Dyslexia and ELL Students

Dr. Karina Quezada & Dr. Bonnie Garcia
Program Specialists
Desert Mountain SELPA
Agenda

• Part One:
  • Law and Guidelines
  • ELL Issues
  • Historical Background
  • Definition and Symptoms
  • Types of Dyslexia
  • The Reading Brain
  • Screenings v. Evaluations
  • Reading Fundamentals
  • Literacy Assessments

• Part Two:
  • Effective reading approaches
  • Instructional Frameworks
    • MTSS, RtI², and UDL
  • Reading programs
  • Strategies and Technologies
  • Progress monitoring
Participants will understand dyslexia and its impact on the academic, behavioral and social-emotional development of children.

Participants will gain an understanding of the disproportionate representation of English Language Learners (ELL) in special education under the criteria of Specific Learning Disability (SLD) and Speech and Language Impairment (SLI).

Participants will identify best practices in educational assessments and instruction that alleviate the perpetuation of over/under representation of ELL students in special education.
Part One:
Foundations, Screenings, and Assessments
Assembly Bill 1369 (2015)

“...Requires the Superintendent of Public Instruction to develop and to complete in time for use no later than the beginning of the 2017-18 academic year, program guidelines for dyslexia. The guidelines will be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia, and to plan, provide, evaluate, and improve educational services to pupils with dyslexia.”
Show Me the Numbers!

• Estimates indicate 5% to 8% of the school-age population have dyslexia

• About 40% of the entire U.S. population is believed to have a form of dyslexia

• About 80% of students who are in special education are diagnosed with learning disabilities related to reading problems

• An estimated 1 million children in California display signs of dyslexia
### Numbers: ELL Students

- Linguistically and culturally diverse students are projected to make 40% of the U.S. school age population in 2030.
  - Country level – 23% of school age children are Hispanic.
    - An increase from 17% since the last census.
  - California – 2\textsuperscript{nd} highest percentage (51) of Hispanic students in grades 1-12.
- ELLs represent more than 400 language groups.
  - 78% of ELLs are Spanish-speakers.

Sullivan (2011); August (2011); U.S. Census Bureau (2011); The Condition of Education (2017)
• ELL students with disabilities represent 14% of total ELL population enrolled in U.S. public schools
  • The average for all U.S. students is 9%
  • SLD eligibility is the most prevalent across racial and ethnic groups
    • 66% of ELLs are identified as having an SLD
    • 24% in ELLs are identified as having an SLI
Disproportionality Issues in ELLs

76% of ELLs in 3rd grade perform below grade level in ELA, and 53% below grade level in mathematics.

By age 15-17, approximately 50% of Latino students are enrolled below grade level for their chronological age, suggesting retention.

ELLs are underrepresented in SPED in the elementary grades.

• But overrepresented in SPED in the secondary level.

ELLs are more likely (55%) to be placed in more restrictive special education programs than their English only peers.

Wilkinson, et. al. (2006)
Disproportionality Issues in ELLs, cont.

ELLs begin receiving special education services 2-3 years later than English only students

Overrepresentation and underrepresentation is presumably present due to:

- Misunderstandings in the educational needs of ELL identified students
- Poorly designed language assessments
- Weak psychoeducational assessment practices
- Lack of effective reading instruction for emergent students with disabilities
- Districts adopting a wait to fail approach due to the lack of trained personnel

Sullivan (2011)
The Typical ELL Student

- Requires 5-10 years to fully acquire the second language
- Progresses through a silent stage > BICS stage > CALP stage
- Encounters language loss phenomena
- Varies in their socioeconomic status, which can affect second language learning
- Are the recipients of greatly varied general education services (immersion, dual language models, etc.)
What is Needed?

- ELL students have linguistic difference that must be addressed in their testing, programming, instruction, and intervention
- RtI services provided by professionals who understand bilingualism, cultural diversity, and second language acquisition
  - LEAs must take proactive measures to ensure the equal participation of ELLs in RtI despite language levels
- Strong “instructional consultation teams” knowledgeable in understanding learning disabilities and language differences
- Adoption of best practices in regards to special education testing of ELL students

Guajardo (2011)
Dyslexia comes from the Greek words:
- Dys (impaired)
- Lexis (word)
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. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

International Dyslexia Association, 2002
Symptoms and Characteristics

• Difficulty learning to rhyme words
• Difficulty learning the letter names and sounds of the alphabet
• Confusion of letters and words with similar visual appearance (e.g., b and d and was and saw)
• Confusion of letter with similar sounds (e.g., /f/ and /v/)
• Reversals and transpositions of letters and words that persists past the age of 7 (e.g., p and q, and on and no)

Mather, N. & Wendling, B. (2012).
Symptoms and Characteristics, cont.

• Trouble arranging letters in the correct order when spelling
• Difficulty retaining the visual representation of irregular words for reading and spelling (e.g., once)
• Spelling the same word in different ways on the same page (e.g., wuns, wunce, for once)
• Spelling words the way they sound rather than by the way they look (e.g., sed for said)
• Difficulty pronouncing some multisyllabic words correctly (e.g., multiblication)
• Slow word perception that affects reading rate and fluency

Mather, N. & Wendling, B. (2012).
Symptoms and Characteristics, cont.

• Typically, individuals with dyslexia have strengths in other areas not requiring reading skills primarily (math, science)

• Intelligence level is not a direct correlation to reading problems
  • Gifted children can present with dyslexia

• Some individuals are identified in elementary, others are not identified until entering college or advanced graduate degree programs

Mather, N. & Wendling, B. (2012).
What Dyslexia is Not

- A pervasive oral language impairment
- A primary problem in attention or behavior
- A primary problem in reading comprehension or written expression
- Low motivation or limited effort
- Poor vision or hearing
- Primary emotional or behavioral problems
- Autism
- Childhood schizophrenia
- Limited intelligence
- Related to ethnic background or family income
- A result of poor teaching or limited educational opportunity

Mather, N. & Wendling, B. (2012).
Other Myths Regarding Dyslexia

• People with dyslexia read upside-down or backwards
• People with dyslexia write letters backwards
• There’s no clear understanding of dyslexia
• Neurologists are the only ones who can test for dyslexia
• Dyslexia cannot be diagnosed until after the child is in 3rd grade
• Individuals with dyslexia have subpar intelligence

Mather, N. & Wendling, B. (2012).
Types of Dyslexia

1. Phonological Dyslexia (auditory, dysphonetic)
2. Surface Dyslexia (visual)
3. Deep (Mixed) Dyslexia

Phonological Dyslexia

• Trouble with phonological awareness tasks and applying phonics
• May have receptive language problems
• Encounter difficulties with basic word attack skills and perform poorly with pseudo-word tasks
  • Resulting from poor sound-symbol awareness
• Tend to rely on compensatory processes for reading

