Dyslexia Working Group

2023 Annual Report

Submitted to:
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By:
Dyslexia Working Group

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COLORADO
Department of Education

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Introduction

House Bill 19-1134 (H.B. 19-1134) was passed during the 2019 legislative session, which called for the creation of a Dyslexia Working Group (DWG). See section 22-20.5-103, C.R.S. According to the statute, the Commissioner of Education was required to convene a working group to improve the educational outcomes for students with dyslexia. The DWG is statutorily authorized through September 1, 2029. The DWG has seven tasks outlined in statute:

- Analyze current national and statewide data related to students identified as having dyslexia, including but not limited to identification rates and achievement rates.

- Analyze the implementation and demonstrated effectiveness in other states of statewide legislation for dyslexia screening, educator training, and other dyslexia related laws.

- Identify and recommend appropriate dyslexia screening tools and processes as well as comprehensive assessments that address the recognized challenges of dyslexia, including phonological processing, phonemic awareness, and decoding and encoding skills.

- Identify and recommend a statewide plan for supporting students who are identified as having dyslexia, including specific intervention structures and their components, which must include evidence-based interventions, progress-monitoring systems, and data collection systems.

- Identify and recommend components of dyslexia awareness training for Colorado educators, including the content, target audience, time frame for training, and projected cost.

- Identify and recommend educator training for in-state approved programs of preparation for teacher and alternative teacher programs and recommended training for current educators, based on effective practice in other states, as well as recommendation from state and national organizations focusing on literacy. The recommendations concerning educator training may include the content, target audience, time frame for training, and projected cost.

- Provide recommendations to the Colorado Department of Education (CDE) concerning the design and implementation of the pilot program.

In addition to these activities, the Dyslexia Working Group must, "analyze and integrate, as appropriate, the work and recommendations of other previous and ongoing state initiatives related to improving the identification and support of students who have dyslexia" 22-20.5-103(3), C.R.S.

Membership and Facilitation

Members of the Dyslexia Working Group
The authorizing legislation for the DWG required the group to include the following members:

- A parent of a child identified with dyslexia.

- A parent of a child identified with dyslexia and a disability.

- A school district literacy specialist.

- A school district director of special education.

- A state or national literacy expert.

- A state or national dyslexia expert.

- Two elementary grade teachers, one of whom teaches in a rural or small rural school district.

- A principal of an elementary school in rural school district or an employee of a BOCES who has expertise as a literacy specialist.

- A faculty member of an IHE who teaches in an approved educator preparation program for elementary grade teachers.

- A member of the local chapter of the international dyslexia association.

CDE solicits nominations and applications for service on the DWG to determine appointment recommendations for the Commissioner of Education. Each member's determination is taken into consideration from the quality of application packet, how the applicant meets the statutorily defined role, and the applicant's ability to serve through the duration of the working group. In addition, CDE makes it a priority that members are representative from across the state, including small rural and rural districts, urban and suburban districts. Table 1 below shows the membership of the DWG during the 2022-23 year.

At the end of the 2022-23 school year, the following members completed their service in the DWG, for which the department extends its gratitude:

- Kathleen Grubb, Elementary Teacher

- Laura Santerre-Lemmon, Ph.D., State Dyslexia Expert

- Jennifer Urbach, Ph.D., A faculty member of an institution of higher education who teaches in an approved educator preparation program for elementary grade teachers.

TABLE 1: Dyslexia Working Group Membership by Region and Role

Member	Region	Role
Jamie Brackney	Pikes Peak	A parent of a child who is identified as having dyslexia and a disability
Kathleen Grubb	Metro Area	Elementary teacher
Sarah Huffman	Southeast	Elementary teacher who is employed at an elementary school in a rural or small rural school district
Jennifer Imel	Southwest	A principal who is employed at an elementary school in a rural school district or an employee of a board of cooperative services who has expertise as a literacy specialist
Sierra Loar	Metro Area	A parent of a child who is identified as having dyslexia
Jay Mayer	Metro Area	A member of the local chapter of an international dyslexia association

