



# EARLY READING CHALLENGES & INTERVENTION

Review early indicators with Hamilton School's first-grade teacher, Carrie Sorensen. Learn about screening tools to assess readers at various levels, as well as a broad overview of Orton-Gillingham, a systematic approach to teaching reading and spelling.

# AGENDA

01



Intro and  
Philosophy

02



Indicators of  
Early Reading  
Challenges &  
Assessment  
Tools

03



What is OG?

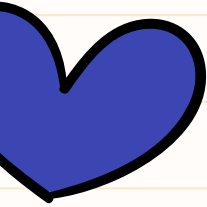
04



Q&A

# INTRODUCTIONS!



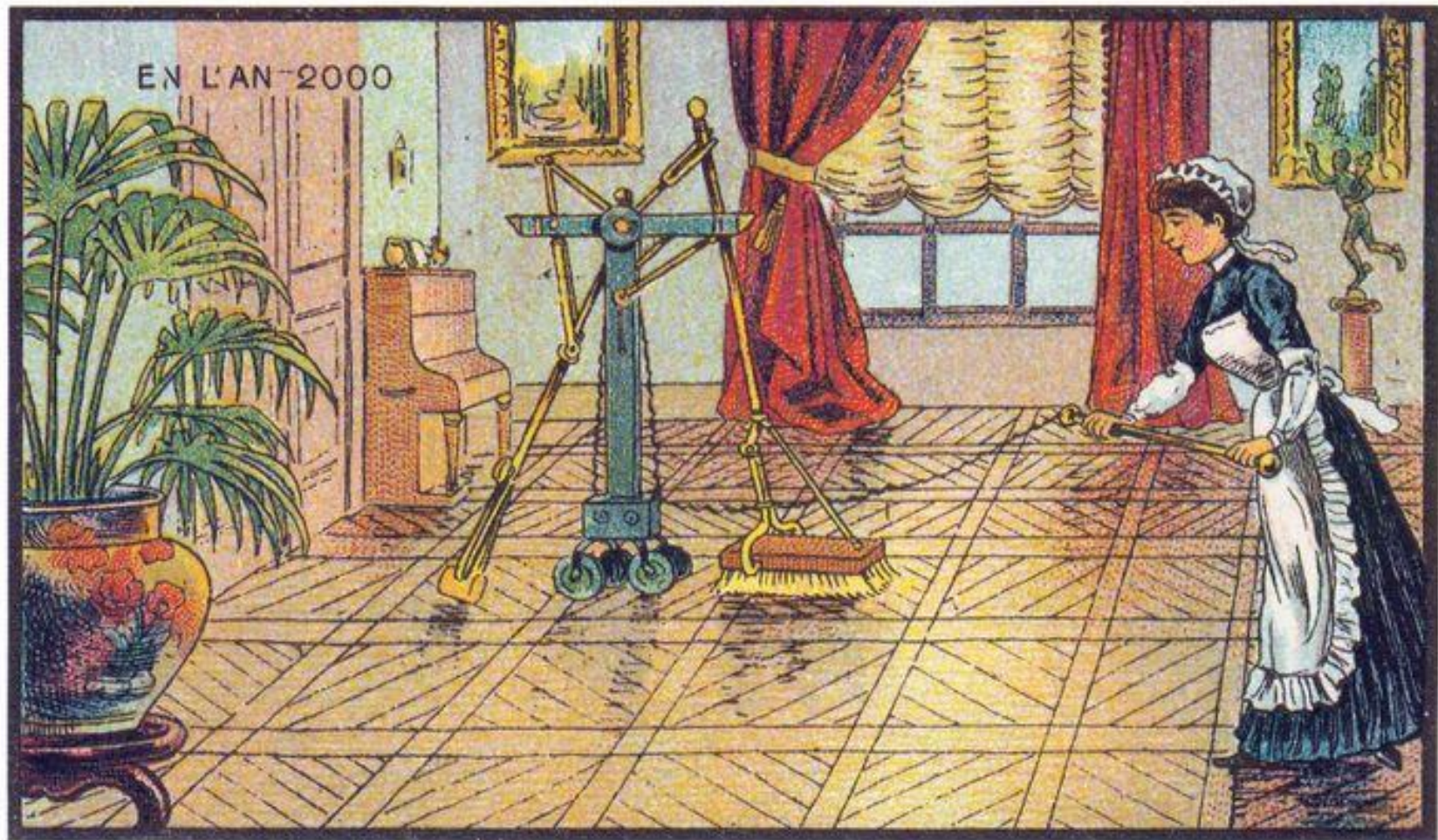


"I TRY TO GET THE POINT ACROSS THAT NOT EVERYBODY THINKS THE SAME WAY. THERE ARE OBVIOUS BENEFITS TO BEING 'BOOK SMART' BUT I THINK THE COMMON SENSE AND CREATIVITY IS JUST AS GOOD. MAYBE EVEN BETTER."

--Dav Pilkey, USA Today



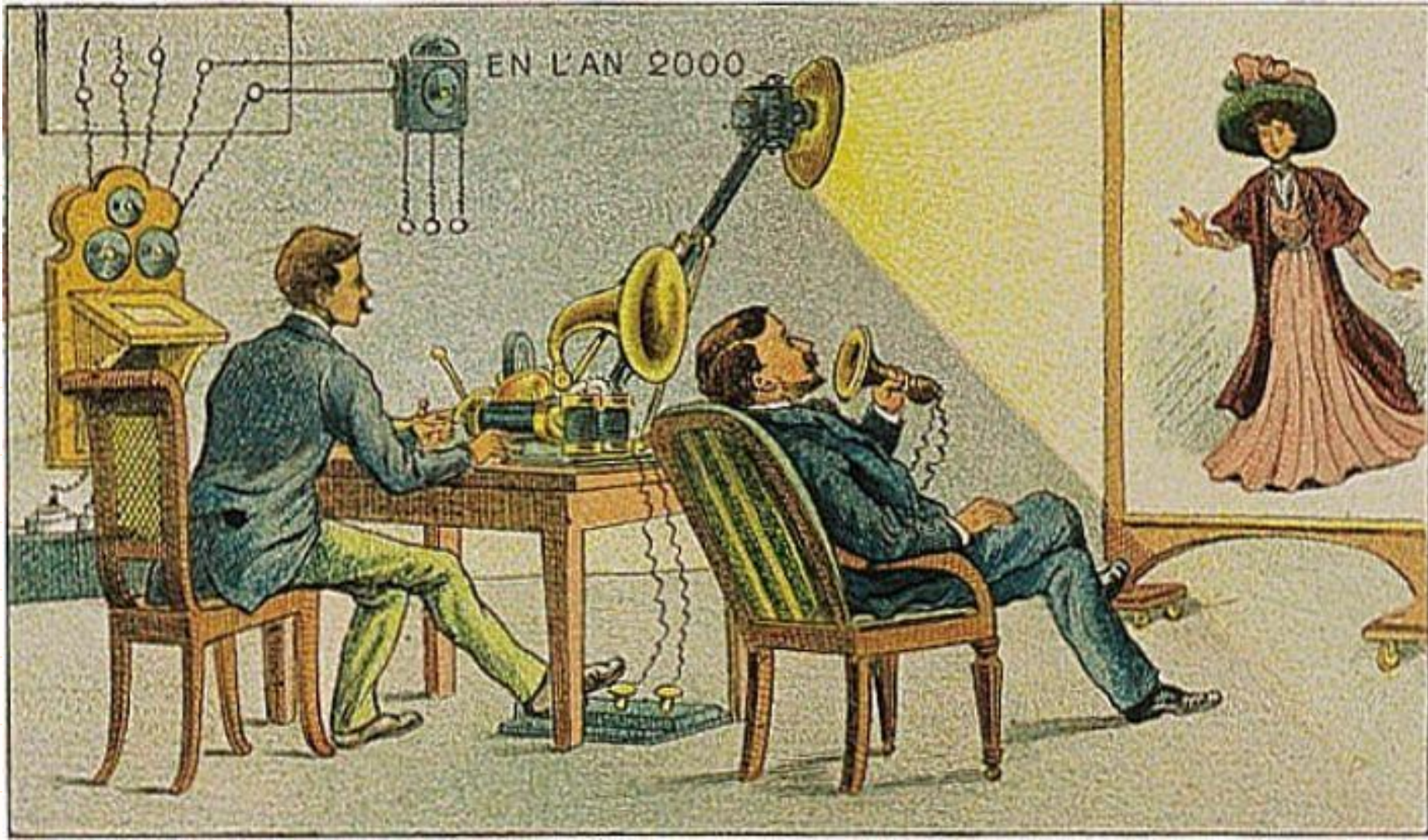




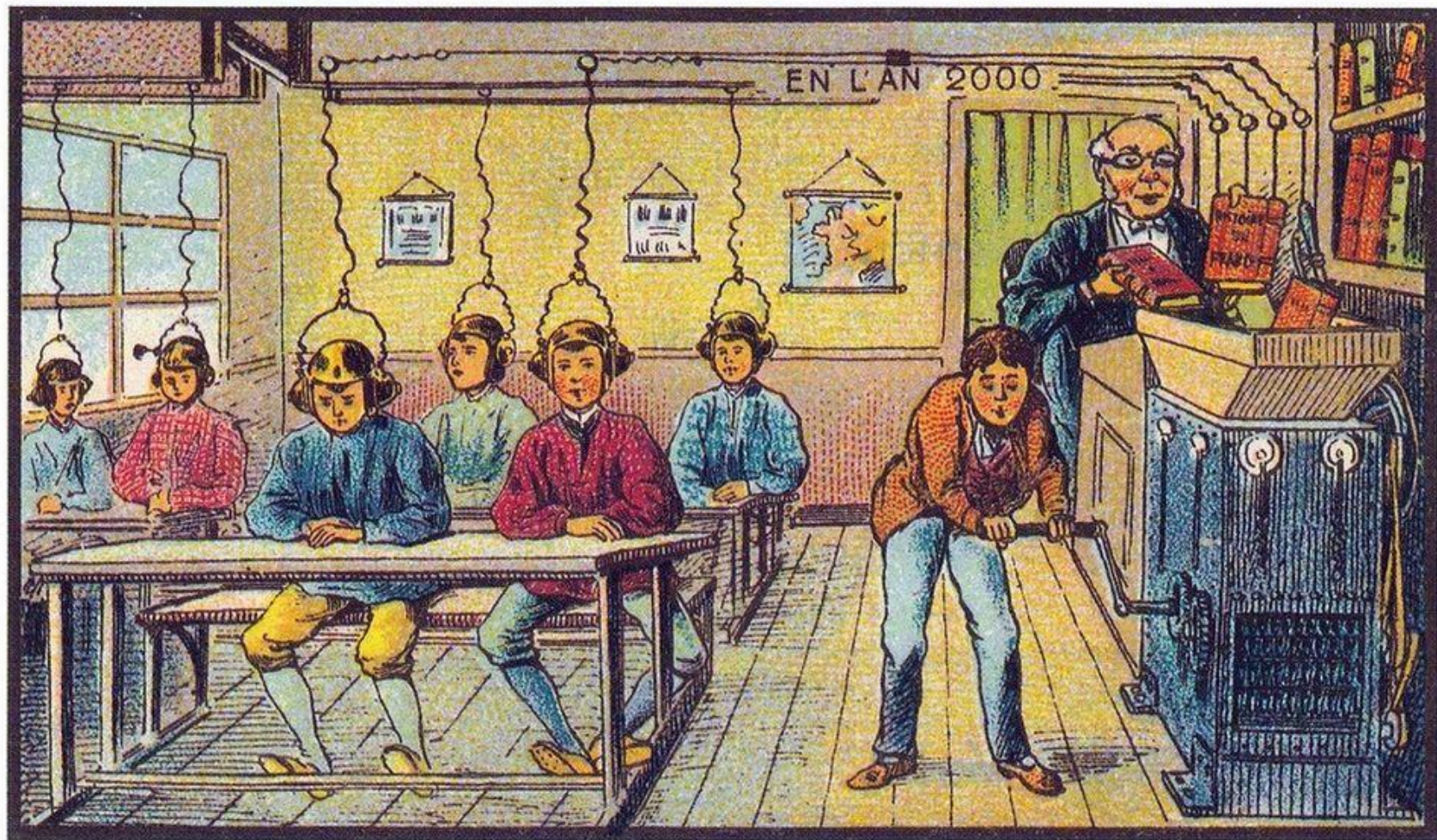
Electric Scrubbing



EN L'AN 2000







At School



**EXPECTING ALL  
CHILDREN THE SAME  
AGE TO LEARN  
FROM THE SAME  
MATERIALS IS LIKE  
EXPECTING ALL  
CHILDREN THE SAME  
AGE TO WEAR THE  
SAME SIZE  
CLOTHING  
-MADELINE HUNTER**





# EARLY READING SKILL INDICATORS

## PAR (PREDICTIVE ASSESSMENT OF READING)



### LETTER/WORD IDENTIFICATION

For K-3 students, this includes letter identification and high frequency word reading



### VOCABULARY

This is a key skill that is rarely measured. Often identifies bright students who are otherwise challenged with reading.



### PHONEMIC AWARENESS

Can include identifying different beginning or ending consonants, stripping, or deleting phonemes.



### RAPID NAMING/FLUENCY

Reading a list of letters, numbers, or colors quickly. Can indicate challenges with processing

# LETTER/WORD IDENTIFICATION

## WHAT DOES IT LOOK LIKE?

1. T
2. f
3. in
4. one
5. but
6. home
7. of
8. ride
9. would
10. great

## WHAT MIGHT CHALLENGES INDICATE?

Depending on age and grade level, this measure gives an idea of student skill acquisition.



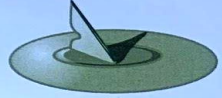
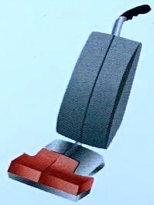
# VOCABULARY

## WHAT DOES IT LOOK LIKE?

Students are asked to identify pictures with increasing difficulty and specificity.

## WHAT MIGHT CHALLENGES INDICATE?

Many students with learning differences have great curiosity, background knowledge, and exposure to a rich reading environment, but just don't yet have the skills to access that information independently.





# PHONEMIC AWARENESS

## WHAT DOES IT LOOK LIKE?

Students are asked to identify or manipulate sounds in words. The task increases in difficulty from identifying the same initial sound, to stripping initial consonants, to identifying final sounds, to phoneme deletion.

## WHAT MIGHT CHALLENGES INDICATE?

Many students with learning differences struggle with this task. For students with processing challenges, it may take many examples before the task is clear. For those with working memory challenges, they often just choose the last choice that was read. Students with attentional variation also could struggle here.

# RAPID NAMING/FLUENCY

## WHAT DOES IT LOOK LIKE?

Students are asked to read numbers or letters off of a page.  
See example.

## WHAT MIGHT CHALLENGES INDICATE?

Although the task might seem simple, many students with learning differences have a very hard time with this. Students with visual processing challenges struggle to take in the information, organize it, and repeat it.



