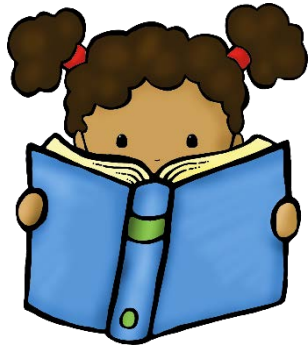


ALPHABETIC

Readers & Spellers Checklists

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Included in this download are behavior checklists for the alphabetic 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 alphabetic stage are typically 5-7 years old, although older and younger children may certainly exhibit some of these behaviors.

Read more about it!
(click on links below)

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

ALPHABETIC Child's Name _____
Reading Behaviors Date(s) Observed _____

Beginning Alphabetic Behaviors

	Yes	No	Comments
moves from pretend reading to real reading			
uses pictures & initial consonants to figure out unknown words			
reading sounds very labious (letter-by-letter or word-by-word)			
begins to recognize words by sight			
"silent" reading - whisper reading as he vocalizes words			
may be more focused on reading words than comprehending			
finger points to words when reading			
able to "skip" with sounds			

Middle Alphabetic B

verbalizes some of the what he finger pointing, "silent!"

tries to sound out unknown words

all uses pictures & initial consonants but may also look at length

guesses at unknown words

Ending Alphabetic B

tries to sound out strings

when sounding out doesn't

"silent" reading - whisper

may move away from finger

begins to self-correct; may start to look for letters

able to "skip" with sounds

ALPHABETIC Child's Name _____
Spelling Behaviors Date(s) Observed _____

Beginning Alphabetic Behaviors

	Yes	No	Comments
matches the written letters in words to letter sounds			
spells mostly with beginning and ending consonants, very few vowels are used			
a-i-n-e-o-u-e-i-s out sounds in words as spelling			
space in between words becomes a little more regular			
may reverse some letters, especially letters that look similar like a and o			

Middle Alphabetic Behaviors

	Yes	No	Comments
starts to add vowels when spelling words, but still inconsistent			
blends and digraphs are partially spelled (such as FOG for frog)			
a-i-n-e-o-u-e-i-s out sounds in words as spelling			
space in between words becomes more consistent			
may continue to reverse similar letters			

Ending Alphabetic Behaviors

	Yes	No	Comments
begins to spell most short vowel patterns (CVC) correctly			
starts to spell consonant blends (fg, pt, etc.) and common digraphs (sh, wh, etc.) correctly			
a-i-n-e-o-u-e-i-s out sounds in words as spelling			
spells frequently used long vowel words correctly, such as like or name			
most other long vowel words are often spelled with a short vowel pattern (PLA I for table)			
letter reversals are less often, but may still happen on occasion			

Extra Observations & Comments:

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ALPHABETIC



Reading Behaviors

Child's Name: _____

Date(s) Observed: _____

Beginning Alphabetic Behaviors

	Yes	No	Comments
moves from pretend reading to real reading			
uses pictures & initial consonants to figure out unknown words			
reading sounds very laborious (letter-by-letter or word-by-word)			
begins to recognize words by sight			
"silent" reading = whisper reading as he vocalizes words			
may be more focused on reading words than comprehending			
finger points to words when reading			
able to "play" with sounds in words more (rhyming, syllables, sounds)			

Middle Alphabetic Behaviors

exhibits some of the characteristics of beginning alphabet readers like finger pointing, "silent" reading, and "playing" with sounds			
tries to sound out unknown words more			
still uses pictures & initial consonants to figure out unknown words, but may also look at length of word			
guesses at unknown words – guesses may or may not make sense			

Ending Alphabetic Behaviors

tries to sound out many unknown words			
when sounding out doesn't work, context clues are used			
"silent" reading = whisper reading as he vocalizes words			
may move away from finger pointing when reading			
begins to self-correct more when an error is made			
may start to look for known word parts within other words (chunking)			
able to "play" with individual sounds in words more			

ALPHABETIC



Spelling Behaviors

Child's Name: _____

Date(s) Observed: _____

Beginning Alphabetic Behaviors

	Yes	No	Comments
matches the written letters in words to letter sounds			
spells mostly with beginning and ending consonants, very few vowels are used			
s-t-r-e-t-c-h-e-s out sounds in words as spelling			
space in between words becomes a little more regular			
may reverse some letters, especially letters that look similar like <i>b</i> and <i>d</i>			

Middle Alphabetic Behaviors

starts to add vowels when spelling words, but still inconsistent			
blends and digraphs are partially spelled (such as FOG for <i>frog</i>)			
s-t-r-e-t-c-h-e-s out sounds in words as spelling			
space in between words becomes more consistent			
may continue to reverse similar letters			

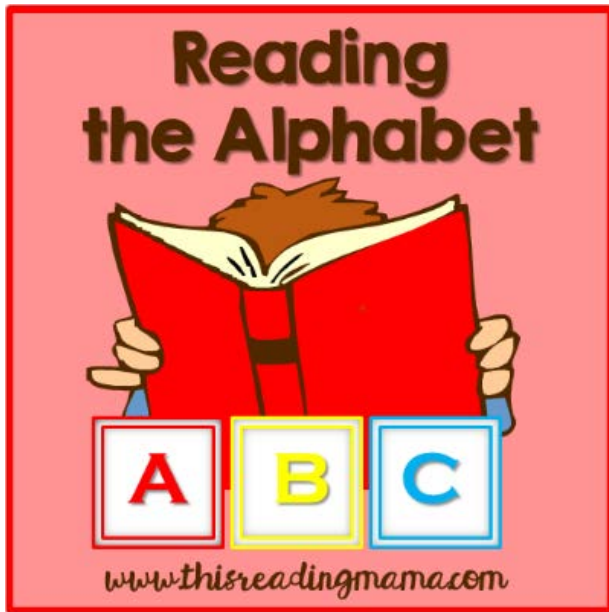
Ending Alphabetic Behaviors

begins to spell most short vowel patterns (CVC) correctly			
starts to spell consonant blends (<i>fr, gl, sn, etc.</i>) and common digraphs (<i>th, sh, ch</i>) correctly			
s-t-r-e-t-c-h-e-s out sounds in words as spelling			
spells frequently used long vowel words correctly, such as <i>like</i> or <i>name</i>			
most other long vowel words are often spelled with a short vowel pattern (PLAT for <i>plate</i>)			
letter reversals are less often, but may still happen on occasion			

Extra Observations & Comments:

YOU MIGHT ALSO LIKE:

Click on each image to see the resource.



Learn to READ
word family curriculum

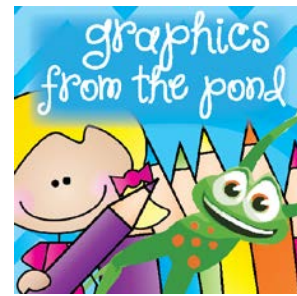


Short Vowel
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