



# Tips and Tricks for Presenting Intervention Virtually for Students with Word Reading Difficulties

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Carrie Thomas Beck, Ph.D.  
Director of Literacy, CORE, Inc.

# Meet Your Presenter



## **Carrie Thomas Beck, Ph.D.**

Dr. Thomas Beck is CORE's Director of Literacy. She comes to CORE after working four years as the Dyslexia Specialist for the Oregon Department of Education (ODE). In 2019, Carrie received the Excellence in Leadership Award from the International Dyslexia Association (IDA) to recognize her contribution to improving outcomes for students with dyslexia in Oregon. Prior to joining the Department, Carrie worked as a Research Associate in the Center on Teaching and Learning (CTL) at the University of Oregon for ten years. Carrie developed and directed the CTL Reading Clinic at the university from 2008 through 2013. She also led the development of a reading endorsement program at the university and taught literacy courses in the College of Education.

# Learning Objectives

- Review the instructional components needed to promote word reading success.
- Learn general tips for scheduling and planning virtual lessons including determining length of sessions, grouping students, gathering materials, setting expectations, and maximizing student participation.
- Identify specific strategies to teach phonological awareness activities, phonic decoding, and provide practice with connected text in a virtual format.
- Learn how to utilize a free, downloadable virtual lesson planning template to assist with daily preparation of online lessons.

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**Our mission** is to partner with educators to design and implement solutions to their greatest challenges in achieving educational justice. We are committed to improving teaching and learning.



20+ years of  
expertise

partnering with district and school leaders to support sustainable systems change, pioneering the use of the “cycle of inquiry”



20+ years of  
experience

delivering curriculum implementation services aligned to specific, high-quality English Language Arts (ELA) and math instructional materials



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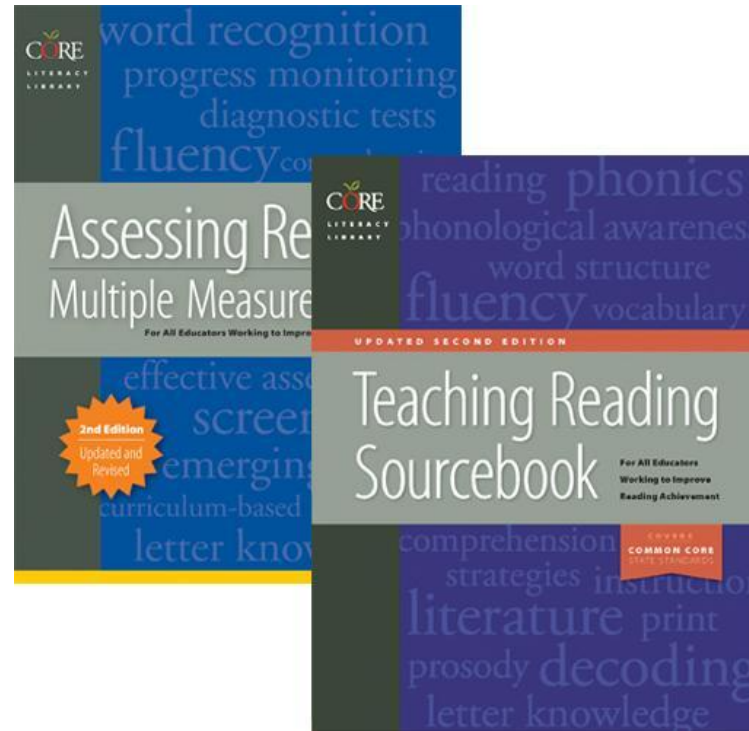
# About CORE

- CORE provides professional learning (face-to-face and remote training and site implementation support) to improve literacy and math instruction, Pre-K-12.
- Founded by former CA State Supt. Bill Honig and Linda Diamond in 1995.
- Nationally recognized for the

*Teaching Reading Sourcebook and  
Assessing Reading: Multiple Measures.*

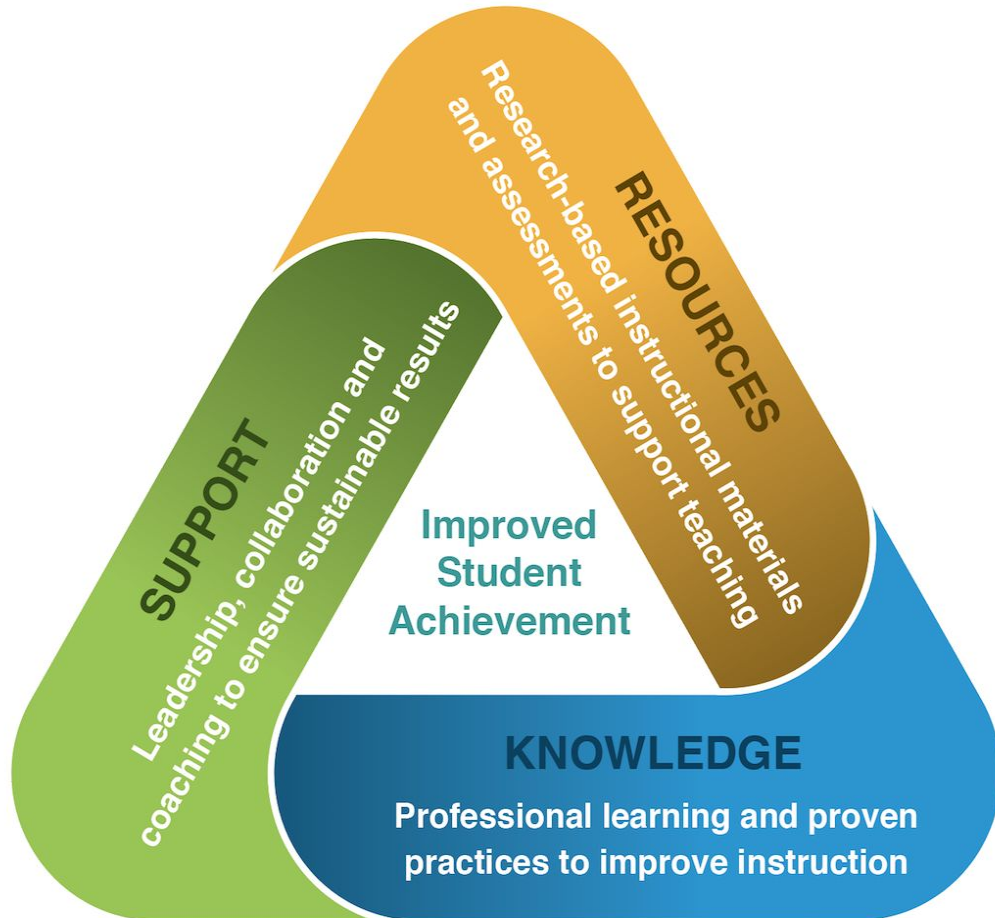


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# What We Believe



- Foundational knowledge (Reading/ Math Academies)
- Research-based instructional tools: (curriculum & assessments)
- Job-embedded support

# Special Thanks to Margaret Goldberg



Margaret Goldberg is the co-founder of the Right to Read Project, a group of teachers, researchers, and activists committed to the pursuit of equity through literacy. Margaret is currently serving as a first grade teacher in Title 1 school in a large urban district in California. Margaret was formerly a literacy coach, interventionist and a curriculum developer.

# Special Thanks to the Collaborative Classroom



CORE has partnered with the Collaborative Classroom to deliver professional development in California since the 2016-2017 school year. This partnership builds on Collaborative Classroom's literacy programs and CORE's long-term commitment to implementation support services that help customers build their own capacity for effective instruction by laying a foundation of research-based knowledge, supporting the use of proven tools, and developing leadership. CORE will provide California schools with training and support for *SIPPS*.



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# Presenting Virtual Reading Interventions

- Continue to provide systematic and explicit teaching
- Focus on being clear, concise and consistent with instructional language
- Keep the learning structure/routines predictable and simple so students can focus on learning the content
- Ensure your intervention focuses on the formula for word reading success

# What Do We Teach?

## Formula For Word Reading Success:

1. Provide instruction on phonemic awareness and teach to the advanced level.
2. Teach and reinforce phonics skills and phonic decoding.
3. Provide ample opportunities to apply these developing skills to reading connected text.

