



**THE LEARNING
PROGRAM**
DSFOC

Value. Teach. Celebrate. Serve.

ABCs of Effective Reading Instruction

Presented by:
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DSF | Website: <http://dsfoc.org> | Store: <http://dsfoc.org/dsf-store>

Questions:
Email: info@dsfoc.org

Learning Program Facebook Group:
<http://www.facebook.com/groups/learningprogram/>

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Morning Thoughts

Celebrate wins – big/small
Respect above all
Keep your eyes on the prize
Reach out for support

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Take-aways



- ✓ Research overview
- ✓ Strategies, activities & resources for teaching:
 - ✓ Picture vocabulary & sight words
 - ✓ Getting started with letter/sound correspondence

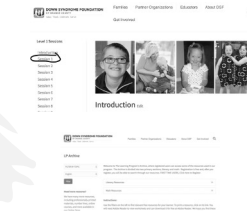
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Free Online Resources

DSF LP Archive
<https://www.dsfoc.org/lp-archive/>

LP Online Session (free)
<https://www.dsfoc.org/online-courses/>

10 Research-Based Tips Document:
<http://bit.ly/10tipsliteracy>



10 Research-Based Tips for Enhancing Literacy Instruction for Students With Intellectual Disability

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Research - Reading

- Teaching reading serves many purposes
- “Is **the single most effective way** to help children overcome the learning difficulties associated with Down syndrome” and a strength for most students with Down syndrome - Sue Buckley/DSEI
- Growing body of research shows importance of phonological awareness and phonics in reading instruction - Christopher Lemons/Stanford
- When using existing programs with students with Down syndrome, need intensive, individualized intervention including **easier starting point, increased time to apply new skills, and increased visual support** - Christopher Lemons/Stanford
- Still looking for comprehensive program that is easy to deliver!

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Step 1 - Determine Level



Parents:
Use age and experience
If in doubt, start at picture level and assess

Teachers:
Assess
Use data to determine strengths and instructional needs

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Step 2 - Set Goals



Common Core State Standards Initiative

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Reading Standards: Foundational Skills (K-5)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic components of the English writing system. These foundational skills are not an end in and of themselves, rather they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated; good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergarten:	Grade 1 students:
<p>Print Concepts</p> <ol style="list-style-type: none"> Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. <p>Phonological Awareness</p> <ol style="list-style-type: none"> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onset and rime of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC ending with /x/ or /z/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<ol style="list-style-type: none"> Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

<http://www.thecorestandards.org/ELA/> and

<https://ccsso.org/sites/default/files/2017-12/ADA%20Compliant%20ELA%20Standards.pdf>

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Step 2 - Set Goals

Smithsonian Learning Lab - CCSS

Standards

Common Core State Standards (CCSS) Initiative: English/Language Arts Standards

College and Career Readiness Anchor Standards for Reading

Reading Standards for Literature **comprehension**

Reading Standards for Informational Text

Reading Standards: Foundational Skills

Click and
drill down

Reading Standards: Foundational Skills

Print Concepts ←

Phonological Awareness ←

Phonics and Word Recognition ←

Fluency ←

<https://learninglab.si.edu/standards//706>

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Step 2 - Set Goals

Smithsonian Learning Lab

Standards

Print Concepts

→ Reading Standards: Foundational Skills

→ Common Core State Standards (CCSS) Initiative: English/Language Arts Standards

CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of print.

CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.

CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.

CCSS.ELA-Literacy.RF.K.1c Understand that words are separated by spaces in print.

CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

Resources

Collections

<https://learninglab.si.edu/standards//706>

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Step 3 - Pick Strategy

- Start with whole word instruction
 - Build vocabulary (pictures)
 - Learn sight words (meaningful and high frequency words)
 - Build sentences using book models
 - Apply & generalize words



- Practice sentence building with personalized books
- Introduce letter sounds & letter names using visual support
- Based on student, build sight word/phonics skills together
 - DSF Sight Word Books
 - Word Families/Blending
- Add fluency, vocabulary & comprehension

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When Using Standard Curriculum

Rule of Thumb (for all ages):

- Use visual support
- Teach in smaller learning steps
- Offer more structured guidance
- Give additional opportunities to practice

