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Understanding Structured Literacy
Getting Ready for School

By Elena Alvarez, M.A.

Summer seems like the fastest season of all. It is a time to refresh body and spirit. Long summer care-free days invite us to leave back routines and go on adventures. However, the beauty of relaxing is exactly what makes a difficult transition back to school. Children do best when they know what to expect, so establishing routines is important for this transition.

- Re-establish your bed time routine at least 1 week before school starts. Remember, it is advised that children should get 10 hours of sleep. Make sure they go to bed and rise at the same time everyday. This will prevent them from being over-tired in the morning.
- Teach your children to get their clothes, backpack and other items ready for the next day. Make sure these items are placed in a designated spot as well. This routine will prevent chaotic mornings looking for a missing shoe or forgetting a needed item, like the violin on music days.
- Ensure that there is no screen time, i.e. TV, tablet or phone, at least 1 hour prior to bed time. The blue light from electronics makes it difficult for children to fall asleep. A good and preventative routine, is to collect electronic devices 1 hour before bedtime and store them in your bedroom. This prevents children from using the devices late or during the night and under no supervision.
- Reduce anxiety. Children who have not been successful in prior years, either academically or socially, will understandably be nervous about returning to school. Acknowledge their feelings and re-assure them with concrete ways on how, together you will approach the problem. Write down what you are going to do. Be proactive and prepared.

To learn more, visit the So CA Tri-Counties Branch of IDA: https://socal.dyslexiaida.org

A Message from Your President

By Elaine Offstein

Welcome to the latest edition of The Resource!

The mission of SoCal Tri-Counties Branch of IDA (TCB) is to improve literacy within our communities. We provide information about dyslexia and language learning differences through our webinars, conferences and events, our online resources, parent support groups, and of course, The Resource, our newsletter.

We hope you enjoy receiving our newsletter. If you are member of TCB, not only do you receive our newsletter online, it is our pleasure to also send you a physical copy for further enjoyment. This is one of the advantages of being a member.

As you peruse this issue, be sure to check out information about the annual International Dyslexia Association conference: “Paving the Way to Structured Literacy” to be held in Portland, Oregon on November 7-10, 2019. It’s going to be awesome.

Our TCB has a scholarship fund for our members. If you would like a scholarship to this conference, we will give you $500. All you need to do is to write a brief article about how the conference helped you.

Speaking of conferences, the TCB annual conference will be held on April 4, 2020. Our topics will be reading comprehension for autistic and dyslexic students. So be sure to check your calendar and save these important dates. We will also be emailing the information to those on our eNews mailing list.

For complete information about our upcoming webinars, events, and how to become a member of TCB, go to our website: https://socal.dyslexiaida.org.

Sincerely,

Elaine Offstein

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So CA Tri-Counties Branch
5225 Canyon Crest Dr., Ste 71-308
Riverside, CA 92507
951/686-9837
web: https://socal.dyslexiaida.org
email: tcb.info@dyslexia-ca.org

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By Theresa Martin

Learn how to:
1. Learn sight words (with a few simple tools and tricks)
2. Help with Spelling Homework
3. Help with Reading or Language Arts Homework
4. Do Math made easier
5. Work with other subjects

My name is Theresa Martin and I teach at St. Joseph School, a small Catholic school in the downtown area of Santa Ana. I’ve been an elementary school teacher for 20 years, the last five specializing in remediation instruction for students who struggle with reading. All the parents I’ve worked with have the same desire – how can I help my child succeed in school? For the parents of students who read well, it’s usually as easy as “give the student a clear place to work and schedule a half hour or so for them to complete their work on their own.” For the parents of a child who struggles, that formula really doesn’t work. In this article, I hope to give you some tools and tips that will assist you in helping your child to become more successful at reading and school in general.

Learning Sight Words

The first thing a student needs to become a better reader is to become better at recognizing words. As a child begins to learn to read, they learn 2 general categories of words – words that can be sounded out (from shoulder to wrist), ending by saying the word (brushing down the whole arm as if underlining). This time they are going to spell the word out loud, underlining at the end and saying the whole word, as before. Do this also 5 times (the crayon leaves a raised mark as they write, so they should be able to feel the letters as they trace. If you put something rough under the paper – like sandpaper – the crayon will leave more wax behind and be easier to feel.)

