The following section outlines the *Critical, Evidence Based Components of Dyslexia Intervention* (pp. 40 41) included in *The Dyslexia Handbook – Revised 2018: Procedures Concerning Dyslexia and Related Disorders* aligned with the Region 4 ESC Reading by Design Program:

- o   The purpose of the phonological awareness activities is to foster development in the understanding of the internal linguistic structure of words. These activities are broken into four developmental levels: word, syllable, onset–rime, and phoneme. As students progress through the levels, they learn to blend, segment, and manipulate words, syllables, onsets–rimes, and phonemes through various activities.

- o   Students detect initial, medial, and final sounds in spoken language.

- o   The Spelling Deck cards contain the spelling rules and regular sound–symbol patterns in the program. The teacher says the phoneme and instructs students to echo, name, and write the associated grapheme. The Spelling Deck is reviewed daily and is designed to move sound–symbol recognition toward automaticity.

- o   Students are taught how to scientifically spell words by applying the appropriate spelling rules and by mastering the phoneme grapheme correspondence. Words are divided into 3 categories, phonetic words (complete sound symbol relationship), rule words (affixes added) and structural analysis words (spelling by morpheme).

- o   Auditory discovery is used in the introduction of a new concept. Students listen to words that contain the new concept and identify the phoneme that is similar in all the discovery words.

- o   The alphabet activities promote development in alphabetic knowledge of letter names and letter shapes. The Alphabet Arc is used to match the letters of the alphabet with increased fluency and automaticity. In addition, students learn how to use the alphabet as a sequencing tool to transfer to dictionary skills. Knowledge of the letter names and shapes serves as a prerequisite for the mastery of sound–symbol association (alphabetic principle).

o   The Reading Deck cards include the letter name, key word, and sound represented by the letter

o   The Reading Deck cards include the letter name, key word, and sound represented by the letter or letters on the card. The Reading Deck is divided into sections: consonants; vowels (closed syllable and open syllable); consonant combination; vowel consonant   syllable; vowel pair syllable; vowel syllable; final stable syllable; and special situation. Only those graphemes that have been taught are reviewed daily; this review is designed to move from sound–symbol recognition to autom   '   &

s   E   A   n

o   The Morpheme Deck contains common affixes and roots that appear in multisyllabic words. The Morpheme Deck includes information on the etymology of the morpheme, the definition of the morpheme, and derivative spellings for the morphemes.

o   Auditory, visual, and kinesthetic discovery are used in the introduction of new morphemes. New learning is explicitly tied to old learning.

o   Explicit instruction of new learning is modeled and explained before students apply the new learning in text. This practice includes reading words with the morphemes and applying knowledge of the morpheme to different tasks prior to application to connected text on individual student reading levels.

o   Students are explicitly taught the regularity of the orthographic patterns and affixes of the English language with systematic, regular review. The purpose of this practice is for students to apply the current and previously taught morphemes and spelling rules.

(sentence structure),   (ways that language conveys meaning), and (how to use language in a particular context).

o   Students will work on a variety of activities in the components of language, beginning with listening comprehension and interactive writing that progresses to fluency, reading comprehension, and independent writing. A progression of genres from nursery rhymes to expository text will expose students to a variety of text structures. Weekly repeated readings of the text with different targeted lessons will foster the development of accurate and fluent word recognition, oral language development, background knowledge, syntax, and use of strategies to aid reading comprehension.

o   Students learn to code words to provide kinesthetic and visual cues for pronunciation. As repeated practice with coding allows for automatic recognition of syllables, students will read without manually coding all words. Accuracy in reading is stressed, and students read all words or sentences silently before reading aloud. Students read with phonemes and graphemes that have been introduced through the new concept. First words are read, then phrases, sentences, and decodable texts. In this section of the lesson, students are also taught a structured process for syllable division.

o   Students listen to riddles linking new phonemes to graphemes. Students must listen and understand clues that reveal the answer (key word) to the riddle.

o   Students will work on a variety of activities in the components of language, beginning with listening comprehension and interactive writing that progresses to fluency, reading comprehension, and independent writing. A progression of genres from nursery rhymes to expository text will expose students to a variety of text structures. Weekly repeated readings of the text with different targeted lessons will foster the development of accurate and fluent word recognition, oral language development, background knowledge, syntax, and use of strategies to aid reading comprehension.

o   Students learn to code words to provide kinesthetic and visual cues for pronunciation. As repeated practice with coding allows for automatic recognition of syllables, students will read without manually coding all words. Accuracy in reading is stressed, and students read all words or sentences silently before reading aloud. Students read with phonemes and graphemes that have been introduced through the new concept. First words are read, then phrases, sentences, and decodable texts. In this section of the lesson, students are also taught a structured process for syllable division.

š

o   Students learn to code words to provide kinesthetic and visual cues for pronunciation. As repeated practice with coding allows for automatic recognition of syllables, students will read without manually coding all words. Accuracy in reading is stressed, and students read all words or sentences silently before reading aloud. Students read with phonemes and graphemes that have been introduced through the new concept. First words are read, then phrases, sentences, and decodable texts. In this section of the lesson, students are also taught a structured process for syllable division.

o   The High Frequency Word Deck contains words that frequently appear in text and should be coded by sight. Some of these words are irregular and have uncommon sound–symbol relationships that cannot be phonetically decoded. The High Frequency Word Deck is reviewed daily for automaticity.

o   The Spelling Deck cards contain the spelling rules and regular sound–symbol patterns in the program. The teacher says the phoneme and instructs students to echo, name, and write the associated grapheme. The

o   Students enter the Reading by Design Program based on the initial dyslexia assessment data and the specific learning needs for each individual student. Reading by Design contains review lessons and Mastery Checks throughout each of the five volumes of the intervention to ensure adequate student progress and learning.

o   Reading by Design presents the parts of the alphabetic language that teach how the word parts work together to form a whole during the new learning, syllabication practice, and reading application.

o   Reading by Design teaches how whole words may be broken into component parts (i.e. syllables, morphemes) during new learning, syllabication practice, reading application, and extended reading passage practice.

The research that supports dyslexia instruction can be found in the *Dyslexia Handbook – Revised 2018: Procedures Concerning Dyslexia and Related Disorders* beginning on page 46. These data sources support the components and instructional techniques used in the Reading by Design program and can be reviewed using the link below.

The state laws in regards to dyslexia instruction can be found in the *Dyslexia Handbook – Revised 2018: Procedures Concerning Dyslexia and Related Disorders* on page 99. The requirements laid out by the legislation supports the use of the Reading by Design program and can be reviewed using the link below.

Link to Dyslexia Handbook:
https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539627235.

Classification	Photolog warrens	Sound-sys ...ssociatio	Scully	Orthog.	Morpho...	Syntax	Reading compreh.	Reading fluency
Phonolog warrens	✓	✓	✓		✓			✓
Alphabet		✓						✓
Morphem	✓		✓		✓		✓	✓
High-Freq. qu...				✓			✓	✓
Reading		✓		✓				✓
Sp...								