

Ready to Read Act

In accordance with Maryland's Ready to Read Act, all KCPS kindergarten students will be administered a screener assessment to examine their letter naming, phonemic/phonological awareness and processing, decoding, and word reading skills. The assessments will occur each fall starting in October 2020. If screening data shows that a student may be at risk, a prevention framework is initiated and students at risk for reading difficulties will receive supplemental reading instruction in their areas of need. Parents and guardians will be notified if assessment results indicate that your child would benefit from an additional supports or intervention.

Essential Skills that Predict Future Reading Ability included in the Ready to Read Act	Pre-K Age 4+	Kindergarten	1st Grade
Phonological awareness and phonemic processing skills	✓	✓	✓
Knowledge of letter names and sound association for uppercase and lowercase letters		✓	✓
Normed Rapid Automatized Naming		✓	✓
Automatic and fluent single word recognition with closed syllable nonsense and real words			✓
Normed oral reading fluency			✓

Chart from: Coalition to Support the Ready to Read Act of 2019

Early warning signs of reading difficulties may be hard to recognize before your child enters school, but some early clues might indicate a problem. Once your child reaches school age, your child's teacher may be the first to notice any issues. The level of difficulty varies, but the condition often becomes apparent as a child starts learning to read.

Before school early warning signs:

- Late talking
- Learning new words slowly
- Problems forming words correctly, such as reversing sounds in words or confusing words that sound alike
- Problems remembering or naming letters, numbers and colors
- Difficulty learning nursery rhymes or playing rhyming games

School age signs:

- Reading well below the expected level for age
- Problems processing and understanding what he or she hears
- Difficulty finding the right word or forming answers to questions
- Problems remembering the sequence of things
- Difficulty seeing (and occasionally hearing) similarities and differences in letters and words Inability to sound out the pronunciation of an unfamiliar word
- Difficulty spelling
- Spending an unusually long time completing tasks that involve reading or writing
- Avoiding activities that involve reading