

Module 3

Supporting Students with *Reading Disabilities*

A decorative graphic consisting of ten colored circles of various sizes and colors (purple, blue, green, pink, brown) arranged in a cluster to the left of the text.

This module provides information about the characteristics of students with reading disabilities as well as programming approaches to support these students.

● Key Ideas in this Module

- Reading disabilities account for the majority of all learning disabilities.
- Effective instructional practice for students with a learning disability is a combination of direct instruction, strategy instruction, and time for rehearsal and practice.
- Effective reading requires strength in building meaning using cues and conventions of language, reading fluency, and reading comprehension.
- Good teaching practices work for all students but are essential for students with a reading disability. Two teaching practices that may assist students with a reading disability across curricular areas are gradual release of responsibility and Before, During and After (BDA).

Listening, speaking, reading, writing, viewing, and representing are the six areas of language arts that are essential from early childhood through our adult lives. Even though reading and writing are presented in separated modules, it is important to remember they are closely linked.

● What Is a Reading Disability?

A reading disability is a learning disability that involves an impairment of reading accuracy, speed, or comprehension and is significant enough to interfere with academic achievement and/or activities of daily life. Students with reading disabilities have average or above average intelligence but experience a disparity between their cognitive abilities and their ability to read. Their difficulties can be unexpected in relation to their age or the amount and quality of instruction they have received.

In the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5), the diagnostic term “Specific Learning Disorder with Impairment in Reading” is used as outlined in Module 1 for individuals who experience difficulty with word reading accuracy, reading rate or fluency, or reading comprehension. (p. 67, DSM-5)

Dyslexia is an alternate term used to describe specific reading difficulties that result from visual/perceptual difficulties with print that effect spelling, decoding, and word recognition. The term ‘reading disabilities’, used in this module, encompasses a range of difficulties that include word recognition, fluency, and reading comprehension.

A reading disability is not a cognitive disability. Students with reading disabilities have average or above average cognitive ability. Their difficulty is learning to read.

- Up to 80% of children with learning disabilities have difficulty learning to read. (World Summit Learning Disabilities, December 2008)
- Almost 40% of Canadian youth do not have adequate literacy levels. (Literacy Matters: A Call to Action)

● Characteristics of Students with Reading Disabilities

A student with a reading disability may experience difficulty in any combination of the following areas:

- **Difficulty mastering letter sounds and vocabulary:** Students with reading disabilities tend to have difficulty learning letter sounds, combinations of sounds, and vocabulary words.
- **Difficulty monitoring performance:** Students with reading disabilities are not usually adept at monitoring their own understanding of reading material.
- **Failure to apply strategies learned in a variety of contexts:** The strategies that support successful reading vary in subject/content areas and also vary from one assignment to the next. Reading a textbook, for example, requires different strategies and skills than reading a story. Students with reading disabilities do not adjust their strategies accordingly.
- **Difficulty in generalization:** Students with reading disabilities have difficulty transferring concepts that have been learned in one context to another context.
- **Memory problems:** Students with reading disabilities often demonstrate challenges with memory and have difficulty retaining their understanding from reading material.
- **Over-dependency:** Students with reading disabilities tend to be over-dependent on others for direction in their learning. This impacts reading assignments, which tend to be individual assignments.
- **Approaching a task:** Students with reading disabilities may have a history of limited success or repeated failure, and they may not approach a challenging learning task with a positive attitude.

● Instructional Strategies to Support Students with a Reading Disability

Good first teaching is essential for students with reading disabilities. What works for students with reading disabilities can work for other students too. There is no one solution, each student learns differently and the severity of learning needs can vary from mild to moderate to severe.

Students with reading disabilities require extensive time and practise to learn the skills involved with reading. Efforts must be intense and prolonged with teaching and reading

sessions that take place over a significant amount of time. It is crucial that students have access to a variety of reading materials that are meaningful, engaging, and at their level.

When educators and/or the student support team select strategies and interventions for students with reading disabilities, they should consider two aspects of learning: the subject-area content that must be mastered and the cognitive processes required to learn. Direct instruction, or explicit teaching, is recommended to teach content. Strategy instruction is the way in which cognitive processes are strengthened. Rehearsal and practice is the way in which new information becomes learning.

Research has shown that the most effective intervention for learning disabilities involves

- direct instruction
- strategy instruction
- rehearsal and practice

(See [Module 2](#))

● Assistive Technology

Even with skilled classroom instruction, some students with a reading disability will continue to struggle. When the school team has determined through the assessment process that the student is not progressing, assistive technology may be required.

Assistive technology is a term used to describe any piece of equipment or software used to increase a student's efficiency with learning, maintaining function, or improving capacity. These tools allow a student with a reading disability to demonstrate their intelligence and knowledge by allowing them access to materials, strategies, content, and processes to meet curricular outcomes.

● Early Years

Emerging evidence suggests that reading disabilities can be detected in very young children through the observation of an inability to manipulate individual phonemes. (Yopp, 1992) The inability to distinguish sounds and reproduce phonemes can lead to difficulty in primary reading skills. This leads to difficulties in Kindergarten and Grade 1 when children begin to learn letter and sound associations. Children may begin to fall behind in their recognition of written letters and simple words and, by the end of Grade 1, they may display the characteristics of a child with a reading disability.

By the time they enter school, children may have difficulties, including the following:

- delayed language skills (expressive and receptive);
- poor phonological skills;
- difficulty with phonics;

- poor retention of rote information.

Throughout the elementary years, students may have difficulty with the following:

- naming and recognizing letters;
- retaining a store of sight words;
- understanding relationships between sounds and letters;
- tracking on the page as they read.

Teaching Materials/Methods to Support Reading in Early Years

For young, struggling readers in the classroom, there are many materials, resources, teaching methods, and technologies that can be used to support learning. Some examples include the following:

- A word-rich classroom environment to create word awareness;
- Word-walls to display a collection of words in the classroom;
- Word games, words-of-the day, or mystery words to introduce new words;
- High-interest, low-vocabulary books;
- Books with supports such as large print and ample space between words;
- Reading material that is at the instructional or independent grade levels of the students with difficulty reading, which may be well below their current grade level;
- Reading material that is engaging for both genders;
- On-line resources such as You-Tube or other Web resources with audio;
- Reading material that includes many sight words to increase automaticity;
- Reading material that can be decoded;
- Alternative ways of telling stories (e.g., felt board stories, puppets to dramatize well-known stories, audio books);
- Alternative ways of presenting new information (e.g., using sensory modalities such as tactile and kinaesthetic, as well as traditional modalities);
- Choral reading and reader's theatre to add fun to oral reading;
- Buddy systems for reading;
- A supportive environment where students are comfortable and prepared for oral reading or not required to read aloud;
- Ongoing, constructive feedback for students as they read.

● Middle Years and Senior Years

Some students show signs of reading disabilities in pre-school or early years; however, for other students, reading disabilities will not become evident until they are older and they are required to “read to learn.” Often, these children are able to mask or hide their reading difficulties due to the fact that they have average intelligence and strengths in their communication, creative thinking skills, and problem-solving abilities. Some students with reading disabilities can read words accurately but cannot comprehend what they read because they lack other reading pre-requisite skills such as diverse vocabulary and fluency.

Some warning signs that students in middle years and senior years may have enduring reading difficulties include ongoing problems with the following:

- vocabulary;
- sentence patterns, punctuation, and word order;
- text patterns and the order of ideas;
- fluency;
- comprehension.

Supporting Reading in Middle Years and Senior Years

If a student with a reading disability does not receive support in the early years or if the learning disability does not become apparent until the student is older, the student may develop strategies to disguise their inability to read or may become disengaged from learning. The increased academic demands of middle and senior years includes greater complexity of tasks, increased amounts of information, and a need to comprehend complex text. ‘Reading to learn’ requires students to have a level of automaticity, fluency, and memory in order to comprehend the text. This is very difficult for a student with a reading disability.

Educators must ensure that students continue to build on foundational literacy skills while also learning new skills in order to become efficient and proficient readers. Some of these skills include the following:

- reading with purpose in a variety of print material;
- using the reading strategies that they have learned or are learning;
- selecting materials of interest;
- figuring out the meaning of unfamiliar words;
- integrating new information with known information (activating prior knowledge);
- locating ideas and themes in text;
- questioning the reader, the author, and the text;
- making inferences and predictions, drawing conclusions;

- recognizing the writer's perspective;
- differentiating between fact and opinion;
- creating visual and sensory images from text.

