



Spring 5-14-2022

## A Standardized Reading Intervention with Three Students with Dyslexia

Amanda Hanevik  
amanda.hanevik@go.mnstate.edu

Follow this and additional works at: <https://red.mnstate.edu/thesis>

Researchers wishing to request an accessible version of this PDF may [complete this form](#).

---

### Recommended Citation

Hanevik, Amanda, "A Standardized Reading Intervention with Three Students with Dyslexia" (2022).  
*Dissertations, Theses, and Projects*. 687.  
<https://red.mnstate.edu/thesis/687>

This Project (696 or 796 registration) is brought to you for free and open access by the Graduate Studies at RED: a Repository of Digital Collections. It has been accepted for inclusion in Dissertations, Theses, and Projects by an authorized administrator of RED: a Repository of Digital Collections. For more information, please contact [RED@mnstate.edu](mailto:RED@mnstate.edu).

A Standardized Reading Intervention with Three Students with Dyslexia

Amanda K. Hanevik

Minnesota State University Moorhead

### **Abstract**

According to The International Dyslexia Association, it is estimated that 15-20 percent of the world's population experience at least one symptom of dyslexia throughout their lives (International Dyslexia Association, 2022). Dyslexia is an unexpected difficulty in reading in an individual who has the intelligence to be a much better reader (Shaywitz, 2017). It is described as a learning disability in reading and the individual has trouble reading at a good and accurate pace, and without making mistakes when they are reading or spelling text. There are several early predictors of dyslexia that can be identified as early as when the child first starts speaking. There are also several interventions that can help a child with dyslexia become a successful reader, including the Orton-Gillingham Approach to reading. This is a form of structured reading, that is a multi-sensory approach to teaching phonemic and phonological awareness. Within the Orton-Gillingham Approach, is a program called the Barton Reading and Spelling Program. The Barton Reading and Spelling Program is a multi-sensory, direct, explicit, structured, and sequential intense intervention program (Barton, 2021). Even though there is little evidence based data supporting the Barton Reading Program, it has several effective components. The purpose of this capstone project is to analyze the Barton Reading Program with three 3rd grade students within a special education resource room for students specifically who have dyslexia. This capstone was not structured within a scientific research setting, so the findings are not meant to be interpreted in this manner.

## Impact of Dyslexia and Teacher Challenges

Teachers are facing many more challenges than in the past. There are an increasing number of learning disabilities, behaviors, and challenges with technology than in previous decades. These challenges and situations can be very stressful and overwhelming for our current teachers. A growing topic in special education and reading disabilities is dyslexia. Dyslexia can be described as a learning disability in reading. People who have dyslexia have trouble reading at a good and accurate pace, and without making mistakes when they are reading text. Dyslexia is a learning disability that affects how students read, and results in a severe problem in learning to read with normal proficiency despite conventional instruction, proper motivation, intact senses, normal intelligence, and freedom from gross neurological deficit (Adubasim, 2018). The International Dyslexia Association estimates 15-20 percent of the world's population experience at least one symptom of dyslexia throughout their lives (International Dyslexia Association, 2022). In connection with dyslexia, a student may also have difficulty with writing, which is called dysgraphia, and a student who has difficulty with arithmetic, may have dyscalculia.

## Literature

### Early predictors of Dyslexia

There are several early signs and predictors of children who are diagnosed with dyslexia. Based on the results of a study by Balci (2020), these predictors can be seen as early as when the child first starts speaking, and can include difficulties with recalling information (songs, rhymes, words, and names), phonological development, rapid automatic naming skills, simple sequencing and arithmetic skills, time and spatial skills,

having less vocabulary than their same-age peers without dyslexia, and having speech difficulties. Early diagnosis of dyslexia is very important in terms of achieving a high rate of effectiveness from educational treatment methods, early determination of educational goals, individualized planning, and minimizing both academic and psychological effects of dyslexia. Therefore, if we use these predictors and early signs of dyslexia, and the individual is diagnosed early, the problems they have with reading difficulties could be minimized at an early age. If the signs and predictors are not caught early, however, the child could have to cope with reading difficulties for the rest of their lives.

Educators can catch early clues by being aware, watching, and observing our children closely. Parents and educators should be aware of the signs and characteristics of dyslexia and keep inventories of their abilities. Once they are diagnosed with dyslexia, people with dyslexia can benefit from several interventions, and teachers and parents can benefit from being familiar with the signs so they can help their students and children become successful.

### **Successful Reading and Dyslexia**

Because an adult or child has a diagnosis of dyslexia does not mean they cannot become a successful reader. There are several interventions and programs that can help a child with dyslexia be successful. According to the International Dyslexia Association (2022), instruction for students with dyslexia should be systematic and cumulative, explicit, and include diagnostic teaching strategies. A structured literacy program can be very effective for students with dyslexia. Structured literacy instruction is systematic and cumulative because it is organized in a logical order of our language, in which the sequence of the program begins with the easiest and most basic concepts

and elements, and progresses methodically to more difficult concepts and elements. It is cumulative because each step must be based on concepts that have already been learned (National Reading Panel, 2000). According to the National Reading Panel (2000), there must also be explicit instruction used in teaching the methods, and for the program to be effective, continuous student-teacher interaction must be seen. For the teaching to be effective, the teacher must be successful at individualized instruction, which is instruction that meets the needs of the student (International Dyslexia Association, 2022) . According to the International Dyslexia Association (2022), the instruction for children and adults with dyslexia is based on careful and continuous assessment, both informally and formally. An informal assessment could be through teacher observation, and formal assessments are standardized measures and formal progress monitoring. A student with dyslexia must master the instruction with automaticity. This means the instruction and rules of reading comes naturally to the student without having to think about it for a period of time. Automaticity is freeing all of the students attention for comprehension and expression of the reading material (International Dyslexia Association, 2022).

### **Interventions and Dyslexia**

Early intervention is very important in children with dyslexia and there are several interventions that have been successful in helping children with dyslexia. One intervention that is very common and that several researchers are currently looking into, is different systematic phonological programs that assist and improve children's phonological abilities and improve their spelling, reading, and writing. Tilanus, Segers and Verhoeven (2019), concluded in their study that after consistent phonics and

decoding instruction and intervention, children with dyslexia had a positive outcome and improved in their reading and spelling skills. A declarative approach, which is an approach that is clear and concise, and straight to the point, is best when teaching children with dyslexia. This study also found that decoding and word reading efficacy plays an important role in fluency. Other studies evidenced that phonological awareness and rapid automatized naming are important predictors of responsiveness to intervention in reading.

In a similar study, Lim and Oei (2015), found that using the Orton-Gillingham approach, which is a phonemic instruction program that uses a multi-sensory approach to emphasize instruction in reading and spelling, was also very effective for children with dyslexia when used consistently. Orton - Gillingham is typically used in a one-to-one setting, but can be used within a small group setting as well. This approach is focused upon the learning needs of each individual student.

In another study done on phonemic spelling intervention by Gritz (2020), children improved significantly on their spelling scores after receiving intervention. The student would first receive their spelling practices for the week, and then would receive one hour of spelling intervention to work on the specific spelling methods and skills that were being taught for the week. According to the authors, after taking a pre-test, and then having word study on those specific vowel patterns all week long, there was significant improvement in the results each week.

In all of these studies, there was significant improvement in the students' reading skills, as well as their spelling skills. Another similarity in this research is that the students were pre-tested and post-tested, and scores significantly improved for the

majority of children with dyslexia after using a systematic phonemic / word study approach. These were also reading and spelling interventions that spent time each week focusing on what the child needed at that time and at their level. These interventions were done in one-to-one and / or small group settings.

### **Orton-Gillingham and Phonemic and Phonological Awareness**

Orton-Gillingham is a structured language and multi-sensory approach to teaching phonemic and phonological awareness. When reading, writing, and spelling do not come easy to individuals, Orton-Gillingham can be taken as an approach, instead of a method or system. Orton-Gillingham is derived from Samuel T. Orton and Anna Gillingham who were the foundational and seminal contributors of the program. Orton identified the syndrome of dyslexia as early as 1925 and focused his attention on reading failure and language processing difficulties. Gillingham was a gifted educator and psychologist who compiled and published materials as early as the 1930's, which provided the foundation for student instruction and training, in what became known as the Orton-Gillingham Approach (Orton-Gillingham Academy, 2019).

The Orton-Gillingham Approach is an approach that is always focused upon the learning and needs of the individual student. The instruction is paced at the student's own instructional level and the lessons are designed to present new material to each individual's strengths and weaknesses. Students with dyslexia need to master the same basic knowledge within our reading and writing system as anyone who would like to learn how to read and become a successful reader. However, because of their dyslexia, the child may need more help in the areas of; sorting, recognizing and organizing their language.

### **Barton Reading Program and Research**

The Barton Reading and Spelling Program is an Orton-Gillingham based program that is utilized for children, teenagers, and adults, who struggle with spelling, reading, and writing, due to dyslexia or a learning disability. To be effective, the child needs to have an IQ at or above 70. This program can be used in a small group or one-to-one setting, and has essential components required by the No Child Left Behind Act (Barton, 2021).

Even though there is a lack of research directly supporting the Barton Reading Program, the Barton website discusses fifteen different independent studies from across the nation. These studies range from working with grade levels from pre-k, all the way through grade twelve. In all of these studies, the program was implemented at least 30 minutes per day (four times per week), and in some studies was implemented for one hour daily. According to Susan Barton (2021), the minimum time The Barton Reading Program should be implemented, is two hours per week. In all of these studies, they were either conducted in one to one or small group settings, and the students were pre-tested as well as post-tested. The span of these studies ranged from three months to three years. The students made gains in their reading skills taken from a variety of sources, such as Dibels Assessments, CBM Assessments, The Phonetic Reading Test (PRT), The FAIR Spelling Assessment, as well as the Woodcock Johnson Tests of Achievement. However, since these are not peer-reviewed, these studies should be looked at with caution.

According to the What Works Clearinghouse (2010), the company has not been able to draw any conclusions based on research about the effectiveness or

ineffectiveness of the Barton Reading and Spelling System on students with a learning disability. However, due to the evidence within the studies that have been done, even though they are not research-based, our school district has chosen to use The Barton Reading Program within our school for students who have dyslexia or needed further phonics instruction. I have been using this program within my classroom for the last four years, and have found my students to make gains and feel more successful and confident in their reading skills and abilities. The purpose of this capstone project is to review the literature behind dyslexia and the success in the use of phonics programs, specifically the Barton Reading Program, and to measure its effectiveness with my 3rd grade students who have dyslexia within book three of the program.