Now, using their non-writing hand, they should put their fingers under the word. At the same time, they should place their writing hand on the opposite shoulder. This time they are going to spell the word out loud and tap each letter down their arm (from shoulder to wrist), ending by saying the word (brushing down the whole arm as if underlining). Do this 5 times. Finally, using a pencil, they should write the word on the back of the paper, seeing if they know how to write it. Make any corrections needed and write the word on an index card and place it on the ring.

To read Theresa’s entire article for other ideas for math, as well as other subject areas and final thoughts, go to our website: https://socal.dyslexiaida.org/tools-information-resources/articles/.
Most people have one or two of these characteristics. That does not mean that everyone has dyslexia. A person with dyslexia usually has several of these characteristics that persist over time and interfere with his or her learning.

Oral language
- Late learning to talk, Difficulty pronouncing words
- Difficulty acquiring vocabulary or using age appropriate grammar
- Difficulty following directions
- Confusion with before/after, right/left, and so on
- Difficulty learning the alphabet, nursery rhymes, or songs
- Difficulty understanding concepts and relationships
- Difficulty with word retrieval or naming problems

Reading
- Difficulty learning to read
- Difficulty identifying or generating rhyming words, or counting syllables in words (phonological awareness)
- Difficulty with hearing and manipulating sounds in words (phonemic awareness)
- Difficulty distinguishing different sounds in words (phonological processing)
- Difficulty in learning the sounds of letters (phonics)
- Difficulty remembering names and shapes of letters, or naming letters rapidly
- Transposing the order of letters when reading or spelling
- Misreading or omitting common short words
- “Stumbles” through longer words
- Poor reading comprehension during oral or silent reading, often because words are not accurately read
- Slow, laborious oral reading

Written Language
- Difficulty putting ideas on paper
- Many spelling mistakes
- May do well on weekly spelling tests, but may have spelling mistakes in daily work
- Difficulty proofreading
- Other common symptoms that occur with dyslexia
- Difficulty naming colors, objects, and letters rapidly, in a sequence (RAN: Rapid Automated Naming)
- Weak memory for lists, directions, or facts
- Needs to see or hear concepts many times to learn them
- Distracted by visual or auditory stimuli
- Downward trend in achievement test scores or school performance
- Teacher says, “If only she would try harder,” or “He’s lazy.”
- Relatives may have similar problems

To see the complete list go to: https://dyslexiaida.org/ida-dyslexia-handbook/

There is a chance as a member of this organization, that you or someone close to you has either been diagnosed, is in the process of a diagnosis, or is suspected of having dyslexia. There is also a chance, that you will enter the world of IEPs in the school system. Fear not. Your TCB-IDa is here to help you.

School districts are mandated by law to ‘actively and systematically seek out all individuals with exceptional needs, from birth to 21 years of age, inclusive, including children not enrolled in public school programs.’ Ed Code § 56300.

If you have concerns about your child having an educational disability, in this case dyslexia, you have the right to ask your district of residence for an assessment. It is suggested that if you make this request, to do it in writing. Once received by the school, the district has 15 calendar days to respond to your request. Their response is either yes, we will assess and present an assessment plan, or no, we will not assess and give you a letter known as prior written notice explaining why the district will not be assessing your child.

Typically districts respond to a parent’s written request with an invitation to a meeting that involves you, your child’s teacher, an administrator and special education staff. This is a time for you to expand further on your concerns. The school team, based on the information presented at the meeting, along with a review of the student’s records, will determine if there is a ‘suspicion of a disability.’ If there is, the school will go ahead and approve your request. If not, they are obligated to give you the prior written notice. All this occurs within the 15 days of your request.

If your child will be assessed, the school will explain and give you a copy of the parent’s rights and procedural safeguards. The school will also explain the ‘assessment plan’ - what areas they are going to assess, who will do the evaluations, and typically what type of disability they are looking to rule out. Once you sign and give consent, the school has 60 calendar days to complete the evaluation.

During the evaluation period, you will be contacted by one or several of the assessors to get your input regarding your child. This is a time to describe in detail your concerns. Sometimes, you will be asked to complete rating scales regarding your child’s behavioral or emotional state at home. If you complete these rating scales, chances are, that your child’s teacher is also completing the same forms. These ratings allow the school to get different perspectives on the child’s behavioral and / or emotional functioning.