Member	Region	Role
Patrick McGinty	Northwest	A school district director of special education
Michelle Qazi	Metro	A state or national literacy expert
Selena Roth	Metro Area	A parent of a child who is identified as having dyslexia
Laura Santerre – Lemmon	Metro Area	A state or national dyslexia expert
Laura Swanson	North Central	A school district literacy specialist
Jennifer Urbach	North Central	A faculty member of an institution of higher education who teaches in an approved educator preparation program for elementary grade teachers
Jess Yost	Metro Area	A parent of a child who is identified as having dyslexia and a disability

Facilitation of the Dyslexia Working Group

For the 2022-23 school year, the department scheduled the DWG meetings for the following dates:

- Friday, October 14, 2022
- Friday, December 9, 2022
- Friday, January 20, 2023
- Friday, March 3, 2023
- Friday, May 5, 2023

The DWG conducted their work through online virtual meetings, except for two hybrid (in-person and virtual) meetings. All meetings of the DWG were open to the public; however, only working group members had an active role in the meeting. CDE has a DWG webpage (http://www.cde.state.co.us/coloradoliteracy/codyslexiaworkgroup) where all of the meeting dates, locations, materials, and summaries are posted for transparency.

The DWG had three working groups that focused on the different components of the DWG's charge. The working groups for the 2022-23 school year were: (1) Assessment, (2) Teacher Training, and (3) Education Preparation.

- The assessment working group charge was to identify and recommend appropriate dyslexia screening tools and processes as well as comprehensive assessments that address the recognized challenges of dyslexia, including phonological processing, phonemic awareness, and decoding and encoding skills.

- The teacher training working group charge was to identify and recommend components of dyslexia awareness training for Colorado educators, including the content, target audience, time frame for training, and projected cost.

- The educator preparation (program training) working group charge was to identify and recommend educator training for in-state approved programs of preparation for teachers and alternative teacher programs and recommended training for current educators, based on effective practices in other states, as well as recommendations from state and national organizations focusing on literacy.

Implementation Updates

Following recommendations from the DWG's previous annual reports, CDE has continued to work on:

- Recommendations 1 and 2 from the 2022 DWG report was to disseminate DWG recommendations and resources with Colorado agencies and embed the recommendations and resources into several CDE initiatives, including the DWG's Potential Indicators of Dyslexia by Grade Level. CDE embedded the resources and recommendations from the DWG in its Dyslexia Handbook and continues to make periodic updates. CDE published the handbook as requested by the DWG on its webpage (https://www.cde.state.co.us/coloradoliteracy/dyslexia).

- Recommendations 3 and 4 from the 2021 DWG report related to actions for the READ Act interim assessment list. Specifically, the recommendations were to: (1) revise the CDE READ Act interim assessment review rubric by including the dyslexia indicators, and (2) use the revised rubric to review current READ Act interim assessments. CDE engaged the University of Massachusetts to revise the CDE READ Act interim assessment rubric to include dyslexia indicators and conduct a review of currently approved assessments and those submitted to the department through a request for information process. The review was completed in August 2022 and CDE presented recommendations for updating the CDE READ Act interim assessment list to the State Board of Education for approval. The assessments approved by the State Board of Education met the statutory requirements, in addition, met the expectation set by the board for the inclusion of a dyslexia screener. More information on the entire review process can be found on CDE's webpage (https://www.cde.state.co.us/coloradoliteracy/2022readactadvisorylist_assessmentreviewprocess).

2022-23 DWG Recommendations

Recommendation #1: Amendments to the READ Act

The Colorado READ Act was created to address early identification and intervention of students at risk of not reading at grade level by the end of third grade. While the READ Act has elevated the importance of early literacy and has recently made significant progress with teacher training, Colorado is one of few remaining states that does not specifically name dyslexia in its literacy legislation, nor does it require universal screening for dyslexia. The DWG would like to promote future improvements of the READ Act to include universal dyslexia screening, by the following actions:

- The DWG recommends that the READ Act be amended to include the term dyslexia as a subcategory of Significant Reading Deficiency (SRD) and to define it consistent with the CDE adopted definition of dyslexia for the purpose of universal screening, identification, and appropriate intervention.

- Relatedly, the DWG continues to recommend that the READ Act be amended to include universal dyslexia screening, with added specificity for grades K-3 and for students in any grade who have not been previously screened. In addition, the DWG suggests that CDE provide guidance to schools that the

READ Act screening process shall assess for dyslexia-risk and that Significant Reading Deficiency is indicative of the characteristics of dyslexia (e.g., difficulty with phonological processing; slow, inaccurate, or labored oral reading; difficulty with spelling; difficulty with rapid naming; and letter naming identification as an important benchmark for kindergarten and first grade).

- The DWG continues to recommend that the READ Act be amended to require the five criteria for dyslexia screening tools to be a part of all READ Act approved interim assessments, as described in previous reports and noted above. With that, the DWG recommends that the Colorado General Assembly require that dyslexia screening tools be used by all schools.

- The DWG continues to recommend that CDE develop guidance on differentiating the five criteria for dyslexia screening tools by grade level. A specific suggestion is to develop a chart that shows each of the five criteria and appropriate times for administration by grade level in conjunction with the READ Act procedures in place. The chart should be posted next to the READ Act approved interim assessments list on CDE's website (https://www.cde.state.co.us/coloradoliteracy/readinterimassessments).

- The DWG supports CDE and the State Board of Education in continuing to review pre-service teacher training programs to ensure that they are informed by the science of reading and include training in awareness of dyslexia and appropriate instruction and intervention.

Recommendation #2: Increased Awareness of Reading Specialist Requirements

The DWG recommends increasing awareness of parents/caregivers of children with dyslexia, teachers, administrators and other relevant stakeholders about Colorado's new Reading Specialist requirements (Appendix A), which require, amongst other things, that the reading specialist recognizes that dyslexia, dysgraphia, and other reading disorders exist along a continuum of severity and understands how reading difficulties and their characteristics may change over time in response to instruction and development. Information about Reading Specialist requirements will help parents, teachers and administrators better understand what resources are available to support their child/student. To raise awareness about the Reading Specialist requirements, the DWG recommends that:

- CDE incorporates information about the requirements into the CDE Dyslexia Handbook.

- CDE post information in an easy-to-access location about the Reading Specialist requirements on its website.

Recommendation #3: What Teachers Should Know About Dyslexia

The document, What Teachers Should Know About Dyslexia (Appendix B), is intended to help Institutes of Higher Education (IHEs) in Colorado teach pre-service and in-service educators about dyslexia. This document provides a matrix of topics, possible course placement, and resources across early childhood, primary, secondary, and special education. Topics include, but not limited to what is dyslexia, characteristics of dyslexia, assessments appropriate for dyslexia, methods to help students with dyslexia, gold standard resources for pre-service teachers, and gold standard method concepts for all levels. With this, the DWG recommends:

- The What Teachers Should Know About Dyslexia matrix (working document) be used to inform curriculum development for Institutes of Higher Education in Colorado. Further, the DWG recommends that IHEs use this document to help guide reauthorization efforts.

- CDE distributes What Teachers Should Know About Dyslexia matrix (working document) via its website and other appropriate channels.

Next Steps for the Dyslexia Working Group

For the 2023-24 school year, the focus for the DWG will be to:

- Review the Dyslexia Pilot Program final report and establish recommendations for CDE based on the lessons learned.

- Work with CDE to map out what resources, including funding opportunities and partnerships, currently exist to support rural districts and under-resourced schools in dyslexia-related professional development.

- Explore ways to build up a pool of specialists who are available to assist students with dyslexia.

- Research successful practices being utilized in other states (and in Colorado) that connect students with dyslexia to trained specialists.

- Continue to work with CDE, the State Board of Education, and Colorado General Assembly to implement universal screening of dyslexia in the state of Colorado.

- Work with CDE and IHEs to further refine dyslexia standards for reauthorization.

- Work to specify how phonemic awareness and other related components are included in screening/interim assessments.

- Provide updates with new research and resources annually.

