ISD 2884, Red Rock Central
Elementary Public School
Local Literacy Plan

2023-2024
Superintendent: Mr. Lee
Title I Teacher: Miss Ryker

District 2884, Red Rock Central Elementary Public School
Local Literacy plan

Approved June 26, 2023 by Red Rock Central's Board of Education

The purpose of this literacy plan is to ensure that ALL students will achieve grade-level proficiency and read well by Grade 3.

Literacy Plan Summary:

Our district will be using the reading series Reading Wonders to teach grades Pre-K-6. Reading Wonders is a basal reading program. Included in this program are components for guided reading, read aloud, shared reading, leveled reading and independent reading. Kindergarten also uses some components of the Superkids program. Superkids is a comprehensive core reading and language arts program. The program is based on scientific research that validates that phonics-based instruction is the best way to teach children to read. The goal of the Superkids Reading Program is to produce skillful, confident readers and writers. Each level of the program provides the systematic phonics-based reading instruction that children need and the engaging fiction and nonfiction reading material they love. Reading is taught with spelling and writing so children can express their own ideas in stories, reports, letters, and more. Included in this program are components for guided reading, read aloud, shared reading and independent reading. To enhance our curriculum, the district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. Classroom teachers also use resources of their own to reinforce the standards taught through the curriculum so all students can read well by 3rd grade.

All K-3 students receive classroom reading instruction for a minimum of 90 minutes each day. The district uses Accelerated Reader (AR), which is a computerized program that tests basic reading comprehension. Students select books from their reading level, read independently and take an independent comprehension test on the computer. Each book is worth a certain number of points based on its length and reading level.

All students in grades K-4 are given the FastBridge screening/benchmarking assessment three times throughout the course of the year (fall, winter, and spring). Using this data along with data from the Standardized Test for the Assessment of Reading (STAR) in grades 2-4, local checklists and teacher observations, struggling and at-risk students are identified and referred for interventions. Specific interventions are based on further assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Students not responding to these interventions are referred for special education services. Parents are kept informed of their child's progress.

The goal of the Red Rock Central district is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the district's curriculum to ensure that the standards are taught within the time available.

Specific information is included in the K-3 Literacy Plan that follows this summary. For those who are interested in learning more about Red Rock Central's literacy program, please contact: Mr. Lee at 752-7361 or toddlee@rrcfalcons.org

Literacy Plan Goals and Objectives:

Overarching Goal: All students will read at grade-level by Grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCA-IIIs).

Objectives:
Each year educators will review and disaggregate, or separate, reading data at grade levels K, 1, 2, & 3. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and for each grade level of students. Pre-K data will be accessed and utilized, when available.

The Q-Comp Professional Learning Communities review, annually, the effectiveness of current instructional practices including core instruction, differentiation, remediation and intervention.

Curriculum resources will be aligned to the most current standards.

Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow the local intervention plan.

Professional Learning Communities will analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices will be shared.
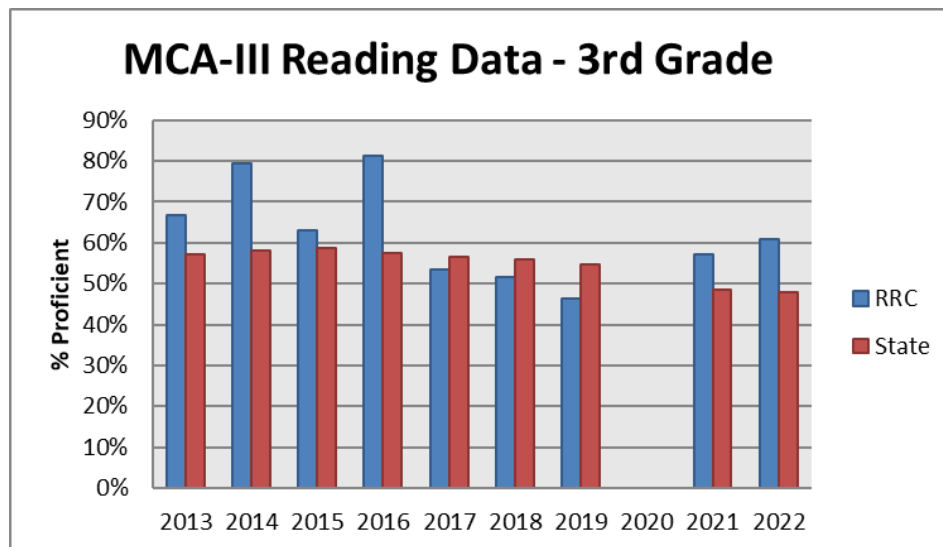
Assessments

