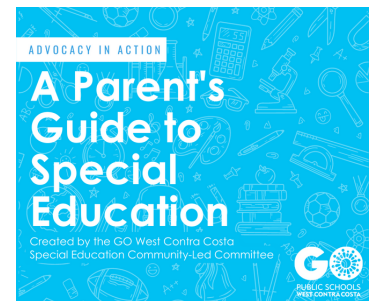


Reading Disabilities, including Dyslexia

Explicit instruction aligned with the science of reading is particularly vital for students with learning disabilities, such as dyslexia (a brain-based learning disability that affects a person's ability to read). This instruction may utilize the same techniques as high-quality reading instruction for all students, but students with dyslexia and other reading disabilities tend to require increased repetition and exposure. The good news is that with appropriate and sufficient instruction, the overwhelming majority of students with disabilities can learn to read well. However, **early identification** of reading needs is important and high-quality, explicit instruction is essential.

General Resources for Reading Disabilities:

- **Types of Reading Disability:** (Reading Rockets): "Researchers have identified 3 kinds of developmental reading disabilities that often overlap but that can be separate and distinct: (1) phonological deficit, (2) processing speed/orthographic deficit, and (3) comprehension deficit." See also related disabilities: [Understanding Dysgraphia](#); [Developmental Language Disorder](#) (DLD).
- **GO WCC's A Parents Guide to Special Education** ([English](#), [Spanish](#))
- **A parent's guide for asking questions (about IEPs, Interventions, etc.):** "[How do I know what questions to ask?](#)"
- **Evaluation Rights** (your rights as a parent to request a timely, comprehensive, and unbiased evaluation of your child's reading)
- **LD Online:** Collection of information and resources for various learning disabilities, including [identifying learning disabilities](#), [supporting students at home](#), [reading disabilities](#)



Dyslexia Resources:

- **National Center on Improving Literacy toolkits:** [Supporting Students with Dyslexia](#) "This toolkit provides information about dyslexia and how to best support the literacy development of students with dyslexia. Explore the five sections to learn more about: what dyslexia is, how schools can screen students for dyslexia risk, use of data to identify supports for students with dyslexia, what effective reading instruction looks like, and how to intensify reading instruction for students with dyslexia."
- **Advocacy Group:** [Decoding Dyslexia](#), a grassroots organization advocating for the rights of students with dyslexia, with a chapter in California. Includes great [Resources for Educators](#) and [Resources for Parents](#) sections.
- **International Dyslexia Association:** Includes many helpful [Fact Sheets](#)
- **Podcast:** "[Dyslexia: Where we started; where we're going](#)" on the [Amplify Science of Reading Podcast](#).
- **Webinar:** [Read the room, evidence from 40 years of research](#) (on improving reading outcomes for students k-5 with or at risk for dyslexia)

News Update:



Until recently, California was one of only 9 states to not require universal screening for risk of dyslexia or other reading difficulties. Given the importance of early detection and intervention for students with dyslexia, this was a missed opportunity. After a great deal of advocacy, this changed this summer when a bill to require dyslexia-risk screening was included in the Education Omnibus Budget Trailer Bill (SB114), which Governor Newsom signed. Starting in 2025-26 (or before) Local Education Agencies (traditional public school districts and charter schools) will need to begin screening all students K-2 for potential risk for reading difficulties, using one of a list of approved screeners (the approved list is still being developed), share the results with families and propose supports or services for children who are at risk. Read more about this at the [Decoding Dyslexia Blog](#).

[Dive deeper into GO's literacy library!](#)