





**~ Autism Spectrum Disorders ~
Building Speech and Literacy Skills with
Orthographic Instruction!**

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- Traditional Intervention Results
- Orthographic Instruction Results




Traditional Approaches

- Reading Disorders
- Delayed progress with autism spectrum disorders (ASDs), involved sound errors and motor-planning speech disorders

Orthographic Approaches


- Improve speech intelligibility
- Provide a literacy foundation
- Develop phonemic awareness



Speech Disorders & Reading Delays


Studies have shown that children with speech disorders typically develop reading and spelling delays (Catts et al., 2001; Gillon, 2002; Lewis, Freebairn, & Taylor, 2000)

If children do not receive early intervention, they are likely to be unsuccessful throughout their school experience (Carter, 1984; Juel, 1988; Foster, W. A., & Miller, M., 2007)



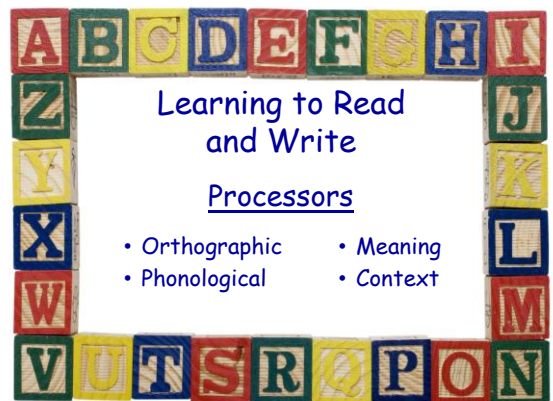
Speech Disorders & Reading Delays

Continued



Children with autism spectrum disorders (ASDs) are at significant risk for reading comprehension difficulties due to delayed language skills (Bishop & Snowling, 2004; Catts & Kamhi, 2005)

Children with ASDs have difficulty acquiring and applying phonological awareness strategies (Bishop, Adams & Norbury, 2004; Rack, Snowling, & Olson, 1992)



Learning to Read and Write

Processors

- Orthographic
- Phonological
- Meaning
- Context

Learning to Read

Orthographic Processor

Recognizes and processes print

"Note that the Orthographic processor is still the only one to receive information directly from the printed page, reflecting the fact that reading depends first and foremost on visual processing"
~M Adams, 1990



* The Orthographic processor is the first and only processor that "activates" the reading system!

Learning to Read

Continued

Phonological Processor

Identifies speech sounds; then, codes sounds to visually recognized print



"The Phonological processor cannot usefully learn letter sounds until the Orthographic processor has learned to discriminate the individual letters with which they must be linked." ~M. Adams, 1990

* Phonological processor and Orthographic processor must communicate to correctly decode printed words!

Learning to Read

Continued

Meaning Processor

Retrieves possible meanings for a word from the lexicon* (flying bat vs. baseball bat)



Context Processor

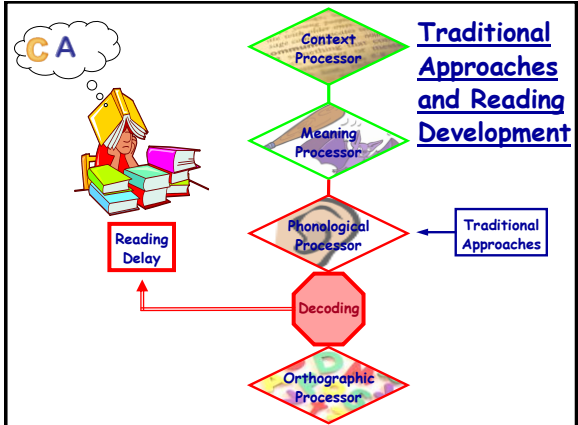
Determines appropriate meaning of words

If a word does not make sense in a sentence, the word will be sent back to be processed again (Adams, 1990; Perfetti, Landi, & Oakhill, 2005; Wahlberg & Magliano, 2004)

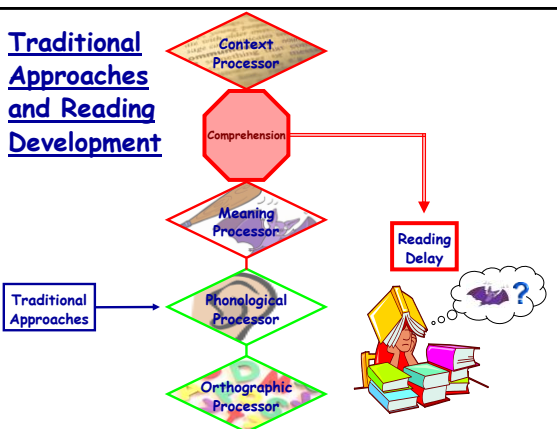


* vocabulary

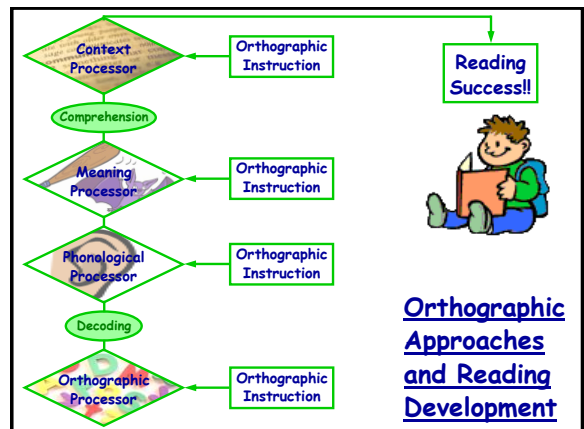
Traditional Approaches and Reading Development



