

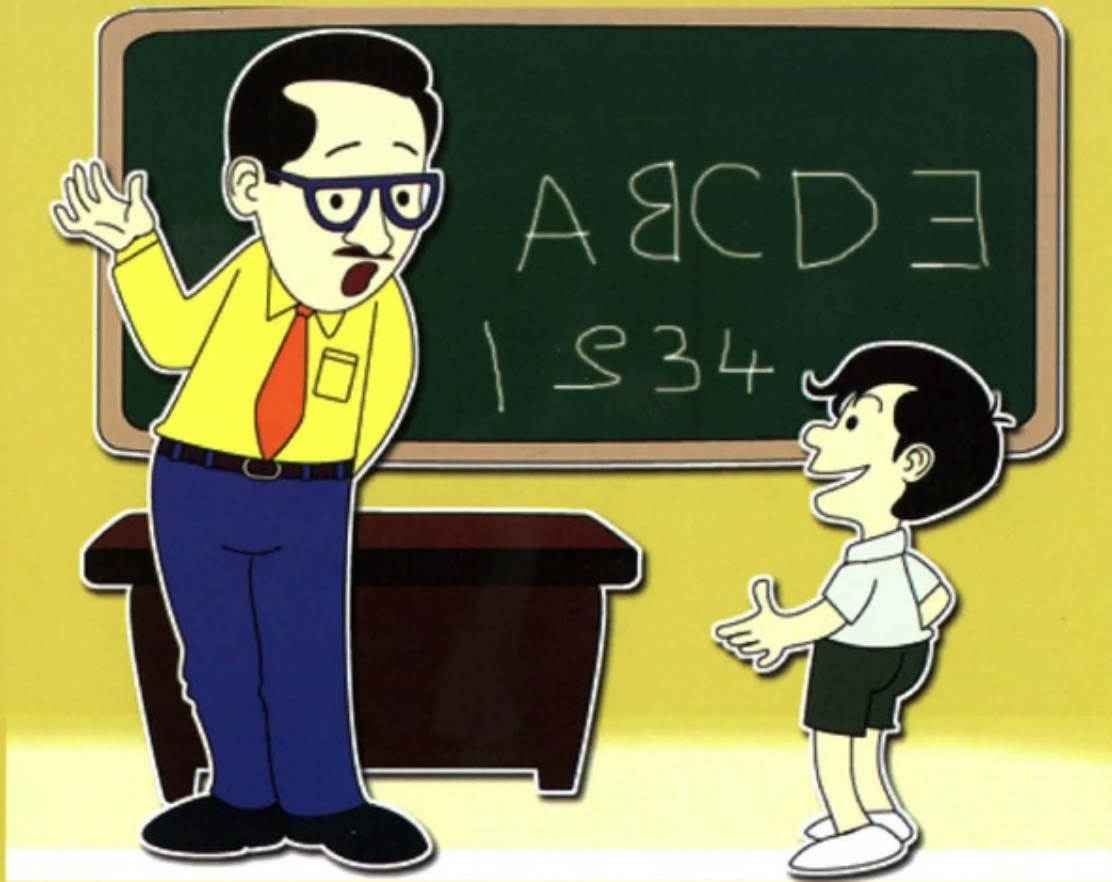
Treatment Manual in English for Indian Children with Dyslexia

by Shanbaljc Ranjinigc

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TREATMENT MANUAL IN ENGLISH FOR INDIAN CHILDREN WITH DYSLEXIA



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INTRODUCTION

²⁹ Dyslexia is a difficulty in the acquisition of literacy skills that may be caused by combination of phonological, visual and auditory processing ²⁵ difficulties. The manifestation of dyslexia in any individual will depend not only upon individual cognitive differences, but also on the language used (Smythe & Everatt, 2000).

²⁸ In the last decade, there has been substantial increase in research on normal and pathological reading development. Children with dyslexia exhibit difficulties in a wide range of domains. They have difficulty associating letters of the alphabet with the corresponding sound, reading irregular words, reading non-words, rapid naming etc. They not only have difficulty decoding the printed information but also in the interpretation of the decoded message which is evident in their difficulty in comprehending the read material. Hence, any remediation for this population should focus on all these aspects.

²³ Thus, one of the most daunting and clearly defined current challenges for both researchers and practicing Speech-Language Pathologists is to develop, disseminate and implement methods for training children on reading skills.

This treatment manual in English for Indian children with dyslexia has been developed, incorporating all the important domains crucial for the acquisition of fluent reading. This would serve as an important tool for clinicians in clinical setting when working with children with learning disability.

Administration

Target Population: Children with Learning Disability in the age range of 11-13 years.

Pre-treatment Evaluation: Pre-treatment evaluation was done using Test of Early Reading Skill (Loomba, 1995) for the diagnosis of Learning Disability.

Progression Criteria: Progress from one activity to the next should be made only after attaining 90% accuracy.

TREATMENT DOMAINS

1. Listening Comprehension

Listening comprehension deals with the general understanding of the spoken message. Comprehension of any verbal message involves interpretation of the underlying idea of what is heard through auditory mode. Process of comprehension takes place with interpretation of any given message, formulation of new inferences and generalizing the information to what is already known to an individual.

2. Phonological Awareness

Phonological awareness is the understanding of different ways that oral language can be divided into smaller components and manipulated. Spoken language can be broken down in many different ways, including sentences broken into words and words broken into syllables and syllables further can be divided into individual phonemes. Manipulation of sounds includes deleting, adding, or substituting syllables or sounds (e.g.: in the word 'can' the phoneme 'k' can be substituted by 'm' to form 'man').

The skills of phonological awareness lie in a continuum of complexity with rhyming at the simplest level followed by sentence segmentation, syllable segmentation

and blending, onset-rime blending and segmentation, and blending and segmentation of individual phoneme at the most complex level.

3. Reading Skills

Reading skills incorporate the phonics approach, sight word recognition and reading fluency. These skills generally facilitate better decoding and faster processing of the written text. The general aim of reading skill is to automatize the process of reading, and thereby fasten the process of decoding graphic representations. When the decoding becomes automatic, the cognitive resources will be available for reading comprehension which is usually penalized for the decoding difficulty in children with dyslexia.

4. Reading Comprehension

Reading comprehension is the skill which requires the child to read out any given passage and thereby, help the child comprehend any given text. The material being read can be of any type ranging from a story to an expository text. In order to comprehend the material being read, the child needs to acquire many strategies and requires both literal and inferential thinking. The mechanism of reading comprehension is very similar to that of the listening comprehension of spoken message, with only an additional step of decoding the graphic form involved in the former.

DESCRIPTION OF THE DOMAINS

1. LISTENING COMPREHENSION

This domain consists of activities for,

- a. Literal comprehension
 - i. Answering questions
 - ii. Filling in the blank
 - iii. Sequencing and summarizing of ideas
- b. Inferential Comprehension

a. Literal comprehension: This section focuses at developing the concept of comprehending the information readily available from the message being read out. The activities to facilitate listening comprehension include answering questions and filling in the missing details.

Activity 1: Answer the questions & re-phrase the read out passage

Description: Activity focuses at making the child attend to the important information in any given verbal message. The child needs to attend properly to the message or story being read out and grasp the important ideas to answer the questions following the passage correctly.

Instruction: “Now I will read out a passage or story to you. I want you to listen to the story properly and look out for the important details in it. After the narration of the story, questions will be followed which you will have to answer based on the information you obtained from the passage read out”.

Scoring: For every correct answer, give a score of ‘1’. If the child does

not provide the correct answer, score the response '0'.

Stimuli: Refer to page 26 for an example of the stimuli or passage which can be initially used for listening comprehension. The complexity of the passage may be varied depending upon the level of the child.

Activity 1A: Questions (Refer to page 27)

Activity 1B: Re-phrasing the story

Description: The child can be made to re-phrase or summarize the main gist of the story after answering the questions. Examiner may ask the child to note down the important events when listening to the story and then combine the main ideas to re-phrase the story in his/her own words.

