

Dyslexia Instructional Programs: Austin ISD

Below you will find information regarding dyslexia instructional programs supported by Austin ISD. It is imperative that students who demonstrate phonological awareness, phonics, fluency, vocabulary, and/or comprehension deficits receive evidence-based instruction to promote acquisition of reading skills.

Classroom teachers, coaches, instructional/reading specialists who attend training are qualified to provide the interventions upon completion of training; the majority of interventions require 1-2 days of training. Take Flight, Basic Language Skills (BLS), or Wilson require extensive training. Only teachers that have completed or are currently enrolled in these training programs are able to provide these interventions. Local campuses are responsible for purchasing student consumables/materials for all programs.

As you plan for instruction and support of students, it will be important to determine personnel who will deliver intervention. Austin ISD asks that campuses identify staff members who have received training and/or staff members who need training to ensure that students who demonstrate reading challenges receive evidence-based instruction.

All choices about which program will be used, who will deliver the intervention, and the amount of time allotted to the intervention, will be decided by the student's 504 Committee or the ARD Committee (if eligible for Special Education).

SRA Early interventions in Reading/Intervenciones in Reading (McGraw-Hill) Grades K-2

SRA Early interventions / Intervenciones in Reading is the AISD supported Dyslexia Intervention Program for grades K-2. Early Interventions in Reading is a multilevel, comprehensive reading intervention for students at risk for developing reading problems or students with disabilities. SRA Early Interventions in Reading helps teachers identify struggling readers in Grades K-2 and provide them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands: phonemic awareness, letter/sound correspondences, word recognition, and spelling, fluency, and comprehension. Offered in both English & Spanish.

Esperanza (Valley Speech)* Grades 1-5

The Esperanza program is a Spanish multisensory structured language approach for reading, writing, and spelling. The goal of the Esperanza program is to provide a multisensory, sequential, systematic approach to achieve Spanish literacy.

Phonics Boost and Blitz (Really Great Reading) Grades 3-12 & Blast* Grades 1-3

Phonics Boost is a set of 80 lessons for students in grades 3-12 who have mild or moderate phonics difficulties. The Phonics Boost lessons include the five essential components of reading instruction identified by the National Reading Panel: phonemic awareness, phonics concepts, word attack skills, and basic vocabulary and comprehension skills.

The major focus is on explicitly teaching phonemic awareness, phonics, and fluency. The phonemic awareness portions of the lessons focus on segmenting phonemes in words, identifying the vowel sound, and naming the specific relationships between sounds and letters. Students measure their fluency and accuracy at the beginning of each lesson when they read aloud from a passage for one minute. Basic vocabulary and comprehension are also taught in the lessons. Vocabulary words likely to be encountered in content area classes are introduced before the students read the passage at the beginning of each lesson. The students are exposed to many unfamiliar vocabulary words as they practice reading decodable sentences. Basic comprehension skills are taught and practiced in Lessons 41-80 during the passage reading.

Phonics Blitz is a set of 50 lessons for students in grades 4-12 who have mild or moderate decoding weaknesses. The program helps students break guessing habits, learn how to read multi-syllabic words, and understand vowel spellings. Blitz lessons encourage teachers and students to use positive error correction to emphasize what students do well so they gain confidence and mastery.

Blast Foundations is appropriate for emerging readers of various grades and skill levels. In Kindergarten and first grade, Blast can be used as a whole group supplement. In first grade it can also be used as a small group intervention for students at risk. In second grade and beyond it can be used as a small group intervention for struggling readers. Blast addresses letter sound fluency, sight word fluency, phonemic awareness, and phonics but does not address vocabulary or reading comprehension components.

Take Flight: A Comprehensive Intervention for Students with Dyslexia (Scottish Rite Hospital) Grades 2-12 & Pre-Flight* Grades K-2

Take Flight: A Comprehensive Intervention for Students with Dyslexia is a two-year curriculum that addresses the five components of effective reading instruction identified by the National Reading Panel's research and is a comprehensive Tier III intervention for students with dyslexia. It includes:

- Phonemic Awareness - following established procedures for explicitly teaching the relationships between speech-sound production and spelling-sound patterns
- Phonics- providing a systematic approach for single word decoding
- Fluency - using research-proven directed practice in repeated reading of words, phrases and passages to help students read newly encountered text more fluently
- Vocabulary - featuring multiple word learning strategies (definitional, structural, contextual) and explicit teaching techniques with application in text
- Reading Comprehension - teaching students to explicitly use and articulate multiple comprehension strategies (i.e., cooperative learning, story structure, question generation and answering, summarization, and comprehension monitoring)

Pre-Flight early literacy curriculum covers phonological awareness, letter recognition, and oral language. It can be used as whole group instruction or as tiered support for struggling readers in grades K-2.

REWARDS (Voyager-Sopris) Grades 4-12

REWARDS - Reading Excellence: Word Attack & Rate Development Strategies is a research-based, validated reading intervention designed to teach intermediate and secondary students:

- a flexible strategy for decoding multisyllabic words
- increase oral and silent reading rate and accuracy (fluency)
- increase vocabulary knowledge; expand student's knowledge of general academic and academic vocabulary
- meanings of prefixes and suffixes
- text - dependent comprehension skills

Basic Language Skills* (Neuhaus) Grades 1-12 & Reading Readiness* Grades K-2 Basic Language Skills

(BLS) is explicit, systematic, intensive literacy instruction for students with dyslexia or related language learning differences and incorporates the latest research findings in the areas of literacy and best instructional practices. BLS covers all areas of reading and spelling instruction. Reading Readiness is an explicit curriculum that include phonological awareness, letter recognition, and oral language. It can be used as whole group instruction or as tiered support for struggling readers in grades K-2.

Wilson* (Wilson Reading System) Grades 2-12

Wilson is a structured literacy program based on phonological coding research and Orton-Gillingham principles. It directly teaches the structure of the English language. Phonemic awareness, decoding, fluency, vocabulary, reading comprehension, plus spelling and oral expressive language development are covered. Wilson is considered an intensive Tier 3 program for students in grades 2-12.

*Approved program and may be used on campuses with staff trained in these specific programs; PROGRAM/TRAINING/MATERIALS not directly supported by the Department of Dyslexia & Literacy in AISD.

Should your campus have additional questions regarding dyslexia instruction, please contact the Department of Dyslexia & Literacy at 512-414-4299. For instructional training opportunities, please visit HCP through the AISD portal.