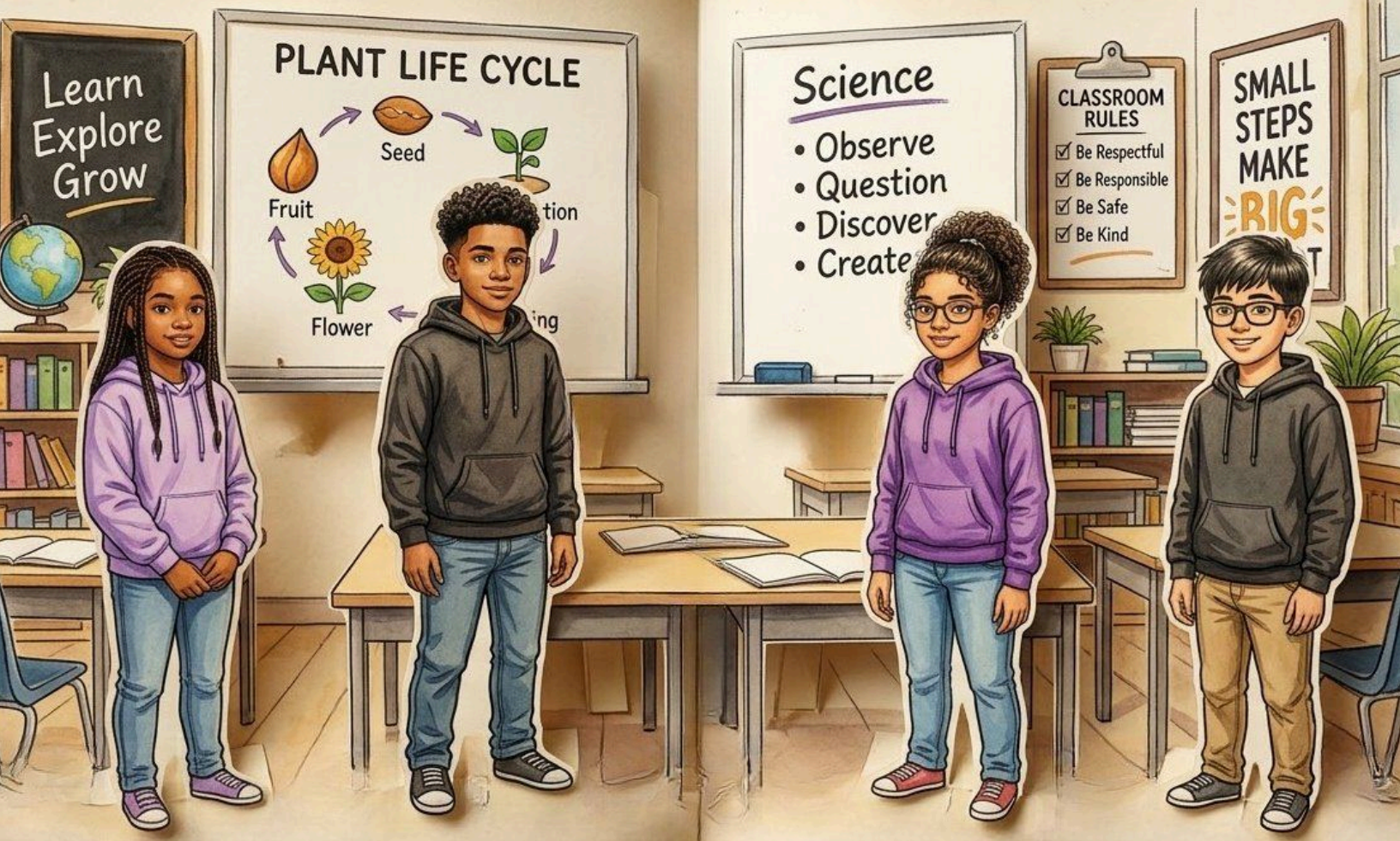




DYSLEXIA INTERVENTION · STRUCTURED LITERACY

Structured Literacy Lesson Set

Three original lessons for students receiving dyslexia services, from second grade through high school. Each lesson follows the components and delivery methods in The Dyslexia Handbook: 2024 Update (Texas Education Agency), with a minute-by-minute plan, a station rotation, and printable student materials.

