

# Reading Readiness Checklist

This checklist is simply a tool for your toolbox to help you identify when your child is ready to read. You can read more about reading readiness in our post, [\*\*Is my Child Ready to Read?\*\*](#)

All of the readiness skills can be observed as you are working with your child. This checklist can be used to help you know what you need to observe to know your child is ready to read.

You can also administer parts of this in a one-on-one, quiet setting. Note: I DO NOT recommend doing all parts of this checklist at one time! The most I'd do in one sitting is two sections.

\*\*Letters within lines, like /p/, indicates that you make the **sound** of p. You will find these on pp. 7-8 of this checklist.



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Is My Child  
**READY TO READ?**

Reading Readiness Signs & Checklist

[www.thisreadingmama.com](http://www.thisreadingmama.com)

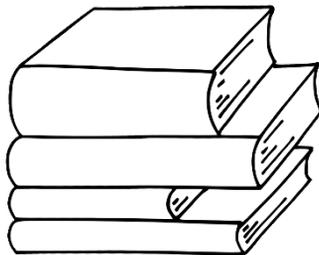


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# Reading Readiness Checklist

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- An interest in reading
- Listening Comprehension
- Book & Print Awareness
- Playing with Sounds in Words
- Letters and their Sounds

# Interest in Reading

## **Does your child:**

- Ask you to read stories to him?
- Ask you, “What does that say?”
- Willingly participate when you read to him?
- Want to try to read things himself?
- Have an interest in letters or words?
- Sometimes “read” books you’ve read to him?

# Listening Comprehension

## **When you read with your child, does he actively participate?**

### Examples:

- Make predictions based on the front cover.
- Predict what might happen next in the story.
- Ask questions about the story while you’re reading.
- Comment on a part of the story or how it ended.

## **Can your child answer simple questions about what you’ve read?**

### Examples:

- What happened after...
- Which person...
- What do you think about...

## **Can you child retell a story after hearing it?**

When a child retells a story, you’re listening for them to

- 1- retell it in order and
- 2- include the major events of the story.

# Book Awareness

**Hand your child a book, spine first and ask him to:**

- Show which way you hold the book to read it (right-side up)
- Identify the front of the book
- Identify the back of the book
- Find the title of the book
- Open the page to where you should start reading
- Show how to get to the next page of the book

# Print Awareness

**Open a book to a page with picture and text and ask your child to:**

- Show where the picture is
- Show where the words are
- Find the first word on the page
- Find the last word on the page
- Where to start reading the words
- Show which way you go to read the words (left to right)
- Show which way to go after the end of a line of words
- Find one word on the page (child can frame fingers around any word)
- Find a capital letter
- Find a lower case letter
- Find a period at the end of a sentence.
- Point to a sentence and ask him to count the number of words in the sentence.

# Recognizing Rhyming Words

Say, “We’re going to play a listening game. I’m going to say two words and you tell me if they rhyme or don’t rhyme.

“Let’s try one together.” Say, “top - hop. Yes, top and hop are rhyming words because they sound the same at the end.”

Ask your child to try these on his own:

- bug – hug (yes)
- turtle – hare (no)
- candle – handle (yes)
- baby – maybe (yes)
- big - little (no)
- tree – bee (yes)

# Producing Rhyming Words

Say, “We’re going to play a listening game. I’m going to say a word and you tell me a word that rhymes with it.

“Let’s try one together.” Say, “Cat. Hmm... cat – sat. Those two words rhyme. I could also say cat – zat. That’s a silly rhyme.”

Ask your child to try these on his own. Rhymes can be real or silly words.

- pig -
- top -
- bed-
- candy -
- clock -

# Counting Syllables

Place 5 beans, pennies, or counters in a straight row on a table or workspace. Say, “We’re going to play a listening game. I’m going to say a word and I’d like you to count the syllables (or big parts) of the word I say by pushing a bean forward for every syllable you hear.

“Let’s try one together.” Say, “Bunny” at a normal pace. Then say it again with a little pause between syllables “bun-ny.” Count the syllables in *bunny* by pushing forward 2 beans for each syllable.

Ask your child to try these on his own:

- baby (2)
- wagon (2)
- computer (3)
- door (1)
- helicopter (4)

# Blending Syllables

Say, “We’re going to play a listening game. I’m going to say a word slowly. I’d like you to listen carefully, say the word faster, and tell me what word I’m saying.”

“Let’s try one together.” Say, “Rain-bow” with a little pause in between. Now say it faster for the child to show how you can put the two parts together to say rainbow.

Ask your child to try these on his own:

- flow-er (flower)
- do-mi-no (domino)
- sand-box (sandbox)
- ti-ger (tiger)
- la-dy-bug (ladybug)

# Identify Beginning Sounds

Say, “We’re going to play a listening game. I’m going to say a word and I want you to tell me what sound you hear at the beginning of the word.

“Let’s try one together.” Say, “*Toad*. Toad has a /t/ sound at the beginning of the word. Now, it’s your turn to try.”

Ask your child to try these on his own:

- top - /t/
- fish - /f/
- moon - /m/
- rabbit - /r/
- soap - /s/
- ball - /b/

# Produce Beginning Sounds

Say, “We’re going to play a listening game. I’m going to say a word you tell me another word start starts with the same sound.

“Let’s try one together. Say, “*dog*. Dog has a /d/ sound at the beginning and so does *duck*. Dog – duck. They both start with /d/.”

Ask your child to try these on his own:

- goat -
- cat – any word what starts with the /k/ sound is correct.
- mug -
- house -
- turtle -
- day -

# Identify Ending Sounds

Say, “We’re going to play a listening game. I’m going to say a word and I’d like you to tell me what sound you hear at the end of the word.”

“Let’s try one together.” Say, “*Dog*. Dog has a /g/ sound at the beginning of the word. Now, it’s your turn to try.”

Ask your child to try these on his own:

- top - /p/
- fish - /sh/
- moon - /n/
- rabbit - /t/
- soap - /p/
- ball - /l/

# Blending Sounds

Say, “We’re going to play a listening game. I’m going to say a word very slowly and I want you to put the sounds together and tell me what word I’m saying.”

“Let’s try one together. Say, “/f/ - /i/ - /sh/.” Now say those three sounds together to make *fish*.

Ask your child to try these on his own:

- u – p (up)
- m – oo – n (moon)
- s – a – t (sat)
- p – l – u – g (plug)
- k – w – ee – n (queen)

**\*Quick Note:**

For these letter assessments, use the upper and lowercase student pages provided on page 9 of this checklist. You can also use an alphabet puzzle, as I show in [this post](#). A recording chart is provided on page 8 for you to record what the child knows.

## Identify Uppercase Letter Names

Give the child the uppercase alphabet page (pg. 9). Cover the lowercase letters with a clean sheet of paper. Say, “Starting on the top row, I want you to tell me the uppercase letters you see.”

## Identify Lowercase Letter Names

Give the child the uppercase alphabet page (pg. 9). Cover the uppercase letters with a clean sheet of paper. Say, “Starting on the top row of letters, I want you to tell me the lowercase letters you see.”

## Identify Letter Sounds

Give the child the lowercase alphabet page (pg. 9). Cover the uppercase letters with a clean sheet of paper. Say, “Starting at the top of the page, I want you to tell me what SOUND the letters make.”

Child's Name \_\_\_\_\_

Date \_\_\_\_\_

Letter Name  
upper case lower case Letter Sound

Letter Name  
upper case lower case Letter Sound

A a				N n			
B b				O o			
C c				P p			
D d				Q q			
E e				R r			
F f				S s			
G g				T t			
H h				U u			
I i				V v			
J j				W w			
K k				X x			
L l				Y y			
M m				Z z			

## Uppercase Letters

X M O B V

A D H Z T

E J L Y G

P W F K Q

U R I C S N

## Lowercase Letters

y l r b z

u p n w i

t j a e x

c o v f m

h q k d s g