

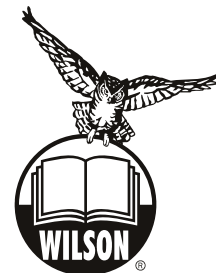
Dyslexia and Literacy: Differences within Differences

Foundations of Reading Acquisition and Dyslexia: Implications for Early Intervention

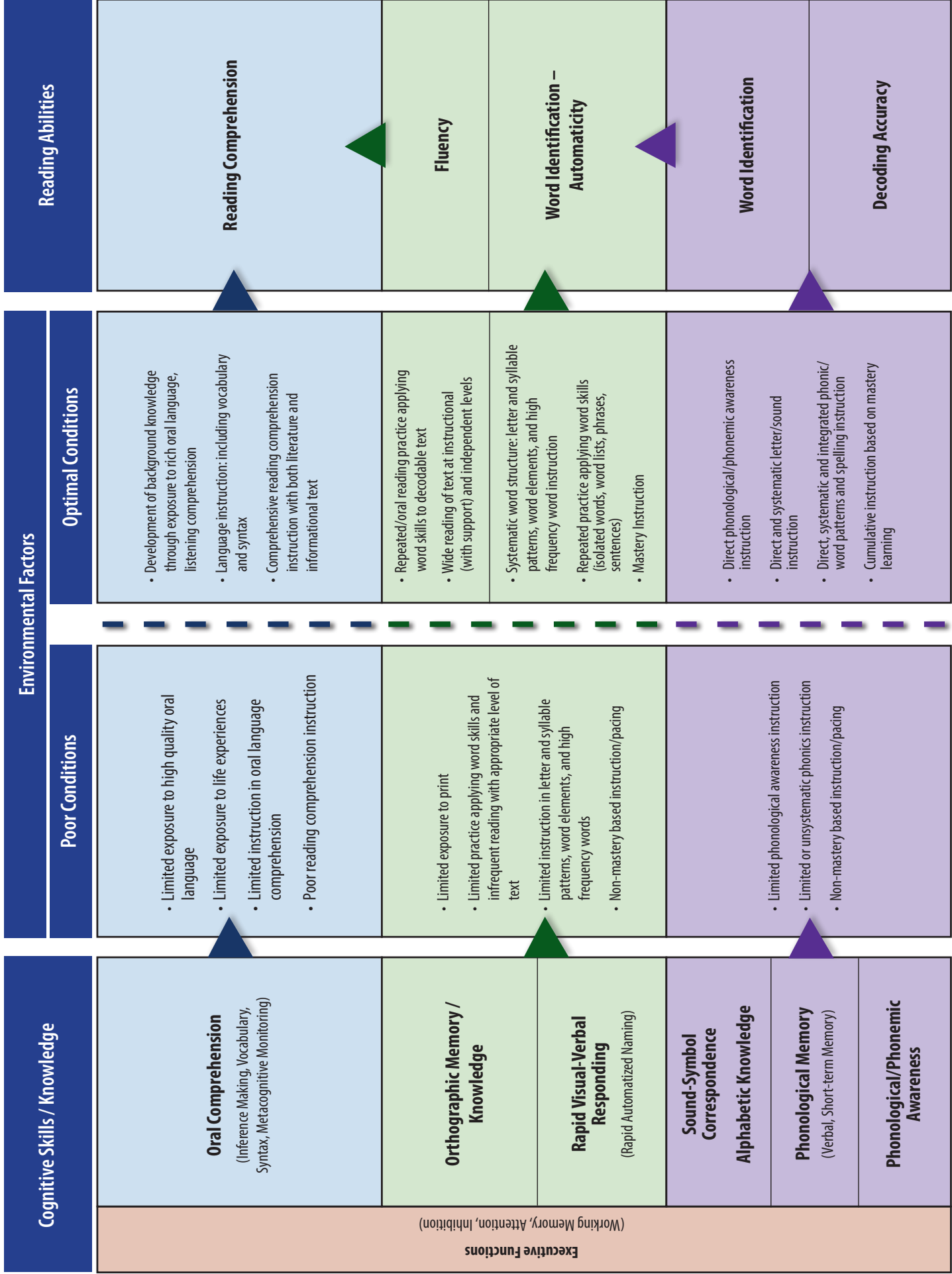
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Reading Acquisition: Cognitive Skills and Knowledge, Environmental Factors, Reading Abilities



