### What is Dyslexia?

Dyslexia is distinguished from other learning disabilities due to its weakness occurring at the phonological level.

Dyslexia is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

- [8VAC-20-81-10 Regulations for Governing Special Education Programs for Students with Disabilities in Virginia](VA Regulations)
- [Federal Regulations (IDEA, Individuals with Disabilities Education Act)]
- Adopted by the International Dyslexia Association, Nov. 12, 2002 (IDA) and (VBIDA)
- Used by the National Institute of Child Health and Human Development (NICHD)

### What is phonological processing?

Includes many linguistic abilities like speech perception, phonemic awareness, memory-retrieval, and naming functions:

- Sound awareness skills
- Word awareness (ages 2+)
- Rhyme and alliteration awareness (Ages 3+)
- Syllable awareness (Ages 3-4)
- Rhyme Generation (Ages 3-4)
- **Identifying phonemes (Ages 5+)**
  - Blending and segmenting phonemes (Ages 5-6)
  - Isolating phonemes (Ages 5-7)
  - Deleting phonemes (Ages 6-7)
  - Substituting phonemes (Ages 6-7)
  - Rapid automatized naming
What is a sound wall?

- A sound wall is a way to organize phonemes (sounds) and spelling patterns for students to reference when spelling and reading words. Words are grouped by phonemes and **NOT** beginning letters.
- Sounds are organized by place and manner of articulation.
- A sound wall is a tool to organize these phonemes in a way that helps students to make sense of spelling patterns that make different sounds.

Why use a sound wall?

- Explicit instruction of phonemes
- Builds orthographic mapping
- Provides consistent review of sounds
- Provides a visual resource for students
- Improves spelling
- Improves decoding

eat
every
eyes
earth
eat
every
eyes
earth

Vowel Phoneme Chart

oi
ou
What types of confusions are happening if a student writes:
- spider for sbidr
- every for efry
- bag for back
Why use a sound wall?
● Explicit instruction of phonemes
● Builds orthographic mapping
● Provides consistent review of sounds
● Provides a visual resource for students
● Improves spelling
● Improves decoding

What is the difference between a sound wall and a traditional word wall?

<table>
<thead>
<tr>
<th>Sound Walls</th>
<th>Traditional Word Walls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotes speech to print by fostering understanding of our language system</td>
<td>Promotes print to speech</td>
</tr>
<tr>
<td>Views learning from the student’s perspective</td>
<td>Views learning from the teacher’s perspective</td>
</tr>
<tr>
<td>Organized by sounds</td>
<td>Organized ABC order (26 letters)</td>
</tr>
<tr>
<td>Vowels and consonants are separated (44 sounds!!!)</td>
<td>Words are placed under the first letter they start with</td>
</tr>
<tr>
<td>Words are placed by phoneme (sound) to grapheme (letter/letter combination)</td>
<td>Can become wall decor, or overwhelming with a lot of words</td>
</tr>
<tr>
<td>Interactive for all students at all levels throughout the year</td>
<td>Excellent tool for teaching, learning, and reinforcing sound patterns for reading and writing</td>
</tr>
<tr>
<td>Excellent tool for learning, and reinforcing sound patterns for reading and writing</td>
<td>Excellent tool for content vocabulary, categorizing, connections between words, grammar rules</td>
</tr>
</tbody>
</table>

Dyslexia/Reading Organizations

<table>
<thead>
<tr>
<th>Virginia Branch of The International Dyslexia Association VIBDA</th>
<th>UF Literacy Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>The International Dyslexia Association, IDA</td>
<td>The Dyslexia Foundation</td>
</tr>
<tr>
<td>The Reading League Virginia TRL-VA</td>
<td>National Council on Improving Literacy (NCIL)</td>
</tr>
<tr>
<td>The National Reading League, TNRL</td>
<td>Council for Exceptional Children</td>
</tr>
<tr>
<td>Decoding Dyslexia VA</td>
<td>The REED Charitable Foundation</td>
</tr>
<tr>
<td>The National Center for Learning Disabilities</td>
<td>The Yale Center for Dyslexia &amp; Creativity (YCDC)</td>
</tr>
<tr>
<td>Understood.org</td>
<td></td>
</tr>
</tbody>
</table>
The use of intensive phonics instruction is the only way to teach individuals with dyslexia and reading disabilities how to read, and is the best way for everyone to learn to read. (Eide, D., Uncovering the Logic of English, 2012)

Explicit, phonics instruction is helpful for all students, harmful for none, and crucial for some. (Snowling & Hulme, 2005)

Thank you for attending! To learn more about implementation of a sound wall, attend Sound Walls 102 and hear from Hopewell City Public School teachers implementing with K-3 students.

References


