

Linking
Language to
Learning
(LINKS)

LINKS
Program
2015-6

Training Manual and
Instructional Guide

What is the LINKS Program?

- Created by LDANS in collaboration with teachers, psychologists, speech language pathologists
- designed for children who are “at risk” readers and experiencing difficulty meeting grade level outcomes with reading and writing.
- some students may have a learning disability.
- Support from LDANB, SEED and AED, it is now running as a summer tutoring program

Why do we need a program like LINKS?

- Approximately 20-30% of children will struggle in learning how to read (Shaywitz, 2003)
- Children who are diagnosed as poor readers in first grade tend to continue to be poor readers throughout their elementary education (Torgesen & Burgess, 1998)

Why do we need a program like LINKS?

Evidence-Based Research has shown:

- Results of preventive research studies over the last two decades indicate that 95% of children can be taught to read at a level consistent with their reasoning and listening abilities (Rashotte, 2004; Torgesen, 2000).

Learning Disabilities: True or False

1. A childhood condition F
2. Affects learning in different areas T
3. Varies in signs and severity T
4. Average to above average intellectual potential T
5. The result of a physical disability F
6. Distinct lifelong neurological condition T
7. Lack of motivation F
8. Curable F, but can be minimized
9. The result of a poor academic background F

Please copy down the following text with your non dominant hand:

Addysgu

Mae gwaith yr Uned Dyslecsia yn ymestyn dros ardal eang Gogledd-Orllewin Cymru, a'r rhan helaethaf ohoni'n wledig. O ganlyniad, nid yw'r Uned yn cynnal canolfan addysgu. Mae ganddi swyddfeydd ac ystafelloedd at ddefnydd athrawon, ond addysgir yn bennaf mewn ysgolion neu leoedd eraill.