Mather, N. & Wendling, B. (2012).
Surface (Orthographic) Dyslexia

- Little difficulty with words that make phonemic sense ("grand")
- Often read in slow, laborious manner
- Trouble with words that do not have regular, predictable grapheme-phoneme correspondence ("right", probably saying "rig-hut")
- Two critical indicators of Surface Dyslexia:
  - Regularization of spelling words with irregular elements ("they" as "thay")
  - Poor performance reading irregular words than phonetically regular words

Mather, N. & Wendling, B. (2012).
Deep (Mixed) Dyslexia

- Describes a severe impairment in word reading
- Accompanied by other types of word reading errors, including
  - Semantic errors (gate read as fence)
  - Visual errors (house read as horse)
  - Derivational errors (mountain read as mountainous)
  - Difficulties with reading function words (the, as, so)
- This type of dyslexia is usually referred to as an “acquired” reading disorder resulting from a stroke or other brain insult

Dyslexia

- As most other disorders, dyslexia presents in a continuum

Mather, N. & Wendling, B. (2012).
Dyslexia and the English Language

- Dyslexia is a neurological impairment
- Brains are the same across cultures and languages
  - Orthographies are not the same across languages
  - This affects how dyslexia impacts individuals who come from different language backgrounds
- The difficulties correspond to the complexity of the language one speaks
  - English is as a deep, opaque, complex syllabic structured language
Consider These Complexities...

- To, Two, Too or There, Their, They’re
- Bear and Bear
- Cup and Pencil or Cone or Pot
- Painted, Played, and Liked
- Fog, phone, stuff, cough, and calf
- Fight, and might
Dyslexia and the Brain
The Human Reading Brain
Left Hemisphere

- Spoken and written language
- Sequencing
- Word Analysis
- Numbers
- Letters
- Analytical
- Logical Abstract
- Thinks in the past and future
Right Hemisphere

- Non verbal information (music, images)
- Drawing
- Construction
- Voice tones
- Creative
- Intuitive
- Spatial Relations (maps, faces, shapes)
- Concrete
- Thinks in the present
The Neural System for Reading

- Broca's area
  - Inferior frontal gyrus
    - articulation/word analysis
- Parieto-temporal
  - word analysis
- Occipito-temporal
  - word form
Neural Signature for Dyslexia
Compensatory Systems

- Children with dyslexia develop compensatory strategies and systems within their brains to assist them with reading.

- They employ the inferior frontal gyrus as well as the right hemisphere, and occipitotemporal word form area.
Genetics and Dyslexia
• Dyslexia is not acquired; people are born with it
  • Acquired Alexia – reading problems resulting from a specific brain damage
• Between 30% and 50% of children with a parent who has dyslexia will develop the disorder
• Reading is a social/cultural construct; no reading gene exist, and no one gene causing dyslexia
• Many genes of small effect increase the propensity to develop the disorder

Mather, N. & Wendling, B. (2012).
Gender Issues

- Studies document slightly higher incidents of dyslexia in boys
- The identification process might be to blame for this disparity
  - In schools, boys tend to be referred for testing more often than girls due to externalizing disorders
    - Girls experience less comorbid disorders
      - More likely to present with internalizing disorders

Mather, N. & Wendling, B. (2012).
Comorbidity

- 60% of children with a reading disability meet criteria for another disorder
- Common disorders that co-occur with dyslexia
  - ADHD (15% to 40% of children)
  - ADHD Inattentive type is seen more frequently with dyslexia
  - Speech Sound Disorder
  - Specific Language Impairment
    - Deficits in phonological processing and phonological memory are closely related
- In addition, children can also present with:
  - Behavior
  - Motor coordination

Mather, N. & Wendling, B. (2012).
Environment (Nurture)

Home Factors Affecting Reading Development:

• Number and quality of books in the home (critical for the development of language and vocabulary)
• Number of pages read daily
• Number of school absences
• Number of hours spent in front of a screen
• Educational level and income of parents

Protective Home Factors Affecting Reading Development:

• Parental involvement
• Commitment to the child’s reading performance
• Strong verbal abilities and intelligence

Mather, N. & Wendling, B. (2012).
Parent Partnership

• Parents can inform school of the early warning signs of dyslexia
  • Mild speech or articulation problems
  • Difficulties rhyming
  • Difficulties recalling letter names
  • Demonstrating lack of interest in print
• Early intervention impacts reading achievement, despite the child’s initial reading ability.

Screenings and Assessments
Screenings v. Evaluations for Dyslexia

• **Screening**
  • A quick and easy to conduct, early intervention tool used to identify students who might be at-risk
    • Meant to *PREDICT* who is “at-risk” for dyslexia and who appears to be “good to go”
  • Meant to gather information to guide educators in the design and tailoring of specific interventions
  • A range of educational professionals can perform a screening

Screenings v. Evaluations for Dyslexia

• **Evaluation**
  - Comprehensive, in-depth look at cognitive functions not typically covered in a screening
  - Involves consideration of memory skills, social/emotional functioning, executive functioning, general intellectual functioning along with many other variables
  - Exclusionary factors are considered and integrated
  - Meant to provide a diagnosis and help in **determining eligibility**
  - School psychologists are inherently leading these assessments along with other specialists (speech pathologists)

*International Dyslexia Association (2017).*
Key Areas to Assess in a Dyslexia Screening

- **Letter Naming** – most 4 and 5 year olds know their letters
  - Confidence? Inattentiveness? Distractibility?
- **Letter Sounds** – kinder and 1st grade students should have a solid idea of sounds associated with letters
- **Rapid Naming**
- **Phonological Processing/Phonemic Awareness**
- **Word Reading** – (K-1st grade) presenting words in isolation
  - Hesitations? Automaticity? Effort? Frustration level?
- **Nonsense Words** – (1st grade and beyond) – **
  - Not suitable before mid 1st grade
- **Oral Reading** (1st grade +) – how well can the child read a pre-primer, primer, and 1st grade level passage?

