



# PENNSBURY

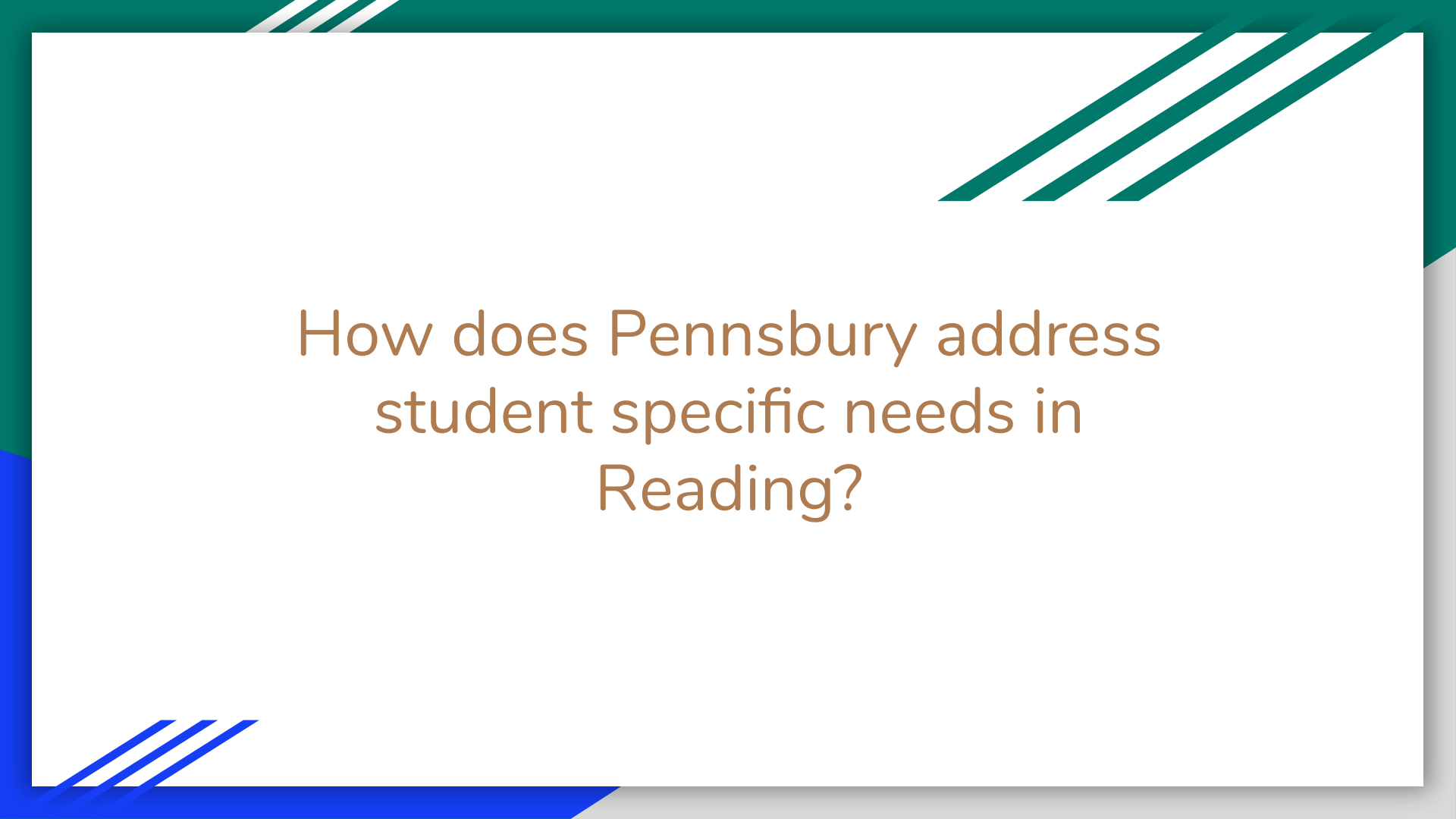
SCHOOL DISTRICT

## Addressing Reading Needs

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How does Pennsbury address  
student specific needs in  
Reading?



