

Minimum Reading Competency Skills Matrix

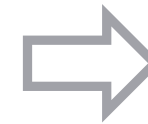
The Minimum Reading Competency Skills, identified in section 5.00 of the Rules for the Administration of the Colorado Reading to Ensure Academic Development Act (READ Act), are skills from the Colorado Academic Standards. These Minimum Reading Competency Skills serve as a guide for the minimum reading skills necessary for students in kindergarten through third grades to achieve by the end of the year to be on track for acquiring basic grade level reading skills.

The Minimum Reading Competency Skills have been arranged in a matrix to show the progression of minimum reading skills for kindergarten through third grades. Instructional examples, as available, are included in the matrix.

The Minimum Reading Competency Skills Matrix can be used to support classroom instruction and as a tool to assist teachers in writing reading goals for students.

To navigate the Minimum Reading Competency Skills Matrix:

- Use the buttons on the right to select an area of reading. The Minimum Reading Competency Skills identified for each grade level for that area of reading will appear under the grade level headings.
- Select a Minimum Reading Competency Skill to view the instructional example, if available. Skills that have an instructional example are formatted as blue underlined text.
- Use the RETURN button at the bottom right of the page to return to the area of reading.



RETURN

PHONOLOGICAL AWARENESS

PHONEMIC AWARENESS

CONCEPT OF PRINT

ALPHABETIC PRINCIPLE

PHONICS

FLUENCY

READING FLUENCY

VOCABULARY DEVELOPMENT

ORAL LANGUAGE

LISTENING COMPREHENSION

READING COMPREHENSION

READING COMPREHENSION (P.2)

Instructional examples included in the Minimum Reading Competency Skills Matrix were found at:

Colorado Department of Education, Office of Standards and Instructional Support (2010). Reading, Writing, and Communicating Academic Standards. Retrieved from <http://www.cde.state.co.us/coreadingwriting/statestandards>

Kosanovich, M. and Verhagen, C. (2012). Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved from <http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf>

PHONOLOGICAL AWARENESS

| KINDERGARTEN | FIRST GRADE | SECOND GRADE | THIRD GRADE |
|---|-------------|--------------|-------------|
| <ul style="list-style-type: none">○ Recognize and produce rhyming words. (1)<hr/>○ Identify and produce groups of words that begin with the same sound (alliteration). (2)<hr/>○ Count, pronounce, blend, and segment syllables in spoken words. (3)<hr/> | | | |

- PHONOLOGICAL AWARENESS
- PHONEMIC AWARENESS
- CONCEPT OF PRINT
- ALPHABETIC PRINCIPLE
- PHONICS
- FLUENCY
- READING FLUENCY
- VOCABULARY DEVELOPMENT
- ORAL LANGUAGE
- LISTENING COMPREHENSION
- READING COMPREHENSION
- READING COMPREHENSION (P.2)



PHONOLOGICAL AWARENESS - Instructional Examples

| KINDERGARTEN SKILLS | INSTRUCTIONAL EXAMPLES |
|---|--|
| <ul style="list-style-type: none"> ○ Recognize and produce rhyming words. (1) | <ul style="list-style-type: none"> ○ Determine if spoken pairs of words rhyme (e.g., Do these words rhyme? <i>moon, spoon</i>). ○ Produce a spoken word with the same rhyme of a spoken word (e.g., Can you tell me a word that rhymes with <i>hat</i>?). |
| <ul style="list-style-type: none"> ○ Identify and produce groups of words that begin with the same sound (alliteration). (2) | <ul style="list-style-type: none"> ○ Say yes if the words have the same beginning sound (alliteration): nice, neat, Nathan ○ Produce spoken words that begin with /b/ such as <i>bat, ball, bike, big</i>. Now your turn, say words that begin with the sound /t/. |
| <ul style="list-style-type: none"> ○ Count, pronounce, blend, and segment syllables in spoken words. (3) | <ul style="list-style-type: none"> ○ Count the syllables in spoken words (e.g., Clap the parts of the word <i>paper</i>. How many parts?). ○ Pronounce the syllables in spoken words (e.g., Clap and say the parts of the word <i>tiger</i>). ○ Blend syllables into spoken words (e.g., Put the parts together to make the whole word: <i>pic-nic</i>). ○ Segment spoken words into syllables (e.g., Can you break the word <i>window</i> into two smaller parts?). |

RETURN

PHONEMIC AWARENESS

| KINDERGARTEN | FIRST GRADE | SECOND GRADE | THIRD GRADE |
|--|--|---|---|
| <ul style="list-style-type: none"> ○ Blend and segment the onset and rime of single syllable spoken words. (1) <hr/> ○ Identify phonemes for letters. (2) <hr/> ○ Identify the initial, medial, and final phonemes of spoken words. (3) <hr/> ○ Isolate and pronounce initial, medial vowel, and final sounds in spoken single syllable words. (4) <hr/> ○ Add or substitute individual sounds in simple, one-syllable words to make new words. (5) <hr/> | <ul style="list-style-type: none"> ○ Orally produce single-syllable words by blending sounds, including blends. (1) <hr/> ○ Segment spoken single-syllable words into their complete sequence on individual sounds. (2) <hr/> ○ Distinguish long from short vowel sounds in spoken single-syllable words. (3) <hr/> | <ul style="list-style-type: none"> ○ The student must demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade. (1) <hr/> | <ul style="list-style-type: none"> ○ The student must demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade. (1) <hr/> |

