



## Dyslexia Indicators by Age and Grade Level

Preschool Years	Kindergarten and First Grade
Trouble learning common nursery rhymes	Failure to understand that a word like <i>batboy</i> can be broken apart
A lack of appreciation of rhymes	Failure to understand that the <i>bat</i> in <i>batboy</i> can be broken down to /b//a//t/
Mispronounced words; peristant baby talk	Inability to connect the sounds to the letters that represent them
Difficulty in learning and remembering names of letters	Reading errors that show no connection to the sounds of the letters; for example, <i>hop</i> is read as <i>pig</i>
Failure to know the letters in his/her own name	Inability to sound out and read common one-syllable words; for example, <i>mat</i>
Sometimes strengths in higher-level thinking processes	Self-conscious when it's time to read
	Sometimes strengths in higher-level thinking processes

*International Dyslexia Association, 2013  
Shawitz, 2003*



## Dyslexia Indicators by Age and Grade Level

Second Grade and Above	Adolescents and Adults
Incorrect pronunciation of words; for example, <i>escalator</i> becomes <i>calculator</i>	Earlier oral language difficulties
Speech that is not fluent; says "um" a lot; hesitation when speaking	Mispronunciation or difficulty remembering names and places
Uses imprecise language; for example, says "stuff" instead of the proper name	A struggle to retrieve names and lists
Inability to verbalize an oral response quickly when questioned	Spoken vocabulary that is smaller than listening vocabulary
Trouble remembering isolated pieces of information; for example, dates and random lists	Childhood history of reading and spelling difficulties
Few strategies to read new words; omitting parts of words	Lack of fluency
Inability to read small function words such as <i>that</i> , <i>when</i> , <i>where</i>	Avoidance of reading aloud
Fear of reading aloud	Trouble reading unique or difficult words
Oral reading that lacks inflection and prosody	Substitution of made-up words during reading for words that cannot be pronounced
Over-reliance of context to discern the meaning of text; understands context better than isolated words	Extreme fatigue from persistent reading problems
Messy handwriting; poor spelling	Rarely reads for pleasure
Reading accuracy may improve over time but fluency remains below benchmark	Frequently spends long hours studying and reading work-related materials
Sometimes strengths in higher-level thinking processes	Sometimes strengths in higher-level thinking processes

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