SCHOOL YEAR 2026-27

Emergent Literacy Measures

P352X @ _____

ReadtopiaGO™ by Building Wings

Learner Name _____

DIRECTIONS: Review the Learner Profile descriptions for each of the Levels below. Put a check mark in every box that describes what your learner is doing now, INDEPENDENTLY, without any prompting or supports.

Your learner's Level is the highest Level that has two or more checks.
If Level 3 has less than two checks, the student is Level 2: Emergent, or Level 1: Early Emergent.
If Level 2 has less than two checks, the student is Level 1: Early Emergent.
If Level 1 has less than two checks, the student is still Level 1: Early Emergent.

Communication → Interaction

LEVEL 1 E EARLY EMERGENT — Learner Profile

- ☐ Uses behaviors (e.g., arm movements, facial expressions, vocalizations) to communicate with others
- ☐ Makes choices regarding personal preferences from arrays of 2 or 3 items
- ☐ Use single words, signs or symbols for a restricted range of purposes (e.g., express wants or needs)

Interventions

- Attribute meaning to all communication behaviors by naming the behavior *(I see you reaching)* and the perceived intent *(I'll bet you WANT that.)*
- Wait for the learner to attend to you before you start communicating
- Provide adequate wait time throughout interactions to encourage responses
- Provide opportunities for choice making from throughout the day
  - Using real objects
  - Using symbols and/or photos

LEVEL 2 E EMERGENT — Learner Profile

- ☐ Names, labels, and/or identifies objects, people actions in academic contexts
- ☐ Spontaneously comments
- ☐ Responds to direct questions by choosing from options or communicating with single words (or phrases on a communication device)
- ☐ Responds to yes/no questions about curriculum

Interventions

- Using photographs and other images, ask learners to:
  - Point to things you name
  - Name the things they see in the image
- During shared reading:
  - Read the page and wait while saying nothing to encourage the learner to comment
  - Ask questions that can be answered by pointing to images in the book and/or other means available to the learner
- While watching a video, ask learners to indicate when they see a specified object, person, or action
- Teach a conventional gesture (e.g., head nod/shake) or other unaided response for yes/no

LEVEL 3 T EARLY TRANSITIONAL — Learner Profile

- ☐ Offers extended responses to direct questions or requests
- ☐ Initiates and maintains an interaction taking two or more turns
- ☐ Relates the current topic to a prior experience or prior knowledge by combining 3 or more words

Interventions

- Encourage learner to turn and talk to a peer before engaging the group in a discussion then:
  - Ask learners to share their ideas with the group
  - Ask learners to report what their peer said
- Using photographs and other images, ask learners to:
  - Tell what the image makes them think about
  - Tell what else they know that could be in the image
- During shared reading, ask learners to tell how the text:
  - Is like something from their own experience
  - Relates to something they knew before reading

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Print Has Meaning → Writing

Learner Profile

- ☐ Makes marks on paper or selects letters from keyboard or alternate pencil when asked to write
- ☐ Writes recognizable letters or selects letters—not other characters—from keyboard or alternate pencil when asked to write
- ☐ Demonstrates understanding that writing conveys a message that others can read

Learner Profile

- ☐ Generates text using letters grouped in word-like groupings with occasional real words that have not been copied
- ☐ Demonstrates concept of word by using spaces between words (words are not spelled correctly)
- ☐ Uses familiar patterns *(I like; I want; I went)* in writing

Learner Profile

- ☐ Generates own ideas for writing
- ☐ Produces text with spaces between words
- ☐ Writes 1 or more complete sentences about curriculum-relevant topic without depending on repeated patterns *(I like; I want; I went)*

Interventions

- Work as a group to write messages to deliver to others
- Work with learners to write notes for home and read notes from home to learners
- Ask learners to sign in when they arrive each day—do not provide a model to copy, but after each attempt, demonstrate how to write the learner's name
- Provide daily opportunities to write about self-selected topics using a standard pencil or keyboard or using an alternate pencil that offers access to all 26 letters

Interventions

- After reading text with a repeated sentence pattern (*We saw...*) ask learners to use the pattern to write about a self-selected topic
- Provide learners with images and ask them to write labels for the objects and people in the image
- Encourage learners to write lists for multiple purposes
- Provide daily opportunities to write about self-selected topics

Interventions

- Provide learners with images and ask them to write:
  - Captions
  - What the people are saying
  - Describe what is happening
- Create opportunities for learners to write:
  - For others (real audiences)
  - One- and two-step directions
- Have learners write a daily note home about something they learned at school
- Provide daily opportunities to write about self-selected topics