Learning to Talk and Read

SPEAKING

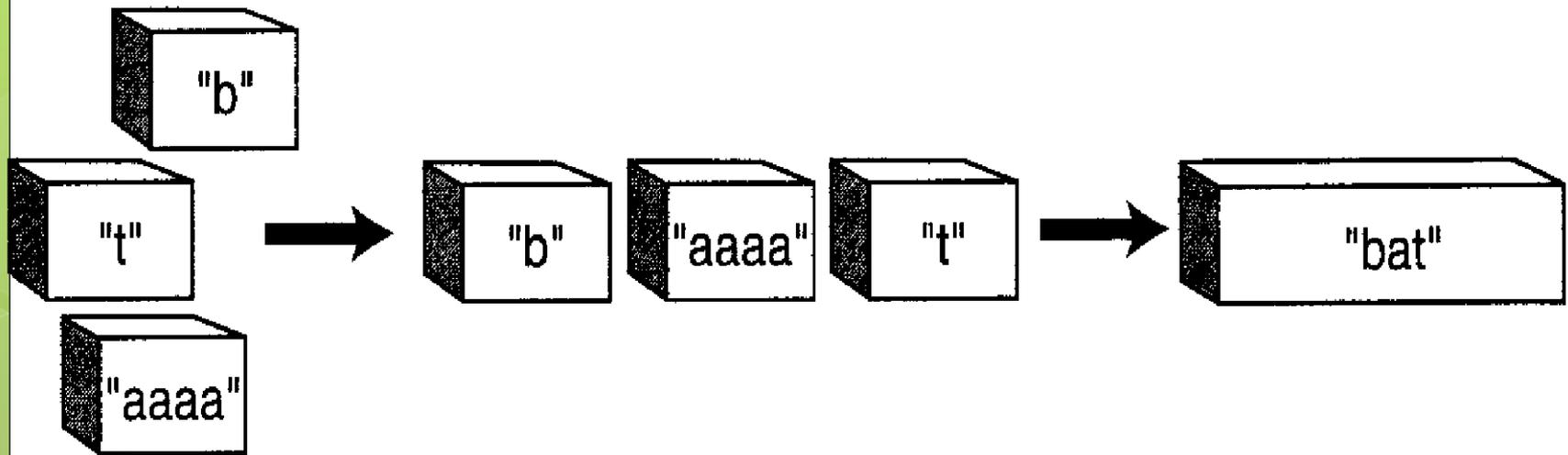
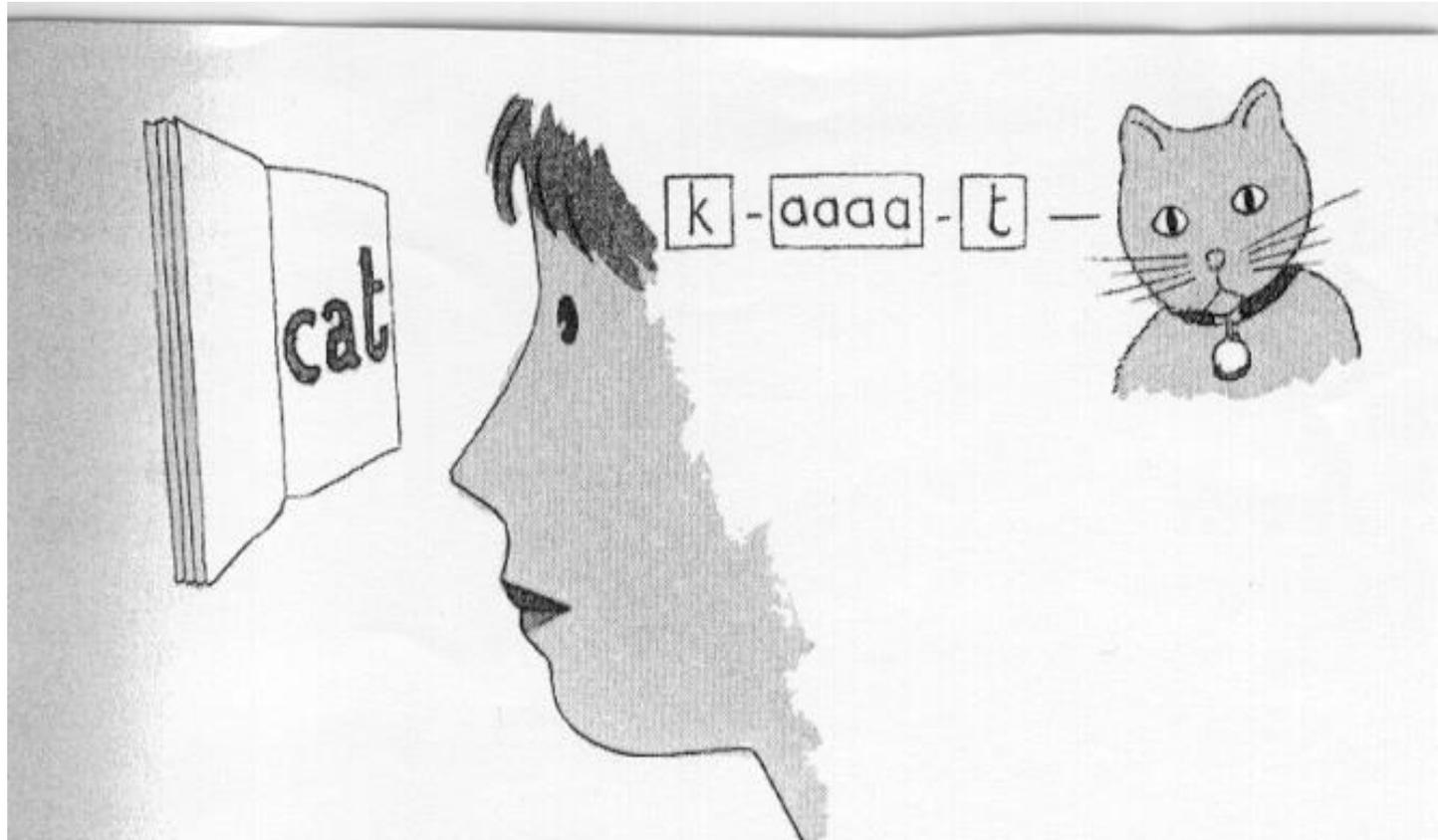


Figure 4. Speaking: Making Words

A speaker retrieves and then orders the phonemes to make a word.

Learning to Talk and Read



Learning to Talk and Read

Chunking words into
syllables:

Architect

arch- i- tect

Why is Reading More Difficult Than Speaking?

- Reading is an acquired act that must be learned at a conscious level
- “Since spoken language is built into our genes and takes place automatically, its segmental nature is not part of our consciousness.” (Shaywitz, 2003)

What are the Early Signs of Reading Difficulty?

