

Comprehension Deficits

Definition:

Mechanical side of reading is fine, but unable to derive meaning from text. Comprehension at elementary level is based on word recognition, at middle school level comprehension is based on language comprehension.

Characteristics:

- Poor attention
- Slow processing speed
- Slow reading fluency
- Poor executive functioning
- Poor language comprehension (more noticeable in middle school)

Intervention strategies:

- Story maps
- Assign projects instead of tests
- Start & Stop every 30 seconds for comprehension questions
- Narrative retelling & discussion

SMEC Reading Comprehension Curriculum :

- Thinking Basics
- SRA Comprehension B1,B2, and C

General Education Curriculum:

- My SideWalks Level C-E

Definitions

Phonology= Speech sounds. Also known as phonics

Morpheme = The smallest units of meaning in language. Ex. “s” to make a word plural.

Morphology= refers to a given word structure. Includes rules used to form new words and a new meaning.

Bottom/Up Approach = A reading approach where phonics are taught prior to sight words.

Top/Down Approach= A reading approach where sight words are learned prior to or alongside phonics.

***The General Education Curriculum may not be located in your district building. Examples given were provided by consortium principals as well as examples given by authors.



INTEGRATING RTI WITH COGNITIVE NEUROPSYCHOLOGY

A Scientific Approach to Reading

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Dysphonetic Dyslexia

Definition:

Difficulty using a phonological route to bridge letters and sounds to sound out a word (sight readers).

Characteristics:

- Readers guess word based on initial letter observed.
- Over reliance on visual cues
- Deficit in phonemic awareness
- Tries to read by memorizing whole words
- Difficulty reading the same word in a different font
- *Bottom/Up curriculum approach is best for intervention*

SMEC Curriculum for Dysphonetic Dyslexia:

- Reading Mastery Level 1 and 2
- SRA Corrective Reading Level A, B1, B2, and C

General Education Curriculum:

- My SideWalks Level A-B
- Jolly Phonics
- Fontas and Pinnell
- Great Leaps K-2
- MN Reading Corps K-3
- Scott Foresman Early Reading
- Success for All
- Read Well
- Horizons

Surface Dyslexia

Definition:

Ability to sound out words but lack ability to automatically and effortlessly read the word.

Characteristics:

- Slow and laborious reading
- Most words are broken down into phonemes
- Fluency greatly affected
- Tend to reverse letters (due to unintended eye movement)
- Inability to read irregular words (words that lack one-to-one correspondence between sounds)
- Unable to read blends
- Unable to read digraphs (ex. ai, igh, ie,)
- *Top/down curriculum approach is best for intervention*

SMEC Curriculum for Surface Dyslexia:

- Reading Milestones
- Edmark Functional Word Series

General Education Curriculum:

- Read Naturally
- Reading Recovery
- Great Leaps
- Wilson Reading System

Mixed Dyslexia

Definition:

Most severe type of reading disability. Combination of poor phonological processing, slower automatic word recognition skills, inconsistent language comprehension skills.

Characteristics:

- Bizarre error patterns when reading
- Phonological deficits
- Visual Orthographic deficits
- Slower processing speed
- Reads significantly below grade level
- Poor working memory
- *Combination of phonological and morphological approach with vocabulary rules works best for intervention curriculum (Balanced Literacy Program)*

SMEC Curriculum for Mixed Dyslexia:

- Language!

General Education Curriculum:

- Read 180
- RAV-0
- Great Leaps Elementary 3-5