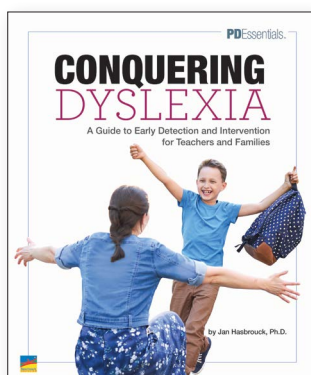


Special Offer on Professional Development Books by Jan Hasbrouck



Conquering Dyslexia

A Guide to Early Detection and Intervention for Teachers and Families

by Jan Hasbrouck, Ph.D.

Dyslexia is no longer a mystery. MRI scans and other tools of neuroscience have advanced our understandings in the last decade. We now know what to do to help students become skilled, confident learners. In *Conquering Dyslexia*, Dr. Hasbrouck shares the instructional approaches that work best for children who have this disorder, and the most current information for parents so they can advocate for their children and communicate with educators effectively.

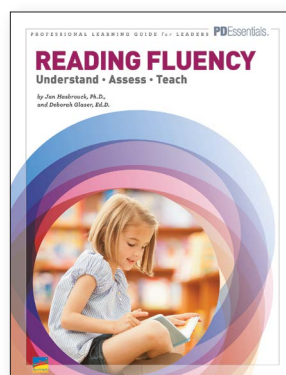
This book addresses:

- What is dyslexia?
- How to identify it
- Early diagnosis and intervention
- Teaching students
- Supporting English Learners



ABOUT THE AUTHOR

Jan Hasbrouck, Ph.D., is an educational consultant, author, and researcher who earned her B.A. and M.A. from the University of Oregon, and completed her Ph.D. at Texas A&M University. Her research in areas of reading assessment, coaching, and second language learners has been published in numerous professional books and journals.



Reading Fluency: Understand • Assess • Teach

Professional Learning Guide for Leaders
Professional Development Book

by Jan Hasbrouck and Deborah Glaser

Jan Hasbrouck, Ph.D., and Deborah Glaser, Ed.D., provide an accessible and thoughtful resource for teachers. In the Learning Guide for Leaders, classroom teachers, specialists, and instructional leaders can go deeper into professional study using the tools provided. The information included in this book will help you:

- Understand the mechanics, components, and developmental role of reading fluency
- Assess individual students' reading fluency accurately and efficiently
- Teach effective lessons that develop student's reading fluency skills
- Integrate reading fluency skill development in all content areas
- Motivate students to become fluent readers!

“Jan dispels the myths about this common condition, replacing them with contemporary, accurate, and highly understandable information. This is an excellent resource for all parents ready to advocate for the support their children need, and all teachers seeking the research-proven reading instruction these students need to thrive.”

— **Louisa Moats, Ed.D.**, author, researcher, and former Vice President of the International Dyslexia Association

For more information on our PD Essentials line, visit:

<https://www.benchmarkeducation.com/professional-learning/pd-essentials.html>



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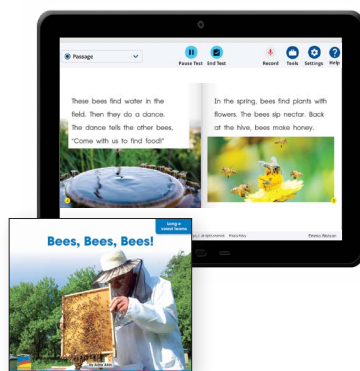
Aligned with the Science of Reading, Decodable Readers are:

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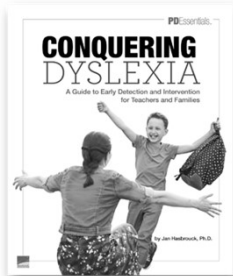


Developed with
literacy expert
Wiley Blevins, Ed.M.

Learn more about Decodable Readers:

<https://www.benchmarkeducation.com/benchmarkeducation/all-series/decodable-readers.html>





Conquering Dyslexia

Book Study






Chapters 1 & 2

Jan Hasbrouck, Ph.D.
@janhasbrouck

1

BIG THANKS

to all the sponsors and volunteers!

Ch 1 & 2:
The Reading League New Jersey

Ch 3:
The Reading League Georgia; IDA Georgia

Ch 4 & 5:
The Reading League Florida; IDA Florida

Final Session: Q&A with Jan
The Reading League New Jersey

2

How it works...

Sessions	Date	Content
Dr. Jan Hasbrouck Moderated by TRL NJ	Wednesday July 7	Chapters 1 & 2
Dr. Jan Hasbrouck Moderated by TRL GA	Wednesday July 14	Chapter 3
Dr. Jan Hasbrouck Moderated by TRL FL & IDA FL	Wednesday July 21	Chapters 4 & 5
Dr. Jan Hasbrouck Moderated by TRL GA	Wednesday July 28	Open Q&A with Dr. Hasbrouck

3

Important Information

- Use the same Zoom webinar link for each session; same time each Wednesday.
- Please complete the form at the end of each session: ALTA, IMSLEC, CERI certificate of attendance information for continuing hours information is on the form.
- Use the Q&A for any questions you have for Jan during the presentations. Feel free to use the chat for general communications.

4

May I introduce myself...



- I'm a lucky resident of beautiful Seattle, WA.
- I was a reading specialist and reading coach in Oregon for 15 years.
- I was a researcher/instructor at the U of Oregon then a professor at Texas A&M. Now...
- Co-founder and board member of Read WA.
- FULL DISCLOSURE: Member of MHE *Wonders* and *Wonder Works* author teams + other books and several assessment tools. Trainer for Read Naturally.
- Volunteer with MTSS data team at K-8 school in Seattle.
- I have a daughter with dyslexia.

5

CONQUERING Dyslexia

A Guide to Early Detection and Intervention for Teachers and Families

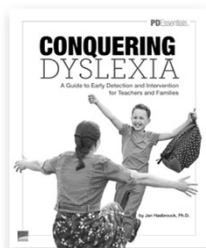
Jan Hasbrouck, Ph.D.

- Ch. 1 What is Dyslexia?
- Ch. 2 What are the Signs to Look For?
- Ch. 3 How is Dyslexia Diagnosed?
- Ch. 4 Teach Students to Read: HOW
- Ch. 5 Teach Students to Read: WHAT
- Resources for Dyslexia
- Glossary & References



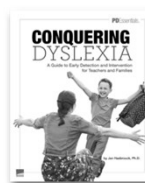
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6



How this book come to be...

