

Tiers without Tears: Implementing Best Practices In Literacy Instruction and How SLPs Can Help

Part One



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Simple View of Reading

Decoding (Word
-level Reading)



Language
Comprehension



Reading
Comprehension

- The ability to transform print into spoken language

- The ability to understand spoken language

• Gough, 1986



Ohio School Report Card

B Improving At-Risk K-3 Readers

Component Grade This component looks at how successful the school is at improving at-risk K-3 readers.

In your district... Details of Measure

3rd Grade Reading Guarantee On Track by Grade Level

129 Students Moved to On Track + 208 Students Started Off Track - 0 RIMP Deductions

How many third graders meet the Third Grade Reading Guarantee requirements for promotion to 4th grade? **100.0%**

B 57.7%

How many third graders scored proficient on the state English language arts test? **81.0%**



RIMP = Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in each grade. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the reading portion of the state's third grade English language arts test given twice during the school year. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

Grade Key

28.0 - 100.0% 44.7 - 33.7%



Sort Words Into Four Groups

(easiest to most difficult)

tic	insist	taps	boat	said	limits
temper	snow	dough	great	stamp	tap
tip	hit	map	steak	show	mention
stop	through				

Group 1	Group 2	Group 3	Group 4



Big 5 Ideas In Reading

★ **Phonemic Awareness**
★ **Alphabetic Principle**

- Basic Code
- Advanced Code
- Multisyllabic Words

3. **Fluency**

4. **Vocabulary**

★ **5. Comprehension**



Subskills Necessary to Reading

Information obtained from "Reading Reflex" by Carmen and Geoffrey McGuinness

1. Ability to scan text from left to right.
 - a. (King-Devick Test For Reading)
2. Ability to match visual symbols to auditory sounds, such as the symbol <t> to the sound /t/.
3. Ability to blend discrete sound units into words.
4. Ability to segment word into sounds.



Subskills Necessary to Reading

(Continued)

5. Ability to understand sometimes two or more letters represent a sound.
6. Ability to understand most sounds can be represented in more than one way.
7. Ability to understand some components of the alphabetic code can represent more than one sound.



Advanced Alphabetic Code

Code Variation:

Goat Toe Row Dough Most Note

Code Overlap:

Cow Tow

Steak Read Bread



DuWayne's Work Sample

List One

Tap-Tap
Rub-Rub
Sat-Sat
Flip-Flip
Stamp-Stamp
Skip-Skip
Drops-Drops

7/7 = 100%

List Two

Boat-Boot
Toe-Tow
Said-Said
Steak-Stack
Snow-Sno
Dough-Dow
Through-Therw

1/7 = 14%



DuWayne 6th Grade

Reading Errors

Inviting
Microorganisms
Optimized
Purified
Require
Alternatives



Elizabeth's Work Sample

List One

Tap-Tap
Rub-Rub
Sat-Sat
Flip-Flip
Stamp-Stamp
Skip-Skip
Drops-Drops

7/7 = 100%

List Two

Boat-Bout
Toe-Teo
Said-Said
Snow-Snow
Dough-Dow
Steak-Stacke
Through-True

2/7 = 29%



Word Sort Answers

Group 1

map
tap
hit
tic
tip

Group 2

taps
stop
stamp

Group 3

snow
boat
great
steak
show
through
dough

Group 4

insist
limits
temper
mention



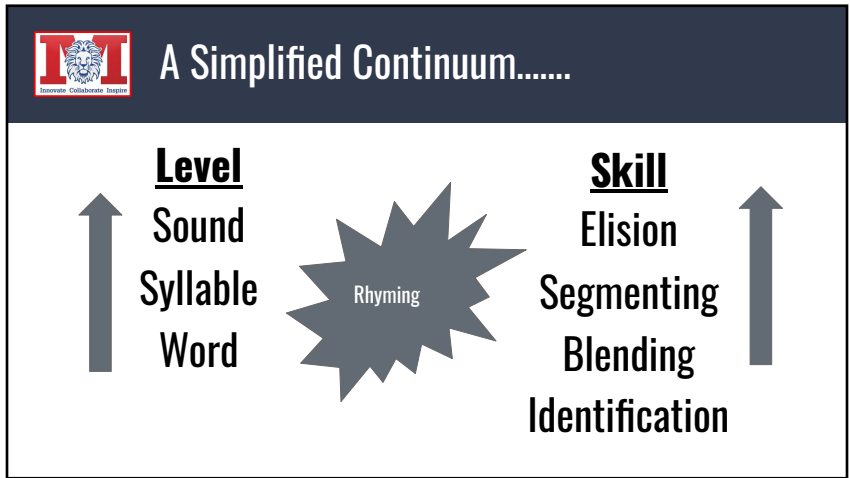
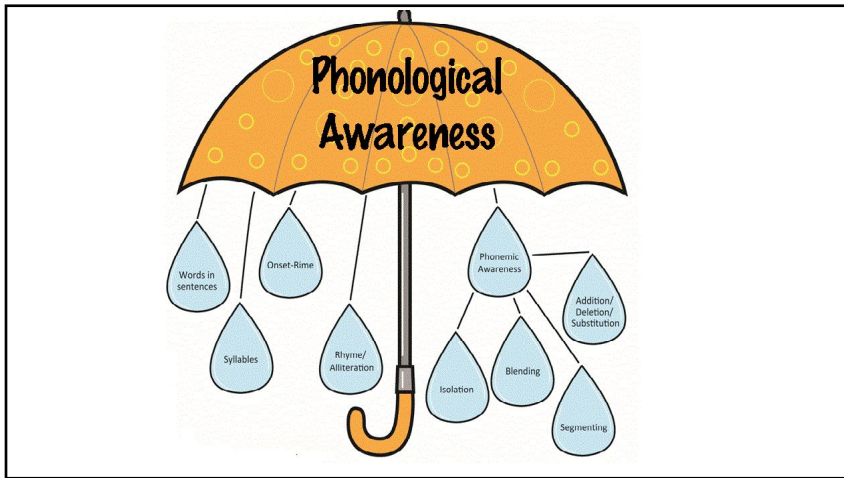
Discovery of Orthographic Mapping

Orthographic mapping is the mental process we use to permanently store words for immediate, effortless retrieval.



