



During the Coronavirus, COVID-19 Pandemic, we request permission to post the following Region 4 resources within our learning management system (LMS).

We certify that we have a purchased copy for each teacher for whom these activities will be posted.

Permission will be considered for all resources **with the exception of** *Reading by Design*. Please see the pages that follow for recommendations regarding the use of this resource during this pandemic.

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During the Coronavirus, COVID-19 Pandemic, we request permission to print student pages for the following Region 4 resources for home-based packets. Permission will be considered for all resources **with the exception of** *Reading by Design*. Please see the pages that follow for recommendations regarding the use of this resource during this pandemic.

If printing copies for students, we understand that 90 copies may be made for each purchased Kindergarten–Grade 5 resource and that 150 copies may be made for each purchased Grade 6–12 resource.

We certify that materials will be removed from online storage by July 15, 2020.

Printed Name of Requestor	Region 4 Staff
Title	Title
Organization	Department
Digital Signature	Digital Signature



**To:** *Reading by Design* Interventionists

**From:** Jan Cook, MEd, Dyslexia Specialist, Region 4  
Mary Yarus, ME., LDT, CALT, Dyslexia Specialist, Region 4  
Jennifer Brock, EdD, Director of Reading/Language Arts Department, Region 4

**RE:** Recommendations for Schools Using *Reading by Design for Dyslexia Intervention* in Response to the COVID-19 Quarantine

**Date:** March 19, 2020

In response to the school closings, we would like to make recommendations regarding dyslexia intervention efforts, specifically in relation to our program, *Reading by Design*.

We must all keep in mind that the *Texas Dyslexia Handbook* outlines the standards for implementation of dyslexia intervention programs with fidelity. On page 39 of the handbook, the criteria for Standard Protocol Dyslexia Instruction is listed as:

- “evidence-based and effective for students with dyslexia;
- taught by an appropriately trained instructor; and
- implemented with fidelity.”

At this time, while students are not able to attend school, implementation of *Reading by Design* with fidelity is not possible in most cases.

If teachers are able to successfully schedule live, virtual lessons with students in which the interaction and feedback allow for successful implementation, this would be a viable option. Teachers will be allowed to scan the reproducible masters needed for each lesson to provide to students. **Only student pages should be scanned and sent to students. This is only permissible from March 2020 to May 2020. These pages are not to be stored on internally accessible servers, public folders, or on websites. Reading decks, spelling decks, and other ancillary materials should not be scanned. Keep in mind that these materials are the intellectual property of Region 4 and are copyrighted materials.**

We have had inquiries about recording lessons. This is not recommended since the necessary interaction with students would be missing, therefore the fidelity of the program would not be met. This includes recordings of teachers using the reading deck.

It is our recommendation that students are provided with resources for the maintenance and review of previously taught skills if direct instruction is not available through online or face-to-face formats. Please note that new learning through the program is only possible with the explicit, systematic instruction from the appropriately trained instructor. Fidelity of instruction requires teacher and student interaction that is necessary for the active engagement of the student and immediate feedback/progress monitoring from the teacher.

Parents should also be encouraged to utilize reproducible pages that have been sent home previously for review. These pages provide lists of words that parents could transfer to paper for students to practice coding. The Extended Reading Practice Pages also will be valuable for parents during this time as students may complete repeated readings to build fluency.

## Resources for Parents

Note: The following resources are available to districts in both digital and print formats.

