

Five Fun Strategies to Help Promote Science-Based Reading Instruction

Rivka Varnai, M.Ed, LBS1, Reading Specialist



CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS CLEARS THE PATH FOR EVERYONE!

Overview

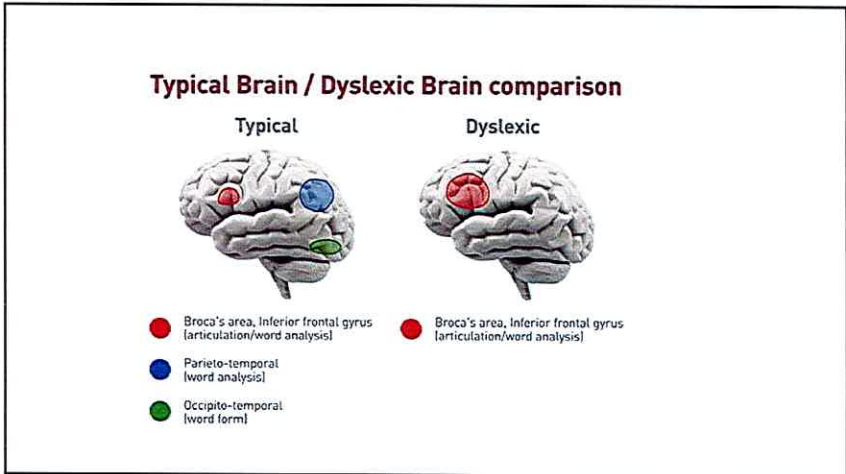
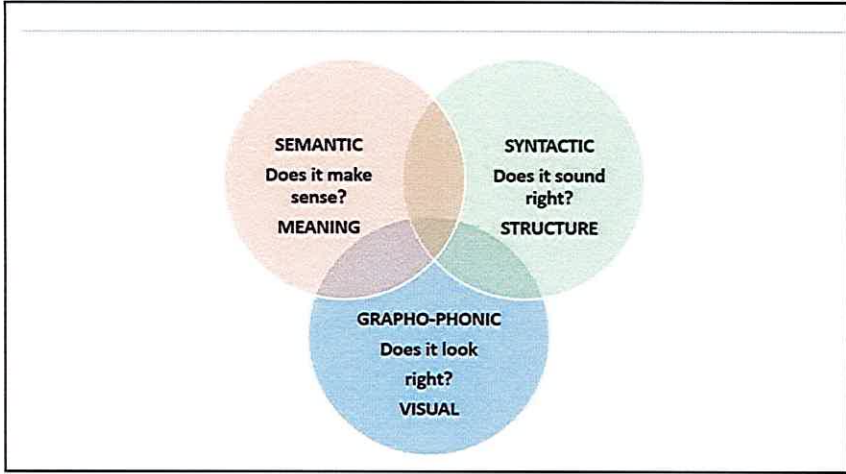
- Overview of current research on literacy instruction
- Screening for early literacy delays
- Remediating letter names/ letter sounds deficits
- Strategies to promote blending
- Strategies to promote fluency
- Strategies to promote comprehension
- Written Expression
- Wrap up and Raffle

Sold A Story

Recent expose by Emily Hanford from APM Network

<https://youtu.be/QaG3dgZitL0>

What can we learn from this investigative report and how can we return to science based reading instruction in our primary classrooms?



Dyslexia Screener

<https://dyslexiaida.org/screening-for-dyslexia/dyslexia-screener-for-school-age-children/>

	Never/ Not at all	Rarely/ A little	Sometimes	Frequently/ Quite a bit	Always/ a Great Deal
1. Has difficulty with spelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Has had difficulty learning letter names	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Has had difficulty learning phonics (sounding out words)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Reads slowly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Reads below grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Requires extra help in school because of problems in reading and spelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This screener was developed by the Colorado Learning Disabilities Research Center (NICHD 027802); Anne Arnett MA and Eric Aune MA helped develop the online versions.

