



**Structured Literacy, Dyslexia,
and How to Help All Students Become
Successful Readers and Spellers**



Mark Weakland




1

1

**The Reading Circuit
and
Dyslexia**

2

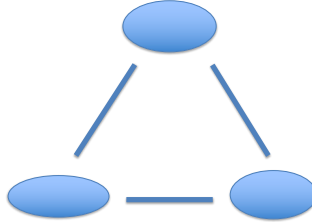
Gratitude to...



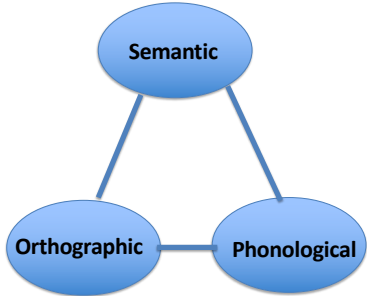
Linnea Ehri	Maryann Wolf
Stanislas Dehaene	Mark Seidenberg
David Kilpatrick	Marilyn Jagar Adams
Sally Shaywitz	Bruce McCandliss

3

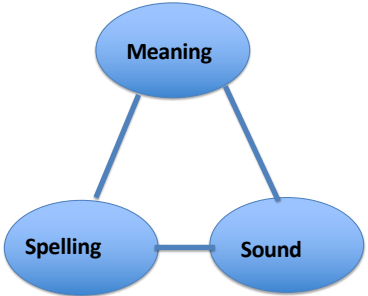
The eternal triangle



4



5



6

Orthography

Ortho graphy
Or tho graph y
Or th o g r a p h y

7

Orthography

**Recording and storing
 correct letters sequences
 (words) in our brain.**