Students will demonstrate reading proficiency in grades K-3 through the results of both screening and progress monitoring. Our goal is to have all students at or above grade level on the FAST assessments, as well as the MCA III reading assessment. The following assessments will be used for grades K-3.

The FastBridge Assessment is used as benchmark assessments and is administered to grades K-4.
- **earlyReading English** (K-1) is designed to assess both unified and component skills associated with kindergarten and first-grade reading achievement. It is intended to enable screening and progress monitoring across four domains (Concepts of Print, Phonemic Awareness, Phonics, and Decoding). It provides domain-specific assessments of these component skills, as well as a general estimate of overall reading achievement.
- **aReading** (1-4) is a computer adaptive measure of broad reading ability individualized for each student. It provides a useful estimate of broad reading achievement from kindergarten through twelfth grade. The question and response format used in aReading is substantially similar to many state-wide, standardized assessments. It is a fully automated, simple and efficient procedure. Browser-based software adapts and individualizes the assessment for each child so that it essentially functions at the child's developmental and skill level. The adaptive nature of the test makes it more efficient and more precise than paper-and-pencil assessments.
- **CBMreading English** (1-3) is an evidence-based assessment used to screen and monitor student progress in reading competency for grades 1-8. It uses easy, time-efficient assessment procedures to determine a student's general reading ability across short intervals of time (i.e., weekly, monthly, or quarterly). Students read aloud for one minute from grade – or instructional -- level passages. The words read correctly per minute (WRCM) functions as a robust indicator of reading health and as a sensitive indicator of intervention effects.

FastBridge uses both criterion-referenced and norm-referenced data.
Criterion-referenced Data
Criterion-referenced scores, often called "benchmarks" or "cut-scores", are an academic measure that allows the student's earned scores to be categorized. FastBridge places student scores into four categories, which we refer to as risk:
- College Pathways - students who are on-track for college and career success.
- Low Risk - students who are at low risk of falling behind their peers.
- Some Risk - students who are at some risk of falling behind their peers.
- High Risk - students who are at high risk of falling behind their peers.

Norm-referenced Data
FastBridge collects data on how students perform on an individual basis; in relation to their class, grade or district (local norms); and in relation to all other FastBridge users in the same grade (national norms). FastBridge data on these groups is further qualified by the period during which

it was collected. Unique normative comparisons are available for Fall, Winter, and Spring screening periods to account for the influence of classroom instruction on student scores. This accumulated data becomes FastBridge's norms.

The benchmark scores for each grade level and assessment in Reading are listed in the following charts:

Benchmark - aReading

Grade	Metric	Risk Level	Fall	Winter	Spring
TWO	Scaled Score	College Pathway	>= 488.0	>= 499.0	>= 505.0
		Some Risk	< 469.0	< 481.0	< 490.0
		High Risk	< 445.0	< 462.0	< 469.0
THREE	Scaled Score	College Pathway	>= 505.0	>= 512.0	>= 517.0
		Some Risk	< 490.0	< 498.0	< 503.0
		High Risk	< 468.0	< 477.0	< 483.0

Benchmark : Early Reading English : KG

Measure	Metric	Risk Level	Fall	Winter	Spring
Concepts of Print	# Correct/12	Some Risk	< 7.0	< 11.0	< 12.0
		High Risk	< 5.0	< 9.0	< 10.0
Onset Sounds	# Correct/16	Some Risk	< 11.0	< 16.0	< 16.0
		High Risk	< 5.0	< 13.0	< 14.0
Letter Names	Rate	Some Risk	< 14.0	< 42.0	< 50.0
		High Risk	< 3.0	< 30.0	< 38.0
Letter Sounds	Rate	Some Risk	< 3.0	< 26.0	< 41.0
		High Risk	< 0.0	< 13.0	< 27.0
Word Rhyming	# Correct/16	Some Risk	< 6.0	< 13.0	< 14.0
		High Risk	< 3.0	< 7.0	< 9.0
Word Blending	# Correct/10	Some Risk	< 5.0	< 6.0	< 9.0
		High Risk	< 1.0	< 1.0	< 7.0
Word Segmenting	# Correct/34	Some Risk	< 3.0	< 25.0	< 30.0
		High Risk	< 0.0	< 10.0	< 24.0
Decodable Words	Rate	Some Risk	< 0.0	< 7.0	< 12.0
		High Risk	< 0.0	< 3.0	< 8.0
Nonsense Words	Rate	Some Risk	< 3.0	< 6.0	< 12.0
		High Risk	< 0.0	< 2.0	< 6.0
Sight Words	Rate	Some Risk	< 1.0	< 9.0	< 13.0
		High Risk	< 0.0	< 4.0	< 4.0
Sentence Reading	Rate	Some Risk	< N/A	< N/A	< N/A
		High Risk	< N/A	< N/A	< N/A
Oral Repetition	# Correct/40	Some Risk	< 18.0	< 22.0	< 25.0
		High Risk	< 10.0	< 17.0	< 21.0
CBMR-English	Rate	Some Risk	< N/A	< N/A	< N/A
		High Risk	< N/A	< N/A	< N/A
Early Reading English	Composite Score	Some Risk	< 32.0	< 50.0	< 64.0
		High Risk	< 28.0	< 42.0	< 56.0

Benchmark : Early Reading English : ONE

Measure	Metric	Risk Level	Fall	Winter	Spring
Concepts of Print	# Correct/12	Some Risk	< 11.0	< 12.0	< N/A
		High Risk	< 10.0	< 11.0	< N/A
Onset Sounds	# Correct/16	Some Risk	< 16.0	< 16.0	< N/A
		High Risk	< 15.0	< 15.0	< N/A
Letter Names	Rate	Some Risk	< 41.0	< 54.0	< N/A
		High Risk	< 31.0	< 43.0	< N/A
Letter Sounds	Rate	Some Risk	< 31.0	< 43.0	< 52.0
		High Risk	< 21.0	< 31.0	< 45.0
Word Rhyming	# Correct/16	Some Risk	< 14.0	< 15.0	< N/A
		High Risk	< 9.0	< 10.0	< N/A
Word Blending	# Correct/10	Some Risk	< 10.0	< 10.0	< 10.0
		High Risk	< 7.0	< 9.0	< 9.0
Word Segmenting	# Correct/34	Some Risk	< 28.0	< 31.0	< 32.0
		High Risk	< 22.0	< 27.0	< 28.0
Decodable Words	Rate	Some Risk	< 9.0	< 15.0	< 15.0
		High Risk	< 5.0	< 10.0	< 14.0
Nonsense Words	Rate	Some Risk	< 10.0	< 17.0	< 22.0
		High Risk	< 4.0	< 10.0	< 13.0
Sight Words	Rate	Some Risk	< 16.0	< 49.0	< 65.0
		High Risk	< 5.0	< 19.0	< 40.0
Sentence Reading	Rate	Some Risk	< 12.0	< 51.0	< N/A
		High Risk	< 4.0	< 27.0	< N/A
Oral Repetition	# Correct/40	Some Risk	< 25.0	< 28.0	< 28.0
		High Risk	< 22.0	< 25.0	< 25.0
CBMR-English	Rate	Some Risk	< 14.0	< 37.0	< 66.0
		High Risk	< 6.0	< 16.0	< 30.0
Early Reading English	Composite Score	Some Risk	< 33.0	< 52.0	< 66.0
		High Risk	< 25.0	< 36.0	< 44.0

Benchmark : CBMR-English

Grade	Metric	Risk Level	Fall	Winter	Spring
ONE	Rate	College Pathway	>= 42.0	>= 74.0	>= 97.0
		Some Risk	< 14.0	< 37.0	< 66.0
		High Risk	< 6.0	< 16.0	< 30.0
TWO	Rate	College Pathway	>= 87.0	>= 114.0	>= 131.0
		Some Risk	< 56.0	< 84.0	< 101.0
		High Risk	< 22.0	< 46.0	< 66.0
THREE	Rate	College Pathway	>= 117.0	>= 138.0	>= 151.0
		Some Risk	< 87.0	< 110.0	< 125.0
		High Risk	< 51.0	< 75.0	< 90.0

Students who do not meet the target scores as listed above will be referred to Title I to work on specific skill deficit(s) using research-based assessments. Entrance criteria are based on a triangulation of assessment data with classroom teacher input.

Based on these diagnostic assessments, FastBridge, and Standardized Test for the Assessment of Reading (STAR), instruction and interventions will be matched to the student's needs in one or more of the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Progress monitoring data will be collected and analyzed on a continuing basis.

Based on Best Practices students will receive differing levels of support. The first level of support occurs in the classroom with 90 minutes of core instruction delivered by the classroom teacher using the district's reading curriculum that is aligned with the 2010 English Language Arts Standards. Research-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers differentiate instruction according to the needs of their diverse learners.

Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s). This level of support will be provided by Title II.

Students not responding well to the interventions provided at the second level are referred to Special Education.

The following are FastBridge test scores for Fall 2022-Spring 2023. FAST benchmark reports will be sent home to parents after each screening period in the Fall, Winter, and Spring.
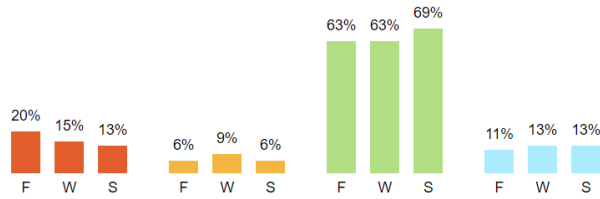
Group Growth Report Early Reading K-1
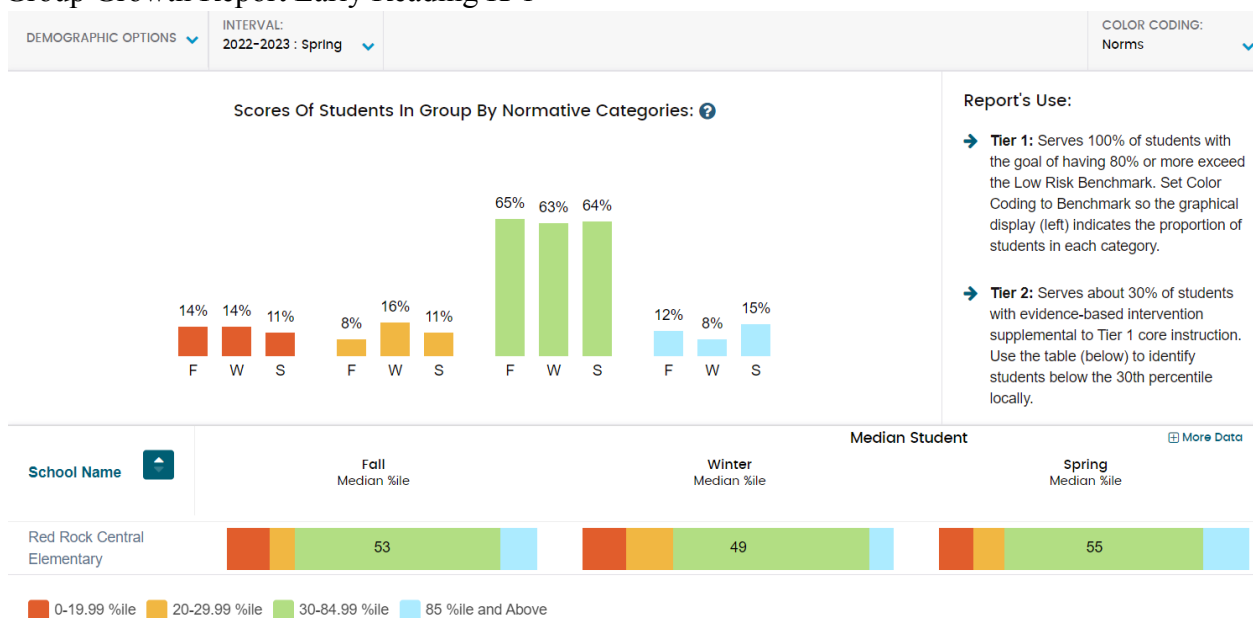
Group Growth Report aReading 2022-2023

Scores Of Students In Group By Normative Categories: ❓

Chart values:
- Orange (0-19.99 %ile): F 20%, W 15%, S 13%
- Yellow (20-29.99 %ile): F 6%, W 9%, S 6%
- Green (30-84.99 %ile): F 63%, W 63%, S 69%
- Blue (85 %ile and Above): F 11%, W 13%, S 13%

Grade ⬍	Median Student ⊞ More Data			Spring Percentile Rank	
	Fall Score	Winter Score	Spring Score	District Score	National Score
KG			442	49	46
ONE			485	50	72
TWO	470	486	501	50	62
THREE	497	506	512	50	58
FOUR	511	515	517	49	50

🟧 0-19.99 %ile 🟨 20-29.99 %ile 🟩 30-84.99 %ile 🟦 85 %ile and Above

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Group Growth Report-CBMReading 2023-2023

## Scores Of Students In Group By Normative Categories: ❓

Chart values:
- Orange (0-19.99 %ile): F 29%, W 23%, S 21%
- Yellow (20-29.99 %ile): F 13%, W 10%, S 14%
- Green (30-84.99 %ile): F 56%, W 58%, S 55%
- Blue (85 %ile and Above): F 3%, W 8%, S 10%

| Grade ⬍	Median Student ⊞ More Data			Spring Percentile Rank	
	Fall Score	Winter Score	Spring Score	District Score	National Score
ONE		49	83	49	56
TWO	49	81	97	50	36
THREE	101	117	133	50	48

🟧 0-19.99 %ile 🟨 20-29.99 %ile 🟩 30-84.99 %ile 🟦 85 %ile and Above

# Group Screening Report-Early Reading Spring 2021(22)-Spring 2022(23)
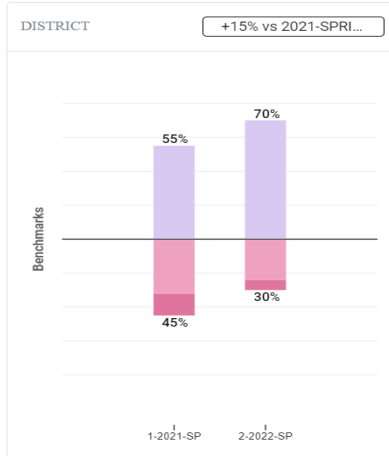
Group of Students	Benchmark	Spring 2021		Spring 2022		Change	
		%	Students	%	Students		of Students
	LOW_RISK	55	33	70	33	+15%	0
District	SOME_RISK	32	19	24	11	-8%	-8
	HIGH_RISK	13	8	6	3	-7%	-5

Group Screening Report-aReading
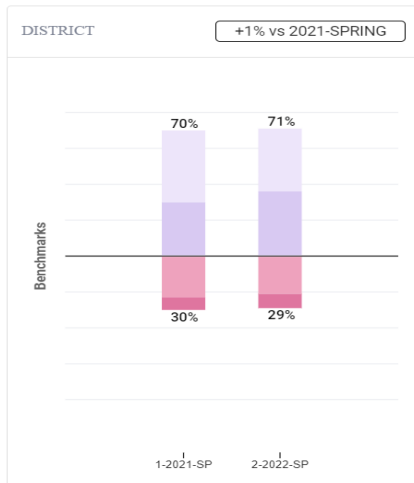
Group of Students	Benchmark	Spring 2021		Spring 2022		Change	
		%	Students	%	Students		of Students
	COLLEGE_PATHWAY	40	35	35	45	-5%	+10
District	LOW_RISK	30	27	36	46	+6%	+19
	SOME_RISK	23	20	21	26	-2%	+6
	HIGH_RISK	7	6	8	10	+1%	+4

CBMReading
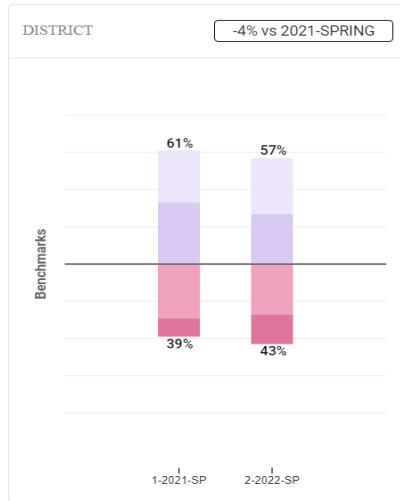
Group of Students	Benchmark	Spring 2021		Spring 2022		Change	
		%	Students	%	Students	of Students	
	COLLEGE_PATHWAY	28	27	30	25	+2%	-2
District	LOW_RISK	33	32	27	23	-6%	-9
	SOME_RISK	29	28	27	23	-2%	-5
	HIGH_RISK	10	10	16	13	+6%	+3

Parent Communication and Involvement:

The district will share the state-identified grade-level standards and how their child is progressing toward meeting these standards at conferences. Information shared will include the core literacy instructional practices and the intervention supports that are used with students who are not on track to achieve benchmark targets that reflect grade-level content standards.

Parents will continue to be informed of their child's progress through quarterly report cards, in addition to grade 2-4 midterms. A list of potential supports that the parents can use to assist the child in achieving grade-level proficiency will be provided to the parent.

Red Rock Central encourages parents to be involved in the literacy development for children PreK-3. The opportunities we provide for parents include:
- Screening benchmark assessment data shared at conferences
- Title I parent compact agreement
- Title I parent night/advisory meetings
- Parent/classroom newsletters
- Home School Connect for Accelerated Reader (AR)
- I Love to Read month activities
- School website
- Preschool/Kindergarten family and school collaboration
- Early Childhood Family Education (ECFE)

The following are resources and tools for parents, caregivers, and/or community members to use in support of literacy practices at home:
www.fcrr.org/FAIR_Search_Tool/FAIR_Search_Tool.aspz
www.softschools.com - games and worksheets
www.spellingcity.com-
 www.abcya.com games for primary grades K-5
www.funbrain.com- games
www.tutpup.com- compete with kids from all over the world in games
www.apples4theteacher.com- games, quizzes, worksheets, and articles
www.squiglysplayhouse.com- games, brainteasers and much more
www.schoolfamily.com- parent resources and articles
www.internet4classrooms.com- parents resources with great links for students
www.pbskids.org- pbs characters and games to play
www.pbsparetns.org- articles about child development, food and fitness, education and more
www.arbookfinder.com- parents can look up books with AR quizzes and find the level of a book
www.plumcreeklibrary.org- local library in Lamberton
www.readingrockets.com parent resources
https://www.storylineonline.net
https://reading.ecb.org/ reading skills practice
https://www.turtlediary.com/ games
 https://www.ixl.com/signin/rrcsd

Parents are able to go to the Red Rock Central Title I webpage to find a list of educational websites to practice math and reading skills. RRC is a 1 to 1 device school.

Scientifically-Based Reading Instruction:

The scientifically-based reading curriculum Red Rock Central Elementary uses is Reading Wonders, grades Pre-K-6, which is fully aligned for Common Core State standards and the Minnesota Academic Standards in English Language Arts (2010). Instruction is differentiated.

Professional Development:

Red Rock Central Professional Development is provided through:
- Grade-Level Common Planning Time
- Professional Learning Communities (PLCs)

At the beginning of the school year data will be disaggregated and analyzed in PLCs that will then create SMART student goals and plan Professional Development activities designed to address the needs identified by the data. PLCs will provide regular opportunities to improve reading instruction in the five reading areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

What is Dyslexia?

The International Dyslexia Association (IDA) defines dyslexia as a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate or fluent recognition of words and 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.

Characteristics of Dyslexia

The primary difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, and spelling. In addition they may have difficulties in reading comprehension and/or written expression.

The primary reading and spelling characteristics of dyslexia are as follows:

- Difficulty reading real words in isolation;
- Difficulty accurately decoding nonsense words;
- Slow, inaccurate, or labored oral reading (lack of reading fluency);
- Difficulty with learning to spell.

The reading/spelling characteristics are the result of difficulty with the following:

- The development of phonological awareness, including segmenting, blending, and manipulating sounds in words;
- Learning the names of letters and their associated sounds;
- Phonological memory (holding information about sounds and words in memory);
- Rapid naming of familiar objects, colors, or letters of the alphabet.

Common Signs of Dyslexia:

Pre-school:

- May talk later than most children;
- May have difficulty with rhyming;
- May have difficulty pronouncing words (i.e., busgetti for spaghetti, mawn lower for lawn mower);
- May have poor auditory memory for nursery rhymes and chants;
- May be slow to add new vocabulary words;
- May be unable to recall the right word;
- May have trouble learning numbers, days of the week, colors, shapes, and how to spell and write his or her name.

Kindergarten through third grade:

- Fails to understand that words come apart;
- Has difficulty learning the letter names and their corresponding sounds;
- Has difficulty decoding single words (reading single words in isolation)—lacks a strategy;
- Has difficulty spelling phonetically;
- Oral reading is choppy and labored
- Relies solely on context to recognize a word.

Fourth grade through high school:

- Has a history of reading and spelling difficulties;
- Avoids reading out loud;
- Reads most materials slowly;
- Oral reading is labored, not fluent;
- Avoids reading for pleasure;
- May have an inadequate vocabulary;
- Has difficulty spelling;
- May resort to using less complicated words in writing that are easier to spell.

Screening

Grade	Instructional Areas to identify "at risk"	Screeners
Kindergarten	Phonological awareness Letter names/sounds	Heggerty K Phonological Awareness Assessment; FastBridge
1st grade	Phonological awareness Phonemic awareness Letter names/sounds Nonsense Word Fluency Comprehension	Heggerty K or 1st Classroom Assessment; FastBridge

2nd grade	Phonemic Awareness/Decoding Nonsense Word Fluency Fluency Comprehension	Heggerty Primary Classroom Assessment; FastBridge
3rd grade and above	Reading Fluency Comprehension	FastBridge

Phonological awareness refers to the conscious awareness that language is composed of sounds and the ability of students to detect sounds in speech to learn sound letter relations.
- Listening
- Rhyme and alliteration
- Sentence segmentation
- Syllables
- Onset-rime blending and segmenting

Phonemic awareness is the awareness of individual sounds in words and the ability to manipulate sounds.
- Segment, blend, and manipulate individual sounds in words
- Letters represent sounds
    - ✔ Elkonin boxes
    - ✔ In the beginning, phonemic awareness involves no print only sounds-it is a listening skill
    - ✔ Small groups targeting one skill

3 Tier Intervention systems

Red Rock Central will use a 3-Tiered Intervention system to help students who show signs and characteristics of dyslexia. The 3-Tiered intervention system is as follows:

Tier I- All students will receive the same high quality, scientifically based instruction and will be screened on a periodic basis to identify struggling learners needing additional support within the classroom.

- Pre-K -2 Classroom teachers will implement the Heggerty curriculum 5 days a week for 10-15 minutes daily.
- Grades 3-4 implement Orthographic mapping activities 3 times a week for 15-20 minutes

Tier II-Students not making adequate progress in the core curriculum are provided with additional intensive instruction matched to their needs based on level of performance and rate of progress.

- Title I small group instruction combining Haggerty, Reading Wonders Interventions, FastBridge monitoring, and the All about Reading program. These interventions will be 5 days a week for 25 minute a day.

Tier III-At this level, students will receive individualized, intensive interventions that target student's skill deficits for the remediation of existing problems and the prevention of more severe problems.

- SPED pullout with groups of 3 or less or a 1 on1 instruction. These groups will meet for 30-50 minutes a day using phonemic awareness materials related to IEP reading goals.
- Individual student 504 plan strategies and accommodations implemented across all disciplines.

Professional development

https://education.mn.gov/MDE/dse/prof/Dyslexia/

https://www.readingrockets.org/reading-topics/dyslexia

- https://www.readingrockets.org/article/dyslexia-schools-assessment-and-identification

Dyslexia in the Classroom: What every Teacher needs to know

https://dyslexiaida.org/wp-content/uploads/2015/01/DITC-Handbook.pdf

National Center on Improving Literacy: https://improvingliteracy.org/school

https://www.decodingdyslexiamn.org/for_teachers

Parent Info

https://education.mn.gov/MDE/dse/prof/Dyslexia/

https://www.readingrockets.org/reading-topics/dyslexia

- https://www.readingrockets.org/article/school-based-identification-characteristics-dyslexia-parent-overview
- https://www.readingrockets.org/article/8-tips-talking-your-child-s-teacher-about-dyslexia

https://fcrr.org/resources/resources_sca.html

Activities to help your children at home
https://www.childrensdyslexiacenters.org/wp-content/uploads/2020/03/Parent-Guardian-Resources-03-20-2020.pdf

National Center on Improving Literacy: https://improvingliteracy.org/family

https://www.decodingdyslexiamn.org/for_parents

Resources/materials/websites

Minnesota Department of Education https://education.mn.gov/MDE/dse/prof/Dyslexia/

International Dyslexia Association https://dyslexiaida.org/

Sources for Common Signs of Dyslexia from The International Dyslexia Association retrieved July 10, 2006, from http://www.interdys.org/servlet/compose?section_id=5&page_id=79.

Dyslexia Fact Sheet for Families:
https://4.files.edl.io/de60/04/14/20/190940-d9ea824c-847d-42d6-9b7f-cdf3b253a312.pdf

https://www.decodingdyslexiamn.org/resources

https://improvingliteracy.org/brief/defining-dyslexia

Handout-
https://improvingliteracy.org/files/briefs/how-we-learn-to-read-the-critical-role-of-phonological-awareness-infographic.jpg

Handout-https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/briefs/defining-dyslexia-infographic.jpg

file:///E:/Dyslexia-FactSheetforFamilies.pdf

Stakeholder feedback:

1. Was the Local Literacy Plan easy to find?

2. Is this document useful?

3. Are the reading strategy links helpful for working with your child?

4. Did you feel supported by the school district to help your child read well by 3rd grade?

How we learn to read: The critical role of phonological awareness

Phonological awareness involves being able to recognize and manipulate the sounds within words. This skill is a foundation for reading success.

Three ways to effectively teach phonological awareness to prepare early readers include:

Teach children to recognize and manipulate the sounds of speech.

· Teach children to identify:
   - Individual words in a sentence
   - Syllables within words
   - First and last sounds of words
   - All of the individual sounds within words
· Teach children to manipulate the individual sounds in words to make new words

Teach children letter-sound relations

· Teach the sound of the letter and then introduce the letter symbol for that sound
· Use pictures that represent the target sound
· Have children practice their letter-sound understanding by identifying the sound and writing the letter

Teach children to manipulate letter-sounds in print using word-building activities

· Manipulate letter tiles or magnets to show how to build and change words
· Have children practice spelling and reading words using the letter-sound relations they have been taught

What is Dyslexia?

Dyslexia is a brain-based learning disability that specifically impairs a person's ability to read.

Dyslexia is Brain-Based

The affected brain areas are associated with detection and processing of sounds and their corresponding letters.

Children born with the neurological impairments associated with dyslexia are more likely than other children to have family members with the impairment. Many, but not all, of these children will eventually experience reading difficulties.

Dyslexia Impairs the Ability to Read

Difficulty with phonological awareness inhibits the ability to effectively decode letters into blendable sounds to form words. A fundamental phonological processing problem may "block" access to other more advanced aspects of reading, such as word reading and comprehension.

Dispelling Myths About Dyslexia

Dyslexia does not imply the individual cannot read. People with dyslexia can learn to read with evidence-based explicit instruction, but may still have to put forth more effort.

Dyslexia does not otherwise impact the brain structure or functioning, or the intellectual, imaginative, or emotional capabilities of the individual.

Individuals with dyslexia do not necessarily see and write letters or words backwards.

For more information about dyslexia please visit ImprovingLiteracy.org

National Center on Improving Literacy

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