

# Overview of the Essential Components of Literacy: Connections to Instruction for Students with Autism

## 2015 National Autism Conference

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Pennsylvania Training and Technical Assistance Network

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## PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

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## PDE's Commitment to Least Restrictive Environment (LRE)

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Recognizing that the placement decision is an Individualized Education Program (IEP) team decision, our goal for each child is to ensure IEP teams begin with the general education setting with the use of supplementary aids and services before considering a more restrictive environment.

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## Agenda/Big Ideas

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- Overview of Literacy Development
- The Five Essential Components of Reading Instruction (the “Big Five”)
  - Supporting the Five Components w/ Activities
  - Assessing the “Big Five”
  - Adapting Materials for Individual Needs
- Resources and Websites

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## Organizational Tips:

- Video Clip = 
- Handout Packet (or separate handout) = 
- Response Cards = 

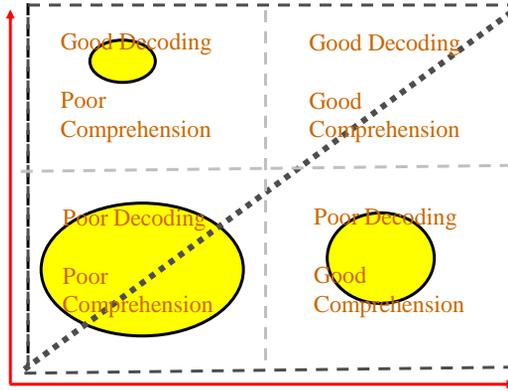
Response Cards	
- Reference to Text (in the bookstore)= 
- Training Activity = 

TRAINING  
ACTIVITY

## Who is here? Learning intentions...

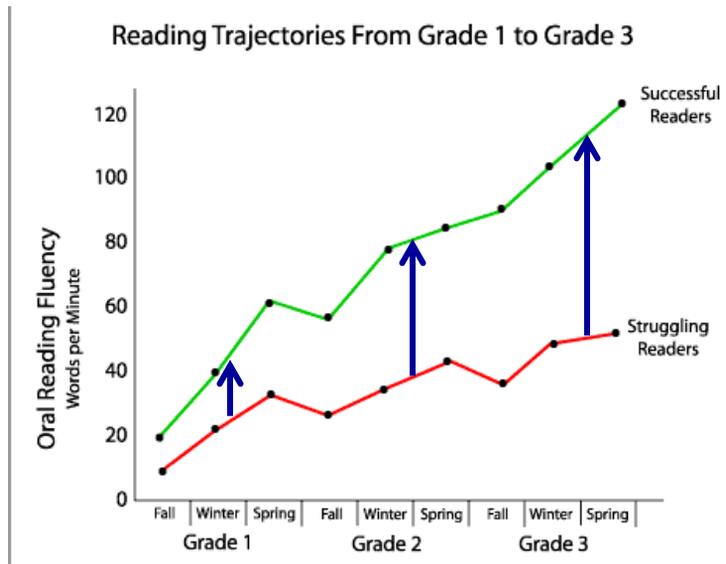
- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Please stand when your role is identified by the presenter...</li> <li>✓ Parent/Guardian</li> <li>✓ Educator</li> <li>✓ Administrator</li> <li>✓ Paraprofessional</li> <li>✓ School Psychologist</li> <li>✓ Speech Pathologist</li> <li>✓ Other?</li> </ul> | <ul style="list-style-type: none"> <li>• We hope to meet your learning needs by...               <ol style="list-style-type: none"> <li>1. validating effective practices that you already use.</li> <li>2. reminding you about effective practices that you may have used, but forgot about.</li> <li>3. learning about new effective practices.</li> </ol> </li> </ul> |
|--|--|

## Children Vary on a Continuum of Reading Ability



[www.childrenofthecode.org](http://www.childrenofthecode.org)

## Teaching Reading is **URGENT!**



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## An Important Missing Link in the Chain of Reading Comprehension

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## Reflection

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What does oral language instruction look like at this point in your classroom? Is there any intentional plan?



