

Providing Effective Instruction and Intervention in Reading

What You'll Learn

Session One

Overview of the strands in reading/ language arts.

How to Teach Fundamental Decoding Skills: Phonemic Awareness, the Alphabet & concepts of print.

- ✓ Assessing Phonemic Awareness, the alphabet and concepts of print. Identify the standards in the framework.
- ✓ Multi-Sensory phonemic Awareness —*Say it Slowly, Say It Fast* —procedures 1—7.
- ✓ How to minimize and end reversals of b, d, g, p, and q.
- ✓ The consonants and their correct articulation.
- ✓ Administer screening assessments to students.
- ✓ Practice with students --teaching the alphabet and phonemic awareness.
- ✓ Plan where, when & how you'll integrate the procedures learned today into core and intervention lessons.

Session Two

Applying phonemic and phonological awareness to multisyllabic words.

How to teach the consonant sounds using a systematic, multi-sensory approach.

- ✓ Assessing students' phonological and phonemic awareness skills with multisyllabic words.
- ✓ Procedures to teaching multisyllabic words.
- ✓ Assessing students' abilities to segment and blend consonant blends and clusters. **Many students have difficulty reading and spelling these complex syllables.**
- ✓ Why it's important to know the features of consonant sounds and consonant pairs to prevent confusion and disability in blending and spelling.

- ✓ How to help students hear the letters' names by using **Say it slowly, Say it Fast.**
- ✓ Observe and analyze students' responses while the trainer teaches.
- ✓ Practice teaching students consonant pairs.
- ✓ Which standards are covered by today's content? Plan for integration into core and intervention lessons.

Session Three

Teach the Vowel Sounds Using a Systematic Multi-sensory Approach.

- ✓ Review of assessments related to vowel sound discrimination.
- ✓ The **Vowel Steps** -- What it is, why it's important, and how to teach it.
- ✓ Observe and the trainer introduces the vowel sounds to intensive intervention students.
- ✓ Practice teaching additional vowel sounds to individual students.
- ✓ Learn ways to integrate the Vowel Steps and multi-sensory feedback into all phonemic awareness and phonics lessons.
- ✓ Learn how to stabilize students' abilities to recognize and discriminate vowel sounds by providing appropriate practice. It should be fun.
- ✓ Plan where, when & how you'll integrate the procedures learned today into core and intervention lessons.

Session Four

Word Analysis, Blending, and Spelling. Developing Fluency

- ✓ Assessing phonics --what they need to know.
- ✓ Review of the common English spelling patterns and generalizations using sorting activities?

Session Four Continued

- ✓ Why and how to make phonemic awareness/analysis activities an integral part of all word analysis lessons.
- ✓ Trainer demonstrates 1. methods teaching word analysis with the most basic word patterns, 2. the vowel first blending method, 3. receptive language activities that build vocabulary. 4. and word sorting. *Trainer models how to provide specific feedback that supports learning.*
- ✓ Practice teaching word analysis and blending with small groups and individuals.
- ✓ Steps for helping students learn to spell words — dictation.
- ✓ Methods for systematically teaching high-frequency words – sight words.
- ✓ Using decodable text & Leveled Books— Methods for improving reading accuracy and fluency. **Taking Away the Pictures!**
- ✓ Grouping students for instruction

Session Five

Advanced Word Analysis Systematic Vocabulary Development

- ✓ Assessing reading and spelling of inflected words and multi-syllabic words.
- ✓ How to teach the spelling, phonemic changes and functions that occur with the addition of common inflectional endings. *Review of voiced and unvoiced consonant sounds.*
- ✓ The most common types of syllables found in multi-syllabic words and steps for teaching them. An excellent way to review phonics.
- ✓ Trainer demonstrates and teachers practice a method for teaching students to divide words into syllables.
- ✓ Trainer demonstrates and teachers practice effective methods for developing vocabulary.
- ✓ Other vocabulary development strategies—classifying, describing, and defining words & concepts and **reading aloud to students.**
- ✓ Advanced morphemic analysis—Latin and Greek roots, types of prefixes and suffixes and how to teach them as decoding/meaning units.

Session Six

Reading Comprehension Focus on Informational Text

- ✓ Why don't they comprehend? Teachers learn to identify the causes for comprehension difficulties, how to determine instructional, independent and frustration levels.

Session Six --Continued

- ✓ Assessing comprehension - Overview of tests and their strengths and weaknesses. **Using Lexiles to match students to books.**
- ✓ Overview of basic text structures-- informational, stories, and functional reading.
- ✓ Using informational text, the trainer will demonstrate the Visual Note Taking process (A Universal Access Strategy).
- ✓ Trainer demonstrates how to guide students in an Oral Language activity in which students use Visual Notes to paraphrase informational text. Students write a paraphrase based on the visual notes and oral composition. (A guided writing activity)
- ✓ Reflection: How and why **Visual Note Taking** is an effective universal Access strategy.
- ✓ Trainer demonstrates a process for helping students to generate and answer WH questions about a topic.
- ✓ Teachers guide students in generating WH questions about a topic.

