

English for Emerging Adults with Dyslexia

Michael Gannotti

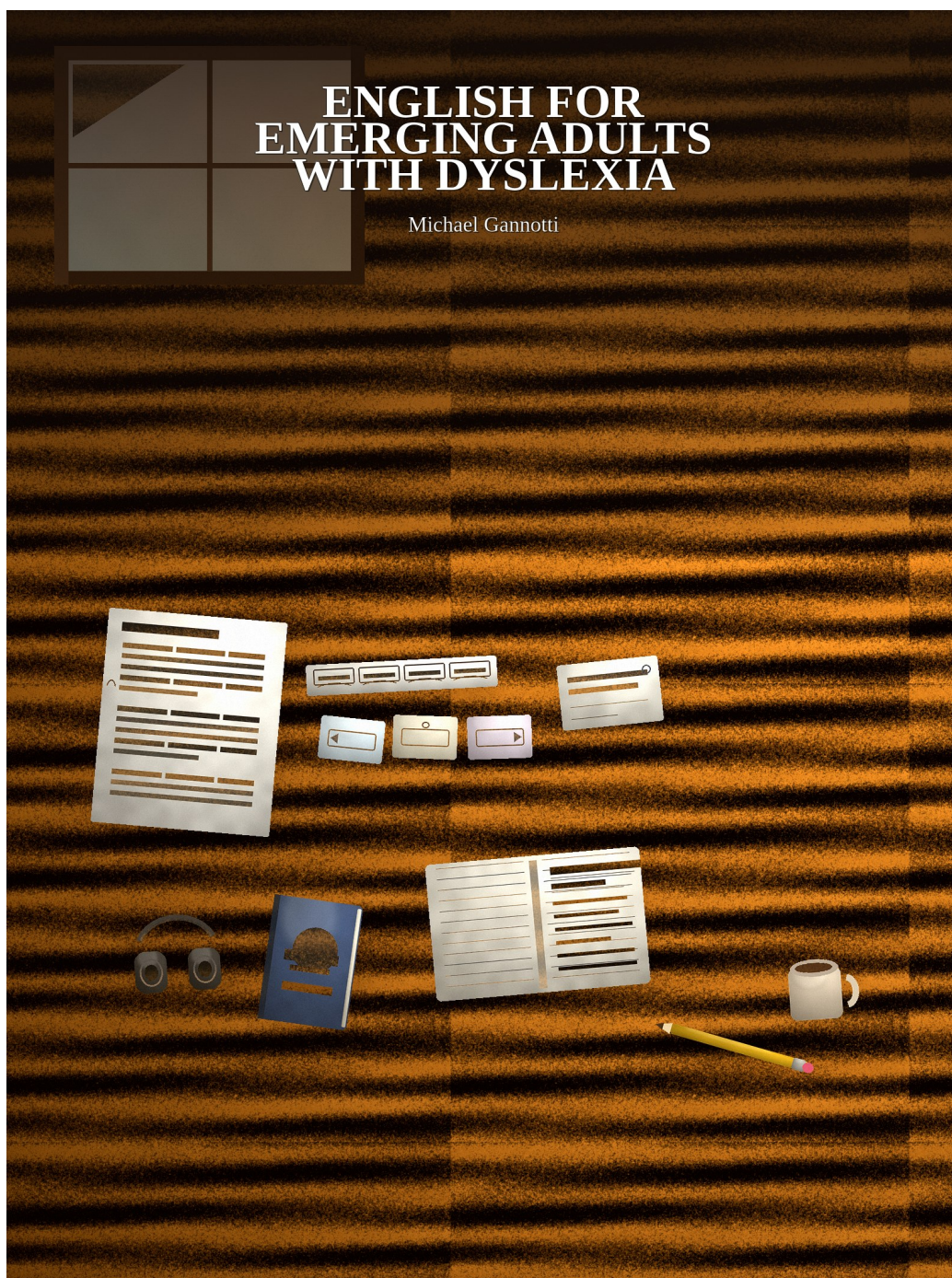


Figure 1: Cover

English for Emerging Adults with Dyslexia

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This illustrated edition is the teaching-manual of 6 September 2026. Endnotes run in one series. Chapter-opening images are original still-lives, not portraits of persons or children. Documents still constrain the facts.

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Welcome

You are holding a teaching manual for English and language arts with a fifteen- to eighteen-year-old who finds word reading and spelling unexpectedly hard — even when teaching that works for peers has already been tried, or is being tried right now.

That difficulty has a name when it fits the profile: **dyslexia**. The International Dyslexia Association’s October 2025 definition governs this book; the 2002 Lyon–Shaywitz wording remains the historical companion.¹ This book does not diagnose your emerging adult. It does not replace a clinician or an evaluator. It teaches you how to sit beside a learner, ages **15–18 only**, and run English with **Structured Literacy** intensity: clear teaching, a planned sequence, daily review of what was taught, and tomorrow’s lesson shaped by today’s errors.²

You do not need to be a reading specialist to begin. You do need a calm frame, a repeatable hour, short sharp sprints instead of shame marathons — and the courage to refuse “phonics is over in high school” when the code is not finished.

¹International Dyslexia Association, Definition of Dyslexia (adopted by IDA Board 22 October 2025). Historical companion: G. Reid Lyon, Sally E. Shaywitz, and Bennett A. Shaywitz, “A Definition of Dyslexia,” *Annals of Dyslexia* 53 (2003) (2002 IDA consensus formal publication). Access date for URLs in these notes: 6 September 2026.

²International Dyslexia Association, *Knowledge and Practice Standards for Teachers of Reading*, 2nd ed. (2018), Standard 4 Structured Literacy domains; IDA, “Effective Reading Instruction” / Structured Literacy principles page (fetched 6 September 2026): explicit, systematic, cumulative, diagnostic; mastery to automaticity. Approach $\neq$ franchise.

Why this book exists

Many families arrive here exhausted. Someone said *lazy* or *doesn't do the reading*. Someone said wait until college. Someone sold colored overlays as a cure.³ Someone said strengths make Structured Literacy optional. Someone offered “just read more,” counted Accelerated Reader points as comprehension, or said the emerging adult is “too old for phonics” and put a baby-decodable book on the table as public identity. Someone enrolled AP or dual enrollment and quietly cancelled the word-level hour.

You needed a how-to for ages **15–18** denser on named activities and short skill checks than a typical high-school English manual, narrower than a grades **1–12** dyslexia overview, and aged up from the **11–14** sister. That is this book. Deepen. Do not reprint.

It is written for two readers at once: you at the table, and the student in short, respectful sections. Feel of it: a wise, calm teacher beside your family. Never talk down. Never shame slow accurate reading. Never baby-talk a seventeen-year-old. Never run public speed races or cold-call oral humiliation.

Place by **skill**, not birthday. Bands run **15–16** and **17–18**. A seventeen-year-old who cannot yet scoop *constitutionality* sits in multisyllabic and morphology work with respectful materials — not a novel study or an AP packet because “senior year.” A franchise “Level 7” is a publisher’s scope, not a transcript line.

What a good Structured Literacy English hour looks like

Most weekdays, the hour is code-honest and short enough to finish with dignity — often about **thirty-five to fifty-five minutes**. You open with a few minutes of **cumulative review** of shaky multisyllabics, morph cards, and heart parts. Then comes the load-bearing sit: **multisyllabic decode and encode** on the same map (scoop, sound, blend, check — and spell what you teach), or a fused

³American Academy of Pediatrics, American Academy of Ophthalmology, American Association for Pediatric Ophthalmology and Strabismus, and American Association of Certified Orthoptists, joint statement on learning disabilities, dyslexia, and vision: vision problems are not the cause of primary dyslexia; tinted filters/lenses and behavioral vision therapy are not endorsed as treatment for the reading disability.

morphology-aided decode for older-in-band learners. Next, a **morphology crumb** in this week's high-school text, then **connected accuracy** on a respectful controlled or practiced paragraph — accuracy first, then a fluency reread or accessible comprehension by ear while code repair continues. You rotate a short **writing try** (adapted), **vocab-in-use**, **seminar crumb**, or **research-edge** move. You close with a tiny **exit ticket** and one explained error that seeds tomorrow's review.

Intensity is part of kindness: clearer teaching and more reps, not louder teaching and more shame. Frequent short sharp sprints beat a Sunday marathon. You are the home coach. A specialist evaluation stays on the table when difficulty is unexpected and persistent, or when documentation matters. This book is not medical advice and not legal advice.

The full session shape for bands **15–16** and **17–18**, talk-box shape, in-home and out-of-home try-it shape, intensity honesty, and the AI rules for ages **15–18** live once in **The English hour**. Later chapters point back in a sentence.

What this book will teach

Eight teaching chapters, then records and resources:

1. What dyslexia looks like at 15–18
2. Multisyllabic decoding repair
3. Encoding and spelling
4. Morphology denser in HS text
5. Fluency after accuracy
6. Vocabulary in use and comprehension on accessible text
7. Writing and research with adaptations
8. Short assessments and progress checks

Then **Records** (titles a stranger can read) and **Resources** (fit, not rank — plus

activity materials).

Every teaching chapter follows the same eight headings: why it matters; for the parent; how to teach it this week; practice that actually builds learning; for the student; if it isn't clicking; tools, including AI; what "done enough" looks like. Named try-its live **in the home and outside it**. A talk box lives in every teaching chapter — exact opening question, a few follow-ups, how to wait, what a stuck silence usually means.

Ample practical activities, short assessments, and resources are load-bearing here — materials, time, steps, error patterns, exit tickets, done-enough checklists — not slogans and not a one-hundred-eighty-day dump.

Sister English books — one pointer each, then teach here

This book is **not a reprint** of the sister English manuals. Take the grain; leave the dump.

- *English for Emerging Adults* (typical 15–18) — necessary floor, **insufficient intensity** for dyslexia risk; return here.
- *English for Young Minds with Dyslexia* (ages 11–14) — age up; middle PFI cells and COPPA 11–12 parent-holds boxes are pointer-only here.
- *English for Young Thinkers with Dyslexia* (ages 5–10) — early PA/CVC grain is pointer-only (a PA-R crumb if a probe needs it).
- *English for the Dyslexic* (grades 1–12) — full SAT/ACT SSD and NCAA worksheets are forward pointers only.
- *Autonomous AI and Education* — then return to this book's English-hour AI box for 15–18.

One pointer each. Then teach here.

What this book will not do

No 180-day dump. No franchise sales pitch. No guaranteed score. No transcript line called **Emerging Adults Dyslexia I**. No vendor crown. No colored-lens cure (eye care in parallel if needed; reading treatment is Structured Literacy).⁴ No three-cueing as word reading. No wait-to-fail or wait-until-college. No gift-only skip of instruction. No AR-points-as-comprehension. No mashing NCES 3.4%** (**1.765 million**) — or the 9–12 cell ~3.1%** — as dyslexia prevalence (that is the homeschool pond).⁵ Prevalence stays in named ranges: stricter often 5–10%; broader symptom language **15–20%**.⁶ No medical or legal advice. No chatbot as reading/writing teacher. No TTS finishing today's decode lesson when that lesson is the code. No “too old for phonics.” No baby-decodable public identity. No public speed races or cold-call oral humiliation. No AP or dual enrollment replacing the word-level hour. No generative rewrite of the essay, AP free-response, dual-enrollment paper, or college application because of dyslexia.

How to begin this week

Read **How to use this book**, then the one-page **Five things**, then **The English hour** once. Open **Chapter 1** if you still need a calm definition frame. Or open the chapter that matches today's skill need — multisyllabic repair, spelling, morphology, fluency after accuracy, vocabulary and comprehension, writing and research with adaptations, or a short skill check — and run four or five Structured Literacy hours this week with cumulative review protected every day.

Wrong answers are information for tomorrow's review. Fatigue is real. Rate gaps may linger even when accuracy grows — say so without cruelty.⁷ Slow and accu-

⁴American Academy of Pediatrics, American Academy of Ophthalmology, American Association for Pediatric Ophthalmology and Strabismus, and American Association of Certified Orthoptists, joint statement on learning disabilities, dyslexia, and vision: vision problems are not the cause of primary dyslexia; tinted filters/lenses and behavioral vision therapy are not endorsed as treatment for the reading disability.

⁵National Center for Education Statistics, homeschool enrollment estimates (NCES **3.4%** / ~**1.765 million**; grades 9–12 cell **3.1%**) describe the homeschool pond — not dyslexia prevalence. Do not mash.

⁶IDA Basics / FAQ prevalence language: stricter identification often cited near 5–10%; broader symptom language near **15–20%**. Always name the range and source; never invent a single proprietary rate.

⁷Joseph K. Torgesen, “Avoiding the Devastating Downward Spiral,” *American Educator* (Fall

rate is the path. You are not too old for this. This is skill work with adult words. Self-advocacy is allowed — and so is continuing the map. College-ready load is real; adaptations open doors without outsourcing authorship.

This week you can learn what a Structured Literacy hour looks like at 15–18 and what this book refuses. Today the emerging adult can try one short accurate move with syllable scoops on an academic word or a respectful controlled sentence — not a marathon, not a baby book as identity, not a cold oral share.

You can do this without shame. The student can try without being called lazy. The letters stay on the table. The hour stays short enough to finish. Tomorrow's review starts from today's honest miss.

Welcome to the work.

2004) and related fluency-gap honesty for older remediated readers: accuracy can improve while rate gaps linger after years of practice deficit — say so without cruelty.

How to use this book

This book is a weekly how-to, not a shelf ornament and not a one-hundred-eighty-day script.

You will not find a day-by-day dump. You will find a repeatable Structured Literacy English hour, eight teaching chapters with named activities, short skill checks that drive tomorrow's lesson, records a stranger can read, and resources chosen by fit — not by sales rank.

This week's plan (the honest “lesson plan”)

1. **Pick one focus.** Choose one teaching chapter, or one focus skill inside a chapter (for example: multisyllabic academic words from this week's history chapter; *-tion/-sion* spelling shifts; accuracy-then-reread; claim + evidence on accessible text; a short research-edge paraphrase).
2. **Run four or five Structured Literacy hours.** Most sits last about **thirty-five to fifty-five minutes**. Protect **cumulative review** every day — three knowns, two or three shaky multisyllabics from the error log, one or two morph cards, a heart part if it is sticky.
3. **Name one in-home try-it and one out-of-home try-it.** Kitchen Multisyllabic Card Sit, Dinner Deep Word, Error-Log Friday Hospital, Ears-Grow Chapter, Home Seminar Protocol, Morph Web on Fridge, Accuracy-Then-Reread, Two-Source Research Edge Night — and outside: Museum Placard Syllable Scoop, Store Product Claim vs Spec, Transit/Civic Morph Hunt, Library/Archive Short Source Gather, Café Practiced Read (practiced only), Workplace/Volunteer Form Accuracy Pass.
4. **Friday: one diagnostic wrong + done-enough.** Name what went wrong structurally. Check the chapter's done-enough list. Update the shaky stack.

Do not crown a percentile.

That is the week. Not a worksheet mountain. Not an AP score as the only path that counts.

Place by skill, not birthday

Bands **15–16** and **17–18** are planning grains inside chapters — not gates that unlock novels or cancel word study.

A seventeen-year-old with unfinished multisyllabic accuracy sits in multisyllabic decoding repair with **respectful, adult materials** — not a baby-decodable as public identity, and not a cold novel share because “senior year.” A fifteen-year-old who already scoops cleanly and holds morphology in text can move into denser morph, seminar protocol, and research-edge work without waiting for a birthday.

If dual enrollment or AP is on the calendar, keep the **word-level intervention hour** on the schedule. Content access (TTS, audio, shared reading) can open doors on another page. It does not retire the code sit.

Where to look for what

- **The English hour** — session shapes for both bands, talk-box shape, in-home and out-of-home try-it shapes, intensity honesty, MOT/SM/SL hygiene, PA-R crumb, and the AI box once for ages **15–18**. Later chapters point back in a sentence.
- **Chapters 1–8** — the teaching spine. Each uses the same eight headings. Every teaching chapter carries a talk box, named try-its in and out of the home, an exit-ticket shape, and a done-enough checklist.
- **Chapter 8** — short kitchen skill objects: multisyllabic/morphology-aware word reading; spelling dictation; oral reading sample; short academic writing / research-edge sample. Screening is not diagnosis. Progress charts are not a percentile identity.
- **Records** — titles a stranger can read: **Reading / Language Arts / English** (or English I–IV / Literature / Composition / Speech when accurate). Never a brand. Never **Emerging Adults Dyslexia I**. Dated notebook + probes + samples. AP / CLEP / dual enrollment = optional edges. IDEA/504 high-level with **not legal advice**. Five-state secondary grain. PFI **9–12** only.

- **Resources** — programs by fit, not rank. Library \$0 + Bookshare + OS TTS first for access. Activity materials listed. WWC school ratings copied honestly when they exist. Do not crown one vendor.

Teach now; seek evaluation when it matters

Suspicion is enough to begin Structured Literacy intensity. Late identification is common at this band — intensity now, not fatalism. Seek a human evaluation when documentation, differential diagnosis, or formal accommodations matter. This book does not diagnose fictional adolescents and does not draft due-process strategy.

Self-advocacy rehearsal belongs **beside** intervention, not instead of it. Teach how to ask for time, audio, a quieter space, or documentation — and keep teaching the map.

Parent-learns / student-tries

Each chapter names one line for you this week and one try for the student today. That is the grain: you become fluent enough to hear a first-syllable guess, a stopwatch-first fluency move, a gift-only skip, a chatbot finishing the word or essay, or AP load stealing the intervention hour — and the emerging adult attempts first, with dignity.

You do not need to master the whole book before Monday. Open the hour chapter once. Open the skill chapter that matches today's need. Protect review. Stop before melt. Correct without crushing. Wait after a good question.

Tomorrow's lesson starts from today's honest miss.

If you only remember five things

1. **Dyslexia at 15–18 is unexpected, persistent word-reading and spelling difficulty** — accuracy, speed, or both — despite instruction that works for peers. It is not laziness, not a vision cure, not a reason to wait until college or to skip Structured Literacy, and not proof that phonics is over in high school.⁸
2. **Teach the code explicitly, systematically, cumulatively, and diagnostically.** Multisyllabic repair, encoding, and morphology in high-school text stay on the table. Short, sharp, frequent intensity and daily review of shaky items are kindness — clearer teaching and more reps, not louder teaching and more shame.⁹
3. **The emerging adult attempts first.** You ask one good question and wait. Correct without shame. Use named activities with materials, time, steps, and error patterns. Never baby-talk a seventeen-year-old. Never run public speed races or cold-call oral humiliation. Practice a seminar turn before any wider share.
4. **Access opens content doors; it does not replace the lesson.** TTS, audio, and dictation can grow comprehension by ear while decoding is repaired on another page. They do not finish today's decoding or encoding when that is

⁸International Dyslexia Association, Definition of Dyslexia (adopted 22 October 2025): difficulties in word reading and/or spelling involving accuracy, speed, or both; persist despite instruction effective for peers; identification and targeted instruction matter at any age. Historical companion: Lyon, Shaywitz, and Shaywitz (2003). Access date: 6 September 2026.

⁹IDA Structured Literacy principles (explicit, systematic, cumulative, diagnostic); Kamil et al. (2008) Recommendation 5 (**strong**) intensive intervention for struggling adolescent readers; Vaughn et al. (2022) Recommendation 1 (**strong**) multisyllabic decoding; Foorman and Torgesen intensity lineage — more explicit, intensive, supportive; home translation = short, sharp, frequent.

the lesson. AP and dual enrollment do not retire the word-level hour. Adaptations are not a licence for generative rewrite of the essay, free-response, dual-enrollment paper, or college application.¹⁰

5. **Records say Reading / Language Arts / English** — never a brand, never **Emerging Adults Dyslexia I**. Short skill checks drive tomorrow's lesson. A percentile is not an identity. An AP score is not the only path that counts. Self-advocacy is allowed — and so is continuing the map.

¹⁰Wood et al. (2018) TTS as compensation for reading disability (average weighted $\bar{d} \approx 0.35$) — access, not a phonics substitute; IDA assistive-technology guidance: AT bridges content and does not replace Structured Literacy. College Board 2026 AP Exam Terms and Common App applicant-support fraud guidance: generative AI is not the student's submitted work — dyslexia is not an exception.

The English hour

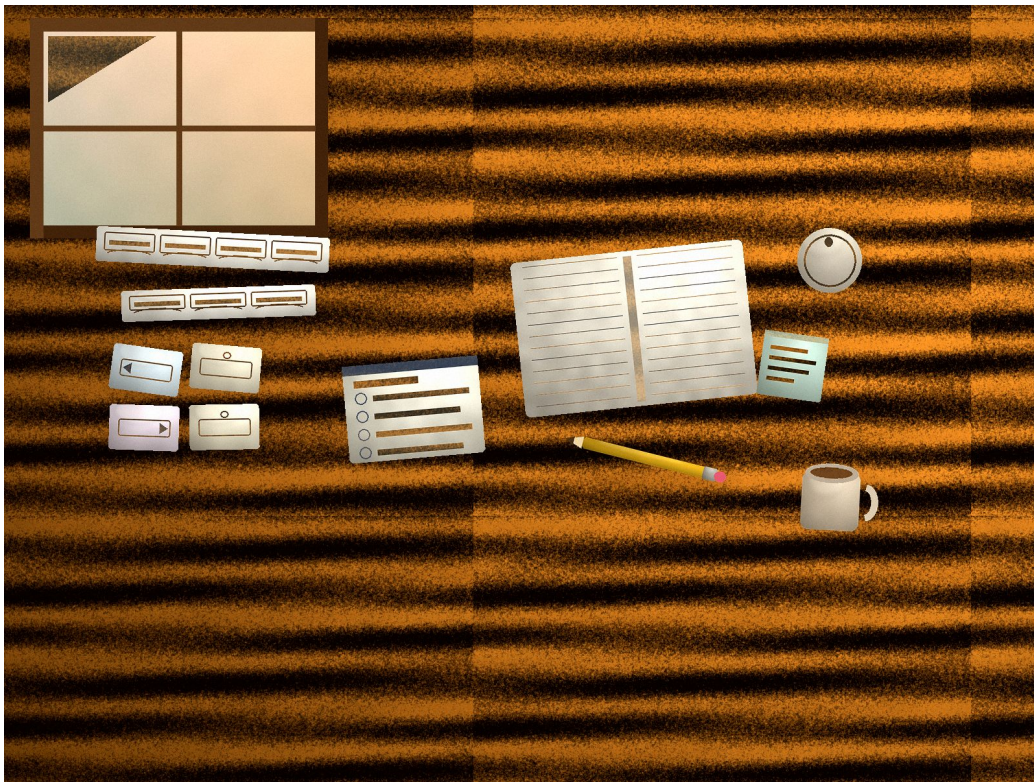


Figure 2: Syllable cards, morph tiles, and a controlled academic page ready on a wooden table — still-life, no people, no logos.

This chapter says the hour once. Later teaching chapters point back in a sentence. You do not need a new philosophy every Monday. You need a repeatable sit, a

clear talk box, named try-its in and out of the home, honest intensity, and one AI box for ages **15–18**.

The English hour is the Structured Literacy / English hour for emerging adults with dyslexia risk. Shared reading, audio, seminar practice, and making motivate — they do not replace decode, encode, morphology, writing, or research-edge craft.

Session shape — Band 15–16 (code-repair heavy + language / writing)

About **35–55 minutes** most weekdays. Place by skill, not birthday.

1. **Cumulative review (4–6 min).** Shaky multisyllabics from the error log, morph cards, heart parts, one known win. Three knowns, two or three shakies, one or two morph, a heart if sticky.
2. **Multisyllabic decode + encode sit (12–18 min).** Syllable types and the divide–sound–blend–check procedure on academic words; dictate the same words. Scoop. Look through the whole word. Cover the photo.
3. **Morphology crumb (6–10 min).** One affix or root family in **this week’s** high-school text — not a Latin trivia club.
4. **Connected accuracy → fluency or dual-lane comprehension (8–12 min).** Untimed accuracy on a respectful controlled or practiced paragraph, then a smooth reread; or ears on rich text with a strategy while code repair continues on another page.
5. **Writing try adapted or vocab-in-use or short seminar crumb (8–12 min).** Sentence toward paragraph; scribe or speech-to-text option with the learner owning focus spellings; one deep word reused in a claim; or a practiced evidence turn (no cold humiliation).
6. **Exit ticket (2–4 min).** Decode, encode, or morph probe — or one oral claim + evidence. One explained error seeds tomorrow’s review.

Session shape — Band 17–18 (still skill-first; denser morph + composition / research / seminar)

About **35–55 minutes**. Still skill-first. Birthday does not unlock “done with the code.”

1. **Cumulative review (4–6 min).** Academic multisyllabics, denser Latin/Greek cards, shaky warrants or paraphrases.
2. **Multisyllabic + morphology fused sit (10–16 min).** Decode, analyze, and encode academic words from content text.
3. **Connected accuracy → fluency on practiced text (6–10 min).** Reread after accuracy; phrase scoop for prosody. Never time cold undecodable text.
4. **Comprehension / seminar on accessible text (10–15 min).** By print if accurate; by ear or shared reading if print is the bottleneck — Home-Scale Seminar Protocol crumb first.
5. **Writing workshop grain adapted or research-edge (12–18 min).** Plan → draft → one revision target; or focused question, two sources, paraphrase vs quote, citation grain; transcription flex without abandoning spelling.
6. **Exit ticket / short writing sample (3–5 min).** Probe plus one explained error, or a five-to-eight-sentence sample the student can defend.

If the day only holds thirty minutes: keep one named move — multisyllabic + encoding, morphology-in-text, or an adapted paragraph / seminar crumb — done well.

Intensity honesty (once)

More explicit, more intensive, more supportive than typical classroom fare — that is the Foorman and Torgesen intensity lineage.¹¹ Torgesen’s school figures of roughly **20–45 minutes**, four or five days a week, are **design cues**, not a parent statute. Kamil Recommendation 5 wants trained specialists available in schools for struggling adolescent readers — **strong** evidence.¹² You are not that title. You are the home coach at the table; seek specialists when unexpected difficulty persists or documentation matters.

Kitchen levers that raise intensity without raising shame:

¹¹Barbara R. Foorman and Joseph K. Torgesen, “Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children,” *Learning Disabilities Research & Practice* 16, no. 4 (2001): more explicit, intensive, supportive instruction for at-risk and struggling readers. Access date for URLs in these notes: 6 September 2026.

¹²Michael L. Kamil et al., *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* (NCEE 2008-4027), Recommendation 5 (**strong**): make available intensive and individualized interventions for struggling readers provided by trained specialists. Parent ≠ that school title; content of word analysis still travels to the table.

- Higher response rate (the student scoops, encodes, talks — you do not fill every silence with the answer).
- Daily cumulative review of shaky items.
- Immediate, specific feedback on structure (“first-syllable guess — scoop the middle”).
- Smaller new chunk when melt threatens.
- Connected accuracy daily on respectful text.
- Stop before melt.
- Dignity-safe materials (adult topics; never baby-decodable as public identity).
- Practiced share only — never cold-call oral humiliation.

Frequent short sharp sits beat a rare marathon.

Talk-box shape (once)

Every teaching chapter carries a talk box. The shape is always the same.

Opening. One clear, authentic question — locked per chapter. Not “did you have fun.” Not a recitation answer.

Follow-ups (3–5). One for meaning. One for representation (“show me with syllable scoops / morph tiles / finger under the word / stretch the sounds / a sketch / a written sentence / a warrant”). One for type or evidence. One for check (“does that match the letters / the story / what you meant / what you heard / the opened source?”). One that lets them revise (“you may change your mind” / “try it another way”).

How to wait. After you ask, a slow three is a convention, not a sacrament — Stahl’s think-time labelled classroom-origin; Rowe 1972 is science class.¹³ Do not mash them as a literacy RCT. After they stop, wait again. If they are mid-scoop or mid-claim, do not cut them off. Look at the letters, the page, or the tiles — not at the adolescent — if the silence is hard. For dyslexic learners, wait is often longer than a parent’s anxiety wants. Protect the try.

Stuck silence usually means: vague question; wait-time zero; first-syllable grab;

¹³Stahl think-time / wait-time labelled classroom-origin (1994 lineage); Mary Budd Rowe, “Wait-Time and Rewards as Instructional Variables” (1972) — science class. Do not mash as a literacy RCT.

word outside today's code; shame flood; blank page with no plan; new chunk too big; need a scribe so thinking can start; photo or context cue; fear of cold oral share. Pose, wait, point back at the print. Do not fill the silence with the right word. Do not cold-call into a wider audience until the turn is practiced.

Dignity lock: struggle-before-rescue is not public humiliation.

In-home try-it shape (once)

Name the try-it. Name **time, materials, the skill, and the error watch**. Ordinary kitchen safety.

Try-it	Skill grain
Kitchen Multisyllabic Card Sit	Scoop, sound, blend, check on academic cards
Dinner Deep Word	One deep word reused in talk and a claim
Error-Log Friday Hospital	Structural miss named; rebuilt; added to shaky stack
Scribe-and-Spell Paragraph	Ideas with scribe/STT; learner owns focus spellings
Ears-Grow Chapter	Rich text by ear while code sits continue
Home Seminar Protocol	Practiced evidence turn; no cold humiliation
Morph Web on Fridge	Affix/root family visible and reused
Accuracy-Then-Reread	Untimed accuracy, then smooth reread
Warrant Insert	Why the evidence supports the claim
Two-Source Research Edge Night	Focused question; two opened sources; paraphrase honesty
STT then Ortho Pass	Capture thinking; then orthography pass on taught patterns

Out-of-home try-it shape (once)

Sidewalk safety. Aisle courtesy. No tasting unknown things. No shoplifting a “test.” No lecture to a stranger’s child. No public quiz of a cashier. No photographing strangers. No shaming the student in public. No public speed races. No cold oral humiliation in a café or museum. Adult reads hard lines when needed.

Try-it	Skill grain
Museum Placard Syllable Scoop	Scoop academic words on a placard as <i>print</i>
Library/Archive Short Source Gather	Two short sources; access labelled
Store Product Claim vs Spec	Claim vs evidence on a label or sheet
Sports Box Score vs Hot Take	Numbers vs opinion — ordinary stakes
Transit/Civic Morph Hunt	Affixes/roots on civic notices as print
Café Practiced Read	Practiced paragraph only — never cold humiliation
Workplace/Volunteer Form Accuracy Pass	Decode/encode accuracy on a real form
Bookstore Choice of Two Equivalents	MOT-1: both options carry the same skill

A museum placard is print. It is not a sermon about a city. A store label is a morph hunt or claim-vs-spec. It is not a consumer sermon.

Hour-level debug (once)

What you see	Next move
Only novel / AP chat	Restore the MD / EN / MO sit
Worksheets only	Add connected text and talk
First-syllable guessing	Scoop; cover the photo; look through the whole word
Accurate but glacial	Accuracy-Then-Reread — not a public stopwatch race
Fast and wrong	Stop timing; restore accuracy first

What you see	Next move
Tears, shutdown, dignity hit	Shorten the sit; mature materials; practice before share
Writing never happens	Scribe/STT for ideas; learner owns focus spellings
Language starves while code repairs	Daily Ears-Grow (CO-1 dual-lane)
Seminar becomes opinion pile	SM-1 protocol + accessible modality
Research edge is an AI dump	RES sequence; label access tools; student opens sources
Yesterday's "got it" gone	Rebuild the review stack
"Too old for phonics" shutdown	Mature words; respectful controlled paragraph; dignity talk

PA-R crumb (once — not a chapter)

If a probe shows phoneme-level collapse, run a **3–6 minute** Phoneme Repair crumb with letters on mature words (*crisp, plant, script, strength*). Say: "Ear training for the code — skill work, not little-kid work." Bridge immediately to today's multisyllabic sit. Do not invent a full phonological-awareness baby chapter. Do not make early-code identity the teen's public brand.¹⁴

MOT / SM / SL hygiene (once)

Motivation, seminar dignity, and speaking-listening live here as hour hygiene. Crumbs may appear inside later practice chapters; the full hygiene lives once.

- **MOT-1 Choice of Two Equivalents.** Both options carry the same skill. Never one baby path and one real path.
- **MOT-2 Visible Win Board.** Skills owned (*-tion* automatic; warrant sentences; seminar evidence turn) — not AR points.
- **MOT-3 Hard-Enough Success Rep.** Early success before stretch; end the sit on an accurate win.

¹⁴PA-R is diagnostic crumb only; IDA domains still include phonemic awareness when needed — not as public baby identity for a seventeen-year-old.

- **SM-1 Home-Scale Seminar Protocol.** Roles, wait, evidence — dignity first.
- **SM-2 Evidence Turn with Wait.** Practiced; no cold humiliation.
- **SM-3 Paraphrase Bridge.** Listen, restate, then add.
- **SL-1 Explain-a-Process Oral.** Content process explained after notes.
- **SL-2 Interview Notes then Oral Summary.** Notes first; oral second.

Never public speed races. Never cold-call oral humiliation. Practice the turn before any wider share.

AI at the English hour (ages 15–18) — say once

The student reads the letters and writes the words when those are the lesson. The tool does not. The student authors the claim and the draft when those are the lesson. The tool does not. When the hour is **content access**, TTS or audio may open the door — labelled, parent in the loop — while decoding and morphology are still taught on another page. Dual enrollment and AP may use the tool for **parent-side planning** and for **revision questions after attempt**. They may not cancel the word-level intervention hour or generate the submitted essay.

COPPA under-13 is behind ages 15–18 — named once as why the 11–14 sister was stricter. It does **not** gate this band. The 22 April 2026 COPPA compliance date has passed; it still does not invent a secret-friend licence.¹⁵ **Parent still hosts / stays in the loop. Family account honesty. Turning 18 mid-year ≠ secret friend.**

Ages 15–16 (parent in the room — co-hold)

Parent co-holds the account. Still in the room for English hour. Still no unsupervised chatbot as the only partner during the attempt.

You may, on your account (or a co-held account you can audit), before or after the student tries:

1. Ask the tool to **explain today's Structured Literacy or high-school literacy idea to you** — a phonics pattern, morphology chunk, spelling gener-

¹⁵Children's Online Privacy Protection Act, 15 U.S.C. §§ 6501 *et seq.*; 16 CFR Part 312; 90 FR 16918. Under-13 bright line does not bind ages 15–18; parent still hosts / stays in the loop.

- alization, claim–evidence–warrant move, research-edge, AP FRQ type, or dual-enrollment assignment structure — not to the student as a live partner.
2. Ask for **extra isomorphic practice** with answers only on a **PARENT KEY** the student never sees. Do not generate “practice” by photographing tonight’s assigned worksheet.
 3. Ask for a short **SCRIPT** you will say *after* they try — a spoken sequence for you, not a paragraph for the student to copy as their work.
 4. Ask for **revision questions after a draft** — not a rewrite of the student’s essay, AP practice response, dual-enrollment paragraph, or Common App essay.
 5. Ask for a **hint** that is a question or a named idea — not the finished word or essay.
 6. After they finish, show the tool **work they already did** (crop the photo to the paper; no face) and ask what mix-up is likely — then *you* talk to the student.
 7. Ask for a **parent-side schedule** that keeps today’s **word-level intervention** on one block and today’s **content-access / AP / dual-enrollment drafting** on another.

Ages 17–18 (co-hold + Common App / AP integrity + family account honesty)

Same seven allows. The student may sit next to you while you use a tool. The blanks in a claim or outline remain the student’s. Turning 17 or 18 mid-year is not a permission slip for a private writing companion, live-exam AI, or “AI writes it because of dyslexia.”

Integrity add-ons at 17–18:

- **AP / timed closed assessment:** tools for learning and labelled practice; **not** for live exams. College Board **2026 AP Exam Terms** (updated 27 April 2026): no AI-generated Test answers or submissions; no accessing ChatGPT, Photomath, or similar during the Test or breaks.¹⁶
- **College applications / Common App:** the personal statement and short answers must remain the student’s own substantive work. Common App applicant-support fraud guidance lists among fraud examples misrepresent-

¹⁶College Board, AP Exam Terms and Conditions (2026), updated 27 April 2026: no AI-generated Test submissions; ChatGPT / Photomath and similar barred during the Test.

ing as one's own the substantive content or output of artificial intelligence.¹⁷ Revision questions after *the student's* draft remain allowed; "write my Common App essay" is the ban — **dyslexia $\neq$ exception**.

- **Family account honesty:** co-held / auditable; no secret messaging-gateway companion.

Must not (both grains)

1. Paste tonight's worksheet and take the answers.
2. Ask the tool to **write the student's story, essay, AP free-response, dual-enrollment paper, or Common App / scholarship essay** or "fix this to an A" — **including because of dyslexia**.
3. Photograph a comprehension packet or essay rubric for a filled-in key (**photo-to-key**).
4. Leave a chatbot running as the student's only partner during the attempt — not at 15, not at 18 — when you are co-teacher.
5. Use TTS, rewrite-on-demand, or a voice-clone toy to **finish the decoding page that is today's lesson**.
6. Use dictation to **produce the writing that was today's encoding / essay / AP / dual-enrollment target** and call it the student's work without instruction.
7. Invent research or trust a fluent citation without opening the paper.
8. Detector-grade the student's writing and call the score honesty (Liang 2023: average false-positive rate **61.22%** on human TOEFL essays — dyslexic prose is high-risk).¹⁸
9. Let dual-enrollment / AP workload **replace** the word-level intervention hour with generative outsourcing.
10. Treat turning 18 mid-year as a licence for a secret friend chatbot.
11. Hand the student an agent as a reading or writing partner.

One crutch sentence, labelled OFF-AGE for literacy, then teach: in a **high-school math** trial, an unguarded chatbot made practice look better and left students worse on the test with the window closed (Bastani et al., 2025).¹⁹ That is **not** a

¹⁷Common App applicant-support / fraud guidance: misrepresenting as one's own the substantive content or output of artificial intelligence listed among fraud examples. Dyslexia $\neq$ exception.

¹⁸Weixin Liang et al., "GPT Detectors Are Biased Against Non-Native English Writers," *Patterns* (2023): average FPR **61.22%** on human TOEFL essays. Do not detector-grade student writing.

¹⁹Bastani et al., *PNAS* (2025): Turkish high-school math (~grades 9–11); GPT Base +48% prac-

15–18 literacy RCT and **not** a dyslexia RCT. (*Math for Emerging Adults* treats Bastani ON-AGE for HS math — do not mash.) The kitchen-table rule it supports: the model may prepare the adult and the next page; it may not do the student’s decoding, encoding, essay, live exam, or college-application essay.

One accommodation sentence: TTS / dictation can open content access for a student with a reading disability (Wood 2018; IDA AT).²⁰ That is not a licence to skip Structured Literacy — and not a licence to outsource the essay.

One dual-enrollment / AP sentence: AI may help parent-side planning and revision after attempt; it may not replace the word-level intervention hour or generate the submitted work.

Names that stay separate: Hermes 4 $\neq$ Hermes Agent. Grok $\neq$ Grok Bot $\neq$ El Salvador Grok-as-tutor. No Grok Bot education SKU. Agents $\neq$ chatbots. Fabricated citations are parent-side (Walters and Wilder 2023: **55%** / **18%**)²¹ — open the IES guide, NRP summary, or IDA fact sheet. A fluent filled blank from a machine is performance, not the student’s English. Keep accounts and keys where you can open them. A literacy tool is not a secret friend.

Later chapters point back here in one sentence. Do not turn every chapter into an AI policy paper.

Life of the habit (session rhythm — not a ninth teaching chapter)

The habit is the hour you protect, the review stack you rebuild, the error you explain without shame, the practiced share before any cold call, and the file you keep under **Reading / Language Arts / English**. Holding tips live in later “done enough” headings and in Records — not a ninth teaching chapter. Short, sharp, frequent.

tice / —17% closed exam; GPT Tutor +127% practice / unaided $\approx$ control. **OFF-AGE for literacy**; not a dyslexia RCT.

²⁰S. G. Wood et al., “Does Use of Text-to-Speech and Related Read-Aloud Tools Improve Reading Comprehension for Students With Reading Disabilities? A Meta-Analysis,” *Journal of Learning Disabilities* 51, no. 1 (2018): average weighted $\bar{d} \approx 0.35$. IDA assistive-technology guidance: AT bridges content; does not replace Structured Literacy.

²¹William H. Walters and Esther Isabelle Wilder, “Fabrication and Errors in the Bibliographic Citations Generated by ChatGPT,” *Scientific Reports* (2023): **55%** (GPT-3.5) / **18%** (GPT-4) fabricated citations in the reported samples — parent-side; open the primary.

Stop before melt. You are not too old for this.

Chapter 1 — What dyslexia looks like at 15–18



Figure 3: A dated notebook with hard/working sticky notes beside respectful academic materials — still-life, no people, no logos.

Why this matters

High-school English is not a quiet extension of middle school. Chapters lengthen. Latinate academic vocabulary densifies. Students are expected to read to learn — history, science, literature criticism — while also writing essays that will face dual enrollment, AP free-response, or college applications. Timed sections appear. Silent reading hides inaccurate decoding. Strong oral discussion can mask how expensive print still is.

When word reading and spelling stay unexpectedly hard despite instruction that works for peers, that collision has a name when it fits the profile: **dyslexia**. At ages **15–18**, the word-level disability meets college-ready load. Accuracy, speed, or both may be the profile. “Doesn’t do the reading” often means time-cost and decoding effort under chapter volume — not a character flaw.

Secondary consequences are often fully visible now: avoidance, fragile academic or reader identity, reduced print volume, threats to psychological well-being, and — named in the International Dyslexia Association’s October 2025 definition — effects on **employment opportunities** and postsecondary paths.²² Instruction matters at any age. The code is not finished at fifteen. Strengths are assets. They are not a licence to skip Structured Literacy. Self-advocacy is taught without abandoning intervention. Dignity refuses baby-decodable identity and cold-call humiliation.

This chapter gives you a calm frame. It does not diagnose your emerging adult. It does not promise peer-average fluency. It teaches you what to notice under this week’s load, what to refuse, and how to begin the hour without shame.

What unlocks this week is simpler than diagnosis theater: a parent who can hear a first-syllable guess, refuse a laziness story, skip the overlay detour, refuse “phonics is over in high school,” keep AP and dual enrollment from cancelling the word-level hour, and open tomorrow’s English hour without shame. Strengths stay. Instruction continues. Access tools open content doors while the code sits still hap-

²²International Dyslexia Association, Definition of Dyslexia (adopted by IDA Board 22 October 2025): difficulties in word reading and/or spelling involving accuracy, speed, or both; continuum; persistence despite peer-effective instruction; phonological and morphological processing common but not universal; secondary consequences including comprehension problems, reduced reading/writing experience, possible effects on psychological well-being and employment opportunities; identification and targeted instruction important at any age. Access date: 6 September 2026.

pens. You do not need to be a reading specialist. You do need a clear picture of what is hard under load, what is already working, and how dignity protects advanced word study.

Why the struggle is worth it: clear naming protects the emerging adult from years of “try harder,” “wait until college,” and “just generate the essay.” It points you to the English hour already in this book — cumulative review, multisyllabic decode and encode, morphology in text, connected accuracy, then fluency after accuracy or comprehension by ear. Chapter 2 puts syllable scoops and academic word lists on the table. You start here so those sits land on solid ground.

Parent-learns-this-week: the IDA 2025 one-sentence lock for 15–18, and why “phonics is over in high school” is refused.

Student-tries-today: name one hard thing under this week’s load and one already-working thing — without shame.

For the parent: understand it yourself

One everyday picture

Imagine a strong talker who can argue a claim at dinner, follow a podcast on urban planning, and hold a seminar idea when the text is heard. Put the same learner in front of a dense textbook chapter, a timed section, or a spelling-heavy lab report. The mouth still works. The print costs more. Fatigue rises. Avoidance looks like attitude. The family hears “lazy.” The print was the bottleneck.

One precise picture

Dyslexia, for this book’s ages **15–18**, means unexpected, persistent difficulty with accurate and/or fluent English word reading and spelling — despite instruction that works for peers — usually linked to phonological and/or morphological processing weaknesses, colliding with high-school reading-to-learn and college-ready literacy demands, occurring on a severity continuum, and frequently producing secondary costs to comprehension growth, print volume, writing confidence, academic identity, psychological well-being, and postsecondary or employment opportunity unless adults intensify Structured Literacy, legitimize access without abandoning word study, and refuse myths — including the myth that phonics is over in high

school.²³

The IDA October 2025 adopted text is the governing definition. It names difficulties in word reading and/or spelling that involve **accuracy, speed, or both**; persistence despite peer-effective instruction; complex causes; phonological and morphological processing difficulties that are common but not universal; secondary consequences including comprehension problems, reduced reading and writing experience, and possible effects on psychological well-being and **employment opportunities**; and the lock that identification and targeted instruction matter **at any age**.²⁴ The 2002 Lyon–Shaywitz consensus remains the historical and statutory companion — not the only gatekeeper.²⁵

What it often looks like at 15–18 (NICHD-aligned framing, aged up)

- Slow reading under chapter volume.
- Multisyllabic collapse on academic Latinate vocabulary (*constitutionality, industrialization, photosynthesis, disproportionately*).
- Spelling tax on college-bound writing, lab reports, and application statements.
- Comprehension that drops when print is the bottleneck — and rises when the same content arrives by ear.
- Timed-test mismatch with strong oral ability.
- Silent reading that hides inaccurate decoding until a cold oral share or a closed-book recall exposes the miss.

²³Working one-sentence lock for this project synthesized from IDA Oct 2025 for ages 15–18 teaching use — not a substitute for the adopted text.