Appendices

Appendix A: Reading Specialist Requirements

[CODE OF COLORADO REGULATIONS 1 CCR 301-101 Colorado State Board of Education](#)

6.4 Reading Specialist (Grades K-12)

To be endorsed as a reading specialist, an applicant must hold a Colorado initial or professional teacher license hold a master's or higher degree in reading; have completed an approved graduate program for the preparation of reading specialists at an accepted institution of higher education, including a supervised practicum or internship as a reading specialist; have three or more years of full-time, demonstrated classroom teaching experience; must be knowledgeable about research-based literacy instruction as outlined in rule 4.02(5) – 4.02(13) and the Colorado Academic Standards in reading, writing and communicating, and must demonstrate the competencies below:

6.04(1) The reading specialist is knowledgeable about literacy assessments and evaluation and is able to:

6.04(1)(a) utilize and implement validated screening assessments designed to identify students at risk for reading difficulties, including students who are multilingual and English-language learners;

6.04(1)(b) utilize information from screening (interim) assessments, diagnostic surveys, progress monitoring and descriptive data to:

6.04(1)(b)(i) make instructional decisions regarding content, entry point, pace, intensity and student group; and

6.04(1)(b)(ii) determine appropriate methods for literacy instruction and intervention.

6.04(1)(c) support teachers in administering, understanding, interpreting and using the results of formal and informal assessments in reading, spelling, writing and relevant literacy subskills that are targeted for instruction;

6.04(1)(d) administer and interpret diagnostic assessments of:

6.04(1)(d)(i) phonological and phonemic awareness;

6.04(1)(d)(ii) decoding skill, oral reading fluency and comprehension; and

6.04(1)(d)(iii) spelling and writing.

6.04(1)(e) utilize formative and summative assessment data to:

6.04(1)(e)(i) evaluate instructional effectiveness at all levels – student, classroom, grade, school and district – to inform decisions about resources and instruction; and

6.04(1)(e)(ii) set and evaluate specific and measurable short- and long-term goals for the student, classroom and/or school.

6.04(2) The reading specialist is knowledgeable about the nature, manifestations and prevalence of and research-supported treatments for reading and writing difficulties and:

6.04(2)(a) recognizes that dyslexia, dysgraphia and other reading disorders exist along a continuum of severity;

6.04(2)(b) understands how reading difficulties and their characteristics may change over time in response to instruction and development;

6.04(2)(c) understands how both intrinsic and extrinsic factors contribute to reading difficulties, including how certain conditions/exceptionalities can affect reading (e.g., Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorder and language processing and comprehension disorders);

6.04(2)(d) recognizes the social-emotional impact reading difficulties may have on students and their families;

6.04(2)(e) has a foundational knowledge of the tenets of National Institute of Child Health and Human Development (NICHD)/International Dyslexia Association's (IDA) definition of dyslexia; and

6.04(2)(f) recognizes the distinguishing characteristics of a person with dyslexia.

6.04(3) The reading specialist is trained to effectively instruct, direct or supervise instruction of students with reading disorders and demonstrates expertise and advanced knowledge and application of:

6.04(3)(a) processes, strategies and approaches to reading;

6.04(3)(b) explicit, systemic and evidence-based learning and instruction addressing:

6.04(3)(b)(i) the five components of scientifically based reading, including phonemic awareness, phonics, vocabulary, fluency, and comprehension;

6.04(3)(b)(ii) cognitive skills associated with reading success (e.g., working memory, rapid naming ability, metacognition);

6.04(3)(b)(iii) oral language and writing development; and

6.04(3)(c) targeted, structured multisensory instruction strategies for phonologically based disorders.

6.04(4) The reading specialist shall self-assess the effectiveness of instruction, direction and/or supervision based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

