

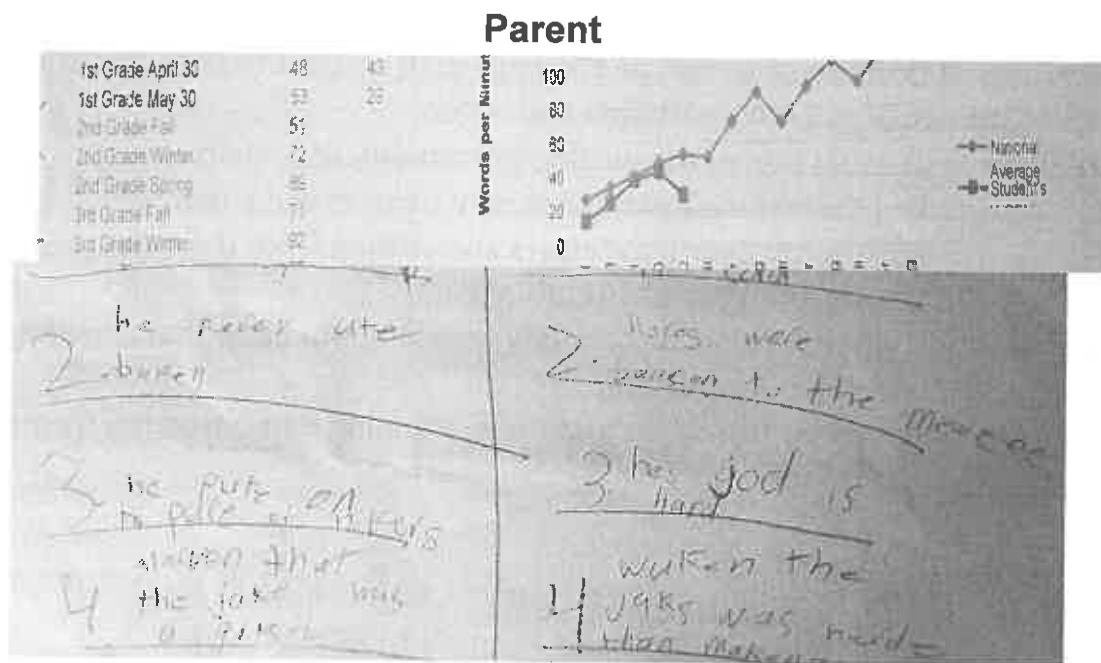
Marianne Jylha

Capstone Project

Reading Intervention Handbook available at www.gmlc.co

Founder of Great Minds Learning Center 2011

Grand Rapids and Hibbing



Definitions of dyslexia and dysgraphia

Definitions as accepted by the International Dyslexia Association (www.dyslexiaida.org):

Dyslexia: "Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge."

- difficulty with spelling
- Difficulty with decoding
- deficit in the phonological component of language
- deficits unexpected in relation to cognitive abilities

Dysgraphia: Dysgraphia is the condition of impaired handwriting. Impaired handwriting can interfere with learning to spell words in writing and speed of writing text. Children with dysgraphia may have only impaired handwriting, only impaired spelling (without reading problems), or both impaired handwriting and impaired spelling (IDA Fact Sheets, 2017).

- Dysgraphia- Retrieved from: <https://dsf.net.au/what-is-dysgraphia/>
 - Inconsistencies in writing, e.g. mixtures of printing and cursive writing, upper and lower case, or irregular sizes, shapes, or slant of letters
 - excessive pressure on paper and/or tight grip on pencil
 - Unfinished words or letters, omitted words
 - Inconsistent position of letters on the page with respect to lines and margins
 - Inconsistent spaces between words and letters
 - Cramped or unusual grip of the writing instrument, especially
 - holding the writing instrument very close to the paper, or
 - holding thumb over two fingers and writing from the wrist
 - Strange wrist, body, or paper position
 - Talking to self whilst writing, or carefully watching the hand that is writing
 - Slow or labored copying or writing
 - Large gap between written ideas and understanding demonstrated through speech.

- Math:**
 - Memorizing Math Facts
 - Difficulty with tasks that require steps.
 - Vocabulary
 - Story Problems
 - Number sense
 - Lining items up
 - Dyscalculia-is a specific learning disability in math. People with dyscalculia may have difficulty understanding number-related concepts or using symbols or functions needed for success in mathematics.

