



# THE LEARNING PROGRAM DSFOC

Value. Teach. Celebrate. Serve.

## ABCs of Effective Reading Instruction

Presented by:  
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DSF | Website: <http://dsfoc.org> | Store: <http://dsfoc.org/dsf-store>


Questions:  
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Learning Program Facebook Group:  
<http://www.facebook.com/groups/learningprogram/>

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## Introduction & Information




- Me**
  - Dana Halle
  - Co-Founder & Executive Director of DSF
  - Lawyer/Developer of The Learning Program & LP Online™
  - Member NDSC Board/Co-Chair Ed Committee
  - Work with students, parents & teachers
  - Mom to Lauren, Patrick and Nicholas
- You**
  - Parents? Teachers? Administrators? Therapists? Aides/Paras?
  - Student ages?
- Info**
  - Follow up on Facebook or through email
  - More information available online
  - Questions welcome

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## Take-aways



- Research overview
- Strategies, activities & resources for teaching:
  - Picture vocabulary & sight words
  - Getting started with letter/sound correspondence

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## Free Online Resources



DSF LP Archive  
<https://www.dsfoc.org/lp-archive/>

LP Online Session (free)  
<https://www.dsfoc.org/online-courses/>

10 Research-Based Tips Document:  
<http://bit.ly/10tipsliteracy>






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## Research - Reading

- Teaching reading serves many purposes
- "Is **the single most effective way** to help children overcome the learning difficulties associated with Down syndrome" and a strength for most students with Down syndrome.
  - Sue Buckley/DSEI
- Growing body of research shows importance of phonological awareness and phonics in reading instruction
  - Christopher Lemons/Stanford
- When using existing programs with students with Down syndrome, need intensive, individualized intervention including **easier starting point, increased time to apply new skills, and increased visual support**
  - Christopher Lemons/Stanford
- Still looking for comprehensive program that is easy to deliver!

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## Step 1 - Determine Level

Parents:

- Use age and experience
- If in doubt, start at picture level and assess

Teachers:

- Assess
- Use data to determine strengths and instructional needs

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## Step 2 - Set Goals

### Kindergarten-Grade 12

**Print Concepts:**  
CCSS.ELA-LITERACY.RF.K.1  
Demonstrate understanding of the organization and basic features of print.

CCSS.ELA-LITERACY.RF.K.1.A  
Follow words from left to right, top to bottom, and page by page.

CCSS.ELA-LITERACY.RF.K.1.B  
Recognize that spoken words are represented in written language by specific sequences of letters.

CCSS.ELA-LITERACY.RF.K.1.C  
Understand that words are separated by spaces in print.

CCSS.ELA-LITERACY.RF.K.1.D  
Recognize and name all upper- and lowercase letters of the alphabet.

**Phonics and Word Recognition:**  
CCSS.ELA-LITERACY.RF.2  
Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.3.C  
Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

**Introduction**  
Anchor Standards  
Reading: Literature  
Reading: Informational Text  
Reading: Foundational Skills

Introduction for K-5

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5

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## Step 3 - Pick Strategy


- Start with whole word instruction
  - Build vocabulary (pictures)
  - Learn sight words (meaningful and high frequency words)
  - Build sentences using book models
  - Apply & generalize words

- Practice sentence building with personalized books
- Introduce letter sounds & letter names using visual support
- Based on individual student, build sight word and phonics skills together
  - DSF Sight Word Books
  - Word Families
  - Blending
- Add fluency, vocabulary & comprehension

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## When Using Standard Curriculum



**Rule of Thumb (for all ages):**



- Use visual support
- Teach in smaller learning steps
- Offer more structured guidance
- Give additional opportunities to practice

**\*Can apply to school resources**

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## Step 4 - Pick Resources

**LP Resources:**

- DSF Sight Word Reading Sets (Level 1)
- Lakeshore Readers (Level 2)
- A-Z Readers (Levels 3, 4 and above)
- Superteacher.com & Teacherspayteachers worksheets
- NewsELA
- Personalized books (all levels)
- Other adapted or supported materials (all levels)

You can use **any** high interest materials. Level of prep will vary.

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## Strategy Applied





Use as long as helpful and adapt to meet student needs

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## Read



Sight Word Reader #2a



Language Development and Sight Word Acquisition



Sight Word Reader #1a



Language Development and Sight Word Acquisition



Read the source book to your learner

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## Match

Identify  
picture/word  
on flash card

Identify  
picture/word  
on board

Show how to  
match

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## Match Picture to Picture

Matching Board: Pets


**Using pictures:**  
 Teach label (spoken word) for picture  
 Model ≠ correct  
 Support correct answer  
 Choice of one = errorless

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## Match Word to Word

Matching Board: Going Places

bicycle	bus
boat	train
airplane	car

**Using written words:**  
 Teach sight words (written form of spoken words)  
 Model ≠ correct  
 Support correct answers

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## More Practice Matching

### Draw-a-Line: Word to Word

Draw a Line: Going Places

Draw a line from each word to the matching word.

bus	_____	bus
bicycle	_____	bicycle
train	_____	train
boat	_____	boat
car	_____	car
airplane	_____	airplane

Straight

Draw a Line: Going Places

Draw a line from each word to the matching word.


bus	_____	boat
bicycle	_____	train
train	_____	bus
boat	_____	airplane
car	_____	bicycle
airplane	_____	car

Diagonal

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**Select**



Place two or three cards on table

Prompt student on which to select

“May I have \_\_\_\_\_?”

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**Select Picture or Word**





“May I have the bird? Thank you”  
“I see “car,” do you?”



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**Name**



Hold flash cards in hand


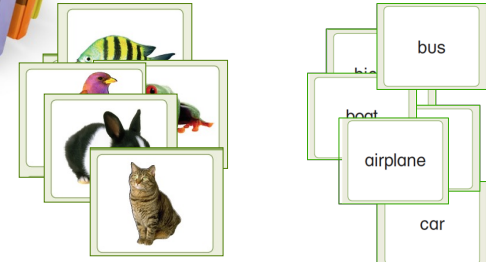
Show a card

Ask your student to say or sign

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**Name Picture or Word**

“Cat, rabbit, bird...”  
“Airplane, bus, car...”  
This is or this says [pause] \_\_\_\_\_”

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**Check**

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**Check for Comprehension**

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**Check Comprehension**

**Draw-a-Line: Word to Picture**

Draw a Line: Going Places  
*Draw a line from each word to the matching picture.*

bus	
bicycle	
train	
boat	
car	
airplane	

Straight

Draw a Line: Going Places  
*Draw a line from each word to the matching picture.*

bus	
bicycle	
train	
boat	
car	
airplane	

Diagonal

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**Check Comprehension**

Ask simple questions using picture or word flash cards.

Which is red and has spots?

Which becomes a butterfly?

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## Build A Sentence

Use Book


Use Flash cards

Model, support and read

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## Build a Sentence



I see a car.

airplane

bicycle

train

boat

I

see

a

car

.

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## Off The Page

### Off The Page Going Places

**Extend learning with the following activities:**

**Read:** Read a story related to this book, such as: *Go Dog Go* by P.D. Eastman or *My First Things That Go: Let's Get Moving* by Dawn Strett.

**Make:** Create a personalized book using modes of transportation. Use pictures you have, print or purchase. Label each page with either single words (e.g., "bald" or "car") or sentences that are developmentally appropriate (e.g., "I ride in a bus," "The airplane is white"). If possible, encourage learner participation in sentence formation, cutting or gluing.

**Discuss:** Have a discussion with your learner about modes of transportation. Use prompting questions for details (e.g., "Have you been on an airplane? Did you like it?").

**At Home Extra:**

**Go:** On your next adventure, point out different modes of transportation from the book. When you and your learner get back home, read the book and discuss which modes of transportation you saw.


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## Working on Letters & Sounds

**Strategies & Tips:**

- Teach in context of words using picture prompts
- Use multi-sensory approach
- Keep sessions short and fun
- Practice several times a week
- Have student over learn associations - make it automatic
- Teach in both directions
  - Student can say sound when see letter
  - Student can select or write letter when given sound prompt
- Use experiences or gestures to reinforce learning (i.e., *provide slice of apple to eat when teaching the a-/a/-apple connection or scratch an itch as cue for short /i/ sound*).
- Be mindful of articulation challenges




b	c	d
		
		
		

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## Activities & Resources


- Play letter-sound-word game ("a" /a/ apron) with or without visual support
- Practice saying words starting with same letter and/or circling target letters



**Bb**

Bea's best buddy was Bingo the bear. Beas was Bingo's bear friend. They both lived together on Blueberry Lane, getting big berries in their apple pie.

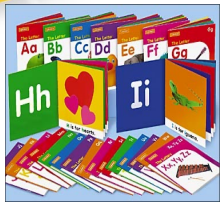




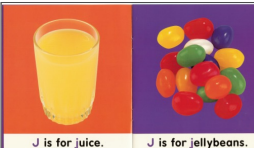
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## Activities & Resources

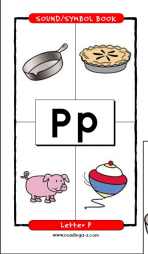
- Read, read, read - emphasize the letter sounds



Lakeshore English Alphabet Books




J is for juice. J is for jellybeans.




Reading A-Z Sound/Symbol Books (initial and final position)

P p



Pan  
pan

P p




Pie  
pie

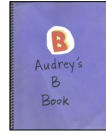
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## Activities & Resources


- Or create your own personalized letter sound book
  - Use pictures that represent the target letter sound
  - Free downloads from [www.dsfo.org](http://www.dsfo.org)



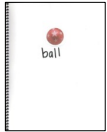
baby




Audrey's B Book



A Words



ball

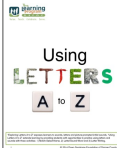


barn


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## Activities & Resources

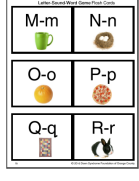
- Try LP Alpha Resources




Using LETTERS A to Z



K k L l M m N n O o Way to go!



M-m N-n O-o P-p Q-q R-r Way to go!



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## Online Resources (\$35 home use)

- Play an online game, such as <http://www.starfall.com> (This phonics-based reading program has many activities that support phonemic awareness)

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## Online Resources (\$35 home use)

- Reinforce with worksheets from starfall.com

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## Online Resources

AlphaTots Alphabet (Little 10 Robot Studio/\$2.99)  
iPhone, iPad

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## Online Resources

Articulation Station (Little Bee Speech)  
iPhone, iPad/Free to Pro Versions (\$59.99)

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## Online Resources

ABC Genius (Innovative Mobile Apps/Free-\$2.99)  
iPad

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## Online Resources

Still a classic!

Dr. Seuss' ABC (Oceanhouse Media \$3.99)  
iPhone, iPad, Android

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## Activities and Resources

- Write, trace and say letters and sounds in various media
  - ✓ Use pencils, crayons, markers, paint, play dough, sand or foam
  - ✓ Make lower case and upper case letters
  - ✓ Say letter name and sound during task

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## Activities and Resources

- Incorporate letter sounds with letter writing

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## Stay Connected

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Website: [www.dsfoc.org](http://www.dsfoc.org)



# QUESTIONS OR COMMENTS

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