

mCLASS

Dyslexia

Fact vs. Fiction



Introduction

Dear teachers,

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

We're here to help you in your teaching journey. You're tasked with delivering instruction to a class of students with different learning styles and reading levels. While assessments are part of your routine, they're only one piece of the puzzle.

Identifying learning disabilities can certainly be challenging. Did you know dyslexia affects 20% of the population and represents 80–90% of all those with learning disabilities? To assist you in reaching all your students, we've created a book that presents you with statements on dyslexia. Can you identify which are facts and which are fiction? We've provided an explanation after each statement with additional, helpful information, too.

The more we know about our students' challenges, including signs of dyslexia and how to assess for it, the better suited we are to help them succeed! We're here to help you meet the needs of all of your students!

Sincerely,

Amplify.



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What's the real deal with dyslexia?

You may recognize many of these people, but do you know which ones are said to have dyslexia?

Salma Hayek



Octavia Spencer



Keira Knightley



Richard Branson



Steven Spielberg



Photo credits: Salma Hayek: Gage Skidmore;
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Knightley: Andrea Raffin; Richard Branson:
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Dick Thomas Johnson

Hint:

*All of
them!*

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K

Of course, dyslexia wasn't identified until the mid-1800s, so we can't say for sure that Galileo (1564–1642) had it. By the time Keira Knightley was a child actor in the 1990s, teachers knew much more about the topic.

However, despite tremendous advances in scientific understanding and educational strategies, myths and untruths about dyslexia persist. Let's take a moment to separate dyslexia fact from fiction, and you'll see the real truth: It's definitely possible to make sure that all the students in your class can read and succeed.



Fact vs. *fiction*?

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



Fact

Some signs of 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.

Fact vs. *fiction*?

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



Fiction

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

Fact vs. *fiction*?

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



Fiction

It may take students with dyslexia more time to learn to read, but this time must be spent in 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.

Fact vs. *fiction*?

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



Fiction

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.

For example, imagine reading the sentence below when the letter e is replaced by the letter a.

Ha sew e big brown baer.

Students with dyslexia might reverse letters, but so do students without dyslexia. In fact, letter reversal is common and demonstrated by all types of students when they are first learning.

Fact or *fiction*?

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



Fiction

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

Fact or *fiction*?

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



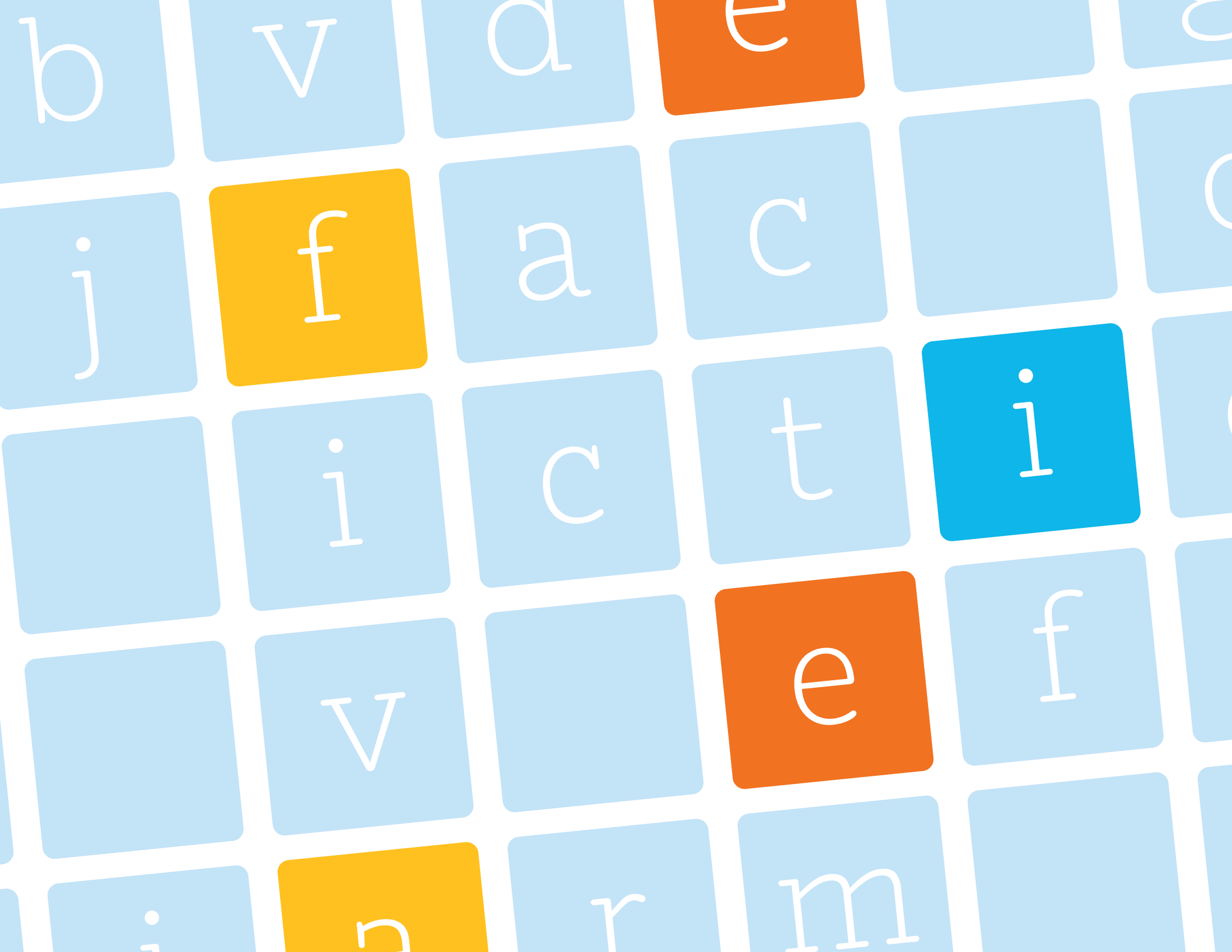
Fact

With proper differentiated supports for those with (or with signs of) dyslexia, everyone in your class can share the same materials—and become a learning, reading community.

How did you do?

Maybe you answered everything correctly and are an expert when it comes to dyslexia, or maybe you've been around the block a few times but still have a thing or two to learn. Either way, you may be asking yourself:

“So, what's next? What can I do for my students?”



Amplify's mCLASS® is a solution that can flag both reading risk and difficulties associated with dyslexia. With differentiated supports, it can help everyone in your class use the same curriculum.



Making Fun.

See if you can find

Location Words



With mCLASS, you'll be able to answer easily:

Which students are on track?

Which students are at risk for having trouble with reading?

Which students are at risk for dyslexia?



That is the power of mCLASS.



mCLASS

For more information on mCLASS,
visit **amplify.com/mclass** or
call **(800) 823-1969**.

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