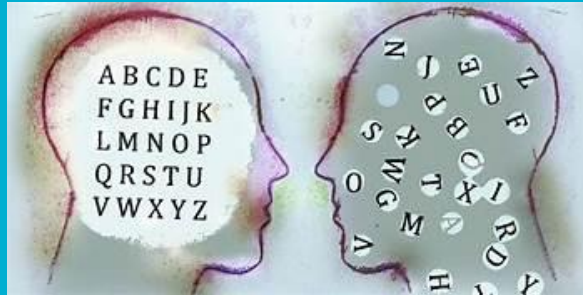


Dyslexia Training



Green Hills School District

October 13, 2025

Kristen Sylvester, Literacy Coach K-8/Interventionist

Agenda

1. What is Dyslexia?
2. Comprehensive Literacy
3. Universal Screening and Early Dyslexia Screening
4. Intervention
5. Accommodations and Assistive Technology
6. Diagnostic and Comprehensive Assessment

Important Links:

- [LEARning about Literacy](#)
- [Handbook](#)

Alphabet Brainstorming (ABC Writing Strategy)

- Prewriting technique used to generate and organize a large number of ideas related to a topic.
 - List the alphabet
 - Topic: Dyslexia and Reading Disabilities
 - Brainstorm ideas- for each letter, write a word or phrase about the chosen topic. You can move through the letters in any order!
 - Organize and expand- Review ideas for connections or create categories that could become the basis for paragraphs or sections for writing

Name _____ Title _____

ABC Brainstorm List

Topic	
A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

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The New Jersey Dyslexia Handbook



Purpose:

- Provide information to educators, students, families, and communities about Dyslexia, early literacy development and best practices for identification, instruction and accommodations for those with reading difficulties
- Build understanding of difficulties with written language
- Demonstrate how to identify and remediate students with reading difficulties
- Inform of best practices to support these students

What Is Dyslexia?

Definition:

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 the growth of vocabulary and background knowledge. (N.J.A.C. 6A: 14-1.3)

