

Dyslexia: an unexpected difficulty learning to read despite intelligence, motivation, and appropriate education.



**A STRATEGY AND SUPPORT GUIDE
FOR STRUGGLING K-12 READERS
AT MONROE COUNTY COMMUNITY
SCHOOL CORPORATION**

COMMON RISK FACTORS OF DYSLEXIA:

Preschool – Third Grade:

- Failure to understand that words are made up of parts or individual sounds
- Difficulty learning the letter names and their corresponding sounds
- Difficulty reading single words in isolation
- Difficulty reading fluently
- Difficulty spelling phonetically

Fourth Grade – High School:

- History of reading and spelling difficulties
- Difficulty reading aloud
- Avoids reading for pleasure
- Difficulty learning a foreign language

Postsecondary:

- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements



Strategies and Supports for Elementary Students

Core Instruction: *grade-level standards-based instruction provided to all*

- All students K-6 follow reading standards with a focus on three areas within the adopted curriculum:
 - whole group instruction
 - small group instruction (target specific needs at instructional levels)
 - independent reading (time for teachers to work on individual needs of readers)
- Teachers can identify reading needs across settings and target intervention.
- Orton Gillingham Reading targets all students in grades K, 1 and 2. This program is available to teachers across the corporation for additional intervention and to address splinter skills for individual readers.
- Best Practice: choral reading (all reading aloud at the same time) is preferred over calling out specific students to read.
- Check to see if a student has a 504 or IEP Plan, and follow goals and accommodations for their individualized support needs. Collaborate with special education teacher for additional supports or strategies to address specific student needs.

Strategic Instruction: *explicit instruction and/or guided practice in targeted key areas*

- Appropriate good fit book selections are important, as well as small group instruction and conferencing during core reading instruction, per our curriculum guide; adjust pacing guide for larger reading assignments
- Levelled Literacy Intervention (LLI)
- Orton Gillingham phonics remediation, phonemic awareness, fluency, front-loading vocabulary, pre-reading
- Learning Paths through Exact Path, up to 30 minutes weekly (optional)

Intensive Instruction: *instruction for students with significant core reading deficits*

- Orton Gillingham phonics remediation, phonemic awareness, fluency, front-loading vocabulary, pre-reading
- Levelled Literacy Intervention (LLI)
- Access to additional programming per individual student's needs:
 - SIPPS Program
 - Edmark Program
 - Core Vocabulary and adapted books
 - STAR Program for attaining early reading readiness skills



What misconceptions exist regarding Dyslexia?

There are misconceptions and myths about Dyslexia which can make it that much more difficult for someone with Dyslexia to receive help and generally be understood.

It is a myth that individuals with Dyslexia “read backwards.” Their spelling can look quite jumbled at times. This is not because they read or see words backwards, but due instead to the difficulty for recalling sounds of letter symbols and the letter patterns in words.

Dyslexia is not a disease and therefore there is no cure. With proper diagnosis, appropriate and timely instruction, hard work and support from family, teachers, friends and others, individuals who have Dyslexia can succeed in school and later as adults.

Individuals with Dyslexia do not have a lower level of intelligence. In fact, more often than not, the complete opposite is true.*

*International Dyslexia Association

Strategies and Supports for Middle & High School Students

Core Instruction: *grade-level standards-based instruction provided to all, within the adopted curriculum*

- Check to see if a student has a 504 or IEP Plan, and follow goals and accommodations for their individualized support needs. Collaborate with special education teacher for additional supports or strategies to address specific student needs.
- **English Language Arts Grades 7-8**
 - Consult Model (based on individual student needs)
- **English Core 40 Grades 9-12**
 - Consult model (based on individual student needs)
 - Co-Taught Model (based on individual student needs)



Strategic Instruction: *explicit instruction and/or guided practice in targeted key areas*

- Tutorials: use of extra time to reteach materials in alternate ways
- Remediation of essential reading comprehension, fluency, and writing skills
- Front loading academic vocabulary and grade level skills prior to receiving formal instruction on these topics in the regular language arts standards-based classroom
- Levelled Literacy Intervention (LLI)
- Learning Paths through Exact Path, up to 30 minutes weekly (optional)

Intensive Instruction: *instruction for students with significant core reading deficits*

- Language Arts Labs
- Specially designed instruction in small groups or one-on-one based on student learning needs and goals stipulated in their IEPs; during Advisories or pull-out sessions during a lab class
- Levelled Literacy Intervention (LLI)
- Developmental Reading: using programs such as *Fountas & Pinnell*, *Orton-Gillingham*, *Teaching Reading Strategies*, *Equipped for Reading Success*, and *Words Their Way* to teach phonemic awareness, phonics remediation, fluency development, and comprehension strategies:
 - Assessment driven auditory-visual-tactile/kinesthetic learning
 - Review previously learned sounds
 - Teach new sounds or rules for spelling
 - Review and practice new “red” words
 - Decoding and syllabication practice
 - Dictation (finger tapping for sounds and/or syllables)
 - Reading texts that focus on sound blends and syllabication patterns previously taught to build speed and automaticity
- Functional Reading: Unique Learning System
 - News2You
 - Read 180
 - SIPPS Reading Program
 - Edmark Reading Program
 - Core Vocabulary and adapted books
 - STAR Program for attaining early reading readiness skills



Accommodations:

Dyslexia can take many forms (Dysgraphia and Dyscalculia along with the more common forms that affect reading and comprehension), therefore we can provide support to struggling readers individually through accommodations. These might include, but are not limited, to the following:

- Assist with note taking and/or provide copies of class notes
- Provide calculators, formula and number charts, and any other manipulatives
- Reading directions and texts, that do not measure reading comprehension, aloud
- Allow students more time to write, write fewer phrases or words, or provide an oral or visual/multimedia alternative
- Consider the use of assistive technology such as audio books and dictation programs
- Read aloud software
- Highlight key words
- Use of a human reader for teaching, learning, and assessment
- Seating students close to the teacher's desk and away from distractions
- Instructions provided in written, visual, and auditory formats
- Cues to prompt students
- Additional Practice: test retakes are utilized and grading practices are used to demonstrate what students have learned in class
- Provide written directions for class tasks and assignments
- Provide assistance with organizing learning and study materials
- Provide more time to process information, to read, and to write
- Use visuals and/or organizers to help with comprehension, vocabulary, and the writing process:
 - graphic organizers
 - guided notes
 - word boxes
 - flashcards
- Assistive technology:
 - Speech to text applications.
 - Scan to PDF apps (allows students to import and then type or handwrite on worksheet or forms, and then print them off or submit them electronically).
 - Magnify or highlight text.

