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Reading and the Speech-Language Pathologist

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

My Story
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.

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.)
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.

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
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

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonology:</td>
<td>Writing</td>
</tr>
<tr>
<td>Phonics</td>
<td>Spelling</td>
</tr>
<tr>
<td>Morphology:</td>
<td>Use of Grammar</td>
</tr>
<tr>
<td>Understanding</td>
<td>Use of Sentence Structure</td>
</tr>
<tr>
<td>Syntax:</td>
<td>Use of Vocabulary</td>
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<tr>
<td>Understanding</td>
<td>Conveying Point of View</td>
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<tr>
<td>Semantics:</td>
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<tr>
<td>Understanding</td>
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<tr>
<td>Pragmatics:</td>
<td></td>
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<tr>
<td>Understanding</td>
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</tbody>
</table>

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

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
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


ESSA and the SLP

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


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

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


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
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.

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, and 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)


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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
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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**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)

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SpeechPathology.com 27
## Dialogic Reading

<table>
<thead>
<tr>
<th><strong>PEER</strong></th>
<th><strong>CROWD</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt</td>
<td>Completion</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Recall</td>
</tr>
<tr>
<td>Expand</td>
<td>Open-ended</td>
</tr>
<tr>
<td>Repeat</td>
<td>Wh questions</td>
</tr>
<tr>
<td></td>
<td>Distancing</td>
</tr>
</tbody>
</table>

Video 1

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## Identification

Understanding of the nature and processes of reading
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.”


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

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

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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continued
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

Identification

Neuroimaging provides information on the underlying causes of reading difficulties

What is seen
- Slow reading
- Inaccurate reading

Not seen (Causes)

Horowitz-Kraus, (2015)
Identification

Varied causes for reading difficulties in children

- Developmental disorders (Dyslexia, SLI, autism)
- Psychological difficulty (stress)
- Neurological disorders (Epilepsy, TBI)
- Psychiatric disorders (Mood & behavioral disorders, ADHD)
- Sensory deficit (vision, hearing loss)
- Illiteracy (home environment, education)
- Preterm Birth
- Reading Difficulties

Reading Mechanisms

<table>
<thead>
<tr>
<th>Phonemic Awareness</th>
<th>Phonics</th>
<th>Vocab.</th>
<th>Fluency</th>
<th>Comprehension</th>
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<tr>
<td>Segmenting &amp; blending sounds in spoken words</td>
<td>Letter-sound correspondence, Decoding and encoding</td>
<td>Meaning of Words, Speed Accuracy Prosody Tone Emotion</td>
<td>Understanding Making sense of what you read</td>
<td></td>
</tr>
</tbody>
</table>

Attention, Speed of Processing, Executive Function skills

[Emotions and attitudes toward reading]

(National Reading Panel, 2000)
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


Assessment

Reading and Literacy Discovery Center at Cincinnati Children’s Hospital

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

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
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

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
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.

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)

**Assessment into Intervention**

**Write a “Prescription”**
Match area(s) of weakness with researched-based intervention

<table>
<thead>
<tr>
<th>Area of Challenge</th>
<th>Recommended Strategies</th>
</tr>
</thead>
</table>
| 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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**SpeechPathology.com**

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**Cincinnati Children’s**
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


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

Reading Mechanisms

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<tr>
<td></td>
<td>Decoding and encoding</td>
<td></td>
<td>Prosody Tone</td>
<td>Making sense of what you read</td>
</tr>
</tbody>
</table>

Attention, Speed of Processing, Executive Function skills

Trickling Effect

Sleep, nutrition, basic needs

Executive Function skills, attention

Decoding, orthographic skills

Phonemic awareness
Morphological awareness
Vocabulary
Oral language

Fluency
Reading Comprehension

51 52
Plug the holes for success

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!
Executive Function Skills

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

Inhibit

- Control your 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)

Cognitive Aspects

1) Making lists
2) Set a timer
3) Breaks
4) Allow additional time for response 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
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 & Boudreau, 2008)
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

What's the first sound in ship? CV and VC words
What's the first sound in tap? CVC words
What's the last sound in house? CCVC words
What's the last sounds in hop? CVCC words

Words with a mix of sounds and shapes


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
Phonemic Awareness

Elkonin Sound Box

Say, “cat.”

Child moves counters for /c/ /a/ /t/. (Ursic, 2016)

Phonemic Awareness

Video 2
Video 3
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
Decoding

Blending Drill
Video 4
Video 5

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
- Amolee 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
Spelling

Simultaneous Oral Spelling
Video 6: consonant-vowel-consonant words
Video 7: consonant-consonant-vowel-consonant
Video 8: error correction

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.
Morphological Awareness

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


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.

