

Reading Foundational Skills

GRADE K

Phonological Awareness	Print Concepts	Phonics and Word Recognition (Decoding)	Fluency
<p>a. Produce all individual phonemes in words using accurate articulation.</p> <p>b. Produce initial and final sounds of words using accurate articulation.</p> <p>c. Identify the initial and final sounds (not letters) of a spoken word.</p> <p>d. Produce rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.</p> <p>e. Identify rhyming words in response to an oral prompt.</p> <p>f. Segment one-syllable words into its phonemes.</p> <p>g. Blend two or three spoken syllables to produce words.</p> <p>h. Produce and blend the initial, medial, and final sounds of CVC words using accurate articulation and pronunciation.</p> <p>i. Blend spoken sounds to produce words.</p> <p>j. Discriminate between initial, medial, and final spoken sounds within a word.</p> <p>k. Produce and blend the initial, medial, and final sounds of grade-appropriate words using accurate articulation and pronunciation.</p> <p>l. Produce new words when initial sound(s), including digraphs, are changed (i.e., word families).</p> <p>m. Orally form words by substituting simple onsets (/c/) with given rimes (/at/).</p>	<p>a. Demonstrate the command of left to right, top to bottom directionality, and return sweep when "reading" books.</p> <p>b. Recognize that words are represented by a sequence of letters.</p> <p>c. Demonstrate the one-to-one correlation between a spoken word and a printed word.</p> <p>d. Recognize that sentences are made up of separate words and symbols.</p> <p>e. Recognize the difference between a letter and a printed word.</p> <p>f. Understand that words are separated by spaces in print.</p> <p>g. Name all uppercase and lowercase letters of the alphabet with different fonts out of sequence.</p> <p>h. Produce letter sounds represented by the single lettered consonants and vowels.</p>	<p>a. Decode common CVC words.</p> <p>b. Decode a new word when a specific letter is changed, added, or removed.</p>	<p>a. Read high frequency words with automaticity in context.</p> <p>b. Read emergent-reader texts with purpose and understanding.</p>

Standard 1— By the end of each language proficiency level, an English learner can: construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

GRADE K

Receptive Communication: Listening & Reading	Pre-Emergent/Emergent Basic	Basic	Intermediate
	EL.K.S1.PE/E-1: answer questions about one or more details from a read-aloud, picture book, and oral presentation.	EL.K.S1.B-1: ask questions about key details from a read-aloud, picture book, and oral presentation.	EL.K.S1.I-1: ask and answer questions about key details from a read aloud, picture book, and oral presentation.
	EL.K.S1.PE/E-2: identify key words and phrases in read-alouds and oral presentations.	EL.K.S1.B-2: identify key details from read alouds, picture books, and/or oral presentations.	EL.K.S1.I-2: identify the main topic and details from read-alouds, picture books, and/or oral presentation.
	EL.K.S1.PE/E-3: repeat familiar texts.	EL.K.S1.B-3: retell familiar texts.	EL.K.S1.I-3: retell familiar texts with details.
	EL.K.S1.PE/E-4: identify similarities within a familiar text.	EL.K.S1.B-4: identify differences within a familiar text.	EL.K.S1.I-4: identify basic similarities and differences within a text.

Standard 2: By the end of each language proficiency level, an English learner can: determine the meaning of words and phrases in oral presentations and literary and informational text.

Receptive Communication: Listening & Reading	Pre-Emergent/Emergent	Basic	Intermediate
	EL.K.S2.PE/E-1: answer questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	EL.K.S2.B-1: answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	EL.K.S2.I-1: answer and ask questions about the meaning of words and phrases in grade-appropriate oral presentations and read-alouds about a variety of topics, experiences, or events.

Standard 3: By the end of each language proficiency level, an English learner can: speak and write about grade appropriate complex literary and informational texts and topics.

Productive Communication: Speaking & Writing	Pre-Emergent/Emergent	Basic	Intermediate
	EL.K.S3.PE/E-1: communicate simple information or feelings about familiar topics, experiences, or events.	EL.K.S3.B-1: tell or dictate simple messages about a variety of topics, experiences, or events.	EL.K.S3.I-1: make simple oral presentations about a variety of topics, experiences, or events.
	EL.K.S3.PE/E-2: add appropriate drawings or other visual displays to provide additional detail to familiar topics, experiences, or events.	EL.K.S3.B-2: add appropriate drawings or other visual displays to provide additional detail to a variety of topics, experiences, or events.	EL.K.S3.I-2: add appropriate drawings or other visual displays to provide additional detail about a variety of topics, experiences, or events.
	EL.K.S3.PE/E-3: add illustrations and labels to familiar topics, experiences, or events.	EL.K.S3.B-3: compose short words and phrases using appropriate conventions about a variety of topics, experiences, or events.	EL.K.S3.I-3: compose short written texts using appropriate conventions about a variety of topics, experiences, or events.
	EL.K.S3.PE/E-4: produce writing about familiar topics using graphic organizers and sentence frames about a variety of topics, experiences, or events.	EL.K.S3.B-4: produce writing with appropriate organization using graphic organizers and sentence frames about a variety of topics, experiences, or events.	EL.K.S3.I-4: produce writing with appropriate organization about a variety of topics, experiences, or events.

Standard 4: By the end of each language proficiency level, an English learner can: construct grade appropriate oral and written claims and support them with reasoning and evidence.

Productive Communication: Speaking & Writing	Pre-Emergent/Emergent	Basic	Intermediate
	EL.K.S4.PE/E-1: express an opinion or preference using words and/or illustrations about a familiar topic.	EL.K.S4.B-1: express an opinion or preference and limited justification about a familiar topic or story.	EL.K.S4.I-1: express an opinion or preference using appropriate structure and justification about a variety of topics or stories.

Standard 5: By the end of each language proficiency level, an English learner can: adapt language choices to purpose, task, and audience when speaking and writing.

Productive Communication: Speaking & Writing	Pre-Emergent/Emergent	Basic	Intermediate
	EL.K.S5.PE/E-1: respond to questions and suggestions from peers and add details to writing.	EL.K.S5.B-1: respond to questions and suggestions from peers and add details to strengthen writing as needed.	EL.K.S5.I-1: respond to questions and suggestions from peers and add details to strengthen writing as needed.
	EL.K.S5.PE/E-2: demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.	EL.K.S5.B-2: demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.	EL.K.S5.I-2: demonstrate increasing awareness of differences between informal "playground speech" and language appropriate to the classroom.

Standard 6: By the end of each language proficiency level, an English learner can: participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

	Pre-Emergent/Emergent	Basic	Intermediate
Interactive Communication: Listening, Speaking, Reading, Writing	EL.K.S6.PE/E-1: participate in short conversations about familiar topics.	EL.K.S6.B-1: participate in conversations and discussions about familiar topics.	EL.K.S6.I-1: participate in conversations and discussions about a variety of topics with diverse partners.
	EL.K.S6.PE/E-2: follow some rules for discussion about familiar topics.	EL.K.S6.B-2: follow increasing number of rules for discussion about familiar topics.	EL.K.S6.I-1: participate in conversations and discussions about a variety of topics with diverse partners.
	EL.K.S6.PE/E-3 respond to simple yes-no and wh- questions about familiar topics.	EL.K.S6.B-3: respond to simple yes-no and wh- questions about familiar topics.	EL.K.S6.I-3: ask and answer questions about a variety of grade appropriate topics.

Standard 7: By the end of each language proficiency level, an English learner can: conduct research and evaluate and communicate findings to answer questions or solve problems.

	Pre-Emergent/Emergent	Basic	Intermediate
Interactive Communication: Listening, Speaking, Reading, Writing	EL.K.S7.PE/E-1: recall or use information from a provided source to answer a question about familiar topics.	EL.K.S7.B-1: recall and record information from experience or use information from provided sources to answer a question with developing control.	EL.K.S7.I-1: recall and record information from experience or use information from provided sources to answer a question with increasing control.
	EL.K.S7.PE/E-1: recall or use information from a provided source to answer a question about familiar topics.	EL.K.S7.B-2: participate in shared research and writing projects by communicating findings.	EL.K.S7.I-2: participate in shared research and writing projects by evaluating and communicating findings.

Standard 8: By the end of each language proficiency level, an English learner can: analyze and critique the arguments of others orally and in writing.

	Pre-Emergent/Emergent	Basic	Intermediate
Interactive Communication: Listening, Speaking, Reading, Writing	EL.K.S8.PE/E-1: orally identify one reason an author or a speaker gives in a familiar text.	EL.K.S8.B-1: orally identify one reason an author or a speaker gives to support a point.	EL.K.S8.I-1: orally and/or in writing identify one or two reasons an author or speaker gives to support points in a text.
	EL.K.S8.PE/E-2: respond to yes-no, either-or, and wh- questions about what an author or speaker says.	EL.K.S8.B-2: ask and answer yes-no, either-or, and wh- questions in order to gather more information about what an author or speaker says.	EL.K.S8.I-2: ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says.

Standard 9: By the end of each language proficiency level, an English learner can: create clear and coherent grade appropriate speech and text.

	Pre-Emergent/Emergent	Basic	Intermediate
Language: Used Across Standards 1-8	EL.K.S9.PE/E-1: express feelings about an event or a familiar story using a limited number of words.	EL.K.S9.B-1: describe/express thoughts and feelings about several events from a familiar story with developing control of some frequently occurring linking words (e.g., and, then).	EL.K.S9.I-1: describe/express thoughts, feelings, and ideas about a short sequence of events from a familiar story, with a beginning, middle, and end including the use of frequently occurring linking words.
	EL.K.S9.PE/E-2: use a combination of drawing and teacher dictation to produce a text for a given purpose.	EL.K.S9.B-2: use a combination of drawing, teacher dictation and writing to produce a grade appropriate text for a given purpose.	EL.K.S9.I-2: use a combination of drawing, teacher dictation, and writing to produce a grade appropriate text for a given purpose.

Standard 10: By the end of each language proficiency level, an English learner can: make accurate use of standard English to communicate in grade appropriate speech and writing.

	Pre-Emergent/Emergent	Basic	Intermediate
Language: Used Across Standards 1-8	EL.K.S10.PE/E-1: recognize and use frequently occurring nouns, verbs, and short phrases in shared language activities.	EL.K.S10.B-1: recognize and use frequently occurring regular plural nouns, verbs, and prepositions in shared language activities.	EL.K.S10.I-1: use frequently occurring regular plural nouns, verbs, prepositions, and question words in shared language activities.
	EL.K.S10.PE/E-2: respond to yes-no and wh- questions in shared language activities.	EL.K.S10.B-2: use and respond to question words in shared language activities.	EL.K.S10.I-2: ask and answer interrogatives (wh-questions) in shared language activities.
	EL.K.S10.PE/E-3: produce simple sentences.	EL.K.S10.B-3: produce simple sentences.	EL.K.S10.I-3: produce and expand simple sentences in shared language activities.

