


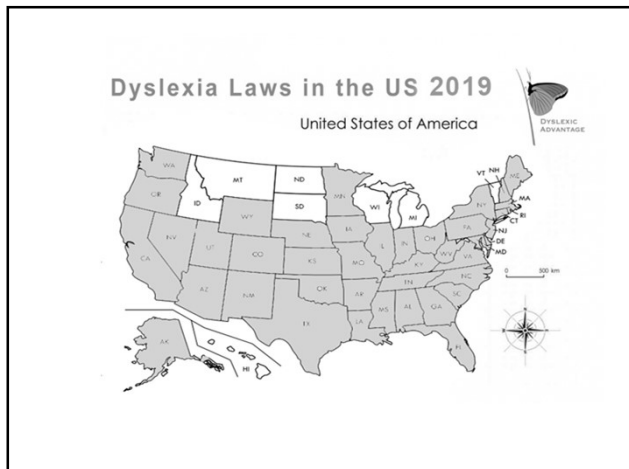
1

### May I introduce myself...



- I'm a lucky resident of beautiful Seattle, Washington.
- Benchmark Education: *PD Essentials*
- I was a reading specialist and reading coach in Oregon for 15 years.
- I was a researcher/instructor at the U of Oregon then a professor at Texas A&M. Now...
- Volunteer reading coach K-8 school in Seattle.
- I have a daughter with dyslexia.

2



3

### HB 7069 Education (CH. 2017-116, Laws of Florida)

Section 10 Teacher preparation and certification must include instruction in:

"...scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and text comprehension and multisensory intervention strategies."

Section 13 District professional development must provide:

"Specified training for reading coaches, classroom teachers and school administrations in methods of identifying conditions such as dyslexia, instructional techniques that are proven to improve reading performance and using data to make instructional decisions based on individual student needs."

4

**GH**  
GIBSON HASBROUCK & ASSOCIATES  
www.gha-pd.com

**My conclusions from reading research:**

Compelling evidence from a convergence of reading research is indicating that **90% to 95% of all students can achieve literacy skills at or approaching grade level.** These statistics include students with dyslexia and other learning disabilities. Students succeed when they receive intensive, comprehensive, and well-supported teachers. This instruction must

*Jan Hasbrouck, Ph.D.*

Torgesen, 2007; Vellutino & Fletcher, 2007; Rashotte, MacPhee, Torgeson, 2001; Al Otaiba, Connor, Foorman, Schatschneider, Greulich, Sidler, 2009; *Every Child Reading: An Action Plan and Every Child Reading: A Professional Development Guide.* Available online from Learning First Alliance

5

**Noah**  
18 year old HS senior

Dyslexic (Reading 4<sup>th</sup> gr level; Spelling 3<sup>rd</sup> gr)

One page from his daily journal in English class...

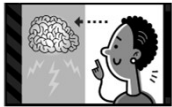
6

Today I was so embarrassed in English class again. When you said you were going to pass out the paper back out I know it was going to be bad. I can't forget out but the loud kid in the class always get my paper. She make fun of my spelling and calls my name out in front of the whole class. Then she keeps pointing out my miss spelled words and all the kid around her loud and look at me. This is not first time I have been in basest in class. I hate pop corn reading and to just sit there and freck out and count. Listen to the story and then a kid calls on me and I have to say pass or just turn Red in my face. I hate English and hate thinking about it. These people don't help me and I hate doing them. I'm not go to be a writer as my job so there no point in it. Spelling and Read are my disabilities and I get No help to get any better in it. The school doesn't help me and that why it hate the school and all the kid who laugh at me. School just hurts me.

