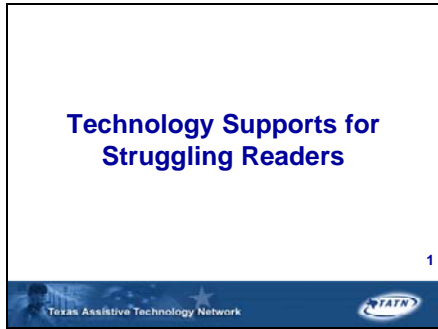


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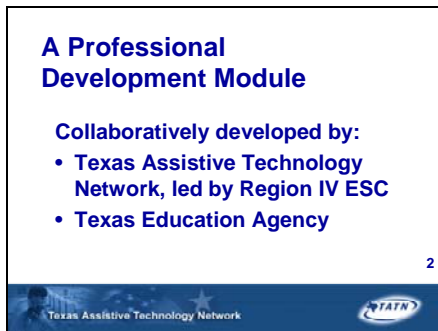
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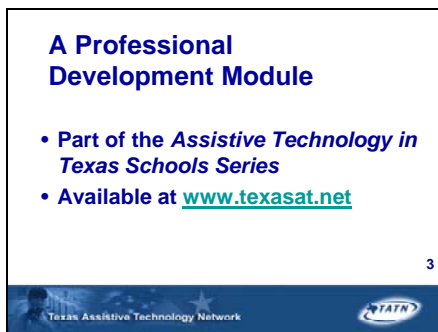
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Slide 3



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Slide 4

**Objectives** 

**Participants will learn about:**

- A framework for reading instruction
- Reading strategies for struggling students
- Technology supports to assist struggling readers

4

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Slide 5

**Research Based Effective Components of Reading**

- National Reading Panel
- Put Reading First
- NCLB, Reading First Initiative
- Texas Reading Initiative

5

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Slide 6

**Research Based Effective Components of Reading**

- Phonemic (Phonological) Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

6

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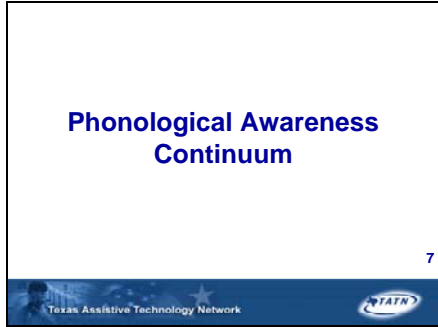
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Slide 7



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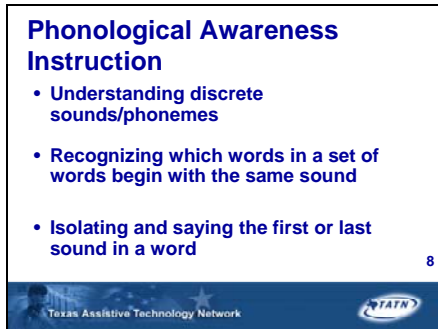
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Slide 8



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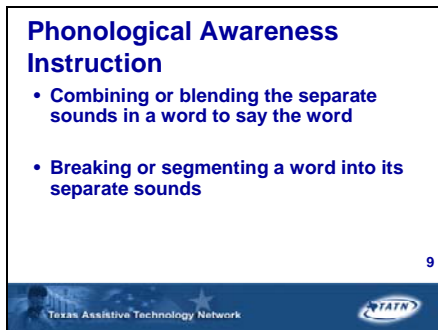
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Slide 9



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Slide  
10

**Phonological Awareness**

**Rhyming**

- Identifying and making oral rhymes
- Matching the ending sounds of words starting with the vowel sounds (cat, bat, hat, that).

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Slide  
11


**Phonological Awareness**

**Alliteration**

- Producing groups of words that begin with the same sound

(Two tired turtles tried to take a trip.)