Dyslexia and ELL Students
Special Considerations
Literacy Development and the ELL Student

• Individual differences influence the acquisition of English literacy
  • Age
  • English oral proficiency
  • Cognitive abilities
  • Previous learning
  • Similarities and differences between first language and English

• Reading difficulties might be more related to individual differences than to language minority status

National Reading Panel (2006)
Poor Reader Profile

- The profile of poor readers in both ELL and monolingual English speakers is similar
  - Demonstrate difficulties with phonological awareness and working memory
  - Suggesting an underlying processing deficit, as opposed to a language minority status

National Reading Panel (2006)
ELL Students & Reading

• ELLs will show poor reading skills for a period
• Children who enter school with low literacy skills in L1 and with low vocabulary skills in L2, will struggle with reading development
• ELL students struggle with phonemic awareness because they lack L2 vocabulary
  • Interventions must include a strong vocabulary development component
ELL Students and Dyslexia Assessments

• Assessments must differentiate language disadvantages that have resulted in low reading performance

• No set pattern of how to evaluate ELL students for dyslexia – clinical judgement must be employed
  • Modified or adapted tests
  • Nonverbal testing
  • Native-language testing
  • English language testing – the most biased of all
Best Practices in Dyslexia Evaluations for ELLs

- Avoid premature labeling of ELL students as dyslexic
- Provide early reading intervention and periodic measures of progress in reading and oral language
  - If reading continues to lag behind oral language, consider an evaluation for dyslexia
- Evaluation should include family interviews, measures of reading performance in both languages, and accurate levels of English language proficiency
  - The evaluating team should include a native speaker familiar with evaluating students from diverse backgrounds
Reading Fundamentals
• Five Critical Components of Reading
• Stages of Reading

Understanding the Reading Fundamentals

Five Components of Effective Reading Instruction

1. Phonemic Awareness *
2. Phonics*
3. Fluency*
4. Vocabulary
5. Comprehension

Skilled Reading: fluent execution and coordination of word recognition and text comprehension
Reading Instruction for ELL Students

• Oral proficiency in English is an essential component in reading often lacking in classroom instruction
  • ELL students perform at an equal level to monolingual students in word-level skills; not the case when it comes to text-level skills
  • Disparity between the two is due to lack of oral language proficiency
Cognitive and Linguistic Constructs Contributing to Literacy

• Phonological Awareness
• Rapid Automatized Naming
• Processing Speed
• Orthographic Coding
• Morphological Awareness
• Memory Span
• Working Memory
Phonological Awareness

- Phonemic Awareness

Auditory Processing

Mather, N. & Wendling, B (2012).
Phonological Awareness

- The ability to perceive and manipulate the sounds that make up words in a person’s language
- It facilitates the ability of an individual to translate letter strings into their corresponding sound sequence
- Described as a key deficit, early marker, and predominant core cognitive correlate of dyslexia

Mather, N. & Wendling, B. (2012).
Phonological Processing – A Developmental Task

• **Ages 3-4**
  - They rhyme naturally (spontaneous vocal play)

• **Ages 4-5**
  - Can tap/clap syllables
  - Can blend syllables into words
  - Can delete syllable from word and state what remains
  - Can recognize two words that rhyme

• **By end of Kinder**
  - Can produce rhymes
  - Can identify initial sounds in words
  - Can blend two phonemes

Mather, N. & Wendling, B (2012).
End of 1st grade
Can identify within a group words that rhyme
Can segment 4-5 phonemes in a word
Can blend 4-5 phonemes to pronounce a word

End of 2nd grade
Can perform all phonemic awareness tasks (rhyming, blending, segmenting, deleting, substituting, and reversing phonemes)

Phonological Processing – A Developmental Task, cont.

Mather, N. & Wendling, B (2012).
Phonological Awareness - Trouble Signs

- Articulation errors
- Mispronunciations of multisyllabic words
- Trouble remembering sound-symbol relationships
- Overreliance on whole-word and context clues when reading
- Trouble pronouncing and spelling phonically regular nonsense words

Mather, N. & Wendling, B (2012).
Phonological Awareness Trouble Signs, cont.

Difficulty applying phonics to pronounce unfamiliar words

Slow reading rate

Confusions between similar sounding words

Difficulty sequencing sounds in words when spelling

Reliance on the visual appearance of words when spelling than on the phoneme-graphene relationships

Mather, N. & Wendling, B (2012).
Standardized Measures of Phonological Awareness

- CTOPP-2
- TAPS
- Woodcock Johnson Cognitive Abilities
- Kaufman Test of Educational Achievement (KTEA)
- Feifer Assessment of Reading (FAR)***
- Pre-Reading Inventory of Phonological Awareness (PIPA)**
- Auditory Skills Assessment (ASA) ***

***CAUTION: Many of these measures are used by psychologists and/or speech pathologists as part of comprehensive evaluations to determine eligibility for special education. They should not be used by untrained individuals and without properly signed assessment plans.

Mather, N. & Wendling, B (2012).
Curriculum Based Measures of Phonological Awareness

- Lindamood Auditory Conceptualization Test
- Dibels
- AIMS
- PALS

Mather, N. & Wendling, B (2012).
Informal Measures of Phonological Awareness

• Say familiar words and ask child for words that rhyme
• Ask child to indicate by clapping how many syllables a word contains
• Ask child to name several words that start with a certain sound
• Ask child to add or remove sounds (say mat without saying /m/)

Mather, N. & Wendling, B (2012).
Phonological Awareness
• Phonemic Awareness

Rapid Naming

Auditory Processing

Mather, N. & Wendling, B (2012).
Rapid Naming

- The ability to rapidly name familiar objects or symbols
- Connected to reading accuracy, speed, and comprehension
- A strong predictor of later reading difficulties
- Tasks require the smooth integration of these skills within a time frame (similar to reading tasks)
  - Visual (orthographic symbols)
  - Verbal (phonological labels and sounds)
  - Attentional (conscious effort)

Mather, N. & Wendling, B (2012).
Standardized and Informal Rapid Naming Measures

**Standardized**
- CTOPP-2
- KTEA, III
- WJ Test of Cognitive Abilities
- Rapid Automatized Naming and Rapid Alternating Stimulus Tests
- Dyslexia Early Screening Test, 2\textsuperscript{nd}

**Informal**
- Color naming
- Object Naming
- Letter Naming

Mather, N. & Wendling, B (2012).
Processing Speed
Processing Speed

- Measures the speed of input/perception; speed of output; speed of integrating input and output processes
- Automaticity and reading rate are directly linked to processing speed
- When all mental energy is employed on decoding, resources are depleted for other cognitive tasks – (i.e., comprehension)
Processing Speed in Those with Dyslexia

• Process symbolic information slowly
  • Visual Processing Speed
  • Auditory Processing Speed

• Alter white-matter in the temporal-parietal region
  • Evident from infancy

• Females process letter and numbers faster than males
Measures of Processing Speed

• **Standardized Measures**
  • Differential Ability Scales (DAS-2)
  • WISC-V
  • Woodcock Johnson Cognitive Abilities, 4th Ed.

• **Informal Measures**
  • Can be easily created by using the principles from standardized measures; giving two minutes to complete
Printed Word Recognition – A Two Step Dance

• **Phonological Coding** – knowledge of letter-sound correspondence to read words

• **Orthographic Coding** – using letter and word patterns to aid in pronunciation
  • Awareness of how print works and how it looks – the visual representation of language

Mather, N. & Wendling, B (2012)
Orthographic Coding

• English represents challenges for students as it lacks transparency at the phoneme-graphene level

• Orthographic coding occurs at various levels:
  • Individual letters
  • Letter patterns
  • Morphemes, including root words

• Key factor in the accurate and quick recognition of irregular or exception words
Common Symptoms of Poor Orthographic Awareness

• Trouble with formation of symbols
• Confusion of similar symbols (b, for d, n for u)
• Trouble with copying tasks
• Reversal and transposition of letters and numbers
• Trouble remembering how words look
• Difficulty reading irregular words
• Trouble with reading accuracy and speed
Common Symptoms of Poor Orthographic Awareness

- Tendency to use different spellings for the same word
- Omitting word endings
- Trouble learning and retaining math facts
- Difficulty counting in sequence
- Trouble with multistep math problems
- Overreliance on phonological rather than visual features of words
Assessment of Orthographic Processing

• Many of the visual processing measuring tools available do not assess orthographic processing, as they present with shapes, designs, or pictures
• Measuring tools must use letters and words in order to measure the same construct
Memory

• **Memory Span** – ability to listen to information and then repeat it verbatim in a short time period.

• **Working Memory** – ability to hold information in immediate awareness while manipulating the information in some manner.
Memory and Children with Dyslexia

- Lower memory spans
- Articulate words more slowly because of inefficient access to phonological information
- Poor associations between verbal and visual information
- Children with comorbid conditions have a more general working memory deficit
Assessment of Working Memory
Literacy Assessment

Part of a Comprehensive Evaluation for Dyslexia
Understanding the Literacy Trajectory – Reading

1. **Concepts of Print**
2. **Letter and letter sound awareness**
3. **Alphabetic Principle**
   I. Awareness that words are composed of sounds represented by letters
   II. Phonological recoding – using sound and letters to decode and encode words
   III. Increasing awareness of the various language rules (i.e., “ck”)
4. **Orthography**
   • Leading to automaticity and ease with reading and spelling

Ehri, 1998, 2000
Assessments of Literacy – Orthographic Awareness
Assessment of Literacy – Morphology

• Morphological awareness aids in the ability to decode, encode, and helps develop vocabulary
  • Inflectional morphemes – (adding “s” to change noun to plural)
  • Derivational morphemes – create to creation

• SLPs typically assess in this area
Basic Reading Skills and Spelling
Word Reading and Word Spelling

- **Word Reading**
  - Assess for both accuracy and fluency with (regular and irregular words) and nonsense words in times and untimed conditions
  - Word lists and texts should be of increasing difficulty

- **Word Spelling**
  - Classroom spelling tests are not sufficient to determine error patterns
  - Consider using daily writing samples and standardized measures to determine orthographic patterns
Nonsense Words

• A comprehensive assessment of dyslexia should always include a deep look into nonsense word reading and spelling
• Such tests dig into the understanding and application of phonics
• Note: This skill is usually not present until mid-first or second grade in typically developing children
Reading Fluency

- A common characteristic of those with dyslexia even after they have mastered decoding
- Under-identification of reading disabilities when fluency is not part of an evaluation
- Standardized measures and CBM measures are frequently used
- Oral reading should be used instead of silent reading

Meisinger, et.al. (2010)
• Fluency assessments should focus on:
  • Accuracy – to determine student’s instructional level (DRA)
  • Rate - number of words read in a minute – benchmarks are set (Dibels)
  • Prosody (expression) – more difficult to evaluate as it can be subjective in nature (see rubric handout)
Vocabulary and Second Language Acquisition

- **Jim Cummins’ (1984) Two Broad Levels of Proficiency**
  - BICS (Basic Interpersonal Communication Skills) – takes 1-3 years to acquire
  - CALP (Cognitive/Academic Language Proficiency) – takes from 5-10 years

- **Language Loss Phenomena**
  - Attrition of the 1<sup>st</sup> language as the 2<sup>nd</sup> language begins to play a more significant role
  - Therefore, oral language fluency may reflect below average skills in both languages
Ortiz Picture Vocabulary Acquisition Test (PVAT)
Future Considerations

Strategies to Improve Services for ELL Students
Recommendations for Improving Practice

• Early intervention
  • Documented general education interventions
• Referral process
• Assessments
  • Culturally and linguistically appropriate
• Eligibility Determination
  • Decisions made by a CLD trained personnel
  • Requires the synthesizing of multiple data sources
• Family Input
Part Two: Academic Interventions
Academic Instruction
Four Types of English Learners

Simultaneous Bilingual:
- Born in the U.S. and exposed to both languages

Long-Term EL:
- Brought to the U.S.; first exposed to native language and later exposed to English; sequential bilinguals

Newcomer with Adequate Formal Schooling:
- Brought to the U.S. with formal school that allows student to perform at or near grade level and acquire English quickly

Newcomer with Limited Formal Schooling:
- Brought to the U.S. with interrupted schooling that limits primary language development and hinders second language development

Ralabate & Nelson, 2017
Five Stages of Second Language Acquisition

- **Silent/Receptive or Preproduction Stage**
  - 0 to 6 months after language exposure
  - 500 English words
  - Rarely speak
  - Use body language

- **Early Production Stage**
  - 6 to 12 months after language exposure
  - 1,000 English words
  - Speak 1 to 2 word phrases
  - Point and nod

- **Speech Emergence Stage**
  - 1 to 3 years after language exposure
  - 3,000 or more English words
  - Speak phrases and sentences with errors
  - Difficulty understanding abstract, sarcastic, and/or figurative language

- **Intermediate Language Fluency Stage**
  - 3 to 5 years after language exposure
  - 6,000 or more English words
  - Speak opinions and questions
  - Write essays with complex sentences containing few errors

- **Advanced Language Proficiency**
  - 5 to 7 years after language exposure
  - Near native English verbal capacity
  - Comprehend content vocabulary and academic discussions
  - Grammar and vocabulary usage is comparable to non-EL peers

Ralabate & Nelson, 2017
The Old Academic Standard Paradigm

Old Paradigms

Learn English → then → Academic content

OR

Academic vocabulary

Language

Academic Content

Olson, 2013
The New Academic Standard Paradigm

New CCSS Paradigm:
language is central to all academic areas

MATH

SCIENCE
History Social Studies

Language*

* instructional discourse
expressing and understanding reasoning

LANGUAGE ARTS

Olson, 2013
CCSS Major Shifts

ELA/Literacy Shifts

1. **Building knowledge** through content-rich nonfiction
2. Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**
4. Collaborative discussion and inquiry to process information collected from **multiple sources**

ELL Shifts

• Shift #1: **Language Development across the curriculum**
• Shift #2: More **informational, rigorous, and complex texts**
• Shift #3: Increased focus on oral language and multiple opportunities for speaking and listening
• Shift #4: Emphasis on **collaboration, inquiry, and teamwork**

Soto, 2014
CCSS Major Shifts

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1. **Building knowledge through content-rich nonfiction**
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Soto, 2014
Underachievement in Reading?

Lack of appropriate reading instruction

Disability

EDC § 56329 – Student cannot be determined to have a disability if difficulties result from a “Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in Section 6368(3) of Title 20 of the United States Code.”
Effective Approaches for Students with Dyslexia

E.C. 56335(a) states that educational services for students with dyslexia include instructional approaches that are as follows:

- Evidence-based
- Multisensory
- Direct
- Explicit
- Structured
- Sequential
Five Components of Effective Reading Instruction

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

Section 6368(3) of Title 20 of the United States Code
5 Components Sufficient for ELLs?

- Components are necessary, but not sufficient for teaching ELLs to read and write proficiently.
- Oral proficiency is critical...and often overlooked!

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

Developing Language.
Oral
Structured Literacy Instruction

Guiding Principles

• Systematic and Cumulative
• Explicit
• Diagnostic

01 Phonology
Study of sound

02 Sound-Symbol Association
Mapping phonemes to symbols or printed letters (i.e., orthography and phonics)

03 Syllable Instruction
Units of oral or written language with one vowel sound

04 Morphology
Smallest unit of meaning in the language

05 Syntax
Set of principles dictating sentence meaning according to sequence and functions of words

06 Semantics
Aspect of language concerned with meaning

https://dyslexiaida.org/what-is-structured-literacy/
Applying Structured Literacy

Not a “One Size Fits All”

Considerations

- Assessment data
- Developmental stage
- Language Development level
- Cognitive abilities
Standards for Teaching Reading

• **Section 1:** Knowledge and Practice Standards:
  • A. Foundation Concepts about Oral and Written Language
  • B. Knowledge of the Structure of Language
  • C-1. Structured Language Teaching: Phonology
  • C-2. Structured Language Teaching: Phonics and Word Recognition
  • C-3. Structured Language Teaching: Fluent, Automatic Reading of Text
  • C-4. Structured Language Teaching: Vocabulary
  • C-5. Structured Language Teaching: Text Comprehension
  • C-6. Structured Language Teaching: Handwriting, Spelling and Written Expression
  • D. Interpretation and Administration of Assessments for Planning Instruction
  • E. Knowledge of Dyslexia and Other Learning Disorders

Teachers are one of the most influential factors associated to student outcomes!!

IDA (2010)
Standards for Teaching Reading

- **Section 1:** Knowledge and Practice Standards
  - A. Foundation Concepts about Oral and Written Language
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  - C.2. Structured Language Teaching: Phonics and Word Recognition
  - C.3. Structured Language Teaching: Fluent, Automatic Reading of Text
  - C.4. Structured Language Teaching: Vocabulary
  - C.5. Structured Language Teaching: Text Comprehension
  - C.6. Structured Language Teaching: Handwriting, Spelling and Written Expression
  - D. Interpretation and Administration of Assessments for Planning Instruction
  - E. Knowledge of Dyslexia and Other Learning Disorders

Teachers are one of the most influential factors associated to student outcomes!!

IDA (2010)
Who Supports Students with Dyslexia?

- Includes, but not limited to...
  - General Educators
  - Reading Specialists
  - Speech & Language Pathologist
  - Education Specialists
  - Assistive Technology Specialists
  - Language Specialists

- Training and experience depends on...
  - Student
    - Level of support
    - Stage of development in oral language, reading, spelling and written expression
  - Instructional approach
  - Severity of dyslexia
Who Supports Students At Your Site?
Who Supports Students At Your Site?
CA MTSS

- Addresses the needs of all students through
  - universal screening
  - multiple tiers of intervention
- Aligns the entire system of initiatives, supports, and resources
- Uses data-driven decision making
- Uses problem-solving teams to implement continuous improvement processes at all levels of a system

RtI²

- Focuses on individual students
- Provides an alternative method for determining eligibility for a specific learning disability
- Focuses on progress in the CA CCSS

UDL

3 principles guiding educational practices

3-levled approach to the identification and support of student learning needs

Integrated and comprehensive framework focused on differentiated, student-centered, and individualized learning; aligning academic, behavior, and social-emotional systems to meet all student needs

Instructional Framework
The Three Level Pyramid

Tier One
-Universal Screening-

Tier Two
-Targeted Small-Group Intervention-

Tier Three
-Individualized Intervention-

Universal Design for Learning
Universal Design for Learning

UDL knowledge developed by cast.org

What does it do?
Universal Design for Learning

UDL knowledge developed by cast.org

Removes Barriers
Universal Design for Learning

Remediation
Universal Design for Learning

Provide options for self-regulation
- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Provide options for sustaining effort and persistence
- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Provide options for recruiting interest
- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Provide options for comprehension
- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing, visualization, and manipulation
- Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols
- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

Provide options for perception
- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

Provide options for executive functions
- Guide appropriate goal-setting
- Support planning and strategy development
- Enhance capacity for monitoring progress

Provide options for expression and communication
- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

Provide options for physical action
- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice
Universal Design for Learning and the Reading Brain

https://k12.thoughtfullearning.com/blogpost/networking-your-students-neurons
Universal Design for Learning and the Reading Brain

**Engagement**
- Social/emotional factors

**Representation**
- Recognize and manipulate units of sound
- Detects and discriminates sound
- Modulates phonemes
- Visual word form

**Action & Expression**
- Expressive Language
ELL and UDL Friendly Reading Programs
Dysphonetic Dyslexia

- Fast ForWord
- Horizons
- Lexia

- Read, Write & Type
- Wilson Fundations

Responsible for recognizing and manipulating units of sound.
Fast Forword

• Ages/Grades:
  • K to 12th

• Teacher Training:
  • No tutor required
  • Online instructional coach
    • Shares student progress
    • Weekly check-ins with program consultants

• Description:
  • Builds English proficiency and reading skills
    • PA, P, F, V, C
  • 7 game-like exercises
  • Computer-based
  • Used over 4-16 weeks
    • 5 days/week
    • 30-100 minutes/day
  • Can be used with English learners
  • Can be completed at home
Horizons

• Ages/Grades:
  • K to 3rd (Discovery)
  • 4th to Adult (Elevate)

• Teacher Training:
  • Three options
    1. Implementation coach program
    2. One day training with online modules
    3. Online modules only
  • Costs varies according to which program and implementation system are chosen
  • Free teacher portal with free resources, training, lesson planning tools, and community building

• Description:
  • Reading development
    • P, F, V, C, S
  • Skill development
    • 42 sounds of the alphabet
    • 5 phonetic skills
    • 2 decoding skills
  • Interactive software
    • Provides progress monitoring data
  • Direct instruction materials
    • Scripted lessons
  • Orton-Gillingham based program
  • One-to-one or small group
  • Assessment system included
  • Direct, computer-based, or blended instruction in foundational reading skills
  • Simple to use and teach especially for those with less reading instruction experience
  • Can be used with English learners
Lexia

• **Age/Grades:**
  - Pre-K to 5th (Lexia Reading Core5)
  - 6th to 12th (Lexia Strategies)
  - K to 12th (Lexia Rapid Assessment)

• **Teacher Training:**
  - Implementation manager provided
    - Technical set-up guidance
    - Drafting an implementation plan
    - Guiding scheduling of students for Lexia usage
    - One full day of on-site training
    - Ongoing support
  - Scripted

• **Description**
  - Reading instruction
    - PA, P, F, V, C
  - Blended learning
  - Personalized learning
  - Self-directed
  - Small group and independent
  - Embedded assessments and progress monitoring
    - Automatic grouping by skill for easier planning
  - Celebrates student success
  - Benefits English Learners
  - Accelerates on-target and advanced Pre-K to 5th grade students
Read, Write and Type

• Age/Grades:
  • 5 to 7 y.o.

