

## ***ELEMENTS OF HOW STRUCTURED LITERACY IS TAUGHT\****

**Systematic** – the organization of materials follows the logical order of language. The sequence begins with the easiest and most basic concepts and elements and progresses methodically to the more difficult.

**Cumulative** – instruction is based on concepts previously learned.

**Explicit** – instruction requires direct teaching of concepts with continuous student-teacher interaction and does not assume students deduce concepts.

**Multisensory** – instruction incorporates simultaneous association of auditory, visual, kinesthetic-motor modalities for enhancing memory and learning.

**Diagnostic** – instruction is individualized (even within groups) based on careful and continuous assessment (informal and formal). Content must be mastered to the degree of automaticity in order to free attention and cognitive resources for comprehension and oral/written expression.

*\* from International Dyslexia Association (dyslexiada.org)*

## ***HOW IT LOOKS IN THE CLASSROOM***

### ***(Language and Literacy Fund at Portland Community College)***

**COMMUNITY** – building a supportive and dependable class community is integral to the continued motivation of each student.

**Movement** – using gross motor skills (moving to work in pairs or groups, walking to the board, etc.) are essential for learning. It also helps facilitate conversations between peers. These skills, important for children, are even more important for adults.

**Peers** – creating activities that provide for ongoing peer-to-peer learning is essential for the continued growth of the student and class.

**Participation** – questions and clarifications, sharing topic-relevant experiences and stories are essential to the growth of the class community.

**STUDENT PROGRESS** – monitoring student progress occurs during each lesson through class work and pre/post-testing, it guides instruction.

**Attendance** – each class is required, not only for earning the scholarship, but for student progress.

**Homework** – no homework is required (although it is sometimes requested by students).

**Organization** – instruction in how to organize the materials and information provided for easy retrieval is essential for student success.

**Testing** – end of term testing is open-book and open-note (and why organization skills are important).

# STRUCTURED LESSON PLAN - TEMPLATE

LESSON PLAN for: **Silent/Magic “e”**

LESSON # \_\_\_\_\_

DATE: \_\_\_\_\_

1. Previous Sound Cards and Dictation:  
m - ph

1.a. Phonological Awareness Activity (practice if needed):  
**Multi-sensory object identification: first and last sounds  
(from classroom or brought in)**  
**Attached** substitution activity: first, middle and last sounds

2. Sight Words (Non-Phonetic and High Frequency – reading and spelling as needed).

3. New Sound(s)/Concept:  
Magic “e” (a,e,i,o,u)  
**(use foldovers)**

3.a. Phonological Awareness Activity:  
pin-e, mad-e, glad-e, plan-e  
**Attached** Deletion/Substitution activity: vowels only

4. Dictation (Non/Words; Phrases; Sentences):  
pine, made, glade, plane  
  
plane ride; Jane the mule  
  
Tim will plan a plane ride.  
Ride the mule home.

4.a. Reading (Dictation):	Yes		
4.b. Handwriting (practice if needed):	Yes	/	No

## STRUCTURED LESSON PLAN - TEMPLATE

5. Reading (Controlled Text):

**McCall-Crabbs series, Book B, #26**

(circle the magic "e" words)

5.a. Vocabulary (Building Word Power):

What is a homonym?

plane/plain, made/maid, ate/eight, one/won, done/dun

5.b. Comprehension (Reading and/or Listening):

**McCall-Crabbs series, Book B, #26**

What is a fable?

What is the moral in this story?

## AUDITORY PRACTICE

### Short Vowels

The word is: **pin** Change the /p/ to /d/, what's the new word? **din**

The word is: **din** Change the middle sound to /e/, what's the new word? **den**

The word is: **den** Change the last sound to /g/, what's the new non-word? **deg**

The word is: **deg** Change the middle sound to /u/, what's the new word? **dug**

## AUDITORY PRACTICE

### Magic “e”

The word is: **pin** - now change the vowel /i/ to the long “i”

The word is: **mad** - now change the vowel /a/ to the long “a”

The word is: **din** - now change the vowel /i/ to the long “i”

The non-word is: **vit** - now change the /i/ to the long “i”

The non-word is: **hude** - now change the long “u” to /u/

The word is: **ate** - now change the long “a” to short /a/

The word is: **cube** - now change the long “u” to /u/

A lion was asleep in his den. A mouse ran across his face and woke him up. The lion lost his temper, caught the mouse with his paw, and was about to kill him. The mouse was terrified and begged the lion to spare his life. "Please let me go," he cried, "and one day I will repay you for your kindness." The idea of so tiny a creature ever being able to do anything for him made the lion laugh aloud, and he let the mouse go.

But the mouse's chance came after all. One day the lion got tangled in a net that had been spread by some hunters. The lion roared in anger, and the mouse heard him. He ran to the spot and set to work. He gnawed the ropes with his teeth and, before long, set the lion free. "There," said the mouse. "You laughed at me when I promised that I would repay you. Now you see that even a little mouse can help a big lion."

