

## A Note to Readers

A friend once challenged me to draw my dyslexia as a character for an illustration contest. I drew an image of a girl, squished into a desk, happily working with her dyslexia—a purple cloud of alphabet letters with a face and big glasses. I began to imagine my dyslexia with a personality and spirit. What would I say to her? This became the inspiration for the characters Molly and Lexi. I wanted to create a series that could help you explore how you feel about your own differences, especially if you are dyslexic.

Today, I would tell my dyslexia how much I love and appreciate her. I would thank her for making me strong, creative, and intelligent, and for being such a big part of my life. But I didn't always appreciate being dyslexic.

Seven-year-old me would have had a much different conversation with her learning difference. I would have told my dyslexia how frustrated she made me. I might have even told her to go away and leave me alone and that I wished she didn't exist. But dyslexia isn't a temporary condition or something that can be wished away. Dyslexia is a huge part of who I am. I now know how important it has been in my success as an author and artist, and how much better life is when you love all the parts of yourself. I wish I had felt kinder toward my learning difference as a kid. I hope you enjoy this series and learn to love all your wonderful differences, whether you're dyslexic or not. I hope you learn to appreciate the many ways you and your friends and classmates learn and see the world. I hope you celebrate your triumphs and your challenges. And I hope you know how brilliant you are and how your differences are part of what makes you wonderfully you.

—Krista

## A Word About Terms

You may have heard dyslexia referred to in a variety of ways. In this series, I use terms like *dyslexic*, *dyslexia*, *learning difference*, *invisible difference*, and *learning disability*. All people have a right to choose how they want to talk about their differences and the words they are comfortable with. The terms in this series may not work for everyone, and people's preferences can vary based on where they live and the communities they are part of. I chose to describe Molly as “being dyslexic” as well as “having dyslexia.” For me, it is essential to include identity-first language because it emphasizes how Molly's dyslexia is a core part of her. These terms reflect how I speak about my own dyslexia as well.



### Learn More About Dyslexia

The International Dyslexia Association ([dyslexiaida.org](https://dyslexiaida.org))

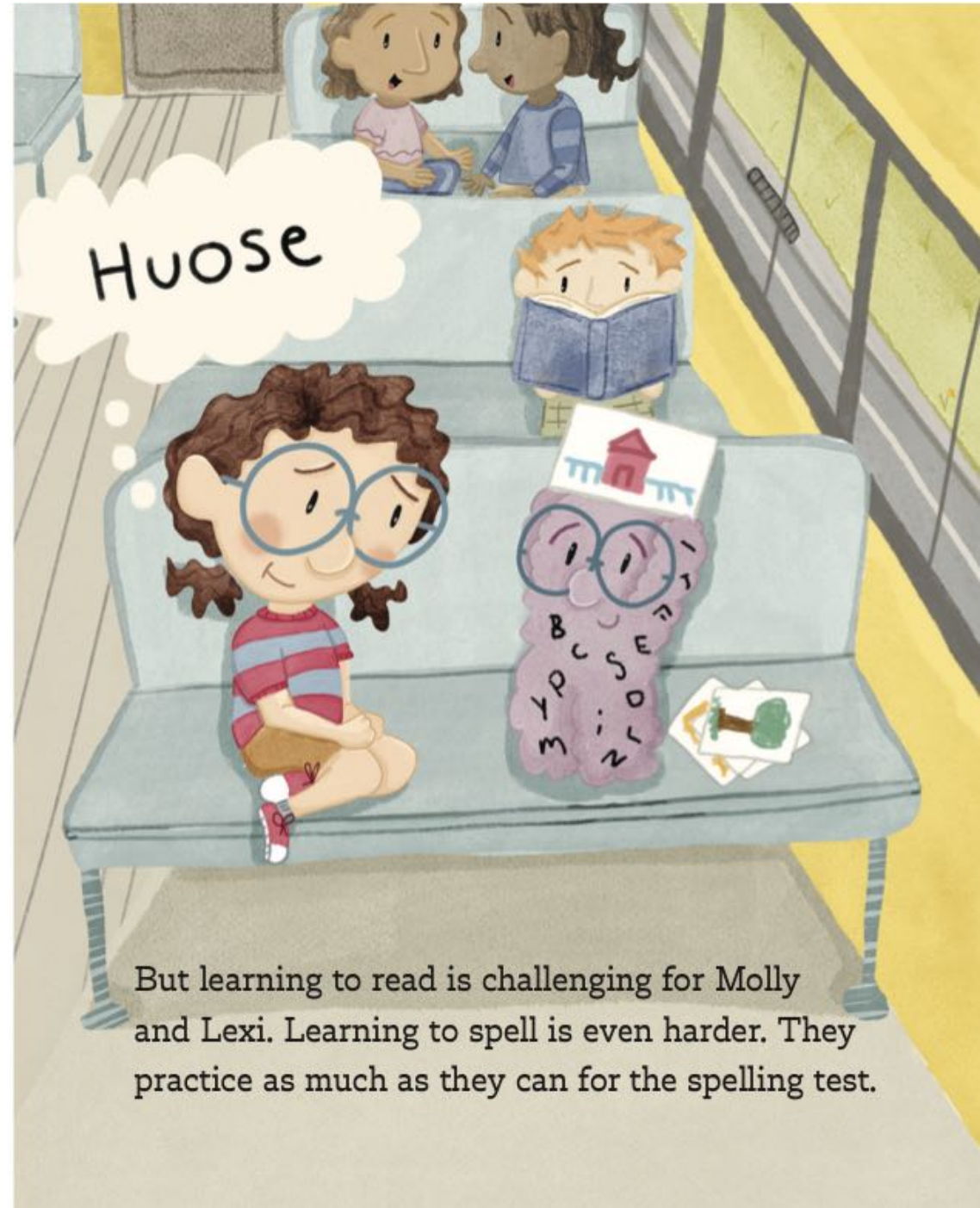
Dyslexic Advantage ([dyslexicadvantage.org](https://dyslexicadvantage.org))

The Yale Center for Dyslexia and Creativity ([dyslexia.yale.edu](https://dyslexia.yale.edu))

Molly and Lexi have a big imagination.



They like to play games, solve problems, and learn new things.



But learning to read is challenging for Molly and Lexi. Learning to spell is even harder. They practice as much as they can for the spelling test.

There is an invisible part of Molly that nobody else knows about. Molly calls her Lexi.

