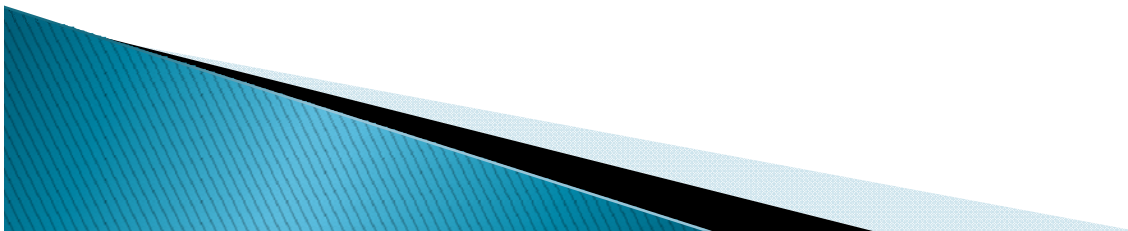


Michigan Branch International Dyslexia Conference

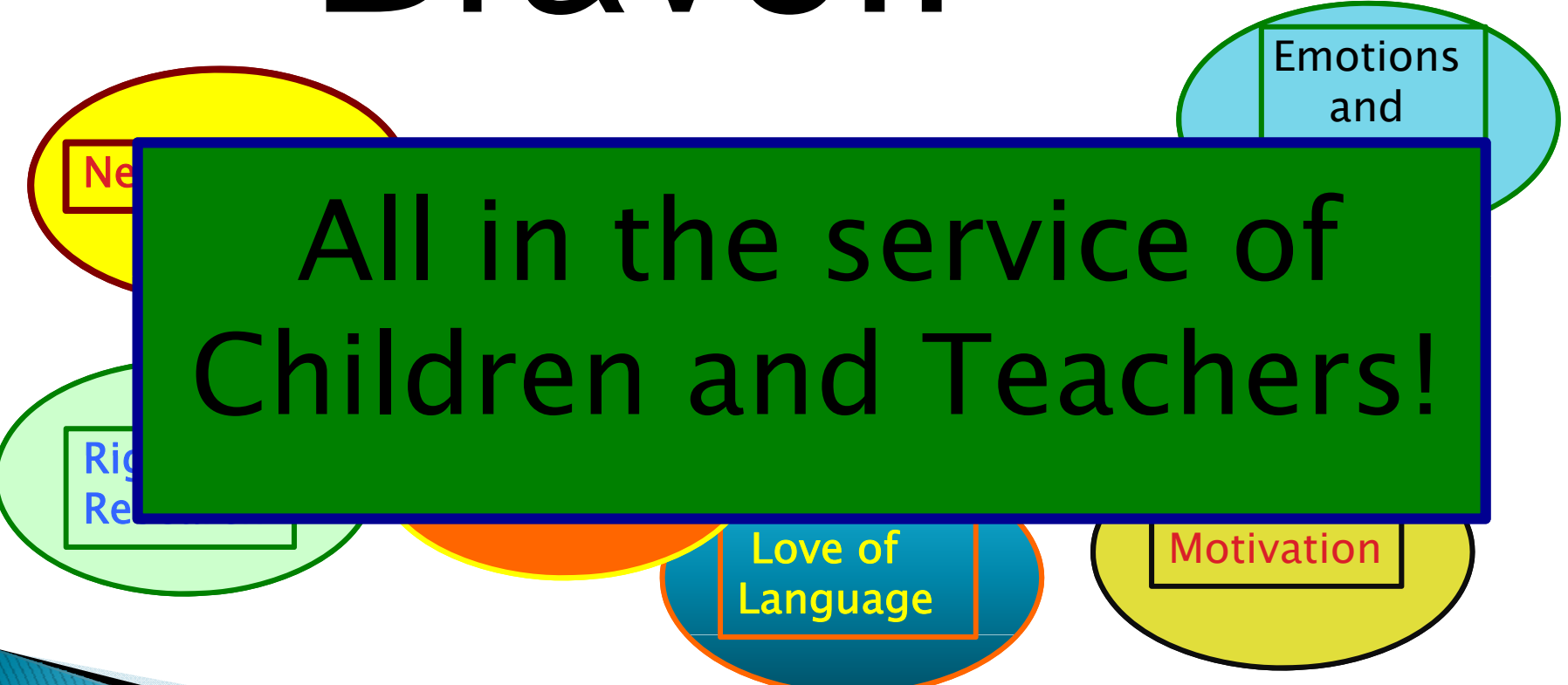
Calvin College

October 9, 2010



Wow!!

Bravo!!



All in the service of
Children and Teachers!

Ne

Emotions
and

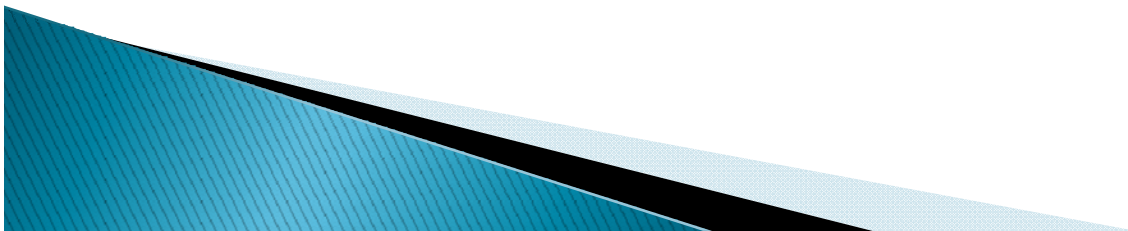
Rig
Re

Love of
Language

Motivation

Some Implications of the New Conceptualization of Dyslexia and its Intervention

1. Heightens our attention to two sub-processes: Naming Speed and Phonology—we can assess these and identify relative strengths and weaknesses—yet, we do not need to reduce instruction to one or both of these areas. Connections between all processes!