The tests involved in the evaluation are typically administered individually. Your child will be taken out of class and assessed during the school day. Tests are chosen based on the type of disability that is suspected. Dyslexia, falls within the ‘specific learning disability’ category, thus tests will typically include cognitive, processing areas, and achievement tests at minimum. Both the California Association of School Psychologists and IDA have listed important areas to incorporate in an educational evaluation.

For the complete article, please go to: https://socal.dyslexia.org/tools-information-resources/articles
**TIPS FOR SUCCESSFUL IEPs**

By Elena Alvarez, M.A.

IEP meetings are meant to be collaborative processes in which the sole goal is to develop an Individualized Educational Plan (IEP) that meets the educational needs of the student. No one knows your child better than you. So, when you do some homework prior to these meetings and avail yourself of resources such as the RESOURCE you will help your child be more successful in school. These tips are designed to help you become an informed and active participant in your child’s IEP meetings.

Collaboration is Key

At the beginning of the meeting, ask to add time to the agenda for you to ask questions and express your concerns. Don't worry about the time it takes, the school can schedule a second meeting.

Inform the team about your child's strengths and challenges. Think about how your child reads and writes. Report on homework—how long it takes, difficulty level, and whether it is independent work or still needs heavy adult support.

Be respectful, listen attentively and ask questions as you think about them throughout the meeting. Your understanding of the material presented is important so that you can make informed decisions.

Knowledge is Power... so be informed.

Know your position in the meeting. The law requires your participation. Know your rights. [Visit the website](https://www.cde.ca.gov/sp/se/qa/pssummary.asp) for more information. The school has the obligation to provide you with a copy in your native language in most cases, and explain them to you. Ask questions until you feel you fully understand the parent’s rights.

Be informed of the California Dyslexia guidelines [here](https://www.cde.ca.gov/sp/se/qa/pssummary.asp) and [here](https://www.cde.ca.gov/sp/se/qa/pssummary.asp). The school has the obligation to provide you with a copy in your native language in most cases, and explain them to you.

**Testing Support For Students with Learning Disabilities**

By Karen Lerner, Educational Therapist/Professional

With the recent college admission cheating scandal, the procedure for securing testing accommodations for the SATs or the ACTs is again in the spotlight. You might remember that years ago, there was investigative reporting stemming from the fact that in some elite communities, there was an onslaught of “Junior Year Onset ADD/HID,” in order to secure extra time for testing. This led to some changes in the criteria for diagnostic documentation. No longer was it allowed to simply submit a doctor’s letter to secure that extra time or those frequent testing breaks. Additionally, both the College Board (SAT) and the ACT determined that a mission statement needed to be attached to the testing accommodation’s process:

1. That the testing accommodations must be fair to everyone, those receiving them as well as those who were taking the test without accommodations.
2. That there was some consistency in the process; that the requested accommodations were appropriate and reasonable.
3. That the results of the tests were valid; that the accommodations would not alter what the test was measuring.
4. That the process was professional; that only qualified personnel would be able to diagnose the learning challenges or medical conditions.

I work as an educational therapist in a college counseling center in the county that was ground zero for the cheating scandal. A recent reaction to this news of faked assessments is that some of the local public high school counselors will no longer be involved to aid students in applying for these testing accommodations. So here is a quick guide to applying for accommodations without the use of high school personnel. After all, many home-school students are in the same situation.

**SAT or any Other College Board Tests**

1. Go to SAT website and click on SERVICES for STUDENTS WITH DISABILITIES (SSD)
2. Fill-out Parent Consent Form if student is under 18
3. Click on Student Eligibility Form and fill it out – paying attention to:
   a. Section 12 – Requested Accommodations – only ask for the accommodations that would pertain to the test, not everything found in your student’s IEP or 504
   b. Section 14 – list all disabilities, but be prepared to have documentation that back-up the diagnosed disability
   c. Section 15 – documentation that is found in your student’s IEP, 504, Formal Plan or Program, plus the accompanying educational testing that was used as its support
4. You'll need to know your school's 6-digit College Board High School Code (home-schooled students use 970000)
5. For guidance, use General Instructions for Filling-Out the Student Eligibility Form

**ACT**

1. First you must register for the test and again, know your high school code for the ACT
2. Again, fill-out a Consent to Release Information Form if student is under age 18
3. Email ACT for Paper Accommodation Request Form

4. Fill-out form and accompany it with required documentation, which:
   a. States specific impairment as diagnosed
   b. Is current
   c. Describes presenting problems and developmental history
   d. Describes the negative effects on learning and other major life events
   e. Describes the recommended accommodations
   f. Establishes the professional credentials of the evaluator
   g. Includes the assessments with evaluation dates
5. For guidance, use Guidance on Exceptions Statement

One final thought: The process can take up to 7 weeks, so be proactive. If your request is denied, there is an appeals process that can be found on both websites. Hopefully, your school counselor will still be able to help with this process. But, if not, now you know that you can request testing accommodations all on your own.