***Applies to school resources too**

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Step 4 - Pick Resources



LP Resources:

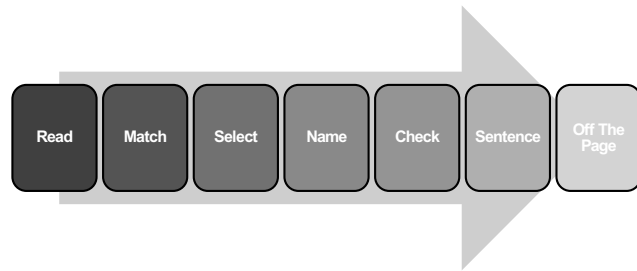
- DSF Sight Word Reading Sets (Level 1)
- Lakeshore Readers (Level 2)
- A-Z Readers (Levels 3, 4 and above)
- Superteacher.com & Teacherspayteachers worksheets
- NewsELA
- Personalized books (all levels)
- Other adapted or supported materials (all levels)

You can use **any** high interest materials. Level of prep will vary.

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Strategy Applied

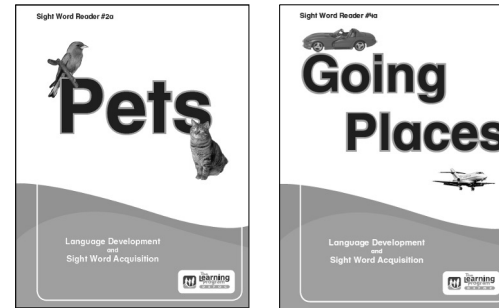


Use as long as helpful and adapt to meet student needs

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Read



Read the source book to your learner

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Match

Identify picture/word on flash card

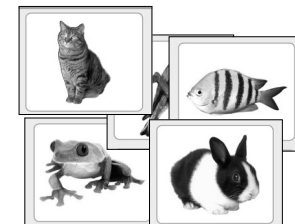
Identify picture/word on board

Show how to match

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Match Picture to Picture



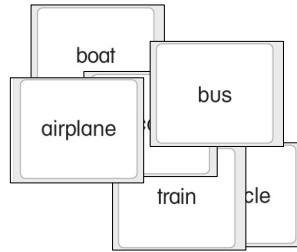
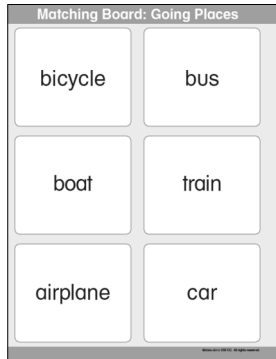
Using pictures:

Teach label (spoken word) for picture
Model ≠ correct
Support correct answer
Choice of one = errorless

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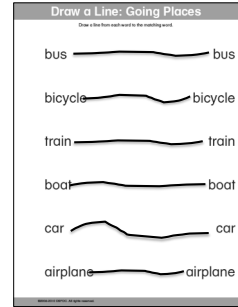
Match Word to Word



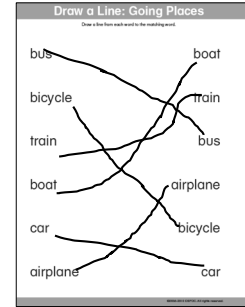
Using written words:
 Teach sight words (written form of spoken words)
 Model ≠ correct
 Support correct answers

More Practice Matching

Draw-a-Line: Word to Word



Straight



Diagonal

Select

Place two or three cards on table

Prompt student on which to select

“May I have _____?”

Select Picture or Word



“May I have the bird? Thank you”
 “I see “car,” do you?”



Name

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Name Picture or Word

“Cat, rabbit, bird...
“Airplane, bus, car...
This is or this says [pause] _____”

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Check

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Check for Comprehension







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Check Comprehension







Draw-a-Line: Word to Picture

Draw a Line: Going Places
Draw a line from each word to the matching picture.

bus	
bicycle	
train	
boat	
car	
airplane	

Straight

Draw a Line: Going Places
Draw a line from each word to the matching picture.

bus	
bicycle	
train	
boat	
car	
airplane	

Diagonal

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Check Comprehension

- Ask simple questions using picture or word flash cards.

Which spins a web?

Which can fly?