11

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Slide  
12


**Phonological Awareness**

**Sentence Segmentation**

- Segmenting sentences into spoken words

(The sentence, "The girl ate two candy bars," segments into six words)

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Slide  
13

**Phonological Awareness**

**Syllable Blending and Segmentation**

- Blending syllables to say words  
(/pan/ /cake/ blends to pancake)
- Segmenting words into syllables  
(cactus segments to /cac/ /tus/)

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Slide  
14

**Phonological Awareness**

**Onset-Rime Blending and Segmentation**

- Separating the initial consonant or consonant cluster (the onset) from the vowel and consonant sounds that come after it (the rime)  
(Shirt segments to the onset /sh/ and the rime /irt/)

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Slide  
15

**Phonological Awareness**

**Phoneme Blending, Segmentation, and Manipulation**

- Blending phonemes into words  
(/m/ /a/ /n/ blends to man)
- Segmenting words into individual phonemes  
(cat segments to /k/ /a/ /t/)
- Manipulating phonemes in spoken words  
(/b/ substituted for /k/ in cat makes bat)

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Slide  
16

**Technology Can...**

Support a student learning to...

- Recognize patterns in words
- Create words from letters, words, pictures or sounds
- Use auditory feedback as words are created or segmented
- Convert words by isolating and changing phonemes

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Slide  
17

**Technology Links for Reading Instruction**



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[www.texasat.net](http://www.texasat.net)

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Slide  
18

**Tools to Explore**

- Low tech
- Authoring Tools
- Clicker 5
- Teach Me Nouns
- Simon SIO
- Earobics

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Slide  
19

**Word Processing / Authoring Tools**

- See the rhyme
- Hear the rhyme  ight

light night  
sight right

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Slide  
20

**Word Processing / Authoring Tools**

- Build the rhyme

 L ight

 N ight

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Slide  
21

**Clicker 5**

- / Enables children to write with whole words and pictures
- / Talking word processor (Mac and PC)
- / Create your own grids



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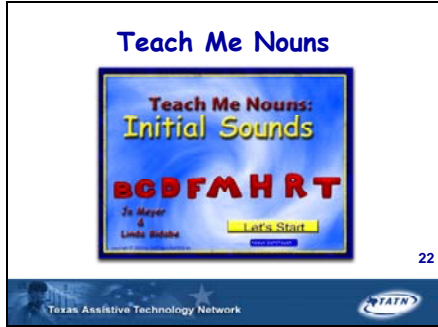
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Slide  
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Slide  
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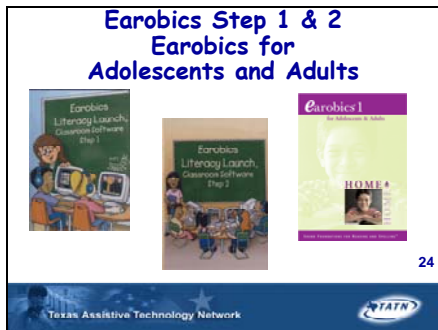
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Slide  
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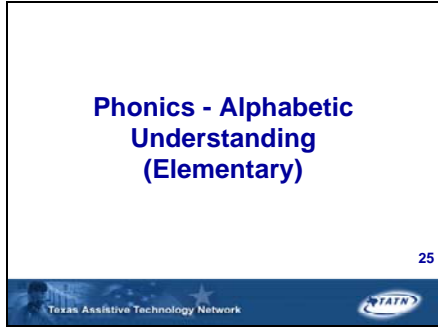
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Slide  
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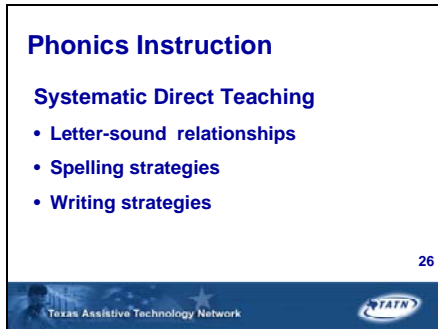
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Slide  
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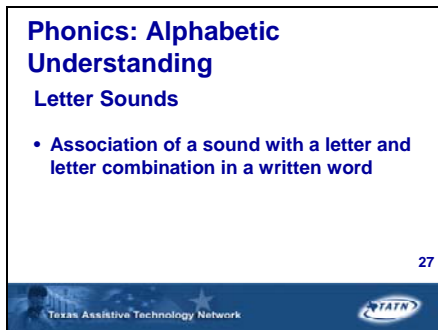
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Slide  
27



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Slide  
28

**Phonics: Alphabetic Understanding**  
**Spelling Regular Words**

- Using letter sounds and segmentation to spell words
- Mapping sounds to letters following typical rules

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Slide  
29

**Phonics: Alphabetic Understanding**  
**Spelling/Reading Irregular Words**

- Spelling words in which some or all of the letters do not represent their most common sounds.  
(e.g. word families: one, none, done)

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Slide  
30

**Phonics: Alphabetic Understanding**  
**Sentence Reading**

- Practicing reading regular and irregular words then reading them in the context of a sentence

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Slide  
31

**Technology Can...**

Support a student learning to...

