

# The RESOURCE

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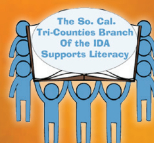
The  
International  
**DYSLEXIA**  
Association

*Creating Avenues of Success for Dyslexics!*

Vol. 28, Issue 2

founded in memory of Samuel T. Orton

Fall 2013



2 day Conference  
Feb 28 - Mar 1, 2014



Dyslexia Dash  
Literacy 5000

Oct 12, 2013

# READING INSTRUCTION FOR ENGLISH-LANGUAGE LEARNERS

by John R. Kruidenier, Ed.D.



Reading instruction for English-language learners is an important issue for schools and teachers. What are the best approaches to reading instruction for those who are not yet proficient in English? English-language learners make up the fastest growing segment of the school population. The English-language learner (ELL) population has more than doubled over the past thirty years from 3.8 to 10.8 million, increasing from nine percent of the school-age population to twenty percent. In this group, the number of children who speak English with difficulty and have been identified as Limited English Proficient (LEP) has also doubled, to about 5 million, or six percent of all children. Unfortunately, the ELL population is not immune from having learning

differences; approximately five percent have been identified as having a learning disability (National Center for Education Statistics, 2008; U.S. Department of Education, 2003, 2008). Can teachers use the same methods to teach reading to English-language learners and native speakers of English, including ELL children with learning differences?

In 2002, the research branch of the U.S. Department of Education, the Institute of Education Sciences, formed The National Literacy Panel on Language-Minority Children and Youth to address questions like those raised above by reviewing scientific studies of English-language learners (August & Shanahan, 2006). They found that more research is needed, especially research about older English-language

learners and those with a specific learning disability in reading. They were also, however, able to come up with some very useful, sound, research-based suggestions for those teaching reading to children who are non-native speakers of English. This article presents some of the findings published in the National Literacy Panel (NLP) final report, the most comprehensive review ever undertaken on literacy development and instruction for English-language learners. This article will also present findings from a more recent but less comprehensive review, also completed for the Institute of Education Sciences (IES). This second review is one of several IES Practice Guides (Gersten et al., 2007).

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## A Message from Your President

By Elaine Offstein



It seems like the fall season is tailor-made to consider reading and learning. The summer is over and the kids are going back to school. Parents and teachers hope and plan for students to have a productive, satisfying, and happy school experience during the coming year. Fall is also the time of year that highlights the unique problems, interventions, and special talents of individuals with dyslexia.

October is "National Dyslexia Awareness Month". IDA branches across the country will be holding special events and programs designed to increase understanding of dyslexia. Once again, TCB is holding our Dyslexia Dash 5K/1K run/walk at Fairmount Park, in Riverside. We have planned a fun-filled event for adults and children. Everyone is encouraged to come wearing a costume, just for the fun of it! Race participants will travel through a beautiful park, and in addition to the actual race we have planned a carnival atmosphere with a jumper, face painting, and a delightful children's literature event with actress/storyteller Karen Rae Kraut. Be sure to check out all of the details in this issue of the Resource (pages 11 and 15) and join us for a day filled with fun and special activities for the whole family. More information about the Dash, as well as other upcoming events, is available on our website, <http://dyslexiadash-literacy5000.info/>.

This November, IDA will hold its 64th Annual Reading, Literacy and Learning Conference November 6-9, 2013, in New Orleans. Programs this year will focus on such topics as developing vocabulary in young children, using assistive technology, the latest research findings on brain function and structure, and a special conference section just for parents, as well as many other topics pertinent to learning and language acquisition. For complete information about the conference, go to [www.interdys.org](http://www.interdys.org). I encourage everyone to consider attending this prestigious and important conference.

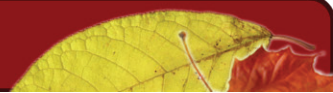
Speaking of important conferences, we have planned a fantastic event for our 35th annual conference, February 28-March 1, 2014. Our featured speakers are Dr. Sally E. Shaywitz, M.D., and her husband Dr. Bennett Shaywitz, M.D. Sally Shaywitz is a renowned researcher and author of the highly praised book, *Overcoming Dyslexia*. She is also the Audrey G. Ratner Professor in Learning Development at Yale University School of Medicine, and is the Co-Director of the newly formed Yale Center for Dyslexia and Creativity. She has devoted her career to better understanding and helping children and adults who are dyslexic.

Bennett A. Shaywitz is the Charles and Helen Schwab Professor in Dyslexia and Learning Development, Chief of Pediatric Neurology and Co-Director of the Yale Center for Dyslexia & Creativity at the Yale University School of Medicine. Both a child neurologist and neuroscientist, Dr. Shaywitz is a leader in applying functional magnetic resonance imaging (fMRI) to understand the neurobiology of reading and dyslexia in children and adults.

It is an honor and a privilege to be able to offer these two well-respected and dedicated researchers as the main speakers for our conference. Their upcoming presentation is a rare opportunity to learn about their latest endeavors in the field of dyslexia and learning. Our conference is open teachers, parents, administrators, college students, adult dyslexics, and the general public. In addition to keeping the conference fee low and very affordable, we offer full and partial scholarships. Please go to our website, [www.dyslexia-ca.org](http://www.dyslexia-ca.org), for complete information and registration procedures. I look forward to greeting our members and meeting new members at this significant event.

