

# English for Young Minds with Dyslexia

Michael Gannotti

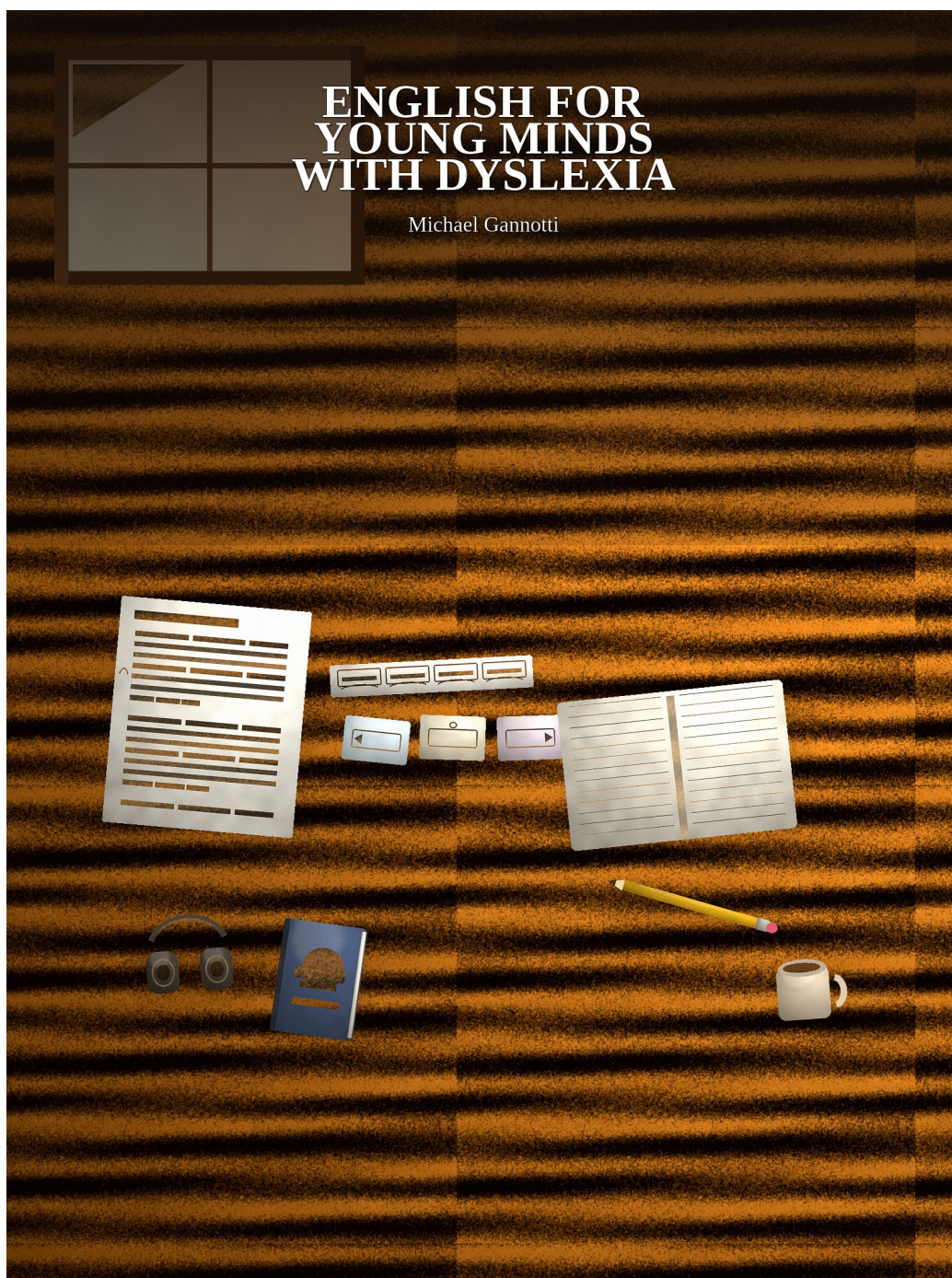


Figure 1: Cover

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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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# Contents

- Welcome
- How to Use This Book This Week
- If You Only Remember Five Things
- The English Hour (Structured Literacy for Ages 11–14)
- Chapter 1 — What dyslexia looks like at 11–14
- Chapter 2 — Multisyllabic decoding repair
- Chapter 3 — Encoding and spelling
- Chapter 4 — Morphology denser in text
- Chapter 5 — Fluency after accuracy
- Chapter 6 — Vocabulary in use and comprehension on accessible text
- Chapter 7 — Writing with adaptations
- Chapter 8 — Short assessments and progress checks
- Chapter 9 — Records
- Chapter 10 — Resources
- A Note on Sources

# Welcome

You are holding a teaching manual for English and language arts with an eleven- to fourteen-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.<sup>1</sup> This book does not diagnose your adolescent. It does not replace a clinician or an evaluator. It teaches you how to sit beside a learner, ages **11–14 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.<sup>2</sup>

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 at 11” when the code is not finished.

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<sup>1</sup>International 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.

<sup>2</sup>International 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 high school. Someone sold colored overlays as a cure.<sup>3</sup> Someone said strengths make Structured Literacy optional. Someone offered “just read more,” counted Accelerated Reader points as comprehension,<sup>4</sup> or said the adolescent is “too old for phonics” and put a baby-decodable book on the table as public identity.

You needed a how-to for ages **11–14** denser on named activities and short skill checks than a typical middle-grades English manual, narrower than a grades **1–12** dyslexia overview, and aged up from the **5–10** 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 thirteen-year-old. Never run public speed races.

Place by **skill**, not birthday. Bands run **11–12** and **13–14**. A fourteen-year-old who cannot yet scoop *photosynthesis* sits in multisyllabic and morphology work with respectful materials — not a novel study because “ninth grade next year.” A franchise “Level 5” 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 to fifty 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,

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<sup>3</sup>American 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 (statement text as published by the societies; vision problems can interfere with learning but are not the cause of primary dyslexia; tinted filters/lenses and behavioral vision therapy not endorsed as long-term educational treatment).

<sup>4</sup>What Works Clearinghouse, *Accelerated Reader* intervention report, Adolescent Literacy topic (August 2010): no discernible effects on reading fluency or comprehension in the studies that met standards — school/vendor label; not a kitchen crown.

blend, check — and spell what you teach), or a fused morphology-aided decode for older-in-band learners. Next, a **morphology crumb** in this week's 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) or **vocab-in-use** crumb. 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 **11–12** and **13–14**, talk-box shape, in-home and out-of-home try-it shape, intensity honesty, and the AI rules for ages **11–14** 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 11–14
2. Multisyllabic decoding repair
3. Encoding and spelling
4. Morphology denser in text
5. Fluency after accuracy
6. Vocabulary in use and comprehension on accessible text
7. Writing 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 Young Minds* (typical 11–14) — necessary floor, **insufficient intensity** for dyslexia risk; return here.
- *English for Young Thinkers with Dyslexia* (ages 5–10) — age up; early PA/CVC grain is pointer-only here.
- *English for the Dyslexic* (grades 1–12) — high-school advocacy as forward pointer only.
- *Autonomous AI and Education* — then return to this book's English-hour AI box for 11–14.

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 **Young Minds Dyslexia I**. No vendor crown. No colored-lens cure

(eye care in parallel if needed; reading treatment is Structured Literacy).<sup>5</sup> No three-cueing as word reading. No wait-to-fail or wait-until-high-school. No gift-only skip of instruction. No AR-points-as-comprehension.<sup>6</sup> No mashing NCES 3.4%\*\* (1.765 million) — or the 6–8 cell ~3.0%\*\* — as dyslexia prevalence (that is the homeschool pond).<sup>7</sup> Prevalence stays in named ranges: stricter often 5–10%; broader symptom language 15–20%.<sup>8</sup> 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.

## 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 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.<sup>9</sup> Slow and accu-

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<sup>5</sup>American 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 (statement text as published by the societies; vision problems can interfere with learning but are not the cause of primary dyslexia; tinted filters/lenses and behavioral vision therapy not endorsed as long-term educational treatment).

<sup>6</sup>What Works Clearinghouse, *Accelerated Reader* intervention report, Adolescent Literacy topic (August 2010): no discernible effects on reading fluency or comprehension in the studies that met standards — school/vendor label; not a kitchen crown.

<sup>7</sup>National Center for Education Statistics, homeschool enrollment share approximately 3.4% of K–12 students (~1.765 million) in recent figures; grades 6–8 cell approximately 3.0% — the homeschool pond, not dyslexia prevalence. Parent and Family Involvement in Education (PFI) middle cells only when cited later: grades 6–8 basic reading, spelling, English/literature, library — not elementary cells.

<sup>8</sup>Stricter band often ~5–10% for a more severe condition (Catts et al. 2024 summarizing Fletcher et al. 2019); broader IDA Basics/FAQ language ~15–20% may show some symptoms — named ranges only; never invent a single proprietary rate.

<sup>9</sup>Joseph K. Torgesen, “Avoiding the Devastating Downward Spiral: The Evidence That Early Intervention Prevents Reading Failure,” *American Educator* (Fall 2004), and related AFT fluency-rate honesty for older remedial students: accuracy and comprehension can improve substantially

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

This week you can learn what a Structured Literacy hour looks like at 11–14 and what this book refuses. Today the adolescent can try one short accurate move with syllable scoops or a respectful controlled sentence — not a marathon, not a baby book as identity.

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.

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while relative rate often remains stubborn — say so without cruelty. This is a useful study, not a promise that every home will see the same result.

# How to use this book

This is a teaching manual, not a one-hundred-eighty-day worksheet dump and not a curriculum catalog. Use it the way a calm coach uses a playbook: pick this week's skill, run the hour shape, name the try-its, and let Friday's error drive Monday's review.

## This week — the honest plan

1. **Pick one teaching chapter** — or one focus skill inside a chapter (closed vs open syllables; *-tion* spelling shift; Accuracy-Then-Reread; claim+evidence by ear). Do not chase every strand at once.
2. **Run four or five Structured Literacy hours** most weekdays, about **thirty to fifty minutes** you can finish. The full session tables live in **The English hour**.
3. **Protect cumulative review daily** (four to six minutes). Keep a **shaky stack**: last week's multisyllabic misses, morph cards still sticky, heart parts, focus spellings. Without review, Monday's "got it" evaporates by Thursday and the adolescent concludes they are "bad at English" rather than under-reviewed on a map.<sup>10</sup>
4. **Name one in-home try-it and one out-of-home try-it** from the chapter (Fridge Syllable Sort; Dinner Deep Word; Museum Placard Scoop; Store Brand Morph). Time, materials, skill, error watch — not a vague "practice more."
5. **Friday**: one diagnostic wrong the learner explains in one sentence, plus

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<sup>10</sup>International Dyslexia Association Structured Literacy principles: cumulative and diagnostic teaching — review of taught material shaped by student response (IDA "Effective Reading Instruction" / KPS Standard 4; access date 6 September 2026).

the chapter's **done-enough** checklist. Short skill checks drive tomorrow's lesson. They are not a percentile identity. Deeper kitchen objects live in **Chapter 8**.

If the day only holds twenty-five minutes, keep one named move: multisyllabic plus encoding, or morphology-in-text, or an adapted paragraph. One move done well beats a rushed medley.

## Place by skill, not birthday

Bands inside chapters are **11–12** and **13–14**. They are planning grains, not cages. A fourteen-year-old with unfinished multisyllabic accuracy sits in Chapter 2 work with respectful materials — mature word lists, academic topics, dignity-safe labels — not a baby-decodable public identity and not a novel study because of a birthday.<sup>11</sup> A twelve-year-old who already scoops and encodes reliably may move into denser morphology and writing grain earlier. Skill inventory first. Calendar second.

## Where to look when you need a shape

- **The English hour** — session once for both bands; talk-box shape; in-home and out-of-home try-it shapes; intensity honesty; AI box once for ages **11–14**. Later chapters point back in a sentence.
- **Chapters 1–8** — eight headings every time. Talk box with a locked opening. Named activities with materials, time, steps, and error patterns.
- **Chapter 8** — short assessments and progress checks: multisyllabic/morphology-aware word reading; spelling dictation; oral reading sample; short writing sample; exit tickets; diagnostic wrongs; done-enough without percentile theater.
- **Records** — titles a stranger can read: **Reading / Language Arts / English**. Never a brand. Never **Young Minds Dyslexia I**. Dated notebook plus the

<sup>11</sup>Sharon Vaughn et al., *Providing Reading Interventions for Students in Grades 4–9*, IES/WWC practice guide (WWC 2022007, 2022), Recommendation 1 (**strong**): build decoding skills for complex multisyllabic words — skill first across the adolescent band. Michael L. Kamil et al., *Improving Adolescent Literacy*, IES/WWC (NCEE 2008-4027, 2008), Recommendation 5 (**strong**): intensive individualized intervention for struggling readers; parent is not that school title, and still teaches at the table.

kitchen skill objects. IDEA/504 at high level with **not legal advice**.

- **Resources** — programs by fit, not rank; library and Bookshare and OS text-to-speech first for access; activity materials list. Do not crown one vendor.

## Teach now; evaluate when it matters

Suspicion of unexpected, persistent word-reading or spelling difficulty is enough to start Structured Literacy intensity this week. Late identification is common at 11–14 — intensity now, not fatalism.<sup>12</sup> Seek a formal evaluation when documentation, differential diagnosis, accommodations paperwork, or school services matter. Screening is not diagnosis. This book does not diagnose fictional adolescents and does not give medical or legal advice.

## Two readers, one table

You read the parent sections so you can hear a first-syllable guess, a stopwatch-before-accuracy move, a gift-only skip, a lenses-as-cure pitch, a chatbot finishing the word, or TTS finishing today's decode page — and ask a good question without taking the pencil or shaming the attempt.

The student reads the short **For the student** pages. Respectful. Direct. Never baby talk. Never a lecture about research. Never “you are broken.” They attempt first. You wait. You correct without crushing.

## What “lesson plans” means here

A this-week plan is: one focus skill; four or five hours; one named bank activity; one in-home and one out-of-home try-it; Friday diagnostic plus done-enough. That is the honest lesson plan. It is not a year of photocopies. Shared reading aloud, kitchen talk, audio access, and making motivate. They do not replace the Structured Literacy sit.

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<sup>12</sup>International Dyslexia Association, Definition of Dyslexia (22 October 2025): identification and targeted instruction are important at any age; persistence language is not permission to postpone help (IDA Explanation materials). This is a useful framing, not a promise that every home will see the same result.

Start with **Five things** if you want the book in one page. Then open the English hour once. Then teach.

# If you only remember five things

Pin this page on the fridge. Return when the week frays. These five lines are the whole book in miniature — then teach.

1. **Dyslexia at 11–14 is unexpected, persistent word-reading and/or spelling difficulty** — accuracy, speed, or both — despite instruction that works for peers.<sup>13</sup> It is not laziness. It is not a vision cure. It is not a reason to wait until high school. It is not proof that phonics is over. It is not a licence to skip Structured Literacy because strengths are real.
2. **Teach the code explicitly, systematically, cumulatively, and diagnostically.** Multisyllabic repair, encoding, and morphology *in this week's text* are the middle-grades load. Short, sharp, frequent intensity and daily cumulative review are kindness — clearer teaching and more reps, not louder teaching and more shame.<sup>14</sup>
3. **The adolescent 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 thirteen-year-old. Never run public speed races. Never make baby-decodable identity the teen's public brand. Slow and accurate is allowed.
4. **Access opens content doors; it does not replace the lesson.** Text-to-speech, audio books, and dictation can grow comprehension by ear while

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<sup>13</sup>International Dyslexia Association, Definition of Dyslexia (adopted 22 October 2025); historical companion Lyon, Shaywitz, and Shaywitz, "A Definition of Dyslexia," *Annals of Dyslexia* 53 (2003). Access date 6 September 2026.

<sup>14</sup>IDA Structured Literacy principles (explicit, systematic, cumulative, diagnostic); Barbara 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 readers.

decoding is repaired.<sup>15</sup> They do not finish today's decode page or today's encoding target when those *are* the lesson. Label the lanes. Keep both.

5. **Records say Reading / Language Arts / English** — never a brand, never **Young Minds Dyslexia I**. Short skill checks (multisyllabic probe, dictation, oral sample, short writing) drive tomorrow's lesson. They are not a percentile identity. Place by skill, not birthday.

Keep these five on the fridge. When someone sells a myth, read the matching line out loud. Then open **The English hour** once and teach this week's chapter — short, sharp, frequent, without shame.

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<sup>15</sup>Wood et al., meta-analysis of text-to-speech for students with reading disabilities (2018): TTS as compensation/access support — not a phonics substitute; IDA assistive-technology advocacy: bridges to content while intervention continues. This is a useful study, not a promise that every home will see the same result.

## The English hour (Structured Literacy for ages 11–14)



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

This chapter is load-bearing once. Later teaching chapters point back here in a sentence. Read it before your first sit. Return when the week frays.

The English hour is the Structured Literacy / English hour for ages **11–14**: explicit, systematic, cumulative, and diagnostic.<sup>16</sup> It is not a cozy novel chat alone. It is not a worksheet dump. It is not a stopwatch race. It is not a chatbot doing the adolescent’s words. Shared reading, kitchen talk, audio access, and making still motivate — they do not replace the multisyllabic sit, the encoding sit, morphology in text, or written composition with craft.

## Session shape — Band 11–12 (code-repair heavy + language)

Most weekdays, aim for about **thirty to fifty minutes** you can actually finish. Frequent short sharp beats a rare marathon.

| Block                                                           | Minutes | Object                                                          |
|-----------------------------------------------------------------|---------|-----------------------------------------------------------------|
| Cumulative review                                               | 4–6     | Shaky multisyllabics, morph cards, 2–3 heart parts              |
| Multisyllabic decode + encode sit                               | 12–18   | Syllable types / divide–sound–blend–check; dictate same words   |
| Morphology crumb                                                | 6–10    | One affix or root family in this week’s text                    |
| Connected accuracy → fluency <i>or</i> accessible comprehension | 8–12    | Controlled/practiced paragraph; or ears-on rich text + strategy |
| Writing try adapted <i>or</i> vocab-in-use                      | 6–10    | Sentence → paragraph; scribe option; one deep word reuse        |

<sup>16</sup>International Dyslexia Association, *Knowledge and Practice Standards for Teachers of Reading*, 2nd ed. (2018); IDA, “Effective Reading Instruction” / Structured Literacy principles (fetched 6 September 2026): explicit, systematic, cumulative, diagnostic. Approach ≠ franchise. Access date for URLs in these notes: 6 September 2026.

| Block       | Minutes | Object                                                 |
|-------------|---------|--------------------------------------------------------|
| Exit ticket | 2–4     | Decode/encode/morph<br>probe or oral<br>claim+evidence |

Say at the open: “Before new, four knowns from the shaky stack. Ready?” Teach one map both ways in the decode–encode sit — scoop and spell what you teach. Heart parts are mapped honestly — not fifty mystery words on Friday with no study. Finger under the word on connected text. Look through the letters. Blend. Meaning talk after the word is true — not instead of the word. Fluency only after accuracy. Rate gaps may linger — say so without cruelty.<sup>17</sup>

Stop when melted, not when merely hard. Fatigue is real. Shame is refused.

## Session shape — Band 13–14 (still skill-first; denser morph + composition)

Older-in-band learners still place by skill. A fourteen-year-old with unfinished multisyllabic accuracy does not skip to novel-only English. Most weekdays still aim for about **thirty to fifty minutes**.

| Block                                             | Minutes | Object                                                           |
|---------------------------------------------------|---------|------------------------------------------------------------------|
| Cumulative review                                 | 4–6     | Academic multisyllabics<br>+ Latin/Greek cards                   |
| Multisyllabic +<br>morphology fused sit           | 12–16   | Decode / analyze /<br>encode academic words<br>from content text |
| Connected accuracy →<br>fluency on practiced text | 6–10    | Reread after accuracy;<br>phrase scoop                           |

<sup>17</sup>Joseph K. Torgesen, fluency-rate honesty for older remedial students (*American Educator* / AFT lineage): accuracy and comprehension can improve substantially while relative rate often remains stubborn — core honesty at 11–14. This is a useful study, not a promise that every home will see the same result.

| Block                                         | Minutes | Object                                                      |
|-----------------------------------------------|---------|-------------------------------------------------------------|
| Comprehension / discussion on accessible text | 8–12    | By print if accurate; by ear/shared if not — claim+evidence |
| Writing workshop grain adapted                | 10–15   | Plan → draft → one revision target; transcription flex      |
| Exit ticket / short writing sample            | 3–5     | Probe + one explained error or 4–6 sentence sample          |

Mature materials. Respectful wording. Call advanced word study “academic word study” or “how English builds long words” — not “baby phonics.” Dense Latin and Greek morphology lives *in this week’s text*, not as a trivia club. Scribe or speech-to-text for ideas when transcription blocks thinking; still teach today’s spellings on purpose. Fluency only after accuracy. Never public speed races.

**If the day only holds twenty-five minutes:** keep multisyllabic plus encoding *or* morphology-in-text *or* an adapted paragraph — one named move done well beats a rushed medley.

## Intensity honesty

Learners who need this path often need teaching that is **more explicit, more intensive, and more supportive** than typical classroom fare. That is the Foorman and Torgesen honesty in ordinary language.<sup>18</sup> School design cues sometimes land near twenty to forty-five minutes, four or five days a week — useful as a picture of dose, not a parent statute you must copy minute-for-minute.<sup>19</sup> Kamil Recommendation 5 wants trained specialists for intensive individualized intervention in schools — you are not that title; you still teach at the table and seek specialists

<sup>18</sup>Barbara 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).

<sup>19</sup>Torgesen (2004) and related reviews: school small-group successes often described near 20–45 minutes per day, 4–5 days per week — design cue, not a legal parent minimum.

when the gate is met.<sup>20</sup>

Kitchen levers that raise intensity without raising shame:

- Higher response rate — the adolescent scoops, encodes, and answers more than you lecture.
- Daily cumulative review of shaky items.
- Immediate, specific feedback (“closed syllable — short vowel; scoop again”).
- Smaller new chunk when yesterday’s win disappeared overnight.
- Connected accuracy reading every day you teach.
- Dignity-safe materials — mature topics, academic words, no baby-book public brand.
- Stop before melt.

Frequent short sharp sits beat a rare marathon. Harder for this brain means clearer teaching and more successful reps — not louder teaching. Hiring help is not failure. Quitting cumulative review is failure of the plan, not of the adolescent.

If the sit regularly ends in tears, shorten it, narrow the new bit, protect review, and check that materials are respectful. If the sit regularly ends because you talked the whole time, talk less and let the student scoop, encode, and explain.

## Talk-box shape (once for the whole book)

Every teaching chapter carries a talk box. The shape is the same; the opening question is locked per chapter.

**Exact opening.** Authentic. About what is hard and what is working; scoop-and-look-through; stretch-write-match; morph parts; smooth reread after accuracy;

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<sup>20</sup>Michael L. Kamil et al., *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, IES/WWC practice guide (NCEE 2008-4027, 2008), Recommendation 5 (**strong**): intensive individualized intervention by trained specialists — parent ≠ that school title.

word or part meaning and gist; job of the piece; what you can show two ways. Not “did you have fun.” Not a vocabulary quiz recitation.

Locked openings you will meet again:

- Chapter 1: “What’s hard about reading or spelling today — and what’s already working?”
- Chapter 2: “Scoop the syllables — look through the whole word.”
- Chapter 3: “Say it — stretch it — write it — read it back.”
- Chapter 4: “What parts do you see — and what does each part do here?”
- Chapter 5: “Accuracy first — then where should we slow down for a smooth reread?”
- Chapter 6: “What does this word (or part) mean here — and what is this mostly about?”
- Chapter 7: “What’s the job of this piece — argue, explain, or narrate — and what’s the plan?”
- Chapter 8: “What can you show me two ways today — and what still needs practice?”

**Three to five follow-ups.** 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”). One for type or evidence. One for check (“does that match the letters / the story / what you meant / what you heard?”). 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 useful classroom convention for think-time — Stahl’s work is classroom-origin; it is not a literacy randomized trial, and neither is Rowe’s science-class wait research.<sup>21</sup> Do not mash them as proof of a phonics effect size. For dyslexic learners, wait is often longer than a parent’s

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<sup>21</sup>Robert J. Stahl, “Using ‘Think-Time’ and ‘Wait-Time’ Skillfully in the Classroom,” ERIC Digest (1994) — classroom-origin; Mary Budd Rowe, science-class wait-time research (1970s) — not a literacy RCT. Do not mash as a phonics effect-size claim.

anxiety wants. Protect the try. 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’s face — if the silence is hard.

**Stuck silence usually means:** the question was vague; wait-time was zero; they grabbed the first syllable and froze; the word sits outside today’s code; shame from old speed contests flooded the room; a blank page arrived with no plan; the new chunk was too big; they need a scribe so thinking can start; a photo or context cue is doing the work. Your job is to pose, wait, and point back at the print — not to fill the silence with the right word, and not to turn the table into a fight. Correct without crushing. Clarify the question. Cover the photo. Shrink the chunk. Offer a scribe for ideas. Do not answer for them. Struggle-before-rescue is not public humiliation.

## In-home try-it shape

Every teaching chapter names at least one try-it inside the home with **time, materials, safety, the fun, the skill, and error patterns**.

Kitchen types you will see again: **Fridge Syllable Sort** (6–8 min; watch meaning-sorts); **Dinner Deep Word** (2–3 min; one academic word reused); **Subtitle Morph Hunt** (5–8 min; strip affixes on a caption); **Recipe Multisyllabic** (5–8 min; scoop *evaporate* / *combine*); **Text Claim Sticky** (6–10 min; claim+evidence, not AR points); **Scribe Contract Essay Night** (12–20 min; you scribe ideas, learner owns focus spellings); **Error Log Friday** (8–12 min; top three misses; dignity language); **Smooth Chart Reread** (6–10 min; personal chart after accuracy — never peer races or cold timing); **STT then Ortho Pass** (13–14, 10–15 min); **Sibling Wait Protocol** (no public quiz, no speed entertainment).

Safety: ordinary kitchen courtesy; no shaming in front of siblings. The skill is the pattern you named at the top of the hour.

## Out-of-home try-it shape

Every teaching chapter also names at least one try-it outside the home — even definitional chapters get a walk-sized instance.

Community types: **Museum Placard Scoop**; **Library Craft Question** (leveled

ladder ≠ phonics proof); **Store Brand Morph**; **Transit Map Multisyllabic**; **News Claim Hunt** (13–14; refuse culture-war bait as the object); **Park Sign Accuracy** (no public stopwatch); **Café Menu Encode**; **Gallery Audio + Print** (access lane labelled; scoop on the printed label).

Ordinary safety: roads, aisle courtesy, no photographing strangers, no lecture to a cashier, no public shame, no public speed races. A placard is print — not a city sermon. Library, walk, store, and kitchen *are* the practice — they do not replace the Structured Literacy sit.

## Hour hygiene — speaking, motivation, PA-R crumb

**SL-1 Evidence Turn with Wait.** Once: “I think \_\_\_\_ because the text says \_\_\_\_.” Wait. **SL-2 Paraphrase Bridge.** Say a line in own words; check the page — not a private chatbot as only partner.

**MOT-1 Choice of Two Equivalents.** Two tasks, same skill — choice of equivalent work is kindness; choice to skip the code is not. **MOT-2 Visible Win Board.** Track skills owned (scoops, encodings, accuracy passes) — not AR points.

**PA-R crumb (not a chapter).** If a probe shows phoneme-level collapse on short mature words (*crisp, plant, script*), run **PA-R** 3–6 minutes with letters. Say: “Ear training for the code — skill work, not little-kid work.” Bridge immediately to today’s multisyllabic. Early-years grain lives in the 5–10 sister as a pointer only.

## Hour-level debug

| What you see            | Next move                                                  |
|-------------------------|------------------------------------------------------------|
| Only novel 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 on practiced text — never cold timing |
| Fast and wrong          | Stop timing; accuracy first                                |
| Tears / shutdown        | Shorten the sit; mature materials; protect review          |

| What you see              | Next move                                           |
|---------------------------|-----------------------------------------------------|
| Writing never happens     | Scribe/STT for ideas + learner owns focus spellings |
| Language starves          | Daily ears-grow comprehension while code repairs    |
| Yesterday's "got it" gone | Rebuild the shaky review stack                      |

## AI at the English hour (ages 11–14) — say once; later chapters point back

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**, text-to-speech or audio may open the door — labelled, parent in the room — while decoding and morphology are still taught on another page.<sup>22</sup>

### Ages 11–12 (under 13 — COPPA)

Parent holds the account. Scripts and parent–student talk. **Not** live open chat as the student's partner.<sup>23</sup>

**You (the parent) may**, on *your* account, before or after the student tries:

1. Ask the tool to **explain today's Structured Literacy or adolescent-literacy idea to you** (a phonics pattern still in intervention, a morphology chunk, a claim–evidence move, a sentence job, a spelling generalization) — not to the student as a live partner.

<sup>22</sup>S. G. Wood et al., meta-analysis of text-to-speech supports for students with reading disabilities (2018), mean effect often cited near  $\bar{d} \approx 0.35$  as compensation/access — not a decoding curriculum; IDA assistive-technology advocacy: TTS/speech-to-text as bridges to content while Structured Literacy continues.

<sup>23</sup>Children's Online Privacy Protection Act (COPPA) and FTC rule updates: under-13 parental consent / account control; the 22 April 2026 compliance date for updated rule provisions has passed as of this book's access date. Ages 13–14: COPPA bright line off; co-hold and parent-in-the-room still required in this book's English hour — turning 13  $\neq$  licence.

2. Ask for **extra practice** that matches today's pattern (new words to de-code/encode, morphology items, claim prompts, a short dictation list) with answers only on a **PARENT KEY** page the student never sees.
3. Ask for a short **SCRIPT** you will say *after* they try — including a parent oral-reading feedback script or a claim/revision SCRIPT you will voice yourself.
4. Ask for **revision questions after a draft** — not a rewrite of the student's essay.
5. Ask for a **hint** that is not the answer and not a finished story or essay.
6. After they finish, show the tool **work they already did** (crop the photo to the paper) and ask what mix-up is likely — then *you* talk to the student.
7. Ask for a **parent-side schedule** that keeps today's **decoding/encoding/morphology lesson** on one page and today's **content-access (TTS/audio)** text on another — so the house does not mash the lanes.

### **Ages 13–14 (COPPA off; parent still in the room — not a licence)**

Parent co-holds the account. Still no unsupervised chatbot as the only partner. Turning 13 is not a permission slip for a private writing companion or for “AI writes it because of dyslexia.”

Same seven allows as above. The student may sit *next to* the parent while the parent uses a tool. The student may hear revision questions after they have drafted. The blanks in “I claim \_\_\_\_ because the text says \_\_\_\_” are the student's. A model that fills the blanks is still the crutch. Dyslexia accommodations (TTS on content, extended time where documented) are not a licence for generative rewrite of the essay.

### **Must not (both grains)**

1. Paste tonight's worksheet and take the answers.

2. Ask the tool to **write the student’s story or essay** or “fix this to an A.”
3. Photograph a comprehension packet for a filled-in key (**photo-to-key**).
4. Leave a chatbot running as the student’s only partner during the attempt — not at 11, not at 14.
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 / hand-writing / essay 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 (detectors fail; one study found about **61.22%** average false-positive rate on human TOEFL essays).<sup>24</sup>
9. Hand the adolescent an agent as a reading or writing partner.

**One crutch sentence, labelled OFF-AGE for literacy, then teach:** in a **high-school math** trial (not this literacy band and not a dyslexia RCT), an unguarded chatbot made practice look better and left students worse on the test with the window closed.<sup>25</sup> 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, or essay when those are the lesson.

**One accommodation sentence:** TTS and dictation can open content access for a student with a reading disability.<sup>26</sup> That is not a licence to skip Structured Literacy

<sup>24</sup>Weixin Liang et al., “GPT detectors are biased against non-native English writers,” *Patterns* / related preprint lineage (2023): average false-positive rate on human TOEFL essays reported at **61.22%** — do not detector-grade a student’s writing.

<sup>25</sup>Hamsa Bastani et al., “Generative AI Can Harm Learning” (2025 working paper / trial on high-school math in Türkiye): unguarded chatbot raised practice scores and hurt closed-window test performance — **OFF-AGE for literacy; not a dyslexia RCT**; one cautionary mechanism sentence only.

<sup>26</sup>S. G. Wood et al., meta-analysis of text-to-speech supports for students with reading disabilities (2018), mean effect often cited near  $\bar{d} \approx 0.35$  as compensation/access — not a decoding curriculum; IDA assistive-technology advocacy: TTS/speech-to-text as bridges to content while

— and not a licence to outsource the essay.

**Names that stay separate:** Hermes 4 is not Hermes Agent. Grok is not Grok Bot and is not a national Grok-as-tutor program. There is no Grok Bot education SKU on the pages this book opened. Game artist makes pictures, not an ELA course. Agents are not chatbots. Fabricated citations are a parent-side risk (one study found models fabricated citations in a majority of cases).<sup>27</sup> If you asked a tool for a paper on phonics, morphology, or dyslexia, open the IES guide, the NRP summary, or the IDA Structured Literacy fact sheet yourself.

Keep accounts, logs, and keys where the parent can open them. A literacy tool is not a secret friend.

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

The habit is the hour you repeat: cumulative review; one load-bearing sit; connected accuracy; a language or writing crumb; an exit ticket that seeds tomorrow. More tips live in Chapters 7–8 “done enough” and in Records — not a ninth teaching chapter.

Short, sharp, frequent. Stop before melt. Tomorrow’s review starts from today’s honest miss.

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Structured Literacy continues.

<sup>27</sup>William H. Walters and Esther Isabelle Wilder, study of ChatGPT citation fabrication (2023): fabricated citations in a majority of cases (reported near 55% fabricated; additional partial-error rates near 18% in the same lineage) — parent-side source checking; open the primary yourself.

# Chapter 1



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

## What dyslexia looks like at 11–14

### Why this matters

You are sitting with an eleven- to fourteen-year-old who is sharp in conversation, curious about how the world works, and somehow stuck on print. Homework takes forever. Spelling still looks random on words they can say. Silent reading hides inaccurate decoding. Someone said wait until high school. Someone sold overlays. Someone whispered “lazy” or “doesn’t do the reading.” Someone else said the adolescent’s strengths mean Structured Literacy is optional. Someone said phonics is over at eleven.

This chapter names the problem correctly so you can teach tomorrow.

The International Dyslexia Association’s October 2025 definition puts word reading and spelling at the center — accuracy, speed, or both — and says identification and targeted instruction matter at any age.<sup>28</sup> That sentence is load-bearing for this book. Ages 11–14 are not “too late.” Naming dyslexia risk now is not a life sentence and not a wait-to-fail ticket. It is a reason to start or intensify Structured Literacy: short, sharp, frequent teaching of multisyllabic decoding, encoding, and morphology in text, with dignity.

The 2002 Lyon–Shaywitz consensus still appears in many statutes and older team documents: unexpected difficulty with accurate and/or fluent word recognition, poor spelling and decoding, often linked to the phonological component of language.<sup>29</sup> Use 2025 language for what you teach; keep 2002 visible when an IEP team still quotes it. Neither definition asks you to wait for a perfect label before you teach the code that is unfinished.

What unlocks for your adolescent 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,” and open tomorrow’s English hour without shame. Strengths stay. Instruction starts. Access tools (audio, text-to-speech) open content doors while the code sit still happens. You do not need to be a read-

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<sup>28</sup>International Dyslexia Association, Definition of Dyslexia (adopted by IDA Board 22 October 2025). Access date for URLs in these notes: 6 September 2026.

<sup>29</sup>G. Reid Lyon, Sally E. Shaywitz, and Bennett A. Shaywitz, “A Definition of Dyslexia,” *Annals of Dyslexia* 53 (2003) (2002 IDA consensus formal publication). Use rule: 2025 governs new curriculum language; 2002 remains visible for many statutes and older team documents.

ing specialist. You do need a clear picture of what is hard, what is already working, and what teaching looks like at the kitchen table. Five minutes of parent warm-up before the sit is enough preparation for this chapter's object.

Why the struggle is worth it: clear naming protects the adolescent from years of “try harder” and “wait.” It points you to the English hour shape already in this book — cumulative review, multisyllabic decode and encode, morphology in text, connected accuracy, then fluency after accuracy or comprehension by ear. It also protects dignity. Secondary costs — avoidance, fragile reader identity, reduced print volume — are often visible now; refusing myths is kindness, not drama.<sup>30</sup>

This chapter is parent-heavy on purpose. It still includes a student-facing talk box and named try-its in and out of the home. 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 11–14 and the refuse-phonics-over line. Child-tries-today: name one hard thing and one already-working thing without shame.

## For the parent: understand it yourself

### Everyday picture

It is Tuesday night. The packet asks your twelve-year-old to “read the chapter and answer the questions.” The chapter is dense. Your child stares at *constitution* and says something that starts with *con-* and then invents the rest from the heading. Or it is a thirteen-year-old who can argue a science claim aloud for ten minutes and cannot spell *evidence* two days in a row after studying it. Or an eleven-year-old who loves being read to (or listening to audiobooks) and freezes when asked to scoop a multisyllabic word on a card. The room fills with advice: wait until high school; try harder; buy the colored lenses; “good readers guess from context”; “they’re so smart, dyslexia can’t be it”; “phonics is for little kids.”

None of those lines is the path this book takes.

Another Tuesday: the adolescent reads a short respectful controlled paragraph accurately, slowly, with a finger under each word. A relative says, “But they’re so

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<sup>30</sup>IDA 2025 definition secondary-consequences clause; Hugh W. Catts et al., definition-revisit discussion (2024) urging attention to academic and psychosocial consequences — report carefully; foreseeable responses to chronic print difficulty are not character flaws.

slow — shouldn't we time them against the class?" You hear the category error. Accuracy first. Smoothness later. Timing cold hard text trains guessing and shame. Keep that hearing sharp; Chapters 2 and 5 will use it every week.

## Precise picture

For ages 11–14, dyslexia (or dyslexia risk) means unexpected, persistent difficulty with accurate and/or fluent English word reading and/or spelling despite instruction that works for peers. Difficulties involve accuracy, speed, or both, and sit on a continuum of severity. Underlying difficulties with phonological and morphological processing are common but not universal. Early oral language weaknesses often foreshadow literacy challenges. Secondary consequences include reading comprehension problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and academic achievement — and may affect psychological well-being.<sup>31</sup>

English's deep orthography intensifies the load: multisyllabic academic words (*photosynthesis*, *perspective*, *evaporation*), Latinate vocabulary, schwa in unstressed syllables, spelling that protects meaning. Typical middle-grades peers appear to "just read." That appearance hides years of orthographic mapping. For learners with dyslexia risk — even those who received early help — several word-level jobs often remain unfinished: multisyllabic decoding, orthographic lexicon growth at middle-grades volume, encoding of morphologically complex words, rate sufficient for chapter loads, and transfer into content-area text.<sup>32</sup>

**Code is not finished at 11.** That is this book's signature refusal. Adolescent literacy guides treat intensive intervention — including word analysis and multisyllabic decoding — as strong-evidence territory for grades that overlap this age band.<sup>33</sup> Declaring phonics finished because a standards map ends foundational skills earlier confuses a map edge with a skill fact. Dignity-safe advanced word

<sup>31</sup>International Dyslexia Association, Definition of Dyslexia (adopted by IDA Board 22 October 2025). Access date for URLs in these notes: 6 September 2026.

<sup>32</sup>Operational "code not finished" list for 11–14 drawn from IDA word-reading/spelling center; NICHD public reading-disorder symptom framing; middle-grades orthography/load discussion in project memo 01 (multisyllabic academic English, encoding persistence, rate, transfer).

<sup>33</sup>Michael L. Kamil et al., *Improving Adolescent Literacy*, IES/WWC (NCEE 2008-4027, 2008), Recommendation 5 (**strong**); Sharon Vaughn et al., *Providing Reading Interventions for Students in Grades 4–9*, IES/WWC (WWC 2022007, 2022), Recommendation 1 (**strong**) multisyllabic decoding. This is a useful study set, not a promise that every home will see the same result.

study is skill work with adult words — not “baby phonics.”

**What you may already see at 11–14.** Slow reading even when some words are known; multisyllabic collapse; spelling that taxes writing; silent reading that hides inaccurate decoding; “doesn’t do the reading” that often means time-cost and decoding effort; homework meltdowns; clowning or anger during oral reading; shrinking independent print volume; strong oral discussion with weak print comprehension when decoding and rate consume working memory. NICHD’s public symptom framing matches that middle-grades English picture.<sup>34</sup>

**Secondary consequences are often entrenched now.** Avoidance (disappearing at novel time; skim-faking; endless bathroom trips; “I left my book”). Fragile reader identity (“I’m just not a reader”). Reduced print volume that thins vocabulary and knowledge growth. These are foreseeable responses to chronic word-level difficulty when evidence supports that framing — not proof that the adolescent is lazy or “a behavior problem.”<sup>35</sup> Call them secondary consequences. Teach the code. Protect dignity. Grow comprehension by ear while eyes train.

**What secondary consequences can look like at the table (illustrations, not diagnoses).** A composite twelve-year-old argues brilliantly about a documentary heard by ear, then melts when asked to “just read the chapter.” A composite thirteen-year-old clowns during oral reading so nobody notices the misses. A composite fourteen-year-old “forgets” the novel every day. None of these proves laziness. All of them can be foreseeable costs of chronic word-level load when that framing fits. Your move is not a character lecture. Your move is a shorter sit, respectful materials, access for content, and a real multisyllabic repair plan.

**Reading-to-learn collision.** Middle grades shift from learning to read toward reading to learn: denser informational text, Latinate vocabulary, chapter volume, and writing that assumes spelling is mostly solved. Dyslexia collides with that shift. Silent reading can hide inaccurate decoding. “Doesn’t do the reading” often means the time-cost of decoding is unbearable — not that ideas are absent. Grow

<sup>34</sup>Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), public reading-disorder / dyslexia symptom materials (citing IDA and related summaries such as Hulme & Snowling lineage): sounding out, spelling, slow reading, oral reading strain, comprehension collapse when word reading fails.

<sup>35</sup>IDA 2025 definition secondary-consequences clause; Hugh W. Catts et al., definition-revisit discussion (2024) urging attention to academic and psychosocial consequences — report carefully; foreseeable responses to chronic print difficulty are not character flaws.

language and knowledge by ear while you repair the code on purpose.<sup>36</sup>

**Late identification is real.** Some adolescents were missed, under-served, or told to wait. Some look “fine” until texts densify. Instruction matters at any age.<sup>37</sup> Intensity now — not fatalism.

**Prevalence uses named ranges only.** Many researchers describe a stricter band around about **5–10 percent** for a more severe condition.<sup>38</sup> Broader awareness language (IDA Basics and FAQ) notes that as many as about **15–20 percent** may show some symptoms of dyslexia; not all qualify for special education.<sup>39</sup> Do not invent a single rate. The NCES figure of about **3.4 percent** (~1.765 million) — and the grades 6–8 cell near **3.0 percent** — is the U.S. homeschooled population pond, not dyslexia prevalence.<sup>40</sup> Do not mash those numbers.

**Comorbidity care without collapsing conditions.** Reading disability and ADHD often co-occur in samples near roughly **25–40 percent**; developmental language disorder overlap appears in some samples near roughly **30–50 percent** depending on definitions.<sup>41</sup> Co-plan sessions (shorter sits, movement breaks, language support) without treating every profile as one diagnosis. This book does not diagnose.

**Simple View / Rope as teaching metaphor.** Reading comprehension is roughly word recognition  $\times$  language comprehension.<sup>42</sup> At 11–14, language can look age-typical while word recognition is the bottleneck — or both strands need work. Do not invent adolescent-specific effect sizes for the Rope. Use the product logic to refuse single-strand English programs that skip the code or skip language.

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<sup>36</sup>Philip B. Gough and William E. Tunmer, Simple View of Reading logic; Hollis S. Scarborough, Reading Rope as teaching metaphor — no invented adolescent Rope effect sizes.

<sup>37</sup>International Dyslexia Association, Definition of Dyslexia (adopted by IDA Board 22 October 2025). Access date for URLs in these notes: 6 September 2026.

<sup>38</sup>Catts et al. (2024) summarizing Fletcher et al. (2019): many researchers argue ~**5–10%** for a more severe condition — stricter band; named range only.

<sup>39</sup>International Dyslexia Association, Dyslexia Basics / FAQ language: as many as ~**15–20%** may show some symptoms; not all qualify for special education — broader awareness range; named carefully.

<sup>40</sup>National Center for Education Statistics, recent homeschool enrollment share ~**3.4%** of K–12 (~1.765 million); grades 6–8 cell ~**3.0%** — pond, not prevalence. Do not mash with dyslexia ranges.

<sup>41</sup>RD–ADHD comorbidity often ~**25–40%** (Willcutt/Pennington; McGrath & Stoodley 2019 via Catts et al. 2024); DLD overlap estimates vary by sample (~**30–50%** in some cited summaries) — co-planning, not base prevalence, not diagnosis.

<sup>42</sup>Philip B. Gough and William E. Tunmer, Simple View of Reading logic; Hollis S. Scarborough, Reading Rope as teaching metaphor — no invented adolescent Rope effect sizes.

**What is unfinished at 14 even with strong help.** Morphology deepens. Text density rises. Fluency rate gaps may linger even when accuracy grows (Torgesen honesty — core at this age).<sup>43</sup> Adolescent high-school advocacy and postsecondary access belong to the grades 1–12 sister book as forward pointers — not as chapters here. One pointer, then teach 11–14.

### Wrong answers you should be able to hear

1. **“Phonics is over at 11 / they’re too old for that.”** Code not finished. Multisyllabic decoding and word analysis remain strong-evidence intervention targets in adolescent guides.<sup>44</sup> Dignity-safe academic word study — not baby-decodable identity.
2. **“Just wait until high school.”** Persistence language in the definition is not permission to postpone help. Waiting for failure to ripen wastes years of print volume and identity. Teach now; document as needed.
3. **“They’re lazy / they don’t do the reading.”** Dyslexia is not caused by lack of intelligence or desire. Avoidance often conserves dignity under a task that is disproportionately hard. “Try harder” is not an intervention.
4. **“Buy the colored overlays first.”** Vision problems can interfere with learning, but they are not the cause of primary dyslexia. The joint AAP–AAO–AAPOS–AACO statement does not endorse tinted filters, lenses, or behavioral vision therapy as a long-term educational fix for these conditions.<sup>45</sup> Seek eye care as parallel health care if something looks ocular. Do not pause multisyllabic and morphology intervention for an overlays program sold as a cure.

<sup>43</sup>Joseph K. Torgesen, older-student remediation / fluency-rate honesty (*American Educator* / AFT lineage, 2004 and related): accuracy and comprehension gains can outpace relative rate catch-up for moderate-to-severe impairment — core at 11–14.

<sup>44</sup>Michael L. Kamil et al., *Improving Adolescent Literacy*, IES/WWC (NCEE 2008-4027, 2008), Recommendation 5 (**strong**); Sharon Vaughn et al., *Providing Reading Interventions for Students in Grades 4–9*, IES/WWC (WWC 2022007, 2022), Recommendation 1 (**strong**) multisyllabic decoding. This is a useful study set, not a promise that every home will see the same result.

<sup>45</sup>American 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 not the cause of primary dyslexia; tinted filters/lenses and behavioral vision therapy not endorsed as long-term educational treatment.

5. **“Bright kids can’t be dyslexic / the IQ discrepancy failed so it’s fine.”** Word-level difficulty occurs across cognitive profiles. Discrepancy gate-keeping is a poor predictor of who needs Structured Literacy. Unexpected struggle relative to other abilities matters; an IQ theater that denies help does not.
6. **“Guess from the first syllable / the picture / the context — good readers do that.”** Meaning and language matter for comprehension. Guessing the printed word from a picture, first letter, or first syllable is not how we identify the word. That is three-cueing as word reading, and this book refuses it.<sup>46</sup>
7. **“Strengths mean we can skip Structured Literacy.”** Oral comprehension, reasoning, sports, art, humor, and multimodal demonstration are assets. They do not make instruction optional. Gift-only stories that skip the code sit are refused here.
8. **“NCES says 3.4%, so that’s how many kids have dyslexia.”** Wrong pond. Keep prevalence in named ranges; keep homeschool counts separate.<sup>47</sup>
9. **“They read backwards — that’s the definition.”** The “reads backwards” myth is false. Spelling may look jumbled because of weak sound–symbol memory and incomplete orthographic mapping — not because the eyes flip print as a defining mechanism.
10. **“Just read more / silent reading alone will fix it.”** Wide reading motivates and builds knowledge when print is accessible. For code-limited readers, SSR alone is not the intervention. Structured Literacy sits remain the core.
11. **“Time them cold — fluency first.”** Fluency after accuracy. Never public speed races. Never time cold undecodable text.
12. **“A chatbot can diagnose / cure this / finish the word.”** Tools may explain definition language *to the parent*. They do not diagnose your adolescent, invent cure research, or finish today’s decode page. Point back to the

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<sup>46</sup>Refusal of three-cueing / MSV as primary word identification aligns with IES foundational-skills guidance against picture-guessing as the word-reading method (Foorman et al., 2016) and with Structured Literacy word-reading principles (IDA).

<sup>47</sup>National Center for Education Statistics, recent homeschool enrollment share ~**3.4%** of K–12 (~1.765 million); grades 6–8 cell ~**3.0%** — pond, not prevalence. Do not mash with dyslexia ranges.

English-hour AI box.

### **Five-minute parent warm-up**

Do this before you sit with the adolescent, paper in hand, no audience.

**Minute 1.** Read the working lock aloud once:

Dyslexia at 11–14 is unexpected, persistent difficulty with accurate and/or fluent word reading and spelling despite instruction that works for peers. The code is not finished. We teach Structured Literacy now. We refuse wait-to-fail, lenses-as-cure, laziness stories, three-cueing, gift-only skip, and “too old for phonics.”

**Minute 2.** Jot three myths you refuse this week on a sticky. Put it on the fridge.

**Minute 3.** List one hard thing you already see (multisyllabic collapse, spelling tax, avoidance, slow accurate reading) and one strength you will protect (oral reasoning, humor, curiosity, multimodal craft).

**Minute 4.** Practice the locked opening out loud: “What’s hard about reading or spelling today — and what’s already working?” Decide you will wait a slow three after you ask.

**Minute 5.** Sketch tomorrow’s light English hour: 4 minutes shaky stack; 10 minutes scoop five academic words; stop on a win. Put the pencil down. You are ready.

### **How to teach it this week**

This week’s object is not a full multisyllabic bank — that is Chapter 2. This week’s object is a calm shared map: what is hard, what is already working, and what this house refuses. Plant the English hour. Protect identity. Choose equivalent work when you offer choice.

### **Session shape this week (light definition week)**

Most days this week, keep the English-hour skeleton but make the “new” sit short:

1. Cumulative review (4 min) — any known syllable cards or heart parts you already have.
2. Talk-box open (5–8 min) — locked question below.
3. Hard/working sticky build (8–10 min) — named try-it.
4. One respectful controlled sentence or five academic words scooped once (8–12 min) — plant for Chapter 2; accuracy, untimed.
5. MOT-1 choice (3–5 min) — two equivalent next steps.
6. Exit ticket (2–3 min) — one hard thing named without shame; one strength named; one myth refused.

Bands: **11–12** may need more modeling of “already working” language (you name two strengths first). **13–14** can own more of the naming and can add one sentence about what help they want (scoops, quieter room, scribe for ideas — not skip the code).

## **Talk box**

**Opening (locked):** “What’s hard about reading or spelling today — and what’s already working?”

### **Follow-ups:**

1. Meaning: “When you say hard — is it the long words, the spelling, the time it takes, or something else?”
2. Representation: “Show me one hard word on a sticky — and one word or skill that already works.”
3. Type / evidence: “Is the hard part accuracy, speed, spelling, or volume of pages — or more than one?”
4. Check: “Does that match what we saw in yesterday’s homework — or do you want to change your mind?”

5. Revise: “You may change what you named. What’s one thing we should practice this week — and one strength we protect?”

**How to wait.** Ask. Count a slow three. Look at the stickies, not at their face, if the silence is hard. After they stop, wait again. If they are mid-sentence, do not cut them off.

**Stuck silence usually means:** the question felt like a trap; shame flooded from old public reading; wait-time was zero; “hard” felt like admitting failure; they need you to model one hard and one working first. Clarify: “Hard is information, not a grade. I’ll go first — long science words are hard for me when I’m tired; explaining ideas out loud already works for you.” Then hand it back. Do not fill with a diagnosis speech.

### **First named try-it — Hard/Working Sticky Pair (in-home)**

- **Time:** 8–10 minutes
- **Materials:** Two sticky pads (or one pad, two colors); pencil; fridge or notebook page
- **Safety:** Ordinary kitchen courtesy; no sibling audience if that triggers shame
- **The fun:** Naming both sides of the truth — hard and working — on equal stickies
- **The skill:** Accurate self-observation without laziness narrative; dignity language for secondary consequences
- **Steps:** (1) You model one hard sticky and one working sticky. (2) Adolescent writes or dictates one of each. (3) Read both aloud. (4) Ask: “Which sticky should drive tomorrow’s English hour?” (5) Park both on the fridge or notebook.
- **Error patterns:** Only hard named (shame flood) → you add a working sticky first. Only working named (avoidance) → gently ask for one specific hard print moment from this week. “I’m dumb” as the hard sticky → reframe: “Brain needs a clearer map for long words — we teach the map.”

- **Fade help:** By midweek, they write both stickies first; you only ask the check question.
- **When to stop talking:** After the opening and one follow-up. Let the stickies do the work.

### **Exact wording you can say**

- “Hard is information for tomorrow’s review. It is not a character grade.”
- “Slow and accurate is allowed.”
- “You are not too old for this. This is skill work with adult words.”
- “Strengths stay. Instruction starts.”
- “We refuse wait, lenses-as-cure, and ‘just try harder.’ ”

### **How to fade help / when to stop talking**

Model once. Hand the pencil. Wait. Correct the *story* if it turns into laziness (“You’re not lazy — the print is costly — we teach the code”). Do not lecture the research at them. Save research for your own warm-up.

### **Age-band moves**

- **11–12:** Shorter talk; more adult modeling; MOT-1 choice between two equivalent sticky tasks (write or dictate the stickies).
- **13–14:** Longer ownership of naming; add one request for how they want help structured; still refuse skip-the-code as a “choice.”

## Practice that actually builds learning

### In-home — Hard/Working Sticky Pair

(Described above.) Run it Monday and revisit Friday: Did the hard sticky change? Did a new strength appear?

### In-home — Dinner Deep Word (optional this week)

- **Time:** 2–3 minutes at dinner
- **Materials:** One academic word from the week (*evidence, conflict, construct*)
- **Safety:** No public quiz of relatives
- **The fun:** Using a “school word” in a real sentence
- **The skill:** Vocabulary in use without AR-point theater
- **Steps:** Adult uses the word once. Adolescent uses it once in their own sentence. Stop.
- **Error patterns:** Exact copy of adult sentence → “Say it another way — you may change your mind.” Freeze → offer a sentence frame: “Today *evidence* means \_\_\_\_.”

### Out-of-home — Library Craft Question

- **Time:** 5–8 minutes in the library or bookstore aisle
- **Materials:** One book the adolescent can decode *or* hear (audio/TTS labelled OK for content); notebook sticky
- **Safety:** Soft voice; aisle courtesy; no shaming in public; adult reads hard lines when needed

- **The fun:** Choosing a book without the old shame script
- **The skill:** Naming one hard thing reading makes hard outside school — and one strength used anyway
- **Steps:** (1) Pick a book together (MOT-1: two worthy options). (2) Ask: “What’s one thing reading makes hard outside school — and one strength you use anyway?” (3) Write both on a sticky. (4) Check out or listen to a chapter for content access while code repair continues at home.
- **Error patterns:** “I hate all books” → narrow to interest + access lane (audio + print sticky). Choosing only baby identity books as public brand when skill allows more → offer respectful middle-grades topics with scaffolds; never force baby-decodable as the teen’s public face.

### Talk box (full use in practice)

Use the locked opening at the start of two sits this week. Follow-ups as listed. Wait. Point at stickies. Correct without crushing.

### Blocked vs mixed practice this week

This week is mostly **blocked** on naming (hard/working) so the map is clear. One short **mixed** moment: scoop two easy known words and one stretch academic word — only to plant Chapter 2, not to flood.

### One incorrect example to diagnose

Adolescent says: “What’s hard is I’m lazy. What’s working is nothing.”

Your move: “I’m going to rename the first sticky with you. What’s hard is long words take more time for your brain to map — that’s a skill problem we teach. What’s already working is how you explained the science idea yesterday with no book. Write that. Then we pick one long-word practice for tomorrow — not a character lecture.”

**In-home — MOT-1 Choice of Two Equivalents (dignity move)**

- **Time:** 3–5 minutes
- **Materials:** Two sticky tasks that teach the same skill (write the hard/working pair *or* dictate while you scribe; fridge stickies *or* notebook stickies)
- **Safety:** Both options must carry the skill — never “do the code or skip it”
- **The fun:** Real choice without a trap
- **The skill:** Agency inside Structured Literacy
- **Steps:** (1) Offer two equivalent ways to name hard/working. (2) Adolescent chooses. (3) Complete the chosen path. (4) Say out loud: “Same skill — your choice of how.”
- **Error patterns:** Choosing “nothing” → restate that both options are on the table; skipping is not an option. Sibling comparison → separate rooms or separate times.

**In-home — Visible Win Board light (MOT-2 crumb)**

- **Time:** 2 minutes at end of sit
- **Materials:** Small whiteboard or notebook margin
- **The skill:** Skills owned this week, not AR points
- **Steps:** Add one win in skill language (“Named hard without lazy story”; “Scooped five words accurately”).
- **Error patterns:** Points theater → erase points; rewrite as skill.

## Out-of-home — Walk-sized Hard/Working Notice

- **Time:** 3–5 minutes on a walk or errand
- **Materials:** Phone note or pocket sticky (optional)
- **Safety:** Sidewalk awareness; soft voice; no public shame
- **The fun:** Noticing print in the world without a test vibe
- **The skill:** Transfer the hard/working map outside the kitchen
- **Steps:** Spot one piece of environmental print. Ask the locked opening quietly. Name one hard and one working. Stop.
- **Error patterns:** Turning the walk into a quiz marathon → one print object only.

## Exit ticket shape (this chapter)

Two minutes. Oral or sticky:

1. One hard thing named without a laziness story.
2. One already-working thing.
3. One myth this house refuses this week (parent or student).
4. Optional: one scoop try on a known easy multisyllabic (plant for Chapter 2).

Friday diagnostic wrong: if the hard sticky still says “I’m dumb,” that *is* the diagnostic — rename with structural language and schedule tomorrow’s short win sit.

## This-week sketch (hypothetical composite family)

**Mon:** Talk box + Hard/Working stickies; five known word scoops. **Tue:** Revisit stickies; Dinner Deep Word (*evidence*). **Wed:** Library Craft Question; audio chap-

ter for content labelled. **Thu:** MOT-1 choice; light English-hour review stack. **Fri:** Sticky revisit; exit ticket; refuse one myth out loud. Out-of-home already done Wednesday. No cold timing. No baby-book identity as the public brand.

## For the student

You are not broken. You are not lazy. You are not “too old” for learning how English builds long words.

Some brains need clearer teaching and more practice to make print accurate and smoother. That difficulty sometimes gets called **dyslexia** when it fits — unexpected trouble with reading words and spelling that sticks around even when teaching that works for other kids has been tried.<sup>48</sup> This page does not diagnose you. It tells you what to try.

**What this idea is.** Reading and spelling can be hard because of the words on the page — accuracy, speed, or both — not because you do not care. Long chapter books and science pages pile up those hard words. That does not mean your ideas are small. At the same time, plenty of things already work: talking through ideas, noticing patterns in science, humor, building, drawing, arguing a fair claim aloud. We keep those. We also practice the code.

### **Bands — same respect, different grain.**

- If you are about **11–12:** Your job today is honest naming — one hard, one working — and one short accurate try. Slow is fine. Baby talk is not how we talk to you.
- If you are about **13–14:** Same honesty. You can also say how you want help structured (quieter room, scoops first, scribe for ideas). Skipping the code is still not the plan. You are not behind as a person. You may have unfinished skill work — we teach that with adult words.

**Tiny worked example.** Hard sticky: “Long science words.” Working sticky: “Explaining labs out loud.” Tomorrow’s try: scoop *evaporation* into parts and read it accurately once — slow is fine.

### **Two tries.**

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<sup>48</sup>International Dyslexia Association, Definition of Dyslexia (adopted by IDA Board 22 October 2025). Access date for URLs in these notes: 6 September 2026.

1. Write (or say while a parent writes) one hard thing about reading or spelling today.
2. Write (or say) one thing that already works. Put both where you can see them.

**Explain it back.** In one sentence: “Hard is . **Working is** . Tomorrow we practice \_\_\_\_.”

**Challenge.** At the library or on a walk, notice one piece of print (a sign, a label, a placard). Tell your parent one thing that would make that print easier — scoops, hearing it first, more time — without calling yourself names.

**One more try if you want it.** Choose how to record the stickies (your handwriting or parent as scribe). Same skill. Your choice.

Slow and accurate is allowed. You may change your mind when you look again. You are not too old for this. Headphones beside a book can be an access tool for content — they do not mean you skip learning how words work.

## If it isn’t clicking

### **Diagnostic 1 — Everything feels hard; nothing feels working.**

Shame flood or an old public-reading wound. Next move: you name two working strengths first (oral explanation, persistence on hard Lego, fair arguing). Shrink the ask to one sticky each. Do not argue about character. Schedule a short win sit tomorrow (five known words scooped accurately).

### **Diagnostic 2 — They refuse the word “dyslexia” or any label.**

Fair. You do not need the label to teach. Next move: use skill language — “long-word practice,” “spelling map,” “academic word study.” Keep evaluation on the adult calendar if documentation matters. Do not force a brand identity. Do not gift-only skip instruction because the word feels heavy.

### **Diagnostic 3 — Home sits melt every time; school or prior teaching “already tried phonics.”**

Check dose and dignity: Was it short, sharp, frequent with cumulative review — or rare marathons and baby materials as public brand? Next move: restart the English-hour shape for one week with respectful materials. If unexpected persistent difficulty continues despite solid peer-level teaching, seek a human specialist

or evaluation for documentation and differential needs — high-level, not legal advice, not a diagnosis from this book.<sup>49</sup>

**Diagnostic 4 — Oral language is also thin; not only print.**

Possible overlapping language needs. Next move: keep Structured Literacy; add ears-grow comprehension daily; shorten new verbal load; seek evaluation when differential diagnosis matters. Do not collapse every profile into one label.<sup>50</sup>

**Diagnostic 5 — Attention or anxiety seems to dominate every sit.**

Co-plan shorter sits, movement breaks, and predictable open/close routines without abandoning the code. Parallel care as needed. This book still teaches English; it does not prescribe medication or therapy.

Slow down when tears dominate. Go ahead into Chapter 2 when hard/working stickies are nameable and the adolescent will attempt one scoop sit. Reteach the refusal myths from your fridge sticky. Correct a wrong story (“lazy”) without crushing the person. “Never correct the child” is not this book’s rule. “Yell try harder” is not this book’s rule either.

## Tools, including AI

Keep this short. The full allow/ban box lives in **The English hour**.

You may ask a tool, on the parent account, to explain the IDA definition language *to you* — not to diagnose your adolescent. Ages **11–12**: parent holds the account (COPPA). Ages **13–14**: co-hold; parent still in the room. Unaided first on any decode try that is the lesson. No photo-to-key. No write-the-essay. TTS may open a content chapter labelled as access while code practice happens on another page — TTS is not a substitute for Structured Literacy.<sup>51</sup> Point back to the English-hour AI box for SCRIPT, PARENT KEY, Bastani OFF-AGE caution, and detector bans.

<sup>49</sup>Screening  $\neq$  diagnosis. Seek evaluation when unexpected persistent difficulty continues or documentation matters. High-level only; **not medical advice; not legal advice**.

<sup>50</sup>RD–ADHD comorbidity often ~25–40% (Willcutt/Pennington; McGrath & Stoodley 2019 via Catts et al. 2024); DLD overlap estimates vary by sample (~30–50% in some cited summaries) — co-planning, not base prevalence, not diagnosis.

<sup>51</sup>Wood et al. (2018) TTS meta-analysis as compensation/access; IDA AT advocacy; full AI allow/ban in this book’s English hour (COPPA 11–12 parent holds; 13–14 co-hold; Bastani 2025 OFF-AGE for literacy one caution; Liang detector FPR; Walters citation fabrication — parent-side).

## What “done enough” looks like

Before you move into Chapter 2 as the week’s load-bearing sit, check:

- ☐ You can say the working lock in one or two sentences without reading it.
- ☐ Three myths you refuse are on a sticky (or notebook).
- ☐ Adolescent has named one hard thing and one already-working thing without a laziness story.
- ☐ You ran the locked talk-box opening at least twice with real wait-time.
- ☐ One in-home sticky try-it and one Library Craft (or walk-sized) try-it happened.
- ☐ Tomorrow’s English hour is sketched: review + short scoop sit (Chapter 2 plant).
- ☐ Placement is by skill, not birthday — respectful materials ready.
- ☐ You know access (audio/TTS) and intervention (code sit) are parallel lanes, not substitutes.

Done enough is not a diagnosis. Done enough is a calm map and a willingness to teach. Peer-average fluency is not promised. Intensity now is. When hard and working both have names, open Chapter 2 and put scoops on the table — academic words, respectful paragraphs, no baby-book identity, no public speed races. Cumulative review stays sacred even in a definition week: four minutes of knowns before the talk box keeps the hour honest. Strengths stay on the working sticky; instruction starts tomorrow without waiting for a perfect label.

## Chapter 2



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

## Multisyllabic decoding repair

### Why this matters

Middle-grades English is full of long words. *Constitution. Evaporation. Unpredictable. Photosynthesis.* Peers who mapped thousands of words in elementary years appear to “just read.” Your eleven- to fourteen-year-old may still hit the first syllable, invent the rest, and hope the heading saves them. Content teachers may assume decoding is finished. The adolescent’s oral smarts may hide the print cost. The English hour in this book refuses that hide.

This chapter is the load-bearing code chapter. Typical middle-grades English treats decodable repair as a contingency. This book treats syllable-type procedures and morphology-aided decoding of academic words as a daily (or near-daily) sit until accuracy is reliable.<sup>52</sup> You are not too old for this. This is skill work with adult words — academic word study, not baby phonics, not a baby-decodable public identity.

What unlocks: the adolescent can scoop under syllables, sound each part, blend the whole word, and check the letters — without guessing from the photo or the first chunk. Encoding the same words consolidates the map (Chapter 3 deepens encoding). Morphology accelerates the work in text (Chapter 4). Fluency comes after accuracy (Chapter 5). Comprehension grows on accessible text — including by ear — while this sit continues (Chapter 6).

Why the struggle is worth it: every accurate multisyllabic map frees working memory for meaning. Skipping this sit for novel chat alone leaves the bottleneck in place. Intensity here is kindness — clearer teaching and more reps, short and sharp, stop before melt.<sup>53</sup>

Never three-cueing as word reading. Never first-syllable guessing as a strategy. Never “phonics is over at 11.” Never timing cold undecodable text. Cover the photo. Scoop. Look through the whole word. Connected accuracy on a respectful

<sup>52</sup>Sharon Vaughn et al., *Providing Reading Interventions for Students in Grades 4–9*, IES/WWC practice guide (WWC 2022007, 2022), Recommendation 1 (**strong**): build decoding skills so students can read complex multisyllabic words. Access date for URLs in these notes: 6 September 2026. This is a useful study, not a promise that every home will see the same result.

<sup>53</sup>Barbara 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.

paragraph every day you teach this skill keeps the maps alive in real print. Cumulative review of yesterday's misses is the difference between "got it Monday" and "gone by Thursday."

## For the parent: understand it yourself

### Everyday picture

You put *fantastic* on a card. Your twelve-year-old says *fan-* and then something like *fantastic* from memory of meaning — or *fan-tass-tick* with invented vowels — without looking through the middle. Or they read *construction* as *con-* plus a topic guess from the science heading. Or they race, skip syllables, and call it done. A relative says, "Just tell them the word — we have a chapter to finish." Another says, "Time them — they need fluency." Another hands a picture book for six-year-olds because "phonics books."

Your job this week is different: slow the eyes, mark the scoops, sound the parts, blend, check. Knowledge does not replace letters. Speed does not replace accuracy.

### Precise picture

**Multisyllabic decoding** means reading words with more than one syllable by dividing into pronounceable parts, sounding those parts, blending them, and checking against letters and known word meaning — then re-dividing if the letters disagree.<sup>54</sup> Six common syllable types in English word study (closed, open, silent-e, vowel team, r-controlled, consonant-le) give the adolescent a way to predict vowel sounds instead of guessing.<sup>55</sup> Morphology (prefixes, roots, suffixes) often supplies the best boundaries on academic words — a bridge you will deepen in Chapter 4.<sup>56</sup>

<sup>54</sup>Multisyllabic procedures as Structured Literacy word-study practice: International Dyslexia Association Structured Literacy / Effective Reading Instruction principles (explicit, systematic, cumulative, diagnostic); divide-sound-blend-check as parent-portable routine in this title's activity bank (memo 02).

<sup>55</sup>Six syllable types as a common English word-study framework in Structured Literacy programs — teach as tools for vowel prediction, not as a franchise crown.

<sup>56</sup>Morphology supporting multisyllabic decoding and academic vocabulary: IDA 2025 morphological-processing language; Kamil et al. (2008) Recommendation 1 word-learning strategies (**strong**) including word parts; deepen in Chapter 4.

Adolescent intervention guidance treats building decoding skills for complex multisyllabic words as a **strong**-evidence recommendation.<sup>57</sup> Foundational-skills guidance likewise emphasizes decoding, analyzing word parts, and writing and recognizing words — strong territory when code is the bottleneck.<sup>58</sup> Systematic phonics effects for later grades are smaller on average than early grades in classic panel summaries (later comparisons often cited near  $d \approx 0.27$  versus larger early effects) — that is an argument for **intensity, morphology integration, and volume redesign**, not for quitting.<sup>59</sup> This is a useful study set, not a promise that every home will see the same result.

**Schwa** (the reduced vowel in many unstressed syllables — the soft *a* in *about*, the soft vowel in the second syllable of *pencil*) is expected in English, not a “wrong vowel” failure. Teach it on purpose (MD-8).

**Dignity-safe labels.** Use formal linguistic labels when useful (closed syllable, r-controlled, diphthong, schwa) with ordinary explanations. Call the work academic word study. Use mature word lists and respectful controlled paragraphs (space weather, city planning, sports physics) — not baby-storybook identity as the teen’s public brand.

**PA-R crumb only if needed.** If a probe shows the adolescent cannot segment or blend even short mature words (*crisp*, *plant*, *script*), run a three-to-six-minute phoneme-repair crumb with letters — “ear training for the code — skill work, not little-kid work” — then bridge immediately to today’s multisyllabic. Do not invent a full baby PA chapter here.<sup>60</sup>

<sup>57</sup>Sharon Vaughn et al., *Providing Reading Interventions for Students in Grades 4–9*, IES/WWC practice guide (WWC 2022007, 2022), Recommendation 1 (**strong**): build decoding skills so students can read complex multisyllabic words. Access date for URLs in these notes: 6 September 2026. This is a useful study, not a promise that every home will see the same result.

<sup>58</sup>Barbara Foorman et al., *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, IES/WWC (NCEE 2016-4008, 2016), Recommendations 2–3 (**strong**) decode/analyze/write/recognize words; Recommendation 4 (**moderate**) connected text — used here as code-repair fuel for unfinished adolescent code, labelled elementary-origin where relevant.

<sup>59</sup>National Reading Panel / Ehri et al. phonics meta-analysis summary constraints: overall systematic phonics mean effect often cited near  $d \approx 0.41$ ; early larger ( $\sim d \approx 0.55$ ); later-grade comparisons smaller ( $\sim d \approx 0.27$ ) — intensity argument, not quit argument. Do not promise eight weeks of lists erase years of practice deficit.

<sup>60</sup>PA-R crumb design in this book’s English hour / memo 02: 3–6 minutes with letters on mature words; dignity language; not a full baby PA chapter (early grain → *English for Young Thinkers with Dyslexia* pointer only).

**Materials kit for this chapter (cheap, durable).** Index cards or a cut sheet for word lists; pencil; sticky notes for scoops and error log; a six-column sorting mat (paper is fine); one short respectful paragraph you wrote or adapted; optional syllable tiles. Headphones belong beside a *different* content text when you run an access lane the same day. No colored-lens kit required. No franchise crown required to begin.

**How to hear a first-syllable guess in real time.** The mouth starts correctly (*con-*, *un-*, *photo-*) and then the eyes leave the page. The rest is invented from topic knowledge, a heading, or a picture. Your ears should catch the inventing. Your mouth should not supply the finished word first. Your finger should point back at the unscanned letters: “Scoop the next part — what’s here?”

**Common adolescent miss set (teach from these, do not shame).** Schwa fought as failure; *-tion* sounded letter-by-letter; open/closed confusion; stress on the wrong syllable after a correct letter map; morph boundary wrong (*re-construction* vs *re-construct-ion*); speed-rush skipping scoops; topic guess on MD-7 paragraphs. Each miss has a structural move in MD-1...MD-9 above.

### Wrong answers you should be able to hear

1. **First-syllable guess, invent the rest.** “You got *con-* — what does the rest say?” Move: force scoop marks; cover the heading photo; sound each scoop.
2. **“Just tell them the word — we have content to cover.”** Content access can use TTS/audio on another page. Today’s decode page still needs the try.
3. **Stopwatch before accuracy / public speed race.** Fluency after accuracy; personal smooth chart later (Chapter 5); never cold timing.
4. **“Too old for phonics / use baby books as identity.”** Academic word study with mature materials.
5. **Three-cueing:** “Look at the picture / what would make sense / first letter.” Meaning for comprehension; letters for the word.

6. **Chatbot finishes the word during the try.** Unaided first; SCRIPT after; parent account rules in the English hour.
7. **TTS finishes today's decode lesson.** Access  $\neq$  substitute.
8. **Gift-only skip:** "They're brilliant orally — skip word study." Strengths stay; sit stays.

### Five-minute parent warm-up

**Minute 1.** Scoop *invent* yourself: *in* | *vent* (closed | closed). Say each part; blend.

**Minute 2.** Scoop *remind*: *re* | *mind* (open or prefix feel + closed — teach the division you own this week).

**Minute 3.** Practice the line you will say: "Scoop the syllables — look through the whole word."

**Minute 4.** Write five cards for today (*fantastic*, *unfinished*, *conflict*, *magnet*, *invent* or content twins).

**Minute 5.** Decide your wait: slow three before rescue. Put the photo cover sticky on the table. Ready.

## How to teach it this week

### Session shape (matches English hour — MD sit heavy)

**Band 11–12 (~30–50 min):** Cumulative review 4–6 (shaky multisyllabics). MD sit 12–18 (pick MD-1, MD-2, or MD-3 as the spine; encode the same words). Morphology crumb 6–10 (light — one affix peek). Connected accuracy 8–12 (MD-7 paragraph). Exit 2–4 (7/8 scoop+blend or 4/5 full cycle).

**Band 13–14 (~30–50 min):** Cumulative review 4–6 (academic list + morph cards). Fused MD+morph sit 12–16 (MD-6 or MD-9 + encode). Connected accuracy → fluency on practiced text 6–10. Comprehension crumb on accessible text 8–12. Exit 3–5 (analyze+read 4/5; one explained error).

Daily: protect the shaky stack. Friday: MD-5 Error Hospital on the week's top misses.

**Talk box**

**Opening (locked):** “Scoop the syllables — look through the whole word.”

**Follow-ups:**

1. Meaning: “After we blend — does it sound like a word you know? What does it mean here?”
2. Representation: “Show me the scoops with your pencil — then sound each part.”
3. Type / evidence: “Is this closed, open, silent-e, vowel team, r-controlled, or consonant-le — and what letter evidence tells you?”
4. Check: “Do the letters match what you said — or do we re-divide?”
5. Revise: “You may change your scoop. Try it another way.”

**How to wait.** Ask. Slow three. Eyes on the card, not their face. If mid-scoop, do not cut off. After they blend, wait again before you confirm.

**Stuck silence usually means:** vague question; wait-time zero; first-syllable grab; word outside today’s taught types; shame; photo cue doing the work; new chunk too big. Clarify the ask. Cover the photo. Shrink to two scoops. Model one twin word. Hand it back. Do not fill with the finished pronunciation as the first move.

**Exact wording**

- “Finger under. Scoop. Sound. Blend. Check.”
- “Look through the whole word — don’t stop at the first chunk.”
- “Knowledge does not replace letters.”
- “Accuracy pass first.”
- “Unstressed vowels often reduce — that’s schwa, not failure.”
- “You are not too old for this.”

**Parent SCRIPT after a try (say it yourself — not a chatbot voice)**

Level 1 (question only): “Show me your scoops again — what’s the vowel doing in the first scoop?”

Level 2 (name the idea): “That’s a closed syllable — vowel closed in, usually short. Try the sound again.”

Level 3 (model one move): Scoop once yourself on a twin word; hand the pencil back.

Finished key stays under PARENT KEY if you used a tool to draft the SCRIPT. The student hears you.

**Minute-by-minute for a 14-minute MD-1 sit**

0:00 — “Shaky stack first — three knowns.”

0:04 — Talk-box opening: “Scoop the syllables — look through the whole word.” Wait.

0:05 — New set of eight cards face down. Flip one. Adolescent scoops before sounding.

0:06–0:12 — Cycle cards. On a miss: wait three; model one scoop; twin card.

0:12 — Read the full set once for accuracy (untimed).

0:13 — Dictate two of the words (encode twin).

0:14 — Exit: check 7/8; log misses to shaky stack. Stop on a win even if two cards remain for tomorrow.

**What “more intensive” looks like without tears**

Raise response rate (they scoop more than you lecture). Shrink the new chunk when overnight forgetting appears. Keep cumulative review sacred. Use immediate specific feedback (“closed — short vowel”) instead of “nope, try harder.” End before melt. If melt arrives anyway, shorten tomorrow and protect review — do not abandon the skill for a week of only novel chat.<sup>61</sup>

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<sup>61</sup>Barbara 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.

## How to fade help

Week start: you scoop once while thinking aloud; they copy the marks; they sound. Midweek: they scoop first; you ask type only if taught. Late week: they run Divide–Sound–Blend–Check; you only catch letter mismatches. Stop talking after one good question.

## Map the MD bank this week

You do not run all nine every day. Pick a spine (MD-1 or MD-3), add one sort or ladder (MD-2 or MD-4), keep MD-5 for Friday, use MD-7 for connected text, add MD-8 when schwa fights appear, use MD-6/MD-9 as 13–14 (or late 11–12) accelerators.

## Practice that actually builds learning

Ample named activities are required here. Each includes materials, time, steps, and error patterns.

**Cumulative review is practice too.** Four to six minutes daily on the shaky stack is not “extra.” It is the Structured Literacy differentiator from novel-chase English hours. Put last Friday’s hospital words first. Mix one easy win so the sit opens on competence. Then move to today’s spine activity.

**Blocked then mixed — examples.** Week of closed vs open: blocked sorts and scoops on those two only through Wednesday; Thursday mix in two silent-e cards already owned; Friday hospital mixed. Week of affixed academic words: blocked strip-and-rebuild (MD-6/MD-9) early; mixed with plain syllable scoops later so morphology does not become the only strategy when the word has no clear affix.

## MD-1 — Syllable Scoop Decode

- **Band:** 11–12 (13–14 repair)
- **Time:** 10–14 minutes
- **Materials:** 8–10 multisyllabic words on cards (academic but patterned: *fantastic, unfinished, remind, conflict, magnet, invent*); pencil; optional

syllable cards

- **Steps:** (1) Learner scoops under each syllable with pencil. (2) Names syllable type if taught. (3) Sounds each syllable, then blends whole word. (4) Adult waits ~3 seconds before rescue. (5) Misses: adult models one scoop; learner retries a twin word. (6) End: learner reads the full set once cold-accurate.
- **Error patterns:** First-syllable guess then invent rest; schwa ignored as “wrong”; treats *-tion* as /t/ /i/ /o/ /n/; skips syllable. **Move:** force scoop marks; teach 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

- **Band:** both
- **Time:** 8–12 minutes
- **Materials:** Sorting mat (closed, open, silent-e, vowel team, r-controlled, consonant-le); 12 word cards within reach
- **Steps:** (1) Review one type definition with an example. (2) Learner sorts cards, saying why. (3) Read each card after sorting. (4) Encode two words from two different 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 with one sentence reason each for two cards.