Scoring: No scoring should be given for the re-phrased story. Instead the examiner gives a feedback on the child's performance and helps the child re-phrase the story with all essential information.

Activity 1C: Fill in the gap (Refer to page 28)

Description: The child is made to select the appropriate word from the set of words given and fill in the information in the gaps in the text read out by the examiner. The examiner reads out the text and the child just picks out the appropriate word to be filled in each blank.

Scoring: A score of '1' should be given for every correct word selected by the child. Incorrect responses should be scored '0'.

Activity 2: Sequencing and summarizing the passage/story

Description: This activity teaches the child the strategy of extracting main ideas of any verbal information and to sequence them to arrive at the summary of the heard passage.

Materials required: Marker/pen, retelling ring* (non-fiction) and story map* (fiction and stories), newspaper/story book to be read out to the child.

Instruction: “Now I will read out a short story which you need to listen carefully for important information. You may also note down the main ideas if needed, and after listening to the entire passage I want you to summarize the story/passage in 10 lines describing the events which you feel are important.

Scoring: If the sentence formulations are correct and the meanings are expressed, but presented in wrong sequence, a score of $\frac{1}{2}$ should be given. If the sequence is appropriate but the meaning conveyed is not appropriate, then again only a score of $\frac{1}{2}$ should be given. For formulation of each correct sentence in the proper sequence, a complete score of ‘1’ should be given. For no attempt made, a ‘0’ is awarded. For any sentence above 10th line, no scores should be given.

Stimuli: The same stimuli used in the section of answering questions can be used for this activity.

***Note:** For retelling ring and story map refer to the summarization in reading comprehension section. Similar strategies as in reading comprehension can be used in listening comprehension also.

b. Inferential comprehension: This section focuses at improving the child’s ability of inferencing and formulating information which is not given in a text.

Description: The strategy for teaching inferencing to children for verbal material and written text is the same. The only difference between inferential comprehension of verbal message and written text is with respect to the modality of the input stimulus.

Note: Use the same strategy as given in “Inference and Reference” section under reading comprehension.

2. PHONOLOGICAL AWARENESS

It consists of two levels,

- a. Pre-phonemic awareness skills
- b. Phonemic awareness skills

a. Pre-phonemic awareness skills: This section focuses at developing the concept of rhyming words in children with dyslexia. The activities mainly focus at teaching the concept of rhyming words and facilitate the production of the same by these children.

Activity 1: Count the words

Description: This activity focuses at making the child understand the concept that spoken language is composed of smaller parts which are put up together to form a message.

Instruction: “Now I will say out a sentence and you need to count the number of words in a given sentence. For e.g.: I say ‘my name is Nisha’, then your answer should be four because the sentence consists of four words.”

Scoring: For every correct answer, a score of ‘1’ should be given and for any wrong response, a ‘0’ should be awarded.

Stimuli: Refer to List 1 in page 29 for few examples of stimuli which can be used for the above mentioned activity. Any number of similar stimuli may be used.

Activity 2: Syllabification

Description: This activity focuses at teaching the child the concept of segmenting words into syllables.

Instruction: “Now I will say a word. You should try breaking the word into parts and tell how many parts are there in the word. For example, if I say ‘**Tiger**’, it contains 2 parts”.

Scoring: For every correct answer, a score of ‘1’ should be given and for any wrong response, a ‘0’ should be awarded.

Stimuli: Refer to List 2 in page 29 for few examples of stimuli which can be used for the above mentioned activity. Any number of similar stimuli may be used.

Activity 3: Let’s learn rhyming words

Description: This activity focuses at making the child comprehend the concept of words which sound similar. The child is required to listen carefully to the pair of words and say if they are similar or not.

Instruction: “I will say out a pair of words. You have to listen carefully and say “**Yes**” if the words are similar and say “**No**” if the words are dissimilar. For e.g.: If I say “**men-hen**”, you should say ‘yes’ because they both sound similar and these words which sound similar are called rhyming words. If I say “**men-car**”, you say

‘no’ because they are different”.

The instructions can be modified and the mode of response can also be altered depending upon the ability and the level of the child.

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Scoring: Each correct response should be awarded ‘1’ point and incorrect response should be scored ‘0’.

Stimuli: Refer to List 3 in page 30 for few examples of stimuli which can be used for this activity. Any number of similar pairs can be taken up.

Activity 4: Pick up a word which rhymes

Description: This activity helps the child search a word that sounds similar to a given word from a set of words.

Instruction: “I will say out a target word. Choose one word which rhymes or sounds similar to the word I said from the set of words I read out”.

For younger children, pictures can be used to make them understand the concept.

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Scoring: Each correct response should be scored ‘1’ and any incorrect response should be scored ‘0’.

Stimuli: Refer to List 4 in page 30 for few examples of stimuli which can be used. Any number of similar stimuli can be prepared. Present all the stimuli through auditory modality alone to the child. Print can also be introduced for an older child.

Activity 5: Can you find the odd one out

Description: This activity focuses at making the child finding out the word from a triplet which does not rhyme.

Instruction: “I will say out a set of three words. You should listen carefully and find out which is the odd word in the set i.e. which does not rhyme with the other two given words. For e.g.: If I say ‘**jam-ham-hill**’, the odd one among these would be ‘**hill**’. Now let’s see how well you find them”.

Materials required: 3*5” cards with words written on them, marker/pencil.

Scoring: A score of ‘1’ should be given for every correct answer and a score of ‘0’ should be given for incorrect answers.

Stimuli: Refer to List 5 in page 31 for few examples of stimuli set which can be used for the above mentioned activity.

Activity 6: What about rhyming words in rhymes??

Description: This activity focuses at finding out the rhyming words in rhymes and phrases, which requires good understanding of the concept of rhymes.

Instruction: “Now let’s play a game. I would sing a rhyme to you. You should listen to it carefully and find out one or more pair of rhyming words in it.”

Scoring: A score of ‘1’ should be given for every correctly identified pair and a score of ‘0’ should be given for any pair missed out.

Stimuli: Refer to List 6 in page 31 for few examples of rhymes and phrases which can be used for the above mentioned activity.

Activity 7: Try producing rhyming words!!

Description: This activity focuses at making the child develop any number of rhyming words for a given word.

Instruction: “I will say a word. Can you try producing rhyming words for the word I say? For e.g.: If I say the word ‘**boy**’ you can say any of these - ‘**toy**’, ‘**roy**’, ‘**soy**’, ‘**boy**’, etc. The words you produce may or may not be meaningful”.

Scoring: If the child produces four rhyming words for a given word, a score of ‘1’ should be given i.e. for each rhyming word, a score of 0.25 should be given. If no words are produced, a score of ‘0’ should be given.

Stimuli: Refer to List 7 in page 32 for few examples of stimuli which can be used for the above mentioned activity. Any number of similar words may be used.

b. Phonemic awareness skills: This section requires the child to use his/her meta-phonological skills and thereby manipulate phonemes. This section includes tasks aimed at increasing the child’s awareness about various phonemes and the sounds existing in English language.

Activity 1: Onset-Rime Blending

Description: This activity focuses at teaching the child the concept of blending the Onset and Rime to form words.

Instruction: “Now I will say two parts, which you should put together to form a proper word. For e.g.: If I say ‘**sss**’ and ‘**un**’, the word I intended is ‘**Sun**’.

Scoring: For every correct answer, a score of ‘1’ should be given and for any wrong response, a ‘0’ should be awarded.

Stimuli: Refer to List 1 in page 33 for few examples of stimuli which can be used for the above mentioned activity. Any number of similar stimuli may be used.

Activity 2: Onset-Rime Segmenting

Description: This activity focuses on helping the child segment a given word into onset and rime.

Instruction: “Now I will say a word. You should split the word into two parts. For e.g.: If the word I say is ‘fan’, then the two parts of the word will be ‘f’ and ‘an’ respectively.

Scoring: For every correct answer, a score of ‘1’ should be given and for any wrong response, a ‘0’ should be awarded.

