

Green Ridge R-VIII School District Dyslexia Plan

The purpose of this document is to outline the actions of your school district as it relates to identifying and servicing students at-risk for dyslexia. This is in accordance with the Missouri Department of Elementary and Secondary Education dyslexia guidance document and screening organizer.

Note: This planning framework was developed to assist LEA's. Its use or submission is not required by DESE.

Screening

The following assessment tools will be utilized as evidence of student performance related to the skills listed below. These skills are listed in the *DESE dyslexia guidance document and screening organizer* for each grade level. The screening will identify students who are at risk of reading failure, results will be used to identify needs for intervention, and to set goals for achievement.

The following actions will be taken in accordance with state department guidance:

First through third grade will be screened within the first thirty days of the year, mid and end of the year benchmarking. Progress monitoring shall occur for students not meeting norms.

Kindergarten will be screened by January 31 of each school year. Kindergarten will also be screened at the end of the year. Progress monitoring shall occur for students not meeting norms.

Screening will include K-3 students transferring from a school within state (not previously screened) and those students transferring from another state.

A student will be screened in grades 4-12 if experiencing consistent difficulty in phonological awareness, phonics, fluency, or comprehension as noted by assessment scores, classroom teacher determination, or requested by the student's parent/guardian.

Exemptions to screening exist. Included in this list are students with a current diagnosis of dyslexia, students with intellectual disabilities and sensory impairment (vision/hearing).

English Learners may potentially have characteristics of dyslexia. These students are at times missed because difficulties in reading can be erroneously blamed on language acquisition. These students may be screened for dyslexia related risk factors.

Considerations: Checklist of Potential Indicators of Dyslexia

The school district may want to consider including a checklist of potential indicators of dyslexia to aid educators in identifying students with characteristics of dyslexia and document any skill deficits confirmed during screening to inform instruction.

Analysis of Data

Assessment results will be analyzed in grade level or content area data teams through a **systematic process** consistent throughout the district. These systems and processes should be utilized throughout the year, including **progress monitoring** periods. Students with deficits according to the assessments listed above will have **specific identified instructional focus** in the areas of phonological awareness, phonics, fluency, or comprehension as noted by the assessment.

Intervention, Supports, and Accommodations

Students will receive Tier 1 core instruction in literacy component areas as addressed by the Missouri Learning Standards. If a student is found to have a deficit, the school district will provide support consistent with the findings of the assessments.

Interventions: See *Screening Organizer*

Supports and Accommodations List: See *DESE Guidance Document*, pp. 5-8

Considerations: Screening Reports in Cumulative Folders

The school district may want to consider placing a report with screening results in each student's folder. This will facilitate transfer of information when students move schools or districts.

Submission of Core Data to DESE

The following information will be submitted annually as Core Data to DESE for grades K-3. Consider designing a worksheet with the following information to facilitate core data submission.

- Screened or Exempt
- Screener Tool Used: DIBELS, AimsWeb, FAST, Other
- Profile: No Risk or At-Risk

Professional Development for Dyslexia

The school district will provide two hours of dyslexia inservice training to all practicing staff grades kindergarten-twelve during the school year. The training may include an introduction to dyslexia, dyslexia simulation, provide information on intervention, screening, progress monitoring, data based decision making, fidelity, and classroom supports.

Training Needed	Staff to Attend	Date of Initial Training	Dates of Follow Up Training
2 Hour Training Required	K-12 : All practicing staff	September 13, 2021	Fall of every school year
Topic: Dyslexia	K-12: All practicing staff	Every School Year	Every School Year

Communication to District Staff and Board of Education

The school district staff and board of education will be provided information in spring 2018 regarding the district dyslexia plan.

The following information will be provided to staff pertaining to screening, analysis, intervention, professional development, and communication to stakeholders. The school district will continue to update and provide information to school district staff and the board of education on a routine basis every school year.

Communication Action Steps	Audience	Format	Dates
Notice of District Dyslexia Plan 2018-2019	Board of Education	Dyslexia Plan 2019-2020	September 2019 BOE Meeting
2 Hour PD on Dyslexia	Staff	<ul style="list-style-type: none">• Dyslexia Plan• Introduction to dyslexia• Dyslexia Screening, Progress monitoring, data-based decision-making, fidelity, and classroom supports.• Key areas of literacy and reading intervention	Fall Semester Professional Development Teacher Work Day

Parent Communication

The school district will provide information to parents regarding aspects of this plan.

