

LITERACY TUTOR HANDBOOK

A GUIDE TO PROVIDING INDIVIDUALIZED INSTRUCTION FOR ADULT LEARNERS

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INTRODUCTION

Adults in Wisconsin who wish to improve their literacy skills and educational status must consider the choices available to them. Traditional educational institutions such as colleges, trade and technical schools and occupational training programs may offer a selection of courses and academic supports, yet still be inaccessible to some adult learners. The instructional offerings most sought by undereducated adults in Wisconsin are Adult Basic Education, English Language Learning and GED exam preparation.

Nonprofit literacy agencies provide an attractive alternative to students seeking these classes. In Wisconsin, thousands of individuals benefit annually from the network of nonprofit agencies found across our state. With the availability of adult curriculum, low or no cost admission, informal atmosphere, flexible scheduling and dedicated tutors, these agencies emerge as an oasis for some who had concluded no viable educational options exist for them.

Such organizations, though invaluable, are challenged to meet the educational needs of hopeful students who enroll there. Difficult issues of learner preparedness, curriculum selection and tutor preparation result in uneven outcomes for basic education programs in Wisconsin.

A persistent and confounding factor is the prevalence of learning disabilities impeding adult learners' educational progress. Often undiagnosed, learning disabilities nonetheless interfere with students' grasp, comprehension and retention of material despite great motivation, effort and persistence on their part. Volunteer tutors may also be perplexed at their inability to help despite similar motivation, effort and persistence on their part. Yet motivation, effort and persistence are inadequate tools against pervasive neurological conditions. No amount of caring and commitment will overcome an underlying condition which has prevented learning throughout the learner's life. Only a select set of tools and conditions will succeed in this scenario.

Fortunately, these tools and conditions are known to us and available for use with those who desire to learn. Learning disabilities can be satisfactorily remediated when the students, the curriculum and the tutors are adequately prepared. Properly equipped, the student and tutor will enjoy the process and experience steady gains for the student. Achievement will not be limited by age, address, zip code or calendar.

This handbook will present, in order, the basic information needed to assist a motivated adult learner. The information presented is an essential introduction; it is intended as a beginners' guide. Abundant resources exist to supplement and extend the learning process beyond the material presented here. Suggested resources are listed at the end of this handbook.

APPROACH

The teaching process outlined in this Handbook is derived from the **Orton-Gillingham** approach to teaching reading and spelling. There are several specific features which set this method apart from others and lead to its effectiveness with beginning or struggling readers.

The approach is **multisensory**. The student is guided to use visual, auditory and tactile/kinesthetic means. Simply stated, the student will see, say, hear and write material being presented. In this way, the major neural pathways to the brain are activated simultaneously, increasing receptivity and retention of new knowledge.

The approach is **logical and sequential**. The material is carefully organized, beginning with simple concepts and proceeding to more complex. **Phonics** is taught from the introduction of one letter/one sound symbols to digraphs, six types of syllables, and eventually, prefixes, suffixes and root words.

The approach is **cumulative**. Skills gained lead naturally to subsequent skills, which build upon material already learned. As skills increase, the student is encouraged toward the next skill level.

The approach is **cognitive**. The student is taught to think through language problems and rely upon known strategies as opposed to guessing the word, or seeking context clues from surrounding text. In this way, the reader becomes self-sufficient and capable of decoding and encoding text. Confidence is gained as strategies are acquired.

The approach is **integrated**. Reading, spelling and writing are taught as interrelated facets of the same process. Throughout each lesson, the student will alternate from one facet to the other. In this way, stronger skills support weaker skills, and all facets of the process of reading, spelling and writing are developed simultaneously.

The approach is **individualized**. No two students are alike in their learning profile, consequently lessons are developed to support each student and his/her unique learning needs. The pace of teaching is determined by the student's progress. Tutors are encouraged to proceed "**as fast as one can but as slow as one must**". Students are motivated by progress; therefore, it is helpful to build momentum. However, proceeding too quickly before skills are secure will lead to frustration and require backtracking, costing valuable time in the long run.

The approach is **emotionally sound**. The student is guided and supported throughout the process; students are coached, never reprimanded or shamed. The student is asked to demonstrate knowledge of only those skills which have already been taught. Success increases motivation, which increases effort, which increases success.

