STRUCTURED LITERACY:

Effective Interventions for Small Groups and the Classroom

Tracey Bowes - traceybowes@gmail.com
How can we help struggling readers achieve success in our classrooms? *(with instructional accommodations)*

How can we help struggling readers improve their literacy skills? *(with Structured Literacy interventions/ remediation)*
WHO IS TRACEY BOWES?
TEACHER/DYSLEXIA ADVOCATE

EXPERIENCE:

• 28 years in the classroom (K-12; Humanities, Learning Support, Reading Specialist, Music/Drama Specialist)
• Currently working on practicum requirements toward Orton-Gillingham certification in Structured Literacy/Dyslexia Remediation

MISSION:

• Educate anyone who will listen about Dyslexia and literacy interventions (ad nauseum)
HOW DO WE KNOW OUR READERS ARE STRUGGLING?

- Avoiding certain tasks
- Disruptive behaviour
- Poor work quality
- Incomplete work
- Pretending they don't care
- Assessments show low reading levels
- Sometimes they tell us!
WHAT ACCOMMODATIONS DO YOU USE IN YOUR CLASS TO SUPPORT YOUR STRUGGLING READERS?

TURN AND TALK
**CLASSROOM ACCOMMODATIONS - ELEMENTARY**

<table>
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<tr>
<th>TECHNOLOGY - READING</th>
<th>TECHNOLOGY - WRITING</th>
<th>LOW TECH</th>
<th>EXECUTIVE FUNCTION REGULATION</th>
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<td>• TEXT TO SPEECH <em>(FOR COMP +REP)</em></td>
<td>• REDUCE WRITTEN WORK <em>(AS LONG AS AUDIO WORK IS SUBMITTED)</em></td>
<td>• TIMERS</td>
<td>• BRAIN BREAK</td>
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<td>• DIGITAL FORMATS</td>
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<td>• DIFFERENT PAPER TYPES</td>
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<td>• CHECKLIST</td>
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<td>• VERBAL CHECK-INS</td>
<td>• CHUNKING TOGETHER</td>
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<td>• &quot;SHOW THEN GO&quot;</td>
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# Classroom Accommodations - Middle School/High School

**Technology - Reading**
- Assistive Tech ** (Google Read+Write)
- Digital Formats

**Technology - Writing**
- Reduce Written Work (as long as audio work is submitted)
- Laptop with Assistive Tech (when ready)

**Low Tech**
- Timers
- Different Papers
- Checklist
- Verbal Check-ins
- "Show then go"
- Individual/Small Group Conferences

**Executive Function Regulation**
- Brain Break
- Body Reset
- Walk with Purpose
- Chunking Together
- File Management Goals

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**GRW Tutorials:** https://padlet.com/traceybowes/googlereadwrite **
Are accommodations enough?

- Are they succeeding at skills that are at their appropriate grade level?
- Is an intervention or remediation required? If so, who will provide it?
STRUCTURED LITERACY - WHAT IS IT AND HOW CAN IT HELP MY STUDENTS?

According to the International Dyslexia Association:
https://www.idaontario.com/effective-reading-instruction/

FOR ALL - CLASSROOM INSTRUCTION
FOR SMALL GROUP WORK/INTERVENTION
INDIVIDUAL REMEDIATION
1. SYSTEMATIC, EXPLICIT INSTRUCTION OF LITERACY SKILLS/STRATEGIES

2. MULTISENSORY INSTRUCTION

3. ACTIVATES AREAS OF THE BRAIN THAT WORK TOGETHER FOR READING

4. FOCUSES ON THE LITERACY PROCESSING TRIANGLE

5. GENERALIZATIONS AND RULES ARE TAUGHT AROUND THE 6 SYLLABLE TYPES

6. ADDRESSES ALL THE STANDARDS IN THE "KNOWLEDGE AND PRACTICE STANDARDS FOR TEACHERS OF READING"

(INTERNATIONAL DYSLEXIA ASSOCIATION, 2018)
1. SYSTEMATIC, EXPLICIT INSTRUCTION OF LITERACY SKILLS AND STRATEGIES

WHAT DOES IT LOOK LIKE?

Systematic Instruction:
- Includes a continuum of evidence-based skills/concepts.
- Systematic instruction does not need to be scripted, but it can if desired.
- The continuum can be used for general instruction or targeted instruction.

Explicit Instruction:
- Teacher-directed and the student learning is controlled by the teacher’s curriculum and teaching behaviours (not "discovery" or implicit).
2. MULTISENSORY INSTRUCTION
Visual, auditory, and kinesthetic-tactile pathways are used to enhance memory and learning of written language.

3. ACTIVATES AREAS OF THE BRAIN THAT WORK TOGETHER FOR READING
4. FOCUSES ON CONNECTIONS BETWEEN:

- ORTHOGRAPHY + PHONOLOGY
- PHONOLOGY + SEMANTICS
- ORTHOGRAPHY + SEMANTICS

(Literacy Processing Triangle)
5. Generalizations and rules are taught around the 6 syllable types.
6. ADDRESSES ALL STANDARDS OF THE "KNOWLEDGE AND PRACTICE STANDARDS FOR TEACHERS OF READING"

International Dyslexia Association, 2018 -
https://dyslexiaida.org/knowledge-and-practices/

Louisa Moats talks about the skills needed to teach reading:
https://www.aimpa.org/institute/teachable-moments/moats
THINGS TO CONSIDER:

• WHAT ABOUT BALANCED LITERACY?

• CAN STRUCTURED LITERACY COMPONENTS BE INTEGRATED INTO A BALANCED LITERACY/WORKSHOP-TYPE PROGRAM?
HOW TO GET TRAINING:

- **READING ROCKETS READING 101: SELF-PACED MODULES**
  

- **CALGARY SCOTTISH RITE LEARNING CENTRE: TEACHER WORKSHOPS - "Nuts and Bolts of Reading" - August 22-23**
  
  http://www.srcflcc.org/Nutsandbolts.html
  
  **Online Registration or Forms Here with Me**

- **SMARTER INTERVENTION SELF-PACED TRAINING AND RESOURCES**
  
  https://www.ascendlearningcenter.com/for-educators
How would you like to spend the rest of our time together?

- *Question/Answer Time?
- *Looking Through Resources?
- *Watch a Demo Lesson?
- *Learn More About Dyslexia?
- *Learn More About Rules/Generalizations?
- *Explore Assessments Used to Drive Instruction and Planning?
- *Something else?
THANKS FOR COMING!

Email me with any questions: traceybowes@gmail.com