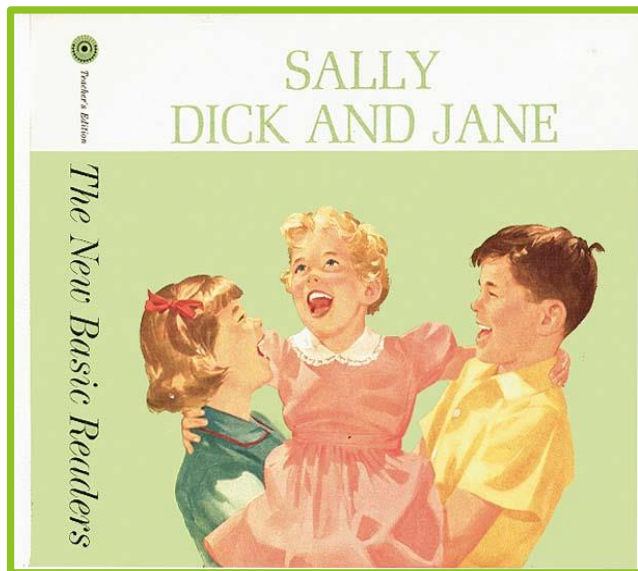
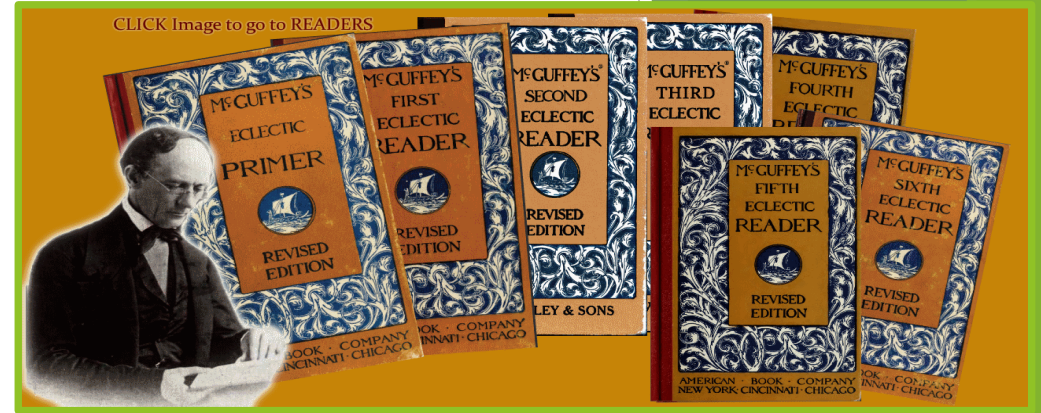


