



# Working with Middle and High School Students

Mark Weakland

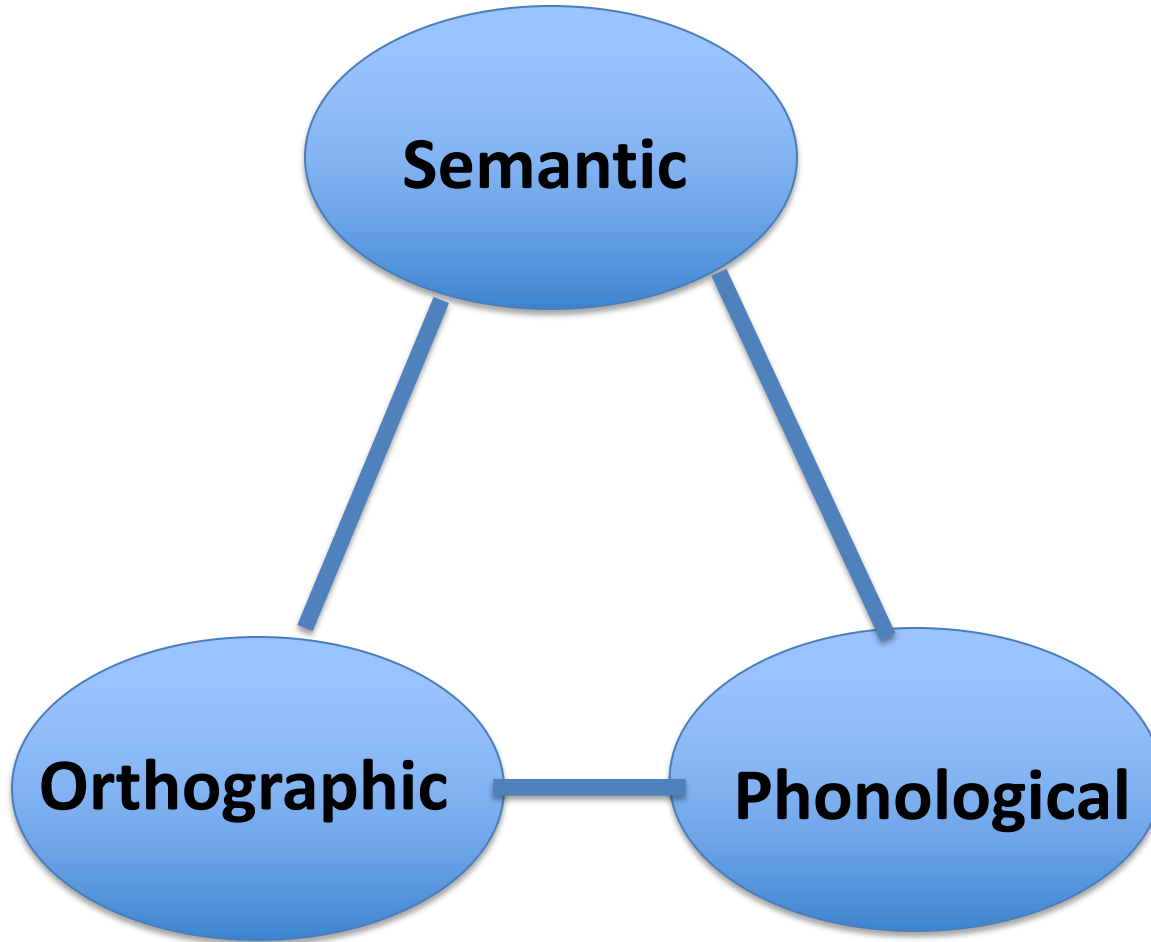
# ***Strand #1A***

***Give What They Don't Have***

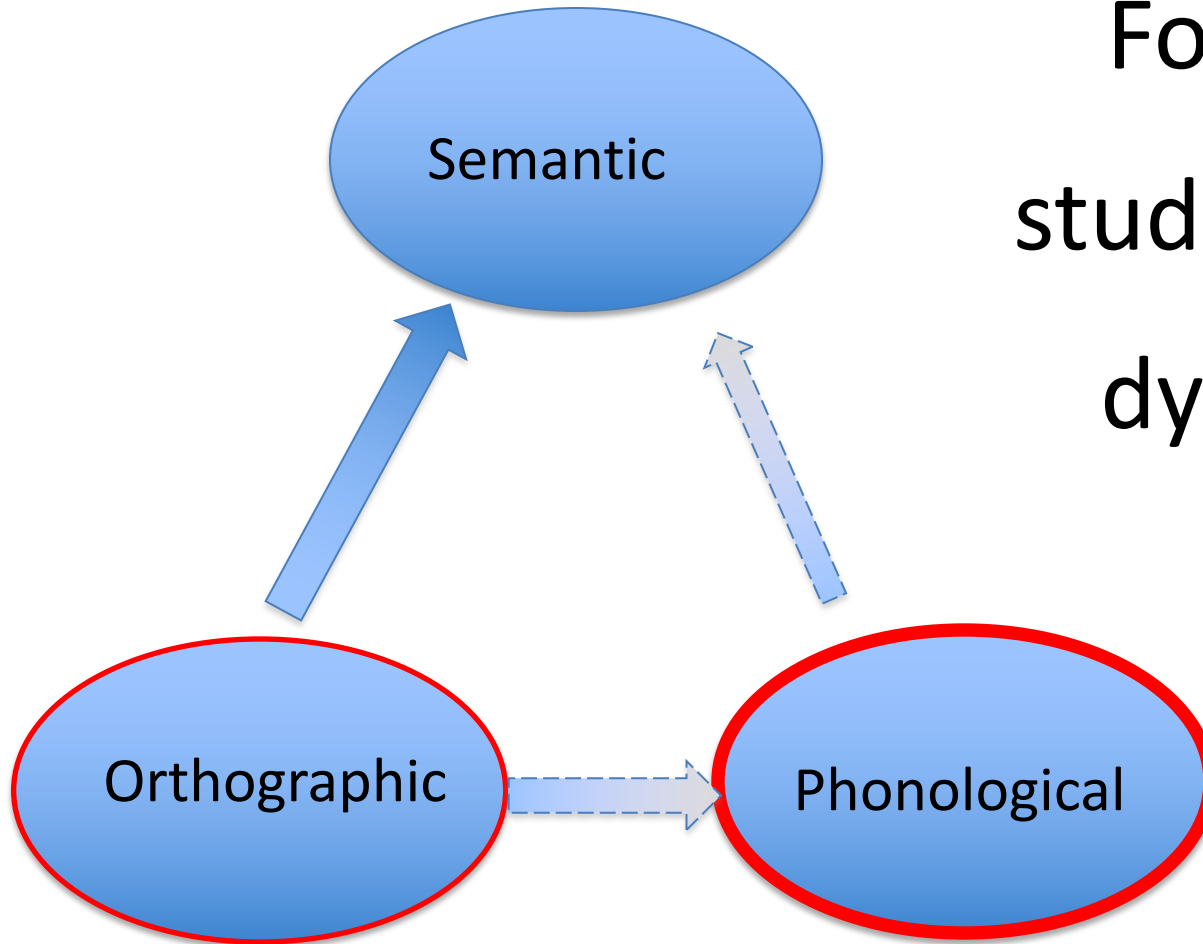
*Strand #1A*

***The Basics***

*(Give What The Don't Have)*



For many  
students with  
dyslexia...



