Chart of Statistics Underpinning Nancy Young's *The Ladder of Reading* Infographic

Young, N. (2017). The Ladder of Reading. Retrieved from https://www.nancyyoung.ca/research-and-links	R. Lyon's Testimony to the US House of Representatives, Subcommittee on Education Reform, 1998.	R. Lyon, NICHD, Reading Initiative, 1998. Reported in Hempenstall, K. (2016). *Read about it: Scientific evidence for effective teaching of reading*. CIS Research Report 11. Sydney: The Centre for Independent Studies. Retrieved from https://www.cis.org.au/publications/research-reports/read-about-it-scientific-evidence-for-effective-teaching-of-reading/	National Reading Panel, 2000. Reported in Hempenstall, K. (2016). *Read about it: Scientific evidence for effective teaching of reading*. CIS Research Report 11. Sydney: The Centre for Independent Studies. Retrieved from https://www.cis.org.au/publications/research-reports/read-about-it-scientific-evidence-for-effective-teaching-of-reading/	Moats, L., & Dakin, K. (2015). *IDA: Fact sheets: Dyslexia basics*. Retrieved from https://dyslexiaida.org/dyslexia-basics/
5%: Learning to Read (LtR) seems effortless.	5%: LtR on their own		5%: LtR with minimal instruction	Nationally, 13–14% of students qualify for special ed. services.
35%: LtR is relatively easy with broad instruction.	20–30%: LtR relatively easily with formal instruction; most methods will be effective	40%: LtR readily with minimal instruction		One half of the 14% eligible for special ed. services are students with learning disabilities (LD).
40–50%: LtR requires code-based, explicit, systematic, and sequential instruction.	30–50%: LtR expected to be difficult without direct, systematic, and explicit instruction	30–40%: LtR with significant support	60%: LtR with significant support	85% of students with LD have difficulty reading and processing language.
10–15%: LtR requires code-based, explicit, systematic, sequential, and diagnostic instruction with many repetitions.	30–50%: LtR expected to be the most difficult challenge ever faced	20–30%: LtR seriously difficult task requiring exemplary instruction (intense and over a long period of time)	35%: LtR with intensive intervention	15–20% of the population have symptoms of dyslexia. Not all qualify for special education, but most benefit from Structured Literacy instruction.
LtR = Learn to Read OR Learning to Read				