While adult students have many challenges, it is never too late to learn. More than 50 years of research and experience with this approach assure us that success is achievable at any age. Indeed, many adults have benefitted from this instruction when it is provided by a skilled and caring tutor.

WHAT THE TUTOR MUST KNOW

To be helpful as a reading tutor for an adult, the tutor must be knowledgeable in the areas of phonics, syllabication and spelling. The essential elements of those areas are included in this handbook. While most adults are capable readers and writers, generalized knowledge is not sufficient for the purpose of instructing the adult literacy student. The tutor must prepare him/herself with knowledge known to remediate learning deficits. The specific steps outlined here will provide the explicit, systematic, phonetic multisensory approach which is necessary. The effective tutor does not “tell” so much as guides the student through an intellectual process with questions that elicit correct responses. Learning is secured when the student “discovers” the rules and patterns of English. This handbook is a beginning, but by no means a thorough review of English language instruction. Additional resources can supplement this handbook. Credible sources of appropriate material are recommended in the Resources section.

Beyond language specific knowledge, certain tutor traits will support the adult learner and are essential to the learning process. Patience is key, as are encouragement, planning, preparation, and a respect for the learner’s frustration level. It is important to lead the way for the learner, at a pace that is quick enough to experience a sense of progress, yet not so quick that the learner feels stymied by new or unsecured concepts.

Tutors may ask themselves:

Are student responses automatic or am I moving too fast?
Do I need to give more practice in saying and writing the letter sounds?
Is the student confused by too many partially learned concepts?
Are we meeting often enough to ensure continuity and momentum?
When the student errs, what kind of errors are they?
Am I asking good questions to guide the student toward self-correction?
Do I follow up the correction process with other opportunities to get it right?
Have I used multiple sensory methods to teach the concept (seeing, hearing, writing)?
Am I demonstrating how the sounds are made and reviewing that in each lesson?
Have I paced the learning so the student is successful at least 75% of the time?
Is the student still guessing at words as opposed to sounding them out?
Is the student following the method of syllabication and decoding to “unlock” words?
Is the reading material challenging but not frustrating?
Do I acknowledge the student’s achievement and end on a positive note?

ALPHABETICS

Struggling readers generally lack what is known as “phonemic awareness”, the ability to link sounds and letters to produce spoken or written language. These students must be taught to recognize each letter, its name and its corresponding sound. This is done through direct, systematic instruction of the alphabet and the approximately 50 sounds which can be formed by using the letters individually or in combination. The fact that our 26 English letters produce 50 sounds is a source of much confusion, as it is not possible to rely on a 1 to 1 relationship between sounds and letters. Consequently, memorization is not effective as a means of reading text; there are simply too many sound options for this to be a reliable strategy.

Direct, systematic instruction of the alphabet (graphemes) and corresponding sounds (phonemes) can be initiated in this way:

1. Ask student to read aloud all 26 letters of the alphabet in both upper and lower case form:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

2. Ask student to say or write the letters of the alphabet (without referring to written alphabet). Ask for both upper and lower case forms.

3. Instruct the student to code each letter as a vowel or consonant by writing v or c below the letter:

a b c d e f g h i j k l m n o p q r s t u v w x y z
v c c c v c c c v c c c c c v c c c c c v c c c c,v c

4. For practice, present the letters in random order and instruct student to code them as v or c:

j l u n v e r b m w o p t y a z x q i s d f g h k c
c c v c c v c c c c v c c c,v v c c c v c c c c c c

The beginning student is guided to say the letters in order, to recognize each letter and to place the letters in a-z sequence. For some this is difficult; repetition is often necessary to secure these skills. From letter naming and sequencing, instruction proceeds to saying the sound when shown the letter, and saying/writing the letter upon hearing the sound. Accurate reading and spelling rely upon these skills; therefore, this step is essential and should be repeated at the beginning of each lesson until the student eventually achieves automaticity.

