

What are some of the developmental milestones I should look for in my child?



Early Preschool, age 3-4

- Enjoys listening to stories and looking at books
- Begins to understand that print carries a message
- Is interested in the sounds of language; repeats and plays with sounds, rhyming
- Identifies some letters, especially those in their name
- Is able to match a few letters to their sounds
- Attempts to read and write
- Begins to develop awareness that sentences and then words come apart

Late Preschool, age 4-5

- Is able to break spoken words into parts/ syllables, i.e. hap-py
- Begins to break words into separate sounds or phonemes
- Has awareness of beginning sounds of words
- Identifies more letter names
- Can make some letter-sound matches

Kindergarten, age 5-6

- Able to match most letters with their sounds
- Can match two rhyming words, can identify a non-rhyming word in a group of three words
- Identifies most upper and lower case letters
- Understands that print is read left to right and top to bottom
- Begins to match spoken words with written words
- Matches words that begin with the same sound
- Begins to blend and put sounds together to make words
- Continues to count parts/syllables in words
- Can count sounds/phonemes within a short word
- Understands sequencing within a word
- Decodes simple words
- Begins to write stories and uses inventive spelling
- Recognizes some frequently used words by sight

First Grade, age 6-7

- Counts sounds/phonemes within longer words
- Can identify which sounds remain when one sound is taken away or deleted.
Initially start with whole word deletion in compound words as in: cowboy, take away cow what is left? (boy) Then with a single word: say /sat/, take away the /s/ sound what is left? /at/
- Blends sounds in three phoneme words (i.e. /b/ /a/ /t/ ® bat)
- Matches letters to sounds and can decode unknown words
- Can decode one-syllable words with short vowel sounds in them
- Can recognize sounds of word families
- Can read most texts designed for first grade
- Recognizes more sight words
- Can spell short words accurately
- Can read simple directions
- Self-corrects if what is read does not fit context
- Knows or can read three to five hundred words

Second Grade, age 7-8

- Consistently matches letters to sounds to read unknown words
- Begins to read with fluency
- Reads and understands text meant for second grade, fiction and non-fiction
- Spells with greater accuracy, identifying all sounds in a word
- Begins to be able to break apart multi-syllabic words, as well as read more multi-syllabic words
- Reads independently

Third Grade, age 8-9

- Reads with fluency and comprehension any material meant for third grade
- Reads longer stories and chapter books
- Uses comprehension strategies, i.e. summarizing main ideas, story retelling to help remember what is read
- Shows greater accuracy in spelling
- Can use a dictionary to look up words
- Understands more about prefixes, suffixes, and roots of words and their meanings

Where can I learn more?

Shaywitz, Sally, M.D. (2003). *Helping Your Child Become A Reader, Overcoming Dyslexia* (108-110). New York: Alfred A. Knopf.

U.S. Dept. of Education. *Typical Language Accomplishments for Children, Birth to Age 6*. www.ed.gov/pubs/parents/Reader/part9.html.



LDA of Minnesota

For more than 36 years, **Learning Disabilities Association of Minnesota** has been serving the needs of people of all ages at risk for learning disabilities or related learning difficulties by maximizing their potential so that they may lead more productive and fulfilled lives. Services include educational assessments, one-to-one and small group tutoring, consultations, family literacy activities, school-to-work transition programming, professional training, public education, and high-quality educational products.

LDA of Minnesota is the state affiliate of LDA of America, a non-profit organization of volunteers dedicated to identifying causes, promoting prevention of learning disabilities, and enhancing the quality of life for all individuals with learning disabilities and their families by encouraging effective identification and intervention, fostering research, and protecting their rights under law.