

# Indiana Reading Diagnostic Assessment – Kindergarten

The *Indiana Reading Diagnostic Assessment* evaluates your kindergartner's understanding of critical skills needed for reading development. These include **letter identification, sound identification, concepts about print, phonemic awareness, environmental print, decoding and sight word recognition, and writing.**

**Letter Identification** is saying the name of each written letter in the alphabet. Kindergartners should know the letter names of both capital and lowercase letters.

**How to help at home:** Point out letters on signs, magazines, books, and boxes. Play games where you ask your kindergartner to find certain letters.

**Sound Identification** is saying the sound of each written letter of the alphabet.

**How to help at home:** Teach the sounds of letters in your family's names. Play games in which your kindergartner has to find a letter that makes a certain sound.

**Concepts About Print** is an awareness that print carries a message. Kindergartners need to know that there is a one-to-one correspondence between words and printed text. They should know the difference between letters and words, and that all books share similar characteristics.

**How to help at home:** When you read to your kindergartner, talk about the title, show where you read the words, teach him/her how to turn the pages, and have him/her look for the first or last word in a sentence you have read.

**Phonemic Awareness** is the understanding that sounds (called phonemes) make up spoken words. Students need to be able to hear the different sounds that make up words and understand how words sound alike and different. Students need to know whether two words sound the same or different (*call* does not sound the same as *ball*), the beginning sounds of words (*ball* starts with a /b/ sound), and how to say rhymes for words (*lot* rhymes with *hot*).

**How to help at home:** Read poems and sing songs that have rhymes in them. Have your kindergartner think of words that rhyme with other words and start the same as other words.

**Environmental Print** includes the words, symbols, and shapes on signs and in print that kindergartners see in their environment everyday. Kindergartners recognize labels, logos, and signs and this improves their word knowledge.

**How to help at home:** Encourage your kindergartner to read labels, logos, and signs in various places and on objects (e.g., magazines, restaurant signs, and cereal boxes).

**Decoding and Sight Word Recognition** is learning to read words. Kindergartners will learn to decode or sound out some words by understanding the sounds the letters make and how they go together. Other words may be learned by how they look. Words that are known without sounding them out each time are known as sight words.

**How to help at home:** Read at home with your student. Seeing words over and over and hearing them read aloud will help your kindergartner learn sounds, memorize how a word looks, and possibly know the word on sight without having to sound it out each time.

**Writing** is learning that written words convey meaning. Kindergartners usually begin to write by drawing pictures and adding some letters or words to tell about their pictures. They are beginning to understand the concept of words and write some sight words or letters that can be heard in words.

**How to help at home:** Encourage your student to write letters and words that he/she knows. Allow time to play with magnetic letters, write words or letters in sand, salt, shaving cream, or on the sidewalk.