# Student Needs

Phonology

Orthography

RAN / Fluency

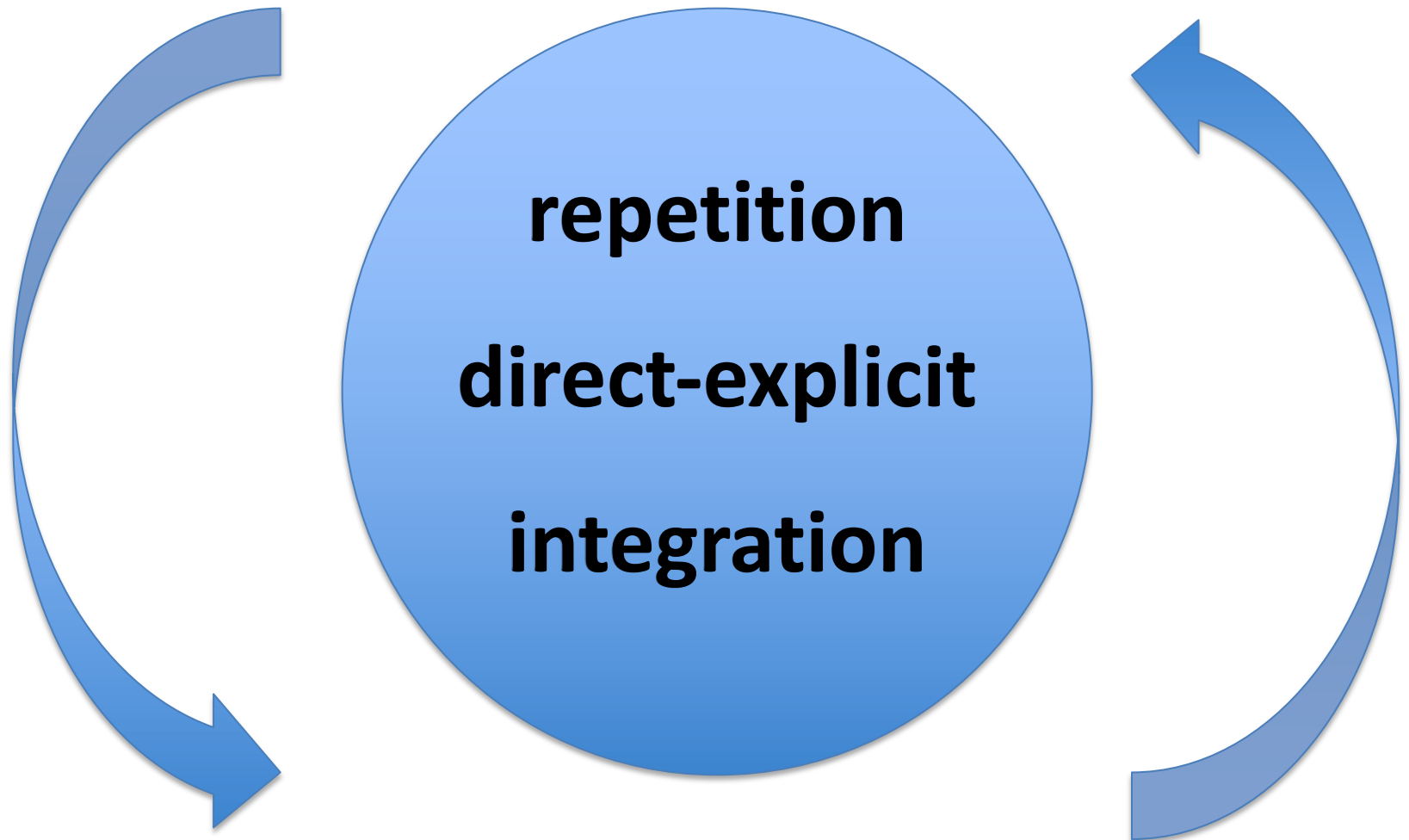
# Ways of Teaching...

