

# Developing a Literacy and Low Incidence Disabilities Implementation Plan

## Dr. Karen Erickson

### Models, Models, Models: Why Do They Matter?

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### What do you already know about models of reading?

- Work with your team to respond to the following questions:
  - What theories or models of reading serve as the foundation for your approach to instruction?
  - What commercial materials or programs do you use at least once each week in your classroom?
  - What commercial materials or programs do you use almost every day in your classroom?
  - What software do you use at least once each week in your classroom?

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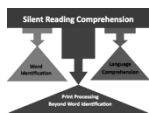
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### What's the difference?



**Whole-to-Part Model** of the  
Constructs Underlying Silent Reading  
Comprehension



**Four Blocks** approach to comprehensive  
literacy instruction



**Hourglass Model** of emergent and early  
conventional literacy instruction

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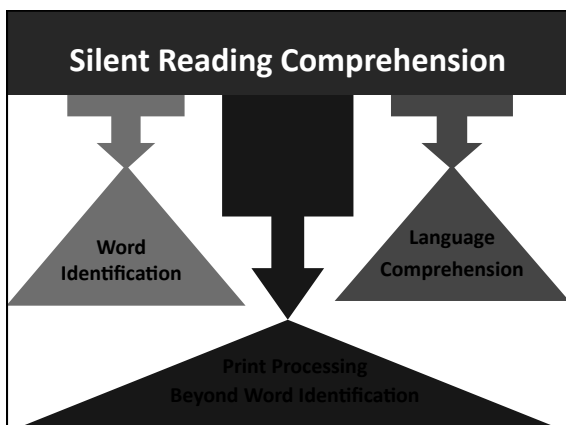
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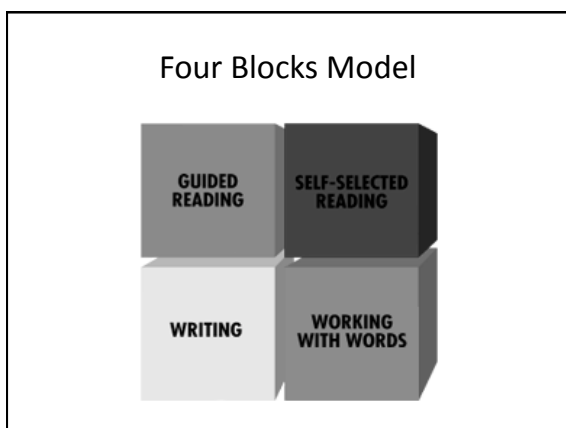
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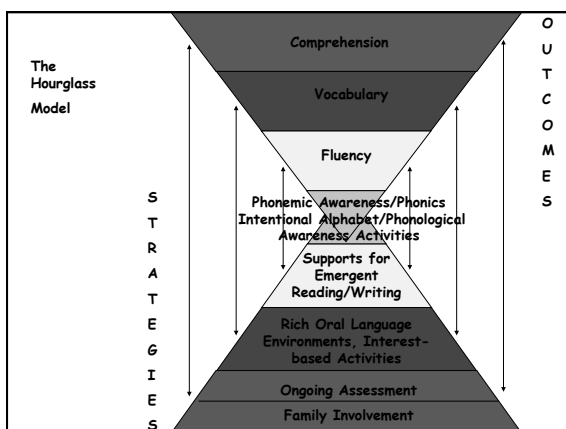
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### Family Involvement

- Regular communication with families about CONTENT of classroom instruction.
- Support to families to encourage communication and interaction with children about curriculum content.
- Remnant books, journals, blogs and other means of sharing experiences across home and school environments.

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### Family Involvement

- Literacy resources (e.g., library cards, books, literacy education for families);
- Literacy workshops for families, based on their needs and interests;
- Family members reading to children in classrooms, sending in taped readings reflective of cultural and linguistic backgrounds.

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### Ongoing Assessment

- Informs practice
  - Something about instruction changes as a result of the data that is collected.
  - Goal is to support instructional decisions rather than document student mastery.
- Captures subtle differences in the way that students engage (process) as well as what they produce (product)
- Uses multiple, authentic approaches
  - Observation Notes
  - Work Samples
  - Photos and videos
- The Bridge is available at <http://www.med.unc.edu/ahs/clds/resources>

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### NELP

“Oral language is:  
the foundation for literacy development”

A strong predictor of later reading achievement because of its relationship to reading comprehension (Strickland & Riley-Ayers, 2006)

[www.nieer.org](http://www.nieer.org)



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### The Language and Literacy Connection

- Phonology - Important for decoding words
- Morphology - Important for decoding big words, deriving meaning from words, and to indicate grammatical markers
- Semantics - Vocabulary
- Syntax - Important for understanding and expressing language at the sentence level and beyond.
- Pragmatics - Higher order language skills that are necessary at the discourse level.

