Addressing Foundational Reading Skills Using a Text-Centered Curriculum for Students with Disabilities

Jill Allor, Stephanie Al Otaiba, Miriam Ortiz, Carlin Conner, and Kristi Baker Southern Methodist University

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IES Funded Project Intensity: Who is it?

Principal Investigators

- Jill Allor, PI
- Stephanie Al Otaiba, Co-Pl
- Paul Yovanoff, Co-PI

Curriculum Authors

- Jill Allor
- Stephanie Al Otaiba
- Jennifer Cheatham

Current and Former Research Staff

- Jennifer Cheatham
- Diane Gifford
- Francesca Jones
- Dawn Levy
- Melinda McGrath
- Ashley Moorshead
- Miriam Ortiz
- Carlin Conner
- Kristi Baker



Demonstration OBJECTIVES

- Know the 4 recommendations from the IES Practice Guide regarding foundational skills to support reading for understanding
- Know what strategies to use to address and implement the practice guide recommendations
- Understand how to use a comprehensive curriculum for teaching students with disabilities to read



Organization of Presentation

- Brief summary of research on teaching reading to students with disabilities, including a summary of our pilot study findings
- Brief overview of FOTB features
- Evidence-based strategies
 - WWC Practice Guide recommendations
 - FOTB examples
- Questions and Contact Information

Literature Review: Research on Reading and Intellectual Disability

- Students with intellectual disability (ID) demonstrate lower levels of reading achievement than students with other disabilities (Caffrey & Fuchs, 2007; Wei, Blackorby, & Schiller, 2011).
- Limited research on effective teaching of reading to students with ID (Polloway, et al., 2010)
- Some research on isolated phonics skills; emphasis on sight word instruction (reviews by Browder, et al., 2006; Browder & Xin, 1998; Joseph & Seery, 2004)



Literature Review:

Recent research on comprehensive programs

- More recently research has shown students with ID respond favorably to more comprehensive programs of reading instruction (e.g., Allor, et al., 2014; Allor, et al., 2013; Browder, Mims, Spooner, Ahlgrim-Delzell, & Lee 2008; Connor, Alberto, Compton, & O'Connor, 2014; Lemons, et al., 2015).
- Two of our studies that led directly to Intensity curriculum
 - Allor, J. H., Mathes, P., Roberts, K., Cheatham, J. P., & Al Otaiba, S. (2014). Is scientifically-based reading instruction effective for students with Below-Average IQs? Exceptional Children, 80, 289-308. [4-year study with Early Interventions in Reading by SRA/McGraw-Hill; led directly to Friends on the Block]
 - Allor, J. H., Gifford, D. B., Al Otaiba, S., Miller, S. J., & Cheatham, J. P. (2013). Teaching students with intellectual disability to integrate reading skills: Effects of Text and Text-Based Lessons [early version of *Friends on the Block*]



Research with Friends on the Block

- Allor, J. H., Gifford, D. B., Jones, F. G., Al Otaiba, S., Yovanoff, P., Ortiz, M. B., & Cheatham, J. P. (in press). The effects of a text-centered literacy curriculum for students with intellectual disability. *American Journal for Intellectual and Developmental Disabilities*. [pilot study with 8 students]
- Jones, F. J., Gifford, D. B., Yovanoff, P., Al Otaiba, S., Levy, D., & Allor, J. (In press). Alternate assessment formats for progress monitoring students with intellectual disabilities and below average intellectual quotients: An exploratory study. Focus on Autism and Developmental Disabilities.
 [assessment study]
- Allor, J. H., Yovanoff, P., Al Otaiba, S., Ortiz, M. B., & Conner, C. (in review). Literacy intervention for students with intellectual and developmental disabilities: A meta-analysis. [analysis of all 18 students from pilot studies]



Meta-Analysis of FOTB pilot studies

- Purpose: Statistically analyze the effects of the Friends on the Block literacy intervention on word recognition across 18 cases using metaanalytic methods.
- Research Question: Within and across the 18 cases, what is the overall effect of the *Friends on the Block* literacy intervention across single case design studies on:
- (a) sight word reading
- (b) decodable word reading

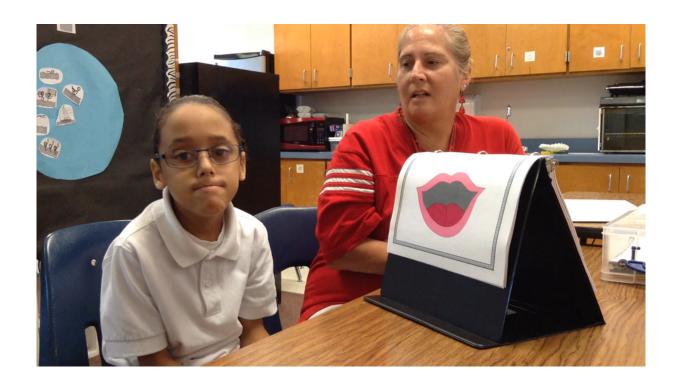


Conclusions

- Consistent moderate-to-strong positive effects for each case (i.e., student) and across all cases for both sight words and decodable words.
 - Mean effect sizes of 18 sight word cases ranged from 0.44 to 0.86, with an overall mean of 0.73.
 - Mean effect sizes of 8 decodable word cases ranged from 0.47 to 0.90, with an overall mean of 0.74.
- The intervention resulted in statistically significant increases in word recognition, specifically the numbers of sight words and decodable words read correctly.
- The average dose was 3.03 Instructional Lessons (SD = .45) and 1.83 Reinforcement lessons (SD = 1.02) per week.
- All students progressed through at least two and up to six levels of the curriculum within a school year.



CH 9/22/16: Mom Gets Sick



CH Reading: The Day I Got Jazz





Instructional Design and Implementation of Friends on Black

		Books		Lessons
•	Multip	le books in each level	•	Consistent with WWC* recommendations for
•	Multip	ole Criteria		foundational skills and research on struggling readers
	0	Meaning scaffolds: Helper text, natural		and students with disabilities
		language, picture support for key	•	May be used as a supplemental or primary intervention
		content words	•	Lessons and books are carefully aligned, targeting critica
	0	Difficulty scaffolds: Aligned with		skills
		lessons, gradual increase in length of	•	Flexible pacing (multiple books and corresponding
		sentences and books		lessons in each level; all books/lessons within a level are
	0	Design Features (repetition,		of equal difficulty)
		cumulative review, varied sentence	•	Instructional Routines are evidence-based practices
		structure)	•	Engaging instructional games
0	Sequ	ence of target words supports both	•	Flexible implementation and embedded teacher support
	comp	orehension and word recognition		(materials for 3-5 primary and 3-5 support sessions per
				week, typically 20 min each)

*https://ies.ed.gov/ncee/wwc/PracticeGuide/21

WWC Practice Guide

- Evidence-based recommendations
- Written by a panel of experts



WHAT WORKS CLEARINGHOUSE™

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade



NCEE 2016-4008 U.S. DEPARTMENT OF EDUCATION





WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade

- Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.
- This report is available on the IES website at http://whatworks.ed.gov.



4 Recommendations

- 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
- Develop awareness of the segments of sounds in speech and how they link to letters.
- 3. Teach students to decode words, analyze word parts, and write and recognize words.
- 4. Ensure that each student reads **connected text** every day to support reading accuracy, fluency, and comprehension



Table I.1. Recommendations and corresponding levels of evidence

	Le	vels of Eviden	ce
Recommendation	Strong Evidence	Moderate Evidence	Minimal Evidence
1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.			•
2. Develop awareness of the segments of sounds in speech and how they link to letters.	•		
3. Teach students to decode words, analyze word parts, and write and recognize words.	•		
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.		•	



WWC Recommendation 1: Oral Language

- Engage students in conversations that support comprehension of inferential language
- 2. Engage students in developing narrative language skills
- 3. Teach academic vocabulary

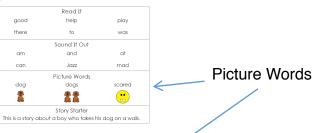
Features of the Friend on Black Curriculum

i Catt		ne DIZCK CUITICUTUTT
	Books	Lessons
Supports Language:	 Helper text (read by a Friend such as 	Shared reading experience
Vocabulary and	a teacher/tutor/parent)	 Dialogic reading questions (1.1, 1.3)
Comprehension	 Vocabulary and syntax similar to 	 Graphic organizers (1.2)
	spoken language (sounds more	 Word building activities in context (1.3)
	"natural")	
	Picture support for key content	
	words	
Supports Word	Gradually introduce small sets of target words (high-	Explicit practice of phonemic awareness, letter-sounds,
	fue accompand a condition and inversely and a	

• Gradual fading of coaffolds

Sample Pages from Level 4 Book & Presentation Book





Helper Text

Teacher or tutor reads "helper text" and child reads text in conversation bubbles

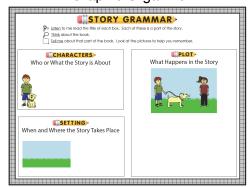




Dialogic Reading Questions



Graphic Organizer





Make your own "helper" and "student" text

- Choose a favorite read-aloud book
- Write sentences for the student to read made up of words the student is working on
- Example
 - Words working on: a, do, I, like, not, want
 - Read-Aloud: Green Eggs and Ham
 - Write the following sentence on a large post-it:
 I do not like eggs.



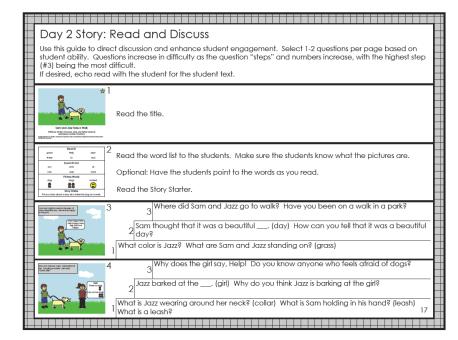


Story Time & Dialogic Reading Let's Practice!

How to:

Teacher Prep:

- Decide if you and your student will echo read, choral read, or independent student read.
- Select 1- 2 Dialogic Reading Questions to ask per page based on student ability.





More on dialogic reading techniques

Developing Children's Oral Language Skills Through Dialogic Reading

Guidelines for Implementation

Kylie S. Flynn

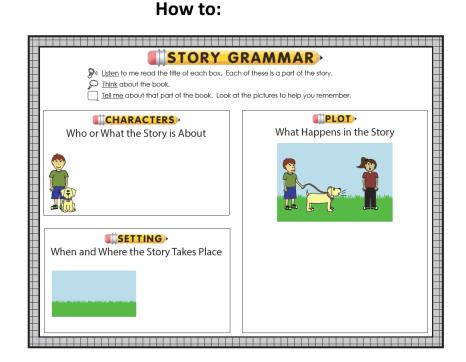
TEACHING Exceptional Children, Vol. 44, No. 2, pp. 8-16. Copyright 2011 CEC.



Story Time – Graphic Organizer

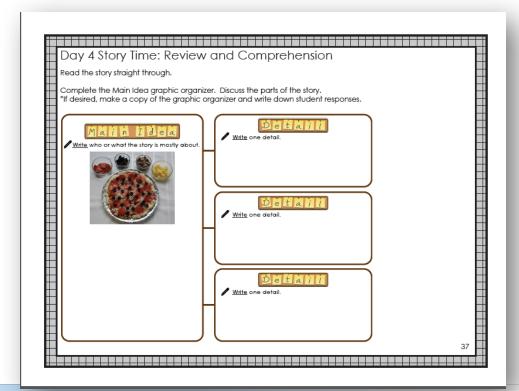
Teacher Prep:

- Select the story reading method you want to use for reading the entire book.
- Make 1-2 copies of the given Story Grammar page.
- Have answers in mind for each part of the Story Grammar page.





Story Time – Non-Fiction Graphic Organizer



Level 1 Demonstration: Let's Make Lunch



WWC Recommendation 2: PA, Letter Knowledge, Alphabetic Principle

- 1. Teach students to recognize and manipulate segments of sound in speech (phonemic awareness)
- 2. Teach students letter-sound relations
- 3. Use word-building and other activities to link letter-sound relationships with phonemic awareness

Phonological Awareness/Alphabetic Principle: Key Skills

	Blending	Segmenting
onset-rime	blend onset and rime Teacher: /mmm//at/ Student: mat	isolate first sound Teacher: mat Student: /mmm/
phoneme by phoneme	blend all phonemes Teacher: /mmm/ /aaa/ /t/ Student: mat	segment all phonemes Teacher: mat Student: /mmm//aaa//t/
Link to letters	decode (cvc) Student: sounds out and reads "mat"	spell (cvc) Student: spells ''mat''



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Say the Word

Objective: Orally blend sounds into a word

Sav the Word: mad, sad, Sam, Jazz

1. Teacher: I will say the sounds in a word. Then you will say the word. I'll do the first one. Listen. /mmm/
aaa/d/ (Stretch the word by connecting the sounds as you say it slowly. Hold continuous sounds 2-3 seconds.
Say the stop sounds quickly. Allow think time.) That word is mad. Say the word.

Students: (mad)

2. Teacher: Listen. /sss/aaa/d/ Say the word.

Students: (Say the word.)

Repeat Step 2 with /sss/aaa/mmm/ and /j/aaa/zzz/.

Corrective Feedback & Scaffolding

If students do not respond correctly, go through the steps below, starting with Step 1 and stopping when students are able to respond correctly.

- 1. Say the word slowly. Stretch continuous sounds 2-3 seconds and connect the sounds.
- 2. Gradually shorten the length of continuous sounds.
- 3. Provide the word and have students repeat it.



Say the Sounds

Objective: Identify the sounds in spoken words

Say the Sounds: Sam, sad, mad, Jazz

1. Teacher: I will say a word. Then you will say each sound in the word, one at a time. The first word is Sam. Listen to me say the sounds. /sss/aaa/mmm/ (Model stretching the word by connecting the sounds as you say

the word slowly. Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) Say the sounds with me.

Teacher and Students: (Say each sound, holding up one finger at a time.)

Teacher: Listen. Sad. Say the sounds.

Students: (Say the sounds.)

Repeat Step 2 with mad and Jazz.

Corrective Feedback & Scaffolding

If students make an error, follow the I, We, You feedback procedure.

I: Listen. Say the sounds, holding continuous sounds and saying stop sounds quickly.

We: Say it with me. Students say the sounds with you.

You: Your turn. Students say the sounds independently.



Your turn!

- With your partner/group turn to Your Day 2 Warm-Up (p13)
- Take turns being the teacher/student
- Teachers:
 - Remember to signal/cue
 - I, We, You for corrective feedback and scaffolding
- Students:
 - Make some mistakes throughout ©

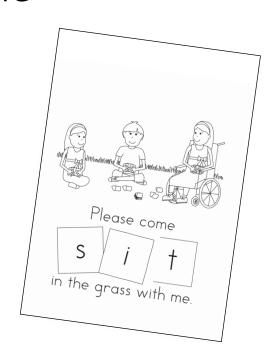
Phonological Awareness/Alphabetic Principle: Key Skills

	Blending	Segmenting
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phoneme by phoneme	blend all phonemes Teacher: /mmm/ /aaa/ /t/ Student: mat	segment all phonemes Teacher: mat Student: /mmm//aaa//t/
Link to letters	decode (cvc) Student: sounds out and reads "mat"	spell (cvc) Student: spells "mat"



I Got It Game





I Got It!

Materials: game board, letter cards, sentence pages

Teacher: We will take turns collecting letters. We will see who can build a word first! When it is your turn, pick up a card and say the sound. If you do not know a sound, I will help you. Then everyone will say the sound together, so be sure to listen carefully all of the time. If the letter is on your page, you will put the letter card on your page. If it is not on your page, you will put the letter card back in the pile. We will keep taking turns until you build the word on your page. Let's play.

Students take turns. On each turn, follow the steps below.

- 1. A child draws a letter.
- The child says the sound, stretching continuous sounds for 2-3 seconds, and saying stop sounds quickly.
- All children say the sound, holding continuous sounds for 2-3 seconds, saying stop sounds quickly.
- 4. The child puts the letter on the sentence page if it is a match, or puts it back in the card pile if it is not a match.





I Got It!

Objective: Sound out and read words consisting of taught letter-sounds; read sentences fluently

When all of the letters on the child's page have been found:

Teacher: Now that you have all of the letters, let's figure out the mystery word

and read the sentence. Sound it out.

Student: (Student says each sound, stretching continuous sounds.)

Teacher: Read the word.
Student: (Student reads word.)
Teacher: Read the sentence.

Student: (Student reads the sentence.)

The first student to build the word and read the sentence is the winner. Continue playing until all students build their words and read their sentences. All students continue to participate by saying the sounds in unison as part of Step 3.

Corrective Feedback and Scaffolding instructions are on the next page.



I Got It!

Corrective Feedback and Scaffolding

If a student does not respond correctly, follow the *I*, *We*, *You* feedback procedure.

Saying Sounds

I: Listen. (Say sound, stretching continuous sounds 2-3 seconds. Say stop sounds quickly.)

We: Say it with me. (Teacher and student say the sound together.)
You: Your turn. (Student says the sound.)

Sounding Out Words

I: Listen. (Stretch the continuous sounds 2-3 seconds, connecting the sounds. Say the stop sounds quickly.)

We: Read it with me. (Teacher and student sound out the word together.)

You: Your turn. (Student sounds out the word.)

Teacher: What word?

Student: (Student reads the word.)

If the student does not say the correct word, provide further scaffolding by gradually shortening the length of the beginning sound until the student says the correct word. If the student still does not say the correct word, simply provide the word and ask the student to repeat it.

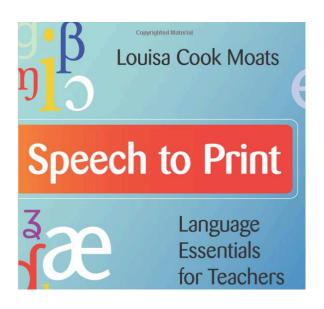
Sentence Reading

If a student makes a mistake during sentence reading:

I: That word is (say word). What word?

You: (Student reads the word.) Start the sentence again.

