Using iLit with Children with Dyslexia

Recommended Accommodation	iLit Solution
Of value to all children in the class is an outline of what is going to be taught in the lesson, ending the lesson with a resume of what has been taught. In this way information is more likely to go from short term memory to long term memory.	Every lesson ends with a Wrap Up where what was learned in class that day is revisited.
When homework is set, it is important to check that the child correctly writes down exactly what is required. Try to ensure that the appropriate worksheets and books are with the child to take home.	In iLit, children do not need to write down their homework. The Assignments list in their app is automatically updated for them based on what has been assigned and what they have completed. Also, a student can log in to iLit from any device, so even if they forget their device at school, they can log in from another device at home or the library.
Make sure that messages and day to day classroom activities are written down, and never sent verbally. i.e. music, P. E. swimming etc.	All-important iLit messaging is in writing.
Make a daily checklist for the pupil to refer to each evening. Encourage a daily routine to help develop the child's own self-reliance and responsibilities.	iLit instruction is based on routines. All routines are introduced in the first week of instruction.
Encourage good organizational skills by the use of folders and dividers to keep work easily accessible and in an orderly fashion.	The Assignments list in the student app keeps work that needs to be completed organized for the student. The My Work section of the Notebook keeps completed work and other handouts organized for the student.
Break tasks down into small easily remembered pieces of information.	Universal Access notes for students with special needs remind teacher to break tasks into smaller pieces.

If visual memory is poor, copying must be kept to a minimum. Notes or handouts are far more useful.	Students are directly taught how to take notes and they take notes in every Whole Group lesson. All visuals used during instruction are available to students in their Notebooks to use as reference.
Don't ask pupils to read a book at a level beyond their current skills, this will instantly demotivate them. Motivation is far better when demands are not too high, and the child can actually enjoy the book. If he has to labor over every word he will forget the meaning of what he is reading.	For independent reading, students can search by My Level to ensure that they choose books that are not too difficult. Also regular conferences with the teacher help to ensure that student motivation remains high and that students are choosing appropriate books to read.
Save the dyslexic child the ordeal of having to 'read aloud in class'. Reserve this for a quiet time with the class teacher. Alternatively, perhaps give the child advanced time to read pre-selected reading material, to be practiced at home the day before. This will help ensure that the child is seen to be able to read out loud, along with other children.	Reading aloud in class in not part of the iLit curriculum. Students do read aloud for oral fluency practice and measures, but this is done independently. The child is allowed to practice as much as he or she chooses before submitting a sample for evaluation.
Real books should also be available for paired reading with an adult, which will often generate enthusiasm for books. Story tapes can be of great benefit for the enjoyment and enhancement of vocabulary. No child should be denied the pleasure of gaining access to the meaning of print even if he cannot decode it fully.	The heart and soul of iLit is the Read Aloud, Think Aloud model. In this model, the teacher is reading aloud from high-quality, highly motivating texts. All students are given access to the texts in this model.

Source for Recommended Classroom Accommodations:
http://www.dyslexia.com/library/classroom.htm#ixzz3asTGG2uW