

NORTH DAKOTA LITERACY ASSOCIATION

THE PRAIRIE READER

“LET’S TALK ABOUT DYSLEXIA”

A NOTE FROM OUR PRESIDENT

HAPPY NEW YEAR LITERACY LEADERS!

I HOPE THAT EVERYONE HAD SOME TIME TO RELAX, ENJOY TIME WITH FAMILY AND FRIENDS, AND MAYBE EVEN DO SOME READING FOR ENJOYMENT!



For those of you who don't know me, I am your NDLA President, and I teach Title I reading and math in Rolla. I will not go into all of my responsibilities, duties, and professional groups that I am involved in. I will tell you that the many things I am involved in have all worked together to help me do what I do, whether that is in the classroom, working on a committee anywhere with others, or helping lead this organization.

There are always ups and downs with jobs and positions. The North Dakota Literacy Association (NDLA) wants to continue to lead in the area of Literacy. We can only do that with the help and commitment of every member or every potential member. We are a professional organization, so we want to provide opportunities for you in your professional life, but we want to be able to do that in a way that doesn't take huge amounts of time away from your family, your job, and your other duties. We are all busy people and have many responsibilities.

This is your organization, so we need to hear from you.

We need to know what you want from NDLA and your preference for how you would like to receive professional growth/development from us. We want to give back to you because this is your organization!

NDLA's Mission is "Leaders in Literacy-Promoting Reading".

MEMBER SPOTLIGHT

Heather Erickson
North Central Reading Council

About Me

My name is Heather Erickson. I taught kindergarten for 6 years before taking a leave of absence after my daughter was born this past March

♥ #NDLA #READINGISFUN #TEACHERLIFE
#TEACHWHATYOULOVE
#LOVEWHATYOU TEACH

My Favorites

Color: Purple

Food: Tacos

Drink: Dr. Pepper

Hobby: Reading

Playlist: Sirius XM The Highway

TEACHER TIPS & TRICKS

Don't forget to read to your students for fun too!

LET'S TALK ABOUT: EARLY WORD READING SKILLS & DYSLEXIA

Literacy Today Oct/Nov/Dec '23 pg. 19 by Katherine O'Donnell

Dyslexia is a neurodevelopmental disorder that affects reading and spelling

Early word reading skills refers to the fundamental abilities that young children develop to recognize and understand written language, or decoding portion of the simple view of reading. Phonemic awareness, letter recognition, phonics, sight word reading, and fluency are all part of the early word reading skills. Early word reading skills are vital for individuals with dyslexia due to their specific challenges in processing written language. Children with dyslexia struggle to break words apart into their respective blend sounds to form a word, connect letters with their sounds, and sounds in general. Many students resort to memorizing words, or guessing at words

PHONEMIC AWARENESS

Definition: involves recognizing and manipulating individual sounds (phonemes) in spoken words.

BENEFICIAL PRACTICES

“teachers can help students identify beginning, medial, and ending sounds in words. Then work on blending & segmenting simple words”

INDIVIDUALS WITH DYSLEXIA MAY STRUGGLE TO IDENTIFY & MANIPULATE INDIVIDUAL SOUNDS WITHIN WORDS, MAKING IT HARDER FOR THEM TO GRASP THE SOUNDS-SYMBOL CORRESPONDENCE NECESSARY FOR READING

STUDENTS WITH DYSLEXIA OFTEN STRUGGLE WITH PHONICS, AS THEY MAY FIND IT DIFFICULT TO DECODE WORDS BY SOUNDING OUT LETTERS. THIS CAN LEAD TO READING ERRORS AND HINDER THEIR ABILITY TO DECODE UNFAMILIAR WORDS

PHONICS

Definition: relationship between letters & their associated sounds.

BENEFICIAL PRACTICES

“teachers should emphasize the connection between letters and their respective sounds. Exploring words parts (-it, -at, -igh) can also help students break larger words into parts they know

LETTER RECOGNITION

Definition: being able to identify & differentiate between letters of the alphabet.

BENEFICIAL PRACTICES

“repetition and practice are essential in having students recognize letters. This can be done through games and flashcards”

RECOGNIZING & DIFFERENTIATING BETWEEN LETTERS MIGHT BE CHALLENGING FOR INDIVIDUALS WITH DYSLEXIA. THIS CAN HINDER THEIR ABILITY TO CONNECT LETTERS WITH THEIR CORRESPONDING SOUNDS

SIGHT WORD RECOGNITION CAN BE A CHALLENGE FOR INDIVIDUALS WITH DYSLEXIA, THEY MIGHT RELY MORE ON MEMORIZATION THAN ON TRYING TO SOUND OUT THESE WORDS

SIGHT WORD RECOGNITION

Definition: sight words are commonly referred to in school as high-frequency words that children should recognize instantly, without needing to sound them out

BENEFICIAL PRACTICES

“like letter recognition, repetition, and practice are some of the best ways to learn sight words. Many sight words are also only one or two sounds off from being decodable. So increasing phonics knowledge can also improve sight word recognition”

FLUENCY

Definition: involves reading with accuracy, speed, and expression. Developing fluency allows children to read smoothly and understand the text more easily

BENEFICIAL PRACTICES

“activities such as repeated & wide reading are beneficial in improving fluency. Repeated reading is reading the same text a number of times in a row. Wide reading is exposure to a number of different texts to expand students' background knowledge and exposure to a variety of words”

ACHIEVING READING FLUENCY CAN BE A STRUGGLE FOR INDIVIDUALS WITH DYSLEXIA, AS THEY GENERALLY NEED TO SPEND MORE TIME DECODING WORDS WHICH LEAVES LESS COGNITIVE RESOURCES TO COMPREHEND THE OVERALL MEANING OF THE TEXT

10 MYTHS ABOUT DYSLEXIA



1

Not all students
with dyslexia
reverse letters
or words

2

There is no
quick fix for
dyslexia

3

Dyslexia is not
due to a lack of
effort or from
being lazy

4

Using Vision
Therapy is not a
treatment that will
help a dyslexic
student

5

Dyslexia is not
a
developmental
lag

6

Dyslexia is not
a visual
problem

7

You do not need to be assessed as having dyslexia in order to get intervention

8

You do not need to wait until the age of 8 to test for dyslexia

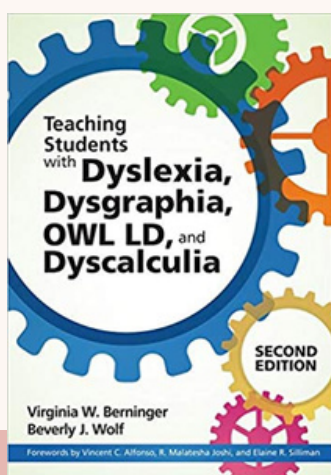
9

Using tinted lenses is not an effective treatment for dyslexia

10

So called treatments for dyslexia that share pictures of brains and testimonials, and make claims relating to neuroscience do not mean they are an effective approach or that they have any supported research

Book Recommendation by The Dyslexia Classroom



Teaching Students with Dyslexia, Dysgraphia, OWL LD, and Dyscalculia Second Edition, New edition

UP COMING EVENTS

SOUTH CENTRAL
LITERACY CHAPTER

NORTH CENTRAL
READING COUNCIL

PRAIRIE LITERACY
COUNCIL

CHAUTAUQUA
LITERACY COUNCIL

VIRTUAL & SELF
PACED EVENTS
THROUGH VOICE
THREAD

NOTHING PLANNED

NOTHING PLANNED

NOTHING PLANNED

NEW MERCH SHOP



NEW DESIGNS UPLOADED MONTHLY!