

Teaching Students with Intellectual Disability to Read using *Friends on the Block*, a Comprehensive Text-Centered Curriculum

Jill Allor
Southern Methodist University

We disclose a financial interest in *Friends on the Block*.

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IES Funded Project Intensity: Our Team

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- Stephanie Al Otaiba, Co-PI
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- Jennifer Cheatham

Current and Former Research Staff

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

DADD Presentation OBJECTIVES

- Participants will **implement basic evidence-based strategies** for teaching **foundational literacy skills** for students with disabilities.
- Participants will identify **common challenges and solutions** for teaching foundational literacy skills to students with disabilities.
- Participants will become familiar with **curriculum features** that are consistent with evidence-based recommendations for teaching foundational literacy skills.

Ask
Questions!

Organization of Presentation

- Brief summary of research on teaching reading to students with IDD, including a summary of our pilot study findings
- Brief overview of FOTB features – why we created it
- Evidence-based strategies
 - Book Reading procedures
 - Skill-focused procedures (with FOTB sample activities)
- Questions and Contact Information

Try it out

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 **comprehensive programs** of reading instruction (e.g., Allor, et al., 2014; Allor, et al., 2013; Browder, Mims, Spooner, Ahlgrim-Dezell, & Lee 2008; Connor, Alberto, Compton, & O'Connor, 2014; Lemons, et al., 2015).
- Two of our studies that led directly to Intensity (FOTB) 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*]
 - 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*

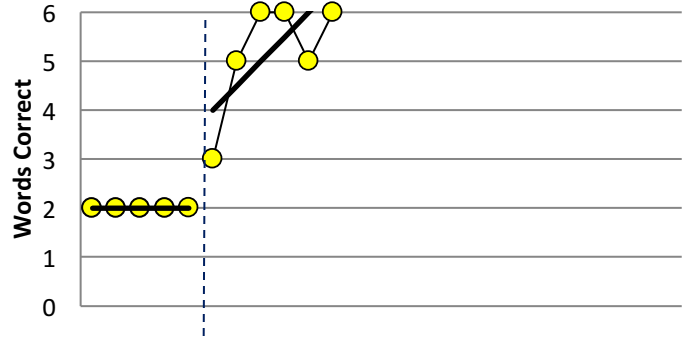
- Allor, J. H., Gifford, D. B., Jones, F. G., Al Otaiba, S., Yovanoff, P., Ortiz, M. B., & Cheatham, J. P. (2018). The effects of a text-centered literacy curriculum for students with intellectual disability. *American Journal for Intellectual and Developmental Disabilities*, 123, 474-494. doi:10.1352/1944-7558-123.5.474 [first 8 students from development grant studies]
- 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 Other Developmental Disabilities*. <https://doi.org/10.1177/1088357618762749> [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. [analysis of all 18 students from development grant studies]

Summary of FOTB pilot studies

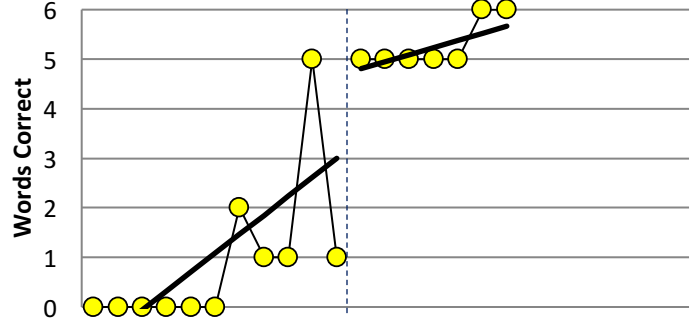
- Purpose: Statistically analyze and summarize the effects of the Friends on the Block literacy intervention on word recognition across 18 cases (students)
- Research Question: Within and across the 18 cases, what is the overall effect of the *Friends on the Block* literacy intervention across single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

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
CH	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 weeks
WB	13	40	1	3	4:07	Down Syndrome	54.55	27 weeks

