



Get Your “Hands On” These Multisensory Reading Strategies

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Accredited**

***Phonics First*® Orton-Gillingham
Multisensory Reading Instruction**

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The Stages of Reading Development

Based on the studies and work conducted by Dr. Jeanne Chall (Harvard University), the stages of reading development help us to understand how an average individual progresses from the rudimentary stages of learning to read into the complex process of reading to learn.

While the progression from one stage to the next is dependent upon mastery of each stage, many learners may operate in as many as two or three stages during their school years. However, the more gaps a reader has in a lower stage, the less likely that reader will continue to progress. Students may progress more slowly or more rapidly, depending upon their own strengths and weaknesses. The most beneficial reading instruction programs focus on the student's current operational stage (not necessarily matching chronological age) and provide guidance through the necessary skill development to enable progression to the next stage.

Learning to Read - Mastery of Print

Stage 0: Pre-Reading/Reading Readiness – age birth to 6, grades Pre-K

Rapid oral language development; development of phonemic awareness skills (i.e. rhyming, sound manipulation); awareness of language as a communication tool; alphabet recognition and skills; environmental print recognition; “pretend” reading. Comprehension addressed mainly through oral readings.

Appropriate Instruction: Oral communication, life experiences, print immersion, alphabet song, alphabet arc, phonemic awareness (rhythm/rhyme, parts of words, sequence of sounds, separation of sounds and manipulation of sounds).

Stage 1: Initial Reading or Decoding – age 6-7, grades 1-2

Utilization of sound/symbol relationships of vowels and consonants to sound out CVC words (hot, wet, flag, bent); emphasis on phonics skills to sound out new words; application of beginning spelling patterns; increased phonetic skill development. Recognition of basic sight words.

Appropriate Instruction: Direct instruction using systematic, synthetic, structured, sequential, and cumulative multisensory phonics; decodable and controlled vocabulary texts.

Stage 2: Confirmation and Fluency, Ungluing from Print-age 7-8, grades 2-3

Application of phonetic and non-phonetic reading skills to new and unfamiliar words; decoding practice to develop fluency (no longer need to sound out most words); encoding (spelling) skills expanded to include spelling rules and generalizations.

Appropriate Instruction: Guided reading (oral and silent) using pre-reading strategies; higher-level phonics and spelling rules to develop orthographic awareness; writing stories.

The Stages of Reading Development

Reading to Learn - Mastery of Ideas

Stage 3: Reading to Learn – age 9-13, grades 4-8

Mastery of the “code” allows for fluency in reading; purpose of reading shifts to content, subject matter, and use of informational text; reading becomes more efficient than listening in order to increase knowledge; spelling skills automatically incorporated into writing. Reads materials with one viewpoint and text that is limited in technical capacity. Learns more about structure of language through Greek and Latin roots, affixes, and higher level spelling rules.

Appropriate Instruction: Guided comprehension strategies such as Reciprocal Teaching, KWL, SQ3R; text patterns, informational writing, poetry, and higher level spelling rules along with roots/affixes.

Stage 4: Multiple Viewpoints – age 14-18, grades 9-12

Views written material as a source of information; evaluation of a variety of authors’ viewpoints; use of reading to formulate own opinions and ideas; able to deal with layers of facts and concepts added to previous knowledge; essay and expository writing develops.

Appropriate Instruction: Expand on Stage 3 instruction; world experiences through magazines, newspapers, television (i.e., World News), trips, articles, literature study and writing comparative papers.

Stage 5: Construction and Reconstruction: World View – age 18+, College+

Development of discretionary reading techniques (skimming, speed reading, technical reading, etc.) based on purpose of reading (test preparation, report writing, leisure). Constructs knowledge from reading; depends upon analysis, synthesis and judgment; constructs knowledge on high level of abstraction; creates own “truth” from “truths” of others.

