

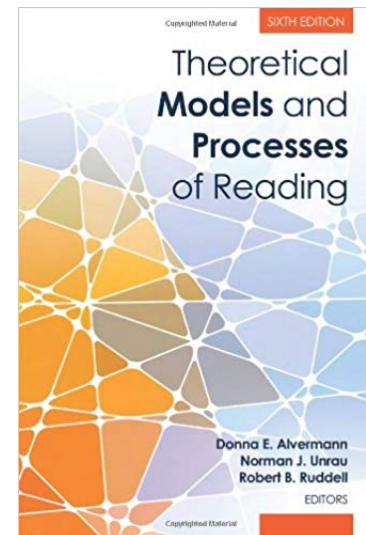
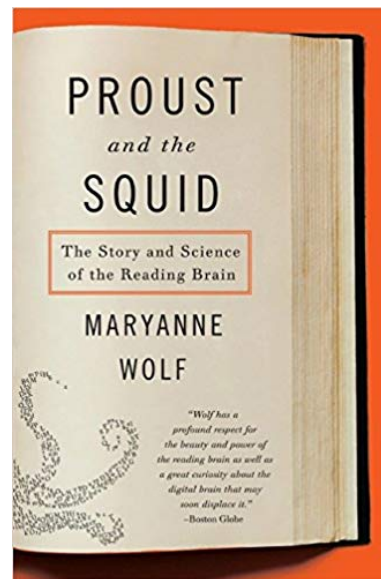
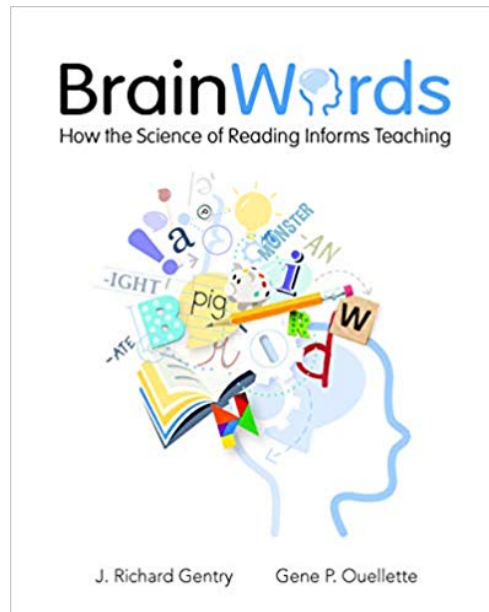
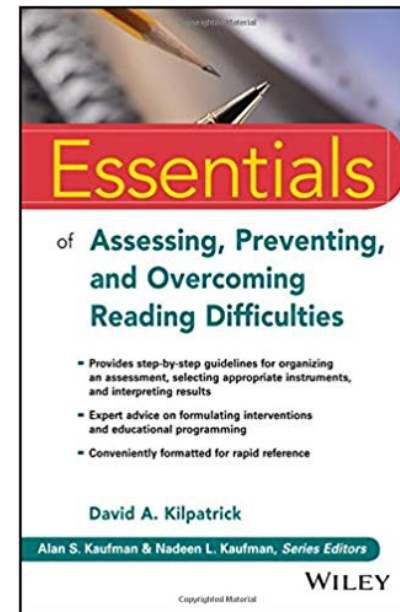
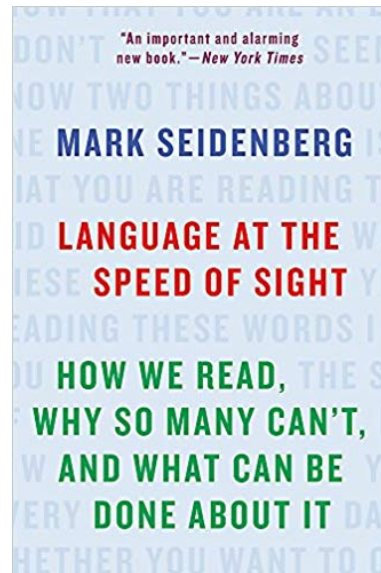
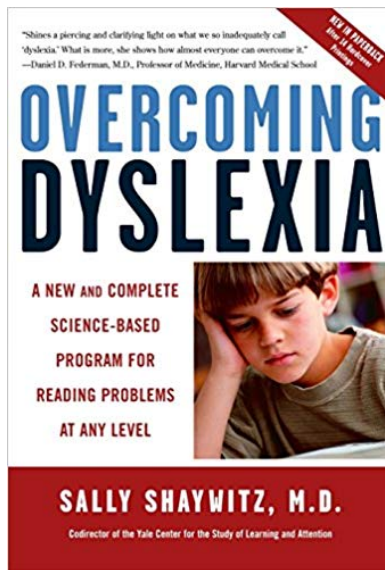


