



**Literacy Instruction for
Nonresponders and
Students at Risk: A
Practical Method for
Teaching ALL Students
to Read**

**Charlotte Gregor, Stephanie
Hermech, June Preast, Jill Allor,
Stephanie Al Otaiba, Greg Benner, &
Keith Smolkowski**

*2024 Annual IDA Reading, Literacy & Learning
Conference*

October 24, 2024



OCTOBER 24-26, 2024
DALLAS, TX

dyslexiaIDA.org
dyslexiaCon.org

Agenda

- How do Students Learn to Read?
- The Intervention: Friends on the Block
- Our Current Research Study
- Case Study
- Evidence-Based Practices to Help You Reach Your “Slow Responders”
- Questions

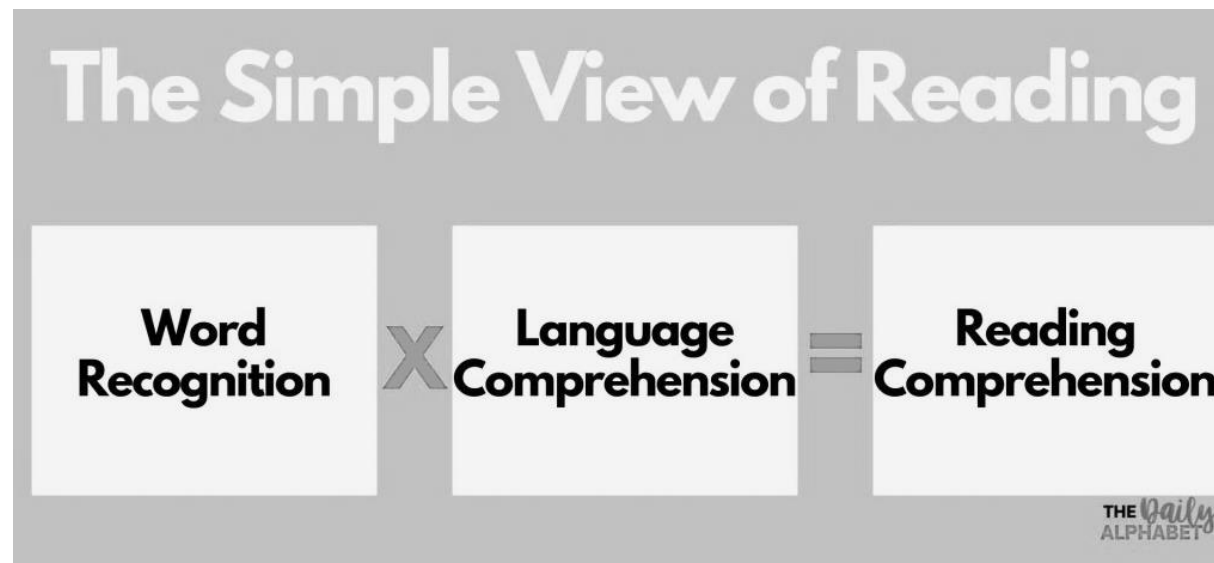


How do students learn to read?



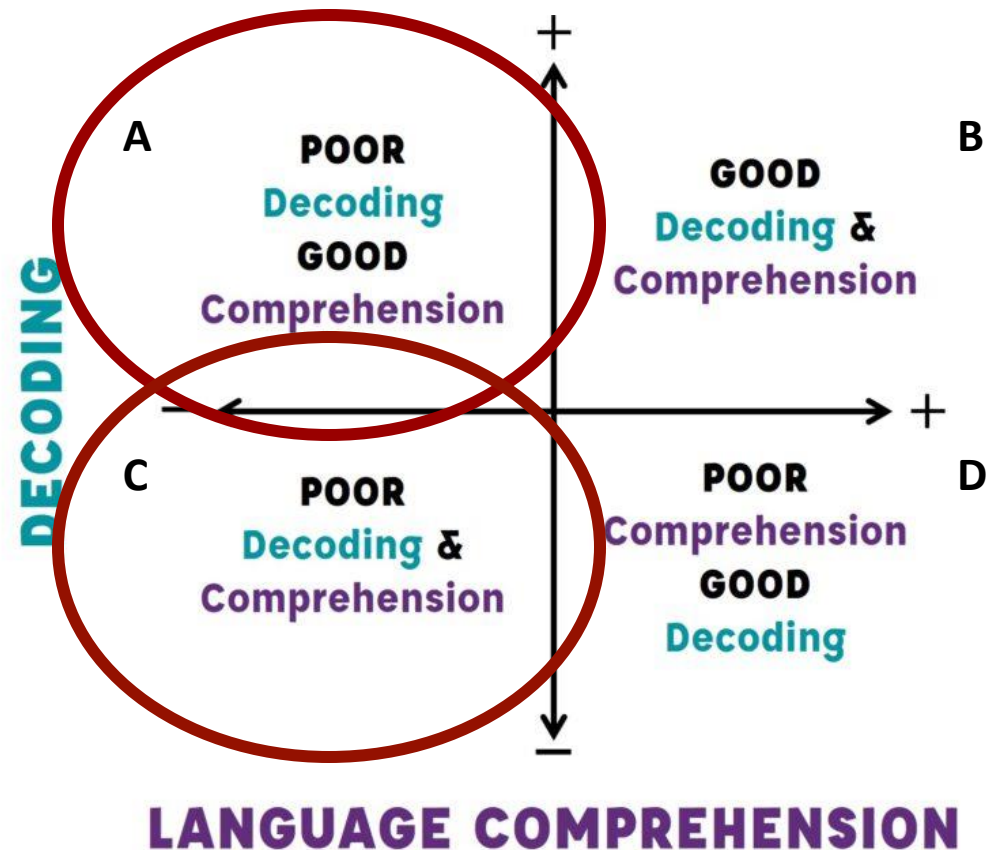
The Simple View of Reading

- Decoding (code focused)
- Language Comprehension (meaning focused)
- Reading Comprehension (the goal of reading)



The Simple View of Reading Quadrants

When students struggle in reading, **what** is preventing their success?



The Reading Rope

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

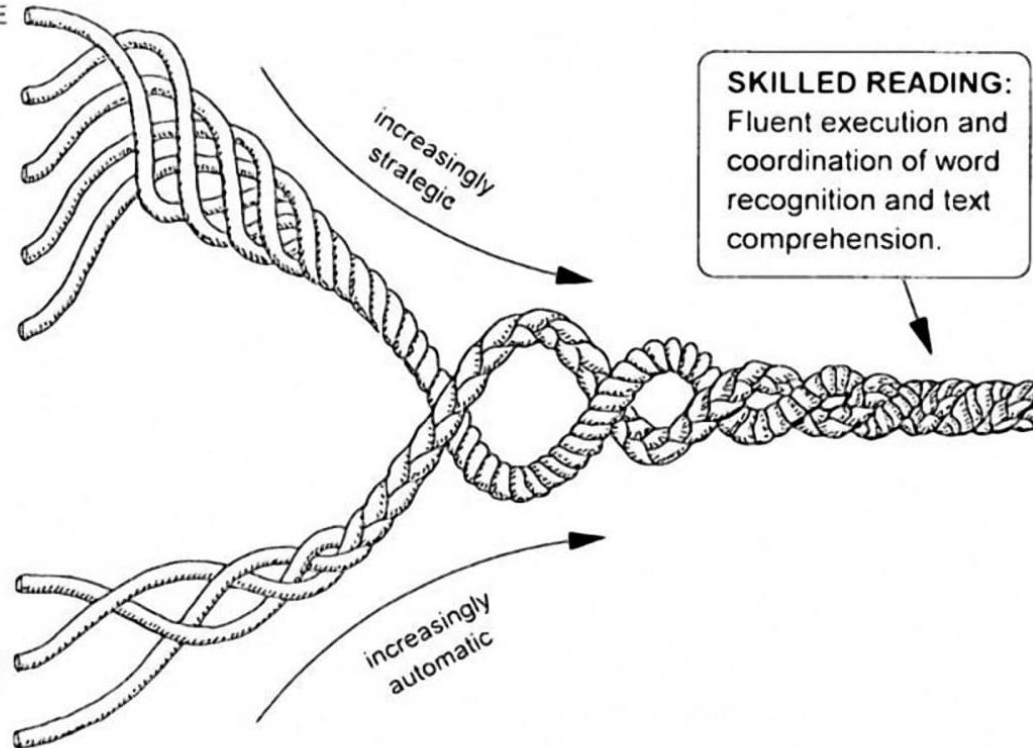
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Benefits of Friends on the Block



REDUCED COGNITIVE LOAD



EMBEDDED LANGUAGE AND
COMPREHENSION SUPPORTS



EXTENSIVE USE OF
CONNECTED TEXT

Who Could Benefit from Friends on the Block Instruction?

Students who are slow to respond to traditional dyslexia curriculum or young students at risk for diagnosis.

Students may be slow to respond for many reasons. A few common characteristics of slow responders are...

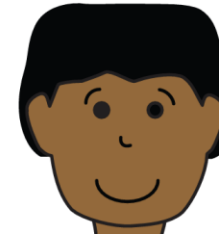
Students who struggle with **motivation** and need to get in to books faster.



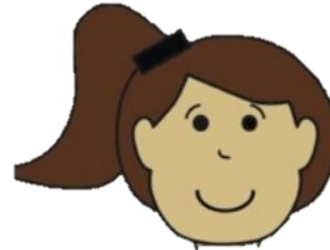
Students with **specific gaps in knowledge or skills** who need more practice.



