

# Low Literacy Rates, Poor Instruction, Dyslexia And Social Ills: 101 for Advocates

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Dyslexia Plus In Public Schools Task Force





# Agenda

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**History of Reading Instruction**

**2**

**Neurodiversity and Reading**

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**Dyslexia Definition and Simulation**

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**Reading Instruction Now**

**5**

**Outcomes and Impacts**

**6**

**What We Can Do**

# A quick history

Influence on Reading Instruction

Reading Wars

<b>1800-1900</b>	<b><i>Blue-Backed Speller / McGuffey Readers</i></b>
<b>1900-1930</b>	<b><i>Beacon Readers</i></b>
<b>1930-1965</b>	<b><i>Whole Word</i></b>
<b>1940-now</b>	<b><i>Orton, Gillingham and Diana King</i></b>
<b>1955</b>	<b><i>Why Johnny Can't Read</i></b>
<b>1967</b>	<b><i>Learning to Read: The Great Debate</i></b>
<b>1973</b>	<b><i>Dual Route (Pre-Reading Rope)</i></b>
<b>1975-2000</b>	<b><i>Whole Language</i></b>
<b>1981</b>	<b><i>Why Johnny Still Can't Read</i></b>
<b>1986</b>	<b><i>Simple View Of Reading</i></b>
<b>1997-2000</b>	<b><i>National Reading Panel</i></b>
<b>2000-now</b>	<b><i>Balanced Literacy &amp; Phonics Lite</i></b>
<b>2006 to now</b>	<b><i>Functional MRI proving Orton &amp; Gillingham</i></b>

**34% of 8<sup>th</sup> Graders  
Read at 8<sup>th</sup> Grade Proficiency**



# Neurodiversity

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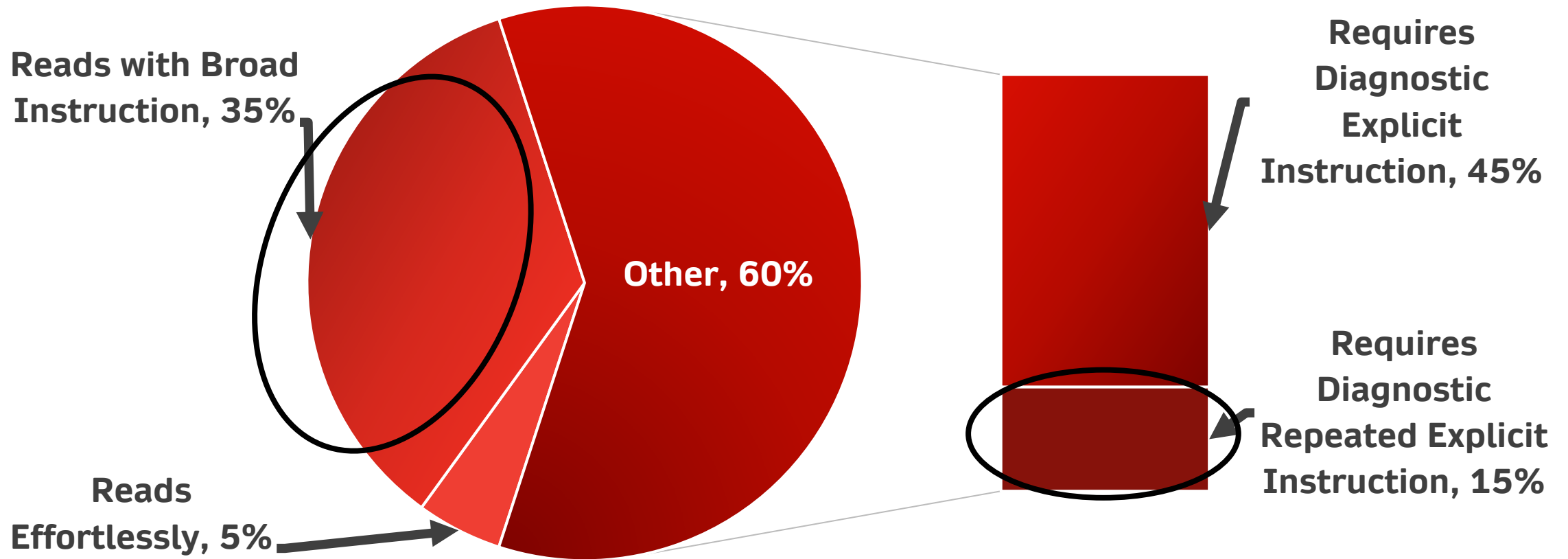
# Neurodiversity