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### What are good communication skills?

• Adults	• Children
– Large vocabulary	– Expressive vocabulary of at least <b>2500</b> words by age 5 (learn at least 2 new words/day); receptive vocabulary of <b>5000</b> (Roskos, et al, 2004)
– Good listening skills	– Understand and use increasingly complex syntax
– Appropriate syntax	– Developing curiosity/empathy
– Empathy/Interest	

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### Rich explanation -vocabulary building strategy during story reading and sharing:

- 1. Point to illustrations;
- 2. Provide brief definitions;
- 3. Use synonyms (when applicable);
- 4. Use gestures (when applicable);
- 5. Use the word in a sentence that is different from the one in the story.
  - Collins, M.F. (2005). ESL preschoolers' English vocabulary acquisition from storybook reading. *Reading Research Quarterly*, 40 (4), 406-408.

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### Teaching Alphabet Knowledge

- Read alphabet books
- Point out letters and print in the environment
- Talk about letters and their sounds when you encounter them in every day activities
- Provide opportunities to play with letter shapes and sounds
- Explicitly reference letter names and sounds in shared reading and writing activities.
- Use mnemonics & actions
- Use student NAMES!

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### Alphabet Books

- There are dozens and dozens of commercially available A-Z alphabet books for readers of all ages.
- Tarheelreader.org has more than 50 accessible alphabet books
- You can make your own alphabet books:
  - Not all alphabet books include A-Z
  - You can focus on a single letter or contrast two letters that a student confuses often

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Tarheelreader.org

Access Code:  
Literacy!

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### Playing with Letters

- In the primary grades, children will still have an interest in magnetic letters, letter puzzles, alphabet toys, and letter stamps.
- Older students may be more interested in using a computer with a talking word processor, word prediction, and other software that provides visual and auditory feedback as they select letters.
- Use alphabet cards instead of numbered cards to play Go Fish, War, and other popular card games.

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### Letters in Shared Reading and Writing

- During Shared Reading:
  - Without our explicit direction, emergent readers are unlikely to pay attention to the print.
  - Draw students' attention to the individual letters they will find meaningful during shared reading.
- During Predictable Chart Writing:
  - After you write, ask students to name the letters.
  - Isolate the beginning sounds in words, and ask students to name the letters.

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### Using Foods and Actions

- When students struggle with specific letters:
  - Pair the difficult letters with foods students like or dislike: z for zucchini, m for M&M
    - Prepare the food & take pictures so the association is memorable
  - Pair the difficult letters with actions: jump for j, yawn for y
    - After teaching the actions, practice them by showing students the letter and asking them to name it and perform the action.

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### Phonological Awareness:

Not Phonics ... Not Phonemic Awareness

- *Phonological awareness* refers to the whole spectrum of awareness of sounds in spoken language from primitive awareness of speech sounds and rhythms, to rhyme and syllable awareness, and, at the highest level, awareness of phonemes, the smallest units in speech.

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### Development of Phonological Awareness

- Begins for typically developing children around the age of three and improves gradually over several years.
- A typical sequence of increasingly complex phonological awareness skills includes awareness of:
  - Words
  - Syllables
  - Alliteration
  - Onset-Rime Segmentation\*
  - Initial-Final Sound Segmentation\*
  - Blending and Segmenting\*
  - Deleting and manipulating phonemes\*

\*These skills fall into the category of phonemic awareness.

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### Teaching Phonological Awareness

- Many typically developing children develop broad phonological awareness skills without direct instruction.
  - They learn about syllables and rhymes through nursery rhymes, chants, raps, and storybooks.
- When explicit instruction is required, research suggests that small group sessions for just 20 minutes three times a week over a few months has a dramatic difference in children's awareness.
- What should the explicit instruction address?

