

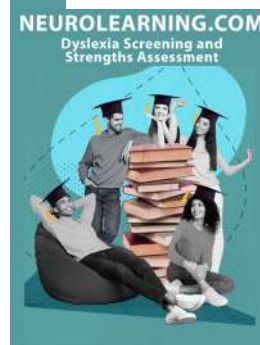
# Dyslexic Advantage

## NEWSLETTER

**CAPTAIN AMERICA  
ANTHONY MACKIE**



- DYSLEXIC TALENTS IN ACTING
- DYSLEXIA NEWS
- READING : HOW TO SORT OUT  
DECODING VS COMPREHENSION

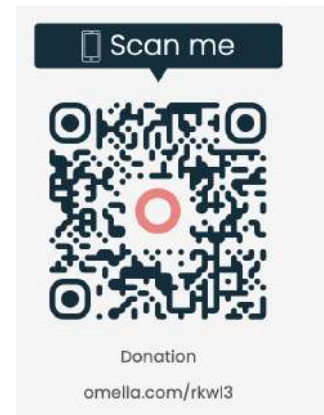


Dr. Fernette Eide  
Editor-in-Chief

**Karina Eide Young Writers Awards Deadline is February 14th: Submit [HERE](#).**

The link for this issue is: <https://joom.ag/QWMD>

This issue will only be on Joomag for about 6 months. Afterwards, look for this issue in our **Newsletter Archives at [DyslexicAdvantage.org](http://DyslexicAdvantage.org)**. Keep our programs running by **donating** or becoming a **Premium subscriber**. **We need your help.**



The **NEUROLEARNING** Dyslexia Screening App is \$79.99 and available for children and adults 7-70 years old. iPad, iPhone, Android, and Kindle Fire.



The app may qualify for services such as Benetech's huge free library of e-books. Bulk discounts available for higher ed.

Thanks to Shelley Wear, Trish Seres, Michelle Williams, Cheryl Kahn, and Jack Martin. Thanks to Lady Grace Belarmino for Design and layout, and Andi for their social media and admin help!

**PREMIUM**

Editor's Note: to make our publications easier to read, we will avoid use of italics and certain types of fonts.

Newsletters can be read online **HERE**. This issue will be available on the Joomag site for 3 months and can also be downloaded as a pdf file.



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# CAPTAIN AMERICA ANTHONY MACKIE



Congratulations go out to Anthony Mackie for his latest movie release Captain America: Brave New World:



Anthony revealed that he was dyslexic on the Kelly Clarkson show, after describing the reading requirements for the Marvel scripts because of the top secret nature of stories (interestingly, Paul Bettany who plays Vision in the Avengers movies and who is also dyslexic - mentioned the same thing). It seems that Hollywood has not been considering that many of their actors and actresses are dyslexic.



Anthony was busy in 2024. He also completed a post-apocalyptic thriller movie, called Elevation.

Anthony's breakthrough role was in the Academy Award winning movie *Hurt Locker*, about a bomb squad in the Iraq War. He almost didn't get the role because he was involved in a movie that never got finished - but was also running over by 6 months. His part got offered to another actor, but that actor said the pay was too low, so Anthony got it and they waited 6 months and the rest was history for him.

Anthony's Advice to young people today is to "Never, never never let someone else's insecurity define your passion. When you have huge dreams, people are going to tell you that you should dream smaller because your dream is impossible. Ignore them."

From the age of 13, Anthony worked every summer with his father, helping him with roofing business. When high school was coming to an end, his father asked him if he would like to continue working in a manual labor job - and he said "No."

## INSPIRATION

He went away to college intending to become an engineer, but became hooked on acting and eventually would find himself at Julliard. He loved being at Julliard, and dedicated himself to immersing himself in all types of roles and performance venues, whether it was Off Broadway or Shakespeare in the Park, or Broadway, TV, and eventually Feature film. When summer would come around, he would go home and sometimes help build a house.

