

Course Overview

MODULE ONE: UNDERSTANDING & RECOGNIZING DYSLEXIA

- The Science of Reading
- Dyslexia Decoded

MODULE TWO: FOUNDATIONAL SKILLS IN READING/INSTRUCTION

- Essentials of Structured Literacy
- Phonology
- Decoding
- Morphology & Word Study
- Encoding
- Fluency & Comprehension
- Writing

MODULE THREE: INTENSIFYING INSTRUCTION

- Assessment
- Intensification

THE SCIENCE OF READING: CONNECTING SPEECH TO PRINT



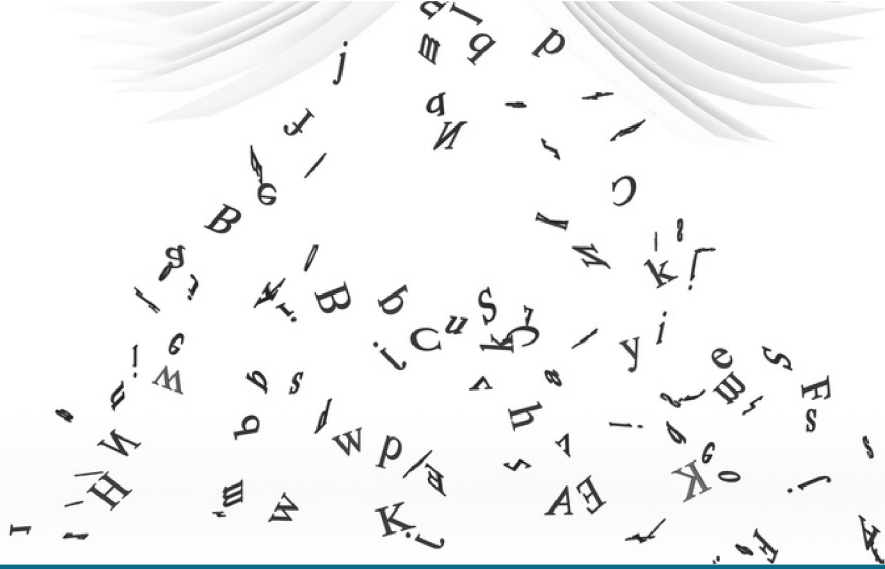
LEARNING OUTCOMES:

- Explain the domains of language and their importance to proficient reading and writing.
- Explain a scientifically valid model of the language processes underlying reading and writing.
- Identify and explain major research findings regarding the contribution of environmental factors to literacy outcomes.
- Match examples of student responses and learning behavior to phases in language and literacy development.
- Explain how a weakness in each component skill of oral language, reading, and writing may affect other related skills and processes across time.
- Identify the most salient instructional needs of students who are at different points of reading and writing development.
- Using case study, explain why a student is/is not meeting goals and expectations in reading or writing for his or her age/grade.

“Children are wired for sound. But print is an optional accessory that must be painstakingly bolted on”.

Mary-Ann Wolf

DYSLEXIA DECODED



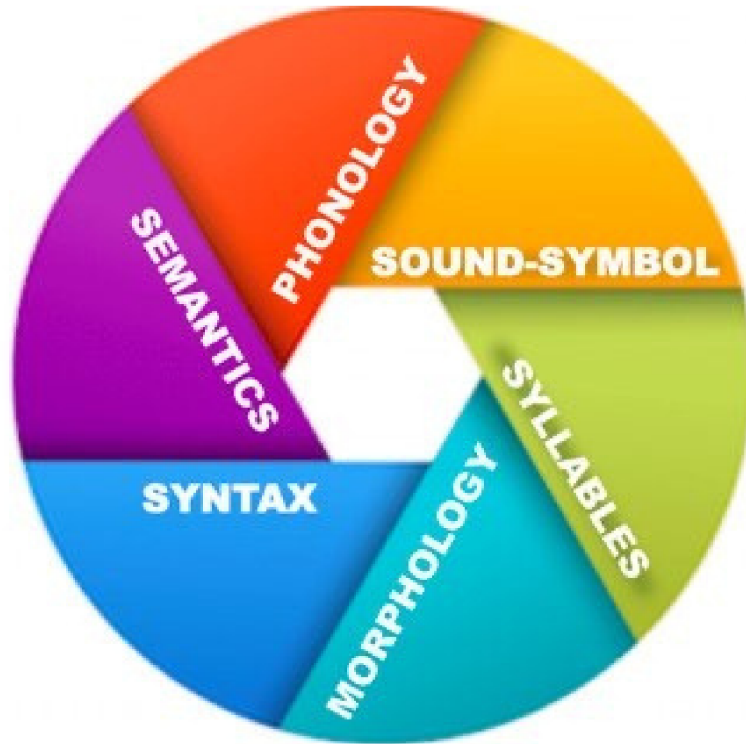
Dyslexia represents the most common and most prevalent of all known learning disabilities and impacts approximately 1 in 5 individuals
National Institute of Health

LEARNING OUTCOMES:

- Explain the reasoning or evidence behind the main points in the definition of dyslexia.
- Address common myths and misconceptions about dyslexia.
- Recognize that reading difficulties coexist with other cognitive and behavioral problems.
- Explain a scientifically valid model of other cognitive influences on reading and writing including RAN, executive function, working memory, etc.
- Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
- Recognize the characteristics of individuals with dyslexia by age and grade level.
- Identify student learning behaviors and test profiles typical of students with dyslexia and related learning difficulties.
- Explore accommodations that level the playing field for individuals with dyslexia.
- Recognize the power of early intervention and identify levels of instructional intensity, duration, and scope.

MODULE TWO: FOUNDATIONAL SKILLS IN READING

ESSENTIALS OF STRUCTURED LITERACY



Teaching the code of written English in a systematic and explicit manner has been empirically shown to have superior results compared to methods that do not explicitly and systematically teach the code.

Brady, 2011; Ehri, Nunes, Stahl, & Willows, 2001; NELP, 2008; NICHD, 2000; Share, 1995

LEARNING OUTCOMES:

- Understand the research supporting Structured Literacy instruction and how effective instruction changes brain function.
- Identify the tenants of Structured Literacy.
- Apply the six principles of explicit instruction.
- Explain systematic, cumulative instruction.
- Understand the importance of frequent feedback and practice to build automaticity.
- Identify the characteristics of simultaneous, multi-sensory instruction.
- Contrast Structured Literacy and Balanced Literacy.
- Evaluate evidence based curriculum.

MODULE TWO: FOUNDATIONAL SKILLS IN READING

PHONOLOGY: DO YOU HEAR WHAT I HEAR?



The most common cause of children's early difficulties in acquiring accurate and fluent word recognition skills involves individual differences in their phonological knowledge and skills.

