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Behind act!**

**Ladders to Literacy**  
evolved from scientifically-based  
reading research that

- employed systematic, empirical methods that drew on experiment
- involved rigorous data analyses that were adequate to test the stated hypotheses and justify the general conclusions drawn
- relied on measurements that provided valid data across evaluators and across multiple measurements
- has been the subject of research studies published by the peer reviewed journals *Learning Disabilities Research & Practice* 14(4) 1999 and *Exceptional Children* 63(1) 1996

## **LADDERS TO LITERACY**

### **A Kindergarten Activity Book**

By Rollanda E. O'Connor, Ph.D., Angela Notari-Syverson, Ph.D.,  
& Patricia F. Vadasy, Ph.D.

Foreword by Joseph R. Jenkins, Ph.D.

Loaded with instructional games, storytelling, and classroom work and play ideas, **Ladders to Literacy** is a fun way to engage kindergarten children in preliteracy learning. It provides adaptable activities to boost the skills most strongly related to literacy, including:

- print awareness skills
- phonological awareness skills
- oral language skills

Plus, practical scaffolding suggestions make it easy to tailor levels of demands and supports to suit individual needs. Field-tested, culturally sensitive, and proven effective, this structured skill-building program concentrates on the areas where children need the most work, while ensuring that they get well-rounded, comprehensive instruction in any general education, special education, or inclusive classroom.

The **Kindergarten Activity Book** offers activities that advance preacademic skills, early literacy development, and early reading development. Goals include learning to recognize letters, matching sounds with letters, and developing phonological awareness and an understanding of the alphabetic principle. Alone or as a companion to the **Preschool Activity Book**, this versatile curriculum is an effective, enjoyable way to hone the skills children need to become successful readers.

**ABOUT THE AUTHORS:** Rollanda E. O'Connor is Professor, Graduate School of Education at the University of California, Riverside. Angela Notari-Syverson is Research Associate at the Washington Research Institute in Seattle. Patricia F. Vadasy is Research Associate at the Washington Research Institute in Seattle.

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# Ladders To Literacy A Kindergarten Activity

**Timothy R. Miles, John  
Westcombe, Diana Ditchfield**



## **Ladders To Literacy A Kindergarten Activity:**

*Ladders to Literacy* Angela Notari-Syverson, Rollanda E. O'Connor, Patricia F. Vadasy, 1998 Loaded with games crafts storytelling and other classroom play ideas Ladders to Literacy is a fun way to engage young children in preliteracy learning It provides adaptable activities to boost the skills most strongly related to literacy including print book awareness skills metalinguistic awareness skills and oral language skills Plus practical scaffolding suggestions make it easy to tailor levels of demands and supports to suit individual needs Field tested culturally sensitive and proven effective this structured skill building program concentrates on the areas in which children need the most work while ensuring that they get well rounded comprehensive instruction in any general education special education or inclusive classroom The *Preschool Activity Book* targets basic preliteracy skills by orienting children toward printed materials and teaching letter sounds Developmentally appropriate assessment procedures informal observation guidelines structured performance samples and a checklist help educators monitor children's progress

**LADDERS TO LITERACY: A PRESCHOOL ACTIVITY BOOK AND A KINDERGARTEN ACTIVITY BOOK... ED461209... U.S. DEPARTMENT OF EDUCATION ,2003** *Ladders to Literacy* Brookes Publishing Co, O'Connor, Rollanda E O'Connor, PH.D., Angela Notari-Syverson, PH.D., Patricia F Vadasy, M.P.H., 1998-01-01 An ideal supplement to any classroom curriculum Ladders to Literacy is an effective way to help children at risk for reading failure without giving up current language arts programming Adopted by school districts throughout the United States the innovative *Preschool and Kindergarten Activity Books* each offer teachers more than 50 fun skill building activities to use with their students Each book is organized into three sections emphasizing print awareness metalinguistic skills and oral language skills all of which strongly correlate with reading success By Selecting activities from each section teachers can focus on areas in which the class needs the most work and still give students well rounded comprehensive instruction Each field tested activity comes with scaffolding suggestions so teachers can vary levels of demands and supports depending on individual children's abilities And the early literacy activities for children and parents included in each book help strengthen the home school literacy link *Ladders to Literacy for Kindergarten Students. What Works Clearinghouse Intervention Report* What Works Clearinghouse (ED), 2007 Ladders to Literacy is a supplemental early literacy curriculum published in *Ladders to Literacy A Kindergarten Activity Book* The program targets children at different levels and from diverse cultural backgrounds those who are typically developing have disabilities or are at risk of reading failure The activities are organized into three sections with about 20 activities each print awareness phonological awareness skills and oral language skills This intervention report focuses on the Kindergarten version of the curriculum What Works Clearinghouse WWC reviewed six studies on Ladders to Literacy Four of these studies met WWC standards with reservations the others did not meet WWC evidence screens Based on these studies the WWC found potentially positive effects on alphabets and fluency and mixed effects on comprehension The evidence presented in this report may change as new