# Synergy teaching





# Synergy teaching



# One possible teaching sequence

1. Direct and explicit instruction
2. I read, we read a word list
3. Word ladder
4. Read the ladder
5. Hear it, say it, write it, read it

uni

rupt

ject

form

unicorn

unity

informed

formation

eject

projector

rejection

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unicorn

uniform

inform

inject

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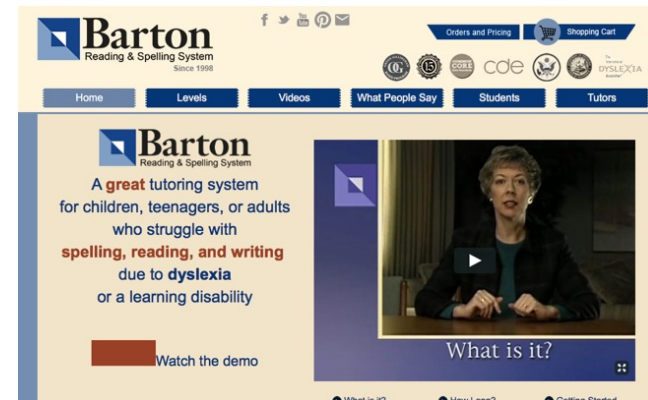
*Strand #1B*

***The System***

*(Give What They Don't Have)*

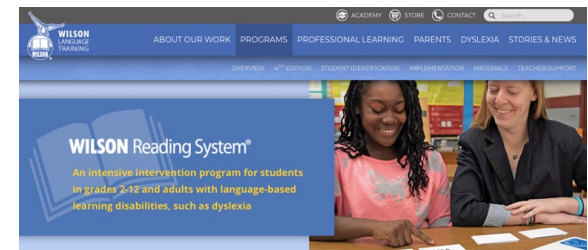
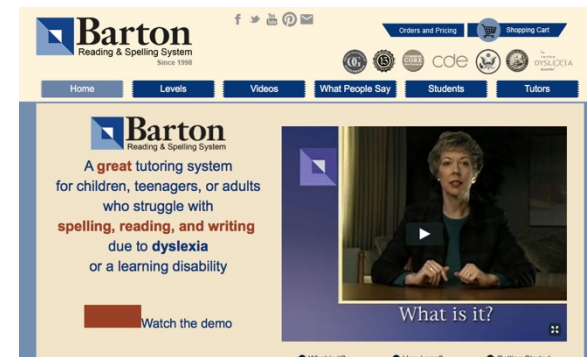
# Programs

- *Orton-Gillingham*
- *Barton Reading*
- *Wilson Language*
- *Lindamood-Bell*
- *SLANT (Geller)*
- *Wired for Reading*



# *Program success is largely dependent on commitment to...*

- *Ability to execute it*
- *Time (40-60 minutes)*
- *Frequency (daily)*
- *Duration (possibly years)*





*Strand #1C*

***The Acknowledgement***  
*(Teach What They Don't Have)*

# Dyslexia as a Difference

<https://www.youtube.com/watch?v=CYM40HN82I4>



A spectrum of abilities

# Student Needs

Understanding of what dyslexia is

Acknowledgement it is there

Acknowledgement of struggle, effort

Self-advocacy

Ways to reduce stress

## ***Strand #2***

***Modify and Adapt***

**Help Them Find  
Their Own Ways**

# **Memory Aids**

## **(mnemonics)**

# Type #1

The principal is your pal.

A friend to the end.

I am a friend to the end!

