

Dyslexia

is real.

It's a learning difference that makes reading difficult. It often runs in families. Researchers have been studying dyslexia for more than 100 years.

is common.

Some experts say 5 to 10 percent of people have dyslexia. Other say as many as 17 percent show signs of it.

is lifelong.

With the right support, people with dyslexia can get better at reading. Many thriving adults with dyslexia say it helped them be more creative and resilient.



Dyslexia isn't a problem of intelligence, laziness, vision, or reading letters backwards.

Trouble areas

- Sounding out written words
- Recognizing common words in text
- Spelling
- Reading accurately and smoothly
- Understanding what's read
- Writing
- Rhyming
- Solving word problems in math
- Learning a foreign language

Ways to help

1. Step-by-step instructions on the basics of reading, with each concept mastered before moving on
2. Different ways for people to show what they know, like speaking rather than doing a written report
3. Technology like audiobooks and text-to-speech to level the playing field

Dyslexia signs at different ages

Having dyslexia doesn't mean people aren't smart. It means they have trouble with reading and other skills that involve language.

Preschool

- Mispronouncing words, like saying *beddy tear* instead of *teddy bear*
- Saying *thing* and *stuff* instead of naming common objects
- Trouble learning nursery rhymes or singing the alphabet
- Telling stories that are hard to follow
- Difficulty following directions with multiple steps

Grades K–2

- Trouble learning letter names and remembering the sounds they make
- Confusing letters that look similar (like *b* and *d*) or sound similar (like *f* and *v*)
- Struggling to read familiar words (like *cat*), especially if there aren't pictures
- Substituting words when reading aloud, like *house* when the story says *home*
- Trouble separating the sounds in words and blending sounds to make words
- Struggling to remember how words are spelled

Grades 3–5

- Confusing or skipping small words like *for* and *of* when reading aloud
- Trouble sounding out new words and recognizing common ones
- Struggling to explain what happened in a story or answer questions about it
- Frequently making the same kinds of mistakes, like reversing letters
- Spelling the same word correctly and incorrectly in the same exercise
- Avoiding reading whenever possible or getting frustrated or upset when reading

Tweens, teens, and adults

- Reading slowly or skipping small words or parts of words when reading aloud
- Often searching for words or using substitutes like *gate* instead of *fence*
- Trouble “getting” jokes or understanding idioms, puns, and abbreviations
- Taking a very long time to complete reading assignments
- Having an easier time answering questions about text that's read aloud