SOUNDS OF ENGLISH

/a/	at
/a/	baby, ate, sail, day, eight, vein, obey, steak
/aw/	Paul, saw, taught, ought
/air/	hair, bear, bare, mayor, aerial
/ar/	car
/b/	bed
/ch/	chop, match
/d/	dog, played
/e/	Ed, head, aesthetic
/e/	he, see, tea, candy, these, chief, receive, key
/er/	her, girl, burn, color, dollar, early, labyrinth
/ear/	hear, beer, here, bier
/f/	fun, phone, laugh
/g/	go, ghost, vague
/gw/	language, iguana, Gwen
/h/	hat
/i/	it, gym
/i/	I, ice, high, my, pie, type
/j/	joy, ginger, edge
/k/	can, kite, sick, chemist, unique
/l/	love, bell
/m/	man, lamb, autumn
/n/	no, knee, sigh, pneumatic, mnemonic
/ng/	sing

/nk/	bank
/o/	box
/o/	no, home, boat, slow, pour, toe, beau, though
/oi/	oil, boy
/oo/	moon, grew, ruby, rule, you, blue, suit, neutral
/oo/	book, put
/or/	form
/ou/	out, cow
/p/	pit
/qu/	queen
/r/	rat, write, rhyme
/s/	so, city, science, psychology
/sh/	shop, machine, anxious
/shun/	nation, mission, musician, ocean
/t/	top, camped, ptomaine
/th/	thin
/th/	then
/u/	up
/u/	united, cute, cue, few, feud, beauty, view, you
/v/	van
/w/	wet
/x/	mix, kicks
/y/	yes
/z/	zoo, nose
/zh/	vision, pleas

SIX SYLLABLE TYPES

C-L-O-V-E-R

Closed Syllable: A closed syllable ends in one or more consonants; as a result, the vowel preceding the consonant(s) is short. Teach this type 1st.

lad pin fish cup chill fresh camp then bless cuff ranch

Consonant le Syllable: A consonant-le syllable is the final syllable of a word; the e is silent; the l sticks to the preceding consonant, therefore the le sound can be heard (the rule for a syllable). Teach this type last.

bible table bugle bubble baffle pickle bundle google
beagle pickle

Open Syllable: An open syllable ends in a vowel. The vowel is usually pronounced long, though can be slurred (schwa) in an unaccented syllable. Teach this type 3rd.

be he ba go no si(lent) mu(sic) fa(ble)
a(bove) a(go)

Vowel Team Syllable: A vowel team syllable features two vowels together which make one sound. The sound might be a short vowel sound, a long vowel sound or a new sound unlike that of either of the two vowels. Teach this type 4th.

bead feet pie book coin play train soup blue key boy

Vowel Consonant-e Syllable: A VCe syllable contains a long vowel followed by one consonant, then a silent e. Teach this type 2nd.

bake frame these wide smile smoke those cube mule tune rule

R Controlled Syllable: An r controlled syllable features a vowel followed immediately by “r”. As a result of the “r”, the vowel does not produce its usual short sound. This applies to all vowels including ‘y’. Teach this type 5th.

barn farther her berm girl shirt corn fort burn curl martyr

SYLLABLE DIVISION PATTERNS

1. **VCV (Vowel Consonant Vowel)**: divide after the first vowel if that vowel is long, after the consonant if the first vowel is short.

ba/by mu/sic hu/man fi/nal ti/ger i/ris e/ven so/da mi/nus

cab/in sev/en men/u rap/id den/im deb/it cred/it ton/ic nov/el rob/in

2. **VCCV (Vowel Consonant Consonant Vowel)**: divide between the consonants.

ban/dit but/ton nut/meg pan/cake sun/tan lap/top

3. **VCCCV (Vowel Consonant Consonant Consonant Vowel)**: divide between the first and second consonants or the second and third consonants, depending on the blends or digraphs. Keep the blend or digraph together.

mis/trust fil/trate ful/crum dis/creet sun/dried

pump/kin musk/rat emp/ty hung/ry mang/rove

4. **VCCCCV (Vowel Consonant Consonant Consonant Consonant Vowel)**: these are generally compound words which are divided at the point where the two words were joined. Usually this is between two blends or digraphs.

with/stand band/stand grand/stand grand/child

5. **CVVC (Consonant Vowel Vowel Consonant)**: These patterns feature two vowels that each produce a separate sound; they do not create a vowel team. Divide between the vowels.

