

LOUISIANA DEPARTMENT OF EDUCATION



**Science of Reading and Literacy
Intervention Tools for Paraprofessionals
and Support Staff**

LDOE Professional Development Series

PARAPROFESSIONAL:

The heartfelt hero. Using their talents to help students discover their own. Dedicating their time and energy each day to the students in their care, and doing it all while meeting the individual needs of many.



#schoolheroes

teresa kwant

Science of Reading and Literacy Intervention Tools for Paraprofessionals and Support Staff

Session 1: An Introduction to the Science of Reading

Session 2: Supporting Literacy in the Classroom

Session 3: Using Literacy Resources to Support Instruction

SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

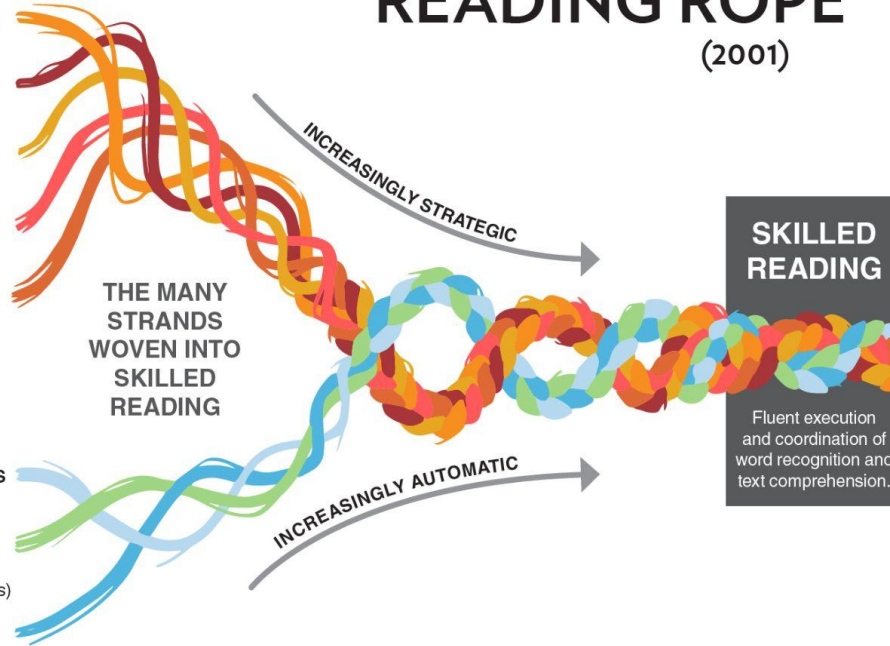
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Supporting Word Recognition

Phonological/Phonemic Awareness	Decoding	Sight Recognition
Students must be able to listen for and manipulate sounds in spoken words.	Students must be able to apply newly-learned spelling patterns while reading and writing.	Students must read with sufficient rate, accuracy, and expression to support comprehension of grade-level text.

Phonological/Phonemic Awareness

- Typically introduced in kindergarten and mastered in first grade, but students in higher grades often struggle with PA and may need support
- Support students in listening for sounds in words - this is completely auditory and oral
- Clapping out syllables, rhyming, phoneme (sound) manipulation - all of these are PA skills with which students may need support
- Students should be able to demonstrate these skills automatically.



Phonics

- Letter/sound correspondences are introduced in kindergarten, advanced spelling patterns introduced in grades 1-5.
- Teachers are following a **systematic sequence** to introduce sounds and spelling patterns - make sure you are aware of this sequence and keep your focus on the sounds and spelling patterns that have been introduced - ensure kids are able to apply them automatically. Don't jump ahead!
- Sounding out words is an essential step towards reading fluency - encourage students to sound out words. The goal is that they become increasingly **automatic**. The only way they get there is through practice sounding out, or decoding, words.

Phonics

- Familiarize yourself with the progression of “the code.” Typically, the skills are taught from least complex to most complex. Ask the teacher if she can make you a copy of the unit introduction - this will give you an overview of which skills are being covered in the unit. This will help you prepare to help the students.
- Some students will pick up “the code” right away, and some may need many opportunities to apply spelling patterns before they are “mapped” on the brain. Anticipate this and target your support accordingly!

Sight Recognition

- As students become increasingly automatic, they will do more reading. Listen to students read and provide feedback on their reading.
- Make notes about what you observe to share with the teacher. Are students sounding out words with spelling patterns they already know? Are they applying newly learned knowledge of the code?
- It's ok to stop students while they are reading to provide feedback! If they are confusing hat and hate, stop them and discuss the spelling rule that might help them read the words correctly.

Reflection Questions

- Up to this point, how do you typically spend your time? Do you tend to focus more on behavioral management, classroom management/operations, or instructional support?
- What information do you need to provide solid instructional support? How can you be systematic in collecting that information?
- What support do you need from the teacher in order to provide meaningful instructional support?

Contact Information

Contact louisianaliteracy@la.gov with any requests for additional support around these materials, questions, or feedback.