

CHECKLISTS FOR EDUCATORS AND FAMILIES: EFFECTIVE PRACTICES FOR STRUCTURED LITERACY

from *Conquering Dyslexia* (2020) by Jan Hasbrouck, Ph.D.

SCREENING AND DIAGNOSIS: A CHECKLIST FOR EDUCATORS AND FAMILIES (p. 163)

Use this checklist to reflect on the current practices in screening and diagnosis in your school or agency. Optimal use of assessment data can help ensure every student receives appropriate support as early as possible, including students with dyslexia.

CH 3				
How is Dyslexia DIAGNOSED?				
	STRONG	SOME	WEAK	COMMENTS
UNIVERSAL SCREENING P 59-61				
DIAGNOSTIC ASSESSMENTS (GENERAL) P 62-65				
SCREENING & DIAGNOSIS FOR DYSLEXIA P 68-88				
DIAGNOSIS FOR EL STUDENTS P 89				

HOW READING INSTRUCTION SHOULD BE ORGANIZED IN STRUCTURED LITERACY: A CHECKLIST FOR EDUCATORS AND FAMILIES (p. 164)

Use this checklist to reflect on the current practices in how reading instruction is organized and provided in your school or agency. Optimal organization of instruction, including regular monitoring of students' progress, can help ensure every student receives appropriate support, including students with dyslexia.

CH 4				
Best Practices: HOW to Teach Reading				
	STRONG	SOME	WEAK	COMMENTS
COMPREHENSIVE P 101-102				
SYSTEMATIC P 103-104				
EXPLICIT P 105-107				

	STRONG	SOME	WEAK	COMMENTS
INTENSIVE P 108-109				
MULTIMODALITY P 109-110				
PROGRESS MONITORING P 111-112				
RTI/MTSS FRAMEWORK P 113-116				

**WHAT SHOULD BE TAUGHT IN STRUCTURED LITERACY READING INSTRUCTION:
A CHECKLIST FOR EDUCATORS AND FAMILIES (p. 165)**

Use this checklist to reflect on the current practices in the content of reading instruction in your school or agency. Including instruction in all foundational areas can help ensure *every* student receives appropriate support, including students with dyslexia.

CH 5				
Best Practices: WHAT to Teach in Reading				
	STRONG	SOME	WEAK	COMMENTS
LANGUAGE COMPREHENSION INSTRUCTION P 131-132				
PHONOLOGICAL/PHONEMIC AWARENESS INSTRUCTION P 135-136				
PHONICS & DECODING INSTRUCTION (WORD IDENTIFICATION) P 137-142 <ul style="list-style-type: none"> • LETTER NAMES • LETTER SOUNDS taught correctly; basic and advanced • DECODING taught • MORPHOLOGY taught • SPELLING used to teach decoding • DECODING practice in text daily 				
WORD RECOGNITION (SIGHT WORDS) P 145- 150				

	STRONG	SOME	WEAK	COMMENTS
READING FLUENCY P 150-151				
TEACHING READING ACROSS THE GRADES P 153-156 Differentiate for students at different stages of reading development: <ul style="list-style-type: none"> • LEVEL 1 (letters & Sounds) • LEVEL 2 (decoding) • LEVEL 3 (orthographic mapping; self-teaching) 				

GENERAL COMMENTS & SUMMARY: