marking categories like person, tense, and case (e.g. the “s” in *jumps* marks the third-person singular in the present tense), and derivation, the formation of new words from existing words (e.g., *acceptable* from *accept*)
- Struggle to learn vocabulary
- Difficulty formulating complete, semantically and grammatically correct sentences either spoken or written
- Difficulty explaining word associations, antonyms/synonyms
- Difficulty with retelling, making inferences, and predictions

Name Tag Reflection

TRAINING



ACTIVITY

What does oral language instruction look like at this point in your classroom? Write an oral language activity or focus you can implement into your classroom on the back of your nametag.



EMERGENT READING SKILLS

Emergent Reading Skills

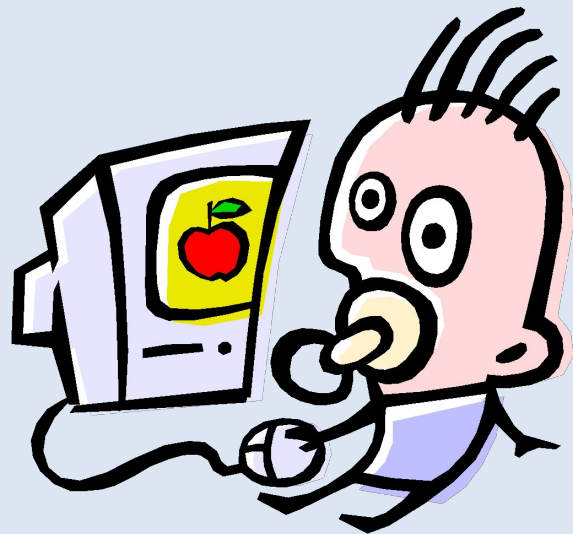
- Difference between words and pictures.
- Words on a page have meaning
- Words go across the page from left to right
- Words are made up of letters and separated by a space
- Each letter has at least 2 forms

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Emergent Literacy: Literacy Development



- Emergent literacy refers to literacy-related activities that take place early in the life of a child, before formal reading instruction begins



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Emergent Literacy: Putting Research into Practice



Activities to Engage Young Children-Handout #1

- Storybook Reading (reading, listening)
- Print Awareness (book knowledge)
- Language Play (songs, poems)

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Emergent Literacy: Literacy Development

- Language and reading/writing are NOT age or grade dependent
- We need to teach children from where they are, building on what they know, along the steps toward where they need to be



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Emergent Literacy: Research

“Speech is natural, learning to read is not”

Reading needs to be taught



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THE FIVE ESSENTIAL COMPONENTS OF READING INSTRUCTION

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Background on Reading Research

- *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin. 1998)
- National Reading Panel Report (2000)
- *Beginning to Read* (Adams. 1990)



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Glossary of Terms



Yellow Paper

- Alphabetic Principle/Phonics
- Comprehension
- Direct Instruction
- Explicit Instruction
- Fluency With Connected Text
- Phonemic Awareness
- Phonological Processing
- Progress Monitoring
- Systematic Instruction
- Vocabulary

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The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE

VOCABULARY KNOWLEDGE

LANGUAGE STRUCTURES

VERBAL REASONING

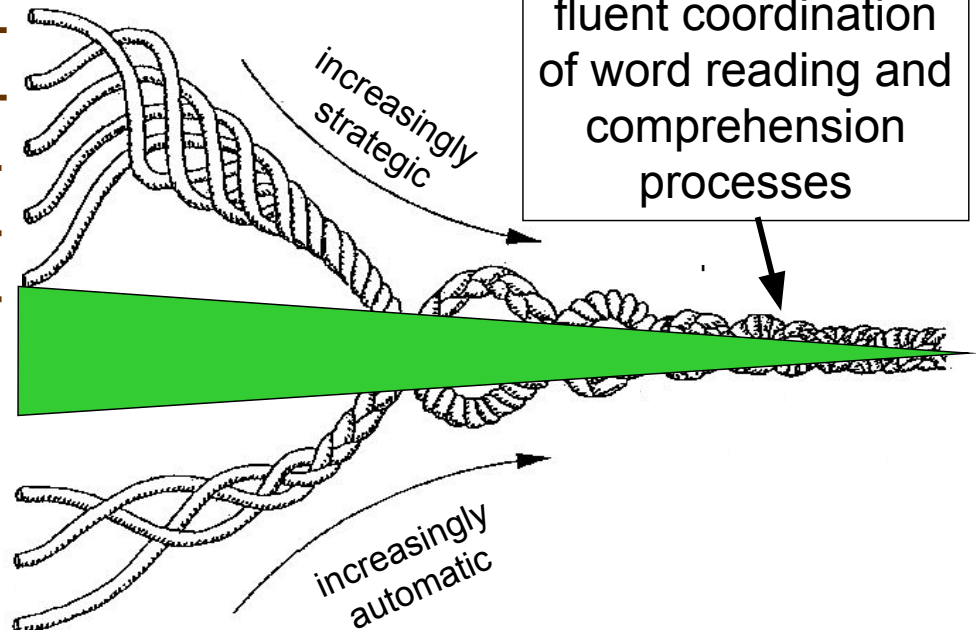
LITERACY KNOWLEDGE

WORD RECOGNITION

PHON. AWARENESS

DECODING (and SPELLING)

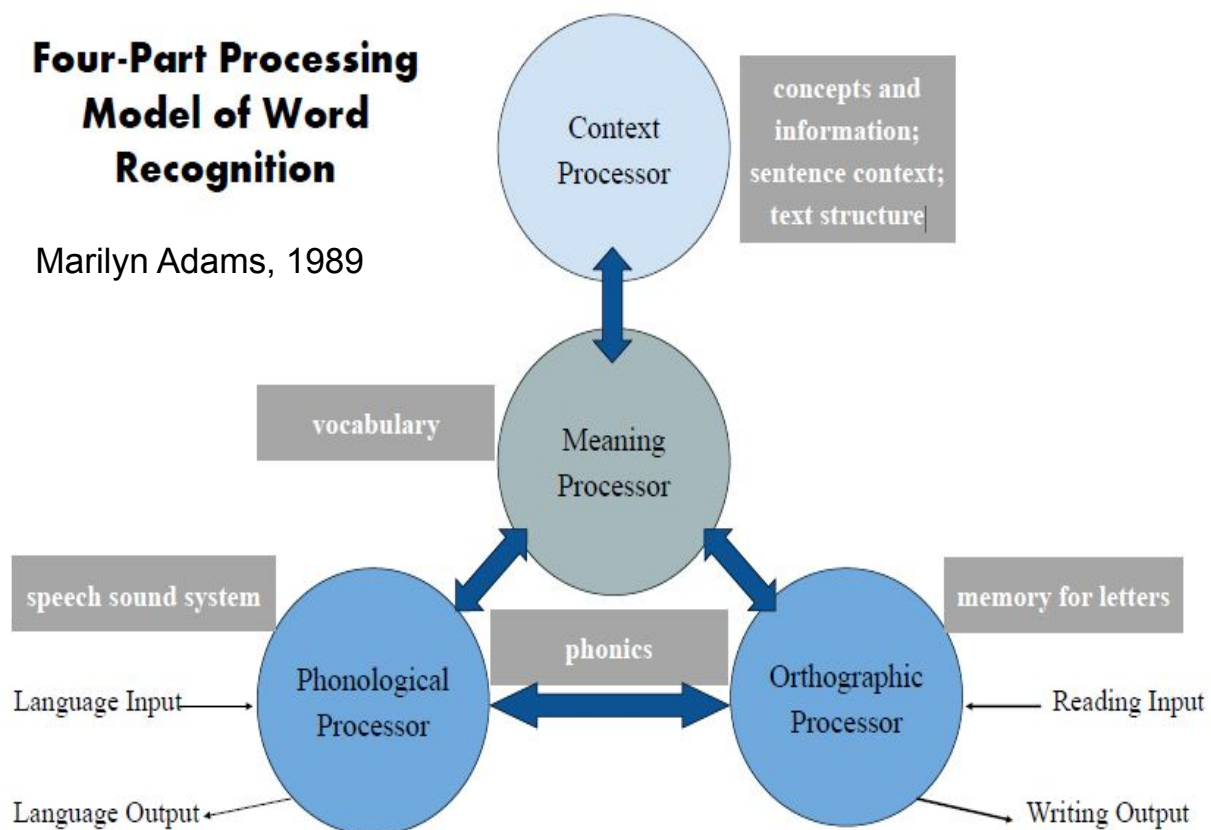
SIGHT RECOGNITION



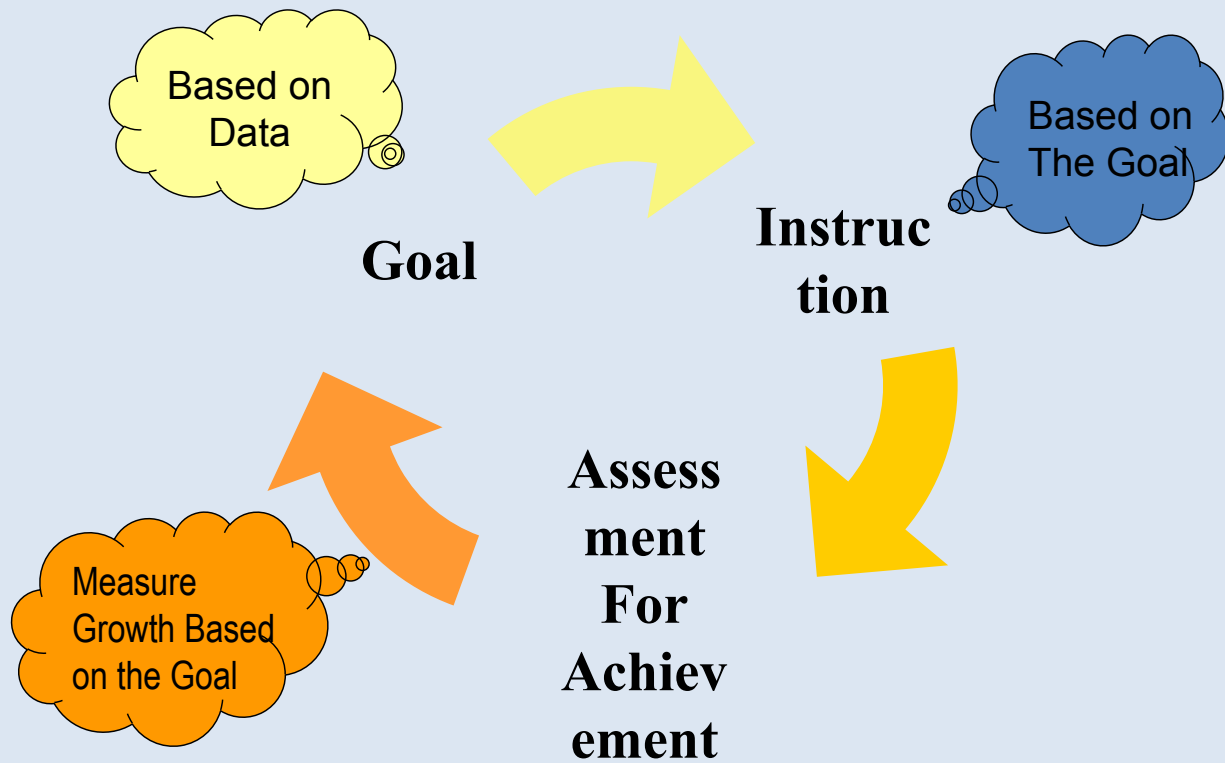
Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Four-Part Processing Model of Word Recognition

Marilyn Adams, 1989



Instructional Planning That Can Improve Reading Outcomes

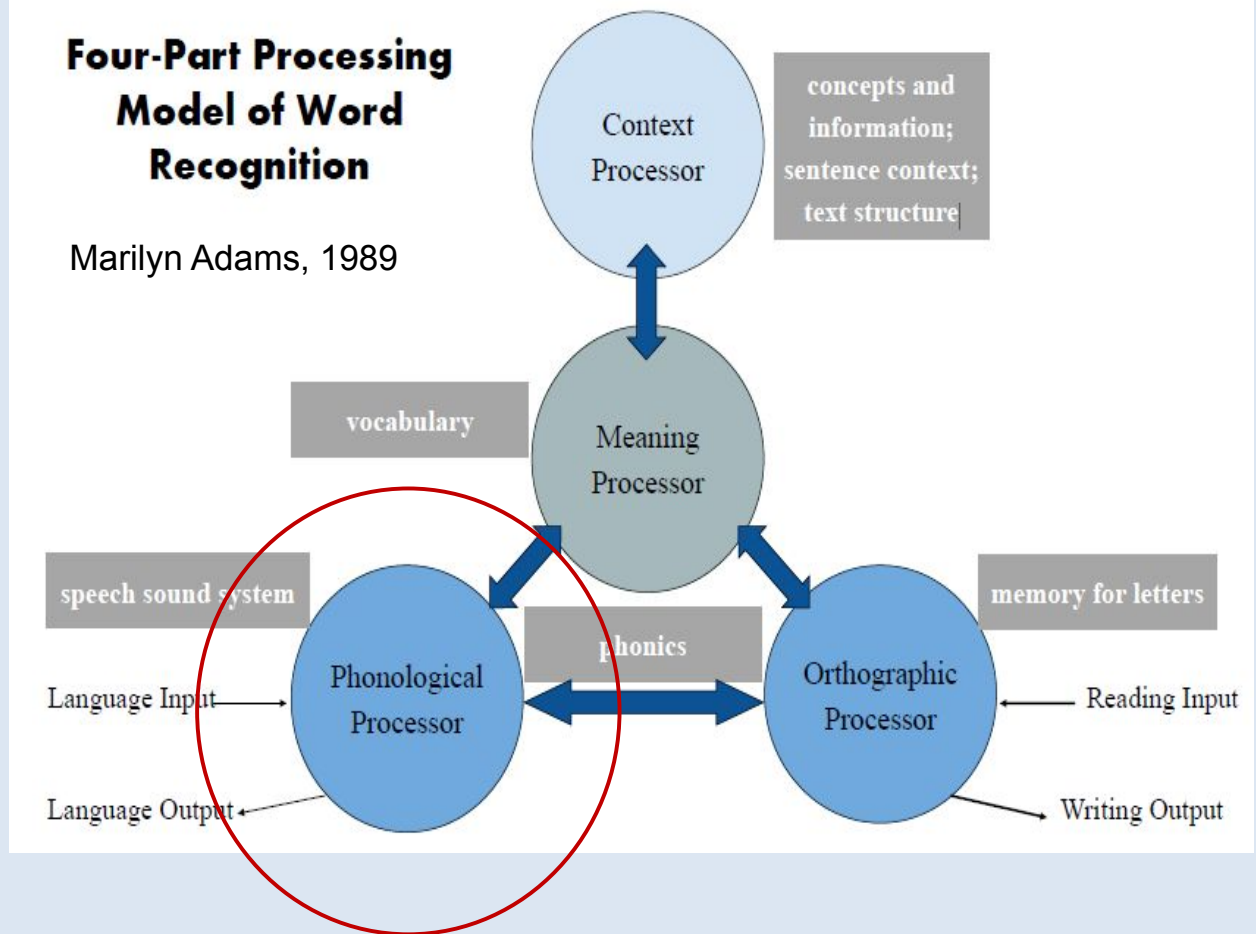


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PHONEMIC AWARENESS

Four-Part Processing Model of Word Recognition

Marilyn Adams, 1989



Phonemic Awareness



Defined □ Phonemic awareness is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words. You can “do it in the dark.”

