

EMERGENT

Readers & Spellers Checklists

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Included in this download are behavior checklists for the emergent stage of reading (pg. 2) and spelling (pg. 3). Print front and back (long-ways) to create a single page for your child or student.

As I mentioned in my Literacy Development article, this checklist is simply *one of many tools* we can use to help us, as observers, become more aware of what our child/student understands about reading and spelling so we can better guide our teaching.

Children in the emergent stage are mainly Pre-K through late Kindergarten, although older and younger children may certainly exhibit some of these behaviors.

Read more about it!
(click on links below)

[The Emergent Stage](#)
[5 Stages of Literacy Development](#)

EMERGENT Reading Behaviors Child's Name: _____ Date(s) Observed: _____

Beginning Emergent Behaviors

	Yes	No	Comments
"pretend reads" familiar stories			
can sing the ABC's, but cannot always single out particular letters			
recognizes the first letter of name			
recognizes environmental print, like logos or store names			

Middle Emergent Behaviors

	Yes	No	Comments
may "read" some words that are important to her, like his name			
knows some letter names (uppercase often come first)			
may know some consonants			
has some favorite books			
is highly aware of environment			
is curious about words and			

Ending Emergent Behaviors

	Yes	No	Comments
tracks the print, a little at			
understands more "books"			
knows most letter names			
knows most consonants and			
adds a few more words to family members or others			
reads his name and notices some letter as his name			
recognizes rhyming words			
creates a word that rhym			
writes syllables in words			

EMERGENT Spelling Behaviors Child's Name: _____ Date(s) Observed: _____

Beginning Emergent Behaviors

	Yes	No	Comments
"spells" haphazardly with marks (such as scribbles) on the paper			
drawings and writings are indistinguishable			
"writing" has no directionality (not left to right)			

Middle Emergent Behaviors

	Yes	No	Comments
symbols that resemble letters or numbers may be used			
most letters and numbers may be used, but are not needed to the sounds in words / example: house may be spelled A3T			
may prefer writing uppercase letters over lowercase letters			
begins to "write" words from left to write			
drawings and writings become more distinguishable			
"words" run together (no space in between words)			

Ending Emergent Behaviors

	Yes	No	Comments
spellings of words are more related to their letter sounds			
example: writes just the beginning or ending letter sound in words			
all may prefer to write with uppercase over lowercase letters			
often confuses letters that sound similar (such as f and d) when "spelling" words			
often confuses letters that look similar (such as a and d) when "spelling" words			
uses some space in between words, but words can still run together			

Extra Observations & Comments:

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EMERGENT

Reading Behaviors



Child's Name: _____

Date(s) Observed: _____

Beginning Emergent Behaviors

	Yes	No	Comments
"pretend reads" familiar stories			
can sing the ABC's, but cannot always single out particular letters			
recognizes the first letter of name			
recognizes environmental print, like logos or store names			

Middle Emergent Behaviors

may "read" some words that are important to him, like his name			
knows some letter names (uppercase often come first)			
may know some consonant sounds			
has some favorite books memorized and can "read" them			
is highly aware of environmental print (points and "reads" it often)			
is curious about words and may often ask, "What's that word?"			

Ending Emergent Behaviors

tracks the print a little as you read simple books			
understands more "book language" such as title, cover, etc.			
knows most letter names (may still confuse ones like <i>b</i> , <i>d</i> , <i>p</i> , or <i>q</i>)			
knows most consonant sounds			
adds a few more words to his sight vocabulary, like the names of family members or other important words to him			
reads his name and realizes that other words also start with the same letter as his name			
recognizes rhyming words in books and through word play			
creates a word that rhymes when asked, "What rhymes with _____?"			
counts syllables in words			

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Spelling Behaviors



Child's Name: _____

Date(s) Observed: _____

Beginning Emergent Behaviors

	Yes	No	Comments
"spells" haphazardly with marks (such as scribbles) on the paper			
drawings and writings are indistinguishable			
"writing" has no directionality (not left to right)			

Middle Emergent Behaviors

symbols that resemble letters or numbers may be used			
real letters and numbers may be used, but are not related to the sounds in words / example: <i>house</i> may be spelled A3xT.			
may prefer writing uppercase letters over lowercase letters			
begins to "write" words from left to write			
drawings and writings become more distinguishable			
"words" run together (no space in between words)			

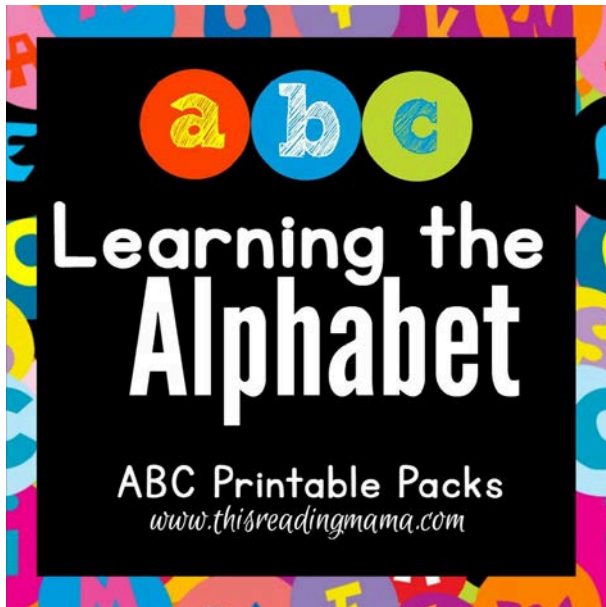
Ending Emergent Behaviors

spellings of words are more related to their letter sounds example: writes just the beginning or ending letter sound in words			
still may prefer to write with uppercase over lowercase letters			
often confuses letters that sound similar (such as <i>f</i> and <i>v</i>) when "spelling" words			
often confuses letters that look similar (such as <i>b</i> and <i>d</i>) when "spelling" words			
uses some space in between words, but words can still run together			

Extra Observations & Comments:

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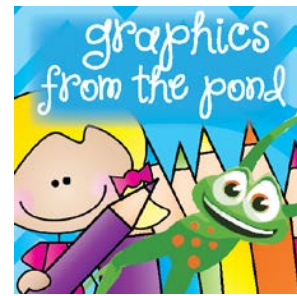


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