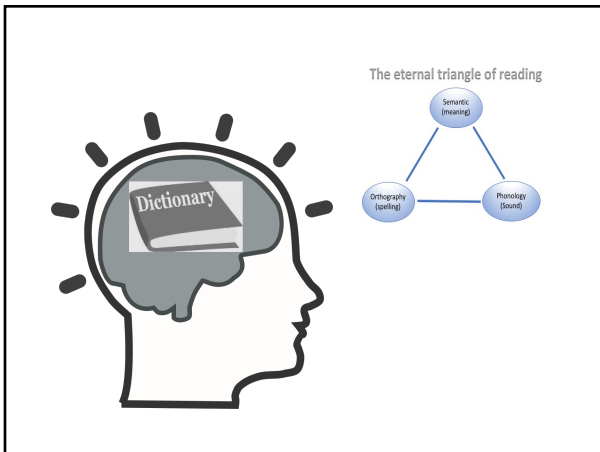
8

**Orthography is
 synonymous with
 orthographic mapping.**

9

**We read by first recognizing
 the correct letter sequence
 of each word.**

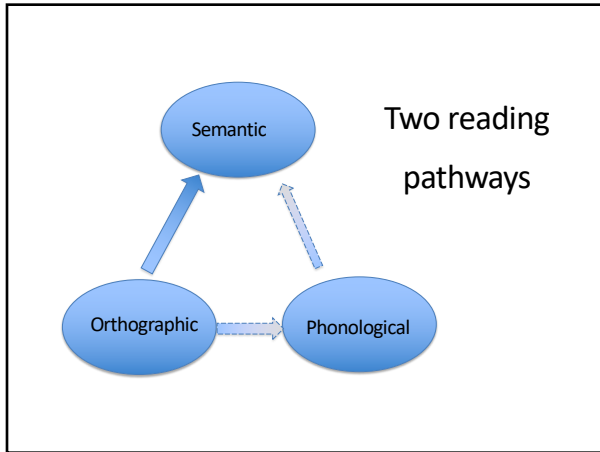
10



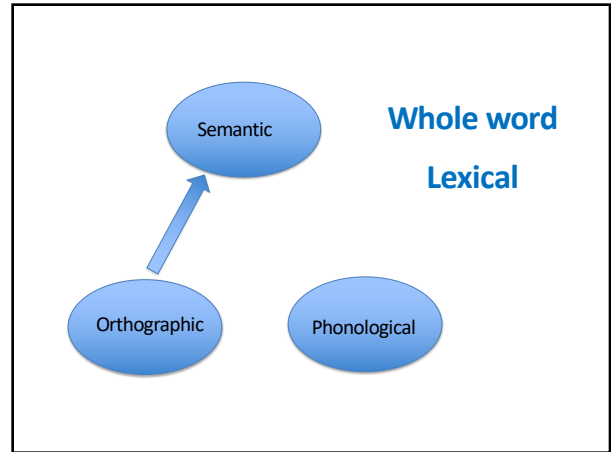
11

**How many different
 reading pathways exist in
 a reader's brain?**

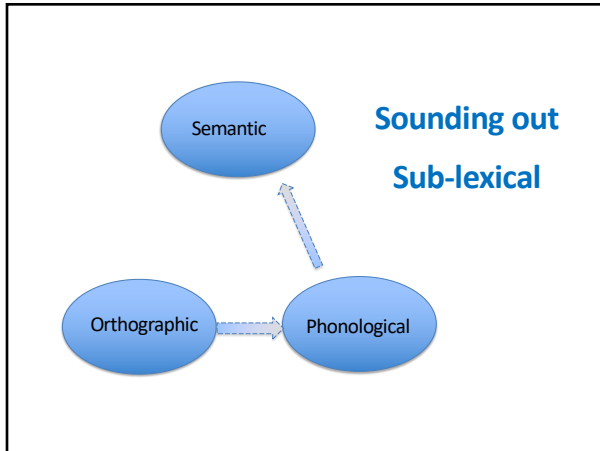
12



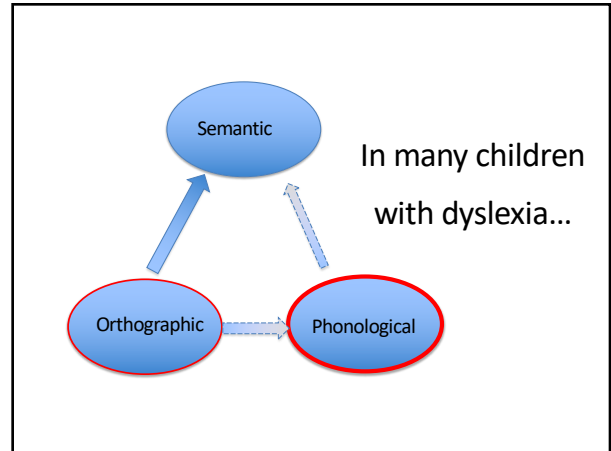
13



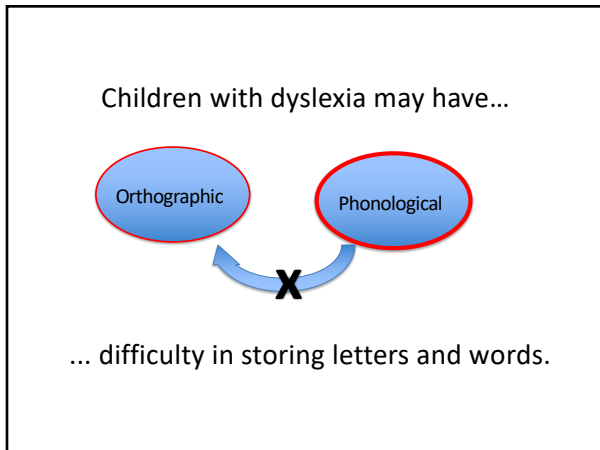
14



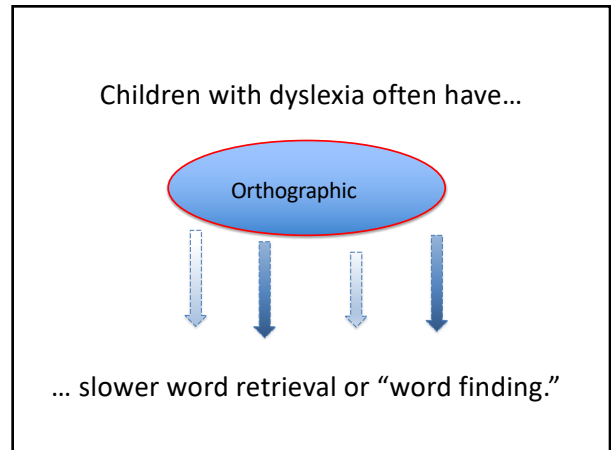
15



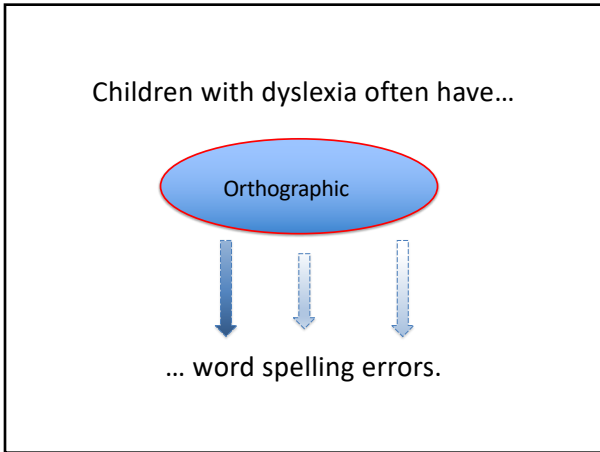
16



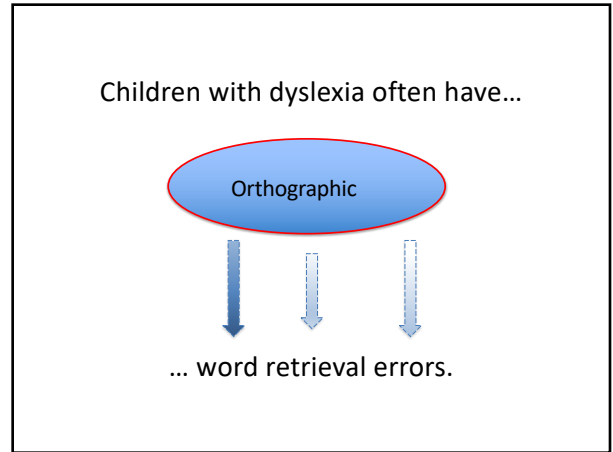
17



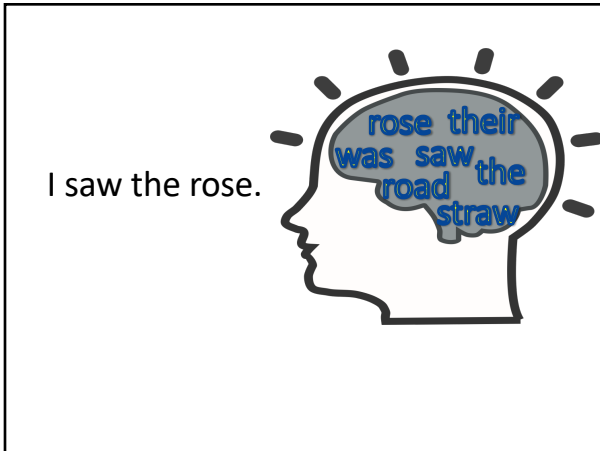
18