- PHONOLOGICAL AWARENESS
- PHONEMIC AWARENESS
- CONCEPT OF PRINT
- ALPHABETIC PRINCIPLE
- PHONICS
- FLUENCY
- READING FLUENCY
- VOCABULARY DEVELOPMENT
- ORAL LANGUAGE
- LISTENING COMPREHENSION
- READING COMPREHENSION
- READING COMPREHENSION (P.2)

**While significant, this skill is a lower indicator of future reading success and should not be weighed as heavily as the other skills when determining if a child has attained mastery of the Minimum Reading Competency Skill Levels.*



PHONEMIC AWARENESS - Instructional Examples

| KINDERGARTEN SKILLS | INSTRUCTIONAL EXAMPLES |
|--|---|
| <ul style="list-style-type: none"> ○ Blend and segment the onset and rime of single syllable spoken words. (1) | <ul style="list-style-type: none"> ○ The word is <i>dog</i>: the onset /d/ and rime is the /og/. ○ Blend the onset and rime to say a whole word (e.g., Put the parts together to make a whole word: /m/-/ap/). ○ Segment the sounds of a spoken word into onset and rime (e.g., Say the word <i>cat</i> in two parts—the first sound then the rest of the word.). |
| <ul style="list-style-type: none"> ○ Identify phonemes for letters. (2) | <ul style="list-style-type: none"> ○ Students are able to identify letter sounds for letters in isolation. ○ Readers know all of the letter sounds and letter names. |
| <ul style="list-style-type: none"> ○ Identify the initial, medial, and final phonemes of spoken words. (3) | <ul style="list-style-type: none"> ○ What are all the sounds in <i>dog</i>? /d/ /o/ /g/ (3) Children may want to tap the sounds out on their fingers. ○ Identify the initial sound in spoken CVC words (e.g., What is the first sound you hear in the word <i>lip</i>?). ○ Identify the final sound in spoken CVC words (e.g., What is the last sound you hear in the word <i>met</i>?). ○ Identify the middle sound in spoken CVC words (e.g., What is the middle sound you hear in the word <i>rim</i>?). |
| <ul style="list-style-type: none"> ○ Isolate and pronounce initial, medial vowel, and final sounds in spoken single syllable words. (4) | <ul style="list-style-type: none"> ○ Say the word <i>dog</i>, what is the last sound you hear in <i>dog</i>? What is the first sound? What is the sound in the middle? ○ The word is <i>mat</i>. What is the initial sound in <i>mat</i>? /m/ What is the final sound in <i>mat</i>? /ă/ What is the medial sound in <i>mat</i>? /t/ |
| <ul style="list-style-type: none"> ○ Add or substitute individual sounds in simple, one-syllable words to make new words. (5) | <ul style="list-style-type: none"> ○ Say <i>chum</i>, change the /u/ to /ar/. What word do you get? (<i>charm</i>) ○ Produce a spoken word when a phoneme is added (e.g., Say <i>eat</i>. Now say <i>eat</i> with /s/ at the beginning.). ○ Change the /b/ in <i>bat</i> to /k/ to produce the spoken word <i>cat</i>. |
| | |

RETURN



PHONEMIC AWARENESS - Instructional Examples

| FIRST GRADE SKILLS | INSTRUCTIONAL EXAMPLES |
|---|---|
| <ul style="list-style-type: none"> Orally produce single-syllable words by blending sounds, including blends. (1) | <ul style="list-style-type: none"> Blend individual phonemes in spoken single-syllable words including words with consonant blends (e.g., Put the sounds together to make the whole word /s//ă//t/ (sat); /m//î//s//t/(mist); /s//k//ă//t/ (skate).). |
| <ul style="list-style-type: none"> Segment spoken single-syllable words into their complete sequence of individual sounds. (2) | <ul style="list-style-type: none"> (e.g., Say the word am one sound at a time: /ă//m/.); say the word ask one sound at a time: /ă//s//k/). Segment spoken VC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word am one sound at a time: /ă//m/.). Segment spoken CVCe words into their complete sequence of individual sounds (phonemes) (e.g., Say the word rake one sound at a time: /r/ /ă/ /k/.). Segment spoken VCC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word ask one sound at a time: /ă/ /s/ /k/.). Segment spoken CVCC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word list one sound at a time: /l/ /î/ /s/ /t/.). Segment spoken CCVC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word slip one sound at a time: /s/ /l/ /î/ /p/.). |
| <ul style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. (3) | <ul style="list-style-type: none"> Listen to me say these two words: <i>cap, cape</i>, which word has the long vowel sound? That’s right, <i>cape</i>. Determine if a spoken word has a long or short vowel sound (e.g., Do you hear /ă/ in <i>ant? man?</i>). Sort picture cards (e.g., <i>hat, rake</i>) into two categories (i.e., long or short vowel). |
| | |

RETURN

CONCEPT OF PRINT

| KINDERGARTEN | FIRST GRADE | SECOND GRADE | THIRD GRADE |
|---|--|--------------|-------------|
| <ul style="list-style-type: none"> ○ Demonstrate understanding of the organization and basic features of print. (1) <hr/> ○ Understand that words are separated by spaces in print, also known as concept of word. (2) <hr/> ○ Identify the front cover, back cover, and title page of a book. *(3) <hr/> ○ Recognize that spoken words are represented in written language by specific sequences of letters. (4) <hr/> | <ul style="list-style-type: none"> ○ Recognize the distinguishing features of a sentence. (1) <hr/> | | |

- PHONOLOGICAL AWARENESS
- PHONEMIC AWARENESS
- CONCEPT OF PRINT
- ALPHABETIC PRINCIPLE
- PHONICS
- FLUENCY
- READING FLUENCY
- VOCABULARY DEVELOPMENT
- ORAL LANGUAGE
- LISTENING COMPREHENSION
- READING COMPREHENSION
- READING COMPREHENSION (P.2)