(See *DESE Guidance Document, Appendix D*)

Communication Action Steps	Audience	Format	Dates
Notice of Universal Screening Administered to All Students K-3	Parents	Letter	End of September
Notice of Results of Screening showing Characteristics of Dyslexia	Parents	Letter	End of September

Screening / Supports / Accommodations for Dyslexia: Use *DESE dyslexia guidance document and screening organizer*

KINDERGARTEN Jan. 31st with Progress Monitoring

Person(s) Responsible for Screening: Kindergarten/Title Teachers

Skill	Assessment Names Screeners / Classroom Diagnostics	Dates for Assessment	Tier 1 Core Instruction What we have in place to explicitly teach...	Intervention Plan or steps we have in place to intervene after data reveals a deficit.
*Phonological/Phonemic Awareness (word, syllables, rhyming, onset-rime, blending, and syllable and word segmentation)	Screeners: STAR Early Literacy	BOY: N/A MOY: Jan. EOY: May	<ul style="list-style-type: none"> Reading Horizons Discovery 	<ul style="list-style-type: none"> Reading Horizons Discovery small group instruction Title I A+ Tutors
*Letter Naming Fluency	Screeners: STAR CBM Classroom Diagnostic: Flash cards with alphabet letters/checklist	BOY: N/A MOY: Jan. EOY: May	<ul style="list-style-type: none"> Reading Horizons Discovery 	<ul style="list-style-type: none"> Reading Horizons Discovery small group instruction Title I A+ Tutors
*Rapid Automatic Naming	Screeners: STAR CBM (Encoding) Classroom Diagnostic: N/A	BOY: N/A Once a year-September	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A
*Sound/Symbol Recognition	Screeners: STAR CBM	BOY: N/A MOY: Jan EOY: May	<ul style="list-style-type: none"> Reading Horizons Discovery 	<ul style="list-style-type: none"> Reading Horizons Discovery small group instruction Title I A+ Tutors
Checklist of Characteristics	Signs of Dyslexia in Grades K–2 <ul style="list-style-type: none"> <input type="checkbox"/> Has difficulty learning letter names and remembering the sounds they make. <input type="checkbox"/> Confuses letters that look similar (<i>b, d, p, q</i>) and letters that have similar sounds (<i>d/t; b/p; f/v</i>). <input type="checkbox"/> Struggles to read familiar words (like <i>cat</i> or <i>the</i>), especially when there are no pictures or other context clues; often skips over or confuses small words like <i>to</i> and <i>as</i> when reading aloud. <input type="checkbox"/> Often substitutes words when reading aloud, like saying the word <i>house</i> when the story uses the word <i>home</i>. <input type="checkbox"/> Doesn't seem to know how to approach unfamiliar words, such as focusing on the sound of the first letter or looking at the vowels for clues to pronunciation. <input type="checkbox"/> Has trouble with the vowels in words, such as knowing how vowels combine in words and that they have different sounds 			

	<p>depending on how they're combined.</p> <ul style="list-style-type: none"> □ Has trouble hearing the individual sounds in words and/or blending sounds to make a word. □ Has trouble remembering how words are spelled and applying spelling rules in writing. □ Omits the end of a word when reading and writing (for example, leaving off the <i>s</i> in <i>cats</i> or the <i>ed</i> in <i>jumped</i>). □ Has trouble quickly coming up with a list of words (for example, if asked to say the names of 10 colors or 10 fruits) or retrieving the name of something.
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Suggested Supports and Accommodations					
General	Environment	Technology	Social/Emotional	Assignments	Tests/Exams
<ul style="list-style-type: none"> ● Establish repeated exposure and review ● Check often for understanding ● Provide models/examples ● Use visual aids ● Chunk directions into small steps 	<ul style="list-style-type: none"> ● Post charts, graphs, number line, etc. (alphabet charts/number lines) ● Offer preferential seating ● Keep workspaces clear of unrelated materials 	<ul style="list-style-type: none"> ● Allow student to type written work ● Use audio books ● Provide technology tools- headphones, text to voice 	<ul style="list-style-type: none"> ● Allow for frequent breaks ● Provide frequent positive feedback and reinforcement ● Be sensitive about pull-out services ● Allow access to school counselor 	<ul style="list-style-type: none"> ● Give directions in a variety of ways ● Give oral prompts and cues ● Shorten assignments ● Provide clear expectations ● Offer use of scribe 	<ul style="list-style-type: none"> ● Allow extended time for completion ● Read test to student ● Allow tests to be taken in a room with few distractions ● Allow oral responses or scribe

