

ACHIEVE!

Foundations for Early Reading Achievement

PROGRAM INFORMATION

K-2
Summer
Program



MDI Michigan
Dyslexia
Institute
www.dyslexia.net

ACHIEVE!

Foundations for Early Reading Achievement

ABOUT

ACHIEVE! is designed for children who are struggling with letter and sound recognition in kindergarten, first, and second grade or for those children who have a family history of reading difficulties.

Instruction is based on science of reading strategies and address: formation of speech sounds, letter recognition, letter formation, sound/symbol relationship, blending sounds into words, and sight words.

RESEARCH LINK

"Reading problems can be prevented if all students are trained in letter-sound skills and phonological awareness, starting in Kindergarten."

Equipped for Reading Success,
D. Kilpatrick 2016



RATIONALE

72% of Michigan's fourth graders do not read with proficiency.
National Assessment of Reading Progress, 2022

"Children who are ... poor readers in fourth grade almost invariably have difficulties in kindergarten and first grade with critical phonological skills: their knowledge of letter names, their phonemic awareness (ability to hear, distinguish, and blend individual sounds), their ability to match sound to print, and their other skills in using the alphabetic principle are weak. These weak phonological skills, in turn, mean it is difficult for these children to identify (decode) unknown words, and their efforts to do so produce many errors. Naturally, these children find it difficult, even unpleasant, to read independently."

PREVENTING EARLY READING FAILURE

JOSEPH K. TORGESEN



DOES MY CHILD NEED EARLY Intervention?

ACHIEVE! is designed for students who have completed K, 1st, or 2nd grade this year yet are struggling with basic reading skills. These early years are when intervention is most effective.

Instruction is provided in small groups, so students will need to be able to demonstrate appropriate behavior and attention for their age.

Early Signs of a Reading Difficulty

- delayed speech or difficulty with pronunciation
- difficulty with rhyming
- difficulty learning alphabet
- struggles to understand the connection between letters and sounds
- makes consistent reading errors
- often relies on guessing words instead of sounding them out

Early Intervention Research

“Students who have reading difficulties in the early elementary grades do not “catch up” to their peers naturally, over time, in the absence of intervention..”



Brick by Brick: A Series of Landmark Studies Pointing to the Importance of Early Reading Intervention,
E. Solari, C. Hall & A. McGinty The Reading League Journal, January 2021

ACHIEVE!

BASED ON

Research

DIAGNOSTIC & RESPONSIVE

Initial, individual language skill assessments identify gaps in early literacy skills to guide grouping of students with similar needs and support targeted instruction. Progress is monitored and instruction is adjusted for student needs.

EXPLICIT

Direct presentation and modeling of concepts is followed by guided practice, independent practice, and feedback to support mastery.

SYSTEMATIC & CUMULATIVE

Concepts are presented in a logical sequence that builds upon prior learning and supports review and practice.

MULTISENSORY

Student learning activities use sight, hearing, touch, and movement to connect with sounds, letters and words.



“A large body of research evidence shows that with appropriate, intensive instruction, ... most ... reading disabilities can be ameliorated in the early grades... The methods supported by research are those that are explicit, systematic, cumulative, and multisensory, in that they integrate listening, speaking, reading, and writing.”

Louisa Moats, *Perspectives on Language and Literacy*,
Spring 2011



CLASS INFORMATION

SCHEDULE

*Monday - Thursdays, 9:30-10:30
July 8-August 1, 2024*

LOCATION

*Michigan Dyslexia Institute
532 E. Shiawassee St., Lansing, MI 48912*

TUITION

*Class fee: \$440 for 16 hours
\$150 Language Skills Evaluation (required)*

Registration

1

ONLINE REGISTRATION

- Complete the online registration form [here](#).
- Submit the \$50 non-refundable deposit [here](#).
- The Center Director will email you to schedule the ACHIEVE! Language Skill Assessment.

2

LANGUAGE SKILLS ASSESSMENT

- Bring your child to MDI as scheduled.
- The cost for the assessment is \$150; however, your \$50 deposit will be subtracted from this amount.
- The \$100 balance is due the and same-day by cash, check or credit card.

3

ATTENDANCE

- ACHIEVE! is a cumulative, 16 day/hour program. Students should attend all sessions for maximum benefit. Tuition will not be adjusted for missed days nor will they be rescheduled.
- Payment is due by June 28. There are no refunds.
- A reminder email will be sent by July 1 including details about drop-off/pick up and your child's group/instructor.



CONTACT US

You are welcome to call
The Michigan Dyslexia Institute
with any additional questions about

ACHIEVE!
Foundations for Early Reading Achievement

Phone : 517-485-4000

Email : info@dyslexia.net

Website : www.dyslexia.net