The Comprehension Bias:

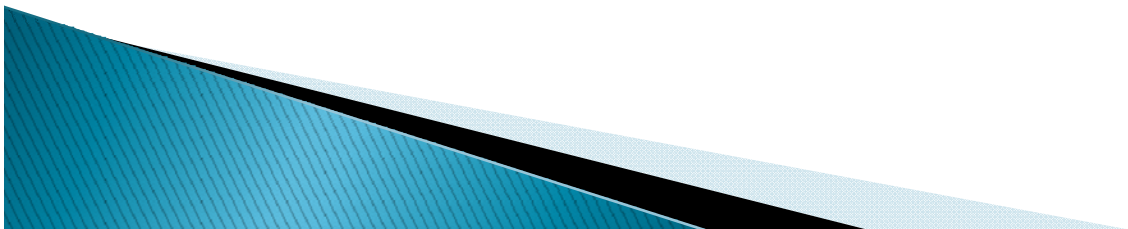
“Just because students cannot call words fluently, don’t take them out of the meaning-making game”

The Basic Reading Skills Bias:

“Accommodations are a poor excuse for literacy”
(Greene, 2000)

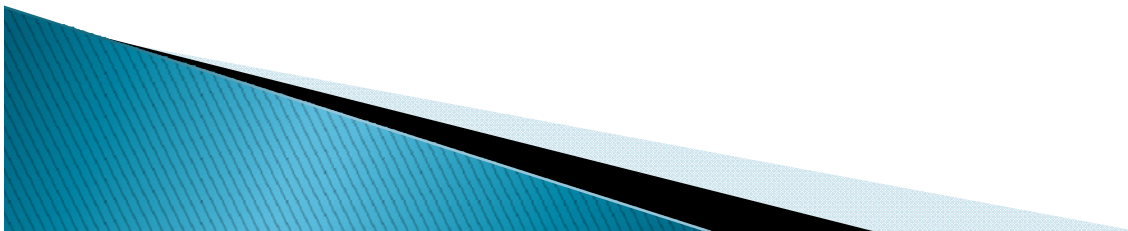
New Conceptualization of Dyslexia:

“Everything matters. The more you know about a word, the faster you will read and comprehend that word” (Wolf, 2010)



Some Implications of the New Conceptualization of Dyslexia and its Intervention

2. The division between bottom-up and top-down processing: “Everything Matters”. We can interpret this as meaning that all students benefit from a balanced approach to literacy, though how this balance is achieved shifts and changes over time.



**A Model
For Teaching
Poor and Non-
Conventional Readers:
Balanced
Reading**

Alphabetic Principle

- letters represent sounds
- upper and lower case
- putting letters together makes words

Phonological Awareness and Phonemic Awareness

- ability to hear sounds in words
- knowledge of phonemes
- segmentation and blending

Word Identification Strategies (Word Attack)

- “sounding out” is critical
- picture cues
- skip and read on
- what makes sense
- are there any chunks?

Vocabulary Development

- sight word vocabulary
- patterned words
- most used words (Dolch)
- receptive vocabulary
- wide reading
- theme/unit words

Reading Fluency

- “feeling” fluent
- choral reading
- partner reading
- big books
- book-in-a-bag
- repeated reading

Increasing Opportunities to Read

- reading lists (brainstormed)
- home/school literacy
- accelerated reader
- sponge reading

Hearing Good Readers Read

- teacher read aloud
- partner reading
- books on tape

Reading Comprehension and Cognitive Strategy Instruction

- predicting, questioning, searching, summarizing, clarifying, main idea, details

Responding to Literature

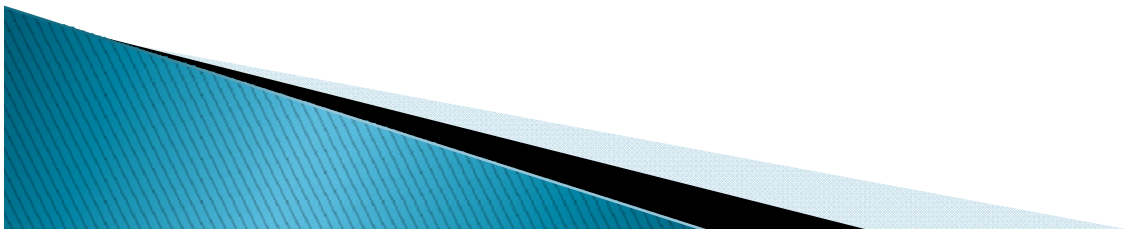
- personal response
- literary elements:
- sequencing story
- character mapping
- description
- theme

Concepts About Print

- how books work
- parts of a book
- concept of word
- left-to-right
- written words are spoken words written down

Some Implications of the New Conceptualization of Dyslexia and its Intervention

3. Dr. Wolf's research provides a conceptual bridge between the key importance of behavioral and cognitive skill—behaviorism and constructivism. We not only need, but must have both—automaticity, speed, fluency, and the rich conceptual understanding of words.



