

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the page, framing the central text. The overall aesthetic is clean and modern.

Literacy Instruction

Exemplary Practices

Evidence-Based Practice



(Adapted from LinguSystems, 2006)

Best available evidence

- ❖ National Institute of Child Health and Human Development. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. National Reading Panel report. Washington, DC: US Government Printing Office.
www.nichd.nih.gov/publications/nrp/documents/reports.pdf
- ❖ Rose, J. (2009). *Identifying and teaching children and young people with dyslexia and literacy difficulties*. Nottingham: DCSF Publications.
- ❖ *Foundations for Literacy: An Evidence-based Toolkit for the Effective Reading and Writing Teacher*. Canadian Language and Literacy Research Network.
- ❖ Stuart, M. & Stainthorp, R. (2016). *Reading development and teaching*. Los Angeles: Sage

Simple View of Reading (SVoR)

Visual word
recognition

- ▶ Phonemic awareness
- ▶ Alphabetic code
- ▶ Phonics

(Challenges = 25%)

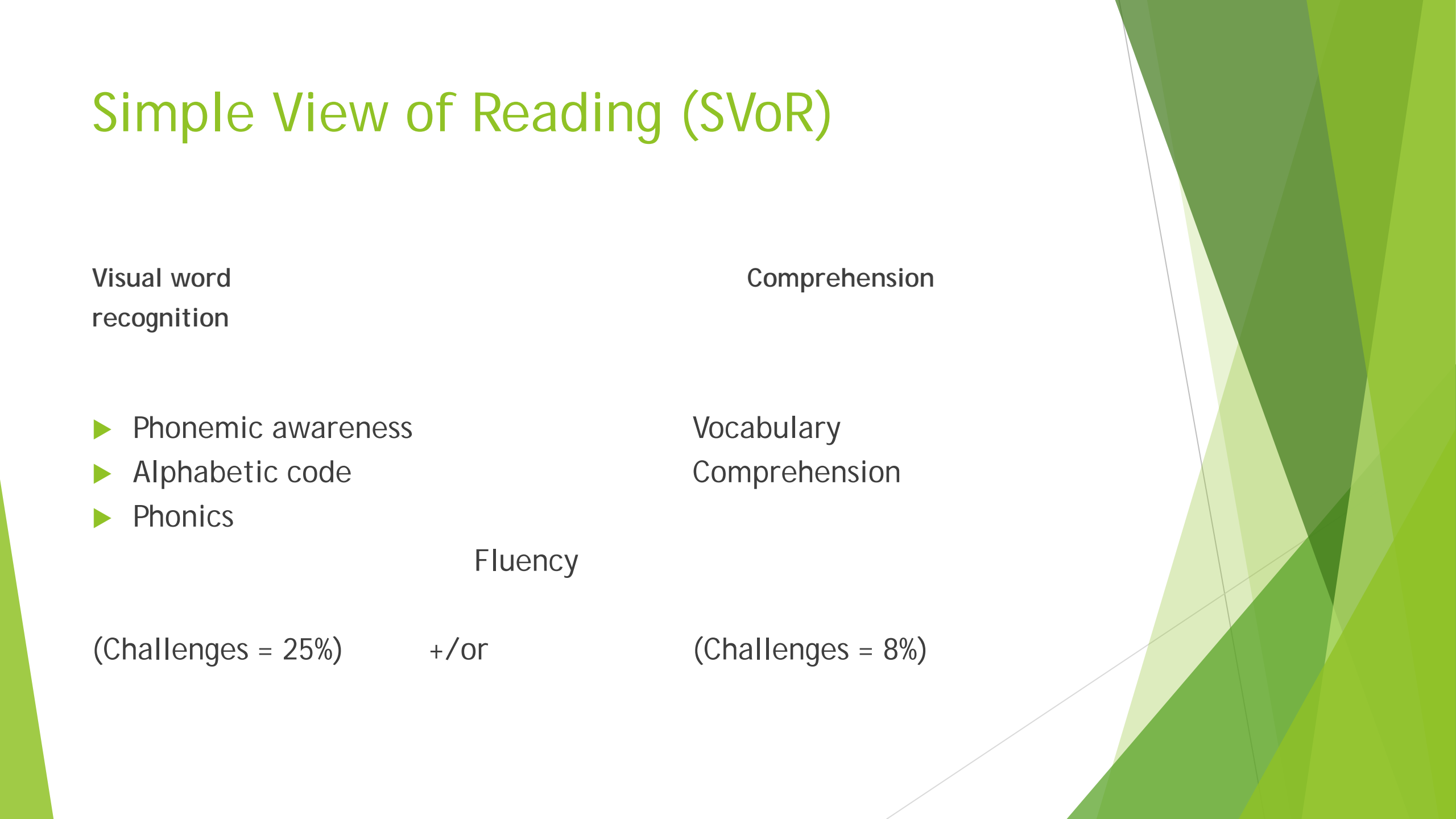
+ / or

Comprehension

Vocabulary
Comprehension

(Challenges = 8%)

Fluency



Effective and efficient instruction in an inclusive model

- ▶ Typical (75% approximately)
- ▶ Mild
- ▶ Moderate
- ▶ Severe
- ▶ Profound

Tier 1: Whole class

Tier 2: Small group

Tier 3: Individual

Best case scenario: dynamic Multi-Tiered Support System (MTSS)

