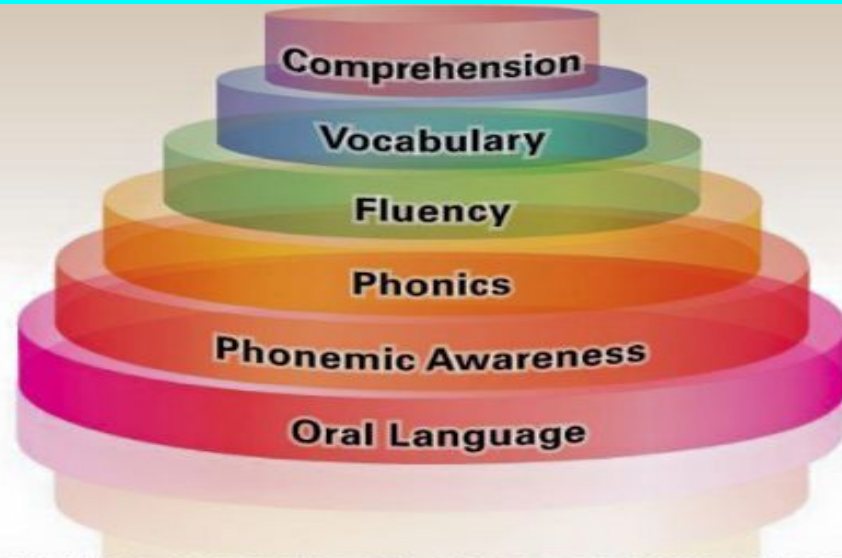


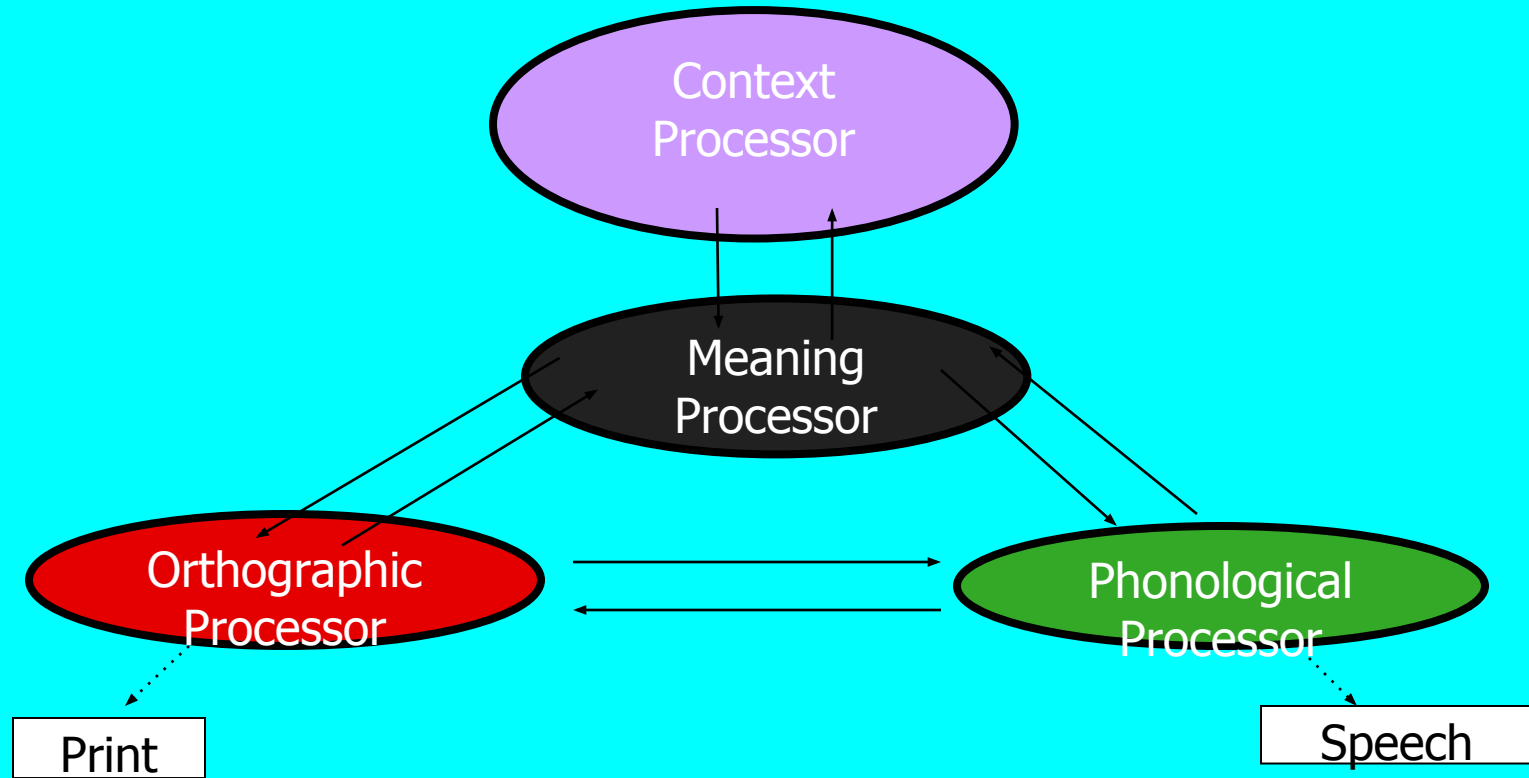
Multisensory Reading Instruction

Kelly Cornelius, 2018



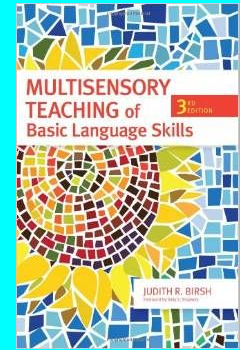
BUILDING BLOCKS OF SUCCESSFUL READING

Four Part Mental Processing Model



Definition of Multisensory Instruction

“pertains to teaching strategies to guide students in linking eye, ear, voice, and hand to bolster learning in the carefully sequenced teaching of language structure.”