In closing, I want to thank all of the volunteers who make our events possible.

Elaine Offstein



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## Reading Development in English-Language Learners

It is not surprising that the NLP review found that reading develops cumulatively in English-language learners, just as it does for all those learning to read. Phonemic awareness and knowledge of the relationships between phonemes (speech sounds) and graphemes (letters representing the sounds) is necessary for word recognition. Fluent, or fast and accurate word recognition, is necessary for reading comprehension. Vocabulary knowledge, developed initially through oral language proficiency, is a key component in English learners' reading comprehension. With incomplete knowledge of English vocabulary, reading comprehension will suffer. In the elementary school years, language minority students and native speakers have, on average, similar levels of phonemic awareness and word reading ability. Language-minority learners' average level of performance on measures of reading comprehension, however, is lower.

Language-minority students with reading difficulties, like native-language learners struggling with reading, score poorly on measures of phonological processing and word recognition. English learners with a learning difference in reading, then, must overcome two significant roadblocks to reading: poor phonological processing and poor oral language proficiency.

The profile of a typical English-language learner without a reading disability will show better phonemic awareness, word recognition, and fluency scores along with relatively poorer vocabulary and comprehension scores. The reverse would be true for a typical native speaker with a learning disability, at least in the early elementary grades: word-level scores are lower than vocabulary scores. The profile of a typical English

learner with a reading disability would show lower scores across the board.

## ELL Reading Assessment

Accurate reading assessments are needed in order to correctly identify English-Learners' strengths and needs in reading and to design appropriate instruction. This is especially true for English learners who also have a reading disability. Some suggest that English-language learners should be tested in their native language in addition to English in order to determine whether an underlying reading disability is present and to avoid confusing language difficulties with learning differences.

While the NLP and the authors of the IES Practice Guide do not look at approaches to identifying students with a learning disability in reading, the Practice Guide does address ELL reading assessment generally. It suggests using the same reading tests that are used with native speakers to screen English learners and identify those in need of extra reading support. The review for the Practice Guide found twenty-one studies demonstrating that three types of measures can be used for screening: measures of phonological processing, letter knowledge, and fluency in reading word lists and connected text. For language learners at the kindergarten or

first grade level, this review concluded that tests of phonological awareness can be given in English because they do not require knowledge of the meaning of English words. The review suggests using fluency measures to assess student reading in grades 2-5 but does not address problems that ELL students may have with these tests when their level of oral language proficiency is low. Accurate diagnoses of ELL students with a learning disability, as opposed to those who are struggling only because they have not yet learned to speak English well, may require much more extensive testing.

## Research-Based Practices for Teaching Reading to English-Language Learners

Overall, the NLP review arrived at two major findings related to teaching reading to English-language learners: (1) bilingual instruction is effective and (2) approaches used with native language learners can also be used with English-language learners as long as teachers make certain crucial adjustments. These adjustments or "enhancements" to instruction must take into account the unique characteristics of second-language learners and their native languages. ELL reading instruction needs

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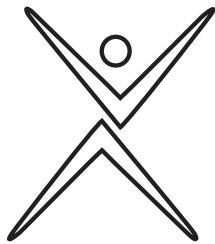
**THE So CA Tri-Counties BRANCH...  
Endeavors to bring researchers and relevant literacy topics to the public and to share information regarding literacy, including dyslexia, via media, personal contact, and events focused on literacy**



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## DEFINITION

Dyslexia is a specific learning disability that 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 in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Adopted by the International Dyslexia Association Board of Directors, November 2002

## NEWSLETTER MAILING POLICY

**We mail the Resource free to all members. It is also mailed free to nonmembers for one year from the date they attended an event or contacted us. Nonmembers are invited to join IDA or to subscribe to the Resource (see page 2).**

## Excerpts of the IDA Position Statement on Dyslexia Treatment Programs

The International Dyslexia Association is frequently asked to endorse or review treatment programs for the prevention and remediation of dyslexia and other reading-related problems. Although IDA does not publish formal reviews of programs or endorse a specific approach, it has published a Matrix of Multisensory Structured Language Programs (<http://www.interdys.org/ewebeditpro5/upload/MSL2007finalR1.pdt>) with strong track records of clinical and classroom success.

These programs may differ in techniques but they all include structured, explicit, systematic, cumulative instruction and have multiple components that focus on such areas of instruction as phonological skills, phonics and word analysis, spelling, word recognition, oral reading fluency, grammar and syntax, writing and study skills. These effective programs vary in the extent to which they claim adherence to Orton-Gillingham practices; some claim this historical link and some do not.

The Florida Center for Reading Research has published reviews of these programs and summaries of their research that may support their efficacy with certain groups of students.