po/em cre/ate di/et re/ality du/al pi/ous bi/onic cha/os

6. **Prefix-Root- Suffix**: divide the prefix and the suffix from the root word.

pre/heat re/call dis/like un/even post/pone with/hold

cook/ing camp/er loud/est boy/hood want/ed wish/ed

PREFIXES

Latin Prefixes

ad	to, toward, at	advance, admit
ab	away from	absent
ambi	both	ambidextrous
ante	before	antecedent
com	with, together	compare
contra	against	contrary, contradict
circum	around	circumference
de	down from, concerning	descend, describe
dis, di	apart from, not	distant, disobey
ex, e	out of	exit
extra	beyond	extraordinary
in	in, into, not	inject, inhuman
inter	among, between	interrupt, interfere
ne	not	negative, neglect
ob	against	object
pre	before	predict
per	through, very	perfect
pro	for, forth	provide, progress
post	after	postpone
re	back, again	return, repeat
se	apart from	select, separate
sub	under	subway
super	over	supervise
trans	across	transport, transfer

Anglo-Saxon Prefixes

a	(variable)	ahead, aground
be	(variable)	before, because
for	away, off	forbid, forget
fore	before	foretell, foreman
in	not, in	instead, inside
mis	wrong	misspell, mischief
out	out	outlaw, outside
over	beyond, too much	overhead, overwhelm
un	not, reversal of action	unknown, untold
under	below	underneath, understand

SUFFIXES

Latin Suffixes

ability	ableness	capability
able	able	capable
ace	place	palace, terrace
age	pertaining to	damage, manage
al	pertaining to	animal, natural
an	part of	human
ance	state of being	continuance
ancy	state of	occupancy
ant	one who, that which	pleasant, important
ar	pertaining to	dollar, regular
ary	pertaining to	library, salary
ate	having a quality of	private, palate
cion	state of	suspicion
ee	person	employee
ence	(variable)	excellence
ency	state of	emergency
ent	one who, that which	ancient
ible	able	possible
ibility	ableness	possibility
ice	state or quality of	service, justice
id	having a quality of	horrid, timid
ile	pertaining to	reptile
ine	pertaining to	genuine
ish	like, belong to	punish, vanish
it	related to	deposit, limit
ite	related to, mineral	definite
ity	state or condition	necessity
ive	condition of	relative, possessive
ize	to make, to act in a specified way	realize, specialize
ment	action or resulting state	moment
mony	the condition or thing resulting from	ceremony
on	one who,	companion
or	one who	doctor
ory	of, a place or thing for	advisory, auditory
ose	full of	verbose
ous	full of or having	famous
sion	action, state of being	confusion
tion	action, state of being	nation
tude	quality or state of	aptitude
ty	quality of, multiples of ten	liberty, purity
ue	having	statue
um	varies, metals	auditorium
une	having	fortune
ure	state of being	picture
us	(only with nouns)	virus

COMMON ROOTS

aud	to hear, listen	audible, audience, auditorium
aut	self	autograph, automobile, automatic
capt	head, leader	captain, capitol, decapitate
cred	to believe	credit, credible, credential
cur	to run or go	current, cursor, currency
dic, dict	to say, tell	dictator, diction, edict
duct	to lead	conductor, educate, product
dys	difficulty with	dyslexia, dysgraphia
fac	to make, do	factory, effect, faculty
fer	to bear, carry	ferry, defer, fertile
flex, flect	to bend	flexible, reflect
form	to shape	transform, conform, inform
frac	to break	fracture, fraction, refract
graph	written or drawn	telegraph, autograph, paragraph
ject	to throw	eject, adjective, project
junct	to join	juncture, junction, injunction
leg	law	legal, legacy, legislate
lex	words	dyslexia, lexicon, lexicographer
man	hand	manual, manage, manicure
mit	to send	transmit, admit, missile
ped, pod	foot	pedal, pedestrian, pedicure
pend	to hang	pendulum, pendant, pending
pel	to drive or push	propeller, compel, expel
phon	sound	phonograph, microphone, phone
phote	light	photocopy, photon, photograph
port	to carry, bear, bring	transport, deport, import
rupt	to break	erupt, disrupt, interrupt
scrib	to write or draw	scribble, describe, inscribe
serv	to serve, save or keep	conserve, reserve, deserve
spec	to look, watch, observe	spectator, inspect, specimen
struct	to build	construct, destruct, instruct
tele	distant	telecast, telephone, telegraph
tend	to stretch, strain	extend, attend, antenna
tract	to draw or pull	tractor, abstract, attract
vent	to come	advent, convention, venture
vert	to turn	convertible, advertise, extrovert
vis, vid	to see	vision, video, visible
viv, vita, viti	to live	vitamin, revive, vivid

