Instructional Strategies

Module 3

Agenda

- Educational Services for Dyslexia
- Structured Literacy
- 5 pillars of Early Literacy and Reading Instruction

  -Phonemic Awareness
  -Phonics
  -Fluency
  -Vocabulary
  -Comprehension

Adobe Stock | #88850034

What does the Literature
Case Study - Deaf Children and Hearing with Dyslexia

Herman, Kyle, F. E., & Roy, P. (2019). Literacy and phonological skills in oral deaf children and hearing children with a history of dyslexia. *Reading Research Quarterly, 54*(4), 553–575.

Subjects

- Oral deaf children (OD) and hearing children (HHOD) with dyslexia both experience literacy challenges but for different reasons
- Data used standardized literacy & phonological measures
- 69 Deaf children, 10-11 years, spoken language

Findings

- Similarities - word reading, nonword reading, spelling, vocabulary, & reading related skills
- Differences - strength association between literacy & vocabulary
- Vocabulary is a key predictor of literacy in OD group

Conclusion

- Both should receive specialist literacy support
- Reading interventions for OD should target phonological & language skills within an integrated approach
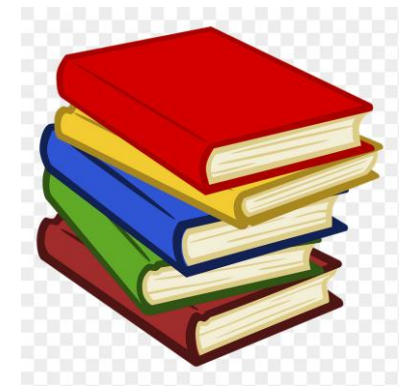
Instructional Approaches for Students with Dyslexia

California Education Code Section 56335(a) defines educational services for students with dyslexia as follows: " 'educational services' means an evidence-based, multisensory, direct, explicit, structured, and sequential approach to instructing pupils who have dyslexia."

California Dyslexia Guidelines p.74

Evidenced-Based

- Instructional practices that are grounded in research that can be learned and implemented.

- When these practices are used with children, the children can be expected to make gains in reading achievement.
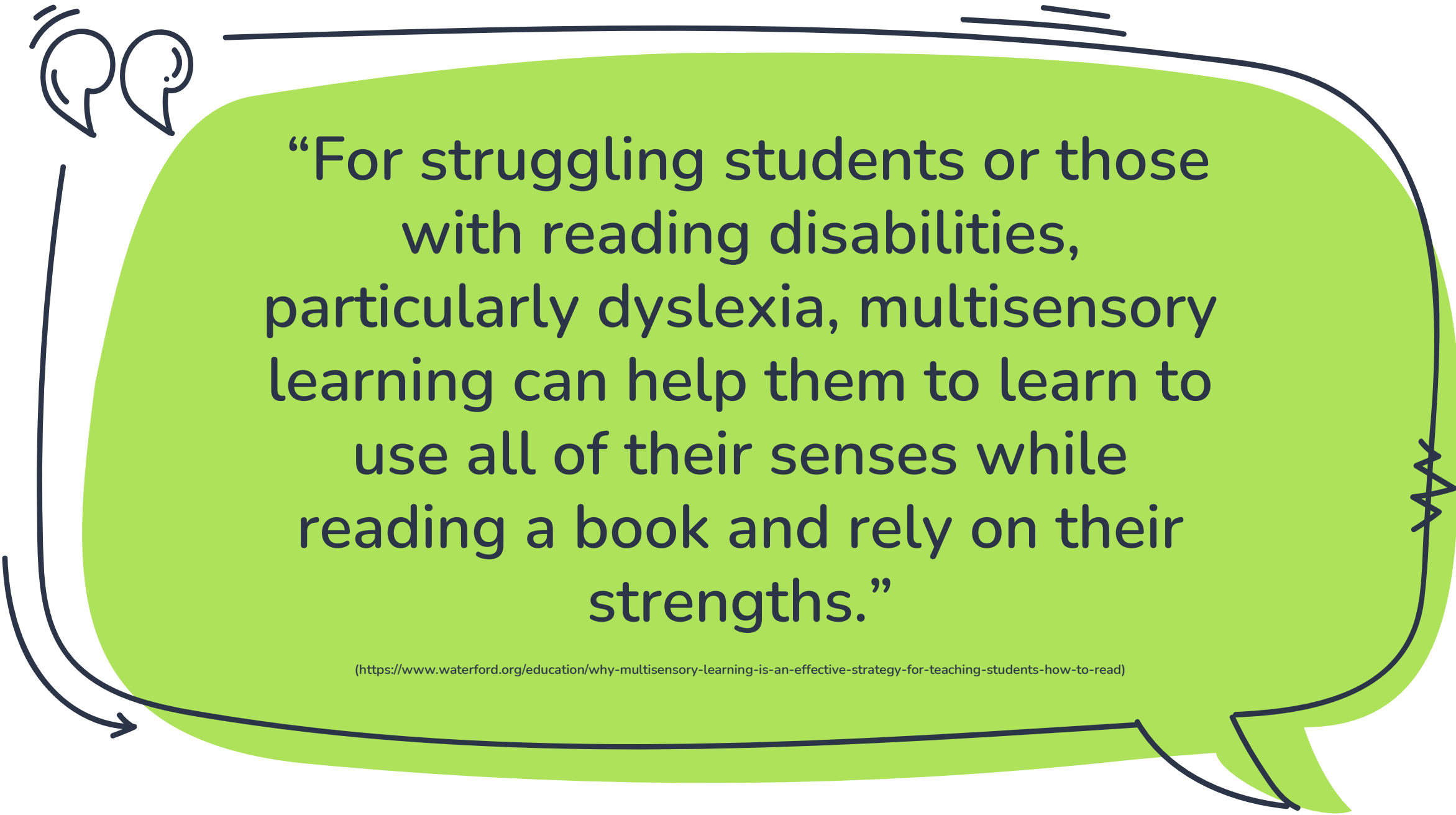
Multi-sensory

- Effective for students with dyslexia
- Involves all the senses
  - -Visual
  - -Auditory
  - -Kinesthetic
  - -Tactile

- Enhances memory

Identifying Educational Approaches to Support Students with Dyslexia

"For struggling students or those with reading disabilities, particularly dyslexia, multisensory learning can help them to learn to use all of their senses while reading a book and rely on their strengths."