- Pair sounds and letters to form words
- Spell with success
- Practice fluency in reading sentences
- Adapt reading strategies as immediate feedback is received

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Slide  
32

**Technology Links for Reading Instruction**



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[www.texasat.net](http://www.texasat.net)

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Slide  
33

**Tools to Explore**

- Low Tech
- Authoring Tools
- Ultimate Phonics
- WordMaker
- Lexia

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Slide  
34

**Word Processing / Authoring Tools**

- See the letter
- Hear the letter sound
- Match the sounds to the picture

b      a      t

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Slide  
35

**Word Processing / Authoring Tools**

- Read the text.
- Hear the text.
- See the text in pictures  
(The boy hits the ball with the bat.)



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Slide  
36

**Ultimate Phonics Reading Program**



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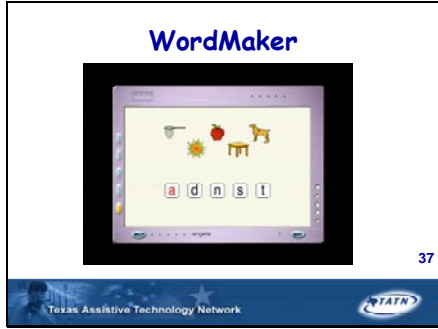
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Slide  
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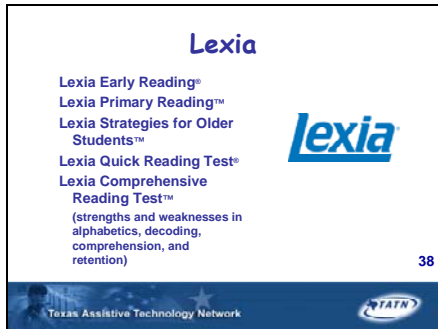
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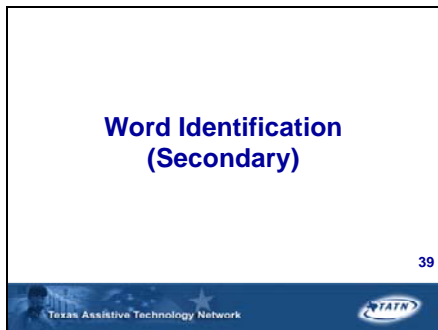
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Slide  
39



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Slide  
40

**Word Identification**

**Letter/Sound Correspondence**

- Ability to say the sounds for each letter or letter combination that is given

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Slide  
41

**Word Identification**

**Structural Analysis**

- Analysis of compound words, contractions, syllables, root words, affixes, Greek and Latin morphemes

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Slide  
42

**Technology Can...**

**Support a student learning to...**

- Recognize the parts that make up the word.
- Use context clues to interpret meanings.

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Slide  
43

**Technology Links for Reading Instruction**

Assistive Technology in Texas Schools Series

*Technology Supports for Struggling Readers*




Technology Links for Reading Instruction

[www.texasat.net](http://www.texasat.net)

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Slide  
44

**Tools to Explore**

- Low Tech
- Authoring Tools
- Read, Write and Type
- Co:Writer

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Slide  
45

**Word Processing / Authoring Tools**

- See the parts of the word.
- Hear context clues to interpret meanings.



(Baseball is an international sport.)