Lesson 1 · Grades 2–3 · 30 min

Open Door, Closed Door

Closed and Open Syllables

Lesson 2 · Grades 4–6 · 45 min

Split It

Dividing Two-Syllable Words: VC/CV,
V/CV, VC/V

Lesson 3 · Grades 7–12 · 45 min

Word Parts, Big Meaning

Latin Roots struct, port, ject, rupt

The Approach Behind Every Lesson

Every lesson is built on the eight components of dyslexia instruction and the four delivery methods named in The Dyslexia Handbook: 2024 Update (Texas Education Agency). The same lesson cycle repeats each day, so students know what comes next and can spend their energy on the new skill.

What I teach: the eight components

Phonological awareness

Hearing and working with the sounds and syllables inside spoken words.

Sound-symbol association

Connecting each sound to the letter or letters that spell it.

Syllabication

Breaking longer words into syllables and knowing what each syllable type tells you to say.

Orthography

The spelling patterns and rules of written English.

Morphology

Prefixes, roots, and suffixes: the parts of a word that carry meaning.

Syntax

How word order and grammar shape a sentence's meaning.

Reading comprehension

Building and checking meaning from what you read.

Reading fluency

Reading with accuracy, a steady rate, and expression.

How I teach it

Simultaneous, multisensory

Students see it, say it, hear it, and move with it at the same time: tapping, clapping, pushing counters, writing.

Systematic and cumulative

Each lesson starts with review and adds one new step, in a set order from simple to complex.

Explicit

I name the rule, model it, and think aloud. Students never have to guess what the pattern is.

Diagnostic teaching to automaticity

Exit checks and timed reads decide what I reteach the next day, until the skill is automatic.

The daily lesson cycle

1

Warm-up
Clap It, sound
play

2

Review
Alphabet
strip, flip
cards

3

New learning
Name it,
model it,
gesture

4

Guided
practice
Maps and
mats

5

Brain break
Move or
recall

6

Fluency
Word cards,
timed reads

7

Spelling
Counters and
dictation

8

Exit check
Decides
tomorrow

The 30-minute lesson moves through the same cycle with shorter segments. Station days reuse the lesson's passage and word work so students practice in new ways without new content.



LESSON 1 • ELEMENTARY

Open Door, Closed Door

Closed and Open Syllables • Grades 2–3 • 30 minutes • Small group, 2–6 students

Why does the o in go say its name, but the o in got does not? The answer is a door.

Big idea. A closed syllable has one vowel closed in by a consonant, so the vowel says its short sound. An open syllable ends with one vowel: the door is open, so the vowel says its name.

Multisensory anchor. Door hands: one flat hand is the vowel, the other hand swings shut behind it for a closed syllable (short sound) or stays open for an open syllable (long sound).

Objectives

1. Given 10 one- and two-syllable words, students will label each syllable closed or open and mark its vowel with a breve (˘) or macron (¯), with 8 of 10 correct.
2. Students will read the Set A fluency card (20 words) with at least 90% accuracy.
3. Students will spell 4 of 5 dictated words using sound counters and a sound map.

TEKS Alignment

2.2(A)(ii) / 3.2(A)(ii)	Distinguish long and short vowel sounds; decode multisyllabic words with closed and open syllables.
2.2(C)(i) / 3.2(B)(i)	Spell one-syllable and multisyllabic words with closed and open syllables.
2.4 / 3.4	Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
2.6(F) / 3.6(F)	Make inferences and use evidence to support understanding.

Dyslexia Handbook components

Phonological awareness Sound-symbol association
Syllabication Orthography Reading fluency
Reading comprehension

Key terms

- **closed syllable:** one vowel, closed in by a consonant; short vowel
- **open syllable:** ends in one vowel; long vowel
- **breve** ˘: the mark for a short vowel
- **macron** ¯: the mark for a long vowel

Materials

- Alphabet strip (1 per student)
- Sound counters (5 per student)
- Sound map
- Fluency Word Cards, Set A
- Dry-erase board and marker
- Open Door / Closed Door sort cards
- Station passage: Meet the Hippo
- Exit ticket 1

Minute-by-Minute Plan • 30 Minutes

TIME	SEGMENT	TEACHER DOES	STUDENTS DO	FOCUS
0:00–0:03	Warm-up • Clap It	Say a word. Students repeat it and clap once per syllable, then hold up fingers for the count: hippo, cat, robot, basket, me.	Repeat, clap, show the count. Then thumbs up for a long vowel sound, thumbs down for a short one: go, got, me, met.	Phonological awareness
0:03–0:06	Alphabet strip review	Students touch each vowel on the strip. Lead: short sound, then name (a says /ă/ and /ā/). Flash 8 letter cards for a quick sound check.	Touch and say each vowel two ways. Say the sound for each card.	Sound-symbol association
0:06–0:12	New learning • Open Door, Closed Door	Write me. Ask: is anything after the e? No, the door is open, so e says its name. Add t to make met: the t closes the door, so e is short. Model breve and macron. I do: me / met, go / got. We do: hi / hit, so / sob, she / shed. You do: no / not, we / wet on boards.	Use door hands on every word. Write each pair, code the vowel, and read it.	Explicit, multisensory
0:12–0:17	Guided practice • Two-syllable words	Put robot, napkin, music, and hotel on the board. Think aloud: find the vowels, split between syllables, code each one, read it. Students copy each word onto the sound map, one syllable per box.	Mark the vowels, split, code ô / ö, and read: rō böt, năp kîn, mû síc, hō těl.	Syllabication
0:17–0:18	Brain break • Stand Up, Sit Down	Call 8 words. Stand for a word that ends with an open syllable; sit for a word that ends with a closed syllable.	Move with the answer, then say the vowel sound.	Movement
0:18–0:23	Reading practice • Fluency Set A	Choral read the card once with a finger under each word. Pair students: one reads, the other follows and marks any missed word. Switch.	Read the 20-word card, then read the 3 sentences on the back.	Reading fluency
0:23–0:28	Spelling • Counters and sound map	Dictate hen, go, mask, robot, tulip. Routine: I say it, you say it, push one counter per sound, then write one letter (or letter pair) per box. Check with the alphabet strip. Dictate: She can go on a picnic.	Say, push, write, check. Code the vowels in each word.	Orthography
0:28–0:30	Exit check	Hand out Exit Ticket 1: code and read 3 words (bonus, mask, she). Sort tickets into Got It, Almost, and Reteach piles before tomorrow.	Code and read each word to the teacher.	Diagnostic teaching

Error correction script. "Stop. Point to the vowel. Is a consonant closing the door? Then the vowel is short. Try it again."

Routine, Stations, and Supports

Station Rotation Day • 30 minutes, 3 stations × 10 minutes

Teacher Table Guided read of Meet the Hippo. Students find and code 4 target words in the text, then answer questions 1 and 2 aloud.		Comprehension Station Partners finish the Meet the Hippo question sheet: a detail, a text feature, an inference, and a vocabulary question.	Word Work Station Open Door / Closed Door card sort, or Levels 1 and 2 of 6 Syllable Wonderland on a device.
Minutes	Group 1	Group 2	Group 3
0–10	Teacher Table	Comprehension Station	Word Work Station
10–20	Comprehension Station	Word Work Station	Teacher Table
20–30	Word Work Station	Teacher Table	Comprehension Station

Accommodations

- Directions read aloud and repeated; one step on the board at a time.
- Passages offered with audio or teacher read-aloud on the first read.
- Target words highlighted; passages chunked by section.
- Reduced copying: word lists and sentence frames provided.
- Oral responses accepted on comprehension questions.
- Timed reads are compared with the student's own baseline, not a class norm, and untimed practice always follows.
- Clean, larger font with extra line spacing on all student pages.
- Frequent check-ins and specific praise for effort and strategy use.

Progress monitoring

Coding accuracy on the exit ticket (target 80%) and words read correctly on Set A (target 90%). Below 80% on the exit check means tomorrow starts with a reteach of open versus closed using 4 word pairs instead of new learning.

Answer key • Meet the Hippo

1. Detail	They go up on land to eat grass.
2. Text feature	Baby Hippos
3. Inference	To stay cool; the text says the mud and water help it stay cool in the hot sun.
4. Vocabulary	A baby hippo.
5. Word work	Closed: sit, mud, hot, pop, big. Open: go, she, no; hip-po has both.



LESSON 2 · UPPER ELEMENTARY / MIDDLE

Split It

Dividing Two-Syllable Words: VC/CV, V/CV, VC/V · Grades 4–6 · 45 minutes · Small group, 2–6 students

Rocket and robot look almost the same. So why do we say rōck-et but rō-bot? The consonants in the middle tell you where to split.

Big idea. Find the vowels, count the consonants between them, and split the word. Two consonants: split between them (VC/CV). One consonant: try splitting before it first (V/CV); if that is not a real word, slide the line after it (VC/V).

Multisensory anchor. Karate chop: students chop the air where the word splits while saying each syllable.

Objectives

1. Given 12 two-syllable words, students will mark vowels and consonants, choose the division pattern, and split and code each word, with 10 of 12 correct.
2. Students will read the Set B fluency card (24 words) with at least 95% accuracy and record words correct per minute against their own baseline.
3. After reading an informational profile, students will answer 4 of 5 questions, citing text evidence for the inference question.

TEKS Alignment

3.2(A)(iv)	Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.
5.2(A)(iii)	Decode words using advanced knowledge of syllable division patterns.
3.2(B)(v)	Spell words using knowledge of syllable division patterns.
4.4 / 5.4	Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
4.6(F) / 5.6(F)	Make inferences and use evidence to support understanding.

Dyslexia Handbook components

Phonological awareness Syllabication Orthography
Reading fluency Reading comprehension

Key terms

- **VC/CV:** two consonants between vowels: split between them
- **V/CV:** one consonant: split before it, first vowel is long
- **VC/V:** one consonant: split after it, first vowel is short
- **accent:** the syllable you say with the most stress

Materials

- Alphabet strip
- Split It mat (1 per student)
- Syllable counters (2 per word)
- Fluency Word Cards, Set B
- Syllable type flip cards
- Station passage: Mae Jemison
- Fluency tracker
- Exit ticket 2

Minute-by-Minute Plan • 45 Minutes

TIME	SEGMENT	TEACHER DOES	STUDENTS DO	FOCUS
0:00–0:04	Warm-up • Clap It and Swap It	Clap it: napkin, pilot, cabin, insect. Swap it: Say basket. Now say it without bas. (ket) Say plan. Change /p/ to /k/. (clan)	Clap, count, and change the sounds out loud.	Phonological awareness
0:04–0:08	Review • Syllable type flip cards	Flip the closed and open cards from Lesson 1. Ask for the rule and one example. Quick fire: is the first syllable in mū sic open or closed?	State the rule and give a word for each card.	Cumulative review
0:08–0:16	New learning • The Split It routine	Model all 6 steps on the Split It mat with napkin (VC/CV), robot (V/CV), and cabin (VC/V). Think aloud on cabin: cā bin is not a word I know, so I slide the line: cāb in. Mark the accent on the first syllable.	Air-write v and c, karate chop the split, and read each syllable.	Explicit modeling
0:16–0:23	Guided practice • Split It mat	Partners split 6 words: magnet, insect, pilot, student, lemon, seven. Circulate with the error script. Call on pairs to explain one split out loud.	Follow the 6 steps, code each syllable, and read each word to a partner.	Syllabication
0:23–0:25	Brain break • Finger Count	Eyes closed if comfortable. Name all six syllable types, one per finger.	Count off the six types, then check against the reference card.	Retrieval practice
0:25–0:31	Reading practice • Fluency Set B	Choral read once. Partner 1-minute timed read: the listener marks errors on a copy. Students graph words correct per minute on the fluency tracker.	Read for 1 minute, count words correct, and graph the score.	Reading fluency
0:31–0:38	Spelling • Syllable counters	Dictate basket, pilot, planet, problem, focus. Push one counter per syllable, then write each syllable in its own box. Dictate: The student had a basket of lemons.	Say it, push a counter per syllable, write it, code it.	Orthography
0:38–0:43	Text reading • Preview the station passage	Read the Early Life section of the Mae Jemison profile together. Students underline 3 two-syllable words and split one on the mat.	Read, underline, split, and answer one oral question.	Reading comprehension
0:43–0:45	Exit check	Exit Ticket 2: split and code sunset, tulip, habit. Sort into Got It, Almost, Reteach.	Split, code, and read each word.	Diagnostic teaching

Error correction script. "Count the consonants between the vowels. One or two? If it is one, try the open split first. Does that make a real word? If not, slide the line."

Routine, Stations, and Supports

The Split It routine

- 1 Spot the vowels. Write v under each one.
- 2 Count the consonants between the vowels. Write c under each one.
- 3 Choose the split: VC/CV, or try V/CV first.
- 4 Code each syllable: breve for closed, macron for open.
- 5 Read it with the accent on the first syllable.
- 6 Check it: is it a real word that makes sense? If not, slide the line and try again.

