

Beginning Reading skills: phonemic awareness, phoneme segmentation, fluency, word knowledge, print awareness, literal comprehension

Specific Indicator (the student will)	Illustrative Examples
Build phonemic awareness	<i>E.g. isolate and repeat sounds</i>
Recognize English sounds and how they are represented by letters	Name of letters and sound-letter correspondence
Understand concepts of print	<i>E.g. top of page, letter, word, sentence, tracking, upper and lower case</i>
Apply phoneme segmentation and simple phonetic principles	Manipulates sounds, symbols, and print; Alphabetical principles, names, blends and vowels, diagraphs, onsets, rimes, families, and affixes <i>E.g. home – homes; live – lives – lived – living; bed – bad</i>
Identify and recognize sight vocabulary and high frequency words	<i>E.g. one, of, are, who, what, was, the, of, and, a, to, in, is, you, that</i> Sight and high frequency words http://www.usu.edu/teachall/text/reading/highfrequency.htm
Understand new words using knowledge of common root words, prefixes, and suffixes	e.g. un, re, dis, able, ness, less, ly, ful, ing. E.g. walk, friend, happy, hurt, eat, know, do.
Understand syntactic patterns	Reads simple sentences
Develop a variety of skills to read text at an efficient rate of speed to suit the purpose	Skims or scans for specific information; Moves from reading word-by-word to reading short phrases
Read for meaning	Beginning steps of literal comprehension, visualizing and verbalizing, and “right there” understandings
Develop a beginning understanding of relationships between ideas	Process-time and sequence, (first then next, beginning, middle end) description, narrative, information
Synthesize ideas	Finds the main idea with scaffolding