Preface to the Third Edition

The first edition of this book was written by Diana Brewster Clark and published in 1988. Diana, my colleague and friend from our days studying at Teachers College Columbia University, died early in 1993 as she was beginning to plan a second edition. I eventually wrote the second edition, which was published in 1995. This third edition provides a systematic update of research and programs since that time. It includes new chapters and a somewhat different structure. The purpose of the book, however, remains the same: to provide an overview of the research literature on the nature of dyslexia and how children with dyslexia can be taught most effectively. The book is written for teachers and the final chapters are practical in nature.

In her preface to the first edition, Dr. Clark stated that there were several important realizations about dyslexia that prompted her to write this book, one of which follows:

> [T]he separation of reading education, special education, and remedial reading education into three ostensibly autonomous domains of instruction—the first two residing in schools, the third for the most part in the private sectors—has been extremely detrimental to dyslexic students, causing unnecessary confusion over their identification and treatment. Sharing and integrating ideas between these three, now separate, disciplines is essential if dyslexic students are ever to be served effectively.

In 1988, classroom teachers were provided with little training in special education or specialized remedial reading instruction, and were not expected to provide reading instruction in the classroom for children with reading difficulties. Reading specialists and special educators served as pull-out specialists. They pulled children out of the classroom for blocks of specialized instruction, or, in some cases, provided instruction all day long in special classes. Neither of these specialties involved training in the remediation of dyslexia. Three trends, representing changes in the field, have helped break down this compartmentalization since 1988.

CHANGES IN THE FIELD

Balanced Reading Instruction in the Classroom

Since the second edition of this book, two major analyses of the research literature on learning to read have been published. Both have played a role in the current trend away from the dichotomy of the reading wars (i.e., skills versus meaning) and toward instruction that balances skills—especially phonics skills—with meaning-based instructional approaches that developed out of the whole language movement.

The first of these two analyses of the research literature was carried out by a committee of the National Academy of Science at the joint request of the U. S. Department of Education and the U. S. Department of Health and Human Services. Catherine Snow served as committee chair for the report, Preventing Reading Difficulties in Young Children (Snow, Burns, and Griffin 1998). The second analysis was the National Reading Panel Report (2000; Ehri et al. 2001), a meta-analysis and summary of what the team called "scientific research" on reading instruction. Linnea Ehri served as Chair of the Alphabetics subgroup, which analyzed phonemic awareness and phonics data. These reports came at a time when Congress was urging more evidence that federal money was supporting well-researched, effective programs.

Trend toward Inclusion Classrooms

When the first edition of this book was published, it was assumed that teachers working with children with dyslexia would be reading specialists, but this notion is changing. Many children with reading difficulties are being taught in inclusion classrooms, classrooms with a mix of children, some of whom have individualized education plans (IEPs), assessment-based instructional plans generated after establishing the need for special services. The best inclusion classes involve

collaboration between a special educator and a regular educator working together in the same classroom. In less ideal cases, especially in high-need, under-resourced schools, classroom teachers may be solely responsible for children with reading disabilities for part or all of the day. This means that classroom teachers need to increase their knowledge and skills in a wide array of teaching strategies. They need enormous amounts of self-confidence, and they need to believe that all children can learn to read.

Primary-grade teachers need to know how to identify and teach to minimize the early symptoms of dyslexia. They need the tools to spot the early signs and to provide immediate and effective instruction. Teachers in the upper elementary grades need to know how to plan effective remediation. Both lower and upper grade teachers need extraordinary organizational skills in order to group students for instruction at various levels and to modify instruction to meet the needs of all.

Trend toward more Teacher Preparation in Reading

In its most recent standards for teacher preparation, the International Reading Association (IRA) recommends that initial elementary teacher education programs include five literacy courses in the curriculum. Most colleges and universities do not meet this standard, but there certainly is a movement toward more emphasis on reading in the curriculum and in later professional development.