Phonemic Awareness

What Students Need to **Learn**

- That spoken words consist of individual sounds or phonemes
- How words can be segmented (pulled apart) into sounds, and how these sounds can be blended (put back together) and manipulated (added, deleted, and substituted)
- How to use their phonemic awareness to blend sounds to read words and to segment sounds in words to spell them

How We **Teach** It

- Provide explicit and systematic instruction focusing on only one or two phonemic awareness skills, such as segmenting and blending
- Link sounds to letters as soon as possible
- Use systematic classroom-based instructional assessment to inform instruction

Phonemic Awareness Skills

From least to most complex:

- ☐ Word Comparison
- ☐ Rhyming
- ☐ Sentence Segmentation
- ☐ Syllable Segmentation/Blending
- ☐ Onset-rime Blending/Segmentation
- ☐ **Blending/Segmenting Individual Phonemes**
- ☐ **Phoneme Deletion and Manipulation**



Phonological Awareness Continuum

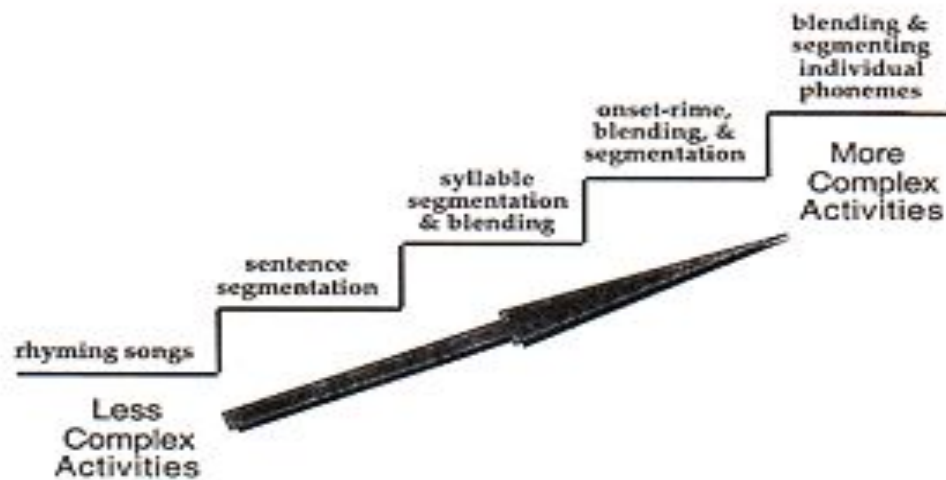


Figure 1. *A continuum of complexity of phonological awareness activities.*



Chard & Dickson
Ldonline.org

Pennsylvania Training and Technical Assistance Network

Activity: Oral Word Play Games

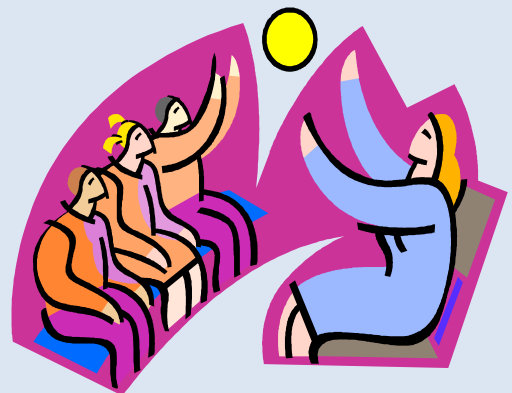
TRAINING



ACTIVITY

Koosh Ball/Beach Ball Games

Silent Ball
Sentence Segmentation
Same Sound Start
Rhyming
Initial – Final Game
Multi-syllabic Word Games



See separate handout for game descriptions

Kinesthetic Activities

TRAINING



ACTIVITY

- Onset-**Rime** Bump
- Sentence Hop
- Syllable Snowball Toss

Learning Opportunity!

Rime:

a linguistic unit; the part of a syllable which consists of its vowel and any consonant sounds that come after it.

Rhyme:

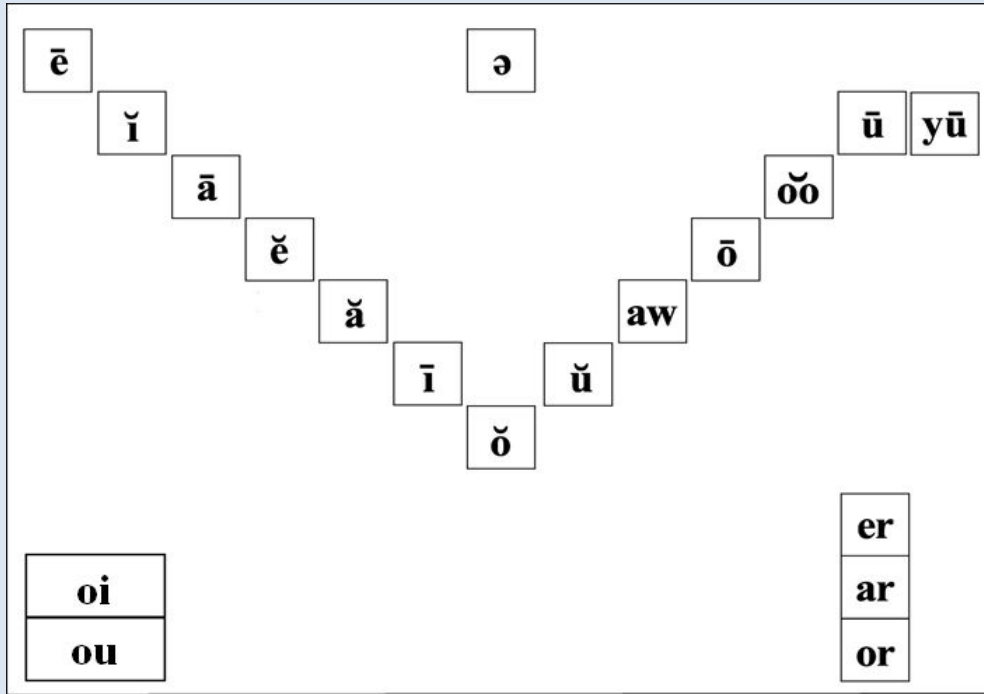
an activity matching rime

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Consonant Chart

	Lips Together	Teeth on Lip	Tongue Between Teeth	Tongue on Ridge Behind Teeth	Tongue Pulled Back on Roof of Mouth	Back of Throat	Glottis
Stops <small>Unvoiced Voiced</small>	/p/ /b/			/t/ /d/		/k/ /g/	
Nasals	/m/			/n/		/ng/	
Fricatives <small>Unvoiced Voiced</small>		/f/ /v/	/th/ /th/	/s/ /z/	/sh/ /zh/		
Affricates <small>Unvoiced Voiced</small>					/ch/ /j/		
Glides <small>Unvoiced Voiced</small>					/y/ /w/	/wh/ /w/	/h/
Liquids				/l/	/r/		

Vowel Chart



Use Permission Granted by VoyagerSopris-Do Not Distribute

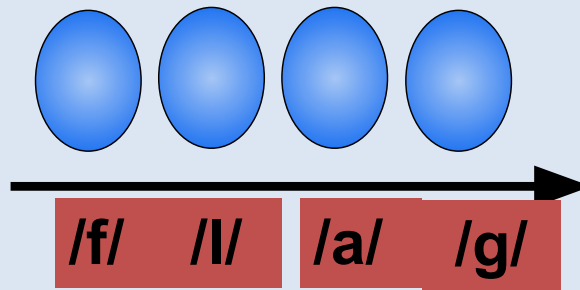
Elkonin Boxes: Hearing Sounds Activity



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Application Activity: Phonemic Awareness



- Create a list of 5 words.
- Pair up and trade off being student and teacher.
- Practice mapping the phonemes in the words.