DEFINITION OF DYSLEXIA

Specific learning disability

Neurobiological in origin

Inaccurate or non-fluent word recognition

Deficit in spelling and decoding abilities

Often unexpected

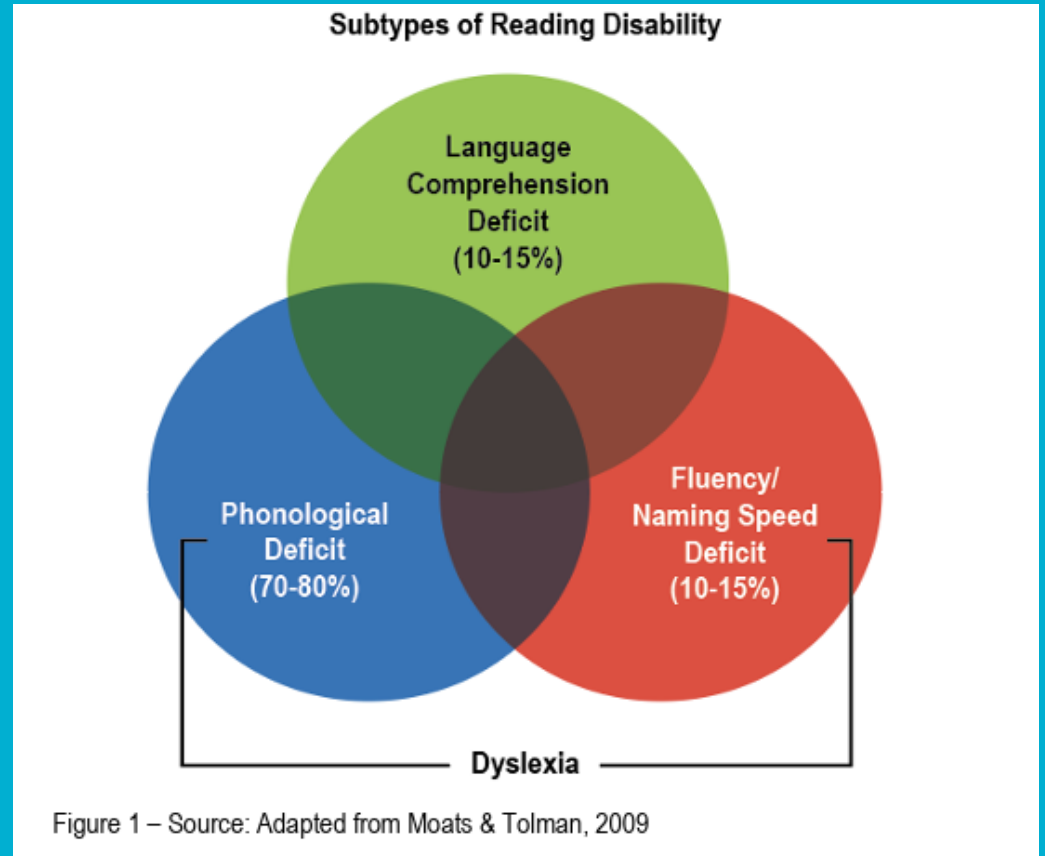
Deficit in phonological component

Secondary consequences



“Dyslexia is an alternative term used to refer to a pattern of learning difficulties characterized by problems with accurate or fluent word recognition, poor decoding, and poor spelling abilities.”

—The Diagnostic and Statistical Manual of Mental Disorders, 5th Edition



Comprehensive Literacy Instruction for ALL

The Key Components of Comprehensive Literacy Instruction:

- Phonemic Awareness
- Phonics
- Comprehension
- Fluency
- Vocabulary
- Background knowledge
- Motivation
- Writing



*National Reading Panel- Big 5

Comprehensive Literacy

Key principles (some of them) Pg. 8 in the handbook.

- Explicit instruction is necessary to build skills and strategies for reading, spelling and writing.
- Metacognitive skills are essential to the development of word solving strategies as well as higher order thinking skills.
- Students need not only explicit instruction in skills and strategies but also extensive practice in reading connected text.
- Motivate interest in reading through rich literacy environments, activities, and materials.

Key Principles of Comprehensive Literacy Instruction

Key Principle	All Students Need:	Struggling Readers Need:
<p>Instructional decisions should be guided by assessment of individual student knowledge and progress.</p>	<ul style="list-style-type: none"> • Universal Screening • Ongoing progress-monitoring • Diagnostic assessment • Summative assessment 	<ul style="list-style-type: none"> • Screening for dyslexia if below benchmark on universal screening. Consideration of dyslexia screening, if at or above benchmark but poor classroom performance. • Early and immediate intervention beginning in K-1 and continuing in higher grades when deficiencies are found in foundational skills of print concepts, phonological awareness, alphabetic knowledge, phonics, spelling, word recognition or fluency. • More frequent progress monitoring to gauge effectiveness of interventions and to make instructional changes if progress is not sufficient. • Referral to CST for comprehensive assessment for students with positive indicators of dyslexia and/or those with poor or slow rate of improvement. <p>See the <i>Universal Screening & Early Dyslexia Identification</i> section of this handbook.</p>
<p>Explicit instruction is necessary to build skills and strategies for reading, spelling and writing.</p>	<ul style="list-style-type: none"> • Teacher modeling with explanation (e.g., thinking aloud with step by step demonstration) • Active responding techniques (e.g., choral responding, turn and talk, quick writes) • Guided practice • Content needs to be aligned with the 	<p>Structured literacy interventions in small groups (Tiers 2 & 3) to build foundational skills not yet mastered and differentiated core instruction (Tier 1).</p> <p>The instruction has the following characteristics:</p> <ul style="list-style-type: none"> • Explicit instruction that is explained by the teacher one language and print concept at a time. Information is taught directly. • Sequential instruction that begins with the easiest concepts that the student does not know and remains on these to mastery before progressing to more difficult concepts.

