



Alice's Tutoring

HOW TO HELP A STRUGGLING READER



WHAT ARE THE ESSENTIAL COMPONENTS OF READING INSTRUCTION??

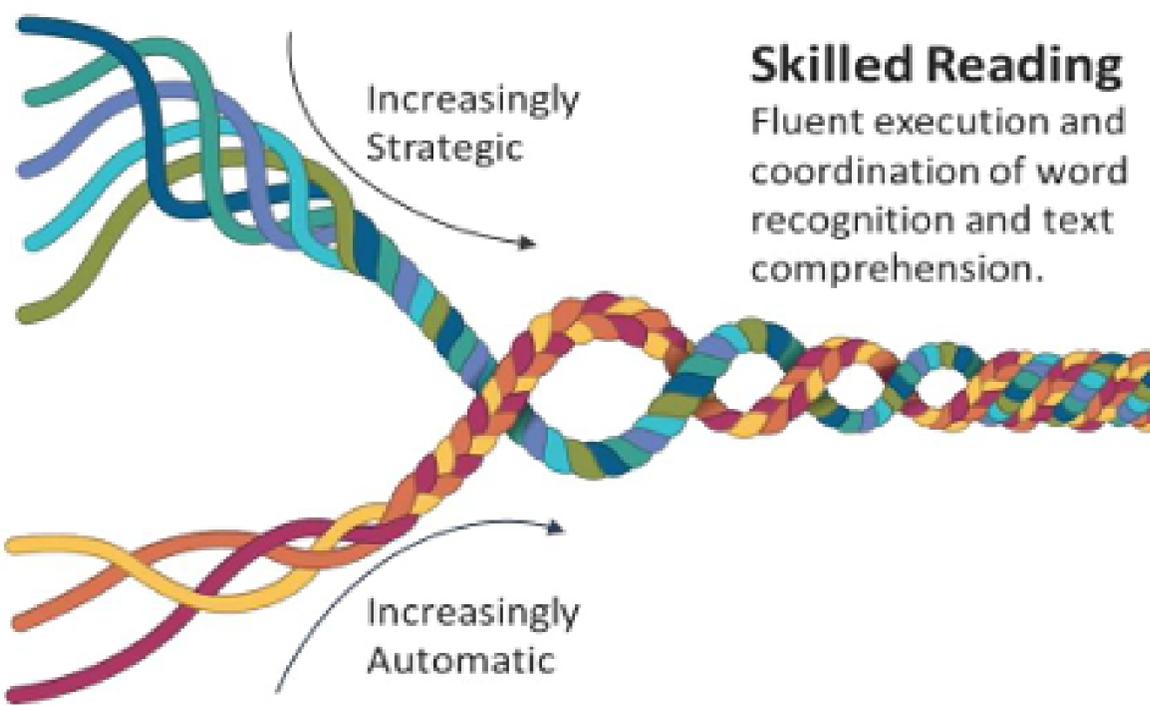
Print Awareness
Letter Knowledge
Phonological Awareness
Phonics
Multisyllabic Word Reading
Fluency
Vocabulary
Comprehension

