



# Who said reading isn't fun!!!

## NOT MRS. PALACIO'S SIXTH GRADE READING CLASS...



*After a quarter-long literacy challenge, students celebrated reaching their individual reading goals and for some, a new found love of reading. Armed with blankets, pillows and snacks, students spent the morning with friends-relaxing and reading. Enthusiastic about their accomplishments, students could not wait to "digest" the edible printed pages of a cake decorated as a book. They "devoured" every word, literally, thanks to one of our amazing parents who made sure that even the featured text was made from consumable ingredients!*

**THANK YOU MRS. PALACIO FOR HELPING YOUR STUDENTS TO BECOME FIRM BELIEVERS IN THE DR. SEUSS MOTTO:**

*"You can find magic wherever you look. Sit back and relax, all you need is a book."*

### TDS Takeaways from the Annual International Dyslexia Association (IDA) Conference in Orlando.



to learn that the International Dyslexia Association (IDA) was hosting its annual conference nearby in Orlando! Several of the TDS administrative team had the opportunity to attend and bring back a wealth of information. As with any training opportunity in the field of education, it is encouraging and at times, rejuvenating when new evidence continues to support the use of curriculum and instruction practices already in place. At the same time, we find it exciting to learn and share information about methods and curriculum components that are worthy of consideration. On this note, we would like to share one of our TDS Takeaways and two resources our readers may find beneficial.

### Language, Language, Language!!!

Beyond the ability to provide systematic, explicit decoding instruction, several of the speakers emphasized the need for teachers to understand the process of language development, and in particular, the importance of understanding that reading comprehension relies on many skills-language, working memory, decoding skills, etc... Suggestions included building word knowledge (morphology), vocabulary, and background knowledge. We couldn't agree more!

For those of you who work directly with students, particularly those struggling with vocabulary weaknesses, highlighted below is one of the promising practices we are investigating further.....

**LINCS** is a strategy used to help students who struggle to remember new vocabulary. **LINCS** refers to a Vocabulary **LINCing** Routine by the University of Kansas: The Strategic Instruction Model. This strategy helps create a strong chain or "link" between the word and its meaning. As presented in a workshop by Siew Hui Li June at the IDA, **LINCS** is a mnemonic device and has the following components:



- L**ist the word and definition
- I**dentify a reminding word
- N**ote a LINCing story (e.g., sentence)
- C**reate a LINCing picture
- S**elf-Test

The online resource below provides a brief overview and example of the **LINCS Strategy**:

<http://santerzero.pbworks.com/w/file/attach/32576367/Strategy%208b.pdf>

A formatted worksheet for the process can be found on page 2 of this newsletter.

**TO LEARN MORE ABOUT TAMPA DAY SCHOOL PLEASE JOIN US FOR OUR APRIL OPEN HOUSE: WEDNESDAY, APRIL 5, 2017, 6PM**

At Tampa Day School (TDS), we embrace the fact that in order to maintain a strong presence as the premier school for students with Dyslexia, ADHD, anxiety and mild learning disabilities in Tampa Bay, we must remain committed to the pursuit and incorporation of evidenced-based practices that maximize learning, improve achievement, and foster the confidence necessary to thrive in school. Given the nature of our program and our passion for effective literacy instruction, we were more than ecstatic

## LINCS STRATEGY

1A. Term	3. LINCing Story	4. LINCing Picture	1B. Definition
2. Reminding Word			

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