

We can look at a book
and find
_ the front cover,
_ the back cover,
_ and the title.

Reading: Word Analysis, Fluency and Systematic Vocabulary
Concepts About Print

R1.1 Identify the front cover, back cover, and title page of a book.

We can follow words
_ from left to right
_ and
_ from top to bottom
when we read.

Reading: Word Analysis, Fluency and Systematic Vocabulary

Concepts About Print

R1.2 Follow words from left to right and from top to bottom on the printed page.

We know that
anything in writing
means something.

Reading: Word Analysis, Fluency and Systematic Vocabulary

Concepts About Print

R1.3 Understand that printed materials provide information.

We can
put words together
to make a sentence.

Reading: Word Analysis, Fluency and Systematic Vocabulary

Concepts About Print

R1.4 Recognize that sentences in print are made up of separate words.

We can tell
the difference between
_ letters,
_ words,
_ and
_ sentences.

Reading: Word Analysis, Fluency and Systematic Vocabulary
Concepts About Print
R1.5 Distinguish letters from words.

We can name
all the letters
in the alphabet:
capitals and lowercase.

Reading: Word Analysis, Fluency and Systematic Vocabulary

Concepts About Print

R1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

We can point
to the letters
in a word
as we say the sounds.

Reading: Word Analysis, Fluency and Systematic Vocabulary

Phonemic Awareness

R1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).

We can change
a sound in a word
to make
a different word.

Reading: Word Analysis, Fluency and Systematic Vocabulary

Phonemic Awareness

R 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).

We can
blend sounds
to make words.

Reading: Word Analysis, Fluency and Systematic Vocabulary

Phonemic Awareness

R1.9 Blend vowel-consonant sounds orally to make words or syllables.

We can tell
when words rhyme
and we can think
of other rhyming words.

Reading: Word Analysis, Fluency and Systematic Vocabulary

Phonemic Awareness

R 1.10 Identify and produce rhyming words in response to an oral prompt.

We can hear
and say the
beginning and ending
sounds in words.

Reading: Word Analysis, Fluency and Systematic Vocabulary

Phonemic Awareness

R 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.

We can point
to each word
in a sentence
and to each syllable
in a word.

Reading: Word Analysis, Fluency and Systematic Vocabulary

Phonemic Awareness

R 1.12 Track auditorily each word in a sentence and each syllable in a word.

We can count
the sounds
and the syllables
in a word.

Reading: Word Analysis, Fluency and Systematic Vocabulary
Phonemic Awareness

R 1.13 Count the number of sounds in syllables and syllables in words.

We can
write a letter
when we hear a sound.

Reading: Word Analysis, Fluency and Systematic Vocabulary
Decoding and Word Recognition

R1.14 Match all consonant and short-vowel sounds to appropriate letters.

We can read
simple and
high frequency
words.

Reading: Word Analysis, Fluency and Systematic Vocabulary
Decoding and Word Recognition

R1.15 Read simple one-syllable and high-frequency words (i.e., sight words).

We can change
the sounds in a word
when the letters
are changed.

Reading: Word Analysis, Fluency and Systematic Vocabulary

Decoding and Word Recognition

R1.16 Understand that as letters of words change, so do the sounds
(i.e., the alphabetic principle).

We can sort words
that are alike
in some way.

Reading: Word Analysis, Fluency and Systematic Vocabulary

Vocabulary and Concept Development

R1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).

We can talk
about everyday things
in detail.

Reading: Word Analysis, Fluency and Systematic Vocabulary

Decoding and Word Recognition

R1.18 Describe common objects and events in both general and specific language.

We can find the
_ title,
_ table of contents,
_ name of author and
_ name of illustrator
_ in a book.

Reading: Reading Comprehension

Structural Features of Informational Materials

R2.1 Locate the title, table of contents, name of author, and name of illustrator.

We can predict
by looking at pictures
and by thinking of
what's happening
in a story.

Reading: Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

R2.2 Use pictures and context to make predictions about story content.

We can think
of our own experiences
that are similar to
something we read
in a book.

Reading: Reading Comprehension
Comprehension and Analysis of Grade-Level-Appropriate Text
R2.3 Connect to life experiences the information and events in texts

We can
tell stories
that we know.

Reading: Reading Comprehension
Comprehension and Analysis of Grade-Level-Appropriate Text
R2.4 Retell familiar stories.

We can ask
and answer questions
about stories.

Reading: Reading Comprehension
Comprehension and Analysis of Grade-Level-Appropriate Text
R2.5 Ask and answer questions about essential elements of a text.

We can tell
the difference between
fiction and non-fiction
when we read.

Reading: Reading Comprehension
Literary Response and Analysis
R3.1 Distinguish fantasy from realistic text

We can tell the
different kinds of writing,
like poems, stories
or newspapers.

Reading: Reading Comprehension

Literary Response and Analysis

R3.2 Identify types of everyday print materials
(e.g., storybooks, poems, newspapers, signs, labels).

We can say
who is in a story,
where a story takes place,
and what happens
in a story.

Reading: Reading Comprehension
Literary Response and Analysis
R3.3 Identify characters, settings, and important events.

We can write
about things we know
using words we know
and sounds we hear.

Writing: Writing Strategies

Organization and Focus

W1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

We can write
simple
CVC words.

Writing: Writing Strategies
Organization and Focus

W1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).

We know
where to start writing
on a page.

Writing: Writing Strategies
Organization and Focus

W1.3 Write by moving from left to right and from top to bottom.

We can write capital
and lower case letters
neatly on the line
and leave spaces
between words.

Writing: Writing Strategies

Penmanship

W1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

We can speak
using complete
and clear
sentences.

Writing: Written and Oral English Language Conventions
Sentence Structure

LC1.1 Recognize and use complete, coherent sentences when speaking.

We can write
on our own
by listening
to the sounds we hear.

Writing: Writing Strategies

Spelling

LC1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

We can
follow directions.

Listening and Speaking: Listening and Speaking Strategies
Comprehension

LS1.1 Understand and follow one-and two-step oral directions.

We can speak clearly
and in
complete sentences.

Listening and Speaking: Listening and Speaking Strategies
Comprehension

LS1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

We can talk
about people,
places, and things
using describing words.

Listening and Speaking: Speaking Applications

LS2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.

We can
recite poems
and songs.

Listening and Speaking: Speaking Applications
LS2.2 Recite short poems, rhymes, and songs.

We can
tell a story
that makes sense.

Listening and Speaking: Speaking Applications
LS2.3 Relate an experience or creative story in a logical sequence.