The IDA Board of Directors cautions parents and others to consider the following when treatment decisions are being made:

1. Professional practitioners, including teachers or therapists, should have specific preparation in the prevention and remediation of language-based reading and writing difficulties. They should be able to provide documentation of their credentials including program-specific training. References and specific state security clearances should be available for parents and professionals who want more information about practitioners' background and services.
2. Private practitioners or fee-for-service treatment programs and schools should charge a fair and equitable rate. They should state realistic goals, monitor progress objectively and frequently, and communicate with parents regularly.
3. Individual tutoring has not been shown to be more effective than small group (2 - 5 students) instruction if the students are well matched.
4. Technology-based instruction should not be used as a substitute for a relationship with a trained teacher or therapist, but technological innovations may be helpful in providing practice and reinforcement, access to information, and alternative routes of communication.
5. The treatment selected should be sensitive to the individual's age and life circumstances, i.e. when treating older students or adults.
6. While there are many programs and therapies available not all have the duration, intensity, or methodologies that assure results in a timely fashion. Overcoming severe dyslexia may require years of instruction, accommodation, and adaptation of educational programming and requirements. Parents must be prepared to expend considerable time, energy

[www.dyslexia-ca.org](http://www.dyslexia-ca.org)

## IDA DISCLAIMER

The International Dyslexia Association supports efforts to provide dyslexic individuals with appropriate instruction and to identify these individuals at an early age.

The Association believes that multisensory teaching and learning is the best approach currently available for those affected by dyslexia.

The Association, however, does not endorse any specific program, speaker, or instructional materials, noting that there are a number of such which present the critical components of instruction as defined by the Task Force on instruction as defined by the Task Force on Multisensory Teaching which works under the guidance of the Association's Teacher Education Issues Committee. Refer to IDA's Comparison Matrix of Multisensory, Structured Language Programs on our website.



and resources to benefit from the types of treatment that provides the individual with dyslexia the best chances for success.

7. Parents who are looking for instructors, clinicians, schools and programs must be very thorough in their review of programs that claim to treat or "cure" dyslexia. Parents must look for programs that are backed by objective, independent research and that have practitioners who have met customary standards for training. The full text of this position paper, and others, may be found at <http://www.interdys.org/Advocacy.htm>.

# WORKING MEMORY IN THE CLASSROOM AND BEYOND

by Grace C. Ashton, Ph.D.



The role of working memory in attention and learning continues to gain more interest from psychologists, speech-language pathologists, occupational therapists, educators, and parents.

## What is Working Memory?

Working memory is a critical cognitive function necessary for a wide-range of tasks in our daily lives. Working memory is the ability to keep information in mind for a few seconds, manipulate it, and use the information in thinking. Working Memory can be thought of as a mental workspace that enables one to mentally manage multiple task demands simultaneously. Remembering plans or instructions, performing mental arithmetic, following directions, comprehending long sentences, holding conversations, and remembering a telephone number, involve working memory. There is a very strong relationship between attention and working memory. Researchers have argued that working memory is the control process that allows the mind to focus, direct mental efforts, accomplish tasks, and ignore distractions, as well as allowing the mind to inhibit impulses, purposefully shift attention, and direct conscious effort without losing relevant information (Baddeley, 2006; Swanson & Saez, 2003).

## Model of Working Memory

In 1974 Baddeley and Hitch proposed a multi-component model of working memory that has gained a great deal of empirical support and has since been updated (Baddeley, 2006). The original model comprised three aspects of working memory: a phonological loop, a visuo-spatial sketchpad, and a central executive that controlled and regulated the two subsystems.

- The phonological loop is responsible for storage of verbal information. Baddeley divides the phonological loop into two subcomponents: a temporary, passive phonological input store and

a sub vocal, articulatory rehearsal process. The phonological loop is like a tape recorder of a limited length, and plays a critical role in language processing, literacy, and learning. The phonological loop transforms verbal perceptual stimuli into phonological codes that include acoustic, temporal, and sequential properties of the stimulus. These phonological codes are then paired with existing codes such as phonemes and words stored in long-term memory, and also linked with memory representations.

- The visuo-spatial sketchpad carries out the short-term storage of visual and spatial information, such as memory for objects and their locations, and also plays an important role in the generation and manipulation of mental images. The visuo-spatial sketchpad is also made up of a passive temporary store and an active rehearsal process. The visuo-spatial sketchpad is thought to serve an important function during reading, as it visually encodes text based letters and words, while allowing the reader to backtrack and keep his or her place on the page.

- The central executive is responsible for controlling the other three subsystems and regulating and coordinating all

of the cognitive processes involved in working memory performance. The central executive allocates finite attention resources and controls the flow of information through working memory. The central executive, according to Baddeley, is a supervisory attentional system responsible for the control, regulation, and monitoring of many cognitive processes related to working memory. For example, the central executive is involved with the effortful activation, retrieval, and manipulation of long-term memory representations. The central executive allows for attention shifting in working memory, inhibiting irrelevant information, and sustained attention. The central executive also conducts the higher level processing of the verbal information such as putting words together to form an idea.

In 2000, Baddeley added a third subcomponent to the model, the episodic buffer. The episodic buffer helps explain the influence of long-term memory on the contents of working memory. The episodic buffer is a consciously accessible subcomponent that interfaces with long-term episodic and semantic memory to build integrated representations

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We extend our sincere thanks to Raquel San Martin, teacher at Riverside Christian School and her students for spending their time translating our web page into Spanish.