“Best Practices” are Balanced: Bottom-Up and Top-Down

Foundations of Effective Teaching

- Lesson Structure
- Use of Instructional Time
- Classroom Management
- Seatwork Management

Specific Best Practices for Direct Skill Instruction

- Sequencing (e.g., breaking down the task, providing step-by-step prompts, controlling level of difficulty)
- Drill-repetition-practice (e.g., daily testing, repeated practice, sequenced review)
- Segmentation (e.g., breaking down skills into parts and then synthesizing the parts into a whole)
- Directed questioning and responses

Top-Down

- holistic/functional
- socially-mediated
- multi-strategic
- multi-component processes
- producer and constructor

Principles of Effective Teaching

- Meaningful and Purposive Activities
- Classroom Dialogues
- Instructional Responsiveness
- Learning Community
- Integration and Connections of Ideas Within/Between Strands and to the Real World

Specific Best Practices for Higher-Order Literacy Learning

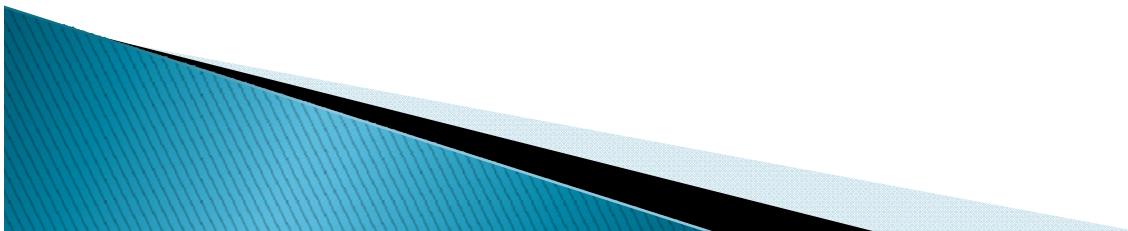
- Cognitive Apprenticeship: Teacher-->Joint-->Student
- Modeling and Thinking-Aloud: Making “Visible the Invisible”
- Modeling the Language of Composition, Comprehension, or Mathematics
- Gradual Transfer of Control of Meaning-Making to Students
- Embedding Cognitive Strategies Across the Curriculum
- Procedural Facilitation and Visual Scaffolds to Offload Cognition

Bottom-Up

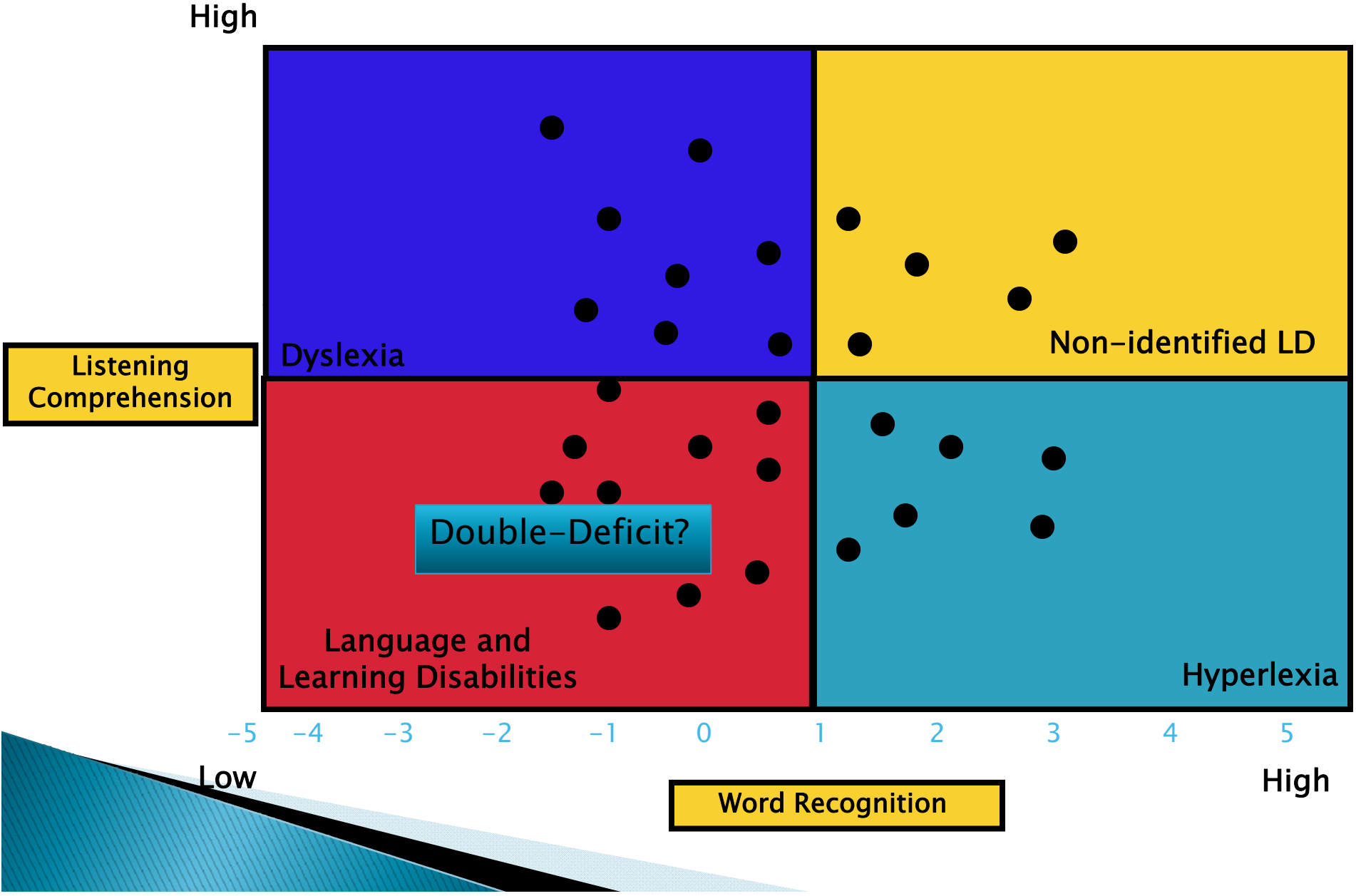
- skill building
- automaticity
- mastery/review
- developmental
- sequential