Resource: Background Teacher Knowledge



- Pronouncing sounds in isolation
- Recognizing spelling patterns
- Modeling blending and segmenting words into phonemes



Recommendation 3: Decode words, analyze word parts, and write and recognize words.

- 1. Teach students to blend letter sounds and soundspelling patterns from left to right (decode)
- 2. Instruct students in common sound-spelling patterns
- 3. Teach students to recognize common word parts

Recommendation 3: Decode words, analyze word parts, and write and recognize words.

- 4. Have students read decodable words in isolation and in text.
- 5. Teach regular and irregular high-frequency words so that students can recognize them efficiently
- Introduce non-decodable words that are essential to the meaning of the text as whole words



Features of the Friends on Block Curriculum

1 Cat		e Discontinuation
	Books	Lessons
Supports Language: Vocabulary and Comprehension	 Helper text (read by a Friend such as a teacher/tutor/parent) Vocabulary and syntax similar to spoken language (sounds more "natural") Picture support for key content words (3.6) 	 Shared reading experience Dialogic reading questions Graphic organizers Word building activities in context
Supports Word Recognition:	 Gradually introduce small sets of target words (high-frequency 	Explicit practice of phonemic awareness, letter-sounds, alphabetic principle
Phonemic Awareness, Letter	decodable and irregular words) • Varied sentence structure (to	 Explicit practice of decoding skills (3.1), sound-spelling patterns (3.2), common word
Sounds and	minimize guessing)	parts (3.3), and sight words (3.5)
Patterns, Decoding,	Repetition of level words (high-	Directly linked to books (focus on target
and Irregular Words	frequency decodable and non- decodable words) • Cumulative review	words and skills; 3.4)Cumulative review (3.5)
Supports Intensive	Scaffolds allow book reading in Level 1	Teacher (or Friend) provides scaffolding as needed (e.g., echo

Teacher (or Friend) provides specific corrective feed³⁹ack during

Sound It Out

Objective: Sound out and read words consisting of taught letter-sounds

Sound It Out

1. Teacher: You're going to say the sounds in a word and then say the word. Listen as I sound it out. (Point and say the sounds for the letter(s). Connect the sounds as you say the sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Then say the word.)

2. Teacher: (Point to letters of next word.) Sound it out.

Students: (Say each sound as you point to the letter, then say the word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

If students make an error, follow the I, We, You feedback procedure.

I: Listen. Sound it out.

We: Read it with me. Students sound it out with you.

You: Your turn. Students sound it independently.

Repeat the row.

Sound It Out mad can at dad Jazz



Read It

Objective: Fluently pronounce taught sight words

Read It

- 1. Teacher: Look at each word when I point to it. Read it when I tap it.
- 2. Teacher: (Point to the first word.) Read it. (Tap the first word.)

Students: (Read the word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

If students make an error, follow the I, We, You feedback procedure.

in play to help there



Your turn!

- With your partner/group turn to Your Day 2 Warm-Up (p15)
- Take turns being the teacher/student
- Teachers:
 - Remember to signal/cue
 - I, We, You for corrective feedback and scaffolding
- Students:
 - Make some mistakes throughout ©

Learning Games





Recommendation 4: Read connected text daily.

- 1. As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word recognition.
- 2. Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.
- 3. Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.



Features of the Friends on Block Curriculum

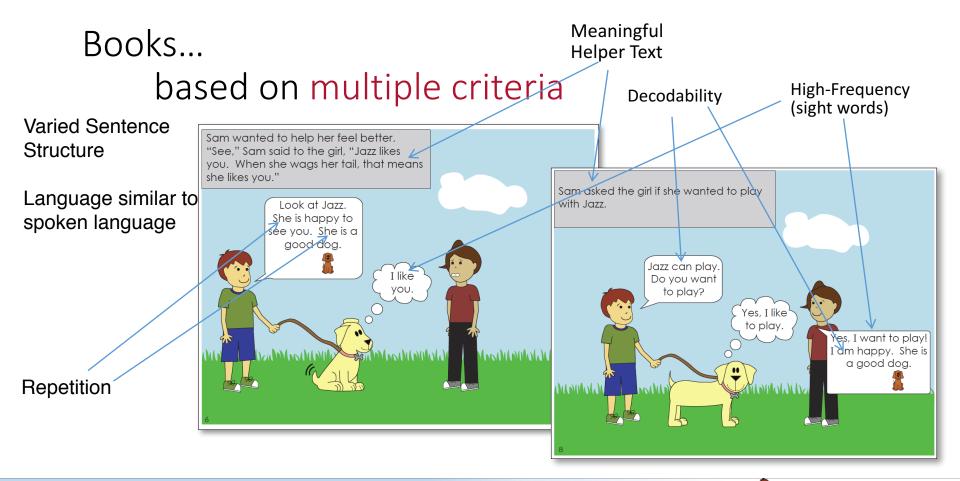
	Books	Lessons
Supports Language: Vocabulary and Comprehension	Helper text (read by a Friend such as a teacher/tutor/parent) Vocabulary and syntax similar to spoken language (sounds more "natural") Picture support for key content words	 Shared reading experience Dialogic reading questions Graphic organizers Word building activities in context
Supports Word Recognition: Phonemic Awareness, Letter Sounds and Patterns, Decoding, and	Gradually introduce small sets of target words (high-frequency decodable and irregular words) Varied sentence structure (to minimize guessing) Repetition of level words (high-frequency decodable and non-decodable words)	 Explicit practice of phonemic awareness, letter-sounds, alphabetic principle Explicit practice of decoding skills, sound-spelling patterns, common word parts, and significantly linked to books (focus on target words and skills) Cumulative review

Supports Intensive Scaffolds allow book reading in Level **Practice with Connected Text** Immediate application of skills in books Careful sequencing of target words 4.3) based on meaning and decodability

needed (e.g., echo reading; 4.1)

Teacher (or Friend) provides scaffolding as Teacher (or Friend) provides specific corrective feedback during text reading (4.1, Activities target comprehension and fluency Gradual fading of scaffolds at sentence level (4.2) Text focuses on taught letter sounds 45

and sight words





Recommended Early Readers



Textproject.com



Flyleafpublishing.com



Which words are decodable if you know the most common sound for individual letters? (consonants & short vowels)

I am at bat.

