Ways to help your child improve their literacy skills

- Read with your child daily
- Read it again and again
- Teach young children to listen for letter sounds (e.g., initial sound - pig & pin)
- Play rhyming and word games
- Allow your child to make their own book choices (i.e., nonfiction, fantasy, comic book, etc.)
- Have books and magazines available for your child at home
- Visit your local library
- Don’t leave home without something to read
- Encourage your child to keep a daily journal
- Set a regular time for doing homework
- Create a family scrapbook
- Encourage your child to develop talents not related to reading to build self-confidence
- Meet and talk to your child’s teacher
- Learn about reading difficulties and how to further support your child (See Additional Resources)

“Making Percy dyslexic was my way of honoring the potential of all the kids I’ve known who have those conditions. It’s not a bad thing to be different. Sometimes, it’s the mark of being very, very talented.”

— Rick Riordan, author of the Percy Jackson series

Additional Resources

Online sources:
- International Dyslexia Association
  www.dyslexiaida.org
- Learning Disabilities Association of America
  www.ldaamerica.org
- National Center for Learning Disabilities
  www.ncld.org
- Florida Center for Reading Research
  www.fcrr.org
- Reading Rockets
  www.readingrockets.org
- National Institute of Child Health & Human Development
  www.nichd.nih.gov
- National Institute of Mental Health
  www.ninds.nih.gov
- Davis Dyslexia Association International
  www.dyslexia.com
- ASD Resources
  www.asdk12.org/step
  www.asdk12.org/reading
  www.asdk12.org/dyslexia

Books:
**Dyslexia**

The term “dyslexia” is included in the Individuals with Disabilities Education Act 2004 (IDEA) under the definition of Specific Learning Disability (SLD).

According to IDEA, SLD means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

Common characteristics of specific learning disability in reading include difficulties in:

- Processing sounds of speech
- Acquiring phonemic awareness
- Learning letter/sound correspondence
- Learning to decode print
- Spelling
- Reading fluency
- Rapid word naming

**Dyslexia Defined**

The International Dyslexia Association and the National Institutes of Health adopted the following definition of dyslexia in 2003:

Dyslexia is a specific learning disability (SLD) that is neurobiological in origin. It is characterized by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. (Lyon, Shaywitz, & Shaywitz, 2003)

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How does the Anchorage School District address Dyslexia?

A student with Dyslexia typically has reading skills significantly below what is expected given the child’s educational experience. Not all students who have difficulties with these skills are dyslexic.

The Anchorage School District uses universal screening to benchmark all students’ reading skills in grades K–8 three times a year.

When a student exhibits early signs of reading difficulty, the school gathers a team of professionals (i.e., teachers, parents, and other pertinent staff), who review the assessment data. At that time, the team constructs a plan of instructional supports to address the skill deficit while monitoring the student’s progress over a period of time.

Research has shown early interventions using effective reading strategies, such as explicit and systematic phonological instruction, can improve reading skills (S. Shaywitz, 2003).

If a student makes adequate improvement in his/her reading skills given the appropriate targeted interventions, then additional supports and/or formal assessment may not be warranted.

If a student does not demonstrate adequate progress, the school team, including parent, may recommend intensifying instructional supports.

At any time in the process, a formal evaluation to determine eligibility for special education services or a 504 plan may be initiated.

You can find additional resources about Dyslexia at the ASD Step Center or online resources.

If you have specific questions concerning your child’s reading progress/skills, contact his/her teacher.