



RESOURCES

For Students With Severe Learning Difficulties

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Jordan School District
Special Education Department
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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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SEVERE LEARNING DIFFICULTIES

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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READING	
II. PHONICS/BASIC READING SKILLS	
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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SEVERE LEARNING DIFFICULTIES

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>

RESOURCES

SEVERE LEARNING DIFFICULTIES

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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SEVERE LEARNING DIFFICULTIES

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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SEVERE LEARNING DIFFICULTIES

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, <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. 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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SEVERE LEARNING DIFFICULTIES

READING	
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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SEVERE LEARNING DIFFICULTIES

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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SEVERE LEARNING DIFFICULTIES

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>

RESOURCES

SEVERE LEARNING DIFFICULTIES

WRITING	
I. LANGUAGE ARTS - SPELLING	
A.	Spelling:
	Spelling is critical for enhancing word knowledge used in reading, as well as fluent and qualitative writing that enables effective communication.
B.	Students may have Difficulty with the Following Areas:
	<ul style="list-style-type: none"> • Spelling words correctly and consistently • Master spelling rules • Writing letters, numbers, and symbols in the correct order
C.	Informal Assessment Tools
	<p>1. Words Their Way Bear, D.; Invernizzi, M.; Templeton, S.; & Johnston, F. <i>Words Their Way</i>. Upper Saddle River: Pearson Education, Inc., 2008.</p> <p>2. Check student’s phonemic awareness and phonics skills. Refer to Section I. Phonemic Awareness and Section II. Phonics/ Basic Reading Skills</p>
D.	Research-Based Intervention Ideas:
	<p>1. Spelling: Cover-Copy-Compare http://www.interventioncentral.org/academic-interventions/writing/spelling-cover-copy-compare</p> <p>2. Spelling: Repeated Review of Spelling Words with Shared Rime http://www.interventioncentral.org/academic-interventions/writing/spelling-repeated-review-spelling-words-shared-rime</p> <p>3. Spelling: Self-Correction with Verbal Cues http://www.interventioncentral.org/academic-interventions/writing/spelling-self-correction-verbal-cues</p> <p>4. Horn Method 1 Bos. C. S. & Vaughn, S. <i>Strategies for Teaching Students with Learning and Behavioral Problems</i>. 3rd Ed. Needham Heights: Allyn and Bacon, 1994.</p> <p>5. VAKT (Letter Formation) Bos. C. S. & Vaughn, S. <i>Strategies for Teaching Students with Learning and Behavioral Problems</i>. 3rd Ed. Needham Heights: Allyn and Bacon, 1994.</p> <p>6. The Johnson and Myklebust Technique Bos. C. S. & Vaughn, S. <i>Strategies for Teaching Students with Learning and Behavioral Problems</i>, 3rd Ed. Needham Heights: Allyn and Bacon, 1994.</p>
E.	Teaching Ideas & Sources:
	<p>1. Five Guidelines for Learning Spelling and Six Ways for Practicing Spelling http://www.ldonline.org/article/6192/</p> <p>2. Spelling Activities from Read/Write/Think http://www.readwritethink.org/search/?sort_order=relevance&q=spelling&srchgo.x=0&srchgo.y=0&old_q=</p> <p>3. Spelling from Reading Rockets http://www.readingrockets.org/search?cx=004997827699593338140%3Anptllrzhp78&cof=FORID%3A11&ie=UTF-8&as_q=spelling</p> <p>4. Phonics and Spelling Through Phoneme-Grapheme Mapping Grace, K. E. S. <i>Phonics and Spelling Through Phoneme-Grapheme Mapping</i>. Longmont: Sopris West, 2007.</p>

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SEVERE LEARNING DIFFICULTIES

WRITING	
II. WRITTEN EXPRESSION	
A.	Written Expression:
	Written Expression is a type of communication that represents language through the inscription of signs and symbols for speech or spoken language. It relies on many of the same structures as speech, such as vocabulary, grammar, and semantics.
B.	Students may have Difficulty with the Following Skills:
	<ul style="list-style-type: none"> • Writing self-generated sentences and paragraphs • Copying and writing age appropriate text • Proofreading and correcting written work • Expressing ideas in an organized way (older students) • Preparing/organizing writing assignments (older students) • Fully developing ideas in writing (older students) • Listening and taking notes at the same time
C.	Informal Assessment Tools:
	<p>1. Curriculum-based Measurement (CBM) – Written Expression Wright, J. “How the common core works’ series.” (2013) Intervention Central www.interventioncentral.org http://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/wright_Learning_Spark_Blog_29_March_2013_Grs_1_5_Identfy_Writing_Difficulties_Instructions.pdf</p> <p>2. Writing Composition Rubric for Writer and Teacher – 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. Writing Composition Assessment Summary – 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>4. Jordan School District Writing Rubrics: Narrative, Informative/Explanatory, Opinion http://cbl.jordandistrict.org/jsd-literacy/rubrics/</p>
D.	Research-Based Intervention Ideas:
	<p>School-wide Strategies for Managing Writing Intervention Central www.interventioncentral.org</p> <ol style="list-style-type: none"> 1. Memorize a Story Grammar Checklist 2. Fluency: Have Students Write Every Day 3. Fluency: Self-Monitor and Graph Results 4. Organization: Build an Outline by Talking Through the Topic 5. Organization: ‘Reverse Outline’ the Draft 6. Planning: Brainstorm to Break the ‘Idea’ Logjam 7. Proofreading: Teach a Memory Strategy 8. Proofreading: Use Selective Proofreading With Highlighting of Errors

