

Literacy Interventions for At-Risk Learners in the Early Grades

Which deficits impact literacy achievement?

- Speech and Language Development (includes vocabulary)
- Background of Experiences (impacts visual comprehension and vocabulary)
- Lack of Phonemic Awareness (the basic understanding of how speech works)
- Lack of Sight Word Knowledge (lack of automaticity)
- Lack of Decoding and Blending Skills (phonics)

The Prerequisite: Physical Readiness

- Core Strength
- Vestibular System
- Proprioceptive System
- Crossing the Midline

Interventions for Physical Readiness:

Solid Interventions for All

- Whisper Phones
- Teaching Visual Comprehension
- Page Protector Sleeves
- Headphones
- Colored Overlays
- Fidgets
- Elastic Chair Bands
- Velcro Strips

Resource:

Middendorf, Cindy. *Early Reading Instruction and Intervention*. Scholastic, 2013.

Common Sense Strategies that Benefit ALL Learners

Visually Defined Workspace

Coping Resources

Predictable Routines

Two Minute Warnings before Transitions

Limited Board-to-Desk Copying

Lots of Movement Activities

Citations

Hands-On Intervention Strategies for Struggling Learners

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Dockrell, J., Stuart, M., King, D. (9/2004) Supporting early language skills. *Literacy Today*. Issue #40

Ehri, L.C., Nunes, S.R., Willows, D.M., Schuster, B. V., Yaghoub-Zadeh, Z., & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: evidence from the national reading panel's meta-analysis. *Reading Research Quarterly*, 36(3), 250-287.

Farrar, J., Ashwell, S. & Maag, L. (2005). The emergence of phonological awareness: Connections to language and theory of mind development. *First Language*, 25(2), 157-172.

Krashen, S. (2001). Does "pure" phonemic awareness training affect reading comprehension? *Perceptual and Motor Skills*, 93, 356-358.

Savage, R. & Carless, S. (2005). Learning support assistants can deliver effective reading interventions for 'at-risk' children. *Educational Research*, 47(1), 45-61.

Torgesen, J. K., Alexander, A. W., Wagner, R. K., Rashotte, C. A., Voeller, K., Conway, T., et al. (2001). Intensive remedial instruction for children with severe reading difficulties: Immediate and long-term outcomes from two instructional approaches. *Journal of Learning Difficulties: A Multidisciplinary Journal*, 8, 51-61.