Dyslexia: Help Children Who Struggle to Successfully Read, Write, and Spell



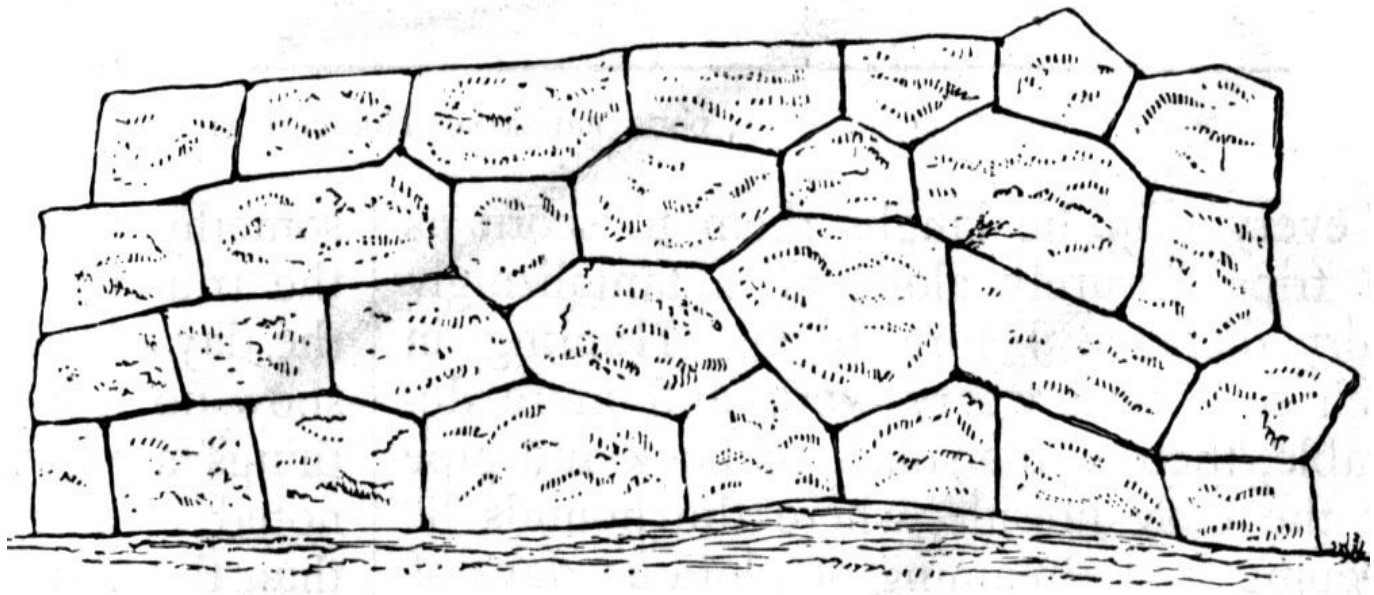
Mark Weakland

