



Dyslexia

What Every Educator
Needs To Know



Reading Horizons





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Preface

Why I'm Passionate about Dyslexia

While on my honeymoon, camping at the base of the Tetons after a day of skiing, I passed a book we were reading to my husband. He casually picked it up and began to stammer through the passages, omitting even the shortest words and repeating entire sentences. My extremely intelligent husband is an adult with dyslexia who had never received appropriate assessment or intervention. When I cautiously asked him about his reading, he revealed that, in school, it took him more than six hours each night to complete his homework. He continued to misspell the months of the year and certain days of the week. He even had to practice spelling his home address. He would also often speed past construction signs and public signs, appearing to disregard the information when, in truth, he simply couldn't read it quickly enough to process what it meant.

Both of my children with dyslexia were verbal in childhood, showing no obvious signs of language challenges until I introduced the alphabet with letter-to-sound correspondence. As soon as I introduced a letter and its sound, my children would forget it. My otherwise quick learners were clearly struggling with the basic connection between written letters and their corresponding sounds.



Spotlight

Curtis Pons, Donell Pons's husband, didn't discover that dyslexia was behind his lifelong struggle with reading until he was 49. Click the link to watch his story.

[YouTube: Soaring with Dyslexia >](#)

Introduction

First Steps for Educators

As many as **one in five students** has a language-based learning disability, with dyslexia being the most common. Dyslexia impacts every instructional task a student faces in school and, if left undiagnosed, it can negatively affect their entire life.

Fortunately, there is a window of opportunity to improve outcomes for students with dyslexia at an early age. Patricia Mathes, a professor at Vanderbilt University, has been researching the impact of early screening and intervention. Her findings show that students who exhibit signs of dyslexia are likely to read at the same level as their non-dyslexic peers if they receive timely and appropriate remediation. For adults who have been coping with dyslexia for most of their lives, persistence and patience are key to improving skills. The good news is that, regardless of age, improvement is possible.

To create opportunities for remediation, students and adults need access to early screening and, when appropriate, a dyslexia diagnosis. Here are the next steps you and your district can take to effectively identify and support students and adults struggling with dyslexia.

STEP 1

Train and Support Teachers

Having on-site personnel trained in a dyslexia-specific reading remediation methodology is essential for supporting students at a young age. Very few educators receive specific training or education about dyslexia. Until recently, many schools across the country were uncertain about how to address dyslexia. However, the US Department of Education **issued a letter in 2015** clarifying that schools could use the term *dyslexia* to discuss students with the reading difficulty. Without dyslexia-specific training at the school level, educators cannot effectively prepare to identify, teach, or even provide basic support to students with dyslexia. While some states may have a handbook, this is only the first step. Schools, legislators, and districts all need to prioritize passing legislation and providing appropriate education and support to teachers and administrators.

STEP 2

Implement a Universal Screener

A key step toward improving the educational experience for students with dyslexia is to make universal screeners available and ensure that teachers and administrators are trained to use them. This allows educators not only to identify students with reading challenges but also to drive appropriate instruction, intervention, and accommodations. When screening for dyslexia, the critical components of reading to assess include phonemic awareness and rapid automatized naming, which influence short-term memory and processing.

STEP 3

Find Effective Tech Tools

Classrooms can use tools like audiobooks and text-to-speech apps added to a browser for accessing textbooks. There are also various speech-to-text programs that allow students to record and transcribe class lectures. Many of these programs now feature AI capabilities. The quality of these resources has vastly improved over the years, as has their affordability. Be sure to check with your state's office of education to see what may be available through an assistive technology program.

STEP 4

Provide Research-Based Interventions

In his book *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, Dr. David Kilpatrick cites three research-validated elements that led to the best results in early diagnosis of dyslexia, based on his studies of reading intervention programs:

1. They aggressively addressed and corrected the students' phonological awareness difficulties and taught phonological awareness to an advanced level.
2. They provided phonic decoding instruction and reinforcement.
3. They offered students ample opportunities to apply these developing skills to reading connected text.

Everyone can play a role in recognizing and supporting students with dyslexia, from educators to schools to administrators to legislators. By addressing literacy challenges at a young age, we can discover techniques that work best for each student. Children will use reading and writing skills throughout their lives, so it is paramount that they are given the right guidance and tools to stay on track.