Some Implications of the New Conceptualization of Dyslexia and its Intervention

4. Makes us think about our definitions of dyslexia and learning disabilities.



The Diversity Within the Category of Learning Disabilities: Implications for Differentiated Instruction in Our Schools



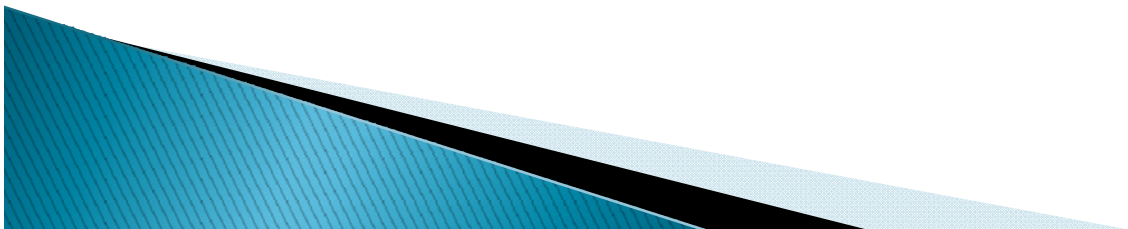
The Heterogeneity of Poor Readers

Subsystems that underpin word reading are different from those that underpin language comprehension (Catts, Adlof, & Weisner, 2006 in Hogan & Thomson, 2010)

42% of children marked as “poor” readers in 8th grade were not poor readers in 2nd (Hogan & Thomson, 2010)

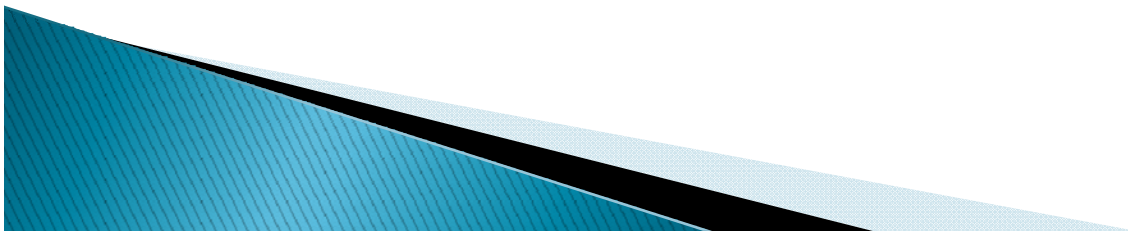
Approximately half of those readers in 2nd grade that were identified as poor, were not poor readers in 8th grade (Hogan & Thomson, 2010)

“The changing nature of reading comprehension is one likely cause of poor reader instability and the resultant change in predictors of reading comprehension impairment from second to eighth grades” (Hogan & Thomson, 2010, pp. 383)

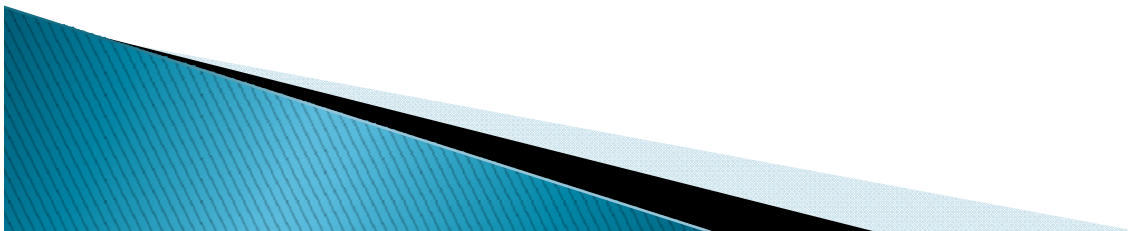


Talking Points:

**The Case of Comprehension:
Exploring the Complexity in Providing
Socio-Cognitive Apprenticeships**



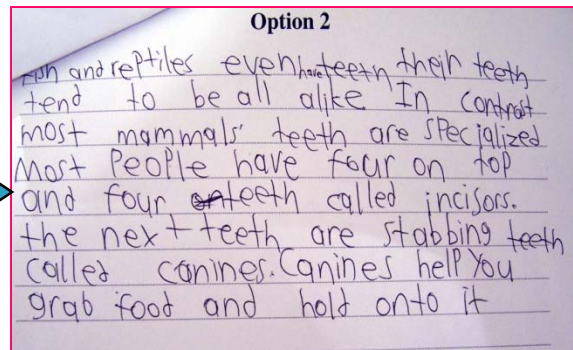
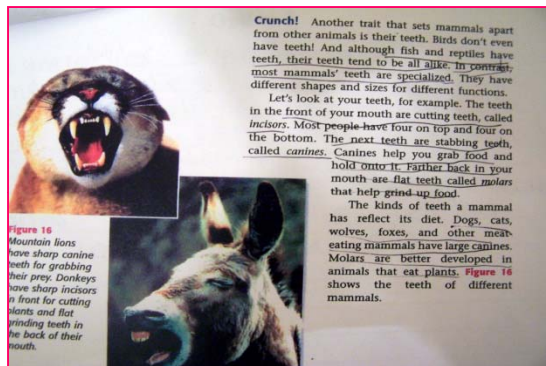
1. Many students struggle with cognitive strategies for understanding reading and writing—and how these strategies are used flexibly across an entire learning process.



Metacognitive Interview Data (29 Special Education Students)

Note Taking Performance Measure:

- 28 of 29 students had no hierarchy in their note taking (three approaches were used: (1) copying directly from text, (2) bulleted lists of random facts, (3) essay)



No hierarchy, but child uses a copying strategy

Discrimination Task

Percentage of Students Who Correctly Ranked: High, Medium, and Low

Accuracy in Ranking Examples of Strategy Use	Highlighting	Note Taking	Writing Map/Plan
	48%	43%	27%

1. The Battle of Trenton: A Turning Point for Washington



George Washington was the leader of the American army. Congress had declared itself free from England. But Washington still had many problems in December of 1776.

First, George Washington had lost several big battles to the British. The American army lost battles in New Jersey and Rhode Island. The army had been pushed out of New York. Some people asked if Washington could lead the army. People asked if the Americans could win the war.

A second problem was the lack of trained men. The American soldiers joined the army for a short time. Then they went home. Then a new group of men came to serve. By the time the second group of men was trained, they went home. Every few months, Washington led a new group of men. They did not have the same skills as the British soldiers.

A third problem was the lack of food and supplies. Washington's troops often fought in rags. Even when it was cold, many soldiers did not have shoes. Blankets were scarce. The men did not have food. They were hungry. They were often sick. Washington begged for food and help. His needs were not answered. Congress was slow to respond.

Washington needed to do something. He had to win a battle. He wanted one last fight before the snows came. He decided to fight the British troops at Trenton, New Jersey.

In December 25, 1776, it was snowing hard in Trenton. It was a very cold night. Trenton was guarded by British soldiers called Hessians. The Hessians were skilled soldiers. They were hired to fight the Americans. However, the Hessians did not think the American troops were good. Their leader, Colonel Rall, said: "Let the Americans come! We'll go after them with a bayonet." The bayonet was the sharp point on their rifles. It was clear that Rall did



Lack of highlighting, even when main points are enumerated in text ("A second problem..." "A third problem...")

- Excessive highlighting
- Not organized
- Few Decisions
- Little reduction

Plan and Organize

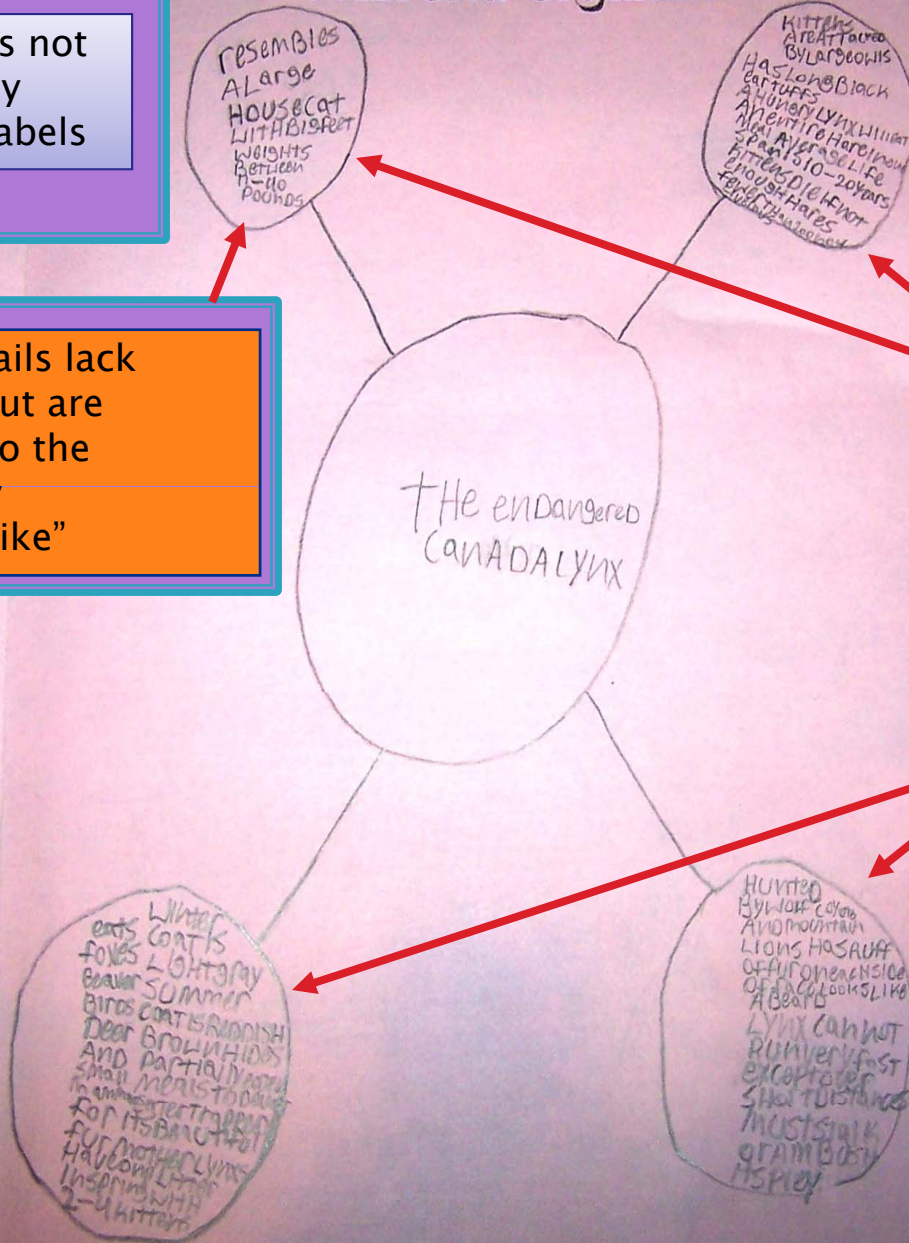
"Plan" does not include any category labels