²⁴International Dyslexia Association, Definition of Dyslexia (adopted by IDA Board 22 October 2025): difficulties in word reading and/or spelling involving accuracy, speed, or both; continuum; persistence despite peer-effective instruction; phonological and morphological processing common but not universal; secondary consequences including comprehension problems, reduced reading/writing experience, possible effects on psychological well-being and employment opportunities; identification and targeted instruction important at any age. Access date: 6 September 2026.

²⁵G. Reid Lyon, Sally E. Shaywitz, and Bennett A. Shaywitz, “A Definition of Dyslexia,” *Annals of Dyslexia* 53 (2003) (2002 consensus formal publication) — historical/statutory companion.

What dyslexia is not (refusal locks)

Refuse these calmly. Teach against them. Do not scold the reader for myths they may never have believed.

1. **Not “phonics is over in high school” / “too old for phonics.”** Kamil et al. (2008) Recommendation 5 (**strong**) makes intensive individualized interventions available for struggling adolescent readers — including word-analysis content — through the high-school frame.²⁶ Vaughn et al. (2022) Recommendation 1 (**strong**) builds decoding skills for complex multisyllabic words (guide title grades 4–9; logic ages into HS under Kamil Rec 5).²⁷ Code not finished. Dignity-safe advanced word study.
2. **Not a vision cure.** Parallel eye care if needed. Colored lenses, tinted filters, and behavioral vision therapy are not the dyslexia treatment (AAP–AAO–AAPOS–AACO joint statement).²⁸
3. **Not laziness / “doesn’t do the reading” as character.** Time-cost and decoding effort under load are real.
4. **Not an IQ gate.** Unexpected difficulty relative to peers and instruction history matters more than discrepancy theater.
5. **Not “reading backwards.”** That folklore is not the definition.
6. **Not wait-to-fail / wait-until-college.** Persistence language is not a licence to wait years. IDA 2025: instruction at any age.
7. **Not three-cueing as word reading.** Meaning matters for comprehension; guessing from pictures, first letters, or first syllables is not how we identify the printed word.
8. **Not gift-only skip of Structured Literacy.** Strengths (oral comprehension, reasoning, interests, multimodal demonstration) are instructional assets. They do not make word study optional.
9. **Not baby-decodable identity for a seventeen-year-old.** Mature materials. Academic word study. Never make early-code identity the public brand.
10. **Not a reprint of sister books.** Age up from 11–14; deepen from typical

²⁶Michael L. Kamil et al., *Improving Adolescent Literacy* (NCEE 2008-4027), Recommendation 5 (**strong**).

²⁷Sharon Vaughn et al., *Providing Reading Interventions for Students in Grades 4–9* (WWC 2022007), Recommendation 1 (**strong**) multisyllabic decoding; Recommendation 2 (**strong**) fluency with purpose. Grade-band title ends at 9; logic ages into HS under Kamil Rec 5.

²⁸AAP–AAO–AAPOS–AACO joint statement on learning disabilities, dyslexia, and vision: vision problems not the cause of primary dyslexia; tinted filters/lenses and behavioral vision therapy not endorsed as treatment for the reading disability.

Emerging Adults; do not dump 1–12 or 5–10 chapters here.

Prevalence — named ranges only

Stricter identification is often cited near **5–10%**. **Broader symptom language sits near 15–20%** (IDA Basics/FAQ).²⁹ Always name the range. Never invent a single proprietary rate.

NCES **3.4%** (1.765 million) and the grades 9–12** cell ~3.1%** describe the **homeschool pond** — not dyslexia prevalence.³⁰ Do not mash ponds.

NAEP Grade 12 reading 2024 is school-population backdrop only (**35%** at or above Proficient; **32%** below Basic) — not this book’s assessment identity, not a dyslexia rate, not a homeschool census.³¹

Comorbidity care (without collapsing conditions)

Reading disability and ADHD co-occur in many samples at roughly **~25–40%**.³² Developmental language disorder can overlap. Anxiety can appear as a secondary pattern under chronic print failure. Co-plan sessions (shorter sits, movement breaks, clearer chunking) without diagnosing fictional adolescents or collapsing three conditions into one story.

Simple View / Rope — teaching metaphor

Reading comprehension $\approx$ word recognition $\times$ language comprehension (Simple View logic; Scarborough’s Rope as metaphor).³³ At 15–18, strong oral language with weak word recognition still yields weak print comprehension. Weak language

²⁹IDA Basics / FAQ prevalence language: stricter **~5–10%**; broader symptom **~15–20%**. Named ranges only.

³⁰NCES homeschool estimates: **3.4%** / **~1.765 million**; grades 9–12 cell **3.1%** — pond, not prevalence.

³¹NAEP Grade 12 reading 2024 (nationsreportcard.gov; accessed 6 September 2026): **35%** $\geq$ Proficient; **32%** below Basic — school-population backdrop only.

³²Willcutt/Pennington and related comorbidity literature via Catts et al. 2024 discussion: RD–ADHD comorbidity often **~25–40%** — co-planning, not base prevalence.

³³Gough and Tunmer Simple View; Scarborough Rope as teaching metaphor — no invented adolescent effect sizes.

with repaired decoding still needs language teaching. Do not invent adolescent-specific Rope effect sizes. Use the product logic to refuse rhetoric-only courses that assume fluent decoding — and decoding-only labs that starve academic language.

Wrong answers you should be able to hear

1. **“Just try harder / doesn’t do the reading.”** Usually time-cost and decoding effort — not character. Move: name the load; open dual-lane access; keep the code sit.
2. **“Phonics is over — they’re in high school / AP.”** Code not finished. Move: respectful multisyllabic sit; AP does not retire the word-level hour.
3. **“Buy the colored overlays.”** Eye care in parallel if needed; overlays are not the reading treatment. Move: Structured Literacy.
4. **“They’re gifted, so word study is optional.”** Strengths are assets. Move: keep Structured Literacy; use strengths as doors into content.
5. **“Wait until college tutors.”** Wait-until-college is wait-to-fail aged up. Move: teach now; document as needed.
6. **“Put them in a baby reader so they feel successful.”** Success on respectful controlled text is allowed; baby-decodable as public identity is refused. Move: adult topics; academic word study.
7. **“Let the chatbot finish the essay — they have dyslexia / AP is tomorrow.”** Dyslexia $\neq$ generative rewrite. Move: attempt first; revision questions after; protect intervention hour (see The English hour).
8. **Cold-call oral share to “build confidence.”** Humiliation is not seminar. Move: practice the turn first.

Five-minute parent warm-up

Before the lesson, say aloud (to yourself):

1. Dyslexia here means unexpected persistent word-reading/spelling difficulty — accuracy, speed, or both — despite peer-effective instruction.
2. Code is not finished at 15. I refuse “too old for phonics.”
3. Strengths are assets. They do not cancel the map.
4. Today I will ask what is hard under this week’s load — and what is already working — and I will wait.

5. I will not diagnose. I will teach. I will seek evaluation when documentation matters.

After the warm-up, open the talk box. You do not need a perfect speech about neuroscience. You need the opening question, a sticky, and the refusal to shame. Five stickies across a week beat one lecture about “what dyslexia is.”

Composite kitchen scenes (illustrations — not reported families)

Illustration A — Band 15–16. A fifteen-year-old can explain a biology claim after hearing the chapter and still loses the middle of *photosynthesis* on the worksheet. The parent hears “doesn’t do the reading.” The cost was print under chapter volume. Dual-lane move: ears on the chapter for language growth; scoop sit on *photo-* / *syn-* / *thesis* and twin academic words the same week. Early Honors enrollment does not cancel the sit.

Illustration B — Band 17–18. A seventeen-year-old drafts a dual-enrollment paragraph by voice, then faces a spelling tax that makes the draft look careless to a stranger. Oral reasoning is strong. Orthography is unfinished. Scribe or speech-to-text can capture ideas; the learner still owns focus spellings from this week’s map. A chatbot rewrite of the paragraph is not an accommodation. College-application season raises the same integrity lock.

Illustration C — Timed mismatch. Seminar talk looks age-typical. A timed section mismatches. The family debates “test anxiety” as the whole story. Anxiety can be real as a secondary pattern; the print bottleneck still deserves a code plan and, when documentation matters, a human evaluation — not a diagnosis from this chapter.

Label these as illustrations. Do not diagnose fictional adolescents. Do not treat any one scene as a checklist that “proves” dyslexia.

Secondary consequences at 15–18 — name carefully

IDA 2025 names secondary consequences that are often fully visible now: comprehension problems under print load; reduced reading and writing experience; impeded growth in language, knowledge, written expression, and academic achievement; possible effects on psychological well-being; and **employment opportu-**

nities.³⁴ Catts and colleagues urge highlighting academic and psychosocial consequences to motivate ongoing service — report carefully, without turning every frustrated junior into a clinical case.³⁵

What “high-school secondary” can look like as **behavioral signals, not diagnoses**:

- Avoidance of print-heavy courses or silent dropping of the reading before discussion.
- Fragile academic or reader identity (“I’m just not a reader”) despite strong oral reasoning.
- Reduced independent print volume — fewer orthographic mapping opportunities (Matthew-effect logic).³⁶
- Homework time that expands until evenings disappear.
- Clowning, anger, or shutdown when cold oral reading is demanded.
- Well-being strain under chronic print failure — take seriously; this book still teaches English, not therapy.
- Postsecondary and employment opportunity costs becoming concrete: applications, placement tests, workplace manuals, dual-enrollment placement.

Refuse character stories. Teach the map. Legitimize access without abandoning word study. Practice self-advocacy beside intervention.

Late identification honesty

Late identification is real at 15–18. Bright oral language, strong content interest, and years of compensation can hide inaccurate decoding until chapter volume, Latinate density, timed sections, or college-ready writing expose the cost. Intensity now — not fatalism. “They got this far” is not proof the code is finished. Teach

³⁴International Dyslexia Association, Definition of Dyslexia (adopted by IDA Board 22 October 2025): difficulties in word reading and/or spelling involving accuracy, speed, or both; continuum; persistence despite peer-effective instruction; phonological and morphological processing common but not universal; secondary consequences including comprehension problems, reduced reading/writing experience, possible effects on psychological well-being and employment opportunities; identification and targeted instruction important at any age. Access date: 6 September 2026.

³⁵Hugh W. Catts et al., definition and consequences discussion (2024 lineage as used in memo 01): highlight academic and psychosocial consequences to motivate preventive and ongoing service — without clinical overclaim in a teaching manual.

³⁶Matthew-effect / print-volume logic (Stanovich / Cunningham lineage; IDA secondary consequences): reduced print experience can impede orthographic mapping and knowledge growth — name as foreseeable effect of chronic print failure, not character.

on suspicion. Seek evaluation when documentation or differential diagnosis matters. Screening is not diagnosis. This book does not draft due-process strategy and does not give legal advice.

College-ready / dual-enrollment / AP load collision

High-school literacy objects and Structured Literacy intervention often run in parallel. Mash them and families accidentally stop teaching the code while calling the stop “college readiness” or “accommodation.”

Keep three lanes distinct (full AI and scheduling rules in The English hour):

1. **Intervention / instruction** — decode, encode, morphology, connected text the student must map.
2. **High-school authorship** — claims, drafts, AP-style practice, dual-enrollment composition, college essays that remain the student’s substantive work.
3. **Content access** — TTS, audio, shared reading so knowledge does not wait years — labelled, on another page from today’s decode list.

Adaptations open doors. They are not a licence for generative rewrite. Self-advocacy includes asking for time, audio, quieter space, and documentation — and continuing the map.

Self-advocacy without abandoning intervention

Teach a short rehearsal this week (2–4 minutes inside the talk or sticky sit):

1. “What helps me with print is ____ (time / audio / quieter space / preview of hard words).”
2. “I can show understanding by ____ (oral explanation / practiced share / written claim after access).”
3. “I am still working on scooping long academic words — that sits on the schedule.”

Do not teach advocacy as a way to quit word study. Do not teach word study as a way to shame someone for needing access.

Torgesen honesty preview (fluency lives in Chapter 5)

Accuracy can grow while rate gaps linger after years of practice deficit.³⁷ Say so without cruelty. Do not promise peer-average fluency from a calm definition week. Do not run public speed races to “catch them up.” Chapter 5 owns Accuracy-Then-Reread and personal smooth charts — not peer race boards.

How to teach it this week

This chapter is parent-heavy. It still runs like a teaching week: a short student-facing talk, one in-home try-it, one out-of-home try-it, and identity-protective structures. Full multisyllabic banks live in Chapter 2. Plant the scoop. Do not dump MD-1...MD-10 here.

Session shape this week (definition frame + dignity)

Use a shortened English hour four or five days:

1. **Cumulative review (4–5 min)** of any known syllable cards or morph cards you already own — or skip to talk if this is day one.
2. **Talk box (8–12 min)** — opening locked below; follow-ups; wait.
3. **Name-the-load sticky (6–10 min)** — student writes one hard thing under this week’s load and one already-working thing.
4. **One short accurate try (8–12 min)** — scoop 3–5 academic words *or* read one respectful controlled sentence — accuracy only, untimed. Plant for Chapter 2.
5. **MOT-1 choice crumb (3–5 min)** — two equivalent ways to show the same idea (sticky vs sketch; oral vs written). Both respectful.
6. **Exit (2–3 min)** — student restates one hard / one working; parent logs without shame language.

Exact wording you can say

- “What’s hard about reading or spelling under this week’s load — and what’s already working?”

³⁷Joseph K. Torgesen fluency-gap honesty for older remediated readers (*American Educator*, Fall 2004 lineage): accuracy can improve while rate gaps linger — preview for Chapter 5; say so without cruelty.

- “You are not lazy. Print can cost more than talk. We teach the map.”
- “You are not too old for this. This is skill work with adult words.”
- “We practice a share before any cold call.”
- “AP and dual enrollment do not cancel the word-level hour. Access opens doors; we still teach the code.”

Age-band moves

15–16. Rising content load before peak stakes. Shame risk rises as peers look “done” with word study. Keep parent in the room. Dual-track access: print when accurate; ear when print bottlenecks — while the code sit continues. Early AP / Honors / dual enrollment may appear; they do not cancel intervention. Self-advocacy begins as naming what helps (time, audio, quieter space).

17–18. College-ready and admissions-facing literacy collide with unfinished code for some learners. Employment and postsecondary secondary consequences named in IDA 2025 become concrete. Co-hold with integrity. Still scoop if skill shows need. Self-advocacy rehearsal includes how to request documentation and access without quitting the map. Place by skill — a seventeen-year-old who cannot decode *constitutionality* parts sits in multisyllabic work with respectful materials.

Fade help / when to stop talking

Ask the opening. Wait. If stuck, clarify the question or shrink the chunk (“this week’s history chapter or this week’s essay — pick one load”). Do not fill with your biography of their struggle. Stop talking when they are mid-sentence. Correct a wrong self-label (“I’m stupid”) with structure language: “Brain needs a clearer map — we teach the map.”

Map forward

Chapter 2 owns MD-1...MD-10. Chapter 3 owns encoding. Chapter 5 owns fluency-after-accuracy with Torgesen honesty. Chapter 6 owns dual-lane comprehension. Chapter 7 owns writing/research adaptations and authorship integrity. Chapter 8 owns kitchen skill checks. Records own transcript titles and evaluation pointers (not legal advice).

Practice that actually builds learning

Talk box (locked opening)

Opening: “What’s hard about reading or spelling under this week’s load — and what’s already working?”

Follow-ups:

1. **Meaning:** “When you say hard — is it the long words, the spelling on essays, the timed section, the chapter volume, or something else?”
2. **Representation:** “Show me one way — sticky note, sketch, or a short sentence — of what’s already working.”
3. **Type / evidence:** “Point to one piece of this week’s work (chapter, packet, draft) where the cost showed up.”
4. **Check:** “Does that match what we saw on Tuesday’s page — or do you want to revise?”
5. **Revise:** “You may change your mind. What’s one thing that helps when print gets expensive?”

How to wait: Ask. Count a slow three (classroom-origin think-time — not a literacy RCT).³⁸ Look at the sticky or the page if silence is hard. Wait again after they stop. Do not rush to rescue with “I know, reading is hard for dyslexics” as a speech.

Stuck silence usually means: vague “load”; shame flood; fear that naming hard = admitting failure; fear of cold oral share; question too big. Shrink: “Pick one class or one assignment from this week.” Offer a scribe for the sticky. Practice before any wider family share.

In-hour activities (named)

Activity A — Hard/Working Sticky (in-hour)

- **Time:** 6–10 minutes
- **Materials:** Two sticky notes; pencil; this week’s assignment list or calendar
- **Steps:** (1) Student names one hard thing under this week’s load on sticky 1. (2) Names one already-working thing on sticky 2 (oral discussion, audio access, a

³⁸Stahl think-time labelled classroom-origin; Rowe 1972 science class — do not mash as a literacy RCT.

spelling pattern owned, a practiced seminar turn, a strength outside print). (3) Parent asks one follow-up from the talk box. (4) Stickies go on the fridge or notebook — private to the family table, not a public ranking board.

- **Error patterns:** Only deficits listed; “I’m lazy” as the hard thing; refusal to name a strength. **Move:** require one working item; reframe character labels into skill/load language.
- **Exit crumb:** Two stickies complete; one sentence restated without shame language.

Activity B — Dignity Choice (MOT-1 crumb)

- **Time:** 5–8 minutes
- **Materials:** Two equivalent options (e.g., scoop three academic words on cards *or* scoop the same three in a short adult-topic sentence; sticky *or* sketch for hard/working)
- **Steps:** (1) Offer choice — both options carry the skill. (2) Never one baby path and one real path. (3) Run the chosen option untimed for accuracy.
- **Error patterns:** Fake choice. **Move:** both respectful and skill-equivalent.
- **Exit crumb:** Learner picks; try completes.

In-home try-it — Name the Load Under This Week’s Work

- **Time:** 10–15 minutes one evening
- **Materials:** Calendar or LMS printout; two stickies; Dinner Deep Word optional (one deep word from any content class reused in a claim at dinner)
- **Safety:** Ordinary kitchen; no public ranking of siblings
- **The fun:** Honest naming without a lecture
- **The skill:** Metacognitive naming of load vs strength; identity-protective language
- **Steps:** (1) Open the week’s load together. (2) Run Hard/Working Sticky. (3) Optional: Dinner Deep Word — reuse one academic word in a spoken claim. (4) Parent logs “hard / working / next sit” in the dated notebook under **Reading / Language Arts / English**.

- **Error watch:** Shame spiral; comparing to a sibling's speed; turning dinner into a diagnosis meeting.

Out-of-home try-it — Library Craft (Hard Outside School / Strength Anyway)

- **Time:** 15–25 minutes at the library
- **Materials:** Library card; notebook; optional headphones for labelled access later
- **Safety:** Sidewalk and parking-lot ordinary care; no photographing strangers; no shaming in the stacks; adult reads hard lines if needed
- **The fun:** Choosing a shelf interest without a test
- **The skill:** Name one reading-related hard thing *outside* school load and one strength used anyway (listening, sketching, building, coaching, oral explanation)
- **Steps:** (1) Walk a shelf of interest (sports biomechanics, graphic history, coding manuals, photography). (2) Ask: “What’s one thing reading makes hard outside school — and one strength you use anyway?” (3) Student answers in notebook or sticky. (4) Optional: borrow one audio-accessible title *and* one print title — access labelled, not as a substitute for tomorrow’s code sit.
- **Error watch:** Turning the trip into a public oral quiz; baby-section identity as the teen’s brand; audio-only forever with no code plan.

Identity-protective structures (non-negotiable this week)

- No cold public ranking of reading speed.
- No public stopwatch races.
- No cold-call oral humiliation at dinner guests’ tables.
- No baby-decodable left on the coffee table as the emerging adult’s public brand.

- Practiced share only.
- MOT-1 choice as dignity move — both options worthy.

Dinner Deep Word (optional crumb this week)

- **Time:** 5 minutes at dinner
- **Materials:** One academic word from any content class this week
- **Steps:** (1) Student uses the word in a spoken claim. (2) Parent asks: “What part of the word helped you?” (3) No cold quiz of siblings.
- **Skill:** Vocabulary-in-use bridge without abandoning the hard/working frame.
- **Error watch:** Turning dinner into a public oral exam.

Composite week (definition frame — not a dump)

Mon: talk box + Hard/Working Sticky. Tue: MOT-1 + short scoop plant (3 cards). Wed: sticky revisit + dignity language practice. Thu: Library Craft or schedule it for Saturday. Fri: restated hard/working + one explained self-label corrected into skill language + notebook log under **Reading / Language Arts / English**. Out-of-home once. Cumulative review only if you already own cards; otherwise protect the naming work.

What “already working” can honestly include

Oral explanation after audio access; a spelling pattern owned; practiced seminar turn; headphones used as labelled access (not as a secret skip of tomorrow’s code); a strength outside print (coaching, building, music, coding logic spoken aloud); asking for time without quitting. Do not invent empty praise. Name specifics.

For the student

You are not broken. You are not lazy. You are not too old for skill work with adult words.

Dyslexia — when the word fits — means word reading and spelling stay harder than they should, even when teaching that works for other people has been tried. It can be about accuracy, speed, or both. It is not a vision trick. It is not a moral failing. It is not proof you should quit and wait for college.

High school piles on long chapters, hard academic words, timed sections, and writing that other people will read. That load is real. What's hard under *this week's* load matters. What's already working matters too — talking through an idea, using audio for a chapter while you still practice decoding on another page, owning a spelling pattern, practicing a seminar turn before you share.

Tiny worked example.

Hard: “The history chapter takes me twice as long, and I lose the middle of long words.”

Working: “I can explain the claim after I hear the chapter, and I already scoop *-tion* words better than last month.”

Try 1. Write one hard thing under this week's load. Use load language, not insult language.

Try 2. Write one already-working thing. If you blank, pick: oral explanation, audio access, a pattern you own, a practiced share, or a strength outside school.

Explain it back. In one sentence: what is hard under this week's load, and what is already working?

Challenge. Choose two equivalent ways to show the same idea (sticky or sketch; cards or sentence). Both count. Baby materials as your public brand do not.

Self-advocacy is allowed: ask for time, audio, a quieter space, or documentation when you need it. Continuing the map is allowed too. Adaptations open doors. They do not mean someone else writes your essay.

Band note for you. At 15–16, peers may look “done” with word study. Your sit with adult words is still skill work — not a demotion. At 17–18, dual enrollment and applications raise the stakes. You can ask for access and still scoop long words. Birthday does not unlock “finished with the code,” and it does not unlock a chatbot writing your essay.

One more try. Practice one sentence you could say to a parent or co-teacher: “What's hard under this week's load is . **What's working is** . What helps is ____.” Say it once at the table before any wider share.

If it isn't clicking

Diagnostic 1 — Everything sounds like “I’m stupid.”

Shame flood. Next move: stop the character language. Restart with Hard/Working Sticky. One structural sentence: “Brain needs a clearer map — we teach the map.” Shorten the sit. Mature materials only.

Diagnostic 2 — They name only deficits; refuse any strength.

Identity collapse under load. Next move: MOT-1 with two worthy options. Require one working item from a menu (oral, audio, pattern owned, practiced turn, outside strength). Do not fake praise. Name specifics.

Diagnostic 3 — Parent wants a diagnosis from this chapter / student wants to quit word study because of AP.

Wrong tool. Next move: this book teaches English; seek a human evaluation when documentation or differential diagnosis matters — **not medical advice, not legal advice**. AP / dual enrollment: keep the word-level hour; use access tools on content pages (see The English hour). Gift-only skip is refused. Wait-until-college is refused.

Diagnostic 4 — Family wants colored lenses as the main plan.

Next move: parallel eye care if needed; refuse lenses-as-cure calmly with the joint-statement grain; open the Structured Literacy hour.³⁹

Diagnostic 5 — “They’re in AP / dual enrollment, so we stopped word study.”

Next move: restore the word-level hour; label content-access separately; authorship stays the student’s (see The English hour).

Diagnostic 6 — Homeschool pond figures mashed as “how common dyslexia is.”

Next move: NCES 3.4% / 3.1% = pond; prevalence stays in named ranges ~5–10% / ~15–20%.^{40 41}

When to slow down: tears, shutdown, dignity hit. When to go ahead:

³⁹AAP-AAO-AAPOS-AACO joint statement on learning disabilities, dyslexia, and vision: vision problems not the cause of primary dyslexia; tinted filters/lenses and behavioral vision therapy not endorsed as treatment for the reading disability.

⁴⁰IDA Basics / FAQ prevalence language: stricter ~5–10%; broader symptom ~15–20%. Named ranges only.

⁴¹NCES homeschool estimates: 3.4% / ~1.765 million; grades 9–12 cell 3.1% — pond, not prevalence.

hard/working named without shame; short accurate try completed; ready for Chapter 2 scoops. When to seek a specialist/evaluation: unexpected persistent difficulty after systematic work, or when formal documentation matters. Screening $\neq$ diagnosis.

Correct a wrong answer without crushing the attempt. “Never correct” is not this book’s rule. “Yell try harder” is not this book’s rule either.

Tools, including AI

Optional helpers for you, the adult. Keep this short. The full allow/ban box lives in **The English hour** — point back.

You may ask a tool, on your account after the student tries, to explain the IDA definition language *to you*, to help you draft a parent-side schedule that separates intervention from AP/dual-enrollment content access, or to suggest isomorphic naming prompts with a PARENT KEY. You may not ask a tool to diagnose your adolescent, to write their essay because of dyslexia, or to detector-grade their writing. COPPA under-13 does not bind this band; you still host / stay in the loop. At 15–16, stay in the room. At 17–18, co-hold with Common App / AP integrity and family account honesty.

TTS and audio can open content doors (labelled). They do not replace tomorrow’s decoding sit when decoding is the lesson.

Keep the dated notebook title stranger-readable: **Reading / Language Arts / English**. Log hard/working stickies as skill notes, not as a private diagnosis file mixed into a transcript. Evaluation and plan notes, if any, stay in a private family file — high-level IDEA/504 maps live in Records with **not legal advice**. Do not title anything **Emerging Adults Dyslexia I**.

What “done enough” looks like

Before you move on from this chapter’s frame:

- ☐ You can say the IDA 2025 lock in one plain sentence for ages 15–18 (accuracy, speed, or both; persists despite peer-effective instruction; instruction at any age; secondary costs including well-being and employment opportunity named carefully).

- ☐ You can refuse “phonics is over in high school,” lenses-as-cure, laziness-as-character, wait-until-college, gift-only skip, baby-decodable identity, and cold-call humiliation — calmly.
- ☐ You do not mash NCES **3.4%** / **3.1%** as dyslexia prevalence; you keep prevalence in named ranges.
- ☐ Student completed Hard/Working Sticky (or oral equivalent) without shame language.
- ☐ One short accurate try planted toward Chapter 2 (scoop or respectful controlled sentence).
- ☐ One in-home and one out-of-home try-it done or scheduled.
- ☐ Placement by skill, not birthday, is explicit for your learner’s next sit.
- ☐ Self-advocacy named as beside intervention — not instead of it.
- ☐ AP / dual enrollment (if present) did not cancel the plan for a word-level hour.
- ☐ Prevalence kept in named ranges; NCES pond not mashed as dyslexia rate.
- ☐ Notebook title stranger-readable (Reading / Language Arts / English).

Done enough is a calm frame and an honest naming — not a percentile, not a diagnosis of a fictional adolescent, not a promise of peer-average fluency.

Carry forward into Chapter 2: one hard thing and one working thing already named; dignity language in the notebook; a short plant scoop or respectful controlled sentence attempted; out-of-home Library Craft done or dated on the calendar; AP/dual-enrollment (if any) scheduled as a separate lane from the word-level hour.

Tomorrow, scoop the syllables. Look through the whole word.

Chapter 2 — Multisyllabic decoding repair



Figure 4: Syllable scoop cards and a multisyllabic tracking strip — still-life, no people, no logos.

Why this matters

Long academic words are not optional decoration in high-school English, history, and science. They are how the page carries meaning. When a fifteen- to eighteen-year-old still guesses from the first syllable, skips the middle, or invents the ending on *constitutionality*, *industrialization*, *photosynthesis*, *unrepresentative*, or *disproportionately*, comprehension under print load collapses — even when oral discussion looks strong.

This chapter is the load-bearing code chapter. Typical high-school English manuals treat multisyllabic repair as a contingency footnote. This book treats syllable-type procedures and morphology-aided decoding of academic words as a daily or near-daily sit until accuracy is reliable. You are not too old for this. This is skill work with adult words. Never baby-talk a seventeen-year-old through unfinished code as if they were six. Call it academic word study, college-bound decoding, or morphology lab — not baby phonics.

Evidence does not quit at a birthday. Foorman et al. Recommendation 3 (**strong**) names decode, analyze word parts, write and recognize words.⁴² Vaughn et al. Recommendation 1 (**strong**) builds decoding for complex multisyllabic words.⁴³ Kamil Recommendation 5 (**strong**) includes word-analysis content for older struggling readers.⁴⁴ IDA Structured Literacy asks for explicit, systematic, cumulative, diagnostic teaching.⁴⁵ National Reading Panel later-grade phonics constraints (roughly $d \approx 0.27$ in later grades vs larger early effects) are an **intensity argument**, not a quit argument.⁴⁶ Refuse three-cueing and first-syllable

⁴²Barbara Foorman et al., *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* (NCEE 2016-4008), Recommendation 3 (**strong**): teach students to decode, analyze word parts, and write and recognize words — code-repair fuel still load-bearing at 15–18 when multisyllabic accuracy is broken. Access date: 6 September 2026.

⁴³Sharon Vaughn et al., *Providing Reading Interventions for Students in Grades 4–9* (WWC 2022007), Recommendation 1 (**strong**): build decoding skills so students can read complex multisyllabic words. Logic ages into HS under Kamil Rec 5.

⁴⁴Michael L. Kamil et al., *Improving Adolescent Literacy* (NCEE 2008-4027), Recommendation 5 (**strong**): intensive individualized interventions; word-analysis content included for older struggling readers. Specialists labelled — parent $\neq$ school title.

⁴⁵International Dyslexia Association, *Structured Literacy / Effective Reading Instruction principles*: explicit, systematic, cumulative, diagnostic; mastery toward automaticity. Approach $\neq$ franchise crown.

⁴⁶National Reading Panel (2000) systematic phonics summary constraints: later-grade effect sizes smaller (often cited near $d \approx 0.27$) than early (near $d \approx 0.55$) with overall phonics near $d \approx 0.41$ in summary figures — intensity and honesty argument, not quit argument.

guessing. Use formal linguistic labels with dignity (closed, open, silent-e, vowel team, r-controlled, consonant-le; schwa; diphthong). Connect to text daily when you can (Foorman Rec 4 **moderate**).⁴⁷

Eight weeks of word lists will not erase a decade of practice deficit.⁴⁸ That honesty is kindness. Accurate scooping on academic words still unlocks tomorrow's chapter, essay, and lab report. Place by skill, not birthday.

Intensity here means clearer teaching and more reps — short, sharp, frequent — not louder teaching and more shame. Stop before melt. End on a win. The emerging adult attempts first. You ask one good question and wait. Correct without crushing. Gift-only skip of this sit is refused. Wait-until-college is refused. AP load stealing this hour is refused.

Parent-learns-this-week: one clear multisyllabic routine, and how to hear a first-syllable guess on academic words.

Student-tries-today: scoop and blend five to eight academic words accurately.

For the parent: understand it yourself

One everyday picture

The emerging adult sees *photosynthesis*. They say “photo...” and invent the rest from science class memory. Or they see *constitutionality* and stop after *con-sti-*. The mouth sounds confident. The letters in the middle never got a turn. Cover the photo. Scoop. Look through the whole word. Then teach tomorrow's review from today's miss.

One precise picture

Multisyllabic decoding repair teaches a repeatable procedure: divide (or scoop) into syllables, identify syllable type when taught, sound each part, blend, and check against the letters — not against a picture or a topic guess. Morphology helps when prefixes, roots, and suffixes are the joints (*un-* / *constitution* / *-al* / *-ity*). Greek

⁴⁷Foorman et al. (2016) Recommendation 4 (**moderate**): ensure connected-text reading so students can apply skills — daily connected accuracy on respectful text.

⁴⁸Joseph K. Torgesen fluency-gap honesty (*American Educator* Fall 2004 lineage): accuracy gains can outpace rate — preview for Chapter 5; do not promise peer-average speed from word-list weeks alone.

combining forms matter in STEM and high-school content (*photo-*, *bio-*, *geo-*, *-ology*, *-graphy*). Schwa is speech reduction; letters still get written and read on the map.

Wrong answers you should be able to hear

1. **First-syllable guess, then invent the rest.** Move: force scoop marks; cover previous syllables; sound the middle.
2. **“Just read more — it’ll click.”** Volume without a procedure often rehearses guessing. Move: short sharp scoop sits + connected accuracy.
3. **Stopwatch on cold undecodable text.** Speed before accuracy. Move: accuracy first; fluency chapter later; never public races.
4. **Three-cueing / picture or context as word ID.** Move: cover the photo; letters first.
5. **“Too old for phonics” / baby-decodable as identity.** Move: mature word lists; respectful controlled paragraphs on adult topics.
6. **TTS finishes today’s decode page.** Access $\neq$ substitute when decoding is the lesson. Move: TTS on content pages; scoop sit on another page.
7. **Chatbot whispers the word during the try.** Move: unaided first; SCRIPT after (see The English hour).
8. **AP / dual enrollment cancelled the word-level hour.** Move: restore the MD sit; schedule lanes separately.

Five-minute parent warm-up

1. Practice scooping *industrialization* yourself: in-dus-tri-al-i-za-tion (accept a reasonable division; consistency matters more than a linguistics dissertation).
2. Name six syllable types aloud with one mature example each.
3. Say the opening you will use: “Scoop the syllables — look through the whole word.”
4. Decide today’s list of eight academic cards from this week’s content when possible.
5. Put the timer away for the accuracy pass.

If you feel rusty on syllable types, that is normal exhaustion — not a character flaw. Run MD-2 once for yourself with mature cards before you teach. You do not need to be a reading specialist. You do need to hear a first-syllable guess and

ask for the scoop.

Six syllable types — parent cheat sheet (mature examples)

Teach types as tools for division and vowel sound expectations — not as a quiz show.

Type	Quick cue	Mature example
Closed	Vowel shortish; ends in consonant	<i>mag-net, con-duct</i>
Open	Vowel longish; ends in vowel	<i>mu-sic, pro-tect</i> (first scoop open)
Silent-e	Vowel-consonant-e pattern	<i>com-plete, con-crete</i>
Vowel team	Two letters, one vowel sound	<i>main-tain, train-ee</i> (as taught)
R-controlled	Vowel + <i>r</i> shapes the sound	<i>cor-ner, fur-ther</i>
Consonant-le	Final consonant + <i>le</i>	<i>ti-tle, sam-ple</i>

Accept reasonable divisions. Consistency and looking through the whole word beat arguing linguistics at the table. Schwa will appear in unstressed scoops — mark it; still write and read the letters (MD-8).

Why first-syllable guessing feels “smart” — and why it fails

Topic knowledge is an asset for comprehension. It is a liability when it replaces letter identification. High-school learners have years of practice grabbing *photo-*, *con-*, *un-*, or *bio-* and inventing the rest from class. The invent sounds fluent. The orthographic map never forms. Cover the photo. Force the middle scoops. Morphology helps when the joint is an affix — still sound both sides (MD-6, MD-10).

Composite illustrations (not reported families)

Illustration D. A sixteen-year-old nails *nation* and collapses on *internationalization*. Ladder work (MD-4) and morph strips (MD-6) rebuild the middle.

Illustration E. A seventeen-year-old in chemistry guesses *photosynthesis* from the diagram. Cover the diagram. Scoop. Then return to the diagram for meaning.

Illustration F. A fifteen-year-old sorts by “science words” instead of structure on MD-2. Move: “Look at the vowel and what follows — not what the word means.”

How to teach it this week

The core routine (say this)

1. “Scoop under each syllable.”
2. “What’s the syllable type — if we’ve taught it?”
3. “Sound each scoop.”
4. “Blend.”
5. “Check: do the letters match what you said? Look through the whole word.”
6. On a miss: model one scoop; hand back a twin word; log the miss for Error Hospital.

Cover the photo. Eyes on letters. Wait ~3 seconds before rescue (classroom-origin think-time — not a literacy RCT).⁴⁹

Session shape (map to The English hour)

Band 15–16 (code-repair heavy): cumulative review → **MD sit 12–18 min** (pick from MD-1, MD-2, MD-3, MD-4, MD-7, MD-8, MD-9) → encode the same words briefly → morphology crumb or MD-6 bridge → connected accuracy (MD-7) → exit.

Band 17–18 (still skill-first): cumulative review → **fused MD + morph sit 10–16 min** (MD-1 + MD-6, or MD-10 Greek forms + encode) → connected accuracy → fluency reread only after accuracy → exit.

Daily cumulative review: three knowns, two or three shaky multisyllabics from the error log, one or two morph cards.

⁴⁹Stahl think-time labelled classroom-origin; Rowe 1972 science class — do not mash as a literacy RCT.

Fade help / when to stop talking

Model one full cycle think-aloud on day one. Fade to “your scoop.” Stop talking mid-blend. Do not finish the word for them. If melt: shrink to five cards; end on a known win (MOT-3).

PA-R crumb (only if probe fails)

If errors show phoneme-level collapse (not just syllable division), run **PA-R** for 3–6 minutes with letters on mature words (*crisp, plant, script, strength*): “Ear training for the code — skill work, not little-kid work.” Bridge immediately to today’s multisyllabic cards. Do not invent a full baby PA chapter. Do not make early-code identity the public brand.⁵⁰

Activity bank this chapter owns (MD-1...MD-10)

Use two named in-hour activities most days. Rotate across the week. Materials, time, steps, and error patterns below.

MD-1 — Syllable Scoop Decode (HS Academic)

- **Band:** 15–16 (17–18 repair)
- **Time:** 10–14 minutes
- **Materials:** 8–10 multisyllabic academic cards (*constitutionality, photosynthesis, industrialization, unrepresentative, disproportionately*); pencil; optional syllable strips
- **Steps:** (1) Scoop under each syllable. (2) Name syllable type if taught. (3) Sound each syllable, then blend. (4) Wait ~3 seconds before rescue. (5) Misses: model one scoop; learner retries a twin. (6) End: read the set once cold-accurate.
- **Error patterns:** First-syllable guess then invents rest; treats *-tion/-sion* letter-by-letter; skips middle syllables; schwa treated as “wrong.” **Move:**

⁵⁰PA-R crumb only if probe shows phoneme-level collapse; dignity language; not a full early-grade PA programme as identity for a 17-year-old.

force scoop marks; one syllable-type contrast; morph help if suffix is the miss.

- **Exit crumb:** Accurate scoop+blend on 7/8 words.

MD-2 — Six Syllable Types Sort (Mature Words)

- **Band:** both
- **Time:** 8–12 minutes
- **Materials:** Sorting mat (closed, open, silent-e, vowel team, r-controlled, consonant-le); 12 HS-appropriate cards
- **Steps:** (1) Review one type with an example. (2) Sort, saying why. (3) Read each after sorting. (4) Encode two words from two columns.
- **Error patterns:** Sorts by meaning not structure; confuses open/closed; ignores final silent-e. **Move:** “Look at the vowel and what follows — not what the word means.”
- **Exit crumb:** 10/12 correct sorts; one-sentence reason for two cards.

MD-3 — Divide–Sound–Blend–Check (Content Chapter)

- **Band:** both
- **Time:** 10–15 minutes
- **Materials:** Whiteboard; 6 words from this week’s history/science/lit criticism (*reconstruction, evaporation, protagonist, federalism, microorganism*)
- **Steps:** (1) Divide (VC/CV, V/CV, etc. as taught). (2) Sound each part. (3) Blend. (4) Check: sounds like a known word? If yes but letters disagree, re-divide. (5) Write once from the procedure.
- **Error patterns:** Checks meaning and ignores letters; re-divides randomly; freezes. **Move:** model one full cycle think-aloud; hand back a twin.

- **Exit crumb:** Full cycle on 4/5 words.

MD-4 — Academic Word Ladder (Affix Growth)

- **Band:** 15–16
- **Time:** 8–10 minutes
- **Materials:** Ladder (*form* → *reform* → *reforming* → *reformation* → *transformational*)
- **Steps:** (1) Read base. (2) Add/change one syllable or affix at a time; read each step. (3) Dictate the final and one middle form.
- **Error patterns:** Reads final from meaning memory without looking; drops ending. **Move:** cover previous step; force eyes on current letters.
- **Exit crumb:** Reads all ladder steps accurately; spells final form.

MD-5 — Error Hospital (Multisyllabic HS)

- **Band:** both (diagnostic)
- **Time:** 8–12 minutes
- **Materials:** Error log (3–5 missed words from the week); sticky notes for syllables
- **Steps:** (1) Pick one miss (*photosynthesis* guessed from *photo*). (2) Build correct syllable by syllable. (3) Learner names what went wrong in one sentence. (4) Re-read correctly 3 times. (5) Add to shaky stack for tomorrow.
- **Error patterns:** Cannot explain; dignity collapse (“I’m dumb”). **Move:** adult names structural miss; language: “Brain needs a clearer map — we teach the map.”

- **Exit crumb:** Explains one structural error; re-reads correctly.

MD-6 — Morphology-Aided Decode (Bridge to HS Text)

- **Band:** both
- **Time:** 10–12 minutes
- **Materials:** 5 affixed academic words (*unconstitutional, reconstruction, disagreement, interdisciplinary, oversimplification*)
- **Steps:** (1) Cover affixes; read base if known. (2) Uncover prefix; adjust meaning. (3) Uncover suffix; note spelling shift. (4) Read whole; use in a sentence about this week’s text.
- **Error patterns:** Wrong morph boundary; meaning from context only. **Move:** physical strip cards; encode the base alone first.
- **Exit crumb:** Correctly analyzes and reads 4/5.
- **Bridge:** Chapter 4 deepens morphology-in-text (MO bank).

MD-7 — Respectful Controlled Paragraph (Adult Topics)

- **Band:** both
- **Time:** 8–12 minutes
- **Materials:** Short paragraph (100–140 words) heavy on this week’s patterns; mature topic (climate models, voting systems, sports biomechanics, urban planning) — **not** baby-decodable identity
- **Steps:** (1) Preview 4 hard words with MD-1. (2) Read for accuracy (untimed). (3) Adult notes misses. (4) Fix; reread once for sense.
- **Error patterns:** Speed-rush; skips; guesses from topic knowledge. **Move:** “Accuracy pass first. Knowledge does not replace letters.”

- **Exit crumb:** ≥95% accuracy after fix, or clear shaky list logged.

MD-8 — Schwa Spotter in Academic Words

- **Band:** both
- **Time:** 6–8 minutes
- **Materials:** 6 words with schwa (*constitution, photographer, democracy*); highlighter
- **Steps:** (1) Decode with scoop. (2) Mark the unstressed vowel that reduced. (3) Spell the full form anyway (orthography ≠ speech). (4) Say: “Schwa is speech; letters still get written.”
- **Error patterns:** Omits schwa vowel letter when spelling; over-corrects pronunciation to match letters. **Move:** separate speech map from spelling map.
- **Exit crumb:** Marks schwa + spells 5/6 correctly.

MD-9 — Prefix–Root–Suffix Accuracy Race (Not Identity Speed)

- **Band:** both
- **Time:** 6–8 minutes
- **Materials:** Timer optional for *accuracy count*, never cold public speed identity; 10 affixed cards
- **Steps:** (1) Strip and read as many as accurate in a short window — accuracy is the score. (2) Log misses. (3) No peer ranking; personal best only if wanted.
- **Error patterns:** Rushes into wrong blends; shame if slow. **Move:** stop timing if accuracy drops; dignity first.
- **Exit crumb:** ≥8/10 accurate; misses logged.

MD-10 — Greek Combining-Form Decode (STEM / HS)

- **Band:** 17–18 (15–16 stretch)
- **Time:** 10–12 minutes
- **Materials:** Cards with combining forms (*photo-*, *bio-*, *geo-*, *chrono-*, *hydro-*, *-ology*, *-graphy*); 6 compound academic words
- **Steps:** (1) Teach 2–3 forms. (2) Build and read compounds. (3) Encode two. (4) Find one in this week’s science/history text.
- **Error patterns:** Guesses from first form only; invents Greek. **Move:** both halves must be sounded; check against text.
- **Exit crumb:** Reads 5/6; spells 2 built forms.

Exact wording bank

- “Scoop the syllables — look through the whole word.”
- “Cover the photo. Eyes on the letters.”
- “What’s the vowel sound in this closed syllable?”
- “Is this open, closed, silent-e, vowel team, r-controlled, or consonant-le?”
- “Don’t stop at the first chunk.”
- “You are not too old for this map.”
- “Accuracy first. We are not racing the room.”

Practice that actually builds learning**What “academic word study” sounds like at the table**

Say “college-bound decoding,” “how English builds long words,” or “morphology lab.” Do not say “baby sounds” or “phonics for little kids” aimed at a teen. Formal labels (r-controlled, diphthong, schwa) are allowed and respectful when immediately explained. Vaughn-panel logic aged up supports dignity-safe linguistic labels

for older learners who still need the map.⁵¹

Refuse three-cueing slogans dressed as high-school strategy instruction. Meaning strategies belong in comprehension sits on accessible text (Chapter 6). Word identification belongs to letters, scoops, and morph joints.

Talk box (locked opening)

Opening: “Scoop the syllables — look through the whole word.”