## **Method**

### **Characteristics of the Students**

The students receiving the intervention are three third grade students. Within this group, there is one male and two females receiving the intervention. The students are all 9 years old. All three students have qualified in the area of special education with a reading disability, and all three students have independently received a diagnosis of dyslexia from the University of Minnesota, that the family has sought out on their own. All three of these students are taught within the regular education classroom within a rural elementary school in Southern Minnesota. All of the students are pulled for a reading intervention with the special education teacher using the Barton Reading Program. The students are each pulled individually to work one-to-one with the special education teacher. They are pulled daily for 25 minute increments of time. The district's Curriculum Based Measurement (CBM) through Renaissance Place shows baseline

data taken in early February of student one at 25 words correct per minute in passage oral reading, and 16 words per minute in expressive nonsense words. The measurement shows student two reading 17 words correct per minute in passage oral reading, and 12 words per minute in expressive nonsense words. For student three, the measurement shows the student reading 27 words correct per minute in passage oral reading, and 15 words correct per minute in expressive nonsense words. According to Terry, B. (2022), an average and non-struggling 3rd grade student (8-9 years old), would average 107 - 162 words per minute in the Springtime.

### **Barton Reading Program**

All three of the students within the study utilized the Barton Reading Program. The students were assessed using the Barton pre-test, and it was determined that all three students were ready to begin learning within the Barton Reading Program - Level Three. Within the Barton Reading Program, there are ten levels of learning. The first level of the Barton Reading Program focuses on phonemic awareness. The second level within the Barton Reading Program focuses on consonants and short vowels, which introduces all vowels and consonants, and mastering them. It also teaches how to tap a vowel using keywords for the vowels as follows; a-apple, e-eddie, i-itchy, o-olive, and u-upper. Level two also teaches digraphs that include the following sounds; 'ck,' 'sh,' 'th,' 'ch,' and 'wh.' Level three focuses on closed syllables and units, and level four focuses on syllable division and vowel teams. Level five introduces and focuses on prefixes and suffixes and level six focuses on the silent 'e' and gives six reasons for using the silent 'e.' Level seven continues on to teach vowel- r syllables. In level eight, the focus is on advanced vowel teams. Level nine focuses on the influences of foreign

languages, and level ten focuses on Greek words and Latin roots (Barton Reading and Spelling Program, 2021) . When using the Barton Reading Program, it is recommended that each student receives at least two hours of instruction per week.

### **Procedure**

Each lesson within the Barton Reading and Spelling Program introduces the lesson with a review of what was previously taught. If the student struggles or is unable to identify the main portions of the previously learned lesson, additional practice pages should be given for review. Each lesson within book three also starts with a phonemic warm-up of beginning, middle and ending sounds. For this portion of the lesson, the letter-tiles are set out in front of the student, and then the instructor will say a real or nonsense word, and ask the student first to point to the tile that makes the beginning sound, and then the instructor will repeat this with 4-5 words. This will then be done with the ending sound of a word, and then again for the middle / vowel sounds in real and nonsense words.

Once the warm up and review has been completed, the teacher uses direct instruction to teach the new rule / skill to the student. Within book three of the Barton Reading and Spelling Program, there are eleven different lessons. Each lesson works on its own rule to teach a new phonemic skill to the student. The lessons in book three are as follows;

Lesson 1 - Blends at the End. This lesson will present words that have blends only at the end of the word - after the vowel (words consist of four sounds).

Lesson 2 - Blends at the Beginning. This lesson will present words that have blends only at the beginning of the word (words consist of four sounds).

Lesson 3 - Blends at Both Ends. This lesson will present words that have blends at both ends of the word, and consist of words with five sounds.

Lesson 4 - Digraph & 3-Letter Blends - This lesson presents words with three - letter blends in them, and that a blend can consist of a consonant next to a digraph.

Lesson 5 - Spelling: Floss Rule & All - When a word has only one vowel and ends in an F, L, or S, (which are the consonants in the word FLOSS), or Z, the last letter must be doubled. The doubled letter is not pronounced and it is only there for spelling purposes.

Lesson 6 - Spelling- Kiss the Cat Rule - This lesson presents the Kiss the Cat Rule.

Usually C says /k/, but C says /s/ when followed by a Watch Out vowel (E, I, or Y).

When spelling, spell /k/ with a C whenever you can. When you can't spell /k/ with a C, because a Watch Out vowel (E, I, or Y), is the next letter, spell it with a K.

Lesson 7 - Spelling: Milk Truck Rule - In this lesson, the rules for spelling /k/ at the end of a word, using the Milk Truck rule are taught. In a word with only 1 vowel, the /k/ sound at the end will NEVER be spelled with a C. It is spelled with a CK only if it comes right after a short vowel, otherwise spell it with a K. Words that end in /kt/ are always spelled CT, such as Fact.

Lesson 8 - Spelling: Ing / Ink Units - This lesson introduces units with NG (ANG, ING, ONG, UNG) and NK (ANK, INK, ONK, UNK).

Lesson 9 - Spelling: Catch Lunch Rule - This lesson teaches the Catch Lunch rule, which is similar to the Milk Truck rule. With this rule, when a /ch/ sound comes right after a short vowel, spell it TCH, otherwise spell it CH.

Lesson 10 - Spelling: Contractions - Contractions are two words squished together and allow us to talk faster. When spelling a contraction, the first word should never be

changed. In the second word, leave out the first vowel and any letters in front of it, and then put the apostrophe where you left out the letter(s).

Lesson 11 - Spelling- Kind Old Units - Units always come at the end of a word, always consists of 3 letters, and those three letters make an unusual sound. Four units that start with 'o' are introduced in this lesson (oll, old, olt, and ost), and two units that start with 'i' (ild and ind).