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### Example Instructional Activities

- Call attention to rhyme
  - "One two three, come along to me" What two words rhyme?
  - Read books, nursery rhymes, & poems with rhyme
- Segment morphemes and syllables
  - Can you say only a little bit of "butterfly?" What would butterfly be without the butter?
  - Do you hear the doe in window? In doughnut?
- Focus on Alliteration

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### A Typical Sequence for Phonological Awareness Lesson

- listening for environmental sounds
- rhyming games & books
- segmenting sentences into words
- segmenting words into syllables
- listening for beginning sound likeness (alliteration)

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### When Working on Rhyming ...

- Read and talk about rhymes in detail so students are comfortable with the text
- Reread rhyme and stop after each rhyme to let students identify the parts that rhyme
- Then, read again and ask students to fill in or signal the rhyming portion
- Finally, have children make up their own rhymes- choosing from words if they aren't able to talk
  - Remember: to extend activity, you can do the last two steps using writing

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### Focusing on Alliteration

- Initial and Final Sound Sorts
  - Provide students with a picture of a car and a map and verbally label them.
  - Show other pictures and label them asking the student to put them with the picture that starts the same.
- New Twists on Old Songs

Sing a new version of Old McDonald Had a Farm  
What's the sound that starts these words: Basket, Bug, and Bill?  
"b" is the sound that starts these words, Basket, Bug, and Bill,  
With a /b/ - /b/ here and a /b/ - /b/ there  
Here a /b/, there a /b/, e=everywhere a /b/ - /b/  
/b/ is the sound that starts these words, basket, bug and Bill

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### Characteristics of Good Phonemic Awareness Instruction

(National Reading Panel Report, 2000)

- Phonemic awareness is just one component of learning to read and should not be done in isolation
- Effective when taught in small groups
- Total instructional time spent on phonemic awareness should fall in the range of 5-18 hours
- Focus on 1 or 2 skills (e.g., blending and segmenting) rather than many

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### Other Important Findings from the National Reading Panel

- Phonemic awareness instruction should involve the manipulation of letters.
- Phonemic awareness instruction has the strongest influence on reading in the primary grades.

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### Phonemic Awareness Instruction What Does the Research Say?

- Phonemic awareness is NOT necessarily a prerequisite to reading and spelling. Some children will develop phonemic awareness as a result of reading and spelling instruction (NRP, 2000).
- In two recent studies completed by the Center for Literacy and Disability Studies, students with significant disabilities made gains in phonemic awareness tasks.
- Phonemic awareness activities can be integrated into already occurring instructional activities

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### Fostering Phonemic Awareness with Tongue Twisters and Alliteration

- Reading books with alliteration and using tongue twisters can help students develop phonemic awareness.
- These approaches help students hear and manipulate the sounds at the beginning of words.

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### Using Alliterative Books

- Choose a book with alliteration that you and the students will read several times.
- Point out that the author used many words that “start the same” to make the book fun and read the book highlighting the words that are alliterative.
- Ask the students to say the words or signal when they hear words that “start the same” as you read it again.
- Work with the students to identify other words that the author could have used.

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### Creating Tongue Twisters

- Use student’s names as a starting place.
- Work with the students to make tongue twisters to go with each name.
  - Mary must make more money
- Read the tongue twisters repeatedly saying them fast and slow.
- Always emphasize that you are saying the same first sound over again.
- Turn them into posters or books for the students to access independently.

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### Fostering Phonemic Awareness with Invented Spelling

- Provide daily opportunities for standards-free, uncorrected writing with invented spelling.
- Encourage students to spell by writing the sounds they hear in the order they hear them.
- Invented spelling:
  - Facilitates phonemic awareness development (e.g., Adams, Treiman & Pressley, 1998; Ouellette & Sénéchal, 2008; Richgels, 2001)
  - Encourages students to listen for sounds in words and write down what they hear

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### Word Identification

- Must build skills in two areas:
  - Automatic Word Identification
    - Requires broad access to easy-to-read text
  - Mediated Word Identification
    - Synthetic phonics is most broadly used approach
      - Internal phonological representations
      - High levels of phonemic awareness to get started
    - Evidence base for combining spelling and analogy-based approaches (Ehri, Satlow, & Gaskins, 2009; Haner & Erickson, 2007)

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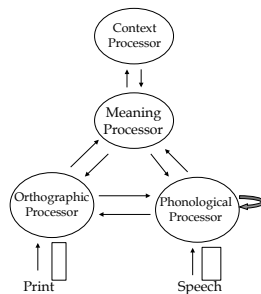
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### A Model of Word Reading

(Adams, 1990)



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### Orthographic Processor

- Input comes from individual letters, groups of letters, and the associative links made between them.
- Includes knowledge of letters and conventions of print that govern their use.