research emerges Contains 15 footnotes The following four studies are reviewed in this intervention report 1 O Connor R E 1999 Teachers Learning Ladders to Literacy Learning Disabilities Research 2 O Connor R E 1999 Teachers Learning Ladders to Literacy Learning Disabilities Research 3 O Connor R Notari Syverson A and 4 Fuchs G Fuchs L S Thompson A Al Otaiba S Yen L Yang N J Braun M and O Conner R E 2001 Is reading important in reading readiness programs A randomized field trial with teachers as program implementers Journal of Educational Psychology 93 2 251 267 Teaching Word Recognition Rollanda E. O'Connor,2014-07-07 This highly regarded teacher resource synthesizes the research base on word recognition and translates it into step by step instructional strategies with special attention to students who are struggling Chapters follow the stages through which students progress as they work toward skilled reading of words Presented are practical evidence based techniques and activities that target letter sound pairings decoding and blending sight words multisyllabic words and fluency Ideal for use in primary grade classrooms the book also offers specific guidance for working with older children who are having difficulties Reproducible assessment tools and word lists can be downloaded and printed in a convenient 8 1 2 x 11 size New to This Edition Incorporates the latest research on word recognition and its connections to vocabulary reading fluency and comprehension Chapter on morphological meaning based instruction Chapter on English language learners Instructive Try This activities at the end of each chapter for teacher study groups and professional development Handbook of Early Childhood Education Robert C. Pianta,Susan M. Sheridan,2015-08-12 Comprehensive and authoritative this forward thinking book reviews the breadth of current knowledge about early education and identifies important priorities for practice and policy Robert C Pianta and his associates bring together foremost experts to examine what works in promoting all children s school readiness and social emotional development in preschool and the primary grades Exemplary programs instructional practices and professional development initiatives and the systems needed to put them into place are described The volume presents cutting edge findings on the family and social context of early education and explores ways to strengthen collaboration between professionals and parents **Teaching Word Recognition, Second Edition** Rollanda E. O'Connor,2014-07-01 This highly regarded teacher resource synthesizes the research base on word recognition and translates it into step by step instructional strategies with special attention to students who are struggling Chapters follow the stages through which students progress as they work toward skilled reading of words Presented are practical evidence based techniques and activities that target letter sound pairings decoding and blending sight words multisyllabic words and fluency Ideal for use in primary grade classrooms the book also offers specific guidance for working with older children who are having difficulties Reproducible assessment tools and word lists can be downloaded and printed in a convenient 8 1 2 x 11 size New to This Edition Incorporates the latest research on word recognition and its connections to vocabulary reading fluency and comprehension Chapter on morphological meaning based instruction Chapter on English language learners Instructive Try This activities at the end of each chapter for teacher study groups and

professional development      *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* David A. Kilpatrick, 2015-08-10 Practical effective evidence based reading interventions that change students lives *Essentials of Understanding and Assessing Reading Difficulties* is a practical accessible in depth guide to reading assessment and intervention It provides a detailed discussion of the nature and causes of reading difficulties which will help develop the knowledge and confidence needed to accurately assess why a student is struggling Readers will learn a framework for organizing testing results from current assessment batteries such as the WJ IV KTEA 3 and CTOPP 2 Case studies illustrate each of the concepts covered A thorough discussion is provided on the assessment of phonics skills phonological awareness word recognition reading fluency and reading comprehension Formatted for easy reading as well as quick reference the text includes bullet points icons callout boxes and other design elements to call attention to important information Although a substantial amount of research has shown that most reading difficulties can be prevented or corrected standard reading remediation efforts have proven largely ineffective School psychologists are routinely called upon to evaluate students with reading difficulties and to make recommendations to address such difficulties This book provides an overview of the best assessment and intervention techniques backed by the most current research findings Bridge the gap between research and practice Accurately assess the reasons why a student struggles in reading Improve reading skills using the most highly effective evidence based techniques Reading may well be the most important thing students are taught during their school careers It is a skill they will use every day of their lives one that will dictate in part later life success Struggling students need help now and *Essentials of Understanding and Assessing Reading Difficulties* shows how to get these students on track