Students with **low language** due to a language processing disorder or ELL status.



Students with **lower cognition** or who struggle with their **working memory**.



Students who struggle with **fluency** and need more time in connected text.



Students with **comorbid disabilities** such as autism that necessitate comprehension support.



The Intervention: Friends on the Block



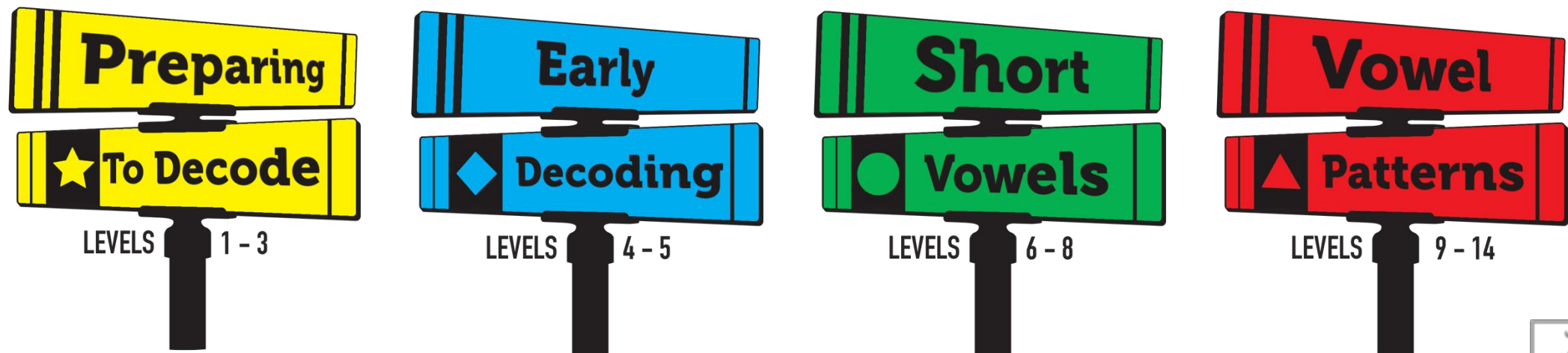
What is Friends on the Block?

A comprehensive and intensive **early literacy program** (initial instruction or intervention) designed to be **customizable** and provide needed supports and practice so **all students** can attain early literacy skills, particularly those with **intensive needs** such as students with disabilities (e.g., dyslexia, learning disabilities, intellectual and developmental disabilities).



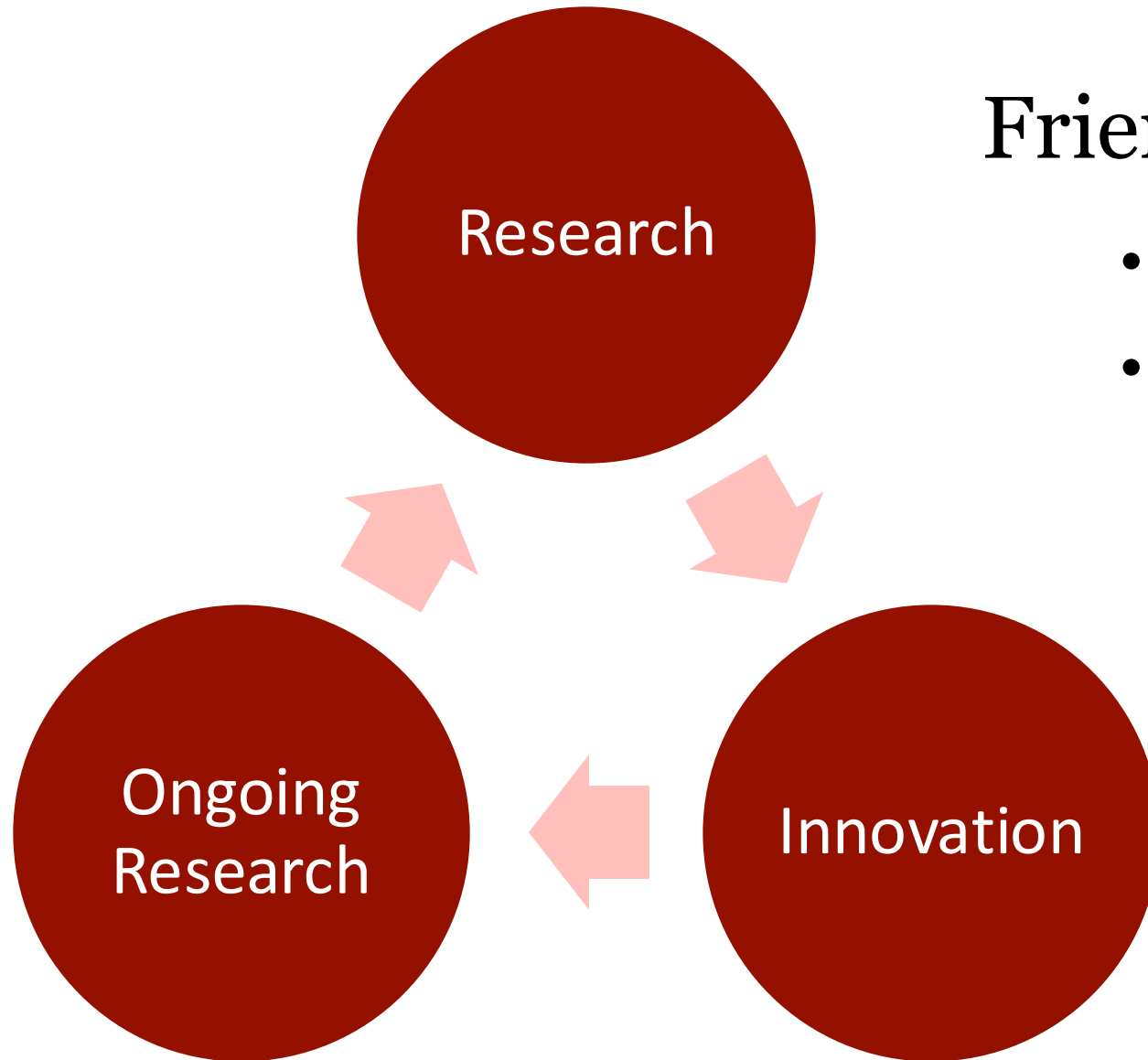
What are the components of FOTB?

- 60 student books with carefully controlled, decodable text
- Each book has a detailed Teacher's Guide and materials
- Over 100 learning games that provide specific cumulative practice of skills
- Organized into 14 levels that span four stages of skill development



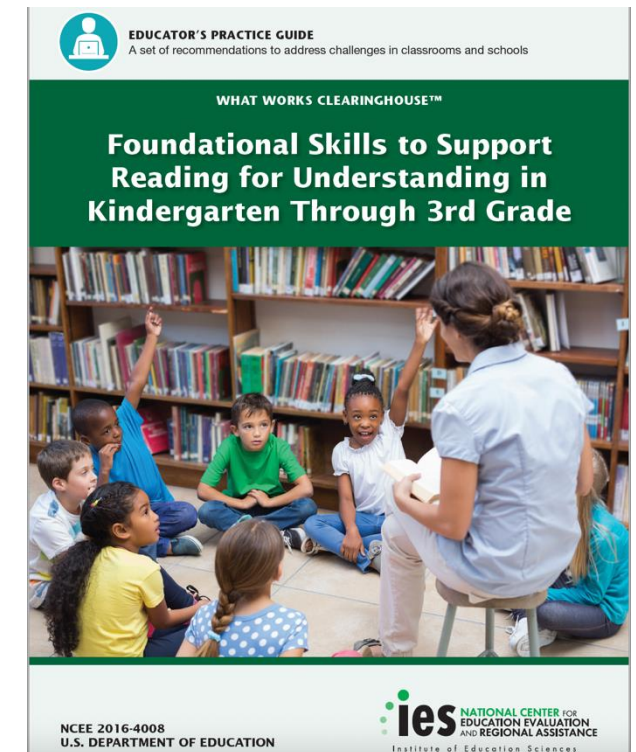
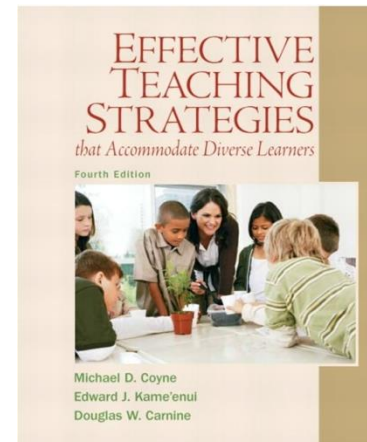
What makes Friends on the Block special?

