



## Understanding Reading Instruction and Remediation

### Strategies for Advocates

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If the school says ...	An advocate may respond ...	Relevant resources
<p>Our reading programs cover the five components of reading.....or..... we have a balanced reading program.</p>	<p>The balance is different for each child (even for those not on IEPs). The manner in which the balance is “tilted” at a particular time of the day or of the year for a particular child varies widely .For example, a student’s instruction in one of the five components of reading may be of longer duration during the day than in one of the other areas, but it may be only for a month or so. In the beginning of the year, a student may need to spend most of his/her language arts time on phonics, rather than vocabulary, for example, until he has caught up somewhat. This “tilting of the balance” can be determined by all of the student’s teachers at a given grade level in weekly or bi weekly meetings (both sped and general ed) . Ongoing planning and adjustments are made, based upon ongoing formative assessments and observations.</p> <p>Formative or dynamic assessment informs the teaching and learning process. It consists of short, research-based, frequent probes administered throughout the year, that yield student performance data so that parents, teachers, administrators and others can monitor the progress ,or lack thereof, of students over time to see how much reading growth is being achieved throughout the year. (E.g. DIBELS - Dynamic Indicators of Basic Early Literacy Skills)</p> <p>Ask: Were the programs you are using developed using scientifically based research? (Using the term “scientifically based research” can trigger controversy since people confuse different types of research. ) How has the program been adapted for this particular student?</p> <p>Do the programs provide needed interventions in all five components of reading? A single program can rarely accommodate all of the specific needs in specific areas of reading. (Simmons, Chard, Kameenui, 1994)</p>	<p>National Reading Panel <a href="http://www.nationalreadingpanel.org">http://www.nationalreadingpanel.org</a></p> <p>“Put Reading First: The Research Building Blocks for Teaching Children to Read” based on the NPR recommendations. It is an important free resource describing the five components of reading ( parent &amp; teacher/administrator versions) <a href="http://www.nifl.gov/nifl/publications.html">http://www.nifl.gov/nifl/publications.html</a></p> <p>The following entities have reviewed most of the Core Reading Programs (programs that cover the five components of reading) that meet SBRR (Scientifically Based Reading Research) standards. For results see:</p> <ol style="list-style-type: none"> <li>1. Florida Center for Reading Research <a href="http://www.fcrr.org/FCRRReports/reportslist.htm">www.fcrr.org/FCRRReports/reportslist.htm</a></li> <li>2. The State of WA – Department of Ed <a href="http://www.k12.wa.us/CurriculumInstructi/Reading/pubdocs/4-12ReadingIntervention.doc">www.k12.wa.us/CurriculumInstructi/Reading/pubdocs/4-12ReadingIntervention.doc</a></li> <li>3. The University of Oregon <a href="http://www.oregonreadingfirst.uoregon.edu/SIreport.php">www.oregonreadingfirst.uoregon.edu/SIreport.php</a></li> <li>4. Southwest Educational Development Laboratory <a href="http://www.sedl.org/rading/framework/">www.sedl.org/rading/framework/</a></li> </ol> <p><b>Other sources of information:</b></p> <ol style="list-style-type: none"> <li>1. The National Center for Learning Disabilities <a href="http://www.nclld.org/Research/research_types">www.nclld.org/Research/research_types</a></li> <li>2. The Three Tier Model <a href="http://www.texasreading.org/3tier/">http://www.texasreading.org/3tier/</a></li> <li>3. Response to Intervention (NCLD) <a href="http://www.nclld.org/content/view/1002/389/">http://www.nclld.org/content/view/1002/389/</a></li> <li>4. The National Right To Read Foundation <a href="http://www.nrrf.org">www.nrrf.org</a></li> <li>5. Colorin Colorado! <a href="http://www.colorincolorado.org">www.colorincolorado.org</a></li> <li>6. Reading Rockets-Target the Problem <a href="http://www.readingrockets.org">www.readingrockets.org</a></li> </ol>

