Literacy Skills

Using
Multi-sensory
Structured Language
Education
(MSLE)

Ledyard High School
SPECIAL EDUCATION DEPARTMENT
Literacy Skills Curriculum Document

JoAnn Yannotti
Special Education Department Chair
June 2004

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Title:
Literacy Skills

Philosophy:

According to Donahue, Voelkl, Campbell and Mazzeo (1999) and the 1998 National Assessment of Educational Progress (NAEP) results indicate that only 33 percent of eighth-grade students are reading at proficient level and almost 25 percent are reading below a basic level. Therefore, some students entering Ledyard High School may not have mastered the necessary basic language and reading skills needed to keep pace with the academic demands of high school. In fact, "nationally forty-two percent of fourth graders score below the basic level in overall reading skills on the National Assessment of Education Progress and, twenty-five percent of all adults are functionally illiterate." (Moats, 2001).

The National Institute of Health (NICHD) recently stated, after spending more than 80 million research dollars to find the best instructional strategies for at risk readers, that:
1. about 20% of children have reading disabilities,
2. deficits in phonological awareness represent the primary deficit in reading disabilities,
3. these students need an intensive, structured language and explicit, code-based approach along with phonological awareness training to leam how to read, and that
4. the same instructional techniques should be used to teach older students and adult non-readers. (Lyon, 1995).

On average, students with disabilities consistently score below their counterparts on CAPT. These students are particularly vulnerable to reading deficits. It is therefore, no surprise that students with disabilities lag behind in reading and overall English language skills. .Generally, a student with a disabling condition may require five hundred to fifteen hundred times more repetition and practice than a general education student in order to master early literacy skills. Students, who have either missed early literacy instruction, received instruction that was below current standards or who simply were not afforded ample opportunity for repeated practice enter high school unable to master curriculum content because of their inability to read words and/or comprehend text.

With reading comprehension as the overall goal, multi-sensory, structured language education (MSLE) is designed to retrain the reading and language skills of these students. Research demonstrates that when older students are given the right approach (MSLE), individualized instruction, sufficient time, daily practice, emotional support and incentives they make significant gains in their reading, writing and spelling deficits. (Moats, 2001).

> "Intensive, well-designed intervention that addresses the core linguistic deficits underlying reading failure has been shown to salvage most children, even if their early instruction was inadequate. The components of an effective instructional

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program include phonological awareness, letter recognition and formation, sound symbol connections, opportunities to practice decoding in controlled texts, vocabulary building with an emphasis on word structure and morphology, instruction in comprehension strategies and motivational techniques to foster independent reading." (Moats, 1998).

Description:

This supplemental, support service is intended for Special Education students who have word recognition, fluency and reading comprehension deficits. Lessons are constructed and delivered using a systematic, multi-sensory, research and language based approach. The primary goal of instruction is to sufficiently develop a student's decoding skills in order for them to comprehend text and thus, manage the demands and expectations of academic courses and standardized tests.

Students will develop and/or improve in the five skills areas of proficient reading including: phonemic awareness, phonics, fluency, vocabulary and comprehension. Students will be administered standardized and informal assessment instruments for pre and post evaluation. The instructional method is inherently diagnostic. Each lesson will be constructed and delivered as determined by the student's actual stage of reading skill development. Another purpose of instruction will be to help students develop the self-advocacy skills and meta-cognitive strategies to understand the nature of their reading deficits, recognize the accommodations or modifications that are helpful to them and practice the language needed to request considerations from their general education teachers.

Students will learn to analyze language on many levels beginning, if need be, with lower level phonemic awareness and continuing to the sound-symbol relationships (phonics), contextual reading and reading comprehension skills. Students will improve their understanding of the link between reading and spelling. They will be afforded repeated practice in the alphabetic principal and then proceed through the letter name, within word pattern, syllable juncture and derivational constancy stages of decoding and spelling (Ganske, 2000). To build automaticity and fluency, instruction will emphasize repeated reading or guided oral reading practice of decodable texts, including techniques such as repeated passage readings, paired reading and radio reading using a tape recorder. To increase vocabulary, students will be taught how Greek and Latin affixes and roots have influenced English word construction and meaning (morphology). Students will also learn how word order (syntax) and parts of speech affect comprehension and help build vocabulary. Some key spelling rules will be explained and students will be expected to learn and apply them regularly. Oral reading of a variety of interesting materials at the student's instructional level will be emphasized, while reading at an independent level will be encouraged for the purpose of improving background knowledge.

Note: **This instruction is aligned with the recommendations of the Connecticut Blueprint for Reading and further illustrates what students need to learn to become successful readers.**

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Program Goal: Students will become proficient readers by developing skills in the five basic areas of reading: *phonemic awareness, phonics, fluency, vocabulary* **and** *comprehension.*

Performance standards will be determined by and based on an individual student's aptitude and the results of their pre-screening assessment. However, all students will be instructed in and encouraged to meet the following performance standards:

- Develop phonemic awareness skills to identify, match, blend and segment phonemes (sounds).
- Develop systematic knowledge of phonics (grapheme-phoneme or letter-sound associations).
- Develop knowledge of basic linguistic concepts.
- Develop sufficient word attack also known as decoding strategies (e.g. rime to onset).
- Develop word recognition skills for high frequency, instant words and words that are irregular and do not follow the phoneme-grapheme code known as sight words.
- Develop an understanding of the six syllable types and apply the rules to decoding multisyllabic words.
- Understand the link between spelling and reading and improve in both areas.
- Apply decoding skills to automatic, fluent reading of decodable texts.
- Develop knowledge of morphology (syllable & word meanings) and vocabulary as these areas are directly related to improving reading comprehension.
- Develop an understanding of syntax (words have a "place value" in sentences) and thus, improve reading comprehension.
- Develop oral language comprehension skills and 6 reading comprehension strategies.
- Identify strong personal interests and read several books and/or articles that support those interests.

Assessments:

1. Brown, James L., Ph.D., Fishco, Vivian, Wick, M.S., and Hanna, Gerald, Ed.D. Nelson-Denny Reading Test. *(NDRT)* Itasca, EL: The Riverside Publishing Company, 1993.
2. Brown, Virginia, L., Hammill, Donald D., and Wiederholt, J. Lee. Test of Reading Comprehension -3 *(TORC-3).* Austin, TX: ProEd, 1995.
3. Cheeseman, Elaine. Phonemic Awareness Assessment.
4. Gallistell, Betty and Ellis. Gallistel-Ellis. Montage Press, 1974.
5. Ganske, K. Word Journeys- Developmental Spelling Assessment *(PSA).*
6. Gates-MacGinitie Reading Tests, Fourth Edition. Riverside Publishing
7. Larsen, Stephen C, Hammill, Donald D., and Moats, Louisa C. Test of Written Spelling 4th Edition *(TWS-4).* Austin, TX: ProEd, 1999.
8. Lexia Quick Reading Test. Lexia Learning Systems, Inc., 2002.
9. Rosner, Jerome. Test of Auditory Analysis *(TAAS).* NY: Walker & Co., 1975.
10. Scholastic Test of Phonemic Awareness.
11. Torgesen, Joseph K., Wagner, Richard K., and Rashotte, Carol A. Test of Word Reading Efficiency *(TOWRE).* Austin, TX: ProEd, 1999.
12. Wagner, R., Torgesen, J. & Rashotte, C. Comprehensive Test of Phonological Processing *{CTOPP).* Austin, TX: ProEd, 1999.
13. Wiederholt, J. Lee and Bryant, Brian R. Gray Oral Reading Test-4 *(GORT-4).*

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Technology:
3 Student computers
Lexia software with 3 site licenses, 4 tape recorders with counters

Learning Environment:
Individual and small group instruction (1-3 students)
Learning stations including computer stations with Lexia & Read Naturally software.