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Concepts About Print → Independent Reading

Learner Profile

- ☐ Shows interest in or attends to books, graphics, and images
- ☐ Differentiates between texts and pictures during shared reading
- ☐ Recognizes when text and/or books are upside down or backwards
- ☐ Demonstrates understanding of book sharing routines

Learner Profile

- ☐ Demonstrates understanding of directionality (left-to-right; top-to-bottom)
- ☐ Demonstrates understanding of text reading process (page turning/clicking next; waiting for reading to finish on each page; commenting)
- ☐ Demonstrates understanding of concept of word (one-to-one correspondence between spoken and written word)

Learner Profile

- ☐ Identifies individual words in text
- ☐ Successfully identifies the order to read text in graphic novels and other non-standard text formats (web sites)
- ☐ Reads parts of familiar text word-by-word
- ☐ Independently reads predictable sentences that are repeated within a text (*This story is about...*)

Interventions

- Use the CAR or other book sharing routine to help the learner begin to understand their role in the interaction
  - For example, after reading text on a page, make a simple comment using the learner's communication approach (speech, sign, or graphic symbols/AAC) and then pause and wait to give the learner a chance to communicate
- Give learners the option to choose books to read together
- During shared reading, use print referencing to draw the learner's attention to the print (highlight visual features of text by pointing out individual words and letters)
- Hand the learner reading materials upside down and provide time for the learner to correct or respond before starting to read

Interventions

- Ask the learner to show you where to read during shared reading—at the beginning of a page and when you get to the end of a line of text
- Encourage the learner to direct the shared reading process (learner holds the book, turns the pages, directs comments and conversation)
- Ask the learner to point word-by-word while you read
- Write sentences from shared reading and writing on sentence strips—ask the learner to cut the sentence into individual words
- After reading text on a page, pause to allow the learner a chance to comment, turn the page, or otherwise direct the next steps in the reading interaction
- Do shared reading with a variety of texts and text types

Interventions

- During shared or guided reading, stop and ask learners to read some of the words
- Ask the learner to show you the order of reading the text on the page of a graphic novel with more than one text box
- Encourage learners to reread books that you have read together
- When you encounter repeated sentence frames in texts, read them together and then ask the learner to read the repeated stem while you complete the sentence as needed
- Encourage reading of a wide range of easy-to-read texts

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Alphabetic Principle → Word Identification

Learner Profile

- ☐ Distinguishes letters from other shapes and symbols
- ☐ Recognizes first letter of own first name
- ☐ Identifies 8 or more upper or lower-case letters of the alphabet

Interventions

- Point out words and letters in the environment
- Highlight letters that are personally relevant to the learner across environments
- During shared reading and writing activities, ask the learner to help you identify the letters
- Provide daily opportunities to write about self-selected topics using a standard pencil or keyboard or using an alternate pencil that offers access to all 26 letters
- Use alphabet books in shared reading
- Include the learner in phonics/word study instruction and focus the learner on selecting target letters others are using to spell words

Learner Profile

- ☐ Identifies all upper- and lower-case letters of the alphabet
- ☐ Identifies 10 or more letter-sound relationships
- ☐ Represents initial sounds in words when writing

Interventions

- During phonics/word study instruction ask the learner to:
  - Name or identify the letters used in the lesson
  - Name or identify the letters used to spell each word
  - Identify the letters that represent sounds you provide
- During shared reading and writing activities, ask the learner to help you identify the letters
- Provide daily opportunities to write about self-selected topics using a standard pencil or keyboard or using an alternate pencil that offers access to all 26 letters
- Use alphabet books in shared reading
- Include the learner in phonics/word study instruction and focus the learner on selecting target letters others are using to spell words

Learner Profile

- ☐ Identifies all letter-sound relationships for consonants and short vowels
- ☐ Represents initial and final sounds in words when writing
- ☐ Reads 10 or more common sight words
- ☐ Reads parts of familiar text word-by-word

Interventions

- Encourage reading of a wide range of easy-to-read texts
- Encourage daily writing about self-selected topics for real audiences
- During phonics/word study instruction ask the learner to:
  - Identify the sounds represented by each letter to be used in the lesson
  - Pronounce the parts of words that remain when an initial or final sound is removed (*Take the C off cat. What is left? Take the T off bat. What is left?*)
- During shared reading and writing activities, ask learners to read or spell sight words as they appear or are needed

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Phonological Awareness → Phonics/Decoding

Learner Profile

- ☐ Recognizes or provides rhyming words during shared reading of familiar texts
- ☐ Identifies sounds in the environment and associates specific sounds with actions, objects, people, or animals during shared reading
- ☐ Demonstrates understanding of the number of words in a spoken sentence by clapping, counting, vocalizing, etc.