New Ways of Enhancing Language Instruction



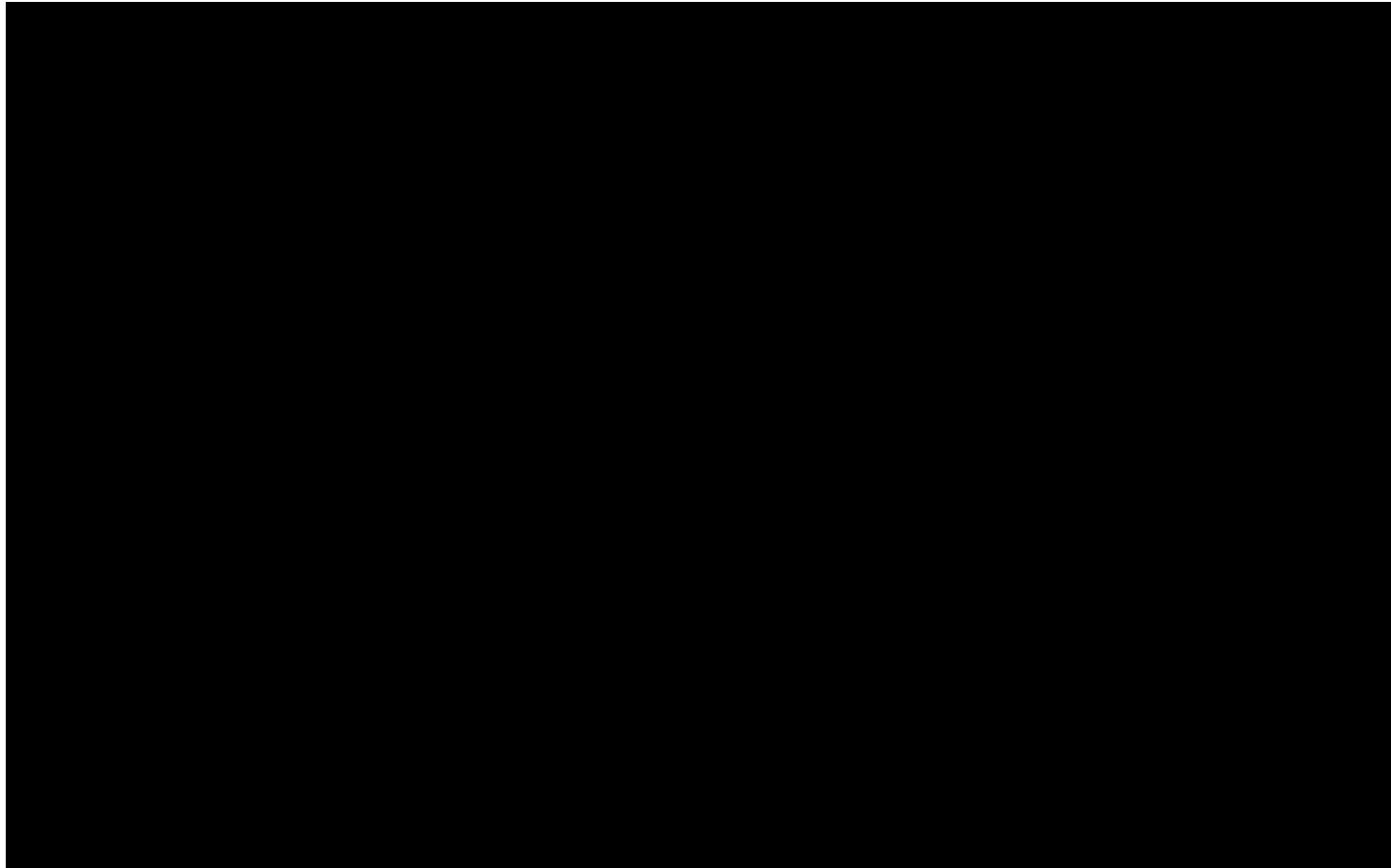
Presented by: Elizabeth Taylor, CALP
Carol Bertram, CALP

November 8, 2019



Benchmark and Ongoing Reading Assessments

Overview of DIBELS Next Screening and Progress Monitoring (DIBELS is now Acadience Reading)



DIBELS NEXT BENCHMARK and READING GROUP PLACEMENT

- ▶ Based on the DIBELS' scores and classroom teacher assessments, students are ability grouped.
- ▶ These groups are then scheduled in the Resource Room for 30 minutes with a Certified Academic Language Practitioner who instructs them using multi-sensory language (MSL) techniques.

Grouping

- ▶ Students who fall at or near the benchmark are placed in these small groups with an instructional specialist.
- ▶ Students who are above Benchmark are taught in small groups with their classroom teachers.
- ▶ All students continue to receive whole group reading instruction and small group reading instruction with their core teachers.

Weekly Reading Tools

- ▶ *Dibels Next Progress Monitoring* and *Read Naturally* are used on alternating Fridays with students.
- ▶ These tools provide information regarding fluency and comprehension progress.

DIBELS NEXT PROGRESS MONITORING

- ▶ DIBELS is used to monitor students' oral reading fluency or (DORF) and Retell.