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

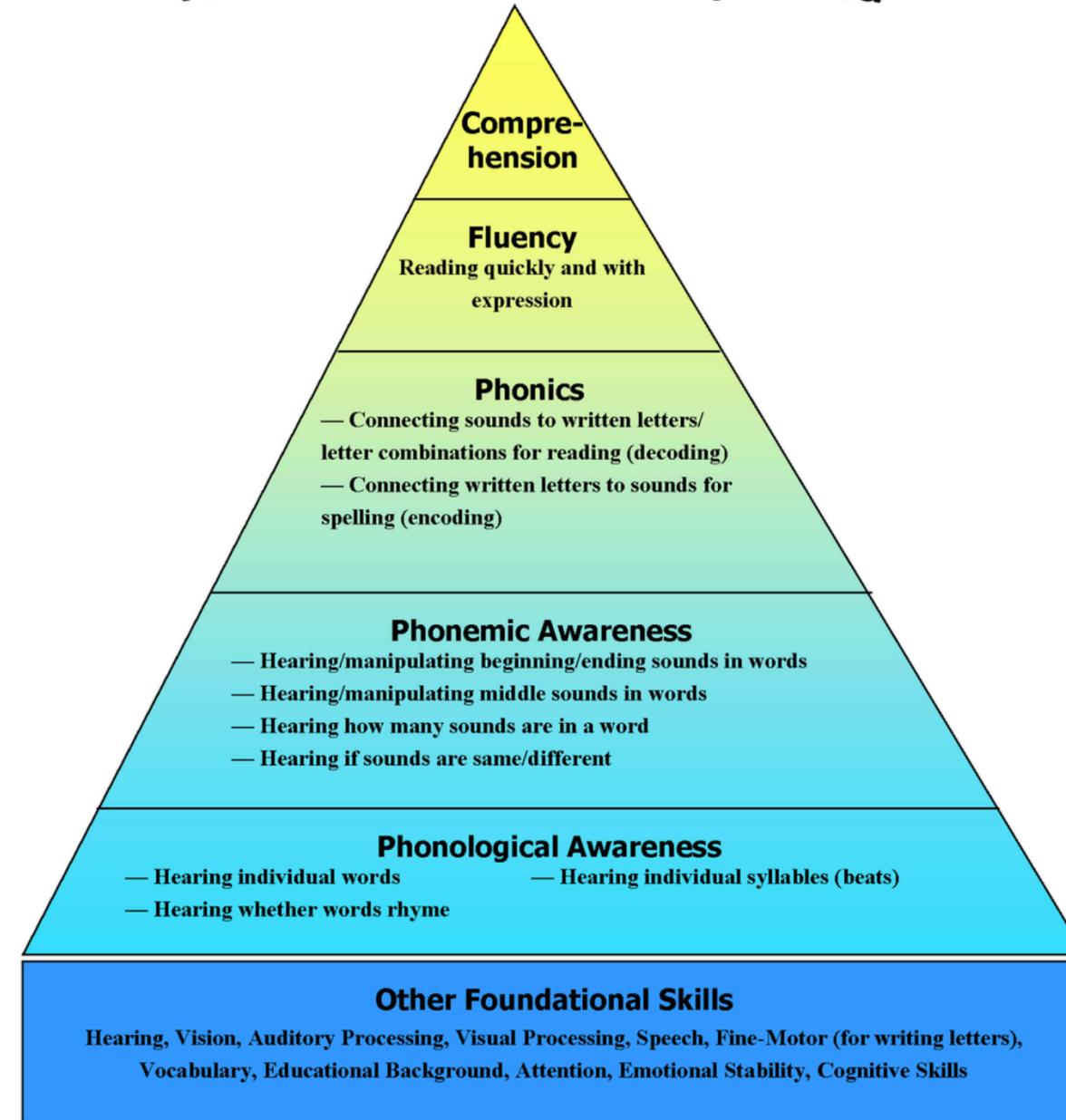
Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

The Reading Skills Pyramid



Created by Dite Bray, MSW in 2013 <http://www.atlantareads.org/>

HOW TO IDENTIFY A STRUGGLING READER

OBSERVATIONAL DATA

- Early language phonological errors
- Struggles with rapid naming skills
- Struggles to pick up reading skills despite adequate instruction

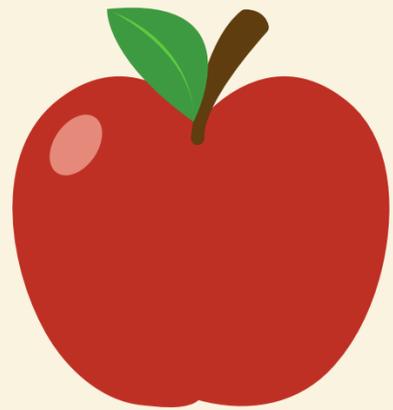
READING SCREENING

Dibels Reading Screener (provided)
Early Literacy Skills (provided)
Oral Reading Fluency and Comprehension Screener (provided)

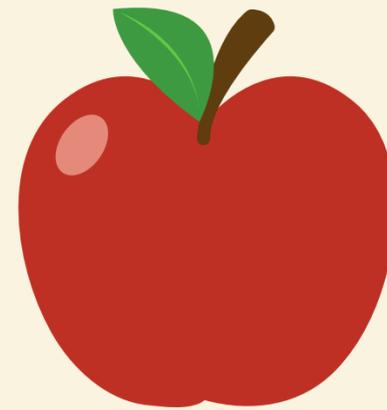
FORMAL DIAGNOSTIC ASSESSMENT

- CTOPP
- WJIV
- To pinpoint a student's specific area of weakness
- To provide in-depth information about a student's skill and instructional needs

