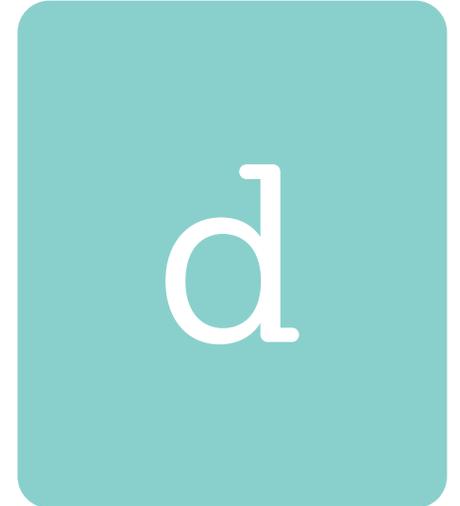


Dyslexia Toolkit





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Introduction

Dear teachers,

You do a job that's nearly impossible and absolutely invaluable.

We are on your team—we're here to extend your reach, save you time, share supportive resources, and enhance your understanding of each student.

Identifying learning disabilities is only one piece of the many challenges that are put in front of you.

This dyslexia toolkit is the perfect resource to learn more about supporting dyslexia screening and personalized instruction for all of your students. Students with dyslexia may struggle with fluency and other reading skills, but with early intervention, targeted curriculum, and a flexible curriculum, each and every one can succeed at reading.

We're here to help you meet the needs of all of your students and make sure each of them are put on the path to success.

Sincerely,

Amplify.



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What is dyslexia?

Many professionals consider the term "dyslexia" to be synonymous with "reading disability," but that's not always the case. As dyslexia has garnered more attention in recent years, there has been a concurrent increase in awareness of its neurobiological origins, and the ways these can manifest as (though not always guarantee) reading difficulty. The definition of dyslexia developed by the International Dyslexia Association (IDA) and commonly adopted by many states is:

“...a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and vary depending on the orthography. These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual’s peers.”

—International Dyslexia Association, 2025

These difficulties typically result from combinations of genetic, neurobiological, and environmental influences. A deficit in the phonological component of language is common (and may be an unexpected predictor, relative to other cognitive abilities). Secondary consequences may include problems in reading comprehension and reduced reading and writing experience, which can impede growth in language, knowledge, and written expression.



Dyslexia: What we know

What do students at risk for dyslexia struggle with?

According to the IDA, dyslexia signs and symptoms become more apparent once a child is enrolled in school. They include the following:

- Delay in learning tasks such as tying shoes, telling time
- Difficulty expressing self
- Inattentiveness, distractibility
- Inability to follow directions
- Left-right confusion
- Difficulty learning alphabet, times tables, words of songs
- Difficulty learning rhymes
- Poor playground skills
- Difficulty learning to read
- Mixing order of letters or numbers when writing
- Reversing letters or numbers

Research over the past few decades has established the most effective interventions for dyslexia and other difficulties in learning to read.

According to the National Reading Panel (2000), these interventions include explicit instruction in the following:

- Phonemic awareness
- Phonics
- Spelling
- Fluency
- Vocabulary

Here are a few additional findings about reading trajectories and the importance of early and intensive intervention:

Reading trajectories

These are established early in a student's academic career and are stable across time (Good, Simmons, & Kame'enui, 2001; Morgan et al., 2016; Shaywitz, Escobar, Shaywitz, Fletcher, & Makuch, 1992).

Intensive intervention

Without early, intensive intervention, struggling readers do not catch up to their average-performing peers. In fact, the gap between good and poor widens over time (Adams, 1990; Good et al., 2001; National Research Council, 1998; Stanovich, 1986).

Early intervention

The later the onset of intervention, the poorer the odds that struggling readers will become proficient readers (Torgesen, 2000, 2001). Response to intervention (RTI) and multi-tiered systems of support (MTSS) are built on research of prevention and early intervention. They are designed to help educators implement strong literacy systems. The screening and progress-monitoring data they provide enable educators to design instruction and intervention that prevent difficulty and close skill gaps for students.

Dyslexia: Fact vs. fiction

We know more about dyslexia than ever before, but there are still many misconceptions and myths around this learning difference. To help educators better identify dyslexia, it's important to understand what it is, and also what it is not. Below is a table to quiz yourself on some prevalent facts (and fictions) about dyslexia.



True or false?

