

# Various Developmental Indicators

## Preschool Age Symptoms

- Difficulty with rhyming.
- Confusion over letter names.
- Lack of interest in books.
- Difficulty naming things quickly.
- Delayed Language.

## Kindergarten through First Grade

- Letter confusion
- Difficulty with letter/sound relationships.
- Difficulty remembering sight words.
- Inability to manipulate single sounds in words.
- Active avoidance with reading.

## Second Grade to Third Grade

- Confusion for words that look similar.
- Difficulty remembering sight words.
- Consistent spelling errors with letter reversals.
- Omission of word endings.
- Difficulty managing and organizing materials.

## Fourth through Eighth Grade

- Errors with sight words.
- Difficulty learning new vocabulary words.
- Weak decoding skills.
- The need for support to organize materials.
- Difficulty reading/spelling multisyllabic words.

## High School through College

- Persistent reading and spelling challenges.
- Difficulty retrieving words.
- Needs extra review on new vocabulary.
- Difficulty organizing projects.
- Extreme fatigue when reading.

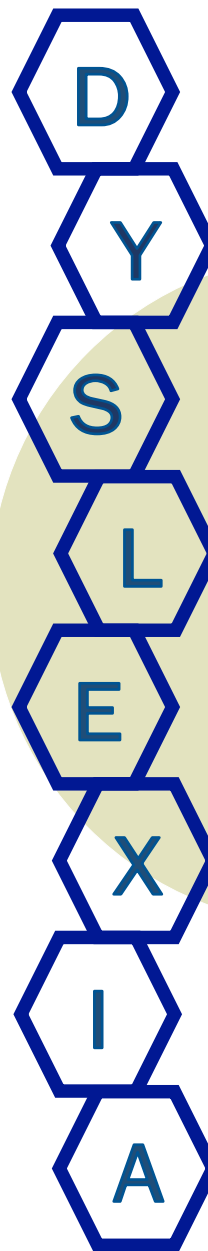


Dyslexia Guidelines provided by CUSD Student Services.  
Information from California Department of Education. 2017. *California Dyslexia Guidelines*. Sacramento, Ca.

“Dyslexia is an unexpected difficulty in learning to read. Dyslexia takes away an individual’s ability to read quickly and automatically, and to retrieve spoken words easily, but it does not dampen one’s creativity and ingenuity”  
(Yale Center for Dyslexia, 2017).

## Websites for more information:

- International Dyslexia Association for **Quick Facts** and **FAQs**.
- **Dyslexia Connection** newsletter.
- The Yale Center for Dyslexia and Creativity.
- Florida Center for Reading Research.
- Decoding Dyslexia.



A neurobiological foundation

that affects phonological processing.

## Information

- Identify
- Screen
- Intervene

# Phonological Awareness

The ability to distinguish letter sound units in words.

Dyslexia can be a road block to learning!

It shows up in a lack of **phonological awareness** which is the foundation for phonics and reading.

## Phonemic Awareness

Blending/Segmenting/  
Manipulating sounds.  
Spelling issues.



Identify



Intervene

## Phonological Memory

Working memory  
needed to decode and  
hold onto sounds.

## Rapid Naming

Retrieval of  
phonological sounds  
from long term memory.

Multisensory Techniques

Phonics

Vocabulary

Fluency

Comprehension

more

May also have speech or  
language deficits.



Screen

## Identifying Symptoms

- Inability to sound out new words.
- Limited sight word vocabulary.
- Listening comprehension stronger than reading comprehension.
- Inadequate response to instruction.



## Strengths

- *Big picture* thinker.
- Strong visual-spatial ability.
- Curiosity.
- Strong imagination.
- Enjoyment of skills in solving puzzles.