Multisensory Structured Literacy: Group Instruction Methodology

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Goals and Expectations

- Identify components of a Multisensory Structured Literacy (MSL) lesson plan;
- Describe the methodology for delivering each part of the lesson;
- Provide strategies to address error corrections;
- Provide visuals that aid students with language structure for encoding and decoding; and
- Present ideas for advancing students' automaticity.

Nature of Curriculum

- Non-graded
  - Instruction does not begin at point A and end at point B at each grade: the group's needs drives what and how much is taught each year.
- Non-aged
  - The older high school student may have to learn what a third grader would typically learn, if he does not have foundation of early level phonology.
    - Manner of instruction, not content, would be adapted to be developmentally appropriate for the older student.
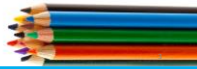
Considerations When Forming Groups

- Compatibility of knowns
  - standardized testing, with particular attention to an automaticity assessment
  - Curriculum-based assessments
- Compatibility of unknowns
  - level of focus and motivation
  - level of home support which ensures daily reading and support with follow-up assignments
- May consider
  - flexible grouping/scheduling
  - creating multiple groups

Review: The Sound Pack Reading

Materials:
- Sound pack with ideally no more than 15-20 cards (vowels, past 5-6 new learning, difficult areas).
- Post-it® notes, initialed, one for each student and posted at each student's working space (keeps track of error corrections).

Methodology:
- Teacher presents entire pack three times.
- Round 1, child 1 begins by reading sound, round 2, child 2 begins by reading the pack and so on…
- Error corrections: Teacher provides correct sound and student says/writes in one inch voice missed target sound as teacher continues to present cards to rest of group.
- Teacher collects Post-it® notes for record keeping.

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Review: The Sound Pack Spelling

- Materials
  - Ten teacher-selected phonemes/concepts.
  - Response form for each student.
- Methodology
  - Teacher says sound, students say and then write grapheme on response form.
- Error Correction
  - Teacher circles missed phoneme on student's response form and places card or Sound Chart next to the student so he can correct his error.
  - Once all ten sounds have been dictated, the teacher gives each student his bonus sound/s to write and say three times.

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Review: Phonemic Awareness Activities

Manipulation

1. Obj. - To advance initial and final consonant blend skills.
   Materials - magnet boards or magnet strips, round magnets of one color and target magnet of another color
   Procedure: (holding up magnet strip/board with three one-colored magnets in a row) Teacher says, "This says *lip*. You say and build *lip*. Students build *lip* on their magnet boards. Teacher says, "Using your target magnet, change *lip* to *slip*.
   (this activity can also be done with Post-it ® notes)

2. Obj. - To advance identification of short vowels as applied to Protector Rule.
   Materials - Teacher chart in plastic sleeve and dry marker
   Procedure - Teacher says, "Listen to each word and decide if it ends with –ck. If it does, check the yes column; if it doesn't, X the no column".


Review: Syllable Awareness

Obj. – To advance syllable identification.

Materials - CLOVER in plastic sleeve and dry marker

Procedure - (from auditory) Teacher says a word and students identify its syllable type by checking off corresponding syllable leaf on CLOVER (from visual). Teacher shows several cards, one at a time, from sound pack and students check syllable type of target phoneme.
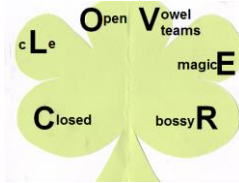
Review: Morpheme Awareness Activity

Obj. - To advance student's ability to build words by adding affixes.

Materials - Morpheme Mat in plastic sleeve, dry marker, Post-it ® notes

Procedure -

1. Teacher provides base word or root which students write on Post-it ® note and stick on Morpheme Mat.
2. Students draw line to as many affixes possible to create new words.
3. Students share their words.

A Couple of Notes About Error Corrections for Word List Reading

- Multisensory Structured Literacy (MSL) is a cognitive process as words do not peel off a page automatically for the dyslexic student. Therefore the student has to think about his decoding strategies, rather than expect the word to come into his brain correctly.
- Three revisits of a misread word is common practice for the dyslexic student.
- Self-correction within 3 seconds is a very good response.
- Teacher corrections cannot be more than two prompts/questions per child.