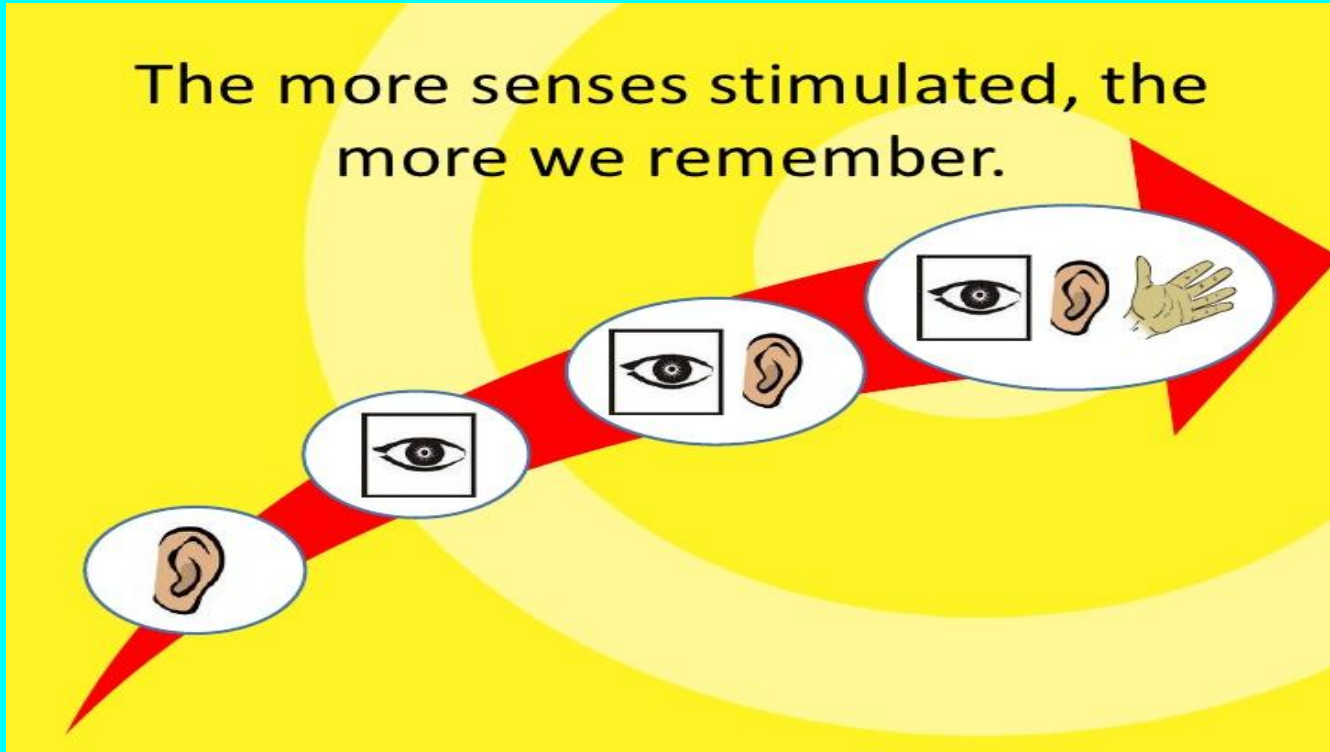


Rationale for Multi-Sensory Instruction

If we can incorporate visual, auditory, and tactile stimuli into a learning environment, we can imprint a memory. In turn, learning can be more effectively achieved.

In short...

The more senses stimulated, the more we remember.



Phonemic Awareness



What is Phonemic Awareness

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

Why Teach Phonemic Awareness

- It improves students' word reading and comprehension.
- It helps students learn to spell.

Assessments

- Early Screening and Periodic Retesting is the key to establish early literacy level of all children.
- Assessments help plan instruction and identify children that may be at risk for reading difficulty.

Instruction

- Research shows that the most powerful instruction is one that just focuses on segmenting and blending rather than on multiple activities.
- Research suggest that roughly 20 minutes or less in 25-30 minutes lessons. However, the number and length of the lesson should be based on the students need.

Activities

Phonemic Awareness can be taught. When children receive instruction around the time they begin to learn to read, their reading will tend to be more skillful than that of children without this instruction.

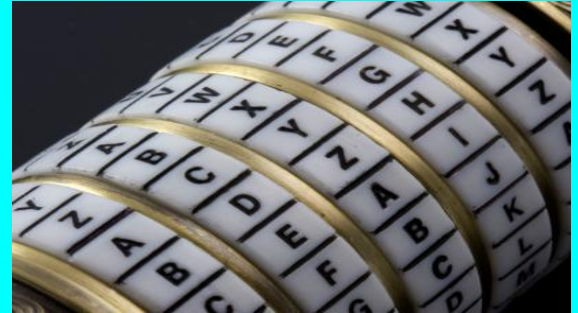
PHONICS



Decoding

Decoding is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words.

The goal of decoding instruction is the immediate, facile translation of a word into its spoken equivalent.



Decoding Strategies

- Sound-Symbol Correspondences
- Contextual Clues
- Structural Analysis
- Instant Word Recognition

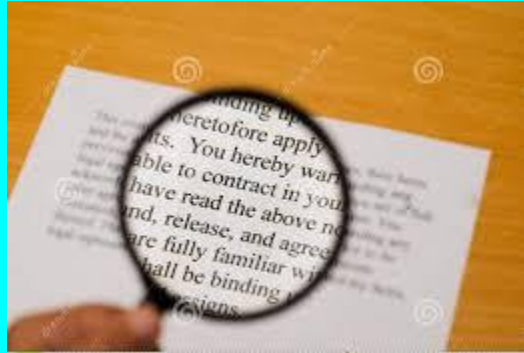
Solid Foundation for Sound-Symbol Correspondences

- Awareness for the speech sounds of language and the print are the foundation for sound-symbol correspondences
- Phonological awareness involves sensitivity to the sound structure of spoken language(i.e. rhyming, counting words in sentences, counting syllables in words, and identifying specific sounds in a word)
- Print awareness involves the sensitivity to the conventions of a printed page (i.e. top to bottom, left to right, punctuation, indentations, spaces between words, and the awareness that words consist of letters)

Orthographic Patterns

- Basic sound-symbol correspondences are built at the same time knowledge of orthographic patterns in language are being developed
- Knowing the patterns helps the reader to choose the best pronunciation of a letter with more than one possible sound
- The study of the orthography reinforces information that readers need for reading and spelling success.

Decoding vs. Encoding



Recognition
Memory

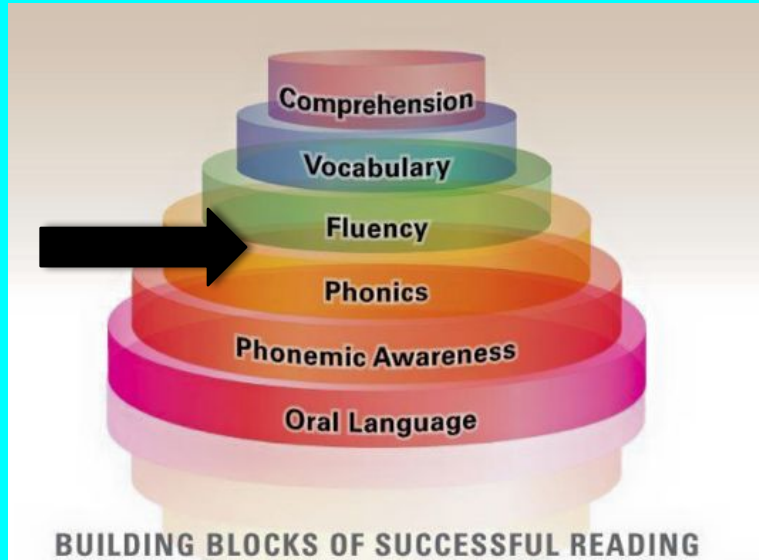


Recall
Memory



Spelling

Translating speech sounds into letters or letter patterns



Decoding vs. Encoding

Decoding

“When you **see**,
it is read...”

- Reading
- Receptive
- Recognition
memory

Visual → auditory

Both

●
Phonological
Awareness

Knowledge
of Phonemes

Letters/
graphemes

Encoding

“When you **hear**,
it is spelled...”