Comprehensive Literacy Instruction– Struggling Readers

The Role of NJSLS with Implications for Struggling Readers:

- Foundational skills including print concepts, phonological awareness, phonics (decoding and spelling), sight word recognition, word structure and fluency.
- These critical skills underlie the development of independent reading and comprehension abilities
- Struggling readers and students with Dyslexia require:
 - Specific, intensive and systematic instruction in these foundational skills as an essential part of their program.
 - Require more instructional time

Grade Level Group Work/PLC Time

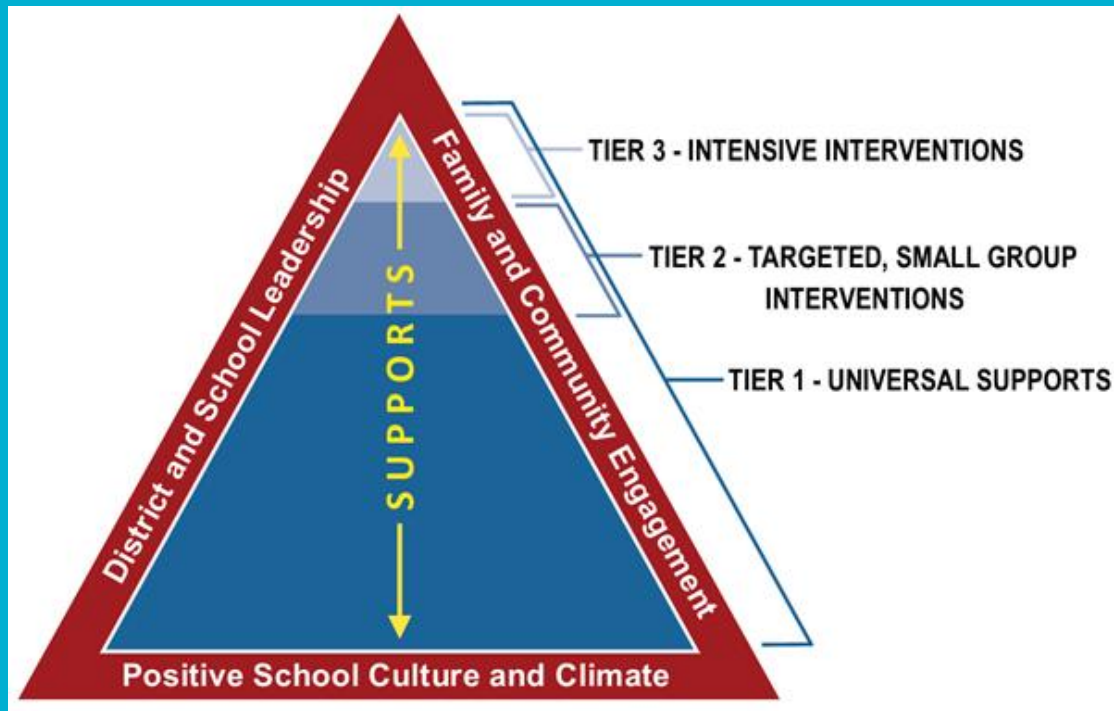
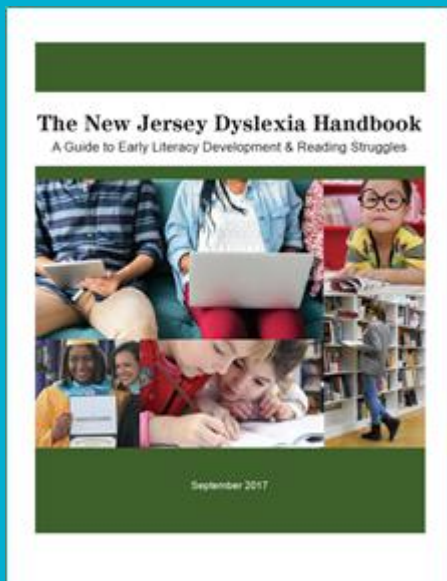


- Minimum of 120 minutes of uninterrupted literacy instruction daily in K-5
- Minimum of 80 minutes daily in 6-8
- 20-25 minutes to share/discuss how you structure your literacy block
 - Take a few minutes to complete independently first, then discuss as a grade level.
 - Discussion questions:
 - What's similar, different?
 - How can you adjust your time to better manage ELA time?
 - What are you consistently struggling to fit in?