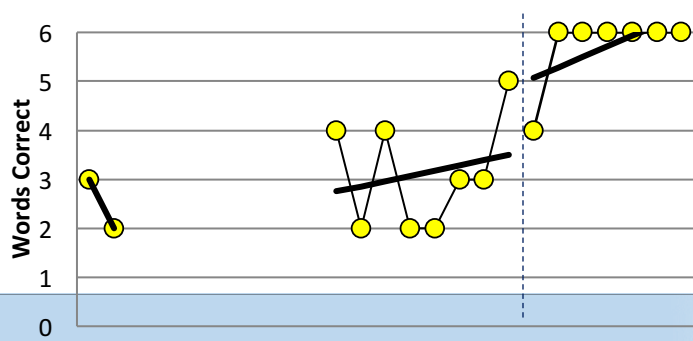
Level 1



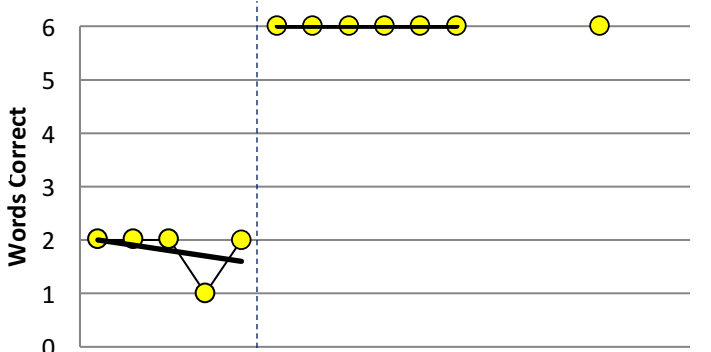
Level 2



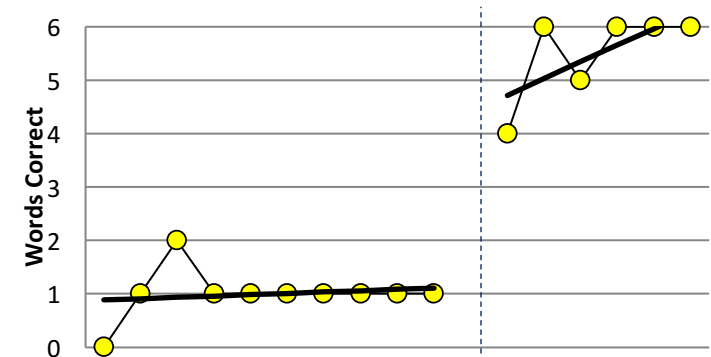
Level 3



Level 4

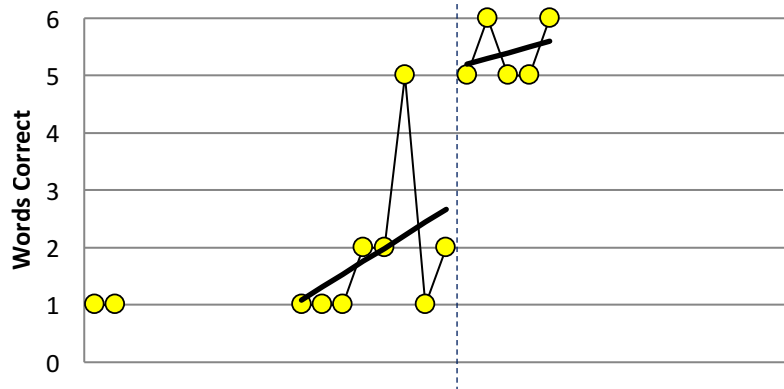


Level 5

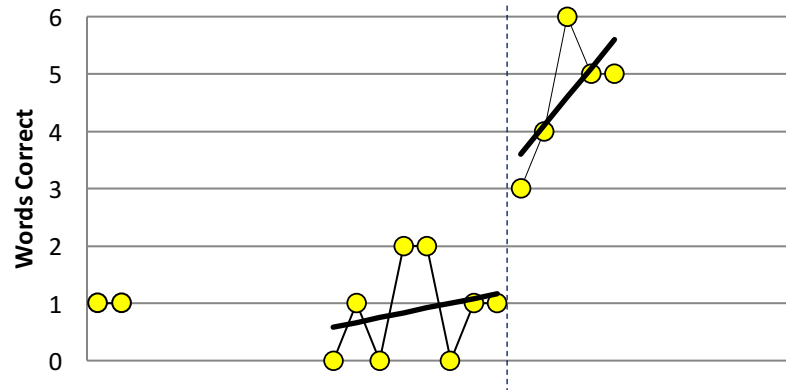


CH Sight Words

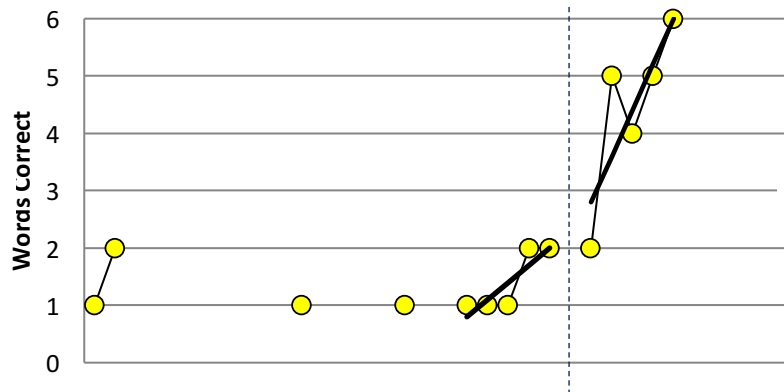
Level 6



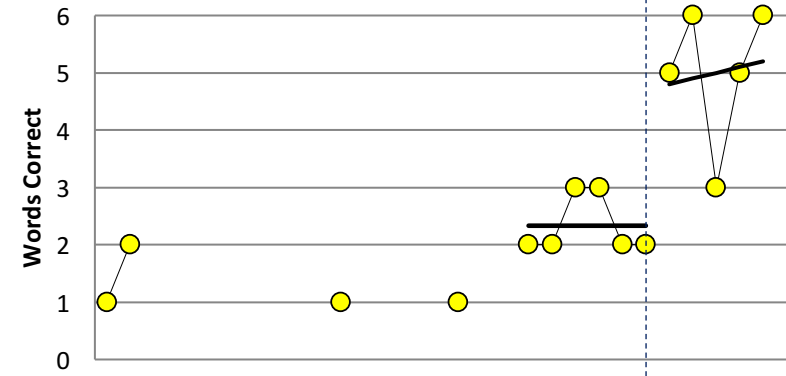
Level 6D



Level 7



Level 7D



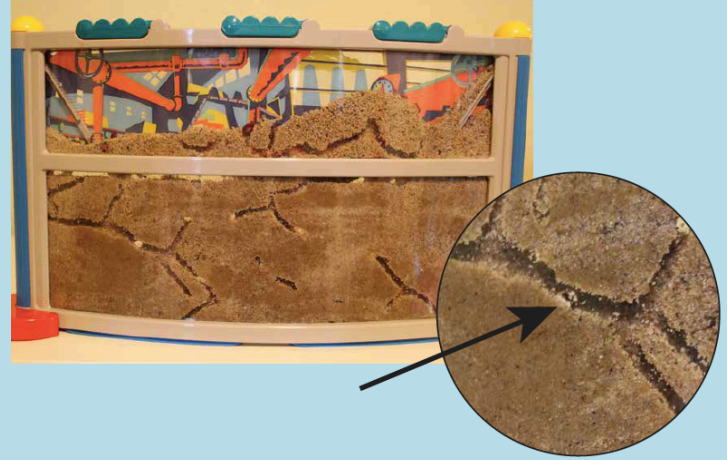
CH Decodable Words

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.



10

My ant farm 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.

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.
- Demonstrated **functional relationship between the intervention** and increases in 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.

4 What Works Clearinghouse Practice Guide Recommendations

Foundational skills to support reading for understanding in kindergarten through 3rd grade.

<http://whatworks.ed.gov>.

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

Why did we decide to create a new curriculum?

Just a few reasons...

- need for more books
 - especially ones that we be more meaningful to students with ID
 - needed more practice – more books and more practice of high-frequency words within books
- challenge of transfer of skills – developed lessons that match books more directly
- wanted levels so you could practice at one level for a while and rotate books, rather than repeating individual lessons or books

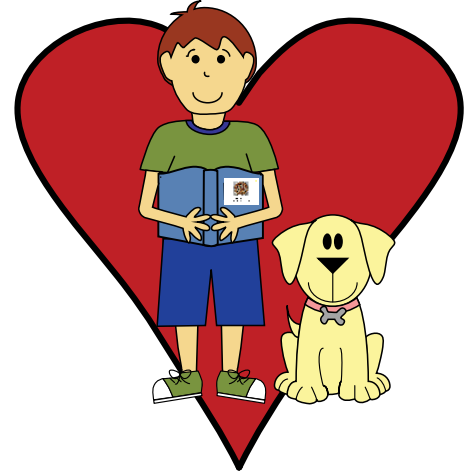
A very quick overview...

The  books are the  heart of the curriculum.

Scavenger Hunt: Find each of these in the student books.

What do you think is the purpose of each of these features?

1. Helper Text
2. Read It Words
3. Sound It Out Words (Level 4 and higher)
4. Picture Words
5. Story Starter



How are they different from other early readers you have seen?

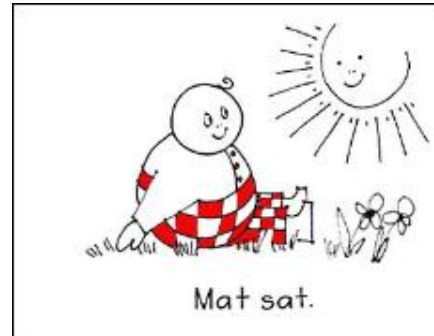
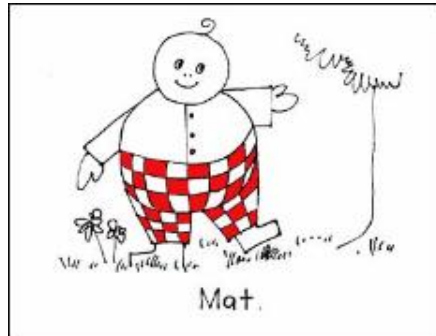
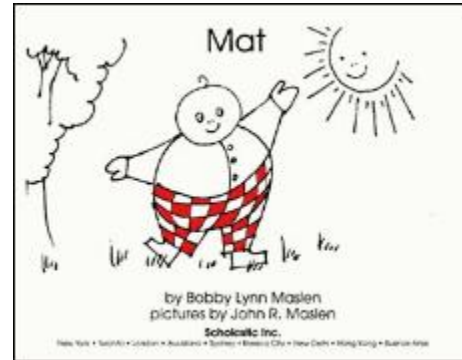
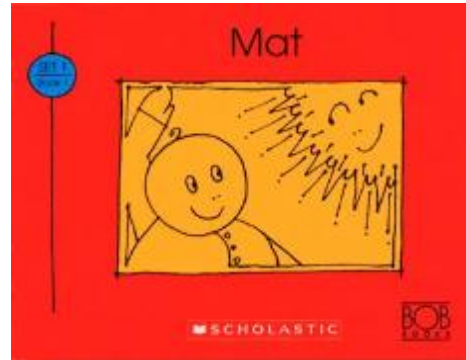
Friends on the Block Books: How are they different?

