

Stage III: 3-5
Pre-Emergent - Basic
ELL READING

Print Concepts

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

E-1: Track the one to one correlation between spoken and printed word.
word, topic sentence, supporting sentences, concluding sentences, etc.
(III-R-1:E-1)

E-2: Identify letters, words and sentences and their distinguishing features (e.g. *capitalization, ending punctuation, etc.*). **(III-R-1:E-2)**

B-3: Identify specific information by using the organizational features of a book, a dictionary and a newspaper (e.g., *title, author, table of contents and glossary*).
(math, science, social studies) **(III-R-1:B-3)**

B-4: Alphabetize a series of words to the third letter. (math, science, social studies) **(III-R-1:B-4)**

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: Identify and manipulate initial and final sounds to make new words.
(e.g., *rat to fat, fit to fig, etc.*) **(III-R-2:B-1)**

B-2: Distinguish between long and short vowel sounds in orally stated single-syllable words (e.g., *bit-bite, etc.*) **(III-R-2:B-2)**

B-3: Segment one-syllable words into its phonemes. (*dog = /d/.../o/.../g/*)
(III-R-2:B-3)

LI-4: Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (*/f/i/n/d/=find; /f/l/a/t/=flat*).
(III-R-2:LI-4)

LI-5: Orally produce rhyming words in response to given words. (Cat rhymes with... hat.) **(III-R-2:LI-5)**

B-6: Produce new words when an initial letter is changed (e.g., *word families*).
(III-R-2:B-6)

LI-7: Read regularly spelled multi-syllabic and compound words including consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.(math, science, social studies) **(III-R-2:LI-7)**

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B-8: Read two- or three-syllable and compound words, using letter-sound knowledge and syllabication rules with instructional support. (math, science, social studies) **(III-R-2:B-8)**

B-9: Read words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings (*e.g.*, -s, -ed, -ing, etc.) with instructional support. (math, science, social studies) **(III-R-2:B-9)**

B-10: Apply spelling rules for adding suffixes. (*e.g.*, drop the final “e” and add endings; double the final consonant when adding an ending; change the final “y” to “i”, etc.) (math, science, social studies) **(III-R-2:B-10)**

E-11: Read high frequency words with instructional support. (math, science, social studies) **(III-R-2:E-11)**

E-12: Read contractions. (*e.g.*, haven’t, aren’t, it’s, etc.) **(III-R-2:E-12)**

B-13: Recognize and use word order (syntax). (science, social studies) **(III-R-2:B-13)**

Fluency

Standard – The student will read with fluency and accuracy.

B-1: Read aloud passages from familiar or cumulative text (*e.g.* *The House that Jack Built*) with fluency. (*i.e.*, accuracy, appropriate phrasing, attention to punctuation, and expression). **(III-R-3:B-1)**

Comprehending Text (Fiction/Non-Fiction)

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

B-1: Identify differences between fiction and nonfiction. (math, science, social studies) **(III-R-4:B-1)**

B-2: Predict what might happen next in a reading selection. **(III-R-4:B-2)**

B-3: Answer literal (*i.e.*, Yes/No, who, what, where, when, why, which and how) questions about text. (math, science, social studies) **(III-R-4:B-3)**