

Reading Instruction That Works: What to Look For

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Agenda

- Background of The Journey
- The Big 5 of Effective Reading Instruction
- Multisensory Instruction
- Resources

Journey

- 30 years
- Leave of Absence
- Tutoring one on one

The Aha Moment

What Works

- **Scientifically Research Based Reading Instruction**
 - Based on QUALITY research
 - National Reading Panel
 - Ongoing research supports SRBI

The Big 5 of Quality Reading Instruction

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Phonemic Awareness

- Ability to isolate and manipulate individual sounds in spoken words
- Directly taught—not left to chance
- Beginning in preschool and continuing beyond 1st grade

Phonemic Awareness Examples

- at /a/ /t/
- itch /i/ /ch/
- top /t/ /o/ /p/
- stop /s/ /t/ /o/ /p/
- stopped /s/ /t/ /o/ /p/ /t/

Phonemic Awareness for Reading

- Skill of putting sounds together to identify a word or syllable (blending)
- /d/ /i/ /sh/
- /t/ /r/ /e/ /m/
- /s/ /ou/ /n/ /d/

Phonemic Awareness for Spelling

- Skill of separating individual sounds in words and syllables
- /tenth/ /t/ /e/ /n/ /th/
- /stretch/ /s/ /t/ /r/ /e/ /tch/
- /camper/ /c/ /a/ /m/ /p/ /er/

Phonics

- Relationship between written letters and spoken sounds
- Based on the alphabetic principle

Linking Phonemic Awareness and Phonics...

<p>In Reading</p> <ul style="list-style-type: none"> • Blending sounds into words 	<p>In Spelling</p> <ul style="list-style-type: none"> • Isolating sounds to be written
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Quality Phonics Instruction is more than sounds and letters....

English Language Structure

Syllable Types

- **C** closed not lock
- **L** consonant le no.ble gob.ble
- **O** open go so
- **V** vowel team noun grow
- **E** silent e vote rope
- **R** r controlled form torn

7 Syllable Division Rules

(Powerful and valuable decoding strategy for unlocking words)

1. **vc.cv** in.tend sub.ject
2. **v.cv** o.mit fi.nal
3. **vc.v** cle.ver sol.id
4. **.cle** fi.tle star.tle
5. **v.v** flu.id qui.et (only a few)
6. **word.word** school.book base.ball
7. **prefix.root.suffix** ad.ject.ive re.port.er un.inter.rupt.ed

Fluency

The ability to read orally with:

- Accuracy
- Proper Expression
- Speed adequate for comprehension

Fluency Caution

Lack of fluency may be due to weak skills in:

- Phonemic awareness
- Phonics & decoding
 - letter sounds
 - syllable patterns
 - syllable division

Vocabulary

- Explicitly taught
- Included in reading and content area instruction
- Includes Morphology
 - roots
 - affixes

reported

Comprehension

Ultimate Goal of Reading
(Understanding what has been read)

Comprehension strategies can and must be
directly taught

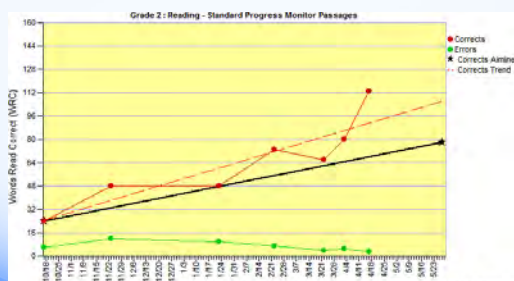
Comprehension Strategies

- retelling
- predicting
- reading with a purpose
- graphic organizers
- asking questions during reading
- visualizing
- asking yourself: Does this make sense?