Appendix B: What Teachers Should Know About Dyslexia Matrix

Topic and Suggested Course Placement	Early Childhood / Elementary	Secondary	Special Education
Topic: **What is Dyslexia?** Suggested Course Placement: An introduction to dyslexia can be placed in the introduction to exceptionalities course, though it should be noted that not all students with dyslexia receive special education. Other areas where it can be introduced include initial literacy courses and/or methods courses.	**CONTENT:** **Early Childhood and Elementary preservice teachers should be able to:** • Define dyslexia and be able to identify why common myths about dyslexia are wrong.	**CONTENT:** **Secondary preservice teachers should be able to:** • Define dyslexia and be able to identify why common myths about dyslexia are wrong.	**CONTENT:** **Special Education preservice teachers should be able to:** • Define dyslexia and be able to identify why common myths about dyslexia are wrong.
	RESOURCES FOR IHE INSTRUCTORS: • IDA Definition https://dyslexiaida.org/definition-of-dyslexia/ CDE Dyslexia Handbook Chapter 2 https://www.cde.state.co.us/node/43365 • Gaab Lab Myths https://www.gaablab.com/dyslexia-myths • CDE Dyslexia FAQ https://www.cde.state.co.us/cdesped/dyslexia-faq-101	**RESOURCES FOR IHE INSTRUCTORS:** • IDA Definition https://dyslexiaida.org/definition-of-dyslexia/ • CDE Dyslexia Handbook Chapter 2 https://www.cde.state.co.us/node/43365 • Gaab Lab Myths https://www.gaablab.com/dyslexia-myths • CDE Dyslexia FAQ https://www.cde.state.co.us/cdesped/dyslexia-faq-101	**RESOURCES FOR IHE INSTRUCTORS:** • IDA Definition https://dyslexiaida.org/definition-of-dyslexia/ • CDE Dyslexia Handbook Chapter 2 https://www.cde.state.co.us/node/43365 • Gaab Lab Myths https://www.gaablab.com/dyslexia-myths • CDE Dyslexia FAQ https://www.cde.state.co.us/cdesped/dyslexia-faq-101

Topic and Suggested Course Placement	Early Childhood / Elementary	Secondary	Special Education
Topic: **Characteristics (Is/Not)** Suggested Course Placement: This information fits with courses that first introduce dyslexia.	**CONTENT:** **Early Childhood and Elementary preservice teachers should be able to:** • Identify common characteristics of dyslexia in Pre-K and elementary students.	**CONTENT:** **Secondary preservice teachers should be able to:** • Identify common characteristics of dyslexia of students at the middle school/high school level.	**CONTENT:** **Special Education preservice teachers should be able to:** • Identify common characteristics of dyslexia of students at all age ranges.
	RESOURCES FOR IHE INSTRUCTORS: • CDE Dyslexia Handbook Chapter 2 https://www.youtube.com/watch?v=ouEDrIVorfM • Simulations Opportunities https://idarmb.org/simulations/	**RESOURCES FOR IHE INSTRUCTORS:** • CDE Dyslexia Handbook Chapter 2 https://www.cde.state.co.us/node/43365 • Stephanie's Presentation (High School) https://www.youtube.com/watch?v=ouEDrIVorfM • What is dyslexia? https://www.youtube.com/watch?v=gtFKNPrJhJ4	**RESOURCES FOR IHE INSTRUCTORS:** • CDE Dyslexia Handbook Chapter 2 https://www.cde.state.co.us/node/43365 • Stephanie's Presentation (High School) https://www.youtube.com/watch?v=ouEDrIVorfM • Simulation Opportunities https://idarmb.org/simulations/

Topic and Suggested Course Placement	Early Childhood / Elementary	Secondary	Special Education
Topic: **Assessments Appropriate to Dyslexia** Suggested Course Placement: This information fits in with assessment courses. Though the 504 vs. IEP can be included in an intro to exceptionalities course.	CONTENT: **Early Childhood and Elementary preservice teachers should be able to:** • Explain the READ Act • Explain the CO-MTSS system. • Explain dyslexia screening within the CO-MTSS screener. • Explain the general educator's role within the MTSS process (with both assessments and interventions) and SLD eligibility process. • Understand the difference between Identification of dyslexia and eligibility. • Understand the difference between a 504 and an IEP	CONTENT: **Secondary preservice teachers should be able to:** • Explain the CO-MTSS System • Explain the general educator's role within the MTSS process (with both assessments and interventions) and SLD eligibility process. • Understand the difference between Identification of dyslexia and eligibility. • Understand the difference between a 504 and an IEP	CONTENT: **Special Education preservice teachers should be able to:** • Explain the READ Act and discuss how it pertains to students with special needs (e.g., Pathways of testing, READ Plan separate vs. embedded in the IEP) • Explain the importance of following the approved accommodations on screeners (e.g., not changing the function of the test… not taking a timer off the screener even though it is an accommodation) • Explain the CO-MTSS system. • Explain dyslexia screening within the CO-MTSS screener. • Explain the special educator's role within the MTSS process (with both assessments and • Understand the difference between Identification of dyslexia and eligibility. • Types of tests that can be used to identify difficulties related to dyslexia. • Analyzed quantitative and qualitative data to determine

