### Literacy Development Milestones

#### 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
  - 21 months: Likes rhyming games
  - 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”
  - 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
  - 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
## Literacy Development Milestones

### 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 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

### 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