Reading Interventions/ Remediation

- Explicit with an emphasis on word recognition
- Intense and directly taught
- Encouraging and systematic
- Driven by progress monitoring data

Progress Monitoring Graph

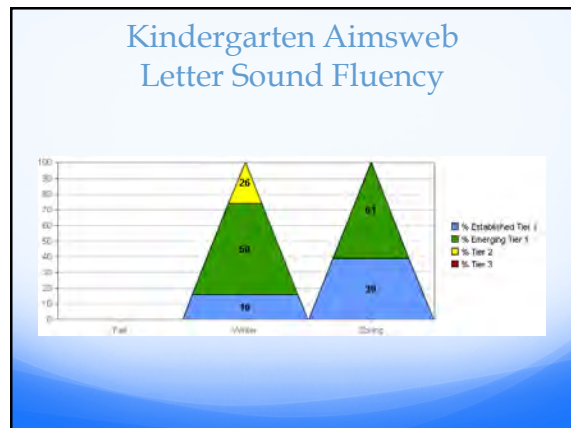
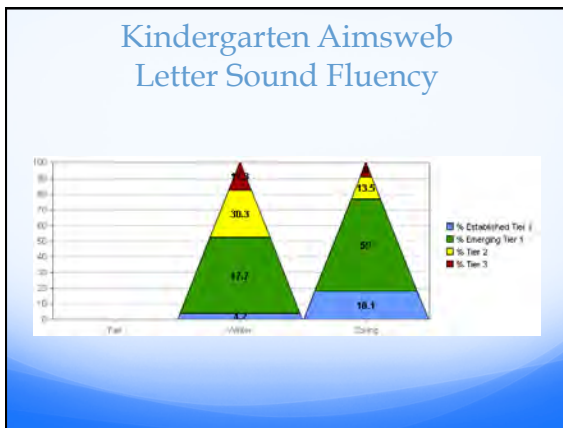


Intervention Instruction (continued)

- phonological awareness training
- Systematic phonics instruction linked to spelling
- Oral reading practice with decodable text

Multisensory

- visual 
- auditory 
- kinesthetic/tactile   



Back to the Aha Moment...

- ### Orton-Gillingham Approach
- Multisensory
 - Scientific research is supporting its effectiveness
 - Alphabetic principal & English Language Structure
 - Explicit, sequential, cumulative, repetitive, synthetic and analytic, diagnostic, prescriptive, emotionally sound
 - Whole group, small group, one on one

Multisensory Approach Lesson Components

- Review
- Visual Drill
- Blending Drill
- Auditory Drill
- Simultaneous oral spelling/writing
- Introduction of New Material
- Connected Reading
- Rote memory words

International Dyslexia Association

- www.interdys.org
 - Fact sheets
 - A Parents Guide to Effective Instruction
 - Recommended Reading for Professionals
 - Spelling
 - Dyslexia Basics
 - Multisensory Structured Language Teaching
 - Is My Child Dyslexic?
 - Recommended Reading for Parents
 - Orton Gillingham Based and Multisensory Level Education Approaches to Education

International Dyslexia Association Upper Midwest Branch

www.ida-umb.org

- ongoing webinars/information
- tutor referral data base

Beware of Too Good to be True Promises

- Guarantees of a quick fix
- Guarantees of a timeline
- Approaches that omit instruction based on the alphabetic principle and English language structure

Academic Language Therapist

Questions to ask:

- What teaching approach are you trained in?
- Where did you receive your training?
- How many hours of training have you had?
- Did your training include a practicum?
- How many hours of practicum did you complete?
- What is your knowledge of dyslexia?
- References/experience

Testimonials

- A 1st grade student who was recommended for special education testing began receiving SRBI in the form of 30 minutes daily. Midway through the year, this student was able to keep up with his class.
- A 2nd grade student commented: "I'm getting smarter, I can read now!"

Testimonials (cont.)

- A 3rd grade student when asked by his family to explain why he could read so much better now replied, "You just need to remember the noises those letters make."
- After 6 months of instruction, a struggling 3rd grade student said with a big smile on his face (during a reading lesson), "I'm so smart, I'm so smart, I'm so smart."

Testimonials (cont.)

- A struggling 3rd grade student, after a year of SRBI said after reading the word smart, "I have a sentence for smart—I am smart in reading."
- A struggling 1st grade student, after 4 months of intervention said with a huge smile, "I'm a genius!"

Trust Your Instincts



Some Take Aways

- Quality multisensory instruction based on the alphabetic principal, including language structure by a trained professional is essential
- The big 5 of reading instruction
- Trust your instincts if you feel your child needs help
- Persevere
- It is never too late

Nothing compares to the look of delight on a child's face when the printed word finally makes sense, and reading a book becomes a joy rather than a chore.