(https://www.waterford.org/education/why-multisensory-learning-is-an-effective-strategy-for-teaching-students-how-to-read)

Multi Sensory Reading Strategies

Visual (seeing)

Provide a visuals (flashcards, pictures,etc) to support the learning of sounds, words, etc.

Auditory (hearing)

What do you hear when you make a sound.

Tactile (touch)

Use of manipulatives such as magnetic tiles to build words

Kinesthetic (movement): Tapping

Teach students to tap each sound or point to each sound to associate sounds and letters. Teach student to tap syllables to read multisyllabic words.

Examples of Multi Sensory Instruction

Tactile

-using tiles to build words ,using elkonin boxes to tap out sounds in words, using fingers to scoop out phrases in sentences or track sentences while reading

Memory

"Muscle Memory" use of air writing or sky writing to visualize the letters or words they are reading then writing. Encourage use of visualizing colors as they "air write".

Multi sensory Reading Strategies

Tapping Sounds

Students use index fingers and thumb to tap out each sound in a word and then blend to read the word.
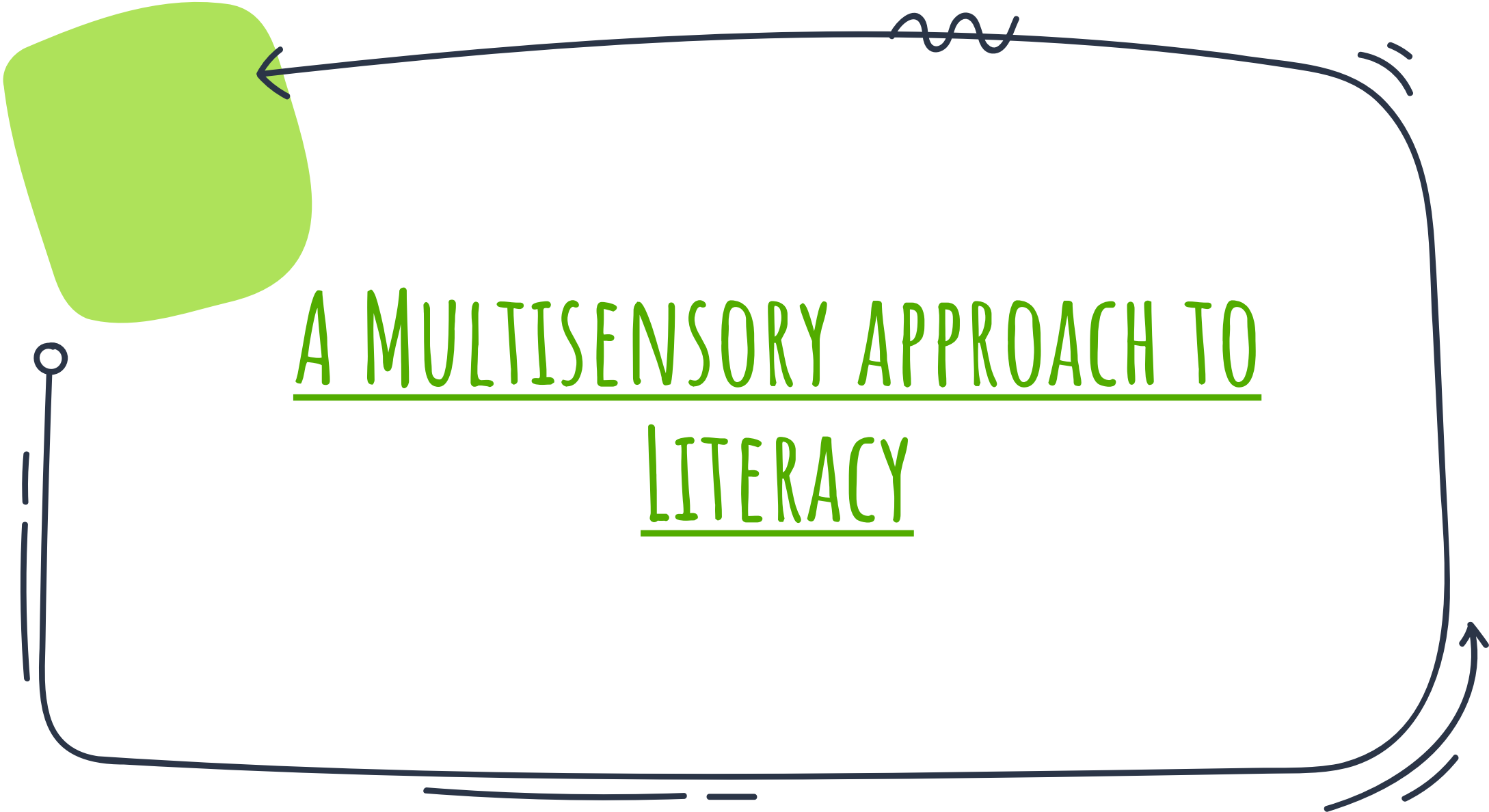
Read, build, write

Students read word on a page, then use a manipulative (magnets, letters on paper, digital letter tiles) to build the word, then they write the word on paper.