- Writing/Spelling
- Expressive
- Recall memory

Auditory → visual

Fluency



BUILDING BLOCKS OF SUCCESSFUL READING

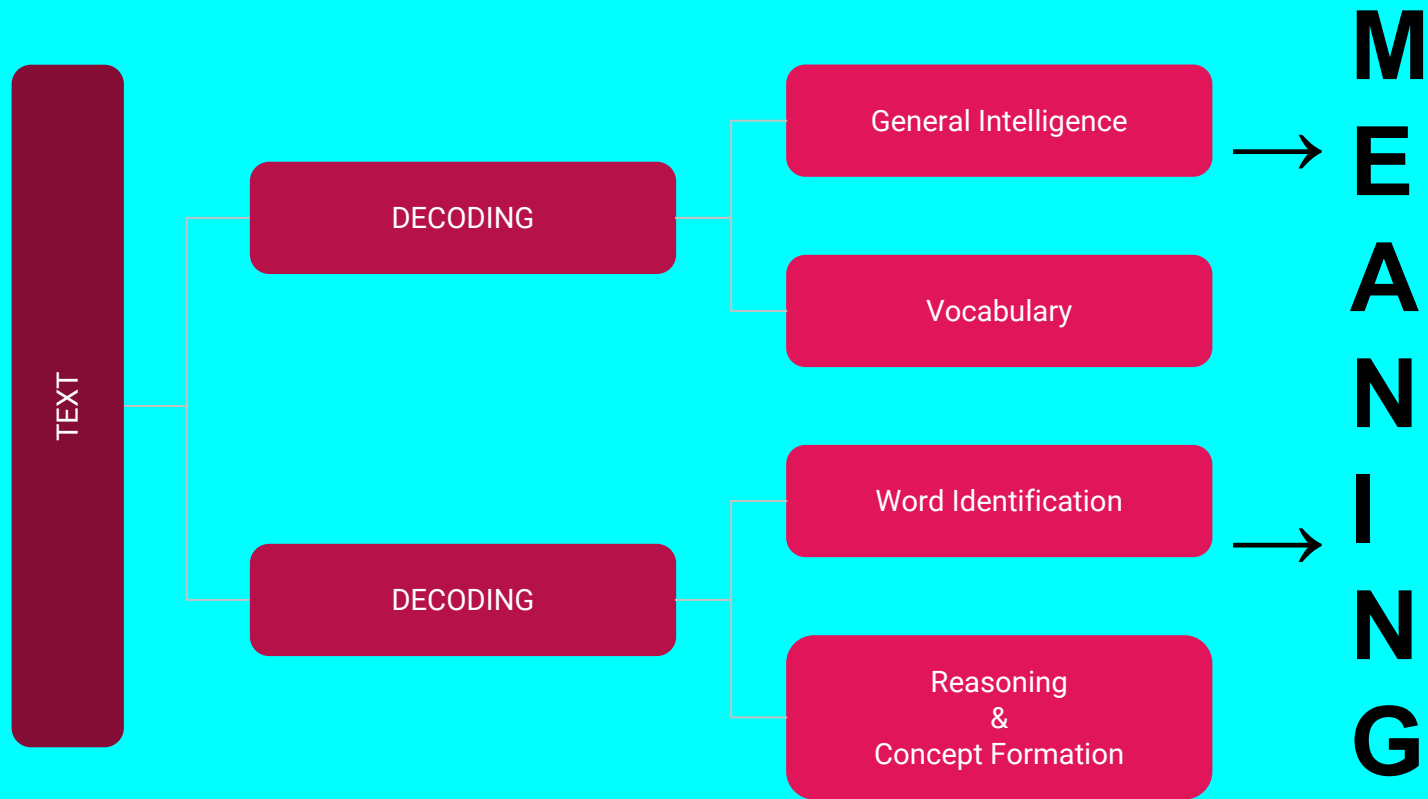
Fluency

Why does it matter?
What strategies are effective?

Fluency

Fluency is the ability to read text quickly, accurately, and with good understanding. – National Reading Panel, 2000

In addition to automatic word identification, fluency involves the application of appropriate prosodic features and anticipation of what will come next in the text.



Fluency Forms the bridge between decoding and comprehension.

What precedes fluency?

- Accurate, rapid word recognition
 - Accurate, rapid word recognition comes primarily from decoding skills
- Decoding allows the students to link the printed word with the spoken word
- Research suggest that word recognition speed is predictive of later reading comprehension.

Fluency Assessment

One-Minute Fluency Probe

Purposes:

- Screening
- Diagnosing
- Monitoring progress



One-Minute Fluency Probe

Basic Administration



1. Administer individually
2. Use unpracticed text
3. Student reads text aloud while teacher times 1-minute sample and marks words read incorrectly
4. Calculate words read correctly per minute (WCPM)
5. Compare score to norms or benchmarks

Forming Instructional Groups

	Inaccurate < 95%	Accurate > or = 95%
Not Fluent wpm < benchmark	decoding	fluency practice
Fluent wpm > or = benchmark	decoding	comprehension

Fluency Instruction...a Developmental Viewpoint

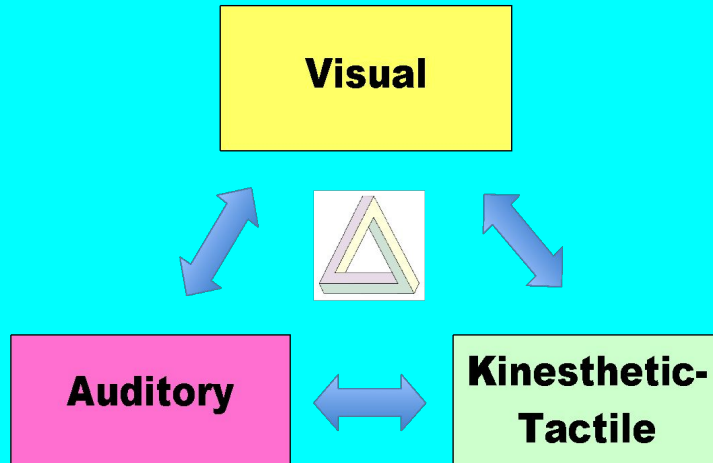
- We must not wait to work on fluency until students acquire basic reading.
- We are not finished with fluency after the second- through fourth-grade reading levels.



Multisensory

“Conscious multisensory procedures using the student’s eyes, ears, hands and mouth help to link sound, sight and feel of spoken language to the printed word on the page.”

MSBLS p. 460



Instruction Beyond Accuracy

Accurate



Stable



Automatic

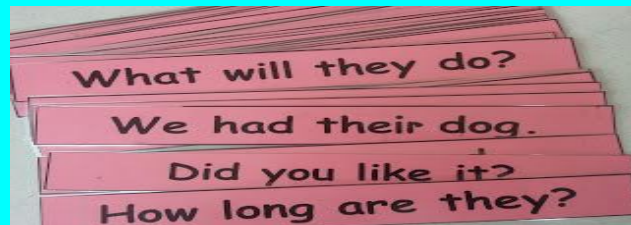


Methods for Building Fluency

Word Work

at	Sat
Mat	Rat

Phrase Work



Continuous Text

I'm sitting on the beach, eating an ice-cream, Alice and Paul are swimming in the sea and Tom is in the park.
He's playing with a friend. Peter is listening to the radio and reading.
We're having a fantastic holiday. Abercwm is a little fishing village in north Wales with a park, a castle, some Roman remains and some lovely gardens, and there's a little fishing port with a lighthouse.
Everybody here is really friendly. I think we're lucky. This is our second holiday this year and we're doing just what we want to do: sleeping, eating and playing games. The food is lovely too.