## MD-3 — Divide–Sound–Blend–Check

- **Band:** both

- **Time:** 10–15 minutes
- **Materials:** Whiteboard; 6 content words from this week (*evaporation, constructor, disagreement* — adjust difficulty)
- **Steps:** (1) Divide (VC/CV, V/CV, etc. as taught). (2) Sound each part. (3) Blend. (4) Check: does it sound like a word you know? If yes but letters disagree, re-divide. (5) Write the word once from memory of 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:** Completes full cycle on 4/5 words.

#### MD-4 — Academic Word Ladder (one sound/syllable change)

- **Band:** 11–12
- **Time:** 8–10 minutes
- **Materials:** Ladder list (*port* → *report* → *reporting* → *exporting*)
- **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 memory of meaning 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)

- **Band:** both (diagnostic)
- **Time:** 8–12 minutes
- **Materials:** Error log (3–5 missed words from the week); tiles or sticky notes for syllables

- **Steps:** (1) Pick one miss. (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's review.
- **Error patterns:** Cannot explain; blames "I'm dumb." **Move:** adult names the structural miss ("you treated *ph* as /p/ /h/"); dignity 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 Chapter 4)

- **Band:** 13–14 (11–12 late)
- **Time:** 10–12 minutes
- **Materials:** 5 affixed academic words (*unpredictable*, *reconstruction*, *disagreement*)
- **Steps:** (1) Cover affixes; read base if known. (2) Uncover prefix; adjust meaning. (3) Uncover suffix; note spelling shift. (4) Read whole word; use in a sentence about this week's text.
- **Error patterns:** Strips wrong boundary; meaning from context only. **Move:** physical strip cards; encode the base alone first.
- **Exit crumb:** Correctly analyzes and reads 4/5.

### MD-7 — Respectful Controlled Paragraph

- **Band:** both
- **Time:** 8–12 minutes
- **Materials:** Short paragraph (80–120 words) heavy on this week's syllable patterns; mature topic (space weather, city planning, sports physics) — **not**

baby storybook identity

- **Steps:** (1) Preview 4 hard words with MD-1. (2) Learner reads for accuracy (untimed). (3) Adult notes misses on sticky. (4) Fix misses; reread once for sense.
- **Error patterns:** Speed-rush; skips; guesses from topic knowledge. **Move:** “Accuracy pass first. Knowledge does not replace letters.”
- **Exit crumb:**  $\geq 95\%$  accuracy on the paragraph after fix, or clear list of remaining shaky words logged.

### MD-8 — Schwa Spotter

- **Band:** both
- **Time:** 6–8 minutes
- **Materials:** 6 multisyllabics with schwa
- **Steps:** Mark stressed syllable; mark schwa; read; encode one.
- **Error patterns:** Fights schwa as “wrong vowel.” **Move:** “Unstressed vowels often reduce — still map letters.”
- **Exit crumb:** Marks schwa on 5/6.

### MD-9 — Prefix–Root–Suffix Decode Race (accuracy race, not speed identity)

- **Band:** 13–14
- **Time:** 6 minutes
- **Materials:** 8 affixed cards
- **Steps:** Strip → read base → rebuild → read whole; count accuracy not

seconds.

- **Error patterns:** Speed skips strip. **Move:** strip mandatory; never public stopwatch identity.
- **Exit crumb:**  $\geq 7/8$  accurate.

## Teacher moves that travel across MD-1...MD-9

**Cover the photo / heading.** Context is for comprehension after the word is identified — not a licence to invent the print.

**Pencil scoops are non-negotiable at first.** Mental scooping comes after pencil scooping is accurate.

**One type contrast per early week beats a six-type lecture.** Closed vs open, then add silent-e, then r-controlled, and so on as probes allow.

**Encode what you decode in the same sit.** Even two dictated words consolidate the map. Chapter 3 deepens encoding; do not wait for Chapter 3 to dictate anything.

**Morphology is a boundary helper, not a trivia club.** When *-tion* or *un-* is the miss, strip physically (MD-6 / MD-9). Full morphology chapter is next load-bearing accelerator — plant it, do not dump Latin lists disconnected from this week's text.<sup>62</sup>

**Respectful controlled text daily.** MD-7 is not optional garnish. Foorman-connected-text posture supports reading the patterns in connected print — moderate evidence in foundational guidance, load-bearing kitchen sense here.<sup>63</sup>

**Refuse timing cold text.** If someone wants “fluency,” point to Chapter 5: Accuracy-Then-Reread on practiced text; personal smooth chart; never public races.

<sup>62</sup>Morphology supporting multisyllabic decoding and academic vocabulary: IDA 2025 morphological-processing language; Kamil et al. (2008) Recommendation 1 word-learning strategies (**strong**) including word parts; deepen in Chapter 4.

<sup>63</sup>Barbara Foorman et al., *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, IES/WWC (NCEE 2016-4008, 2016), Recommendations 2–3 (**strong**) decode/analyze/write/recognize words; Recommendation 4 (**moderate**) connected text — used here as code-repair fuel for unfinished adolescent code, labelled elementary-origin where relevant.

**Error log is kindness.** MD-5 turns “I’m dumb” into “I treated *ph* as two sounds” or “I stopped at the first scoop.” Structural naming protects identity.

### **Sample respectful controlled paragraph (illustration — write your own matched to this week’s patterns)**

*Space weather can disrupt satellites. Scientists monitor solar activity with careful instruments. A strong flare may conflict with radio signals. Planners invent backup systems so networks stay unfinished for only minutes, not days.*

Preview *satellites, activity, instruments, conflict, invent, unfinished* with MD-1 before the accuracy pass. Untimed. Fix misses. Reread once for sense. Mature topic. No baby-book brand.

### **PA-R — Phoneme Repair Crumb (only if probe fails)**

- **Band:** both if probe fails
- **Time:** 3–6 minutes
- **Materials:** Letters; mature words (*crisp, plant, script*)
- **Steps:** Segment/blend with letters; bridge to today’s multisyllabic.
- **Dignity:** “Ear training for the code — skill work, not little-kid work.”
- **Exit crumb:** 4/5 clean, then return to MD sit.

### **In-home try-it — Fridge Syllable Sort**

- **Time:** 6–8 minutes
- **Materials:** Sorting headers on fridge; 8–12 word magnets or taped cards
- **Safety:** Cards off the floor if toddlers crawl; no sibling speed contest
- **The fun:** Physical sort that clicks when the vowel evidence matches

- **The skill:** Syllable type by structure
- **Steps:** Sort; say why; read each; encode one from two columns.
- **Error patterns:** Meaning sort → “Vowel and what follows — not the definition.”

### **In-home try-it — Recipe Multisyllabic**

- **Time:** 5–8 minutes
- **Materials:** Recipe card with *combine*, *temperature*, *evaporate*, *carefully* (within stretch)
- **Safety:** Kitchen heat safety; adult handles stove
- **The fun:** Real print that feeds people
- **The skill:** Scoop + blend in authentic text
- **Steps:** Find two multisyllabics; scoop; read; adult reads beyond-code lines.
- **Error patterns:** First-syllable guess from cooking knowledge → cover the rest of the sentence; force letters.

### **Out-of-home try-it — Museum Placard Scoop**

- **Time:** 5–8 minutes
- **Materials:** Soft voice; optional pocket sticky for one word to bring home
- **Safety:** Gallery rules; soft voice; no public quiz of strangers; adult reads hard lines
- **The fun:** Real academic print in the world
- **The skill:** Scoop on authentic multisyllabics

- **Steps:** Choose one placard sentence; scoop two words; blend; paraphrase meaning after the words are true.
- **Error patterns:** Topic lecture instead of letters → “Words first — then meaning.”

### Out-of-home try-it — Transit Map Multisyllabic / Park Sign Accuracy

- **Time:** 2–5 minutes
- **Materials:** Map or park sign within code reach
- **Safety:** Platform/sidewalk awareness; soft voice; no public stopwatch
- **The fun:** Navigation print that matters
- **The skill:** Accuracy on real environmental print
- **Steps:** Scoop one station or sign word; accuracy pass; stop.
- **Error patterns:** Rushing → “Accuracy pass. We are not racing the train.”

### Blocked vs mixed

**Blocked:** New syllable type week — many closed vs open contrasts before mixing.

**Mixed:** After two types are stable, mix cards from both plus one stretch affixed word. Friday hospital is diagnostic mixed review.

### One incorrect example to diagnose

Card: *unfinished*. Adolescent says *un-* then *finished* from meaning without looking at *-fin-ished* letters, or says *un-fin-ished* with a wild middle.

Your move: “Scoop. Show me three marks. Sound each. Blend. Check the letters — does *i* in the middle match what you said?” Hand a twin (*unprinted* or *unpacked* as appropriate). Do not shame. Do not supply the whole word as the first move.

## Second incorrect example

Card: *photograph*. Adolescent says *photo* correctly, then guesses *pharmacy* or *photoshop* from the *photo-* family without reading *-graph*.

Your move: Cover *photo*. Ask for the second scoop letters. Uncover. Sound -*graph*. Blend. “Same family start — different ending — letters decide.” Add *photograph* / *photography* stress-shift note for later morph work; today own the letter match.

## Out-of-home — Store Brand Morph (decode bridge)

- **Time:** 3–5 minutes
- **Materials:** Soft voice in an aisle; optional sticky for one word to bring home
- **Safety:** Aisle courtesy; no lecture to strangers; no shoplifting a “test”
- **The fun:** Real packaging print
- **The skill:** Affixed multisyllabic accuracy in the wild
- **Steps:** Find one label with *re-*, *-able*, or *-tion*; scoop; strip if helpful; read whole word; adult reads beyond-code lines.
- **Error patterns:** Brand-name guessing from logo colors → cover logo; force letters.

## Exit ticket shapes (rotate)

- Scoop+blend 7/8 (MD-1).
- Full Divide–Sound–Blend–Check on 4/5 (MD-3).
- Sort 10/12 with two reasons (MD-2).
- Analyze+read 4/5 affixed (MD-6).

- One explained structural error (MD-5).
- Untimed accuracy list of 8 (4 review / 4 recent) as a weekly probe crumb.

### **Safety and dignity across all MD try-its**

No public speed races. No peer ranking entertainment. No baby-decodable book as the teen's public brand after the pattern is owned — use respectful controlled text; return to rich text with scaffolds. Stop before melt. Wrong answers feed the shaky stack. Intensity is clearer teaching and more successful reps — not louder teaching.

### **Connected text honesty**

MD-7 paragraphs are instructionally controlled for this week's patterns — mature topic, not baby identity. Rich grade-level chapters may be accessed by ear the same day on another page while eyes train on the controlled paragraph. Label the lanes. Do not let “we listened to the chapter” replace the scoop sit, and do not let scoop cards starve language growth.

### **For the student**

Long words are not magic. They are parts stuck together on purpose.

**What this idea is.** You scoop under each beat of the word, say the sounds in that scoop, blend them, and check the letters. Looking only at the first chunk and guessing the rest is a trap. Looking at a picture instead of the letters is a trap. Slow and accurate beats fast and wrong.

**Tiny worked example.** Word: *invent*. Scoop: *in* | *vent*. Sound. Blend: *invent*. Check: letters match.

#### **Two tries.**

1. Scoop and read five cards from today's set. Finger under. No race.
2. Pick one miss. Build it with sticky scoops. Say what went wrong in one sentence. Read it correctly three times.

**Explain it back.** “Scoop means . *Look through the whole word means* . If it doesn’t match the letters, I \_\_\_\_.”

**Challenge.** On a museum placard, store label, or park sign, scoop one multisyllabic word quietly. Tell your parent the scoops. Meaning talk after the word is true.

You are not too old for this. This is how English builds long words. You may change your scoop when you look again.

## If it isn’t clicking

### **Diagnostic 1 — First-syllable guesses every time.**

Photo/heading cue or old three-cueing habit. Next move: cover photo/heading; mandatory pencil scoops; shorter words first; MD-1 only for two days; celebrate letter match, not speed.

### **Diagnostic 2 — Accurate on cards, collapses in paragraphs.**

Transfer gap. Next move: MD-7 daily after previewing four hard words; Accuracy pass untimed; log misses into MD-5; do not add fluency timing yet.

### **Diagnostic 3 — Cannot segment short mature words; multisyllabic sit melts.**

Possible phoneme-level collapse. Next move: PA-R crumb 3–6 min with letters on *crisp, plant, script*; dignity language; bridge to two easy multisyllabics. If probes stay flat despite short sharp sits and review, seek a human reading specialist or evaluation — teach meanwhile; this book does not diagnose.<sup>64</sup>

Slow down the new chunk when yesterday’s win vanishes — rebuild review. Go ahead to denser MD-6/MD-9 when scoop+blend is reliable on patterned academic lists. Reteach from the error log, not from shame. Correct without crushing. Yell-try-harder is refused. Never-correct is also refused — structural feedback is teaching.

## **Bridge to encoding (do not wait for Chapter 3 to start)**

Every MD sit should dictate at least two of today’s words. Say it — stretch by syllables — write — read it back. If reading is accurate and spelling collapses,

<sup>64</sup>Screening  $\neq$  diagnosis. Seek specialist/evaluation when unexpected persistent difficulty continues despite solid teaching — **not medical advice; not legal advice.**

that is information, not failure: the orthographic map is not secure yet. Log the miss. Teach the spelling pattern tomorrow. Chapter 3 will thicken dictation, morph spelling shifts, and heart parts — the twin map starts now.

## FAQ parents ask midweek (plain answers)

### **“Can’t we just tell them the hard words so we can discuss the chapter?”**

You can open content by ear (TTS/audio/shared reading) on a labelled access lane. You still run the scoop sit on cards or a controlled paragraph. Mash the lanes and the code never gets reps.

### **“They’re in eighth grade — won’t syllable types feel insulting?”**

Insulting is baby materials as public identity. Syllable types with *infrastructure* and *evaporation* are academic word study. Rename aloud. Keep dignity.

### **“How long until this is fixed?”**

Honesty: smaller average later-grade phonics effects and years of practice deficit mean intensity over time — not an eight-week erase.<sup>65</sup> Accuracy can grow. Rate may lag. Say so without cruelty. Keep morphology and connected text in the plan.

### **“Should we buy the expensive franchise before we start?”**

Start with cards, pencil, sort mat, and the English hour. Programs by fit come in Resources — not required to begin tomorrow’s MD-1.

### **“What if siblings listen and mock the scoops?”**

Sibling Wait Protocol from the English hour: separate space or separate time; no public quiz; no speed entertainment. Dignity is part of intensity.

### **“Do we still read novels?”**

Yes — with access honesty. Hear rich text while eyes train on controlled and practiced print. Novel chat alone is not the intervention.

## Tools, including AI

Point back to **The English hour** AI box. Keep this short.

<sup>65</sup>National Reading Panel / Ehri et al. phonics meta-analysis summary constraints: overall systematic phonics mean effect often cited near  $d \approx 0.41$ ; early larger ( $\sim d \approx 0.55$ ); later-grade comparisons smaller ( $\sim d \approx 0.27$ ) — intensity argument, not quit argument. Do not promise eight weeks of lists erase years of practice deficit.

Parent may ask a tool to explain a syllable type *to the parent*, generate isomorphic practice cards with a **PARENT KEY**, or write a short **SCRIPT** to say after the try. Ages **11–12**: parent holds the account. Ages **13–14**: co-hold; parent in the room. **Unaided first** on the decode cards that are the lesson. Ban photo-to-key. Ban asking the window “what does this say?” during the attempt. Ban TTS finishing today’s decode page. Ban write-the-essay. TTS may open a science chapter on another page while this sit uses controlled cards — label the lanes.<sup>66</sup> Detectors are not honesty meters for student writing; fabricated citations are a parent-side risk — open the IES or IDA page yourself if you asked for sources.

Physical tools that matter more than any chatbot this week: pencil for scoops, sticky syllable tiles, a sorting mat, a dated error log, a respectful controlled paragraph, headphones beside a different book for access. Keep the error log where tomorrow’s review can find it. Date the entries. Celebrate structural explanations the same way some houses celebrate speed — except we refuse speed as the identity.

## What “done enough” looks like

Place by skill, not birthday. A franchise level is not a transcript line.

- ☐ Adolescent scoops and blends **7/8** patterned academic words accurately (MD-1 exit) *or* completes Divide–Sound–Blend–Check on **4/5** (MD-3).
- ☐ Can sort **10/12** syllable types with reasons on two cards (when types are the week’s object).
- ☐ Reads a respectful controlled paragraph with high accuracy after pre-view/fix — or has a clear shaky list logged (MD-7).
- ☐ Explains one structural error in Error Hospital without “I’m dumb” as the only story (MD-5).

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<sup>66</sup>Full AI allow/ban: this book’s English hour (COPPA 11–12 parent holds; 13–14 co-hold; unaided first; SCRIPT after try; photo-to-key ban; TTS ≠ substitute; Wood et al. 2018; Bastani et al. 2025 OFF-AGE for literacy one caution; Liang detector FPR; Walters citation fabrication — parent-side).

- ☐ Schwa marked without fighting it as failure (when relevant).
- ☐ First-syllable guessing interrupted by scoop routine most of the time.
- ☐ Materials stay dignity-safe — no baby-decodable public identity.
- ☐ Shaky stack carries into tomorrow’s cumulative review.
- ☐ Encoding of the same words started (bridge to Chapter 3) — reading-only “mastery” is incomplete.
- ☐ You refuse cold timing and public speed races.

Done enough is accurate scooping you can see two ways (marks + spoken blend) that holds after a night of review — not peer-average chapter speed, not eight weeks erasing years of practice deficit.<sup>67</sup> Keep going with intensity and morphology. Forward pointer: denser encoding in Chapter 3; morphology accelerator in Chapter 4; fluency after accuracy in Chapter 5. Life-of-the-habit tip without a ninth chapter: mix last week’s syllable type into Tuesday’s review; show the word two ways (scoop marks and oral blend); confirm it holds after a night before you crown it “owned.” When it holds, add one stretch affixed academic word from this week’s science or history notes — still scooped, still untimed, still dignity-safe. Then stop on a win. Tomorrow’s shaky stack already knows what to open with — three knowns, then one stretch word, always without shame. Scoop on.

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<sup>67</sup>National Reading Panel / Ehri et al. phonics meta-analysis summary constraints: overall systematic phonics mean effect often cited near  $d \approx 0.41$ ; early larger ( $\sim d \approx 0.55$ ); later-grade comparisons smaller ( $\sim d \approx 0.27$ ) — intensity argument, not quit argument. Do not promise eight weeks of lists erase years of practice deficit.

## Chapter 3 — Encoding and spelling



Figure 5: Pencil, lined paper, syllable boxes, and a short academic dictation list — still-life, no people, no logos.

## Why this matters

Say it — stretch it — write it — read it back.

That loop is the whole chapter in one breath. When an eleven- to fourteen-year-old with dyslexia risk stretches a long word, writes the letters, and reads back what they wrote, you see whether the map is real. Silent reading can hide shaky spelling. The pencil cannot. A learner who “knows” *construction* on a page and writes *construshun* from dictation has shown you exactly where tomorrow’s lesson lives.

Spelling sits inside the International Dyslexia Association’s October 2025 definition of dyslexia — accurate and/or fluent word reading *and/or* spelling.<sup>68</sup> Encoding is not garnish after “real reading.” It is the other half of the code map you began repairing in Chapter 2. Decode and encode the same patterns in the same week. Invented spelling is a window early in life. It is not a destination for already-taught middle-grades patterns. Typing is a useful tool. Typing is not a licence to skip orthographic mapping.

Louisa Moats’s spelling work is the adult honesty you need here. English spelling is more predictable than folklore claims when phonology *and* morphology are taught — without promising perfection.<sup>69</sup> Classic analyses (Hanna and colleagues, as Moats cites) find about half of English words spellable from sound–symbol alone, and roughly eighty-four percent mostly predictable when patterns are included. The remainder needs heart-part honesty: map what you can; mark what you learn by heart for now. Spell-check is an assistive helper later. It is not the spelling curriculum.<sup>70</sup> Moats’s qualitative honesty about checkers and LD misspellings matters at thirteen: the tool proposes; the learner decides with the map.

What unlocks this week is a learner who can encode four or five taught multisyllabic words after one feedback cycle, hear a position or morpheme miss without

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<sup>68</sup>International Dyslexia Association, Board-adopted Definition of Dyslexia (October 2025): difficulties with accurate and/or fluent word reading and/or spelling; identification and targeted instruction important at any age. Access date for sources in this chapter: 6 September 2026.

<sup>69</sup>Louisa C. Moats, “How Spelling Supports Reading,” *American Educator*, Winter 2005/06: morphophonological English; Hanna et al. estimates about half regular by sound–symbol alone and roughly 84% mostly predictable with patterns; encoding supports reading.

<sup>70</sup>Moats, “How Spelling Supports Reading”: spell-check is assistive, not a spelling curriculum; catch-rate limits for many LD misspellings (qualitative honesty — no invented percent beyond the memo’s qualitative limit).

shame, and treat a spell-checker as a proposal — not as the teacher. Spelling is often among the most severe and hardest-to-remedy weaknesses named in dyslexia work, and it is highly visible in middle-school writing.<sup>71</sup> Persistence themes in the research lineage remind families that spelling can remain hard even when reading improves. That is a reason to teach encoding with intensity and dignity, not a reason to abandon it because “they can type,” “they’re in middle school,” or “spell-check will handle it.”

Foorman and colleagues’ foundational-skills Recommendation 3 asks students to decode, analyze word parts, and write and recognize words — strong evidence when word reading is the bottleneck.<sup>72</sup> Twin the map. Foorman and Torgesen’s intensity language still applies at eleven to fourteen: more explicit, more intensive, more supportive than typical fare — short, sharp, and frequent at the kitchen table, not a Sunday marathon.<sup>73</sup> These are useful studies, not a promise that every home will see the same result.<sup>74</sup> They still give you a clear kitchen order: dictate what you taught; log structural misses; fix with one clear rule; hold after a night.

Three refusals sit beside the invitation.

Shame contests and weekly public fail lists are refused. “Spelling doesn’t matter if they can read” is refused. “They type, so encoding is over” is refused. “Too old for stretch–write” is refused — call it academic word study or encoding lab, never baby work. A chatbot filling tonight’s dictation is refused. Access tools that open content doors do not finish today’s stretch–write–match when that loop is the lesson.

You do not need to be a spelling bee champion. You do need to hear a first-syllable invent, a schwa vowel omitted, a morph shift ignored, and a blind spell-check click — and to ask for the stretch, the syllable boxes, or the base before the suffix. Slow and accurate is the path. Wrong answers are information for tomorrow’s stack.

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<sup>71</sup>IDA definition materials and clinical persistence themes (including spelling remaining hard even when reading improves — Maughan et al. 2009 persistence theme as summarized in Catts et al. 2024): teach encoding with intensity; do not abandon because typing exists.

<sup>72</sup>Foorman et al., IES Foundational Skills Practice Guide (2016), Recommendation 3 (**strong**): teach students to decode, analyze word parts, and write and recognize words.

<sup>73</sup>Foorman & Torgesen (2001): instruction for at-risk readers more explicit, intensive, and supportive — home translation: short, sharp, frequent encoding sits with corrective feedback. School dose figures are design cues, not parent statutes.

<sup>74</sup>Limit line: Moats / IDA / Foorman guidance is useful study base, not a promise that every home will see the same weekly scores. Then teach.

This week you can learn to dictate what you taught and to hear where the map broke. Today the adolescent can say a word, stretch it, write it by syllable, and read it back. Tomorrow they can hold two of those spellings after a night. Place by skill, not birthday: a fourteen-year-old who still invents the second half of *photosynthesis* sits in encoding work with respectful academic words — not a novel study because “ninth grade next year.”

## For the parent: understand it yourself

Many adults remember spelling as a Friday list and a red pen. That memory is incomplete. Encoding is mapping speech to print with a pencil, using the same syllable types, vowel patterns, and meaningful parts you teach for reading. Rust is normal. Feeling sold a myth — “phonics is over,” “just have them type,” “lenses will fix it,” “they’re gifted so skip the drill” — is exhaustion, not a character flaw.<sup>75</sup> Five minutes of this section, then the warm-up, is enough for tomorrow. The adolescent still holds the pencil.

## Everyday picture

Your twelve-year-old can scoop and read *construction* with help, then writes *construshun* from dictation. Or weekly spelling lists become a shame contest on the fridge. Or invented spelling continues for already-taught patterns because “creativity.” Or someone fills every hard word “to keep the draft going” — including the focus pattern words that *were* the lesson. Or spell-check is treated as the only instruction. Or an adult says, “They’re thirteen — too old for this sound stuff,” while the pencil still invents second syllables. Or a sibling race appears: who can spell the list fastest. Speed rose. Mapping did not.

## Precise picture

Encoding maps phonemes and morphemes to graphemes in writing. The kitchen routine for this age: adult says the word once; learner repeats; learner scoops syllables orally; learner writes syllable by syllable (boxes help); learner marks any heart irregular part; learner reads what was written; you check match; mismatches

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<sup>75</sup>AAP-AAO-AAPOS-AACO joint statement: parallel eye care if needed; colored lenses / vision therapy are not the dyslexia reading treatment.

go to the shaky stack with a type label (first-syllable invent; schwa omit; morph shift ignored; vowel team; omitted syllable). Sentence dictation uses the same patterns with focus scoring: score today's taught spellings; log other errors without turning the sit into a total-failure theater. Morphology enters as soon as affixed academic words appear — e-drop, doubling, y→i, and pronunciation shifts that still keep family letters (bridge to Chapter 4).

Write on a scrap: say → stretch → write → read back → log type. Circle *read back*. That check is the hinge. Without it, “looks right” becomes a shrug.

### **Wrong answers you should be able to hear**

1. *“Spelling doesn’t matter if they can read.”* IDA includes spelling. Encoding builds the orthographic map. Refuse the skip.
2. *Weekly shame contest.* Timed public fail lists or sibling ranking. Refuse. Private dictation; curious error log.
3. *Invented spelling forever for already-taught patterns.* Invented spelling is a window, not a destination once the pattern was taught. Dictate what you taught.
4. *Spell-check as the only curriculum.* Accommodation helper ≠ instruction. Checkers miss many LD misspellings; homophones fool them.
5. *Adult fills the focus-word blanks.* Scribe ideas and non-focus words when melt risk is high — protect today's pattern spellings as the learner's job. Bridge language to Chapter 7's scribe contract without abandoning spelling ownership here.
6. *“Looks right” without sound check.* Learner writes, shrugs. Move: “Read what you wrote — does it match what you said?”
7. *First-syllable invent on paper.* Writes *photo-* then invents the rest. Move: syllable boxes; encode one syllable at a time; twin to Chapter 2 scoop.
8. *Chatbot or dictation tool producing today's encoding target.* Ban for the lesson words. Parent-side practice lists with a parent-held key are fine. Machine-written “student spelling” is not.
9. *“Too old for phonics / too old for stretch–write.”* Code unfinished. Dignity-safe academic word study. Never baby-talk unfinished code.

10. *Gift-only skip*. Strengths in oral language or reasoning are assets. They do not encode English orthography by themselves.

### **Five-minute parent warm-up**

Minute 1. Dictate five taught multisyllabic words to yourself. Scoop, stretch, write, read back.

Minute 2. Practice the locked opening out loud: “Say it — stretch it — write it — read it back.”

Minute 3. Prepare one sentence with two focus blanks from this week’s science or history notes.

Minute 4. Draw a tiny log grid: word | miss type | next move. Decide labels you will actually use (first-syllable invent / schwa / morph shift / heart / other).

Minute 5. Decide the melt rule: if tears, drop to three words + one sentence blank — keep focus spellings. Put the pencil down. That sentence is the lesson.

If you can do those five minutes, you are ready to sit down. The adolescent writes. You hear.

## **How to teach it this week**

Twin encoding to whatever Chapter 2 taught. Keep the English-hour shape from the front of the book. Encoding may live inside the multisyllabic sit or as its second half. Intensity is kindness: clearer teaching and more reps, not louder teaching. Stop before melt. Parent = home coach; specialists = school title when the gate is met — you still teach the map at the table.

### **Band 11–12 session shape (about 30–50 minutes)**

- Cumulative review 4–6 minutes: shaky spellings from the log; two heart parts; two syllable scoops read *and* spelled.
- Multisyllabic decode crumb 6–10 minutes: Chapter 2 routine on today’s words (scoop, sound, blend, check).
- Encoding sit 12–18 minutes: **EN-1 Stretch–Map–Write Academic** three days; **EN-2 Dictation Relay** two days; add **EN-4 Heart-Part Map** two short slots this week.

- Morphology or connected crumb 6–10 minutes: light affix peek on one affixed word or accurate controlled paragraph (bridge to Chapters 4–5).
- Exit ticket 2–4 minutes: **EN-5 Two-Way Orthographic Check** on three to five words, or three dictated focus words held for tomorrow’s recheck.

### **Band 13–14 session shape (about 30–50 minutes)**

- Cumulative review: shaky stack + morph hearts + one content word from science/history.
- Fused multisyllabic + morphology sit, then encoding twin: **EN-3 Morph Spelling Shift Lab** or **EN-1** on content words; **EN-7 Content Sentence Dictation** twice this week.
- **EN-6 Spell-Check Honesty Pass** once on a real draft (not as the only spelling lesson).
- Exit: Two-Way Check or one explained morph-shift fix with the rule named.

### **Exact wording you can say**

- “Say it — stretch it — write it — read it back.”
- “Scoop the syllables first. Then write one scoop at a time.”
- “Which letters spell this sound — or is this a heart part?”
- “Did the suffix change the base spelling?”
- “Read what you wrote. Does it match?”
- “I’ll scribe the little words; you own these focus spellings.”
- “Wrong answers are information for tomorrow’s stack — not a character flaw.”
- “You are not too old for this. This is academic word study.”
- “Tool proposes; you decide with the map.”

**Fade help.** Syllable boxes → lined paper. Adult stretch model → learner solo stretch. Full sentence scribe → focus blanks only → more independent sentence when ready. Spell-check after the try, never instead of the try. Physical tiles only as a brief scaffold if needed — sweep them aside before write-from-memory.

**When to stop talking.** After one good prompt, wait. If they are mid-stretch, do not cut them off. Melt → fewer words; keep the loop. Never turn dictation into a tears marathon. Never make early-code identity the teen’s public brand — use mature word lists even when reteaching an early pattern.

## Hypothetical week sketches (illustrations, not reported families)

**Band 11–12 — closed/open syllable encode week.** Mon: Chapter 2 sort + **EN-1** five words. Tue: scoop decode + **EN-2** phrase→sentence. Wed: **EN-4** three hearts + three pattern words. Thu: **EN-7** one science sentence. Fri: **EN-5** Two-Way + **Error Log Friday** on top three misses. Out-of-home: **Café Menu Encode**.

**Band 11–12 — -tion/-sion morph encode week.** Mon: **EN-3** light pairs (*act/action*). Tue: morphology-aided decode + encode three. Wed: **EN-1** on five *-tion* words. Thu: **EN-2** sentence with two focus *-tion* words. Fri: diagnostic wrong on a shift miss + Two-Way. Out-of-home: Café Menu Encode hunting suffixes on dishes.

**Band 13–14 — content dictation + spell-check honesty week.** Mon: **EN-1** on history multisyllabics. Tue: **EN-3** denser pairs (*receive/reception*). Wed: **EN-7** two sentences from notes. Thu: **EN-6** on a short draft paragraph. Fri: Two-Way + hospital on shift misses; done-enough check. Out-of-home: Café Menu Encode or store receipt morph-spell check at home afterward.

## In-hour named activities (EN bank — materials, time, steps, error patterns)

### EN-1 — Stretch–Map–Write Academic

Band: both. Time: 8–12 minutes.

Materials: Paper; five multisyllabic words taught this week; optional phoneme or syllable boxes.

Steps: (1) Adult says the word. (2) Learner repeats and scoops syllables orally. (3) Writes syllable by syllable. (4) Marks any heart irregular part. (5) Reads what was written. (6) Correct with a contrasting model if needed; rewrite once.

Error patterns: Writes first syllable then invents; omits schwa vowel letter; morph spelling ignored (*runing*). Move: syllable boxes; teach one spelling rule for the miss.

Exit crumb: 4/5 correctly encoded after one feedback cycle.

### EN-2 — Dictation Relay (phrase → sentence)

Band: 11–12 (13–14 when sentence load still overwhelms). Time: 8–10 minutes.

Materials: Three phrases then one sentence using today's patterns.

Steps: (1) Dictate phrase; learner writes; reads back. (2) Build to full sentence. (3) Circle today's focus spellings; ignore every other error for scoring this sit (log

others).

Error patterns: Freezes on whole-sentence load; capital/period panic. Move: phrase first; one transcription target today.

Exit crumb: Focus words  $\geq 80\%$  correct in the sentence.

### **EN-3 — Morph Spelling Shift Lab**

Band: 13–14 (11–12 with *-ed/-ing* and doubling). Time: 10–12 minutes.

Materials: Base→derived pairs (*decide/decision, receive/reception, run/running, happy/happiness*).

Steps: (1) Spell base. (2) Add affix; discuss shift (e-drop, y→i, doubling, pronounce shift). (3) Write derived form. (4) Read both.

Error patterns: Adds affix without shift; over-doubles. Move: one rule family per day; contrast pair.

Exit crumb: Correct shift on 3/4 pairs with rule named. Bridge to Chapter 4.

### **EN-4 — Heart-Part Map (irregular / high-frequency survivors)**

Band: both. Time: 5–8 minutes.

Materials: Four “heart” words still sticky (*enough, though, colonel* — choose by learner); card with heart drawn over irregular letters.

Steps: (1) Say word. (2) Map regular parts with sounds. (3) Heart the irregular letters; say “these we learn by heart for now.” (4) Write three times saying letter names for heart part only. (5) Use in one oral sentence.

Error patterns: Treats whole word as random; refuses because “dumb words.”

Move: celebrate regular parts; limit hearts; revisit in cumulative stack.

Exit crumb: Spells 3/4 hearts correctly in isolation.

### **EN-5 — Two-Way Orthographic Check**

Band: both. Time: 4–6 minutes (exit upgrade).

Materials: Five words on today’s pattern.

Steps: (1) Learner reads all five. (2) Cards flipped; adult dictates same five in new order. (3) Mismatches → shaky deck. Reading-only “mastery” is incomplete.

Error patterns: Reads fine, spell collapses. Move: next sit encodes the miss set before new learning. Daily hygiene when spelling lags reading.

Exit crumb:  $\geq 4/5$  both ways.

### **EN-6 — Spell-Check Honesty Pass**

Band: 13–14. Time: 6–8 minutes.

Materials: Learner draft; device spell-check optional.

Steps: (1) Learner finds three misspellings without the tool. (2) Run spell-check; note what it caught versus missed. (3) Fix with pattern or morph reason, not click-

only. (4) Log one miss the tool missed.

Error patterns: Blind accept all suggestions; wrong homophone accepted. Move: “Tool proposes; you decide with the map.”

Exit crumb: Explains one fix with a pattern or morph reason.

### **EN-7 — Content Sentence Dictation**

Band: both. Time: about 8 minutes.

Materials: One or two sentences from science or history notes.

Steps: (1) Dictate. (2) Learner writes. (3) Reads back. (4) Morph-check academic words.

Error patterns: Content word collapses under sentence load; copies from memory of the page instead of encoding. Move: pre-list two focus academic words; then dictate.

Exit crumb: Focus academic words correct.

## **How to fade and how to keep intensity**

Fade means the adult does less of the stretch and the boxes disappear — not that encoding disappears from the hour. Intensity means higher response rate on fewer words, immediate corrective feedback, and cumulative review of the shaky stack. Cute worksheet packets that never dictate what you taught do not raise intensity. A once-a-month “spelling enrichment” packet is not intervention.

## **Practice that actually builds learning**

Ample practice means named try-its with materials, time, steps, and error patterns — not “practice spelling.” Library, kitchen, café, and walk *are* practice. They do not replace the Structured Literacy sit.

### **Talk box**

**Exact opening question:** “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 just used?”
2. Representation: “Show me with syllable boxes / finger scoops / a stretch of the sounds.”

3. Type or evidence: “Is this a pattern we own, or a heart part — and how do you know?”
4. Check: “Read what you wrote. Does it match what you said?”
5. Revise: “You may change your mind. Try the second syllable another way.”

**How to wait.** After you ask, a slow three is a convention, not a sacrament (Stahl’s think-time language — classroom-origin, not a literacy RCT).<sup>76</sup> After they stop, wait again. If they are mid-stretch or mid-scoop, do not cut them off. Look at the paper or the boxes, not at the adolescent, if the silence is hard. Protect the try. Struggle-before-rescue is not public humiliation. For dyslexic learners, wait is often longer than a parent’s anxiety wants — protect the try anyway.

**Stuck silence usually means:** vague question; wait-time zero; first-syllable grab on paper; word outside today’s code; shame flood; blank page with no plan; new chunk too big; need a scribe for non-focus words so thinking can start. Pose, wait, point back at the stretch — do not fill the silence with the finished spelling.

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

**Time:** about 10 minutes. **Band:** both.

**Materials:** Week’s top three spelling misses on stickies; pencil; shaky-stack envelope; dated notebook titled Reading / Language Arts / English.

**Safety:** Ordinary kitchen courtesy; no public reading of the miss list to siblings as entertainment; no shame voice.

**The fun:** Detective work — “What broke?” beats “You’re careless.”

**The skill:** Error analysis that drives Monday’s encode sit (position, schwa, morph shift).

**Steps:** (1) Pull three miss stickies. (2) For each, learner renames the miss type in plain language. (3) Rebuild with EN-1 loop once. (4) File in shaky stack for cumulative review. (5) Star one hold-check word for tomorrow morning.

**Error patterns:** Vague “I forgot”; shame shutdown; rewriting without naming the miss. Move: force a structural label; celebrate the rebuild; keep the list private.

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<sup>76</sup>Stahl 1994 think-time — classroom-origin convention for wait; not cited here as a literacy RCT. Rowe 1972 is science-class wait literature — do not mash as a literacy RCT.

## Out-of-home try-it — Café Menu Encode

**Time:** about 6 minutes. **Band:** both.

**Materials:** Menu or receipt; pocket notebook; pencil.

**Safety:** Aisle and table courtesy; no lecturing a stranger's child; no photographing strangers; no shaming the learner in public; no tasting unknown food as a "test"; no shoplifting a "test."

**The fun:** Real print in the wild — dish names are academic enough.

**The skill:** Hear three dish names; attempt spell; check against menu/receipt; note one pattern or heart.

**Steps:** (1) Adult says three dish names (or learner chooses from memory of the board). (2) Learner encodes in notebook without looking. (3) Check menu. (4) Circle one useful pattern (*-tion*, double consonant, vowel team). (5) Optional: encode one correctly at home later from memory.

**Error patterns:** Copies from menu first (skips encode); gives up on long names; whispers answers for a sibling race. Move: cover the menu until after the try; scoop orally first; personal notebook only.

## Additional in-home practice that counts

- **Fridge sticky encode (5 minutes).** Three magnet or sticky words from this week's list. Adult says; learner writes on a notepad without looking at the fridge; then compare. Skill: retrieval under light load.
- **Subtitle pause encode (8 minutes).** Pause a documentary; adult says one affixed academic word from the subtitle; learner encodes; then strip the affix together (bridge to Chapter 4). Safety: ordinary screen-time courtesy; no shame commentary on the pause.
- **Recipe focus blanks (6 minutes).** Before cooking, adult dictates two long ingredient words; learner writes; check the package. Safety: no tasting unknown ingredients; ordinary kitchen heat safety.

## Blocked, mixed, and diagnostic practice

- **Blocked practice (new move):** Five words all on one pattern (all closed-first-syllable, or all e-drop before *-ing*). Use EN-1.
- **Mixed practice (when to use it):** After two clean days, mix two patterns and one heart in a five-word set. Use EN-5 both ways.
- **One incorrect example to diagnose:** Learner writes *runing* for *running*.

Hear morph shift ignored. Move: EN-3 contrast *run/running*; name doubling; rewrite once; log.