## Oral Language is the Heart of Literacy Instruction



**Who:** The classroom teacher

**When:** All day – Every Day

**How:**

- 📖 Focus on activities that develop speaking, listening and conversational skills.
- 📖 Create opportunities for purposeful talk
- 📖 Model the use of rich and interesting language



## Early Predictors

- “The most important aspect to evaluate in child care settings for very young children is the amount of talk actually going on, moment by moment, between children and their caregivers.”

*Betty Hart and Todd Risley*

- We can use this as a basis to begin thinking about the importance of conversation in the classroom for school-age children of all grades and ages.

## Making the Connection

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Connecting oral language and printed language is a critical skill for learning to read.



## “Speech to Print”

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- **Some:** make the connection automatically through rich and frequent exposure to oral language.
- **Most:** benefit from explicit instruction in that essential relationship
- **Few:** will not develop the understanding unless they have explicit, direct instruction plus many opportunities for repetition in order to become proficient readers.

- Louisa Moats



## Concepts Taken for Granted

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- Difference between words and pictures.
- Words on a page have meaning.
- Words go across the page from left to right.
- Words are made up of letters and separated by a space.
- Each letter has at least 2 forms.

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## Use of Symbolic Language

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- Imagine how you would feel if you were trying to interpret a book full of such symbols.
- That's how struggling readers and/or beginning readers feel.



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## Glossary of Terms



- **Yellow Handout:**
  - Alphabetic Principle/Phonics
  - Comprehension
  - Direct Instruction
  - Explicit Instruction
  - Fluency With Connected Text
  - Phonemic Awareness
  - Phonological Processing
  - Progress Monitoring
  - Systematic Instruction
  - Vocabulary

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## Warm-Up Activity



- Use the “Phonemic Awareness” and “Phonics” response cards to complete this warm-up activity.
- Your presenter will guide you through this exercise.



## Emergent Literacy: Literacy Development



- Emergent literacy refers to literacy-related activities that take place early in the life of a child, before formal reading instruction begins.



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## Emergent Literacy: Literacy Development

- Language and reading/writing are NOT age or grade dependent.
- We need to teach children from where they are, building on what they know, along the steps toward where they need to be.



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## Emergent Literacy: Research

- “Speech is natural, learning to read is not”
- Reading needs to be taught



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## Emergent Literacy Putting Research into Practice



- Storybook Reading (reading, listening)
- Print Awareness (book knowledge)
- Language Play (songs, poems)

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# The Five Essential Components of Reading Instruction



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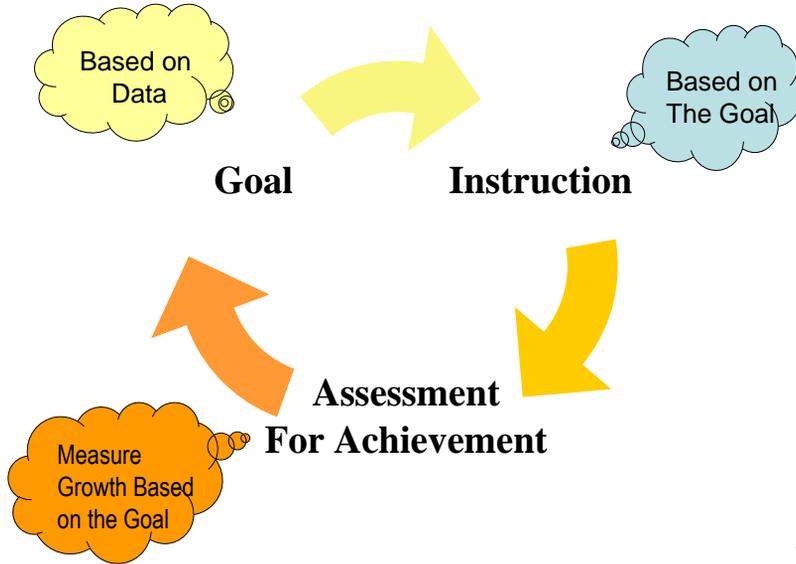
## Background on Reading Research

- *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin. 1998)
- National Reading Panel Report (2000)
- *Beginning to Read* (Adams. 1990)