Stimuli: Refer to List 2 in page 33 for few examples of stimuli which can be used for the above mentioned activity. Any number of similar stimuli may be used.

Activity 3: Phoneme Blending

Description: This activity focuses at improving the child’s ability of blending the finest part of a word i.e. phonemes.

Instruction: “I will say the segments of a word. Try joining the segments to arrive at the word I am intending to. For e.g.: If the parts I say is ‘f-a-n’, you need to join the parts I said and say out the word as ‘fan’. Now try putting together the segments by just concentrating on the segments I produce rather than the

spellings”.

Scoring: For every correct answer, a score of ‘1’ should be given and for any wrong response, a ‘0’ should be awarded.

Stimuli: Refer to List 3 in page 34 for few examples of stimuli which can be used for the above mentioned activity. Any number of similar stimuli may be used.

Note: *Produce the sounds when presenting the segments to the child rather than spelling out the word.*

Activity 4: Chop the sounds

Description: This activity focuses at teaching the child to segment any word based on its sound without taking the spelling into account.

Instruction: “Now I will say out a word. Like the earlier activity, here you should break the word into its smallest chunks/parts of which the word is made up of. For e.g.: If the word I present is ‘**duck**’, you can break it into ‘**d-a-k**’ respectively”.

Scoring: For every correct answer, a score of ‘1’ should be given and for any wrong response, a ‘0’ should be awarded.

Stimuli: Refer to List 4 in page 34 for few examples of stimuli which can be used for the above mentioned activity. Any number of similar stimuli may be used.

Note: *On attaining 90% consistency in the above mentioned activity, modifications of the same may be adopted which would include activities on **phoneme substitution** (where one phoneme of a given word is substituted to form another word), **phoneme addition** (where an extra phoneme is added to a given word to form a new word) and **phoneme deletion** (where a phoneme in a word is deleted to form a new word).*

3. READING SKILLS

This domain consists of the following sections:

- a. Phonics
- b. Word recognition
- c. Reading fluency

a. Phonetic rules/Phonics

Given below are the phonetic rules which need to be taught to the child in order to understand the letter sounds and their combinations in certain contexts. The rules for vowels, consonants, diphthongs and digraphs have been given separately.

Vowels

1. When a consonant and 'y' are the last letters in a one-syllable word, the 'y' has the long 'i' sound, as in cry, by. In longer words, the 'y' has the long 'e' sound, as in baby.
2. The 'r' gives the preceding vowel a sound that is neither long nor short, as in car, far, fur and fir. The letters 'l' and 'w' have the same effect.

Consonants

3. When 'c' is frequently followed by e, i, or y, it has the sound of 's', as in race, city, and fancy.
4. Otherwise, 'c' has the sound of 'k', as in come, attic.
5. 'g' followed by e, i, or y sounds soft like 'j', as in gem.
6. Otherwise 'g' sounds hard, as in gone.
7. When 'c' and 'h' are next to each other, they make only one sound.
8. 'ch' is usually pronounced as it is in kitchen, not like 'sh' (in machine).
9. When a word ends in 'ck', it has the same last sound, as in lock.

- 6
10. When two of the same consonants are side by side, only one is heard, as in butter.
 11. Sometimes 's' had the sound of 'z', as in raisin, music.
 12. The letter 'x' has the sound of 'ks' or 'k' and 's', as in box, taxi.

6

Vowel Digraphs and Diphthongs

13. The first vowel is usually long and the second silent in oa, ay, ai, and ee, as in boat, say, gain, and feed.
14. In 'ea' the first letter may be long and the second silent or it may have the short 'e' sound, as in bread.
15. 'Ow', has two sounds: one is the long sound of 'o'; the other is the 'ou' sound, as in own or cow.
16. These double vowels blend into a single sound: au, aw, oi, oy, as in auto, awful, coin, boy.
17. The combination 'ou' has a schwa sound, as in vigorous, or 'a' sound as in out.
18. The combination 'oo' has two sounds, as in moon and as in wood.

Refer to page 35 – 38 for stimuli

b. Sight Word Recognition

This section aims at automatizing the process of decoding, specifically the high frequency words which are confronted most often, thereby facilitating faster reading and increased fluency.

Activity 1: Feeling words

Description:

This can be used to help individual children learn sight word vocabulary.

Materials & Instructions:

Make large flash cards, using words of your choice (suited to the child's level of ability). Laminate these flash cards, or cover them in plastic. When this is done, the cards are ready to be used with the children.

First, you should say the word on card. Now, let the child make small "ropes" out of clay. They can then use the "ropes" to trace over the laminated sight word card. This will give a tactile stimulus to the child and enhance the learning.

Stimuli:

The high frequency words used in BINGO game can be used as stimuli for this section (*Refer to page 39*).

This section involves no scoring.

Activity 2: Speed Drill

Description:

This section focuses at familiarizing the child with high frequency words in English which would be commonly encountered in most reading texts.

Procedure:

Make two copies of the High Frequency Sight Words Lists (Bingo game)/ High Frequency Reading Passage (*Refer to page 39 – 40*) – one for the child to read from and one for the examiner to note errors.

12

See how fast he/she can correctly read the words in exactly 1 minute.

12

He/she must start reading List 1, continuing through List 2, then List 3, as the time allows. As he/she reads, underline his/her errors on your list. Do not correct him/her while he/she is reading.

Circle the word which he/she stopped on. Count how many words were read and deduct the number of errors.

Copy the Speed Drill Graph (Refer to page 41) and color in the bar up to the number of words read correctly.

12

His/her goal is to read past his previous score at each attempt. Help him/her read his errors correctly.

Scoring:

Speed Drill Graphs can be used for documenting the progress. Both accuracy and rate measures should be obtained in each session. Once a rate of 200wpm or above is attained, new texts can be taken up for the same.

Activity 3: Bingo game

Purpose:

To expose the child to High Frequency Sight Words, since more the exposure the child has to High Frequency Sight Words, quicker and more automatically will she/he begin to recognize them.

Instruction:

Call out words at random from the list that you are reinforcing. The child must find the word on his/her Bingo card and cover it with a counter if the word is there. Once the whole of his/her card is covered, ask the child to read the words back to you. Swap places and let the child call out words, watching to see that you cover the correct word with your counter. Make some deliberate mistakes and let the child correct you.

Scoring:

Each correctly produced word should be awarded a score of '1' and a score of '0' for incorrect responses

Refer to page 39 for stimuli

c. Reading Fluency

Instruction:

“Read the given passage as fast as possible and as accurate as possible”.

Scoring:

“Note the number of words read per minute and plot it in the graph. Also score the accuracy in percentage depending upon the number of correct words produced.

Refer to page 39 – 40 for stimuli

Strategies for improving Reading Fluency: Introduce the appropriate strategy for each child based on his/her baseline accuracy and rate scores.

Listening Previewing

1. The examiner takes up two copies of a reading passage.

2. The examiner reads through the passage with the child tracking the words as read by the examiner.
3. The same procedure is carried out 2-3 times with the child playing a passive role.

Repeated reading with feedback

1. This procedure can be used with children who have some fluency in reading at sentence level.
2. The child is made to read a passage repeatedly.
3. Feedback is given at every step when the child utters any word incorrectly.
4. Repeated reading (3-4 times) of any given passage is carried out to improve fluency.

Rereading with timing

1. This strategy can be adopted for children who have some accuracy in reading but lack in the rate of reading.
2. The child is made to reread any given passage several times (3-4 times).
3. From the second trial, a time limit is introduced and the child is required to finish reading within the given time.
4. Depending upon the performance of the child the time limit is altered appropriately.

4. READING COMPREHENSION

The following strategies are incorporated to improve reading comprehension:

- a. Sentence Puzzle
- b. Sequencing Story
- c. Figure out unfamiliar words

- d. Connecting
- e. Summarize and Retell
- f. Skimming and Scanning
- g. Inference and Reference

a. Sentence Puzzle

Description: This activity serves as a preliminary step in building the reading comprehension. This activity helps a child comprehend simple and small chunks of a given material and also thereby help in understanding the relationships among various small chunks, based on the syntactic information available.