- **Second incorrect example:** Learner writes *fotosynthesis*. Hear first-syllable invent plus sound-only spelling of a content word. Move: syllable boxes; teach *photo-* + *synthesis* parts; encode twice; hold tomorrow.
- **Cumulative stack rule:** New card only if old shaky spellings get a turn. Coverage is not mastery.
- **Hold-after-night:** Next morning, re-dictate two yesterday words untimed. Chart match. This is progress without percentile identity.

### Practice bank — quick reference

| Activity                       | Band                   | Time  | Core move                            | Exit crumb            |
|--------------------------------|------------------------|-------|--------------------------------------|-----------------------|
| EN-1 Stretch–<br>Map–Write     | both                   | 8–12  | scoop →<br>write → read<br>back      | 4/5 after<br>feedback |
| EN-2<br>Dictation<br>Relay     | 11–12                  | 8–10  | phrase →<br>sentence;<br>focus score | focus ≥80%            |
| EN-3 Morph<br>Shift Lab        | 13–14 / light<br>11–12 | 10–12 | base→derived;<br>name rule           | 3/4 + rule            |
| EN-4<br>Heart-Part<br>Map      | both                   | 5–8   | map regular;<br>heart irregular      | 3/4                   |
| EN-5<br>Two-Way<br>Check       | both                   | 4–6   | read then<br>spell same set          | ≥4/5 both             |
| EN-6<br>Spell-Check<br>Honesty | 13–14                  | 6–8   | hunt → check<br>→ reason             | one explained<br>fix  |
| EN-7 Content<br>Sentence       | both                   | ~8    | dictate sci-<br>ence/history         | focus<br>academics    |
| Error Log<br>Friday            | both                   | ~10   | structural<br>labels                 | 3 rebuilt             |

|           |      |    |              |           |
|-----------|------|----|--------------|-----------|
| Café Menu | both | ~6 | hear → spell | 1 pattern |
| Encode    |      |    | → check      | noted     |
|           |      |    | menu         |           |

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## Why twinning beats list memorization

Random Friday lists unrelated to this week’s multisyllabic and morph patterns ask memory to do what mapping should do. Twin lists build the orthographic lexicon through sound-to-print and print-to-sound in the same week. That is Structured Literacy intensity for ages 11–14 — clearer teaching, more reps, diagnostic logs — not louder teaching and more shame. A content sentence from science notes beats ten unrelated “challenge words” copied once.

## Composite illustration (hypothetical only)

A parent who felt rusty on spelling generalizations runs five-minute warm-ups, protects focus blanks, and refuses the family spelling bee. After three weeks of Stretch–Map–Write twinning closed and open syllables, then a morph-shift lab on *-tion*, the learner’s hold-after-night scores rise on taught patterns. Rate of writing is still slow. Accuracy is rising. Secondary avoidance shrinks because detective logs replaced red-mark theater. Spell-check is used once a week as honesty practice, not as the teacher. That is enough to keep going into morphology denser in text — with encoding crumbs forever in the English hour.

## For the student

You already know a lot about how English looks and sounds. This chapter is about making your hand match what your mouth can say — on purpose, with adult words, without baby talk.

**What this idea is.** Encoding means: hear a word, stretch the sounds and syllables, write the letters, then read what you wrote to check. It is academic word study. It is not a race. It is not a character test. If reading felt easier than spelling this year, that is common — and it is fixable with the same map, not with shame.

**Tiny worked example.** Adult says *construction*. You say it back. You scoop: *con-struc-tion*. You write each scoop. You notice *-tion*. You read *construction*.

Match. If you wrote *construshun*, you do not panic — you mark the miss, fix the last scoop, and put the word on tomorrow’s stack. That is teaching, not failure.

### Two tries

1. Pick five words from this week’s science or history page. Have someone say each one. Say it — stretch it — write it — read it back. Aim for four out of five after one fix.
2. Write one sentence someone dictates that uses two of those words. Circle the focus spellings. Read the sentence aloud. If sentence load feels huge, start with a short phrase, then build.

**Explain it back.** Tell a parent, in your own words, why reading a word and spelling the same word are both part of knowing it. Use the phrase “two-way check” if it helps.

**Challenge.** Find one “heart” word that still trips you. Map the regular parts. Draw a heart over the odd letters. Write it three times saying only the heart letter names. Use it in one strong oral sentence about something you care about — space, sports, music, coding, history, animals. Then try Café Menu Encode once this week: hear three dish names, spell them in a notebook, check the menu. Dignity stays on. No public races.

**Band note for you.** If you are closer to eleven or twelve, phrase-to-sentence relays and clear syllable boxes are your friends. If you are closer to thirteen or fourteen, morph spelling shifts and spell-check honesty passes belong on your table — still without abandoning stretch–write on hard content words. Skill decides the seat, not the birthday cake.

You are allowed to be slow and accurate. You are not too old for this. Wrong answers are information. You are not lazy.

## If it isn’t clicking

### Diagnostic 1 — Reads okay, spelling collapses.

Likely cause: encoding neglected; reading-only “mastery.”

Next move: Run **EN-5** daily for a week before adding new patterns. Encode the miss set first every sit. Twin every decode list with three dictated twins. Keep materials mature.

**Diagnostic 2 — First syllable fine, rest invented.**

Likely cause: urgency; incomplete scoop; schwa fight.

Next move: Syllable boxes mandatory. Encode one scoop at a time. Name schwa as “unstressed vowel often reduces — still map a letter.” Return to Chapter 2 scoop prompts if needed — with respectful materials, never baby-decodable identity as the public brand.

**Diagnostic 3 — Affix glued on without spelling shift (*runing, happyness*).**

Likely cause: morph spelling not taught as a rule family.

Next move: **EN-3** one rule family per day; contrast pairs; bridge to Chapter 4 Affix Peek. Score the shift, not the whole dictionary.

**Bonus diagnostic — Blind spell-check clicks; homophone swaps.**

Likely cause: tool treated as teacher.

Next move: **EN-6** with a “hunt three first” rule; require a pattern or morph reason for each accept/reject.

**When to slow down.** Melt, tears, or refusal after real tries → shorten the list; keep the loop; protect success reps. Intensity  $\neq$  tears as a badge.

**When to go ahead.** Two clean Two-Way Checks and hold-after-night on a pattern → add mixed practice or a morph-shift family.

**When to seek a human specialist or evaluation.** Unexpected, persistent spelling and word-reading difficulty despite this kind of teaching — document dated samples; seek evaluation when documentation matters. This book does not diagnose. This is not medical or legal advice.

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

**Tools, including AI**

Keep this short. The English-hour AI box at the front of the book is the full lane.

You may, on a parent-held account (ages 11–12) or co-held account with a parent in the room (ages 13–14), ask a tool *after* the try to explain a spelling generalization to you, generate isomorphic practice with the answer key held by the parent, or offer a labelled SCRIPT for *you* to say. You may not paste tonight’s dictation and ask the tool to complete it, photo-to-key a worksheet, park an unsupervised

chatbot as the only partner during the attempt, or use dictation software to produce today's encoding target and call it the student's work without instruction. TTS and dictation can open content doors on another text. They do not finish today's stretch-write-match when that loop is the lesson.

Spell-check on a device is allowed as **EN-6** honesty practice — after the learner hunts misses first. Detectors are not grading tools for a student's writing. Point back to the English-hour AI box for COPPA, Bastani's off-age caution, and the write-the-essay ban.<sup>77</sup>

## What “done enough” looks like

Use skill, not birthday. A franchise “Level 5” or a “grade 7 spelling workbook” is a publisher's scope, not a legal grade, and not a transcript line. Put the work under **Reading / Language Arts / English**.

**Done enough to loosen encoding as the week's main focus when most of these hold:**

- ☐ Learner encodes 4/5 taught multisyllabic words after one feedback cycle (EN-1 exit).
- ☐ Focus spellings in a dictated sentence hit about 80% or better (EN-2 / EN-7).
- ☐ Two-Way Orthographic Check  $\geq 4/5$  on a recent set (EN-5).
- ☐ Heart parts limited, mapped, and revisited — not an infinite shame list (EN-4).
- ☐ At least one morph spelling shift can be named and applied on a taught pair (EN-3 crumb).
- ☐ Error Log Friday shows structural labels, not only “forgot.”
- ☐ One Café Menu Encode (or equivalent wild print) attempted without public shame.
- ☐ Myths refused this week: shame contest; spell-check-only; “too old”; adult filling focus blanks; chatbot finishing the dictation; gift-only skip.
- ☐ Hold-after-night: at least two focus words still correct the next day.
- ☐ Showable two ways: read the word *and* spell the word.
- ☐ Talk-box opening used at least three sittings this week without a script in hand.

<sup>77</sup>Bastani et al., *PNAS* 2025 — **OFF-AGE for literacy; not a dyslexia RCT**. Mechanism reminder only: unguarded help can inflate practice and hurt closed-window learning. Full AI lane in the English hour.

**Placement rule.** A twelve-year-old accurate on syllable encode moves toward denser morph shifts (Chapter 4) and volume. A fourteen-year-old who still invents second syllables returns to EN-1 with dignity — not a birthday novel as proof of readiness.

**Life-of-the-habit crumb (not a ninth chapter).** Keep a short encode twin inside the English hour even when morphology or fluency takes the headline. Cumulative review next Tuesday. Mix last week's pattern. Show two ways. Holds after a night matter more than a brand level name.

### Mini progress chart (kitchen, not identity)

Week of \_\_\_\_\_ Pattern / morph family \_\_\_\_\_

Mon EN-1 /5 **Tue Relay focus Y/N Wed Hearts** /4 Thu Content sentence focus Y/N Fri Two-Way /5 **Hospital labels** /3 Hold-after-night /2

**Myths refused:** \_\_\_\_\_

Next week: hold / advance / reteach \_\_\_\_\_

Parent-learns-this-week: dictate taught patterns; hear position and morpheme fails.

Child-tries-today: encode four of five taught multisyllabics after one feedback cycle.

You do not need to be a reading specialist. You do need to hear a first-syllable invent on paper and ask for the scoop. Say it. Stretch it. Write it. Read it back. Match — or fix. Dignity holds either way.

## Chapter 4 — Morphology denser in text



Figure 6: Morph tiles, sticky affix cards, and a short informational paragraph — still-life, no people, no logos.

## Why this matters

What parts do you see — and what does each part do here?

That question is the middle-grades accelerator in one breath. Long academic words are rarely random letter strings. They are small meaningful parts stuck together on purpose. When an eleven- to fourteen-year-old with dyslexia risk can strip a prefix, name a root, and say what a suffix does *in this week's science or history text*, decoding, spelling, and vocabulary move together. Morphology is not a Latin trivia club. It is how English builds the words that carry middle-grades learning.

The International Dyslexia Association's October 2025 definition names morphological processing alongside phonological processing as common — not universal — contributors to word-reading and spelling difficulty.<sup>78</sup> Instruction still matters at any age. Code is not finished at eleven. Kamil and colleagues' Recommendation 1 (strong evidence) includes word-part strategies inside adolescent vocabulary teaching.<sup>79</sup> Vaughn and colleagues' Recommendation 1 (strong) builds decoding for complex multisyllabic words and folds morphology into that work; Recommendation 3A ties word-part knowledge to comprehension-building routines.<sup>80</sup> Moats's spelling honesty from Chapter 3 travels here: meaningful parts explain spelling shifts that sound-alone spelling cannot.<sup>81</sup>

What unlocks this week is a learner who can hunt affixed words in real text, build a small root family, encode at least one rebuilt form, and use one morph-rich word in a sentence about the reading. Band **11–12** leans on high-utility affixes and academic families. Band **13–14** densifies Latin and Greek combining forms as they appear, stress shifts (*photograph/photography*), and morph-rich argument vocabulary. Place by skill, not birthday.

Careful labels matter. Crosson and Moore's Latin-roots work and Lesaux and colleagues' ALIAS academic-vocabulary study are useful morphology-and-

<sup>78</sup>International Dyslexia Association, Board-adopted Definition of Dyslexia (October 2025): phonological and morphological processing difficulties common, not universal; instruction important at any age. Access date: 6 September 2026.

<sup>79</sup>Kamil et al., IES/WWC *Improving Adolescent Literacy* (2008), Recommendation 1 (**strong**): explicit vocabulary instruction including word-learning strategies such as word parts.

<sup>80</sup>Vaughn et al., IES/WWC *Providing Reading Interventions for Students in Grades 4–9* (2022), Recommendation 1 (**strong**) multisyllabic decoding (morphology integrated); Recommendation 3 (**strong**) comprehension-building including word knowledge (3A).

<sup>81</sup>Louisa C. Moats, "How Spelling Supports Reading," *American Educator*, Winter 2005/06: meaningful parts in spelling; morphophonology.

academic-word evidence — they are **not** dyslexia-only RCTs.<sup>82</sup> Goodwin and Ahn’s meta-analyses are widely cited for moderate overall effects of morphological interventions on literacy outcomes; treat page-level quotes carefully if you have not opened the PDFs.<sup>83</sup> This is useful study base, not a promise that every home will see the same result.<sup>84</sup> Then teach — in text.

Three refusals sit beside the invitation.

A disconnected classics drill of fifty roots with no tie to this week’s reading is refused. First-syllable guessing dressed up as “using context” is refused. “Phonics is over, so we only do vocabulary packets” is refused. Morphology without encoding is refused — strip it, say it, write it. Baby-decodable identity as the teen’s public brand is refused even when you reteach a simple affix.<sup>85</sup>

You do not need to be a classicist. You do need to cover a suffix, ask what the base is, and wait while the adolescent rebuilds meaning from parts. Short, sharp, frequent. Stop before melt.

This week you can learn to strip one affixed academic word from this week’s science or history text. Today the adolescent can build a three-word root family and use one word in a sentence about the text. Tomorrow they can encode two of those forms and notice whether spelling shifted.

## For the parent: understand it yourself

Many adults remember “roots and prefixes” as a worksheet of definitions copied once. That memory is incomplete. Morphology for this book means meaningful parts used to read, spell, and understand words *inside this week’s informational text* — then revisited in talk and writing. Rust is normal. Feeling told that “word study is for little kids” while your thirteen-year-old still stalls on *reconstruction* is

<sup>82</sup>Crosson & Moore (2017): bound Latin roots — academic word learning / morphological problem-solving; **not dyslexia-only**. Lesaux et al. (2010) ALIAS: sixth-grade academic vocabulary with morph components; **not dyslexia-only**; treat packaged effect sizes carefully.

<sup>83</sup>Goodwin & Ahn (2010, 2013) meta-analyses: widely cited moderate overall effects of morphological interventions; mark page quotes UNVERIFIED if PDFs not opened for this draft.

<sup>84</sup>Limit line: useful morphology and adolescent-literacy guidance, not a promise every home sees the same result. Then teach.

<sup>85</sup>AAP-AAO-AAPOS-AACO joint statement: lenses/vision therapy are not the dyslexia reading treatment.

exhaustion, not a flaw. Five minutes here, then the warm-up. The adolescent still does the stripping.

### Everyday picture

A student memorizes *spect* = *look* on a quiz and never notices *inspect*, *spectator*, *perspective* in the week's article. Or someone says "sound it out letter by letter" through *-tion* while ignoring the chunk. Or a parent buys a giant root poster and never opens the science chapter. Or the learner strips *uncle* as *un-* + *cle* because letters looked like an affix. Or vocabulary is taught only as dictionary copying while multisyllabic decode sits disappear.

### Precise picture

A morpheme is a meaningful part. Prefixes and suffixes are affixes. Bases and roots carry core meaning; some are free (*construct*), some are bound (*struct*). In the kitchen: hunt an affixed word in the paragraph; cover the affix; read or say the base; uncover; restate whole meaning in ordinary language; encode the rebuilt form; notice spelling shifts; use the word about the text. Fuse with Chapter 2's morphology-aided decode (MD-6) and Chapter 3's morph spelling shifts (EN-3). Fluency and comprehension chapters still need this bandwidth — parts unlock words so ideas can breathe.

Write on a scrap: parts → meaning → spell → use in text. Circle *in text*. That is the hinge.

### Wrong answers you should be able to hear

1. *Trivia club*. Fifty roots, zero paragraphs. Move: every web must reclaim two words from this week's reading.
2. *First-syllable guess as "morphology."* Learner sees *re-* and invents the rest from the topic. Move: strip, then look through the base letters.
3. *Letter-by-letter through a known suffix*. *-tion* sounded one letter at a time after it was taught as a unit. Move: chunk the affix; encode it as a unit.
4. *Dictionary copy only*. Own-words definition missing; never reused. Move: strip parts first; student-friendly meaning; dinner or claim reuse.

5. *False friend ignored.* *Uncle, realize, a-* in *asleep* treated as productive affixes without checking. Move: **MO-7** real vs fake.
6. *“Too old for word parts.”* Morphology is academic word study. Refuse baby-talk; keep mature text.
7. *Gift-only skip.* Oral strengths help discussion. They do not replace morph-decode and morph-spell sits.
8. *Chatbot finishes the morph worksheet.* Ban during the attempt. Parent-side isomorphic practice with parent-held key after the try is fine.
9. *Morph list memorized, unused in text.* Hear the debug table. Return to **MO-1** Affix Peek.

### Five-minute parent warm-up

Minute 1. Open this week’s science or history page. Find three affixed words. Strip one yourself.

Minute 2. Practice the locked opening: “What parts do you see — and what does each part do here?”

Minute 3. Build a tiny web for one root (*struct, port, spect, or graph*) with five family words — including two from the text if possible.

Minute 4. Spell two derived forms; note any shift.

Minute 5. Write the exact sentence you will say when they invent an affix meaning. Put the pencil down.

## How to teach it this week

Keep the English-hour shape. Morphology may be a 6–10 minute crumb (band 11–12) or fused with multisyllabic decode (band 13–14). Twin to encoding. Tie every activity to this week’s informational text. Intensity = clearer teaching and more reps on a small set — not a louder lecture about Latin.

### Band 11–12 session shape (about 30–50 minutes)

- Cumulative review 4–6 minutes: morph deck sprint (**MO-6**) on taught affixes; two shaky encodes.

- Multisyllabic crumb 6–10 minutes: Chapter 2 scoop on words that will appear in the peek.
- Morphology sit 10–14 minutes: **MO-1 Affix Peek** or **MO-2 Root Family Web**; encode two forms (**EN-1** twin).
- Connected accuracy or vocab crumb 8–12 minutes: read a short paragraph using two family words; one meaning question.
- Exit ticket 2–4 minutes: strip one new affixed word; say meaning from parts; spell the base.

### **Band 13–14 session shape (about 30–50 minutes)**

- Cumulative morph deck + shaky stack.
- Fused morph-decode sit: **MO-3 Morphology Lego Academic** or **MO-2** + MD-6 strip-and-rebuild.
- **MO-4 Meaning vs Pronunciation Shift** or **MO-5 Morphology in Argument Vocabulary** two days this week.
- **MO-7 False Friend Affix** once when over-stripping appears.
- Encode twin daily; exit: build, define, spell 4/6 or one claim sentence with a morph-rich word.

### **Exact wording you can say**

- “What parts do you see — and what does each part do here?”
- “Cover the suffix — what’s the base?”
- “What does this prefix tell you before you finish?”
- “Same root letters and meaning — not just the same vibe.”
- “Same family — sound can shift; keep the family’s letters when the rule says so.”
- “Where else have you seen this root this week?”
- “Big words are small parts stuck together on purpose.”
- “You are not too old for this. This is how academic English is built.”

**Fade help.** Adult models one strip → learner does the next with wait-time. Tiles → paper. Glossary only after attempt. Meaning from parts before confirming in text.

**When to stop talking.** After one good question, wait. If they are mid-strip, do not snatch the tile. Melt → fewer words; keep one encode. Never turn morph into a humiliation quiz in front of siblings.

## Hypothetical week sketches (illustrations, not reported families)

**Band 11–12 — high-utility affix week (*un-*, *re-*, *dis-*, *-tion*, *-able*).** Mon: **MO-1** Affix Peek on a science paragraph + encode two. Tue: MD-6 morphology-aided decode; encode three. Wed: **MO-2** light web on *port* with text words. Thu: Dinner Deep Word using today's affixed word. Fri: **MO-6** deck sprint + diagnostic wrong on a false strip. Out-of-home: **Store Brand Morph**.

**Band 13–14 — *struct* + *claim* week.** Mon: **MO-2** root web + MD-6. Tue: **MO-3** Lego builds from an engineering article. Wed: **MO-5** claim sentence with *evidence* / *perspective*. Thu: **MO-4** *construct/construction* stress note + encode. Fri: **MO-7** false friends + cumulative deck; done-enough. Out-of-home: Store Brand Morph or Museum Placard Scoop with morph strip after the scoop.

## In-hour named activities (MO bank)

### MO-1 — Affix Peek in This Week's Text

Band: 11–12 (13–14 as warm-up). Time: 8–10 minutes.

Materials: Photocopy or sticky notes on 1–2 pages; high-utility affixes (*un-*, *re-*, *dis-*, *-tion*, *-able*, *-ous*, *-ment*).

Steps: (1) Hunt four affixed words. (2) Strip; define parts; restate whole meaning in own words. (3) Encode two stripped+rebuilt forms. (4) Use one in a spoken sentence about the text.

Error patterns: Invents affix meaning; strips wrong boundary. Move: adult models one; learner does next with wait-time.

Exit crumb: Correct analysis on 3/4 hunted words.

### MO-2 — Root Family Web (*struct*, *port*, *spect*, *graph*...)

Band: both. Time: 10–12 minutes.

Materials: Center root card; blank web; dictionary/glossary only after attempt.

Steps: (1) Place root; generate 5–8 family words. (2) Mark prefixes/suffixes. (3) Read all; spell three. (4) Pick two that appear in this week's science/history reading.

Error patterns: Lists rhymes not morph family; meaning drift. Move: "Same root letters/meaning — not just same vibe."

Exit crumb: Web of ≥5 accurate family members; 3 spelled correctly.

### MO-3 — Morphology Lego Academic

Band: 13–14. Time: 10–14 minutes.

Materials: Prefix/root/suffix tiles; six build targets from content (*bio + logy, geo + graph + y, in + spect + ion*).

Steps: (1) Build word from tiles. (2) Say meaning from parts before confirming in text. (3) Check text sentence. (4) Write the word once; note any spelling shift.

Error patterns: Builds nonsense; ignores combining-form pronunciation. Move: meaning-first then pronunciation; one Greek form family per week.

Exit crumb: Builds, defines, and spells 4/6.

#### **MO-4 — Meaning vs Pronunciation Shift**

Band: 13–14. Time: 8–10 minutes.

Materials: Pairs (*sign/signature, nation/national, compete/competition, photograph/photography*).

Steps: (1) Read both. (2) Mark shared letters. (3) Note sound change. (4) Spell both; explain “same family, sound can shift.”

Error patterns: Spells second from sound only, breaks family. Move: “Keep the family’s letters when the rule says so.”

Exit crumb: Spells both members of 2/3 pairs; names the shared base.

#### **MO-5 — Morphology in Argument Vocabulary**

Band: 13–14. Time: 8–10 minutes.

Materials: One claim sentence learner will write; three morph-rich words (*evidence, perspective, implication*).

Steps: (1) Analyze each word’s parts. (2) Student-friendly definition. (3) Oral claim using one word. (4) Write the claim; spell the three words with ownership.

Error patterns: Uses word vaguely; spelling collapses under composition. Move: pre-spell the three on a card; then write claim.

Exit crumb: One claim sentence using  $\geq 1$  target correctly spelled.

#### **MO-6 — Cumulative Morph Deck Sprint**

Band: both. Time: 5–7 minutes.

Materials: Growing card deck of taught affixes/roots (10–30 cards).

Steps: (1) Rapid: show card → learner says meaning + one example word. (2)

Two “shaky” cards get encode. (3) New card only if  $\geq 80\%$  rapid correct.

Error patterns: Rote meaning without example; freezes. Move: example first, then meaning; keep deck small.

Exit crumb:  $\geq 80\%$  rapid correct; two encodes accurate. Review intensity — not a speed-identity race about the person.

#### **MO-7 — False Friend Affix**

Band: 13–14. Time: about 6 minutes.

Materials: Words where letters look like affixes but aren't (*uncle, realize, misspell* vs true *un-/re-/mis-* examples).

Steps: (1) Decide real vs fake affix. (2) Justify with meaning and base test. (3) Encode one true affixed form.

Error patterns: Over-stripping; vibe-only decisions. Move: "Can I say what the leftover base means?"

Exit crumb: 4/5 correct decisions.

## Practice that actually builds learning

### Talk box

**Exact opening question:** "What parts do you see — and what does each part do here?"

**Follow-ups (pick three to five):**

1. Meaning: "Say the whole word's meaning in your own words — using the parts."
2. Representation: "Show me with morph tiles / sticky covers / a sketch of the web."
3. Type or evidence: "Prefix, root, or suffix — and what job is it doing in *this* sentence?"
4. Check: "Does that meaning match the sentence in the text?"
5. Revise: "You may change your mind. Try a different boundary."

**How to wait.** Slow three after the question; wait again after they stop. Look at the tiles or the page if silence is hard. Protect the try. Stahl wait is classroom-origin — use the move; do not claim a literacy RCT.<sup>86</sup>

**Stuck silence usually means:** vague question; wait-time zero; first-syllable grab; word outside taught parts; shame flood; trivia mode with no text anchor; false friend confusion. Pose, wait, point back at the print — do not fill the silence with the finished definition.

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<sup>86</sup>Stahl 1994 think-time — classroom-origin; not a literacy RCT. Rowe 1972 science-class wait — do not mash as literacy RCT.

### In-home try-it — Subtitle Morph Hunt

**Time:** about 8 minutes. **Band:** both.

**Materials:** Documentary or informational video with subtitles; sticky notes; pencil.

**Safety:** Ordinary screen courtesy; pause without shaming; no public quiz of guests.

**The fun:** Real academic talk on screen becomes a treasure hunt.

**The skill:** Pause; strip three affixed words; encode one; use one in a sentence about the show.

**Steps:** (1) Watch with subtitles on. (2) Pause on a dense sentence. (3) Hunt three affixed words. (4) Strip and restate. (5) Encode one rebuilt form.

**Error patterns:** Picks only tiny words; invents affix meanings from the video image. Move: require letter evidence on the subtitle line.

### In-home try-it — Dinner Deep Word (morph reuse)

**Time:** about 3 minutes. **Band:** both.

**Materials:** Today's morph-rich word on a sticky.

**Safety:** Ordinary meal courtesy; one speaker at a time; no shame jokes about "big words."

**The fun:** Family talk that recycles the word for free.

**The skill:** Reuse today's word in a new sentence (Kamil repeated exposure spirit).

**Steps:** (1) Parent asks for the word. (2) Learner uses it about dinner, day, or the text. (3) Optional: sibling wait protocol — one speaker; evidence from the sticky.

**Error patterns:** Copies the classroom sentence unchanged; vague use. Move: "New context — same parts."

### Out-of-home try-it — Store Brand Morph

**Time:** about 5 minutes. **Band:** 11–12 (13–14 welcome).

**Materials:** Packaging in a store aisle; pocket notebook.

**Safety:** Aisle courtesy; no shoplifting a "test"; no lecturing strangers; no photographing people; no public shaming. A store label is a morph hunt — not a consumer sermon.

**The fun:** *re-*, *un-*, *-tion*, *-able* hide on real packages.

**The skill:** Find three affixed words; strip meaning; jot one encode later in the car or at home.

**Steps:** (1) Spot three candidates. (2) Whisper-strip parts. (3) Note in notebook. (4) At home, encode two and check.

**Error patterns:** Chooses logos only; over-strips brand names that are not true affixes. Move: apply MO-7 false-friend test.

### Blocked, mixed, and diagnostic practice

- **Blocked:** One affix family per day (*re-* words only) inside MO-1.
- **Mixed:** After two clean days, mix two prefixes and one suffix in a peek.
- **Incorrect example to diagnose:** Learner says *un-* in *uncle* is “not.” Hear false friend. Move: MO-7; contrast *unhappy*.
- **Second miss:** Morph list recited; none used in the paragraph. Move: force two text reclamations before any new root.
- **Cumulative rule:** New root card only if deck sprint  $\geq 80\%$  and two encodes land.

### Practice bank — quick reference

| Activity                      | Band  | Time  | Core move                         | Exit crumb                 |
|-------------------------------|-------|-------|-----------------------------------|----------------------------|
| MO-1 Affix Peek               | 11–12 | 8–10  | hunt → strip<br>→ encode →<br>use | 3/4 analyses               |
| MO-2 Root Family Web          | both  | 10–12 | web + text<br>reclaim             | $\geq 5$ family; 3 spelled |
| MO-3 Morph Lego Academic      | 13–14 | 10–14 | tiles →<br>meaning →<br>spell     | 4/6                        |
| MO-4 Meaning vs Pronunciation | 13–14 | 8–10  | shared letters;<br>sound shift    | 2/3 pairs                  |
| MO-5 Argument Vocabulary      | 13–14 | 8–10  | parts → claim<br>sentence         | 1 claim spelled            |
| MO-6 Cumulative Deck          | both  | 5–7   | meaning +<br>example;<br>encode 2 | $\geq 80\%$ + 2 encodes    |

| Activity                   | Band   | Time | Core move             | Exit crumb    |
|----------------------------|--------|------|-----------------------|---------------|
| MO-7 False Friend Subtitle | 13–14  | ~6   | real vs fake affix    | 4/5 decisions |
| Morph Hunt                 | both   | ~8   | pause → strip         | 1 encoded     |
| Dinner Deep Word           | both   | ~3   | reuse in new sentence | new context   |
| Store Brand Morph          | 11–12+ | ~5   | packaging affix hunt  | 3 spotted     |

### Why in-text beats trivia

A root poster on the wall does not chunk *reconstruction* in tomorrow’s history paragraph. Affix Peek, Lego builds from content, and Store Brand Morph force the transfer. Morphology accelerates decoding and spelling when the same parts appear in reading, writing, and talk in the same week. That is the accelerator — not a classics club badge.

### Composite illustration (hypothetical only)

A thirteen-year-old stalls on *photosynthesis* and *reconstruction*. The parent runs MO-2 on *struct* and MO-3 on *photo/synthesis* parts tied to a respectful science paragraph — not a baby book. Dinner Deep Word reuses *structure*. Store Brand Morph finds *recyclable*. Encoding twins land. The learner still needs Chapter 2 scoop on hard days. Morphology did not replace code repair; it densified it. Label the vignette hypothetical. Do not diagnose.

### Band moves in plain language

**11–12.** Teach high-utility prefixes and suffixes until they are automatic chunks: *un-*, *re-*, *dis-*, *pre-*, *-tion*, *-sion*, *-able*, *-ous*, *-ment*, *-less*. Use formal labels when helpful (prefix, suffix, base) — Vaughn’s adolescent posture prefers respectful linguistic names over cute early-elementary nicknames. Begin common bound roots (*struct*, *port*, *spect*, *graph*) only as they appear in this week’s informational text. Encode affixed forms every sit. Refuse three-cueing first-syllable guesses dressed up as “smart guessing.”

**13–14.** Keep the same order lock — parts in text, then spell, then use — and densify. Add Greek and Latin combining forms as they show up in science and history (*bio, geo, photo, chron, dict*). Teach meaning-versus-pronunciation shifts explicitly. Put morph-rich words into claim sentences. Run false-friend checks when over-stripping appears. Fuse morph-decode sits with Chapter 2 routines without apology if the skill inventory still shows a multisyllabic gap.

**Mixed siblings (hypothetical).** If a younger sibling uses early-code materials from the ages 5–10 sister book, run parallel tables: shared read-aloud for language; separate morph/code sits; shared discussion with wait. Do not force the 11–14 learner into baby-decodable identity for sibling convenience — use respectful controlled text and academic morph tiles.

### Scope crumbs (not a 180-day dump)

Week-shaped examples only — adjust to the error log:

- Week of *re- / un- / -tion*: MO-1 daily; encode two; Dinner Deep Word thrice.
- Week of *port*: MO-2 web; reclaim *export, report, portable* from text; EN-1 twins.
- Week of *spect*: MO-3 builds (*inspect, spectator, perspective*); MO-5 claim crumb.
- Week of stress shift: MO-4 pairs; spell both; hold-after-night.
- Friday always: MO-6 deck + one diagnostic wrong + done-enough glance.

### Fuse with encoding and decoding

Morphology without spelling is a poster. Morphology without looking through the base is a guess. After every Affix Peek, encode at least one rebuilt form (Chapter 3). After every Lego build, read the word in the sentence (Chapter 2). When fluency practice begins (Chapter 5), pre-decode morph-hard words with FL-5 so accuracy stays honest. When writing adaptations arrive (Chapter 7), pre-spell morph-rich claim words on a card so composition does not erase ownership.

### More incorrect examples to diagnose

1. Learner defines *distract* as “not tract” after seeing *dis-*. Hear invented affix application. Move: check whether *tract* is a real leftover base here; teach the actual root family or mark as not-yet.

2. Learner reads *photography* correctly after teaching but spells *fotografy*. Hear sound-only spelling. Move: MO-4 + keep family letters from *photo* + *graph*.
3. Learner builds *un+happy+ness* tiles then writes *unhappyness*. Hear *y→i* shift miss. Move: Chapter 3 EN-3; one rule family today.
4. Learner refuses morph work: “This is baby stuff.” Hear identity threat. Move: rename as academic word study; switch to content words from their interest text; never use early-reader props as the public brand.

### Why intensity still looks like kindness here

Foorman and Torgesen’s more-explicit / more-intensive / more-supportive principle ages up cleanly: higher response rate on fewer roots, immediate corrective feedback on boundary errors, cumulative deck review, and stop-before-melt. A Sunday “root marathon” that ends in tears teaches avoidance. A twelve-minute Affix Peek with two encodes teaches the map.

### For the student

English builds long words from parts on purpose. This chapter teaches you to see those parts in real reading — science, history, articles — and to use them to read, spell, and mean what you say.

**What this idea is.** Morphology means meaningful parts: prefixes, roots, suffixes. You ask: What parts do I see — and what does each part do *here*? It is academic word study. It is not baby work. It is not a race to memorize a poster.

**Tiny worked example.** Word: *reconstruction*. Parts: *re-* (again) + *construct* (build) + *-ion* (turns into a noun idea). Meaning in your words: “building again.” Check the sentence. Spell it by parts. If sound shifts in a related word (*construct* / *construction*), keep the family’s letters when the rule says so.

### Two tries

1. Affix Peek: In this week’s reading, find four affixed words. Strip each. Re-state meaning. Encode two.
2. Root web: Pick *struct*, *port*, *spect*, or *graph*. Build at least five family words. Spell three. Circle two that appear in your text. Use one in a spoken sentence about the text.

**Explain it back.** Tell a parent how stripping parts is different from guessing the word from the picture or the first syllable.

**Challenge.** Build one claim sentence that uses *evidence* or *perspective* after you analyze the parts (band 13–14, or try a lighter version earlier). Pre-spell the hard word on a card, then write the claim. Or run Store Brand Morph once: find three affixed words on packages; strip them; encode two at home. No public quizzes of cashiers.

**Band note.** Closer to eleven–twelve: high-utility affixes and clear webs. Closer to thirteen–fourteen: denser Latin/Greek forms, stress shifts, argument vocabulary, false-friend checks. Skill seats you — not the candle count on a cake.

**One more try — False friend (if you over-strip).** Look at *uncle* and *unhappy*. Which *un-* is a real prefix? How do you know? Write one true affixed word and one false-friend note in your notebook.

**Carry the word.** Put today’s morph word on a sticky. Use it at dinner. Use it tomorrow in one written sentence about the text. Parts you can see should become words you can use — not only words you can define on a quiz.

You may change your mind when you look again. Slow and accurate is allowed. You are not too old for this. You are not lazy.

## If it isn’t clicking

### Diagnostic 1 — Morph list memorized, unused in text.

Likely cause: trivia mode; no in-text hunt.

Next move: **MO-1** only for three days; ban new roots until two text reclamations per sit.

### Diagnostic 2 — Wrong boundary / invented affix meaning.

Likely cause: vibe stripping; rush.

Next move: Adult models one with tiles; learner copies process; add **MO-7** if false friends appear; wait-time protected.

### Diagnostic 3 — Spells derived form from sound only; breaks the family (*nashun* for *nation* family).

Likely cause: pronunciation shift ignored; encoding twin missing.

Next move: **MO-4** + Chapter 3 **EN-3**; “keep family letters”; encode both

members.

**When to slow down.** Melt or shame flood → smaller deck; one successful strip; mature materials only.

**When to go ahead.** Deck sprint ≥80%, three clean peeks, and two text-tied sentences → denser combining forms or argument morph.

**When to seek evaluation help.** Unexpected persistent word-level difficulty despite morph + decode + encode teaching — document; seek evaluation when needed. This book does not diagnose. Not medical or legal advice.

Correct without crushing. Never correct-by-humiliation. Never “yell try harder.”

### Parent script bank (say these, then wait)

Use as openings inside the morph sit — not as a speech to read robotically.

- “Cover the suffix. What’s left — and what does it mean?”
- “If I take *re-* off, can I still say what the base means?”
- “Show me the root letters that stay the same in two family words.”
- “Did spelling change when we added *-ion*? What changed?”
- “Point to the sentence that proves your meaning.”
- “You may change the boundary. Try again.”
- “We’ll encode it once so your hand owns what your mouth just said.”

### Materials list for this chapter’s kitchen

Morph tiles or sticky affix cards; center root cards for *struct* / *port* / *spect* / *graph*; blank web paper; this week’s informational photocopy; shaky-stack envelope; cumulative morph deck (index cards); pocket notebook for Store Brand Morph; documentary with subtitles for Subtitle Morph Hunt; pencil; dated notebook titled Reading / Language Arts / English. Headphones belong to the access lane for rich text by ear — label that lane so it does not silently replace today’s strip-and-encode.

### What “morphology denser in text” does not mean

It does not mean abandoning multisyllabic syllable routines from Chapter 2. It does not mean a forever cage of worksheets. It does not mean teaching every Latin root before June. It does not mean using morphology as a substitute for looking

through letters. It means denser, more frequent, text-tied work with meaningful parts than a typical middle-grades English hour usually provides — because typical intensity is often not enough for dyslexia risk.

### **Bridge forward and back**

Point back once: Chapter 2 MD-6 is the decode bridge; Chapter 3 EN-3 is the spelling-shift bridge. Point forward once: Chapter 5 will ask for accuracy before smooth rereads — morph-hard words should be pre-decoded. Chapter 6 will reuse deep words and teach comprehension on accessible text, including by ear while code is repaired. Chapter 7 will keep morph-rich spellings owned inside adapted writing. One pointer each to sister books if needed: the ages 5–10 sister treats morphology lightly inside early vocabulary; the typical 11–14 English manual treats morphology without dyslexia intensity; the grades 1–12 overview spreads thinner. This chapter ages up and densifies for 11–14 with dyslexia risk — it is not a reprint.

### **Final parent pep**

You do not need Greek. You need to hunt parts in a real paragraph, hear a false friend, protect wait-time, and twin every strip with a spell. Short, sharp, frequent. Stop before melt. Academic word study — never baby talk. The parts are on the page. Ask what each one does here.

### **Tools, including AI**

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

After the try, a parent-held (11–12) or co-held (13–14, parent in the room) tool may explain a named affix or root family to *you*, generate extra isomorphic morph items with a parent-held key, or offer a SCRIPT for you to say. It may not finish the student's Affix Peek, write the claim sentence, photo-to-key a morph packet, or sit as the only partner during the attempt. TTS may open a rich article by ear while eyes still train on a shorter morph paragraph — access  $\neq$  substitute for today's strip-and-encode. Full COPPA and ban list: English hour.<sup>87</sup>

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<sup>87</sup>English-hour AI box for COPPA (11–12 parent holds; 13–14 co-hold, parent in room), Bastani **OFF-AGE for literacy**, photo-to-key ban, write-the-essay ban.

### Exit ticket shapes for morph weeks

1. Strip one affixed academic word; say meaning from parts; spell the base (2 minutes).
2. Show a root card; learner gives meaning + example; encode the example (3 minutes).
3. Two-way crumb: read three family words; dictate the same three (4 minutes).
4. One oral sentence about the text using a morph-rich word — then spell that word once.

Done-enough prefers showable two ways: tiles or web *and* print. A perfect oral definition with zero encoding is incomplete for this title.

### What “done enough” looks like

Skill, not birthday. Transcript titles stay **Reading / Language Arts / English** — never a brand, never Young Minds Dyslexia I.

#### Done enough to loosen morphology as the week’s main focus when most hold:

- ☐ Affix Peek: correct analysis on 3/4 hunted words from real text (MO-1).
- ☐ Root web ≥5 accurate family members; 3 spelled; 2 reclaimed from text (MO-2).
- ☐ At least one encode twin of a rebuilt form correct after feedback.
- ☐ Band 13–14: Lego build/define/spell 4/6 *or* one morph-rich claim sentence (MO-3 / MO-5).
- ☐ Pronunciation-shift pair spelled with shared base named (MO-4 crumb when taught).
- ☐ Cumulative deck ≥80% with two encodes (MO-6).
- ☐ False-friend awareness when over-stripping showed up (MO-7).
- ☐ Subtitle Morph Hunt *or* Dinner Deep Word *and* Store Brand Morph attempted without public shame.
- ☐ Myths refused: trivia club; first-syllable guess as morph; “too old”; gift-only skip; chatbot finishing the worksheet.
- ☐ Showable two ways: tiles/web *and* a written sentence about the text.
- ☐ Talk-box opening used without a script at least three sits.

**Placement rule.** A twelve-year-old fluent on high-utility affixes moves toward

denser roots and volume. A fourteen-year-old guessing from first syllables returns to strip-and-look-through with dignity — fused with Chapter 2 — not a novel study as birthday proof.

**Life-of-the-habit crumb.** Keep a morph crumb inside the English hour when fluency or writing headlines the week. Mix last week's root. Show parts and a sentence. Holds after a night beat a poster on the wall.

### Mini progress chart (kitchen, not identity)

Week of \_\_\_\_\_ Root / affix focus \_\_\_\_\_

Mon Peek /4 **Tue Web size** Wed Lego or Shift \_\_\_ Thu Claim/Dinner Y/N Fri Deck  
% \_\_\_ Encodes /2

#### Text reclamations this week

Store Brand or Subtitle Y/N

Myths refused: \_\_\_\_\_

Next week: hold / advance / reteach \_\_\_\_\_

Parent-learns-this-week: strip one affixed academic word from this week's science/history text.

Child-tries-today: build a three-word root family and use one in a sentence about the text.

You do not need to be a classicist. You do need to ask what each part does here — and wait. Parts first. Text always. Dignity on.

Keep the morph deck small enough to win. Add cards only when old ones hold. Intensity is kindness when it looks like clearer teaching, more honest reps, and a stop before melt — not a louder Latin lecture. Ask the question. Wait. Look at the parts.

### Final done-enough whisper for morphology

If you can hunt parts in a real paragraph, twin a strip with a spell, and refuse trivia-club mode, you are done enough with this chapter as *focus*. Keep a morph crumb in the English hour. Parts in text. Always.

## Chapter 5 — Fluency after accuracy



Figure 7: A practiced paragraph marked for phrase scoops and a personal smooth chart — still-life, no people, no logos.

## Why this matters

Accuracy first — then where should we slow down for a smooth reread?

That question is the whole chapter in one breath. First the adolescent reads the words truly — scooping syllables, looking through print, fixing misses by decoding, not by guessing. Then — only when the page is mostly accurate — you ask where to slow down so a second and third read can sound more like talking. Accuracy is the gym. Fluency is purposeful ease on yesterday's already-true page. Meaning rides on both.

For an eleven- to fourteen-year-old with dyslexia risk, word reading that stays hard does more than slow a chapter. It shrinks print volume. It makes assigned novels feel like unpaid overtime. Secondary costs to comprehension growth, written expression, and reader identity can already be entrenched — the International Dyslexia Association's October 2025 language names reduced reading experience as a foreseeable consequence, not a character flaw.<sup>88</sup> A student who invents multisyllabic words quickly is not fluent. A student who reads every word correctly at a crawl still needs ease — but rate built on guessing is counterfeit fluency.

Vaughn and colleagues' Recommendation 2 (strong evidence) asks for purposeful fluency-building: repeated reading with a purpose, prosody instruction, wide reading of varied texts.<sup>89</sup> The same panel cautions that timed readings can be overused and harm engagement when used only to raise speed; students may read so fast they do not understand. Tell students to read like they talk — not “as fast as you can.” The National Reading Panel found that guided repeated oral reading with feedback helps word recognition, fluency, and comprehension across grade levels; programs that mainly pushed large amounts of independent silent reading with little guidance did not meet the Panel's causal bar as a fluency program before alphabetic skills are in place.<sup>90</sup> Foorman and Torgesen's intensity language still applies: more explicit, more intensive, more supportive — short, sharp, frequent

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<sup>88</sup>International Dyslexia Association, Board-adopted Definition of Dyslexia (October 2025): accuracy, speed, or both; secondary consequences including reduced reading experience; instruction important at any age. Access date: 6 September 2026.

<sup>89</sup>Vaughn et al., IES/WWC *Providing Reading Interventions for Students in Grades 4–9* (2022), Recommendation 2 (**strong**): purposeful fluency-building; caution against overused timed readings; read like you talk — not as fast as you can.

<sup>90</sup>National Reading Panel (2000) summary: guided repeated oral reading with feedback; independent silent reading with minimal guidance did not meet the Panel's causal bar as fluency intervention especially before code skills are adequate.

— not a Sunday stopwatch marathon.<sup>91</sup>

Torgesen’s honesty is load-bearing at this age. In his *American Educator* synthesis of intensive phonemically explicit interventions with older children (ages about 9–12, often 50–100 hours), accuracy, decoding, and comprehension gaps could close substantially; relative fluency often remained much less tractable for moderate-to-severe impairment.<sup>92</sup> Absolute fluency on passages of equivalent difficulty could improve without closing the gap to age peers. Practice implication: intervene intensively *and* adjust expectations; legitimize accommodations; do not sell a stopwatch cure. This is a useful study, not a promise that every home will see the same result.<sup>93</sup> Say the honesty without cruelty.

What unlocks this week is a learner who can complete an accuracy pass, reread for phrasing, answer one meaning question, and chart personal smoothness against yesterday’s self — never against a sibling’s birthday and never as a public race. Access tools (audio, TTS) can open content doors on a separate lane so ideas do not wait — without cancelling intervention minutes on instructional-level text.<sup>94</sup>

Three refusals sit beside the invitation.

Fluency before accuracy is refused. Cold timing of frustration novels is refused. Public speed races and peer leaderboards are refused. “Just read more” alone as the fluency program for code-limited readers is refused. AR points (or any points economy) as comprehension are refused.<sup>95</sup> Baby-decodable identity as the teen’s public brand is refused — use respectful controlled or instructional-level paragraphs on mature topics.

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<sup>91</sup>Foorman & Torgesen (2001): more explicit, intensive, supportive instruction for at-risk readers — home translation: short, sharp, frequent sits with feedback. School dose figures are design cues, not parent statutes.

<sup>92</sup>Joseph K. Torgesen, “Avoiding the Devastating Downward Spiral,” *American Educator*, Fall 2004: older intensive intervention (about ages 9–12; often 50–100 hours) — substantial accuracy/decoding/comprehension progress; fluency gap relative to peers often less tractable for moderate-to-severe impairment; absolute fluency may improve without closing the peer gap; still intervene; adjust expectations.

<sup>93</sup>Limit line: Vaughn / NRP / Torgesen guidance is useful study base, not a promise every home will see the same rate chart. Then teach.

<sup>94</sup>Access tools open content doors while code repair continues; they do not replace Accuracy-Then-Reread when that is the lesson. See also Wood et al. (2018) TTS as compensation for comprehension access — not a decoding curriculum.

<sup>95</sup>WWC Accelerated Reader adolescent pattern: no discernible fluency/comprehension — **school/vendor** evidence; refuse points-as-comprehension theory in the kitchen.

You do not need to be a reading specialist. You do need to run accuracy first, ask where to slow down, and protect meaning. Slow and accurate is the path. Smooth and true — not fastest in the room.

This week you can learn to hold an accuracy pass before any timing and to keep charts personal. Today the adolescent can reread a practiced paragraph for phrasing and answer one meaning question. Tomorrow they can note one personal smoothness gain without a peer race board.

## **For the parent: understand it yourself**

Many adults remember “fluency” as a timer and a wall chart. That memory is incomplete. Accuracy, rate, and phrasing work together — and accuracy comes first. Many adults were also told that “just reading a lot” would fix a slow reader, or that a leveled color was the phonics program, or that peer-average words-per-minute was the only success story. Rust is normal. Feeling scared by a benchmark score is exhaustion, not a flaw. Five minutes here, then the warm-up. The adolescent still reads aloud.

## **Everyday picture**

Yesterday the learner read a short instructional-level paragraph with three sticky words. You previewed those words with syllable scoops. Today you run an untimed accuracy pass, fix every meaning-harming miss by decoding, model one fluent read, and ask, “Accuracy first — then where should we slow down for a smooth reread?” The learner scoops phrases. The third read sounds more like talking. A meaning question closes the sit. A separate ordinary picture: a cold chapter book under a stopwatch while someone calls time. Speed rose. Reading did not. Another ordinary picture: a sibling leaderboard titled “Fastest Reader.” Identity fused with WPM. Shame followed.

## **Precise picture**

Four ideas sit under this chapter, and they are not the same.

*Accuracy pass.* Instructional-level or controlled paragraph the learner can decode at high accuracy after preview. Untimed. Fix misses by looking through the word

— scoop, morph parts, sounds — not by picture or first-syllable invent. Tally meaning-harming errors without shaming every soft self-correction.

*Fluency after accuracy.* Same page (or yesterday's already-accurate paragraph). Adult model. Two or three rereads with phrasing. Optional phrase scoops. One meaning question. Optional quiet personal timing only after accuracy is locked — never a sibling race, never cold hard text.

*Hard-word pre-decode then flow.* Six sticky words decoded first (Chapter 2 / 4 routines), then the paragraph, then one reread. Prevents “fluency” that is actually guessing under momentum.

*Access while intervention continues.* Richer books and content chapters by ear or TTS on a labelled access lane (Chapter 6's Ears Grow spirit). They motivate and protect knowledge. They do not replace today's Accuracy-Then-Reread, and they are not scored as fluency practice.

Write on a scrap: accurate → reread for smoothness → meaning. Circle *accurate*. That is the hinge. Beside it write: personal chart only. Circle *personal*.

### **Wrong answers you should be able to hear**

1. *Stopwatch before accuracy.* Timer on a cold page the learner cannot decode. Hear the category error. Put the timer away. Accuracy pass today; reread tomorrow on that page.
2. *Public speed race / sibling leaderboard.* Hear identity fusion with WPM. Remove the board. Personal smooth chart only — or no timer for a week.
3. *Fast wrong.* Learner races, invents multisyllabics, “sounds fluent.” Hear counterfeit fluency. Stop; return to accuracy; ban skip.
4. *“Just read more” as the only program.* Silent minutes alone before the code holds on this text. Hear the NRP caution. Add guided oral reading with feedback on known text. Wide reading can still motivate when it does not replace teaching.
5. *AR points (or any points) as comprehension.* “We got ten points, so we understood it.” Hear the mash. Ask a talk-box meaning question with evidence instead.
6. *TTS or chatbot finishing today's decode/fluency page.* Access tools open another text's content door. They do not complete the Accuracy Pass that is

the lesson.

7. *“Too old for rereading / too old for controlled paragraphs.”* Purposeful rereads are academic practice. Use mature topics. Refuse baby-storybook identity.
8. *Peer-average rate promised after a short kitchen burst for moderate/severe impairment.* Hear overclaim against Torgesen honesty. Still intervene; adjust expectations; legitimize extra time and accessible text.
9. *Gift-only skip.* Strengths help discussion and motivation. They do not close a rate gap by themselves.

### **Five-minute parent warm-up**

Minute 1. Read tomorrow’s paragraph yourself. Mark six words that might stick. Plan a scoop or morph prompt for each — not “look at the picture.”

Minute 2. Practice the locked opening: “Accuracy first — then where should we slow down for a smooth reread?”

Minute 3. Imagine starting a timer while they guess. Decide what you will do instead: Accuracy Pass today; Accuracy-Then-Reread tomorrow; timer only optional and personal after accuracy locks.

Minute 4. Decide what counts as a meaning-harming error versus a soft stumble you will ignore for the tally. Pencil a tiny tally: date, errors, gist yes/no.

Minute 5. Write the sentence you will actually say. Decide whether headphones sit beside a *different* book for access tonight. Put the pencil down.

If you can do those five minutes, you are ready to sit down. The adolescent reads. You hear.

## **How to teach it this week**

Keep the English-hour shape. Fluency lives after cumulative review and the multi-syllabic/encode or morph sit — on text that is already or nearly accurate. Intensity is kindness: clearer teaching and more reps, not louder coaching and more shame. Stop before melt. Parent = home coach; specialists = school title when needed.

### **Band 11–12 session shape (about 30–50 minutes)**

- Cumulative review 4–6 minutes: shaky words; two morph cards; two hearts.
- Multisyllabic + encode or morph sit 12–18 minutes (Chapters 2–4).
- Connected accuracy → fluency 8–12 minutes: **FL-1 Accuracy-Then-Reread** if yesterday was clean; else accuracy pass only; add **FL-2 Phrase Scoop** or **FL-3 Assisted Duet/Echo** as scaffold.
- Language or writing crumb 6–10 minutes optional.
- Exit ticket 2–4 minutes: third reread + one meaning question, or note one personal smoothness gain (**FL-4** crumb).

### **Band 13–14 session shape (about 30–50 minutes)**

- Same order lock: accuracy before ease.
- **FL-5 Hard-Word Pre-Decode then Flow** before denser paragraphs from content.
- Assisted reads (**FL-3**) fade — name the fade plan aloud; require a solo sentence.
- **FL-4 Personal Smooth Chart** across three days on the same practiced passage; always end with “what was this about?”
- **FL-6 Reader’s Theater Light** only after accuracy — practiced lines only; refuse cold performance.
- Torgesen honesty spoken once this week without cruelty: we’re building ease; peer speed may stay hard; tools are fair.

### **Exact wording you can say**

- “Accuracy first — then where should we slow down for a smooth reread?”
- “We only reread for smoothness after the words are right.”
- “Read like you talk — not as fast as you can.”
- “Where would you pause so the phrase makes sense?”
- “Which words slowed you — decode those first.”
- “Smooth and true, not fastest in the room.”
- “A timer is a tool some days — not your score as a person.”
- “You are not too old for practiced rereads. This is skill work.”

**Fade help.** Duet volume down → echo → solo sentence → solo paragraph. Adult phrase scoops → learner scoops. Timer absent → optional personal only. Access headphones on a separate text, labelled.

**When to stop talking.** After one prompt, wait. If they are mid-phrase, do not cut them off. Melt → shorter paragraph; keep accuracy integrity. Never turn fluency into public humiliation.

**Hypothetical week sketches (illustrations, not reported families)**

**Band 11–12 — Accuracy-Then-Reread week.** Mon: FL-5 pre-decode six words + accuracy pass. Tue: FL-1 on yesterday's clean paragraph + FL-2 scoops. Wed: FL-3 duet fade on a slightly harder previewed paragraph. Thu: FL-1 + meaning question. Fri: FL-4 personal chart crumb + done-enough. In-home: **Smooth Chart Reread**. Out-of-home: **Gallery Audio + Print**.

**Band 13–14 — content paragraph + honest rate week.** Mon: FL-5 on history multisyllabics + accuracy. Tue: FL-1 + FL-2. Wed: FL-4 day-two timing optional personal only. Thu: assisted fade on hard syntax; solo required. Fri: FL-4 day-three + meaning; speak Torgesen honesty once; access lane for the class novel by ear. Out-of-home: Gallery Audio + Print.

**In-hour named activities (FL bank)****FL-1 — Accuracy-Then-Reread**

Band: both. Time: 8–12 minutes.

Materials: Paragraph learner can decode  $\geq 95\%$  after preview; sticky for misses.

Steps: (1) Accuracy pass (untimed); fix every miss by decoding, not guessing. (2) Adult models one fluent read. (3) Learner rereads two times for phrasing. (4) One meaning question after.

Error patterns: Skips to “sound fluent”; races. Move: stop; return to accuracy pass; ban skip.

Exit crumb: Second reread smooth on previously fixed words; answers meaning question.

**FL-2 — Phrase Scoop Prosody**

Band: both. Time: 6–10 minutes.

Materials: Same accurate paragraph; pencil for phrase scoops.

Steps: (1) Scoop phrases together (not word-by-word). (2) Read scooped once. (3) Adjust scoops that break meaning. (4) Final read for listener sense.

Error patterns: Scoops randomly; ignores punctuation. Move: adult scoops one sentence; learner copies pattern on next.

Exit crumb: One paragraph read with sensible pauses.

**FL-3 — Assisted Duet / Echo Read**

Band: 11–12 (13–14 as scaffold on hard syntax). Time: 6–8 minutes.

Materials: Challenging-but-previewed paragraph.

Steps: (1) Adult and learner read together (duet) OR adult reads sentence, learner echoes. (2) Fade adult volume on second pass. (3) Learner solo third pass on a sentence.

Error patterns: Passive mumbling; dependency. Move: fade plan named aloud; solo crumb required.

Exit crumb: Solo accurate sentence after duet.

#### **FL-4 — Personal Smooth Chart (not peer race)**

Band: both. Time: 5–8 minutes + charting.

Materials: Same practiced passage across three days; optional quiet timer; personal chart.

Steps: (1) Only after accuracy locked. (2) Optional timing for personal comparison day-to-day. (3) Chart own improvement; never sibling leaderboard. (4) Always end with “what was this about?”

Error patterns: Identity fusion with WPM; cheating skips. Move: remove timer for a week; restore meaning question as the point.

Exit crumb: Notes one personal smoothness gain; states main idea.

#### **FL-5 — Hard-Word Pre-Decode then Flow**

Band: both. Time: 8–10 minutes.

Materials: Six hard words from tomorrow’s paragraph; then the paragraph.

Steps: (1) MD-style or morph-style decode the six. (2) Read paragraph. (3) Reread once.

Error patterns: Skips pre-decode. Move: no paragraph until six are accurate.

Exit crumb: Paragraph accuracy high; one reread smoother.

#### **FL-6 — Reader’s Theater Light (practiced only)**

Band: 11–12 (13–14 optional with dignity). Time: 10–12 minutes.

Materials: Short script previewed to accuracy.

Steps: (1) Assign lines. (2) Accuracy pass. (3) Performance reread for phrasing.

Refuse: cold performance; public mockery; speed contest between roles.

Exit crumb: Phrased accurate read.

## **Practice that actually builds learning**

Ample practice means named try-its — not “read faster.” Library, gallery, kitchen, and walk *are* practice. They do not replace the Structured Literacy accuracy sit.

## Talk box

**Exact opening question:** “Accuracy first — then where should we slow down for a smooth reread?”

**Follow-ups (pick three to five):**

1. Meaning: “What was this mostly about — in one sentence?”
2. Representation: “Show me with phrase scoops / finger under the line / a mark where you’ll pause.”
3. Type or evidence: “Which words were sticky — and how did you fix them (scoop, morph, sounds)?”
4. Check: “On that second read, did the phrasing match the meaning?”
5. Revise: “You may change where you pause. Try it another way.”

**How to wait.** Slow three after the question; wait again after they stop. If mid-reread, do not cut them off. Look at the page if silence is hard. Protect the try. Stahl wait is classroom-origin — use the move; do not claim a literacy RCT.<sup>96</sup>

**Stuck silence usually means:** vague question; wait-time zero; shame flood from past races; text still undecodable; timer anxiety; no meaning purpose; new chunk too big. Pose, wait, point back at the print — do not fill the silence with the “fluent” performance yourself.

## In-home try-it — Smooth Chart Reread

**Time:** about 8 minutes. **Band:** both.

**Materials:** Practiced paragraph already accurate; personal chart; optional quiet timer; pencil.

**Safety:** Private chart — no posting on the family fridge as a race board; no sibling ranking entertainment; no shame voice.

**The fun:** Beating yesterday’s self on ease and phrasing — then proving you understood.

**The skill:** FL-4 hygiene: accuracy locked → optional personal timing → meaning question.

**Steps:** (1) Confirm accuracy with a quick eyes-on pass. (2) Optional quiet time for personal comparison only. (3) Chart one note (“smoother pauses,” “fewer sticky words,” or a personal time). (4) Answer: what was this about?

<sup>96</sup>Stahl 1994 think-time — classroom-origin; not a literacy RCT. Rowe 1972 science-class wait — do not mash as literacy RCT.

**Error patterns:** Skips accuracy; identity meltdown over WPM; cheats by skipping lines. Move: remove timer a week; keep meaning as the point.

### Out-of-home try-it — Gallery Audio + Print

**Time:** about 15 minutes. **Band:** both.

**Materials:** Museum or gallery audio guide (or phone audio if offered); short wall label/placard; notebook.

**Safety:** Gallery courtesy; headphones volume sane; no photographing strangers; no public quizzes of docents as sport; no shaming the learner in the hall. A placard is print — not a sermon about a city.

**The fun:** Ears get the rich story; eyes still train on a short label.

**The skill:** Access lane for ideas + short accuracy/decode on a label paragraph (pair with Chapter 2 scoop).

**Steps:** (1) Listen to audio for the piece (access). (2) Find the short label. (3) Pre-decode two hard words. (4) Accuracy read the label. (5) Optional smooth reread of the label only. (6) Say one sentence connecting audio idea + label fact.

**Error patterns:** Skips the label entirely; treats audio as the fluency score; races the label cold. Move: label is the accuracy object; audio is access — name both lanes aloud.

### Additional practice that counts

- **Park Sign Accuracy (5 minutes).** Read a regulation sign left-to-right; no photo-guess; one meaning (“what should a person do?”). Safety: roadside awareness.
- **Library Craft Reread (8 minutes).** Choose a short informational paragraph at instructional level; accuracy at the table; reread for phrasing in a quiet corner — not a public performance.
- **Hard-Word Sticky Night (6 minutes).** Six words from tomorrow’s content page on stickies; decode; sleep; flow tomorrow with FL-5.

### Blocked, mixed, and diagnostic practice

- **Blocked (new move):** Same short paragraph three days — accuracy, then phrasing, then personal chart.
- **Mixed:** After ease holds, introduce one new previewed paragraph midweek; keep Friday on the old practiced one for chart honesty.

- **Incorrect example:** Learner times a frustration novel cold and celebrates a “PR.” Hear stopwatch-before-accuracy. Move: retire timer; run FL-1 on instructional text; audio for the novel’s ideas.
- **Second miss:** Accurate but glacial on known text for weeks with no reread scheduled. Hear missing FL block. Move: schedule FL-1/FL-2 after the code sit.
- **Third miss:** Duet forever; no solo. Hear dependency. Move: name fade; require solo sentence exit.

### Practice bank — quick reference

| Activity                          | Band                 | Time  | Core move                            | Exit crumb                    |
|-----------------------------------|----------------------|-------|--------------------------------------|-------------------------------|
| FL-1<br>Accuracy-<br>Then-Reread  | both                 | 8–12  | fix → model<br>→ reread →<br>meaning | smooth + gist                 |
| FL-2 Phrase<br>Scoop              | both                 | 6–10  | scoop phrases<br>for sense           | sensible<br>pauses            |
| FL-3<br>Duet/Echo                 | 11–12<br>(+scaffold) | 6–8   | assisted →<br>fade → solo            | solo sentence                 |
| FL-4 Personal<br>Smooth Chart     | both                 | 5–8   | personal<br>compare +<br>gist        | one gain<br>noted             |
| FL-5<br>Pre-Decode<br>then Flow   | both                 | 8–10  | six words →<br>paragraph             | high accuracy<br>+ reread     |
| FL-6<br>Reader’s<br>Theater Light | 11–12                | 10–12 | practiced<br>lines only              | phrased<br>accurate           |
| Smooth Chart<br>Reread            | both                 | ~8    | FL-4 at home                         | gist stated                   |
| Gallery<br>Audio + Print          | both                 | ~15   | access + label<br>accuracy           | one<br>connecting<br>sentence |

## **Why accuracy-first is kindness**

A stopwatch on cold undecodable text trains guessing under pressure and can harm motivation — exactly the Vaughn caution. Accuracy-first protects dignity and builds real ease. Torgesen honesty protects families from false rate miracles without abandoning intervention. Extra time and accessible text remain legitimate even when absolute rate improves. Say that out loud once: tools are fair.

## **Composite illustration (hypothetical only)**

A twelve-year-old reads accurately at a crawl; the class novel's nightly pages take two hours; avoidance begins. Adult response: instructional-level fluency passages with purpose; audiobook of the novel for plot and idea access; separate decoding practice; extra time; refuse public speed ranking; name Torgesen honesty — "we're building ease; peer speed may stay hard; tools are fair." Label hypothetical. Do not diagnose.

## **Band moves in plain language**

**11–12.** Accuracy-then-reread; phrase scoop; assisted duet with a named fade; personal chart only; Reader's Theater only after accuracy; mature controlled paragraphs (space weather, city planning, sports physics).

**13–14.** Same order lock; pre-decode content words; assisted reads fade faster; speak rate-gap honesty without cruelty; pair every fluency week with an access-lane reminder so content knowledge does not starve while eyes train.

**Placement.** A twelve-year-old accurate and easing on practiced paragraphs moves toward volume and denser text with support. A fourteen-year-old still inventing multisyllabics under a timer returns to untimed accuracy and Chapter 2/4 repair — with dignity — not a birthday novel as proof of readiness.

## **Parent script bank**

- "Accuracy pass first. Knowledge does not replace letters."
- "Show me where you'll pause."
- "Fix that word by scooping — then we'll make it smooth."
- "Timer away today. Meaning stays."
- "Your chart is yours — not a race."

- “Headphones for the novel’s ideas; this paragraph is our fluency gym.”
- “Read like you talk.”

## **Materials list**

Instructional-level or respectful controlled paragraphs; sticky notes for misses; pencil for phrase scoops; personal smooth chart (private); optional quiet timer; six-word pre-decode cards; short practiced script for FL-6; headphones beside a print book (access lane labelled); dated notebook titled Reading / Language Arts / English. No peer race board. No baby-storybook props as the public brand.

## **What fluency after accuracy does not mean**

It does not mean never reading widely. It does not mean forever baby text. It does not mean abandoning morphology and encoding sits. It does not mean ORF as identity. It means purposeful ease built on truth — with honest expectations about rate gaps for some learners.

## **Bridge forward and back**

Point back: Chapters 2–4 supply the accuracy. Point forward: Chapter 6 teaches vocabulary in use and comprehension on accessible text by ear while code is repaired — fluency weeks still protect a decode/encode crumb. Chapter 8 will sample oral reading of controlled/instructionally appropriate text as a kitchen object — not a percentile identity. Sister pointers once: ages 5–10 sister uses decodable connected reading; typical 11–14 English manual assumes more automatic word reading; grades 1–12 overview spreads thinner. This chapter ages up with Torgesen honesty for 11–14 dyslexia risk — not a reprint.

## **Why volume redesign still matters**

Torgesen’s practice-deficit mechanism is plain: weak decoding makes independent reading unpleasant; reduced practice then damages vocabulary, strategies, and fluency (Matthew effects). At 11–14 the repair window is still open for accuracy and comprehension; fluency gap-closing may remain stubborn for moderate-to-severe impairment — name that without cruelty. Redesign volume with instructional-level rereads *and* accessible rich text by ear so knowledge grows while eyes train.

Pleasure reading alone does not close a moderate-to-severe rate gap. Structured practice plus fair tools does the honest work.

### More incorrect examples to diagnose

1. Parent says “Just keep reading; speed will come” while nightly novel pages take two hours and accuracy on multisyllabics is still shaky. Move: separate lanes — FL-1 on short instructional text; audio for novel ideas; Chapter 2/4 repair minutes protected.
2. Learner skips lines to beat a personal best. Move: retire timer; finger under the line; meaning question as the only score that day.
3. Cold Reader’s Theater at a family gathering with unrehearsed lines. Move: refuse; practice to accuracy first or cancel the performance.
4. Headphones used to “do fluency” by listening only, with no print accuracy pass. Move: label access vs intervention; restore FL-1 on print.

### Final done-enough whisper

If you can run accuracy-then-reread without a script, keep charts personal, ask one meaning question, and tell the rate-gap truth without shame, you are done enough with this chapter as *focus*. Keep the FL crumb in the English hour for life. Smooth and true. Tools fair. Dignity on.

### For the student

Fluency means reading that sounds true and smooth enough for meaning — after the words are right. It is not a race. It is not a character test. It is skill work with adult paragraphs.

**What this idea is.** First you make the words accurate. Then you ask where to slow down so a reread sounds more like talking. You answer what the paragraph was about. A timer, if you use one at all, compares you to yesterday’s you — never to a sibling’s scoreboard.

**Tiny worked example.** Paragraph about space weather (mature topic). You pre-view six hard words with scoops. You read untimed and fix misses. Your adult models one smooth read. You scoop phrases. You reread twice. You answer:

“It’s mostly about how solar storms can affect satellites.” Match. Smooth enough. True.

### Two tries

1. Accuracy-Then-Reread on a short paragraph you can mostly decode. Fix misses. Reread for phrasing. Answer one meaning question.
2. Phrase Scoop on the same paragraph. Mark pauses. Read once for a listener. Change one scoop if it broke the meaning.

**Explain it back.** Tell a parent why reading fast while inventing long words is not fluency.

**Challenge.** Run Smooth Chart Reread three days on the same practiced paragraph. Note one personal gain. Always end with the main idea. Optional: Gallery Audio + Print — listen for ideas, then accuracy-read a short label. No public races. No cold performance for an audience that was not practiced.

**Band note.** Closer to eleven–twelve: duet/echo scaffolds and Reader’s Theater after accuracy are friends. Closer to thirteen–fourteen: pre-decode content words; fade assistance; hear the honesty that rate may still lag even when accuracy grows — tools and time are fair. Skill seats you.

**One more honesty line for you.** Some readers improve accuracy and understanding a lot while still reading more slowly than classmates. That does not mean you failed. It means your plan includes practice *and* fair tools. You are not lazy. You are not too old for practiced rereads.

You may change where you pause. Slow and accurate is allowed. Smooth and true beats fastest in the room.

## If it isn’t clicking

**Diagnostic 1 — Fast wrong / “sounds fluent” but invents words.**

Likely cause: timing too early; skip of accuracy.

Next move: Untimed accuracy only for a week; ban skip; FL-5 mandatory before any paragraph; timer removed.

**Diagnostic 2 — Accurate but glacial on known text; no ease growth scheduled.**

Likely cause: fluency block missing after accuracy.

Next move: Schedule FL-1 / FL-2 after the code sit; personal chart across three days; meaning question non-negotiable.

**Diagnostic 3 — Timer identity crash / refusal after public ranking.**

Likely cause: peer race culture; shame flood.

Next move: Remove all public charts; personal only or no timer; rebuild success on short accurate paragraphs; speak tools-are-fair once.

**Bonus diagnostic — Passive duet mumbling forever.**

Likely cause: assistance never faded.

Next move: Name fade plan; solo sentence exit every sit; then solo three sentences.

**When to slow down.** Melt, tears, refusal after real tries → shorter text; keep accuracy integrity; stop before melt.

**When to go ahead.** Two clean FL-1 exits and a personal smoothness note with gist → slightly longer practiced paragraph or lighter assistance.

**When to seek specialist/evaluation pathways.** Unexpected persistent word-level difficulty and crushing rate load despite this teaching — document oral samples; seek evaluation when documentation matters. This book does not diagnose. Not medical or legal advice. Accommodations (extra time, accessible text) can be legitimate alongside intervention.

Correct without crushing. Never “yell try harder.” Never correct-by-public-timer.

## Tools, including AI

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

After the try, a parent-held (11–12) or co-held (13–14, parent in room) tool may help *you* design isomorphic practice paragraphs at the right pattern load with a parent-held key, or offer a SCRIPT for prompts you will say. It may not finish the student’s oral reading, generate a “fluent” recording for them to submit as their work, photo-to-key a packet, or sit as the only partner during the attempt. TTS/audio may open a novel or chapter for ideas on the access lane — labelled — while today’s Accuracy-Then-Reread stays on instructional print. TTS is compensation for access, not a phonics or fluency curriculum by itself.<sup>97</sup> Full COPPA,

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<sup>97</sup>Wood et al. (2018): TTS average weighted effects on comprehension for students with reading disabilities support compensation/access interpretation; TTS removes need to decode for that

Bastani off-age caution, and bans: English hour.

## What “done enough” looks like

Skill, not birthday. ORF is not identity. Transcript titles stay **Reading / Language Arts / English**.

**Done enough to loosen fluency as the week’s main focus when most hold:**

- ☐ Accuracy-Then-Reread exit: second reread smooth on fixed words; meaning question answered (FL-1).
- ☐ Phrase scoop produces sensible pauses on one paragraph (FL-2).
- ☐ Assisted read fades to a solo accurate sentence when scaffolds were used (FL-3).
- ☐ Personal Smooth Chart (if used) shows a personal note + main idea — never a peer board (FL-4).
- ☐ Hard-word pre-decode used before at least one denser paragraph (FL-5).
- ☐ Any Reader’s Theater was practiced to accuracy first (FL-6).
- ☐ Smooth Chart Reread *and* Gallery Audio + Print (or equivalent access+print) attempted without public shame.
- ☐ Myths refused: stopwatch-before-accuracy; public races; fast-wrong praise; “just read more” alone; AR-as-comp; peer-average overpromise; “too old”; TTS finishing today’s fluency page.
- ☐ Torgesen honesty spoken once without cruelty when rate anxiety appears.
- ☐ Showable two ways: accurate read *and* a meaning statement (or phrase-scoop marks + oral gist).
- ☐ Talk-box opening used without a script at least three sits.

**Placement rule.** Ease on practiced instructional text → add volume and supported stretch. Guessing under a timer → return to untimed accuracy and code/morph repair with respectful materials.

**Life-of-the-habit crumb.** Keep Accuracy-Then-Reread inside the English hour when vocabulary, comprehension, or writing headlines the week. Mix last week’s paragraph once. Show phrasing and gist. Holds after a night of practice beat a percentile story.

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sitting — helps access; does not teach decoding. Full AI/access lane in the English hour; Bastani et al. 2025 **OFF-AGE for literacy**.

### Mini progress chart (kitchen, not identity)

Week of \_\_\_\_\_ Passage \_\_\_\_\_

Mon Accuracy errors \_\_ Gist Y/N Tue Reread smooth Y/N Wed Scoops Y/N Thu

Personal note \_\_\_\_\_ Fri Meaning \_\_\_\_\_

Timer used? personal only / none

Access lane used for other text? Y/N

Myths refused: \_\_\_\_\_

Next week: hold / advance / reteach \_\_\_\_\_

### Exit ticket shapes

1. Third reread + one gist sentence (2–3 minutes).
2. Mark two phrase scoops; read once (3 minutes).
3. Pre-decode four sticky words; read two sentences accurately (4 minutes).
4. Personal chart note + “what was this about?” (3 minutes).

### Final parent pep

You do not need a stopwatch cult. You need accuracy first, a place to pause, a meaning question, and honesty about rate. Short, sharp, frequent. Stop before melt. Personal charts only. Tools are fair. Read like you talk.<sup>98</sup>

Parent-learns-this-week: accuracy pass before any timing; personal chart only.

Child-tries-today: reread a practiced paragraph for phrasing and answer one meaning question.

You do not need to be a reading specialist. You do need to hear fast-wrong and ask for the accuracy pass. Accuracy first. Then where should we slow down for a smooth reread? Smooth and true. Dignity on.

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<sup>98</sup>AAP-AAO-AAPOS-AACO joint statement: colored lenses / vision therapy are not the dyslexia reading treatment; parallel eye care if needed.

## Chapter 6

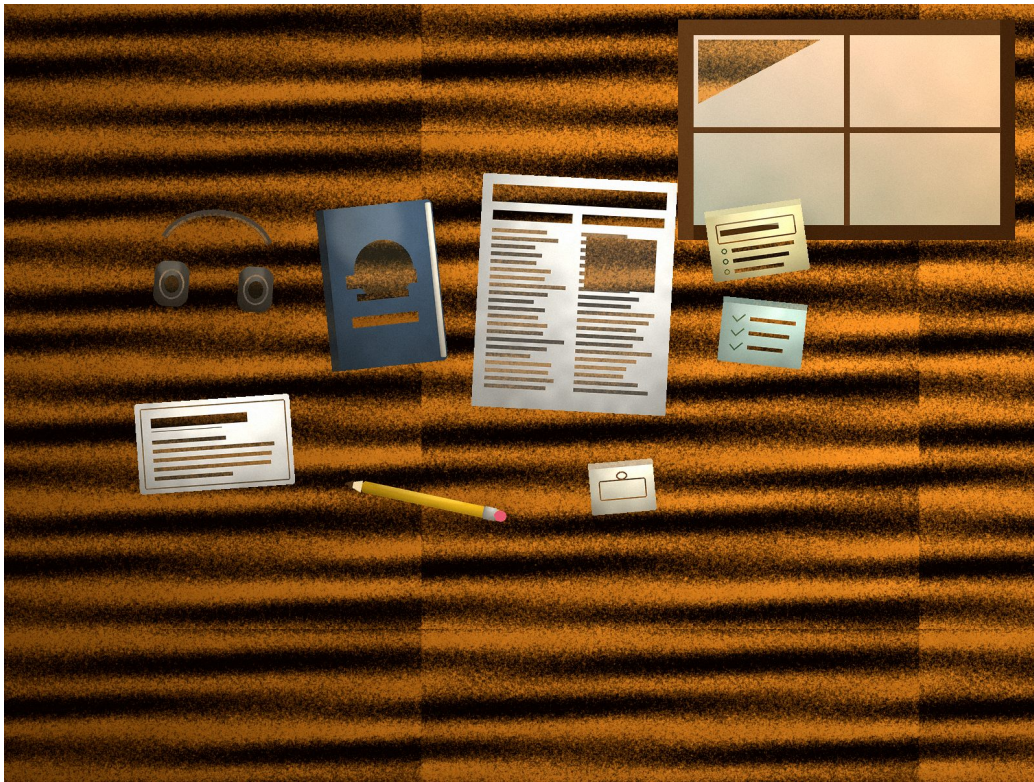


Figure 8: Headphones beside a print book, sticky deep-word notes, and claim-evidence cards — still-life, no people, no logos.

## 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 middle-grades text you are actually using. Passages and articles have a gist — a claim, a structure, a “mostly about.” An eleven- to fourteen-year-old with dyslexia risk can grow a rich 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.

Secondary consequences named in the International Dyslexia Association’s October 2025 definition already sit heavy at this age: reduced reading experience can press on vocabulary, knowledge, and written expression if adults only wait. 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.<sup>99</sup>

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**.<sup>100</sup> Vaughn and colleagues’ 2022 guide rates a comprehension-building set as **strong** — world and word knowledge, ask-and-answer, gist, and monitoring.<sup>101</sup> Wood 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,

<sup>99</sup>International 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 and reduced reading experience; identification and targeted instruction important at any age. Access date 6 September 2026.

<sup>100</sup>Michael 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  $\neq$  that title).

<sup>101</sup>Sharon Vaughn et al., *Providing Reading Interventions for Students in Grades 4–9*, NCEE 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**.

not as phonics instruction.<sup>102</sup> These are useful studies, not a promise that every home will see the same result.

What this idea unlocks is an adolescent who can define one deep word in their own language, notice what a part does in *contradict* or *photosynthesis*, give a one-sentence gist, and finger evidence — even on a week when syllable scoop still needs Error Hospital. Writing in Chapter 7 needs those meanings and plans. Assessments in Chapter 8 will ask for showable gist and claim+evidence, not Accelerated Reader points.

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.<sup>103</sup> 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.<sup>104</sup> 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.<sup>105</sup>

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,” and “audio means we’re done with the code” as four different misses. Today the adolescent can say what a word (or part) means here — and what this page is mostly about.

<sup>102</sup>Wood 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.

<sup>103</sup>What 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.

<sup>104</sup>AAP-AAO-AAPOS-AACO joint statement: colored lenses / vision therapy are not the treatment for primary dyslexia — refuse lenses-as-cure.

<sup>105</sup>Foorman 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.

Knowledge builds when words are met again in talk, in heard text, 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 and comprehension as a packet of bubbles. That memory is incomplete for a middle-grades 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 guessing. Five minutes of this section, then the warm-up, is enough for tomorrow. The adolescent still talks.

**Everyday picture.** You play a quality audio chapter of a museum exhibit article the learner cannot yet decode alone at speed. You stop on *perspective*. Student-friendly definition in your pocket: “a way of seeing or thinking about something.” 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 *transportation*. 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.

