



# Dyslexia, What's New for 2019



# Mandates 2018-19

- Screening
- Supports
- Professional Development



# Screening

- ✓ each student kindergarten through grade 3 each year
  - ✓ Grades 1-3 should be screened within the first 30 days of the school year, with follow up at the middle and end of the year for systematic documentation of progress or lack of progress.
  - ✓ Kindergarten initial screening should occur no later than January 31<sup>st</sup> and also at the end of the year for systematic documentation and progress monitoring.
- ✓ a student in grades 4 or higher who is experiencing consistent difficulty in the areas of weakness noted previously in this report as determined by the classroom teacher or as requested by the student's parent/guardian



# Exemptions

- ✓ Existing diagnosis of dyslexia
- ✓ Students with a sensory impairment (visual/auditory)
- ✓ Severe intellectual disabilities
- ✓ English Learner's where tools or staffing related to administration and/or interpretation in native language is unavailable



## Screening is not..

- A diagnosis
- Automatic eligibility
- An automatic referral for eligibility
- Mandate to develop a 504



# Professional Development

- ❑ Two hours for yearly dyslexia related professional development for teachers, paraprofessionals and instructional assistants
- ❑ DESE Resources, outside professionals and RPDC support



# DESE Resources

❑ Educators > Curriculum > Dyslexia

❑ Quick Links Box

- ❑ <https://dese.mo.gov/sites/default/files/curr-dyslexia-serving-students-at-risk-lea-guidance.pdf>
- ❑ *PD Resources*
- ❑ *Screening Organizer*
- ❑ *Structured Literacy*



# Data Collection



## Updates for SY 2018-2019 – Student Core

### Dyslexia

- Universal screening for reading/dyslexia risk factors for students in grades K-3.
- Report in June Cycle.
- Reporting codes
  - NS – Not Screened
  - EX – Exempt
  - SNR – scores on screening tool that are at or above age/grade level per the scoring manual of the tools' administration manual
  - SAR – score at or below the 30<sup>th</sup> percentile on more than one skill or as by indicated within the tools' administration manual
- New Core Data Screen in June Cycle will collect the screening tool method.



# Core Data Screen

- “Dyslexia Screening” will be Screen #38
- Same look as Kindergarten readiness screen (choose one)
  - DIBELS
  - AIMSweb
  - FAST
  - Other
    - Drop down text box, 100 character limit
    - Not for RAN



# So, what do we know and what can we do?

My screeners identify LOTS of students are at risk!

Neurobiological or Core Curriculum?



# National Reading Panel

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



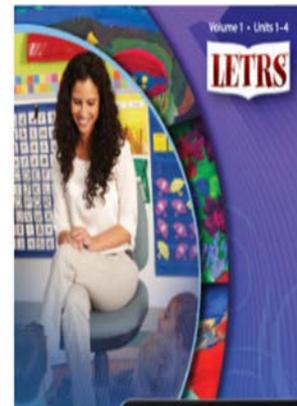
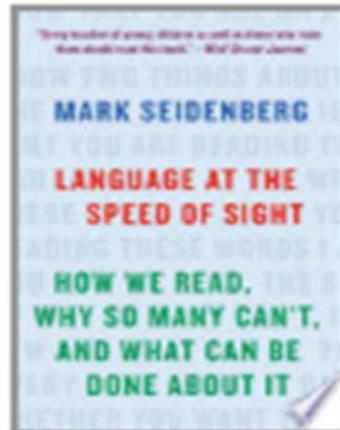
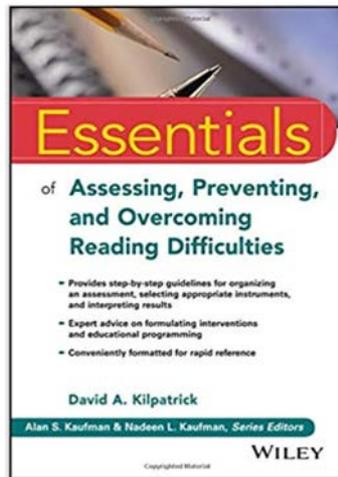
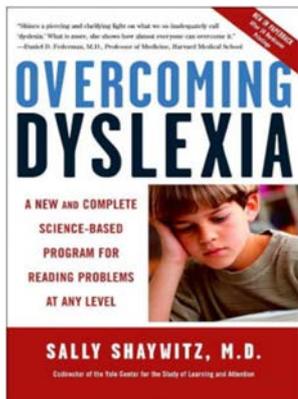
## **Decades of Empirical Research = Settled Science**

Repeatedly results have proven direct instruction of phonics and phonological awareness with vocabulary development, fluency, and comprehension is effective instruction.