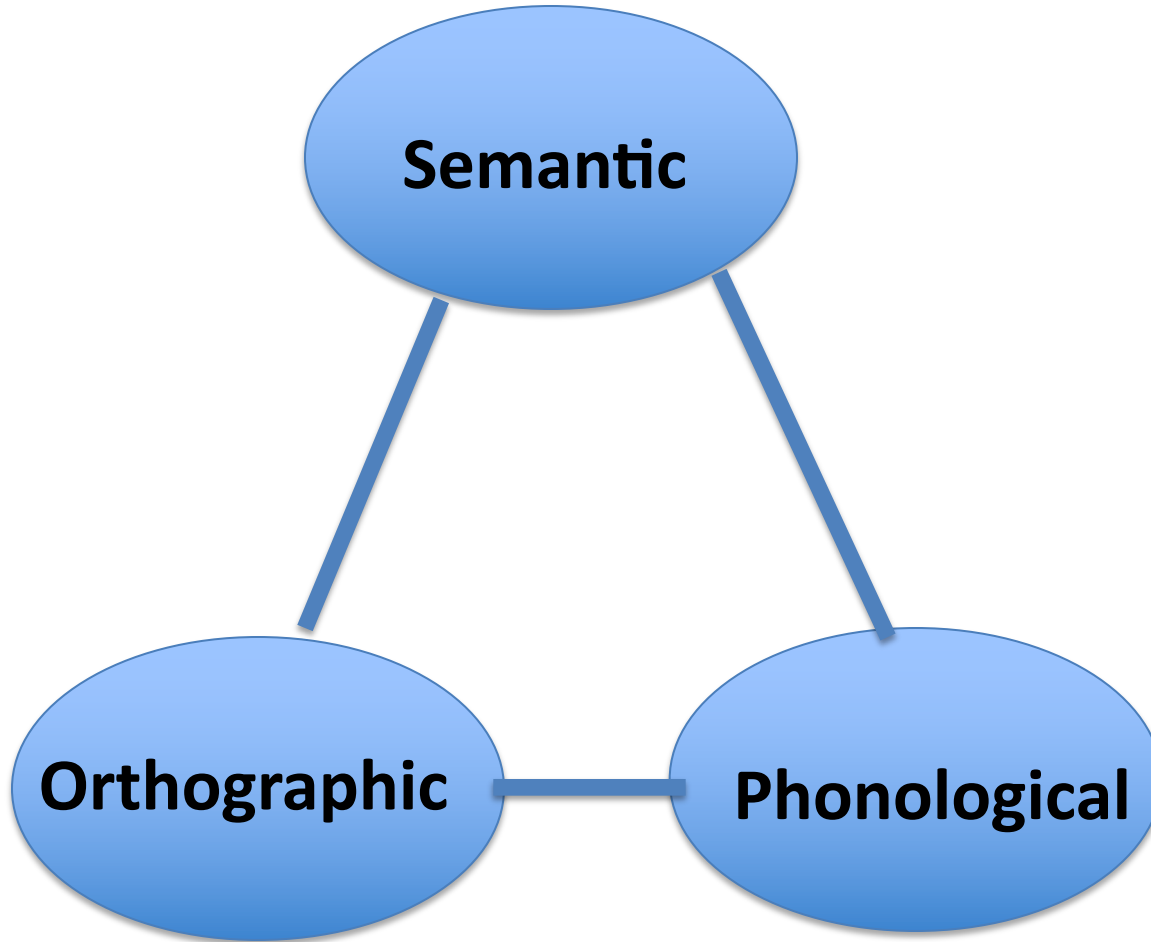


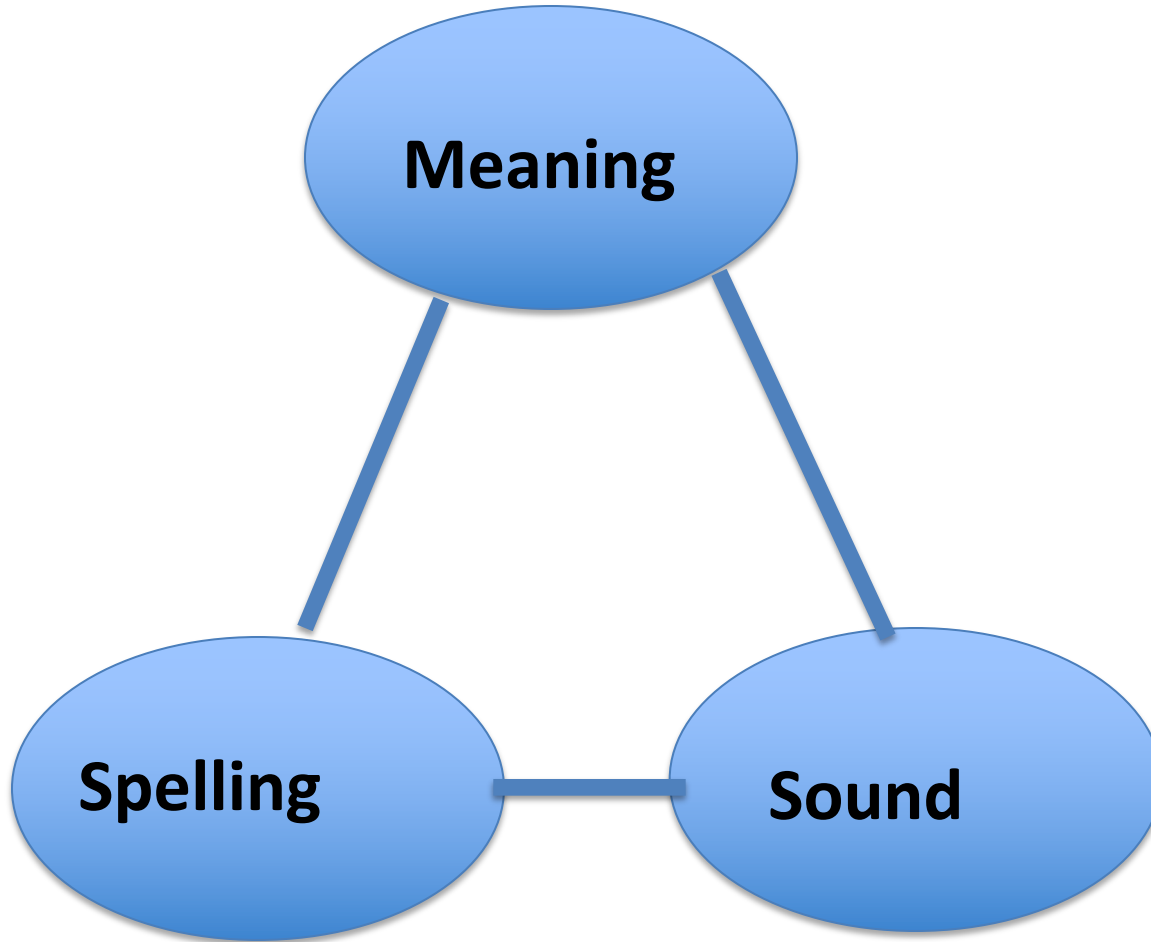


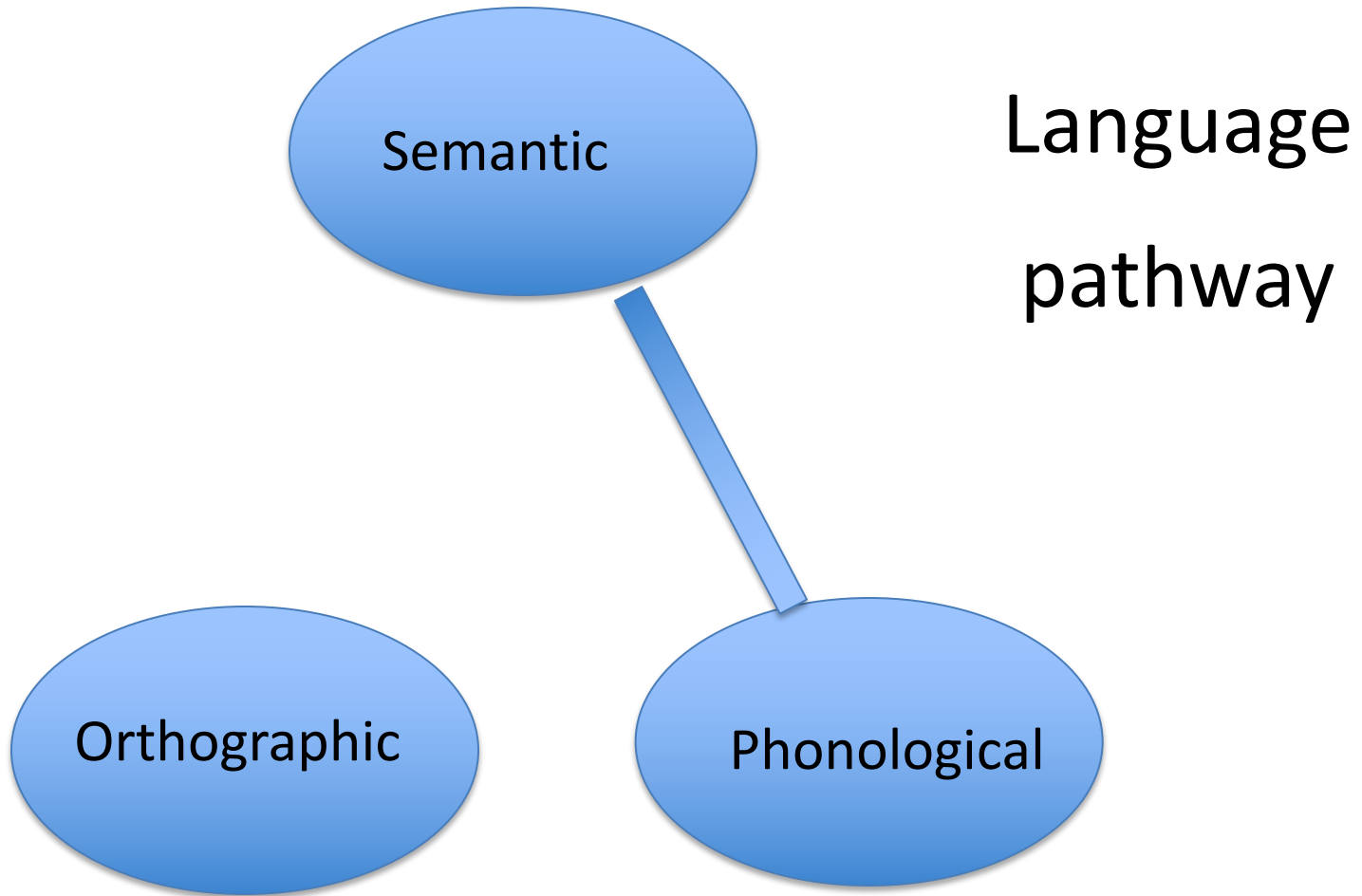
PART I

Foundations of Reading





