

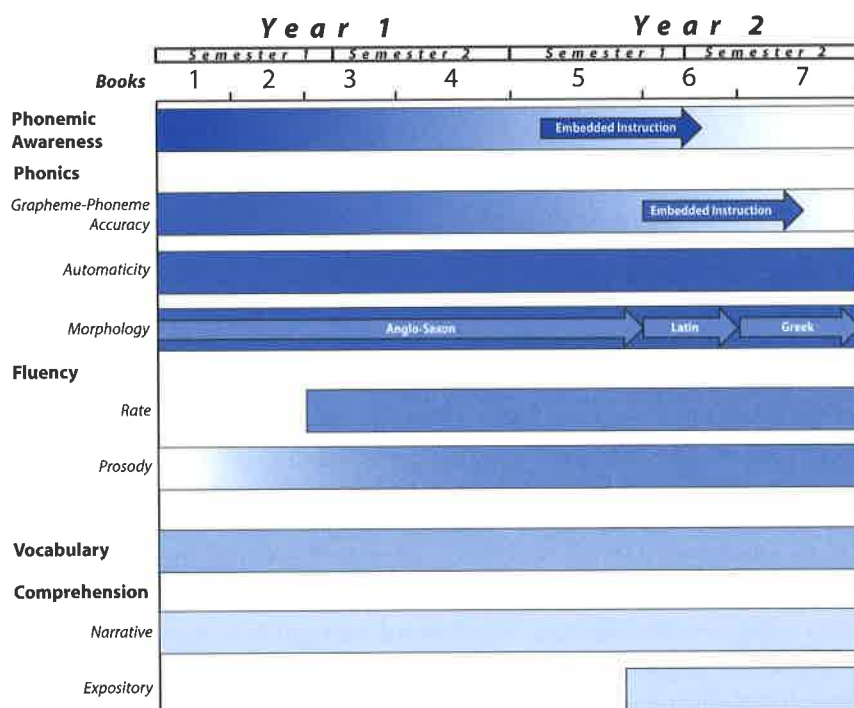
PREFACE

T*ake Flight: A Comprehensive Intervention for Students with Dyslexia* is a curriculum written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders of Texas Scottish Rite Hospital for Children (TSRHC). *Take Flight* builds on the success of the three previous dyslexia intervention programs developed by the staff of TSRHC: Alphabetic Phonics, the Dyslexia Training Program and TSRH Literacy Program. The curriculum was designed for use by academic language therapists with children 7 years and older who have developmental dyslexia. It was developed to enable students with dyslexia to achieve and maintain better word recognition, reading fluency, reading comprehension and aid in the transition from a therapy setting to “real world” learning. Recent reading intervention studies, including data collected at TSRHC, were the impetus for writing *Take Flight* and have contributed to its design. Teaching trials in the TSRHC Dyslexia Laboratory and trials by therapists in collaborating public schools also influenced curriculum revision.

Take Flight contains the five components of effective reading instruction supported by the National Reading Panel research meta-analysis and mandated by the No Child Left Behind Act:

- **Phonemic awareness** in *Take Flight* includes a systematic exploration of the articulation of phonemes and is fully integrated within decoding and spelling instruction.
- All phoneme-grapheme correspondence rules are introduced over a shorter time than previous TSRHC programs, allowing time for practice toward accuracy and automaticity in the application of **phonic skills** and for more guided reading practice with controlled and regular text. Also, there is an expanded use of etymology in teaching word analysis strategies.
- **Vocabulary** is expanded and enriched by developing morphological knowledge, word relationships, figurative language, syntax and semantics by direct instruction and in the context of reading.
- **Fluency** instruction incorporates guided and timed repeated reading of decodable words, phrases and connected text. Incentives, concrete measures of progress and daily home practice are also important elements of fluency training.
- A combination of techniques is used for instruction in **reading comprehension**, including comprehension monitoring, question generation, story structure, summarizing and inferencing. Students also learn how to utilize graphic and semantic organizers when reading narrative and expository texts.

Each of the five components is presented in the seven books of *Take Flight*. Figure 1 shows when each component is taught within the curriculum.



Take Flight is designed for small group instruction (four–six students) for a minimum of 45 minutes per day, five days each week. Alternatively, the lessons can be taught for 60 minutes each day for four days a week. *Take Flight* includes 132 lessons for a total of 230 hours of direct instruction.

In the first 35 lessons (Books 1 and 2) of *Take Flight*, two new grapheme-phoneme rules are introduced each day. This program directly integrates grapheme introduction, phonemic awareness and spelling. Students apply their phonics knowledge reading single words and sentences that combine each lesson’s new rules with previously learned material. Each lesson has additional opportunity for practice of the new phoneme during direct phonemic awareness and spelling exercises.

The lesson cycle takes on a new look with Book 3. On alternating days, the lessons continue new grapheme-phoneme introductions with additional practice of all learned decoding rules. The alternate lessons provide the opportunity to practice previous learning through timed, repeated practice to improve reading fluency. These lessons also include comprehension strategy instruction and 20 minutes of oral reading of connected text that provides necessary practice for newly learned strategies.

With *Take Flight*, students will learn all 44 phonemes of the English language, 96 grapheme-phoneme correspondence rules and 87 affixes. The students will also learn spelling rules for base words and derivatives. Practice opportunities are also provided that are designed to improve oral reading fluency. Finally, *Take Flight* introduces comprehension and vocabulary building strategies for both narrative and expository text in the context of oral reading exercises, preparing students for successful, independent reading.

“An on-going evaluation of *Take Flight* instruction with over one hundred students who attend the Dyslexia Lab at TSRHC indicates the students show statistically and, more importantly, clinically significant growth in all areas of reading. Although below average on all measures of reading performance at the onset of treatment, the students performance was within the average range in decoding, word reading and comprehension when treatment concluded. Final status of word and text reading efficiency was lower, but still very near the low average range. Comparisons of reading growth from *Take Flight* with previous versions of Alphabetic Phonics instruction provide suggestive evidence for the efficacy of added comprehension and reading rate instruction. Finally, longitudinal results indicate that during the first year after treatment, the students maintained their word recognition gains and continued to show significant growth in reading comprehension. Additional follow-up assessments found that treatment gains in both word reading and comprehension were maintained at those levels up to four years post-treatment.”