**While significant, this skill is a lower indicator of future reading success and should not be weighed as heavily as the other skills when determining if a child has attained mastery of the Minimum Reading Competency Skill Levels.*



CONCEPT OF PRINT - Instructional Examples

| KINDERGARTEN SKILLS | INSTRUCTIONAL EXAMPLES |
|---|--|
| <ul style="list-style-type: none"> ○ Demonstrate understanding of the organization and basic features of print. (1) | <ul style="list-style-type: none"> ○ Follows words from left to right, top to bottom, page by page, etc. |
| <ul style="list-style-type: none"> ○ Understand that words are separated by spaces in print, also known as concept of word. (2) | <ul style="list-style-type: none"> ○ Point out spaces between words during big book or shared book experiences. |
| <ul style="list-style-type: none"> ○ Recognize that spoken words are represented in written language by specific sequences of letters. (4) | <ul style="list-style-type: none"> ○ Engage in shared writing activities. |
| | |

RETURN



CONCEPT OF PRINT - Instructional Examples

| FIRST GRADE SKILLS | INSTRUCTIONAL EXAMPLES |
|--|--|
| <ul style="list-style-type: none">○ Recognize the distinguishing features of a sentence. (1) | <ul style="list-style-type: none">○ Recognize purposeful errors in a sentence (e.g., capitalization of first word, ending punctuation, and spacing). |
| | |

RETURN

ALPHABETIC PRINCIPLE

| KINDERGARTEN | FIRST GRADE | SECOND GRADE | THIRD GRADE |
|---|-------------|--------------|-------------|
| <p>○ Recognize and name all upper- and lowercase letters of the alphabet. (1)</p> | | | |

- PHONOLOGICAL AWARENESS
- PHONEMIC AWARENESS
- CONCEPT OF PRINT
- ALPHABETIC PRINCIPLE
- PHONICS
- FLUENCY
- READING FLUENCY
- VOCABULARY DEVELOPMENT
- ORAL LANGUAGE
- LISTENING COMPREHENSION
- READING COMPREHENSION
- READING COMPREHENSION (P.2)



ALPHABETIC PRINCIPLE - Instructional Examples

| KINDERGARTEN SKILLS | INSTRUCTIONAL EXAMPLES |
|--|---|
| <ul style="list-style-type: none">○ Recognize and name all upper- and lowercase letters of the alphabet. (1) | <ul style="list-style-type: none">○ Sort upper and lower case letters in appropriate categories.○ Identify and match letters to a letter grid.○ Name upper and lower case letters when prompted (e.g., using letter cards). |
| | |

RETURN

PHONICS

| KINDERGARTEN | FIRST GRADE | SECOND GRADE | THIRD GRADE |
|--|--|--|---|
| <ul style="list-style-type: none"> ○ Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (1) <hr/> ○ Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (2) <hr/> ○ Associate the long and short sounds with the common spellings for the five major vowels. (3) <hr/> ○ Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words and may also include rebuses that represent words that cannot be decoded or recognized. (4) | <ul style="list-style-type: none"> ○ Know the spelling-sound correspondences for common consonant digraphs. (1) <hr/> ○ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (2) <hr/> ○ Decode two-syllable words following basic patterns by breaking words into syllables. (3) <hr/> ○ Know final -e and common vowel team conventions for representing long vowel sounds. (4) <hr/> ○ Read words with inflectional endings. (5) <hr/> ○ Use onsets and rimes to create new words. (6) <hr/> ○ Accurately decode unknown words that follow a predictable letter/sound relationship. (7) | <ul style="list-style-type: none"> ○ Decode words with common prefixes and suffixes. (1) <hr/> ○ Identify words with inconsistent but common spelling-sound correspondences. (2) <hr/> ○ Distinguish long and short vowels in regularly spelled one syllable words. (3) <hr/> ○ Know spelling-sound correspondences for additional common vowel teams. (4) <hr/> ○ Read multisyllabic words accurately and fluently. (5) <hr/> ○ Decode regularly spelled two-syllable words with long vowels. (6) | <ul style="list-style-type: none"> ○ Identify and know the meaning of the most common prefixes and derivational suffixes. (1) <hr/> ○ Decode words with common Latin suffixes. (2) <hr/> ○ Decode multisyllabic words. (3) |

- PHONOLOGICAL AWARENESS
- PHONEMIC AWARENESS
- CONCEPT OF PRINT
- ALPHABETIC PRINCIPLE
- PHONICS
- FLUENCY
- READING FLUENCY
- VOCABULARY DEVELOPMENT
- ORAL LANGUAGE
- LISTENING COMPREHENSION
- READING COMPREHENSION
- READING COMPREHENSION (P.2)



PHONICS - Instructional Examples

| KINDERGARTEN SKILLS | INSTRUCTIONAL EXAMPLES |
|---|---|
| <ul style="list-style-type: none"> ○ Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (1) | <ul style="list-style-type: none"> ○ Identify the name and sound of targeted letters. ○ Identify grapheme when sound and name is given orally. |
| <ul style="list-style-type: none"> ○ Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (2) | <ul style="list-style-type: none"> ○ Identify the sound that changed on similarly spelled words (e.g., After pronouncing cat and cut identify that /ă/ changed to /û/). ○ Identify the sound that changed on similarly spelled high frequency words (e.g., <i>love/live, she/he/me</i>). |
| <ul style="list-style-type: none"> ○ Associate the long and short sounds with the common spellings for the five major vowels. (3) | <ul style="list-style-type: none"> ○ Identify if a vowel is long or short when spoken (e.g., I say the sound /ĕ/. Is that long or short?). ○ Say the short and long sounds of each vowel. ○ Recognize and say aloud the one to one correspondence between short graphemes (a, e, i, o, u) and their sounds (/ă/, /ĕ/, /ĭ/, /ō/, /ŭ/) in VC (e.g., <i>am</i>) and CVC (e.g., <i>sit</i>) words. ○ Recognize and say aloud the one to one correspondence between common long vowel graphemes (<i>a_e, e_e, i_e, o_e, u_e</i>) and their sounds (/ā/, /ē/, /ī/, /ō/, /ū/). |
| | |

