



Structured Literacy and the Science of Reading

Mountain West Associates
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Objectives

Review the Characteristics of Dyslexia

Deepen our understanding of the importance of Science of Reading for secondary students

Review the research around best practices for remediation of reading difficulties for older struggling readers.

Discussion

1

How common is dyslexia?

2

What are some of the characteristics of dyslexia?

3

What do think are some of the social/emotional implications of dyslexia?



Idaho Comprehensive Literacy Plan www.sde.idaho.gov > [communications](#) > [files](#)

Dyslexia Legislation: <https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH18/SECT33-1806/>

Course Reference Material

Science of Reading

5

PILLARS OF LITERACY



Phonological
Awareness



Phonics



Fluency

Mountain West



Vocabular

y



Comprehension

Models of Skilled Reading: The Simple View of Reading & Scarborough's Rope Model

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly
Strategic

Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

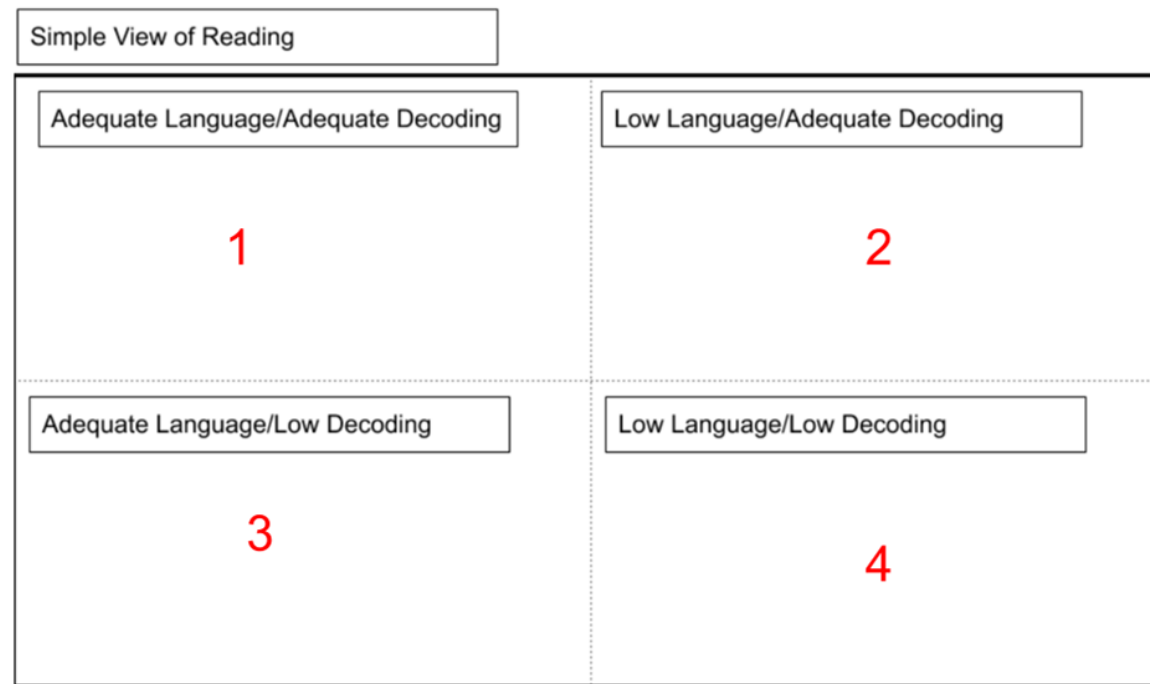
Increasingly
Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Simple view of reading: $AD \times LC = RC$

Simple View of Reading

Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)



Discussion

I

For the struggling readers in your school, in which quadrant would you place the majority of your students?

2

In which quadrant would most dyslexic students fall?

Structured literacy

Explicit teaching of systematic word identification
and decoding strategies



Evidence-based
elements

+



Evidence-based
teaching principles

=



Effective reading
instruction

What We Teach

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



How We Teach

- Explicit Instruction
- Systematic & Cumulative Curriculum
- Differentiation
- Opportunities for Practice & Feedback
- Effective Instructional Strategies











Improving Adolescent Literacy: Effective Classroom and Intervention Practices

Released: August 2008
 Full Guide (1.2 MB)



- Recommendations
- Details
- Panel

This guide presents strategies that classroom teachers and specialists can use to increase the reading ability of adolescent students. The recommendations aim to help students gain more from their reading tasks, improve their motivation for and engagement in the learning process, and assist struggling readers who may need intensive and individualized attention.