<b>1</b>	<b>3</b>	<b>8</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>8</b>	<b>5</b>
<b>3</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>8</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>8</b>
<b>4</b>	<b>5</b>	<b>3</b>	<b>8</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>8</b>	<b>3</b>	<b>1</b>
<b>5</b>	<b>8</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>8</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>3</b>
<b>8</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>8</b>	<b>3</b>	<b>5</b>	<b>4</b>

**a b s c o b a c s o**

**b c a o s c b o a s**

**c o b s a o c s b a**

**o s c a b s o a c b**

**s a o b c a s b o c**

# EARLY READING SKILL INDICATORS

## EKWALL, ADHD CHECKLIST

### READING FLUENCY + COMPREHENSION

Students read grade level passages while errors and timing are tracked. Fluency is defined as speed, accuracy, and expression. They also answer questions about the passage.

### LISTENING COMPREHENSION

Many students who have not mastered deciding actually have excellent listening comprehension. Common with students with dyslexia.

### ATTENTIONAL VARIATION

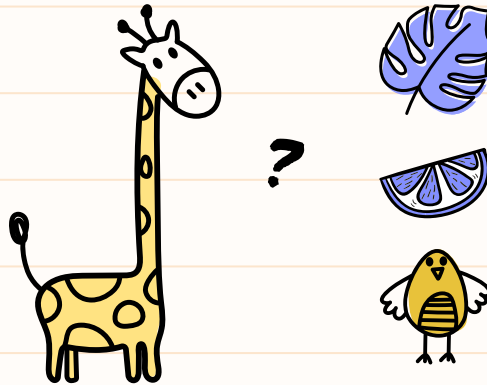
This can take many forms including restlessness, impulsivity, and disorganization. This can cause challenges in traditional classroom environments



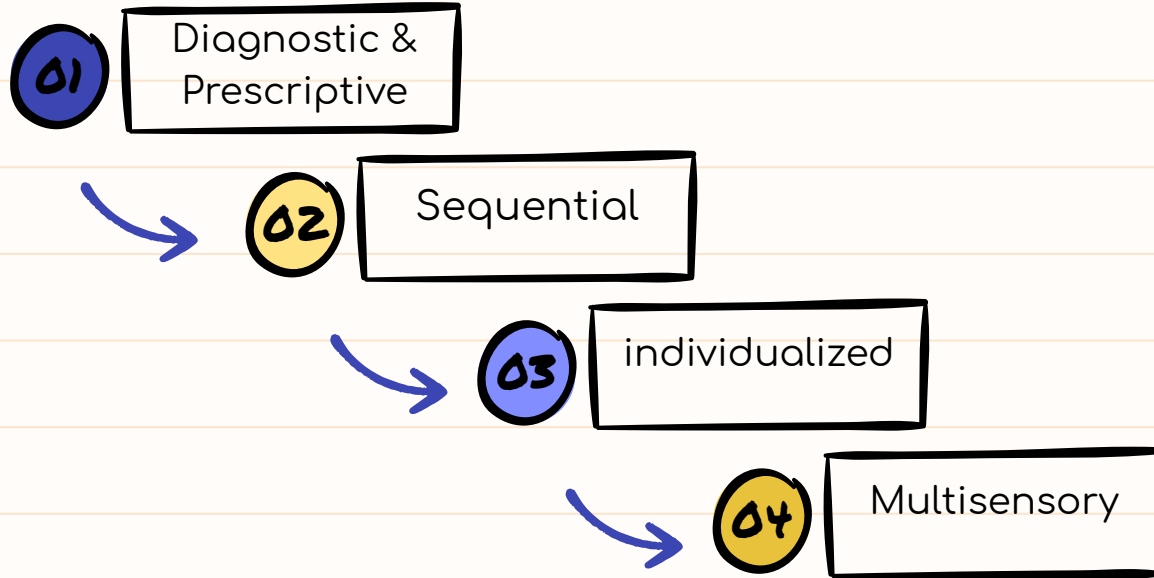


# BREAKOUT TOPIC

- Introduce yourself!
- Think of a child you know that might be struggling with any of the skills we've mentioned thus far.
- What are your experiences with these kids?
- What are their attitudes about learning?



