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

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

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

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

1. Diagnostic & Prescriptive
2. Sequential
3. Individualized
4. Multisensory
The Language Triangle
by Anna Gillingham

- Visual
- Auditory
- Kinesthetic
- A-V
- A-K
- V-K

Diagram shows the relationships and interactions between these modes.
Orton-Gillingham in Action

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.

An OG Lesson
- Association 1 - Card drill
- Reading
- Association 2 and 3, or “what says”
- SOS - Simultaneous Oral Spelling
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Where do you see the -oi?

Where do you see the -oy?
Let’s get that squeaky gate joint oiled.