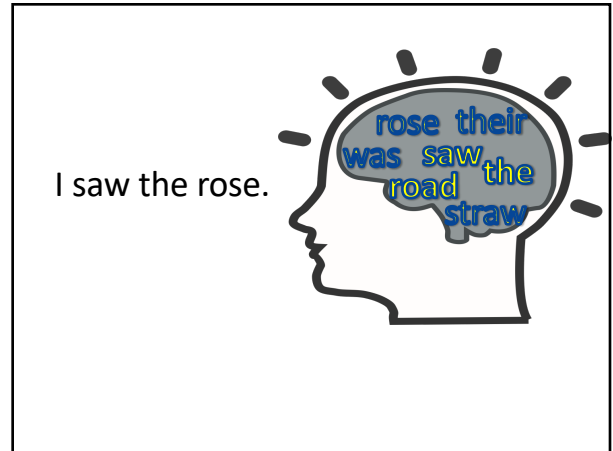
19



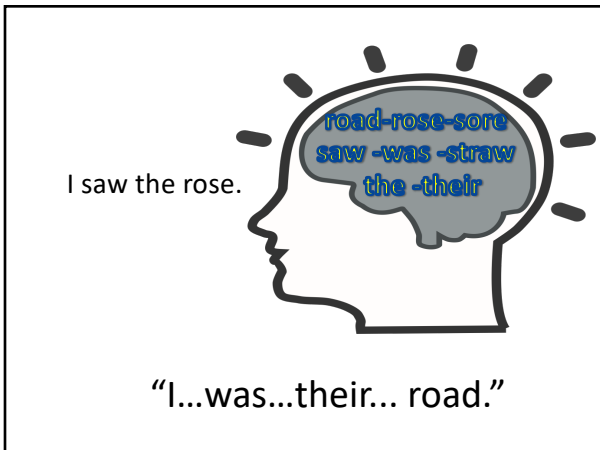
20



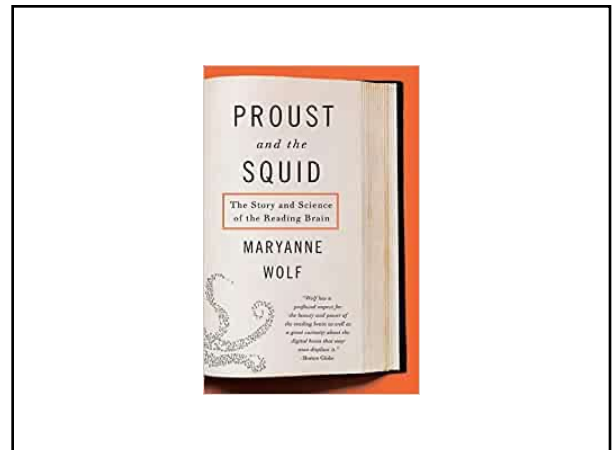
21



22



23



24



25

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:

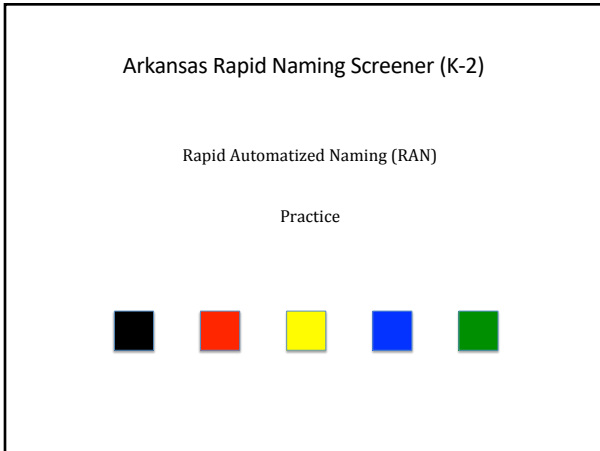
	Correct	Automatic	Highest Correct Level:	
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		_____
Basic Phoneme	____/10	____/10		_____
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
Test Total	____/52	____/52	(Non-automatic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

Approximate Grade Level (Circle): Pre/KK | K | late Kearly 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.