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WRITING	
II. WRITTEN EXPRESSION	
E.	Teaching Ideas & Sources
	<p>1. “Seven facts about learning disabilities and written expression,” National Center for Learning Disabilities (NCLD) Editorial Team. http://www.nclld.org/types-learning-disabilities/dysgraphia/seven-important-facts-about-supporting-students-with-writing-learning-disability</p> <p>2. Written Expression Grades 2-5 Case Study Unit by the IRIS Center, which comprises of case studies and strategies for narratives, persuasive essays, and revising writing. http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/07/ICS-013.pdf</p> <p>3. Sentence Combining: Teaching Rules of Sentence Structure by Doing http://www.interventioncentral.org/academic-interventions/writing/sentence-combining-teaching-rules-sentence-structure-doing</p> <p>4. Integrated Writing Instruction http://www.interventioncentral.org/academic-interventions/writing/writing-skills</p> <p>5. Secondary Language Arts: Jordan School District http://secondarylanguagearts.jordandistrict.org/</p> <p>6. Comprehensive Balances Literacy – Grades K-6: Jordan School District http://cbl.jordandistrict.org/</p> <p>7. Writing Activities, Articles, and Lesson Plans by Read/Write/Think http://www.readwritethink.org/search/?sort_order=relevance&q=writing&srchgo.x=0&srchgo.y=0&old_q=</p> <p>8. 6 + 1 Traits of Writing – Grades 3 and up Culham, R. <i>6 + 1 Traits of Writing</i>. New York: Scholastic, Inc. 2003.</p>

RESOURCES

SEVERE LEARNING DIFFICULTIES

MATH	
I. BASIC MATH SKILLS	
A.	Basic Math Skills:
	Basic Math Skills, also known as numeracy, is the ability to reason and apply simple numerical concepts such as addition, subtraction, multiplication, and division. Numeracy also includes number sense, operation sense, computation, measurement, geometry, probability and statistics.
B.	Students may have Difficulty with the Following Skills:
	<p>For Young Children:</p> <ul style="list-style-type: none"> • Difficulty learning to count • Trouble recognizing printed numbers • Difficulty tying together the idea of a number (4) and how it exists in the World (4 horses, 4 cars, 4 children) • Poor memory for numbers <p>For School-Aged Children:</p> <ul style="list-style-type: none"> • Trouble learning math facts (addition, subtraction, multiplication, division) • Poor long-term memory for math functions • Difficulty measuring things <p>For Teenagers and Adults</p> <ul style="list-style-type: none"> • Difficulty estimating costs like grocery bills • Difficulty learning math concepts beyond the basic math facts • Poor ability to budget or balance a checkbook
C.	Informal Assessment Tools:
	<ol style="list-style-type: none"> 1. Rocket Math Addition Facts Assessment 2. Rocket Math Subtraction Facts Assessment 3. Rocket Math Multiplication Facts Assessment 4. Rocket Math Division Facts Assessment <p>https://www.rocketmath.com/p/mathfactsfluencytests.html</p>
D.	Research-Based Intervention Ideas:
	<ol style="list-style-type: none"> 1. School-wide Strategies for Managing MATHEMATICS Intervention Central (www.interventioncentral.org) <ol style="list-style-type: none"> a. Math Computation: Boost Fluency Through Explicit Time-Drills b. Math Computation: Motivate With ‘Errorless Learning’ Worksheets c. Math Computation: Two Ideas to Jump-Start Active Academic Responding d. Math Vocabulary: Preteach, Model, and Use Standard Math Terms <p>http://www.interventioncentral.org/academic-interventions/math/school-wide-strategies-managing-mathematics</p> 2. Number Operations: Strategic Number Counting Instruction http://www.interventioncentral.org/academic-interventions/math/number-sense-promoting-basic-numeracy-skills-through-counting-board-ga-0 3. Math Computation: Promote Mastery of Math Facts Through Incremental Rehearsal http://www.interventioncentral.org/academic-interventions/math/math-computation-promote-mastery-math-facts-through-incremental-rehearsa

