Learning to speak (delayed compared to his peers)

Getting or staying interested in stories and books

Staying on topic

Vocabulary

Speaking precisely and using a varied, age-appropriate vocabulary

Naming people and objects

Learning the alphabet, numbers, and days of the week

**Language**

For at least the past six months, my child has had trouble:

- Pre-kindergarten to Grade 2:

  checklist of common warning signs of dyslexia in children in pre-kindergarten through Grade 2

If you’re concerned about your child, review the following:

- Preschoolers:

  checklist of warning signs of dyslexia in children

While dyslexia is most often formally identified in school-age children, signs of dyslexia can frequently be detected in preschoolers.
Learning to read expected for this/her age

Planning sounds when speaking

Recognizing letters, matching letters to sounds, and

Naming letters

Reading:

Repeating what has just been said

Understanding instructions/directions

Phonemic awareness

Similar

Distinguishing words from other words that sound

Learning and correctly using new vocabulary words

Pronouncing words correctly (Example: says "mazziine" instead of "magazine")

Listener

Understanding the relationship between speaker and

Social-Emotional:

Proofreading and correcting written work

Spelling words correctly and consistently most of the time

Order

Writing letters, numbers, and symbols in the correct

Learning to copy and write at an age-appropriate level

Writing:

Showing confidence and interest in reading

while reading

- Keeping one's place - and not skipping over words

Learning and remembering new vocabulary words

Similar

Distinguishing between letters and words that look

Remembe ring printed words

Recognizing and remembering sight words

Accurately blending letter sounds within words

Distinguishing between sounds in words

Associating letters with sounds, understanding the

Learning to read as expected for this/her age

Planning sounds when speaking

Recognizing letters, matching letters to sounds, and

Naming letters

Reading:

Repeating what has just been said

Understanding instructions/directions

Phonemic awareness

Similar

Distinguishing words from other words that sound

Learning and correctly using new vocabulary words

Pronouncing words correctly (Example: says "mazziine" instead of "magazine")

Listener

Understanding the relationship between speaker and
Preach using sight, sound, and touch when introducing new ideas.

Include multisensory, structured language instruction.

This includes books, magazines, ads, and comics.

Have your child practice reading different kinds of texts.

Awareness of the relationship between sound and meaning.

Basic letter formation, recognition skills, and linguistic and prelinguistic development of print knowledge.

Exposure to early reading, writing, drawing.

To help make progress with dyslexia:

Become good readers and writers. Use the following strategies:

- Other trained professionals, almost all people with dyslexia can.
- Intellectual capacity, that with help from a tutor, teacher, or
- Underestimated dyslexia often work in jobs below their

How is dyslexia treated?

Environment:

History, intellect, educational background, and social

Factors that affect many other factors. These include family

and weaknesses in the skills that are needed for reading. It also

need spoken and written language. It looks at areas of strength

evaluation. This looks at a person's ability to understand and

Trained professionals can identify dyslexia using a formal

How is dyslexia identified?