**Characteristics of Dyslexia**

**Preschool:**

Þ May talk later than most children

Þ May have difficulty with rhyming

Þ May have difficulty pronouncing words (i.e. busgetti for spaghetti)

Þ May have poor memory for nursery rhymes and chants

Þ May be slow to add new vocabulary words

Þ May be unable to recall the right word (i.e., says that “thingy” for objects)

Þ May have trouble learning numbers, day so of the week, colors, shapes, and how to spell and write his or her name

**Kindergarten through Third grade:**

Þ Fails to understand that words come apart: (i.e., that snowman can be pulled apart snow and man, and later on, that the word man can be broken down further and sounded out as /m/ /a/ /n/

Þ Has difficulty learning the letter names and their corresponding sounds

Þ Has difficulty reading words in isolation

Þ Had difficulty spelling words phonetically (that is spelling words by sounding out)

Þ Reading dysfluently (choppy and labored)

Þ Relies on context to recognize a word

**Fourth grade through High School:**

Þ Has a history of reading and spelling difficulties

Þ Avoids reading aloud

Þ Reads most materials slowly; oral reading is labored, not fluent

Þ Avoids reading for pleasure

Þ May have an inadequate vocabulary

Þ Has difficulty spelling; may resort to using less complicated words in writing that are easier to spell

For more information see The Dyslexia Handbook pages 3, and 4

[The Dyslexia Handbook](https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf)