LCPS Addresses Dyslexia Across the Grade Levels
LCPS defines Specialized Reading Instruction (SRI) as targeted instruction addressing one or more of the foundational processes of reading (phonological awareness, phonics, reading fluency, reading comprehension, vocabulary and/or oral language). SRI is provided through a framework of Tier II and/or Tier III RtI Reading Practices. An instructional match is determined to target the student’s areas of need, based upon multiple data sources. The nature of this instruction is that it is evidenced-based specifically for students with disabilities and/or those in the general education program who are not responding to Tier I, Core Instruction. SRI can be described as: evidence-based, direct, explicit, systematic, sequential, cumulative and multi-sensory. It is critical that SRI is accompanied by progress monitoring using both mastery measures and general outcome measures/curriculum-based measurement (CBMs) in order to ensure effectiveness in individual student's growth. When using SRI practices, teams and teachers should ensure that fidelity to specific recommended lesson plan guidelines and instructional routines are followed.
Dyslexia Related Professional Learning in Grades K-12:

- VDOE Dyslexia Awareness Module
- Fundamentals of Literacy Instruction (FOLI)
- Orton-Gillingham Methodology
- Specialized Reading Academy
  - Tools for screening and progress monitoring
  - Instructional match
  - A variety of direct instruction approaches for reading and spelling
- GMU Specialized Reading Cohorts
- Specialized Reading Lead Teacher CLT Meetings (Elementary and Secondary)

Specialized Reading Instructional Facilitator (SIF-R) for implementation support and coaching working with all schools.
Role of the Specialized Reading Instructional Facilitator (SIF-R) and Dyslexia Advisor

- Provide side by side coaching of specialized reading instruction methodologies; fading to school staff
- Provide coaching to teachers on how to summarize data and set instructional targets
- Organize, schedule, and assist with universal screenings/progress monitoring
- Participate in School-based Data and Problem Solving Meetings
- Assist in process of identifying an appropriate instructional match or change of approaches/interventions in reading according to individual student data
- Facilitate professional learning in Specialized Reading
- Monitor fidelity of specialized literacy interventions/approaches
- Collaborate with Reading Specialists, DOI Instructional Facilitators, Special Education Supervisors and Consulting Teachers
SY 2018-2019 Increased Focus on Specialized Reading for LCPS Secondary Schools

- Currently 32 secondary schools total
- Specialized Reading training statistics for secondary teachers:
  - Fundamentals of Reading Instruction (FOLI): 277
  - Orton-Gillingham (OG): 170
  - Language! Live: 103
  - Academy of Specialized Reading: 43
- Four SIF-Rs (Two Dyslexia Advisors) working at the secondary level
Examples of specialized reading for dyslexia approaches LCPS currently uses in elementary schools:

- Orton-Gillingham Methodology
- Corrective Reading
- Explode the Code
- Read Well
- Reading Mastery
- Seeing Stars
- Six-Minute Solution
- Read Naturally
Examples of specialized reading approaches for dyslexia LCPS currently uses in secondary schools:

- Orton-Gillingham Methodology
- Language! Live
- Seeing Stars
- Six-Minute Solution
- Read Naturally
The Reading Rope

Many Strands Are Woven into Skilled Reading

Language Comprehension
- Background Knowledge
- Vocabulary
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition
- Phonological Awareness
- Decoding
- Sight Recognition

Fluent execution and coordination of language comprehension and word recognition

Figure 1.9 Reading Rope (Scarborough, 2001)
Orton-Gillingham
3-Part Drill & Dictation
Orton-Gillingham
Morphology & Syllabication
Language! Live

Written by Dr. Louisa Moats
Language! Live incorporates all components of instruction and instructional approaches from *The Dyslexia Handbook: Procedures concerning Dyslexia and Related Disorders* (Texas Education Agency, 2014) in the following areas:

- Phonological Awareness
- Sound-symbol association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading Comprehension
- Reading Fluency
Questions?