RETURN



PHONICS - Instructional Examples

| FIRST GRADE SKILLS | INSTRUCTIONAL EXAMPLES |
|---|--|
| <ul style="list-style-type: none"> ○ Know the spelling-sound correspondences for common consonant digraphs. (1) | <ul style="list-style-type: none"> ○ Consonant digraphs are two consonants that represent one spoken sound such as <i>sh, th, wh, kn, ch, wr, ph</i>. ○ Identify the letter-sound correspondence for common consonant digraphs (e.g., <i>sh, th, wh, kn, ch, wr, ph</i>). ○ Write the spelling correspondences for the sounds of common consonant digraphs (e.g., <i>sh, th, wh, kn, ch, wr, ph</i>). |
| <ul style="list-style-type: none"> ○ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (2) | <ul style="list-style-type: none"> ○ Demonstrate that words can be divided into chunks called syllables 1. Say own name counting/clapping syllables; 2. How many syllables does the word <i>insect</i> have? That is right, two, and what are the parts? <i>in sect</i> ○ Use a strategy to determine the number of syllables in a printed word (e.g., Underline vowels, final –e or vowel team patterns, circle syllables, and count the number of circles: <i>dish</i> (1), <i>he</i> (1), <i>hotdog</i> (2), <i>potato</i> (3), <i>sail</i> (1).). |
| <ul style="list-style-type: none"> ○ Decode two-syllable words following basic patterns by breaking words into syllables. (3) | <ul style="list-style-type: none"> ○ Demonstrate an understanding of open and closed syllables. Be able to read (chunk) words such as <i>open, o pen, picnic, pic nic, dragon, drag on, shiver, shiv er, rabbit, rab bit</i>, etc. ○ Circle and read each circled syllable (part or chunk) of a word separately (e.g., <i>pic-nic</i>). ○ Read the circled syllables (parts or chunks) of a word together (e.g., <i>picnic</i>). |
| <ul style="list-style-type: none"> ○ Know final -e and common vowel team conventions for representing long vowel sounds. (4) | <ul style="list-style-type: none"> ○ Demonstrate the understanding that when a single-syllable word ends in e (VCe), the initial vowel usually says its name (the long sound) and the e is silent. Commonly referred to as the silent e rule (e.g., <i>sale, shake, cone</i>). ○ Apply rule and read single-syllable words with final –e (e.g., <i>cane, hope, tile, tale</i>). ○ Write the spelling correspondences for VCe words. ○ Identify sounds for common vowel teams, also known as vowel digraphs (two consecutive vowels that make one sound) (e.g., <i>oa</i> in <i>boat</i>, <i>ea</i> in <i>seat</i>, <i>ee</i> in <i>feet</i>, <i>ai</i> in <i>sail</i>). ○ Read single-syllable words using knowledge of common vowel team conventions, or vowel digraphs (e.g., <i>boat, seat, feet, sail</i>). ○ Write the spelling correspondences for common vowel teams. |
| <ul style="list-style-type: none"> ○ Read words with inflectional endings. (5) | <ul style="list-style-type: none"> ○ Inflectional endings are suffixes that provide information about time or quantity but do not change the meaning of the word. (e.g., <i>-ed, -es, -s, -ing</i>) |
| <ul style="list-style-type: none"> ○ Use onsets and rimes to create new words. (6) | <ul style="list-style-type: none"> ○ What new words can be made with the rime <i>/ip/</i>? ○ (e.g., <i>ip</i> to make <i>dip, lip, slip, ship</i>, etc.). |
| <ul style="list-style-type: none"> ○ Accurately decode unknown words that follow a predictable letter/sound relationship. (7) | <ul style="list-style-type: none"> ○ Decode VC words (e.g., <i>am</i>), CVC words (e.g., <i>ran</i>), VCC words (e.g., <i>ask</i>), CVCC words (e.g., <i>best</i>), CCVC words (e.g., <i>slip</i>), CCVCC words (e.g., <i>stamp</i>), common VCe word patterns (e.g., <i>brake, time</i>, etc.). |