Once the reading and or spelling rule is taught to the student, the student will practice the new rules by first reading examples of the real words on tiles, and then spelling them with tiles independently. Next, the student will read nonsense words on tiles using the rule that were just learned, and then again, spell nonsense words independently using the tiles. Next, the student will use a word frame to read words out loud, and will then write real and nonsense words on paper. The students will then read and spell sight words (new words are taught and added in lessons 1, 3, and 8). After that, the students will read and spell phrases, read and spell sentences, and then read and comprehend a story that will use and practice words from the lesson they have just finished learning.

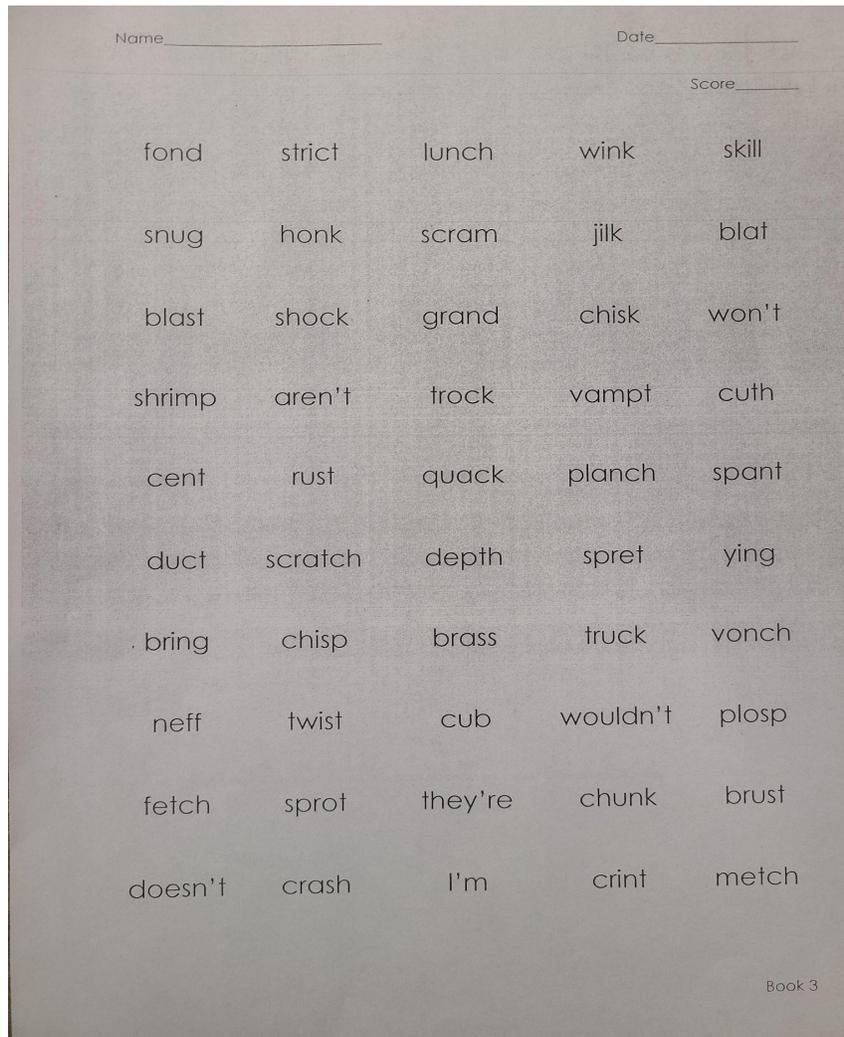
### **Progress Monitoring**

In order to monitor the progress of my students receiving the Barton intervention, I utilize the Barton Progress Monitoring Reading Page from Book Three (Figure One). In order to monitor progress throughout the book, their ability to read real and nonsense words using the rules learned in book three are monitored weekly. The students have the opportunity to touch-and-say and then say the word correctly. If they say the word correctly, it is counted as correct, but if they need assistance or prompting and cannot

accurately read the word independently, then it is not counted toward the ending score. The students were monitored within the same time frame and on the same day each week (Friday), to promote consistency. On the page below, an example of the administration materials are shown in Figure One. The data is also shared with the classroom teacher each Friday. This data is then utilized to make decisions about the students progress and intervention, and determine if sufficient progress is being made or not. If adequate progress is being made, the intervention should be continued as it is. If adequate progress is not being met, then the intervention should be modified or changed. First, it is recommended, however, to review the specific lessons that the student is struggling with before moving on to teaching more new rules.

In addition to the Book Three Progress Monitoring Page, our district uses the easyCBM, which is a nationally normed test of reading fluency and comprehension, and is aligned with the Common Core State Standards (Riverside Assessments, 2022). The three students within this study were pre-tested and post-tested using this assessment. The pre-test was administered before the Reading Program was started, and the post-test was administered after the eight weeks were completed. Figure one below shows an example of the progress monitoring page for book three. This example shows a sample of the real and nonsense words that are taken from each lesson to check for understanding and progress.

Figure One:



**Results**

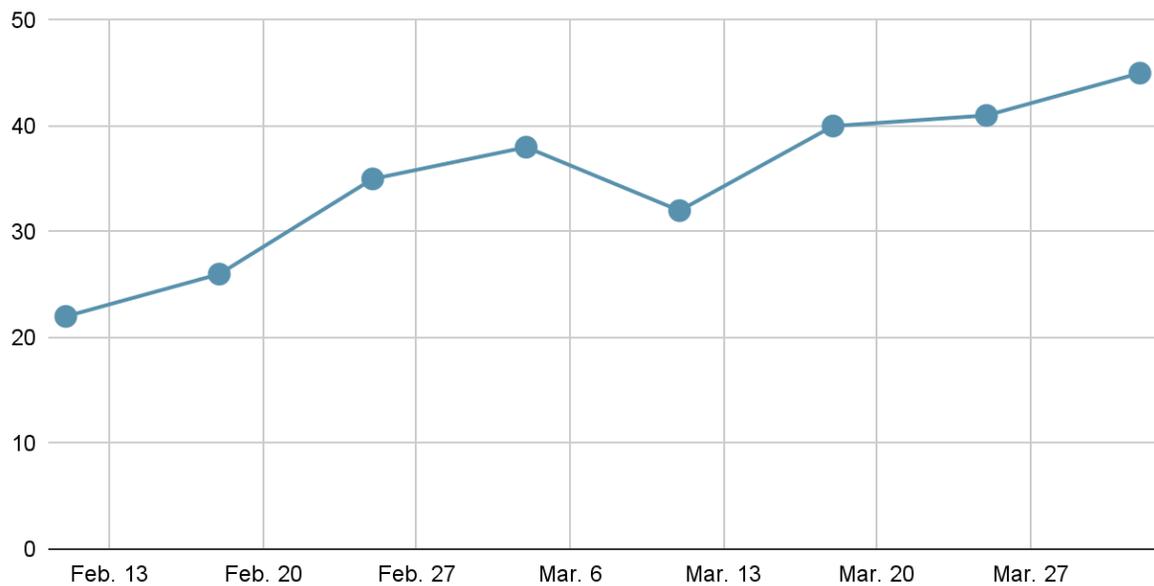
The students were given the intervention and progress monitored for eight full weeks. All three of the students were there for the entirety of the intervention time. On the graphs included below, the date of the progress monitoring is shown along the horizontal axis, and the number of real and nonsense words read correctly is shown on the vertical axis in graph one. In the first graph, the points on the graph represent the number of words read correctly out of fifty on the date of the progress monitoring occasion (Feb. - Apr.). On graph two, the month the progress monitoring was taken is

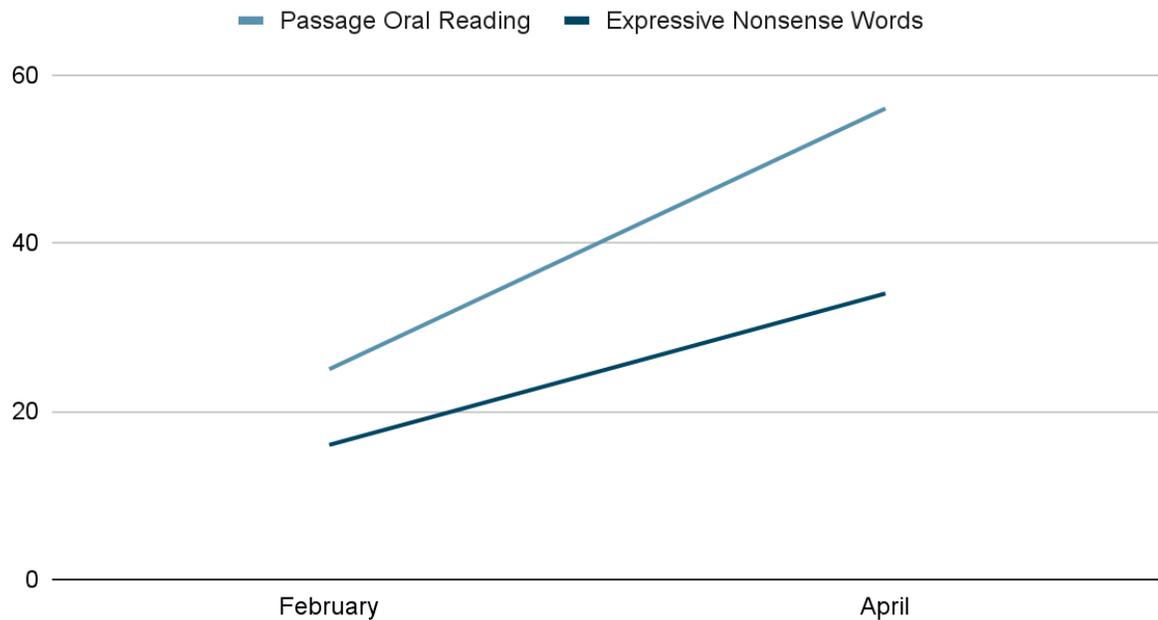
on the horizontal axis, and the number of words read within a passage per minute as well as the number of expressive nonsense words read per minute are shown on the vertical axis so that they can be compared.

**Graphs and Progress Analysis for Student One**

**Graph One (Student 1):**

Word Read Correctly



**Graph Two (Student 1):****Words Per Minute**

The above graphs show student one's progress throughout the eight weeks. Student one started in book three, lesson one, and only missed one day of instruction due to an appointment. She made progress each week when being progress monitored, other than during week five when she took a dip in her progress (she went from reading 38 words accurately to reading 32 words accurately). That week could have been a combination of her struggling with the floss rule, as well as her having an 'off' day on the day she was progress monitored. This student is typically a very chipper and happy student and she came into the classroom very sad and said she didn't get a lot of sleep the night before. She also stated, when asked, that she was confused about using the Floss Rule. The following week (week six), we started the week reviewing this rule (the Floss Rule), and then continued on to lesson six and the Kiss the Cat Rule. When