Related Resources

This content is based on an article previously published in *SmartBrief: Helping students tackle dyslexia*

Essentials of Assessing, Preventing, and Overcoming Reading Difficulties by David Kilpatrick

Dyslexia Digital Library

Inside Dyslexia: What You Need to Know About 20% of Your Students

RISE Institute for Literacy: Online Training for Teachers



Part I

Identifying and Supporting **Young Students** with Dyslexia

Identifying Students with Dyslexia

Students with dyslexia may exhibit the following characteristics or have common experiences in the classroom that result from difficulty with reading and writing:

- Poor phonemic awareness (PA) and below-average rapid automatized naming (RAN)
- Misspelling common words, such as the days of the week or months of the year
- Anxiety about being in the classroom due to tasks involving reading and writing
- Leaving writing assignments unfinished, even when the student is engaged in the topic
- Sloppy penmanship, not due to handwriting issues, but to disguise poor spelling
- Random capitalization due to confusion about grammar rules and errors with similarly formed lowercase letters
- Challenging behaviors, such as talking during class instruction, inattentiveness, frequent bathroom breaks, and “time-wasting”

What To Do if You Suspect a Student Has Dyslexia

If an educator suspects a student has dyslexia, they can immediately request the student be evaluated under the Child Find mandate found within the Individuals with Disabilities Education Act (IDEA). The wording of Child Find is clear: “Schools are required to locate, identify and evaluate all children with disabilities from birth through age 22.” Identifying students who need services is an important first step.



Related Resources

This content is based on an article previously published in [SmartBrief: Identifying students with dyslexia](#)

[Child Find: What It Is and How It Works](#)

Finding an Effective Dyslexia Screener

Conducting Screening

When it comes to screening for reading difficulties, Richard Selznick's book *Dyslexia Screening: Essential Concepts for Schools & Parents* is one of the most approachable and concise texts. He explains that screening allows educators to review various assessments already being used in the classroom to identify students at risk for reading difficulties.

Selznick points out that, while it might be ideal to have someone specialized in learning disabilities conduct the screening, any teacher can administer it and collaborate with other professionals to interpret the results. It's important to have individuals on the screening team who are knowledgeable about appropriate reading readiness milestones.



Screening vs. Diagnosis

It's important for educators to understand the difference between a screening and a diagnosis.

- ① **Screening** focuses on a specific set of skills that indicate reading readiness or predict future reading success, such as phonemic awareness and letter-naming fluency. Acadience data can be used to screen for reading difficulties. The Tests of Dyslexia (TOD) can be more than a screener; it's an assessment designed to expedite testing for dyslexia and provide comprehensive recommendations for remediation.
- ② **Diagnosis**, on the other hand, focuses on gathering clinical evidence to make a clinical determination. Diagnostic tests of reading assess more complex skills, such as comprehension and cognitive processes. While a screener can indicate the need for further evaluation, a formal diagnosis must be made by a professional qualified to diagnose dyslexia.

Free vs. Paid Screeners

Family members who pay for an expensive diagnosis are often left with a costly piece of paper but remain at the mercy of a school lacking formal training in appropriate interventions. While an online screener is not an official document, it can be a helpful starting point when a parent has limited options. Schools will not offer services based on the results of an online screener, but these tools may be useful as part of a broader evaluation process.



When looking for an online screener, I recommend consulting established websites such as the International Dyslexia Association and the Yale Center for Dyslexia and Creativity or contacting your state's office of education.

If a Screener Indicates 'Yes,' What Next?

The conversation with parents will be guided by state laws governing dyslexia screening. For example:

Texas

Schools in Texas have dyslexia specialists trained to handle all aspects of screening, identifying, and providing remediation for students with dyslexia.



Utah

Schools must ensure compliance with screening and identifying, but not diagnosing, students with dyslexia. Even without a formal diagnosis, schools should still provide appropriate instruction for students with reading difficulties.



Schools need to make sure they are not only prepared to screen but also ready to provide appropriate remediation and regular progress reports to parents. It's unacceptable for students to remain in the same level of remediation all year without making adequate progress.



Related Resources

This content is based on an article previously published in *SmartBrief: How to find a dyslexia screener*

Dyslexia Screening: Essential Concepts for Schools & Parents by Richard Selznick

International Dyslexia Association

Yale Center for Dyslexia and Creativity

Acadience (DIBELS)

Tests of Dyslexia (TOD)

Three tools educators can access immediately to identify, accommodate, and support their students with dyslexia

- 1. Online dyslexia screeners:** Screeners don't diagnose your student, but they do informally assess their alignment with characteristics of students with dyslexia, depending on their grade level.
- 2. Existing assessments:** If class assignments or test results show that a student has trouble rapidly and automatically naming known letters and letter sounds, or struggles with phonemic awareness, they are exhibiting two of the primary universal characteristics of dyslexia.

