Orthographic Instruction

Improve Speech Intelligibility and Establish Literacy Skills Simultaneously!

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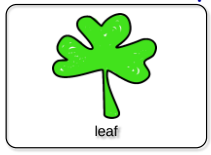
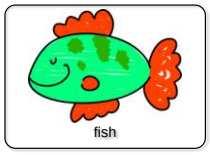
- Traditional
- Intervention Results
- Orthographic
- Instruction Results

Traditional Articulation Therapy

1. Target Sound in Isolation
   "f"
2. Target Sound in Syllables
   "fe, fa, fi, fo, fu"
3. Target Sound in Words
   Initial Position: "fish"
   Final Position: "leaf"





4. Target Sound in Phrases
   "My fish"
5. Target Sound in Sentences
   "I see a fish"
6. Target Sound in Conversational Speech
   "I see a farm. There is a leaf on the roof."

Traditional Approaches

- Reading Delays
- Delayed progress with involved sound errors and motor-planning speech disorders

Orthographic Approaches

- Improve speech intelligibility
- Provide a literacy foundation
- Develop phonemic awareness

Speech Disorders & Reading Delays

Studies have shown that children with speech disorders typically develop reading and spelling delays (Catts et al., 2001; Gillon, 2002; Lewis, Freebairn, & Taylor, 2000)

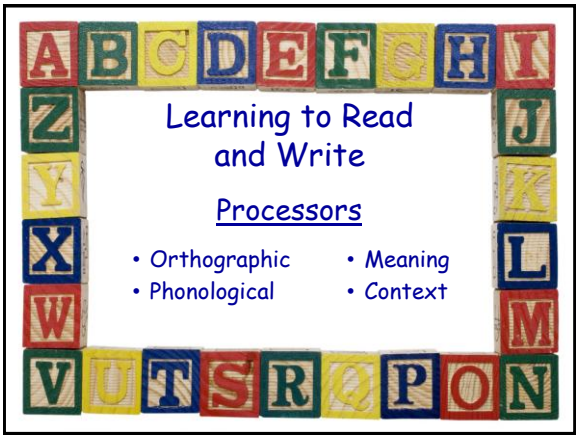
If children do not receive early intervention, they are likely to be unsuccessful throughout their school experience (Carter, 1984; Juel, 1988; Foster, W. A. & Miller, M., 2007)

Speech Disorders & Reading Delays

"50 percent of adults cannot read a book written at an eighth grade level."

"Between 46 and 51 percent of American adults have an income well below the individual threshold poverty level because of their inability to read." (National Institute for Literacy, National Center for Adult Literacy, 2007)

Investments in early literacy development programs are more beneficial and supportive of long-term academic skills than remediation programs. Reading remediation programs are costly and time consuming (Commission on Reading, National Academy of Education, 1985)



Learning to Read

Orthographic Processor

Recognizes and processes print

"Note that the Orthographic processor is still the only one to receive information directly from the printed page, reflecting the fact that reading depends first and foremost on visual processing"
~M Adams, 1990

The Orthographic processor is the first and only processor that "activates" the reading system!

Learning to Read

Continued

Phonological Processor

Identifies speech sounds; then, codes sounds to visually recognized print

"The Phonological processor cannot usefully learn letter sounds until the Orthographic processor has learned to discriminate the individual letters with which they must be linked." ~M. Adams, 1990

Phonological processor and Orthographic processor must communicate to correctly decode printed words!

Learning to Read

Continued

Meaning Processor

Retrieves possible meanings for a word from the lexicon*
(flying bat vs. baseball bat)

Context Processor

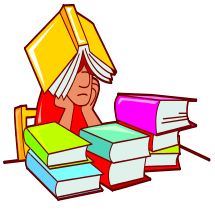
Determines appropriate meaning of words

If a word does not make sense in a sentence, the word will be sent back to be processed again
~M. Adams, 1990

* vocabulary

Learning to Read

Continued



"The greater time and effort that a reader must invest in each individual word, the slimmer the likelihood that the preceding words of the phrase will be remembered when it is time to put them together"
~M. Adams, 1990

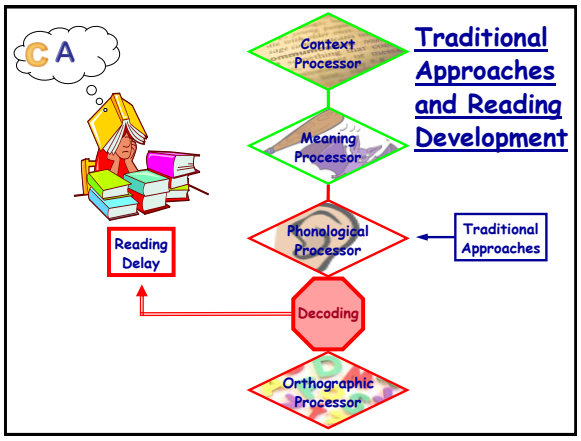
Learning to Write

Meaning Processor and Context Processor

Retrieve the correct words from the lexicon for written language tasks
~M. Adams, 1990

Phonological Processor and Orthographic Processor

Apply sound structure to print knowledge for written spelling tasks
~M. Adams, 1990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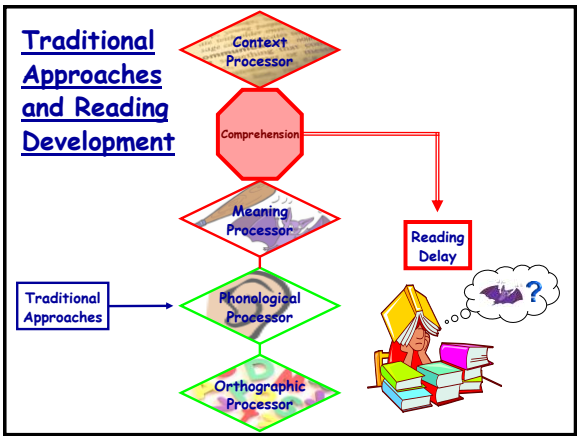
Context Processor
Meaning Processor
Phonological Processor
Orthographic Processor
Traditional Approaches
Reading Delay
Decoding
Traditional Approaches and Reading Development