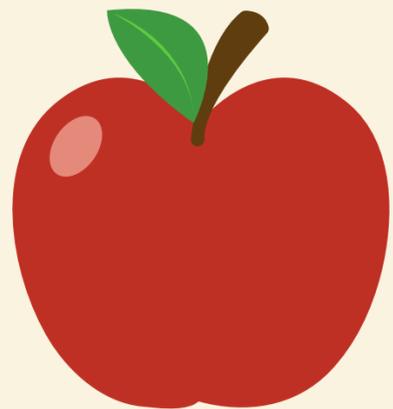
EARLY LITERACY



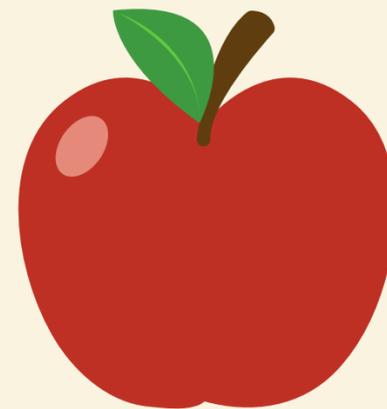
**Reading
Readiness** s



**Letter
Knowledge**

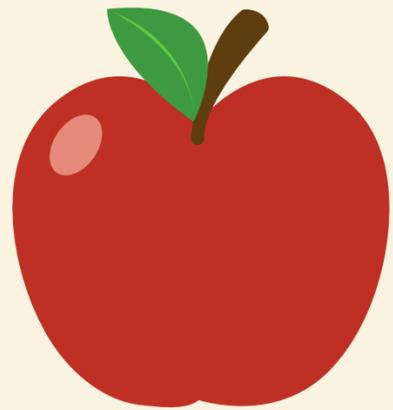


**Print
Awareness** c

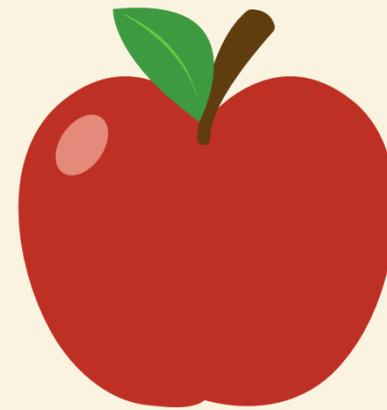


**Phonological
Awareness**

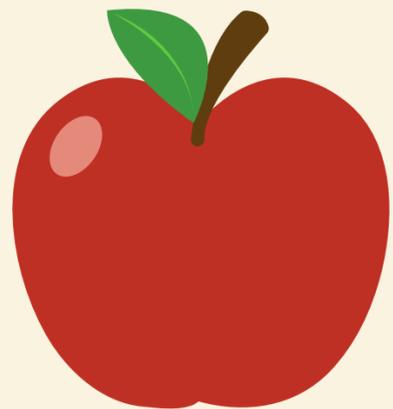
HOW TO TEACH LETTER KNOWLEDGE



How to teach
multisensory
vowel sounds

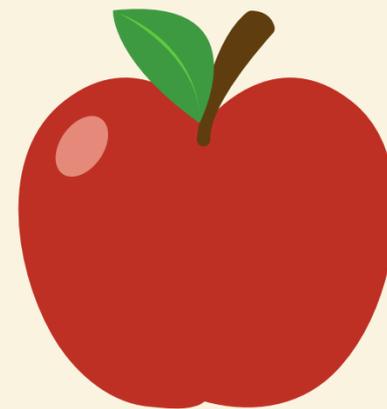


Picture embedded
mnemonics alphabet
cards



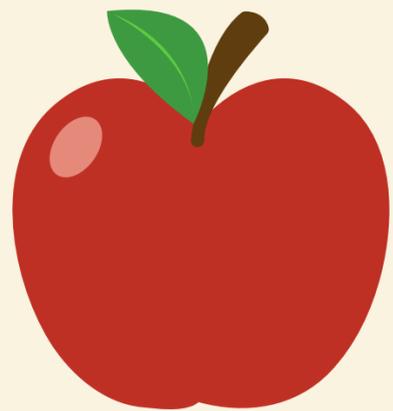
Continuous sounds
first
f, l, m, n, r, s, v, w, y, z