- Applies existing research
- Ongoing process of research and innovation



Research: Evidence-based practices

- National Reading Panel (2000)
- WWC Practice Guide (2016)
- Principles of Effective Instruction (Coyne et al., 2006; Kame'ennui et al., 2002; Coyne et al., 2011)



Innovation: Features of FOTB

- Multicriteria Student Books
 - Decodable with extensive cumulative review
 - Features enable students to begin reading in a book, with support, in the very first lesson
 - Culturally diverse
 - Natural sounding sentences that reflect spoken language to facilitate comprehension
 - Meaningful stories in common settings (familiar)
 - Fiction and Nonfiction with simple illustrations and photographs that enhance meaning and engagement
- Easily customized and highly engaging (student books and games)



Innovative Scope and Sequence

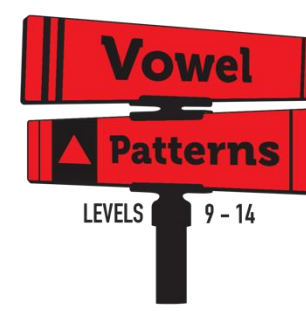
- Focuses on key skills within all strands of word recognition and language
- Facilitates integration of skills across strands and apply as they read books

Strand	Objective/Skill	Activity Learning Game	★ 1-3	◇ 4-5	● 6-8	▲ 9-14
Language: Comprehension & Vocabulary	Make oral predictions about a text	Predict				
	Develop language and comprehension	Discuss				
	Discuss and summarize a text using a graphic organizer	Review/ Get the Gist (Level 12+)				
	Develop oral language by sorting words based on meaning	Think and Sort				
Phonemic Awareness	Orally blend the first sound and rime into a spoken word	Say the Word				
		Sounds Bingo				
	Say the first sound of spoken words	Say the First Sound				
		Sounds Bingo				
	Orally blend sounds (phonemes) into a word	Say the Word				
Say the sounds (phonemes) in spoken words	Sounds Bingo					
Word Recognition	Fluently pronounce taught irregular (or temporarily irregular) words	Read It				
		Amazing Words				
		Word Bingo				
		Word Play				
	Fluently say the most common sound for taught letters	Say the Letter-Sound				
		Climb and Slide				
	Sound out and read short vowel words with taught letters/patterns	Sound It Out				
		I Got It				
	Sound out and fluently read words with taught letters/patterns	Sound It Out				
		Speed Reader				
		I Got It				
Fluently read target words, including taught irregular words and words with taught letters/patterns	Read through the Seasons					
	Word Bingo					
	Word Play					
Pronounce words with taught patterns with s, ed, and ing	Read the Groups					
Pronounce words with taught spelling patterns and syllable types	Read the Parts					
Fluency	Read target words and sentences fluently	Super Sentences				
	Read text with increasing fluency	Read				
Writing	Say the sounds in spoken words; spell words with taught letters/patterns	I Got It				
		Say and Write				
	Write sentences fluently	Writing Super Sentences				
Apply	Apply various skills in the context of a book	Scavenger Hunt				

FOTB Target Word List and Phonics Patterns

Friends on the Block Target Word List and Phonics Patterns

Letter Sounds	★ Preparing to Decode			◆ Early Decoding		● Short Vowels			▲ Vowel Patterns										
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	Level 13	Level 14					
	c, f, p, m, s, t	d, j, n	b, g, h, l, r	ck, k, a, z	u	ch, th, w, x, y	i, o, sh, qu, v	e	a-e, i-e, o-e	ai, ay, ol	al, ea, ee	ar, igh, er	oa, or, ow	ir, oo, ur					
Sound It Out Words (Decodable)	In Levels 1-3 students are learning phonemic awareness blending and segmenting, letter-sounds, and a small number of irregular words. Students begin in the level in which they miss two or more target words (Levels 1-5) or four or more target words (Levels 6-14). As soon as the students learn most of the words in the starting level, move to the next level. (Note: Sound it Out words in Levels 4-5 are repeated in Level 6.)			am and at can dad mad sad	am and at can dad mad sad	am and at can dad fun had hat mad ran run sad sun up us	big did got him in it mom not on sit stop this will with	bed best end get help let next red step tell them then went when yes	came fine five gave home hope like made make nine say same side smile time white	cold day hold may old plain play rain roll say stay tail told wait way	all call clean each eat feel green neat need read see seem small tall wall	after better chapter different hard high light might never night number part right start together	before below door follow forget goal know more morning own road short show slow yellow	bird book burn cook disturb girl good hook hurt shirt stood third took turn wood					
Read It Words (Irregular)	a do I like not want	dad here is look mom see the where	are at happy in no she yes you	good help play there to was	big have little my please very what	be friend give go he her it me on so thank we who with your	because care come could feel first of how next said should take too why would	again away been clothes cold eat food for from oh other out put ready some	about animal ball both boy done down every many one or other push saw their they were	any ball both boy done family girl more most once room soon saw their warm young	another answer kind know our people question really right second soon sure thought word work	almost book bought break buy easy four learn money new probably review these two watch	above alone by eight find house idea often special talk through usually walk water worry	able along carry color full great heard instead live love move only over try world					
	Note: Words in blue are made up of patterns taught in later levels so they are temporarily irregular. They are introduced prior to the pattern to facilitate meaning and may facilitate learning of the phonics pattern.																		



A Typical FOTB Lesson (Flexible: About 20-35 minutes)

Level 4 Example

Part 1: Warm-Ups
5-8 minutes

Part 2: Book Reading
10-15 minutes

Part 3: Learning Games
5-10 minutes

Lesson A Warm-Up

Say the Word Sam, dog, mad, jazz

1. Teacher: I will say the sounds in a word. Then you will say the word. I'll do the first one. Listen. /s/ /a/ /m/ /m/ (Stretch the word by connecting the sounds as you say it slowly. Hold continuous sounds 2-3 seconds. Say the stop sounds quickly. Allow think time.) That word is Sam. Say the word.

2. Teacher: Listen. /d/ /oo/ /g/ Say the word.

Students: (Say the word)

Repeat Step 2 with /j/ /m/ /z/ and /j/ /a/ /z/ /z/.

Corrective Feedback & Scaffolding

If students do not respond correctly, go through the steps below, starting with Step 1 and stopping when students are able to respond correctly.

1. Say the word slowly. Stretch continuous sounds 2-3 seconds and connect the sounds.
2. Gradually shorten the length of continuous sounds.
3. Provide the word and have students repeat it.

Say the Sounds mad, dog, Sam, jazz

1. Teacher: I will say a word. Then you will say each sound in the word. The first word is mad. Listen to me say the sounds. /m/ /a/ /d/ (Stretch the word by connecting the sounds as you say the word. Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) Say continuous sounds 2-3 seconds.

2. Teacher: Listen. Dog. Say the sounds.

Students: (Say the sounds.)

Repeat Step 2 with Sam and Jazz.

Corrective Feedback & Scaffolding

If students make an error, follow the 1. We. You feedback procedure. If students do not respond correctly, go through the steps below, starting with Step 1 and stopping when students are able to respond correctly.

1. Say the word slowly. Stretch continuous sounds 2-3 seconds and connect the sounds.
2. Gradually shorten the length of continuous sounds.
3. Provide the word and have students repeat it.

Lesson B Book: Read and Discuss

Use this guide to direct discussion and increase student engagement. 1-2 questions per page based on student ability. Questions become more difficult as the chapter "step" numbers increase, with the highest being the most difficult.

Free-Read: Echo Read with the student for the student text.

1. Read the title.

2. Read the word list to the student and ask them to know what the pictures are. Optional: Have the students point to the pictures.

3. Read the Story Starter.

1. Why do you think Sam thought the girl was sorry?

2. Why do you think Sam should do next?

3. Why was the girl sorry she had yellow?

Sam and Jazz Take a Walk Scavenger Hunt

Materials: Sam and Jazz Take a Walk student book.

Teacher: Make sure your book is closed and is big enough to see. Then you look through your book to find:

- Read each clue, one at a time.
- If you have 1 student, encourage the student to read the clue.
- If you have more than 1 student, encourage everyone to read the clue.

1. Teacher: We will use the word cards to make a sentence. Let's make this book to the first page. (Make the sentence. Encourage student to read the sentence.)

Now let's read out sentence together.

Amazing Words

finish	there	good	where	like	is	help	there	where	start
		no	where	like			play	to	
		was	help						
		the		is	help	there			
		good	here	do		want	look		
		see		play					
		are	to	was	she	not	happy		

I was not
n a d
at you.

Sam and Jazz Take a Walk
Written by Jill Allor, Francesca Jones, and Ashley Sandoval
Illustrated by Jennifer Cheatham

Copyright © 2019 Jill Allor, Francesca Jones, and Ashley Sandoval. All rights reserved. No reproduction without prior written permission.

Warm-Up

Say the Letter-Sound

r	a	z	k	l
---	---	---	---	---

Sound It Out

mad	Jazz	can	at	am
-----	------	-----	----	----

Read It

was	to	good	there	are
-----	----	------	-------	-----

Sam and Jazz Take a Walk Lesson A

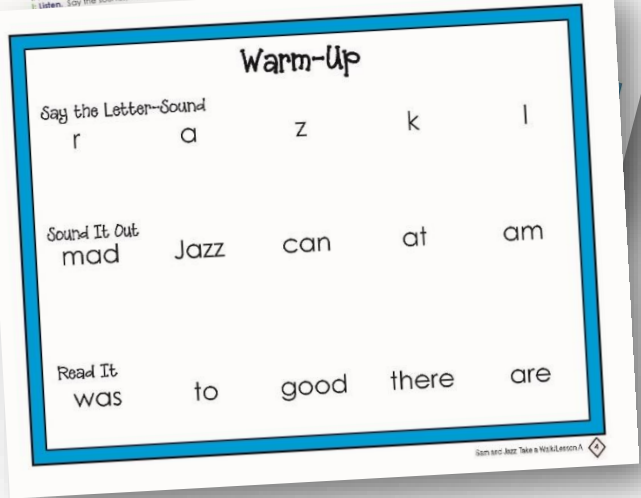
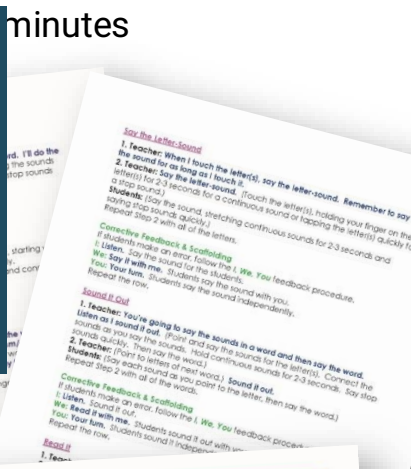


How Does This Lesson Structure Relate?