Teaching Materials/Methods to Support Reading in Middle Years and Senior Years

- Use graphic organizers appropriate to the task. (e.g., story maps, sequence of events charts, timelines, cause and effect charts, etc.) It is easier for the brain to remember images than words. Graphic organizers help students combine pictures and language to create "mind maps" or "concept maps" which help make sense of new information, and improve concentration and retention.
- Use visual organizers when presenting new concepts, especially abstract or difficult concepts.
- Provide directions that are simple and concise.
- Write directions in sequential steps on the board.
- Select reading material at student's instructional or independent level (may be below current grade level).
- Engage students in guided discussion and group talk.
- Ensure classroom pace allows plenty of room for student response (opportunity to respond).
- Ensure that students who may be distracted by audio and visual stimuli are seated where they are able to concentrate.
- Use choral reading and reading theatre to add fun to oral reading.
- Provide the student with additional time for tests and assessments or, if necessary, a reader.

Assistive Technology (AT) to Support Reading in Middle Years and Senior Years

The use of assistive technology can free up mental energy for comprehension; built in dictionary features can help build vocabulary and highlighting features can help identify main ideas.

Manitoba Education and Advanced Learning provides educational support services for Manitoba students with print disabilities (i.e., students who are blind or have a visual impairment, a physical disability, or a learning disability). The supports are intended to provide students with the resources that are required to allow them to participate in educational programs along with their peers.

These supports include the following:

1. Resources (including audio books) are available from the Alternate Format On-Site Collection-Manitoba Education Library at www.edu.gov.mb.ca/k12/afs/.

For further information, contact

204-945-7835 or, toll free, 1-800-282-8069, ext. 7835 or 7838

Email: iruafe@gov.mb.ca

2. Assistive Technology Lending Library Service
www.edu.gov.mb.ca/k12/specedu/pdf/at_brochure.pdf

Program and Student Services

Manitoba Education and Advanced Learning

Telephone: 204-945-7907

Toll Free in Manitoba: 1-800-282-8069, ext. 7907

Email: pssbinfo@gov.mb.ca

3. Examples of text-to-speech software, scan and read software, and word processing software include the following:

- **Adobe Digital Editions:** www.adobe.com/products/digitaleditions/;
- **CAST Learning Tools:** www.cast.org/learningtools/index.html;
- **Don Johnston Readoutloud software:** <http://donjohnston.com/readoutloud/>;
- **Eurovocs Suite Document reader:** www.jabbla.com/products.asp;
- **Hal:** www.dolphinuk.co.uk/products/hal.htm;
- **HELP Read:** www.ldpride.net/helpread.htm;
- **Kurzweil Educational Systems: Text to Speech Literacy Software:** www.kurzweiledu.com/;
- **Microsoft Reader Software:** http://download.cnet.com/Microsoft-Reader/3000-20412_4-10047475.html;
- **OpenBook:** www.openbooktoronto.com/;
- **TextHelp! Read and Write:** <https://www.texthelp.com/en-us>;
- **Text to Speech Software:** www.naturalreaders.com;
- **WindowEyes:** www.gwmicro.com/;
- **WYNN:** www.freedomscientific.com/LSG/products/wynn.asp;
- There are many **Reading Apps** available through the Apple Store. See www.teacherswithapps.com/50-best-ipad-apps-for-reading-disabilities/;
- **Android OS** offers a wide variety of tools. As well, the Chrome browser supports **screen readers** and magnifiers;
- **Google Apps** also provides the same type of reading supports for students. See www.google.ca/accessibility/all-products-features.html.

● Supporting Students with a Reading Disability in the Skill Areas of Reading

Reading is generally understood to be the extraction of meaning from written words on a page. This process requires a number of complex and interrelated skills. Students with reading disabilities often have difficulties with one or more of these skill areas, which include

1. Building meaning using the cues and conventions of language (including phonological awareness, phonemic awareness, phonics, vocabulary development, awareness of sentence structures, awareness of text structures and organizational patterns, and the pragmatics of text)

(Source: Saskatchewan Learning. *Teaching Students with Reading Difficulties and Disabilities: A Guide for Educators*. Regina, Saskatchewan: Saskatchewan Learning, 2004.)

2. Fluency
3. Comprehension

Research has found that each of the skill areas is important in teaching children with reading disabilities. All skill areas must be integrated and taught systematically and explicitly through a balanced approach.

Building Meaning Using the Cues and Conventions of Language

Language is the foundation for reading. Consequently, we need to pay attention to the elements of the language and its cueing systems, as well as the critical role they play in reading.

Typically, children in early years focus on phonological awareness and phonics, whereas throughout the grades there is emphasis on vocabulary development, awareness of sentence and text structure, organizational patterns, and the pragmatics of text.