7



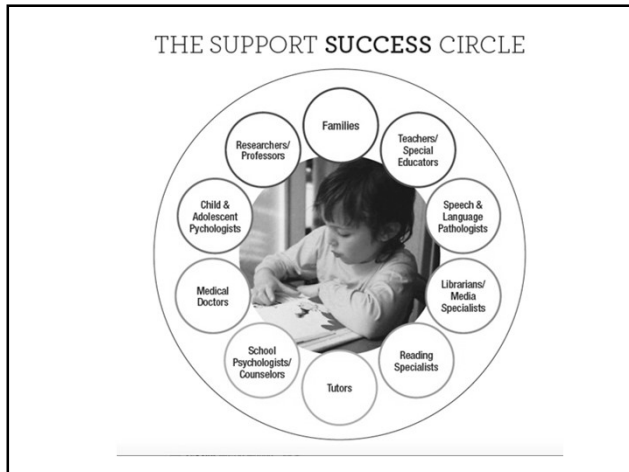
References:
12+ pages!

Key Reference:

Fletcher, Lyon, Fuchs, & Barnes

Learning Disabilities: From Identification to Intervention
2nd Edition (2019). NY: Guilford Press.

8



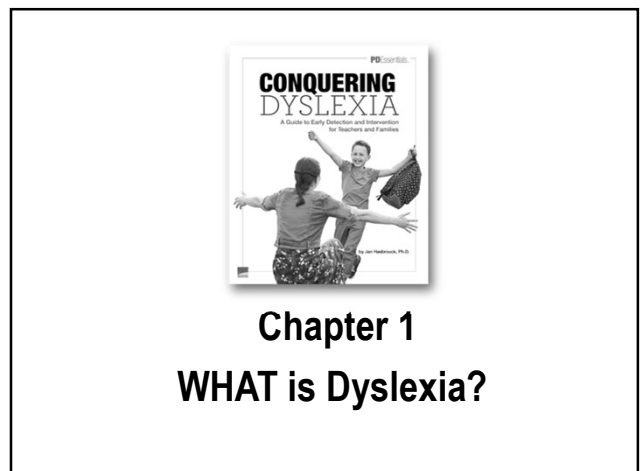
9



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11



12



Defining Dyslexia

page 11

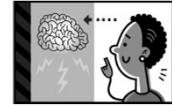
"Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction."

The International Dyslexia Association

Discussed more in Chapter 3...

13

Dyslexia?



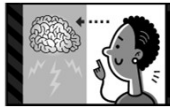
10 Dyslexia Myths

Pages 21-22

- Reversals b/d p/q
- Text moves on the page
- Reading backwards
- Eye or vision issues
- Boys more than girls
- Need to try harder

14

Dyslexia Research



Medicine

- Neuroanatomy
- Neurobiology
- Pediatrics
- Developmental cognitive neuroscience
- Ophthalmology & optometry

Psychology & Education

- Cognitive psychology
- Educational psychology
- Special education
- Developmental cognitive psychology
- Audiology & speech pathology

15

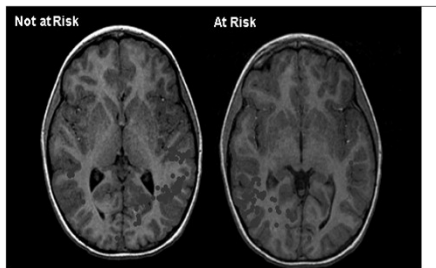


Magnetic Source Imaging

Magnetoencephalography
Functional magnetic-resonance imaging

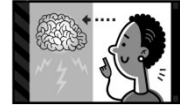
16

5 Year Olds Before Learning to Read



17

Dyslexia Research



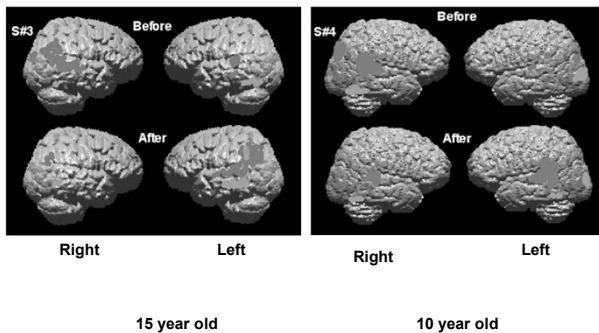
"Dyslexia-specific brain activation profile becomes normal following successful remedial training 8 children with severe dyslexia" (2002). Simos et al., *Neurology*

8 students; 7-17 years old
8 week intense phonologically-based intervention
2 hours a day = up to 80 hours of instruction

"Findings suggest that the deficit in functional brain organization underlying dyslexia can be reversed after sufficiently intense intervention lasting as little as 2 months..."

"brain surgery by instruction"

18



19



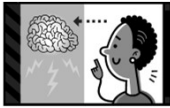
Defining Dyslexia

- Not a visual/spatial issue:

Blind children learn to read with relative ease

Deaf children have tremendous difficulty learning to read

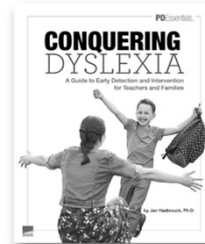
20



Defining Dyslexia

- Not a visual/spatial issue: **AUDITORY**
- Varies in intensity and impact (mild to severe)
- Genetic
- Can affect speaking fluency (processing, storing, accessing)
- Emotional consequences; confidence
- Perhaps 15% of the population (?) p. 19
 - 3% to 20% (Elliott & Grigorenko, 2014)
 - 1% to 15% (Fletcher et al., 2019)

21



Chapter 2

What Are the Signs to Look For?

22

Early Intervention

Page 37

Good news...

- Early identification PLUS
- Early & appropriate intervention EQUALS:
 - “Overcoming” dyslexia (Shaywitz, 2003)
 - “Preventing” dyslexia (Fletcher et al., 2019; Gaab, 2019)

23



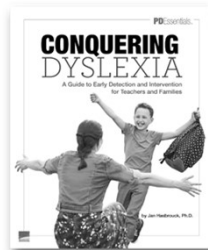
Tweet from Dr. Nadine Gaab @GaabLab
October 9, 2020 5:55 PM

Keep in mind that all children who struggle with learning to read need evidence-based interventions regardless of the cause of their struggle, their school's or parent's resources, their skin color, & whether they have a #dyslexia diagnosis or not. Our task is to make this happen.

