

# ExWyZee Remedial Reading

ExWyZeeRemedialReading.com

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## Reading-skills deficits treated by the ExWyZee Remedial Reading Computer Program

**A-Deficits** are skill deficiencies to be evaluated for a start-up Reading Deficit Profile (RDP).

**B-Deficits** are deficiencies not diagnosed for the start-up RDP but that are known to be highly likely problems if the A-Deficits indicate reading impairment.

**C-Deficits** are deficiencies that emerge during SepCom drills to treat the deficit in transition from Letter-By-Letter sounding out of words to Decoding-By-Parts.

**D-Items** are deficits that are common, and especially debilitating, for the student who suffers from the **Neurological Dyslexia Syndrome (NDS)**. (You won't see dyslexia referred to as Neurological Dyslexia Syndrome in the literature, but I use it here instead of the single word, dyslexia, because it is suggestive of the nature of dyslexia.)

### STUDENT \_\_\_\_\_

#### SKILLS TO DIAGNOSE FOR START-UP OF A READING DEFICIT PROFILE (RDP)

##### (A1) Snapshot deficit:

After seeing text flashed on the computer screen for 2 seconds, the student is unable consistently to select the flashed text from a multiple-choice list of similar text.

**Exercise Category: Snapshots** See [Snapshot Deficits](#).

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**(A2) Phoneme awareness deficit:** The student is deficient in ability to voice sounds for letters. **Exercise Category: Phoneme blending exercises**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**(A3) Phoneme blending deficit:** For example, when directed to say the sounds for the letter-pair ab-fi, student responds with four distinct sounds aaa-buh-fff-ii, instead of reciting the nonsense-word abfi. **Exercise Category: Phoneme blending**

See [Phoneme Blending Advisory](#).

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**(A4) Transition deficit:** Deficit in the transition from Letter by Letter Sounding-Out (LLSO) of multi-syllable words to Decoding By Parts (DBP). For example, the student will attempt to read mastodon by sounding each letter, mm-aa-ss-t-o-d-o-nn, instead of decoding it as mas-to-don or mast-o-don or masto-don. For a brief discussion, of the Transition Deficit see the [Transition Advisory](#) link. For full teaching guidelines see the ExWyZee monograph, Separation of Words on the Com-pu-ter, on the [SepComMonograph](#) link. **Exercises: SepCom drills and Transition Category**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**(A5) Rhyming deficit:** Given the first letter-combination in a list of rhyming letter-combinations, and told that the items rhyme, as in a poem, student is unable to read the rest of the rhyming combinations in the list. eg: fast, last, mast, dast, nast, bast.

**Exercise Category: Rhyming sound family**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**(A6) Deficit in sounding out 3-letter non-word combinations:** Student does not do well at reading 3-letter non-word combinations. eg: sut, sud, rad, dar, fip, pif, ula, edo, kim, kam, kum.

**Exercise Category: Sound out 3-letter blends**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**(A7) E-Rule deficit:** Given letter-combinations such as *san, pet, jun, dim, pop, rul, shad, writ, grim*, that are pronounced with short-vowel, student is unable consistently to say what word each one will become when the letter-e is affixed to (added to) the right end. **Exercises: Sight word set 1313**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**DEFICITS USUALLY NOT DIAGNOSED FOR THE START-UP RDP, BUT THAT ARE KNOWN TO BE HIGHLY LIKELY WITH STUDENTS FOR WHOM READING IMPAIRMENT IS INDICATED BY THE A-DEFICITS**

**(B1) Deficit in sounding out 4-letter non-word combinations:** Does not do well at reading 4-letter non-word combinations. eg: opto, sadi, reta, zitu, foto, bali.

**Exercise Category: Sounding out 4-letter combinations**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**(B2) Span-reading deficit:** The student for-which-reading-one-word-at-a-time has become a mental set. Span-reading drills direct the student to silently read a span of usually 3 to 6 words, look away from the text, and recite those words as if reading the phrase to an audience in a stage play.

**Exercise Category: Span reading**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**(B3) Reading 4-Letter Words:** The student scores less than 80% for drills on reading sets of 20 four-letter words.

**Exercise Category: Four-letter word bank, & 4444**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**(B4) Deficit in reading sight words,** words that can not be sounded out by the rules of phonics.

**Exercises: See Sight Words menu**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

## SKILLS FOR WHICH ANY DEFICITS WILL BECOME APPARENT AS TREATMENT OF THE TRANSITION DEFICIT (A4) PROGRESSES

**(C1) P=Pa phoneme fault:** Asked to read the letter-combination, pold, reads it as paold, or puold. Reads azbi as azubi. Reads lub as luba. See [P=Pa Phoneme Fault](#).

**Exercise Category: P=Pa phoneme blending**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**(C2) Vowel sounds deficit:** When reading a word with a wrong vowel-sound, student is not consistently able to read it with another sound for that vowel. For example, when incorrectly reading the word *river* with long-i sound, student is not able to correctly read it when given the following directives: (a) Read the word with a different i-sound. (b) Read it with short-i sound. (c) Read it with i-as-in-liver. **Exercises: Vowel sounds**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**(C3) The b & d discrimination deficit:** When reading words containing the letters b-or-d, student often confuses one for the other. See [\[Is it b or d?\]](#).

**Exercise Category: Letter discrimination**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**(C4) Digraph-sound deficit:** Difficulty in reading words with the common digraphs, sh, ch, th, ph. When directed to decode the word *lather* by parts, the student might separate it as lat-her, and separate brother as brot-her. **Exercises: SepCom set 4747**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**(C5) Maverick-Y deficit:** Student has difficulty reading the sight-words with y-as-vowel sounds, as in the words baby and type. **Exercises: Sight word set 1515**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**(C6) Prefix deficit:** Student has difficulty reading words with the common prefixes un, in, non, mini. **Exercise: SepCom set 1112**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**(B7) Dumb-endings deficit:** The universal difficulty with reading irregular word-endings, as in conscience, conscious, attention, contagious, courteous, tough, tongue, tremendous, brought, catalogue, frivolous, crochet. **Exercises: SepCom set 4444**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**DEFICITS ESPECIALLY DEBILITATING FOR VICTIMS OF THE NEUROLOGICAL DYSLEXIA SYNDROME (NDS)**

**(D1) Blend selection deficit:** The student has not developed a sense of word-parts that are themselves word-like. For example, we see the word apricot separated as apricot, atlantic as atl-an-tic. **Exercise: Treated in SepCom exercises**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**(D2) Sound-out compulsion:** The deep-seated consequence of the untreated Transition Deficit (A8). **The compulsion is treated In SepCom drills**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**(D3) Read-the word compulsion:** Example, having separated *constitution* as con-sti-tu-tion, and directed to read the parts, will compulsively try to read the whole word, and will say “consti.” Having separated *mastodon* as ma-sto-don, will begin to say the whole word, “masto,” instead of saying the separate parts as directed.

**The compulsion is treated In SepCom drills**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )

**(D4) Ignoring-right-ends:** You'll see a student read the left end of some words okay, but toss in a senseless reading of the right end. For example, reading *university* as uni-city, reading *chicago* as chic-age, reading *traction* as trac-tor.

**Exercise Category: Snapshots Right-end attn**

Date diagnosed ( ) No apparent deficit ( ) Apparent deficit ( )