

Dyslexia: A Continuum

A visual to support shared understanding and meaningful conversations between caregivers and school teams.



Dyslexia can look different across individuals, across skills, and over time.



These are not fixed categories or labels for learners.



Supports should be guided by present levels of performance, not by grade level alone.

How a Dyslexia Profile May Vary

Dyslexia involves persistent difficulties in word reading and/or spelling, even when instruction is effective for peers.

Defining difficulties along the continuum

(Sample profile. Placement will vary by learner.)



Related skills that may help explain the profile



Phonological processing
(including phonological awareness)



Morphological processing



Oral language development

Conversation starters for caregivers and school teams



What are the learner's current strengths and needs?



Which areas of word reading or spelling are most affected right now?



What instruction, supports, and progress monitoring best match this profile?

Support should match the profile



Oral language, phonological, and morphological support



Explicit decoding & word-reading instruction



Word-reading speed & automaticity practice



Spelling instruction



Vocabulary, comprehension, and written expression support



Accommodations, assistive technology, and access supports when needed

A learner may show different patterns across these areas. Assessment should identify current strengths and needs.



Identification and targeted instruction are important at any age. Early language and literacy support is particularly effective.



With shared understanding, targeted support, and meaningful collaboration, individuals with dyslexia can thrive.