

NoahText in the Classroom

2016-2017 School Year

These observations were noted in the middle school reading intervention classrooms. Students who participate in reading intervention have been identified as needing special education services due to their primary disability of Dyslexia or are students in the general education who struggle with decoding and comprehension. Moreover, these are often the children who are reluctant to read because they find reading to be laborious and exhausting. Therefore, it was surprising to see their stamina, endurance, and confidence increase using NoahText (NT) as they enthusiastically read Sarah Blodgett's books.

Reading intervention focused on literacy skills of decoding and encoding, word structure, vocabulary, fluency and comprehension. The class size ranged from one-on-one instruction to small group. Each class was given explicit instruction using structured literacy curricula paired with multisensory learning. Sarah Blodgett's books with NT, both early reader and chapter books, were used as supplemental reading materials.

- Students in this first class were permitted to select books from the classroom library as their "independent" reader. Four students selected and read the entire trilogy of Franklin Noah Peterson utilizing the syllable and long vowel sounds. These students claimed that they had never been motivated to read a book on their own, much less a series. Three of these students borrowed the books from the classroom library for assignments in their general education classes.
- The second class provided one-to-one instruction for a student with Dyslexia. Sarah Blodgett's chapter books were teacher-selected to build the student's accuracy, fluency, and comprehension. With the scaffold text and teacher feedback, her errors on vowel variant sounds were reduced as she became more accustomed to focusing her attention on the syllabication and vowel sounds. This student also opted to use this text for an assignment in her general education class.
- Another student was given the Zack Books, books of rime from the NT collection, because of his severe difficulties with decoding. These rime books permitted the student to read pages independently while practicing his reading and comprehension skills. When he had completed reading these books, his confidence had increased to the point that he volunteered to continue reading other emergent reading books from the classroom library.
- Students in this last class were required to read Sarah Blodgett's chapter books using the following method. They were given instruction to read a paragraph or page silently to themselves. Then, under the teacher's guidance, fluently scoop phrases while reading aloud. Through feedback and practice, reading errors

were reduced, while accuracy and fluency increased. Classroom discussions permitted students to increase their comprehension through collaborative learning.

All of the students who participated in reading books using NT were enthusiastic to have a text that allowed them to read with ease. This increased their stamina and confidence, while reducing their reading errors. Students frequently commented that the use of NT was beneficial.

The following table indicates the components used within a Structured Literacy Program and NoahText with and without scaffold text.

	Phonology	Sound-Symbol Association	Syllabication	Morphology	Syntax	Semantics
Structured Literacy Program	*	*	*	*	*	*
NoahText with syllables and long vowel sounds		*	*	*	*	*
NoahText with syllables			*	*	*	*
Typical text without scaffolding					*	*

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