Read Naturally

- ▶ Reading fluency is practiced and monitored using the *Read Naturally* program. Students read a leveled selection after discussing key words and making predictions about the story. Each student reads the selection to obtain a timed “cold” score. After several practices the student is timed again to obtain a “hot” score. Using this program builds their fluency and provides immediate feedback.
- ▶ While teachers are assessing individual students, packets and multi-sensory games keep all students engaged.

Monitoring Students Progress

- ▶ Monitoring throughout the year using both DIBELS and *Read Naturally* helps teachers understand and meet the needs of their students with teacher-driven reading instruction both in the classroom using the core-curriculum small group materials and with a multi-sensory language practitioner who is reinforcing the classroom material the day after it is introduced.
- ▶ When students are not making progress, additional testing might be warranted.

Push-In Instruction is Student-Driven and Varies from Year to Year Depending on Needs

Kindergarten

- ▶ The group time is shortened to fifteen minutes per day with an Instructional Specialist except on Fridays.
- ▶ Instruction starts in mid-October and ends the first week in May.

Second Grade

- ▶ Students are taught for thirty minutes six days in the eight day cycle in groups of four or five.
- ▶ Instruction starts in August and ends at the end of April.

Sources

- ▶ *Acadience Learning*, formally known as *The DIBELS Next* assessment (2011). *Dynamic Measurement Group, Inc.* Revised 10/15/2018.
- ▶ <https://acadiencelearning.org/>
- ▶ <https://www.readnaturally.com/>
- ▶ Excerpts from *DIBELS Next Overview* by *Voyager Sopris Learning*

What is multisensory instruction?

Presented by Elizabeth Taylor, CALP

WHY: MULTISENSORY

- ▶ Information can be processed on a modality-specific basis (visual, auditory, kinesthetic).
- ▶ Converges and is integrated in the brain.
- ▶ Performance Enhancement is larger for multisensory than uni-sensory instruction. *Paul J. Laurienti, M.D., Ph.D.*



Greek and Roman Scholars

- ▶ Plato recommended the use of multisensory techniques especially focusing on the kinesthetic pathway.
 - ▶ (Wolf)

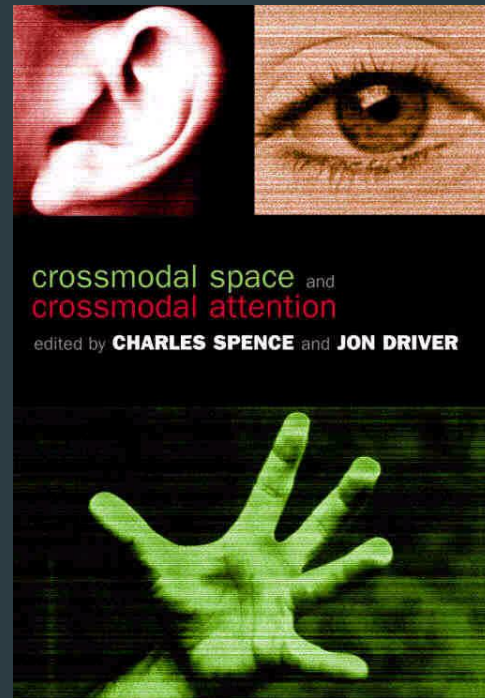
Why: Multisensory Continued

The **more of the brain** that is involved, then the stronger the associations and the stronger the implications for learning and memory.

Multisensory/Hands-On Instruction “allows access to kinesthetic memory, our earliest, strongest and most reliable memory channel”(Sheffield, 1996).