- Some books focus on **high-frequency**, or common, words
 - Dick and Jane

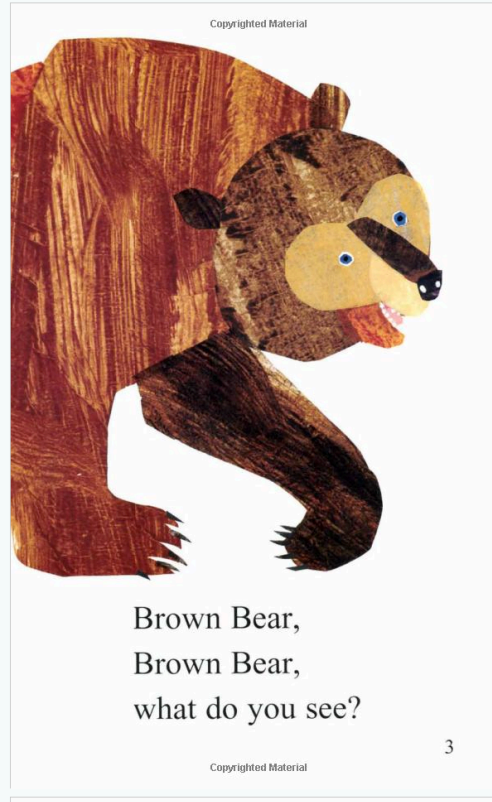
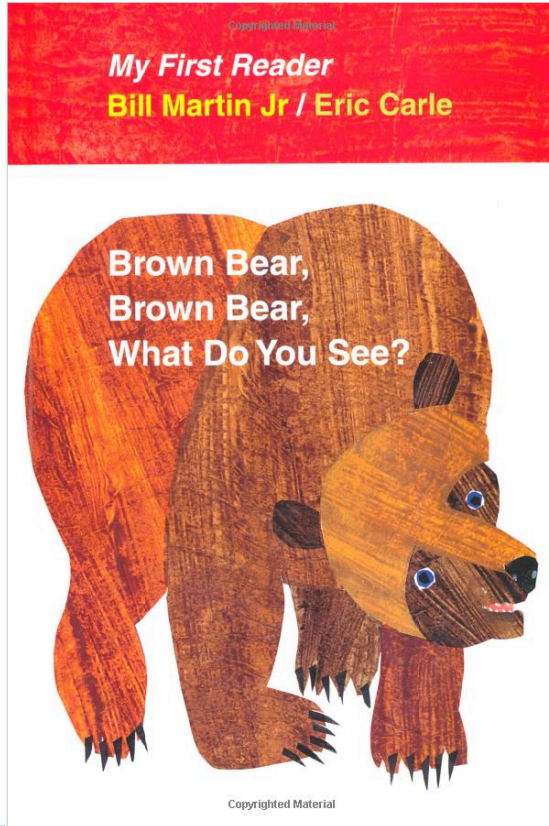


come
down
see
funny
little
is

Some books focus on **decodable** words



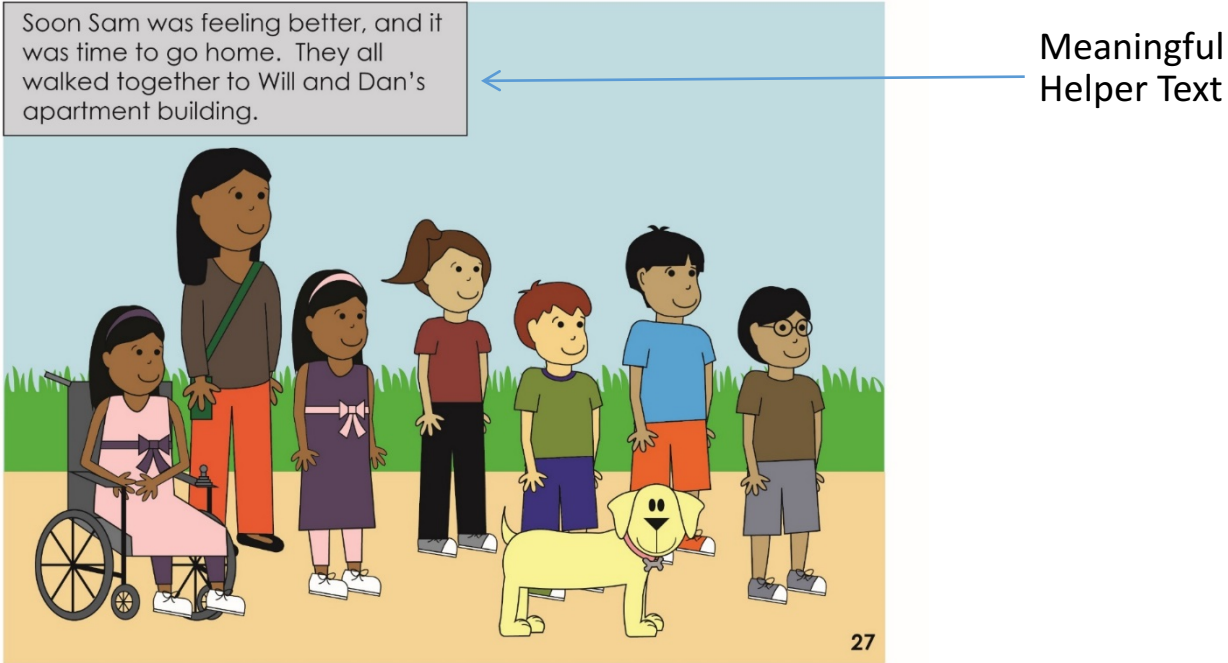
Some books focus on **predictability** and **meaning**



Research on Early Text: Multiple Criteria

- Critical Word Factor (measure of decodability and taught irregular words; Hiebert & Fisher, 2007)
- Look for readers with multiple criteria and scaffolds (Hiebert, 1999; Hiebert & Fisher, 2007; Cheatham & Allor, 2014)
 - Decodability
 - Word repetition
 - High-frequency words
 - Meaningfulness

How are ©Friends on the Block books different? ...based on multiple criteria



Books...

based on multiple criteria

Varied Sentence
Structure

Language similar to
spoken language

Repetition

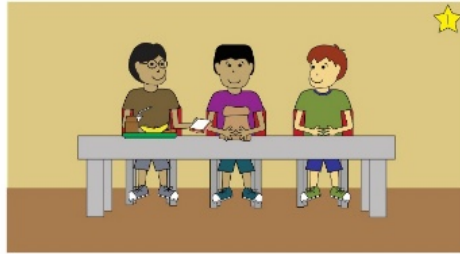
Pam asked, "Dan, did you get a big cut? If it is a big cut, we
would help you take care of it."