Scooping/phrasing

Students use index finger to scoop sentences into phrases. Students scoop into phrases to help visualize what they read.
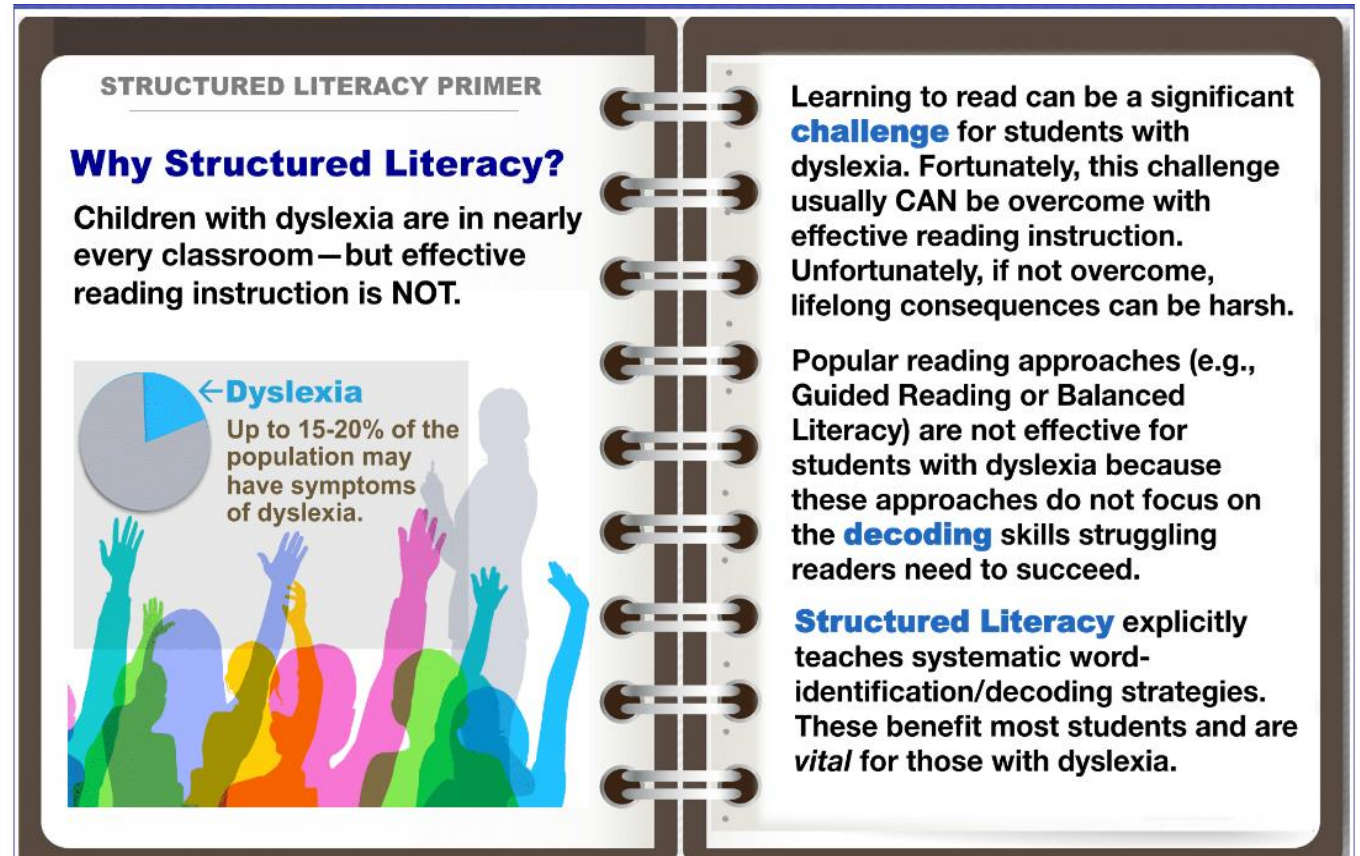
A Multisensory approach to Literacy

Structured Literacy

What is structured literacy?

STRUCTURED LITERACY PRIMER

Why Structured Literacy?

Children with dyslexia are in nearly every classroom—but effective reading instruction is NOT.

←**Dyslexia**
Up to 15-20% of the population may have symptoms of dyslexia.

Learning to read can be a significant **challenge** for students with dyslexia. Fortunately, this challenge usually CAN be overcome with effective reading instruction. Unfortunately, if not overcome, lifelong consequences can be harsh.

Popular reading approaches (e.g., Guided Reading or Balanced Literacy) are not effective for students with dyslexia because these approaches do not focus on the **decoding** skills struggling readers need to succeed.

Structured Literacy explicitly teaches systematic word-identification/decoding strategies. These benefit most students and are *vital* for those with dyslexia.
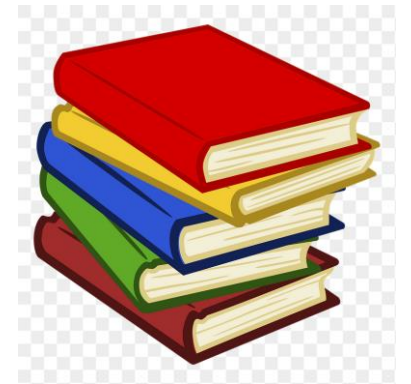
Systematic and Cumulative

- Lessons follow a logical order according to language rules
- Begins with easiest and progresses to more rigorous concepts
- Cumulative means instruction is based on concepts previously learned.

What is structured literacy?

Explicit

- Deliberate teaching of concepts with continuous teacher interaction
- Does not assume that students deduce concepts on their own
- Uses instructional routines so that students can focus on the content:

"I DO"- Teacher models
"WE DO"- Students and teacher do together
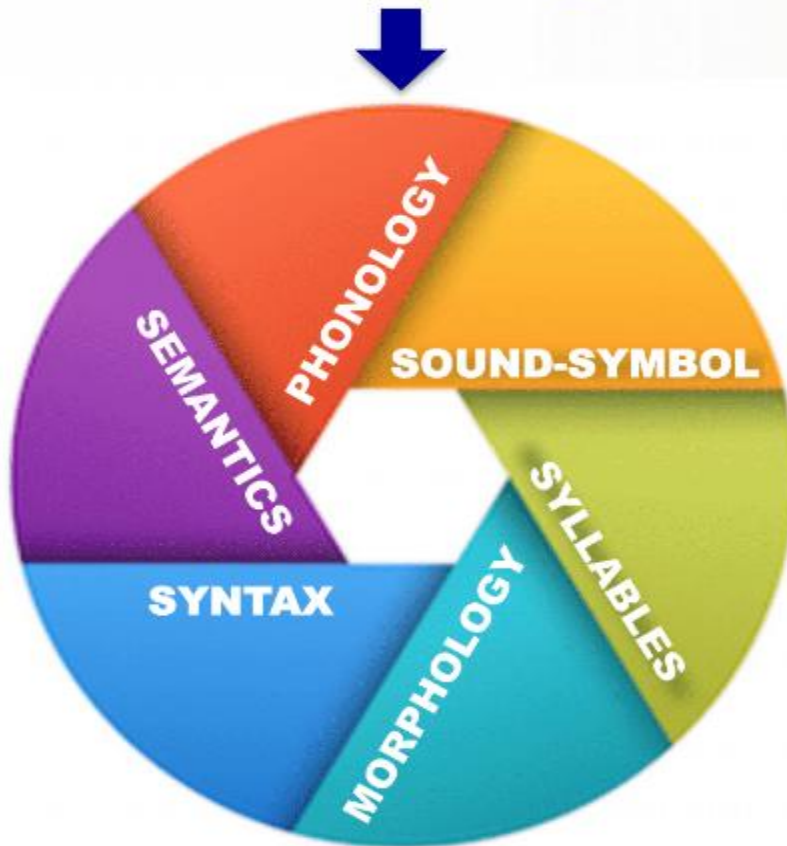**"YOU DO"-Students work independently**

What is structured literacy?

Diagnostic

- Individualizing instruction even within groups based on careful continuous assessments of students
- Content must be learned to automaticity to free up cognitive resources for comprehension.

STRUCTURED LITERACY PRIMER

Structured Literacy's ELEMENTS work together.

Structured Literacy's
Evidence–Based Elements

Phonology (study of sound structure of spoken words) is a key element of Structured Literacy Instruction. **Phonemic awareness** (ability to distinguish / segment / blend / manipulate sounds relevant to reading/spelling) is central to phonology.

Sound-Symbol Association Once students develop phoneme awareness, they must learn the **alphabetic principle**—how to map phonemes to letters (**graphemes**) and vice versa.

Syllables Knowing the six syllable / vowel grapheme types helps readers associate vowel spellings with vowel sounds. Syllable division rules help readers divide / decode unfamiliar words.

Morphology A **morpheme** is the smallest unit of meaning in language. Studying base elements and affixes helps readers decode and unlock the meanings of complex words.

Syntax—the set of principles that dictate the sequence and function of words in a sentence—includes grammar, sentence structure, and the mechanics of language.
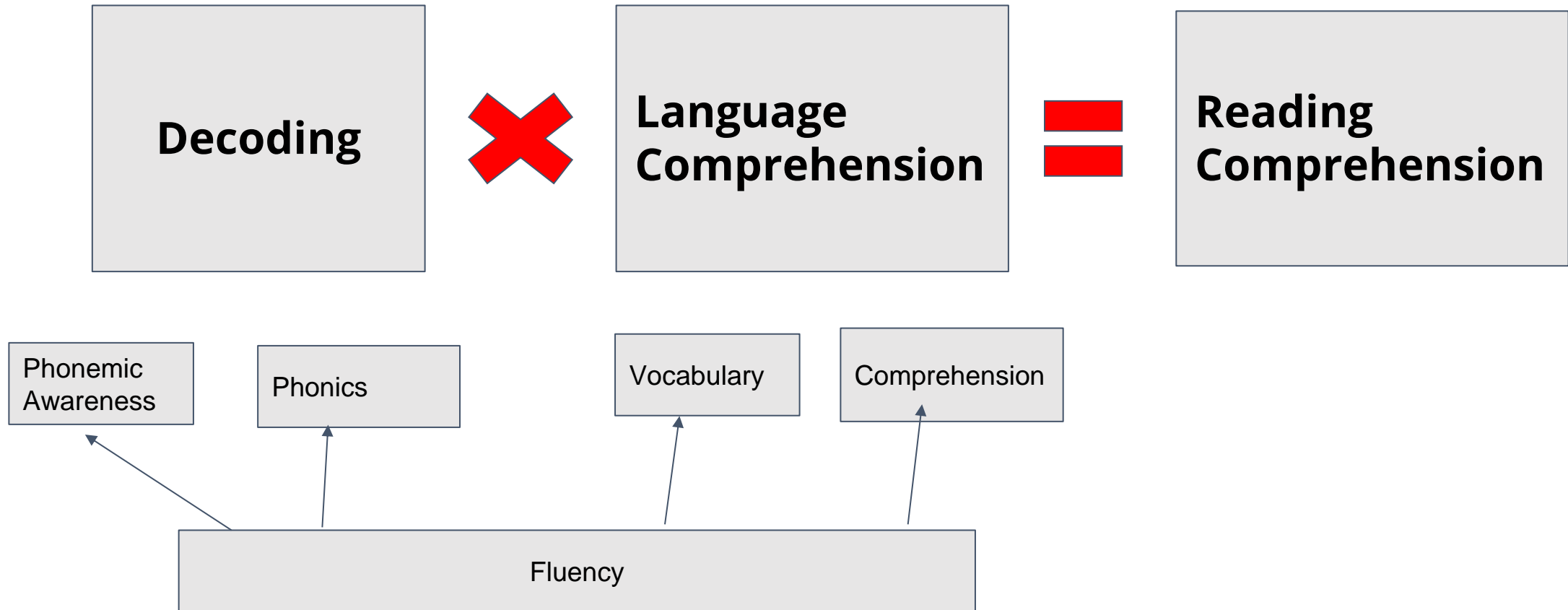
Semantics Semantics is concerned with meaning. The Structured Literacy curriculum (from the start) includes instruction in the comprehension and appreciation of written language.