Mentors were also very important to Anthony - and Anthony said that many roles have changed who he is as a person. When he took on the role of Nate Ruffin in *We are Marshall*, for instance, he really began to recognize that it was important not to take life for granted (in that film, Nate misses a flight after a sports injury, but the plane crashed; he would go on to dedicate his life to preserving their memory and the football program for his school). Another role that helped form him was for the Pulitzer Prize-winning play *Fences*. That role - about a garbage man who is struggling to support his family - taught him "so much about what it is to be a man."

It's clear that Anthony Mackie sees the larger picture of who he is and how he can contribute to the world. Although he's incredibly busy with all of the work he's doing on film, he also founded a charity (I AM B.L.E.S.S.E.D) to help underserved communities and has purchased land to found a production studio in New Orleans to help his home town.

**"I'm a firm believer in people who love what they do."**

**- Anthony Mackie**








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**Vnote** 

## TROUBLE WITH READING: DECODING? COMPREHENSION? OR SOMETHING ELSE?



For young children who seem to be reluctant readers, it may be hard to know where the reading problems occur. If comprehensive testing by a professional is available, the result can provide valuable information. Where are the difficulties occurring?

Is it decoding? Comprehension problems may be due to a mix of problems like working memory overload, or a variety of language difficulties. Young children may also freeze up, or stop answering prematurely so that it's difficult to know whether test results accurately reflect what a child does or doesn't know.

### DECODING

For dyslexic students, decoding, or the translation of printed text into sounds and words that can be comprehended, is a tremendous focus of early intervention because specific instruction using sequential multisensory methods can remediate most students and get them comprehending text.

At times decoding problems are difficult to detect because students may make guesses based on pictures or other clues, memorize books that they've listened to, and want to hide difficulties.

Clues that students have decoding problems may include guessing based on first letters or the context of a passage, or wild guesses based on the first letter. Some students may dutifully complete phonics homework and be able to answer phonics questions during lessons, but not apply what they have learned to decode text.



**Vnote** 




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## READING

Students with decoding problems also have great difficulty with spelling. By looking at the mistakes, you may be able to tell whether there are phonetic errors, like writing "tat" for "cat". It's also important to make sure that there aren't hearing or auditory processing problems that could contribute to mishearing sounds. Children with chronic ear infections, allergies (fluid in the ears), or premature birth (central auditory processing dysfunction) can also impair children's abilities to hear certain sounds.

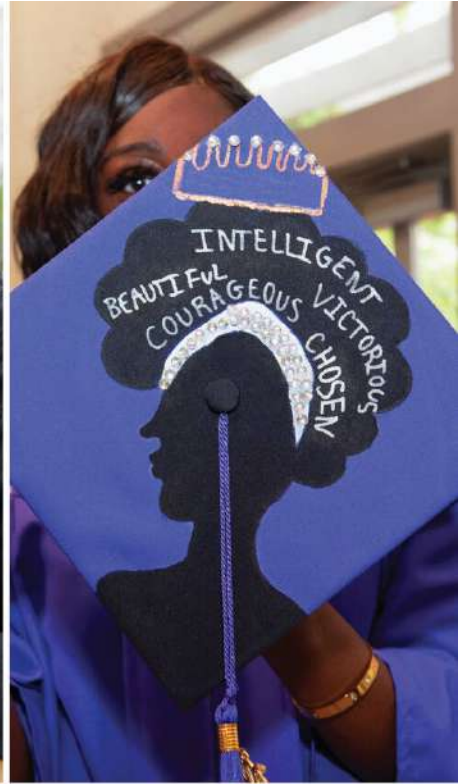
If a child isn't able to decode many words in a passage, it can affect their comprehension; but bright dyslexic children may be able to comprehend much more than they can individually decode, so don't assume that good reading comprehension excludes the possibility of dyslexia or reading problems.

It is important to look out for "stealth dyslexics" who may silently comprehend read text well yet struggle with individual word decoding. Later, these children can have challenges with more advanced texts and their decoding difficulties will also affect their spelling and writing in general. These students also often need accommodations like extra time on tests.

### WHAT ABOUT READING COMPREHENSION?

Whereas decoding is a relatively earlier skill in the reading process, reading comprehension is focused on later as it requires many other skills and abilities. Typically, dyslexic students have better comprehension than decoding because of their ability to figure out the main points of texts despite not being able to decode every word. But even this pattern may vary among individual students - especially if students are dual or multi-lingual (they have to learn multiple vocabularies) or are older non-remediated students who begin to fall behind the verbal knowledge of their peers by virtue of their lower levels of reading and lower likelihoods of learning new words and syntax from complex essays and texts.





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## READING

There will be some students with reading comprehension problems who also have problems with language comprehension, and others who can't understand longer reading passages because of working memory overload or insufficient background knowledge that would present the information in context. Some students may have difficulty with inference or figurative language.

If you're a parent, teacher, or tutor working 1:1 with a student, you may be able to figure out where some of the breakdowns in reading comprehension are occurring by using some free reading comprehension passages (for example, [ReadWorks.org](https://www.readworks.org)).

To understand approximately what your students reading level is, you could give your student an available reading level test on the web such as the [Schonell Test](#). Read all the instructions before beginning to administer the test. If you know a book that is an appropriate level for you student, you can also use [Scholastic's Book Wizard](#) and type in the name of the book. This resource can also be helpful for finding other books at your student's level, making it more likely that she or he will persist with the books.

It may be that your student would benefit from professional tutoring; however, whatever time you can give your children can help move them farther along the path of reading comprehension and fluency.

Every time you read together doesn't have to be a test; save regular times for enjoyable reading or reading that your student has chosen which might be humorous, fantasy, or anything interest-based.

It can be a complicated process figuring out what are the most significant issues preventing your student from making more rapid progress - everyone proceeds at their own pace. If you team read, look for signs that you may need to take over reading and include pauses to talk about the book and add to your student's knowledge.



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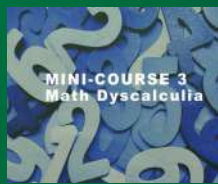
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# GENETIC VARIATION RESEARCH: DYSLEXIA AND ADHD



[A UK research group conducted a genome-wide association study](#) of dyslexia, ADHD, autism, anorexia, anxiety, bipolar, major depression, obsessive compulsive disorder, Schizophrenia, and Tourettes Syndrome.

What they found was that dyslexia and ADHD were most closely related to each other. The scientists suggested that ADHD might be more appropriately seen as a "learning disorder" rather than psychiatric:

"Our targeted approach to identify pleiotropic loci associate with both dyslexia and ADHD uncovered 49 shared genomic loci....suggesting the enrichment of genes involved in development. This is consistent with the neurodevelopmental origins of both dyslexia and ADHD, manifesting from changes in structure, connectivity, and function of the brain...In this model, ADHD aligns more closely with dyslexia than autism, suggesting that ADHD may be better termed as a learning difficulty than a psychiatric disorder, and highlighting the importance of it being managed within education and later employment...."

The significance of this different alignment is not trivial.

Because ADHD has typically been categorized under psychiatry, evaluations focus on behavior rather than learning, and interventions are more likely to be medication- or behaviorally-related rather than educational. Students diagnosed with ADHD are eligible for 504 and IEP accommodations, but for many students, specific learning needs and supports are not formally assessed.

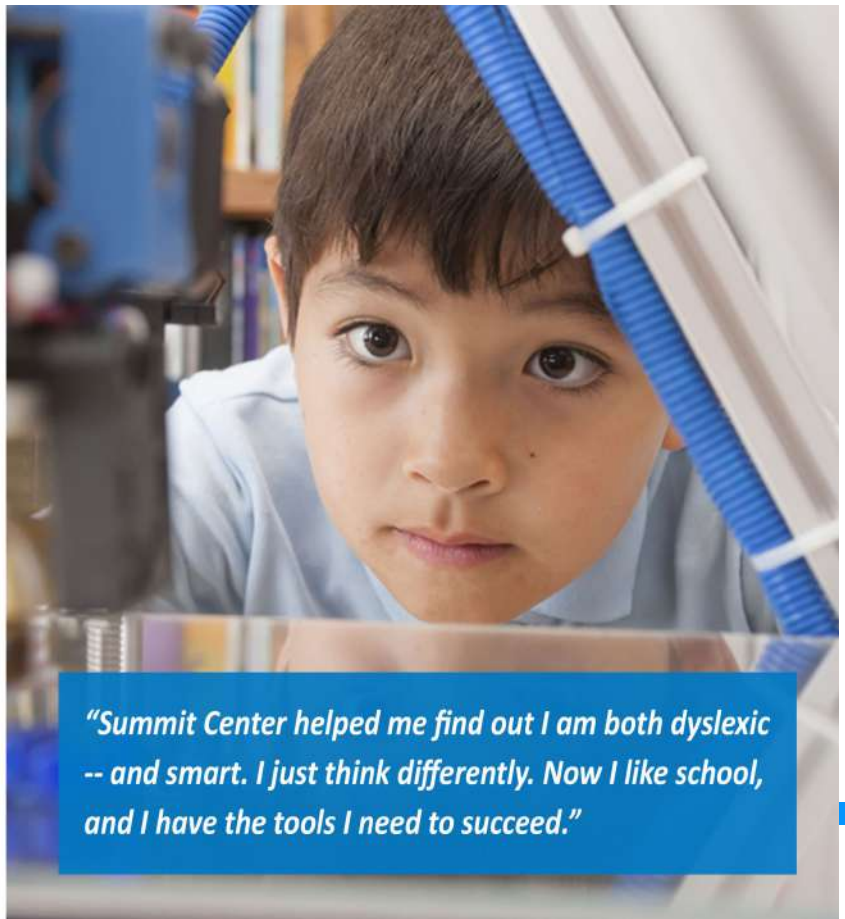
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*"Summit Center helped me find out I am both dyslexic -- and smart. I just think differently. Now I like school, and I have the tools I need to succeed."*



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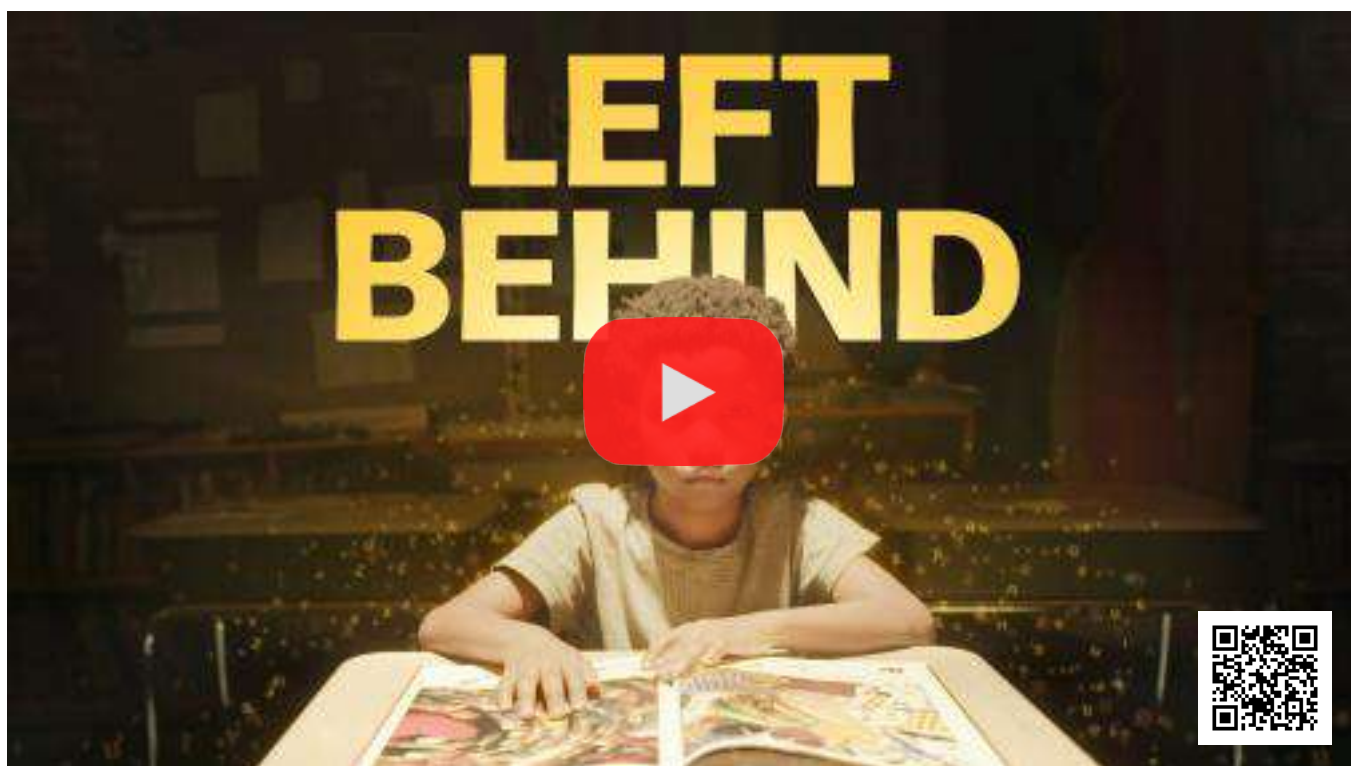


### Dyslexic Brain Strengths:

- |  |   |
|--|---|
|  3D Spatial Reasoning |  Memory From Personal Experiences    |
|  Pattern Recognition  |  Spotting Trends/ Making Predictions |
|  Systems Reasoning    |  Storytelling                        |

# NEW DYSLEXIA DOCUMENTARY: LEFT BEHIND

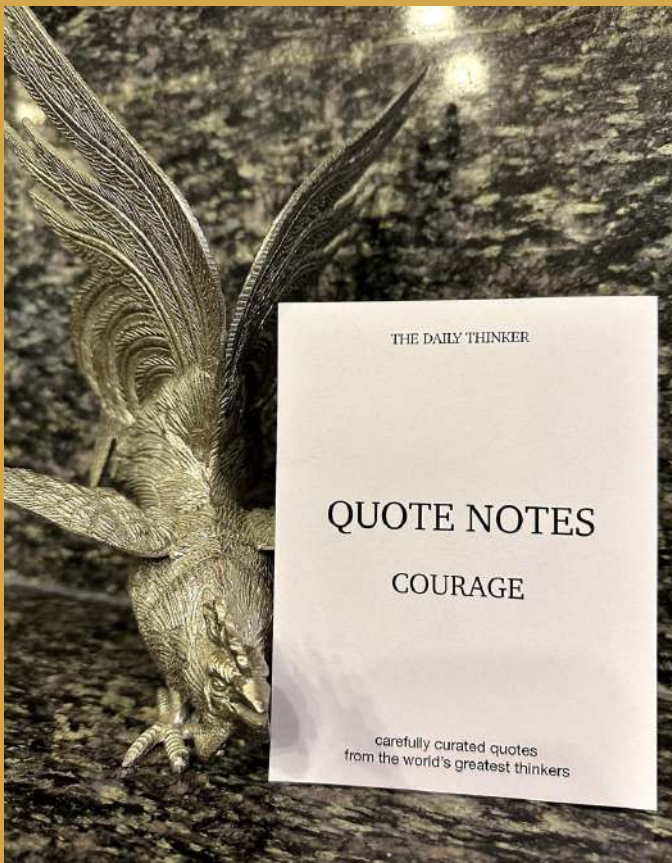
Congratulations to the parents and directors of a new dyslexia documentary, *Left Behind*. It's shocking that this story - of children struggling in school due to unrecognized dyslexia - continues to be so common.



The moms in the story were successful at being able to establish The South Bronx Literacy Academy in NYC and there are hopes to open more. U2 drummer Larry Mullen Jr contributed to the movie because he experienced some of the same difficulties with his son who is now 29. The movie website can be found [here](#).

# DAILY THINKER QUOTE NOTES AND CALENDAR

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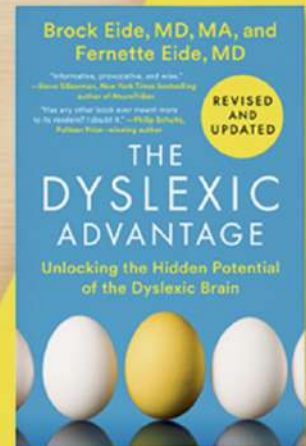
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my child communicates,  
listens and thinks."

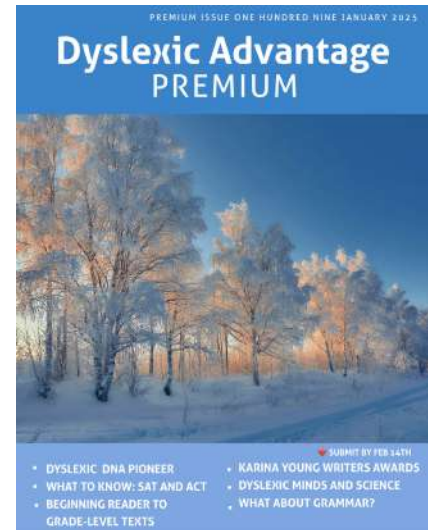
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- What to Know About SAT and ACT – College Tests
- Dyslexic Minds and Science
- What About Grammar?
- Beginning Reader to Grade-Level Texts



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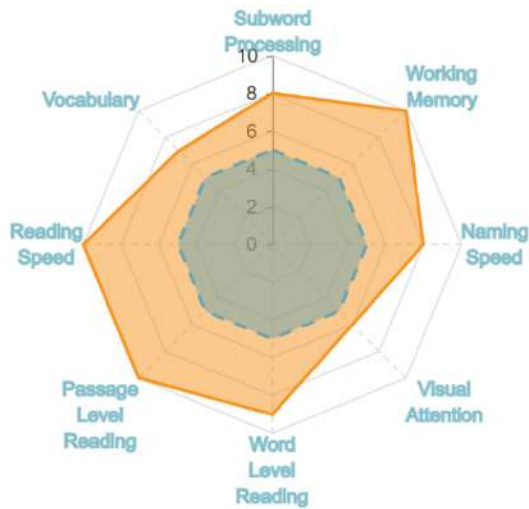
At Churchill Center & School, we empower students by giving them the confidence and tools they need to achieve their fullest potential and become advocates for their future.

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## Understanding Your Dyslexia Subscale Score:

**ALL SCORE RANGES ARE 1-10. SCORES 7+ INDICATE GREATER DYSLEXIA RISK OR READING CHALLENGES.**



YOUR SCORE

AVERAGE SUBSCALE

The radar graph of your scores provides a quick overview of your Dyslexia Subscale Scores.

The further a particular score is from the center of the graph, the greater the likelihood it represents a dyslexia-associated processing trait.

### Foundation Scores

These are low-level processing skills underlying reading and spelling



#### Subword Processing: 8

Measures your brain's ability to break apart, identify, and manipulate sound components that make up words.



#### Working Memory: 10

Measures the amount of auditory-verbal info your brain can actively process at one time.



#### Naming Speed: 8

Measures the speed at which your brain can recall words from memory in response to visual symbols.



#### Visual Attention: 6

Measures how well your eyes and brain cooperate to gather accurate information about printed symbols.

### Achievement Scores

These are learned reading skills.



#### Word-Level Reading: 9

Measures your ability to recognize (or "sight read") and decode words.



#### Passage-Level Reading: 10

Measures your ability to read and understand longer passages of text.