Screening / Supports / Accommodations for Dyslexia: Use *DESE dyslexia guidance document and screening organizer*

FIRST GRADE

Person(s) Responsible for Screening: First/Title Teachers

Skill	Assessment Names Screeners / Classroom Diagnostics	Dates for Assessment	Tier 1 Core Instruction What we have in place to explicitly teach...	Intervention Plan or steps we have in place to intervene after data reveals a deficit.
*Phonological/ Phonemic Awareness (segmentation, blending, isolation, manipulation)	Screeners: STAR Early Literacy	BOY: Sept. MOY: Jan. EOY: May	<ul style="list-style-type: none"> ● Savvas My View ● Reading Horizons Discovery 	<ul style="list-style-type: none"> ● Reading Horizons Discovery ● Small groups instruction ● Title I ● A+ Tutors
*Letter Naming Fluency	Screeners: STAR CBM Classroom Diagnostic: Flash cards with alphabet letters/checklist	BOY: Sept. MOY: Jan. EOY: May	<ul style="list-style-type: none"> ● Savvas My View ● Reading Horizons 	<ul style="list-style-type: none"> ● Reading Horizons Discovery ● Small groups Instruction ● Title I ● A+ Tutors
*Rapid Automatic Naming	Screeners: STAR CBM Classroom Diagnostic: N/A	BOY: Sept. Once a year.	<ul style="list-style-type: none"> ● N/A 	<ul style="list-style-type: none"> ● N/A
*Phonics/Sound-Symbol Recognition	Screeners: STAR CBM	BOY: Sept. MOY: Jan. EOY: May	<ul style="list-style-type: none"> ● Savvas My View ● Reading Horizons Discovery 	<ul style="list-style-type: none"> ● Reading Horizons Discovery ● Small groups instruction ● Title I ● A+ Tutor
Reading Comprehension	Screeners: STAR Reading	BOY: Sept. MOY: Jan. EOY: May	<ul style="list-style-type: none"> ● Savvas My View ● Reading Horizons Discovery 	<ul style="list-style-type: none"> ● Reading Horizons Discovery ● Small groups instruction ● Title I ● A+ Tutor
Word Recognition Fluency	Screeners: STAR CBM Classroom Diagnostic: Sight word list	BOY: Sept. MOY: Jan. EOY: May	<ul style="list-style-type: none"> ● Savvas My View ● Reading Horizons Discovery 	<ul style="list-style-type: none"> ● Reading Horizons Discovery ● Small groups instruction ● Title I ● A+ Tutors

Orthography	<p>Screeners: Words their Way or LETRS screener</p>	<p>BOY: Sept. MOY: Jan. EOY: May</p>	<ul style="list-style-type: none"> ● Savvas My View ● Reading Horizons Discovery 	<ul style="list-style-type: none"> ● Reading Horizons Discovery ● Small groups instruction ● Title I ● A+ Tutors
Checklist of Characteristics	<p>Signs of Dyslexia in Grades K–2</p> <ul style="list-style-type: none"> □ Has difficulty learning letter names and remembering the sounds they make. □ Confuses letters that look similar (<i>b, d, p, q</i>) and letters that have similar sounds (<i>d/t; b/p; f/v</i>). □ Struggles to read familiar words (like <i>cat</i> or <i>the</i>), especially when there are no pictures or other context clues; often skips over or confuses small words like <i>to</i> and <i>as</i> when reading aloud. □ Often substitutes words when reading aloud, like saying the word <i>house</i> when the story uses the word <i>home</i>. □ Doesn't seem to know how to approach unfamiliar words, such as focusing on the sound of the first letter or looking at the vowels for clues to pronunciation. □ Has trouble with the vowels in words, such as knowing how vowels combine in words and that they have different sounds depending on how they're combined. □ Has trouble hearing the individual sounds in words and/or blending sounds to make a word. □ Has trouble remembering how words are spelled and applying spelling rules in writing. □ Omits the end of a word when reading and writing (for example, leaving off the <i>s</i> in <i>cats</i> or the <i>ed</i> in <i>jumped</i>). □ Has trouble quickly coming up with a list of words (for example, if asked to say the names of 10 colors or 10 fruits) or retrieving the name of something. 			

