



Arizona's Dyslexia Plan

SEAP Presentation

November 10, 2020



Dyslexia Handbook



Arizona Department of Education
Diane M. Douglas, Superintendent of Public Instruction

Arizona Technical Assistance System (AZ-TAS)

Dyslexia Handbook

**A Technical Assistance Document
to Support Families and Teachers**

Arizona's Dyslexia Plan: Arizona Dyslexia Handbook



ARIZONA DEPARTMENT
OF EDUCATION

Students & Families Educators Administrators



Home / Move On When Reading / Dyslexia

Dyslexia

The Arizona Department of Education is focused on the importance of teaching children to read. Progress in reading development begins with Arizona's teachers implementing data-based, systematic, and explicit instruction in a multitude of contexts, with many levels of support, each and every day.

[AZ Dyslexia Handbook](#) | [*Universal Literacy and Dyslexia Screener Guide](#)

Section 1: Dyslexia: Definition, Prevalence Characteristics.....	5
Section 2: For Parents: What Can We Do?.....	9
Section 3: For Teachers: What Can We Do?.....	15
Section 4: English Learners and Dyslexia... ..	25
Section 5: Specific Learning Disability–Dyslexia... ..	26
Section 6: Technology for Children with Dyslexia... ..	28
Section 7: For Older Students Struggling with Reading: What Can We Do?.....	30
Section 8: For Schools and Districts: What Can We Do?	32
Section 9: Frequently Asked Questions	39
Section 10: Glossary	40
Section 11: Additional Resources	45

Arizona's Dyslexia Plan:

ADE released the Approved Universal Literacy & Dyslexia Screener List

Arizona Approved Universal Literacy and Dyslexia Screener List 2020-2021

The Arizona Department of Education is pleased to present the following list of vendors whose product meets the criteria of Universal Literacy and Dyslexia Screeners to be used for kindergarten through third grade students three times a year per ARS §15-701 and ARS §15-704 in the 2020-2021 school year. The key components of each overall tool that are signals for characteristics for dyslexia are identified on the chart. Additionally, each vendor has shared a recorded presentation with a brief description and overview of their product. You will find contact information for each vendor at the end of their recording.

Required Screener Administration: within 45 days of entry, winter, and spring. Data submitted to ADE by 10/1, 2/1, 6/1

Vendor	Approved Product	Kinder	First	Second	Third	Click the image to view the vendor video presentation
Acadience Learning & Voyager Sopris Learning	Download from Acadience Learning, Inc. or Commercially published for purchase from Voyager Sopris Learning	Acadience Reading K-6	Acadience Reading K-6	Acadience Reading K-6	Acadience Reading K-6	
Amplify Education, Inc	mCLASS platform with DIBELS 8th	mCLASS with DIBELS 8th Edition and mCLASS RAN	mCLASS with DIBELS 8th Edition and mCLASS RAN	mCLASS with DIBELS 8th Edition	mCLASS with DIBELS 8th Edition	
HMH (Houghton Mifflin Harcourt)	Amira	Amira	Amira	Amira	Amira	
Illuminate	FastBridge	FastBridge Early Reading English-Composite	FastBridge Early Reading English-Composite	FastBridge CBMreading & CBMcomp	FastBridge CBMreading & CBMcomp	
ISTEEP	ISTEEP	ISTEEP	ISTEEP	ISTEEP	ISTEEP	
Renaissance Learning, Inc.	Renaissance – Star AZ Literacy Assessment	Renaissance – Star AZ Literacy Assessment	Renaissance – Star AZ Literacy Assessment	Renaissance – Star AZ Literacy Assessment	Renaissance – Star AZ Literacy Assessment	
University of Oregon	DIBELS 8th Edition	DIBELS 8th Edition	DIBELS 8th Edition	DIBELS 8th Edition	DIBELS 8th Edition	

★ Vendor products on this 2020-2021 Approved Universal Literacy and Dyslexia Screener list were vetted as of 6/12/2020. ADE allows for additional submissions through the year with the close date of December 1. After this date, the team will review all submissions to assure the tool meets/continues to meet Arizona Statute. The Approved Universal Literacy and Dyslexia Screener list will be updated and reposted by February 1 of each year. ★

Arizona Legislation Requirements

A.R.S. §15-701

A.R.S. §15-704

Arizona's Dyslexia Plan: Universal Literacy and Dyslexia Screener Guide for Arizona's K-3 Schools/Districts



Home / Move On When Reading / Dyslexia

Dyslexia

The Arizona Department of Education is focused on the importance of teaching children to read. Progress in reading development begins with Arizona's teachers implementing data-based, systematic, and explicit instruction in a multitude of contexts, with many levels of support, each and every day.

