Structured Literacy & Dyslexia: Everything You Need to Know

Jennifer A. Hasser, M.Ed., Executive Director
Syllables Learning Center
Kendore Learning
Kendore Cares Literacy Foundation
info@SyllablesLearningCenter.com
770-752-1724

Syl·la·bles™ LEARNING CENTER

kendore® LEARNING

Jennifer A. Hasser, M.Ed.

- Former classroom teacher
- Parent of a child with dyslexia
- Founder of Syllables Reading Center
- Author of the Kendore curriculum
- President of the Kendore Foundation established to fund intervention in public schools
- Past President of the International Dyslexia Association of Georgia

The Biggest Dyslexia Myths

- reading or writing backwards
- we must wait to diagnose
- reading is developmental

Warning Signs: The Preschool Years

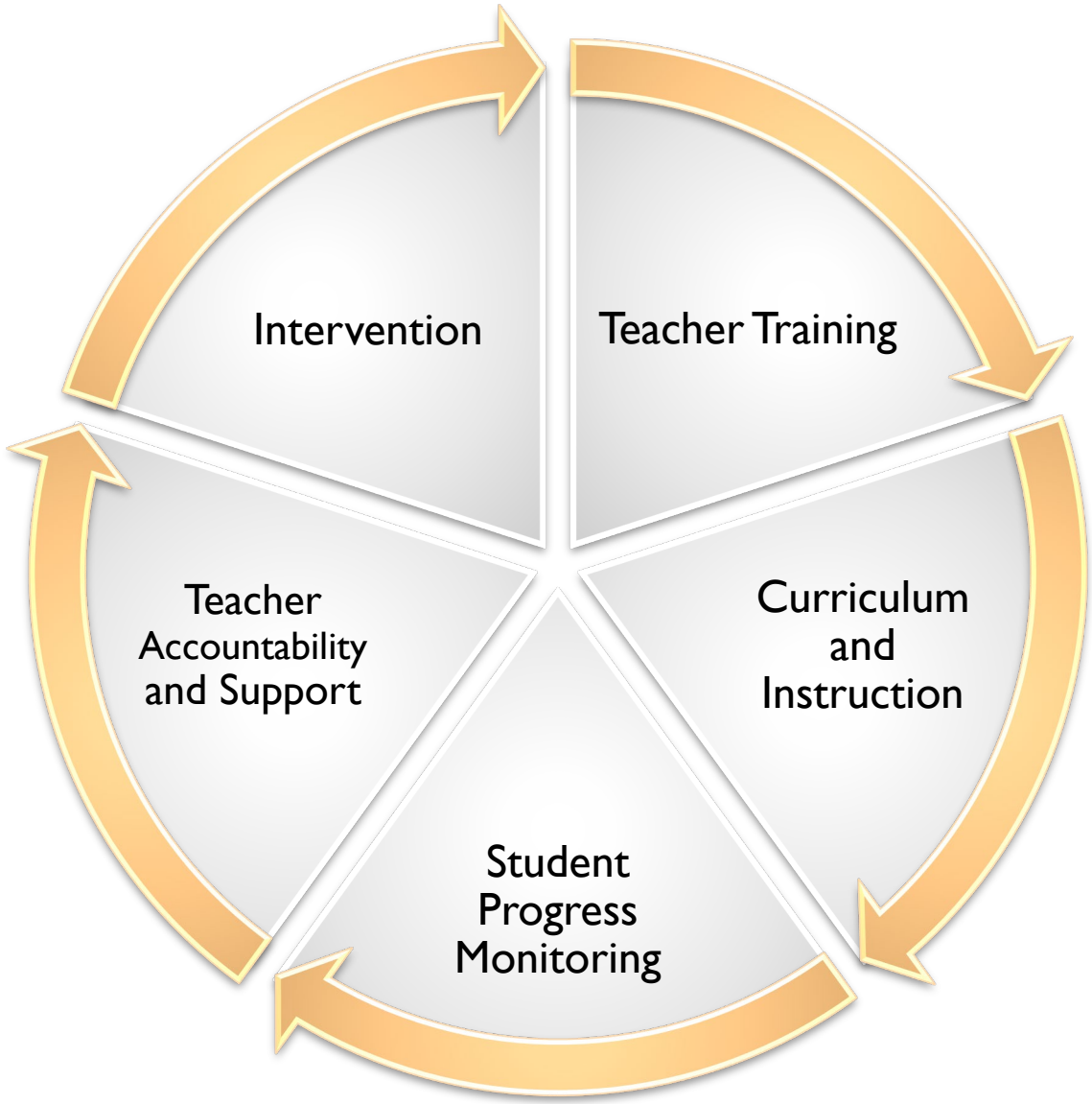
- Trouble learning common nursery rhymes such as "Jack and Jill" and "Humpty Dumpty"
- A lack of appreciation for rhymes
- Mispronounced words and/or persistent baby talk
- Difficulty learning (and remembering) names of letters
- Failure to know the letters in his or her own name

