## Double Sided Journal Entry

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| **Objective Summary  and High Points** | **Subjective Reflections** |
| Shaywitz, S. E. & Shaywitz, B. A. (2004). Neurobiological basis for reading and reading disability. In McCardle, P., & Chhabra, V. (Eds.), *The voice of evidence in reading research* (pp. 417-442). Baltimore, Md: Paul H. Brookes Publishing Co. | |
| " The very first definitive linkage of brain injury to a symptom was made by the French neurologist Paul Broca in the middle of the 19th century" (p. 417).  "Dyslexia, a developmental disorder, is characterized by an unexpected difficulty in reading in children and adults who otherwise possess the intelligence, motivation, and education considered necessary for developing accurate and fluent reading"(p. 419).  "...one of the most common problems affecting children and adults" (p. 419).  "...dyslexia affects boys and girls equally..." (p. 420).  "Family history is one of the most important risk factors...thus provides opportunities for early identification of siblings and often for delayed but helpful identification of adults with dyslexia" (p. 421).  " The awareness that all words can be decomposed into these basic elements of language (phonemes), allows the reader to decipher the reading code. In order to read, a child has to develop the insight that spoken words can be pulled apart into phonemes and that the letters in a written word represent these sounds" (p. 421-422).  "This pattern - a deficit in phonologic analysis contrasted with intact higher-order cognitive abilities - offers an explanation for the paradox that otherwise intelligent people may experience great difficulty in reading. According to the model, a circumscribed deficit in a lower-order linguistic (phonological) function blocks access to higher-order processes and to the ability to draw meaning from text" (p. 422).  "Our findings in children showed the same disruption of posterior reading systems observed in adults with reading difficulties and indicated that dysfunction in lest hemisphere posterior reading circuits is already present in children with dyslexia and cannot be ascribed simply to a lifetime of poor reading" (p. 427).  "...children do not outgrow their reading difficulties and that the disruption that interferes with reading in childhood remains into adulthood....These data...further suggest that unless a child receives effective reading instruction, this dysfunction will be present throughout adulthood" (p. 428-429).  "We hypothesize that non-impaired readers have developed this system through phonologically based word analysis; in contrast, persistently poor readers rely more on *rote memory* for recognizing real words...these individuals are able to recognize memorized words but lack a strategy with which to read new or low-frequency words...These findings provide further evidence of the importance of developing analytic strategies for word identification and the limitations of simply relying on a memory-based approach" (p. 431-432).  "...emphasize the need for intervention programs for struggling readers that target the development of fluency and not just accuracy" (p. 434). | I didn't realize how very new brain research is. It is no wonder that education has changed so drastically in the last fifty or so years.  So while I have always understood dyslexia to be a disorder that made it difficult for children to learn how to read, it had never occurred to me to consider whether or not it affected intelligence. My sister is dyslexic and had a lot of difficulty in school. I never thought that my sister wasn't intelligent, just that she had difficulty acquiring knowledge because she couldn't read the material well.  I did not know that family history was a risk factor of dyslexia. My sister is the only person that I know in our family that has it. This is useful information that I can take into the classroom, particularly if I am familiar with student's family.  This explains a lot about why my sister struggled and still struggles with reading. When my sister started school they had just started a new reading program that did not discuss phonics at all. In fact, 'sounding a word out' was completely discouraged. Perhaps because my sister did not learn anything about phonetics, this left her completely unable to decompose language. While I hope to teach 5th grade, I certainly can see the use of incorporating phonetics and word family recognition (such as the -est family) into my instruction.  This reminds me of Bloom's Taxonomy, where a student must be able to think on each progressive level before they can think on the higher cognition levels such as synthesis (or evaluation, depending on which version you look at).  This definitely puts a lot of pressure on me as a teacher! If I do not provide effective reading instruction in my classroom, then I am basically crippling these students for life. It is imperative that I learn and utilize effective reading strategies. Also, I think that it is crucial that I remain aware of when a student is having consistent difficulties with reading. An important factor in providing effective intervention instruction is recognizing when this type of instruction is necessary.  "While I do agree that children who are poor readers do frequently rely on rote memory to help them recognize real words, but I wouldn't say that they don't have a strategy for reading new or low-frequency words. I think there is a lot of guessing for new and low-frequency words. I have noticed that a lot of times students will be able to recognize a few letter combinations within the word and guess a word that they know has those combinations (even if the number of letters doesn't make sense to the word they guessed).  I recently observed this in a classroom. The teacher encouraged the student to either sound out the word or take a guess, but still keep up the same reading pace. I think this is really important for students to be able to stay confident in their reading abilities, rather than get bogged down in their mistakes. |