**International**  
Inter = between  
Nation = ex:  
United States,  
Japan, China

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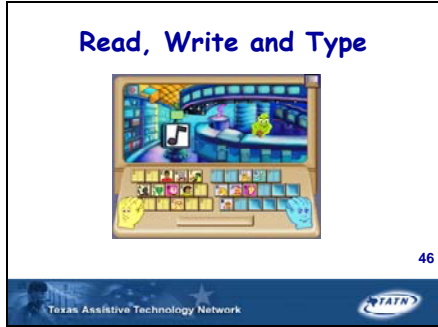
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Slide  
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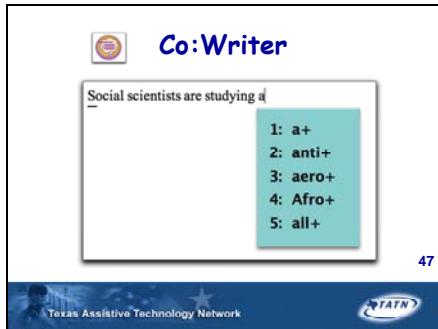
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Slide  
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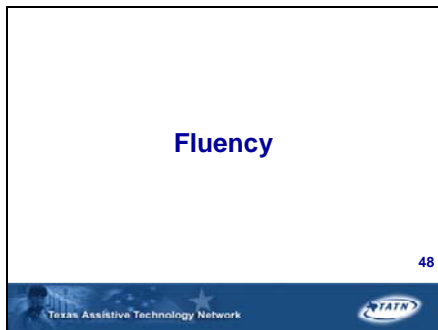
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Slide  
48



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Slide  
49

**Fluency Instruction**

- Bridge between word recognition and comprehension
- Development is gradual over time
- Difference between more fluent readers and less fluent readers

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Slide  
50

**Fluency**

**Automaticity of Letter Sounds**

- Quickly recognizing letter sounds as a precursor to blending, word reading, and passage reading

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Slide  
51

**Fluency**

**Automaticity of Words**

- Accurately and quickly identifying regular words

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Slide  
52

**Fluency**

**Connected Text**

- Sounding out each word and then reading them together

52

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Slide  
53

**Technology Can...**

Support a student learning to...

- Practice reading aloud
- Use models to develop fluency skills in reading

53

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Slide  
54

**Technology Links for Reading Instruction**

Assistive Technology in Texas Schools Series

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*Technology Supports for Struggling Readers*




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Technology Links for Reading Instruction

[www.texasat.net](http://www.texasat.net)

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Slide  
55

**Tools to Explore**

- Start-to-Finish
- Talking word processors
- Scan and read systems

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Slide  
56

**Word Processing / Authoring Tools**


- Record yourself as you read
- Listen to the reading model



**The Secret Garden**  
By Francis Hodgson Burnett  
CHAPTER: THERE IS NO ONE LEFT

When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another. Her father had held a position under the English Government and

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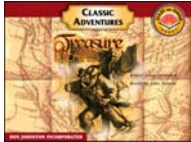
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Slide  
57

**Start-to-Finish**



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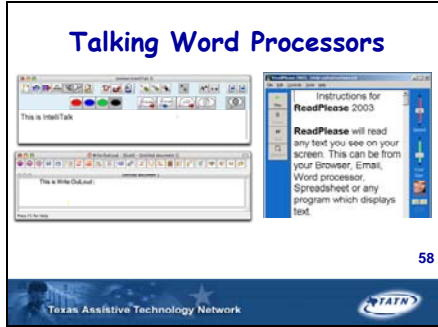
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Slide  
58



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Slide  
59



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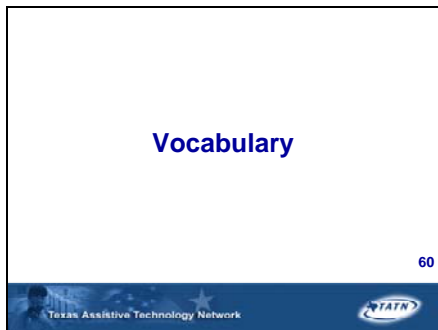
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Slide  
60



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Slide  
61


**Research Reveals**

**Most Vocabulary Is Learned Indirectly As Students:**

- Engage in daily oral language
- Listen to adults read to them
- Read extensively on their own

**Some Vocabulary Must Be Taught Directly**

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Slide  
62

**Research Reveals**

**Effective Word-Learning Strategies Include Using:**

- Dictionaries and other reference aids to learn word meanings and to deepen knowledge of word meanings
- Information about word parts to figure out the meanings of words in text
- Context clues to determine word meanings
- Word parts (suffixes, prefixes, base words)

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Slide  
63

**Vocabulary**

**Recognizing and Understanding Words**

- **Introducing**
  - new vocabulary
  - targeted words
  - basic concepts

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Slide  
64

**Vocabulary**

**Synonyms and Antonyms**

- Learning words that have similar meanings to the target words and that have opposite meanings

