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Reading and the Speech-Language Pathologist

Rachelle Schmitz, M.A, CCC-SLP, CALP, CDT

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Cincinnati Children's

My Story

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Objectives

1) Describe ASHA's position and the role of the speech-language pathologist in prevention, identification, and intervention
2) Identify various aspects of reading, including the cognitive components.
3) Identify at least one strategy, resource or technique to assist a struggling reader.

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The Speech-Language Pathologist

- SLPs have a unique understanding and skill set to assist children and families in building a solid foundation for language and literacy knowledge.
- SLPs understand the connection between spoken language and reading.
- SLPs may be the first to detect a problem with literacy; children with expressive language delays often have deficits with reading and writing (Tomblin, Zhang, Backwater, and Catts, 2000.)

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ASHA Guidelines
Reading and Writing (2001)

"Our knowledge allows us to assess the subsystems of language including phonology, morphology, syntax, semantics, and pragmatics, and assess the child's understanding at the level of sounds, words, sentences, and discourse.

SLP's assessment should describe a child's ability to use their knowledge of language, metalinguistic, and metacognition for reading and writing processes.

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Knowledge and Skills (ASHA, 2002)

Knowledge of the five language domains:

- Phonology: understanding of speech sounds and the rules associated with combining and use; phonemics
- Morphology: study of the structure and form of words
- Syntax: the rules governing the way we combine words to form meaningful sentences
- Semantics: meaning and changes in meaning to words or combinations of words
- Pragmatics: the use and rules of language used in social interactions; conversation

Skills:

Prevention
Identification
Assessment
Intervention
Collaboration, Leadership, and Research

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ASHA: Reading and Writing

Two main categories: Spoken and Written Language

Reading and Writing fall under Written Language
Reading: Receptive Writing: Expressive

Each area of written language has specific language skills that fall under the five language domains

ASHA Practice Portal. (2016). Language in Brief. Retrieved from http://www.asha.org/Practice-Portal/Clinical-Topics/Spoken-Language-Disorders/Language-In--Brief/

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ASHA *Practice* PORTAL

	Reading	Writing
Phonology :	**Phonics**	**Spelling**
Morphology:	**Understanding**	**Use of Grammar**
Syntax:	**Understanding**	**Use of Sentence Structure**
Semantics:	**Understanding**	**Use of Vocabulary**
Pragmatics:	**Understanding**	**Conveying Point of View**

http://www.asha.org/Practice-Portal/Clinical-Topics/Spoken-Language-Disorders/Language-In--Brief/

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"Newer" Legislation

Every Student Succeeds Act (ESSA):

- **Supports SLP's role in general and special education curriculum**
- **Requires the state to consult individuals representing specialized instructional support personnel (SISP)**

Role of the SLP: Literacy, early intervention and assessment

American Speech-Language-Hearing Association. (2016). *Every Student Succeeds Act Key Issues for ASHA Members* [Every Student Succeeds Act Analysis]. Available from www.asha.org/uploadedFiles/Every-Student-Succeeds-Act-Key-Issues.pdf

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ESSA and Literacy

- Grants given by U.S. Secretary of Education to develop, enhance, and implement comprehensive literacy instruction for at risk students
- Subgrants to support early literacy and literacy initiatives from birth through K, K-5th grade, and 6th through 12th grade early literacy and literacy initiatives

American Speech-Language-Hearing Association. (2016). *Every Student Succeeds Act Key Issues for ASHA Members* [Every Student Succeeds Act Analysis]. Available from www.asha.org/uploadedFiles/Every-Student-Succeeds-Act-Key-Issues.pdf.

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ESSA and Dyslexia

- "Title II, Section 2244, Technical Assistance and National Evaluation, requires US Secretary of Education to establish "a comprehensive center on students at risk of not attaining full literacy skills due to a disability."

1. Identify or develop evidence-based assessment tools for identifying at risk students due to a disability (dyslexia or developmental delay)
2. Identify evidence-based literacy instruction, strategies, or accommodations to meet specific student
3. Provide families with information
4. Develop PD
5. Disseminate the information

American Speech-Language-Hearing Association. (2016). *Every Student Succeeds Act Key Issues for ASHA Members* [Every Student Succeeds Act Analysis]. Available from www.asha.org/uploadedFiles/Every-Student-Succeeds-Act-Key-Issues.pdf.

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ESSA and the SLP

Educate and advocate in development, collaboration and roll-out of literacy services

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ASHA Defined Roles of SLP

- Collaboration efforts with other professionals with experience in written language (reading) to meet the learning needs of children in infancy through adolescents with and without communication disorders
- Prevention by fostering language development and early literacy skills
- Identification of children at risk for delays in reading and writing
- Direct assessment and intervention for reading and writing difficulties including literacy intervention
- Consultation and providing training to general education teachers, parents, and students
- Advocating for students' needs and evidence based literacy practices

American Speech-Language-Hearing Association. (2001). *Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents* [Guidelines]. Available from www.asha.org/policy.

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Prevention

Foster Language and Emergent Literacy Skills

- Educate about risk factors
- Modify environment
- Collaborate to provide rich emergent literacy exposure
- Collaborate to assist children in acquiring explicit and appropriate language
- Track students with language learning risks

American Speech-Language-Hearing Association. (2001). *Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents* [Guidelines]. Available from www.asha.org/policy.

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Prevention

"We are excited to show, for the first time, that reading exposure during the critical stage of development prior to kindergarten seems to have a meaningful, measurable impact on how a child's brain processes stories and may help predict reading success." – *Dr. John Hutton*

Read more at: http://cincinnatichildrensblog.org/in-the-news/research-proves-reading-to-kids-promotes-brain-development/#.VsIYhvkrLIU

"Early literacy is so important for a child's success that we recently included third grade reading proficiency as an indicator of child health." – *Michael Fisher, President and CEO of CCHMC*

Read more at: http://www.wcpo.com/news/education/new-program-mails-free-new-book-to-cincinnatis-low-income-children-every-month

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Prevention

StimQ Cognitive Home Environment

Standardized, interview-based instrument for the office instead of in-home

Measurement of cognitive stimulation at home

Ages: 5 months to 12 months, 12 to 36 months, and 36-72 months

English and Spanish versions

Questions pertain to availability of learning-based toys/materials, literacy, developmental involvement, and verbal responsiveness

http://www.med.nyu.edu/pediatrics/developmental/research/belle-project/stimq-cognitive-home-environment/downloads

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Prevention

Research involving the STIMQ-P

Higher reading exposure, listening to stories (StimQ-P Reading subscale score) was positively correlated ($P < .05$, corrected) with neural activation in the region supporting semantic language processing (mental imagery and narrative comprehension), controlling for household income.

Hutton, J.S., Horowitz-Kraus, T., Mendelson, A.L., DeWitt, T., Holland, S.K, et al. (2015). Home Reading Environment and Brain Activation in Preschool Children Listening to Stories. Pediatrics 136: 466-478

CONTINUED™

Prevention Strategies

Joint Book Reading
(Modeling caregiver/child interaction with books)

Environmental Print Awareness
(Print carries meaning: focus on recognition of familiar logos, signs, & words in contexts; e.g., bathroom male/female logo)

Conventions and Concepts of Print
(Left/right & front/back orientation; spacing, pointing at individual words, punctuation tells prosody)

American Speech-Language-Hearing Association. (2001). *Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents* [Guidelines]. Available from www.asha.org/policy.

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Prevention Strategies

Phonology and Phonological Awareness:
nursery rhymes, finger play, rhyming the child's name

Alphabetic Principle - Alphabetic Sound & Letter Knowledge:
Letter naming, sorting pictures by initial sound or similar initial or final sounds, making lists of words with similar initial sounds, using manipulatives to create words

Sense of Story using wordless books, predictable or repetitive stories: Answer questions, retell, and reproduce similar stories following a sequence, discuss characters and sequence events Repeated reading and Readers Theater or role-playing

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Prevention Strategies

Modeling of literacy activities:
the child becomes the helper in writing a phone number, making a list, follow a recipe, write grocery list, read instructions for a new game

Experience with writing materials:
encourage writing with markers, crayons, dry-erase board; scribble/draw, letters, pretend notes, dictate a story to a wordless book, use of technology

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Prevention Strategies

Dialogic Book Reading

- Increase in joint attention, print awareness, phonological awareness, oral language, and sense of story
- Process of actively reading a story with a child; creating a dialogue
- Follow a set of prompts to ask and answer questions, share feelings and ideas, and relate the story to the child's life.
- The adult becomes the listener, and the child becomes the reader.
- Use of pictures and/or words.
- Two Acronyms: PEER (dialogic process) and CROWD (caregiver prompts)

Whitehurst GJ, Epstein JN, Angell AL, Payne AC, Crone DA, Fischel JE. Outcomes of an emergent literacy intervention in Head Start. *Journal of Educational Psychology.* 1994;86:542-555.

National Early Literacy Panel. *Developing early literacy: Report of the National Early Literacy Panel.* Washington, DC: National Institute for Literacy;2008.
Whitehurst GJ, Lonigan CJ. Child development and emergent literacy. *Child Dev.* Jun 1998;69:848-872.

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Dialogic Reading

PEER	CROWD
Prompt	**C**ompletion
Evaluate	**R**ecall
Expand	**O**pen-ended
Repeat	**W**h questions
	Distancing

Video 1

Identification

Understanding of the nature and processes of reading

CONTINUED™

Identification

The process of reading is complex

Involves automaticity and meta-cognitive skills

"The act of reading is so easily taken for granted that we forget what an astounding feat it is. How can a few black marks on white paper evoke an entire universe of sounds and meanings? The mystery thickens when we consider that we read using a primate brain that evolved to serve an entirely different purpose."

Dehaene, Stanislas. (2009). Reading in the brain: The new science of how we read. New York, New York: Penguin Group

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Identification

Recognize the signs

Children who previously received speech and/or language intervention

Recognize need for explicit instruction

Identify opportunities to increase experience with reading and writing

Develop and communicate with teachers on screening procedures & observation

Establish a tracking system for identifying new or re-emerging difficulties

American Speech-Language-Hearing Association. (2001). *Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents* [Guidelines]. Available from www.asha.org/policy.

