



Learning Ally



# POTENTIAL INDICATORS for DYSLEXIA/LD Pre-K to Grade

If your child displays several of these potential indicators, check off the warning signs that apply and consider sharing this information with your child’s teacher. Request a screening to gain additional information about their early reading skill development. Learning disabilities such as dyslexia do not come and go. They persist over time but with proper identification and support, your child will learn to read and be better able to succeed in school and in life. The sooner a child’s learning disability is identified, the better the results will be, so trust your observations and move forward in requesting a screening if needed.

## IS THERE A FAMILY HISTORY OF READING OR LEARNING STRUGGLES?

### THE STUDENT IS SHOWING DIFFICULTY...

#### LANGUAGE

- Learning to speak (delayed compared to his peers).
- Learning the alphabet, numbers and days of the week.
- Naming people and objects.
- Speaking precisely and using a varied, age-appropriate vocabulary.
- Staying on topic.
- Getting or staying interested in stories and books.
- Understanding the relationship between speaker and listener.
- Pronouncing word correctly (Example: says “mazagine” instead of “magazine”).
- Learning and correctly using new vocabulary words.
- Distinguishing words from other words that sound similar.
- Rhyming words.

#### WRITING

- Learning to copy and write at an age-appropriate level.
- Writing letters, numbers and symbols in the correct order.
- Spelling words correctly and consistently most of the time.
- Proofreading and correcting written work.

#### READING

- Naming letters.
- Recognizing letters, matching letters to sounds and blending sounds when speaking.
- Learning to read as expected for his/her age.
- Associating letters with sounds, understanding the difference between sounds in words.
- Accurately blending letter sounds within words.
- Recognizing and remembering sight words.
- Remembering printed words.
- Distinguishing between letters and words that look similar.
- Learning and remembering new vocabulary words.
- Keeping his/her place—and not skipping over words—while reading.

#### SOCIAL-EMOTIONAL

- Making and keeping friends.
- Interpreting people’s non-verbal cues, “body language” and tone of voice.
- Feeling motivated and self-confident about learning.

#### OTHER

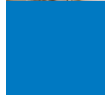
- Exhibiting sense of direction/spatial concepts (such as left and right).
- Performing consistently on tasks from day to day.

Source: National Center for Learning Disabilities, Common Warning Signs of Dyslexia in Children, nclid.org





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# POTENTIAL INDICATORS for DYSLEXIA/LD Grades 3 – 8

If your child displays several of these potential indicators, check off the warning signs that apply and consider sharing this information with your child’s teacher. Request a screening to gain additional information about their early reading skill development. Learning disabilities such as dyslexia do not come and go. They persist over time but with proper identification and support, your child will learn to read and be better able to succeed in school and in life. The sooner a child’s learning disability is identified, the better the results will be, so trust your observations and move forward in requesting a screening if needed.

## IS THERE A FAMILY HISTORY OF READING OR LEARNING STRUGGLES?

### THE STUDENT IS SHOWING DIFFICULTY...

#### LANGUAGE

- Understanding instructions or directions
- Repeating what has just been said in proper sequence.
- Staying on topic and getting to the point (gets bogged down in details).
- Naming people and objects.
- Speaking with precise, accurate language, proper grammar & a varied vocabulary.
- Distinguishing between words that sound similar.
- Pronouncing words correctly.
- Speaking smoothly, without much halting or use of “filler words” (like “um”).
- Rhyming.
- Understanding humor, puns and idioms.
- Understanding instructions/directions.
- Repeating what has just been said.

#### WRITING

- Mastering spelling rules.
- Spelling the same word consistently and correctly.
- Writing letters, numbers and symbols in the correct order.
- Proofreading and correcting self generated work.
- Expressing ideas in an organized way. (older children)
- Preparing/organizing writing assignments. (older children)
- Fully developing ideas in writing. (older children)
- Listening and taking notes at the same time.

#### READING

- Reading age-appropriate content with good fluency.
- Reading aloud or silently with good understanding.
- Feeling confident and interested in reading.
- Remembering sight words and other printed words.
- Learning and remembering new vocabulary words.
- Accurately analyzing unfamiliar words (tends to guess instead).
- Reading words and letters in the correct order, seldom reversing or skipping over them.
- Understanding word problems in math.

#### SOCIAL-EMOTIONAL

- Participating in a peer group and maintaining positive social status.
- Interpreting people’s non-verbal cues, “body language,” mood and tone of voice.
- Dealing with peer pressure, embarrassment, and expressing feelings appropriately.
- Setting realistic social goals.
- Maintaining positive self-esteem about learning and getting along with others.
- Maintaining confidence about “fitting in” with his classmates and other peers.

#### OTHER

- Learning/remembering new skills; relies heavily on memorization.
- Remembering facts and numbers.
- Exhibiting sense of direction/spatial concepts (such as left and right).
- Performing consistently on tasks from day to day.
- Applying skills from one situation to another.
- Learning new games and mastering puzzles.

Source: National Center for Learning Disabilities, Common Warning Signs of Dyslexia in Children, nclid.org