In Preschoolers:

- Delay in speaking
- Difficulties in pronunciation
- Speech Impairments with and without additional language problems (Carroll & Snowling; 2004)
- Difficulty with word retrieval (circumlocution, use of vague words like “stuff” or “thing”)
- Insensitivity to rhyme
- Difficulty learning the alphabet
- Low Oral Language in Kindergarten

Later Clues to Reading Difficulties

In Grade 1:

- Failure to understand that words come apart (bat = b-a-t)
- Inability to associate letters and sounds
- Reading errors that show no connection to the sounds of letters
- Inability to read common one-syllable words or to sound out simple words
- Complaints about how hard reading is

It is very important to get off to a strong start in learning to read during elementary school:

- Children who “catch on to reading” early get much more reading practice than those who “catch on” late
- Children who “catch on early” are more accurate readers- accuracy is important as children form memories for words that allow them to identify words “by sight.”
- Children who read more have more opportunities to add words to their vocabulary
- Children who “catch on to reading” early develop stronger motivation for reading”

Vocabulary Development

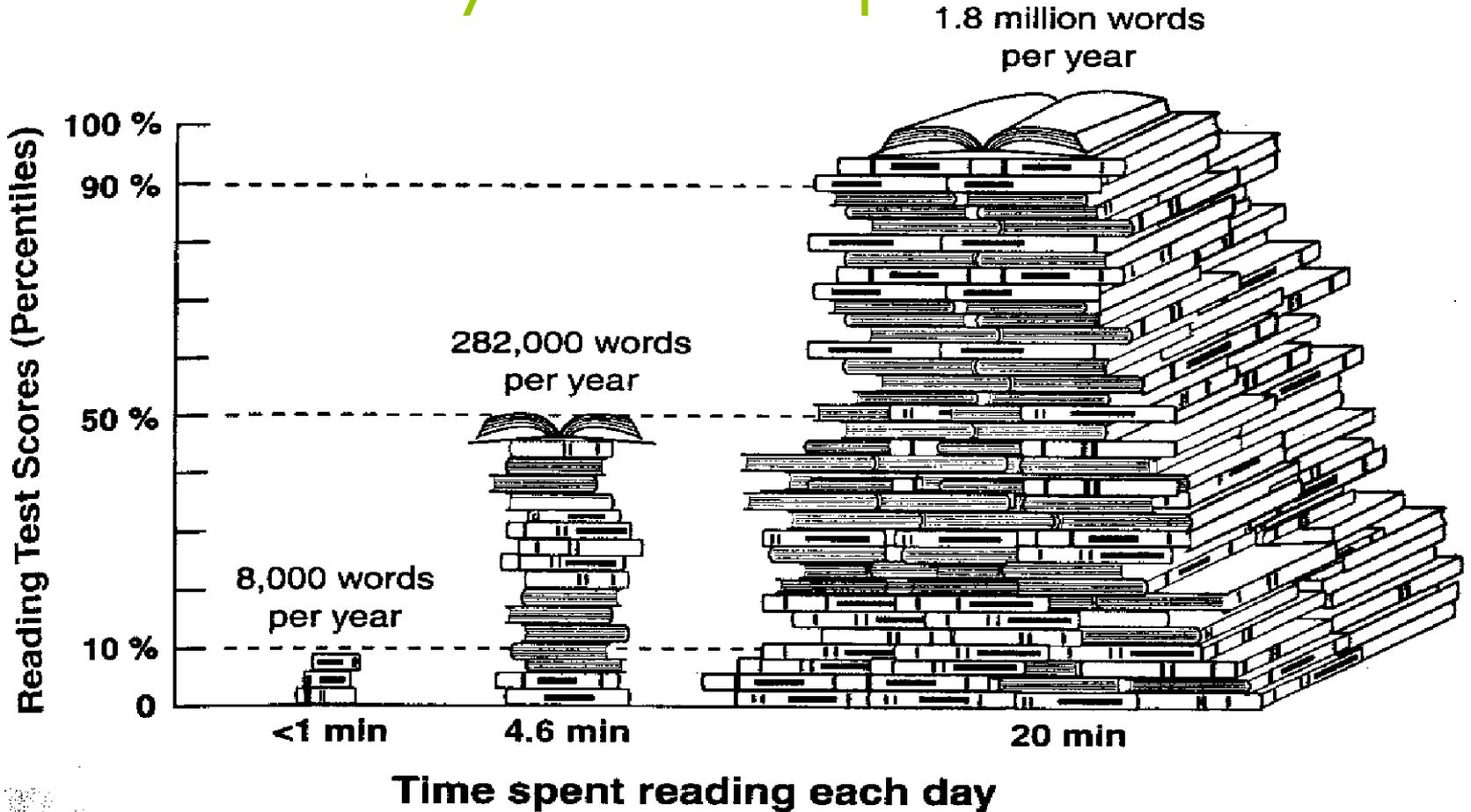


Figure 29. Good Readers Read Many Words Per Year; Poor Readers Read Very Few

Phonemic Awareness

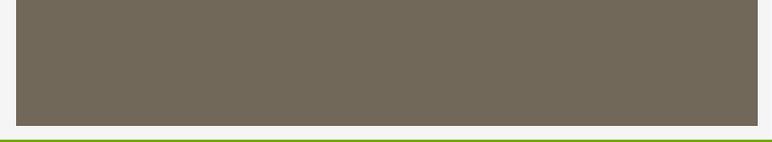
- To develop the alphabetic principle (letters in written words systematically represent sounds in spoken words) the child needs to develop phonemic awareness
- Phonemic awareness refers to the ability to focus on and manipulate phonemes in spoken words (Liberman, Shankweiler, Fischer, & Carter, 1974)

Phonemic Awareness

- The greatest difficulty for most children with reading problems is learning to read words accurately and fluently (Rashotte, 2004)
1. Fail to identify words at a single glance
 - Too many words outside the child's sight vocabulary
 2. Lack of efficient strategies to identify unknown words
 - use of phonemic decoding strategies is impaired

Phonemic Awareness

1. **Phoneme isolation.** Ex: “Tell me the first sound in *paste*.” /p/
2. **Phoneme identification** Ex: “Tell me the sound that is the same in *bike*, *boy*, and *bell*.” (/b/).
3. **Phoneme categorization.** Ex: Which word does not belong? *Bus*, *bun*, *rug*.”
4. **Phoneme blending.** “What word is /s/ /k/ /u/ /l/?” (school)
5. **Phoneme segmentation.** “How many phonemes in *ship*?” (3: sh-i-p)