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**

<table>
<thead>
<tr>
<th>Inflected</th>
<th>Derived</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 run: ran: walk: walked</td>
<td>M 1 mess: messy: fun: funny</td>
</tr>
<tr>
<td>3 good: better: low: lower</td>
<td>M 3 anger: angry: sun: sunny</td>
</tr>
<tr>
<td>5 push: pushed: lose: lost</td>
<td>M 5 high: height: deep: depth</td>
</tr>
<tr>
<td>8 heard: hear: kept: keep</td>
<td>M 8 long: longer: wide: width</td>
</tr>
<tr>
<td>9 longer: long: taller: tall</td>
<td>PM 9 warmest: warm: strongest: strong</td>
</tr>
</tbody>
</table>
Word Sums

<table>
<thead>
<tr>
<th>Bed</th>
<th>+</th>
<th>S</th>
<th>→</th>
<th>____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed</td>
<td>+</td>
<td>Room + S</td>
<td>→</td>
<td>____________________</td>
</tr>
<tr>
<td>Help</td>
<td>+</td>
<td>Er   + S</td>
<td>→</td>
<td>____________________</td>
</tr>
</tbody>
</table>

**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.

**Matrix for words sums**

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

Word matrix
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.


Vocabulary/ Morphological Awareness

Age range: Preschool, lower elementary, upper elementary, middle school/junior high, high school/adult
Focus: Guided practice and independent practice

Vocabulary skills and concepts include:
- 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

Reading Fluency

An essential precursor to reading comprehension (Rasinski, 2004)

(National Assessment of Educational Progress, 2015)
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.

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
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 1 to 4. Generally, scores below 3 indicate that fluency may be a concern. Scores of 3 or above indicate that the student is making good progress in fluency.

1. Expression and Volume
   - Reads with little expression or enthusiasm in voice. Reads words as if they were not important. Silences are frequent, and language tends to read as a chant.
   - Some expression. Reads with enough expression or enthusiasm in voice to make text sound like natural language. Words vary in volume and rhythm.
   - Reads with good expression and enthusiasm throughout the text. Words sound like natural language. The reader typically varies volume and rhythm to match the meaning of the passage. Occasionally pauses to reflect on the meaning of the passage.

2. Phrasing
   - Maintains little sense of phrase boundaries, frequent word-to-word reading.
   - Frequent pauses and missing punctuation.
   - Frequent breaks caused by difficulties with specific words or phrases.

3. Smoothness
   - Frequentlyinterrupted, hesitations, false starts, slow reading, repetitions, and/or multiple pauses. Sentences are not completed.
   - Occasional breaks caused by difficulties with specific words or phrases.
   - Generally smooth reading with occasional breaks, but word and sentence structure are retained.

4. Pace (clarity sections of material)
   - Slow and labored, moderately slow, uneven.
   - Consistently conversational.

Source: Adapted from "Teaching Teachers to Attend to Their Students' Oral Reading Fluency," by J. Dweck and T. V. Kameenui, 1981. Theory Into Practice, 30, pp. 211-217.
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)


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Reading Fluency

Teach automaticity and prosody using direct explicit instruction
1. Model Fluent Reading
2. Assisted reading
3. Repeated readings
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

Assisted reading

a. Paired reading

b. Choral reading: Read aloud as a group

c. Read along with prerecorded readings
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

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
Reading Comprehension

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

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 you read or use sticky notes
9. Information presented orally
   - Learning Ally - http://www.learningally.org
   - Bookshare-https://www.bookshare.org
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

Advocacy

- Advocate for the needs of the child
- Understand federal guidelines
- Understand the laws and regulations of your state
Websites

**What Works Clearinghouse**

Investigate effective interventions by topic, program, or grade.


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Website

**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.
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/professional-development/strategy-guides/choral-reading-30704.html

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Understood

Resources for learning and attention issues

www.understood.org

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Websites

Learning Ally
Information, resources, and audiobooks
www.learningally.org

Bookshare
www.bookshare.org
Online library for people with print disability

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
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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**Brain Breaks**
Quick activities for movement breaks

http://yourtherapysource.com/rollsomefunfree.html
Websites

Reading and Literacy Discovery Center
Cutting edge research and information for parents, professionals, and children
https://rldc.cchmc.org

References

References

References


Resource

Sign up now for updates and SLP tools from Cincinnati Children’s Division of Speech-Language Pathology

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