Schedule I – Daily Lesson Plan

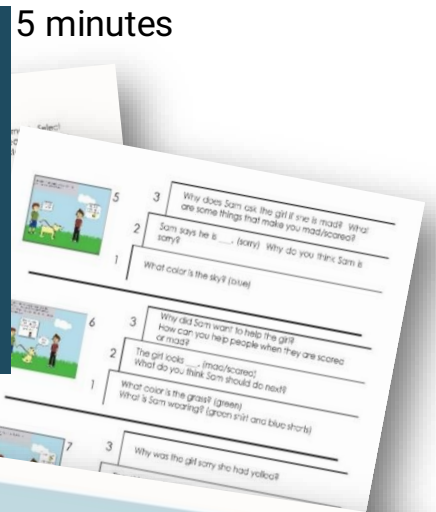
Part 1: Warm-Ups

Similar to:
 - Reading Decks (abbreviated)
 - New Learning
 - Reading Practice



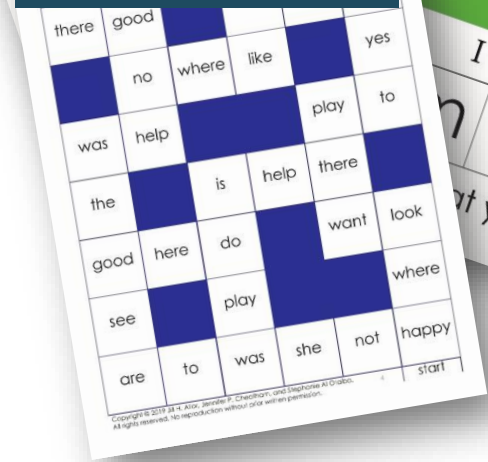
Part 2: Book Reading

Similar to:
 - Reading Practice
 - Verbal Expression
 - Listening



Part 3: Learning Games

Similar to:
 - Review
 Can Include:
 - Reading Practice
 - Spelling Practice



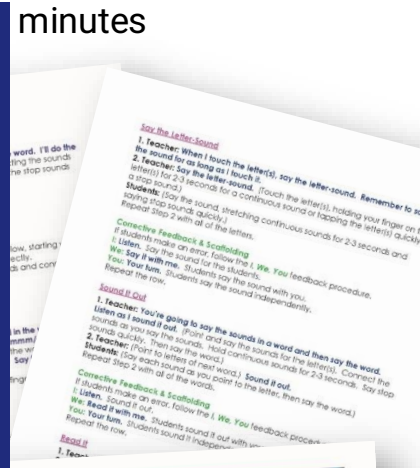
How Does This Lesson Structure Relate?

Wilson Reading System - Step 1

Part 1: Warm-Ups

minutes

- Similar to:
- Quick Sounds Drill (abbreviated)
 - Teach and Review Concepts for Reading
 - Word Cards



Warm-Up

Say the Letter-Sound

r	a	z	k	l
---	---	---	---	---

Sound It Out

mad	Jazz	can	at	am
-----	------	-----	----	----

Read It

was	to	good	there	are
-----	----	------	-------	-----

Part 2: Book Reading

15 minutes

- Similar to:
- Controlled Text Passage Reading
 - Listening/Reading Fluency and Comprehension

Sam and Jazz Take a Walk
Written by Jill Allor, Francesca Jones, and Ashley Sandoval
Illustrated by Jennifer Cheatham

Part 3: Learning Games

0 minutes

- Can include:
- Word Cards
 - Wordlist Reading
 - Written Word Dictation

finish	good		here	in	you
	no	where	like		yes
was	help			play	to
the		is	help	there	
good	here	do		want	look
see		play			where
are	to	was	she	not	happy
					start

Word Card: I was not mad at you.

Our Current Research Study



Primary Research Questions

Do **students with disabilities** who experience **intensive literacy needs**, including students with intellectual and developmental disabilities, who participate in FOTB demonstrate greater **reading** and **language outcomes** compared to students who participate in BAU reading instruction?



Randomized Control Trial

Participants

- 58 students
(30 treatment; 28 control)
- Mean age 7.6
- IQ (KBIT) Mean 73.1
(range: 40 to 106)
- Disabilities
 - Intellectual/Dev'tal (59%)
 - Autism (14%)
 - Specific Learning Dis. (19%)
 - Speech/Language, Other (3%)
 - Not available (3%)

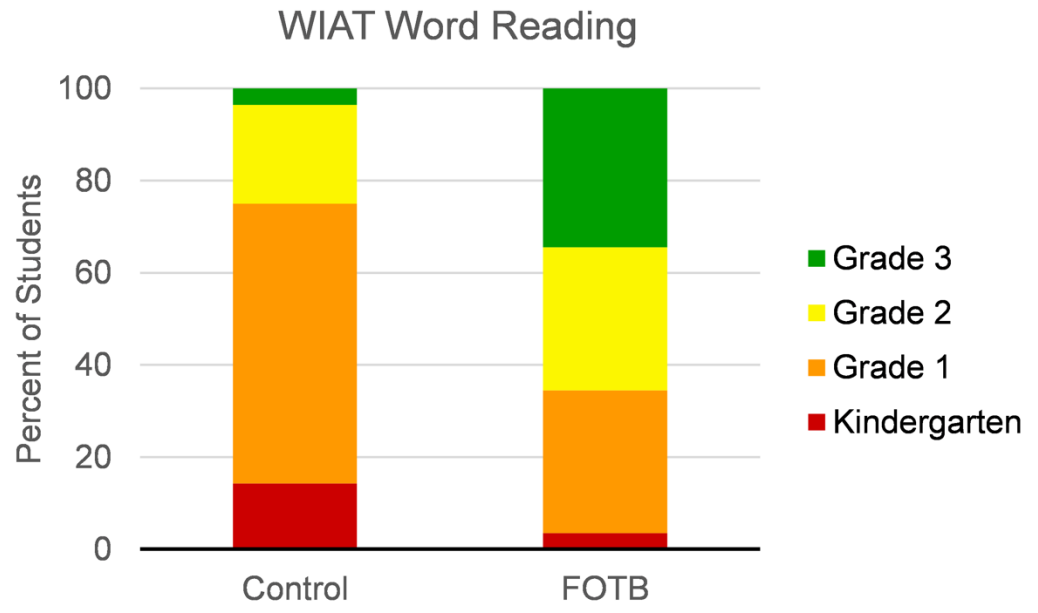
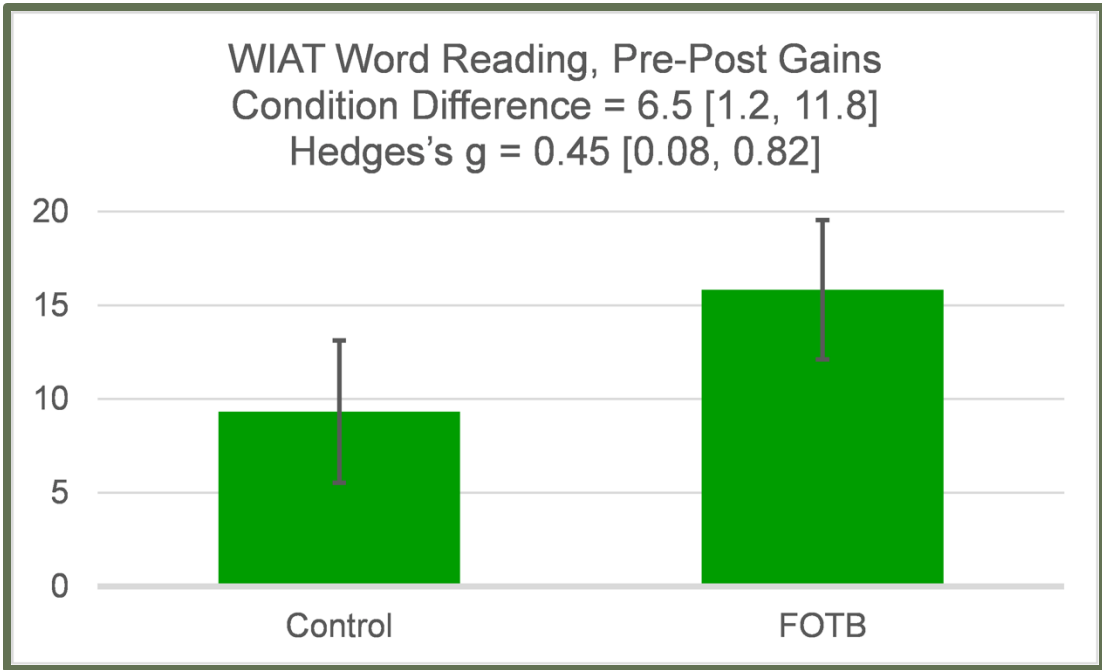
Intervention: Mean Dosage