Traditional Approaches and Reading Development



Orthographic Approaches and Reading Development

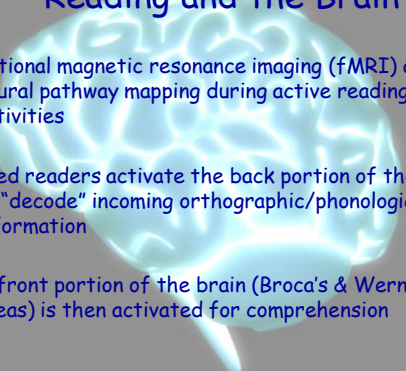


Reading and the Brain

Functional magnetic resonance imaging (fMRI) allows neural pathway mapping during active reading activities

Skilled readers activate the back portion of the brain to "decode" incoming orthographic/phonological information

The front portion of the brain (Broca's & Wernicke's areas) is then activated for comprehension

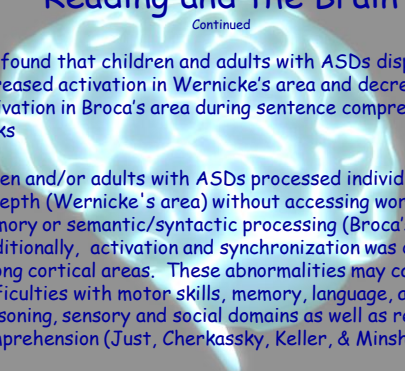


Reading and the Brain

Continued

fMRI found that children and adults with ASDs display increased activation in Wernicke's area and decreased activation in Broca's area during sentence comprehension tasks

Children and/or adults with ASDs processed individual words in depth (Wernicke's area) without accessing working memory or semantic/syntactic processing (Broca's area). Additionally, activation and synchronization was decreased among cortical areas. These abnormalities may cause difficulties with motor skills, memory, language, abstract reasoning, sensory and social domains as well as reading comprehension (Just, Cherkassky, Keller, & Minshew, 2004)



Traditional Approaches vs. Orthographic Approaches



"Traditional speech and language intervention was effective in improving the children's speech production, but had little effect on developing phonemic awareness skills or reading development. Harbers, Paden, and Halle (1999) also observed that significant improvements in the production of a targeted phoneme for preschool children with phonological impairment did not result in improvements in a child's ability to detect the targeted sound in a phoneme."

~Gillon, 2000

Traditional Approaches vs. Orthographic Approaches



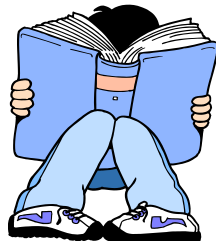
"Explicit phoneme awareness and knowledge of grapheme-phoneme relationships may assist children in establishing accurate phonological representations. For example, becoming consciously aware of the number and order of phonemes in a word, and having access to the orthographic cues from the word, may help children realize the breakdown in their communication attempt and provide cues to repair their attempt."

~Gillon, 2000

Orthographic Instruction: The Missing Link

Orthographic Instruction

Orthographic Instruction targets sound errors by utilizing printed activities to introduce children to sound-letter correlations and essential sight words



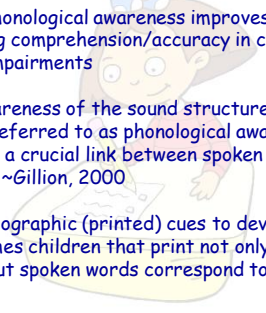
Orthographic Instruction: The Missing Link

Continued

Increasing phonological awareness improves articulation and reading comprehension/accuracy in children with language impairments

"A child's awareness of the sound structure of spoken language, referred to as phonological awareness, is considered a crucial link between spoken and written language." ~Gillon, 2000

Utilizing orthographic (printed) cues to develop language skills teaches children that print not only has meaning, but spoken words correspond to printed words.





Target Sound Selection

Improve skill generalization by targeting sounds developmentally

- Phonology Profile

Target Sound Selection
Continued

Phonology Profile

Choose target sounds based on a child's current sound repertoire/phonology profile

Selection and treatment of developmental sounds may result in a rapid generalization (Lifter, Sulzer-Azaroff, Anderson, & Cowdery, 1993; McCleery, Tully, Slevc, & Scribman, 2006)



Target Sound Selection

Increase system-wide sound improvement by targeting the following sound selection categories

- Consistent Errors
- Later Developing Sounds
- Non-Stimulable Sounds

Target Sound Selection
Continued

Consistent Errors

Choose sounds that are not included in the child's sound repertoire and/or sounds that are consistently in error

Selection and treatment of sounds consistently in error will result in a broader system-wide improvement (Gierut, 2001; Gierut, Elbert, & Dinnsen, 1987)

Target Sound Selection
Continued

Later Developing Sounds

Select sounds that are later developing

"Children who were treated on a later acquired sound evidenced substantial changes in other untreated sounds from different manner classes, whereas those treated on early acquired sounds did not."
~J. Gierut, 2001

Target Sound Selection
Continued

Non-Stimulable Sounds

Select sounds that are non-stimulable

Selection and treatment of non-stimulable sounds generalize to both stimulable and non-stimulable sounds (Gierut, 2001; Gierut, Elbert, & Dinnsen, 1987; Powell, Elbert, & Dinnsen, 1991)

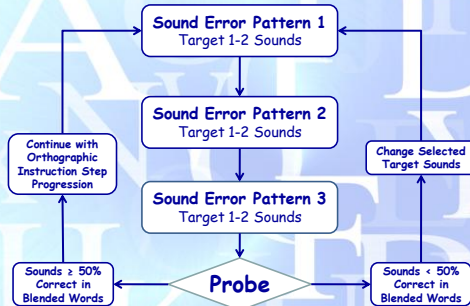
Cycles-Based Approach

A four to six week cycles-based approach is recommended to target selected stimulus sounds
 ~Adapted from the traditional cycles-based approach (Hodson & Paden, 1991)

Four to six week cycles allow introduction of various sounds and stimulate system-wide sound improvements. Also, utilizing a four to six week cycle allows for the introduction of orthographic cues

The child may not master each sound introduced during a cycle. If a sound is not mastered, it may be "recycled" after all sounds have been targeted

Modified Cycles-Based Approach



Adapted from Tyler, A. A., Edwards, M. L., & Saxman, J. H. (1987). Clinical application of two phonological based treatment procedures. *Journal of Speech and Hearing Disorders*, 55, 251-261.