c

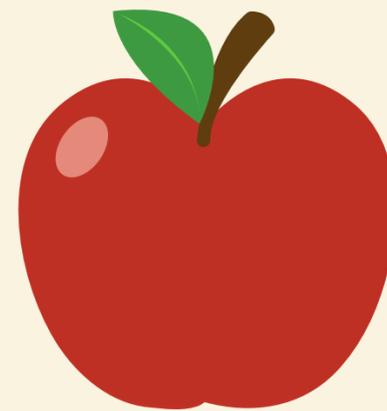


Katie Gardner
Jack Hartman
alphabet songs
+ what an alphabet song should
actually sound like.

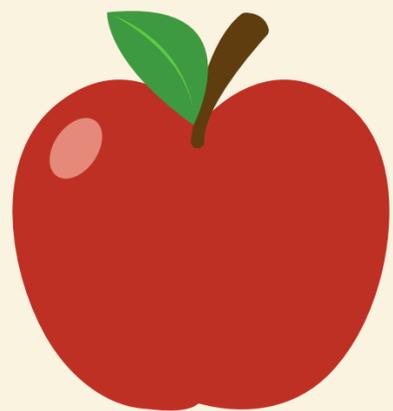
HOW TO TEACH PHONOLOGICAL AWARENESS



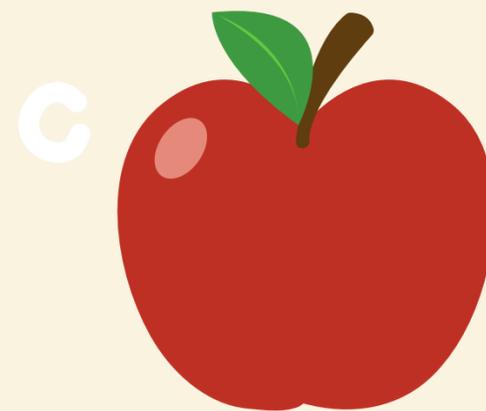
**'Simon Says'
segmenting** s



**Teaching compound
words - clapping
syllables**



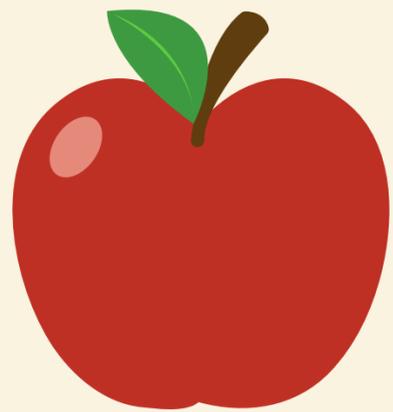
**Identifying the first
sound alongside the
letter (blending /
sound box)**