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# Reading Neurodiversity: A Continuum

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<https://www.nancyyoung.ca/research-and-links>

# What is Reading?

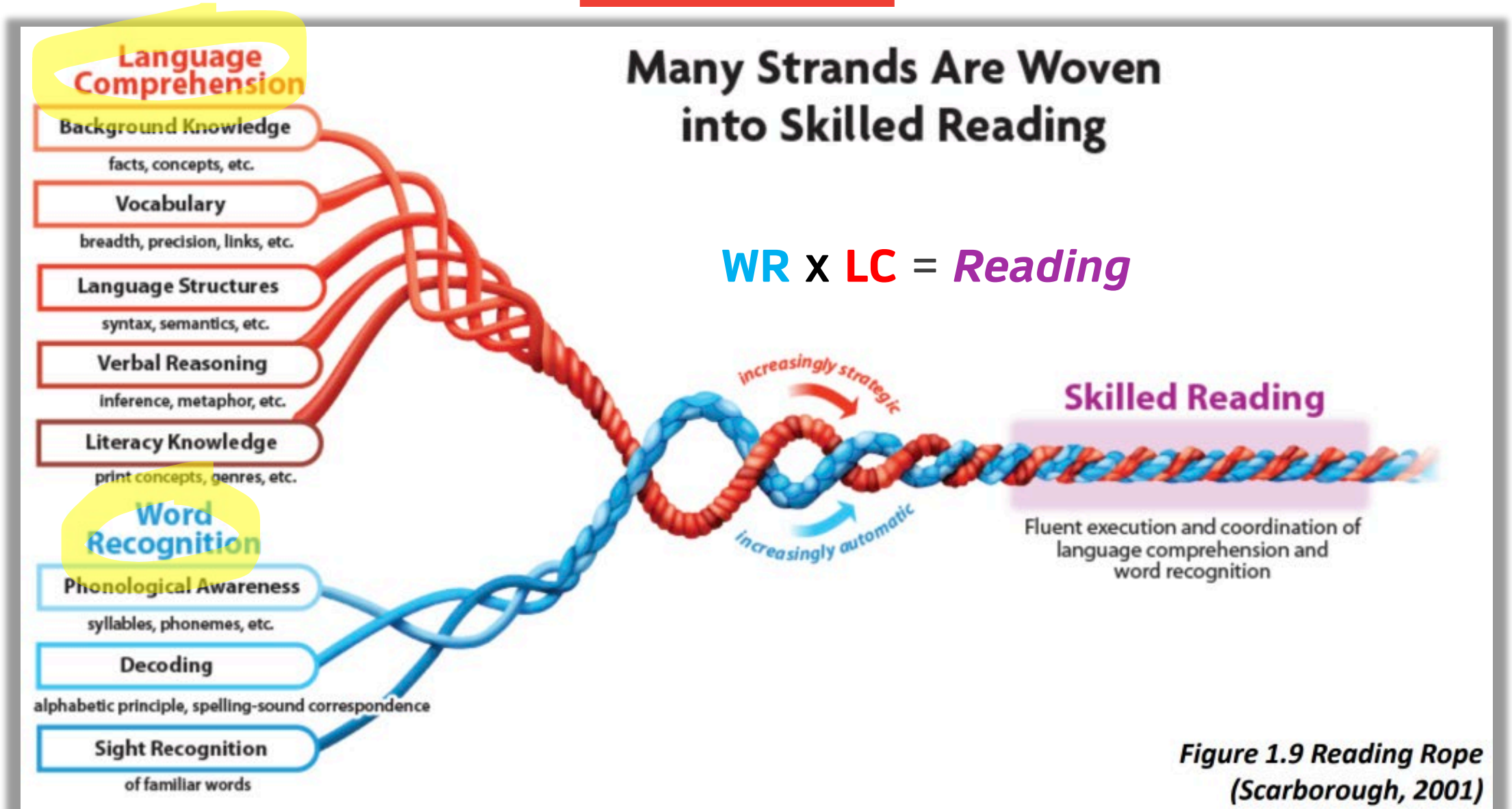


Figure 1.9 Reading Rope  
(Scarborough, 2001)

