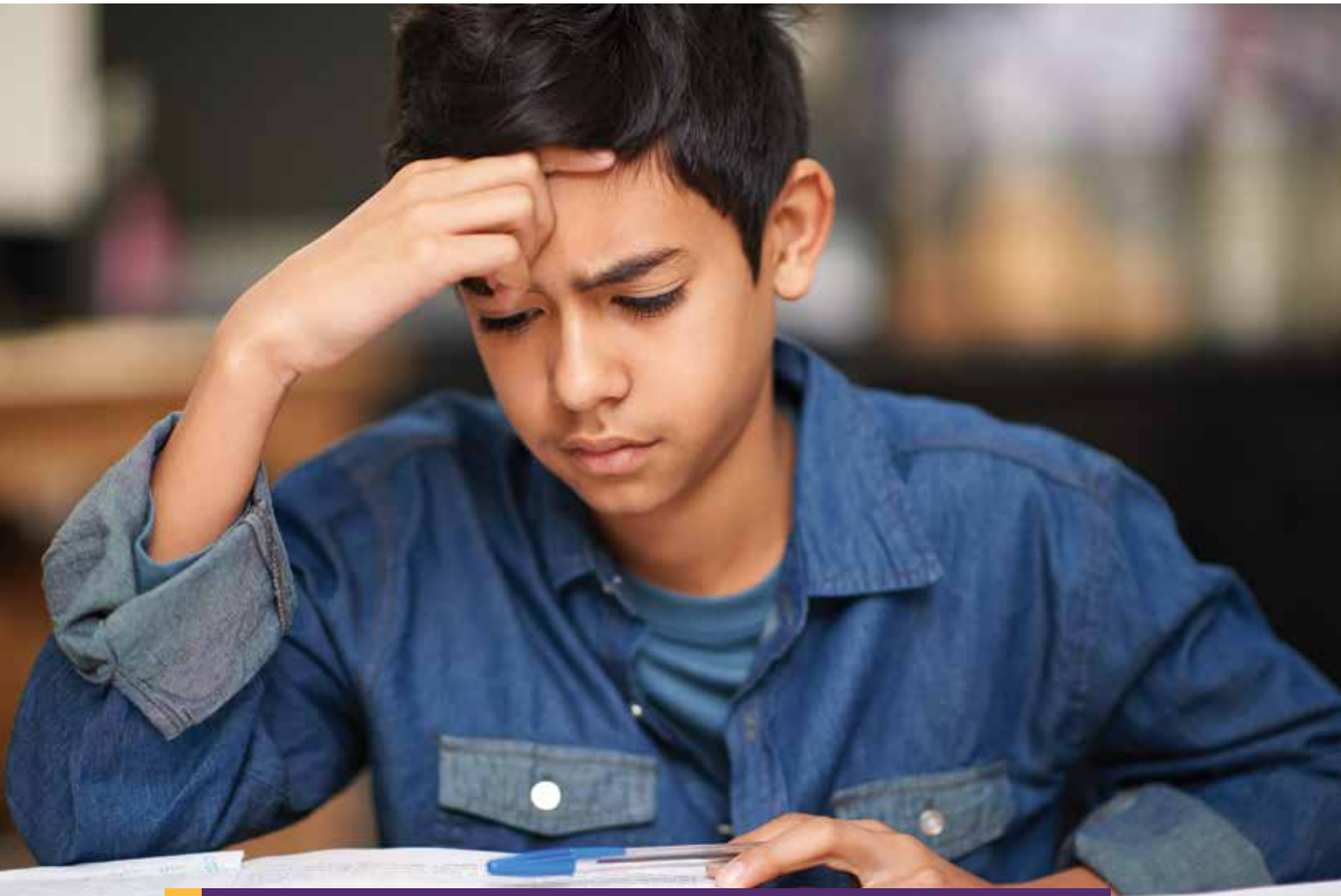


# DYSLEXIA

## AS STUDENTS WITH DYSLEXIA

struggle with spoken language, reading, spelling, and writing, educators want the **BEST APPROACH** to literacy success.



Every student with dyslexia can succeed with **appropriate and timely instruction.**

Help each student conquer reading challenges and **succeed in school and in life.**



*(Language Essentials for Teachers  
of Reading and Spelling)*

**Grades K–12**

**With the right professional development, teachers can appropriately support students with dyslexia.**

The **LETRS**® suite of research-based literacy professional development enables teachers to apply best practices for all students and especially targeting those who are struggling with underlying language learning problems. It is ideal preparation for general education teachers who work with students with dyslexia and other language-based reading challenges. The course of study aligns very closely to the IDA's *Knowledge and Practice Standards for Teachers of Reading*.

