

RESOURCES

SEVERE LEARNING DIFFICULTIES

READING	
I. PHONEMIC AWARENESS	
A.	Phonemic Awareness:
	Phonemic awareness instruction helps students develop awareness that words are composed of individual phonemes (sounds), which gives them the ability to manipulate sounds in words.
B.	Students may have Difficulty in the Following Areas:
	<ul style="list-style-type: none"> • Naming letters • Recognizing letters, matching letters to sounds and blending sounds when speaking • Associating letters with sounds • Understanding the difference between sounds in words • Blending letter sounds within words
C.	What is Phonological Awareness?
	Article: What is Phonological Awareness? http://www.superduperinc.com/handouts/pdf/172%20Phonological%20Awareness.pdf Lindsay Knoblauch, Super Duper Handy Handouts Number 172, Super Duper Publications, www.superduperinc.com (free membership required to access this website)
D.	Informal Assessment Tools:
	<p>1. CORE Phoneme Segmentation Test (Grades 2-12) Test is included in the manual: <i>Assessing Reading: Multiple Measures, 2nd Edition</i>, and may be purchased through the CORE Publications website: http://www.corelearn.com/Products/Publications/</p> <p>2. Phonological Awareness Screener Created by Maury County, Tennessee Public Schools www.mauryk12.org/titleone/Phonological%20Awareness%20Screener%20scoring%20sheet%202009.pdf</p> <p>3. Assessment of Phonological Awareness and Reading http://www.elr.com.au/apar/</p> <p>4. Phonemic Awareness Assessment McAndrews, S. <i>Diagnostic Literacy Assessments and Instructional Strategies: A Literacy Specialist's Resource</i>. The International Reading Association, Inc., 2008.</p>
E.	Research-Based Intervention Ideas:
	<p>1. Change-a-name Game http://www.ldonline.org/article/6254/</p> <p>2. Guess the word Game http://www.ldonline.org/article/6254/</p> <p>3. Substituting Beginning Sounds http://www.ldonline.org/article/6254/</p> <p>4. Flash Card http://rtinebrasks.unl.edu/documents/pdf/2007RtISummer/13%/20Turner.pdf</p> <p>5. Phoneme Blending http://rtinebrasks.unl.edu/documents/pdf/2007RtISummer/13%/20Turner.pdf</p>

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READING	
II. PHONICS/BASIC READING SKILLS	
A.	Phonics:
	Phonics instruction helps students use sound-symbol correspondences to read and write words. Systematic and explicit phonics instruction will significantly improve word recognition, spelling, and comprehension.
B.	Students may have Difficulty in the Following Areas:
	<ul style="list-style-type: none"> • Rhyming words • Letter and word recall • Distinguishing between letters and words that look similar • Recognizing and remembering sight words and other printed words
C.	Informal Assessment Tools:
	<p>1. CORE Phonics Survey – Grades K-8 Survey is included in the manual: <u>Assessing Reading: Multiple Measures, 2nd Edition</u>, and may be purchased through the CORE Publications website: http://www.corelearn.com/Products/Publications/</p> <p>2. Phonics Skills for Grades K-3 (Assessment) McAndrews, S. <i>Diagnostic Literacy Assessments and Instructional Strategies: A Literacy Specialist’s Resource</i>. The International Reading Association, Inc., 2008.</p> <p>3. Phonics Survey (Adapted from CORE Phonics Survey – Grades K-8) http://www.scholastic.com/dodea/module_2/resources/dodea_m2_tr_core.pdf</p> <p>4. San Diego Quick Assessment – Grades PreK – 11 Assessment is in the manual: <u>Assessing Reading: Multiple Measures, 2nd Edition</u>, and may be purchased through the CORE Publications website: http://www.corelearn.com/Products/Publications/</p> <p>5. Fry’s Instant Sight Words: 100-300 (Assessment) McAndrews, S. <i>Diagnostic Literacy Assessments and Instructional Strategies: A Literacy Specialist’s Resource</i>. The International Reading Association, Inc., 2008.</p>
D.	Research-Based Intervention Ideas:
	<p>1. Word Webs Powell, D. & Hornsby, D. <i>Learning Phonics and Spelling in a Whole Language Classroom</i>. New York: Scholastic, 1993.</p> <p>2. Cluster Analysis Goswami, U. & Bryant, P. <i>Phonological Skills and Learning to Read</i>. East Sussex: Erlbaum, 1990.</p> <p>3. Word Decoding: Teach a Hierarchy of Strategies http://www.jimwrightonline.com/php/interventionista/interventionista_random.php?intv_ID=116</p> <p>4. Word Decoding: Tackling Multi-Syllabic Words Intervention Central (www.interventioncentral.org) http://www.interventioncentral.org/academic-interventions/reading-fluency/school-wide-strategies-managing-reading3</p>

