

Red Flag Checklist

A child should be able to:

Preschool

- produce rhyming words
- divide words into syllables
- divide sentences into words
- discriminate rhyming words
- divide words into phonemes
- delete roots, syllables, and phonemes
e.g. Say "cowboy." Now say it again, but don't say "boy."
- substitute a phoneme to a new word
e.g. Say "f - u - n" What is that? Now say it again but change "f" to "s."
- identify a phoneme by its position in a word
(beginning, middle, end)

A child should be able to:

6 Years Old

- write words
- write sentences
- blend sounds together
- decode nonsense words
- segment words into syllables
- identify sounds and letters
(sound/symbol relationship)
- begin to decode
(vc, cvc, words, words with blends (2 and 3 letters), words with consonant digraphs, magic e words, etc.)

A child should:

2nd-5th Grade

- spell well
- have appropriate handwriting
- enjoy reading and writing
- have appropriate or strong written expression
- have appropriate or strong reading strategies
- recall words quickly without much repetition
- comprehend reading material at or above grade level
- read accurately

Dyslexia is:

- Often unexpected
- Neurobiological in origin
- A specific learning disability
- Has secondary consequences
- A deficit in phonological components
- Inaccurate or non-fluent word recognition
- A deficit in spelling and decoding abilities

If I have my child tested, what tests will he/she need to have administered?

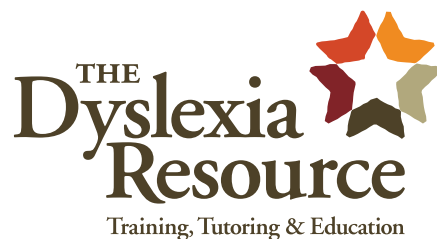
- Phoneme awareness tasks in kindergarten and beginning first grade level
- Timed tests of letter naming or letter-sound associations in kindergarten and beginning first grade level
- Direct measure of decoding and word recognition toward the middle and end of first grade and beyond
- Oral reading fluency, a timed test that combines reading rate and accuracy, once the student can read connected text

Critical Skills for Successful Readers

- Phonological awareness
- Automatic and accurate letter naming
- Letter-sound association
- Word reading accuracy and fluency
- Passage reading fluency and comprehension

Essential Components of Effective Reading Instruction

- Phoneme awareness
- Written expression
- Speaking and listening
- Phonics and word recognition
- Fluency
- Vocabulary
- Comprehension



Since 1959 The Schenck School has successfully remediated students with dyslexia through its unique, focused, and accelerated approach which allows students to return to traditional schools. In 2013, The Schenck School created The Dyslexia Resource as a means for sharing the reading expertise of the School with others.

The mission of The Dyslexia Resource is to empower communities to serve dyslexic learners. This is accomplished by offering training and tutoring programs, and through its community partnerships.