Word Work Progression

at	S at
M at	R at

phonological blending and segmenting

letter recognition

letter/sound match

blending to decode

segmenting to encode

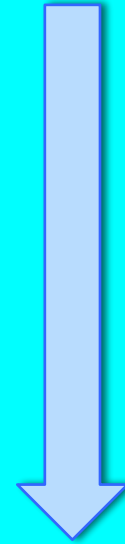
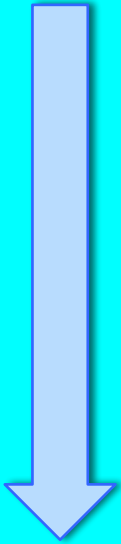
pattern recognition

word recognition

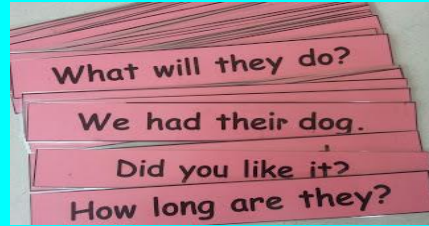
multisyllable words

morphological variations

linguistic complexities



Phrase Work



- Phrase cards.

Ex: *in a pot, up the hill, into the water*

- Phrased cued text

*Thomas Alva Edison/ invented many things/
that are still in use/ today.// He had/ good
ideas.// When Edison had ideas,/ he worked on
them.// He would try/ many things.//* MTBLS p. 307

Continuous Text

I'm sitting on the beach, eating an ice-cream. Alice and Paul are swimming in the sea and Tom is in the park. He's playing with a friend. Peter is listening to the radio and reading.

We're having a fantastic holiday. Abercwm is a little fishing village in north Wales with a park, a castle, some Roman remains and some lovely gardens, and there's a little fishing port with a lighthouse. Everybody here is really friendly. I think we're lucky. This is our second holiday this year and we're doing just what we want to do: sleeping, eating and playing games. The food is lovely too.

- Assisted Reading
 - Neurological Impress Method
 - Paired Reading
 - Audio Recorded Reading
 - Buddy Reading
- Repeated Reading

MTBLS p. 308-309

The most effective programs:

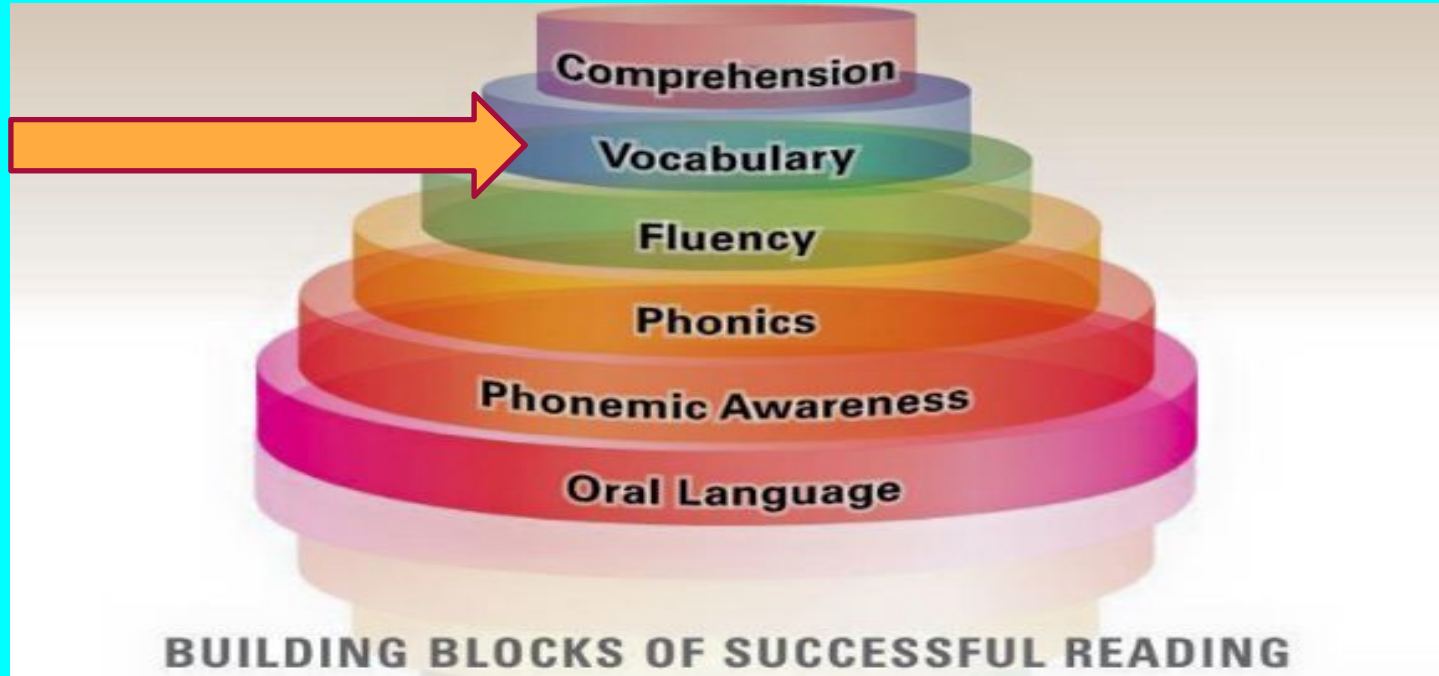
- Focus on a child's oral reading
- Allow opportunities for practice
 - Students read aloud during connected text
- Provide ongoing feedback as the child reads
 - Through oral reading rather than silent reading

Fluency – Rationale



- Fluency is not the endgame; it is a facet of reading and learning to read. Fluency interacts with word meanings, sentence sense, background experiences, and more to culminate in skilled proficient reading.
- The goal of fluency building is not speeding up per se, but greater understanding—practicing beyond accuracy to become stronger readers.

Vocabulary



Vocabulary

How does vocabulary relate to comprehension?

What is reading comprehension?

- The ultimate goal of reading
- Latin
 - Com
 - With
 - Prehendere
 - To seize, grab, or pick up
- Comprehension
 - Seizing, grabbing or picking up with.....

