



# Porty's Power of Positive Thinking

A fortnightly communication between home and the school community

PRINCIPAL: Mrs Julianne Emmert

Edition #7 - 1st April 2015

**VALUE :** *Every child matters every day!*

Port Curtis Road State School acknowledges the traditional Dharumbal people on whose land it stands.

### Our School Rules and Acceptable Behaviour

- **Be Safe**
- **Be Responsible**
- **Be Respectful**

**Respect for Ourselves  
Respect for Others  
Respect for Learning**



### Acknowledgements

**Learning Place**  
Teacher Aides Supporting Students with Disabilities.

**Sue Larkey:** International Author, Autism Spectrum Specialist, Teacher  
Sue Larkey is unashamedly passionate about her mission - to inspire parents and educators and teach them how to Make it a Success.

**The Umbrella Network**  
"families supporting families"  
LOVE our kids  
EMPOWER ourselves  
INSPIRE our community

**Amanda Hartmann,**  
Inclusive Learning Consultant Speech Pathologist), Spectronics

**Mr John Fleming Principal** advocates a dramatic shift in the way primary school children are taught using the John Fleming Explicit Teaching Model

WELCOME to Porty's Power of Positive Thinking, Edition #7

Improving Reading, Comprehension and Writing—Part 2

### Improving Reading Comprehension

Comprehension includes the ability to understand and recall what you have read. Reading comprehension issues are often masked, "or hidden by children with ASDs strengths in decoding, fluency, rote memory or hyperlexia (can de-code text but comprehension doesn't match). This is especially true during the early school years when there is a focus on teaching children HOW to read. The next step after teaching HOW to read is to understand and make sense of what you are reading.

### 10 Tips to Increase Reading Comprehension

1. Get them to make predictions about what will happen next.
2. Do tasks verbally first then written especially if verbal is their strength. Voice record their ideas so they can play them back and write down so only focusing on the understanding and thoughts.
3. Help them to make connections to other books, experiences, TV shows, movies, etc.
4. Model how to predict words based on context cues.
5. Make comprehension fun: following directions, reading TV Guide, reading movie reviews, cooking.
6. Make stories more visual by using mind maps or grammar components (setting, characters, actions, outcome).
7. Make comprehension activities fun – see great new book below.
8. Take turns reading aloud and discuss along the way.
9. Get some read-a-long books where the child can follow in the book. Stop and discuss along the way: predict, which characters like, etc.
10. Find popular books that are now movies. Read the book then watch the movie and discuss differences, which parts are different, etc.

Comprehension activities are also great to teach writing skills. Often students with ASD struggle with open-ended activities and creative writing. For example "Write about the holidays" – they don't know where to start. Comprehension activities are often very effective at encouraging them to do written Activities and shows them how to construct written text.

One of the biggest challenges is finding comprehension activities children with ASD enjoy. The wonderful new book Autism Reading and Comprehension is a great time saver and is designed specifically for students with ASD. Starting at Level 1 (The Cat) and ending with Level 9 (The Lizard). There are two student worksheets for each of nine animals, totalling eighteen worksheets. Each worksheet has four variations, and there is a ready-to-go lesson plan for each one! It uses the same format for each activity which helps students with ASD be independent as it is predictable.

### Why Use Pencil Grips to Help with Writing

Children need to hold a pencil in a way that provides both stability and mobility. Speed, legibility and endurance of handwriting are influenced by the way a child holds their pencil. Pencil grips help the child maintain a position of stability to allow for efficient mobility and improved handwriting.

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

### DYSLEXIA—What is dyslexia?

Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia may experience difficulties in other language skills such as spelling, writing, and speaking. Dyslexia is a life-long status, however, its impact can change at different stages in a person's life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment.

### What are the signs of dyslexia?

The problems displayed by individuals with dyslexia involve difficulties in acquiring and using language - reading and writing letters in the wrong order is just one manifestation of dyslexia and does not occur in all cases. Other problems experienced by dyslexics include:  Learning to speak  Organizing written and spoken language  Learning letters and their sounds  Memorizing number facts  Spelling  Reading  Learning a foreign language  Correctly doing math operations.

