

# Conquering Dyslexia

## Chapters 4 & 5

Jan Hasbrouck, Ph.D.  
@janhasbrouck

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## BIG THANKS

to all the sponsors and volunteers!



Ch 1 & 2:  
Read Washington

Ch 3:  
The Reading League PA; PA Branch of IDA; Decoding Dyslexia PA

Ch 4 & 5:  
The Reading League WI; Decoding Dyslexia WI

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## Important Information

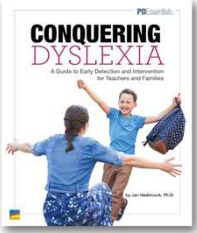
- Use the Google doc to find the Zoom link for each night.
- Please fill out the Google form!
- ALTA, IMSLEC, CERI continuing hours information is on the form.
- Use the Q&A for any questions you have for Jan during the presentations.

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## CONQUERING Dyslexia

A Guide to Early Detection and Intervention for Teachers and Families

Jan Hasbrouck, Ph.D.



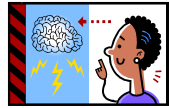
- Ch. 1 What is Dyslexia?
- Ch. 2 What are the Signs to Look For?
- Ch. 3 Assessing Dyslexia
- Ch. 4 Teach Students to Read: How
- Ch. 5 Teach Students to Read: What
- Resources for Dyslexia
- Glossary & References

Benchmark Education  
PD Essentials  
[www.benchmarkeducation.com](http://www.benchmarkeducation.com)

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A(nother) challenging topic...

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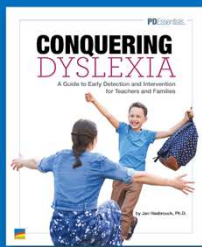


## Teaching for Dyslexia?

Anita Archer	Virginia Berninger
Mark Seidenberg	Sally Shaywitz
Louisa Moats	Doug Carnine
Jack Fletcher	Barbara Foorman
Nadine Gaab	Maryanne Wolf
David Kilpatrick	Sharon Vaughn

*and more...*

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## Chapter 4 Reading: HOW to Teach?

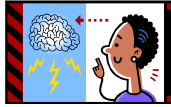
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page 78

“...powerful interventions can help children **overcome** dyslexia, or even **prevent** it from ever being a factor in their lives.”

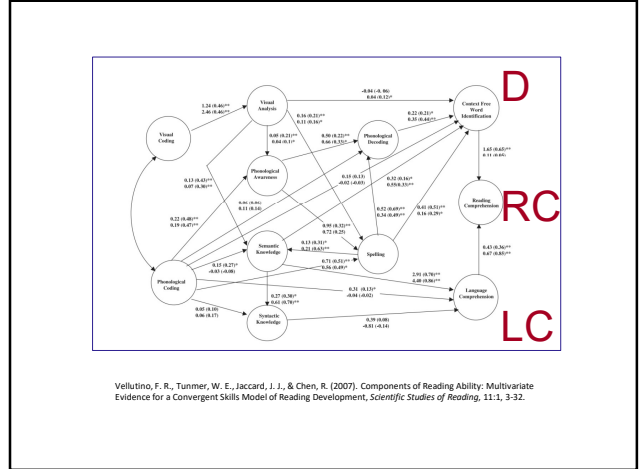
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“...reading is not learned in the same way we learn to talk.”

Dr. Mark Seidenberg  
*Language at the Speed of Sight* (2017)

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Pages 59 & 129

**RC = LC x D**


THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

**LC** (Language Comprehension):  
 BACKGROUND KNOWLEDGE (facts, concepts, etc.)  
 VOCABULARY (breadth, precision, fluency, etc.)  
 LANGUAGE STRUCTURES (syntax, semantics, etc.)  
 VERBAL REASONING (inferential, metacognitive, etc.)  
 LITERACY KNOWLEDGE (genre, context, etc.)

**D** (Decoding):  
 PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)  
 DECODING (alphabetic principles, spelling-sound correspondences)  
 SIGHT RECOGNITION (of familiar words)

**RC** (Reading Comprehension):  
 SKILLED READING: Fluent execution and coordination of word recognition and text comprehension.