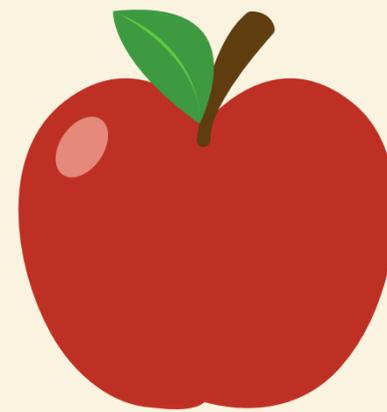
c

**Read rhyming
books**

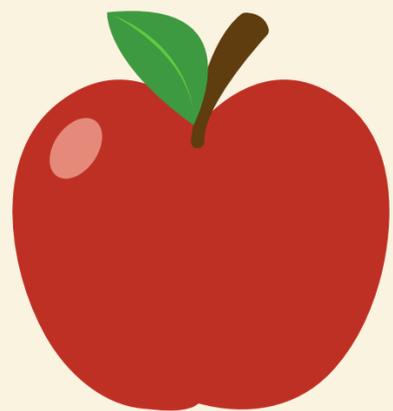
MOST COMMON MISTAKES WHEN TEACHING EARLY LITERACY AND WHY IT MATTERS



**Putting the
schwa at the end
of the letter
sounds**



**Introducing
blending and
segmenting too
late**



**Only teaching
letter names**

c



**Not spacing
instructional time
with vowels and b/d**

Why students confuse b/d and how to fix it

sound

shape

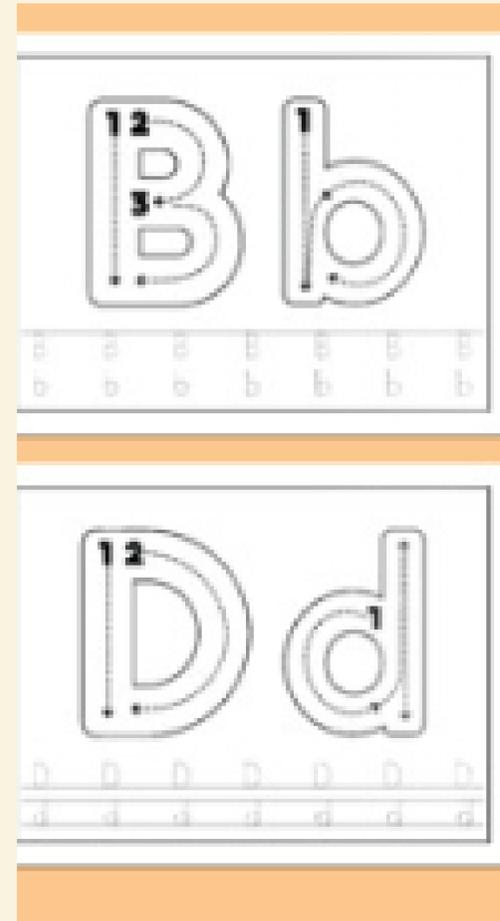
tracing and
sound
method



/d/



/b/



Decoding and Word Recognition

Characteristics of good phonics instruction:

1. Has a scope and sequence
2. Provide direct instruction
3. Paced to student's instructional needs
4. Includes decodable text
5. Incorporates phonemic awareness
6. Multisensory
7. At least 3x a week

What a sample lesson should include:

1. Introduce sound/spelling
2. Blend it into words
3. Build automatic word recognition through practice reading and dictation
4. Apply in decodable text
5. Provide encoding practice

