

What is basic reading?

Basic reading can be defined as a set of skills that develop students' understanding and knowledge of print concepts, phonological awareness, phonics and word recognition, word composition (spelling), and fluency; these skills are sequenced and serve as a platform for later competence and proficiency in reading and writing across text types and disciplines.

Sounds First Instruction

In Tennessee, there is a focus on starting with sounds first in basic reading.

Phonemic Awareness

Phonemic awareness is the ability to recognize and manipulate phonemes.

Includes:

- Rhyming (bite-kite; kite-light)
- Alliteration (bee bat bite)
- Syllable blending (shell-fish says shellfish)
- Segmenting (table is split into ta-ble)



Phonological Awareness

Phonological awareness is the ability to manipulate oral language including words, syllables, onsets and rimes.

Includes:

- Rhyming (bite-kite; kite-light)
- Alliteration (bee bat bite)
- Syllable blending (shell-fish says shellfish)
- Segmenting (table is split into ta-ble)



Phonics

Phonics is the ability to match sounds to letters.

Includes:

- Sound-symbol correspondence ("b" says /b/ as in bike)
- Letter blending ("pl" in play)



What are some skills that may be difficult for students with a basic reading deficit?

- Phonological awareness
- Ability to identify/manipulate sounds
- Alphabet knowledge
- Decoding the written language
- Identify print letters and sounds associated (phonics)
- Encoding skills (spelling)
- Rapid naming
- Word Analysis

How do we know what to teach?

The data team or Individualized Education Program (IEP) team should use multiple sources of data to determine a student's skill level and specific skill deficits. All of this data should be used to design the student's goals, services, and instruction.

Commonly Assessed Areas

<i>Letters/Sounds</i>	<i>Syllabication</i>	<i>Tracking /Substitution</i>
<ul style="list-style-type: none"> • Vowels • Consonants • Endings • Reversals • Transposing 	<ul style="list-style-type: none"> • Attending to vowels • Using syllables to read • Attending to all word parts • Blending syllables • Blending syllables in order 	<ul style="list-style-type: none"> • Wrapping text • Sweeping across words • Substitute with real and pseudo words

Assessment Sources

- Universal screening
- Diagnostic assessments
- Progress monitoring
 - General outcome measures
 - Mastery measures
 - Formative assessments

For more information on assessments, visit [Reading Assessments to Inform Present Levels](#)

Basic Reading and Characteristics of Dyslexia

In 2016, the Tennessee General Assembly passed law T.C.A. § 49-1-229 (Public Chapter 1058 of the Acts of 2016) which requires school districts to screen for characteristics of dyslexia through their existing Response to Instruction and Intervention (RTI²) procedures and to provide “dyslexia-specific tiered interventions” for students that demonstrate a need.

Students with characteristics of dyslexia may struggle with some elements of basic reading. Students may experience skill deficits in any of the following: decoding skills, phonological awareness, phonemic awareness, alphabet knowledge, sound/symbol recognition, encoding skills (spelling), and rapid naming (the speed of retrieving known information from memory).

You may find further information under the resources tab on the [Dyslexia Advisory Council page](#).

What instructional strategies are most effective?

Creating Access Points

- Use visuals and manipulatives
- Facilitate peer partners
- Provide instructions both verbally and visually
- Frequently check for conceptual understanding
- Use dry erase boards for formative assessment
- Post sound walls in the classroom
- Repeat key words, symbols, and letters
- Arm tapping, air writing
- Use of high quality instructional materials (HQIM)
- Allow processing time
- Provide consistent visual representations and graphic organizers to structure and scaffold work



Implement IEP/504-Specific Accommodations

- Use [dyslexia resource guide](#)
- Use multi-sensory methods
- Use diagnostic assessments to determine specific deficit to focus instruction
- Provide explicit, systematic instruction targeting identified skill deficits
- Chunk content
- Allow extra time on tasks/tests
- Provide instructions both verbally and visually
- Allow read aloud for texts



Addressing Language Needs in the Classroom

- Use multi-sensory methods
- Teach vocabulary both explicitly and contextually using examples and non-examples (e.g. Frayer model)
- Read books aloud to build background knowledge and listening comprehension
- Have students practice metacognition, which is the process of thinking about and self-monitoring while performing tasks
- Chunk content
- Intentionally vary delivery methods (ie. teacher-led small groups, peer groups, lecture, etc.)
- Provide opportunities for peer discussion
- Allow students to define and classify objects or concepts



How do we know if an intervention is effective?

Ongoing assessment through progress monitoring provides continuous feedback on the effectiveness of instruction and intervention. Through the process of tracking and comparing an individual's or a group's performance, data can be used to make instructional decisions. See the [Special Education Framework](#) for more information on progress monitoring types and data-based decision making.