RETURN



PHONICS - Instructional Examples

| SECOND GRADE SKILLS | INSTRUCTIONAL EXAMPLES |
|---|--|
| <ul style="list-style-type: none"> ○ Decode words with common prefixes and suffixes. (1) | <ul style="list-style-type: none"> ○ Read common prefixes (e.g., <i>un-</i>, <i>re-</i>, <i>in-</i>, <i>dis-</i>) and suffixes (e.g., <i>-s</i>, <i>-ed</i>, <i>-ing</i>, <i>-er</i>). ○ Use a strategy to read printed words with common prefixes (e.g., Circle <i>un-</i> in the word <i>untie</i>. Read <i>un</i>, read <i>-tie</i>. Read the two parts together: <i>untie</i>). ○ Use a strategy to read printed words with common suffixes (e.g., Circle <i>-ing</i> in the word <i>jumping</i>. Read <i>jump</i>, read <i>-ing</i>. Read the two parts together: <i>jumping</i>). |
| <ul style="list-style-type: none"> ○ Identify words with inconsistent but common spelling-sound correspondences. (2) | <ul style="list-style-type: none"> ○ Read grade-appropriate irregularly spelled words presented on word cards in random order (e.g., <i>right</i>, <i>would</i>, <i>puff</i>, <i>germ</i>.) |
| <ul style="list-style-type: none"> ○ Distinguish long and short vowels in regularly spelled one syllable words. (3) | <ul style="list-style-type: none"> ○ Identify when a vowel is short when reading regularly spelled one-syllable words (e.g., <i>mask</i>, <i>pump</i>, <i>next</i>, <i>clock</i>). ○ Identify when a vowel is long when reading regularly spelled one-syllable words (e.g., <i>sheep</i>, <i>maid</i>, <i>stripe</i>). ○ Sort word cards (e.g., <i>fast</i>, <i>snake</i>) into two categories (i.e., long or short vowel). |
| <ul style="list-style-type: none"> ○ Know spelling-sound correspondences for additional common vowel teams. (4) | <ul style="list-style-type: none"> ○ Identify sounds for additional common vowel teams (two consecutive vowels that make one sound) (e.g., <i>ay</i>, <i>e_e</i>, <i>-e</i>, <i>igh</i>, <i>ie</i>, <i>ow</i>, <i>ue</i>). ○ Decode single syllable words with common vowel teams (e.g., <i>pay</i>, <i>be</i>, <i>Pete</i>, <i>high</i>, <i>tie</i>, <i>tow</i>, <i>glue</i>). ○ Write the spelling correspondences for common vowel teams. ○ Identify sounds for variant vowel digraphs (sounds that are not commonly classified as long or short vowels) (e.g., <i>aw</i> in <i>claw</i>, <i>au</i> in <i>caught</i>, <i>oo</i> in <i>boot</i>). ○ Decode single syllable words with variant vowel digraphs (e.g., <i>flaw</i>, <i>taught</i>, <i>moon</i>). ○ Write the spelling correspondences for variant vowel digraphs. ○ Identify sounds for diphthongs, or two consecutive vowels, each which contributes to the sound heard (e.g., <i>oi</i> in <i>soil</i>, <i>oy</i> in <i>toy</i>, <i>ow</i> in <i>now</i>, <i>ou</i> in <i>loud</i>). ○ Decode single syllable words with diphthongs (e.g., <i>soil</i>, <i>toy</i>, <i>now</i>, <i>loud</i>). ○ Write the spelling correspondences for diphthongs. |
| <ul style="list-style-type: none"> ○ Decode regularly spelled two-syllable words with long vowels. (6) | <ul style="list-style-type: none"> ○ Use a strategy to determine the syllables in a printed word with a long vowel sound such as: <ol style="list-style-type: none"> 1. Circle syllables in two-syllable words with long vowel (e.g., <i>reptile</i>, <i>paper</i>, <i>monkey</i>). 2. Read each syllable (part or chunk) separately (e.g., <i>rep-tile</i>, <i>pa-per</i>, <i>mon-key</i>). 3. Read the syllables (parts or chunks) together (e.g., <i>reptile</i>, <i>paper</i>, <i>monkey</i>). |

RETURN



PHONICS - Instructional Examples

| THIRD GRADE SKILLS | INSTRUCTIONAL EXAMPLES |
|--|--|
| <ul style="list-style-type: none"> ○ Identify and know the meaning of the most common prefixes and derivational suffixes. (1) | <ul style="list-style-type: none"> ○ Isolate most common prefixes (e.g., <i>un-</i>, <i>re-</i>, <i>in-</i>, <i>dis-</i>) and derivational suffixes (e.g., <i>-ly</i>, <i>-ful</i>, <i>-less</i>) in printed multi-syllabic words. ○ State meanings of common prefixes and suffixes (e.g., <i>un</i> means not in the word <i>unhappy</i>.) ○ Derivational suffixes are suffixes that change the meaning and/or word class of the base word to which they are attached. |
| <ul style="list-style-type: none"> ○ Decode words with common Latin suffixes. (2) | <ul style="list-style-type: none"> ○ Use a strategy to read common Latin suffixes in printed words (e.g., Circle <i>able</i> in the word <i>breakable</i>. Read <i>break</i>, read <i>able</i>. Read the two parts together – <i>breakable</i>.) |
| <ul style="list-style-type: none"> ○ Decode multisyllabic words. (3) | <ul style="list-style-type: none"> ○ Use a strategy to decode words using syllabication rules: <ol style="list-style-type: none"> 1. Circle syllables in printed words (e.g., replacement). 2. Read each circled syllable separately (re-place-ment). 3. Read the syllables together (replacement). ○ Use a strategy to decode multisyllable words using morphemes (e.g., semicircle = semi + circle). |
| | |

RETURN

FLUENCY

| KINDERGARTEN | FIRST GRADE | SECOND GRADE | THIRD GRADE |
|--------------|--|--------------|-------------|
| | <ul style="list-style-type: none"> ○ Read grade-appropriate irregularly spelled words. (1) <hr/> ○ Read a minimum of 23 words per minute in the winter with fluency; read a minimum of 53 words per minute in the spring with fluency. (2) | | |

- PHONOLOGICAL AWARENESS
- PHONEMIC AWARENESS
- CONCEPT OF PRINT
- ALPHABETIC PRINCIPLE
- PHONICS
- FLUENCY
- READING FLUENCY
- VOCABULARY DEVELOPMENT
- ORAL LANGUAGE
- LISTENING COMPREHENSION
- READING COMPREHENSION
- READING COMPREHENSION (P.2)



