

## Pennsylvania Kindergarten Education Standards Reading/ Language Arts Early Childhood Observation System (ECHOS)

**For each student indicate his or her level of achievement in the beginning, middle, and end of the year using the key below.**

NY (Not Yet): indicates that the child has not yet acquired the skill, area of knowledge, accomplishments, or specific set of behaviors represented by the indicator.

IP (In Progress): Indicates that the skill, area of knowledge, accomplishment, or set of behaviors represented by the indicator is intermittent or emergent and the child does not demonstrate it reliably or consistently.

P (Proficient): indicates that the child can reliably demonstrate the skill, area of knowledge, accomplishments, or set of behaviors, and may have advanced beyond that level of difficulty of the indicator and no longer participate in activities described by the indicator.

**Student Name** \_\_\_\_\_

**Teacher** \_\_\_\_\_

Kindergarten Standards Reading/Language Arts	Beg after 60 days	Mid after 120 days	End after 180 day	ECHOS Domain-Sub Domain- Benchmark(s)	Corresponding ECHOS Benchmark(s)
<b>1.1 Learning to Read Independently</b>					
1.1.A. Develop book/print knowledge and conventions (e.g., turn pages from left to right when reading, read words and sentences from left to right, read from top to bottom, return sweep, parts of a book [cover, title, author, illustrator, title page], print represents language)				<b>1.A.1</b>  <b>1.A.2</b>	Knows how to use a book  Tracks print when rereading own writing or when listening to familiar text; has a clear concept of words, spaces, letters, and conventions of punctuation
1.1.B. Develop sentence awareness/word awareness				<b>1.A.2</b>	Tracks print when rereading own writing or when listening to familiar text; has a clear concept of words, spaces, letters, and conventions of punctuation

A **shaded** box in a column indicates that the skill is to be mastered in that time period.

1.1.C. Discriminate words and sounds				<b>1.A.2</b>	Tracks print when rereading own writing or when listening to familiar text; has a clear concept of words, spaces, letters, and conventions of punctuation
1.1.C. Discriminate words and sounds				<b>1.B.1</b>	Hears and claps words with five syllables
1.1.C. Discriminate words and sounds				<b>1.B.2</b>	Understands that spoken words consist of a sequence of sounds (phonemes)
1.1.D. Discriminate, identify, and produce rhyming words and alliteration				<b>1.B.2</b>	Understands that spoken words consist of a sequence of sounds (phonemes)
1.1.E. Segment phonemes to form words.				<b>1.B.1</b>	Hears and claps words with five syllables
1.1.E. Segment phonemes to form words.				<b>1.B.2</b>	Understands that spoken words consist of a sequence of sounds (phonemes)
1.1.E. Segment phonemes to form words.				<b>1.C.1</b>	Understands letter-sound correspondence
1.1.F. Blend sounds to make a spoken word.				<b>1.B.3</b>	Given spoken sound segments, blends them into a meaningful target word
1.1.G. Develop knowledge of letters and their sounds (Alphabetic Principle)				<b>1.B.2</b>	Understands that spoken words consist of a sequence of sounds (phonemes)
1.1.G. Develop knowledge of letters and their sounds (Alphabetic Principle)				<b>1.C.1</b>	Understands letter-sound correspondence
1.1.H. Decode words (phonics)				<b>1.D.1</b>	Recognizes and reads many words and simple phrases
1.1.I. Encode words (phonics)				<b>1.C.2</b>	Uses letter-sound knowledge to spell independently
1.1.I. Encode words (phonics)				<b>1.G.1</b>	Independently writes uppercase and lowercase letters
1.1.I. Encode words (phonics)				<b>1.G.2</b>	Demonstrates awareness of distinction between "kids' writing" and conventional writing
1.1.J. Read emergently with adequate fluency				<b>1.D.1</b>	Recognizes and reads many words and simple phrases
1.1.K. Name and describe new concepts				<b>3.E.1</b>	Shows eagerness and curiosity about new topics and ideas
1.1.L. Acquire a reading vocabulary consisting of common words (environmental print, sight words, word families)				<b>1.F.3</b>	Demonstrates familiarity with a number of types or genres of text
1.1.L. Acquire a reading vocabulary consisting of common words (environmental print, sight words, word families)				<b>3.E.2</b>	Expresses interest in activities, new experiences, and changes in the classroom