Students with learning disabilities have difficulty with cueing systems and generally demonstrate low levels of vocabulary and a lack of understanding of semantics. Students must have a level of automaticity in word recognition and meaning to become successful and fluent readers. Students with reading disabilities must be able to employ strategies that focus on the learning of new vocabulary words.

The cueing systems are the elements of oral and written language, including:

- sounds;
- the collection of words;
- word order patterns;
- the larger units and patterns that form text.

These systems communicate and cue intended meaning.

The conventions are the expected form or manner that these cues should take, including the:

- spelling of words;
- punctuation of sentences;
- format of text such as paragraphs.

Supporting Building Meaning Using the Cues and Conventions of Language through Direct Instruction

Explicit or direct instruction in vocabulary helps all students learn new words and develop independence in the construction of meaning from text. It is important that educators dedicate a portion of regular classroom lesson time to explicit vocabulary instruction in reading and language arts classes as well as content area classes such as math, science, and social studies as follows.

- Teach oral and written vocabulary and link new words to prior knowledge.
- Teach students the definition of new vocabulary words and provide context.
- Teach words in the context of a selection or unit.
- Teach students to use contextual clues to understand meaning.
- Teach students to combine parts of words to create new words.
- Teach students to use reference resources such as dictionaries.
- Teach students to use punctuation and to recognize its function.
- Teach students to read a variety of texts for a variety of purposes.

Supporting Building Meaning Using the Cues and Conventions of Language through Strategy Instruction

- Teach mnemonic strategies for learning new words.
- Create relationships between new and known words (a thesaurus may be useful).
- Have students select new words to use in oral reports and written assignments.
- Help students develop analogies for new vocabulary words.

Supporting Building Meaning Using the Cues and Conventions of Language through Rehearsal and Practice

- Provide repeated reading experiences and multiple exposure to words.
- Provide multiple exposure to words in a variety of contexts.
- Check for comprehension: Do not assume students understand new words.
- Give students the opportunity to discuss setting, character, and events.
- Have students practice one-way and two-way communication, as well as group discussions.

● Reading Fluency

Reading fluency means being able to read quickly, knowing what the words are and what they mean, and using proper expression to emphasize words or phrases. As reading skills develop, students spend less time decoding individual letter sounds and words and more time reading entire words and phrases together as a unit, pausing for punctuation and using appropriate intonation. Students with limited fluency laboriously sound out words but are so focused on the process of decoding that they cannot comprehend the meaning of words and sentences. These students have difficulty with phonological processing, which is the ability to understand the relationship between words and sentences, words and syllables, and syllables and sounds (phonemes).

Incomplete or delayed automaticity in word recognition and poor decoding skills often cause difficulties with comprehension in middle and senior grades. Reading fluency is the bridge between decoding and comprehension. When students are able to spend less time and energy decoding, they are able to devote more time and energy to understanding what they read.

Supporting Reading Fluency through Direct Instruction

- Extensively model fluent reading.
- Model dramatic reading and partner students for dramatic reading.
- Teach students to self-identify reading errors.
- Provide students with corrective feedback.

“Research has shown that many children who read at the third grade level in grade 3 will not automatically become efficient comprehenders in later grades. Therefore, teachers must teach comprehension explicitly beginning in the early years, and continuing through high school.”

Source: Rand Report (2002). Reading for Understanding, p.12.

Supporting Reading Fluency through Strategy Instruction

- Link reading to prior knowledge.
- Have students engage in multiple readings (three to four times).
- Incorporate choral reading in the classroom.
- Have students read along with books on a computer using a “read” program such as text to speech programs or software.

Supporting Reading Fluency through Rehearsal and Practice

The following strategies need to reflect the individual student’s comfort level with reading aloud because of the difficulties they experience due to their reading disability. Teachers may need to scaffold the strategy to ensure the student remains engaged.

- Provide frequent opportunities to practice reading silently or orally.
- Encourage students to re-read selected passages.
- Have students do repeated readings to develop fluency and to prepare for buddy reading.
- Use variations of paired or buddy reading, such as the following:
 - Student-Adult Reading: The adult reads one-on-one with the student; the adult reads first and then the student reads until the reading becomes fluent (perhaps three or four times through a passage).
 - Partner Reading: Fluent reader's partner with less fluent readers to take turns reading aloud to each other. Each reader may provide assistance to the other.
 - Choral Reading: Students read as a group in choral or unison reading.
 - Assisted Reading with Audio Recording: Students read along to a recording of a fluently read text. At first, students should point to each word as it is read and read along with the recording several times.

● Comprehension

Although the skill areas necessary for reading (decoding, word recognition, and fluency) are presented separately in this chapter, they are, in fact, overlapping skills and each of them supports comprehension. Comprehension of written language is a skill that impacts all aspects of educational achievement. Students with reading disabilities often have difficulty recalling ideas and details of written text and drawing appropriate conclusions from what they read.

By the time students reach middle and high school years they are expected to read at a competent level. Not only are they surrounded by text, the instruction they receive at school may be based on the assumption that they are able to read and process information delivered through print. Comprehension of text in content areas (history, math, science, health) may be particularly challenging as the reading material requires careful attention to detail and requires a skill set that may not have been mastered.

It is essential for educators in content areas to teach reading comprehension skills. Strategies such as summarizing, and generating and answering questions related to text can help students improve their comprehension.

Supporting Comprehension through Direct Instruction

- Clearly define the purpose of reading.
- Teach students that reading is about deriving meaning and that comprehension is the reason to read.
- Model active reading. (Teacher thinks aloud as s/he reads aloud to the class.)

- Teach students to summarize.
- Teach students to identify relevant and irrelevant information.
- Teach students to ask and answer questions related to text.

Supporting Comprehension through Strategy Instruction

- Work with topics in which students are interested and about which they know; help students make connections between their knowledge and new information (e.g., use K-W-L Charts: Know/Want-to-Know/Learned charts).
- Model a think-aloud strategy: Read a story, pause, and predict what the text may be about. Summarize text and link key words to prior learning.
- Model a strategy for visualizing: What do I visualize as I read this text? Work with students to create mental images from words they read.
- Model predicting: What will happen next?
- Have students underline and highlight important words and phrases in texts, handouts, and notes.
- Teach students the ‘Stop, Think, and Write’ strategy to help students keep an ongoing record of their comprehension. At determined intervals, students should stop reading and, using a T-chart or sticky notes, write down an important idea or fact, observation, or question.
- Have students use informal writing to reflect on what they have read. If students are reading in class, have them highlight, place a sticky, or write questions on a note card or a piece of paper to indicate areas of confusion or a few key points about their understanding.
- Teach self-monitoring strategies: If I don’t understand a word what can I do? Do I need to re-read this section? Is this fact or opinion? (See [Appendix 3-A](#).)
- The teacher determines the readability of the selected text to ensure that it is at the student’s independent reading level. For example: Free online software tools to calculate readability: Coleman Liau index, Flesch Kincaid Grade Level, ARI (Automated Readability Index), SMOG at www.online-utility.org/english/readability.
 - The teacher teaches the student to use the readability tool to self-determine if print material is at their independent reading level.
- The teacher shows students how to apply strategies to a variety of texts.
- The teacher implements the use of graphic organizers to help students identify and understand key concepts.
- The teacher implements the use of an assistive technology tool such as See-N-Read, Kurzweil, or Solo Read: Outloud 6.

Supporting Comprehension through Rehearsal and Practice

- Self-Regulated Strategy Development (SRSD) can be an effective strategy.
 - Provide guided practice as students are learning a new strategy.
 - Gradually transfer responsibility for defining purpose and selecting strategies to the student.
 - Provide monitoring and feedback.
- Use guided reading sessions.
- Have students apply strategies to different texts.
- Provide frequent opportunities to monitor all of the above.

Supporting Students with a Reading Disability Across Curricula Areas

Two instructional practices that will support a student with a reading disability and be helpful for all students are the following:

- Before, During, and After Reading (BDA);
- Gradual Release of Responsibility.

Before, During and After Reading (BDA)

Skilled, proficient readers are able to engage in a complex relationship with text; they can conjure visual images from words they read, make predictions, ask questions, and apply what they read to what they know. For some readers, these strategies and skills seem to come naturally. In reality, however, they are learned. Each strategy and skill that students learn has a relationship to the process of reading. Some are applied before reading, some during, and some after reading (BDA). Each strategy and skill can be broken down into its component parts, explicitly taught and supported through strategy instruction. This process can increase a struggling reader's chances for success at reading. (See [Appendix 3-A](#).)