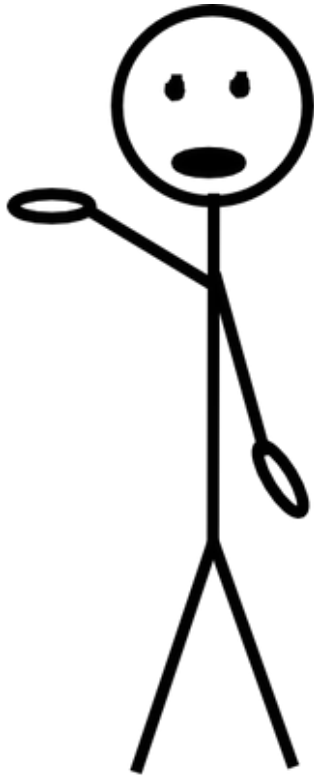


Type #2

camouflage

environment

# Type #3





silhouette

# Hi-Lo Readers

SOLUTIONS FOR TWEENS (GRADES 4-8) ▾

SOLUTIONS FOR TEENS (GRADES 9-12) ▾

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## HI-LO BOOKS

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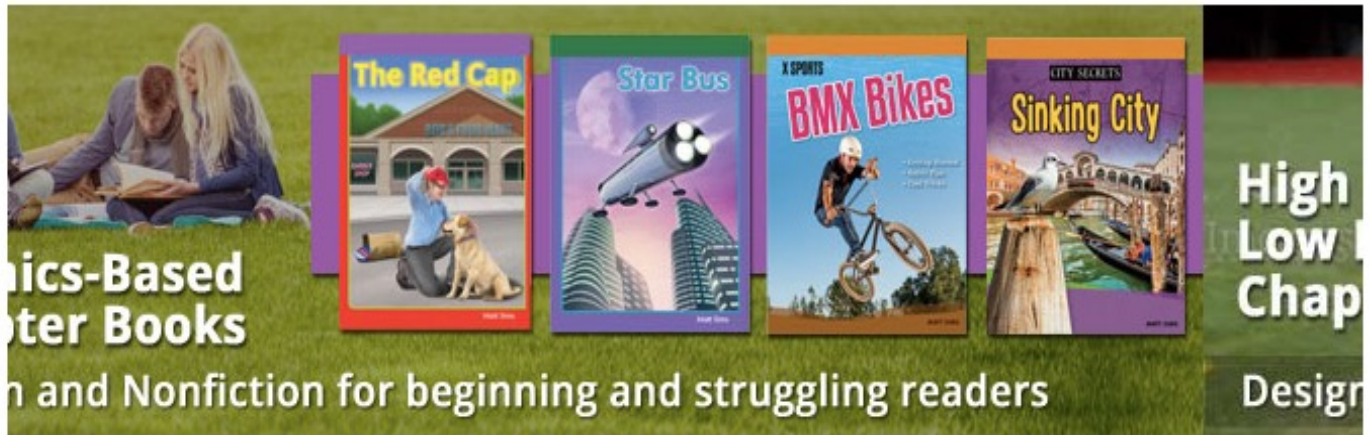
Nonfiction

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# high noon books

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**Give More Time**

*Time to read*

*Time to complete*

*Time in small group*

*Time to process*



# *Use Wait Time*

# Lessen Note Taking

# Sketch Notes

# Sketch Notes



explorers

boats



islands

Caribbean



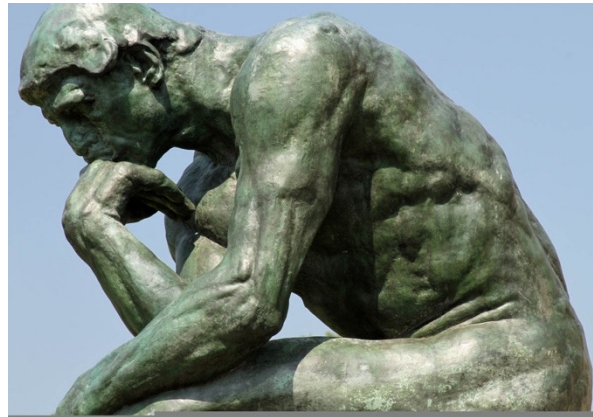
North America

bays

entered rivers

# Use Multi-Modal Activities

# See, Think, Wonder



[Visible Thinking \(Harvard Project Zero\)](#)

