

What dyslexia looks like by grade level

Pre-K

- Difficulty with learning and remembering names of letters and trouble with sounds and corresponding symbols
- Sight words more difficult to learn
- Some have a history of early language delay
- Difficulty with phonological awareness skills, or manipulating sounds:
 - Words in a sentence - “How many words are in ‘I have a blue car’”
 - Difficulty breaking words into syllables:
 - Blending compound words (“Put together rain...bow”)
 - Segmenting compound words (“Take apart hotdog”)
 - How many syllables? (“How many syllables are in piano?”)
 - Difficulty Rhyming
 - Identify whether words rhyme (“Do big and rig rhyme?”)
 - Producing a rhyme for the given word (“Tell me a rhyming word for pit”)

Kindergarten

- Struggle with skills mentioned in Pre-K level
- May be able to recognize sight word in a text on one line, but then do not recognize the same word on the second line
- Handwriting less legible than peers and difficulty recalling letter formation, frequent reversals
- May have an awkward pencil grasp
- May have math concept difficulties
- May begin to have an emotional impact due to the stress of mismatched ability with academic demands in misaligned instruction..

Grades 1-2

- Reading & handwriting confusion, fatigue, frustration, embarrassment anxiety, reluctance
- Continue to sound out words they should be able to recognize instantly
- Begin to realize they are behind their peers
- b/d confusion persists
- Omits words in writing and letters in spelling

Grades 3-12

- A marked difference in 3rd grade is that kids are now expected to read. In Pre-K through 2nd grade, kids are “learning to read”. Starting in 3rd grade, kids are “reading to learn.”
- Often known as reluctant readers
- Sounds out words that should be recognized instantly
- Omissions, substitutions, transpositions
- Slow deliberate reading or fast scrabled reading
- Continued b/d confusion
- Dropping/Adding/Skipping/ Substituting syllables in multi-syllabic words
- Poor recognition of base words
- Weak error detection or high number of self-corrections
- Issues with prosody
- Trouble spelling simple words
- Issues with math concepts- telling time, multiplication tables, word problems
- Reading comprehension is poor relative to listening comprehension
- Difficulty organizing ideas for written expression
- Tells stories in a spiral

Guillory-Welsh, Gabi. 2024. Orton-Gillingham Associates Coursework. Slides 53-54.