Before Reading

- Activate prior knowledge (K-W-L): Students are able to understand and make sense of what they read when they are able to make connections with what they know. K-W-L stands for 'Know, Want-to-Know, and Learned'. A discussion before reading can help students clarify what they already know.
- Set purpose for reading. A discussion before reading will help students understand why they are reading a particular text. The brain likes context and relevance.

- Investigate the structure of the text: Teachers can help students learn to investigate text structure by looking at chapter headings and subheadings, pictures and diagrams, indices, quotes, highlighted text, and so on.
- Predict the content of the text: A discussion before reading can help students make predictions about the text.
- Review and clarify vocabulary.

During Reading

- Metacognition is an essential component of good reading. In order to be engaged in text and understand what they are reading, students must learn to ask questions about what they are reading, re-read text when they are unsure of the meaning, and think about what has happened and what is going to happen.
- Students can learn to alter the pace of their reading, and make adjustments for the level of difficulty and purpose of text. A student can learn, for example, that it is okay to skim over difficult place names when reading for pleasure. When reading academic texts, however, they may need to take time to understand pronunciation, context, and meaning. They can use resources such as glossaries and strategies such as re-reading, self-questioning, summarizing, taking notes, pronouncing difficult words out loud, and so on.

After Reading

Students must have the opportunity to process information, think and talk about text, and interpret what they have read. They can:

- Assess whether the purpose of reading was met.
- Identify details and main ideas.
- Make comparisons and connections.
- Draw conclusions.
- Paraphrase important information.
- Summarize.
- Analyze (e.g., form opinions, make judgments).

Gradual Release of Responsibility

Students with reading difficulties work as hard as or harder than typical readers but require intensive instruction and practise in order to acquire the skills necessary to read. No matter how well a skill is modeled or a strategy is taught, a struggling reader must

gain independence in order to succeed. A teacher must gradually transfer responsibility for a new learning to the student.

The gradual release of responsibility model of instruction (Pearson & Gallagher, 1983) requires that the teacher shift from assuming all of the responsibility to a situation in which the student(s) assume all of the responsibility for the learning task. This may occur over a day, a week, a month, or a year, depending upon the learning task and the strengths and needs of the student(s).

For more information on the effective use of the gradual release of responsibility model, please see

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● Summary

A student with a reading disability can achieve a high level of success at school. Teachers must understand that a reading disability is a neurological disorder and must provide students with direct/explicit instruction along with strategy instruction, as well as time to rehearse and practice skills to mastery. Students with reading disabilities face many challenges, however, with appropriate interventions and adaptations, they can become increasingly independent and have the same opportunities as their peers.

Module 3 addresses the needs of students with a learning disability in the area of written language. Even though it is addressed in a separate module, as mentioned at the beginning of this module, it is important to remember that reading and writing are closely linked.

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Appendix 3-A

Taxonomy of Self-Questioning Chart

Use the following “Taxonomy of Self-Questioning Chart” to teach students to self-monitor their comprehension. The chart includes six areas of questioning that students can “check” after each reading session. Each question provides a focal point for students to practise thinking about what they have read. Teachers must model the thinking process for each of the six questions in order for students to become proficient in using this strategy.

Taxonomy of Self-Questioning			
Level of thinking	Comprehension self-assessment	Focusing question	Comprehension process
Creating	I have created new knowledge.	How has this author changed what I understand?	<ul style="list-style-type: none"> ■ Synthesizing ■ Creating mental images
Evaluating	I can critically examine this author’s message.	What perspective or authority does the author bring to what he or she tells me?	<ul style="list-style-type: none"> ■ Inferring
Analyzing	I can explore deeper relationships within the author’s message.	What is the author arguing and what support, evidence, and reasoning does the author present?	<ul style="list-style-type: none"> ■ Inferring ■ Determining importance
Applying	I can use my understanding in a meaningful way.	How is this similar to (or different from) what I’ve heard or read before?	<ul style="list-style-type: none"> ■ Making connections ■ Inferring ■ Determining importance
Understanding	I can understand what the author is telling me.	What does this author want me to understand?	<ul style="list-style-type: none"> ■ Determining importance ■ Inferring ■ Creating mental images
Remembering	I can recall specific details, information, and ideas from this text.	What do I need to remember to make sense of this text?	<ul style="list-style-type: none"> ■ Determining importance

Source: Buehl, D. *Classroom Strategies for Interactive Learning*, 4th Ed. Newark, DE: International Literacy Association, 2014. Used with permission. All rights reserved.