Common Signs of Dyslexia

Kindergarten—Third grade:

- Failure to understand that words are made up of parts or individual sounds
- Difficulty learning the letter names and their corresponding sounds
- Difficulty reading single words in isolation
- Choppy and labored reading
- Difficulty spelling phonetically

Fourth grade—High School:

- History of reading and spelling Difficulties
- Avoids reading aloud
- Reads most materials slowly; oral reading is labored, not fluent
- Avoids reading for pleasure
- Difficulty with spelling

Contacts for further information:

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Clint Independent School District
125 Brown St
Clint, TX 79836

Director of English Language Arts and Reading
Texas Education Agency Division of Curriculum
1701 N. Congress Avenue
(512)463.9581
www.tea.state.tx.us

Dyslexia Contacts at the Texas Regional Education Service Centers
www.tea.state.tx.us.ESC/index.html

Parent Resources:

International Dyslexia Association
http://www.interdys.org

Academic Language Therapy Association
http://www.altaread.org

LD on Line http://www.ldonline.com

Texas Center for Learning Disabilities
http://www.texasldcenter.org

Recordings for the Blind and Dyslexic/Texas
http://www.rfbd.org/units/Texas_unit.htm

The Florida Center for Reading Research
http://www.fcrr.org

Dyslexia Program Awareness for Educators and Parents

Information for educators and parents about dyslexia in the State of Texas

- What is dyslexia?
- What are common Signs of Dyslexia?
- Who can I contact if I have questions or concerns?

What is Dyslexia?

The current definition from the International Dyslexia Association states:

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

The following signs may be associated with dyslexia if they are **unexpected** for the individual's age, educational level, or cognitive abilities.

Pre-School:

- May talk later than most children;
- May have difficulty with rhyming;
- May have difficulty pronouncing words (i.e., *busgetti* for *spaghetti*, *mawn lower* for *lawn mower*);
- May have poor auditory memory for nursery rhymes and chants;
- May be slow to add new vocabulary words;
- May be unable to recall the right word;
- May have trouble learning numbers, days of the week, colors, shapes, and how to spell and write his or her name.

Kindergarten through third grade:

- Fails to understand that words come apart; for example, that *snowman* can be pulled apart into *snow* and *man* and, later on, that the word *man* can be broken down still further and sounded out as: /m/ /ă/ /n/;
- Has difficulty learning the letter names and their corresponding sounds;
- Has difficulty decoding single words (reading single words in isolation)—lacks a strategy;
- Has difficulty spelling phonetically;
- Reads dysfluently (choppy and labored);
- Relies on context to recognize a word.

Fourth grade through high school:

- Has a history of reading and spelling difficulties;
- Avoids reading aloud;
- Reads most materials slowly; oral reading is labored, not fluent;
- Avoids reading for pleasure;
- May have an inadequate vocabulary;
- Has difficulty spelling; may resort to using less complicated words in writing that are easier to spell

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