Follow-ups:

1. **Meaning:** “After you blend — what does this word mean in this week’s chapter?”
2. **Representation:** “Show me with scoops / syllable strips / finger under each part.”
3. **Type / evidence:** “Which syllable type is this scoop — and what letter pattern tells you?”
4. **Check:** “Do the letters match what you said? Where did the first-syllable guess want to take over?”
5. **Revise:** “You may change your division. Try another scoop.”

How to wait: Ask. Slow three. Eyes on the card, not the adolescent, if silence is hard. Do not finish the blend for them. After they stop, wait again.

Stuck silence usually means: word outside today’s code; first-syllable grab habit; shame; wait-time zero; vague “scoop” without a model; fear of sounding “baby.” Move: model one scoop on a twin; shrink the set; dignity language; mature cards only.

In-home try-its

Kitchen Multisyllabic Card Sit

- **Time:** 12–15 minutes
- **Materials:** 8 academic cards from this week’s content; pencil; error-log sticky
- **Safety:** Ordinary kitchen table
- **The fun:** Beating yesterday’s shaky list — personal, not public

⁵¹Sharon Vaughn et al., *Providing Reading Interventions for Students in Grades 4–9* (WWC 2022007), Recommendation 1 (**strong**): build decoding skills so students can read complex multisyllabic words. Logic ages into HS under Kamil Rec 5.

- **The skill:** Scoop–sound–blend–check
- **Steps:** (1) Review 3 knowns. (2) MD-1 on 8 cards. (3) Encode 2. (4) Log misses.
- **Error watch:** First-syllable invent; rushing; “I already know this from class” without looking.

Error-Log Friday Hospital

- **Time:** 10–12 minutes Friday
- **Materials:** Week’s error log; stickies
- **Steps:** Run MD-5 on 2–3 misses. Name the structural error. Add to next week’s review stack.
- **Error watch:** Dignity collapse; skipping the “what went wrong” sentence.

Out-of-home try-its

Museum Placard Syllable Scoop

- **Time:** 15–20 minutes
- **Materials:** Notebook; pencil
- **Safety:** Museum ordinary rules; no photographing strangers; no public quiz of docents; adult reads hard lines if needed; no cold oral humiliation in the gallery
- **The fun:** Real print in the wild
- **The skill:** Scoop academic words on a placard as *print* — not a city sermon
- **Steps:** (1) Choose one placard. (2) Student finds 3–5 multisyllabic words. (3) Scoop, sound, blend, check. (4) Note one miss for Monday’s hospital.
- **Error watch:** Topic guessing from the exhibit instead of letters; public shame.

Transit / Civic Morph Hunt (decode side)

- **Time:** 10–15 minutes
- **Materials:** Notebook
- **Safety:** Sidewalk and transit ordinary care; aisle courtesy
- **Steps:** Find 3 affixed words on civic notices or transit posters; scoop and read; note prefix/root/suffix joints for Chapter 4 bridge.
- **Error watch:** Lecturing strangers; inventing political sermons from a notice.

Workplace / Volunteer Form Accuracy Pass

- **Time:** 10 minutes
- **Materials:** Real form (permission, volunteer, workplace)
- **Steps:** Decode key multisyllabic fields accurately before filling; adult supports meaning; student owns the letter map on taught patterns.

- **Error watch:** Skipping to signature; chatbot fill-in.

Café Practiced Read (only after accuracy)

- **Time:** 8–10 minutes
- **Materials:** Practiced MD-7 paragraph already accurate at home
- **Safety:** Practiced only — never cold humiliation in public
- **Steps:** Soft practiced read for smoothness after accuracy; personal, not performance for the room.

Sample week sketches (not a 180-day dump)

15–16 focus — closed/open + academic encode: Mon MD-2 + encode crumb; Tue MD-1 + MD-8; Wed MD-3 content words; Thu MD-7 + Accuracy-Then-Reread crumb; Fri MD-5 + exit; out: Museum Placard Scoop.

17–18 focus — Greek forms + content text: Mon MD-10 + MD-1; Tue MD-6 fused; Wed MD-3 from science chapter; Thu MD-7; Fri MD-5 + MD-9 accuracy count (not identity speed); out: Transit/Civic Morph Hunt.

Mixed-need sibling note. Shared seminar text at the accessible modality; separate MD sits by skill; same MOT-1 choice structure. Never force a typical sibling's cold oral pace onto the repairing emerging adult.

If only three days fit. Keep MD-1 or MD-3, MD-7, and MD-5. Protect review. Skip the medley. One named move done well beats five rushed labels.

More error-pattern coaching (kitchen language)

You hear / see	Likely structural miss	Move
Stops after first scoop and invents	First-syllable guess	Cover first scoop; sound middle
-tion sounded letter-by-letter	Suffix not chunked	Teach -tion/-sion as a unit; MD-6
Open/closed confusion	Vowel cue ignored	MD-2 contrast pair
Accurate cards, wild paragraph	Transfer gap	MD-7 daily after cards
Omits vowel letter in unstressed scoop when spelling	Schwa speech/spelling mash	MD-8

You hear / see	Likely structural miss	Move
Rushes; accuracy drops	Speed before accuracy	Stop timing; MD-9 accuracy-only
Guesses Greek compound from first form	Combining-form skip	MD-10 both halves
“I’m too old for this”	Dignity / identity hit	Mature cards; MD-7 adult topic; MOT-1

Encoding twin (crumb — Chapter 3 owns the full EN bank)

What you decode this week, dictate two of. Say it — stretch it — write it — read it back. Encoding consolidates the map silent reading may not secure. Full spelling chapter follows; do not skip the two-word dictate crumb inside the MD sit.

Connected text daily when you can

Foorman Recommendation 4 (**moderate**) supports applying skills in connected text.⁵² MD-7 is not optional garnish. Cards build the procedure; paragraphs prove transfer. Untimed accuracy first. Fluency reread only after accuracy (Chapter 5). Never time cold undecodable text. Never public races.

Bookstore Choice of Two Equivalent (MOT-1 out-of-home crumb)

- **Time:** 10 minutes in a bookstore or library display
- **Materials:** Two worthy nonfiction shelves or two equivalent academic word lists you brought
- **Safety:** Ordinary store/library courtesy; no shaming in aisles
- **Steps:** Offer two equivalent academic scoop sets or two equivalent short adult-topic paragraphs. Learner picks. Same skill either way. Never one

⁵²Foorman et al. (2016) Recommendation 4 (**moderate**): ensure connected-text reading so students can apply skills — daily connected accuracy on respectful text.

baby path and one real path.

- **Exit crumb:** Choice made; sit or scoop completes.

Materials list for this chapter's sits

- Index cards or printed academic word cards (mature lists)
- Pencil and scrap paper for scoop marks
- Optional syllable strips or sticky notes for rebuilds
- Sorting mat for six syllable types (MD-2)
- Highlighter for schwa (MD-8)
- Error-log sticky stack (MD-5)
- One respectful controlled paragraph on an adult topic (MD-7) — climate models, voting systems, sports biomechanics, urban planning, lab safety procedures
- Combining-form cards for MD-10 (*photo-*, *bio-*, *geo-*, *chrono-*, *hydro-*, *-ology*, *-graphy*)
- Headphones only for labelled content access on another page — not to finish today's decode list

Library \$0 printing and handmade cards are enough. A franchise kit is optional fit later (Resources) — not required to begin Monday.

Parent model script (one full cycle)

Say this once while pointing at *industrialization*:

"I scoop: in / dus / tri / al / i / za / tion. I check the vowel in *dus* — closed. I sound each scoop. I blend. I look through the whole word — I do not stop at *in-*. If I said something that matched my history memory but not these letters, I re-scoop. Your turn on a twin."

Then hand *industrialize* or *industry* as a twin, or *constitutionality* if that is today's set. Fade the speech across the week until your talk box opening is enough.

How this differs from typical *English for Emerging Adults*

Typical 15–18 English manuals treat decode repair as contingency when a novel stalls. This title treats MD as load-bearing until accuracy holds — near-daily sit,

cumulative review of shakies, Error Hospital on Friday, respectful controlled paragraphs, morphology-aided decode bridging to Chapter 4, Greek combining forms for STEM. One pointer to the sister, then teach intensity here. Do not reprint that manual's contingency footnote as enough.

Exit-ticket shapes (rotate)

1. Scoop+blend 5 academic words; 4/5 accurate.
2. Sort 6 cards by syllable type; give one reason.
3. Full divide–sound–blend–check on 3 content words; write one.
4. Explain one MD-5 structural miss in one sentence; re-read correctly.
5. Mark schwa on 3 words; spell 2 full forms.
6. Build and read 2 Greek combining-form compounds; find one in text.

Log the exit in the notebook. Tomorrow's review stack updates from misses — not from vibes.

Safety and dignity on out-of-home scoops

Museum, transit, workplace form, café, bookstore: ordinary public courtesy. No photographing strangers. No public quiz of staff. No cold oral humiliation. Adult may read a hard line aloud so meaning stays available while the learner scoops a chosen word. Café practiced read only after home accuracy. Public speed races are refused everywhere — kitchen and café alike.

For the student

Long words are built from parts you can scoop. You are not too old for this. This is academic word study — how English builds long words — not baby phonics.

Tiny worked example.

Word: *unrepresentative*

Scoops (one reasonable division): un-rep-re-sent-a-tive

Check each scoop. Blend. Look through the whole word. If you said “un-rep...” and invented the rest, stop. Cover the first scoops. Sound the middle.

Try 1. Scoop and blend five academic cards. Accuracy only. No race.

Try 2. Pick one miss from this week. Build it syllable by syllable. Say what went wrong in one sentence (“I guessed from the first part”).

Explain it back. “How do you scoop a long word — and what do you do if the first syllable wants to take over?”

Challenge. Read a short respectful paragraph on an adult topic after previewing four hard words. Accuracy first. Then one smooth reread. Knowledge of the topic does not replace letters.

Self-advocacy: ask for time and a quiet space when you need them. Keep scooping. Audio can open a content chapter on another page while you still practice decoding here.

Worked ladder. *form* → *reform* → *reforming* → *reformation* → *transformational*. Read each step with eyes on the current letters. Cover the previous step so memory cannot do the work. Spell the final form.

Worked Greek build (17–18 stretch). *bio-* + *-ology* → *biology*; *photo-* + *-graphy* → *photography*; then read *photosynthesis* with both halves sounded — not guessed from the diagram.

Band note. At 15–16, expect heavier card sits and syllable-type sorts. At 17–18, fuse morph analysis and Greek combining forms with content words — and still scoop if *constitutionality* breaks. Birthday does not unlock “skip the map.”

Explain a miss. Pick one error from your log. “I guessed from ____ and skipped ____.” That sentence is strength, not failure.

If it isn’t clicking

Diagnostic 1 — First-syllable guesses every time.

Habit from years of “get the gist.” Next move: cover photo; force scoop marks on every card; MD-1 with twins after each miss; shrink set to five; praise looking through the middle.

Diagnostic 2 — Accurate on cards, collapses in paragraphs.

Transfer gap. Next move: MD-7 daily after card sit; preview four hard words; untimed accuracy; log paragraph misses into MD-5.

Diagnostic 3 — Phoneme-level collapse / cannot hold sounds inside a syllable.

Possible PA need. Next move: PA-R crumb 3–6 min on mature words with letters; bridge back to MD same day. If unexpected difficulty persists after systematic work, seek a human specialist/evaluation — this book does not diagnose. If shame or “too old” shutdown: mature cards only; dignity talk; MOT-1 choice of two equivalent academic sets.

Diagnostic 4 — Sorts by meaning; ignores structure (MD-2).

Next move: “Look at the vowel and what follows.” Contrast one open/closed pair. Re-sort five cards only.

Diagnostic 5 — Schwa omitted in spelling after accurate read.

Next move: MD-8; separate speech map from spelling map; dictate the full form.

Diagnostic 6 — Greek compounds guessed from diagrams / first form only.

Next move: MD-10; both halves sounded; check against text letters; cover the diagram during the decode try.

Diagnostic 7 — Chatbot or sibling finishes the word during the try.

Next move: unaided first; SCRIPT after; parent hosts the tool (The English hour). Dyslexia $\neq$ whisper-the-answer.

Slow down when tears or melt appear. Go ahead when exit crumbs hold two days and review stack shrinks. Reteach from the error log — not from a louder voice. Never time cold undecodable text. Never public speed races. If unexpected difficulty persists after weeks of systematic MD work, seek a human specialist/evaluation — this book does not diagnose.

Tools, including AI

Point back to **The English hour** AI box. Short version for this chapter:

You may ask a tool to explain a syllable type *to you*, to generate isomorphic academic words on today’s pattern with a **PARENT KEY**, or to draft a SCRIPT you say after the try. The student attempts unaided first on the decode list that *is* the lesson. You may not paste the word list for answers during the attempt, photo-to-key a packet, or let TTS finish today’s decode page. AP/dual enrollment do not replace

this sit. Bastani 2025 is OFF-AGE for literacy — one caution about crutches, not a dyslexia decoding RCT. At 15–16, stay in the room. At 17–18, co-hold with integrity and family account honesty.

Parent KEY example. Ask the tool for eight new academic words that use this week’s closed/open contrast or *-tion* suffix — answers on a page the student never sees. You check. The student scoops without a whisper window.

SCRIPT example (you say after a miss): “Look through the whole word. Scoop the middle. Try the twin.” Not a paragraph for them to copy as their decoding.

Schedule example. Block A: MD sit + encode crumb. Block B: TTS on the dual-enrollment chapter. Do not mash Block B into “we skipped scoops because AP is tomorrow.”

Detectors are not honesty tools (Liang). Fabricated citations are parent-side (Walters). Hermes 4 ≠ Hermes Agent. Grok ≠ Grok Bot. No secret friend. Turning 18 mid-year does not change the unaided-first rule on today’s decode list.

What “done enough” looks like

Before you lighten the MD sit (you may not abandon it while accuracy is shaky):

- ☐ Student scoops and blends **7/8** on an MD-1 academic set (or 5/6 on MD-10 compounds for 17–18 focus).
- ☐ Can show the same word **two ways** (scoops + typed/written; or scoops + morph strips).
- ☐ Holds after a night: two of yesterday’s shakies accurate in review without a first-syllable invent.
- ☐ Can name one structural error in MD-5 language (“skipped the middle scoop”) without “I’m dumb.”
- ☐ MD-7 paragraph: high accuracy after fix, or a clear shaky list logged — untimed.
- ☐ No baby-decodable as public identity; materials stay mature.
- ☐ PA-R used only if needed — brief, letter-linked, dignified.
- ☐ Placement by skill: birthday did not skip this chapter; AP did not cancel it.
- ☐ Parent hears a first-syllable guess and asks for the scoop without shaming.
- ☐ One in-home and one out-of-home try-it completed or dated this week.
- ☐ Encode crumb (two dictated words) paired with at least two decode sits.

- Cumulative review stack updated from Friday’s Error Hospital.

Done enough is reliable accuracy on a short academic set, showable two ways, holding after a night — not a franchise level, not a percentile, not peer-average rate (rate honesty lives in Chapter 5).

Keep the review stack alive. Tomorrow’s morphology chapter will accelerate what you scoop today — in text, not as trivia. Encoding (Chapter 3) will dictate the same map. Fluency (Chapter 5) will ask for a smooth reread only after this chapter’s accuracy holds. Do not skip ahead to stopwatch culture because a relative is impatient. Slow and accurate is the path. You are not too old for this map. Scoop. Look through the whole word.

Life-of-the-habit tips (not a ninth chapter). Mix last week’s shaky multisyllabics into Tuesday’s review. Show two ways on Friday (scoops + writing). If “got it” vanishes overnight, rebuild the stack — that is dyslexia-intensity honesty under high-school load, not proof the teen is lazy. Stop before melt. End the sit on an accurate win.

Vendor note. A franchise level or “grade 11 reading workbook” is a publisher’s scope, not a legal grade, and not a transcript line. Put the work under **Reading / Language Arts / English**. Never **Emerging Adults Dyslexia I**. Never crown a vendor because a word list looked official.

Chapter 3 — Encoding and spelling



Figure 5: Dictation page, morph spelling cues, and a pencil on a wooden table — still-life, no people, no logos.

Why this matters

Reading a long word is only half the map. Writing it — saying it, stretching the sounds, putting letters down, and reading them back — is how the map sticks in memory. Silent reading alone often does not finish that job for a learner with dyslexia risk. Encoding does.

At ages 15–18, spelling is highly visible. It shows on lab reports, history essays, dual-enrollment portals, volunteer forms, and application statements. Spelling is often among the most severe and hardest-to-remedy weaknesses for dyslexia. That is not a character flaw. It is a reason to teach the same orthographic map you teach for decoding — on purpose, out loud, with dictation of what you taught.

Louisa Moats’s spelling work is the plain picture for this chapter.⁵³ English spelling looks wild if you only match sound to letter. It looks far more orderly when you also teach meaningful parts — prefixes, roots, suffixes — and how those parts keep meaning even when speech shifts. About half of English words are predictable from sound–symbol alone; roughly eighty-four percent are mostly predictable when morphology and position patterns are taught. Those figures are useful study numbers, not a promise that every home will see the same result. They are enough to refuse “English spelling is random, so we skip it.”

You do not need to be a reading specialist. You do need to dictate what you taught, hear a first-syllable invent, hear a schwa letter vanish, hear a morph shift ignored, and ask for stretch–write–read-back. Spell-check is a helper. It is not a spelling curriculum. Speech-to-text is a helper for thinking on the page. It is not permission to abandon encoding when encoding is the lesson.

This chapter maps the encoding bank: Stretch–Map–Write Academic, Dictation Relay, Morph Spelling Shift Lab, Heart-Part Map, Two-Way Orthographic Check, Spell-Check Honesty Pass, Content Sentence Dictation, and Homophone / Near-Homograph Trap. The talk-box opening is locked: **Say it — stretch it — write it — read it back.**

⁵³Louisa C. Moats, “How Spelling Supports Reading,” *American Educator*, Winter 2005/06: morphophonological predictability; Hanna et al. (1966) figures commonly summarized as about half predictable from sound–symbol alone and roughly 84% mostly predictable when additional patterns/morphology are considered. Useful study framing, not a home guarantee. Access date: 6 September 2026.

For the parent: understand it yourself

One everyday picture

Think of a street you know by walking it both ways. Driving past once is not the same as walking house numbers, turning around, and walking back. Decoding is walking the street one way. Encoding is walking it back while saying the house numbers. Your emerging adult may “know” *decision* in a paragraph and still write *decideion* on a draft. That mismatch is information. It means the orthographic map is incomplete for that word.

One precise picture

Orthography is the writing system. Phonemes are speech sounds. Graphemes are letters or letter teams that spell those sounds. Morphology is meaningful parts. Encoding asks the learner to hold the spoken word, stretch its sounds, choose letters that match the taught pattern or the meaningful part, and prove the choice by reading the writing aloud. Heart parts are the irregular letters that must be mapped by attention — not the whole word treated as chaos. Moats’s morphophonological honesty is the adolescent–high-school accelerator: spelling often keeps the family meaning (*sign* / *signal*, *decide* / *decision*) even when pronunciation shifts.

Wrong answers you should be able to hear

1. **Writes the first syllable, then invents the rest.** Usually means a first-syllable habit carried into spelling. Move: syllable boxes; say each scoop; write scoop by scoop; read back.
2. **Omits the schwa vowel letter** (*indstry* for *industry*). Usually means speech map and spelling map got mashed. Move: separate “how we say it” from “how we spell the unstressed vowel in this family”; mark the letter that spelling needs.
3. **Adds an affix without the spelling shift** (*runing*, *decideion*). Usually means morph shift was never taught or never practiced in writing. Move: one shift family today (e-drop, y→i, doubling, or pronounce-shift pair).
4. **Blind-accepts every spell-check suggestion**, including wrong homophones. Usually means the tool is being treated as the curriculum. Move: “Tool proposes; you decide with the map.”

5. **“They can type / use speech-to-text, so we skip spelling.”** Usually means access was mistaken for intervention. Move: keep a short encode sit; use STT on content drafts without canceling orthography ownership.

Refuse, calmly, the story that a seventeen-year-old is “too old for spelling patterns.” Call the work academic word study or college-bound encoding — not baby phonics. Refuse weekly shame about messy drafts. Wrong spellings are tomorrow’s review deck.

Five-minute parent warm-up

Before the lesson, pick five words you already taught for reading this week. Say each aloud. Decide which letters are pattern and which (if any) are heart. Write one morph shift pair on a sticky (*apply* → *application*). Open the talk box in your head: *Say it — stretch it — write it — read it back*. You are ready.

How to teach it this week

Session shape (encoding sit inside the English hour)

Keep the whole Structured Literacy / English hour as named in the front-matter English-hour chapter — often about 35–55 minutes. Inside it, give encoding a clear block:

1. **Cumulative review (4–6 min).** Flash three last-week spellings; dictate two; heart-check one survivor.
2. **Short model (2–3 min).** You say one academic word. You scoop. You stretch. You write. You read back. Name one focus pattern or morph shift.
3. **Student attempt (8–12 min).** EN-1 or EN-2 as the main try. High response rate. Correct one miss with a rewrite once — not a lecture.
4. **One good question.** The locked opening: “Say it — stretch it — write it — read it back.” Then wait.
5. **Mixed practice (4–8 min).** EN-5 two-way check, or EN-3 shift lab, or EN-8 trap card — one only.
6. **Exit ticket (2–4 min).** Four focus words dictated; learner reads them back; log misses.

When to stop talking: after the model. When to stop the sit: when accuracy falls from fatigue, not when the clock looks tidy. Short, sharp, frequent beats a Sunday

marathon.

Exact wording you can say

- “Say it.”
- “Stretch the sounds — scoop if it’s long.”
- “Write what the letters should be for this pattern.”
- “Read it back. Does it match?”
- “Is this a heart part or a pattern we own?”
- “Does the suffix change the base spelling?”
- “Tool proposes; you decide with the map.”
- “Wrong answers teach the map. We’ll put this one on Friday’s hospital.”

Age-band moves

15–16. Lean on EN-1, EN-2, EN-4, EN-5, EN-7, EN-8. Dictate clauses before complex sentences. One transcription target per sit if load freezes them. Content sentences from this week’s history or science chapter keep dignity high.

17–18. Keep the same map. Add EN-3 denser derivatives, EN-6 spell-check honesty on a real draft paragraph, and EN-7 sentences that carry dual-enrollment or advanced content vocabulary. Place by skill: a seventeen-year-old who still invents after the first syllable stays in syllable-box encoding with adult words — not a novel-only week because “senior year.”

First named try-it for the student — EN-1 Stretch–Map–Write Academic (HS)

- **Time:** 8–12 minutes.
- **Materials:** Paper or whiteboard; five multisyllabic words taught this week; optional syllable boxes.
- **Steps:** (1) You say the word. (2) Learner repeats and scoops orally. (3) Writes syllable by syllable. (4) Marks any heart irregular part. (5) Reads what was written. (6) Correct + rewrite once.
- **Error patterns:** First-syllable invent; schwa omit; morph spelling ignored. **Move:** syllable boxes; one spelling rule for the miss.
- **Exit crumb:** 4/5 correctly encoded after one feedback cycle.

- **How to fade help:** First word fully coached; next words wait after “stretch”; last word unaided then read-back check.
- **Safety / dignity:** Private sit. No public quiz of misspellings. Adult topic words only.

Map the rest of the EN bank in practice below. Bridge forward: morph shifts deepen in Chapter 4; scribe-without-abandoning-spelling deepens in Chapter 7.

Practice that actually builds learning

Talk box

Opening (locked): “Say it — stretch it — write it — read it back.”

Follow-ups (pick three to five):

1. Meaning: “What does this word mean in the sentence we’re using?”
2. Representation: “Show me with syllable scoops / stretch the sounds / finger under each letter you wrote.”
3. Type or evidence: “Is this a heart part or a pattern we own? Which letters prove it?”
4. Check: “Does that match the letters you meant — and can you read it back exactly?”
5. Revise: “You may change your mind. Try it another way.”

How to wait: After you ask, give a slow three (think-time convention from classroom wait-time work — useful habit, not a literacy trial).⁵⁴ After they stop, wait again. If they are mid-stretch, do not cut them off. Look at the paper, not at their face, if the silence is hard. Protect the try.

Stuck silence usually means: vague question; wait-time zero; first-syllable grab; word outside today’s taught set; shame flood; whole-sentence load too big; need a shorter clause first. Pose again, wait, point at the paper — do not fill in the spelling for them during the attempt.

⁵⁴Stahl (1994) think-time / Rowe (1972) wait-time — classroom-origin conventions for wait; not literacy RCTs; not mashed as a dyslexia encoding trial.

In-hour activities (name them; run them)

EN-2 — Dictation Relay (Clause → Complex Sentence) — Band 15–16 primary; both can use. **Time:** 8–10 min. **Materials:** three clauses, then one complex sentence using today’s patterns and one academic word. **Steps:** Dictate clause → write → read back; build to complex sentence; circle today’s focus spellings; ignore every other error for *this* sit’s score (log others). **Errors:** freezes on whole-sentence load; capital/period panic. **Move:** clause first; one transcription target today. **Exit:** focus words ≥80% correct in the sentence.

EN-3 — Morph Spelling Shift Lab (HS Derivatives) — Both bands. **Time:** 10–12 min. **Materials:** base→derived pairs (*decide/decision, receive/reception, confine/confinement, apply/application, critique/critical*). **Steps:** Spell base; add affix and discuss shift (e-drop, y→i, doubling, pronounce shift); write derived; read both. **Errors:** adds affix without shift; over-doubles. **Move:** one rule family per day; contrast pair. **Exit:** correct shift on 3/4 pairs with rule named.

EN-4 — Heart-Part Map (Irregular Survivors) — Both. **Time:** 5–8 min. **Materials:** four sticky irregulars chosen for *this* learner (*enough, though, colonel, bureaucracy* are examples — swap to real misses). **Steps:** Say word; map regular parts; heart irregular letters; write three times saying letter names for the heart part only; use in one oral sentence about school or work. **Errors:** treats whole word as random; refuses. **Move:** celebrate regular parts; limit hearts; cumulative stack. **Exit:** spells 3/4 hearts correctly in isolation.

EN-5 — Two-Way Orthographic Check — Both. **Time:** 4–6 min. **Materials:** five words on today’s pattern. **Steps:** Learner reads all five; cards flipped; you dictate same five in new order; mismatches → shaky deck. Reading-only “mastery” is incomplete. **Errors:** reads fine, spell collapses. **Move:** next sit encodes the miss set before new learning. **Exit:** ≥4/5 both ways.

EN-6 — Spell-Check Honesty Pass (Draft) — 17–18 primary; 15–16 late. **Time:** 6–8 min. **Materials:** learner draft paragraph; device spell-check optional. **Steps:** Find three misspellings without the tool; run spell-check; note caught vs missed; fix with pattern/morph reason, not click-only; log one miss the tool missed. **Errors:** blind accept; wrong homophone accepted. **Move:** tool proposes; you decide with the map. **Exit:** explains one fix with pattern or morph reason.

EN-7 — Content Sentence Dictation (History/Science) — Both. **Time:** 8–10 min. **Materials:** one or two sentences from this week’s content chapter, rewritten

with taught patterns. **Steps:** Preview three focus words; dictate; learner writes and reads back; score focus words; log others. **Errors:** copies from memory of meaning without hearing syllables. **Move:** re-dictate; syllable pause mid-sentence if needed. **Exit:** focus words $\geq 80\%$; sentence readable.

EN-8 — Homophone / Near-Homograph Trap Card — Both. **Time:** 5–7 min. **Materials:** pairs (*their/there/they're*, *affect/effect*, *principle/principal*, *cite/site/sight*) in sentence frames from this week's writing. **Steps:** Read sentence aloud; choose spelling with reason; encode chosen form; add sticky pair to review deck. **Errors:** chooses by “sounds right” only. **Move:** meaning + morph cue (*cite* = citation family). **Exit:** 3/4 correct with one-sentence reason.

In-home try-it — Error-Log Friday Hospital (encoding side)

- **Time:** 10–15 minutes on Friday.
- **Materials:** week's misspellings on stickies; notebook titled Reading / Language Arts / English; pencil.
- **Safety:** private; dignity language — “the brain needs a clearer map,” not “you're careless.”
- **The fun:** sorting the week's “patients,” discharging three that are fixed, keeping two on watch.
- **The skill:** diagnose pattern (schwa omit, morph shift, heart, homophone) and re-encode once correctly.
- **Error patterns:** cannot explain the miss; shame flood. **Move:** you name the pattern first once; they rewrite; celebrate the discharge.
- **Bridge:** STT then Ortho Pass (Chapter 7) — if a draft was spoken first, still run a short orthography ownership pass on focus words.

Out-of-home try-it — Workplace / Volunteer Form Accuracy Pass (encoding side)

- **Time:** 10–15 minutes on site or at the kitchen table with a real form photocopy/printout used with permission.
- **Materials:** volunteer, job, or club form; pencil; sticky for two focus spellings (*emergency*, *availability*, *reference*).
- **Safety:** no photographing strangers; no shaming in public; ask before using a workplace form; ordinary courtesy.
- **The fun:** adult real print that matters — not a baby worksheet.

- **The skill:** accurate encoding of taught multisyllabics and common form words; read-back check before submit.
- **Error patterns:** rushes blanks; first-syllable invent under social pressure.
Move: preview three hard words in the car; write slowly; read back privately before anyone else sees it.

Blocked vs mixed; one incorrect example

Blocked (new move): five words that all use today's e-drop before *-ing*.

Mixed (when to use it): after two clean days, mix e-drop with a doubling word and one heart.

Incorrect example to diagnose: Learner writes *aplication* for *application*. Ask: "Say it — stretch it — where is the double consonant that the family needs?" If they say *apply* correctly but drop the *p* map, teach the base→derived link (EN-3), then rewrite once.

Library, kitchen, and workplace forms *are* practice. They do not replace the Structured Literacy encode sit.

For the student

You are not too old for this. This is skill work with adult words.

Encoding means: hear the word, stretch it, write the letters that match the pattern (or mark the heart part), then read what you wrote. Reading a word in a book is not the same as owning it on paper. Owning it on paper is how essays, forms, and lab reports stop fighting you.

Tiny worked example. Word: *decision*.

Say it. Scoop: de-ci-sion. Stretch. Write. Notice the base *decide* dropped *e* and the *c* sound shifted in speech — spelling still shows the family. Read it back: *decision*. If it matches, you're done with that card. If not, rewrite once.

Try 1. Pick four words from this week's history or science chapter that you already practiced reading. Have someone dictate them. Stretch. Write. Read back. Aim for three or four correct after one fix.

Try 2. Take one pair: *apply* / *application*. Spell both. Say what changed and what stayed. Use *application* in one sentence about school or work.

Explain it back. In your own words: What is a heart part? What is a pattern you own? Why does “tool proposes; you decide” matter?

Challenge. On a draft paragraph, find three misspellings *before* spell-check. Fix one with a reason you can say aloud. Then run spell-check and notice what it caught — and what it missed.

Slow and accurate is allowed. You can show the map with scoops, letter stretch, and read-back. You can change your mind when you look. Self-advocacy is allowed — asking for time, a quieter space, or a scribe for *thinking* — and so is continuing the spelling map.

If it isn’t clicking

Diagnostic 1 — Reads okay, spelling collapses.

Next move: EN-5 two-way check every encode day. Encode the miss set before new words. Do not crown “reading mastery” from oral reading alone.

Diagnostic 2 — Freezes when the sentence gets long.

Next move: EN-2 clause first. One transcription target today (today’s pattern words). Capitals and periods can wait one sit if they are stealing the whole minute. Log them; return Friday.

Diagnostic 3 — Spell-check “fixes” everything into the wrong word.

Next move: EN-6 and EN-8. Homophones need meaning + morph, not a green underline. If shame or melt shows up, stop the sit, shorten tomorrow, keep dignity. If unexpected persistent spelling difficulty continues despite clear teaching, seek a human specialist or evaluation — this book does not diagnose.

Correct without crushing: “That first scoop is solid. Look at the middle again.” Yell-try-harder is not the rule. Never-correct is not the rule either.

Tools, including AI

Keep this short. Point back to the English-hour AI box.

You may, after the emerging adult has tried: ask a tool on *your* account to explain a spelling generalization to you; generate isomorphic practice words with the answer key held by you; get a labelled SCRIPT of what *you* should say next. You may

not: paste tonight's worksheet for completion; photo-to-key; let a chatbot write the essay or "fix spelling to an A"; use dictation to produce the encoding that was today's lesson and call it done without instruction. TTS and dictation can open content doors. They do not finish today's stretch-map-write page. Dual enrollment and AP do not retire the word-level hour.

What "done enough" looks like

Before you move the encode focus forward:

- ☐ Focus words hit about 4/5 (or $\geq 80\%$ in a dictated sentence) after one feedback cycle.
- ☐ Learner can show the word two ways: stretch/scoops *and* written form read back.
- ☐ Two-way check (read then spell) holds on $\geq 4/5$ for the current set.
- ☐ At least one morph shift or heart part can be explained in plain words.
- ☐ Error log has today's misses with a named pattern — not a shame stack.
- ☐ Placement is by skill, not birthday: unfinished code → continue academic encoding; ready morph density → Chapter 4; draft ownership → Chapter 7's scribe/ortho pass.
- ☐ A publisher "Level 7" or a "grade 11 spelling workbook" is a scope, not a transcript line. Titles a stranger can read: **Reading / Language Arts / English**.

Done enough is not peer-average spelling on every rare word. Done enough is a teachable map, growing ownership, and honesty about tools.

A sample encode week (composite illustration — not a reported family)

Use this as a shape, not a script to recite without looking at your learner's error log.

Monday (15–16 lean). Review three last-week cards. EN-1 on five academic words from the science chapter (*hypothesis, variable, conclusion, procedure, accurate*). Exit: 4/5 after one rewrite. Log misses.

Tuesday. EN-5 two-way check on Monday's set. Whatever fails spelling goes

back into syllable boxes before any new word. Add EN-8 on *their/there* in a sentence about lab partners.

Wednesday. EN-2: three clauses → one complex sentence using *because* and one focus word. Circle focus spellings only for today's score.

Thursday. EN-7 content sentence from history (*The committee published a preliminary report.*). Preview *committee*, *published*, *preliminary*. Dictate. Read back.

Friday. Error-Log Friday Hospital. Discharge three fixed spellings. Keep two on watch. Optional: one heart from EN-4.

17–18 swap. Replace Wednesday's clause relay with EN-3 shift lab (*apply/application*, *decide/decision*). Replace Friday's light close with EN-6 on a real draft paragraph — three self-found misses before spell-check.

Composite kitchen moment (labelled illustration)

A parent dictates *industrialization*. The learner writes *industralzation*. The parent does not sigh. The parent says, "Say it — stretch it — write it — read it back. Scoop with me." They mark *in-dus-tri-al-i-za-tion*. The schwa vowels need letters even when speech shrinks them. One rewrite. Read-back matches. Sticky goes to the "owned" pile only after tomorrow's two-way check. That is teaching. Shame would have ended the sit without a clearer map.

Dictation craft — what to say and what not to load

Dictate what you taught. That sentence is the week's spine.

- Say the whole word once at a natural pace.
- If needed, repeat once. Do not stretch it for them on the attempt — that is their job.
- For EN-7, you may pause between scoops *after* a miss on the first try, not before.
- Do not dictate twenty new rare words you never taught for reading.
- Do not score every capital letter on a day when the target is *-tion* spelling.
- Do score the focus pattern honestly. Kindness without a clear target is fog.

Invented spelling is a beginning strategy for unknown patterns. It is not forever

for patterns you already taught. If *running* was taught with doubling, *runing* on Thursday is a review item, not a personality note.

Heart parts without chaos

Some letters in some words do not play fair with the patterns you own yet. Heart them. Limit the stack. Celebrate the regular parts first so the word is not branded as hopeless.

Examples of heart attention (swap to your learner's real list): the *ough* stretch in *enough* / *though*; the unexpected letters in *colonel*; dense survivors like *bureaucracy* when that word actually appears in their civics reading. Write the heart letters while saying letter names. Use the word in one oral sentence about school, work, or a content chapter. Cumulative stack on the fridge is fine. A public "look how many you miss" wall is not.

Spell-check honesty without anti-tech theater

Spell-check catches many typos. It misses or mis-fixes many dyslexic misspellings and almost loves the wrong homophone. The kitchen rule is simple: the student finds three issues first; the tool runs second; every accept needs a reason tied to pattern, morph, or meaning. "It underlined green" is not a reason.

Speech-to-text can get ideas onto the page when transcription load is crushing thinking. That is civil. After the ideas are down, still run an ortho pass on the week's focus words. Chapter 7 deepens the scribe contract. This chapter refuses the shortcut that says typing ability equals spelling curriculum finished.

Linking encode to decode (one map)

If Chapter 2's multisyllabic sit taught *constitutionality* with scoops, today's encode sit should include *constitution* or *constitutional* in dictation — not a random new theme. Same map. Decode and encode talk to each other. Two-way check (EN-5) is how you catch "reads fine, spells collapse."

Morphology Chapter 4 will accelerate shifts (*nature/natural*). You can plant EN-3 pairs now without turning this week into a Latin trivia club. Keep pairs tied to this week's text.

Exit ticket shapes (rotate)

Ticket A — Four-word dictation. Dictate four focus words. Learner writes, then reads each back. Pass guideline: 3/4 or 4/5 after one feedback cycle on a parallel set.

Ticket B — Sentence focus. One dictated content sentence; score only the two or three focus spellings.

Ticket C — Explain one fix. Show a sticky miss from yesterday. Learner rewrites and names the pattern in one sentence.

Ticket D — Homophone reason. One frame sentence; choose *affect* or *effect* (or your pair); encode; give a one-line reason.

Keep tickets short. They are skill objects, not a percentile identity and not an AP score.

Materials list for the encode shelf

Lined paper or whiteboard; pencil; syllable-box template; sticky notes; heart marker (small heart drawn over irregular letters); error-log notebook with a stranger-readable **Reading / Language Arts / English** title; this week's content textbook or printed sentences; optional device for EN-6 only after unaided try; review deck rubber-banded by pattern.

Motivation without gift-only skip

Strengths — oral reasoning, science curiosity, humor, sports knowledge — are assets. Use them in oral sentences that *use* the spelled word. They do not make Structured Literacy optional. Refuse “dyslexia is a gift so we can skip spelling.” Refuse “AP is tomorrow so generate the paragraph.” Adaptations are not a generative rewrite licence.

When AP / dual enrollment collides with the encode hour

Keep two clocks. Content-access and drafting may need TTS, audio, or extra time.⁵⁵ The word-level encode sit still gets a named block most weekdays — even

⁵⁵Wood et al. (2018) TTS meta-analysis and IDA assistive-technology posture — TTS/dictation as access, not a substitute for Structured Literacy encoding when encoding is the lesson.

if that block is twelve sharp minutes. Canceling intervention because the portal is full is how unfinished code stays unfinished into college applications.

Parent self-check after the sit

Ask yourself once:

- Did I dictate words we taught?
- Did I hear a first-syllable invent and ask for scoops?
- Did I stop before melt?
- Did I log the pattern, not the personality?
- Did I keep dignity — no public spelling bee humiliation?

If yes, that was a real English hour crumb. You do not need a franchise badge for that.

Student band notes (extra plain)

If you are about 15–16: Expect clauses before monster sentences. Expect someone to wait while you stretch. Expect sticky hearts for a few survivors. You still use adult words — museum labels, lab words, history words — not baby storybook identity.

If you are about 17–18: Expect denser derivatives and draft honesty with spell-check. Expect forms and research-edge words. If your skill still needs syllable boxes, that is skill placement, not a birthday insult. You are allowed to practice a share before any wider reading of your writing aloud.

More incorrect examples to diagnose

1. **Writes *recieve*.** Move: *i*-before-*e* is not the whole curriculum; teach *receive/reception* as a morph family and the *ei* after *c* pattern you are actually teaching this week. Rewrite once. Add to review.
2. **Writes *principle* when the sentence means the school leader.** Move: EN-8 — meaning first (*principal* = main / school head; *principle* = rule). Morph cue: *pal* slang memory tricks are optional; meaning + sentence frame is required.
3. **Types a whole paragraph by STT, then submits without reading.** Move: read-aloud pass; circle three focus words; encode those three carefully by

hand or by intentional keyboarding; then submit.

4. **Reads *photosynthesis* correctly, writes *fotosinthesis*.** Move: EN-5 mismatch → shaky deck; teach grapheme choices for /f/ and /θ/ in this Greek-leaning STEM word; rewrite; recheck tomorrow.

Out-of-home alternate — Bookstore or library spine accuracy crumb

If a workplace form is not available, stand in a library aisle (quietly). Choose two nonfiction spines with academic titles. On a sticky, encode one title word you have been taught (*environment*, *constitution*, *geometry*). Read it back. No photographing strangers. No quizzing a librarian as a “test.” Ordinary courtesy. The print is real; the sit stays short.

Intensity without tears-as-badge

Foorman and Torgesen’s intensity idea — more explicit, more intensive, more supportive — ages into this kitchen as clearer teaching and more reps, not louder teaching.⁵⁶ Torgesen’s school figures of roughly 20–45 minutes in reviewed small-group successes are a design cue, not a parent statute. Home ambition remains the named English hour most weekdays. If today only holds thirty minutes, one encode move done well beats a rushed medley.

Bridge sentences you can say aloud

- “Tomorrow we check these two ways — read and spell.”
- “Friday’s hospital gets this sticky — pattern is schwa letter, not laziness.”
- “Chapter 4 will show how parts explain more of these shifts.”
- “When we draft in Chapter 7, we can scribe thinking — we still own these spellings.”

⁵⁶Foorman et al., IES Foundational Skills Practice Guide (NCEE 2016-4008, 2016), Recommendation 3 (**strong**): teach students to decode, analyze word parts, and write and recognize words — encoding/spelling fuel still relevant when multisyllabic accuracy is broken at 15–18.

What this chapter refuses (teach against, calmly)

Phonics-over-at-high-school. Too-old-for-spelling-patterns. Spell-check-as-curriculum. Gift-only skip. Wait-until-college. Baby-decodable public identity. Public spelling humiliation. Chatbot finishes the word or the essay because “dyslexia” or “AP tomorrow.” Lenses as the spelling cure.⁵⁷ Three-cueing invent-the-rest as encoding strategy.

Say the refusal once in plain language when it appears in your week. Then teach the next card.

Weekly error-pattern menu (use the log, not your mood)

Keep a simple tally on the notebook’s margin. Patterns you will see often:

Pattern you hear/see	Likely map gap	Next sit
First syllable solid, rest invented	Scoop-through habit missing in write	EN-1 with boxes; cover nothing — look through
Schwa vowel letter gone	Speech/spelling mash	Say “speech can shrink; spelling keeps a letter”; mark it
Affix slapped on, base not shifted	Morph shift untaught	EN-3 one family
Homophone “sounds right”	Meaning not checked	EN-8 frame + reason
Reads 5/5, spells 1/5	Encode neglected	EN-5; miss set before new learning
Tool accepted wrong word	Spell-check as curriculum	EN-6; tool proposes / you decide

Do not invent medical labels from a sticky. Do seek evaluation when difficulty is unexpected and persistent despite instruction that works for peers — high-level pointer only; not legal advice; not a diagnosis from this book.

⁵⁷AAP-AAO-AAPOS-AACO joint statement: parallel eye care if needed; colored lenses / vision therapy are not the dyslexia reading or spelling treatment.

Two full model scripts (parent voice)

Script A — EN-1 on *preliminary*.

“My turn first. *Preliminary*. I scoop: pre-lim-i-nar-y. I stretch. I write. I heart nothing today — this is pattern and syllables we own. I read it back: *preliminary*. Your turn. Say it. Stretch it. Write it. Read it back.”

Wait. If they write *prelimnary*, point to the missing vowel letter: “Which scoop needs a letter for the vowel we barely hear?” Rewrite once.

Script B — EN-3 on *decide* / *decision*.

“Spell *decide*. Good. Now we build *decision*. The base drops *e* before the suffix, and speech shifts — spelling still shows the family. Write *decision*. Read both. What stayed? What shifted?”

If they write *decideion*, show the contrast pair on one sticky. One rule family today. Stop before you teach doubling in the same breath.

How much is enough this month

Done-enough for a *set* is not done-enough for a *life*. After a set holds two ways and after a night, mix it into cumulative review twice a week. Add new academic words from content. Keep hearts limited. Revisit homophones whenever drafts show them. Spelling growth at 15–18 is often slow and real. Absolute gains matter. Comparing every paper to a peer who never struggled is a cruelty machine — retire it.

Connecting to records (preview of Chapter 9)

Date the notebook. Title it something a stranger can read: Reading, Language Arts, or English. File the dictation sample and the error-log Friday page. Optional vendor placement stays optional. Evaluation notes, if any, stay in a private family file. Never title the credit **Emerging Adults Dyslexia I**. Never put Barton Level or Wilson WRS on the transcript line as the course name.

Café or kitchen table — short encode after a practiced read

If Chapter 5’s Café Practiced Read is on your calendar, do not turn the café into a cold spelling bee. Do this instead: at home before you go, encode two hard words from the practiced paragraph. At the café, read the practiced text for smoothness

only. Back home, dictate those two words again. Public dignity stays intact. Encode stays instructional.

For co-teachers who feel rusty

Many adults feel rusty on how spelling was taught to them. That is normal exhaustion, not a flaw. Warm up with five words. Use the locked talk-box line. Let the error log teach *you* which pattern to model tomorrow. You are allowed to look up a generalization before the sit. You are not required to pretend you memorized every English oddity in 1998.

Closing picture for the week

Encoding is how unfinished code becomes owned code. The emerging adult says the word, stretches it, writes it, and reads it back. You ask one good question and wait. You dictate what you taught. You treat spell-check as a proposal. You keep AP and dual-enrollment load from eating the word-level hour. You place by skill, not birthday. That is enough of a path for this chapter — and it is a kind one.

Spelling difficulty sits inside the word-level reading and spelling disability named by IDA's October 2025 definition — instruction still matters at any age.⁵⁸

Spelling can remain hard even when reading improves; keep encoding on the table.⁵⁹

Reading-only mastery is incomplete without encoding that maps spellings into memory.⁶⁰

These are useful studies, not a promise that every home will see the same weekly scores.⁶¹

⁵⁸International Dyslexia Association definition materials (October 2025 governing language in this series; 2002 Lyon–Shaywitz historical companion) — spelling difficulty as part of word-level reading/spelling disability; instruction matters at any age.

⁵⁹Maughan et al. persistence themes as cited via Catts lineage in the development memo — spelling can remain hard even when reading improves; do not invent coefficients beyond the memo.

⁶⁰Ehri orthographic mapping spirit as paired with Moats in the teaching memo — reading-only mastery is incomplete without encoding practice that maps spellings.

⁶¹These are useful studies, not a promise that every home will see the same weekly scores. Then teach.

Bastani’s off-age caution, and the write-the-essay ban, live in the English-hour AI box.⁶²

⁶²Bastani et al., *PNAS* (2025): Turkish high-school math chatbot trial — **OFF-AGE for literacy; not a dyslexia RCT**. Mechanism reminder only. Full AI lane in the English hour.

Chapter 4 — Morphology denser in HS text



Figure 6: Prefix, root, and suffix cards beside a morph strip — still-life, no people, no logos.

Why this matters

High-school text does not wait politely for a finished code. Informational chapters, argument essays, science explanations, and literary criticism dump long words built from meaningful parts — prefixes, roots, and suffixes stacked on each other. Morphology is the 15–18 accelerator for a learner with dyslexia risk: it helps decoding, spelling, and academic vocabulary *in this week’s text*, not as a Latin trivia club.

Morphology means the meaningful parts of words. A prefix sits at the front and changes meaning (*un-*, *re-*, *counter-*). A root carries a core meaning (*struct* = build; *spect* = look; *graph* = write). A suffix sits at the end and often changes job in the sentence (*-tion* noun; *-ive* adjective; *-ly* adverb). Bound roots do not stand alone as everyday English words; they still earn their seat in *construct*, *inspect*, *photograph*.

IDA’s 2025 definition language names morphological processing alongside phonological processing as common (not universal) in dyslexia profiles.⁶³ That is a teaching cue: strip parts, use parts for meaning, and let spelling keep family meaning even when speech shifts. Kamil and colleagues’ adolescent literacy guide rates word-part strategies as strong evidence for vocabulary.⁶⁴ Vaughn and colleagues’ guide supports multisyllabic and morphology-aware word study for secondary readers who still need it.⁶⁵ Crosson and Moore’s Latin-roots work with middle and high school English learners, Lesaux and colleagues’ ALIAS academic vocabulary program, and Goodwin and Ahn’s morphology meta-analyses are useful related lines — label them carefully: they are not dyslexia-only trials, and they are not a promise that every home will see the same result.⁶⁶ Teach the parts in this week’s science, history, or lit-crit page anyway.

⁶³International Dyslexia Association (October 2025 definition materials used as governing language in this series) — morphological processing named alongside phonological; instruction at any age. Access date: 6 September 2026.

⁶⁴Kamil et al. (2008), IES Improving Adolescent Literacy (NCEE 2008-4027) — Recommendation 1 word-part / vocabulary strategies rated **strong** (as used in memos).

⁶⁵Vaughn et al. (2022), IES Providing Reading Interventions for Students in Grades 4–9 — Rec 1 multisyllabic / word-study logic and Rec 3A morphology-related supports as mapped in the brief; aged carefully into 15–18.

⁶⁶Goodwin & Ahn (2010, 2013) morphology intervention meta-analyses — moderate overall effects widely cited; page-level clinic *d* quotes may remain lightly labelled where full PDF page quotes were not locked.

At band **15–16**, aim for high-utility affixes and academic families inside content chapters. At band **17–18**, densify: Latin/Greek layers, stress shifts (*photograph / photography*), argument vocabulary (*unsubstantiated, counterargument*), and discipline morph stickies. Place by skill, not birthday. A seventeen-year-old who cannot yet strip *constitutionality* sits in morphology lab with respectful materials — not a novel study because “senior year.”

This chapter maps MO-1 through MO-8. The talk-box opening is locked: **What parts do you see — and what does each part do in this sentence?**

For the parent: understand it yourself

One everyday picture

Think of a toolbox, not a word museum. *Reconstruct* is not a rare jewel to memorize as a shape. It is *re-* (again) + *struct* (build) + a verb ending you already know. When the history chapter says *infrastructure*, the same root walks back into the room. Dinner can reuse one deep family member. The fridge can hold a web. The transit notice can show *unauthorized* in the wild. Parts travel. Lists that never touch this week’s text do not travel as well.

One precise picture

Morphological awareness is noticing and using meaningful parts. Morphophonology (Moats’s spelling honesty from Chapter 3) is why *sign* and *signal* keep letter kinship while speech shifts.⁶⁷ In high-school density, learners meet stacks: *overgeneralization, indestructible, photosynthesis*. The move is strip → name each part’s job in *this* sentence → reseal → use in a claim or paraphrase → encode at least one derived form. Decoding Chapter 2’s Morphology-Aided Decode (MD-6) and Greek combining forms (MD-10) fuse here. Encoding’s Morph Spelling Shift Lab (EN-3) is the spelling twin.

Wrong answers you should be able to hear

1. **Treats related forms as unrelated** (*nature* vs *natural* as two random words). Usually means morphophonology was never shown. Move: MO-4 — name

⁶⁷Moats (2005/06) — morphophonology; spelling preserves meaning across related forms.

what letters/meaning stayed and what sound shifted.

2. **Lists synonyms or topic mates as a “root family”** (*house, home, dwelling* under *struct*). Usually means “same topic” replaced “same root.” Move: “Same letters/root — not just same topic.”
3. **Picks only easy affixed words; skips bound roots.** Usually means the hunt stayed in comfort. Move: you pre-mark two bound-root examples in the passage.
4. **Uses a fancy argument word socially without a part map** (*unsubstantiated* as *vibe*). Usually means talk ran ahead of analysis. Move: MO-5 — strip before seminar use.
5. **“Phonics is over; we only do vocabulary packets now.” / first-syllable guess on long academic words.** Usually means morphology was never welded to looking through the whole word. Move: parts + scoops; refuse three-cueing; keep Structured Literacy intensity.

Refuse gift-only skip (“they’re bright, so word study is optional”). Refuse baby-decodable identity as the public brand for a seventeen-year-old doing advanced word study. Call it morphology lab, academic word study, or college-bound decoding.

Five-minute parent warm-up

Open this week’s science or history page. Find one affixed academic word. Strip it on a sticky. Write two family members. Say the locked question once: *What parts do you see — and what does each part do in this sentence?* You are ready.

How to teach it this week

Session shape (morphology sit inside the English hour)

Inside the 35–55 minute Structured Literacy / English hour:

1. **Cumulative review (4–6 min).** MO-6 deck sprint on this month’s roots/affixes — flash read + quick meaning; encode two shaky.
2. **Short model (2–3 min).** You strip one word from *this week’s* text on the board. Name each part’s job in the sentence. Reseal. Use in one claim sentence.

3. **Student attempt (8–12 min).** MO-1 Affix Peek or MO-2 Root Family Web as the main try.
4. **One good question.** Locked opening. Wait.
5. **Mixed practice (6–10 min).** MO-3 Lego builds, or MO-4 shift pairs, or MO-7 false friends — one focus.
6. **Exit ticket (2–4 min).** Analyze two words; encode one; or place one argument word in a claim frame (17–18).

When to stop talking: after the model. When to stop the sit: before melt — high response rate, short reps. Morphology crumb can also be 6–10 minutes fused to multisyllabic decode (MD-6) on heavier days.

Exact wording you can say

- “What parts do you see — and what does each part do in this sentence?”
- “Same root family — or just same topic?”
- “Strip it. What does the prefix do here?”
- “Spelling often keeps the meaning even when speech shifts.”
- “Build a legal academic word. Now build an illegal combo and reject it.”
- “Parts first. Glossary second.”
- “Use it in a claim about this page — not a dictionary parade.”

Age-band moves

15–16. High-utility affixes (*un-, re-, dis-, pre-, -tion, -ment, -able*). Concrete academic families (*struct, spect, port, dict*). MO-1, MO-2, MO-3, MO-4, MO-6, MO-7. Dinner Deep Word reuse. Morphology Lego with meaning check.

17–18. Denser Latin/Greek (*bio, thermo, photo, graph, meter* fused with MD-10). Stress and pronunciation shifts. MO-5 argument vocabulary. MO-8 discipline morph sticky for science / history / lit crit. Still strip before seminar flourish.

First named try-it — MO-1 Affix Peek in This Week’s HS Text

- **Time:** 8–10 minutes.
- **Materials:** This week’s literary or informational passage (print or shared screen); sticky notes.
- **Steps:** (1) Hunt five affixed words. (2) Strip prefix/root/suffix. (3) Restate meaning from parts + context. (4) Encode one derived form.

- **Error patterns:** Picks only easy words; ignores bound roots. **Move:** adult pre-marks two bound-root examples.
- **Exit crumb:** Analyzes 4/5; encodes one.
- **Fade help:** First two co-stripped; next two with “what’s the suffix doing?”; last unaided.
- **Dignity:** Adult topics; no baby word lists as public identity.

Bridge: fuse with MD-6 (strip before syllable fight) and MD-10 (Greek combining forms in STEM text).

Practice that actually builds learning

Talk box

Opening (locked): “What parts do you see — and what does each part do in this sentence?”

Follow-ups:

1. Meaning: “Restate the sentence using simpler words — keep the part meanings.”
2. Representation: “Show me with morph tiles / sticky strips / a sketch of the family web.”
3. Type or evidence: “Is this the same root family — or only the same topic? Point to the shared letters.”
4. Check: “Does your part-meaning match the story of this sentence? Check the glossary only after the try.”
5. Revise: “You may change your mind. Try another strip.”

How to wait: Slow three after the question; second wait after they pause. If mid-strip, do not snatch the marker. Look at the word on the page. Protect the try. Practiced share only if a sibling joins — no cold oral humiliation.

Stuck silence usually means: vague question; wait-time zero; word outside today’s text; shame; “same topic” confusion; need a pre-marked bound root.⁶⁸ Point back at the print. Do not fill in the parts for them on the first attempt.

⁶⁸Stahl (1994) / Rowe (1972) — wait-time conventions; not literacy RCTs.

In-hour activities — full MO bank

MO-2 — Root Family Web (HS Density) — Both. **Time:** 10–12 min. **Materials:** central root (*struct, spect, graph, dict, fer, scribe/script*); web paper. **Steps:** Place root; build 6–8 family members (*construct, destruction, instructor, infrastructure*); read all; spell three; use two in seminar claim sentences. **Errors:** synonyms not morph family; spelling drift. **Move:** “Same letters/root — not just same topic.” **Exit:** web ≥6 accurate; spells 3.

MO-3 — Morphology Lego Academic — 15–16 primary. **Time:** 8–10 min. **Materials:** prefix/root/suffix tiles; build board. **Steps:** Build 4 legal academic words; read and define from parts; build 1 illegal combo and reject with reason; encode two builds. **Errors:** builds nonsense and accepts it. **Move:** meaning check + dictionary confirm for borderline. **Exit:** 4 legal builds read correctly; 1 illegal rejected.

MO-4 — Meaning vs Pronunciation Shift — Both. **Time:** 8–10 min. **Materials:** pairs (*sign/signal, crime/criminal, nature/natural, nation/national*). **Steps:** Spell and say both; name what stayed (letters/morph) vs what shifted (sound); use in one content sentence each. **Errors:** treats related forms as unrelated. **Move:** Moats morphophonology — spelling preserves meaning. **Exit:** names shift on 3/4 pairs.

MO-5 — Morphology in Argument Vocabulary — 17–18 (15–16 stretch). **Time:** 10–12 min. **Materials:** argument words (*unsubstantiated, counterargument, overgeneralization, indefensible*). **Steps:** Strip morph; define from parts; place each in a claim/warrant/counter frame; encode two. **Errors:** uses word socially without morph map. **Move:** force part-meaning before talk use. **Exit:** uses 3 words correctly in frames; spells 2.

MO-6 — Cumulative Morph Deck Sprint — Both. **Time:** 4–6 min. **Materials:** cumulative morph cards (this month’s roots/affixes). **Steps:** Flash read + quick meaning; encode 3 shaky; log misses. High response rate — intensity lever. **Errors:** guesses from first letter. **Move:** require full analysis on miss. **Exit:** ≥80% of deck accurate; shaky logged.

MO-7 — False Friend Affix — Both. **Time:** 6–8 min. **Materials:** lookalikes (*in-* meaning “not” vs *in-* as “into”; *-er* agent vs comparative). **Steps:** Two sentences; choose which job the affix does; encode both bases+affixes. **Errors:** one-meaning-fits-all. **Move:** context + base identity. **Exit:** correct job named for 3/4

items.

MO-8 — Discipline Morph Sticky (Science / History / Lit Crit) — 17–18.
Time: 8–10 min. **Materials:** chapter excerpt; four discipline words with transparent morph. **Steps:** Stick morph analysis on margin; paraphrase; reuse one in tonight’s writing plan. **Errors:** copies glossary without parts. **Move:** parts first, glossary second. **Exit:** 4 analyses; one reuse in writing plan.

In-home try-it — Morph Web on Fridge (MO-2 spirit)

- **Time:** 10–12 minutes to build; 2 minutes daily glance.
- **Materials:** fridge-safe marker board or paper; central root; magnets/stickies.
- **Safety:** ordinary kitchen; no shame sticky that says “wrong forever.”
- **The fun:** family adds one legal family member after dinner if they can prove the root.
- **The skill:** grow a real morph family (≥ 6); spell three; reuse two in talk.
- **Error patterns:** topic creep (*build, house, architecture* under *struct*).
Move: shared letters test.

Dinner Deep Word (companion): Pick one family member. Everyone uses it once in real talk about the day or the chapter. Depth over a packet of twenty forgotten SAT cram words.

Out-of-home try-it — Transit / Civic Morph Hunt

- **Time:** 10–15 minutes on a bus, train, or sidewalk near civic notices.
- **Materials:** phone note or pocket sticky (for *your* copy of words — not photos of strangers); pencil.
- **Safety:** road awareness; aisle courtesy; no photographing strangers; no quizzing a driver; no public oral humiliation.
- **The fun:** real print — *unauthorized, reconstruction, interstate, pedestrian*.
- **The skill:** affix peek in the wild; strip; restate; encode one at home.
- **Error patterns:** guesses from the icon or first letters only. **Move:** cover icon; look through letters; strip parts.

Alternate out-of-home — Store Brand Morph / product label: On a product box, find one affixed claim word (*unflavored, reproduction, concentrate*). Strip parts. Compare to the spec ingredients line later at home for rhetoric practice

(ordinary stakes — not a consumer sermon). Courtesy in the aisle. No shoplifting a “test.”

Blocked vs mixed; incorrect example

Blocked: six *struct* family cards only.

Mixed: after clean builds, mix *struct* with one *spect* word and one false-friend *in-* item.

Incorrect example: Learner puts *building*, *construction site*, and *skyscraper* on a *struct* web because “they’re about building.” Ask: “Which ones share the letters *struct*? Which are only same topic?” Keep *construct*, *destruction*, *infrastructure*; move the topic-mates off the web.

Library and kitchen motivate. They do not replace the morphology sit with tiles or stickies.

Sample morph week (composite illustration)

Mon: MO-1 in the science chapter + encode one derived form.

Tue: MO-2 web on *graph* (*photograph*, *telegraph*, *biography*, *graphics*...) + spell three.

Wed: MO-4 pairs from the week’s misses + EN-3 crumb if spelling shifts.

Thu: 15–16: MO-3 Lego. 17–18: MO-5 argument frames using the history editorial.

Fri: MO-6 deck sprint + Error Hospital for morph misses. Out: Transit Morph Hunt Saturday.

17–18 research-edge lean: MO-8 stickies on two sources; reuse one morph-rich word in the research outline (Chapter 7).

More kitchen scripts

Script — MO-5 on *counterargument*.

“Strip it. *Counter-* = against. *Argument* you know. In this editorial, what is the counterargument doing in the sentence? Put it in a frame: *One counterargument is that...* Now spell *counterargument*. Read it back.”

Script — MO-7 on *in-*.

Sentence A: *The door was incomplete.* Sentence B: *They walked into the incom-*

plete hallway — wait, try: *They inhaled*. Better pair: *invisible* vs *inbound*. “Which *in-* means not? Which means into/toward? Prove it from the base.”

Fusion with decode and encode

Before a syllable fight on *indestructible*, strip *in-*, *destruct*, *-ible* (MD-6). Then scoop if needed. Then encode the word once (EN-1). Morphology is not a third disconnected subject. It is the HS density tool on the same map.

Exit tickets for morphology

Ticket A: Strip two words from today’s page; encode one.

Ticket B: Add two legal members to the fridge web; reject one illegal.

Ticket C: Name the shift in *nation/national*.

Ticket D (17–18): Place *unsubstantiated* in a warrant/counter frame; spell it.

Materials

Morph tiles or paper strips; sticky notes; fridge web; cumulative card deck; this week’s textbook/printout; pencil; optional dictionary/glossary for confirm-after-try; seminar claim frames on an index card.

Intensity and dignity

Short, sharp, frequent. More explicit analysis, not louder drilling. Never cold-call a morph strip in front of relatives as entertainment. Practiced share only. Never sell colored lenses as the morphology cure. Never wait until college to start parts work — college text is denser, not kinder.

AP / dual enrollment collision

Content classes will throw morph-dense words whether the code is ready or not. Use MO-8 stickies *inside* that load. Keep a separate word-level block so generative AI or TTS does not become the only “reading” strategy. Access opens doors. Parts teaching builds the map. Adaptations $\neq$ rewrite of the FRQ.

Parent self-check

- Did parts touch this week’s real text?
- Did I catch “same topic” posing as “same root”?
- Did we encode at least one derived form?
- Did I stop before melt?
- Did dignity hold?

For the student

Morphology is how English builds long academic words. You are not too old for this. This is college-bound word study — adult text, adult topics.

What it is. Words have parts. Parts have jobs. In *reconstruction*, *re-* means again, *struct* relates to build, *-ion* helps make a noun. In *this* sentence, ask what each part is doing — not only what the glossary copied.

Tiny worked example. Word in a history sentence: *infrastructure*.

Parts: *infra-* (below/within) + *struct* (build) + *-ure* (nouny ending).

Rough meaning from parts: the underlying built system.

Check the sentence. Encode *infrastructure*. Read it back. Add *construct* and *destruction* to a family web.

Try 1. From this week’s science or history page, hunt four affixed words. Strip them. Restate one sentence in simpler words using part meanings. Spell one derived form.

Try 2. Build a three-word root family (*spect*: *inspect*, *spectator*, *respect*). Use one in a claim about the text: *The spectator claim is weak because...* (fix the frame to match your page).

Explain it back. What is the difference between “same root family” and “same topic”? Why might *sign* and *signal* look related even when they sound different?

Challenge (15–16). Morphology Lego: build four legal academic words and one illegal combo you can reject with a reason.

Challenge (17–18). Take *overgeneralization*. Strip it. Put it in a counterclaim frame about a real editorial or product claim (ordinary stakes). Spell it without copying.

You can show parts with tiles, stickies, scoops, and a sentence. You can change your mind when you look. Self-advocacy is allowed — and so is continuing the map when someone says “just use audio forever.”

If it isn’t clicking

Diagnostic 1 — Decodes syllable-by-syllable but meaning stays flat on academic words.

Next move: MO-1 + meaning restatement before any fluency push. Parts + context; glossary second.

Diagnostic 2 — Web fills with topic words, not family.

Next move: shared-letters test. Remove non-family. Rebuild to ≥ 6 true members. Spell three.

Diagnostic 3 — Speech shift makes them abandon the spelling family (*natural* feels unrelated to *nature*).

Next move: MO-4 + Chapter 3 EN-3. Say: spelling often keeps meaning when speech shifts. If shame floods, shorten the sit; keep one pair. If unexpected persistent difficulty continues despite clear teaching, seek evaluation — this book does not diagnose.

Correct without crushing: “That prefix job is right. Check the root letters again.”

Tools, including AI

Point back to the English-hour AI box. Keep this short.

After the try, you may ask a tool on your account to explain a root family *to you*, or to generate isomorphic morph items with the key in your hand. You may not paste the worksheet for completion, photo-to-key, or let a model write the claim paragraph. TTS can read the chapter while eyes train elsewhere in the week (Chapter 6 dual-lane). TTS must not finish today’s strip-and-encode page when that page is the lesson. Parent hosts; 15–16 in the room; 17–18 co-hold with integrity on AP / college-app writing.

What “done enough” looks like

- ☐ Learner strips and restates 4/5 affixed words from this week’s text (MO-1 exit).
- ☐ Root web has ≥6 accurate family members; three spelled correctly.
- ☐ Can name at least one meaning-vs-pronunciation shift pair.
- ☐ (17–18) Places two argument or discipline morph words in frames; encodes two.
- ☐ False-friend affix job named correctly on most items this week.
- ☐ Showable two ways: tiles/web *and* a spoken or written sentence in context.
- ☐ Holds after a night on a short review deck (≥80% on MO-6).
- ☐ Placement by skill, not birthday; transcript titles stay Reading / Language Arts / English — never a brand level, never Emerging Adults Dyslexia I.

Done enough is not memorizing a hundred Latin roots disconnected from text. Done enough is parts-in-this-sentence power that shows up in decoding, spelling, and claims.

Life-of-the-habit crumbs (not a ninth chapter)

Next Tuesday, mix last week’s root with one new affix. Show two ways. Keep the fridge web alive for a month, then photograph it for the notebook and start a new root. Cumulative beats novelty-only.

Composite illustration (labelled)

A sixteen-year-old strips *unconstitutional* on a civics paragraph: *un-* + *constitution* + *-al*. They restate: “not allowed by the constitution.” They encode it once. Later, at a museum placard about a historic charter, they spot *-tion* and *-al* again — and scoop without guessing from the portrait. That is morphology denser in HS text, in and out of the home.

What this chapter refuses

Latin trivia club with no text. Gift-only skip. Phonics-over-at-HS. Baby identity materials as the public brand. Three-cueing first-syllable invent. ALIAS or

Crosson sold as a personal dyslexia cure RCT.⁶⁹ Wait-until-college. Chatbot finishes the morph worksheet. Public cold-call humiliation in a “family seminar.”

More incorrect examples

1. Reads *photosynthesis* as a blur; cannot use *photo* or *synthesis* parts. Move: MD-10 + MO-1; sticky each combining form; encode.
2. Defines *indefensible* as “really bad” with no parts. Move: *in-* not + *defense* + *-ible*; place in claim frame.
3. Accepts Lego build *prestructabletion* as fine because it “sounds smart.” Move: meaning check; reject illegal; rebuild legal *reconstruction*.

Band narrative reminder

15–16: high-utility + academic families in content.

17–18: denser layers, argument vocab, discipline stickies, research-edge reuse.

Cross-band: skill first. Intensity is kindness. Access tools labelled. Intervention continues.

Out-of-home second option — Museum placard morph + scoop

Find one placard word with a clear affix. Strip parts. Scoop syllables. Do not lecture other visitors. Do not guess from the painting alone. Print first.

Connecting forward and back

Back: Chapter 2 scoop-through; Chapter 3 stretch–write–read-back and morph shifts.

Forward: Chapter 5 fluency only after accuracy on morph-pretaught hard words (FL-5). Chapter 6 deep word threads. Chapter 7 morph-rich academic writing without abandoning spelling.

⁶⁹Lesaux, Kieffer, Faller, & Kelley (2010) ALIAS — sixth-grade academic vocabulary with morphology components; middle-grades continuity; abstract effect-size packaging labelled carefully; **not** re-prosecuted as this book’s dyslexia RCT.

Parent warm-up variants (rotate)

- Find *three* affixed words; pre-mark one bound root.
- Write two false-friend sentences for *in-* or *-er*.
- Draft one claim frame blank for tonight's MO-5.
- Pull three shaky deck cards for tomorrow's MO-6.

Student self-advocacy lines (practice privately)

- "I can use audio for the chapter and still do morphology lab on key words."
- "I need the hard words pre-taught before I read aloud."
- "I'm not too old for word parts — this is how the textbook is built."

Practice those lines at home before any wider share. Dignity first.

Why "in this sentence" is in the talk box

Parts can be abstract. The sentence pins the job. *In-* in *invisible* is not the same job as *in-* in *inbound*. Argument words change tone. Discipline words carry course meaning. Always return to the print in front of you.

Intensity dose honesty

There is no parent-at-home RCT that crowns a single minute count for morphology at 15–18. There is a clear refusal of once-a-month enrichment as intervention. Most weekdays, a named sit — even 8–12 sharp minutes of MO-1 or MO-2 — beats a Sunday packet. Foorman and Torgesen's "more explicit, more intensive, more supportive" still applies: clearer models, more responses, more support — not tears as a badge.

Records crumb

Date the web photo or the sticky analyses. File under Reading / Language Arts / English. Spelling dictation of three family members counts as an encode sample. Optional: note which content course supplied the words (history, biology) without renaming the credit after a vendor.

Extended practice bank — how to run MO-2 without a worksheet franchise

Lay a blank page landscape. Write the root in a circle. Set a timer for ten minutes, not thirty. The emerging adult offers candidates aloud. You write only after the shared-letters test passes. When six to eight surround the root, stop collecting and start using: read the ring chorally once (private, not a performance), spell three with stretch–write–read-back, then write two claim stems about this week’s page that must each use one family member. If a claim is nonsense word-stuffing, ask, “Does the word earn its seat?” That question is rhetoric and morphology at once.

For *spect*: *inspect*, *spectator*, *respect*, *perspective*, *spectacle*, *retrospective*. Reject *watch* and *look* as family members — they fail the letters test. For *scrib/script*: *describe*, *manuscript*, *prescription*, *scripture*, *scribble*, *transcript*. Content courses will hand you more; steal them into the web the week they appear.

Extended MO-8 — discipline sticky walkthrough

Science excerpt sticky: *endothermic*. Parts try: *endo-* (inside) + *therm* (heat) + *-ic*. Paraphrase: “absorbs heat inside the system” — then confirm with the chapter sentence. History sticky: *federalism*. Parts + course meaning: layered government powers — do not pretend the root alone finishes the civics idea; parts start; chapter finishes. Lit-crit sticky: *unreliable* narrator. *un-* + *rely* + *-able* — then the literary job in *this* story. Reuse one sticky word in tonight’s writing plan sentence. Parts first; glossary second; AI rewrite never.

Seminar crumb with dignity (not a ninth teaching chapter)

If the English hour includes a short discussion crumb, pre-teach two morph-rich words with MO-5 frames. Practice the turn at the table: claim + evidence finger + the academic word used accurately. Only then invite a wider family share if you want one. Cold-call oral humiliation is not seminar skill. Practiced share is.

Avoidance and identity — calm teaching moves

After years of print struggle, some emerging adults treat long words as a threat or a joke. Do not moralize. Shrink the task: one word stripped well. Celebrate the strip and the encode. Keep materials adult. Separate speed from worth (Chapter 5 will

deepen Torgesen honesty). Keep intervention on the calendar when AP volume rises — redesign delivery, do not abandon the map.

Multilingual learners — one careful paragraph

Morphology evidence often includes English learners (Crosson; Lesaux ALIAS).⁷⁰ Dyslexia can co-occur with multilingual development. Do not attribute all word-reading difficulty to “EL status,” and do not deny evaluation because a student is multilingual. Label samples carefully in your own mind when you remember those studies: useful, not a mirror of your kitchen.

False friends — mini deck you can copy

Affix lookalike	Job A	Job B	Kitchen pair
<i>in-</i>	not (<i>invisible</i>)	into/toward (<i>inbound, inhale</i>)	Two sentences; choose
<i>-er</i>	agent (<i>teacher</i>)	comparative (<i>greater</i>)	“Person or comparison?”
<i>en-</i>	make (<i>enlarge</i>)	vs <i>in-</i> not	Encode both bases
<i>re-</i>	again (<i>rebuild</i>)	vs nonsense “re-” guesses	Meaning check

Run MO-7 once a week until the reflex is “context + base,” not “one meaning forever.”

Greek combining forms — fuse with MD-10

When STEM text arrives, teach *bio, geo, thermo, photo, graph, meter* as combining forms that stack. *Thermometer, photograph, biology, geography*. Strip, scoop if needed, encode, reuse in a content oral explain. This is dignity-safe advanced word study — never baby phonics branding.

⁷⁰Crosson & Moore (2017) — Latin roots instruction for middle/high school English learners; cite as academic-word morphology evidence spanning into HS, **not** a dyslexia-only trial.

What parents often over-teach in week one

They dump twenty roots. The learner's eyes glaze. Intensity is not volume of novelty. Intensity is reps on a small set in real text with encode and claim use. Five high-utility affixes owned beat a poster of eighty roots untouched.

What parents often under-teach

They discuss meaning forever and never make the student write the derived form. Morphology without encoding leaks. Put the pen in the hand. Read it back.

Out-of-home: Store Product Claim vs Spec (morph + rhetoric crumb)

Find a box claim: *revolutionary cleaning*. Strip *revolve/revolution* family if transparent enough — or pick a clearer affixed word on the panel (*disinfectant, antibacterial*). At home, compare claim language to the smaller spec text. Ordinary stakes. Courtesy. No sermon about food systems. Skill: parts + claim vs evidence preview for later chapters.

Student page — second worked example

Word: *overgeneralization* in an editorial.

Parts: *over-* + *general* + *-ize* + *-ation*.

Job in sentence: names the move of claiming too broadly.

Frame: *The author's overgeneralization is that...*

Evidence finger: point to one line that is too broad.

Encode carefully. Heart nothing if patterns are owned; if *-ization* is shaky, map it as a unit you are learning this month.

If the content teacher assigns twenty vocabulary words

You do not have to run twenty deep morph labs. Choose three load-bearing affixed words for MO depth. Use audio/TTS for chapter access if print is the bottleneck (labelled access). Keep decode/encode/morph sits on the intervention clock. Refuse AR points as proof of morphology learning.

Done-enough scenarios

Ready to densify (17–18 moves): webs accurate; shifts named; claim frames work; deck $\geq 80\%$. Add MO-5/MO-8.

Need more 15–16 reps: still conflates topic with family; still skips encode. Stay with MO-1/2/3/6; fewer new roots.

Need decode fusion: cannot read the word after stripping. Return to Chapter 2 scoops with MD-6 before morph meaning talk.

Composite week collision with dual enrollment

The portal assigns a dense article. You label TTS for the full article (access clock). You pull four morph stickies for MO-8 (intervention clock). You encode two (Chapter 3 clock). You do not ask a chatbot to summarize away the reading and call it literacy. Three clocks, one dignity.

Exact parent phrases for stuck silence

- “Look at the word — what’s the first part?”
- “I’ll wait.”
- “Show me with tiles.”
- “Is that same root or same topic?”
- “You may change your mind.”

Linking to fluency (preview)

Do not time a cold paragraph full of unstripped academic words. Pre-decode hard morph words (FL-5), then accuracy, then smooth reread (Chapter 5). Morphology feeds fluency; it does not replace accuracy-first.

Humor, dry and kind

If the illegal Lego build sounds like a villain name, laugh once with them — then reject it for cause. Joy is allowed. Sarcasm about “you’ll never get Latin” is not.

Closing picture

Parts in this sentence. Family on the fridge. Hunt on the transit notice. Claim at the table. Encode before the sit ends. That is morphology denser in HS text — the accelerator this age band actually needs.

Five-day micro-plan (15–16) — closed set

Day 1: MO-1 five words from the chapter; encode one.
 Day 2: MO-2 start web (*dict*); spell two.
 Day 3: MO-6 sprint + add two web members; Dinner Deep Word.
 Day 4: MO-3 Lego four legal + one illegal; encode two.
 Day 5: MO-7 false friends; Error Hospital morph stickies; out-of-home Transit hunt weekend.

Five-day micro-plan (17–18) — denser set

Day 1: MO-1 + MD-10 Greek forms in the lab chapter.
 Day 2: MO-5 three argument words in frames; encode two.
 Day 3: MO-4 stress/pronunciation shifts from real misses; EN-3 crumb.
 Day 4: MO-8 four discipline stickies; one reused in writing plan.
 Day 5: MO-6 sprint; Spell-Check Honesty on a paragraph that used two morph words (EN-6 bridge); Café or library practiced use of one word in a quiet oral summary — practiced only.

Why this is not *English for Emerging Adults* reprinted

Typical high-school morphology and volume help many readers. For dyslexia risk they are necessary but insufficient intensity. This chapter keeps Structured Literacy reps, error patterns, encode twins, and dignity constraints in the foreground. One pointer to the sister typical-literacy book is enough: then teach 15–18 with dyslexia intensity here.

Final parent reminder

You do not need to be a classicist. You need to see parts, ask what they do in this sentence, wait, and put the pen in the learner's hand. The textbook already brought the density. Your job is to make the density teachable.

Morphology lab this week can be twelve clean minutes. Protect them on the calendar the way you protect the dual-enrollment login. The long words are not going away. The parts give your emerging adult a way through them without guessing and without shame.

Morphologically complex words pack dense meaning parts — classic density context from the morphology literature, not a kitchen cure rate.⁷¹

This is useful study base, not a promise that every home will see the same result.⁷²

⁷¹Nagy & Anderson morphologically complex novel-word density — classic estimate widely cited via morphology literature; handle as density context, not a kitchen cure rate.

⁷²This is useful study base, not a promise that every home will see the same result. Then teach.

Chapter 5 — Fluency after accuracy

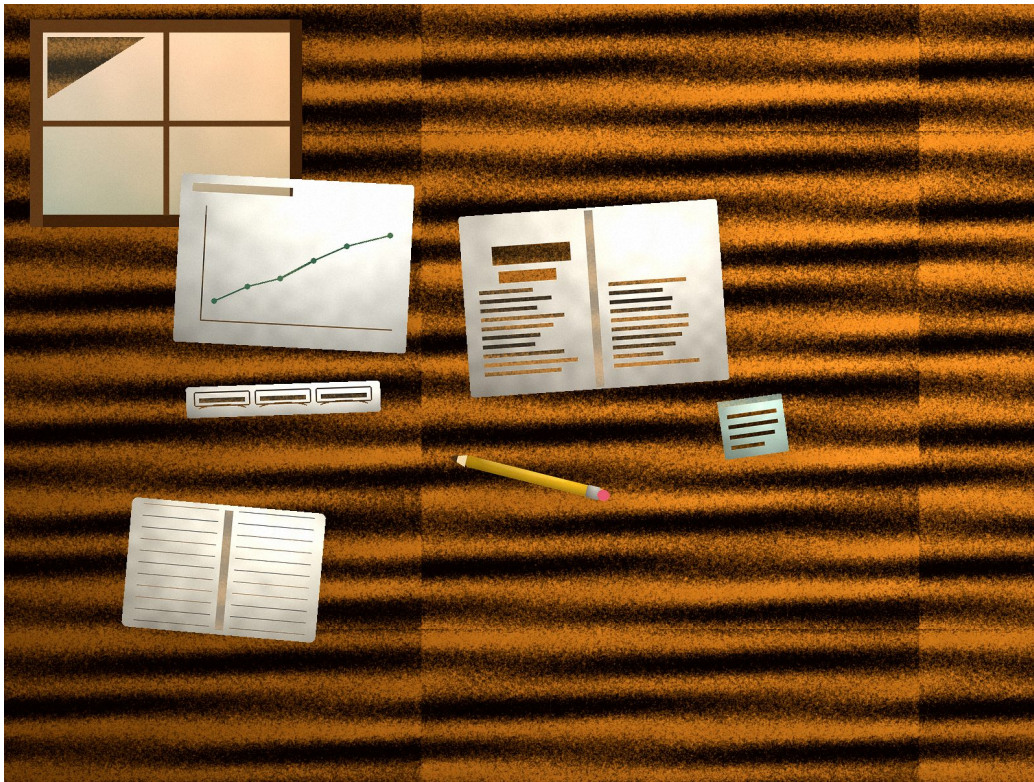


Figure 7: A private smooth chart beside a practiced reading strip — still-life, no people, no logos.

Why this matters

Fluency is reading words accurately, at a suitable rate, with phrasing that sounds like language — and with enough attention left for meaning. Fluency comes **after** accuracy. A student inventing multisyllabic words quickly is not fluent. They are racing on a broken map.

At ages 15–18, this honesty is load-bearing. Many emerging adults with dyslexia risk have lived years of thinner print practice. Intensive intervention can still grow accuracy and comprehension in important ways. Relative rate compared with peers often remains stubborn for moderate or severe impairment. Joseph Torgesen’s synthesis of older intensive intervention (school studies with children ages 9–12, often dozens of hours) is the plain lineage: accuracy and comprehension gaps can close substantially; the fluency gap has been much less tractable.⁷³ Age that honesty into 15–18 without cruelty. Practice deficits have had more years to accumulate. Adjust expectations. Legitimize accommodations. Still intervene.

Vaughn and colleagues rate purposeful fluency building as strong evidence for secondary intervention — with an explicit caution: timed readings can be overused and harm motivation when speed is the only goal. Tell students to read like they talk — not “as fast as you can.” The National Reading Panel’s guided oral reading with feedback finding still supports practiced rereading on text the learner can read accurately.⁷⁴ Volume matters as a mechanism (wide reading grows ease over time), but “just read more” without code repair is not this chapter’s program.

What you refuse, calmly: public speed races; stopwatch cults; peer ranking entertainment; cold timing of frustration novels; cold-call oral humiliation in a seminar, café, or living room. Practiced share only. Personal smooth chart only — never a sibling race board.

This chapter maps FL-1 through FL-6. The talk-box opening is locked: **Accuracy first — then where should we slow down for a smooth reread?**

⁷³Torgesen, J. K. (2004). Avoiding the devastating downward spiral. *American Educator* — older intensive intervention lineage (ages 9–12; often 50–100 hours in reviewed work); substantial accuracy/decoding/comprehension gains; fluency gap less tractable; aged into 15–18 with practice-deficit honesty. Useful study framing, not a promise every home matches school-study hours or outcomes. Access date: 6 September 2026.

⁷⁴National Reading Panel (2000) summary — guided oral reading with feedback supports fluency growth (as used in memos).

For the parent: understand it yourself

One everyday picture

Think of learning a piece of music. You do not perform the concert cold at full tempo with wrong notes. You secure the notes. Then you shape phrases. Then, maybe, you check a personal tempo. A wrong-note race is not musicianship. A first-syllable-guess race through *constitutionality* is not fluency.

One precise picture

Accuracy means the printed words are identified correctly — scoops looked through, morph parts used when helpful, no invent-the-rest. Prosody means phrasing, stress, and expression that match meaning. Rate is how quickly accurate reading moves. For dyslexia risk after years of practice deficit, absolute rate may improve while a peer gap lingers. That sentence is dignity infrastructure. It licenses TTS, extra time, and volume redesign without abandoning the accuracy→reread gym. It refuses promising peer-average ORF after a short kitchen burst for moderate/severe impairment.

Wrong answers you should be able to hear

1. **Stopwatch before accuracy** / times cold undecodable text. Usually means fluency-before-accuracy culture. Move: untimed accuracy pass first; FL-1; stop timing if accuracy falls.
2. **“Just read more” / SSR alone as intervention.** Usually means volume without code. Move: restore multisyllabic/encode sits; use dual-lane comprehension by ear (Chapter 6) for language growth.
3. **Identity = WPM or peer comparison.** Usually means rate became worth. Move: FL-4 personal smooth chart; Torgesen honesty spoken aloud without shame.
4. **Cold-call oral reading as “fun” or seminar.** Usually means humiliation dressed as engagement. Move: FL-6 practiced only; protocol before share.
5. **“AP / dual enrollment means we only do packets — no reread gym.”** / chatbot finishes the reading. Usually means load ate intervention. Move: keep a short Accuracy-Then-Reread block; access tools labelled; generative rewrite refused.

Refuse lenses as a fluency cure. Parallel eye care if needed; continue Structured Literacy. Refuse three-cueing as “fluent guessing.”

Five-minute parent warm-up

Choose a short paragraph the learner already decoded accurately yesterday (or a respectful controlled paragraph on an adult topic). Mark one phrase that should slow for meaning. Say the locked line once: *Accuracy first — then where should we slow down for a smooth reread?* Put any stopwatch in a drawer until accuracy holds. You are ready.

How to teach it this week

Session shape (fluency sit inside the English hour)

Inside the 35–55 minute hour, fluency is often an 8–12 minute block **after** word study — not instead of it:

1. **Cumulative review crumb (2–3 min).** Re-read yesterday’s hard-word list once accurately.
2. **Accuracy pass (untimed).** FL-5 pre-decode if new text; otherwise confirm FL-1 accuracy on practiced text.
3. **Purposeful reread.** Smoothness / phrasing / meaning — FL-1 and/or FL-2.
4. **One good question.** Locked opening. Wait.
5. **Optional personal timing** only after accuracy — private, never peer race.
6. **Exit crumb.** Second read smoother with accuracy held; or one phrase improved; or one meaning question answered.

Assisted duet/echo (FL-3) helps band 15–16 when dignity is protected. Reader’s Theater Light (FL-6) is practiced performance only.

Exact wording you can say

- “Accuracy first — then where should we slow down for a smooth reread?”
- “Read like you talk — not as fast as you can.”
- “Your chart is yours. We do not race siblings.”
- “Stop — that word broke. Scoop it. Now reread the sentence.”
- “Which phrase should breathe?”

- “We’ll practice the lines before anyone else hears them.”
- “Rate gaps can linger even when accuracy grows. That is information, not a verdict on your effort.”

Age-band moves

15–16. FL-1, FL-2, FL-3, FL-4, FL-5 heavy. Shorter paragraphs. More duet/echo with audible learner voice on second pass. Personal chart notes in words (“smoother on sentence two”) before any numbers.

17–18. Same order lock. FL-5 on denser academic paragraphs. FL-6 practiced dialogue optional. Private timing only if wanted. Pair café practiced read with pre-practice at home. Still refuse cold public races. Place by skill: slow accurate reading of instructional text beats fake speed on frustration text.

First named try-it — FL-1 Accuracy-Then-Reread

- **Time:** 8–12 minutes.
- **Materials:** Practiced paragraph (yesterday’s accurate text or a respectful controlled paragraph on adult topics).
- **Steps:** (1) Confirm accuracy pass untimed. (2) Reread for smoothness / phrasing. (3) Optional personal timing *only after* accuracy — never cold peer race. (4) Note one phrase that improved.
- **Error patterns:** Times cold undecodable text; identity = WPM. **Move:** Torgesen honesty — rate gaps may linger; stop timing if accuracy falls.
- **Exit crumb:** Second read smoother with accuracy held.
- **Fade help:** You track with finger on pass one only if needed; fade on pass two.
- **Dignity:** Private. No audience until FL-6 practiced.

Practice that actually builds learning

Talk box

Opening (locked): “Accuracy first — then where should we slow down for a smooth reread?”

Follow-ups:

1. Meaning: “What is this paragraph mostly about in one sentence?”
2. Representation: “Show me phrase scoops with your pencil / finger under the phrase.”
3. Type or evidence: “Which sentence needs a breath for the comma or the idea?”
4. Check: “Did accuracy hold on the second read — or did speed steal a word?”
5. Revise: “You may slow down. Try that sentence another way.”

How to wait: After the question, a slow three. After they finish a scoop or sentence, wait again before fixing. If they are mid-word, do not snatch. Look at the page. Protect the try. Struggle-before-rescue is not public humiliation.

Stuck silence usually means: text still undecodable; wait-time zero; shame about rate; fear of cold oral share; stopwatch anxiety. Drop timing. Return to hard-word pre-decode. Shrink the paragraph. Do not fill every hesitation with the word — prompt the procedure (“scoop”).

In-hour activities — full FL bank

FL-2 — Phrase Scoop Prosody — Both. **Time:** 6–8 min. **Materials:** short paragraph; pencil for phrase scoops. **Steps:** Scoop meaningful phrases; read scoop by scoop; full read with those boundaries. **Errors:** word-by-word monotone; random mid-phrase scoops. **Move:** model one sentence; learner mirrors. **Exit:** one paragraph with sensible phrase boundaries.

FL-3 — Assisted Duet / Echo Read — 15–16 dignity-first; both can use. **Time:** 6–8 min. **Materials:** shared text at instructional level. **Steps:** Adult and learner read together (duet) or adult models then learner echoes; never public cold humiliation; fade adult voice as accuracy holds. **Errors:** adult does all the work; learner mumbles. **Move:** finger track; require audible learner voice on second pass. **Exit:** learner carries second pass with ≤ 2 assisted words.

FL-4 — Personal Smooth Chart (Not Peer Race) — Both. **Time:** 4–6 min weekly. **Materials:** notebook chart of practiced passages; optional private timing. **Steps:** Same practiced text across days; record personal smoothness note or private WPM only if wanted; never posted ranking. **Errors:** compares to sibling/classmate. **Move:** “Your chart is yours. Progress = accuracy then ease.” **Exit:** one logged personal improvement note.

FL-5 — Hard-Word Pre-Decode then Flow — Both. **Time:** 8–10 min. **Materi-**

als: tomorrow’s paragraph; five hard words pre-taught with multisyllabic/morph moves. **Steps:** Pre-decode hard words; read paragraph for accuracy; immediate second pass for flow. **Errors:** skips pre-decode; guesses mid-flow. **Move:** no flow pass until hard words owned. **Exit:** paragraph accurate; second pass continuous.

FL-6 — Reader’s Theater Light (Practiced Only) — Both. **Time:** 10–12 min. **Materials:** short scene or dialogue already accuracy-practiced; optional sibling partner. **Steps:** Assign lines; practice privately first; perform once for family — practiced, not cold; dignity: no surprise cold-call. **Errors:** cold public reading as “fun.” **Move:** refuse cold oral humiliation; practice first. **Exit:** practiced performance with held accuracy.

In-home try-it — Accuracy-Then-Reread + Smooth Chart

- **Time:** 10–15 minutes most weekdays for FL-1; 4–6 minutes weekly to log FL-4.
- **Materials:** practiced paragraph folder; notebook chart; pencil; stopwatch optional and private.
- **Safety:** private space; no sibling audience unless invited for practiced FL-6; no shame commentary.
- **The fun:** hearing yourself sound more like talk on the second read; checking one personal note (“phrase three unlocked”).
- **The skill:** accuracy held → purposeful smoothness → meaning check.
- **Error patterns:** sneaks timing early; picks frustration novel chapter cold. **Move:** return to instructional/practiced text; Torgesen honesty line once.

Out-of-home try-it — Café Practiced Read (practiced only)

- **Time:** 10–15 minutes at a café or quiet library nook.
- **Materials:** paragraph practiced at home to accuracy; optional earbuds for a prior audio model at home (not for hiding cold decode).
- **Safety:** ordinary public courtesy; low voice; no performing at strangers; no stopwatch spectacle; leave if the space is chaotic.
- **The fun:** adult-feeling reading spot with a text you already own.
- **The skill:** transfer smooth reread to a mild new environment without cold humiliation.

- **Error patterns:** choosing unread text to “look busy.” **Move:** only practiced pages leave the house for oral reading.

Alternate out-of-home — Gallery/museum audio + then decode a short label: Listen to a short audio stop (access/language). Then accuracy-read a short placard line with scoop-through — not a guess from the image. No lectures to other visitors. Pair access with a tiny print gym.

Blocked vs mixed; incorrect example

Blocked: same paragraph daily for three days — accuracy, then phrasing, then personal note.

Mixed: after accuracy holds, rotate a second practiced paragraph; keep hard-word preview on any new text.

Incorrect example: Parent times a cold AP-style passage; learner invents words at high speed; parent praises WPM. **Move:** stop. Name the miss. Pre-decode five words. Untimed accuracy. Only then discuss ease. Delete the public score.

Sample fluency week (composite illustration)

Mon: FL-5 pre-decode five words from tomorrow’s history paragraph; accuracy pass.

Tue: FL-1 reread for smoothness; FL-2 phrase scoops on two sentences.

Wed: FL-3 duet then learner-led second pass (15–16) or FL-1 + meaning question (17–18).

Thu: FL-1; optional private timing; log FL-4 note.

Fri: FL-6 practiced eight lines OR café practiced read of Thursday’s paragraph. Word study still happens earlier in the hour. Fluency does not replace encoding or morphology.

Torgesen honesty — words you can say to the student

“You can grow accuracy and understanding a lot with good practice. Rate might still feel slower than some classmates, especially after years when reading was exhausting. That does not mean you are lazy. We still practice smooth reading on text you can read accurately. We still use tools like audio and extra time when they help you learn content. We do not race people for sport.”

Say it once well. Point back later in one sentence when shame about speed appears.

Vaughn Rec 2 posture in the kitchen

Purposeful rereads: to answer a question, to phrase for meaning, to prepare a practiced share. Wide reading of varied accessible text across the week. Timed checks sparingly. If timing makes accuracy fall or dread rise, timing leaves the week. Read like you talk.

Assisted reading without helplessness

FL-3 fails when the adult voice owns the page. Require finger tracking. Require audible learner voice on the second pass. Fade. If you cannot fade after days, the text is too hard — retreat to instructional level or pre-decode more words. Intensity is supportive, not doing the reading for them forever.

Prosody without theater kids pressure

Phrase scoops are meaning tools, not Broadway audits. Model one sentence. Mirror. Full paragraph. If expression feels fake, aim first for sensible breaths and stress on content words. FL-6 is optional light practice — never forced performance for relatives with phones out.

Volume redesign (Matthew effects, plain language)

Weak decoding makes independent reading unpleasant; less practice then hurts vocabulary, strategies, and fluency. At 15–18, rebuild volume with accessible text and dual-lane ear reading while code repair continues. Do not demand peer-average pages per night on frustration print as a moral test. Do not cancel the word-level hour because audio exists.

Exit tickets

Ticket A: Second read smoother; accuracy held; one phrase named.

Ticket B: Phrase-scoop paragraph with one meaning sentence.

Ticket C: Learner carries duet second pass with ≤ 2 helps.

Ticket D: Personal chart note logged; no peer comparison talk.

Materials

Practiced paragraph folder (adult topics; respectful controlled text); pencil; phrase-scoop copies; personal smooth chart in the Reading / Language Arts / English notebook; optional private timer; FL-6 dialogue printouts; café bag with only practiced pages; headphones for labelled access lane (audio beside print — not a substitute for today’s accuracy gym).

AP / dual enrollment collision

Assigned volume will exceed comfortable decode rate for many dyslexic learners. Split clocks: TTS/audio for content access; short print gym on instructional paragraphs; hard-word pre-decode before any oral share; never replace intervention with generative chapter summaries sold as reading. Extra time on exams is access consistent with rate-gap honesty — not a cheat and not a curriculum.

Parent self-check

- Did accuracy come before any timing?
- Was the text instructional or practiced — not cold frustration?
- Did I refuse peer race energy?
- Did a meaning question appear after the reread?
- Did word study still happen this week?

Composite kitchen moment (labelled illustration)

A seventeen-year-old reads a practiced paragraph about a workplace safety notice. First pass: two multisyllabic fixes with scoops. Second pass: smoother, phrase-scooped. They answer, “It’s about reporting hazards before someone gets hurt.” Chart note: “Less robot on sentence three.” No sibling in the doorway with a timer. That is fluency after accuracy.

More incorrect examples to diagnose

1. **Praises speed while *photosynthesis* became *photo-something*.** Move: stop; fix; accuracy criterion before ease talk.
2. **Uses peer classroom ORF norms as weekly shame.** Move: retire the comparison; personal chart only; speak Torgesen honesty.

3. **Cold-calls the student to read the news aloud at dinner.** Move: practice first or choose a different share (oral summary from ear reading).
4. **Skips pre-decode because “they’re in eleventh grade.”** Move: skill not birthday; FL-5.

Linking back and forward

Back: Chapters 2–4 build the accurate word. FL-5 binds them to connected text.

Forward: Chapter 6 grows meaning on accessible text by ear while eyes train. Chapter 8 samples oral reading as a kitchen object — still not a percentile identity.

Motivation without public races

Choice of practiced text (sports feature, science news short, workplace memo style — ordinary stakes) raises engagement. MOT crumbs from the English hour apply: name a win on the chart (“accuracy held”), not a trophy for beating a cousin.

When rate anxiety is clinical

If dread, panic, or avoidance around oral reading looks larger than a skills problem, redesign delivery and consider outside clinical support. This book does not diagnose anxiety. It does refuse humiliation as method.

Intensity without marathon

Eight sharp minutes of Accuracy-Then-Reread most days beat a Sunday hour of cold timing. Foorman and Torgesen’s more-explicit / more-intensive / more-supportive idea here means clearer accuracy criteria, more successful rereads, and more emotional support — not louder “faster!”⁷⁵

Out-of-home second option — Workplace / Volunteer Form Accuracy Pass (fluency twin)

After encoding focus words (Chapter 3), read the form instructions paragraph for accuracy, then a smooth reread of the directions you must follow. Private. Real

⁷⁵Foorman & Torgesen (2001) — more explicit, more intensive, more supportive instruction for students at risk; intensity as design cue for home sits.

print. No public quiz.

Student advocacy lines (practice at home)

- “I can read this after I practice the hard words.”
- “Please don’t time me on a cold page.”
- “Audio helps me keep up in history while I still do reading lab.”
- “My chart is personal.”

What this chapter refuses

Fluency-before-accuracy. Public stopwatch races. Cold-call humiliation. Peer WPM identity. Promise of peer-average rate after short remediation for moderate/severe impairment as a sales line. ORF as the only score that counts. Baby-decodable public identity. Waiting until college to practice smooth reading on owned text. Canceling intervention because accommodations exist.

For the student

Fluency means your reading sounds more like talk — after the words are right. You are not lazy if accurate reading is still slower than someone else’s. Years of hard print can leave a rate gap even when your accuracy and understanding grow. That is a known pattern in intensive intervention research with older students — not a verdict on your character.

Tiny worked example. Paragraph already practiced.

Pass 1: fix *industrialization* with scoops — untimed.

Pass 2: phrase scoop “in the late nineteenth century” as one breath; read smoother.

Meaning: “It’s about factories changing cities.”

Chart: “Second pass less choppy.”

Try 1. Take a paragraph you already decoded. Accuracy pass. Smooth reread. Answer one meaning question. Note one improved phrase.

Try 2. Pencil phrase scoops on four lines. Read scoop by scoop, then whole. If a word breaks, fix it — do not “speed past.”

Explain it back. Why is inventing words quickly not fluency? What belongs on your personal chart — and what does not?

Challenge. Prepare eight lines for a practiced family share (FL-6). Practice privately first. Perform once. No surprise cold calls — you can ask for practice time.

Slow and accurate is allowed. Practiced share only is allowed. Self-advocacy for time and audio is allowed — and so is continuing the print gym.

If it isn't clicking

Diagnostic 1 — Speed up, accuracy down.

Next move: remove timing. Return to FL-5 + untimed FL-1. Smaller paragraph. Hard words owned first.

Diagnostic 2 — Accurate but robotic, meaning thin.

Next move: FL-2 phrase scoops; ask the meaning question every reread; model one sentence like talk.

Diagnostic 3 — Refuses oral reading; shame flood.

Next move: private sits only; duet with fade; practiced share much later; speak Torgesen honesty once; never public race. If unexpected persistent difficulty continues despite clear teaching — or if anxiety looks clinical — seek human specialist/evaluation support. This book does not diagnose.

Correct without crushing: “That word is fixed — now reread the sentence so it sounds like talk.”

Tools, including AI

Point back to the English-hour AI box. Keep this short.

You may use audio/TTS to grow content knowledge while print gym stays on instructional text.⁷⁶ You may ask a tool on your account, after the try, for a SCRIPT of phrase-scoop prompts *for you* to say. You may not: time a cold frustration page because a chatbot called it “fluency practice”; let a voice-clone toy be the reading teacher; outsource the practiced read; detector-grade anyone. Parent hosts. Dual enrollment does not retire the accuracy→reread block.

⁷⁶Wood et al. (2018) TTS meta-analysis (as cited in series memos) — access for comprehension; not a licence to cancel intentional Accuracy-Then-Reread on instructional print.

What “done enough” looks like

- ☐ Untimed accuracy holds on the practiced paragraph before any ease talk.
- ☐ Second read is smoother with accuracy held (FL-1 exit).
- ☐ At least one paragraph shows sensible phrase scoops (FL-2).
- ☐ Personal smooth chart has a dated note — no peer ranking.
- ☐ Hard words pre-decoded before flow on new text (FL-5).
- ☐ Any performance was practiced first (FL-6) — no cold public humiliation.
- ☐ Meaning question answered after reread.
- ☐ Torgesen honesty available without cruelty: absolute gains count; relative rate gap may linger.
- ☐ Placement by skill, not birthday; titles stay Reading / Language Arts / English.

Done enough is not peer-average WPM. Done enough is accuracy-first habits, purposeful rereads, personal progress notes, and access tools that do not cancel intervention.

Life-of-the-habit crumbs

Next Tuesday, reread last week’s paragraph once cold-to-you-but-formerly-practiced; if accuracy slipped, hospital the words; if accuracy holds, enjoy the ease. Mix a new instructional paragraph with FL-5. Keep the chart boring and kind.

Five-day micro-plan (both bands)

Day 1: FL-5 + accuracy.

Day 2: FL-1 + FL-2.

Day 3: FL-3 or second FL-1 + meaning.

Day 4: FL-1 + optional private timing + FL-4 log.

Day 5: FL-6 practiced OR café practiced read.

Band narrative

15–16: more assisted support, shorter text, word notes on the chart.

17–18: denser paragraphs, still accuracy first, practiced public optional, private timing optional.

Cross-band: never cold race; never birthday placement into frustration novels as fluency proof.

Parent warm-up variants

- Mark three phrase scoops in advance.
- List five hard words for FL-5 from tomorrow's page.
- Write the Torgesen honesty sentence on a sticky for yourself — say it if shame appears.
- Choose café text from the practiced folder only.

Records crumb

Date an oral reading sample of practiced text in the notebook. Note accuracy holds and one smoothness comment. Not a percentile. Not NAEP. Not AR points. Chapter 8 deepens kitchen assessment objects.

Closing picture

Accuracy first. Then a breath where meaning needs it. Then a smoother reread that sounds more like talk. Your chart is yours. Accommodations are legitimate. The word-level hour continues. That is fluency after accuracy for emerging adults with dyslexia — honest enough to hope, honest enough not to sell a stopwatch miracle.

Why public races fail twice

They harm motivation (Vaughn caution).⁷⁷ They train guessing under pressure. They make rate into identity. Retire them even if a relative thinks competition is “motivating.” Kind intensity beats spectacle.

⁷⁷Vaughn et al. (2022), IES Grades 4–9 reading interventions guide — Recommendation 2 purposeful fluency **strong**, with caution against overused timed readings that harm engagement; read like you talk.

Connecting accommodations without abandonment

Extra time, quieter space, audio for content, reduced oral cold-call demands — teach the student to request these with documentation when needed (high-level self-advocacy; not legal advice). Continue FL-1 at home. Both/and.

Final incorrect example

A family posts a sibling WPM leaderboard on the fridge. Move: take it down. Replace with one personal smooth chart. Apologize once if needed. Teach. The emerging adult's worth was never a race.

Building a practiced-paragraph folder (kitchen logistics)

Keep a manila folder or digital album titled only **Reading** or **English** — not a brand. Inside: ten short paragraphs you have already taken to accuracy. Sources: respectful controlled text on adult topics; rewritten content sentences from history/science; workplace-style directions; a short museum placard copied by hand; a dialogue for FL-6. Rotate. Retire a paragraph to “maintenance monthly” when the chart shows ease. Add a new one only after FL-5 hard-word work.

Label each page: date first accuracy held; date smooth reread noted; optional private WPM if you use numbers at all. If numbers raise shame, use words only: *choppy* → *steadier* → *sounds like talk*.

How to choose instructional text (accessible text honesty crumb)

- **Controlled / instructional for the accuracy gym:** words mostly within taught patterns and pretaught morph/academic set.
- **Rich-by-ear for language growth:** novel chapter, dense article — audio/TTS/adult read-aloud while code repair continues (Chapter 6).
- **Rich-in-print when decoding allows:** gradual release when accuracy on that text is real.

Mashing all three into one cold oral timed read is how families get tears. Separate the clocks.

Duet reading — minute-by-minute

0:00 Sit side by side. Same page.

0:20 “Finger under the words. We’ll read together.”

1:00 Duet at talk-like pace — you slightly lead.

2:30 “My voice gets quieter. Your voice stays clear.”

4:00 Learner-led; you supply ≤ 2 words if needed — then they reread that sentence.

6:00 Meaning question. Chart note. Stop.

If you supplied eight words, the text is too hard for today’s fluency sit. Retreat. Pre-decode. Or switch paragraphs.

Phrase scoops — teaching without jargon fog

Prosody is a fancy word for reading that matches meaning. You can say “breathe in sensible places.” Model: *After the committee met / they published a preliminary report.* Not: *After the / committee met they / published a preliminary / report.* Learner mirrors. Then they pencil scoops. Then they read. If scoops go silly, ask, “Would you say it that way to a friend?”

Personal chart — sample rows (illustration)

Date	Passage	Accuracy held?	Smooth note	Private time?
2026-09-08	Safety notice §1	Y after 2 fixes	Less choppy on line 3	no
2026-09-09	Safety notice §1	Y	Sounds more like talk	optional

Never add a “vs sibling” column. Never post on a shared fridge race board.

Café practiced read — packing list

Practiced page only; pencil; optional chart sticky; water; plan for a quiet corner; exit strategy if friends appear and start performing. The goal is mild transfer, not a show. If oral reading in public still feels unsafe, do the smooth reread in the car before you go in, then silently track with a finger over tea. Dignity wins.

Museum audio then placard — steps

1. Listen to one audio stop (access).
2. Say main idea one sentence.
3. Find a short placard sentence.
4. Pre-scoop any hard word.
5. Accuracy read.
6. Smooth reread once.
7. Leave other visitors alone.

Print is print. The painting is not a three-cueing licence.

When families ask “how many WPM should they be at?”

Answer with Torgesen honesty and skill placement: we track *personal* ease on practiced instructional text; we do not crown a single kitchen WPM destiny number from this book; we do not invent grade norms here; we still practice; we still document if seeking evaluation or accommodations. Peer classroom norms used as weekly shame are refused.

Fluency and spelling/morph — same week, not same minute

Do not turn the smooth reread into a spelling bee mid-sentence. Fix a broken word quickly with scoop or morph strip, then return to flow. Heavy EN or MO work belongs in the earlier sit. FL-5 is the bridge: own the hard words first.

Seminar dignity crossover

If Chapter 6/7 discussion crumbs need a read-aloud quote, practice the quote cold-free at home. Home Seminar Protocol (English hour) waits for practiced evidence turns. Fluency chapter supplies the practiced oral piece. Cold-call humiliation remains refused.

Composite 17–18 week under dual-enrollment load

Mon: 12 min FL-5+FL-1 on a rewritten paragraph from the DE article (print gym). TTS for the full article later (access).

Tue: FL-2 + meaning.

Wed: skip café; private FL-1 only — load is high; protect sleep.

Thu: FL-4 log; optional private timing.

Fri: practiced eight lines from a dialogue about an ordinary workplace conflict (FL-6) — family share optional.

Word-level morph/encode still appear earlier those days. Generative AI does not “do the reading.”

Composite 15–16 week

Heavier FL-3 midweek. Chart uses words not numbers. Paragraphs shorter. Celebrate audible second pass. Keep MD/EN earlier in the hour so fluency is not asked to invent the code.

Parent scripts — exact

When they race: “Stop — accuracy first. Fix that word. Now reread like talk.”

When they shame themselves: “Rate can lag even when accuracy grows. Your chart is yours. Let’s note one phrase that improved.”

When a relative starts a race: “We’re not doing public timing. Thanks for understanding.”

When AP panic hits: “Audio for the chapter tonight. Ten minutes of practiced reread on instructional text. The portal does not cancel lab.”

Student page add-on — what success feels like

Success can sound quiet: fewer stumbles on a known page; a breath in the right place; understanding the point; less dread before a practiced share. Success does not have to sound like the fastest person in a classroom race you never entered.

If it still isn’t clicking — fourth branch

Diagnostic 4 — Accurate, smooth on tiny text, collapses on real HS paragraphs.

Next move: FL-5 always; morph strip (Chapter 4) on five words; shorten the paragraph; build length across weeks; keep ear lane for full chapters.

Tools add-on — what OS TTS is for

OS text-to-speech and library audiobooks open content doors (Bookshare for print disability is named in resources — IEP/504 not required for Bookshare eligibility as framed in the series resources brief). They are the access clock. They are not the fluency gym's replacement and not permission to time cold frustration print "because audio exists."

Done-enough conversation with a skeptical co-parent

"We're not ignoring speed. We're ordering it: correct words, then phrasing, then personal ease. Research on older intensive help is hopeful on accuracy and comprehension and honest about rate gaps. Public races hurt. Practice on owned text helps. Accommodations are legitimate. We're still teaching."

Final kitchen checklist before you leave this chapter

Folder of practiced paragraphs exists. Chart exists and is private. Timing is optional and never cold. Café/museum/form tries know the safety rules. Torgesen honesty can be said without drama. Word study still has a home in the English hour. You know what a stopwatch-first wrong turn sounds like — and what to do instead.

Fluency after accuracy is a calm path. Take it one practiced paragraph at a time.

Why this chapter sits after encoding and morphology

You cannot reread smoothly what you cannot yet identify. Chapters 2–4 repair identification and spelling maps. This chapter shapes connected reading on text those maps can actually support. Skipping ahead to stopwatch culture because "high school should be fluent by now" recreates the shame this book exists to end. Skill first. Birthday later — if at all.

You do not need to be a reading specialist to run Accuracy-Then-Reread. You need a practiced paragraph, a pencil, a private chart, and the courage to put the

stopwatch away until the words are right. Short, sharp, frequent. Read like you talk. Your emerging adult's chart is theirs. The English hour still includes the word-level sit. That is enough for this week — and it is dignified work.

One more practiced share rule

If energy is low, skip FL-6 entirely that week. Accuracy-Then-Reread still counts. Fluency growth is cumulative quiet work, not a calendar of performances. Protect sleep under dual-enrollment load. Protect dignity always. The next practiced paragraph will wait in the folder for tomorrow's English hour.

Keep going. Accuracy first — then the smooth reread — remains the order even in May of senior year. Skill, not birthday, decides the paragraph in the folder.

That is the chapter's promise kept in ordinary minutes: correct words, then ease, then meaning — without a public race.

This is a useful study, not a promise that every home will see the same result.⁷⁸

Tools are fair. Read like you talk.⁷⁹

AR points (or any points economy) as comprehension are refused.⁸⁰

Volume redesign answers Matthew-effects practice deficit without a public race.⁸¹

Wait-time conventions (Stahl / Rowe classroom lineage) are habits for fluency talk — not literacy RCTs.⁸²

⁷⁸This is a useful study, not a promise that every home will see the same result. Then teach.

⁷⁹Tools are fair. Read like you talk. Timed cold races on hard text remain refused.

⁸⁰AR points (or any points economy) as comprehension are refused.

⁸¹Cunningham & Stanovich volume / Matthew-effects mechanism as discussed via Torgesen lineage — reduced practice harms later fluency/vocab; redesign volume; do not invent coefficients beyond the memo.

⁸²Stahl (1994) / Rowe (1972) — wait-time conventions; classroom-origin; not literacy RCTs.

Chapter 6



Figure 8: Headphones beside a print book, sticky deep-word notes, claim-evidence cards, and a product-claim vs spec sheet — still-life, no people, no logos.

Vocabulary in use and comprehension on accessible text

Why this matters

What does this word (or part) mean here — and what is this mostly about?

That double question keeps two jobs honest at once. Words and word parts carry meaning in the high-school text you are actually using this week — a history chapter, a science feature, a short story scene, a museum page. Passages have a gist: a claim, a structure, a “mostly about.” A fifteen- to eighteen-year-old with dyslexia risk can grow a dense vocabulary and strong listening comprehension while print decoding is still under repair. Access by ear is real access. Access is not a licence to skip today’s multisyllabic sit, and dual enrollment or an AP packet does not retire the word-level hour.

Secondary consequences named in the International Dyslexia Association’s October 2025 definition already sit heavy by high school: reduced reading experience can press on vocabulary, knowledge, written expression, achievement, and even employment opportunities if adults only wait.⁸³ The answer is not gift-only skip of Structured Literacy. The answer is dual lanes: code repair on respectful controlled text (Chapters 2–5) and language growth on accessible text — printed when decoding allows, heard when print is the bottleneck.

Kamil and colleagues’ Institute of Education Sciences guide on adolescent literacy rates explicit vocabulary instruction and comprehension strategies as **strong** evidence, and extended discussion as **moderate**.⁸⁴ Vaughn and colleagues’ 2022 guide rates a comprehension-building set as **strong** — world and word knowledge, ask-and-answer, gist, and monitoring — with stretch text as **moderate**.⁸⁵ Wood

⁸³International Dyslexia Association, Definition of Dyslexia (Board-adopted October 2025): unexpected persistent difficulty with accurate and/or fluent word reading and/or spelling; secondary consequences including comprehension pressure, reduced reading experience, written expression, achievement, possible well-being and employment opportunities; identification and targeted instruction important at any age. Access date 6 September 2026.

⁸⁴Michael L. Kamil et al., *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, NCEE 2008-4027 (IES/WWC, 2008): Rec 1 vocabulary **strong**; Rec 2 comprehension strategies **strong**; Rec 3 extended discussion **moderate**; Rec 4 motivation **moderate**; Rec 5 intensive individualized interventions by trained specialists **strong** (parent ≠ that title).

⁸⁵Sharon Vaughn et al., *Providing Reading Interventions for Students in Grades 4–9*, NCEE

and colleagues' 2018 review of text-to-speech for students with reading disabilities reports an average weighted effect around $\bar{d} \approx 0.35$ on comprehension — useful as **compensation** for access, not as phonics instruction.⁸⁶ These are useful studies, not a promise that every home will see the same result.

What this idea unlocks is an emerging adult who can define one deep word in their own language, notice what a part does in *constitutionality* or *photosynthesis*, give a one-sentence gist, finger evidence, and — at seventeen or eighteen — notice which evidence a writer selected and which they left out. Writing and research in Chapter 7 need those meanings and plans. Assessments in Chapter 8 will ask for showable gist and claim+evidence, not Accelerated Reader points and not a percentile as a name.

Three refusals sit beside the invitation.

Accelerated Reader points (or any points economy) as comprehension are refused. The What Works Clearinghouse adolescent report for Accelerated Reader found **no discernible** effects on fluency or comprehension for the adolescent learners in that protocol — copy honestly; do not crown points as understanding.⁸⁷ Skipping decoding because “we’re doing comprehension today” is refused. Skipping language while code is repaired — letting C starve — is refused. Colored lenses as a comprehension cure remain refused.⁸⁸ Three-cueing as word reading remains refused even when meaning talk is the goal: meaning matters for understanding; guessing from pictures or first syllables is not how we identify the printed word.⁸⁹ Baby-decodable identity as the teen’s public brand is refused. Cold-call seminar humiliation is refused — practice the turn first.

2022-007 (IES/WWC, 2022): Rec 3 comprehension-building **strong** (world/word knowledge; ask/answer; gist; monitor); Rec 1 multisyllabic decoding **strong**; Rec 4 stretch text **moderate**. Logic ages into HS under Kamil Rec 5.

⁸⁶Wood et al., *Journal of Learning Disabilities* 51, no. 1 (2018): TTS average weighted $\bar{d} \approx 0.35$ on comprehension for students with reading disabilities — compensation/access, not phonics instruction. IDA assistive-technology framing: bridges to content while intervention continues.

⁸⁷What Works Clearinghouse, Accelerated Reader Adolescent Literacy intervention report (August 2010 pattern): **no discernible** effects on reading fluency or comprehension for adolescent learners in the opened report — school/vendor honesty; refuse points-as-comprehension.

⁸⁸AAP-AAO-AAPOS-AACO joint statement: colored lenses / vision therapy are not the treatment for primary dyslexia — refuse lenses-as-cure.

⁸⁹Foorman et al., *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, NCEE 2016-4008 (2016): Rec 4 connected text **moderate**; anti-guessing for word identification — fuel whenever print is bottleneck; Simple View spirit without seminar.

You do not need to be a reading specialist. You do need one deep word revisited across the day, a morph peek when it helps, comprehension talk on text the learner can access, and a clear sentence that ears grow while eyes train.

This week you can learn to hear vocab-list overwhelm, AR-as-comp, “comp instead of decoding,” “audio means we’re done with the code,” and “AP means language hour only” as five different misses. Today the emerging adult can say what a word (or part) means here — and what this page is mostly about.

Knowledge builds when words are met again in talk, in heard text, in seminar crumbs, and in short writing plans. Dyslexia intensity does not mean silent weeks without ideas. It means the rich book and the decode page stop stealing each other’s jobs. You become the adult who can hear a points celebration that skipped gist — and ask a better question without crushing pride in effort.

For the parent: understand it yourself

Many adults remember vocabulary as a weekly list of twenty SAT words and comprehension as a packet of bubbles or a points chart. That memory is incomplete for a high-school learner with dyslexia risk. One deep word with reuse beats a list that evaporates. A claim+evidence talk on a heard science article beats a cold hard chapter quiz that collapses into first-syllable guessing. Five minutes of this section, then the warm-up, is enough for tomorrow. The emerging adult still talks.

Everyday picture. You play a quality audio chapter of a civic or museum feature the learner cannot yet decode alone at volume. You stop on *infrastructure*. Student-friendly definition in your pocket: “the basic systems a community needs — roads, power, water.” They make a new sentence about the article. At dinner you cue the word once; they use it. Separately, on the decode page, they still scoop *constitutionality*. Two lanes. Another ordinary picture: a points chart celebrating ten quizzes while they cannot say what the chapter was mostly about. Points happened. Understanding did not. A third: an AP practice packet parked as the whole English hour while the multisyllabic sit disappears for a month. Load honesty failed.

Precise picture. Two strands share this chapter — vocabulary in use and comprehension on accessible text — and morphology from Chapter 4 stays in the toolkit as a meaning accelerator, not a Latin trivia club.

Vocabulary (VO). Direct teaching of a few load-bearing words; multiple encounters; example and non-example; dinner reuse; use in a claim; at seventeen–eighteen, register and precision near-synonyms (*assert / suggest / imply / claim*). Student-friendly definitions beat encyclopedic lectures. Depth over SAT dump.

Comprehension (CO). Strategies and structure on accessible text: gist, main idea, text structure map, claim+evidence, clarify fix-it, summary ladder, craft question, because/so-what, and at seventeen–eighteen a bias / evidence-selection notice on ordinary stakes. **Ears Grow While Eyes Train (CO-1)** is load-bearing while decoding is under repair.

Simple View spirit without a theory seminar: grow language comprehension while repairing word recognition. Both matter. Neither cancels the other.

Accessible text honesty card

Text type	Use when	Refuse when
Respectful pattern-controlled / practiced paragraph	Accuracy gym for today's syllable/morph patterns	As the teen's only identity diet forever
Rich text by ear (read-aloud / audio / TTS labelled)	Print bottleneck; grow C, vocab, knowledge, discussion	Used to cancel decoding sits
Rich text in print with scaffolds	Decoding accurate enough with preview	Forced cold when accuracy collapses
Leveled app ladder	Optional practice if patterns match teaching	As proof the code was taught; as AR-style points identity
Baby decodable series	Only for a specific missing early pattern, briefly, privately	Public brand; months-long identity after pattern is owned

Wrong answers you should be able to hear

1. *AR points as comprehension*. “We got points, so we’re done.” Hear the mash. Ask gist and evidence instead.
2. *Skipping decoding for a “comp hour.”* Hear the false trade. Schedule Ears Grow *and* keep the code sit.

3. *Twenty-word list once*. Hear the evaporate pattern. One deep word, reused at dinner and in writing.
4. *TTS finishing today's decode page while calling it vocabulary*. Hear substitute vs access. TTS may open a content book; it does not finish the multisyllabic sit.
5. *Gift-only skip*. "They're so verbal, so we can skip word study." Hear the refuse. Oral strength is an asset for this chapter — not a pass out of Chapters 2–5.
6. *Picture-only or first-syllable "evidence."* Learner points at a photo or invents from the first chunk and never finds the words. Hear cueing drift. Words (heard or printed) first.
7. *"Too old for listening" / shame about audio at seventeen*. Hear dignity failure. Script: "Ears grow language while eyes train the code on a different page. This is college-bound dual-lane work, not baby storytime."
8. *AP / dual enrollment canceling intervention*. "We're doing AP Language, so the word-level hour can stop." Hear load collision. Content access and word study can share a week; generative rewrite still refused.

Five-minute parent warm-up

Minute 1. Choose one deep word from tonight's accessible text. Write a short student-friendly definition (about eight to twelve words).

Minute 2. Invent one non-example ("Would we say *infrastructure* about a single sidewalk crack with no systems behind it? Why not?").

Minute 3. Sketch a light structure map (claim+reasons, cause/effect, compare, or sequence) for the chunk you will hear or read together.

Minute 4. Practice the locked opening: "What does this word (or part) mean here — and what is this mostly about?"

Minute 5. Say dual-lane out loud: decode page stays; ears grow on this richer text; AP packet does not replace either.

How to teach it this week

Protect the English-hour shape from the front of the book. Vocabulary and comprehension are often crumbs (6–12 minutes) plus some fuller Ears Grow days (10–15 minutes). They do not erase multisyllabic decode+encode or Accuracy-Then-Reread. Place by skill, not birthday.

Band 15–16 session placement

- After connected accuracy *or* in place of a hard print cold read: VO-1 One Deep Word Thread (8–10 minutes sit + reuse) most days.
- Two or three days this week: CO-1 Ears Grow While Eyes Train (10–15 minutes) on rich informational text by ear.
- Rotate CO-2 Stop-and-Say Main Idea; CO-4 Claim + Evidence Finger; CO-5 Clarify Fix-It; CO-8 Because / So-What Bridge.
- VO-2 Example/Non-Example once or twice weekly; VO-3 Word-Learning Strategy Try when an unknown word appears in a paragraph they can access.
- VO-4 Discipline Word Sticky on content chapters (ear OK); VO-5 Use-It-In-Claim as the bridge into a short writing plan.

Band 17–18 session placement

- Still protect code/morph minutes — denser Latin/Greek in text from Chapter 4 feeds VO-4 and VO-6 Register / Precision Near-Synonym.
- CO-1 remains when print volume would otherwise collapse; do not retire listening because a birthday arrived or because dual enrollment started.
- Add CO-3 Text Structure Map Light; CO-6 Gist → Summary Ladder; CO-7 Writer-Craft One Question; CO-9 Bias / Evidence-Selection Notice on ordinary stakes (product claim vs spec; sports take vs box score).
- VO-5 into Model–Practice–Reflect plans for Chapter 7; longer claim+evidence discussion with warrant crumb; Home Seminar Protocol crumb practiced before any wider share.

Exact wording you can say:

- “What does ____ mean here?”
- “Say it in your own words — not the glossary copied.”
- “What part do you already know — and what does it do here?”
- “What is this mostly about?”
- “Point to (or replay) the words that make you think that.”
- “This text is for listening while we build the code on a different page.”

- “TTS opens the content door; it does not finish today’s decoding lesson.”
- “Points are not the same as understanding.”
- “AP and dual enrollment do not cancel today’s word-level hour.”
- “What evidence did this writer select — and what did they leave out?”

Age-band moves

15–16: High-utility academic words (*evidence, structure, conflict, variable, federalism*); gist and main idea by ear; claim+two evidence fingers; clarify menu posted; dinner thread non-negotiable; dignity script for listening; Store Product Claim vs Spec as ordinary-stakes rhetoric.

17–18: Discipline words that carry a chapter’s load; denser morph peek inside VO; register continuum; summary ladder; craft question; Bias/Evidence-Selection Notice; News Claim Hunt and Sports Box Score vs Hot Take out-of-home; still dual-lane if multisyllabic accuracy is unfinished — respectful materials, not novel-only or AP-only because “senior year.”

Fade help. First you supply the student-friendly definition after their context guess. Then they give the definition. Then they give definition + non-example + claim reuse. For comprehension: you model gist; then they gist; then they gist + finger evidence; then they name structure and, later, evidence selection. Stop talking when they are mid-claim.

Map the banks. VO-1...VO-6 and CO-1...CO-9 live in this chapter. Morphology denser in text stays owned by Chapter 4; here you *use* parts for meaning. Fluency after accuracy stays owned by Chapter 5; here you refuse stopwatch-as-comp. Seminar dignity crumbs (SM-1 / SM-2 / SM-6) may appear in practice — the full SM bank lives primarily in the English hour.

In-hour named activities (VO bank)

VO-1 — One Deep Word Thread (day → dinner → writing)

Band: both. Time: 8–10 minutes sit + reuse.

Materials: 1–3 load-bearing words from this week’s literary or informational text; sticky note.

Steps: (1) Definitional + contextual + morph peek if useful. (2) Use in a claim sentence. (3) Reuse at dinner. (4) Reuse in writing. Kamil Rec 1 spirit.

Error patterns: Twenty forgotten SAT cram words; copies dictionary; never

reuses.⁹⁰ Move: depth over dump; ban copy-only; dinner thread non-negotiable.
Exit crumb: Word used correctly in talk and writing once each.

VO-2 — Example / Non-Example Sort

Band: both. Time: 6–8 minutes.

Materials: Target word + 6 cards (examples/non-examples) for one academic word (*infrastructure, perspective, warrant*).

Steps: (1) Sort. (2) Justify each. (3) Write one new example.

Error patterns: Sorts by vibe; cannot justify. Move: force critical feature from definition — “Point to the definition piece that fits.”

Exit crumb: 5/6 correct with one justification.

VO-3 — Word-Learning Strategy Try (context + parts)

Band: both. Time: 6–8 minutes.

Materials: Unknown word in a sentence from this week’s text (print if accurate; ear if not).

Steps: (1) Context clue try — name the clue. (2) Morph parts try. (3) Confirm with glossary/dictionary. (4) Encode.

Error patterns: Only guesses from first letter (three-cueing refuse); skips parts. Move: both strategies + confirm; require naming clue type (synonym, contrast, example).

Exit crumb: States which strategy paid; spells word.

VO-4 — Discipline Word Sticky for Content Chapter

Band: both. Time: 5–7 minutes.

Materials: Sticky + content chapter (*mitosis, federalism, metaphor, enzyme, infrastructure*).

Steps: (1) Sticky definition in own words + morph if useful. (2) Point to sentence in chapter (or replay audio timestamp). (3) Reuse in oral explain.

Error patterns: Copies textbook sentence unchanged; picks easy Tier-I words.

Move: paraphrase required; “Which word would break the chapter if removed?”

Exit crumb: Sticky + oral reuse.

VO-5 — Use-It-In-Claim (rhetoric bridge)

Band: 17–18 (15–16 stretch). Time: 6–8 minutes.

Materials: 2 academic words + claim frame.

Steps: (1) Write a claim using both words. (2) Add one evidence finger from text

⁹⁰National Reading Panel summary (2000): vocabulary — direct and indirect teaching; multiple encounters; dictionary-copying weak as sole method.

(print or ear). (3) Name audience.

Error patterns: Word-stuffed nonsense claim. Move: “Does the word earn its seat?” Say claim without word, then upgrade one noun/verb to the target.

Exit crumb: One usable claim sentence with both words.

VO-6 — Register / Precision Near-Synonym

Band: 17–18. Time: 6–8 minutes.

Materials: Near-synonyms (*assert / suggest / imply / claim; require / request / urge*).

Steps: (1) Place each on a force continuum. (2) Rewrite one sentence swapping register. (3) Choose best for audience.

Error patterns: Treats all as identical. Move: audience + purpose decide.

Exit crumb: Correct continuum placement + one rewrite.

In-hour named activities (CO bank)

CO-1 — Ears Grow While Eyes Train (dual-lane — load-bearing)

Band: both — load-bearing. Time: 10–15 minutes.

Materials: Rich text above independent decode level (audiobook, adult read-aloud, TTS) + separate code-repair sit same day; notebook.

Steps: (1) Name purpose: “Ears grow language while eyes train the code in the other sit.” (2) Listen to a meaty chunk. (3) Stop-and-say main idea / claim+evidence. (4) Separate MD/EN sit repairs print. Simple View spirit: grow C while repairing D. Label the access tool.

Error patterns: Only easy print forever; or only audio with no code repair; shame about “being read to” at seventeen. Move: both lanes same week; dignity script.

Exit crumb: One oral main idea + evidence from heard text; code sit logged.

CO-2 — Stop-and-Say Main Idea (informational)

Band: both. Time: 8–10 minutes.

Materials: Informational section (print if accurate; ear if not).

Steps: (1) Read/hear a chunk. (2) Stop. (3) Say main idea in one sentence. (4) Point to / cite one supporting detail.

Error patterns: Retells everything; or one vague word (“about government”). Move: “One sentence — then one detail.” Topic + what the writer wants us to know.

Exit crumb: Main idea + one support.

CO-3 — Text Structure Map Light

Band: both. Time: 8–10 minutes.

Materials: Passage; map (cause/effect, compare, problem/solution, sequence, description, claim+reasons).

Steps: (1) Choose structure. (2) Fill 3–4 nodes. (3) Oral summary from map.

Error patterns: Forces wrong structure. Move: signal words + purpose check; try two candidate structures.

Exit crumb: Map matches passage; oral summary from map.

CO-4 — Claim + Evidence Finger (literary or info)

Band: both. Time: 8–10 minutes.

Materials: Text both can access (print or shared audio).

Steps: (1) Adult models claim. (2) Learner makes claim. (3) Finger/cite evidence. (4) Wait ~3s after question (Stahl think-time, labelled classroom-origin).⁹¹

Error patterns: Opinion without text; quote-mine without claim. Move: “Claim first — then the lines.” Two-column stickies.

Exit crumb: One claim with pointed evidence.

CO-5 — Clarify Fix-It

Band: both. Time: 5–7 minutes.

Materials: Confusing sentence from this week’s text.

Steps: (1) Mark confusion. (2) Try reread / morph / context / ask. (3) Restate clarified meaning.

Error patterns: Skips confusion; waits for adult rescue at one second. Move: name the fix strategy used; wait; then prompt menu; then model one.

Exit crumb: Clarifies one sentence; names strategy.

CO-6 — Gist → Summary Ladder

Band: both. Time: 8–10 minutes.

Materials: Section of text (ear or print).

Steps: (1) Gist in about 10 words. (2) Expand to 2–3 sentence summary. (3) Check against text for drift.

Error patterns: Summary longer than text; or too thin. Move: ladder steps required; delete one detail; keep structure nodes.

Exit crumb: Gist + summary without major drift.

CO-7 — Writer-Craft One Question (literary)

Band: 17–18 (15–16 stretch). Time: 6–8 minutes.

⁹¹Stahl (1994) think-time / classroom wait conventions; Rowe (1972) science-class wait — labelled classroom-origin; **do not mash as a literacy RCT**.

Materials: Short story scene / poem stanza (accessible modality).

Steps: (1) One craft question (why this image / narrator move). (2) Answer with evidence. (3) Not a culture-war unit — safe literary objects only.

Error patterns: Theme lecture without text. Move: one question, evidence-bound; craft stems posted.

Exit crumb: Craft answer with line evidence.

CO-8 — Because / So-What Bridge (informational)

Band: both. Time: 6–8 minutes.

Materials: Informational claim in text.

Steps: (1) State author's claim. (2) Because... (evidence). (3) So what... (implication).

Error patterns: Stops at retell. Move: force so-what.

Exit crumb: Full because + so-what chain.

CO-9 — Bias / Evidence-Selection Notice (HS info)

Band: 17–18. Time: 8–10 minutes.

Materials: Two short informational takes on same ordinary stake (product claim vs manufacturer spec; sports hot take vs box score).

Steps: (1) What evidence each selects. (2) What each omits. (3) One sentence on selection effect. Live controversy refused as curriculum.

Error patterns: Turns into identity fight. Move: ordinary stakes; evidence selection only.

Exit crumb: Names one selection difference.

Practice that actually builds learning

Library, kitchen, store labels, museum placards, box scores, and news paragraphs *are* practice for this chapter. They do not replace the Structured Literacy sit. Name the try-it. Name the error pattern. Stop before melt. Seminar crumbs may appear — practiced share only; never cold oral humiliation.

In-home try-its

Dinner Deep Word

Band: both. Time: ~3 minutes at dinner.

Materials: Today's VO-1 sticky.

Safety: Ordinary dinner courtesy; no public quiz of guests who did not opt in.

The fun: A private family code — “use the word once before dessert talk drifts.”

The skill: Multiple encounters; transfer beyond the lesson page.

Steps: Parent cues once (“Where could *infrastructure* show up in today’s transit notice?”). Learner answers in a new sentence. Optional: sibling hears the definition without grading.

Error patterns: Verbatim lesson sentence; refusal from shame. Move: offer a choice of two contexts; celebrate the new sentence, not the polish.

Ears-Grow Chapter

Band: both. Time: 12–20 minutes (may replace a cold novel chapter night).

Materials: Quality audio / TTS / adult read-aloud of a rich chapter or feature; notebook; access tool labelled on the page.

Safety: Age-appropriate titles you already allow; private sit if shame risk is high.

The fun: Full ideas without the print wall.

The skill: CO-1 dual-lane — language grows; code sit still scheduled same day or next morning.

Steps: Listen to a meaty chunk. Stop-and-say main idea + one evidence. Run CO-4 or CO-8 once. Log that MD/EN sit still happened.

Error patterns: Audio tourism with no strategy; or canceling code because “we already did English.” Move: name both lanes aloud.

Text Claim Sticky

Band: both. Time: 8–10 minutes.

Materials: Accessible paragraph (print or heard); two sticky notes labelled Claim and Evidence.

Safety: Private sit; no sibling audience for the hardest probe unless the learner chooses it.

The fun: Physical stickies make the two-column talk visible.

The skill: CO-4 claim+evidence without AR points.

Steps: Hear or read. Place Claim sticky with own-words claim. Place Evidence sticky on or beside the supporting line (or note the timestamp if audio). Say CO-8 because/so-what once.

Error patterns: Sticky on a decorative detail; claim that invents outside the text.

Move: “Does the sticky answer what the writer is mostly arguing?”

Home Seminar Protocol crumb (dignity)

Band: both. Time: 12–15 minutes.

Materials: Shared accessible text; protocol card (opening Q → claim+evidence → wait → paraphrase → close).