**Photo Credit:** [unsplash.com](https://unsplash.com)


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We are a volunteer organization with a strong working board. The strength of our organization relies on the interest and commitment of its volunteers. Won’t you help us in our goal of Facilitating Literacy Success in Our Communities? Just contact us and let us know of your interest –

https://socal.dyslexiaida.org

TCB-IDA offers free Parent Support Groups in both Riverside and Orange County.

The support groups enable parents to come together to provide support, encouragement, and share challenges as well as successes of raising a child with dyslexia, processing or learning differences. Orange County also offers a private Facebook support group.

Join Us!

Riverside County
Every 4th Thursday
7:00 pm to 8:00 pm
Public Library-Main Branch
3581 Mission Inn Avenue, Riverside

Please RSVP to:
Christine Denison: dyslexiamom13@gmail.com
Regina Manning: reginamanning12@gmail.com

Orange County
Monthly meetings
7:00-8:30 pm
Ortega Professional & Law Office Bldg
2735 Ortega Hwy, San Juan Capistrano

For more information:
yahasakadijan@gmail.com

2019 TCB-IDA Webinars

- Crying kids Can’t Learn to Spell
- Drawing Conclusions and Making Inferences: Two sides of the same coin
- Teacher Friendly Math Apps
- Reading for Meaning
- The Science Behind Reading

To register for upcoming webinars or view past webinars visit our page, https://socal.dyslexiaida.org/tools-information-resources/webinars/

Family Computer Coding Day
By Dr. Marianne Cintron

Family Computer Coding Day, with Author John Rodrigues, was held on June 1st, at the Jackson Elementary School Library in Temecula. The attending students learned how to build race cars with Lego-type parts, working together as a team, and then racing their cars. They also spent time making slime, you know the lovely, gushy Elmer’s glue-based stuff that is so fun to play with?

Many questions were asked about how to help children with dyslexia. Also, discussions about how to get coding added to school programs were of great interest. John Rodrigues was a dyslexic high school drop-out and later in life, studied at Harvard. He understood how he learned best and became a successful entrepreneur. “I think in 3-D” he said. “I need a multi-sensory approach to learning.” When you read directions to assemble a bike or your child’s bed, do you prefer reading the directions or looking at assembly pictures? This is a perfect example of how thinking in three-dimensional images can help dyslexic children be successful.

If you would like more information about the International Dyslexia Association Tri-County Branch and how we can support you in your education about dyslexia, please reach out.

Tips for Successful IEPs

continued from p.8

Be Organized

Keep all IEP related paperwork in a binder in chronological order with the latest paperwork on top. The five main sections - IEP, Progress Reports, Specialists Reports, Notices of meetings, email and personal contacts. On this last section, write the date, the person you spoke with, and a summary of what was discussed. understand.gov has a wonderful guide for organizing an IEP binder.

When you listen to the taped meetings, note what the school said that they were going to do. At the following meeting, begin the meeting by asking about that. Hold the school accountable.

Follow personal conversations with an email thanking the person for their time and summarizing your discussion.

Finally, and most importantly, become an active member of the TCB-IDA group and participate on the webinars, conferences and Parent Support Groups that TCB-IDA offers. Through the experience and support of our chapter members, you will be better informed and thus become a better advocate for your child.

https://socal.dyslexiaida.org

IDA DISCLAIMER

The International Dyslexia Association
supports efforts to provide dyslexic individuals with appropriate instruction and to identify these individuals at an early age. The Association believes that multi-sensory teaching and learning is the best approach currently available for those affected by dyslexia. The Association, however, does not endorse any specific program, speaker, or instructional materials, noting that there are a number of such programs that present the critical components of instruction as defined by the Task Force on Multisensory Teaching which works under the guidance of the Association’s Teacher Education Issues Committee. Refer to IDA’s Comparison Matrix of Multisensory, Structured Language Programs on our website.
An important section of the Individualized Educational Plan, is the accommodations and modifications portion. The discussion and agreements by the IEP team will help your child move towards success both in the classroom and at home with homework.

