

# Literacy Links

Linking Literacy and  
Technology



# Florida Diagnostic and Learning Resources System

The Florida Diagnostic and Learning Resources System is a network of nineteen regional centers and three specialized centers in Florida which provides support services to educators, parents, and other professionals who work with exceptional students. FDLRS/Westgate, operating through the Escambia County Public Schools, is a discretionary project of The Florida Department of Education, and serves Escambia, Okaloosa, and Santa Rosa Counties in Northwest Florida.



# Literacy Links

## Linking Literacy and Technology

- Collaborate with districts
- Support Just Read, Florida!
- Align with the Florida Staff Development Protocol

# Literacy Links

## Linking Literacy and Technology

- Expert commentary
- Research based strategies
- Student center activities
- Technology resources
- Action research

# Literacy Links

## Objectives

- Implement effective reading strategies
- Utilize FCRR Student Center activities
- Identify appropriate software and technology resources
- Apply a variety of technology tools to meet the differentiated needs of students.

# Literacy Links Expectations

- Attend all 10 sessions
- Implement instructional strategies and student center activities
- Document the use of software and technology tools provided
- Collect and submit data on 3 struggling learners

# Literacy Links

## Session Design

- ITN Teleconferences
- Instructional Strategies
- FCRR Student Center Activities
- Websites
- Technology Supports

# Phonemic Awareness

## **ITN Teleconference:**

*Acquiring Word Recognition Skills*

**Presenter: Vicki Gibson, Ph.D**

## **Sample Strategy:**

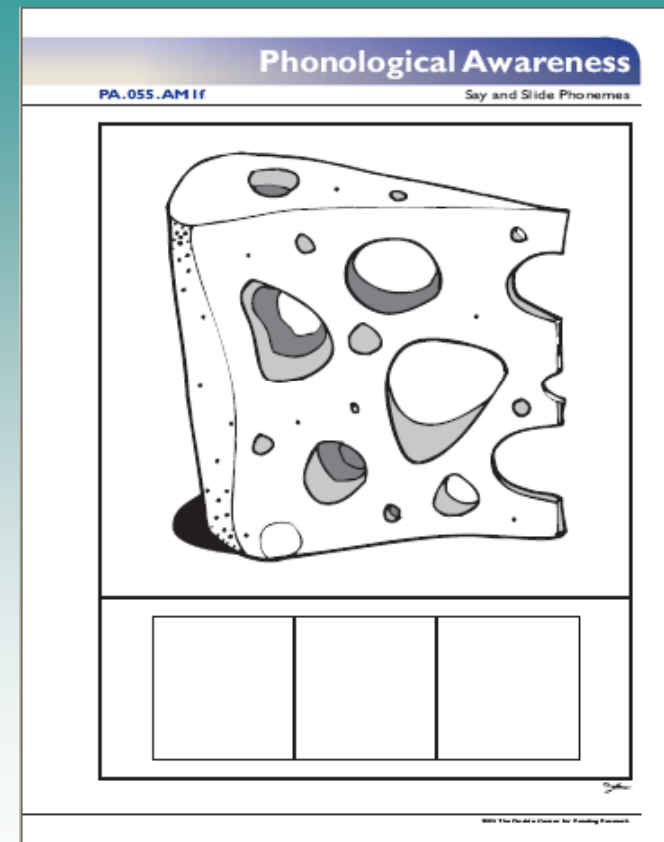
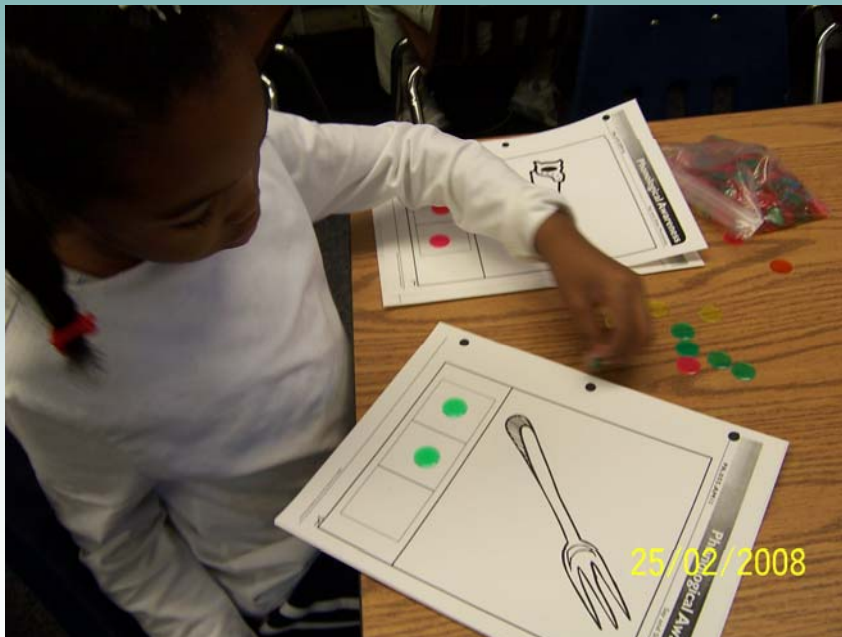
*Sound Segmenting and Blending*

# Phonemic Awareness

## Sample Center Activity

Phoneme Segmenting/Say and Slide Phonemes

Objective: The students will segment sounds in words



# Phonemic Awareness Sample Website



<http://www.literative.com/home/index.asp>

# Phonemic Awareness Technology Support

## EAROBICS

Earobics software provides individualized instruction in critical areas of reading. As students interact with lively characters like Katy-Pillar and Hakeem Hippo, they develop the foundational literacy skills essential to their reading success. Each level of the software is specially developed to help students build critical literacy skills, including recognizing and blending sounds, rhyming, and discriminating phonemes within words.



# Phonics and Word Study

## **ITN Teleconference:**

*Achieving Early Reading Skills*

**Presenter: Ron Nelson, Ph.D.**

## **Sample Strategy:**

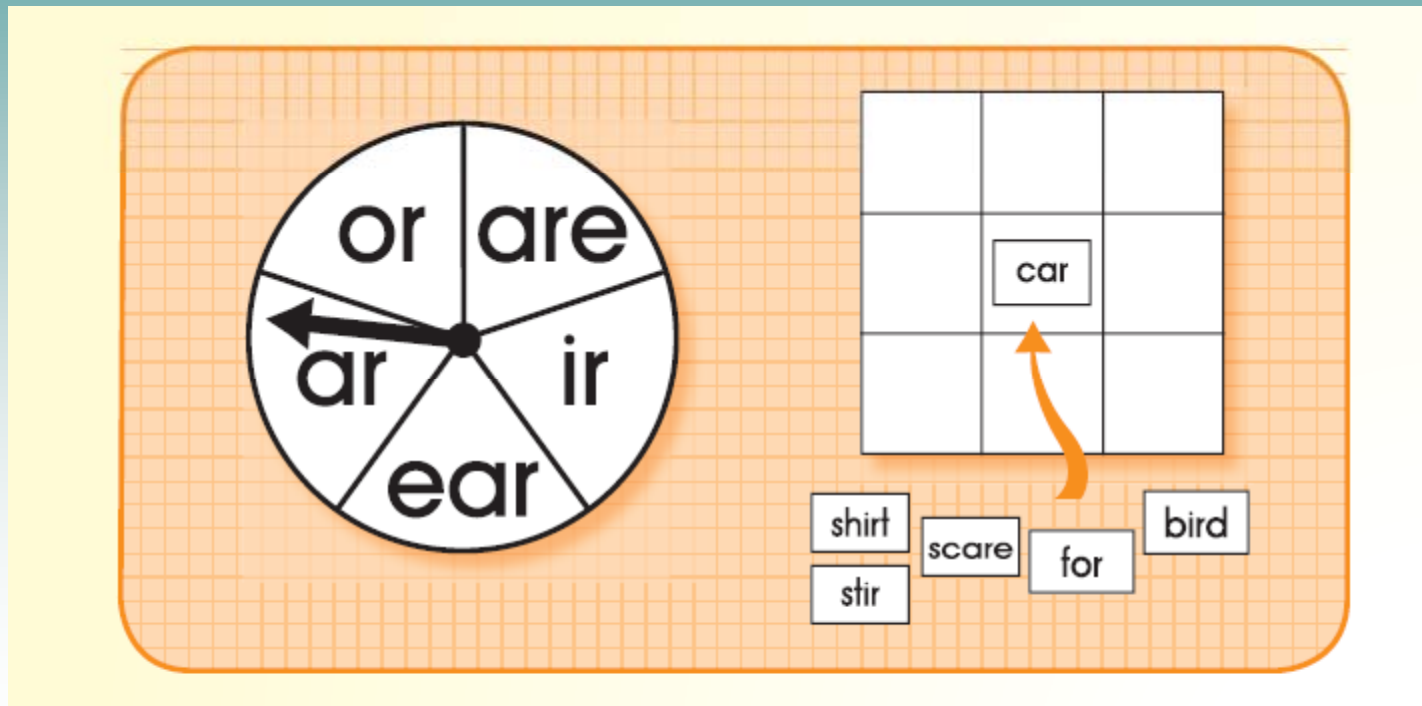
*Rapid Naming*

# Phonics

## Sample Center Activity

### Segmenting: Variant Spinners

Objective: The student will segment sounds of letters in words.



# Phonics Sample Website



[www.starfall.com](http://www.starfall.com)

# Phonics Technology Support

Simon S.I.O. (Sounds It Out) software



Simon S.I.O. is a multi-level phonics instruction program that engages every student in your classroom. Students learn sounds, build words, practice, discriminate and recall words. Students master decoding skills and increase word recognition fluency so they can continue on to successful reading experiences.



# Vocabulary

## **ITN Teleconference:**

*Building Vocabulary and Fluency Skills*

**Presenter: Anita Archer, Ph.D.**


## **Sample Strategy:**

*Instructional Routine for Teaching Vocabulary*

# Vocabulary Sample Center Activity

## Four Square Vocabulary Map

Objective: The student will produce the meaning of words.

Word  Turtle	What are some examples?  Snapping Turtle Gopher Turtle
What is it?  A freshwater reptile.	What is it like?  It is like a lizard but it has a hard shell on its back.

# Vocabulary Sample Website

## Word Girl

<http://pbskids.org/wordgirl>



# Vocabulary Technology Support

## Franklin Children's Talking Dictionary



# Fluency

## Sample Center Activity

### Repeated Timed Readings

Objective: The student will gain speed and accuracy in reading passages.

**Name** \_\_\_\_\_

**F.022.SS.1** Repeated Timed Readings

Title: \_\_\_\_\_

Date: \_\_\_\_\_ Pages read: \_\_\_\_\_

1st Reading	
# of words read:	_____
Subtract # of errors:	_____
Words read correctly per minute:	_____

2nd Reading	
# of words read:	_____
Subtract # of errors:	_____
Words read correctly per minute:	_____

3rd Reading	
# of words read:	_____
Subtract # of errors:	_____
Words read correctly per minute:	_____

**Name** \_\_\_\_\_

Repeated Timed Readings **F.022.SS.2**

30					
29					
28					
27					
26					
25					
24					
23					
22					
21					
20					
19					
18					
17					
16					
15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	1	2	3	4	5

Rounds

# Fluency Sample Website



## Readers Theatre Collection

<http://www.readerstheatre.ecsd.net/collection.htm>



# Fluency Technology Support

Countdown Timers  
(for use with repeated timed readings)



# Comprehension

**ITN Teleconference:**

*Developing Comprehension Skills*

Presenter: **Jenny Hamilton**

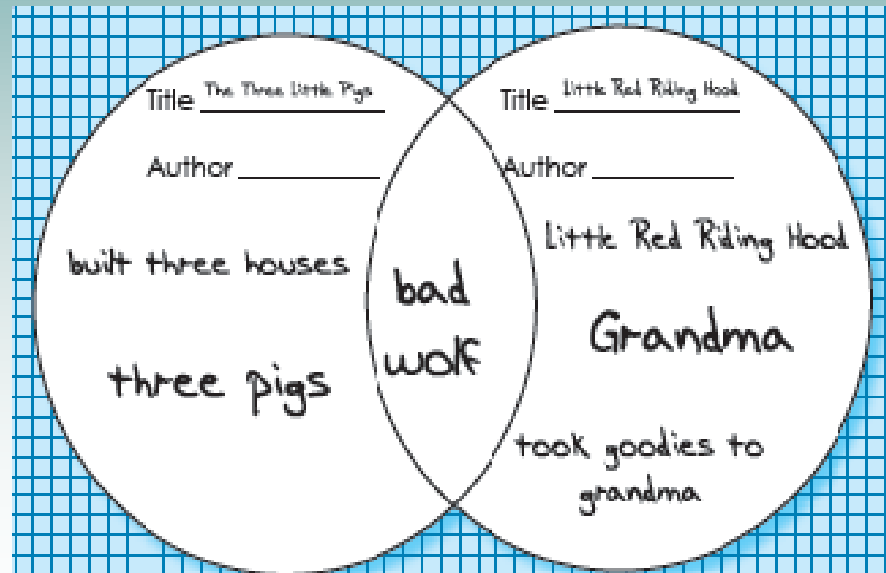
**Sample Strategy:**

*Masterpiece Sentences*

# Comprehension Sample Center Activity

## Hoop-A-Story Venn Diagram

Objective: The student will identify similarities and differences in text using a graphic organizer.



# Comprehension Sample Website

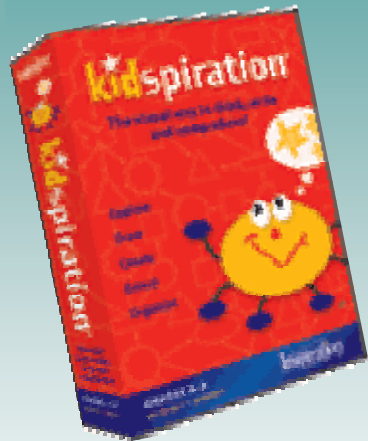


edHelper

[www.edhelper.com/teachers/graphic\\_organizers.htm](http://www.edhelper.com/teachers/graphic_organizers.htm)

# Comprehension Technology Support

## Kidspiration Software



Created for K-5 learners, Kidspiration develops thinking, literacy and numeracy skills using proven visual learning principles. In reading and writing, Kidspiration strengthens word recognition, vocabulary, comprehension and written expression.

# Literacy Links Classroom Visits

Each participant receives a classroom visit from the trainers.



# Literacy Links

## Sharing Success

Participants learn from one another throughout the series and during the final event as they each share their experiences with peers.



# Literacy Links Supporting Data

Data collected during the 2006-07 school year indicate that for 26% of the targeted students (Students at High Risk or Moderate Risk), DIBELS gains were significant enough to move up a level or levels. This compares to a District average of 13%.

DIBELS Risk Levels Chart

	Kindergarten			First			Second			Third		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
	1	2	3	1	2	3	1	2	3	1	2	3
Initial Sounds Fluency	0-3 4-7	0-8 10-24	HR MR									
Letter Naming Fluency	0-1 2+	0-44 15-28	0-28 29-38	0-34 35-48	HR MR							
Phoneme Segmentation Fluency	0-4 7-17	0-8 10-34	0-8 10-34	0-8 10-34	0-8 10-34	HR MR						
Nonsense Word Fluency	0-4 5-12	0-14 15-24	0-12 13-23	0-28 30-49	0-28 30-49	0-28 30-49	0-28 30-49	0-28 30-49	HR MR			
Oral Reading Fluency			HR MR LR AA	0-1 2-6 7+	0-7 8-19 20-39	0-18 20-39 40-64	0-25 26-43 44-65	0-51 52-67 68-89	0-60 61-76 77-96	0-92 93-106 107-126	0-68 67-81 82-109	0-79 80-109 110-128

HR - High Risk: Seriously below grade level and in need of substantial intervention  
 MR - Moderate Risk: Moderately below grade level and in need of additional intervention  
 LR - Low Risk: At grade level  
 AA - Above Average: At or above the 80<sup>th</sup> percentile

Effective - July 2006  
 Revised: 08/05/2006

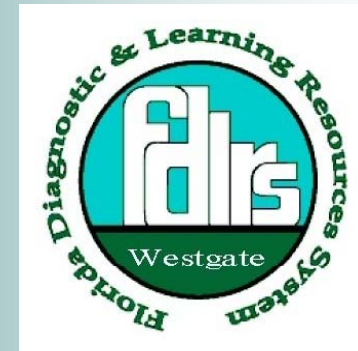
Note: Pending future research, CRF fall assessment in first grade is not color coded on this chart as an indication of risk status. Estimated levels of risk will be identified within the PARCLT, however.

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