*Handbook of Language and Literacy* C. Addison Stone, Elaine R. Silliman, Barbara J. Ehren, Geraldine P. Wallach, 2013-09-24 An acclaimed reference that fills a significant gap in the literature this volume examines the linkages between spoken and written language development both typical and atypical Leading authorities address the impact of specific language related processes on K 12 literacy learning with attention to cognitive neurobiological sociocultural and instructional issues Approaches to achieving optimal learning outcomes with diverse students are reviewed The volume presents research based practices for assessing student needs and providing effective instruction in all aspects of literacy word recognition reading comprehension writing and spelling New to This Edition Chapters on digital literacy disciplinary literacy and integrative research designs Chapters on bilingualism response to intervention and English language learners Incorporates nearly a decade s worth of empirical and theoretical advances Numerous prior edition chapters have been completely rewritten      *Contemporary Readings in Literacy Education* Marva Cappelletto, Barbara Moss, 2010 *Contemporary Readings in Literacy Education* is designed to provide students with high quality journal and research articles in literacy education The readings are contextualized with introductions and discussion questions by the editors of the text The text will help instructors to easily integrate the latest research into their course in a meaningful way This reader with edited content

and contextualizing material makes the latest research more interesting and accessible to the students of literacy education

**Interventions for Reading Problems, Second Edition** Edward J. Daly, Sabina Neugebauer, Sandra M.

Chafouleas, 2015-01-20 This user friendly guide has been thoroughly revised to reflect significant changes in the way schools deliver reading instruction and intervention especially for students at risk for reading failure Step by step strategies target key areas of literacy development phonological awareness fluency and comprehension Particular emphasis is placed on scientifically based practices that do not require major curricular change and can be applied with students of varying ages and ability levels In a large size format with lay flat binding for ease of photocopying the book includes 17 reproducible assessment and instructional tools Purchasers also get access to a Web page where they can download and print the reproducible materials This book is in The Guilford Practical Intervention in the Schools Series edited by T Chris Riley Tillman New to This Edition Chapter on multi tiered intervention delivery plus additional discussion in other relevant chapters Chapter on interventions for English learners ELs Chapter on vocabulary instruction intervention and assessment Additional graphing and data analysis tools Coverage of new resources available through federal supports **Perspectives**

**on Individual Differences Affecting Therapeutic Change in Communication Disorders** Amy L. Weiss, 2012-12-06 This volume examines the ramifications of individual differences in therapy outcomes for a wide variety of communication disorders In an era where evidence based practice is the clinical profession s watchword each chapter attacks this highly relevant issue from a somewhat different perspective In some areas of communication disorders considering the variance brought by the client into the therapeutic mix has a healthy history whereas in others the notion of how individual client profiles mesh with therapy outcomes has rarely been considered Through the use of research results case study descriptions and speculation the contributors have creatively woven what we know and what we have yet to substantiate into an interesting collection of summaries useful for therapy programming and designing clinical research *Models for*

*Implementing Response to Intervention* Edward S. Shapiro, Naomi Zigmond, Teri Wallace, 2011-01-25 This book examines the implementation of three empirically supported response to intervention RTI models in four different school districts The book addresses the complexity of putting RTI into place in the elementary grades showing how the process actually took place and what impact it had on school climates and student learning and behavior from publisher description *Implementing*

*Evidence-Based Academic Interventions in School Settings* Sylvia Rosenfield, Virginia Wise Berninger, 2009-02-26 Designed for both researchers and practitioners this book is a guide to bridging the gap between the knowledge generated by scientific research and application of that knowledge to educational practice With the emphasis on evidence based practice in the schools growing exponentially school practitioners must learn how to understand judge and make use of the research being produced to full effect Conversely researchers must understand what is being used in real world settings and what is still needed The editors of this book have outlined this process as a series of steps beginning with being a critical consumer of

current research literature followed by concepts to consider in translating research into practice systems issues at local district and state levels the role of teachers in program implementation evaluation of implementation effectiveness and preservice and inservice professional development of teachers and psychologists Each chapter is written by leaders on the topic and contributors include both researchers and school based practitioners With contributing authors from a variety of disciplines this book is an invaluable treatise on current understanding of the complexities of translating research into educational practice *Identification of Learning Disabilities* Renee Bradley, Louis Danielson, Daniel P. Hallahan, 2002-12-18