2. Universal Screening and Early Dyslexia Identification



NJ Tiered Systems of Support

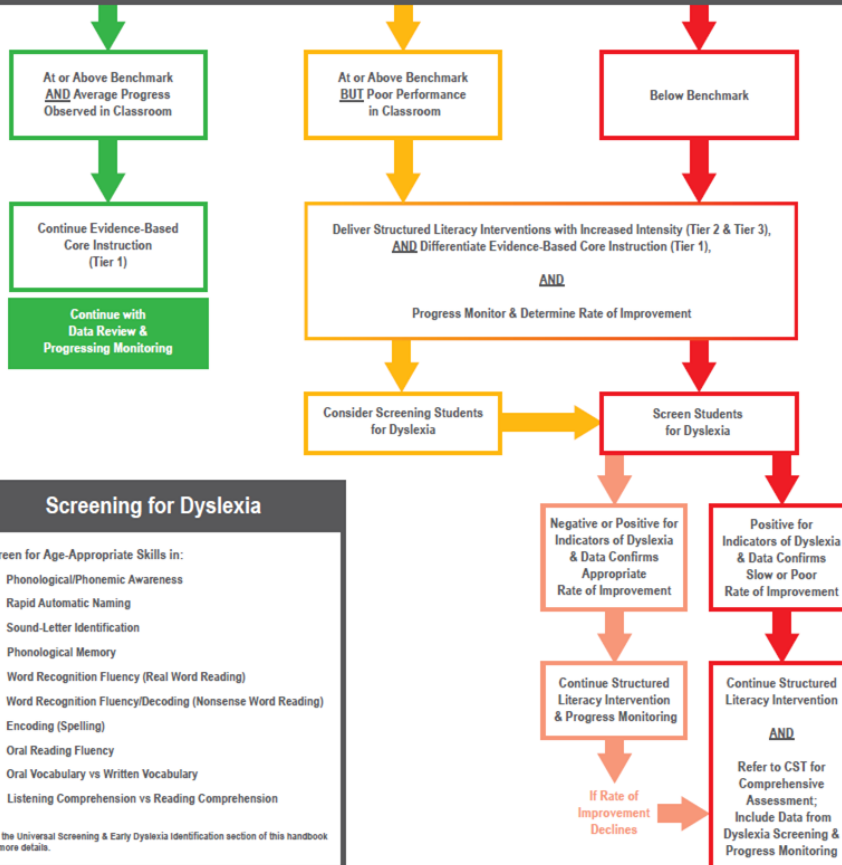


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Kindergarten	First Grade	Second Grade
Phonological Awareness	Phonemic Awareness	Word reading
RAN- letter naming fluency	RAN- letter naming fluency	Oral reading fluency
Sound letter ID	Sound letter ID	Reading comprehension
Phonological memory-nonword repetition	Phonological memory-nonword repetition	
	Oral vocabulary and word recognition fluency	

Universal Screening & Data Review

(Including but not limited to teacher observation, formative assessment, standardized assessments, parent input, and the potential indicators of dyslexia checklist)



Screening for Dyslexia

Screen for Age-Appropriate Skills in:

- Phonological/Phonemic Awareness
- Rapid Automatic Naming
- Sound-Letter Identification
- Phonological Memory
- Word Recognition Fluency (Real Word Reading)
- Word Recognition Fluency/Decoding (Nonsense Word Reading)
- Encoding (Spelling)
- Oral Reading Fluency
- Oral Vocabulary vs Written Vocabulary
- Listening Comprehension vs Reading Comprehension

See the Universal Screening & Early Dyslexia Identification section of this handbook for more details.

So What Now?

*Students “at-risk” and not “likely on track” should be promptly placed into structured literacy interventions, progress monitored, and screened for Dyslexia.