**"School just hurts me!"**

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**Dyslexia?**



- Reversals b/d p/q
- Text moves on the page
- Reading backwards
- Eye or vision issues
- Boys more than girls
- Need to try harder

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DON'T THINK WE'VE BE  
HOW TWO THINGS ABOUT  
IE MARK SEIDENBERG IS  
AT YOU ARE READING TI  
ID LANGUAGE AT THE WO  
ESE SPEED OF SIGHT YO  
ADING THESE WORDS I  
OW THAT YOU ARE AN E  
U HOW WE READ, THE S  
WHY SO MANY CAN'T, I  
W AND WHAT CAN BE Y  
ERY DONE ABOUT IT DA  
HETHER YOU WANT TO O

Mark Seidenberg (2017)

### Chapter 9

Defining dyslexia has been  
confusing-- because  
**explanations keep  
changing**  
as the research advances.

p. 213

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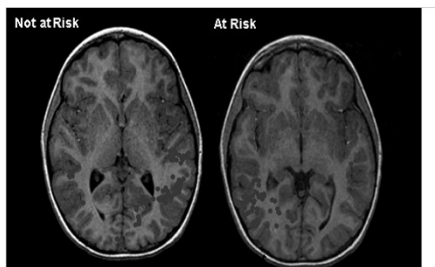
## Dyslexia?

"Dyslexia is a specific learning disability that is neurobiological 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.

The International Dyslexia Association  
<https://dyslexiaida.org/>

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### 5 Year Olds Before Learning to Read



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Dyslexia: What does it look like?

The most common symptoms associated  
with dyslexia include weaknesses in:

- word reading
- word decoding
- oral reading fluency
- spelling

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## Educators as Physicians

Using RTI Data for Effective Decision-Making

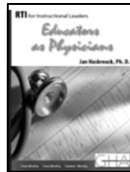
Jan Hasbrouck, Ph.D.

### Four Modules

- Framework for Intervention
- Benchmark/Screening
- Diagnosis
- Progress Monitoring

Summary booklets sold in sets of 4

Available online at [www.gha-pd.com](http://www.gha-pd.com)



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## SpellTALK listserve

Steve Dykstra, Ph.D.

"Early in learning there is no reason to separate dyslexic children from other kids who struggle to read for other reasons. They all need the same thing...we should intervene effectively, robustly with all of them and not worry about who is or is not dyslexic".

April 5, 2019

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HOW TWO THINGS ABOUT  
THE MARK SEIDENBERG IS  
THAT YOU ARE READING TH  
ID LANGUAGE AT THE WO  
THESE SPEED OF SIGHT YO  
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HOW THAT YOU ARE AN E  
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WHY SO MANY CAN'T, I  
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ERY DONE ABOUT IT DAY  
ETHER YOU WANT TO O

### Chapter 6

"How do children learn to read?...

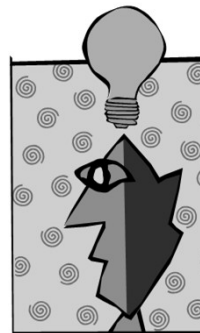
The answer is the same for all children. Cultural, economic, and educational circumstances obviously affect children's progress, but **what they need to learn does not change.**"

p. 101

2017

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## EFFECTIVE INSTRUCTION



### Systematic

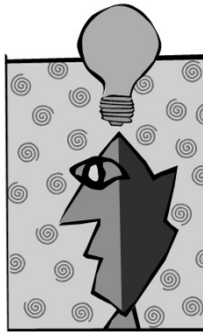
**SCOPE** of skills & content

**SEQUENCE** easy-to-hard;  
separate confusions

Frequent **REVIEWS**

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## EFFECTIVE INSTRUCTION



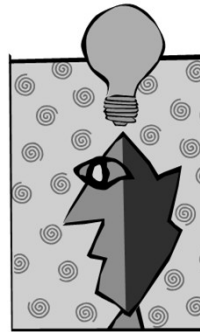
### Explicit

#### 3 Steps in Instruction:

- 1- DEMONSTRATION
- 2- GUIDED PRACTICE
- 3- INDEPENDENT PRACTICE

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## EFFECTIVE INSTRUCTION



### Explicit

#### 4 Steps in Instruction?

- 1- DEMONSTRATION: I do
- 2- GUIDED PRACTICE: We do
- 3- COLLABORATION: Y'all do
- 4 - INDEPENDENT PRACTICE: You do

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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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The **MORE** challenges a student has  
the **MORE** effective instruction is required.