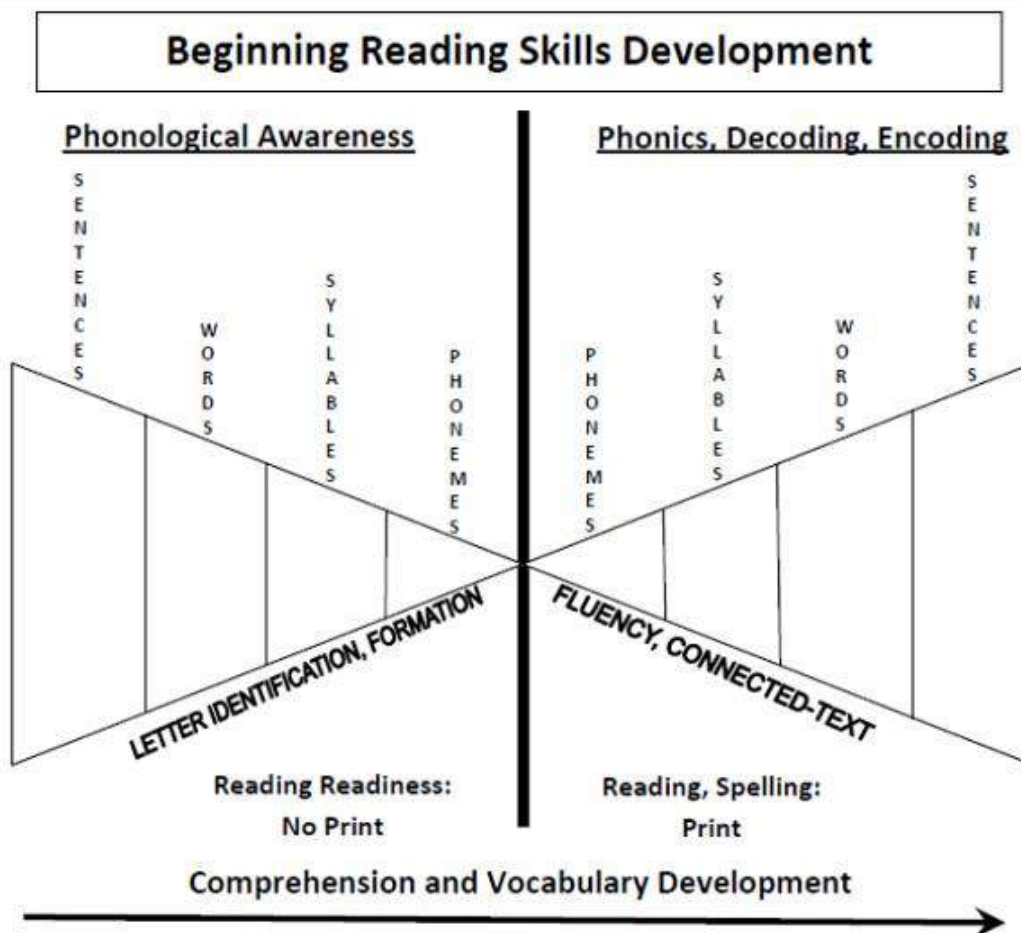
Appropriate Instruction: Challenge to read broadly and deeply to gain knowledge and insight.

Connecting Phonological Awareness to Reading and Spelling

Phonological awareness is the single best predictor of reading success between kindergarten and second grade. (Marilyn Adams; Keith Stanovich)

Phonological awareness is more highly related to learning to read than are tests of general intelligence, reading readiness and listening comprehension. (Keith Stanovich)

Dyslexics, along with many other struggling readers, have a basic phonologic deficits. Students who struggle to develop phonological awareness skills (the ability to identify and manipulate syllables, words and individual sounds they hear) later struggle to develop decoding and encoding skills for written language. Each phonological skill (left side) is directly tied to a decoding/encoding skill (right side). Quite often, when a deficit in reading and spelling is uncovered, it is necessary to go back to the corresponding phonological skill as a first-step in remediation.



Phoneme Blending

Guess My Word

After beginning and struggling readers have mastered syllable blending (previous page), continue to prepare them to read words by playing *Guess My Word* phoneme blending. Tell the students you are going to say a word v-e-r-y s-l-o-w-l-y and they have to guess the word you are saying. Start with Body-Coda blending, then Onset-Rime and progress to two- and three-phoneme words. Say the first sound(s) of the word and separate slightly from the next sound(s). At first you may have to almost say the word as a whole, then slowly pull the sounds apart. Be sure to say each sound exactly how it is pronounced in the complete word.