- Nolan Day
- Kiet Nguyen
- Chela Owens
- Michaela Thomas
- Jose Villalvazo
- Dillan Wimple

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based on new information from the phonological and visuo-spatial storage systems. Pickering and Gathercole (2004) report that the episodic buffer provides direct encoding into long-term episodic memory. Large amounts of information, such as connected speech, exceed the capacities of the phonological loop and visuospatial sketchpad, but may be processed and stored in the episodic buffer.

The amount of information a person can hold in mind, process and manipulate at any given time is his/her working memory capacity. Working memory capacity develops in childhood, reaches adult capacity around age 14 or 15, and begins to decrease around middle age. This capacity is limited and varies greatly between individuals of the same age. Research has shown that the growth lines for individuals with weak working memory capacities in childhood do not catch up with those of their peers as they age (Gathercole & Alloway, 2008). Their working memory skills do improve, but not at the same rate as those with stronger working memory capacity, and so the discrepancy between those individuals with weak and strong working memory widens as they age.

### **Working Memory in the Classroom**

Learning is obviously dependent on working memory. To learn, students must receive, store, retain, and retrieve information when needed, processing functions which pass through working memory. A finite pool of mental resources is used both to store information and to carry out processing activities (e.g., reading and counting). This is why working memory activities that involve difficult processing demands leave fewer mental resources to support long-term memory storage. As processing demands increase, working memory storage availability decreases. Fortunately, as children age, most become more efficient at carrying out mental processes, freeing up more cognitive reserve to meet the working memory demands of progressively more challenging academic tasks.

Working memory allows individuals to process what they see and hear efficiently so that they can react appropriately; weak working memory may negatively impact students' social interactions, as well as interactions in games and sports. In a conversation, a person must keep track of who said what to whom and who asked what, while thinking about what he/she wants to say and waiting to speak instead of interrupting. In a game, the child must keep track of whose turn is next, what cards have already been played or what stage the game is in. Difficulties with these social tasks are often seen in children characterized as having problems with attention and impulsivity.

Working memory is considered by some to be a "pure" measure of a child's learning potential because it is independent of prior experience and socio-economic factors. Drs. Gathercole and Alloway, leading experts in working memory and the consequences of poor working memory on learning and behavior, have found that the majority of children and adolescents with weak working memory struggle in the academic areas of reading, math, and science (2008). They have concluded that the learning activities of many classrooms place a considerable burden on working memory, a burden beyond the capacity of many students. For a student with poor working memory, capacity is taxed by an activity such as writing down a sentence the teacher has just dictated while simultaneously struggling to spell some of the words and remembering how far he/she has progressed in the sentence. Once working memory is overloaded, the student may forget the sentence he/she was writing, skip, or repeat words. When working memory is overloaded, crucial information necessary to guide the ongoing activity is lost. Information is also lost from working memory through distraction and the student cannot continue with the activity unless he/she is provided with the information that is needed, typically through teacher support. Without this support, the student is left to guess or often quit the task before its completion. Therefore, these children may not get the learning benefit of

completing an activity successfully, which impedes their rates of learning.

Gathercole and colleagues have found that teachers rarely identify students with weak working memory as having a memory problem. Instead, these students are characterized as having attentional problems. The student may be described as not paying attention to directions, when in fact he/she may have simply forgotten what to do. Children with poor working memory are more likely to engage in "day-dreaming" or "mind-wandering" when performing cognitively demanding tasks that overload their working memory capacity. When a student's working memory is overloaded, he/she shifts attention to something else, further increasing the struggle to keep pace with ongoing classroom activities. Students with working memory impairments may present in the classroom with low abilities in reading and math (Gathercole & Alloway, 2008). They frequently lose their place in complicated tasks, have incomplete recall of information, have difficulty remembering instructions, and abandon difficult tasks before completion. These students often have normal social interactions with peers yet are reserved in group settings (for example, they may rarely volunteer information in class). Students may raise their hand to answer a question but may have forgotten what they were going to say when the teacher calls on them.

### **Working Memory and Learning Problems**

Deficits in working memory are associated with a wide range of neurodevelopmental and genetic disorders of learning. Children with learning problems in reading and math typically have very weak working memory capacities, and assessments of memory completed early in their school careers are robust predictors of their learning problems and future academic performance. (Gathercole & Alloway, 2008).