**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. Student-friendly definitions beat encyclopedic lectures.

*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. **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<br>pattern-controlled /<br>practiced paragraph  | Accuracy gym for<br>today's syllable/morph<br>patterns              | As the teen's only<br>identity diet forever                     |
| Rich text by ear<br>(read-aloud / audio / TTS<br>labelled) | Print bottleneck; grow C,<br>vocab, knowledge,<br>discussion        | Used to cancel decoding<br>sits                                 |
| Rich text in print with<br>scaffolds                       | Decoding accurate<br>enough with preview                            | Forced cold when<br>accuracy collapses                          |
| Leveled app ladder                                         | Optional practice if<br>patterns match teaching                     | As proof the code was<br>taught; as AR-style<br>points identity |
| Baby decodable series                                      | Only for a specific<br>missing early pattern,<br>briefly, privately | Public brand;<br>months-long identity<br>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 multi-syllabic 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 being read to at thirteen. Hear dignity failure. Script: “Ears grow language while eyes train the code on a different page.”

**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 *perspective* about a single random fact with no viewpoint? Why not?”).

Minute 3. Sketch a light structure map (claim+reasons, cause/effect, 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.

**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.

**Band 11–12 session placement**

- After connected accuracy *or* in place of a hard print cold read: VO-1 One Deep Word Thread (6–8 minutes) 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.
- 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-5 Use-It-In-Claim as the bridge into a short writing plan.

**Band 13–14 session placement**

- Still protect code/morph minutes — denser Latin/Greek in text from Chapter 4 feeds VO-4 Discipline Word Sticky.
- CO-1 remains when print volume would otherwise collapse; do not retire listening because a birthday arrived.
- Add CO-3 Text Structure Map Light; CO-6 Gist → Summary Ladder; CO-7 Writer-Craft One Question; longer claim+evidence discussion.
- VO-4 on science/history chapters (ear OK); VO-5 into Model–Practice–Reflect plans for Chapter 7.

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.”

### Age-band moves

*11–12:* High-utility academic words (*conflict, variable, evidence, structure*); gist and main idea by ear; claim+two evidence fingers; clarify menu posted; dinner thread non-negotiable; shame-aware dignity script for listening.

*13–14:* Discipline words that carry a chapter’s load; denser morph peek inside VO; summary ladder; craft question; News Claim Hunt out-of-home; still dual-lane if multisyllabic accuracy is unfinished — respectful materials, not novel-only because “ninth grade next 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. Stop talking when they are mid-claim.

**Map the banks.** VO-1...VO-5 and CO-1...CO-8 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.

## In-hour named activities (VO bank)

### VO-1 — One Deep Word Thread (day → dinner → writing)

Band: both. Time: 6–8 minutes sit + dinner revisit.

Materials: One load-bearing word from text; sticky note.

Steps: (1) Pronounce; student-friendly definition; example/non-example. (2) Morph peek if useful. (3) Oral sentence. (4) Dinner: parent asks for the word in a new context. (5) Next day: reuse in writing plan.

Error patterns: Copies dictionary; never reuses.<sup>106</sup> Move: ban copy-only; force new sentence; dinner thread non-negotiable.

Exit crumb: Own-words definition + one new sentence.

### VO-2 — Example / Non-Example Sort

Band: 11–12 (13–14 with denser words). Time: 6–8 minutes.

Materials: 6 scenario cards for one academic word (*conflict*, *variable*, *perspective*).

Steps: (1) Sort example vs non-example. (2) Justify one of each with wait-time. (3) Write a borderline case and decide.

Error patterns: Sorts by vibe; cannot justify. Move: “Point to the definition piece that fits.”

Exit crumb: Correct sort  $\geq 5/6$  with one oral justification.

### VO-3 — Word-Learning Strategy Try (context + parts)

Band: both. Time: 8–10 minutes.

Materials: One paragraph with an unknown word left unmarked initially (print if accurate; ear if not).

Steps: (1) Attempt meaning from context clues — name the clue. (2) Check word parts. (3) Confirm with glossary/adult. (4) Record strategy that worked.

Error patterns: Guesses wildly; skips parts. Move: require naming clue type (synonym, contrast, example).

Exit crumb: States meaning + which strategy earned it.

### VO-4 — Discipline Word Sticky for Content Chapter

Band: 13–14. Time: 8–12 minutes.

Materials: Science/history page or audio chunk; 3 stickies.

Steps: (1) Select 3 words that carry the chapter’s load (importance to text). (2) Define; morph; pronounce. (3) Explain how each changes what a reader under-

<sup>106</sup>National Reading Panel summary (2000): vocabulary — direct and indirect teaching; multiple encounters; dictionary-copying weak as sole method.

stands.

Error patterns: Picks easy Tier-I words; ignores jargon. Move: “Which word would break the chapter if removed?”

Exit crumb: Three stickies complete; one oral “if removed” explanation.

### **VO-5 — Use-It-In-Claim**

Band: both. Time: 5–7 minutes.

Materials: Today’s deep word; claim frame.

Steps: (1) Build oral claim using the word. (2) Point to text evidence. (3) Optional write.

Error patterns: Word jammed in without sense. Move: say claim without word, then upgrade one noun/verb to the target.

Exit crumb: Sensible claim including the word.

## **In-hour named activities (CO bank)**

### **CO-1 — Ears Grow While Eyes Train**

Band: both (core accessibility). Time: 10–15 minutes.

Materials: Rich text above current accurate decoding level; adult read-aloud or quality audio/TTS labelled; notebook.

Steps: (1) Name purpose: “Ears grow language while eyes train the code in the other sit.” (2) Listen to a chunk. (3) One strategy move (gist, structure, clarify). (4) One discussion turn with wait. (5) Optional: learner reads a *different*, easier controlled paragraph later for code.

Error patterns: Shame about “being read to”; skipping code sit because audio feels enough. Move: dignity script + protect code minutes.

Exit crumb: One-sentence gist + one evidence point from heard text.

### **CO-2 — Stop-and-Say Main Idea (informational)**

Band: both. Time: 8–10 minutes.

Materials: 2–3 short sections (print if accurate; ear if not).

Steps: (1) Read/listen section. (2) Stop; say main idea in one sentence. (3) Point to supporting sentence. (4) Repeat.

Error patterns: Topic-only (“about volcanoes”); detail dump. Move: “Topic + what the writer wants us to know about it.”

Exit crumb: Main idea + fingered evidence for 2 sections.

### **CO-3 — Text Structure Map Light**

Band: both (heavier at 13–14). Time: 8–12 minutes.

Materials: Passage; blank map (cause/effect, problem/solution, compare/contrast, sequence, claim+reasons).

Steps: (1) Choose structure. (2) Fill 3–5 nodes with text phrases. (3) Oral: “How did the writer build this?” (4) Optional: use map to plan a short written explain.

Error patterns: Forces wrong structure; copies whole sentences without nodes.

Move: try two candidate structures; which fits better?

Exit crumb: Completed map + one sentence on writer’s build.

#### **CO-4 — Claim + Evidence Finger**

Band: both. Time: 8–10 minutes.

Materials: Opinionated paragraph or news feature (heard or read).

Steps: (1) State claim in own words. (2) Finger two evidence spots. (3) Name what’s missing (warrant, counter, example). (4) Optional write one evidence sentence.

Error patterns: Quote-mine; claim with no evidence; evidence with no claim.

Move: two-column talk: claim | evidence.

Exit crumb: Claim + two fingered evidences.

#### **CO-5 — Clarify Fix-It**

Band: 11–12 (13–14 as needed). Time: 6–8 minutes.

Materials: Chunk with one confusing sentence.

Steps: (1) Learner marks confusion. (2) Tries fix: reread, morph the hard word, ask question, use glossary. (3) States new understanding.

Error patterns: Skips confusion; waits for adult rescue at 1 second. Move: wait; then prompt strategy menu; then model one.

Exit crumb: Names which fix worked.

#### **CO-6 — Gist → Summary Ladder**

Band: 13–14. Time: 10–12 minutes.

Materials: Longer article (ear or print).

Steps: (1) Gist in one sentence. (2) Three key points. (3) 4–6 sentence oral summary. (4) Optional written summary with scribe/STT if transcription blocks.

Error patterns: Summary longer than text; missing claim of informational piece.

Move: delete one detail; keep structure nodes.

Exit crumb: Oral summary covers gist + three points.

#### **CO-7 — Writer-Craft One Question**

Band: both. Time: 5–7 minutes.

Materials: Any accessible text.

Steps: (1) Ask: “What did the writer do on purpose here?” (word choice, structure,

example). (2) Wait. (3) Answer with evidence.

Error patterns: Only plot talk. Move: craft stems posted.

Exit crumb: One craft observation with evidence.

### **CO-8 — Because / So What Bridge (informational)**

Band: both. Time: 6–8 minutes.

Materials: Two facts from text.

Steps: “X because Y”; “So what for the reader?”

Exit crumb: One because + one so-what tied to text.

## **Practice that actually builds learning**

Library, kitchen, store labels, 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.

### **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 *perspective* show up in today’s news headline?”). 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.

#### **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?”

### **Subtitle Morph Hunt (bridge from Chapter 4)**

Band: both. Time: 5–7 minutes during a captioned video the family already chose.

Materials: Pause button; sticky.

Safety: Age-appropriate titles you already allow; no lecture to strangers.

The fun: Catch a word mid-stream.

The skill: Affix peek + VO meaning in real print.

Steps: Pause on one multisyllabic caption word. Strip parts if useful. Ask the locked opening. Resume.

Error patterns: Only entertainment; no meaning ask. Move: one hunt, then enjoy the show.

### **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). Classify. Plan Monday reteach.

Error patterns: Shame pile. Move: finite stack; celebrate one automatic win.

## **Out-of-home try-its**

### **Library Craft Question**

Band: both. Time: ~10 minutes.

Materials: Display text, placard, or short shelf blurb; notebook.

Safety: Library voice; no photographing strangers; no shaming the learner in public.

The fun: Spot what a writer did on purpose.

The skill: CO-7 craft on real print.

Steps: Choose one display text. Ask: “What did the writer do on purpose here?”

Wait. Answer with evidence. Optional: VO-1 steal one deep word for dinner.

Error patterns: Only “it looks cool.” Move: craft stems — word choice, example, structure.

### **News Claim Hunt**

Band: 13–14 (late 11–12 with simpler features). Time: ~12 minutes.

Materials: Short news feature or podcast transcript chunk; ear OK.

Safety: Skip graphic harm and live controversy; choose science/museum/sports-feature safe objects. No public quiz of a cashier.

The fun: Detective energy — headline vs body.

The skill: CO-4 claim+evidence; VO-5 optional.

Steps: Hear or read headline. State claimed idea. Find two evidence spots in the body (or audio). Name one missing piece.

Error patterns: Opinion without text; quote-mine. Move: two-column notebook.

### **Gallery Audio + Print**

Band: both. Time: 10–15 minutes at a museum or gallery you already visit.

Materials: Audio guide or phone TTS on a placard; notebook.

Safety: Gallery rules; no touching art; quiet voice.

The fun: Two doors into the same idea.

The skill: CO-1 dual-lane in the wild — ears for meaning; eyes for one scooped word on the placard if appropriate.

Steps: Listen to the chunk. Gist + one evidence. Then scoop one multisyllabic placard word for code practice — or save scoop for home if public shame risk is high.

Error patterns: Only audio tourism; or only cold decode of a dense placard. Move: name which lane you are in.

### **Store Brand Morph (meaning crumb)**

Band: both. Time: 5 minutes in an aisle.

Materials: One product label with a clear affix (*reusable, nonfat, prewashed*).

Safety: Aisle courtesy; no tasting unknown things; no shoplifting a “test.”

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 about the product’s job.

Error patterns: Public performance pressure. Move: whisper; one word only.

### **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, or a spoken sentence.”
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?”
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).<sup>107</sup> 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.

**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. Pose, wait, point back at the print or replay the audio — do not fill the silence with the right word.

### **Incorrect example to diagnose (hypothetical)**

A twelve-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 same book. If they cannot give gist + evidence, the points were performance, not understanding. Retire points-as-proof. Keep CO-2 and CO-4.

## **For the student**

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

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<sup>107</sup>Stahl (1994) think-time / classroom wait conventions; Rowe (1972) science-class wait — labelled classroom-origin; **do not mash as a literacy RCT**.

**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.

**Tiny worked example.** Word: *structure*. Own-words meaning: “how the parts of something are put together.” Part peek: *struct* often relates to building. Mostly about (heard science chunk): the writer explains how a bridge’s parts share weight. Evidence: the sentence that names cables and towers.

**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. You may change your mind when the text disagrees with your first guess.

Slow and accurate is allowed on the decode page. Clear thinking is allowed on the listening page. You are not lazy. You are practicing two skills that both matter.

## If it isn’t clicking

### Diagnostic 1 — Definitions evaporate by dinner.

Next move: Shrink to one deep word. Ban dictionary copy. Force a new kitchen sentence. Put the sticky on the fridge. Revisit next day’s writing plan (VO-1 thread). If needed, VO-2 sort before reuse.

### Diagnostic 2 — Gist is only a topic (“about space”).

Next move: Teach the stem “Topic + what the writer wants us to know about it.” Run CO-2 on two short sections. Add CO-8 because/so-what. If print is the bottleneck, switch the same activity to ear (CO-1) — do not call the collapse “lazy comprehension.”

### Diagnostic 3 — Listening feels shameful, so language starves — or audio cancels the code sit.

Next move: Dignity script every time: academic listening is skill work, not baby

storytime. Protect 12–18 minutes of multisyllabic decode+encode on a *different* page. If both listening and print are hard, shorten chunks, add CO-5 clarify menu, and consider evaluation conversation when difficulty is unexpected and persistent after systematic work (high-level; not a diagnosis from this book).<sup>108</sup>

When to slow down: new academic word families piled without reuse. When to go ahead: deep word reuses cleanly and gist+evidence is automatic on accessible text. When to reteach from the error log: topic-only gist, jammed vocabulary, picture-only “proof.” When to seek a human specialist: unexpected persistent word-reading/spelling struggle despite real Structured Literacy hours — Kamil Rec 5 honesty; parent remains coach, not title-holder.<sup>109</sup>

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

Keep this short. The full allow/ban box lives in the English hour at the front of the book. Point back there.

For this chapter: TTS or quality audio may open **content** text while decoding is taught on another page — accommodation, not substitute.<sup>110</sup> A parent-side tool may explain a vocabulary idea *to you*, generate isomorphic example/non-example cards with the **parent key** held by you, or offer a labelled SCRIPT after the adolescent has tried a gist. Ages **11–12**: parent holds the account (COPPA under-13). Ages **13–14**: co-hold; parent still in the room; turning 13 is not a licence.

Do not paste a comprehension packet for answers. Do not photo-to-key. Do not ask a chatbot to write the student’s claim paragraph. Do not use TTS to finish

<sup>108</sup>IDA, “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.

<sup>109</sup>Michael 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  $\neq$  that title).

<sup>110</sup>Wood 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.

today’s decode page. Do not detector-grade a student’s writing. Bastani and colleagues’ 2025 high-school math trial is **OFF-AGE for literacy** — one cautionary mechanism only: an unguarded tool can make practice look better and leave the learner weaker when the window closes.<sup>111</sup>

Bookshare and library audio help the access lane when a learner qualifies; they do not replace Structured Literacy.<sup>112</sup>

## What “done enough” looks like

Before you loosen this chapter’s intensity, check skill — not birthday.

### Vocabulary done-enough (starter targets, not cut scores)

- ☐ Own-words definition of this week’s deep word
- ☐ New sentence at dinner or next day
- ☐ Example and non-example justified once
- ☐ Morph peek named when parts help
- ☐ Word reused in an oral claim (VO-5)
- ☐ Holds after a night (can still define tomorrow)

### Comprehension done-enough

- ☐ One-sentence gist on accessible text (ear or print)
- ☐ Two evidence fingers or replayed lines
- ☐ Structure named sometimes (CO-3)

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<sup>111</sup>Bastani 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.

<sup>112</sup>Bookshare 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.

- ☐ Clarify strategy named when stuck (CO-5)
- ☐ Discussion turn with real wait
- ☐ CO-1 scheduled without cancelling code minutes

### **Dual-lane honesty**

- ☐ Content-access text and decode page are not the same page when print is the bottleneck
- ☐ No AR points column as mastery
- ☐ Placement by skill: a fourteen-year-old still inaccurate on multisyllabics keeps MD work with respectful materials

### **Exit ticket shapes (2–4 minutes)**

- Own-words definition + one new sentence
- Oral claim + finger evidence on today’s accessible text
- Main idea + supporting sentence for one section
- “Which fix worked?” after CO-5
- One craft observation (CO-7)

**Life-of-the-habit tips (not a ninth chapter).** Cumulative review next Tuesday: last week’s deep word returns once. Mix last week’s structure map with this week’s claim. Show two ways: define and use; gist and evidence. If it holds after a night, thin the scaffold. If it vanishes, rebuild the dinner thread — without shame and without a percentile identity.

Place samples under **Reading / Language Arts / English**. Never title the subject Young Minds Dyslexia I. Chapter 7 will carry meaning into writing with adaptations. Chapter 8 will deepen kitchen skill checks. Stay here until deep words reuse and gist talk are habits — then carry them forward without dropping the code.

## Worked talk-box transcripts (hypothetical — labelled illustrations)

### Transcript A — Band 11–12, heard science chunk.

Parent: What does this word — *variable* — mean here, and what is this mostly about?

(Wait. Look at the sticky, not at the adolescent.)

Learner: It means something that can change?

Parent: Say it in your own words for this experiment page.

Learner: A thing the scientist changes or watches change.

Parent: Example and non-example?

Learner: Temperature in the setup is a variable. The color of the notebook cover is not.

Parent: What is this section mostly about?

Learner: How changing one variable can change the result.

Parent: Point to — or replay — the line that makes you think that.

(Learner replays; fingers the sentence.)

Parent: You may change your mind if the next sentence disagrees.

Learner: Still that. The next line is an example, not a new claim.

### Transcript B — Band 13–14, News Claim Hunt.

Parent: What does *perspective* mean here — and what is this mostly about?

Learner: A way of looking at the park plan. The piece is mostly arguing that the redesign helps walkers.

Parent: Show me two evidence spots.

Learner: The sentence about wider paths. The quote from the planner.

Parent: What's missing?

Learner: A fair counter from people who liked the old layout.

Parent: Good. That's tomorrow's WR crumb if we write — for now, CO-4 is done enough.

## Minute-by-minute — CO-1 Ears Grow (15 minutes)

1. **0:00–1:00** Dignity script: “Ears grow language while eyes train the code on a different page.” Name today’s strategy (gist *or* claim+evidence *or* structure).
2. **1:00–7:00** Listen to one chunk (adult read-aloud or labelled TTS/audio).

No cold decode of this page.

3. **7:00–10:00** Locked opening. Wait. Gist in one sentence.
4. **10:00–13:00** Evidence finger or replay. One follow-up (*structure or because/so-what*).
5. **13:00–15:00** Exit crumb in notebook. Optional: schedule the controlled paragraph for later in the hour — different text.

If shame rises (“This is babyish”), answer once: “This is academic listening. Middle-grades scientists listen to lectures too. Your decode gym is still on the calendar.” Then teach.

### **Minute-by-minute — VO-1 Deep Word (8 minutes)**

1. **0:00–1:00** Pronounce; learner repeats.
2. **1:00–3:00** Context guess from the sentence; then your student-friendly definition.
3. **3:00–4:30** Example / non-example oral.
4. **4:30–6:00** Morph peek if useful (*struct* in *structure*; *spect* in *perspective*).
5. **6:00–7:30** New oral sentence (not a copy). Sticky on fridge.
6. **7:30–8:00** Dinner cue planned aloud: “Tonight I’ll ask for this word once.”

### **Dual-lane fridge poster (copy in plain text)**

Lane A — Eyes train the code

- Syllable scoop / morph decode on respectful controlled text
- Encoding of today’s patterns
- Accuracy-Then-Reread when ready

Lane B — Ears grow language

- Rich text by ear or scaffolded print

- One deep word thread
- Gist / structure / claim+evidence

Rule: Do not mash. TTS may open Lane B. TTS does not finish Lane A when Lane A is today's lesson.

## Hypothetical week sketches (labelled illustrations)

### Week A — Band 11–12, focus: deep word + main idea by ear

Mon: VO-1 on *evidence*; controlled paragraph accuracy earlier. Tue: CO-1 + CO-2 on a short museum article by ear. Wed: VO-2 sort; CO-5 clarify on one confusing sentence. Thu: VO-5 claim; Text Claim Sticky. Fri: diagnostic wrong (topic-only gist); Dinner Deep Word check; exit ticket. Out-of-home: Library Craft Question.

### Week B — Band 13–14, focus: discipline words + claim+evidence

Mon: VO-4 three stickies on an engineering article (ear OK). Tue: CO-1 + CO-4. Wed: CO-3 structure map; VO-3 strategy try. Thu: CO-6 summary ladder; VO-5 into writing plan. Fri: CO-7 craft; News Claim Hunt; done-enough checklist. Protect multisyllabic sit daily — do not retire code because discussion feels adult.

## Error pattern → next-week move

| You hear / see                        | Likely miss             | Next move                                       |
|---------------------------------------|-------------------------|-------------------------------------------------|
| Dictionary copied; gone by dinner     | No reuse thread         | VO-1 dinner<br>non-negotiable; ban copy-only    |
| “About animals” 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 *the, and* as  
discipline words

Wrong selection

VO-4 “if removed” test

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## 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.<sup>113</sup> Meanwhile teach: one deep word, one gist, dual lanes.

## If listening is strong but print is weak

That profile is common at 11–14 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.

## 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.

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<sup>113</sup>IDA, “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.

## **Progress without percentile identity**

Chart deep words reused across a week. Chart gist+evidence completeness. Chart CO-1 days protected. Do not rename the adolescent as a Lexile or a points total. Formal scores, when sought, inform referral; they do not replace tomorrow's talk box. Chapter 8 deepens this hygiene.

## **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 (word choice / structure / example).

## **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 job of a piece (argue, explain, narrate) 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.

## **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 adolescent speaks beautifully is not kindness. Forcing a cold hard print book as a fluency score during vocabulary time is not rigor.

You do not need perfect literary analysis. You need one good question, wait time, and a sticky note. The adolescent attempts first. You correct without crushing. Meaning becomes showable. The code gym stays on the calendar. That is English for young minds 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 tries to speak louder than the learner's own words. Then wait. Then teach.

## Chapter 7



Figure 9: Lined paper, focus-word card, timer, and keyboard beside a pencil — still-life, no people, no logos.

## Writing with adaptations

### Why this matters

What’s the job of this piece — argue, explain, or narrate — and what’s the plan?

That question keeps composition honest for ages 11–14 with dyslexia risk. Writing here means thinking on the page: a purpose, a plan, sentences that carry a claim or an explanation or a story, and one clear revision target. It also means facing a real tax — spelling and handwriting (or keyboarding) can crush ideas before they start. Adaptations are kindness. Abandoning spelling forever is not a plan. A blank page alone is not kindness either.

Graham and colleagues’ Institute of Education Sciences guide for secondary writers (grades 6–12 — on-age for this book) rates Model–Practice–Reflect strategy instruction as **strong** evidence, writing–reading integration as **moderate**, and using writing assessment to inform instruction as **minimal** evidence that is still recommended as practical feedback hygiene.<sup>114</sup> Graham and colleagues’ elementary guide is cited only where transcription adaptations overlap — handwriting, spelling, sentence construction, typing — and labelled elementary.<sup>115</sup> Hebert and colleagues, summarized in Catts’s framing of writing challenges, remind families that dyslexia often loads writing through spelling and transcription, not through “not caring.”<sup>116</sup> IDA’s assistive-technology lane names speech-to-text as a bridge — not a spelling curriculum.<sup>117</sup> These are useful guides, not a promise that every home will see the same result.

What this idea unlocks is an adolescent who can name the job of a piece, sketch a plan, produce a short draft with scaffolds when needed, own today’s focus spellings, and revise one target without drowning in red ink. Vocabulary and

<sup>114</sup>Steve 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**.

<sup>115</sup>Steve Graham et al., *Teaching Elementary School Students to Be Effective Writers*, NCEE 2012-4058 (2012; rev. 2018): Rec 3 handwriting/spelling/sentence construction/typing **moderate** — labelled elementary companion for transcription overlap only.

<sup>116</sup>Writing 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.

<sup>117</sup>IDA assistive-technology framing: speech-to-text / scribe as bridges; accommodation ≠ substitute for spelling and written-expression instruction.

comprehension from Chapter 6 feed the ideas. Encoding from Chapter 3 and morphology from Chapter 4 feed the orthographic pass. Assessments in Chapter 8 will sample writing without turning a detector score or a percentile into a personality.

Refusals sit beside the invitation. Blank-page-only with no scribe/STT when transcription blocks thinking is refused. “Type everything forever with no word study” is refused. Chatbot write-the-essay is refused. Detector-grading a dyslexic draft is refused.<sup>118</sup> Crowning a composition franchise as a decoding cure is refused — IEW Level B may edge carefully for structure later in Resources; it is not Structured Literacy for word reading.<sup>119</sup> Shame about messy first drafts is refused.

You do not need to be a writing professor. You do need a contract language for scribe or speech-to-text, a Model–Practice–Reflect cycle on a short paragraph, focus-spelling ownership minutes, and one revision target at a time.

This week you can learn to hear blank-page freeze, scribe-forever, STT-without-ortho-pass, and fifteen-red-marks revision as four different misses. Today the adolescent can name the job — argue, explain, or narrate — and show a plan before sentences.

## For the parent: understand it yourself

Many adults remember writing as “just write a five-paragraph essay” with no teaching of how, or as endless handwriting drills with no ideas. For a middle-grades learner with dyslexia risk, process stays; transcription flexes; spelling still gets taught. Five minutes of this section, then the warm-up.

**Everyday picture.** The learner can explain aloud why a museum redesigned a gallery — clear claim, two reasons. On paper, the draft stalls after six words; spelling anxiety floods. You set a timer: five minutes you scribe while they talk the plan and draft. Timer ends. They spell today’s four focus words into the piece (*structure, evidence, gallery, redesign*). They read the whole piece aloud. One

<sup>118</sup>Weixin 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.

<sup>119</sup>IEW Level B (vendor): Structure and Style aimed at students reading at about 6th–8th grade level — composition scaffold; **not** a decoding cure; plant for Chapter 10 fit card. WWC does not crown IEW as dyslexia alphabetics.

revision target only: add a second evidence sentence. Ideas lived. Spelling owned. Another ordinary picture: a full STT draft accepted with no orthographic pass — fluent looking page, zero map ownership.

**Precise picture.** Graham’s Model–Practice–Reflect cycle in kitchen grain:

1. **Model** — You think aloud on a short mentor: plan bullets, then one sentence.
2. **Practice** — Learner plans and drafts with length and transcription flex (scribe, STT, keyboard, shortened expectation).
3. **Reflect** — Checklist: claim present? evidence? focus spellings? one fix.

Scribe and speech-to-text are **response accommodations** — they change how thinking gets onto the page without lowering the destination standard of clear argument, explanation, or narration.<sup>120</sup> Spelling sits still exist. Focus words are the learner’s job.

**Wrong answers you should be able to hear**

1. *Blank page freeze treated as laziness.* Hear transcription overload. Offer WR-1 or WR-3; still teach spellings.
2. *Scribe forever; no encoding minutes.* Hear abandoned orthography. Post the contract; alternate composition-heavy and encoding-heavy days.
3. *STT draft with no orthographic pass.* Hear “tool finished the spelling curriculum.” Run WR-3 step 3.
4. *Fifteen red marks at once.* Hear revision flood. One target card only (WR-4).
5. *Chatbot writes the essay “because of dyslexia.”* Hear the ban. Dyslexia is not a write-my-essay licence.
6. *Detector score as honesty grade.* Hear Liang risk — dyslexic writing is high-risk for false positives.<sup>121</sup>

<sup>120</sup>IDA assistive-technology framing: speech-to-text / scribe as bridges; accommodation ≠ substitute for spelling and written-expression instruction.

<sup>121</sup>Weixin 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.

7. *Composition franchise as decoding cure.* Hear wrong tool. Structure may help writing; word reading still needs Structured Literacy.

**Five-minute parent warm-up**

Minute 1. Name today's job: argue / explain / narrate.

Minute 2. Write 4–6 focus words on a card from this week's patterns/morphs.

Minute 3. Sketch a plan frame (claim + two evidence bullets *or* explain nodes *or* narrative beats).

Minute 4. Practice contract language: "I'll scribe five minutes; you own the focus spellings."

Minute 5. Practice the locked opening aloud.

**How to teach it this week**

Writing often sits 6–15 minutes inside the English hour (longer on workshop days). It does not erase multisyllabic decode+encode. Protect encoding ownership even on heavy composition days.

**Band 11–12 session placement**

- WR-1 Scribe-and-Spell Contract two or three times weekly when ideas > transcription.
- WR-2 Model–Practice–Reflect on a paragraph (argue or explain) once or twice weekly.
- WR-4 One-Target Revision on yesterday's draft.
- WR-5 Sentence Combine late in the band.
- WR-7 Keyboarding crumb — tool, not the reading program.
- Daily or near-daily: 3–5 focus spellings from Chapter 3 patterns.

**Band 13–14 session placement**

- Same contracts; add WR-3 STT then Orthographic Pass.

- WR-6 Multi-Paragraph Skeleton toward multi-paragraph without five-paragraph worship.
- WR-8 Counterclaim Crumb on argument pieces.
- Still alternate composition-heavy and encoding-heavy days.
- Reading ↔ writing integration (Graham Rec 2 moderate): plans grow from Chapter 6 claim+evidence on accessible text.<sup>122</sup>

Exact wording:

- “What’s the job — argue, explain, or narrate — and what’s the plan?”
- “Say the sentence you want; then we’ll get it on paper.”
- “I’ll scribe five minutes; you own the focus spellings.”
- “STT drafts; you still own the map.”
- “We’re revising for evidence today — not for pretty handwriting.”
- “One target only.”
- “Wrong isn’t shame — wrong is information for tomorrow’s spelling sit.”

### Age-band moves

11–12: Sentence → coherent paragraph; scribe contract explicit; plan bullets before sentences; focus spellings ≥75% on the card; narrate/explain/argue named.

13–14: Multi-paragraph skeleton; STT+ortho pass; counterclaim crumb; denser morph spellings in the ownership set; still dignity if basic syllable spelling remains shaky — materials stay respectful.

**Fade help.** First you model plan→one sentence. Then they plan while you scribe. Then they draft with STT/keyboard and own spellings. Then they revise one target

<sup>122</sup>Steve 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**.

without you naming it first. Stop talking when they are mid-sentence of their own plan.

## **In-hour named activities (WR-1...WR-8)**

### **WR-1 — Scribe-and-Spell Contract**

Band: both. Time: 12–18 minutes.

Materials: Timer; focus-word card (4–6 words); paper.

Steps: (1) Agree: adult scribes ideas for 5–8 minutes while learner talks plan/draft. (2) Stop scribe. (3) Learner spells focus words into the draft (or copies carefully from oral remapping). (4) Learner reads whole piece aloud. (5) One revision target only.

Error patterns: Scribe forever with no encoding; or refuse scribe and freeze. Move: contract posted; alternate days composition-heavy vs encoding-heavy.

Exit crumb: Draft exists; focus words  $\geq 75\%$  correct; one revision noted.

### **WR-2 — Model–Practice–Reflect Paragraph (argue or explain)**

Band: both. Time: 15–20 minutes.

Materials: Mentor paragraph; plan frame (claim + two evidence bullets); optional STT.

Steps: (1) Adult think-aloud models plan→draft one sentence. (2) Learner practices plan + draft. (3) Reflect with checklist (claim present? two evidences? focus spellings?). (4) One fix.

Error patterns: Skips plan; drafts then cannot find claim. Move: bullets before sentences non-negotiable.

Exit crumb: Paragraph with claim +  $\geq 1$  evidence; checklist used.

### **WR-3 — Speech-to-Text Draft then Orthographic Pass**

Band: 13–14 (11–12 if available). Time: 12–15 minutes.

Materials: STT device; printed draft; focus-word list.

Steps: (1) Dictate draft via STT. (2) Clean obvious STT errors. (3) Orthographic pass: learner corrects today's focus patterns/morph words by hand. (4) Read aloud.

Error patterns: Accepts all STT; skips spelling pass. Move: "STT drafts; you still own the map."

Exit crumb: Draft + documented orthographic fixes on focus set.

### **WR-4 — One-Target Revision Pass**

Band: both. Time: 8–12 minutes.

Materials: Yesterday's draft; single target card (evidence / topic sentence / sen-

tence combining / punctuation / morph spelling).

Steps: (1) Name target only. (2) Learner finds one place to improve. (3) Rewrite that place. (4) Reflect: “What changed for the reader?”

Error patterns: Fifteen red marks; neatness-only revision. Move: hide other issues; one target.

Exit crumb: Visible before/after on the target.

### **WR-5 — Sentence Combine for Clarity**

Band: 11–12 late / 13–14. Time: 8–10 minutes.

Materials: 4 choppy sentence pairs about this week’s text.

Steps: (1) Read choppy pair. (2) Combine with *because/which/when/that*. (3) Spell focus words carefully. (4) Choose best combine for the paragraph.

Error patterns: Run-ons; loses meaning. Move: oral combine first; then write.

Exit crumb: 3/4 sensible combines.

### **WR-6 — Multi-Paragraph Skeleton (13–14)**

Band: 13–14. Time: 15–20 minutes.

Materials: Skeleton: intro claim, two body evidence paragraphs, closing; mentor; scribe/STT allowed for volume.

Steps: (1) Fill skeleton bullets. (2) Draft one body paragraph fully. (3) Bullets only for others if time. (4) Reflect next step.

Error patterns: Five-paragraph worship without evidence; length without claim.

Move: quality criteria > blank length.

Exit crumb: Skeleton complete; ≥1 body paragraph drafted.

### **WR-7 — Keyboarding Crumb (tool, not the reading program)**

Band: both. Time: 5–8 minutes.

Materials: Keyboard; short practiced sentence.

Steps: (1) Type today’s dictated sentence. (2) Compare to paper encoding of same words. (3) Note: keyboarding is fluency tool; spelling sit still exists.

Error patterns: Typing replaces all word study. Move: schedule both.

Exit crumb: Typed sentence + paper encode of 3 focus words.

### **WR-8 — Counterclaim Crumb**

Band: 13–14. Time: 8–10 minutes.

Materials: Learner’s claim paragraph.

Steps: Add one fair counter; one reply with evidence; scribe OK.

Exit crumb: Counter + reply present.

## Practice that actually builds learning

### In-home try-its

#### **Scribe Contract Essay Night**

Band: 13–14 (11–12 with shorter prompts). Time: ~20 minutes.

Materials: Timer; focus-word card; prompt from content (science explain or argue-from-text).

Safety: Private sit; stop before melt; no public shame.

The fun: Ideas get to exist at full speed for a timed window.

The skill: WR-1 on a real content question.

Steps: Name job + plan (2 min). Scribe window (6–8 min). Focus spellings owned (5 min). Read aloud (2 min). One revision target noted (2 min).

Error patterns: Scribe creeps past timer; focus words skipped. Move: visible timer; card on the table.

#### **STT then Ortho Pass**

Band: 13–14. Time: ~15 minutes.

Materials: OS dictation; printer or screen; focus list.

Safety: Parent in the room for account/tools per English-hour AI box; quiet space.

The fun: Voice becomes draft.

The skill: WR-3 — accommodation with ownership.

Steps: Dictate. Clean obvious STT nonsense. Hand-correct focus morph/patterns. Read aloud. Log two orthographic fixes.

Error patterns: “Looks fine” skip. Move: checklist forces three focus fixes minimum.

#### **Fridge Plan Sticky**

Band: both. Time: 5 minutes before a draft day.

Materials: Sticky with job + three bullets.

Steps: Write job word (argue/explain/narrate). Three plan bullets. Tomorrow’s draft opens from the sticky — not from a blank stare.

#### **Sentence Combine Kitchen**

Band: both. Time: 8 minutes.

Materials: Two choppy sentences about dinner or a family outing (safe, ordinary).

Steps: Oral combine; write; spell focus words; choose best for a postcard.

## Out-of-home try-its

### Postcard / thank-you with focus spellings

Band: both. Time: 10–12 minutes.

Materials: Postcard or short note; focus-word card.

Safety: Ordinary courtesy; no photographing strangers; no lecture to a cashier.

The fun: Real audience, short length.

The skill: Purpose named (thank / narrate a visit); 3–5 focus spellings owned; optional scribe for the rest.

Steps: Plan one sentence job. Draft (scribe OK). Learner writes focus words. Read aloud. Mail or deliver.

### Museum placard → explain paragraph plan

Band: both. Time: 10 minutes on site + home draft later.

Materials: Notebook; one placard (ear OK via audio guide).

Safety: Gallery rules.

The fun: Real object, real explain job.

The skill: Chapter 6 comprehension → Chapter 7 plan.

Steps: Gist the placard. Plan explain bullets. Home: WR-1 or WR-2 on those bullets.

### Library display → argue crumb

Band: 13–14. Time: 10 minutes.

Materials: Display blurb; claim frame.

Steps: Claim what the display wants you to notice. Two evidence notes. Home: WR-8 counterclaim optional.

## Talk box

### Exact opening question (locked):

“What’s the job of this piece — argue, explain, or narrate — and what’s the plan?”

### Follow-ups:

1. Meaning: “Say the claim or the explain gist in one sentence before we write.”
2. Representation: “Show the plan with bullets, a skeleton, or a sketch — then sentences.”

3. Type / evidence: “Where will your evidence live — which bullet?”
4. Check: “Did you own today’s focus spellings? Read it back.”
5. Revise: “One target only — what should change for the reader? You may change your mind.”

**How to wait.** After the job question, wait a slow three (Stahl classroom-origin; not a literacy RCT).<sup>123</sup> After they stop planning, wait again. Do not snatch the pencil mid-thought. If silence is shame about spelling, offer the contract — then still wait for the plan. Look at the plan frame, not at the adolescent, if the silence is hard.

**Stuck silence usually means:** blank page with no plan; job unnamed; transcription fear; new chunk too big; wait-time zero; need a scribe so thinking can start; perfectionism about neatness; chatbot habit waiting to “just write it.” Pose the job question, wait, point at the plan frame — do not fill the page for them.

### **Incorrect example to diagnose (hypothetical)**

A thirteen-year-old (hypothetical) pastes a chatbot paragraph into the notebook because “spelling is impossible.” Refuse write-the-essay. Restore WR-1 or WR-3: their ideas, their plan, their focus spellings. The tool may later help *you* prepare a mentor paragraph — after their try — not author their work.

## **For the student**

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

**What this idea is.** Writing has a job: argue, explain, or narrate. You make a plan before sentences. If spelling blocks your thinking, we can scribe or use speech-to-text for a timed window — and you still own today’s focus words. Then we revise one thing, not fifteen.

**Tiny worked example.** Job: explain. Plan: (1) Bridges share weight across parts. (2) Cables example. (3) Towers example. Scribe window: you talk; adult writes.

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<sup>123</sup>Stahl (1994) think-time; Rowe (1972) science-class wait — classroom-origin; not a literacy RCT.

You spell *structure, cables, towers, evidence*. Read aloud. Revision target: add “because” to connect cables to weight.

**Try 1.** Name the job of a short piece you will write today. List three plan bullets.

**Try 2.** Write or dictate four sentences from the plan. Spell three focus words yourself. Read the piece aloud.

**Explain it back.** “Scribe or STT helps me \_\_\_\_ . I still own \_\_\_\_ .”

**Challenge.** Revise one target only. Tell what changed for the reader. You may change your mind when you read it back.

Slow and accurate spelling practice is allowed. Clear thinking on the page is allowed. You are not lazy. Messy first drafts are information, not a moral failure.

## If it isn’t clicking

### Diagnostic 1 — Freeze at the blank page.

Next move: Name the job. Fill three bullets before any sentence. Offer WR-1 timed scribe or WR-3 STT. Shorten length. Separate idea grade from encoding notes.

### Diagnostic 2 — Ideas strong; spelling ownership zero.

Next move: Post the contract. Cap scribe/STT window. Require focus-word card  $\geq 75\%$ . Alternate encoding-heavy days (Chapter 3 dictation) with composition-heavy days. Run orthographic pass even when the draft “looks done.”