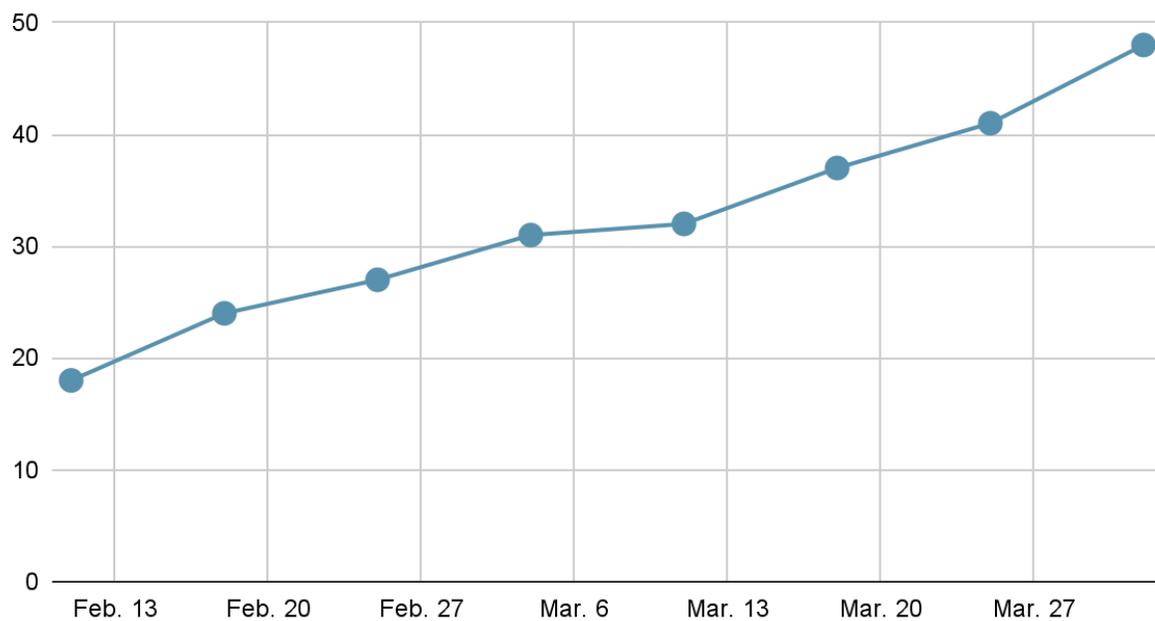
testing in week six, her results shot back up to reading 40 of the 50 words accurately and she stayed on pace and continued to make progress through the remainder of the eight weeks, making sufficient progress weekly.

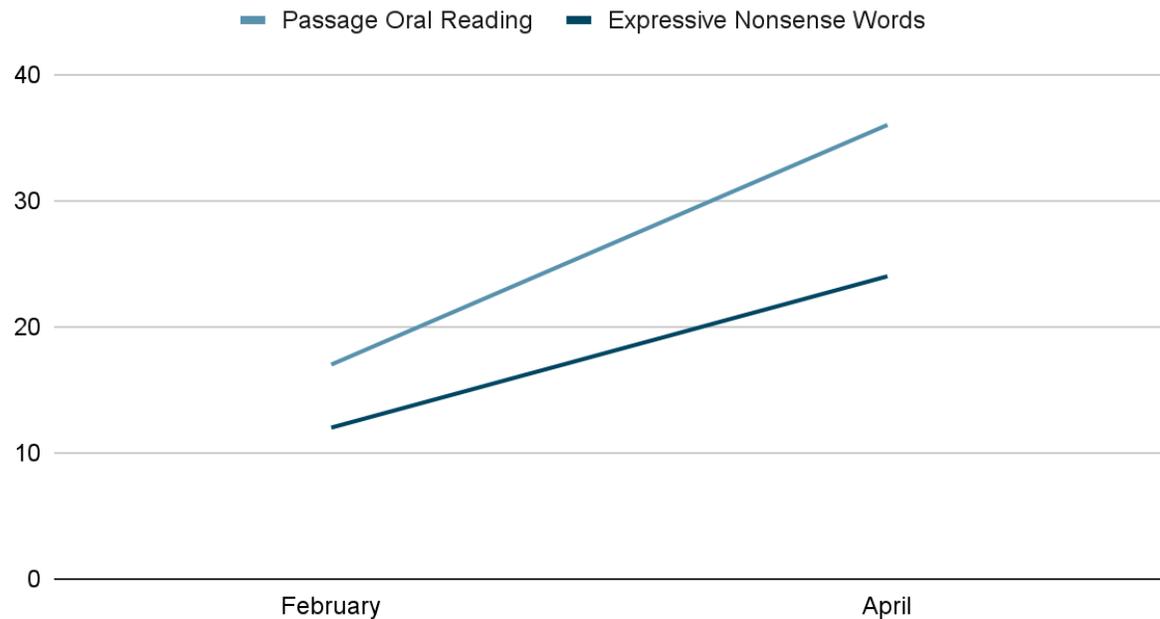
The second graph shows the progress made according to the easyCBM from February to April. Student one went from reading 25 words correct per minute in passage oral reading, and 16 words per minute in expressive nonsense words in the month of February to reading 56 words correct per minute in passage oral reading, and 34 words per minute in expressive nonsense words in the month of April.

**Graphs and Progress Analysis for Student Two**

**Graph One (Student 2):**

Words Read Correctly



**Graph Two (Student 2):****Words Per Minute**

The above graphs show student two's progress throughout the eight weeks of intervention. Student two started in book three, lesson one, and also had great attendance throughout the intervention period, missing no days of school during that time. She made progress every single week that she was progress monitored. She made it through almost all of book three, and ended on lesson ten at the end of the eight weeks of intervention.