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page 78

“...powerful interventions can help children overcome dyslexia, or even prevent it from ever being a factor in their lives.”

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page 123

"The most ethical and prudent action is to provide all children with **the most effective reading methods...** thereby accelerating the process of all children and minimizing the likelihood that any child will struggle to learn to read."

Buckingham & Castles (2019)

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page 123

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Buckingham & Castles (2019)

Allor et al. (2014); Al Otaiba et al. (2009); Buckingham & Castles (2019); Carnine et al. (2010); Fletcher et al. (2019); Hempstall (2016); Torgeson (2004); Vaughn et al. (2000) + *many, MANY other studies from the past 40+ years*

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page 123


"The most ethical and prudent action is to provide all children with **the most effective reading methods...** thereby accelerating the process of all children and minimizing the likelihood that any child will struggle to learn to read."

Buckingham & Castles (2019)

\*Comprehensive \*Systematic \*Explicit \*Intensive  
...and \*Multimodality  
*plus: Diagnostic*

**Structured Literacy** pages 101-114

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pages 110-112

**\*Comprehensive** pages 103-104  
Designed to cover essential standards: foundational components of reading + advanced skills & knowledge

**\*Systematic** pages 105-106  
Carefully designed scope & sequence

**\*Explicit** pages 107-109  
Effectively delivered with clarity & intention; gradual release of responsibility ("I do"; "We do"; "You do")

**\*Intensive** pages 109-110  
Active engagement & small groups

often includes **\*Multimodality** pages 111-112  
Using all sensory modalities *directly related* to reading/writing skill development

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**This is what it looks like...**



**I DO and WE DO**      **Y'ALL DO**

**YOU DO**

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Small groups  
and collaborative  
practice at  
**ALL**  
grade levels  
Prek-12+

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**Orton-Gillingham (OG)**

"Despite the wide acceptance and enthusiasm for OG and OG-based programs, not all studies reported them to be superior..."

Fletcher et al. (2019), quoting Ritchey & Goetze (2006), pgs. 179-180

\*Comprehensive \*Systematic \*Explicit \*Intensive instruction of **KEY** instruction components of word identification and recognition + multimodality at an *appropriate level of intensity*

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**PLUS:**

**\*Diagnostic**

**COLLECTING** appropriate formative data (observation, written samples, quiz results, progress monitoring **data**, etc.) and **USING** the results to modify instruction as needed

**Progress Monitoring**  
pages 109-110

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## PROGRESS MONITORING

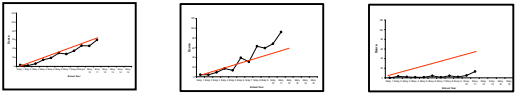
pages 113-114

**Tier 1:**  
 Daily performance in small group instruction;  
 written work; in-program assessments

**Tier 2 & Tier 3:**  
 Consider CBM ORF assessments  
 Monthly? Every 2 weeks?  
 Graph progress: Wait for 5 consecutive scores

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## Diagnostic Teaching

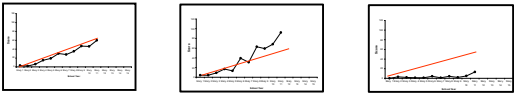


**What to DO?**  
 Classroom Teachers, Content Specialists, Special Educators,  
 Instructional Coaches, SLPs, etc.

Modify instruction, then continue monitoring..


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## Diagnostic Teaching



**Modify Instruction?**

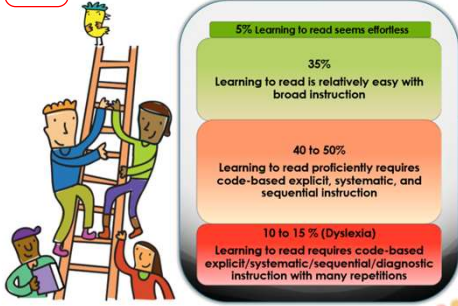
- Appropriate “match” of instruction?
- Quality of program & instruction?
- Fidelity of instruction?
- Intensity of instruction?
- Frequency & duration of instruction?
- Other?



