



Three Must-Have Features of Effective Instruction for Students with Word Reading Difficulties

Carrie Thomas Beck, Ph.D.
Director of Literacy, CORE, Inc.

The Current Landscape

- A worldwide pandemic
- An abrupt change to schooling that began in the spring of 2020 and continues as students begin school this fall
- Gaps in instruction
- Challenges with connecting with all students regularly
- Need for increased attention for students with word reading difficulties
- Essential to leverage instructional time to focus on features of effective instruction that specifically address word reading difficulties

Learning Objectives

- Understand an underlying framework for conceptualizing reading
- Define the primary characteristics of dyslexia and explain the source of word reading difficulties
- State the formula for word reading success
- Based on the formula, describe components of effective instruction and intervention for students with word reading difficulties, including dyslexia

20+ Years of Experience Driving Continuous Improvement

Our mission is to partner with educators to design and implement solutions to their greatest challenges in achieving educational justice. We are committed to improving teaching and learning.



20+ years of expertise

partnering with district and school leaders to support sustainable systems change, pioneering the use of the “cycle of inquiry”



20+ years of experience

delivering curriculum implementation services aligned to specific, high-quality English Language Arts (ELA) and math instructional materials



corelearn.com



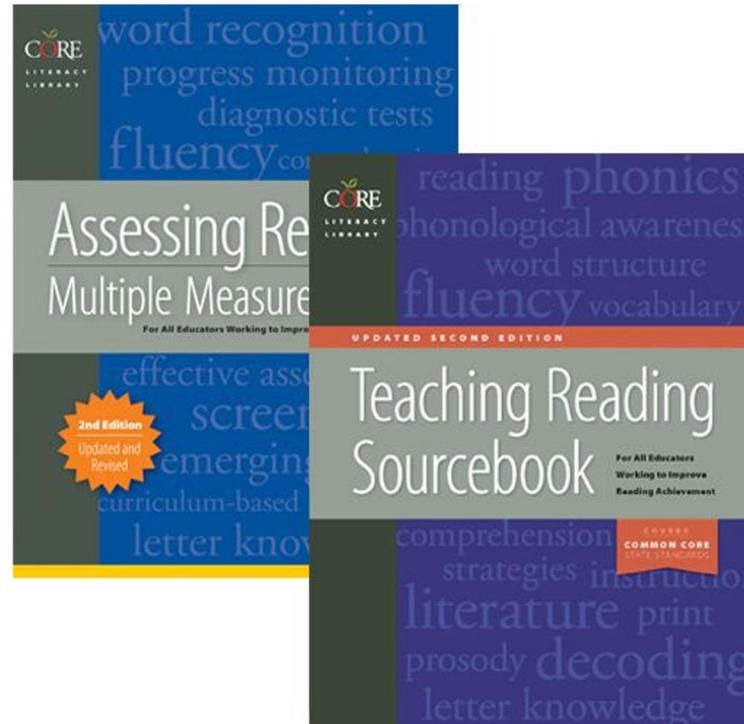
pivotlearning.org

About CORE

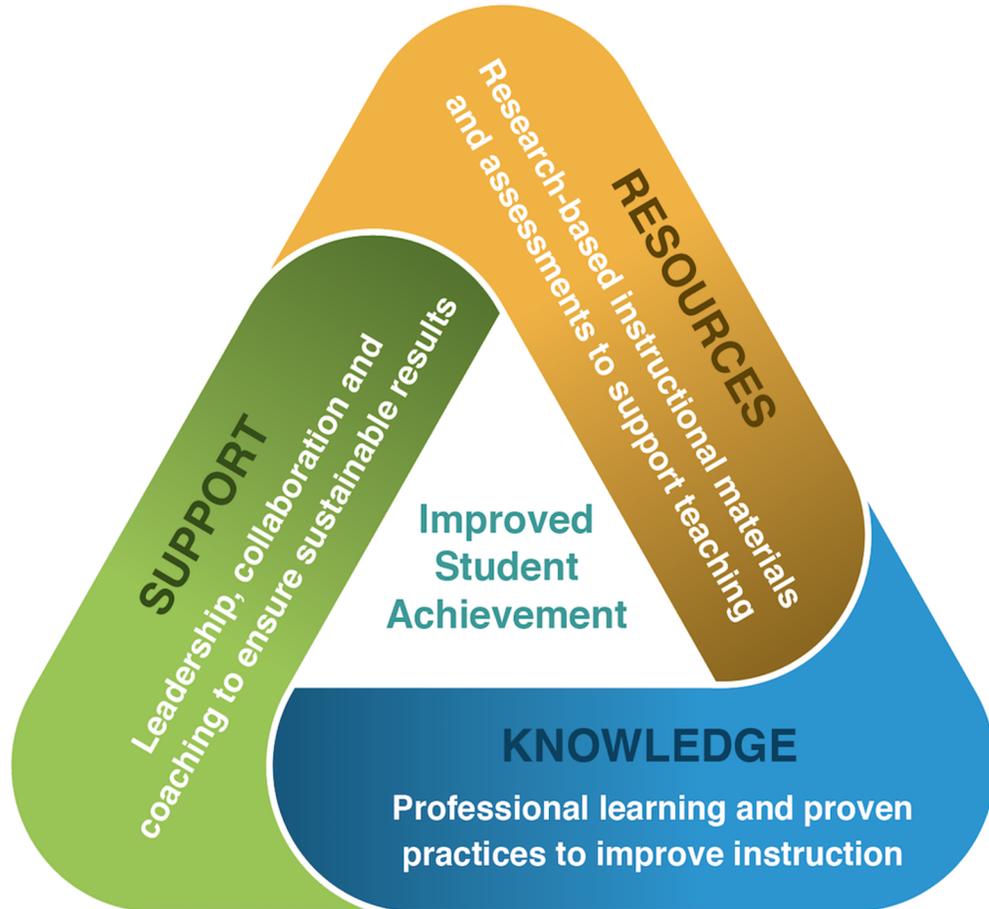
- CORE provides professional learning (face-to-face and remote training and site implementation support) to improve literacy and math instruction, Pre-K-12.
- Founded by former CA State Supt. Bill Honig and Linda Diamond in 1995.
- Nationally recognized for the *Teaching Reading Sourcebook* and *Assessing Reading: Multiple Measures*.



Consortium on Reaching Excellence in Education®



What We Believe



- Foundational knowledge (Reading/ Math Academies)