**\* What do administrators and teachers know about these findings?**



# Transformative Reading





# Considerations moving forward

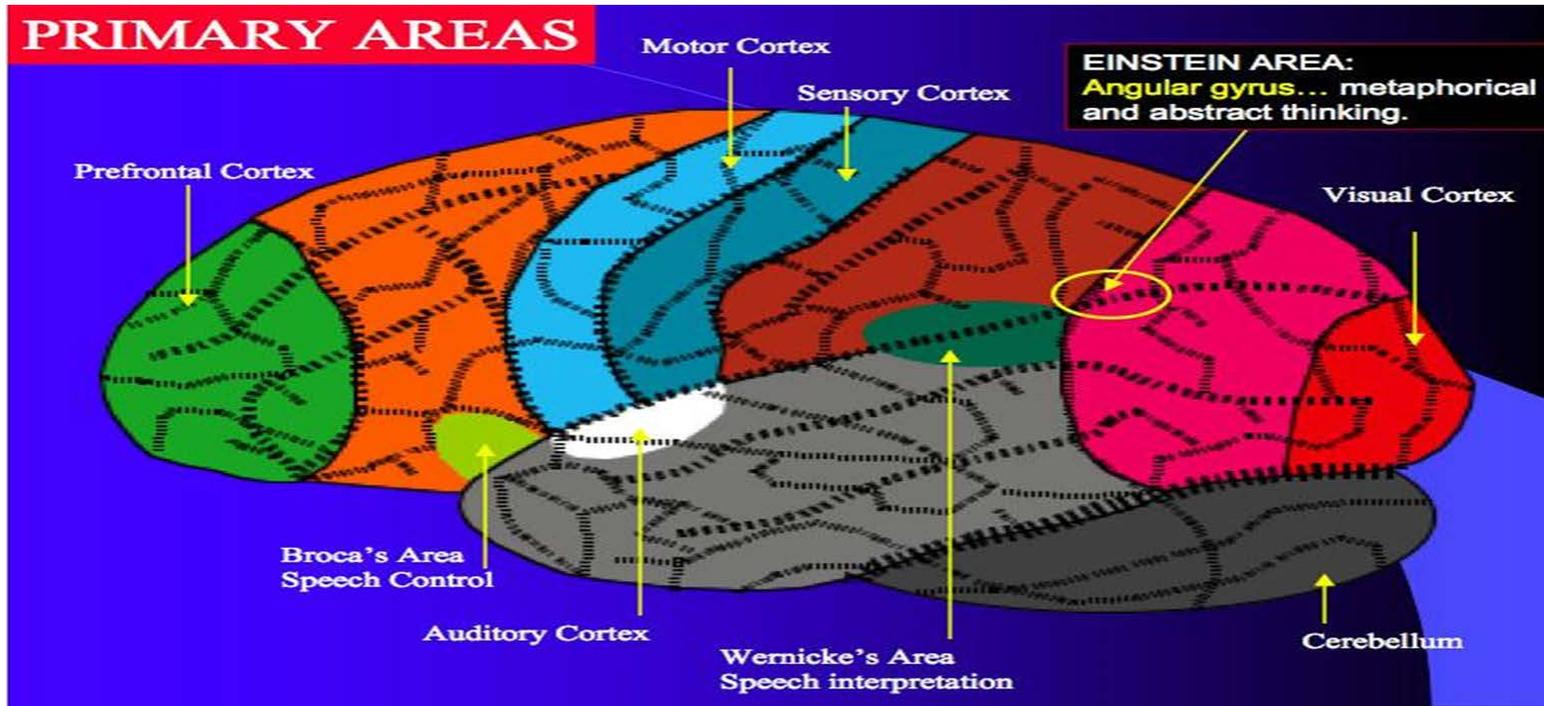
'It's simply not true that there are hundreds of ways to learn to read [...] when it comes to reading we all have roughly the same brain that imposes the same constraints and the same learning sequence.'