Session Seven

Reading Comprehension

- ✓ Teachers and trainer discuss approaches to teaching the **main idea. KWL --** What is the main idea? Do the methods used teach it or test it?
- ✓ Trainer demonstrates steps in the development of main idea with students.
- ✓ Trainer demonstrates a process for guiding students to generate and answer WH questions about a story.
- ✓ Overview of Visual Note Taking for stories. Can I imagine it? Can I extend it? How does it make me feel.

Some RTI Basics

- ✓ What are the Tiers?
- ✓ What are screening assessments? What are examples? Strengths? Weaknesses?
- ✓ What are diagnostic tests? What are examples used during this training? Other Examples?
- ✓ Which students need Tier 1 interventions? How is instruction provided? How does instruction differ from the core? How long?
- ✓ Which students need Tier 2 interventions? Who provides the intervention? How does instruction differ from Tier 1?
- ✓ What kind of documentation is needed?

Strategic Reading & Writing in the Content Areas

What You'll Learn

Session One

Advanced Word Analysis & Vocabulary Development

- ✓ Procedures for teaching reading and spelling of multi-syllabic words.
- ✓ How to systematically teach academic and tier two vocabulary. Includes the teaching of Latin and Greek roots. The personal dictionary and thesaurus.
- ✓ Effective and fun reinforcement activities using new vocabulary. Examples of dictionary activities that result in more learning. Teaching context clues & using cloze passages

Session Two

Reading Comprehension Skills & Strategies

- ✓ What is strategic reading? Why is it important? Do a self assessment describing your metacognitive process while reading a passage.
- ✓ Subjectively evaluate your students use of reading strategy. "**What Good Readers Do**" **chart**. Why are your students proficient or non-proficient?
- ✓ Activities designed to develop **pre reading strategies**.
 - ✓ Guide students in **generating big idea questions about related topics** as a reading and writing strategy?
 - ✓ Make predictions
 - ✓ *Anticipation Guide*
 - ✓ Compare logical questions with chapter headings
 - ✓ *Skimming the features of informational texts*,
 - ✓ Using a KWL
- ✓ Can the use of pre-reading strategies be used to improve learning of content? Why? Why not?

- ✓ Activities designed to develop strategies used **during reading**.
- ✓ Structure of informational text: How to teach students to determine the main ideas and significant details. How are main ideas related to big-idea questions?
- ✓ Using Guided Imagery to improve comprehension.
- ✓ Visual Note Taking - A Universal Access Strategy.

Session Three

Summarizing, Classifying Questions, Learning Logs, Inferential Thinking,

- ✓ How to teach students oral and written paraphrases and summaries using Visual Notes.
- ✓ Using paragraph frames to support students in learning to write about information.
- ✓ Teach students to create proposition/ support outlines.
- ✓ Teaching students to determining the authors purpose.
- ✓ Teach students to classify questions and answers questions: explicitly stated, multiple location in text, text & background knowledge, knowledge and experience.
- ✓ Teach students to make inferences using informational & narrative text. Make your thinking public and share your thoughts.

Session 4

Monitoring Comprehension Structured Discussions

- ✓ Teaching students what to do when they get stuck while reading.
- ✓ Engage students in structured discussions. Learn the procedures for guided discussions by participating in the following forms:
 - ✓ Inner Outer Circle Discussion
 - ✓ Four Corner Debate
 - ✓ Socratic Seminar

Are You Ready to Close the Achievement Gap?

It won't happen by accident. It will only happen if you're ready to learn how to transform your school and have the WILL to do it. Take action to:

- ☑ Develop a viable **standards based curriculum** where the text is a resource, not the curriculum.
- ☑ **Use assessments** to guide the planning, monitoring and evaluation of instruction.
- ☑ Train and support **effective teachers & leaders** with meaningful procedurally embedded staff development that is intentionally designed to impact learning.
- ☑ Provide effective, intensive **interventions** for all students who are low achieving.
- ☑ Learn how to organize your school and resources for predictable success.
- ☑ Improve the level of collegiality and professionalism so that your staff works as a team.
- ☑ Improve parent and community involvement by improving communication , opportunities for involvement, and providing training and support.

Please Don't make Your Students Wait.

Contact Us Today!

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You may contact any of the consultants for more information or to arrange a meeting with an individual or the group.

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Standards and Assessments



Data Systems and Using Data for Improvement



Effective Teachers and Leaders



Turning Around the Lowest Achieving Schools