



Concepts of Print and Print Awareness	Pre-Reading / Emergent	Early	Fluency
Identify the front cover, back cover, and title page of a book.	★		
Follow words from left to right and from top to bottom on the printed page	★		
Understand that printed materials provide information	★		
Recognize that sentences in print are made up of separate words	★		
Distinguish letters from words.	★		
Recognize and name all uppercase and lowercase letters of the alphabet	★		
Match oral words to printed words.	★		
Identify the title and author of a reading selection.	★		
Identify letters, words, and sentences.	★		
Phonological and Phonemic Awareness	Pre-Reading / Emergent	Early	Fluency
Track auditorily each word in a sentence and each syllable in a word	★		
Distinguish initial, medial, and final sounds in single-syllable words	★	★	
Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i> )		★	
Create and state a series of rhyming words, including consonant blends		★	
Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i> )		★	
Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat)		★	
Segment single-syllable words into their components (e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich)		★	
Phonics and Decoding	Pre-Reading / Emergent	Early	Fluency
Match all consonant and short-vowel sounds to appropriate letters.	★		
Read simple one-syllable and high-frequency words (i.e., sight words).	★		
Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	★		
Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.		★	
Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).	★		
Read compound words and contractions.		★	
Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., <i>look, looked, looking</i> ).		★	
Read common word families (e.g., -ite, -ate).		★	
Read aloud with fluency in a manner that sounds like natural speech.		★	
Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings eg: <i>people, rail, oil</i> ) when reading.			★
Decode two-syllable nonsense words and regular multisyllable words.		★	
Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i> ).		★	
Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/ flies, wife/ wives</i> ).		★	
Read aloud fluently and accurately and with appropriate intonation and expression.		★	

Vocabulary (Oral and Written)	Pre-Reading / Emergent	Early	Fluency
Identify and sort common words in basic categories (e.g., colors, shapes, foods).		★	
Describe common objects and events in both general and specific language	★		
Understand and explain common antonyms and synonyms..			★
Use knowledge of individual words in unknown compound words to predict their meaning.			★
Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i> ).			★
Identify simple multiple-meaning words			★

Text Comprehension	Pre-Reading / Emergent	Early	Fluency
Locate the title, table of contents, name of author, and name of illustrator	★		
Use pictures and context to make predictions about story content.	★		
Connect to life experiences the information and events in texts	★		
Retell familiar stories.	★		
Ask and answer questions about essential elements of a text.	★		
Identify text that uses sequence or other logical order.	★		
Respond to <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>how</i> questions	★		
Follow one-step written instructions	★		
Use context to resolve ambiguities about word and sentence meanings	★		
Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words)	★		
Relate prior knowledge to textual information	★		
Retell the central ideas of simple expository or narrative passages	★		
Use titles, tables of contents, and chapter headings to locate information in expository text.		★	
State the purpose in reading (i. e., tell what information is sought).	★		
Use knowledge of the author's purpose( s) to comprehend informational text	★		
Ask clarifying questions about essential textual elements of exposition (e.g., <i>why</i> , <i>what if</i> , <i>how</i> ).	★		
Restate facts and details in the text to clarify and organize ideas.		★	
Recognize cause-and-effect relationships in a text			★
Interpret information from diagrams, charts, and graphs.		★	
Follow two-step written instructions		★	

Literary Analysis, Response & Appreciation	Pre-Reading / Emergent	Early	Fluency
Distinguish fantasy from realistic text	★		
Identify characters, settings, and important events	★		
Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending	★		
Describe the roles of authors and illustrators and their contributions to print materials.	★		