Dyslexia is a visual problem. Its hallmark symptom is reversing letters (and numbers), such as “b” versus “d.”

False

Dyslexia is primarily an issue of phonological processing, or the ability to analyze speech or spoken language. Students with dyslexia might have difficulty with reading because they struggle to match letters with the sounds those letters make.

Students with dyslexia will never be able to read on grade level.

False

Students with dyslexia may have difficulty with fluency and other reading skills, but these students can certainly succeed at reading—and all academic subjects—with early intervention, targeted supports, and a flexible curriculum.

It is possible to identify students with signs of dyslexia even before they learn to read.

True

Some signs of and clues indicating dyslexia may emerge even before children start school. According to the International Dyslexia Association (IDA), it is not only possible but crucial to identify potential reading problems in students early, rather than waiting for them to fail. Although identification and targeted instruction are important at any age, IDA stresses the importance of early identification to provide students with the language and literacy support they need, close gaps, and prevent further difficulty.



True or false?

Students with dyslexia just need more time to learn to read.

False

It may take students with dyslexia more time to learn to read, but this time must be spent with high-quality, research-based instruction. In fact, a recent study at the University of Washington showed that only eight weeks of specialized instruction strengthened neural circuitry—and improved reading performance.

Because people with dyslexia read more slowly, they also think more slowly.

False

Dyslexia has nothing to do with a student's ability to think fast or creatively. It also has nothing to do with intelligence. Dyslexia can affect students who are struggling, performing on grade level, or more advanced—and anywhere in between.

Students with dyslexia can succeed using the same texts and curricula as their classmates.

True

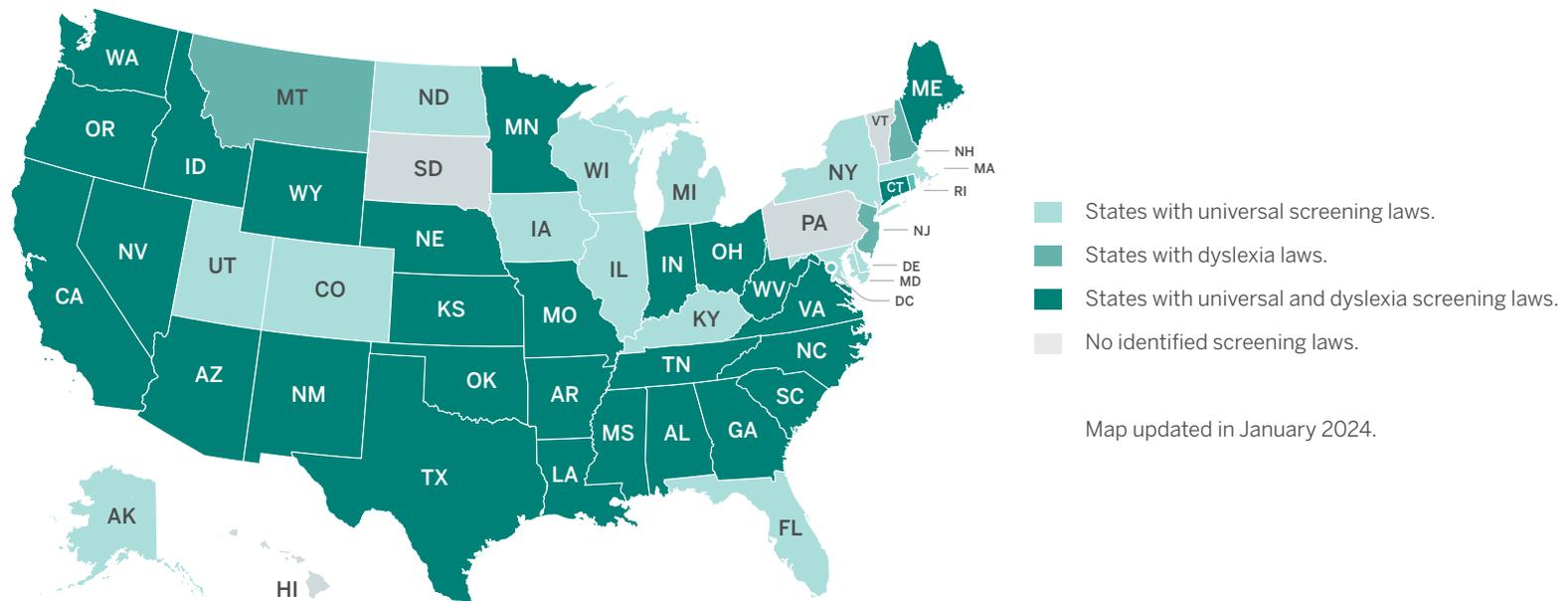
With proper differentiated supports for those with dyslexia (and those who show signs of it), everyone in your class can share the same materials—and develop into a well-read learning community.

