The Get Ready to Read! screening tool is a 20-item early literacy screening tool for young children in the year before kindergarten. It was developed in conjunction with the National Center for Learning Disabilities by some of the country’s top reading researchers, and is available in English and Spanish.

The Get Ready to Read! screening tool takes about 10 minutes to administer, and was designed to provide early childhood professionals and parents with a “snapshot” of where a child is on the path to developing important early literacy skills. The screening tool is NOT a formal assessment or a way to identify disabilities. However, it can give you important information about a child’s skills that can help inform what you do in the classroom.

The Get Ready to Read! screening tool is typically administered in the fall of the year before a child starts kindergarten, again in the spring before kindergarten starts, and occasionally one additional time in between. However, you can get useful information about a child’s skills anytime during the year before kindergarten, and use that information to help inform classroom and home activities. The skill-building activities included in this section are a good starting point. There are also special activity cards for parents to use with their children in the parent section of this toolkit.

This section includes a guide to using the Get Ready to Read! screening tool with the children in your care, and also a guide to scoring and interpreting the screening tool.

The items on the Get Ready to Read! screening tool are based on skills that many years of research have shown to be especially important for a young child to be ready to learn to read. These skills include:

To date, an estimated 345,000 4-year-olds have been screened using the tool.
**Print knowledge:** a child’s understanding of books, printed letters, and words. Skills include:

- Differentiating print from pictures
- Functions of print
- Book rules
- Print components
- Rules of print
- Naming letters

**Linguistic awareness:** a child’s understanding of how words and language works. Skills include:

- Active listening
- Vocabulary
- Rhyming words
- Segmenting sentences
- Segmenting words
- Phonemic awareness

**Emergent writing:** a child’s first efforts to create and use print in a meaningful way. Skills include:

- Scribbling
- Drawing
- Copying
- Printing letters
- Printing name
- Invented spelling