

Delayed Reader...or Something More?

PRESENTED BY:

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Agenda and Prayer

Understand the Process of Literacy Development

Discover Reasons for Concern

How Can I Know When My Child Needs Help?

Free Resources



Literacy as Connections in the Brain

"I praise you, for you formed my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful; I know that full well."

Psalm 139.14



The Neurobiology of Literacy

(Adapted from Overcoming Dyslexia, Sally Shaywitz, 2003.
Graphic shared with permission from Lexercise)

Reading Systems in the Brain

Frontal Word Analysis (Broca's Area)

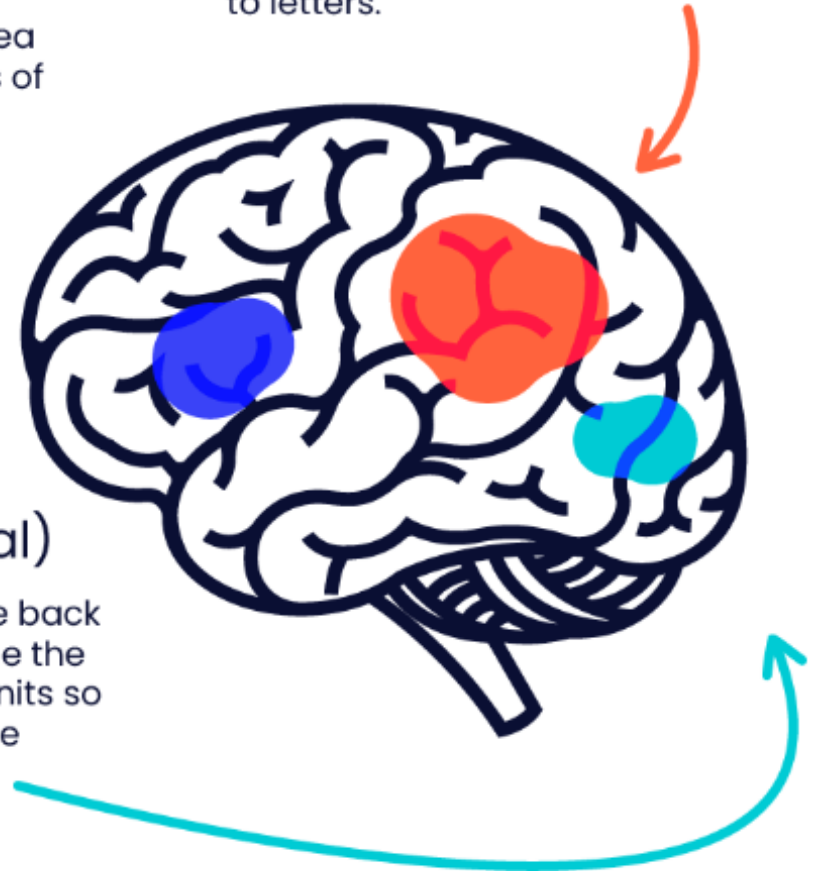
The frontal word analysis area works to process sequences of speech sounds in words.

Middle Word Analysis (Wernicke's Area)

The middle word analysis area is the decoding hub, linking sounds to letters.

Word Form Area (Occipito-Temporal)

The word form area near the back of the brain helps to package the letters of words into visual units so that words can be read more automatically.