<b>Lesson Component</b>	<b>Digital and Print Resources</b>
<b>Phonological Awareness</b>	<a href="https://fcrr.org/resources/resources_sca_k-1.html">https://fcrr.org/resources/resources_sca_k-1.html</a>
<b>Alphabet</b>	<a href="https://fcrr.org/documents/sca/GK-1/F_Final_Letter_Recognition.pdf">https://fcrr.org/documents/sca/GK-1/F_Final_Letter_Recognition.pdf</a> <a href="https://fcrr.org/documents/sca/GK-1/P_Final_Part1.pdf">https://fcrr.org/documents/sca/GK-1/P_Final_Part1.pdf</a>
<b>Review Decks</b>	<a href="https://fcrr.org/documents/sca/GK-1/P_Final_Part5.pdf">https://fcrr.org/documents/sca/GK-1/P_Final_Part5.pdf</a> <a href="https://www.fcrr.org/documents/sca/GK-1/F_Final_Letter_Sound_Correspondence.pdf">https://www.fcrr.org/documents/sca/GK-1/F_Final_Letter_Sound_Correspondence.pdf</a>
<b>Reading Practice</b>	<a href="https://www.nessy.com/us/">https://www.nessy.com/us/</a> Note: Schools must set up the free account. <a href="https://www.fcrr.org/curriculum/PDF/G4-5/45APPartThree.pdf">https://www.fcrr.org/curriculum/PDF/G4-5/45APPartThree.pdf</a> <a href="https://www.fcrr.org/curriculum/PDF/G4-5/45APPartTwo.pdf">https://www.fcrr.org/curriculum/PDF/G4-5/45APPartTwo.pdf</a>
<b>Handwriting Practice</b>	<a href="https://www.studenthandouts.com/handwriting-worksheets/">https://www.studenthandouts.com/handwriting-worksheets/</a> <a href="https://www.handwritingpractice.net/">https://www.handwritingpractice.net/</a>
<b>Spelling Practice</b>	<a href="https://fcrr.org/documents/sca/GK-1/P_Final_Part4.pdf">https://fcrr.org/documents/sca/GK-1/P_Final_Part4.pdf</a> <a href="https://www.nessy.com/us/">https://www.nessy.com/us/</a> <a href="https://www.reallygreatreading.com/lettertiles/">https://www.reallygreatreading.com/lettertiles/</a>
<b>Extended Reading Practice</b>	<a href="http://www.freereading.net/wiki/illustrated_Decodable_fiction_passages.html">http://www.freereading.net/wiki/illustrated_Decodable_fiction_passages.html</a> <a href="http://www.freereading.net/wiki/illustrated_Decodable_non-fiction_passages.html">http://www.freereading.net/wiki/illustrated_Decodable_non-fiction_passages.html</a> <a href="https://www.speld-sa.org.au/services/phonic-books.html">https://www.speld-sa.org.au/services/phonic-books.html</a> <a href="https://www.readinga-z.com/books/decodable-books/">https://www.readinga-z.com/books/decodable-books/</a> <a href="http://www.textproject.org/teachers/students/ready-readers/">http://www.textproject.org/teachers/students/ready-readers/</a> <a href="http://www.textproject.org/teachers/students/quickreads-fluency-library/">http://www.textproject.org/teachers/students/quickreads-fluency-library/</a> <a href="http://www.textproject.org/teachers/students/beginningreads/">http://www.textproject.org/teachers/students/beginningreads/</a>

<p><b>Components of Language</b></p>	<p><a href="https://newsela.com/">https://newsela.com/</a>  <a href="http://wonderopolis.org/">http://wonderopolis.org/</a>  <a href="https://www.fcrr.org/curriculum/PDF/GK-1/C_Final.pdf">https://www.fcrr.org/curriculum/PDF/GK-1/C_Final.pdf</a>  <a href="https://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_4.pdf">https://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_4.pdf</a>  <a href="http://www.readwritethink.org/files/resources/printouts/connection-stems.pdf">http://www.readwritethink.org/files/resources/printouts/connection-stems.pdf</a>  <a href="http://www.katyisd.org/campus/KDE/Documents/Before%20During%20and%20After%20Questions%20-%20ELA.pdf">http://www.katyisd.org/campus/KDE/Documents/Before%20During%20and%20After%20Questions%20-%20ELA.pdf</a>  <a href="http://www.fcrr.org/studentactivities/c_022b.pdf">http://www.fcrr.org/studentactivities/c_022b.pdf</a></p>
<p><b>Fluency</b></p>	<p><a href="https://www.d57.org/Downloads/frys_sight_word_phrases.pdf">https://www.d57.org/Downloads/frys_sight_word_phrases.pdf</a>  <a href="https://www.fcrr.org/documents/sca/GK-1/F_Final_High_Frequency_Words.pdf">https://www.fcrr.org/documents/sca/GK-1/F_Final_High_Frequency_Words.pdf</a>  <a href="https://www.fcrr.org/documents/sca/GK-1/F_Final_Oral_Reading.pdf">https://www.fcrr.org/documents/sca/GK-1/F_Final_Oral_Reading.pdf</a></p>

For background knowledge and building vocabulary, the following resources are available. These links could be used as prewriting exercises.

### **Virtual Field Trips**

[https://docs.google.com/document/u/0/d/1SvldgTx9djKO6SjyvPDsoGllkgE3iExmi3qh2KRRku\\_w/mobilebasic](https://docs.google.com/document/u/0/d/1SvldgTx9djKO6SjyvPDsoGllkgE3iExmi3qh2KRRku_w/mobilebasic)

<https://www.si.edu/exhibitions/online>

### **Houston Public Library—Learning Express Library**

<https://www.learningexpresshub.com/productengine/LELIndex.html#/learningexpresslibrary/libraryhome>

### **Talking Books**

<https://www.tsl.texas.gov/tbp/index.html>

### **Other Resources**

<https://thisreadingmama.com/>

<https://www.reallygreatreading.com/homeconnection/>

<https://watchandlearn.scholastic.com/>

<https://www.readingrockets.org/audience/parents>

<https://www.ageoflearning.com/schools>

<https://www.smore.com/ncmgt>

**For further guidance or clarification, please contact *R4dyslexia@esc4.net*.**