

# iLit Alignment to the Texas Dyslexia Handbook

## Critical, Evidence-Based Components of Dyslexia Instruction

Phonological awareness	<p>iLit includes phonological awareness lessons at every level. These lessons focus on the essential phonological awareness skills, including distinguishing, isolating, blending, and segmenting phonemes.</p> <p>For evidence in iLit Intervention and ELL, the Phonological Awareness lessons can be found by selecting Supplemental Lessons.</p>
Sound-symbol association	<p>Every level of iLit includes Word Reading lessons. These lessons focus on foundational reading skills, including sound-symbol association, word reading, and fluency. They move students to mastery of the alphabetic principal, and offer students practice decoding words in both isolation and in connected text. The lessons cover the most frequent spelling for all sounds in the language. The first lessons have explicit instruction and practice for the most common sound-spelling for each letter of the alphabet.</p> <p>For evidence in iLit Intervention and ELL, the Word Reading Lessons can be found in Assignments.</p>
Syllabication	<p>Syllabication is taught in both Word Reading lessons and in Vocabulary: Word Study lessons. Instruction is direct, explicit, and systematic. It focuses on the six basic types of syllabication in English.</p> <p>For evidence in iLit Intervention and ELL, see Word Reading 4, 12, 14, and 15. Also, see Vocabulary lessons in Level A, Unit 6, Lesson 6; Level C, Unit 4, Lesson 1; and Level C, Unit 6, Lessons 6.</p>

Orthography	<p>Spelling is taught directly and systematically in the Spelling Study Plans. The spelling scope and sequence of skills includes spelling patterns, word structure, and word meaning, but the focus is on orthography, or the spelling patterns. The instruction integrates phonology and sound-symbol knowledge. The spelling strand covers both regular and irregular orthographic patterns.</p> <p><u>For evidence in iLit Intervention and ELL</u>, find the Spelling Study Plans in Assignments. Specifically, Level B, Unit 2, Lessons 31-35 and Unit 4, Lessons 6-10.</p>
Morphology	<p>In iLit, morphology is covered in Word Reading, Spelling, and Vocabulary: Word Study. There is direct and explicit instruction on how morphemes (base words, prefixes, roots, and suffixes) combine to form words.</p> <p><u>Evidence in iLit Intervention and ELL</u>, see Word Reading 26. Also, see Spelling Study Plans in Level B, Unit 6, Lessons 21-25 and Level D, Unit 6, Lessons 11-13. Also, see Level C Vocabulary in Unit 6, Lesson 1 and Unit 6, Lesson 16.</p>
Syntax	<p>Syntax is taught both in isolation and context. There is separate, focused instruction on specific language functions, structures, and mechanics in the Grammar Study Plans. Syntax instruction is integrated into the core instruction during both Read Aloud, Think Aloud and Whole Group instruction.</p>
Reading comprehension	<p>Teaching and measuring reading comprehension is a complex process and is a core instructional focus of iLit. There is direct reading comprehension instruction.</p> <p>Word Reading lessons focus on the building blocks of comprehension—word recognition, decoding, comprehension, and oral reading fluency.</p> <p>The core instruction in Vocabulary, Read Aloud, Think Aloud and Whole Group integrates all aspects of reading comprehension, including vocabulary, building background knowledge, listening comprehension. Reading Strategies are taught explicitly in Whole Group, modeled during Read Aloud, Think Aloud, and applied during Work Time.</p> <p>Every effort has been made to supply students with the strategies necessary to engage with the literature, and every effort has been made to select literature that is engaging to a struggling learner.</p>

Reading fluency	<p>iLit has direct instruction in the elements of fluent reading during Whole Group instruction. These lessons feature practice that has proven success in helping students, including choral reading, echo reading, and rereading.</p> <p>There is systematic development of fluency in the Word Reading lessons. Student read decodable texts to develop fluency and connect to comprehension. The iLit system automatically evaluates students' words correct per minute, accuracy, and expression.</p> <p>The systematic development of fluency continues in the Word Study Readers. In this case, the connected text has a content area focus and there is a direct connection to the development of vocabulary, comprehension, and Word Study.</p>
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## Delivery of Dyslexia Instruction

Simultaneous, multisensory (VAKT)	<p>New concepts are taught using a simultaneous, multisensory approach. New concepts are taught with at least two of the following: visual, auditory, or kinesthetic-tactile. The purpose is to engage children in learning the concept. See the first screen of every Whole Group lesson for evidence in the program.</p> <p>In addition, much of the iLit independent practice has a multisensory approach. For example, Interactive Readers has visual engagement with the opening animations, auditory support if needed and kinesthetic-tactile in the way the students respond to the questions using drag-and-drop or highlighting functionality.</p>
Systematic and cumulative	<p>iLit has a carefully constructed scope and sequence centering on eighteen "power strategies." These strategies are taught systematically within each level of iLit and across all levels of the program. This systematic spiraling of strategy instruction it intended to allow students mastery of the strategies.</p> <p>The scope and sequences of other skills are also carefully construction to ensure that concepts are taught in a progression, beginning with the easiest and moving to the more difficult. This is evident on the scope and sequence of skills in the Word Reading lessons, Grammar and Spelling Study Plans, Word Study lessons.</p>

<p>Explicit instruction— "Explicit instruction is explained</p>	<p>Instruction for new skills in iLit is direct and explicit. This is evident in all part of the program, but can particularly be seen in Whole Group, Word Reading lessons, and Study Plans.</p> <p>In Whole Group, instruction begins with direct, explicit instruction and modeling by the teacher. Then there is guided practice. Guided practice is followed by a Knowledge check so the teacher can determine how well students are learning the concept and provide additional instruction support if needed. This is followed by independent practice, through an assignment during Work Time. Then, new skills and strategies are reinforced through modeling in the next Read Aloud, Think Aloud.</p> <p>Adaptive feedback in iLit also provides direct instruction for students. Adaptive feedback is feature in the Interactive Reading assignments. Students answer Reading Checkpoint questions and get immediate corrective feedback for incorrect responses. This activity is followed by students writing a summary of the text that they have read. Students submit their summaries, and iLit provides them with instant feedback and instruction so that they can improve their writing.</p>
<p>Diagnostic teaching to automaticity</p>	<p>iLit generates rich data that a teacher can use to engage in diagnostic instruction.</p> <p>Word Reading lessons have a scope and sequence of skills from easiest to most difficult and all skills are practiced multiple times in the decodable text. The teacher gets data about student progress in the performance dashboard that includes information about practice with words in isolation, the reading of words in connected text, comprehension, and oral reading fluency. The teacher has this data available to determine if students need re-teaching of any skills.</p> <p>Reading Checks also provide data for a teacher to engage in diagnostic instruction. These test monitor students progress on reading comprehension and oral reading fluency. The teacher gets specific data to inform instruction.</p>
<p>Synthetic instruction</p>	<p>The Word Reading lessons are an example of synthetic instruction. The parts are taught and students put them together to make the whole.</p>
<p>Analytic instruction</p>	<p>Vocabulary: Word Study lesson are an example of analytic instruction. Words are presented as a whole and student break them into their parts.</p>