24

"The question is:

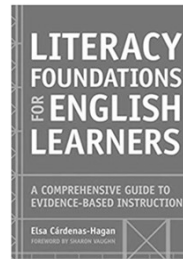
How can we help anyone who struggles with reading, writing, and spelling regardless of the presumed cause?" p. 19



25

English Learners & Dyslexia

Pages 38-39



Elsa Cárdenas-Hagan

Editor

2020

Forward by Sharon Vaughn

26

Emotional, Behavioral, & Social Impacts

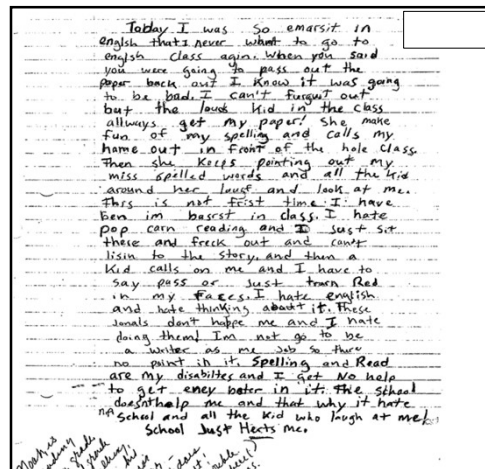
Pages 41-47

Noah

18 year old HS senior

Dyslexic (Reading 4th gr level; Spelling 3rd gr)

Page from his daily ELA journal (p. 48)



27

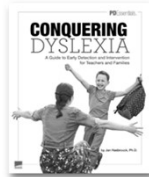
28

Parent Activism!

The Learning Spark blog (January 10, 2021)

Healing Depression Through the Science of Reading

"We [parents] witness the effects of poor reading instruction every day. There is a reason we are so passionate, so angry, so committed. Our children are in pain. They are haunted. Some have given up..."



29

Sam

Sam was a joyful baby, toddler and preschooler.



[A]voidance behaviors began as early as kindergarten.

[F]ull-on tantrums each night.

My joyful little boy was now joyless.

He hated school, had stomach aches every day...

Sam was quiet, well mannered, so managed to fly under the teacher's radar.

Fortunately, Sam was lucky enough to have a 2nd grade teacher who not only understood dyslexia but knew what to do about it.

30

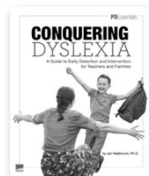
Parent Activism!

Dyslexia: A family disorder

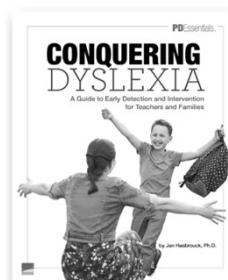
"Decoding Dyslexia" groups

Resources pgs 160-162

Glossary pgs 179-192



31



JOIN US!

Chapter 3

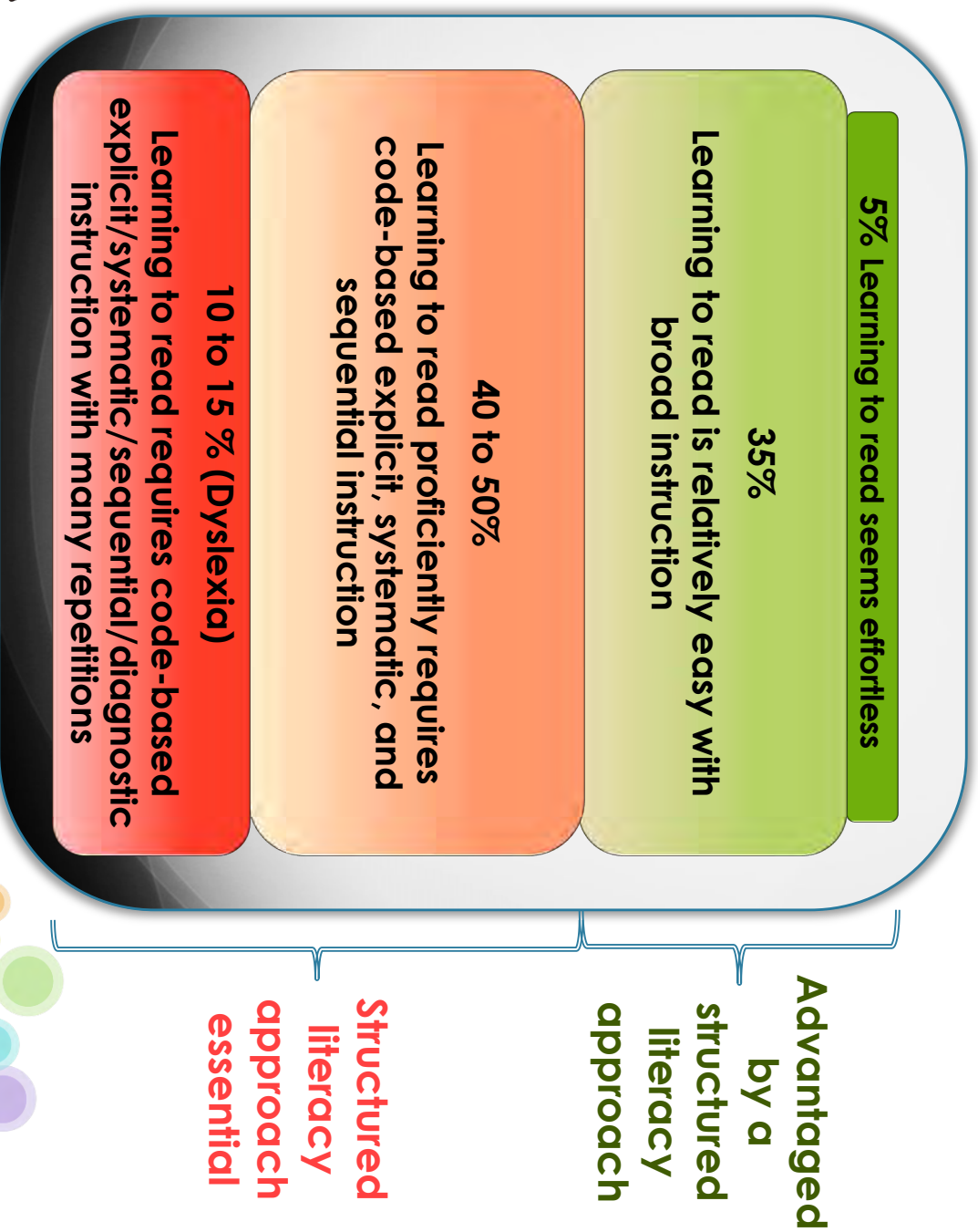
How is Dyslexia Diagnosed?

Tuesday July 14

7:00 PM EST/4:00 PM PST

32

The Ladder of Reading



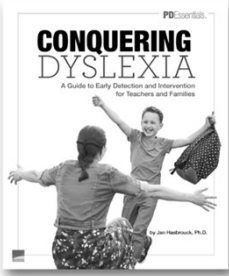
www.nancyyoung.ca

© N. Young, 2012 (Updated 2020)

Artwork by Dean Stanton

(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

Nancy Young
B.A., M.Ed.
Reading
Spelling
Writing



Conquering Dyslexia

Book Study

Chapter 3

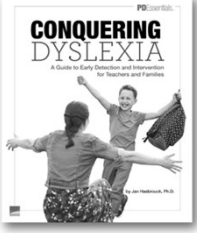
Jan Hasbrouck, Ph.D.
@janhasbrouck

1

CONQUERING Dyslexia

A Guide to Early Detection and Intervention for Teachers and Families

Jan Hasbrouck, Ph.D.