Topic and Suggested Course Placement	Early Childhood / Elementary	Secondary	Special Education
			whether to determine SLD eligibility for dyslexia. • Understand the difference between a 504 and an IEP. • Teasing out language acquisition from learning disability.
	RESOURCES FOR IHE INSTRUCTORS: • CDE Handbook Chapter 3 https://www.cde.state.co.us/node/43367 • Iris Center reading progress monitoring: https://iris.peabody.vanderbilt.edu/module/pmr/ • Videos on the Importance of Early Screening https://www.youtube.com/watch?v=EsQipduzmXs&t=13s • Preliteracy screening - Early Bird https://www.gaablab.com • University of Michigan http://dyslexiahelp.umich.edu/assessment	**RESOURCES FOR IHE INSTRUCTORS:** • CDE Handbook Chapter 3 https://www.cde.state.co.us/node/43367 • CDE FAQ https://www.cde.state.co.us/cdesped/dyslexia-faq-id-and-evaluation • University of Michigan http://dyslexiahelp.umich.edu/assessment	**RESOURCES FOR IHE INSTRUCTORS:** • CDE Handbook Chapter 3 and 8 https://www.cde.state.co.us/node/43367 • EL Chart https://docs.google.com/document/u/0/d/1APDoZr8IGT0oaicKtjIU8xqyML938RZX/edit • Lindstrom, J. H. (2019). Dyslexia in the schools: Assessment and identification. *Teaching exceptional children*, 51(3) https://journals.sagepub.com/doi/abs/10.1177/0040059918763712?journalCode=tcxa • University of Michigan http://dyslexiahelp.umich.edu/assessment • Databased decision-making https://intensiveintervention.org/

Topic and Suggested Course Placement	Early Childhood / Elementary	Secondary	Special Education
			• Hoeft Dyslexia Across Languages https://www.youtube.com/watch?v=Ef-3MXhl3Cg • CDE FAQ https://www.cde.state.co.us/cdesped/dyslexia-faq-id-and-evaluation • Understood Video on dyslexia and different languages https://www.understood.org/en/articles/video-how-does-dyslexia-play-out-in-different-languages
Topic: **Methods to Help Students with Dyslexia** Suggested Course Placement: This fits within methods courses.	**CONTENT:** **Early Childhood and Elementary preservice teachers should be able to:** • Identify the developmental stages of learning to reach. • Explain the Science of Reading and Structure Literacy. • Demonstrate lessons that align with the science of reading. • Identify and provide accommodation. • Identify support for families.	**CONTENT:** **Secondary preservice teachers should be able to:** • Explain the Science of Reading. • Identify appropriate accommodations, assistive technology and other UDL supports. • Identify support for families.	**CONTENT:** **Special Education preservice teachers should be able to:** • Identify the developmental stages of learning to reach. • Explain the Science of Reading and Structure Literacy. • Demonstrate lessons that align with the science of reading. • Identify accommodations, assistive technology, other UDL supports to support students within the general education classroom.

Topic and Suggested Course Placement	Early Childhood / Elementary	Secondary	Special Education
			• Design individualized instruction based on data. • Support the development of Self Efficacy and Self Advocacy. • Identify support for families.
	RESOURCES FOR IHE INSTRUCTORS: • CDE Handbook Chapter 4 and 5 https://www.cde.state.co.us/node/43367 • Spear-Swerling, L. (2019). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *Teaching Exceptional Children*, *51*(3), 201-211. https://www.readingrockets.org/content/pdfs/structured-literacy.pdf • READING LEAGUE Curriculum Evaluation Rubric https://www.thereadingleague.org/wp-content/uploads/2022/06/The-Reading-League-Curriculum-Evaluation-Guidelines-2022.pdf	**RESOURCES FOR IHE INSTRUCTORS:** • CDE Handbook Chapter 4 and 5 https://www.cde.state.co.us/node/43367 • UDL Guidelines https://udlguidelines.cast.org/	**RESOURCES FOR IHE INSTRUCTORS:** • CDE Handbook Chapter 4 and 5 https://www.cde.state.co.us/node/43367 • UDL Guidelines https://udlguidelines.cast.org/

