



# 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/few letters by age 4-5, despite receiving explicit instruction
- \_\_\_ Child struggles to identify rhymes (Which 2 rhyme? *big, bad, wig*) and/or clap/count syllables in a word (*car*= 1 syllable, *airplane*= 2 syllables) by age 5
- \_\_\_ Child struggles to isolate the first sound in a word by age 5/5.5 (What is the first sound in *sun*? /sssss/)
- \_\_\_ 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



### FOR MORE INFORMATION

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