

Characteristics of Dyslexia, Kindergarten – Third 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:

- History of talking later than most children;
- History of difficulty with rhyming;
- History of difficulty learning nursery rhymes;
- History of difficulty pronouncing words (i.e. *busgetti* for *spaghetti*, *mawn lower* for *lawn mower*);
- History of poor auditory memory for nursery rhymes and chants;
- History of difficulty learning new vocabulary;
- History of being unable to recall the right word;
- History of difficult with learning numbers, days of the week, colors, shapes, and how to spell and write his or her name;
- Fails to understand that words come apart; for example, that *snowman* can be pulled apart into *snow* and *man*; and that the word *man* can be broken down still further and sounded out as /m/ /a/ /n/;
- Difficulty learning the letter names and their corresponding sounds;
- Difficulty decoding single words (reading single words in isolation) – lacks a strategy;
- Difficulty spelling phonetically;
- Reads dysfluently (choppy and labored);
- Relies on context to recognize a word;
- Good at understanding new concepts;
- Exhibits curiosity;
- Has great imagination;
- Has the ability to figure things out;

- Gets the “gist” of things;
- Has surprising maturity;
- Excellent comprehension of stories read or told to him;
- A family history of reading problems in parents or siblings.