### **Reading:**

Berninger and Wolf (2009) write that

*continued on p.8*

# IDA Annual Reading, Literacy & Learning Conference

64th Annual Conference for Professionals &  
2nd Annual Conference for Families

The International DYSLEXIA Association  
Promoting literacy through research, education, and advocacy.™



November 6–9, 2013

New Orleans



**Reminder: The TCB has available scholarships (value \$500) for any parent or teacher in Riverside, San Bernardino, or Orange County to enable them to attend this National Conference**

<http://dyslexia-ca.org/pdf/2013-ScholarshipFrm-IDANatlConf.pdf>

<http://www.interdys.org/AnnualConference.htm>

## WORKING MEMORY IN THE CLASSROOM AND BEYOND

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"dyslexia is both a language disorder and working memory disorder (p. 134)." The impaired word-level reading and spelling skills in dyslexia are associated with impaired phonological and orthographic processes in working memory. Berninger (2008) defines and differentiates dyslexia, dysgraphia, and language learning disability within a working memory model. Berninger's research indicates that dyslexia "is characterized within a working memory architecture that includes three main components: (1) word storage in phonological, orthographic, and morphological code format; (2) a time-sensitive phonological loop for integrating verbal and visual codes in oral or written word learning; and (3) an executive system that inhibits irrelevant codes and regulated switching between orthographic and phonological codes. The widely supported phonological core deficit in dyslexia is attributable to deficits in the phonological processes of each of these working memory components, and the frequently observed fluency problems are attributable to inefficiencies in the temporal coordination of the components of working memory (p. 104)." Berninger's research has shown that fluency is impaired because the orchestration of all of the components of working memory is impaired if one or more of the components of working memory is impaired.

Reading comprehension includes skills and abilities that involve working memory such as: decoding words and accessing their meanings; assembling word meanings into larger meaning

units; building representations of sentences; linking information across sentences; noticing inconsistencies within the text; focusing attention on ideas; creating visual images; forming novel knowledge representations; drawing inferences based on prior knowledge; monitoring understanding as more text is read; integrating information across paragraphs; and integrating information from what was read with information from long-term memory. These components of reading comprehension place heavy storage and processing demands on working memory. Other cognitive and memory processes that support reading comprehension include fluid reasoning, executive processes, processing speed, verbal abilities, vocabulary knowledge, prior knowledge, and decoding skills.

Written Expression: Writing is essential to success in school and working memory is essential for the functioning of the cognitive processes involved in writing. Skilled writers have automatized the basic skills (e.g., handwriting or typing, spelling, capitalization and punctuation) for transcribing words into text, which frees up working memory resources for higher level processing. Swanson and Berninger (1995) found that working memory capacity predicts written composition ability. Part of the reason that working memory is taxed during the writing process is because much of the writing process cannot be automatized. "Much of a skilled writer's time is spent planning, revising, monitoring, evaluating, and regulating the writing process"

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**Vince Lombardi, 1913-1970, Legendary Football Coach**

**"It is time for us all to stand and cheer for the doer, the achiever**

**– the one who recognizes the challenges and does something about it!"**



# The Science of Reading



2-day Conference  
Feb 28 – Mar 1, 2014

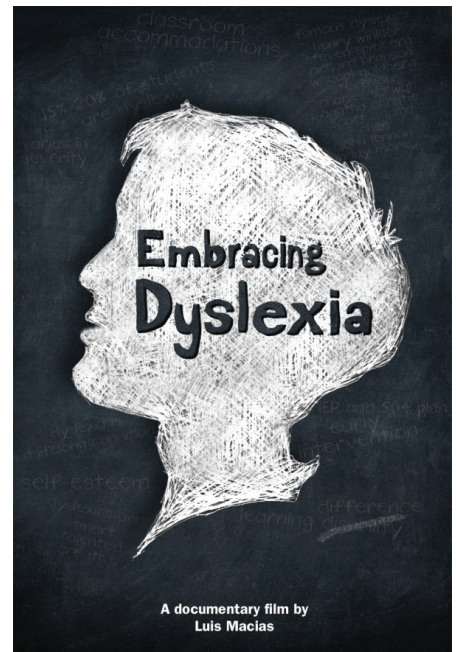


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*Embracing Dyslexia* takes a hard look at dyslexia in the classroom and the role administrators, teachers, and parents play in ensuring that dyslexic students are given the tools they need to be successful in school and in life.

Directed by Luis Macias, father to a dyslexic child, the film will feature parents who share emotional stories of their anxiety and frustration over failing to understand why their children were struggling with reading, writing, and spelling and the life-altering impact the word dyslexia had on their lives. Dyslexic children and adults courageously open up and speak honestly about their dyslexia, sharing the failures and successes they have had inside and outside of school. Experts and educators will define dyslexia, illustrate why it is absolutely vital that schools screen these struggling learners for dyslexia as early as possible, and reveal how support at home, accommodations in the classroom, and effective instruction can take a child from feeling stupid, dumb, or broken to believing in themselves and knowing they can be successful.



*This video will be highlighted at TCB's conference, The Science of Reading.*

For being the most common learning disability, dyslexia is grossly misunderstood in the one environment where it can least afford to be—our schools. *Embracing Dyslexia* sets out to change this by enlightening and inspiring those who are responsible for the education of these precious children.

## The Tri-Counties Board of Directors

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We are a volunteer organization with a strong working board. The strength of our organization relies on the interest and commitment of its volunteers. Won't you help us in our goal of "Facilitating Literacy Success in Our Communities"?

## WEBINARS

We sponsor webinars on a monthly basis.

Please refer to our website – [www.dyslexia-ca.org](http://www.dyslexia-ca.org) for the current listing of the webinars planned.



**Join us for fun and learning!**

*continued from p.8*

(Graham, MacArthur & Fitzgerald, 2007, p.4). Young writers often have to or choose to devote large amounts of working memory to lower-level skills such as handwriting or keyboarding and have reduced working memory capacity left for higher-level processes such as planning. “The effective writer must negotiate the rules and mechanics of writing while maintaining a focus on factors such as organization, form and features, purposes and goals, audience needs and perspectives, and evaluation of the communication between author and reader” (Harris, Graham, Mason & Friedlander, 2008). Students with weak working memory capacity often struggle with many of the basic writing processes, which further challenges their ability to remember their ideas as they transform their ideas into words and connected text.

Mathematics: Many studies have also documented the strong relationship between working memory skill and performance in math. Both basic calculation and math problem solving involve short-term and working memory components to varying degrees (Dehn, 2008). Mathematical fluency requires the ability to formulate an efficient plan of action whose accuracy is dependent upon adequate working memory skills and sufficient

cognitive flexibility to double-check the plausibility of a given result (Feifer & De Fina, 2005). Processing speed is another important cognitive process involved in mathematics activities. It is difficult to separate processing speed from working memory because processing speed involves encoding, retrieval, and other working memory functions.

Attention Deficit Hyperactivity Disorder: Deficits in working memory capacity are seen in some types of Attention Deficit Hyperactivity Disorder (ADHD). Children with both ADHD and a reading disability may have more severe deficits in executive working memory (Martinussen & Tannock, 2006). Children with ADHD alone often have relatively intact verbal short-term memory with deficits seen in visuo-spatial short-term memory and both components of working memory. Children with combined type ADHD have particular deficits in visuo-spatial working memory capacity.

Oral language development and comprehension: Many children with specific language impairment (normal age-range

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**4. Submit to: TCB/IDA, 5225 Canyon Crest Drive, Suite 71 Box 308, Riverside CA 92507**

## Dovid Richards Memorial Scholarship Fund

Contributions to the Dovid Richards Memorial Scholarship Fund are welcome to help provide scholarships to parents and teachers to expand their knowledge of dyslexia. The fund was established by Regina and Irv Richards in memory of their son Dovid, who was in a fatal car accident shortly after his 21st birthday.



As a 501(c)(3) organization, donations are tax deductible. Donations are a meaningful way to remember a loved one, honor a special occasion, or show appreciation for someone. Just send a note with your donation, indicating "in memory of" or "in honor of." Include the name and address of the person you wish to receive the acknowledgment. You will also receive acknowledgment of your contribution. ♦

**2013 Literacy 5000 Dyslexia Dash**  
5K Run for Literacy & Greater Learning  
Strategies for All people!  
Saturday, October 12, 2013

#### The Course:

- Fast & Exciting Course
- Certified Course
- Professional Timing
- An Opportunity to set your personal best!

#### The Race:

- Check In 6:30 A.M.
- 5K Starts at 7:30 A.M.
- 1K Starts at 8:00 A.M.

#### The Cost:

EarlyBird/On-Time/On-Site

100 Mile Club save \$5

Adults: \$30/\$35/\$40 Children(2-16) \$15/\$20/\$25

Free Event T-Shirt & Goodie Bag

Volunteer Opportunities!

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Free Event T-Shirt

Registration : <http://active.com/running/riverside-ca/fall-literacy-5000-2013>

Individuals or Groups: (Discounts Available)  
<http://literacy5000-2013.eventbrite.com>

Info: 951.686.9837 <http://dyslexiadaash-literacy5000.info/>

#### Sponsors:

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#### The Place:

12601 Fairmount Blvd. Riverside, CA 92501

#### Extras & Expo:

Food Vendors / Health & Education Booths

Literacy Booth / Face Painting / Fun kids activities

Costume Contest: Watching the runners can be a bit boring, but not when you add zany costumes with Awards

### Children's Literacy Event:

**Karen Rae Kraut**, actress, singer, professional storyteller presents a special literacy event for children, their parents and teachers! Your child's opportunity to participate with Karen in fun activities (dancing etc), while parents/teachers receive effective strategies to turn children into lifelong readers.

**FREE book for participating children.**

**FREE with Race Registration**

Event begins at 10:15 a.m.

**Jumper / Facepainting / More!**



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to be fine-tuned by taking into account important differences between English learners and native speakers. For example, the similarities and differences between English phonemes and the set of phonemes used in a non-native speaker's language turn out to be important. Another example was noted above: the level of the learner's speaking ability in English, their oral language proficiency, is very important as well.

## Bilingual Education

Bilingual education can have a beneficial effect on reading outcomes. The National Literacy Panel reviewed twenty experimental studies comparing English-only instruction with bilingual reading instruction for second language learners. Bilingual instruction involves using a learner's native language in the classroom, along with English. Results from a meta-analysis found that bilingual reading instruction increases English reading achievement for these students. The participants in most of the studies were beginning readers in early elementary school. A natural question to ask is whether these results occur only with younger second language learners. Two of the studies in the review involved secondary-age students and results were very positive in one study and slightly positive in another.

