

Stage I: 1-2
Pre-Emergent - Basic
ELL READING

Print Concepts

Standard – The student will demonstrate understanding of print concepts of the English language.

B-1: Track written words read aloud with one-to-one correlation. **(II-R-1:B-1)**

B-2: Distinguish between printed letters, words, sentences, and paragraphs. **(II-R-1:B-2)**

B-3: Identify features of a sentence (initial capitalization and ending punctuation). **(II-R-1:B-3)**

B-4: Locate and identify the title, author, illustrator, title page, and table of contents of a book. **(II-R-1:B-4)**

B-5: Alphabetize a series of words to the first letter with instructional support. **(II-R-1:B-5)**

Phonemic Awareness/Decoding

Standard – The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.

B-1: Distinguish between initial, medial, and final spoken sounds to produce words. **(II-R-2:B-1)**

B-2: Sort groups of pictures that begin with initial sounds. **(II-R-2:B-2)**

E-3: Identify short and long vowel sounds in orally stated single-syllable words. **(II-R-2:E-3)**

B-4: Segment one-syllable words with more than three sounds into phonemes. **(II-R-2:B-4)**

B-5: Blend spoken phonemes with more than three sounds into one-syllable words. **(II-R-2:B-5)**

B-6: Identify rhyming words in response to oral prompt. (What rhymes with hat?). **(II-R-2:B-6)**

PE-7: Distinguish letters from numbers and symbols. **(II-R-2:PE-7)**

B-8: Match and name upper and lower case letters with different fonts. **(II-R-2:B-8)**

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B-9: Read regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support. (math, science, social studies) **(II-R-2:B-9)**

B-10: Recognize that a new word is created when a specific grapheme is changed, added, or removed. **(II-R-2:B-10)**

LI-11: Read two-syllable words, using syllabication rules. (math, science, social studies) **(II-R-2:LI-11)**

B-12: Repeat base words that have been modified by inflectional endings. (math, science, social studies) **(II-R-2:B-12)**

B-13: Read high frequency words and irregular sight words with instructional support. (math, science, social studies) **(II-R-2:B-13)**

B-14: Repeat common contractions. **(II-R-2:B-14)**

B-15: Use context to confirm decoding in a sentence. (social studies) **(II-R-2:B-15)**

Fluency

Standard – The student will read with fluency and accuracy.

B-1: Read aloud (including high frequency/sight words) with fluency and instructional support. **(II-R-3:B-1)**

B-2: Use punctuation, including periods, question marks, and exclamation marks to guide reading for fluency. **(II-R-3:B-2)**

Comprehending Text (Fiction/Non-Fiction)

Standard – The student will analyze text for expression, enjoyment, information, and understanding.

B-1: Identify literary selections, heard or read, as realistic or fantasy based on characteristics of the selection. (math, science, social studies) **(II-R-4:B-1)**

B-2: Make predictions based on cover, title, illustrations, and text. **(II-R-4:B-2)**

B-3: Answer questions (yes/no, who, what, when, which, where, why) about text with instructional support. (math, science, social studies) **(II-R-4:B-3)**

B-4: Ask questions (who, what, when, which, where, why) to clarify text with instructional support. (math, science, social studies) **(II-R-4:B-4)**

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B-5: Sequence a story or event with a beginning, middle and end, using pictures and key words. (math, science, social studies) **(II-R-4:B-5)**

B-6: Make connections to text while reading (text-to-text and text-to-self). (science, social studies) **(II-R-4:B-6)**

B-7: Identify the topic/main idea and key details from text heard or read, using sentence frames. (math, science, social studies) **(II-R-4:B-7)**

B-8: Identify external text features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of text. (math, science, social studies) **(II-R-4:B-8)**

B-9: Identify the purpose for reading specific books. (math, science, social studies) **(II-R-4:B-9)**

B-10: Respond to stories by answering questions about cause and effect with instructional support. (math, science, social studies) **(II-R-4:B-10)**

B-11: Identify characters from a literary selection heard or read. (social studies) **(II-R-4:B-11)**

B-12: Identify the setting from a literary selection. (social studies) **(II-R-4:B-12)**

B-13: Identify the key events or ideas from a literary selection with sentence frames. **(II-R-4:B-13)**

B-14: Identify conflict/resolution (plot) from a literary selection with instructional support. **(II-R-4:B-14)**

E-15: Respond to teacher guided prompts about information from a completed graphic organizer. **(II-R-4:E-15)**

E-16: Follow two- or three-step written directions accompanied by visual cues to complete classroom routines. (math, science, social studies) **(II-R-4:E-16)**

LI-17: Identify a variety of sources (e.g., trade books, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or to gather information with instructional support. **(II-R-4:LI-17)**
(math, science, social studies)

E-18: Identify signs, symbols, labels, and captions within the environment. (math, science, social studies) **(II-R-4:E-18)**

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LI-19: Identify organizational features (e.g., titles, table of contents, heading, bold print) of expository text. (math, science, social studies) **(II-R-4:LI-19)**

LI-20: Identify words (nouns and adjectives) that the author selects in a literary selection to create a graphic visual image with instructional support.
(II-R-4:LI-20)

B-21: Identify words of rhyme, rhythm and repetition in literary selections with instructional support. **(II-R-4:B-21)**