1. How Much do you Really Know About Dyslexia?

2. Definition of Dyslexia

3. What does Dyslexia look like?

4. What is the Recommended Treatment for Someone with Dyslexia?

5. Diagnostic Considerations

INTRO STORY

Why Our Children Can’t Read, And What We Can Do About It

By Diane McGuinness, Ph.D.

The Jamesons were a model middle-class family. Jim and Pat were devoted parents to their three children, umpiring for little league, running car pools to diving lessons, dancing lessons, and soccer practice. They valued learning and read bedtime stories every night.

Their youngest son, Donny, started kindergarten after two years at a well-run preschool. Donny could recite the alphabet, write most of his letters, his first and last names, and could count to 2,000 if anyone would let him. In kindergarten and first grade, Donny taught himself to read several simple books. He got an A on his report card for Language Arts. His teacher said he was the “best reader in the class.”
In second grade the words got longer. Donny had trouble remembering all of them. He began to ask his friend, “What does this word say?” He would try to memorize it for the next time he saw it in a story. As the year went by, he had to ask his friend more and more often.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Words Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Grade</td>
<td>211,000</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>1,080,000</td>
</tr>
<tr>
<td>Tenth Grade</td>
<td>2,300,000</td>
</tr>
</tbody>
</table>

Source: The 90% Reading Goal, Fielding, Kerr, Rosier, Pg. 4.

In third grade the words got longer still. The books had more pages. He had to guess so many of the words when he was reading that he couldn’t make sense of the story.

Pat spent more time listening to Donny read and correcting his mistakes as they went along. Despite this extra tutoring, Donny’s reading did not improve. And, by now she had discovered that Donny could memorize the week’s spelling words only long enough to pass the test, but forgot them completely only days later.

Donny was now a year and a half behind in reading, two years behind in spelling, yet had an IQ of 124.

The parents found a tutor in the Yellow Pages. The cost was $80.00 an hour; the person was kind and patient, but knew as much about how to remediate reading problems as Pat and Jim.

The tutor merely listened to Donny read and corrected his mistakes.
“The psychological, social, and economical consequences or reading failure are legion. If you do not learn to read and you live in America, you do not make it in life.”

--Dr. Reid Lyon, Chief, Child Development and Behavior Branch, NICHD

QUESTION:
What percentage of fourth graders cannot read at grade level?

“Students who fall behind in reading and writing DO NOT catch up unless or become fluent readers unless given intensive, systematic, and expert help.”


“NICHD studies show that 90 – 95% of reading impaired children CAN overcome their difficulties if they receive appropriate treatment from an early age...”
What do you know about dyslexia?

What is dyslexia?

What does dyslexia look like?

What type of intervention should happen for those identified as dyslexic?
1. Make Learning Multisensory
What are the learning pathways?

The Language Triangle

Using these three senses simultaneously facilitates students’ abilities to learn and recall information.

2. Explicit, Systematic, and Cumulative

- Explicit instruction means what?
  • The sequence must begin with the easiest and most basic elements and progress methodically to more difficult material. Each step is based on material already learned.
  • Once a skill is taught, it is never dropped.

Order of Introduction:

1. a, b, c (cat), f, h, i, j, k, m, p, t
2. g (goat), o, r, s, u, x, y, z
3. Digraphs: ch, wh, sh, th
4. Silent E Syllables:
5. Digraphs and Trigraphs (Blends)
6. VC/CV

napkin
tonsil
reptile

7. VC/CV with blends

pumpkin
lobster

A Sequence of Introducing Graphemes

- Single consonants
- Short vowels = closed syllable (VC)
- (VC/VC) Syllable Division
- qu
- th, sh, ch, wh = digraphs
- Long vowel = magic E syllable (VCV)
- ph = /f/
- Consonant blends (initial and final)
- (VC/CCV) Syllable Division
- Consonant clusters
- s, t, l, z - Spelling Rule #1
- Long vowel = open syllable (V)

- ed, ing, old, set
- ar = /aR/ (closed syllable, or)
- air = /aR/ (open syllable)
- or = /oR/ (open syllable)
- th (address final position)
- sh, wh = /s/ or /h/
- ing (suffix)
- ed = /e/ (multi)
- soft c (as in oft, cod) = /s/
- soft g (as in dog, og) = /g/

- ge (address final position, -go)
- ey = /e/ (multi)
- aw = /aw/ (short vowel sound)
- ew = /ew/ (multi)
- gh = /j/ (thep)
- eigh = /eigh/ (multi)
- sh = /j/ (Multi)
- ie = /i/ (Minor Vowel Team)
- Combine + in Syllableicopt
- Silent E - Spelling Rule #3
- ie = /i/ (Minor Vowel Team)
### Sequence of Introducing Graphemes, continued...

<table>
<thead>
<tr>
<th>Grapheme</th>
<th>phoneme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ee = /i/</td>
<td>Minor Vowel Team</td>
<td>war = /war/ R Control</td>
</tr>
<tr>
<td>Diphthongs (V/V)</td>
<td>ui, eu = /oo/ diphthong</td>
<td></td>
</tr>
<tr>
<td>oi and oy = /i/ diphthong</td>
<td>war, quar = /war, quor/ R control</td>
<td></td>
</tr>
<tr>
<td>ou and aw = /ou/ diphthong</td>
<td>war, arc, arr, arrv = /air/ R control</td>
<td></td>
</tr>
<tr>
<td>oe and ov = /oo/ diphthong</td>
<td>warv, erv, errv, errv = /air/ R control</td>
<td></td>
</tr>
<tr>
<td>oy and ow = /ou/ diphthong</td>
<td>ouv = /oo/ Vowel Team and diphthong</td>
<td></td>
</tr>
<tr>
<td>e and ew = /oo/ diphthong</td>
<td>eu = /oo/ Vowel Team and diphthong</td>
<td></td>
</tr>
<tr>
<td>eu = /oo/ diphthong</td>
<td>Minor Vowel Team</td>
<td></td>
</tr>
<tr>
<td>au and aw = /au/ diphthong</td>
<td>ew = /oo/ Vowel Team and diphthong</td>
<td></td>
</tr>
<tr>
<td>y to i– Spelling Rule 4</td>
<td>ou to /i/ Minor Vowel Team</td>
<td></td>
</tr>
<tr>
<td>tion (suffix)</td>
<td>-sh, -sm = /m/ (silent letter)</td>
<td></td>
</tr>
<tr>
<td>-th/ -thm/ -thm (suffix)</td>
<td>wr, rh = /r/ (silent letter)</td>
<td></td>
</tr>
<tr>
<td>Our, arc = /or/ R Control</td>
<td>kn, ge = /a/ (silent letter)</td>
<td></td>
</tr>
<tr>
<td>Air = /air/ R Control</td>
<td>ur = /i/ Minor Vowel Team</td>
<td></td>
</tr>
</tbody>
</table>

### Sequence of Introducing Graphemes, continued...

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<tbody>
<tr>
<td>ear = /ear, ier, air/ R Control</td>
<td>our = /our, ier, air/ R Control</td>
<td></td>
</tr>
<tr>
<td>augh, ough = /au/ diphthong</td>
<td>V/V Syllable Division</td>
<td></td>
</tr>
<tr>
<td>-ckle = cle</td>
<td>gh = /g/, /f/</td>
<td></td>
</tr>
<tr>
<td>-tle = /tle/</td>
<td>ou = /u/ (short vowel sound)</td>
<td></td>
</tr>
<tr>
<td>Ue, u-e = /oo/ diphthong</td>
<td>gue = /i/</td>
<td></td>
</tr>
<tr>
<td>El, ey = /i/ Minor Vowel Team</td>
<td>i = /i/ (connective)</td>
<td></td>
</tr>
<tr>
<td>ou = /oo/ diphthong</td>
<td>i = /y/ (connective)</td>
<td></td>
</tr>
<tr>
<td>-ir, -er = /er/ Suffix</td>
<td>-que = /k/</td>
<td></td>
</tr>
<tr>
<td>Elp, ey = /i/ Minor Vowel Team</td>
<td>sc = /s/ (silent letter)</td>
<td></td>
</tr>
<tr>
<td>ch = /sh/</td>
<td>ps = /s/ (silent letter)</td>
<td></td>
</tr>
</tbody>
</table>

### 3. Diagnostic and Prescriptive

**Individualized teaching is based on careful and continuous assessment of the individual’s needs**
Based on logic and reasoning

At school, spelling is taught as a memorization skill. The dyslexic student must learn it as a thinking skill.

“Words with /u/ and /oo/”

1. bloom 7. used 13. movie 19. tune
2. ruler 8. loose 14. human 20. beautiful
3. broom 9. whose 15. avenue 21. through
4. usual 10. glue 16. dew
5. roof 11. clue 17. rule
6. few 12. rescue 18. due


Four levels of learning:

- automaticity
- mastery
- recall
- recognition

It must be recognized that the learner needs to internalize each concept learned as the basis for further learning.

Students are never asked to read or spell anything that has not been directly taught and practiced.
DIAGNOSTIC CONSIDERATIONS

The Inland Empire Branch of The International Dyslexia Association

www.dyslexia-ca.org

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