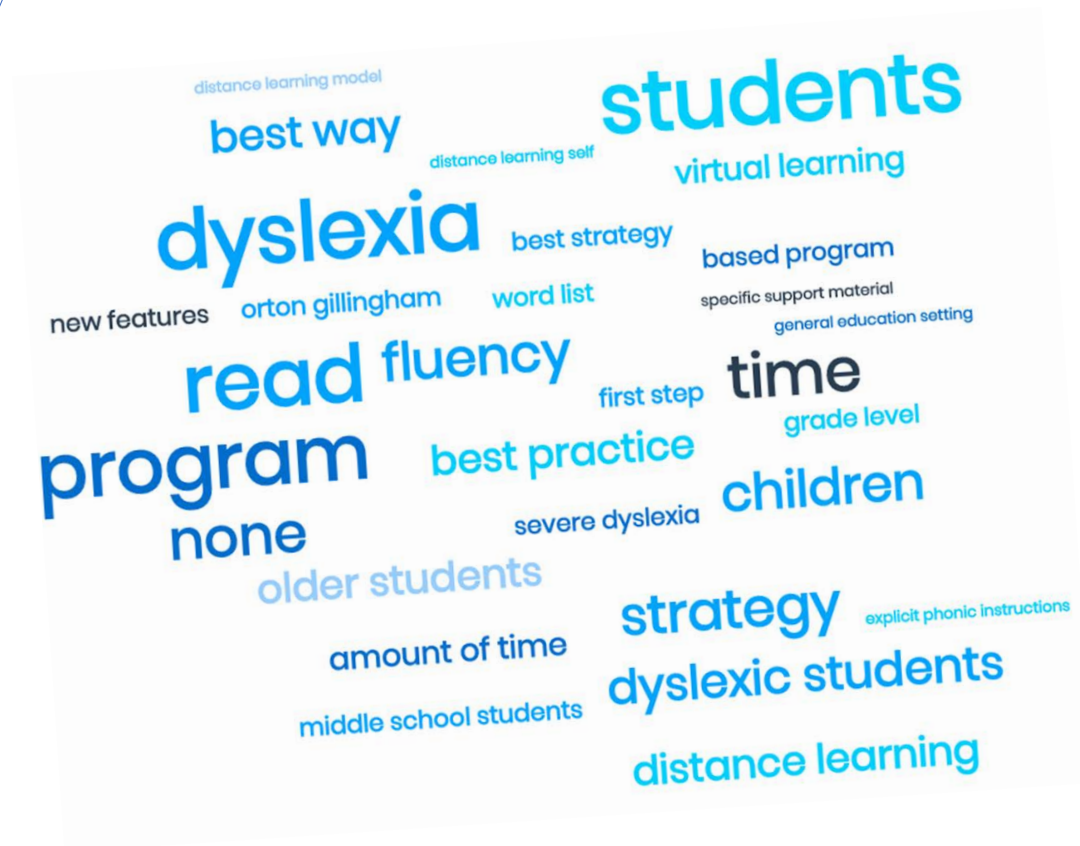


Dyslexia and Read Naturally: Q&A with Cory Stai

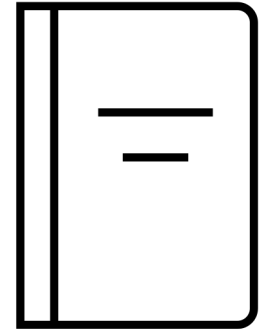
December 9, 2020



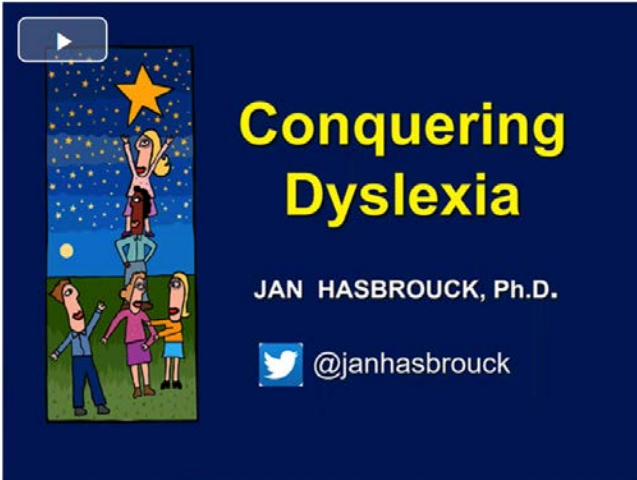
Dyslexia White Paper

Table of Contents

- Part I: What is Dyslexia?
- Part II: How Do Proficient Readers Read Words?
- Part III: How Does Dyslexia Affect Typical Reading?
- Part IV: Dyslexia and Read Naturally Programs
- End Notes (59 notes with references or additional information)
- References (7 pages)
- Appendices (further reading; program scope & sequence summaries)




42 pages



Conquering Dyslexia

JAN HASBROUCK, Ph.D.


@janhasbrouck




What is **DYSLEXIA?**



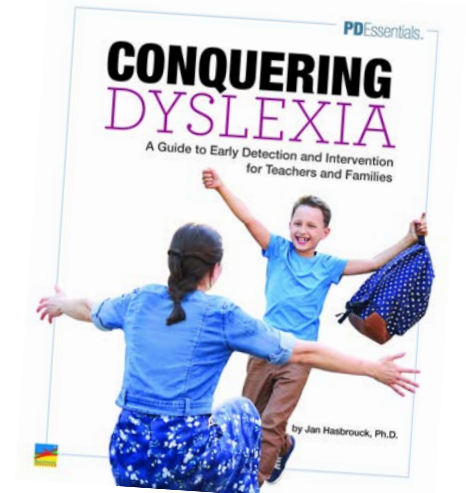
80 minutes



IDENTIFYING & DIAGNOSING
students with dyslexia



TEACHING
students with dyslexia



Challenges We Address: Distance Learning



- [Distance Learning With Read Live](#)
 - [Overview of Using Read Live in a distance-learning model](#)
 - Setting Up
 - Communicating with parents
 - Screen sharing and remote access tools
 - Performing remote placement
 - Conducting cold timings
 - Conducting pass activities