**Dehaene, S. (2009)**





# Where does reading occur?





# Direct Instruction

- It is clear that students make sense of and interpret the information that they are given—but their learning is enhanced only when the information presented is explicit, logically organized, and clearly sequenced. To do anything less shirks the responsibility of effective instruction.

*Stockard, Wood, Coughlin, 2018*



3 Understand how English is written and read.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:
Phonics No 6-12 Correlation	<ul style="list-style-type: none"> <li>a. producing and writing letter(s) for most short vowel and consonant sounds</li> <li>b. reading high-frequency words</li> <li>c. blending letter sounds to decode simple words</li> <li>d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words</li> </ul>	<ul style="list-style-type: none"> <li>a. decoding words in context by using letter-sound knowledge</li> <li>b. identifying letters for the spelling of short and long vowels</li> <li>c. producing consonant blends</li> <li>d. producing consonant digraphs</li> <li>e. combining sounds from letters and common spelling patterns to create and decode recognizable words</li> <li>f. using syllabication patterns to decode words</li> <li>g. reading irregularly spelled words</li> <li>h. reading root words with inflectional endings</li> <li>i. reading contractions and compound words</li> <li>j. reading high-frequency words</li> <li>k. demonstrating decoding skills when reading</li> </ul>	<ul style="list-style-type: none"> <li>a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs</li> <li>b. distinguishing long and short vowels when reading regularly spelled one-syllable words</li> <li>c. decoding regularly spelled two-syllable words with long vowels</li> <li>d. decoding words with vowel diphthongs</li> <li>e. decoding words with vowel digraphs</li> <li>f. reading words with common prefixes and suffixes</li> <li>g. using contractions</li> </ul>	<ul style="list-style-type: none"> <li>a. decoding multisyllabic words in context and independent of context by applying common spelling patterns</li> <li>b. decoding words that double final consonants when adding an ending</li> <li>c. using the meaning of common prefixes and suffixes</li> <li>d. using the meaning of homophones</li> <li>e. decoding known and unknown words by spelling patterns</li> <li>f. reading irregularly spelled high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context</li> <li>b. reading root words, prefixes, and suffixes and important words from specific content curricula</li> </ul>	<ul style="list-style-type: none"> <li>a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context</li> <li>b. reading root words, prefixes, suffixes, and important words from all specific content curricula</li> </ul>
						Continue to address earlier standards as needed and as applies to more difficult texts.



# 3 Keys to Successful Instruction

- Aggressively address and correct students' phonological awareness difficulties and teach phonological awareness to the advanced level
- Provide phonic decoding instruction and reinforcement
- Provide ample opportunities to apply developing skills by reading connected text.

*(Kilpatrick, 2015)*



# GOAL → Reading by Sight

## Sight **Word**

- ✓ Familiar word that is recognized instantly, automatically, effortlessly

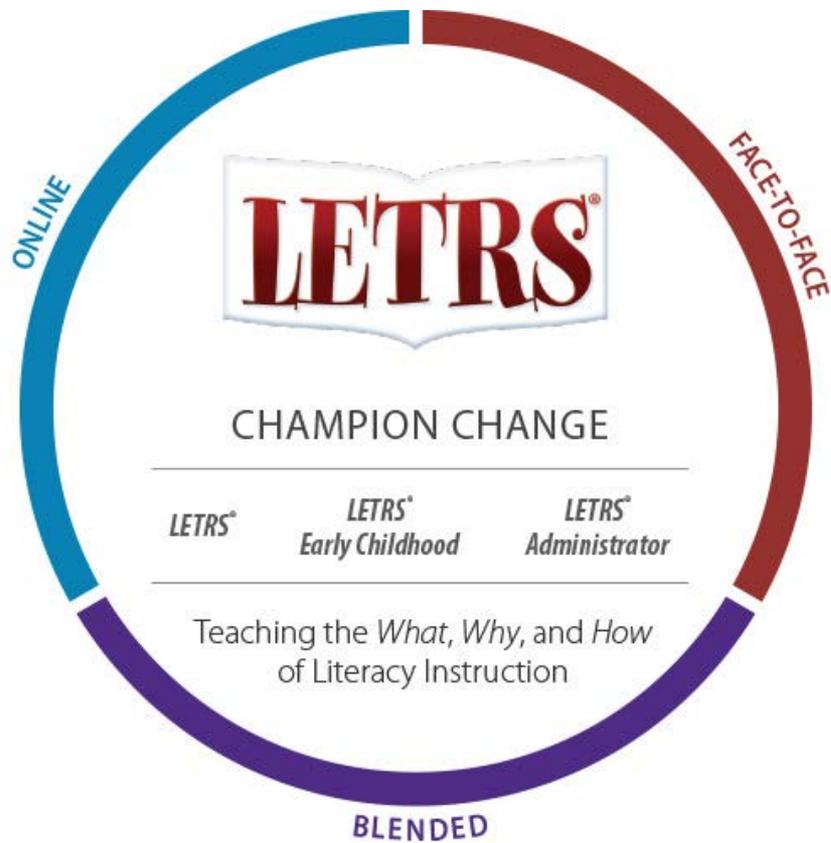
## Sight **Vocabulary**

- ✓ All the words we know instantly and automatically

*(Equipped for Reading Success, p.27)*



# Coming Summer 2019





- LETRS® is a professional development course that bridges deep, meaningful research into practical classroom success.
- LETRS provides educators with the background, depth of knowledge, and tools to teach language and literacy skills to every student.
- LETRS can be used regardless of the literacy program in use.



## The LETRS family of products helps literacy educators:

- Distinguish between the research base for best practices and other competing ideas not supported by scientific evidence
- Understand how language, reading, and writing are related to one another
- Make instructional decisions and program choices with reference to scientific research evidence, strategic use of assessments, and observations of students
- Deliver comprehensive, integrated, language, and literacy instruction as defined by standards and by research for a given grade, age, or ability level