• Teacher Training:
  • Admin and user manual provided
    • Creating user accounts
    • Monitoring data
    • Troubleshooting
  • Videos

• Description
  • Reading and writing development
    • PA, P, S
  • 40 sequential lessons using storylines and simulated email messaging
  • Computer based
  • One-on-one, small group, or whole class
  • Personalized
  • Multi-sensory
    • Talking Fingers – sounds and letters associated with keyboarding
  • Immediate feedback and help
  • Diagnostic assessments
  • Celebrates student success
  • Voice over help available
  • Option of downloadable materials
  • Benefits English Learners
Wilson Fundations

• Age/Grades:
  • K – 3rd

• Teacher Training:
  • General education teacher, reading specialist, paraprofessional, or intervention personnel
  • Hardcover manual with day-to-day learning plans and support materials
  • Level specific workshops
    • One-day
    • Web-based available
  • Wilson Language Training

• Description
  • Reading instruction
    • PA, P, F, V, C, S
  • Whole class, small group, one-to-one
  • Face-to-face instruction
  • Multisensory, systematic phonics, spelling and handwriting program for ALL students
  • Overlaps skills and does not address components in isolation
  • Prevention program and also an intervention program
  • Progress monitoring built into program
  • Provides multi tiered system of support
    • Prevention (Tier 1): standard lesson for all students, 30 minutes per day
    • Strategic Intervention (Tier 2): at risk students; small groups, double dose of 30min/day, 3 to 5x/week
  • Provides assessments and data
Surface Dyslexia

- Great Leaps
- Read Naturally

Responsible for visual representation of words; text orthography
Great Leaps

• Age:
  • K - 12th
  • Adults

• Teacher Training:
  • Teacher, trained volunteer, parent
  • Instructor manual

• Description:
  • Reading instruction:
    • PA, P, F
  • For student with significant reading problems (Tier II and III intervention)
  • One-on-one tutoring system
  • 5-level reading program
    • Level used is based on student’s age and social functioning of the student
    • 2 years reading growth for every year involved in the program
    • Takes students to 4.5 reading grade level
  • Fidelity checklists are available
  • Can be modified for more severe intellectual disabilities
  • Used at least 3x/week
    • Less than 10 minutes per session
    • 1-2 minutes included for expressive language
    • Immediate corrections provided during each 1 minute exercise
  • Spanish version available
Read Naturally

• Age:
  • Read Naturally Live: 1st – 8th
  • Read Naturally Encore: 1st – 8th
  • One Minute Reader: 1st – 5th
  • Read Naturally Masters: 1st – 8th
  • Read Naturally Gate: 1st – 3rd

• Teacher Training:
  • Seminars
  • Hands-on
  • District/service center
  • Data analysis/coaching
  • Self-study materials
  • Conference presentations

• Description:
  • Reading Instruction
    • V, C
  • Uses teacher modeling, repeated reading, and progress monitoring
    • You do, we do, you do model
  • For RTI, differentiated instruction and ELLs
  • Different versions:
    • Read Naturally Live (individualized and web-based)
    • Read Naturally Encore (individualized with printed stores and audio CDs)
    • One Minute Reader (audio supported, leveled reading – at school or home)
    • Read Naturally Masters (individualized for specific audiences with printed stories and audio CDs)
    • Read Naturally Gate (small-groups focusing on PS, F, high frequency words, and F)
Mixed (Deep) Dyslexia

- Multisensory approach (i.e., Orton-Gillingham) + Fluency practice
  - Dysphonetic dyslexia intervention + Surface dyslexia intervention
  - Ex: Read 180 + Read Naturally

Responsible for integrating phonological information
Responsible for orthographic representation of words
Orton-Gillingham

• Age:
  • Comprehensive: k – 2\textsuperscript{nd}
  • Morphology: 3\textsuperscript{rd} – 6\textsuperscript{th} (GenEd) 3\textsuperscript{rd} -12\textsuperscript{th} (SpEd)
  • Introductory: K – 1\textsuperscript{st}
  • Intermediate: 3\textsuperscript{rd} – 6\textsuperscript{th} (GenEd) 3\textsuperscript{rd} -12\textsuperscript{th} (SpEd)
  • Phonological Awareness Pre-K - K

• Teacher Training:
  • Comprehensive: 30 hours and weekly guidance
  • Morphology: 24 hours and weekly guidance
  • Introductory: 18 hours
  • Intermediate: 30 hours and weekly guidance
  • Phonological Awareness: 12 hours
  • Refresher and/or classroom consultations

• Description:
  • Reading Instruction
    • PA, P, F, V, C
  • All levels of RTI
  • Can be used with ELLs
  • Criterion referenced assessments
  • Phonological awareness assessments and strategies
  • Multi-sensory strategies for reading, writing, and spelling
  • Syllable encoding/decoding
  • Explicit, multi-sensory strategies for fluency, vocabulary, and comprehension
  • Higher level spelling concepts
  • Morphology
  • Vocabulary, writing, and grammar
Comprehension Deficit

- Soar to Success
- Lindamood-Bell

Responsible for organizing new information with old information

Responsible for the amount of memory needed to complete a cognitive task and word knowledge
Soar to Success

• Age:
  • K – 8th

• Teacher Training:
  • Teacher’s manual with instructional video
  • 2-3 hours of in-service training provided for each kit purchased
  • Manuals to plan coaching

• Description:
  • Reading Instruction
    • C
  • For students reading significantly below grade level
  • Small-group model
  • Uses motivating literature, reciprocal teaching, and graphic organizers
  • ELLs at intermediate level
  • Fast-paced lessons
  • 18 weeks
    • Daily
    • 30-40 minutes/lesson
      • Each lesson consists of 5 parts:
        • Revising, reviewing, rehearsing, reading and reciprocal teaching, and responding/reflection
Lindamood Bell (LiPS)

• Age:
  • Pre-K – Adult

• Teacher Training:
  • Teacher’s manual
  • Optional 3-5 day training
  • Online workshops