Kilpatrick, 2015

# General Planning Tips

- Determining length/frequency of sessions
- Grouping students
- Gathering materials
- Setting expectations
- Eliciting student responses
- Maximizing student participation



# Determining Length/Frequency of Sessions

- Focus on a specific set of learning objectives in a limited time:
  - 15- to 20-minute segments for young children
  - 30- to 45-minute segments for older students
- 4 to 5 days a week

# Segment Lessons into 15- to 20-Minute Sessions – Option 1

- Session 1
  - Phonological awareness
  - Phonics/decodable words
  - Read previous stories
- Session 2
  - Irregular words
  - Read the new story
  - Re-read the story
- Session 3
  - Guided spelling
  - Re-read previous stories

# Segment Lessons into 15- to 20-Minute Sessions – Option 2

- Session 1
  - Phonological awareness
  - Phonics/decodable words
  - Read previous stories
- Session 2
  - Irregular words
  - Guided spelling
  - Read the new story
  - Re-read the story

# Grouping Students

- For younger students, limit group size to 4-6 students if possible
- For older students, can have groups of up to 8 students

# Gathering Teacher Materials

- **Whiteboard:** digital whiteboard, regular handheld whiteboard or pad of paper/clipboard with paper
- **Letter-sounds cards:** hand held cards for introduction and review of letter sound associations (flash cards) or display sounds electronically
- **Sound spelling cards:** hold up individually or display electronically (and determine how to organize for easy access while you teach)
- **Word lists:** write words on whiteboard to display or use screen share to display lists of words
- **Connected text:** display digital versions of decodable texts from publisher, take photos of story pages, or scan and make pdfs



# Gathering Student Materials
























- Check that students have a whiteboard with dry erase marker, a handout with page protector, or simply paper with pen/pencil.
- Provide a hard copy of the sound spelling cards (pdf)
- Provide lists of regular and irregular words by lesson (check to see what publisher has available)
- Send home:
  - Page protectors or white board, dry erase marker
  - Colored blocks, chips or other manipulatives for PA activities
  - Flashcards with letter-sounds
  - Packets with the pdf of sound spelling cards, word lists, decodable texts, and guided spelling sheets
  - Student book from intervention program, if possible

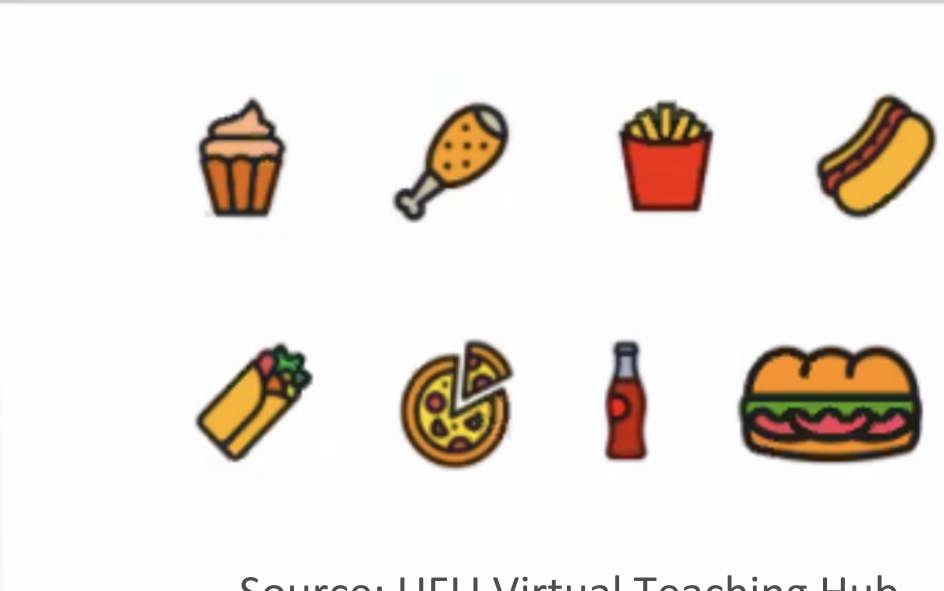
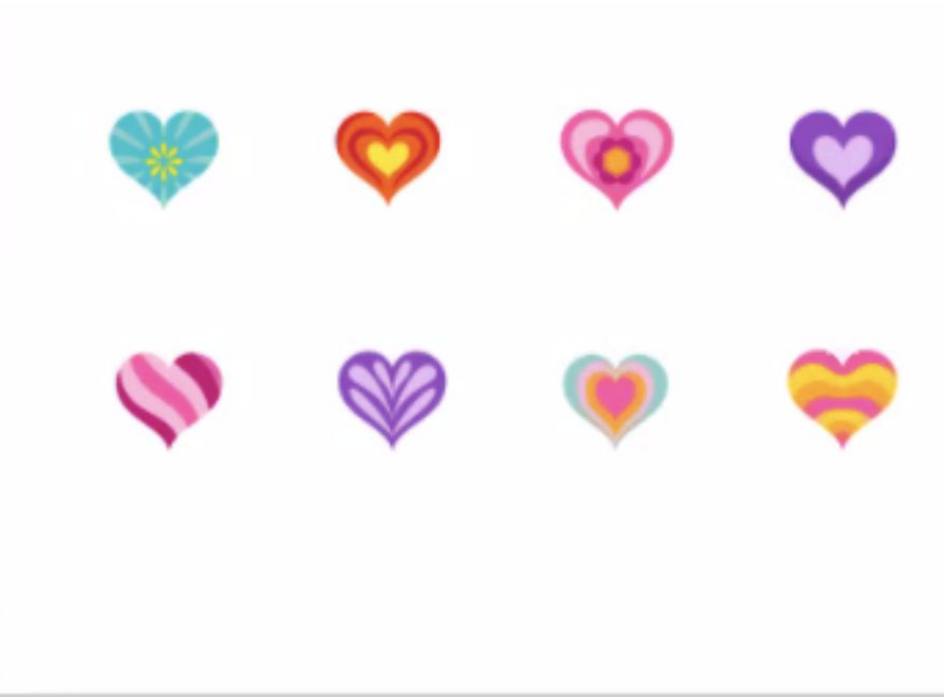


# Setting Expectations

- Have students help take attendance

# Blue Group

	Mon.	Tues.	Wed.	Thurs.	Fri.
Cooper					
Jose Luis					
Destiney					
Malakai					
Perry					
Tre’Vian					



Source: UFLI Virtual Teaching Hub

# UFLI Virtual Teaching Resource Hub

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**TEACHING READING**  
ONLINE

## UFLI Virtual Teaching Resource Hub

Welcome to the Virtual Teaching Resource Hub of the University of Florida Literacy Institute (UFLI). We're glad you're here! We have developed this site to assist teachers as they explore new ways to teach foundational reading skills using technology. This site has tools for reading instruction and intervention with children in the elementary grades.

The materials here are designed to be used with videoconferencing platforms for distance education and with interactive whiteboards in the classroom. The activities can also be used if you are creating video lessons for asynchronous lessons.

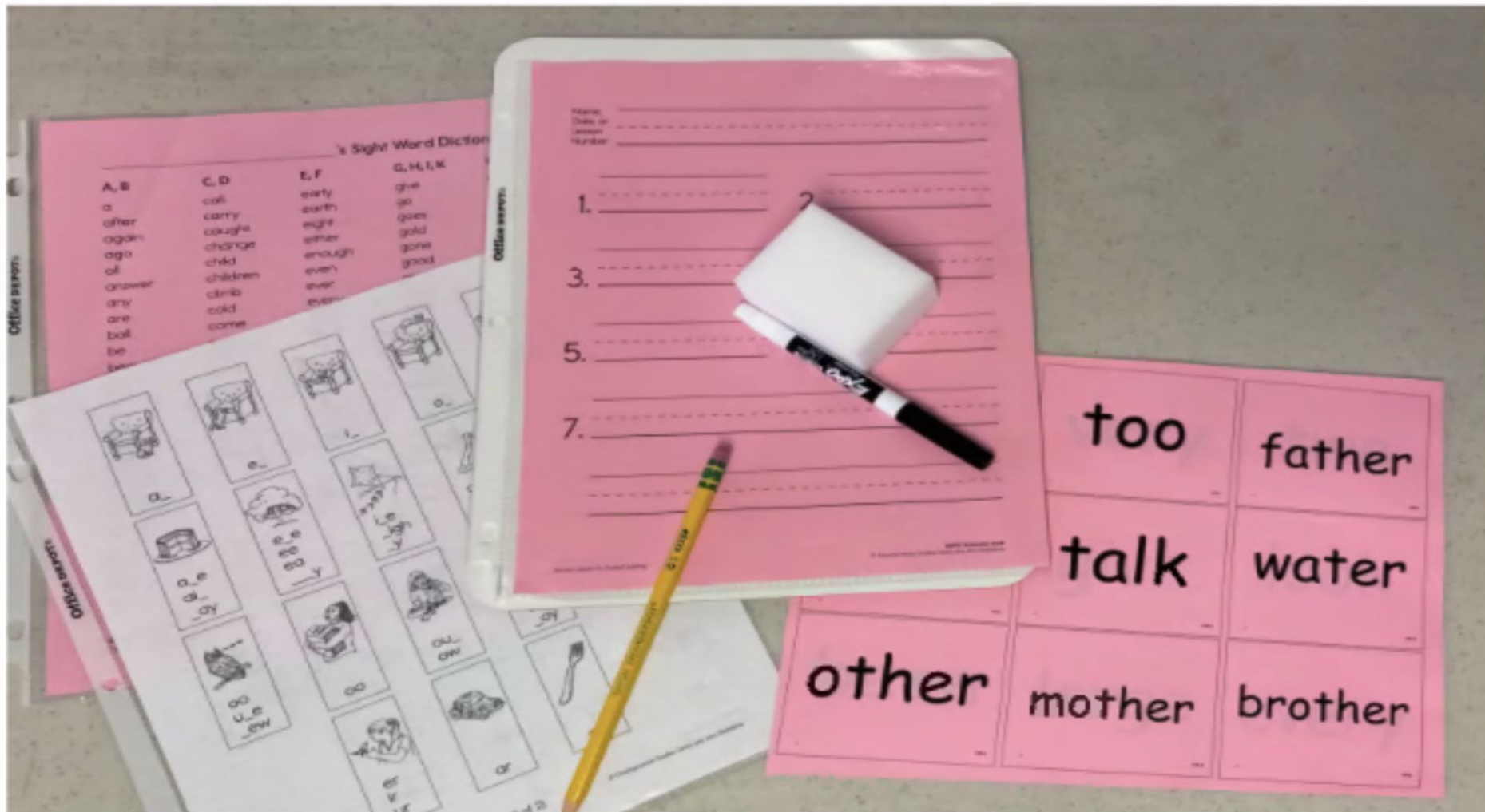
<https://education.ufl.edu/ufl/virtual-teaching/main/>