Body-Coda

Separate the first two sounds from the last sound.

ma - n	se - ll	pe - n	di - d
no - t	ma - d	ca - n	to - p
ru - n	fa - n	di - p	ba - ck
sa - d	hu - m	hi - m	di - d
mo - p	bi - g	pu - p	ta - g
fa - t	te - n	be - d	bu - g

Onset-Rime

Separate the first sound from the middle/last sound.

f - ed	s - et	t - ub	l - et
s - un	r - ock	c - ub	c - an
l - ick	n - ot	b - ell	p - ick
r - ed	s - ip	c - ap	t - ell
m - an	t - en	d - uck	w - ith
f - in	c - ut	h - at	t - ack

Two-Phoneme Words (n - o) Separate two sounds.

a - t	i - t	w - e	g - o
s - ee	m - e	a - s	h - e
ea - t	a - te	b - e	if -
m - y	s - ay	o - n	t - o
i - n	o - f	u - s	t - oe
sh - e	kn - ee	d - ay	t - ea
a - m	u - p	i - s	k - ey
s - o	n - o	b - y	h - ay

C - V - C (s-i-t)

Separate all three sounds.

h - o - t	v - e - t	f - ee - t	th - e - m
n - u - t	p - i - g	l - a - ke	w - e - ll
c - a - ke	h - a - ve	b - i - g	b - a - t
g - e - t	s - i - t	c - a - me	c - u - p
b - oa - t	s - ai - d	h - e - n	b - oa - t
l - i - ke	y - e - s	m - a - ke	h - i - ll

Three-Part Drill

Review of Known Concepts

Three-Part Drill with Phonics Concepts

Visual: Teacher shows cards

- Students say the phoneme for the grapheme they see.

Teacher Shows card:

a

Student: "/ă/"

Auditory: Teacher says sound (Do *NOT* show cards.)

- Students write the grapheme for the phoneme they hear.
(Write in tactile tray, white board)

Teacher: "/ă/

Student: "a ... /ă/"

Blending: Teacher makes CVC Patterns with skill cards

- Read the words or syllables.

Student Reads Words: "fab"

Vowel Intensive

Practice Known Short Vowels

Short-Vowel Intensive

Select two known short vowels

V only (Easy):

- Teacher says sound:
- Student repeats and holds up Vowel Stick.

"/ö/"

VC (Medium):

- Teacher says VC sounds:
- Student repeats and holds up Vowel Stick.

"/öt/"

CVC (Hard – Goal of Vowel Intensive):

- Teacher says word or pseudo-word:
- Student repeats and holds up Vowel Stick.

"/pöt/" or "/zöt/"

Word Dictation and Fingertapping

Word dictation is skill application in writing.

Fingertapping requires the student to segment sounds/sound groups in sequence and transfer them to print. Consistent practice during the Auditory portion of the Three-Part Drill strengthens this underlying spelling skill.

Fingertapping is done with the hand opposite the writing hand while the pencil is held ready to write.

- Teacher says word: “flat”
- Students repeat/pound with fingertapping hand: “flat”
- Students touch finger as they say each sound: “/f/ ... /l/ ... /t/”
- Students write letters for each sound on appropriate lined paper.
- Teacher checks completed word; guides to correct using fingertapping.
- Students read clean copy of each word after all word dictation is completed.

Sentence Dictation and Fingertapping

Sentence dictation provides practice in applying phonetic and non-phonetic word spelling skills in context concurrent with the conventions of print (capitalization, punctuation).

- Teacher says short sentence 2x (normal intonation; no pounding).
- Students repeat, pounding each syllable; repeat 1-2 times.
- Students fingertap (phonetic) or armtap (Red Words) as needed while writing on appropriate lined paper.
- Teacher checks after entire sentence is completed. Guides to correct.
- Students read clean copy of each sentence after all dictation is completed.

Red Words (Sight Words)

Multisensory Instruction

Use these tactile-kinesthetic steps to ensure long-term retention of non-phonetic words.

1. **Review** past Red Words (visual for reading or auditory for spelling)
2. Teacher **shows new Red Word**; class discusses; use in sentences
3. Write new Red Word on strip using **screen and red crayon**
4. **Armtap** three times (shoulder to hand, saying NAMES of letters)
5. **Fingertrace** three times on bumpy word strip
6. **Trace** on table three times
7. **Write in RED** on writing paper three times
8. **Turn paper over**, write word from memory
9. **Write sentences** dictated by teacher

Building Better Brains!

Ask the Expert by Laurie Wagner, Director of Education

Q: Are children diagnosed with dyslexia destined to struggle with reading their entire lives?

