

2. THE REACH PROCESS

READING: CHARACTERISTICS

Student _____ Teacher _____

Date _____ Grade _____

KINDERGARTEN (BY THE LAST MARKING PERIOD) ✓

Prone to ear infections	
Unusually late or early reaching developmental milestones	
Delayed speech, may stutter under stress	
Late in choosing dominant hand	
Right/left confusion; difficulty with special concepts; gets lost easily	
Struggles with gross motor activities, such as hopping, skipping, or jumping	
Struggles with fine motor activities, such as tying shoes	
Trouble memorizing (such as phone number, alphabet)	
Mixes up sounds or syllables in long words	
Difficulty differentiating between phonetic sounds	
Difficulty with time sequencing; mixes up the order of events	
Difficulty with directions that include more than one task	
Poorly shaped letters when writing	
Difficulty writing on a line or coloring within general lines	
May have difficulty reading consistently from left to right	

ELEMENTARY/SECONDARY

Appears bright, highly intelligent, and articulate but unable to read, write, and spell on grade level	
Inconsistent performance; may have discrepancies in test scores	
Easily frustrated and emotional about academic work	
Sings or chants to recite the alphabet in correct sequence	
Fails to demonstrate proficient word attack skills; difficulty with phonics skills	
Confuses similar letters and words (angel-angle, dream-drama)	
Often makes the following mistakes with reading/writing: additions (baby - babey); omissions (plan - pan); substitutions (sin - sen); inversions (mom - wow); reversals (b-d , was - saw); numbers (37-73, 96-69); rotations (b-p, OIL -710); transpositions (girl- gril); repetitions (rat- ratt)	
May use mirror writing	

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Auditory discrimination problems (difficulty hearing differences in similar sounds, e.g., b- p, o-u)	
Difficulty recognizing rhyming words	
Difficulty comprehending written material; may lose place when reading	
Difficulty sequencing (such as events in stories)	
Shows some directional confusion	
Difficulty telling time, managing time, being punctual	
Fails to complete reading/writing assignments	
Difficulty with recalling previous lessons	
Difficulty segmenting syllables in a word	
Poor spelling, phonetic but inconsistent (e.g., book, bok, buk, boock)	
Difficulty copying quickly and accurately (from chalkboard to notebook or book to notebook)	
Difficulty reading printed music	
Difficulty with organization or compulsively orderly	
Seems to forget often (e.g., homework, papers, assignments)	
Has difficulty remembering sight words	
Difficulty remembering and following multi-step directions	
Difficulty with independent activities that include reading and writing	
Short attention span for reading/writing tasks	
Seems to zone out or daydream often	
Poor study skills	
Poor work on timed or essay screening tools	
Poor self-esteem	
Hides or covers weaknesses with creative compensation techniques	
Complains of dizziness, headaches, stomach aches while reading/writing	
Falls asleep or shows signs of exhaustion while reading/writing	
May seem to have difficulty with vision, yet eye exams don't reveal a problem	
Thinks primarily with images and feelings, not sounds or words	
Mistakes and symptoms increase with confusion, pressure, stress, or poor health	
Difficulty restraining talking	
Discrepancy between verbal communication and written expression	
Slow reader; may have to read and reread in order to comprehend	

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Understands auditory material more readily than written material	
Difficulty with directions	
Still confuses letters (such as b and d) especially when tired, stressed, or ill	
Difficulty with foreign languages	
Poor grades	
High frustration level with schooling	

See pages 40–41 for accommodations.