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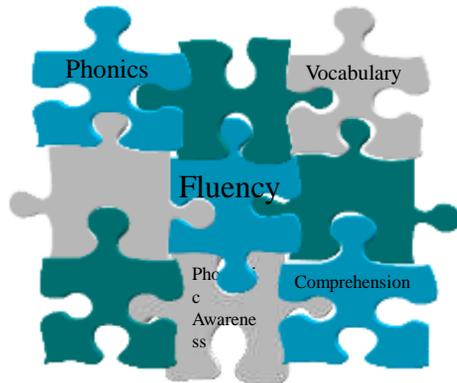
## Instructional Planning that can Improve Reading Outcomes



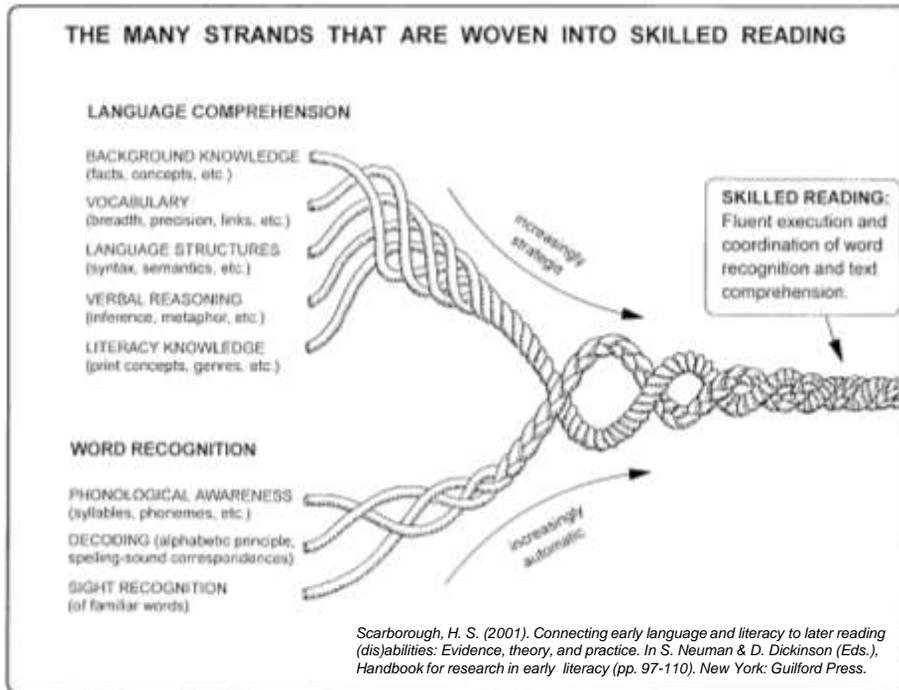
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## Overview

- Cracking the Code:



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## Phonemic Awareness



- Defined → Phonemic awareness is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.

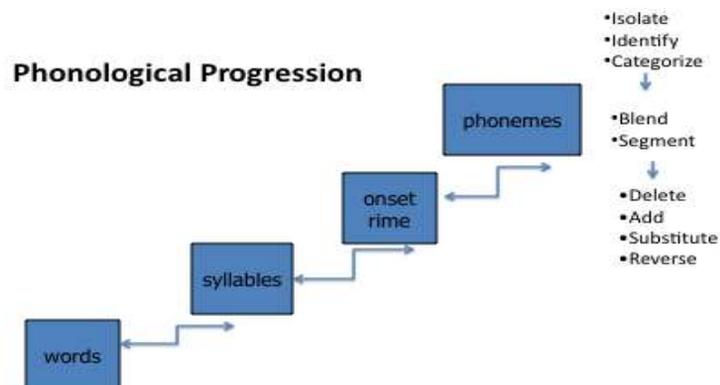
## Phonemic Awareness Skills



- From least to most complex:
  - Word Comparison
  - Rhyming
  - Sentence Segmentation
  - Syllable Segmentation/Blending
  - Onset-rime Blending/Segmentation
  - **Blending/Segmenting Individual Phonemes**
  - **Phoneme Deletion and Manipulation**

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## Phonological Progression



Nancy Hennessy 2015

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## Activity: Oral Word Play Games

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### Koosh Ball Games

- Silent Ball
- Sentence Segmentation
- Same Sound Start
- Rhyming
- Initial – Final Game
- Multi-syllabic Word Games