Resources/Instructional Materials:
1. Bear, D.R., Invernizzi, M., Templeton, S., Johnston, F., (2000) Words Their Way -
    Word Study for Phonics. Vocabulary and Spelling. Upper Saddle River, NJ: Prentice
    Hall.
2. Beck, I., McKeown, M. & Kucan, L. (2002) Bringing Words to Life - Vocabulary
    Instruction. New York, NY: The Guilford Press.
3. Beck, I.L., McKeown, M. G., Hamilton, R. L., & Kucan, L. (1997) Questioning the
    Author: An Approach for Enhancing Student Engagement with text. Newark, DE:
    International Reading Association.
4. Birch, Judith R., Multisensory Teaching of Basic Language Skills. Paul Brock Publishing
5. Cashwell-Tuley, A. (1998) Never Too Late to Read - Language Skills for the Adolescent
    with Dyslexia. Baltimore, MD: York Press.
6. Cheeseman, Elaine. (2003) Multisensory, Structured Language Education - Teaching
    Manual, Unpublished.
7. Cheeseman, Elaine. Let's Read Teachers Guide, unpublished, 2003.
8. Cunningham, Patricia M. (1995) Phonics they Use - Words for Reading and Writing 2nd
    Ed.. New York, NY: Harper Collins.
9. Fry, E., et al, Reading Teacher's Book of Lists. Upper Saddle River, NJ: Prentice Hall.
10- Ganske, Kathy. (2000) Word Journeys - Assessment Guided Phonics, Spelling and
    Vocabulary Instruction. New York, NY: Guillford Press.
11. King, Diana Hanbury. Writing Skills for the Adolescent (Grades 4-Adult). Cambridge,
    MA: Educators Publishing Service, Inc.
12. LANGUAGE! A Literacy Intervention Curriculum for Secondary Students
13. McGuiness, C. & G. (?) Reading Reflex-Read America Program. Penguin Press.
14. Minsky, Michael. (2003) Greenwood Word Lists - One Syllable Words. Longmont, CO:
    Sopris West Educational Services.
15. Moats, L. C. (1995) Spelling- Developmental Disability and Instruction.
16. Moats, L. C. (2003) Speech to Print: Language Essentials for Teachers. Baltimore, MD:
    Paul Brookes Publishing.
17. Morgan, C. G. (2001) When They Can't Write. Richmond, VA: York Press.
18. Morgan, K. (1998) Morgan Dynamic Phonics for Older Students-Language Training
    System, Albuquerque, NM: Morgan Dynamic Phonics, Inc.
19. Read Naturally Software Edition. (2003) St. Paul, MI: Read Naturally-The Fluency
    Company.
20. Wilson, B. (1996) Wilson Language & Reading System, Millbury, MA: Wilson
    Language Training Corp.

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<u>**Performance Standard/Student Outcome:**</u>

1 - Student will demonstrate *phonemic awareness* by:

    a. recognizing individual sounds in single syllable words. Ex: "Tell me the first (initial) sound in paste." (/p/)

    b. recognizing common sounds in different words. Ex: "Tell me the sound that is the same in bike, boy & bell." (/b/)

    c. recognizing a sequence of separately spoken sounds & combining them to form a word. Ex: "What word is /s/ /k/ /u/ /l/?" (school) This is known as blending. Start with 2 phoneme words and proceed to 3 & 4 phoneme words.

    d. breaking a word into its sounds by tapping out or counting the sounds or by pronouncing and positioning a marker for each sound. Ex: "How many phonemes are there in ship?" (three: /sh/ /i/ /p/). This is known as segmenting.

    e. learning concepts of voiced, unvoiced, blocked, open sounds and Initial, Medial and Final (I.M.F.) positions of sounds.

    <u>Instructional Strategies/Activities:</u>

      1. 8 Step Lesson Plan, Multi-sensory, Structured Language Education (MSLE) Teachers Manual.
      2. Phonemic Awareness Master Skill Checklist, MSLE Teachers Manual.
      3. "How Many Sounds" & "Say it and Move it" activities, <u>Road to the Code</u> & MSLE Teachers Manual.
      4. American English Consonants & Vowel Spellings by Mouth Position Charts, <u>Speech to Print</u> & MSLE Teachers Manual.

    <u>Assessment Tools/Benchmarks:</u>

      1. MSLE Teachers Manual - Phonemic Awareness Test - Blending and Segmenting
      2. Scholastic Phonemic Awareness Assessment
      3. Comprehensive Test of Phonological Processing (CTOPP)
      4. Developmental Spelling Assessment (DSA).

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Performance Standard/Student Outcome:

2 - Student will demonstrate an understanding of basic linguistic concepts by:

    a. learning that vowels are sounds that are open, voiced and represented by letters..

    b. learning that short vowels are coded with a breve and long vowels are coded with a macron.

    c. learning that consonants are sounds that are blocked with the teeth, tongue and lips and are voiced or unvoiced.

    d. learning the meaning of accent, article a, and that one vowel sound equals one syllable .

    e. learning the meaning of base words, suffixes and derivations. Ex: suffix -s, common consonant suffixes

    f. when to use the "just add" spelling rule.

    g. learning how to read and use contractions.

    h. learning the meaning of VAK instruction (visual, auditory & kinesthetic).

    i. learning that reading is a speech to print code.

    j. learning that 85% of the English language follows regular patterns and that only 15% of English words do not follow a predictable pattern

    k. learning that reading (decoding) and spelling (encoding) are opposite and complementary processes.

    1. learning that English is a morphophonemic language - it is multi-layered & complex and reflects its origins from at least 4 languages.

    Instructional Strategies/Activities:

        1. 8 Step Lesson Plan, Multi-sensory, Structured Language Education (MSLE) Teachers Manual.

        2. Let's Read, Wilson Books #1-9, & Morgan Dynamic Phonics decodable books.

    Assessment Tools/Benchmarks:

        1. Informal teacher assessment.

        2. Demonstration of the use of these concepts in context of decoding and comprehension activities.

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Performance Standard/Student Outcome:

3A - Student will develop systematic knowledge of *phonics* (letter-sound correspondence) by recognizing and applying the recurring patterns of the English language to decode single syllable words:

    a. short vowels, consonants.
    b. consonant blends: st, sp, pr, bl etc. in the initial, medial and final positions.
    c. consonant digraphs (two letters, one sound): ch, sh, ck, ph ...
    d. consonant trigraphs (three letters, one sound): tch
    e. vowel combinations: diagraphs ai, oa ...., and dipthongs (two letters, sounds blended) au, oi....
    f. r-controlled vowels: ar, er, ir, or & ur
    g. complex and silent consonants, and abstract vowels:
    i. homophomes; here/hear.
    j. blending consonants and vowels to form syllables: /s/ *I'll IV* to sill or /ch/ i/ /k/ to chick.

Instructional Strategies/Activities:

1. Word sorts, Reading & Spelling situations strategy, Rime to Onset chart, MSLE Teachers Manual.
2. Decodable books: <u>Let's Read</u>, Wilson Books #1-9, Morgan Dynamic Phonics decodable books.
3. <u>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</u>.
4. "Sky writing" - <u>Multi-sensory Teaching of Basic Language Skills</u>.

Assessment Tools/Benchmarks:

1. Test of Word Reading Efficiency (TO WRE)
2. Woodcock Johnson word attack & letter word identification subtests.
3. <u>Developmental Spelling Assessment (PSA).</u>

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Performance Standard/Student Outcome:

3B - Student will recognize and develop an understanding of the six syllable types and the corresponding syllable division rules and apply these rules to decode multi-syllabic words: syllable types

      a. closed, CVC or CCVC as in *cot, plan* - vowel is short.

      b. open, CV as in *go* - vowel is long

      c. vowel combinations (digraphs and dipthongs) as in *sail, bread* - two vowels make one sound.

      d. final silent -e as in *kite, plane* —vowel in last syllable is long.

      e. final -le as in bugle - vowel sound in -consonant+le syllable is a schwa (uh).

      f. R controlled - any vowel followed by an r. Vowels are neither long nor short as in *doctor, perfect, curd, first, partner ... etc.*

      syllable division strategy and patterns in order of frequency

      a. VCCV divide between the C/C and accent the 1st

      b. VCCV divide between the C/C and accent the 2nd.

      c. VCCV divide before CC and accent the 1st.

