

Reading In Walkill

2021-2022 School Year

Reading Resources in Wallkill CSD

- ◆ Resources utilized by teachers for reading instruction:
 - ◆ FUNdations - Wilson Program (K-2 Districtwide)
 - ◆ Orton-Gillingham Methodologies for multi-sensory instruction
 - ◆ Leveled Literacy Intervention (LLI) (High interest leveled readers)
 - ◆ Pioneer Valley (K-2 Districtwide) (Paired with FUNdations)
 - ◆ Into Reading (Grades 3-6 Districtwide program)
 - ◆ Literacy Footprints (high interest leveled readers)
 - ◆ RAZ Kids (Computer Based Program)
 - ◆ Read180 for grades 7-8

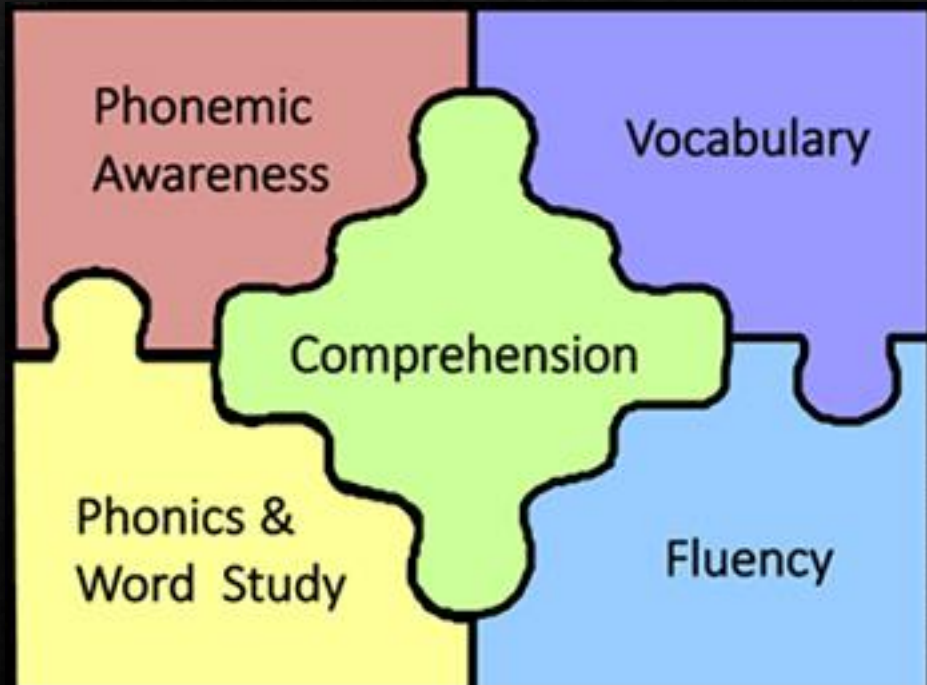
District Reading Trainings for Staff

- ◆ Orton-Gillingham (Dawn Nieman – Manhattanville College, Rose Institute)
 - ◆ All Reading Teachers K-6 and one reading teacher at the middle school and high school
 - ◆ Integrated Co-Teaching (ICT) Special Education Teachers (K-12)
 - ◆ Elementary ICT Teacher
 - ◆ ICT ELA Special Education Teachers
- ◆ FUNdation K-2 (Wilson Program – Linda Szackmary)
- ◆ Reading in the Content Area (Dr. Cunningham – Manhattanville College, Rose Institute)
 - ◆ All Teachers 5-6
 - ◆ English and Social Studies Teachers 7-12

Reading Instruction Continuum

- ◆ Inclusion setting (ICT)
 - ◆ General education curriculum, as well as work on specific IEP goals
- ◆ Resource Room (RR)
 - ◆ Work on IEP goals
 - ◆ Can be a mix of students with IEPs, 504 plans and without IEPs (if room)
 - ◆ Students' reading instruction is still in the general education classroom as well as in the small group of RR
 - ◆ Students grouped based on multi-sensory reading needs
- ◆ Special Class Reading (SC-Reading)
 - ◆ Work on IEP reading goals
 - ◆ Only classified students
 - ◆ Students grouped based on complexity of reading needs

Components of Reading Instruction



Phonemic Awareness – Recognizing and using individual sounds to create words.

Phonics: Understanding the relationships between written letters and spoken sounds.

Fluency: Developing the ability to read a text accurately and at an effective pace.

Vocabulary: Learning the meaning and pronunciation of words.

Comprehension: Understanding, remembering and communicating what is being read.

Simple View of Reading

$$\begin{array}{c} \text{Word} \\ \text{Recognition} \end{array} \times \begin{array}{c} \text{Language} \\ \text{Comprehension} \end{array} = \begin{array}{c} \text{Reading} \\ \text{Comprehension} \end{array}$$

(Gough & Tunmer, 1986)

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increases Automaticity

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increases Strategy

Skilled Reading – Fluent execution and coordination of word recognition and text comprehension

Approaches to Reading Instruction and Resources utilized at Wallkill CSD

Orton–Gillingham is a teaching approach that was designed to help struggling readers. It explicitly teaches the connections between letters and sounds (phonic instruction).

Orton–Gillingham introduced the idea of breaking reading and spelling down into smaller skills involving letters and sounds, and then building on these skills over time.

It also pioneered the multisensory approach to teaching reading, which is a common part of effective literacy programs. This means that instructors use sight, hearing, touch, and movement to help students connect language with letters and words.

WCSD Reading Teachers and Integrated Co-Teacher (ICT) Special Education Teachers have been trained in this methodology.

Commonly Used Data Points You May Hear at CSE Meetings Explained



Fontes and Pinnell (F&P) Level
(A – Z)



STAR Test Scores



Fry Sight Words



Galistel Ellis Test of Decoding Skills



Barnell-Loft Spelling Test

Strategies to Help at Home

- ◆ Keep reading relaxed and fun. Students who struggle expend a lot of effort and energy to get through their day. They are tired when they get home. Feel free to read homework questions, passages, etc. to them. This can separate reading issues from learning science, social studies or math concepts.
- ◆ Students are encouraged to read a book on a preferred topic for at least ten minutes daily.
- ◆ Understanding the core skills involved in reading is a huge first step in being able to offer support at home. Specific examples of skill building activities are provided on the following slide.

Strategies to Help at Home

Skill	Suggested Activities
Phonemic Awareness	<ul style="list-style-type: none">- parents could use songs and nursery rhymes- rhyming games- say a cvc word and ask what vowel sound they hear- Lay out letters and have your child pick the letter that matches the sound – Ex) “<i>What letter makes the /z/ sound?</i>”
Phonics	<ul style="list-style-type: none">- Break down words into sounds – tap sounds out
Fluency	<ul style="list-style-type: none">- sight word practice with flash cards- Flashcards with same patterns – match, catch, latch- Rapid word chart- Beat your own time reading nursery rhymes, phrases or small passages
Vocabulary	<ul style="list-style-type: none">- Conversations with kids and intentionally expose them to new words and discuss their meaning.
Comprehension	Reading a book on a preferred topic and asking questions about the characters Ex) Who is their favorite character? Why? How were they feeling in the story? How do you know?