[pivotlearning.org](https://pivotlearning.org)

# Setting Expectations

- Have students complete a materials check before starting the lesson



# SIPPS Extension Lesson Materials

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# Setting Expectations

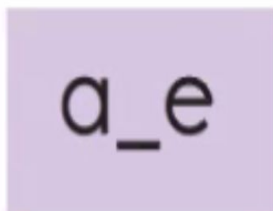
- Create a visual schedule. Use the schedule to share learning objectives with the students.
- Check off tasks as you complete them!



## Phonemic Awareness



## Sounds



## Guided Spelling



## Mixed List

spell      free  
sides      zipped  
cheek      seed  
shaded      woke



## Reading a Story



## Sight Words

says	find	over
any	many	where
there	bird	goes



## Fluency



# Setting Expectations

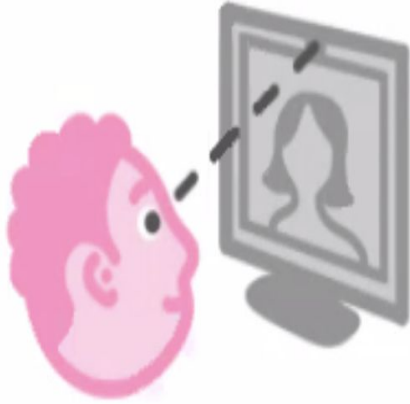
- Teach behavioral expectations for the virtual environment – before, during, and after the lesson

# Example of Behavioral Expectations

- Before
  - Have materials near by
- During
  - Stay in one spot
  - Look at the screen
  - Follow directions the first time
- After
  - Ask a guest to join them at the end of a lesson for a time to show off!



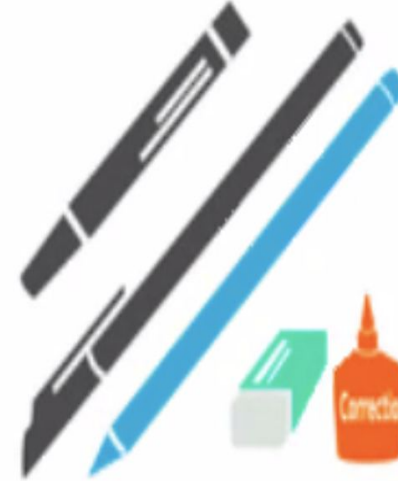
Stay in 1  
Spot



Look at the  
Screen



Follow  
Directions the  
1st Time



Have  
Materials  
Near By

# Teacher Presentation

- Mute students as teacher models and provides instruction to block out extraneous noise from the student surroundings and allowing for the teacher's voice to be clearly heard.
- Use spotlight feature to enlarge teacher's window when presenting, and to enlarge students' windows during individual turns.

# Eliciting Student Responses

## A Decision To Make:

1. Ask for choral responses, but mute students to avoid the garbled sound when students respond and some experience delays due to internet bandwidth issues.

OR

2. Ask students to respond together without muting, accepting that the internet makes it impossible for students to answer together, creating quite a bit of overlap and/or delays with responses.

# Maximizing Student Participation

- Maximize student participation by providing opportunities for frequent responses:
- Activate multiple modalities – hearing, seeing, speaking and writing
- Think about other ways that students can respond to tasks in the virtual environment:
  - Show thumbs up/down
  - Smile to agree/frown to disagree
  - Shake head or display a flash card with yes/no
  - Hold up a letter card for a sound (show me /mmmmmm/)
  - Use fingers to indicate sounds or syllables in words

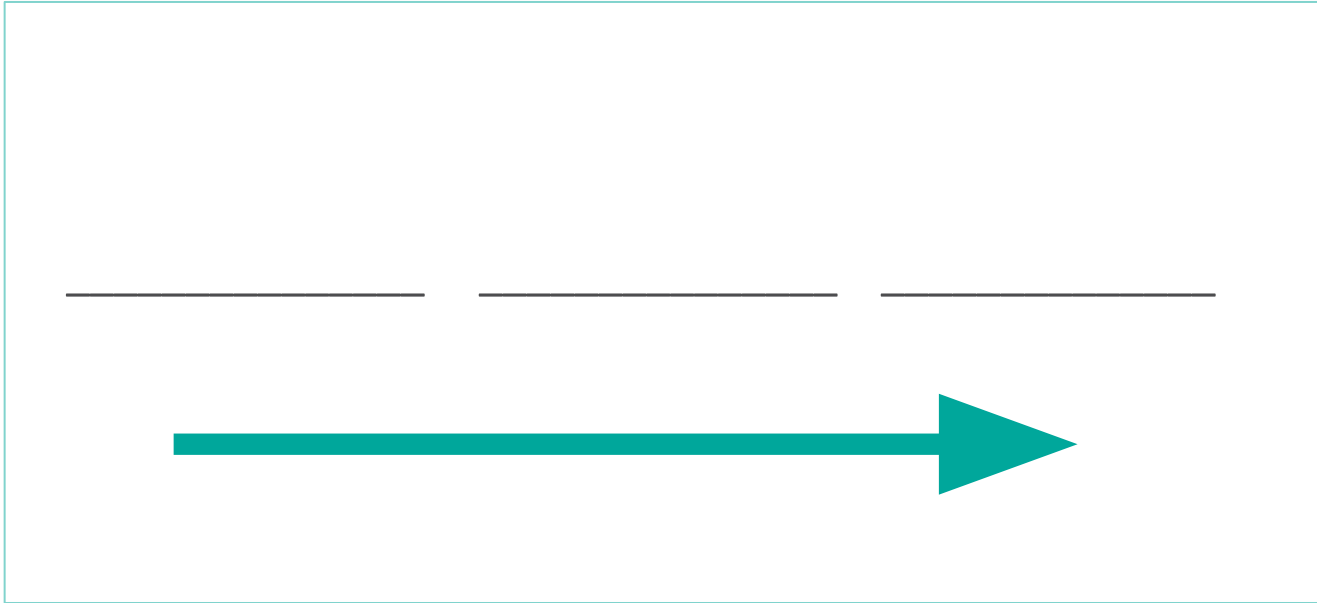


Identify specific strategies to teach phonological awareness activities, phonic decoding, and provide practice with connected text in a virtual format.