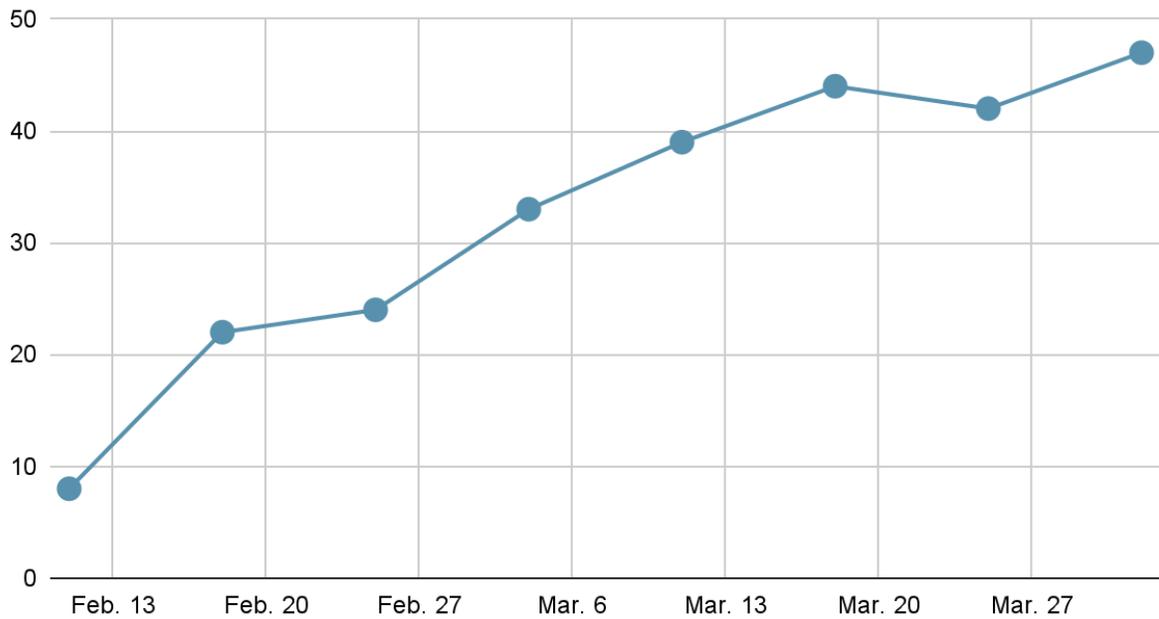
The second graph shows the progress made according to the easyCBM from February to April. Student two went from reading 17 words correct per minute in passage oral reading, and 12 words per minute in expressive nonsense words in the

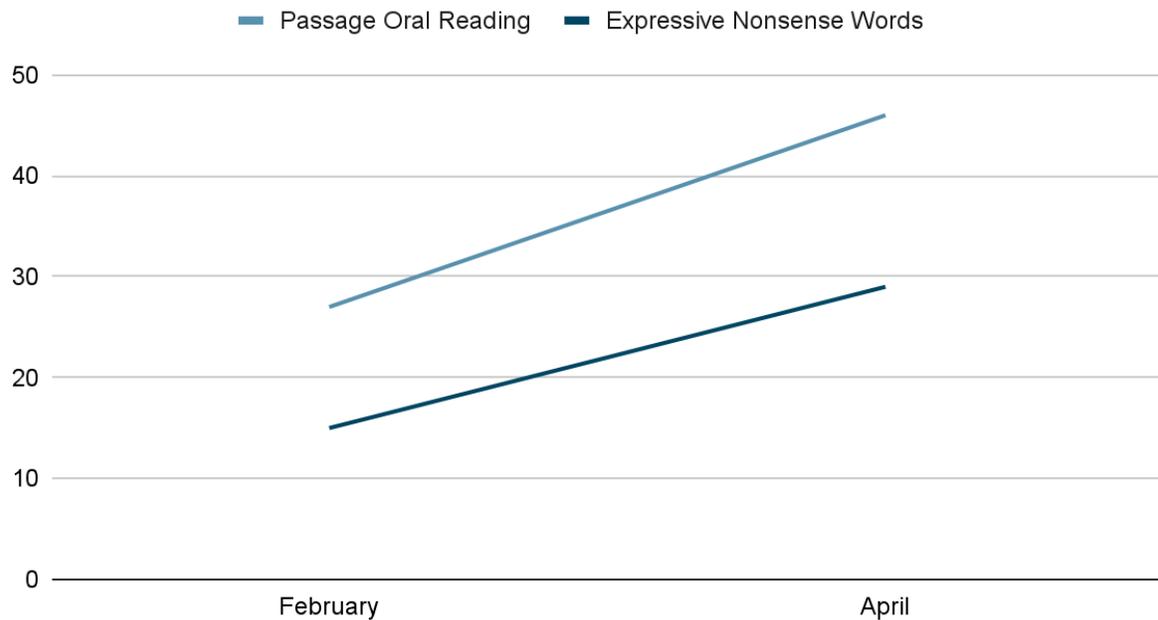
month of February, to reading 36 words correct per minute in passage oral reading, and 24 words per minute in expressive nonsense words in the month of April.

**Graphs and Progress Analysis for Student Three**

**Graph One (Student 3):**

Words Read Correctly



**Graph Two (Student 3):****Words Per Minute**

The above graphs show student three's progress throughout the eight weeks of intervention. Student three started in book three, lesson one. He missed three days of the eight weeks of intervention, but it was not back-to-back and since it was spread out, it seemed that it did not affect student three. He made progress every week other than week 6 to 7. There was no evident explanation for this dip in progress, but he was able to raise it the following week. Student three moved a little bit slower and needed more review and repetition throughout the book, but did well with the program.

The second graph shows the progress made according to the easyCBM from February to April. Student three went from reading 27 words correct per minute in passage oral reading, and 15 words per minute in expressive nonsense words in the

month of February, to reading 46 words correct per minute in passage oral reading, and 29 words per minute in expressive nonsense words in the month of April.

### **Discussion**

As shown by the graphs, all three of my students made progress within the Barton Reading and Spelling Program and it was an effective program for my students with dyslexia. The students all caught onto the rules very quickly, and enjoyed using the tile manipulatives to visualize what they were doing. Within each lesson, they reviewed and built off of the previous lesson. The routine within the program is very structured throughout each lesson, and this was easy for them to understand and get used to what was being taught and coming next. Even though my graphs show that student one and student three's progress decreased in weeks four and seven, they immediately had increased their progress again by the following week. This could have been due to a variety of many factors, such as; lack of sleep, a rough day, lack of focus, slight confusion, etc. Even though my students were formally assessed weekly, they were also informally assessed daily by me. Watching my students go through each lesson, I could tell if they were struggling with a concept or rule and needed review or if they were able to continue moving on throughout the book.

According to Susan Barton, for the Barton Reading and Spelling Program to be the most effective, it is recommended that instruction take place within a one-to-one setting away from any distractions. It is also recommended for students to receive Barton for at least two hours per week, and that sufficient progress will not be seen until the student has been in the program for at least 100 hours (Barton, 2021). Therefore, even though the students did not catch up to grade level within this intervention time, I

believe after looking at the progress that was already made within the eight weeks by all three students, that after the recommended 100 hours of time within the program is given to them, all three students would eventually catch up to grade level.

### **Conclusion**

In summary, the findings from this study show evidence that the Barton Reading and Spelling Program are beneficial to students. More specifically, this program is important and beneficial for students with dyslexia. This program helps students gain in their knowledge and ability to use phonics and decode real and nonsense words more successfully. Children with dyslexia are more likely to be successful readers if intervention is started at a young age. There have been several studies showing that decoding and word reading efficacy plays an important role in fluency. Even though all of the students within this study made progress in their reading skills, they haven't been in the program long enough to be expected to be meeting grade level benchmarks and as seen by the above graphs, are not yet meeting grade level benchmarks. A student within the Barton Reading and Spelling Program should have received at least 100 hours of tutoring to get a true picture of their abilities. Often, the students who are not making as much progress and need more one-to-one time within the program are offered summer Barton services within our district to help them continue to make progress. Therefore, if they continue on the same trend, after the 100 hours within the program, the three students are expected to catch up and meet grade level benchmarks.

## References

Adubasim. (2018). *Brainfeed intervention programme: An alternative approach ...* (n.d.).

Retrieved November 12, 2021, from

<https://files.eric.ed.gov/fulltext/ED583991.pdf>.

Balci, E. (2020, May 31). *Early predictors for kindergarten students at risk for dyslexia: A two-year longitudinal study*. International Journal of Progressive Education.

Retrieved November 8, 2021, from <https://eric.ed.gov/?id=EJ1256304>.

Barton, Susan M. (2021, July). Barton Reading & Spelling System. Retrieved March 26, 2022, from <https://bartonreading.com/the-barton-system-is/>

Gritz, C. N. (2020, April 30). *Spelling interventions for students who show signs of dyslexia*. Networks: An Online Journal for Teacher Research. Retrieved October 30, 2021, from <https://eric.ed.gov/?id=EJ1264342>.

International Dyslexia Association (n.d) *...until everyone can read!* Retrieved April 28, 2022, from <https://dyslexiaida.org/>

Lim, L., & Oei, A. C. (2015, August 26). *Reading and spelling gains following one year of orton-gillingham intervention in Singaporean students with dyslexia*. National Association for Special Educational Needs. Retrieved October 3, 2021, from <https://nasenjournals.onlinelibrary.wiley.com/doi/abs/10.1111/1467-8578.12104>.

National Reading Panel. (2000, April). TEACHING CHILDREN TO READ: An

Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Retrieved from <https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>

Orton-Gillingham Academy. (2019, February 19). *What is the orton-gillingham approach?: Academy of Orton-Gillingham practitioners and educators*. Academy of Orton-Gillingham Practitioners and Educators | Upholding Excellence in Professional Practice. Retrieved April 18, 2022, from <https://www.ortonacademy.org/resources/what-is-the-orton-gillingham-approach/>

Riverside Assessments. (2022). *easyCBM*. Riverside Insights. Retrieved May 2, 2022, from [https://riversideinsights.com/easy\\_cbm](https://riversideinsights.com/easy_cbm)

Shaywitz, S. (2017). *What is dyslexia?* Yale Dyslexia. Retrieved April 18, 2022, from <https://dyslexia.yale.edu/dyslexia/what-is-dyslexia/>

Terry, B. (2022, April 7). *Average reading speed (WPM) by age and grade level*. Scholar Within. Retrieved April 29, 2022, from <https://scholarwithin.com/average-reading-speed>

Tilanus, E. A. T., Segers, E., & Verhoeven, L. (2019, April 23). *Predicting responsiveness to a sustained reading and spelling intervention in children with dyslexia*. Wiley Online Library. Retrieved September 11, 2021, from <https://onlinelibrary.wiley.com/doi/full/10.1002/dys.1614>

What Works Clearinghouse. (2010). Barton Reading and Spelling System (Rep.).

550 12th Street, SW, Washington D.C.: Institute of Education Sciences.

Retrieved from

[https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_barton\\_070110.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_barton_070110.pdf).