FLUENCY - Instructional Examples

| FIRST GRADE SKILLS | INSTRUCTIONAL EXAMPLES |
|---|--|
| <ul style="list-style-type: none"> ○ Read grade-appropriate irregularly spelled words. (1) | <ul style="list-style-type: none"> ○ Read grade-appropriate irregularly spelled words presented on word cards in random order (e.g., <i>could, once, walk</i>). |
| <ul style="list-style-type: none"> ○ Read a minimum of 23 words per minute in the winter with fluency; read a minimum of 53 words per minute in the spring with fluency. (2) | <ul style="list-style-type: none"> ○ First grade words per minute goals for winter and spring come from the 50th percentile score found in Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. <i>The Reading Teacher</i>, 59(7), 636-644. http://www.readingrockets.org/content/pdfs/Hasbrouck-Tindal_chart.pdf |
| | |

RETURN

READING FLUENCY

| KINDERGARTEN | FIRST GRADE | SECOND GRADE | THIRD GRADE |
|--------------|-------------|--|---|
| | | <ul style="list-style-type: none"> ○ Read grade-appropriate irregularly spelled words. (1) <hr/> ○ Read a minimum of 51 words per minute in the fall with fluency; read a minimum of 72 words per minute in the winter with fluency; read a minimum of 89 words per minute in the spring with fluency. (2) <hr/> ○ Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation. (3) | <ul style="list-style-type: none"> ○ Read grade-appropriate irregularly spelled words. (1) <hr/> ○ Read a minimum of 71 words per minute in the fall with fluency; read a minimum of 92 words per minute in the winter with fluency; read a minimum of 107 words per minute in the spring with fluency. (2) <hr/> ○ Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation. (3) |

- PHONOLOGICAL AWARENESS
- PHONEMIC AWARENESS
- CONCEPT OF PRINT
- ALPHABETIC PRINCIPLE
- PHONICS
- FLUENCY
- READING FLUENCY
- VOCABULARY DEVELOPMENT
- ORAL LANGUAGE
- LISTENING COMPREHENSION
- READING COMPREHENSION
- READING COMPREHENSION (P.2)



Minimum Reading Competency Skills Matrix

READING FLUENCY - Instructional Examples

| SECOND GRADE SKILLS | INSTRUCTIONAL EXAMPLES |
|---|---|
| <ul style="list-style-type: none"> ○ Read grade-appropriate irregularly spelled words. (1) | <ul style="list-style-type: none"> ○ Read grade-appropriate irregularly spelled words presented on word cards in random order (e.g., <i>right, would, puff, germ.</i>) |
| <ul style="list-style-type: none"> ○ Read a minimum of 51 words per minute in the fall with fluency; read a minimum of 72 words per minute in the winter with fluency; read a minimum of 89 words per minute in the spring with fluency. (2) | <ul style="list-style-type: none"> ○ Second grade words per minute goals for fall, winter and spring come from the 50th percentile score found in Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. <i>The Reading Teacher</i>, 59(7), 636-644. http://www.readingrockets.org/content/pdfs/Hasbrouck-Tindal_chart.pdf |
| | |

RETURN



READING FLUENCY - Instructional Examples

| THIRD GRADE SKILLS | INSTRUCTIONAL EXAMPLES |
|--|--|
| <ul style="list-style-type: none"> ○ Read grade-appropriate irregularly spelled words. (1) | <ul style="list-style-type: none"> ○ Read grade-appropriate irregularly spelled words presented on word cards in random order (e.g., <i>laugh, carry, done</i>). |
| <ul style="list-style-type: none"> ○ Read a minimum of 71 words per minute in the fall with fluency; read a minimum of 92 words per minute in the winter with fluency; read a minimum of 107 words per minute in the spring with fluency. (2) | <ul style="list-style-type: none"> ○ Third grade words per minute goals for fall, winter and spring come from the 50th percentile score found in Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. <i>The Reading Teacher</i>, 59(7), 636-644. http://www.readingrockets.org/content/pdfs/Hasbrouck-Tindal_chart.pdf |
| | |

RETURN

VOCABULARY DEVELOPMENT

| KINDERGARTEN | FIRST GRADE | SECOND GRADE | THIRD GRADE |
|--|---|---|---|
| <ul style="list-style-type: none"> ○ Identify new meanings for familiar words and apply them accurately. (1) <hr/> ○ Use the most frequently occurring inflections and affixes. (2) <hr/> ○ Use new vocabulary that is directly taught through reading, speaking, and listening.* (3) <hr/> ○ Relate new vocabulary to prior knowledge.* (4) | <ul style="list-style-type: none"> ○ Use sentence level context as a clue to the meaning of a word or phrase. (1) <hr/> ○ Identify and understand compound words. (2) | <ul style="list-style-type: none"> ○ Determine the meaning of a new word formed when a known prefix is added to a known word. (1) <hr/> ○ Use a known root word as a clue to the meaning of an unknown word with the same root. (2) <hr/> ○ Create new words by combining base words with affixes to connect known words to new words. (3) <hr/> ○ Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning. (4) | <ul style="list-style-type: none"> ○ Determine the meaning of a new word formed when a known affix is added to a known word. (1) <hr/> ○ Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (2) <hr/> ○ Use sentence-level context as a clue to the meaning of a word or phrase. (3) <hr/> ○ Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning. (4) <hr/> ○ Use a known root word as a clue to the meaning of an unknown word with the same root. (5) <hr/> ○ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (6) |

- PHONOLOGICAL AWARENESS
- PHONEMIC AWARENESS
- CONCEPT OF PRINT
- ALPHABETIC PRINCIPLE
- PHONICS
- FLUENCY
- READING FLUENCY
- VOCABULARY DEVELOPMENT
- ORAL LANGUAGE
- LISTENING COMPREHENSION
- READING COMPREHENSION
- READING COMPREHENSION (P.2)

*While significant, this skill is a lower indicator of future reading success and should not be weighed as heavily as the other skills when determining if a child has attained mastery of the Minimum Reading Competency Skill Levels.