A: Research confirms that effective reading instruction literally reorganizes the brains of struggling readers. Especially effective is the engagement of the visual, auditory, tactile (touch) and kinesthetic (muscle movement) learning pathways. When struggling learners are taught to read using direct, explicit, systematic, multisensory phonics instruction, research using functional MRI (fMRI) brain imaging literally *shows us* that the impact on the brain is significant.

In 1998, Dr. Sally Shaywitz, a leader in the field of dyslexia and reading, released reading research done at Yale University's Center for Learning and Attention. Brain imaging during the reading process through the use of fMRIs explicitly showed that skilled readers consistently use specific portions of the left-brain, with brain activity highly focused in very specific areas during reading tasks. Brain imaging in weak readers shows diffused activity scattered throughout the brain; much less efficient for reading.

Furthermore, studies have shown that instruction using direct, explicit, systematic, multisensory phonics actually changes how these weak readers utilize pathways in the brain for reading. This type of instruction significantly enhances students' overall reading accuracy and fluency. The brain activity of the weak readers appears more and more like the brain activity of the skilled readers. These formerly weak readers are developing focused "reading systems" in their brains that were not present before instruction occurred.

Early identification and intervention in kindergarten and grade one using this research-based instruction prevents many at-risk students from ever struggling with reading. This kind of proven, effective instruction for older students who already struggle with reading skills acquisition can reverse the ongoing difficulties, changing those learners into more competent readers. For learning disabled and ADD individuals, these instructional methods give them specific strategies and skills to work effectively with their learning differences, allowing them to become successful readers and spellers, significantly impacting their schoolwork and lifelong success.

Additional studies supporting these results have been conducted in many research facilities, including a team led by Dr. Guinevere Eden, associate professor of pediatrics at the General Clinical Research Center at Georgetown University Medical Center in Washington, D.C., and continues today, constantly refining what we know about how the brain reads.

Laurie Wagner has been the Director of Education for Reading and Language Arts Centers (RLAC) the past 23 years, and has been a professional educator for over 30 years. Laurie is a Master Instructor in Brainspring's accredited multisensory Orton-Gillingham-based reading programs and she developed the reading intervention curricula Foundations for Reading and Spelling (elementary) and Structures for Reading and Spelling (secondary). Contact her at laurie@rlac.com.