6. **Phoneme deletion.** “What is *smile* without the /s/?” (mile).



Phonemic Awareness Activity

Phonics

- Phonics is knowing the relation between specific, printed letters (including combinations of letters) and specific, spoken sounds.

Phonics

- “Phonics is important because it helps children improve the accuracy of their first guesses at the identity of unknown words in text.”

Phonics

Systematic and explicit phonics instruction is:

- More effective than non-systematic or no phonics instruction
- Significantly improves kindergarten and first-grade children's word recognition and spelling
- Improves children's reading comprehension
- Is effective for children from various social and economic levels.
- Is particularly beneficial for children who are having difficulty learning to read and who are at risk for developing future reading problems
- Is most effective when introduced early
- Is not an entire reading program for beginning readers

Vowel Rules: Silent “e”

- The Silent ‘e’: The silent ‘e’ signals the vowel to say its own name and likes to go at the end of the word.
 - ‘tim’ vs. ‘time’
 - ‘tap’ vs. ‘tape’
- Exception: The ‘e’ doesn’t like to be at the end of the word when it can be with another ‘e’. The two ‘e’s usually stay together. For example: ‘feet’

When two vowels go walking:

- There is more than one way to make a vowel say its own name.
- A second way follows the rule “when two vowels go walking the first one does the talking
- Exceptions: ‘ou’ (“out”), ‘oi’ (“boil”), ‘au’
- There are only three likely ones: ‘ea’, ‘oa’ and ‘ai’

Fluency

- “To be a fluent reader, a child must be able to recognize most of the words in a passage ‘by sight’.”

These are iNTirEStinG and
cHallinGinG times for anyone whose
pRoFEshuNle responsibilities are
rElatEd in any way to liTiRucY
outcomes among school children.
For, in spite of all our new NaWLEGe
about reading and reading
iNstRukshun, there is a wide-spread
concern that public EdgUkAshuN is
not as eFfEktive as it shood be in
tEechiNg all children to read.
(Torgesen, 2004)

The connection to reading fluency: (Torgesen, 2004)

- To be a fluent reader, a child must be able to recognize most of the words in a passage “by sight”.
- Children must correctly identify words 3-8 times before they become “sight words”
- Children must make accurate first attempts when they encounter new words, or the growth of the “sight word vocabulary” will be delayed – they will not become fluent readers.