Review: Reading Words

- Materials
  - Word lists, one for each student (set up: three lists on landscape-set page, three lists reflecting past three learnings), highlighters
- Methodology
  - Kinesthetic engagement: research shows decoding skills advance when child follows and listens to word simultaneously.
- Multiple highlighter activities (dotting, checking, X-ing, highlighting first letter…)

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Read #1: Silent Read

- Students read list silently to themselves, dotting with highlighter any word they have questions about, in regard to meaning or reading: "*meaning or reading questions*".
- Teacher begins by whisper conferencing individually with student, as needed, asking whether he/she has a *meaning or reading* question.
  - If student has a meaning question, teacher has student read the word first and then discusses meaning of word.

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Read #2: Doubles, Triples or Quads

- Teacher has each student place a slash mark to the left of each word with highlighter as the word is being read. Each student should be kinesthetically involved to: 1) raise his/her attention and 2) ensure he/she is looking at words as they are being read (both reader and listener are using their highlighters).
- Teacher has each student read two (Doubles) words in Round Robin manner, noting each student's errors on her master list.
- Error correction
  - Teacher provides appropriate prompting based on Decoding Bookmark (see slide #16) or teacher simply points to Sound Chart.

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Read #3: Tap and Read
(beginning of differentiation)

- Teacher has students place an X to left of each word with highlighter as word is being read. Both reader and listeners X each word as it is being read. Teacher records errors on her master word list.
- Teacher taps student's list with a pointer or her finger, indicating she wishes him to begin reading.
- Teacher taps another student's list indicating she wishes him to begin reading, while the other student stops.
- Teacher's decisions as to where to tap are based on student's areas of weakness.
- Student's focus is heightened because he never knows when he will be "tapped".

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Read #4: Number and Read

- Teacher has students place a dash with highlighter to the left of each word as it is being read. Both reader and listeners are kinesthetically involved by placing a dash by word being read.
- Teacher gives target student the number of the word teacher wishes him to begin reading, and teacher tells student where to stop (again, teacher focuses on student's needed areas of practice when selecting which words student reads).
- Teacher then provides another number, not necessarily in chronological order, to another student to begin reading.

1) Rectangle = refers to boxing off affixes.
Child examines word and makes that determination.

2) C = Cut
Child decides if word is multi-syllable and if it is, he cuts the word.

3) I = Identify
If child has still not figured out word, he identifies the syllable (appropriate letters are placed on clover to reflect child's level).

4) T = Trace
If child has still not figured out word, he traces over syllable or particular letter.

5) E = Echo
Sometimes child, especially in early stages, benefits from having sounds echoed to him in order to blend word successfully.

1.

2. C

3. i

4. T

5. E

One Way to Set Up Page for Word Lists

A / -ck /	B /bl/	C /ch/
1) stuck	8) block	15) lunch
2) flock	9) blank	16) champ
3) clock	10) blast	17) chill
4) wick	11) blink	18) bench
5) struck	12) blond	19) brunch
6) lack	13) blog	20) munch
7) pluck	14) blunt	21) chest

Automaticity: Cold and Hot Reads

- Hot Read - time required to read a word list that has been practiced that session, or the length of time required to read a list which has already been practiced multiple times.
- Cold Read - time required to read a word list that has not been practiced that session or day, or length of time required to read list which has already been practiced multiple times on previous days. Cold reads help teacher determine if student's brain has automatized target words.
- Goal is to bring Cold Read as close as possible to Hot Read time.
- Buddy Timing Reads - pairs of students time each other and record Hot and Cold Reads.

Buddy Timed Reading

- Materials
  - Timers, word lists, pencils
- Procedure
  - Teacher pairs students (strong student with weaker student).
  - Taking turns, one student is the Reader, another student is the Listener/ Timer.
  - Listener says to Reader, "I'm ready whenever you are," and Reader begins to read words as Listener times reading.
  - At end of reading, Listener shows timer to Reader so Reader can record number of seconds on his word list sheet.
  - Reader reads his list three times and records his timing for each read.
  - Then Listener becomes the Reader and above is repeated.
  - Teacher collects sheets and records best Hot Read for each student on her recording sheet.