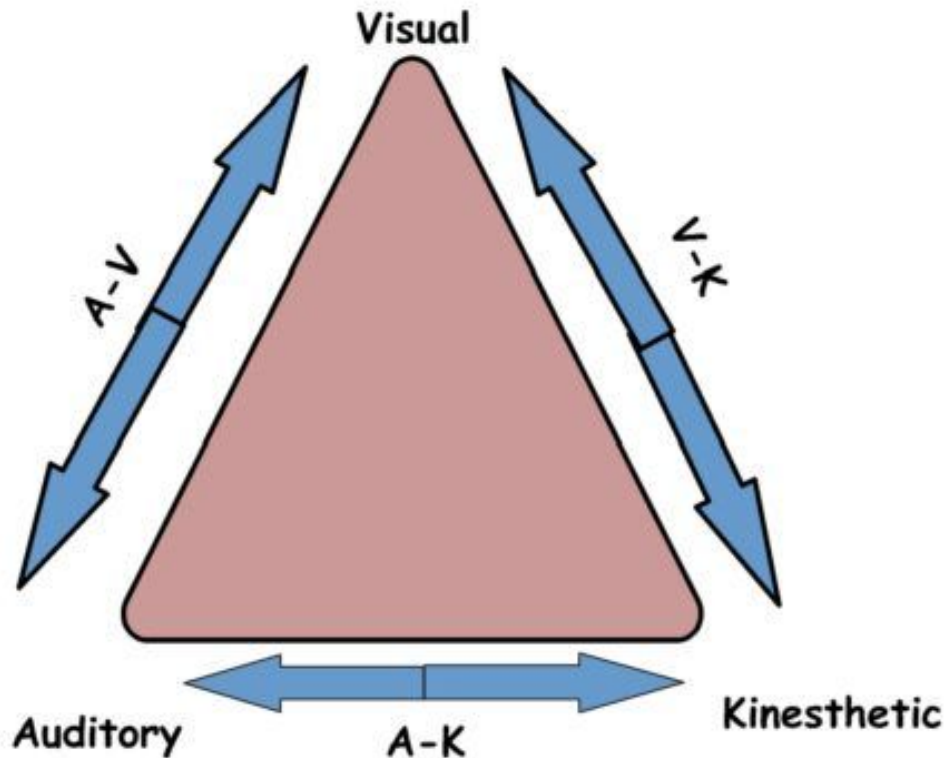
# ORTON GILLINGHAM



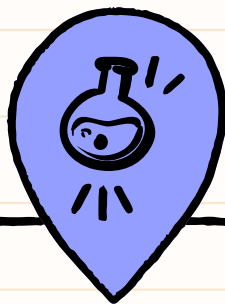


# The Language Triangle

by Anna Gillingham



# ORTON-GILLINGHAM IN ACTION



## AN OG LESSON

- Association 1 - Card drill
- Reading
- Association 2 and 3, or "what says"
- SOS - Simultaneous Oral Spelling

## FOR PARENTS

- The academy has organized excellent resources for families, including information on digital programs and navigating online learning

## FOR TEACHERS

- They also share information, research, and opportunities for becoming an OG trained tutor.