Traditional Approaches and Reading Development
Context Processor
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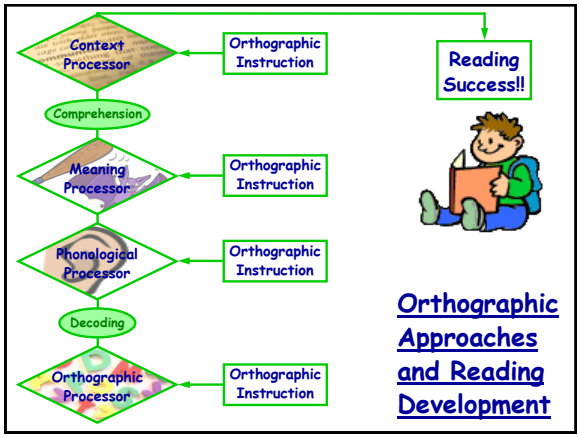
Meaning Processor
Phonological Processor
Orthographic Processor
Traditional Approaches
Reading Delay
?


Context Processor
Comprehension
Meaning Processor
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Orthographic Instruction
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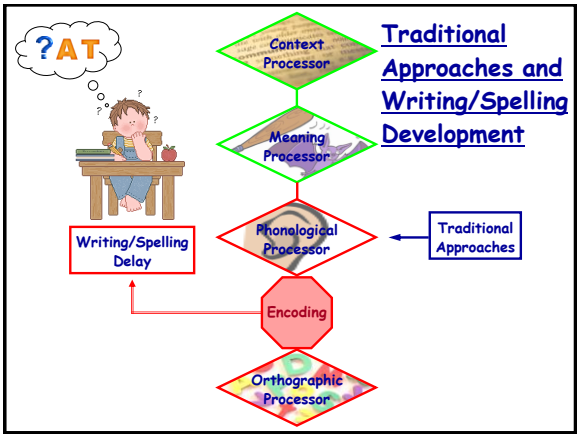
Orthographic Instruction
Reading Success!!
Orthographic Approaches and Reading Development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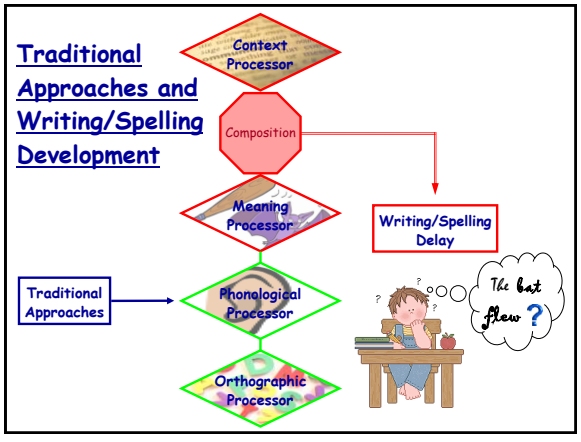
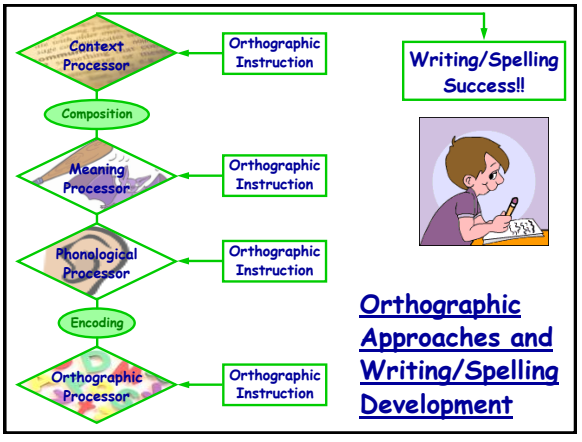
Traditional Approaches
Writing/Spelling Delay
Encoding
Traditional Approaches and Writing/Spelling Development


Traditional Approaches and Writing/Spelling Development
Context Processor
Composition
Meaning Processor
Phonological Processor
Orthographic Processor
Traditional Approaches
Writing/Spelling Delay
The bat flew ?


Context Processor
Composition
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Encoding
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Orthographic Instruction
Writing/Spelling Success!!
Orthographic Approaches and Writing/Spelling Development

Reading and the Brain

Functional magnetic resonance imaging (fMRI) allows neural pathway mapping during active reading activities

Skilled readers activate the back portion of the brain to "decode" incoming orthographic/phonological information

The front portion of the brain (Broca's & Wernicke's areas) is then activated for comprehension

Reading and the Brain

Continued

fMRI found that children and adults with reading impairments have decreased activation in the back portion of the brain (the orthographic/phonological area responsible for decoding words)

"Consequently, they have initial trouble analyzing words and transforming letters into sounds, and even as they mature, they remain slow and not fluent readers."
~S. Shaywitz, 2003

"The latest imaging studies continue to probe deep into the brain to better understand reading difficulties. Tantalizing new data suggest that we are on the verge of being able to tease apart different groups of poor readers. For example, imaging studies of our longitudinal sample are providing clues that there may be two major groups of poor readers. One, the classic dyslexic, is born with a glitch in his posterior reading systems. This group has higher verbal abilities and is able to compensate somewhat—improving in accuracy but remaining slow readers. The second group seems to have developed into poor readers mainly, we speculate, as a result of experience. It may be the result of a combination of poor reading instruction in school and a disadvantaged language environment at home. In this group the wiring for the posterior reading system may have been laid down early on but never activated appropriately; the system is there, but it is not functioning properly. Without effective intervention, individuals in this group remain poor readers, reading both inaccurately and slowly." ~ S. Shaywitz 2003