Materials required: Paper, pen and scissors

Instruction: Write down the sentences on a piece of paper and cut them into smaller chunks/phrases and make the child to arrange them sequentially to form meaningful sentence. Instruct as follows - "Now I will give you few sets of sentences which are broken into smaller parts by cutting a strip of paper with the sentence written on it into smaller strips. You should read the small chunks and join them to form a complete and meaningful sentence".

Scoring: For every correctly formulated sentence, a score of '1' should be given and for every incorrect answer, a score of '0' should be given.

Stimuli: Refer to page 42 for few examples of stimuli which can be used. Any number of stimuli may be used as per the child's level.

b. Sequencing Story

Description: This activity is similar to the earlier mentioned sentence completion, however, here the child will be given chunks of various parts of the story and after reading the chunks, the child needs to put them in sequence. This again facilitates connecting the text read and sequencing the read events to form a comprehensible story.

Materials required: Paper, pen/pencil and scissors

Instruction: “Now I will give you few chunks of stories, which I want you to read. After completely reading all the chunks, sequence them appropriately to form a comprehensible and complete story”.
Cut apart small paragraphs (if bigger story) or phrases (if a short story).

Scoring: The story is divided into ten parts and for each correctly arranged chunk, a score of ‘1’ should be awarded and for each incorrect sequence, a score of ‘0’ should be awarded.

Stimuli: ‘**Story of the bears and Goldilocks**’, (Refer to page 43) can be used for this activity.

c. Figure out unfamiliar words

Description: This activity focuses at teaching strategies to spell out unfamiliar words. The child is made to use the segmenting techniques to sound out the unfamiliar word.

Materials required: Marker, story book/newspaper/science fiction, pencil and figure out strategy card.

TMD – E

Instruction: “Whenever you confront any unfamiliar word, break the word into smaller segments and try sounding it out. You may use the ‘figure out strategy’ card for guidance.

Scoring: This section is not scored; only the strategy is taught.

Reading Strategies for Figuring Out Unfamiliar Words

1. Look for familiar chunks and sound it out. For example, the word ‘hierarchical’ can be split into smaller chunks namely ‘hier’, ‘archi’ and ‘cal’.
2. Think about whether you've seen the word before, where and in what context.
3. Reread the sentence OR read ahead to gather context clues.
4. Ask yourself, "What will make sense and match the letters?"
5. Substitute a word that makes sense in the sentence.

d. Connecting

Description: This strategy focuses on connecting the read material to any of the real life experiences in order to facilitate better comprehension. The focus is generally on compilation of known information with the unknown and making connections from text to themselves.

Materials required: Marker and text-book/story book.

Instruction: “When reading the text, make use of the connecting card, and read the appropriate questions and try relating the events read to the events and experiences known to you”.

e. Summarize and Retell

Description: This strategy focuses at making the child use strategies to comprehend the main idea and then to use it to summarize a given story. The activity focuses at child's attention to the facts, the sequence and the meaning of the text read.

Materials required: Marker/pen, retelling ring (non-fiction) and story map (fiction and stories) and newspaper/story book.

Instruction: "Now I will give you a short story which you need to read and summarize in ten lines describing the events which you feel are important".

Scoring: If the sentence formulations are correct and meanings are expressed, but presented in wrong sequence, a score of $\frac{1}{2}$ should be given. If the sequence is correct but the meaning conveyed is not appropriate, then again, only a score of $\frac{1}{2}$ should be given. For formulation of each correct sentence in the proper sequence, a complete score of '1' should be given. For no attempt made, a '0' should be awarded. For any sentence above 10th line, no scores should be given.

Stimuli: Refer to page 44 for the reading passage (*The Monkey and the Crocodile*) which can be used for practicing retelling. Once the child learns the process, any new story may be introduced.

f. Skimming and Scanning

Description: This activity facilitates fast reading focusing on certain aspects to obtain desired information. The child is required to read a passage and extract some information within a given time period.

Instruction: “The text would be initially presented for a short duration of two minutes per paragraph and I will ask one question related to the paragraph after finishing each paragraph”.

Scoring: A score of ‘1’ should be awarded for every correct answer and ‘0’ for every incorrect answer.

Stimuli: Refer to page 47 – 51 for an example of the type of stimuli which can be used for this exercise.

g. Inference and Reference

Description: This activity aims at teaching children to infer based on the text given. Inferencing primarily can be at text level which requires the child to infer the given situation based on limited information provided. A little higher level of inference can be at word level, where the meaning of the word is predicted depending upon the context within which it is used. This helps children make use of the context in arriving at the meanings of many new vocabularies confronted.

Instruction Level I: “I will give you two sets of phrases, read the phrase in A and try finding appropriate reason for the phrases in A from the set of possibilities given in B”.

Scoring: For every correct answer, give a score of ‘1’ and for every incorrect probability selected, score ‘0’.

Stimuli: Refer to page 52 for an example of the type of phrases that can be used for this exercise.

Instruction Level II: “Read the story given and indicate whether the given statements are ‘true’, ‘false’ or questionable”.

Scoring: For every correct answer, give a score of ‘1’ and incorrect answers should be scored ‘0’.

Stimuli: Refer to page 53 for the story (*Billy and Tom*) and page 54 for statements which can be used for this exercise.

Instruction Level III: “Read each of the sentences given and select the appropriate meaning for the underlined words or the appropriate answer for the questions stated in few statements”.

Scoring: For every correct answer, give a score of ‘1’ and for every incorrect probability selected, score ‘0’.

Stimuli: Refer to page 55 – 57 for sentences/statements which can be used for this exercise.

STIMULI

33
LISTENING COMPREHENSION

Two sisters and the cat

8
Mrs. Veena and Mrs. Smitha are sisters. Mrs. Veena lives in a house in Bangalore and Mrs. Smitha lives in an apartment in Mysore. One day, Mrs. Veena visited her sister. When her sister answered the door, Mrs. Veena saw tears in her eyes. "What's the matter?" she asked. Mrs. Smitha said, "My cat Sammy died last night and I have no place to bury him".

She began to cry again. Mrs. Veena was very sad because she knew her sister loved the cat very much. Suddenly, Mrs. Veena said, "I can bury your cat in my garden in Bangalore and you can come and visit him sometimes." Mrs. Smitha stopped crying and the two sisters had tea together and a nice visit.

It was now five o'clock and Mrs. Veena said it was time for her to go home. She put on her hat, coat and gloves and Mrs. Smitha put the dead Sammy into a shopping bag. Mrs. Veena took the shopping bag and walked to the bus stop. She waited a long time for the bus and so she bought a newspaper. When the bus arrived, she got on the bus, sat down and put the shopping bag on the floor beside her feet. She then began to read the newspaper. When the bus arrived at her bus stop, she got off the bus and walked for about two minutes. Suddenly, she remembered she had left the shopping bag in the bus.

Activity 1A: Questions

1. **Where does Mrs. Smitha live?**

- a. In a house in Bangalore
- b. In an apartment in Mysore
- c. In a house at the city center

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2. **Why is Mrs. Smitha upset?**

- a. Because her sister came to see her cat
- b. Because her cat died
- c. Because Mrs. Veena was sad

3. **What did Mrs. Veena do?**

- a. Took the cat with her in the bus
- b. Put her gloves in the shopping bag
- c. Prepared dinner for her sister

4. **Who did Sammy, the cat live with?**

- a. Mrs. Veena
- b. Mrs. Smitha
- c. Mrs. Veena & Mrs. Smitha

5. **What time did Mrs. Veena go home?**

- a. At 5 p.m.
- b. Next day morning
- c. After an hour

6. **How did Mrs. Veena go home?**

- a. Went home reading a newspaper
- b. Went walking
- c. Took a car

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7. **What did Mrs. Veena forget?**

- a. The newspaper
- b. Her wallet
- c. The shopping bag

21

8. **Where did Sammy die?**

- a. In Mrs. Smitha's house
- b. In Mrs. Veena's garden
- c. In the house at Bangalore

Activity 1C: Fill in the gap

Mrs. Veena and Mrs. Smitha are sisters. Mrs. Veena _____ in a house in Bangalore and Mrs. Smitha lives in an apartment in Mysore. One day, Mrs. Veena _____ her sister. When her sister _____ the door, Mrs. Veena _____ tears in her eyes. "What's the matter?" she _____. Mrs. Smitha said, "My cat Sammy _____ last night and I have no place to bury him". She began to cry again. Mrs. Veena was very sad because she _____ her sister _____ her cat very much. Suddenly Mrs. Veena said, "I can bury your cat in my garden in Bangalore and you can _____ and visit him sometimes. Mrs. Smitha _____ crying and the two sisters had tea together and had a nice visit.