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### Phonological Processor

- Input generally comes from speech,
  - inner speech and speech alternatives (e.g., cued speech) can also provide the input.
- Includes knowledge of words in series, syllables, syllable segmentation, rhyming, and phoneme segmentation.

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### Meaning Processor

- Input comes from a combination of the individual letters (orthographic) and speech (phonological).
- Includes knowledge of vocabulary and receptive language comprehension.

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### Context Processor

- Input comes from combination of individual letters (orthographic), speech (phonological), and meaning processor.
- Involves the ongoing interpretation of the text (i.e., meaning-based).
- Includes knowledge of the world, syntax, narrative development, text structure, book conventions, and reasoning.

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### Research supports two more strategies

- Associate with familiar objects, pictures, experiences
  - B is for boy, ball, bat...
- Associate with pictorial mnemonics (can be negotiated with/made by child).



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(can be

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### Homemade Alphabet Books

- Make alphabet and letter books with students' names, topics...
- Make alphabet and letter books on the computer
  - IntelliPics
  - Kid Pix 2 or Studio (slide show)
  - Hypercard/Hyperstudio, Apple Works, MP Express, PowerPoint...

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### The CLDS Keyword Decoding Instruction

*Blending Approaches to Meet the  
Specific Needs of AAC Users*

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### Keyword Strategy Overview

- Identify personally relevant/meaningful words that represent some of the 37 most common phonograms (rimes) in printed English.
- Teach those words using a variety of word identification instructional strategies.
- As students learn the keywords, use word wall, sorting, compare/contrast, and transfer lessons to teach them to use the words to read/spell other words.

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### 37 Common Rimes

(Wylie & Durrell, 1970)

ack	ap	est	ing	ot
ail	ash	ice	ink	uck
ain	at	ick	ip	ug
ake	ate	ide	it	ump
ale	aw	ight	ock	unk
ame	ay	ill	oke	ank
an	eat	in	op	ell
ine	ore			

Phonemic Awareness & Phonics

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### Instructional Methods to Build Initial Word Reading Vocabulary

- Teacher Created Texts
  - Create books that incorporate the new, personally relevant keywords.
- Modified Language Experience
  - Create charts that incorporate the new personally relevant keywords in slot-filler sentences.
- Word Wall
  - As the words are introduced put them on a word wall and teach daily word wall lessons.

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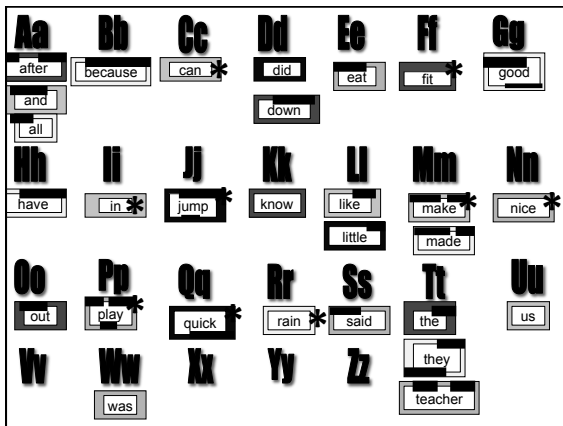
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### The Word Wall

- Typically 5 new words are added each week
  - Some teachers in self-contained classrooms may find that they can only add 3 each week given the complexity of their students' needs
  - For beginning readers, the words include the 37 key words, sight words that can't be decoded (e.g., was), and other words that are personally meaningful to the class (e.g., school mascot)
- Words are placed alphabetically by first letter and remain in the same place throughout the year
- Teach the meaning of the words and then spell the words by clapping, chanting and then writing
- Complete daily activities to teach the words and how they can be used to read and spell other words
- Refer to the wall throughout the day to encourage its use

Phonemic Awareness & Phonics

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### Some Word Wall Activities

- Dictate sentences using only Word Wall Words.
- Spell word wall words that share a spelling pattern with the rhyming words.
  - "I'm thinking of a word that starts with l and rhymes with hike."
- Add endings to words.
  - add the ending "s" to make rains, then "ed" to make rained, then "ing" to make raining.
- Play I Spy
  - "I am thinking of a word on the wall. It has 4 letters. It is on a yellow card. It rhymes with the word pain. The word is ..."