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Assessing Phonemic Awareness



- DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills) ☐ Phoneme Segmentation Fluency (PSF), First Sound Fluency (FSF)

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IDA Knowledge & Practice Standards: Connection to Phonemic Awareness



Content Knowledge

- The Speech Sound System
 - Identify, pronounce, classify, and compare the consonant and vowel phonemes of English

www.eida.org

Application

- Identify similar or contrasting features among phonemes
- Reconstruct the consonant and vowel phoneme inventories and identify the feature differences between and among phonemes

Name Tag Reflection

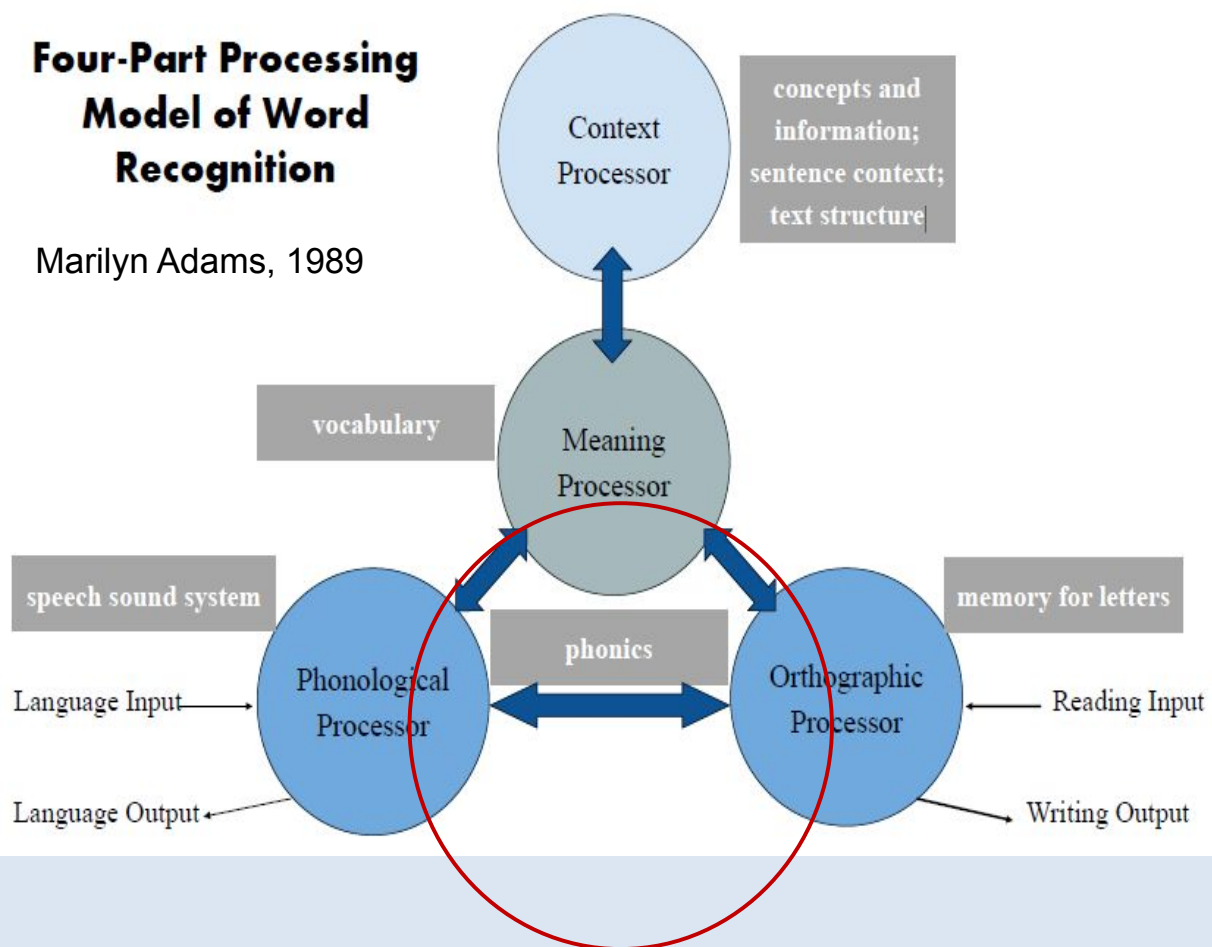
Write down what addition you can add to your classroom as it relates to phonological awareness/phonemic awareness.



PHONICS

Four-Part Processing Model of Word Recognition

Marilyn Adams, 1989



Phonics

Defined □ Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language

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Use of Symbolic Language

- Imagine how you would feel if you were trying to interpret a book full of such symbols
- That's how struggling readers and/or beginning readers feel



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Phonics and Word Study

What Students Need to **Learn**

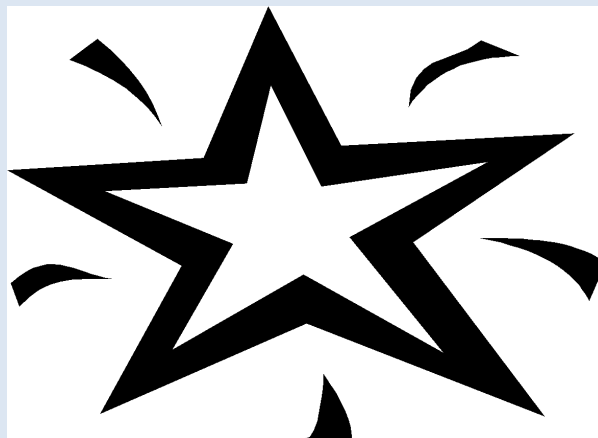
- Accurate and rapid identification of the letters of the alphabet
- The alphabetic principle (an understanding that the sequence of sounds or phonemes in a spoken word are represented by letters in a written word)
- Phonics elements (e.g., letter-sound correspondences, spelling patterns, syllables, and meaningful word parts)
- How to apply phonics elements as they read and write

How We **Teach** It

- Provide explicit, systematic phonics instruction that teaches a set of letter-sound relations
- Provide explicit instruction in blending sounds to read words
- Include practice in reading texts that are written for students to use their phonics knowledge to decode and read words
- Give substantial practice for children to apply phonics as they spell words
- Use systematic classroom-based instructional assessment to inform instruction

Phonics Skills

Letter-Sound Correspondence



Advanced Word
Analysis Skills

Regular Word
Reading

Reading in Texts

Irregular Word
Reading

What's in a Word?