Intervention Strategies

- Motivate and Reward!
- Motivate and Reward!
- Motivate and Reward!

(Koegel, O'Dell, & Dunlap, 1988; Koegel, Camarata, Koegel, Ben-Tall, & Smith, 1998)

Orthographic Instruction Progression

1. Target sound/letter(s) in isolation
2. Target sound/letter(s) in words
 - Segmented Words
 - Blended Words
3. Target letter(s)/sound with picture recognition
4. Target words and sight words in phrases
5. Target words and sight words in sentences
6. Target words in books

Literacy for the Love of it!

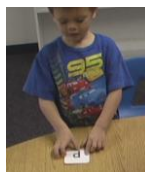
Spend the first few minutes of a lesson reading a sound-loaded book!

It is imperative to create a love of books at an early age or children will never appreciate the places print can take them or the knowledge it can give them!

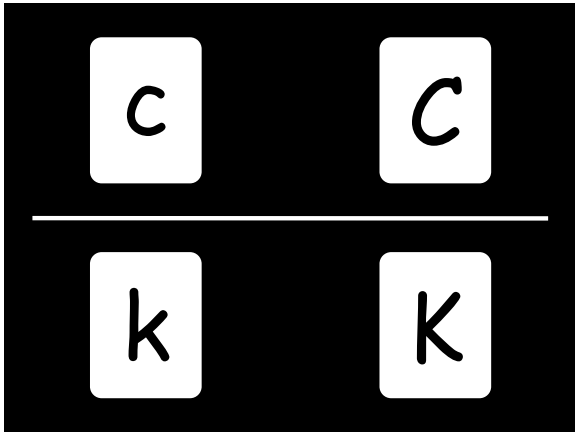


Target Sound in Isolation

Begin by introducing the sound in isolation with the individual printed letter



This method allows the child to become familiar with the letter while learning the sound in isolation and teaches letter-to-sound correlation

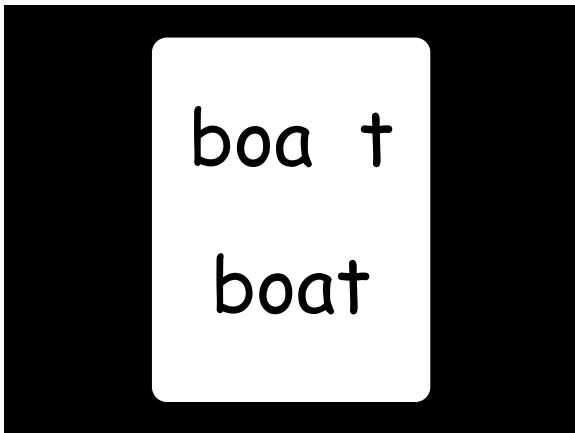
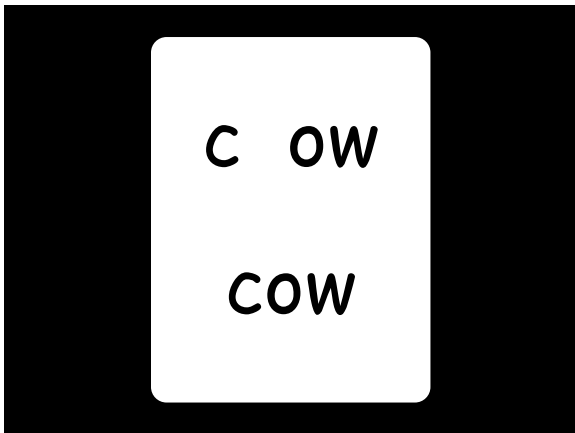


Target Sound in Words

First, teach the child to locate the target letter within the printed text

Next, introduce the segmented word pausing between the target sound and the rest of the word

Once productions of the segmented word are mastered, introduce the blended stimulus word

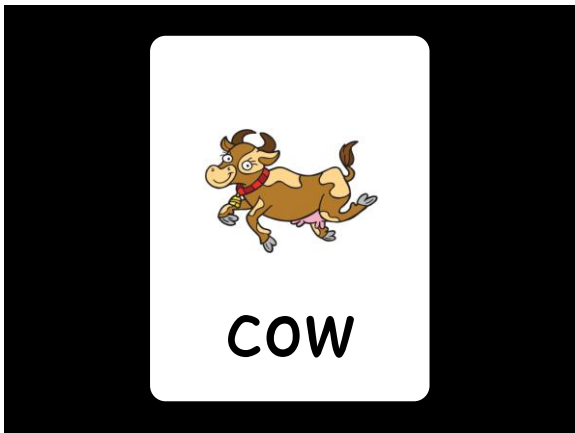


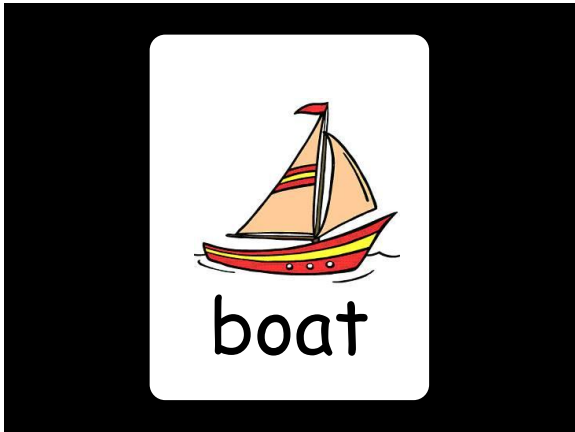
Target Sound in Words

Continued

Once the child is able to produce the stimulus word with orthographic cues, a picture of the stimulus word is introduced