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D.	Research-Based Intervention Ideas:
	<p>5. Syllable Segmentation Turner, A., Andersen, M., Kupzyk, S. “Addressing Reading Difficulties in the Classroom using Research-Based Intervention Strategies.” http://rtinebraska.unl.edu/documents/pdf/2007RtISummer/13%20Turner.pdf</p> <p>6. Sight Word Game Collins, B. <i>Moderate and Severe Disabilities: a Foundational Approach</i>. Upper Saddle River: Pearson, 2007.</p> <p>7. Cloze Powell, D. & Hornsby, D. <i>Learning Phonics and Spelling in a Whole Language Classroom</i>. New York: Scholastic, 1993.</p> <p>8. Mystery Word Math Cunningham, P. <i>Phonics They Use: Words for Reading and Writing</i>. New York: HarperCollins College Publishers, 2013.</p> <p>9. Word Sorts Powell, D. & Hornsby, D. <i>Learning Phonics and Spelling in a Whole Language Classroom</i>. New York: Scholastic, 1993.</p> <p>10. Flash Card Turner, A., Andersen, M., Kupzyk, S. “Addressing Reading Difficulties in the Classroom using Research-Based Intervention Strategies.” http://rtinebraska.unl.edu/documents/pdf/2007RtISummer/13%20Turner.pdf</p>
E.	Teaching Ideas & Sources:
	<p>1. Phonics Instruction: Teaching Ideas Created by North Dakota Department of Public Instruction, Title 1 Office. “An Overview of Teaching Strategies for SBRR.” http://www.dpi.state.nd.us/title1/SBR/strategies.pdf</p> <p>2. Decodable Passages http://www.freereading.net/index.php?title=Decodable_passages</p> <p>3. Decodable Letter Combination Passages http://www.freereading.net/index.php?title=Decodable_passages</p> <p>4. Decodable Books and Phonics Lessons from Learning A - Z. Requires membership. http://www.readinga-z.com/books/decodable-books/</p> <p>5. Making Words: Multilevel, Hands-On Spelling and Phonics Activities – Grades 1-3 Cunningham, P.M. & Hall, D.P. <i>Making Words</i>. Greensboro: Carson-Dellosa Publishing, Inc., 1994.</p> <p>6. Making Big Words: Multilevel, Hands-On Spelling and Phonics Activities – Grades 3-6 Cunningham, P.M. & Hall, D.P. <i>Making Big Words</i>. Torrance: Good Apple, 1994.</p>

