



Dyslexia Program

Charlotte ISD

Information for educators and
parents about dyslexia
in the State of Texas:



What is Dyslexia?

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Charlotte ISD's Program

- The Dyslexia Intervention Program (Wilson Reading System) is designed to be used with all students at all grade levels (elementary through high school).
- The Dyslexia Program is a pullout program where identified students work on various reading and writing skills for 45 minutes daily.
- The Wilson Reading System uses a multisensory approach to teaching reading, writing, and spelling.
- The program is taught in a systematic manner that targets the areas of deficit for dyslexic students.

If someone in your family has been identified with dyslexia, contact your child's teacher. For more information, contact our Dyslexia Teacher through email or call your child's campus:

Megan Mickle
Dyslexia Teacher
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Common Risk Factors of Dyslexia:

4th Grade - High School:

- ❖ History of reading and spelling difficulties
- ❖ Difficulty reading aloud
- ❖ Avoids reading for pleasure
- ❖ Difficulty learning a foreign language
- ❖ Difficulty with written assignments
- ❖ Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- ❖ Difficulty reading fluently (reading is slow, inaccurate, and/or without expression)

Common Risk Factors of Dyslexia:

Pre-K - 3rd Grade:

- ❖ Failure to understand that words are made up of parts of individual sounds
- ❖ Difficulty learning the letter names and their corresponding sounds
- ❖ Difficulty reading single words in isolation
- ❖ Difficulty reading fluently
- ❖ Difficulty spelling phonetically
- ❖ Difficulty accurately decoding unfamiliar words
- ❖ Difficulty with oral reading (slow, inaccurate, or labored without prosody)