This is important!

Our Phonological filing system is the BASIS for word memory/word recognition.





Michael Heggerty Curriculum

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Phonemic Awareness Curriculum

Conciencia Fonémica

Research

Curriculum Alignment to Various Standards

Ordering Information

Phonemic Awareness Curriculum

Due to the reproducible nature of our products, all sales are final. If products are damaged when received, replacements will be sent at no cost after the damaged product is returned. LRI must be notified within 3 business days of UPS delivery.

Illinois Department of Revenue requires that 10% sales tax be added to all orders shipped within Illinois. Tax exempt organizations must provide an Illinois tax-exempt number when placing an order. LRI is required to have a copy of organization's Illinois tax-exempt certificate on file. If we do not have your organization's certificate on file we will request a copy before your order is processed. Illinois tax regulations prohibit the use of an organization tax-exempt number for personal purchases. Customers providing a tax-exempt number assume all responsibility for proper and correct usage of their organization's tax-exempt status.

Phonemic Awareness - Revised English Primary Curriculum
\$74.99

Phonemic Awareness - Revised English Kindergarten Curriculum
\$74.99

Phonemic Awareness - Revised English Pre-Kindergarten Curriculum
\$74.99

Phonemic Awareness Training Lesson Plan for Week 11

Skills	Monday	Tuesday	Wednesday	Thursday	Friday				
Letter Naming Teacher holds up flashcards one at a time <i>out of alphabetical order</i> and students & teacher say the letters' name and sound.	Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____." "Sound is _____." <i>Show only upper case letters, if possible.</i>	Recite ABCs Use patterns, AA BB Example: stand, stand, squat, squat Show letter cards as you recite.	Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy) <i>Show only lower case letters, if possible.</i>	Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____." "Sound is _____." <i>Show upper and lower case letters.</i>	Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____." "Sound is _____." <i>Show upper and lower case letters.</i>				
Rhyming Instructions vary by day. Mon, Wed & Fri: Teacher reads the word set. Students repeat only the two rhyming words. *Answers in bold. Ex. T: lad, bed, had S: lad, had Tues & Thurs: Teacher says the nonsense word. Students say the real word from the category. Ex. T: bapples. S: not bapples, apples!	Repeat the two that rhyme. got, nut, not yam, ham, him fun, run, ran end, send, sand pop, top, zip hip, lip, top tap, rap, rip yell, bell, will got, hot, but hill, pill, roll	Nonsense Words! Category: Fruit bapples (apples) vears (pears) memon (lemon) brapes (grapes) clawberries (strawberries) hottermelon (watermelon) zoranges (oranges) tananas (bananas) wango (mango) tineapple (pineapple)	Repeat the two that rhyme. pot, wet, net wick, jack, tack lip, gap, lap fall, spell, wall Tom, Him, rim bad, mad, bud take, rock, lock dog, big, dig fast, best, nest	Nonsense Words! Category: Farm Animals lo (go) porse (horse) foit (goat) foit (cow) tricken (chicken) looster (rooster) segi (hen) muck (duck) cheep (sheep) lurkey (turkey)	Repeat the two that rhyme. lad, bed, had fed, id, led hum, gum, sum illy, rub, knob luck, tuck, duck wag, bag, sag men, pan, pen lick, lock, pick fog, rug, hog rib, cab, fib				
Onset Fluency Teacher says the word pair. Students repeat the word pair and do thumbs up if the words begin with the same sound, or thumbs down if they do not.	bay, boat come, cat dime, penny fuss, fun you, got	jar, get kit, can /k/ lick, lime mint, pink next, now	poke, pin quiz, quit rain, deck sing, soap touch, fall	wine, give with, was yes, yak bee, zoo best, boy	dough, dunk flin, fish girl, game here, hive jump, gym /j/	kept, give least, nut me, much nose, face pick, peek	queen, quiet round, rich say, tall type, take very, vase	yellow, blue zebra, zoo do, been find, fish goat, pony	jam, jelly king, kelly light, leaf man, dog none, nest pat, zip rise, tall sink, soak tick, tack wish, done
Bleeding Onset-Rime Teacher says the onset and the rime. Students repeat the onset and rime, and then say the whole word. Ex. T: p - eg S: p - eg, peg W - ag W - ax K - id K - im J - ob J - om T - uck T - uk R - od R - od M - ad M - ad P - eg P - eg H - id H - im F - ed F - ed P - eg P - eg H - ad H - ad G - ag G - ag M - ess M - ess J - am J - am W - ax W - ax B - ox B - ox C - ot C - ot R - um R - um F - og F - og J - ob J - ob N - ut N - ut	<p>p - ack w - ag r - am m - ad w - ax</p>	<p>l - ick k - id j - ig p - ll h - im</p>	<p>s - ock j - ob r - od p - ll g - um</p>	<p>c - ub t - uck m - ud h - ad g - um</p>	<p>f - ed p - eg t - ell m - ess j - am w - ax</p>	<p>t - ab h - ad g - ag j - am w - ax</p>	<p>w - in d - ip k - it s - ix r - im</p>	<p>b - ox c - ot r - og j - ob f - og</p>	<p>h - um r - um p - ud b - us n - ut p - ep n - eck w - ed v - et s - ell</p>
Bleeding hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for the onset and one chop for the rime. Students will mirror the teacher by chopping and then sliding their hands to say the whole word.									