- Weeks of instruction: 36.9
- Hours of instruction: 52.5
- Minutes per week: 86 (about 1.5 hrs)
- Level Completed: 12 (of 14 levels)

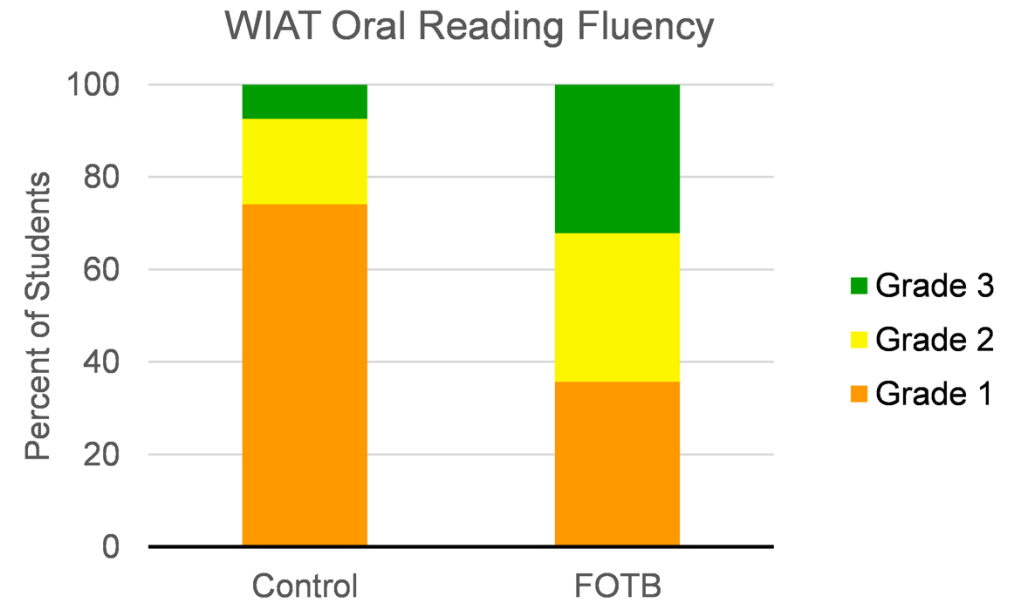
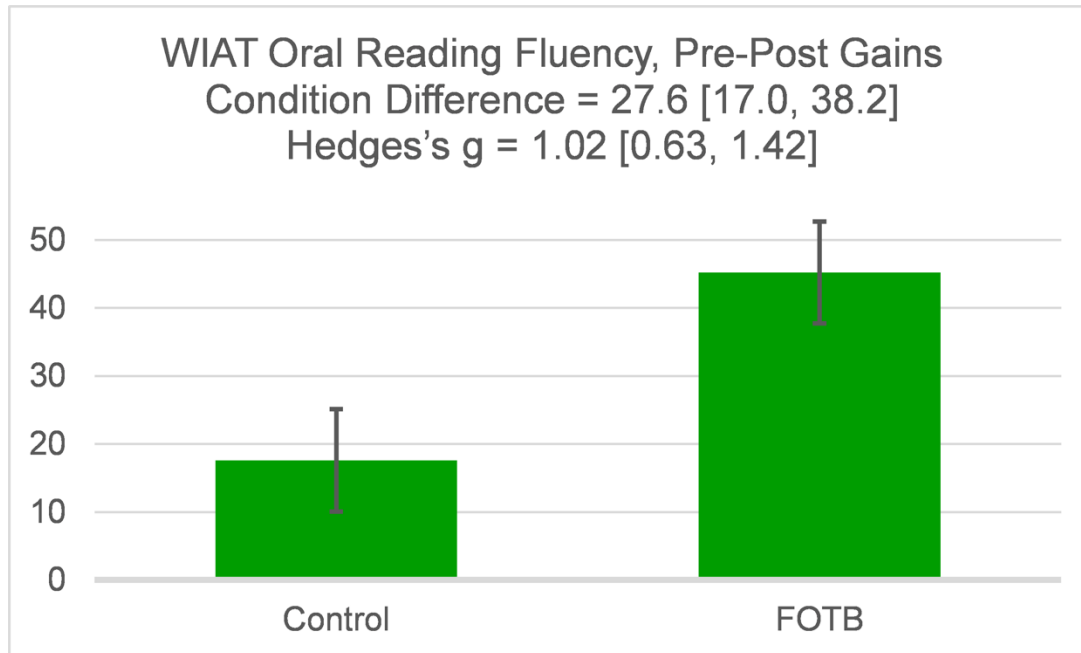
Note: More than half of the students in the treatment group completed the entire program in 42 weeks or less (about 50 hours of instruction).



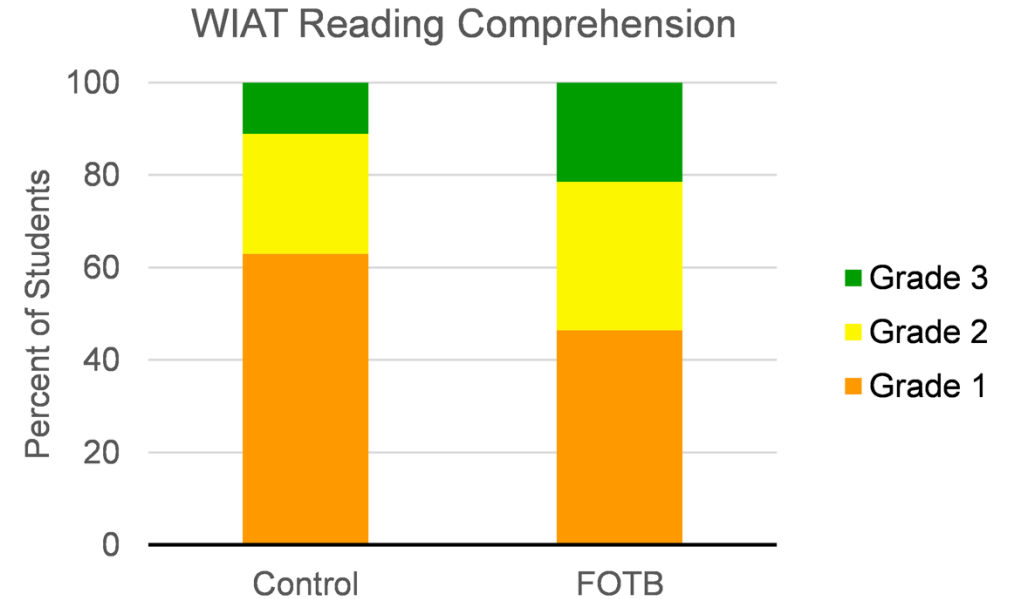
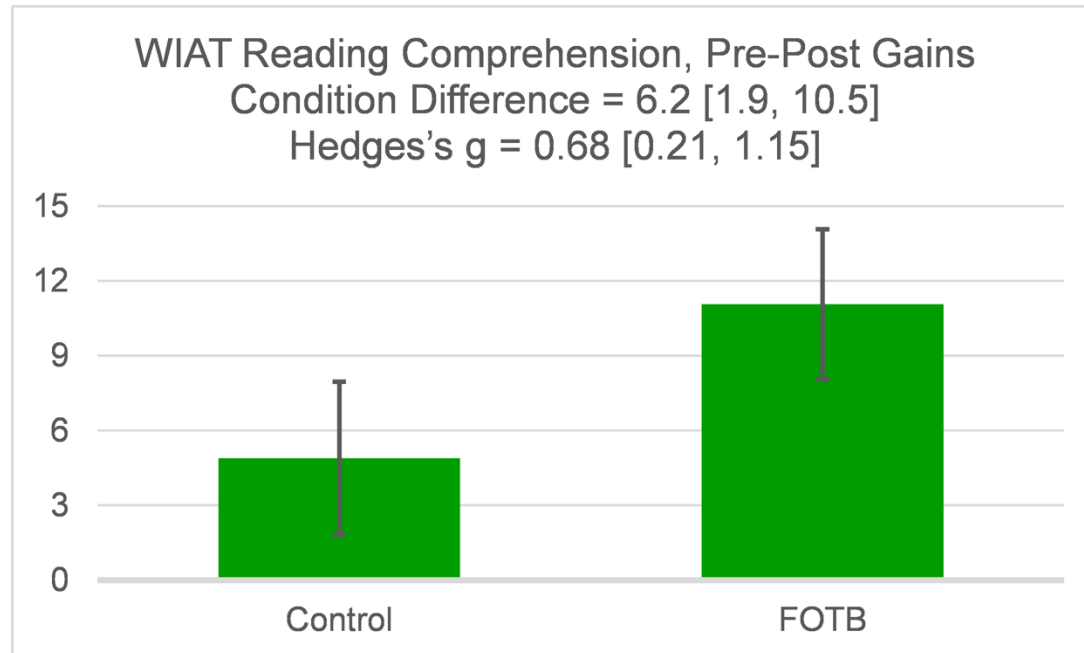
Word Reading



Oral Reading Fluency



Reading Comprehension: The Goal



Case Study

SLD Case Study: “Shelly”



Shelly

- Age at start of study: 9 yrs
- Grade: 3rd
- Placement: general ed classroom
- Composite IQ (K-BIT 2): 104



Intervention

- Began: Level 5
- Completed all 14 levels after 26 weeks



Classroom Behavior

- Quiet overall
- Very talkative one-on-one



Intervention Behavior

- Confidence noticeably improved
- Self-motivated by own progress



"Shelly's" Data Over the Course of the Study

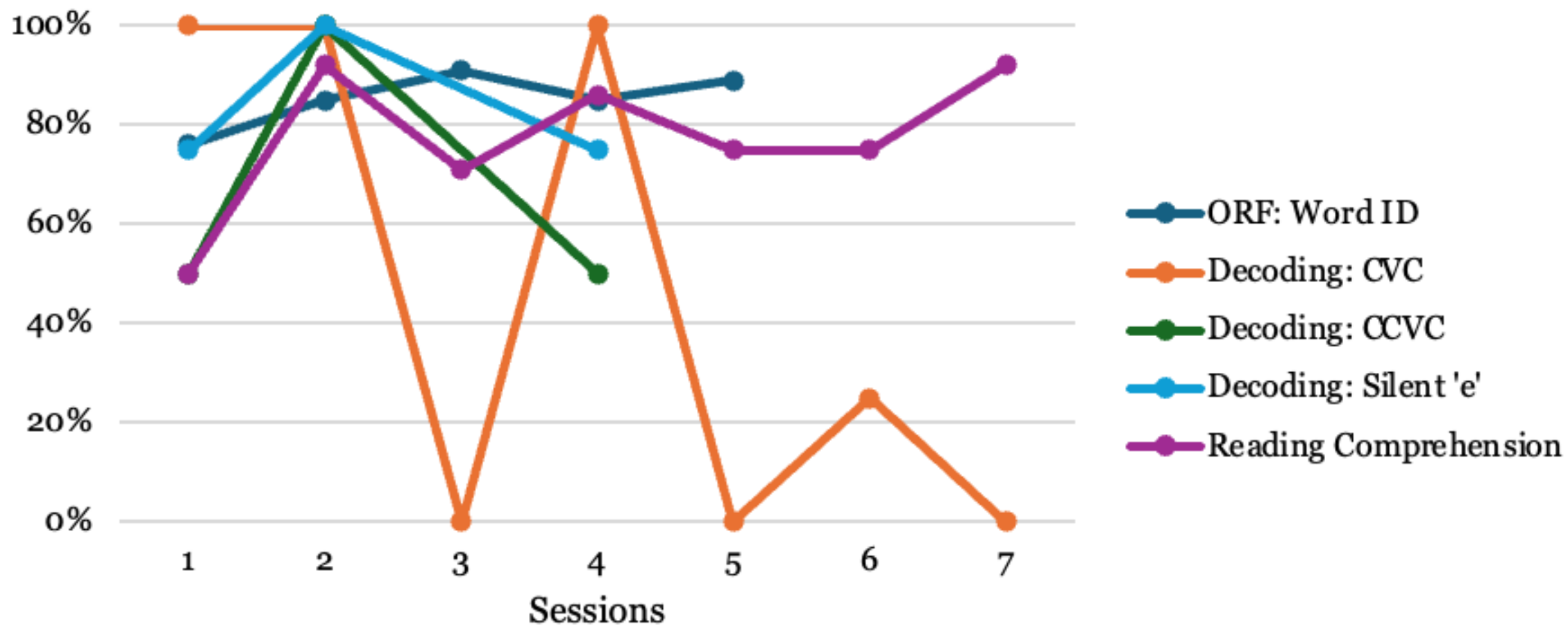
Study Time Point	FOTB Word List	PPVT-5 AE	WIAT-IV				CUBED CBM		
			Word Reading GE	Reading Comp GE	Oral Reading Fluency GE	Oral Expression GE	Word Reading Fluency	ORF Words per Minute	Reading Comp Accuracy
Pre	133	9.25	K.7	1.4	<1.0	3.2	81%	37	63%
Post	263	10.92	1.6	2.7	3.1	6.6	93%	108	92%
Maint.	283	14.58	1.8	2.3	2.8	6.8	96%	110	100%



<https://www.languagedynamicsgroup.com/cubed/get-cubed/>



Progress Monitoring



Evidence-Based Practices to Help You Reach Your “Slow Responders” or Students at Risk

Evidence – Based Practices

- An **evidence-based practice** or program is one **supported by rigorous research** demonstrating its effectiveness. (IRIS Center, 2023)
- School personnel seeking such practices or programs can consult a variety of reputable sources (e.g., **What Works Clearinghouse**, Best Evidence Encyclopedia). These often highlight general information, research findings, and effectiveness ratings for each practice or program. (IRIS Center, 2023)

The “Big Five” in Reading



National Reading Panel, 2000

SMU[®]

The Practice Guide



EDUCATOR'S PRACTICE GUIDE

A set of recommendations to address challenges in classrooms and schools

WHAT WORKS CLEARINGHOUSE™

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade



NCEE 2016-4008
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR
EDUCATION EVALUATION
AND REGIONAL ASSISTANCE
Institute of Education Sciences

Recommendation One

Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

Recommendation Two

Develop awareness of the segments of sounds in speech and how they link to letters.

Recommendation Three

Teach students to decode words, analyze word parts, and write and recognize words.

Recommendation Four

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

SMU



Evidence – Based Practice

Dialogic Reading

Big Five Literacy Component

Oral Language / Vocabulary

Recommendation One

WWC Practice Guide Recommendation

Friends on the Block Examples

Helper Text in Readers

Questions in Lessons

Example of the EBP in FOTB

SMU®

Dialogic Reading

» “In *dialogic reading* the *child* learns to become the *storyteller*. The *adult* assumes the role of an *active listener*, asking questions, adding information, and prompting the child to increase the sophistication of her or his descriptions of the material in the picture book.” (Lonigan & Whitehurst, 1998, p. 265)

Helper Text in Readers

Sam said, "I am sorry. Jazz won't hurt you. Are you mad at me?"

Are you mad?

No, I am not mad. I am scared.



5

Sam wanted to help her feel better. "See," Sam said to the girl, "Jazz likes you. When she wags her tail, that means she likes you."

Look at Jazz. She is happy to see you. She is a good dog.



I like you.

6

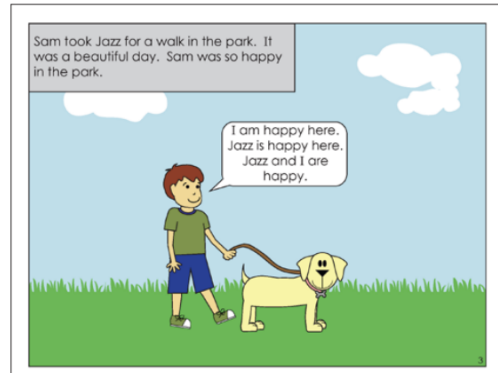
Questions in Lessons

Lesson B Book: Read and Discuss

Use this guide to direct discussion and enhance student engagement. Select 1-2 questions per page based on student ability. Questions increase in difficulty as the question "steps" and numbers increase, with the highest step (#3) being the most difficult.



- 5
- 3 Why does Sam ask the girl if she is mad? What are some things that make you mad/scared?
- 2 Sam says he is _____. (sorry) Why do you think Sam is sorry?



3

3

Why do you think Sam and Jazz are so happy?
Have you been on a walk in a park?

2

Sam thought that it was a beautiful _____. (day)
How can you tell that it was a beautiful day?

1

What color are Sam's shoes?
What are Sam and Jazz standing on? (grass)



- 4
- 3 Why does the girl say, "Help!"? Do you know anyone who feels afraid of dogs?
- 2 Jazz barked at the _____. (girl) Why do you think Jazz is barking at the girl?
- 1 What is Jazz wearing around her neck? (collar) What is Sam holding in his hand? (leash) What is a leash?



- 8
- 3 Tell me about a time you changed your mind about something.
- 2 The girl wants to _____. (play) Why do you think Sam looks happy now?
- 1 What is this? (cloud) Look at the faces on Sam, Jazz, and the girl. What are they all doing? (smiling)

Learning Game

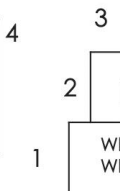
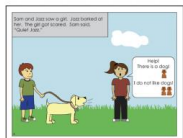


I Got It is the recommended Learning Game for Lesson B; this is an important game because it provides engaging practice sounding out words in context. We do not recommend substituting this with a different game.

Questions in]

Lesson B Book: Read

Use this guide to direct discussion 1-2 questions per page based on the question "steps" and the most difficult.



_____ she is mad? What do you think she is mad/scared?

_____ do you think Sam is

_____ happy?

_____ ay)
_____ ly?

_____ changed your mind

_____ by now?

_____ places on Sam, Jazz, Jazz?
(smiling)

_____ on B; this is an important thing
to bring out words in a different game.



Phoneme Blending and Segmentation

Phonemic Awareness

Recommendation Two (WWC)

Friends on the Block Example
Sounds Bingo Game

SMU[®]

Explicitly and Systematically Teach Phoneme Blending and Segmentation

- » “A **phoneme** is the ***smallest unit of sound*** within a language system.” (WWC, p. 41)
- » “**Blending** refers to **reading a word systematically** from left to right by combining the sounds of each successive letter or combination of letters.” (WWC, p. 38)
- » “**Segments of sound** are sounds that are part of a word, as in /c/, /a/, and /t/ in cat. Awareness of the segments of sound in speech is also referred to as **phonological awareness**.” (WWC, p. 42)

Sounds Bingo

Objectives:


Blending - Orally blend sounds (phonemes) into words


- Teacher says each sound in the word (holding continuous sounds and saying stop sounds quickly).
- Student thinks of the word and says it aloud.
- Student finds the matching picture on the board and covers it with a bingo marker.

OR





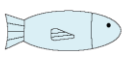











Segmenting - Say the sounds (phonemes) in spoken words.

- Teacher chooses a word from the list and says the word.
- Student says each sound in the word.
- Student finds the matching picture on the board and covers it with a bingo marker.





Sounds Bingo

© Friends on the Block

Sounds Bingo

Objectives:

Blending - Orally b

- Teacher says each sounds and saying
- Student thinks of th
- Student finds the m covers it with a bin

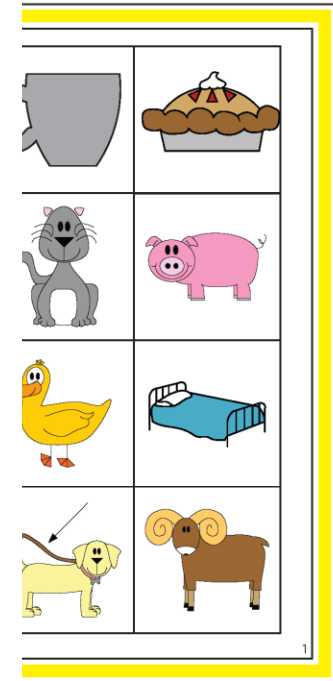
Segmenting - Say th

- Teacher chooses a
- Student says each
- Student finds the m covers it with a bin



3

Bingo



© Friends on the Block



Letter – Sound Relationships

Phonics

Recommendation Two (WWC)

Friends on the Block Example
Climb and Slide

SMU[®]

Climb and Slide

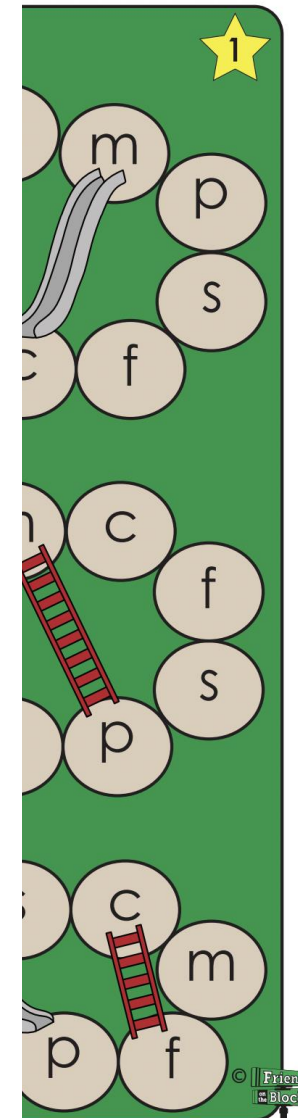
Objective: Fluently say the most common

Materials: *Climb and Slide* gameboard

Teacher: You will take turns go roll the die and move that number spot that you land on. If you land on a space, but if you land on a slide

Students take turns. Follow the
1. Choose a pawn for each player
2. Take turns rolling the die and
3. Say the sound of the letter
4. If your pawn lands on a picture of the ladder to the related space, must slide down to the related space
5. Play continues until one person

Corrective Feedback & Scaffold
If students make an error, follow
I: Listen. Say the letter sound for
We: Say it with me. Students say
You: Your turn. Students say the





Sounding Out

Phonics

Recommendation Two (WWC)

Friends on the Block Example
I Got It

SMU[®]

Explicitly and Systematically Teach Sounding Out

- » “The *alphabetic principle* is the concept that *letters* and letter combinations represent individual *phonemes* in *written words*.” (WWC, p. 38)

- » “*Sounding out* a word is a type of blending that involves *saying the sound of each letter* or letter combination one by one until the end of the word, and then *saying them all together again quickly*.” (WWC, p. 42)

I Got It

Objective: *Sound out and read short vowel words with taught letter-sounds/patterns*

- » The student picks up a card and says the sound, stretching continuous sounds for 2 - 3 seconds, and saying stop sounds quickly.
- » If the student has that letter on their sentence card, they put a bingo marker on the corresponding letter.
- » When all of the letters on the student's page have been covered, the student sounds out and reads the word before reading the sentence.

m

a

d



I am not

m a d .



High Frequency Irregular Words

Word Recognition

Recommendation Three (WWC)

Friends on the Block Example

Target Word Cards (Read It)

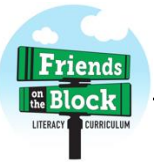
SMU[®]

Intensive and Cumulative Practice of High Frequency Irregular Words

- » “Help students learn to quickly recognize words that appear frequently in all kinds of text, known as high-frequency words.” (WWC, p. 28)

- » “Irregular words are words that have exceptions to the typical sound–spelling patterns. Irregular words are difficult to decode because the sounds of the letters in the word do not add up to the correct pronunciation.” (WWC, p. 39)

Target Word Cards (Read It)



Friends on the Block Target Word List and Phonics Patterns

Letter Sounds	★ Preparing to Decode			◆ Early Decoding		● Short Vowels			▲ Vowel Patterns						
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	Level 13	Level 14	
	c, f, p, m, s, t	d, j, n	b, g, h, l, r	ck, k, a, z	u	ch, th, w, x, y	i, o, sh, qu, v	e	a-e, i-e, o-e	ai, ay, ol	al, ea, ee	ar, igh, er	oa, or, ow	ir, oo, ur	
Sound It Out Words (Decodable)	In Levels 1-3 students are learning phonemic awareness blending and segmenting, letter-sounds, and a small number of irregular words. Students begin in the level in which they miss two or more target words (Levels 1-5) or four or more target words (Levels 6-14). As soon as the students learn most of the words in the starting level, move to the next level. (Note: Sound it Out words in Levels 4-5 are repeated in Level 6.)			am and at can dad mad sad	am and at can dad mad sad	am and at can dad fun had hat mad ran run sad sun up	big did got him if in it mom not on sit stop this will	bed best end get help let next red step tell them then went when	came fine five gave home hope like made make nine same side smile time	cold day hold may old plain rain roll say stay tail told wait	all call clean each eat feel green neat need read see seem small tall	after better chapter different hard high light might never night number part right start	before below door follow forget goal know more morning own road short show slow	bird book burn cook disturb girl good hook hurt shirt stood third took turn	
Read It Words (Irregular)	a do I like not want	dad here is look mom see the where	are at happy in no she yes you	good help play there to was	big have little my please very what	be friend give go he her it me on so thank we who with your	because care come could feel first of how next said should take too why would	again away came clothes cold eat food for from need oh out put ready some	about animal been day does down every many one or other push snow they were	any ball both boy done family girl more most once room saw their warm young	another answer kind know our people question really right second soon sure thought word work	almost book bought break buy easy four learn money new probably review these two watch	above alone by eight find house idea often special talk through usually walk water worry	able along carry color full great heard instead live love move only over try world	
	Note: Words in blue are made up of patterns taught in later levels so they are temporarily irregular. They are introduced prior to the pattern to facilitate meaning and may facilitate learning of the phonics pattern.														



Target Word

Letter Sounds	L
	C
Sound it Out Words (Decodable)	In
	le
	av
	se
	ar
	in
	be
	m
	m
	th
	st
	Sc

Read it Words (Irregular)	L
	N
	ta
	in
	to
	th



13	Level 14
ir,	ir, oo, ur
re	bird
w	book
r	burn
w	cook
et	disturb
l	girl
w	good
e	hook
ing	hurt
r	shirt
d	stood
t	third
w	took
v	turn

13	Level 14
re	able
ie	along
	carry
it	color
l	full
ie	great
a	heard
n	instead
ial	live
<	love
igh	move
lly	only
k	over
er	try
ry	world



Text – Based Instruction

Fluency / Comprehension

Recommendation Four (WWC)

Friends on the Block Example

Daily Use of Relatable Books

SMU[®]

Text – Based Instruction

- » **WWC Recommendation Four:** “Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.”
- » Implementation of programs that include frequent engagement with connected text lead to significant gains on measures of word reading, oral reading fluency, and reading comprehension. (Begeny et al., 2010, RCT, second graders)

Book Reading

Objectives	Read and Discuss Routine
Make oral predictions about text.	Briefly preview vocabulary and encourage the student to make predictions about the book. Model, as needed.
Read text made up of taught irregular words and decodable words.	Teacher reads helper text and student reads student text. Teacher corrects word recognition errors quickly using the I, We, You routine.
Discuss text and vocabulary words when prompted by the teacher	Stop periodically to prompt student to discuss the book, modeling expanded responses, and encouraging the student to repeat the teacher's model.

Mom Gets Sick

Tim and Max came home from the park. Tim did not see Mom. He was worried.

Mom, where are you?
I want to play.

I am in here!

Mom was in bed. She told Tim that she was sick and could not play.

There you are, Mom.
You do not look happy.
I can help you.
Do you want a drink?

Yes, I want a drink.

Look at Mom.
She is sad.

Graphic Organizers for Interest/Comprehension Level Text

Get the Gist	
Who or what is the chapter mostly about? What is the most important thing about the who or what? Write the gist in a sentence with 10 words or less.	
Chapter 1	
Chapter 2	
Chapter 3	
Chapter 4	
Chapter 5	

<p>Main Idea</p> <p>Write who or what the story is mostly about.</p>	<p>Detail</p> <p>Write one detail.</p>
	<p>Detail</p> <p>Write one detail.</p>
	<p>Detail</p> <p>Write one detail.</p>

STORY GRAMMAR

- Listen to me read the title of each box. Each of these is a part of the story.
- Think about the book.
- Tell me about that part of the book. Look at the pictures to help you remember.

CHARACTERS

Who the Story is About

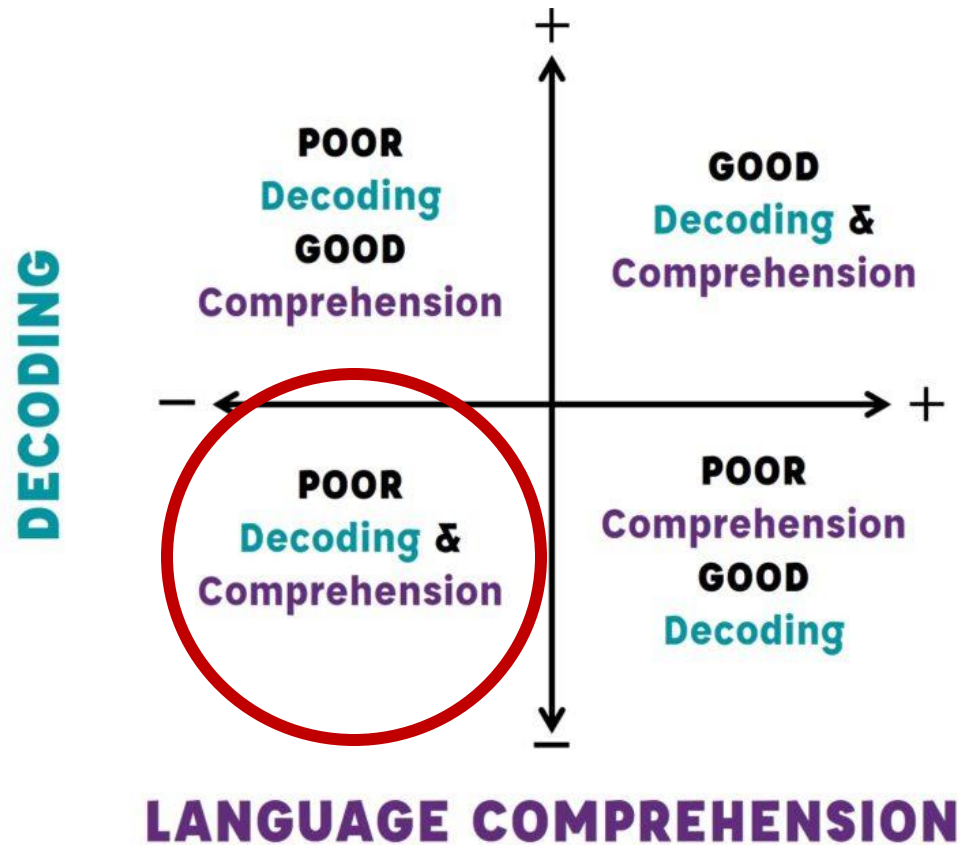
PLOT

What Happens in the Story

SETTING

When and Where the Story Takes Place

Code and Meaning- Focused Difficulties: Quadrant C



- When students struggle in reading, what is preventing their success?
- Think about your students, who falls in this area?
- What strategies would be helpful for your students?

We are so excited to be presenting today at the International Dyslexia Association Conference! **Want to know more about Friends on the Block and dyslexic students?** Here is a recent testimonial:

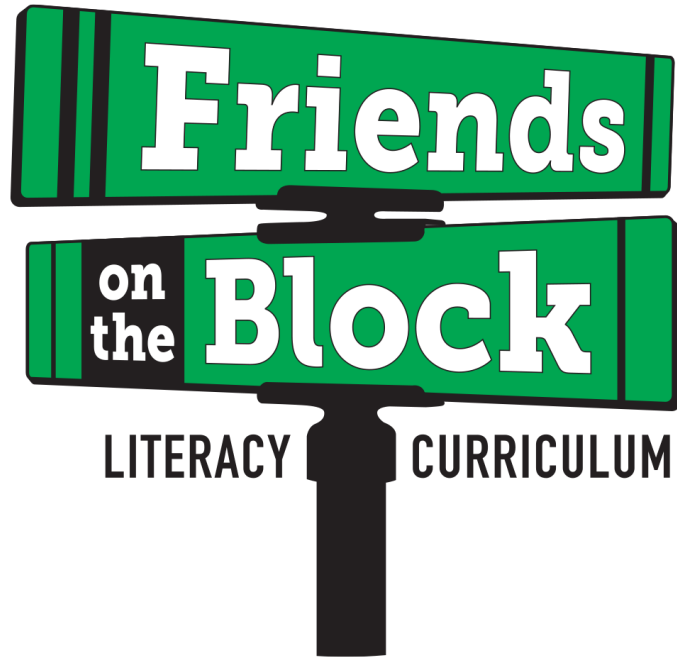
"I have loved Friends on the Block. I am a **Wilson teacher** at school, but **when we have students with reading needs** and they require a supplemental/replacement curriculum and **don't qualify for Wilson** (for a variety of reasons), **I use Friends on the Block**. I work primarily with 1st & 2nd graders in this program. **The repetition of words, decodable text, and follow-up games are very helpful**. I especially like the **phonemic awareness activities at the beginning of each lesson**, because so many students lack this. The students who use the program either have reading disabilities, language impairments, or attention/behavioral needs. I also use the online piece at times to have the students listen to the stories after we have read it. This way they can hear the appropriate fluency."



Current Project Intensity Team

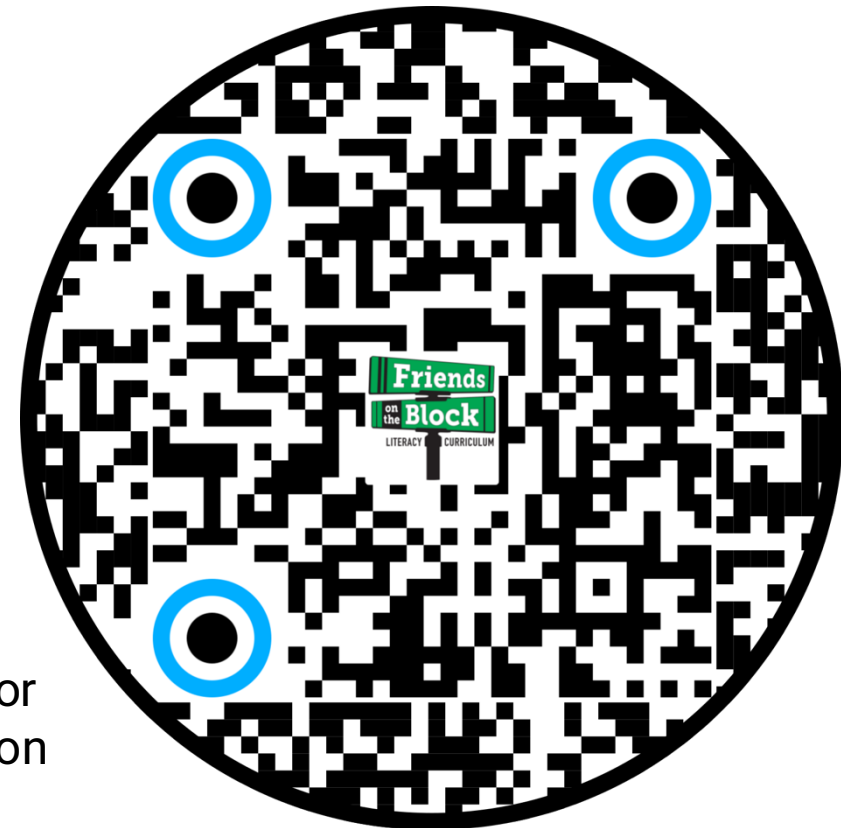


For More Information on Friends on the Block



[Overview & Demonstration Videos](#)

[FREE Materials](#)



Acknowledgements Support for research and development provided by grants #H324K040011-05, R324A130102, and R324A200151 from the Institute of Education Sciences to Southern Methodist University. Jill Allor and Stephanie Al Otaiba acknowledge a financial interest in the Friends on the Block books and curriculum. The views expressed are those of the authors and have not been reviewed or approved by the granting agency.



Scan the QR code to follow
SMU Teacher Education
on social media



SMU



OCTOBER 24-26, 2024
DALLAS, TX

dyslexiaIDA.org
dyslexiaCon.org

Questions





Thank you!

Takeaway: We can reach our “slow responders” to traditional dyslexia curriculum using evidence-based practices found in programs like Friends on the Block.

Jill Allor, jallor@smu.edu
Stephanie Al Otaiba, salotaiba@smu.edu
June Preast, jlpreast@ua.edu
Charlotte Gregor, cshowalter@smu.edu
Stephanie Hermecz, shermecz@ua.edu



OCTOBER 24-26, 2024
DALLAS, TX

dyslexiaIDA.org
dyslexiaCon.org