But I have to hit the ball. I hit the ball.

I run and run. We win!



I run and run. We win!



Which words are decodable if you know the most common sound for individual letters? (consonants & short vowels)

I am at bat.

But I have to hit the ball. I hit the ball.

I run and run. We win!

- √/a//i//u/
- ✓ (sight words) I have, to, the, ball, we



I run and run. We win!





Previously Introduced Letter-Sound Correspondences:

Consonant /s/ sound spelled **s, ss**Consonant /m/ sound spelled **m**Short /a/ sound spelled **a**Consonant /k/ sound spelled **c**

Prerequisite Skills are foundational phonics skills that have been previously introduced.

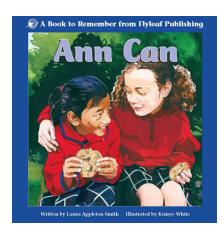
Target Letter-Sound Correspondence is the letter-sound correspondence introduced in the story.

High-Frequency Puzzle Words are high-frequency irregular words.

Decodable Words are words that can be decoded solely on the basis of the letter-sound correspondences or phonetic elements that have been introduced.

Target Letter-Sound Correspondence

Consonant /n/ sound spelled n



High-Frequency Puzzle Words

like yes you

Bold indicates new high-frequency word.

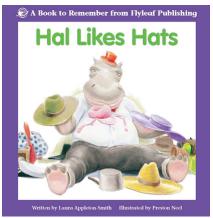
Decodable Words				
am	Mack			
Ann	man			
can	Nan			
I	Sam			

Bold indicates high-frequency word.



Hal has go hats. Hal has stop hats.





The top hat tips. Hal slips.





Previously Introduced Letter-Sound Correspondences:

Correspondences:

Consonant /s/ sound spelled s, ss
Consonant /m/ sound spelled m
Short /a/ sound spelled a
Consonant /k/ sound spelled c
Consonant /n/ sound spelled n, nn
Consonant /k/ sound spelled k, ck
Consonant /t/ sound spelled t, tt
Consonant /z/ sound spelled s
Consonant /p/ sound spelled p
Short /o/ sound spelled o
Consonant /g/ sound spelled g, gg

Consonant /d/ sound spelled d

Short /i/ sound spelled i
Consonant /r/ sound spelled r
Consonant /l/ sound spelled l, ll

Prerequisite Skills are foundational phonics skills that have been previously introduced.

Target Letter-Sound Correspondence is the letter-sound correspondence introduced in the story.

High-Frequency Puzzle Words are high-frequency irregular words.

Decodable Words are words that can be decoded solely on the basis of the letter-sound correspondences or phonetic elements that have been introduced.

rget Letter-Sound Correspondence
onsonant /h/ sound

spelled h

High-Frequency Puzzle Words					
go	of				
he	oh				
like	that				
likes	the				
my	yes				
no					

Bold indicates new high-frequency word.

Decodable Words					
a	hat	pan	tick		
and	hats	pink	tin		
clock	I	plop	tips		
dot	lot	pot	tock		
Hal	lots	slips	top		
Hal's	not	stop	•		
has	on	tan			

Bold indicates high-frequency word.



Instructional Design and Implementation of Friends on Black							
Books		Lessons					
Multiple books in each level	•	Consistent with WWC* recommendations for					
Aultiple Criteria		foundational skills and research on struggling readers					
 Meaning scaffolds: Helper text, natural 		and students with disabilities					
language, picture support for key	•	May be used as a supplemental or primary intervention					
content words	•	Lessons and books are carefully aligned, targeting critic					
 Difficulty scaffolds: Aligned with 		skills					
lessons, gradual increase in length of	•	Flexible pacing (multiple books and corresponding					

- sentences and books
 - Design Features (repetition, cumulative review, varied sentence
- structure) Sequence of target words supports both comprehension and word recognition

- ervention
- ing critical

lessons in each level; all books/lessons within a level are

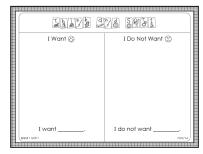
- of equal difficulty) Instructional Routines are evidence-based practices
- Engaging instructional games
 - (materials for 3-5 primary and 3-5 support sessions per week, typically 20 min each)

Flexible implementation and embedded teacher support

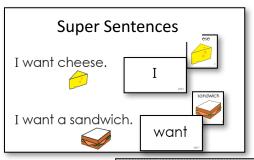
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Teacher Learning Activities Levels 1-4

(All Directions For Teacher Activities Are In The Teacher Presentation Book On The Corresponding Day For The Activity.)









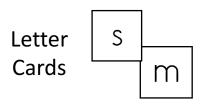


Level 5 +

I Got It Game



Game Board

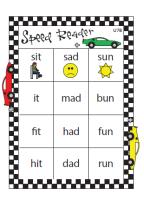


Sentence Pages



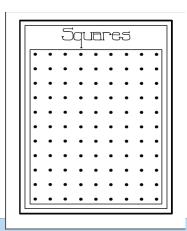
Level 7 +

Speed Reader

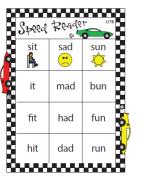




like not want do I want like a do not a I do like want like not not I want do a



Tutor/Reinforcement Games





Super Sentences

<u>Preparation</u>

at a time.

Pick 2 sentences from the list of Suggested Sentences. Find the sentences in the student book so the student can see the corresponding picture. Set out the necessary word and picture cards for each sentence, one sentence

Stor

- Open the book and turn to the page that has the first sentence. Place it
 where the students can see. Point out the sentence and tell the students that
 you will build this sentence together.
- 2. Use the word cards to build the sentence together.
- 3. Mix up the cards and have the students build the same sentence.
- 4. Have students read the sentence.

Turn to another page and repeat the steps to build another sentence from the

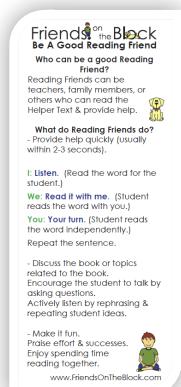


thank	be	friend	her	
your	who	go	sad	
US	we	dad	it	
mad ran		give	hat	



What else is available to you?

