



Classroom Application

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Supporting People who Learn Differently

Dyslexia and Reading

- We now know more about Dyslexia-
How one 'processes' information is important.
- We now know more about Reading
There are 5 inter-related Elements of Reading.



What does this mean to teachers of Struggling Readers?

- 1.) Teachers may need to re-evaluate the HOW and WHAT of teaching reading.
- 2.) WHAT do each of the 5 inter-related Elements of Reading “look like” in a classroom setting?



Underpinnings of Reading

- The Oral Language Underpinnings need to be considered when evaluating the skills of a “struggling” reader.
- A student can only make “progress” in reading print - to a level commensurate with his/her proficiency level of oral language.

5 Inter-related Elements of Reading

- 1. **Phonemic Awareness** - understanding *that words are made up of particular sounds.*
- 2. **Phonics** - knowing *how to apply sound rules to written word parts.*
- 3. **Fluency** – reading text accurately and with a *natural speed.*
- 4. **Vocabulary** – knowing the meaning of words *and related concepts*
- 5. **Text Comprehension** – *understanding text that is read.*

Phonological Awareness

- Conscious manipulation of sounds (not print) in spoken language

Phonological Awareness Activity -
[no Print – NOT a reading activity]

- 1. How many words in this sentence? ____
- 2. How many syllables in the word birthday? ____
- 3. What sound do these words start with?
- 4. Tell me another word that rhymes with
bat, cat, and fat?

Building a Solid Foundation

- The vast majority of the dyslexic population share a common phonological weakness (88%)

Sally Shaywitz (2003) *Overcoming Dyslexia*

Phonological Awareness – conscious manipulation of sounds in spoken language; involves awareness of words, syllables and sound units of speech

Phonemic Awareness – conscious awareness that words are made up of sound segments in our speech.

Phonemic Awareness

- *Understanding that words are made up of particular sounds.*

- **Phonemic Awareness Activity**

- *How many sounds do you hear in the following words?*

- 1. _____ 3. _____ 5. _____

- 2. _____ 4. _____ 6. _____

Phonological Awareness Skills & Ages at which skills Begin to Develop

- **Rhyming**
 - Produce rhymes, finger plays & songs
 - Match words that rhyme
 - Produce words that rhyme
 - **Alliteration**
 - Match words with same initial sounds
 - Produce words w/ same initial sounds
 - **Blending**
 - Combine **syllables** to produce words
 - Combine **sounds** to produce words
 - **Segmentation**
 - Identify **syllables** in words
 - Identify **sounds** in words
 - **Manipulation**
 - change words by deleting, adding & switching sounds
- 2-3 years
 - 3-5 years
 - 5-6 years
 - 3-5 years
 - 6-7 years
 - 3-4 years
 - 4-5 years
 - 3-4 years
 - 5-6 years
 - 6-7 years and up



Lucy Paulson (2008) Plain Talk about Reading

Phonics



- *Knowing how to apply sound rules to written words*

• *Phonemes + Graphemes = Phonics*
(individual sounds) (individual letters)

Mapping the sounds of our language onto the print of our alphabet = Phonics

Phonics Activity

3-Syllable Nonreal Words

Group A

zelnapmabe

poidhobquif

oitgrawngraus

screepaumeas

terwoxable

Group B

anathema

anhydrose

pellucidity

encephaly

disaccharide

Fluency

- *Reading text accurately and with a natural speed.*
- **Accuracy** needs to be “mastered” first.
- Rate or speed (automaticity) is acquired through repeated practice.



Fluency Activity

- d f j m k
- l b r v x
- c g n y p
- z h q t w
- s e o u a

Letters

Words

1. ___

1. ___

2. ___

2. ___

ost	shu	sti
sme	ost	aft
elt	est	ums
plo	dri	agr
opt	gro	stru
shro	mul	rac

Vocabulary

Constructing Meaning Once Words are Identified

- *Knowing the meaning of words and related concepts*
- Oral Language Underpinning – The printed word needs to be “in” the learner’s oral vocabulary to have meaning for the learner.