Suggested Supports and Accommodations					
General	Environment	Technology	Social/Emotional	Assignments	Tests/Exams
<ul style="list-style-type: none"> ● Establish repeated exposure and review ● Check often for understanding ● Provide models/examples ● Use visual aids ● Chunk directions into small steps 	<ul style="list-style-type: none"> ● Post charts, graphs, number line, etc. (alphabet charts/number lines) ● Offer preferential seating ● Keep workspaces clear of unrelated materials 	<ul style="list-style-type: none"> ● Allow student to type written work ● Use audio books ● Provide technology tools-headphones 	<ul style="list-style-type: none"> ● Allow for frequent breaks ● Provide frequent positive feedback and reinforcement ● Be sensitive about pull-out services ● Allow access to school counselor 	<ul style="list-style-type: none"> ● Give directions in a variety of ways ● Give oral prompts and cues ● Shorten assignments ● Provide clear expectations ● Offer use of scribe 	<ul style="list-style-type: none"> ● Allow extended time for completion ● Read test to student ● Allow tests to be taken in a room with few distractions ● Allow oral responses or scribe

Screening / Supports / Accommodations for Dyslexia: Use *DESE dyslexia guidance document and screening organizer*

<div> SECOND GRADE <div> Person(s) Responsible for Screening: Second/Title Teachers </div> </div>				
Skill	Assessment Names Screeners / Classroom Diagnostics	Dates for Assessment	Tier 1 Core Instruction What we have in place to explicitly teach...	Intervention Plan or steps we have in place to intervene after data reveals a deficit.
*Phonological/Phonemic Awareness	Screener: STAR CBM Classroom Diagnostic: N/A	BOY: Sept. MOY: Jan. EOY: May	<ul style="list-style-type: none"> Savvas My View Reading Horizons Discovery 	<ul style="list-style-type: none"> Reading Horizons Discovery Small groups instruction Title I A+ Tutors
*Phonics	Screener: STAR CBM Classroom Diagnostic:N/A	BOY: Sept. MOY: Jan. EOY: May	<ul style="list-style-type: none"> Savvas My View Reading Horizons Discovery 	<ul style="list-style-type: none"> Reading Horizons Discovery Small groups instruction Title I A+ Tutors
*Orthography (spelling)	Screener: Words their way or LETRS screener Classroom Diagnostic: Student writing samples (Spelling tests)	BOY: Sept. MOY: Jan. EOY: May	<ul style="list-style-type: none"> Savvas My View Reading Horizons Discovery 	<ul style="list-style-type: none"> Reading Horizons Discovery Small groups instruction Title I A+ Tutor
*Oral Reading Fluency	Screener: STAR CBM Classroom Diagnostic: Running Records	BOY: Sept. MOY: Jan. EOY: May	<ul style="list-style-type: none"> Savvas My View Reading Horizons Discovery 	<ul style="list-style-type: none"> Reading Horizons Discovery Small groups instruction Title I A+ Tutors
*Reading Comprehension	Screener: STAR Reading Classroom Diagnostic: Evaluate	BOY: Sept. MOY: Jan. EOY: May	<ul style="list-style-type: none"> Savvas My View Reading Horizons Discovery 	<ul style="list-style-type: none"> Reading Horizons Discovery Small groups instruction Title I A+ Tutors
*Rapid Automatic Naming	Screener: STAR CBM Classroom Diagnostic: N/A	BOY: Sept. Once a year.	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