# Possible vocabulary activities

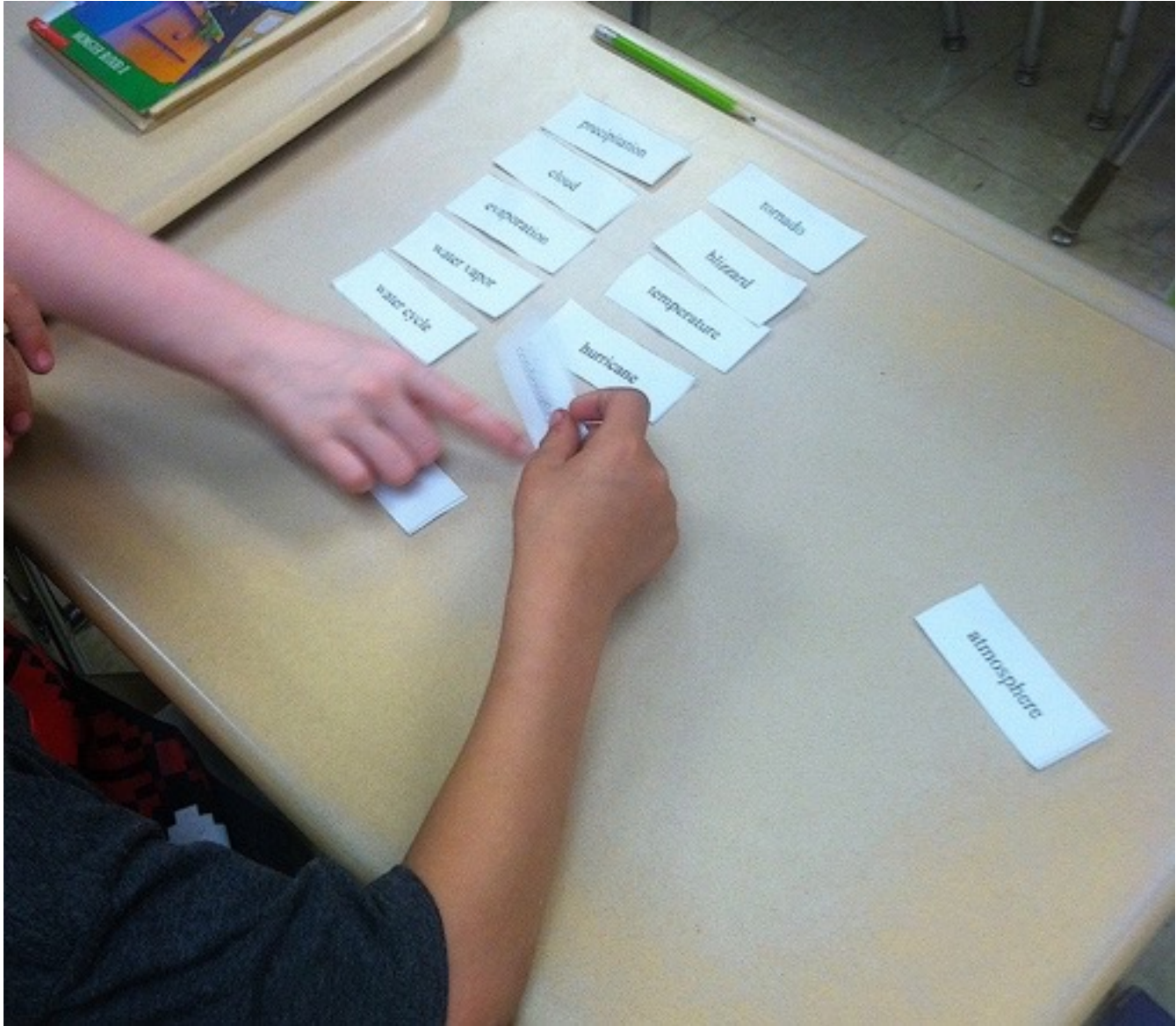
Repetition

Integration

Multi-modal

Over time (3-5 days)

