



Northshore School District

Dyslexia Committee Report

June 2019

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PROLOGUE

This document is dedicated to all individuals who have experienced learning challenges in making the sound-symbol associations necessary to master the skill of reading.

For individuals who have been diagnosed with dyslexia, it was our desire to not only create awareness and recognition of what it means to be diagnosed with dyslexia and acknowledge the unseen obstacles and challenges you face each day, but to emphasize what needs to be done in order to provide appropriate educational services.

For educators who have struggled how to teach and ensure success for students with dyslexia, may this document provide the resources and recommendations you seek.

For families that have advocated for help to serve the hidden disability they know their child experiences, we hope this document is the start of great things to come and a partnership that can occur between schools and families.

SECTION ONE

DYSLEXIA - WHAT WE KNOW FROM RESEARCH

Learning Disabilities from Identification to Intervention, Second Edition, 2019, authored by Jack M. Fletcher, G. Reid Lyon, Lynn S. Fuchs, and Marcia A. Barnes is the most current, comprehensive compilation on the subject of learning disabilities. The authors are foremost experts in the field who reviewed the state of the science of research, practice and policy at national and international levels. Direct excerpts from this publication are provided below with page citations. *Learning Disabilities from Identification to Intervention*, Second Edition illustrates the importance of our topic, provides context and credibility, and is a recommended reading for all individuals interested in learning more about the research and practice surrounding students with learning disabilities.

Origin

“Word-Level Reading Disability (WLRD) is synonymous with “dyslexia.” Early definitions for dyslexia were built in part on older history of efforts to understand children with “unexpected” reading difficulties” (pg. 109). “The term dyslexia became prominent because of the work of Samuel Orton and his colleagues who developed a theory of dyslexia and intervention” (pg. 110). In 1994 the following definition of dyslexia was developed and is the definition adopted by the International Dyslexia Association and the Northshore School District dyslexia committee:

“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. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge” (pgs. 110-111).

Prevalence

“The prevalence of dyslexia is commonly estimated at 3-7% when applying a cut score of 1.5 standard deviations below the mean on measures of reading achievement” (pg. 111). “Studies of reading disabilities have generated prevalence estimates of 5-15% in the school age population with estimates as high as 17.4% (pg. 112). Regardless of the prevalence, dyslexia is the most commonly *identified* form of LD”¹ (pg. 113).

Provision of Services

“Multi-tiered Systems of Support (MTSS) approaches represent service delivery systems in which schools provide layered interventions as a continuum that begins in general education classes (Tier 1) and increase in intensity in subsequent Tiers” (pg. 90). “There are many reasons to implement MTSS frameworks, including the effort to improve academic and behavioral outcomes in all children” (pg. 92). “For students with LDs, MTSS framework offers several advantages. First, the focus shifts from who is eligible to concerns about providing effective instruction. Identification

¹ Learning Disability

is not dependent on teacher referral, which is known to be biased toward behavioral difficulties, leaning to overidentification of males and minorities as LD (Donovan & Cross, 2002; Shaywitz, Shaywitz, Fletcher, & Escobar, 1990). Second, MTSS frameworks allow placement of students into intervention immediately rather than after time-consuming and often delayed expensive assessments. Third, if a referral is made to special education, the RTI component provides data indicating how the student has responded to various intervention. Fourth, the adequacy of instruction has been measured through systematic collection of data. An important key to effective implementation of MTSS models is strong core classroom instruction” (pg. 92-93).

Intervention

“There has been considerable scientific study and the assimilation of research regarding the understanding and preventing of reading difficulties in young children. *Despite this research showing clear efficacy for early interventions and improved outcomes in word reading, fluency, and comprehension in the early grades (K-2), intervention outcomes for remedial efforts – a point at which LDs are typically identified are much weaker (pg. 160).* The research base demonstrating these findings points to two essential policy issues that are the major messages for these two decades of research. (1) *Early interventions and an emphasis on beginning reading through explicit, comprehensive core reading instruction (Tier 1) is essential for preventing dyslexia. Core instruction should be supplemented with opportunities to extend instructional time in small groups (Tier 2), with differentiation addressing individual children’s weaknesses in reading development.* Such an approach will prevent subsequent emergence of WLRD in many children and likely reduce the number of children who need remedial services in special education or Tier 3; (2) *For students in grade 3 and beyond who do not receive or benefit adequately from early intervention, intense, differentiated instructional approaches are needed (Tier 3) if the goal is to accelerate the child’s or adult’s reading proficiency and narrow the gap relative to typically developing peers.* Note that in both these scenarios, the student is maintained in core reading instruction as much as possible to maximize the amount of instruction received in reading: supplement, don’t supplant. These policy issues have been at the forefront of the messages from the research community, but not consistently understood or implemented. This produces a significant discrepancy between what we know from research and the nature of evidence-based practices implemented in schools” (pg. 161).

Early interventions and an emphasis on beginning reading through explicit, comprehensive core reading instruction (Tier 1) is essential for preventing dyslexia.

“Intervention: Fundamental Principles for WLRDs:

1. Teach phonics explicitly in the context of a multicomponent, integrated instructional program that includes sight-word recognition, spelling, fluency, vocabulary knowledge, and comprehension. Differentiate according to student strengths and weaknesses.
2. Rely on explicit instruction to firmly establish associations between phonemes and graphemes; to address the broad range of phonics patterns and teach these patterns in an orderly way; include cumulative, mixed review so that previously taught patterns received review and continued practice to develop automaticity with associations and patterns; help learners understand how and why there are exceptions to those associations and patterns; and ensure transfer from word-level competence to text reading by repeated exposure to words and word patterns in text.

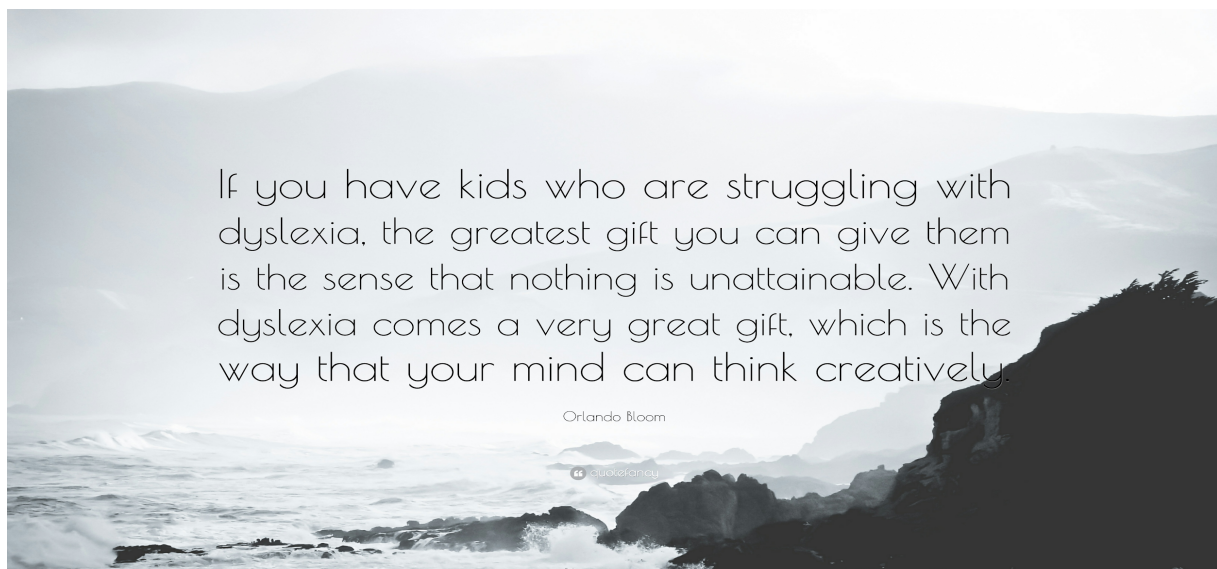
3. Teach morphology and larger units of orthography in reading and spelling.
4. Teach using multiple modalities to enhance learning; see the word, say the word, write the word, use the word in text.
5. Engage learners in reading instructional-level material.
6. Prevent word recognition and spelling problems early because later remediation is difficult and requires considerable intensity, especially to develop automaticity. (pg. 190)”

Implementation Barriers

“Over time there has been continued improvement and development in screening, assessment and instructional methods, however there still seems to be a lag when it comes to research implementation in schools. Cited authors have identified seven barriers to the implementation of scientifically based research into educational and clinical practice:

1. Inadequate implementation
2. Insufficient reliance on screening and progress monitoring
3. Inadequate attention to prevention
4. Failure to implement research-based methods for intensifying intervention
5. Insufficient consideration for multifaceted problems.
6. Need for integration across instructional components
7. Lack of sufficient engagement and practice.
8. Reliance on clinical experience and craft knowledge over scientific evidence” (page 332).

Identification and awareness of the above barriers was critical for our committee work. It is the desire of the dyslexia committee to forge new ground by overcoming these barriers to create systems and practices that will ensure success for all students of varying abilities and learning styles.



SECTION TWO DYSLEXIA COMMITTEE

During the 2017-18 school year, parents of students in Northshore school district advocated for a comprehensive study surrounding the need of students with dyslexia. As a result of this advocacy, a call for committee members went out and a group was organized. **Appendix A** provides a list of committee members. The group first met in February of 2018 and work has continued throughout the 2018-19 school year.

Superintendent, Dr. Michelle Reid, set the charge for the committee's work establishing linkage to the district's strategic plan. The committee began by creating working norms, writing a why statement, adopting a definition of dyslexia, launching a timeline, and reaching agreement on the required components of a comprehensive reading approach. See **Appendix B** for some of these documents. All agendas and minutes from committee meetings are posted on the district [website](#).