Improving Reading Fluency

Repeated Reading Technique

- The student repeatedly reads letters, words, phrases, or passages a specific number of times, or until fluency has reached a specified level
- According to the NRP this technique was found to be the only method for which there is consistent, positive support of effectiveness in increasing reading fluency
- No research evidence is available to confirm that instructional time spent on silent, independent reading with minimal guidance and feedback improves reading fluency and overall reading achievement

Vocabulary

- Oral language vocabulary and other forms of verbal conceptual knowledge contribute importantly to the development of reading comprehension

Vocabulary Development

- Children learn the meanings of most words indirectly, through everyday experiences with oral and written language
- They learn word meanings by:
 - Engaging in daily oral language
 - They listen to adults read to them
 - They read extensively on their own

Vocabulary Instruction

- Teaching specific words before reading helps both vocabulary learning and reading comprehension
- Extended instruction that promotes active engagement with vocabulary improves word learning
- Repeated exposure to vocabulary in many contexts aids word learning
- Teaching word learning strategies such as using dictionaries and aids
- Using word parts (suffixes, prefixes and affixes)
- Using context clues

Reading Comprehension

- “Children must also develop and actively use a variety of comprehension monitoring and comprehension building strategies to reliably construct the meaning of text.”
(Torgesen, 2004)

Skills that Improve Reading Comprehension

- Phonemic Awareness (Heir, Nunes, Willows, Schuster, Yaghoub-Zadeh, Shanahan, 2001)
- Word Recognition Skill (Swanson & Beringer, 1995)
- Vocabulary knowledge (Snow, 2002)
- Working memory (Cain, Bryant & Oakhill, 2004)
- Component skills of comprehension (inference making, comprehension monitoring, story structure knowledge) (Cain et al., 2004)

Text Comprehension Instruction

- The following strategies have received the strongest scientific support in improving reading comprehension:
 - Using graphic and semantic organizers
 - Answering questions
 - Generating questions
 - Recognizing story structure
 - Summarizing

Student Profiles

The Beginning Reader

- Grade P-1
- Book Level A - C
- concepts about print
- knows letters of the alphabet
- 5-50 sight words
- can't sound out words
- difficulty differentiating vowel sounds
- understands that stories have a pattern with underlying ideas repeated

The Transition Reader

- Grade 1-2
- Book Level D-L
- sight word vocabulary of 100 words or more
- confuses short, long and irregular vowels
- cannot sound out multi-syllabic words
- reads slowly, may be trying to sound out every word
- May have difficulty with reading comprehension

Four Components of LINKS Lesson Plans

- Guided Reading Component (15-20 minutes)
- Writing Component (10-20 minutes)
- Phonological Skills Development (10-20 minutes)
- Fluency Building (15-20 minutes)

Guided Reading

Guided Reading Component

- Pre-reading Strategies
- Reading Strategies
- Post-reading Strategies

- There will be a leveled book in the student's folder. For the first few lessons, this book will be used for both reading and writing. Other texts that support the writing form or are at the student's reading level may also be used.

Guided Reading – Pre Reading

- Spend a few minutes talking about what the book might be about.
- Do a picture walk with beginning readers.
- With higher levels, you can look at the title, pick out difficult vocabulary
- Relate the book to the child's experiences and knowledge: Have they done something similar? Have they ever been to the same place? Do they know anyone like the person in the story?

Guided Reading Strategies

- Helpful Hints for tricky words (Younger students)
 - Stretchy Snake: Sound out the letters – blend them together.
 - Skippy the Frog: Zip and go on (to the end of the sentence and go back to see if they can get the word).
 - Eagle Eye: Look at the picture
- Helpful Hints for Older students – use phonics and have the student sound out the word, chunk or break into syllables -- Model these strategies for them.

****Provide them with the word if they're struggling for longer than 5 seconds. Model a strategy.****

Guided Reading – Post Reading

Post Reading Strategies

Ask the student :

- “What did you read about?” Ask about specific details in the story.
- “Is there a part of the story that reminds you of something? For example another story, movie, the student’s life.
- For older students, ask if they were wondering about anything in the text. Discuss particular words the author has used. Discuss making pictures in your head while reading.

PM Writing

A structured writing program that uses levelled books to teach and model different forms of writing.

Each book represents a form of writing and has a series of lessons for you to work on with the child.

Lesson plans and the book will stay together and will be changed out when the writing for that book is complete.

Worksheets and student writing will go into duotangs and stay in the student folder.

