

Checklists & References

Indicators of Dyslexia: Preschool Checklist

After skills have been taught, the child:

- Has difficulty pronouncing words
- Has difficulty with rhyme
- Is unable to recall the correct word
- Has difficulty learning/remembering letter names
- Has difficulty following multistep directions/routines
- Has difficulty telling/retelling a story in sequence
- Has trouble learning common nursery rhymes
- Has difficulty separating sounds in words
- Has difficulty blending sounds to make words
- Has difficulty listening to and discussing storybooks

Indicators of Dyslexia: K-I Checklist

After the skills have been taught, the child:

- Has difficulty recognizing that words can be separated into their basic sounds, such as "shoe" can be broken down into /sh/-/oo/
- Has difficulty recognizing that words can be separated into syllables (horseshoe= horse + shoe)
- Has trouble sounding out individual words in isolation
- Has difficulty using descriptive language
- Says that reading is difficult
- Has difficulty connecting letters to their sounds
- Say a word very differently from the written text (saying "house" when seeing "giant")
- Has difficulty pronouncing beginning sounds in words
- Has difficulty spelling high-frequency short words
- Has difficulty reading orally with fluency
- Has difficulty following simple directions

Indicators of Dyslexia: Grades 2-4 Checklist

After the skills have been taught, the child:

- Makes letter reversals and inversions (b/d, p/q, u/n, w/m)
- Makes word reversals ("pot" for "top")
- Confuses words ("and" for "said", "goes" for "does")
- Has difficulty pronouncing long, unfamiliar words
- Relies on guessing and context to decode new words rather than sounding them out
- Omits parts of words when sounding them out ("enjible" for "enjoyable")
- Has difficulty breaking multisyllabic words into their component syllables
- Avoids reading aloud
- Hesitates and pauses during speaking, using lots of "ums"
- Has difficulty remembering number sequences, math facts, and confuses arithmetic signs
- Has difficulty finishing written tests on time

Indicators of Dyslexia: Grade 5-8 Checklist

After the skills have been taught, the child:

- Reverses letter sequences ("soiled" for "solid")
- Has difficulty identifying and learning prefixes/suffixes/bases
- Spells the same word differently on the same page
- Reads aloud slowly, laboriously, and without inflection
- Performs disproportionately poorly on multiple choice tests
- Avoids reading aloud and reading for pleasure
- Relies on guessing and context to decode new words rather than sounding them out individually
- Avoids writing and may have illegible handwriting
- In math, has difficulty with word problems and memorizing facts
- Has difficulty learning a foreign language
- Has difficulty responding orally when questioned
- Has difficulty with comprehension when reading

For Further Information

Resources - p.1

Articles

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Articles

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Articles

- Pegado, F., Nakamura, K., & Hannagan, T. (2014). How does literacy break mirror invariance in the visual system? *Frontiers in Psychology*, 5, 703. <http://doi.org/10.3389/fpsyg.2014.00703>
- Porter, T.R. (2021). A pediatrician's role in dyslexia: Where theory meets practice. *Contemporary PEDS Journal*, 38 (1).
- Samuelsson, S., & Lundberg, I. (2003). The impact of environmental factors on components of reading and dyslexia. *Annals of Dyslexia*, 53, 201–217. <https://doi.org/10.1007/s11881-003-0010-8>
- Serrallach, B., Groß, C., Bernhofs, V., Engelmann, D., Benner, J., Gündert, N., ... Seither-Preisler, A. (2016). Neural Biomarkers for Dyslexia, ADHD, and ADD in the Auditory Cortex of Children. *Frontiers in Neuroscience*, 10, 324. <https://doi.org/10.3389/fnins.2016.00324>
- Torgesen, J. K. (2004). Avoiding the devastating downward spiral: The evidence that early intervention prevents reading failure. *American Educator*, 28(3), 6–9, 12–13, 17–19, 45–47.

Articles

- van Wingerden, Segers, E.E., van Balkom, H. & Verhoeven, L. (2018). Cognitive Constraints on the Simple View of Reading: A Longitudinal Study in Children With Intellectual Disabilities, *Scientific Studies of Reading*, 22(4), 321-334. <https://doi.org/10.1080/10888438.2018.1446435>

(Blogs)

- Inside the Letterbox: How Literacy Transforms the Human Brain- Dehaene, S. The DANA Foundation-2013
- U.S. Department of Education Encourages Schools to Use the Terms "Dyslexia," "Dysgraphia" and "Dyscalculia" in IEPs, Oct 23, 2015, Understood.com, by Geri Coleman Tucker.

Associations & Agencies

- Academic Language Therapist Association (ALTA)
<https://altaread.org/arizona-chapter/>
- American Academy of Pediatrics (AAP)
 - HealthyChildren.org, AAP Policy: Vision Problems Do Not Cause Dyslexia
 - Language Processing and Decoding Issues Now Seen As Key to Learning Disabilities
- International Classification of Diseases, Eleventh Revision (ICD-11), World Health Organization (WHO) 2019/2021 <https://icd.who.int/browse11> Licensed under Creative Commons Attribution-NoDerivatives 3.0 IGO licence (CC BY-ND 3.0 IGO)
- International Dyslexia Association (IDA) ida.org
- Institute for Education Sciences, National Center for Education Statistics, [National Assessment of Educational Progress \(NAEP\)](#)

Books

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- Catts, H.W. & Kamhi, A. G. (2005). *Language and Reading Disabilities (2nd Edition)*. Needham Heights, MA: Allyn & Bacon.
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- Duckworth, A. (2016). *Grit: The Power of Passion and Perseverance*
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Books cont.

- Seidenberg, M. (2017). *Language at the Speed of Sight: How We Read, Why So Many Can't, and What Can Be Done About It*
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- Sousa, David A. (2014). *How the Brain learns to Read*

Foundations

- The Dyslexia Services Foundation (funding services for low-income students)

Infographics

- NAEP Reading: State Average Scores-2019 (1 state higher, 17 states lower)
- Vortex of Dyslexia: the emotional impact of dyslexia by S. Barrie Blackley (Lexercise Infographic)
- What is Structured Literacy by C.D. Cowen (IDA Infographic)

Podcasts

- Unlocking Dyslexia (NPR, 2016)
- Hard to Read: How American schools fail kids with dyslexia (APM, 2018)
- Sold a Story (APM, 2022)

Public Schools (USA)

- Dyslexia Laws Status by State: 2018 Update (listed by IDA)
- Dyslexia: What to Do When (Wrightslaw.com - information about special education law in the USA)
- Hanford, Emily (2018). Hard Words: Why aren't kids being taught to read? (APM Reports)

Videos

- Dyslexia and the Brain by G. Eden (2016) - Understood.org video (9 1/2 min.)
- What is Dyslexia? by Kelli Sandman-Hurley (2013) - TEDEd video (4 1/2 min.)
- What Dyslexia Red Flags Look Like for Different Students in Different Grades by Kelli Sandman-Hurley and Traci Block-Zaretsky (2018)- Learning Ally video (63 min.)