VOCABULARY DEVELOPMENT - Instructional Examples

| KINDERGARTEN SKILLS | INSTRUCTIONAL EXAMPLES |
|---|---|
| <ul style="list-style-type: none"> ○ Identify new meanings for familiar words and apply them accurately. (1) | <ul style="list-style-type: none"> ○ Knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>. |
| <ul style="list-style-type: none"> ○ Use the most frequently occurring inflections and affixes. (2) | <ul style="list-style-type: none"> ○ Use <i>inflectional endings (e.g., -ed, -s, -ful, less, re-, un-, pre-, -ful, -less)</i> as the clue to the meaning of an unknown word. |
| | |

RETURN



VOCABULARY DEVELOPMENT - Instructional Examples

| SECOND GRADE SKILLS | INSTRUCTIONAL EXAMPLES |
|--|---|
| <ul style="list-style-type: none"> Determine the meaning of a new word formed when a known prefix is added to a known word. (1) | <ul style="list-style-type: none"> e.g., <i>happy/unhappy, tell/retell</i> |
| <ul style="list-style-type: none"> Use a known root word as a clue to the meaning of an unknown word with the same root. (2) | <ul style="list-style-type: none"> e.g., <i>addition, additional</i> |
| <ul style="list-style-type: none"> Use knowledge of the meaning of individual words to predict the meaning of compound words. (4) | <ul style="list-style-type: none"> e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> |
| | |

RETURN



VOCABULARY DEVELOPMENT - Instructional Examples

| THIRD GRADE SKILLS | INSTRUCTIONAL EXAMPLES |
|---|---|
| <ul style="list-style-type: none"> ○ Determine the meaning of a new word formed when a known affix is added to a known word. (1) | <ul style="list-style-type: none"> ○ e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> |
| <ul style="list-style-type: none"> ○ Use a known root word as a clue to the meaning of an unknown word with the same root. (5) | <ul style="list-style-type: none"> ○ e.g., <i>company, companion</i> |
| | |

RETURN

ORAL LANGUAGE

| KINDERGARTEN | FIRST GRADE | SECOND GRADE | THIRD GRADE |
|---|--|---|-------------|
| <ul style="list-style-type: none"> ○ Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (1) <hr/> ○ Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details and requesting clarification if something is not understood. (2) <hr/> ○ Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (3) <hr/> ○ Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.*(4) <hr/> ○ Listen with comprehension to follow two-step directions.* (5) | <ul style="list-style-type: none"> ○ Use sentence level context as a clue to the meaning of a word or phrase. (1) <hr/> ○ Produce complete sentences when appropriate to task and situation. (2) | <ul style="list-style-type: none"> ○ Use content specific vocabulary to ask questions and provide information. (1) <hr/> ○ Recount or describe key ideas or details from a text read aloud. (2) | |

- PHONOLOGICAL AWARENESS
- PHONEMIC AWARENESS
- CONCEPT OF PRINT
- ALPHABETIC PRINCIPLE
- PHONICS
- FLUENCY
- READING FLUENCY
- VOCABULARY DEVELOPMENT
- ORAL LANGUAGE
- LISTENING COMPREHENSION
- READING COMPREHENSION
- READING COMPREHENSION (P.2)

**While significant, this skill is a lower indicator of future reading success and should not be weighed as heavily as the other skills when determining if a child has attained mastery of the Minimum Reading Competency Skill Levels.*



ORAL LANGUAGE - Instructional Examples

| KINDERGARTEN SKILLS | INSTRUCTIONAL EXAMPLES |
|---|--|
| <ul style="list-style-type: none">○ Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups. (4) | <ul style="list-style-type: none">○ Use a kindergarten topic such as friends to have a conversation about what it means to be a friend |
| | |

RETURN



ORAL LANGUAGE - Instructional Examples

FIRST GRADE SKILLS

INSTRUCTIONAL EXAMPLES

Produce complete sentences when appropriate to task and situation. (2)

Use words to orally describe actions, people, places, things, and ideas.

RETURN

LISTENING COMPREHENSION

| KINDERGARTEN | FIRST GRADE | SECOND GRADE | THIRD GRADE |
|--|-------------|--------------|-------------|
| <ul style="list-style-type: none">○ With prompting and support, answer questions about key details in a text. (1)○ With prompting and support, identify characters, settings, and major events in a story. (2)○ Recognize common types of texts. (3) | | | |

- PHONOLOGICAL AWARENESS
- PHONEMIC AWARENESS
- CONCEPT OF PRINT
- ALPHABETIC PRINCIPLE
- PHONICS
- FLUENCY
- READING FLUENCY
- VOCABULARY DEVELOPMENT
- ORAL LANGUAGE
- LISTENING COMPREHENSION
- READING COMPREHENSION
- READING COMPREHENSION (P.2)



LISTENING COMPREHENSION - Instructional Examples

KINDERGARTEN SKILLS

INSTRUCTIONAL EXAMPLES

Recognize common types of texts. (3)

e.g., storybooks, poems, etc.