Checklist of Characteristics	Signs of Dyslexia in Grades K–2 <ul style="list-style-type: none"> □ Has difficulty learning letter names and remembering the sounds they make. □ Confuses letters that look similar (<i>b, d, p, q</i>) and letters that have similar sounds (<i>d/t; b/p; f/v</i>). □ Struggles to read familiar words (like <i>cat</i> or <i>the</i>), especially when there are no pictures or other context clues; often skips over or confuses small words like <i>to</i> and <i>as</i> when reading aloud. □ Often substitutes words when reading aloud, like saying the word <i>house</i> when the story uses the word <i>home</i>. □ Doesn't seem to know how to approach unfamiliar words, such as focusing on the sound of the first letter or looking at the vowels for clues to pronunciation. □ Has trouble with the vowels in words, such as knowing how vowels combine in words and that they have different sounds depending on how they're combined. □ Has trouble hearing the individual sounds in words and/or blending sounds to make a word. □ Has trouble remembering how words are spelled and applying spelling rules in writing. □ Omits the end of a word when reading and writing (for example, leaving off the <i>s</i> in <i>cats</i> or the <i>ed</i> in <i>jumped</i>). □ Has trouble quickly coming up with a list of words (for example, if asked to say the names of colors or 10 fruits) or retrieving the name of something.
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Suggested Supports and Accommodations					
General	Environment	Technology	Social/Emotional	Assignments	Tests/Exams
<ul style="list-style-type: none"> ● Establish repeated exposure and review ● Check often for understanding ● Provide models/examples ● Use visual aids ● Chunk directions into small steps 	<ul style="list-style-type: none"> ● Post charts, graphs, number line, etc. (alphabet charts/number lines) ● Offer preferential seating ● Keep workspaces clear of unrelated materials 	<ul style="list-style-type: none"> ● Allow student to type written work ● Use audio books ● Provide technology tools: headphone 	<ul style="list-style-type: none"> ● Allow for frequent breaks ● Provide frequent positive feedback and reinforcement ● Be sensitive about pull-out services ● Allow access to school counselor 	<ul style="list-style-type: none"> ● Give directions in a variety of ways ● Give oral prompts and cues ● Shorten assignments ● Provide clear expectations ● Offer use of scribe 	<ul style="list-style-type: none"> ● Allow extended time for completion ● Read test to student ● Allow tests to be taken in a room with few distractions ● Allow oral responses or scribe

Screening / Supports / Accommodations for Dyslexia: Use *DESE dyslexia guidance document and screening organizer*

THIRD GRADE

Person(s) Responsible for Screening: Third/Title Teachers

Skill	Assessment Names Screeners / Classroom Diagnostics	Dates for Assessment	Tier 1 Core Instruction What we have in place to explicitly teach...	Intervention Plan or steps we have in place to intervene after data reveals a deficit.
Phonological/Phonemic Awareness	Screeners: STAR CBM Classroom Diagnostic: N/A	BOY: Sept. MOY: Jan. EOY: May	<ul style="list-style-type: none"> Savvas My View Reading Guided Reading Groups 	<ul style="list-style-type: none"> Small groups instruction Title I A+ Tutors
*Phonics/Word Recognition	Screeners: STAR CBM Classroom Diagnostic: N/A	BOY: Sept. MOY: Jan. EOY: May	<ul style="list-style-type: none"> Savvas My View Reading Guided Reading Groups 	<ul style="list-style-type: none"> Small groups instruction Title I
*Oral Reading Fluency	Screeners: STAR CBM) Classroom Diagnostic: DRA2	BOY: Sept. MOY: Jan. EOY: May	<ul style="list-style-type: none"> Savvas My View Reading Guided Reading groups 	<ul style="list-style-type: none"> Small groups instruction Title I A+ Tutors
*Reading Comprehension	Screeners: STAR Reading Classroom Diagnostic: DRA2	BOY: Sept. MOY: Jan. EOY: May	<ul style="list-style-type: none"> Savvas My View Reading Guided Reading Groups 	<ul style="list-style-type: none"> Small groups instruction Title I A+ Tutors
*Orthography (spelling)	Screeners: Words their Way or LETRS screener Classroom Diagnostic: Student writing samples	BOY: Sept. MOY: Jan. EOY: May	<ul style="list-style-type: none"> Savvas My View Reading Guided Reading Groups 	<ul style="list-style-type: none"> Small groups instruction Title I A+ Tutors
*Rapid Automatic Naming	Screeners: STAR CBM Classroom Diagnostic: N/A	BOY: Sept. Once a year.	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A
Checklist of Characteristics	Signs of Dyslexia in Grades 3–5 <ul style="list-style-type: none"> <input type="checkbox"/> Often confuses or omits small words like <i>for</i> and <i>of</i> when reading aloud. <input type="checkbox"/> Frequently identifies a word incorrectly, even after having just read the same word correctly earlier in the same text. 			