Interventions

- Engage in repeated shared reading of texts that are rich in rhyme, rhythm, and repetition
- While watching videos, replay sounds (while blocking the video) and ask the learner to identify the actions, objects, people, or animals associated with the sounds
- Incorporate sound effects into shared reading and associate specific sounds with specific actions, objects, people, or animals
- When reading repeated sentences in a text, point word-by-word to provide visual representation of the number of words, then clap out the words while repeating the sentence
- Clap or tap the number of words in chants and common sayings (*One more time*)

Learner Profile

- ☐ Can segment words into syllables
- ☐ Recognizes when two or more words begin or end with the same sound
- ☐ Given a word ending (rime), can change the initial consonant to make target words during phonics/word study instruction
- ☐ Correctly represents initial sounds in words when writing

Interventions

- Clap or tap the number of syllables in words with two or more syllables (*vol-ca-no*) when you introduce the words and teach the meaning
- Engage in repeated shared reading of texts that are rich in rhyme, rhythm, and repetition, and alliteration and ask learners to listen for words that rhyme or share initial or final sounds
- During phonics/word study instruction ask the learner to make new target words by changing the initial consonant
- In the transfer step of the phonics/word study lessons, ask the learner to identify the initial sound requires to spell words that were not included in the lesson
- Provide daily opportunities to write about self-selected topics

Learner Profile

- ☐ Represents initial and final sounds in words when writing and during phonics/word study instruction
- ☐ Places the vowel in the correct location in words when writing and during word phonics/word study instruction
- ☐ Decodes words with a CVC pattern when reading
- ☐ Spells initial and final sounds in words when writing

Interventions

- During phonics/word study instruction ask or encourage the learner to attend to:
  - The placement of the vowel in words as they are made
  - The initial and final sounds
- Provide opportunities for self-selection of books from a variety of genres and text types.
- Encourage learners to blend individual sounds or onsets/rimes to decode CVC words encountered while reading
- Provide daily opportunities to write about self-selected topics

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Language Comprehension → Text Comprehension

Learner Profile

- ☐ Recognize the spoken names or labels for objects, people, and actions in familiar texts
- ☐ Distinguishes between the characters (who) and settings (where) in familiar texts
- ☐ Demonstrates understanding of common adjectives (big/little, color) used to describe objects, people, and actions in familiar texts

Interventions

- Use the CAR or other book sharing routine to help the learner begin to understand their role in the interaction
  - For example, after reading text on a page, make a simple comment using the learner's communication approach (speech, sign, or graphic symbols/AAC) and then pause and wait to give the learner a chance to communicate
- During shared reading:
  - Ask learners to identify objects and people in the illustrations when you name them
  - Vary your voice for different characters/ people to draw the learner's attention to the differences
  - Draw the learner's attention to the setting and the way it is described and illustrated

Learner Profile

- ☐ Makes simple predictions about next steps or next events in texts with a clear sequence
- ☐ Can identify what comes first and next in a text
- ☐ Can identify concrete details in a familiar text
- ☐ Demonstrates understanding of spoken words used to describe objects, people, and actions in texts

Interventions

- During shared reading:
  - Stop to ask learner to predict or choose from options to determine what will happen next
  - Ask the learner to point to the illustration to identify different details (*show me the raft they are making*) while limiting *wh*-questions
  - Repeat the describing words used in the text and ask the learner to identify the object, person, or action being described
- Before reading, present two events and ask learners to listen to decide which comes first and next

Learner Profile

- ☐ Can retell a text after the first shared or guided reading
- ☐ Sequences three or more events in a text after the first shared of guided reading
- ☐ Relates information from texts to own experience or prior knowledge
- ☐ Successfully completes some Apply activities after group Anchor-Read-Apply lessons.

Interventions

- After reading, ask the learner to use the illustrations to retell the text. As this becomes easier, ask them to retell without using illustrations.
- Support retelling with supports like, *Tell me more.* or *And then what happened?*
- Before reading, provide the learner with three or more events. Then ask the learner to read to sequence the events.
- Ask the learner to read a text to determine one way that is relates to something they have done or know
- During Anchor-Read-Apply lessons, check individual learner's ability to complete the Apply task before gathering the group

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