Orthographic Mapping: Turning Sounds to Letters



Orthography = written letters

/C / /A/ /T/



cat



/S/ /E/ /D/



said



Creating a Sight Word Bank

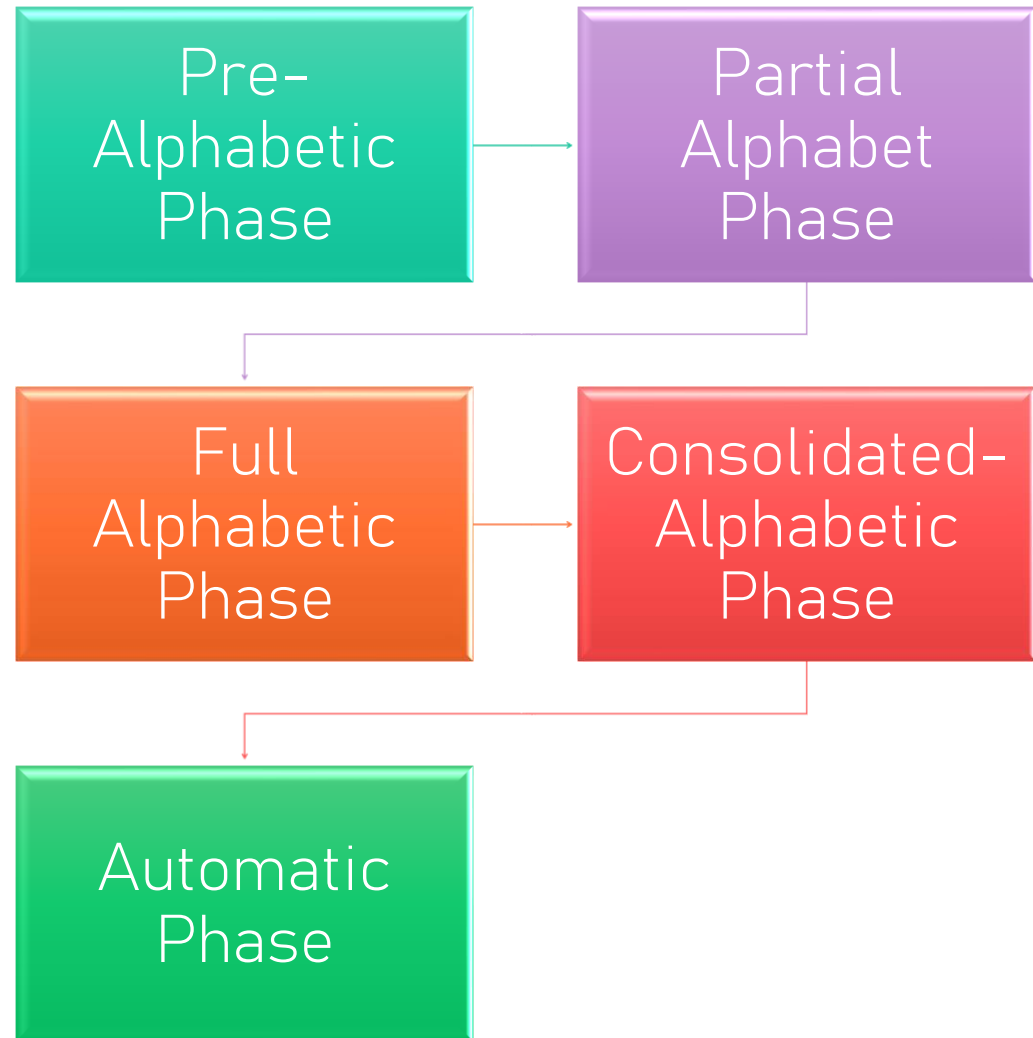


Questions



General Phases of Literacy Development

(Ehri & McCormick, 2006)





Pre-Alphabetic Phase: Pre-K (3-5 years) and Older Struggling Readers

- Children will associate words with known environmental cues ie Stop, Milk, McDonald's
- Will have trouble with words out of context or with no picture or logo cues.
- May "pretend read" a favorite book that they have memorized.

Partial Alphabetic Phase: Kindergarten/1st (6-7 years) and Older Struggling Readers

- Use beginning knowledge of letter/sound correspondence with picture clues to read work.
- Are not yet able to decode words or make connections between word families or words with similar patterns.
- May read words backward if the child has not developed a strong left-to-right orientation.





Full Alphabetic Phase:

1st – 2nd grade (6 –8 years) and
Older Struggling Readers

- Spelling/Sound Stage with full knowledge of the alphabetic code and the ability to manipulate sounds in words (phonemic awareness)
- They learn to use the sound/letter correspondence knowledge to decode and spell unknown words through explicit instruction.
- Essential for moving into the final stages, where fluent reading is developed.



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Consolidated Alphabetic Phase:

1st grade and beyond (7 years and up)

- Begins to develop during the previous phase of full alphabetic knowledge.
- Children now can focus on learning spelling patterns and larger word patterns such as prefix/suffix/roots/base words
- Their bank of “sight words” begins to grow, and they can form connections between known words and unknown words.