Decodability

Dan said, "No, I did not get a big cut. Look at it. It is just a
little scratch."

High-
Frequency
(sight words)







Sample Pages from Level 1 Book



Sam's Lunch

Written and Illustrated by Jennifer Cheatham

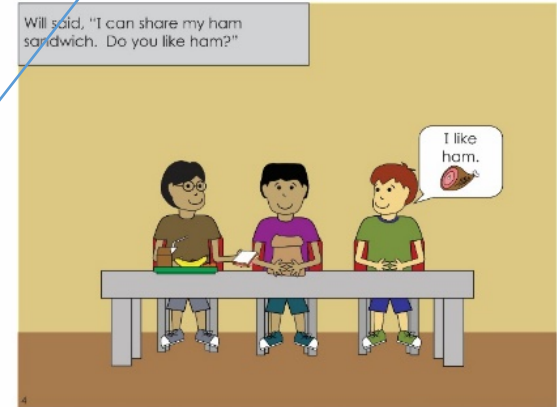
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Read It					
a	do	I	like	not	want
Picture Words					
apples 	banana 	cake 			
cookies 	ham 	muffin 			
Story Starter					
This is a story about when Sam forgot to take his lunch to school.					

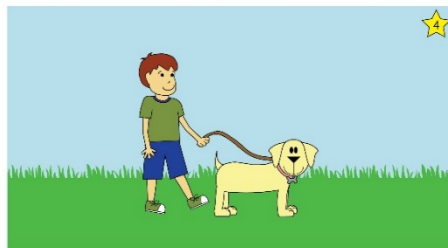
Picture Words
(add to meaning)

Helper Text

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






Sample Pages from Level 4 Book



Sam and Jazz Take a Walk

Written by Jill Allor, Francesca Jones, and Ashley Sandoval
Illustrated by Jennifer Cheatham

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www.friendsontheblock.com

Read It		
good	help	play
there	to	was
Sound It Out		
am	and	at
can	Jazz	mad
Picture Words		
dog 	dogs 	scared 
Story Starter		
This is a story about a boy who takes his dog on a walk.		

Includes Some
Decodable Words

8 Page Books

Teacher/tutor/parent
reads "helper text" in
gray boxes and
student reads text in
white bubbles/boxes



Sample Pages from Level 7B Book & Warm-Up

Pam asked, "Dan, did you get a big cut? If it is a big cut, we would help you take care of it."

Dan said, "No, I did not get a big cut. Look at it. It is just a little scratch."

14

Repetition

Decodability

High-Frequency (sight words)

Varied Sentence Structure
Language similar to spoken language

Explicit practice within Warm-Ups

Warm-Up

Say the Letter-Sound

i	m	wh	s	o
---	---	----	---	---

Sound It Out

block	did	got	him	just
-------	-----	-----	-----	------

Read It

first	of	how	next	said
-------	----	-----	------	------

Sample Pages from Level 9 Book & Presentation Book

Sound-spelling patterns & common word parts

Warm-Up

Read the Groups

snow	snows	snowing
run	runs	running

Read the Parts

kit	chen	<u>kitchen</u>	kitchen
mit	tens	<u>mittens</u>	mittens

Presentation Book


Book

Lesson practice directly linked to books

Sam ran to tell his mom about the snow. She was still in bed. Sam said, "Look outside! It has been snowing! Everything has white snow on it! Will you please help me get ready to go outside? There are so many things I want to do."

Mom said, "Sam, I am not ready to get up yet. I think Dad went to the kitchen to make some eggs. You can ask Dad to help you."



"Dad is home?" asked Sam with a smile. Sam ran to the kitchen.



6

Picture support for key content words

Picture Words

angel 	angels 	ball 	balls 
carrot 	chocolate 	window 	

Story Starter

This is a story about Sam and his dad having fun one day when it snowed.

Scope and Sequence Overview (FOTB)

Levels 1-3	Levels 4-5	Levels 6-8	Levels 9-12
Listening Comprehension/Reading Comprehension/Vocabulary			
Sight Words			
letter sounds	letter sounds short vowel a	letter sounds all short vowels	advanced vowel patterns
phonological awareness	link to print (alphabetic principle)	spelling/sounding out	
fluency with skills and passages			

Unique Feature: Target Sight Words and Decodable Words (see list)

WWC Recs #1 and #4: Book Reading Techniques

Foundational skills to support reading for understanding in kindergarten through 3rd grade.

<http://whatworks.ed.gov>.

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

At a Glance

Typical Lesson

- Warm Up (Direct Instruction style; very brief)
- Book Reading (read/discuss/review)
- Learning Game (target specific skills based on data/needs)

Book Reading

- Day 1: Predict and Read
- Days 2 and 3: Read and Discuss
- Day 4: Read and Review
- Day 5: Optional/Review



At a Glance Lessons

Day 1	Day 2	Day 3	Day 4	Day 5
Warm-up	Warm-up	Warm-up	Warm-up	Reinforcement
Predict and Read	Read and Discuss	Read and Discuss	Read and Review	
Think and Sort	Sam's Sounds	Super Sentences	Scavenger Hunt	

	Activities	Objectives
Warm-Up	Say the Word	Orally blend onset and rime into a spoken word
	Say the First Sound	Identify the first sound in spoken words
	Say the Letter-Sound	Fluently say the sounds for taught letters/patterns
	Read It	Fluently pronounce taught sight words
Book Reading	Predict	Make predictions about a text; develop oral language
	Read	Read text with increasing fluency
	Discuss	Develop language and story comprehension
	Review	Discuss and summarize a text using a graphic organizer
Learning Games	Think and Sort	Develop language by sorting words based on meaning
	Sam's Sounds	Identify the first sound in spoken words
	Super Sentences	Read sentences fluently
	Scavenger Hunt	Apply various skills in the context of a book
	Amazing Words	Fluently pronounce taught sight words
	Blending Bingo	Orally blend onset and rime into a spoken word

Target Read It Words	
a	like
do	not
I	want

General Correction Procedure

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

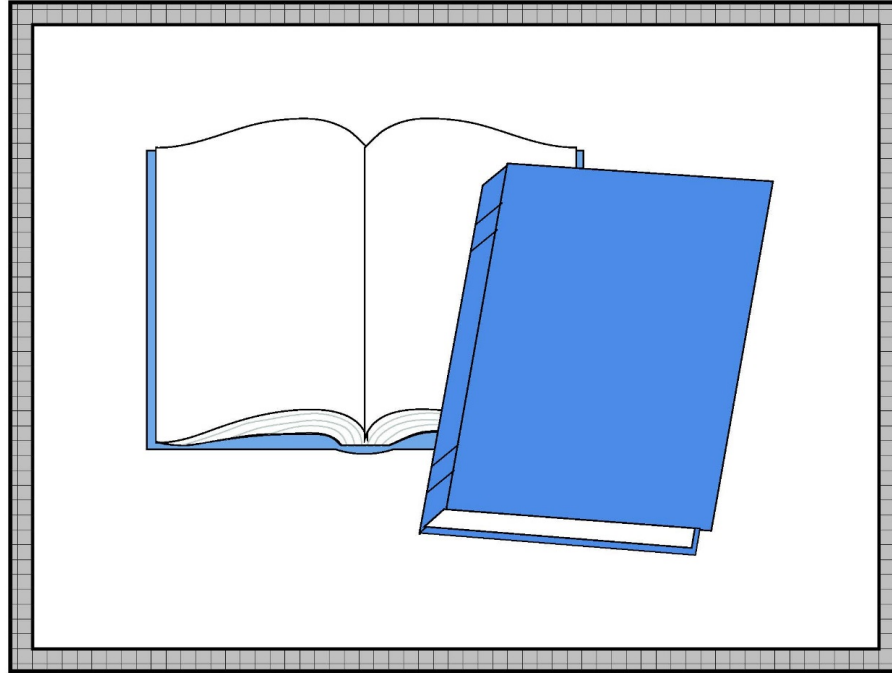
I: Listen. (The teacher models.)

We: Say it with me. (Teacher and students practice together.)

You: Your turn. (The students practice independently.)

Repeat the row or or sentence.

Book Reading Strategies



Book Reading Options: Echo Reading

- For students with minimal skills or with a new level
- Typically used for students in early levels
- Highly scaffolded, so use only as long as needed

Reminder: Only the teacher (or tutor/helper) reads the Helper Text in the gray boxes.

1. Teacher reads a sentence, pointing to each word
2. Student “echoes” by reading the same sentence, pointing to each word

Error Correction:

I: Listen. (The teacher repeats the sentence, pointing to each word.)

We: Say it with me. (Teacher and students practice together.)

You: Your turn. (The students practice independently.)

Try it out

Repeat the row or or sentence.

Book Reading Options (cont.)

1:1 or Taking Turns

- Works well with very small groups; disadvantage is wait time
- Increases independence

Choral reading (unison)

- Highly scaffolded, so be careful not to overuse

Whisper reading

- Students read very quietly to themselves
- Teacher listens, rotating among students as needed
- Provides more practice; works well as students skills progress

Reminder: Only the teacher (or tutor/helper) reads the Helper Text in the gray boxes.

Book Reading Options: Error Correction

If student(s) miss a word (say wrong word or take longer than 2-4 seconds to say a word):

I: Listen. That word is _____.

We: Say it with me. (Teacher and student(s) say word.)

You: Your turn. What word? (Student(s) repeat the word.)

Reminder: Only the teacher (or tutor/helper) reads the Helper Text in the gray boxes.

Read the sentence again. (The student(s) reads from the beginning of the sentence.)

Notes:

- If students become frustrated, use echo reading for a while.
- May want to skip “we” step or shorten directions to:
 - **That word is _____.**
 - **What word?** (Student(s) repeats word.)
 - **Read the sentence again.** (Student(s) reads from beginning of the sentence)

Try it out

Book Reading Options: Paired Reading

Details

- Increases practice time and independence; strong research support
- Students need to be taught procedures
- Teacher role is the same (monitor closely; provide feedback)

Procedures

- Students take turns reading text with a partner
- When student is not reading, he/she is the “coach”
- Encourage students to use same correction procedure as teacher

That word is _____.

What word? (Student repeats word.)

Read the sentence again. (Student reads from the beginning of the sentence.)

More details...

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.

WWC Panel Advice to Challenge

Obstacle 4.2. *My beginning readers can only decode a few letter sounds, so they rely on illustrations to identify words rather than applying other word-identification strategies.*

- Panel's Advice for responding to student errors
 - If word is decodable, model sounding out
 - If word is too difficult to decode (irregular or unfamiliar spelling patterns), provide the word and have student repeat the word and the sentence

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Target Read It Words	
a	like
do	not
I	want

Days 2 & 3 Story

Teacher Prep:

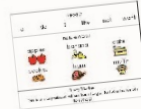
- Choose a book reading option
- Select 1- 2 Dialogic Reading Questions to ask per page based on student ability.
- Addresses language development, including listening comprehension

Day 2 Story: Read and Discuss

Use this guide to direct discussion and enhance student engagement. Questions increase in difficulty per page based on student ability. Questions increase in difficulty per page based on student ability. Questions increase in difficulty per page based on student ability.



Read the title.



2 Read the word list to the student and ask what the pictures are.

Optional: Have the students read the story starter.



3 Why is Sam sad? (Tom can help him.) (Tom can share their lunch.)
2 What is this? (point to lunch bag) Which (lunch bag) does Sam want?
1 Where are the boys sitting at the table? Will eating for lunch?



4 Do you think Sam will share his lunch with Sam? (no) Do you like blueberry muffins? Why does Sam not want a blueberry muffin?
3 What are these? (point to the muffins) How many muffins are there? (2) What kind of muffins are they? (blueberry muffins)
2 So far, what is Sam eating for his lunch? (ham sandwich, blueberry muffins) Do you think Sam is happy now? Why?
1 What is going on here? (Tom is offering to share his apple slices with Sam)
What is this? (point to bag of apple slices)



5 What else could Will share with Sam? (carrot, banana) Do you think Tom has anything else in his lunchbag he could share with Sam?
3 Does Sam want a blueberry muffin? (no) Do you like blueberry muffins? Why does Sam not want a blueberry muffin?
2 What are these? (point to the muffins) How many muffins are there? (2) What kind of muffins are they? (blueberry muffins)
1 So far, what is Sam eating for his lunch? (ham sandwich, blueberry muffins) Do you think Sam is happy now? Why?
What is going on here? (Tom is offering to share his apple slices with Sam)
What is this? (point to bag of apple slices)



6 What else do you like to eat for lunch?
3 Do you think Will or Tom have cookies to share with Sam? Let's turn the page and find out.
2 What else does Sam want for lunch? (cookies)
1 What did Sam finally eat for lunch? (ham sandwich, apple slices, cake) Where did he get the food from? (his friends) Do you think he was still hungry?
What does Tom have in the bottom of his lunchbag? (cake) Does Sam like cake? (yes) Who will Tom share his cake with? (Sam and Will)
Did Tom or Will have any cookies? (no)



7 What else do you like to eat for lunch?
3 Do you think Will or Tom have cookies to share with Sam? Let's turn the page and find out.
2 What else does Sam want for lunch? (cookies)
1 What did Sam finally eat for lunch? (ham sandwich, apple slices, cake) Where did he get the food from? (his friends) Do you think he was still hungry?
What does Tom have in the bottom of his lunchbag? (cake) Does Sam like cake? (yes) Who will Tom share his cake with? (Sam and Will)
Did Tom or Will have any cookies? (no)



8 What did Sam finally eat for lunch? (ham sandwich, apple slices, cake) Where did he get the food from? (his friends) Do you think he was still hungry?
What does Tom have in the bottom of his lunchbag? (cake) Does Sam like cake? (yes) Who will Tom share his cake with? (Sam and Will)
Did Tom or Will have any cookies? (no)

Teacher Tip: Sam's Sounds is the recommended learning game for Day 2, but you may prefer to substitute other games that target skills needing extra reinforcement.

Use dialogic reading techniques

Developing Children's Oral Language Skills Through Dialogic Reading

Guidelines for Implementation

Kylie S. Flynn

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Make your own “helper” and “student” text

- Choose a favorite read-aloud book (“helper text”)
- Write sentences for the student to read made up of words the student is working on
- You can add your own picture words, too
- 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.



WWC Recommendation #2:

Phonological Awareness/Letter Knowledge/Alphabetic Principle

Foundational skills to support reading for understanding in kindergarten through 3rd grade. <http://whatworks.ed.gov>.


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 2:

PA, Letter Knowledge, Alphabetic Principle

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

Progression of Skills from Phonological Awareness to the Alphabetic Principle

		Blending	Segmenting
	First Sound	Blend first sound and rime <i>Teacher: /mmm/ /at/ Student: mat</i>	Isolate the first sound <i>Teacher: mat Student: /mmm/</i>
	Phoneme by Phoneme	Blend all phonemes <i>Teacher: /mmm/ /aaa/ /t/ Student: mat</i>	Segment phonemes <i>Teacher: mat Student: /mmm/ /aaa/ /t/</i>
	Link to Letters	Decode CVC words (consonant-vowel-consonant) <i>Student: sounds out and reads "mat"</i>	Spell CVC words (consonant-vowel-consonant) <i>Student: spells "mat"</i>

Blending Bingo: Demonstration

Teacher:
c - ake

Teacher:
M - om

First Sound and Rime



A 5x5 grid bingo card titled "Blending Bingo" with a yellow star in the top right corner. The grid contains the following illustrations: Row 1: cake, beach ball, tree, girl, boy; Row 2: boy, lion, dice, boy, lion; Row 3: snowflake, dog, train, car, car; Row 4: eggs, fish, book, duck, soccer ball; Row 5: empty, empty, empty, empty, empty.



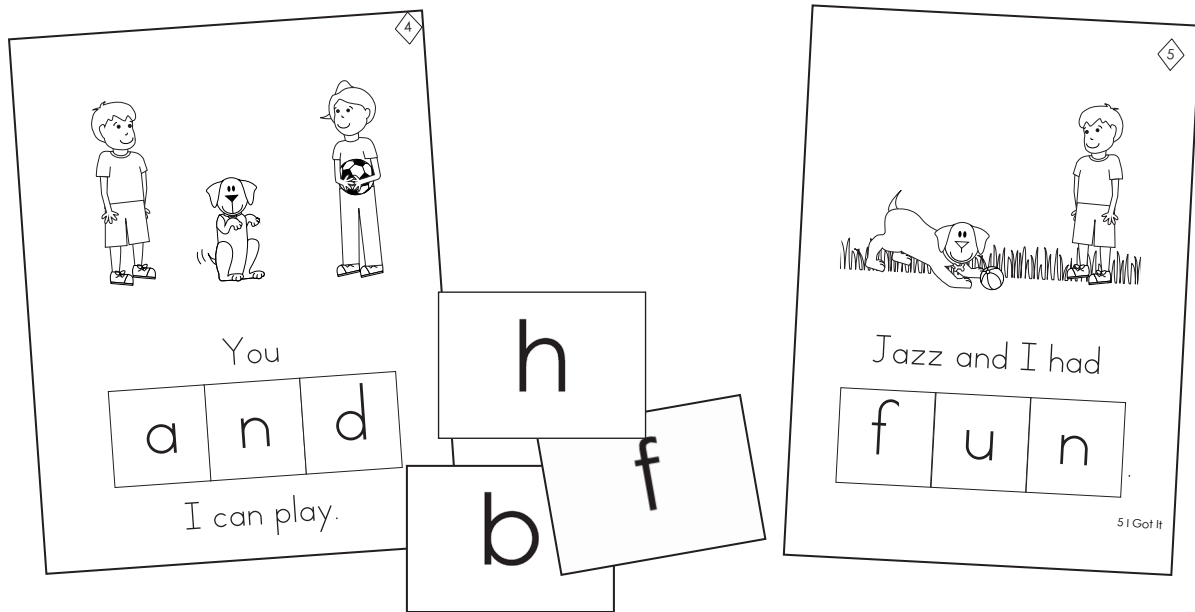
A 5x5 grid bingo card titled "Blending Bingo" with a yellow star in the top right corner. The grid contains the following illustrations: Row 1: girl, car, flowers, girl, boy; Row 2: tree, girl, snowflake, train, lion; Row 3: lion, duck, book, boy, boy; Row 4: empty, boy, dog, empty, beach ball; Row 5: empty, empty, empty, empty, empty.

Teacher:
c - a - ke

Teacher:
M - o - m

Phoneme by Phoneme

I Got It Game: Demonstration



More details...

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

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

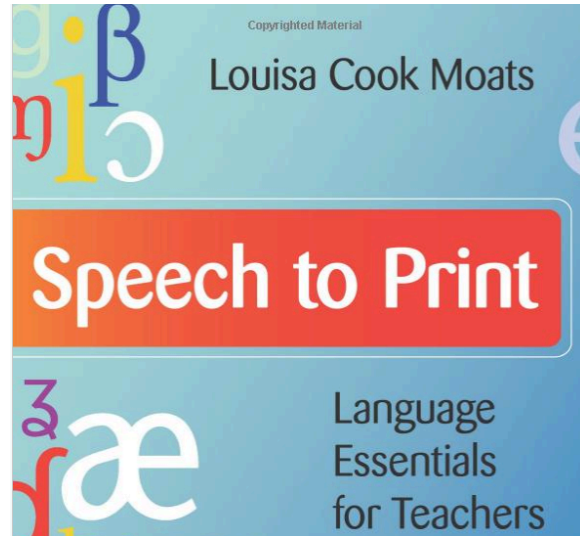
Recommendation 3: Decode words, analyze word parts, and write and recognize words.

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
6. Introduce non-decodable words that are essential to the meaning of the text as whole words

Common Challenge

- difficulty blending (and segmenting)
- Tips:
 - stretch and connect
 - be sure you are pronouncing sounds correctly
 - include practice of words that begin with continuous sounds (e.g., fan, sat)

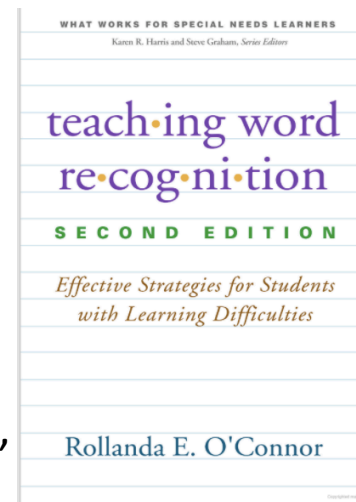
Resource: Background Teacher Knowledge



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

Resources for Evidence Based Literacy Practices

- FriendsOnTheBlock.com
- Lemons, C. J., Allor, J. H., Al Otaiba, S., LeJeune, L. M. (reprint in 2018; originally 2016). Ten research-based tips for enhancing literacy instruction for children and adolescents with intellectual disability. *Teaching Exceptional Children*, 50, 220-232.
- 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>.



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 - if you go to “Contact Us” and let me know you were at DADD 2019, I’ll give you access to some free electronic samples you can print and a few e-books
 - you’ll need to set up a login on the website