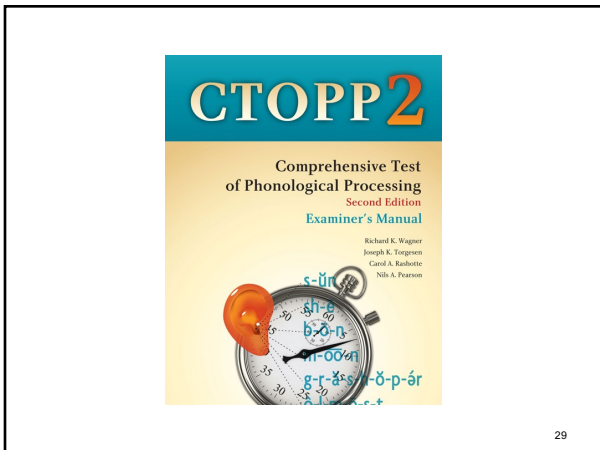
Download as a free PDF
<http://www.maspweb.com/resources/Documents/PAST%202016.pdf>

26



27

28



29

CTOPP-2 Subtests and Composites: 4- to 6-Year-Old

Table 2.1
CTOPP-2 Subtests and Composites for 4–6-Year-Olds

Subtest	Composite			
	Phonological Awareness	Phonological Memory	Rapid Symbolic Naming	Rapid Non-Symbolic Naming
Core				
Elision	X			
Blending Words	X			
Sound Matching	X			
Memory for Digits		X		
Nonword Repetition		X		
Rapid Digit Naming			X	
Rapid Letter Naming			X	
Rapid Color Naming				X
Rapid Object Naming				X
Supplemental				
Blending Nonwords*				X

*Subtest is not used in any composite.