Automatic Phase

- Proficient word reading
- Can identify unknown words with enough speed to not hinder fluency and comprehension.
- Readers are free to focus on comprehension skills.

The Simple View of Reading




The Simple View of Reading



Questions



Reasons for Concern




Automatic
Word
Recognition

Children must be proficient
and automatic in:

- Print Concepts, i.e. Left – to – right
 - Alphabet letter naming
 - Sound/Letter Correspondences
 - Phonemic Awareness, i.e. blending and segmenting
-

Characteristics of Dyslexia




Automatic
Word
Recognition

Younger Children:

- Difficulty remembering letters and/or sounds
 - Difficulty with blending sounds and basic phonics
 - Difficulty with basic spelling and sound sequencing
 - Does not like reading or writing
 - Difficulty remembering high-frequency words
-

Characteristics of Dyslexia



Automatic
Word
Recognition

Older Children:

- Slow or choppy reading
 - Do not progress in spelling skills
 - Guesses at words or tries to use context to read unknown words
 - Avoids literacy tasks
 - Can comprehend text when read aloud to them, but struggle when they must read independently.
-

Reasons for Concern

Expressive Language:

- Limited Vocabulary
 - Difficulty with grammar
 - Uses short and simple sentences
 - Trouble with word order
 - Difficulties with narrative skills
 - Problems with social skills
 - Difficulty with word recall
-



Oral
Language

Reasons for Concern

Receptive Language:

- Difficulty with following instructions
 - Trouble with comprehension, both verbal and written
 - Difficulty with figurative language and idioms
-




Oral
Language



Other Reasons for Concern – ADHD

Questions



A close-up photograph of a person's hands clasped together in a prayerful gesture, resting on an open Bible. The Bible is lying flat on a light-colored surface, and the pages are visible. The person's hands are positioned over the right page of the Bible. The background is softly blurred, showing a window with light coming through. The overall mood is contemplative and spiritual.

How Do I Know if
My Child is
Struggling or Just
Taking Longer to
Develop?

Proverbs 2.6

*"For the Lord gives wisdom;
from his mouth come
knowledge and
understanding."*





Proverbs 11.14

*“Where there is
no counsel, the
people fall; But
in the
multitude of
counselors
there is
safety.”*

Questions to Ask – Younger Children

Can my child recite the alphabet without singing? (lmnop)

Can my child name random upper and lowercase letters within two seconds?

Can my child say the sounds associated with random letters within two seconds?



Questions to Ask – Younger Children

Did my child have a difficult time learning the alphabet and sound/letter correspondences?

Did my child have a difficult time with rhyming or other word play games?



Questions to Ask – Younger/Older Children



When my child comes to an unknown word, do they guess or skip the word?

Can my child regularly sound out an unknown word?

Is my child having to sound out word by word a story or a reading passage?

Does my child express a reluctance or dislike of reading and/or writing.

Questions to Ask – Younger/Older Children



Does my child have difficulty spelling words?

Does my child have difficulty with the sequence of sounds in words when spelling or decoding?

Does my child have difficulty remembering correct letter formations past the age of 7/8 and after direct handwriting instruction.

Questions to Ask – Younger/Older Children



Is my child's reading fluency slow, choppy, or labored?

Can my child decode multisyllable words without guessing?

Has my child had exposure to a direct phonics program but has made little progress or his/her progress has stalled.

Questions to Ask – Younger/Older Children



Is my child having a difficult time comprehending what they read, but can understand if it is read aloud to them?

Is my child reluctant to write or do they use lower-level vocabulary words when writing?

Do academic tasks take longer than would be expected?

Key Takeaways

Phases of development are not necessarily sequential, and children can move in and out of phases.



Both sides of the reading equation must be present:
 $\text{Automatic Word Recognition} \times \text{Oral Language} = \text{Reading Comprehension}$



Prayerfully consider the literacy characteristics your child is exhibiting. If you have concerns, think through the questions related to the phases of development and seek counsel.



Free Resources

www.dyslexiasite.com