Possibly in small group



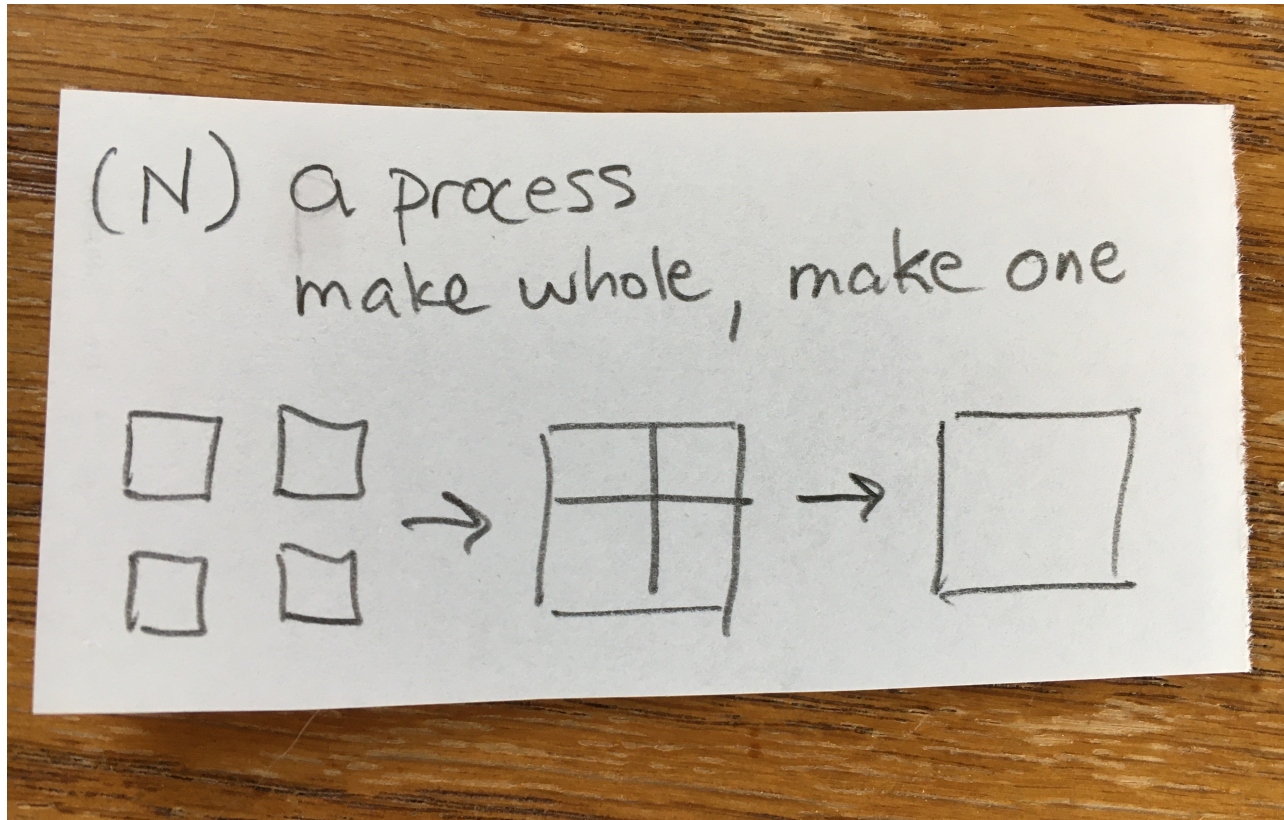


**#1**

**Direct and explicit definition**

**Possible picture**

# unification



**#2**

**Alphabetical order**

**I Read, We Read, (You Read)**

**Look, Touch, Say**

**Word, patterns, meaning**

**#3**

**Closed sorts**

**Syllables**

**Patterns: root, prefix, suffix, syllable types**

**Grammar: nouns, verbs, tense**

**#4**

**Open Sort**

**Clopen Sort**

**Headings: Positive, Negative, Neutral**

#5

Six-word Story

# Incorporate Substitutions

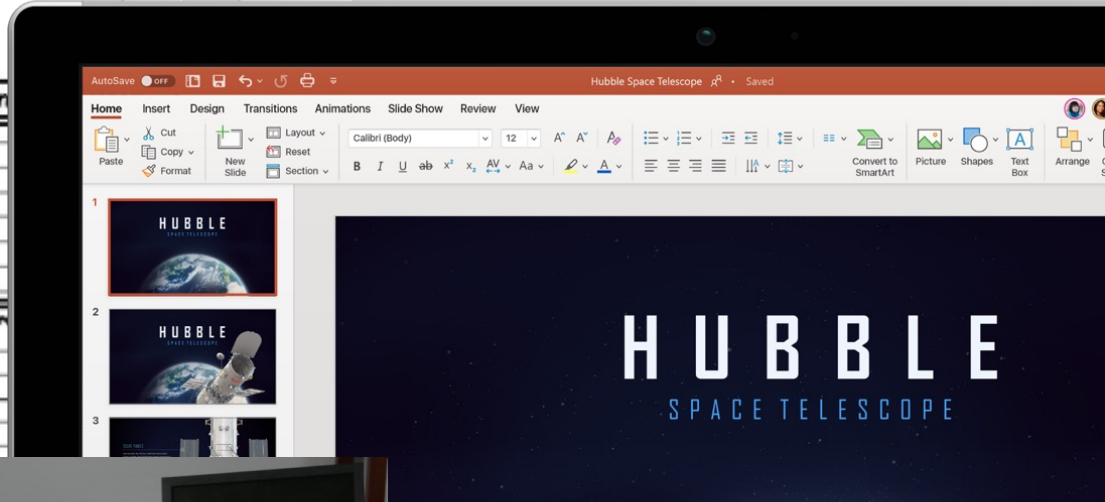
# Research Paper / Substitutions

Research Paper Source Organizer - Book
Book Title: _____
Author 1: _____
Author 2: _____
Author 3: _____
Place published- City: _____ State: _____ Country: _____
Publisher Company: _____
Publication Date- Month: _____ Day: _____ Year: _____
<b>Information found in this source:</b>
Fact/Detail 1: _____
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Fact/Detail 2: _____
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Fact/Detail 3: _____
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Fact/Detail 4: _____
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Fact/Detail 5: _____