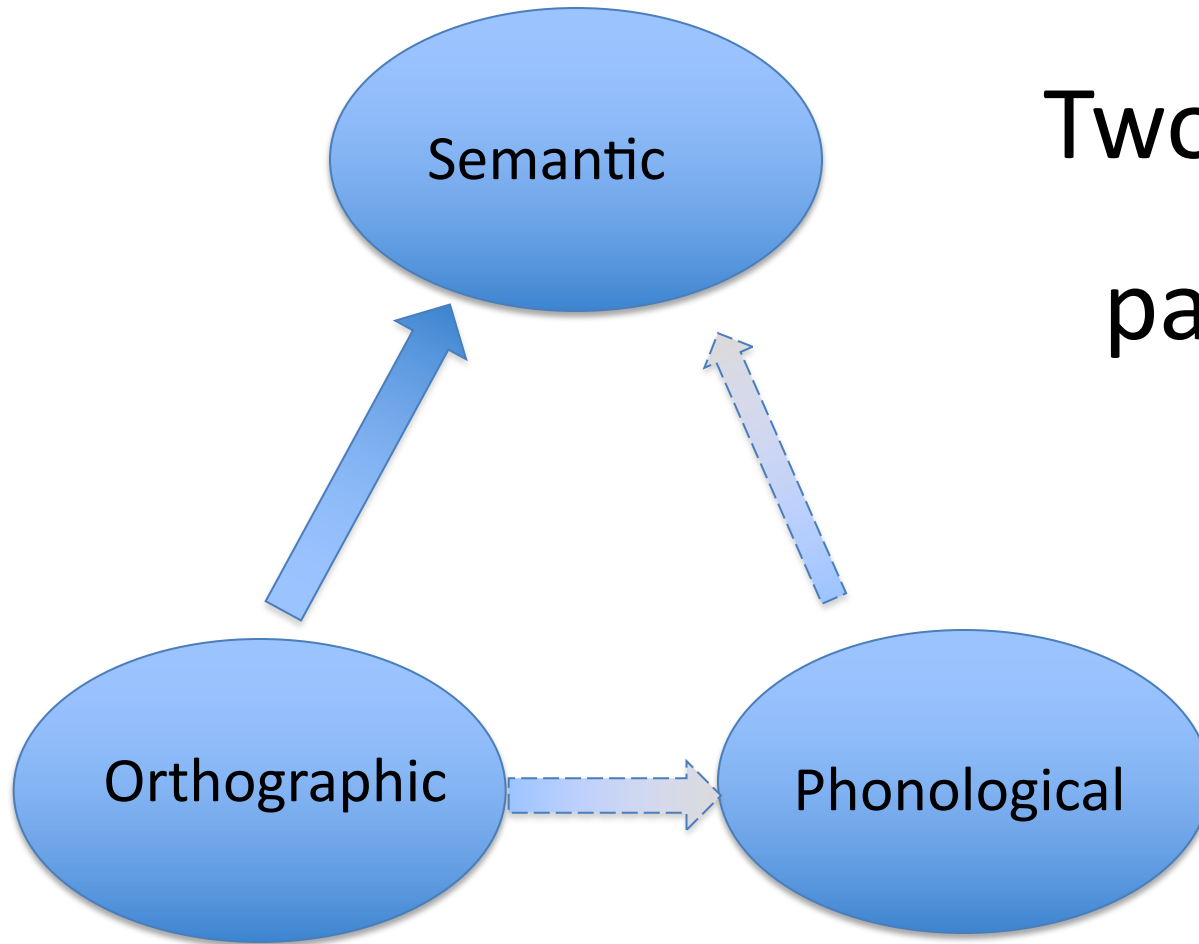




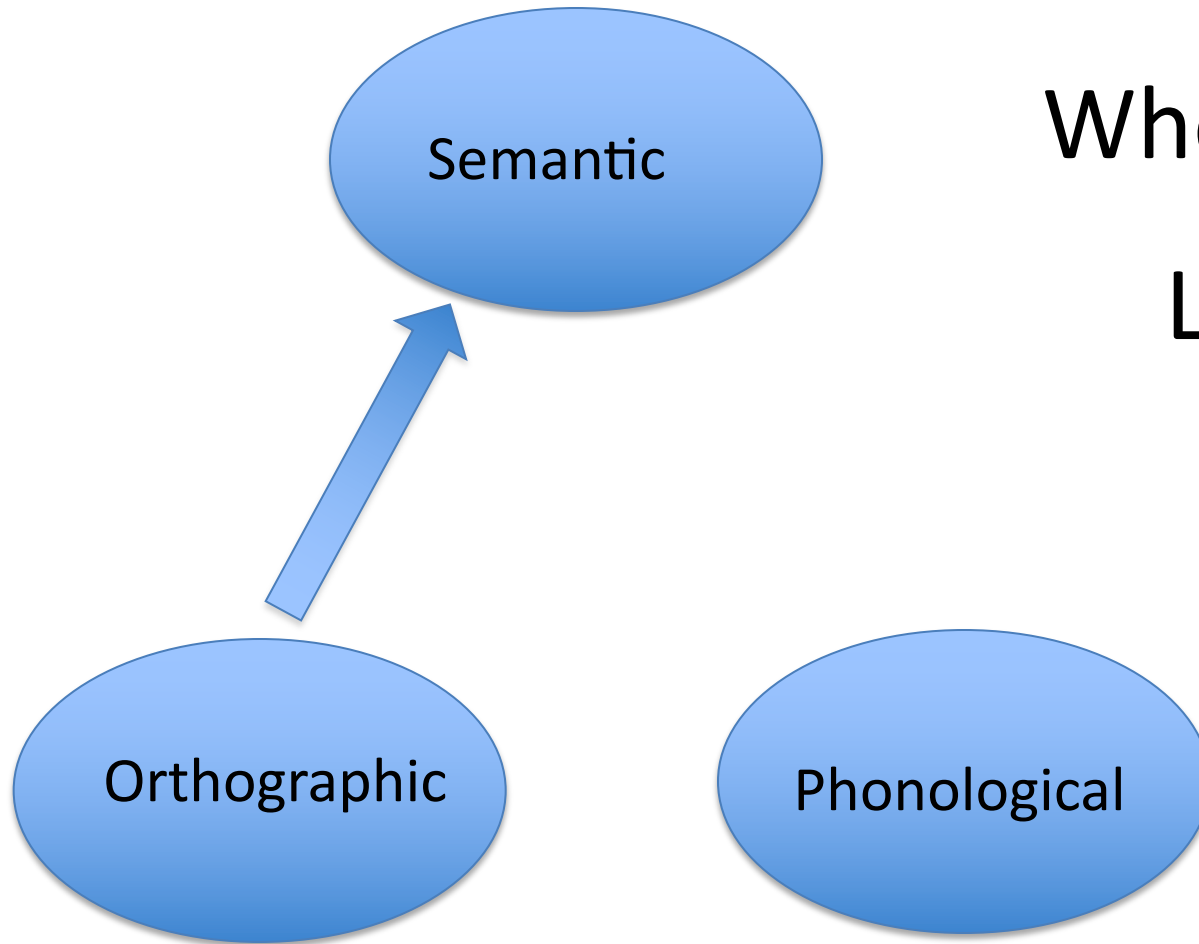
Orthography

The recording of the correct
letter sequences of words