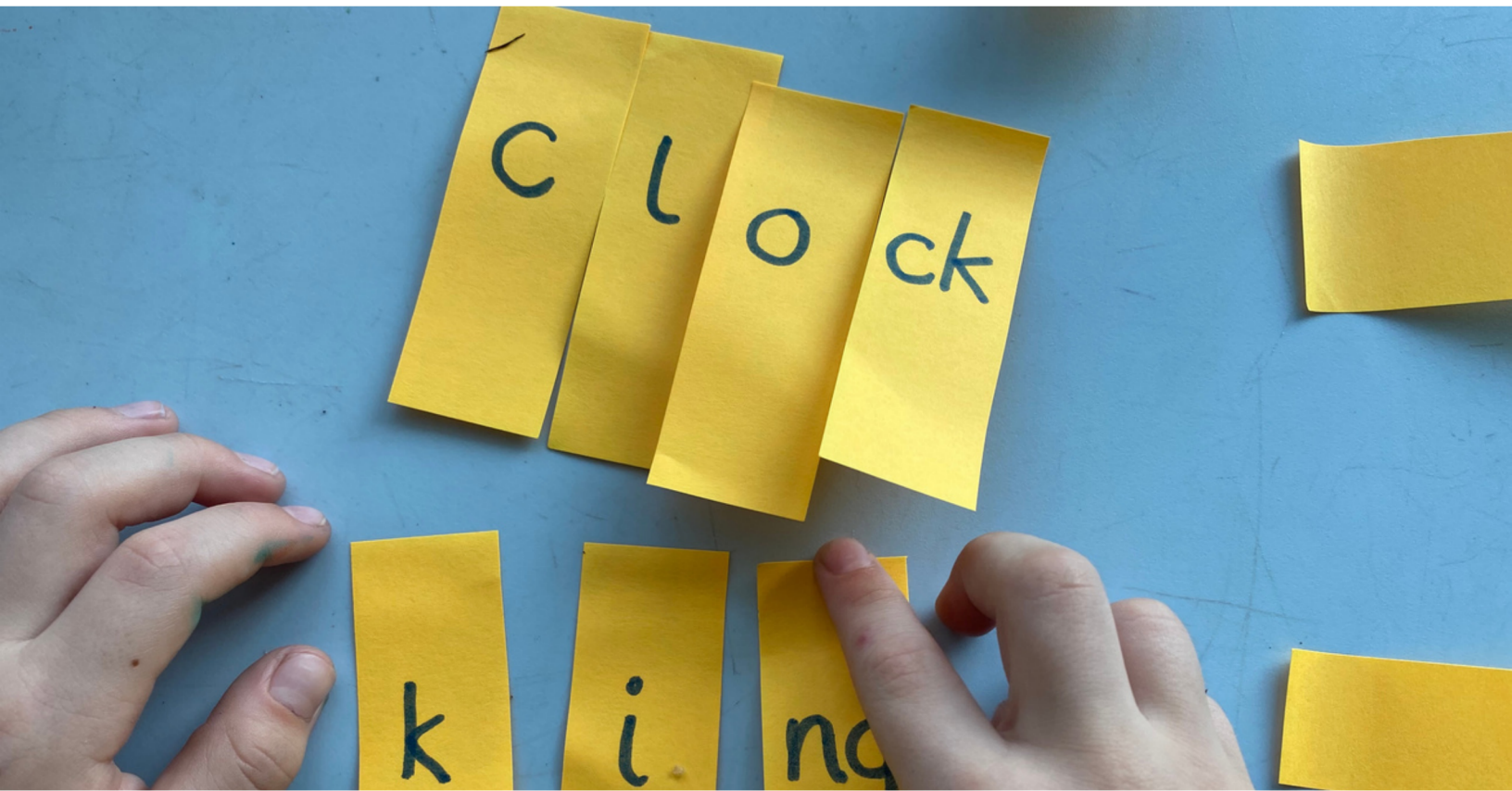
Torgeson, 2002

LEARNING OUTCOMES:

- Differentiate between phonological awareness and phonemic awareness.
- Discuss the research relating to phonological awareness.
- Explicitly state the goal of any phonological awareness activity.
- Select and implement activities that match a student's developmental level of phonological skill.
- Demonstrate instructional activities that identify, match, blend, segment, substitute and delete sounds.
- Successfully produce vowel and consonant phonemes.
- Teach articulatory features of phonemes and words.
- Support instruction with manipulative materials and movement.
- Direct students' attention to speech sounds during reading, spelling and vocabulary instruction.
- Explicitly contrast first and second language phonological systems, as appropriate, to anticipate which sounds may be most challenging for the second language learner.

MODULE TWO: FOUNDATIONAL SKILLS IN READING

DECODING: CONNECTING SYMBOLS TO SOUNDS



The aim of phonics instruction is to help children acquire alphabetic knowledge and use it to read and spell words.

Ehri, 2004

LEARNING OUTCOMES:

- Understand the research about systematic and explicit phonics instruction.
- Explain the Simple View of Reading.
- Identify the sub-skills required for accurate and fluent word recognition.
- Learn how to map phonemes to graphemes (orthographic mapping).
- Plan lessons with a cumulative progression of word recognition skills that build one on another.
- Sort, pronounce and combine regular written syllables and apply the most productive syllable division principles.

MODULE TWO: FOUNDATIONAL SKILLS IN READING

MORPHOLOGY & WORD STUDY

One of the key indicators of students' success in school, on standardized tests, and indeed, in life, is their vocabulary. The reason for this is simply that the knowledge anyone has about a topic is based on the vocabulary of that information.

Marzano & Pickering, 2005

Words Have Power



LEARNING OUTCOMES:

- Understand the history of English and how words change over time.
- Define morpheme, free and bound bases, and affixes.
- Recognize the most common prefixes, roots, suffixes, and combining forms in English. content words, and analyze words at both the syllable and morpheme levels.
- Recognize advanced morphemes.
- Match or identify examples of word associations, antonyms, synonyms, multiple meanings and uses, semantic overlap, and semantic feature analysis.
- Construct and deconstruct simple, complex, and compound sentences.
- Identify the basic parts of speech and classify words by their grammatical role in a sentence.
- Compare explicit vs. implicit vocabulary instruction.
- Develop methods to teach vocabulary.