3. Online and print resources:

Online

[International Dyslexia Association](#)

[The Yale Center for Dyslexia and Creativity](#)

[Reading Horizons Webinars](#)

Books

Beginning to Read: Thinking and Learning about Print by Marilyn Jager Adams

Overcoming Dyslexia by Sally Shaywitz

Essentials of Assessing, Preventing, and Overcoming Reading Difficulties by David Kilpatrick



Once the administration at my school saw our reading data, they supported my idea to implement a reading program. Data gathered from Northwest Evaluation Association (NWEA) and Measures of Academic Progress (MAP) testing, and other standard assessments indicated that many students were struggling with reading. With the support of the administration, we offered training in the components of evidence-based reading instruction to every educator and paraeducator in grades K–5.



Related Resource

This content is based on an article previously published in *SmartBrief: Supporting Students With Dyslexia*

How to Lead Your Dyslexia Initiative

Advocate for Legislative Change

If your state doesn't have dyslexia legislation, administrators can start conversations with their state school boards. Your state office of education wants students to excel in reading, so this is a great place to begin.

Provide Professional Development

I've found that one of the biggest impediments to excellent instruction is not the lack of materials, but the lack of training in how to use those materials effectively. To create a plan for professional development, administrators can access K–3 reading program materials available on most state office of education websites. Here are three specific steps to take:

- ➔ Research whether your state offers dyslexia training materials.
- ➔ Familiarize yourself with the critical elements of reading instruction promoted by your state and district education offices.
- ➔ Check if the company providing your school's reading materials offers Structured Literacy resources or programs.

Every state mandates testing to monitor the quality of instruction and determine future program funding. In grades K–3, and often beyond, most states require a reading assessment, such as **Acadience**, to measure various components of reading readiness and capability.

It's important that administrators make sure every teacher understands how **Acadience** is administered and what the data reveals about reading readiness and competency.

Screen for Reading Difficulties

It doesn't matter if the school year has already started—screen your students, look at the data, and start with the students who are most in need of remediation.

Raise Awareness Among Parents and Students

Include dyslexia awareness in your parent nights, and consider providing resources, such as a dyslexia handbook from your state office of education, during parent-teacher conferences. Most parents are aware and concerned about their child's reading progress. The more parents understand the characteristics of dyslexia, the more likely they are to recognize it in their child.



Related Resource

This content is based on an article previously published in *SmartBrief: 4 Ways To Lead a Dyslexia Initiative*

Part 2

Identifying and Supporting
Middle Schoolers,
High Schoolers, and
Adults with Dyslexia



Identifying Students with Dyslexia in Middle and High School

Many educators have not received the training or resources to accommodate students with dyslexia, especially older students who are past the initial reading learning curve.

The Sound-to-Symbol Relationship

Less transparent spelling patterns are a primary struggle for older students with dyslexia. For this reason, educators, parents, and administrators working with struggling students in the upper grades should review an older student's written work to assess for signs of an undetected language-based learning difficulty. The spelling errors are often consistent, with short, common words misspelled simply because they are not phonetically regular, such as *the* or *was*.

To teach older students to spell more effectively, educators should lead with consistent spelling patterns. Etymology and morphology can be taught together to trace the origins of words, take words apart, and teach meaningful word parts. There are excellent books on the topic. Two of my favorites are *Unlocking Literacy* by Marcia K. Henry and Maryanne Wolf, and *Bringing Words to Life* by Beck, McKeown, and Kucan.



