



EARLY IDENTIFICATION IS KEY!

PRESCHOOL LITERACY & LANGUAGE RED FLAGS



Use this checklist to think about your child's language and learning, family history and pre-reading skills. If several of these items apply, take this list to your child's doctor and ask how these areas of concern can be further assessed. By identifying and intervening early, we can improve language and literacy skills, so our children can thrive!

- ___ Family history of learning difficulties
- ___ Child has a history of speech or language delays
- ___ Child has difficulty pronouncing words, especially words with 2 or more syllables
- ___ Child has difficulty learning the alphabet, numbers, colors, shapes, days of the week
- ___ Child has difficulty writing and recognizing their first name by age 5, despite explicit instruction
- ___ Child has trouble learning new words and recalling the names of learned items
- ___ Child is unable to name any letters by age 4-5, despite receiving explicit instruction
- ___ Child is unable to identify rhymes (Which 2 rhyme? *big, bad, wig*) or produce rhymes (What rhymes with *sit*?) by age 5
- ___ Child is unable to delete syllables from a longer word by age 4-5 ("Say cupcake." "Now say *cupcake*, but don't say *cup*." Answer: cake)
- ___ Teacher or family expresses concern about the child's ability to communicate thoughts and ideas clearly in complete sentences
- ___ Child has trouble following multi-step directions
- ___ Child has difficulty pretending to read a book by holding it correctly, turning the pages, and saying words to go along with the pictures
- ___ Child speaks multiple languages at home



FOR MORE INFORMATION

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