Warning Signs: Kindergarten and 1st Grade

- Failure to understand that words can be broken into smaller parts
- Inability to learn to associate letters with sounds, such as being unable to connect the letter 'b' with the */b/* sound
- Reading errors that show no connection to the sounds of the letters (for example, the word *big* is read as *goat*)
- The inability to read common one-syllable words
- Forget words as soon as the page is turned
- Complaints about how hard reading is or running and hiding when it is time to read
- A history of reading problems in parents or siblings

Warning Signs: Upper Grades

- Making wild stabs or guesses at reading a word
- Omitting small "function" words, such as *that, an, in*
- A fear of reading aloud
- A reliance on context to discern the meaning of what is read
- The inability to finish tests on time
- Poor spelling and messy handwriting
- Homework that never seems to end
- A lack of enjoyment in reading and the avoidance of reading books
- Reading whose accuracy improves over time, but continues to lack fluency
- Lowered self-esteem or behavior issues
- A history of reading, spelling, and learning problems in family members


Intervention
Teacher Training
Curriculum and Instruction
Student Progress Monitoring
Teacher Accountability and Support

Implementation of a Quality Reading Program

- Explicit
- Systematic
- Cumulative
- Repetitive
- Cognitive
- Diagnostic

Structured Literacy Components

- Phonological Awareness – sounds in words
- Phonics - sound-symbol correspondences
- Orthography - spelling patterns in print
- Morphology/Vocabulary - units of meaning
- Syntax - grammar
- Semantics - comprehension, meaning conveyed in words, phrases and sentences

Phonological Awareness

- Word Segmentation
- Rhyme Recognition and Production
- Phoneme Matching and Isolation
- Phoneme Segmentation
- Phoneme Blending
- Phoneme Manipulation

Oral Language

- Exposure to our Language is Critical
- Teacher Guided
- Student Driven
- Correlated to Language Development
  - Locations, Opposites, Spatial Relations, Opinions, Absurdities, Classifications, etc.
    - Next year I will…
    - This is the first thing I do when I get home from school…..

Phonics

- Focus on Reading and Spelling
  - Sound Level, Word Level, Sentence Level
- Integrates Grammar and Morphology
- Generalization/Rule Based

Fluency

- Speed + Accuracy
- Sound Drills
- Discovery Word Drills
  (temporarily irregular/non-phonetic words)
- Phrase Drills
- Controlled Vocabulary Stories
  - Repeated Readings

Vocabulary/Morphology

- Oral Language
- Multiple Meanings
- Phonetically Controlled Words
- Morphemes and Origin

GILOT

Gilot was welcome at the party.

Pronunciation	Hard g	Soft g	Closed First Syllable	Open First Syllable	Accent 1st Syllable	Accent 2nd Syllable
gil/ot	x		x		x	
gil/ot	x		x			x
gil/ot		x	x		x	
gil/ot		x	x			x
gi/lot	x			x	x	
gi/lot	x			x		x
gi/lot		x		x	x	
gi/lot		x		x		x

French?

Identification and Assessment

- Reading Predictors
  - Phonological Awareness
  - Phonological Memory
  - Rapid Automatic Naming
- Receptive Vocabulary
- Word Identification
  - Real Words
  - Nonsense Words

Intervention

Start as early as possible

Don't get bogged down with labels (Dyslexia vs. Reading Disability)

Understand the program – the details matter

- What is the name of my child's reading program?
- Does the program include the five essential elements identified by the National Reading Panel? (phonological awareness, phonics, fluency, vocabulary and comprehension)
- How many children will be in my child's reading group?
- How have the children in this group been selected?
- Has the teacher been trained in direct, systematic, multisensory reading instruction?
- Has the teacher completed a supervised practicum in this program through (IMSLEC, ALTA, etc.)?
- What is the Intensity/Duration/Frequency of services?
- How will the pace of the instruction be determined?
- What criteria will be used to determine mastery?
- How will I be informed about my child's progress?

Teacher Accountability and Support

Administrative Support

- Train Administration
- Integrate Instructional Support into Master Schedule
- Budget Time and Finances appropriately to achieve results

Teacher Support

- Certified Mentors/Modeling

Data Driven Success

- Quarterly Data Discussions
- Common Planning
- Grade/Classroom Differentiation

Parent University

- Train parents in ways to support their students

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Feel free to reach out with questions:

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