Identification of Learning Disabilities Research to Practice is the remarkable product of a learning disabilities summit conference convened by the Office of Special Education Programs OSEP in August 2001 and the activities following that summit Both the conference and this book were seen as important preludes to congressional reauthorization of the historic Individuals With Disabilities Education Act IDEA scheduled for 2002 and subsequent decision making surrounding implementation The OSEP conference brought together people with different perspectives on LD parents researchers practitioners and policymakers and resulted in this book which examines the research on nine key issues concerning the identification of children with learning disabilities Coverage includes alternative responses to treatment classification approaches processing deficit models and approaches to decision making Chapter Structure Each of the first nine chapters is organized around a lengthy issue oriented paper which presents the most current research on that topic These primary papers are then followed by four respondent papers that reflect a variety of viewpoints on the topic Summarizing Chapter A small group of researchers listed in the final chapter dedicated an enormous amount of time to summarizing the research and developing key consensus statements regarding the identification of children with learning disabilities Their work is sure to have a tremendous impact on future discussions in this area Expertise The following well known scholars have helped summarize the vast amount of research presented in this book as well as the consensus statements derived therefrom Lynne Cook Don Deshler Doug Fuchs Jack M Fletcher Frank Gresham Dan Hallahan Joseph Jenkins Kenneth Kavale Barbara Keogh Margo Mastopieri Cecil Mercer Dan Reschley Rune Simeonsson Joe Torgesen Sharon Vaughn and Barbara Wise

**Instrumental Music for Dyslexics** Sheila Oglethorpe, 2008-04-15 Instrumental Music for Dyslexics is written mainly for music teachers It describes dyslexia in layman s terms and explains how the various problems which a dyslexic may have can affect all aspects of learning to play a musical instrument It alerts the music teacher with a problem pupil to the possibilities of that pupil s having some form of dyslexia Although Sheila Oglethorpe is primarily a piano teacher the general principle behind most if not all the suggestions is such that they can be adapted for use by other instrumentalists The book presents ways in which the music teacher can contribute to the self esteem and thereby the general welfare of the dyslexic pupil who is often musically gifted and has much to offer The book will also be of interest to dyslexia specialists who have hitherto directed their concentration towards the language based problems of the dyslexic Music and Dyslexia Timothy R.

Miles, John Westcombe, Diana Ditchfield, 2008-04-30 Music and dyslexia is of particular interest for two reasons Firstly research suggests that music education can benefit young dyslexics as it helps them focus on auditory and motor timing skills and highlights the rhythms of language Secondly dyslexic musicians at a more advanced level face particular challenges such as sight reading written requirements of music examinations and extreme performance nerves This is a sequel to the highly successful Music and Dyslexia Opening New Doors published in 2001 The field of dyslexia has developed rapidly particularly in the area of neuropsychology Therefore this book focuses on these research advances and draws out the aspects of music education that benefit young dyslexics The contributors also discuss the problems that dyslexic musicians face and several chapters are devoted to sight reading and specific strategies that dyslexics can use to help them sight read The book offers practical techniques and strategies to teachers and parents to help them work with young dyslexics and dyslexic musicians

Developing Schoolwide Programs to Prevent and Manage Problem Behaviors Kathleen Lynne Lane, Jemma Robertson Kalberg, Holly Mariah Menzies, 2013-12-17 This book has been replaced by Developing a Schoolwide Framework to Prevent and Manage Learning and Behavior Problems Second Edition ISBN 978 1 4625 4173 7      **Treatment of Childhood Disorders, Third Edition** Eric J. Mash, Russell A. Barkley, 2017-02-13 This book has been replaced by Treatment of Disorders in Childhood and Adolescence Fourth Edition ISBN 978 1 4625 3898 0      **Nurturing Narratives** Lauren Franke, Christine Durbin, 2011 Accompanying CD ROM contains assessment tools and worksheets



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