- Ch. 1 What is Dyslexia?
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- Ch. 4 Teach Students to Read: How
- Ch. 5 Teach Students to Read: What
- Resources for Dyslexia
- Glossary & References

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2

A challenging topic...

3

SPELLtalk listserve

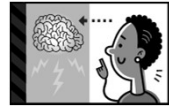
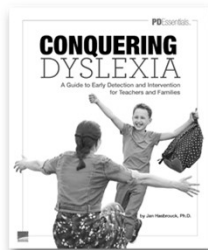
Steve Dykstra, Ph.D.
April 5, 2019

"Early in learning there is no reason to separate dyslexic children from kids who struggle to read for other reasons. They all need the same thing...we should intervene effectively, robustly with all of them and not worry about who is or is not dyslexic".

4

Page 53

"...there is an understandable, urgent wish to diagnose [dyslexia] quickly and definitively. Unfortunately, such a measure does not exist."



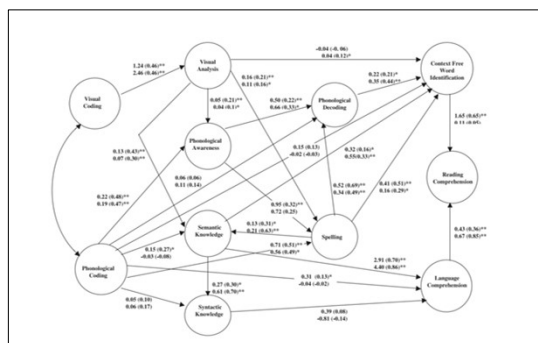
To accurately discuss ASSESSING reading ability, we need to understand "reading".

"Reading is a highly complex task that involves many interconnected and codependent linguistic processes that draw upon a variety of separate skills."

Hasbrouck & Glaser (2019)

5

6



Vellutino, F. R., Tunmer, W. E., Jaccard, J. J., & Chen, R. (2007). Components of Reading Ability: Multivariate Evidence for a Convergent Skills Model of Reading Development. *Scientific Studies of Reading*, 11:1, 3-32.



"Reading is a highly complex task that involves many interconnected and codependent linguistic processes that draw upon a variety of separate skills."

Hasbrouck & Glaser (2019)

"The Simple View of Reading"

$$RC = LC \times D$$

Gough & Tunmer (1986)
Page 57-58

7

8

Simple View of Reading

Gough & Tunmer (1986)

$$RC = LC \times D$$

Reading Comprehension = Language Comprehension X Decoding

↓ ↓

Ability to understand spoken language Ability to decode and recognize words

9

Simple View of Reading

Gough & Tunmer (1986)

$$RC = LC \times D$$

Reading Comprehension = Language Comprehension X Decoding

LC Skill **D Skill**

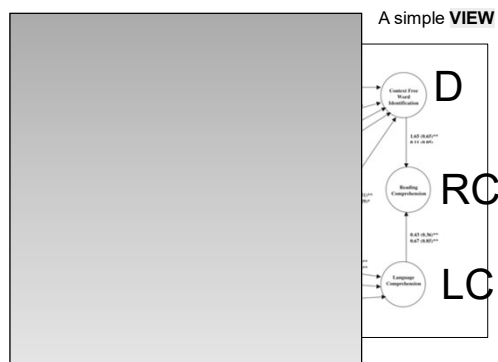
Low = 0 Low = 0

Adequate = 1 Adequate = 1

<https://www.readingrockets.org/article/simple-view-reading>

10

A simple **VIEW** of reading!

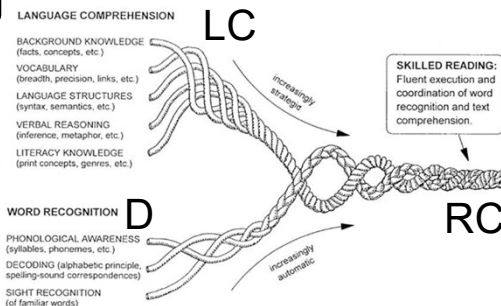


Vellutino, F. R., Tunmer, W. E., Jaccard, J. J., & Chen, R. (2007). Components of Reading Ability: Multivariate Evidence for a Convergent Skills Model of Reading Development. *Scientific Studies of Reading*, 11:1, 3-32.

11

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

Page 59



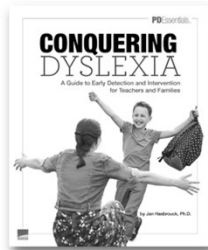
Scarborough, Hollis S. (2001). *Handbook for research in early literacy*.

12

Page 60

"High-achieving schools use data to guide the instructional decisions of administrators, teacher, and specialists.

(Bambrick-Santoyo, 2019)."



13

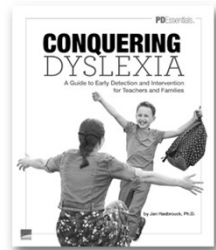
ASSESSMENTS

Pages 60-68

Assess to

- screen
- diagnose
- continuously evaluate
- measure the outcomes

of students' skills and performance



14



ASSESSMENTS

FORMATIVE

Benchmark/Screening
Diagnostic
Progress Monitoring

SUMMATIVE

Outcome

15



ASSESSMENTS

BIG IDEA of ALL ASSESSMENTS:

All assessments are
conducted to answer a
QUESTION!

16

ASSESSMENTS

Benchmark/Screening p. 61-63; 69-79

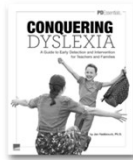
WHO might need extra help?

Diagnostic p. 64-67; 80-96

WHAT kind of help do they need?

Progress Monitoring p. 68 (then in Ch. 4 p.113-114)

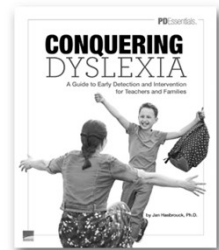
Is the work **WORKING**?



17

Page 78

“Early screening is so important for our students with dyslexia...”



18

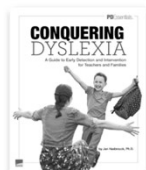
The Snow Report
pamelasnow.blogspot.com

Pamela Snow, Ph.D.

“Effective early intervention is like building better fences at the top of the cliff, rather than parking ambulances at the bottom.

The best early intervention is effective instruction.”