Understanding dyslexia legislation

Recent advocacy efforts to increase the awareness of and protections for those with dyslexia and other reading difficulties have resulted in major shifts in state-level educational legislation. According to the National Center on Improving Literacy, 49 states have passed legislation addressing dyslexia in public schools. There are 31 states with dyslexia-specific screening laws, most of which have passed legislation within the last several years. Despite some variation from state to state, common themes in recent dyslexia legislation include an increased emphasis on intervention and screening procedures, the adoption of Multi-tiered Systems of Support (MTSS), the use of explicit instruction, and changes to teacher preparation and training (Gearin, Turtura, Kame'enui, Nelson, & Fien, 2018).

Universal screening laws are aimed at putting resources in place to identify students who are at risk of developing future academic difficulties, a key component of prevention-oriented approaches in early education.

Screening assessments in education work much like blood pressure measurements during a doctor's visit to screen for heart disease. Effective screening assessments are typically administered at routine intervals and can accurately predict each student's future performance given only core instruction, allowing educators to intervene with confidence and provide support before significant academic deficits—including dyslexia—develop. Reducing the prevalence of dyslexia symptoms requires targeted intervention, ideally as early as possible (Shaywitz, Escobar, Shaywitz, Fletcher, & Makuch, 1992).



Screening for reading difficulties requires multiple measures depending on where readers are in their development. Many states reflect this in their screening requirements, particularly those with dyslexia-specific laws. For example, Alabama requires that kindergarten screening includes measures of:

- **Letter naming skills.**
- **Letter sound skills.**
- **Phoneme segmentation skills.**
- **Nonsense word fluency skills.**

In grades 1 and 2, Alabama requires that screening include:

- **Accuracy of word reading.**
- **Spelling skills.**
- **Phonemic decoding efficiency skills.**
- **Sight-word reading efficiency.**

Other states have similar requirements. Responding to these demands for dyslexia screening has left many districts and schools uncertain as to what distinguishes dyslexia screening procedures from other screening systems already in place and whether their existing reading assessments adequately meet all the testing requirements in their state.

We strongly recommend that educators implement their respective dyslexia screening requirements by working within their existing systems of universal screening and instructional support. Under this approach, educators can avoid creating a separate delivery system for students at risk for dyslexia and duplication of efforts. Such an approach is aligned with research and best practices.

Groups driving change in dyslexia

Decoding Dyslexia

Decoding Dyslexia is a national network of grassroots parent-led groups across the country who are organized around the issue of equity and concerned about the limited access to educational opportunities for all students, including those at risk for dyslexia, in the public education system. Through its 50 state chapters, these tireless parent leaders work to raise dyslexia awareness, remediate and support students with dyslexia, inform policymakers on best practices to identify at-risk students, advocate for the drafting and passage of state policy related to these issues, and empower families to become staunch supporters of equity for all children.

IDA

The International Dyslexia Association (IDA) is a nonprofit education and advocacy organization devoted to issues surrounding dyslexia. Serving individuals with dyslexia, their families, and professionals in the field, the IDA provides information about dyslexia on its website (<https://dyslexiaida.org/>), publishes a peer-reviewed scientific journal called *Annals of Dyslexia*, and provides referral services to individuals and professionals who use the federal legislative systems to advocate for individuals with dyslexia.

University of Oregon

The University of Oregon Center on Teaching and Learning—a University of Oregon College of Education research and outreach center that develops educational interventions and assessment tools—developed DIBELS® (Dynamic Indicators of Basic Early Literacy Skills). DIBELS is a research-backed instrument for evaluating reading in K–8 classrooms. In developing DIBELS 8th Edition (DIBELS 8th Edition; University of Oregon, 2018), the University of Oregon made significant efforts to ensure that the measures meet state-level dyslexia screening requirements and thus help maximize testing efficiencies for schools.

National Center on Improving Literacy

The National Center on Improving Literacy (NCIL) is a partnership among literacy experts, university researchers, and technical assistance providers with funding from the United States Department of Education. Its mission is to increase access to and use of evidence-based approaches to screen, identify, and teach students with literacy-related disabilities, including dyslexia.