Doing is Understanding

- ▶ *"Change done to you is debilitating; change done by you is exhilarating."*

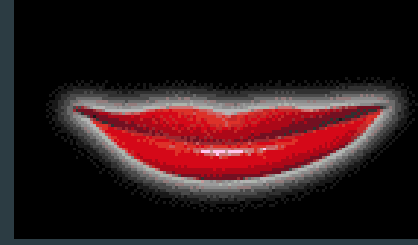
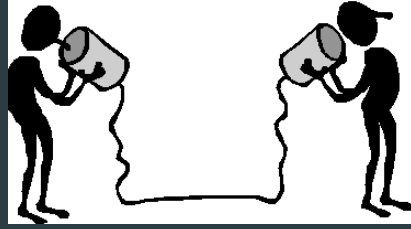
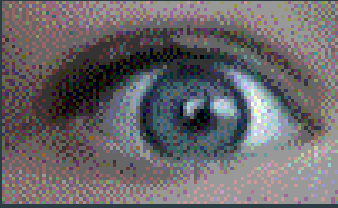


Multisensory Strategies

- ▶ Directly involve students in seeing, hearing, saying, and writing
- ▶ Simultaneously integrate visual, auditory, articulatory-motor and kinesthetic

Features of O-G Lesson

- ▶ Visual – seeing; learning through visual memory
 - ▶ Using your eyes
- ▶ Auditory – hearing; learning through auditory memory
 - ▶ Using your ears
- ▶ Kinesthetic – moving; learning through muscle memory; usually through writing or speaking
 - ▶ Using all body parts: mouth, hands, arms, whole body
- ▶ Tactile – touching; learning through feeling
 - ▶ Usually fingertips
- ▶ Could we include smell and taste???



- ▶ A multisensory approach must involve all pathways to learning: auditory, visual, tactile, and most importantly, the **kinesthetic pathway** involving both the hand and the muscles of the mouth.
- ▶ Students must be actively involved in their own learning.

The Orton-Gillingham Approach

- ▶ A Multisensory *approach* (not program) to teach language-related academic skills.
- ▶ Focuses on *the structure* of the English language.
- ▶ It teaches students the sounds and their correlated letters. The syllable structure of words. How words are formed into sentences, and how sentences are structured into written discourse.

O-G Principles

- ▶ These principles are important because they lead to excellent instruction for *ALL* students!
- ▶ They are *ESSENTIAL* for teaching students with language-based learning differences.

Important Point...

They are both the *WHAT* and the *How*...

- ▶ OG principles are *simply* amazing:
 - ▶ The WHAT you teach is very important!
 - ▶ This means that *teaching reading IS rocket science* – you must have a strong knowledge base.
 - ▶ As a matter-of-fact – multisensory teaching can “rewire or heal” the brain.
 - ▶ The HOW you teach it is equally as important!
 - ▶ When information is delivered in a multisensory way – even the child with a “miswired” brain can learn!

Links in the brain

- ▶ Links receptive with expressive
- ▶ Links expressive with receptive
- ▶ Links Broca's with Wernicke's
- ▶ Links the neural systems of the brain
- ▶ Links old to new

Link to Memory and Retrieval

- ▶ Helps move information (sound/symbol, syllable & spelling patterns) from working to long term memory
- ▶ Facilitate automatic recognition and fluency
- ▶ MLS strategies become internalized and reliable

Key Ideas about Multi-Sensory Instruction

- ▶ Our brains are not wired for written language.
- ▶ Explicit multisensory language instruction builds pathways for ANY CHILD.
- ▶ *"Teaching matters and can change the brain."*

Orton-Gillingham Principles

- ▶ Multi-sensory Instruction includes other important Orton-Gillingham Principles besides being multisensory.

Other Important Principles

- ▶ These are the Alphabetic-Phonetic Principle, Synthetic-Analytic Principle, Structured, Sequential, Cumulative, Repetitive, Cognitive, Diagnostic and Prescriptive!