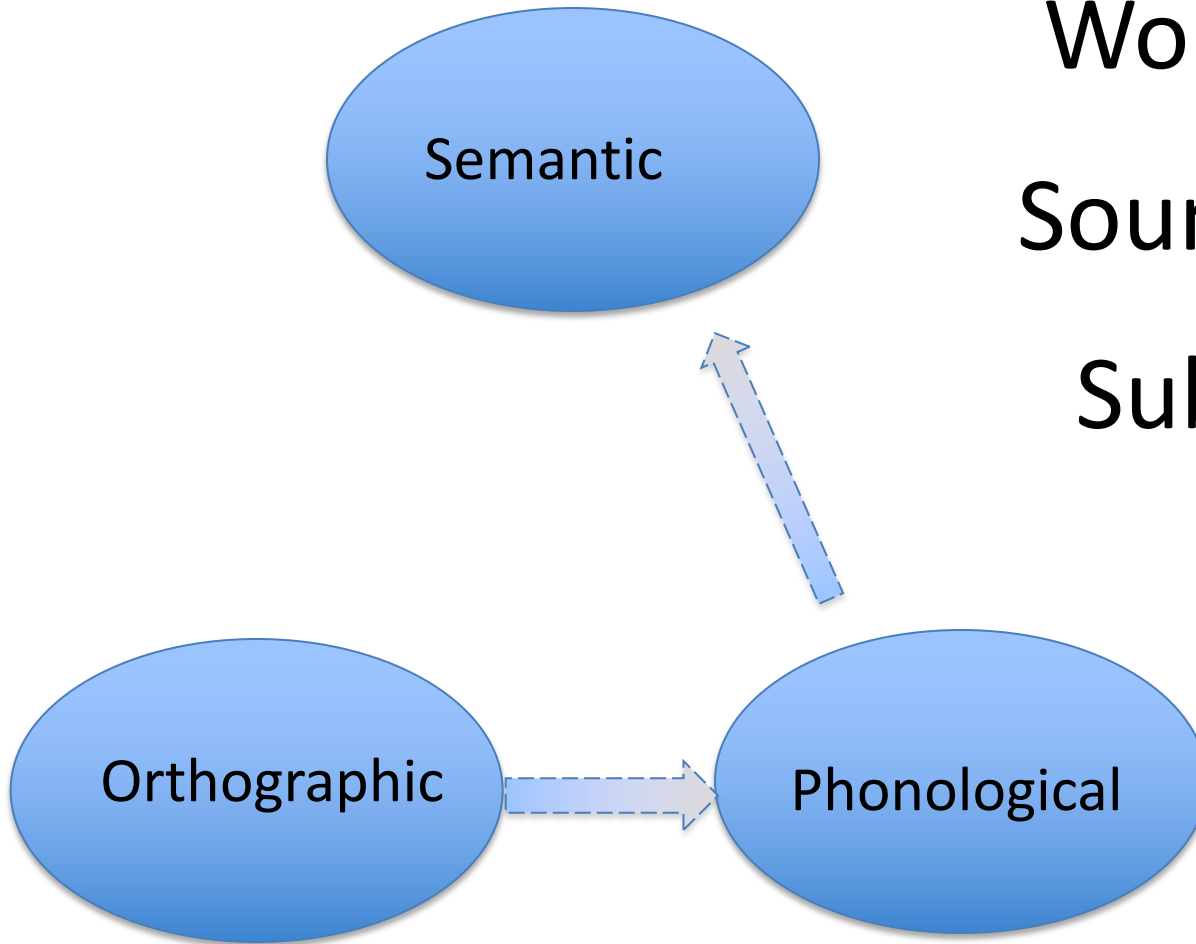
Two reading pathways



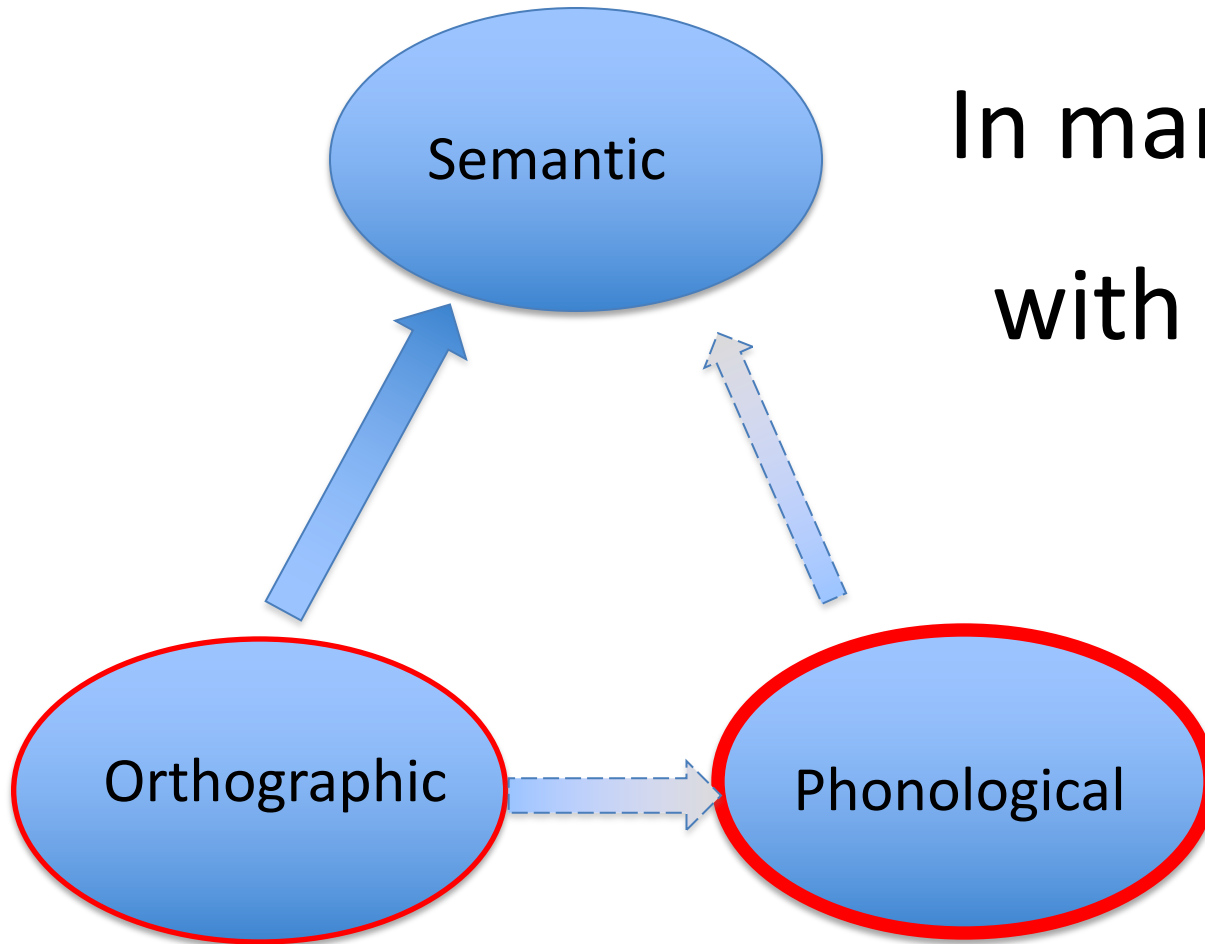
Whole word Lexical