Phonemic Awareness Training Lesson Plan for Week 11

Skills	Monday	Tuesday	Wednesday	Thursday	Friday				
Identifying Final Sounds Teacher says word. Students repeat the word and "punch out" the final digraph sound. Ex. T: pig S: piG (See glossary for "punch T if out") punch T if out hand motion: The teacher models punch T if out using his or her left hand. Slide your forearm across your body when saying the first part of the word and punch straight up into the air when saying the final sound.	we B sa D F ig pi G a Ge /j/	wake task ca Me su N to P	le SS ba T ha Ve /ks/ le G fu Ge /j/	si ck nee D cou GH /t/ le G ho Pe	que SS wa IT lo Ve s ix /ks/ pri Ze	knob fo OD to UGH /t/ ba G la Ge /j/	ca ke se LL mo M ra N ho P	clo SS fes T g ive fo cks /ks/ one Ze	robb load roo F fo G sna ke
Segmenting Onset - Rime Teacher says the whole word. Students repeat the word and use hand motions to chop it into onset and rime. Ex. T: kit S: ki/ /k- Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying the onset and rime. *Note: Teachers will always chop from right to left so that students mirror their movements.	fed /f-ed/ tab /t-ab/ peg /p-eg/ had /h-ad/ bell /b-ell/ gag /g-ag/ mess /m-ess/ jam /j-am/ den /d-en/ wax /w-ax/	win /w-in/ box /b-ox/ dig /d-ig/ cot /c-ot/ kit /k-it/ rock /r-ock/ six /s-ix/ job /j-ob/ rim /r-im/ dog /d-og/	hum /h-um/ pop /p-op/ run /r-un/ rack /r-ack/ pup /p-up/ weed /w-ee-d/ bus /b-us/ vet /v-et/ nut /n-ut/ sell /s-ell/	pack /p-ack/ lick /l-ick/ waa /w-aa/ kid /k-id/ ram /r-am/ liq /l-iq/ mad /m-ad/ pill /p-ill/ wax /w-ax/ him /h-im/	sock /s-ock/ cub /c-ub/ job /j-ob/ tuck /t-uck/ mud /m-ud/ hug /h-ug/ pop /p-op/ gum /g-um/				
Substituting Phonemes Teacher says the word. Students repeat the word. Teacher says, "Change the /r/ to /w/ and the word is?" *Use sounds Ex. T: pack S: pack T: change the /p/ to /s/ and the word is? S: sack	Word Change to Response cab /r/ fab gab /q/ gab gab /n/ gab gab /j/ gab bab /w/ bab dig /d/ dig dig /t/ dig fig /f/ fig rig /r/ rig rig /w/ rig	Word Change to Response dock /n/ dock knock /l/ knock sock /s/ sock rock /t/ rock tuck /t/ tuck duck /d/ duck luck /l/ luck puck /p/ puck tuck /t/ tuck muck /m/ muck	Word Change to Response bell /d/ dell fell /f/ fell well /w/ well sell /s/ sell tell /t/ tell rack /r/ rack pack /p/ pack sack /s/ sack tack /t/ tack jack /j/ jack	Word Change to Response fill /f/ fill pill /p/ pill will /w/ will mill /m/ mill gill /g/ gill pill /p/ pill tot /t/ tot got /g/ got dot /d/ dot	Word Change to Response cuff /n/ huff muff /m/ muff puff /p/ puff tuff /t/ tuff cuff /k/ cuff less /l/ guess mess /m/ mess Bess /b/ mess Tess /t/ Tess less /l/ less				
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word. Right hand is the first sound, left hand is the rest of the word. Shake your right fist when you say the first sound to be substituted, and lightly pound your fists together when you say the new word.									



What happens when Heggerty doesn't work?

Tier II

"PA instruction may be most effective when children are taught to manipulate with letters, when instruction is **explicitly focused on one or two types** of phoneme manipulations rather than multiple types, and when children are **taught in small groups.**"

- From the report of the [National Reading Panel: Teaching Children to Read, An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, 2000](#)

Kilpatrick's Levels of Phonological Awareness

1. **Syllable Level**- Segmenting syllables, rhyming, and alliteration
Ex. basketball = /bas/ /ket/ /ball/
2. **Onset-Rime Level**- Segmenting, deleting, substituting onset-rime
Ex. time = /t/ /ime/
3. **Phoneme Level**- Segmenting, deleting, substituting phonemes in words
Ex. sled = /s/ /l/ /e/ /d/

Scaffolding PA Instruction

Multisensory Stage to Knowledge Stage to Automatic Stage

Step 1- Use **letters** to illustrate phonological awareness concepts (1st grade Only)

Step 2- Use **visual-spatial cues** (e.g., felt squares, cubes, chips) to illustrate phonological manipulations

Step 3- Use **visual-sequential cues** (e.g., clapping or tapping) to reinforce segmentation skills

Step 4- Use **oral cues** (e.g., stretching or repeating sounds) to emphasize sounds and assist in phonological isolation



Pre-teach Use Letters



****NOTE**.** This step is typically not appropriate in kindergarten or beginning of first grade with at-risk readers. These students start with Step 2. But for readers with basic letter-sound knowledge, this step may help them understand the phonological awareness task you are trying to teach.