- High Frequency-Dolch/Fry
- Sight Words
- Irregularly Spelled

High Frequency Words

- There are decodable and irregularly spelled high frequency words.
- Children should not memorize these lists as most are decodable and do not need to be memorized.
- Most of these words should be taught through phonics instruction.

Sight Words

- Words that are recognized upon sight.
- I see them and just say them.
- I have seen them, decoded them, spelled them so many times I recall them subconsciously
- Requires a lot of practice (not memorization)
- Can be regular or irregularly spelled words

Irregularly Spelling “Heart Words”

- Introduce the Word “SAID”
- Match Sounds and Letters ____ ____ ____
- Point to each line spelled as expected



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Elkonin Boxes: Words Activity



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Application Activity: Phoneme-Grapheme Mapping



●	●	●		
sh	ee	p		
●	●	●	Click to add text	
s	i	ng		
●	●	●	●	
s	t	o	p	

- Builds on the students PA knowledge to create a solid foundation for mapping that sound knowledge to print.

- Phoneme-Grapheme Mapping builds the bridge from sounds to spelling.



Assessing Phonics

- DIBELS Next Nonsense Word Fluency (NWF)

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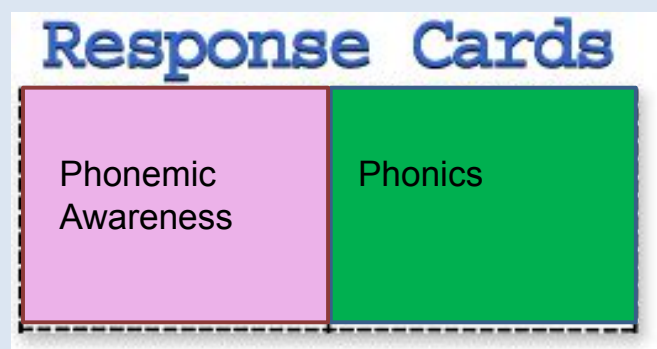
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Activity



- Use colored card stock, one color to represent “Phonemic Awareness” and the other color to represent “Phonics” to complete this warm-up activity
- Your presenter will guide you through this exercise



Assessing Phonics

- DIBELS Next>Nonsense Word Fluency
- Reallygreatreading.com>Spelling Inventories
- Diagnostic Skill Assessments>Core Reading Programs
- Woodcock Johnson>Word Identification/Word Attack

IDA Knowledge & Practice Standards: Connection to Phonics



Content Knowledge

- Understand principles of explicit and direct teaching
- State rationale for multisensory and multimodal techniques
- Know the routines of a complete lesson format:
 - introduction of a word recognition concept
 - fluent application in meaningful reading and writing

Application

- Plan lessons with a cumulative progression of word recognition skills.
- Explicitly and effectively teach concepts of word recognition and phonics; apply concepts to reading of:
 - single words
 - phrases
 - connected text
- Plan and effectively teach all steps in a decoding lesson

Name Tag Reflection

Write down what addition you can add to your classroom as it relates to teaching phonics.



FLUENCY

Fluency

- Defined □ The ability to read text with speed, accuracy and expression
- Fluency occurs at phoneme level, sub-word skills, alphabet prosody and connected text

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Fluency

What Students Need to **Learn**

- How to decode words (in isolation and in connected text)
- How to automatically recognize words (accurately and quickly with little attention or effort)
- How to increase speed (or rate) of reading while maintaining accuracy

How We **Teach** It

- Provide opportunities for oral repeated reading that includes support and feedback from teachers, peers, and/or parents
- Match reading texts and instruction to individual students
- Apply systematic classroom-based instructional assessment to monitor student progress in both rate and accuracy

The Fluency Challenge.....



“One of the **great mysteries** to challenge researchers is how people learn to **read** and comprehend text **rapidly** and **with ease**. A large part of the explanation lies in how they learn to read individual words. **Skilled readers are able to look at thousands of words and immediately recognize their meanings without any effort.**”

Ehri, L. C. (2002).

Phases of acquisition in learning to read words and implications for teaching.

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70%

In the _____ of _____, nothing is _____. Some _____
_____ life-size _____ out of tall _____ and shrubs. A
_____ careful _____ and _____ can _____
paths. _____ cut and shape plants into _____,
larger-than-life and _____ leafy _____. What would you
do if you _____ a _____ full of these _____? _____ you
walk right in? (62 words)

TRAINING



ACTIVITY

80%

In the world of _____, nothing is _____. Some _____ create life-size _____ out of tall bushes and shrubs. A _____ careful planning and clipping can _____ paths. _____ cut and shape plants into _____, larger-than-life and _____ leafy _____. What would you do if you _____ a _____ full of these animals? Would you walk right in?

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90%

In the world of gardens, nothing is _____. Some gardeners create life-size _____ out of tall bushes and shrubs. A gardener's careful planning and clipping can _____ strange paths. Others cut and shape plants into awesome, larger-than-life and _____ leafy _____. What would you do if you discovered a garden full of these _____? Would you walk right in?

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Unusual Gardens

In the world of gardens, nothing is impossible. Some gardeners create life-size mazes out of tall bushes and shrubs. A gardener's careful planning and clipping can create strange paths. Others cut and shape plants into awesome, larger-than-life and incredible leafy animals. What would you do if you discovered a garden full of these animals? Would you walk right in?

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Why is fluency important?

Because it provides a **bridge** between word recognition and comprehension.

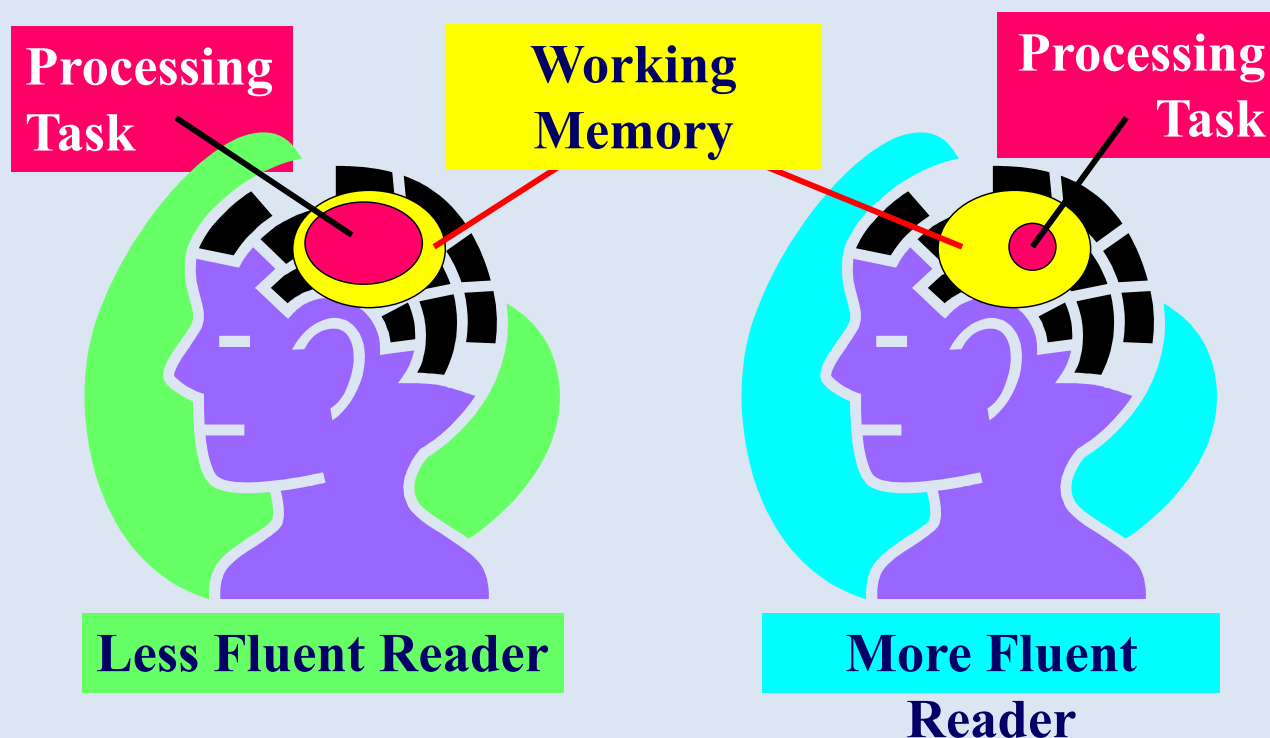
"In fact, the **automaticity** with which skillful readers recognize words is the key to the whole system...The reader's attention can be focused on the meaning and message of a text only to the extent that it's free from fussing with the words and letters."