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## Kinesthetic Activities

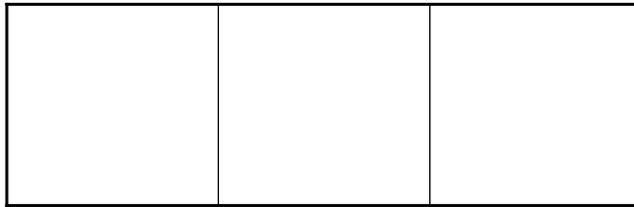
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- Onset-Rime Bump
- Sentence Hop
- Syllable Snowball Toss

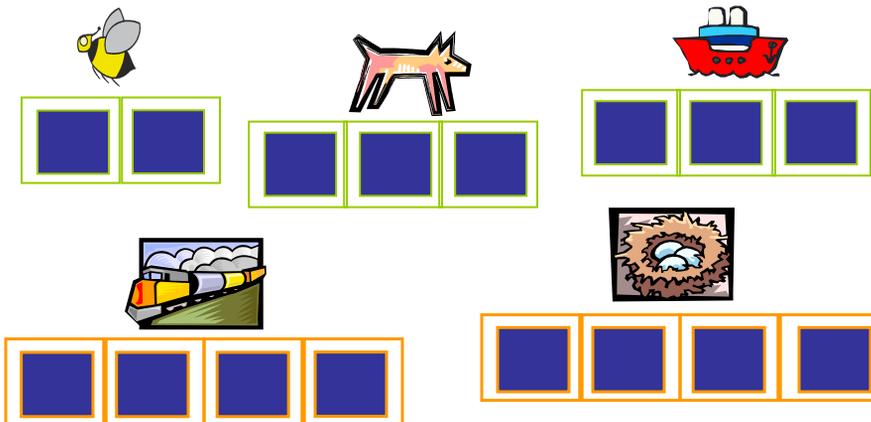
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# Elkonin Boxes: Hearing Sounds Activity



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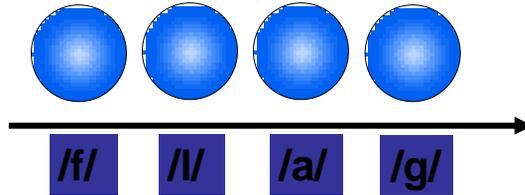
## Activity: Sound Boxes



Using markers or sound boxes have students use a marker to mark the sounds they are hearing.

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## Activity: Sound Counting “Tap it, Map it and Zap it!”



- Partner and trade off being student and teacher.
- Create a list of 5 to 10 words.
- Play the game: **Tap it, Map it and Zap it.**



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## Assessing Phonemic Awareness



- DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills) → Phonemic Segmentation Fluency (FSF)
- Scholastic Phonemic Awareness Skills

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## Phonics

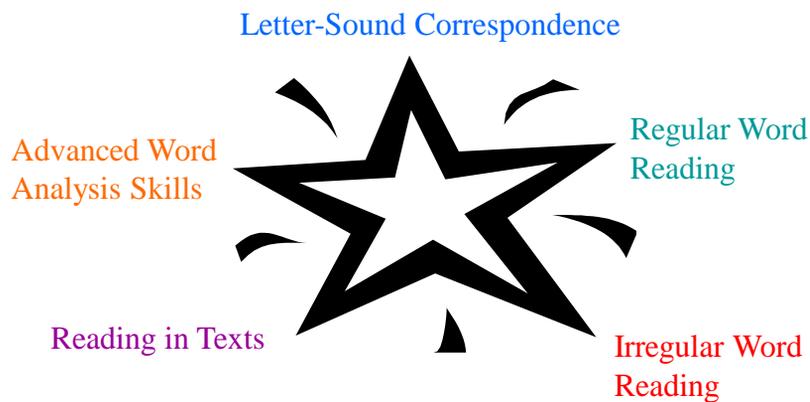
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- Defined → Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.

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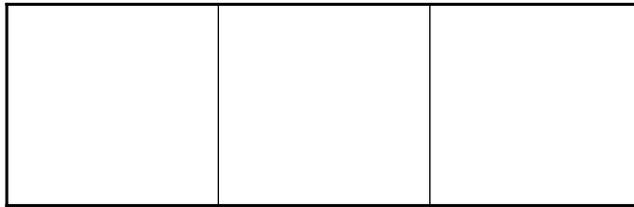
## Phonics Skills

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# Elkonin Boxes: Words Activity



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## Activity: Phoneme-Grapheme Mapping "Tap It, Graph It and Zap It!"