- Research-based instructional tools: (curriculum & assessments)
- Job-embedded support

Meet Your Presenter



Carrie Thomas Beck, Ph.D.

Dr. Thomas Beck is CORE's Director of Literacy. She comes to CORE after working four years as the Dyslexia Specialist for the Oregon Department of Education (ODE). In 2019, Carrie received the Excellence in Leadership Award from the International Dyslexia Association (IDA) to recognize her contribution to improving outcomes for students with dyslexia in Oregon. Prior to joining the Department, Carrie worked as a Research Associate in the Center on Teaching and Learning (CTL) at the University of Oregon for ten years. Carrie developed and directed the CTL Reading Clinic at the university from 2008 through 2013. She also led the development of a reading endorsement program at the university and taught literacy courses in the College of Education.



corelearn.com



pivotlearning.org

Simple View of Reading

Gough and Tunmer, 1986



Simple View of Reading

Language Comprehension

Word Recognition		Strong	Weak
	Strong	Typically Developing Reader	Hyperlexic
	Weak	Dyslexic	Mixed Reading Difficulty

Kilpatrick, 2015

Students with Word Reading Difficulties

Language Comprehension

Word Recognition		Strong	Weak
	Strong	Typically Developing Reader	Hyperlexic
	Weak	Dyslexic	Mixed Reading Difficulty

Kilpatrick, 2015

What is Dyslexia?

The term dyslexic is used to refer to students with adequate language comprehension, but weak word recognition (decoding) skills.

What is Dyslexia?

- a specific learning disability
- neurobiological in origin
- characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities
- difficulties typically result from a deficit in the phonological component of language
- difficulties often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction
- secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

IDA/NICHD, 2002

Phonological-Core Deficit as the Source for the Word Reading Difficulties:

- Poor phonemic awareness
- Poor phonemic blending
- Poor rapid automatized naming
- Poor phonological working memory; and
- Poor nonword reading/letter-sound skills