Writing Forms

Grade 1 **Recount** - to retell and evaluate events
Description- describe characteristics
Information Report –present information
Narrative - tells a story with a problem and solution

Grade 2 **Procedure** - instructions about how to make or do something
Exposition – to persuade by arguing one side of an issue

Grade 3/4 **Explanation** – explains how or why something occurs
Discussion – explains more than one side of an issue

Writing Lessons

A/B Level Text

Introductory Level – may teach the forms, but focus is more on teaching letters, words, and sentence format

Format of a Lesson

- Day 1 – Picture Walk, read the story, talk about words (find letters, words, capitals, periods), Worksheet
- Day 2 – Model how to write a sentence, clap the number of words in a sentence, worksheet
- Day 3 – Students write a sentence (with help), clap the number of words in a sentence, worksheet
- Day 4 – Students write a sentence, clap the number of words, worksheet

Writing Lessons

C and Above

Direct Teaching and Modelling the forms of writing

● **Basic Format of a Lesson**

- Day 1 – Picture Walk, read the story, teach the text structure with examples
- Day 2 – Review the text, teach the language features (sometimes a worksheet)
- Day 3 – Tutor models the plan and draft portion of the writing process (put scaffold sheets in sleeve and use whiteboard marker)
- Day 4 – Students work through the writing process following the scaffold (one per day)

Phonological Skills

Alternate blending one day, segmenting the next.

Start with the number of sounds the child has mastered. (Blue sheets)

SEGMENTING (give an example and have the child segment 5 words)

- *Tell the student a word and ask him/her to place one block for each sound he/she heard in the word. Then say sounds.
- *Use one color block for vowels and a different color for consonants

Phonological Skills

Alternate blending one day, segmenting the next.

Start with the number of sounds the child has mastered. (Blue sheets

BLENDING (give an example and then have the child blend 5 words):

- * Start with words that contain the number of sounds the student can segment.
- * Read the **individual sounds** in a word and ask the student to guess what the word is (i.e., c --- a ----- t “what word is that?”).

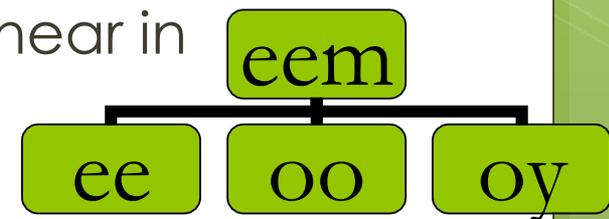
Phonological Skills

Vowel Cards:

- This activity helps the student learn to **hear** the different vowel sounds they are working on
- * Place all of the student's rectangular vowel cards on the table (cards found in student's bag ---- ex., _i_ , a_e, etc.)
- * Say a word containing one of the vowel sounds on the table and ask the student to point to the sound they heard (see **real/nonsense word lists** for words)
- Complete 10-12 different words
- When the student has 100% accuracy, we will put a new vowel in the student's folder.

Vowel Work:

- The tutor lays out rectangular vowel cards on table and reviews sounds each card makes.
- Tutor gets out nonsense syllable cards and gives child a nonsense syllable. (Do not show the card, just pronounce the word). Can also use the spelling lists.
- Child must discriminate the vowel sound they hear and connect it to the appropriate rectangular vowel card on the table
- Ex., “show me the vowel sound you hear in the work “koy”



Phonological Skills

- **Choose 1 or more of the following phonological activities.**
- **Try different ones the next day.**

Phonological Skills

Word Building (yellow sheets)

- This activity helps the student with spelling and decoding skills.
- Place all vowel cards on the table.
- Put out 10 –15 consonant cards .
- Give the student a word to build.
- Complete 10-20 words.



Phonological Skills

Blending with 'Consonant Cards':

- This activity allows the student to learn to blend consonant sounds onto their vowel cards
- Place all vowel cards on the table
- Have the student choose one consonant card
- Student puts consonant card in front of vowels, say the sounds and then blend the sounds. Repeat with the consonant card at the end.

d	_a_
	a_e
	i
	i_e
	o
	o_e

Phonological Skills

Nonsense Cards

- Have student read CV/VC cards by segmenting (saying the individual sounds) and then blending the sounds together.
- Play a game where the student reads 2-3 or more cards each turn, sort the word to match the vowel cards, try having the student add a letter to make a REAL word.
- “I want you to point and say each sound in the word and then blend it together” ee-m, eem

Games for Nonsense Cards and Fluency

- **Go Fish** (Use a pencil box or container as the pond)
- **Memory** (use only 12-16 cards)
- **War** (whole deck)
- **Timed Drills** (Challenge: How many can you read in one minute?)
- **Hide n Seek:** Tutor hides the cards, Student finds them.
- **Zap the cards** (Student reads and “zaps” the card with a pretend “magic wand”)
- Could use manufactured board games, where the student has to read a certain number of words each turn.