	<ul style="list-style-type: none"> □ Has trouble sounding out new words; if a long word comes up when reading, often omits part of it or skips over it. □ Often can't recognize common words (sight words) at a glance, such as <i>where</i> and <i>there</i>, and tries to sound them out. □ Often has trouble explaining what happened in a story or answering questions about key details. □ Has an easier time answering questions about a text if you read it aloud to him. □ Frequently makes the same kinds of mistakes, such as reversing letters (writing <i>bots</i> instead of <i>dots</i>) or mixing up the order of letters (writing <i>stop</i> instead of <i>spot</i>). □ Has trouble with spelling, such as quickly forgetting how to spell many of the words he studies or spelling the same word correctly and incorrectly in the same exercise. □ Avoids reading whenever possible or gets frustrated or agitated when reading. □ Takes a very long time to complete reading assignments. □ Seems to read at a lower academic level than the one at which he speaks; may have a smaller vocabulary than other kids his age because he doesn't like to read.
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Suggested Supports and Accommodations					
General	Environment	Technology	Social/Emotional	Assignments	Tests/Exams
<ul style="list-style-type: none"> ● Establish repeated exposure and review ● Check often for understanding ● Provide models/examples ● Use visual aids ● Chunk directions into small steps 	<ul style="list-style-type: none"> ● Post charts, graphs, number line, etc. (alphabet charts/number lines) ● Offer preferential seating ● Keep workspaces clear of unrelated materials 	<ul style="list-style-type: none"> ● Allow student to type written work ● Use audio books ● Provide technology tools ● Headphone 	<ul style="list-style-type: none"> ● Allow for frequent breaks ● Provide frequent positive feedback and reinforcement ● Be sensitive about pull-out services ● Allow access to school counselor 	<ul style="list-style-type: none"> ● Give directions in a variety of ways ● Give oral prompts and cues ● Shorten assignments ● Provide clear expectations ● Offer use of scribe 	<ul style="list-style-type: none"> ● Allow extended time for completion ● Read test to student ● Allow tests to be taken in a room with few distractions ● Allow oral responses or scribe

Screening / Supports / Accommodations for Dyslexia: Use *DESE dyslexia guidance document and screening organizer*

GRADE (4th-12th)		Person(s) Responsible for Screening: Classroom/Title/SPED/ELA Teachers		
Skill	Assessment Names Screeners / Classroom Diagnostics	Dates for Assessment	Tier 1 Core Instruction What we have in place to explicitly teach...	Intervention Plan or steps we have in place to intervene after data reveals a deficit.
Phonological/Phonemic Awareness	Screener: STAR CBM	BOY: Sept. MOY: Jan. EOY: May	<ul style="list-style-type: none"> Classroom Reading resources My Perspective English series 	<ul style="list-style-type: none"> Title I Small Group Instruction
Reading Comprehension:	Screener: STAR Reading	BOY: Sept. MOY: Jan. EOY: May	<ul style="list-style-type: none"> Classroom Reading Resources My Perspective English series 	<ul style="list-style-type: none"> Title I Small Group Instruction
*Orthography (spelling)	Screener: Words their Way or LETRS Screener Classroom Diagnostic: Student writing samples	BOY: Sept. MOY: Jan. EOY: May	<ul style="list-style-type: none"> Classroom Reading Resources My Perspective English series 	<ul style="list-style-type: none"> Small groups Title I
*Rapid Automatic Naming	Screener: STAR CBM Classroom Diagnostic: N/A	BOY: Sept. Once a year.	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A
Checklist of Characteristics	Signs of Dyslexia in Grades 3–5 <ul style="list-style-type: none"> <input type="checkbox"/> Often confuses or omits small words like <i>for</i> and <i>of</i> when reading aloud. <input type="checkbox"/> Frequently identifies a word incorrectly, even after having just read the same word correctly earlier in the same text. <input type="checkbox"/> Has trouble sounding out new words; if a long word comes up when reading, often omits part of it or skips over it. <input type="checkbox"/> Often can't recognize common words (sight words) at a glance, such as <i>where</i> and <i>there</i>, and tries to sound them out. <input type="checkbox"/> Often has trouble explaining what happened in a story or answering questions about key details. <input type="checkbox"/> Has an easier time answering questions about a text if you read it aloud to him. <input type="checkbox"/> Frequently makes the same kinds of mistakes, such as reversing letters (writing <i>bots</i> instead of <i>dots</i>) or mixing up the order of letters (writing <i>stop</i> instead of <i>spot</i>). <input type="checkbox"/> Has trouble with spelling, such as quickly forgetting how to spell many of the words he studies or spelling the same word correctly and incorrectly in the same exercise. <input type="checkbox"/> Avoids reading whenever possible or gets frustrated or agitated when reading. <input type="checkbox"/> Takes a very long time to complete reading assignments. <input type="checkbox"/> Seems to read at a lower academic level than the one at which he speaks; may have a smaller vocabulary than other kids his age because he doesn't like to read. 			