Think of Accommodations as ways of removing barriers to learning so that the student is able to demonstrate mastery. Accommodations do not change ‘what’ is taught, or the learning expectations, but ‘how’ the learning or mastery is approached. Grading does not change.

As an example, if a student has ‘slow processing speed,’ the implication is that he/she will take longer to do tasks, therefore an accommodation would be to alter the time factor by either removing it or extending it.

If your student has dyslexia, the implication is that he/she will have difficulty with decoding, reading pace and perhaps comprehension, therefore an accommodation will be to have the reading material (books, texts, and/or homework) available on an audio file, or have access to ‘text to speech’ software so that the student is able, as everyone else, to access it. The expectation, ‘to read the chapter’ for example, would remain the same.

Modifications on the other hand, alter ‘what is taught’ to allow the student meaningful participation. Modifications are typically used for students with severe disabilities. Grading is different. One accommodation may be granted to any general education student through an 504 plan or a student with an IEP. Modifications on the other hand, are only available to students with an IEP given that the ‘standards’ of instruction are changed.

One final difference between the two terms, accommodations may be granted to any general education student through an MTSS meeting, a student with a 504 plan or a student with an IEP. Modifications on the other hand, are only available to students with an IEP given that the ‘standards’ of instruction are changed.

**GETTING READY FOR SCHOOL**

**continued from p.2**

**Participation** - How is the student expected to participate in each of his classes. Does the teacher typically ask for volunteers or does she call on students? Is the student expected to read at loud in front of the class? Do the students only participate orally?

**Difficulty** - Think about the level of difficulty for math, reading and/or writing assignments and instructions for these. In math for example, text to speech for instructions for the assignment and/or word problems may be necessary.

One final difference between the two terms, accommodations may be granted to any general education student through an MTSS meeting, a student with a 504 plan or a student with an IEP. Modifications on the other hand, are only available to students with an IEP given that the ‘standards’ of instruction are changed.

**continued on 13**

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**Resources and further reading:**


Refer to the International Dyslexia Association’s fact sheet, ‘Accommodations for Students with Dyslexia,’ https://dyslexiaida.org/accommodations-for-students-with-dyslexia/

Another source is understood.org. They have a list "Common Accommodations and Modifications in School" for students with learning and attention issues, https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-classroom-accommodations-and-modifications

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**THE So CA Tri-Counties BRANCH... Endeavors to bring researchers and relevant literacy topics to the public and to share information regarding literacy, including dyslexia, via media, personal contact, and events focused on literacy**

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**Newsletter, Graphics & Typeset By**

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Mention this ad for a free 1 hour consult including SEO analysis.
Many parents are unable to find effective instruction to meet the educational needs of their children. This situation is especially true for reading instruction. That is, many public school teachers are not trained in the scientifically based approaches that are effective for a child with dyslexia. The following guidelines will help you know what to ask and how to find and evaluate an educational professional independent of the school. This is especially necessary, if you feel that your child is not receiving adequate instructional services from a qualified teacher within the school.

**Questions to ask about professionalism and qualifications**

1. **How do I know if a professional is reputable or qualified?**
   - Evaluating the qualifications and track records of service providers is difficult but necessary. Inquire about educational background, previous work experience, and special training in instructional approaches designed to address the needs of students with dyslexia.

2. **Use IDA’s Knowledge and Practice Standards for Teachers of Reading.**

3. **Certification by a training course aligned with IDA’s Knowledge and Practice Standards.**
   - If appropriate, request certifications from professionals, parents, and former students with dyslexia.

**Certification by a training course aligned with IDA’s Knowledge and Practice Standard**

Documentation of levels of training completed within the training course.

- **Year and location of the training course and contact information for references from the director, institute, academy, or clinic**

Involvement in ongoing, related professional development (attending workshops and conferences, serving on boards or committees, speaking at conferences, conducting workshops, etc.)

**How do I know if a particular professional is the right person to work with my child?**

- **Take time to decide if the professional you are considering is a good match for you and your child.**

Specialized instruction is expensive, and your child will be investing time and faith in the person selected. Regardless of titles, degrees, or credentials presented, you must feel that you can establish rapport and a good working relationship with the professional who will be working with your child. Young professionals working under the supervision of a master teacher or experienced therapist often provide excellent services. The needs of very young children and the needs of adolescents and adults are different, and professionals often prefer to work with a particular age group.