Best curriculums for struggling readers

Wilson

Barton

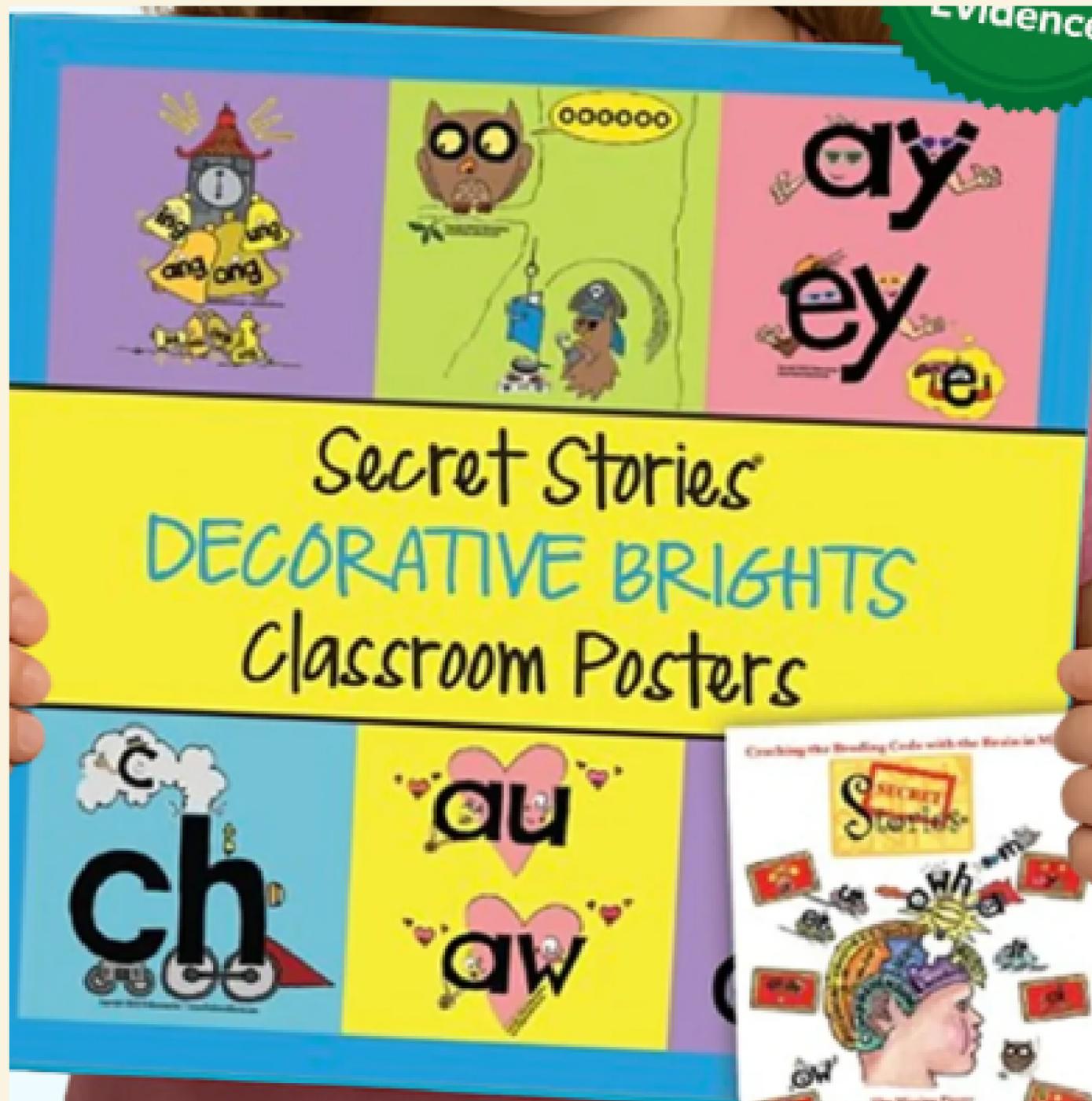
UFLI

All About Reading

Reading Horizons

Sonday System

(Fun supplement: Katie Gardner's Secret Stories)

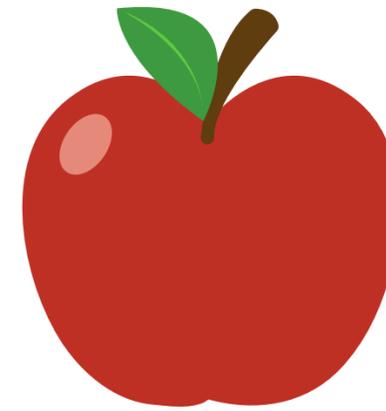


How to make phonics fun

1. Keep it direct
2. Keep it short
3. Tell fun stories
4. Read decodables
5. Use sensory regulation tools

How to complete the Essential Early Literacy Skills screener

**See
www.alicestutoring.com
for free download of
materials**

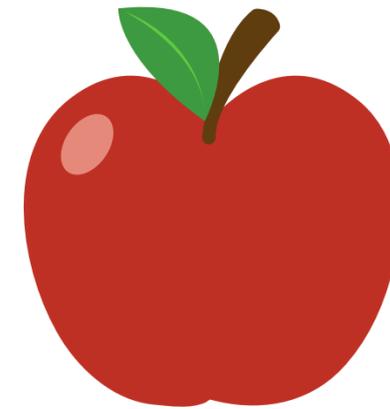


The Essential Early
Literacy Skills
screener will help
determine phonics
and phonemic
awareness instruction.

Decodable Books



Free decodable book pdf at
www.alicestutoring.com



Decodable text is an integral part of systematic and direct phonics instruction. It provides beginning readers with opportunities to apply what they are learning and to build automaticity, confidence and fluency.

How to read a decodable book

whisper
read

choral
read

individual
read

Most common mistakes when teaching phonics

Moving
on too
quickly

Not including
spelling/
dictation

Not using
nonsense
words

Nonsense word list freebie available at alices tutoring.com

The benefit of nonsense words: prevents a false sense of phonics competency with word memorization.

Words don't need to be memorized! There are two reasons why people think a word needs to be memorized: one, they haven't learned that phonic code yet, or two, they think the word is not decodable. .

Spelling assessment to determine cause of reading difficulties:



Three causes of reading difficulties

Sounds

Phonics

orthographics mappings

See alices tutoring.com for free list of sample spelling words



Reading Fluency

Reading fluency is the link between decoding and comprehension. It is made up of three elements:

accurate reading at a conversational *rate* with appropriate *expression*.

Types of Reading Fluency Errors

accuracy

rate

expression

If a child struggles with accuracy, then an assessment should be completed to determine what types of words they are struggling to decode. Then return to phonics instruction on that skill.

If a child struggles with rate, then an assessment should be completed to determine their independent reading level. Once that is determined, then they should read out loud at their independent level daily.

