

# California Dyslexia Guidelines

## Author

California Department of Education

## Description

This 136-page set of guidelines from the California Department of Education supports teachers and other members of the community who work with learners with dyslexia and other learning disabilities.

## Salient Points

Dyslexia is a specific type of learning disability where learners have trouble recognizing words correctly and fluently. Dyslexia can vary in severity and manifests differently at different ages. Chapter 4 of the book (see page 14) describes the characteristics of dyslexia, such as inability to sound out new words, limited sight-word vocabulary, and learners' listening comprehension exceeding their reading comprehension. Some of the common signs of dyslexia in young adults include difficulty in notetaking when listening to a lecture; extreme fatigue when reading; difficulty in retrieving words, which is frequently expressed as having an "on the tip of my tongue moment"; uncertainty or pausing when speaking; and use of inaccurate vocabulary or mispronunciation of people's names and even places (p.21-22). Chapter 11 covers evidence-based strategies for teaching students with dyslexia, including integrated instruction in listening, speaking, reading and writing; direct, explicit and structured instruction; and sufficient scaffolding (p. 64-74).

Learners who have dyslexia may be gifted in other areas. Some of these learners have skills in visual-spatial thinking or have technical or mechanical skills which can lead to success in certain careers. Because of the many factors associated with dyslexia, educators and other support personnel are encouraged to implement comprehensive and continued plans to support learners with dyslexia. Monitoring the progress and effectiveness of interventions provided to learners will help educators meet the needs of their learners.

## Questions for Reflection

As you explore this document, consider the following questions:

- The guidelines provide a list of relevant tools for dyslexia and learning disabilities on pages 77-78. Which of the listed tools have you used? Were they successful?
- Have you had learners in your class who you suspected may have dyslexia? What signs did you notice that may have signaled dyslexia? What classroom interventions did you use?

- Chapter 7 describes the challenges of identifying dyslexia in young ESL learners. One suggestion is to assess “critical foundational skills, such as phonological awareness and rapid naming (two major predictors of early reading ability and dyslexia)...in both the native and English language [as] these early literacy skills transfer across languages” (p.36). Does your organization provide first language support for learners who may have dyslexia?

## **Keywords**

*Dyslexia, English language proficiency, dyslexic, interventions*

## **Reference and Links**

California Department of Education (CDE). (2017). California Dyslexia Guidelines California Department of Education Sacramento (Last Modified December 2018). Retrieved from <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

If you found the above resource valuable, you may wish to explore the following:

International Dyslexia Association (IDA) (2020). Retrieved from <https://dyslexiaida.org/dyslexia-basics/>

Dyslexia Help (2020). The Regents of the University of Michigan. Retrieved from <http://dyslexiahelp.umich.edu/parents/learn-about-dyslexia/is-my-child-dyslexic/clues-to-dyslexia>

Shaywitz, S ( 2017). Overcoming Dyslexia, pp. 125-127. The Yale Center for Dyslexia and Creativity. Retrieved from <http://dyslexia.yale.edu/dyslexia/signs-of-dyslexia/#part-young-adults-adults>