*Additional Resource: MDE "Revising Local Literacy Plans to Include "Efforts to Identify Students with Dyslexia"

SNOWFLAKES: Individuals share core traits but differ in a broad spectrum of severity and presentation. Other factors can:

Auditory processing	Physical weakness	ADD/ADHD
Visual Processing	Sensory Processing	Autism
Auditory Memory	Speech	Executive Function
Visual Memory	Vision problems	IQ- low or high

Most people with dyslexia and dysgraphia have never been diagnosed!

Discussion: Diagnosing Dyslexia

ACTIVITY/BREAK!

Who are you thinking of?

Suzy- just com

lip(iap)
difficulty hearing difference for man - also
Occasionally reads words backward
Requires many prompts to read more ca
-add sounds in words
frig (fig) clab (cab)
b/d - uses checker sometimes, needs to use c
Some trouble with n

10
11

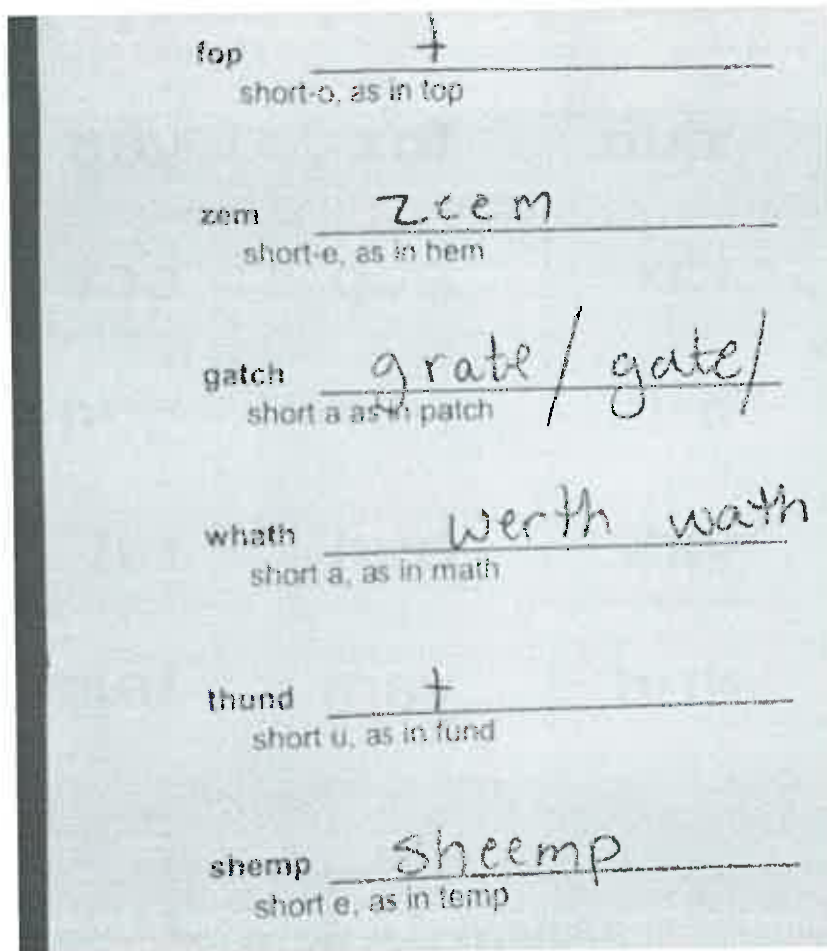
we go to school every day and we have every
day

1
+ 0
was
is
the
are
of
the
- was
his
has
- lives
from

6th grade

pun	dub	fox	yup	gum
fix	lox	pup	box	yap
yum	bud	run	dug	max
cub	yak	bun	rut	lug
quiz	dud	yam	bus	six

37	51	38	40						
10/19/16	10/24/16	11/2/16	1:51						



Effective Instruction

Five main areas of focus for all reading instruction

As explained by Gambrell and Morrow (2015), the five main areas of focus are: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Words that consistently emerge in research about struggling readers:

Small group or individual

phonemic awareness

Structured

Phonics

Explicit

Decoding

Early

Encoding

Early:

Moats stresses the importance of early intervention explaining that children who don't experience success early on experience decreased levels of success in school and in life (1999). She goes on to say, "Enjoyment of reading, exposure to the language in books, and attainment of knowledge about the world all accrue in greater measure to those who have learned how to read before the end of first grade." Children who do not receive early intervention miss out on daily opportunities to practice comprehension, fluency and decoding as they merely look at pictures as a nonreader.