- PAST, PASS
- Other areas to assess: rhyming, initial consonant isolation, final and medial isolation

*Older students who score adequate on screener but who are demonstrating poor classroom performance or who show other signs of dyslexia should be screened as well.

- Reading Rate (WCPM/fluency probe), spelling inventory

*Using data, determine student’s specific area of need and make informed decisions on interventions, strategies, progress monitoring and further testing.

*Dyslexia Checklist

Checklist

Potential Indicators of Dyslexia Checklist

This checklist is designed to aid educators in identifying students with characteristics or potential indicators of dyslexia and to document any skill deficits confirmed during screening to inform instruction. Check all areas of consistent difficulty, based on observation, assessment history, progress monitoring data, and work samples. It is likely that many students will exhibit some of the behaviors on this checklist. A preponderance of checks in one area suggests further examination into this set of skills.

Student Name:

Teacher Name:

Date:

YES	NO	Background Information & Characteristics
		Family history of dyslexia or learning challenges
		Student scored below benchmark on universal screening measure
		Student is performing poorly in the classroom
		Student progress monitoring data shows slow or poor rate of improvement
		Late learning to talk or slow to learn new words
		Trouble pronouncing speech sounds (such as /th/, /r/, /ll/, and /w/)
		Mixing up the sounds and syllables in long words (says "aminal" for "animal")
		Avoids letters or confuses them
		Cannot recall sounds of letters
		Unable to break words into separate speech sounds (cat has 3 sounds /c/ /a/ /t/)
		Cannot identify or create words that rhyme
		Doesn't know letters in own name

Scarborough's Rope

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

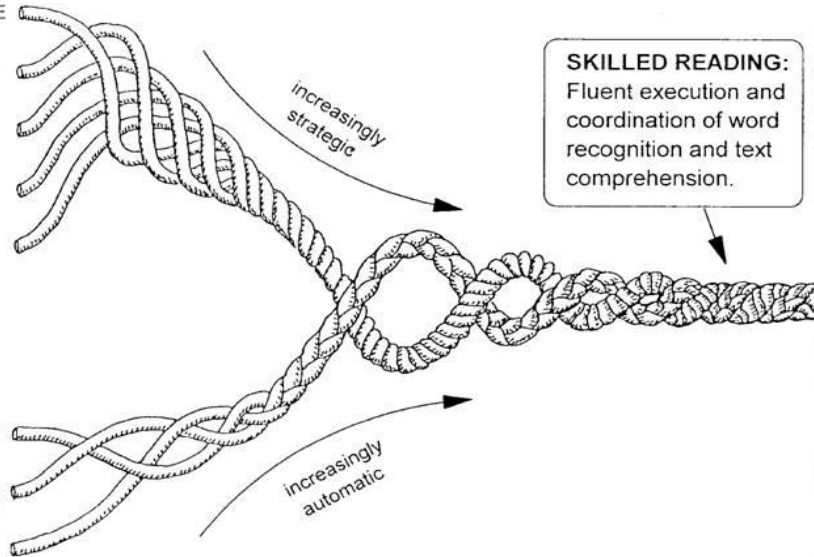
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



SKILLED READING:

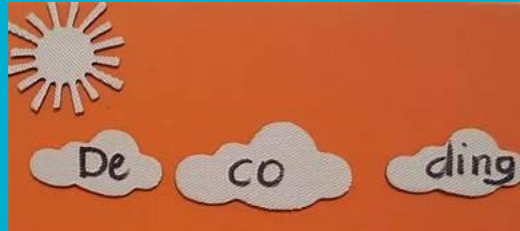
Fluent execution and
coordination of word
recognition and text
comprehension.

Accuracy Vs. Automaticity

Accuracy: Ability to get meaning correctly from words during the reading process

Automaticity: A skill can be performed with relatively little effort and attention

****Both are crucial to the reading process in order to develop fluency and comprehension within text****



Reading Comprehension...

- Is the product of _____ or decoding skills and language _____.
- These components work together!
- When there is a _____ between these components, reading failure can occur.

