

Developmental Stages of Learning

Reading

Pre-Emergent	Emergent	Early	Fluent
<ul style="list-style-type: none"> ☑ Listens to stories. ☑ Tells about pictures. ☑ "Pretends" to be reading. ☑ Recognizes name in print. ☑ Turns book pages appropriately. ☑ Recognizes familiar environmental print. 	<ul style="list-style-type: none"> ☑ Shows a desire to read ☑ Uses pictures to predict. ☑ Recites familiar verses, songs and stories ☑ Knows where to begin reading. ☑ Locates words. ☑ Knows print has meaning. 	<ul style="list-style-type: none"> ☑ Chooses to read frequently. ☑ Uses sight vocabulary. ☑ Uses context clues. ☑ Reads familiar text independently. 	<ul style="list-style-type: none"> ☑ Reads to learn. ☑ Independently unlocks meaning. ☑ Thinks critically. ☑ Can summarize information read. ☑ Can retrieve information. ☑ Uses all cuing systems

Writing			
Pre-Emergent	Emergent	Early	Fluent
<ul style="list-style-type: none"> ☑ Verbalizes experiences. ☑ Explains events in picture. ☑ Repeats nursery rhymes and chants. ☑ Dictates stories. ☑ Writes letters of the alphabet. ☑ Pictures communicate ideas. 	<ul style="list-style-type: none"> ☑ Writes simple notes. ☑ Uses invented spellings. ☑ Develops a sense of story ☑ Makes signs and labels. ☑ Uses 1-2 words to describe event. ☑ Story will be 1-2 sentence in length. 	<ul style="list-style-type: none"> ☑ Expands use of words to describe. ☑ Aware of capitalization and punctuation. ☑ Begins to revise and edit personal work. ☑ Begins to utilize knowledge of rhyming. ☑ Writes 3 or more sentences to describe ideas, 	<ul style="list-style-type: none"> ☑ Writes personal notes ☑ Uses a varied vocabulary. ☑ Writes for a variety of audiences. ☑ Observes the Writing Process. ☑ Length of writing is determined by the content.

Spelling			
Pre-Emergent	Emergent	Early	Transitional
<ul style="list-style-type: none"> ☑ Combination of scribble and words ☑ The text has meaning for the writer. ☑ Letters are not discernable. <p style="text-align: center;">↓</p> <ul style="list-style-type: none"> ☑ Begins to "mock write" letters. ☑ Uses uppercase letters most of the time. Uses beginning sound to stand for a word 	<ul style="list-style-type: none"> ☑ Begins to understand the relationship between letters and sounds. ☑ Selects letters to represent the sounds they hear. ☑ Begins to show directionality. ☑ Beginning and ending consonant sounds represent words. 	<ul style="list-style-type: none"> ☑ Able to map most words they write. ☑ Uses both upper and lower case letters. ☑ Select spellings that match the sounds. ☑ Correctly spell words they know. ☑ Consonant and vowel sounds appear in words. 	<ul style="list-style-type: none"> ☑ Moving toward standard spelling. ☑ Aware of blends and diagraphs. ☑ Aware of inflectional endings. ☑ Aware of apostrophe. ☑ Uses comparative endings. (er - est) <hr style="border-top: 1px dashed orange;"/> <p style="text-align: center;">Fluent</p> <ul style="list-style-type: none"> ☑ Uses standard spellings for most words. ☑ Seeks correct spellings of difficult words.