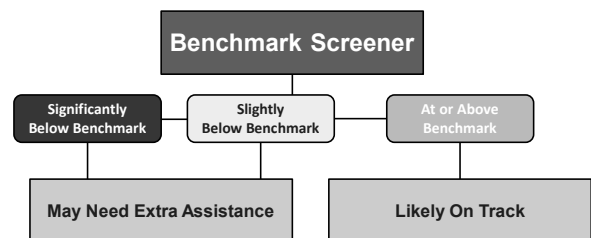
Page 102



19

Benchmark Screening

3x Year: Fall, Winter, Spring



Additional assessments or other information should also be considered...

20

P. 73-74

Oral Reading Fluency (ORF) as a
BENCHMARK/SCREENING assessment:

Number of words read correctly per minute
(or letter names or sounds)

DIBELS 8th Ed. U of Oregon K-8

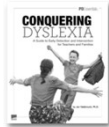
Acadience Dynamic Measurement Group K-6

AIMSweb Pearson K-8

easyCBM Riverside K-8

FAST FastBridge K-8

ALL
are CBM
measures



Page 114

PROGRESS MONITORING

Tier 1:

Daily performance in small group instruction;
written work; in-program assessments

Tier 2 & Tier 3:

Consider CBM ORF assessments

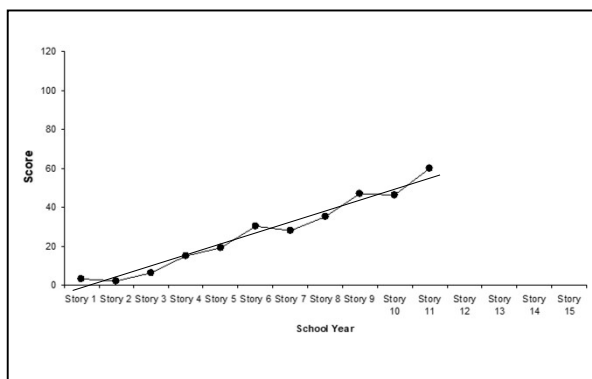
Monthly? Every 2 weeks?

Graph progress: Wait for 5 consecutive scores

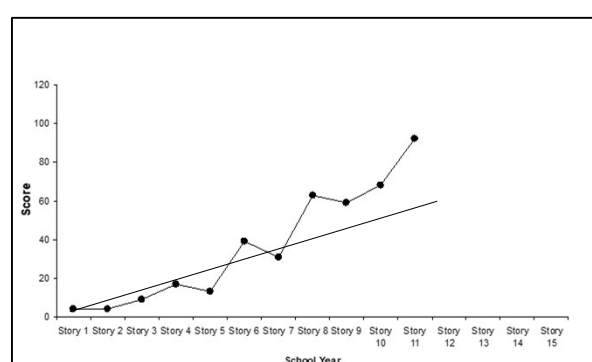


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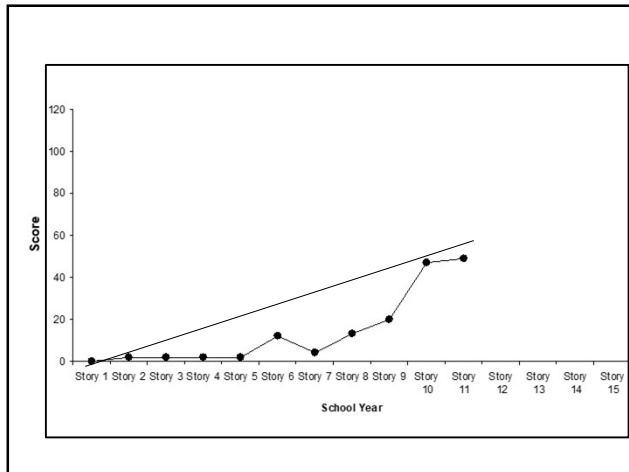
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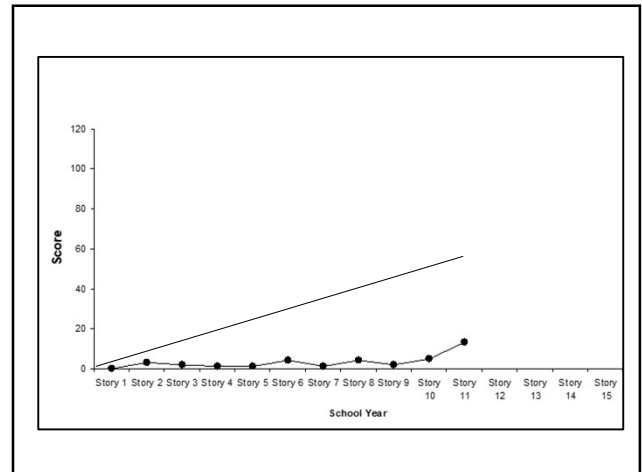
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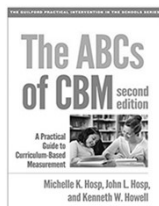
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26

ASSESSMENTS

More information about
Curriculum-Based Measurement (CBM)?

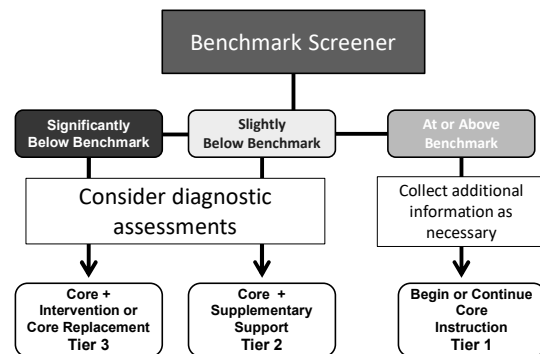


The ABCs of CBM 2nd Ed.

Michele Hosp
John Hosp
Ken Howell

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Diagnostic Assessments

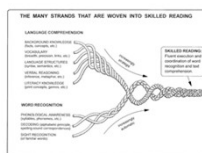
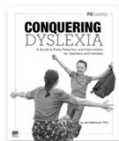


28

Pages 80-91

Diagnostic Assessments

- Phonological/Phonemic Awareness
- Word Identification: Phonics/Decoding
- Automatic Word Recognition (Sight Words)
- Reading Fluency (accuracy, rate, expression)
- Listening Comprehension
- Spelling
- Handwriting
- Language Proficiency



29

Page 88

Rapid Automatized Naming (RAN)?

“...the relation of rapid naming deficits and reading in individuals with dyslexia remains controversial.”

Fletcher, Lyon, Fuchs, & Barnes (2019, p. 118)

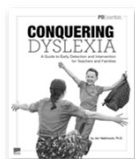
“The existing evidence does not support a persistent core deficit in naming speed for readers with dyslexia.”