- Ebooks
 - Downloadable on ipads and tablets via FriendsOnTheBlock.com (includes FREE presentation books for each level when purchased)
- Demonstration videos
- Bookmarks for Paired Reading





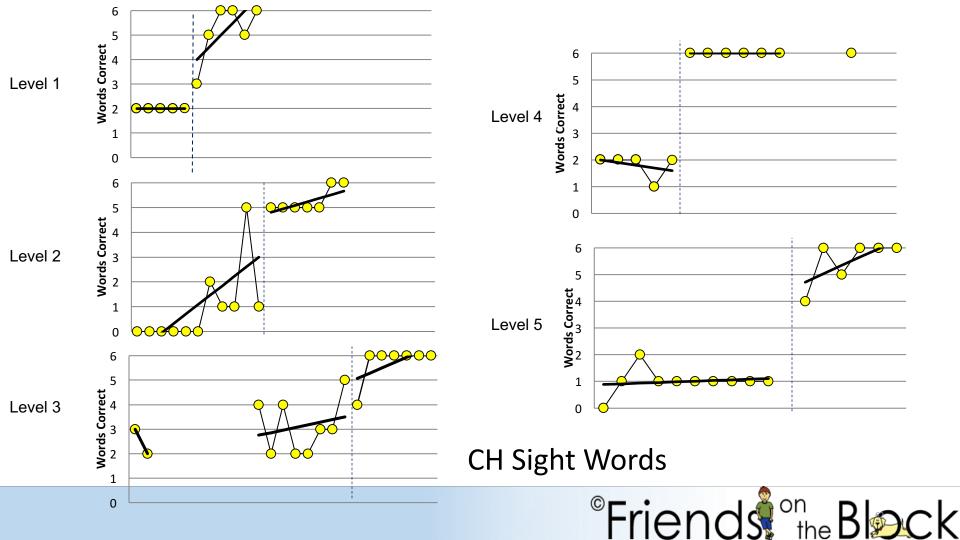
Finally...

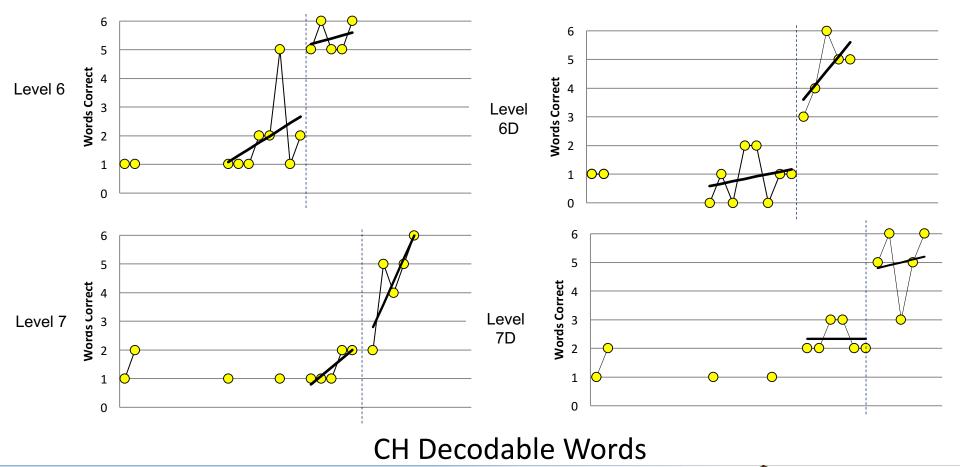
- Contact us with questions and comments!
- •See our website for more information and free sample ebooks
- •Fill out the "For More Information" form and note that you were at CEC and we'll give you a coupon code for one free level of electronic materials (use the free placement test to decide which level you would like)
- www.FriendsOnTheBlock.com
- •jallor@smu.edu



Questions/Contact information

Case (student)	Age	IQ ª	Starting Level	Ending Level	PPVT Age Eq	Disability	Total Dosage (hours)	Total Dosage (weeks)
AMM	9	42	6	9	2:06	Autism	26.48	27 weeks
AMT	11	70	1	4	5:11	ID/Speech Impairment	53.20	21 weeks
AJ	12	63	7	9	7:06	ID/Speech Impairment	49.75	21 weeks
CF	9	42	1	3	2:09	Down Syndrome	30.46	27 weeks
СН	10	43	1	7	5:04	ID/Speech Impairment	57.45	12 weeks/21 weeks
cs	7	55	1	3	3:04	Autism/Speech Impairment	20.50	21 weeks
EM	6	59	1	3	2:04	Smith-Lemli Opitz	31.96	27 weeks
JG	10	56	1	3	3:04	Down Syndrome	50.15	27 weeks
JH	11	52	1	6	6:01	ID/Speech Impairment	32.50	21 weeks
KC	10	47	6	7	3:06	Down Syndrome 57.08		27 weeks
KD	11	65	1	6	9:03	Speech Impairment	33.47	12 weeks/21 weeks
KR	9	41	3	5	2:07	ID/Speech Impairment	38.50	21 weeks
LB	9	70	1	3	5:03	Autism/ID/Speech Impairment	32.10	21 weeks
LD	12	65	8	14	5:04	ID/Speech Impairment	40.58	12 weeks/21 weeks
NW	10	88 ^b	7	11	7:05	Speech Impairment	32.10	12 weeks/21 weeks
SM	10	40	1	3	2:03	Smith-Lemli Opitz/Brain Tumor	30.66	27 weeks
SS	11	63	5	7	4:09	Down Syndrome 43.88 27 week		27 weeks
WB	13	40	1	3	4:07	Down Syndrome	54.55	27 weeks



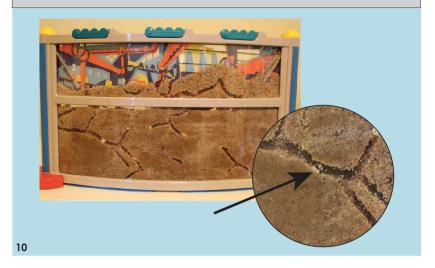


°Friends on Black

Sample Level 6 Text Ants are Fun! (non-fiction)

- Ants are very little, but ants can go very fast. Ants do not like to be in the sun. The ant is little, but he can be very fast.
- •It is so little, but it can go fast. Look at it go. It is fun to see the ant run fast. The ant ran very fast.

When you bring an ant farm home, you need to fill it with sand. Then you can put the ants inside the farm. You can watch the ants dig in the sand. They will dig paths in the sand so they can move around in the ant farm.



My <u>ant farm</u> is here on the table. I have sand and

little black ants. The ants dug a big path in the sand. Look at that ant go up the path. He is not very big, but he can go up the path.



Designed by researchers for all emergent readers, including struggling readers and readers with disabilities

Lessons Based On Books

- Shared reading experience: Student-read text and Helper text (read by a Friend)
- Natural-sounding text with picture support for key content words
- Dialogic reading questions
- Word building activities in context

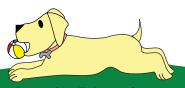
Explicit, Systematic Instruction

- Gradually introduces letter sounds and sight words
- Decodable words with attention to all parts of the words
- High-frequency sight words are common and in meaningful contexts
- Words are repeated often in the lessons and books
- Cumulative review throughout the curriculum
- Gradually fading scaffolds

Key Characteristics

- Consistent with What Works Clearinghouse recommendations*
- Multiple books in each level
- Multiple criteria (meaning & difficulty scaffolds and design features)
- Books read with a Friend (teacher/tutor/parent)
- May be used as a supplemental or primary intervention
- Carefully aligned, targeting critical skills
- Instructional routines are evidence-based practices
- Flexible pacing and implementation
- Engaging instructional games

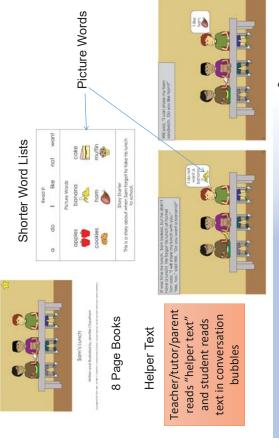
*https://ies.ed.gov/ncee/wwc/PracticeGuide/21



On Facebook: Friends on the Block
On the Web: www.FriendsOnTheBlock.com

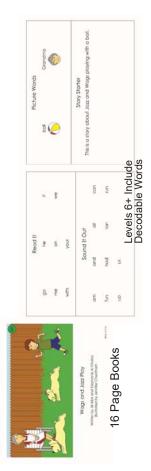
© 2018 Jill H. Allor, Jennifer P. Cheatham, & Stephanie Al Otaiba

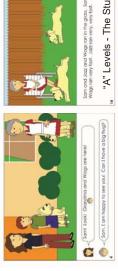
Sample Pages from Level 1 Book



*Friends on Black

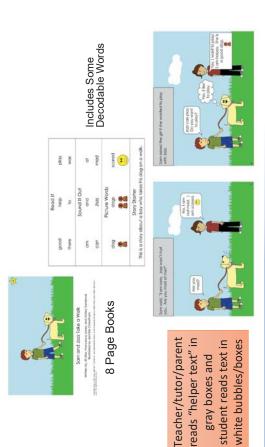
Sample Pages from Level 6A Book





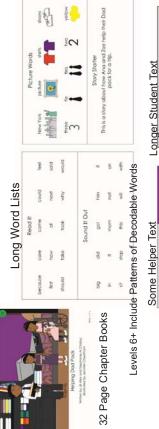


Sample Pages from Level 4 Book



Friends on Black

Sample Pages from Level 7B Book





Teacher/tutor/parent reads "helper text" in

student reads text in white bubbles/boxes

gray boxes and

Friends on Black

Friends on the Block Target Word List (Levels 1-11)

		Sight Words			dable Words		s, Short Vowe		Sight Words,	Vowel Patte	rns & Review
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11
Letter Sounds	c, f, p, m, s, t	d, j, n	b, g, h, l, r	ck, k, a	u	ch, th, w, x, y, z	i, o, sh, qu, v	е	a-e, i-e, o-e	ai, ay, ol	al, ea, ee
Target Sight Words	a do I like not want	dad here is look Mom see the where	are at happy in no she yes you	good help play there to was	big have little my please very what	be friend give go he her it me on so thank we who	because care come could feel first of how next said should take too	again away came clothes cold eat food for from need oh out put	about animal been day does down every many one or other push snow	any ball both done boy family girl more most once room saw their	answer second another kind know our question really right soon sure thought word
	6 words		ords	6 words	7 words	with your	why would 15 words	ready some	they were	warm young 15 words	work wrong
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11
				am and at	am and at	am and at	big did	bed best end	came fine five	cold day hold	all call clean
sp				can dad	can dad	can dad	got him if	get help	gave home	may old	each eat
Target Decodable Words	No decodable target words in Levels 1 3 (early decoding skills are practiced in activities to prepare students for		re practiced	hea	sad mad	fun had hat	in it mom	let next red	hope like made	plain play rain	feel green neat
Target Dec	li	ater decoding	;)	A few decoder are introder practiced in	luced and Levels 4-5	mad ran run sad	not on sit stop	step tell them then	make nine same side	roll say stay tail	need read see seem
	[©] Frien	ds on the	Bleck	and repeate	ed in Level 6	sun up us	this will with	went when yes	smile time white	told wait way	small tall wall
	© 2018 Jill H. All	or, Jennifer P. Che	eatham, and Stepl	nanie Al Otaiba.			15 Words			15 words	

Friends on the Black Scope and Sequence © 2018 Jill H. Allor, Jennifer P. Cheatham, and Stephanie Al Otaiba (www.FriendsOnTheBlock.com)

