Dyslexia and Literacy: Differences within Differences

Foundations of Reading Acquisition and Dyslexia: Implications for Early Intervention

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### Cognitive Skills / Knowledge

- **Oral Comprehension**
  - (Inference Making, Vocabulary, Syntax, Metacognitive Monitoring)

- **Orthographic Memory / Knowledge**

- **Rapid Visual-Verbal Responding**
  - (Rapid Automatized Naming)

- **Sound-Symbol Correspondence**

- **Alphabetic Knowledge**

- **Phonological Memory**
  - (Verbal, Short-term Memory)

- **Phonological/Phonemic Awareness**

### Environmental Factors

#### Poor Conditions

- Limited exposure to high quality oral language
- Limited exposure to life experiences
- Limited instruction in oral language comprehension
- Poor reading comprehension instruction

- Limited exposure to print
- Limited practice applying word skills and infrequent reading with appropriate level of text
- Limited instruction in letter and syllable patterns, word elements, and high frequency words
- Non-mastery based instruction/pacing

- Limited phonological awareness instruction
- Limited or unsystematic phonics instruction
- Non-mastery based instruction/pacing

### Optimal Conditions

- Development of background knowledge through exposure to rich oral language, listening comprehension
- Language instruction: including vocabulary and syntax
- Comprehensive reading comprehension instruction with both literature and informational text

- Repeated/oral reading practice applying word skills to decodable text
- Wide reading of text at instructional (with support) and independent levels

- Systematic word structure: letter and syllable patterns, word elements, and high frequency word instruction
- Repeated practice applying word skills (isolated words, word lists, phrases, sentences)
- Mastery Instruction

- Direct phonological/phonemic awareness instruction
- Direct and systematic letter/sound instruction
- Direct, systematic and integrated phonics/word patterns and spelling instruction
- Cumulative instruction based on mastery learning

### Executive Functions

- (Working Memory, Attention, Inhibition)

### Reading Abilities

- **Reading Comprehension**

- **Fluency**

- **Word Identification – Automaticity**

- **Word Identification**

- **Decoding Accuracy**
Identification of Reading Disabilities: Building a Comprehensive Assessment

Cognitive Skills / Knowledge

- Oral Comprehension (Inference Making, Vocabulary, Syntax, Metacognitive Monitoring)
- Orthographic Memory / Knowledge
- Rapid Visual-Verbal Responding (Rapid Automatized Naming)
- Sound-Symbol Correspondence
- Alphabetic Knowledge
- Phonological Memory (Verbal, Short-term Memory)
- Phonological/Phonemic Awareness

Norm-referenced Assessments

- CELF — Receptive Language
- CELF — Metalinguistics
- KTEA — Listening Comprehension
- OWLS — Listening Comprehension
- WIAT — Listening Comprehension
- TILLS — Listening Comprehension
- KTEA — Spelling
- TILLS — Nonword Spelling
- WIAT — Spelling
- WIST — Spelling
- WJ — Spelling of Sounds
- CTOPP — Rapid Symbolic Naming
- RAN / RAS — Rapid Automatized Naming / Alternating Stimulus
- CTOPP — Phonological Memory/Awareness
- KTEA — Phonological Processing
- PAT — Grapheme/Phonological Awareness
- TILLS — Nonword Repetition
- WIST — Sound Symbol Knowledge
- WJ — Sound Awareness
- GORT — Passage Comprehension
- KTEA — Reading/Vocab. Comprehension
- OWLS — Reading Comprehension
- TILLS — Reading Comprehension
- WIAT — Reading Comprehension
- WJ — Passage Comprehension
- GORT — Oral RDG Fluency
- KTEA — Silent RDG Fluency
- TILLS — Reading Fluency
- WIAT — Oral RDG Fluency
- WJ — Reading Fluency
- KTEA — Word Recognition/Decoding Fluency
- TOWRE — Sight Word/Phonological Decoding Efficiency
- KTEA — Word ID/Nonsense Word Decoding
- PAT — Decoding
- TILLS — Nonword Reading
- WIAT — Word RDG/Pseudoword Decoding
- WIST — Word Identification
- WJ — Letter-Word ID/Attack
- CTOPP — Rapid Symbolic Naming
- RAN / RAS — Rapid Automatized Naming/Alternating Stimulus
- KTEA — Reading/Decoding Fluency
- TOWRE — Sight Word/Phonological Decoding Efficiency

Reading Abilities

- Reading Comprehension
- Fluency
- Word Identification – Automaticity
- Word Identification
- Decoding Accuracy

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 Automatized 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

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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
* Taught to Mastery
* Simultaneous Multisensory
* 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

**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
- last

**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 (').
3. The e is silent.
4. This syllable can be combined with other syllables to make multisyllabic words.

**Examples**
- bike
- ape
- stove

**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

**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 (').
3. This syllable can be combined with other syllables to make multisyllabic words.

**Examples**
- I
- be
- shy
- hi

**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

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