oi / oy

Card 2



oil

Card 4



toy



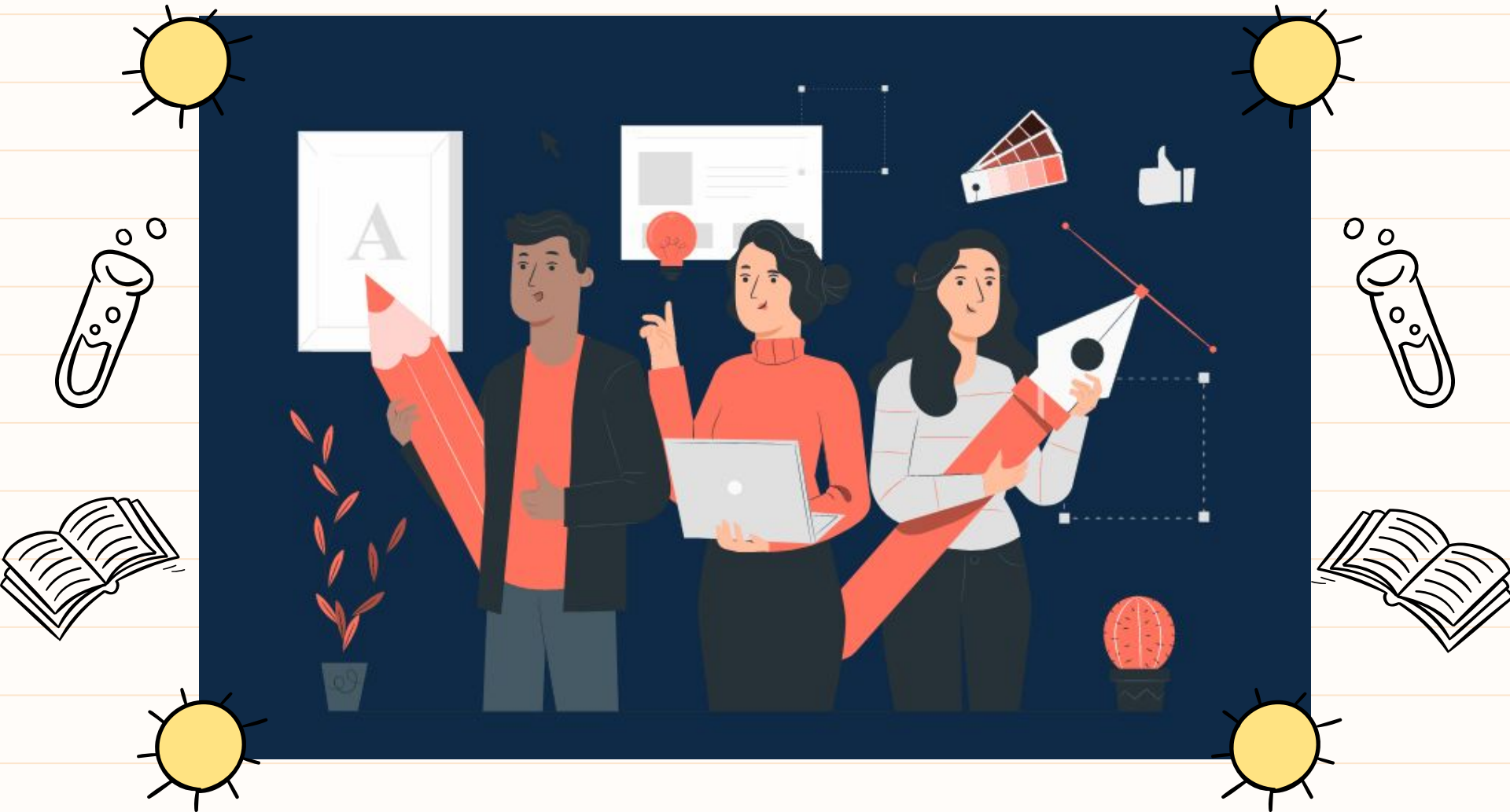
<u>oi</u>	<u>oy</u>
oil	boy
boil	toy
toil	joy
coin	Roy
joint	Troy
voice	soy
point	coy
foil	
hoist	

oil	boil	coin	point
boy	toy	Roy	soy

Where do you see the -oi?

Where do you see the -oy?

Let's get that  
squeaky gate joint  
oiled.





## CONTACT INFO

 [carriesorensen@wheelerchool.org](mailto:carriesorensen@wheelerchool.org)

 @carrie\_sorensen

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