The simple View of Reading

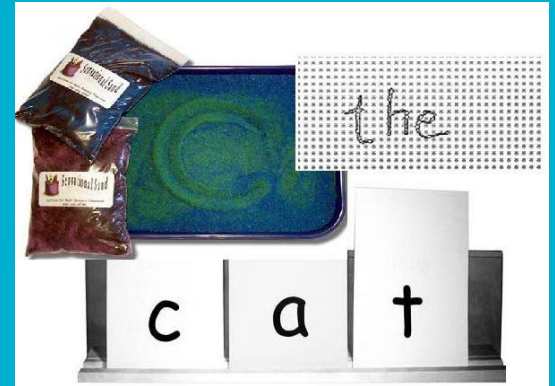
Intervention: A Structured Literacy Framework for Struggling Readers

1. Instructional tasks are modeled, when appropriate.
2. Direct, explicit instruction is provided.
3. Meaningful interactions with language occur during the lesson.
4. Multiple opportunities are provided to practice instructional tasks.
5. Corrective feedback is provided after initial student responses.
6. Student effort is encouraged.
7. Lesson engagement during teacher-led instruction is monitored.
8. Lesson engagement during independent work is monitored.
9. Students successfully complete activities at a high criterion level of performance.

***Turn and Talk:** Why is teaching a child to sound out words without providing practice in applying the skill an ineffective strategy?

Multisensory Teaching

- OG!!
- **"Multimodal"** -involve simultaneous use of visual, auditory, tactile-kinesthetic sensory systems linking student's listening, speaking, reading and writing.
- Involves engaging two or more senses
- Segmentation: blocks, cubes, counters while you say the syllables or sounds
- Simple/fun ways to incorporate into the classroom:
 - Air/sky-writing
 - Sandpaper tracing/screen tracing for sight words
 - Sand, salt or shaving cream writing
 - Word building with tiles
 - Clay alphabet letters/red words
 - Food colored gel baggies for letters, numbers, and sight words
 - Printable sight word books/decodables
 - Wikki Stix
 - Blending drill



Systematic Phonics- Building Foundational Skills

Systematic and explicit instruction that uses this process:

- Develop phonemic awareness
- Introduce sound-spelling
- Blend words
- Build automatic word recognition
- Apply to decodable text
- Word work for decoding and encoding



Assistive Technology

- Any item, piece of equipment, or product system which is used to **increase maintain or improve functional capabilities of a child**.
- For many with Dyslexia, AT and now AI is crucial!
- Acts as a **bridge** between their area of weakness and their actual ability or **skills**.
- Speech to text software and audio books
- Speech to text
 - Special headset, microphone will record what is said
 - Keyboards and word processing software
 - Recording pens

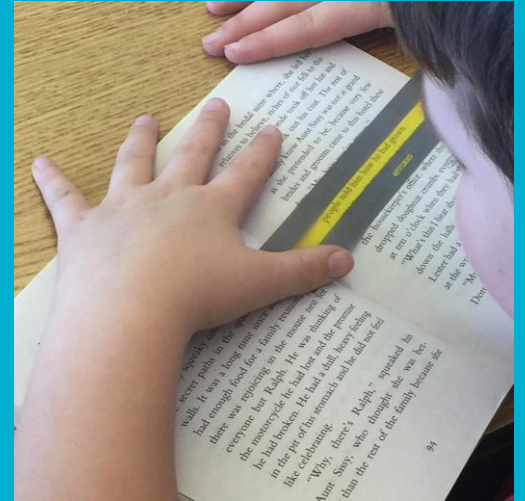
<https://www.nj.gov/education/specialed/programs/additionalsupports/assistivetech/>

- [YouTube](#)



