



Reading Evaluation: Word Recognition

Direct instruction alone appears to be the most effective approach for improving word recognition skills in students with learning disabilities. Does this reading program utilize direct instruction only?

- ☐ YES ☐ NO

Instruction components most effective for increasing word recognition skills in students with learning disabilities are listed below. The reading program should include all three components.

Increasing Word Recognition Skills in Student with LD	
Instruction Component	Program Activities and Techniques* *May be called "treatment description in research studies."
☐ Sequencing	The teacher: ☐ Breaks down the task ☐ Gradually reduces prompts or cues. ☐ Matches the difficulty level to the task and to the student. ☐ Sequences short activities. ☐ Uses step-by-step prompts.
☐ Segmentation	The teacher: ☐ Breaks down the targeted skill into smaller units or component parts. ☐ Segments or synthesizes component parts.
☐ Advanced organizers	The teacher: ☐ Directs children to look over material prior to instruction. ☐ Directs children to focus on particular information. ☐ Provides students with prior information about tasks. ☐ Tells students the objectives of instruction upfront.

For more information on this topic, see our related article:

"What the Science Says: Effective Reading Interventions for Kids with Learning Disabilities"

<http://www.schwablearning.org/articles.asp?r=745>