If a child struggles with expression, then instruction should focus on appropriate phrasing and pauses. See phrasing passage on alicestutoring.com and readers theater reading on alicestutoring.com.

Alaska Adventure

Jake Mays and his dad spent two weeks visiting Alaska. They flew to Anchorage and then took a train south to a lodge in Seward, a small harbor town surrounded by the Kenai mountain range. From there they took day trips around the area to see and experience the sights. Jake found it all so enticing that he never wanted to leave.

Every day brought a new adventure. They traveled by ferry and sailboat on the marine highways through straits and inlets. They paddled sea kayaks up narrow fjords lined with ice cliffs. They saw whales, otters, puffins, sea lions, and eagles. They spent a day on a fishing schooner catching salmon for dinner. Jake snapped pictures of every new vista.

"Mom is not going to believe how awesome the scenery is!" he said. "Next time, we have to coordinate the schedule so that she can come with us."

On the flight home, they pored over the map, already planning the return trip. Jake thought it would be exciting to do some backpacking on Mount McKinley, the tallest peak in North America.

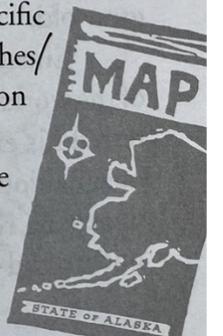
"Wouldn't it be fun to explore the state's interior? We could travel north from Anchorage to visit Denali National Park. I heard that the fishing is first class, and there is plenty of wildlife to see."

"That's true," said Dad. "Still, it is hard to resist the idea of retracing the route we just traveled. Now that we're expert kayakers, we should paddle around the capes and coves and lagoons of the Alaska Peninsula."

Dad pointed at the chain of volcanic islands separating the Pacific Ocean from the Bering Sea. "The Aleutian archipelago stretches for more than a thousand miles. We could spend a lifetime on the water just exploring this part of the Ring of Fire."

"Well, that settles it," said Jake. "We just need to come back and stay longer."

"You've got that right," said Dad.



Grade	Percentile	FALL WCPM	WINTER WCPM	SPRING WCPM
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102
6	90	185	195	204
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91
7	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
8	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	10	77	84	97

Hasbrouck and Tindal 2006, 2017.

Grade	BOY	EOY WCPM
2nd	50	90
3rd	83	112
4th	100	133
5th	130	146
6th	132	150

HOW TO FIND YOUR CHILD'S READING LEVEL

Level of difficulty	Percent of Reading Accuracy	Appropriate for...
Independent level	Fewer than 5 error per 100 words	Independent reading Timed repeated Oral Reading
Instructional level	Fewer than 10 errors per 100 words	Partner Reading Teacher assisted reading Timed repeated oral reading
Frustration level	More than 10 errors per 100 words	Not appropriate for fluency instruction Go back to decoding

Interested in determining if your child's book is at their reading level?

Free Oral Reading Fluency and Comprehension passages at www.alicestutoring.com

Also a specific book's level can be founds at arbookfinder.com

Vocabulary



Vocabulary is essential for all levels of reading. It is acquired through rich oral language experiences and word-learning strategies.

Word learning strategies:

1. Dictionary Use
2. Morphemic Analysis
3. Contextual Analysis
4. Rich and Robust Instruction of Words in Text

Reading Comprehension



To determine your
child's reading
comprehension level,
see free download at
allicestutoring.com

What Good Readers Do:

1. **Before reading...**
Set a goal.
2. **Preview the text.**
3. **Predict what the text will say.**

During reading....

- 1. Read sequentially, skimming some parts, focusing on others.**
- 2. Reread some sections.**
- 3. Make notes.**
- 4. Tune in to the main ideas and ideas related to goal.**
- 5. Check and adapt predictions.**
- 6. Monitor and repair comprehension.**
- 7. Connect to world knowledge to make inferences.**
- 8. Paraphrase and summarize text.**
- 9. Respond to and evaluate text.**

After reading....

Reread selectively.

Reflect.

- 1.**
- 2.**
- 3. Think about how information might be used in the future.**

Suggested Reading



Overcoming Dyslexia by
Sally Shaywitz

The Dyslexic Advantage
by Brock L. Eide

Essentials of Assessing,
Preventing, and
Overcoming Reading
Difficulties by David
Kilpatrick.



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