#### Reading Speed: 10

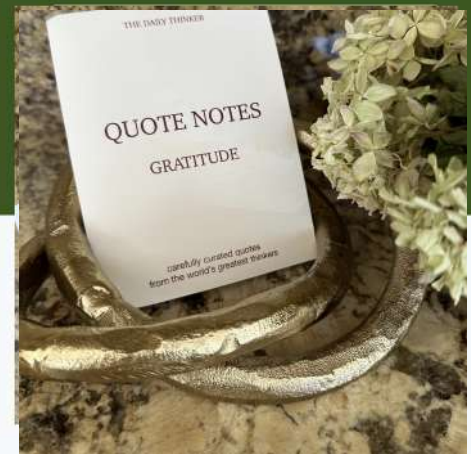
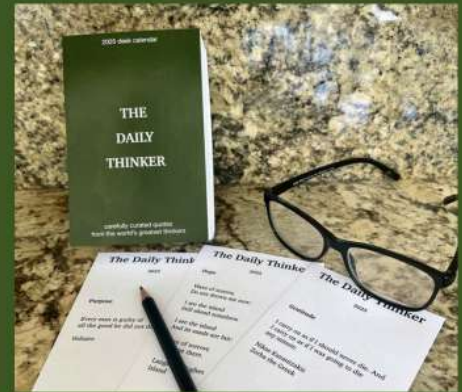
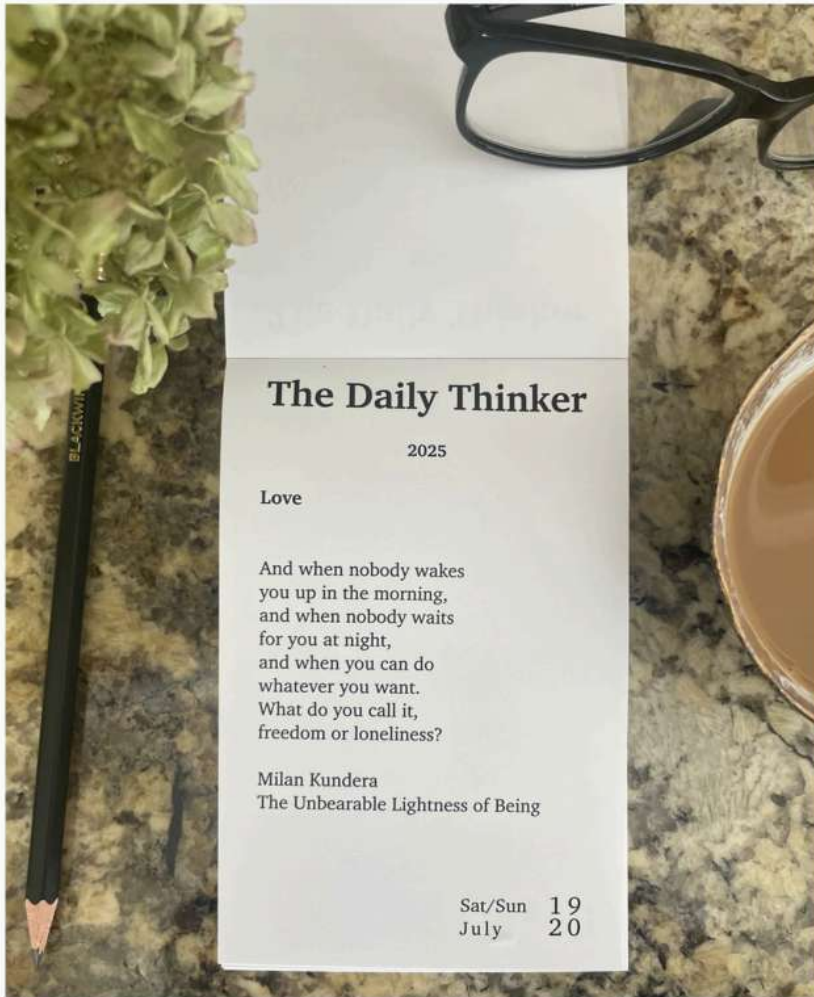
Measures the speed which you read sentences and paragraphs.



#### Vocabulary: 7

Scores 7 and higher can increase reading problems.

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**NY Times**



**Nation's Report Card Shows Worst Reading Skills in  
30 Years...**

**KOMO news**



**California to Implement Dyslexia Screening  
in 2025**

**ABC 10**



**Metaphors Mothers Use to Describe the Dyslexia  
Journey**

**The Conversation**



"If the acting don't work out, I'll have a future in construction." - Anthony Mackie (he learned how to build from his father)