Supporting students with dyslexia: What can you do?

Legislative initiative	Screening for dyslexia	Dyslexia training for teachers and reading specialists	Eligibility for accommodations and services for students with dyslexia
What can educators do?	<ol style="list-style-type: none">1. Become involved in implementing or improving universal screening programs for dyslexia by reminding administrators about specific laws.2. Help your school share information with parents regarding dyslexia screening results.3. If you suspect a student has dyslexia, ensure that common cognitive and linguistic skills associated with dyslexia are assessed (e.g., phonological awareness, and rapid automatized naming).4. If you suspect your student has dyslexia, request that common reading and writing skills associated with dyslexia are assessed (e.g., basic reading skills [phonics and sight word identification], spelling, reading rate).	<ol style="list-style-type: none">1. Advocate for the appointment of a specific person in charge of dyslexia training.2. Request specific teacher training (for all special education and reading teachers) that includes structured literacy programs (e.g., explicit, systematic reading instruction; phonics instruction; etc.). Request dyslexia awareness training for all K–12 teachers.3. Help the school develop a system for implementing daily, systematic instruction, delivered by teachers who have adequate training and experience.	<ol style="list-style-type: none">1. Become involved in Response to Intervention, Multi-tiered Systems of Support, or a similar framework at your school. Ensure that the accommodations and services that are provided are appropriate for students with dyslexia.2. Help colleagues become familiar with how to implement accommodations that help students with dyslexia.3. Collaborate with colleagues to evaluate the effectiveness of accommodations and services provided to students with dyslexia.

Classroom instruction for students with dyslexia

1. Become familiar with differentiated instruction strategies (e.g., use of centers during instruction).
2. Learn (and help colleagues learn) about specific reading programs designed to help students with dyslexia (e.g., structured literacy programs).
3. Explain the characteristics of dyslexia to all students to help develop empathy and understanding of this problem.

Dyslexia handbook

1. Request that your state or district develop a dyslexia handbook to guide teachers and offer other states' handbooks as references.
2. If your state has a dyslexia handbook, help schools follow its guidelines. If appropriate, develop shorter pamphlets for both parents and teachers that encapsulate the most important ideas.

Dyslexia awareness

1. Consult with fellow educational professionals in your school(s) to hold events and encourage discussions about dyslexia during October (National Dyslexia Month).

To date, some common themes in dyslexia laws include:

- Dyslexia awareness (e.g., clearly defining dyslexia).
- Universal screening for dyslexia risk (e.g., pilots, statewide requirements, reporting requirements).
- Teacher training.
- Provision of interventions and accommodations.
- Overall rights for individuals with dyslexia (e.g., establishing state task forces to study educational issues/needs).

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Given the importance of early intervention, how can educators screen for dyslexia risk?

The scope of assessments used in reading education has become increasingly diverse in recent years, due in part to innovations made in assessment research and the increasing emphasis on early intervention to prevent students' academic difficulties. In particular, Curriculum-Based Measures (CBM), sometimes known as General Outcomes Measures (GOM), are popular due to their ability to both identify students at risk for reading difficulties and monitor student progress and response to instruction. A key characteristic of CBM measures is their practical utility: They are typically brief and easy to administer, score, and interpret (Glover & Albers, 2007).

Because screening assessments must be given routinely to all students in a school, the efficiency and technically sound nature of CBMs make them ideal for universal screening. Indeed, the majority of states with dyslexia screening requirements have approved the use of CBMs either for screening in specific areas or for dyslexia screening more broadly, and 17 specifically mention the use of DIBELS in their screening guidelines.

Independent of the type of assessment schools choose to use, most states require that dyslexia screening encompass a number of critical skills shown to underlie dyslexia risk:

- **Phonological awareness:**
The ability to recognize and manipulate the sound structure of language
- **Rapid automatized naming:**
The ability to quickly retrieve information from phonological memory
- **Alphabetic principle:**
The ability to associate letters with sounds and to blend those sounds into words
- **Word reading:**
The ability to fluently and accurately read words using sound-symbol correspondences and sight word recognition

Dyslexia risk refers to the finding that a child's skills indicate potential difficulty in learning to read and thus would benefit from additional support in learning.



A child's need for intervention supports to prevent future reading difficulty does not indicate a definitive diagnosis of dyslexia.