Sources

- ▶ Concha Wyatt, MaED,
Fellow/AOGPE, CALT.
- ▶ Marilyn Zecher, MA, CALP,
Instructional Notebook



Lessons

Examples of Multi-Sensory Language
Lessons Aligned with Classroom
Sequences

First Grade Sequence Classroom

Classroom Journeys/OG Sequence

+ Unit 1 – Lesson 1

Date	Letter	Lesson	Sound/Spelling	High Frequency Words
M 9/3			LABOR DAY	
T 9/4	H	Day 1	/ă/ /n/ /d/	and, play, be, with, help, you
W 9/5	A	Day 2	/ă/ /n/ /d/	and, play, be, with, help, you
R 9/6	B	Day 3	/p/ /f/	and, play, be, with, help, you
F 9/7	C	Day 4&5	/ă/ /n/ /d/ /p/ /f/	and, play, be, with, help, you

Unit 1 – Lesson 2

Date	Letter	Lesson	Sound/Spelling	High Frequency Words
M 9/10	D	Day 1	/i/ /r/ h, /z/s	for, have, he, look, too, what
T 9/11	E	Day 2	/i/ /r/ h, /z/s	for, have, he, look, too, what
W 9/12	F		ASSEMBLY/BUDDIES	
R 9/13	G	Day 3,4	review /i/ /r/ h, /z/s, /b/, /g/	for, have, he, look, too, what
F 9/14	H	Day 5	review /i/ /r/ h, /z/s, /b/, /g/	for, have, he, look, too, what

Unit 1 – Lesson 3

Date	Letter	Lesson	Sound/Spelling	High Frequency Words
M 9/17	A	Day 1	/ô/, /l/, /x/	do, find, funny, no, sing, they
T 9/18	B	Day 2	/ô/, /l/, /x/	do, find, funny, no, sing, they
W 9/19	C	Day 3	Inflection -s	do, find, funny, no, sing, they
R 9/20	D	Day 4	review /ô/ /l/ /l/ /x/ Inflection -s	do, find, funny, no, sing, they
F 9/21	E	Day 5	review /ô/ /l/ /l/ /x/ Inflection -s	do, find, funny, no, sing, they

Resource Room

Journeys/OG Sequence

Resource Room

+ Unit 1 – Lesson 1 (Began reading groups on 9/4)

Date	Ltr Day	Journeys Lsn #	Sound/Spelling	S. O. S.	PA	Book #
M 9-3			LABOR DAY			
T 9-4	H	intro	/ă/ n, d	Intro S. O. S. – and, be	#1 words in sent.	N/A
W 9-5	A	L1 Day 1	/ă/ n, d	help, play	#1 words in sent.	#3 – We Can
Th 9-6	B	L1 Day 2	/ă/ n, d	with, you	#1 words in sent.	#5 – Dan Can
F 9-7	C	L1 Day 3	/p/, /f/	for, have	#1 words in sent.	#7 – Can Pat Nap?

Unit 1 – Lessons 1 and 2

Date	Ltr Day	Journeys Lsn #	Sound/Spelling	S. O. S.	PA	Book #
M 9-10	D	L1 Days 4,5	review /a/ /n/ /d/ /p/ /f/	he, look	#2 wrds same/different	#9 – Fan, Fan, Fan
T 9-11	E	L2 Day 1	/i/ /r/ h, /z/s	too, what	#2 wrds same/different	#11 – Nan and Tim
W 9-12	F		ASSEMBLY/BUDDIES			
Th 9-13	G	L2 Days 2, 3	/i/ /r/ h, /z/s	do, find	#3- recog. rhymes	#13 – Ric
F 9-14	H		Founders Day: 15 minute mini groups – syllable review			

Unit 1 – Lessons 2 and 3

Date	Ltr Day	Journeys Lsn #	Sound/Spelling	High Frequency Words	PA	Book #
M 9-17	A	L2 Days 4/5	review /i/ /r/ h, /z/s /b/, /g/	funny, no	#3 recog. rhymes	Kdg Word Family Story: The Pit
T 9-18	B	L3 Day 1	/ô/, /l/, /x/	sing, all	#3 recog. rhymes	#15 – We Had Ham
W 9-19	C	L3 Day 2	/ô/, /l/, /x/	they, they	#3 recog. rhymes	#17 – Sam
Th 9-20	D	L3 Day 3	inflection -s /z/	does, here	#3 recog. rhymes	#19 – Dad
F 9-21	E		Read Naturally			