Orton Gillingham Triangle: Auditory, Visual and Kinesthetic engagement

Gillingham and Stillman (1997)

Orton Gillingham techniques developed in 1933!!!

Auditory:

1. Phonemic Awareness: Phonemes are the smallest unit of spoken language- pre-writing skills
2. Train ears to hear subtle differences
 - a. b/p m/n th/f gr/dr all short vowel sounds, etc.
3. Break words into sounds
 - a. Identify each individual sound within a word without: adding, omitting or mixing the order
4. Manipulate sounds
 - a. Phoneme segmentation:
 - i. How many sounds in the word "hot"?
 - ii. What is the first sounds in "bat"? What is the middle sound in "bed"?
What is the last sound in "dog"?
 - b. Phoneme deletion:
 - i. Say cat without saying /c/
 - c. Phoneme matching
 - i. Do pen and pipe start with the same sound?
 - d. Phoneme counting
 - i. How many sounds do you hear in the word "cake"?
 - e. Phoneme substitution
 - i. Say the word, "cat". Change the /c/ to /h/ and say the new word.
 - f. Rhyming
 - i. Say a word that rhymes with "cat"

g. blending

5. Blend sounds into words (decoding)

a. Identify each individual sound within a word without: adding, omitting or mixing the order

6. Break words into sounds (encoding/spelling)

CRITICAL to foundational skills **AND** CRITICAL to all encoding/decoding going forward

quack	den	thug	hush	led
dish	mesh	path	chin	rush
when	leg	zen	thin	dock
peck	which	vet	mock	chug
web	quick	rash	them	whip
shut	lick	thud	wish	bath
chop	whim	check	yell	keg
tick	luck	moth	pen	rock
fish	kick	wed	beg	tex
ship	yen	mash	chick	much
yet	rack	pet	tack	neck
buck	chip	lash	pick	deck

2nd grade

10	30	40	50	60	70	80	90	100
9-8-14	9-29-14	10-13-14	10-27-14	11-10-14	11-24-14	12-8-14	12-22-14	1-5-15

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“Phonemic awareness is more highly related to learning to read than tests of general intelligence, reading readiness, and listening comprehension.” Lyon, G. R. (1998)

Visual:

Visual memory

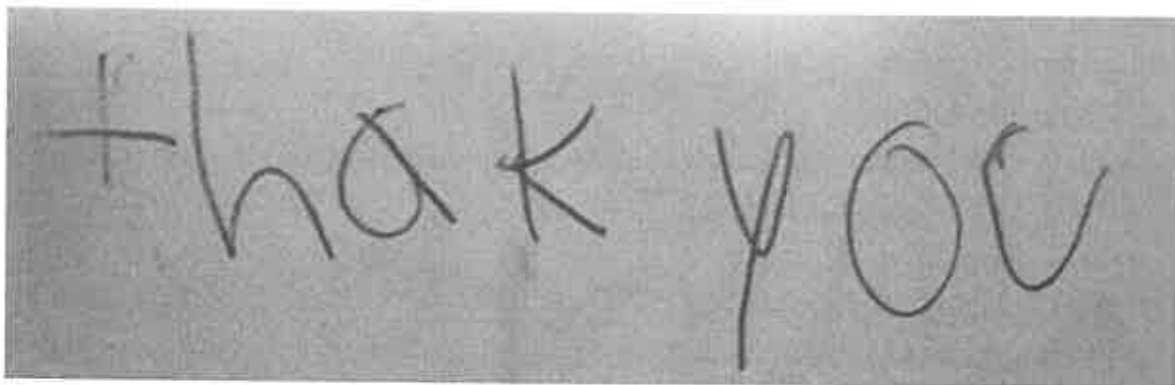
Visual discrimination

letter positions: b/d/p n/u m/n

Sight words

Digraphs: ch, ck, th, sh

Units: all, ing, unk



to	to	to	to	to	to	to
the	the	the	the	the	the	the
was	was	was	was	was	was	was
is	is	is	is	is	is	is
this	this	this	this	this	this	this
do	do	do	do	do	do	do
are	are	are	are	are	are	are
of	of	of	of	of	of	of
the	the	the	the	the	the	the
she	she	she	she	she	she	she
he	he	he	he	he	he	he
his	his	his	his	his	his	his
saw	saw	saw	saw	saw	saw	saw
from	from	from	from	from	from	from