Kilpatrick, 2018

Students with Word Reading Difficulties

Language Comprehension

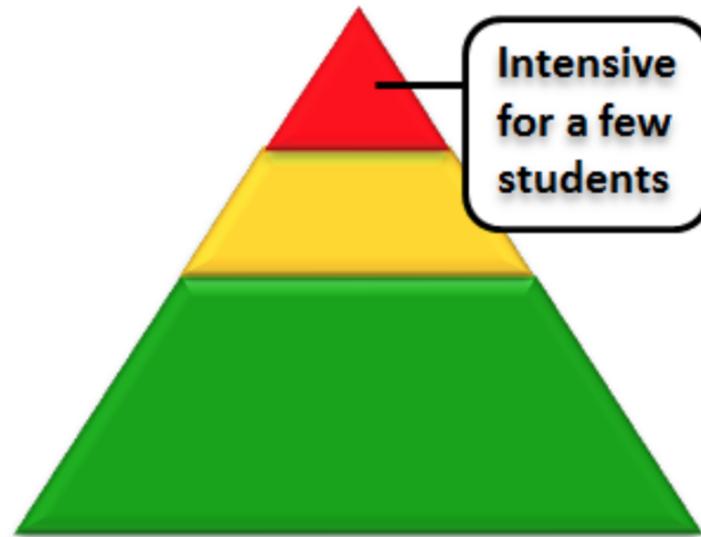
Word Recognition		Strong	Weak
	Strong	Typically Developing Reader	Hyperlexic
	Weak	Dyslexic	Mixed Reading Difficulty

Kilpatrick, 2015

Principles for Guiding Instruction and Intervention

Best Practice for Instructional Support for Students with Word Reading Difficulties, Including Dyslexia

Provide evidence-based, explicit, systematic reading instruction across all tiers of instructional support.



Start with a Strong Core Reading Program!

Successful literacy instruction, especially for students at risk and those with reading disabilities, **provides a strong core** of highly explicit, systematic teaching of foundational skills.



pivotlearning.org

What Do We Teach?

5 Essential Elements in Beginning Reading:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

National Reading Panel, 2000

What Do We Teach?

Formula For Word Reading Success:

1. Provide instruction on phonemic awareness and teach to the advanced level.
2. Teach and reinforce phonics skills and phonic decoding.
3. Provide ample opportunities to apply these developing skills to reading connected text.

Kilpatrick, 2015

REFLECTION

Reflection

Most of the elements of Kilpatrick's formula may not be surprising to you. Is there a part of this formula that you were not aware of?

Learning Objectives

- Understand an underlying framework for conceptualizing reading
- Define the primary characteristics of dyslexia and explain the source of word reading difficulties
- State the formula for word reading success
- Based on the formula, describe components of effective instruction and intervention for students with word reading difficulties, including dyslexia

1. Provide instruction on phonemic awareness and teach to the advanced level.

Basic phonemic awareness skills include phoneme blending and phoneme segmentation (K and 1).

Advanced phonemic awareness includes tasks that manipulate phonemes, such as deleting, substituting, or reversing phonemes within words. (Continues to develop until about 3rd grade.)

Kilpatrick, 2015

Advanced Phonological Awareness

SYLLABLE LEVEL		
Basic Syllable	Delete: (un)der der	Pre-K to 1 st grade
Advanced Syllable	Delete(an)imal imal	1 st to 2 nd grade
ONSET-RIME LEVEL		
	Delete (c)at at Delete m(an) m	K to 1 st grade
	Substitute (n)ot (h)ot	K to 1 st grade
	Substitute t(an) t(oy)	K to 1 st grade
PHONEME LEVEL		
Basic Phoneme	Delete (p)lane lane Delete car(t) car	1 st to early 2 nd grade
	Substitute (c)lass (g)lass	1 st to early 2 nd grade
Advanced Phoneme	Delete be(s)t bet	Early 2 nd to early 3 rd grade
	Substitute li(f)t li(s)t	Early 2 nd to early 3 rd grade

Core Instruction

“Given the minimal time investment involved in phonological awareness training relative to its potential benefits, it seems to make the most sense to provide whole-class or small-group Tier I instruction to all students . . .”

Kilpatrick, 2015

Core Instruction

Phonemic awareness must be taught as a discrete, oral- and auditory-based skill.

As phonological awareness skills develop, they must be integrated with **letter-sound knowledge** and **word reading**.

Kilpatrick, 2015

2. Teach and reinforce phonic skills and phonic decoding.

To decrease the number of students who experience difficulty with reading
systematic, explicit phonics is recommended for Tier 1 instruction.

Kilpatrick, 2015

Systematic, Explicit Phonics

Post-NRP research suggests that **phonics instruction with an initial focus on grapheme-phoneme level relationships**, rather than larger-unit phonics approaches, can lead to better reading outcomes (Brady, 2011; Christensen & Bowey, 2005; Foorman et al., 2016).

