

# EDUCATOR SPOTLIGHT: CINDY THURMAN

An Exceptional Educator Sharing Professional  
Insight & Strategies From the Field



# OCTOBER IS DYSLEXIA AWARENESS MONTH



[GOREDFORDYSLEXIA.ORG](http://GOREDFORDYSLEXIA.ORG)



**HIDA's Mission** *is to increase awareness of dyslexia in our community; provide support for individuals with dyslexia, their families and educators; promote teacher training; and, improve literacy for struggling readers.*

# HIDA Program Committee

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Kathy Hassler



Kimble McCann

# CINDY THURMAN

- I've been a teacher at Assets School since 1992. Though I've taught K through 8th, most of my experience is in third through 6th grade classrooms.
- I'm trained in *Orton-Gillingham* and other Structured Literacy approaches including *Alphabetic Phonics*, *Project Read*, *The Key Comprehension Routine*, and Lindamood-Bell's *Lindamood Phoneme Sequencing (LiPS)* & *Visualizing and Verbalizing (V/V)* programs.
- My passions are sharing my love of reading with children, and helping them to see themselves as readers. I especially enjoy the moment when the strategies I teach allow a child to tackle a word (or a book) on their own. I think having fun while learning is as important as what I'm teaching.



# The Act of Decoding and Reading

- Encourage your child to read anything they want! Even books that they've read over and over. Remember, pictures are an important part of comprehending, too.
- Don't worry that it's not at grade level or what you want them to read.
- Skip evening reading if it's been a hard day. You don't want reading to be more frustrating or to make a bad day worse. Listen to an audiobook instead!
- Create a reward system that encourages your child to practice what is challenging for them. Start at easy-peasy and gradually increase the goals.
- Turn off the TV and put away the phone. If everyone reads, it's important (and fair) in a child's eyes.

- Take turns by sentences or paragraphs when practicing reading with your child.
- When your child comes across a word they don't know, supply the entire word after three seconds. Don't correct mistakes if it doesn't change the meaning of the text. This is only for reading in passages.
- Model your thinking about the text. Discuss the characters, their actions, and plot at key happenings in the story. Make predictions with your child and explain why you think that will happen.
- Encourage your child's teacher to let them practice passages before they read them to the class. As a teacher, offer this discretely to your struggling readers.
- Difficulties in reading are not laziness!

Vr fw f s wld pck p bks r ny txt fr fr rdng f t ws ths dffclt.

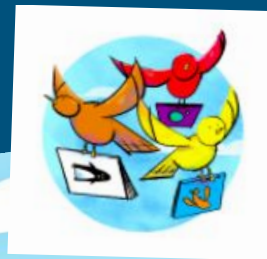
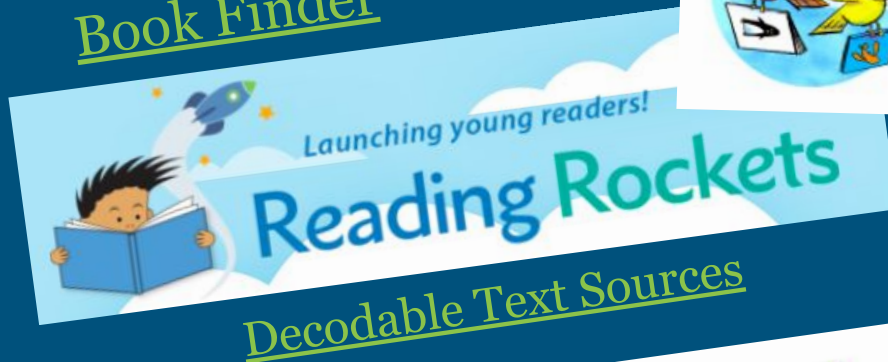
# Decodable Texts and Finding the “Just Right” Book



<https://eps.schoolspecialty.com/search-results?searchtext=spire&searchmode=allwords>



Book Finder



My favorites: Dog Man, Fly Guy, Elephant and Piggie books, Franny K. Stein books, Frog and Toad, Narwhal and Jelly books, Magic Tree House, Smile books, I Can Read! books, and Step Into Reading books.