Kinesthetic: Involve movement and touch

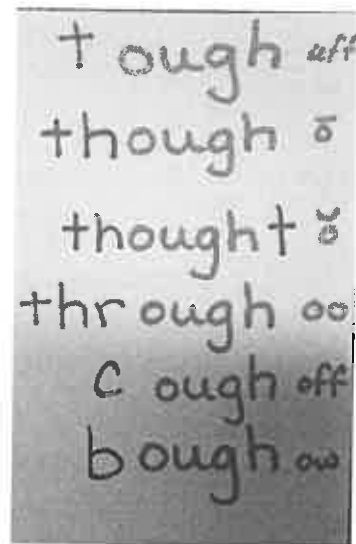
- Memorizing: Sight words, letter/sound association, letter formations,
- Dividing words into syllables
- Breaking words into sounds
- Blending sounds together

Application:

1. Small group of letters:
 - a. Letter formation:
 - i. Circles start just below the sky go up and back, tap the top line/nice round circle/tap the baseline,
 - ii. Top down: tap/tap
 - b. Appropriate letter sounds
 - c. Phonemic manipulation exercises
 - d. Introduction of closed syllable
 - i. One vowel
 - ii. Vowel is closed in at the end
 - iii. Makes a real word
 - e. decode/encode common closed syllable words

2. Sight words (read and spell): Must make discrimination between “sounder outers” and “memorizers”
 - a. **A, I**: Explicit teaching
 - b. **The**- explicit teaching
 - c. Deliberately select most common words- small handful- those you need to make simple CONTROLLED TEXT reading practice. **Was, said, are, of, they, he, has, his**
 - d. Find the method that works to commit to memory
 - i.
3. Build automaticity
 - a. Sound to symbol
 - b. Symbol to sound
 - c. Sight word recognition/spelling
 - d. Decoding: blending into word
 - e. Encoding: breaking into sounds for spelling
 - f. Reading controlled text
 - g. Spelling controlled text
 - h.

AVOID CONFUSION



~~Word Their Way:~~

Word sorts:

came
neigh
say

tail
great

All students benefit from this explicit instruction. It is setting them up for learning about the other types of syllables: open, unit, controlled r, vowel team. It gives them the foundation for syllable division and reading of comprehend, photosynthesis, and volcano.

In the early grades some of your best readers may be relying on intelligence, memorization and guessing. Be particularly aware of good readers who have trouble with spelling, phonemic awareness activities and look at you for cues during oral reading. Can these students read/spell nonsense words fluently?

11:00 You do it!

Letter sounds:

Phonemic Awareness (CTOPP):

Make a phonetic word list

Choose 5 sight words

Tricks to spell

Write controlled text sentences.

Beyond Closed syllables:

Structured, Explicit, sequenced language instruction: Avoid the use of memorization as much as possible. Begin with MOST common rules and patterns and develop automaticity before moving on.

Closed Syllables

Unit syllables

Open syllables

Every syllable must have a vowel

Syllable division
Spelling multisyllabic words
Schwa
Silent e syllables
Vowel team syllables

Math: Addition: 9's trick, doubles, doubles +1,
Subtraction: Pair with addition
Multiplication: break down into manageable chunks, Times Tales,
Division- Pair with Multiplication

Write out steps
Use a song or chant
Used lined paper to line up
Don't assume that your student understands prerequisite skills-

Closing Thoughts:

What works for the red flag students is also best practice for all! Imagine a school where:
All teachers and specialists using the same language! Closed syllable, floss rule,
Students who have tools to decode words!
Having a great curriculum that you use for your whole career!
I use many of the strategies and rules that I have learned on a regular basis.

Keep learning about dyslexia!

~~Standardized tests~~

Be brave, ask questions, provide research and solutions

Homework:

Hard to Read- How American schools fail kids with dyslexia:

<https://www.apmreports.org/story/2017/09/11/hard-to-read>

Dyslexia- Marianne Jylha TEDx : https://www.youtube.com/watch?v=BVK69E_T-Wo&t=50s

Resources:

Knowledge and Practice Standards for Teachers of Reading- International Dyslexia Association Website

You Tube: Spell and Read 1-2-3

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