

## Characteristics of Dyslexia, 6<sup>th</sup> – 8<sup>th</sup> Grade

As defined in TEC §38.003:

(1) *Dyslexia* means a disorder of constitutional origin manifested by a difficulty in learning to read, write or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

(2) *Related disorders* include disorders similar to or related to dyslexia such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

The primary difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, and spelling. Secondary consequences of dyslexia may include difficulties in reading comprehension and/or written expression. These difficulties are unexpected for the student's age, educational level, or cognitive abilities. Additionally, there is often a **family history** of similar difficulties.

The following signs may be associated with dyslexia if they are **unexpected** for the individual's age, educational level, or cognitive abilities. Final identification of dyslexia is made by considering many factors. Please check all that apply:

- 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;
- Lacks a strategy to read new words;
- Oral reading filled with substitutions, omissions, mispronunciations and disregard for punctuation;
- Better at reading words in context, rather than in isolation;
- May have inadequate vocabulary;
- Mispronunciation of the names of people and places, tripping over parts of words;
- Uses imprecise language, such as vague references to *stuff* or *things* instead of the proper name of an object;
- Not being able to find the exact word, such as confusing words that sound alike: saying *tornado* instead of *volcano*, substituting *lotion* for *ocean* or *humanity* for *humidity*;
- May be slow to discern and to learn prefixes, suffixes, root words and other reading and spelling strategies;
- Difficulty spelling phonetically;
- Poorer performance on multiple choice tests than other types of tests;
- Inability to finish tests on time;
- Difficulty with word problems in math;

- Strong thinking skills: conceptualization, reasoning, imagination, abstraction;
- Has the ability to get the “big picture”;
- Has a high level of understanding what is read to him;
- Has a surprisingly good listening vocabulary;
- Stronger ability in areas not dependent on reading, such as math, computers, art;
- Deteriorating self esteem and motivation that might appear as laziness;
- A family history of reading problems in parents or siblings.