It was important to the committee to establish a common understanding of vocabulary, definitions, and systems. To that end, the committee participated in the following presentations/events:

- Understanding Dyslexia: A Scientific Approach by Dr. Jack Fletcher (video presentation);
- Multi-Tiered Systems of Support/RTI by Becky Anderson;
- NSD Core Curriculum ELA efforts by Christy Clausen and Katie Peiffer;
- NSD Learning Assistance Program by Jen Benson and Lynn Brewer;
- NSD Assessment Committee Work by Derek Tucci and Niki Arnold-Smith;
- Review of the NSD Equity and Diversity Checklist by Heather Miller; and
- Attended a local conference keynoted by Dr. Carol Connor.

Simultaneous to NSD committee work Washington state adopted legislation surrounding dyslexia. ESSB 6162, **Appendix C**, was passed which stipulates requirements that districts will need to have in place by the 2020-21 school year. This legislation informed the committee's work even though not all sections of the legislation have been fleshed out.

“If anyone ever puts you down for having dyslexia, don’t believe them. Being dyslexic can actually be a big advantage, and it has certainly helped me.” – Richard Branson, Virgin CEO

WORKGROUPS

In order to accomplish the work and be ready to submit recommendations in the required time frame, the committee made the decision to form workgroups to address the charge specifications. Four workgroups were formed: **MTSS/RTI, Assessment, LAP Gap, and Families as Partners**. Committee members distributed themselves among the various workgroups and a common framework for reporting their efforts was provided.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) RESPONSE TO INSTRUCTION (RTI)

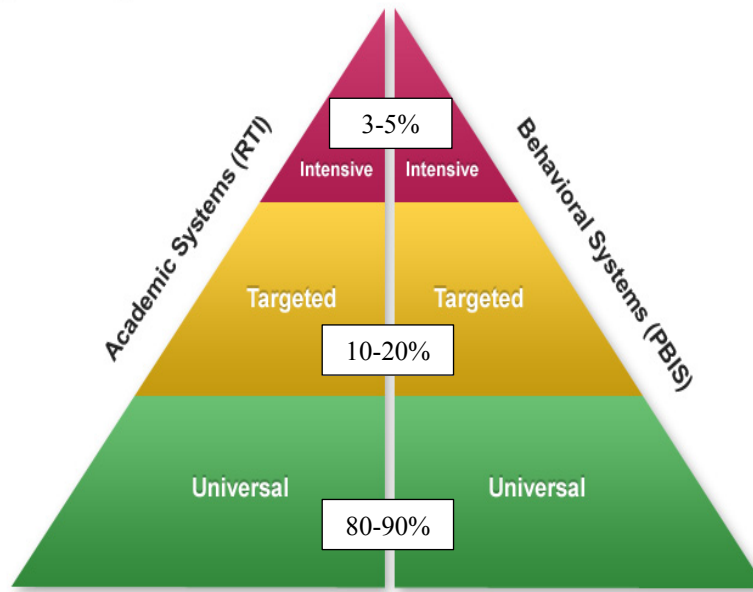
The MTSS-RTI work group clarified what happens within the different tiers of support in a RTI framework for reading instruction in grades K-3 and 4-5. They defined the components of literacy and the three levels of support with consideration to classroom/group structure, time and frequency, and instructional delivery.

Background

In Northshore our Multi-Tiered Systems of Supports, or MTSS, framework for student success is built upon educating the whole child by addressing academic, behavioral, and social emotional needs of students. The MTSS framework is multi-tiered and multi-dimensional. There are two components of the MTSS model: 1) One component addresses academics through tiered instruction and Response to Instruction/Intervention (RTI). 2) Another component focuses on behavior and social-emotional skills through Positive Behavior Interventions and Support (PBIS). As we implement this framework over time, we will build practices that ensure equity.

Currently, Northshore School District uses MTSS to comprehensively implement the behavioral component of the framework through Positive Behavior Interventions & Support (PBIS). The RTI component has not yet been comprehensively implemented in the district.

Both federal and state sources recommend using MTSS models. The US Dept of Education suggests that schools use MTSS, specifically RTI, to support student learners. The *2012 Washington State Comprehensive Literacy Plan: Birth to Grade 12* states, “this multi-level approach (specifically MTSS) integrates standards, assessment and intervention within a school-wide prevention system to maximize student achievement and reduce behavior problems” (p. 15).



While the RTI component of the MTSS Framework supports all students, this approach particularly optimizes reading instruction to address gaps in skills early in the learning process. Rather than remediating later, the RTI model engages school systems in prevention by meeting individual needs of learners within the tiered system. Tier 1 consists of 80-90% of the students being successful with the core curriculum. Approximately 10-20% of the students will need Tier 2 interventions in addition to the core curriculum, while 3-5% will need more intensive, one-on-one support provided within Tier 3. It should be noted that a percentage of students will qualify for Special Education services and will receive specially designed instruction through the provision of an Individual Learning Program in addition to accessing tiered services.

Research and Resources Reviewed

- The Washington State Senate Bill 6162 (March 6, 2018)
 - Section 2 (1): **Beginning in the 2021-22 school year**, and as provided in this section, **each school district must use multi-tiered systems of support to provide interventions to students in kindergarten through second grade who display indications of, or areas of weakness associated with dyslexia.** In order to provide school districts with the opportunity to intervene before a student's performance falls significantly below grade level, school districts must screen students in kindergarten through second grade for indications of, or areas associated with, dyslexia as provided in this section.
 - Section 2 (3)(a): If a student shows indications of below grade level literacy development or indications of, or areas of weakness associated with, dyslexia, the **school district must provide interventions using evidence-based multi-tiered systems of support**, consistent with the recommendations of the dyslexia advisory council under section 4 of this act and as required under this subsection.

- National Center on Response to Intervention - <https://www.rti4success.org/>
- Research Support for RTI – RTI Action Network <http://www.rtinetwork.org/learn/research>

MTSS/RTI Recommendations:

- Adopt a universal screening process, providing assessment data to inform further instruction.
- Mandate district-designated training time for professional development on dyslexia which includes foundational understanding around dyslexia, instructional strategies, and implications for the classroom, for all instructional staff.
- Provide instructors with progress monitoring tools and assessments so that instruction can quickly be adapted for student needs.
- Implement, with fidelity, all tiers of the RTI Model. Begin with fidelity to the implementation of Tier 1 core curriculum to ensure all core competencies are taught throughout K-5 in every school.
- Provide initial and ongoing professional development on ELA curriculum and intervention strategies. Certificated and classified instructors must have appropriate PD and support on all curriculum/systems/materials that they will be delivering.
- Conduct a gap analysis, by year three, once the ELA curriculum implementation is in place. Monitor student achievement to ensure at least 80% of students are meeting standard.
- Identify a curated online toolbox of evidenced based intervention strategies and resources for Tier 2 and 3 students, which includes specific curricula to support dyslexic students.
- Ensure ELA curricula and materials will include spelling and explicit handwriting instruction within the comprehensive core program.
- Each school should form an RTI implementation team.

In conclusion, as stated in the Northshore School District Strategic Plan, “we will differentiate and scaffold instruction and supports to meet the unique strengths, backgrounds, readiness and learning styles of each student”. Based on this fundamental building block of Northshore School District and in compliance with (as defined by) Washington State Senate Bill 6162, it is the recommendation of this committee for the implementation of a comprehensive tiered model of services of reading instruction which includes core and supplemental services along with integrated assessment systems to proactively address the needs of students learning to read including, but not limited to, “students in kindergarten through second grade who, display indications of, or areas of weakness associated with, dyslexia” (Sec. 2.1)

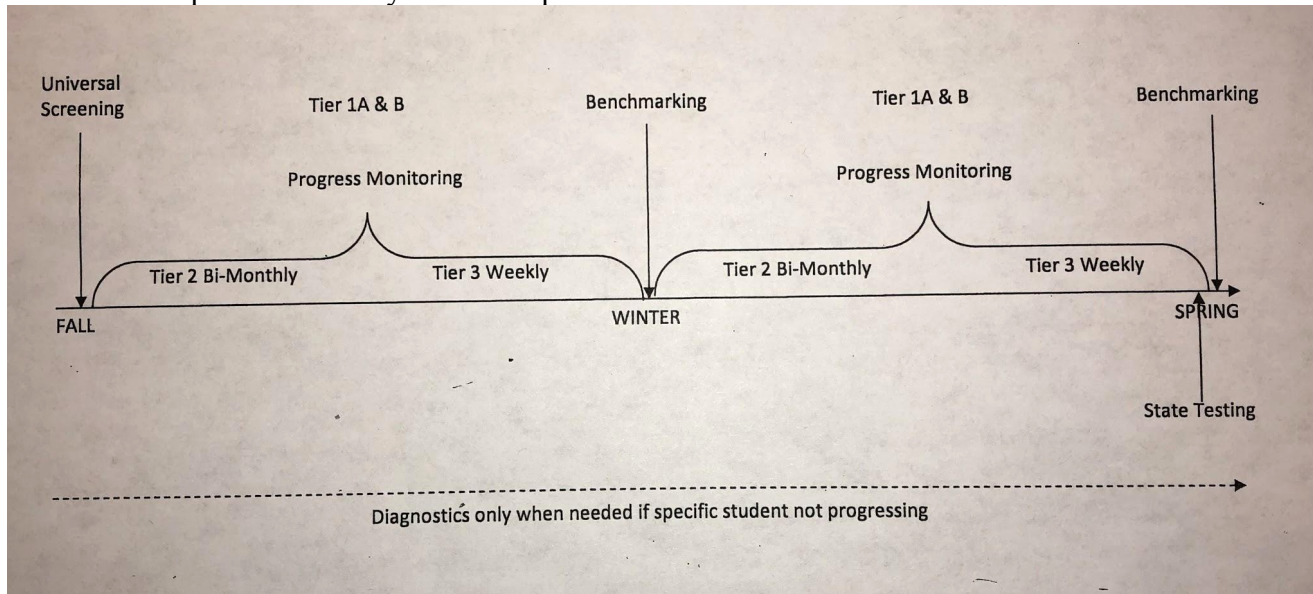
ASSESSMENT

The assessment workgroup tackled how to identify and implement effective initial screening and progress monitoring for risk factors which may indicate dyslexia and identified the following problems that would need to be addressed:

- Identify and define risk factors for dyslexia to be considered in the screening and assessment process
- Develop an initial screening process for risk factors

- Students who “screen in” will receive additional assessments and/or diagnostics to match intervention with need and to inform movement between tiers of instruction
 - These students will also receive progress monitoring and Benchmarking (ie. STAR or iReady)
- Students who screen out will need standard district Benchmarking
- Incorporation of fluid movement between tiers over time based on need

The following diagram provides a visual illustration how all the identified assessment components could be incorporated into a system wide process.