EXAMPLES:

- Write <bat> on the board then erase the letter <a> and replace it with the letter <e> to create <bet>
- Write <slip> on the board then erase the letter <l> to create <sip>

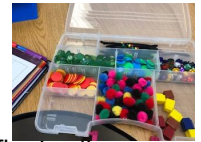
****Keep in mind that this activity is not phoneme awareness. Rather it is phonics. Step 1 is simply a written example to illustrate an oral activity. Once a child understands the task using letters, move to Step 2 in which letters are not used but are replaced with non-lettered tokens.**



Step 2 -Use Visual-Spatial Cues

Going from Step 1 to Step 2 removes the help students receive from the letters. Step 2 still provides visual-spatial reference points to refer back to, so the transition is not a big jump.

Students will use blocks, buttons, beads, or other objects as tokens to represent syllables, onsets, rimes, or phonemes.



EXAMPLES:

- Have students use felt squares to show the syllables in <basketball>. Then, have them remove the syllable that says <ball>. What is left? <basket>
- Have students use cubes to show the sounds in <tent>. Then, have them remove the cube that stands for the /t/ sound at the end. What is the new word? <ten>



Step 3- Use Visual-Sequential Cues

Students will clap or tap the syllables or sounds in a word. Tapping is a quieter activity to use, so it is typically preferred.

To tap, have students tap their thumb and index finger together first. Then, tap the thumb and middle finger. Next, tap the thumb and ring finger together. Finally, tap the thumb and pinky finger together.



EXAMPLES:

- Have students tap the sounds in <slip>. Now, tell them to say <slip> but don't say /s/. Students can look at their fingers and think back to the tapping to help them.
- Have students tap the sounds in <slip>. Now, tell them to say <slip> but change the /s/ to /c/. Students can tap the sounds in the new word and blend to make <clip>



Step 4- Use Oral Cues (if needed)

The teacher will use a whisper technique or stretching and repeating sounds,

EXAMPLES:

- The teacher will say a word by whispering the syllable that they want the child to delete (Say ^{sail}boat. Now say ^{sail}boat, but don't say ^{sail})- This works best when doing PA activities at the syllable level.
- The teacher will stretch and repeat sounds to help students isolate the sound in the word that they are changing or deleting. (Say hiiiiit. Now say hiiiiit but change iiiiii to aaaaa- <hat>



A Few Notes about training PA

- Use different types of manipulatives for sounds and syllables. For example, use unifix cubes when working with sounds and felt squares when working with syllables. This helps the kids differentiate between sounds and syllables.
- Gradually release support when students are moving through the steps. It may only take a couple days of modeling with cubes before students are ready to do the PA activities orally without manipulatives. You will know your students are ready to move on when they consistently (and automatically) are able to complete the tasks.

GO TO KNOWLEDGE STAGE AND THEN AUTOMATIC STAGE



David Kilpatrick's Equipped for Success

David Kilpatrick has a systematic, sequential set of levels for training PA in your students.

Kilpatrick includes an assessment called the PAST (Phonological Awareness Screening Test) to determine levels already mastered and levels not yet mastered for individual students.

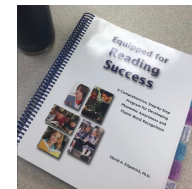
This program focuses on ONE to TWO levels of PA at a time. The levels start at D1 and range through M2. The levels are:

D & E- Syllable Level Skills

F & G- Onset/Rime Level Skills

H & I- Basic Phoneme Level Skills

J - M- Advanced Phoneme Level Skills





 **Generalization**



The image shows a hand pointing to a green card with the letters "PU" written on it. Another hand is using a black marker to write on the card. The card is placed on a grey surface next to a white piece of paper.

Tiers without Tears: Implementing Best Practices In Literacy Instruction and How SLPs Can Help

Part Two



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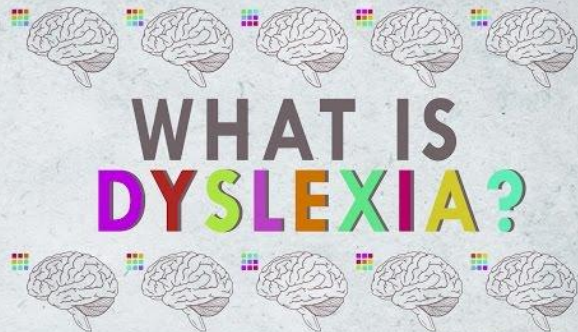
Dyslexia 101

Dyslexia is NOT...

- Reversing letters
- Seeing things backwards
- A problem with vision
- A “boy thing”
- Poor IQ
- The same for everyone

Dyslexia is...

- A language-based disorder
 - The confusion lies within the brain and how it processes sounds and written material



Dyslexia 101

- Deficit in phonemic awareness
- May have weakness in working memory and/or retrieval
- Receptive language within normal limits
- Listening comprehension typically better than reading comprehension
- Cognitive profile within normal limits
- Below average decoding and encoding skills

★ Clean Profile



Dyslexia 101

- ❑ 1 + 1 = 3
- ❑ More executive functioning issues
 - Poor working memory
 - Expressive language difficulties
 - Syntax deficits
 - ADHD characteristics

★ Layered Profile



Standardized Assessments

- ❑ TILLS: Test of Integrated Language and Literacy Skills
- ❑ CTOPP-2: Comprehensive Test of Phonological Processing
- ❑ TOWRE-2: Test of Word Reading Efficiency
- ❑ GORT-5: Gray Oral Reading Test
- ❑ RAN/RAS: Rapid Automatized Naming and Rapid Alternating Stimulus Test

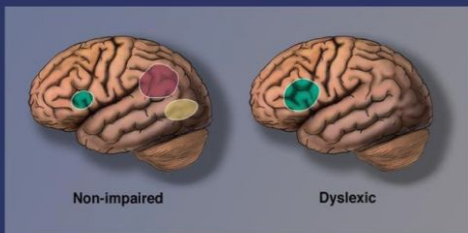
Additional Language Assessments

- ❑ CASL-2: Comprehensive Assessment of Spoken Language
- ❑ OWLS-II: Oral and Written Language Scales

