

Kindergarten Reader Development

Level: Non-Reader

Pre-A Reader Skills

- ___ Names more than 40 upper and lower case letters
- ___ Forms more than 40 upper and lower case letters correctly
- ___ Identifies and generates several letter sounds
- ___ Identifies the period punctuation mark
- ___ Hears and claps syllables in words
- ___ Recognizes rhyming words
- ___ Produces rhyming words
- ___ Identifies the initial sound in a word
- ___ Writes their name using a model
- ___ Knows the difference between a letter and a word
- ___ Identifies the first and last letter in a word
- ___ Identifies the beginning and ending of a book
- ___ Counts the words in a sentence
- ___ Understands left-to-right directionality
- ___ Sorts, understands, and classifies words to develop vocabulary

Text Levels: A-C

Emergent Reader Skills (End of Kindergarten Goal)

- ___ Knows all upper and lower case letters
- ___ Identifies and produces all letter sounds
- ___ Reads and writes 30 sight words
- ___ Writes first name without a model
- ___ Forms all upper and lower case letters correctly
- ___ Hears, decodes & records sounds in short vowel words correctly (*cat, box, sit*)
- ___ Tracks left-to-right across several lines of print
- ___ Matches one-to-one with words in text
- ___ Uses picture clues to figure out unknown words
- ___ Uses letter clues to figure out unknown words
- ___ Uses story content to figure out unknown words
- ___ Uses sentence structure to figure out unknown words
- ___ Rereads to correct errors or confirm predictions
- ___ Discusses a story with teacher prompts
- ___ Writes a simple sentence about a text
- ___ Reads accurately, with understanding, a later level emergent text (Text Level C)

Text Levels: D-I

Early Reader Skills (End of 1st Grade Goal)

- Knows all letters and sounds:
- ___ single consonants ___ digraphs (*sh, th*)
 - ___ blends (*bl, tr*) ___ hard & soft c
 - ___ hard & soft g ___ short vowels
 - ___ long vowels (*a—e, i—e, o--e*)
 - ___ r-controlled vowels (*ar, er, ir, or, ur*)
 - ___ regular vowel teams (*ai, ay, oa, ou, ow*)
- ___ Flexibly uses a variety of strategic actions to figure out unknown words without teacher prompts (*letter sounds/patterns, story content, sentence structure, picture clues*)
- ___ Reads and writes 60-80 sight words
- ___ Monitors for, and corrects, meaning errors (*words make sense in the story content*)
- ___ Monitors for, and corrects, structure errors (*words are grammatically correct*)
- ___ Monitors for, and corrects, visual errors (*letters and patterns match what is being read*)
- ___ Retells what they have read (*beginning, middle, end, most important events or details*)
- ___ Answers a variety of questions about a text (*key details, inferences, evaluative, vocabulary, character analysis/text features*)
- ___ Reads easy and familiar books with phrasing and expression
- ___ Rereads easy and familiar books silently
- ___ Reads accurately, with understanding, a later level early text (Text Level I)

Comments: _____

Characteristics of Text at Pre-A, Emergent, and Early Levels

Pre-A Text Characteristics

Alphabet Books

Classmate and family member names

Alphabet

Books that are similar to the page below that are read TOGETHER with a fluent reader (teacher, parent, older sibling, etc.)



Emergent Text Characteristics

Highly supported text with pictures and sight words

Familiar content

Repeated text pattern with predictable sentences

Early Emergent example:

one line of text per page



Later Emergent example:

2-5 lines of text per page

Introduction of dialogue using "said"



Early Text Characteristics

Beginning EARLY example:

Familiar, easy content

Simple dialogue (some split dialogue)

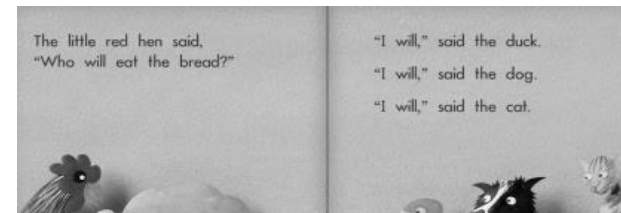
Many sentences with prepositional phrases and adjectives

Some longer sentences (> 6 words)

Two to six lines of text on each page

Some sentences turn over to the next line

Fewer repetitive language patterns



Later EARLY example:

Longer sentences

Some unfamiliar or abstract content

8-16 pages long

3-8 lines of text per page

Some complex letter/sound patterns

Some multi-syllabic words

Narratives contain more elaborate episodes

Nonfiction has table of contents and glossary

Fox decided to speak to the wax man. "Good evening, sir," she said. "Will you please give me a chicken?"

The wax man smiled, but it did not answer.

Fox was upset. She said loudly, "Mister! I want a chicken now!"

Again, the wax man did not answer.