Assessment data in each of the areas listed can provide unique information about a student's reading development, potential risk for dyslexia, and areas in need of support. That's why schools should employ a comprehensive screening battery in the early grades to ensure students with poor performance in any of these skills (particularly productive skills) are properly identified for reading risk and intervention.

How mCLASS® helps you identify and support at-risk students

How mCLASS® screens for dyslexia in English and Spanish

DIBELS 8th Edition was developed by the University of Oregon in 2018, with the primary focus of ensuring that its measures are able to meet state-level dyslexia screening requirements, helping maximize testing efficiencies for schools.

DIBELS 8th Edition introduces Word Reading Fluency (WRF), a measure of word reading ability, and includes revised versions of the Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF) subtests to improve their ability to screen for deficits commonly associated with dyslexia risk, such as phonological awareness, rapid naming ability, and alphabetic principle.

The benchmark and progress monitoring data that mCLASS provides gives teachers information about an individual's reading development, potential risk for dyslexia, and area in need of support.

mCLASS not only provides English assessments, but mCLASS Lectura, which is Amplify's Spanish language universal screener. Having resources available to screen bilingual readers for reading risk in both languages assists teachers with identifying whether a student is experiencing difficulties due to language barriers or literacy.

mCLASS Lectura measures the skills that are specific to risk for dyslexia in Spanish. These include *Fluidez en nombrar letras (FNL)* as an indicator of rapid naming ability, *Fluidez sonidos de letras (FSL)* as an indicator of letter-sound correspondence, *Fluidez en las palabras (FEP)* as an indicator of word reading, and *Fluidez en la lectura oral (FLO)* as an indicator of word reading and reading fluency.

Fluidez en nombrar letras (FNL) in Spanish and *Letter Naming Fluency (LNF)* in English are validated as phonological processing (also known as RAN) measures, thus making RAN available in both languages. When DIBELS 8th Edition and mCLASS Lectura are used together, they can accurately and effectively screen for dyslexia risk in both English and Spanish.

The chart on the right illustrates what measures are available in mCLASS and mCLASS Lectura, specific to each grade level.

mCLASS is validated for the following measures:

Measure	Kindergarten	Grade 1	Grade 2	Grade 3	Grades 4–6
DIBELS 8th Edition					
Letter Naming Fluency	✓	✓			
Phonemic Segmentation Fluency	✓	✓			
Nonsense Word Fluency	✓	✓	✓	✓	
Word Reading Fluency	✓	✓		✓	
Oral Reading Fluency		✓	✓	✓	✓
Maze (Basic Comprehension)			✓	✓	✓
mCLASS Lectura					
Fluidez en nombrar letras	✓	✓			
Fluidez en la segmentacion de silabas	✓	✓			
Fluidez en los sonidos de letras	✓	✓			
Fluidez en los sonidos de sílabas	✓	✓			
Fluidez en las palabras	✓	✓	✓	✓	
Fluidez en la lectura oral		✓	✓	✓	✓
¿Cuál palabra?			✓	✓	✓