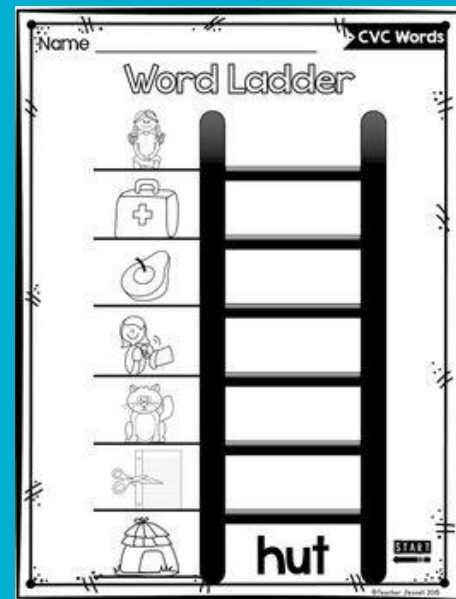
Accommodations and Assistive Technology

- [New Jersey Dyslexia Handbook Session 3.mp4](#)
- Not a replacement for evidence-based instruction
- Common accommodations for Dyslexia- From the Handbook:
 - Extra time
 - Copies of notes
 - Outlines for textbook or readings
 - Study guides
 - “To do” checklists
 - Chunk work and assignments
 - Clarify or provide verbal directions
 - Highlight essential information
 - Block out extra stimuli on page
 - Repeat directions
 - Change response mode for learning- text to speech, etc.
 - Allow instruments to be used to help track (index card, highlighter strip, etc.)
 - Visual and verbal cues
 - Audio books
 - Reading text out loud
 - **Dyslexia chromebook extension**- modifies text to different fonts so student can better read content



Phonics Instruction is Explicit

- OG lesson plan
- Breaking sentences into words then words into syllables
- Segmenting and blending language and phonemes
 - Word building/word chaining
 - Letter tiles
 - Using visuals
 - Elkonin boxes in small groups
- Teach grapheme-phoneme correspondences
 - Clue cards- with picture and grapheme to remember and make connection
 - M and m with a picture of a muffin
- Orthographic mapping
 - Decodable parts in words (red words)
 - Decodable patterns
 - **Ability to manipulate phonemes is CRUCIAL for this!**



Fluency

Weekly Reading Practice Routine

Day 1	Day 2	Day 3	Day 4	Day 5
Modeled reading Choral reading Repeated reading aloud Comprehension	Echo reading Repeated reading aloud	Record reading aloud with optional feedback	Repeated reading aloud with self-reflection	Perform passage

Reading Practice Overview

Fluency is defined as “reading accurately, at an appropriate rate, and with expression.” Reading accurately means the “ability to correctly decode a word on sight.” Reading at an appropriate rate refers to a rate that “reflects conversational speech,” which varies based on grade level, and is measured in words read per minute. Lastly, reading with expression, which is also referred to as prosody, includes timing, phrasing, emphasis, and intonation.¹

The three components of fluency are not developed all at once. In kindergarten and early first grade, students are not focused on expressive reading. Instead, they are focused on improving the skills needed for accurate reading. At the end of first grade and into second grade, “students decoding with accuracy and automaticity should move into more formal fluency instruction.” By the end of second grade, it is expected that students are able to “read with independence and proficiency within the grade-level band, meaning all three components of fluency must be secure.” In order to read with all three components of fluency, students need to develop skills by reading the same text multiple times.” That is why, in this instructional routine, the same text is used throughout the entirety of the five days.

Vocabulary

- Vocabulary knowledge predicts later reading comprehension performance. (Catts et al., 2014)
- Multiple experiences with a word build deeper, richer word knowledge, making meanings more precise and easier to access. (Perfetti, 2007)
- Students need to know 90–95% of the words in a text to understand it. (Nagy & Scott, 2000)

Vocabulary Instruction (3 of 3)

word-rich environment

- Explicit teaching of academic vocabulary
- Incidental language experiences
- Independent vocabulary strategies

Hennessy, 2021 8

Putting It All Together- Group Work

- Pass Dibels results/data out to each teacher.
- Analyze patterns independently, then discuss with your grade level.
- Look at your categories: intensive, strategic, core
- Brainstorm strategies from today for your “intensive” students for small group work.

Thank You!

- Ticket out the Door: “3-2-1” Strategy