(Words: visited, saw, knew, lives, loved, come, died, stopped, asked, opened)

PRE - PHONEMIC AWARENESS SKILLS

List 1: Activity 1 – Count the words

- i. My name is Santa (4)
- ii. Geetha played cricket (3)
- iii. She wore a black dress (5)
- iv. I am hungry (3)
- v. Children love eating chocolates (4)
- vi. John has gone to the market (6)
- vii. He bought sweets from the shop (6)
- viii. Raju likes eating fruits (4)
- ix. She is wearing a red shirt (6)
- x. Mary did not take the umbrella with her (8)

List 2: Activity 2 – Syllabification

- i. Papaya (3)
- ii. Coconut (3)
- iii. Parrot (2)
- iv. Water (2)
- v. Monkey (2)
- vi. God (1)
- vii. Book (1)
- viii. Plate (1)
- ix. Clip (1)
- x. Spider (2)

List 3: Activity 3 – Learn Rhyming words

- i. Head - red
- ii. Kill - bill
- iii. Thin - tool
- iv. Best - coat
- v. Shoe - blue
- vi. Chip - chat
- vii. Clock - cold
- viii. Ring - wing
- ix. Cling - sling
- x. Have - hut

List 4: Activity 4 – Pick out the rhyming words

- | | |
|------------|---------------------|
| i. Train | (bus, rain, bat) |
| ii. Bat | (snail, boy, rat) |
| iii. Pan | (fan, plate, book) |
| iv. Bun | (flower, bat, run) |
| v. Star | (cry, far, drum) |
| vi. Fight | (bite, play, socks) |
| vii. Clock | (kite, lock, pen) |
| viii. Ball | (car, fan, doll) |
| ix. Box | (five, fox, rock) |
| x. Tap | (hat, cap, cow) |

List 5: Activity 5 – Find the odd one out

- i. Bat, mat, sit
- ii. Car, jar, put
- iii. Say, tin, pray
- iv. Pick, bun, sick
- v. Bed, chop, said
- vi. Kill, drill, pot
- vii. Tale, pale, file
- viii. Chop, top, cheap
- ix. Daffodil, drum, thrill
- x. Caught, split, taught

List 6: Activity 6 – Rhyming words in rhymes

- i. *Jack and Jill¹ went up the hill¹*
 - a. *To fetch a pail of water²*
 - b. *Jack fell down³, and broke his crown³*
 - c. *And Jill came tumbling after² (3)*
- ii. *Hickory¹ Dickory¹ dock²*
 - a. *The mouse ran up the clock²*
 - b. *The clock struck one³*
 - c. *The mouse ran down³*
 - d. *Hickory Dickory dock (3)*
- iii. *The table was in*
 - a. *The sunniest spot¹*
 - b. *The man sitting*
 - c. *Under it was feeling hot¹ (1)*

TMD – E

- iv. *Working underneath the sink*
 - a. *Was truly quite a **strain**!*
 - b. *But the plumber really had to fix*
 - c. *That clogged up **drain**!* (1)
- v. *Can you hear them as they **ring**?*
 - a. *Sometimes those bells go "dong"*
 - b. *Sometimes they go **ding**!* (1)

List 7: Activity 7 – Producing rhyming words

- i. Boy (toy, roy, coy, goy)
- ii. Try (cry, fry, pry, bry)
- iii. Fill (kill, till, mill, hill)
- iv. Cool (pool, tool, wool, fool)
- v. Sun (pun, bun, run, done)
- vi. Pin (tin, win, sin, fin)
- vii. Keep (leap, sweep, creep, weep)
- viii. Tick (pick, sick, lick, wick)
- ix. Hall (tall, mall, ball, call)
- x. Cock (lock, clock, shock, block)

PHONEMIC AWARENESS SKILLS**List 1: Activity 1 – Onset-Rime Blending**

- i. sss + poon (spoon)
- ii. fff + lip (flip)
- iii. sss + ky (sky)
- iv. sss + it (sit)
- v. fff + an (fan)
- vi. b + ell (bell)
- vii. h + ill (hill)
- viii. t + all (tall)
- ix. p + ull (pull)
- x. mmm + ill (mill)

List 2: Activity 2 – Onset-Rime Segmenting

- i. Spoon (s + poon)
- ii. Spill (s + pill)
- iii. Fly (f + ly)
- iv. Gold (g + old)
- v. Grind (g + rind)
- vi. Well (w + ell)
- vii. Frog (f + rog)
- viii. Tick (t + ick)
- ix. Door (d + or)
- x. Coat (k + ot)

List 3: Activity 3 – Phoneme Blending

- | | | |
|-------|-----------------|-----------|
| i. | fff-eee-sss | (face) |
| ii. | nnn-eee-iii-lll | (nail) |
| iii. | shhh-iiii-ppp | (ship) |
| iv. | sss-iii-ttt | (seat) |
| v. | lll-eee-nnn-ddd | (lend) |
| vi. | f-ii-d | (feed) |
| vii. | f-l-o-t | (float) |
| viii. | j-e-m | (gem) |
| ix. | j-i-r-a-f | (giraffe) |
| x. | th-r-o | (throw) |

List 4: Activity 4 – Chop the sounds

- | | | |
|-------|-------|-------------|
| i. | car | (k-a-r) |
| ii. | gate | (g-e-t) |
| iii. | coat | (k-o-t) |
| iv. | place | (p-l-e-s) |
| v. | wish | (v-i-sh) |
| vi. | knock | (n-o-k) |
| vii. | clip | (k-l-i-p) |
| viii. | three | (th-r-i) |
| ix. | screw | (s-k-r-u) |
| x. | split | (s-p-l-i-t) |

READING SKILLS

a. Phonetic rules/Phonics

Instruction: Teach the child the following sounds in the order given below moving from simple to complex sounds. Provide as many words as possible when working with a specific sound.

26

1. Simple Consonants

- i. **b** (ball, book, bus, big, bill)
- ii. **p** (pen, pit, pot, put, parrot)
- iii. **m** (man, moon, my, mouth, milk)
- iv. **w** (well, wolf, wood, will, wall)
- v. **h** (hat, hut, hot, hill, hop)
- vi. **d** (doll, dig, do, dog, desk)
- vii. **t** (table, tall, tip, tin, top)
- viii. **n** (nose, nest, net, not, nod)
- ix. **hard g** (gate, get, got, go, give)
- x. **k** (kit, keep, kiss, kid, kick)
- xi. **hard c** (cake, cat, cot, cut, cap)
- xii. **y** (yes, yet, you, yawn, yak)
- xiii. **f** (for, fur, fin, fill, fall)

2. More complex sounds

- i. **v** (vote, vent, vivid, viva, navy)
- ii. **l** (live, like, loose, fill, fall)
- iii. **z** (zoo, zip, freeze, zebra)
- iv. **r** (ride, rest, roll, rod, for)
- v. **s** (sat, sit, see, sip, sun)
- vi. **c** (cent, circus, face, dance, ice)

TMD – **E**

- vii. q (queen, quilt, quit, quick, quest)
- viii. x (expect, axis, mix, fix, wax)