MODULE TWO: FOUNDATIONAL SKILLS IN READING

ENCODING: FROM SOUNDS TO SYMBOLS

LEARNING OUTCOMES:

- Understand the various ways we spell words: phoneme to grapheme, based on rules, based on surrounding sounds or letters, and based on position, length and surrounding sounds.
- Learn the most common sound-spelling correspondences.
- Identify the challenge of spelling the schwa sound and how to teach this to students.
- Learn the five major spelling rules: FLOSS, rabbit rule, doubling rule, dropping rule, and changing rule.
- Analyze a list of high frequency words to determine which are permanently irregular.
- Apply a strategy for spelling irregular high frequency words.

The vast majority of irregular words have only a single irregular letter-sound relationship.

David Kilpatrick, 2015

ee
green
feet
see

ea
eat
clean
seat

MODULE TWO: FOUNDATIONAL SKILLS IN READING FLUENCY & CO MPREHENSION

“...while fluency in and of itself is not sufficient to ensure high levels of reading achievement, fluency is absolutely necessary for that achievement because it depends upon and typically reflects comprehension” (Pikulski & Chart, 2005).

LEARNING OUTCOMES:

- Determine which students need a fluency-oriented approach to instruction using screening, diagnostic, and progress monitoring assessments.
- Design lesson plans that incorporate fluency-building activities into instruction at sub-word and word levels.
- Design lesson plans with a variety of techniques to build reading fluency.
- Identify student interests and needs to motivate independent reading.
- Make appropriate recommendations for use of assistive technology.
- Understand the role of decoding and language comprehension in skilled reading comprehension.
- Identify the factors that contribute to deep comprehension and understanding.
- Apply research and strategies to each area of Scarborough's Language Comprehension strands: Background knowledge, vocabulary, syntax, semantics, verbal reasoning, and language structures.
- Understand that reading comprehension is the outcome of decoding and language comprehension.
- Implement strategies for students who struggle with language comprehension.

"Real comprehension has to do with thinking, learning, and expanding a reader's knowledge and horizons. It has to do with building on past knowledge, mastering new information, connecting it the minds of those you've never met."

(Zimmerman and Hutchins)

THE WRITTEN WORD: WHY GETTING IT ON PAPER IS SO HARD & HOW TO HELP

Technological advances do not eliminate the need for explicit teaching of handwriting.

Spear-Swerling, 2006



LEARNING OUTCOMES:

- Use multi-sensory techniques to teach letter naming and letter formation in manuscript and cursive forms.
- Implement strategies to build fluency in letter formation, copying and transcription of written language.
- Analyze the lower and higher level cognitive demands involved in writing.
- Examine students' writing to determine specific instructional needs.
- Select and design activities to teach important components of writing.
- Integrate basic skill instruction with composition in writing lessons.
- Provide specific constructive feedback to students.
- Teach research-based writing for the intended audience.
- Make appropriate written recommendations for the use of assistive technology in writing.

MODULE THREE: INTENSIFYING INSTRUCTION

ASSESSMENT *OF AND FOR* LEARNING



"Research has clearly shown that good formative assessment practices lead to more effective instruction and increased student achievement".

Larry Berger

LEARNING OUTCOMES:

- Understand the importance of early identification and intervention.
- Compare the student characteristics of difficulties with decoding vs. language comprehension.
- Learn about the four types of assessments.
- Explain why individual students are or are not at risk in reading based on their performance on the screening assessments.
- Administer educational diagnostic assessments of phonological awareness, rapid automatic naming, sound-symbol knowledge, oral reading fluency and comprehension.

MODULE THREE: INTENSIFYING INSTRUCTION

INTENSIFYING INSTRUCTION



WORKSHOP OUTCOMES:

- Learn and demonstrate understanding of the Taxonomy of Intervention Intensity.
- Write appropriate, specific recommendations for instruction and educational programming based on assessment data.
- Explicitly and effectively teach concepts of word recognition and phonics; apply concepts to reading single words, phrases, and connected text.
- Demonstrate the simultaneous use of two or three learning modalities to increase engagement and enhance memory.
- Plan and effectively teach all steps in a decoding lesson, including single-word reading and connected text that is read fluently, accurately, and with appropriate intonation and expression.

“A student who fails to read adequately in 1st grade has a 90% probability of reading poorly in 4th grade and a 75% probability of reading poorly in high school.”

(Gabrieli, 2009)

“ How do children **learn to read**?...

The answer is the **same** for all children.
Cultural, economic and educational circumstances obviously affect children's progress, but **what they NEED** to learn **does not change**. ”

-Mark Seidenberg

Cognitive Neuroscientist, Professor, Author

Virtually **every** student can learn to read.

Barbara's trainings combine the **science of reading** with the joy of **teaching and learning**.



PDX Reading Specialist