Vukovic & Siegel (2006, p. 25)



30

Dyslexia Diagnostic Checklist



p. 92-96

“...there is no one, single, universally-adopted assessment that can be used to definitively identify if a study has dyslexia (Odegard, 2019). We instead rely on a ‘pattern’ or ‘cluster’ of concerns.” p. 93

dyslexia assessment → intervention

31

Dyslexia Diagnostic Checklist

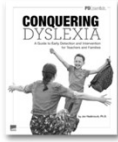
Emily Grade 2 Fall	Concern? Y/N	Mild	Moderate	Severe
Phonological/Phonemic Awareness	YES			X
Phonics/Decoding	YES		X	
Automatic Word Recognition (Sight Words)	YES		X	
Reading Fluency	YES			X
Listening Comprehension	NO			
Spelling	YES	X		
Handwriting	NO			
Language Proficiency	NO			
Family History	YES		X	X
Appropriate Instruction/Intervention	Has been provided			

© Conquering Dyslexia 2020

32

Page 93

Share Diagnostic Results



Children diagnosed with dyslexia benefit by receiving:

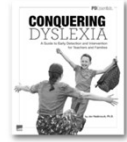
- a clear and understandable explanation of their diagnosis
- on-going family support
- appropriate intervention provided as early as possible

Livingston, Siegel, & Ribary (2018)

33

Page 96

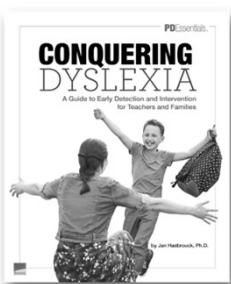
Next Steps



"Depending on the policies and regulations of each school district, agency, or state, receiving services for dyslexia may require an additional round of assessments..."

- Dyslexia programs outside of special education.
- Formal designation as having a learning disability and eligible for special services through IDEA.

34



JOIN US!

Chapters 4 & 5

Reading:
HOW to Teach?
WHAT to Teach?

Wednesday July 21
7:00 PM EST/4:00 PM PST

35

THANK YOU!!



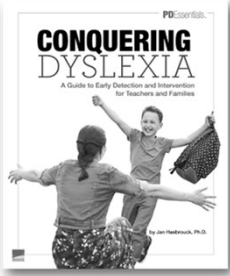
Jan Hasbrouck, Ph.D.

 @janhasbrouck

36

Dyslexia Diagnostic Checklist

Student: Date:	Concern? Y/N	Mild	Moderate	Severe
Phonological/ Phonemic Awareness				
Phonics/ Decoding				
Automatic Word Recognition (Sight Words)				
Reading Fluency				
Listening Comprehension				
Spelling				
Handwriting				
Language Proficiency				
Family History				
Appropriate Instruction/Intervention				



Conquering Dyslexia

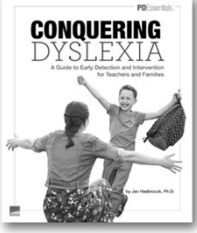
Chapters 4 & 5

Jan Hasbrouck, Ph.D.
@janhasbrouck

1

CONQUERING Dyslexia

A Guide to Early Detection and Intervention for Teachers and Families



Jan Hasbrouck, Ph.D.

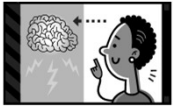
- Ch. 1 What is Dyslexia?
- Ch. 2 What are the Signs to Look For?
- Ch. 3 Assessing Dyslexia
- Ch. 4 Teach Students to Read: How
- Ch. 5 Teach Students to Read: What
- Resources for Dyslexia
- Glossary & References

**Benchmark Education
PD Essentials**
www.benchmarkeducation.com

2

A(nother!) challenging topic...

3

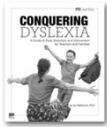


Teaching for Dyslexia?

Anita Archer	Virginia Berninger
Mark Seidenberg	Sally Shaywitz
Louisa Moats	Doug Carnine
Jack Fletcher	Barbara Foorman
Carolyn Denton	Maryanne Wolf
David Kilpatrick	Sharon Vaughn

and more...

4



page 78

“...powerful interventions can help children overcome dyslexia, or even prevent it from ever being a factor in their lives.”

5



“...reading is not learned in the same way we learn to talk.”

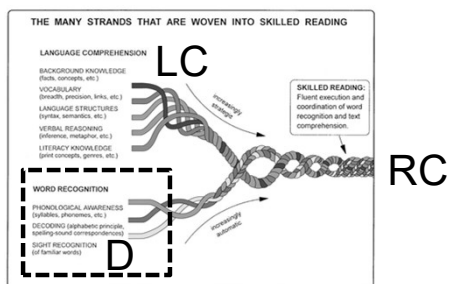
Dr. Mark Seidenberg
Language at the Speed of Sight (2017)

6



Pages
59 & 129

$$RC = LC \times D$$



7

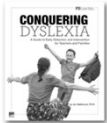


page 123

“The most ethical and prudent action is to provide all children with *the most effective reading methods*... thereby accelerating the process of all children and minimizing the likelihood that any child will struggle to learn to read.”

Buckingham & Castles (2019)

8



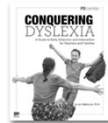
page 123

"The most ethical and prudent action is to provide all children with *the most effective reading methods...* thereby accelerating the process of all children and minimizing the likelihood that any child will struggle to learn to read."

Buckingham & Castles (2019)

Allor et al. (2014); Al Otaiba et al. (2009); Buckingham & Castles (2019); Carnine et al. (2010); Fletcher et al. (2019); Hempenstall (2016); Torgeson (2004); Vaughn et al. (2000) + *many, MANY other studies from the past 40+ years*

9



page 123

"The most ethical and prudent action is to provide all children with *the most effective reading methods...* thereby accelerating the process of all children and minimizing the likelihood that any child will struggle to learn to read."

Buckingham & Castles (2019)

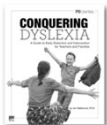
*Comprehensive *Systematic *Explicit *Intensive

...and *Multimodality

plus: **Diagnostic**

Structured Literacy pages 101-114

10



pages 110-112

***Comprehensive** pages 103-104
Designed to cover essential standards: foundational components of reading + advanced skills & knowledge

***Systematic** pages 105-106
Carefully designed scope & sequence

***Explicit** pages 107-109
Effectively delivered with clarity & intention; gradual release of responsibility ("I do"; "We do"; "You do")

***Intensive** pages 109-110
Active engagement & small groups

often includes ***Multimodality** pages 111-112
Using all sensory modalities *directly related* to reading/writing skill development

11

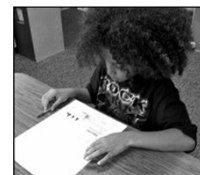
This is what it looks like...