This gesture ensures that the child's orthographic knowledge and "phonological conception" coincide





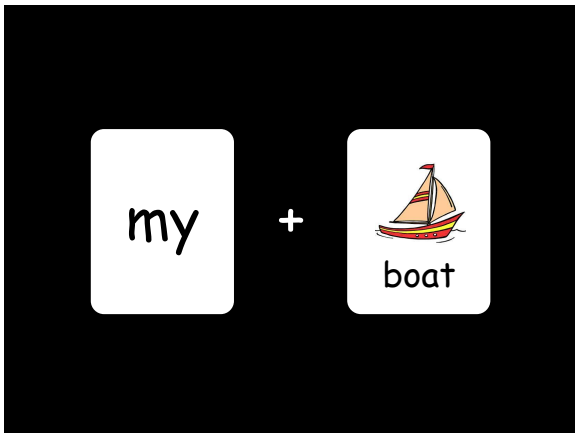
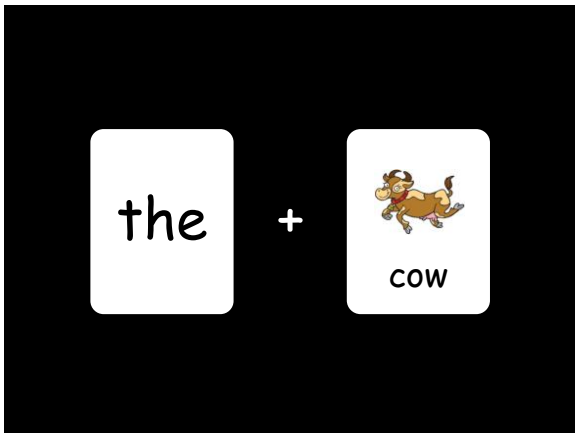

Target Word in Phrases

Introduce the sight words to establish the use of target words in phrases

Point to the words as you give a model

This activity exposes children to essential sight words

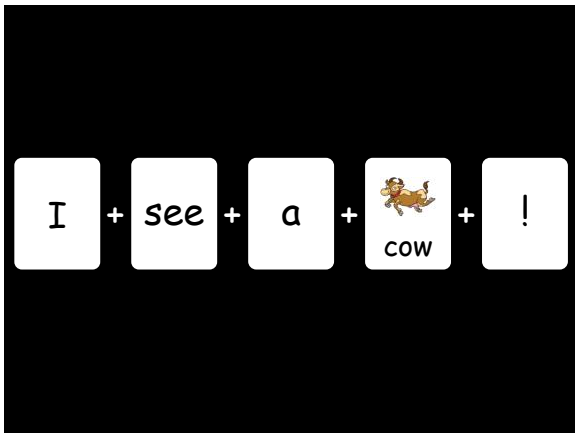

Children learn that the composition of letters in words never changes




Target Word in Sentences

Continue to use sight words for production of target words in sentences


Remember, it is critical to point to each word as you offer a model



She + has + a +  + .
boat

Target Word in Books

Stimulus books containing sound targeted words and essential sight words may be used during therapy/classroom activities and for homework activities



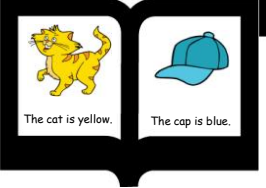
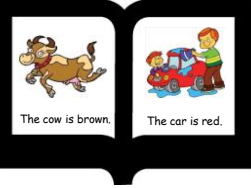
Reproducible coloring books containing a very simple story are effective and efficient

Sound targeted books that repeat sight words promote fluent speech and reading skills

Sound-Letter Correlation Activities

Target Sound in Books

Children love to read books about familiar words!

Make a book focusing on the target letter/sound!

Additional Considerations

~Childhood Apraxia of Speech~

- Approximately 60% of children with autism display secondary motor speech impairments


(Marili, Andrianopoulos, Velleman, & Foreman, 2004)



Additional Considerations

~Childhood Apraxia of Speech~

Verbal Apraxia: Impairment in the ability to execute the oral movements necessary to produce isolated phonemes or to combine oral movements at a basic level. ~Kaufman Speech Praxis Test



Severe Verbal Dyspraxia: Impairment of the ability to maintain the synthesis or sequencing of phonemes and syllables in a simple context within a length of utterance of three or more words. Excessive deletions or replacements occur. Consonant repertoire is limited usually to the simple consonants. Length or complexity disintegrates the system. ~Kaufman Speech Praxis Test

- Utilize a Childhood Apraxia of Speech Program
- Introduce **Orthographic Instruction** (Early Developing Sounds) Utilizing a "Cycles-Based Approach"

Additional Considerations

~Childhood Apraxia of Speech~

Moderate Verbal Dyspraxia: Impairment of the ability to maintain the synthesis or sequencing of phonemes and syllables in context within a length of utterance of three or more words, whereby replacement errors predominate and phonological processes are more consistent. Deletions may still occur on certain sound classes. ~Kaufman Speech Praxis Test

- Follow the **Orthographic Instruction Model**
- Utilize a Childhood Apraxia of Speech Program



Additional Considerations

~Childhood Apraxia of Speech~

Mild Verbal Dyspraxia: Impairment in the ability to maintain the synthesis and sequencing of phonemes and syllables within conversational speech and vulnerability of word length and/or complexity. Single words and short phrases may be error-free, however, intelligibility is compromised with increased oral-motor complexity. Most difficulties will exist on consonant blends and clusters as well as polysyllabic words. Many isolation errors without oral-structural cause will also fit into this category.
~Kaufman Speech Praxis Test

1. Utilize a Childhood Apraxia of Speech Program
2. Follow the *Orthographic Instruction* Model



Orthographic Instruction

Review

1. Target letter(s)/sound in isolation
2. Target letter(s)/sound in segmented words
3. Target letter(s)/sound in blended words
4. Target letter(s)/sound with picture recognition
5. Target words and sight words in phrases
6. Target words and sight words in sentences
7. Target words in books

Letter Activities

- Trace a Letter
- Go on a Letter Hunt
- Read A Book
- Be Creative!!



Sound-Letter Correlation Activities

Target Sound in Isolation



Once the sound has been established, introduce the home and classroom activities to strengthen knowledge of the newly presented letter and sound

Sound-Letter Correlation Activities

Target Sound in Isolation

Trace a Letter with Me!!

Tracing target letters helps a child become familiar with the shape of a letter while learning the sound the letter makes

Tracing the target letter is not a writing task. This activity encourages sensory-motor learning

Use crayons, paint, glue and glitter or even fingers to trace letters



Sound-Letter Correlation Activities

Target Sound in Isolation

Let's Go on a Letter Hunt!!

Letters are **EVERYWHERE!!**

They are in the grocery store!

They are at the zoo!

They are in the classroom!

They are even in our kitchens!

Go on a letter hunt!

Find the target letter and make the sound together!

Sound-Letter Correlation Activities

Target Sound in Isolation



Let's Read a Book Together!

Find a target letter in a book!

Choose a fun and enjoyable book (make sure the book has the target letter in it before you start).

If possible, point to the words as you are reading. This gesture teaches children that print moves from left to right and top to bottom.

When the target letter is identified, make the sound together!

Sound-Letter Correlation Activities

Target Sound in Isolation

- Walk the Letter!
- Trace the Letter!
- Feel the Letter!
- Be the Letter!



Sound-Letter Correlation Activities

Target Sound in Isolation

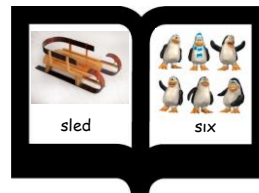
- Build a Letter!
- Fish for Letters!
- Paint a Letter!
- Make a Letter Collage!



Sound-Letter Correlation Activities

Target Sound in Books

Children love to read books about familiar activities!



Make a classroom book focusing on each letter theme!

Letters in the Classroom

~Systematic Approaches~

- Letter of the Week
- Letter Themes



"Explicit approaches to emergent literacy intervention operate from the perspective that at-risk children, including those with significant oral language problems, require repeated, systematic, and deliberately scaffolded exposures to those difficult-to-acquire concepts and skills. These repeated learning opportunities are used to encourage children's timely development of new skills and knowledge, while at the same time facilitate children's use of previously acquired skills in developmental sequences." ~Justice & Kaderavek, 2004



"Explicit intervention was found to be more effective and efficient for advancing widespread change (i.e., affecting all of the performance indicators studied) relative to literature-based activities in which literacy goals were less explicitly addressed." ~ Justice et al., 2003

Classroom Letter of the Week Schedule

Week 1.....Mm	Week 10.....Ss	Week 19.....Xx
Week 2.....Pp	Week 11.....Ee	Week 20.....Ll
Week 3.....Tt	Week 12.....Vv	Week 21.....Qq
Week 4.....Ff	Week 13.....Dd	Week 22.....Zz
Week 5.....Aa	Week 14.....Ww	Week 23.....Th
Week 6.....Hh	Week 15.....Sh	Week 24.....Rr
Week 7.....Nn	Week 16.....Oo	Week 25.....Yy
Week 8.....Bb	Week 17.....Gg	Week 26.....Jj
Week 9.....Cc & Kk	Week 18.....Ii	Week 27.....Uu
		Week 28.....Ch

Letter of the Week Activity

(Examples)

Dd

Dinosaurs

dig



in

dirt!



Letter of the Week Activity

(Examples)

Sh

Sh,

we're

going

on

a

bear

hunt!



Letter Themes

- Seasons: spring, summer, fall, winter
- Seasonal: flowers, gardens, water, leaves, apples, snow
- Holidays: Valentine's Day, Halloween, Christmas
- Just for Fun: beach, camping, farm

Letter Themes

(Examples)

Silly Snow

sack

snack

snow

Santa

sun

sled

snowman

seven

stocking

silly

six



Letter Themes

(Examples)

Let's Go Camping

camp

cap

cook

cave

cargo

cabin

can

caterpillar

climb

catfish

caterpillar

campfire

canteen

carp



Literacy for the Love of It!
Create an Early Love of Literacy!

- Library Suggestions
- Book Choices
- READ! READ!! READ!!!

Literacy for the Love of It!

Library Suggestions

- Create a library
- Utilize your local library for resources



Book Choices

- Sound-loaded books
- Find books with print in the pictures or repeated words
- Storybooks, predicting books, books, books, books!!!


READ! READ!! READ!!!

- Literacy = Joint Attention!
- Literacy = Social Reciprocity!

- Literacy = Decreased Behaviors!
- Literacy = Spontaneous Speech!!
- **Literacy = Language!!!** (Norwell, 2007)

Successful Reading Predictors

A well-formed early knowledge of letters and sound correlations has been found to be a strong predictor of later reading success. In fact, sound-letter knowledge has been found to be a better predictor than IQ scores! (Stanovich, Cunningham, and Freeman, 1984)



"Children who are considered too low functioning to be taught to read are not exposed to the very intervention that might increase their functioning level. Literacy learning itself may be the venue for increased verbal output, improved reciprocity and better understanding of the world and their place in it for those on the autism spectrum."
 ~ Norwell, 2007

Highlights

Traditional Approaches

- Reading Disorders
- Delayed progress with autism spectrum disorders (ASDs), involved sound errors and motor-planning speech disorders



Orthographic Approaches

- Improve speech intelligibility
- Provide a literacy foundation
- Develop phonemic awareness



ORTHOGRAPHIC INSTRUCTION

Thanks For Coming!

