

PreK/Early Kdg.—Pre-Level A	Phonological Awareness	Phonemic Awareness	Concepts About Print	Letter ID	Oral Language
	<ul style="list-style-type: none"> <li>• rhyming</li> <li>• sentence segmenting</li> <li>• syllable blending and segmenting</li> <li>• onset-rime: blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• phoneme segmenting and blending</li> <li>• phoneme substitution and manipulation</li> </ul>	<ul style="list-style-type: none"> <li>• left-to-right movement</li> <li>• return sweep</li> <li>• print matching</li> <li>• paying attention to print (print carries message)</li> </ul>	<ul style="list-style-type: none"> <li>• letter sounds</li> <li>• letter names</li> <li>• letter formation</li> </ul>	<ul style="list-style-type: none"> <li>• is easily understood</li> <li>• speaks in expanding sentences</li> <li>• connects ideas</li> <li>• expands oral vocabulary</li> </ul>

Kdg.—Levels A and B	Concepts About Print	Phonemic Awareness	Phonics	Vocabulary	Comprehension
	<ul style="list-style-type: none"> <li>• left-to-right movement</li> <li>• return sweep</li> <li>• 1-1 matching</li> <li>• pays attention to print</li> <li>• begins to self-correct 1-1 matching</li> </ul>	<ul style="list-style-type: none"> <li>• phoneme segmenting and blending</li> <li>• phoneme substitution and manipulation</li> </ul>	<ul style="list-style-type: none"> <li>• starts to use beginning consonant sounds</li> <li>• may start to use ending consonants, too</li> </ul>	<ul style="list-style-type: none"> <li>• remembers and uses language patterns</li> <li>• acquires sight words</li> <li>• predicts words that might be in the book</li> </ul>	<ul style="list-style-type: none"> <li>• uses pictures to check on words</li> <li>• makes connections</li> </ul>

Kdg./Early First Grade—Level C	Concepts About Print	Phonemic Awareness	Phonics	Vocabulary	Comprehension
	<ul style="list-style-type: none"> <li>• has left-to-right and return sweep</li> <li>• controls 1-1 matching, even on longer words</li> <li>• rereads to self-correct</li> </ul>	<ul style="list-style-type: none"> <li>• phoneme segmenting and blending</li> <li>• phoneme substitution and manipulation</li> </ul>	<ul style="list-style-type: none"> <li>• decodes CVC words</li> <li>• uses beginning and ending sounds to figure out new words</li> </ul>	<ul style="list-style-type: none"> <li>• uses known words as anchors</li> <li>• acquires high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>• uses pictures and words to predict meaning</li> <li>• can retell</li> <li>• self-corrects to make sense</li> </ul>

Early First Grade—Level D	Phonemic Awareness	Phonics	Vocabulary	Comprehension	Fluency
	<ul style="list-style-type: none"> <li>phoneme segmenting and blending</li> <li>phoneme substitution and manipulation</li> </ul>	<ul style="list-style-type: none"> <li>uses consonants and blends to decode words</li> <li>uses parts of words (chunks) to predict and check meaning</li> <li>knows and uses most short vowels</li> </ul>	<ul style="list-style-type: none"> <li>is acquiring high-frequency (sight) words</li> <li>uses vocabulary of the book for retelling</li> </ul>	<ul style="list-style-type: none"> <li>makes predictions and checks on them</li> <li>uses pictures and words to predict and check meaning</li> <li>retells</li> <li>rereads to confirm or problem-solve</li> </ul>	<ul style="list-style-type: none"> <li>moves away from finger pointing</li> <li>learning to read in phrases when rereading</li> </ul>

Early First Grade—Level E	Phonics	Vocabulary	Comprehension	Fluency
	<ul style="list-style-type: none"> <li>decodes slightly longer words</li> <li>uses long vowel sounds, including two-letter vowels (<i>ay, ea, ai</i>, etc.)</li> <li>reads compound words</li> </ul>	<ul style="list-style-type: none"> <li>continues to acquire high-frequency words</li> <li>uses new vocabulary, especially when reading nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>makes predictions and checks on them</li> <li>using words more than pictures</li> <li>makes connections across texts</li> <li>rereads to check meaning</li> <li>retells and remembers</li> </ul>	<ul style="list-style-type: none"> <li>finger-points only on hard words</li> <li>starting to read in phrases</li> <li>sounds more fluent, especially while reading</li> </ul>

First Grade—Level F	Phonics	Vocabulary	Comprehension	Fluency
	<ul style="list-style-type: none"> <li>uses short and long vowel sounds more flexibly</li> <li>decoding more two- and three-syllable words</li> <li>begins to use vowel + <i>r</i> combinations</li> </ul>	<ul style="list-style-type: none"> <li>notices new words and figures out meanings, using the picture for support</li> <li>learns new words, especially when reading nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>makes and checks predictions</li> <li>using words more than pictures</li> <li>makes connections across texts</li> <li>rereads</li> <li>retells and remembers</li> <li>needs to infer at times</li> </ul>	<ul style="list-style-type: none"> <li>notices punctuation and uses for phrasing</li> <li>beginning to use more intonation</li> <li>moves more quickly through text</li> </ul>

First Grade— Levels G and H	Phonics	Vocabulary	Comprehension	Fluency
	<ul style="list-style-type: none"> <li>uses short and long vowels sounds more flexibly</li> <li>learns and uses more complex vowel patterns (funky chunks)</li> <li>decoding more two- and three-syllable words</li> <li>vowel + <i>r</i> work</li> </ul>	<ul style="list-style-type: none"> <li>pays attention to new vocabulary while reading</li> <li>uses new words in retelling and conversation</li> <li>rereads to get meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>deeper understanding of characters</li> <li>text-to-text connections</li> <li>retells with more detail</li> <li>determines importance</li> </ul>	<ul style="list-style-type: none"> <li>pays attention to a wider variety of punctuation and uses for phrasing</li> <li>uses more intonation and expression</li> <li>moves more quickly through longer text</li> </ul>