## Pennsbury School District Balanced Literacy Model Reading

10-15 minutes

### Read Aloud

#### Whole Group

- Purpose**
- Promote love of reading
  - Build listening and speaking skills
  - Extend vocabulary
  - Lay foundation for reading and writing
  - Model fluent reading

### Introduce

(HMH Journeys: Focus Wall/  
Daily-Oral Language/  
Word Work/Vocabulary)

#### Whole Group

- Purpose**
- Activate prior knowledge
  - Develop background
  - Ready students to access text(s)
  - Develop skills and strategies
- Explicit Instructional Routines**
- Think aloud
  - Shared reading
  - Word study
  - Mini-lessons
  - Phonemic awareness
  - Vocabulary

### Shared Reading

(HMH Journeys: Skills/Strategies/  
Comprehension/Fluency)

#### Single Book or Student Edition Model

Flexible Groups		
Purpose: Provide access to text for all students		
Teacher Supported	Cooperative Reading	Independent Reading
Student Editions or Paperbacks	Student Editions or Paperbacks	Student Editions or Paperbacks
Teacher Directed Reading	Buddy Reading	CDs e-book
Personal Response		

#### Multiple Book Model

Flexible Groups
Purpose: Provide access to related multiple texts for all students
Interest, instructional level, choice etc. grouping
Paperbacks at varied instructional levels
Teacher supported reading
Personal Response

75-90 minutes

### Respond

(HMH Journeys: Stop and Think/Your Turn/Turn and Talk/Making Connections/Deepen Comprehension/Connect and Extend)

#### Whole Group

- Purpose**
- Reflect and respond
  - Develop skills and strategies
  - Make connections
- Explicit Instructional Routines**
- Journal writing
  - Shared reading
  - Readers' Theater
  - Graphic organizers
  - Mini-lessons
  - Written responses

### Meeting Individual Needs

(HMH Journeys:  
Small Group Instruction)

#### Flexible Small Groups

Purpose: Support and extension of skills and strategies

Guided Instruction in Labeled Books	Mini-Lessons	Independent Practice	Assessment
Guided Reading	Skills and strategies	Self-selected reading & writing	Running records DRA2
Reciprocal Teaching	Reteaching lessons	Centers/Work Stations	Unit/Benchmark tests
Directed Reading/ Thinking Activity	Guided practice	Contracts Weekly To Do lists	Weekly tests