Suggested Supports and Accommodations					
General	Environment	Technology	Social/Emotional	Assignments	Tests/Exams
<ul style="list-style-type: none"> ● Establish repeated exposure and review ● Check often for understanding ● Provide models/examples ● Use visual aids ● Chunk directions into small steps 	<ul style="list-style-type: none"> ● Post charts, graphs, number line, etc. (alphabet charts/number lines) ● Offer preferential seating ● Keep workspaces clear of unrelated materials 	<ul style="list-style-type: none"> ● Allow student to type written work ● Use audio books ● Provide technology tools-headphone 	<ul style="list-style-type: none"> ● Allow for frequent breaks ● Provide frequent positive feedback and reinforcement ● Be sensitive about pull-out services ● Allow access to school counselor 	<ul style="list-style-type: none"> ● Give directions in a variety of ways ● Give oral prompts and cues ● Shorten assignments ● Provide clear expectations ● Offer use of scribe 	<ul style="list-style-type: none"> ● Allow extended time for completion ● Read test to student ● Allow tests to be taken in a room with few distractions ● Allow oral responses or scribe

Screening / Supports / Accommodations for Dyslexia: Use *DESE dyslexia guidance document and screening organizer*

Definitions for Screening Skill Components

Letter-Naming Fluency: automaticity of letter identification

Nonsense Word Reading: as a screener, gives insights to underlying phonological awareness and decoding abilities

Oral Reading Fluency: ability to read with speed, accuracy, and proper expression

Orthography: refers to the spelling system

Phonological Awareness: a broad term that captures many skills including but not limited to; rhyming, alliteration, isolation, blending, segmentation, deletion and substitution. These skills are prior to the introduction of print.

Phonemic Awareness: phonemes are the smallest units of sounds within the oral language. There are 26 letters (graphemes) and 44 phonemes (sounds) in the English language.

Phonics: introducing printed graphemes and their corresponding phonemes

Phonological Memory: holding sequences of sounds (letters and numbers) in short term memory from oral cues

Rapid Automatic Naming: retrieval of known information; such as colors, numbers or objects presented by visual cues

Reading Comprehension: ability to read and listen to text, process it, and understand its meaning

Sound/Symbol: relationship between isolated letters and their corresponding sound

Word Recognition Fluency: ability to verbally identify a familiar word within one second

Component Skills to be Screened for Dyslexia – Missouri

(We are only required to assess *Essential Skills.* The other assessment areas are optional.)

Component Skills *Essential Skill to be assessed.	K	1 st	2 nd	3 rd	4 th -12 th
<i>Phonological/Phonemic Awareness</i>	✓ *	✓ *	✓ *	✓ *	✓ *
<i>Alphabetical Knowledge Letter Naming Fluency</i>	✓ *	✓ *			
<i>Rapid Automatic Naming</i>	✓ *	✓ *	✓	✓	✓
<i>Phonics - Sound Symbol</i>	✓ *	✓ *			
<i>Phonics - Word Recognition Nonsense words and Sight Words</i>			✓ *	✓ *	✓
<i>Listening Comprehension</i>		✓	✓	✓	✓
<i>Reading Comprehension</i>		✓	✓ *	✓ *	✓
<i>Word Recognition Fluency</i>		✓			
<i>Oral Reading Fluency</i>			✓	✓ *	✓

Optional: Checklist of Characteristics and Observations	✓	✓	✓	✓	✓
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