# The Five Finger Rule

Here's how it works: Your child opens a book to the first page. They read the page and hold up one finger for every word they don't know or can't pronounce. The number of fingers they're holding up by the end of the page tells them if the book is the right level:

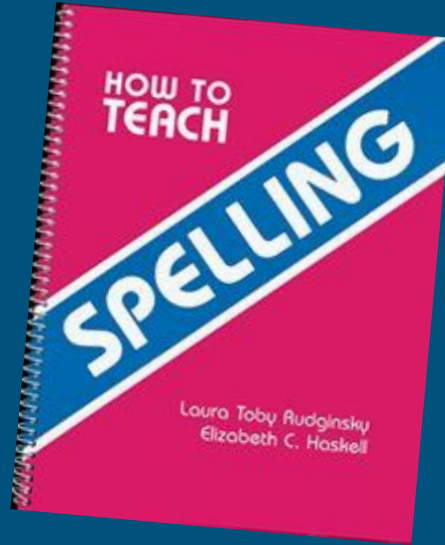
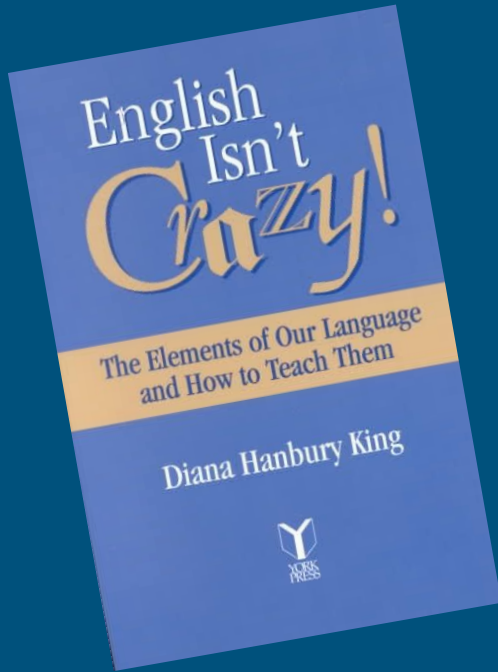
- 0-1 fingers: It's too easy.
- 2-3 fingers: It's just right.
- 4-5 fingers: It's too hard (or best read aloud with a buddy).

from Scholastic's website

[Scholastic for Parents: Children's Books, Activities, Printables & More](#)

Does your child get stuck reading a character's name? Let them pronounce it the way they want. Just make sure they connect the correct pronoun to the name. :)

# Spelling



[The History of English Podcast | The Spoken History of a Global Language](#)

[43 Consistent Generalizations of the English Language](#)

# Spelling

- Every syllable must have a vowel part.
- Teach students “fingerspelling” where each sound is represented by a finger. Students should sound out words from left to right.
- Explain the history of our English language to make it come alive and easier to understand.

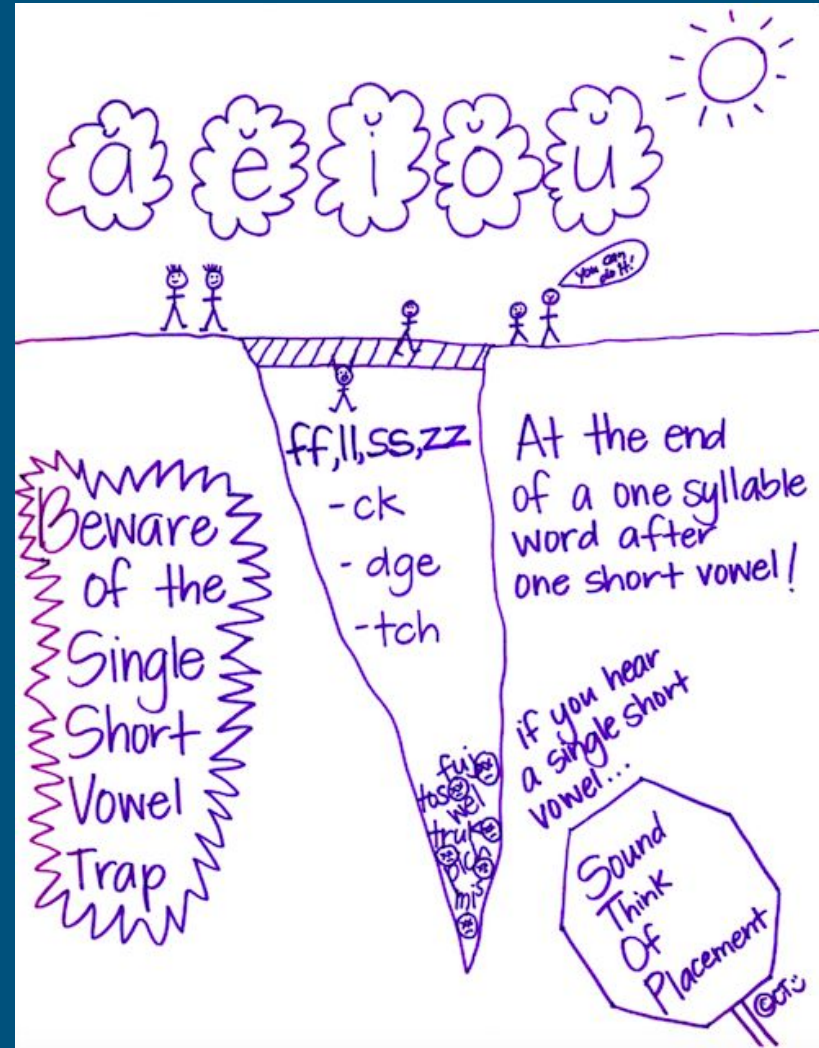
## A Children's Poem (2)

A **moth** is not a moth in **mother**,  
Nor **both** in **bother**, **broth** in **brother**.  
And **here** is not a match for **there**,  
Nor **dear** and **fear** for **bear** and **pear**.  
And then there's **dose** and **rose** and **lose** –  
Just look them up – and **goose** and **choose**.  
And **cork** and **work** and **card** and **ward**,  
And **font** and **front** and **word** and **sword**.  
And **do** and **go** and **thwart** and **cart** –  
Come, come, I've hardly made a **start**!  
A dreadful language? Why man **alive**!  
I'd mastered it when I was **five**.

# Single Short Vowel Trap



- Double the f, l, s, and z at the end of a short word after a single short vowel.
- Use “ck” to spell /k/ at the end of a short word after a single short vowel.
- Use “dge” to spell /j/ at the end of a short word after a single short vowel.
- Use “tch” to spell /ch/ at the end of a short word after a single short vowel.





# Spelling

Specifically teach suffixes, prefixes, and roots.

These are the decks I made on Chegg. Though you can't edit them, they are ready to use.

Prefixes on Chegg:

<https://www.chegg.com/flashcards/prefixes-82b5330d-e8fd-4144-8386-a3b035da247e/deck>

Roots on Chegg:

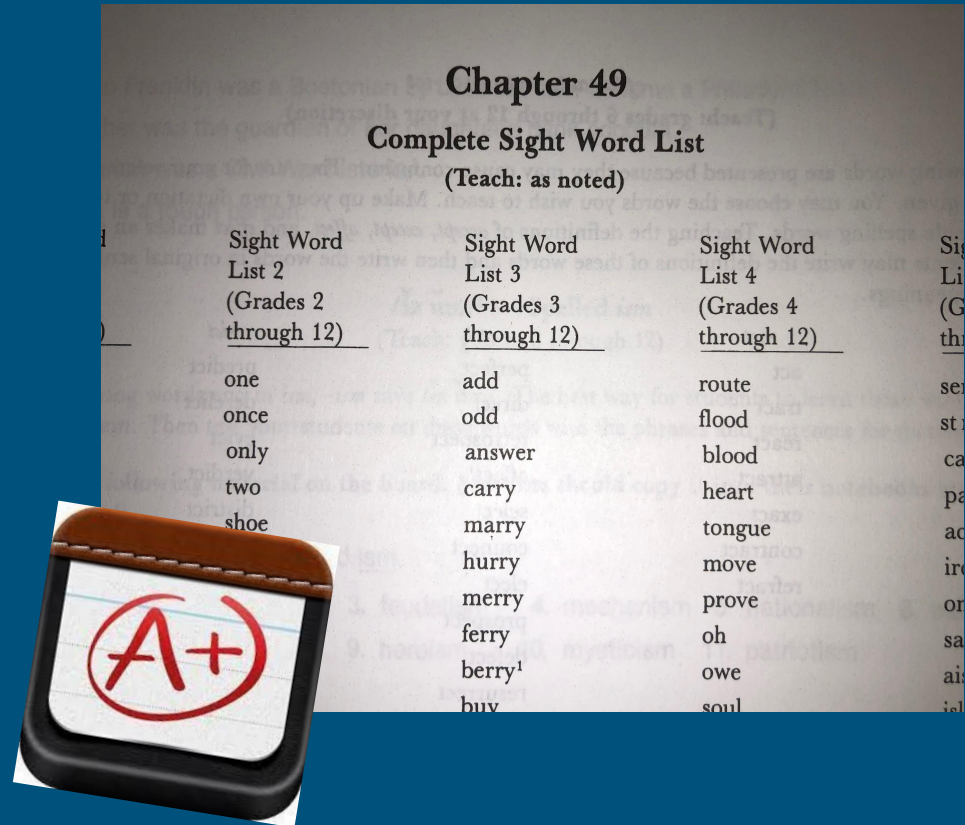
<https://www.chegg.com/flashcards/roots-ab0ea631-1050-4ee5-b341-f5ce02917596/deck>

Suffixes on

Chegg: <https://www.chegg.com/flashcards/suffixes-cee1fbf1-1f05-4487-8627-0920b90cbcc8/deck>

# Spelling with Learned Words or Red Flag Words

- If you must give spelling tests, create them from words the student commonly misspells and uses often.
- Assess students on a Learned Word or Red Flag list like this one from How to Teach Spelling.
- Create lists for each child and introduce four words per week.
- Use the app called A+ Spelling to help students practice these words and keep current on them.





# Accommodations: Text to Speech

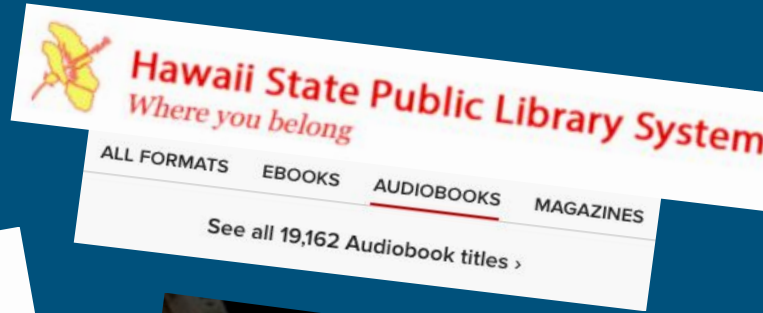
- Audiobooks are not cheating!
- Fosters a love of reading.
- Aids in vocabulary development and expands general knowledge.
- Allows children to hear appropriate phrasing and intonation which can aid in Reading Comprehension.
- Allows children to read books at their intellectual level while their decoding skills develop.
- Set accessibility preferences on your child's iPad, tablet, and computer.

Accommodations on all assessments, tests, and quizzes give students a chance to *demonstrate what they know*, not what they can read!



# Text to Speech Resources

## 10 Helpful Text-to-Speech Readers for Back to School



# You Can Never Have Too Many Resources

**DIBELS®**

Dynamic Indicators of Basic Early Literacy Skills

[Official DIBELS Home Page |  
DIBELS®](#)



[Nessy - Help for Children  
With Dyslexia](#)

[Research-Based Reading  
Interventions :: Read  
Naturally, Inc.](#)



[Reading Rockets | Launching Young  
Readers](#)

# You Can Never Have Too Many Resources



LETRS - Literacy and  
Writing Teacher  
Professional  
Development Training

**Literacyhow**  
*Empower teaching excellence.*

Literacy How: Home



Lindamood-Bell  
Instruction for Reading &  
Comprehension<https://lindamoodbell.com/>



Understood - For learning and  
thinking differences



The Reading League - The  
Science of Reading

# You Can Never Have Too Many Resources



Amplify | High-quality  
K-12 curriculum and  
assessments



Orton-Gillingham  
International: HOME



Reading Intervention  
to Accelerate Learning  
| Grades 2-4 | RAVE-O



Wilson Reading System®



Keys to Literacy: Literacy  
Professional Development

# Authors You Won't Go Wrong Reading

Diana Hanbury King

Louisa Moats

Maryanne Wolfe

Beth Slingerland

William Van Cleave

Joan Sedita

David Kilpatrick

Timothy Shanahan

Thank you for joining me on the quest to help children succeed as a readers.  
If you'd like to join an Edmodo to keep the conversation going, here is information for you...



 **Helping Struggling Readers Succeed**  
Cindy Thurman | Language Arts · Adult Education

Class Code imu6r4

# Questions, Answers & Things to Ponder

# Keep Informed: HIDANews

<https://hi.dyslexiaida.org/news/>

# Your Support Changes Lives

<https://hi.dyslexiaida.org/donate/donate/>





## International Dyslexia Association | Lekkco4Charity

International Dyslexia Association and Lekkco Belgian Chocolate Spread have partnered in an effort to Educate, Empower, and Provide funds that further the mission of the International Dyslexia Association. With a very personal connection to Lekkco, dyslexia is a learning disability that affects 15%-20% of

[www.lekkco4charity.com](http://www.lekkco4charity.com)

[lekkco4charity.com/IDA](http://lekkco4charity.com/IDA)

HIDA Branch Code: **READ - HI**

# COLLEGE DISABILITY SERVICES AND ACCOMMODATIONS

This presentation will be an overview of disability services and standard types of accommodations at the post-secondary level and how these may contrast with K-12 services. The speaker, Vanessa Ito, will share tips about how families can work together to incrementally and proactively prepare for the transition to college disability services.



**VANESSA ITO, B.S., M.S.W.** is Director of the KOKUA Program in the Disability Services Office at the University of Hawai'i (UH) at Mānoa. She is a Licensed Social Worker in the State of Hawai'i. Vanessa graduated with her B.S. in Speech Pathology and Audiology and Master's in Social Work from UH. She adores being "Mom" to two young boys, three dogs and a cat who are equally mischievous and loving.



**NOV 17, 2021**

**5:00 - 6:30 PM**

## REGISTER:

<https://hida-11-17-2021.eventbrite.com/>

*This will be a virtual event using Zoom. You may access the event on computers and mobile devices that are connected to the internet. After you register, you will be emailed login instructions.*

International  
**DYSLEXIA**  
Association®  
HAWAII BRANCH - HIDA

Website

[HI.DyslexialDA.org](http://HI.DyslexialDA.org)

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[info.HI@DyslexialDA.org](mailto:info.HI@DyslexialDA.org)

Phone

(808) 538-7007

# REGISTER:

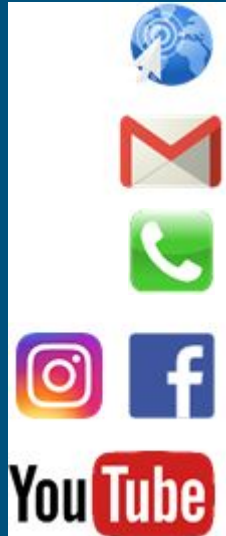
<https://hida-11-17-2021.eventbrite.com/>

A young boy with curly hair is sitting at a desk in a classroom, raising his right hand. He is looking up and to the right. In the background, other students are visible, including a girl with pigtails.

# Join the IDA Movement!

#UntilEveryoneCanRead

To get started, visit  
[DyslexiaIDA.org/Membership](https://DyslexiaIDA.org/Membership)



[HI.DyslexialDA.org](http://HI.DyslexialDA.org)

[info.HI@DyslexialDA.org](mailto:info.HI@DyslexialDA.org)

(808) 538-7007

[@hawaiidyslexia](#)

[“Hawaii Dyslexia – HIDA YouTube”](#)

A Hui Hou!