Additional Academic Assessments

- ❑ KTEA-3: Kaufman Test of Educational Achievement
- ❑ WIAT-III: Wechsler Individual Achievement Test
- ❑ BRIEF: Behavior Rating Inventory of Executive Function

Neural Signature for Dyslexia: Disruption of Posterior Reading Systems



© Sally Shaywitz. *Overcoming Dyslexia*, 2003

Comprehensive Test of Phonological Processing—Second Edition
CTOPP-2
 Examiner Record Booklet Ages 7–24
 Richard K. Wagner Joseph K. Torgesen Carol A. Rashotte Nils A. Pearson

Section 1. Identifying Information

Name _____ Female Male Grade _____
 Parent/Guardian _____ School _____
 Date Tested _____ Year _____ Month _____ Day _____ Teacher's Name _____
 Date of Birth _____ Examiner's Name _____
 Age* _____ Examiner's Title _____

*When entering the normative tables, use years and months. Do not round up.

Section 2. Subtest Performance

Subtest	Raw Score	Age Equivalent	Grade Equivalent	Scale Rank	Scaled Score	SEW	Descriptive Term
Core							
1. Deletion (D)	_____	_____	_____	_____	_____	1	_____
2. Blending Words (BW)	_____	_____	_____	_____	_____	1	_____
3. Phoneme Isolation (PI)	_____	_____	_____	_____	_____	1	_____
4. Memory for Digits (MD)	_____	_____	_____	_____	_____	1	_____
5. Reversed Spigations (RS)	_____	_____	_____	_____	_____	1	_____
6. Rapid Digit Naming (RD)	_____	_____	_____	_____	_____	1	_____
7. Rapid Letter Naming (RL)	_____	_____	_____	_____	_____	1	_____
Supplemental							
8. Blending Nonwords (BN)	_____	_____	_____	_____	_____	1	_____
9. Segmenting Nonwords (SN)	_____	_____	_____	_____	_____	1	_____

Section 3. Composite Performance

Composite	Subtest Scaled Scores					Sum of Scaled Scores	Scale Rank	Composite Score	Descriptive Term
	EL	BW	PI	MD	RD				
Phonological Awareness	_____	_____	_____	_____	_____	_____	_____	4	_____
Phonological Memory	_____	_____	_____	_____	_____	_____	_____	4	_____
Rapid Symbolic Naming	_____	_____	_____	_____	_____	_____	_____	4	_____
All Phonological Awareness	_____	_____	_____	_____	_____	_____	_____	4	_____

Section 4. Descriptive Terms



1 Benefit of CTOPP-2?

Trying to capture who may be neuroatypical.



Three Composite Scores

1. Phonological Awareness
2. Phonological Memory
3. Rapid Naming (Symbolic and Non-Symbolic)



Alphabetic Principle

“Children are wired for sound, but print is an optional accessory that must be painstakingly bolted on.” Steven Pinker, Ph.D

The Subway Ride

Kay likes to ride the subway, but not Clare. She hates it. When they go to Gram’s, Kay and Clare must take the subway. They both love to be with Gram, so they want to go.

“This will be a fun day,” said Kay. “I love to ride the subway!”

“Maybe you do,” said Clare. “But subway rides scare some of us!”

“Just stay by my side,” said Kay. “I have a map.”

“I hope we do not get lost,” said Clare. “There are all those stons. When will we get off?”



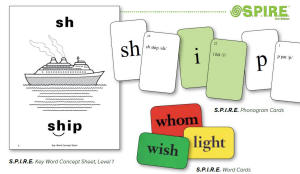
Step 1: Phonogram Cards

■ Review and introduce

- Students review all phonogram cards previously learned before the new lesson's sound is introduced.

■ Introductory lesson: new concepts are introduced.

■ Reinforcing lesson: decodable and sight words are introduced or reviewed with word cards



<https://eps.schoolspecialty.com/landing/spire>



Step 2: Phonological Awareness

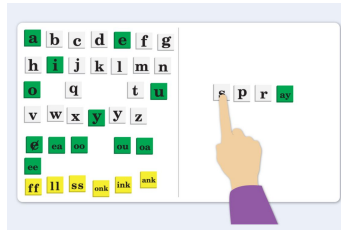
- This step varies for each lesson and level depending on students.
- Students work on providing rhymes, categorization, sound identification, blending and segmentation (counting, deletion, substitution).
- Should directly support the word building activity.

<https://eps.schoolspecialty.com/landing/spire>



Step 3: Word Building

- Students build and manipulate words with small letter sets and phoneme-grapheme sheets
- Color coding system
 - Consonants: white
 - Vowels: green
 - Warning patterns: yellow
 - Suffixes: blue
 - Prefixes: purple



<https://eps.schoolspecialty.com/landing/spire>



Step 4: Decoding & Sentence Reading

- Introductory lesson: students work on a concept word list and are taught to underline, link, and box letters or letter combinations, or divide compound words and syllables
- Reinforcing lesson: students work on and read a list of words and ten sentences. Vocabulary and comprehension are developed.



dit(ch)en	me(h)en	gray(j)en	send	chicken
jokes	make	bravely	clap	silken
risking	spend	sniff	bite	nine
let	bat	pipe	hunted	restful
jumper	west	seller	such	blameless

I do not mind you sitting on the bench.
Lin and Jo are jumping rope.
The wild cat gave me a scare.
Frank is sicker today than he was on Sunday.
Jules sold the most cakes at the sale.
I want to help the lost child quickly find his mom.
Did you find my list?
The blind man walked with a cane.
He wore his oldest socks.

