

Kindergarten Literacy Readiness Indicators	Renaissance Learning Progression Skill
*Distinguish between the shapes of upper- and lowercase letters	Distinguish between the shapes of upper- and lowercase letters (e.g., pick the letter that is different in <i>S, S, C</i> ; pick the letter that is different in <i>E, f, f</i> )
*Distinguish letters from numbers	Distinguish letters from numbers (e.g., select <i>J</i> from choices <i>J, 8, 7</i> )
*Identify the letters of the alphabet	Name all the letters of the alphabet and recognize their lower- and uppercase forms (e.g., pick another way to write the letter <i>G</i> from <i>q, g, j</i> )
Name most letters of the alphabet	Name all the letters of the alphabet and recognize their lower- and uppercase forms (e.g., pick another way to write the letter <i>G</i> from <i>q, g, j</i> )
Write one’s own name	Write the letters of the alphabet including most upper- and lowercase letters (e.g., write first and last name)
Blend onsets and rimes	Identify and blend onsets and rimes in single-syllable words (e.g., identify the sounds /m/ /an/ in <i>man</i> and blend the sounds /m/ /an/ to produce <i>man</i> )
*Identify the primary sounds most frequently represented by initial consonants of written words	Identify initial consonant sounds with the letters that represent them (e.g., Pick the word that begins with the sound /g/, <i>get</i> ; pick the first letter you hear in <i>mop</i> , /m/)
Identify and produce groups of words that begin with the same initial sound (alliteration)	Recognize, identify, and produce groups of words that begin with the same initial sound (i.e., alliterative words)
*Associate words with pictorial representations	Associate words with pictorial representations
Clap the number of words in a given sentence	Clap and count the number of words in a given sentence
*Compare the lengths of different words based on how many letters they contain	Compare the lengths of different words based on how many letters they contain (e.g., explain that <i>sit</i> is longer than it because <i>sit</i> has more letters)

*Distinguish letters from words	Distinguish letters from words (e.g., identify which is a word, not a letter, from choices <i>c, t, cat</i> ; identify which is a letter, not a word, from choices <i>this, b, fox</i> )
*Hold a book upright and know that printed text is read from left to right	Hold a book upright and understand that words are read from left to right and top to bottom
Read and tell the meaning of familiar signs and symbols in or from the environment	Read and tell the meaning of familiar signs and symbols in or from the environment (e.g., stop sign, exit sign)
Recognize own name in print	Recognize one's first name in print
*Track printed words from left to right and top to bottom on a page	Track printed words from left to right and top to bottom on a page
With modeling and support, identify, blend, and segment syllables in spoken words.	Blend, count, and segment syllables in spoken words (e.g., from an oral prompt, students identify that /spi-/ /der/ makes the word <i>spider</i> )
Add numbers with a sum up to 10 (pictures)	Model addition within 10 using pictures or objects
Subtract 1 from a set	Subtract within 20 using any strategy
Add 1 to a set	Determine the number that is one larger than a given number within 20
Complete a sequence of numbers between 0 and 10 in ascending order	Count out a given number of objects from 1 to 20
Recognize numbers 0–20	Read a whole number from 0 to 20
*Recognize and produce rhyming sounds in words	Recognize and produce rhyming sounds in words (e.g., choose word with /at/ sound from <i>cat</i> )
Understand that high-frequency words and oral vocabulary have categorical relationships	Sort objects into categories (e.g., color, shape, size, use)

\* Students who do well on these skills are most likely to become successful readers.