Warning Signs

- A strong warning sign of dyslexia in older students is their avoidance of reading out loud. Students may also refer to themselves as “silent readers.”
- When students do read aloud, they often stumble over simple or multisyllabic words, drop the endings of words, or fully pronounce contractions.
- Students may fatigue quickly or claim to be “bored” when reading or writing, and their reading fluency may change depending on the subject matter.
- Students may incorrectly place periods and apostrophes, have poor handwriting that masks spelling errors, or write in all capital letters to avoid differentiating between upper- and lowercase letters.
- Students may exhibit a great deal of knowledge when speaking but struggle to complete a short written answer on the same subject.
- If a student has an unusual name or a name with multiple options for spelling the vowel sounds, such as “Michael,” spelling their own name correctly may be a challenge for many years.
- Days of the week and months of the year may also be misspelled, even though the student has seen them countless times.
- Task avoidance is one of the most common behaviors students with undetected dyslexia may exhibit in the classroom. It can range from consistently not turning in work while attending class to skipping class when a reading or written assignment is due.
- Some students with language-based reading difficulties find oral presentations in front of large groups anxiety-provoking, while others may find this is the only time they can shine. It's important to understand the nature of the language-based learning difficulty to meet each student's needs.

First Steps in Helping an Older Student with Dyslexia

- Reach out to your administration.
- Screen the student using an age-appropriate dyslexia screener.
- Educators are cautioned against recommending guardians talk to trained psychologists because the school may become financially liable for such testing. Teachers may explain to guardians the red flags they're seeing in class. I recommend teachers seek guidance by reading the relevant sections in their state dyslexia handbooks. Usually, language is provided to help guide teachers in these conversations with guardians. Every student may not need a diagnosis. If a student is experiencing significant challenges or is older, getting to a diagnosis quickly may be the best course of action. The diagnosis may not provide a direct route to intervention, so be sure to ask specifically about resources for intervention and academic support.

A list of basic accommodations for a student with low literacy skills may not be effective if the student hasn't been thoroughly evaluated. For instance, if they don't have the skills to write a grade-level paper or read a grade-level text, offering students extended time for writing or reading assignments is simply giving them more time to struggle. Such accommodations are anxiety-inducing and often suggest that students with language-based learning difficulties simply don't put forth enough effort.

Related Resources

This content is based on an article previously published in SmartBrief: *Identifying students with dyslexia in middle, high school*

What is Dyslexia?

Unlocking Literacy by Marcia K. Henry and Maryanne Wolf

Structured Literacy: What It Is and Why It Matters



How to Support Middle and High School Students with Dyslexia

Implement a Solid Intervention System

Using a **Structured Literacy** reading program not only provides the best instruction for students who may struggle with reading, but there is sufficient evidence to suggest it is the best instruction for all readers. Training all staff in the same Structured Literacy program provides not only a foundation for instruction but also a shared vocabulary for every teacher.

Response to Intervention (RTI) is the framework for implementing appropriate levels of intensive instruction to improve academic outcomes. If schools have well-trained teachers who are supported by an RTI framework for reading instruction, then educators can provide high-quality classroom instruction supported by tiered levels of support.

Multi-Tiered System of Support (MTSS) is an expanded framework that not only includes academic instruction, but also social and emotional care. Without quality Tier I instruction, the number of students in Tier II and III intervention can exceed the school's resources.

Dyslexia doesn't correlate with intelligence. A very low IQ will impact reading at some level, but students with relatively low IQs can learn to read well if they don't have a language-based learning challenge. Likewise, people with very high IQs can struggle with reading because of a language-based learning difference. This understanding alone should lead to far less unfounded criticism of students who struggle with reading.

Educate Students, Teachers, and Administrators

Since dyslexia is the most common learning disability, every student, teacher, and administrator should educate themselves about the characteristics and effects of dyslexia.

Daniel Coyle has written a powerful bestseller called *The Culture Code: The Secrets of Highly Successful Groups*. Coyle begins the book by examining some of the most successful groups, from Google to the Navy SEALs. He found that these groups have many things in common. One of the most important elements for groups to be successful is safety.

When people feel safe, they are far more productive and feel freer to take the risks to be creative. However, it's not human nature to feel safe. We are all worried about being accepted, and this detracts from feeling safe. Imagine how students with dyslexia feel when they go unidentified, misunderstood, and simply neglected. They have no hope of feeling safe. It's important to talk about dyslexia in an informed way with students, parents, teachers, and administrators.

Related Resources

This content is based on an article previously published in SmartBrief: *How to Support Middle, High School Students With Dyslexia*

Effective Reading Instruction from the International Dyslexia Association

The Culture Code: The Secrets of Highly Successful Groups by Daniel Coyle



Helping Students with Dyslexia Prepare for the College Entrance Exams

It's never too late to provide appropriate support, particularly when college entrance exam results dictate future educational placement and funding. Because it is a reading test, students with language-based learning difficulties need extra preparation and accommodations to do well. It's not typical to find exam preparation courses designed specifically for students with reading challenges, but universities, community colleges, and most high schools offer exam preparation courses outside of regular classes.