Screening for Early Literacy Delays

Start at the Basics

- ABC names and sounds
- Aleph Beis letter names and sounds

Remediating Letter Names and Letter Sounds Deficits

- Lively Letters
- ReadBright
- Why multi-sensory works

Lively Letters

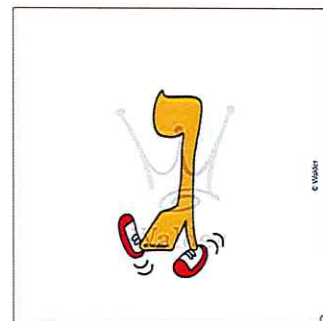


©2020 Reading with TLC - Free Sample

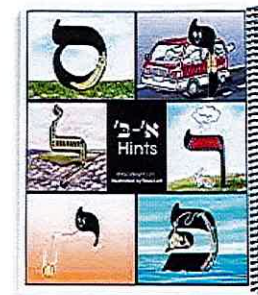


©2020 Reading with TLC - Free Sample

Aleph Bet Mneumonics

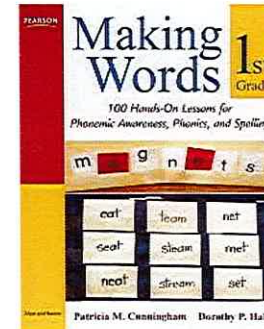


© Walker



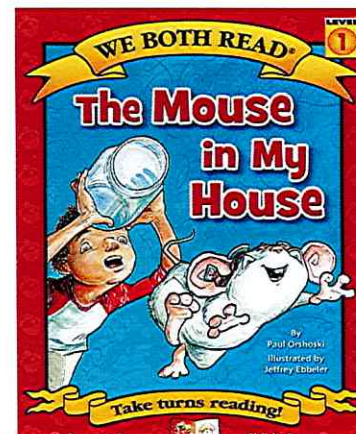
Blending Strategies

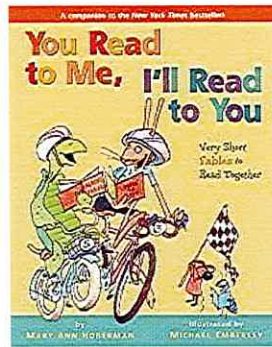
- Blending wheels
- Blending flip book
- Making words



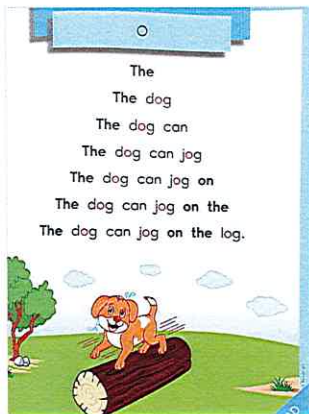
Fluency Strategies

- Shared reading
- Reader's Theater- I Read to You, You Read to Me
- We Both Read- by Dev Ross
- Readlive
- Pyramid Stories









Pyramid Story



Strategies to Promote Reading Comprehension

- WH questions
- Multisensory grammar
- Pickerwheel
- Graphic organizer

Once there was a crocodile.	
But then she got lost.	
So the crane helped point the way home.	
Finally Carla went back home.	
Now she is happy.	

Story Organizer
(a picture prompt activity)

Name: _____

Story: _____

Do a quick and easy stick-drawing for each part of the story. Think: think may be used to add emphasis or to help you remember names or details.

You can use your drawings to help you:

- tell the story out loud
- write about the story

1. Orientation

Once there was a _____ who...

2. Complication

But then...

3. Action

So...

4. Resolution


Finally...

5. Ending


Home...

© 2013 Linda Ward Beech, Scholastic Teaching Resources

Written Expression



my	KUSIN	is
my	on	my
mom	but	his
ok		



Stress of the water
goes away in the water
18 A WAST 15h2
be a water to do

Feedback forms

Raffle!

I welcome your questions and comments:
rivkareading@gmail.com



ALPHABET RECOGNITION: Upper and Lower Case

MATERIALS	This scoresheet Pages 1 and 2 in ISEL-K/1 Version 1 Administration Booklet																														
DO and SAY	“ <i>Say the name of each letter. If you don’t know a letter, we’ll skip it and go on.</i> ” Teacher points to each letter.																														
MARK	Incorrect response Record incorrect response (including reversals) above letter. No response or “I don’t know”..... Circle omitted letter. Self-corrections..... Place (sc) above self-corrected letter.																														
RECORD OPTION: If student misses <u>ALL</u> letters in top row (but only if <u>ALL 6 in 1st row</u>), you may: 1. Discontinue Upper Case. 2. Begin Lower Case.	<table style="width: 100%; text-align: center;"> <tr> <td>O</td> <td>B</td> <td>A</td> <td>X</td> <td>C</td> <td>Z</td> </tr> <tr> <td>S</td> <td>E</td> <td>P</td> <td>L</td> <td>T</td> <td>M</td> </tr> <tr> <td>F</td> <td>W</td> <td>K</td> <td>R</td> <td>D</td> <td>I</td> </tr> <tr> <td>Y</td> <td>Q</td> <td>H</td> <td>G</td> <td>N</td> <td>J</td> </tr> <tr> <td>U</td> <td>V</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	O	B	A	X	C	Z	S	E	P	L	T	M	F	W	K	R	D	I	Y	Q	H	G	N	J	U	V				
O	B	A	X	C	Z																										
S	E	P	L	T	M																										
F	W	K	R	D	I																										
Y	Q	H	G	N	J																										
U	V																														
RECORD OPTION: If student misses <u>ALL</u> letters in top row (but only if <u>ALL 6 in 1st row</u>), you may: 1. Discontinue Lower Case. 2. Begin Snapshot 2.	<table style="width: 100%; text-align: center;"> <tr> <td>O</td> <td>C</td> <td>X</td> <td>S</td> <td>Z</td> <td>i</td> </tr> <tr> <td>e</td> <td>w</td> <td>p</td> <td>m</td> <td>k</td> <td>r</td> </tr> <tr> <td>y</td> <td>t</td> <td>a</td> <td>v</td> <td>j</td> <td>f</td> </tr> <tr> <td>u</td> <td>a</td> <td>n</td> <td>h</td> <td>b</td> <td>g</td> </tr> <tr> <td>d</td> <td>l</td> <td>q</td> <td>g</td> <td></td> <td></td> </tr> </table>	O	C	X	S	Z	i	e	w	p	m	k	r	y	t	a	v	j	f	u	a	n	h	b	g	d	l	q	g		
O	C	X	S	Z	i																										
e	w	p	m	k	r																										
y	t	a	v	j	f																										
u	a	n	h	b	g																										
d	l	q	g																												
SCORE	Score 1 point for each <u>correct</u> letter. Self-corrections are correct. Reversals are <u>not correct</u> .																														

Comments/Observations:

ALPHABET RECOGNITION:	Upper Case _____ /26	}	_____ /54
	Lower Case _____ /28		



LETTER SOUNDS

MATERIALS	This scoresheet Page 7 in ISEL-K/1 Version 1 Administration Booklet																												
DO and SAY	<p>“You told me the names of the letters. Now tell me the sound you make when you see each letter. Not the name...just the sound. If you don’t know the sound for a letter, we’ll skip it and go on. Here’s how I do it.” Teacher points to <u>M</u> in Administration Booklet and says, “When I see this letter, I say, /mmm/.”</p> <ul style="list-style-type: none"> • After giving example with <u>M</u>, say, “Now I want <u>you</u> to make sounds for some other letters.” • If student says letter <i>name</i> say, “That’s the name. Do you know the <u>sound</u>?” • If student says a <i>word</i> that begins with the sound, say, “Can you make the <u>sound</u> for this letter?” • If student gives the <i>long</i> sound for a vowel (like the /a/ sound in CAPE), say “Do you know <u>another sound for this letter</u>?” Give credit only if student makes a <i>short</i> vowel sound (like the /a/ sound in CAP). • If student gives the <i>soft</i> sound for <u>C</u> (like the /s/ sound in CITY), say “Do you know <u>another sound for this letter</u>?” Give credit only if student makes the <i>hard</i> sound for <u>C</u> (like the /c/ sound in CUT). • If student gives the <i>soft</i> sound for <u>G</u> (like the /j/ sound in GYM), say, “Do you know <u>another sound for this letter</u>?” Give credit only if student makes the <i>hard</i> sound for <u>G</u> (like the /g/ sound in GOT). 																												
MARK	<p>Incorrect response..... Record incorrect response above letter. No response or “I don’t know”..... Circle omitted letter. Self-correction.....Place (sc) above self-corrected letter. Student says letter name before giving sound (e.g., “b” /b/)..... Response is considered correct. Student attaches an /uh/ sound after consonant (e.g., /buh/ for /b/)....Response is considered correct.</p>																												
<p>RECORD</p> <p>OPTION: If student misses <u>ALL</u> letters in top row (but only if <u>ALL 6</u> in 1st row), you may:</p> <ol style="list-style-type: none"> 1. Discontinue Snapshot 5. 2. Begin Snapshot 6. 	<p>Consonant Sounds {</p> <table border="0" style="margin-left: 40px;"> <tr><td>B</td><td>S</td><td>P</td><td>T</td><td>K</td><td>Z</td></tr> <tr><td>D</td><td>F</td><td>C</td><td>V</td><td>J</td><td>G</td></tr> <tr><td>L</td><td>N</td><td>R</td><td>H</td><td>W</td><td>Y</td></tr> </table> <p>Short Vowel & Digraph Sounds {</p> <table border="0" style="margin-left: 40px;"> <tr><td>a</td><td>o</td><td>e</td><td>i</td><td>u</td></tr> <tr><td>sh</td><td>th</td><td>ch</td><td></td><td></td></tr> </table>	B	S	P	T	K	Z	D	F	C	V	J	G	L	N	R	H	W	Y	a	o	e	i	u	sh	th	ch		
B	S	P	T	K	Z																								
D	F	C	V	J	G																								
L	N	R	H	W	Y																								
a	o	e	i	u																									
sh	th	ch																											
SCORE	Score 1 point for every correct sound. Count self-corrections as correct.																												

Comments/Observations

אַלֶּף ~ בַּיִת

ו	ה	ד	ג	ב	א	א
ז	ט	ח	י	כ	ק	י
ש	ס	ז	נ	מ	ל	ל
ר	ק	מ	צ	ת	פ	פ

ש ש ת ת

הַנְּקֻדוֹת

וּ	:	::	..	-	ד
חולם	שָׁבָא	סָגוּל	צִירָה	פֶּתַח	קָמִץ
:::	:-	ד:	וּ	::	·
חֲטָף סָגוּל	חֲטָף פֶּתַח	חֲטָף קָמִץ	שׁוּרְק (אוּ קִלְאוּפִים)	קָפוּץ (אוּ שׁוּרְק)	חִירְק

Story Organizer

(a picture prompt activity)



Name: _____


Story: _____



Do a quick and easy stick-drawing for each part of the story. Words may be used to add emphasis or to help you remember names or dialogue.

You can use your drawings to help you:

- tell the story out loud
- write about the story

1. Orientation 

Once there was a _____ who...

2. Complication 


But then...

3. Action 

So...

4. Resolution 

Finally...

5. Ending 

Now...

Check out our iPad app, **Little Stories Pro**, on the App Store for cleverly written stories using these story structure elements.

©2019 Little Bee Speech Co. | www.littlebeespeech.com