I DO and WE DO



Y'ALL DO



YOU DO

12



Small groups
and collaborative
practice at
ALL
grade levels
Prek-12+

13

Orton-Gillingham (OG)

Fletcher et al. (2019), quoting Ritchey & Goeke (2006), pgs. 179-180

"Despite the wide acceptance and enthusiasm for OG and OG-based programs, not all studies reported them to be superior..."

Stevens et al. (2021). *Exceptional Children*

"...findings from this meta-analysis do not provide definitive evidence that OG interventions significantly improve the reading outcomes of students with or at risk for WLRD [word-level reading disabilities], such as dyslexia."

14

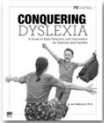
PLUS:

***Diagnostic**

COLLECTING appropriate formative data (observation, written samples, quiz results, progress monitoring data, etc.) and *USING* the results to modify instruction as needed

Progress Monitoring
pages 109-110

15



PROGRESS MONITORING

pages 113-114

Tier 1:

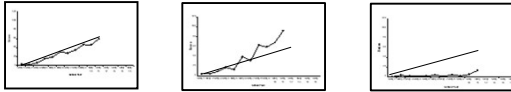
Daily performance in small group instruction;
written work; in-program assessments

Tier 2 & Tier 3:

Consider CBM ORF assessments
Monthly? Every 2 weeks?
Graph progress: Wait for 5 consecutive scores

16

Diagnostic TEACHING



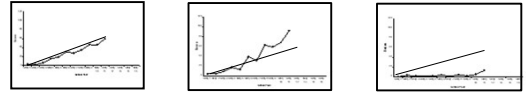
What to DO?

Classroom Teachers, Content Specialists, Special Educators, Instructional Coaches, SLPs, etc.

Modify instruction, then continue monitoring...

17

Diagnostic TEACHING



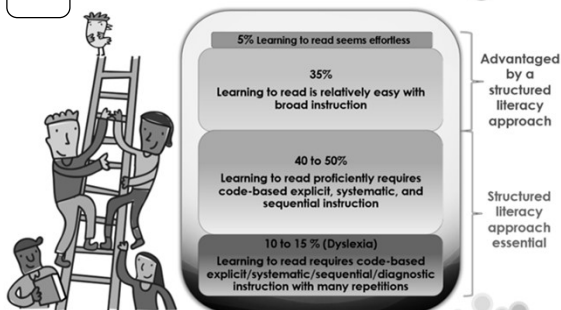
Modify Instruction?

- Appropriate "match" of instruction?
- Quality of program & instruction?
- Fidelity of instruction?
- Intensity of instruction?
- Frequency & duration of instruction?
- Other?

18

Pages
120-121

The Ladder of Reading



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Artwork by Dean Stanton
(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenfall, 2016)

www.nancyyoung.ca

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Nancy Young
B.A., M.Ed., Writing

19

HOW TWO THINGS ABOUT
THE MARK SEIDENBERG IS
THAT YOU ARE READING THE
LANGUAGE AT THE WORD
THESE SPEED OF SIGHT YOU
READING THESE WORDS I
NOW THAT YOU ARE AN E
YOU HOW WE READ, THE S
WHY SO MANY CAN'T, I
W AND WHAT CAN BE Y
EVERY DONE ABOUT IT DAY
WHETHER YOU WANT TO Q

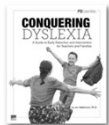
2017

"How do children learn
to read?..."

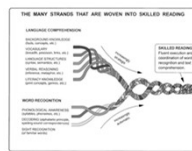
The answer is the same for
all children.

Cultural, economic, and
educational circumstances
obviously affect children's
progress, but **what** they
need to learn does not
change."

20



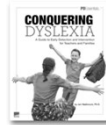
page 130



"Effective reading instruction must help develop all these skills from both areas [LC & D]."

Simultaneously...

21



page 134

Decoding (Word Identification)

David Kilpatrick (2015)

Level 1

Letter names and letter sounds

Level 2

Phonic decoding

Level 3

Orthographic mapping: "anchoring" the letter sequence in words: Sight words

"Self Teaching": 1- 4 exposures! (pages 148-149)

22

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

Kindergarten/Gr. 1

LANGUAGE COMPREHENSION

- BACKGROUND KNOWLEDGE (facts, concepts, etc.)
- VOCABULARY (breadth, precision, links, etc.)
- LANGUAGE STRUCTURES (syntax, semantics, etc.)
- VERBAL REASONING (inference, metaphor, etc.)
- LITERACY KNOWLEDGE (print concepts, genres, etc.)

WORD RECOGNITION

- PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
- DECODING (alphabetic principle, spelling-sound correspondences)
- SIGHT RECOGNITION (of familiar words)

SKILLED READING: Fluent execution and coordination of word recognition and text comprehension.

increasingly strategic

increasingly automatic

23

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

Grade 1- early Grade 2

LANGUAGE COMPREHENSION

- BACKGROUND KNOWLEDGE (facts, concepts, etc.)
- VOCABULARY (breadth, precision, links, etc.)
- LANGUAGE STRUCTURES (syntax, semantics, etc.)
- VERBAL REASONING (inference, metaphor, etc.)
- LITERACY KNOWLEDGE (print concepts, genres, etc.)

WORD RECOGNITION

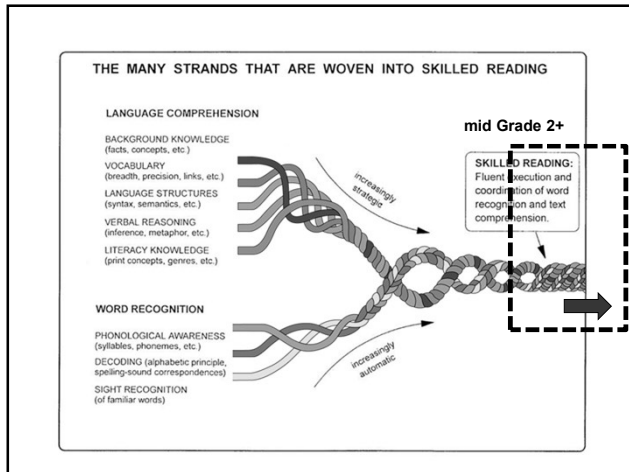
- PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
- DECODING (alphabetic principle, spelling-sound correspondences)
- SIGHT RECOGNITION (of familiar words)

SKILLED READING: Fluent execution and coordination of word recognition and text comprehension.