Topic and Suggested Course Placement	Early Childhood / Elementary	Secondary	Special Education
Gold Standard Resources for Preservice Teachers	**RESOURCES:** • CDE Dyslexia Handbook https://www.cde.state.co.us/cdesped/dyslexiahandbook • Dyslexia 101 FAQ https://www.cde.state.co.us/cdesped/dyslexia-faq-101 • Dyslexia Identification & Evaluation FAQ: https://www.cde.state.co.us/cdesped/dyslexia-faq-id-and-evaluation • IDA https://dyslexiaida.org/ • Rocky Mountain IDA https://idarmb.org/ • Reading League https://www.thereadingleague.org/ • Reading League Colorado https://co.thereadingleague.org/ • National Center for Improving Literacy https://improvingliteracy.org/school • FCRR https://fcrr.org/student-center-activities • UFLI	**RESOURCES:** • Learning Ally https://learningally.org/ • Talkify https://talkify.net/text-to-speech • CDE Dyslexia Handbook https://www.cde.state.co.us/cdesped/dyslexiahandbook	**RESOURCES:** • IDA https://dyslexiaida.org/ • Rocky Mountain IDA https://idarmb.org/ • Reading League https://www.thereadingleague.org/ • Reading League Colorado https://co.thereadingleague.org/ • National Center for Improving Literacy https://improvingliteracy.org/school • FCRR https://fcrr.org/student-center-activities • UFLI https://ufli.education.ufl.edu/ • Learning Ally https://learningally.org/ • Talkify https://talkify.net/text-to-speech • CDE Dyslexia Handbook https://www.cde.state.co.us/cdesped/dyslexiahandbook

Topic and Suggested Course Placement	Early Childhood / Elementary	Secondary	Special Education
	https://ufli.education.ufl.edu/		• Dyslexia 101 FAQ: https://www.cde.state.co.us/cdesped/dyslexia-faq-101 • Dyslexia Identification & Evaluation FAQ https://www.cde.state.co.us/cdesped/dyslexia-faq-id-and-evaluation
Gold Standard Methods/Concepts	**RESOURCES:** • CDE Chapter 4.2 Science of Reading https://www.cde.state.co.us/node/43367 • Data Based Individualization https://intensiveintervention.org/ • National Center for Improving Literacy https://improvingliteracy.org/school • Hugh Catts Florida Reading Research Center https://fcrr.org/	**RESOURCES:** • Providing Reading Interventions for Students in Grades 4-9 https://ies.ed.gov/ncee/wwc/PracticeGuide/29	**RESOURCES:** • Vulnerable Populations https://dyslexiafoundation.org/tdfc-fall-2021-vulnerable-student-populations-dr-julie-washington/ • EL Chart https://docs.google.com/document/u/0/d/1APDoZr8IGT0oaicKtjlU8xqyML938RZX/edit • Adelson, Geva, & Fraser (2014). Identification, assessment, and instruction of English language learners at risk for learning difficulties in the elementary and intermediate grades (p. 9-10) https://www.semanticscholar.org/paper/Identification%2C-Assessment%2C-and-Instruction-of-with-Adelson-

Topic and Suggested Course Placement	Early Childhood / Elementary	Secondary	Special Education
			Geva/f93a840b10a709ab38cfa79ada446c5ff0e267dd • Geva, E. & Ramirez, G. (2015). *Focus on Reading.* Oxford: Oxford University Press • Gough, P. and Tunmer, W. (1986). Decoding, reading, and reading disability. Remedial and Special Education, 7, 6–10. https://journals.sagepub.com/doi/10.1177/074193258600700104 • Mancilla-Martinez J, Lesaux NK. (2011). The gap between Spanish speakers' word reading and word knowledge: a longitudinal study. Child Development. https://psycnet.apa.org/record/2011-20461-016