

Understanding Reading and Reading Challenges

*Reading is the foundation of success
in school and life . . .*

Most school's reading curriculum focuses on the "Five Big Ideas in Reading Instruction" identified by the National Reading Panel as essential to reading instruction.

Five Big Ideas

Phonemic Awareness: The ability to hear and use sounds

Phonics: The ability to match letters and sounds and apply to reading and spelling

Fluency: The ability to read smoothly with proper speech and expression

Vocabulary: The ability to understand the meaning of words

Comprehension: The ability to make meaning from what is read



A predictor of how well a student will do in school is how well they read at the end of 3rd grade!

What if I have concerns for my child's reading?

- ♦ **Make an appointment to speak with your child's teacher. Ask questions such as:** *Do you think my child is having trouble reading? In what specific way? What can I do to work with my child at home?*
- ♦ **Ask your school district to evaluate your child:** *Write a short letter to your principal to request the school assess your child's overall ability and academic achievement, especially in reading.*



How will my school determine if my child has a Learning Disability in Reading?

The school will ask for your permission to evaluate your child's overall ability and achievement in reading.

In the area of reading, a thorough evaluation would include assessing comprehension, fluency, decoding skills, word recognition, phonological processing, and vocabulary.

You and the school team will meet to review the results of the assessments to determine if there is a discrepancy between your child's overall ability and their academic performance in reading.

If a discrepancy exists, a *determination* of a Learning Disability in Reading is made. You and the school team will then decide if your child requires special education and related services, and if so, an Individual Education Plan (IEP) will be written.

What is a Learning Disability?

A learning disability is a neurologically based processing problem that can interfere with learning in 8 key areas:

- ♦ Oral Expression
- ♦ Listening Comprehension
- ♦ Written Expression
- ♦ Basic Reading
- ♦ Reading Fluency
- ♦ Reading Comprehension
- ♦ Math Calculations
- ♦ Math Problem Solving



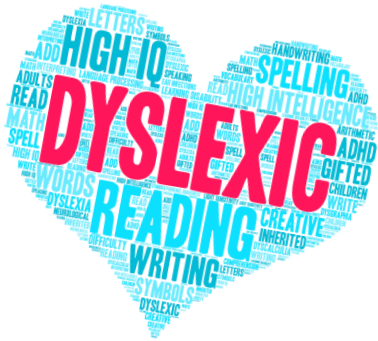
Ways you can work with your child at home.

- ♦ Emphasize your child's strengths and interests.
- ♦ Encourage your child to read – even if it isn't a book. Magazines and comics can engage children and show them that reading can be fun!
- ♦ Learn more about the five areas taught in school so you are familiar with the terms the teacher uses. Ask your child's teacher what you can do to work on skills at home.
- ♦ Motivate your child to read by making connections between what they are reading and real-world experiences.

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What if I have been told my child has Dyslexia?

Dyslexia is a specific **learning disability** that affects reading and language-based processing skills. It can affect reading fluency, decoding, reading comprehension, recall, writing, spelling and sometimes speech.



Most South Dakota school districts follow the federal IDEA regulations and state guidelines.

This requires districts to identify reading disorders as a Specific Learning Disability (SLD). Dyslexia falls under the umbrella of a SLD as a reading disorder.

*IDEA Individuals with Disabilities Education Act



What if I have concerns for how things are going at school?

Ask your school team to explain the relationship between your concern for Dyslexia and the team's determination of a SLD in Reading.

Review progress—Ask if your child is making progress in classes and on the goals on the IEP, if one has been developed.

If progress is not being made, ask the school team to explain strategies and instruction that will be used to promote progress moving forward.

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- ◆ Before reading a book or story, look through the book and talk about what the book is about. During reading, stop and discuss what has been read. At the end of a book or story, work together to retell the story.
- ◆ Monitor/limit screen usage. Excessive screen time has been linked to lower academic performance in school.
- ◆ Assistive technology—Tablets, e-Readers, & smart phones. Capture & scan data to convert to other formats.

Refer to the resources on the back for more for information on SLD and Dyslexia and ways you can work with your child at home.

Who To Talk To If I Have More Questions

South Dakota Parent Connection

800-640-4553

www.sdparent.org

- ◆ What Every Parent Should Know About Special Education in South Dakota
- ◆ Dare to Dialogue
- ◆ Parent Brief-What Parents Should Know About Supporting Students Through 504 and Health Plans

SD Department of Education

605-773-3678

<https://doe.sd.gov/sped/>

South Dakota Statewide Family Engagement Center

605-484-3401

<https://sdsfec.org/>

Understood

www.understood.org

Reading Rockets

<https://sdsfec.org/link/brief-readingrocketstips>

A Parent's Guide to Comprehension Strategies

<https://sdsfec.org/brief-parentliteracybrochure>

ADHD and Reading Comprehension: 11 Every -Night Ways to Build Stronger Reading Skills

<https://www.additudemag.com/adhd-reading-comprehension/>

Simple Reading Strategies for Parents to Use at Home

<https://teachachildtoread.net/reading-strategies-for-parents/>

9 Strategies for Summer Reading for Parents

<https://sdsfec.org/brief-strategies-for-summer-reading>