- Marilyn Adams

Beginning to Read

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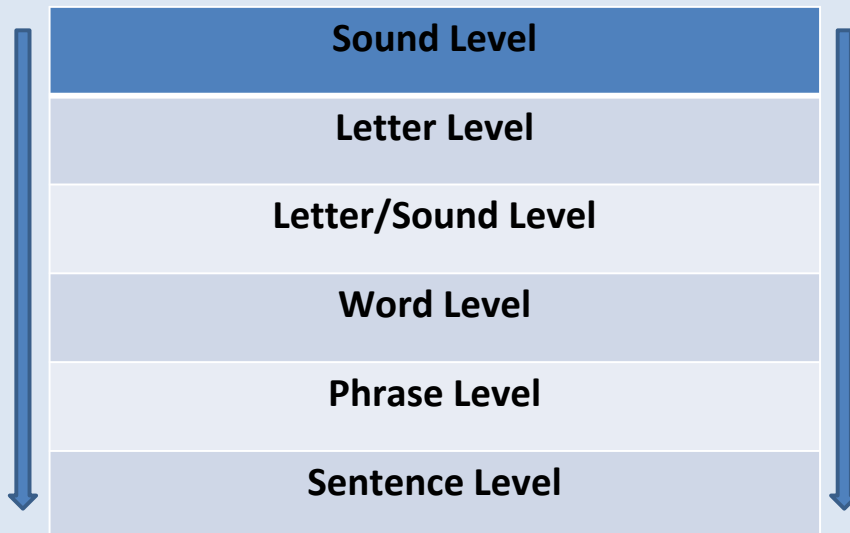
Working Memory, Fluency & Comprehension



Colorado Reading First

Types of Fluency

- Developmental progression of oral reading fluency
- Need to ensure accuracy and automaticity at every level as indicated in the chart
- Oral reading fluency, more than just speed!



Fluency Activity

TRAINING



ACTIVITY

Take a deep breath...

1. At birth, eye color comes from what layer of the eye?
2. When does the eye show its definitive color?
3. What needs to be in place for eyes to become brown?



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Sample Fluency Activities

Repeated Reading with a purpose

- First time reading to familiarize
- Second reading to identify storyline, make predictions
- Third reading to build speed, accuracy and expression

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Sample Fluency Activities (cont.)



- Oral Reading (with corrective feedback)
- Read Aloud (with parent modeling)
- Partner Reading
- Taped Reading (listening and following along with the text)

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Assessing Fluency

- DIBELS Next Oral Reading Fluency (DORF)
- Curriculum-Based Measurement
- Informal Reading Inventories

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IDA Knowledge & Practice

Standards: Connection to Fluency



Content Knowledge

- Role of fluency in:
 - word recognition
 - oral reading
 - silent reading
 - comprehension of written discourse
 - motivation to read
- Understand reading fluency as a stage of normal reading development:
 - as the primary symptom of some reading disorders
 - as a consequence of practice and instruction

Application

- Assess students' fluency rate and determine reasonable expectations.
- Match students with appropriate texts to promote:
 - ample independent oral reading
 - Design lesson plans that incorporate fluency building activities into instruction:
- Design lesson plans with a variety of techniques to build reading fluency:
 - repeated readings, partner reading, reading with a tape, and rereading the same passage three times

Name Tag Reflection

Write down what addition you can add to your classroom as it relates to fluency.



VOCABULARY

Vocabulary

- Oral and Reading Vocabulary □ Learning, as a language-based activity, is fundamentally dependent on vocabulary knowledge.

(Baker, Simmons, & Kame'enui, 1998)

Vocabulary

What Students Need to **Learn**

- The meanings for most of the words in a text so they can understand what they read
- How to apply a variety of strategies to learn word meanings
- How to make connections between words and concepts
- How to accurately use “new” words in oral and written language

How We **Teach** It

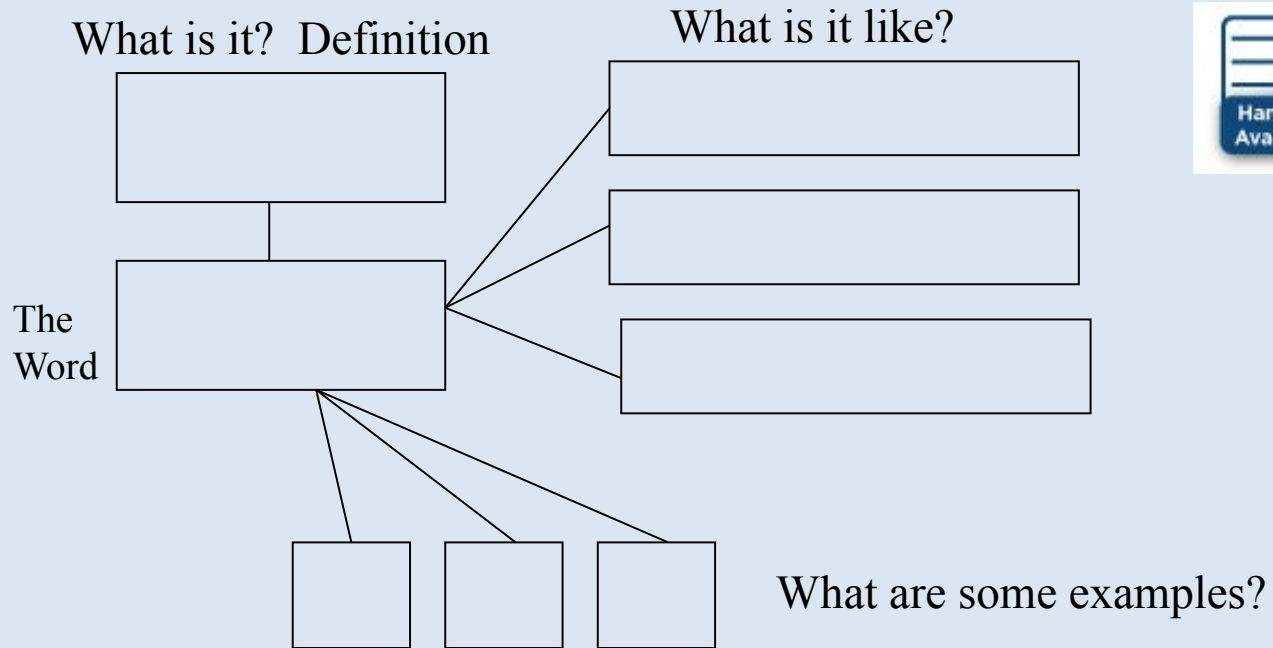
- Provide opportunities for students to receive direct, explicit instruction in the meanings of words and in word learning strategies
- Provide many opportunities for students to read in and out of school
- Engage children in daily interactions that promote using new vocabulary in both oral and written language
- Enrich and expand the vocabulary knowledge of English language learners
- Actively involve students in making connections between concepts and words