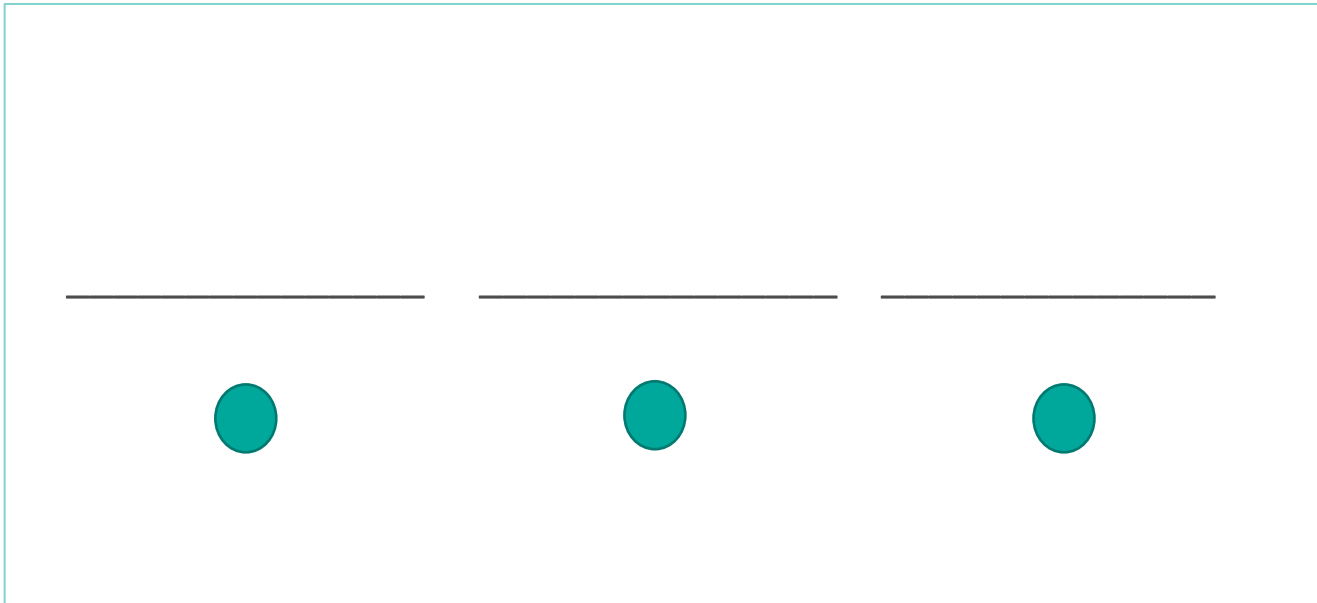
# Modifying Phonological Awareness Activities for Virtual Format

- Determine visual supports/scaffolds to make sounds more concrete for students.
- Remember to have students repeat the word before completing the task!