[AZ Dyslexia Handbook](#) | [*Universal Literacy and Dyslexia Screener Guide](#)

[Section 1.](#) 2020-2021 ADE Approved Universal Literacy and Dyslexia Screeners

- Assessed area within screeners and approved vendor list

[Section 2.](#) MTSS Flowchart

- How screener process works within a comprehensive assessment system

[Section 3.](#) Required Parent Notification Information

- Parent Letter #1: Requirements and Template
- Parent Letter #2: Requirements and Template

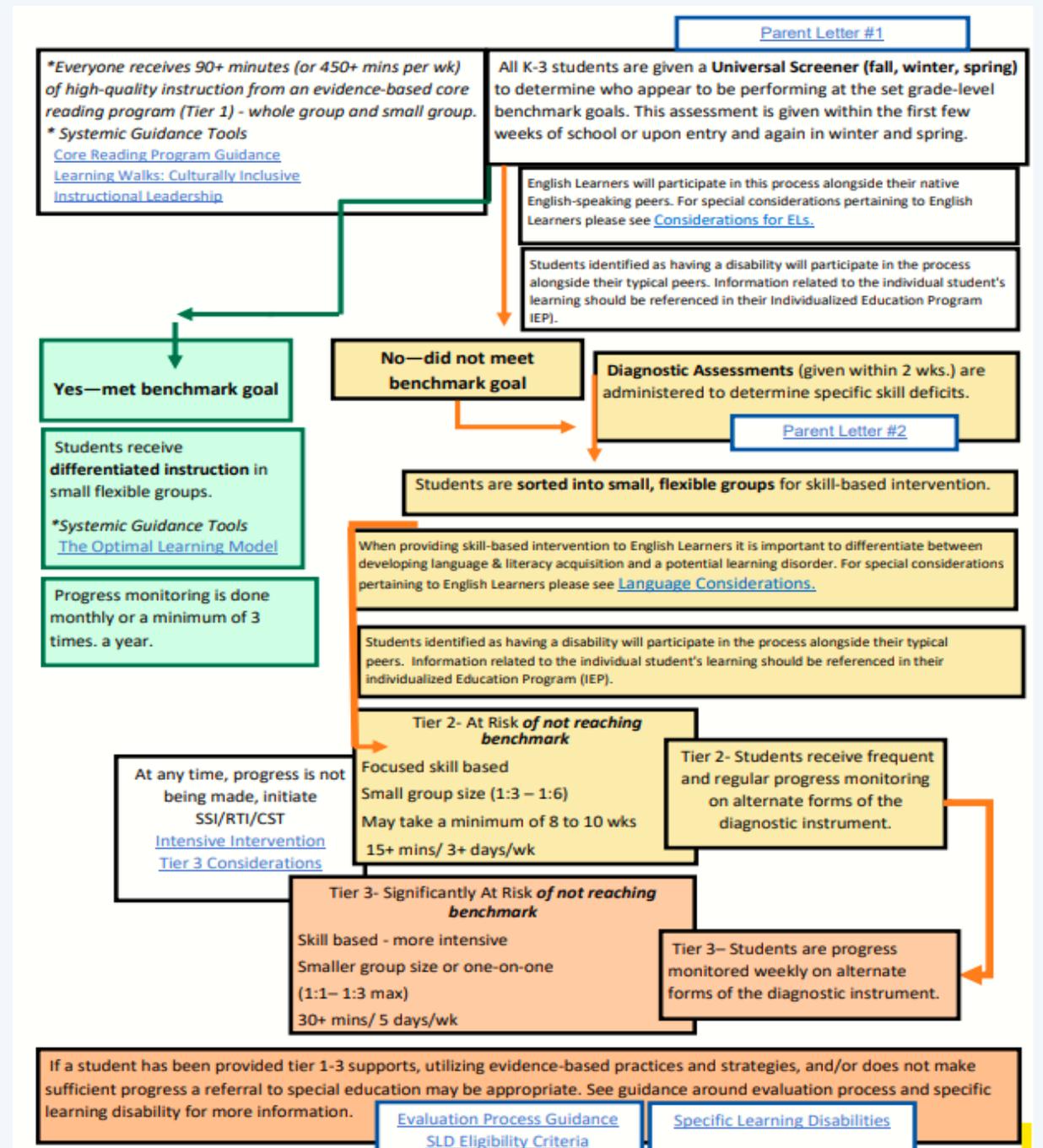
[Section 4.](#) Frequently Asked Questions