●	●	●		
<b>sh</b>	<b>ee</b>	<b>p</b>		
●	●	●		
<b>s</b>	<b>i</b>	<b>ng</b>		
●	●	●	●	
<b>s</b>	<b>t</b>	<b>o</b>	<b>p</b>	

- Builds on the students PA knowledge to create a solid foundation for mapping that sound knowledge to print.

- Phoneme-Grapheme Mapping builds the bridge from sounds to spelling.



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## Activity: Word Building

- Word Building gives a student the opportunity to practice making words using movable letters.
- Word building stresses the core phonological deficit of blending and segmenting and adds practice in the skill of manipulation of sounds.
- This activity strengthens the phonological processor.



mat	mop
cat	top
fat	tip
fad	lip
mad	slip
map	sip



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## Assessing Phonics

- DIBELS Next Nonsense Word Fluency (NWF)

lut

sim

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## Fluency

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- Defined → The ability to read text with speed, accuracy and expression.

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## The Fluency Challenge.....

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“One of the **great mysteries** to challenge researchers is how people learn to **read** and comprehend text **rapidly** and **with ease**. A large part of the explanation lies in how they learn to read individual words. **Skilled readers are able to look at thousands of words and immediately recognize their meanings without any effort.**”

Ehri, L. C. (2002).

Phases of acquisition in learning to read words and implications for teaching.

Let's try a Simulation

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## 70%

In the \_\_\_\_\_ of \_\_\_\_\_, nothing is \_\_\_\_\_. Some \_\_\_\_\_ life-size \_\_\_\_\_ out of tall \_\_\_\_\_ and shrubs. A \_\_\_\_\_ careful \_\_\_\_\_ and \_\_\_\_\_ can \_\_\_\_\_ paths. \_\_\_\_\_ cut and shape plants into \_\_\_\_\_, larger-than-life and \_\_\_\_\_ leafy \_\_\_\_\_. What would you do if you \_\_\_\_\_ a \_\_\_\_\_ full of these \_\_\_\_\_? \_\_\_\_\_ you walk right in?

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## 80%

In the world of \_\_\_\_\_, nothing is \_\_\_\_\_. Some \_\_\_\_\_ create life-size \_\_\_\_\_ out of tall bushes and shrubs. A \_\_\_\_\_ careful planning and clipping can \_\_\_\_\_ paths. \_\_\_\_\_ cut and shape plants into \_\_\_\_\_, larger-than-life and \_\_\_\_\_ leafy \_\_\_\_\_. What would you do if you \_\_\_\_\_ a \_\_\_\_\_ full of these animals? Would you walk right in?

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# 90%

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In the world of gardens, nothing is \_\_\_\_\_. Some gardeners create life-size \_\_\_\_\_ out of tall bushes and shrubs. A gardener's careful planning and clipping can \_\_\_\_\_ strange paths. Others cut and shape plants into awesome, larger-than-life and \_\_\_\_\_ leafy \_\_\_\_\_. What would you do if you discovered a garden full of these \_\_\_\_\_? Would you walk right in?

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## Unusual Gardens

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In the world of gardens, nothing is impossible. Some gardeners create life-size mazes out of tall bushes and shrubs. A gardener's careful planning and clipping can create strange paths. Others cut and shape plants into awesome, larger-than-life and incredible leafy animals. What would you do if you discovered a garden full of these animals? Would you walk right in?

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## Why is fluency important?



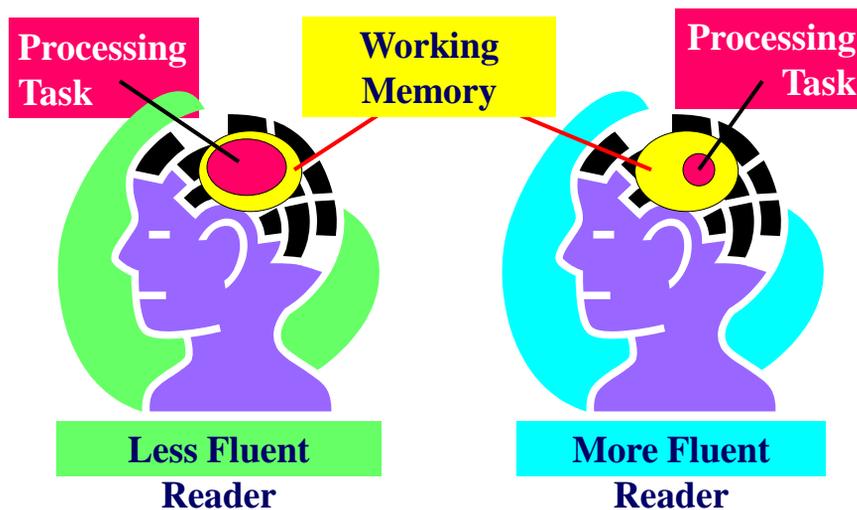
Because it provides a **bridge** between word recognition and comprehension.

“In fact, the **automaticity** with which skillful readers recognize words is the key to the whole system...The reader’s attention can be focused on the meaning and message of a text only to the extent that it’s free from fussing with the words and letters.”

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- Marilyn Adams

## Working Memory, Fluency & Comprehension



Colorado Reading First

## Types of Fluency

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- Accurate and Automatic at the:

<b>Sound Level</b>
<b>Letter Level</b>
<b>Letter/Sound Level</b>
<b>Word Level</b>
<b>Phrase Level</b>
<b>Sentence Level</b>

\*Developmental Progression – Oral Reading Fluency, more than speed

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## Sample Fluency Activities

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- Repeated Reading with a purpose
  - First time reading to familiarize
  - Second reading to identify storyline, make predictions
  - Third reading to build speed, accuracy and expression

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## Sample Fluency Activities (cont.)

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- Guided Oral Reading (with corrective feedback)
- Read Aloud (with parent modeling)
- Shared Reading (parent/child)
- Taped Reading (listening and following along with the text)

Resource: San Diego Quick Assessment (Pink Handout)

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## Assessing Fluency

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- DIBELS Next Oral Reading Fluency (DORF)
- Curriculum-Based Measurement
- Informal Reading Inventories
- Read Naturally One Minute Reader
- [www.interventioncentral.org](http://www.interventioncentral.org)

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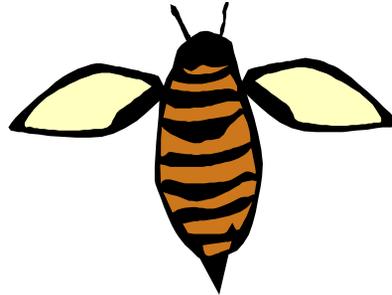
## Fluency Activity

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- Read Naturally

➤ *Killer Bees*



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## Vocabulary

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- Oral and Reading Vocabulary → Learning, as a language-based activity, is fundamentally dependent on vocabulary knowledge.

(Baker, Simmons, & Kame'enui, 1998)

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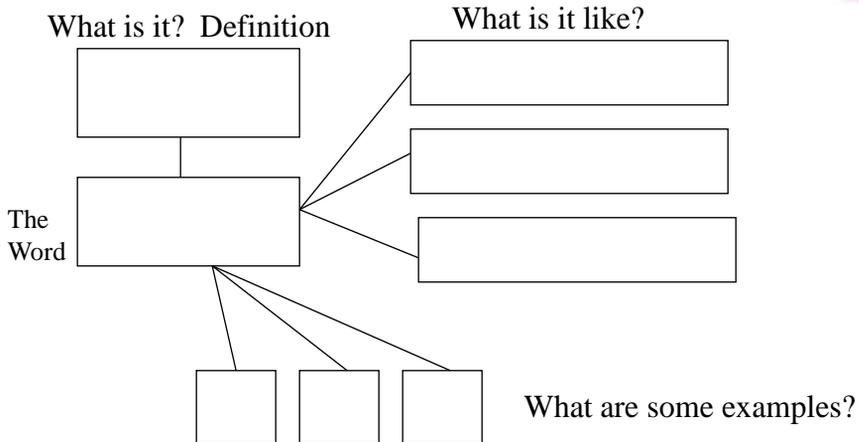
# Vocabulary Activities

