

Kindergarten & 1st Grade

The **Developmental Progression of Literacy** is a learning continuum of stages and descriptors that follow the path to becoming a fluent reader and writer. These descriptors increase in difficulty through the developmental stages. Therefore, a continuum is like a map showing where your child has gone and where he/she will be going. At Kindergarten through 1st & 2nd grade, the stages of proficiency range from *Pre-conventional* to *Transitional*. Your child's report card indicates his or her place along the reading and writing continua.

Most students fall mainly into one stage or the other on each continuum. As your child masters the majority of skills on a given list, he/she progresses naturally through stages along the continuum. When your child independently and consistently accomplishes the skill this is evidence that he or she is making progress. On our Academic Scale, "M", meeting grade level expectations can also mean meeting the expectations for a particular stage.

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PREVENTIONAL STAGE INSTRUCTIONAL LEVEL KINDERGARTEN Skills and Behaviors Checklist	EARLY EMERGENT STAGE INSTRUCTIONAL LEVEL KINDER - Emerging GRADE 1 Skills and Behaviors Checklist	EMERGENT STAGE INSTRUCTIONAL LEVEL GRADE 1 Skills and Behaviors Checklist	TRANSITIONAL STAGE INSTRUCTIONAL LEVEL GRADE 1 & 2 Skills and Behaviors Checklist
Retells simple story	Retells stories with beginning, middle, and end	Retells Emergent text w/beginning, middle, and end	Retells story events beginning, middle, and end
Properly sequences simple story cards	Begins to make meaningful predictions	Reads Emergent fiction and non fiction independently	Uses semantics (context) as cue
Holds books correctly, turns pages	Reads Early Emergent books independently	Reads with fluency	Uses syntax (grammatical structure) as cue
Displays directionality (L-R, t-b)	Uses text to gain meaning (semantics)	Uses short vowel patterns	Uses punctuation marks properly when reading orally
Reads predictable books with patterned sentences	Uses sentence structure to help read (syntax)	Uses long vowel patterns	Reads fluently with automatic word recognition
Uses pictures to gain meaning from stories	Listens and identifies syllables in words	Uses initial blends and diagraphs	Identifies main idea and setting
Listens attentively to literature	Rhymes words	Uses end marks	Identifies main characters and their traits
Responds verbally to literature	Knows and uses sounds for all initial consonants	Has Emergent sight vocabulary	Begins to select "Just Right" books independently
Knows names of all capital letters	Uses final consonants	Identifies main characters	Uses growing awareness of sound segments (phonemes, syllables, rhymes) at beginning and end of words
Knows names of all lowercase letters	Begins to use punctuation (. ?)	Identifies main idea and setting	Uses letter/sound cues and patterns (phonics)
Knows sounds of most initial consonants	Reads with initial fluency (chunks simple, multiple words together)	Makes predictions and conclusions based on text	Has Transitional sight word vocabulary
Has Early sight vocabulary	Has Early Emergent sight vocabulary	Connects books to own experiences	Begins to make meaningful predictions based on text/prior knowledge

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