**For the complete article, please go to:** [https://socal.dyslexiaida.org/tools-information-resources/articles/](https://socal.dyslexiaida.org/tools-information-resources/articles/)

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**Structured Literacy™: Effective Instruction for Students with Dyslexia and Related Reading Difficulties -**

*By Louisa Moats*

Structured Literacy™ (SL) teaching is the most effective approach for students who experience unusual difficulty learning to read and spell printed words. The term refers to both the content and methods or principles of instruction. It means the same kind of instruction as the terms multisensory structured language education and structured language and literacy. Structured Literacy™ teaching stands in contrast with approaches that are popular in many schools but that do not teach oral and written language skills in an explicit, systematic manner. Evidence is strong that the majority of students learn to read better with structured teaching of basic language skills, and that the components and methods of Structured Literacy™ are critical for students with reading disabilities including dyslexia.

**Content of SL Instruction: Language**

Dyslexia and most reading disorders originate with language processing weaknesses. Consequently, the content of instruction is analysis and production of language at all levels: sounds, spellings for sounds and syllables, patterns and conventions of the writing system, meaningful parts of words, sentences, paragraphs, and discourse within longer texts.

**Phoneme awareness:** Becoming consciously aware of the individual speech sounds (phonemes) that make up words is a critical foundation for learning to read and spell. A phoneme is the smallest unit of speech that can change the meaning of a word. For example, the different vowel phonemes in mist, mast, must, and most create different words. Although linguists do not agree on the list of phonemes in English, it has approximately 43 phonemes-25 consonants and 18 vowels.

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**Abbreviation**

Phoneme awareness is an essential foundation for reading and writing with an alphabet. In an alphabetic writing system like English, letters and letter combinations represent phonemes. Decoding print is possible only if the reader can map print to speech efficiently; therefore, the elements of speech must be clearly and consciously identified in the reader’s mind. Decoding print is possible only if the reader can map print to speech efficiently; therefore, the elements of speech must be clearly and consciously identified in the reader’s mind.

Sound-symbol (phoneme-grapheme) correspondences. An alphabetic writing system like English represents phonemes with graphemes.

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Sound-symbol (phoneme-grapheme) correspondences. An alphabetic writing system like English represents phonemes with graphemes.
Leonardo da Vinci, The “Unlettered Man”

By Dr. Marianne Cintron

On April 13, the long-awaited annual event finally arrived. Among the one hundred attendees were TCB Board Members, parents, teachers, lawyers, psychologists, SELPA reps, and three awesome speakers. We also had a separate room with tables hosted by thirteen vendors. We enjoyed morning treats, a silent auction, raffle, a fun round the clock prize wheel, and a delicious lunch.

Our Keynote speaker was Maryanne Wolf, and we had breakout sessions with Mary Wennersten, and Dina Leland. Dr. Wolfe serves in the Graduate School of Education and Information at UCLA’s Center for Dyslexia, Diverse Learners and Social Justice.

The Orton Gillingham multisensory method of teaching reading is beneficial for every learner. When students are taught to their strengths and to their weaknesses, every one learns. We need a multisensory approach to learn to read and one which ensures students must be explicitly (directly) taught, and teaching must include auditory, visual, oral, and kinesthetic approaches. Programs that are systematic (having a specific method for each task), sequential (presented in a logical order), and cumulative (builds on prior steps learned) have proven to bring great success in all students. When students are successful, they become emotionally sound, proud of their achievements, and feeling hopeful again. This helps them to engage and become lovers of learning.

Maryanne Wolf addressed the following areas: The interconnectivity of brain parts, neurocircuits, cell neurons, classroom dynamics, genetics, and cognitive behavior. We were reminded of the plasticity of our brain consisting of many parts that develop when we are young. All these parts contribute to the “reading circuit” developing before pulling things all together.

Her lecture continues to present a flash to the past, when we read, what we read, and understanding why we read elevates our knowledge, and uplifts our spirit. “How much we read, how frustrating it can be to be when all you are looking for is a way to help your child learn how to read.”