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Sound-Loaded Books

Initial b	<i>Big Red Barn</i>	Wise-Brown, M.
Initial b	<i>Bubbles, Bubbles</i>	Appelt, K.
Initial b	<i>Book, Book, Book</i>	Bruss, D.
Initial b	<i>The Mouse Who Ate Bananas</i>	Faulkner, K.
Initial b	<i>Buzz, Buzz, Busy Bees</i>	Bentley, D.
Initial b	<i>Will You Be My Friend?</i>	Tafari, N.
Initial c/k	<i>Who Took the Cookie from the Cookie Jar?</i>	Carter, D.
Initial c/k	<i>Kiss, Kiss</i>	Wild, M. & Stevens-Marzo, B.
Initial c/k	<i>Love and Kisses</i>	Wilson, S.
Initial c/k	<i>Cows Can't Fly</i>	Milgrim, D.
Initial c/k	<i>Five Little Monkeys Sitting in a Tree</i>	Christelow, E.
Initial & Final c/k	<i>Five Little Monkeys Bake a Birthday Cake</i>	Christelow, E.
Final c/k	<i>Peek-a-Mool</i>	Tones-Gimarusti, M.
Final c/k	<i>Book, Book, Book</i>	Bruss, D.
Final c/k	<i>Oink! Mool How Do You Do?</i>	MacCarone, G.
Final c/k	<i>Across the Stream</i>	Ginsburg, M.



Sound-Loaded Books

Initial ch	<i>Chugga-Chugga Choo Choo</i>	Lewis, K.
Initial ch	<i>Chicka Chicka Boom Boom</i>	Ehlert, L.
Initial ch	<i>Chicka Chicka 1, 2, 3</i>	Martin, B., Sampson, M. & Ehlert, L.
Initial ch	<i>Boom Chicka Rock</i>	Tanner-Chitwood, S.
Initial ch	<i>Charlie Chick</i>	Denchfield, N. & Parker, A.
Final ch	<i>Just Me and Grandma</i>	Mayer, M.
Final ch	<i>Itchy, Itchy, Chicken Pox</i>	MacCarone, G.
Final ch	<i>We're Going on a Bear Hunt</i>	Rosen, M. & Oxenbury, H.
Initial d	<i>How Do Dinosaurs Say Goodnight?</i>	Yolen, J. & Teague, M.
Initial d	<i>How Do Dinosaurs Get Well Soon?</i>	Yolen, J. & Teague, M.
Initial d	<i>Hand, Hand, Fingers, Thumb</i>	Perkins, A.
Initial d	<i>Five Little Ducklings</i>	Gerth, M.
Initial d	<i>Daddies are for Catching Fireflies</i>	Ziefert, H.
Initial d	<i>Can't You Sleep, Dotty</i>	Warner, T.
Final d	<i>Ten in the Bed</i>	Cabrera, J.
Final d	<i>Five Little Monkeys Jumping on the Bed</i>	Christelow, E.



Sound-Loaded Books

Initial f	<i>A Fishy Story</i>	Pfister, M.
Initial f	<i>The Foot Book</i>	Dr. Seuss
Initial f	<i>I Just Forgot</i>	Mayer, M.
Initial f	<i>Fidgety Fish</i>	Galloway, R.
Initial f	<i>Puppies in the Snow</i>	Young, J.
Final f	<i>Biscuit Book Series</i>	Capucilli, A. S.
Final f	<i>The Big Leaf Pile</i>	Page, J.
Final f	<i>Ruff! Ruff! Where's Scruff?</i>	Carter, D.
Initial g	<i>Go Away Big Green Monster</i>	Emberley, E.
Initial g	<i>Wheels on the Bus Go Round and Round</i>	Child's Play
Initial g	<i>Giggle, Giggle, Quack</i>	Cronin, D.
Final g	<i>Love and Kisses</i>	Wilson, S.
Final g	<i>If You Give a Pig a Pancake</i>	Numeroff, L.
Initial h	<i>Who's Under that Hat?</i>	Carter, D.
Initial h	<i>The Hiccupotamus</i>	Zenz, A.
Initial h	<i>The Hiccuppung Hippo</i>	Faulkner, K.
Initial h	<i>Can I Have a Hug?</i>	Glori, D.



Sound-Loaded Books

Initial l	<i>Five Little Ladybugs</i>	Henley, K.
Initial l	<i>Leo the Lighting Bug</i>	Drachman, E.
Initial l	<i>Howard B. Wigglebottom</i>	Binkow, H.
Initial l	<i>Learns to Listen</i>	
Initial l	<i>llamas in Pajamas</i>	Slater, T.
Initial l	<i>llama llama Red Pajama</i>	Dawdney, A.
Final l	<i>Tall</i>	Alborough, J.
Final l	<i>Too-Tall Paul, Too-Small Paul</i>	Head, S.
Final l	<i>Rumble in the Jungle</i>	Andree, G.
Initial m	<i>Mouse's First Spring</i>	Thompson, L.
Initial m	<i>Five Little Monkeys Jumping on the Bed</i>	Christelow, E.
Initial m	<i>The Mouse Who Ate Bananas</i>	Faulkner, K.
Initial n	<i>Whose Nose and Toes?</i>	Butler, J.
Initial n	<i>Whose Nose?</i>	Rowe, J.
Initial n	<i>No, David</i>	Shannon, D.
Final n	<i>Ten in the Den</i>	Butler, J.



Sound-Loaded Books

Initial p	<i>If you Give a Pig a Pancake</i>	Numeroff, L.
Initial p	<i>Puppies in the Snow</i>	Young, J.
Initial p	<i>Peek in My Pocket</i>	Carter, D.
Final p	<i>Sheep in a Jeep</i>	Shaw, N.
Final p	<i>Sheep on a Ship</i>	Shaw, N.
Initial r	<i>Ribbit!</i>	Bender & Bender
Initial r	<i>Russell the Sheep</i>	Scotton, R.
Initial r	<i>The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear</i>	Wood, A.
Final r	<i>Ribbit!</i>	Bender & Bender
Final r	<i>Polar Bear, Polar Bear, What Do You Hear?</i>	Martin, B. & Carle, E.
Final r	<i>The Very Hungry Caterpillar</i>	Carle, E.
Initial s	<i>Silly Sally</i>	Woods, A.
Initial s	<i>I Went Walking</i>	Williams, S.
Initial s	<i>Let's Go Visiting</i>	Williams, S.
Initial s	<i>All You Need for a Beach</i>	Schertle, A.



Sound-Loaded Books

Initial s	<i>Brown Bear, Brown Bear, What Do You See?</i>	Martin, B. &
Initial s	<i>The Mouse Who Ate Bananas</i>	Faulkner, K.
Initial s	<i>How the Sun Was Brought Back to the Sky</i>	Ginsburg, M.
Final s	<i>If You Give a Mouse a Cookie</i>	Numeroff, L.
Final s	<i>If You Give a Moose a Muffin</i>	Numeroff, L.
Final s	<i>I Love Spiders</i>	Parker, J.
Final s	<i>Wheels on the Bus Go Round and Round</i>	Child's Play
Final s	<i>Yes</i>	Alborough, J.
S Blends	<i>Snowmen at Night</i>	Buehner, C.
S Blends	<i>The Snowy Day</i>	Keats, E. J.
S Blends	<i>Big Red Tub</i>	Jarman, J.
S Blends	<i>Spot Book Series</i>	Hill, E.
S Blends	<i>Silly Suzy Goose</i>	Horacek, P.
Initial sh	<i>There was an Old Lady who Swallowed a Shell</i>	Colandro, L.
Initial sh	<i>Shaggy Dog and the Terrible Itch</i>	Bedford, D. & Williamson, G.



Sound-Loaded Books

Initial sh	<i>New Shoes, Red Shoes</i>	Rollings, S.
Initial sh	<i>Smiley Shark</i>	Galloway, R.
Final sh	<i>Big Red Tub</i>	Jarman, J.
Final sh	<i>We're Going on a Bear Hunt</i>	Rosen, M. & Oxenbury, H.
Initial t	<i>Teddy Bear, Teddy Bear</i>	Harper Growing Tree
Initial t	<i>Ticky Under There</i>	Glori, D.
Initial t	<i>The Teeny Weeny Tadpole</i>	Cain, S.
Final t	<i>Spot Book Series</i>	Hill, E.
Final t	<i>The Cat in the Hat</i>	Dr. Seuss
Final t	<i>Andy Toots His Horn</i>	Ziefert, H.
Initial th	<i>The Important Book</i>	Wise-Brown, M.
Initial th	<i>Oh, The Things You Can Think!</i>	Dr. Seuss
Initial th	<i>One, Two, Three</i>	Boynton, S.
Final th	<i>A Tooth Story</i>	McNamara, M.
Final th	<i>Moose's Loose Tooth</i>	Clarke, J.
Final th	<i>Spot's Bath</i>	Hill, E.
Final th	<i>The Mixed-up Tooth Fairy</i>	Faulkner, K.



Sound-Loaded Books

Initial v	<i>Let's Go Visiting</i>	Williams, S.
Initial v	<i>The Very Hungry Caterpillar</i>	Carle, E.
Final v	<i>Ruff! Ruff! Where's Scruff?</i>	Carter, D.
Final v	<i>Does a Kangaroo Have a Mother Too?</i>	Carle, E.
Initial w	<i>I Went Walking</i>	Williams, S.
Initial w	<i>Never Tease a Weasel</i>	Corder-Soule, J.
Initial z	<i>Zip, Whiz, Zoom</i>	Calmenson, S.
Initial z	<i>Dear Zoo</i>	Campbell, R.
Final z	<i>Buzz, Buzz, Busy Bees</i>	Bently, D.
Final z	<i>The Fuzz Frenzy</i>	Stevens, J. & Stevens-Crummel, S.



Additional Sound-Loaded Book Resources are Available at www.LiteracySpeaks.com

Language/Grammar Books

Plurals	<i>The Very Hungry Caterpillar</i>	Carle, E.
Plurals	<i>Ruff! Ruff! Where's Scruff?</i>	Carter, D.
Plurals	<i>Shake a Leg</i>	Constance, A.
Plurals	<i>Giraffes Can't Dance</i>	Andrae, G. & Parker-Rees, G.
Plurals	<i>Let's Go Visiting</i>	Williams, S.
Plurals	<i>Puppies in the Snow</i>	Young, J.
Plurals	<i>Bubbles, Bubbles</i>	Appelt, K.
Plurals	<i>Ten Little Ladybugs</i>	Gerth, M.
Plurals	<i>Ten Tiny Fairies</i>	Gerth, M.
Plurals	<i>Good Night, Sweet Butterflies</i>	Little Simon
Possessives	<i>Whose Nose?</i>	Rowe, J.
Possessives	<i>Whose Nose and Toes?</i>	Butler, J.
Pronoun: I	<i>From Head to Toe</i>	Carle, E.
Pronoun: I	<i>Little Critter Series</i>	Mayer, M.
Pronoun: I	<i>I Went Walking</i>	Williams, S.
Pronoun: I	<i>Brown Bear, Brown Bear, What Do You See?</i>	Martin, B. & Carle, E.
Pronoun: I	<i>Who's Hiding on the Farm?</i>	Tarbett, D.