# What is Dyslexia?

- Dyslexia is a trouble with connecting **sounds** to **symbols**: **decoding symbols** and **groups of symbols**

cough

rough

through

though

plough/plow

aid

tray

table

sundae

cake

prey

break

eight

lemonade

Sunday

pray

brake

ate

b

d

p

q

/a..e/

/ai/

/ay/





# What is Dyslexia?

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## Double Deficit Dyslexia

- Poor verbal short term memory
- Poor rapid serial naming rapid automatic naming
- Slow articulation / processing speed

## Co-Morbid with Dyslexia

- Dysgraphia
- Dyscalculia
- Executive Function Issues
- ADD/ADHD
- Autism/ASD
- Vision/Auditory issues
- Other health issues

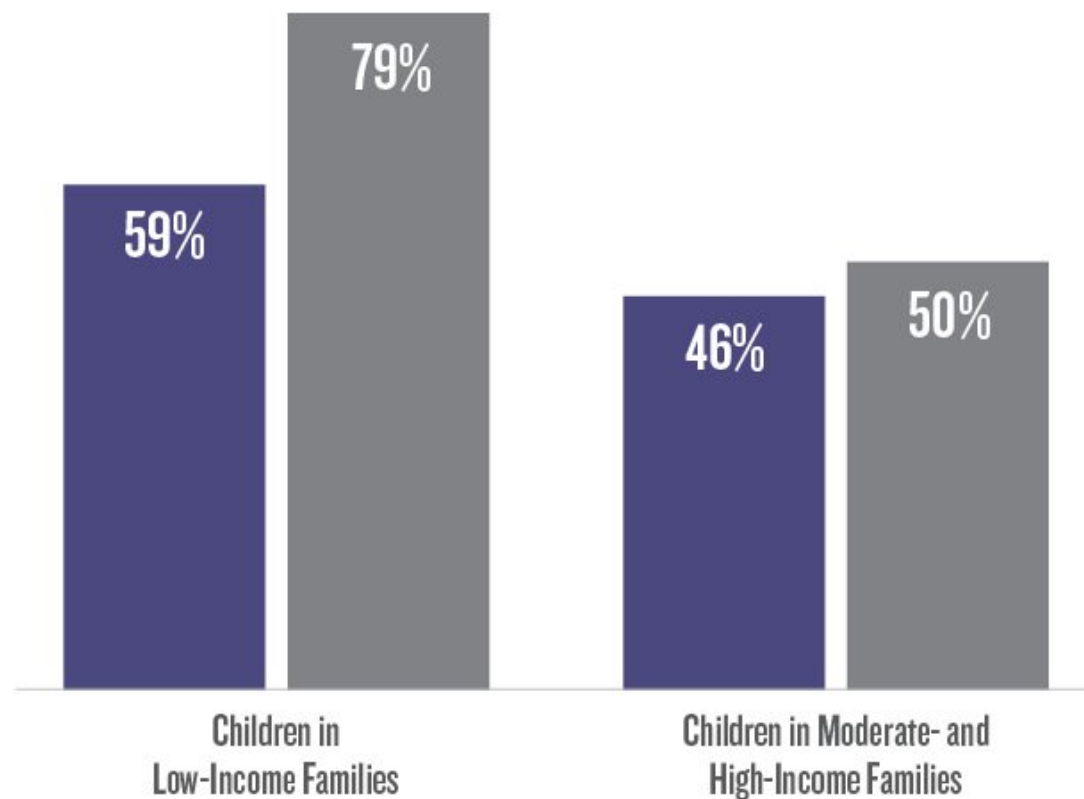
## Social Deficit Dyslexia

- Lack of language at home
- Lack of language in day care and pre-school
- Lack of parent advocates
- Poor Instruction at School
- Lack of Background Knowledge

## Young Children Not in School (2014-18) and Fourth-Graders Not Proficient in Reading (2019) by Family Income

■ Young Children Not in School

■ Fourth-Graders Not Proficient in Reading



Sources: U.S. Census Bureau, 2014-18 American Community Survey and U.S. Department of Education, National Center for Education Statistics, 2019 National Assessment of Educational Progress.