End of First Grade—Level I	Phonics	Vocabulary	Comprehension	Fluency
	<ul style="list-style-type: none"> <li>decodes most one- and two-syllable words easily</li> <li>growing grasp of “funky chunks” (<i>ough, igh, au, oi, etc.</i>)</li> <li>decodes silent letters like <i>kn, wr, gn</i></li> </ul>	<ul style="list-style-type: none"> <li>pays more attention to new words and tries to figure out their meaning</li> <li>discovers specialized vocabulary in nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>begins to learn how to build schema on less familiar topics</li> <li>retells with increasing detail using graphic organizers</li> <li>connects to characters and topics</li> </ul>	<ul style="list-style-type: none"> <li>reads in a more fluent, phrased way</li> <li>uses character voices</li> <li>reads with intonation and expression</li> <li>begins to transition to silent reading</li> </ul>

Early-Mid- Second Grade— Levels J and K	Phonics	Vocabulary	Comprehension	Fluency
	<ul style="list-style-type: none"> <li>decodes longer words (two-three syllables)</li> <li>decodes two-four vowel combinations (<i>ou, igh, ough, etc.</i>) more easily on longer words</li> <li>decodes silent letters on longer words (<i>kn, wr, gn, etc.</i>)</li> <li>may use pronunciation guide in nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>pays attention to new words and uses context of words and pictures to determine meaning</li> <li>starting to read and understand idioms and figurative language</li> <li>understands meanings of homophones and homographs</li> <li>uses prefixes &amp; suffixes to determine word meanings</li> </ul>	<ul style="list-style-type: none"> <li>moves more flexibly from fiction to nonfiction</li> <li>summarizes and extends text</li> <li>comprehends text read over several days</li> <li>infers, predicts, and analyzes characters</li> <li>uses text features to aid comprehension in nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>processes the text more smoothly</li> <li>reads in phrases and with expression over longer text</li> <li>reads silently most of the time</li> </ul>

Mid-Second Grade—Level L	Phonics	Vocabulary	Comprehension	Fluency
	<ul style="list-style-type: none"> <li>• decodes more multisyllabic words and many words with two-four vowel combinations within those longer words (<i>eigh, augh, etc.</i>)</li> <li>• decodes words with chunks like <i>tion, ance, cial, etc.</i></li> <li>• decodes more quickly, which aids fluency</li> </ul>	<ul style="list-style-type: none"> <li>• understands more difficult vocabulary</li> <li>• understands idioms and figurative language in text</li> <li>• prefixes and suffixes used to figure out word meanings</li> </ul>	<ul style="list-style-type: none"> <li>• figures out who’s talking when reading more complex dialogue</li> <li>• deeper understanding of multiple characters</li> <li>• comprehends longer chapters</li> <li>• greater range of genre understood</li> <li>• uses text features and structures</li> </ul>	<ul style="list-style-type: none"> <li>• sustains fluency while reading longer sentences and longer texts</li> <li>• reads more rapidly with phrasing and limited self-correcting</li> <li>• reads character voices with greater intonation</li> </ul>

End of Second Grade—Level M	Phonics	Vocabulary	Comprehension	Fluency
	<ul style="list-style-type: none"> <li>• decodes longer words with more complex phonics patterns</li> <li>• can decode most two-three-syllable words</li> <li>• uses letter sounds flexibly and fluently (sounds of <i>c, g, and vowels, etc.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• understand more sophisticated vocabulary and more complex language structures</li> <li>• prefixes and suffixes used for determining meaning</li> <li>• reads and understands many new vocabulary words, especially in nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>• understands subtlety of plot and humor</li> <li>• builds schema for unfamiliar topics when reading</li> <li>• infers, reads critically, makes more connections</li> <li>• deeper understanding of multiple characters</li> <li>• expands reading in a variety of genres</li> <li>• visualizes as pictures are included less</li> </ul>	<ul style="list-style-type: none"> <li>• sustains fluency while reading longer sentences and longer text</li> <li>• reads more rapidly with phrasing and limited self-correcting</li> <li>• reads character voices smoothly and with greater intonation</li> <li>• varies reading rate depending on the type of text read</li> </ul>

Third Grade— Levels N, O, P	<b>Phonics</b>	<b>Vocabulary</b>	<b>Comprehension</b>	<b>Fluency</b>
	<ul style="list-style-type: none"> <li>• decodes most two-four-syllable words</li> <li>• uses letter sounds flexibly and fluently</li> <li>• may miscue simple words (like <i>a</i> and <i>the</i>) when reading more fluently—words that don't change the meaning</li> </ul>	<ul style="list-style-type: none"> <li>• understands more sophisticated vocabulary and more complex language structures in longer text</li> <li>• wider range of prefixes and suffixes used to determine meaning of new words</li> <li>• is exposed to many new words in both fiction and nonfiction and determines meaning</li> </ul>	<ul style="list-style-type: none"> <li>• infers, reads critically, makes deeper connections</li> <li>• asks more questions as reading</li> <li>• answers higher-level questions with increasing depth</li> <li>• reads across a wider variety of genres</li> <li>• visualizes most of the time</li> </ul>	<ul style="list-style-type: none"> <li>• sustains fluency on longer texts with more complex sentences and wider range of punctuation and text nuances</li> <li>• reads more rapidly with phrasing and limited self-correcting on longer text</li> <li>• uses intonation and expression to match mood, characters, type of text, etc. (interpretive reading)</li> </ul>