Traditional Approaches
vs.
Orthographic Approaches

"Traditional speech and language intervention was effective in improving the children's speech production, but had little effect on developing phonemic awareness skills or reading development. Harbers, Paden, and Halle (1999) also observed that significant improvements in the production of a targeted phoneme for preschool children with phonological impairment did not result in improvements in a child's ability to detect the targeted sound in a phoneme."
~Gillon, 2000

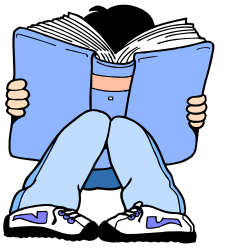
Traditional Approaches
vs.
Orthographic Approaches

"Explicit phoneme awareness and knowledge of grapheme-phoneme relationships may assist children in establishing accurate phonological representations. For example, becoming consciously aware of the number and order of phonemes in a word, and having access to the orthographic cues from the word, may help children realize the breakdown in their communication attempt and provide cues to repair their attempt."
~Gillon, 2000

Orthographic Instruction: The Missing Link

Orthographic Instruction

Orthographic Instruction targets sound errors by utilizing printed activities to introduce children to sound-letter correlations and essential sight words



Orthographic Instruction: The Missing Link

Continued

"Studies suggest, with impressive consistency, that programs including systematic instruction on letter-to-sound correspondences lead to higher achievement in both word recognition and spelling at least in early grades and especially for slower or economically disadvantaged students" ~M. Adams, 1990

A well-formed early knowledge of letters and sound correlations has been found to be a strong predictor of later reading success. In fact, sound-letter knowledge has been found to be a better predictor than IQ scores! (Stanovich, Cunningham, and Feeman, 1984)

Children have been found to learn rhymes naturally, while acquisition of printed alphabet, corresponding sounds and phonemic awareness requires specific instruction (Adams, 1990; Moats, 2005)

Orthographic Instruction

Rationale

Orthographic Instruction utilizes print to access the Orthographic processor. Incorporating the Orthographic processor into activities stimulates the entire reading system!

The Orthographic approach offers a functional technique that not only corrects articulation and motor-planning errors, but provides an early literacy foundation that encourages successful development of reading skills!

Orthographic Instruction

Continued

Orthographic Instruction enhances the following literacy skills

- Phonological Awareness
- Print Awareness
- Phoneme Isolation
- Phoneme Identity
- Phoneme Categorization
- Phoneme Segmentation
- Phoneme Blending
- Decoding
- Encoding
- Sight Words
- Silent Letters

Orthographic Instruction

Continued

Phonological Awareness

Orthographic Instruction creates phonological awareness through grapheme-phoneme instruction

Phonological Awareness:
The conscious awareness of the sounds and sound segments of a language (National Institute for Literacy, A Child Becomes a Reader, 2006)

Orthographic Instruction

Continued

Print Awareness

Orthographic Instruction establishes print awareness

Print Awareness: Print awareness is an understanding of how books and print are utilized. Print awareness includes the understanding that books are held right side-up. Pages of books are turned one at a time and the direction of print moves from left to right and top to bottom (National Institute for Literacy, A Child Becomes a Reader, 2006)

Orthographic Instruction

Continued

Phoneme Isolation
Orthographic Instruction creates an awareness of phoneme isolation

Phoneme Isolation:
The ability to recognize a single sound in a word
(National Institute for Literacy, A Child Becomes a Reader, 2006)

The first sound in the word fan is /f/

Phoneme Identity
Orthographic Instruction introduces phoneme identity

Phoneme Identity:
The ability to recognize the same sound in different words
(National Institute for Literacy, A Child Becomes a Reader, 2006)

The words farm and four start with /f/

Orthographic Instruction

Continued

Phoneme Categorization

Orthographic Instruction creates an awareness of phoneme categorization

Phoneme Categorization: The ability to recognize a word within a group of words that does not belong (National Institute for Literacy, A Child Becomes a Reader, 2006)

The word cup does not belong because it does not begin with the /b/ sound

baby

bus

cup

Orthographic Instruction

Continued

Phoneme Segmentation

Orthographic Instruction introduces sound segmentation

Segmenting:

Segmenting is the ability to break a word into sounds (National Institute for Literacy, A Child Becomes a Reader, 2006)

/k/ /æt/

Phoneme Blending

Orthographic Instruction introduces sound blending

Blending:

Blending is the ability to listen to a sequence of sounds, then form a word from those sounds (National Institute for Literacy, A Child Becomes a Reader, 2006)

/k/ + /æt/ = /kæt/

Orthographic Instruction

Continued

Decoding

Orthographic Instruction prepares children to decode words during reading tasks

Decoding: Decoding is the ability to assign a sound to a printed symbol to read a word (National Institute for Literacy, A Child Becomes a Reader, 2006)

d o g = dog

Encoding

Orthographic Instruction promotes later spelling skills through grapheme-phoneme instruction

Encoding (spelling): Encoding is the ability to convert segments of spoken sounds into print (National Institute for Literacy, A Child Becomes a Reader, 2006)

Orthographic Instruction

Continued

Sight Words

Orthographic Instruction introduces sight words

Sight Words: Sight words are high-frequency words in printed material that may not be phonemic in nature (a, the, once, two, said, could). Sight words must be memorized to ensure fluency, speed and comprehension during reading tasks (National Institute for Literacy, A Child Becomes a Reader, 2006)

the	once	a	said

Orthographic Instruction

Continued

Silent Letters

Orthographic Instruction introduces silent letters

Silent Letters: Some words contain silent letters such as the letter 'e'. Although the letter may be silent, it may change the sounds of other letters within the word (National Institute for Literacy, A Child Becomes a Reader, 2006)

cub

cube

Target Sound Selection

Continued

Consistent Errors

Choose sounds that are not included in the child's sound repertoire and/or sounds that are consistently in error

Selection and treatment of sounds consistently in error will result in a broader system-wide improvement (Gierut, 2001; Gierut, Elbert, & Dinnsen, 1987)

Target Sound Selection

Continued

Later Developing Sounds

Select sounds that are later developing

"Children who were treated on a later acquired sound evidenced substantial changes in other untreated sounds from different manner classes, whereas those treated on early acquired sounds did not."

