

Things Children Learn in School

Kindergarten Accomplishments

- Listens attentively to books teacher reads to class.
- Retells, reenacts, or dramatizes stories or parts of stories.
- Knows the parts of a book and their function.
- Recognizes some words by sight, including a few very common ones (a, the, I, my, you, is, are).
- Uses new vocabulary and grammatical constructions in own speech.
- Correctly answers questions about stories that are read aloud.
- Recognizes and can name all letters.
- Writes own name.
- Can write most letters.
- Writes (unconventionally) to express own meaning.

First-Grade Accomplishments

- Reads aloud with accuracy and comprehension.
- Reads and understands simple written instructions.
- Predicts and justifies what will happen next in stories.
- Engages in a variety of literary activities voluntarily (choosing books and stories to read, writing a note to a friend).
- Uses letter-sound correspondence knowledge to sound out unknown words when reading.
- Uses invented spelling/phonics-based knowledge to spell independently, when necessary.
- Reads and comprehends both fiction and nonfiction that is appropriately designed for grade level.
- Reads and understands simple written instructions.
- Creates own written texts for others to read.
- Spells correctly three- and four-letter short vowel words.

Second-Grade Accomplishments

- Reads and comprehends both fiction and nonfiction that is appropriately designed for grade level.
- Reads voluntarily for interest and own purposes.
- Rereads sentences when meaning is not clear.
- Recalls facts and details of texts.
- Poses possible answers to how, why, and what-if questions.
- Correctly spells previously studied words and spelling patterns.
- Discusses similarities in characters, and events across stories.
- Makes reasonable judgments about what to include in written products.
- Given organizational help, writes informative well-structured reports.
- Produces a variety of compositions (stories, reports, correspondence).

Third-Grade Accomplishments

- Reads aloud with fluency and comprehension any text that is appropriately designed for grade level.
- Reads and comprehends fiction and nonfiction appropriate for grade.
- Summarizes major points from fiction and nonfiction texts.
- Correctly spells previously studied words and spelling patterns.
- In interpreting fiction, discusses underlying theme or message.
- Asks how, why, and what-if questions in interpreting nonfiction texts.
- Can point to or clearly identify specific words or wordings that are causing comprehension difficulties.
- Reads longer fictional selections and chapter books independently.
- Combines information from multiple sources in writing reports.
- Independently reviews work for spelling, mechanics, and presentation.

Source:
*Preventing Reading Difficulties in
Young Children*

Committee on the Prevention of
Reading Difficulties in Young
Children

National Research Council

Catherine Snow
M. Susan Burns,
Peg Griffin,
editors

National Academy Press
1999



Funding provided by Lilly Endowment Inc.

Typical Accomplishments for Children, Birth to age 6

Source:

Helping Your Child Become a Reader
Published by U.S. Department of
Education, Office of Educational
Research and Improvement

Based on:

*Preventing Reading Difficulties in
Young Children*, a report of the
National Research Council, by the
Committee on the Prevention of
Reading Difficulties in Young
Children, released March 1998 and the
*Joint Position Statement of the
International Reading Association
(IRA) and the National Association
for the Education of Young Children
(NAEYC)*, adopted May 1998.



Funding provided by Lilly Endowment Inc.

Most children learn to read by age 7. Learning to read is built on a foundation of language skills that children start learning at birth - a process that is both complicated and amazing. Most children develop certain skills as they move through the early stages of learning language. Keep in mind that children vary a great deal in how they develop and learn. If you have questions or concerns about your child's progress, talk with your child's doctor, teacher, or a speech and language therapist. For children with any kind of disability or learning problem, the sooner they can get the special help they need, the easier it will be for them to learn.

Birth to age 3 - most babies and toddlers become able to:

- Makes sounds that imitate the tones and rhythms that adults use when talking.
- Respond to gestures and facial expressions.
- Begin to associate words they hear frequently with what the words mean
- Make cooing, babbling sounds in the crib which gives way to enjoying rhyming and nonsense word games with a parent or caregiver
- Play along in games such as "peek-a-boo" and "pat-a-cake"
- Handle objects such as board books and alphabet blocks in their play
- Recognize certain books by their covers.
- Pretends to read books
- Understand how books should be handled
- Share books with an adult as a routine part of life.
- Name some objects in a book
- Talk about characters in a book
- Look at pictures and realize they are symbols of real things
- Listen to stories.
- Ask or demand that adults read or write with them.
- Being to pay attention to specific print such as the first letters of their names.
- Scribble with a purpose (trying to write or draw something)
Produce some letter-like forms and scribbles that resemble, in some way, writing.

From ages 3 to 4 - most preschoolers become able to:

- Enjoy listening to and talking about storybooks.
- Understand that print carries a message.
- Make attempts to read and write.
- Identify familiar signs and labels.
- Participate in rhyming games.
- Identify some letters and make some letter-sound matches
- Use known letters (or their best attempt to write the letters) to represent written language - especially for meaningful words like their names or phrases such as "I love you."