

## Dyslexia Fact vs. Myth

**Directions:** Read each statement concerning dyslexia. Is this a fact or a myth? Circle your responses appropriately.

STATEMENT	Circle Fact or Myth
1. Students with dyslexia often are strong in academic areas that do not require reading and writing.	Fact or Myth
2. Reversals of letters and letter sequences by elementary students are reliable indicators of dyslexia.	Fact or Myth
3. Males are much more likely to be dyslexic than females.	Fact or Myth
4. Many students with dyslexia who receive early and appropriate treatment can read and write without difficulty.	Fact or Myth
5. Most teachers of early elementary students have been taught how to correct the reading problems of their dyslexic students.	Fact or Myth
6. The explanation of dyslexia had a major breakthrough with the discovery that dyslexia stems from a deficit in the phonologic processing of language.	Fact or Myth
7. True dyslexia is uncommon, affecting fewer than 5% of the population.	Fact or Myth
8. Prominent characteristics of dyslexia exist even before children start school.	Fact or Myth
9. Providing colored lenses or overlays for students with dyslexia means your school is following evidence-based instructional practices.	Fact or Myth
10. Dyslexia runs in families; having a parent or a sibling with dyslexia increases the probability that you will, too.	Fact or Myth

### Experience Dyslexia

We begin our quest for a familiar place, a poem like yours and mine. It contains a hundred trillion calls that work together to signify. Each within each one of these many calls, each one has QNA, the QNA code is exactly the same, a zebra-brotherly rasberry. So the code in each call is identical, a razor-knife put very clear. This means that the calls are nearly alike, but not exactly the same. Take, for instance, the calls of the inquisitors; they're very clear is certainly plain. Now think about the way you would think if those calls were the calls in your brain.

### Translation Key

q = d or t

z = m

p = b

b = p

(ă) = (ě)

(ě) = (ă)

### Grade 3

Rain is your friend it sings to you win your glom It says cheer up and watch the dancers. They put on a show. You get out a blanket and a glass of hot chocolate! you sit and watch the magical rain fall. As the rain falls to the ground it looks like ballerinas twirling around and around, You hear the pitter patter of the rain on the roof top.

You see mother earth smiling at you. rain is the tool to all life. Without rain the trees and grass and other plants would die and if the plants die you die. So cheer win the world takes a shower and give the trees grass and other plants. And the singing rain and dancing rain. So say hi to the sun and hello to the rain.

## Characteristics of Dyslexia

### Preschool-Kindergarten

- May talk later than most children.
- May have difficulty pronouncing words, i.e., "busgetti" for "spaghetti", "mawn lower" for "lawn mower".
- May be slow to add new vocabulary.
- May be unable to recall the right word.
- May have difficulty with rhyming.
- May have trouble learning the alphabet, numbers, days of the week, colors, shapes, how to spell and write his name.
- May be unable to follow multi-step directions or routines.
- Finer motor skills may develop more slowly than in other children.
- May have difficulty telling and/or retelling a story in the correct sequence.
- Often has difficulty separating sounds in words and blending sounds to make words.
- May be slow to make the connection between letters and sounds.

### First Grade-Fourth Grade

- Has difficulty decoding single words (reading single words in isolation).
- Has difficulty spelling phonetically.
- Makes consistent reading and spelling errors such as:
  - Letter reversals- "d" for "b" as in "dog" for "bog"
  - Word reversals- "tip" for "pit"
  - Inversions- "m" for "w", "u" for "n"
  - Transpositions- "felt" for "left"
  - Substitutions- "house" for "home"
- May confuse small words- "at" for "to", "said" for "and", "does" for "goes"
- Relies on guessing and context.
- May have difficulty learning new vocabulary.
- May transpose number sequences and confuse arithmetic signs (+, x, -, =)
- May have trouble remembering facts.
- May be slow to learn new skills; relies heavily on memorizing without understanding.
- May have difficulty planning, organizing, and managing time, materials, and task.
- Often uses an awkward pencil grip.
- May have poor "fine-motor" coordination.

### Fifth Grade-Eighth Grade

- Is usually reading below grade level.
- May reverse letter sequences- “soiled” for “solid”.
- May be slow to discern and to learn prefixes, suffixes, root words, and other reading and spelling strategies.
- May have difficulty spelling: spells the same word differently on the same page.
- May avoid reading aloud.
- May have trouble with word problems in math.
- May write with difficulty and with illegible handwriting: pencil grip is awkward, fist-like, or tight.
- May avoid writing.
- May have difficulty with written comprehension.
- May have slow or poor recall of facts.
- May have difficulty with comprehension.
- May have difficulty with non-literal language (idioms, jokes, proverbs, slang).
- May have difficulty with planning, organizing, and managing time, materials, and task.

### High School-College

- May read very slowly with many inaccuracies.
- Continues to spell incorrectly, frequently spells the same word differently in a single piece of writing.
- May avoid reading and writing tasks.
- May have trouble summarizing and outlining.
- May have trouble answering open-ended questions on tests.
- May have difficulty learning a foreign language.
- May have poor memory skills.
- May work slowly.
- May pay too little attention to details or focus too much on them.
- May misread information.
- May have inadequate vocabulary.
- May have an inadequate store of knowledge from previous reading.
- May have difficulty with planning, organizing, and managing time, materials, and task.