[Appendix 1](#) Links & Additional Resources from Flowchart

[Appendix 2](#) Parental Strategies

References

K-3 Multi-Tiered System of Support (MTSS) Literacy Assessment & Instruction



Arizona's Dyslexia Plan: Universal Literacy and Dyslexia Screener Guide for Arizona's K-3 Schools/Districts

See the attached parental strategies to help your child with the identified area(s) below.

<input type="checkbox"/> Phonological/Phonemic Awareness	<input type="checkbox"/> Basic Reading and Spelling Skills	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Comprehension
Difficulty with sounds (Phoneme Segmentation*, Initial Sound*)	Difficulty with letter sounds and reading real and nonsense words (Phonics*, Nonsense Word Fluency*)	Speed & accuracy of oral reading (Rapid Naming*, Oral Reading Fluency*)	Understanding word meanings	Understanding of what was read (Retell, Maze, Cloze)

*Possible indicators of characteristics consistent with dyslexia.

Appendix 2 Parental Strategies Page 23

Phonological Awareness

Recognize and produce rhyming words

- Sing rhyming songs.
- Match pictures of objects that rhyme.

Recognize and produce words beginning with the same sound (alliteration)

- Match your child's name with a describing word that begins with the same sound (e.g., Terrific Tony) or with things like (Eileen likes Ice Cream). (FCRR)
- Using pictures, have your child make up stories using phrases in which each word in the phrase has the same beginning sound.
- Use your child's name to show a link between letters and sounds. Say, "John, the word 'jump' begins with the same sound as your name. John. Jump. And they both begin with the same letter 'j.'" (FCRR)
- Segment sentences into their individual words
- Count the words in sentences and stack cubes for each word counted. (FCRR)

Segment sentences into their individual words

- Count the words in sentences and stack cubes for each word counted. (FCRR)
- Record your voice slowly reading a story. Your child listens to the story and moves a game piece on a game board each time a word is heard. (FCRR)

Segment syllables into words

- Use four cards with a number on each card (1, 2, 3, 4). Collect a stack of pictures of known objects. Your child matches these picture cards with the correct number of syllables of the object (e.g., a picture of a tiger has two syllables; it will be placed next to the card with a "2"). (FCRR)
- Say words and count syllables using fingers.

Arizona's Dyslexia Plan: Training Opportunities

A.R.S. 15-219. Dyslexia and reading impairment screening, intervention, accommodation and technology; continuing education; rules; training

B. The department of education shall annually develop a list of training opportunities related to dyslexia that satisfy the requirements prescribed in subsection C of this section.

C. The training opportunities related to dyslexia developed pursuant to this section must meet professional development requirements and all of the following requirements:

1. Include at least one training opportunity that is provided entirely online.
2. Include the knowledge and practice standards of an international organization on dyslexia that is designated by the department of education.
3. Enable teachers to understand and recognize dyslexia.
4. Enable teachers to implement structured literacy instruction that is systematic, explicit, multisensory and evidence-based to meet the educational needs of students with dyslexia.



Thank You!

Michelle Hodges

Email: michelle.hodges@azed.gov

