

Reading: Foundational Skills						
Learning Goals	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Print Concepts						
Demonstrate understanding of the organization and basic features of print.	<ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).				
Phonological Awareness						
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending 	<ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- 				

	with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).				
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Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words.	a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	a. Know the spelling-sound correspondences for common consonant digraphs.	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	a. Identify and know the meaning of the most common prefixes and derivational suffixes.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	b. Decode regularly spelled one-syllable words.	b. Know spelling-sound correspondences for additional common vowel teams.	b. Decode words with common Latin suffixes.		
	c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	c. Know final -e and common vowel team conventions for representing long vowel sounds.	c. Decode regularly spelled two-syllable words with long vowels.	c. Decode multisyllable words.		
	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	d. Decode words with common prefixes and suffixes.	d. Read grade-appropriate irregularly spelled words.		
		e. Decode two-syllable words following basic patterns by breaking the words into syllables.	e. Identify words with inconsistent but common spelling-sound correspondences.			
		f. Read words with inflectional endings.				
		g. Recognize and read grade-appropriate irregularly spelled				

		words.	f. Recognize and read grade-appropriate irregularly spelled words.			
	Fluency					
Read with sufficient accuracy and fluency to support comprehension.	a. Read emergent-reader texts with purpose and understanding.	<p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>