Special characteristics of bilingual programs that might be especially effective were not identified in this review. More research is needed in order to identify which aspects of bilingual instruction are most useful.

## Instruction in the Components of Reading

Instruction in the components of reading is effective for English-language learners: phonemic awareness, word analysis (decoding, word recognition, and morphemic analysis), vocabulary, and comprehension. As with native speakers, these components are not taught in isolation but as


an integrated whole. In addition, English-language learners benefit from instruction that is modified by taking into account both their unique needs as English-language learners and their unique strengths. Researchers have looked at approaches that have targeted a specific component, as well as more complex approaches that are less focused in the sense that they include instruction in more than one of the major components of reading.

## Alphabets: Phonemic Awareness and Decoding

Alphabets instruction leads to increased reading achievement for English-language learners. The National Literacy Panel reviewed five experimental studies of the effects of phonemic awareness and phonics instruction. All five studies found positive effects for alphabets instruction. While the reviewers suggest that these studies need to be replicated, the results are consistent with findings from the large body of studies of native English speakers (NICHD, 2000). Although similar methods may be used with native English speakers and English-language learners, the reviewers point out that some adjustments to common instructional routines should be made, including the use of the native language when appropriate, and altering the skills covered based on (a) the similarity between English and the learner's first language and (b) the learner's level of literacy in their native language. Certain letter-sound correspondences common to English and the learner's first language, for example, may not need to be re-taught, or those that are unfamiliar may need extra emphasis. Accurate assessment instruments can pinpoint student strengths and needs and help make teachers more efficient and effective.

Then NLP found two studies of ELL word analysis instruction taking what they called a more complex or comprehensive approach, focusing on more than one reading component

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during instruction. In one of these studies, instruction included relatively more small-group reading comprehension instruction and less phonics instruction than usual. This led to positive effects on decoding for first graders, suggesting that second language learners might benefit from relatively more work on understanding during reading instruction, perhaps because of their need to work on their oral proficiency in English.

The other study was a comprehensive, school-wide approach called Success For All. This program had positive results in three studies with beginning ELL readers, improving their word analysis skills (their use of letter-sound knowledge). This approach includes extensive professional development and assessment as well as its own instructional material, and tutoring when necessary.

### **Fluency**

Fluency instruction also leads to increased reading achievement for English-language learners. The National Literacy Panel identified two experimental studies of the effects of fluency instruction. Both found positive effects for instruction that uses repeated reading of text, or reading the same text multiple times, often orally and with guidance or assistance from an instructor. The focus for one study was fluency on English texts for second language learners, while the focus for the other was fluency on Spanish language texts for Spanish students learning English. While more studies are needed, this result is consistent with research with native English speakers finding that guided repeated oral reading is an effective approach for improving fluency and increasing reading achievement (NICHD, 2000).

### **Vocabulary**

The National Literacy Panel identified three experimental studies of the effects of vocabulary instruction on English language learners' reading. As with alphabets and fluency instruction, results were consistent with findings from studies of native English speaking children. In addition to presenting words in Spanish first, a form of bilingual instruction, effective approaches included presenting new vocabulary words multiple times in engaging and varied contexts. Effective approaches also addressed the multiple meanings that a word may have

in order to develop students' depth of vocabulary knowledge. Effective instruction also focused on the relationships between words, such as the relationship between two words that form a compound word, for example, or the relationship between antonyms or synonyms.

The review conducted for the IES ELL Practice Guide found three experimental studies of vocabulary instruction, some of which were the same as or more recent than those considered by the NLP. From these studies, it concluded that vocabulary instruction should occur often (throughout the school day) and should address unknown words of high utility that will be encountered frequently (Gersten et al., 2007).

Although similar methods may be used with native and English-language learners, the NLP identified several effective adjustments to common instructional routines that were made for second language learners in the studies that they reviewed. Instructors presented new words and definitions orally in the learners' native language and pointed out similarities between words in their students' native language and English. They encouraged and led discussions of new concepts and, during these discussions; they paraphrased students' remarks and encouraged them to elaborate. They ensured that new words were repeated, not taught only once and then never mentioned again. Finally, effective teachers used plenty of gestures and visual cues to clarify meaning.

### **Reading Comprehension**

The NLP found three experimental studies of reading comprehension instruction including investigations of various reading comprehension strategies: the use of self-questioning with third graders, the use of composition-translation and questioning strategies with fourth and fifth graders, and the impact of revising an English text to make it easier for ELL students to understand. These studies were so different and the results so inconclusive that the NLP did not draw any broad conclusions about reading comprehension instruction from the research. It is surprising that so little experimental research on ELL reading comprehension instruction has been completed, especially given the large number of studies with native

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language learners demonstrating the effectiveness of instruction in the use of specific reading comprehension strategies.

The IES Practice Guide identified some additional, more recent studies suggesting that intensive, small-group instruction is effective for English learners at risk for reading problems. These approaches led to increases in word recognition and vocabulary achievement as well as comprehension. The approaches used were comprehensive, addressed all of the components of reading, and included direct and explicit instruction in reading (Gersten et al., 2007).