30

Dyslexia as a Difference

31

31

Instructional Techniques
*The Science of Reading Meets
 The Science of Teaching*

32

32

General instructional techniques

1. Repetition & distributed practice
2. Instant error correction
3. Direct & explicit instruction
4. Efficient multi-sensory instruction

33

33

1-6

Hear It, Say It, Write It, Read It
Dot & Check Spelling

34

34

maj~~e~~r major

• • • •

35

35

***Direct and Explicit
 Instruction***

36

36

phonology
spelling-phonics
vocabulary
grammar

37



























Efficient Multi-Sensory

38



39

K-1

Alphabet Sound Chart			
		Aa 	Bb 
Cc 	Dd 	Ee 	Ff 
Gg 	Hh 	Ii 	Jj 
Kk 	Ll 	Mm 	Nn 
Oo 	Pp 	Qq 	Rr 
Ss 	Tt 	Uu 	Vv 
Ww 	Xx 	Yy 	Zz 

40



41

K-3

Phonological Activities

A cartoon illustration featuring a sun with a face, a dog with a speech bubble, and a cat with a speech bubble, all appearing to be part of a phonological activity.

*Ultimate goal is to reach **phonemic proficiency**.*

42

K-2

Hands Together, Apart, and Away

43

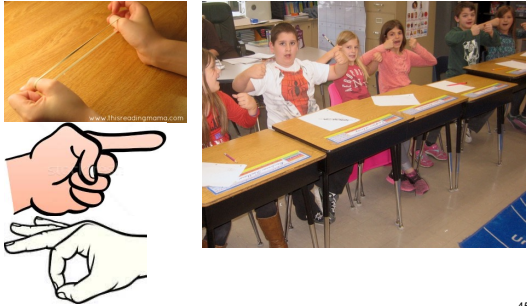
1-5

LiPPS- Syllable Humming



44

Stretch, Tap, Zap




45

Sound boxes / Elkonin boxes

46


Penny push → Sound ID

--	--	--	--	--

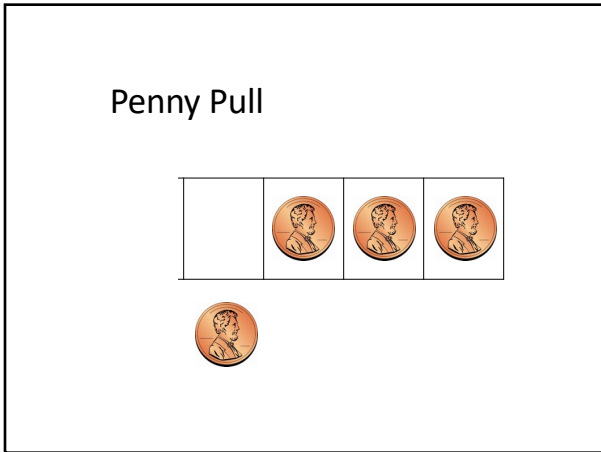


47

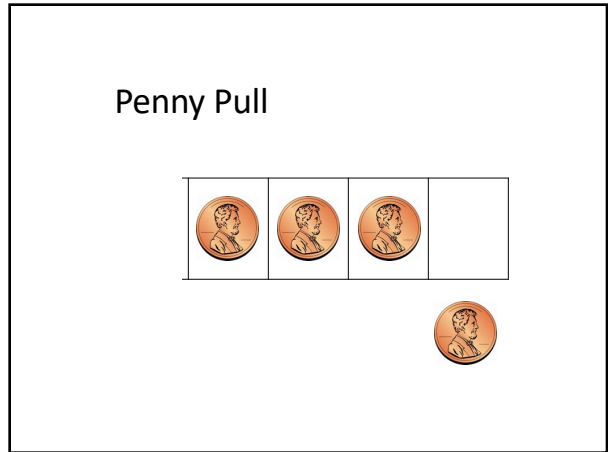
●	●	●	●	
---	---	---	---	--



48



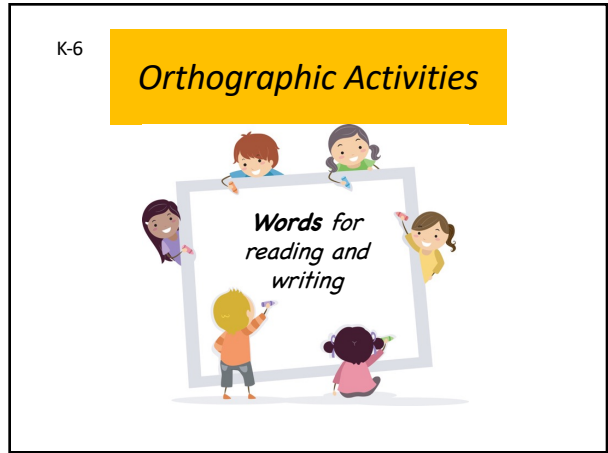
49



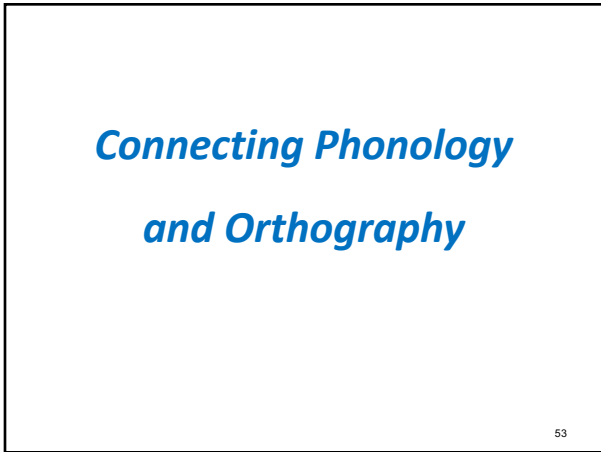
50