Safety: Practiced turn only; no cold-call humiliation; no public speed race.

The fun: Adult conversation energy with a card that protects wait.

The skill: Kamil Rec 3 discussion ancestor + CO-4; bridges to Chapter 7 warrant.

Steps: Opening question prepared. Learner evidence turn after wait. Adult: “I hear you, and I’m waiting” if a sibling jumps. Closing write one sentence (scribe OK).

Error patterns: Opinion pile without text; cold share before practice. Move: protocol card; private practice first.

Error Log Friday (language column)

Band: both. Time: 5 minutes.

Materials: Error log sticky stack.

Steps: Add one language miss of the week (topic-only gist; jammed deep word; skipped clarify; points-as-done). Classify. Plan Monday reteach.

Error patterns: Shame pile. Move: finite stack; celebrate one automatic win.

Out-of-home try-its

Store Product Claim vs Spec

Band: both. Time: ~10 minutes in an aisle or online product page you already planned to check.

Materials: Product claim language + a spec sheet or nutrition/ingredient panel; notebook.

Safety: Aisle courtesy; no tasting unknown things; no shoplifting a “test”; no public quiz of a cashier; no photographing strangers.

The fun: Detective energy — claim vs numbers.

The skill: CO-9 evidence-selection crumb (or CO-4 at 15–16); ordinary stakes only.

Steps: Read or hear the claim. Find two evidence spots on the spec. Name one thing the claim omits. Optional: steal one deep word for dinner.

Error patterns: Consumer sermon; identity fight. Move: stick to evidence selection.

Sports Box Score vs Hot Take

Band: both. Time: ~10 minutes.

Materials: Box score / stat line + one short hot-take paragraph (ordinary sports feature).

Safety: Skip graphic harm and culture-war framing; no public humiliation.

The fun: Numbers vs spin.

The skill: CO-9 / CO-4 — what evidence each selects.

Steps: List three facts from the box score. State the take's claim. Name one selection difference.

Error patterns: Turns into team loyalty fight. Move: "We're naming evidence, not picking a side for identity."

Library / Museum Craft or Placard

Band: both. Time: ~10–15 minutes.

Materials: Display text, placard, or short shelf blurb; notebook; optional audio guide.

Safety: Library/gallery voice; no photographing strangers; no shaming the learner in public; scoop privately if shame risk is high.

The fun: Spot what a writer did on purpose — or hear meaning, then scoop one long word.

The skill: CO-7 craft and/or CO-1 dual-lane in the wild; MD crumb optional.

Steps: Choose one text. Ask craft or gist. Wait. Answer with evidence. Optional: scoop one multisyllabic placard word for home code practice.

Error patterns: Only "it looks cool"; or only cold decode of a dense placard in public. Move: name which lane you are in.

Transit / Civic Morph Hunt (meaning crumb)

Band: both. Time: 5 minutes.

Materials: One civic notice or transit poster with a clear affix (*unauthorized, reimbursement, nontransferable*).

Safety: Ordinary street awareness; no lecture to a stranger's child.

The fun: Real print hunt.

The skill: Part meaning + VO reuse.

Steps: Find the word. Ask what the part does here. Use it in a new oral sentence.

Error patterns: Public performance pressure. Move: whisper; one word only.

Bookstore Choice of Two Equivalent

Band: both. Time: 5 minutes setup.

Materials: Two worthy short features or articles (same skill either way).

Safety: Bookstore courtesy.

The fun: Agency inside a worthy set (Kamil Rec 4 spirit).

The skill: Motivation without fluff that dodges claim+evidence.

Steps: Offer choice. Same CO move either way. Run the sit.

Error patterns: Fake choice (one baby, one real). Move: both equivalent and respectful.

Talk box

Exact opening question (locked):

“What does this word (or part) mean here — and what is this mostly about?”

Follow-ups (pick 3–5):

1. Meaning: “Say it in your own words — not the glossary copied.”
2. Representation: “Show me with a sticky, a sketch, a morph strip, a spoken sentence, or a warrant.”
3. Type / evidence: “Is this a main idea, a claim, a detail — and what in the text makes you think that?”
4. Check: “Does that match the letters / the story / what you heard / what the spec sheet says?”
5. Revise: “You may change your mind. Try it another way.”

How to wait. After you ask, a slow three is a convention, not a sacrament (Stahl think-time, labelled classroom-origin — not a literacy RCT).⁹² After they stop, wait again. If they are mid-gist or mid-claim, do not cut them off. Look at the page, the sticky, or the notebook — not at the adolescent — if the silence is hard. For dyslexic learners, wait is often longer than a parent’s anxiety wants. Protect the try. Struggle-before-rescue is not public humiliation; practiced share only.

Stuck silence usually means: vague question; wait-time zero; first-syllable grab treated as “reading”; word outside today’s accessible text; shame flood about listening; blank page with no plan; new chunk too big; need a scribe so thinking can start; photo/context cue replacing words; fear of cold oral share. Pose, wait, point back at the print or replay the audio — do not fill the silence with the right word; do not cold-call into a wider audience until the turn is practiced.

Incorrect example to diagnose (hypothetical)

A sixteen-year-old (hypothetical) finishes a quiz app, earns points, and says, “I’m done with comprehension.” Ask the locked opening on one paragraph from the

⁹²Stahl (1994) think-time / classroom wait conventions; Rowe (1972) science-class wait — labelled classroom-origin; **do not mash as a literacy RCT.**

same book. If they cannot give gist + evidence, the points were performance, not understanding. Retire points-as-proof. Keep CO-2 and CO-4. Separately: a seventeen-year-old (hypothetical) listens to every AP chapter by TTS and never scoops a multisyllabic word all week. Label the access honestly — then restore the MD/EN sit. Ears grew; eyes did not train.

For the student

You are not too old for this. This is skill work with adult words.

What this idea is. Some days your eyes train the code on syllable cards and a respectful paragraph. Some days your ears grow vocabulary and ideas on a harder text — while the code sit still happens on another page. Both days count as English. Dual enrollment and AP do not cancel the map.

Tiny worked example. Word: *infrastructure*. Own-words meaning: “the basic systems a place needs to work — roads, power, water.” Part peek: *struct* often relates to building. Mostly about (heard civic feature): the writer explains why bridge repairs matter for a whole city, not one neighborhood. Evidence: the sentence that names traffic, emergency routes, and cost. Selection notice (later): a product ad selects glowing reviews and omits the return rate on the spec sheet.

Try 1. Pick today’s deep word. Say it. Define it in your own words. Give one example and one non-example.

Try 2. After a listened or read chunk, answer: What is this mostly about? Point to (or replay) one line that proves it.

Explain it back. Tell a parent: “Ears grow while eyes train means ____.” Include both lanes in one sentence.

Challenge. Build one oral claim that uses today’s deep word and rests on two evidence fingers. At seventeen–eighteen, add one sentence on what a second source left out. You may change your mind when the text disagrees with your first guess. Practice the seminar turn before any wider share.

Slow and accurate is allowed on the decode page. Clear thinking is allowed on the listening page. You are not lazy. Self-advocacy is allowed — ask for time, audio, a quieter space — and so is continuing the map. You are practicing two skills that both matter.

If it isn't clicking

Diagnostic 1 — Definitions evaporate by dinner.

Likely miss: one-shot list; copy-only glossary; no reuse thread.

Next move: Cut to one deep word. Ban copy-only. Require VO-1 dinner non-negotiable and one writing reuse. Run VO-2 once so the critical feature sticks.

Diagnostic 2 — Topic-only gist or detail dump; freeze when asked for evidence.

Likely miss: no stop-and-say habit; wait-time zero; shame; chunk too big.

Next move: Shorten the chunk. Use CO-2 stem: topic + what the writer wants us to know. Two-column Claim | Evidence stickies. Wait. CO-5 if one sentence is the wall.

Diagnostic 3 — Strong oral talk; print still collapses into first-syllable invent — or audio-only weeks with no code sit.

Likely miss: cueing as word ID; C without D; or D without C.

Next move: Separate lanes. Scoop on the decode page; cover the photo. Restore MD/EN sit and keep CO-1 labelled. Do not retire Structured Literacy because seminar talk sounds adult. Do not starve language because the code sit feels urgent. If difficulty is unexpected and persistent across oral and print language after real systematic work, seek professional evaluation — high-level; this book does not diagnose.⁹³

Correct without crushing. “Wrong answers teach the map.” Yell “try harder” is not this book’s rule. Never correct is not this book’s rule either. When to go ahead: deep word reused; gist+evidence showable on accessible modality; dual lanes both logged. When to slow: points-as-done; shame about listening; AP load swallowing the word-level hour.

Tools, including AI

Point back to the English-hour AI box. Keep this short.

You may, on your account after the emerging adult has tried: ask a tool to explain a vocabulary or comprehension strategy *to you*; generate isomorphic

⁹³IDA, “Testing and Evaluation” materials: screening $\neq$ diagnosis; intervene on risk; seek comprehensive evaluation when documentation or differential diagnosis matters — not medical advice from this chapter.

example/non-example cards with the answer key held by you; get a labelled SCRIPT for your mouth after the try; schedule dual-lane blocks so word-level intervention and content-access (TTS/audio) do not erase each other.

You may not: paste the comprehension packet and ask for a filled key; photo-to-key; park an unsupervised chatbot as the only partner during the attempt; use TTS to finish today's decode page and call it vocabulary; ask the tool to write the essay, AP free-response, dual-enrollment paragraph, or college-application essay because "they have dyslexia" or "AP is tomorrow."

TTS / audio / Bookshare / library \$0 access can open content doors (Wood 2018; IDA AT).⁹⁴ Label the tool on the notes page. Access is not a substitute for Structured Literacy. One cautionary mechanism sentence: in a high-school math trial, an unguarded chatbot made practice look better and left students worse on the closed exam (Bastani et al., 2025) — **OFF-AGE for literacy; not a dyslexia RCT**.⁹⁵ The kitchen-table rule it supports: the model may prepare the adult; it may not do the student's meaning work or decode page.

What “done enough” looks like

Done enough is skill, not birthday, not a points total, not an AP score as the only path.

Vocabulary done-enough starter

- ☐ Deep word defined in own words (not glossary copy)
- ☐ Example and non-example justified once
- ☐ Word reused in talk (dinner) and once in writing or claim
- ☐ Morph peek used when parts help — without Latin trivia theater
- ☐ At 17–18: one register continuum or Use-It-In-Claim with audience named

Comprehension done-enough starter

- ☐ One-sentence gist / main idea on accessible modality

⁹⁴Wood et al., *Journal of Learning Disabilities* 51, no. 1 (2018): TTS average weighted $\bar{d} \approx 0.35$ on comprehension for students with reading disabilities — compensation/access, not phonics instruction. IDA assistive-technology framing: bridges to content while intervention continues.

⁹⁵Bastani et al., *Proceedings of the National Academy of Sciences* (2025): high-school math chatbot trial — **OFF-AGE for literacy; not a dyslexia RCT**; one cautionary mechanism sentence only.

- ☐ One evidence finger (print line or audio timestamp)
- ☐ Structure map or because/so-what once this week
- ☐ Clarify strategy named when stuck
- ☐ CO-1 dual-lane logged same week as code sit
- ☐ At 17–18: one evidence-selection notice on ordinary stakes

Placement rule. A seventeen-year-old who cannot scoop *photosynthesis* parts still sits in multisyllabic + morphology work with respectful materials — and may still earn language done-enough on heard text. A fifteen-year-old accurate on this week’s academic set moves toward denser morph, seminar crumbs, and print comprehension with scaffolds. A franchise “Level 7” or a “grade 11 reading workbook” is a publisher’s scope, not a legal grade, and not a transcript line. Put the work under Reading / Language Arts / English.

Exit ticket shapes (2–4 minutes)

- Own-words definition + new sentence for today’s deep word
- Oral claim + one evidence finger
- Gist in one sentence after a heard chunk
- Name one access tool used + confirm code sit happened
- At 17–18: one sentence on what a second source omitted

Life-of-the-habit tips (not a ninth chapter). Mix last week’s deep word into Tuesday’s claim. Show gist two ways once a week (oral + sticky). Hold after a night: can they still define the word tomorrow without the sticky? Cumulative review next Tuesday is kindness. Chapter 8 will deepen short skill checks without percentile identity.

Worked week sketches (hypothetical)

Week A — Band 15–16, focus: deep word + dual-lane + main idea

Mon: review + MD crumb + VO-1 on *evidence*. Tue: CO-1 Ears Grow + CO-2. Wed: VO-2 sort; CO-4 claim+evidence. Thu: VO-3 strategy try; Dinner Deep Word. Fri: CO-8; Store Product Claim vs Spec; language error-log; exit ticket. Protect multisyllabic sit daily.

Week B — Band 17–18, focus: discipline words + evidence selection + seminar crumb

Mon: VO-4 three stickies on a science feature (ear OK) + VO-1. Tue: CO-1 + CO-8. Wed: CO-3 structure map; VO-6 register continuum. Thu: CO-9 product

claim vs spec; VO-5 into writing plan. Fri: CO-7 craft; Home Seminar Protocol practiced; Sports Box Score vs Hot Take; done-enough checklist. Protect code sit — do not retire Structured Literacy because discussion feels college-ready.

Error pattern → next-week move

You hear / see	Likely miss	Next move
Dictionary copied; gone by dinner	No reuse thread	VO-1 dinner non-negotiable; ban copy-only
“About government” only	Topic $\neq$ main idea	CO-2 stem: topic + what writer wants us to know
Points chart as done	AR-as-comp	Retire points; ask locked opening
Audio only; no scoop all week	C without D	Restore MD/EN sit; keep CO-1 labelled
Freeze when asked for evidence	Wait-time zero or shame	Wait; two-column stickies; shorter chunk
First-syllable invent on print “comp”	Cueing as word ID	Scoop; cover photo; separate lanes
Picks <i>the</i> , <i>and</i> as discipline words	Wrong selection	VO-4 “if removed” test
AP packet replaced word-level hour	Load collision	Dual schedule; access $\neq$ substitute
Cold seminar share meltdown	No practiced turn	SM protocol private first

Motivation without bribing comprehension

Choice of two worthy articles (both usable for claim+evidence) honors agency without offering fluff that dodges the skill. A Visible Win Board that checks “deep words reused” and “claims with evidence” beats a points column. Success on hard-enough accessible text — including by ear — is motivation. Public speed races and sibling rank charts are not.

When oral language is a second bottleneck

If listening comprehension is also hard, do not invent a second diagnosis at the kitchen table. Shorten chunks. Pre-teach two words. Use CO-5. Compare listening gist to print gist when print is accurate enough. Persistent unexpected difficulty across oral and print language is a reason to seek professional evaluation — high-level; this book does not diagnose.⁹⁶ Meanwhile teach: one deep word, one gist, dual lanes.

If listening is strong but print is weak

That profile is common at 15–18 with word-level disability risk. Do not treat strong oral reasoning as proof that Structured Literacy is optional. Use CO-1 to keep knowledge growing. Keep Chapters 2–5 intensity. Record both truths: language done-enough on heard text; code not yet done-enough on multisyllabics. Self-advocacy (ask for audio, time, quieter space) is taught without abandoning intervention.

Sibling note

If a sibling reads the same article cold in print, do not stage a race. Separate materials when shame risk is high. The learner with dyslexia risk may hear the article and scoop a different controlled paragraph. Fair is matched to skill, not matched to birthday.

Progress without percentile identity

Chart deep words reused across a week. Chart gist+evidence completeness. Chart CO-1 days protected. Do not rename the emerging adult as a Lexile, a points total, or a percentile. Formal scores, when sought, inform referral; they do not replace tomorrow's talk box. Chapter 8 deepens this hygiene.

⁹⁶IDA, "Testing and Evaluation" materials: screening $\neq$ diagnosis; intervene on risk; seek comprehensive evaluation when documentation or differential diagnosis matters — not medical advice from this chapter.

Materials kit for this chapter

Sticky notes; claim | evidence two-column card; light structure-map blanks; headphones; one respectful controlled paragraph set (Lane A); one richer article or audio source (Lane B); error-log stickies; dinner cue card; craft-stem card; product claim vs spec pair; seminar protocol card; register continuum strip (*assert / suggest / imply / claim*).

Connecting to Chapter 5 and Chapter 7

Chapter 5's Accuracy-Then-Reread feeds print comprehension when decoding allows — fluency after accuracy, never stopwatch-first on frustration text. Chapter 7 will ask for the purpose of a piece (argue, explain, narrate, or research edge) and a plan; today's VO-5 claim and CO-3 map become tomorrow's writing skeleton. Do not skip spelling ownership in Chapter 7 because ideas flowed on audio today. Do not let an AI dump replace the research edge because dual-lane listening felt productive.

Closing coaching

If you remember only three moves, remember these. First, ask what the word or part means here — and insist on own-words plus a new sentence. Second, ask what the text is mostly about — and insist on gist plus evidence from words heard or read. Third, protect Lane A. Ears grow while eyes train; ears do not replace eyes on the decode page that is today's lesson. Accelerated Reader points are not comprehension. Skipping Structured Literacy because an emerging adult speaks beautifully is not kindness. Forcing a cold hard print book as a fluency score during vocabulary time is not rigor. Canceling the word-level hour because AP or dual enrollment arrived is not college-ready honesty.

You do not need perfect literary analysis. You need one good question, wait time, and a sticky note. The emerging adult attempts first. You correct without crushing. Meaning becomes showable. The code gym stays on the calendar. That is English for emerging adults with dyslexia risk: language and print, both, without shame.

Keep the locked opening on a card in the book bin. Ask it after Accuracy-Then-Reread. Ask it after Ears Grow. Ask it when a points chart or an AP packet tries to speak louder than the learner's own words. Then wait. Then teach.

Parent coaching scripts — exact sentences

- “What does this word (or part) mean here — and what is this mostly about?”
- “Say it in your own words — not the glossary copied.”
- “Ears can grow while eyes train — and we still do the code sit.”
- “TTS opens the content door; it does not finish today’s decoding lesson.”
- “Points are not the same as understanding.”
- “Claim first — then the lines.”
- “What evidence did this writer select — and what did they leave out?”
- “AP and dual enrollment do not cancel today’s word-level hour.”
- “You are not too old for this. This is skill work with adult words.”
- “We practice the seminar turn before any cold share.”
- “You may change your mind when we look again.”
- “Wrong answers teach the map.”

Incorrect examples — three more (hypothetical)

1. Adult skips all multisyllabic sits for a month because “we’re focusing on AP Language discussion.” Refuse: AP/DE canceling intervention.
2. Adult forces a seventeen-year-old to read baby decodables aloud at a café as “fluency proof” during vocabulary week. Refuse: baby-decodable identity; public humiliation.
3. Adult pastes the comprehension packet into a chatbot and prints a filled key for the student to copy. Refuse: photo-to-key / write-the-work.

What “done enough” adds for mixed skills

A sixteen-year-old (hypothetical) may be done enough on oral claim+evidence and still not done enough on independent multisyllabic accuracy. Record both truths. Promote the language skill. Hold decoding with Chapter 2 intensity. Birthday does not force a cold novel study. Place samples under Reading / Language Arts / English. Keep evaluation notes private when they exist.

Anti-guessing for word identification still holds when meaning talk is the goal — Foorman Rec 4 connected-text spirit without three-cueing as word reading.

NRP vocabulary teaching favors direct and indirect encounters; dictionary-

copying alone is weak.

Transcript lock: Reading / Language Arts / English — never brand, never **Emerging Adults Dyslexia I**.⁹⁷

Bookshare qualifies U.S. students with print disability including dyslexia; IEP/504 is not required on the vendor path opened for this book.⁹⁸

⁹⁷Transcript lock: Reading / Language Arts / English — never brand, never **Emerging Adults Dyslexia I**.

⁹⁸Bookshare qualifying path for U.S. students with print disability including dyslexia; IEP/504 not required (vendor/organization pages opened 6 September 2026). Library \$0 audio via ordinary library access when available.

Chapter 7



Figure 9: Lined paper, focus-word card, timer, keyboard, and two research source cards with access tools labelled — still-life, no people, no logos.

Writing and research with adaptations

Why this matters

What's the purpose — argue, explain, narrate, or research edge — and what's the plan?

That double question keeps high-school writing honest under dyslexia load. Purpose names the job. Plan keeps the blank page from becoming a character test. A fifteen- to eighteen-year-old with dyslexia risk often has strong oral ideas and a draft that looks careless because spelling and transcription steal the working memory needed for claim, evidence, and warrant. Adaptations — scribe, speech-to-text, keyboarding, shortened length, graphic organizers — open the door for thinking. They do not retire spelling teaching. They do not license a chatbot to finish the essay, the AP free-response, the dual-enrollment paper, or the college-application essay.

Graham and colleagues' Institute of Education Sciences guide for secondary writers (grades 6–12 — on-age for this book) rates Model–Practice–Reflect writing strategies as **strong** evidence, integrating writing and reading as **moderate**, and using writing assessment to inform instruction as **minimal**.⁹⁹ *Writing Next* (Graham and Perin, 2007) is a labelled meta companion for grades 4–12 — it licenses light research edges, not a dissertation year.¹⁰⁰ Moats's spelling honesty still binds: encoding builds orthographic maps; spell-check is a tool, not a curriculum.¹⁰¹ These are useful studies, not a promise that every home will see the same result.

What this idea unlocks is an emerging adult who can name a purpose, sketch a plan, draft with transcription flex, own today's focus spellings, revise one target, insert a warrant, and — at seventeen–eighteen — run a research-light edge with two sources, paraphrase vs quote, a citation stub, and access tools labelled on the notes page. Chapter 6's deep words and claim+evidence become raw material.

⁹⁹Steve Graham et al., *Teaching Secondary Students to Write Effectively*, NCEE 2017-4002 (IES/WWC, 2016): Rec 1 Model–Practice–Reflect writing strategies **strong**; Rec 2 integrate writing and reading **moderate**; Rec 3 assess writing to inform instruction **minimal**. Grades 6–12 — on-age for this title.

¹⁰⁰Steve Graham and Dolores Perin, *Writing Next* (Carnegie Corporation / Alliance for Excellent Education, 2007): labelled meta companion grades 4–12 — inquiry / research-paper *light edges*, not a dissertation year.

¹⁰¹Louisa Moats, "How Spelling Supports Reading," *American Educator* Winter 2005/06 — encoding non-negotiable; spell-check limits honesty; orthographic pass still teaches the map.

Chapter 8 will sample the draft without renaming anyone as a percentile.

Three refusals sit beside the invitation.

Blank page alone as “independence training” is refused when transcription load is crushing ideas. “Type everything forever with no word study” is refused. AI essay dump as research is refused — including because of dyslexia, AP tomorrow, or dual-enrollment load. Adaptations are not a generative rewrite. Self-advocacy (ask for scribe time, STT, quieter space, documentation) is taught without abandoning intervention. AP and dual enrollment never replace the word-level hour.

You do not need to be a composition professor. You do need a timer, a focus-spelling card, a visible model, one revision target, and the locked question about purpose and plan.

This week you can learn to hear blank-page freeze, neatness-only revision, STT-without-ortho-pass, unlabeled AI paraphrase, and “AP means the chatbot can write it” as five different misses. Today the emerging adult can say what the piece is for — and what the plan is.

For the parent: understand it yourself

Many adults remember writing as “just write a five-paragraph essay” with red marks everywhere afterward. That memory is incomplete for a high-school learner with dyslexia risk. Model first. Practice the same purpose. Reflect on one move that worked. Separate idea generation from transcription load for a short window — then hand spelling ownership back. Five minutes of this section, then the warm-up, is enough for tomorrow.

Everyday picture. Ideas timer: five minutes. You scribe bullets while they talk an argue plan about a local park change (ordinary stakes). Timer rings. Focus card shows five spellings they own in the draft (*because, their, argument, evidence, community*). They write or type those accurately. Later they insert one warrant sentence: why this evidence supports the claim. Separately, the multisyllabic sit still happened that morning. Another picture: STT drafts a paragraph; then an orthographic pass remaps three misspellings with stretch-map-write. A third: two short sources on a product claim vs spec; notes labelled “TTS on Source A”; paraphrase without copying syntax; citation stub; one revise on evidence weave.

Precise picture. Two banks share this chapter — writing with adaptations (WR)

and research/citation light edges (RES) — under Graham’s Model–Practice–Reflect spine.

Writing (WR). Scribe-and-Spell Contract; MPR paragraph; STT then Ortho Pass; one-target revision; sentence combine; multi-paragraph skeleton; keyboarding crumb; counterclaim crumb; warrant insert; purpose switch (narrate / explain / argue).

Research (RES). Focused question; two-source gather with access labelled; paraphrase vs quote; citation grain stub; outline → draft → one revise; source reliability crumb on ordinary stakes.

Scribe / STT honesty card

Move	Use when	Refuse when
Adult scribe for ideas (timed) Speech-to-text draft	Transcription blocks thinking Oral strength; keyboard fatigue	Permanent skip of all spelling ownership Accepts all STT; no orthographic pass; called “finished essay”
Keyboarding crumb	Tool for load	Replaces MD/EN sits as the reading program
Shortened length	Same purpose, fewer paragraphs	Removes claim/evidence/warrant entirely
Chatbot rewrite to “an A”	Never as student work	Dyslexia / AP / DE / Common App “exception”

Wrong answers you should be able to hear

1. *Blank page forever*. “Just write — stop being lazy.” Hear transcription crush. Offer WR-1 contract.
2. *Type forever, never study spelling*. Hear accommodation-as-substitute. Keep EN sits; end STT with Ortho Pass.
3. *Marks everything red*. Hear overwhelm. One-target revision only (WR-4).

4. *AI dump as research*. “Paste the prompt; submit the paragraph.” Hear refuse. RES-1→RES-5 with labelled tools.
5. *AP / essay honesty fail*. “They have dyslexia / AP is tomorrow — just generate it.” Hear college-ready load collision. Adaptations ≠ generative rewrite.
6. *Neatness-only revision*. Handwriting polish without purpose, evidence, or warrant. Hear the wrong target.
7. *Citation skipped because “I used audio.”* Hear mash. Cite the source; label access separately.

Five-minute parent warm-up

Minute 1. Name today’s purpose: argue, explain, narrate, or research edge.

Minute 2. Write three focus spellings on a card the learner will own.

Minute 3. Sketch a tiny model plan (bullets) for the same purpose.

Minute 4. Practice the locked opening: “What’s the purpose — argue, explain, narrate, or research edge — and what’s the plan?”

Minute 5. Say out loud: “I’ll scribe ideas five minutes; you own these spellings. AP does not cancel the word-level hour.”

How to teach it this week

Protect the English-hour shape. Writing and research often take 8–18 minutes as a workshop grain — longer on research-edge days that may split across two sittings. They do not erase multisyllabic decode+encode. Place by skill, not birthday.

Band 15–16 session placement

- WR-1 Scribe-and-Spell Contract most writing days (load-bearing).
- WR-2 Model–Practice–Reflect paragraph (argue or explain) twice this week.
- WR-6 Multi-Paragraph Skeleton before longer drafts.
- WR-9 Warrant Sentence Insert; WR-5 Sentence Combine; WR-10 Purpose Switch once.
- WR-3 STT then Ortho Pass when oral strength is high and spelling still needs teaching.

- RES-1 Focused Question Card intro; RES-2/RES-3 light if research edge is on the table.
- Keep Chapter 3 encoding sits — spell-check honesty (EN-6) after drafts.

Band 17–18 session placement

- Still WR-1 flex; longer WR-2 / WR-6 toward multi-paragraph.
- WR-8 Counterclaim Crumb; WR-9 Warrant; WR-4 One-Target Revision as Friday spine partner.
- Full RES-1...RES-6 sequence across the week for a research-light edge (not a dissertation).
- AP practice responses and dual-enrollment paragraphs use the same integrity locks: attempt first; adaptations labelled; no generative rewrite; word-level hour still scheduled.
- Common App / college-app integrity: co-hold; family account honesty; dyslexia ≠ write-the-essay exception.

Exact wording you can say:

- “What’s the purpose today — argue, explain, narrate, or research edge?”
- “What’s the plan — bullets before sentences.”
- “I’ll scribe ideas five minutes; you own these five spellings.”
- “STT drafted this. You still own the map — fix these three.”
- “One revision target only — evidence weave / warrant / topic sentence.”
- “What’s the warrant — why does this evidence support the claim?”
- “Cite the source; label the access tool separately.”
- “AP and dual enrollment do not cancel today’s word-level hour.”
- “Wrong on the spelling isn’t a character judgment — it’s Tuesday’s review stack.”

Age-band moves

15–16: Sentence → paragraph with scribe contract; purpose labelled on the page; warrant insert; skeleton before draft; one research question card; paraphrase practice; ordinary-stakes topics only.

17–18: Multi-paragraph argue/explain with counterclaim crumb; STT+ortho pass; two-source research edge night; citation stub consistency over style-war perfection; source reliability crumb; AP/DE objects with integrity; still code repair without shame if skill shows need.

Fade help. First you model plan→draft→one reflect note. Then they plan orally

while you scribe. Then they draft with WR-1 flex. Then they revise one target alone. For research: you model focused question shrink; then they shrink; then they gather with labels; then outline before draft. Stop talking when they are mid-plan.

Map the banks. WR-1...WR-10 and RES-1...RES-6 live in this chapter. Seminar dignity crumbs may appear; full SM bank lives in the English hour. IEW Level C may edge carefully later for composition structure — vendor reading aim about 9th-grade level or higher — never as a decoding cure (plant for Chapter 10).¹⁰²

In-hour named activities (WR bank)

WR-1 — Scribe-and-Spell Contract

Band: both — load-bearing. Time: 10–15 minutes.

Materials: Paper or doc; agreed focus spellings (3–5).

Steps: (1) Agree: adult/scribe/STT may carry bulk transcription for ideas. (2) Learner owns today's focus spellings in the piece. (3) Read back. Graham 2016 MPR with dyslexia adaptations — spelling not abandoned.

Error patterns: Either blank-page freeze or “type forever, never study spelling.”

Move: contract both sides.

Exit crumb: Ideas drafted; focus spellings ≥80%.

WR-2 — Model–Practice–Reflect Paragraph (argue or explain)

Band: both. Time: 12–18 minutes.

Materials: Model paragraph; planner; draft space.

Steps: (1) Adult models plan→draft→one reflect note (Graham Rec 1 **strong**). (2) Learner practices same purpose. (3) Reflect: what move worked? Transcription flex per WR-1.

Error patterns: Assigns essay with no model. Move: model visible first.

Exit crumb: One paragraph with named purpose + one reflection sentence.

WR-3 — Speech-to-Text Draft then Orthographic Pass

Band: both. Time: 12–15 minutes.

Materials: STT tool; then EN sit on focus errors.

Steps: (1) Speak draft. (2) Clean gross STT errors for meaning. (3) Orthographic pass on 3–5 focus words (encode with map). Assistive tech labelled; not a substi-

¹⁰²IEW Level C (vendor): Structure and Style aimed at students reading at about 9th-grade level or higher — composition scaffold; **not** a decoding cure; plant for Chapter 10 fit card. WWC does not crown IEW as dyslexia alphabetics.

tute for word study.

Error patterns: Accepts all STT; no spelling teaching. Move: always end with orthographic pass.

Exit crumb: Draft exists; 3 focus words remapped.

WR-4 — One-Target Revision Pass

Band: both. Time: 8–12 minutes.

Materials: Yesterday's draft; one target (evidence weave / warrant / topic sentence / sentence combine).

Steps: (1) Name one target. (2) Revise only that. (3) Read revised section. Not "make it neat."

Error patterns: Marks everything red. Move: one target sticker.

Exit crumb: Visible change on the named target.

WR-5 — Sentence Combine for Clarity

Band: both. Time: 6–8 minutes.

Materials: 2–3 choppy sentences from learner draft or model.

Steps: (1) Combine with conjunction/subordination. (2) Read aloud for sense. (3)

Writing Next companion: sentence combining > grammar workbook franchise.

Error patterns: Parts-of-speech drill as the writing programme. Move: combine in service of clarity.

Exit crumb: One clearer combined sentence.

WR-6 — Multi-Paragraph Skeleton (HS purpose)

Band: 15–16 (17–18 as needed). Time: 10–15 minutes.

Materials: Skeleton (claim, 2 supports, counter crumb, close) for argue/explain.

Steps: (1) Fill skeleton orally first if needed. (2) Write or scribe into slots. (3) One oral read of flow.

Error patterns: Starts drafting with no plan. Move: skeleton before sentences.

Exit crumb: Skeleton filled; first paragraph started.

WR-7 — Keyboarding Crumb (tool, not reading program)

Band: both. Time: 5–8 minutes.

Materials: Keyboard; short practiced sentence.

Steps: (1) Type a practiced sentence. (2) Note speed/accuracy privately. (3) Label: tool for transcription load — not the Structured Literacy programme.

Error patterns: Replaces word study with typing drills. Move: keep MD/EN sits.

Exit crumb: One practiced sentence typed; word study still scheduled.

WR-8 — Counterclaim Crumb

Band: 17–18 (15–16 stretch). Time: 8–10 minutes.

Materials: Learner’s argument draft.

Steps: (1) Write one fair counterclaim. (2) One-sentence reply. (3) Check dignity — steelman, not strawman.

Error patterns: Insults the other side. Move: “State their best point first.”

Exit crumb: Counter + reply present.

WR-9 — Warrant Sentence Insert

Band: both. Time: 6–8 minutes.

Materials: Claim + evidence already written; blank for warrant.

Steps: (1) Ask: why does this evidence support this claim? (2) Write warrant. (3) Read claim–evidence–warrant chain.

Error patterns: Evidence dumped without link. Move: force the because-link.

Exit crumb: One clear warrant sentence.

WR-10 — Narrate / Explain / Argue Purpose Switch

Band: both. Time: 8–10 minutes.

Materials: Same topic seed (e.g., a local park change; a museum exhibit; a work-place volunteer form experience).

Steps: (1) Write or scribe 3–4 sentences as narrate. (2) Same seed as explain. (3) Same seed as argue. (4) Name which purpose today’s longer piece will use.

Error patterns: Purpose mush. Move: label purpose on the page.

Exit crumb: Three labelled mini-samples.

In-hour named activities (RES bank)

RES-1 — Focused Question Card (research light edge)

Band: both. Time: 8–10 minutes.

Materials: Interest topic within ordinary stakes; index card.

Steps: (1) Draft a focused question (not “tell me everything about X”). (2) Check: answerable with 2–3 short sources this week. (3) Revise question once.

Error patterns: Dissertation-sized question. Move: shrink until two sources could answer.

Exit crumb: One focused question on card.

RES-2 — Two-Source Gather with Access Tools Labelled

Band: both. Time: 12–15 minutes.

Materials: Two short sources (article, encyclopedia entry, museum page); TTS/audio/print as needed — **label the access tool**.

Steps: (1) Open source A with chosen access — write the tool name on the notes page. (2) Same for B. (3) Capture 3 notes each (paraphrase first).

Error patterns: Hidden AI essay dump; unlabeled supports. Move: label access; notes in learner words.

Exit crumb: Two sources noted; access tools named.

RES-3 — Paraphrase vs Quote Sort

Band: both. Time: 8–10 minutes.

Materials: 4 strips (2 paraphrase, 2 quote) from today's sources.

Steps: (1) Sort. (2) Fix one failed paraphrase that still copies syntax. (3) Attach a citation grain stub (author/title/date as taught).

Error patterns: Thesaurus-swap plagiarism. Move: cover source; say meaning; then write.

Exit crumb: Correct sort; one clean paraphrase + stub.

RES-4 — Citation Grain Stub (not style-war)

Band: 17–18 (15–16 intro). Time: 6–8 minutes.

Materials: Source info; chosen simple format (MLA-light or APA-light — consistency over perfection).

Steps: (1) Fill author, title, date, URL/page. (2) Place stub after paraphrase/quote. (3) Honesty: access tool does not replace citation.

Error patterns: Skips citation because “I used audio.” Move: cite the source; label access separately.

Exit crumb: One complete stub in the draft.

RES-5 — Outline → Draft → One Revise (research edge)

Band: 17–18. Time: 15–20 minutes (may split days).

Materials: Focused question; 2–3 sources; WR adaptations available.

Steps: (1) Outline (question, claim, source A point, source B point, close). (2) Draft with WR-1 flex. (3) One revision target (evidence weave or paraphrase accuracy).

Error patterns: Downloads a paper. Move: outline visible before draft.

Exit crumb: Outline + draft start + one revise note.

RES-6 — Source Reliability Crumb (ordinary stakes)

Band: both. Time: 6–8 minutes.

Materials: Two sources on ordinary stake (product review vs manufacturer spec).

Steps: (1) Who wrote it? (2) What do they want? (3) What evidence type? Live controversy refused.

Error patterns: Conspiracy rabbit hole. Move: stay on ordinary stakes.

Exit crumb: Three-answer card per source.

Practice that actually builds learning

Kitchen drafts, library sources, café practiced reads of *yesterday's* paragraph (not cold humiliation), and store claim-vs-spec notes *are* practice. They do not replace the Structured Literacy sit. Name the try-it. Name the error pattern. Stop before melt.

In-home try-its

Scribe-and-Spell Paragraph

Band: both. Time: 12–18 minutes.

Materials: Timer; focus card; planner; WR-1/WR-2.

Safety: Private sit if shame risk is high; no sibling neatness contest.

The fun: Ideas move fast under the timer; spelling ownership is a clear, fair game.

The skill: Graham MPR + WR-1 contract.

Steps: Name purpose. Model bullets. Scribe ideas five minutes. Learner owns focus spellings. One reflect sentence: “What move worked?”

Error patterns: Timer shame; spelling abandoned. Move: celebrate ideas *and* owned spellings; log misses for Chapter 3.

Warrant Insert Night

Band: both. Time: 6–8 minutes.

Materials: Yesterday's claim+evidence draft; blank warrant line.

Safety: Ordinary.

The fun: One sentence that makes the logic click.

The skill: WR-9.

Steps: Ask warrant question. Write. Read claim–evidence–warrant chain aloud.

Error patterns: Evidence dump. Move: force because-link.

STT then Ortho Pass

Band: both. Time: 12–15 minutes.

Materials: STT; focus words; stretch–map–write strip.

Safety: Family account honesty; parent in the loop (15–16 in room; 17–18 co-hold).

The fun: Mouth drafts; hands remap.

The skill: WR-3; accommodation $\neq$ substitute.

Steps: Speak draft. Clean meaning. Remap 3–5 words. Schedule MD/EN still.
 Error patterns: Accepts all STT as finished. Move: ortho pass non-negotiable.

Two-Source Research Edge Night

Band: 17–18 (15–16 late stretch). Time: 20–30 minutes (may split).

Materials: Focused question card; two short sources; notes page with access labels; RES-2/3/5.

Safety: Ordinary stakes; no live controversy curriculum; no unlabeled AI dump.

The fun: Detective gather → clean paraphrase.

The skill: Research-light edge with integrity.

Steps: RES-1 question. RES-2 gather with tools labelled. RES-3 paraphrase fix.

Outline before draft. One revise target.

Error patterns: Downloads a paper; skips citation because audio. Move: outline visible; cite source; label access separately.

Purpose Switch Mini

Band: both. Time: 8–10 minutes.

Materials: One seed topic; three labels.

Steps: Run WR-10. Pick tomorrow's longer purpose.

Error patterns: Purpose mush. Move: label on the page.

Out-of-home try-its

Library / Archive Short Source Gather

Band: 17–18. Time: ~20 minutes.

Materials: Two short sources; notebook; optional headphones for TTS.

Safety: Library voice; no photographing strangers; label access on notes.

The fun: Real shelves, real stubs.

The skill: RES-2 + RES-4 grain.

Steps: Find two short sources that could answer the focused question. Note three paraphrases each. Write access tool name. Draft one citation stub.

Error patterns: Too many sources; copy-paste. Move: two sources only; cover-and-say paraphrase.

Store Product Claim vs Spec (research crumb)

Band: both. Time: ~10 minutes.

Materials: Claim language + spec; reliability card.

Safety: Aisle courtesy; no shoplifting a “test.”

The fun: Who wants what?

The skill: RES-6 + CO-9 bridge from Chapter 6.

Steps: Who wrote it? What do they want? What evidence type? One paraphrase note.

Error patterns: Consumer sermon. Move: three-answer card only.

Café Practiced Read of Yesterday's Draft

Band: both. Time: ~8 minutes.

Materials: Yesterday's paragraph already drafted at home.

Safety: Practiced share only — never cold oral humiliation; café courtesy; whisper OK.

The fun: Real audience energy without a cold decode performance.

The skill: Read-aloud revision ear (WR-4 partner).

Steps: Read practiced draft. Mark one place the listener got lost. That becomes tomorrow's one target.

Error patterns: Cold public read of undecodable new text. Move: practiced only; private if needed.

Workplace / Volunteer Form Accuracy Pass

Band: 17–18. Time: ~10 minutes.

Materials: Real form the family already needs (volunteer, job application draft fields — ordinary).

Safety: No fabricating credentials; adult co-holds; accuracy not speed race.

The fun: Real-world stakes with dignity.

The skill: Encoding accuracy + reading form language; not a decoding-cure franchise.

Steps: Scoop hard words. Encode focus fields carefully. Read back.

Error patterns: Shame about slow accurate filling. Move: accuracy first; private practice.

Bookstore Choice of Two Equivalentents

Band: both. Time: 5 minutes.

Materials: Two worthy short nonfiction features for research question practice.

Steps: Choice within worthy set. Same RES skill either way.

Error patterns: Fake choice. Move: both respectful and usable.

Talk box

Exact opening question (locked):

“What's the purpose — argue, explain, narrate, or research edge — and what's the

plan?”

Follow-ups (pick 3–5):

1. Meaning: “What do you want the reader to understand or do?”
2. Representation: “Show me with bullets, a skeleton, a sticky warrant, or a spoken plan.”
3. Type / evidence: “Is this narrate, explain, or argue — and where is the evidence?”
4. Check: “Does that match what you meant / the opened source / the focus spellings?”
5. Revise: “You may change your mind. One target only — try it another way.”

How to wait. After you ask, a slow three is a convention, not a sacrament (Stahl think-time, labelled classroom-origin).¹⁰³ After they stop, wait again. If they are mid-plan or mid-warrant, do not cut them off. Look at the skeleton or the source card — not at the adolescent — if the silence is hard. Protect the try. Practiced share only.

Stuck silence usually means: vague purpose; wait-time zero; blank page with no plan; transcription load crushing ideas; shame about spelling; new chunk too big; need a scribe so thinking can start; fear of cold oral share; fear that “research” means a downloaded paper. Pose, wait, point back at the plan — do not fill the silence with the finished essay.

Incorrect example to diagnose (hypothetical)

A seventeen-year-old (hypothetical) pastes an AP prompt into a chatbot, submits the paragraph, and says, “I have dyslexia — this is my accommodation.” Hear the mash. Accommodations open access and transcription flex. They do not generate the submitted work. Reset: WR-1 contract, learner-owned ideas, labelled tools, word-level hour still on the calendar. College Board AP Exam Terms bar AI-generated Test submissions; Common App fraud examples include misrepre-

¹⁰³Stahl (1994) think-time; Rowe (1972) science-class wait — classroom-origin; not a literacy RCT.

senting AI substantive content as one's own — high-level integrity locks, not form walkthroughs.¹⁰⁴

For the student

You are not too old for this. This is skill work with adult words and adult purposes.

What this idea is. Writing has a job: argue, explain, narrate, or a research edge. You plan before you polish. Someone may scribe or STT so your ideas can move — and you still own today's spellings. Tools help access. Tools do not write your name on someone else's sentences.

Tiny worked example. Purpose: argue. Plan: claim about a park path repair → two evidence notes → warrant → one fair counter. Focus spellings: *because*, *their*, *evidence*. Scribe bullets five minutes. You write the focus words. Later: research edge — focused question, two short sources, paraphrase, citation stub, TTS labelled on Source A.

Try 1. Name today's purpose. Write three plan bullets (or speak them while someone scribes).

Try 2. Draft or speak one paragraph. Own three focus spellings. Read it back.

Explain it back. Tell a parent: "Scribe-and-Spell means ____." Include both sides of the contract.

Challenge. Insert one warrant sentence. Or shrink a huge research question until two sources could answer it this week. Practice any oral share before a wider audience. You may change your mind when the source disagrees with your first paraphrase.

Slow and accurate spelling is allowed. Clear thinking is allowed with a scribe. You are not lazy. Self-advocacy is allowed — and so is continuing the map. Dual enrollment and AP do not cancel the word-level hour, and they do not make a chatbot your ghostwriter.

¹⁰⁴College Board AP Exam Terms (updated 27 April 2026 pattern in project sources): no AI-generated Test submissions; ChatGPT/Photomath barred during Test. Common App fraud examples include misrepresenting AI substantive content as one's own. High-level integrity locks — not form walkthroughs. Dyslexia ≠ exception.

If it isn't clicking

Diagnostic 1 — Blank page freeze or tears at “just write.”

Likely miss: no purpose label; no plan; transcription load crushing ideas.

Next move: WR-10 purpose switch mini. WR-6 skeleton orally first. WR-1 timed scribe. Shorten length; keep claim+evidence.

Diagnostic 2 — Draft exists but spelling never taught — or everything marked red.

Likely miss: STT/scribe as permanent substitute; or overwhelm revision.

Next move: Ortho pass on 3–5 words (WR-3). One-target sticker (WR-4). Restore Chapter 3 dictation. Spell-check honesty: tool proposes; learner decides.

Diagnostic 3 — Research is a downloaded paragraph; citation skipped; or AP panic outsourcing.

Likely miss: no process; unlabeled AI; integrity fail under load.