Two details lack depth, but are related to the category "Looks Like"

Student does have sense that a report should have categories and supporting details

Details within web bubbles do not correspond to a category (hunts, looks, etc.)

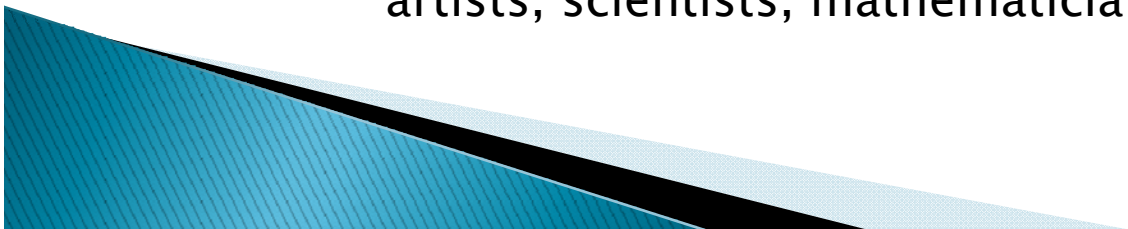
- eats foxes, beaver, birds, deer and small animals
- winter coat is light gray
- summer coat is reddish brown
- hides partially eaten meals
- mother lynx has one litter in Spring with 2-4 kittens



2. **Teachers Matter.** Learning is not in curriculum, but is socially constructed at the intersection of texts, practices, people, and contexts. Teachers largely construct “**what counts**” as literacy in their classrooms by the way they engage students in talk, what instruction they emphasize, the role that literacy plays (empowerment or activity).

For many students who struggle, literacy is viewed as set of activities to get done. It is not a strategic process where students become metacognitive of strategies and can use these flexibly across an entire inquiry process. In fact, Conley (2008) found that most secondary teachers utilize teaching activities, but not cognitive strategy instruction.

Goal: Providing students with ***cognitive apprenticeships*** into the cultural tools and practices of authors, social scientists, artists, scientists, mathematicians, and musicians.



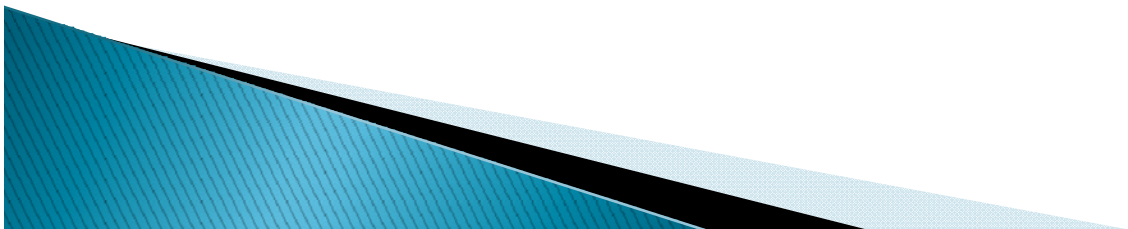
Primary Intervention for All Students: Embedded Strategy Instruction

Cohesive Curriculum	Accommodations to Access Curriculum	Learning-to-Learn, Cognitive Strategies, and Text Structures	Cognitive Apprenticeship
<ul style="list-style-type: none"> •Content–Area Teams •Horizontal Coherence •Measurable Benchmarks •Content Enhancement •Formative Assessment •Summative Assessment 	<ul style="list-style-type: none"> •Teacher Read Aloud •Partner Reading •Digital Technologies •Text-to-Speech •Web-Based Supports •Additional Time •Transcription Support •Guided Notes/Outlines •Peer Learning 	<p style="text-align: center;">Learning-to-Learn</p> <ul style="list-style-type: none"> •PLANS It •Reads It •Highlighting •Notetaking •Marks It •Maps It •Writes It <p style="text-align: center;">Cognitive Strategies</p> <ul style="list-style-type: none"> •Summarize •Predict •Question •Connect (Self, Text, World) •Clarify •Inference <p style="text-align: center;">Text Structures</p> <ul style="list-style-type: none"> •Story Structure •Problem—Solution •Cause—Effect •Timeline/Sequence •Persuasion •Compare—Contrast •Argumentation + Rebuttal 	<ul style="list-style-type: none"> •Commitment •Label and Define Strategy •Metacognition: What, When, Where, Why, and How to Use Strategy •Modeling/Thinking Aloud •Examples and Non-Examples •Guided Practice •Pair—Compare—Share •Generalization/Transfer •Independent Practice
<p>Rigorous Content</p>	<p>Access to Curriculum</p>	<p>Learning Strategies</p>	<p>Fidelity to Teaching Practices</p>

