



Secondary eLearning Guide- Weeks 7 & 8

Critical, Evidence-Based Components of Dyslexia Instruction

Phonological awareness – “phonological awareness is the understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds. An important aspect of phonological awareness is the ability to segment spoken words into their component phonemes [phonemic awareness].” (Birsh, 2018, p. 26).

Sound-symbol association – Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode) (Birsh, 2018, p. 26). “Explicit phonics refers to an organized program in which these sound-symbol correspondences are taught systematically” (Berninger & Wolf, 2009, p. 53).

Syllabication – “A syllable is a unit of oral or written language with one vowel sound. Instruction must include the six basic types of syllables in the English language; closed, open, vowel-consonant-e, r-controlled, vowel pair (or vowel team), and final stable syllable. Syllable division rules must be directly taught in relation to the word structure” (Birsh, 2018, p. 26).

Orthography – Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound-symbol knowledge.

Morphology – “Morphology is the study of how morphemes are combined to form words. A morpheme is the smallest unit of meaning in the language” (Birsh, 2018, p. 26).

Syntax – “Syntax is the set of principles that dictate sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language” (Birsh, 2018, p. 26).

Reading comprehension – Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader's skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development (especially vocabulary and listening comprehension), background knowledge, use of appropriate strategies to enhance comprehension and repair it if it breaks down, and the reader's interest in what he or she is reading and motivation to comprehend its meaning (Birsh, 2018, p. 14; Snow, 2002).

Reading fluency – “Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension” (Moats & Dakin, 2008, p. 52). Fluency also includes prosody.

Secondary Skill Focus:

- **Encoding/Decoding**
- **Morphology**
- **Vocabulary**
- **Writing/Grammar**
- **Comprehension**

Secondary- Reading Comprehension

Objectives

- Students will understand that reading is more than reading words; reading is understanding what is being conveyed through the text.
- Students will demonstrate reading comprehension by answering questions about and discussing what they read.

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Print tasks list provided below.
- Have your child read a book or chapter in a book. Use the Comprehension Questions Resource to ask questions and discuss the book with your child. Another variation is to have your child draw what is happening on sticky notes or paper as they read. Then, have them share with you.
- Have your child listen to and read along with an audiobook. Ask him to tell you about what he read.

For Students

- Choose a book from your bookshelf, the library, or Learning Ally to read.
- Use the comprehension questions to discuss your book with an adult.
- [Comprehension Questions](#)
- [Learning Ally Audiobooks](#)
- Choose an article to read from [DOGONews](#), [Time for Kids](#), [Newsela](#), [Commonlit](#)
- After you read the article, write at least 3 things you found interesting and share these with your parents.
- Choose at least 4 bold words, and tell your parents what they mean.

Resources

- [DOGONews](#)
- [Learning Ally Audiobooks](#)
- [Time for Kids](#)
- [Newsela](#)
- [Commonlit](#)

Secondary- Writing and Grammar

Objectives

- Students will use explicit strategies for composing, including planning, generating, reviewing/evaluating, and revising different genre
- Students will express themselves fluently
- Students will revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
- Students will edit drafts using standard English conventions,

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Print tasks list provided below.
- Help your students navigate digital resources such as video and website links.
- As students complete writing tasks, encourage them to read what they've written aloud and revise their work for clarity.
- Complete this process for all lessons.

For Students

- [Additional Adjectives](#)
- [Grammar Pyramid](#)
- Take a [virtual field trip](#) and write about your experience with a [ba-da-bing](#) or in a journal.
 - [Ba-da-bing video how to](#)

Resources

- [Words for Sentence Construction](#)
- [Signal Words for Reading, Writing & Notetaking](#)
- [Transitions for paragraph writing](#)
- [Ba-da-bing One Pager-Gretchen Bernabei](#)