FDLRS proudly presents...



Making Reading Instruction Explicit for Students with Persistent Reading Difficulties

Participants will learn ways to increase the explicitness and intensity of reading instruction to be responsive to students' needs. Research is clear that differentiated lessons, using explicit instruction and increased intensity, are essential for K-12 students experiencing persistent and significant difficulties in reading.

THE WHAT THE HOW LANGUAGE COMPREHENSION Strategic integration of skills Background Knowledge Conspicuous strategis (facts, concepts, etc.) Vocabulary Mediated scaffolding (breadth, precision, links, etc.) Language Structures Primed background knowledge SKILLED READING Verbal Reasoning (inference, metaphor, etc.) Judicious review Literacy Knowledge (print concepts, genres, etc.) Adequate time WORD RECOGNITION Small group instruction Phonological Awarenes Frequent student response (syllables, phonemes, etc.) Decoding (alphabetic principle Appropriate pacing elling-sound correspondences Sight Recognition recise monitoring (of familiar words) Positive, immediate correction,

February 28 and March 1

The Many Strands that are Woven into Skilled

Reading (Scarborough, 2001)

Participants must attend both sessions and complete job embedded follow-up assignments

8:30 a.m.-3:30 p.m.

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Registration for *Making Reading Explicit* is available in MyLearningPlan. Registration is recommended in school teams of 2-3 professionals to allow for collaboration in implementation of the learned strategies. School teams may consist of: an ESE Support Facilitator, Literacy Coach, reading teachers, etc. This course fulfills the ESE Renewal requirement and is worth 20 inservice points.