# Simple View of Reading

Reading Comprehension = Decoding X Language Comprehension



*Why can't I read?*

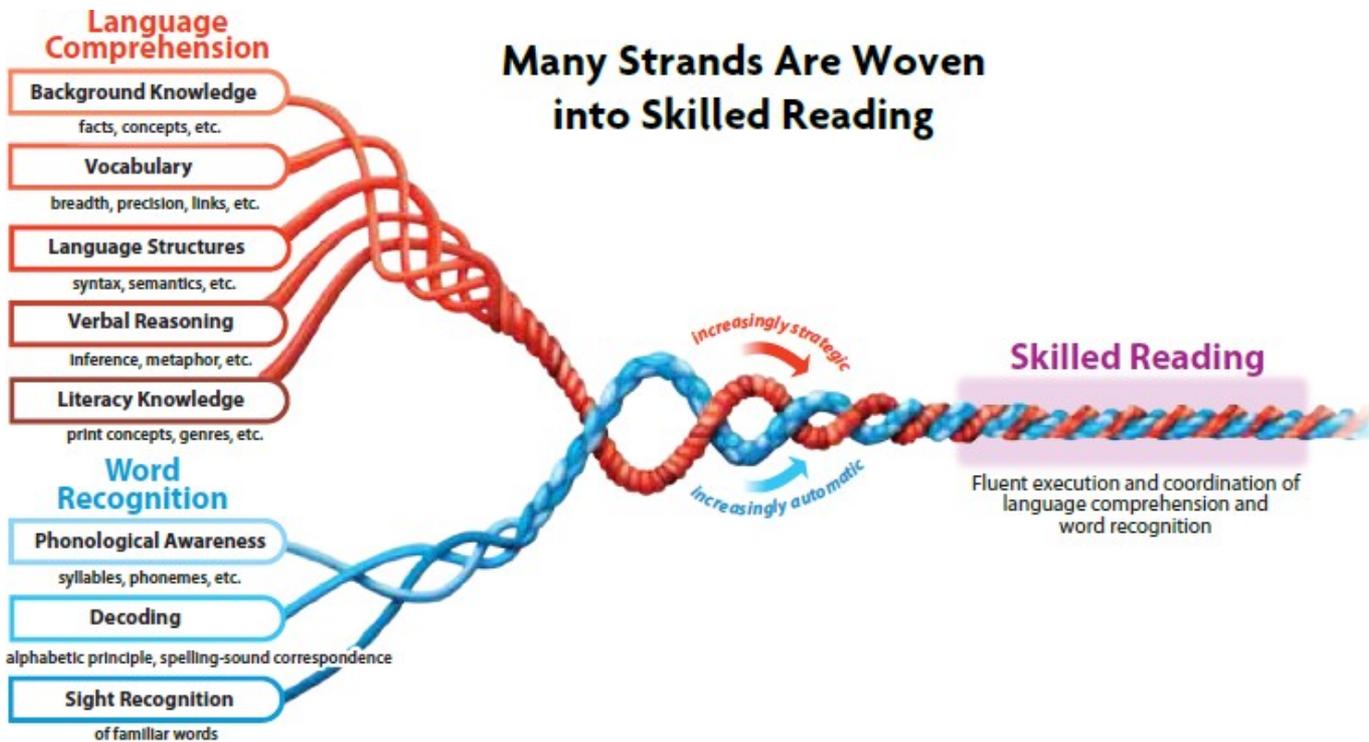
*Can I decode?*

*Can I manipulate sounds & attach sounds to letter?*

X

*Vocabulary Knowledge*

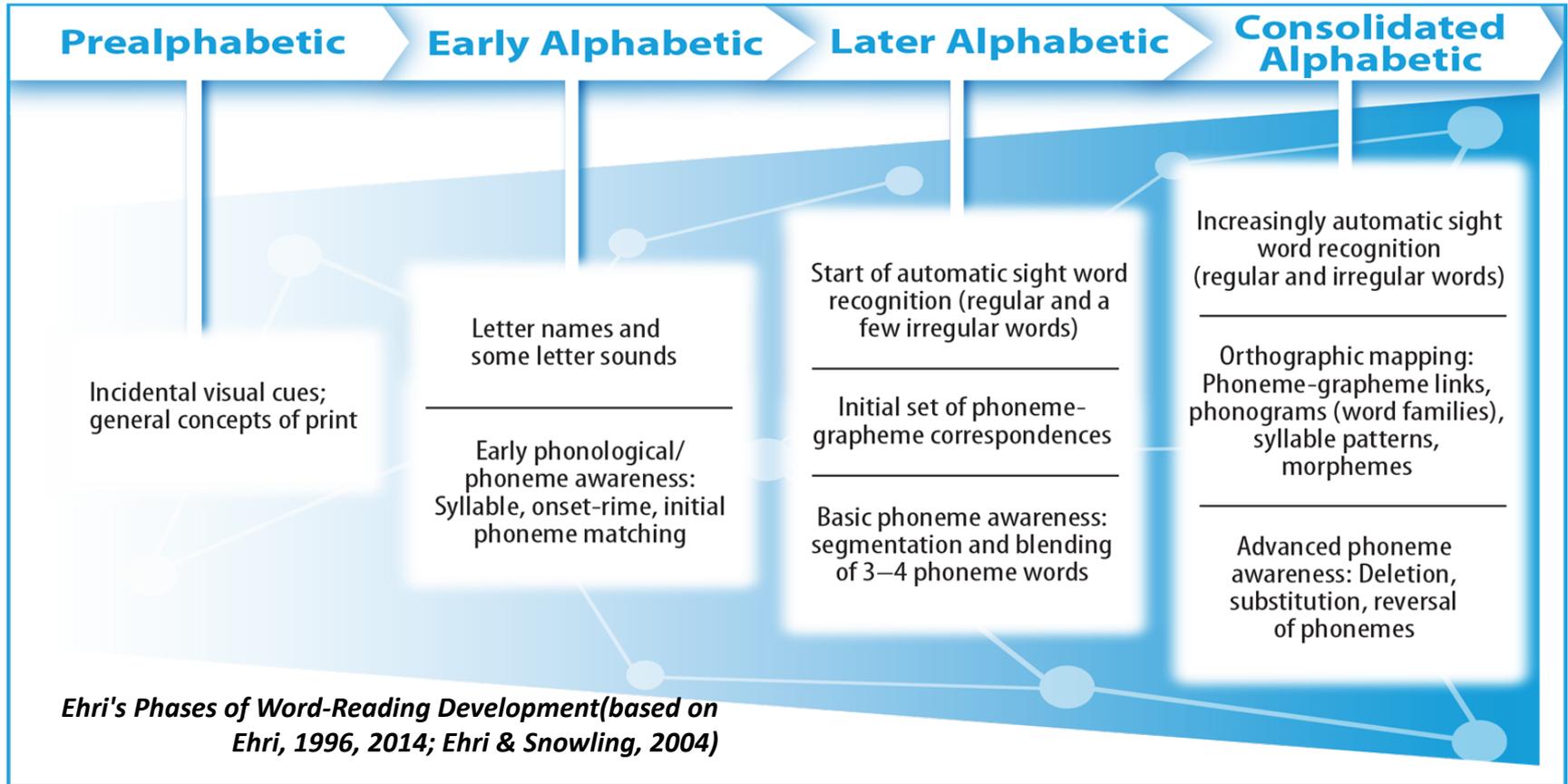
*Knowledge of Text and Structure*



*(Scarborough, 2001)*

**Both language comprehension and word recognition contain specific skills that are definable, measurable, and somewhat independent—yet influence one another in the development of proficient readers.**

# Word Reading Developmental Phases





# Volume 1

## Unit 1

- Why is Reading Difficult?
- Language Processing & Literacy
- What does the Brain Do When It Reads?
- What Skills Support Proficient Reading
- How Do Children Learn to Read and Spell?
- What are the Major Types of Reading Difficulties
- How Can Assessment Be Used for Prevention and Early Intervention
- How Can Assessments be Used to Differentiate Instruction?

## Unit 2

- How is Phonology Related to Reading and Spelling?
- How Does Phonological Skill Develop?
- Why is Phonemic Awareness Important?
- What Are the Consonant Phonemes of English?
- What Are the Vowel Phonemes of English?
- What about Dialects, Language Differences, and Allophonic Variation?
- How Should Phonological Skills Be Taught?
- What Phonological Skills Should Be Assessed?



# Volume 1

## Unit 3

- Why Is Code-Emphasis Instruction Important?
- How Predictable is English Orthography?
- How Can Ehri's Phases Guide Instruction
- How Should Instruction Begin?
- What Kind of Practice is Necessary?
- How Can Spelling Be Taught?
- When Is It Important to Use Decodable Text?
- What Is the Best Way to Further Student Success?

## Unit 4

- What Is Advanced Word Study?
- Is There More to Learn about Phoneme-Grapheme Correspondence?