Cited from IDA Educator Training Initiatives Brief: Structured Literacy: An Introductory Guide

Grapheme-Phoneme Level Relationships

Start by teaching:

- Aa makes the sound /aaaaaaa/
- Tt makes the sound /t/

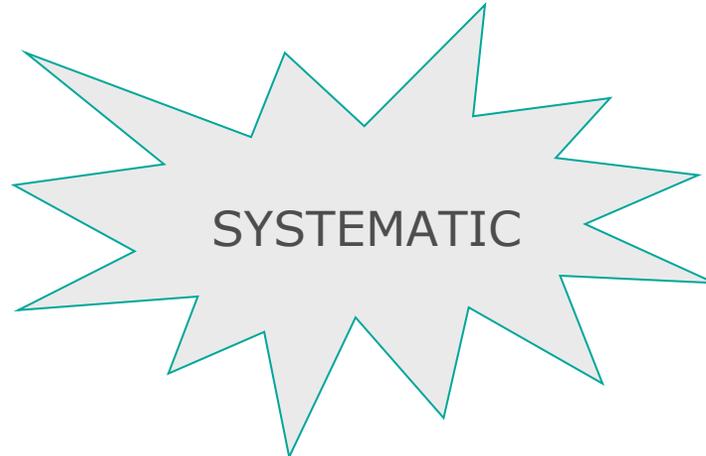
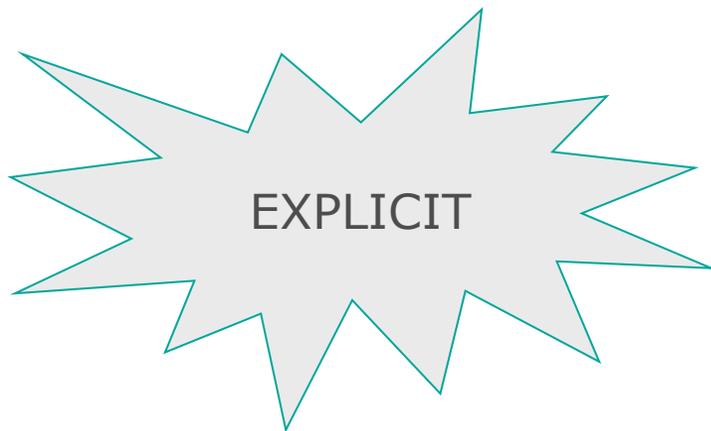
VERSUS starting by teaching clusters of letters or word families like:

- at says /at/
- amp says /amp/, lamp, ramp, tramp, camp, damp

Teach and Reinforce Phonic Decoding

Phonic Decoding teaches:

- Letter-sound knowledge – to proficiency!
- Oral blending to sound out unfamiliar words



Kilpatrick, 2015

Systematic, Explicit Phonics

What might this look like?

1. Develop Phonemic Awareness
2. Introduce Sound/Spelling
3. Blend Words
4. Build Automatic Word Recognition
5. Apply to Decodable Text
6. Word Work for Decoding and Encoding

From *CORE's Teaching Reading Sourcebook Third Edition*, page 175

REFLECTION

Reflection

How does this description of explicit, systematic phonics instruction differ from the instruction you are currently providing in your live or virtual classroom?

3. Provide ample opportunities to apply these developing skills to reading connected text.

Decodable Text



Non-fiction

3. Planting Crops

A big plot of land with a lot of plants on it is said to be a crop. Crops are planted. Lots of plants can be crops: bananas, carrots, and melons. Cotton is a crop, as well. You have to get crops wet often. The sun helps crops get big. You cannot let pests kill the plants. Frost can kill crops as well. But you cannot stop frost. You just have to have luck.



For more stories, visit www.FreeReading.net

What Do We Teach?

Students with Dyslexia:

- Phonemic Awareness – and to the advanced level
- Highly explicit, systematic synthetic-phonics instruction
- Explicit spelling instruction (including instruction in common spelling generalizations and morphemic analysis)
- Ample application of these skills to reading connected text

Typical students as well as those with dyslexia benefit from this kind of instruction!

Individualized Interventions

- A strong core reading program allows for opportunities to engage ALL students in literacy learning.
- Additional individualized interventions may also be provided by quality specialists for students who struggle with reading. Students may be taught in small group settings to increase the intensity of intervention and individualize instruction.

What Does Intervention Look Like for Students with Word Reading Difficulties, Including Dyslexia?

- Start with reading instruction based on the science of reading and . . .
- Make it “**more explicit and comprehensive, more intensive and more supportive** than the instruction provided to the majority of children.”

Torgesen, Foorman & Wagner, 2007

*“Teaching a dyslexic child to read is based on the same principles used to teach any child to read. Since the neural systems responsible for transforming print into language may not be as responsive as in other children, however, **the instruction must be relentless and amplified in every way possible so that it penetrates and takes hold.**”*

Sally Shaywitz, *Overcoming Dyslexia*, 2003

Dyslexia-Specific Interventions

“Furthermore, there is little evidence for the specificity of dyslexia interventions. Children with word reading and spelling problems with and without other proposed markers of dyslexia respond similarly to these interventions. Thus, the search for dyslexia-specific interventions potentially limits access to effective reading instruction for some children.”

Miciak & Fletcher (2020), pg. 9

REFLECTION

Reflection

- How does the description of instruction for students with dyslexia from these well known researchers align with your current thinking of dyslexia interventions?
- Did you believe that students with dyslexia required separate “dyslexia-specific” interventions?

Remember . . .

More Intensity for Students with Dyslexia!

- More instructional time
- A smaller group size
- Greater explicitness and scaffolding from the teacher
- “Air tight” scope and sequence (for example, see: <https://www.collaborativeclassroom.org/resources/beginning-level-3rd-ed-scope-sequence/>)
- Diagnostic teaching to the level of automaticity

What's Next

Reach out to us about your successes and challenges and provide feedback on this webinar's content:

- What are your experiences with teaching reading to students with word reading difficulties this school year?
- How effective do you feel your remote instruction is?
- What assistance do you need to ensure student success?

We'd love to feature your scenario in a mini case study, data study or blog!

Support from CORE



**WORD-READING
DIFFICULTIES
RESOURCE LIBRARY**

Develop a better understanding
of word-reading difficulties such as
dyslexia and how to help all
students become strong readers.

VISIT THE VIRTUAL LIBRARY

<https://www.corelearn.com/dyslexia-resource-library/>

Support from CORE

Must-Watch Webinars



Understanding Dyslexia: How to Identify, Prevent, and Remediate Word-Level Reading Difficulties

Speakers: Drs. Louisa Moats and Dale Webster

Watch On-Demand



Why Phonemic Proficiency Is Necessary for All Readers

Speaker: Dr. David Kilpatrick

Watch On-Demand



Recent Advances in Understanding Word-Level Reading Problems: Implications for Assessment and Effective Intervention

Speaker: Dr. David Kilpatrick

Watch On-Demand

<https://www.corelearn.com/dyslexia-resource-library/>

Remote Consulting Services

10 hours of consulting completely customized
to your team's specific needs

CORE Educational Consultants will work with your team to address your site's specific goals, challenges and capacity building needs around ELA or mathematics curriculum implementation and effective instruction.





www.corelearn.com



@COREInc



Consortium on Reaching
Excellence in Education

Carrie Thomas Beck, Ph.D.

Director of Literacy

cthomasbeck@corelearn.com



pivotlearning.org

References

Definition of Dyslexia. (Adopted by IDA Board of Directors, Nov. 12, 2002). Retrieved from <https://dyslexiaida.org/definition-of-dyslexia/>

Gough, P.B., & Tunmer, W.E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education, 7*, 6-10.

Honig, B., Diamond, L. & Gutlohn, L. (2018). *Teaching Reading Sourcebook Third Edition*. Novato, CA: Arena Press.

IDA Educator Training Initiatives Brief: Structured Literacy: An Introductory Guide. Retrieved from <https://app.box.com/s/mvuvhel6qaj8tghvu1nl75i0ndnlp0yz>

Kilpatrick, D.A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Hoboken NJ: Wiley & Sons.

References (cont.)

Kilpatrick, D. A. (2018). Genetics, the environment, and poor instruction as contributors of word-level reading difficulties. *Perspectives on Language and Literacy*, 44(3).

Miciak, J. & Fletcher, J. (2020). The critical role of instructional response for identifying dyslexia and other learning disabilities. *Journal of Learning Disabilities* 00(0), 1-11.

National Institute of Child Health and Human Development (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.

References (cont.)

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York, NY: Alfred A. Knopf.

Torgeson, J.K., Foorman, B.R., & Wagner, R.K. (2007): *Dyslexia: A Brief for Educators, Parents, and Legislators in Florida*. FCRR Technical Report #8
<https://eric.ed.gov/?id=ED542605>