Identification of Reading Disabilities: Building a Comprehensive Assessment



Acronyms

- CELF – Clinical Evaluation of Language Fundamentals, Fifth Edition
- CTOPP – Comprehensive Test of Phonological Processing, Second Edition
- GORT – Gray Oral Reading Tests, Fifth Edition
- KTEA – Kaufman Test of Educational Achievement, Third Edition
- OWLS – Oral and Written Language Scales, Second Edition
- PAT – Phonological Awareness Test
- RAN/RAS – Rapid Automated Naming/Rapid Alternating Stimulus Test
- TILLS – Test of Integrated Language & Literacy Skills
- TOWRE – Test of Word Reading Efficiency, Second Edition
- WIAT – Wechsler Individual Achievement Test, Third Edition
- WIST – Word Identification and Spelling Test
- WJ – Woodcock Johnson Tests of Achievement, Third Edition

Structured Literacy

Content

Phonemic Awareness/Phonology: Phonology is the study of phonemes or the smallest unit of sound. Phonemic awareness is the ability to hear, identify, segment and manipulate phonemes. The ability to decode words requires phonemic awareness and mastery of the alphabetic principle – the linking of the sounds to letters.

Sound-Symbol Association: The instruction of sound-symbol associations is often referred to as phonics. Students must master the blending of sounds and letters into words as well as the segmenting of whole words into the individual sounds.

Syllable Instruction: Instruction includes teaching of the six basic syllable types in the English language: closed, vowel-consonant-e, open, final stable, r-controlled, double vowel “d.”

Morphology: Morphology is the study of morphemes. A morpheme is the smallest unit of meaning in the language (roots, prefixes, and suffixes).

Syntax: Syntax is the set of principles that dictate the sequence and function of words in a sentence in order to convey meaning.

Semantics: Semantics is that aspect of language concerned with meaning. The curriculum (from the beginning) must include instruction in the comprehension of written language.

Principals of Instruction

Systematic and Cumulative: The instruction must follow the logical order of the language, beginning with the easiest concepts and progressing to more difficult ones. Each new concept is based on previously learned elements.

Explicit: All concepts are directly and explicitly taught to students with continuous student–teacher interaction and teacher guidance and feedback. Learning is never assumed.

Diagnostic: The instruction is based on careful and continuous assessment. The content presented must be mastered to the degree of automaticity.

Multisensory Structured Language for Individuals of Dyslexia

- * Phonology
- * Simultaneous Multisensory
- * Taught to Mastery
- * Intensity and Duration

The Six Syllable Types in English

Closed Syllable

- 1 This syllable can only have **one vowel**.
- 2 The vowel is followed by **one or more consonants** (closed in).
- 3 The vowel sound is **short**, marked with a breve (˘).
- 4 This syllable can be combined with other syllables to make **multisyllabic** words.

EXAMPLES

up hat ship last

MARK-UP SAMPLE

lăst
c

Final Stable Syllable

- 1 The last syllable in a multisyllabic word ending in a consonant-le. The final **e** is silent.
- 2 The last syllable in a multisyllabic word that includes a suffix as part of that syllable.

EXAMPLES

cradle picture proficient

MARK-UP SAMPLE

cradle
fss

Vowel-Consonant-e Syllable

- 1 This syllable has a **vowel**, then a **consonant**, then an **e**.
- 2 The first vowel has a **long** sound, marked with a macron (ˉ).
- 3 The **e** is silent.
- 4 This syllable can be combined with other syllables to make **multisyllabic** words.

EXAMPLES

bike ape stove

MARK-UP SAMPLE

stōve
v-e

R-Controlled Syllable

- 1 This syllable contains a single vowel followed by an **r** (**ar, er, ir, or, ur**).
- 2 The vowel is neither **long** nor **short**; it is controlled by the **r**.
- 3 This syllable can be combined with other syllables to make **multisyllabic** words.

EXAMPLES

start fir hurt art

MARK-UP SAMPLE

art
r

Open Syllable

- 1 This syllable has only **one vowel** which is the last letter in the syllable.
- 2 The vowel sound is **long**, marked with a macron (ˉ).
- 3 This syllable can be combined with other syllables to make **multisyllabic** words.

EXAMPLES

I be shy hi

MARK-UP SAMPLE

hī
o

Double Vowel "D" Syllable

- 1 This syllable contains a **vowel digraph** or a **diphthong**. These are vowel teams.
 - 2 This syllable can be combined with other syllables to make **multisyllabic** words.
- Vowel Digraph:** Two vowels together that represent one sound (**ee**).
- Diphthong:** A sound that begins with one vowel sound and glides into another (**oi**).

EXAMPLES

beat feel eight new

MARK-UP SAMPLE

new
d