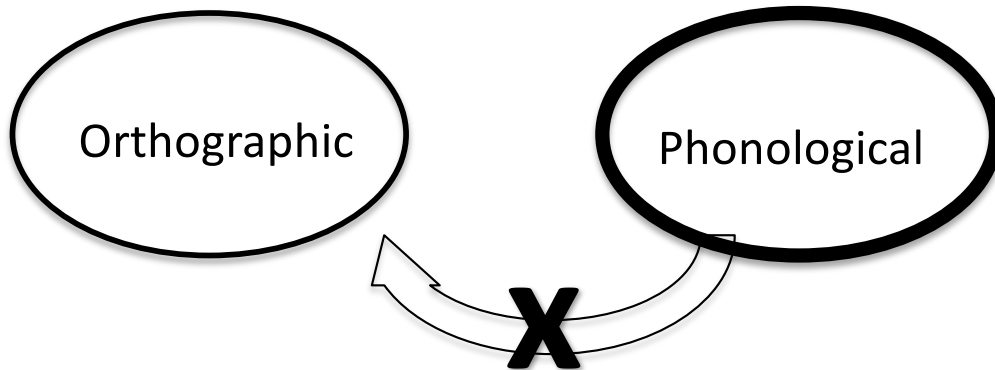
Word chunk
Sounding out
Sub-lexical



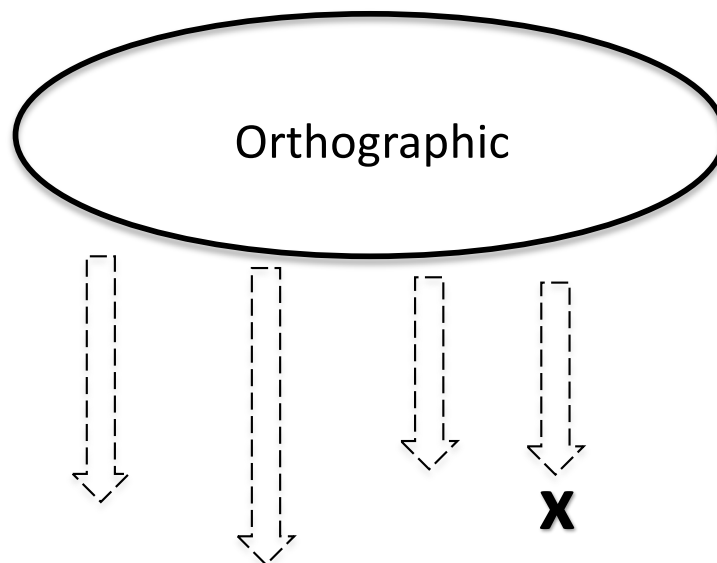
In many children
with dyslexia...



Children with dyslexia often have...



... difficulty in storing letters and words.



... slower word retrieval times.

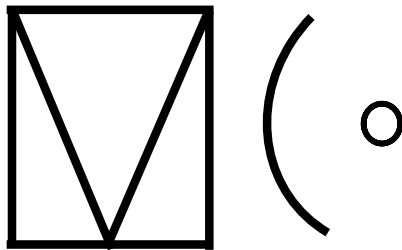
... word retrieval errors.

Symmetry and Mirror Image Generalization

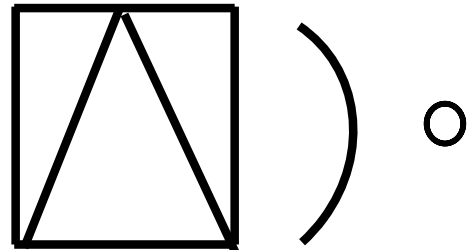


Symmetry and Mirror Image Generalization

Stimulus image



Copy



Stimulus Word

dog

bone

pig

sun

dust

Reading Response

bog

done

big

nuns

dusk

In general, letter reversal and letter sequence confusion is not that rare. Students typically unlearn mirror generalization by 7 to 10 years of age. “In a few rare cases, however, left right confusion does seem to be the true cause of dyslexia.”

- *Reading in the Brain: The New Science of How We Read* by Stanislas Dehaene (pg. 295).
2009. Penguin Books.

PART II

Defining Dyslexia



Prevalence of Reading Difficulties

20% 34%* 65%**

*Below basic, 2019 NAEP

** Basic + below basic, 2019 NAEP

(NAEP *basic* indicates partial mastery of fundamental skills)

Prevalence of Dyslexia

4 – 12%

5-17%

20%

Classroom translation: in a general education classroom of 20 children, 1 to 4 students may have dyslexia.

School translation: in a school of 500, 100 students or more may experience reading difficulties. Of these 100 students, a minimum of 20 could have dyslexia, mild to severe. Also, the reading difficulties of some students with dyslexia will be compounded by factors such as ADHD, low socio-economic status, and English as a second language.

Sources: Yale Center for Dyslexia and Creativity (2020); Sally Shaywitz Overcoming Dyslexia (2003/2020), American Psychological Association (2019); International Dyslexia Association (2019); National Center for Education Statistics (2020), NAEP (2019).

Dyslexia as a Difference

*The term **learning difference** has gained popularity, especially when speaking with and to children about their difficulties, because it does not label them as disordered or disabled. The term **difference** also honors strengths that students might have, as well as speaks to the idea that all people have strengths in some areas and weaknesses in others.*

Some, such as Kate Griggs, view dyslexia as as an *ability*, one associated with many positive attributes, such as creativity, high degrees of relational and associational thinking, and a certain capacity to "see things differently." For them, dyslexia is a way of thinking that can lead to great innovation and discovery and is only viewed a disability within an educational setting. Researcher Maryann Wolf expresses similar thoughts: "The brain organization that gives children with dyslexia significant advantages later in their lives – in areas such as art and architecture, pattern recognition in radiology and finance, and entrepreneurship – disadvantages them in their first years of learning."

-Kate Griggs, *The Creative Brilliance of Dyslexia*, TedXBrighton (retrieved from YouTube) and Maryann Wolf, *Reader Come Home: The Reading Brain in the Digital Age* (p.155-156).

Others caution teachers and parents *not* to attribute dyslexia as a cause of life success. Louisa Moats says, "Research indicates problem-solving and creative abilities are not more dominate because a person has dyslexia. People who succeed despite their academic learning difficulties are a marvel—but their talents exist separate from, not because of, their reading, spelling, or writing problems... We should not assert that dyslexia and giftedness go hand in hand, or that students are better off because they are afflicted with this condition."

-Louisa Moats "Allegiance to the Facts: A Better Approach for Dyslexic Students," from the January 2016 edition of IDA's *Examiner*

Screeners

- **DIBELS** Dynamic Indicators of Basic Early Language Skills
- **AIMSweb / AIMSwebPlus**
 - + Shaywitz Dyslexia Screener
- **Shaywitz Dyslexia Screener** (Pearson)
- **CLDQ-R** (IDA website)
- **PAST: Phonological Awareness Screening Test**
(Davide Kilpatrick)
- **PAR: Predictive Assessment of Reading**
 - Picture naming vocab, letter-word, rapid naming, phoneme awareness including sound deletion
- **Dyslexia Checklist for Teachers** in the Oklahoma Dyslexia Handbook
- Select subtests of the **FAR: Feiffer Assessment of Reading**

CLDQ-R

HB 80

	Never/ Not at all	Rarely/ A little	Sometimes	Frequently/ Quite a bit	Always/ a Great Deal
1. Has difficulty with spelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Has/had difficulty learning letter names	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Has/had difficulty learning phonics (sounding out words)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Reads slowly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Reads below grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Requires extra help in school because of problems in reading and spelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This screener was developed by the Colorado Learning Disabilities Research Center (NICHD 027802); Anne Arnett MA and Eric Aune MA helped develop the online versions.

The Colorado Learning Disabilities Questionnaire – Reading Subscale

PHONOLOGICAL AWARENESS SCREENING TEST (PAST)

David A. Kilpatrick, Ph.D. © 2003, 2010, 2016

Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____

Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: “Assessment of Phonological Awareness” for instructions on the PAST.

RESULTS:

	Correct	Automatic	Highest Correct Level:	_____
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		
Basic Phoneme	____/10	____/10		
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
Test Total	____/52	____/52	(Non-automatic levels below highest automatic level)	_____

Approximate Grade Level (Circle):

PreK/K	K	late K/early 1st	1st	late 1st/early 2nd	2nd	late 2nd to adult
--------	---	------------------	-----	--------------------	-----	-------------------

Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. There are no formalized norms.

Download as a free PDF

<http://www.maspweb.com/resources/Documents/PAST%202016.pdf>

OKLAHOMA DYSLEXIA HANDBOOK: A GUIDE TO LITERACY DEVELOPMENT AND READING STRUGGLES

July 1, 2019

DYSLEXIA CHECKLIST FOR TEACHERS: Elementary

Administration: The checklist should be completed for 1st, 2nd, and 3rd grade student as part of the Universal Screening process. It should be completed for Kindergarten students at the beginning of the Spring semester. The classroom teacher(s) responsible for the students' reading instruction should complete the checklists. Mark a check beside each behavior observed in the classroom.

Adapted from the Alabama Scottish Rite Learning Center checklist

**Alphabet
Knowledge:**

- _____ Difficulty learning and remembering the names of letters in the alphabet.
- _____ Difficulty sequencing the alphabet orally (without singing).
- _____ Difficulty writing the letters of the alphabet in sequence without a model.
- _____ Difficulty naming the vowels.

**Sound/Symbol
Recognition:**

- _____ Difficulty associating letters with sounds, such as the letter t with the /t/ sound.

**Phonological
Awareness:**

- _____ Difficulty recognizing and/or generating rhyming patterns.
- _____ Difficulty pulling words apart into individual sounds (ex. mat = /m//a//t/).
- _____ Difficulty blending sounds to form words.

Reading:

- _____ Slow in acquiring reading skills.
- _____ Difficulty sounding out words using phonics skills, often making guesses.
- _____ Difficulty identifying basic sight words.
- _____ Oral reading is slow and laborious.

Kid Writing

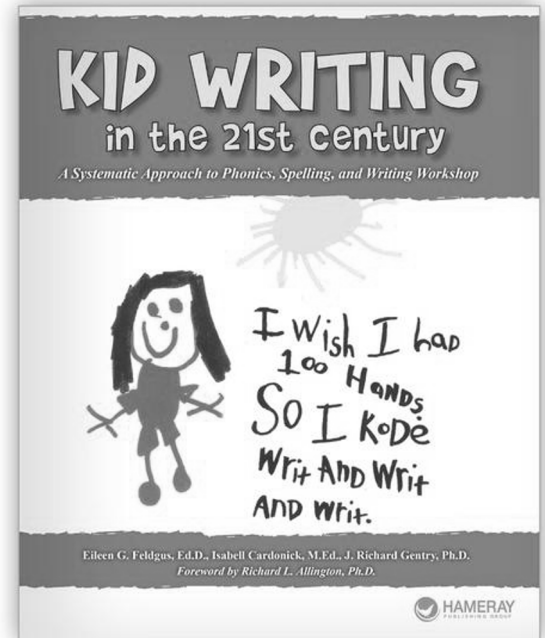
(Feldgus, Cardonick, & Gentry, 2017)

Kid Writing...

Is a primary grade program that marries the best parts of writing workshop and systematic phonics-spelling instruction. It teaches and reinforces many critical components of the foundational reading circuit, including sound-letter association, spelling patterns, language use, background knowledge, vocabulary, and phonic decoding, and easily expands to encompass grammar, genre, story elements, and more. It also fosters independent work habits and learning.

Ways to spell words...

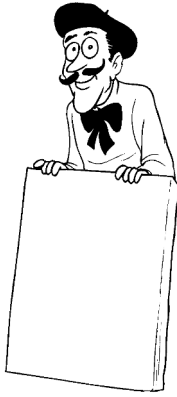
- Use the room
 - Word wall
 - Crown words
 - Labels
 - Family Tree
- Stretch and spell
- Magic line



Kid Writing

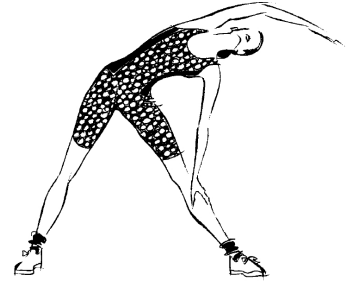
Instructional Sequence

Build language / gain ideas
Draw picture
Kid write
Adult write/ conference
Mini-lesson
Share



Sketch to Stretch

(ala Linda Hoyt)



Steps

1. Students stand back to back with writing materials.
2. Teacher reads one paragraph; students listen.
3. Teachers re-reads paragraph; students sketch.
4. Students turn and explain sketches to each other.
5. Repeat steps 2-4 with second paragraph.

Decodable Text

For children who have not yet broken the code (due to dyslexia or other reasons), consider decodable text.

Reading A to Z

- Has an annual fee
- www.readinga-z.com/books/decodable-books/

Specific Learning Difficulties Assoc. of Southern Australia

- Free! 200 books in 20 sets, on-line and PDF printable
- Aligned w/Jolly Phonics sequence
- www.speld-sa.org.au/services/phonic-books.html

Reading Genie (Bruce Murray, Auburn University)

- Short vowel decodable books written by teachers
- <https://murraba.wixsite.com/geniebooks>

Flyleaf Publishing

- Decodable books in 4 levels. Basic to complex fiction, poetry, and informational.
- Search “Flyleaf Publishing Decodable Books”

S.P.I.R.E. decodable books

- <https://eps.schoolspecialty.com>.
- Search for PDF of Teachers’ Manual, which gives overview, scope and sequence, examples, etc.

Suggestions for Independent Reading

- Opportunities for independent re-reading
 - Paintbrush
 - Whisper phone
 - Audio books
 - Poetry anthology
- Browsing bins
 - Thematic un-leveled
 - Leveled (color-coded)
- Social reading
 - Buddy read
 - Trio read big book
 - Reader's Theater / Plays
 - Poetry slam