Vocabulary Activities

- Definition Mapping
- Frayer Model
- Semantic Map

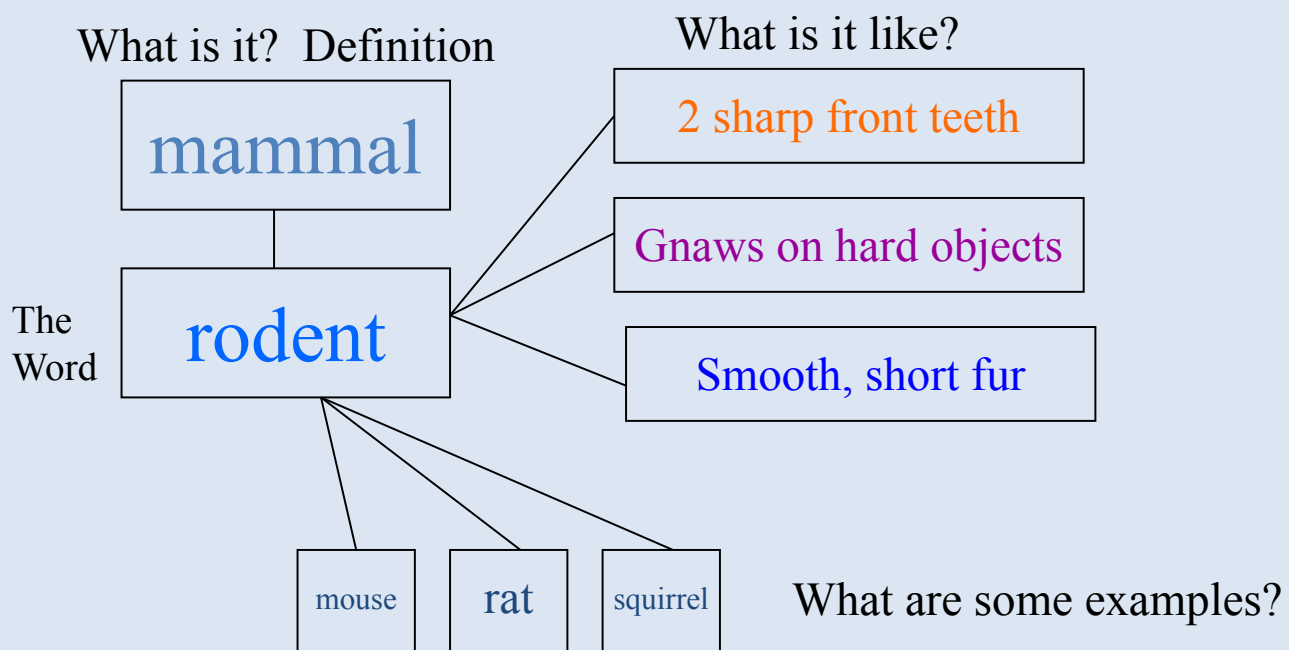


Vocabulary: Definition Mapping



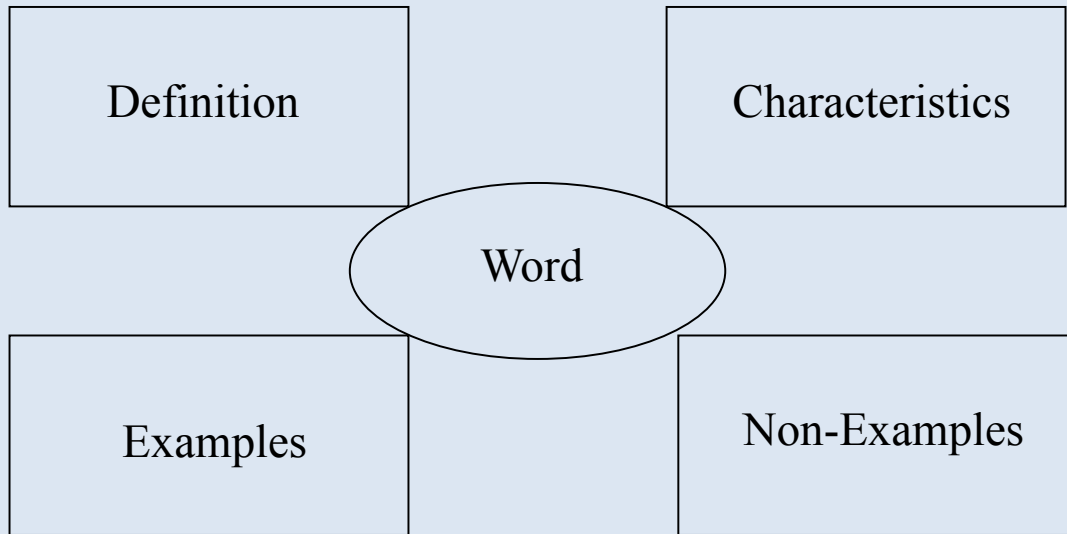
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Vocabulary: Definition Mapping



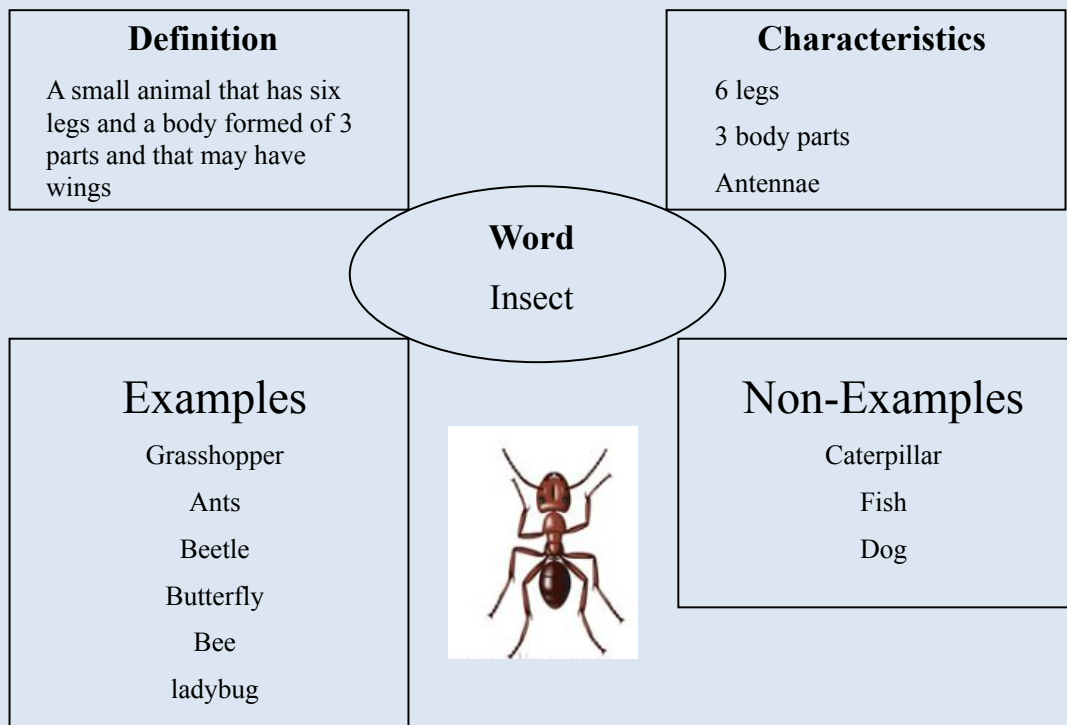
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Vocabulary: Frayer Model



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Vocabulary: Frayer Model



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Vocabulary Routine

TRAINING



ACTIVITY

“Bringing Words to Life: Robust Vocabulary Instruction”

- Beck, McKeown & Kucan, 2002.