Notes: For young children not in school, low income is defined as children living below 200 percent of poverty. For fourth-graders not proficient in reading, low income is defined as those eligible for free and reduced-price lunch, which is 185 percent of poverty.

<https://www.aecf.org/resources/2020-kids-count-data-book/#Education>

# Reading Instruction

## Structured Literacy

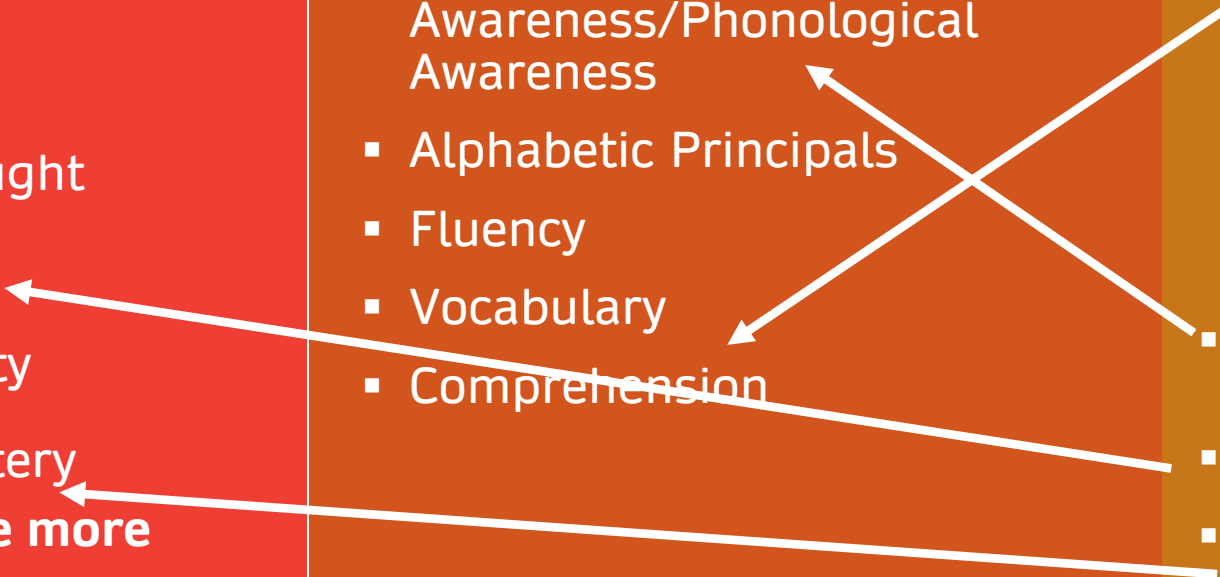
- Explicitly Taught
- Diagnostic
- Systematically Taught
- Synthetic Phonics
- Taught with Fidelity
- Practice until Mastery  
(dyslexic kids take more practice)

## Five Foundations of Literacy

- Phonemic Awareness/Phonological Awareness
- Alphabetic Principals
- Fluency
- Vocabulary
- Comprehension

## What Else Helps

- Background Knowledge
  - Read-Aloud (*with conversation*)
  - Audio Books (*with intonation*) & Podcasts
  - Rich Discussion
- Teaching *Sounds* Before Letter Names
- Decodable Texts
- Multisensory Practice
- Cursive
- Key Words and Symbols



# Reading Instruction



<https://eduvaites.org/2019/10/21/the-trouble-with-common-word-recognition-strategies/>



# Reading Instruction: Pedagogy & Approaches

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## **(un) Balanced Literacy**