- Definition Mapping
- Frayer Model
- Semantic Map



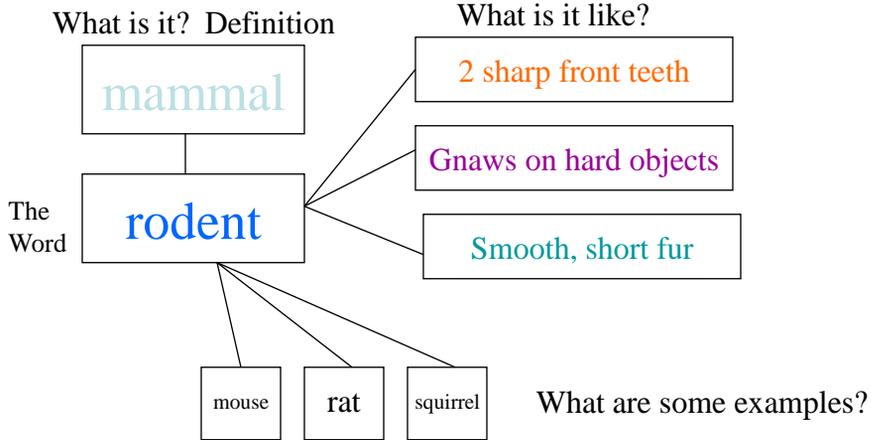
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## Vocabulary: Definition Mapping



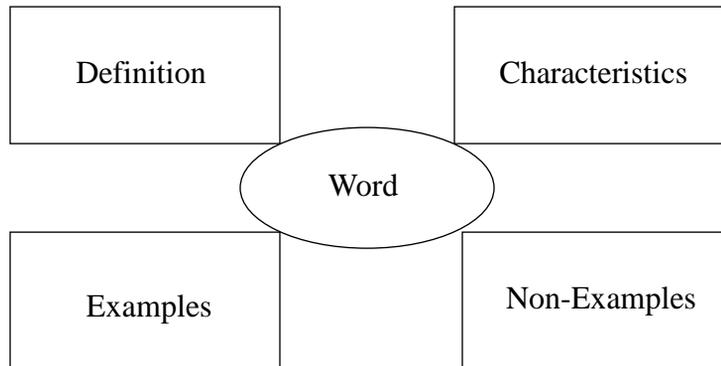
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## Vocabulary: Definition Mapping



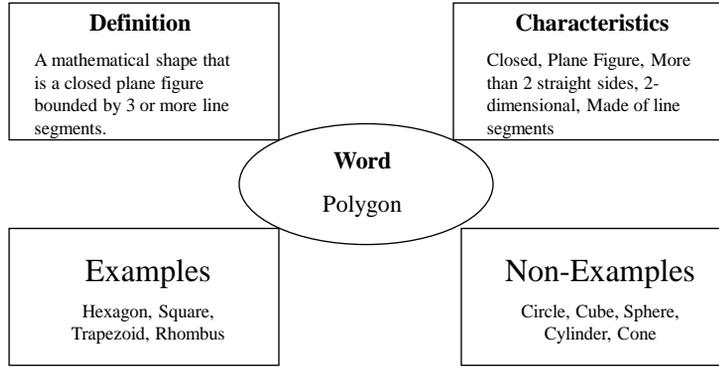
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## Vocabulary: Frayer Model



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# Vocabulary: Frayer Model



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# Vocabulary Routine



- “Bringing Words to Life: Robust Vocabulary Instruction”  
- Beck, McKeown & Kucan

- Step 1: \_\_\_\_\_
- Step 2: \_\_\_\_\_
- Step 3: \_\_\_\_\_
- Step 4: \_\_\_\_\_
- Step 5: \_\_\_\_\_
- Step 6: \_\_\_\_\_

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## Vocabulary Assessment Ideas

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- DIBELS Next Retell Fluency (RTF), DORF and DAZE
- Graphic Organizers
- Assessing Integration and Meaningful Use of Vocabulary

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## Comprehension

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- Defined → The process of constructing meaning from written texts, based on a complex coordination of a number of interrelated sources of information.

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## The Matthew Effect

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- Based on research by Keith Stanovich and Anne Cunningham
- The Matthew Effect refers to the Bible parable of the rich getting richer and the poor getting poorer.
- Children who read learn more words, they understand more, so they are motivated to read more – **They get RICHER**
- Children who don't read much, learn fewer words, understand less and are less motivated to read – **They get POORER**

## The Importance of Background Knowledge

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- “Cognitive scientists agree that reading comprehension requires prior “domain-specific” knowledge about the things that a text refers to, and that understanding the text consists of integrating this prior knowledge with the words in order to form a “situation model.”\*
- \*E.D. Hirsch, The Knowledge Deficit – on the work of Walter Kintsch

## Balancing Knowledge and Reading Skills

- How much do you know about baseball???
- Students who were good decoders but knew very little about baseball did not comprehend as much as their peers who were weaker decoders but had good domain specific knowledge about the game.
- But.....both are important!

\*W.Schneider and J. Korkel, Contemporary Educational Psychology, 14, (1989)

Daniel Willingham, "Teaching Content is Teaching Reading"

- [www.youtube.com/watch?v=RiP-ijdxqEc](http://www.youtube.com/watch?v=RiP-ijdxqEc)



## Comprehension Skills

- Primary Grade Skills (K-3)
  - Literal Comprehension
  - Sequencing
  - Summarization

## Comprehension Skills

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- Intermediate Grade Skills (4-12)
  - Connecting ideas within the reading
  - Comprehending complicated sentences
  - Critically reading passages

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## Comprehension Activities

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- Pre-Reading
- During Reading
- Post Reading



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## Comprehension: Pre-Reading Activities

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- Preview Text
- Make Predictions
- Complete a K-W-H-L Chart
- Connect to Prior Knowledge

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## Comprehension: During Reading Activities

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- Stop periodically and summarize what you have read
- Focus on the main idea and supporting details in each paragraph
- Visualize

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## Comprehension: After Reading Activities

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- Delete trivial information
- Delete redundant information
- Use single category labels to replace a list of smaller items/actions
- Summarize paragraphs

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## Comprehension Assessment

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- DIBELS Next Retell Fluency (RTF), DORF and DAZE
- Questioning and Oral Feedback
- Checklists and Observation Forms
- Performance Assessments
- Paper-and-Pencil Tests

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## Making Modifications

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- Modifications in The Classroom
- A Collection of Checklists

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## Helping The Older Student

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- Encourage reading for the fun of it as a free-time activity.
- Create an environment rich with books.
- Talk and listen to students every chance you get.
- Set the example—put a book in your hand and be sure that your students know that you read for enjoyment and to get needed information.
- Monitor your students' schoolwork and celebrate their success.

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## General Tips for Helping Child to Learn

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- Listen and pay attention to their problems
- Read with them
- Tell family stories
- Limit their television watching
- Have books and other reading materials in the house

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## General Tips for Helping Children to Learn (cont.)

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- Look up words in the dictionary with them
- Take them to the library—get them their own library card
- Take them to museums and historical sites
- Discuss the daily news with them

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## General Tips for Helping Your Child to Learn (cont.)

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- Go exploring with them
- Find a quiet place for them to study and/or do their homework
- Review their homework
- Meet with their teachers
- Maintain active involvement in their daily lives...communicate regularly

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## Wrap Up

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- Questions/Comments/Feedback
- Thank you for your attention!

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## [www.PaTTAN.net](http://www.PaTTAN.net)

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- [www.pattan.net](http://www.pattan.net)
- Click on Educational Initiatives tab
- Click on Reading tab
- Explore the Reading page for resources, videos and upcoming events



## Websites/Resources

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- <http://edpubs.ed.gov>
  - Helping Your Child Become a Reader
- [www.pattan.net](http://www.pattan.net)
  - Click on the Reading Initiative for more information and links

## Websites/Resources (cont.)

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- [www.fcrr.org](http://www.fcrr.org)
- <http://reading.uoregon.edu/>
- <http://www.textproject.org/>
- <http://www.centeroninstruction.org/index.cfm>

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## Contact Information [www.pattan.net](http://www.pattan.net)

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Commonwealth of Pennsylvania

Tom Wolf, Governor