

How it is taught?

- *Simultaneous, multisensory*
- *Systematic and cumulative*
- *Direct instruction*
- *Diagnostic teaching*

~Teaching is done using all learning pathways in the brain (visual/auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning.

~Multisensory language instruction requires that the organization of material follows the logical order of the language.

~Concepts taught are systematically reviewed to strengthen memory. The inferential learning of any concept cannot be taken for granted.

~The teaching plan is based on careful and continuous assessment of the individual's needs. The content presented must be mastered to the degree of automaticity.



For additional information regarding the program,

Please contact the SOAR teachers,
OR:
Child Study Teams
Middle School North
732-919-0095

Middle School South
732- 836-1327

Memorial Middle School
732-919-1085

Susan Spill
Supervisor of
Special Education



Howell Township Public Schools
Proud of our schools. Concerned for our children

SOAR Literacy

*Howell Township Public Schools
Pupil Services*

READ—WRITE—SOAR

- **Strengthening**
- **Opportunities for**
- **Achievement through**
- **Remediation**



*Howell Middle School North
Howell Memorial Middle School
Howell Middle School South*

What is SOAR Literacy?

SOAR: *Strengthening Opportunities for Achievement through Remediation* is a LANGUAGE ARTS LITERACY

COURSE designed to help strengthen the student's ability to read and write well. Through involvement in research based direct instruction and multi-sensory techniques, our students will be afforded increased opportunities for success in reading and writing.

SOAR is an additional 40 minutes of instructional time for classified students in grades 6-8. SOAR replaces World Language Instruction in French or Spanish for the entire year.



Literacy Instruction:

1. Decoding

In addition to phoneme awareness and letter knowledge, knowledge of sound-symbol associations is vital for success in first grade and beyond. Accurate and fluent word recognition depends on phoneme knowledge. The ability to read words accounts for a substantial proportion of overall reading success even in older readers. Good readers do not depend primarily on context to identify new words. When good readers

encounter an unknown word, they decode the word, name it, and then attach meaning. The context of the passage helps a reader get the meaning of a word once a word has been deciphered.

2. Fluent, automatic reading of text

Children who are reading with adequate fluency are much more likely to comprehend what they are reading. Thus the concept of independent reading level is important: it is that level at which the child recognizes more than 95 percent of the words and can read without laboring over decoding. Poor readers often read too slowly. Some poor readers have a specific problem with fluent, automatic text reading even though they have been successful at decoding.

3. Vocabulary

Knowledge of word meanings is critical to reading comprehension. Knowledge of words supports comprehension, and wide reading enables the acquisition of word knowledge. At school age, children are expected to learn the meanings of new words at the rate of several thousand per year. Most of these words are acquired by reading them in books or hearing them read aloud from books. Key in developing this foundation is active processing of word meanings, which develops understanding of words and their uses, and connections among word concepts.

4. Text comprehension

The undisputed purpose of learning to read is to comprehend. Comprehension depends, first, on a large, working vocabulary and substantial background knowledge. By reading interactively from a variety of narrative and expository texts, children are taught specific strategies to make sense and apply it to the world around them. Critical comprehension is enhanced through specific strategies that the reader can apply to his or her own knowledge or experience to the ideas written in the text, and then communicate the ideas in discussion or writing.

5. Written expression

Reading and writing are two sides of the same coin. Both depend on fluent understanding and use of language at many levels. Each enhances the other. Building on students' skills in spelling and sentence generation, children are also taught to compose a variety of written tasks in stages: generating and organizing ideas, developing specific focus for writing, drafting, revising, editing, proofreading, and publishing.

6. Screening and continuous assessment to inform instruction

Frequent assessment of developing readers, and the use of that information for planning instruction, is the most effective way to strengthen students' literacy skills.

7. Motivating children to read and developing their literacy horizons

Research reviews have repeatedly stated that children who are read to often, who are led to enjoy books, and who are encouraged to read widely are more likely to become good readers than children who lack these experiences.