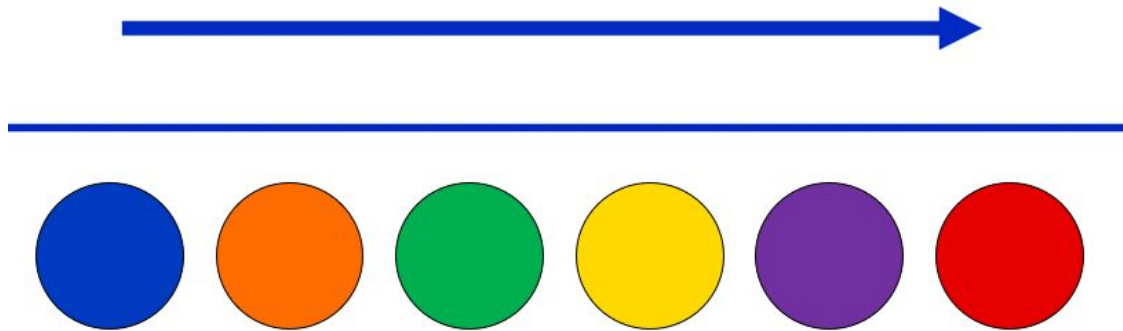
# Phoneme Blending

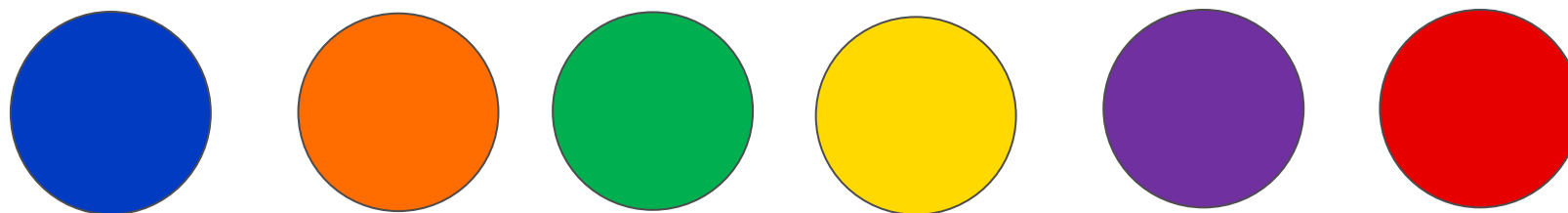


# Phoneme Segmentation

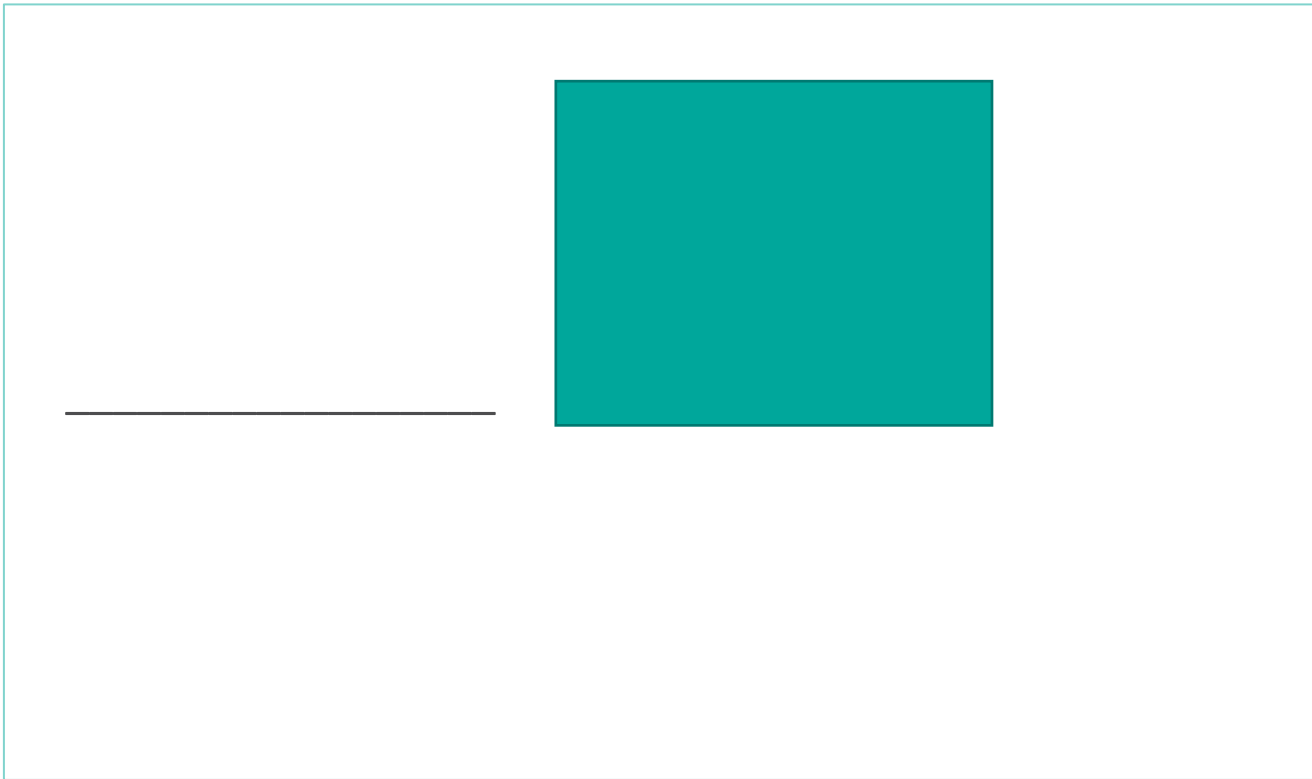


# Say It and Move It





# Phoneme Addition



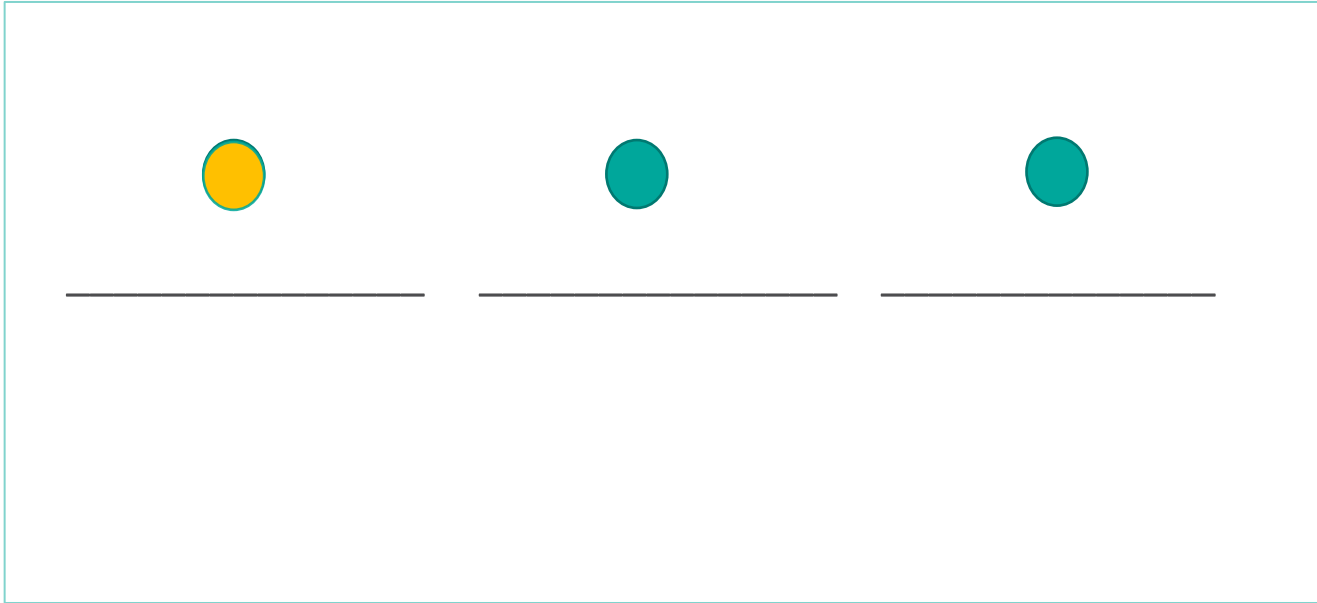


# Phoneme Deletion



Based on an activity from SIPPS

# Phoneme Substitution



# Modifying Phonic Decoding for a Virtual Format

- Letter-sound associations
- Sound-by-sound blending
- Word reading
- Irregular word reading
- Encoding

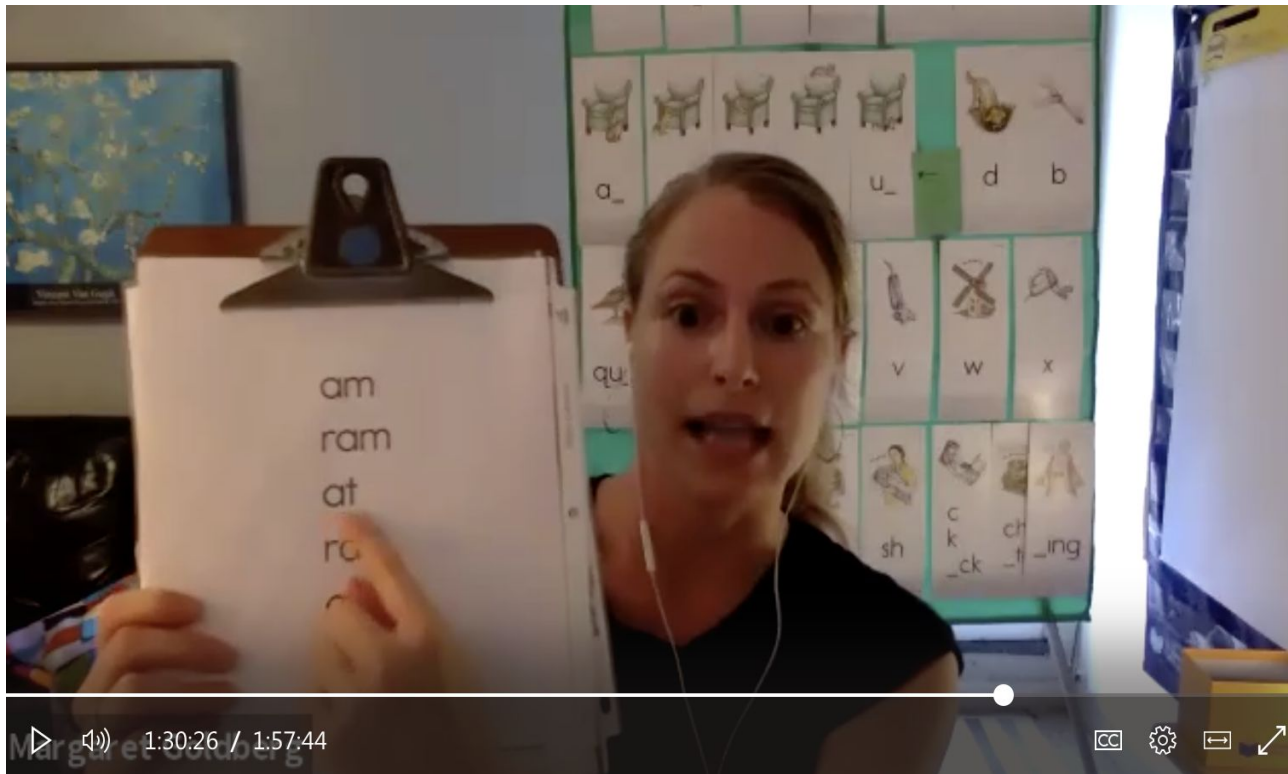
# Modifying Phonic Decoding for a Virtual Format

- Introducing and Practicing Sound Symbol Associations



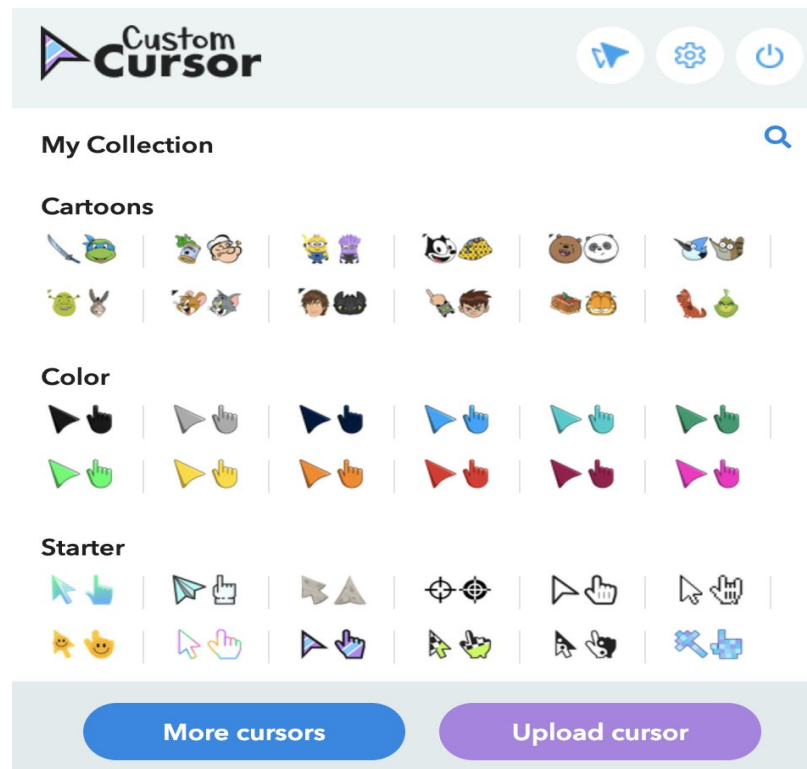
# Modifying Phonic Decoding for a Virtual Format

- Teaching sound-by-sound blending
- Word reading



# Modifying Phonic Decoding for a Virtual Format

- Install a Custom Cursor plug in (e.g., Custom Cursor for Chrome) to enlarge your cursor to point to words during word attack.