Station Rotation Day • 30 minutes, 3 stations × 10 minutes

Teacher Table Guided read of the full Mae Jemison profile. Students split 4 words from the text and read each section with expression.		Comprehension Station Partners complete the Mae Jemison question sheet, citing the section where they found each answer.	
		Word Work Station Split It sort: students sort 12 word cards into VC/CV, V/CV, and VC/V piles, or play Levels 1 to 6 of 6 Syllable Wonderland.	
Minutes	Group 1	Group 2	Group 3
0–10	Teacher Table	Comprehension Station	Word Work Station
10–20	Comprehension Station	Word Work Station	Teacher Table
20–30	Word Work Station	Teacher Table	Comprehension Station

Accommodations

- Directions read aloud and repeated; one step on the board at a time.
- Passages offered with audio or teacher read-aloud on the first read.
- Target words highlighted; passages chunked by section.
- Reduced copying: word lists and sentence frames provided.
- Oral responses accepted on comprehension questions.
- Timed reads are compared with the student's own baseline, not a class norm, and untimed practice always follows.
- Clean, larger font with extra line spacing on all student pages.
- Frequent check-ins and specific praise for effort and strategy use.

Progress monitoring

Words correct per minute on Set B graphed each session (goal: growth from the student's own baseline), plus split accuracy on the exit ticket (target 80%). Any student who splits every one-consonant word as V/CV gets a VC/V mini-lesson the next day.

Answer key • Mae Jemison

1. Detail	Sierra Leone and Liberia.
2. Text feature	Early Life (Stanford) and Big Steps (Stanford and Cornell).
3. Inference	She was curious about many subjects, including science, health, and her heritage; evidence: her degrees and her Peace Corps work in West Africa.
4. Vocabulary	Worked to help others; did a job for a group or country.
5. Word work	doc tor (VC/CV), stu dents (V/CV), trav el (VC/V), sev en (VC/V).



LESSON 3 · SECONDARY

Word Parts, Big Meaning

Latin Roots struct, port, ject, rupt · Grades 7–12 · 45 minutes · Small group, 2–6 students

A student can read friend without blinking, then freeze on infrastructure. Syllables tell us how to say it. Word parts tell us what it means.

Big idea. Many academic words are built from a Latin root plus a prefix or suffix. If you know the root, you can work out the meaning: struct means build, port means carry, ject means throw, and rupt means break.

Multisensory anchor. Root moves: stack fists for struct (build), carry a box for port, throw a ball for ject, snap a stick for rupt.

Objectives

1. Given 10 academic words, students will box the affixes, underline the Latin root, and write a working definition from the parts for 8 of 10.
2. Students will build at least 6 real words from prefix, root, and suffix cards and use 2 of them in a content-area sentence.
3. After reading When Earth Erupts, students will use word parts and context to define 2 unfamiliar words and answer an inference question with text evidence.

TEKS Alignment

7.2(C) / 8.2(C)	Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots.
7.2(B)	Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.
7.3 / 8.3	Adjust fluency when reading grade-level text based on the reading purpose.
7.5(F) / 7.5(G)	Make inferences and use evidence to support understanding; evaluate details read to determine key ideas.

Dyslexia Handbook components

Phonological awareness Syllabication Morphology
Orthography Reading fluency Reading comprehension

Key terms

- **morpheme:** the smallest part of a word that carries meaning
- **root:** the core part of a word that holds its main meaning
- **prefix:** a part added to the front that changes meaning
- **suffix:** a part added to the end that can change the part of speech

Materials

- Morpheme map (1 per student)
- Word Build cards (prefixes, roots, suffixes)
- Fluency Word Cards, Set C
- Station passage: When Earth Erupts
- Highlighters
- Exit ticket 3