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READING	
II. PHONICS/BASIC READING SKILLS	
E.	Teaching Ideas & Resources
	<p>7. Free Phonics Activities http://free-reading.net/index.php?search=Phonics&fulltext=Search</p> <p>8. Free Phonics Lesson Plans by ReadWriteThink http://www.readwritethink.org/search/?sort_order=relevance&q=Phonics&srchgo.x=0&srchgo.y=0&old_q=</p> <p>9. <u>Prefixes and Suffixes, Grades 3-8: Systematic Sequential Phonics & Spelling</u> Cunningham, P.M. <i>Prefixes and Suffixes</i>. Greensboro: Carson-Dellosa Publishing, Inc., 2002.</p> <p>10. <u>Learning Phonics and Spelling in a Whole Language Classroom</u> Powell, D. & Hornsby D. <i>Learning Phonics and Spelling in a Whole Language Classroom</i>. New York: Scholastic, Inc., 1993.</p> <p>11. <u>Phonics and Spelling Through Phoneme-Grapheme Mapping</u> Grace, K. E. S. <i>Phonics and Spelling Through Phoneme-Grapheme Mapping</i>. Longmont: Sopris West, 2007.</p>

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READING	
III. FLUENCY	
A. Fluency:	Fluency improves comprehension through the ability to recognize words automatically, accurately, and to read text with prosody. When students are able to identify words accurately and with automaticity, they can concentrate on comprehending the text rather than decoding words.
B. Students may have Difficulty in the Following Areas:	<ul style="list-style-type: none"> • Reading at a good pace and at an expected grade level • Reading aloud with fluency and accuracy • Keeping place while reading • Reading words and letters in the correct order without reversing or skipping over them
C. Informal Assessment Tools:	<p>1. Fry Oral Reading Test and Record Form – Grades 1-8 Manual: <u>Assessing Reading: Multiple Measures, 2nd Edition</u>, and may be purchased through the CORE Publications website: <u>http://www.corelearn.com/Products/Publications/</u></p> <p>2. Phonics Skills for Grades K-3 McAndrews, S. <i>Diagnostic Literacy Assessments and Instructional Strategies: A Literacy Specialist’s Resource</i>. The International Reading Association, Inc., 2008.</p>
D. Research-Based Intervention Ideas:	<p>1. Repeated Reading <u>http://www.interventioncentral.org/academic-interventions/reading-fluency/repeated-reading</u></p> <p>2. Paired Reading <u>http://www.interventioncentral.org/academic-interventions/reading-fluency/paired-reading</u></p> <p>3. Error Correction & Word Drill Techniques <u>http://www.interventioncentral.org/academic-interventions/reading-fluency/error-correction-word-drill-techniques</u></p> <p>4. Reading Practice <u>http://www.interventioncentral.org/academic-interventions/reading-fluency/error-correction-word-drill-techniques</u></p> <p>5. Listening Passage Preview <u>http://www.interventioncentral.org/academic-interventions/reading-fluency/listening-passage-preview</u></p> <p>6. School-wide Strategies for Managing READING <u>http://www.interventioncentral.org/academic-interventions/reading-fluency/school-wide-strategies-managing-reading</u></p> <p>7. Intervention Planner for Academics: Reading Fluency Interventions <u>http://www.interventioncentral.org/sites/default/files/pdfs/pdfs_tools/wright_intv_planner_academics_rdnng_fluency.pdf</u></p>
E. Teaching Ideas & Sources:	<p>1. Fluency: Teaching Ideas Created by North Dakota Department of Public Instruction Title 1 Office. “An Overview of Teaching Strategies for SBRR” <u>http://www.dpi.state.nd.us/title1/SBR/strategies.pdf</u></p> <p>2. HELPS Reading Program <u>http://www.interventioncentral.org/academic-interventions/reading-fluency/helps-reading-program</u></p>

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READING	
III. FLUENCY	
E.	Teaching Ideas & Sources:
	3. Free Reading Fluency Activities http://free-reading.net/index.php?search=reading+fluency&fulltext=Search
	4. Six-Minute Solution Adams, G. & Brown, S. <i>Six-Minute Solution</i> . Longmont: Sopris West, 2007.
	5. Reading Rockets Website http://www.readingrockets.org/search