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Slide  
65

**Vocabulary**

**Definitions**

- Using categories and descriptors to define targeted words

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Slide  
66

**Vocabulary**

**Elaboration**

- Using descriptive words to describe objects and actions

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Slide  
67

**Vocabulary**

**Context**

- Using the words surrounding an unknown word to figure the new word's meaning

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Slide  
68

**Technology Can...**

**Support a student learning to...**

- Search word meanings
- Explore new words
- Elaborate on immediate vocabulary

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Slide  
69

**Technology Links for Reading Instruction**

Assistive Technology in Texas Schools Series

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*Technology Supports for Struggling Readers*




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Technology Links for Reading Instruction

[www.texasat.net](http://www.texasat.net)

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Slide  
70

**Tools to Explore**

- Franklin Spell Checker
- Language Master
- Reading Pen
- Highlighting tape
- Magnetic Poetry
- Read & Write Gold
- American Heritage English Dictionary
- Scan and Read systems

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Slide  
71

**Spell Checkers**

- u A spell checker can provide auditory feedback.
- u Handwriting animation teaches penmanship - child enters any word to see it modeled in either manuscript or cursive writing



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Slide  
72

**Quicktionary Reading Pen II**



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Slide  
73


**Highlighters**



1. My brother is learning to drive a car.
2. He was practicing yesterday.
3. I'd stay off the road.
4. He has to get better.
5. He would practice in parking lots.

73

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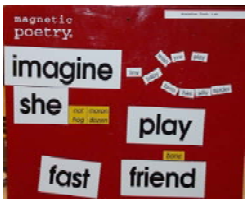
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Slide  
74

**Magnetic Poetry**



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Slide  
75


**Scan and Read Systems**

- WYNN 4
- Kurzweil 3000 v 10.0
- Read and Write Gold 8



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Slide  
76

**Comprehension**

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Slide  
77

**Text Comprehension**

**Comprehension Strategies**

- Identify where difficulty occurs
- Identify what the difficulty is
- Restate the difficult sentence or passage in own words
- Look back through the text
- Look forward in the text for information that might help them to resolve the difficulty

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Slide  
78

**Text Comprehension**

**Monitoring Comprehension**

- Teach students to monitor their own comprehension
- Be aware of what they do understand
- Identify what they do not understand
- Use appropriate "fix-up" strategies to resolve problems in comprehension

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Slide  
79

**Comprehension**

**Literal Comprehension**

- Understanding what is explicitly stated or clearly implied in the text

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Slide  
80

**Comprehension**

**Implicit Comprehension**

- Understanding a meaning that is intended or suggested by the author but not stated

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Slide  
81

**Comprehension**

**Story Retell**

- Recalling events from a passage and retelling it

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Slide  
82

**Comprehension**

**Story Grammar**

- Understanding story grammar elements (main characters, setting, problems, important events, solutions and themes)

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Slide  
83

**Comprehension**

**Sequencing**

- Sequencing events in short decodable passages

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Slide  
84

**Comprehension**

**Main Idea**

- Determining the main idea of a passage

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Slide  
85

**Technology Can...**

Support a student learning to...

- Look up meanings of difficult words or unfamiliar phrases
- Sequence events in a story
- Discriminate the parts of a passage

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Slide  
86

**Technology Links for Reading Instruction**



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Slide  
87

**Tools to Explore**

- Inspiration
- Kidspiration
- Picture It
- Writing With Symbols 2000
- Communicate: In Print
- News-2-You
- Scan and read systems

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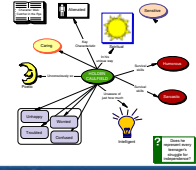
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Slide  
88


**Inspiration**

↳ An easy-to-use tool designed to map out ideas in a visual diagram



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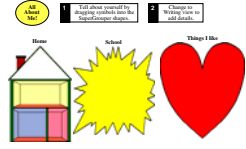
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**Kidspiration**

↳ An easy-to-use tool for younger students designed to map out ideas in a visual diagram



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Slide  
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**Software for Picture Support**




Communicate: In Print



Picture It

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**News-2-You**

<http://www.news-2-you.com>

- Weekly Publication
- 9-16 pages
- 3-4 of current events
- Joke
- Recipe
- Activity Page
- Additional Pages to Personalize



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**Scan and Read Systems**

- WYNN 4 
- Kurzweil 3000 v 10.0 
- Read and Write Gold 8 

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**In Conclusion...**

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