

**Stage
1**

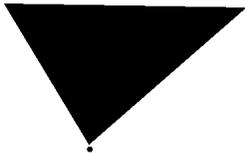


Emergent Reader

Tutor's Name _____

Student's Name _____

Name of Program _____

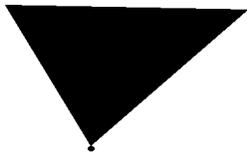


Book Handling / Concepts of Print

.....▶ The knowledge individuals have about the common characteristics of books.

- 1 = Never
 - 2 = Sometimes
 - 3 = Frequently
 - 4 = Consistently
-

	Date:	Date:	Date:
▶ Knows that words on a page are related to pictures and that pictures will help explain words.			
▶ Knows that printed words tell a story.			
▶ Knows that English text reads from left to right and top to bottom.			
▶ Knows that books have titles.			
▶ Knows that people called authors write books and that people called illustrators draw pictures.			
▶ Correctly identifies number of words on a page; does not confuse individual letters with words.			
TOTAL POINTS	_____	_____	_____



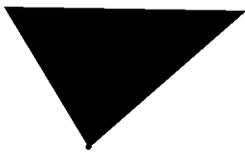
Reading Strategies and Behaviors

The ways in which individuals make meaning out of print.

- 1 = Never
- 2 = Sometimes
- 3 = Frequently
- 4 = Consistently

	Date:	Date:	Date:
▶ Looks through illustrations in a book and makes reasonable guesses about what might happen in the story.			
▶ Uses illustrations to help figure out words.			
▶ Recognizes repetitive patterns in text and uses those patterns to help predict words. <i>Example: "In went the cow. In went the dog. In ____ the pig."</i>			
▶ Uses beginning letter sounds to predict words.			
▶ Recognizes some common words by sight. <i>Examples: the, I, dog, house, cat</i>			
▶ Stops and questions when words read don't make sense.			
▶ Pauses at the end of a sentence, in response to a discussion about periods.			
TOTAL POINTS	_____	_____	_____

Emergent Reader



Phonics and Phonemic Awareness

.....▶ The knowledge of the sounds in words and the relationship between sounds and letters.

- 1 = Never
 - 2 = Sometimes
 - 3 = Frequently
 - 4 = Consistently
-

	Date:	Date:	Date:
▶ Recognizes that words have different number of syllables. <i>Example:</i> Can tap out syllables in own name.			
▶ Understands what rhyming means and can rhyme words. <i>Example:</i> When presented with word groupings, child can pick out pairs that rhyme. bed/head, tent/rent, tent/tub			
▶ Blends words that have been divided into syllables. <i>Example:</i> The adult says "wa ter" and the child says "water."			
▶ Rhymes word family patterns. <i>Examples:</i> cat, rat, fat, sat, hat.			
TOTAL POINTS	_____	_____	_____

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Phonics and Phonemic Awareness
(continued)

Sometimes

Consistently

Identifies Letter Names & Sounds

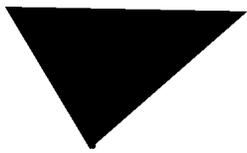
In appropriate column to the right, list the **letter names** the student recognizes.

In appropriate column to the right, list the **letter sounds** the student recognizes.

Letter Writing

In appropriate column to the right, list the **lowercase** letters the student can write without assistance.

In appropriate column to the right, list the **uppercase** letters the student can write without assistance.

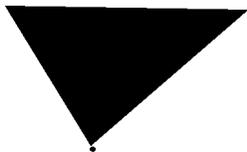


Listening Comprehension

.....▶ The ability to use prior knowledge to make meaning of the text while listening to a story.

- 1 = Never
- 2 = Sometimes
- 3 = Frequently
- 4 = Consistently

	Date:	Date:	Date:
▶ Pays attention to story. May make comments about illustrations and/or story while being read to.			
▶ Makes predictions about what might happen next in story.			
▶ Recalls and retells story in own words.			
▶ Expresses ideas about characters or events in the story.			
▶ Makes connections between content of book and personal experiences or prior knowledge. <i>Examples: "My grandmother has a dog like that." "I have cake at my birthday party."</i>			
▶ Compares book being listened to with other books.			
TOTAL POINTS	_____	_____	_____

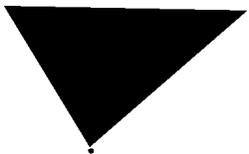


Reading Comprehension

.....▶ The ability to use prior knowledge to understand the meaning of written text.

- 1 = Never
 - 2 = Sometimes
 - 3 = Frequently
 - 4 = Consistently
-

	Date:	Date:	Date:
▶ Talks about book; comments might include: opinions, reactions, ideas about the book.			
▶ Makes connections between content of book and personal experiences or prior knowledge. <i>Examples: "My grandmother has a dog like that." "I have cake at my birthday party."</i>			
▶ Notices similarities between this book and other known books; these comments can include features of the text <i>Example: "This book says 'in goes the' on each page."</i> or content similarities <i>Example: "We read another book about baseball."</i>			
▶ Recalls and retells story in own words.			
▶ Demonstrates understanding of book through drawing or writing.			
TOTAL POINTS	_____	_____	_____



Writing

.....▶ The ability to express thoughts in written language.

- 1 = Never
 - 2 = Sometimes
 - 3 = Frequently
 - 4 = Consistently
-

	Date:	Date:	Date:
Idea Development			
▶ Chooses topics to write about. <i>Examples:</i> family, pets, important events			
▶ Writes about a book just read. <i>Example:</i> "Mrs. Wishy Washy is funny."			
▶ Draws pictures as a way to organize and represent thoughts.			
▶ Rereads own writing, may make some minor revisions.			
Conventions of Writing			
▶ Writes from left to right.			
▶ Writes from top to bottom.			
▶ Leaves space between words.			
▶ Experiments with punctuation marks.			

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Writing (continued)

Date:

Date:

Date:

Spelling When Writing

- ▶ Stretches words out and writes the most predominant sounds heard. *Example:* says "car" and writes "cr"
- ▶ Correctly spells some frequently used words. *Examples:* the, and, I

TOTAL POINTS