~J. Gierut, 2001

Target Sound Selection

Continued

Non-Stimulable Sounds

Select sounds that are non-stimulable

Selection and treatment of non-stimulable sounds generalize to both stimulable and non-stimulable sounds (Gierut, 2001; Gierut, Elbert, & Dinnsen, 1987; Powell, Elbert, & Dinnsen, 1991)

For additional evidence-based approaches visit **SLPath.com/BestPractices.html**

Cycles-Based Approach

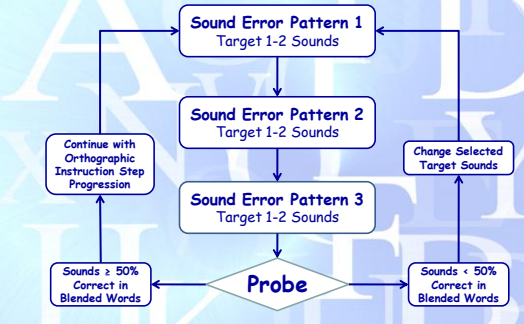
A four to six week cycles-based approach is recommended to target selected stimulus sounds

~Adapted from the traditional cycles-based approach (Hodson & Paden, 1991)

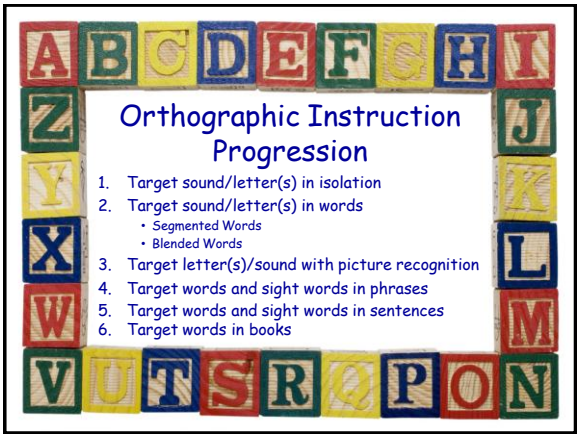
Four to six week cycles allow introduction of various sounds and stimulate system-wide sound improvements. Also, utilizing a four to six week cycle allows for the introduction of orthographic cues

The child may not master each sound introduced during a cycle. If a sound is not mastered, it may be "recycled" after all sounds have been targeted

Modified Cycles-Based Approach



Adapted from Tyler, A. A, Edwards, M. L., & Saxman, J. H. (1987). Clinical application of two phonological based treatment procedures. *Journal of Speech and Hearing Disorders*, 55, 251-261.



Orthographic Instruction Progression

1. Target sound/letter(s) in isolation
2. Target sound/letter(s) in words
   - Segmented Words
   - Blended Words
3. Target letter(s)/sound with picture recognition
4. Target words and sight words in phrases
5. Target words and sight words in sentences
6. Target words in books

Literacy for the Love of it!

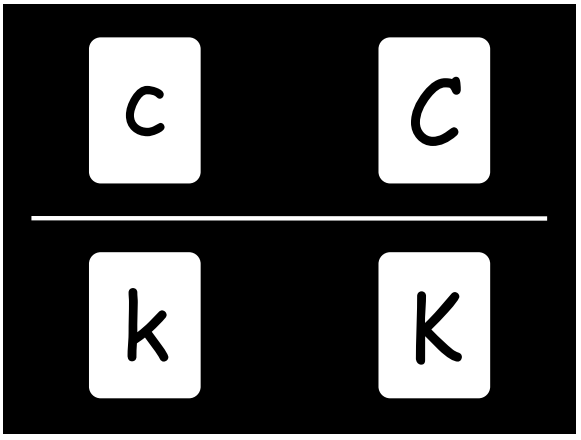
Spend the first few minutes of a lesson reading a sound-loaded book!

It is imperative to create a love of books at an early age or children will never appreciate the places print can take them or the knowledge it can give them!

Target Sound in Isolation

Begin by introducing the sound in isolation with the individual printed letter

This method allows the child to become familiar with the letter while learning the sound in isolation and teaches letter-to-sound correlation



'h' Buddies

Orthographic Instruction introduces the 'h' digraphs (letter pairs representing single sounds) early in a child's literacy experience. Orthographic cues encourage fluency of the digraphs within the brain

The Orthographic processor must recognize digraphs such as 'sh', 'th' and 'ch' as one segment

If these digraphs are coded individually ('s' and 'h'), the message is continually sent back to the Orthographic processor for decoding

Introduction of 'h' sound digraphs early in a child's literacy experience encourages fluency of 'h' digraphs within the brain

'h' Buddies

Continued

Traditionally, students are introduced to 'h' digraphs later in literacy experiences. At this point, the individual sounds have been so extensively drilled that digraph recognition becomes very difficult

No wonder so many children are not recognizing digraphs!

Establishing orthographic digraph comprehension early will enhance reading skills later!

'h' Buddies

Continued

Begin by introducing the printed digraph in isolation. This allows the child to become familiar with the orthographic digraph while learning the sound in isolation

Clinician/Teacher: "This is an 's' (point to the letter 's'). Can you show me the 's'?"

Child: Points to the letter 's'

Clinician/Teacher: "Good! This is his buddy 'h' (point to the letter 'h'). Can you show me the 'h'?"

Child: Points to the letter 'h'

'h' Buddies

Continued

Clinician/Teacher:
"Great! When 's' is next to his buddy 'h', they make the sound, /sh/. Can you make the sound /sh/?"

Child: "/sh/"

Clinician/Teacher:
"Awesome! You made the /sh/ sound!"

sh

'h' Buddies

Continued

After the child has established the digraph in isolation, continue to cue the child by using the same step progression examples presented for the single-letter target stimulus sounds

Substitute appropriate letters and sounds as necessary for the digraphs 'sh', 'ch' and 'th'

Orthographic Instruction –Vowels

('a', 'e', 'i', 'o', 'u')

Orthographic Instruction - Vowels introduces vowels and vowel digraphs (vowel pairs representing single sounds) early in a child's literacy experience. Orthographic cues encourage fluency of vowel digraphs within the brain.

Orthographic Instruction - Vowels does not dictate which vowel sound (short or long) should be introduced first. ***Orthographic Instruction*** complements the introduction of both long and short vowels.

Vowels are Magic!

After the child has been successful with one vowel sound (short or long), introduce the child to the Magic Hat.

Vowels are magic! Vowels make short sounds and long sounds!

Begin the activity by placing the introduced vowel sound (short or long) into the Magic Hat.

Vowels are Magic!

Continued

Insert the short vowel strips (representing the "short" vowel sound) into an actual hat or the Magic Hat template. Then, *quickly* pull each "short" strip out of the hat to review the short vowel sound with the following models.

Clinician/Teacher: "Look, here is the letter 'o'. What sound does the 'o' make?"

Child: "/ɔ/."

Vowels are Magic!

Continued

Next, place long vowel strips (representing the "long" vowel sound) into the Magic Hat. *Slowly* begin to pull each "long" vowel strip from the hat while emphasizing the long vowel sound. Cue the child with the following statements.

Clinician/Teacher: "My hat is magic! When you say the word abracadabra, the 'o' will make another sound. Are you ready? Say, abracadabra."

Child: "Abracadabra."

Vowels are Magic!

Continued

Show off your magic several times with enthusiasm so the child gets excited and is eager to participate in the "**sounds of magic**".

Vowel Buddies

Begin by introducing the vowel digraph in isolation with the printed letters. This allows the child to become familiar with the orthographic vowel pair while learning the sound in isolation.

Clinician/Teacher: "This is the letter 'o' (point to the letter 'o'). Can you show me the 'o'?"

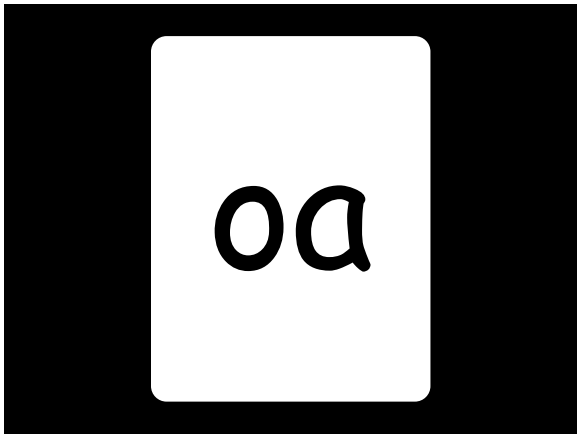
Vowel Buddies

Continued

Clinician/Teacher: "You use good manners by being quiet when your buddies are talking! Sometimes vowel buddies stand together in words. The first vowel buddy says his name while the second vowel buddy is quiet. Vowels use good manners! This is the buddy 'a'. Can you show me the buddy 'a'?"

Child: Points to the letter 'a'.

Clinician/Teacher: "Good! Remember, when vowel buddies stand together, the first buddy says his name and the second buddy is quiet. These buddies make the sound /o/."



Vowel Buddies

Continued

For the silent 'e' at the end of words, talk to the child about the location of the vowel buddies.

Clinician/Teacher: "Sometimes vowel buddies have space between them. The space is filled with another consonant letter. Sometimes the vowel buddy 'e' may be at the end of a word. Buddy 'e' is very shy and does not talk when he is at the end of a word. If you see a vowel buddy 'e' at the end of a word, the first vowel says its name. Can you show me the letter 'e'?"

Child: Points to the letter 'e'.

Clinician/Teacher: Can you show me the letter 'o'? What sound does it make?"

ote

Target Sound in Words

First, teach the child to locate the target letter within the printed text

Next, introduce the segmented word pausing between the target sound and the rest of the word

Once productions of the segmented word are mastered, introduce the blended word

du ck

duck

sh ampoo

shampoo

g oa t

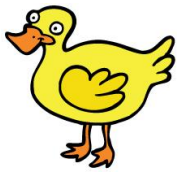
goat

Target Sound in Words

Continued

Once the child is able to produce the word with orthographic cues, a picture representing the word is introduced

This gesture ensures that the child's orthographic knowledge and "phonological conception" coincide



duck

shampoo

goat

Target Word in Phrases

- Introduce sight words to establish the use of target words in phrases
- Point to the words as you give a model
- This activity exposes children to essential sight words
- Children learn that the composition of letters in words never changes

my + 

duck

want + 

shampoo

the +  goat

Target Word in Sentences

Continue to use sight words for production of target words in sentences

Remember, it is critical to point to each word as you offer a model

I + see + a +  duck + !

This + is +  shampoo + .

She + has + a +  goat + ?

Target Word in Books

Stimulus books containing sound targeted words and essential sight words may be used during therapy/classroom activities and for homework activities

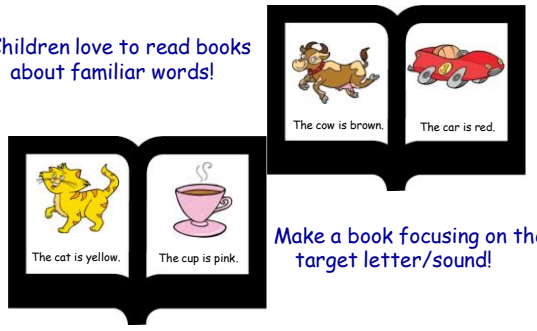
Reproducible coloring books containing a very simple story are effective and efficient

Sound targeted books that repeat sight words promote fluent speech and reading skills

Sound-Letter Correlation Activities

Target Sound in Books

Children love to read books about familiar words!



Make a book focusing on the target letter/sound!

Additional Considerations

~Childhood Apraxia of Speech~

Verbal Apraxia: Impairment in the ability to execute the oral movements necessary to produce isolated phonemes or to combine oral movements at a basic level. ~Kaufman Speech Praxis Test

Severe Verbal Dyspraxia: Impairment of the ability to maintain the synthesis or sequencing of phonemes and syllables in a simple context within a length of utterance of three or more words. Excessive deletions or replacements occur. Consonant repertoire is limited usually to the simple consonants. Length or complexity disintegrates the system. ~Kaufman Speech Praxis Test

1. Utilize a Childhood Apraxia of Speech Program
2. Introduce ***Orthographic Instruction*** (Early Developing Sounds) Utilizing a "Cycles-Based Approach"

Additional Considerations

~Childhood Apraxia of Speech~

Moderate Verbal Dyspraxia: Impairment of the ability to maintain the synthesis or sequencing of phonemes and syllables in context within a length of utterance of three or more words, whereby replacement errors predominate and phonological processes are more consistent. Deletions may still occur on certain sound classes. ~Kaufman Speech Praxis Test

1. Follow the ***Orthographic Instruction*** Model
2. Utilize a Childhood Apraxia of Speech Program

Additional Considerations

~Childhood Apraxia of Speech~

Mild Verbal Dyspraxia: Impairment in the ability to maintain the synthesis and sequencing of phonemes and syllables within conversational speech and vulnerability of word length and/or complexity. Single words and short phrases may be error-free, however, intelligibility is compromised with increased oral-motor complexity. Most difficulties will exist on consonant blends and clusters as well as polysyllabic words. Many isolation errors without oral-structural cause will also fit into this category. ~Kaufman Speech Praxis Test

1. Utilize a Childhood Apraxia of Speech Program
2. Follow the ***Orthographic Instruction*** Model

Additional Considerations

~Elementary School Caseload~

- Follow ***Orthographic Instruction*** Model
- When possible, group students with similar target goals
- Play vocabulary/literacy focused games (Access www.LiteracySpeaks.com for game resources)
- Cue each student to practice their individual ***Orthographic Instruction*** target sound prior to taking a turn in the vocabulary/literacy focused game

This approach strengthens crucial vocabulary and literacy skills while improving speech intelligibility!

Orthographic Instruction

Review

1. Target letter(s)/sound in isolation
2. Target letter(s)/sound in segmented words
3. Target letter(s)/sound in blended words
4. Target letter(s)/sound with picture recognition
5. Target words and sight words in phrases
6. Target words and sight words in sentences
7. Target words in books

Letter Activities

- Trace a Letter
- Go on a Letter Hunt
- Read A Book
- Be Creative!!

Sound-Letter Correlation Activities

Target Sound in Isolation

Once the sound has been established, introduce the home and classroom activities to strengthen knowledge of the newly presented letter and sound

Sound-Letter Correlation Activities

Target Sound in Isolation

Trace a Letter with Me!!

Tracing target letters helps a child become familiar with the shape of a letter while learning the sound the letter makes

Tracing the target letter is not a writing task. This activity encourages sensory-motor learning

Use crayons, paint, glue and glitter or even fingers to trace letters

Sound-Letter Correlation Activities

Target Sound in Isolation

Let's Go on a Letter Hunt!!

Letters are **EVERYWHERE!!**

They are in the grocery store!
They are at the zoo!
They are in the classroom!
They are even in our kitchens!

Go on a letter hunt!
Find the target letter and make the sound together!

Sound-Letter Correlation Activities

Target Sound in Isolation

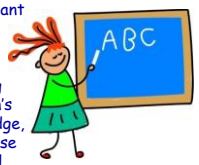
- **Walk the Letter!**
- **Trace the Letter!**
- **Feel the Letter!**
- **Be the Letter!**

Letters in the Classroom

~Systematic Approaches~

- Letter of the Week
- Letter Themes

"Explicit approaches to emergent literacy intervention operate from the perspective that at-risk children, including those with significant oral language problems, require repeated, systematic, and deliberately scaffolded exposures to those difficult-to-acquire concepts and skills. These repeated learning opportunities are used to encourage children's timely development of new skills and knowledge, while at the same time facilitate children's use of previously acquired skills in developmental sequences." ~Justice & Kaderavek, 2004



"Explicit intervention was found to be more effective and efficient for advancing widespread change (i.e., affecting all of the performance indicators studied) relative to literature-based activities in which literacy goals were less explicitly addressed." ~ Justice et al., 2003

Classroom Letter of the Week Schedule

Week 1.....Mm
Week 2.....Pp
Week 3.....Tt
Week 4.....Ff
Week 5.....Aa
Week 6.....Hh
Week 7.....Nn
Week 8.....Bb
Week 9.....Cc & Kk
Week 10.....Ss
Week 11.....Ee
Week 12.....Vv
Week 13.....Dd
Week 14.....Ww
Week 15.....Sh
Week 16.....Oo
Week 17.....Gg
Week 18.....Ii
Week 19.....Xx
Week 20.....Ll
Week 21.....Qq
Week 22.....Zz
Week 23.....Th
Week 24.....Rr
Week 25.....Yy
Week 26.....Jj
Week 27.....Uu
Week 28.....Ch

Letter of the Week Activity

(Examples)

Tt

Time for tea and triangle triscuits!

Letter of the Week Activity

(Examples)

Xx

X marks the spot!

Letter Themes

- Seasons: spring, summer, fall, winter
- Seasonal: flowers, gardens, water, leaves, apples, snow
- Holidays: Valentine's Day, Halloween, Christmas
- Just for Fun: beach, camping, farm

Letter Themes

(Examples)

Silly Snow

Letter Themes

(Examples)

Let's Go Camping

camp, cap, cabin, campfire, climb, cook, can, catfish, canteen, cave, caterpillar, cargo, carp

Orthographic Instruction Resources

- Websites
- Books
- Movies
- Music
- Food
- Educational Toys

Literacy Websites

www.LiteracySpeaks.com/Kids.html

www.ReadingResource.net

www.HummingBirdEd.com

www.ReadingRockets.com

www.StoryPlace.org/Preschool/Other.asp

Additional Resources

Available at www.Amazon.com

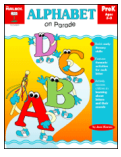
Literacy Movies

Magnet Set

Classroom Literacy Resources

www.Amazon.com

www.TheEducationCenter.com



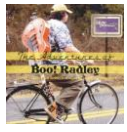
Classroom Literacy Resources

Music CDs & Activity Booklets

www.JackHartmann.com

www.ExpressTrain.org

www.MusicPathways.net



Classroom Literacy Resources

Literacy for the Love of It!

Create an Early Love of Literacy!

- Library Suggestions
- Book Choices
- Read a Book

Literacy for the Love of It!

Library Suggestions

- Create a library
- Utilize your local library for resources

Book Choices

- Use sound-loaded books
- Find books with print in the pictures or repeated words

"Five little monkeys jumping on the bed.
One fell off and bumped his head!
Momma called the doctor and the doctor said:
No more monkeys jumping on the bed!"

Literacy for the Love of It!

Create an Early Love of Literacy!
Read a Book!!

Read with enthusiasm!

Change the volume of your voice!

Change the speed of your voice!

Use silly voices!!!

Successful Reading Predictors

"The best predictor of students' year-end reading achievement was their entering ability to recognize and name uppercase and lowercase letters."
~ M. Adams, 1990

"The next best predictors were the students' scores on an auditory phoneme discrimination task and a general intelligence test. Again, the fundamental value of letter and sound knowledge is suggested."
~M. Adams, 1990

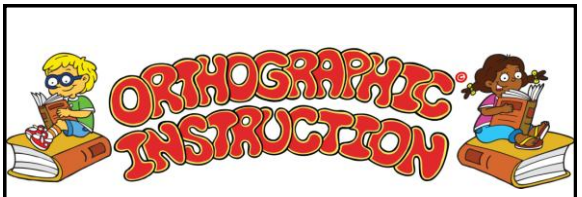
Highlights

Traditional Approaches

- Reading Delays
- Delayed progress with involved sound errors and motor-planning speech disorders

Orthographic Approaches

- Improve speech intelligibility
- Provide a literacy foundation
- Develop phonemic awareness



Thanks For Coming!

Keli Richmond, M.S., CCC-SLP
Website: www.LiteracySpeaks.com
E-mail: Read@LiteracySpeaks.com
Phone: 260-420-READ (7323)

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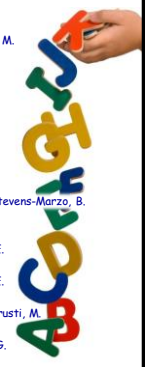
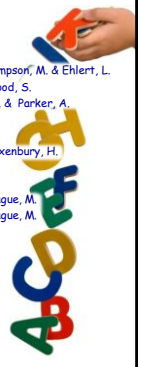
Sound-Loaded Books



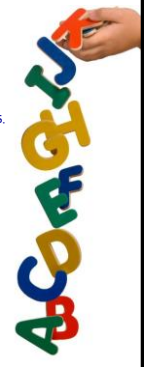
Initial b	*Big Red Barn*	Wise-Brown, M.
Initial b	*Bubbles, Bubbles*	Appelt, K.
Initial b	*Book, Book, Book*	Bruss, D.
Initial b	*The Mouse Who Ate Bananas*	Faulkner, K.
Initial b	*Buzz, Buzz, Busy Bees*	Bently, D.
Initial b	*Will You Be My Friend?*	Tafuri, N.
Initial c/k	*Who Took the Cookie from the Cooke Jar?*	Carter, D,
Initial c/k	*Kiss, Kiss*	Wild, M. & Stevens-Marzo, B.
Initial c/k	*Love and Kisses*	Wilson, S.
Initial c/k	*Cows Can't Fly*	Milgrim, D.
Initial c/k	*Five Little Monkeys Sitting in a Tree*	Christelow, E.
Initial & Final c/k	*Five Little Monkeys Bake a Birthday Cake*	Christelow, E.
Final c/k	*Peek-a-Moo!*	Toress-Cimarusti, M.
Final c/k	*Book, Book, Book*	Bruss, D.
Final c/k	*Oink! Moo! How Do You Do?*	MacCarone, G.
Final c/k	*Across the Stream*	Ginsburg, M.

Sound-Loaded Books



Initial ch	*Chugga-Chugga Choo Choo*	Lewis, K.
Initial ch	*Chicka Chicka Boom Boom*	Ehlert, L.
Initial ch	*Chicka Chicka 1, 2, 3*	Martin, B., Sampson, M. & Ehlert, L.
Initial ch	*Boom Chicka Rock*	Tanner-Chitwood, S.
Initial ch	*Charlie Chick*	Denchfield, N. & Parker, A.
Final ch	*Just Me and Grandma*	Mayer, M.
Final ch	*Itchy, Itchy, Chicken Pox*	MacCarone, G.
Final ch	*We're Going on a Bear Hunt*	Rosen, M. & Oxenbury, H.
Initial d	*How Do Dinosaurs Say Goodnight?*	Yolen, J. &Teague, M.
Initial d	*How Do Dinosaurs Get Well Soon?*	Yolen, J. &Teague, M.
Initial d	*Hand, Hand, Fingers, Thumb*	Perkins, A.
Initial d	*Five Little Ducklings*	Gerth, M.
Initial d	*Daddies are for Catching Fireflies*	Ziefert, H.
Initial d	*Can't You Sleep, Dotty*	Warnes, T.
Final d	*Ten in the Bed*	Cabrera, J.
Final d	*Five Little Monkeys Jumping on the Bed*	Christelow, E.

