

Reading Foundational Skills (Level 1)	
Print Concepts	
<i>Student Goal:</i>	<i>What it looks like:</i>
<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Students will understand basic print features. They will learn that:</p> <ul style="list-style-type: none"> • books have a correct position that • print has specific directionality • print has meaning and is made up of letters <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Show me where to begin reading. Where do I go from there? After that? • Which page do I read first? • Point to the words as I read.
Phonological Awareness	
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Which word rhymes with this one? • Clap the syllables in this word. • Say each sound you hear in this word slowly. • What do you hear at the beginning of this word? What do you hear next? At the end?
Phonics and Word Recognition	
<p>3. Know and apply Level 1 phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Students continue learning specific strategies for decoding words in texts. Learning letter-sound correspondence, vowel patterns, and high frequency words enhances decoding, spelling ability, and vocabulary development.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like...? • You said...does it look like...? • Look at the beginning of that word, can you get it started?
Fluency	
<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Make your voice sound like talking. • Listen to me and read it like this. • Does that make sense? • Does that sound right?