

Checklist for Parents of TODDLERS

Here are ways you can help your child “get ready to read” during the ages of 2 and 3.

- I read with my child every day, even if it’s only for a few minutes.
- I encourage my child to bring his favorite books to me so that we can read together.
- I point to pictures and name them out loud and encourage my child to point to pictures while we read.
- I watch to see if my child sometimes makes eye contact with me when I read aloud. That tells me she is paying attention to me and the story.
- I talk to my child throughout the day about things we are doing and things happening around us.
- I try to be patient when my child wants to read the same book over and over again.
- I encourage my child to “play” with books—pick them up, flip them front to back, and turn pages.
- Sometimes I listen when my child “pretends” to read a book—he holds the book, goes from page to page, and says words, even though they’re not the words on the page.
- I give my child paper and crayons so she can scribble, make pictures, and pretend to write.

From the National Institute of Literacy

Checklist for Parents of PRESCHOOLERS

Here are ways you can help your child “get ready to read” during the ages of 4 and 5.

- I help my child hear and say the first sound in words (like “b” in boat), and notice when different words start with the same sound (like “boat” and “book”).
- I help my child hear words that rhyme (like moose, goose, and caboose).
- I introduce new words to my child, like “bow” and “stern”, which mean the front and back of a boat.
- I talk with my child about the letters of the alphabet and notice them in books, like “c” for canoe.
- I point out signs and labels that have letters, like street signs and foods in the grocery store.
- I encourage my child to find the joy and fun in reading. Usually, I let my child choose the books we read.
- I let my child pretend to read parts of the book when we read together.
- I talk with my child about the stories and make connections to things that happen in our own lives.
- I ask “what,” “where,” and “how” questions when I read with my child to help her follow along and understand the stories.
- I help my child write notes or make books (like an alphabet book), even if his writing only looks like scribbles or marks.

From the National Institute of Literacy

Checklist for Parents of KINDERGARTENERS

These skills usually develop when a child is in kindergarten. Talk with your child’s teacher if you have questions.

- My child listens carefully to books read aloud.
- My child knows the shapes and names for the letters of the alphabet and writes many uppercase and lowercase letters on his own.
- My child knows that spoken words are made up of separate sounds.
- My child recognizes and makes rhymes, can tell when words begin with the same sound, and can put together, or blend, spoken sounds.
- My child can sound out some letters.
- My child knows that the order of letters in a written word stands for the order of sounds.
- My child knows some common words such as a, the, I, and you, on sight.
- My child knows how to hold a book, and follows print from left to right and from top to bottom of a page when she is read to.
- My child asks and answers questions about stories and uses what he already knows to understand a story.
- My child knows the parts of a book and understands that authors write words and text and illustrators create pictures.
- My child knows that in most books the main message is in the print, not the pictures.
- My child predicts what will happen in a story and retells or acts out stories.
- My child knows the difference between “made up” fiction and “real” nonfiction books.
- My child uses what he knows about letters and sounds to write words.
- My child writes his own first and last name.
- My child writes some letters and words as they are said to her and begins to spell some words correctly.
- My child plays with words and uses new words in her own speech and words from daily life, such as *teacher*.

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