- Why and How Should Syllable Types Be Taught?
- When and How Should Morphology Be Taught?
- How Can Spelling Be Taught and Assessed?
- How Can Reading Fluency Be Built?
- Why Is Working With Data Important?
- How Can Foundational Skills Be Put into Perspective?



- Units are 12-15 hours each
  - Include classroom-based case studies, hands-on learning
  - Blended content
- University credit is available
- Trainings through RPDC's begin this summer/fall
- Commitment will be approximately 80 hours total
- Classroom teachers Grades K-2
- Curriculum neutral
- Facilitator Training Opportunity 2020?



# FREE Spring Opportunity

Jefferson City, Wednesday, April 10<sup>th</sup>

Full day workshop 9:00-3:00

Data Analysis and Interpretation

Instructional Strategies

Networking

Email RSVP: [kim.Stuckey@dese.mo.gov](mailto:kim.Stuckey@dese.mo.gov)



# STRATEGIC PLAN

**Our Vision:** Missouri public schools: the best choice ... the best results!

**Our Mission:** The Missouri Department of Elementary and Secondary Education's mission is to guarantee the superior preparation and performance of every child in school and in life.

**Our Goal:** All Missouri students will graduate ready for success.

## STRATEGIC PRIORITIES

**A. Access, Opportunity, Equity:** Provide all students access to a broad range of high-quality educational opportunities from early learning into post-high school engagement

**B. Teachers and Leaders:** Prepare, develop and support educators to ensure an effective teacher in every classroom and an effective leader in every school

**C. Efficiency and Effectiveness:** Create an internal environment of continuous improvement, effective programming and efficient business operations





## Contact/Questions

Kim Stuckey, Director Dyslexia Specialist

[kim.stuckey@dese.mo.gov](mailto:kim.stuckey@dese.mo.gov)

573-751-2584