The professional development prepares teachers to teach Structured Literacy and to use good instructional programs effectively. The emphasis is on early identification and appropriate classroom instruction for prevention of reading failure, within a broad and science-based view of reading development.

**LETRS helps literacy educators understand:**

- What must be taught during reading and spelling lessons to obtain the best results
- How to explain spoken and written English language structures to students
- Why reading instruction has several key components, how they are related, based on current scientific research
- How to interpret individual differences in student achievement, based on valid and reliable assessments and theoretical models
- How to implement instructional routines and activities, and differentiate instruction for all students



[voyagersopris.com/professional-development/leters](https://voyagersopris.com/professional-development/leters)

## RECOGNIZE AND NURTURE the many talents and skills in every learner.

Every student—including those with dyslexia—can improve their language achievement and feel the joy and pride of accomplishment with the right combination of appropriate instruction, support, and research-based learning solutions. Turn literacy struggles into successful learning experiences with language-based explicit, systematic instruction and solutions featuring a Structured Literacy approach.

Structured Literacy addresses all of the essential components of reading, plus oral language and writing and is the approach endorsed by the *International Dyslexia Association's* Board of Directors.

### Structured Literacy is:

- **Systematic and Cumulative.** Material is organized to follow a scope and sequence that is a progression of easier to more difficult language concepts and structures. Each new step must be based on concepts previously learned.
- **Explicit Instruction.** All instruction should deliberately teach all concepts with continuous student-teacher interaction. It is not assumed students will naturally develop an understanding of these concepts on their own, through exposure to text, or through incidental instruction.
- **Diagnostic Teaching.** The teacher must use diagnostic assessments to carry out individualized instruction. Both formal and informal assessments are used for screening, progress monitoring, and educational diagnostics.



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## TEACHING AND LEARNING SOLUTIONS that Address Key Elements and Principles of Structured Literacy.



**LANGUAGE! Live**

Grades 5–12

**LANGUAGE! Live** is a comprehensive literacy solution that combines foundational and advanced learning skills with digital and teacher-led intervention. This blended program applies the Structured Literacy approach recommended by the IDA and teaches all aspects of language to students. **LANGUAGE! Live** provides explicit, systematic, and cumulative instruction.



Grades K–5

**Voyager Passport**® is a targeted small-group, evidence-based literacy intervention for K–5 students. The program's explicit, systematic instructional delivery is focused on phonology, phonemic awareness, phonics, vocabulary, fluency and comprehension and is designed to meet the specialized needs of students reading below grade level. **Voyager Passport's** daily lesson framework, formative assessments, and differentiation supports align to the Structured Literacy approach.



Grades K–3

**Read Well**® is a comprehensive research-based reading and language arts solution that helps students build the critical skills needed to be successful readers and learners. **Read Well** has many meaningful instructional components that support a student with dyslexia or other language disability as well as students with processing disabilities.



Grades 2–4

**RAVE-O**® is a small-group, evidence-based literacy intervention curriculum that empowers students to read text deeply to build new knowledge, develop new ideas, and reach new levels of reading achievement. The program aligns with the Structured Literacy approach and is designed to address challenges faced by students with dyslexia at this age.



The **NEW**  
**Herman Method**®  
Grades 3–6

**The New Herman Method**® is a successful small-group reading intervention for struggling students that incorporates the Structured Literacy approach to teaching and reading.

**Learn more** about our literacy solutions for teachers and students and **how you can help** students with dyslexia achieve literacy success.



For additional information about how our literacy solutions support teachers of students with dyslexia, visit: **[go.voyagersopris.com/dyslexia](https://go.voyagersopris.com/dyslexia)**

**Email: [info@voyagersopris.com](mailto:info@voyagersopris.com) • 800.956.2860**



For more information about the International Dyslexia Association's recommendations, including the full definition of the Structured Literacy approach, visit: **[dyslexiaida.org/effective-reading-instruction](https://dyslexiaida.org/effective-reading-instruction)**

*Just the Facts...Information Provided by the International Dyslexia Association. (2015). Retrieved from <https://app.box.com/s/hvjb2c4dctr2jrsrpmi6kqg9f4k1bjsl>*

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LEARNING®