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### Visual Word Sorts

- **Step 1:** Select two key words the student knows that have a common spelling pattern ( at - pick).
- **Step 2:** Make sure student can read the two key words.
- **Step 3:** Show student a word that has the same spelling pattern as one of the key words.
- **Step 4:** Ask the student to indicate which key word has the same spelling pattern as the new word. Compare/Contrast the two words.

at	pick
fat	lick
bat	sick
sat	

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### Auditory Word Sorts

- Word sorts begin to engage the phonological processor when students begin to sort words based on the way they sound prior to checking the visual pattern.
- **Step 1:** Select two key words the student knows that have a common spelling pattern ( at - pick)
- **Step 2:** Make sure student can read the two key words.
- **Step 3:** Tell the student a word that has the same spelling pattern as one of the key words.
- **Step 4:** Ask the student to indicate which key word has the same spelling pattern as the new word.
- **Step 5:** Show the student the new word and compare/contrast it with the selected key word to check.

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### Spelling Word Sorts

- Guiding students to use the selected key word to try to spell the words prior to checking the response visually engages the phonological processor even more deeply.
- **Step 1:** Select two key words the student knows that have a common spelling pattern ( at - pick)
- **Step 2:** Make sure student can read the two key words.
- **Step 3:** Tell the student a word that has the same spelling pattern as one of the key words.
- **Step 4:** Ask the student to indicate which key word has the same spelling pattern as the new word.
- **Step 5:** Ask the student to try to use the key word to spell the new word.
- **Step 6:** Show the student the new word and compare/contrast it with the student's spelling attempt correcting as necessary.

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### Compare/Contrast

- Give students cards with three or four key words they can already read written on them (e.g., can, make, nice, play).
- Write a sentence on the board with an underlined word that shares an ending with one of the words the students have on cards.
- The task for the students is to identify which word they have would help them read the underlined word.

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can

nice

play

make

The boy ate the rice.

He can stay here.

They got a new \_\_\_\_.

Let's \_\_\_\_ a cake.

Phonemic Awareness & Phonics

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### Making Words

- Select 6-letter word or longer (based on curriculum needs and child interests)
  - One vowel initially
  - Two mid-first grade and beyond.
- Create letter sets of word for each child
  - Or volunteers create
  - Or students create.

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### Sorting and Transfer

- **Sorting**
  - Refocuses students on the words they've made.
  - Find all the words you made that: (1) have the same beginning sound (2) have # letters (3) share a spelling pattern
- **Transfer**
  - Gets students to use what they've learned to do something they haven't been taught directly.
  - Use the words you made to help you spell a new word that: (1) starts with the same sound (2) ends with the same sound (3) shares the spelling pattern

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### Compare/Contrast

- Give students cards with four or five words they can already read written on them (e.g., rare, mind, bent, back, fan, tell).
- Write a sentence on the board with an underlined word that shares an ending with one of the words the students have on cards.
- The task for the students is to identify which word they have would help them read the underlined word.

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can

play

all

The boy threw the ball.

He can stay here.

They got a new \_\_\_\_.

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### Guess the Covered Word (Cross-checking)

- Write a sentence on the board covering one word with two sticky notes.
- Read the sentence and students suggest words that could fill in the blank. Record each of the words suggested.
- Uncover the initial consonant and modify list accordingly. Add other possibilities.
- Take off the 2nd sticky note to see which is the correct word.

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### Guess the Covered Word

I ate all the

I ate all the r

I ate all the raisins.

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### Print Processing Beyond Word Identification

- Silent Reading Fluency
  - Behavioral indicator of successful print processing
  - Requires:
    - Inner Speech
    - Eye-Movements
    - Print-to-Meaning Links
    - Prosody
    - Integration of Print Processes
  - PLUS automaticity in word identification

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# Developing a Literacy and Low Incidence Disabilities Implementation Plan

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### Wide Independent Reading

- Make **easy books** more acceptable
  - Model the use of easy books
  - Make nonfiction books readily available
  - Poetry & song lyrics work well
  - Tarheelreader.org
  - Powerpoint books

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### Repeated Reading while Listening

- Reading along with an auditory version of a passage
- Encourage the student to read and listen to the selection at school and/or home
- Find a selection that is not too long or difficult
- Practice until the student can read the passage fluently without the model
- Use MAZE as a proxy measure of fluency in reading.