National Reading Panel Findings
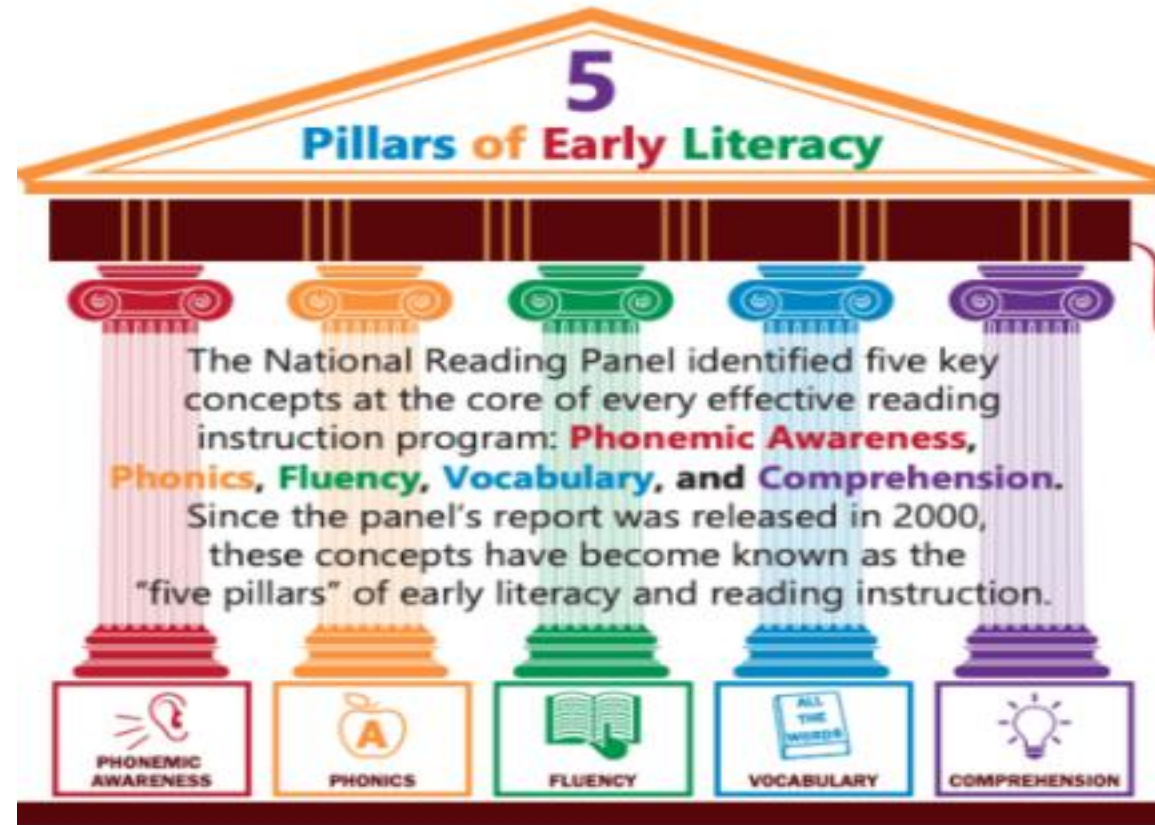
National Reading Panel - Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading

The Simple View of Reading

Decoding **✖** Language Comprehension **＝** Reading Comprehension

Phonemic Awareness

Phonics

Vocabulary

Comprehension

Fluency

Phonemic Awareness

California Dyslexia Guidelines Definition

"Phonemic awareness is a subset of phonological awareness that refers specifically to the understanding of and ability to manipulate the discrete, individual sounds of language called phonemes—and the understanding that it is possible to create words with different meanings simply by adding, deleting, or substituting individual sounds (phonemes) within a word." (California Department of Education, 2021, p. 12)