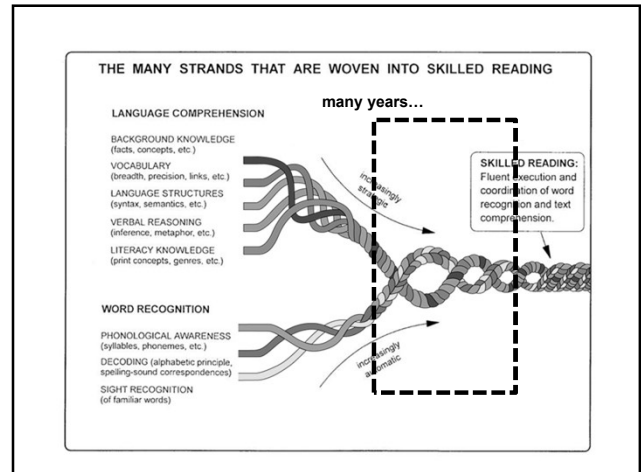
increasingly strategic

increasingly automatic

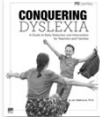
24



25



26



Pages 135-152

Teaching Specifics...

Phonological/Phonemic Awareness pages 135-136
Key challenge for learners with dyslexia

Phonics & Decoding pages 137-142
Teach sounds correctly!

Sight Words (Word Recognition) pages 143-150
Orthographic mapping essential for reading success; requires LC + PA + D

Reading Fluency pages 150-152

Teaching Across the Grades pages 153-156

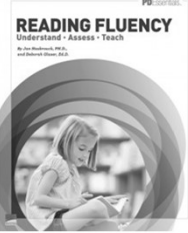
27

Reading Fluency

Understand * Assess * Teach

Jan Hasbrouck, Ph.D.
Deborah Glaser, Ed.D.

- Ch. 1 Defining Reading Fluency
- Ch. 2 Assessing Reading Fluency
- Ch. 3 Teaching Reading Fluency
- Ch. 4 Integrating Fluency Skills



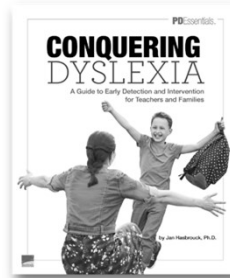
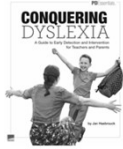
Benchmark Education
PD Essentials
www.benchmarkeducation.com

28

Recommended Resources

pages 160-162

- Decoding Dyslexia decodingdyslexia.net
- IDA <https://dyslexiaida.org/>
- Reading Rockets www.readingrockets.org
- The Gaab Lab www.gaablalab.com
- Glean Education www.gleaneducation.com
- University of Florida Literacy Institute (UFLI)
Virtual Teaching Resource Hub education.ufl.edu/ufli



JOIN US!
Q&A with Jan!

Wednesday July 28
7:00 PM EST/4:00 PM PST

29

30

THANK YOU!!

Jan Hasbrouck, Ph.D.



janhasbrouck@gmail.com

 [@janhasbrouck](https://twitter.com/janhasbrouck)

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WHAT to Teach				
	STRONG	SOME	WEAK	COMMENTS
Language Comprehension P 131-132				
Phonological/Phonemic Awareness P 135-136				
Phonics & Decoding (Word Identification) P 134-144 Letter names; Letter sounds; Decoding; Morphology; Spelling taught with decoding; Practice in text daily				
Word Recognition (Sight Words) P 145-150				
Reading Fluency P 150-152				
Teaching Reading Across the Grades P 153-156 <ul style="list-style-type: none"> • Level 1 (Letters & Sounds) • Level 2 (Decoding) • Level 3 (Orthographic Mapping; Self-Teaching 				

HOW to Teach					
	STRONG	SOME	WEAK		COMMENTS
Comprehensive P 103-104					
Systematic P 105-106					
Explicit P 107-108					
Intensive P 110-111					
Multimodality P 111-112					
Progress Monitoring P 113-114					
RTI/MTSS Framework P 115-118					



CHECKLIST FOR CONSIDERING PROGRESS MONITORING DATA

STUDENT:

DATE:

DATA USED FOR MAKING DECISIONS:

APPROPRIATE “MATCH” OF INSTRUCTION <ul style="list-style-type: none">• Addresses student skill STRENGTHS & NEEDS<ul style="list-style-type: none">○ Screening & diagnostic assessment data○ Daily performance○ Other• PURPOSE & FOCUS of program appropriate	
QUALITY OF THE PROGRAM <ul style="list-style-type: none">• COMPREHENSIVE<ul style="list-style-type: none">○ Addresses relevant standards○ Foundation and advanced skills○ Support for Tier 1 & 2• SYSTEMATIC<ul style="list-style-type: none">○ Well-designed scope & sequence○ Easy-to-hard; scaffold for success○ Reviews built in• EXPLICIT<ul style="list-style-type: none">○ Demonstration (I Do); Guided Practice (We Do); Collaborative Practice (Y'all Do); Independent Practice (You Do)• SUPPORT FOR INSTRUCTION<ul style="list-style-type: none">○ Clear guidance for how to teach the lessons○ Guidance for placement, progress monitoring• EVIDENCE OF EFFECTIVENESS<ul style="list-style-type: none">○ Research-supported components	
FIDELITY OF THE INSTRUCTION <ul style="list-style-type: none">• Program COMPONENTS used CORRECTLY<ul style="list-style-type: none">○ Students placed appropriately○ Modifications for differentiation do not compromise program's effectiveness	

<p>QUALITY OF THE INSTRUCTION</p> <ul style="list-style-type: none"> • ACTIVE ENGAGEMENT <ul style="list-style-type: none"> ○ Less “teacher-talk” ○ Frequent and varied student participation • INTENSIVE <ul style="list-style-type: none"> ○ Sense of URGENCY; No wasted time; Well-organized ○ Small groups used as appropriate ○ “Perky pace” • RELENTLESS <ul style="list-style-type: none"> ○ NO excuses ○ Focus on ALL students • FOCUSED <ul style="list-style-type: none"> ○ Data-driven instruction: WHO? WHAT? WORKING? ○ KEY skills taught • HIGHLY QUALIFIED TEACHER <ul style="list-style-type: none"> ○ Most experienced & knowledgeable teachers teaching most challenged students 	
<p>FREQUENCY & DURATION OF INSTRUCTION</p> <ul style="list-style-type: none"> • How OFTEN are lessons provided? • How LONG are the lessons? • How LONG has student received instruction? <ul style="list-style-type: none"> ○ Ready to “move on”? ○ More time needed? 	
<p>OTHER ISSUES TO CONSIDER</p> <ul style="list-style-type: none"> • Home issues/concerns? • Social/emotional concerns? • Health-related concerns? • Motivation? • Other? 	

SUMMARY:

ACTION PLAN: Who? Do What? By When?

FOLLOW UP: