



# Pre-K to Grade 2

## What Are the Potential Indicators of Dyslexia?

### Dyslexia runs in families. Is there a family history of reading or learning struggles?

If the student displays several of these potential indicators, check off the warning signs that apply and schedule a parent/teacher meeting to discuss the student's early reading skill development. Dyslexia does not come and go and it persists over time but with proper identification and support, the student will learn to read and be better able to succeed in school and in life. The sooner a student's dyslexia is identified, the better the results will be, so trust your observations and move forward with a reading screening to gain additional information if needed.

#### LANGUAGE

- ☐ Delayed speech
- ☐ Trouble learning the alphabet, numbers, and days of the week
- ☐ Difficulty rapidly naming people and objects
- ☐ Lack of interest in stories and books
- ☐ Mispronouncing words
- ☐ Difficulty using new vocabulary words correctly
- ☐ Trouble distinguishing words from other words that sound similar
- ☐ Struggles to identify or produce words that rhyme

#### READING

- ☐ Difficulty naming and recognizing the letters of the alphabet
- ☐ Problems matching letters to their correct sounds
- ☐ Below expected reading level for his/her age
- ☐ Trouble understanding the difference between sounds in words
- ☐ Difficulty blending letter sounds within words
- ☐ Trouble recognizing and remembering sight words
- ☐ Confusing letters and words that look similar
- ☐ Loses his/her place—and skips over words—while reading
- ☐ Avoids reading tasks

#### WRITING

- ☐ Problems copying and writing at an age-appropriate level
- ☐ Confusing the order or direction of letters, numbers and symbols
- ☐ Spelling words incorrectly and inconsistently most of the time
- ☐ Tendency to spell phonetically
- ☐ Poor ability to proofread and correct written work
- ☐ Handwriting shows poor letter formation and placement

#### SOCIAL/EMOTIONAL

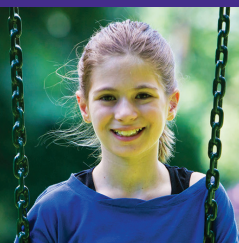
- ☐ Lack of motivation about school or learning
- ☐ Lack of confidence in learning
- ☐ Negative self-image compared to grade-level peers
- ☐ Expresses dislike for reading and other academic tasks
- ☐ Exhibits anxiety or frustration

#### OTHER

- ☐ Poor sense of direction/spatial concepts, such as left and right
- ☐ Performs inconsistently on daily tasks
- ☐ Appears distracted and unfocused

To bring Learning Ally to your school,  
call 800.221.1098 or email [programs@LearningAlly.org](mailto:programs@LearningAlly.org).

[LearningAlly.org/Educators](http://LearningAlly.org/Educators)



## Grade 3 – 8

# What Are the Potential Indicators of Dyslexia?

### Dyslexia runs in families. Is there a family history of reading or learning struggles?

If the student displays several of these potential indicators, check off the warning signs that apply and schedule a parent/teacher meeting to discuss the student's early reading skill development. Dyslexia does not come and go and it persists over time but with proper identification and support, the student will learn to read and be better able to succeed in school and in life. The sooner a student's dyslexia is identified, the better the results will be, so trust your observations and move forward with a reading screening to gain additional information if needed.

#### LANGUAGE

- ☐ Speech is choppy and disfluent
- ☐ Makes grammar or vocabulary errors when speaking
- ☐ Difficulty rapidly naming people and objects
- ☐ Lack of interest in stories and books
- ☐ Mispronouncing words
- ☐ Difficulty using new vocabulary words correctly
- ☐ Trouble distinguishing words from other words that sound similar
- ☐ Struggles to identify or produce words that rhyme

#### READING

- ☐ Poor decoding and word identification skills
- ☐ Tends to guess at words
- ☐ Poor oral reading fluency skills
- ☐ Difficulty understanding what he/she read
- ☐ Trouble recognizing and remembering sight words
- ☐ Slow growth in vocabulary and background knowledge
- ☐ Confusing letters and words that look similar
- ☐ Skips over or transposes words while reading
- ☐ Avoids reading tasks
- ☐ Problems reading the word problems in math

#### WRITING

- ☐ Problems copying or taking notes
- ☐ Confusing the order or direction of letters, numbers and symbols
- ☐ Spelling words incorrectly and inconsistently most of the time
- ☐ Tendency to spell phonetically without applying spelling rules
- ☐ Poor ability to proofread and correct written work
- ☐ Poor handwriting
- ☐ Difficulty organizing writing assignments
- ☐ Uses less complex vocabulary, grammar and sentence structure

#### SOCIAL/EMOTIONAL

- ☐ Lack of motivation about school or learning
- ☐ Lack of confidence within peer group
- ☐ Feels embarrassed or shame over academic struggles
- ☐ Expresses dislike for reading and other academic tasks
- ☐ Exhibits anxiety or frustration

#### OTHER

- ☐ Poor sense of direction/spatial concepts, such as left and right
- ☐ Performs inconsistently on daily tasks
- ☐ Appears distracted and unfocused
- ☐ Poor memory for facts, numbers or sequences

To bring Learning Ally to your school,  
call 800.221.1098 or email [programs@LearningAlly.org](mailto:programs@LearningAlly.org).

[LearningAlly.org/Educators](http://LearningAlly.org/Educators)