Sound-Loaded Books



Initial f	*A Fishy Story*	Pfister, M.
Initial f	*The Foot Book*	Dr. Seuss
Initial f	*I Just Forgot*	Mayer, M.
Initial f	*Fidgety Fish*	Galloway, R.
Initial f	*Puppies in the Snow*	Young, J.
Final f	*Biscuit* **Book Series**	Capucilli, A. S.
Final f	*The Big Leaf Pile*	Page, J.
Final f	*Ruff! Ruff! Where's Scruff?*	Carter, D.
Initial g	*Go Away Big Green Monster*	Emberley, E.
Initial g	*Wheels on the Bus Go Round and Round*	Child's Play
Initial g	*Giggle, Giggle, Quack*	Cronin, D.
Final g	*Love and Kisses*	Wilson, S.
Final g	*If You Give a Pig a Pancake*	Numeroff, L.
Initial h	*Who's Under that Hat?*	Carter, D.
Initial h	*The Hiccupotamus*	Zenz, A.
Initial h	*The Hiccupping Hippo*	Faulkner, K.
Initial h	*Can I Have a Hug?*	Gliori, D.

Sound-Loaded Books

Initial l	*Five Little Ladybugs*	Henley, K.
Initial l	*Leo the Lighting Bug*	Drachman, E.
Initial l	*Howard B. Wigglebottom Learns to Listen*	Binkow, H.
Initial l	*llamas in Pajamas*	Slater, T
Initial l	*llama llama Red Pajama*	Dewdney, A.
Final l	*Tall*	Alborough, J.
Final l	*Too-Tall Paul, Too-Small Paul*	Hood, S.
Final l	*Rumble in the Jungle*	Andreae, G.
Initial m	*Mouse's First Spring*	Thompson, L.
Initial m	*Five Little Monkeys Jumping on the Bed*	Christelow, E.
Initial m	*The Mouse Who Ate Bananas*	Faulkner, K.
Initial n	*Whose Nose and Toes?*	Butler, J.
Initial n	*Whose Nose?*	Rowe, J.
Initial n	*No, David*	Shannon, D.
Final n	*Ten in the Den*	Butler, J.

Sound-Loaded Books

Initial p	*If you Give a Pig a Pancake*	Numeroff, L.
Initial p	*Puppies in the Snow*	Young, J.
Initial p	*Peek in My Pocket*	Carter, D.
Final p	*Sheep in a Jeep*	Shaw, N.
Final p	*Sheep on a Ship*	Shaw, N.
Initial r	*Ribbit!*	Bender & Bender
Initial r	*Russell the Sheep*	Scotton, R.
Initial r	*The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear*	Wood, A.
Final r	*Ribbit!*	Bender & Bender
Final r	*Polar Bear, Polar Bear, What Do You Hear?*	Martin, B. & Carle, E.
Final r	*The Very Hungry Caterpillar*	Carle, E.
Initial s	*Silly Sally*	Woods, A.
Initial s	*I Went Walking*	Williams, S.
Initial s	*Let's Go Visiting*	Williams, S.
Initial s	*All You Need for a Beach*	Schertle, A.

Sound-Loaded Books

Initial s	***Brown Bear, Brown Bear, What Do You See?***	Martin, B. & Carle, E.
Initial s	***The Mouse Who Ate Bananas***	Faulkner, K.
Initial s	***How the Sun Was Brought Back to the Sky***	Ginsburg, M.
Final s	***If You Give a Mouse a Cookie***	Numeroff, L.
Final s	***If you Give a Moose a Muffin***	Numeroff, L.
Final s	***I Love Spiders***	Parker, J.
Final s	***Wheels on the Bus Go Round and Round***	Child's Play
Final s	***Yes***	Alborough, J.
S Blends	***Snowmen at Night***	Buehner, C.
S Blends	***The Snowy Day***	Keats, E. J.
S Blends	***Big Red Tub***	Jarman, J.
S Blends	***Spot* Book Series**	Hill, E.
S Blends	***Silly Suzy Goose***	Horacek, P.
Initial sh	***There was an Old Lady who Swallowed a Shell***	Colandro, L.
Initial sh	***Shaggy Dog and the Terrible Itch***	Bedford, D. & Williamson, G.

Sound-Loaded Books

Initial sh	***New Shoes, Red Shoes***	Rollings, S.
Initial sh	***Smiley Shark***	Galloway, R.
Final sh	***Big Red Tub***	Jarman, J.
Final sh	***We're Going on a Bear Hunt***	Rosen, M. & Oxenbury, H.
Initial t	***Teddy Bear, Teddy Bear***	Harper Growing Tree
Initial t	***Tickly Under There***	Gliori, D.
Initial t	***The Teeny Weeny Tadpole***	Cain, S.
Final t	***Spot* Book Series**	Hill, E.
Final t	***The Cat in the Hat***	Dr. Seuss
Final t	***Andy Toots His Horn***	Ziefert, H.
Initial th	***The Important Book***	Wise-Brown, M.
Initial th	***Oh, The Things you Can Think!***	Dr. Seuss
Initial th	***One, Two, Three***	Boynton, S.
Final th	***A Tooth Story***	McNamara, M.
Final th	***Moose's Loose Tooth***	Clarke, J
Final th	***Spot's Bath***	Hill, E.
Final th	***The Mixed-up Tooth Fairy***	Faulkner, K.

Sound-Loaded Books

Initial v	***Let's Go Visiting***	Williams, S.
Initial v	***The Very Hungry Caterpillar***	Carle, E.
Final v	***Ruff! Ruff! Where's Scruff?***	Carter, D.
Final v	***Does a Kangaroo Have a Mother Too?***	Carle, E.
Initial w	***I Went Walking***	Williams, S.
Initial w	***Never Tease a Weasel***	Conder-Soule, J.
Initial z	***Zip, Whiz, Zoom***	Calmenson, S.
Initial z	***Dear Zoo***	Campbell, R.
Final z	***Buzz, Buzz, Busy Bees***	Bently, D.
Final z	***The Fuzz Frenzy***	Stevens, J. & Stevens-Crummel, S.

Additional Sound-Loaded Book Resources are Available at www.LiteracySpeaks.com