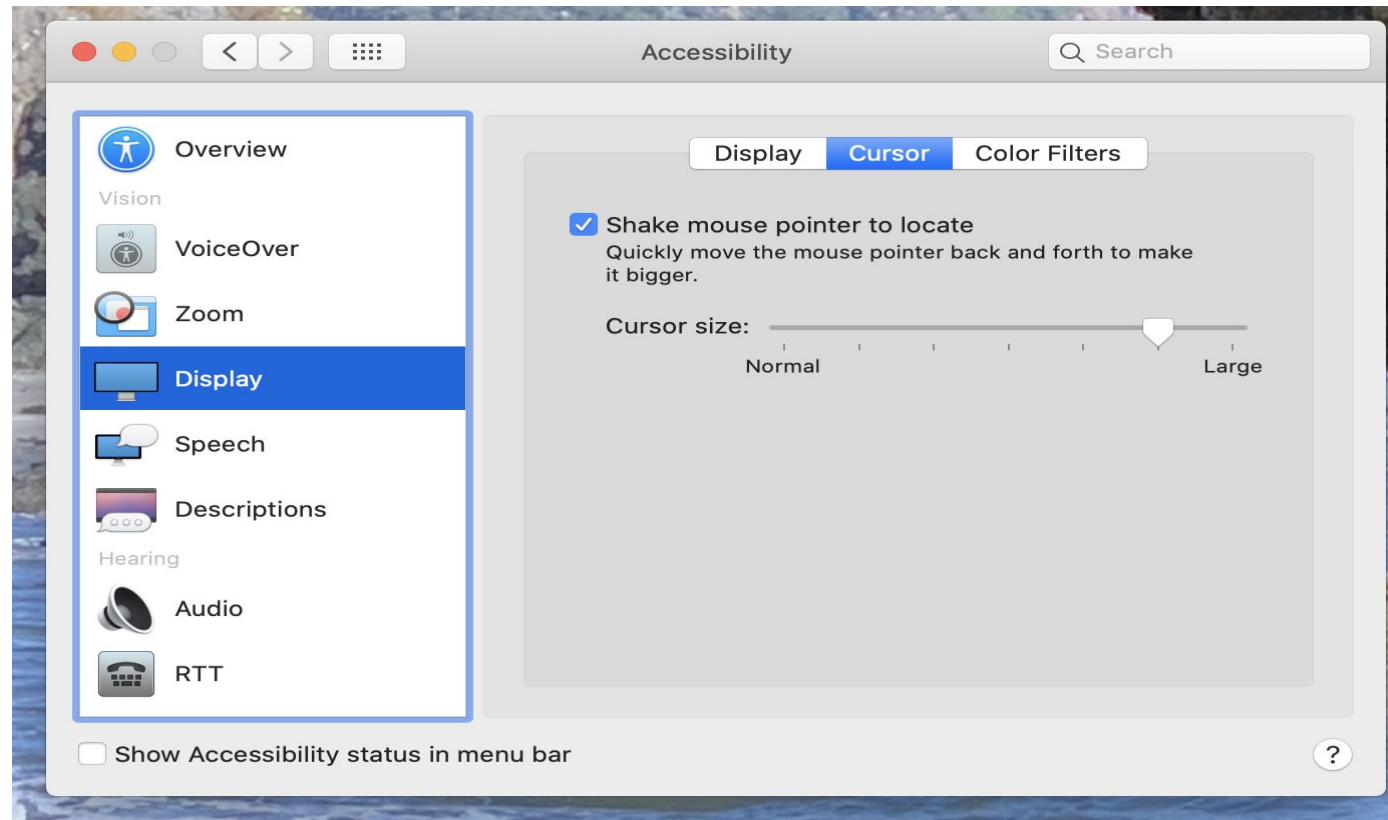
sack  
sick  
Mack  
duck  
kid

cut  
cat  
snack  
hum  
kick



# Modifying Phonic Decoding for a Virtual Format

- Enlarge cursor in settings, under accessibility. Select “Display” and then “Cursor.”



# Modifying Phonic Decoding for a Virtual Format

## Irregular Words

- Provide students with an irregular word list (dictionary) for use at home.
- Students can also make a flash card for each irregular word using index cards.

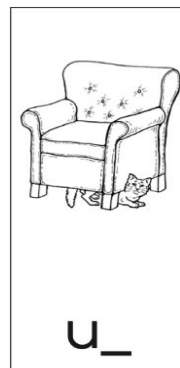
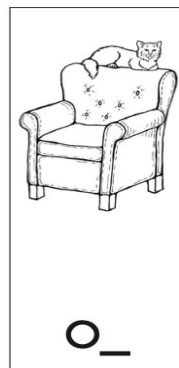
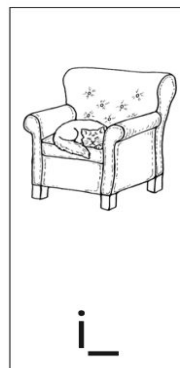
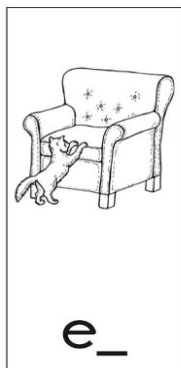
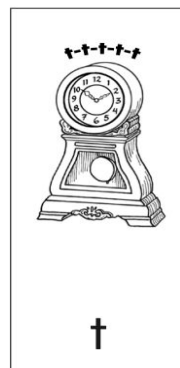
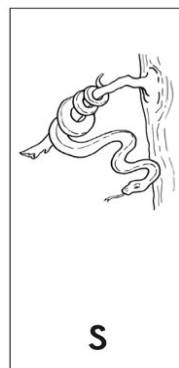
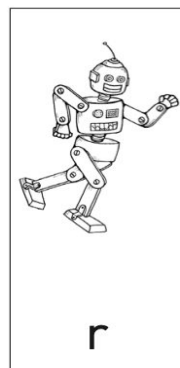
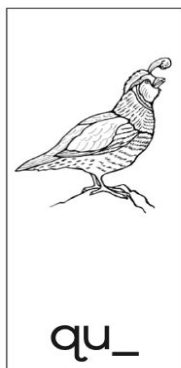
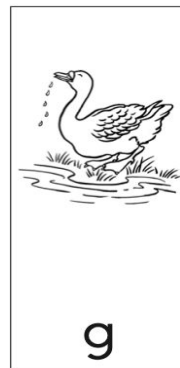
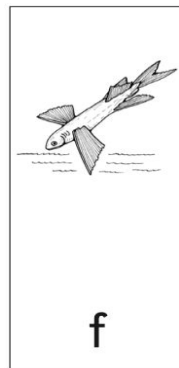
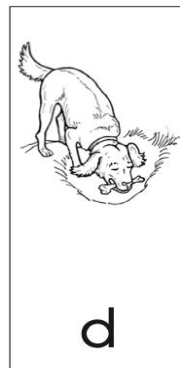
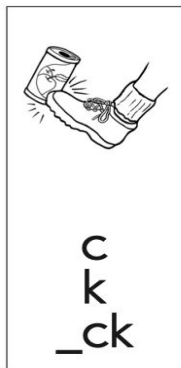
## 's Sight Word Dictionary

A, B, C, D, F	G, H, I	L, M, N, O	P, S, T	U, W, Y
and	get	like	put	under
are	go	little	said	want
be	have	look	saw	was
by	he	make	say	wasn't
can	her	me	says	water
can't	here	my	see	we
come	home	name	she	what
do	I	no	some	where
down	is	of	the	yes
for	isn't	on	there	you
from		out	they	
		over	to	

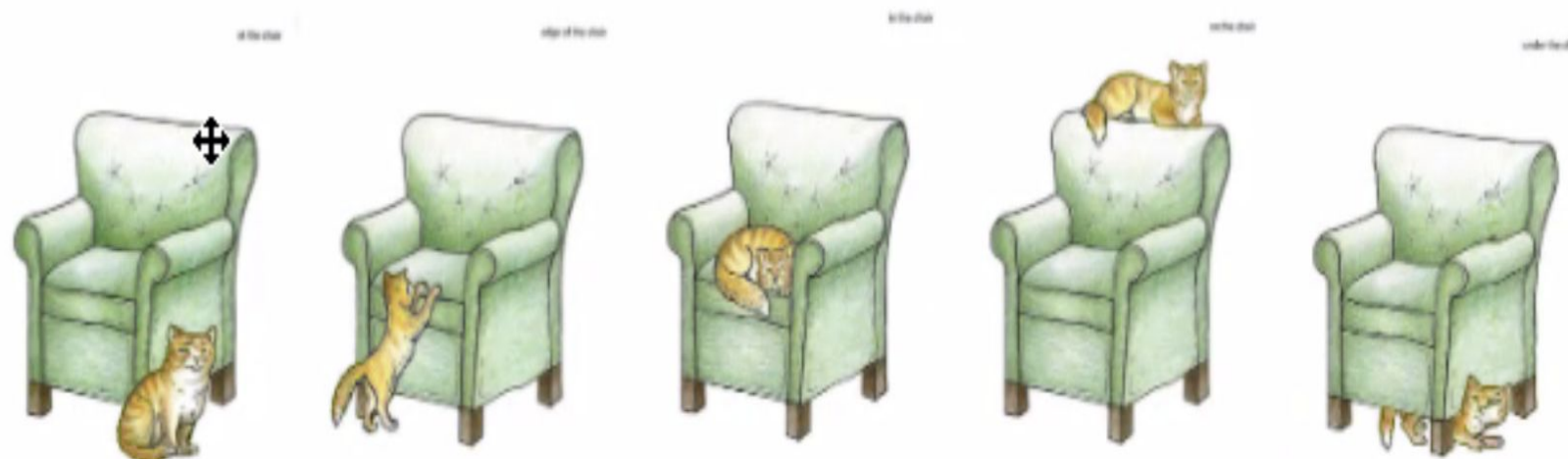
# Modifying Phonic Decoding for a Virtual Format

## Encoding Activities

- Provide students with pdf of sound-spelling chart so they can use the pdf as a reference as they spell words.