- Expect you arrive at school with PA
- Phonics Lite (incidental)
- Guessing/Cueing/MSV
- Leveled Readers / Predictable
- Count Errors
- Mini Lessons
- Sight words = common words to memorize

## **Structured Literacy**

- **Vs Teach PA**
- **Vs Synthetic Phonics Systematically**
- **Vs Decoding**
- **Vs Decodable Readers**
- **Vs Categorize Errors**
- **Vs Explicit Instruction/Practice**
- **Vs Words that Follow No Code**

<https://eduvaites.org/2019/10/21/the-trouble-with-common-word-recognition-strategies/>

# Reading Instruction: Paradoxes and Consequences

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- Reading Instruction works best in the early years – K-3
- RTI / MTSS / Wait to Fail or the same ole same ole again and again is much too late
- Reading support outside of school complicates school support
- Reading failures penalizes kids in myriad ways

# Dyslexia & Reading Instruction: Expertise/Interest

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## Currently

Some Neuroscientists  
Some Psychologists  
Some Developmental Pediatricians  
Some Specialists Programs  
Some Tutoring Programs  
Some Teachers  
Few Social Science Researchers  
Countless publishers of varying quality and perspective  
Countless literacy programs of varying quality and perspective

## Optimally

All K-3 Teachers  
All Special Ed Teachers  
All Pediatricians  
All School Psychologists  
All Social Workers  
Some Neuroscientists  
Some Social Science Researchers

# Current Outcomes and Impact

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- **50%** of prisoners are functionally illiterate due to dyslexia
- **40%** of homeless people are functionally illiterate due to dyslexia
- **66% +** of kids can't read on grade level in 8th grade
- **\$2.2** Trillion lost due to illiteracy
- Struggling readers **disconnect from school** and may never reach their potential.
- Frustration in school can lead to **mental health issues**, sometimes as early as grade school or is **criminalized** by the school and punished by families.
- Dyslexic/ Struggling readers without the proper instruction are more likely than others to experience **child abuse, become homeless**, and/or enter the **criminal justice system**

Impact: Matthew Effect  
Loss of Human Potential  
Dyslexia Industrial Complex



# Optimal Outcomes and Impact

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- Parents informed and advocating
- Teachers teaching reading
- Learners learning to read / Learners accessing content
- Less remediation saving \$\$
- More college and career readiness
- Increased social and economic mobility
- Better health outcomes

**Impact: Unleashed  
Human Potential**

# Successful Dyslexics

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# Resources

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## From the Presentation

- <https://www.aecf.org/resources/double-jeopardy/>
- <https://www.aecf.org/resources/2020-kids-count-data-book/#Education>
- <http://www.ldonline.org/article/19296/>
- <https://www.futurity.org/childhood-abuse-dyslexia-729212/>
- <https://www.ncbi.nlm.nih.gov/pubmed/10876375>
- [https://ballotpedia.org/Ballot\\_measure\\_readability\\_scores,\\_2019](https://ballotpedia.org/Ballot_measure_readability_scores,_2019)
- <https://www.forbes.com/sites/michaelnietzel/2020/09/09/how-literacy-levels-among-us-adults-could-be-costing-the-economy-22-trillion-a-year/#4f8ea3f24c90>

## Books

- *Overcoming Dyslexia*, Sally Shaywitz
- *Proust and the Squid*, Maryann Wolf
- *Language at the Speed of Sight*, Mark Seidenberg

## Podcast

- <https://amplify.com/science-of-reading-the-podcast/>

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# Contact and More Resources

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**decodingdyslexianyc@gmail.com**  
**<http://bit.ly/DMLiteracyblogs>**  
**<https://bit.ly/DDNYNYC>**  
**@ReaderPrison**

- <https://www.apmreports.org/reading>
- [bit.ly/IncarcerationLiteracy](http://bit.ly/IncarcerationLiteracy)
- <https://bit.ly/DyslexiaPrivilege>
- <https://bit.ly/DyslexiaPrison>
- <https://bit.ly/KellySandmanHurleyTedX>
- <https://bit.ly/DyslexiaMindshift>
- <http://bit.ly/dyslexiaApril19>
- [Understood.org](http://Understood.org)

More resources next slide