      d. VCCV divide before CC and accent the 2nd.

      e. VCV divide before C and accent the 1st.

      f. VCV divide after C and accent the 1st.

      g. VCV divide after C and accent the 2nd.

h. VCCCV divide after 1st C and accent the 1st. i. VCCV divide after 1st C and accent the 2nd. j. VCCV divide after 2nd CC and accent the 1st. k. VV divide between the V/V and accent the 1st. (po' et) 1. VV divide between the V/V and accent the 2nd. (du et') Instructional Strategies/Activities:

    1. Word sorts, Student-Centered Sorts, Speed Sorts - MSLE Teachers Manual.

    2. Decodable books: Let's Read, Wilson #1-9, Morgan Dynamic Phonics decodable stories.

Assessment Tools/Benchmarks:

    1. Test of Word Reading Efficiency (TOWRE)- non-word subtest & real word subtest.

    2. Woodcock Johnson III - Word Attack and Letter Word Identification subtests - real word subtest.

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Performance Standard/Student Outcome:
    4 - Student will develop fast, accurate and effortless word identification skills *{automaticity)* and apply rhythm, intonation and phrasing *(fluency')* to reading sentences and texts by:

        a. identifying 3 to 5 instant words per new lesson.
        b. developing an inventory of high frequency instant words.
        c. repeatedly practicing the recognition acquired instant words .
        d. developing an understanding of the prosodic features that are not present in the printed text: intonation, gestures, stress, etc.
          (e.g. He is sick. He is sick. He is <u>sick</u>.)
        e. developing an understanding of the prosodic features of punctuation, (e.g. Chris hops. Chris hops? Chris hops!)
        f. learning to chunk words into meaningful units also known as scooping, (e.g.: noun phrases, verb phrases, prepositional phrases, etc.)
        g. learning to use semantic and syntactic paraphrases to anticipate what is to come in the text,
        h. practicing repeated reading and timed repeated readings. .

    Instructional Strategies/Activities:
        1. <u>Reading Teacher's Book of Lists</u> - high frequency words on flash cards.
        2. "Chunking Machine" activity: P. Hook and S. Jones, 2002.
        3. "Activities to develop fluency" and "Instant words" - MSLE Teachers Manual.
        4. <u>Read Naturally</u> - Software
        5. "Repeated readings" activities.

    Assessment Tools/Benchmarks:
        1. Woodcock Johnson III - Fluency subtest
        2. TOWRE

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Performance Standard/Student Outcome:
    5 - Student will increase his or her oral and print *vocabulary* by:
        1. learning homophomes (estimate-noun, estimate-verb or bow-a knot with loops, bow-the front of a ship).
        2. learning homonyms (know, no; they're, their, there).
        3. learning latin roots (tract: detract, subtract) and greek roots (geo: geology, geographic).
        4. learning prefixes, suffixes (per: permit, permission).
        5. learning multiple meanings (ray-a beam of light, ray-a type offish, ray-part of a line).
        6. learning word learning strategies (word play such as puns or palindromes and word building with morphemes).
        7. learning the structure and origin of words.

    Instructional Strategies/Activities:
        1. Bringing words to Life: Robust Vocabulary Instruction.

    Assessment Tools/Benchmarks:
        1. Woodcock Johnson III - Reading and Vocabulary subtests

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Performance Standard/Student Outcome:

6 - Student will improve reading *comprehension* by:
1. developing oral language comprehension skills through listening.
2. learning to be purposeful and active readers through the 6 strategies: monitoring, using graphic organizers, generating questions, answering questions, recognizing story structure and summarizing.
3. learning sequencing, categorizing, clarifying and summarizing.
4. learning to make predictions, make inferences, and draw conclusions.
5. learning fact/opinion, cause/effect/ compare/contrast.
5. learning the elements of narratives and expository text.

Instructional Strategies/Activities:
1. Teacher strategies including: direct explanation, modeling, guided practice & application using .
2. Cooperative learning activities that promote application of comprehension strategies.

Assessment Tools/Benchmarks:
1. Gray Oral Reading Test, ed. IV, (GORT-IV)