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## The Ladder of Reading

Pages 120-121



**5% Learning to read seems effortless**

**35% Learning to read is relatively easy with broad instruction**

**40 to 50% Learning to read proficiently requires code-based explicit, systematic, and sequential instruction**

**10 to 15 % (Dyslexia) Learning to read requires code-based explicit/systematic/sequential/diagnostic instruction with many repetitions**

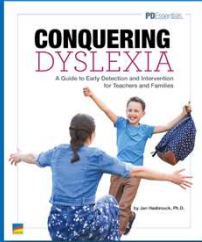
Advantaged by a structured literacy approach

Structured literacy approach essential

www.nancyyoung.ca  
 © N. Young, 2012 (Updated 2020)  
 Artwork by Dean Stanton  
 (Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)  
 Used with permission

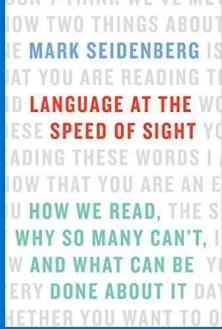
Nancy Young  
 B.A., M.Ed.  
 Reading  
 Spelling  
 Writing

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**Chapter 5**  
**Reading: WHAT to Teach?**


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“How do children learn to read?...”  
The answer is the same for all children.  
Cultural, economic, and educational circumstances obviously affect children’s progress, but what they need to learn does not change.”

2017

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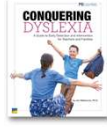


page 130

“Effective reading instruction must help develop all these skills from **both areas** [LC & D].”

*Simultaneously...*

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**Decoding (Word Identification)**

David Kilpatrick (2015)

page 134

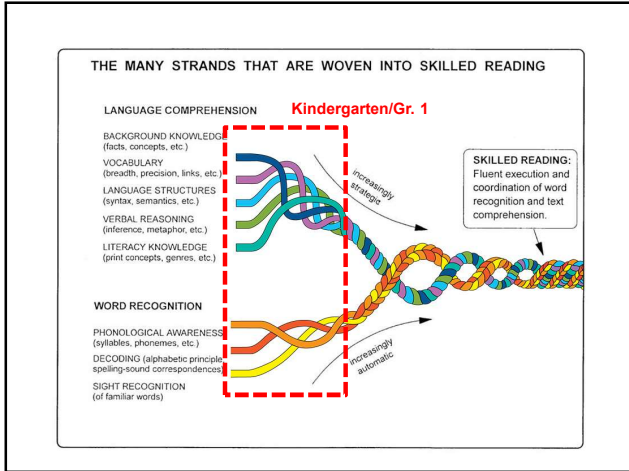
**Level 1**  
Letter names and letter sounds

**Level 2**  
Phonic decoding

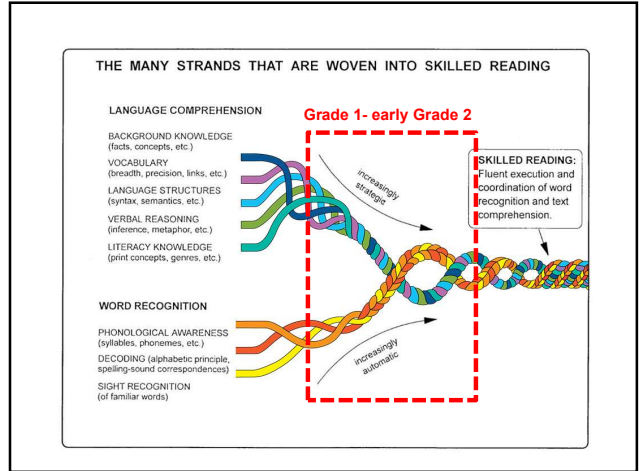
**Level 3**  
Orthographic mapping: “anchoring” the letter sequence in words: Sight words

“Self Teaching”: 1- 4 exposures! (pages 148-149)