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1.1.M. Listen to new vocabulary in multiple contexts in order to understand new words and concepts				<b>1.F.1</b>	Retells a story or part of a story that has been read to class
1.1.M. Listen to new vocabulary in multiple contexts in order to understand new words and concepts				<b>1.F.2</b>	Demonstrates understanding of story elements (e.g., characters, setting, events, problem, solution)
1.1.N. Discuss unknown words and word meanings				<b>1.E.2</b>	Uses new vocabulary and correct grammatical structures in oral language
1.1.O. Use an increasingly complex and varied spoken vocabulary				<b>1.E.1</b>	Shares information about events that happen outside school
				<b>1.E.2</b>	Uses new vocabulary and correct grammatical structures in oral language
1.1.P. Demonstrate an increasing understanding of new vocabulary introduced in conversations, activities, stories or books				<b>1.E.2</b>	Uses new vocabulary and correct grammatical structures in oral language
				<b>1.F.1</b>	Retells a story or part of a story that has been read to class
1.1.Q. Demonstrate the understanding that communication occurs in different ways including the use of various languages, devices, and gestures				<b>4.A.2</b>	Uses simple age-appropriate tools, communication skills, and technology in scientific investigations
<b>1.2 Reading Critically in all Content Areas</b>					
1.2.A. Determine important ideas and messages in informational texts				<b>1.F.3</b>	Demonstrates familiarity with a number of types or genres of text
1.2.B. Recognize the characteristics of various types of texts				<b>1.F.3</b>	Demonstrates familiarity with a number of types or genres of text
1.2.C. Identify features of informational texts and use them to make meaning				<b>1.F.3</b>	Demonstrates familiarity with a number of types or genres of text
<b>1.3 Reading, Analyzing, and Interpreting Literature</b>					
1.3.A. Understand and respond to a variety of literary selections that are read, listened to or viewed stories through different response modes, including talk, drawing, writing, drama, and dramatic play.				<b>1.F.1</b>	Retells a story or part of a story that has been read to class
				<b>1.F.2</b>	Demonstrates understanding of story elements (e.g., characters, setting, events, problem, solution)

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1.3.A. Understand and respond to a variety of literary selections that are read, listened to or viewed stories through different response modes, including talk, drawing, writing, drama, and dramatic play				<b>1.F.3</b>	Demonstrates familiarity with a number of types or genres of text
<b>1.4 Types of Writing</b>					
1.4.A. Describe the role of people, places, and things in a story				<b>1.F.2</b>	Demonstrates understanding of story elements (e.g., characters, setting, events, problem, solution)
1.4.B. Include simple plot when sharing information				<b>1.F.2</b>	Demonstrates understanding of story elements (e.g., characters, setting, events, problem, solution)
1.4.C. Identify illustrations that depict story content				<b>1.F.4</b>	Pretends to read familiar texts
1.4.D. Draw or write informational sentences (letters, descriptions, definitions, collections of facts, simple instructions) using illustrations when relevant				<b>1.G.3</b>	Expresses a personal event or story in written text
				<b>4.A.3</b>	Generates drawings, graphs, and charts to communicate investigations
<b>1.5 Quality of Writing</b>					
1.5.A. Create a focus for the 'piece' of writing.				<b>1.G.3</b>	Expresses a personal event or story in written text
1.5.B. Retell about specific experiences, people, objects, events, or stories with a focused topic				<b>1.F.1</b>	Retells a story or part of a story that has been read to class
1.5.C. Use appropriate content for the topic				<b>1.G.3</b>	Expresses a personal event or story in written text
1.5.D. Organize words into a complete thought				<b>1.G.3</b>	Expresses a personal event or story in written text
1.5.E. Use a variety of pictures or words to express a thought				<b>1.G.3</b>	Expresses a personal event or story in written text
1.5.G. Publish or present writing				<b>1.G.3</b>	Expresses a personal event or story in written text
<b>1.6 Speaking and Listening</b>					
1.6.A. Listen responsively to directions, stories and conversations				<b>1.F.1</b>	Retells a story or part of a story that has been read to class
1.6.B. Student will recite rhymes, songs and familiar text				<b>7.B.1</b>	Applies vocal and instrumental musical skills in performing a varied repertoire of music
1.6.C. Speak clearly enough to be understood by most listeners				<b>1.E.1</b>	Shares information about events that happen outside school

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1.6.C. Speak clearly enough to be understood by most listeners				<b>7.C.1</b>	Uses theater as a means for creative self expression
1.6.E. Ask and answer relevant questions and share experiences individually and in groups				<b>1.E.1</b>	Shares information about events that happen outside school
				<b>1.F.2</b>	Demonstrates understanding of story elements (e.g., characters, setting, events, problem, solution)
1.6.F. Initiate and respond appropriately to conversations and discussions				<b>3.E.1</b>	Shows eagerness and curiosity about new topics and ideas
				<b>3.D.3</b>	Talks to and plays cooperatively with other children
				<b>1.F.2</b>	Demonstrates understanding of story elements (e.g., characters, setting, events, problem, solution)
<b>1.7 Research</b>					
1.7.A. Choose a topic of interest to research/talk about/share with classmates				<b>1.E.1</b>	Shares information about events that happen outside school
1.7.B. Demonstrate increasing understanding that technology can be used to gain information				<b>3.E.2</b>	Expresses interest in activities, new experiences, and changes in the classroom
				<b>4.A.2</b>	Uses simple age-appropriate tools, communication skills, and technology in scientific investigations

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