Phonological Skills

Spelling (yellow list):

- * Choose words from the **real/nonsense word list** provided in student's file.
- Ask the student to spell words containing only the vowel sounds they are currently working on.
- You can put out the vowel cards as a visual aid if necessary.
- *Spell words using a mix of real and nonsense words, or real words one day, nonsense words the next

Fluency Building

Sight Word Cards:

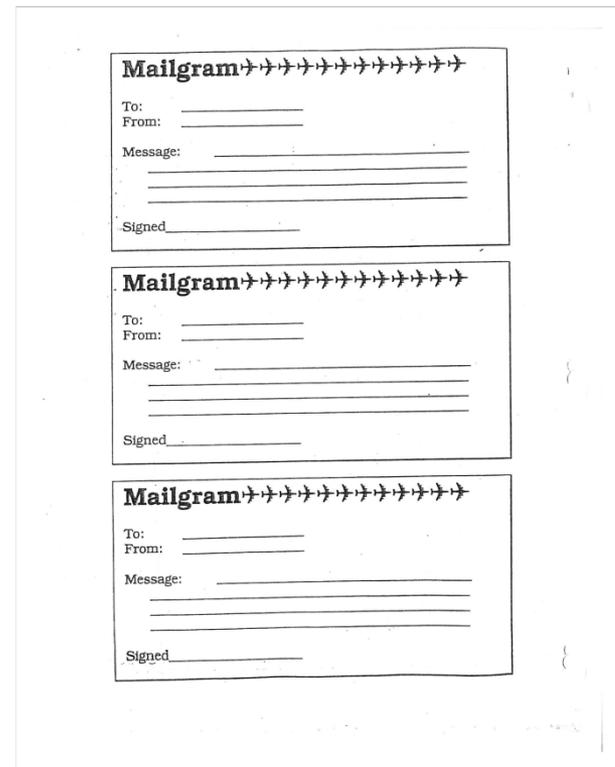
- Review sight word cards
- Tutor reads the word, student reads the word
- Read the words together
- Then play one of the fluency games

Great Leaps (for those who have mastered all 12 sight word card packs)

- Review any difficult sounds on sheets
- Time 1 minute for each sheet
- 3 mistakes or less in under 1 minute, move onto next sheet

Mailgram

- Address to parent/guardian
- Write a positive thing about the session and read to child before sending home.



The image shows three identical mailgram forms stacked vertically. Each form is enclosed in a rectangular border and contains the following fields:

- Mailgram** followed by a decorative line of asterisks.
- To:** followed by a horizontal line.
- From:** followed by a horizontal line.
- Message:** followed by three horizontal lines.
- Signed** followed by a horizontal line.

Data Collection

LINKS Lesson Plan and Summary

Name: _____

Date: _____

Lesson Plan Details

Results and Observations

1. READING

- 1. Shared a few minutes talking about what the book might be about.**
1. Take turns reading pages or paragraphs with your students.
1. Be helpful as for tricky words —
 1) Say out the first and last letter — blend them together.
 2) Say and go on (to the end of the sentence) to go back to see if they can get the word.
 3) Make a sound.
1.1 Provide help with the sound if they're struggling for longer than 3 seconds.¹¹
1. Ask the student "What did you read about?" Ask about difficult vocabulary. Ask about speed/pace in the story.

Name of Book and Level: _____
 Number of Errors: _____
 Total Number of Words: _____

- Retelling the story with beginning, middle and end
- Could answer questions about the story
- Could answer questions that required inferences
- Understood vocabulary
- Could remember details

2. WRITING (PM Writing) AND SPELLING

See Writing Lesson plan for speed for.

PM Book Title and Level: _____
 Lessons completed today: _____
 Ready for new book: Yes or No

- Spelling:**
1. Choose words from the real/invented word list a vowel + sounds (e.g. b, e).
As the student reads the words carefully say the vowels and they also carefully write them.
You can remove the vowels as an award if necessary.
1. Spell words using a model and nonsense words, or real words one day, nonsense words the next.

Spelling — List the words that were tested and put a check beside the ones the student got correct.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. PHONOLOGICAL SKILLS - Practice segmenting skills one day, blending the next

Segmenting/Blending (Place in one of these categories).¹¹ Refer to segmenting/blending when a student's file for words. Start with the number of sounds the child has invented.