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READING	
IV. VOCABULARY	
A.	Vocabulary:
	Vocabulary instruction provides students with an understanding of the meaning and use of words so that they can comprehend what they are reading and communicate effectively with others.
B.	Students may have Difficulties in the Following Areas:
	<ul style="list-style-type: none"> • Using “word analysis” (rather than guessing) to figure out unfamiliar words • Learning and remembering new vocabulary words • Accurately analyzing unfamiliar words
C.	Informal Assessment Tools:
	<p>1. CORE: Critchlow Verbal Language Scales – Grades K-8 is included in the manual, <i>Assessing Reading: Multiple Measures, 2nd Edition</i>, and may be purchased through the CORE Publications website: http://www.corelearn.com/Products/Publications/</p> <p>2. Synonym Vocabulary Assessment for Grades K-3 McAndrews, S. <i>Diagnostic Literacy Assessments and Instructional Strategies: A Literacy Specialist’s Resource</i>. The International Reading Association, Inc., 2008.</p> <p>3. Antonym Vocabulary Assessment for Grades K-3 McAndrews, S. <i>Diagnostic Literacy Assessments and Instructional Strategies: A Literacy Specialist’s Resource</i>. The International Reading Association, Inc., 2008.</p>
D.	Research-Based Intervention Ideas:
	<p>The following interventions are in the book: Blachowicz, C. & Fisher, P. <i>Teaching Vocabulary in all Classrooms</i>. Englewood Cliffs: Merrill, 1996.</p> <ol style="list-style-type: none"> 1. Peer Teaching of Self-Selected Words 2. Fray Model, page 86 3. Semantic Feature Analysis, pages 86-87 4. Semantic Mapping, pages 91-92 5. Teaching Prefixes, pages 170-173 6. PAVE Procedure, pages 118-121 7. Knowledge Rating, pages 92-93 8. Keyword Method, pages 99-100 9. Vocab-o-gram, pages 43-47 10. Word & Concept Maps, pages 130-132

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IV. VOCABULARY	
E.	Teaching Ideas & Sources:
	<p>1. Vocabulary: Teaching Ideas Created by North Dakota Department of Public Instruction Title 1 Office. "An Overview of Teaching Strategies for SBRR" http://www.dpi.state.nd.us/title1/SBR/strategies.pdf</p> <p>2. Blachowicz, C. & Fisher, P. <i>Teaching Vocabulary in all Classrooms</i>. Englewood Cliffs: Merrill, 1996.</p> <p>3. Free Vocabulary Lesson Plans and Activities ReadWriteThink http://www.readwritethink.org/ http://www.readwritethink.org/search/?sort_order=relevance&q=free+vocabulary+lesson+plans&srchgo.x=0&srchgo.y=0&old_q=</p> <p>4. Reading Rockets Website http://www.readingrockets.org/search</p> <p>5. Free Vocabulary Learning Activities http://free-reading.net/index.php?search=vocabulary&fulltext=Search</p> <p>6. Vocabulary Instruction www.everythingESL.net</p>