(Mariage & Englert, 2010)

3. Reading and writing are not endpoints. They are cultural tools to accomplish social and individual goals. People are empowered when literacy meets personal and social needs. Yet, for many students, the teacher remains the sole audience for students' writing and reading is taught as an activity. Writing is often of "dead letters" (Florio-Ruane, 1989).

MSU Doctoral Students



PLANS It!

Learning Log

Unit Title _____

Name _____

Class _____

Unit Title _____

Learning Objectives _____

Resources _____

Activities _____

Assessment _____

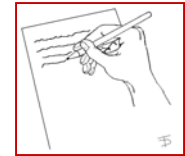


Planning

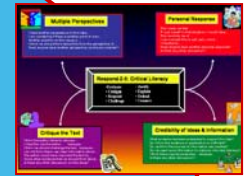
Read It
Highlight It
Mark It
Note It



Respond to It



Interpreting



Collecting and Recording

Sharing

Constructing

Organizing

Report It

Write It

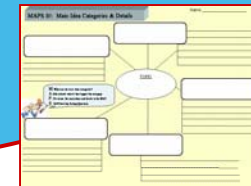
Map It



1 "TORNADO!"
Have you ever wondered how tornados are formed? How much damage they can Cause? Well, if you want to Learn more about tornados, Please read by

2 _____

Tornados are caused by the collision of warm and



Category	1	2	3	4
1				
2				
3				
4				

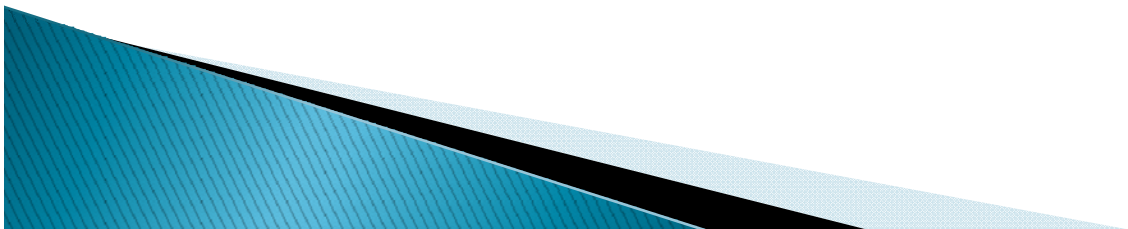
Category	1	2	3	4
1				
2				
3				
4				

4. **The underdetermined nature of language.** In cognitive apprenticeships with multiple strategic frameworks, there are enormous language demands---and we must provide students with a language to talk about text. We must “structure up” and make explicit the language demands of different content areas. However, we also must structure up the “social” and “behavioral” skills to allow students access to the process of meaning construction.

Ventriloquation

Prolepsis

Increasing Mediational Potentials within Literacy Events



Strategy

Highlight It!

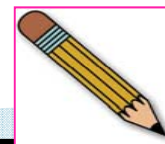
1. Read section
2. Pause and Think
3. Highlight
4. Re-read Highlighting
5. Self-Check
 - Does it make sense?
 - Do I have the main idea(s)?
 - Do I have several key details?
6. Pair/Share/Compare
 - "I highlighted..."
 - "I highlighted this because..."
 - (Justify and Explain Thinking)
7. Discussion: How is our Highlighting Similar and Different?
8. Community Share: Report Out



Strategy

Mark It and Note It!

1. Read and mark
2. Write notes in margins
3. Re-read marks and notes
4. Self-Check:
 - Do my marks and notes make sense?*
5. Pair/Share/Compare
 - "Here's what I marked..."*
 - "I made these marks because..."*
 - "Questions or comments about marks?"*
 - "Here's what I noted..."*
 - "I made these notes because..."*
 - (Justify and explain)*
6. Discuss: How are We Different/Alike?
7. Community Share



Mark-It Symbols

- PK*: Prior knowledge
 - Q*: Question
 - CL*: Clarify (idea or word)
 - P*: Predict
 - S*: Summarize
 - I*: Imagery
 - C*: Connect (self, text, or world)
 - D*: Detail
 - MI*: Main Idea
 - ****: Key Point
 - ?*: Confusing Part
- ➔ **Notes**

Discuss it!

Supporting Discussions

Name _____
Date _____
Hour _____

Preparing for a Discussion

- I have carefully read the material.
- I have made notes on my copy of the text.
- I have completed a response log to help remember key information.
- I have generated several questions to ask my group or partner.

Key:
✓=YES
S=Sort of
N=No
NA=Not applicable

Beginning the Discussion

- I was prepared for the discussion by bringing my reading, notes, and response log to the group.
- I arranged the physical space so I had eye contact with each member of the group (circle, square, rectangle, facing).
- I used eye contact to make sure I acknowledged my group members.
- I restated the task for the group to begin the discussion (e.g., "Our task is to discuss the key events and write them into our response log. We need to be prepared to share with group.")

Maintaining the Discussion

- I used eye contact to maintain a connection to each of my group members.
- I supported and affirmed my group members' ideas by adding, repeating, or confirming that I was listening (e.g., "Uh-huh").
- If the discussion got off task, I reminded the group about our task by restating the task.
- I actively participated by offering ideas at the beginning, middle, and end of our discussion.
- I made positive statements to my group members when they shared ideas (e.g., "That's a good point", "Interesting idea!")
- I avoided hurtful comments and reminded others to use positive statements.

Wrapping-Up the Discussion

- Our group summarized the discussion.
- Our group identified key events in the reading.
- Our group completed a think-aloud.
- Our group identified questions that were answered in the reading.
- Our group identified questions that were not answered in the reading.
- Our group made a plan for sharing our discussion with the larger group (i.e., who would speak, what they would share).

Writing Community Rules

1. Everyone is a writer.



Please

2. Use nice words.

Good! Thank you
Keep it up!

WAY TO GO!

3. Don't give up.

I CAN DO IT!

4. Respect your friends.



Positive Comments

Giving Feedback (audience)

"I liked it when..."

"I am glad you're..."

"I enjoyed..."

"I liked the way..."

"I am a lot like you because..."

Receiving Feedback (author)

"I felt good when..."

"Thank you for..."

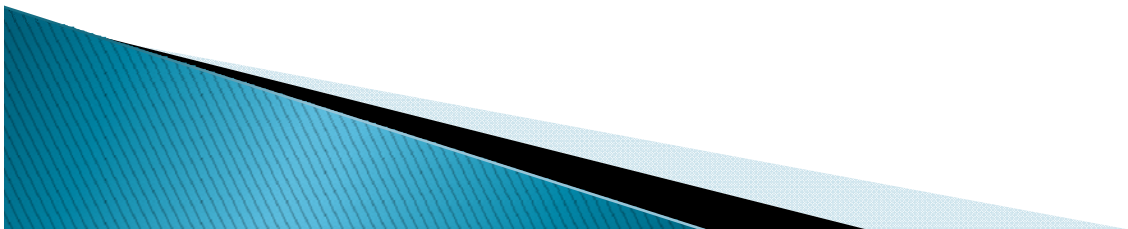
"I appreciate that..."

"That is an interesting..."

"I had not thought about..."

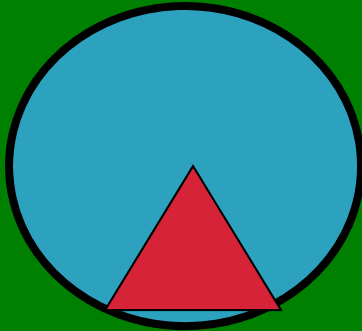
A Couple Talking Points:

1. What are the instructional implications of “everything matters”?
2. Do we interpret this as an emphasis on a “balanced literacy” curriculum? If, so, what is “balanced” and for whom? When? Where? How? and Why?
3. How does this jibe with the ability to identify (assess) phonological difficulties for some students, naming speed difficulties for others, and a double-deficit for still others? Doesn't this variation actually argue for forms of differentiated instruction that is explicit, direct, intense, and strategic in the areas of greatest challenge?
4. Where does instruction occur? If we have students who benefit from direct, explicit, intense, and strategic instruction...how do we think about where instruction occurs?



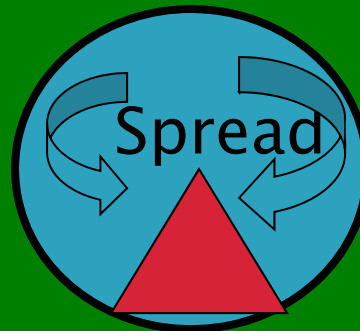
Disability Spread

Person



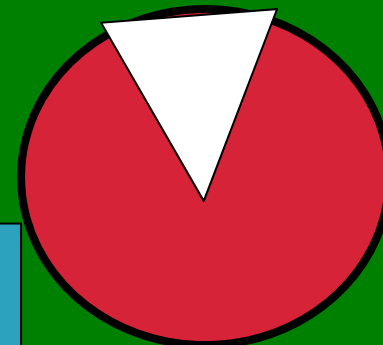
Disability

Person



Disability

Person



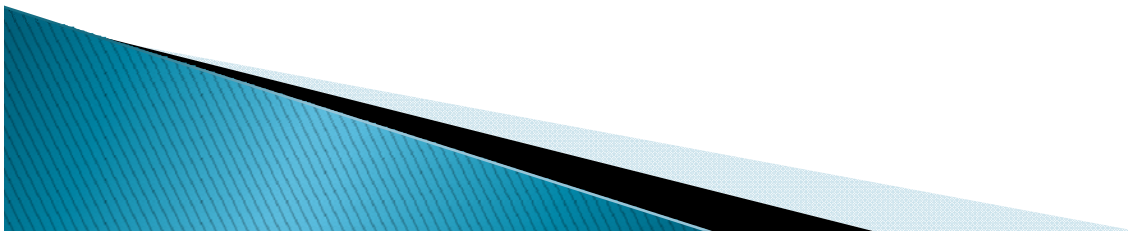
Disability

“When disability is seen as the largest component of a person, much of what is unique and “human” about him or her will be obscured. When needs and deficits are what we see, we only see what a person cannot do.”

Access to the General Education Curriculum

Is NOT the same as

Understanding that Curriculum





Learning

