



# Literacy Development Milestones

THE  
Agenda  
for Children

## 0-1 Year Playing with Language

### Speech:

*1 month:*

Responds to human voice

*3 months:*

Coos

*4 months:*

Babbles

*6 months:*

Imitates some  
sounds

*9 months:*

Imitates human speech

*12 months:*

Says 1 or 2 words

### Reading:

*3-6 months:*

Stares at pictures

*9-12 months:*

Explores books

### Writing:

Grasps



## 1-2 Years Experimenting with Language

### Speech:

*15 months:*

4-5 words

*18 months:*

20 words

Says 2-3 word phrases

Likes to play "Wassit" game

*21 months:*

Likes rhyming games

Tries to "tell" experiences

*24 months:*

150-300 words

### Reading:

- Shows interest in books
- Physically involved with book
- Responds to read alouds

### Writing:

Scribbles



## 3-5 Years Awareness Exploration

### Speech:

*3 year olds:*

900-1000 words

Makes simple sentences

*4 year olds:*

1500-1600 words

Asks "why"

Joins rhyming games

*5 year olds:*

2100-2200 words

90% grammar acquisition

### Reading:

- Requests stories be read
- Has favorite book
- Pretends to read
- Tries to read print around him
- Knows some numbers & letters

### Writing:

- Knows difference between drawing and writing
- Understands print has a message
- Uses real (not mock) letters
- Writes own name

## Kindergarten Experimental Reading & Writing

### Speech:

- Has expressive vocabulary
- Says around 2600 words
- Knows about 20,000 words
- Speaks in well-formed and complex sentences
- Uses all parts of speech

### Reading:

- Listens attentively to stories
- Knows how books "work"
- "Reads" familiar books
- Recognizes and names the letters of the alphabet
- Understands the connection between letters and sounds

### Writing:

- Knows conventions of print
- Begins to write some letters of the alphabet & well-known words
- Knows the difference between kids' & "grown-up" writing
- Writes own name



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## First Grade

### Early Reading & Writing

#### Speech:

- Expanded vocabulary
- Increasingly appropriate use of standardized English

#### Reading:

- Beginning to read fluently through constant practice
- Uses letter-sound correspondence, word parts, and context to help identify new words
- Monitors own reading and self corrects
- Notices when does not understand the text
- Can discuss what s/he read
- Can count number of syllables in a word
- Can blend or segment sounds in a one syllable word

#### Writing:

- Creates own text for others to read
- Uses both inventive and regular spelling
- Accurately spells 3-4 letter words
- Uses both inventive and regular spelling
- Uses basic punctuation and capitalization

## Second Grade

### Transitional Reading & Writing

#### Speech:

- Expanding language repertory
- More formal speech

#### Reading:

- Reads with greater fluency
- Uses word identification strategies with greater ease and speed
- Self corrects using strategies more efficiently
- Identifies many words by sight
- Rereads the text when does not understand
- Discusses characters and events in stories
- Reads non-fiction material for answers to specific questions or for specific purposes

#### Writing:

- Correctly spells studied spelling words
- Begins to use formal language instead of oral one
- Begins to use writing process to produce final work (draft, edit, revise)
- Attends to mechanics



## Third Grade

### Independent Reading & Writing

#### Reading:

- Reads fluently and enjoys it
- Reads longer fictional selections independently
- Uses word identification strategies appropriately and automatically when encountering unknown words
- Uses a range of strategies when drawing meaning from the text
- Summarizes major points from fiction and non-fiction texts
- Interprets texts for meaning and relationships

#### Writing:

- Correctly spells studied spelling words
- Begins to include literacy words and book language in writing
- Produces different forms of writing
- Uses the writing process to produce work
- Presents own work to other students and offers suggestions to other students