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Identifying the Signs

Early Signs

Family history of difficulties
Limited experience with reading
Lack of print awareness
Phonological processing and/or phonological awareness weakness
Delayed speech sound production or late talker
Word-finding and rapid automatic naming delays
(e.g., difficulty saying or writing the alphabet or use of non-specific vocabulary)
Challenges with language comprehension
Discrepancy between receptive and expressive language
Slow processing speed
Poor verbal or short-term working memory
inattention

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Identifying the Signs

Later Signs

May include early signs

Comprehending grade-level textbooks
Difficulty with inferring meaning
Challenges with executive functioning skills

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Identifying the Signs

Additional Signs

Difficulty writing ideas on paper
Reading below grade
Slow or effortful reading
Trouble remembering new words
Remembering letter names and sounds

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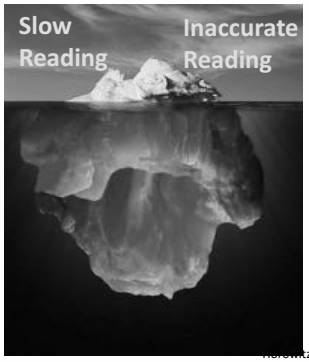
Identification

Neuroimaging provides information on the underling causes of reading difficulties

What is seen

Not seen (Causes)



Horowitz-Kraus, (2015)

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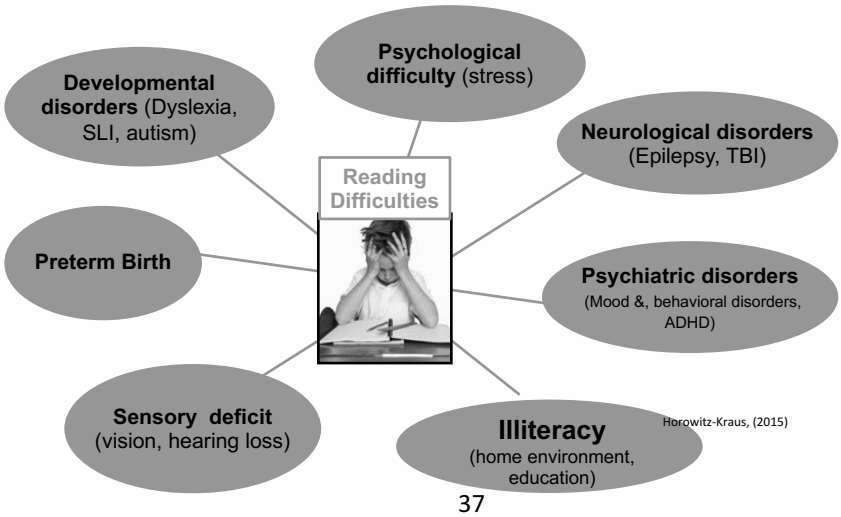
Identification

Varied causes for reading difficulties in children



Horowitz-Kraus, (2015)

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Reading Mechanisms

Phonemic Awareness	Phonics	Vocab.	Fluency	Comprehension
Segmenting & blending sounds in spoken words	Letter-sound correspondence Decoding and encoding	Meaning of Words	Speed Accuracy Prosody Tone Emotion	Understanding Making sense of what you read

Emotions and attitudes toward reading

Attention, Speed of Processing, Executive Function skills

(National Reading Panel, 2000)

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Assessment

Formal and informal measures should include:

- **Parent/teacher/child interviews**
- **Child observation and samples of reading, spelling, and written expression**
- **Decoding real and nonsense single-words**
- **Reading fluency (speed, accuracy, and prosody)**
- **Passage comprehension**

American Speech-Language-Hearing Association. (2001). *Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents* [Guidelines]. Available from www.asha.org/policy.

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Assessment

Reading and Literacy Discovery Center at Cincinnati Children's Hospital

- **Five pillars of reading**
- **Cognitive mechanisms associated with reading**

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*Lists of Assessments

North Dakota Department of Public Instruction:
http://www.ncsip.org/reading/North+Dakato+Lists+of+Reading+Assessments.pdf

Southwest Educational Development Laboratory (SEDL):
http://www.sedl.org/about/

*Incomplete lists

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Assess across the Ages

Preschool

Parent interview or questionnaire regarding literacy in the home

Phonological awareness

Awareness of environmental print: show logos and signs

Hold, orient, and turn the pages in a book

Recognize and print name

Pre-writing (e.g., letter-like shapes)

Produce and discriminate between speech sounds

Receptive and Expressive Vocabulary

Understand and produce grammatical word forms and sentences

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Assess across the Ages

Kindergarten through 3rd grade (Learning to Read)

Phonological Awareness

Phonics

Rapid letter, digit, object Naming

Phonological memory

Letter Identification

Invented spelling

Reading

Writing

Spoken Language

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Assessing across the Ages

4th grade + (Read to Learn)

Increase in demands, speed and accuracy, and complexity

Assessment of prior skills mentioned in K-3rd

Reading:

a. Derivational morphology (forming a new word based on the root by adding prefixes or suffixes) and orthographic patterns (irregular words)
b. Knowledge of different texts and genres
c. Knowledge of the purpose of a text: persuade, inform, or entertain
d. Strategies for comprehension, storage and retrieval: skimming, using headings and subheading, end of chapter questions, rereading, note-taking, posing questions

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Assessing across the Ages

4th grade + (Read to Learn)

Writing:

a. Productivity/ fluency: number of words
b. Syntax: T-unit length, average length on main clauses with their dependent clauses; clause density, and grammar.
c. Vocabulary: multisyllabic words and uniqueness
d. Spelling and morphology: phonological and morphological aspects of regular and irregular spellings
e. Text organization: rubrics to rate narrative and expository writing.
f. Conventions: counting errors in punctuation, capitalization, paragraph formation

Curriculum-Based Language Assessment (CBLA):

Does the student have the language skills to learn the curriculum?
Assess whether or not the student is learning the content.

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Assessing across the Ages

4th grade + (Read to Learn)

Executive Functioning:

Plan, organize, and monitor thinking, information, and behavior; strategic reading, organizational strategies, study skills, and comprehension monitoring

Spoken Language

a. Vocabulary: multiple meaning words
b. Figurative language: idioms, metaphors, proverbs, humor, and poetic language
c. Rare and abstract vocabulary found in scholarly contexts
d. Synonyms and antonyms
e. Integrating meaning , analogies, complexity of sentences (syntax)

American Speech-Language-Hearing Association. (2001). *Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents* [Guidelines]. Available from www.asha.org/policy.

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Assessment into Intervention

Write a "Prescription"

Match area(s) of weakness with researched-based intervention

Rx PRESCRIPTION FOR READING

Date: _____

Child's Name: _____

Instructions: **Read Books**

- ☐ Every day — at bedtime, naptime, anytime!
- ☐ Refills at the library — free books and story time
- ☐ Visit the museum — have some fun and learn something new!

Signature: _____

READ TO YOUR CHILD 20 MINUTES EVERY DAY

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Prescription

Area of Challenge	Recommended Strategies
Phonemic Awareness (segmenting/blending sounds)	• Sound string • Structured Literacy: structured, direct, multisensory approach (Sound Partners)
Orthographic skills (word structure)	• Fry or Dolch words (sight words) • Prefixes, suffixes, root words
Fluency	• Repeated Readings • Reader's Theater
Comprehension	• Audio books • Visualization/drawing pictures • Why questions/Make connections
Attention	• Breaks • Chunking • Graphic organizer • Routines and consistency

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Intervention

Use best practice

Reference ASHA's Practice Portal

Reference: What Works Clearinghouse

Use assessment data and curriculum standards to plan intervention targets and activities for progress within general ed

Assist child in applying language systems to decode and comprehend while reading, and to organize, compose, spell while writing

Focus treatment in isolated tasks or integrated aspects

Individualized instruction

Collaborate

Use technology

Document intervention outcomes

American Speech-Language-Hearing Association. (2001). *Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents* [Guidelines]. Available from www.asha.org/policy.

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Intervention

Direct and Explicit instruction

Technology

Develop phonological awareness (P.A.), word recognition, and spelling by focusing on how letter sounds look, sound, and feel in the mouth

a. P.A.: explicit instruction with the alphabetic principle and how it relates to decoding and spelling
b. Decoding: implemented with fluency activities such as guided repeated readings
c. Spelling: strategies that require the child to look and think about word patterns and rules and then generalize to unknown words; orthography and meaning; teach self-monitoring and repair strategies; say words slowly while stretching them out to feel and hear sounds while writing it down

Teach awareness of text structure

Reading with a purpose (e.g., Before, During and After handout)

Use written language and spoken language to support one another

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American Speech-Language-Hearing Association. (2001). *Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents* [Guidelines]. Available from www.asha.org/policy.

Reading Mechanisms

Phonemic Awareness	Phonics	Vocab.	Fluency	Comprehension
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Emotions and attitudes toward reading

Attention, Speed of Processing, Executive Function skills

(National Reading Panel, 2000)

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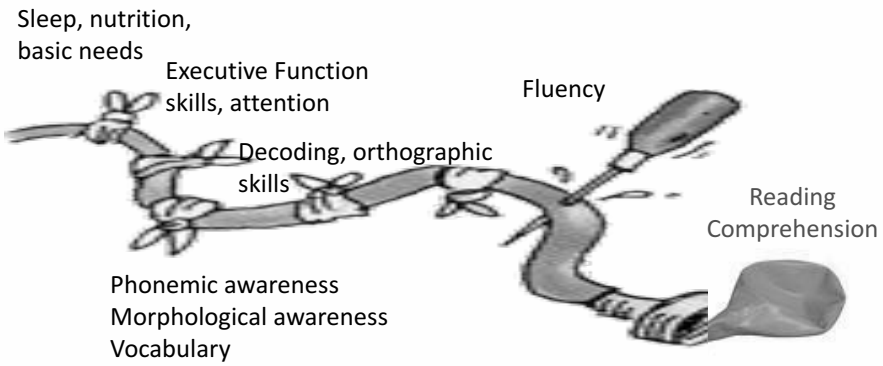
Trickling Effect



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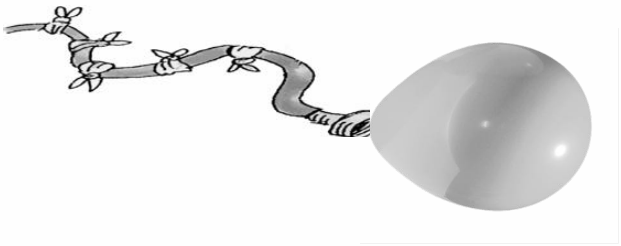
Plug the holes for success



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Intervention Strategies

For a strategy to work the child must buy into the strategy. To buy into a strategy, the child must understand the purpose.

(http://www.sedl.org/reading/framework/elements.html)

1) **Be Direct and explicit**
2) **Begin by stating the purpose or target**
3) **Identify when and where it should be used**
4) **Layout the steps for using it**
5) **PRACTICE !**

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Executive Function Skills

Initiation, shifting, emotional control, planning and organization, monitoring, inhibit, and working memory

Inhibit

- Control you emotions, attention, behavior, thoughts to resist what you want to do and focus on what you need to do

"It is not enough to know what is right and want very much to act accordingly, you must do it, and sometimes an inability to inhibit an appropriate inclination gets in the way." (Diamond, 2014)

Working Memory

- Mentally holding information, while you work with it (manipulate it)
  - Holding in your mind what happened earlier and relating it to the present (make sense of what you read or heard)

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Cognitive Aspects

1) Making lists
2) Set a timer
3) Breaks
4) Allow additional time for to respond to questions
5) Stand to complete work/ Sit on a yoga ball
6) Check for understanding
7) Provide Guided Notes
8) Color coded folder and notebook for each class
9) Strategy binder: list strategy, when to use it, & ex
10) Use technology (e.g., apps, speech to text, Notability)
11) Verbal rehearsal

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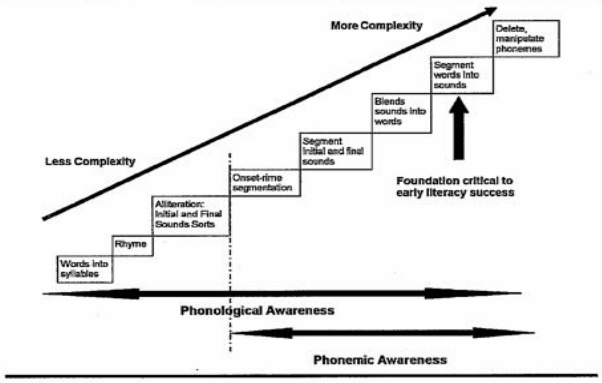
Phonological Awareness

Figure 1. Sequence of phonological awareness instruction and intervention.



Schuele, C.M, & Boudreau, D. (2008). Phonological Awareness Intervention: Beyond the Basics. Language, Speech, & Hearing Services In Schools, 39, 3-20.

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Phonological Awareness

General Timeline for Development

Preschoolers: Initial awareness of rhyming words, Identify the first sound in words, Separate words into syllables.

Kindergarten

Beginning of kindergarten: ***Identify and produce rhyming words***

Middle of kindergarten: Match words with the same first sound and the same last sound and identify the first and last sounds in words

End of kindergarten: Separate and put together words made up of two or three sounds including C-V words (e.g., my), V-C words (e.g., it), or C-V-C words (e.g., dog).

Beginning of first grade: Separate sounds and blend sounds together in words with consonants blends (e.g., skip, trap, blue).

Schuele, C.M, & Boudreau, D. (2008). Phonological Awareness Intervention: Beyond the Basics. Language, Speech, & Hearing Services In Schools, 39, 3-20.

(Schuele &Boudreau, 2008)

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Phonemic Awareness

Onset-rime segmentation & Initial and final sound segmentation	Blend sounds into words & Segment words into sounds
Initial continuing sounds What's the first sound in ship?	CV and VC words
Initial stop sounds What's the first sound in tap?	CVC words
Final continuing sounds What's the last sound in house?	CCVC words
Final stop sounds What's the last sounds in hop?	CVCC words
	Words with a mix of sounds and shapes

Schuele, C.M, & Boudreau, D. (2008). Phonological Awareness Intervention: Beyond the Basics. Language, Speech, & Hearing Services In Schools, 39, 3-20.

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Phonological Awareness

Manipulatives (blocks or fingers)

Direct and explicit instruction in small group setting or one-on-one

Multisensory (hear, say, do)

Use the curriculum

http://www.fcrr.org/for-educators/sca.asp

http://earobics.com/gamegoo/gooey.html

www.brendenisteaching.com

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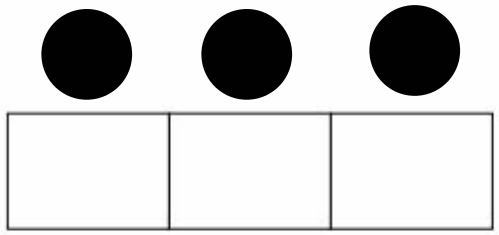
Phonemic Awareness

Elkonin Sound Box

Say, “cat.”



Child moves counters for /c/ /a/ /t/.

(Ursic, 2016)

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Phonemic Awareness

Video 2

Video 3

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Phonics

Decoding and Encoding

1. Develop automaticity with repeated systematic, explicit, and direct instruction (e.g., Structured Literacy)
2. Scaffolding at the word, phrase and sentence level.
3. Guided learning with key words or symbols for recall
4. Over teach using multiple senses (multi-sensory approach: see, say, do)
5. For encoding: isolate each sound in a word using a manipulative. Once the number of sounds in a word are correctly identified (e.g., 3 sounds) ask the child to write at least one letter to represent each sound.
   a) If a word has four sounds, there should be at least four letters. For example, "rain" has 3 sounds so it needs at least 3 letters written. The child successfully completed the task even if they write 'ran'. Then show the child how it is written in a book while sounding it out 'r' 'ai' 'n'.
   b) Key words (e.g. "itch" for short 'i' sound)

Decoding

Drilling cards

- Divide cards into 3 groups
  - Beginning letters: b,z,f,c,s,g,m,h,l,r,k,w,p,qu,n,sh,ch,th,t,v,d,n,j,y
  - Middle – all vowels
  - End b,m,p,n,d,t,g,sh,ch,th
- Identify real and silly words
- Use real words in a sentence

CONTINUED™

Decoding

Blending Drill

Video 4

Video 5

Decoding

High Interest-Decodable Books

https://www.readinga-z.com/books/decodable-books/

https://www.raz-kids.com/main/RazQuizRoom/collectionId/2/leveledBookLanguageId/1

http://www.highnoonbooks.com/index-hnb.tpl (e.g., Totem Series)

Middle School (Mascott, 2014)
Bad Island series by Doug TenNaple
Amalee by Dar Williams
On the Run series by Gordon Korman
Charlie Bone series by Jenny Nimmo
Big Nate series by Lincoln Peirce
Sixth Grade Secrets by Louis Sachar
I Survived series by Lauren Tarshis
Wonderstruck by Brian Selznick
Diary of a Wimpy Kid series by Jeff Kinney
Smile by Raina Telgemeier

www.speld-sa.org.au

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Spelling

Simultaneous Oral Spelling

Video 6: consonant-vowel-consonant words

Video 7: consonant-consonant-vowel-consonant

Video 8: error correction

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Vocabulary

1. Dialogic book reading: an organized and systematic way of interacting and talking through a story to enhance vocabulary and oral language development, and a love of books.
2. Expanding Expression Tool (EET) (smith, 2011)
3. Relating unknown vocabulary to child's experiences
4. Provide multiple opportunities to use new vocabulary
5. Systematically and explicitly teach morphological awareness (MA) skills.
   a) Learning affixes (e.g., prefixes, suffixes, and base words or roots) is one way to increase the number of words a child can understand.

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Morphological Awareness

Strongest predictor of children's word-level reading and spelling abilities.

Apel, K., Wilson-Fowler, E. B., Brimo, D., & Perrin, N. A. (2012). Metalinguistic contributions to reading and spelling in second and third grade students. *Reading and Writing, 25*(6), 1283-1305

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Morphological Awareness

Inflectional morphology

- Affixes that change the grammatical function of the word but not the meaning
- Ex. Adding plural, -ed, present progressive
- Play- Plays, played, playing

Derivational morphology

- Base morpheme remains the same but may differ in word class and meaning
- Nouns can become an Adjective ex. Beauty to Beautiful
- Verbs to nouns ex. Heal to health
- Adjective to adverb ex. Quick to quickly

The ability to use morphological knowledge to determine word meanings begins in early elementary, with the most rapid growth in grades 4-8.

Carlisle, J. (2000). Awareness of the structure and meaning of morphologically complex words: Impact on Reading. *Reading and Writing: An Interdisciplinary Journal,* 12, 169-190.

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Morphological Awareness

Judgment tasks: child must make a decision, but does not have to produce an outcome

Task: Is there a little word in 'corner' that has a similar meaning to 'corner'? Is there a little word in 'helper' that has a similar meaning to 'helper'?)

Production or derivation tasks: child must apply morphological rules.

Direction: I am going to tell you a base word, or word with the most meaning. Then I will give you a sentence and I want you to fill in the missing word with the given base word and its correct morpheme.

Task: (Warm) The child chose the jacket for its _____. (answer: warmth)

Decomposition tasks: Child must identify the correct root of the inflectional or derivational form given.

Direction: I will give a base word with a suffix or prefix. I want you tell me the missing word using the correct base word.

Task: misspell: The teacher could not ___. (answer: spell)

Analogy tasks: require both production and decomposition skills. More explicit level of morphological awareness by identifying the relationship (decomposition) and then applying it to the next pattern (production) (ex. dance: danced :: drink: drank)

Research by Deacon and Kirby (2004): predicts reading ability in children grades 3 to 5

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Word analogy test items used in the Kirby et al. (2012) study in grade 1-3

1	push: pushed:: jump: *jumped*	PM
2	walker: walk:: teacher: *teach*	PM
3	bird: birds:: goose: *geese*	M
4	sleep: sleepy:: cloud: *cloudy*	PM
5	bounce: bounced:: skip: *skipped*	PM
6	beauty: beautiful:: fun: *funny*	M

Inflected			Derived		
1	run: ran:: walk: *walked*	M	1	mess: messy:: fun: *funny*	PM
2	doll: dolls:: sneaker: *sneakers*	PM	2	paint: painter:: bake: *baker*	PM
3	good: better:: low: *lower*	M	3	anger: angry:: sun: *sunny*	PM
4	jumped: jump:: stood: *stand*	M	4	teach: teacher:: work: *worker*	PM
5	push: pushed:: lose: *lost*	M	5	high: height:: deep: *depth*	M
6	help: helped:: say: *said*	M	6	decision: decide:: action: *act*	M
7	mouse: mice:: child: *children*	M	7	science: scientist:: art: *artist*	PM
8	heard: hear:: kept: keep	M	8	long: length:: wide: *width*	M
9	longer: long:: taller: *tall*	PM	9	warmth: warm:: strength: *strong*	M
10	dog: dogs:: person: *people*	M	10	magic:: magician:: music: *musician*	PM

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Word Sums

bed	+	s			→	_____
bed	+	room	+	s	→	_____
help	+	er	+	s	→	_____

GUIDED DISCOVERY

1. Discuss what a base is? Ask the child to identify the base/prefix/suffix.
2. If an "s" is added to "bed," does it mean anything? (Yes) What does it mean? (It makes it plural or means that there's more than one.
3. Give student two highlighters and ask him to highlight each part of the word that means something in a different color.
4. Do you know what kind of word this is (compound)? (each base in a compound word brings equal meaning to the word)
5. Give student two highlighters and ask him to highlight each part of the word that means something in a different color.
6. What do the prefixes/suffixes mean? If child is unable to tell you, give other examples using the prefix/suffix to help them create a hypothesis for themselves.

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Matrix for words sums

http://www.neilramsden.co.uk/spelling/matrix/temp/index.html

Word matrix
Peter Bowers, http://wordworkskingston.com/WordWorks/Home.html

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Vocabulary/ Morphological Awareness

Includes lists and activities for:
Compound words (separated into categories)
Prefixes and suffixes (meaning and words)
Latin and Greek roots (categorized by words in textbooks & subject categories)

Great reference for when working on syllable deletion tasks and building vocabulary.

Henry, M., (2003). Unlocking literacy: Effective decoding & spelling instruction. Baltimore: Paul H. Brookes Publishing. (There is now a second edition).

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Vocabulary/ Morphological Awareness

Age range: Preschool, lower elementary, upper elementary, middle school/junior high, high school/adult

Focus: Guided practice and independent practice

<u>Vocabulary skills and concepts include</u>:

Listening, speaking, reading, and writing
Language processing of nouns, verbs, adjectives, adverbs, and prepositions
Antonyms and synonyms
Categorization
Word parts (prefixes, suffixes, and roots)
Rhyming
Onomatopoeia
Storytelling
Compounds
Meaning and usage
Word play

Montgomery, J.K., (N/A). The bridge of vocabulary: Evidence-based activities for academic success. Pearson Education, Inc.

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Reading Fluency

An essential precursor to reading comprehension (Rasinski, 2004)

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Reading Fluency

(National Assessment of Educational Progress, 2015)

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Reading Fluency

Three Components

1. **Speed or rate: automaticity**
2. **Accuracy: minimal errors**
3. **Prosodic reading: Breaking words into meaningful chunks to allow for interpretation; expression; break the text into syntactically and semantically appropriate units.**

- **All three components lead to automaticity and reading comprehension (Rasinski, 2004)**
- **Requires hearing what fluent reading sounds like and learning how readers interpret text with their voices.**

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Assessing Aspects of Fluency

Rate & Accuracy

Student orally reads from an unpracticed grade level text for one minute (WCPM).

Add number of words read in one minute -errors =WCPM

WCPM / total number of words read X 100 = % or accuracy

Take an average from 2 or 3 different passages unless using standardized passages

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Hasbrouck and Tindal's Oral Reading Fluency Norms for Grades 1-8

PERCENTILE	FALL WCPM	WINTER WCPM	SPRING WCPM	AWI	PERCENTILE	FALL WCPM	WINTER WCPM	SPRING WCPM	AWI
GRADE 1					GRADE 5				
90	—	81	111	1.9	90	166	182	194	0.9
75	—	47	82	2.2	75	139	156	168	0.9
50	—	23	53	1.9	50	110	127	139	0.9
25	—	12	28	1.0	25	85	99	109	0.8
10	—	6	15	0.6	10	61	74	83	0.7
GRADE 2					GRADE 6				
90	106	125	142	1.1	90	177	195	204	0.8
75	79	100	117	1.2	75	153	167	177	0.8
50	51	72	89	1.2	50	127	140	150	0.7
25	25	42	61	1.1	25	98	111	122	0.8
10	11	18	31	0.6	10	68	82	93	0.8
GRADE 3					GRADE 7				
90	128	146	162	1.1	90	180	192	202	0.7
75	99	120	137	1.2	75	156	165	177	0.7
50	71	92	107	1.1	50	128	136	150	0.7
25	44	62	78	1.1	25	102	109	123	0.7
10	21	36	48	0.8	10	79	88	98	0.6
GRADE 4					GRADE 8				
90	145	166	180	1.1	90	185	199	199	0.4
75	119	139	152	1.0	75	161	173	177	0.5
50	94	112	123	0.9	50	133	146	151	0.6
25	68	87	98	0.9	25	106	115	127	0.6
10	45	61	72	0.8	10	77	84	97	0.6

WCPM: Words Correct Per Minute AWI: Average Weekly Improvement

Hasbrouck and Tindal, 2006

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Assessing Aspects of Fluency

Prosody

Figure 4
Multidimensional Fluency Scale

Use the following scales to rate reader fluency on the dimensions of expression and volume, phrasing, smoothness, and pace. Scores range from 4 to 16. Generally, scores below 8 indicate that fluency may be a concern. Scores of 8 or above indicate that the student is making good progress in fluency.

Dimension	1	2	3	4
A. Expression and Volume	Reads with little expression or enthusiasm in voice. Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Some expression. Begins to use voice to make text sound like natural language in some areas of the text, but not others. Focus remains largely on saying the words. Still reads in a quiet voice.	Sounds like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with good expression and enthusiasm throughout the text. Sounds like natural language. The reader is able to vary expression and volume to match his/her interpretation of the passage.
B. Phrasing	Monotonic with little sense of phrase boundaries, frequent word-by-word reading.	Frequent two- and three-word phrases giving the impression of choppy reading; improper stress and intonation that fail to mark ends of sentences and clauses.	Mixture of run-ons, mid-sentence pauses for breath, and possibly some choppiness; reasonable stress/intonation.	Generally well phrased, mostly in clause and sentence units, with adequate attention to expression.
C. Smoothness	Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Several "rough spots" in text where extended pauses, hesitations, etc., are more frequent and disruptive.	Occasional breaks in smoothness caused by difficulties with specific words and/or structures.	Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction.
D. Pace (during sections of minimal disruption)	Slow and laborious.	Moderately slow.	Uneven: mixture of fast and slow reading.	Consistently conversational.

Source: Adapted from "Training Teachers to Attend to Their Students' Oral Reading Fluency," by J. Zutell and T. V. Rasinski, 1991, *Theory Into Practice, 30*, pp. 211-217.

Assessing Reading Fluency • 15

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Assessing Fluency

Standardized Assessment
TOSREC: silent reading fluency measure
Gray Oral Reading Test-Fifth Edition: oral reading fluency and comprehension

Informal assessment
http://www.readinga-z.com/assessments/fluency-timed-reading/(with use of sentences and passages)

http://www.scholastic.com/teachers/article/oral-fluency-assessment-calculator-grades-3-5

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Reading Fluency

Teach automaticity and prosody using direct explicit instruction

1. **Model Fluent Reading**
2. **Assisted reading**
3. **Repeated readings**

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Reading Fluency

Model Fluent Reading

a. Provide opportunities to hear the way a story should sound (e.g., what words or punctuation allow the reader to know what words to stress, when to use expression, when to get loud, fast, excited, or pause)
b. Read to children no matter their age

Reading Fluency

Assisted reading

a. Paired reading
b. Choral reading: Read aloud as a group
c. Read along with prerecorded readings

CONTINUED™

Reading Fluency

Repeated readings

a. Generalizes to other passages
b. Improvement in reading the passage, decoding, reading rate, prosodic reading, and comprehension (National Reading panel, 2000; Kuhn & Stahl, 2000)
c. Not meant for children reading below a first grade reading level
d. Student rereads a passage until meeting criteria
e. Practice strategy to enhance decoding skills

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Reading Fluency Breakdown

Accuracy
- Sound boxes/Elkonin boxes and Phonemic Awareness
- Alphabetic principle
- Letter-sound relationships
- Decoding

Rate
- Reread familiar text on their level
- Stop watch: words per minute

Prosody
- Read the punctuation; over exaggerate
- Modeling
- Choral reads

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Reading Comprehension

Poor reading comprehension is a symptom, what is the root cause?

Reading Comprehension

1. **Ask open-ended questions**
   - **Why questions to elaborate (Presley et al., 1992)**
2. **Inference and prediction**
3. **Have child ask questions pertaining to the purpose and main idea**
4. **Relate unknown vocabulary to known background knowledge or experiences**
5. **Reread the text: Ask yourself, does it make sense?**
6. **Use visual aides/graphic organizers**
7. **Visualization**
8. **Read the chapter questions before reading; highlight as your read or use sticky notes**
9. **Information presented orally**
   - **Learning Ally- http://www.learningally.org**
   - **Bookshare-https://www.bookshare.org**
   - **The Public Library -Tumble Books. http://www.tumblebooks.com/library**

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Collaboration

- Participate in interdisciplinary teams
- Collaborate with general and special ed. Teachers
- Manage your caseload to accommodate new or expand roles with reading and literacy
- Provide therapies relevant to the curriculum and pragmatic needs
- Conduct or participate in research
- Consultation or professional development
- Contribute to policy development
- Inform about normal development to individuals that plan and evaluate the curriculum, establish assessments, and set policies
- Develop and evaluate new methods, materials, and technology

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Advocacy

Advocate for the needs of the child

Understand federal guidelines

Understand the laws and regulations of your state

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Websites

What Works Clearinghouse

Investigate effective interventions by topic, program, or grade.

http://ies.ed.gov/ncee/wwc/findwhatworks.aspx

Websites

Florida Center for Reading Research

http://www.fcrr.org/for-educators/sca.asp

Includes:

- **Learning Center Activities related to alphabet knowledge, P.A., Language and vocabulary**
- **Student Center Activities are sorted by grade level (K-5th) and relate directly to the 5 pillars of reading. Each activity includes an objective, list of materials, the activity, and extension activities.**

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Websites

Readwritethink.org

Free resources sorted by grade level (K-12) including lesson plans linked to national standards, evidence-based strategy guides linked to research, games and tools, and fee-based professional development opportunities

Example of a lesson plan and strategy guide:

http://www.readwritethink.org/classroom-resources/lesson-plans/green-monster-teaches-phonics-250.html?tab=1#tabs

http://www.readwritethink.org/professional-development/strategy-guides/choral-reading-30704.html

Websites

Understood

Resources for learning and attention issues

www.understood.org

Websites

Learning Ally

Information, resources, and audiobooks

www.learningally.org

Bookshare

www.bookshare.org

Online library for people with print disability

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Websites

Get Ready To Read

Free Kindergarten readiness screener.

www.getreadytoread.org/screening-tools

Sorts readiness skills into three areas:

-Beginner
-Making Progress
-Ready to Read

Offers activities and games to strengthen skills

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Websites

Reading Rockets

www.readingrockets.org/audience/professions/asha

Information pertaining to the slp regarding literacy and reading

Example:

http://www.readingrockets.org/helping/target

All about Adolescent Literacy

www.AdLit.org

Resources for grades 4 through 12

Examples:

Strategies listed by area of focus and support of a graphic organizer: http://www.adlit.org/strategy_library/

Professional development targeting strategies and learning activities related to the Common Core standards: http://www.adlit.org/common_core/

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Websites

Brain Breaks

Quick activities for movement breaks

http://yourtherapysource.com/rollsomefunfree.html

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Websites

Reading and Literacy Discovery Center

Cutting edge research and information for parents, professionals, and children

https://rldc.cchmc.org

513-803-READ

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Resource

Link: https://viablesynergy.wufoo.com/forms/s3q62e1k51n5v/

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