SPELLING GENERALIZATIONS AND PATTERNS

1. After a short vowel in a one syllable word, double final f,s,z or l. (cuff, miss, bell, fuzz)
2. After a short vowel in a one syllable word, use -ck for the /k/ sound (pick, duck, clock).
3. After a short vowel in a one syllable word, use -tch for the /ch/ sound (itch, match, fetch).
4. After a short vowel in a one syllable word, use -dge for the /j/ sound (fudge, ridge, badge).
5. When adding a vowel suffix to a one syllable word with one short vowel ending in one consonant, double the final consonant (running, bidder, biggest). This is the 1-1-1 rule.
6. C is pronounced /s/ when followed by e, i or y (city, cent, mercy).
7. G is pronounced /j/ when followed by e, i or y (ginger, gym, agent).
8. Y has four sounds: one consonant and three vowel sounds.
 - /y/ at the beginning of a syllable (yes, you). This is consonant y.
 - /e/ at the end of a multisyllabic word (baby, ivy, history)
 - /i/ at the end of a one syllable word (sky, fly, my)
 - /i/ in a closed syllable between consonants (myth, gym, symbol)
9. Q is always followed by u and at least one other vowel (quit, quake, queen)
10. V, w, and x are never doubled.
11. S never follows x.
12. V is never on the end of a word in English without silent e after it.
13. A single vowel in the middle of a syllable is usually short (run, clock, fish). This is a closed or CVC syllable.
14. A single vowel before a double consonant is usually short (supper, stuff, damper). This is a closed CVCC syllable.
15. When two consonants stand between two vowels, divide the syllables between the consonants (nutmeg, pancake, muffin).
16. A vowel at the end of a syllable is usually long (ba/by, ve/to, so/da). This is an open or CV syllable.
17. A silent e at the end of a word indicates the previous vowel is long (mate, hope). This is a VCe or silent e syllable.

18. When one consonant stands between two vowels, it may belong with either the first vowel or the second, depending on whether the first vowel is long or short (sat/in, sa/tan). This is a VCV syllable division pattern.
19. When three consonants stand between two vowels, divide after the first or second consonant, keeping the consonant blend or consonant digraph intact (mon/ster, pump/kin). This is a VCCCV syllable division pattern.
20. When adding a vowel suffix to a silent e word, drop the silent e first (making, latest, striking).
21. Words ending in y change to i before a vowel suffix (try/tried, rely/relied), unless the suffix begins with i (fly/flying, rely/relying, play/playing), or has a vowel before the y (play/playing).
22. Most nouns form a plural by adding s (cats, checks). Nouns ending in s, x, ch, sh or z (sybillant sounds) form plurals by adding es (sixes, churches, washes, buzzes, gases). The resulting word now has an additional syllable.
23. Suffix -ed (indicating past tense) has three sounds, depending on the base word ending.
 /ed/ as in hated, wanted, funded
 /d/ as in filmed, nailed, forged
 /t/ as in jumped, staffed, passed
24. Vowel team ai is used in the middle of words, often followed by l or n (pain, sail). It is often confused with VCe words (pane, sale).
25. Vowel team oa is usually found in the middle of one syllable words (oats, toad, coach).
26. The most common sound of vowel team ea is long e (eat). The second most common sound is short e (bread). The third most common sound is long a (break).
27. In a consonant-le syllable (bun/dle), the syllables are divided ahead of the consonant preceding l. The rule for long and short vowels applies, doubling the consonant to protect a short vowel (bubble, ripple, sample) versus a long vowel in an open syllable (ta/ble, bu/gle).
28. For /s/, use ce after long vowels, n and some vowel teams (face, prince, piece, peace).
29. When adding a vowel suffix to a multi syllable word, double the final consonant if the final syllable is accented (beginning, compelling, omitted).
30. Use suffix -er with one syllable words to indicate “one who” (farmer, baker).
31. Use suffix -or in multi syllable words to indicate “one who” (editor, doctor, professor).
32. Use suffix -ar for an adjective (singular, popular, regular).
33. The sound /ik/ is spelled ic in multisyllabic words (music, panic, Atlantic).
34. A set of closed syllables using vowel i or o produce a long vowel sound, contrary to the usual short vowel sound of closed syllables (mild, wild, find, most, poll, told).

