



Pecos-Barstow-Toyah Independent School District

Special Programs Office

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Dyslexia and Related Disorders Signs of Dyslexia

Characteristics of dyslexia:

- Difficulty in reading single words in isolation
- Difficulty accurately decoding nonsense or unfamiliar words
- Slow, inaccurate, or labored oral reading (lack of fluency) and/or
- Difficulty with learning to spell (spelling alone is not an indicator)

These difficulties are unexpected in relation to:

- Ability to learn orally in class (science, social studies, etc.)
- Ability to learn and express the meanings of words (vocabulary)
- Average or above reading comprehension
- Understanding of math word problems
- ITBS or scores from other group ability assessment

What to look for in TPRI:

First grade (This is not as definitive as the other grade levels):

- Still developing in word reading (Screening 4)
- Still developing in blending phonemes (Screening 4) or phonemic awareness (Inventories 1-4)
- May read story 1 or 2 at a very low fluency (below 30 wpm) but with good comprehension
- May be “listening” but with good comprehension
- Does well with oral/verbal activities in class

Second and third grade:

- Low word reading score at the beginning of the year
- Low spelling score with little improvement from the beginning of the year even with spelling instruction (This alone does not indicate dyslexia.)
- Good comprehension and accuracy but very low fluency
- Little progress throughout the year
- Does well with oral/verbal activities in class

Additional clues:

- Family member with dyslexia
- Appears quite intelligent
- Can answer orally, but can't get it on paper
- Often persistent
- Some students process questions slowly