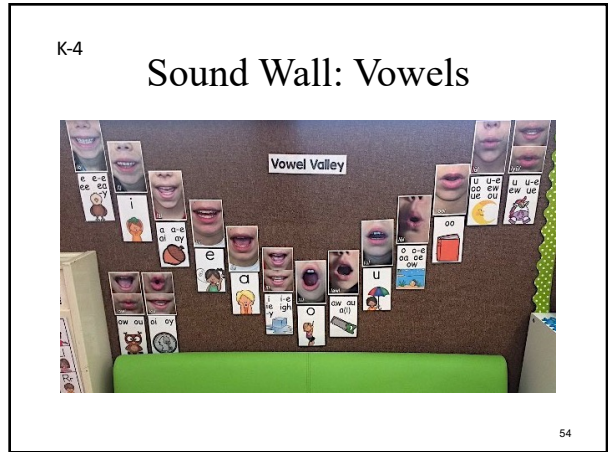
51



52



53



54

K-4

Spelling Grid

c	r	a	sh
---	---	---	----

s	t	r	igh	t
---	---	---	-----	---

55

55

Stretch Zap Spell

Stretch Tap Spell

Hum Zap/Tap Spell

56

56

Think SPONICS!

57

57

Bridge to spelling

Word Mapping

Hear It, Say It - say the word.

Tap It - show each sound of the word.

Spell It - write a letter or letters for each sound.

Read It - slide your finger as you read the word.

Write It - say each letter as you write the word.

58

58

Word Ladders

l	a	p
l	i	p
l	i	t
l	o	t
h	e	t
h	i	t
b	i	t
b	a	t

59

59

Synergy teaching


Spelling
Phonics
Morphology
Vocabulary

60

60

4-6
The Dejected Unicorn

uni
rupt
ject
form



61

unicorn
uniform
inform
inject
eject
dejected

62

beyond decodables


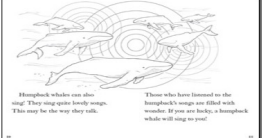
Research-based, teacher-approved texts for supporting decoding and beyond

Home About Learn Books Contact Us



63

SPIRE Illustrated Decodable Reader Starter Set 3A (1 each of 10 titles)

Set 3A contains illustrated versions of stories and articles from S.P.I.R.E. Reader Level 3. The Starter Set contains 1 each of the following titles:

Title	Skill
The Big Catch	open syllable
The Bold Robins	ild, oid, ind, ost, oll
The Rays of the Sun	ay
A Day of Play at Black Cove	-ed
No Time to Ride	suffixes
Helpful Pals	multisyllables

64

SIMPLE WORDS Decodable Chapter Books
We Choose Our Words Wisely!