RETURN

READING COMPREHENSION

| KINDERGARTEN | FIRST GRADE | SECOND GRADE | THIRD GRADE |
|--------------|--|---|---|
| | <ul style="list-style-type: none"> ○ Answer questions about key details in a text. (1) <hr/> ○ Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text. (2) <hr/> ○ Explain major differences between books that tell stories and books that give information. (3) <hr/> ○ Identify who is telling the story at various points in a text. (4) <hr/> ○ Describe the connection between two individuals, events, ideas, or pieces of information in a text. (5) <hr/> ○ Know and use various text features to locate key factors or information in a text. (6) <hr/> ○ Identify the reasons an author gives to support points in a text. (7) | <ul style="list-style-type: none"> ○ Recount or describe key ideas or details from a text read aloud. (1) <hr/> ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (2) <hr/> ○ Answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. (3) <hr/> ○ Summarize the main idea using relevant and significant details in a variety of texts. (4) <hr/> ○ Know and use various text features to locate key factors or information in a text efficiently. (5) <hr/> ○ Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (6) <hr/> ○ Read text to perform a specific task such as follow a recipe or play a game. (7) | <ul style="list-style-type: none"> ○ Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (1) <hr/> ○ Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2) <hr/> ○ Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting). (3)) <hr/> ○ Determine the main idea of a text; recount the key details and explain how they support the main idea. (4) <hr/> ○ Summarize central ideas and important details from a text. (5) <hr/> ○ Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. (6) <hr/> ○ Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships. (7) |

- PHONOLOGICAL AWARENESS
- PHONEMIC AWARENESS
- CONCEPT OF PRINT
- ALPHABETIC PRINCIPLE
- PHONICS
- FLUENCY
- READING FLUENCY
- VOCABULARY DEVELOPMENT
- ORAL LANGUAGE
- LISTENING COMPREHENSION
- READING COMPREHENSION
- READING COMPREHENSION (P.2)

READING COMPREHENSION CONT.

| KINDERGARTEN | FIRST GRADE | SECOND GRADE | THIRD GRADE |
|--------------|---|---|--|
| | <ul style="list-style-type: none"> ○ Compare and contrast the adventures and experiences of characters in stories. (8) <hr/> ○ Describe characters, settings, and major events in a story, using key details. (9) <hr/> ○ Identify basic similarities in and differences between two texts on the same topic. (10) | <ul style="list-style-type: none"> ○ Explain how specific images contribute to and clarify a text. (8) <hr/> ○ Compare and contrast the most important points presented by two texts on the same topic. (9) <hr/> ○ Read and comprehend informational texts, including history/social studies, science, and technical texts. (10) <hr/> ○ Describe how characters in a story respond to major events and challenges. (11) <hr/> ○ Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the story. (12) <hr/> ○ Compare and contrast two or more versions of the same story by different authors or by different cultures. (13) | <ul style="list-style-type: none"> ○ Describe the logical connection between particular sentences and paragraphs in a text. (8) <hr/> ○ Read and comprehend informational texts, including history/social studies, science, and technical texts. (9) <hr/> ○ Compare and contrast the most important points and key details presented in two texts on the same topic. (10) <hr/> ○ Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (11) |

- PHONOLOGICAL AWARENESS
- PHONEMIC AWARENESS
- CONCEPT OF PRINT
- ALPHABETIC PRINCIPLE
- PHONICS
- FLUENCY
- READING FLUENCY
- VOCABULARY DEVELOPMENT
- ORAL LANGUAGE
- LISTENING COMPREHENSION
- READING COMPREHENSION
- READING COMPREHENSION (P.2)



READING COMPREHENSION - Instructional Examples

| FIRST GRADE SKILLS | INSTRUCTIONAL EXAMPLES |
|---|---|
| <ul style="list-style-type: none"> ○ Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text. (2) | <ul style="list-style-type: none"> ○ Use evidence from the text to make predictions as to what will happen next. |
| <ul style="list-style-type: none"> ○ Know and use various text features to locate key factors or information in a text. (6) | <ul style="list-style-type: none"> ○ e.g., headings, tables of contents, glossaries, electronic menus, icons |
| <ul style="list-style-type: none"> ○ Identify basic similarities in and differences between two texts on the same topic. (10) | <ul style="list-style-type: none"> ○ e.g., in illustrations, descriptions, or procedures |
| | |

RETURN



READING COMPREHENSION - Instructional Examples

| SECOND GRADE SKILLS | INSTRUCTIONAL EXAMPLES |
|---|---|
| <ul style="list-style-type: none"> ○ Know and use various text features to locate key factors or information in a text efficiently. (5) | <ul style="list-style-type: none"> ○ e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons |
| <ul style="list-style-type: none"> ○ Read text to perform a specific task such as follow a recipe or play a game. (7) | <ul style="list-style-type: none"> ○ such as follow a recipe, play a game |
| <ul style="list-style-type: none"> ○ Explain how specific images contribute to and clarify a text. (8) | <ul style="list-style-type: none"> ○ e.g., a diagram showing how a machine works |
| <ul style="list-style-type: none"> ○ Compare and contrast two or more versions of the same story by different authors or by different cultures. (13) | <ul style="list-style-type: none"> ○ e.g., Cinderella stories |
| | |

RETURN



READING COMPREHENSION - Instructional Examples

| THIRD GRADE SKILLS | INSTRUCTIONAL EXAMPLES |
|--|--|
| <ul style="list-style-type: none"> ○ Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. (6) | <ul style="list-style-type: none"> ○ e.g., in books from a series |
| <ul style="list-style-type: none"> ○ Describe the logical connection between particular sentences and paragraphs in a text. (8) | <ul style="list-style-type: none"> ○ e.g., comparison, cause/effect, first/second/third in a sequence |
| | |

RETURN