3. Consonant blends and digraphs

- i. -ck (back, clock, hack, sick, lock)
- ii. -ng (sing, king, mango, hang, long)
- iii. th (that, this, cloth, bath, thing)
- iv. sh (shoe, ship, cash, shake, sheep)
- v. wh (what, when, why, whale, whisper)
- vi. ch (change, check, chess, chill, chin)

4. Other consonant blends in the order they appear

- i. bl (blue, black, blink, bliss, blog)
- ii. pl (pluck, please, ply, plunder, plus)
- iii. gr (great, grow, grunt, gross, green)
- iv. br (brown, broke, brush, brim, broom)
- v. sp (spoon, spell, spit, spin, spot)
- vi. st (stall, stand, stamp, still, stick)
- vii. tr (train, trill, true, tree, trust)
- viii. thr (throw, through, thrill, thrust, three)
- ix. str (straw, string, stroop, struck, strap)
- x. spl (spleen, split, splash, splendid, splendour)
- xi. scr (screw, scrap, scream, scramble, scroll)

5. Short vowels

- i. a (hat, have, mat, mango, pan)
- ii. e (get, set, wet, den, pen)
- iii. i (sit, fill, kill, fit, pin)
- iv. o (top, job, tom, hop, dog)
- v. u (cup, gum, duck, dug, jug)
- vi. y (happy, key, naughty)

6. Long vowels

- i. a (cake, gate, fame, fade, gave)
- ii. e (be, see, weep, keen, deep)
- iii. i (five, live, wife, like, bite)
- iv. o (old, roll, pole, sold, more)
- v. u (mute, puke, duke, luke, cute)
- vi. y (cry, fry, try)

7. Silent Letters

- i. k (knife, knit, knot, know, kneed)
- ii. w (write, wrist, wrong, wring, wrought)
- iii. l (talk, walk, folk, palm, half)
- iv. t (catch, batch, fetch, watch, match)
- v. g (gnat, sign, feign, resign)
- vi. c (black, sack, rack, chick, pick)
- vii. h (hour, honest, ghost, what, when)

8. Vowel Digraphs

- i. ai (pail, tail, sail, rail, mail)
- ii. ea (deal, each, speak, beat, meal)
- iii. oa (boat, coal, board, soak, goat)
- iv. ee (bee, see, beef, coffee, teeth)
- v. ay (say, hay, way, days, display)
- vi. ea (dead, bread, head, bear, lead)

9. Vowel Diphthongs

- i. au (auto, auction, audible, audit, caught)
- ii. aw (awful, law, claw, saw, awesome)
- iii. oo (moon, tool, choose, hook, room)
- iv. oo (wood, look, food, foot, blood)
- v. ow (cow, allow, bowl, brown, crowd)
- vi. ou (out, doubt, loud, foul, boundary)
- vii. oy (boy, toy, employ, enjoy, voyage)
- viii. ow (low, sow, bow, blow, flow)

10. Vowels with r

- i. ar (car, ward, bar, barn, bark)
- ii. er (her, beginner, taller, power, clever)
- iii. ir (bird, birth, circle, confirm, girl)
- iv. or (corn, abort, form, afford, auditor)
- v. ur (burn, turn, blur, church, ensure)

All the above mentioned sounds should be worked in all possible combinations (all positions).

Sight Word Recognition

34

High Frequency Word Lists

List 1

said	they	was
that	you	she
for	had	and
of	his	the

List 2

could	then	will
what	like	when
one	so	would
this	were	do

List 3

look	have	little
there	with	some
down	be	all
then	we	at

List 4

pretty	know	about
every	how	four
right	around	where
any	take	jump

List 5

came	blue	ride
ask	went	are
over	now	your
come	its	just

3

Reading Passage with High Frequency Words

The Best Thing in the World: Once upon a time, there were four brothers who lived in a far away land. Their father was an old king. One day he said, "I will not live long now. Today you must start out into the world. In a year, bring back the best thing you have found. The one who can pick the best thing shall be the new king". The first brother said, "I will look in every city or town. I will buy the best thing I can for my father". The next two brothers said, "We will both go on fast ships over the sea. We will find something better". The last brother said, "I am going to ask people here in our own land to tell me the best

thing". The other three brothers began to laugh. "Then you will never be king!" they said. The last brother started off. When he had gone about six miles, he met a man. "What do you carry in those big bags?" he asked. "The best thing in the world", said the man. "These are full of the good nuts which fall from my five nut trees". "I don't think that would work", said the brother to himself, "I must try again". The brother went on another seven miles. He found a small brown bird. It had been hurt, so he put it in his coat where it could keep warm. As he went on, he saw a little girl crying. He ran to meet her. "Why are you crying?" he asked. "I want to get some water from the well", she said. "We use so much. We drink cold water. We wash the clothes clean with hot water. But I do not know how to pull it up. Please show me". The brother said, "Hold this bird and I will help you. It does not fly around anymore because it got its wing hurt!" "Thank you. What a pretty bird!" she said. "I wish you would give it to me. If you will let me keep it, I will always be very kind to it. I will take care of it myself. I will make it grow well again". "Yes, you may have it", said the brother. So he gave her the bird and went on. At night, he went to sleep under a round yellow haystack. When it was light again he walked on. Every day he would walk eight or ten miles. He asked people about the best thing in the world. Some said it was best to sing. Some said it was best to run and jump and play. Some said the green grass was best. Some liked the red and blue and white flowers best. One man said the best thing was to ride a black horse. He always stopped to help people who needed it. Soon he made many friends. All the people began to like him. They would say, "See there goes the king's son. He would be just the right kind of king for us". Every door was open to him. People would call to him to stop. They would ask him to come and eat with them. After he ate, he would sit down and read to the children. After he read, he showed them how to draw and write. Months went by. He still had no beautiful thing to take to his father. Just before the year was done, he went home again. The time came when the king called his sons together. "What did you bring?" he asked them all. The other brothers had many beautiful things. "And what did you bring?" said the king to the last brother. "This is too funny!" said the other brothers. "He has nothing!" But the king was kind to the last brother. "What did you bring me?" the king asked again. "I bring only the friendship of your people", said the last brother. "That is the best thing!" cried his father. "You shall be the new king".

SPEED DRILL GRAPH

HOW MANY WORDS DID YOU READ IN 1 MINUTE?	115																						
	110																						
	105																						
	100																						
	95																						
	90																						
	85																						
	80																						
	75																						
	70																						
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10																							
8																							
6																							
4																							
2																							
Attempts	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					

READING COMPREHENSION**a. Sentence Puzzle**

- i. Geetha is playing football
- ii. He lives in the small cottage near the valley
- iii. Forest is green and beautiful
- iv. It's fun to have all friends at home during vacation
- v. Travelling is very difficult in summer
- vi. Reading any book is very interesting and fun-filled
- vii. The girl who came home yesterday was Anirudh's friend
- viii. Roy gave sweets to all of us on his birthday
- ix. Mommy and daddy have gone out for shopping
- x. I have to go to school at 8 a.m. in the morning

b. Sequencing Story

'Story of the bears and Goldilocks'

1. After eating all of the porridge and breaking the chair, Goldilocks was tired and so she went upstairs to find a bed. Daddy Bear's bed was too hard and Mummy Bear's bed was too soft. Baby Bear's bed was just right. She fell asleep.
2. First, Goldilocks tried some of the porridge. Daddy Bear's porridge was too salty for Goldilocks. Mummy Bear's porridge was too sweet for goldilocks. Baby Bear's porridge was just right. She ate it up!
3. While they were out, Goldilocks came along and went into their house!
4. Mummy Bear had cooked some porridge but it was too hot, so they went for a walk.
5. Next, Goldilocks looked for a chair. Daddy Bear's chair was too hard. Mummy Bear's chair was too soft. Baby Bear's chair was just right. Goldilocks sat down and she broke the chair.
6. The bears go upstairs. Goldilocks is asleep, so they wake her up and she runs away. The end.
7. Once upon a time, there were three Bears who all lived together.
8. The Bears came home. Baby Bear said "someone has eaten all of my porridge! Someone has broken my chair!"

Story Pyramid

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

e. Summarize and Retell

2 The Monkey and the Crocodile

Once upon a time, a clever monkey lived in a tree that bore juicy, red apples. He was very happy. One fine day, a crocodile swam up to that tree and told the monkey that he had travelled a long distance and was in search of food as he was very hungry. The kind monkey offered him a few rose apples. The crocodile enjoyed them very much and asked the monkey whether he could come again for some more fruit. The generous monkey happily agreed.

The crocodile returned the next day, and the next, and the next one after that. Soon the two became very good friends. The crocodile told the monkey that he had a wife and that they lived on the other side of the river. So the kind monkey offered him some extra rose apples to take home to his wife. The crocodile's wife loved the rose apples and made her husband promise to get her some every day.

20 The crocodile's wife thought to herself that if the monkey lived on a diet of rose apples, his flesh would be very sweet. So to bring the monkey home, **2** one day she pretended to be very ill and told the crocodile that the doctor said that she would only recover if she ate a monkey's heart. If her husband wanted to save her life, he must bring her his friend's heart.

The crocodile was aghast. He was in a dilemma. On the one hand, he loved his friend. On the other, he could not possibly let his wife die. The crocodile's wife threatened him saying that if he did not get her the monkey's heart, she would surely die.

So the crocodile went to the rose apple tree and invited the monkey to come home to meet his wife. He told the monkey that he could ride across the river on the

crocodile's back. The monkey happily agreed. As they reached the middle of the river, the crocodile began to sink. The frightened monkey asked him why he was doing that. The crocodile explained that he would have to kill the monkey to save his wife's life. The clever monkey told him that he would gladly give up his heart to save the life of the crocodile's wife, but he had left his heart behind in the rose apple tree. He asked the crocodile to make haste and turn back so that the monkey could go get his heart from the apple tree.

The silly crocodile quickly swam back to the rose apple tree. The monkey scampered up the tree to safety. He told the crocodile to tell his wicked wife that she had married the biggest fool in the world.

Retelling Ring

<i>Retelling ring for non-fiction</i>	<i>What was the text/article/ story about?</i>	<i>What is the story/ passage about? (Gist/main idea)</i>
<i>What is that you have learnt which you dint know earlier?</i>	<i>Sequence the main ideas in the text in the proper order</i>	<i>Do you find any features used in the text (tick the used ones in next card)</i>
<i>Italic type Subheadings Bold headings Tables Pictures</i>	<i>How has reading this text influenced your ideas and thinking?</i>	

Story map

Crocodile, monkey,
crocodile's wife

Bank of a river, a tree
of red apples

A crocodile was hungry, Crocodile liked the red apples, crocodile's wife also loved to eat them. Crocodile's wife was jealous about the deep friendship between the crocodile and the monkey.

One day monkey gives the hungry crocodile few red apples to eat. Crocodile likes the apples, and after few days takes few apples for his wife. As days passed by the friendship between the crocodile and monkey deepened.

Wife decides to bring monkey home and eat. So ² one day she pretends to be ill and that doctor has asked her to have a monkey's heart to get well.

Monkey uses his wits and gets back on the top of the tree and manages to save himself from the crocodile and his wife.

Monkey on the way to crocodile's house on his back realizes of the plans of the crooked wife and saves himself.

f. Skimming and Scanning

1

Every second, 1 hectare of the world's rainforest is destroyed. That's equivalent to two football fields. An area the size of New York City is lost every day. In a year, that adds up to 31 million hectares – more than the land area of Poland. This alarming rate of destruction has serious consequences for the environment; scientists estimate, for example, that 137 species of plant, insect or animal become extinct every day due to logging. In British Columbia, where, since 1990, thirteen rainforest valleys have been clear cut, 142 species of salmon have already become extinct, and the habitats of grizzly bears, wolves and many other creatures are threatened. Logging, however, provides jobs, profits, taxes for the government and cheap products of all kinds for consumers, so the government is reluctant to restrict or control it.

Much of Canada's forestry production goes towards making pulp and paper. According to the Canadian Pulp and Paper Association, Canada supplies 34% of the world's wood pulp and 49% of its newsprint paper. If these paper products could be produced in some other way, Canadian forests could be preserved. Recently, a possible alternative way of producing paper has been suggested by agriculturalists and environmentalists: a plant called hemp.

Hemp has been cultivated by many cultures for thousands of years. It produces fiber which can be made into paper, fuel, oils, textiles, food and rope. For centuries, it was essential to the economies of many countries because it was used to make the ropes and cables used on sailing ships. Colonial expansion and the establishment of a world-wide trading network would not have been feasible without hemp. Nowadays, ships' cables are usually made from wire or synthetic fibers, but scientists are now suggesting that the cultivation of hemp should be revived for the production of paper and pulp. According to its proponents, four times as much paper can be produced from land using

hemp rather than trees, and many environmentalists believe that the large-scale cultivation of hemp could reduce the pressure on Canada's forests.

However, there is a problem: hemp is illegal in many countries of the world. This plant, so useful for fiber, rope, oil, fuel and textiles, is a species of cannabis, related to the plant from which marijuana is produced. In the late 1930s, a movement to ban the drug marijuana began to gather force, resulting in the eventual banning of the cultivation not only of the plant used to produce the drug, but also of the commercial fiber-producing hemp plant. Although both George Washington and Thomas Jefferson grew hemp in large quantities on their own land, any American growing the plant today would soon find himself in prison – despite the fact that marijuana cannot be produced from the hemp plant, since it contains almost no THC (the active ingredient in the drug).

In recent years, two major movements for legalization have been gathering strength. One group of activists believes that ALL cannabis should be legal – both the hemp plant and the marijuana plant – and that the use of the drug marijuana should not be an offense. They argue that marijuana is not dangerous or addictive, and that it is used by large numbers of people who are not criminals but productive members of the society. They also point out that marijuana is less toxic than alcohol or tobacco. The other legalization movement is concerned only with the hemp plant used to produce fiber, this group wants to make it legal to cultivate the plant and sell the fiber for paper and pulp production. This second group has had a major triumph recently. In 1997, Canada legalized the farming of hemp for fiber. For the first time since 1938, hundreds of farmers are planting this crop and soon we can expect to see pulp and paper produced from this new source.

Select the correct answer: *Skimming (requires the child to comprehend the main idea or content of any given text in a short duration)*

Instruction: "Read one paragraph at a time and then select the main idea of the paragraph from the choices given below".

1

1. The main idea of paragraph one is:

- a. Scientists are worried about New York City
- b. Logging is destroying the rainforests
- c. Governments make money from logging
- d. Salmon are an endangered species

2. The main idea of paragraph two is:

- a. Canadian forests are especially under threat
- b. Hemp is a kind of plant
- c. Canada is a major supplier of paper and pulp
- d. Canada produces a lot of hemp

3. The main idea of paragraph three is:

- a. Paper could be made from hemp instead of trees
- b. Hemp is useful for fuel
- c. Hemp has been cultivated throughout history
- d. Hemp is essential for building large ships

4. The main idea of paragraph four is:

- a. Hemp is used to produce drugs
- b. Many famous people used to grow hemp
- c. It is illegal to grow hemp
- d. Hemp is useful for producing many things

5. **The main idea of paragraph five is:**
- a. Hemp should be illegal because it is dangerous
 - b. Recently, many people have been working to legalize hemp
 - c. Hemp was made illegal in 1938
 - d. Marijuana is not a dangerous drug

Select the correct answer: Scanning (fast reading which requires the child to scan through the paragraph to answer the given questions).

Instruction: "Read one question at a time and try finding out the answer for the question in 1 minute." Time of presentation can be varied depending upon the level of child.