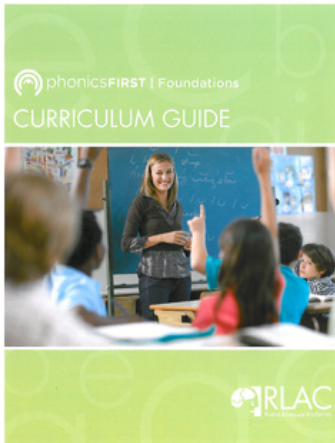


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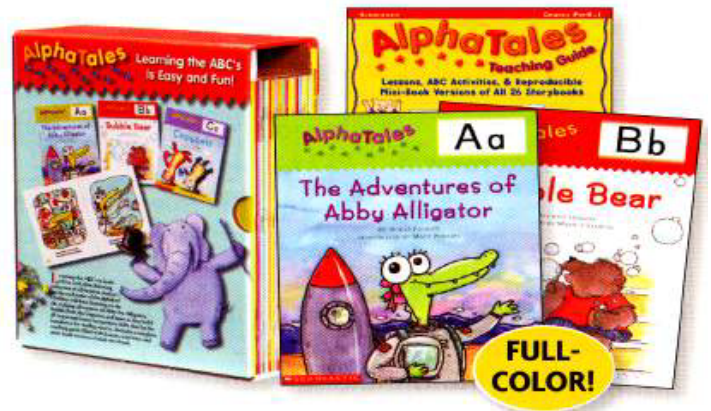
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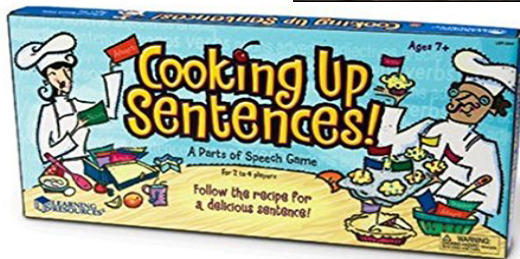
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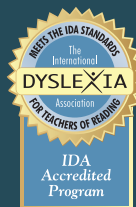
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Phonics First® Primary , 18 hours (the first 3 days of Level I)	
Target Group: K-2 classroom teachers; K-2 resource, special education teachers	
This course provides teachers with a solid understanding of the fundamental components of the <i>Phonics First®</i> multisensory reading and spelling program. Course content includes: alphabet and phonemic awareness strategies; the three-part drill for structured review; tactile/kinesthetic spelling techniques for phonetic and non-phonetic words and beginning syllabication for multisyllable words. Participants have opportunities for hands-on lesson practice with other participants. Emphasis is on teaching reading to beginning, struggling and learning disabled readers in primary grades.	
Phonics First® Level I , 30 hours	
Target Group: K-3 classroom teachers; K-5 resource and special education teachers	
This comprehensive and highly intensive course provides teachers with the necessary strategies and tools to deliver high-quality <i>Phonics First®</i> lessons. Course content includes: alphabet and phonemic awareness strategies; the three-part drill for structured review; tactile/kinesthetic spelling techniques for phonetic and non-phonetic words; syllabication for multisyllable words and guidance for lesson plans and classroom implementation. Participants have opportunities for hands-on lesson practice with other participants. Emphasis is on teaching reading to beginning, struggling and learning disabled readers.	
Complete Kit Materials for Primary and Level I:	
Course Materials:	
<ul style="list-style-type: none"> • <i>Phonics First® Curriculum Guide</i> • <i>Phonics First® Course Manual</i> • Classroom <i>Phonics First®</i> Card Pack • 1 lb. Magic Sand® • Sand Tray with Sand Tray Bag • Answer Board, Marker, Eraser • 1 Box Red Crayons/Red Word Screen • Syllable Division Cards 	
Post-Course Materials Include a Choice of:	
Small-Group Materials (for up to 10 students)	Classroom Materials (for up to 25 students)
<ul style="list-style-type: none"> • 6 lb. Magic Sand® • 10 Sand Trays with Sand Tray Bags • 10 Answer Boards, Markers, Erasers • 10 Red Word Screens • <i>Phonics First® Syllabication Guide</i> • <i>Phonics First® Stories Set</i> • Classroom <i>Phonics First®</i> Card Pack • Blending Board • <i>Phonics First® Diagnostic Assessment</i> 	<ul style="list-style-type: none"> • 6 lb. Magic Sand® • 6 Sand Trays with Sand Tray Bags • 25 Answer Boards, Markers, Erasers • 25 Red Word Screens • <i>Phonics First® Syllabication Guide</i> • <i>Phonics First® Stories Set</i> • Classroom <i>Phonics First®</i> Card Pack • Blending Board • 2 Boxes Red Crayons

Structures , 30 hours	
Target Group: Grades 6-12 resource and special education teachers	
This course provides easy-to-follow lesson plans, which are flexible for use in a variety of settings. Important multisensory techniques and strategies (neuro-linguistic programming) are an integral part of all lesson parts, further enhancing learning and retention. In addition to the components of the <i>Structures</i> program such as the Anglo-Saxon layer of language, morphological study (Greek and Latin roots and affixes) and higher level spelling rules, teachers leave the course with expertise in the following areas: the three-part drill for structured review; tactile/kinesthetic spelling techniques for phonetic and non-phonetic words; syllabication for multisyllabic words and guidance for lesson plans and classroom implementation. Participants have opportunities for hands-on lesson practice with other participants. Emphasis is on teaching reading to struggling and learning disabled readers.	
Complete Kit Materials	
Course Materials:	
<ul style="list-style-type: none"> • <i>Structures Curriculum Guide</i> • <i>Structures Course Manual</i> • <i>Structures for Syllabication</i> • <i>Structures Card Pack</i> • 1 lb. Magic Sand® • Sand Tray with Sand Tray Bag • Answer Board, Marker, Eraser • Red Word Screen • 1 Box Red Crayons • Syllable Division Cards 	
Post-Course Materials:	
Small-Group Materials (for up to 10 students)	
<ul style="list-style-type: none"> • <i>Phonics First® Diagnostic Assessment of Decoding and Encoding</i> • 6 lb. Magic Sand® • 10 Sand Trays with Sand Tray Bags • 10 Red Word Screens • Blending Board • <i>Structures Card Pack</i> • 10 Answer Boards, Markers, Erasers 	