<https://eps.schoolspecialty.com/landing/spire>



Step 5: Pre-reading

- **introductory lesson: phoneme-grapheme analysis of one word containing the new concept**
- **Reinforcing lesson: teacher introduces target word in the story the students are about to read. Student does the phoneme-grapheme analysis of target word. And teacher leads introduction of story, building background, vocabulary, and concepts.**

PHONEME-GRAPHEME ANALYSIS

Write *stood* on the board.

Look at this word. This word is *stood*.

In the word *stood*...

- what letter says /s/? (s)
- what letter says /l/? (l)
- what letters say /oo/? (oo)
- what letter says /d/? (d)
- what does the letter s say? (/s/)
- what do the letters oo say? (/oo/)
- what does the letter d say? (/d/)

Say *stood*. Say *stood* again, but instead of /s/, say /w/. (*wood*)

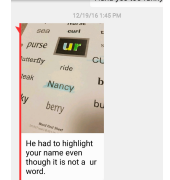
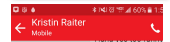
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Step 6: Reading

- **Introductory Lesson:**
 - Students complete word find sheet and read/discuss new concept words.
 - Instructor writes sentences on a board. Student is encouraged to underline/link targeted concepts before reading sentences aloud.
- **Reinforcing Lesson: Students read a story reviewing previously learned and newly introduced concepts.**
 - After each paragraph, instructor asks questions for students predicting outcomes, identify cause and effect, compare and contrast, draw conclusions, or identify main ideas and details.
 - Following the reading, students complete a comprehensive activity utilizing a graphic organizer.

team	She	leash
bed	ease	DREAM
teach	shelf	eaves
hat	will	beem
tease		squeaky
Stream	ea	helpful
TRAFFIC		reason
running	sneaker	Peach
STONE	fly	yeast
	mild	shear
	found	



<https://eps.schoolspecialty.com/landing/spire>



Step 7: Sound Dictation

- 10 sounds are dictated to students.
- Students are encouraged to name the letters and write them on their hand before writing them on their paper.

Sounds	Words
1. e	1
2. u	2
3. a	3
4. i	4
5. o	5

Sentences

Small Green Writing Paper

<https://eps.schoolspecialty.com/landing/spire>



Step 8: Prespelling

- Step 8 leads into step 9.
- Step 8 addresses phonological awareness again as the student and teacher work to break the target word down into number of syllables and sounds before having to write the word in step 9.
- This activity is completely auditory.

<https://eps.schoolspecialty.com/landing/spire>



Step 9: Spelling

- 10 words are dictated to students.
- Students are encouraged to name the letters and write them on their hand before writing them on their paper.
- After the word is written, students are to sound out the word and blend it together.

<https://eps.schoolspecialty.com/landing/spire>



Step 10: Sentence Dictation

- Sentences targeting new concepts are dictated while instructor writes dashes on the board to correspond to each word in the sentence.
- Students repeat the sentence as the instructor points to each dash.
- Students repeat the sentence as they write their own dash on their paper.
- Students then write the sentence, putting a word on each dash.
- Proofreading, corrections, and read-alouds are incorporated.

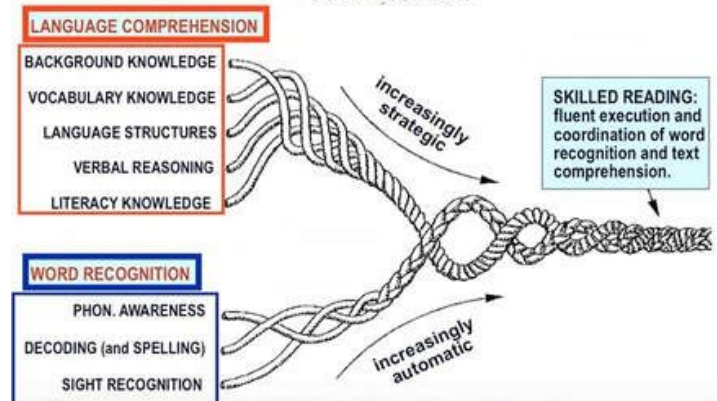
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Reading Comprehension

1. Reading Comprehension is what is most important. "Reading without comprehending is like eating without digesting." - Edmund Burke
2. Reading Comprehension is dependent on two things
 - a. Word Recognition
 - b. Language Comprehension
3. Mental Models are the gateway between Texts and Comprehension

The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)



This process is as easy as it is enjoyable. This process can take anywhere from about an hour to all day. The length of time depends on the elaborateness of the final product. Only one substance is necessary for this process. However, the substance must be quite abundant and of suitable consistency. The substance is best used when it is fresh, as its lifespan can vary. Its lifespan varies depending on where the substance is located. If one waits too long before using it, the substance may disappear. This process is such that almost anyone can do it. The easiest method is to compress the substance into a denser mass than it had in its original state. The process gives a previous amorphous substance some structure. Other substances can be introduced near the end of the process to add to the complexity of the final product. These substances are not necessary. However, many people find that they add to the desired effect. At the end of the process, the substance is usually in a pleasing form.



Building a Snowman (information taken from Oakhill et al 2015)

1. It's very difficult to understand a text without an appropriate mental model.
2. When information in a text is successfully integrated into a mental model, comprehension happens.



Necessary Components for Mental Models (information taken from Oakhill et al 2015)

1. Ability to Activate Word Meanings
 - a. Kevlar
2. Sentence Structure (Understanding and Linking Sentences)
 - a. Linking Words
 - i. Dan was very late.
 - ii. Dan was very late because he got the bus.
 - iii. Dan was very late although he got the bus.
 - iv. Dan was very late so he got the bus.
3. Making Inferences
 - a. Local cohesion inferences
 - i. Lexical Inferences
 1. *Kristen adored her new pet. The little puppy was very cute*
 - ii. Pronominal Inferences
 1. Pronoun antecedent relationships
 - b. Global cohesion inferences
 - i. Overall meaning such as setting or character motivation
4. Connector Words - Cohesive Ties
5. Text Structure



Connector Words

Marker words (temporal, causal, contrast, continuity)

So
Through
Yet, Instead
Meanwhile
There are reasons why....
Before (temporal)
After
A little later
Consequently (causal)
Conversely (contrast)
Earlier
Previously
For this reason, Furthermore (continuity)
On the other hand, Furthermore

“In the morning, Pauline immediately spotted her friend Susie’s new school bag. It was a rucksack type but not a silly pink and childish thing like her own. When her father was back from work, she asked him if she could join him on his shopping trip into town. She knew that there were lots of shops just next to the supermarket where he always shopped.”

1. What color is Pauline's school bag? (*local cohesion, a lexical inference*)
2. What sort of bag is Susie's new school bag (*local cohesion, pronoun antecedent rel.*)
3. Why does Pauline wish to accompany her father into town? (*global coherence, setting, character motivation*).
4. What sort of shop does Pauline really wish to go to? (global coherence inference).

How do we teach students to draw these necessary inferences?



How to Improve Inferencing?

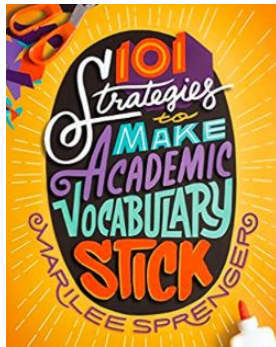
1. Practice Lexical Inferencing
2. Ask Inference Demanding Questions
3. Place demands on memory
4. Graphic Organizers designed for supporting inferencing.

#1 Recommendation for SLPs



Vocabulary

-Marilee Sprenger



Rasinski Informal Vocabulary Inventory (from Harris & Jacobson)

Primer	Grade 1	Grade 2	Grade 3	Grade 4
father	zoo	wink	wobble	single
her	train	sharp	worst	vacuum
high	sniff	prison	evapor	sturdy
boy	quiet	perfect	stalk	jam
people	money	overhead	grove	skull
thank	letter	broeze	manager	raw
yoast	grove	hospital	lenses	pinpoint
seed	draw	meadow	hoof	grocer
night	home	apartment	glacially	through
open	beautiful	captain	eager	crimson
grow	always	voyage	cactus	confidence
Grade 5	Grade 6	Grade 7	Grade 8	
rodent	viper	inter	icant	
violent	vague	tardy	ibony	
plumber	shell	sphere	rapport	
labor	revere	salva	trivial	
holly	rabies	pedestal	violation	
revenge	plankton	pest	transient	
paruse	evacuate	meto	foreground	
fabric	habitat	jackhammer	merge	
chat	fiend	khaki	juice	
harm	ecology	camouflage	doctrine	
astronomer	employ	abacus	amputate	

Say 10 of the 11 words to the student. Begin at student's grade placement. Ask student to define or use in sentence in a way that describes the word. Give 10 points if correct, 0 for incorrect, and 5 points if you feel answer is partially correct.

Vocabulary Levels

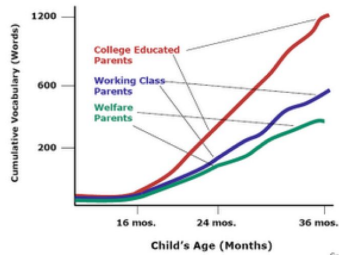
- 90% = Independent
- 70%-89% = Instructional
- < 50% = Frustration

(Technical note - Words taken from Harris & Jacobson (1982). *Basic Reading Vocabulary*. Macmillan.)



30 Million Word Gap

Disparities in Early Vocabulary Growth

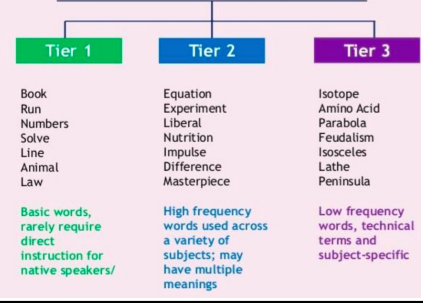


Source: Hart & Risley (1995)