What are the differences before reading?

Good Readers

- Activate prior knowledge
- Understand the purpose of reading
- Are self-motivated
- Make positive self-statements about their progress
- Choose appropriate strategies

Poor Readers

- Begin reading without preparation
- Are unaware of the purpose
- Read only because they “have to”
- Make negative self statements about their progress
- Begin reading with no strategy or plan

What are the differences during reading?

Good Readers

- Focused
- Self-Monitor understanding
- Anticipate and predict
- Use “fix-up” when they get off track
- Use context to understand meaning
- Recognize and use text structure
- Organize and integrate new information

Poor Readers

- Easily distracted
- Often unaware of lack of understanding
- Read just to finish
- Have no “back-up” strategies when lack understanding
- Do not recognize the importance of new vocabulary
- Do not recognize organizational structure
- Add on rather than integrate new information

What are the differences after reading?

Good Readers

- Think about what was read
- Summarize main ideas in some manner
- Seek more information from other sources
- Affirm that their success is a result of their effort

Poor Readers

- Stop both reading and thinking
- Believe that any success they experience is a result of luck

Where do we start?

- Divide activities and instruction into three categories
 - Pre-reading
 - Reading
 - Post-reading

But first!!

- The size of a child's vocabulary is one of the best predictors of his reading comprehension: children with the biggest vocabularies tend to be the strongest readers.
- This becomes increasingly true as the child gets older.
 - Shaywitz, 2003

What we know about vocabulary:

- Vocabulary knowledge is a strong predictor of reading comprehension
- In content areas, word knowledge is essential to learning new concepts

Principles to guide instruction

- Activate student engagement in developing an understanding of words and the ways to learn words
- Personalization of word learning
- Immersion in words
- Building knowledge through multiple sources

Criteria for Choosing Words

- Importance and utility
 - Appear frequently in varying contexts
- Instructional potential
 - Connect with other words and concepts that are valuable to the students
- Conceptual understanding
 - Help the student deepen their understanding of concepts
 - Beck, et al (2002)

How do we prioritize?

- Three tiers
 - Tier One
 - Basic words rarely needing instruction
 - Girl, happy, angry
 - Tier Two
 - High frequency words for mature language users
 - Coincidence, triumphant, hostile
 - Tier Three
 - Low frequency words found in specific domains
 - Hexagon, biosphere, aqueduct

Keep your eyes on the goal:

- Teach words that add to the student's ability to use language in a wide variety of contexts
 - Tier Two words
- Teach words that assist the students in developing knowledge within a content area
 - Tier Three words

In a narrative text, Tier Two rules!

- Choose words that
 - add to the understanding of the story
 - add to the “cultural lexicon” of the student
- These words add to the richness of language
- These words enrich the vocabularies of students

Narrative text

- Develop a vocabulary chart
 - Activate the students' awareness of the words
- Encourage the use of context clues
- Prompt discussion of word meaning

Aunt Isabel Tells a Good One

By Kate Duke

ingredients

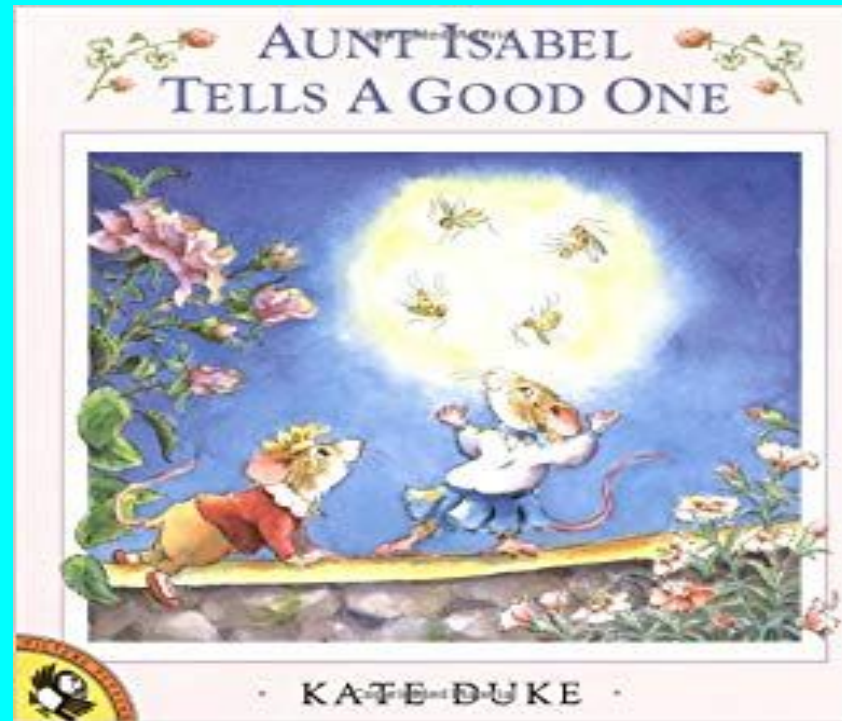
gloomy

creature

grumble

villain

odious



Vocabulary Chart

Aunt Isabel Tells a Good One

By Kate Duke

Words:	I know....	Now I know
ingredients		
gloomy		
creature		
grumble		

Vocabulary Chart

Aunt Isabel Tells A Good One

By Kate Duke

Words:	I know....	Now I know
ingredients	Mixed stuff	
gloomy	Sad, dark	
creature	Animal, monster	
grumble	Mad, whiner	