RESOURCES

SEVERE LEARNING DIFFICULTIES

MATH	
I. BASIC MATH SKILLS	
D.	Research-Based Intervention Ideas:
	<p>4. Math Computation: Increase Accuracy By Intermixing Easy and Challenging Problems http://www.interventioncentral.org/academic-interventions/math/math-computation-increase-accuracy-intermixing-easy-and-challenging-comp</p> <p>5. Math Computation: Student Self-Monitoring of Productivity to Increase Fluency http://www.interventioncentral.org/academic-interventions/math/math-computation-student-self-monitoring-productivity-increase-fluency</p> <p>6. Cover-Copy-Compare http://www.interventioncentral.org/academic-interventions/math/cover-copy-compare</p> <p>7. Self-Monitoring: Customized Math Self-Correction Checklists http://www.interventioncentral.org/academic-interventions/math/self-monitoring-customized-math-self-correction-checklists</p> <p>8. Peer Tutoring in Math Computation with Constant Time Delay http://www.interventioncentral.org/academic-interventions/math/peer-tutoring-math-computation-constant-time-delay</p> <p>9. Number Sense: Promoting Basic Numeracy Skills through a Counting Board Game http://www.interventioncentral.org/academic-interventions/math/number-sense-promoting-basic-numeracy-skills-through-counting-board-ga-0</p>
E.	Teaching Ideas & Sources:
	<p>1. Basic Math Skills – Teaching Ideas http://departments.jordandistrict.org/specialed/staff/forms.html</p> <p>2. Elementary Mathematics: Jordan School District http://elemmath.jordandistrict.org/teachers/k-6/</p> <p>3. Secondary Mathematics: Jordan School District http://departments.jordandistrict.org/curriculum/mathematics/secondary/resources/index.html</p>

RESOURCES

SEVERE LEARNING DIFFICULTIES

MATH	
II. MATH REASONING	
A.	Math Reasoning
	Math Reasoning moves students beyond simply memorizing facts to thinking beyond the rules and procedures in order to draw logical conclusions by developing an understanding of a situation, context, or concept and connecting it with other knowledge.
B.	Students may have Difficulty in the Following Areas:
	<p>For Young Children:</p> <ul style="list-style-type: none"> • Trouble organizing things in a logical way – putting round objects in one place and square ones in another <p>For School-Age Children:</p> <ul style="list-style-type: none"> • Not familiar with math vocabulary • Avoiding games that require strategy <p>For Teenagers and Adults:</p> <ul style="list-style-type: none"> • Trouble with concepts of time, such as sticking to a schedule or approximating time • Trouble with mental math • Difficulty finding different approaches to one problem
C.	Research-Based Information Ideas:
	<p>1. School-Wide Strategies for Managing MATHEMATICS Intervention Central (www.interventioncentral.org) http://www.interventioncentral.org/academic-interventions/math/school-wide-strategies-managing-mathematics</p> <ul style="list-style-type: none"> a. Applied Problems: Encourage Students to Draw to Clarify Understanding b. Applied Problems: Improving Performance Through a 4-Step Problem-Solving Approach c. Math Vocabulary: Preteach, Model, and Use Standard Math Terms d. Math Instruction: Support Students Through a Wrap-Around Instruction Plan e. Math Problem-Solving: Help Students Avoid Errors With the ‘Individualized Self-Correction Checklist’ f. Math Instruction: Consolidate Student Learning During Lecture Through the Peer-Guided Pause g. Math Instruction: Unlock the Thoughts of Reluctant Students Through Class Journaling <p>2. Applied Math Problems: Using Question-Answer Relationships (QARs) to Interpret Math Graphics http://www.interventioncentral.org/academic-interventions/math/math-problem-solving</p> <p>3. Math Problem-Solving: Combining Cognitive & Metacognitive Strategies http://www.interventioncentral.org/academic-interventions/math/math-problem-solving-combining-cognitive-metacognitive-strategies</p>

RESOURCES

SEVERE LEARNING DIFFICULTIES

MATH	
II. MATH REASONING	
D.	Teaching Ideas & Resources
	<ol style="list-style-type: none">1. Secondary Mathematics: “A Teacher’s Guide to Reasoning and Sense Making.” National Council of Teachers of Mathematics. http://www.nctm.org/uploadedFiles/Math_Standards/Teacher_Guide_FHSM.pdf2. Granite Vocabulary: Math Vocabulary Cards http://elemmath.jordandistrict.org/teachers/k-6/3. Elementary Mathematics: Jordan School District http://elemmath.jordandistrict.org/teachers/k-6/4. Secondary Mathematics: Jordan School District http://departments.jordandistrict.org/curriculum/mathematics/secondary/resources/index.html5. Special Education Mathematic Resources: Jordan School District http://elemmath.jordandistrict.org/special-ed/6. Free Web Math Games: www.math/playground.com/wordproblems.html