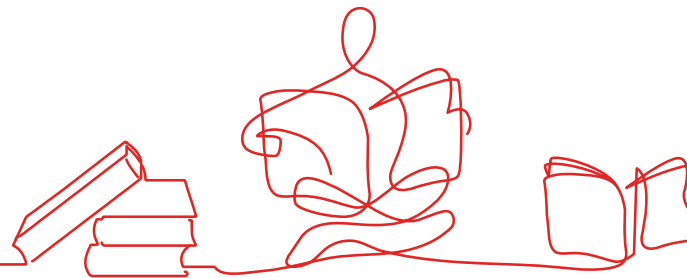




# Parent Information

## Seminar

**SCOTTISH RITE**



# Instructional Approaches

- **Multisensory**
- **Process-Oriented**
- **Systematic, Sequential & Cumulative**
- **Meaning-Based**



# Direct Instruction

- alphabet skills
- decoding
- fluency
- phonemic awareness
- spelling
- comprehension skills



# Alphabet Instruction

A B C

- recognition
- sequencing
- alphabetizing practice
- accent



# Decoding Instruction

*Decoding is looking at letters and translating them into speech sounds. Links all the letters and sounds in English.*

*26 letters, 44 sounds, 98 letters and letter clusters*

## Coding Marks

**Example:**      **ü breve**  
• **macron**



# Fluency Instruction

*Fluency is reading accurately at a smooth and even pace.*

- RAP Repeated Accurate Practice
- Instant Words
- Timed readings for rate
- Repeated readings for smoothness



# Phonemic Awareness Instruction

- Increases sensitivity to how we make the sounds

*What happens with our tongue, teeth, lips, air, voice and how does it feel?*

- Increases appreciation that sounds make syllables, that make words, that form sentences
- Develops ability to separate, blend and manipulate sounds in words



# Spelling Instruction

- Links the 44 sounds in English with the letter or letters that represent those sounds
- Direct Instruction:
  - spelling generalizations
  - spelling rules





# Comprehension Instruction

*Comprehension is getting meaning from what is read.*

## Direct Instruction:

- Preview
- Predict
- Identify important information
- Develop self-correcting strategies



**Shared Responsibilities  
Among  
Parents, Students,  
and Therapist  
Increase Student Success**



# Home to School Communication

## *Monthly Calendar*

Record of :  
Home Practice  
Reading Minutes

*Parent verifies completed assignments  
with initials.*



Name: *Sample*

# FEBRUARY 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>	2 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>	3 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓20</i> P.I. <i>KC</i>	4 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>	5 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>	6 Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>	7 Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>
8 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>	9 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓20</i> P.I. <i>KC</i>	10 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>	11 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓20</i> P.I. <i>KC</i>	12 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓20</i> P.I. <i>KC</i>	13 Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>	14 Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>
15 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>	16 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓20</i> P.I. <i>KC</i>	17 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓30</i> P.I. <i>KC</i>	18 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓45</i> P.I. <i>KC</i>	19 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>	20 Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>	21 Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>
22 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>	23 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>	24 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓30</i> P.I. <i>KC</i>	25 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>	26 Hand. <input checked="" type="checkbox"/> RAP <input checked="" type="checkbox"/> IW <input checked="" type="checkbox"/> Rate <input checked="" type="checkbox"/> Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>	27 Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>	28 Reading Log <input checked="" type="checkbox"/> <i>✓15</i> P.I. <i>KC</i>

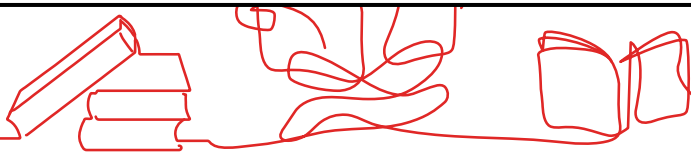
**TERMS:**  
**Hand.**- Complete handwriting practice neatly  
**RAP**- Read assigned section accurately  
**IW**- Read entire Instant Word page accurately

**Rate**- Read assigned page, time for 30 seconds  
**Reading Log**- Check minimum 15 minutes of oral reading completed and documented

**P.I.**- Parent Initials

*Take Flight: A comprehensive Intervention for Students with Dyslexia*

TSRHC © 2009



# Reading Log

## Record of Minutes Read Aloud



- Date and Title
- Parent/Other reading to student
- Student reading aloud

Minimum 10 to 15 minutes of Oral Reading daily; may be a combination of student reader plus other, including books on iPad, etc.



# Oral Reading Log

Name Sample

## Directions

Minimum 15 minutes of Oral Reading daily; may be a combination of student reader plus other, including books on tape.

Date	Book	Other	Student	Total
Jan. 5	Hatchet (on tape) / History Book	10	5	15
Jan. 6	" "	8	7	15
Jan. 7	Hatchet (on tape)	30	-	30
Jan. 8	Science Book - Physical Science	45	5	50
Jan. 9	Hatchet (on tape)	30	-	30
Jan. 10	"	20	-	20
Jan. 11	" / Science Book	10	10	20
Jan. 12	Holes	15	5	20
Jan. 13	" / Davy Crockett	10	10	20
Jan. 14	"	10	10	20
Jan. 15	Davy Crockett Report	-	15	15
Jan. 16	Holes	10	5	15
Jan. 17	"	10	5	15
Jan. 18	"	10	5	15
Jan. 19	Magnets (Science Project)	15	10	25
Jan. 20	Black Pearl (on tape)	20	-	20
Jan. 21	" "	15	-	15
Jan. 22	Sports Illustrated - Kids	10	5	15
			<b>Total Minutes</b>	<b>375</b>

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# Parent Support Role

Complete homework assignments  
together

- Handwriting
- RAP
- Instant words
- Rate
  - ✓ Oral Reading Log
  - ✓ Calendar/Parent Initials



# Handwriting Practice

## *Lower Case Cursive Handwriting*

- begins at a consistent starting point for each letter
- reduces reversals of letters
- provides unique letter shapes





Cursive Lower Case Letters  
Grouped by Approach Stroke

Swing up, stop

→ l = i j p r s t u w

Push up and over

→ r = m n v x y z

Curve under, over, stop

→ s = a c d g o q

Curve way up loop left

→ l = b e f h k l

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# Handwriting Check Points

Encourage correct pencil grip

Observe writing position

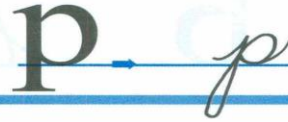
- ✓ feet flat
- ✓ back straight
- ✓ paper anchored with non-writing hand
- ✓ paper parallel to writing arm
- ✓ pencil pointing over shoulder



# Handwriting Practice

## Directions for making a lowercase p

Swing up stop  
Pull way down straight  
Loop left  
Curve up, around, close, release



Handwriting practice lines for the lowercase letter 'p'. The page is divided into two columns. The left column contains two sets of four horizontal lines. The first set has a cursive 'p' written on the top line, with a blue arrow pointing right from its stem. The second set has a blue arrow pointing right on the top line. The right column contains two sets of four horizontal lines. The first set has a blue arrow pointing right on the top line. The second set has a blue arrow pointing right on the top line.

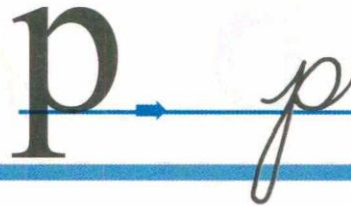
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# Handwriting Directions

## Handwriting Practice

### Directions for making a lowercase p

Swing up stop  
Pull way down straight  
Loop left  
Curve up, around, close, release



# Handwriting Homework

A handwriting practice sheet for the cursive letter 'p'. It features two sets of four horizontal lines. The top set shows a cursive 'p' with a starting arrow and a downward stroke, followed by three horizontal lines with arrows indicating the direction of the stroke. The bottom set shows three horizontal lines with arrows indicating the direction of the stroke. A copyright notice '© 2001 TSRHC' is located in the bottom right corner of the sheet.

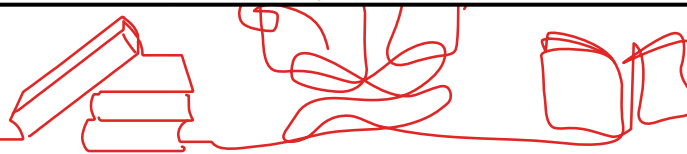


# Handwriting Practice

Trace model two times, then make four additional copies.

Handwriting practice lines consisting of four sets of four-line guides (top solid, middle dashed, bottom solid, bottom solid). Each set includes a model line with a black arrow pointing right, followed by blank lines for tracing and copying.

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# RAP Practice

## Purpose:

- connect the printed letter to its name and sound
- develop accurate and effortless reading through repeated practice
- increase reading speed while maintaining accuracy



Concepts: Name the letter/sound

p	b	p	b	p
p	p	b	b	p
p	p	b	p	b
b	p	p	b	p
p	b	b	p	b
b	p	p	b	b
b	b	p	b	p
p	b	b	b	p
p	p	b	b	b
b	p	b	b	p
b	b	p	p	p
p	b	b	p	p

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Concepts: VC ã ĩ

ap	ad	ab	at	av
av	ap	at	ad	ab
ab	ap	at	av	ad
at	av	ap	ad	ab

id	it	ip	ib	if
it	ib	id	if	ip
ip	if	ib	it	id
ib	ip	it	if	id

ap	av	at	ip	if
ad	id	it	at	av
ip	it	ib	ab	id
ib	ad	if	ap	ab

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Concepts: CVC ä ĩ

tap	fad	dab	vat	pat
pat	tap	vat	fad	dab
dab	tap	vat	pat	fad
vat	pat	tap	fad	dab
bid	pit	dip	fib	tip
pit	fib	bid	tip	dip
dip	tip	fib	pit	bid
fib	dip	pit	tip	bid
tap	pat	vat	dip	tip
fad	bid	pit	vat	pat
dip	pit	fib	dab	bid
fib	fad	tip	tap	dab

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# Concepts Contrasted

tap pat vat dip tip

fad bid pit vat pat

dip pit fib dab bid

fib fad tip tap dab

5.2



# Instant Word Practice

*Instant words are a list of 300 words that occur frequently in reading.*

**Purpose:**

- provide repeated practice of the 300 words presented in groups of ten
- develop rapid, accurate word recognition



## Instant Words 1–10: Columns

Read the words from top to bottom. ↓

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a	you	to	you	is
the	and	is	it	of
in	it	in	that	to
is	of	the	a	in
to	that	a	the	a
that	to	that	is	the
of	is	of	in	and
it	in	you	to	you
and	the	and	of	it
you	a	it	and	that

## Instant Words 1–10: Columns

Read the words from top to bottom. ↓

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
in	and	the	you	of
a	of	that	and	to
to	to	you	it	in
of	in	a	of	and
and	a	to	that	the
the	that	and	to	is
is	it	is	is	that
that	you	it	a	it
it	is	in	the	you
you	the	of	in	a

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## Instant Words 1–10: Columns

Read the words from top to bottom. ↓

**1**

a  
the  
in  
is  
to  
that  
of  
it  
and  
you

**2**

you  
and  
it  
of  
that  
to  
is  
in  
the  
a

**3**

to  
is  
in  
the  
a  
that  
of  
you  
and  
it

**4**

you  
it  
that  
a  
the  
is  
in  
to  
of  
and

**5**

is  
of  
to  
in  
a  
the  
and  
you  
it  
that



### Instant Words 1-10: Rows

Read the words across the page. →

1. you and it of that to is in the a
2. the in is to of that a and you it
3. that it you and in the to a of is
4. to the that in of is you and it a
5. a to in the it that of you is and

### Instant Words 1-10: Rows

Read the words across the page. →

1. a the in is to that of it and you
2. in that the it you is a of to and
3. to the a that of in and you is it
4. that in of the a and you is it to
5. it of the a that to is and you in



## Instant Words 1–10: Phrases

(A phrase is a group of words that has meaning, but does not express a complete thought.) Read the phrases.

1. in it
2. is it that
3. that is in
4. of it
5. in that
6. and is a
7. of the
8. is it the
9. to that
10. you and it

## Instant Words 1–10: Sentences

Read the sentences.

1. It is the top of that.
2. That is you in the pit.
3. Is it you in it?
4. It is you and a pig.
5. Is that you in the pit?





# Read Aloud to Your Child

## Purpose:

- connect pleasure with reading
- exposure to quality literature
- provide a good reading model
- increase vocabulary
- expand background knowledge

*\*Minimum of 10 to 15 minutes per day\**



# Comprehension Instruction

*Comprehension is getting meaning from what is read.*

## Strategies:

- Preview and Predict
- Identify important information
- Develop self-correcting strategies



# Preview and Predict

- Discuss the title and author
- Look for picture clues
- Read first one or two paragraphs and ask questions such as:
  - ✓ *“What do I know and what do I still need to know?”*
  - ✓ *“What do I think this story will be about?”*



# Identify Important Information

- Who?
- What?
- When?
- Where?
- Why?
- How?



# Develop Self-Monitoring Strategies

*As you read, ask yourself questions.*

- "Did that make sense?"
- "What does that word mean?"
- "What else do I need to know?"
- "I wonder. . .?"



# Develop Self-Correcting Strategies

- Use a dictionary to look for unfamiliar words
- Reread a sentence or a paragraph for clearer understanding
- Gain more knowledge from encyclopedia, computer experts, peers



# Create a successful read aloud experience.



Enthusiasm

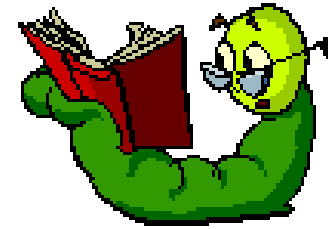
Expression

Animation

Enjoyment



# Create a successful read aloud experience.



- Establish a daily routine
- Eliminate interruptions
- Enjoy first and then teach
- Examine the illustrations
- Explore the story further





“There are no right or wrong ways to read aloud, but anything you can do to make the experience more fun will encourage your kids to love reading for the long term.”

“The love of reading is created by the emotional sparks between a child, a book, and the person reading. It isn't achieved by the book alone, nor by the child alone, nor by the adult who's reading aloud - it's the relationship winding between all three, bringing them together in easy harmony.”

-- Mem Fox, author