### Diagnostic 3 — Revision means neatness only — or red-ink flood.

Next move: WR-4 one-target card. Hide other issues. Reflect: “What changed for the reader?” If organization is the miss, return to plan bullets (WR-2/WR-6). If unexpected persistent word-level struggle continues despite systematic teaching, seek evaluation conversation — high-level; not a diagnosis from this book.<sup>124</sup>

When to slow down: multi-paragraph demands before a single planned paragraph is stable. When to go ahead: plan→draft→one revision is automatic with contract. When to reteach from the error log: skipped plan; focus spellings abandoned; STT unchecked. Correct without crushing. “Yell try harder” is not the rule.

<sup>124</sup>IDA Testing and Evaluation: screening  $\neq$  diagnosis; seek evaluation when documentation or differential diagnosis matters — not legal or medical advice from this chapter.

## Tools, including AI

Point back to the English-hour AI box.

For this chapter: OS dictation and keyboarding are ordinary tools. Parent may ask a tool to explain Model–Practice–Reflect *to the parent*, to generate isomorphic plan frames with parent key, or to offer revision *questions* after a student draft — not a rewrite to an A. Ages **11–12**: parent holds the account. Ages **13–14**: co-hold; parent still in the room.

Do not write the student’s essay. Do not photo-to-key a packet. Do not detector-grade drafts (Liang average FPR **61.22%** on human TOEFL essays).<sup>125</sup> Bastani 2025 remains **OFF-AGE for literacy** — mechanism caution only.<sup>126</sup> TTS may read a mentor paragraph aloud for access; it does not author the student’s claim.

## What “done enough” looks like

### Writing done-enough (starter targets, not cut scores)

- ☐ Job named: argue / explain / narrate
- ☐ Plan before draft (bullets or skeleton)
- ☐ Short draft exists (sentence→paragraph; multi-paragraph attempt at 13–14 as skill allows)
- ☐ Scribe/STT contract used without abandoning spelling sit
- ☐ Focus spellings owned (≥75% on the card as a teaching target)
- ☐ One revision target completed with before/after visible
- ☐ Piece read aloud by the learner

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<sup>125</sup>Weixin 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.

<sup>126</sup>Bastani et al., *PNAS* (2025): high-school math chatbot trial — **OFF-AGE for literacy; not a dyslexia RCT**.

- Holds after a night: can restate job + plan tomorrow

### Band notes

11–12: Coherent paragraph with scaffolds as needed; claim or explain gist clear.  
13–14: Skeleton + at least one developed body paragraph; counterclaim crumb on some argument pieces; STT+ortho pass documented when used.

**Life-of-the-habit tips (not a ninth chapter).** Cumulative review next Tuesday: last week's focus morph spellings return in a new sentence. Mix last week's revision target with this week's job. Show two ways: plan bullets and a drafted paragraph; oral claim and written claim. Keyboarding crumb stays a crumb. IEW Level B, if you edge toward it later, is composition structure beside — never instead of — Structured Literacy.<sup>127</sup>

### Exit ticket shapes

- Job + three plan bullets oral
- Four focus words spelled from the card
- One evidence sentence added on revision
- “STT drafted; I fixed \_\_\_\_ and \_\_\_\_ on the ortho pass.”

Place samples under **Reading / Language Arts / English**.<sup>128</sup> Never Young Minds Dyslexia I.<sup>129</sup> Chapter 8 will help you check writing samples beside word reading, dictation, and oral reading — without percentile identity.

### Worked talk-box transcript (hypothetical)

Parent: What's the job of this piece — argue, explain, or narrate — and what's the plan?

Learner: Explain. How the exhibit shows erosion.

<sup>127</sup>IEW Level B (vendor): Structure and Style aimed at students reading at about 6th–8th grade level — composition scaffold; **not** a decoding cure; plant for Chapter 10 fit card. WWC does not crown IEW as dyslexia alphabetics.

<sup>128</sup>Moats, “How Spelling Supports Reading,” *American Educator* Winter 2005/06 — encoding non-negotiable; spell-check limits honesty; orthographic pass still teaches the map.

<sup>129</sup>Transcript lock: Reading / Language Arts / English — never brand, never **Young Minds Dyslexia I**.

Parent: Show me the plan with bullets.

Learner: (1) What erosion is here. (2) Water example from the placard. (3) Why it matters for the trail.

Parent: I'll scribe five minutes; you own *erosion, structure, evidence, trail*. Ready?

(*Scribe window. Stop.*)

Parent: Your spellings.

(*Learner writes focus words.*)

Parent: Read it aloud. One target only — where should we add because?

Learner: After the water example.

Parent: You may change your mind when you read it again tomorrow.

### **Minute-by-minute — WR-2 (18 minutes)**

1. **0:00–2:00** Locked opening; job named; mentor skim.
2. **2:00–5:00** You model plan bullets + one sentence think-aloud.
3. **5:00–8:00** Learner writes bullets (scribe OK for bullets if needed).
4. **8:00–14:00** Draft practice (STT/scribe/keyboard per contract).
5. **14:00–16:00** Reflect checklist.
6. **16:00–18:00** One fix; focus spellings check.

### **Minute-by-minute — WR-3 (15 minutes)**

1. **0:00–2:00** Job + plan oral.
2. **2:00–7:00** Dictate via STT.
3. **7:00–9:00** Clean obvious STT errors together.
4. **9:00–13:00** Orthographic pass on focus set — learner's pencil.
5. **13:00–15:00** Read aloud; log fixes.

## Scribe-and-Spell contract poster (copy in plain text)

We agree:

1. Timer on for ideas (5–8 minutes). Adult may scribe.
2. Timer off. Learner owns focus spellings on the card.
3. Learner reads the whole piece aloud.
4. One revision target only.
5. Spelling sits still happen on other days — this is not “never spell again.”

## Hypothetical week sketches

### Week C — Band 13–14, root *struct* + claim paragraph

Mon: morph/decode sit; VO from Chapter 6. Tue: CO-4 claim+evidence by ear. Wed: WR-2 model–practice–reflect. Thu: WR-3 STT/ortho. Fri: WR-4 evidence target; short writing sample for Chapter 8. Out: News Claim Hunt → plan sticky.

### Week D — Band 11–12, explain paragraph + *-tion* spellings

Mon: encoding of *-tion*. Tue: WR-1 on a science explain. Wed: WR-5 combines. Thu: WR-4 topic-sentence target. Fri: diagnostic wrong on a focus spelling; post-card out-of-home. Protect MD sit daily.

## Error pattern → next move

| Pattern                      | Move                                   |
|------------------------------|----------------------------------------|
| Blank freeze                 | Job + bullets; then WR-1/WR-3          |
| Scribe forever               | Posted contract; encoding day tomorrow |
| STT all accepted             | Forced ortho pass on focus set         |
| Fifteen red marks            | One-target card; hide the rest         |
| Neatness-only revise         | Ask “what changed for the reader?”     |
| Length without claim         | Skeleton quality criteria              |
| Chatbot paragraph            | Delete; restart with their plan        |
| Keyboard replaces word study | WR-7 crumb + EN sit same week          |

## Materials kit

Timer; focus-word cards; plan frames; multi-paragraph skeleton blank; mentor paragraphs (accessible); STT device; printer optional; keyboard; revision target

cards; error log; postcard stock.

## Connecting to records and resources

Dated drafts with encoding notes belong in the Reading / Language Arts / English file (Chapter 9). Program fit for composition scaffolds — including careful IEW Level B edges — belongs in Chapter 10 beside Structured Literacy options. Do not rename the credit line after a brand.

## Closing coaching

If you remember only three moves, remember these. First, ask for the job and the plan before sentences. Second, separate idea flow from transcription load with a timed contract — and still teach today's spellings. Third, revise one target. Model–Practice–Reflect is the spine Graham's secondary guide supports as strong; your kitchen version is short, sharp, and frequent.<sup>130</sup> Blank pages without teaching are not rigor. Chatbots authoring the essay are not accommodation. Detector scores are not honesty.

You do not need perfect prose. You need a plan, a draft that exists, focus words owned, and one improvement the reader can feel. The adolescent attempts first. You correct without crushing. Writing becomes showable. Spelling stays on the calendar. That is English for young minds with dyslexia risk: thinking and encoding, both, without shame.

Keep the locked opening on a card beside the timer. Ask it at the start of every writing try. Then wait. Then teach.

## Deeper Model–Practice–Reflect under dyslexia load

Graham et al. (2016) Rec 1 wants strategies for planning, drafting, evaluating, revising, and editing — modelled, practiced, reflected.<sup>131</sup> Under dyslexia load,

<sup>130</sup>Steve 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**.

<sup>131</sup>Steve 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**.

the failure mode is either (a) blank page, or (b) endless accommodation with no strategy growth.

| Phase    | Kitchen move                                         | What the learner owns                       |
|----------|------------------------------------------------------|---------------------------------------------|
| Model    | Adult think-aloud on short mentor; show plan bullets | Watches a <i>strategy</i> , not magic prose |
| Practice | Scribe/STT/keyboard for volume; shorten length       | Produces the <i>thinking moves</i>          |
| Reflect  | Checklist + one fix                                  | Names what improved for the reader          |

Do not say Graham proved a Writers' Workshop brand. Do not say STT is a spelling curriculum. The cycle is portable; the brand is not the evidence.

### Argue / explain / narrate — purpose cards

Keep three cards on the table.

**Argue:** I claim . **Evidence 1** . Evidence 2 . (*Optional at 13–14: fair counter ; reply .*)

**Explain:** *This works / happens because* . Example . *So what* .

**Narrate:** Beginning beat . **Middle beat** . End beat . **Why it matters** .

Name the job every time. Mixed purposes without a name produce muddy drafts.

### Focus-spelling ownership — practical menu

Choose 4–6 words from this week's syllable patterns, morph shifts, or heart parts already taught. Put them on a card before the scribe window. After drafting:

1. Learner finds each focus word in the draft (or adds it).
2. Learner spells it carefully — stretch–map–write if shaky (Chapter 3).
3. Adult scores focus words only for the ownership crumb — not every word in the piece.

4. Misses go to tomorrow's encoding review stack.

If the piece is narratively strong but focus spellings are 1/6, celebrate the ideas and reteach the map. Do not “grade creativity” when the lesson object was *-tion*.

### **Homophone and STT error as English lessons**

Speech-to-text often produces *their/there*, missing punctuation, and odd splits. Those errors are excellent English lessons — not proof the adolescent “doesn’t care.” On the ortho pass, pick one homophone pair and one punctuation fix besides the morph focus set. Keep the pass finite.

### **Reading ↔ writing integration (Graham Rec 2 moderate)**

Chapter 6’s claim+evidence and structure maps are not optional garnish. On work-shop days:

1. Access text (print if accurate; ear if not).
2. CO-4 or CO-3 oral.
3. Turn the oral plan into WR-2/WR-6 bullets.
4. Draft with contract.

Integration means the same ideas travel; it does not mean skipping decoding sits that week.

### **Extended in-home bank**

**Two-Voice Plan** (both; 6 min): Learner says plan bullets; parent echoes in writing; learner confirms or revises bullets before draft. Skill: plan ownership without transcription load yet.

**Encoding-Heavy Swap Day** (both; 15 min): No long composition. Dictation of focus words + one content sentence (EN-7 spirit). Protects the map when week was composition-heavy.

**Before/After Revision Strip** (both; 8 min): Tape yesterday’s sentence beside today’s revised sentence on one target. Visible win without peer ranking.

**Narrate Light — Incident Postcard** (11–12; 12 min): One real ordinary incident (missed bus; museum visit). Three beats. Scribe OK. Three focus spellings.

**Explain Light — How-To Card** (both; 12 min): How to scoop a multisyllabic word; how to run Dinner Deep Word. Writing about a skill they know reduces idea search load.

### **Extended out-of-home bank**

**Café Menu Encode Crumb** (both; 5 min): One multisyllabic menu word; encode on a napkin note for home dictation — not a public spelling bee. Safety: courtesy; no photographing strangers.

**Park Sign Accuracy → Narrate Beat** (both; 8 min): Read a park sign accurately (or hear it). One narrative beat about the visit planned from the sign’s info. Focus spellings later at home.

**Transit Map Multisyllabic → Explain** (13–14; 10 min): Scoop one map word (*transfer, connection*). Home explain paragraph: how the route works. Ear OK for denser brochure text.

### **Full talk-box cycle (hypothetical, 13–14)**

Parent: What’s the job of this piece — argue, explain, or narrate — and what’s the plan?

Learner: Argue. The audio guide’s redesign helps visitors.

Parent: Bullets.

Learner: Claim; wider paths evidence; quieter rooms evidence; counter — some liked the old maze.

Parent: STT for eight minutes after you say the first sentence aloud unaided. (*Learner speaks first sentence; then dictates.*)

Parent: Ortho pass — *redesign, evidence, structure, gallery, visitor*. (*Fixes.*)

Parent: Read aloud. One target — fair counter present?

Learner: Not yet.

Parent: Add it. You may change your mind about the reply tomorrow.

**For the student — longer page**

Writing is not a trick to catch you spelling every word wrong in public. Writing is how you show thinking.

When spelling is heavy, we lighten the pencil load for a few minutes so your ideas can start. That is not cheating. Cheating would be letting a chatbot invent your claim, or skipping spelling practice forever and calling it a plan.

Your checklist:

- ☐ I can say the job.
- ☐ I have three bullets.
- ☐ I produced a draft (talk-scribe, STT, keyboard, or pencil).
- ☐ I spelled the focus words.
- ☐ I fixed one target.
- ☐ I read it aloud.

If you freeze, say: “I need the job question and the timer.” If you feel ashamed of STT, remember: many professionals dictate drafts. The ownership pass is what makes it *your* English.

Challenge+: Take yesterday’s paragraph. Change only the evidence sentence. Keep the claim. That is revision power.

**If it isn’t clicking — expanded****Diagnostic 4 — Oral brilliant; written looks “careless.”**

Separate columns in your notes: Idea/organization quality | Encoding load. Score them apart. Teach spelling in the encoding sit; teach plan/evidence in the writing sit. Do not mash into one moral grade.

**Diagnostic 5 — Perfectionism blocks start.**

Shorten to four sentences. Permit messy. Celebrate “draft exists.” Revision comes tomorrow. Public neatness contests are refused.

**Diagnostic 6 — Sibling comparison.**

Separate assignments when needed. Fair matches skill. A younger sibling's tidy paragraph is not a stopwatch for your learner.

**Tools — extended accommodation box**

Match tool to limitation (IDA accommodation vs modification spirit).<sup>132</sup> Extra time helps when the learner uses it for plan and decoding strategies — not when they race inaccurately for longer. Practice tool use in ordinary work before any school quiz or portfolio sitting. Forward pointer only for later high-stakes SSD processes — this middle-years chapter stays on kitchen drafts.

Parent-side AI may help you write a clearer mentor paragraph *for modeling*, after you already know the week's skill. It may not fill the student's blanks. Hermes 4 is not Hermes Agent; Grok is not Grok Bot; there is no Grok Bot education SKU. Not a secret friend.

**Done-enough — extended checklist language**

Done-enough means the habit is teachable and showable — not “ready for AP.” A fourteen-year-old still using WR-1 heavily is not failing adolescence; they are matching transcription flex to current encoding skill while growing strategy. Thin the scribe window as ownership grows. If ownership never grows across weeks of real contracts, intensify encoding (Chapter 3) and consider evaluation conversation.

Progress tips:

- Cumulative review next Tuesday: old focus words in a new job.
- Mix last week's argue with this week's explain.
- Show two ways: oral plan + written paragraph; STT draft + hand ortho fixes.
- Holds after a night: restate job and one evidence without rereading first if possible — then check.

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<sup>132</sup>IDA assistive-technology framing: speech-to-text / scribe as bridges; accommodation  $\neq$  substitute for spelling and written-expression instruction.

## Friday writing sample hygiene (bridges to Chapter 8)

Capture one short sample weekly or biweekly. Note idea quality and encoding separately. Allow scribe/STT for ideation with honesty labels on the page (“STT draft; ortho pass on five words”). Adolescent explains one miss. Stop. Celebrate one automatic win (a morph spelling that stuck; a clear claim). This is teaching hygiene, not courtroom evidence — though dated samples also serve records.

## Closing coaching — extended

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.<sup>133</sup>

You do not need a perfect workshop. You need a timer, a focus card, a plan frame, and the locked question. Ask for the job 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 adolescent as a percentile.

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 job of this piece — argue, explain, or narrate — 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.”

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<sup>133</sup>Steve 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**.

- “STT drafted this. You still own the map — fix these five.”
- “One target: evidence. I’m covering the other marks with a sticky.”
- “Read it aloud. What should change for the reader?”
- “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.”

### **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. Refuse: public shame design; neatness-only revision.

### **What “done enough” adds for mixed skills**

A twelve-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.

Place samples under Reading / Language Arts / English. Keep evaluation notes private when they exist. Keep kitchen writing checks humble and frequent.

# Chapter 8



Figure 10: Four kitchen skill-check cards beside a dated notebook — 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 question is the spirit of kitchen assessment for ages 11–14 with dyslexia risk. Assessment here means short skill objects, exit tickets, one explained error, done-enough checklists by skill, and a weekly multisyllabic probe. It does not mean a percentile as a personality. It does not mean NAEP stories. It does not mean Accelerated Reader points as comprehension.<sup>134</sup> It does not mean waiting years for a label before teaching the code.

Families need two truths at once. First: daily diagnostic teaching already assesses — every syllable scoop tally, every dictation, every claim+evidence talk is information. Second: a dedicated rhythm of kitchen skill checks keeps the week honest when hope, fear, or a curriculum guide would skip review. Screening flags risk. Formal evaluation (when sought) maps needs and documentation. Kitchen checks decide tomorrow's sit.<sup>135</sup> Those three columns stay separate.

IDA guidance distinguishes screening from comprehensive evaluation: screening and progress monitors locate risk or insufficient response so adults intervene; evaluation yields a written report, intervention starting point, and documentation from a qualified professional.<sup>136</sup> For ages 11–14, listening–reading gaps, spelling severity, and multisyllabic decoding often clarify the profile. Late identification is common; shame and reduced print volume may already be secondary consequences. Teach now on risk. Seek evaluation when documentation or differential diagnosis

<sup>134</sup>Assessment lock for this title: exit tickets / diagnostic wrongs / kitchen skill objects / AS-2 — not percentile identity, not NAEP as homeschool census, not AR points. WWC Accelerated Reader Adolescent Literacy (August 2010 pattern): **no discernible** fluency/comprehension for adolescent learners in the opened report — school/vendor honesty.

<sup>135</sup>International Dyslexia Association, “Testing and Evaluation” fact sheet / Definition Explanation materials: screening  $\neq$  diagnosis; intervene on risk; evaluation = comprehensive written report and intervention map from qualified professionals; spelling often severe; listening–reading gaps informative at middle grades. Access date 6 September 2026.

<sup>136</sup>International Dyslexia Association, “Testing and Evaluation” fact sheet / Definition Explanation materials: screening  $\neq$  diagnosis; intervene on risk; evaluation = comprehensive written report and intervention map from qualified professionals; spelling often severe; listening–reading gaps informative at middle grades. Access date 6 September 2026.

matters — without freezing instruction while you wait.<sup>137</sup>

What this idea unlocks is calm evidence: taught multisyllabic words read and spelled; an oral reading sample of instructionally appropriate text with gist; a short writing sample with idea quality and encoding noted apart. You will know what to reteach Tuesday. You will know when to hold a pattern. You will know when systematic work has been real enough that seeking a professional evaluation is a wise next conversation — without turning Friday into a homemade high-stakes failure.

Refusals: scores as names; sibling rank charts as motivation; stopwatch cult on cold undecodable text; AR points as mastery; skipping checks because “we feel fine”; waiting to teach until after an evaluation appointment months away; inventing cut scores as if they were IDEA criteria.

You do not need to be a psychometrician. You need a dated notebook, a pencil, four short routines, AS-2 weekly, and the locked question.

This week you can learn to hear percentile-as-identity, screening-as-diagnosis, and “we’ll just do the next lesson” without a Friday sweep as three different misses. Today the adolescent can show one skill two ways — and name one thing still in practice.

## For the parent: understand it yourself

Many adults remember assessment as secret tests, red ink, and a number that followed a child down the hall. Others remember no checks at all — only “read more.” For Structured Literacy at home, assessment is frequent, short, kind, and useful. Five minutes of this section, then the warm-up.

**Everyday picture.** Friday, about fifteen minutes. Sweep the week’s syllable/morphology sticky items (2 minutes). Read 8–12 taught words + 2–3 nonsense probes (3 minutes). Dictate 5–6 words + one short focus sentence (4 minutes). Hear an oral reading sample of instructionally appropriate text with meaning-harming tally and gist (4 minutes). Adolescent explains one miss; you classify structurally; note reteach; celebrate one automatic win (2 minutes).

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<sup>137</sup>IDA October 2025 definition: identification and targeted instruction important at any age; persistence language is not wait-to-fail. Teach now; seek evaluation when documentation or differential diagnosis matters — not medical advice from this chapter.

Optional: short writing sample biweekly. The learner leaves knowing what worked. You leave knowing Tuesday's review stack.

### Precise picture — three columns

| Kitchen check                                         | Screening                                         | Formal evaluation                                                                                  |
|-------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------------------------------|
| What to teach tomorrow                                | Brief risk / progress flag<br>→ intervene / refer | Comprehensive;<br>qualified professional;<br>written report;<br>intervention map;<br>documentation |
| Exit tickets; four objects;<br>AS-2; diagnostic wrong | School or clinic tools<br>vary                    | Not replaced by kitchen<br>grain                                                                   |
| Parent-run; skill-based                               | Not a diagnosis                                   | Not a DIY project from<br>this book                                                                |

Screening  $\neq$  diagnosis  $\neq$  kitchen check. Say it until it sticks.<sup>138</sup>

### Four kitchen assessment objects (project lock)

| Object                                                              | What the adult<br>does                                                                                          | What it answers                                                                | What it is <i>not</i>                         |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------|
| <b>Word reading<br/>(multisyllabic /<br/>morphology-<br/>aware)</b> | Untimed list of<br>taught syllable/morpheme<br>patterns + a few<br>nonsense probes<br>matched to taught<br>code | Accuracy on<br>taught patterns;<br>transfer beyond<br>memorized story<br>words | A grade-level<br>Lexile destiny;<br>AR points |

<sup>138</sup>International Dyslexia Association, "Testing and Evaluation" fact sheet / Definition Explanation materials: screening  $\neq$  diagnosis; intervene on risk; evaluation = comprehensive written report and intervention map from qualified professionals; spelling often severe; listening–reading gaps informative at middle grades. Access date 6 September 2026.

| Object                      | What the adult does                                                                                                                                                    | What it answers                                                               | What it is <i>not</i>                                          |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------|
| <b>Spelling dictation</b>   | Adult says word<br>→ adolescent repeats → stretches/analyzes → writes → reads back; optional short sentence with focus blanks                                          | Encoding of taught patterns/morphemes; which position or morpheme fails       | A weekly shame contest; a substitute for reading practice      |
| <b>Oral reading sample</b>  | ~80–150 words of <b>instructionally appropriate</b> text; tally meaning-harming errors; ask one gist question; fluency timing only on <b>known</b> text after accuracy | Connected accuracy + meaning monitoring                                       | Cold timing of frustration-level chapter books; stopwatch cult |
| <b>Short writing sample</b> | One to two paragraphs on a named prompt or text; note idea quality <b>and</b> encoding load separately; scribe/STT allowed for ideation when needed                    | Whether composition fails from ideas, organization, or spelling/transcription | A college essay; NAEP; a detector grade                        |

### Wrong answers to hear

1. “*You’re a 12th percentile.*” as identity.<sup>139</sup> Hear the mash. Translate to skill needs.

<sup>139</sup>Progress without percentile identity lock (memo 03): percentiles inform referral; they are not

2. *Screening = diagnosis.* Hear column collapse.
3. *No checks — just next lesson.* Hear abandoned cumulative review.
4. *Timing cold hard text as the only “ORF.”* Hear fluency-before-accuracy.
5. *AR points as done-enough.* Hear Chapter 6 refuse.
6. *Comparing siblings’ charts on the fridge.* Hear shame design.
7. *Stopping teaching until evaluation day.* Hear wait-to-fail.

### **Five-minute parent warm-up**

- Minute 1. Open the dated notebook to a blank grid (templates below).
- Minute 2. Choose today’s object: word reading, dictation, oral sample, writing crumb, or AS-2.
- Minute 3. Practice locked opening aloud.
- Minute 4. Decide the one miss you will ask them to explain if errors appear.
- Minute 5. Write “show two ways” examples for today’s skill (read+spell; claim+evidence; plan+draft).

## **How to teach it this week**

Assessment is not a separate subject titled Young Minds Dyslexia I. It lives inside **Reading / Language Arts / English** as short probes. Friday often carries the longer sweep; daily exit tickets stay tiny.

### **Band 11–12 weekly rhythm**

- Daily: 2–4 minute exit ticket matched to the sit (decode 4; encode 3; morph strip; oral claim+evidence; one sentence with deep word).
- Mid-week: AS-2 Weekly Multisyllabic Probe or short dictation.

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the adolescent’s name and not Tuesday’s syllable lesson.

- Friday: word reading + nonsense crumb; dictation; oral sample on instructionally appropriate text; one diagnostic wrong explained; done-enough checklist; note reteach.
- Biweekly: short writing sample (paragraph with encoding notes).

**Band 13–14 weekly rhythm**

- Daily exit ticket may include morph strip, claim+evidence, or deep-word sentence.
- Mid-week: AS-2 with denser affixed items; dictation including academic morphemes.
- Friday: oral sample on controlled or bridged text; diagnostic wrong; done-enough; optional calm self-timing only on accurate known text; writing sample with STT honesty labels when used.
- Still shame-aware if skills look “early” — respectful materials; no baby-talk; no birthday novel placement against inventory.

**Exact wording:**

- “What can you show me two ways today — and what still needs practice?”
- “Wrong isn’t shame — wrong is information.”
- “Read it — now spell it.”
- “Tell the gist — now point to the words (or replay the line).”
- “We’re checking the skill, not naming your worth.”
- “Show me with scoops and with the pencil.”

**Age-band moves**

*11–12:* Shorter lists (8–12 words); nonsense probes explained as “robot words for sounding — skill check, not a trick”; oral samples on recently taught patterns; paragraph writing with scaffolds.

13–14: Morphology-aware probes; academic morpheme dictation; third reread smoothness notes on known text; multi-paragraph attempt may appear in the writing sample with STT/scribe honesty; a fourteen-year-old still inaccurate on basic syllable types is not “baby work” if accuracy is the bottleneck — materials stay respectful.<sup>140</sup>

**Fade help.** First you model how to explain a miss (“I treated the second syllable as open when it was closed”). Then they explain with a sentence frame. Then they classify with the codebook. Stop talking when they are mid-explanation.

## AS-2 — Weekly Multisyllabic Probe

Band: both. Time: ~4 minutes.

Materials: 8-word probe list (4 review, 4 recent); notebook chart.

Steps: (1) Untimed read of all eight. (2) Dictate four (mix of review and recent).

(3) Log accuracy both ways. (4) Misses → shaky stack / Error Hospital.

Error patterns: Timing the probe as a race; only sight-memory words with no nonsense/transfer items; skipping the spell direction. Move: untimed; include 2–3 nonsense matched to taught code; always chart read *and* spell.

Exit crumb: Chart accuracy both ways; one structural note on a miss.

## Exit ticket shapes (2–4 minutes)

1. **Decode 4** — four taught multisyllabic / morph words; scoop + read.
2. **Encode 3** — three focus spellings; read back.
3. **Morph strip** — one affixed word: strip, meaning, rebuild.
4. **Oral claim + finger evidence** on today’s accessible text (ear OK).
5. **One sentence with deep word** — own-words use from Chapter 6.

<sup>140</sup>Band 11–12 / 13–14 starter thresholds: teaching targets only — not IES cut scores and not IDEA eligibility criteria (memo 03 Findings 5.4–5.5).

**One diagnostic wrong answer (Friday spine)**

1. Choose one miss from the week (word reading, dictation, gist, or writing).
2. Adolescent explains: “I treated \_\_\_\_ as \_\_\_\_.”
3. Adult classifies: syllable type / morpheme boundary / vowel team / position / first-syllable guess / topic-only gist / skipped plan / etc.
4. Twin item practiced.
5. Monday review stack includes it.
6. Stop. Celebrate one automatic win.

**Friday spine (family logistics — copy)**

1. Sweep week’s syllable/morphology sticky items.
2. Read 8–12 taught words + 2–3 nonsense.
3. Dictate 5–6 words + one short focus sentence.
4. Oral reading sample (~80–150 words instructionally appropriate); meaning-harming tally; one gist.
5. Optional/biweekly: short writing sample (or STT draft + one encoding reteach).
6. Adolescent explains one miss; adult classifies; note reteach.
7. Check done-enough boxes.
8. Celebrate one automatic win. Stop.

This is assessment as **teaching hygiene**, not as courtroom evidence — though dated samples also serve records (Chapter 9).<sup>141</sup>

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<sup>141</sup>Friday spine logistics from memo 03 Finding 5.14 — teaching hygiene; dated samples also

## Practice that actually builds learning

### In-home try-its

#### Error Log Friday

Band: both. Time: 10–15 minutes (full spine) or 5 minutes (crumb).

Materials: Dated notebook; error-log stickies; probe list.

Safety: Private sit; no sibling audience unless learner chooses; stop before melt.

The fun: Detective energy — classify the miss, don't absorb it as identity.

The skill: Diagnostic wrong + done-enough.

Steps: Run Friday spine or crumb. Explain one miss. Classify. Twin item. Check two done-enough boxes.

Error patterns: Shame pile; high-stakes vibe; percentile talk. Move: finite stickies; skill language only.

#### Two-Ways Morning

Band: both. Time: 5 minutes.

Materials: Three taught words.

Steps: Read all three. Spell all three. Check holds after last night.

Error patterns: Only the easy direction. Move: always both ways when possible.

#### Smooth Chart Check (personal only)

Band: both. Time: 5 minutes on a *known* accurate paragraph.

Materials: Personal smooth chart from Chapter 5 — not a peer race board.

Steps: Optional self-timing only after accuracy. Note meaning intact.

Error patterns: Cold timing frustration text. Move: put the stopwatch away.

### Out-of-home try-its

#### Placard two ways

Band: both. Time: ~8 minutes at museum/library display.

Materials: One placard word; notebook.

Safety: Quiet voice; no public quiz; no photographing strangers.

The fun: Real print, short probe.

The skill: Read + strip morph (or scoop + encode later at home).

Steps: Read the word. Say what parts do if affixed. Optional: encode at home tonight.

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serve records (Chapter 9).

Error patterns: Public performance pressure. Move: whisper; finish encode privately.

### **Store label encode crumb**

Band: both. Time: 3 minutes.

Materials: One clear label word.

Safety: Aisle courtesy.

Steps: Photograph nothing required — remember one word; encode in the car notebook. Show two ways later: read from memory of letters + spell.

### **Talk box**

#### **Exact opening question (locked):**

“What can you show me two ways today — and what still needs practice?”

#### **Follow-ups:**

1. Meaning: “What does that miss tell us about the map?”
2. Representation: “Show me with scoops / morph tiles / finger under the word / a written sentence.”
3. Type / evidence: “Is this syllable type, morpheme, guess, or gist-only?”
4. Check: “Does the twin item match now?”
5. Revise: “You may change your mind. Try it another way. What still needs practice — without shame?”

**How to wait.** After you ask, wait a slow three (Stahl classroom-origin; not a literacy RCT).<sup>142</sup> After they stop explaining, wait again. Do not jump in with the classification before they try. Look at the notebook, not at the adolescent, if silence is hard. Protect dignity: struggle-before-rescue is not public humiliation.

**Stuck silence usually means:** shame flood; wait-time zero; vague “how did you do?”; probe words outside taught code; fear of sibling audience; percentile talk still ringing from school. Pose the two-ways question, wait, point at the cards — do not fill the silence with “you’re fine” or “you’re behind.”

<sup>142</sup>Stahl (1994) think-time; Rowe (1972) science-class wait — classroom-origin; **do not mash as a literacy RCT.**

## Incorrect example to diagnose (hypothetical)

A parent announces, “You’re still in the 15th percentile, so we’re doing baby books.” Hear percentile-as-identity and birthday/materials mash. Translate: “The screener flagged risk. Today we check which syllable patterns are shaky — and we use respectful materials.” Kitchen objects decide Tuesday. Percentiles may inform referral; they do not name the adolescent.<sup>143</sup>

## For the student

You are not a percentile. You are a person practicing skills.

**What this idea is.** Short checks show what you can do two ways — read and spell, gist and evidence, plan and draft — and what still needs practice. Wrong answers are information. They are not a moral grade.

**Tiny worked example.** Words: *transport*, *structure*. You read both. You spell both. One miss: you wrote *strucater*. You explain: “I treated the ending like -er instead of -ure.” Twin item tomorrow. Win: *transport* automatic both ways.

**Try 1.** Pick three taught words. Read them. Spell them. Mark which direction was harder.

**Try 2.** After a short oral reading sample, say the gist in one sentence and point to a line that supports it.

**Explain it back.** “Two ways means . *Still needs practice means* — not ‘I am bad at English.’ ”

**Challenge.** Explain one miss with the frame: “I treated \_\_\_\_ as \_\_\_\_.” Then try a twin. You may change your mind when the letters disagree with your first guess.

Slow and accurate is allowed. Showing two ways is strength. You are not lazy.

## If it isn’t clicking

**Diagnostic 1 — Checks feel like high-stakes failure every Friday.**

Next move: Shorten. One object per Friday for two weeks. Lead with an automatic

<sup>143</sup>Progress without percentile identity lock (memo 03): percentiles inform referral; they are not the adolescent’s name and not Tuesday’s syllable lesson.

win. Ban percentile talk at the table. Keep tone: teaching hygiene.

**Diagnostic 2 — Reads OK on story memory; nonsense/transfer collapses.**

Next move: Add nonsense probes matched to taught code. Error Hospital on structural misses. Do not crown leveled-app scores as code proof.

**Diagnostic 3 — Spelling far weaker than reading — or writing sample “looks careless.”**

Next move: Separate idea quality from encoding notes. Intensify Chapter 3 dictation. Use Chapter 7 contracts for ideation. Spelling is often the severe, stubborn signal — log position/morpheme; reteach that object.<sup>144</sup> If unexpected difficulty persists after weeks of real cumulative Structured Literacy, seek professional evaluation — high-level; this book does not diagnose.<sup>145</sup>

When to slow down: homemade batteries that recreate school trauma. When to go ahead: short probes automatic; holds after a night. When to reteach: shaky stack growing. Correct without crushing.

## Tools, including AI

Point back to the English-hour AI box.

Parent may use a tool to generate isomorphic probe lists with the **parent key** held by you, or to help *you* classify an error pattern after the adolescent explained it. Ages **11–12**: parent holds the account. Ages **13–14**: co-hold; still in the room.

Do not photo-to-key a test packet. Do not let a chatbot take the probe for the student. Do not detector-grade writing samples.<sup>146</sup> Do not invent cut scores. Bastani 2025 remains **OFF-AGE for literacy** — mechanism caution only.<sup>147</sup>

<sup>144</sup>International Dyslexia Association, “Testing and Evaluation” fact sheet / Definition Explanation materials: screening  $\neq$  diagnosis; intervene on risk; evaluation = comprehensive written report and intervention map from qualified professionals; spelling often severe; listening–reading gaps informative at middle grades. Access date 6 September 2026.

<sup>145</sup>IDA October 2025 definition: identification and targeted instruction important at any age; persistence language is not wait-to-fail. Teach now; seek evaluation when documentation or differential diagnosis matters — not medical advice from this chapter.

<sup>146</sup>Liang et al. (2023): average FPR **61.22%** on human TOEFL essays across seven detectors — do not detector-grade student writing.

<sup>147</sup>Bastani et al., *PNAS* (2025): high-school math — **OFF-AGE for literacy; not a dyslexia RCT.**

Vendor placement tests (when you use a program) place by skill — obey placement, even if early; they are not IDEA eligibility and not IES RCTs.<sup>148</sup>

## What “done enough” looks like

Done-enough means accurate on a short set, showable two ways when possible, and holds after a night. It does **not** mean a national percentile, a MAP RIT forever, or “ready for birthday promotion.”<sup>149</sup>

### **Band 11–12 starter thresholds (teaching targets — not IES cut scores / not IDEA criteria)**

- ☐ Reads taught closed / silent-e / vowel-team / r-controlled patterns in single and common two-syllable words with high accuracy on a short set
- ☐ Begins scooping / marking syllable types on longer words
- ☐ Spells week’s focus patterns  $\geq 4/5$  on dictation
- ☐ Oral reading of instructionally appropriate short passage with  $\leq$  few meaning-harming errors + gist
- ☐ Writes a coherent paragraph with encoding supports as needed
- ☐ AS-2 charted both ways weekly

### **Band 13–14 additions (still skill-first)**

- ☐ Multisyllabic decoding with morphology on short probes
- ☐ Spelling dictation includes common academic morphemes
- ☐ Third reread of a **known** paragraph smoother with meaning intact

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<sup>148</sup>Vendor placement tools place by skill or reading-level label — vendor tools, not IES RCTs, not IDEA determinations. Start where placement says; respectful materials.

<sup>149</sup>Band 11–12 / 13–14 starter thresholds: teaching targets only — not IES cut scores and not IDEA eligibility criteria (memo 03 Findings 5.4–5.5).

- ☐ Short multi-paragraph attempt may begin — with STT/scribe honesty if encoding still blocks
- ☐ Diagnostic wrong explained with structural language

### **Progress without percentile identity**

Chart AS-2 accuracy over weeks (self-to-self). Chart shaky-stack shrink. Chart one automatic win Fridays. School percentiles may inform referral conversations; they stop at the kitchen door as names.<sup>150</sup>

**Life-of-the-habit tips (not a ninth chapter).** Cumulative review next Tuesday from Friday's miss. Mix last week's probe words with this week's. Show two ways every AS-2. Holds after a night — re-probe one item cold next day. Records (Chapter 9) file dated samples under Reading / Language Arts / English. Resources (Chapter 10) help you choose programs by fit when kitchen intensity needs a fuller sequence.

### **Codebook — classify the miss (parent card)**

| Code                 | Example                                 | Next teach                       |
|----------------------|-----------------------------------------|----------------------------------|
| Syllable type        | Open/closed confusion                   | MD-2 sort; twin words            |
| Morpheme boundary    | Wrong strip on<br><i>transportation</i> | MD-6 / MO-1                      |
| Vowel team / pattern | <i>ea</i> guess                         | Pattern review; EN-1             |
| First-syllable guess | Invented ending                         | Scoop whole word;<br>cover photo |
| Schwa fight          | “Wrong vowel”<br>argument               | MD-8 honesty                     |
| Topic-only gist      | “About space”                           | CO-2 stem                        |
| Skipped plan         | Draft with no claim                     | WR-2 bullets                     |
| STT unchecked        | Homophone left                          | WR-3 ortho pass                  |

<sup>150</sup>Progress without percentile identity lock (memo 03): percentiles inform referral; they are not the adolescent's name and not Tuesday's syllable lesson.

## Notebook grid templates (plain text)

### AS-2 log

Date | Word | Read / | Spell / | Note

### Oral sample log

Date | Text (title/controlled) | Meaning-harming # | Gist OK? | Timing? (only if known+accurate)

### Writing sample log

Date | Job | Idea/org notes | Encoding notes | Scribe/STT? | One miss explained

### Done-enough weekly

Skill | Show two ways? | Holds after night? | Next action

## Worked talk-box transcript (hypothetical)

Parent: What can you show me two ways today — and what still needs practice?

Learner: I can read and spell *structure*. *Photosynthesis* still needs scoop practice.

Parent: Show me *structure* both ways.

(Reads. Spells.)

Parent: Now scoop *photosynthesis* — look through the whole word.

(Attempt.)

Parent: What did you treat as what?

Learner: I guessed the middle from the first part.

Parent: Twin tomorrow. Win today: *structure* automatic. We're checking skills — not naming your worth.

## Minute-by-minute — Friday spine (~15)

1. **0:00–2:00** Sticky sweep; locked opening.
2. **2:00–5:00** Word reading + nonsense.
3. **5:00–9:00** Dictation + focus sentence.
4. **9:00–13:00** Oral sample + gist.
5. **13:00–15:00** Explain one miss; classify; win; stop.

(Writing sample: add 8–10 minutes biweekly or swap oral sample some Fridays.)