Next move: RES-1 → RES-5 sequence visible. Label access tools. Cover-and-say paraphrase. Cite source. Say the integrity sentence once: adaptations ≠ generative rewrite. Keep word-level hour. If difficulty is unexpected and persistent and documentation matters, seek evaluation — high-level; this book does not diagnose or give legal advice.¹⁰⁵

Correct without crushing. When to go ahead: purpose-labelled draft; focus spellings mostly owned; one revision target visible; or research edge with two sources + paraphrase + stub + access labelled. When to slow: neatness-only; AI dump; spelling abandoned; blank-page shame spiral.

Tools, including AI

Point back to the English-hour AI box. Keep this short.

You may, after the emerging adult has tried: ask a tool to explain Model–Practice–Reflect or a warrant *to you*; generate isomorphic practice prompts with the key held by you; get a SCRIPT for your coaching mouth; schedule word-level intervention on one block and AP/DE drafting on another; offer revision questions after a draft.

You may not: write the student's essay, AP free-response, dual-enrollment paper,

¹⁰⁵IDA Testing and Evaluation: screening ≠ diagnosis; seek evaluation when documentation or differential diagnosis matters — not legal or medical advice from this chapter.

or Common App; “fix this to an A”; photo-to-key; park an unsupervised chatbot as the only partner during the attempt; detector-grade the draft (Liang: average false-positive rate **61.22%** on human TOEFL essays across seven detectors — dyslexic writing is high-risk for false positives).¹⁰⁶ If you asked a tool for sources, open them yourself (Walters and Wilder: fabricated citations **55%** / **18%** in named GPT studies).¹⁰⁷

TTS/dictation can open content and transcription doors. They are not a licence to skip Structured Literacy or to outsource authorship. Bastani 2025 remains **OFF-AGE for literacy** — one cautionary mechanism sentence only.¹⁰⁸

What “done enough” looks like

Done enough is skill, not birthday, not neatness alone, not an AP score as the only path.

Writing done-enough starter

- ☐ Purpose labelled (argue / explain / narrate / research edge)
- ☐ Plan visible (bullets or skeleton) before draft
- ☐ Draft exists with WR-1 flex if needed
- ☐ Focus spellings owned $\geq 80\%$ on today’s card
- ☐ One revision target visible (not everything red)
- ☐ Warrant or because-link present when arguing
- ☐ At 17–18: counterclaim crumb once; multi-paragraph skeleton attempted

Research-edge done-enough starter

- ☐ Focused question on a card (not dissertation-sized)
- ☐ Two sources noted
- ☐ Access tools labelled on the notes page
- ☐ One clean paraphrase + one quote distinguished
- ☐ Citation stub present

¹⁰⁶Weixin Liang et al., “GPT Detectors Are Biased Against Non-Native English Writers,” *Patterns* / arXiv 2304.02819 (2023): average false-positive rate on human TOEFL essays **61.22%** across seven detectors. Do not detector-grade a student’s writing.

¹⁰⁷Walters and Wilder (2023): fabricated citations **55%** (GPT-3.5) / **18%** (GPT-4) in named studies — parent-side; open the source.

¹⁰⁸Bastani et al., *PNAS* (2025): high-school math chatbot trial — **OFF-AGE for literacy; not a dyslexia RCT**.

- ☐ Outline before draft; one revise note
- ☐ Reliability crumb on ordinary stakes once

Life-of-the-habit tips (not a ninth chapter). Cumulative review next Tuesday: mix last week’s warrant into a new claim. Show the plan two ways (oral skeleton + written bullets). Hold after a night: can they still name purpose and plan without the sticky? Short, sharp, frequent writing tries beat a Sunday essay mountain. Keep the contract on the fridge. Keep the locked opening on the timer.

Placement rule. A seventeen-year-old who still needs WR-1 flex is not “behind forever” — place by skill. A fifteen-year-old ready for two sources may start RES light. A franchise level or “grade 11 workbook” is not a transcript line. Put samples under Reading / Language Arts / English. Never Emerging Adults Dyslexia I. Never Barton / Wilson / IEW as the credit name.

Exit ticket shapes (2–4 minutes)

- Purpose + three plan bullets
- One warrant sentence
- Three focus spellings written correctly
- One paraphrase stub with citation grain
- Name access tool used today

Worked week sketches (hypothetical)

Week A — Band 15–16, focus: MPR paragraph + warrant + scribe contract

Mon: MD/EN sit + WR-10 purpose switch. Tue: WR-2 model argue paragraph (WR-1 flex). Wed: WR-9 warrant insert; WR-5 combine. Thu: WR-6 skeleton; draft start. Fri: WR-4 one-target revise; Café practiced read optional; AS crumb. Protect code sit daily.

Week B — Band 17–18, focus: research edge + STT ortho + counterclaim

Mon: RES-1 focused question + EN crumb. Tue: RES-2 two sources (TTS labelled) + RES-6 reliability. Wed: RES-3 paraphrase vs quote + RES-4 stub. Thu: RES-5 outline→draft (WR-1/WR-3) + WR-8 counterclaim. Fri: WR-4 revise; Library source check; done-enough checklist. Word-level hour still scheduled — AP packet does not replace it.

Error pattern → next-week move

You hear / see	Likely miss	Next move
Blank stare at “just write”	No plan / transcription crush	WR-1 + WR-6 oral first
Perfect STT; zero spelling	Accommodation-as-substitute	WR-3 ortho pass; EN sit
Everything red	Overwhelm revision	WR-4 one target sticker
Downloaded “research”	No process / AI dump	RES-1→5; label tools
“Audio so no citation”	Access mashed with authorship	Cite source; label access separately
AP chatbot paragraph	Integrity fail	Refuse generative rewrite; attempt first
Neatness-only rewrite	Wrong target	Purpose + warrant before polish
Typing drills replaced MD	Tool-as-program	Keep MD/EN; WR-7 crumb only

Motivation without bribing authorship

Choice of two worthy topics (same purpose skill) honors agency. A Visible Win Board that checks “warrant sentences” and “two sources labelled” beats point crowns. Hard-enough success reps — end the sit on an accurate owned spelling — beat failure-only marathons. Public neatness contests are not motivation.

Sibling note

If a sibling drafts faster in print, do not stage a race. Separate timers and materials when shame risk is high. Fair is matched to skill, not matched to birthday.

Progress without percentile identity

Chart purpose-labelled drafts completed. Chart focus-spelling accuracy. Chart research edges with access labelled. Do not rename the emerging adult as a detector score or an AP number. Formal scores, when sought, inform referral; Tuesday needs a plan and a warrant. Chapter 8 deepens kitchen samples.

Materials kit for this chapter

Timer; focus-spelling cards; plan/skeleton blanks; sticky warrant strips; keyboard; STT access (family account); research source cards with access-tool line; paraphrase vs quote strips; citation stub template; error-log stickies; seminar protocol card (optional crumb).

Connecting to Chapter 6 and Chapter 8

Chapter 6's deep words, claim+evidence, and dual-lane comprehension feed today's drafts — including by ear while code repairs. Chapter 8 will sample short academic writing / research-edge work as a kitchen object, not a national percentile. Do not skip spelling ownership because ideas flowed on audio. Do not detector-grade the sample.

IEW and other composition scaffolds (plant only)

IEW Level C may fit some homes as a composition structure scaffold when reading aim is about 9th-grade level or higher — vendor claim; composition $\neq$ decoding cure. WWC does not crown IEW as dyslexia alphabets. Fit not rank; Chapter 10 holds the card. Do not replace multisyllabic intervention with outlining franchises.

Closing coaching

Parents often fear two opposite mistakes: being “too soft” with scribe, or being “too hard” with blank pages. This chapter's center is neither. Timed idea support plus spelling ownership is the dual move. Model–Practice–Reflect keeps strategies growing when accommodations are active.¹⁰⁹ Research edges stay light, labelled, and honest.

You do not need a perfect workshop. You need a timer, a focus card, a plan frame, two source cards, and the locked question. Ask for the purpose and the plan. Wait. Teach. Correct without crushing. Carry meaning from Chapter 6 onto the page. Carry spelling from Chapter 3 into the pass. Let Chapter 8 check the sample without naming the emerging adult as a percentile. Keep AP and dual enrollment on a

¹⁰⁹Steve Graham et al., *Teaching Secondary Students to Write Effectively*, NCEE 2017-4002 (IES/WWC, 2016): Rec 1 Model–Practice–Reflect writing strategies **strong**; Rec 2 integrate writing and reading **moderate**; Rec 3 assess writing to inform instruction **minimal**. Grades 6–12 — on-age for this title.

separate clock from the word-level hour — and never as a licence for generative rewrite.

Keep the contract on the fridge. Keep the locked opening on the timer. Short, sharp, frequent writing tries will do more than a Sunday essay mountain that ends in tears.

Parent coaching scripts — exact sentences

- “What’s the purpose — argue, explain, narrate, or research edge — and what’s the plan?”
- “Bullets before sentences. I’ll wait.”
- “I’ll scribe while the timer runs. When it rings, the pencil is yours for focus words.”
- “STT drafted this. You still own the map — fix these five.”
- “One target: evidence. I’m covering the other marks with a sticky.”
- “What’s the warrant — why does this evidence support the claim?”
- “Cite the source; label the access tool separately.”
- “AP and dual enrollment do not cancel today’s word-level hour.”
- “Wrong on the spelling isn’t a character judgment — it’s Tuesday’s review stack.”
- “You may change your mind when you hear it out loud.”
- “Adaptations are not a licence to generate the essay.”

Incorrect examples — three more (hypothetical)

1. Adult asks a chatbot to “fix this to an A” and replaces the learner’s draft.
Refuse: write-the-essay.
2. Adult cancels all spelling sits for a month because STT “solved writing.”
Refuse: accommodation-as-substitute.
3. Adult stages a sibling contest for neatest paragraph or fastest AP practice.
Refuse: public shame design; neatness-only / speed-only revision.

What “done enough” adds for mixed skills

A sixteen-year-old (hypothetical) may be done enough on oral claim+evidence and still not done enough on independent paragraph transcription. Record both truths. Promote the language/planning skill. Hold encoding with Chapter 3 intensity. Birthday does not force a multi-paragraph novel essay or an unlabeled research dump.

Place samples under Reading / Language Arts / English. Keep evaluation notes private when they exist. Keep kitchen writing checks humble and frequent.

AP / dual-enrollment / college-app integrity box (say once, teach often)

Adaptations open doors: extra time, quieter space, scribe/STT for transcription load, audio for content access, shortened length with the same rhetorical job. None of those mean a model may generate the submitted prose. At 15–16, parent stays in the room for tool use. At 17–18, co-hold plus Common App / AP integrity and family account honesty. Turning 18 mid-year is not a secret-friend licence. Dual-enrollment workload is real — schedule word-level intervention on one block and content drafting on another; do not let the second erase the first.

High-level only: College Board AP Exam Terms bar AI-generated Test submissions; Common App fraud examples include misrepresenting AI substantive content as one’s own. This book does not walk forms. It teaches the kitchen habit that makes integrity ordinary: attempt first, label tools, own the thinking, keep spelling on the map.

Scribe-and-Spell — exact contract language

Post this where both can see it:

1. Purpose today: _____
2. Plan bullets: _____
3. Ideas support (scribe / STT / none): _____ for ____ minutes

4. Focus spellings I own: (1)____ (2)____ (3)____ (4)____ (5)____
5. One revision target after draft: _____
6. Access tools used (if any): _____

Read the contract aloud once. Then work. The contract is kindness with a spine — not a loophole.

Research night — minute map (split across two days if needed)

Day A (15–20 min): RES-1 shrink question → RES-2 open two sources with access labelled → three paraphrase notes each.

Day B (15–20 min): RES-3 fix one failed paraphrase → RES-4 citation stub → RES-5 outline → draft start with WR-1 flex → one revise note.

Anytime crumb: RES-6 reliability on an ordinary stake (product review vs spec).

Stop if melt. Incomplete process beats a polished dump.

Ordinary-stakes topic bank (safe objects)

Local park path repair; museum exhibit accessibility; store brand claim vs nutrition panel; sports box score vs hot take; transit schedule change; volunteer form clarity; library display feature; workplace safety poster language. Stay out of live controversy as curriculum. Ordinary stakes still teach claim, evidence, warrant, and source selection.

Place samples under Reading / Language Arts / English — never brand, never Emerging Adults Dyslexia I.¹¹⁰

Speech-to-text and scribe are bridges; accommodation is not a substitute for spelling and written-expression instruction.¹¹¹

Transcription and spelling often bottleneck composition under dyslexia load — teach process with adaptations; do not moralize messy drafts.¹¹²

¹¹⁰Transcript lock: Reading / Language Arts / English — never brand, never **Emerging Adults Dyslexia I.**

¹¹¹IDA assistive-technology framing: speech-to-text / scribe as bridges; accommodation ≠ substitute for spelling and written-expression instruction. Wood et al. (2018) TTS compensation companion for access lanes.

¹¹²Writing challenges under dyslexia load via Hebert et al. / Catts framing in project memos:

transcription and spelling often bottleneck composition — teach process with adaptations; do not moralize messy drafts. Access date 6 September 2026.

Chapter 8

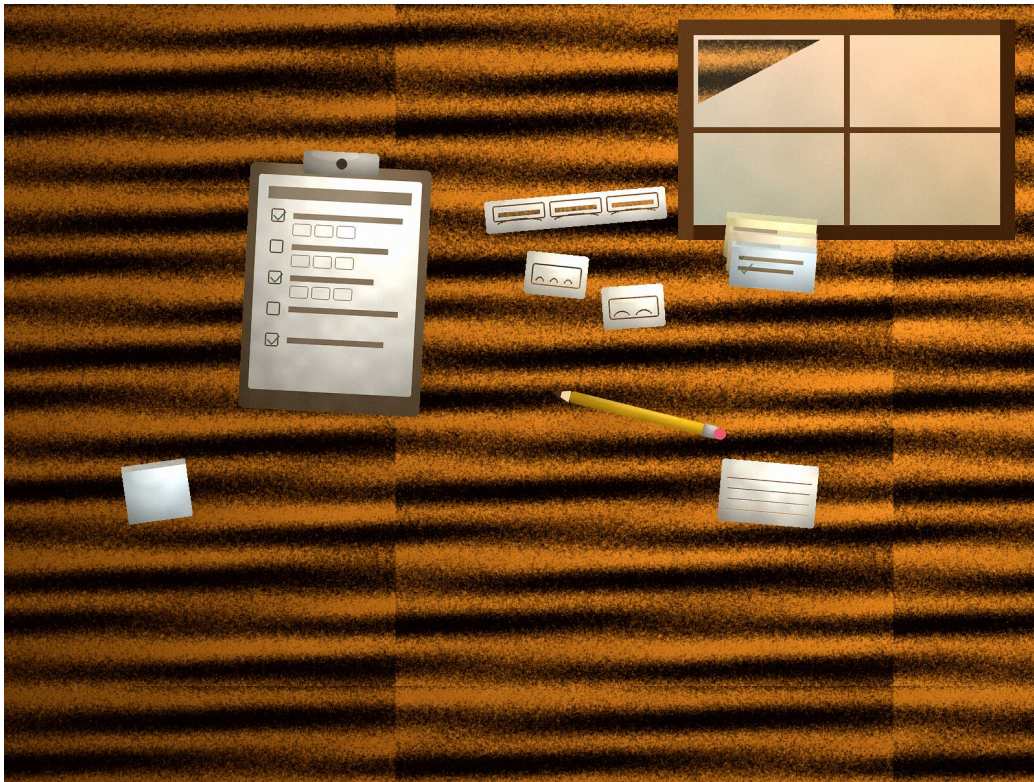


Figure 10: Dated notebook, syllable cards, dictation strip, headphones beside a short writing sample, and a private progress chart — still-life, no people, no logos.

Short assessments and progress checks

Why this matters

What can you show me two ways today — and what still needs practice?

That double question keeps assessment kind and useful. Showable skill drives tomorrow's lesson. "Still needs practice" names the next move without renaming the emerging adult as a percentile. At fifteen to eighteen with dyslexia risk, short kitchen checks — multisyllabic word reading, spelling dictation, an oral reading sample of controlled or instructionally appropriate text, a short academic writing or research-edge sample — keep Structured Literacy diagnostic. They are not NAEP. They are not Accelerated Reader points. They are not an AP score as the weekly identity. Screening is not diagnosis. Formal evaluation, when you seek it, is a different object — and even then, Tuesday still needs a syllable pattern.

The International Dyslexia Association's October 2025 definition says identification and targeted instruction matter at any age; persistence language is not a licence to wait.¹¹³ Kitchen checks help you teach now on risk. They do not diagnose fictional adolescents. Kamil Rec 5 (**strong**) names intensive individualized interventions by trained specialists — you are the home coach; that specialist title stays honest.¹¹⁴ Graham Rec 3 rates formative writing assessment as **minimal** evidence — useful as a teaching habit, not as a guarantee.¹¹⁵ Torgesen honesty still binds: accuracy and meaning can grow while rate gaps linger after years of practice deficit — chart personal progress without peer rank cruelty.¹¹⁶ These are useful constraints, not a promise that every home will see the same result.

What this idea unlocks is a family that can run a two-to-four-minute exit ticket,

¹¹³International Dyslexia Association, Definition of Dyslexia (Board-adopted October 2025) and Definition Explanation materials: identification and targeted instruction important at any age; persistence language is not wait-to-fail. IDA "Testing and Evaluation": screening ≠ diagnosis; intervene on risk; evaluation = comprehensive written report and intervention map from qualified professionals. Access date 6 September 2026.

¹¹⁴Michael L. Kamil et al., *Improving Adolescent Literacy*, NCEE 2008-4027 (2008): Rec 5 intensive individualized interventions by trained specialists **strong** — parent ≠ that title.

¹¹⁵Steve Graham et al., *Teaching Secondary Students to Write Effectively*, NCEE 2017-4002 (2016): Rec 3 assess writing to inform instruction **minimal** — formative habit, not a guarantee.

¹¹⁶Torgesen AFT (2004) / Foorman & Torgesen (2001) intensity and rate-gap honesty: accuracy and meaning still count as wins even when rate gaps linger after years of practice deficit — adjust expectations without abandoning intervention.

a weekly multisyllabic probe, a Friday diagnostic wrong, and an occasional short writing / research-edge sample — then build Monday from what the errors said. Chapters 2–7 supply the skills. Chapter 9 will file dated samples under Reading / Language Arts / English. Chapter 10 will point to programs by fit, not rank.

Three refusals sit beside the invitation.

Percentile identity is refused — scores may inform referral; they are not the learner’s name.¹¹⁷ Public speed races and cold-call oral humiliation are refused. Wait-to-fail / wait-until-evaluation-before-any-teaching is refused. AR points as comprehension remain refused.¹¹⁸ AP, if taken, is one external check — not this book’s weekly assessment spine.

You do not need perfect graphs. You need a notebook, four kitchen objects, the locked question, and dignity.

This week you can learn to hear percentile-as-name, public ORF contests, Friday shame spirals, and “we’ll wait for the evaluator before teaching syllables” as four different misses. Today the emerging adult can show one skill two ways — and name one thing that still needs practice.

For the parent: understand it yourself

Many adults remember assessment as a bubble test, a stopwatch race, or a report-card percentile that followed a child like a nickname. That memory is incomplete for a high-school learner with dyslexia risk. Short, local, repeated, diagnostic checks beat rare panic batteries. Five minutes of this section, then the warm-up, is enough for tomorrow.

Everyday picture. Exit ticket: three multisyllabic reads from this week’s taught set; two encodes; one explained error; ninety seconds. Weekly probe: ten words — six known patterns, two shaky, two near-transfer — personal accuracy chart only. Friday: one juicy wrong from the week; learner explains the structural miss; fix; log. Once every week or two: short writing or research-edge sample with WR

¹¹⁷Progress without percentile identity lock (memo 03): percentiles inform referral; they are not the adolescent’s name and not Tuesday’s syllable lesson. Band starter thresholds are teaching targets only — not IES cut scores and not IDEA eligibility criteria.

¹¹⁸What Works Clearinghouse, Accelerated Reader Adolescent Literacy intervention report (August 2010 pattern): **no discernible** fluency/comprehension for adolescent learners in the opened report — school/vendor honesty; refuse points-as-comprehension.

adaptations labelled; done-enough checklist marked. Another picture to refuse: sibling rate charts on the fridge; cold timing of a novel chapter; “you’re a 32nd percentile reader” as dinner talk.

Precise picture. Four kitchen assessment objects plus the AS bank:

1. *Multisyllabic / morphology-aware word reading* (real words from taught patterns; optional nonsense probes for pure decoding — private, dignified).
2. *Spelling dictation* (focus words / sentences).
3. *Oral reading sample* of controlled or instructionally appropriate text — accuracy first; smoothness after; personal chart only.
4. *Short academic writing / research-edge sample* — purpose-labelled; adaptations allowed and labelled.

AS-1 Exit Ticket; AS-2 Weekly Multisyllabic Probe; AS-3 Short Essay / Research-Edge Sample Check; AS-4 Diagnostic Wrong Answer Friday.

Screening ≠ diagnosis card

Object	What it is	What it is not
Kitchen exit ticket / probe	Teaching information for tomorrow	A medical diagnosis
Vendor placement tool	Skill/start point (vendor)	IES RCT; IDEA eligibility
School screening	Risk flag / triage (when used)	Comprehensive evaluation
Comprehensive evaluation	Professional written map when sought	Something this book performs
Percentile / standard score	May inform referral	The adolescent’s name or Tuesday’s lesson title
AP / SAT / ACT score	Optional external check	Weekly kitchen identity

Wrong answers you should be able to hear

1. *Percentile identity.* “You’re a bottom-quartile reader.” Hear the crush. Chart skills owned; keep scores in a private referral folder when they exist.

2. *Public ranking / speed race*. Sibling ORF fridge contest; café cold stop-watch. Hear dignity failure. Private chart; practiced share only.
3. *Battery sprawl*. Two-hour Friday “assessment day.” Hear melt risk. Tiny and diagnostic — AS-1 is 2–4 minutes.
4. *Wait-to-fail*. “No syllables until the evaluator writes a report in six months.” Hear refuse. Teach now on risk; seek evaluation when documentation matters.¹¹⁹
5. *AR / points as proof*. “Points mean comprehension is done.” Hear mash from Chapter 6. Ask gist+evidence; skills only on the win board.
6. *Detector-grade writing sample*. “The AI detector says 80% generated.” Hear Liang risk — do not detector-grade dyslexic prose.¹²⁰
7. *AP as weekly spine*. “If we’re not doing AP practice every Friday, we’re not assessing.” Hear load collision. Kitchen objects first; AP is one path, not the only path.

Five-minute parent warm-up

Minute 1. Pull three words from this week’s MD/MO sit and two focus spellings.

Minute 2. Write one “juicy wrong” you already heard (first-syllable guess; skipped warrant; topic-only gist).

Minute 3. Sketch the private progress line (accuracy % or skills owned) — not a peer board.

Minute 4. Practice the locked opening: “What can you show me two ways today — and what still needs practice?”

Minute 5. Say out loud: “Wrong answers teach the map. Screening is not diagnosis. Percentiles are not your name.”

¹¹⁹International Dyslexia Association, Definition of Dyslexia (Board-adopted October 2025) and Definition Explanation materials: identification and targeted instruction important at any age; persistence language is not wait-to-fail. IDA “Testing and Evaluation”: screening $\neq$ diagnosis; intervene on risk; evaluation = comprehensive written report and intervention map from qualified professionals. Access date 6 September 2026.

¹²⁰Weixin Liang et al. (2023): average FPR **61.22%** on human TOEFL essays across seven detectors — do not detector-grade student writing.

How to teach it this week

Assessment lives inside the English hour as crumbs and as a Friday spine — not as a replacement for teaching. Place by skill, not birthday.

Band 15–16 session placement

- AS-1 Exit Ticket most days (2–4 minutes) matching today’s sit.
- AS-2 Weekly Multisyllabic Probe once (5–7 minutes).
- AS-4 Diagnostic Wrong Answer Friday (5–8 minutes).
- Oral reading sample on controlled/practiced text — accuracy then smooth; personal chart.
- Short writing sample late in the band as needed (sentence→paragraph with WR-1 labelled).
- MOT-2 Visible Win Board (skills, not points) weekly update.

Band 17–18 session placement

- Same AS-1 / AS-2 / AS-4 hygiene.
- AS-3 Short Essay / Research-Edge Sample Check as Friday spine every one to two weeks (15–25 minutes) with adaptations labelled.
- Morphology-aware probes denser; nonsense probes only if they clarify decoding without shame.
- Dual-enrollment / AP objects may appear as *samples of purpose* — never as generative rewrite checks; never as the only score that counts.
- Still private charts; still practiced share only.

Exact wording you can say:

- “What can you show me two ways today — and what still needs practice?”
- “Scoop it — then write it.”
- “Wrong answers teach the map.”
- “Your chart is yours — not a race board.”
- “This is a kitchen check, not a diagnosis.”
- “Percentiles can wait in the referral folder. Tuesday needs a syllable.”
- “Show me with scoops and with a sentence.”
- “You may change your mind on the twin item.”
- “AP is one path — today’s probe still counts.”

Age-band moves

15–16: Decode/encode/morph exit tickets; weekly 10-word probe; oral sample

on respectful controlled paragraph; diagnostic wrong with dignity language; win board of skills (-*tion* automatic; warrant sentence; dinner deep word).

17–18: Same plus short essay / research-edge sample; denser academic word probes; paraphrase+citation stub check; still accuracy-before-rate; Torgesen honesty on fluency charts without cruelty.

Fade help. First you model how to explain a wrong (“I scooped only the first syllable”). Then they explain. Then they fix and log the pattern. For probes: you preview the format once; then they run unaided on taught items. Stop talking during the probe attempt. Feedback after.

Map the banks. AS-1...AS-4 and the four kitchen objects live here. Exit-ticket crumbs already appear in Chapters 2–7. Motivation (MOT-1...MOT-3) and seminar dignity practice may appear as hygiene — not cold public share. PA-R only if probe shows phoneme-level collapse — brief, linked, dignified; not a baby PA identity chapter.

In-hour named activities (AS bank)

AS-1 — Exit Ticket — Decode/Encode/Morph Probe

Band: both. Time: 2–4 minutes.

Materials: 3–4 items matching today’s sit.

Steps: (1) Quick probe. (2) One explained error. (3) Log to error deck.

Error patterns: Turns into a battery. Move: tiny and diagnostic.

Exit crumb: Probe done; one error explained.

AS-2 — Weekly Multisyllabic Probe

Band: both. Time: 5–7 minutes.

Materials: 10 words: 6 known patterns, 2 shaky, 2 near-transfer.

Steps: (1) Read. (2) Encode 5. (3) Chart personal accuracy — not peer rank.

Error patterns: Public ranking. Move: private chart.

Exit crumb: Scores logged; shaky updated.

AS-3 — Short Essay / Research-Edge Sample Check

Band: 17–18 (15–16 late). Time: 15–25 minutes (Friday spine).

Materials: Prompt matching this week’s purpose; WR adaptations allowed and labelled.

Steps: (1) Plan. (2) Draft. (3) One revision target. (4) Done-enough checklist by skill.

Error patterns: SAT as weekly identity; detector-grade. Move: kitchen sample, not national percentile; no detector scores.

Exit crumb: Sample + checklist marked.

AS-4 — Diagnostic Wrong Answer Friday

Band: both. Time: 5–8 minutes.

Materials: One intentionally juicy wrong from the week.

Steps: (1) Show the wrong. (2) Learner explains the miss. (3) Fix and log pattern.

Error patterns: Shame spiral. Move: “Wrong answers teach the map.”

Exit crumb: Structural explanation + fix.

MOT-2 crumb — Visible Win Board (skills, not points)

Band: both. Time: 2 minutes update.

Materials: Board of skills owned (-tion automatic; warrant sentences; seminar evidence turn; deep word reuse).

Steps: (1) Add only skill wins. (2) Review weekly. (3) No AR point crowns.

Error patterns: Gamified points as comprehension. Move: skills only.

Exit crumb: One skill added or reinforced.

Four kitchen objects — how to run them

Object 1 — Multisyllabic / morph-aware word reading

Show 8–10 words from taught patterns (and optional 2 near-transfer). Learner scoops and reads. Note accuracy. Optional: 3 nonsense words privately to see pure decoding — never as public entertainment. Morphology-aware: ask “what parts?” on 2 words.

Object 2 — Spelling dictation

Dictate 5–8 focus words or one content sentence. Learner writes. Two-way check: read back what they wrote. Log patterns (schwa, morph shift, heart part).

Object 3 — Oral reading sample

Use controlled or instructionally appropriate text — not a cold frustration novel. Accuracy first. Second read for smoothness if accuracy held. Personal smooth chart only. Never public speed race. Never cold-call humiliation. Headphones access for *content* is a different lane — do not mash with this accuracy sample.

Object 4 — Short writing / research-edge sample

Purpose-labelled prompt. Plan → draft → one revise. WR-1 flex allowed and labelled. For research edge: focused Q, two sources, paraphrase, stub, access

labelled. Mark done-enough checklist. File under Reading / Language Arts / English.

Practice that actually builds learning

Assessment practice is still practice — short, sharp, frequent. Library and café are fine for practiced shares of *already accurate* samples. They are not venues for cold public humiliation.

In-home try-its

Exit Ticket Pocket

Band: both. Time: 2–4 minutes at end of English hour.

Materials: Index card with 3–4 items; error sticky.

Safety: Private; no sibling audience required.

The fun: Tiny finish-line clarity.

The skill: AS-1 diagnostic pulse.

Steps: Run probe. Explain one error. Log. Stop.

Error patterns: Turns into a second lesson. Move: timer; finite items.

Weekly Probe + Private Chart

Band: both. Time: 5–7 minutes.

Materials: AS-2 list; personal chart in notebook.

Safety: Chart stays private unless learner chooses to share.

The fun: Watching *your* line move — self-to-self.

The skill: Progress without percentile identity.

Steps: Read 10; encode 5; mark chart; update shaky list for Monday.

Error patterns: Peer compare. Move: close the sibling's chart; skills language only.

Diagnostic Wrong Friday Hospital

Band: both. Time: 5–8 minutes.

Materials: One juicy wrong; fix strip.

Safety: Dignity language; no sarcasm.

The fun: Detective energy — “what did the map miss?”

The skill: AS-4; Error Hospital spirit from Chapter 2.

Steps: Show wrong. Learner explains. Fix. Log pattern name.

Error patterns: Shame spiral. Move: “Wrong answers teach the map.” End on a known win (MOT-3).

Two-Ways Show

Band: both. Time: 6–8 minutes.

Materials: One skill (e.g., *struct* family; warrant sentence).

Steps: Show with scoops/tiles *and* with a spoken or written sentence. Mark both.

Error patterns: Only oral or only print forever. Move: require two representations.

Short Sample Friday (AS-3)

Band: 17–18. Time: 15–25 minutes.

Materials: Prompt; adaptations labelled; checklist.

Steps: Plan; draft; one revise; checklist. File dated sample for Chapter 9.

Error patterns: Marathon essay mountain; detector score. Move: kitchen length; no detectors.

Out-of-home try-its

Library Quiet Probe

Band: both. Time: ~5 minutes.

Materials: Pocket AS-1 card.

Safety: Library voice; private table; no public quiz.

The fun: Same ritual in a new place — transfer.

The skill: Hold after a context change.

Steps: Three reads + two encodes. Log later at home.

Error patterns: Loud performance. Move: whisper; finish at home if shame risk rises.

Café Practiced Sample Share

Band: both. Time: ~5 minutes.

Materials: Yesterday’s already-accurate short paragraph.

Safety: Practiced only — never cold new text; café courtesy.

The fun: Real-world share without humiliation.

The skill: Oral sample dignity; revision ear.

Steps: Read practiced piece. Listener names one clear idea. Optional: learner names one still-needs-practice item.

Error patterns: Cold stopwatch in public. Move: practiced only; skip if not safe.

Museum / Store Accuracy Spot-Check

Band: both. Time: 3–5 minutes.

Materials: One placard or label word from taught patterns.

Safety: Ordinary courtesy; no photographing strangers; scoop privately if needed.

The fun: Wild print matches the kitchen map.

The skill: Near-transfer probe.

Steps: Scoop one word. Encode it on a sticky later.

Error patterns: Public performance pressure. Move: one word; whisper.

Bookstore Choice of Two Probe Lists

Band: both. Time: 2 minutes setup.

Materials: Two equivalent 10-word lists (MOT-1).

Steps: Learner picks; AS-2 runs either way.

Error patterns: Fake choice (one baby list). Move: both worthy and matched to skill.

Talk box

Exact opening question (locked):

“What can you show me two ways today — and what still needs practice?”

Follow-ups (pick 3–5):

1. Meaning: “What does ‘done enough’ mean for this skill this week?”
2. Representation: “Show me with scoops / morph tiles / finger under the word / a stretch of sounds / a sentence / a warrant.”
3. Type / evidence: “Is this decode, encode, morph, fluency, vocab, comprehension, writing, or research — and what’s your evidence you own it?”
4. Check: “Does that match the letters / what you meant / yesterday’s chart?”
5. Revise: “You may change your mind on the twin item. Try it another way.”

How to wait. After you ask, a slow three is a convention, not a sacrament (Stahl think-time, labelled classroom-origin).¹²¹ After they stop, wait again. During a probe attempt, do not coach mid-item unless safety requires it — note the error for after. Protect dignity. Practiced share only.

¹²¹Stahl (1994) think-time; Rowe (1972) science-class wait — classroom-origin; **do not mash as a literacy RCT.**

Stuck silence usually means: vague question; wait-time zero; shame flood about “testing”; probe items outside taught set; fear of public rank; blank page with no plan on writing sample; need scribe so thinking can start; cold text too hard. Pose, wait, shrink the set — do not fill the silence with the right word; do not turn Friday into humiliation.

Incorrect example to diagnose (hypothetical)

A parent (hypothetical) posts weekly ORF percentiles on the fridge and times a cold novel chapter every Friday as “the assessment.” Hear multiple refuses: public rank, fluency-before-accuracy, percentile identity. Reset: private AS-2 chart; controlled oral sample; AS-4 one wrong explained; skills on the win board. Separately: a parent stops all teaching pending a private evaluation six months out. Teach now on risk; keep the evaluation door open without wait-to-fail.

For the student

You are not too old for this. This is skill work with adult words — and short checks that help tomorrow’s lesson, not a nickname made of scores.

What this idea is. A short probe shows what you can do two ways — scoops and a sentence, tiles and a warrant, a plan and a draft. It also shows what still needs practice. That second part is information, not a verdict on your character. Screening is not diagnosis. You are not a percentile.

Tiny worked example. Two ways: scoop *infrastructure* and use it in a claim sentence. Still needs practice: the schwa in the middle syllable when spelling. Friday wrong: first-syllable-only guess on *constitutionality* — explain the miss (“I didn’t look through”), scoop again, log. Writing sample: purpose argue; one revise on warrant; scribe labelled for ideas; you owned five spellings.

Try 1. Pick one skill from this week. Show it two ways.

Try 2. Name one thing that still needs practice — without apology theater.

Explain it back. Tell a parent: “A kitchen check is ____ . A diagnosis is ____ .” Keep them separate.

Challenge. Explain one wrong answer from this week structurally. Fix it. Log the pattern. You may change your mind on a twin item. Practice any oral share before

a wider audience.

Slow and accurate is allowed. Private charts are allowed. Self-advocacy is allowed — ask for time, quieter space, labelled adaptations — and so is continuing the map. You are not lazy. AP is one path, not the only path that counts.

If it isn't clicking

Diagnostic 1 — Meltdown or shutdown at “probe” / “test” language.

Likely miss: shame history; public ranking; battery sprawl.

Next move: Rename as “exit ticket” / “show two ways.” Shrink to three items.

Private only. End on a known win. Never fridge contests.

Diagnostic 2 — Scores look “fine” on easy items; real week’s academic words still collapse — or rate chart obsession.

Likely miss: probes not matched to taught patterns; fluency-before-accuracy; percentile mash.

Next move: Align AS-2 to this week’s MD/MO set. Accuracy first on oral samples. Personal chart without peer rank. Torgesen honesty: meaning and accuracy still count when rate lags.¹²²

Diagnostic 3 — Family waits for evaluation / percentile before any teaching — or treats kitchen checks as diagnosis.

Likely miss: wait-to-fail; screening≠diagnosis mash.

Next move: Teach now on risk. Keep kitchen checks humble. Seek comprehensive evaluation when documentation or differential diagnosis matters — high-level; this book does not diagnose.¹²³ If you need a specialist title, Kamil Rec 5 stays honest: parent ≠ that title; content of word-level repair still travels to the table.¹²⁴

¹²²Torgesen AFT (2004) / Foorman & Torgesen (2001) intensity and rate-gap honesty: accuracy and meaning still count as wins even when rate gaps linger after years of practice deficit — adjust expectations without abandoning intervention.

¹²³International Dyslexia Association, Definition of Dyslexia (Board-adopted October 2025) and Definition Explanation materials: identification and targeted instruction important at any age; persistence language is not wait-to-fail. IDA “Testing and Evaluation”: screening ≠ diagnosis; intervene on risk; evaluation = comprehensive written report and intervention map from qualified professionals. Access date 6 September 2026.

¹²⁴Michael L. Kamil et al., *Improving Adolescent Literacy*, NCEE 2008-4027 (2008): Rec 5 intensive individualized interventions by trained specialists **strong** — parent ≠ that title.

Correct without crushing. When to go ahead: accurate on a short taught set; showable two ways; holds after a night; writing sample purpose-labelled with one revise. When to slow: public shame design; cold frustration text; battery sprawl; percentile-as-name.

Tools, including AI

Point back to the English-hour AI box. Keep this short.

You may: ask a tool to help *you* build isomorphic probe items with the key held by you; schedule Friday spine vs daily exit tickets; generate a SCRIPT for dignity language after a hard probe.

You may not: photo-to-key a “test”; let a chatbot take the probe; detector-grade writing samples; invent “research shows AI diagnoses dyslexia”; replace teaching with endless generated batteries.

Vendor placement tools place by skill or reading-level label — vendor tools, not IES RCTs, not IDEA determinations.¹²⁵ Start where placement says; use respectful materials. Bastani 2025 remains **OFF-AGE for literacy**.¹²⁶

What “done enough” looks like

Done enough is skill, not birthday, not a percentile, not an AP score as the only path.

Assessment hygiene done-enough starter

- ☐ Exit tickets most teaching days (2–4 items or one oral probe)
- ☐ Weekly multisyllabic probe logged on a *private* chart
- ☐ One diagnostic wrong explained weekly
- ☐ Oral sample accuracy-first on appropriate text
- ☐ Short writing / research-edge sample periodically with adaptations labelled
- ☐ Win board shows skills, not AR points
- ☐ Screening/evaluation language kept separate from kitchen checks

¹²⁵Vendor placement tools place by skill or reading-level label — vendor tools, not IES RCTs, not IDEA determinations. Start where placement says; respectful materials.

¹²⁶Bastani et al., *PNAS* (2025): high-school math — **OFF-AGE for literacy; not a dyslexia RCT**.

- Holds after a night: spot-check one skill next day

Band starter thresholds (teaching targets only — not IES cut scores, not IDEA eligibility)

Skill	15–16 starter target	17–18 starter target
Multisyllabic decode	≥80% of week’s taught set cold	Same + denser near-transfer / Greek forms as taught
Encoding	Focus words ≥80% in dictation	Same + morph shifts in derivatives
Morphology	Analyzes parts in text; spells 3 family members	Denser Latin/Greek; argument vocab morph
Fluency	Accuracy held; second read smoother on practiced text	Same; rate gaps may linger — chart honesty without cruelty
Vocab / Comp	Deep word reused; gist+evidence on accessible modality	+ evidence-selection notice; register crumb
Writing / RES	Purpose-labelled paragraph; warrant crumb	Multi-paragraph / research edge with access labelled

Life-of-the-habit tips (not a ninth chapter). Cumulative review next Tuesday from Friday’s error log. Mix last week’s shaky words into AS-2. Show two ways once a week on purpose. Hold after a night. Progress is self-to-self. Point to Chapter 9 for dated samples as records. Never make Friday a cold public humiliation.

Placement rule. Skill inventory beats birthday. A seventeen-year-old guessing from first syllables returns to MD probes with dignity — not a novel study because “senior year.” A franchise level is not a legal grade. Transcript line: Reading / Language Arts / English — never Emerging Adults Dyslexia I; never a brand level.

Exit ticket shapes (rotate)

- 3 multisyllabic reads + 2 encodes
- 1 morph analysis + 1 spell
- Oral claim + evidence finger

- One warrant sentence
- One paraphrase stub with citation grain
- “Show two ways” on one focus skill

Worked week sketches (hypothetical)

Week A — Band 15–16, focus: probe hygiene + diagnostic wrong

Mon: teaching sit + AS-1. Tue: teaching + AS-1. Wed: teaching + AS-1. Thu: AS-2 weekly probe + private chart. Fri: AS-4 diagnostic wrong + MOT-2 win board; Library Quiet Probe optional. Protect teaching minutes — assessment crumbs, not replacements.

Week B — Band 17–18, focus: writing sample + research-edge check

Mon–Wed: teaching sits + AS-1 crumbs. Thu: AS-2. Fri: AS-3 short research-edge sample (adaptations labelled) + AS-4 one wrong from the week; Café practiced share of *yesterday’s* accurate paragraph optional. Word-level hour still ran Mon–Thu.

Error pattern → next-week move

You hear / see	Likely miss	Next move
Tears at “test”	Shame / battery sprawl	Rename; shrink; private; end on win
Easy probes “100%”; week’s words fail	Mismatch to teaching	Align AS-2 to taught set
Fridge ORF contest	Public rank	Private chart; skills board
Cold novel timed Friday	Fluency-before-accuracy	Controlled sample; accuracy first
Wait for evaluator only	Wait-to-fail	Teach now; evaluation door open
Detector score on draft	False-positive risk	Delete detector; use WR checklist
AP every Friday only	External-as-spine	Kitchen objects first
Points as comprehension	AR mash	Skills-only win board

Motivation without identity crush

Choice of two equivalent probe lists (MOT-1) honors agency. Visible Win Board of skills owned (MOT-2) beats points. Hard-enough success reps (MOT-3) — end sits on accuracy — beat failure-only Fridays. Public speed races are not motivation.

Sibling note

Separate charts. Separate materials when shame risk is high. Fair is matched to skill, not matched to birthday. Never post comparative percentiles.

Progress without percentile identity

Chart accuracy on taught sets. Chart skills owned. Chart “holds after a night.” Do not rename the emerging adult as a Lexile, a NAEP category, an AR total, or a detector percentage. Formal scores, when sought, inform referral. Tuesday needs a syllable, a warrant, or a paraphrase — depending on the error log.

When to seek evaluation (high-level)

Unexpected, persistent difficulty despite instruction that works for peers; need for documentation; differential questions beyond this book’s English teaching — seek qualified professionals. This chapter does not diagnose. IDEA/504 maps deepen in Chapter 9 with **not legal advice**. Good grades or effort do not automatically erase reading limitation considerations in principle — high-level only.¹²⁷

Materials kit for this chapter

Dated notebook; AS-1 pocket cards; AS-2 word lists; private progress chart; error-log stickies; controlled oral-sample paragraphs; writing/research sample prompts; done-enough checklists; win board (skills); timer for think-time only (not speed identity); headphones labelled for access lane separate from accuracy sample.

¹²⁷OCR 504 guidance conceptual example: good grades / effort do not automatically bar disability considerations under reading limitation — high-level only; **not legal advice**. IDEA/504 maps deepen in Chapter 9.

Connecting to Chapters 2–7 and Chapter 9

Every teaching chapter already carried exit crumbs — this chapter deepens the spine. Multisyllabic and morph probes lean on Chapters 2 and 4. Dictation leans on Chapter 3. Oral samples lean on Chapter 5 accuracy-first. Vocab/comp showables lean on Chapter 6. Writing/research samples lean on Chapter 7. Chapter 9 files dated samples under stranger-readable titles. Do not invent a ninth teaching chapter titled “life of the habit” — the habit lives in the hour, in done-enough, and in the file you keep.

Closing coaching

Assessment is how Structured Literacy stays diagnostic. Without short checks, curricula march past shaky maps. With cruel checks, emerging adults learn to hide. This chapter’s center is kind evidence: two ways, one miss explained, done-enough by skill, progress self-to-self.

Screening is not diagnosis. Kitchen checks are not diagnosis. Formal evaluation, when you seek it, is a professional written map — and even then, Tuesday still needs a syllable pattern.¹²⁸

You do not need perfect graphs. You need a notebook and the locked question. Ask what they can show two ways. Wait. Classify without crushing. Build Monday from Friday. Keep Reading / Language Arts / English on the record line. Never Emerging Adults Dyslexia I. Never a percentile as a name. Never AP as the only path that counts.

Keep the codebook card in the notebook. Keep AS-2 on the weekly calendar. Short, sharp, frequent probes will do more than a once-a-year panic. Then teach.

Parent coaching scripts — exact sentences

- “What can you show me two ways today — and what still needs practice?”
- “Wrong answers teach the map.”
- “Your chart is yours — not a race board.”

¹²⁸International Dyslexia Association, Definition of Dyslexia (Board-adopted October 2025) and Definition Explanation materials: identification and targeted instruction important at any age; persistence language is not wait-to-fail. IDA “Testing and Evaluation”: screening $\neq$ diagnosis; intervene on risk; evaluation = comprehensive written report and intervention map from qualified professionals. Access date 6 September 2026.

- “This is a kitchen check, not a diagnosis.”
- “Percentiles can wait in the referral folder. Tuesday needs a syllable.”
- “Scoop it — then write it.”
- “You may change your mind on the twin item.”
- “Accuracy first. Then smooth.”
- “AP is one path — today’s probe still counts.”
- “We never do public cold-call speed races.”
- “Show me with scoops and with a sentence.”

Incorrect examples — three more (hypothetical)

1. Parent posts sibling ORF charts on the fridge. Refuse: shame design.
2. Parent times a cold novel chapter as the only weekly check. Refuse: fluency-before-accuracy.
3. Parent stops all teaching pending a private evaluation six months out. Refuse: wait-to-fail; teach now on risk.

Materials and time honesty

AS-2 is about five to seven minutes for a reason. Friday spine is about fifteen to twenty-five when AS-3 runs — not a Sunday ordeal. If tears rise, cut to one object + one win. Intensity is clearer teaching and more reps across the week — not a longer Friday ordeal. Stop before melt.

What “done enough” adds for mixed skills

A sixteen-year-old (hypothetical) may be done enough on oral gist+evidence and still not done enough on independent multisyllabic accuracy. Record both truths. Promote the language skill. Hold decoding intensity. Birthday does not force a cold AP practice as the only Friday check.

Place samples under Reading / Language Arts / English. Keep evaluation notes private when they exist. Keep kitchen checks humble and frequent.

Friday spine logistics (detailed)

A workable Friday for most homes looks like this — adjust for fatigue:

1. Cumulative review of Monday–Thursday shaky items (4–6 minutes).
2. AS-2 if not already run this week (5–7 minutes) *or* skip if Thursday held it.
3. AS-4 one diagnostic wrong (5–8 minutes).
4. Optional AS-3 writing / research-edge sample (15–25 minutes) every other week at 17–18; lighter paragraph check at 15–16 late.
5. MOT-2 win board update (2 minutes).
6. Stop before melt. If tears rise after step 2, cut to one win and file the rest for Monday.

Dated samples from steps 3–4 become Chapter 9 records. Do not turn Friday into a second full English marathon plus a battery.

Nonsense probes — dignity rules

Optional nonsense word probes can clarify whether a miss is vocabulary or decoding. Use them privately. Never as a party trick. Never as a public quiz. Three items is enough. Tie the pattern back to a real academic word the same day so the emerging adult sees the map’s purpose. If nonsense probes feel infantilizing, skip them and use near-transfer real words instead — skill first, dignity always.

Oral reading sample — worked micro-script

Parent: “This paragraph uses this week’s patterns. Accuracy first. I’ll note miscues privately.”

Learner reads once.

Parent marks accuracy only — no stopwatch identity.

If accuracy $\geq$ about 90% on that short text: “Where should we slow for a smooth second read?”

If accuracy collapses: stop the “fluency” frame; return to scoop; do not time frustration text.

Access reminder: headphones for a content chapter tonight is a different lane — label it; do not cancel tomorrow's MD sit.

Writing sample rubric that stays kitchen-sized

Score only what you taught:

- Purpose labelled? Y/N
- Plan visible? Y/N
- Claim or topic sentence present? Y/N
- Evidence or concrete detail present? Y/N
- Warrant / because-link if arguing? Y/N
- Focus spellings owned $\geq 80\%$? Y/N
- One revision target visible? Y/N
- Access / scribe / STT labelled if used? Y/N

Do not average these into a fake “grade 11 equivalent.” Do not detector-score. File the checklist with the sample.

Research-edge sample add-ons (AS-3)

When the Friday sample is research-light:

- Focused question card attached
- Two sources listed
- Access tool named per source
- One paraphrase + one quote distinguished

- Citation stub present
- Reliability crumb answered once this month

If any line is missing, that line is Monday's teach — not proof the emerging adult "can't do research."

Composite illustration (hypothetical only)

A seventeen-year-old (hypothetical) freezes when a relative asks, "So what's your reading level?" The kitchen answer this book supports: "We're tracking skills — multisyllabic accuracy on this week's set, spelling of focus words, gist on accessible text, and a short argue paragraph with a warrant. We don't use a single percentile as a name." Separately, the family keeps any formal scores in a private folder for referral conversations. Dinner stays free of rank talk.

Self-advocacy lines students can practice

Practice these before any wider share or meeting:

- "I can show this with scoops and with a sentence."
- "I need the text by audio for content, and I still do word study on another page."
- "Please don't time me on cold hard text."
- "I use scribe or STT for ideas; I still own these spellings."
- "A screening score is not my whole story."

Self-advocacy without abandoning intervention: asking for access is allowed; quitting the map is not the goal.

Linking AS objects to hour debug

If writing never happens, AS-3 will look empty — fix with WR-1, not with more probes. If language starves while code repairs, Chapter 6 CO-1 must return even

when AS-2 looks busy. If research is an AI dump, RES process must precede AS-3. Assessment reveals the hour's holes; it does not patch them by itself.

Transcript lock for probes: Reading / Language Arts / English — never Emerging Adults Dyslexia I.¹²⁹

Assessment lock for this title: exit tickets, diagnostic wrongs, and kitchen skill objects — not percentile identity, not NAEP as homeschool census, not AR points, not AP as weekly spine.¹³⁰

¹²⁹Transcript lock: Reading / Language Arts / English — never brand, never **Emerging Adults Dyslexia I.**

¹³⁰Assessment lock for this title: exit tickets / diagnostic wrongs / four kitchen skill objects / AS-1...AS-4 — not percentile identity, not NAEP as homeschool census, not AR points, not AP as weekly spine. Access date 6 September 2026.

Chapter 9 — Records and next steps



Figure 11: A dated notebook titled Reading / Language Arts / English — still-life, no people, no logos.

This chapter is about the file you keep. It is not a new teaching skill. The English hour still teaches; Chapter 8 still runs the short skill checks. Here you learn what to

name the work so a stranger can read it, what to date and keep, what stays private, how optional AP / CLEP / dual-enrollment edges sit beside the spine, and how evaluation language sits beside teaching without freezing it.

Many readers are not full-time homeschoolers. You may reinforce after school, tutor on weekends, carry dual enrollment beside a kitchen code sit, or teach the whole day at the table. The same habits fit: ordinary titles, dated samples, an error log, accommodations practiced in ordinary work, and a private folder for evaluation papers.

Titles a stranger can read

Print these and only these as the subject name, if a name is needed at all:

- **Reading**
- **Language Arts**
- **English**
- **English I–IV / English 9–12 / Literature / Composition / American Literature / British Literature / World Literature** (when the year’s work matches) / **Speech**

Use the noun your state, school, dual-enrollment transcript, or later admissions reader already prefers. Skip fancy credit lines.

Never title the work with a curriculum brand. Never put Barton Level 7, Wilson WRS, Take Flight, SPIRE, Logic of English Essentials, or IEW Level C on the transcript header. Never title it **Emerging Adults Dyslexia I**.¹³¹ The disability is not the course name. Brands change. Skills transfer.

Wrong (illustration only): “Emerging Adults Dyslexia I — Barton Level 7.” Wrong: “IEW Level C Honors Dyslexia Track.” Right: “Language Arts” or “English,” with a materials note underneath if someone asks: structured literacy materials; multisyllabic and morphology study; spelling dictation; literature via print and audio; writing structure practice; research notes with access tools labelled.

¹³¹Transcript lock: Reading / Language Arts / English (or English I–IV / Literature / Composition / Speech when accurate) — never brand, never **Emerging Adults Dyslexia I**. Access date 6 September 2026.

AP English Language or Literature, CLEP Composition or Literature, and dual-enrollment composition may appear as **optional edges** when honestly completed — never as the credit that hides unfinished code work.

The dated notebook

Keep one simple notebook or binder section for Reading / Language Arts / English. Date every entry. A composition book and a sticky stack are enough.

Use a header like this (composite illustration — not a required form):

Reading / Language Arts / English
 Date: _____
 Band focus: 15-16 / 17-18 (skill, not birthday)
 Skill: _____
 Activities run: _____
 Exit ticket: _____
 Error log: _____
 Multisyllabic / morph probe: _____
 Oral reading sample: _____
 Dictation: _____
 Short writing / research-edge sample: _____
 Access tools used (labelled): _____
 Next review stack: _____

What goes inside across a week or a month: multisyllabic / morph probes (plus nonsense probes when you use them); spelling dictation pages; oral reading notes (accuracy, one gist question; fluency notes only after accuracy on known text); short writing and light research-edge samples with encoding notes separate from idea quality and access tools labelled; controlled or practiced pages finished; literature and content titles via print and/or audio; accommodations actually used that day.

Chapter 8's four kitchen objects feed this notebook. You need dates beside the checks you already know how to run. **Done-enough for records** matches teaching: accurate on a short set, showable two ways when possible, holds after a night. A percentile as identity is not useful. An AP score is not the weekly assessment identity either.

The error log

Wrong answers are information for tomorrow's review. Keep a thin error log.

For each sticky miss, write three things:

1. The word or pattern (or a short example).
2. The code for what happened: first-syllable grab, closed/open mix-up, schwa omit, morph shift ignored, vowel team, heart part, rush before accuracy, shame flood, cold-share freeze.
3. The next move: reteach that syllable type or morpheme; add it to cumulative review; cover the photo; slow the sit; shrink the new chunk; practice the seminar turn before any wider share.

You need a Tuesday stack, not courtroom language. When yesterday's "got it" is gone this morning, the error log tells you what to rebuild — not that the emerging adult is lazy.

A school screener can say "at risk." Your log says "-tion is not automatic yet." Both matter. Screening is not diagnosis. A publisher placement test is a vendor tool for starting skill — not an eligibility determination.

Private file vs stranger-readable file

Keep two piles.

Stranger-readable: Reading / Language Arts / English title; dated samples; attendance or instructional log if your state asks; test tickets if required; a calm materials list; optional dual-enrollment or AP exam line when honest.

Private family file: evaluation reports; IEP or 504 documents; prior written notices; private clinician letters; detailed diagnostic scores; SSD application copies; disability detail you would not hand a casual stranger.

Share minimally. Homeschool portfolios benefit from ordinary titles outside, sensitive papers inside. Optional vendor placement belongs in the private file or a planning pocket — not as the credit title.

Teaching while papers move

Teach now on risk. Seek evaluation when documentation, differential sorting, or school services matter. Do not freeze Structured Literacy until a report arrives.

Seek evaluation when accurate or fluent word reading, multisyllabic decoding, or spelling stays hard despite instruction that works for peers; when family history raises concern; when screening risk does not resolve after targeted help across weeks, not years; when high-school / dual-enrollment workload exposes extreme effort previously invisible; when documentation for an IEP, 504 plan, private-school accommodations, or later testing accommodations is needed; when co-occurring concerns need sorting.

Late identification is common at 15–18. That is an argument for intensity now — not for fatalism, and not for waiting until college. Short skill checks and vendor placement are starting points. A comprehensive evaluation is a different object. This book does not diagnose. It points toward qualified professionals when you need a report, then returns you to the English hour.

IDEA and Section 504 — high-level map

Not legal advice. This section summarizes publicly available U.S. Department of Education / OCR / OSEP guidance patterns for parent orientation.¹³² It is not a substitute for the IDEA statute and regulations, Section 504 regulations, state rules, or advice from a qualified attorney or trained advocate. Procedures and timelines vary by State and LEA. Read your own notices. Keep copies.

IDEA Part B is the special-education statute: child find; evaluation; eligibility as a child with a disability who needs special education and related services; FAPE through an IEP.

Section 504 is a disability civil-rights law for recipients of federal funds (including public schools). Its disability definition is broader. FAPE under 504 means regular

¹³²High-level IDEA/504 orientation only — **not legal advice.** OSEP QA 21-05 (24 August 2021) Question A-4 — homeschool child find; MTSS/RTI must not delay or deny initial evaluation. OCR *Parent and Educator Resource Guide to Section 504* (December 2016): reading as major life activity; mitigating measures (except ordinary eyeglasses) disregarded; dyslexia/good-grades example. **Not legal advice.**

or special education and related aids and services designed to meet the student's needs as adequately as peers' needs are met.

Child find reaches homeschooled children. OSEP guidance (QA 21-05) states that child find obligations apply to children who are home schooled. Generally, the LEA where the parents reside is responsible for child find activities, including initial evaluations, for homeschooled children. Leaving a public classroom in middle school does not erase that map for a seventeen-year-old. Implementation quality still varies. **Not legal advice.**

MTSS / RTI cannot delay or deny an initial evaluation. Parents may request evaluation at any time regardless of tier. Waiting through helpful intervention is fine. Using the wait to deny evaluation is not, under this guidance pattern. That matters acutely in high school, where families are sometimes told to “wait until college clarifies it” or “just take AP Language.” **Not legal advice.**

Put requests in writing. Date them. Keep a copy. Describe observed word-reading, multisyllabic decoding, spelling, fluency, writing, or research-load difficulties. Attach screening or private reports if you have them. Ask for procedural safeguards. If the emerging adult is homeschooled, say so clearly.

Reading is a major life activity. Under OCR's 2016 parent and educator resource guide, major life activities include reading. Mitigating measures (except ordinary eyeglasses) are not considered when deciding whether an impairment substantially limits. OCR's dyslexia example is load-bearing for bright juniors: good grades earned through extreme effort do not bar a finding that reading is substantially limited. “His report card is fine” is not a refusal script by itself — especially when a one-hour packet takes three hours under dual-enrollment load. **Not legal advice.**

Eligibility is not identical to a clinical label. An emerging adult can hold a 504 without an IEP, hold an IEP that never says “dyslexia” while still serving reading, or qualify under 504 without IDEA eligibility if an impairment substantially limits a major life activity. Local practice varies. **Not legal advice.**

This book will not draft due-process strategy or dump a full SAT/ACT form walk-through. Point to Parent Centers, OCR resources, IDA fact sheets, and College Board / ACT SSD pages — then return to teaching.

Accommodations practiced in ordinary work

Extra time alone rarely fixes decoding. Practice using time to apply syllable and morph strategies. Audio and text-to-speech open content doors; they are not Structured Literacy. Speech-to-text or a scribe can capture ideas while spelling is still taught. Combine intervention with accommodations. Note tools in the dated notebook.

Practice tools in ordinary work before high-stakes sittings. College Board and ACT SSD paths for extended time, TTS, and STT/scribe exist **with documentation** — a high-level pointer only, not a form walkthrough and **not legal advice**. Dual enrollment and AP never retire the word-level hour. Adaptations are not generative rewrite of the essay, AP free-response, dual-enrollment paper, or college application.

Five-state secondary / HS grain (pattern examples)

These five states illustrate ordinary subject language for high-school ages. They are pattern examples, not counsel for your address. Read your own statute and agency page. None requires a dyslexia brand name. None requires **Emerging Adults Dyslexia I**.

Texas. Under the *Leeper* / TEA Alternative Schooling pattern, home schools operate as private schools when conducted in a bona fide manner with a written curriculum consisting of **reading, spelling, grammar**, mathematics, and good citizenship. Map your structured literacy work to those nouns — not to a brand on a transcript line.

North Carolina. DNPE requirements include notice of intent and an annual nationally standardized test that includes **English grammar, reading, spelling**, and mathematics. DNPE does not prescribe a curriculum brand. Career and College Promise dual enrollment on the DNPE page is a **state-variant** path with readiness gates — not a national right.

Pennsylvania. Statute requires that **secondary** education include English (**language, literature, speech and composition**). Graduation includes **four years of English**. For ages 15–18 those secondary English objects and the four-year floor are load-bearing. English remains the statutory phrase — not a brand.

Virginia. The parent provides a description of the curriculum limited to a **list of subjects**. Write **Language Arts, Reading, or English** — not a franchise name.

New York. Grades **9–12** require **English (four units)**, among other subjects. Put literature, composition, speech, and structured literacy work under **English**.

Across these patterns, brand names belong on receipts and lesson plans; accommodations live in instructional notes and private plan papers.

If you are not in these five states, the habit still holds: stranger-readable English subject language; dated samples; private plan papers; teach the code while paper-work moves. Pennsylvania’s four years and New York’s four units echo a common later expectation — colleges often look for four years of English. Compliance and admissions are different readers.

Homeschool pond, not prevalence — and what high-school families taught

If you quote how many children are homeschooled, keep the pond separate from dyslexia. NCES figures for 2022–23 place about **3.4 percent** of school-age students — roughly **1.765 million** — as homeschooled.¹³³ The high-school cell for ninth through twelfth grade equivalent is about **3.1 percent** homeschooled. Those numbers describe a **setting**. They are not dyslexia prevalence. Keep them separate from clinical ranges. Instruction-at-home figures that include full-time virtual students are a different bucket — keep them out of the homeschooled count.

If you quote which English subjects high-school homeschoolers reported teaching, use the **9–12** cells only: basic reading/reading skills about **36 percent**, spelling about **29 percent**, and English or literature about **85 percent**. Do not paste elementary or middle-only cells. Basic reading as a named that-year subject falls; English or literature stays high; spelling as a named that-year subject collapses. None of those percents is a dyslexia count. There is no Barton, Wilson, IEW, or Emerging Adults Dyslexia row on that questionnaire.

Many readers are not in the homeschool pond. The evaluation map still fits; the five-state subject map is for the homeschooled slice; the library and Bookshare

¹³³Sempeles and Cui, NCES 2024-113: homeschool pond (~3.4% / ~1.765M; 9–12 cell ~3.1%) is a setting — not dyslexia prevalence. Do not use instruction-at-home 5.2% (or 9–12 instruction-at-home 6.6%) as homeschooled.

path serve both.

AP, CLEP, and dual enrollment — optional edges, not the spine

Dual enrollment can be a real release valve when composition or literature needs a college classroom and an official college transcript. State variance is large. North Carolina’s Career and College Promise is one opened example with readiness gates — not a national right. Designate college coursework with the college’s name. Protect the word-level intervention hour on a separate block.

AP English Language and **AP English Literature** are optional external exams. Homeschoolers sit at a participating school with an AP coordinator. Safer practice: title the credit **English, Composition**, or **American Literature**, and record the AP exam as a separate signal. An AP score is not the only path that counts, and not this book’s spine. Adaptations are not generative rewrite of free-response work.

CLEP College Composition and Analyzing and Interpreting Literature are optional credit-by-exam sittings where a college’s policy accepts them. CLEP is not a substitute for a year’s dated notebook.

The spine is short, sharp, frequent code repair; accessible literature and content; honest writing and research-edge practice; and a stranger-readable record. Dual enrollment, AP, and CLEP sit beside that spine when they fit — never as a licence to cancel the word-level hour.

Life of the habit — the file you keep

The life of the habit is not a ninth teaching chapter. It is the rhythm already in the English hour and in Chapters 7 and 8, plus this file: cumulative review from the error log; mix last week’s pattern into this week’s exit ticket; show two ways when you can; check that a skill holds after a night; date the notebook; protect the private folder; keep the title ordinary; keep AP / dual-enrollment drafting on a separate block from today’s decode/encode sit.

A diploma is not the promise of this book. A percentile is not the emerging adult’s name. An AP score is not the only path that counts. A brand level is not the credit.

Reading / Language Arts / English — with short, sharp, frequent practice and a calm paper trail — is enough.

A week that feeds the file

You do not need a high-stakes Friday. Match Chapter 8's light spine: date the skill; jot one error code when a miss repeats; keep useful samples.

On a calm check day: sweep shaky syllable and morph sticky items; read eight to twelve taught words plus two or three nonsense probes; dictate five or six words plus one focus sentence; hear an oral reading sample (tally meaning-harming errors; one gist question; timing only after accuracy on a known reread); capture a short writing sample — or STT draft plus one encoding reteach — or a research-edge crumb with two sources and access labelled; ask the emerging adult to explain one miss; celebrate one automatic win.

That stack becomes notebook crumbs — teaching hygiene first, and a record a future teacher, evaluator, dual-enrollment office, or admissions reader can skim.

For band **15–16**, keep checks short and respectful. For band **17–18**, denser morphology, multi-paragraph samples, and research-edge crumbs may appear — still place by skill, not birthday. A seventeen-year-old rebuilding syllable accuracy on *constitutionality* belongs in that notebook with mature wording — not a novel study because “senior year.”

Dual-path families and what not to put on the face

If school already runs an intervention block, avoid a conflicting guessing habit at home. Prefer the same code objects: cumulative review, encoding of today's patterns, controlled rereads. Ask what patterns are current. Your home notebook can still say Reading / Language Arts / English even when the school suite has a brand name on its binder. If dual enrollment owns two afternoons, protect a short code sit on the other days. Content credits can advance with audio-supported literature while intervention remediates.

For a meeting, bring a small set: one multisyllabic / morph probe, one dictation page, one oral reading note, one short writing or research-edge sample, and a one-page timeline. Bring the private evaluation folder separately if asked.

Do not put medical conclusions you are not qualified to write. Do not put “lazy” or a single screener color as the emerging adult’s name. Do not put a brand level — or Emerging Adults Dyslexia I — as the course title. Do not let AP or dual enrollment hide unfinished code work under a shiny title. The file serves the teaching.

When the next adult asks what you did: “We taught Reading / Language Arts / English with structured literacy intensity — multisyllabic decoding repair, encoding and spelling, morphology in high-school text, fluency after accuracy, comprehension on accessible text including by ear when needed, and writing and research with adaptations. Here are dated samples. Here is what still needs practice. Here is the private evaluation folder if you need it. Optional AP / CLEP / dual-enrollment work, if any, is listed separately.”

That sentence is enough. It requires the notebook, the error log, and the dignity you protected while the emerging adult learned the code.

IDA fact sheets, OCR 2016, OSEP QA 21-05, and College Board / ACT SSD pages are next procedural stops — then return to teaching. Not legal advice.¹³⁴

PFI 2016 Table 9 grades 9–12 cells (basic reading, spelling, English or literature) describe setting habits — not elementary-only cells and not dyslexia prevalence.¹³⁵

Five-state secondary patterns (TX *Leeper*, NC English, PA secondary English, VA parent list, NY grades 9–12 English) are orientation examples — not counsel for every address.¹³⁶

Seek evaluation when unexpected persistence after real instruction; screening is not diagnosis; teach now.¹³⁷

¹³⁴IDA fact sheets; OCR 2016; OSEP QA 21-05; College Board / ACT SSD documentation pages — next procedural stops, then return to teaching. **Not legal advice.**

¹³⁵PFI 2016 Table 9 grades 9–12: basic reading ~36%; spelling ~29%; English or literature ~85%. Not elementary or middle-only cells.

¹³⁶Five-state secondary/HS pattern examples: TX *Leeper* reading/spelling/grammar; NC English grammar/reading/spelling (+ CCP state-variant); PA secondary English (language, literature, speech, composition) + four years of English; VA parent-written subject list; NY grades 9–12 English (four units). Not counsel for every address.

¹³⁷IDA Testing and Evaluation / 2025 Explanation: seek evaluation when unexpected persistence after real instruction; screening $\neq$ diagnosis; teach now. **Not legal advice.**

Chapter 10 — Resources by fit



Figure 12: Library card, headphones, syllable cards, and a blank fit card — still-life, no people, no logos.

This chapter is a fit map, not a ranking. No program is crowned. No sticker-price table appears. Vendor dose and age claims are labelled as vendor information.

When a What Works Clearinghouse (WWC) rating exists, it is copied honestly and labelled as a **school/vendor** review object — not as a kitchen promise.¹³⁸

Use three questions before you buy or borrow anything:

1. **Who teaches?** Parent solo after training, hired tutor, classroom teacher, or certified practitioner / therapist?
2. **What dose can this family sustain?** Minutes per day × days per week × months — not a Sunday marathon, and not a one-semester “catch-up” fantasy under dual-enrollment load.
3. **Where is the emerging adult’s skill?** Still basic syllable work, morphology-heavy academic words, or mainly composition with residual spelling? Place by skill, not birthday — and not by AP enrollment.

Then ask whether school already runs a suite, and whether you need **access** tools (audio, TTS) beside — never instead of — Structured Literacy.

First path: library \$0 and free access

Start here for **content access** while you build or choose an instructional plan.

Public library

A library card is the first tool.¹³⁹ In parent-survey data, library as a curriculum or books source sat near **66 percent** overall (no separate 9–12 cell is claimed here). Homeschool families also report library visits more often than the full K–12 population in recent NCES snapshots (about **53 percent** among homeschooled vs about **29 percent** among all K–12 in the past-month visit row). Use those figures as context that libraries matter — not as a dyslexia cure rate.

What the library is good for:

- Trade novels, informational books, and magazines for language and knowledge under college-ready load.

¹³⁸WWC honesty rule — copy domain ratings; label school/vendor; “no studies meet” ≠ banned approach, bans crowning as WWC-proven. Access date 6 September 2026. Omit unverified 2026 list prices.

¹³⁹PFI 2016 Table 6 / NCES locks: library as curriculum/books source ~66% total; NCES 2024-113 Table A-5 library-visit patterns (~53% homeschooled vs ~29% all K–12) — access path, not a curriculum or cure rate. Do not invent a separate 9–12 library cell.

- Audiobooks and ebooks through Libby / OverDrive in participating systems (library card; no print-disability certification required).
- Quiet space and out-of-home try-its (Library/Archive Short Source Gather; Café Practiced Read nearby).
- Occasional controlled or high-interest shelves — variable by branch.

What many branches do **not** hold in depth: a full closet of syllable-controlled series matched to this week’s multisyllabic patterns for a seventeen-year-old. You may still need program readers, teacher-made controlled pages on adult topics, or borrowed curriculum-library sets for the decoding diet. Use the public library for language and knowledge; protect a separate code sit at home.

A literature discussion hour is English growth. It is not a substitute for systematic multisyllabic decoding and encoding when those are the lesson.

Bookshare

Bookshare provides accessible ebooks for people with **print disabilities**, including dyslexia and related reading disabilities.¹⁴⁰ It operates under a copyright path for print disability (Chafee Amendment), **not** under IDEA — so an **IEP or 504 plan is not required** for membership. A qualified professional certifies eligibility (educators, medical or mental-health providers, librarians, and others on Bookshare’s certifier lists).

Free for qualifying U.S. students is the lock this book uses. Adult non-student fee paths exist; exact dollars are omitted here. High-school students can qualify without waiting for an IEP meeting calendar — certification is still required. Textbook and novel access matter acutely at 15–18 under dual-enrollment and AP content load.

Bookshare is **access**. It opens content doors. It does not finish today’s multisyllabic decode page when decoding is the lesson.

¹⁴⁰Bookshare qualify page (opened 6 September 2026): print disability including dyslexia; Chafee path; IEP/504 not required; free for qualifying U.S. students. Access ≠ substitute for decoding instruction.

Device-native text-to-speech and dictation

Modern phones, tablets, and computers include text-to-speech and speech-to-text at no extra specialty cost. Browser reader views and magnification are presentation supports. Practice them in ordinary work so they are usable when a school plan or SSD paperwork names them later.

Same honesty as Chapter 9 and the English hour: TTS and dictation are accommodations for content and idea capture. They are not Structured Literacy. They must not finish the decode or encode target that is today's lesson — and they must not generate the AP free-response, dual-enrollment paper, or college-application essay.

What \$0 cannot replace

Human-narrated collections (Learning Ally) and Library of Congress National Library Service materials are parallel **access** lanes — confirm eligibility on the provider's page. A free audiobook stack without syllable work, morphology, spelling, and guided decoding leaves the word-level bottleneck unaddressed. This book does not invent a national free Tier-3 therapist for every seventeen-year-old. Start library + Bookshare eligibility + OS TTS for access; choose a fit-based instructional path for learning to read and spell.

How to read a fit card

Each card below uses the same fields:

- **Who teaches**
- **Dose** (vendor claim labelled)
- **Age / skill stage fit**
- **Parent load**
- **WWC status** (if any; school-labelled)
- **Access notes**
- **Not a crown** — one plain limit sentence

“No studies meet” WWC standards means the Clearinghouse could not validate eligible evidence under that protocol at that time. It does **not** mean parents must not use the approach. “Potentially positive / small extent” is a precise phrase — do not upgrade it to “proven to fix dyslexia.”

Placement tests from vendors place by skill. They are not IES-certified RCTs and not IDEA eligibility determinations. Start where skill says, even if birthday or AP enrollment says otherwise. A seventeen-year-old placed at an early Barton level obeys the placement — with respectful framing, not baby-storybook identity.

High-school kitchen / intensive options (fit cards)

Barton Reading & Spelling System

Who teaches: Parent or tutor after vendor tutor screening; one-to-one tutoring system for children, teens, or adults who struggle with reading, writing, or spelling due to dyslexia or related LD (**vendor**).

Dose: Vendor recommends at least about **two hours** one-on-one per week, year-round, with sessions not longer than about an hour. **Vendor claim.** Not a five-minute bedtime add-on and not a dual-enrollment substitute.

Age / skill stage fit: Levels are **not** based on grade or age. Every student starts at **Level 1** if that is where screening places them — including a fifteen- or eighteen-year-old. Formal diagnosis is **not required** to begin if dyslexia is suspected — that is a **vendor access rule**, not a medical standard and not a substitute for evaluation when documentation is the goal. Completing all ten levels typically reaches about a ninth-grade reading level (**vendor** — not a one-year promise).

Parent load: High upfront training; strong scripted support once running; sustained weekly hours; respectful teen framing when early levels are needed.

WWC status: WWC Students with Learning Disabilities, July 2010 — **no studies meet** evidence standards; unable to draw conclusions about effectiveness for students with learning disabilities under that protocol. Homeschool testimonials on marketing pages are testimonials, not RCTs.

Access notes: Protect content knowledge with audio while intensive tutoring runs — including AP / dual-enrollment reading load.

Not a crown: Strong fit candidate when a family can be the tutor and protect hours for a 15–18 learner. Not automatically “#1,” and not WWC-proven for LD under the 2010 protocol.

Logic of English Essentials

Who teaches: Parent or teacher with curriculum materials; homeschool/at-home is a named vendor path.

Dose: Follow the materials you have; there is no national minute statute for the kitchen. Protect cumulative review and encoding frequency.

Age / skill stage fit: **Essentials** designed for ages roughly **8 to adult (vendor)** — this book's high-school lock when choosing LoE. Application levels A/B/C support differentiation. **Foundations** (ages roughly 4–7) is the early-sister grain — do not lead a seventeen-year-old with early-childhood game frames if Essentials fits. Vendor notes Foundations is not a strict prerequisite for Essentials; both teach the same basic phonogram set.

Parent load: Phonogram- and morphology-heavy teaching; planning across application levels; attention to encoding as well as reading.

WWC status: No WWC intervention report opened for this book's evidence base.

Access notes: Same two-clock rule — code sit plus content access.

Not a crown: Essentials is the LoE lock for ages 15–18 in this title. It is not a franchise victory over every other fit card.

Wilson Reading System

Who teaches: Ideally a WRS Level I Certified Wilson Dyslexia Practitioner or Level II Certified Wilson Dyslexia Therapist (**vendor**). Small group (ideally up to about four) or one-to-one.

Dose: Tier 3 intensity by design — not a casual parent flip-through.

Age / skill stage fit: Vendor targets Grades **2–12** and adults with word-level deficits not making sufficient progress, or with language-based LD such as dyslexia. **Core high-school intensive candidate** when certified instructor access exists. Related earlier Wilson products (for example Foundations) are **different** programs — do not conflate them with the WRS object reviewed below.

Parent load: High if you seek certification or hire a certified instructor; coordination with school if the suite is already running.

WWC status: WWC Beginning Reading (2 July 2007): one study of a **modified** WRS met standards — **potentially positive** effects on alphabetics; **no discernible** effects on fluency and comprehension; extent of evidence **small**.¹⁴¹ WWC Students with Learning Disabilities (July 2010): **no studies meet**.¹⁴² Copy those phrases; do not inflate them.

Access notes: Audio for content while intensive word-level work runs.

Not a crown: Fit tool when certification and age/skill fit. Not “proven to fix dyslexia.”

Take Flight

Who teaches: Designed for use by dyslexia therapists (developer/article framing).

Dose: Small group of roughly two to six; minimum patterns such as about **forty-five minutes** a day, **five** days a week, or **sixty minutes** a day, **four** days a week, across about **230** days of direct instruction (developer/article figures — label as design dose, not a kitchen shopping-cart promise).

Age / skill stage fit: Ages **7 and older** with developmental dyslexia in the program’s framing. Strong fit conversation for 15–18 when a therapist pipeline exists (often referenced in some regional networks). Parents cannot casually self-certify from a cart alone.

Parent load: Logistics of clinic or school therapist access; transport; coordination with home review under high-school schedule pressure.

WWC status: No WWC intervention report found for Take Flight in this book’s opened evidence base.

Access notes: Same two-clock honesty.

Not a crown: Clinic intensity pointer. Not the default kitchen franchise for every family.

¹⁴¹WWC, *Wilson Reading System* (Beginning Reading, 2 July 2007): **potentially positive** alphabetics; **no discernible** fluency/comprehension; extent **small**; modified study. WWC Wilson on LD (July 2010): **no studies meet**.

¹⁴²WWC, *Barton Reading & Spelling System*, Students with Learning Disabilities (July 2010): **no studies meet**. Vendor dose/placement locks labelled vendor.

SPIRE (S.P.I.R.E.)

Who teaches: Often a teacher or interventionist in a school Tier 2/3 block; vendor also names specialized audiences including dyslexia and **homeschool** — confirm current order paths before you assume a kitchen kit.

Dose: School schedules vary. Follow the suite’s lesson design when the school runs it with fidelity.

Age / skill stage fit: Vendor positions PreK–**8+** multisensory intervention for beginning and striving readers, including students with dyslexia (**vendor language**). For ages 15–18, confirm whether the student is still in a SPIRE path via school/homeschool SKU or whether another intensive (WRS / Take Flight / Barton) is the honest fit. Label older-teen SPIRE use carefully — **not** an automatic 9–12 crown.

Parent load: If school runs SPIRE in the morning, coordinate afternoon kitchen work so you do not teach a conflicting scope order the same day.

WWC status: No WWC intervention report for SPIRE opened for this book’s evidence base.

Access notes: Ask what patterns are current; match home review to those objects.

Not a crown: Fit candidate when the school already invested in the suite. Not automatic proof of kitchen superiority for a junior.

IEW Level C — edges carefully

Who teaches: Parent or co-op with Structure and Style for Students materials; often video instruction plus daily assignments (**vendor**).

Dose: Follow the program’s assignment rhythm; pair with transcription supports as needed.

Age / skill stage fit: Aimed at students reading at a **9th-grade level or higher** (**vendor**). That reading-level aim is a **fit gate**, not a diagnosis. IEW Level C is a **writing structure-and-style** curriculum. It is **not** a Structured Literacy decoding intervention. It does not replace Barton, Wilson, Take Flight, SPIRE, or LoE Essentials for word-level disability.

Parent load: Moderate to high for feedback and modeling under high-school essay volume.

WWC status: No IEW WWC intervention report used here as a dyslexia alphabetics crown.

Access notes: If print reading level is far below the vendor’s 9th-grade+ aim, Level C is a **wrong fit** until reading access improves — or scaffold heavily (audio, scribe/STT, shortened models) while **parallel** Structured Literacy remediates. May run **beside** remediation for composition goals when access is honest. Never crown IEW as the decoding cure.

Not a crown: Careful edge for composition. Never “buy IEW Level C to cure dyslexia.” Credit remains **English / Composition / Language Arts**; materials may name IEW underneath.

School-labelled WWC honesty (adolescent literacy)

These products inform **school conversations**. They are not this book’s kitchen franchise list. Copy ratings honestly. A school WWC table does not crown a kitchen program.

- **READ 180** (WWC Adolescent Literacy, updated November 2016): **positive** comprehension; **positive** general literacy achievement; **potentially positive** fluency; **no discernible** alphabetics.¹⁴³
- **Achieve3000** (February 2018): **potentially positive** comprehension and general literacy.
- **Passport Reading Journeys** (November 2019): **mixed** comprehension; little or no change on general literacy in the opened brief.
- **Corrective Reading** (2010): **no discernible** alphabetics, fluency, or comprehension under that report.
- **SuccessMaker** (2015): **no discernible** comprehension and fluency under that report.

¹⁴³WWC Adolescent Literacy: READ 180 (Nov 2016) positive comprehension/general literacy; potentially positive fluency; no discernible alphabetics. Achieve3000 (Feb 2018) potentially positive comprehension/general literacy. Passport Reading Journeys (Nov 2019) mixed comprehension. Corrective Reading (2010) no discernible alphabetics/fluency/comprehension. SuccessMaker (2015) no discernible comprehension/fluency. Accelerated Reader (2010) no discernible comprehension (adolescent report pattern). School-labelled — not kitchen crowns.

- **Accelerated Reader** (2010 adolescent report pattern): **no discernible** comprehension for adolescent learners in the opened report — refuse AR points as a comprehension program for a code-limited reader.

Unbranded Orton–Gillingham / Barton / Wilson-on-LD (July 2010): no studies meet under those LD protocols.¹⁴⁴ Say it calmly. Teach Structured Literacy principles anyway when they match the approach. Do not upgrade silence in the Clearinghouse into a sales pitch or a ban.

IES Improving Adolescent Literacy (Kamil et al. 2008) still asks for intensive individualized intervention for struggling adolescent readers (**strong** recommendation; specialists labelled — parent is not that school title).¹⁴⁵ Access tools do not replace that intensity ask. Dual enrollment and AP do not replace it either.

Choosing without ranking — high-school decision tree in prose

If the parent can train and sustain one-to-one hours of roughly two or more per week and wants a dyslexia-specific tutoring system → Barton is a fit **candidate** (start at placement, even if early levels, with respectful framing).

If age is 15–18 and LoE is preferred → **Essentials** (not Foundations as the lead).

If certified Tier-3 intensity and a WRS instructor are available → Wilson WRS is a fit **candidate**.

If a CALT/therapist and a four-to-five-day weekly dose are available → Take Flight is a fit **candidate**.

If the school already runs SPIRE with fidelity → coordinate rather than stack a conflicting kitchen sequence the same afternoon; confirm older-teen path honesty.

If composition structure is a separate goal and reading level (or scaffolds) support the vendor’s 9th-grade+ reading aim → IEW Level C as a **careful edge**, never as

¹⁴⁴WWC, Orton–Gillingham–based Strategies (Unbranded), Students with Learning Disabilities (July 2010): **no studies meet** — bans crowning “WWC proves OG,” not teaching OG-informed Structured Literacy principles.

¹⁴⁵Kamil et al. (2008), Improving Adolescent Literacy (NCEE 2008-4027): Rec 5 intensive individualized interventions **strong** — specialists labelled; parent ≠ that school title; AP/DE never replace the word-level hour.

the decoding program.

Never put “#1 program for dyslexia” in your kitchen. List prices move; this book leaves dollars off the page.

Stacking hazard

Running SPIRE or WRS at school in the morning and a conflicting kitchen sequence that teaches different scope-and-sequence orders in the afternoon can confuse a sixteen-year-old. Prefer:

- Same code object, complementary practice, or
- Clear division: school = intervention program; home = cumulative review + controlled rereads + encoding of the **same** patterns + audio for content.

Ask what is current. Write it in the Chapter 9 notebook. Do not stack IEW reading demands on top of unresolved word-level failure without scaffolds. Do not let dual-enrollment homework steal the intervention hour and then call the audio novel “Reading” without a code sit somewhere in the week.

Activity materials list

You do not need a warehouse. You need a bag you can actually reach.

Multisyllabic decoding and morphology

- Syllable cards (closed, open, silent-e, vowel team, r-controlled, consonant-le)
- Morph tiles / strips (common prefixes, roots, suffixes — *un-*, *re-*, *struct*, *-tion*, *-able*; denser Latin/Greek for 17–18)
- Sticky notes for Error Hospital and scoop marks
- Small whiteboard and dry-erase marker
- Tracking strip or finger guide for looking through the whole word
- Heart stickers or a red pencil for mapped irregular “heart” parts
- Sound / syllable boxes for stretch–map–write

Connected reading and fluency

- Controlled / instructionally appropriate pages matched to taught patterns (mature / adult topics)

- Folder for finished practiced paragraphs
- Personal smooth chart (self-comparison only — no sibling or peer races)
- Phrase-scoop sticky notes
- Headphones beside a print book (access lane labelled)

Encoding, writing, research, talk

- Lined paper and pencil
- Dictation list pad
- Scribe notepad / STT device for ideas when spelling blocks thinking — emerging adult still owns focus spellings
- Claim + evidence + warrant sticky stack for accessible text
- Purpose cards (argue / explain / narrate / research edge)
- Seminar protocol card (practiced share only)
- Research source cards with access tool labelled

Records and access

- Dated notebook titled **Reading / Language Arts** (or **English**)
- Error-log sticky stack
- Library card; Bookshare eligibility path when print disability applies
- Device with OS text-to-speech / dictation practiced in ordinary work

Out-of-home try-it crumbs (ordinary, not a shopping list)

- Museum placards and store labels as print (morph / syllable scoops; claim vs spec)
- Transit maps, civic notices, and park signs
- Library/archive short source gathers
- Workplace or volunteer form accuracy passes
- Café menus for practiced read crumbs

Safety stays ordinary: roads, aisle courtesy, no public quiz of strangers, no shaming the student in public, no public speed races, no cold oral humiliation in a café or museum.

Try-before-you-commit — and accommodations beside the program

Before you lock a paid path: run two weeks of kitchen Structured Literacy with the materials list and English-hour shapes; date the notebook; use any free vendor placement only as a **skill start**; ask what school or dual enrollment already schedules; price-shop only from current vendor pages (dollars stay off this page); protect library / Bookshare / OS TTS on day one so knowledge does not freeze. If the emerging adult melts, shorten the sit. Intensity means clearer teaching and more useful reps — not tears as a badge.

Keep three clocks: **intervention** (decode/encode/morph); **content** (literature/science/history by print or audio, including dual-enrollment / AP access labelled); **composition** (optional IEW-class structure — scaffolded, not a decoding substitute). Extra time rarely fixes decoding by itself. Practice extended-time and audio in ordinary work before SSD paperwork. Chapter 9 notes accommodations used. This book points once toward College Board / ACT SSD documentation and returns to teaching — **not legal advice**.

Dual-path checklist and tote

When school and kitchen both touch reading: name the same day's syllable / morph patterns when possible; home = review + encoding + controlled reread (or agreed complementary practice); no first-syllable guessing to “get through” homework; audio for content packets; dual-enrollment / AP drafting does not cancel the word-level block; notebook still titled Reading / Language Arts / English; plan papers stay private (Chapter 9). If school offers only strategy-only pull-out or AR points for a word-level struggler, remember the WWC honesty above. Fit; do not fight the emerging adult with two opposite theories of the printed word.

Lay out one tote: syllable cards, morph tiles, sticky notes, tracking strip, heart pencil; whiteboard and today's adult-topic controlled page; dated notebook, error-log stickies, headphones, seminar protocol card, research source cards; library card; Bookshare login for the adult if eligible. Label folders **Code sit** and **Content access**. Parent hosts / stays in the loop at 15–16; co-hold plus AP / college-app integrity at 17–18. The emerging adult attempts first.

Full SAT/ACT SSD walkthroughs and NCAA worksheets belong in the grades

1–12 sister — one pointer. Early Foundations and middle IEW Level B edges belong in younger sisters. Typical high-school English without dyslexia intensity is a different book. Then return here.

This chapter refuses ranked “best dyslexia curriculum” lists, sticker-price tables, “WWC proved our kitchen franchise,” audiobooks-as-cure, extra-time-alone-as-remediation, IEW Level C as a decoding cure, Emerging Adults Dyslexia I as a credit name, brand levels as Chapter 9 titles, AR points as comprehension, and AP / dual enrollment as a licence to cancel the word-level hour.

Fit first. Access first for content. Instruction first for the code. Wrong answers stay information. Slow and accurate stays the path. You are not too old for this. Choose the card your family can sustain — then teach tomorrow’s sit.

Take Flight has no WWC intervention report in this book’s opened evidence base — cite developer dose as developer information.¹⁴⁶

SPIRE / EPS Learning: no WWC intervention report opened this stream for an automatic 9–12 crown.¹⁴⁷

Logic of English Essentials is the HS lock in this map; Foundations is the early sister.¹⁴⁸

IEW Structure and Style Level C is a composition edge for ninth-grade reading level or higher — not a decoding cure.¹⁴⁹

¹⁴⁶Take Flight (Luke Waites Center / Scottish Rite for Children): no WWC intervention report found this stream — cite developer dose as developer/article. Materials opened 6 September 2026.

¹⁴⁷SPIRE / EPS Learning: no WWC intervention report opened this stream. Older-teen path not an automatic 9–12 crown. Vendor overview opened 6 September 2026.

¹⁴⁸Logic of English Essentials: vendor ages 8–adult; Foundations early-sister. No WWC IR opened this stream. HS lock: Essentials.

¹⁴⁹IEW Structure and Style Level C: vendor 9th-grade reading level or higher — composition edge, not decoding cure. No IEW WWC IR as dyslexia alphabetics crown.

A Note on Sources

Studies named in the chapters are listed in Notes, in one series at the back. That is where the full citations live, so the teaching pages can stay a teaching voice.

Some items the research behind this book did not open stay out of the teaching voice. I did not invent a coefficient, a statute, a prevalence rate, or a product feature to fill a hole. If a study is in the chapter, it is in the notes. If we could not open it, it is not used as a finding here.

This teaching-manual edition is for ages **15–18** only. Program hours, credit claims, dual-enrollment / AP integrity edges, and product descriptions in the resources chapter are taken from the companies' own pages and labelled vendor. WWC ratings stay school-labelled and are copied honestly (including “no studies meet” and “potentially positive / small extent”). Access date 6 September 2026.