Topic 1

How can I do better in school?

Learning to Learn

by Karen Ames

1. Investigators estimate that one in ten people have a very common learning disability called dyslexia. According to the International Dyslexia Association, dyslexia is a learning disability that is “characterized by difficulties with accurate word recognition and poor spelling.” This means people with dyslexia do not see information in a book the way others do. They may confuse the order or direction of the letters and numbers when reading and writing, and this makes it more difficult when learning new information.

2. Last week, a friend told me he has dyslexia. He says he is embarrassed to write on the board in class because he makes a lot of spelling mistakes. He also says he needs more time than the rest of our classmates to read a book.

3. His parents are helping him, and I want to help, too. For example, I think we can work together when we are assigned a book to read. I can read aloud while he follows along in the book. At school, we can all help. We can talk about the main ideas of stories. We can also help each other correct spelling mistakes.

4. In summary, I think we all can do something to help our classmates facing any learning challenges. The important point is to understand the challenges and learn how to help each other.

5. Sources:
   2. www.dyslexiaida.org/definition-of-dyslexia/
1 Read the text. Circle the correct words to complete the sentences.

1 The writer of the text is a...
   a doctor.  b teacher.  c student.

2 The text is written for...
   a dyslexic students.  b all students.  c only teachers.

3 The text is in a...
   a school newspaper.  b personal diary.  c science magazine.

4 The text is about...
   a reading aloud.  b correcting spelling.  c helping a classmate with dyslexia.

2 Look at the text. Number the paragraph descriptions in the correct order.

☐ the problems a student with a learning disability faces
☐ a list of references
☐ a learning disability and its definition
☐ a conclusion
☐ how to help a person with a learning disability

3 Developing a Topic Look at the text again. Circle the correct answers.

1 What does the author use to show how common dyslexia is?
   a a statistic  b a definition  c an anecdote

2 What does the author use to explain what dyslexia is?
   a a statistic  b a definition  c an anecdote

3 What does the author use to personalize the text?
   a a statistic  b a definition  c an anecdote

4 Punctuation Follow the instructions.

1 Find a sentence in the text with quotation marks. Write it here.

2 Find a sentence in the text that uses a comma to separate an introductory phrase. Write it here.
1 Answer the questions.

1 What will be the purpose of your text?

2 Who are you writing the text for?

3 Where will you publish your text?

4 What learning disabilities could you write about?

2 Think about different learning disabilities. Brainstorm and write the words you might use.

<table>
<thead>
<tr>
<th>Learning Disabilities</th>
<th>How Classmates with Learning Disabilities Feel</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Difficulties in School</th>
<th>Ways to Help Classmates</th>
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<td></td>
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3 Research learning disabilities. Choose one. Write some ideas for your text.

4

10 | Topic 1
4 Complete the graphic organizer for the learning disability you chose.

Helping classmates with: 

1. Statistics:

2. Definition/Explanation:

3. How I can help:
   a
   b
   c

4. Conclusion:

5. Sources:

5 Write a topic sentence for the introduction, one for ways to help and one for the conclusion.

1

2

3
My Classmate’s Checklist

1. The text is about a learning disability. [ ] Yes [ ] No
2. There are statistics and a definition. [ ] Yes [ ] No
3. There are ways to help classmates. [ ] Yes [ ] No
4. There is a conclusion and sources. [ ] Yes [ ] No
5. There are introductory phrases, such as *for example* and *in summary*. [ ] Yes [ ] No
3 Rewrite your text.

My Classmate’s Checklist

4 Exchange books with a classmate. Read the sentences. Mark (✓) Yes or No.

1 The text is about a learning disability.
   Yes □ No □

2 There are statistics and a definition.
   Yes □ No □

3 There are ways to help classmates.
   Yes □ No □

4 There is a conclusion and sources.
   Yes □ No □

5 There are introductory phrases.
   Yes □ No □

6 Quotation marks and commas are used correctly.
   Yes □ No □
Title:

My Checklist

Read the sentences. Mark (√) Yes or No.

1. I can research and write about learning disabilities. Yes ☐ No ☐
2. I can develop a topic. Yes ☐ No ☐
3. I can include sources. Yes ☐ No ☐
4. I can use commas to separate introductory phrases. Yes ☐ No ☐
5. I can use quotation marks to quote exact words. Yes ☐ No ☐