

Common Risk Factors Associated with Dyslexia Kindergarten and First Grade

If the following behaviors are unexpected for an individual's age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning. Additionally, there is often a family history of similar difficulties. Final identification of dyslexia is made by considering many factors.

If your child has or has had

- a delay in learning to talk
- difficulty with rhyming
- difficulty pronouncing words (e.g., pusgetti for spaghetti, mawn lower for lawn mower)
- trouble remembering nursery rhymes and chants
- difficulty in adding new words to his/her speaking vocabulary
- inability to recall the right word (word retrieval)
- trouble learning and naming letters and numbers and remembering the letters in his/her name
- aversion to print (e.g., doesn't enjoy following along if book is read aloud)
- difficulty breaking words into smaller parts (syllables) (e.g., "baseball" can be pulled apart into "base" "ball" or "napkin" can be pulled into "nap" "kin");
- difficulty identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m/ /ă/ /n/)
- difficulty remembering the names of letters and recalling their corresponding sounds
- difficulty decoding single words (reading single words in isolation)
- difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., "sed" for "said")
- understands new concepts easily
- age appropriate math skills
- great imagination
- ability to figure things out and problem solve
- gets the "gist" of things
- has surprising maturity
- excellent comprehension of stories read or told to him
- family history of reading problems in parents or siblings

Common Risk Factors Associated with Dyslexia Second Grade and Third Grade

If the following behaviors are unexpected for an individual's age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning. Additionally, there is often a family history of similar difficulties. Final identification of dyslexia is made by considering many factors.

If your child has or has had

- a delay in learning to talk
- difficulty with rhyming
- difficulty pronouncing words (e.g., pusgetti for spaghetti, mawn lower for lawn mower)
- trouble remembering nursery rhymes and chants
- difficulty in adding new words to his/her speaking vocabulary
- inability to recall the right word (word retrieval)
- trouble learning and naming letters and numbers and remembering the letters in his/her name
- aversion to print (e.g., doesn't enjoy following along if book is read aloud)
- difficulty breaking words into smaller parts (syllables) (e.g., "baseball" can be pulled apart into "base" "ball" or "napkin" can be pulled into "nap" "kin");
- difficulty identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m/ /ă/ /n/)
- difficulty remembering the names of letters and recalling their corresponding sounds
- difficulty decoding single words (reading single words in isolation)
- difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., "sed" for "said")
- difficulty recognizing common sight words (e.g., "to", "said", "been")
- difficulty recalling the correct sounds for letters and letter patterns in reading
- difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., "after" spelled "eftr")
- difficulty reading fluently (e.g., slow, inaccurate, and/or without expression)
- difficulty decoding unfamiliar words in sentences using knowledge of phonics
- relies on picture clues and guesses at words
- difficulty with written expression (writing sentences, composing paragraphs, organizing ideas, etc..)
- good at understanding new concepts
- age appropriate math skills
- great imagination, creative
- able to problem solve and figure things out
- gets the "gist" of things
- has surprising maturity
- excellent comprehension of information heard auditorily
- a family history of reading problems in parents or siblings

Associated Academic Difficulties

The behaviors listed represent common difficulties that students with dyslexia may exhibit. In addition, students with dyslexia may have problems in written expression, reading comprehension, and mathematics, as well as other complicating conditions and/or behaviors.

Common Risk Factors Associated with Dyslexia Fourth Grade through Sixth Grade

If the following behaviors are unexpected for an individual's age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning. Additionally, there is often a family history of similar difficulties. Final identification of dyslexia is made by considering many factors.

- history of talking later than most children
- history of having difficulty with rhyming;
- history of or difficulty pronouncing words (e.g., "pusgetti" for "spaghetti,"
- history of poor auditory memory for nursery rhymes, chants, songs
- difficulty in adding new words to speaking vocabulary or misuses words
- difficulty being able to recall the right word (word retrieval)
- past difficulty learning and naming letters and numbers and remembering the letters in his/her name;
- an aversion to print (e.g., doesn't enjoy following along if book is read aloud)
- difficulty breaking words into smaller parts (syllables) (e.g., "baseball" can be pulled apart into "base" "ball" or "napkin" can be pulled apart into "nap" "kin");
- difficulty identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m/ /ă/ /n/)
- difficulty with remembering the names of letters and recalling their corresponding sounds
- difficulty recalling the correct sounds for letters and letter patterns in reading
- relied on picture clues, story pattern, or story theme to figure out words
- guesses when faced with an unfamiliar word
- difficulty decoding single words (reading single words in isolation)
- difficulty spelling words the way they sound (phonetically)
- difficulty remembering letter sequences in very common words seen often in print (e.g., "sed" for "said" or "thay" for "they")
- difficulty recognizing common sight words (e.g., "to", "was", "been")
- difficulty reading fluently (e.g., reads slowly, inaccurately, and/or without expression)
- difficulty with written expression (organizing ideas, composing paragraphs, expressing ideas clearly)
- difficulty reading aloud (e.g., fear of reading aloud in front of classmates, anxiety about reading)
- avoidance of reading (e.g., particularly for pleasure)
- Limited acquisition of vocabulary due to reduced independent reading
- uses simple words in writing that are easier to spell (e.g., "big" instead of "enormous")
- relies heavily on listening rather than reading for comprehension
- good at understanding new concepts
- age appropriate math skills
- creative or has a great imagination
- has the ability to problem solve and figure things out
- gets the "gist" of things
- has surprising maturity
- excellent comprehension of information heard auditorily
- a family history of reading problems in parents or siblings

Associated Academic Difficulties

The behaviors listed represent common difficulties that students with dyslexia may exhibit. In addition, students with dyslexia may have problems in written expression, reading comprehension, and mathematics, as well as other complicating conditions and/or behaviors.

Common Risk Factors Associated with Dyslexia Seventh Grade through Twelfth Grade

If the following behaviors are unexpected for an individual's age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning. Additionally, there is often a family history of similar difficulties. Final identification of dyslexia is made by considering many factors.

- has a history of reading and spelling difficulties
- difficulty reading aloud (e.g., fear of reading aloud in front of classmates);
- difficulty reading fluently (e.g., reads slowly, inaccurately, and/or without expression);
- tendency to avoid reading (particularly for pleasure)
- reliance on listening rather than reading for comprehension
- limited acquisition of vocabulary due to reduced independent reading
- Use of simple words in writing in order to avoid spelling more difficult words (e.g., "big" for "enormous")
- difficulty with written assignments
- difficulty with the volume of reading and written work
- frustration with the amount of time required and energy expended for reading and writing
- difficulty learning a foreign language
- good at understanding new concepts
- age appropriate math skills
- creative and talented
- strong problem solving skills
- gets the "gist" of things
- has surprising maturity
- excellent comprehension of information heard
- a family history of reading problems in parents or siblings

Associated Academic Difficulties

The behaviors listed represent common difficulties that students with dyslexia may exhibit. In addition, students with dyslexia may have problems in written expression, reading comprehension, and mathematics, as well as other complicating conditions and/or behaviors.