35. Vowel a before -lk or -lt is neither short nor long (talk, chalk, halt, salt).
36. Letters du sometimes produce the sound /ju/ (educate, modulate).
37. Nouns ending in vowel o form plurals by adding s (radios). Nouns ending in consonant o could form plurals by adding s or es (pianos, tomatoes). A dictionary must be consulted to determine the correct spelling.
38. Words which begin with wr often indicate something that is twisted (wrestle, wreath, wrist, writhe).
39. Letters gh produce the sound /f/ at the end of some words (laugh), /g/ at the beginning of some words (ghost) and are silent when followed by t at the end of a syllable (fight, taught).
40. U after g keeps the g sound hard before e, i or y (guess, guide). In Spanish words, gu produces the sound /gw/ (iguana). The same is true in the word language.
41. Ending -gue derives from French and is sounded /g/ (vague, league).
42. Ending -que derives from French and is sounded /k/ (antique, critique).
43. Ch sounds like /sh/ in words which derive from French (machine, Chevrolet).
44. Ch sounds like /k/ in words which derive from Greek (echo, chord).
45. Vowel i in an open syllable sometimes sounds like long e (menial, radio, stadium).
46. Vowel team ei sounds like long i in words which derive from German (stein) and in science words (seismograph).
47. Letters us form a noun ending (sinus, campus, crocus).
48. Suffix -ous form an adjective ending (famous, numerous, courageous).
49. Unaccented syllables often have a schwa (slurred) vowel sound (contented, above, wagon).
50. Syllable accents sometimes shift when affixes are added (prefer/preference, biology/biological).

7. ROTE MEMORY LIST

These common nonphonetic words (and words with less usual spelling patterns) need to be rote-memorized. In general, these words have been arranged according to the degree of difficulty and the frequency of occurrence. The student may be able to read more of these words than he will be able to spell. Therefore, more drillwork will be needed to teach them for spelling. They should be memorized a few at a time, perhaps no more than three to five, the number adjusted to each student's need and ability to memorize by rote. These words are easier to learn if the student writes them, saying aloud the names of the letters as he forms them. This provides simultaneous auditory, kinesthetic and visual reinforcement. Frequent review is necessary. Parents can help to teach and review this list.

the	who	triple	iron	shoe
one	whom	among	study	sugar
only	whose	false	city	wore
once	whole	move	copy	worn
of	been	prove	bury	swore
off	both	again	odd	sworn
to	always	against	egg	honest
too	could	often	yolk	honor
two	would	listen	folk	usual
four	should	put	bye	company
do	any	push	eye	blood
does	many	pull	heart	floor
done	sure	bull	stomach	truth
don't	very	bush	toward	doubt
goes	owe	door	answer	debt
gone	own	floor	soft	guess
was	some	friend	wind	guest
were	come	people	beauty	guy
what	such	pupil	great	guide
where	much	enough	steak	guard
there	rich	pretty	break	calf
they	which	laugh	straight	wolf
their	father	Wednesday	touch	rough
are	aunt	February	Arctic	tough
says	woman	minute	ocean	cough
said	women	hour	island	height
you	buy	though	view	journey
your	build	through	lose	route
want	busy	thorough	bear	machine
have	half	cloth	pear	sign
give	pint	clothes	tear	foreign
live	ninth	sew	wear	

Lesson Plan

Student: _____ **Date:** _____

Lesson # _____ **Tutor:** _____

Warm Up: Say and write alphabet, vowels, consonants, etc.

Visual Drill: Tutor shows sound cards, student says correct sound.

Auditory Drill: Tutor says sound, student says and writes correct letter(s).

Blending Drill: Tutor arranges sound cards on desk in CVC order, then VCe order, etc. Students says resulting “word” which may be real or not real.

