



Worthington Schools

LITERACY

An Update of Dyslexia Professional Learning in General Education

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As a district, we define reading as a meaning making, problem solving process that relies on thinking in order to make sense of text.

Our goal is that all students are successful in decoding and using text to support their thinking and sense making.

To that end, our reading instructional framework includes each of the following building blocks critical to effective reading and meaning-making:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



WORTHINGTON CITY SCHOOLS



Framework For Literacy Instruction

What is Dyslexia?

“Dyslexia is a specific learning disability that is neurobiological (brain-based) 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.”

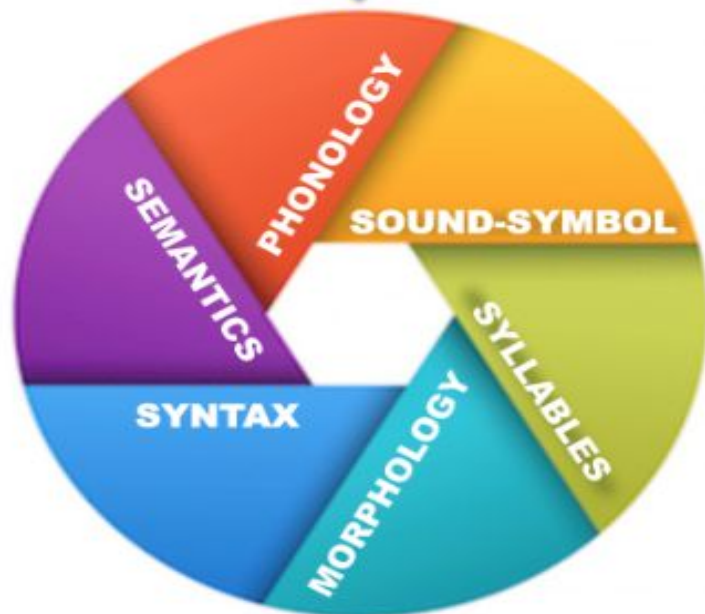
Our Understandings . . .

Based on the definitions of Dyslexia, we understand that:

- Dyslexia is brain-based and may be inherited.
- Dyslexia specifically impairs a person's ability to read.
- The disorder varies from person to person.
- Phonological processing (manipulation of sounds), decoding, fluent word reading, spelling, and/or rapid visual-verbal responding are common challenges.

STRUCTURED LITERACY PRIMER

Structured Literacy's ELEMENTS work together.



Structured Literacy's
Evidence-Based Elements

Phonology (study of sound structure of spoken words) is a key element of Structured Literacy Instruction. **Phonemic awareness** (ability to distinguish / segment / blend / manipulate sounds relevant to reading/spelling) is central to phonology.

Sound-Symbol Association Once students develop phoneme awareness, they must learn the **alphabetic principle**—how to map phonemes to letters (**graphemes**) and vice versa.

Syllables Knowing the six syllable / vowel grapheme types helps readers associate vowel spellings with vowel sounds. Syllable division rules help readers divide / decode unfamiliar words.

Morphology A **morpheme** is the smallest unit of meaning in language. Studying base elements and affixes helps readers decode and unlock the meanings of complex words.

Syntax—the set of principles that dictate the sequence and function of words in a sentence—includes grammar, sentence structure, and the mechanics of language.

Semantics Semantics is concerned with meaning. The Structured Literacy curriculum (from the start) includes instruction in the comprehension and appreciation of written language.

Timeline of Highlights to Address Reading Challenges Related to Dyslexia

2011

-Wilson Language training and certification initiated with Special Education staff and continues to present day

2014

- Developed our word study scope and sequence
- Foundations adopted k-2 as our primary instructional resource for early literacy word work
- Words their Way adopted as our primary instructional resource for grades 3-6

2015

- Introduced Developmental Spelling Inventory in intermediate grades
- K-8 teachers trained in use of Benchmark Assessment System for observing/measuring student performance in all reading areas -- used for instructional planning.
- Intensive work with re-familiarizing elementary staff with all components of the framework and how they work together.

Timeline...continued

2016

- Piloted new universal screeners for Phonics with students in grades 1 and 2
- Piloted an intense phonics reading intervention with our reading specialists
- Elementary Instructional Coaches and Principals receive in-depth reading training
- In district trainer, certified by IDA, to support teacher in phonics instruction
- Foundations HS class adopted

2017

- All Reading Specialists received intense training on Phonics intervention implementation
- Phonics Screeners reviewed and revised

2017-2018 School Year

Feb/March, 2018

- Productive dialogue with parents of Dyslexic students begin

May 2018

- Kindergarten Phonics Screeners developed for fall implementation

Spring 2018

- Reading Instruction in the Worthington Schools brochure drafted (for all parents K-2)
- Reading Specialists met with Sutter Park teachers to review student data on language

Summer 2018

- Reading brochure finalized with feedback from parent focus group
- District Process Maps developed for assessing and supporting students with reading challenges, specifically Dyslexia
- Foundations Curriculum Maps developed in K-2

Current School Year

August, 2018

- All elementary staff provided “Dyslexia in the Classroom: What Every Teacher Needs to Know”
- Intensive professional learning focused on Dyslexia and Phonics Instruction provided to all Kindergarten teachers.
- District Elementary Assessment Folders updated to include specific data related to Phonics and Word Work for fall, winter, and spring.
- Elementary Assessment Protocols implemented with expectations for data documentation and timelines

August/September, 2018

- Reading brochure provided to parents in grades K-2; posted on district website
- September staff meetings in elementary schools focused on professional learning about Dyslexia in all grade levels
- Updated Phonics Screeners implemented in K-2
- Staff professional learning for grades 1-2 provided by collaboration between the District Certified Dyslexia Specialist and ELA Coordinator

Next Steps

- Ongoing collection, review, analysis of data related to our early screeners for progress monitoring of our enhanced work
- Planning a workshop for parents of incoming kindergarten students to share our instructional framework for reading and provide suggestions for how parents can help their students' readiness for school
- Evaluation of resources that could be shared with families of incoming K students who may not have had the benefit of preschool
- Continued and ongoing professional learning support for staff related to Dyslexia and other reading disabilities.

Questions

Reference

Carolyn D. Cowen, Ed.M., International Dyslexia Association- Structured Literacy graphic. Retrieved from

<https://dyslexiaida.org/what-is-structured-literacy/>