65


Hey!!
What About
Structured Literacy?

66

(Reading Rockets 2022 / IDA 2018)

What	How
1. Phonology	1. Systematic
2. Sound-symbol association	2. Cumulative
3. Syllable instruction	3. Explicit
4. Morphology	4. Diagnostic
5. Semantics	

67



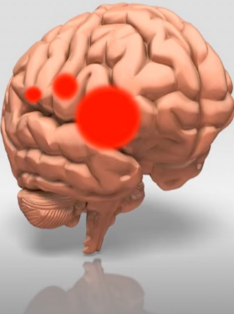
Brain Plasticity in Learning Visual Words (1997)

The visual word form area: expertise for reading in the fusiform gyrus (2005)

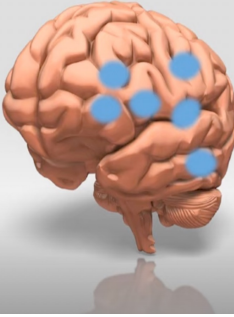
Bruce McCandliss

68

Struggling Reader



Strong Reader

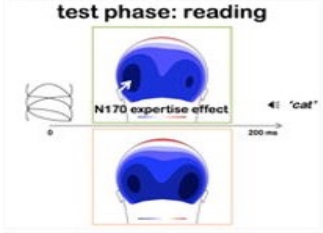


69

Hemispheric specialization for visual words is shaped by attention to sublexical units during initial learning

-McCandliss, et.al. 2015/16

test phase: reading



70

The unsung hero
who wires the
reading brain is...

A TEACHER!

71



Mark Weakland Literacy
 Mark Weakland, M. Ed.
 241 Pheasant Road
 Hollsopple, PA 15935
 Email: mark@markweaklandliteracy.com
mwlit241@gmail.com
 Website: www.markweaklandliteracy.com
 Blog: www.markweaklandliteracy.com/blog
 Twitter Name: @MarkWeakland
 YouTube Channel: Mark Weakland



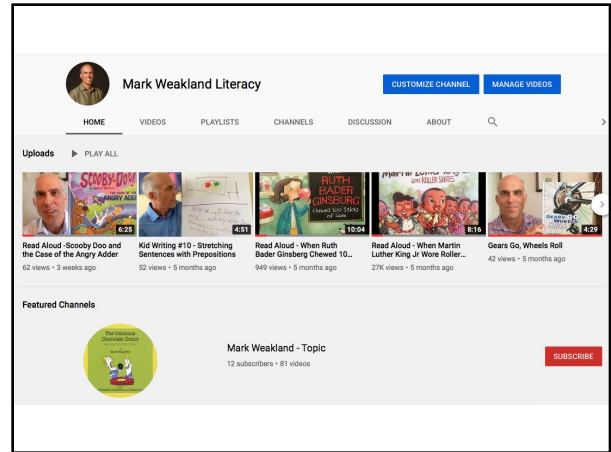


Clipart.com provides the clipart in this handbook.

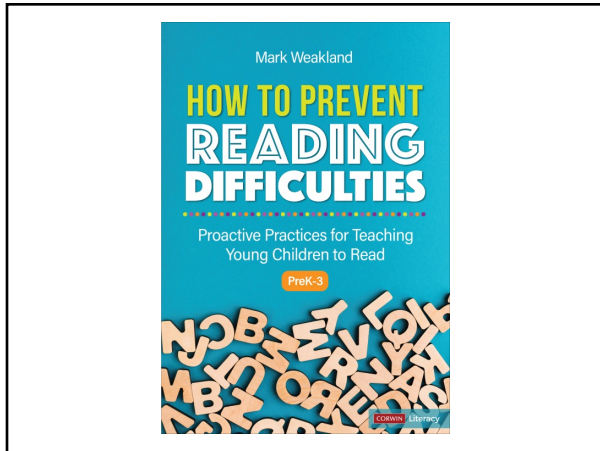
72



73



74



75