• Description:
  • Reading Instruction:
    • PA, P, F, C
    • 2-4 hr learning ability evaluation
    • Consultation on evaluation results
    • Intensive, multi-sensory program
  • Program steps:
    • Setting the climate for learning
    • Identifying and classifying constantans
    • Identifying and classifying vowels
    • Tracking simple syllables and words
    • Basic spelling and reading
    • Learning sight words and expectancies
    • Tracking complex syllables and words, multisyllabic words
    • Reading and writing in context
  • Uses oral motor, visual and auditory feedback
  • Teaches sound-symbol associations
  • Students explore physical movements in producing sounds
  • Builds on previous knowledge
  • Guides teachers to provide corrective feedback using a Socratic method
  • Continual oversight by instruction team and regular updates on progress
  • Benefits ELLs
# Evidence-Based Programs

<table>
<thead>
<tr>
<th>Barton Reading &amp; Spelling System</th>
<th>Phonics Reading Lessons: Skills and Practice (PRL)</th>
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<tr>
<td>Cooperative Integrated Reading and Composition</td>
<td>Phoneme-Grapheme Mapping</td>
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<tr>
<td>Enhanced Proactive Reading</td>
<td>Phono-Graphix</td>
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<tr>
<td>Great Leaps Reading</td>
<td>Rave-O</td>
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<td>Herman Method</td>
<td><strong>Read Naturally</strong></td>
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<tr>
<td>Language!</td>
<td>Read, Write &amp; Type</td>
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<tr>
<td>Lindamood Phoneme Sequencing (LIPS)</td>
<td>Reading Apprenticeship</td>
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<tr>
<td>One Minute Reader</td>
<td><strong>REWARDS</strong></td>
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<tr>
<td>Orton-Gillingham-Based Interventions</td>
<td>Road to the Code</td>
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<tr>
<td>PAL Reading &amp; Writing Lessons</td>
<td>Road to Reading</td>
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<tr>
<td>Patterns for Success in Reading and Spelling</td>
<td>Sonday System</td>
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<td>Spelling by Pattern</td>
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<td>Spellography</td>
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<td>SPELL-Links to Reading and Writing</td>
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<td>S.P.I.R.E.</td>
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<td>Stepping Stones to Literacy</td>
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<td>Wilson Fluency/Basics</td>
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<td>Wilson Fundations</td>
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<td>Wilson Just Words</td>
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<td>Wilson Reading System</td>
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<td>WORDS</td>
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<td>Words Their Way</td>
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<td>Word Qwerty</td>
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</tbody>
</table>

[https://goo.gl/SVdnvY](https://goo.gl/SVdnvY)
Strength-Based Focus

- Advanced maturity level
- Conceptualization, imagination, and reasoning skills
- Curiosity
- Eagerness to embrace new ideas
- Experiential learning
- Problem-solving abilities

- Replicate models
- Strength in areas not requiring reading
- Strong imagination
- Strong vocabulary through listening comprehension
- Talent at building objects
- Understands the “big picture”
7 Things Students With Dyslexia Want You to Know

My brain processes language differently, holding me back from being a skilled reader.

I can learn, but I learn differently.

Build on my strengths rather than focus on what I can't do.

Pronunciation and expressive language are difficult for me.

I'd rather misbehave than have my peers know I can't read.

I best remember printed words when I can connect with them.

My reading difficulty impacts my life beyond school and this affects my confidence.

Shaw (2017)
Culturally Responsive Teaching (CRT)

Instruction enriched with the use of diverse students’...

• Cultural knowledge
• Home language
• Prior experiences
• Frames of reference
• Performance styles

*Appreciates learner variability and eases the mental effort of learning a new language and/or being challenged by reading.

Ralabate & Nelson, 2017
How to use UDL & CRT for Lesson Design

• Learning goals: SMART, flexible, clear, and responsive
  • Focus on language development
  • Maintain high expectations
• Variability: Core, choice, and challenge
  • Align language proficiency with potential linguistic demands
• Assessment: Unbiased, valid, and informative
  • Offer accommodations
  • Rubrics
• Contextualization: Methods, materials, and media
  • Build content knowledge with sheltered English instruction
  • Scaffolds
  • CR materials and media
• Reflection: Refine CRT
  • What is going well?
  • What can I change?

Ralabate & Nelson, 2017
Instruction & Technologies
Instructional Strategies

- Academic Listening
- Academic Speaking
- Frayer Model
- Graphic Organizers
- Immediate and Specific Feedback
- Modeling
- Read Aloud
- Reciprocal Teaching
- Scaffolding
- Tiered Vocabulary
- Think-Pair-Share
- Vocabulary Development
- Zone of Proximal Development
**Think-Pair-Share**

<table>
<thead>
<tr>
<th>Open-ended Question or Prompt</th>
<th>What I Thought (speaking)</th>
<th>What My Partner Thought (listening)</th>
<th>What We Will Share (consensus)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Academic language stems for speaking: “What I thought was . . . because . . .”

Academic language stem for listening: “What my partner thought was . . . because . . .”

Academic language stem for consensus: “What we thought was . . . because . . .”

My Name: ___________________________  Partner’s Name: ___________________________  Date: ___________________________


Retrieved from the companion website for *ELL Shadowing as a Catalyst for Change* by Ivarria Soto, Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2012 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

[https://studysites.corwin.com/secure/ellshadowing/chapters/5_Think-Pair-Share_Template.pdf](https://studysites.corwin.com/secure/ellshadowing/chapters/5_Think-Pair-Share_Template.pdf)
Frayer Model

Definition: Student-friendly description of the term (generally provided by teacher).

Term: The teacher should select a word that:
• Is an important concept to be learned
• Can connect to other related terms
• Has examples and non-examples of its applications

Examples: Synonyms, concrete applications, or relevant illustrations of the characteristics.

Characteristics: Features that help students to recognize, identify, or distinguish the term.

Non-examples: Antonyms, inappropriate applications, or relevant illustrations that do not fit the characteristics.

https://iris.peabody.vanderbilt.edu/module/sec-rdng/cresource/q2/p07/
3-Tiered Vocabulary

Tier III words are low-frequency words and are limited to a specific "domain". They often pertain to a specific content area. These words are best learned within the context of the lesson or subject matter.

Examples: atom, molecule, metamorphic, sedimentary, continent

Tier II words are high-frequency words that occur across contexts. These words are used by mature language users and are more common in writing than in everyday speech. Tier II words are important for students to know to enhance comprehension of a selected text. Tier II words are the best words for targeted explicit vocabulary instruction.

Examples: hilarious, endure, despise, arrange, compare, contrast

Tier I words are the words we use everyday in our speech. These words are typically learned through conversation. These are common words that rarely require direct instruction.