Vocabulary

Hoist

Timid

Bicuspid

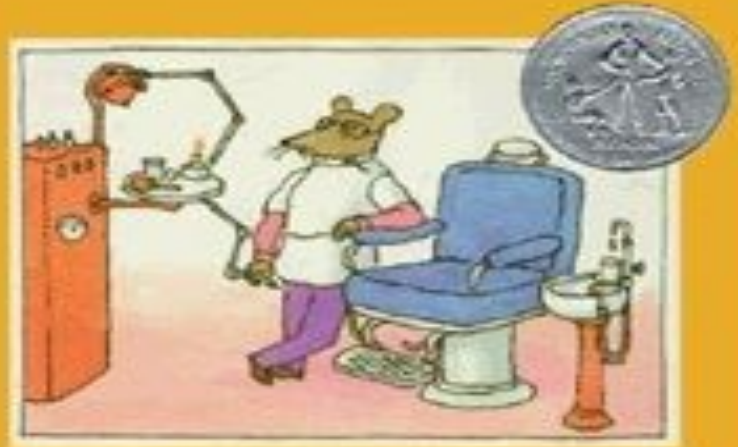
Morsel

Winch

Caress

Clench

Doctor De Soto



WILLIAM STEIG

Vocabulary Chart

Dr DeSoto

By William Steig

Words:	I know....	Now I know
hoist		
timid		
bicuspid		
morsel		

Vocabulary Chart

Dr. De Soto

By William Steig

Words:	I know....	Now I know
hoist	To raise or haul up with a pulley	
timid	Shy, fearful	
bicuspid	A tooth with two pointed crowns	
morsel	A small bite or portion of food	

Formulate the definition

- Engage the students
 - Start with what they know
 - Lead them to a more thorough definition
 - Lead them to a more thorough understanding

ingredients

Dictionary Definition

- Any of things that a mixture is made of

Group developed definition

- Things that are mixed together to make something else

Hoist

Dictionary Definition

- Raise something by means of ropes or pulleys

Group developed definition

- To lift something up by pulling a rope (hoist a flag)

In an expository text, combine Tier two and Tier three words

- Choose words that
 - Are essential to understanding the text
 - Aid the student in developing knowledge
 - Aid the students in forming concepts in the content area
- Use a variety of approaches
 - Discuss word meaning prior to reading the text
 - Resurface any prior knowledge
 - Vocabulary chart

Expository Text

- Use a variety of approaches
 - Discuss word meaning prior to reading the text
 - Resurface any prior knowledge
 - Vocabulary chart

Expository

bias

era

history

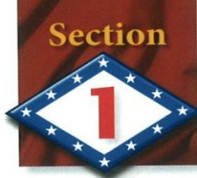
period

prehistory

tradition

anthropologist

archeologists



What Is History?

Guide to Reading

Terms

AD
BC
bias

era
history
period

prehistory
tradition

People

anthropologists
archeologists
historians

history a written record of past events, people, and places.

historians students or scholars who study written records of a time or produce such records.

prehistory existing before written history.

archeologists (ARE-kee-AH-luh-jists) scientists who carefully uncover objects left behind by earlier people. Archeologists are able to judge how and when people lived by putting together the physical clues from artifacts found. Their field of study is called archaeology.

anthropologists those who study race, social relationships, culture, origin, and physical characteristics of human beings.

As defined by the *Merriam-Webster Dictionary*, **history** is “a tale or a story; a chronological, *written* record of significant events (for example, as affecting a nation or institution) often including an explanation of their causes; an established record (for example, a prisoner with a *history* of violence); a branch of knowledge that records and explains past events (for example, medieval *history*); events that form the subject matter of a history; events of the past; one that is finished or done for (for example, ‘you’re *history*’).”



History: How Do We Know What We Know?

Learning about the past is based on gathering evidence and studying it. History usually means the study of the written records that were made by people in past times and that still exist. **Historians** are the people who think of questions about the past and then gather written evidence, judge its value, and draw conclusions from the evidence to answer their questions. The more records we have from different sources, the better we can understand the past.

The word **prehistory** usually means the time before people learned to write. Writing was invented at different times in different places, but the earliest writing dates from five to six thousand years ago. To gather evidence about the lives of people who did not write, **archeologists** and **anthropologists** look for any kind of physical evidence that might have survived, such as tools, weapons, bones, art, and parts of houses and other buildings. This kind

Vocabulary Chart for Expository Text

Words	Definition	Examples
bias		
archeologists		
history		
period		
prehistory		
tradition		

Provide “Student Friendly” Explanations

- Explanation of word meaning in everyday language
 - McKeown, 2008
- Tradition
 - 1. A surrender or betrayal. 2. The handing down orally of stories, beliefs, customs, etc. from generation to generation (Dictionary)
 - A story, a belief, or an action that is done by a family or a group that has been done for many years. For example: singing happy birthday, fireworks on the fourth of July, saying the Blessing before dinner. (Student Friendly)

Bias

- Tendency or slant toward one side of a story without considering alternative viewpoints.
- A tendency to believe that some people, ideas, etc., are better than others that usually results in treating some people unfairly

Archeologists

- Scientist who carefully uncover objects left behind by earlier people. Archeologists are able to judge how and when people lived by putting together physical clues from artifacts found.
- A scientist that studies objects (tools, dishes, weapons, toys, etc.) from people that lived in the past to determine how they lived, worked and played.

Now add instruction:

- Provide both definitional and contextual information
 - Include those “student friendly” explanations
 - Discuss within the context of the text
 - Why would the records left behind by American Indians be bias?
- Multiple exposure in different context
 - Relate to the experiences of the students
 - Picture (Clean boy & dirty boy)
 - Provide other context
 - Commercials

Extend Understanding

- Ask questions that require students to explain the meaning
 - Is paying taxes a tradition?
 - Why or why not?
 - Does your family have a tradition at Thanksgiving?
 - Share with the class

Bias

- We hear that teachers have class pets. So, is a teacher bias?
 - Why or why not?
- Can parents be bias?
 - Why or why not?