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Fact/Detail 6: _____
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Fact/Detail 7: _____
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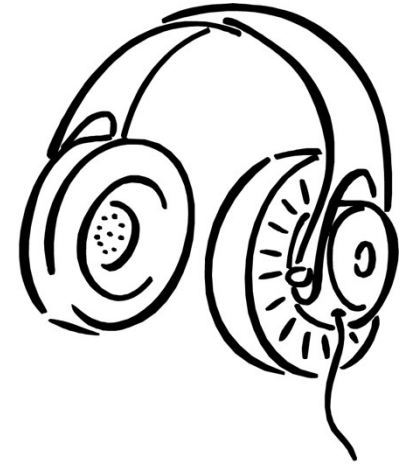
# Research Paper / Substitutions

Research Paper Source Organ	
Book Title:	
Author 1:	
Author 2:	
Author 3:	
Place published- City:	State:
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Publication Date- Month:	Day:
Information found in this source	
Fact/Detail 1:	
Fact/Detail 2:	



# Make Classroom Modifications

*Whenever possible,  
provide a quiet,  
focused environment*



*Consider / provide assistive tech.*

*speech to text*

*text to speech*

*audio books*

*Modify your expectations  
regarding tests and  
assignments.*

*Grade the student on the content that needs to be mastered, not on things like spelling or reading fluency.*

*Consider providing a sentence  
starters that show how to  
begin a written response.*

*Provide different ways to respond to test questions, like saying the answers or circling an answer instead of filling in the blank.*



**Keep in Mind**

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A spectrum of abilities



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