<p>1 Provide explicit vocabulary instruction.</p> <p>▼ Show More</p>	 STRONG EVIDENCE  TIER 3 PROMISING
<p>2 Provide direct and explicit comprehension strategy instruction.</p> <p>▼ Show More</p>	 STRONG EVIDENCE  TIER 3 PROMISING
<p>3 Provide opportunities for extended discussion of text meaning and interpretation.</p> <p>▼ Show More</p>	 MODERATE EVIDENCE  TIER 3 PROMISING
<p>4 Increase student motivation and engagement in literacy learning.</p> <p>▼ Show More</p>	 MODERATE EVIDENCE  TIER 3 PROMISING
<p>5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.</p> <p>▼ Show More</p>	 STRONG EVIDENCE  TIER 3 PROMISING



What about older students?

Institute of Educational Science
 Improving Adolescent Literacy: Effective Classroom and Intervention Practices

Checklist for carrying out the recommendations

Recommendation 1. Provide explicit vocabulary instruction

- ☐ Dedicate a portion of regular classroom lessons to explicit vocabulary instruction.
- ☐ Provide repeated exposure to new words in multiple contexts, and allow sufficient practice sessions in vocabulary instruction.
- ☐ Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.
- ☐ Provide students with strategies to make them independent vocabulary learners.

Recommendation 2. Provide direct and explicit comprehension strategy instruction

- ☐ Select carefully the text to use when beginning to teach a given strategy.
- ☐ Show students how to apply the strategies they are learning to different texts.
- ☐ Make sure that the text is appropriate for the reading level of students.

Recommendation 3. Provide opportunities for extended discussion of text meaning and interpretation

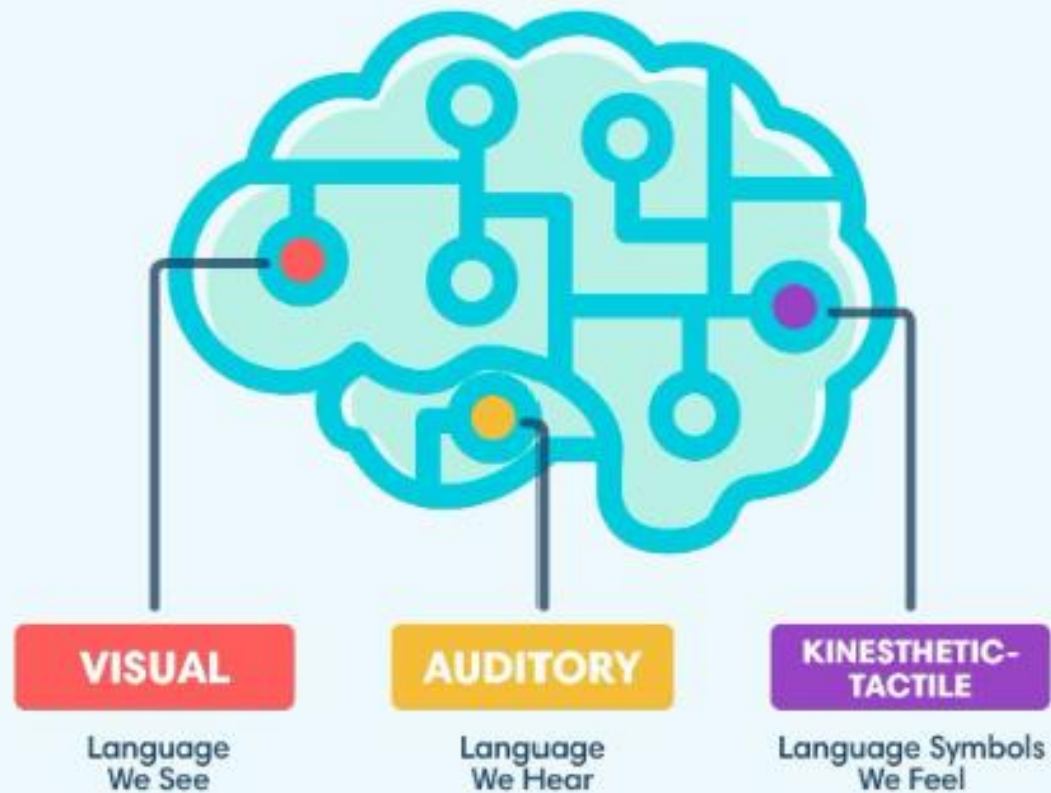
- ☐ Carefully prepare for the discussion by selecting engaging materials and developing stimulating questions.
- ☐ Ask follow-up questions that help provide continuity and extend the discussion.
- ☐ Provide a task or discussion format that students can follow when they discuss text in small groups.
- ☐ Develop and practice the use of a specific "discussion protocol."

Recommendation 4. Increase student motivation and engagement in literacy learning

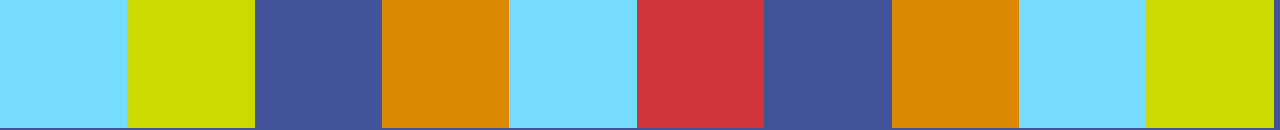
- ☐ Establish meaningful and engaging content learning goals around the essential ideas of a discipline as well as around the specific learning processes used to access those ideas.
- ☐ Provide a positive learning environment that promotes student autonomy in learning.

Implementation Research:
One Clear Priority
No more than three goals
Self Assessment
Come to Consensus

How Multisensory Learning Takes Place



**Dyslexic students need:
Structured Literacy, based
on the science of reading,
delivered through multiple
modalities**



Recommendation 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists

Some adolescents need more support to increase literacy skills than regular classroom teachers can provide. Students who are unable to meet grade-level standards in literacy often require supplemental, intensive, and individualized reading intervention to improve their skills. Such interventions are most often provided by reading specialists or teachers who have undergone thorough training to help them understand the program or approach they will use and to deepen their understanding of adolescent struggling readers.

of knowledge and skill required for the comprehension of complex texts. These elements include: fundamental skills such as phonemic awareness, phonemic decoding, and other word analysis skills that support word reading accuracy; text reading fluency; strategies for building vocabulary; strategies for understanding and using the specific textual features that distinguish different genres; and self-regulated use of reading comprehension strategies. Determining students' skill levels, helping students learn specific reading strategies, and providing intensive and individualized instruction appear to be especially promising methods for improving the outcomes of struggling readers. For example, students who have difficulty using the skills needed to recognize words need different intervention than do students whose primary deficits are figuring out the meaning of unfamiliar words or comprehension of extended prose.

Level of evidence: Strong



Your dyslexic students may need intensive intervention

Potential Intensive Intervention Curricula

REWARDS: Intermediate and Secondary

REWARDS is offered at both the intermediate and secondary levels. They focus on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency, building academic vocabulary, and deepening comprehension along with building confidence.

Numerous studies have validated its effectiveness. *REWARDS* is proven to:

- ✓ Improve students' abilities to decode long, multisyllabic words
- ✓ Yield significant increase in fluency
- ✓ Be effective with all struggling readers, whether they are English language learners, students with reading disabilities, or students who have simply fallen behind
- ✓ Be successfully implemented by a wide variety of educators—teachers, paraprofessionals, tutors,

<https://www.voyagersopris.com/products/reading/rewards/intermediate-secondary>

[Home](#) / [Programs](#) / Wilson Reading System

Wilson Reading System®: Informed by the Science of Reading

Instruction for Students with Dyslexia

Wilson Reading System® (WRS) is the flagship program of Wilson Language Training® and the foundation of all other Wilson® programs. The Tier 3 Structured Literacy (SL) program is based on phonological-coding research and Orton-Gillingham principles.

<https://www.wilsonlanguage.com/programs/wilson-reading-system/>



<https://www.lexialearning.com/powerup>