Minute-by-Minute Plan • 45 Minutes

TIME	SEGMENT	TEACHER DOES	STUDENTS DO	FOCUS
0:00–0:04	Warm-up • Clap It with academic words	Clap it: in-fra-struc-ture, trans-por-ta-tion, e-rup-tion. Then ask: how many syllables? How many meaning parts? Syllables say it, morphemes mean it.	Clap, count, then split the word into meaning parts out loud.	Phonological awareness
0:04–0:08	Review • Prefix flip cards	Flip known prefixes: re-, dis-, un-, pre-, in-. Students give the meaning and one word for each.	Say the meaning and a word that uses it.	Cumulative review
0:08–0:16	New learning • Four Latin roots	Teach struct, port, ject, rupt with a root move for each. Model the Box it, Underline it, Mean it routine with transport (trans = across, port = carry: to carry across) and eruption (e = out, rupt = break, -ion = the act of: the act of breaking out).	Copy each root and meaning onto the morpheme map and do the root move.	Explicit, multisensory
0:16–0:24	Guided practice • Word Build	Partners build as many real words as they can from Word Build cards. They record each word on the morpheme map with a working definition. Check 2 words per pair.	Build, record, and define. Star the two words you would use in science or social studies.	Morphology
0:24–0:26	Brain break • Word Hunt	Students open a textbook or notes from another class and find one long word with a root from today.	Find it, clap it, and share the root.	Transfer
0:26–0:32	Reading practice • Fluency Set C	Read the academic word card, then the phrase card (transported across the ocean, the volcano began to erupt). Partner 1-minute read with prosody: read phrases the way you would say them.	Read words, then phrases, with smooth phrasing.	Reading fluency
0:32–0:40	Reading and comprehension • When Earth Erupts	Read the first two sections together. Students highlight every word with struct, port, ject, or rupt, then answer questions 1 and 4 with evidence.	Highlight, break apart 2 words, and answer with a sentence frame.	Reading comprehension
0:40–0:43	Spelling by morpheme	Dictate construct, export, eject, disrupt. Students write one morpheme per box on the morpheme map.	Spell part by part and check the root spelling.	Orthography
0:43–0:45	Exit check	Exit Ticket 3: break apart injection and transportation, write a working definition, and use one in a sentence.	Box, underline, define, and write.	Diagnostic teaching

Error correction script. "Find the root first. What does it mean? Now add the prefix meaning. Read your definition back in the sentence. Does it fit?"

Routine, Stations, and Supports

The Box it, Underline it, Mean it routine

- 1 Box it: box any prefix and suffix you know.
- 2 Underline it: underline the root.
- 3 Mean it: say what each part means.
- 4 Build it: put the meanings together into a working definition.
- 5 Check it: does that meaning fit the sentence you are reading?

Roots taught

struct	build · construct, structure, infrastructure, destruction, instruct
port	carry · transport, export, import, portable, report
ject	throw · eject, project, reject, inject, trajectory
rupt	break · erupt, rupture, disrupt, interrupt

Emergent bilingual support: many of these words have Spanish cognates (construir, estructura, transportar, proyecto, erupción, interrumpir). Point them out so students can use what they already know.

Station Rotation Day · 30 minutes, 3 stations × 10 minutes

Minutes	Group 1	Group 2	Group 3
0–10	Teacher Table	Comprehension Station	Word Work Station
10–20	Comprehension Station	Word Work Station	Teacher Table
20–30	Word Work Station	Teacher Table	Comprehension Station

Accommodations

- Directions read aloud and repeated; one step on the board at a time.
- Passages offered with audio or teacher read-aloud on the first read.
- Target words highlighted; passages chunked by section.
- Reduced copying: word lists and sentence frames provided.
- Oral responses accepted on comprehension questions.
- Timed reads are compared with the student's own baseline, not a class norm, and untimed practice always follows.
- Clean, larger font with extra line spacing on all student pages.
- Frequent check-ins and specific praise for effort and strategy use.

Progress monitoring

Morpheme map accuracy (target 8 of 10) and the exit ticket definition. Students who can split the word but not define it get a second pass with only two roots and picture supports. Words correct per minute on Set C are graphed weekly.

Answer key · When Earth Erupts

1. Detail	Ash from Eyjafjallajökull; the jet stream carried it toward Europe, and ash can damage jet engines.
2. Text structure	Cause and effect: gas builds pressure until the rock ruptures; compared to a shaken soda bottle.
3. Inference	To learn how to build stronger structures and safer routes so communities lose less; evidence from Rebuilding.
4. Vocabulary	trans = across, port = carry, -ed = past: carried across.
5. Word work	Examples: structure, ruptures, erupts, eject, projected, transported, disruption, infrastructure, construct, interrupts.



“It is not wrong to go back for what you
forgot.”

Sankofa · West Africa