

# Checklist of Early Warning Signs of Reading Difficulty and Dyslexia by Age

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AGE	LANGUAGE Does the student have difficulty:	READING Does the student have difficulty:	WRITING Does the student have difficulty:	EMOTIONAL Does the student have difficulty:
5-8	<ul style="list-style-type: none"> <li>○ Learning the alphabet</li> <li>○ Rhyming words</li> <li>○ Repeating what has been said</li> <li>○ Staying focused</li> <li>○ Learning to speak</li> </ul>	<ul style="list-style-type: none"> <li>○ Naming letters</li> <li>○ Matching letters to sounds</li> <li>○ Learning to read at expected age</li> <li>○ Remembering printed words</li> <li>○ Remembering sight words</li> </ul>	<ul style="list-style-type: none"> <li>○ Learning to write and copy at an age-appropriate level</li> <li>○ Writing letters in correct order</li> <li>○ Writing numbers in correct order</li> <li>○ Spelling correctly and consistently</li> <li>○ Writing neatly</li> </ul>	<ul style="list-style-type: none"> <li>○ Managing poor self-confidence</li> <li>○ Managing low self-esteem</li> <li>○ Managing social skills</li> <li>○ Making and keeping friends</li> <li>○ Becoming easily frustrated</li> </ul>
9-13	<ul style="list-style-type: none"> <li>○ Rhyming words</li> <li>○ Pronouncing words correctly</li> <li>○ Speaking smoothly</li> <li>○ Understanding directions</li> <li>○ Understanding grammar/vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>○ Reading at age-appropriate level</li> <li>○ Remembering sight words</li> <li>○ Learning and remembering new words</li> </ul>	<ul style="list-style-type: none"> <li>○ Understanding spelling rules</li> <li>○ Spelling words consistently correct</li> <li>○ Writing letters and numbers in the correct order</li> <li>○ Writing neatly</li> <li>○ Listening and taking notes</li> </ul>	<ul style="list-style-type: none"> <li>○ Fitting in with peers confidently</li> <li>○ Maintaining positive social status</li> <li>○ Maintaining a positive attitude</li> <li>○ Interpreting non-verbal actions of others</li> <li>○ Maintaining an even temper</li> </ul>

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14-18	<ul style="list-style-type: none"> <li>○ Speaking fluently</li> <li>○ Grasping a wide vocabulary</li> <li>○ Using the correct grammar and vocabulary</li> <li>○ Knowing the difference between words that look and sound familiar</li> <li>○ Getting to a point quickly</li> </ul>	<ul style="list-style-type: none"> <li>○ Reading at expected grade level and accuracy</li> <li>○ Reading aloud proficiently</li> <li>○ Recognizing sight words</li> <li>○ Reading confidently</li> </ul>	<ul style="list-style-type: none"> <li>○ Consistently spelling words accurately</li> <li>○ Fully developing ideas</li> <li>○ Preparing accurate, comprehensive outlines</li> <li>○ Editing written work</li> <li>○ Being logical and organized</li> </ul>	<ul style="list-style-type: none"> <li>○ Identifying social strengths and weaknesses</li> <li>○ Dealing with being teased</li> <li>○ Making and keeping friends</li> <li>○ Dealing with unexpected challenges</li> <li>○ Identifying what others are feeling</li> </ul>

Adapted from [www.decodingdyslexia.net](http://www.decodingdyslexia.net) by the MSDE Office of English/Language Arts, Division of Curriculum, Instructional Improvement, and Professional Learning.