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	<p>What supplemental or intervention programs are in place? Is there an oral language program that can help form the foundation of the balanced reading program?</p> <p>Ask: What supports are in place to use the programs to reach all kinds of learners? Examples of supports: Professional Development, Data Meetings, Grade Level Meetings for all of the teachers to meet, Supplemental &amp; Intervention Programs, Assessments?</p> <p>Ask: Has the district updated the school’s reading curriculum plan or Literacy Plan since the National Reading Panel’s recommendation? (Ask to see it.) Is there a Three Tier Model in place? How is the RTI (Response To Intervention) plan fitting in with the Literacy Plan?</p>	
<p>To the parent...Maybe you have to read more with and to your child and take him/her to the library.</p>	<p>This parent has been above average in that respect. There are thousands of struggling readers who have been read to every day of their lives who have seen their parents reading and go to libraries regularly. With some children, if they just happen to be “wired poorly” for learning to read, being read to , while helping, does not make up for inadequate reading instruction in school.</p> <p>What often happens is that those children who may not have well developed neurological “wiring” for reading, may just “look like” they are reading well. In fact, they have just memorized the “look” of the word, the orthography or spelling patterns. They have gaps in their foundational skills. They may not have learned, for instance, the “silent e rule” adequately, since <i>this</i> kind of learner may have needed much more explicit, structured and multi-sensory instruction than usual from pre-school onward in all of their language related tasks.</p> <p>Usually, since most of the members of the class are “getting it”, these seemingly small things go unnoticed, thereby increasing exponentially so that the “Swiss Cheese” effect develops and their foundation for reading and language is shaky with gaps at every level. Until recently, we did not usually “catch” these students in Kindergarten, so their subtle weaknesses were not detected, but slowly they accumulated.</p>	<p><u><a href="#">Straight Talk About Reading-How Parents Can Make a Difference in the Early Years</a></u> by Susan Hall and Louisa Moats</p> <p><u><a href="#">When Adolescents Can’t Read: Methods and Materials That Work</a></u> By Mary E. Curtis</p> <p>The Charles Schwab Foundation <a href="http://www.schwablearning.org">http://www.schwablearning.org</a></p> <p>The Neuhaus Center <a href="http://www.Neuhaus.org">http://www.Neuhaus.org</a></p> <p>The International Dyslexia Association <a href="http://www.Interdys.org">http://www.Interdys.org</a></p> <p>The Ennis William Cosby Foundation <a href="http://www.hellofriend.org/">http://www.hellofriend.org/</a></p>
<p>Let’s wait a year and see how he/she responds to this new reading program.</p>	<p>Let’s agree to use formative assessments to measure his/her progress in reading’s essential skills every two weeks since we cannot allow more failure. Please share with me the school’s plan for special education and general education teachers at that grade level for that child with regard to the specific skill areas of this program.</p> <p>What will each of the special education and general education teachers be doing with regard to interventions, how often will they meet to</p>	<p>-DIBELS (Dynamic Indicators of Basic Early Literacy Skills) <a href="http://dibels.org/">http://dibels.org/</a></p> <p>-GRADE (Group Reading Assessment &amp; Diagnostic Evaluation) by American Guidance Service</p> <p>-MAZE-Curriculum Based Measurement (AIMSweb)</p>

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	<p>communicate and link the instruction to the formative assessments, and what strategies will the student learn in each of the five components of reading? How is the reading instruction in the general classroom related to the program that the sped teachers are delivering? What vocabulary words or decoding practice can the parent provide that will intersect with what the special education and general education teachers have planned?</p>	
<p>Some children just “take longer” to learn to read. Maybe he/she just is not “ready”.</p>	<p>Actually, we know from the research that children who are struggling in third grade never catch up unless major steps are taken. (NIH) ” If a child is not ‘ready’, we have to help him get ready.’ (Sanders, 1996)</p> <p>We must meet each student where he or she is and go back to the point of breakdown. We cannot wait for them to catch up. For example, if they are in sixth grade and cannot adequately blend and segment phonemes, they need to have a supplemental phonemic awareness program put into place, since these activities are highly correlated with reading acquisition. They need practice so that foundational skills are firmly established.</p>	<p>Stanovitch , 1986</p> <p>National Reading Panel, 1999</p> <p>Torgesen, Morgan &amp; Davis, 1992</p>
<p>Our teachers are highly qualified to teach reading. In fact, we also have a strong professional development program.</p>	<p>It would be very helpful if you could provide me with the names of the consultants and professional development providers and also some of their handouts. Since we know that there are so very few reading professionals in the country who understand how to apply this current research, it would be helpful to know more about the specific type of professional development. Unfortunately, it is very common for professional development in the area of language arts to not be based on SBRR (Scientifically Based Reading Research).</p> <p>It is often even hard for administrators to know the details of this, since most of the institutions of higher ed are just now adjusting their programs to reflect what we now know about reading. Because of the confusion and “reading wars” over the last few decades, it has been difficult for schools to provide the assessments, infrastructure, curriculum and professional development that are needed.</p> <p>Also, the amount of professional development is often limited due to budget constraints and time schedules even when it does reflect current research.</p> <p>Could you please tell me which teachers are the strongest in reading instruction (general ed or sped teachers or reading specialists) and which ones have spent a lot of time studying the “new” SBRR? Maybe I would understand your language arts curriculum plan better if I could talk to someone who is deeply involved in that.</p>	<p><b>Professional Development Information:</b></p> <ol style="list-style-type: none"> <li>1. Reading Rockets <a href="http://www.readingrockets.org">www.readingrockets.org</a> (see: Target the Problem)</li> <li>2. Florida Center for Reading Research <a href="http://www.fcrr.org">http://www.fcrr.org</a></li> <li>3. LETRS –Language Essentials for Teachers of Reading &amp; Spelling <a href="http://www.SoprisWest.com">http://www.SoprisWest.com</a></li> <li>4. Teacher Reading Academies <a href="http://www.texasreading.org">www.texasreading.org</a></li> <li>5. The Grimes Reading Institute <a href="http://www.grimesreadinginstitute.com">www.grimesreadinginstitute.com</a></li> </ol>
<p>Maybe your child will not be the “literary type” since he is so good with his hands. Not all kids are</p>	<p>Actually reading does not correlate with intelligence. Usually, poorly developing skills in the language arts area relate to the student’s need for more structured, more systematic, more explicit, more intense and</p>	<p>The Ennis William Cosby Foundation <a href="http://www.hellofriend.org">www.hellofriend.org</a> *Recommended video – Ennis’ Gift</p>

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<p>going to be as “advanced” as others.(or some other statement that indicates to the parent that the child might not be as “smart” as her other children.)</p>	<p>more multi-sensory instruction in those areas. Once provided with intense, targeted, and comprehensive instruction by highly trained and current professionals who practice assessment driven instruction, the child learns to read well. We actually know how to teach approximately 95-98% of children how to read at their cognitive levels. This student has, most likely, been taught in ways that make it difficult for him to keep up. Once we provide appropriate and adequate reading instruction in all of the five components, most likely his/her reading will improve dramatically.</p>	<p>Telian Lively Letters - Music/Art/Phonics Sight Words You Can See  <a href="http://www.ReadingwithTLC.com">http://www.ReadingwithTLC.com</a></p> <p>The Landmark Study Skill Guide by Joan Sedita  <a href="http://www.seditalearning.com">www.seditalearning.com</a></p> <p>University of Texas – Center for Reading and Language Arts  <a href="http://www.texasreading.org">http://www.texasreading.org</a></p> <p>National Reading Panel  <a href="http://www.nationalreadingpanel.org">www.nationalreadingpanel.org</a></p>
<p>He/she is reading well. He/she has really improved.</p>	<p>His/her fluency scores are low, however, and his/her spelling and writing are several years behind. We know that this is a common puzzling factor to some teachers. What very often happens is that children “memorize” the “look” of words .That is the orthographic aspect of reading which is actually needed for a small percentage of words, like the sight words (e.g. Should, what, speak/speke).</p> <p>However, many struggling readers “over use” this system for words that we would want a student to first learn by using principles of decoding since readers must learn how to break words into syllables, etc. in order to read and spell optimally. Our reading system depends upon the alphabetic principle (the letter “b” has a certain sound: /b/, etc. This system must be easily accessible to the child’s working memory so that the student is aware of this, and can apply these skills quickly and automatically.</p> <p>Usually, this poor automaticity at the word level causes fluency (at the phrase and sentence level) to be weak. There are too many words and word parts (for syllables) to “memorize”, so the alphabetic principle must be practiced and used with facility. When the alphabetic principle is not firmly established, children resort to relying on pictures, context, and memorizing the “look” of words or guessing. This allows them to compensate until about 3<sup>rd</sup> or 4<sup>th</sup> grade, when their innate intelligence, listening skills, and disparate decoding skills have ceased to be adequate to “keep up.”</p>	<p><a href="http://www.texasreading.org">www.texasreading.org</a></p> <p><a href="http://www.fcrr.org">www.fcrr.org</a></p> <p><a href="http://www.readingrockets.org">www.readingrockets.org</a>  (Target the Problem)</p>

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*A not-for-profit organization dedicated to services and projects that work to improve the lives of children, youth and adults with disabilities.*

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