Courtesy of the  
Collaborative Classroom



a\_ e\_ i\_ o\_ u\_

Courtesy of the  
Collaborative Classroom

# Modifying Phonic Decoding for a Virtual Format

## Encoding Activities

- Students will need some type of whiteboard or paper/pencil or they can place a guided spelling sheet in page protector.
- Teach students how to share their writing with teacher by holding up their work in front of camera.
- Can use chat box as a fun way to wrap up practice with sound dictation (e.g., “Find the letter that makes the sound /t/. Type /t/ in the chat.”) or word dictation (e.g., “Type rip in the chat. Think of the sounds in rip and type each sound.”).



Name, \_\_\_\_\_  
Date, or \_\_\_\_\_  
Lesson \_\_\_\_\_  
Number \_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_ →

2. \_\_\_\_\_  
\_\_\_\_\_ →

3. \_\_\_\_\_  
\_\_\_\_\_ →

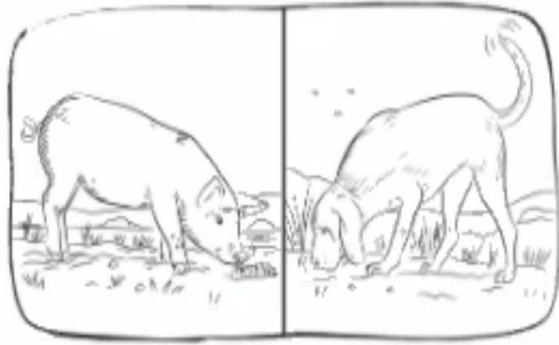


# Modifying Text Reading Activities for a Virtual Format

Determine how students will access the text:

- Teacher shares text on screen
  - many publishers offer pdfs of the stories from the program
  - scan story pages
  - take photos of story pages
  - retype sentences from stories
- Hard copies of text sent home with students

## Animals Can Smell



Can animals smell? Yes, they can smell very well.

Dogs can track smells. A man walks a long way and gets lost. A dog can sniff something that the man wore, like his socks. The dog will track that smell for miles. If the man has been lost for a long time, the dog can still track the smell.

Pigs smell well. They use their noses to dig holes. They can find what they smelled. A pig uses smell to find food.

Courtesy of the  
Collaborative  
Classroom

# Modifying Text Reading Activities for a Virtual Format

- Show students how to use the eraser end of a pencil as a pointer so they can track the words on the screen.





Can animals smell? Yes, they can smell very well.

Dogs can track smells. A man walks a long way and gets lost. A dog can smell something that the man wore, like his socks. The dog will track that smell for miles. If the man has been lost for a long time, the dog can still track the smell.

Pigs smell well. They use their noses to dig holes. They can find what they smelled. A pig can find food.

# Modifying Text Reading Activities for a Virtual Format

## TIPS:

- Display story and use custom cursor or enlarged cursor for story readings.
- If slides are displayed in editing mode, the teacher can highlight a word (or sound in the word) in the text to pre-correct for tough words.

# Modifying Text Reading Activities for a Virtual Format

Can animals **smell**? Yes, they can smell very well.

Dogs can **track** smells. A man walks a long way and gets lost. A dog can sniff something that the man wore, like his socks. The dog will track that smell for miles. If the man has been lost for a long time, the dog can still track the smell.

Pigs smell well. They use their noses to dig holes. They can find what they smelled. A pig uses smell to find food.



# Modifying Text Reading Activities for a Virtual Format

- First read should be student led – not teacher led!
- Goal is to provide as many opportunities for students to respond as possible. Choral reading as solution!

## Options:

- Ask students to mute themselves as they read as group.
- Ask students to whisper read for first reading.
- For early readers, confirm after each sentence.
- Add in cloze reading as a way to provide another round of practice with text.

# Modifying Text Reading Activities for a Virtual Format

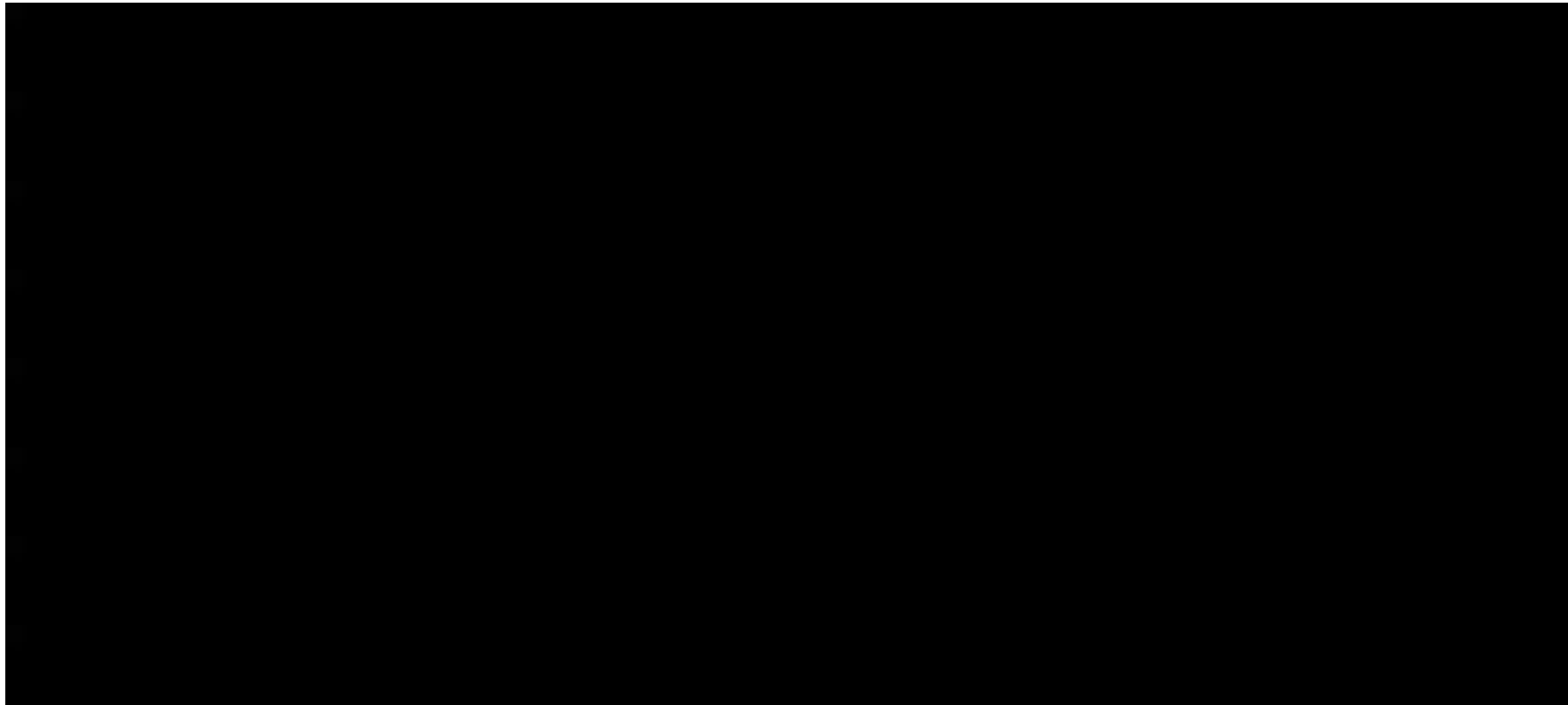
- Follow group reads with individual turns to check for mastery.