- 10
1. **How long does it take for 100 hectares of rainforest to be destroyed?**
- a. Less than two minutes
 - b. About an hour
 - c. Two hours
 - d. A day
2. **Why is pulp and paper production important to Canada?**
- a. Canada needs to find a way to use all its spare wood
 - b. Canada publishes a lot of newspapers and books
 - c. Pulp and paper export is a major source of income for Canada
3. **Who is suggesting that pulp and paper could be produced without cutting down trees?**
- a. The logging industry
 - b. The government
 - c. The environmental lobby

4. **Why was the plant hemp essential for world-wide trade in the past?**
- a. Ship ropes were made from it
 - b. Hemp was a very profitable export
 - c. Hemp was used as fuel for ships
 - d. Hemp was used as food for sailors
5. **Why do agriculturalists think that hemp would be better for paper production than trees?**
- a. It is cheaper to grow hemp than to cut down trees
 - b. More paper can be produced from the same area of land
 - c. Hemp produces higher quality paper

g. Inference and Reference

Level I:

A

B

<p>13</p> <ol style="list-style-type: none">1. When I woke up, there were branches and leaves all over the yard.2. We bought tickets and some popcorn.3. I forgot to set my alarm clock last night.4. A student yawns several times.5. A student has not completed his homework.<p>19</p><ol style="list-style-type: none">6. One student takes a pen from a classmate's desk.7. Three students leave the room without permission.8. A student returns from playground crying.9. Mary plays her flute for 2 hours every day.10. Sharon grabbed her rain coat and her umbrella.	<ul style="list-style-type: none">• It was raining outside• He was tired• I overslept• They will get in trouble• He got hurt• He doesn't have a pen and is stealing• He was playing around the day before• There was a storm last night• She plays well
--	---

Level II: Billy and Tom

5

Billy and Tom were lifelong friends. Everything they did was with the other in mind. They had even considered going into the ministry together, but had decided against it at the last minute.

Both were happy with the way things had worked out for them in the army. They had joined on the "buddy system" to ensure that they could stay together, and that their friendship would continue. Currently, they were stationed at Camp Bingo, a minor supply base in a war zone, miles away from enemy action.

Things couldn't have been more perfect for the two of them. One day, while the two were on a routine patrol just outside the camp, an enemy soldier suddenly appeared in the bushes and opened fire. At least one of the bullets hit Billy. Seeing Billy fall, Tom turned just in time to witness the sniper run off. Tom raised his rifle and took aim. He pulled the trigger, but there was no shot. His rifle had jammed. In an instant, he was in pursuit.

Moments later, he spotted the sniper who lay writhing in pain on the ground. The sniper had fallen after breaking a leg when he tripped on a prominent tree root overgrown with weeds. As Tom approached, the sniper began to yell, "I surrender! I surrender!" Tom glanced over his shoulder in Billy's direction, and then approached the sniper.

Statements

- ___ 1. ⁵ *Billy and Tom had been friends all of their lives.*
- ___ 2. *Both had doubts about their religious beliefs.*
- ___ 3. *The sniper spoke English well.*
- ___ 4. *Tom and Billy graduated high school together.*
- ___ 5. *When the sniper opened fire, Billy and Tom were side by side.*
- ___ 6. ⁵ *In his anger over Billy's death, Tom wanted to kill the sniper with his bare hands.*
- ___ 7. *Tom and Billy were unhappy in the Army.*
- ___ 8. *Had the sniper not lost his rifle when he tripped, he would not have wanted to surrender.*
- ___ 9. *Camp Bingo was a dangerous place.*
- ___ 10. ⁵ *Tom approached the sniper as he lay writhing in pain on the ground.*

Level III:

- 11
1. Your plan looks good. I hope it will really work. It's time to implement it and see if it's as brilliant as you claim.
- instrument
 - take apart
 - change
 - carry out
2. If your plan fails, we'll have to find someone who can devise a better one.
- design
 - dislike
 - appliance
 - to use peanut butter as toothpaste
3. Of course, I'm not saying that your plan is no good. I tend to be optimistic, so I won't be surprised when you succeed.
- expecting the best to happen
 - needing glasses to see
 - full of gas
 - unselfish
4. When your plan brings us great wealth, you will be rewarded for your sagacity.
- good looks
 - mistakes
 - intelligence
 - huge appetite for herbs

11

5. **No matter what happens, I assure you that I will not forget how hard you have worked on this project.**

- a. dare
- b. promise
- c. act like a donkey
- d. forget

7

6. **Fortunately, the dizzy spell was transient. He was able to continue playing within seconds and had no trouble winning the match.**

When you describe an event as “transient,” you are saying that _____.

- a. it sounds like a train
- b. it is quite harmful
- c. it helps you win
- d. it doesn't last long

6. **Brea and Elizabeth are having a dispute over which radio station to play at work. It would be so much simpler if they both liked the same kind of music.**

A dispute is a _____.

- a. musical instrument
- b. choice of music
- c. discovery
- d. disagreement

8. **When they heard the good news about the court’s decision, the angry crowd cheered and then began to disperse. “It looks like everyone is going home,” one reporter stated.**

Which would be the opposite of “disperse”?

- a. come together
 - b. smile
 - c. fly like a bird
 - d. sing
9. **It’s a wonder to me how anyone can still be undecided about this election. These two candidates are certainly distinct. Each would lead our nation in opposite directions.**

What does “distinct” mean?

- a. needing a bath
 - b. dishonest
 - c. clearly different
 - d. about the same age
10. **7 I want you to weigh his words carefully. He seems sincere and presents his arguments well. There is, however, something that doesn’t quite ring true about the candidate.**

What does “weigh” mean in the context of the selection?

- a. to measure the mass
- b. to put pressure on a scale
- c. to think about
- d. to be important

AIISH GENESIS AND GROWTH

The All India Institute of Speech and Hearing is a premier Institute in the country imparting training in the field of Speech and Hearing. Established on 9th August 1965 as an autonomous organization, AIISH caters to manpower generation in the field, promoting research and providing rehabilitation services in the area. The Institute is located on a sprawling area of 39 acres (two campuses) in Mysore. The Institute registered as a Society under the Societies Registration Act XXI of 1860 (Punjab Amendment Act, 1957) and its functioning as an autonomous body under the aegis of the Union Ministry of Health and Family Welfare.

Established primarily as a training institute, it started training programs at postgraduate level in 1967 followed by B.Sc. (Speech and Hearing) in 1968. The institute now offers three Diploma programs: Diploma in Hearing Aids and Ear mould technology, Diploma in training the Young Hearing Impaired, Diploma in Language, Hearing and Speech through distance mode; two graduate programs: Bachelors in Audiology, Speech and Language Pathology (B.Sc - Sp. & Hg) and B.S.Ed. (Hearing Impairment); three Master Programs (M.Sc. in Audiology, M.Sc. in Speech-Language Pathology and M.S.Ed. in Hearing Impairment); two PG diploma courses (PG Diploma in Forensic Sciences and Technology, Clinical Linguistics for SLPs); two doctoral programs (Ph.D. in Audiology and Speech-Language Pathology); and Post Doctoral Fellowships. The institute also conducts short - term training and orientation programs for professionals in allied specialties.

AIISH is recognized as a reputed organization for training manpower in the field of speech and hearing and related areas throughout the country. The institute has been recognized as a Centre for Excellence in the area of Deafness (WHO), as a Centre for Advanced Research (UGC) and as a Science and Technology Institute (DST). The institute is affiliated to the University of Mysore for the award of degree. The academic programs of the institute have the recognition of the Rehabilitation Council of India. The functioning of the institute is under the direction of the Executive Council with the Hon'ble Union Minister for Health and Family Welfare as the Chairman and the Hon'ble Minister of Health and Family Welfare, Government of Karnataka as Vice - Chairman. The other statutory bodies of the Institute are the Finance Committee and the Academic Committee.

Treatment Manual in English for Indian children with Dyslexia was developed as an outcome of the research project funded by the AIISH research fund. This manual will serve as an important tool for the clinicians in clinical setting when working with children with learning disability.

Treatment Manual in English for Indian Children with Dyslexia

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