

Instructional Strategies that Improve Student Efficacy, Resilience & Outlook

Presenter: Dr. Nori Rem

Region IV Dyslexia Conference- December 5, 2019

<p>Why Intentional Reading Instruction and Reading Intervention Improves Student Efficacy, Resiliency, & Outlook</p>	<ol style="list-style-type: none"> 1. Reading is a critical life skill 2. Children who do not acquire strong reading skills by 3rd grade may never become strong readers and develop poor self- image 3. Children with weak reading skills, often drop out of school, and may struggle socially, economically as adults 4. Children's brains are best equipped for learning new skills when they are young 5. Students who are equipped with effective reading strategies demonstrate more efficacy, resiliency and positive outlook
<p>Why Struggling Readers Should Be <u>Continuously</u> Assessed in Reading</p>	<ol style="list-style-type: none"> 1. To establish a starting point for instruction 2. To identify the student's strengths and weaknesses 3. To ensure instructional time is not wasted teaching skills students have already mastered 4. To use assessment data to drive instruction 5. To ensure that all students will become strong readers
<p>Why Oral Language is Important to Reading</p>	<ol style="list-style-type: none"> 1. Oral language is the gateway to reading and is the introduction to words students need for reading 2. Oral language consists of speaking, and listening 3. Students need to hear rich vocabulary if they are to become strong readers and writers. 4. Studies have shown that children from at-risk homes hear significantly less rich vocabulary than children from more affluent homes. 5. Poor oral language skills can signal future learning difficulties and become an impediment to reading <p>Strategies to increase vocabulary and oral language skills:</p> <ul style="list-style-type: none"> • Label key items at school or at home • Play sentence hand-off • Create interesting word walls • Read vocabulary rich books and talk about new and interesting words before reading • Every week write one interesting word you hear each student use under their individual pictures. Keep lists in binders and give them to students at the end of the school year.
<p>Strategies to Teach the Alphabet and Short Vowels</p>	<ul style="list-style-type: none"> • Alphabetic knowledge is the fluent naming of each letter in the alphabet in and out of sequence. • Strong alphabetic knowledge is one of the first predictors of future reading success • Teachers should try to use the same font when introducing the alphabet (Ex. a,a) • When students have difficulty remembering letters have them trace textured letters with their fingertips while saying the letters • Teach five letters at a time to struggling readers

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<p>How do I TEACH reading?</p>	<ol style="list-style-type: none"> 1. Model reading skills consistently 2. Be passionate about what you teach 3. Provide students with user- friendly strategies 4. Require students to re-read everything 5. Require students to retell what they have read 6. Teach students how to annotate only important information 7. Ask probing questions before, during and after reading such as: <ol style="list-style-type: none"> a. What would happen if... b. What do you think about... c. How would you adapt... d. Did the character use a good strategy to problem solve?
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Six Syllables