Sound sensitivity

Mapping speech sounds to letters
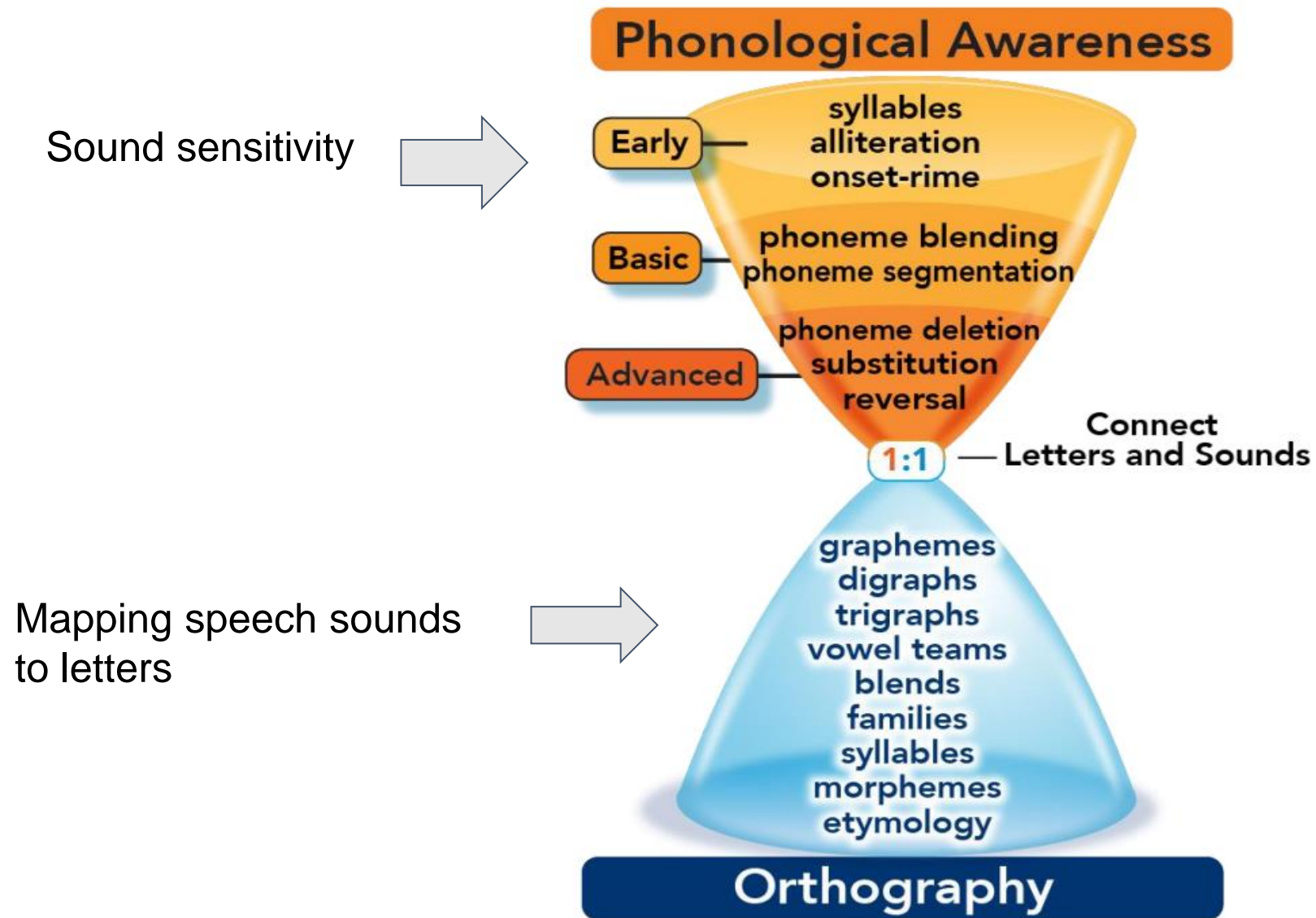
Figure 2.5 The Hourglass Figure, Completed
(Courtesy of Carol A. Tolman)

Phonological Awareness

-All sound based

-Hearing different sounds in speech

-English language includes 26 letters for 44 sounds

Hearing of Sounds
Includes:
- Rhyming: "what rhymes with mop?"
- Singing
- Chanting
- Alliteration/tongue twisters: "Peter piper picked a peck of pickled peppers"
- Clapping syllables /syllabication or segmenting words
- Onset-rime
- Natural at home activities

Phonemic Awareness

Phonemic Awareness Activities

- Elkonin Boxes with manipulatives for students to count the sounds in word
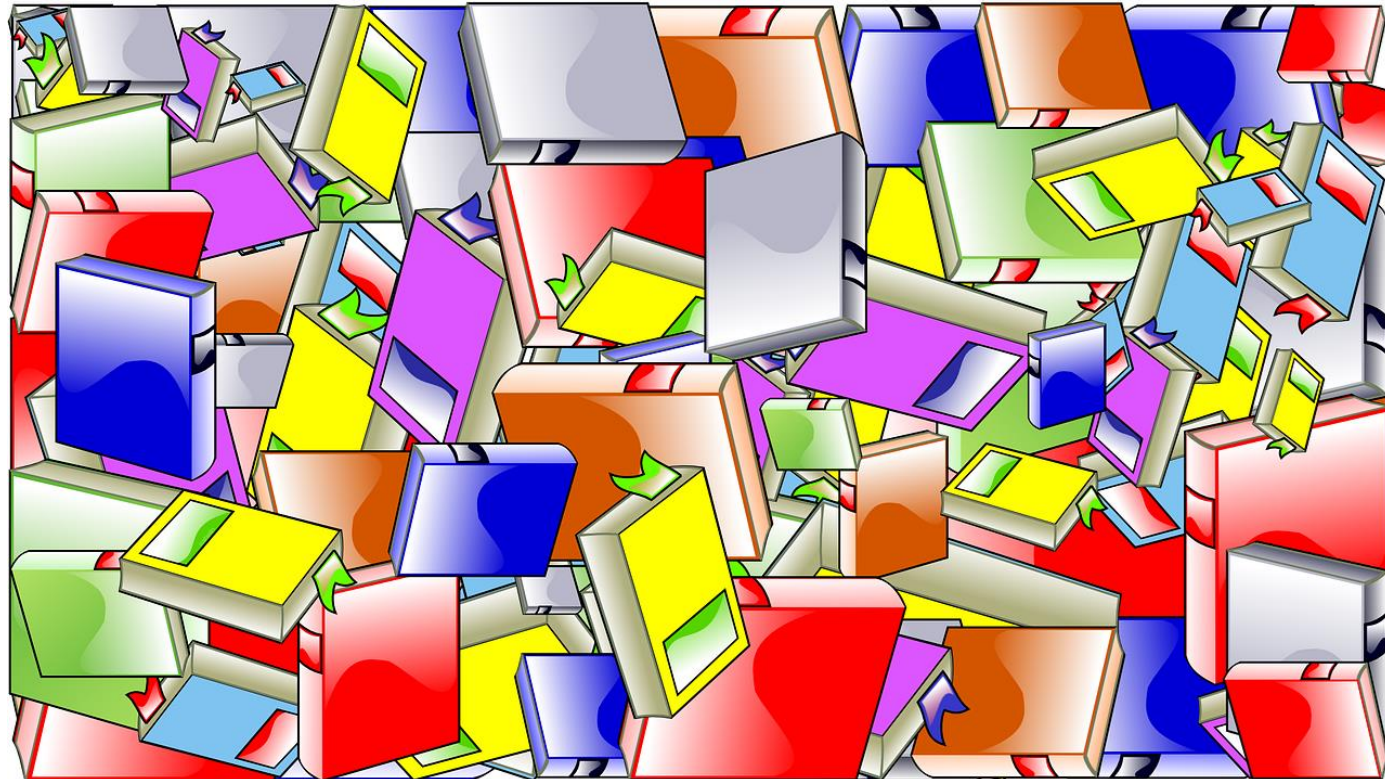- Blending and Segmenting Activities

  [Blending and Segmenting Games](#)

Phonics

The Alphabetic Principle

Sounds are represented by letters; letters represent sounds. There are systematic and predictable relationships between written letters and spoken sounds.
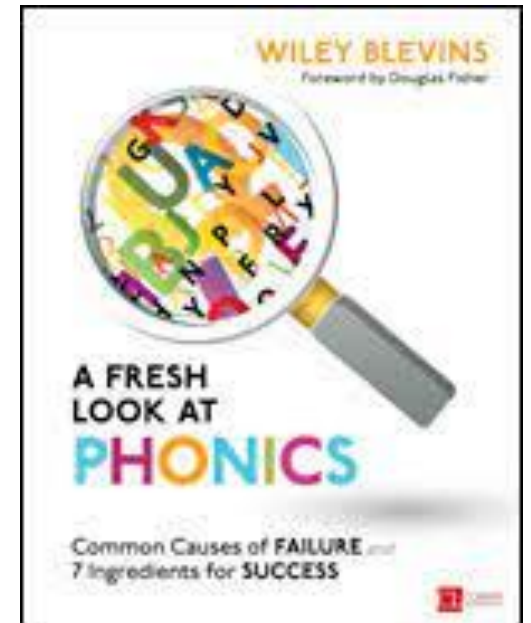
The Alphabetic Principle | Reading Rockets

7 Characteristics of Strong Phonics Instruction

1. Readiness skills
2. Scope and Sequence
3. Blending
4. Dictation
5. Word Awareness
6. High Frequency words
7. Reading connected text
8. You, the teacher

Dos and Don'ts of Phonics Instruction

Phonics Padlet

Phonics

Phonics Instruction

- Teach confusing letters separately q,p,b,d
- Explicitly teach phonics rules multiple times and group words into word families.
- Pair spoken and written forms of words simultaneously. Focus on handwriting and spelling using dictation.
- Use multisensory activities like air writing, writing words in sand or salt or sugar, trace letters while saying the sound, word sorts, use letter tiles with Elkonin boxes, magnetic letters, pipe cleaners.
- When introducing new phonograms and morphemes, have students identify letters that come before or after different letter strings, or activities that require writing different letter strings or missing letters in various letter strings.
- Dyslexia: What Reading Teachers Need to Know
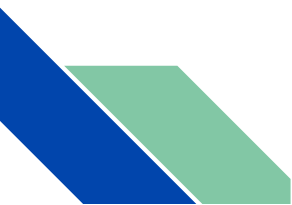
Phonics

High Frequency Words

The brain does not learn by memorization. These words need to be orthographically mapped to permanently store them into long term memory.

- **Red Words (Orton-Gillingham) [How to Teach Red Words](#)**
- **Heart Words [Heart Words](#)**

This activity allows students to practice spelling Heart Words (high-frequency words) with irregular letter-sound relationships by filling in a heart above the irregular part of the word that must be learned "by heart."

Monday - Look, Say, Cover, Write

Trace a word. Copy the word. Cover the word and write it again.

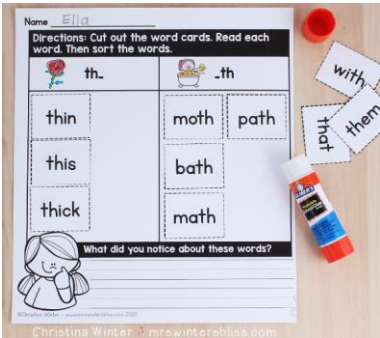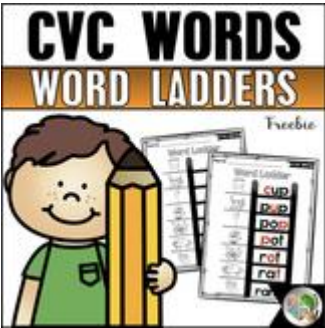| Trace	Copy	Cover and Write

Phonics

Phonics Activities

- Word Sorts-[Using Word Sorts for Phonics Instruction](#)

- Word Ladders

- Dictation [The Importance of Dictation](#)

- Teaching the Syllable types

Modeling of Wilson Reading System

Phonemic Awareness, Alphabetic Principle, & Phonics

Activity

In your breakout rooms, develop a graphic or mnemonic to show the difference between: phonics, phonemic awareness, phonological awareness and phonemes.

