

Reading Development Checklist

Birth to 3 years			
			Recognizes specific books by cover
			Pretends to read books
			Understands that books are handled in particular ways
			Enters into a book sharing routine with primary care givers
			Vocalization play in crib gives way to enjoyment of rhyming language
			Labels objects in books
			Comments on characters in books
			Looks at picture in book and realizes it is a symbol for a real object
			Listens to stories
			Requests/commands adult to read or write
			May begin attending to specific print such as letters in names
			Uses increasingly purposive scribbling
			Occasionally seems to distinguish between drawing and writing
			Produces some letter-like forms and scribbles with some
Three to 4 year-old Accomplishments			
			Knows that alphabet letters are a special category of visual graphics that can be individually named
			Recognizes local environmental print
			Knows that it is the print that is read in stories
			Pays attention to separable and repeating sounds in language (e.g., Peter, Peter, Pumpkin Eater , Peter Eater)
			Uses new vocabulary and grammatical constructions in own speech
			Understands and follows oral directions

Source: National Research Council Report on Preventing Reading Difficulties

Reading Development Checklist

			Is sensitive to some sequences of events in stories
			Shows an interest in books and reading
			When being read a story, connects information and events to life experiences
			Questions and comments demonstrating understanding of literal meaning of story being told.
			Displays reading and writing attempts, call attention to self: "Look at my story"
			Can identify 10 alphabet letters, especially those from own name
			"Writes" (scribbles) message as part of playful activity
			May begin to attend to beginning or rhyming sound in salient words
Kindergarten Accomplishments			
			Knows the parts of a book and their functions
			Begins to track print when listening to a familiar text being read or when reading own writing
			"Reads" familiar texts but does not necessarily use the verbatim print
			Recognizes and can name all uppercase and lowercase letters
			Understands that the sequence of letters in a written word represents the sequence of sounds in a spoken word (this is called the alphabetic principle)
			Learns many, though not all, one-to-one letter sound correspondences
			Recognizes some words by sight, including a few very common ones (a, the, I, you, is, are)
			Uses new vocabulary and grammatical constructions in own speech
			Makes appropriate switches from oral to written language situations
			Notices when simple sentences fail to make sense
			Connects information and events in texts to life and life to text experiences
			Retells, reenacts or dramatizes stories or parts of stories
			Listens attentively to books teacher reads to class

Source: National Research Council Report on Preventing Reading Difficulties

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			Can name some book titles and authors
			Demonstrates familiarity with a number of types or genres of text (e.g., storybooks, poems, newspapers, everyday print such as signs , notices, labels)
			Can answer questions about stories read aloud
			Makes predictions based on illustrations or portions of stories
			Demonstrates understanding that spoken words consist of sequences of phonemes
			Given spoken sets like “dan, dan, den” can identify the first two as sharing a same sound
			Given a spoken set like “dak, pat, zen” can identify the first two as sharing a same sound
			Given a spoken segment can merge them into a meaningful target word: e.g., “c” “a” “t” can be recognized as “cat”
			Given a spoken work can produce another word that rhymes with it
			Independently writes many uppercase and lowercase letters
			Uses phonemic awareness and letter knowledge to spell independently (may use invented spellings)
			Writes (unconventionally) to express own meaning
			Builds a repertoire of some conventionally spelled words
			Shows awareness of distinction between “kid writing” and conventional orthography
			Writes own name (first and last) and the first names of some friends or classmates
			Can write most letters and some words when they are dictated
First Grade Accomplishments			
			Makes a transition from emergent to “real” reading
			Reads aloud with accuracy and comprehension any text that is appropriately designed for the first half of grade 1
			Accurately decodes orthographically regular, one-syllable words and nonsense words (e.g., sit, zot) using print-sound mapping to sound out unknown words
			Uses letter-sound correspondence knowledge to sound out unknown words when reading text
			Recognizes common irregularly spelled words by sight (have, said, where, two)

Source: National Research Council Report on Preventing Reading Difficulties

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			Has a reading vocabulary of 300-500 words, sight words, and easily sounded out words
			Monitors own reading and self-corrects when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word
			Reads and comprehends both fiction and nonfiction that is appropriately designed for grade level
			Creates own written text for others to read
			Notices when difficulties are encountered in understanding text
			Reads and understands simple written directions
			Predicts and justifies what will happen next in stories
			Discusses prior knowledge of topics in expository text
			Discusses how, why and what-if questions in sharing nonfiction texts
			Describes new information gained from texts in own words
			Distinguishes whether simple sentences are incomplete or fail to make sense; notices when simple texts fail to make sense
			Can answer simple written comprehension questions based on material read
			Can count the number of syllables in a word
			Can blend or segment the phonemes or most one-syllable words
			Spells correctly three-and four-letter short vowel words
			Composes fairly readable first drafts using appropriate parts of the writing process
			Uses invented spelling/phonics-based knowledge to spell independently when necessary
			Shows spelling consciousness or sensitivity to conventional spelling
			Uses basic punctuation and capitalization
			Produces a variety of types of compositions (e.g., stories, descriptions, etc)
			Engages in a variety of literacy activities voluntarily (e.g., choosing books and stories to read, writing a note to a friend)
Second-Grade Accomplishments			

Reading Development Checklist

			Reads and comprehends both fiction and nonfiction that is appropriate for grade level
			Accurately decodes orthographically regular multi-syllable words and nonsense words
			Uses knowledge of print-sound mapping to sound out unknown words
			Accurately reads many irregularly spelled words
			Reads and comprehends both fiction and nonfiction that is appropriate for grade level
			Reads voluntarily for interest and own purposes
			Rereads sentence when meaning is not clear
			Interprets information from diagrams, charts, and graphs
			Recalls facts and details of texts
			Reads nonfiction materials for answers to specific question or for specific purposes
			Takes part in creative responses to tests such as dramatizations, oral presentations, fantasy play, etc
			Discusses similarities in characters and events across stories
			Connects and compares information across nonfiction selections
			Poses possible answers to how, why, and what-if questions
			Correctly spells previously studied words and spelling patterns in own writing
			Represents the complete sound of a word when spelling independently
			Produces a variety of types of compositions (e.g., stories, reports,. correspondence)
			Reads and comprehends both fiction and nonfiction that is appropriate for grade level
			Accurately decodes orthographically regular multi-syllable words and nonsense words
			Uses knowledge of print-sound mapping to sound out unknown words
			Accurately reads many irregularly spelled words
Third-Grade Accomplishments			

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			Reads aloud with fluency and comprehension any text that is appropriate for grade level
			Uses letter-sound correspondence knowledge and structural analysis to decode words
			Reads longer fictional selections and chapter books independently
			Can point to or clearly identify specific words or wording that a causing comprehension difficulties
			Summarizes major points from fiction and nonfiction text
			In interpreting fiction, discusses underlying theme or message
			Asks how, why, and what-if question in interpreting nonfiction texts
			In interpreting nonfiction, distinguishes cause and effect, fact and opinion, main idea and supporting detail
			Uses information and reasoning to examine bases of hypotheses and opinions
			Infers word meanings from taught roots, prefixes, and suffixes
			Combines information from multiple sources in writing reports
			Independently reviews work for spelling, mechanics and presentation
			Produces a variety of written works in a variety of formats, including multimedia formats