

Word Study Standards

Curriculum Standards

Barriers to Learning

Intervention*

Sight Word Development

- ♦ Read high-frequency words
- ♦ Develop high-frequency vocabulary

Weak visual, spatial and memory skills
Difficulty seeing words as separate from one another
Confused by words that look different than they sound

Start-to-Finish® Books
Edmark Reading Program

Decoding Skills

- ♦ Use common word patterns to read words
- ♦ Select from a variety of strategies to identify unfamiliar words
- ♦ Use phonetic analysis, structural analysis and/or a variety of context clues for decoding unknown words

Lack knowledge of letter-sound relationships
Difficulty “chunking” words into sounds
Poor auditory and/or visual processing
Poor comprehension skills
Lack of background knowledge

Simon S.I.O.™
Earobics
Lexia Learning Systems

Meaning Vocabulary

- ♦ Use knowledge of appropriate grade-, age- and developmental-level vocabulary in reading
- ♦ Use a variety of strategies to determine meanings of words (prefix, suffix, root word)
- ♦ Use context to determine meaning of words and phrases
- ♦ Determine the meaning of unknown words using a glossary, dictionary and thesaurus

Weak word-attack skills
Limited reading experiences
Lack of receptive vocabulary and background knowledge
Lack of motivating, age-appropriate, easy-to-read materials
Difficulty using reference materials

Start-to-Finish® Books
Franklin Hand-held Dictionaries
Lexia Learning Systems
Reading Pen II

Spelling

- ♦ Spell high-frequency words
- ♦ Use initial consonant substitution to spell related words
- ♦ Use vowel combinations for correct spelling
- ♦ Spell common homophones
- ♦ Use known words and patterns to spell unknown words
- ♦ Focus on correct spelling during editing stage of writing
- ♦ Use a dictionary and other resources to spell words

Weak in letter-sound relationships
Poor word-attack skills
Weak visual, spatial and memory skills
Poor auditory and/or visual processing
Weak in paper-pencil tasks
Difficulty “chunking” words into sounds
Difficulty using reference materials such as a dictionary

Co:Writer® 4000
Write:OutLoud®
Simon S.I.O.™
Earobics
Franklin Hand-held Dictionaries

** Interventions can be used to offset the impact of a barrier to learning, build a prerequisite skill or develop a skill to be achieved.*



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