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Fluency

Fluency

Fluency is the ability to read text with accuracy, automaticity and expression sufficient to enable comprehension. It provides a bridge between word recognition and comprehension.

- Fluency develops over time with practice

- Fluency is based on what text is being read.

- Fluency rate (speed) is less important than accuracy and ease of reading.

- Fluency instruction should be done with a text that is not too difficult for a student.

  Independent Level: Relatively easy for the student to read (at least 95% word accuracy).

  Instructional Level: Challenging but manageable for the reader with the help of a teacher (90% to 94% word accuracy).

  Frustrational Level: Difficult text for the student to read even with the help of a teacher (less than 90% word accuracy).

  [Fluency: Introduction](#)

Fluency

Fluency Activities

- repeated and monitored oral reading-students read passages aloud several times and receive guidance and feedback from the teacher.
- independent silent reading-students are encouraged to read extensively on their own.

Modeling of Wilson Reading System

Fluency

Vocabulary

Listening Comprehension

"Beginning readers and writers must have a foundation in language, both receptive (understanding spoken language) and expressive (communicating needs and wants, thoughts, and ideas to other."
Hasbrouck, 2020

Vocabulary

Vocabulary Introduction

- Beginning readers use words they hear orally to make sense of what they see in print.
- Vocabulary is important for reading comprehension.
- There are 4 types of vocabulary: speaking, listening, reading and writing.
- When assessing vocabulary, use an oral method (listening and speaking) as you will not get a true picture of their knowledge if they are struggling readers.
- Research reveals that most vocabulary is learned indirectly by engaging in daily with oral language, listening to adults reading to them, and reading themselves.,but some instruction needs to be direct.
- Direct instruction involves teaching students specific words related to content and teaching students general word learning strategies like root words they can apply to other words.

  Vocabulary: An Introduction

Vocabulary

Vocabulary Instruction

- Explicitly teach academic language

- Teach students dictionary skills

- Teach morphology (prefixes, inflectional and derivational suffixes, affixes, base words and root words).

- Use context clues

- Idioms

- Multiple meanings using word maps

- Use vocabulary from subject or topic being taught.

- Semantic maps routine for unknown words. Semantic mapping

Comprehension

Comprehension

To be explicit, instruction needs to include...

- **Direct explanation**
  The teacher explains to students why the strategy helps comprehension and when to apply the strategy.
- **Modeling**
  The teacher models, or demonstrates, how to apply the strategy, usually by "thinking aloud" while reading the text that the students are using.
- **Guided practice**
  The teacher guides and assists students as they learn how and when to apply the strategy.
- **Application**
  The teacher helps students practice the strategy until they can apply it independently.[Strategies to teach comprehension](#)

Comprehension

Comprehension Strategies

- Build background knowledge: Use KWL charts and maps, ask the students "What do you know about bats already? Anticipation Guide
- Teach students how language works by teaching cohesive words (first, next), explicitly teach sentence structure (complex sentences) by using the unpacking sentence strategy (rewriting complex sentences as simple sentences.
- Explicitly teach vocabulary terms related to the topic of study.
- Teach figurative language (metaphors, hyperboles, personification)
- Teach narrative text structure fiction vs. non-fiction
- Teach students about inferences Inferencing
- Teach students to monitor their comprehension by looking back into story, asking themselves questions,restating in own words
- Use Concept Maps Concept Maps

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Comprehension Strategies

- Possible Sentences [Building Background Knowledge-Possible Sentences](#)
- Jigsaw [Jigsaw](#)
- Question the Author [Question the Author](#)
- Question, Answer, Relationship [QAR Strategy](#)
- Reciprocal Teaching [Reciprocal Teaching](#)
- Story Maps [Story Maps](#)
- Summarizing [Summarizing](#)
- Think Alouds[Think Alouds](#)
- Think Pair Share[Think Pair Share](#)
- Exit Slips [Exit Slips](#)

Modeling of Wilson Reading System

Comprehension

-When using a multi-sensory reading curriculum students don't have as many struggles

-Using a structured, systematic reading program ta time to teach procedures.

-Getting parent buy in is extremely important

-Sharing resources/ training parents how to suppor home

Activity

Break Out Room 1 - SLIDE 1 **Break Out Room 2 - SLIDE 2**	Develop an intervention for the five areas that are covered in Structured Literacy to use with students who are classified as ESN. Put them on the Jamboard.
Break Out Room 3 - SLIDE 3 **Break Out Room 4 - SLIDE 4**	Develop an intervention for the five areas that are covered in Structured Literacy to use with students who are classified as MMSN. Put them on the Jamboard.
Asynchronous - SLIDE 5	Develop an intervention for the five areas that are covered in Structured Literacy to use with students who are classified as MMSN or ESN. Put them on the Jamboard.

JamBoard Link

Check for Understanding

- What did you learn?

- What stood out to you?

- How can you use the information of multi-sensory strategies with your candidates?

- Please summarize what you learned during the group activity

Google Form Module 3

Now that we have learned about instructional strategies....

In module 4, we will learn about Assistive Technology to support students with dyslexia as well as supporting parents.

Thank you