Principles to guide instruction

- Activate student engagement in developing an understanding of words and the ways to learn words
- Personalization of word learning
- Immersion in words
- Building knowledge through multiple sources

Comprehension



Comprehension

Where we really want to go!

What is Comprehension?

Ruby was carrying the glass of juice. She tripped on the step. Her eyes filled with tears. Mom fetched the mop. “Don’t worry darling,” said Mom, “there’s no use crying over spilt milk.”

It is the act of intentional thinking during which meaning is constructed through interactions between text and reader.”



“Despite the improvements in fluency and knowledge permitted by extensive reading, the ‘read, read, read’ approach does not lead to active meaning construction during reading as occurs when students are taught explicitly to use and articulate comprehension strategies with their own words.”

(Pressley, 2000, p.554)

- **Comprehension monitoring**
- **Cooperative learning**
- **Graphic and semantic organizers**
- **Story Structure**
- **Summarization**



Comprehension Monitor



1. Does this make sense?
2. Do I understand what I am reading?
3. What does this have to do with what I already know?
4. What will happen next?
 - Break into small chunks
 - Use a **think-aloud** on where and when the difficulty began,
 - Identify the difficulty and **highlight it**,
 - Reread the text **aloud**
 - Restate what was read,
 - Read ahead in the text to find information that might help with

Graphic Organizer



A K.W.L. Chart graphic organizer. It has a title 'K.W.L. Chart' in yellow. Below the title is a line for 'Topic:'. The chart is divided into three columns: 'K' (What I Already know), 'W' (What I want to know), and 'L' (What I have Learned). Each column has a large empty box for writing.

R.A.N. – Reading and Analyzing Nonfiction Strategy

What we think we know	Yes, we were right, or confirmed information	We don't think this anymore or misconceptions	New learning or New facts	What we still wonder
Students state Information they believe to be correct about the topic using prior knowledge	Students read to confirm prior knowledge.	Students read to discard incorrect prior knowledge	Students read to locate additional information not part of prior knowledge	Students raise questions based on the new information

Story Structure

Characters

Setting

Plot


Events

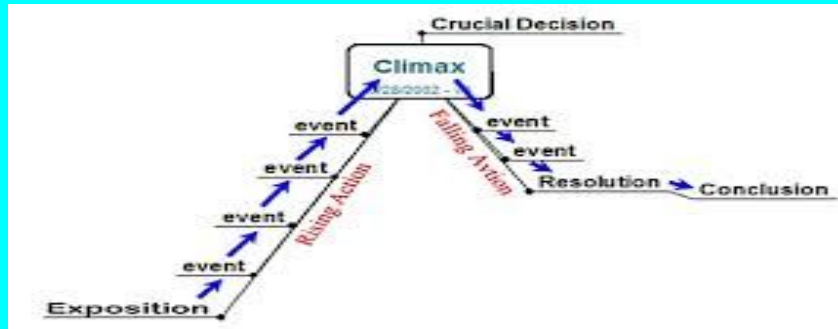
Solution

Name: _____

Story Elements

Title: _____

<p>Main Characters</p> 	<p>Setting</p>
<p>Plot</p>	<p>Problem</p>
<p>Solution</p>	



The W-Chart

Title: _____

Author: _____

Who?

What?

Where?

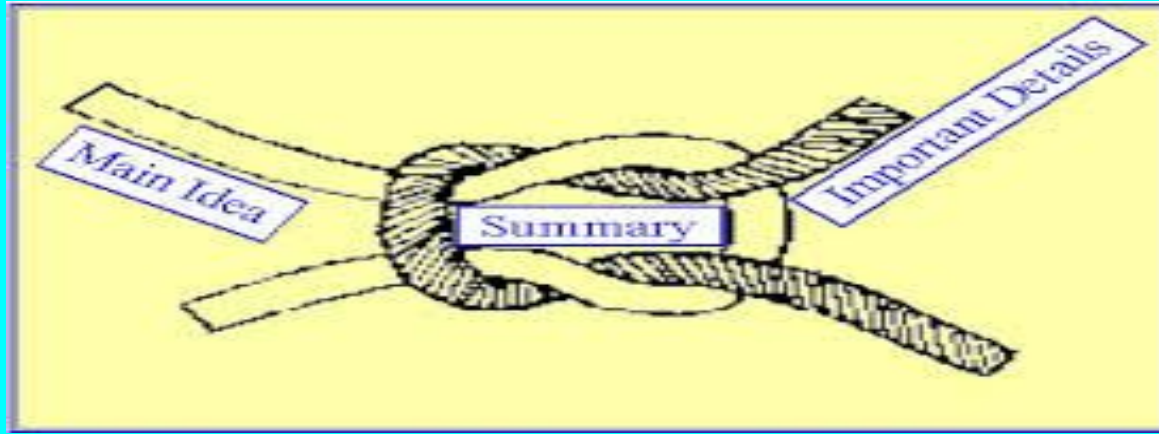
Why?

When?

How?

Summary: _____

Summarization



- What is the most important idea?
- What is the text mostly about?
- What mainly happens in the text?
- What could be a title for the text?
- What pictures might you draw to let someone know what is happening in the text?

Somebody

Who is the main character?

Wanted

What does the character want or what is the character's goal?

But

What is the problem in the story or what is keeping the character from his/her goal?

So

What is the solution to the problem or how does the character reach his/her goal?

Then...

How does the story end?

**“If a child can’t learn the way we teach,
maybe we should teach the way they
learn.”**