Distance Learning: Webinars



Using Read Live in a Distance-Learning Model

Topics Covered

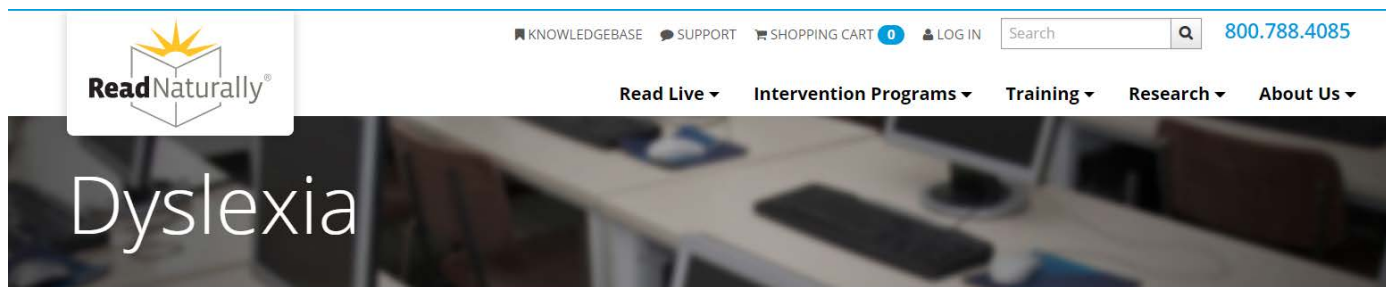
- What's new in Read Live for 2020-21
- Adjusting Story Options for student independence
- School-to-home connection tools
- Strategies for placing students remotely
- Entering parents as Read Live Assistants
- Strategies for completing Pass activities remotely
- Free, valuable web-resources

Read Live: Distance-learning features

Topics Covered

- New Waiting List page to see which students are waiting for cold timings or pass activities
- Login as student to conduct cold timings and pass activities
- New student recording feature for hot timings and word lists
- New option to score student recordings asynchronously
- Using the Current Story Details report
- Assigning Read Live Assistant role to parents
- Other distance learning tips and resources

Challenges We Address: Dyslexia



"Reading is complex. It requires our brains to connect letters to sounds, put those sounds in the right order, and pull the words together into sentences and paragraphs we can read and comprehend.