Which is red and has spots?

Which becomes a butterfly?

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Build A Sentence

Use Book

Use Flash cards

Model, support and read

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Build a Sentence



I see a car.

airplane

bicycle

boat

train

I

see

a

car

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Off The Page

**Off The Page
Going Places**

Extend learning with the following activities:


Read: Read a story related to this book, such as: *Go Dog Go* by P.D. Eastman or *My First Things: The Car: Let's Get Moving* by Dawn Street.

Make: Create a personalized book using modes of transportation. Use pictures you have, print or purchase. Label each page with either single words (e.g., "bike" or "car") or sentences that are developmentally appropriate (e.g., "I ride in a bus." "The airplane is white"). If possible, encourage learner participation in sentence formation, cutting or gluing.

Discuss: Have a discussion with your learner about modes of transportation. Use prompting questions for details (e.g., "Have you been on an airplane? Did you like it?").

At Home Extra:

Go: On your next adventure, point out different modes of transportation from the book. When you and your learner get back home, read the book and discuss which modes of transportation you saw.



Apply and generalize

Working on Letters & Sounds

Strategies & Tips:

- Teach in context of words using picture prompts
- Use multi-sensory approach
- Keep sessions short and fun
- Practice several times a week
- Have student over learn associations - make it automatic
- Teach in both directions
 - Student can say sound when see letter
 - Student can select or write letter when given sound prompt
- Use experiences or gestures to reinforce learning (*i.e., provide slice of apple to eat when teaching the a-/a/-apple connection or scratch an itch as cue for short /i/ sound*).
- Be mindful of articulation challenges

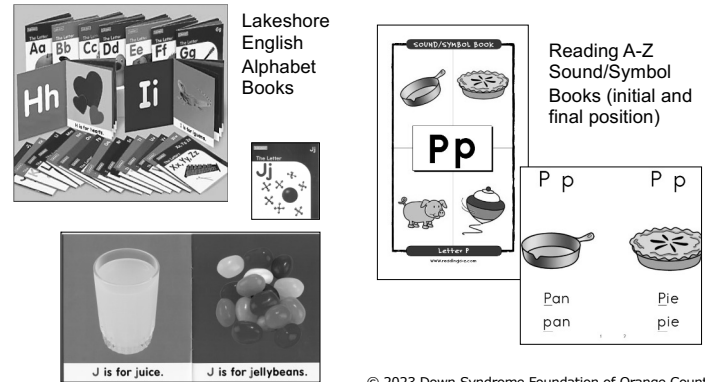
Activities & Resources

- Play letter-sound-word game ("a" /a/ apron) with or without visual support
- Practice saying words starting with same letter and/or circling target letters



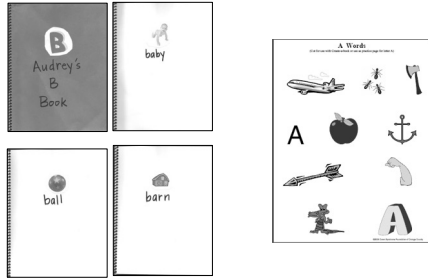
Activities & Resources

- Read, read, read - emphasize the letter sounds



Activities & Resources

- Or create your own personalized letter sound book
 - Use pictures that represent the target letter sound
 - Free downloads from www.dsfc.org

