



ALL ABOUT[®] *Reading*

The program that takes the struggle out of reading

Readiness Checklist

For *All About[®] Reading* Pre-reading

by
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ALL ABOUT[®] *Reading*
Pre-reading

Pre-reading Readiness Checklist

Are you wondering if your child is ready to start the *All About Reading* Pre-reading program?

This program is designed mainly for use with preschool and kindergarten students, yet is very adaptable to fit a wide range of learning needs. Older students who are not yet reading and need to work on phonological awareness skills or other pre-reading skills may also benefit from using the program. Children who have fine motor delays or speech issues can use the program as well.

With *AAR* Pre-reading, your student will develop these five fundamental pre-reading skills:

1. Print Awareness
2. Phonological Awareness
3. Letter Knowledge
4. Listening Comprehension
5. Motivation to Read

Use the checklist below to determine whether your child is ready to start the Pre-reading program.

Your child:

- Can play a preschool board game, such as *Candyland* or *Hi Ho! Cherry-O!*
- Has an attention span of at least 10 minutes. Can focus to play a game, build with blocks, work on a puzzle, color, or engage in a similar activity for at least 10 minutes.
- Enjoys and understands picture books when read aloud, such as *Chicka, Chicka, Boom, Boom*, *The Very Hungry Caterpillar*, and *Are You My Mother?*
- Is familiar with rhyming language through rhyming picture books, rhyming games, poetry, and songs. Note: It's okay if your child does not yet know how to rhyme, because the Pre-reading program covers this skill. However, familiarity with rhyming language will help students as they learn to rhyme.
- Can speak or communicate clearly enough to be understood by the person teaching the program.
- Engages in imaginative and pretend play.

- Is able to correct someone who misnames something. For example, if someone says “This is my foot,” while pointing to their arm, the child will correct them.
- Can follow simple directions, such as “Please put on your shoes.”
- Can tell a simple story, repeating an event that took place or retelling a book. “Yesterday, Mom took us to the park. We played on the curly slide. Kyle was scared at the top and Mom had to help him down.”
- Can identify an object based on a line drawing, such as a goat, map, or zipper.
- Is comfortable using crayons, markers, paintbrushes, etc.

How did your student do?

If you checked nine or more of the boxes, your child is ready to try the Pre-reading program. If you checked eight or fewer boxes, you may want to provide additional practice with some of those concepts before starting the program.

Note: If you are considering the Pre-reading program for a very young child, an interest in learning letters is also important.

If you have any questions about the program or would like to learn how to adapt certain aspects of the program to accommodate your child’s needs, feel free to call us at 715-477-1976 or email us at support@allaboutlearningpress.com. And if you need ideas on how to help your child build pre-reading skills, just let us know—we are always happy to help!