

Appendix B

Reading Standards Addressed in Levels 1–3

Standard	Level 1	Level 2	Level 3
Print concepts			
1. Follow print from left to right and top to bottom.		●	●
2. Turn pages sequentially from front to back.		●	●
3. Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.	●	●	●
4. Distinguish between printed letters and words.	●	●	●
5. Distinguish between uppercase and lowercase letters.		●	●
6. Alphabetize a series of words to the first letter.		●	●
7. Recognize that spoken words are represented in written language by specific sequences of letters.	●	●	●
8. Demonstrate emerging knowledge of capitalization, spelling, and punctuation.		●	●
9. Recognize the concept of words by segmenting spoken sentences into individual words.	●	●	●
10. Demonstrate the one-to-one correlation between a spoken word and a printed word.	●	●	●
11. Identify the title, author, and table of contents of a book.		●	●
Phonemic awareness			
1. Distinguish spoken rhyming words from nonrhyming words (e.g., <i>run, sun</i> versus <i>run, man</i>).	●	●	●
2. Produce rhyming words in response to spoken words (e.g., What rhymes with <i>hat</i> ?).	●	●	●
3. Produce groups of words that begin with the same initial sound.	●	●	●
4. Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes <i>cat</i>).	●	●	●
5a. Identify the initial and final sounds (not letters) of a spoken word.	●		
5b. Identify the initial, medial, and final sounds of a spoken word.		●	●
6. Identify letters, words, and sentences.		●	●

Standard	Level 1	Level 2	Level 3
7. Match spoken words with print.		●	●
8. Read 100 high-frequency words.		●	●
9. Recognize the new spoken word when a specified phoneme is added, changed, or removed (e.g., change <i>cat</i> to <i>hat</i> , <i>fan</i> to <i>an</i>).		●	●
10. Distinguish between short- and long-vowel sounds in one-syllable words.		●	●
11. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds in recognizable words.			●
Phonics			
1. Identify letters of the alphabet (uppercase and lowercase).	●	●	●
2. Say letter sounds represented by the single-lettered consonants and vowels.	●	●	●
3. Read words with common spelling patterns (e.g., word families).		●	●
4. Use knowledge of word order (syntax) and context to confirm decoding.		●	●
5. Decode regularly spelled two syllable words fluently by applying the most common letter–sound correspondences, including the sounds represented by <ul style="list-style-type: none"> • single letters (consonants and vowels), • consonant blends (e.g., <i>bl</i>, <i>sssst</i>, <i>tr</i>), • consonant digraphs (e.g., <i>sh</i>, <i>ch</i>, <i>th</i>, <i>wh</i>), and • vowel digraphs and diphthongs (e.g., <i>ea</i>, <i>ie</i>, <i>ee</i>). 			●
6. Use knowledge of inflectional endings (e.g., <i>-s</i> , <i>-ed</i> , <i>-ing</i>).			●
7. Use knowledge of base words to identify compound words.			●
8. Read words with common spelling patterns (e.g., <i>-ite</i> , <i>-ill</i> , <i>-ate</i>).			●
9. Recognize high-frequency words and irregular sight words.			●
10. Read common contractions frequently (e.g., <i>can't</i> , <i>don't</i>).			●
Word recognition, analysis, and fluency			
1. Identify beginning consonant sounds and ending sounds in single-syllable words.	●	●	●
2. Identify and produce rhyming words in response to an oral prompt.	●	●	●
3. Read 10 high-frequency words.	●	●	●

Standard	Level 1	Level 2	Level 3
Vocabulary			
1. Sort familiar words into basic categories (e.g., colors, shapes, foods).	●	●	●
2. Describe familiar objects and events in both general and specific language.	●	●	●
3. Use words to describe and name people, places, and things.	●	●	●
4. Learn new words through explicit instruction.	●	●	●
5. Use knowledge of inflectional endings (e.g., <i>-s</i> , <i>-ed</i> , <i>-ing</i>) to identify base words.		●	●
6. Classify common words into conceptual categories (e.g., animals, foods).		●	●
7. Identify and generate antonyms and synonyms and use them to understand and express word meaning.		●	●
8. Recognize that two words can make a compound word (e.g., <i>popcorn</i> , <i>pancake</i>).			●
Comprehension			
1. Make predictions based on the title, cover, illustrations, and text.	●	●	●
2. Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.	●	●	●
3. Demonstrate literal comprehension by asking and answering questions about narrative and informational text.	●	●	●
4. Write or draw a response that demonstrates comprehension.	●	●	●
5. Relate texts to prior knowledge and experiences.		●	●
6. Predict what might happen next in a reading selection.	●	●	●
7. Relate information and events in a reading selection to life experiences and life experiences to the text.		●	●
8. Make simple inferences and draw and support conclusions.		●	●
9. Use story illustrations to enhance comprehension.		●	●
Elements of literature			
1. Identify elements of a story, including characters, setting, and key events.	●	●	●
2. Retell familiar stories using beginning, middle, and end.	●	●	●
3. Determine whether a literary selection that is heard or read is realistic or fantasy.	●	●	●
4. Sequence a series of events in a literary selection, heard or read.		●	●
5. Describe main characters, settings, and sequences of story events.		●	●

Standard	Level 1	Level 2	Level 3
Expository text			
1. Identify the topic of expository text, heard or read.		●	●
2. Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.		●	●
Functional text			
1. Follow a set of written multistep directions, with picture cues to assist.		●	●
2. Determine whether a specific task is completed by checking to make sure all the steps were followed in the right order, with picture cues to assist.		●	●
3. State the meaning of specific signs (e.g., traffic, safety, warning signs).		●	●