15 minutes

### Independent Reading

#### Individual

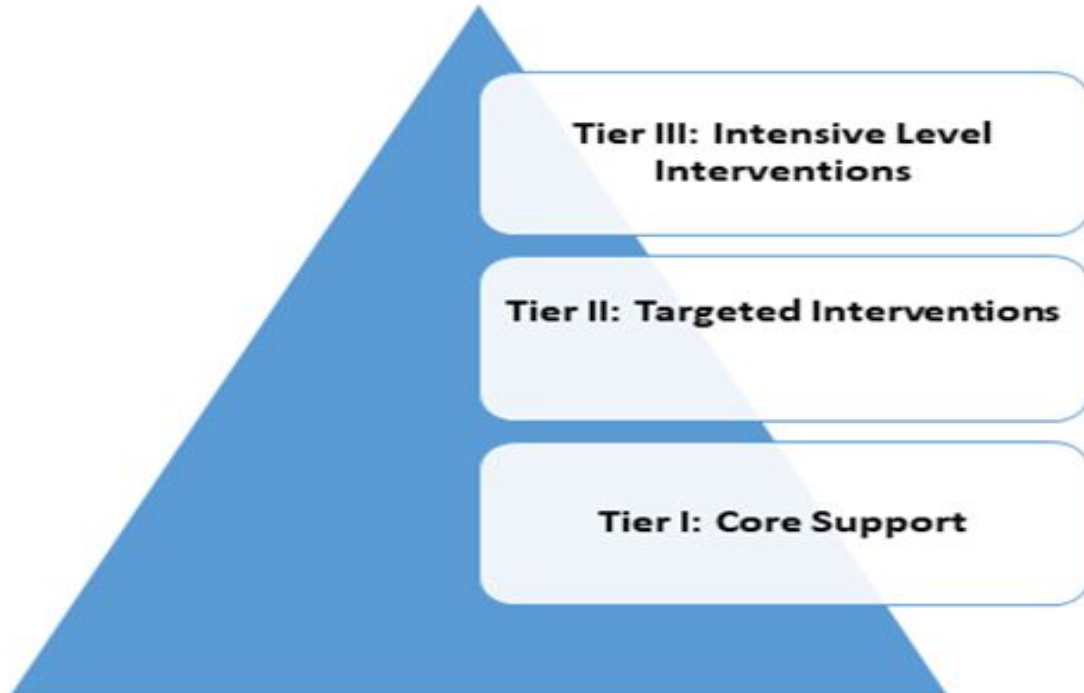
- Purpose**
- Build stamina
  - Create lifelong readers
  - Provide for individual differences in interest and ability
  - Practice strategies
  - Construct meaning in authentic text
  - Enjoy quality literature
- Explicit Instructional Routines**
- D.E.A.R.
  - Book conferences
  - Book talks
  - Reading responses
  - Literature circles
  - 100 Book Challenge

# MTSS - Multi-Tiered System of Support

Multi-Tiered System of Support (MTSS): MTSS is a framework that organizes resources to address student needs. This is an evidence based model of instruction, that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

\*MTSS was formerly known as RTI (Response to Intervention), and also RTII (Response to Instruction and Intervention).

# MTSS Tiers of Support



# Assessments and Universal Screenings

## Types of assessments:

**Universal Screening** - Screening measure, by definition are typically brief assessments of a particular skill or ability that is highly predictive of a later outcome. (Dibels)

**Instructional Planning** - to make data-based decisions for instruction informed by results of testing. (DRA, Benchmark assessment, Core assessments)

**Diagnostic Evaluation** - to identify an individual's learning strengths and weaknesses and likely source of academic programs and to determine if profile fits the definition of a learning disability.

**Progress Monitoring** - to determine if progress is adequate or if more or different intervention is required (Dibels, CBA curriculum based assessments)

Fair Isn't

everyone getting  
the same thing.

Fair Is

everyone getting  
what they need in order  
to be

Successful!

# The Special Education Identification Process

Chapter 14 Eligibility Criteria: “300.8 Child with a disability. (a) General. (1) Child with a disability means a child evaluated in accordance with 300.304 through 300.311 as an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services”.



# Specific Learning Disability, Defined

*From Federal (IDEA) and Pennsylvania (Chapter 14) Regulations: “Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.”*

# Definition of Dyslexia

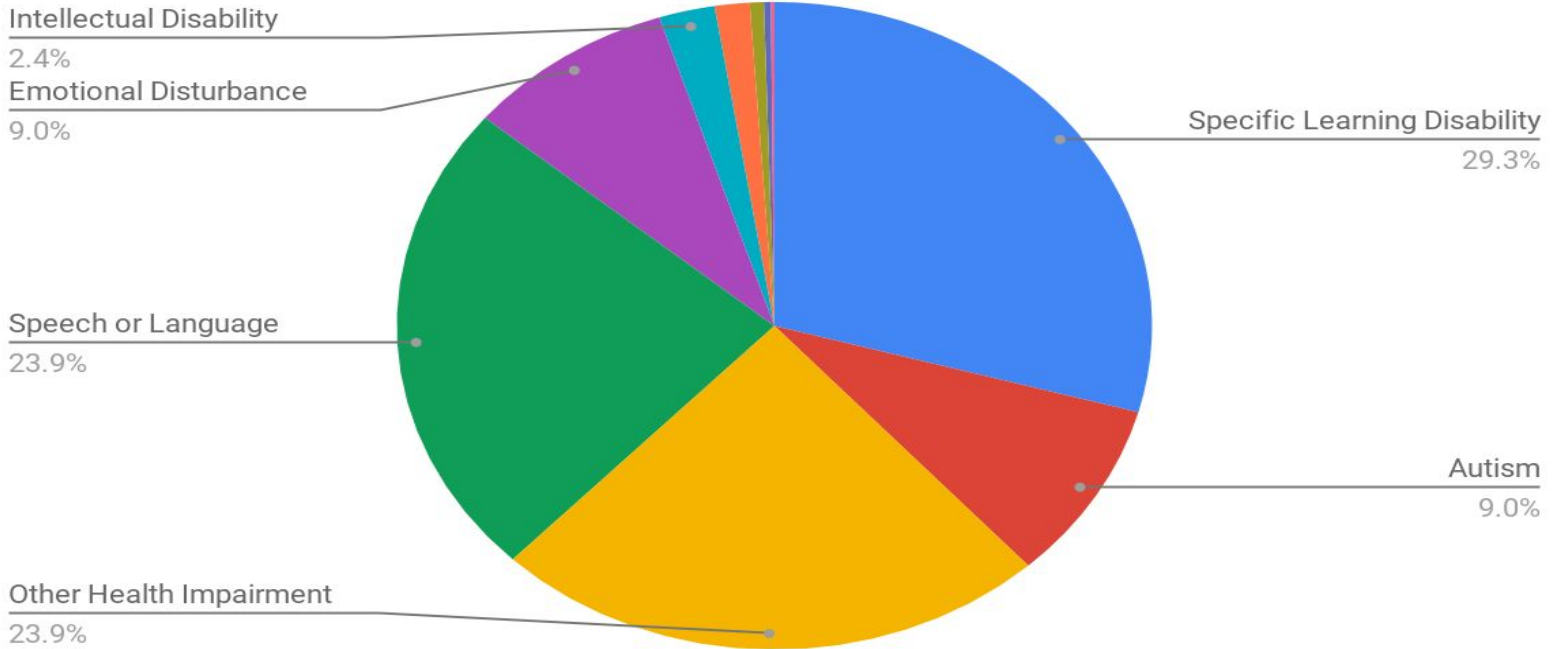
“Dyslexia is a specific learning disability this is neurological in origin. It is characterized by difficulties with accurate and /or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems with reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

Adopted by the International Dyslexia Association, Nov. 12, 2002

## Dyslexia/SLD Overlap

**IDEA lists Dyslexia as a Specific  
Learning Disability**

# Percentages by Classification of Identified Special Education Students



**Breakdown of Students Identified With Disabilities in Pennsbury**

# Evidence Based Interventions for Reading:

## **Tier 2 supports:**

Achieve 3000

Fundations

Lexia

Leveled Literacy Intervention

Megawords

## **Tier 3 supports:**

Corrective Reading

Edmark

Fast ForWord

Lexia

Let's Play Learn

Read 180

Reading Mastery

Sonday System 1 and 2

System 44

Visualizing and Verbalizing

# Pennsbury's Best Resources:

**Paraprofessionals - 185**

**Psychologists - 17**

**Reading Specialists - 16**

**Teachers of Special Education - 149.5**

**Title 1 Teachers - 21**

# Resources for Families

[International Dyslexia Association Handbook](#)

[30 Days of Family Reading](#)

[Dial a Story](#)

[Reading Rockets Family Adventure Packs](#)

[ReadWriteThink Parent Resources](#)

[LDOnline](#)

[Learning Disabilities Association of America-Parent Resource Page](#)

[writing process](#)

<https://www.callscotland.org.uk/common-assets/cm-files/books/ipads-for-communication-access-literacy-and-learning.pdf>

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



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**CLEARING A PATH  
FOR PEOPLE WITH SPECIAL NEEDS  
CLEARS THE PATH FOR EVERYONE!**