"People with dyslexia have trouble matching the letters they see on the page with the sounds those letters and combinations of letters make. And when they have trouble with that step, all the other steps are harder."
— Yale Center for Dyslexia & Creativity

Dyslexia is the most common learning disorder in the U.S. It affects 9–17 percent of the population and represents roughly 80 percent of students identified with a specific learning disability. People with dyslexia often have normal or above-normal intelligence and may exhibit strong creativity or reasoning ability, but differences in their brains make reading much harder for them.

Understanding Dyslexia

Like reading itself, the nature of dyslexia is highly complex. It is a multi-faceted syndrome whose symptoms likely originate from many diverse causes. While science has identified several factors thought to contribute to dyslexia, the root causes of these differences are still unknown. In addition, it is unclear which factors cause reading difficulty, which may simply occur at the same time, and which may be a byproduct of impaired reading. Current evidence does,

White Paper: Dyslexia and Read Naturally

Part I: What is dyslexia?

What dyslexia is and is not, common characteristics

Part II: How do proficient readers read words?

Typical brain development, how proficient readers learn to decode words and develop word recognition

Part III: How does dyslexia affect typical reading?

How dyslexia may impact the acquisition of proficient reading, the unique needs of dyslexic readers

Part IV: Dyslexia and Read Naturally Programs



Read Naturally® Programs Overview



ReadLive



Signs
for
Sounds™





What is Dyslexia?

- Specific learning disability
- Impairment of the reading network
- Neurobiological
 - Genetic and hereditary
 - 5-17% of the population
- Phonological deficit
- Not curable, but treatable!

What do individuals with dyslexia need?

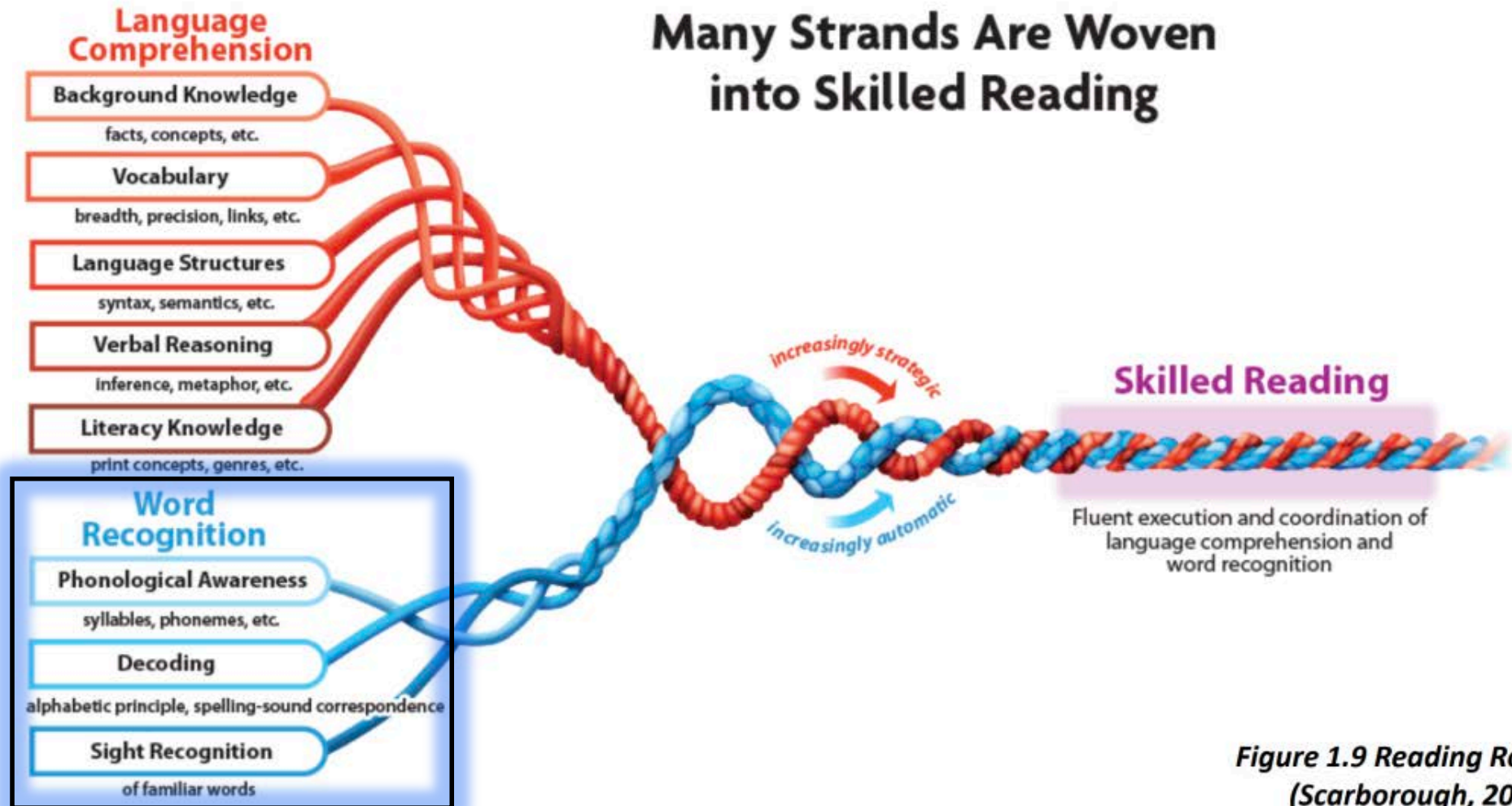
Simple View of Reading
Scarborough's Reading Rope
Structured Literacy

Simple View of Reading

Reading Comprehension =

Decoding x Linguistic Comprehension

Many Strands Are Woven into Skilled Reading



*Figure 1.9 Reading Rope
(Scarborough, 2001)*

Elements of Structured Literacy

- Phonology
- Sound-symbol Association
- Syllable Instruction
- Morphology
- Syntax
- Semantics

Three key elements of successful reading interventions

1. Eliminating the phonological awareness deficits and teaching phonemic awareness to the advanced level
2. Teaching and reinforcing phonics skills and phonic decoding
3. Providing opportunities for reading connected text (i.e., authentic reading)

Dr. David Kilpatrick

Essentials of Assessing, Preventing, and Overcoming Reading Difficulties, p. 304

Instructional Practices of Structured Literacy

- Diagnostic Teaching
- Systematic and Cumulative
- Explicit Instruction

From
*Conquering
Dyslexia,*
Hasbrouck
2020

Dyslexia Diagnostic Checklist

| Student: Date: | Concern? Y/N | Mild | Moderate | Severe |
|---|-----------------|------|----------|--------|
| Phonological/ Phonemic Awareness | | | | |
| Phonics/ Decoding | | | | |
| Automatic Word Recognition (Sight Words) | | | | |
| Reading Fluency | | | | |
| Listening Comprehension | | | | |
| Spelling | | | | |
| Handwriting | | | | |
| Language Proficiency | | | | |
| Family History | | | | |
| Appropriate Instruction/Intervention | | | | |

| Read Naturally Program | Phonemic Awareness | Phonics and Decoding | Fluency (Reading Connected Text) |
|---|---------------------------|--|---|
| <i>Funēemics</i> | Program Focus | | |
| <i>Signs for Sounds</i> | Additional Support | Program Focus | |
| Read Naturally GATE | Additional Support | Program Focus | Program Focus |
| Read Naturally Live Read Naturally Encore | | Program Focus (Phonics Series) | Program Focus |
| Word Warm-ups Live Word Warm-ups (print version) | | Program Focus | Additional Support |
| One Minute Reader (iPad app Books with audio) | | | Program Focus |
| Read Naturally Masters Edition (Spanish, Blind and Visually Impaired) | | | Program Focus |

What are some ways to incorporate phonological awareness activities with the Read Naturally program?