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Timing of Hot and Cold Reads

Student's Name	Unit ___		Unit ___		Unit ___		Unit ___		Unit ___	
	H	C	H	C	H	C	H	C	H	C

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Review: Spelling

- This part of the lesson has students spell words with target phonemes taught in previous four lessons as well as Red Words.
- Materials - response sheet, writing utensil, Unifix® Cubes, Sound Chart
- Procedure
  - Teacher says word to be spelled.
  - Students repeat word.
  - Teacher says, "Say and write". If students have difficulty, teacher says, "Finger spell word"*. Students spread out fingers of one hand and starting with their thumb, tap (as if playing a piano) out each sound of word.
  - Students write word.
  - If students continue to have problems, they Word Build the word (explained in slide #26).

*Greene, Victoria. Project Read Phonics 1, pp1-3   21

Sentence Dictation

- Teacher dictates two sentences
  - These sentences include words with targets covered in reading words and recently learned Red Words.
- Procedure
  - As teacher reads sentence, she places a Post-it ® note or cube for each word.
  - Students repeat sentence as teacher points to each Post-it ® note or cube.
  - Students say and write sentence.
  - Students write COPS in margin or under sentence as an editing strategy.
    - C= capitalization, O= overall (#words correct, spacing, handwriting) P= punctuation, S= spelling (radar….student either fixes spelling or dots word that appears incorrect)
  - Students exchange papers for an additional COPS from a buddy.
  - Papers are returned and teacher writes sentence on board as model for students to check their work.

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New Learning

- Hook to prior knowledge - Teacher hooks new learning to something students had already learned.
- Auditory - Teacher has students identify a common sound in several words (the sound is target new learning).
- Direct Instruction
  - Visuals with a narrative - Teacher holds up card with a visual and explicitly teaches rules related to sound and checks for comprehension.
  - Students, each with his own card, trace and say sound three times.

New Learning: Reading Words

- Read #1 - Silent Read (same as in Review Word Reading)
  - Student reads list silently and dots with highlighter for meaning/reading questions.
  - Teacher observes which words are dotted.
  - Teacher does not do *whisper conferences* because she will address entire group on commonly dotted words.

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New Learning: Reading Words

- Read #2
  - Singles
  - In Round Robin manner, students each read one word.
- Read #3
  - Pairs of students read out loud entire list.
- Read #4
  - Pair Share read

No Hot or Cold Reads during New Learning.

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New Learning: Spelling

- Word Building
  - Materials - Unifix® Cubes, response sheet with sound tracks, writing utensil
  - Procedure
    - Teacher says, "Watch, say……." and teacher says target word.
    - Students repeat word.
    - Teacher says, "Say and build".
    - Students say and build. (Each square on sound strip represents one sound. Phonological features of words depicted horizontally. Spelling features of word are represented vertically. In this way, entire architecture of word is visible to teacher).

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New Learning: Red Words for Spelling

- Red Words are high frequency words with a very low frequency spelling pattern.
- New Red Words are taught one or two at a time.
- Procedure
  - Teacher shows Red Word to students, making sure they can read it and apply it in a sentence.
  - Teacher models procedure by stretching out her non-writing arm, and with her writing finger she letter names and traces target Red Word on her arm and then underlines word and says it*.
  - Students copy what teacher has just demonstrated.
  - Students repeat same procedure but trace and spell word on desk.
  - Students repeat same procedure but trace and spell word on desk with closed eyes.

*inspired by Greene, Victoria. Project Read Phonics 1, p4

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Additional Information on Red Words

- Red Words are high frequency words with low orthographic patterns.
  - They appear frequently in our language, but their spelling patterns appear very infrequently (i.e. could spells /oo/ as ould).
- Red Words are assessed for reading and spelling competency.
  - The reading of Red Words is done during review reading of words.
  - The spelling of Red Words is done during spelling in new learning section.
    - Tracing and saying words has its history with Grace Fernald's work (Fernald, 1943).
    - Understanding that employing multiple modalities to activated learning and attention comes from our understanding neuroscience's understanding of the multisensory brain (Birsh, 2011).