# Modifying Text Reading Activities for a Virtual Format

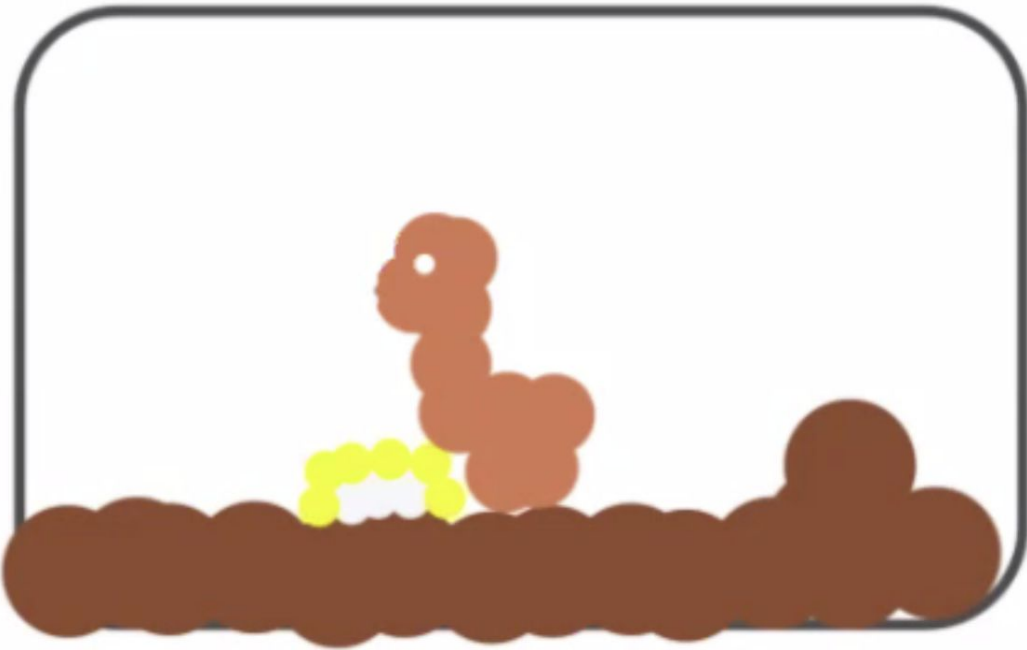
## FLUENCY BUILDING

- For additional fluency building, use breakout rooms for partner reads
- Pop in to listen to pairs read and check on student progress
- Ask student to read the story 2X then record himself/herself reading the story and send to teacher

# Example of Student Recording: Fluency with Connected Text



Cooper



Date: 9-16-20

writer's checklist ✓	
Start with a capital.	<input type="checkbox"/>
Spaces between words.	<input type="checkbox"/>
End with a punctuation. . ? !	<input type="checkbox"/>

I learned they can't  
fly and their feet  
all the way their nest in ground.

Created by Linda Summers kindergartenkid13.blogspot.com

# Free Sources of Digital Decodables

UF Literacy Institute

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## UFLI Virtual Teaching Resource Hub

[Instructional Activities](#) > [Connected Text](#)

Reading words in isolation is important practice for building proficiency, but students also need ample practice in reading connected text. We have created plentiful materials for teaching a range of reading skills, but we do not provide passages or books. Instead, we recommend you use whatever digital text your school provides. If you do not have access to digital books through your school, try the sources listed below for free passages or books:

[Core Knowledge Language Arts](#)

[Flyleaf](#)

[Friends on the Block](#)

[Letterland](#)

[Newsela](#)

[Reading A-Z](#)

[Reading Elephant](#)

[ReadWorks](#)

[Text Project](#)

[WV Reading First](#)



[pivotlearning.org](https://pivotlearning.org)

<https://education.ufl.edu/ufl/virtual-teaching/main/instructional-activities/connected-text/>

# Monitor Student Responses and Provide Feedback

- Continue to ask for choral responses whenever feasible.
- Provide affirmative feedback following each task to confirm the correct response.
- Follow each group task with individual turns to check for mastery. Unmute students one at a time to check individually while the other students follow along.

# Monitor Student Responses and Provide Feedback

- It is more difficult to provide corrections virtually. Do correct on the spot, but follow up with review on a white board in the next session or day.
- Watch students' mouths, especially as they complete phonological awareness activities
- Ask students to hold up their spelling work. Teacher should always model correct spellings on his/her whiteboard or screen.



# Planning

- Before teaching a lesson virtually, examine the lesson in the Teacher Guide and review corresponding materials from the Student Book
- Complete a Virtual Lesson Planning Template
- Annotate in the Teacher's Guide, noting modifications for presenting the lesson virtually

# Virtual Lesson Planning Template

Program:  Group:   
 Lesson:  Date/Time:

Lesson Activity:	Look Fors:	Virtual Plan:
<b>PHONOLOGICAL AWARENESS</b> Purpose: <input type="text"/> Description: <input type="text"/>		
<b>PHONIC DECODING</b> Purpose: <input type="text"/> Description: <input type="text"/> <b>Test</b> <input type="text"/>		
<b>IRREGULAR WORDS</b> Purpose: <input type="text"/> Description: <input type="text"/>		
<b>READING CONNECTED TEXT</b> Purpose: <input type="text"/> Description: <input type="text"/>		
<b>GUIDED SPELLING</b> Purpose: <input type="text"/> Description: <input type="text"/>		
<b>FLUENCY PRACTICE</b> Purpose: <input type="text"/> Description: <input type="text"/>		

Created by Margaret Goldberg, M.Ed., CORE Educational Services Consultant

# Virtual Lesson Planning Template Example

Lesson Activity:	Look Fors:	Virtual Plan:
<p><b>STORY READING</b></p> <p><i>Purpose: Reading connected text accurately with comprehension</i></p> <p>Description:</p> <p>Group reads a new story poster. Then, students use the sound spellings and sight words they know to chorally read a story.</p>	<ul style="list-style-type: none"> <li>• Crisp, clear pointing to words</li> <li>• Choral student response</li> <li>• Teacher does not read</li> <li>• Students sound out decodable words</li> <li>• Wall cards are used for corrections</li> </ul>	<ul style="list-style-type: none"> <li>• Display digital story or pdf of story on slide</li> <li>• Use custom cursor to focus students on each word in a sentence</li> <li>• Choral read without muting followed by individual turns to read a sentence</li> </ul>

# Reflection

Think about your student groups and the interventions you teach. Choose one group to focus on.

- What is one general tip or trick from today's presentation that you can implement with this group?
- Select one of the key activities from your intervention lessons (PA, phonic decoding/encoding or reading connected text). What is one specific tip that you will use to present your instruction for this activity virtually?

# Case Study Example

educatingalllearners.org

- <https://educatingalllearners.org/case-studies/multisensory-reading-instruction/>
- This case study describes an example of multisensory reading instruction implemented through a distance learning approach. The practitioner describes working with a first grade student with a diagnosis of dyslexia and significant reading difficulty. The use of video conferencing to support strategies like modeling, family coaching/support and game-based learning are described.

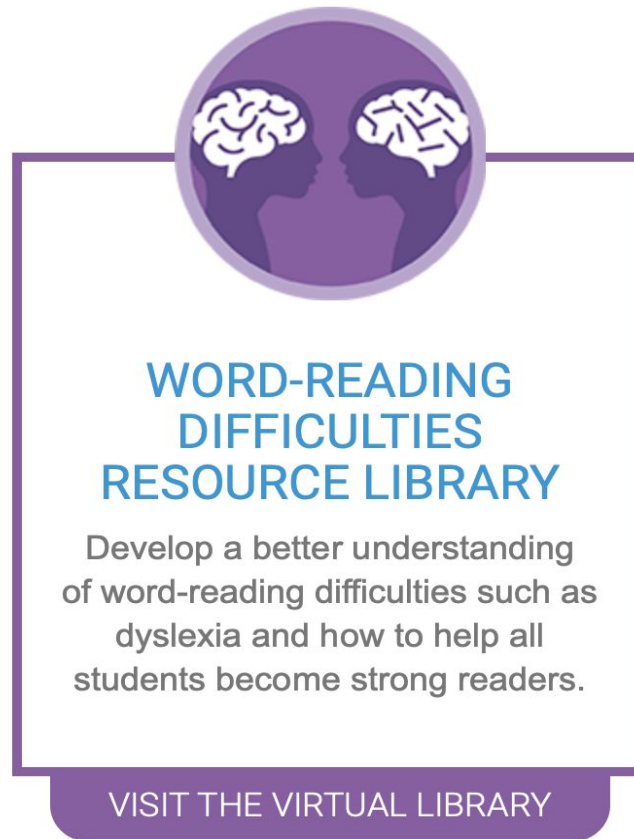
# What's Next

Reach out to us about your successes and challenges and provide feedback on this presentation's content:

- What are your experiences with teaching reading to students with word reading difficulties this school year?
- How effective do you feel your remote instruction is?
- What assistance do you need to ensure student success?

We'd love to feature your scenario in a mini case study, data study or blog!

# Support from CORE



[www.corelearn.com/dyslexia-resource-library/](http://www.corelearn.com/dyslexia-resource-library/)

# Support from CORE

## Remote Consulting Services

10 hours of consulting completely customized to your team's specific needs

CORE Educational Consultants will work with your team to address your site's specific goals, challenges and capacity building needs around ELA or mathematics curriculum implementation and effective instruction.





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[pivotlearning.org](http://pivotlearning.org)

# References

Kilpatrick, D.A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Hoboken NJ: Wiley & Sons.