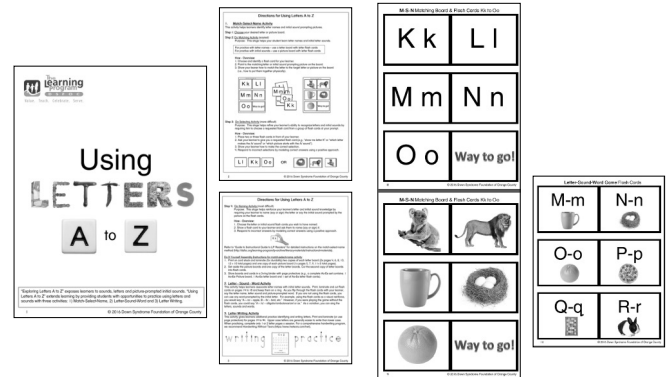


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Activities & Resources

- Try LP Alpha Resources

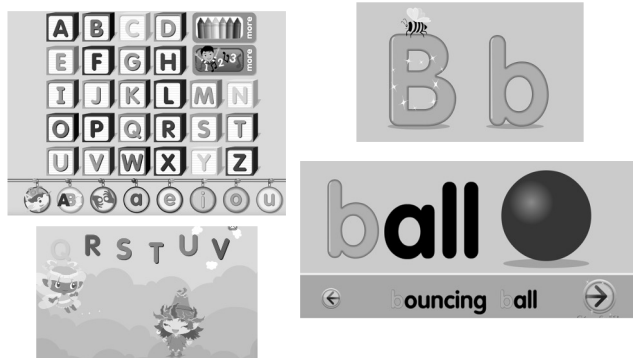


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Online Resources (\$35 home use)

- Play an online game
- One favorite is <http://www.starfall.com> (This phonics-based reading program has many activities that support phonemic awareness)

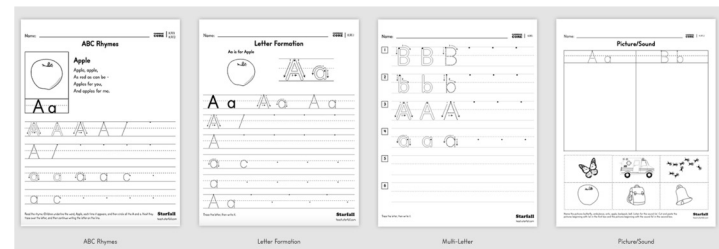


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Online Resources (\$35 home use)

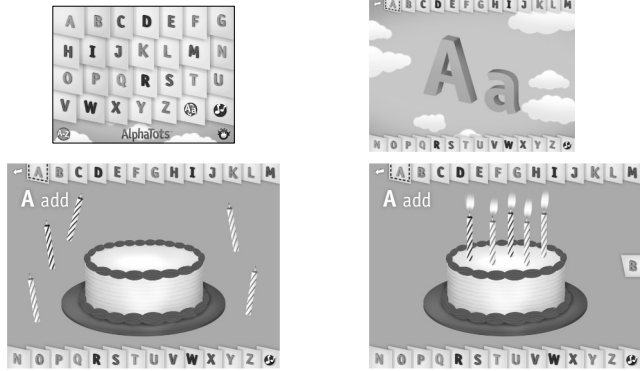
- Reinforce with worksheets from starfall.com



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Online Resources



AlphaTots Alphabet (Little 10 Robot Studio/\$2.99) iPhone, iPad

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Online Resources

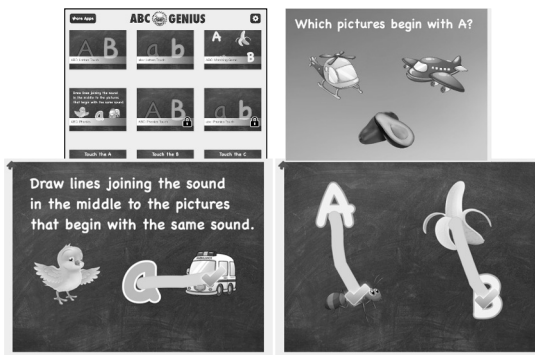


Articulation Station (Little Bee Speech)
iPhone, iPad/Free to Pro Versions (\$59.99)

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Online Resources



ABC Genius (Innovative Mobile Apps/Free-\$2.99)
iPad

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Online Resources

Still a classic!



Dr. Seuss' ABC (Oceanhouse Media \$3.99)
iPhone, iPad, Android

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Activities and Resources

- Write, trace and say letters and sounds in various media
 - Use pencils, crayons, markers, paint, play dough, sand or foam
 - Make lower case and upper case letters
 - Say letter name and sound during task

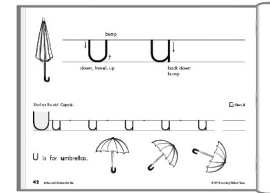
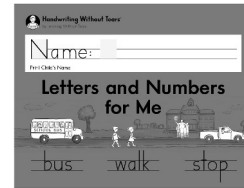


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Activities and Resources

- Incorporate letter sounds with letter writing



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QUESTIONS OR COMMENTS

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