

Dyslexia Timelines



Reading Initiatives

TIMELINE FOR SCHOOL DISTRICTS IN KANSAS

Timeline

- November 2019 - Kansas State Board of Education approves dyslexia recommendations
- January 2020 – Kansas State Board of Education approves screening components
- March 2020 – KSDE and Kansas Educational Service Centers collaborate on training
- April/May 2020 – Training which covers the professional learning available from KSDE and Kansas Educational Service Centers
- August 2020 – Schools will begin to provide professional development on dyslexia
- August 2020 – Schools will begin to implement evidence-based reading practices (structured literacy)

Professional Learning

- All teachers endorsed elementary education
- All teachers endorsed early childhood unified
- All teachers endorsed High Incidence Special Education
- All teachers endorsed in English Language Arts
- All teachers endorsed as a reading specialist
- All endorsed school psychologist
- *Recommended* that all para educators receive the training

Training should cover the science of reading, structured literacy, and the elements of the recommendations. Training should be hands-on, informative, and lead towards a change in reading instruction practices in the general education setting. Participants may need to take an exam and receive a certificate after completion of the training.

Screening

All accredited education systems shall use a universal screening tool to screen and identify students who demonstrate characteristics of dyslexia or are at risk of struggling to read. *The recommendations below are recommended grade level assessed areas.* Accredited education systems shall only use universal screening tools that provide sub-scores for the following abilities:

- **Letter naming fluency (LNF)** – A one-minute timed assessment given to Kindergarten students at fall, winter, and spring testing windows and to first graders in the fall. LNF assesses the student's ability to name the letter on the page, both upper and lower case, in random order.
- **Letter word sound fluency (LWSF)** – A one-minute timed assessment given to all Kindergarten students at fall, winter, and spring testing windows and to first-graders in the fall. LWSF assesses the student's ability to make letter sounds, make the sounds of two-letter combinations, and read aloud consonant-vowel-consonant (CVC) words.
- **Phoneme Segmentation Fluency (PSF)** – A one-minute timed assessment given to all Kindergarten students at the winter and spring testing windows and to all first-graders in the fall and winter. PSF assesses the student's ability to segment three and four phoneme words into their individual phonemes.
- **Nonsense Word Fluency (NWF)** – A one-minute timed assessment given to all Kindergarten students at the spring testing window, to all first-grade students at the fall, winter, and spring testing windows, and second-grade



Kansas leads the world in the success of each student.



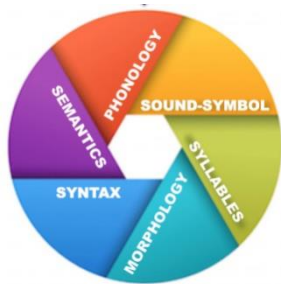
students in the fall. This assessment is critical for determining if a student has learned the alphabetic principle, know their letter sounds, and how these skills apply to pseudowords. The rationale behind decoding pseudowords (i.e., the word daz) is that since these words have no meaning, they are read as a true example of phoneme/grapheme (sound/letter) correspondence. This ensures that students understand the sound/symbol relationship for decoding to become automatic.

- **Oral Reading Fluency (ORF)** – A one-minute timed assessment given to first-graders at the winter and spring testing windows and to all other students in grades 2 – 12. This assessment is given in order to determine if a student can read connected text with accuracy and at an appropriate rate.

Who should be screened?

- Every student in grades Kindergarten through 3.
- All students in grade 4 and above, not reading at a nationally normed grade level oral reading fluency benchmark. Once determined that a student is not reading at grade level, back testing should begin that consists of the subtests above.

Evidenced-Based Literacy Instruction (Cowan, 2016)



Evidence-based literacy instruction should encompass all six components listed in the image.

Phonology – The study of the sound structure of spoken words is a critical element of structured literacy. The ability to distinguish, segment, blend, and manipulate sounds in spoken language.

Sound-Symbol – This is where students learn the alphabetic principle and can associate the written (grapheme) form of sounds (phonemes) to print.

Syllables – Knowing the six syllable types helps readers associate vowel spellings with vowel sounds. It also allows a reader to divide and decode multisyllabic words.

Morphology – A morpheme is the smallest unit of meaning in language. The study of base units and affixes helps readers decode and decipher the meanings of complex words.

Syntax – A set of principles that cover grammar, sentence structure, and the mechanics of language.

Semantics – The meaning around written language.



Instruction is **systematic and cumulative** following a logical order of language. Instruction begins with the easiest concepts and progresses to more complex skills. Each progression is based on concepts previously learned. Instruction is **explicit** and directly taught. Students should not be left to deduce concepts, and teaching should be multisensory. Evidence-based instruction is **diagnostic**, which means teachers must meet the individual needs of learners through continuous formal and informal assessments.

For more information, contact:

Cindy Hadicke
Elementary Education Program Consultant
Career, Standards, and Assessment
(785) 296-2749
chadicke@ksde.org



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

(785) 296-3201

www.ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.