### Hypothetical week — assessment hygiene

Mon: exit decode 4. Tue: exit encode 3. Wed: AS-2 mid-week. Thu: exit claim+evidence. Fri: full spine. Out: placard two ways Saturday optional. Daily teaching continues — checks do not replace the English hour; they steer it.

### Band thresholds honesty paragraph

The starter thresholds above are **teaching targets** for kitchen planning. They are not IES practice-guide cut scores. They are not IDEA eligibility criteria. They are not a promise every home will hit them on a schedule. A useful study or guide is not a promise that every home will see the same result. Place by skill inventory, not birthday.<sup>151</sup>

### When percentiles enter — and where they stop

School screeners and normed evaluations report percentiles, standard scores, and risk bands. Those numbers help **referral and eligibility conversations**. They do not tell you which syllable pattern to reteach on Tuesday. A learner can sit low on oral reading fluency and still need a morphology probe to find that *un-* and *-tion* are not automatic. Conversely, a learner nearer the middle of a distribution can still show a dyslexia-risk profile on phonological and nonsense-word measures — interpretation belongs to qualified professionals (IDA).<sup>152</sup> **Lock:** never let a single percentile become the adolescent's name.<sup>153</sup>

<sup>151</sup>Band 11–12 / 13–14 starter thresholds: teaching targets only — not IES cut scores and not IDEA eligibility criteria (memo 03 Findings 5.4–5.5).

<sup>152</sup>International Dyslexia Association, “Testing and Evaluation” fact sheet / Definition Explanation materials: screening ≠ diagnosis; intervene on risk; evaluation = comprehensive written report and intervention map from qualified professionals; spelling often severe; listening–reading gaps informative at middle grades. Access date 6 September 2026.

<sup>153</sup>Progress without percentile identity lock (memo 03): percentiles inform referral; they are not the adolescent's name and not Tuesday's syllable lesson.

### Specialist gate (non-diagnostic parent wording)

Seek evaluation / trained specialists when: unexpected difficulty with accurate/fluent word reading/spelling after (or alongside) systematic teaching; interference with schoolwork, time, or wellbeing; home Structured Literacy hour run with real cumulative review for weeks, still stuck. Kamil Rec 5 honesty: specialists exist; parent remains coach, not title-holder.<sup>154</sup> OCR's conceptual point that good grades do not automatically bar disability under a reading limitation is high-level context only — **not legal advice**.<sup>155</sup>

### Motivation without rank charts

Visible Win Board: patterns owned; morph cards automatic; claims with evidence; AS-2 both-ways improving. No AR-point column. No sibling percentile column. Choice of two equivalent probe lists (same skill) can reduce dread without dodging the check.

### Materials kit

Dated notebook; probe list blanks; nonsense-word slips matched to taught code; timer only for known-text smoothness (optional); error-log stickies; done-enough checklist cards; headphones for accessible-text gist checks; writing sample folder; personal smooth chart (not peer race).

### Connecting to Chapters 6–7 and 9–10

Chapter 6's gist+evidence exit tickets feed comprehension columns. Chapter 7's writing samples feed the fourth kitchen object with encoding honesty. Chapter 9 files dated samples under stranger-readable titles. Chapter 10 names program fit when you need a fuller sequence — fit not rank; no invented prices.

<sup>154</sup>Kamil et al., NCEE 2008-4027, Rec 5 **strong**: intensive individualized interventions by trained specialists — parent ≠ that title.

<sup>155</sup>OCR 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.

## Closing coaching

If you remember only three moves, remember these. First, ask what they can show two ways — and what still needs practice — without shame. Second, keep screening, diagnosis, and kitchen checks in separate columns. Third, let Friday’s miss build Monday’s stack. Percentiles may inform a phone call; they do not rename your adolescent. AR points are not mastery. Cold stopwatches on frustration novels are not fluency assessment. Short, sharp, kind probes will do more than a homemade high-stakes battery.

You do not need a testing center. You need a notebook, four objects, AS-2, and wait time. The adolescent attempts first. You classify without crushing. Progress becomes showable — self to self. The English hour stays on the calendar. That is assessment for young minds with dyslexia risk: information for teaching, not a percentile identity.

Keep the locked opening on a card in the notebook cover. Ask it every Friday. Ask it on Two-Ways mornings. Then wait. Then teach.

## Deeper unpacking — each kitchen object

**Word reading (multisyllabic / morphology-aware).** Build the list from this week’s teaching, not from a random grade list. Include a few nonsense probes (*stranble*, *unviction*-style items matched to taught patterns — invent only as pattern twins, not as vocabulary). Untimed. Mark scoop accuracy and final pronunciation separately if needed. Transfer beyond memorized story words is the point.

**Spelling dictation.** Say the word. Adolescent repeats. Stretch/analyze. Write. Read back. Optional: one short sentence with two focus blanks. Log which position or morpheme failed (*-tion* ending? doubled consonant? schwa vowel choice?). Reteach that object. Do not “grade creativity” when the lesson object was the pattern.

**Oral reading sample.** Choose text the adolescent has a fair chance to decode — instructionally appropriate / recently taught patterns / practiced controlled paragraph. Count meaning-harming errors (not every hesitation). Ask a one-sentence gist. Save stopwatch fluency for rereads of text already read accurately — fluency after accuracy from Chapter 5; NRP guided oral reading with feedback spirit.<sup>156</sup>

<sup>156</sup>Torgesen / Foorman & Torgesen intensity and rate-gap honesty: accuracy and meaning still count as wins even when rate gaps linger — adjust expectations without abandoning intervention.

Cold timing of frustration novels recreates school failure at the kitchen table.

**Short writing sample.** Separate idea/organization quality from encoding/transcription load in your notes. Allow scribe or STT for ideation when needed while still teaching spelling in a separate block or ortho pass. Homophone and punctuation errors from dictation are excellent English lessons — not proof the adolescent “doesn’t care.” Detector grades are refused.<sup>157</sup>

### Sample probe lists (illustrative — build from *your* week)

#### **Band 11–12 sample (hypothetical week on closed/open + -tion):**

Read: *magnet, open, locate, nation, subtract, hotel, action, robot* (nonsense: *va-mation, hibrote*).

Dictate four: *nation, subtract, action, locate*.

#### **Band 13–14 sample (hypothetical week on *struct* + claim vocab):**

Read: *structure, construct, destruction, infrastructure, evidence, perspective, contradict, transport* (nonsense: *prestruction, unportive*).

Dictate four: *structure, evidence, construct, perspective*.

Replace every item with words you actually taught. These lists are shapes, not a franchise test.

### Exit ticket — worked minutes

**Decode 4 (3 min):** Four cards face down. Flip one at a time. Scoop. Read. Twin on miss. Score 3/4 or 4/4 as crumb win; misses to sticky.

**Encode 3 (3 min):** Three focus words oral → write → read back. Score focus only.

**Morph strip (3 min):** One word on whiteboard. Strip prefix/root/suffix. Say meaning of each part here. Rebuild. Encode once.

**Oral claim + evidence (4 min):** Heard or read chunk. Claim. Two fingers. Done.

**Deep-word sentence (3 min):** Use this week’s VO-1 word in a new sentence; spell the deep word carefully.

<sup>157</sup>Liang et al. (2023): average FPR **61.22%** on human TOEFL essays across seven detectors — do not detector-grade student writing.

## Progress charts without identity crush

Draw a simple line: AS-2 read accuracy this month. Second line: AS-2 spell accuracy. Third optional: oral sample meaning-harming errors decreasing on comparable text. Caption: “Me vs last month — same skill family.” Never caption: “vs sister” or “vs national percentile.” When a school report arrives, translate one number into one skill question: “Which patterns are still shaky?” Then return to the kitchen objects.

## Late identification honesty

Many eleven- to fourteen-year-olds were compensated with intelligence and effort through elementary school. Middle-school workload can expose word-level disability risk that honor-roll effort hid. OCR’s conceptual good-grades example is load-bearing context — high-level only, not legal advice.<sup>158</sup> Late ID is not a moral failure of the family. Intensity now is kindness. Kitchen checks help you see skill clearly without waiting for a perfect label to start teaching.<sup>159</sup>

## Comorbid attention / launch failure (hypothetical illustration — not a diagnosis)

A learner may know the patterns on a calm probe and still fail to start homework packets. Separate: skill accuracy on AS-2 vs launch/organization supports. Do not mash into “lazy.” Do not invent a second clinical label at the table. Teach the code; add launch scaffolds; seek professional input when wellbeing and unexpected persistent difficulty warrant it.

## Extended in-home bank

**Shaky Stack Sort (5 min):** Cards into Automatic / Shaky / New. Only Shaky appears daily until two clean days. Finite stack — not a shame pile.

<sup>158</sup>OCR 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.

<sup>159</sup>IDA October 2025 definition: identification and targeted instruction important at any age; persistence language is not wait-to-fail. Teach now; seek evaluation when documentation or differential diagnosis matters — not medical advice from this chapter.

**Night Hold Check (3 min):** Next morning, re-probe one Friday win cold. If gone, return to review without drama.

**Gist Two Ways (5 min):** After oral sample, gist oral + one written sentence (scribe OK). Show two ways on comprehension.

**Writing Sample Lite (10 min):** Four sentences; job named; encoding notes; one miss explained — biweekly minimum.

### Extended out-of-home bank

**Library spine crumb (10 min):** Choose a short display paragraph. Oral gist. Scoop one multisyllabic word into the notebook for home AS-2 add-on.

**Gallery audio gist check (8 min):** Ears Grow crumb: gist + evidence from audio guide; encode one placard word later — lanes labelled.

### Full Friday transcript (hypothetical, 11–12)

Parent: What can you show me two ways today — and what still needs practice?

Learner: I can do *nation* both ways. *Subtract* spelling still shaky.

Parent: Let's sweep stickies — then the list.

(*Reads 10 words + 2 nonsense; two scoop misses.*)

Parent: Dictation.

(*Five words + sentence; subtract\* miss again.*)\*

Parent: Oral sample — this practiced paragraph.

(*Two meaning-harming errors; gist OK.*)

Parent: Explain the *subtract* miss.

Learner: I treated it like *subtrack*.

Parent: Code: last consonant pattern. Twin: *attract*. Monday stack. Win: *nation* automatic both ways. Done enough on gist today; hold *subtract*. You're not a score — you're practicing maps.

### If listening comprehension    print comprehension

Run the same gist question on heard text and on a controlled print paragraph the same week. Large gaps inform the dual-lane plan (Chapter 6 CO-1) and may inform evaluation conversations — they do not mean “skip decoding.” Record both.

**What “tests” means in this book (poster text)**

Exit ticket (3–6 minutes).

One diagnostic wrong the adolescent explains.

Done-enough checklist by skill.

AS-2 weekly.

Four kitchen objects on a Friday rhythm.

Occasional vendor placement.

Formal evaluation when sought.

Not NAEP. Not MAP-as-identity. Not ORF-as-worth. Not AR points. Not a homemade high-stakes battery every Friday.

**Parent coaching scripts**

- “What can you show me two ways today — and what still needs practice?”
- “Wrong isn’t shame — wrong is information.”
- “Read it — now spell it.”
- “I treated \_\_\_ as \_\_\_.” (frame for them)
- “We’re checking the skill, not naming your worth.”
- “Percentiles can wait in the referral folder. Tuesday needs a syllable.”
- “You may change your mind on the twin item.”

**Incorrect examples — three more**

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 four minutes for a reason. Friday spine is about fifteen. 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.

## Closing coaching — extended

Assessment is how Structured Literacy stays diagnostic. Without short checks, curricula march past shaky maps. With cruel checks, adolescents 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.<sup>160</sup>

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 Young Minds Dyslexia I.<sup>161</sup> Never a percentile as a name.

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.

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<sup>160</sup>International Dyslexia Association, “Testing and Evaluation” fact sheet / Definition Explanation materials: screening  $\neq$  diagnosis; intervene on risk; evaluation = comprehensive written report and intervention map from qualified professionals; spelling often severe; listening–reading gaps informative at middle grades. Access date 6 September 2026.

<sup>161</sup>Transcript lock: Reading / Language Arts / English — never brand, never **Young Minds Dyslexia I.**

## 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 multisyllabic decoding, encoding, morphology, fluency after ac-

curacy, accessible comprehension, and writing with adaptations. 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, and how evaluation and plan language sit beside teaching without freezing it.

Many readers of this book are not full-time homeschoolers. You may reinforce after school while an IEP or 504 conversation runs, tutor on weekends, or teach the whole day at the kitchen table. The same habits fit: ordinary subject titles, dated samples, an error log that drives tomorrow’s review, 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**

That is the whole list for this subject. Use the noun your state or school already prefers. Do not invent a fancy credit line.

Never title the work with a curriculum brand. Never put Barton Level 5, Wilson WRS, Take Flight, SPIRE, Logic of English Essentials, or IEW Level B on the transcript or portfolio header. Never title it **Young Minds Dyslexia I**.<sup>162</sup> The disability is not the course name. This book’s title is not a credit line. Brands change. Skills transfer.<sup>163</sup> A stranger years from now needs to know the adolescent worked on reading, spelling, morphology, and writing — not which box sat on the shelf.

Wrong (illustration only): “Young Minds Dyslexia I — Barton Level 4 Honors.”

Right (illustration only): “Language Arts,” with a materials note underneath if someone asks: structured literacy materials; multisyllabic and morphology study; spelling dictation; literature and content via print and audio; writing structure practice. Optional skill notes belong in a portfolio narrative — not in the credit title.

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<sup>162</sup>Transcript lock: Reading / Language Arts / English — never brand, never **Young Minds Dyslexia I**. Access date 6 September 2026.

<sup>163</sup>Illustration of refused branding — skills transfer; brands change; disability is not the course name.

## The dated notebook

Keep one simple notebook or binder section for Reading / Language Arts / English. Date every entry. You do not need fancy software. A composition book and a sticky stack are enough.

Use a header like this (composite illustration — not a required form):

Reading / Language Arts  
 Date: \_\_\_\_\_  
 Band focus: 11-12 / 13-14 (skill, not birthday)  
 Skill: \_\_\_\_\_  
 Activities run: \_\_\_\_\_  
 Exit ticket: \_\_\_\_\_  
 Error log: \_\_\_\_\_  
 Multisyllabic / morph probe: \_\_\_\_\_  
 Oral reading sample: \_\_\_\_\_  
 Dictation: \_\_\_\_\_  
 Short writing sample: \_\_\_\_\_  
 Next review stack: \_\_\_\_\_

What goes inside across a week or a month:

- Multisyllabic / morphology-aware word-reading probes (taught syllable and morpheme patterns) plus a few nonsense probes when you use them.
- Spelling dictation pages — the adolescent stretches, analyzes, writes, reads back; log which position or morpheme failed.
- Oral reading notes on instructionally appropriate text: accuracy, one gist question, fluency notes only after accuracy on known text.
- Short writing samples: paragraph to multi-paragraph by skill, with encoding notes separate from idea quality; scribe or speech-to-text for ideation when needed.
- A running list of controlled or practiced pages finished, plus literature and content titles accessed via print and/or audio.
- Accommodations you actually used that day (audio for a science chapter; extra time on a quiz; STT draft then an orthography pass on focus spellings).

Chapter 8's four kitchen objects are the assessment crumbs that feed this notebook: multisyllabic / morph probe, spelling dictation, oral reading sample, short writing sample. You do not need a new battery here. You need dates beside the checks

you already know how to run.

**Done-enough for records** is the same kindness as done-enough for teaching: accurate on a short set, showable two ways when possible, holds after a night. A dated page that shows growth is useful. A national percentile taped to the fridge as identity is not.

## The error log

Wrong answers are information for tomorrow's review. Keep a thin error log — sticky notes, a page in the notebook, a small card in the binder.

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.
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.

You do not need courtroom language. You need a Tuesday stack. When yesterday's "got it" is gone this morning, the error log tells you what to rebuild — not that the adolescent is lazy.

School screeners are not the same object as this kitchen log. A 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 (or portfolio-facing):** Reading / Language Arts / English title; dated samples; attendance or instructional log if your state asks; test tickets if required; a calm materials list.

**Private family file:** evaluation reports; IEP or 504 documents; prior written notices; private clinician letters; detailed diagnostic scores; anything with medical or

disability detail you would not hand a casual stranger.

Share minimally. You may bring selected samples to an evaluation meeting. You do not owe every sticky note to every adult. Homeschool portfolios still benefit from the same split: ordinary titles outside, sensitive papers inside. Optional vendor placement results belong in the private file or a lesson-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.<sup>164</sup> Do not freeze Structured Literacy until a report arrives. Weeks of dated code practice still count when a written evaluation later clarifies the profile.

Seek evaluation when accurate or fluent word reading, multisyllabic decoding, or spelling stays hard despite instruction that works for peers; when family history or early speech/language delay raises concern; when a screening risk does not resolve after targeted help across weeks, not years; when middle-school workload exposes extreme effort previously invisible; when the family needs documentation for an IEP, a 504 plan, or private-school accommodations; when co-occurring concerns need sorting. Labels and plans open doors informal worry does not. Teaching on suspicion is still teaching.

Late identification is common at 11–14. Years of compensatory strategies, shame, and reduced print volume are often already present. That is an argument for intensity now — not for fatalism, and not for “phonics is over.” Short skill checks and vendor placement are starting points. A comprehensive evaluation is a different object: history, word-reading and nonsense decoding, spelling, fluency and comprehension as appropriate, a written report, and a starting point at current skill — not birthday. This book does not diagnose. It points you toward qualified professionals when you need a report, then returns you to the English hour.

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<sup>164</sup>IDA Testing and Evaluation / 2025 Explanation: seek evaluation when unexpected persistence after real instruction; screening  $\neq$  diagnosis; teach now; instruction matters at any age. **Not legal advice.**

## 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.<sup>165</sup> 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.

Two federal frames often appear in middle-grades conversations.

**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.<sup>166</sup>

**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 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 fourth grade does not erase that map for a thirteen-year-old. Implementation quality still varies. **Not legal advice.**

**MTSS / RTI cannot delay or deny an initial evaluation.**<sup>167</sup> 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 middle school, where families are sometimes told to “wait through another Tier 2 semester” or “wait until high school.” **Not legal advice.**

**Put requests in writing.** Date them. Keep a copy. Describe observed word-reading, multisyllabic decoding, spelling, fluency, or writing difficulties. Attach screening or private reports if you have them. Ask for procedural safeguards. If the adolescent is homeschooled, say so clearly.

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<sup>165</sup>High-level IDEA/504 orientation only — **not legal advice.** Procedures vary by State and LEA.

<sup>166</sup>OSERS/OSEP, *Return to School Roadmap: Child Find Under Part B of IDEA* (OSEP QA 21-05, 24 August 2021), Question A-4 — homeschool child find. **Not legal advice.**

<sup>167</sup>OSEP QA 21-05: MTSS/RTI must not delay or deny an initial evaluation. **Not legal advice.**

**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 middle graders: good grades earned through extreme effort do not bar a finding that reading is substantially limited.<sup>168</sup> “His report card is fine” is not a refusal script by itself — especially when a one-hour packet takes three hours. **Not legal advice.**

**Eligibility is not identical to a clinical label.** An adolescent can hold a 504 without an IEP, hold an IEP that never says “dyslexia” while still serving reading, or be denied IDEA eligibility and still qualify under 504 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 secondary testing walkthrough into a middle-grades chapter.<sup>169</sup> Point yourself to Parent Centers, OCR resources, and IDA fact sheets — then return to teaching.

## Five-state middle grain (pattern examples)

These five states illustrate ordinary subject language for middle ages. They are pattern examples, not counsel for your address. Read your own statute and agency page. None of these patterns requires a dyslexia brand name. None requires **Young Minds 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. Reading, spelling, and grammar are named. 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. Test objects are ordinary English nouns.

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<sup>168</sup>U.S. Department of Education, OCR, *Parent and Educator Resource Guide to Section 504* (December 2016): reading as major life activity; mitigating measures (except ordinary eyeglasses) disregarded. **Not legal advice.**

<sup>169</sup>OCR 2016 Section 504 Resource Guide — dyslexia/good-grades example: extreme effort and good grades do not bar a finding that reading is substantially limited. **Not legal advice.**

**Pennsylvania.** Statute requires that elementary education include English (**spelling, reading, writing**). **Secondary** education shall include English (**language, literature, speech and composition**). Portfolio review includes reading/language arts testing in grades 3, 5, and **8**. For ages 11–14, the grade-**8** RLA sitting and secondary English objects 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. Evidence-of-progress options are separate from publisher placement PDFs.

**New York.** For grades 1–6, required subjects include **reading, spelling, writing, English language**. For grades **7–8, English (two units)** is required across those grades, among other subjects. IHIP materials lists and quarterly reports still use ordinary nouns. Middle grain through age 14 maps here.

Across these patterns, accommodations and interventions live in instructional notes and, when a school is involved, in IEP or 504 documents handled privately. Brand names belong on receipts and lesson plans.

If you are not in these five states, the habit still holds: use stranger-readable English subject language; keep dated samples; store plan papers privately; teach the code while paperwork moves.

## Homeschool pond, not prevalence — and what middle 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.<sup>170</sup> The middle cell for sixth through eighth grade equivalent is about **3.0 percent** homeschooled. Those numbers describe a **setting**. They are not dyslexia prevalence. Do not mash them into a clinical percent.

If you quote which English subjects middle-grade homeschoolers reported teaching, use the middle cells: grades **6–8** showed basic reading/reading skills about

<sup>170</sup>Sempeles and Cui, NCES 2024-113: homeschool pond (~3.4% / ~1.765M; 6–8 cell ~3.0%) is a setting — not dyslexia prevalence. Do not mash with IDA symptom ranges.

**53 percent**, spelling about **69 percent**, and English or literature about **88 percent**. Library as a curriculum or books source sat near **61 percent** for that band.<sup>171</sup> Do not paste elementary reading cells here. None of those percents is a dyslexia count. There is no Barton, Wilson, or Young Minds Dyslexia row on that questionnaire.

Many readers are not in the homeschool pond. They reinforce beside a school day. The evaluation map still fits; the five-state subject map is for the homeschooled slice; the library and Bookshare path serve both.

## 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 next Tuesday from the error log.
- Mix last week's multisyllabic or morph pattern into this week's exit ticket.
- Show two ways when you can (read and spell; claim and evidence).
- Check that a skill holds after a night before you call it done-enough.
- Date the notebook. Protect the private folder.
- Keep the title ordinary so the next adult can help.

A diploma is not the promise of this book. A percentile is not the adolescent's name. A brand level is not the credit. Reading / Language Arts / English — with short, sharp, frequent practice and a calm paper trail — is enough. You need dates, ordinary titles, assessment crumbs from Chapter 8, and the courage to teach tomorrow while the longer papers find their place.

## A week that feeds the file

You do not need a high-stakes Friday. You need a light spine that matches Chapter 8.

Across ordinary days: date the skill you taught; jot one error code when a miss repeats; keep the controlled page, dictation sheet, or short writing sample if it shows something useful.

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<sup>171</sup>PFI 2016 Table 9 grades 6–8 (via NCES 2020-001 locks): basic reading ~53%; spelling ~69%; English or literature ~88%. Table 6 library source ~61% at 6–8. Not elementary cells.

On a calm check day (often Friday, sometimes midweek if Friday is chaos):

1. Sweep syllable and morphology sticky items that were new or shaky this week.
2. Read eight to twelve taught words and two or three nonsense probes on the same patterns.
3. Dictate five or six words plus one short focus sentence.
4. Hear an oral reading sample of instructionally appropriate text (about eighty to one hundred fifty words): tally meaning-harming errors; ask one gist question; save timing for a known reread after accuracy.
5. Capture a short writing sample — or an STT draft plus one encoding reteach on focus spellings.
6. Ask the adolescent to explain one miss. Classify it. Note the reteach. Stop.
7. Celebrate one automatic win out loud.

That stack becomes notebook crumbs. It is teaching hygiene first. Dated, it also becomes a record a future teacher or evaluator can skim without needing your whole sticky drawer.

For band **11–12**, keep checks short and respectful. For band **13–14**, denser morphology and multi-paragraph samples may appear — still place by skill, not birthday. A fourteen-year-old rebuilding syllable accuracy belongs in that notebook with mature wording and dignity.

## Dual-path and after-school families

If school already runs an intervention block in the morning, do not invent a conflicting guessing habit at the kitchen table in the afternoon. Prefer the same code objects: cumulative review, encoding of today's patterns, controlled rereads. Ask the interventionist what patterns are current. Your home notebook can still say Reading / Language Arts even when the school suite has a brand name on its binder.

For a meeting, choose a small set: one multisyllabic / morph probe, one dictation page, one oral reading note, one short writing sample, and a one-page timeline of what you tried. Bring the private evaluation folder separately if asked.<sup>172</sup> Do not paste standard scores on the fridge as identity.

<sup>172</sup>IDA fact sheets (testing/evaluation; accommodations); OCR 2016 Section 504 Resource Guide; OSEP QA 21-05 — next procedural stops, then return to teaching. **Not legal advice.**

## **What not to put on the face of the record**

Do not put medical conclusions you are not qualified to write. Do not put “lazy,” “behind forever,” or a single screener color as the adolescent’s name. Do not put a brand level — or Young Minds Dyslexia I — as the course title. Do not treat a twenty-minute online quiz as diagnosis documentation. Do not replace tomorrow’s sit with binder worship. The file serves the teaching.

## **When the next adult asks what you did**

Answer in ordinary language: “We taught Reading / Language Arts with structured literacy intensity — multisyllabic decoding repair, encoding and spelling, morphology in text, fluency after accuracy, comprehension on accessible text including by ear when needed, and writing with adaptations. Here are dated samples. Here is what still needs practice. Here is the private evaluation folder if you need it.”

That sentence is enough. It does not require a franchise crown or a percentile identity. It does require the notebook, the error log, and the dignity you protected while the adolescent learned the code.

## Chapter 10 — Resources by fit

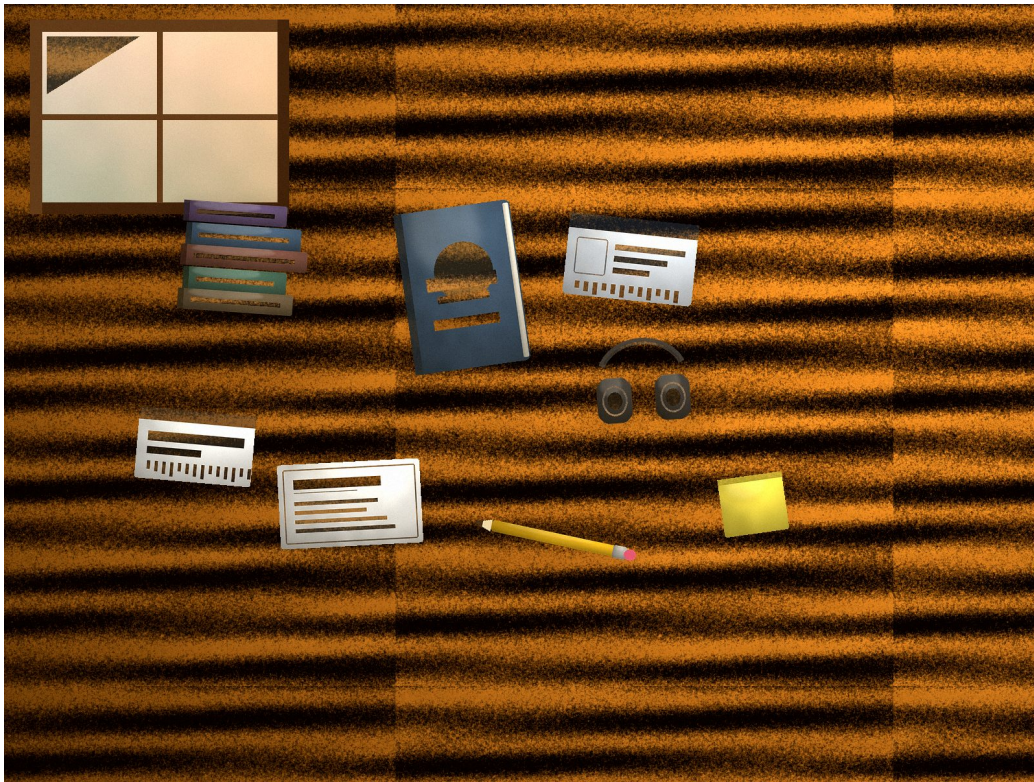


Figure 12: Library card, headphones, syllable cards, and a blank fit card — still-life, no people, no logos.

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.<sup>173</sup>

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.
3. **Where is the adolescent’s skill?** Still basic syllable work, morphology-heavy academic words, or mainly composition with residual spelling? Place by skill, not birthday.

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. In one large parent survey, library as a curriculum or books source sat near **61 percent** for grades 6–8. Homeschool families also report library visits more often than the full K–12 population in recent NCES snapshots. Use those figures as context that libraries matter — not as a dyslexia cure rate.<sup>174</sup>

What the library is good for:

- Trade novels, informational books, and magazines for language and knowledge.
- Audiobooks and ebooks through Libby / OverDrive in participating systems (library card; no print-disability certification required).
- Quiet space, craft questions, and out-of-home try-its (Library Craft; News Claim Hunt nearby).

<sup>173</sup>WWC honesty rule — copy domain ratings; label school/vendor; “no studies meet” ≠ banned approach, bans crowning as WWC-proven. Access date 6 September 2026.

<sup>174</sup>PFI 2016 Table 6 / NCES locks: library as curriculum/books source ~61% at grades 6–8; NCES 2024-113 library-visit patterns for homeschooled vs full K–12 — access path, not a curriculum or cure rate.

- Occasional controlled or high-interest low-demand 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 twelve-year-old. You may still need program readers, teacher-made controlled pages, 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.<sup>175</sup> 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). Reciprocal paths with related library services may be accepted.

**Free for qualifying U.S. students** is the lock this book uses. Adult non-student fee paths exist; exact dollars are omitted here. Middle-grades students can qualify without waiting for an IEP meeting calendar — certification is still required. Textbook and novel access matter acutely at 11–14.

Bookshare is **access**. It opens content doors. It does not finish today’s multisyllabic decode page when decoding is the lesson.

## 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 names them later.

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<sup>175</sup>Bookshare 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.

Same honesty as Chapter 8 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.

## Learning Ally and National Library Service (pointers)

Human-narrated audio collections and Library of Congress National Library Service materials are parallel **access** lanes. Confirm eligibility and any fees on the provider's page. Treat them like Bookshare: access beside instruction, not instead of it.

## What \$0 cannot replace

A free audiobook stack without syllable work, morphology, spelling, and guided decoding leaves the word-level bottleneck unaddressed. Materials, tutoring, clinics, and evaluations often have costs. This book does not invent a national free Tier-3 therapist for every twelve-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 says otherwise. A fourteen-year-old placed at an early Barton level or early SPIRE level obeys the placement — with respectful framing, not baby-storybook identity.

## Middle 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.

**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 an eleven- or fourteen-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.<sup>176</sup> Homeschool testimonials on marketing pages are testimonials, not RCTs.

**Access notes:** Protect content knowledge with audio while intensive tutoring runs.

**Not a crown:** Strong fit candidate when a family can be the tutor and protect hours for an 11–14 learner. Not automatically “#1,” and not WWC-proven for LD under the 2010 protocol.

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<sup>176</sup>WWC, *Barton Reading & Spelling System*, Students with Learning Disabilities (July 2010): **no studies meet**. Testimonials ≠ RCTs. Vendor dose/placement locks labelled vendor.

## Logic of English Essentials

**Who teaches:** Parent or teacher with curriculum materials; homeschool/at-home is a named vendor path.<sup>177</sup>

**Dose:** Follow the materials you have; do not invent a national minute law. Protect cumulative review and encoding frequency.

**Age / skill stage fit:** **Essentials** designed for ages roughly **8 to adult (vendor)** — this book’s middle 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 thirteen-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. Do not invent one.

**Access notes:** Same two-clock rule — code sit plus content access.

**Not a crown:** Essentials is the LoE lock for ages 11–14 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 middle 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.

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<sup>177</sup>Logic of English Essentials: vendor ages 8–adult; Foundations early-sister. No WWC IR opened this stream.

**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 alphabets; **no discernible** effects on fluency and comprehension; extent of evidence **small**.<sup>178</sup> WWC Students with Learning Disabilities (July 2010): **no studies meet**. Copy those phrases; do not inflate them.<sup>179</sup>

**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)<sup>180</sup>.

**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 11–14 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.

**WWC status:** No WWC intervention report found for Take Flight in this book’s opened evidence base.

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<sup>178</sup>WWC, *Wilson Reading System* (Beginning Reading, 2 July 2007): **potentially positive** alphabets; **no discernible** fluency/comprehension; extent **small**; modified study. Do not upgrade to “proven to fix dyslexia.”

<sup>179</sup>WWC, *Wilson Reading System*, Students with Learning Disabilities (July 2010): **no studies meet**.

<sup>180</sup>Take 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.

**Access notes:** Same two-clock honesty.

**Not a crown:** Clinic intensity pointer. Not the default kitchen franchise for every family.

### **SPIRE (S.P.I.R.E.)<sup>181</sup>**

**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**). Middle grades sit inside that span.

**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.

### **IEW Level B — edges carefully**

**Who teaches:** Parent or co-op with Structure and Style for Students materials; often video instruction plus daily assignments (**vendor**)<sup>182</sup>.

**Dose:** Follow the program’s assignment rhythm; pair with transcription supports as needed.

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<sup>181</sup>SPIRE / EPS Learning: no WWC intervention report opened this stream — do not invent one. Vendor overview opened 6 September 2026.

<sup>182</sup>IEW Structure and Style Level B: vendor 6th–8th reading-level aim — composition edge, not decoding cure. No IEW WWC IR as dyslexia alphabets crown.

**Age / skill stage fit:** Aimed at students reading at a **6th–8th** grade level (**vendor**). That reading-level aim is a **fit gate**, not a diagnosis. IEW Level B 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.

**WWC status:** No IEW WWC intervention report used here as a dyslexia alphabets crown.

**Access notes:** If print reading level is far below the vendor’s 6th–8th aim, Level B 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.

**Not a crown:** Careful edge for composition. Never “buy IEW Level B to cure dyslexia.” Credit remains **English / 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. Do not crown a kitchen program from a school WWC table.

- **READ 180** (WWC Adolescent Literacy, updated November 2016): **positive** comprehension; **positive** general literacy achievement; **potentially positive** fluency; **no discernible** alphabets.<sup>183</sup>
- **Achieve3000** (February 2018): **potentially positive** comprehension and general literacy.
- **Corrective Reading** (2010): **no discernible** alphabets, fluency, or comprehension under that report.

<sup>183</sup>WWC Adolescent Literacy: READ 180 (Nov 2016) positive comprehension/general literacy; potentially positive fluency; no discernible alphabets. Achieve3000 (Feb 2018) potentially positive comprehension/general literacy. Corrective Reading (2010) no discernible alphabets/fluency/comprehension. SuccessMaker (2015) no discernible comprehension/fluency. Accelerated Reader (2010) no discernible comprehension (adolescent report pattern). School-labelled — not kitchen crowns.

- **SuccessMaker** (2015): **no discernible** comprehension and fluency under that report.
- **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.<sup>184</sup> 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).<sup>185</sup> Access tools do not replace that intensity ask.

## Choosing without ranking — middle 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 11–14 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.

If composition structure is a separate goal and reading level (or scaffolds) support

<sup>184</sup>WWC, 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.

<sup>185</sup>Kamil et al. (2008), Improving Adolescent Literacy (NCEE 2008-4027): Rec 5 intensive individualized interventions **strong** — specialists labelled; parent ≠ that school title.

the vendor's 6th–8th reading aim → IEW Level B as a **careful edge**, never as the decoding program.

**Never** put “#1 program for dyslexia” in your kitchen. **Never** invent a 2026 price table from memory.

## 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 twelve-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.

## 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*)
- 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 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, talk**

- Lined paper and pencil
- Dictation list pad
- Scribe notepad / STT device for ideas when spelling blocks thinking — adolescent still owns focus spellings
- Claim + evidence sticky stack for accessible text
- Purpose cards (argue / explain / narrate)

### **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 brand labels as print (morph / syllable scoops)
- Transit maps and park signs
- News paragraphs for claim + evidence
- Gallery audio + print
- Library craft questions
- Café menus for encoding crumbs

Safety stays ordinary: roads, aisle courtesy, no public quiz of strangers, no shaming the student in public, no public speed races.

## **Try-before-you-commit (without a sales pitch)**

Before you lock a paid path:

1. Run two weeks of kitchen Structured Literacy with the materials list above and the English-hour session shapes. Date the notebook. Watch whether short daily sits hold.
2. Use any free vendor placement or screening only as a **skill start** — not as diagnosis.

3. If school is in the picture, ask what intervention is already scheduled and whether home should mirror patterns or protect review only.
4. Price-shop only from current vendor pages when you are ready; this book leaves dollars off the page because list prices move.
5. Protect the access lane (library, Bookshare if eligible, OS TTS) on day one so knowledge does not freeze while you decide.

If the adolescent melts, shorten the sit and shrink the new chunk. Intensity means clearer teaching and more useful reps — not tears as a badge.

## Accommodations beside the program — not instead

Whatever fit card you choose, keep the clocks from the English hour:

- **Intervention clock:** multisyllabic decoding, morphology, spelling, supervised accuracy on practiced text.
- **Content clock:** literature, science, and history by shared reading or audio so knowledge grows.
- **Composition clock (optional):** IEW-class or other writing structure — scaffolded, not a decoding substitute.

Extra time helps when the adolescent has been taught how to use it to apply strategies — it rarely fixes decoding by itself. Practice extended-time and audio conditions in ordinary work before anyone names them on a school plan. Scribe or speech-to-text can capture ideas; the learner still spells today's focus words. Chapter 9 keeps accommodations used as a dated note, not as the course title.

High-stakes secondary testing accommodations exist later with documentation. This middle-years book points once toward that future paperwork and returns to middle quizzes, portfolios, and classroom access. Do not dump a college-testing walkthrough into a seventh-grade week.

## Dual-path coordination checklist

When school and kitchen both touch reading:

- ☐ Same day's syllable / morph patterns named out loud between adults when possible.

- ☐ Home = review + encoding + controlled reread of known patterns (or agreed complementary practice).
- ☐ No first-syllable guessing habit introduced at home to “get through” homework.
- ☐ Audio allowed for content packets; decode page still taught separately.
- ☐ Portfolio / home notebook still titled Reading / Language Arts / English.
- ☐ Evaluation or 504/IEP papers stay in the private folder (Chapter 9).

If school offers only strategy-only pull-out, AR points, or leveled literacy for a word-level struggler, remember the WWC adolescent honesty above. You may accept a school block *and* seek Structured Literacy intensity — local advocacy, not legal advice in this chapter. Fit; do not fight the adolescent with two opposite theories of the printed word.

## Materials setup — one afternoon

Lay out a single tote:

Front pocket: syllable cards, morph tiles, sticky notes, tracking strip, red pencil or heart stickers. Middle: whiteboard, syllable-box template, today’s controlled or practiced page. Back: dated notebook, error-log stickies, headphones. Side: library card in a sleeve; Bookshare login note for the adult if eligible.

Label two folders: **Code sit** and **Content access**. That physical split teaches the same honesty as the two clocks. A chatbot does not live in the tote as the adolescent’s partner. Parent holds any AI account at 11–12; co-hold still in the room at 13–14 (English hour rules). The adolescent attempts first.

## Forward pointers (not chapters)

High-school advocacy depth and secondary testing documentation belong in later schooling — including the grades 1–12 sister when you need that grain. Early Foundations grain belongs in the ages 5–10 sister. Typical middle-grades English without dyslexia intensity is a different book. One pointer each, then return to Structured Literacy for ages 11–14.

## **What this chapter refuses**

It refuses ranked “best dyslexia curriculum” lists, sticker-price tables, “WWC proved our kitchen franchise,” audiobooks-as-cure, extra-time-alone-as-remediation, IEW Level B as a decoding cure, Young Minds Dyslexia I as a product or credit name, brand levels as Chapter 9 titles, and AR points as comprehension for a code-limited reader.

## **Close**

Fit first. Access first for content. Instruction first for the code. Library card and Bookshare eligibility cost courage and paperwork more often than money. A structured literacy plan costs attention every week. Wrong answers stay information. Slow and accurate stays the path. Choose the card your family can sustain — then teach tomorrow’s sit.

## 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.

Program hours, credit claims, 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.