

Kindergarten Benchmarks (K)

Use as a quick overview to help guide your K literacy program planning at the start of the year and to collect evidence of student growth using the Early Literacy Profile at year end.

1. Familiarity with letters of the alphabet – recognition and production

By the end of Kindergarten (at 80% level), the student should:

- name the upper and lowercase letters
- sequence uppercase letters
- produce most letter sounds for alphabet letters
- produce a word beginning with letter/sound for most letters

2. Phonological awareness - oral assessment

By the end of Kindergarten, the student should:

- discriminate rhymes
- produce rhymes
- isolate initial phonemes
- blend syllables
- segment sentences
- delete – compounds and syllables

3. Text Awareness – concepts about print

By the end of Kindergarten (at 80% level), the student should:

- know print is read from left to right and top to bottom of page
- know print makes a return sweep to the next line
- understand that print conveys meaning
- know the difference between a letter, word, sentence and story
- know where the story starts and ends
- know how to hold a book (where the front is) and how to correctly turn pages
- begin to track print when listening to a familiar text being read or when rereading their own writing
- begin to recognize a few high frequency words as well as environmental print

4. Writing

By the end of Kindergarten, the student should:

- write name (first)
- print most of the upper and lowercase letters
- attempt to represent sounds or words using mostly uppercase letters
- use some consonants when spelling
- use more than one phoneme to represent a word when attempting invented spelling
- fall within the semi-phonetic/emergent stage in Developmental Writing
- represent thoughts and ideas using pictures and text

If a student does not meet these benchmarks, intervention should be considered.