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READING	
V. COMPREHENSION	
A. Comprehension:	Comprehension instruction should teach students how to gain understanding from written language.
B. Students may have Difficulty with the Following Areas:	<ul style="list-style-type: none"> • Reading aloud or silently with good understanding • Understanding word problems in math
C. Informal Assessment Tools:	<p>1. Reading Maze Comprehension Test – Grades 2-10 Manual: <i>Assessing Reading: Multiple Measures, 2nd Edition</i>, and may be purchased through the CORE Publications website: http://www.corelearn.com/Products/Publications/</p> <p>2. Comprehension Assessment CLOZE: Constructing a CLOZE http://departments.weber.edu/teachall/reading/inventories.html</p> <p>3. McLeod Assessment of Reading Comprehension – Grades 2-8 Manual: <i>Assessing Reading: Multiple Measures, 2nd Edition</i>, and may be purchased through the CORE Publications website: http://www.corelearn.com/Products/Publications/</p> <p>4. Comprehension Analysis Summary for Grades K-3 McAndrews, S. <i>Diagnostic Literacy Assessments and Instructional Strategies: A Literacy Specialist's Resource</i>. The International Reading Association, Inc., 2008.</p> <p>5. Oral or Written Story Retelling Analysis for Grades K- McAndrews, S. <i>Diagnostic Literacy Assessments and Instructional Strategies: A Literacy Specialist's Resource</i>. The International Reading Association, Inc., 2008.</p>
D. Research-Based Intervention Ideas:	<p>1. Graphic Organizers Dye, G. A. (2000). Graphic organizers to the rescue! Helping students link and remember information. <i>Teaching Exceptional Children</i>, 32 (3), 72-76. http://imet.csus.edu/imet7/margolis/282_3/project/resources/fulltext/graphic_organizers.pdf</p> <p>2. Partner Retell Journal article, “The Interaction of Reading Skills and Science Content Knowledge When Teaching Struggling Secondary Students.” Carnine, L. & Carnine, D. “The interaction of reading skills and science content knowledge when teaching struggling secondary students.” <i>Reading & Writing Quarterly</i>, 20, 203-218.</p> <p>3. “Click or Clunk?” A Student Comprehension Self-Check http://www.interventioncentral.org/academic-interventions/reading-comprehension/reading-comprehension-practice Intervention Central (www.interventioncentral.org)</p> <p>4. Advanced Story Map http://www.interventioncentral.org/academic-interventions/reading-comprehension/advanced-story-map Intervention Central (www.interventioncentral.org)</p>

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READING	
V. COMPREHENSION	
D.	Researched-Based Intervention Ideas:
	<p>5. Keywords: A Memorization Strategy http://www.interventioncentral.org/academic-interventions/reading-comprehension/keywords-memorization-strategy</p> <p>6. Main-Idea Maps http://www.interventioncentral.org/academic-interventions/reading-comprehension/main-idea-maps</p> <p>7. Mental Imagery: Improving Text Recall http://www.interventioncentral.org/academic-interventions/reading-comprehension/mental-imagery-improving-text-recall</p> <p>8. Oral Recitation Lesson http://www.interventioncentral.org/academic-interventions/reading-comprehension/oral-recitation-lesson</p> <p>9. Phrase Cued Text Lessons http://www.interventioncentral.org/academic-interventions/reading-comprehension/phrase-cued-text-lessons</p> <p>10. Prior Knowledge: Activating the ‘Known’ http://www.interventioncentral.org/academic-interventions/reading-comprehension/prior-knowledge-activating-known</p> <p>11. Question Generation http://www.interventioncentral.org/academic-interventions/reading-comprehension/question-generation</p> <p>12. Reading Comprehension Fix-Up Skills: A Classroom Toolkit http://www.interventioncentral.org/academic-interventions/reading-comprehension/reading-comprehension-fix-skills-classroom-toolkit</p>
E.	Teaching Ideas:
	<p>1. Graphic Organizers http://www.eduplace.com/graphicorganizer/</p> <p>2. Text Comprehension: Ideas for Teaching Comprehension Strategies Created by North Dakota Department of Public Instruction Title 1 Office. “An Overview of Teaching Strategies for SBRR.” http://www.dpi.state.nd.us/title1/SBR/strategies.pdf</p> <p>3. Jordan School District Student Comprehension Cards http://cbl.jordandistrict.org/files/2012/05/Student-Comprehension-Cards.pdf</p> <p>4. Jordan School District Comprehension Posters http://cbl.jordandistrict.org/files/2014/03/Comprehension-Posters-copy.pdf</p> <p>5. Comprehension Passages by Read Works (free registration to use this site is required) http://cbl.jordandistrict.org/2014/03/03/read-works-2/</p> <p>6. Guide to Interactive Read-Alouds grades K-1; 2-3; & 4-5 Hoyt, L. <i>Interactive Read Alouds</i>. Portsmouth: Heinemann, 2007.</p>