Phonological/Phonemic Awareness

Funēemics

- Sound-based PA program
- Teaches all 6 types of PA:
 - Isolation
 - Blending
 - Segmentation
 - Addition
 - Deletion
 - Manipulation

GATE: Reading Intervention for Small Groups

Signs for Sounds

Word Warm-ups Live

“I get push back from reading specialists, that Read Naturally does not provide explicit phonics instruction, but I see it work.”

How phonetically based is Read Naturally?

Program scope & sequence summaries

Appendix B:

Funèemics Scope and Sequence Chart

| BOOK | LEVEL 1 | | | | | | | | | | LEVEL 2 | | | | | | | | | | | |
|------------------------------|---------|---|---|---|---|---|---|---|---|----|---------|----|---|---|---|---|---|---|---|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Word isolation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Rhyme recognition | | | | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Rhyme discrimination | | | | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Rhyme production | | | | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Onsets and rimes | | | | | | | | | | | | | | | | | | | | | | |
| Compound words | | | | | | | | | | | | | | | | | | | | | ✓ | ✓ |
| Syllable recognition | | | | | | | | | | | | | | | | | | | | | ✓ | ✓ |
| Syllable counting | | | | | | | | | | | | | | | | | | | | | ✓ | ✓ |
| Syllable isolation | | | | | | | | | | | | | | | | | | | | | | ✓ |
| Syllable deletion | | | | | | | | | | | | | | | | | | | | | | |
| Phoneme blending | | | | | | | | | | | | | | | | | | | | | | |
| Phoneme segmentation | | | | | | | | | | | | | | | | | | | | | | |
| Adding initial phonemes | | | | | | | | | | | | | | | | | | | | | | |
| Initial phoneme isolation | | | | | | | | | | | | | | | | | | | | | | |
| Initial phoneme production | | | | | | | | | | | | | | | | | | | | | | |
| Initial phoneme deletion | | | | | | | | | | | | | | | | | | | | | | |
| Initial phoneme substitution | | | | | | | | | | | | | | | | | | | | | | |
| Adding final phonemes | | | | | | | | | | | | | | | | | | | | | | |
| Final phoneme isolation | | | | | | | | | | | | | | | | | | | | | | |
| Final phoneme deletion | | | | | | | | | | | | | | | | | | | | | | |
| Final phoneme substitution | | | | | | | | | | | | | | | | | | | | | | |
| Medial phoneme isolation | | | | | | | | | | | | | | | | | | | | | | |
| Medial phoneme substitution | | | | | | | | | | | | | | | | | | | | | | |

Read Naturally GATE: Reading Intervention for Small Groups

| Scope and Sequence of Skills | LEVEL 0.8 | | | LEVEL 1.3 | | |
|------------------------------|-----------|---|---|-----------|---|---|
| | T | R | A | T | R | A |
| Phonemic Awareness | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Phonics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Consonants | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Short Vowels | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Long Vowels | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Blends and Digraphs | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Structural Analysis | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Inflected Endings | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Compound Words | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Two-Syllable Words | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Spelling | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| High-Frequency Words | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Fluency | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Comprehension | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Nonfiction Stories | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Vocabulary | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

T = Taught R = Reviewed

*Read Naturally uses Lexile measures and the Spache and Fry readability formulas of each story.

*Many stories define concepts such as fog, mimes, glaciers.

| Featured Sounds in GATE | | | |
|---------------------------------|---|-------------|--|
| GATE Level 0.8 Short Vowels | GATE Level 1.3 Long Vowels | D | |
| 1. A Rat ð | 1. Apes a_e | 1. A Shad | |
| 2. Sap ð | 2. A Lake a_e | 2. Seash | |
| 3. Sad, Glad, and Mad ð | 3. Big Cats With Manes a_e | 3. The Th | |
| 4. A Crab ð | 4. Bedines l_e | 4. Thund | |
| 5. A Fox ð | 5. Mikes l_e | 5. White I | |
| 6. Fog ð | 6. Mimes l_e | 6. What P | |
| 7. Docks ð | 7. Molen o_e | 7. Eating I | |
| 8. Cod ð | 8. Nose o_e | 8. Chirp | |
| 9. Fins ð | 9. Jokes o_e | 9. The Wf | |
| 10. A Kid ð | 10. Mules u_e, l_e, a_e | 10. Shoebil | |
| 11. A Wig ð | 11. Rules u_e, o_e, l_e | 11. Choccl | |
| 12. The Hip ð | 12. Music u_e, l_e, a_e | 12. The Gr | |
| 13. A Bug Hunt ð | 13. Rain al | 13. What I | |
| 14. A Duck ð | 14. Skates Are Rays ay, ai | 14. The Bl | |
| 15. A Pug ð | 15. Toach oa | 15. Snowfl | |
| 16. Bear Cubs ð | 16. A Load oa | 16. Louis S | |
| 17. Jets ð | 17. Seals ea, ee | 17. Trolly | |
| 18. Hens ð | 18. We Need Seeds e, ee, ea | 18. Brass I | |
| 19. A Vet ð | 19. Fireflies ie, igh, l_e | 19. The Sp | |
| 20. Bells ð | 20. Lights in the Night Sky y, igh, l_e | 20. Snake S | |
| 21. Jam ð, ð, ð | 21. The Blue Jay ue, igh, ay | 21. Strinpe | |
| 22. Hogs ð, l, ð | 22. Sleep ee, e, ay | 22. The W | |
| 23. A Sub ð, l, ð | 23. Rainbows ow, o, ee | 23. The Sk | |
| 24. Dens and Pens ð, ð, ð | 24. Coal oa, ea, ue | 24. ER .. | |

Word Warm-ups Phonics Elements by Level

Phonics Skills Reinforced Within Word Warm-ups Levels 1, 2 and

| Section | Exercise | Section | Exercise |
|---|---|--|--|
| A: Letter sounds | Short a and b, g, t, l, s Short i and p, c, m, r, h Short o and d, j, n, c, y Short u and v, b, x, g, l Short e and k, z, d, w, qu | A: Sounds of the consonants and short vowels | |
| B: Short vowels | Short a Short i Short o Short e Short u | B: Words with short vowels | |
| C: Long vowels with silent e | Long a with silent e Long i with silent e Long o with silent e Long u with silent e | C: Words with sh, ch, th, wh, ng | |
| D: Long vowels | Long vowels: ai, ay Long vowels: ee, ea Long vowels: oa, o, oe, ow Long vowels: ie, igh, y, ui, ue | D: Words ending with two consonants | |
| E: Consonant digraphs with short vowels | Consonant digraph: sh Consonant digraph: ch Consonant digraph: th Consonant digraph: wh Consonant digraph: ng | E: Words beginning with two or more consonants | |
| F: Consonant blends with short vowels | Beginning blends with an r Beginning blends with an l Beginning blends with an s Ending blends with an n Ending blends with an s Ending blends with an l | F: Words with long vowels and silent e | |
| G: Vowels and the consonant r | One vowel and r: ar One vowel and r: er One vowel and r: ir, ur One vowel and r with silent e: ure, are, ore Two vowels and r: ear, air, oar, eer | G: Words with long vowels with vowel pairs | |
| H: Other consonant sounds | Soft sound of c: ce, ci, cy Soft sound of g: ge, gi, gy Silent consonants: kn, wr, gn Vowel sound: aw, au, all Vowel sound: oi, oy Vowel sound: oo, ew Vowel sound: oo, u | H: Words with one vowel followed by r | |
| I: Other Vowel Sounds | | I: Words with the less common sounds of consonants | Words with the consonant g saying /j/ Words beginning with a silent consonant Words with aw, au, or all Words with oi or ou Words with oy or oi Words with or or ew Words with oo or u |

*Based on Word Warm-ups Live content in Read Live

Read Naturally Live/Encore Phonics Elements by Level

| Short and Long Vowels Reinforced in Phonics Series Levels | | | |
|---|--|--|--|
| Level | Vowel Phonemes (Sounds) | Vowel Graphemes (Spellings) | Word Families |
| 0.8 Short Vowels (in single-syllable words) | /a/ /i/ /o/ /u/ | a i o u | -sh, -ad, -an, -ap, -at, -ack, -and -ed, -en, -et, -eck, -ell -id, -ig, -in, -ip, -it, -ill -ob, -od, -og, -op, -ot, -ox, -ock -ub, -ud, -ug, -un, -ut, -uck |
| 1.3 Long Vowels | /a_e, ai, ay /e_e, ea, e /i_e, ie, igh, y /o_e, oa, o /u_e, ue | a_e, ai, ay ee, ea, e i_e, ie, igh, y o_e, oa, o u_e, ue | -ade, -ake, -ale, -ame, -ane, -ape, -ate, -ave; -aid, -ain, -ait; -ay -ee, -eed, -een, -eep; -eal, -eam, -eat; -e -ile, -ike, -ile, -ime, -ine, -ite, -ive; -ie, -ies; -ight; -y -ode, -oke, -ole, -ome, -one, -ope, -ose, -ove, -oae; -oad, -oak, -oal, -oam, -oan, -oap, -oat, -o -ude, -uke, -ule, -ume, -une, -use, -ute; -ue |
| 2.6 Short Vowels | /a/ /e/ /i/ /o/ /u/ | a, e, i, o, u | Level 2.6 continues to reinforce short vowels within compound and other multi-syllable words, many including common affixes. |
| 2.7 Long Vowels | /a/ /e/ /i/ /o/ /u/ | Review of Level 1.3 and: e, e old ild ow ind ui oe | Level 2.7 continues to reinforce long vowels within compound and other multi-syllable words, many including common affixes. |

| Digraphs and Blends Reinforced in Phonics Series Levels | | | | |
|---|---------------------------|---|---|---|
| Level | Digraph Phonemes (Sounds) | Digraph Graphemes (Spellings) | Initial Blends | Final Blends |
| 1.8 Blends & Digraphs | /sh/ /th/ /wh/ /ch/ /ng/ | sh, sh th, th wh ch, ch, _tch _ng | bl, cl, fl, gl, pl, sl br, cr, dr, fr, gr, pr, tr sc, sk, sl, st, sp, st sc, spl, spr, str | _sk, _sp, _st _nd, _nk, _nt _ld, _lk, _lt |

| Other Vowel Phonemes and Graphemes Reinforced in Phonics Series Levels | | | | |
|--|--------------------------------------|--|-------------------------------|---|
| Level | R-Controlled Vowel Phonemes (Sounds) | R-Controlled Vowel Graphemes (Spellings) | Other Vowel Phonemes (Sounds) | Other Vowel Graphemes (Spellings) |
| 2.3 R-controlled & Other Letter Combinations | /ax/ /ex/ /ox/ | ar er, ir, ur or | /aw/ /ow/ /oi/ /ou/ /oo/ /oo/ | all, au, aw, augh oi, oy ou, ow ow ew, oo oo |

| Soft c & g and Silent Letter Combinations Reinforced in Phonics Series Levels | | | | |
|---|-----------------------------------|---------------------------------------|-----------------------------|--|
| Level | Other Consonant Phonemes (Sounds) | Other Consonant Graphemes (Spellings) | Consonant Phonemes (Sounds) | Silent Letter Combinations (Spellings) |
| 2.3 Soft c and g; Silent Letter Combinations | /f/ /j/ | ce, ci, cy ge, gi, _dge, _ge | /w/ /w/ | gn, kn wr |



Providing Need-based Phonics Intervention

- Opportunity 1: Read Naturally Live/Encore Phonics Series
- Opportunity 2: Read Naturally Live PLUS Word Warm-ups Live
- Opportunity 3: GATE: Reading Intervention for Small Groups
- Opportunity 4: Supplement other supports with Word Warm-ups or Signs for Sounds



Is fluency an appropriate intervention for students with dyslexia?