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### Measuring Fluency

- Typically use oral reading fluency measures:
  - Calculate words per minute accuracy rate
  - Compare rate to grade level norms
  - Judge use of expression while reading
  - Assess comprehension through questions or retell

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### Typical Words Per Minute Criteria for 50th Percentile in Spring

- 1st grade (2nd half) - 53 wpm
- 2nd grade - 89 wpm (+ 25 = silent rate)
- 3rd grade - 107 wpm (+ 30 = silent rate)
- 4th grade - 123 wpm (+40 = silent reading)
- 5th grade - 139 wpm (+45 = silent reading)
- 6th grade and higher - 150 wpm

Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable tool for reading teachers. *The Reading Teacher*, 59(7), 636-644.

### How can we evaluate fluency of a student if oral reading is not an option?

- Can't measure it directly.
- Maze as a proxy
  - After reading a passage intact, student is given a manipulated version of the text with every 5<sup>th</sup> word is removed.
  - Student must identify the word that fits in the blank from a choice of three.
- **ClozePro!** By Crick Software is a switch accessible program that makes these maze passages easy to create and administer.

### MAZE Example

Once upon a time there was a merchant whose wife died, leaving him with three daughters. The two older daughters were good-looking (**but, stand, then**) very disagreeable. The cared only for (**until, themselves, himself**) and for their appearance; they spent (**palace, wicked, most**) of the time admiring their reflections (**in, of, to**) a looking glass.

# Developing a Literacy and Low Incidence Disabilities Implementation Plan

## Dr. Karen Erickson

### Vocabulary Instruction

- Vocabulary is learned primarily through indirect means
  - *Engaging in oral conversation in classrooms*
  - *Listening to others read (by adults or peers)*
  - *Reading independently and extensively*
- Direct methods also support vocabulary learning, but to a lesser degree
  - *Teaching words specific to selected text*
  - *Repeated exposures to words in multiple contexts*
  - *Using context clues when reading*

Put Reading First: The Research Building Blocks for Teaching Children to Read <http://www.nifl.gov/nifl/pfr.html>

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### Word Chaining



Erickson & Koppenhaver (2007)

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### Comprehension

- Must attend to two issues:
  - Knowledge of the World:
    - Vocabulary gets the most attention
    - All five domains of language
  - Knowledge of Text Structures:
    - Basically the pragmatics of written language –
      - » What is it the author expects you to do?
      - » How do you figure out what isn't written?
      - » How do you deal with different forms of written language?

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Showcase Literacy

# Developing a Literacy and Low Incidence Disabilities Implementation Plan

## Dr. Karen Erickson

### Before, During and After Comprehension Lessons

1. Before
  - a) Build or activate background knowledge (includes personal connection-making)
  - b) Set a clear purpose for reading/listening (can reflect text structure, task structure and/or content)
2. During
  - a) Reading/listening for bulk of allocated time
3. After
  - a) Complete a task directly related to the stated purpose
  - b) Follow-up and feedback

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### Addressing Comprehension: Not in This House

- Before Reading
  - Teacher provides examples of some rules at home.
    - Finish dinner before dessert.
    - Make bed first thing in the morning.
  - Think, pair, share
    - Think: Students think about the rules in their own homes.
    - Pair: Students work with a partner about their rules.
    - Share: Teacher works with whole group to record the rules they describe on chart paper.

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### Purpose:

- The teacher tells the students:

“Listen while I read so that you can tell me which of the rules on our list are rules the boy in this story must follow.”

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# Developing a Literacy and Low Incidence Disabilities Implementation Plan

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### After Reading

- Remember, you were listening while I read so that you can tell me which of the rules on our list are rules the boy in this story must follow.
- Read each rule on the list and decide which ones were rules the boy had to follow.
- Follow-up by going back to the book to check student responses on the list whether they were right or wrong.

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### Directed Reading-Thinking Activity (DR-TA) (Stauffer)

- Students look at title or pictures and PREDICT story
- Students READ to a predetermined stopping place
- Students PROVE the accuracy of their predictions and modify or make new predictions

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### Yes or No?

- Caribou are also called reindeer.
- Caribou live in the northern regions of Asia.
- Caribou eat berries from trees.
- Caribou use their hooves to swim.
- Female caribou can grow antlers.

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