

Structured Literacy Symposium

Part of the READ for Professional Series

Special guest: Nicole Chick

9/25/2024

CEUs: 2

Questions:

****Get copy of slideshow/PDF handout to share out**

Not literacy query. but a query. Not a specific literacy question.....I like the idea of not necessarily promoting the traditional hand raising in class - what are some alternatives?

Multi-modal is not synonymous with multi-sensory. ~ can we discuss?

Does everything that was taught today apply for students who are dyslexic or have dyscalculia with autism or Down syndrome?

Do you have a specific activity you use with kids when teaching the 3 sounds of ed?
-currently implementing more sound sorts. Sort and put /id/, /d/, and /t/ at the top, say every sound and then write.

What are your thoughts on blending routines?

I'm always interested in what others use for manipulative when working with kids. I love the alphabet board you used for chaining. Do you have other materials to help support them?

Why would determining the main idea be "lower level skill"? In order to get to a main idea, one has to synthesize the information.

Does anyone have a good if then chart that includes weakness and activities? For example: if the student is weak in letter sounds then do the blending drill.

Resources:

Anita Archer's website: Lots of amazing resources! <https://explicitinstruction.org/>

Brady, Susan. Launching Successful Readers in K and first grade with Dr. Brady.
<https://www.youtube.com/watch?v=IGtYzKW6u1w>

Brady, Susan. Research youtube on Reading Simplified
https://www.youtube.com/watch?v=VX_45kRJHEQ

Comprehension. Reading Rockets- <https://www.readingrockets.org/topics/comprehension>

Curriculum Associates- blog on Archaisms.
<https://www.curriculumassociates.com/blog/anita-archerisms>

Dyslexic Logic Word Chains.
<https://www.dyslexiclogic.com/>

Elleman, A. M. (2017). Examining the impact of inference instruction on the literal and inferential comprehension of skilled and less skilled readers: A meta-analytic review. *Journal of Educational Psychology*, 109(6), 761–781. <https://doi.org/10.1037/edu0000180>
Findley, J. Teaching with Jennifer Findley has a blog post on teaching with morphology chains too. <https://jenniferfindley.com/morphology-activity-word-chains/>

Five from Five. Reading Rockets. What are Decodable Books and What are they important?
<https://www.readingrockets.org/topics/curriculum-and-instruction/articles/what-are-decodable-books-and-why-are-they-important>

General information on MTSS from Advancing Evidence Improving Lives (AIR) site. Essential Components of MTSS <https://mtss4success.org/essential-components>
Gibbons, Emily. Using Criss Cross Diagrams with Morphemes with Emily Gibbons.
<https://www.youtube.com/watch?v=-urVAG9Ke1I>

How to Get the GIST.
https://www.readingrockets.org/sites/default/files/migrated/get_the_gist_comprehension_strategy.pdf

Gradual Release of Responsibility. Department of Instruction Wisconsin.
<https://dpi.wi.gov/ela/instruction/framework>

IDA Structured Literacy Infomap Wheel graphic. <https://dyslexiaida.org/infographics/>

IES practice guides can be found here. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

International Dyslexia Association- Structured Literacy: Grounded in the Science of Reading
<https://social.dyslexiaida.org/wp-content/uploads/sites/21/2021/10/structured-literacy-grounded-in-the-science-of-reading.pdf>

Jan Hasbrouck and Nancy Young have a good book out: Climbing The Ladder of Reading and Writing. Just published in January 2024. It's an easy read. <https://nancyyoung.ca/books/>

Keys to Literacy Phonemic Awareness blog.

<https://keystoliteracy.com/blog/phonemic-awareness-phonics-and-letterland/>

Lane, Holly. Holly Lane blog on Collaborative Classroom: Multisensory Instruction: What Is It and Should I Bother?

<https://www.collaborativeclassroom.org/blog/multisensory-instruction-what-is-it-and-should-i-bother/>

Mini Matrix Maker. <https://www.neilramsden.co.uk/spelling/matrix/>

MTSS from Advancing Evidence Improving Lives (AIR) site. Essential Components of MTSS

<https://mtss4success.org/essential-components>

MultiLit. Five from Five. <https://fivefromfive.com.au/>

NAEP- The Nation's Report Card. <https://www.nationsreportcard.gov/highlights/reading/2022/>

Nancy Young- The Ladder of Reading & Writing

<https://nancyyoung.ca/the-ladder-of-reading-writing/>

National Center on Improving Literacy. Alphabetic Principle. NCIL: Alphabetic Principle.

<https://improvingliteracy.org/brief/alphabetic-principle-phonological-awareness-reading-words/index.html>

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<https://improvingliteracy.org/brief/alphabetic-principle-phonological-awareness-reading-words/index.html>

Orton Gillingham ~ What is Structured Literacy:

<https://www.orton-gillingham.com/what-is-structured-literacy/>

Reading Rockets and Orthographic Mapping.

<https://www.readingrockets.org/reading-101/reading-and-writing-basics/sight-words-and-orthographic-mapping>

Reading Rockets: Structured Literacy: The Basics

<https://www.readingrockets.org/topics/about-reading/articles/structured-literacy-instruction-basics>

Reading Rockets. What are Decodable Books and What are they important?

<https://www.readingrockets.org/topics/curriculum-and-instruction/articles/what-are-decodable-books-and-why-are-they-important>

Scarborough's Reading Rope from Arizona Department of Education website:

<https://www.azed.gov/scienceofreading/scarbreathingrope>

Sedita, Joan. Developing Phonemic Awareness Using Letters.

<https://keystoliteracy.com/blog/developing-phonemic-awareness-using-letters/>

Sedita, Joan. Developing Phonemic Awareness Using Letters.

<https://keystoliteracy.com/blog/developing-phonemic-awareness-using-letters/>

Strom, Carolyn. 2022. Cortex in the Classroom. Advancing the Science of Reading for Early Literacy <https://www.youtube.com/watch?v=5ozikJR3oY8>

Structured Word Inquiry.

https://www.wordworkskingston.com/WordWorks/Structured_Word_Inquiry.html

Word Chaining video on YouTube: <https://www.youtube.com/watch?v=8JbTw0vg8Mg>

UFLI has a great video for this too. Describes how you can adjust the task by telling the student where to make the change & reading (decoding) or they identify where to make the change (encoding) <https://www.youtube.com/watch?v=IjHQEc0YEck>

<https://openai.com/chatgpt/> recently received re creating decodable sentences and texts for beginning readers. As with everything, one has to be cautious and modify what is created relative to what you have and not have taught the child.