Louisa Moats' work on classroom teacher training (1994b) found that many teachers do not, themselves, have strong phonemic awareness. Phonemic awareness and other linguistic knowledge and skills have been a neglected area in teacher education programs. Teachers who are well prepared to teach these aspects of language can make an enormous impact. As Moats says,

> Most reading problems can be greatly ameliorated through appropriate instruction. According to the convergent findings of numerous studies from the 1990s, classroom teaching is the best antidote for reading difficulty (Moats 2000).

The current edition is written at a time when educational accountability has become a national agenda. Given enough background in reading methods and in the linguistic processes underlying early reading acquisition, teachers should feel confident that they can be accountable for teaching all children to read.

ORGANIZATION OF THE THIRD EDITION

As with previous editions, the book is divided into three parts. Part I continues to outline the underlying psychological and cognitive

processes that support both beginning reading and mature, skilled reading, and to address issues of assessment for dyslexia. Additional material has been added to the assessment chapter regarding the increasingly important role of the classroom teacher in using assessment to identify early difficulties and to modify instruction.

Part II addresses general principles of instruction for students with dyslexia such as systematic, direct instruction, and assessment-based planning. The chapters in Part II continue to be structured around application of these principles within the various components of a language arts program such as phonemic awareness, phonics, fluency, vocabulary, comprehension, spelling, handwriting, and written composition. Two changes have been made in the organization of Part II. First, the chapter on *The Reading-Writing Relationship* has been moved to the spot after *Phonemic Awareness* and before *Phonics Instruction*, and it has been rewritten and renamed *Spelling to Read* (see Chapter 6). This acknowledges the strong role that invented spelling can play in the transition from phonemic processing to written language. The other change involves a new chapter on *Vocabulary* (Chapter 9), with information that was embedded in the *Comprehension* chapter in the first two editions.

Part III, as before, is devoted to descriptions of particular programs for students with reading difficulties. The chapter on IBM's *Writing to Read* has been removed. IBM no longer produces educational software. In many schools, the computers once used in Writing to Read centers have been moved into classrooms for general computer use and most schools no longer employ Writing to Read specialists. The chapter on Robert Calfee's Project READ has also been removed from this edition because it is not being used in schools and the training is no longer available to teachers. Not to be confused with Enfield and Greene's Project Read, Calfee's program (e.g., Calfee and Henry 1985) served as the literacy component of Stanford University's Accelerated Schools program. It was distinguished by its integration of direct skills and meaning-based instruction. In his introduction to a new book by his colleague Marcia Henry, he described Projct READ as an early balanced literacy program. Materials for teaching word reading were developed for Project READ by Henry whose subsequent work integrates reading, spelling, and morphological patterns for meaning for both beginning readers (Henry 2003) and older readers (Henry 1990), and is designed for typically developing as well as disabled readers.

Two new chapters have been added to Part III, one reviewing several early intervention programs, and one on *Success for All*. The sequence of the chapters in Part III has been reorganized, proceeding from early intervention to school-wide interventions that constitute a form of universal design or instructional plan that is so direct and inten-

sive that it will benefit all readers, to specialized remedial programs, usually administered through tutoring and designed specifically for students with dyslexia.

The most important change in this edition is the name of the book. The word remediation no longer appears in the title. When the book was first written, remediation was really the only option for a child with dyslexia. Few children with this word-level reading difficulty received help until they were found to be several years below grade level. Today, we know a great deal about early identification and intervention. Appropriate instruction can begin very early and it can begin in the classroom. Thus, the book covers a range of instructional options including, but not limited to, remediation.

Classroom teachers are an audience for this edition of the book as well as reading specialists, special educators, and dyslexia specialists. There are two reasons for this. First, in a time of dramatic school budget cuts, the classroom teacher may need to accept responsibility for inclusion students with dyslexia. Second, on a more hopeful note, if the classroom teacher of very young children does his or her job with expertise, many students with dyslexia will not need outside referrals.