<p>1. Closed syllables: These syllables may begin and end in one or more consonants. The vowel in between the consonants is usually short and it is coded with a breve.</p> <table border="1" style="margin: 10px auto;"> <tr> <td style="text-align: center;">h</td> <td style="text-align: center;">ă</td> <td style="text-align: center;">t</td> </tr> <tr> <td style="text-align: center;">consonant</td> <td style="text-align: center;">vowel</td> <td style="text-align: center;">consonant</td> </tr> </table>	h	ă	t	consonant	vowel	consonant	<p>4. Vowel Pals: Vowel Pals occur when there are two vowels side by side in a word or syllable. The first vowel is usually long and the second vowel is silent. Only the first vowel is pronounced.</p> <table border="1" style="margin: 10px auto;"> <tr> <td style="text-align: center;">r</td> <td style="text-align: center;">ā</td> <td style="text-align: center;">i</td> <td style="text-align: center;">n</td> </tr> <tr> <td></td> <td style="text-align: center;">Long vowel</td> <td style="text-align: center;">Silent Vowel</td> <td></td> </tr> </table>	r	ā	i	n		Long vowel	Silent Vowel															
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<p>2. Quiet E: Quiet E words or syllables contain a vowel, followed by a consonant and ending in a silent e. Code words by crossing out the e and placing a macron over the first vowel.</p> <table border="1" style="margin: 10px auto;"> <tr> <td style="text-align: center;">b</td> <td style="text-align: center;">ā</td> <td style="text-align: center;">d</td> <td style="text-align: center;">e</td> </tr> </table>	b	ā	d	e	<p>5. Open Syllables: Open syllables end in a vowel. The vowel is long.</p> <p>Ex: go, so, no, hi, solo, polo</p>																								
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<p>3. Vowel + R Syllables: Vowel + R syllables consist of one vowel plus the letter R.</p> <table border="1" style="margin: 10px auto;"> <tr> <td style="text-align: center;">a</td> <td style="text-align: center;">+</td> <td style="text-align: center;">r</td> <td style="text-align: center;">ar</td> <td style="text-align: center;"><u>art</u>, <u>farm</u>, <u>car</u></td> </tr> <tr> <td style="text-align: center;">e</td> <td style="text-align: center;">+</td> <td style="text-align: center;">r</td> <td style="text-align: center;">er</td> <td style="text-align: center;"><u>fern</u>, <u>her</u></td> </tr> <tr> <td style="text-align: center;">i</td> <td style="text-align: center;">+</td> <td style="text-align: center;">r</td> <td style="text-align: center;">ir</td> <td style="text-align: center;"><u>irk</u>, <u>bird</u>, <u>fir</u></td> </tr> <tr> <td style="text-align: center;">o</td> <td style="text-align: center;">+</td> <td style="text-align: center;">r</td> <td style="text-align: center;">or</td> <td style="text-align: center;"><u>orange</u>, <u>born</u>, <u>for</u></td> </tr> <tr> <td style="text-align: center;">u</td> <td style="text-align: center;">+</td> <td style="text-align: center;">r</td> <td style="text-align: center;">ur</td> <td style="text-align: center;"><u>urge</u>, <u>hurt</u>, <u>fur</u></td> </tr> </table> <p>Note: er, ir and ur all make the same sound <i>er</i></p>	a	+	r	ar	<u>art</u> , <u>farm</u> , <u>car</u>	e	+	r	er	<u>fern</u> , <u>her</u>	i	+	r	ir	<u>irk</u> , <u>bird</u> , <u>fir</u>	o	+	r	or	<u>orange</u> , <u>born</u> , <u>for</u>	u	+	r	ur	<u>urge</u> , <u>hurt</u> , <u>fur</u>	<p>6. Secondary Syllables: Secondary syllables occur at the end of a word and they always make the same sound.</p> <table border="1" style="margin: 10px auto;"> <tr> <td style="text-align: center;">tion and sion = shun motion, mission</td> </tr> <tr> <td style="text-align: center;">ing waiting, thing, shaping</td> </tr> <tr> <td style="text-align: center;">consonant le = ul waffle, paddle, puzzle</td> </tr> </table>	tion and sion = shun motion, mission	ing waiting, thing, shaping	consonant le = ul waffle, paddle, puzzle
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Examples of Reading Chart Strategies for Core Subjects

KWL Chart

K	W	L

Science

Planet	Surface	Size	Mass and Gravity	Distinct Characteristics
Mercury				
Venus				

Two Column Notes

Historical Figures	Information to Remember
Harriet Tubman	Led slaves to freedom Used the Underground Railroad
John F. Kennedy	Was assassinated Married to Jaqueline Kennedy

Mnemonics

Please	Excuse	My	Dear	Aunt	Sally
Parenthesis ()	Exponents 6^3	Multiply X	Divide \div	Add +	Subtract -

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Organizational Charts: Ex: What items to bring to class

Dyslexia Class	Dyslexia Class	Dyslexia Class	Dyslexia Class	Dyslexia Class
Monday	Tuesday	Wednesday	Thursday	Friday
Letter Strip	Notebook	ABC Chart	Reading book	Reading book
Markers	Pencil	Markers	Pencil	Highlighter
Notebook	Dictionary	Notebook	Notebook	Notebook
Colored overlays	Letter Strip	Index Cards	Highlighter	Index Cards

Cause and Effect Charts

Cause	Effect
Because it rained today...	<ol style="list-style-type: none"> 1. The ground is wet 2. My flowers and grass got water 3. My dog had to stay inside 4. I needed my boots and umbrella
Illustrate the Cause	Illustrate the Effect

Words Ending in Consonant Y

If the word ends in “Y” and fits in one box, because it has one syllable the “Y” makes the long ī sound

shy

If the word ends in “Y” and fits in two or more boxes, because it has two or more syllables the “Y” makes the long ē sound.

hap py

Sentence Structure and Elaboration

Topic: Cat

Capital Letter Word	Noun	Verb	Details	Punctuation
My	cat	jumps	high	●

Elaborate

Capital Letter Word	Adjective	Noun	Verb	Adverb	Punctuation
My	enormous	cat	jumps	high	●

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Index Card Text Reader

Cut a hole in one index card so students can minimize the amount of text they see at one time. Then tape another index card the one with the hole and write reading rules or reminders

