

What Children Can Do	Assessment Dates	Comments
<p><b>Goals for Preschool:</b></p> <p><b>Awareness and Exploration</b></p> <ul style="list-style-type: none"> <li>■ Enjoys listening to and discussing storybooks</li> <li>■ Understands that print carries a message</li> <li>■ Engages in reading and writing attempts</li> <li>■ Identifies labels and signs in the environment</li> <li>■ Participates in rhyming games</li> <li>■ Identifies some letters and makes some letter-sound connections</li> <li>■ Uses known letters or approximations of letters to represent written language</li> </ul> <p><b>Goals for Kindergarten:</b></p> <p><b>Experimental Reading and Writing</b></p> <ul style="list-style-type: none"> <li>■ Enjoys being read to and retells simple narrative stories or informational texts</li> <li>■ Uses descriptive language to explain and explore</li> <li>■ Recognizes letters and most letter-sound connections</li> <li>■ Shows familiarity with rhyming and with beginning sounds</li> <li>■ Understands basic concepts of print, such as left-to-right orientation and starting at the top of the page</li> <li>■ Understands that spoken words can match written words</li> <li>■ Begins to write letters of the alphabet and some high frequency words, such as their names, family names, or words such as cat, dog, and so on.</li> </ul> <p><b>Goals for First Grade:</b></p> <p><b>Early Reading and Writing</b></p> <ul style="list-style-type: none"> <li>■ Reads and retells familiar stories</li> <li>■ When comprehension breaks down, uses a variety of strategies, such as rereading, predicting, questioning, and contextualizing</li> </ul>		

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<p><b>Goals for First Grade: Early Reading and Writing (continued)</b></p> <ul style="list-style-type: none"> <li>■ Initiates using writing and reading for his or her own purposes</li> <li>■ Can read orally with reasonable fluency</li> <li>■ Identifies new words through letter-sound associations, word parts, and context</li> <li>■ Identifies an increasing number of words by sight</li> <li>■ Can sound out and represent all the major sounds in a spelling word</li> <li>■ Writes about personally meaningful topics</li> <li>■ Attempts to use some punctuation and capitalization</li> </ul> <p><b>Goals for Second Grade: Transitional Reading and Writing</b></p> <ul style="list-style-type: none"> <li>■ Reads with greater fluency</li> <li>■ When comprehension breaks down, uses strategies more efficiently</li> <li>■ Uses strategies more efficiently to decode new words</li> <li>■ Sight vocabulary increases</li> <li>■ Writes about an increasing range of topics to fit different audiences</li> <li>■ Uses common letter patterns and critical features to spell words</li> <li>■ Punctuates simple sentences correctly and proofreads own work</li> <li>■ Spends time each day reading</li> <li>■ Uses reading to research topics</li> </ul> <p><b>Goals for Third Grade: Independent and Productive Reading and Writing</b></p> <ul style="list-style-type: none"> <li>■ Reads fluently and enjoys reading</li> <li>■ Uses a range of strategies when drawing meaning from the text</li> <li>■ When encounters unknown words, uses word identification strategies appropriately and automatically</li> <li>■ Recognizes and discusses elements of different text structures</li> <li>■ Makes critical connections between texts</li> <li>■ Writes expressively in different forms, such as stories, poems, and reports</li> <li>■ Uses a rich variety of vocabulary that is appropriate to different text forms</li> <li>■ Can revise and edit own writing during and after composing</li> <li>■ Spells word correctly in final written drafts</li> </ul>		