Language/Grammar Books

Pronoun: I	<i>Who's Hiding Under the Sea?</i>	Tarbett, D.
Pronoun: I	<i>Who's Hiding in the Jungle?</i>	Tarbett, D.
Pronoun: I	<i>The Daddy Mountain</i>	Feifer, J.
Pronoun: I	<i>Silly Suzy Goose</i>	Horacek, P.
Pronoun: I	<i>Who's Peeking</i>	Reasoner, C.
Pronoun: I	<i>Who's There?</i>	Reasoner, C.
Pronoun: I	<i>Little Red Hen</i>	Scholastic
Pronoun: He	<i>Fidgety Fish</i>	Galloway, R.
Pronoun: He	<i>If You Give a Mouse a Cookie</i>	Numeroff, L.
Pronoun: He	<i>If You Give a Moose a Muffin</i>	Numeroff, L.
Pronoun: He	<i>If You Take a Mouse to the Movies</i>	Numeroff, L.
Pronoun: He	<i>The Very Hungry Caterpillar</i>	Carle, E.
Pronoun: He	<i>The Snowman</i>	Briggs, R.
Pronoun: He	<i>How Do Dinosaurs... Series</i>	Yolen, J. & Teague, M.
Pronoun: She	<i>There was an Old Lady Who Swallowed a Shell</i>	Coloandro, L.
Pronoun: She	<i>There was an Old Lady Who Swallowed a Pie</i>	Jackson, A.
Pronoun: She	<i>There was an Old Lady Who Swallowed a Fly</i>	Child's Play
Pronoun: She	<i>Have You Got My Purr?</i>	West, J.
Pronoun: She	<i>If You Give a Pig a Pancake</i>	Numeroff, L.

Language/Grammar Books

Pronoun: She	<i>If You Give a Pig a Party</i>	Numeroff, L.
Pronoun: She	<i>Silly Sally</i>	Wood, A.
Pronoun: She	<i>Kitten Up a Tree</i>	Kanao, K.
Pronoun: We	<i>We're Going on a Bear Hunt</i>	Rosen, M. & Dxenbury H.
Pronoun: They	<i>Ten in the Bed</i>	Cabrera, J.
Verb: -ing	<i>I Went Walking</i>	Williams, S.
Verb: -ing	<i>Let's Go Visiting</i>	Williams, S.
Verb: -ing	<i>Silly Sally</i>	Wood, A.
Verb: -ing	<i>Five Little Monkeys Jumping on the Bed</i>	Christelow, E.
Verb: -ing	<i>Five Little Monkeys Sitting in a Tree</i>	Christelow, E.
Verb: -ing	<i>Too Loud Lily</i>	Laguna, S.
Verb: -ing	<i>Who's Peeking?</i>	Reasoner, C.
Verb: -ing	<i>Who's There</i>	Reasoner, C.
Verb: -ing	<i>Way Down Deep in the Deep Blue Sea</i>	Peck, J.
Verb: -ing	<i>Bears, Bears Everywhere!</i>	Bergman, M. & Craig, H.
Verb: -ing	<i>5 Little Ladybugs</i>	Gerth, M.
Verb: Past Tense	<i>Jump, Frog Jump</i>	Kalan, R.
Verb: Past Tense	<i>Gotcha!</i>	Jorgensen, G.

Language/Grammar Books

Verb: Past Tense	<i>Bears, Bears Everywhere!</i>	Bergman, M. & Craig, H.
Verb: Past Tense	<i>P. J. Funnybunny Camps Out</i>	Sadler, M.
Verb: Past Tense	<i>Little Red Hen</i>	Scholastic
Verb: Past Tense	<i>There was an Old Lady Who Swallowed a Shell</i>	Coloandro, L.
Verb: Past Tense	<i>There was an Old Lady Who Swallowed a Pie</i>	Jackson, A.
Verb: Past Tense	<i>There was an Old Lady Who Swallowed a Fly</i>	Child's Play
Verb: Past Tense	<i>Who Swallowed a Fly</i>	Child's Play
Verb: Past Tense	<i>The Itsy Bitsy Spider</i>	Trapani, I.
Concepts/Opposites		
Big/Little	<i>Big Red Barn</i>	Wise-Brown, M.
Big/Little	<i>Big Bear, Little Bear</i>	Bedford, D. & Chapman, J.
Big/Little	<i>The Leaf Pile</i>	Page, J.
Big/Little	<i>Where's My Teddy?</i>	Alborough
Big/Little	<i>Will You Be My Friend?</i>	Tafari, N.
Colors	<i>The Deep Blue Sea</i>	Wood, A.
Colors	<i>White Rabbit's Color Book</i>	Baker, A.

Language/Grammar Books

Colors	<i>Peek in My Pocket</i>	Carter, D.
Colors	<i>Brown Bear, Brown Bear, What Do You See?</i>	Martin, B. & Carle, E.
Prepositions: In/Out	<i>Ten in the Bed</i>	Cabrera, J.
Preposition: In	<i>Peek in My Pocket</i>	Carter, D.
Preposition: In	<i>Big Red Tub</i>	Jarman, J.
Preposition: On	<i>The Flea's Sneeze</i>	Downey, L.
Preposition: On	<i>The Napping House</i>	Wood, A.
Preposition: On	<i>Never Too Little To Love</i>	Willis, J. & Fearnley, J.
Preposition: On	<i>Spider on the Floor</i>	Raffi
Preposition: On/Off	<i>Froggy Gets Dressed</i>	London, J.
Preposition: Under	<i>Who's Under That Hat?</i>	Carter, D.
Prepositions	<i>We're Going on a Bear Hunt</i>	Rosen, M. & Oxenbury, H.

Additional Language-Loaded Book Resources are Available at www.LiteracySpeaks.com

Orthographic Instruction Resources

- Websites
- Music
- Movies
- Educational Toys
- Books

Literacy Websites

- www.LiteracySpeaks.com/Kids.html
- www.ReadingResource.net
- www.HummingBirdEd.com
- www.ReadingRockets.com
- www.StoryPlace.org/Preschool/Other.asp

Additional Resources
Available at www.Amazon.com

Literacy Movies



Magnet Set



Classroom Literacy Resources

www.Amazon.com



www.TheEducationCenter.com



Classroom Literacy Resources
Music CDs & Activity Booklets

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www.ExpressTrain.org



www.MusicPathways.net



Classroom Literacy Resources
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www.BrookesPublishing.com



Building Language Throughout the Year
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