How mCLASS screens for dyslexia in English and Spanish

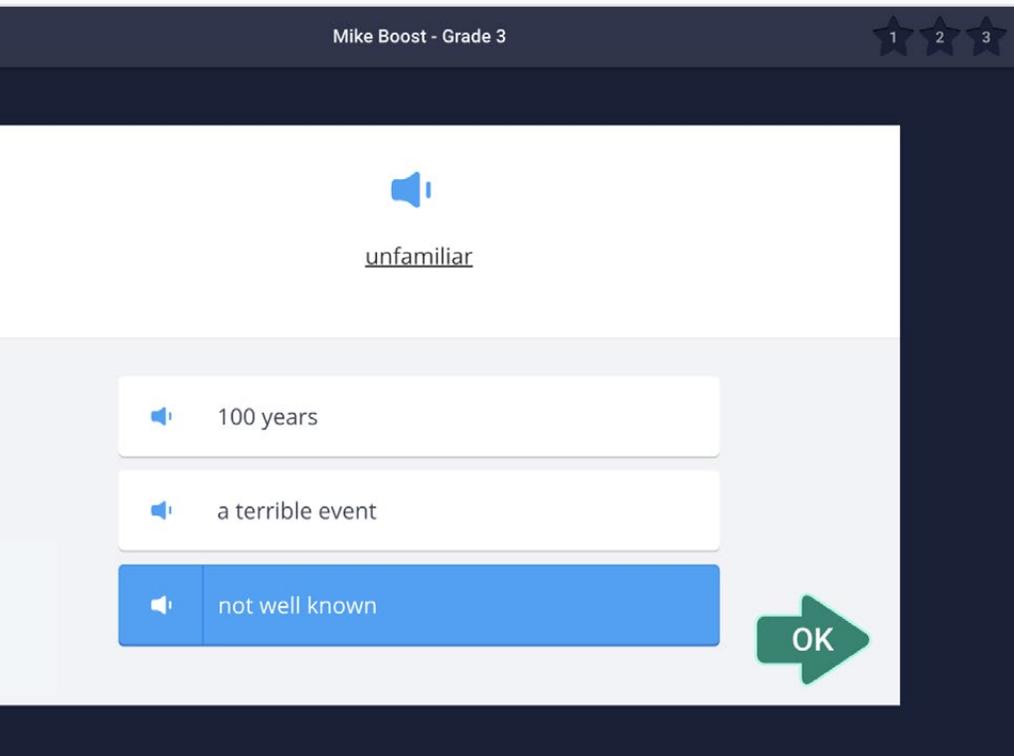
The image to the right demonstrates the results from a student that was assessed with DIBELS 8th Edition and mCLASS Lectura. By screening in English and Spanish, the teacher can gain insight on whether a student is having difficulties due to a language barrier or if they are demonstrating symptoms of being at-risk for dyslexia.

	Letter Names	Phonological Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency
English	30 Well Below	34 Below	11 Well Below	11 Well Below	10 Below	40% Well Below	4 Well Below
Spanish	51 Benchmark	53 Benchmark	20 Benchmark	55 Benchmark	23 Below	95% Benchmark	42 Below



mCLASS measures included to screen for risk

mCLASS provides additional measures to screen for risk related to dyslexia and other reading difficulties. In collaboration with DIBELS 8th Edition, these measures offer an insightful tool to identify at-risk students early on. These measures include vocabulary, spelling, and rapid automatized naming (RAN).



mCLASS Vocabulary

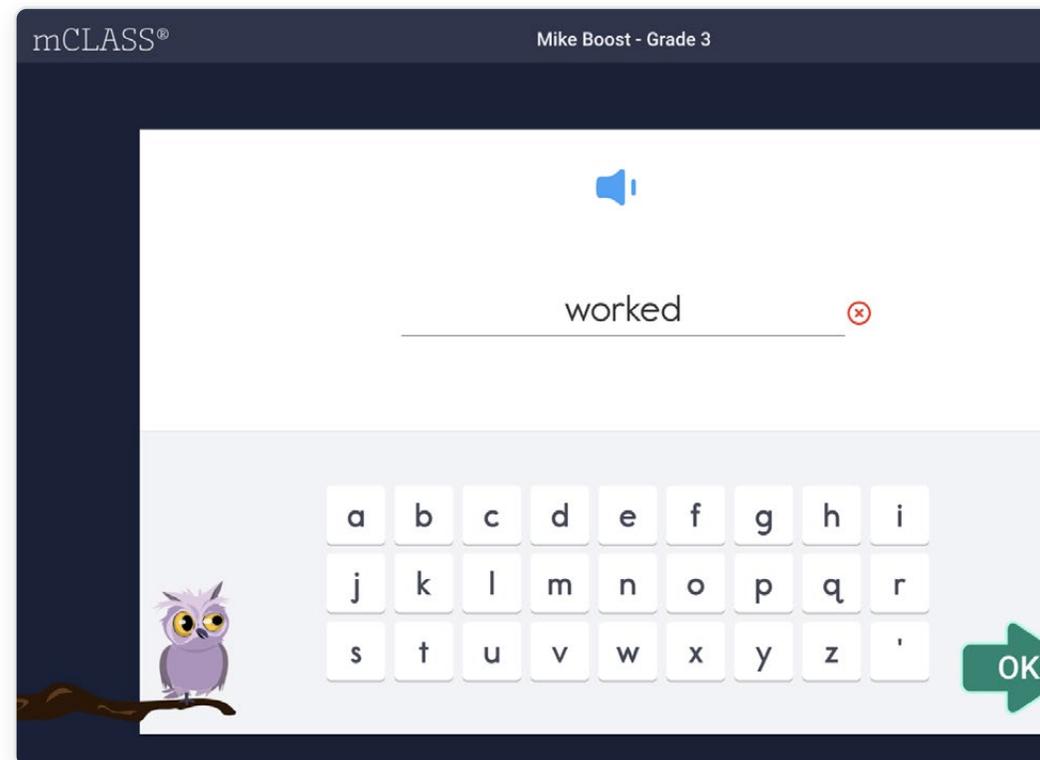
The mCLASS Vocabulary measure provides additional information to help determine what level of knowledge a student has of grade-specific words, whether the student has strategies for making meaning of words encountered in text, and whether the student is applying vocabulary knowledge to derive meaning from text. The measure is available for benchmarking three times a year in grades K–3.