Background

As referenced in Section Two, the NSD Dyslexia Committee was convened as a result of parent advocacy efforts in October, 2017. Additional motivation for the work of this committee stems from the passage of WA State Dyslexia law (ESSB6162) in March of 2018, **Appendix D**. Highlights of the law include screening for risk factors for dyslexia and provision of evidence-based multi-sensory structured literacy interventions and must be provided by an educator trained in instructional methods specifically targeting students' areas of weakness.

Dyslexia and the needs of children with dyslexia, specifically, have not been targeted areas of study in Northshore School District despite it impacting from 3 to 17% of the school age population, as referenced in the Section Two under Prevalence, page 2. Northshore is among the first in the state to convene a multi-disciplinary team made up of district and school level administrators and staff and parents to pursue this work.

The assessment workgroup reviewed the following charge expectations as a guide for their efforts: A.) Review current District K-5 ELA Core (basic education) and pilot options; B.) Supplemental K-5 reading services (LAP, Title, Tier II/III); C.) Assessment structures in basic education (screening, diagnostic, formative, summative); D.) Consideration of services for secondary students as future work of the committee; E.) Submit recommendations for the implementation of a comprehensive tiered model of services for reading instruction and integrated assessment

systems to proactively address needs of students learning to read; and F.) Submit recommendations for professional development to ensure the appropriate implementation of assessments, core instruction, and supplemental supports.

Research & resources reviewed

- [Gaab Lab inventory of screeners 12/2018](#)
- [NASP article summarizing dyslexia laws nationwide 11/2018](#)
- [Missouri recommended screeners and diagnostic measures by grade level](#)
- [Colorado database of interventions](#)

Examining the data

The work group identified and defined the following data currently collected in NSD (i.e. qualitative and quantitative) related to risk factors for dyslexia:

- District assessment/ screening data
 - WAKids, iReady (currently piloting), STAR (grades 3-5 in reading only but currently piloting at other levels and content), End of Course exams, Smarter Balanced Assessment etc.
- Current classroom-based assessment/screening data
 - Classroom Based Measures (CBM) of fluency, Individual Running Record (IRR), vocabulary, comprehension, AFES - Assessment For the Emergent Stage (Kindergarten-used to fulfill WaKids), Words Their Way, teacher observations, etc.
- Parent observations and input

Upon examination of the available measures and knowing what is needed to appropriately screen for risk factors associated with dyslexia the work group identified the following *gaps* in data collection:

- Classroom Bases Measures (CBM) - phonological awareness, phonemic awareness, phonics, spelling, handwriting, rapid naming, family history of difficulty with reading and language acquisition.
- Diagnostic tools to enable staff to dive deeper to examine why a student may not be making progress.

Findings

The group also found that as an organization, staff will need to gain knowledge around how to distinguish dyslexia from exclusionary and contextual factors. Such factors include:

- Sensory or motor problems
- Intellectual disability
- Limited English proficiency
- Economic disadvantage
- Behavioral problems and co-occurring disorders
- Lack of appropriate instruction

It is also important to recognize and address how NSD will evaluate, share, and store student data collected and use such aggregate and disaggregated data to inform program development, professional development, staffing, transitions of students between grades and/or levels, etc.

Possible limitations

During the process possible limitations or concerns were identified that have a potential to impact our work. The **first** limitation is that three different district committees (K-5 ELA Core adoption, District assessment, and Dyslexia) are working in parallel of each other, all with deliverables due at approximately the same timeframe (Spring 2019). **Second**, there is also the potential that additional staff may be needed to administer assessments or progress monitoring systems and be available to mine the data. **Third**, accessibility and availability for staff to participate in professional development to increase their knowledge around dyslexia. **Fourth**, the implementation of a comprehensive assessment system of screening, diagnostics, and progress monitoring and the use of this information to implement a structured reading approach will require a **culture shift for NSD staff around reading and reading disabilities**. **Finally**, funding will be needed to purchase, train, and implement the assessment process.

Assessment Recommendations:

- There must be fidelity to the protocol and process. In order to ensure this the following needs to be embraced and implemented:
 - Provide professional development to support staff at all levels in understanding the scope, purpose, and best practices of screening and assessment within RTI
 - An expectation that all NSD instructional staff (teachers, paras, SPED, LAP, Title I, ESA, etc.) at all levels /grades should receive Tier I introductory training (approx. 3-hour course) around understanding and recognizing dyslexia. All staff responsible for designing, delivering, and/or supporting core content in grades K-5 should receive Tier II “deeper” training on assessment, progress monitoring and interventions for children with risk factors for dyslexia.
 - Administrators need to be provided, at a minimum, Tier I training the same as training proposed for all staff. Additionally, administrators need information/training regarding where to access support when they have questions.
- A screening process must include at minimum the characteristics found in ESSB6162: phonological awareness; phonemic awareness; rapid naming skills; letter sound knowledge; and family history with difficulty with reading and language acquisition.
- Utilize a screener or screening process that has been peer reviewed. Piggyback on the state’s review anticipated June 2019.
- Model the work done by states that have implemented dyslexia screening legislation for three or more years and have data to demonstrate efficacy. Several of these states are: [Oregon](#), [Tennessee](#), [Arkansas](#), and [Missouri](#).
- Use 2019-20 school year for deep professional development and coaching in advance of state requirements and district curriculum adoptions.
- Implementation of technology (Universal Design for Learning) tools for students with dyslexia in both general education and special education (i.e. low tech and high tech, generally available technology, formal assistive technology)
- Explore use of inclusion/inclusive practices across learning settings and environments (i.e. Co-taught Classes, push in services etc.). However, keeping in mind what research says about regarding best practices for serving students with dyslexia:
 - *“Although the goal of full inclusion is positive because segregated special education programs that operate in isolation of general education are not effective, inclusion is not an intervention for students with LDs, who usually exhibit school-related problems because they struggle in the general education classroom.*

Students with LDs need intensive interventions that are supplemental and often beyond the capacity of general education.” (Fletcher, 2019).

- Include a way to screen “New to Northshore” students that may move in throughout the school year in the adopted screening process.

LAP GAP

The purpose of this group was to examine and propose short term ideas and suggestions for ways to immediately address and support the needs of "gap students". Gap students are identified as those students who have reading struggles currently and may not benefit immediately from the efforts of this initiative. Gap students may exist across the trajectory, Grades K-12. At elementary, one way to serve Gap students is through state funded Learning Assistance Program (LAP) services. Specific recommendations within LAP Services would be one way to identify and serve students in need until the work of the committee is completed. And, upon completion, some or all of these recommendations and practices may remain in place.

What Problem are We Trying to Solve?

Identify current students at risk of not developing grade level reading skills until implementation of all pending district workgroup recommendations are complete. Support reading progress and reading acceleration for students who may display difficulties with reading accuracy, fluency, comprehension, poor spelling, fluent word recognition, and decoding ability.

Background

We currently have students in all elementary classrooms who exhibit difficulties in literacy development. Frequently, interventions for those students occurs within the general education classroom. Some students however, are eligible for supplemental services such as LAP (LLI kits, a fluency focused curriculum, is typically used when providing services but many other materials are also used).

Historically, LAP services have been provided to support LAP eligible students who are identified based primarily on rank order data on the district reading assessment. Other data points are considered when making that determination, but rank order is currently the primary criteria for eligibility.

LAP dollars to the district are received through a state grant, and the grant amount is based on a formula determined by the state. The district currently allocates the majority of its grant funding to staffing. The district has developed a model to allocate staffing to buildings by a needs-based formula. As a result, not all schools receive the same level of staffing. Capacity to serve students is impacted by the staffing levels at each building. In addition, because of the focus on staffing, there is not significant budget capacity to support professional development specific to LAP providers. We do not have identified reading experts at each school to assist either general education or LAP providers with support or focused PD.

² Leveled Literacy Intervention

Based on a November 2018 survey of LAP providers, it became clear that there are a variety of approaches to program models, use of instructional resources, service delivery and progress monitoring. Schools have flexibility in determining the targeted grade level focus, frequency of service, group size, program model (push-in/pull-out) use of supplemental materials and progress monitoring tools.

Research

The following research shows that for student who for students that exhibit "word level reading difficulties" (WLRD) that explicit code focused word level interventions following the dynamic RTI model most effective when coupled with careful assessments and progress monitoring. These interventions and supports should be available in the LAP program and for classroom teachers or for any Tier 1 and Tier 2 providers.

Carol McDonald Connor, Ph.D. is a Professor of Psychology and a Senior Learning Scientist at the Learning Sciences Institute at Arizona State University. In her article "*Individualizing teaching in beginning readers*" (Better: Evidence-based education, Autumn 2014) the instructional focus and intensity of individual instruction is based on a continuum of skill mastery from code focused instruction ("CF", explicit word level decoding instruction) to meaning focused ("MF" fluency and comprehension skills. Lack of CF skills impacts word level understanding and comprehension of overall meaning of written language. Students struggling to read need to be evaluated and instructed based on their skill mastery of CF and MF to ensure appropriate intervention. [Code focused instruction](#) and effectiveness intensity is highest at the kindergarten through second grade declining as code focused decoding skills are mastered leading to MF, meaning focused instruction as fluency develops.

In a follow up conversation Dr. Connor states "If children can't decode, they cannot read and understand. Poor decoding is a bottleneck that needs to be dealt with quickly and intensively. This is particularly the case for children with dyslexia. If a child is still struggling in 2nd grade, explicit and systematic code-focused instruction is really important ..."

Jack M. Fletcher, Ph.D., is a Distinguished University Professor of Psychology at the University of Houston. He served on the NICHD National Advisory Council, the Rand Reading Study Group, the "National Research Council Committee on Scientific Principles in Education Research, and the President's Commission on Excellence in Special Education". Dr. Jack Fletcher, substantiates Dr. Connors recommendations in his presentation "[Understanding Dyslexia: A Scientific Approach](#)". Dr. Fletcher states that effective Interventions should: teach phonics explicitly with an approach that includes comprehension and fluency components. Differentiate based on student needs. There is no specificity of interventions. Research supports explicit, comprehensive, differentiated approaches at classroom and supplemental level. He further supports that Interventions need to be responsive by: explicit instruction in synthetic phonics (blending) and analogy phonics (word families). Students must be taught decoding, using the alphabetic principle, fluency, and comprehension strategies in the context of reading and writing.

Multiple studies substantiate this code focused word level Tier 1 instructional model as well as a Tier 2 and Tier 3 intervention. These resources include:

What Works Clearinghouse “Improving Reading Comprehension in Kindergarten Through Third Grade pg.6. 1.“Word-level skills allow students to identify, or decode, words in text accurately and fluently. Instruction in this area includes phonemic awareness, word analysis strategies (especially phonemic decoding), sight word vocabulary, and practice to [increase fluency while reading](#).” What Works Clearinghouse, “Foundational to the Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.” Recommendation 2. “Develop awareness of the segment of sounds in speech and how they link to letters.” and Recommendation 3. “[Teach students to decode words, analyze word parts, and write and recognize words](#).”

In the article from [Focus on Exceptional Children](#). 2011 March 1; 2011: 254245149” by Carolyn A. Denton and Stephanie Al Otaiba interventions for students with reading difficulties will exhibit the following characteristics.

- a. Addresses decoding (phonics), word recognition (high frequency and irregular "sight" words) and reading fluency. May also address phonemic awareness and spelling. For older students, includes instruction in recognizable word patterns such as affixes and syllables.
- b. Is appropriate for students who will be instructed in terms of age, reading level, and instructional needs.
- c. Presents phonics elements and high-frequency words in a logical order, progressing from easier to harder skills and separating elements that are visually confusing (b/d, p/q, m/n), have similar sounds (e/i), or may be confusing because they are voiced and voiceless pairs that are produced with similar mouth positions (e.g., b/p or f/v).
- d. Designed for the delivery of explicit instruction (directly teaching and modeling content and skills, providing guided and independent practice).
- e. Includes extended opportunities to practice newly learned skills, including cumulative practice.
- f. Provides assessments to be administered at regular intervals to assess student mastery of instructed skills, including placement tests or procedures.
- g. Includes, or is designed to correlate with, text of increasing difficulty, in which students can apply the skills they are learning.

Data

LAP providers report entry and exit data for all students served via LAP funding. Entry data is typically measured via the IRR, submitted to Interventions Department in the fall, or upon program entry at any point during the school year. Exit data, from the same entry tool, is submitted to the Intervention Department when the student has made the necessary progress identified by the school’s intervention/supplemental program plan. There is the same issue of frequency of data collection for all students, including all those for whom literacy development is a challenge.

Northshore has convened a district Assessment Committee. This committee is charged with recommending a comprehensive assessment plan, to include progress monitoring. The recommendations and eventual adoption of the assessment plan will impact the data collection for intervention programs like LAP.

LAP Gap Recommendations:

- K-12 Supplemental Resources available to classroom teachers. Resources must be evidence based, code focused, explicit word level instruction, focusing on

phonics/phonemic awareness (Structured Literacy). Phonics and phonological awareness are critical components in literacy development. Assessment and intervention lessons with students begin here. Students must have access to lessons built on code and meaning focused components. Services must also include writing and letter formation.

- Interventions should follow the “Dynamic RTI³” model for placement for fluidity between Tier 1 and Tier 2 levels of intervention and that early intervention is effective.
 - All supplemental resources should include decodable readers in Tier 2 and Tier 3.
 - Students needs for grade level appropriate literature should be included.
 - All district supplemental adoptions need to be evidence based and go through the adoption process.
 - Curriculum should include opportunities provided for writing and letter formation.
- PD for Supplemental Intervention. Provide professional development for all teaching staff in addition to the recommended supplemental resources. It is critical that resources are evidenced based, code focused, explicit and include decodable readers and exposure to rich text.
 - Recommendation for Structured Literacy PD to focus on Early Literacy with understanding the development of a reader. Dr. Jack Fletcher [video](#) – Scientific Approach to Reading and reading disabilities
 - Building and communication of a resource site for providers - teachers and intervention staff - to serve at risk students.
 - Creation and dissemination of survey to identify instructional staff with structured literacy training and/or assessment and instructional knowledge specific to serving at risk students.
- Staffing for Literacy
 - Recommendation of a *Reading Specialist Model* to provide direct services to identified students, PD and teacher coaching, and due diligence in communicating as to best practices.
 - Reading Specialist budgeting should be structured with sustainability of program over time in mind.
 - Fill LAP roles with trained certificated teachers. If the there is a need to hire classified staff they also need to be trained.
- Tier 2 Lessons (interventions) should be uniformly structured across the District and follow “Dr. Connors Dynamic RTI” model.
 - All lessons include code and meaning focused components, appropriate for the grade based on assessed student need.
 - As a reader develops, there needs to be opportunities provided for writing and letter formation.
- Guidance for Supplemental Services. In “Teaching Word Identification to Students with Reading Difficulties and Disabilities” by Carolyn A. Dentón and Stephanie Al Otaiba (page 6,7) state “... it is recommended that they receive both daily classroom reading instruction and supplemental small-group reading intervention. The US Department of Education’s

³ Provides Tier 2 or Tier 3 interventions immediately according to students’ initial screening results without delaying for eight weeks of instruction at a Tier 1 level.

What Works Clearinghouse suggests that students with serious reading difficulties who have not responded adequately to regular classroom reading instruction and lower-intensity interventions should receive daily, intensive small-group reading intervention in addition to daily classroom reading instruction.”

- “Dynamic RTI” preferred model for placement for fluidity between Tier 1 and Tier 2 levels of intervention and that early intervention is effective. Reading Specialist and/or LAP staff are providing supplemental instruction within the classroom community, when appropriate.
- The student should not miss core instruction facilitated by the classroom teacher.
- Development of a service matrix for equity – student level/need and amount of time for supplemental service guidance
- Parent Communication/LAP letter. Family communication focused on children’s literacy development, including specific resources intended to provide supplemental support at home, in alignment with the child’s specific instructional skill focus. Family communication focused on children’s literacy development, including specific resources intended to provide supplemental support at home, in alignment with the child’s specific instructional skill focus.
 - Communication should include information for parents on how to become involved in their child’s literacy development.
 - Communication should also include resources for parents to provide support at home.
 - Communication should include the supplemental schedule and skill focus, updated as that focus changes.
 - Communication should include all components as outlined in Senate Bill 6162.
- Appropriate screening, assessment, and progress monitoring is the critical first step to effective intervention. There is a need for more consistent and frequent formative assessments. Screening Progress Monitoring and Assessment of Students Receiving Intervention Services for GAP students (K-12th).

In “Teaching Word Identification to Students with Reading Difficulties and Disabilities” by Carolyn A. Denton and Stephanie Al Otaiba (page 5, 6) outline diagnostic tools extensively that might include IRR information, SBA results, or additional measures to inform instruction like the Diagnostic Assessment of Reading (DAR; Roswell, Chall, Curtsi & Kearns, 2005) or the “[Quick Phonics Screener](#) (Hasbrouck, 2008)”

- Screening Recommendations include:
 - All students screened initially (K-12) to identify GAP students
 - New students upon entering the district
 - Be in compliance with Senate Bill 6162.
- Assessment and progress monitoring recommendations include:
 - Increased frequency
 - District wide consistency in data collection
 - District wide consistency in data entry
 - Be in compliance with Senate Bill 6162.

FAMILIES AS PARTNERS

The Families as Partners workgroup considered how to include **families** as partners to support students who struggle with reading, writing and spelling so that students access appropriate and timely screening, evaluations/assessments, curriculum, accommodations, modifications, and follow common school protocols/framework that allows students to succeed.

Important components to address in order to accomplish the task were:

- Reduce the number of students falling behind in reading/needing special education services
- Recognize the importance of teacher and parent knowledge base, training, and resource accessibility required regarding:
 - Understanding that early intervention can prevent later reading struggles.
 - Waiting for reading to develop may have detrimental consequences for students.
 - Identifying tools that are most helpful/what tools are available to students via school.
- Parental access to specific student data: screening information, skill-based performance & achievement data, growth, skill attainment in literacy and math.

Background

Background information considered included: A.) Changes in the WA state law requiring K-2 screening by fall of 2020; B.) formation of the Dyslexia committee was a result of parent advocacy; C.) NSD does not currently utilize a universal screening/progress monitoring system; D.) students with reading delays and Dyslexia are underperforming; and E.) addressing the learning needs of students with dyslexia is a component of the district equity work.

However, there were also issues unique to this workgroup: A.) Parents have expressed struggles in accessing appropriate services for students in general education classrooms and within Special Education; B.) Parents need and want to be active participants in their student's educational process; and C.) Parents are invited to yearly student conferences.

Research

A Hanover Research report *Strategies for Increasing Parent Involvement*, published May 2014 – revealed:

“Research has repeatedly demonstrated the powerful impact that parental involvement has on children's educational outcomes. Effective communication strategies are essential to engaging parents and sustaining their involvement in their children's education. Numerous studies have affirmed the positive impact of parent involvement on children's educational outcomes. From higher academic performance to better behavior, students whose parents and families are engaged with their schooling are more likely to have better outcomes than students whose parents and families are uninvolved.

A frequently cited synthesis of parental involvement research by the National Center for Family and Community Connections with Schools, entitled “A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement,” highlights four positive outcomes resulting from parental engagement. The study indicates

that “students with involved parents, no matter what their income or background, were more likely to:” Earn higher grades and test scores, and enroll in higher-level programs; Be promoted, pass their classes, and earn credits; Have better social skills, show improved behavior, and adapt well to school; and Graduate and go on to postsecondary education.”

Data

- Accommodations: <https://www.edutopia.org/article/accommodating-students-dyslexia>
- Universal Design for Learning: http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-home
- 2018 State Dyslexia Bill E2SSSB 6162: <http://lawfilesexternal.wa.gov/biennium/2017-18/Pdf/Bills/Senate%20Passed%20Legislature/6162-S2.PL.pdf>
- State RCW 28A.320.260 Dyslexia Interventions: https://app.leg.wa.gov/RCW/default.aspx?cite=28A.320.260&fbclid=IwAR2_cHfQyMrWI1vMvd18bO2Pr53MohzxV9K2svBKByS4ePv4Oo-VEQQLrP8
- State RCW 28A.300.700 Screening Tools: <https://app.leg.wa.gov/RCW/default.aspx?cite=28A.300.700>
- RCW 28A.300.710 Dyslexia advisory council. (Expires August 1, 2023.): <https://app.leg.wa.gov/RCW/default.aspx?cite=28A.300.710>
- 2009 American Academy of Pediatrics Joint Statement—Learning Disabilities, Dyslexia, and Vision: <http://pediatrics.aappublications.org/content/pediatrics/124/2/837.full.pdf>
- Child find Laws: <https://www.wrightslaw.com/info/child.find.index.htm>
- <https://rti4success.org/sites/default/files/The%20ABCs%20of%20RTI%20in%20Elementary%20School.pdf>
- <https://rti4success.org/sites/default/files/The%20ABCs%20of%20RTI%20in%20Middle%20School.pdf>

Findings

Knowing research validates family and community engagement improves school readiness, academic achievement, and graduation rates, this workgroup proposes it is just common sense that parents should be and want to be included as partners.

Limitations:

The following limitations were identified: Staff availability for professional development; Staff depth of knowledge around Dyslexia; Parents acceptance of difference/reading challenges with child(ren); Funding; and Culture shift around reading and reading disabilities.

Families as Partners Recommendations

- Post on district website the curriculum (ELA and Math) used within Tier 1, Tier 2, and Tier 3 within K-12 classrooms.

- Provide continual and frequent communication with families/parents. Extend explicit invitation to parents to attend and offer feedback around Curriculum Nights, conferences, and other school-based events.
- Provide clear, detailed communication regarding student's academic achievement (formative and summative) relative to grade level standards and specific literacy skills development such as Phonemic Awareness, Phonics, etc. Furnish specific information provided to all parents at Q1 conferences.
- Incorporation of proactive, specific interventions to address the individual needs of students. Interventions will be monitored and adjusted through frequent progress monitoring and evaluation of student growth and achievement.
 - Clear identification where RTI will support Dyslexic students and levels of support.
 - Usage of the Universal Design for Learning
- Provide PD, resources, and communication with parents and teachers/staff that increase their knowledge base and strategies to use for Dyslexic students:
 - Co-occurring conditions/tendencies
 - Provide the most common classroom accommodations /UDL that would be most helpful such as [Learning Ally](#); [Co-Writer](#); and Provide students the opportunity to orally share knowledge/learning.
- Partner with community to provide parent PD (district-wide, pathway/school specific) around Dyslexia and present to PTA members.
- Create a common presentation/webinar for all staff that can also be shared with community which includes current, relevant research-based information regarding dyslexia in students.
- Develop a district-wide information **portal** that serves as a resource for parents and families. At this sight, there would be resources to access processes, information, and resources around dyslexia.
 - Definition of Dyslexia and current state law *
 - Common predictors/indicators/family history *
 - Dyslexia district plans - time frame and process for rollout of screening, support provided within the MTSS/RTI framework, etc.
 - NSD supports, process, protocol/framework, and family resources: [Reading Rockets](#); [IDA](#); [WABIDA](#); Dyslexia Awareness Month; OSPI Dyslexia page: <http://www.k12.wa.us/Reading/Dyslexia.aspx>; [Understood](#); [Eye to Eye](#); [What is Dyslexia](#) video by Kelli Sandman-Hurley; [What is Dyslexia](#) graphic; Possibly include some proactive literacy activities that could be used with children from infancy and beyond that support literacy development skills.
 - Include parent testimonials and success stories to assist in supporting the positive navigation of Dyslexia.
- Ensure all presentations and documents are culturally responsive, shared in a sensitive way, and have the ability to be translated for all stakeholders.
- District provides district level Dyslexia/Literacy expert available to families and staff.

SECTION FOUR

REPORT SUMMARY

Having a child diagnosed with dyslexia can be a traumatic experience. While dyslexia can make reading more difficult, with the right instruction, almost all individuals with dyslexia can learn to read. Many people with dyslexia have gone on to accomplish great things. Dyslexia is a neurological condition caused by a different wiring of the brain. There is no cure for dyslexia and individuals with this condition must learn coping strategies. Research indicates that dyslexia has no relationship to intelligence. Individuals with dyslexia are neither more nor less intelligent than the general population. But some say the way individuals with dyslexia think can actually be an asset in achieving success. (International Dyslexia Association).

The formation of this committee and the work ensued has helped to create a common understanding of dyslexia and solidified the need for appropriate systems and practices to proactively identify and provide services for students with dyslexia. Recognizing and validating the need accentuates the paramount importance that immediate action must be taken.

***“If children can’t learn the way we teach,
then we have to teach the way they learn.”
Robert Buck***

Appendix A

| Northshore School District Dyslexia Committee | | | |
|--|--------------|-------------------------|---------------------------------|
| Last | First | School | Position |
| Ames | Sandra (Sam) | KMS/IHS | Parent |
| Anderson | Becky | District | Asst. Supt. Sp. Services |
| Benson | Jen | District | Director Intervention Services |
| Chargualef | Erin | Crystal Springs | 5th |
| Clausen | Christy | District | C&I Asst. Director |
| Cordingly | Bruce | Westhill/SECC | Psychologist |
| Degraff | Renita | Arrowhead | Sp. Ed. MLB |
| English | Kristie | Canyon Creek | Parent |
| Gallagher | Donna | Sunrise | Librarian |
| Gregor | Audee | Leota Middle School | Principal |
| Hammar | Aileen | IHS | Parent |
| Krainick | Sherry | IHS | Parent |
| Mesa | Elizabeth | District | ELL/Family Outreach Coordinator |
| Miller | Milt | Moorlands | Kindergarten |
| Miller | Heather | District | Asst. Supt. Secondary Education |
| Need | Denise | Hollywood Hill | Parent |
| Parker Meyer | Krystal | Kokanee | Parent |
| Rangan | Krithika | Crystal Spring | Parent |
| Rogers | Karen | Canyon Creek | OT/PT |
| Ross | Jenny | Canyon Creek/Frank Love | SLP |
| Sawyer | Leah | Frank Love | 2nd |
| Stevenson | Pam | Moorlands | 1st |
| Welch | Jen | Cottage Lake | Principal |

Appendix B

Dyslexia Committee Charge

Northshore School District Dyslexia Committee

The Northshore School District (NSD) Dyslexia Committee will begin meeting during the 2017-18 school year. The focus of the committee is to: 1) create a common understanding and definition of dyslexia through a comprehensive review of current research; 2) study, analyze, and recommend coordinated proactive systems for the identification, instruction, progress monitoring, and service delivery models for students who may be at-risk for dyslexia; 3) identify professional development needs of staff; and 4) monitor service implementation and review educational outcomes.

The committee's recommendations will be submitted to the superintendent for consideration and action. Recommendations will be in alignment with the NSD Strategic Plan and the delivery of services consistent with the RTI (Response to Instruction) component of the MTSS framework. To this end, the following will comprise my charge to the group this year:

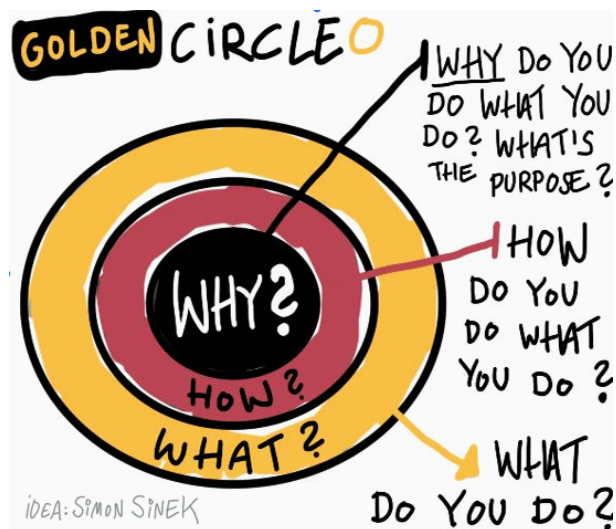
- Compilation of objective evidence of the why this work is essential.
- Comprehensive understanding of the MTSS (Multi-Tiered System of Services) illustrating the interconnected components of RTI and PBIS as a comprehensive service delivery framework to address the needs of students at risk for learning to read.
- Creation of the district's definition of dyslexia with recommendations for the application and use throughout district processes and systems.
- Review, understand and reach agreement of the required components of a comprehensive reading approach with essential supporting assessment structures for students at risk of learning to read.
- Review current district core (basic education) and supplemental (LAP, Title) reading services K-5 and supporting assessment structures (screening, diagnostic, formative, summative), with consideration of services for secondary students as future work of the committee.
- Propose short term ideas and suggestions for ways to address the "gap students" (those needing assistance now) - how to identify and serve until the work of the committee is completed.
- Submit recommendations for the implementation of a comprehensive tiered model of services for reading instruction and integrated assessment systems to proactively address needs of students learning to read.
- Submit recommendations for professional development to ensure the appropriate implementation of assessments, core instruction, and supplemental supports. Identify and recommend PD strategies and existing training opportunities that can be readily disseminated and accessed which will enable immediate implementation by staff.
- Submit recommendations for the inclusion of parents as partners in this effort.

- All recommendations will explicitly address equity, diversity, and inclusive practices.

At the end of the day, I expect the Dyslexia Committee to develop a model for proactively identifying, instructing, and assessing all students learning to read, which will reduce the number of students needing additional supports and structures not inclusive of general education. The model will clearly show the relation between general education and special education addressing how the provision of FAPE to entitled students is accessed. Implementation of this model will show that students with dyslexia **can** learn to read.

The committee is expected to deliver an interim report to the Superintendent by June 1, 2018, and a final report the Superintendent by May 1, 2019, summarizing the work and recommendations. Becky Anderson, Assistant Superintendent of Special Services and Heather Miller, Assistant Superintendent of Secondary Education will Co-chair this committee.

Why Statement



While the committee's charge document provides a comprehensive delineation of all the tasks the committee is to accomplish, our WHY statement gets at the heart of our existence. Our WHY is what motivated us to come to the table, to give of our time and energy, and to persevere even though the work is challenging. The dyslexia committee, utilizing Sinek's process, created the following WHY statement:

To recommend a whole child model for proactively identifying, instructing, and assessing the literacy needs of students so that students with dyslexia acquire literacy skills and to ensure staff is provided the necessary tools, training and resources to meet student need.

Dyslexia Definition

After a review of various dyslexia definitions, the Northshore School District Dyslexia Committee adopted the definition written and adopted by the International Dyslexia Association (IDA). *The IDA Board of Directors* adopted the following definition on November 12, 2002. Many state education codes, including New Jersey, Ohio and Utah, have adopted this definition.

“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. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

Definition Consensus Project – the process of how consensus was reached on this definition along with experts involved.

“Dyslexia 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.”

While the term “dyslexia” was coined by Rudolf Berlin in 1887, a precise definition eluded professionals for more than one hundred years. As scientific research unraveled more of the mystery behind the causes of reduced reading experiences, the term dyslexia caught on and it became increasingly important to reach consensus on a definition.

In 1994, after three years of correspondence with dozens of respected researchers and practitioners, including, among many others in the leadership of the International Dyslexia Association (IDA), Sylvia Richardson, Nancy Hennessy, Margaret Rawson, Marcia Henry, Wilson Anderson, Roger Saunders, Paula Rome, William Ellis, Arlene Sonday, Priscilla Vail, Karen Dakin, Drake Duane, C. K. Leong, Diana King, Catherine Angle, Harley Tomey, and Jane Fell Green, a meeting was held in New York City that included Reid Lyon, Jack Fletcher, Sally and Bennett Shaywitz, Bill Ellis, Byron Rourke, Louisa Moats, Bruce Pennington, Gordon Sherman, Marcia Henry, and Emerson Dickman.

This Definition Consensus Project was led by IDA in partnership with the National Center for Learning Disabilities (NCLD), and the National Institute of Child Health and Human Development (NICHD). The resulting definition helped align the professional community and laid the groundwork for important public policy initiatives going forward. It took an extraordinary commitment from a large dedicated team to reach this important milestone. Participants included:

- G. Emerson Dickman, Secretary, IDA and Project Leader
- G. Reid Lyon, Chief, Child Development and Behavior Branch, NICHD

- Sally and Bennett Shaywitz, Yale University
- Jack Fletcher, University of Texas Medical School, Houston
- William Ellis, NCLD
- Michael Ryan, psychologist;
- Byron Rourke, University of Windsor
- Louisa Moats, author and researcher
- Bruce Pennington, University of Denver
- Gordon Sherman, Harvard University
- Marcia Henry, President IDA

The definition of dyslexia continues to evolve to reflect knowledge born out of ongoing advanced neurological research. In 2002, with sponsorship from the NICHD and the IDA, G. Emerson Dickman reconvened a consensus group to update and expand the IDA's 1994 definition. Group participants included:

- G. Emerson Dickman, IDA *
- G. Reid Lyon, NICHD *
- Jack Fletcher, University of Texas Medical School *
- Bennett and Sally Shaywitz, Yale University *
- Susan Brady, University of Rhode Island
- Hugh Catts, University of Kansas
- Guinevere Eden, Georgetown University
- Jeffrey Gilger, California State University, LA
- Robin Morris, Georgia State University
- Thomas Viall, Executive Director, IDA
- Harley Tomey, President, IDA.

The definition created by this group was adopted by the IDA Board of Directors, Nov. 12, 2002. This definition is currently incorporated in many state laws.

** member of both the 1994 & 2002 committees*

Components of a Comprehensive Reading Approach

Given the committee's charge to review, understand, and reach agreement on the required components of a comprehensive reading approach extends our conversation into the WHAT and the HOW. The content is WHAT is taught during reading/language arts instruction (such as phonics, spelling, comprehension, writing). Pedagogy is the HOW the content is taught (such as explicitly using routines or differentiated instruction) illustrating alignment with the Golden Circle.

After a review of the work from Foorman, Smith, and Kosanovich, 2017, "the content for a comprehensive reading approach for grades K-2 are foundational reading skills (print concepts, phonological awareness, phonemic awareness, phonics, and fluency); reading comprehension for literary and informational texts; writing development and skills; speaking and listening development and skills; and language development and skills (academic language skills and

vocabulary). The content areas for grades 3-5 are foundational reading skills (advanced word analysis such as affixes, Greek and Latin roots, and syllable patterns); reading comprehension for literacy and informational texts and text complexity; writing development and skills; speaking and listening development and skills; and language development and skills.”⁴

⁴ Foorman, B. R., Smith, K. G., & Kosanovich, M. L. (2017). *Rubric for evaluating reading/ language arts instructional materials for kindergarten to grade 5* (REL 2017–219). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Appendix C
E2SSB 6162

CERTIFICATION OF ENROLLMENT
ENGROSSED SECOND SUBSTITUTE SENATE BILL 6162

65th Legislature
2018 Regular Session

Passed by the Senate March 6, 2018
Yeas 49 Nays 0

President of the Senate

Passed by the House March 1, 2018
Yeas 96 Nays 2

Speaker of the House of Representatives
Approved

Governor of the State of Washington

CERTIFICATE

I, Brad Hendrickson, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 6162** as passed by Senate and the House of Representatives on the dates hereon set forth.

Secretary

FILED

Secretary of State
State of Washington

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6162

AS AMENDED BY THE HOUSE

Passed Legislature - 2018 Regular Session

State of Washington 65th Legislature 2018 Regular Session

By Senate Ways & Means (originally sponsored by Senators Zeiger, Wellman, Palumbo, and Mullet)

READ FIRST TIME 02/06/18.

1 AN ACT Relating to defining dyslexia as a specific learning
2 disability and requiring early screening for dyslexia; amending RCW
3 28A.165.035 and 28A.710.040; adding new sections to chapter 28A.320
4 RCW; adding new sections to chapter 28A.300 RCW; and providing an
5 expiration date.

6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

7 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.320
8 RCW to read as follows:

9 For the purposes of sections 2 through 6 of this act, "dyslexia"
10 means a specific learning disorder that is neurological in origin and
11 that is characterized by unexpected difficulties with accurate or
12 fluent word recognition and by poor spelling and decoding abilities
13 that are not consistent with the person's intelligence, motivation,
14 and sensory capabilities. These difficulties typically result from a
15 deficit in the phonological components of language that is often
16 unexpected in relation to other cognitive abilities. In addition, the
17 difficulties are not typically a result of ineffective classroom
18 instruction. Secondary consequences may include problems in reading
19 comprehension and reduced reading experience that can impede growth
20 of vocabulary and background knowledge.

1 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.320
2 RCW to read as follows:
3 (1) Beginning in the 2021-22 school year, and as provided in this
4 section, each school district must use multitiered systems of support
5 to provide interventions to students in kindergarten through second
6 grade who display indications of, or areas of weakness associated
7 with, dyslexia. In order to provide school districts with the
8 opportunity to intervene before a student's performance falls
9 significantly below grade level, school districts must screen
10 students in kindergarten through second grade for indications of, or
11 areas associated with, dyslexia as provided in this section.
12 (2)(a) School districts must use screening tools and resources
13 that exemplify best practices, as described under section 3 of this
14 act.
15 (b) School districts may use the screening tools and resources
16 identified by the superintendent of public instruction in accordance
17 with section 3 of this act.
18 (3)(a) If a student shows indications of below grade level
19 literacy development or indications of, or areas of weakness
20 associated with, dyslexia, the school district must provide
21 interventions using evidence-based multitiered systems of support,
22 consistent with the recommendations of the dyslexia advisory council
23 under section 4 of this act and as required under this subsection
24 (3).
25 (b) The interventions must be evidence-based multisensory
26 structured literacy interventions and must be provided by an educator
27 trained in instructional methods specifically targeting students'
28 areas of weakness.
29 (c) Whenever possible, a school district must begin by providing
30 student supports in the general education classroom. If screening
31 tools and resources indicate that, after receiving the initial tier
32 of student support, a student requires interventions, the school
33 district may provide the interventions in either the general
34 education classroom or a learning assistance program setting. If
35 after receiving interventions, further screening tools and resources
36 indicate that a student continues to have indications of, or areas of
37 weakness associated with, dyslexia, the school district must
38 recommend to the student's parents and family that the student be
39 evaluated for dyslexia or a specific learning disability.

1 (4) For a student who shows indications of, or areas of weakness
2 associated with, dyslexia, each school district must notify the
3 student's parents and family of the identified indicators and areas
4 of weakness, as well as the plan for using multitiered systems of
5 support to provide supports and interventions. The initial notice
6 must also include information relating to dyslexia and resources for
7 parental support developed by the superintendent of public
8 instruction. The school district must regularly update the student's
9 parents and family of the student's progress.

10 (5) School districts may use state funds provided under chapter
11 28A.165 RCW to meet the requirements of this section.

12 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.300
13 RCW to read as follows:

14 (1) By September 1, 2019, the superintendent of public
15 instruction, after considering recommendations from the dyslexia
16 advisory council convened under section 4 of this act, must identify
17 screening tools and resources that, at a minimum, meet the following
18 best practices to:

19 (a) Satisfy developmental and academic criteria, including
20 considerations of validity and reliability, that indicate typical
21 literacy development or dyslexia, taking into account typical child
22 neurological development; and

23 (b) Identify indicators and areas of weakness that are highly
24 predictive of future reading difficulty, including phonological
25 awareness, phonemic awareness, rapid naming skills, letter sound
26 knowledge, and family history of difficulty with reading and language
27 acquisition.

28 (2) Beginning September 1, 2019, the superintendent of public
29 instruction must maintain on the agency's web site the list of
30 screening tools and resources identified under this section and must
31 include links to the tools and resources, when available.

32 (3) The superintendent of public instruction must review and
33 update the list of screening tools and resources identified under
34 this section as appropriate.

35 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.300
36 RCW to read as follows:

37 (1) The superintendent of public instruction shall convene a
38 dyslexia advisory council to advise the superintendent on matters

1 relating to dyslexia in an academic setting. The council must include
2 interested stakeholders including, but not limited to, literacy and
3 dyslexia experts, special education experts, primary school teachers,
4 school administrators, school psychologists, representatives of
5 school boards, and representatives of nonprofit organizations with
6 expertise in dyslexia. Members of the council must serve without
7 compensation.

8 (2) By June 1, 2019, the council must identify and describe
9 screening tools and resources that satisfy developmental and academic
10 criteria, including considerations of validity and reliability, that
11 indicate typical literacy development or dyslexia, taking into
12 account typical child neurological development, and report this
13 information to the superintendent of public instruction.

14 (3) By June 1, 2020, the council must develop recommendations and
15 report to the superintendent of public instruction regarding:

16 (a) Best practices for school district implementation of
17 screenings as required under section 2 of this act, including
18 trainings for school district staff conducting the screenings;

19 (b) Best practices for using multitiered systems of support to
20 provide interventions as required under section 2 of this act,
21 including trainings for school district staff in instructional
22 methods specifically targeting students' areas of weakness;

23 (c) Sample educational information for parents and families
24 related to dyslexia that includes a list of resources for parental
25 support; and

26 (d) Best practices to address the needs of students above grade
27 two who show indications of, or areas of weakness associated with,
28 dyslexia.

29 (4) By January 15, 2022, the council must review school district
30 implementation of screenings and their use of multitiered systems of
31 support to provide interventions as required under section 2 of this
32 act, and report to the superintendent of public instruction with
33 updates on its recommendations for the best practices and sample
34 educational information required under subsection (3) of this
35 section.

36 (5) This section expires August 1, 2023.

37 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.300
38 RCW to read as follows:

1 (1) By June 1, 2021, the superintendent of public instruction
2 must review the dyslexia advisory council's recommendations required
3 under section 4 of this act and make available to school districts:
4 (a) Best practices for school district implementation of
5 screenings as required under section 2 of this act, including
6 trainings for school district staff conducting the screenings;
7 (b) Best practices for using multitiered systems of support to
8 provide interventions as required under section 2 of this act,
9 including trainings for school district staff in instructional
10 methods specifically targeting students' areas of weakness;
11 (c) Sample educational information for parents and families
12 related to dyslexia that includes a list of resources for parental
13 support; and
14 (d) Best practices to address the needs of students above grade
15 two who show indications of, or areas of weakness associated with,
16 dyslexia.
17 (2) By February 15, 2022, the superintendent of public
18 instruction must review the dyslexia advisory council's updated
19 report required under section 4 of this act and revise the best
20 practices and sample educational information made available to school
21 districts required under subsection (1) of this section.
22 (3) By November 1, 2022, and in compliance with RCW 43.01.036,
23 the superintendent of public instruction must report to the house of
24 representatives and senate education committees with the following
25 information from the 2021-22 school year:
26 (a) The number of students: (i) Screened pursuant to section 2 of
27 this act; (ii) with indications of, or areas of weakness associated
28 with, dyslexia identified under section 3 of this act; and (iii)
29 provided interventions pursuant to section 2 of this act;
30 (b) Descriptions from school districts of the types of
31 interventions used in accordance with section 2 of this act and rates
32 of student progress, when available; and
33 (c) Descriptions from school districts of the issues districts
34 had related to implementing the provisions of section 2 of this act.

35 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.320
36 RCW to read as follows:

37 Beginning with the 2018-19 school year, as part of the annual
38 student assessment inventory, school districts that screen students
39 for indicators of, or areas of weakness associated with, dyslexia

1 must report the number of students and grade levels of the students
2 screened, disaggregated by student subgroups. Each school district
3 must aggregate the school reports and submit the aggregated report to
4 the office of the superintendent of public instruction. The office of
5 the superintendent of public instruction and the dyslexia advisory
6 council convened under section 4 of this act must use this data when
7 developing best practice recommendations in accordance with sections
8 4 and 5 of this act.

9 **Sec. 7.** RCW 28A.165.035 and 2016 c 72 s 803 are each amended to
10 read as follows:

11 (1) Use of best practices that have been demonstrated through
12 research to be associated with increased student achievement
13 magnifies the opportunities for student success. To the extent they
14 are included as a best practice or strategy in one of the state menus
15 or an approved alternative under this section or RCW 28A.655.235, the
16 following are services and activities that may be supported by the
17 learning assistance program:

18 (a) Extended learning time opportunities occurring:

19 (i) Before or after the regular school day;

20 (ii) On Saturday; and

21 (iii) Beyond the regular school year;

22 (b) Services under RCW 28A.320.190;

23 (c) Professional development for certificated and classified
24 staff that focuses on:

25 (i) The needs of a diverse student population;

26 (ii) Specific literacy and mathematics content and instructional
27 strategies; and

28 (iii) The use of student work to guide effective instruction and
29 appropriate assistance;

30 (d) Consultant teachers to assist in implementing effective
31 instructional practices by teachers serving participating students;

32 (e) Tutoring support for participating students;

33 (f) Outreach activities and support for parents of participating
34 students, including employing parent and family engagement
35 coordinators; and

36 (g) Up to five percent of a district's learning assistance
37 program allocation may be used for development of partnerships with
38 community-based organizations, educational service districts, and
39 other local agencies to deliver academic and nonacademic supports to

1 participating students who are significantly at risk of not being
2 successful in school to reduce barriers to learning, increase student
3 engagement, and enhance students' readiness to learn. The school
4 board must approve in an open meeting any community-based
5 organization or local agency before learning assistance funds may be
6 expended.

7 (2) In addition to the state menu developed under RCW
8 28A.655.235, the office of the superintendent of public instruction
9 shall convene a panel of experts, including the Washington state
10 institute for public policy, to develop additional state menus of
11 best practices and strategies for use in the learning assistance
12 program to assist struggling students at all grade levels in English
13 language arts and mathematics and reduce disruptive behaviors in the
14 classroom. The office of the superintendent of public instruction
15 shall publish the state menus by July 1, 2015, and update the state
16 menus by each July 1st thereafter.

17 (3)(a) Beginning in the 2016-17 school year, except as provided
18 in (b) of this subsection, school districts must use a practice or
19 strategy that is on a state menu developed under subsection (2) of
20 this section or RCW 28A.655.235.

21 (b) Beginning in the 2016-17 school year, school districts may
22 use a practice or strategy that is not on a state menu developed
23 under subsection (2) of this section for two school years initially.
24 If the district is able to demonstrate improved outcomes for
25 participating students over the previous two school years at a level
26 commensurate with the best practices and strategies on the state
27 menu, the office of the superintendent of public instruction shall
28 approve use of the alternative practice or strategy by the district
29 for one additional school year. Subsequent annual approval by the
30 superintendent of public instruction to use the alternative practice
31 or strategy is dependent on the district continuing to demonstrate
32 increased improved outcomes for participating students.

33 (c) Beginning in the 2016-17 school year, school districts may
34 enter cooperative agreements with state agencies, local governments,
35 or school districts for administrative or operational costs needed to
36 provide services in accordance with the state menus developed under
37 this section and RCW 28A.655.235.

38 (4) School districts are encouraged to implement best practices
39 and strategies from the state menus developed under this section and
40 RCW 28A.655.235 before the use is required.

1 (5) School districts may use learning assistance program
2 allocations to meet the screening and intervention requirements of
3 section 2 of this act, even if the student being screened or provided
4 with supports is not eligible to participate in the learning
5 assistance program. The learning assistance program allocations may
6 also be used for school district staff trainings necessary to
7 implement the provisions of section 2 of this act.

8 **NEW SECTION. Sec. 8.** A new section is added to chapter 28A.300
9 RCW to read as follows:

10 (1) The superintendent of public instruction may adopt rules to
11 implement sections 1 through 6 of this act and RCW 28A.165.035.

12 (2) The rules may include, but are not limited to, the following:

13 (a) A timeline for school districts and charter schools to
14 implement the screenings required under section 2 of this act;

15 (b) The frequency of conducting the screenings;

16 (c) Best practices for identifying screening tools and resources
17 in accordance with section 3 of this act;

18 (d) Training for school district staff conducting the screenings;
19 and

20 (e) The members and scope of work for the dyslexia advisory
21 council convened under section 4 of this act.

22 **Sec. 9.** RCW 28A.710.040 and 2016 c 241 s 104 are each amended to
23 read as follows:

24 (1) A charter school must operate according to the terms of its
25 charter contract and the provisions of this chapter.

26 (2) A charter school must:

27 (a) Comply with local, state, and federal health, safety,
28 parents' rights, civil rights, and nondiscrimination laws applicable
29 to school districts and to the same extent as school districts,
30 including but not limited to chapter 28A.642 RCW (discrimination
31 prohibition) and chapter 28A.640 RCW (sexual equality);

32 (b) Provide a program of basic education, that meets the goals in
33 RCW 28A.150.210, including instruction in the essential academic
34 learning requirements, and participate in the statewide student
35 assessment system as developed under RCW 28A.655.070;

36 (c) Comply with the screening and intervention requirements under
37 section 2 of this act;

1 (d) Employ certificated instructional staff as required in RCW
2 28A.410.025. Charter schools, however, may hire noncertificated
3 instructional staff of unusual competence and in exceptional cases as
4 specified in RCW 28A.150.203(7);
5 ~~((d))~~ (e) Comply with the employee record check requirements in
6 RCW 28A.400.303;
7 ~~((e))~~ (f) Adhere to generally accepted accounting principles
8 and be subject to financial examinations and audits as determined by
9 the state auditor, including annual audits for legal and fiscal
10 compliance;
11 ~~((f))~~ (g) Comply with the annual performance report under RCW
12 28A.655.110;
13 ~~((g))~~ (h) Be subject to the performance improvement goals
14 adopted by the state board of education under RCW 28A.305.130;
15 ~~((h))~~ (i) Comply with the open public meetings act in chapter
16 42.30 RCW and public records requirements in chapter 42.56 RCW; and
17 ~~((i))~~ (j) Be subject to and comply with legislation enacted
18 after December 6, 2012, that governs the operation and management of
19 charter schools.
20 (3) Charter public schools must comply with all state statutes
21 and rules made applicable to the charter school in the school's
22 charter contract, and are subject to the specific state statutes and
23 rules identified in subsection (2) of this section. For the purpose
24 of allowing flexibility to innovate in areas such as scheduling,
25 personnel, funding, and educational programs to improve student
26 outcomes and academic achievement, charter schools are not subject
27 to, and are exempt from, all other state statutes and rules
28 applicable to school districts and school district boards of
29 directors. Except as provided otherwise by this chapter or a charter
30 contract, charter schools are exempt from all school district
31 policies.
32 (4) A charter school may not engage in any sectarian practices in
33 its educational program, admissions or employment policies, or
34 operations.
35 (5) Charter schools are subject to the supervision of the
36 superintendent of public instruction and the state board of
37 education, including accountability measures, to the same extent as
38 other public schools, except as otherwise provided in this chapter.

--- END ---

Appendix D

Glossary

Advanced Word Analysis involves being skilled at phonological processing (recognizing and producing the speech sounds in words) and having an awareness of letter-sound correspondences in words. Advanced Word Analysis skills include:

- Knowledge of common letter combinations and the sounds they make
- Identification of VCe pattern words and their derivatives
- Knowledge of prefixes, suffixes, and roots, and how to use them to “chunk” word parts within a larger word parts within a larger word to gain access
- Resource: www.reading.uoregon.edu/big_ideas/au/au_what.php

Coordinated Instructional Sequences & Routines Student-focused learning environments. Appropriate classroom management principles, processes, and practices to foster a safe, positive, student-focused learning environment.

Differentiated means tailored instruction that meets individual needs. Teachers differentiate the content, process, products, or the learning environment to meet the needs.

Dynamic RTI provides Tier 2 or Tier 3 interventions immediately according to students’ initial screening results without delaying 8 weeks and of instruction at a Tier 1 level.

Explicit means that important skills and concepts are taught clearly and directly by the teacher (students are not expected to infer them simply from exposure or incidental learning).

Fluency refers to the ability to sound smooth with intonation, inflection and expression applicable to the meaning of the text while reading aloud.

Formative feedback is to point out areas of weakness or strength, and to encourage a focus on future improvement. The feedback shows students important areas to learn from and treats the feedback as a tool that should be utilized on students’ next opportunity.

Grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. Another way to explain it is to say that a grapheme is a letter or letters that spell a sound in a word.

Language (vocabulary & academic language) refers to knowledge about meanings, uses, and pronunciation of words.

Morpheme is the smallest unit of meaning in the language.

Reading comprehension refers to the understanding of the meaning of a passage and the context in which the words occur. Reading comprehension depends on various underlying components including decoding (the ability to translate words into speech), knowledge of word meanings, fluency, and the ability to understand and interpret spoken language.

Oral reading accuracy refers to the ability to read a given passage of text aloud accurately, but without regard to reading rate. In some tests, results are reported in the form of the percentage of words read accurately; in other tests, students read several texts of increasing difficulty, and the score represents the highest text level a student can read at a predetermined level of accuracy (e.g., 90 percent accuracy).

Oral reading fluency is the ability to read a passage of text aloud accurately, at an appropriate rate, and with expression (i.e., with appropriate expression, including appropriate pausing and oral interpretation of the text).

Print concepts includes an understanding that print carries meaning, that books contain letters, words, sentences, and spaces. It also includes understanding what books are used for, and that books have parts such as a front cover, back cover and a spine. (Reading Rockets)

Phonological awareness is the ability to recognize that words are made up of individual sound units. It is an umbrella term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes. Phonological awareness can also refer to the awareness of segments of sounds in words. (What Works Clearinghouse--Foundations...)

Phonemic awareness is the ability to understand that sounds in spoken language work together to make words. Phonemic awareness is auditory; it does not involve printed letters. It includes the ability to notice, think about, and manipulate the individual phonemes in spoken words. Phonemic awareness is a type of phonological awareness.

Scaffolding refers to the temporary support provided to students to enable them to answer a question correctly or perform some other task that they have not been able to perform independently. This support may occur as immediate, specific feedback that a teacher offers during student practice—including reminders, prompts, or “hints.” It may involve giving students encouragement or cues, breaking a problem down into smaller steps, using a graphic organizer, or providing an example. Scaffolding may be embedded in the features of the instructional design, such as starting with simpler skills and building progressively to more difficult skills or providing readers with accessible text. The support is decreased, or faded, as students become able to accomplish the task without help. However, when new or more-advanced tasks are introduced (or more-difficult texts are encountered), scaffolding may be required once again.

Semantics is the aspect of language concerned with meaning.

Speaking and Listening: Expressive language encompasses the words and actions used to convey meaning, including tone, volume, pauses and inflections. Receptive language is the understanding of language expressed by others. Expressive and receptive oral language are often referred to as ‘speaking and listening’.

Spelling / Encoding refers to determining the spelling of a word based on the sounds in the word. Ability to write words with letters, Pre-alphabetic, Partial alphabetic, Full alphabetic, Consolidated alphabetic.

Structured Literacy is systematic and cumulative. Systematic means that the organization of material follows the logical order of the language. The sequence must begin with the easiest and most basic concepts and elements and progress methodically to move more difficult concepts and elements. Cumulative means each step must be based on concepts previously learned.

Summative feedback is the kind of feedback given to a piece of work that is considered an “end.” This might normally come at the end of a unit, end of a semester, or end of the year. Summative feedback generally justifies a grade or compares performance to standards. If a student receives a “B,” for example, then the feedback is designed to provide information related to the forming of that grade. Areas students performed well in are pointed out. Areas of weakness are commented on. However, the feedback is mostly informative by nature, and not designed to provide students with “Next time you should ____” kinds of formative suggestions. It is more of a report than a tool.

Syntax is the set of principles that dictate the sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language.

Systematic and Sequential means that skills and concepts are taught in a logical order, with the important prerequisite skills taught first.

Typical RTI follows the two-stage RTI decision rules after initial screening which typically does not place students in Tiers 2 or 3 but rather serves them in Tier 1 and waits to reassess response to Tier 1 instruction after a typical period of 8 weeks of instruction before moving to Tier 2 or 3.

Writing is a very complex process. It requires: 1. the ability to hear the sounds in a word and know the corresponding letter or letter combinations to spell (write) the word. 2. a flexible and in-depth vocabulary and knowledge of word origins, 3. knowledge of grammar and syntax (word order). 4. knowledge of punctuation, 5. knowledge of different types (e.g., narrative, expository, persuasive) and genres (e.g., fiction, analytical report, news) of writing.

Appendix E

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