How Administrators Can Help

School counselors are excellent resources for evaluating the quality and appropriateness of these courses. I also highly recommend checking online reviews of ACT preparation courses and consulting sites such as Green Test Prep, which has a page dedicated to learning disabilities and extra time. Most state offices of education are involved in the ACT test and can also be valuable sources of information.

How Educators and Parents Can Help

Although extended time is one of the most common accommodations, make sure it's appropriate for your student. If your student struggles with reading fluency and accuracy, extended time alone may not be helpful. Consider having the questions read aloud to the student. The testing accommodations you request should align with what has been helpful for your student in the past. This is why the 504 plan and IEP are important; they are blueprints for the accommodations your student will receive on the ACT.

Parents should do everything they can to make test day as stress-free as possible. Make sure your student has read the instructions and understands what to bring to the testing center and what to leave at home. There's nothing worse than arriving at the testing center and realizing you've forgotten your ID or brought a backpack that must be left outside.

Related Resources

This content is based on an article previously published in [SmartBrief: Helping Students With Dyslexia Prepare for the ACT and Helping High Schoolers With Dyslexia Successfully Transition to College](#)



Helping High Schoolers with Dyslexia Successfully Transition to College

Older students with dyslexia may have developed coping strategies and habits over time to manage the academic demands of high school and, eventually, college. While these habits may have helped them complete assignments, they can also be barriers to seeking proper help. With the right support, students with dyslexia can reach their college goals. Educators should help their students prepare for a few key challenges when transitioning from high school to college.

Losing their 504s or IEPs

Colleges do not fall under the Individuals with Disabilities Education Act and do not need to provide the same level of support and services as public schools. There are no 504s or IEPs in college and no obligation to provide specialized instruction or tutoring. However, colleges are obligated to follow federal civil rights laws, which include Section 504 of the Federal Rehabilitation Act of 1973 and the Americans



with Disabilities Act. The intent here is to provide equal access to a college education and not discriminate based on disability.

Looking for Financial Assistance Early

Some states offer financial and other assistance for college to individuals with dyslexia. To find out if a student qualifies for Vocational Rehabilitation services, contact your local Vocational Rehabilitation Office. Since there are often long waiting lists, it's important to look into this as early as possible—middle school is not too early to begin exploring this service.

Applying for Accommodations in College

Students must register for accommodations separately from their college applications. Different colleges provide varying levels of support and accommodations. To help students understand this process, educators should encourage them to arrange a campus tour before applying and request a visit to the department of disability resources or accommodations.

Support for Students Navigating the Social Changes of College

Decoding Dyslexia (DD) has chapters in every state. This grassroots organization, founded by parents of children with dyslexia, has played a key role in advancing important dyslexia legislation, including state dyslexia handbooks and standards for reading teachers. DD chapters often have connections with support groups, and some even host their own youth support groups.

Effective Reading Tutoring for College Students

Finding resources on campuses to provide reading tutoring to college-age students is challenging. With the right instruction, it is never too late to improve reading skills. However, there does not seem to be a great deal of interest in providing reading tutoring to college-age students on campuses. Effective tutoring for college-age students begins with a thorough assessment of the student's reading skills. It should then provide the elements of Structured Literacy, addressing issues with decoding that include basic sound-to-symbol knowledge, as well as morphology and etymology, to help students understand the origin of words and provide a foundation for understanding new and unfamiliar words.



How Educators and Family Members Can Help Adults with Dyslexia

Knowing that roughly 20 percent of the population struggles to acquire the skill of reading through no fault of their own—due not to a lack of desire, interest, or intellect, but to a neurobiological difference—should motivate all of us, as a society, to acknowledge and support people with dyslexia.

Advantages and Challenges of Working with Adults

Adults' progress will vary depending on the severity of their dyslexia and the experience and skill of their instructor. Many of the habits they develop to cope in school—such as guessing at words and relying on context clues rather than decoding—are survival skills that can become obstacles to real growth. Adults are more likely to let down their guard if they feel they are in a safe learning environment.

One of the advantages of working with an older student is their ability to self-reflect and to analyze different aspects of reading instruction more readily than a younger student. They often recognize the importance of improving their reading skills because they want to advance their career or help their child with homework.

Using a Structured Literacy Program

Dr. David Kilpatrick emphasizes that phonemic awareness and a quality Structured Literacy program are critical for younger students learning to read—and remain just as essential for older students. A Structured Literacy program provides reading, writing, and language instruction that is taught in an explicit and systematic way.

Tools for Everyday Life

Adults with dyslexia should be aware of the many technology-based supports available for readers today. Reading Horizons offers webinars that discuss strategies for coping with dyslexia and ways instructors can support individuals of all ages with dyslexia.

There are many tech tools available to make daily tasks easier for individuals with dyslexia. Text-to-speech applications can read lengthy documents aloud, which is especially useful for managing online articles or other written content. These tools can also assist with composing emails and other correspondence. For hard-copy materials, such as books or menus, optical character recognition (OCR) technology can capture and convert printed text into digital form, which can then be read aloud by a text-to-speech application. Additionally, scanning pens that read text aloud as they move across the page offer another practical solution for converting physical text into an audible format.

Family members, friends, and colleagues of people with dyslexia can help by acknowledging its existence. Dyslexia cannot be cured, but having people who care enough to learn about it has been very liberating for my husband. When people with dyslexia feel comfortable talking openly about their challenges and strengths, it not only gives me the chance to be involved in education in a meaningful way by providing specialized tutoring, but it also allows me to meet uniquely talented people who find ingenious ways to thrive.

Resources



Articles

The content of this e-book was revised from a series of articles written by Reading Horizons board member Donell Pons, originally published on SmartBrief:

- [Helping Students Tackle Dyslexia](#)
- [Identifying Students with Dyslexia](#)
- [How to Find a Dyslexia Screener](#)
- [Supporting Students with Dyslexia](#)
- [4 ways to Lead a Dyslexia Initiative](#)
- [Identifying Students with Dyslexia in Middle, High School](#)
- [How to Support Middle, High School Students with Dyslexia](#)
- [Helping Students with Dyslexia Prepare for the ACT](#)
- [Helping High Schoolers with Dyslexia Successfully Transition to College](#)
- [How Educators, Family Can Help Adults with Dyslexia](#)

Related Resources

This content is based on an article previously published in SmartBrief: *How educators, family can help adults with dyslexia*

[Individuals with Disabilities Education Act](#)

[The Difference Between IEPs and 504 Plans](#)

[Decoding Dyslexia](#)

[Dyslexia: A Lifelong Journey \[Webcast\]](#)

[Screening for Dyslexia: Expert Panel Discussion](#)

[The Best Assistive Technology for Dyslexics](#)



Books

- [Essentials of Assessing, Preventing, and Overcoming Reading Difficulties](#) by David Kilpatrick
- [Dyslexia Screening: Essential Concepts for Schools & Parents](#) by Richard Selznick
- [Unlocking Literacy](#) by Marcia K. Henry and Maryanne Wolf
- [Bringing Words to Life](#) by Beck, McKeown, and Kucan
- [The Culture Code: The Secrets of Highly Successful Groups](#) by Daniel Coyle



Links

- [Child Find: What It Is and How It Works](#)
- [International Dyslexia Association](#)
- [Yale Center for Dyslexia and Creativity](#)
- [Acadience \(DIBELS\)](#)
- [What is Dyslexia?](#)
- [Effective Reading Instruction](#) from the International Dyslexia Association
- [Individuals with Disabilities Education Act](#)
- [The Difference Between IEPs and 504 Plans](#)
- [Decoding Dyslexia](#)
- [Webinar—Understanding Dyslexia: Insights from Research to Assessment](#)
- [Webinar—Life with Dyslexia: Support in School, Work, and Social Spaces](#)



READING HORIZONS DISCOVERY™

Grades K–3

The *Reading Horizons Discovery*® Product Suite is a K–3 foundational literacy solution designed for both educators and students across all tiers of instruction, offering specific areas of emphasis to address various instructional settings. It combines over 40 years of evidence-based methodology and features versatile literacy instruction that enables mastery of foundational reading skills, including phonemic awareness, decoding, sight recognition, and spelling to promote academic and personal success.

ReadingHorizons ELEVATE®

Grades 4+

Reading Horizons Elevate® is a foundational literacy solution designed to meet the individual needs of students in grades four and above. The program combines engaging, evidence-based instruction with dynamic digital resources, targeted professional learning for educators, and diagnostic instructional software to empower students to reach their full literacy potential.



Instructional
Software



Direct Instruction
Materials



Professional
Development



Reading Horizons