Not all students who have difficulties with these skills are dyslexic. Formal testing is the only way to confirm a diagnosis of suspected dyslexia. [The International Dyslexia Association \(IDA\)](http://The International Dyslexia Association (IDA)).

**Did you know?** Facts about dyslexia Startling facts about dyslexia and related language-based learning disabilities: \*Fifteen to twenty percent of the population has a reading disability. \*Of students with specific learning disabilities who receive special education services, seventy to eighty percent have deficits in reading. Dyslexia is the most common cause of reading, writing and spelling difficulties. \*If children who are dyslexic get effective phonological training in kindergarten and first grade, they will have significantly fewer problems in learning to read at grade level than do children who are not identified or helped until third grade. \*Seventy four percent of the children who were poor readers in the third grade remained poor readers in the ninth grade. This means that they couldn't read well when they became adults. Individuals inherit the genetic links for dyslexia. Dyslexia affects males and females nearly equally, and people from different ethnic and socio-economic backgrounds as well.  
[International Dyslexia Association \(2000\)](http://www.internationaldyslexia.org/)

Resources

**Sue Larkey**  
**Education Events PTY Limited**  
**Telephone: 0433 660 379**  
**Fax: 1300 656 408**  
**Email: [dearne@suelarkey.com](mailto:dearne@suelarkey.com)**

**Raelene Ensbly**  
**Parent Connect Facilitator-Central Qld**  
**Umbrella Network Coordinator**  
**254 Eldon Street,**  
**Rockhampton, QLD 4701**  
**Phone: 07 49286 550**  
**Web-site: [www.theumbrellanetwork.org](http://www.theumbrellanetwork.org)**

**Amanda Hartmann, Speech Pathologist, Spectronics.**  
[www.spectronics.com.au](http://www.spectronics.com.au)

**Department of Education and Training**  
<http://education.qld.gov.au>

Sue-Ellen Kusher-Mindworks Consultant

[www.mindworksteam.com.au/](http://www.mindworksteam.com.au)  
[sue-ellen-kusher](http://sue-ellen-kusher.com)

Bulling No Way!

<http://bullyingnoway.gov.au/national-day/index.html>

National Centre Against Bullying  
[www.bullying.org](http://www.bullying.org)

**Accuracy**  
Abundant Easy Reading  
 I Can...

- ⇒ select multiple good fit books.
- ⇒ use the IPick Method to choose good fit books.

**Accuracy**  
Blend Sounds; Stretch and Reread  
 I Can...

- ⇒ stretch out the individual sounds of each word.
- ⇒ blend the sounds together, saying the word quickly.
- ⇒ read the word accurately.

**Comprehension**  
Recognize and Explain Cause and Effect Relationships  
 I Can...

- ⇒ recognize the cause(s) of a situation (why it happened).
- ⇒ recognize the effect(s) a cause has (what happened).
- ⇒ explain the relationship between a cause and effect.
- ⇒ identify clue words to help me recognize cause and effect relationships.

**The Daily Café Literacy Program**

**Comprehension**  
Recognize Literary Elements  
 I Can...

- ⇒ identify the genre of the text and provide evidence to support my selection.
- ⇒ identify the main characters of the text and provide evidence to support my selection.
- ⇒ identify where the story takes place.
- ⇒ identify when the story takes place.
- ⇒ identify the important events of the text in correct sequence.
- ⇒ describe the main problem in the text.
- ⇒ describe the resolution.
- ⇒ identify the theme of the text and provide evidence to support my selection.

**Comprehension**  
Infer and Support with Evidence  
 I Can...

- ⇒ identify clues in the text.
- ⇒ activate my background knowledge.
- ⇒ make an inference.

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**Stages of Emergent and Early Writers**

1. Scribbling when drawing
2. Drawing with meaning
3. Scribbling when writing
4. Writing some letters
5. Writing or labelling using words
6. Writing phrases
7. Writing a sentence phonetically
8. Writing a patterned sentence phonetically
9. Writing related sentences using phonetic spelling
10. Writing several sentence about one subject