## Reading Instruction for English Learners with Learning Differences

- Ten studies of reading instruction for English-language learners with learning disabilities were identified by the NLP. While several of these were experimental studies, many were also non-experimental case studies, ethnographies, and studies with multiple-baseline designs. The general conclusions drawn by the NLP were, therefore, tentative:
- Teachers can use students' native language to help them learn in a second language. Being taught initially in a native language and then transitioned to English was effective, for example. This is similar to the finding with ELL students generally that bilingual instruction can be effective.
- Making instruction more comprehensible through extensive, teacher led conversation about text in both English and the native language is helpful.
- Some specific strategies that work well with native-language learners might also be effective with English-language learners, such as reciprocal teaching and repeated reading.
- Ten studies cannot begin to cover all the questions that are raised when teaching English learners with a severe reading disability. Studies are needed that focus on important issues related to instruction for a wide variety of students with reading difficulties in each component of reading, taking into account a student's level of reading ability in both English and their native language as well as their level of oral language proficiency in English and, perhaps, in their native language as well.

## Conclusion

Both experimental and non-experimental research with English-language learners, as reviewed by the National Reading Panel, suggest promising approaches for teaching reading to English-language learners. Overall, instruction that is best for native speakers of English generally works with English-language learners and instruction in the components of reading is important in improving English learners' reading achievement. Modifications that take into account the unique strengths and weaknesses of English learners are key. Teacher knowledge is also important: knowledge of ELL students' native languages, knowledge about their native language literacy, and knowledge about their oral proficiency in English. As noted above, much more research is needed that targets ELL students, both those with and without learning differences.

The IES ELL Practice Guide places more of an emphasis on the use of the same materials and approaches to instruction for both English learners and native speakers of English. The Guide suggests that the same, effective screening instruments can be used with both groups and those at risk can receive similar, evidence-based instruction along with on-going assessment to help monitor and, when necessary, change reading instruction. It is crucial that the best possible approaches to reading instruction be investigated and used with English Learners. The school-age ELL population is increasing rapidly and, as the National Literacy Panel points out, they are more likely than their native language peers to drop out before graduating from high school, and those with limited English proficiency drop out at an even higher rate. Those with better literacy progress farther in their education.

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**TEACHER: Donald, what is the chemical formula for water?**

**DONALD: H I J K L M N O.**

**TEACHER: What are you talking about?**

**DONALD: Yesterday you said it's H to O.**

## WORKING MEMORY IN THE CLASSROOM AND BEYOND

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nonverbal intelligence and marked expressive and/or receptive language difficulties) have significant deficits in working memory (Alloway & Archibald, 2008; Montgomery, Magimairaj, & Finney, 2010). Working memory is very important in oral language development and comprehension because in order to understand the meaning of a sentence, a person must be able to remember the previous words in order to relate them to later occurring words. Although much of spoken language processing occurs immediately, when the syntactic structure or meaning of a sentence is confusing, verbal working memory processing problems will result. Vocabulary learning has been directly linked with phonological short-term memory capacity (Gathercole & Baddeley, 1990). Verbal working memory links the correct pronunciation of a new word with a semantic representation.

To continue this article and read the sections, "Recommendations for the Classroom" and "Beyond the Classroom: Promising Research on Improving Working Memory" – please go to our website

<http://dyslexia-ca.org/articles/>

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## LITERATE NATION CALIFORNIA COALITION

Are you a parent, teacher, family member, or friend of a struggling reader?

Shockingly, only 24% of our California 8th graders are proficient readers on the NAEP. (Nation's Report Card 2011) California has a 33% drop out rate.

But these struggling readers are our future, and we cannot let them slip through the cracks, year after year!

The Literate Nation California Coalition is spearheading a grassroots movement to change the public school system to ensure that all struggling readers receive research-based interventions from well-trained teachers. All students have a right to become fully literate so that they can have the opportunity to reach their individual potentials.

We need a new literacy law which will:

- (1) define dyslexia in State Law (No more, "There's no such thing as dyslexia.")
- (2) provide for preservice and inservice training for our teachers in dyslexia and foundational reading instruction
- (3) mandate early screening and intervention (No wait-to-fail!)

Act now! Go to <http://www.literatenation.org> to find out more about our proposed literacy law. Then add your voice by becoming a member (It's free!) Join Us! Actively or passively! It's not acceptable that only 24% of our children are proficient readers.

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**DYSLEXIA – TCB**  
*This is our YouTube Channel – it has a large number of wonderful videos related to dyslexia and learning.*  
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*One of our most recent videos is Embracing Dyslexia – this is about the movie we will be showing at our Spring Conference.*  
**CHECK IT OUT!!**

**Upcoming Events**

- A variety of webinars – refer to our website
- **October 12 – Dyslexia Dash / Literacy 5000** – a 5K-1K run/walk with costumes, children’s events, and a **HUGE Health & Education Expo** – see page 11
- **November 6-9 – Reading, Literacy, & Learning Conference by IDA in New Orleans** – see page 8
- **February 28 and March 1 – The Science of Reading – spring 2014 Annual Conference** featuring Dr. Sally and Dr. Bennett Shaywitz – see page 9

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