Strategies to Address Specific Learning Disabilities in Reading
Resource Bundle

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Strategies to Address Specific Learning Disabilities in Reading

Resource _(Back to Table of Contents)_

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Use this guide to identify strategies to support areas of struggle for students.

Addressing Specific Learning Disabilities in Reading			
Problem Area	**Indicators**	**Strategy**	**Strategy Rationale**
Word Recognition How correctly a student reads words that both follow and do not follow phonemic guidelines[1] (Gillet et al., 2012; Turnbull et al., 2013).	• Omissions: *skipping words or groups of words* • Insertions: *adding a word or words into a sentence* • Substitutions: *replacing a word in the text* • Mispronunciations: *not following the proper pronunciation* • Slow & labored reading (on a basic word level)	**Sight and content-specific word practice:** • Access a list of basic sight words. This can be a Dolch list or a list of content-based words related to a unit. • Ask the students to read the list aloud to you. Circle the words the student reads incorrectly. • Use the incorrect words as the first list to help the student. Have the student study the words and retest in a week to determine what they've memorized by "sight." • Add new content-based words or proceed to the next level of the Dolch list words. Refer to the supplement *Making Sight Words More Fun and Engaging* for additional ideas.	• Students with a learning disability require more opportunities to practice (Wharton-McDonald, 2011). • Sight words represent 85% of reading material in the first eight years of school (Bender, 2004). It's crucial that students are able to automatically read these frequently occurring words.

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[1] Phonemic guidelines refer to the sound system of language. Phonemes are individual speech sounds and how they are produced, depending on their placement in a syllable or word (Turnbull et al., 2013).

Fluency The rate at which a student reads with accuracy, automaticity[2], and prosody[3] (Kuhn, 2011; Moats, 2005; Samuels, 2006).	• Omissions (see *Word Accuracy* for definitions) • Insertions • Substitutions • Mispronunciations • Slow & labored reading	**Teacher modeling:** Teacher reads a passage or piece of text for a few minutes each day to model fluency. **Echo reads:** Students repeat lines of text after teacher models. **Choral reads:** Entire class reads a selection aloud together. **Timed, independent reads:** • Select grade-level appropriate and interesting text (refer to IEP for recommended grade level). • Invite student to read the text aloud for one minute. • Listen and mark errors. • Ask student to chart progress by using percentage of accuracy[4].	• Students who read with appropriate expression tend to have better comprehension (Paige, Rasinski, & Magpuri-Lavell, 2012). • There is a significant and positive relationship between oral reading fluency and comprehension (NAEP, 2002).
Comprehension A student's ability to draw meaning from a text by using background knowledge and experiences (Gillet et al., 2012: Pierangelo & Giuliani, 2008).	• Problems with word recognition and decoding. • Difficulty recalling basic facts (e.g. characters, setting, or main idea) from the text. • Difficulty recalling sequence of events from the text.	**Making Connections** • Model making connections based on the text students are reading: text-to-self, text-to-text, and text-to world. • Ask questions before, during, and after reading that align to each type of connection. • Have students record and explain connections on a graphic organizer. • Students discuss, then share, the connections they made.	• Comprehension is a basic skill that heavily influences academic achievement (Hardman et al., 2008; Peterson & Pennington, 2010). • Students use prior knowledge and experiences while they read, which will deepen comprehension (Allen, 2016; Tovani, 2004).

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[2] Automaticity is the ability to read words without conscious effort or attention (Moats, 2005).
[3] Prosody is the ability to read with expression (Kuhn, 2011; Moats, 2005).
[4] To find the accuracy percentage you divide the total words read correctly in a minute by the total number words read. Then multiply by 100.

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Critical Beliefs and Values	
Key Ideas	Notes
- Believe *all* students can learn to read - Part of your job is to teach reading - Demonstrate authentic care and concern for all students - Value differentiation - Focus on students' abilities	

What is a specific learning disability in reading?
Definition
Difficulties learning and using academic skills, as indicated by the presence of at least one of the following symptoms that have persisted for at least 6 months: 1) inaccurate/effortful/slow word reading, 2) difficulty understanding the meaning of what was read. Symptoms persist despite the provision of targeted interventions (American Psychiatric Association, 2013).

Word Recognition	
Key Ideas	Notes
What is it?	
Indicators of struggle	
Strategies to address	
Why the strategies work	

Fluency	
Key Ideas	Notes
What is it?	
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Strategies to address	
Why the strategies work	

Comprehension	
Key Ideas	Notes
What is it?	
Indicators of struggle	
Strategies to address	
Why the strategies work	

Notes from videos	
Video	Additional considerations and ideas for implementation
Word Recognition	
Fluency	
Comprehension	

Additional Strategies and Resources
Supplement

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Additional word recognition strategies and resources:

- You can find additional sight-word lists and fun practice ideas at these websites:
  - www.dolchsightwords.org
  - www.wholebrainteaching.com
    - ○ Search and register for "Super Speed 1000"
- Here are ideas for engaging ways to practice word lists. Remember to consider the age-appropriateness of the activity for student(s).
  - When practicing as a class or small group, alternate how loud and soft students read words
  - Matching/memory

Additional fluency strategies and resources:

- You can use these Fluency Resources for ideas on additional ways to practice.
- Reader's theater and performance is a strategy in which students (and the teacher) create a script, then read and perform.
- Additional ideas for fluency practice include:
  - Ask students to dictate a story or personal experience while a teacher or instructional assistant scribes. Then, the student practices reading his or her own words.
  - Cut up sentences from narrative or expository text. Then have students assemble the sentences in order and read them aloud to a partner.

Comprehension strategies resources and examples:

- Here are strategies for reading with purpose in different content areas by grade-level.
- **Before-reading strategy:**
  - Preview the text using a word cloud. This is a simple strategy that allows students to preview words that frequently appear in the text as a means to predict what a passage or article may be about.

Specific Learning Disabilities in Reading

Glossary

Glossary of Terms	
Accuracy	When a student correctly reads the majority of words in a text (Kuhn, 2011).
Automaticity	The ability to read words without conscious effort or attention (Moats, 2005).
Choral read	The entire class reads a selection of text aloud together. The amount of text read should be no more than a few sentences.
Comprehension	The ability to draw meaning from text (Gillet et al., 2001).
Echo read	Students repeat lines of text after teacher models.
Fluency	The ability to read accurately, with automaticity and prosody, and comprehend text at the same time (Kuhn, 2011; Moats, 2005; Samuels, 2006).
Independent timed read	A student reads a selection of text aloud for one minute. While the student is reading, the teacher measures rate an accuracy. The text should be both interesting for the student and read at a 90-95% accuracy rate (Moats, 2005).
Prosody	The ability to read with expression (Kuhn, 2011; Moats, 2005).
Specific learning disability	Neurological differences in brain structure and function and affect a person's ability to receive, store, process, retrieve or communicate information" (Cortiella & Horowitz, 2013, p. 3).
Word accuracy	How correct a student reads words that both follow and *do not* follow phonemic guidelines (the sound system of language) (Gillet et. al., 2012; Turnbull et al., 2013).

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