Examples: come, see, happy, table

Source: Bringing Words To Life (Beck, McKeown, & Kucan 2002)

http://vocabcentral.weebly.com/choosing-words-to-teach.html
Dyslexia in a Digital Age
# UDL, IT and AT Come Together

<table>
<thead>
<tr>
<th>Universal Design for Learning (UDL)</th>
<th>Assistive Technology (AT)</th>
<th>Instructional Technology (IT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A teaching framework that creates flexible, yet still challenging learner centered curriculum for all learners by including supports like IT and AT.</td>
<td>Low and high tech devices that facilitate physical and cognitive access to learning.</td>
<td>Technology that facilitates learning through multimedia, online tools, and emerging technologies.</td>
</tr>
</tbody>
</table>
Instructional Technologies
Types of ITs

- Interactive Graphic Organizers
- Spell Checker
- Text to speech/Speech to Text
- Online Commentary and Chats for Immediate and Specific Feedback
- Online Dictionaries/Thesaurus
- Passages Linked to Additional Information
- Vocabulary Linked to Multimedia Glossary
- Word-Prediction
Phonological Awareness and Phonics

- ABC Magic Series from www.preschoolu.com*
  - Reading
  - Spelling
- Footsteps2Brilliance at www.footsteps2brilliance.com
- Phonics Genius from www.alligatorapps.com*
- Starfall from www.starfall.com*
- SoundLiteracy at http://soundliteracy.comm*
- OG Card Deck from www.mayersonacademy.org*
Letter Naming and Handwriting

- Doodle Kids from https://virtualgs.wordpress.com
- Handwriting Without Tears from http://wetdrytry.com*
- Handwriting Wizard from http://lescapadou.com*
- Cursive Writing Wizard from http://lescapadou.com
Morphology

- Roots to Words from [http://taptolearn.com]*

- Word Building and Spelling: Experiments in English Morphology from [www.neilramsden.co.uk/spelling](http://www.neilramsden.co.uk/spelling)
Reading and Spelling Words - High Frequency (Sight) Words

- Florida Center for Reading Research from http://www.fcrr.org/resources/resources_sca_k-1.html

- Fry Words Ninja – Reading Game from www.alligatorapps.com*

- Read&Write from www.texthelp.com*

- Sight Words by Little Speller from www.grasshopperapps.com*
Fluency

- Rainbow Sentences from [http://mobile-educationstore.com](http://mobile-educationstore.com)*

- Sentence Reading Magic Series from [www.preschoolu.com](http://www.preschoolu.com)*
Vocabulary

- Lars and Friends from www.larsandfriends.com/kidsapps
- Visuwords from https://visuwords.com*
- Word Hippo from www.wordhippo.com
- Wordnik from www.wordnik.com*
- Wordflex from http://wordflex.com*
Comprehension

- Dr. Seuss Beginner Book Collection from www.oceanhousemedia.com
- Follow Directions from www.grasshopperapps.com*
- Loud Crow Interactive Books from http://loudcrow.com/
- Mind the Gap from http://mindthegapapp.com*
- Phrasal Verbs/Frasalstein from http://thephrasalverbsmachine.org*
Writing

- Dragon Anywhere from https://www.nuance.com/
- Evernote from https://evernote.com*
- Grammarly from www.Grammarly.com
- Inspiration/Kidspiration from www.inspiration.com*
- Lucidchart from https://lucidchart.com
- No Red Ink from www.NoRedInk.com*
- Read & Write from https://www.texthelp.com*
Assistive Technologies
Reading

- C-Pen Reader from www.readerpen.com*
- Firefly from www.fireflybykurzweil.com*
- KNFB Reader from www.knfbreader.com
- Speaky from www.sandratra.com*
- Voice Dream Reader from www.voicedream.com*
Writing

- Co:Writer Universal from www.donjohnston.com/cowriterapp
- Explain Everything from https://explaineverything.com*
- Ginger Page from www.gingersoftware.com*
- Inspiration/Kidspiration Maps from www.inspiration.com*
- iPhone/iPad Dictation from www.apple.com*
- Notability from www.gingerlabs.com*
- Sonocent from www.sonocent.com*
- Swype from http://www.swype.com
Assistive Technologies

- Accessible Education Materials (AEM)
- Alternate Pens
- American WORDSPELLER and Phonetic Dictionary
- Balabolka
- Bookshare
- Clearinghouse for Specialized Media and Technology
- Clicker
- Co:Writer Universal
- Digital and Audio Books
- Ginger Software
- Grammarly
- Highlighting Tape
- Kidspiration/Inspiration
- Kurzweil Educational System
- Learning Ally
- Livescribe SmartPens
- National Instructional Materials Access Center (NIMAC)
- Natural Reader
- ReadPlease
- Read: OutLoud 6
- Reading Rulers
- Snap&Read
- Sonocent AudioNotetaker
- Text Aloud
- Texthelp
- Ultra Hal TTS Reader
- WordQ and SpeakQ

Benefits vs. Required
UDL + RtI² = less AT referrals

20 U.S.C 1414(d)(3)(B)(v); EDS 56020.5
Take a Few Minutes to Explore
Smarter Balanced Assessments

Go to [http://www.caaspp.org/](http://www.caaspp.org/) for direct access to the link.
Progress Monitoring

- Before, during and after instruction

**Strategy**
- Did the strategy help achieve the academic goal?

**Accommodation**
- Did the accommodation allow production or access to products and materials?

**Necessity**
- Will the strategy or accommodation need to be in future instruction?
Progress Monitoring
✓ Before, during and after instruction

**Strategy**
- Did the strategy help achieve the academic goal?

**Accommodation**
- Did the accommodation allow production or access to products and materials?

**Necessity**
- Will the strategy or accommodation need to be in future instruction?
Why Assess?
Formative vs. Summative Assessments

**FORMATIVE**
- Before, during and after instruction
- Low-stakes
- Less structured
- Informs current processes and products
- Informs future instructional practices and processes

**SUMMATIVE**
- After instruction
- High-stakes
- More structured
- Informs completed processes and products
- Informs future instructional practices and processes
How Is Progress Monitored At Your Site?

Here’s the data.

Looks like two of the five students are showing growth.
Four Ways to Improve Monitoring Practices

- Be more selective about who is screened.
- Implement class wide interventions to decrease systemic risks and improve screening accuracy.
- Include instructional trials in screening process.
- Use assessment data to drive instruction.
Four Ways to Improve Monitoring Practices

- Be more selective about who is screened.
- Implement class wide interventions to decrease systemic risks and improve screening accuracy.
- Include instructional trials in screening process.
- Use assessment data to drive instruction.
Considerations:

**FAPE & LRE**

**Accommodations**
- Do not alter the essential elements of a task

**Modifications**
- Alter task demands in some form
References (Part One)


Guajardo, C. & The Bilingual Special Education Network of Texas. (2011). Best practices in the special education evaluation of students who are culturally and linguistically diverse.

References (Part One)


References (Part One)

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 [Online].


References (Part Two)


References (Part Two)


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