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New Learning: Oral Reading of Decodable and Authentic Texts

- Procedure
  - Read #1 - Students read text silently to themselves and dot for meaning/reading questions. With partner and Decoding Bookmark, students figure out words.
  - Read #2 - Freeze and Read
    - Teacher has students stand and move around. When she says, "Freeze", students have to stop, turn to a partner and one student begins to oral read text to partner. When teacher says, "Freeze" again, the second student of the pair oral reads to his partner. This process is repeated several times.
  - Read #3 - Round Robin Read

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Morpheme/Connective Chart A

prefix	root	connective	suffix
1. a - *(in/into or not)*	1. act – *(to do)*	1. i - *short i before consonant*	1. -able/-ible
2. be – *(thoroughly, by, make)*	2. cred – *(to believe)*	2. i - *long e before vowel suffix*	2. – al - */ul/ relating to*
3. com/con – *(with, joined, together)*	3. fer – *(to bear or carry)*	3. i - */y/ after l or n*	3. – ed - */d/t/id/ past tense*
4. de – *(down, away from)*	4. form – *(form, shape)*	4. ci, ti, xi - */sh/ before vowel suffix*	4. – ent - */nt/ one who and state of being*
5. dis – *(not, absence of)*	5. ject – *(throw)*	5. u/ui - *long u*	5. – er – *one who or to compare*
6. en/em – *(in, into or make)*	6. port – *(to carry)*	6. tu - */choo/*	6. – est – *when comparing three or more things*
7. e – *(out, from or away)*	7. rupt — *(to break)*	7. du - */joo/*	7. – ful - *full*
8. ex – *(out of, formerly)*	8. tract – *(pull, drag or draw)*		8. – ic - *of or relating to*
9. in- il- im- ir - *(not or in)*	9. sist – *(stand)*		9. – ing – *denoting present tense*
10. mis - *(bad or wrong)*	10. struct – *(build)*		10. – ish - *like*
11. per – *(through or completely)*			11. – ive – *causing or inclined*
12. pre - *(before or early)*			12. – less - *without*
13. pro - *(forward or in favor of)*			13. – ly – *like, every or how*
14. re- *(again or back)*			14. – ment – *act of, state of or a thing*
15. sub – *(under or secondary)*			15. – ness – *state of being*
16. un – *(not or the opposite of)*			16. – ous - *full of*
			17. – tion/-sion */shun/ /zhun/– state of*
			18. – s/es – *plural*
			19. – y – *being or having*

Morpheme/Connective Chart A

prefix	root	connective	suffix
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.		8.
9.	9.		9.
10.	10.		10.
11.			11.
12.			12.
13.			13.
14.			14.
15.			15.
16.			16.
			17.
			18.
			19.

PHONICS SOUND/SYMBOL ORGANIZATION CHART

inspired by Greene, Victoria. Project Read Phonics 1, p5-6

PHONICS SOUND/SYMBOL ORGANIZATION CHART

Name _____   Date _____

Review sounds:

Review: spelling

Sentence Dictation:

New Learning

Direction for using bookmark

Box at top refers to:
boxing off affixes/special patterns
If boxing off vowel suffix,
student determines if doubling/
dropping rule is used

C = Cut
student decides if word is
multi syllable
if it is,
Student decides if he uses
knowing or trying
cutting pattern

I = Identify
If student still has still not figured
out word, he identifies
the syllable using clover

T = Trace
If child has still not figured
out word, he traces over
syllable or particular letter

E = Echo
Sometimes child,
especially in early stages,
benefits from having sounds
echoed to him in order
to blend word successfully

Step #1:
Box the
prefix/suffix

Step #2:
C   VCCV or VCV

Step #3:
I   What 's the syllable?

Step #4:
T   Do I have to trace?

Step #5:
E   Listen and blend

Judy Shapiro

This concludes the
Multisensory Structured Literacy:
Group Instruction Methodology
webinar.
Thank you for your participation.

Presented by:
The New Jersey Department of Education
Office of Special Education Programs

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