

Understanding Reading Instruction and Remediation

Part Two
The Advocate Academy
Sally Grimes, Ed.M.
November 13 & 15, 2006

Agenda

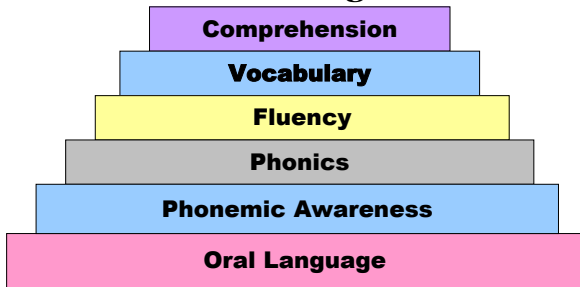
- A. The Five Components of Reading -
A Quick Recap

- B. What Programs Address Each Of
These Components?

- C. Questions & Answer Session

WHAT IS READING?

Building Blocks of Successful Reading



Word Identification

Orthographic Processing (Letter Processing) ↔ Phonological Processing (Sound Processing)

Letter/Sound Association—Phonics (Memory Storage/Retrieval/Rapid Naming)

Automaticity

Fluency

Comprehension

Semantics (Vocabulary/Higher Order Thinking)

Syntax (Grammar)

Morphology (Word Structure)

Pragmatics (Social Use)

Example of Orthography

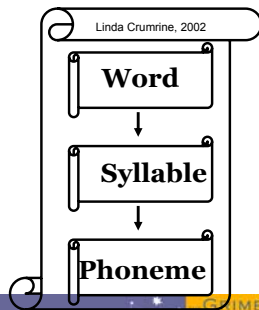
smoak	smoke
circus	cercus
wagon	wagen
first	ferst
traid	trade

Phonemic Awareness

Developmental Sequence of Phonological Skills

Usually engaged in as preschoolers

- Rhyme play and nonsense words
- Syllables: Implicitly segmenting as in chants and songs, clapping to syllables



Phonemic Awareness Programs and Materials

- Phonemic Awareness in Young Children: A Classroom Curriculum (K) Very useful and well done as a basic curriculum, needs to be supplemented with more activities for strugglers.
(www.brookespublishing.com)
- Lexia Early Reading (K-1) Outstanding software for individual children. Watch for Phonemic Awareness for Older Students, also from Lexia.
(www.lexialearningsystems.com)

Phonemic Awareness Programs and Materials

- The Phonological Awareness Profile (ages 5-8) & The Phonological Awareness and Reading Profile (ages 8-12)
- The Phonological Awareness Kit (Two Versions: Grades K-3 and Grades 3-9)
- Numerous other interventions
(LinguiSystems.com)

Phonemic Awareness Programs and Materials

- Sounds and Letters - Grade 1 - Adult - One of the few "curriculum guides" in phonemic awareness. It can supplement any program, is easy to follow, and provides a developmental sequence for teachers.
www.SoprisWest.com
- ERI (Early Reading Interventions) Scott Foresman- An outstanding direct instruction, scripted complete program for Phonemic Awareness and early phonics and pre-reading skill building. Designed for K, but can be used with needy first graders.

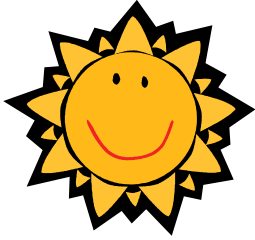
Phonemic Awareness Programs and Materials

Between the Lions- Videos, Lesson Plans, Parent Info, TV Show

www.pbskids.org

Focus on Phonemes- Embellished Curriculum for Experienced Teachers

ASPAssociates@aol.com



Three empty rectangular boxes for writing.

Seven horizontal lines for writing.

Syllable

Diagrams showing syllable structures: one box, two boxes, three boxes, and four boxes.

Phonemes

Diagrams showing phoneme structures: one circle, two circles, three circles, four circles, and five circles.

Seven horizontal lines for writing.

Phonics

Seven horizontal lines for writing.

The Alphabetic Principle

- The alphabetic principle is the basis of reading.
- Readers must understand that the sounds in s/s pairs are the very same as our speech sounds.
- Readers must understand that spoken language is made up of sequences of these little sounds.

What Kind of Phonics?

- Explicit and Systematic, not random:
 - Preplanned skill sequence
 - Progresses from easier sounds to more difficult sounds
 - Begin with letter-sound correspondences that can be combined to make words students can decode and understand
 - Most common sounds and letters taught first

Explicit vs. Embedded Phonics Instruction

Explicit:

- Direct instruction based upon the level of skill and strategy development
- Practice blending sounds in isolated words
- Practice reading in decodable text with high percentages of learned correspondences.