- SEGMENTING:**
1. Tell the student a word and ask them how many sounds they think for each sound they hear —
the word. Then say sounds.
1. Use one to identify a vowel and a different one for consonants.

- BLENDING:**
1. Start with words that contain the number of sounds the student can segment.
1. Read the individual sounds in a word and ask the student to guess what the word is (e.g. c — a — t. "What word is that?").

Segmenting with Blocks

Number of Sounds	Correct	Errors
2	___	___
3	___	___
4	___	___
5	___	___
6	___	___

OR

Blending with Blocks

Number of Sounds	Correct	Errors
2	___	___
3	___	___
4	___	___
5	___	___
6	___	___

Lesson Plan Details

Results and Observations

- Vowel Cards:**
1. The activity helps the student learn to hear the different vowel sounds they are working on.
1. Place all of the student's irregular vowel cards on the table (cards found in student's bag — E, O, U, A, G, B, C).
1. Say a word containing one of the vowel sounds on the table and ask the student to match up the sound they heard (see real/invented word lists for words).
1. Come back to 3-20 different words.

Vowel	Conson	Phon	Vowel	Conson	Phon
ee			oa		
oo			ay		
yy			ie		
ai			ii		
ae			ae		
—			ai		
—			u*		
—			o*		
—			ei		
—			ou		
—			ow		
—			ow		
—			gh		

Choose 1 of the following phonological activities. Try different ones the next day.

- Word Reversal:**
1. The activity helps the student work on blending sound segments.
 - Place all vowel cards on the table.
 - Pick out 10-15 consonant cards.
 - Give the student a vowel to use.**1. Come back to 3-20 words.**

- Match sounds to vowel cards:**
1. The activity allows the student to learn to hear the sound of each vowel card.
 - Place all vowel cards on the table.
 - Have the student choose one consonant card.
 - Student says consonant in terms of vowels, say the sounds and then blend the sounds. Repeat with the consonant card as the card.

- Use sound cards:**
1. Have student read CVC cards by segmenting (using the individual sounds) and then blending the sounds together.
1. Play a game like go fish memory, card memory or 0 games where the student reads 2-3 or more cards each turn, says the word or match to vowel cards, say the word the student add a letter to make a new word.

Vowels the student had trouble with: _____

Consonants the student had trouble with: _____

"Was the student able to blend the consonant card at the front of the vowel?" _____
 "Was the student able to blend the consonant card at the end of the vowel?" _____

Vowels the student had trouble with: _____

No use use Card Pack # _____
 Number correct: _____
 Number incorrect: _____

A. FLUENCY

- Look Word Cards:**
1. Review sight word cards.
1. Play "go fish" or "memory".
1. Try to read 10-15 real word cards correctly as you can.

- Quick cards (for those who have mastered all 12 sight word cards):**
1. Review any 6 quick words or more.
1. Use 1 minute for each word.
1. 5 minutes for 10 words (1 minute review, 40 seconds new).

Sight word Pack # _____
 Number correct: _____
 Number incorrect: _____

Do you have any questions about your student progress, activities, etc.? Please feel free to write them here or by e-mail.

The First Day

Pre- Assessment

- All students will be screened on their sight words, spelling, nonsense words, writing and vowel sounds.
- The white booklet in your student's package is for the tutor to record correct answers. The student will read from the purple sheets and will complete the spelling on lined paper, and the timed writing sample on the writing worksheet.
- All materials should go back in the sleeve and back in the student's folder.

Tutoring Tips

Have all materials accessible in the order in which you will need them in the lesson

Change activities often with students who get distracted easily.

Vary your voice tone and use drama.

DO NOT explain why you want the child to do something, ask 'please,' or offer choices frequently

Give children time to think

Behaviour Management

- * Set the child's expectations ie. visual schedule
- * Provide choices, but within limits
- * Arrange your environment
- * Try to make your activities as fun and intrinsically motivating as possible
- * Use positive and specific praise liberally
- * Always follow through
- * Be confident (Don't use 'can' statements)

Partnership with Mount Allison

- * We have been involved in several studies with Mount A – looking at the effectiveness of the program and how adding new components may enhance learning
- * This year Haileigh Fletcher is conducting a study which introduces 2 new components – spelling and comprehension
- * She will contact you to arrange a time to provide training in the new techniques (approximately 10 minutes of your time)