Spelling Practice: Tutor dictates 10 words with features already studied.

New material: Tutor introduces next feature from Reading Roadmap, proceeding in order and only as student is ready. (Generally no more than 1 new feature per lesson.)

Oral Reading: Tutor selects reading material at roughly matching level. Student may read, student and tutor may take turns reading, or may read aloud together.

READING ROADMAP

Dyslexia Achievement Center
414-510-0853

The Basics:

- V-A-K
- CLOVER Chart
- Syllable Division Chart

1. Phonograms
 - a. Vowels
 - b. Consonants

2. Consonant Digraphs

3. Syllable

4. Syllable Type 1:
Closed

5. FSZL Rule

6. Consonant Blends

7. /k/ Generalizations

8. Syllable Division
Pattern: VC/CV

9. Syllable Type 2:
VCe

10. Syllable Division
Pattern: VC/CV & VCe

Level 2

1. Nasal Blends
2. Plural Nouns
3. S=/z/
4. Y as a Vowel
5. Syllable Type 3:
Open
6. VCV Syllable Division
Pattern
7. Soft sound of c and g
8. Endings--ch/tch
9. Endings--ge/dge
10. Syllable Type 4:
Vowel Team
11. Vowel Team: ai/ay
12. Vowel Team:
Oa/oa/ow
13. Vowel Team: Oo/ou
14. Vowel Team: Ou/ow
15. Syllable Type 5:
R controlled
16. Special Closed Syllables
17. Suffix -ed
18. Suffixes, Common Latin
19. Suffixes: Doubling Rule
20. Suffixes: VCe Rule
21. Prefixes, Common Latin
22. Roots, Common Latin
23. Schwa Vowels
24. VC/CCV Syllable
Division Pattern
25. VCC/ICV Syllable
Division Pattern
26. Homonyms

Level 3

1. SUV Rule
2. Vowel Team ue
3. Vowel Team oi/oy
4. Vowel Team au/aw
5. Vowel Team ou/ul
6. Vowel Team ea-/e/
7. Vowel Team ea-/a/
8. Vowel Team ie-/i/
9. Vowel Team ie-/e/
10. Vowel Team i-/e/
11. Vowel Team igh-/i/
12. Digraph ph-/f/
13. Prefixes, Chameleon
14. Prefixes, Additional Latin
15. Roots, Latin
16. Suffixes, Latin
17. Possessives
18. Contractions

Level 4

1. Syllable Type 6: CVC
2. CV/VC Syllable
Division Pattern
3. i-/e/
4. Vowel Team ei-/e/
5. Vowel Team ei-/a/
6. Vowel Team ew-/u/
7. Vowel Team ew-/oo/
8. Vowel Team eu-/u/
9. Vowel Team eu-/oo/
10. Vowel Team ey-/a/
11. Vowel Team ue-/u/
12. Vowel Team ue-/oo/
13. Vowel Team eigh-/a/
14. Prefixes, Additional
15. Roots, Additional
16. Suffixes, Additional

Level 5

1. Silent Letters, Initial Position
 - a. /r/-rh, wr
 - b. /g/-gh, gu
 - c. /n/-gn
2. Silent Letters, Final Position
 - a. /m/-mb, mn
 - b. /n/-kn, gn
 - c. /s/-stle
 - d. /sn/-sten
3. Additional Digraph Sounds
 - a. /k/-ch
 - b. /sh/-ch
4. French Influenced Patterns
 - a. /k/-que
 - b. /g/-gue
5. A following w or qu
 - a. Wash
 - b. Squash
6. Vowel Teams, Infrequent
 - a. Ou-/u/
 - b. Ou-/o/
 - c. Augh-/au/
 - d. Ough-/au/
7. Special r-controlled Syllables
 - a. War
 - b. Wor
 - c. Oar
 - d. Ear
 - e. Ear
 - f. vRv
 - g. vRRv
8. Connectives
 - a. Ti
 - b. Ci
 - c. Tu
9. Additional Latin Prefixes, Roots, Suffixes
10. Greek Combining Forms

Level 1 Learned Words

Level 2 Learned Words

Level 3 Learned Words

Level 4 Learned Words

Level 5 Learned Words

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