Embedded:

- Discovery of sounds within the contexts of words and texts
- Use of picture cues, beginning letter cues in decoding & spelling/sound patterns
- Emphasis on teachable moment rather than skills sequence

Phonics/Word Study Programs and Materials

- S.P.I.R.E.- A Multisensory, Comprehensive, Systematic Reading & Language Arts Program (Gr. 1-8) Educators Publishing Service (www.epsbooks.com)
- Project Read -A Multisensory, Explicit, Systematic Reading & Language Arts Program (Gr. K-4) Language Circle (www.languagecircle.com)

Phonics/ Word Study Programs and Materials

- Wilson Reading System - Remedial Multisensory, Systematic, Sequential Gr.1 - Adult
- Foundations - A Multisensory, Systematic, Sequential Reading & Spelling "Whole Class" K-3
www.wilsonlanguage.com

Phonics Programs & Materials

Lively Letters -An unusual multi-sensory, structured language-based program to develop phonemic awareness, phonics, & spelling skills using mnemonics, imagery, music and an oral kinesthetic approach
(www.readingwithTLC.com)

Phonics/Word Study Programs & Materials

Language!

A Multisensory, Explicit Total Language Arts Program Based Consistent With Orton Gillingham

Grades 4-12

www.sopriswest.com

Grimes Reading Institute
www.grimesreadinginstitute.com



Phonics/Word Study Programs & Materials

Software Consistent With Orton Gillingham - Explicit & Sequential

1. www.lexialearning.com

(K-Adult)

2. www.myreadingcoach.com

(Gr.3-Adult)

Grimes Reading Institute
www.grimesreadinginstitute.com



Phonics Programs & Materials

Other Important Publishing Companies:

- SRA (Reading Mastery & Early Interventions in Reading)
- Scott Foresman (My Sidewalks)
- Lingui Systems

Grimes Reading Institute
www.grimesreadinginstitute.com



Fluency



A Critical Factor: Automaticity

- Important for fluency and efficiency... must be able to get the word off the page to think about context.
- It's like driving a standard shift car. You understand the components (brake, gas, pedal, gears)... that's cognition or awareness.





A Critical Factor: Automaticity



- To come to a stop and not stall, driving must be automatic, unlike the word by word reader.
- You have to pay attention to a lot of things: other cars, signs, people, what the car needs.



Fluency Programs & Materials

Soliloquy Reading Assistant
(www.soliloquylearning.com)

Read Naturally
(www.readnaturally.com)

Great Leaps Reading Program
(www.greatleaps.com)

Grimes Reading Institute
www.grimesreadinginstitute.com



Fluency Programs & Materials

Phyllis Fischer Automaticity Drills
(www.oxtonhouse.com)

Neuhaus Practices for Developing
Accuracy & Fluency
(www.neuhaus.org)

Lexia Software
(www.lexialearning.com)

Grimes Reading Institute
www.grimesreadinginstitute.com



Vocabulary

Grimes Reading Institute
www.grimesreadinginstitute.com



Explicitly Teach Vocabulary

Plan which words to explicitly teach in a careful and thoughtful manner.

Vocabulary instruction should be a daily goal.

Stages of Word Knowledge

- 1. Never saw it before
- 2. Heard it, but doesn't know what it means
- 3. Recognizes it in context as having something to do with _____
- 4. Knows it well

Vocabulary & Comprehension

- Teaching word meanings will improve a student's comprehension.

(Stahl & Fairbanks, 1986)

Vocabulary Knowledge → Reading Comprehension

Vocabulary Programs & Materials

Elements of Reading: Vocabulary

www.steckvaughn.com

Text Talk

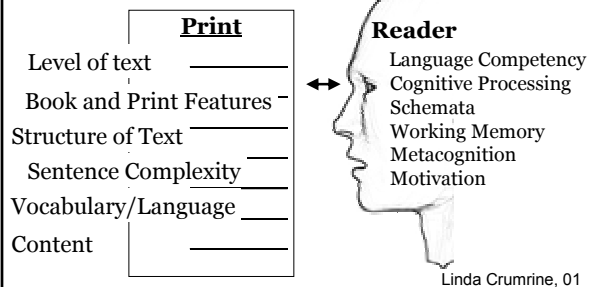
www.scholastic.com

Roots and Vocabulary Through Morphemes

www.sopriswest.com

Comprehension

Reading Comprehension is Interaction Between



Linda Crumrine, 01

**“There is no
comprehension strategy
that compensates for
difficulty reading words
accurately & fluently.”**

Torgesen 2003

Comprehension Programs & Materials

Key Three Routine

www.seditalearning.com

Elements of Reading:
Comprehension

www.steckvaughn

Language!

www.sopriswest.com

THE FAB FIVE

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

ALL Built On Oral Language...

Core Reading Programs

A Core Reading Program should address the majority of needs in the five components of reading. It is the primary instructional tool which historically was called a basal, since it formed the “base” for reading.

See: A Consumer’s Guide to Evaluating Core Reading Programs K-3
(www.reading@uoregon.edu)

Every Reader requires different degrees of:

- Scaffolding
- Intensity
- Duration
- Explicitness
- A Systematic Progression

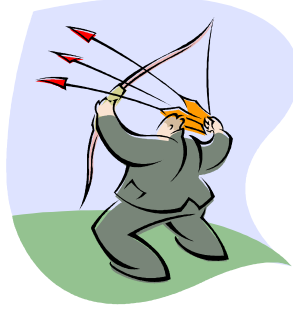
Differentiated Instruction Based on Assessment

Classrooms are organized so that students with similar needs receive effective instruction in flexible groups that change as they master skills and concepts.

Targeted practice often needs to be:

- Comprehensive
- Intensive
- Relentless

to achieve fluency.





Summary:

This IS Rocket Science!

We must apply the research.

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