A Complete Vocabulary Approach

(Graves 2000, 2006)

- Intentional Vocabulary Instruction

Specific Word Instruction

Vocabulary Strategies

Dictionary Use

Structural Analysis

Word Consciousness
Morphological Awareness

- Incidental Vocabulary Acquisition

Wide Independent Reading

Read Aloud

Daily Oral Language

Multimedia

Songs &

Audio Books

Word Consciousness,
Morphological Awareness

Which Words Should be Taught Directly

- Vocabulary Tiers – based on Frequency of Use
- Tier 1: Highly frequent words
 - May not be worth the effort to teach because the students are likely to already know them.
- Tier 3: Least frequent words
 - Little benefit to students until they encounter these words in text.



- Tier 2: Words that fall in between these two extremes should be the content of explicit vocabulary instruction.
- Beck et. al. reasoned that students are likely to encounter these words often enough to make the investment in learning them worthwhile.
- Beck, McKeown, & Kucan (2002) Bringing Words to Life: Robust Vocabulary Instruction. Guilford Press (approx. \$40US)

Vocabulary Activity

- *His servants would tend to the fields and cattle and maintain the upkeep of his mansion. They performed their duties happily, for they felt fortunate to have such a benevolent and trusting master.*

- Identify Tier 2 words
- 1. _____
- 2. _____
- 3. _____
- 4. _____
- Beck. et. al. - page 16

Text Comprehension

- Role of Prior Knowledge.... (Willingham, 2006)
- Enhances ability to acquire new information
 - inference-making
 - automatic processing of text
- Enhances ability to attend and remember information
 - chunking
 - integration
- Enhances thinking
 - Expert vs. novice perspective



Proficient Reading Depends on:

Monitoring comprehension and repairing miscomprehension

Constructing Meaning: Connecting text with prior knowledge

Knowing what most words mean

Recognizing words automatically

Using phonics to decode accurately

Phonological Awareness

Louisa Moats

Question-Answer Relationships

- Question-Answer Relationships (QAR's) Technique
- Teaches students to categorize questions with respect to whether the answers can be found in the text or whether the reader must rely on his/her own knowledge.
- Alice Thomas (2008) Plain Talk about Reading Conference

Question-Answer Relationships

- **In the Book QARs:**

- Right there – answer is in text, usually easy to find; words are usually in the same sentence.
- Think and Search – answer is in story, but student needs to put it together from different parts of text: words in answer are not found in the same sentence.

In My Head QARs:

Author and You – answer is not in story; must think about what he/she knows and what author tells in text and put two together.

On My Own - answer is not in story; student needs to use his own experience. Alice Thomas, 2008

Two Types of Questions

Jill Slack (2008) Plain Talk about Reading Conference

- **CORE** questions: Focus, guide and direct the thinking and the content of lesson.
 - (thinking questions – clear, focused, open-encourage diverse ideas)
- **PROCESSING** questions: Extend and refine responses to add depth to the interactions and promote deeper **understanding**. (probing questions – supporting, narrowing the focus, redirecting, verifying, clarifying & refocusing)

- The **KEY** to being an effective questioner is...
- To use the student's response to guide your next question rather than vice versa.

Jill Slack (2008)



Additional Components

- Spelling
- Written Language
- Handwriting
- Differentiated Instruction
- Implementing Response to Instruction
- Computer Technology & Education
- Professional Development
- Using Data for Instructional Decision Making

Education is not the filling of a bucket
but the lighting of a fire.

-W.B. Yeats



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www.ed.gov/teachers/nclbguide/index2.html.

What Works Clearinghouse <http://w-w-c.org>

The International Dyslexia Association (IDA) www.interdys.org

National Center for Learning Disabilities (NCLD) www.nclld.org

Schwab Learning www.schwablearning.org

Explore English words derived from Latin-Greek origins
www.wordexplorations.com

A Word A Day <http://wordsmith.org/awad>

Learning Toolbox <http://coe.jmu.edu/LearningToolbox>