- 1- **DEMONSTRATION:** I do
- 2- **GUIDED PRACTICE:** We do
- 3- **COLLABORATION:** Y'all do
- 4 - **INDEPENDENT PRACTICE:** You do

**DIFFERENTIATED INSTRUCTION?**  
*Amount of high-quality guided practice!*

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Multisensory learning involves the use  
of *visual, auditory, kinesthetic-tactile*  
pathways simultaneously to enhance  
memory and learning of written language.

Multimodality vs multisensory

22



How to  
**ORGANIZE**  
the learning  
environment?

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## TOOLS FOR CLASSROOM ORGANIZATION

- Communicate expectations
  - Daily Schedule
  - Job Chart
  - Rotation Chart
- Establish routines & procedures
  - Organize movement, paper management
  - Teach expectations & identify boundaries



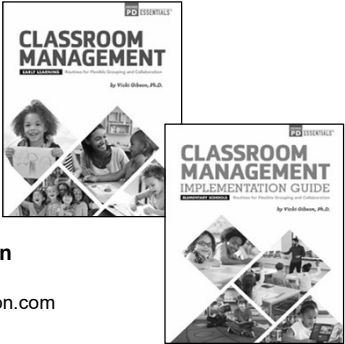
24

## Classroom Management

for early learning and elementary classrooms

Vicki Gibson, Ph.D.

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



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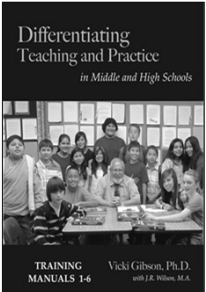
## Differentiating Teaching & Practice

in Middle and High Schools

**Vicki Gibson, Ph.D.**  
with J.R. Wilson


**SIX MODULES**

- Gathering & Managing Data
- Assigning Jobs & Organizing the Classroom
- Grouping for Instruction
- Creating Routines & Rotation Charts
- Facilitating Collaborative & Independent Practice
- Changing Instruction & Behavior



Available online at [www.gha-pd.com](http://www.gha-pd.com)

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But **WHAT** to teach--  
with what specific  
**STRATEGIES?**

27

Component	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>Phonemic Awareness</b>	Blend & Segment	Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation				
<b>Phonics</b>	Sounds/ Basic Phonics	Advanced Phonics & Multisyllabic		Multisyllabic & Word Study		
<b>Fluency</b>	Sounds & Words	Words & Connected Text		Connected Text		
<b>Vocabulary</b>	Speaking & Listening	Listening, Reading & Writing		Reading & Writing		
<b>Comprehension</b>	Speaking & Listening	Listening, Reading & Writing		Reading & Writing		

Adapted from Michigan's Integrated Behavior & Learning Support Initiative (2017)

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Before we continue...



**ALL** reading skills  
have **ONE** purpose:

To facilitate and support  
**COMPREHENSION**  
(and motivation)

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The most common  
barrier to learning  
word reading skills is  
the inability to  
process language  
phonologically

Liberman, Shankweiler, & Liberman, 1989

30



Reading is NOT  
necessarily a visual task!

It is **ALWAYS** a process of  
linking spoken language to  
some kind of system of symbols.

Letters (print), braille...

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Phonemic awareness can  
be developed even in  
“at-risk” students  
(age 4 or even younger)

—but **INSTRUCTION**  
needed

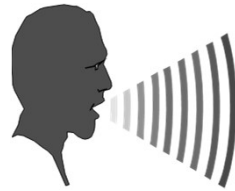
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## EXAMPLES

- **RHYMING** man can? man mad?
- **COMPARISON** man man? sad Sam?
- **BLENDING** sssaaaaaammm: Sam
- **SEGMENTING** Sam: /s/ /a/ /m/
- **ISOLATION** beginning? /s/ middle? /a/
- **DELETION** Sam without the /s/: am
- **SUBSTITUTION** "cat" say it with /s/: sat

