

# Students with SLD & Literacy:

*Understanding the School Program and  
Supporting it at Home*

**WI FACETS Conference**

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## *Understanding the School Program and Supporting it at Home*

### Session Agenda

- **Why?**
- **“Reading” vs. “Literacy”**
- **Reading in the SLD rule**
- **Varied Instructional approaches**
- **Supporting the School Program at Home**
- **Questions?**



# WHY?



Why do we learn to read?

**OR**

Why do we want our children to learn to read?

# The Many Strands that are Woven into Skilled Reading

(Scarborough, 2001)

## LANGUAGE COMPREHENSION

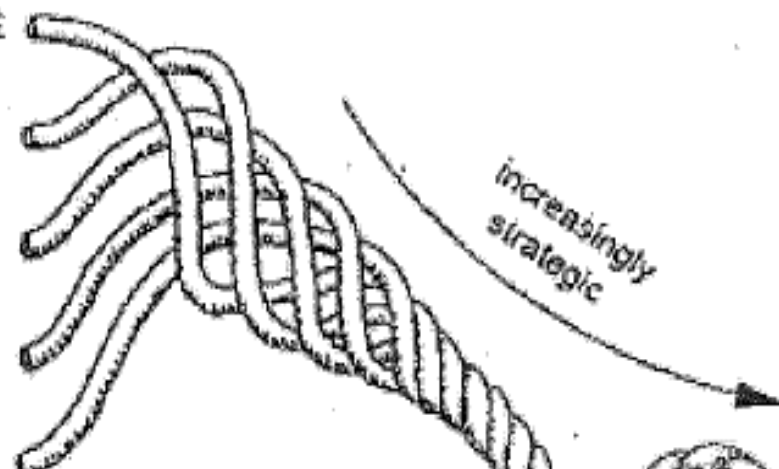
BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

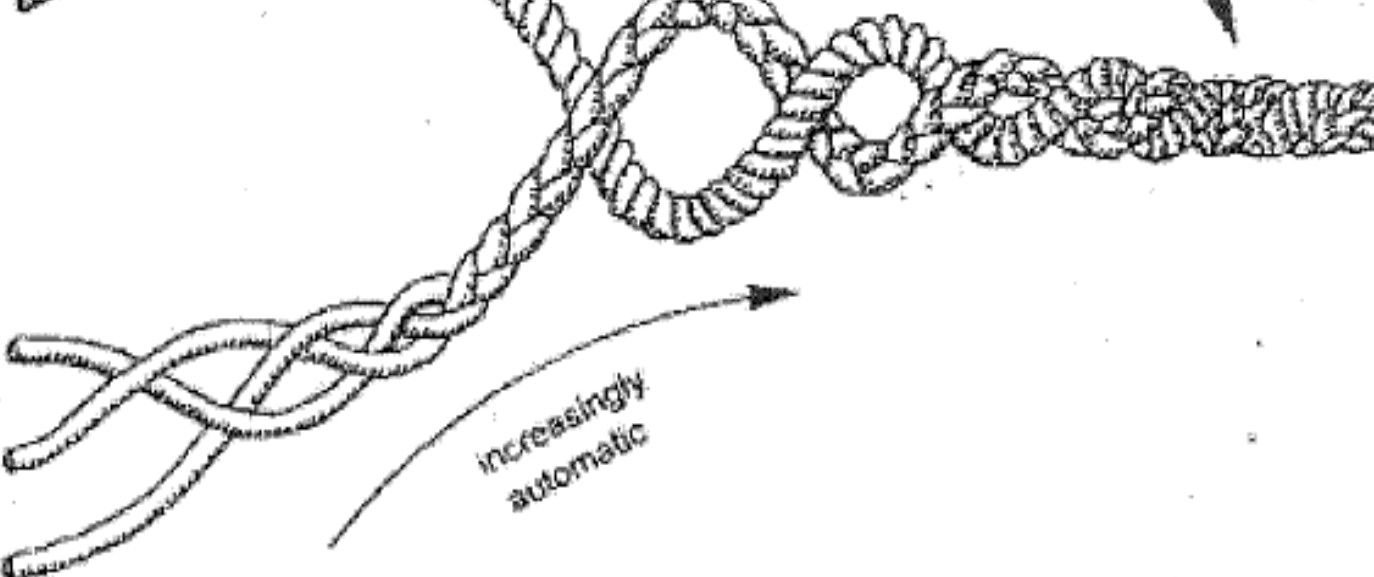
VERBAL REASONING  
(inference, metaphor, etc.)

LITERACY KNOWLEDGE  
(print concepts, genres, etc.)



increasingly  
strategic

**SKILLED READING:**  
Fluent execution and  
coordination of word  
recognition and text  
comprehension.



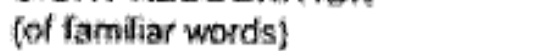
increasingly  
automatic

## WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)

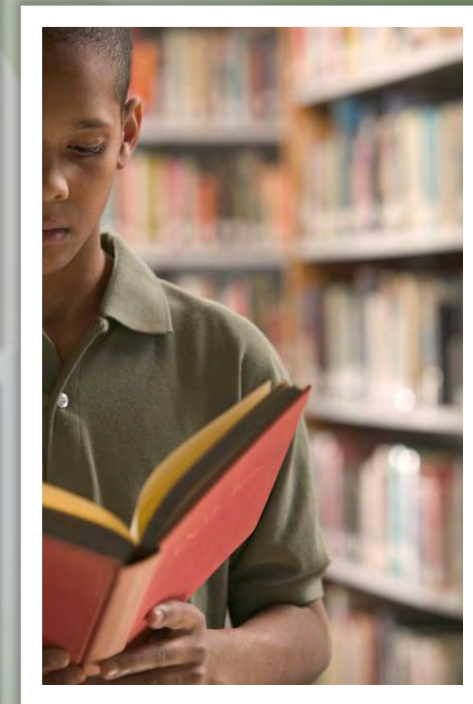
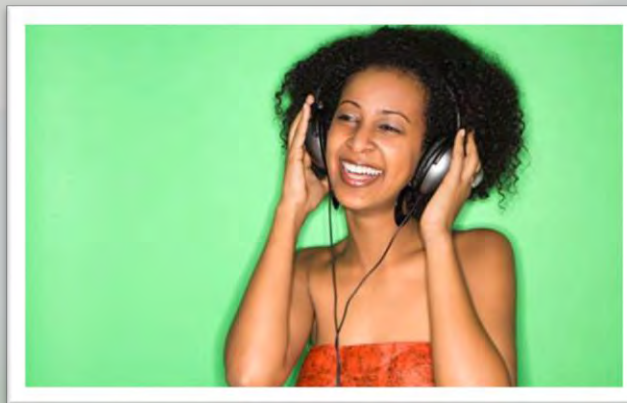


# “Reading” vs. “Literacy”



# Wisconsin's Definition of Text

**A text is any communication – spoken, written, or visual – involving language.**



# Major Perspectives on Reading

	<b>Constructivism</b>	<b>Developmental</b>	<b>Social Learning</b>	<b>Cognitive Processing</b>
<b>Main Idea</b>	Learners integrate new with existing knowledge	Learning develops naturally over time	Social influences and interaction affects learning	Brain function influences learning
<b>Theory</b>	Learning is natural and ongoing state of mind	Literacy develops	Central role of social interaction in learning	Brain functioning accounts for learning success and difficulty

*Based on Tracey & Morrow (2012); Used by permission of Kathryn Bush*

# RECAP

Whole  
Language

Child Centered

Balanced Literacy

"Pretender to Title" of Conventional  
Wisdom (Pearson 2004)

Skill-  
building

Curriculum  
Centered

1980s

Emergent or  
"caught"

Directly  
"taught"

2000s

Authenticity

Explicit



# WISCONSIN FOUNDATIONS FOR ENGLISH LANGUAGE ARTS



ENGLISH LANGUAGE  
ARTS IS AN  
INTEGRATED  
DISCIPLINE



ENGLISH LANGUAGE ARTS  
INSTRUCTION BUILDS AN  
UNDERSTANDING OF THE  
HUMAN EXPERIENCE

LITERACY IS AN  
EVOLVING CONCEPT,  
AND BECOMING  
LITERATE IS A  
LIFELONG LEARNING  
PROCESS



CRITICAL THINKING  
AND PROBLEM  
SOLVING,  
COMMUNICATION,  
COLLABORATION, AND  
CREATIVITY ARE  
ASPECTS OF EFFECTIVE  
ENGLISH LANGUAGE  
ARTS INSTRUCTION  
AND ATTRIBUTES OF  
WI GRADUATES

LITERACY, LANGUAGE  
AND MEANING ARE  
SOCIALY  
CONSTRUCTED AND  
ARE ENHANCED BY  
MULTIPLE  
PERSPECTIVES



<http://ela.dpi.wi.gov/>

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# Definition of SLD

*Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or perform mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, motor disabilities, cognitive disabilities, emotional disturbance, cultural factors, environmental, or economic disadvantage.*

- PI 11.36(6)(a)

# Students with Learning Disabilities

*Students with specific learning disabilities (SLD) have severe trouble learning or demonstrating skills in one or more of these academic areas:*

- oral expression
- listening comprehension
- written expression
- basic reading skill
- reading fluency
- reading comprehension
- mathematics calculation
- mathematics problem solving

# Reading within the SLD Rule

- Basic reading skills
- Reading fluency skills
- Reading comprehension

# Supporting Your Child's Literacy Development



- School's instructional approach
- Standards for Grade Level
- Examples:

<http://bit.ly/ParentELA>



*“The more that you read, the more things you will know. The more that you learn, the more places you'll go.”*

Dr. Seuss, *I Can Read With My Eyes Shut!*





# For Additional Information . . .

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