- Step 1: Introducing Words
- Step 2: Say the Word With Me
- Step 3: Explain the Meaning
- Step 4: Use Examples in Context
- Step 5: Children Interact with Examples
- Step 6: Say the Word Again



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Vocabulary Word: Reluctant

1. In the story “Lisa was reluctant to leave the laundromat with Corduroy.”
2. What’s the word? “reluctant”
3. Reluctant means you are not sure you want to do something.
4. Someone might be *reluctant* to eat beets because they have never had them before. Someone might be *reluctant* to ride a roller coaster because it looks scary.

Vocabulary Word: Reluctant

5. Tell your partner something you would be *reluctant* to do. Use the word *reluctant* when you share. Start by saying, “I would be *reluctant* to _____.”
6. What has been our focus word? “*reluctant*”



Vocabulary Gradation Activity



Hot-Cold, True-False, Strong-Weak, Curly-Straight
Day-Night, Neat-Messy

TRAINING



ACTIVITY

Vocabulary Assessment Ideas



- DIBELS Next Retell Fluency (RTF), DORF and DAZE
- Graphic Organizers
- Assessing Integration and Meaningful Use of Vocabulary

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IDA Knowledge & Practice Standards: Connection to Vocabulary



Content Knowledge

- Role of vocabulary development and vocabulary knowledge in comprehension
- Role and characteristics of direct and indirect (contextual) methods of vocabulary instruction.
- Know varied techniques for vocabulary instruction before, during, and after reading
- Word knowledge is multifaceted

Application

- Teach word meanings directly using contextual examples, structural (morpheme) analysis, antonyms and synonyms, definitions, connotations, multiple meanings, and semantic feature analysis
- Lesson planning reflects:
 - Selection of materials for read-alouds and independent reading to expand students' vocabularies
 - Identification of words necessary for direct teaching

Name Tag Reflection

Write down what addition you can add to your classroom as it relates to vocabulary.



COMPREHENSION

Comprehension

- Defined □ The process of constructing meaning from written texts, based on a complex coordination of a number of interrelated sources of information

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Text Comprehension

What Students Need to **Learn**

- How to read both narrative and expository texts
- How to understand and remember what they read
- How to relate their own knowledge or experiences to text
- How to use comprehension strategies to improve their comprehension
- How to communicate with others about what they read

How We **Teach** It

- Explicitly explain, model, and teach comprehension strategies, such as previewing and summarizing text
- Provide comprehension instruction before, during, and after reading narrative and expository texts
- Promote thinking and extended discourse by asking questions and encouraging student questions and discussions
- Provide extended opportunities for English language learners to participate
- Use systematic classroom-based instructional assessment to inform instruction

The Matthew Effect

- Based on research by Keith Stanovich and Anne Cunningham
- The Matthew Effect refers to the Bible parable of the rich getting richer and the poor getting poorer.
- Children who read learn more words, they understand more, so they are motivated to read more – **They get RICHER**
- Children who don't read much, learn fewer words, understand less and are less motivated to read – **They get POORER**

The Importance of Background Knowledge

- “Cognitive scientists agree that reading comprehension requires prior “domain-specific” knowledge about the things that a text refers to, and that understanding the text consists of integrating this prior knowledge with the words in order to form a “situation model.”*

*E.D. Hirsch, The Knowledge Deficit – on the work of Walter Kintsch

Knowledge and Reading Skills

- How much do you know about baseball?
- Students who were good decoders but knew very little about baseball did not comprehend as much as their peers who were weaker decoders but had good domain specific knowledge about the game.
- But.....both are important!

W.Schneider and J. Korkel, Contemporary Educational Psychology, 14, (1989)

Teaching Content IS Teaching Reading



Daniel Willingham, "Teaching Content is Teaching Reading"

www.youtube.com/watch?v=RiP-ijdxqEc



Comprehension Skills

Primary Grade Skills (K-3)

- Literal Comprehension
- Sequencing
- Summarization

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Comprehension Skills

Intermediate Grade Skills (4-12)

- Connecting ideas within the reading
- Comprehending complicated sentences
- Critically reading passages

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Comprehension Activities



- Pre-Reading
- During Reading
- Post Reading
- Decoding emphasized



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Comprehension: Pre-Reading Activities



- Preview Text
- Predict and Infer
- Complete a K-W-H-L Chart
- Connect to Prior Knowledge

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Comprehension: During Reading Activities



- Stop periodically and summarize what you have read
- Focus on the main idea and supporting details in each paragraph
- Visualize

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Comprehension: After Reading Activities



- Delete trivial information
- Delete redundant information
- Use single category labels to replace a list of smaller items/actions
- Summarize paragraphs

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Comprehension Assessment



- DIBELS Next Retell Fluency (RTF), DORF and DAZE
- Questioning and Oral Feedback
- Checklists and Observation Forms
- Performance Assessments
- Paper-and-Pencil Tests

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IDA Knowledge & Practice Standards: Connection to Comprehension



Content Knowledge

- Teaching strategies that are appropriate before, during, and after reading
- Contrast the characteristics of major text genres, including:
 - narration, exposition, and argumentation
- Identify phrases, clauses, sentences paragraphs and “academic language” that could be a source of miscomprehension

Application

- Reflective Reading:
 - State purpose for reading, elicit or provide background knowledge, and explore key vocabulary
 - Query during text reading to foster attention to detail, inference-making, and mental model construction
 - Use graphic organizers, retelling comparisons
 - summarizing

Name Tag Reflection

Write down what addition you can add to your classroom as it relates to comprehension.



BOGO

Take your classroom application nametag as you travel around the room. Share one idea you had for application and *get one free* from your colleague!



Teacher Reflection/Impact Statement

1. Identify one activity/strategy that was new to you? What area of instruction does that activity/strategy address?
2. How will you implement that activity/strategy in your classroom right away?
3. After implementing, please describe your reaction and your student's reactions. Is there anything you would change?

IMPORTANT:

**Please bring this completed document
to the next training session.**



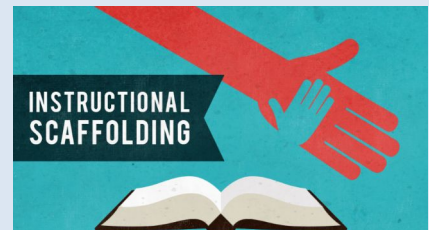
Making Modifications



Modifications in The Classroom:

A Collection of Checklists
(Handout #16)

- www.pattan.net
- Click on **Projects** tab
- Click on **Dyslexia Screening and Early Literacy Intervention Pilot Program**
- <http://www.pattan.net/category/Projects/page/Dyslexia.html>



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<http://www.pattan.net/category/Projects/page/Dyslexia.html>



Commonwealth of Pennsylvania

Tom Wolf, Governor