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## KEY Phonemic Awareness Skills

Segmenting words into phonemes

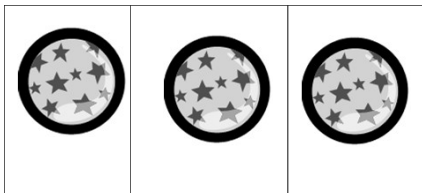
wish = /www/ /iii/ /shhhhhh/

Blending them back into words

/www/iii/shhhhhh/ = wish

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## SOUND BOXES



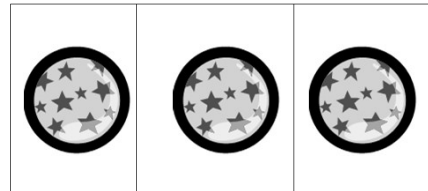
Or fingers, popsicle sticks,  
pencils...

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## SOUND BOXES

draws attention to individual phonemes

**BLENDING** CVC words like "map"



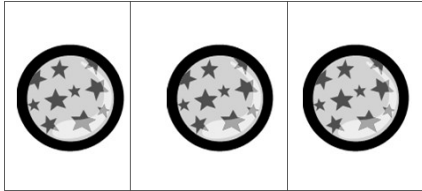
MY TURN: /m/ /a/ /p/ "map"

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### SOUND BOXES

draws attention to individual phonemes

**BLENDING** CVC words like “map”

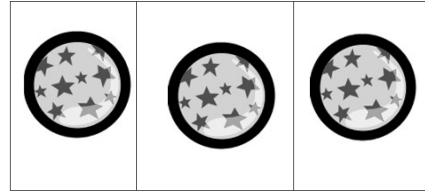


DO IT WITH ME: /m/ /a/ /p/ “map”

37

### SOUND BOXES

**ISOLATION** and **SUBSTITUTION**



/m/ /n/ /a/ “man”  
“man” to “map”

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### PHONICS

knowing which **LETTERS** symbolize the **SOUNDS** in a word; using that knowledge to sound out/**DECODE** words involves both **visual AND auditory processes**



“alphabetic principle”

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### PHONICS

Sound it out ➡ What word?



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## PHONICS

Speech ➡ Print



COMPREHENSION FIRST!  
Language FIRST! *THEN* the code!

41

Speech ➡ Print

Explicit!  
Active Engagement!  
Multimodality!

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Speech ➡ Print “bag”

**ORAL:** Say “bag”

**MEANING:** What is a “bag”? etc.

**PA** with kinesthetic: How many syllables in “bag”? (students clap)

**SEGMENTING** oral with kinesthetic: (My turn; do it with me; your turn) How many sounds in “bag”? (students clap). Let’s say the sounds in “bag”. (hold up 3 fingers, popsicle sticks; sound boxes)

**BLENDING:** What word?

**PA ➡ PHONICS:** What SOUND do you hear at the beginning of “bag”? Last sound? Middle Sound? What LETTER makes the /b/ sound?

**KINESTHETIC:** Write a “b” on your whiteboard; “a”; “g”

**DECODING** oral: Read the word you wrote.

**ADVANCED PA:** Erase the “g” and write a “d”. Read the word.

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“If a child cannot rely on the alphabetic principle, word recognition is inaccurate or laborious and comprehension of connected text will be impeded.”

Snow et al. (1998) p. 315-316

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DON'T THINK WE'VE RE  
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D LANGUAGE AT THE WO  
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### Chapter 6

"Beginning readers can already comprehend spoken language. They will be able to read if they can just gain access to language from print. Their task is to build a new circuit linking the visual code to existing neural systems for language..."

2017

p. 118

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## The "Matthew Effect"

K. Stanovich, 1986

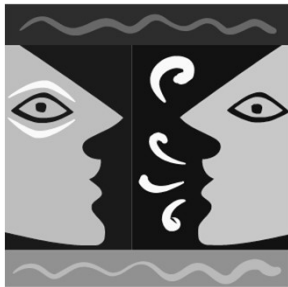
The rich get richer and the poor get poorer

Children who can decode CAN and DO read more words, develop a larger vocabulary, are better comprehenders, enjoy reading, and thus read MORE...so continue to develop their skills and outpace low-skill peers.

\*\*\*\*\*

The act of skillful, accurate reading itself improves reading

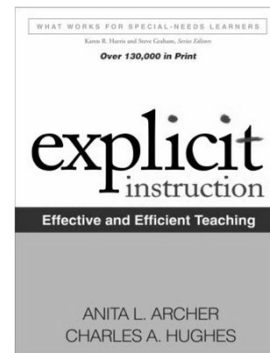
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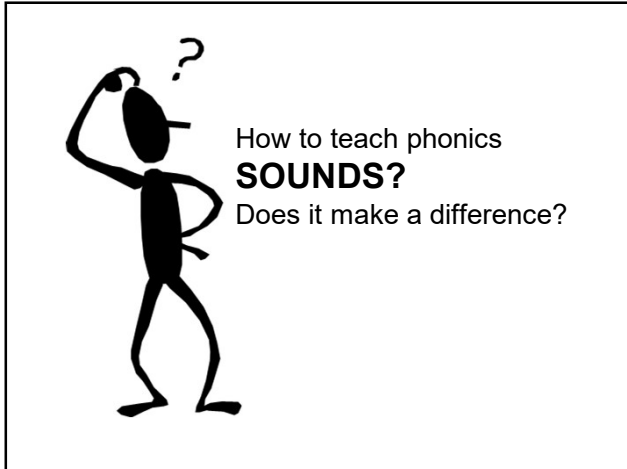
**PERFECT  
practice  
makes  
perfect!**

-- Anita Archer

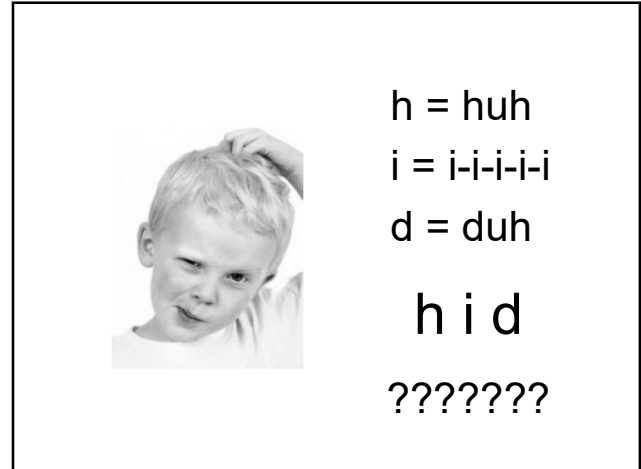
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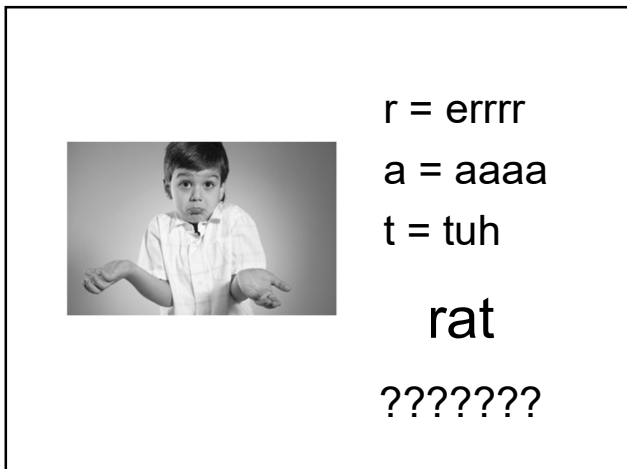
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SOUND	PRONUNCIATION	SOUND TYPE
m	as in mad	continuous
a	as in ask	continuous
t	as in top	stop
s	as in sell	continuous
i	as in if	continuous
r	as in rat (rrrr not er)	continuous
d	as in dog	stop
f	as in fat	continuous
o	as in off	continuous
g	as in go	stop
l	as in log	continuous
h	as in hat	stop
u	as in up	continuous

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c	as in cat	stop
n	as in net	continuous
b	as in big	stop
j	as in jump	stop
k	as in kick	stop
y	as in yes (yyyyyy)	continuous
e	as in elf	continuous
w	as in wet	continuous
p	as in park	stop
v	as in very	continuous
x	as in fox (kssss)	continuous

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z	as in zoo	continuous
qu	as in quit (koooo)	continuous
th	as in that	continuous
sh	as in she	continuous
ch	as in chair	stop
ee	as in feet	continuous
oa	as in boat	continuous
ai	as in rain	continuous
ur, ir, er	as in hurt, bird, her	continuous
ar	as in car	continuous
or	as in for	continuous
oi/oy	as in boil, boy	continuous
au/aw	as in haul, saw	continuous
ew	as in chew	continuous

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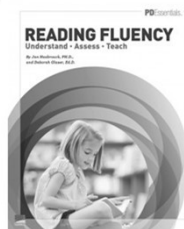
## Reading Fluency

Understand \* Assess \* Teach

Jan Hasbrouck, Ph.D.

Deborah Glaser, Ed.D.

- Defining & Describing this Complex Skill
- Assessing Reading Fluency
- Planning and Teaching Fluency
- Teaching Fluency through Skill Integration



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

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ILA Literacy Leadership  
Brief 2018

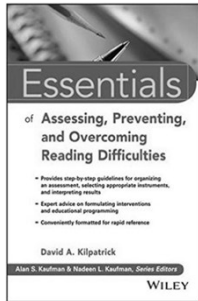
## Reading Fluently Does Not Mean Reading Fast

Jan Hasbrouck

Deb Glaser

<https://www.literacyworldwide.org/get-resources/position-statements>

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2015

### Equipped for Reading Success



2016

HOW TWO THINGS ABOUT  
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ID LANGUAGE AT THE WO  
ESE SPEED OF SIGHT YO  
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U HOW WE READ, THE S  
WHY SO MANY CAN'T, I  
W AND WHAT CAN BE Y  
ERY DONE ABOUT IT DA  
HETHER YOU WANT TO O

2017

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#### BLOGS:

[shanahanonliteracy.com](http://shanahanonliteracy.com)  
[gleaneducation.com/blog](http://gleaneducation.com/blog) (Dyslexia)

LISTSERVE "Professional Discussion Group:  
SPELLtalk

#### SUPPORT:

The Reading League  
[www.thereadingleague.org](http://www.thereadingleague.org)  
@reading\_league and YouTube

#### COURSEWORK:

The Reading Teacher's Top Ten Tools  
[readingteacherstoptentools.com](http://readingteacherstoptentools.com)

Glean Education (Dyslexia)  
[gleaneducation.com/collections](http://gleaneducation.com/collections)

#### POD CAST:

Hard Words: Why Aren't Kids Being Taught  
to Read? (2018)  
Emily Hanford APM Reports

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Institute of Education Sciences  
<https://ies.ed.gov/>

“Foundational Skills to Support Reading for  
Understanding K-Gr. 3” NCEE 2016-4008

“Improving Adolescent Literacy: Effective Classroom  
and Intervention Practice” NCEE 2008-4027

IES: SE Regional Educational Laboratory  
<https://ies.ed.gov/ncee/edlabs/regions/southeast/>

Florida Center for Reading Research  
<https://fccr.org/people/index.html>

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We must do our best to  
**TEACH ALL**  
of our students to succeed!



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**THANK YOU!!**



**Jan Hasbrouck, Ph.D.**

- Gibson Hasbrouck & Associates  
[www.gha-pd.com](http://www.gha-pd.com)
- [janhasbrouck@gmail.com](mailto:janhasbrouck@gmail.com)
- [@janhasbrouck](https://twitter.com/janhasbrouck)

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