Lesson Plan Teacher

I. WARM-UP / PA

PA #13- Isolate and state initial phoneme in a CVC word.
(What is the first sound in "spin?") spin, flag, skip, sled, smog, fled

II. DRILLS - Visual/Auditory

ā, ē, ī, ō, ū,
/ē/ spelled ~~ea~~
a, ā, e, i, o, u

Journeys Lesson:

Unit 2 • Lesson 21 • Day 1

Journeys High Frequency Words:

few, night, loudly, window, noise, story, shall, world

III. REVIEW AND REINFORCEMENT

Words to Read

/ē/ ea	1. bread
ea	2. card
	3. backyard
	4. park
	5. spike

Words to Spell

	1. arm
	2. part
	3. star
	4. head
	5. ride

Sentences to Read

1. Would you like a breadstick for lunch?
2. The dog in that yard barked and barked.
3. Blake will be in the big show.
4. Shall we ride then park our bikes?

Sentence to Write

1. Did you get a part in the play?

S. O. S. – say, says

NOTES

IV. ORAL READING/ COMP/GRAMMAR

Measured Mom: ~~ea~~
Journeys #137: At the Market

Lesson Plan Student

Review and Reinforcement

Name: _____
Date: _____

Words to Read	Words to Spell	Sentences to Read
1. bread	1. _____ _____	1. Would you like a breadstick for lunch?
2. card	2. _____ _____	2. The dog in that yard barked and barked.
3. backyard	3. _____ _____	3. Blake will be in the big show.
4. park	4. _____ _____	4. Shall we ride then park our bikes?
5. spike	5. _____ _____	

Sentence to Write: _____



C O P S
☐ ☐ ☐ ☐

Auditory Drill

- | | |
|-------------------|--------------------|
| 1. _____
_____ | 6. _____
_____ |
| 2. _____
_____ | 7. _____
_____ |
| 3. _____
_____ | 8. _____
_____ |
| 4. _____
_____ | 9. _____
_____ |
| 5. _____
_____ | 10. _____
_____ |



SIGHT WORDS

Name _____
Date _____

S.O.S	Copy	Cover, Write, Read
say	_____ _____ _____	_____ _____ _____
says	_____ _____ _____	_____ _____ _____

Lesson Components

- ▶ 1. Phonemic Awareness (PA)
- ▶ 2. Simultaneous Oral Spelling (S.O.S.)
- ▶ 3. Visual Drill
- ▶ 4. Auditory Drill
- ▶ 5. Review and Reinforcement (R&R)
 - ▶ Read words
 - ▶ Spell Words
 - ▶ Read Sentences
 - ▶ Write Sentence
- ▶ 6. Oral Reading/Comprehension
- ▶ 7. Recap of targeted sound/spelling

▶ 1. Phonemic Awareness

Phonemic awareness is the ability to hear, identify, and manipulate individual sounds-**phonemes**--in words.

1. WARM-UP /PA

PA #13- Isolate and state initial phoneme in a CCVC word
(What is the first sound in "spin?") spin, flag, skip, sled, smog, fled

2. Simultaneous Oral Spelling

S. O. S. relates phonemes to graphemes. This method emphasizes the relationship of auditory, visual, and kinesthetic modalities.

Journeys Lesson:	Unit 5 * Lesson 21 * Day 1
<u>Journeys High Frequency Words:</u> few, night, loudly, window, noise, story, shall, world	
S. O. S. – say, says	

3. Visual Drill

The visual drill emphasizes the repetitive, multi-sensory review process. Students look at a grapheme, and state the sound it makes while fingers trace each letter formation.

II. DRILLS - Visual/Auditory	<p>ă, ě, ĭ, ō, ū, /ĕ/ <u>spelled</u> ea, ā, ā, e, ĭ, ĭ, e, ar</p>
---	---

4. Auditory Drill

During the auditory drill students listen to a phoneme and write what letter/letters make the sound they hear.

II. DRILLS -
Visual/Auditory

ă, ě, ĭ, ō, ŭ,
/ĕ/ spelled ea,
ā, ā, e, ĭ, le, ar


Auditory Drill	
1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

5. Review and Reinforcement

Provides review and repetition for reinforcement as students read and write words and sentences.

III. REVIEW AND REINFORCEMENT	
Words to Read	
/ē/ ea	1. bread
ar	2. card
	3. backyard
	4. park
	5. spike
Words to Spell	
	1. arm
	2. part
	3. star
	4. head
	5. ride
Sentences to Read	
1. Would you like a breadstick for lunch?	
2. The dog in that yard barked and barked.	
3. Blake will be in the big show.	
4. Shall we ride then park our bikes?	
Sentence to Write	
1. Did you get a part in the play?	

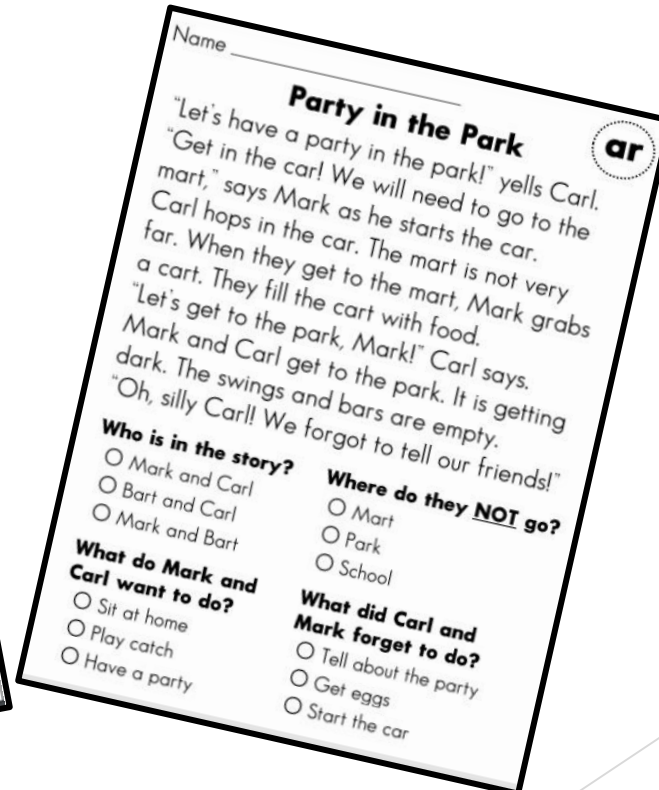
Review and Reinforcement		
Name: _____		
Date: _____		
Words to Read	Words to Spell	Sentences to Read
1. bread	1. _____	1. Would you like a breadstick for lunch?
2. card	2. _____	2. The dog in that yard barked and barked.
3. backyard	3. _____	3. Blake will be in the big show.
4. park	4. _____	4. Shall we ride then park our bikes?
5. spike		
Sentence to Write: _____		

		
C O P S		
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6. Oral Reading/Comprehension

IV. ORAL READING/ COMP/GRAMMAR

Measured Mom: ~~gr~~
Journeys #137: At the Market



7. Recap targeted sound/spelling

Putting it all together

Tracking Student Progress 2018-19

100			100%
90			Benchmarked
80		83%	
70	78%	Benchmarked	
60			
50			
40			
30			
20			
10			
	Kdg	1 st	2 nd

Resources

- ▶ *Journeys*. Houghton Mifflin Harcourt Publishing Company 2017
- ▶ *Bloom, Frances and Traub, Nina. Recipe for Reading*. Cambridge and Toronto, 2005

Thank you so
much for
listening to our
presentation!

Feel free to contact us if you have further questions.

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