

California Dyslexia Guidelines



Consortium on Reaching Excellence in Education®

- Developed by a panel of experts including dyslexia researchers Sally Shaywitz, M.D. and Richard Wagner, Ph.D.
- Published in August, 2017 in order to assist educators and parents in identifying, assessing, and supporting students with dyslexia.

1 Dyslexia involves a weakness in the phonological (sounds) aspect of language that causes difficulty decoding words.

Some people may also have deficits in orthographic processing (visual recognition of spelling patterns) that affects fluency (reading speed). Spelling is almost always affected.



2 People with dyslexia have brain patterns, or “neural signatures” that show differences in brain functioning from those not diagnosed with dyslexia.

These neural signatures can change with appropriate intervention to be similar to students without dyslexia.



3 Early diagnosis is critical for narrowing the achievement gap.

This gap is present as early as first grade. This diagnosis is accomplished by screening, followed by identification and remediation using evidence-based approaches.



4 Universal screening should occur for all general education students beginning in Kindergarten.

The assessment tools used for screening need to be evidence-based and user friendly to provide data that support early intervention.



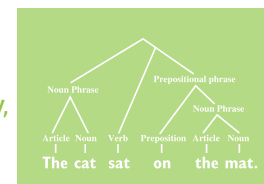
5 Careful assessment of all students is vital.

External factors may contribute to reading difficulties as well, including economic disadvantage, inadequate or insufficient instruction, the classroom environment, and typical second language acquisition challenges.



6 A structured literacy approach that is systematic, cumulative, explicit, and diagnostic can assist all students to learn efficiently and effectively.

Core reading instruction and intervention should include phonemic awareness, phonics and multisyllabic decoding, morphology, syntax, grammar, vocabulary, and comprehension.



7 Students with dyslexia should be provided with accommodations, e.g., access to audiobooks, text to speech software, extra time for tests and assignments, and written or digital copies of notes.



8 Districts and schools should have a Multi-tiered System of Supports (MTSS) plan in place that

includes an evidence-based Tier 1 reading curriculum (prevention), screening assessment, intervention for students indicated by screening data, and frequent progress monitoring for those students receiving intervention.



For more information about these guidelines and how to implement them in your district or school, contact CORE at 888.249.6155 or www.corelearn.com.