1. How did the lion feel when the mouse woke him up?    Ⓐ angry  
Ⓑ kind    Ⓒ free    Ⓓ terrified
2. The lion    Ⓐ killed the mouse    Ⓑ seized the mouse    Ⓒ woke the mouse up  
Ⓓ repaid the mouse
3. The mouse was    Ⓐ laughing    Ⓑ very frightened    Ⓒ roaring  
Ⓓ tangled
4. What did the mouse promise the lion?    Ⓐ to pay him    Ⓑ to return the favor  
Ⓒ to be kind    Ⓓ never to wake him up again
5. The lion thought the idea of a mouse helping him was    Ⓐ amusing  
Ⓑ a trick    Ⓒ possible    Ⓓ clever
6. One day the lion    Ⓐ got tangled in his den    Ⓑ was shot by hunters  
Ⓒ became trapped    Ⓓ spread a net
7. What did the mouse do?    Ⓐ he chewed through the net    Ⓑ he gnawed the lion's paw  
Ⓒ he roared in anger    Ⓓ he begged the hunters to set the lion free
8. What lesson can be learned from this story?    Ⓐ it is wrong to hunt animals  
Ⓑ mice should not be afraid of lions    Ⓒ small creatures can sometimes help big ones  
Ⓓ never break a promise

No. right  
G score

1  
2.5

2  
2.8

3  
3.3

4  
3.7

5  
4.3

6  
4.7

7  
5.4

8  
6.0

# Language and Literacy Fund and RSW Group

## Workshop Proposal for the Portland Literacy Council

1. Title for Workshop (Parts 1, 2 and 3): “The importance of knowing and using foundational skills in literacy instruction.”
2. Objective: provide participants with a basic understanding of the foundational skills of literacy using the Orton-Gillingham approach.
3. Goal: participants will leave with a practical, "hands on" understanding of how to provide instruction using basic Orton-Gillingham.
4. Topics Outline:

### Workshops #1:

- What is phonics?
- What is phonemic awareness?
- What is the Alphabetic Principle?
- What is a phoneme; what is a grapheme?
- Why teach short vowels first?
- What is the difference between a blend and a digraph?
- Spelling Rules: “Buzz off Miss Pill”; Hard/Soft “c” and “g”
- When “y” is a vowel
- What is a syllable? First three syllable types: Closed, Open, Silent “e”

### Workshop #2:

- Syllables Types: C-le, R-Controlled, VV (vowel team)
- What are decoding strategies for multi-syllable words?
- Syllable Division Rules
- What is “schwa”?
- Common affixes to know; what is “chunking”?

### Workshop #3:

- Spelling Rules: Doubling Rule; Suffixes and Silent “e”, Final “y”
- Building Vocabulary: homonyms, synonyms and antonyms
- Sight Words
- How do I know what the reading and spelling level is of my student?

5. Length of workshop: 3 hours
6. Class size: up to 25
7. Target group: those supporting native and non-native English speakers. Non-native speakers should be proficient in listening and speaking English.
8. Included Resources: sound cards pack; handouts (approximately 50 pages); three-ring binder; dividers; wide-ruled notebook paper.

# LANGUAGE AND LITERACY FUND *and* RSW GROUP

## A STRUCTURED AND MULTISENSORY APPROACH

### TO LITERACY SUPPORT

### SUGGESTED RESOURCES

#### **Books, Curricula:**

*Angling for Words*, Carolyn Bowen (1999)

*Beyond the Code*, Nancy M. Hall (2000)

*Bringing Words to Life, Robust Vocabulary Instruction*, Isabel Beck, Margaret McKeown and Linda Kucan (2002)

*Explode the Code*, Nancy Hall (2005)

*The Gillingham Manual*, Anna Gillingham and Bessie Stillman (1997)

*How to Spell*, Laura Toby Rudginsky, Elizabeth C. Haskell (1998)

*Megawords, Multisyllabic Words for Reading, Spelling and Vocabulary*, Kristin Johnson and Polly Bayrd (1998)

*P.S.: Prefixes, Suffixes, Roots*, Diane Hickey Gold, et al. (2008)

*Reading Comprehension and Fluency*, Mary Rose (2001)

*Reasoning and Reading*, Joanne Carlisle (1999)

*Rewards - Writing*, Anita Archer, Mary Gleason, Stephen Isaacson (2008)

*Spellbound*, Elsie Rak (1995)

*The Fluent Reader*, Timothy V Rasinski (2003)

*Winston Grammar Program*, Paul Erwin (1992)

# LANGUAGE AND LITERACY FUND *and* RSW GROUP

## **Decodables and Other Practice Readers for Older Students:**

*McCall-Crabbs Leveled Series* ([tcpres.com](http://tcpres.com))

*Nonfiction Reading Practice, Reading at 3 Levels*, Renee Biermann ([evan-moor.com](http://evan-moor.com))

*Reading and Thinking, Books I and II*, Arthur J. Evans ([tcpres.com](http://tcpres.com))

*SPIRE* ([eps.schoolspecialty.com](http://eps.schoolspecialty.com))

## **Trainings and Webinars:**

Language and Literacy Fund and RSW Group ([languageandliteracyfund.org](http://languageandliteracyfund.org))

Northwest Dyslexia Resources ([nwdyslexiaresources.org](http://nwdyslexiaresources.org))

Oregon Dyslexia Institute ([oregondyslexiainstitute.com](http://oregondyslexiainstitute.com))

Orton-Gillingham International, Ron Yoshimoto ([ortongillinghaminternational.org](http://ortongillinghaminternational.org))