



SIGNS YOUR STUDENT MAY HAVE DYSLEXIA

Here are signs that may indicate a Student in 3rd to 5th Grade has dyslexia:

This handout is adapted from a page at [Understood.org](https://www.understood.org/signs-of-dyslexia-at-different-ages): [Signs of Dyslexia at Different Ages](https://www.understood.org/signs-of-dyslexia-at-different-ages)

Dyslexia is a learning difference that can become more apparent as students' progress through elementary, middle, and high school.

READING DIFFICULTIES:

- Struggles to read at the same pace as peers.
- Takes longer to decode words and comprehend text.

DIFFICULTY WITH PHONICS:

- Struggles with phonemic awareness and phonics skills.
- Has trouble sounding out unfamiliar words.

INACCURATE READING:

- Makes frequent errors when reading aloud.
- May omit, substitute, or add words while reading.

LIMITED VOCABULARY:

- May have a smaller vocabulary than peers of the same age.

POOR SPELLING

- Makes frequent spelling errors in written assignments.
- May misspell common words and use unconventional spellings.

DIFFICULTY WITH PUNCTUATION AND GRAMMAR:

- Struggles with correct use of punctuation marks and grammar rules.





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MESSY HANDWRITING:

- Handwriting may be difficult to read and inconsistent in size and spacing.

DIFFICULTY WITH READING FLUENCY:

- Has trouble reading smoothly and with expression.

FRUSTRATION AND LOW SELF ESTEEM:

- May express frustration, anxiety, or a sense of inadequacy related to schoolwork.

AVOIDANCE OF SCHOOL:

- May try to avoid school or specific subjects where reading and writing are required.

LIMITED READING COMPREHENSION:

- May read text accurately but struggle to understand and recall what was read.

AVOIDANCE OF READING AND WRITING:

- Demonstrates reluctance to engage in reading and writing activities.





SIGNS YOUR STUDENT MAY HAVE DYSLEXIA

Here are signs that may indicate a tween, teen, or adult has dyslexia:

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SLOW AND EFFORTFUL READING:

- Reads at a slower pace compared to peers or struggles to read fluently.
- Finds it challenging to decode unfamiliar words.

INACCURATE READING:

- Frequently makes reading errors, such as omitting, substituting, or adding words.
- Struggles to accurately decode and pronounce words.

POOR SPELLING AND GRAMMAR:

- Makes frequent spelling errors in written assignments.
- May misspell common words and use unconventional spellings.

MESSY HANDWRITING:

- Handwriting may be difficult to read and inconsistent in size and spacing.

DIFFICULTY WITH PHONICS AND SPELLING:

- Struggles with phonics rules, including sound-letter correspondence.
- May have persistent spelling difficulties.

READING COMPREHENSION CHALLENGES:

- Has trouble understanding and retaining the meaning of what was read.





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DIFFICULTY EXPRESSING THOUGHTS IN WRITING:

- Struggles to articulate ideas in writing.

DIFFICULTY WITH ORGANIZATION:

- Struggles to organize thoughts and materials.
- Has trouble managing time effectively, often running late or missing deadlines.

AVOIDANCE OF READING AND WRITING:

- Demonstrates reluctance to engage in reading and writing activities.
- May express frustration, anxiety, or a sense of inadequacy related to school or work.
- May try to avoid situations that require reading and writing.