The tasks assess each student's depth of knowledge of grade-level, high-utility (Tier 2), and content-specific words. Words were selected from widely-used core reading programs, lists of the most frequent and high-utility words (Graves 4000 Words list), and content-specific words (Marzano list) students should know.

mCLASS Spelling

The mCLASS Spelling measure is based on the principles of General Outcome Measurement and Curriculum-Based Measurement (Deno, 1992). The spelling measure provides an indication of a student's level of general spelling skills compared to other students, as well as the student's progress in spelling. This measure is available for benchmarking from the middle of kindergarten through the end of third grade.

Spelling items represent a random sample of grade-specific words, which are drawn from a pool of words covering the phoneme-grapheme correspondences that students in each grade are expected to learn over the course of the year based on the scope and sequences of published reading and spelling curricula.





◆ ◆ ◆

1	7	<u>4</u>	6	9	1	9	4	6	7
4	9	7	6	1	9	7	1	4	6
7	9	6	1	4	1	4	6	7	9
7	4	9	6	1	9	4	1	7	6
4	1	6	9	7	9	6	4	1	7

○
○

mCLASS RAN

The mCLASS RAN measure provides additional information on students' skills in the area of rapid automatized naming (RAN), which is considered a measure of phonological processing, specifically the retrieval of phonological information. This measure is available for benchmarking three times a year from kindergarten through third grade.

Using a teacher–student shared screen, the teacher discreetly marks student responses as the student names the repeated numbers accurately and rapidly out loud.

mCLASS Oral Language

The mCLASS Oral Language measure identifies students who struggle with the language structures commonly found in early reading texts. This observational screening consists of 21 sentences of increasing syntactic complexity. Students are asked to repeat the sentences verbatim, while the assessor notes errors, including substitutions, repetitions, insertions, self-corrections, and omissions. This measure for kindergarten through second grade is available for benchmarking three times a year.

The screenshot displays the mCLASS Oral Language assessment interface. At the top, a dark purple header contains the student name "Karen Aashdown_1", the grade "Grade 1 Beginning of Year", and the subject "Oral Language OL". To the right of the header are "Pause" and "Exit" buttons. Below the header is a toolbar with buttons for "Insert", "Substitute", "Omit", and "Repeat", along with a note "* self-corrected". The main area shows the sentence "The boy's bicycle was missing." with a blue left arrow on the left and a blue right arrow on the right. Above the word "bicycle" is a red box labeled "kite", and above "was" is a red box labeled "not". Below the sentence, the text "Item 3 of 21" is on the left, and "Total Score: 2" is on the right. In the center, there are three buttons: "No Response", "Correct" (highlighted in blue), and "Incorrect".



With mCLASS and DIBELS 8th Edition working together, educators have an extensive screening tool that helps reveal the critical early warning signs of reading difficulty or difficulties associated with dyslexia.

Screening area	mCLASS assessments
Phonological awareness	✓
Alphabetic principle/Phonics	✓
Reading fluency	✓
Reading accuracy	✓
Reading comprehension	✓
Vocabulary	✓
Encoding (Spelling)	✓
RAN	✓
Oral language	✓

Additional resources

- *Dyslexia Fact vs. Fiction* (ebook): amplify.com/factfictionebook
- University of Oregon white paper: amplify.com/dyslexia-whitepaper
- For more information, contact us at mCLASS@amplify.com

References

- Adams, 1990; Good et al., 2001; National Research Council, 1998; Stanovich, 1986
- Dyslexia Laws in the USA: A 2018 Update (Youman and Mather, 2018)
- Gearin, Turtura, Kame'enui, Nelson, & Fien, 2018
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For more information on mCLASS,
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