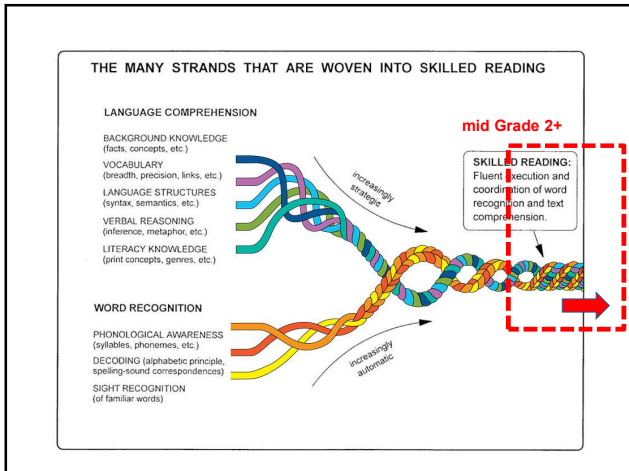
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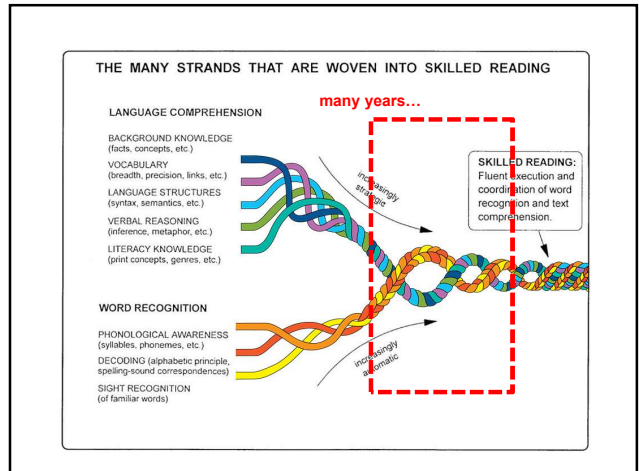
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### Teaching Specifics...

Phonological/Phonemic Awareness pages 135-136  
Key challenge for learners with dyslexia  
Pages 135-152

Phonics & Decoding pages 137-142  
Teach sounds correctly!

Sight Words (Word Recognition) pages 143-150  
Orthographic mapping essential for reading success; requires LC + PA + D

Reading Fluency pages 150-152

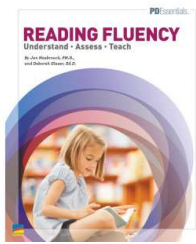
Teaching Across the Grades pages 153-156

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## Reading Fluency

Understand \* Assess \* Teach

**Jan Hasbrouck, Ph.D.**  
**Deborah Glaser, Ed.D.**



- Ch. 1 Defining Reading Fluency
- Ch. 2 Assessing Reading Fluency
- Ch. 3 Teaching Reading Fluency
- Ch. 4 Integrating Fluency Skills

**Benchmark Education**  
**PD Essentials**  
www.benchmarkeducation.com

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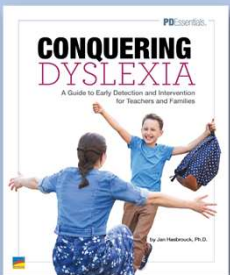
### Recommended Resources

pages 160-162



- Decoding Dyslexia [decodingdyslexia.net](http://decodingdyslexia.net)
- IDA <https://dyslexiaida.org/>
- Reading Rockets [www.readingrockets.org](http://www.readingrockets.org)
- The Gaab Lab [www.gaablab.com](http://www.gaablab.com)
- Glean Education [www.gleaneducation.com](http://www.gleaneducation.com)
- University of Florida Literacy Institute (UFLI) Virtual Teaching Resource Hub [education.ufl.edu/uflri](http://education.ufl.edu/uflri)

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## JOIN US!

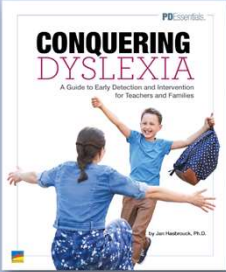
### Facilitated Discussion Groups

**Ch 4 & 5:**  
**Wisconsin TRL & Decoding Dyslexia**

Tuesday 2/16 @ 8 PM EST/5 PM PST  
Parent Discussion

Thursday 2/18 @ 8 PM EST/5 PM PST  
Educator Discussion

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**JOIN US!**

**Jam with Jan!**

Tuesday February 23  
8:00 PM EST/5:00 PM PST

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# THANK YOU!!

Jan Hasbrouck, Ph.D.



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 @janhasbrouck

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