Vocabulary Types

3 TYPES OF VOCABULARY



A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	ch initial	ch medial	ch final	j initial	j medial	j final	s initial	s medial	s final	r initial	r medial	r final	sh initial	sh medial	sh final
precision	change	exchange	branch	job	emerge	budget	swind	recycle	force	absurd	discompose	shower	occur	fish	
reason	chain	clicker	research	judicial	prejudice	edge	iron	resource	mass	abound	phase	shelter	pressure	abolish	
precision	chore	essential	clinch	justify	majority	hedge	cycle	system	resource	season	evaporize	short	tissue	publish	
conclusion	check	invention	speech	judicial	adjective	message	season	atmosphere	axis	deposit	synthesize	shape	judicial	English	
measure	chapter	legislature	jurisdiction	subject	vain	conservation	dense	subotic	waves	civilization	culilla	shift	citizenship	Spanish	
	chart	literature	journalism	subjective	conjunction	sound	condensate	igneous	citizen	compromise	mission				
		structure			interjection	science	density	hypothesis	desert	goods	recession				
		mixture			adjuvant	biolar system	ecosystem	universe	symbolism	enterprise	discussion				
		temperature			sediment	foam	nucleus	president	appearance	comprehension					
		agriculture			solution	hypothesis	emboss	Hinduism	clues	directions					
		culture			cell	diversity	eclipse	Buddhism	news	adaptation					
		infrastructure			swim	mission	photosynthesis	imagination	summarize	evaporation					
		future			analogy	select	transfer	teletonic	Islam	cause	friction				
		feature			synthesize	photosynthesis	virus	Judaism	phrase	constellation					
		century			soluble	basin	precise	naturalism	paraphrase	investigation					
					century	recursive	condense	monothem	details	motion					
					city	acid	species	polythelism	materials	population					
					civilization	base	stimulus	represent	clockwise	pollution					
					symbol	precise	compass	renaissance	capitalize	reflection					
					safety	ignores	congress	business	organize	refraction					
					suburban	velocity	grove	capitalism	slow	revolution					
					segregate	ancestor	business	newspaper	analyze	rotation					
					settle	peninsula	process	revolution		communication					
					supply	assimilate	purpose	prism		exploration					
					sentences	hemisphere	less	diagon		generation					
					setting	philosophy	bias	horizontal		location					
					subject	recession	thesis	trapezoid		illustration					
					summarize	procedure	Celsius			punctuation					
					synonym	consonant	decrease			foreshadow					
					vault	curious	offset								
					lyftable	essay	increase								
					support	fantasy	justice								
					Celsius										
					suburban										



Baker/baker Effect

1. On your phone, find a picture of your significant other, adult child, parent etc.
2. Tell 5 people their name and occupation.
3. Sit back down.





Graffiti Graphics - Always Use Visuals



Graffiti Graphics Continued Rank - 1, 2, 3





Graffiti Graphic

Choice	Word
#1	Rotation
#2	Reflection
#3	Mountain
#4	Perpendicular
#5	Slumber
#6	Circumference



Word Harvesting

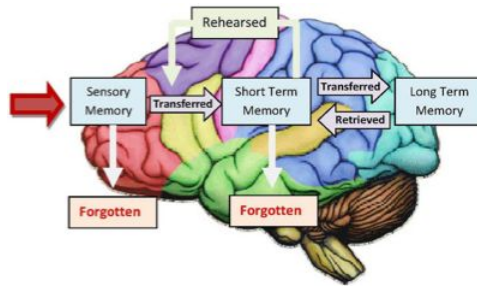
1. The teacher reads an authentic piece of literature to students daily.
2. At the end of the read aloud teacher and students discuss story and capture the harvested words.
3. The teacher charts words for word well.
4. Rinse and repeat on subsequent days.



Marilee Sprenger

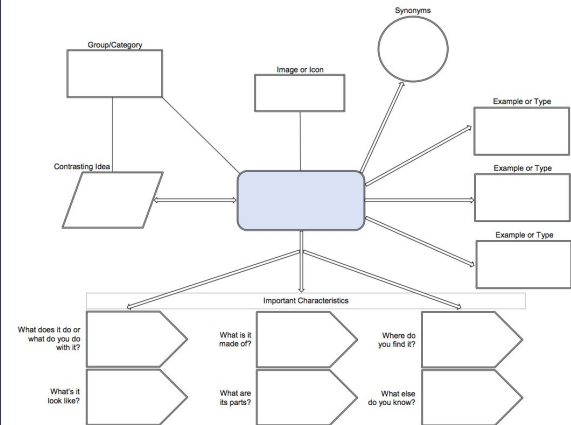
101 Strategies to Make Vocab Stick
Vocab Rehab
Teaching the Critical Vocabulary of the Common Core

1. **Encoding New Words:** Hear the word, see the word and say the word.
2. **Storage:** Practice Makes Permanent. You have to act upon the word.
3. **Retrieval:** Review for Automaticity. Think Repeated Reading.



CONCEPT MAP

Nov 2010





Ten Minute Concept Map

1. Pass out blank paper to each student.
2. Ask students to fold them in quarters.
3. Unfold paper write vocabulary word in the center.
4. In upper left box have students write own definition of the word.
5. In upper right box have them draw a picture that describes the word.
6. In lower left box have students come up with synonyms for the word.
7. Finally, in lower right have students write antonyms or a sentence.

During next time slot, have students share their vocabulary map with others.



Ten Minute Vocab Lessons Created by: Marilee Sprenger

1. Take attendance. Call out name and provide a word wall word. Response should be synonym for word.
2. Put students in small groups. Have them act out a word wall word. (tableau)
3. Have students draw a picture or symbol representing a word.
4. Introduce a new word. Use it in a sentence. Have students in groups explain what the word means.



The 20 Most Common Prefixes

un (not) **re** (again, back) **in** **im** **ir** **it** (not) **dis** (not) **en** **em** (cause to) **non** (not, opposite)

in **im** (in or into) **over** (too much) **mis** (wrongly) **sub** (under, lower)

pre (before) **inter** (between, among) **fore** (before) **de** (opposite of, down)

trans (across) **super** (above, beyond) **semi** (half) **anti** (against) **mid**

(middle) **under** (too little, below)

Name _____

Read the clues, then write the words.
Start at the bottom and climb to the top.

what you do to food
Change the first letter.

opposite of thin
Change the first letter.

this is worn on the head
Change the vowel.

a batter does this to a baseball
Change the first letter.

a small amount
Take away the last letter.

b i t e

9



The 20 Most Common Prefixes

un (not) re (again, back) in im ir it (not) dis (not) en em (cause to) non
(not, opposite)

in im (in or into) over (too much) mis (wrongly) sub (under, lower)

pre (before) inter (between, among) fore (before) de (opposite of, down)

trans (across) super (above, beyond) semi (half) anti (against) mid

(middle) under (too little, below)