In closing, Dr. Wolf challenged us with a loaded question and more information. As we all strive to read more and help others read, we need to ask ourselves, why do we read? Reading helps us to be transported to places, elevates our knowledge, and uplifts our spirit. “How much we read, what we read, and understanding why we read are all important questions to ask ourselves.”

Dovid Richards Memorial Scholarship Fund

Contributions to the Dovid Richards Memorial Scholarship Fund are welcome to help provide scholarships to parents and teachers to expand their knowledge of dyslexia. The fund was established by Regina and Irv Richards in memory of their son Dovid, who was in a fatal car accident shortly after his 21st birthday.

As a 501(c)(3) organization, donations are tax deductible. Donations are a meaningful way to remember a loved one, honor a special occasion, or show appreciation for someone. Just send a note with your donation, indicating “in memory of” or “in honor of.” Include the name and address of the person you wish to receive the acknowledgment. You will also receive acknowledgment of your contribution.

https://socaldyslexiaida.org/donate-to-our-branch/
Graphemes are letters (a, s, t, etc.) and letter combinations (th, ng, oa, ew, igh, etc.) that represent phonemes in print. The basic code for written words is the system of correspondences between phonemes and graphemes. This system is often referred to as the phonics code, the alphabetic code, or the written symbol system.

The correspondences between letters and speech sounds in English are more complex and variable than some languages such as Spanish or Italian. Nevertheless, the correspondences can be explained and taught through systematic, explicit, cumulative instruction that may take several years to complete. Patterns and conventions of print (orthography). Through explicit instruction and practice, students with dyslexia can be taught to understand and remember patterns of letter use in the writing system. For example, some spellings for consonant sounds, such as -ck, -tch, and -dge, are used only after short vowels. Some letters, like v and j, cannot be used at the ends of words. Only some letters are doubled. Some letters work to signal the sounds of other letters. These conventions can all be taught as part of the print system or orthography.

Print patterns and conventions exist as well for representing the vowel sounds in written syllables. It is a convention that almost every written syllable in English has a vowel grapheme. Structured Literacy™ programs usually teach six basic types of written syllables: closed (com, mand), open (me, no), vowel-consonant-e (take, able), vowel team (vow, mean), vowel-r combinations (com, port), and the final consonant-le pattern (lit-tle, hum-ble). Recognizing written syllable patterns helps a reader divide longer words into readable chunks, and helps in understanding spelling conventions such as doubling of consonant letters (little vs. title).

Morphology: A morpheme is the smallest unit of meaning in a language. Morphemes include prefixes, roots, base words, and suffixes. These meaningful units are often spelled consistently even though pronunciation changes as they are combined into words (define, definition; nation, national; restore, restoration). Recognizing morphemes helps students figure out and remember the meanings of new words. In addition, knowledge of morphology is an aid for remembering spellings such as attractive and expression.

Syntax: Syntax is the system for ordering words in sentences so that meaning can be communicated. The study of syntax includes understanding parts of speech and conventions of grammar and word use in sentences. Lessons include interpretation and formulation of simple, compound, and complex sentences, and work with both phrases and clauses in sentence construction.

Semantics: Semantics is the aspect of language concerned with meaning. Meaning is conveyed both by single words and by phrases and sentences. Comprehension of both oral and written language is developed by teaching word meanings (vocabulary), interpretation of phrases and sentences, and understanding of text organization.

Reading comprehension is a product of both word recognition and language comprehension. Throughout Structured Literacy™ instruction, students should be supported as they work with many kinds of texts—stories, informational text, poetry, drama, and so forth, even if that text is read aloud to students who cannot yet read it independently. Reading worth while texts that stimulate deep thinking is a critical component of Structured Literacy™.

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For the complete article, please go to: https://socal.dyslexiaida.org/tools-information-resources/articles

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Did you know that October is National Dyslexia Awareness Month?

Join us by attending one, or all of our October Events

Monday 10/7, 6:00pm Free Webinar. “Welcome to DyslexiaLand: Population 1 in 5”. To register https://tinyurl.com/y6ft7caa

Saturday 10/19 “Walk in the Shoes of a Dyslexic” Free Simulation, to register http://dyslexiasim.eventbrite.com/

Thurs 10/24 “The Big Picture: Rethinking Dyslexia” Free Video, to register https://dyslexiavideo.eventbrite.com/

Webinars:

TCB Webinars
Our TCB offers free webinars every month. Check them out by going to events at https://socal.dyslexiaida.org

Check our website for future and archived webinars.