	Ohio shina /Ghill	Level										
Strand	Objective/Skill	1	2	3	4	5	6	7	8	9	10	11
on Y	Make predictions about a text	\	\	\	✓	\	\checkmark	✓	\	\checkmark	\checkmark	\checkmark
Language: Comprehension & Vocabulary	Develop language and story comprehension	✓	√	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lang Compr & Voo	Develop vocabulary by sorting words based on meaning	✓	✓	✓	✓	✓						
	Orally blend onset and rime into a word	✓	✓									
honologica Awareness	Orally blend sounds into a word			✓	✓	✓	✓	✓	✓			
Phonological Awareness	Identify the first sound in spoken words	✓	✓									
	Identify the sounds in spoken words			✓	✓	✓	✓	✓	✓			
	Fluently pronounce taught sight words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Fluently say the sounds for taught letters/patterns.	c, f, m, p, s, t	d, j, n	b, g, h, l, r	ck, k, a	u	ch, th, w, x, y, z	i, o, sh, qu, v	e	a-e, i- e, o-e	ai, ay, ol	al, ea, ee
ognition	Sound out and read short vowel words in which each letter represents its most common sound				✓	✓	✓	✓	✓			
Word Recognition	Sound out and fluently read words with taught letter patterns									✓	✓	✓
	Pronounce words formed by combining words made up of taught patterns with s, ed, and ing									✓	✓	✓
	Pronounce words made up of taught spelling patterns and syllable types									✓	✓	✓
Fluency in Connected Text	Read sentences with increasing fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fluency in Connected Text	Read text with increasing fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Features of the Friends on Black Early Literacy Curriculum

	Books	Lessons
Supports Language:	Helper text (read by a Friend such as a	Shared reading experience
Vocabulary and	teacher/tutor/parent)	Dialogic reading questions
Comprehension	 Vocabulary and syntax similar to spoken language 	Graphic organizers
	(sounds more "natural")	Word building activities in context
	Picture support for key content words	
Supports Word	 Gradually introduce small sets of target words (high- 	Explicit practice of phonemic awareness, letter-sounds,
Recognition:	frequency decodable and irregular words)	alphabetic principle
Phonemic Awareness,	 Varied sentence structure (to minimize guessing) 	 Explicit practice of decoding skills, sound-spelling patterns,
Letter Sounds and Patterns,	 Repetition of level words (high-frequency decodable 	common word parts, and sight words
Decoding, and Irregular	and non-decodable words)	 Directly linked to books (focus on target words and skills)
Words	Cumulative review	Cumulative review
Supports Intensive Practice	Scaffolds allow book reading in Level 1	Teacher (or Friend) provides scaffolding as needed (e.g., echo
with Connected Text	 Immediate application of skills in books 	reading)
	Careful sequencing of target words to increase	Teacher (or Friend) provides specific corrective feedback during
	meaning and word recognition	text reading
	Gradual fading of scaffolds	Activities target comprehension and fluency at sentence level
	Text focuses on taught letter sounds and sight words	
Instructional Design and	Multiple books in each level	Consistent with WWC* recommendations for foundational skills
Implementation	Multiple Criteria	and research on struggling readers and students with disabilities
	 Meaning scaffolds: Helper text, natural 	 May be used as a supplemental or primary intervention
	language, picture support for key content	 Lessons and books are carefully aligned, targeting critical skills
	words	 Flexible pacing (multiple books and corresponding lessons in
	 <u>Difficulty scaffolds</u>: Aligned with lessons, 	each level; all books/lessons within a level are of equal difficulty)
	gradual increase in length of sentences and	Instructional Routines are evidence-based practices
	books	Engaging instructional games
	 Design Features (repetition, cumulative 	Flexible implementation and embedded teacher support
	review, varied sentence structure)	(materials for 3-5 primary and 3-5 support sessions per week,
	Sequence of target words supports both	typically 20 min each)
	comprehension and word recognition	
		*https://ies.ed.gov/ncee/wwc/PracticeGuide/21
	<u>www.FriendsOnTheBlock.com</u>	Tittps.//ics.cu.gov/ficec/wwc/fracticeGuide/21

Articles and Presentations on PROJECT INTENSITY/ FRIENDS ON THE BLOCK Curriculum

- Allor, J. H. (January, 2018). Research support for Friends on the Block: A text-centered early literacy curriculum for students with disabilities. Council for Exceptional Children Division of Autism and Developmental Disabilities, Clearwater Beach, FL.
- Allor, J. H., & Conner, C. (January, 2018). *Raising literacy expectations: Instructional implications from recent research on a text-centered curriculum*. Council for Exceptional Children Division of Autism and Developmental Disabilities, Clearwater Beach, FL.
- Allor, J. H., Gifford, D. B., Jones, F. G., Al Otaiba, S., Yovanoff, P., Ortiz, M. B., & Cheatham, J. P. (in press). The effects of a text-centered literacy curriculum for students with intellectual disability. *American Journal for Intellectual and Developmental Disabilities*.
- Allor, J. H., Al Otaiba, S., Ortiz, M. B., Yovanoff, P., Conner, C., & Baker, K. (April, 2017). *The effectiveness of a text-centered literacy curriculum for students with intellectual disability*. Annual Council for Exceptional Children Convention, Boston, MA.
- Allor, J. H., Al Otaiba, S., Yovanoff, P., & Ortiz, M. B. (February, 2017). *Promising findings for a text-centered literacy curriculum for students with intellectual disability*. Pacific Coast Research Conference, San Diego, CA.
- Allor, J. H., Al Otaiba, S., & Yovanoff, P. (December, 2016). *Demonstrating the effectiveness of a text-centered literacy curriculum for students with intellectual disability*. Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.
- Allor, J. H., Al Otaiba, S., Yovanoff, P., & Ortiz, M. B. (April, 2016). *The effects of a text-centered supplemental curriculum for students with intellectual disability*. Annual Council for Exceptional Children Convention, St. Louis, MO.
- Allor, J. H., Al Otaiba, S., Yovanoff, P., & Cheatham, J. (December, 2015). *The Effects of a Text-Centered Supplemental Curriculum for Students with Intellectual Disabilities*. Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.
- Allor, J. H., Mathes, P., Roberts, K., Cheatham, J. P., & Al Otaiba, S. (2014). *Is scientifically-based reading instruction effective for students with Below-Average IQs?* Exceptional Children, 80, 289-308. [4-year study with *Early Interventions in Reading by SRA/McGraw-Hill*; led directly to *Friends on the Block*]
- Allor, J. H., Gifford, D. B., Al Otaiba, S., Miller, S. J., & Cheatham, J. P. (2013). *Teaching students with intellectual disability to integrate reading skills: Effects of Text and Text-Based Lessons* [early version of *Friends on the Block*]