STATE OF CONNECTICUT

STATE BOARD OF EDUCATION

TO: Superintendents of Schools

FROM: Stefan Pryor
Commissioner of Education

DATE: July 25, 2014

SUBJECT: Approval of a "Menu of Research-based Grade K-3 Universal Screening Reading Assessments"

The State Board of Education approved the following resolution at its meeting on July 9, 2014**:**

RESOLVED, That the State Board of Education, pursuant to Public Act 12-116, approves the "Menu of Research-based Grade K-3 Universal Screening Reading Assessments" for use by school districts beginning July 1, 2014, and directs the Commissioner to take the necessary action including:

- Providing a transition period in the school year 2014-15 whereby priority school districts may report assessment data from the previous assessment Developmental Reading Assessment-Second Edition or assessments in the menu;
- Providing districts with an assessment reporting table in January of each year for the following school year; and
- Providing an "open review period" each year, beginning in 2016 whereby the Connecticut State Department of Education will review and recommend to the State Board of Education additional assessments to be added to the menu.

Attached please find a copy of the July 9, 2014, memorandum to the State Board of Education. If you have any questions, please contact Ellen Cohn, Division Director for the Academic Office, at 860-713-6747.

SP:ecg
cc: Dianna Roberge-Wentzell, Chief Academic Officer, Academic Office
Ellen E. Cohn, Division Director, Academic Office

Attachments

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO:	State Board of Education
FROM:	Stefan Pryor, Commissioner of Education
DATE:	July 9, 2014
SUBJECT:	Approval of a "Menu of Research-based Grade K-3 Universal Screening Reading Assessments"

Executive Summary

Introduction

The purpose of this summary is to provide the State Board of Education (SBE) with a recommended menu of research-based grade K-3 Reading Assessments for approval. The menu of research-based grade K-3 Reading Assessments will be used by districts for the purpose of Universal Screening for Reading of the entire K-3 student population. The assessments contained in the menu *are meant to replace the use of the DRA2.* The assessments found on the menu are more efficient and less time-consuming than the DRA2. Of course, districts may continue to use the DRA2 if they find it useful.

History/ Background

July 1999 – June 2014

First enacted in 1998 through *An Act Concerning Early Reading Success*, section 10-265g (b) of the Connecticut General Statutes (CGS) states, in part, that "each school year [ ], each local and regional board of education for a priority school district shall require the schools under its jurisdiction to assess the reading level of students enrolled in (1) kindergarten at the end of the school year, and (2) grades one to three, inclusive, at the beginning, middle and end of the school year." Students in Grades 1-3 and K have been assessed since 2011.

July 2014 and beyond

Per P. A. 12-116, the Connecticut State Department of Education (CSDE) is required to develop or approve a reading assessment(s) for use by school districts commencing with the school year starting July 1, 2014. The assessment must identify students who are below proficiency in reading, and include screening and progress monitoring. Such assessment(s) shall:

- Measure phonics, phonemic awareness, fluency, vocabulary, and comprehension;
- Provide opportunities for periodic formative assessment during the school year;
- Produce data that is useful for informing individual and classroom instruction; and
- Be compatible with current best practices in reading instruction and research.

Recommendation and Justification

I recommend that the SBE approve the "Menu of Research-based K-3 Universal Screening Reading Assessments" for use by school districts beginning July 1, 2014. The menu of K-3 reading assessments is proposed for the purpose of universal screening. These assessments may also be used for progress monitoring. Universal screening and progress monitoring was first endorsed in 2008 in the Connecticut State Department of Education's published *Framework for Response to Intervention: Using Scientific Research-Based Intervention: Improving Education for All Students.* Many of these types of assessments - "curriculum based measures" and "computer adaptive measures" found on the menu - are already used widely in grades K-3 across Connecticut. These measures have been evaluated for technical adequacy through the National Center on Response to Intervention and otherwise meet the requirements of P.A. 12-116.

These universal screening measures are a critical component of a comprehensive, standards-aligned reading instructional program that includes high-quality core instruction in the five fundamentals of reading, efficient and research-based assessment practices, as well as early intervention. The assessment list is part of a K-3 Reading model the Connecticut State Department of Education is developing per statute.

Priority districts in Connecticut are mandated to report the number of students who are "substantially deficient" in reading (and will require summer school services) using assessments from the SBE approved "Menu of Research-based Grade K-3 Universal Screening Reading Assessments."

Materials Included with this Summary

1. Menu of Proposed K-3 Reading Assessments
2. Priority District Reportable Measures by Grade
3. *Background Information:* Glossary of Terms
4. *Background Information:* Research Support for Proposed Menu of K-3 Reading Assessments
5. *Background Information:* CCSS- ELA Reading Foundational Skills (K-5) with Related Sub-Skills Chart

Policy Implications

1. Transition Period If approved, the CSDE is recommending that for the school year 2014-15, school districts be allowed flexibility to transition to the new assessments. For 2014-15, priority districts who report DRA2 scores to the Connecticut State Department of Education will have the flexibility to report assessment scores from the approved menu or the DRA2. In the school year 2015-16, all school districts will be expected to use only reading assessments from the approved menu.

2. Exit Criteria for Grade K-3 English Learners Currently English Learners (ELs) in Grades K-2 are administered the DRA2 as a measure of each EL's academic achievement. In the 2013-14 school year, the CSDE required districts to use the LAS Links, Form C, to determine progress and proficiency rates in English language acquisition. Form C is a more rigorous assessment than Forms A and B and contains crucial academic language. Many other states use English language proficiency assessments such as this as the sole exit criteria. Going forward, the LAS Links, Form C will serve as the sole exit criteria for ELs in Grades K-2. Historically, CMT/CAPT

results were used as the achievement measure for Grades 3-8 and Grade 10 students. Going forward, the exit criteria for ELs in Grades 3-12 will mirror that of ELs in Grades K-2. Assessment results should be communicated to parents in a timely manner. Assessment results should be maintained in the student's cumulative file.

3. Students in Grade K-3 Bilingual Education Program/Dual Language Programs who are being instructed in literacy in their native language with the ultimate goal of bi-literacy, should be administered reading assessments from the approved menu in both English and the native language if available. The rationale is to identify at-risk readers, regardless of language of instruction. Students in bilingual or dual language education programs may appear to be "substantially deficient" on a reading assessment in English. These students should still be referred for summer programming. Ideally, a summer bilingual program would provide the most benefit for students in these regular school year programs. Assessment results should be communicated to parents in a timely manner. Assessment results should be maintained in the student's cumulative file.

4. Annual K-3 Reading Assessment Reporting Table Each January, the CSDE will publish a reporting table for the *following school year*. Percentile rank "cut points" will be established for reading performance considered to be "substantially deficient." These cut points will be used by priority districts that are mandated to report the number of students who are performing at the substantially deficient level and require summer school reading intervention. In years 2014-15 and 2015-16, the newly established cut points on all measures will correspond to existing DRA2 cut points. However, once Connecticut students can be compared to national normative data, it will be necessary to re-evaluate cut points.

5. Annual Open Review Period An annual "open review period" in late spring is recommended so that the CSDE may consider additional research-based assessments to recommend for the K-3 Reading Assessment Menu. If approved by the SBE, the first review process will open in March 2016 and each year thereafter. This proactive process will help the CSDE guide CT LEAs as research and assessment practices evolve over time. If the SBE approves any new K-3 reading assessments, they will be included in the January 2016 publication of the "K-3 Reading Assessment Reporting Table" for use in the following school year.

Follow Up Activities

1. Communicate with Districts, Families, and Community Stakeholders Following SBE approval, the CSDE will immediately communicate with Local Educational Agency (LEA) leaders regarding the changes to the assessment menu. To best communicate with families and community members, the CSDE webpage devoted to DRA2 as well as the CTCoreStandards.org website (parent/community page) will be populated with appropriate K-3 Reading Assessment documents and guidance.

2. Publish 2014-15 Assessment Reporting Table By mid-August 2014, the CSDE will publish "cut points" for reading performance considered "substantially deficient." These cut points will be used by priority districts to report the number of students who are performing at the substantially deficient level and require summer school reading intervention in summer 2015. During the

assessment transition year (2014-15) the newly established cut points on all measures will correspond to existing DRA2 cut points.

Prepared by: Ellen Cohn

Ellen E. Cohn, Division Director
Academic Office

Approved by: Dianna R. Wentzell

Dianna Roberge-Wentzell
Chief Academic Officer

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Proposed Menu of Research-based Grade K-3 Universal Screening Reading Assessments
July 2014

Section 1: Curriculum Based Measures *(also known as General Outcome Measures)*

Assessment Instrument	Measurement Area	Spanish Version	Notes
AIMSweb Tests of Early Literacy or Reading	Letter Naming Fluency	No	▪ Approved for universal screening use in grade K ▪ Letter naming fluency is a reliable indicator of print concepts ▪ Common Core State Standards (CCSS) ELA-Literacy.RF.K.1d
	Letter Sound Fluency	No	▪ Approved for universal screening use in grade K and grade 1 (fall/winter only) ▪ Letter sound fluency is a reliable indicator of phonemic awareness ▪ CCSS- ELA-Literacy. RF.K.3; RF.1.3
	Phoneme Segmentation Fluency	No	▪ Approved for universal screening use in grades K – 1 ▪ Phoneme segmentation fluency is a reliable indicator of phonological awareness ▪ CCSS-ELA-Literacy. RF.K.2: RF. 1.2
	Nonsense Word Fluency	No	▪ Approved for universal screening use in grades 1 - 2 ▪ Nonsense word fluency is a reliable indicator of decoding and word recognition ▪ CCSS-ELA-Literacy. RF.1.3; RF.2.3 ▪ *Drilling nonsense word is <u>not</u> effective reading instruction.*
	Oral Reading Fluency	Yes	▪ Approved for universal screening use in grades 1 – 3 ▪ Oral reading fluency is a reliable indicator of word recognition and automaticity. ▪ High levels of fluency are correlated with high levels of reading comprehension ▪ CCSS-ELA-Literacy.RF.1.4; RF.2.4;RF.3.4
	MAZE Fluency	No	▪ MAZE is a brief modified cloze passage with multiple choice word replacements ▪ Approved for universal screening in grades 2 - 3 ▪ MAZE fluency is best used as a reliable indicator of sentence-level reading comprehension ▪ CCSS-ELA-Literacy. RF.K.4; 1.4; 2.4; 3.4

Dynamic Indicators of Basic Early Literacy Skills (DIBELS, 6th Ed.)	Letter Naming Fluency	Yes	▪ Approved for universal screening use in grade K ▪ Letter naming fluency is a reliable indicator of print concepts ▪ CCSS.ELA-Literacy.RF.K.1d
	Phoneme Segmentation Fluency	Yes	▪ Approved for universal screening use in grades K – 1 ▪ Phoneme segmentation fluency is a reliable indicator of phonological awareness ▪ CCSS-ELA-Literacy. RF.K.2: RF. 1.2
	Nonsense Word Fluency	Yes	▪ Approved for universal screening use in grades 1 - 2 ▪ Nonsense word fluency is a reliable indicator of decoding and word recognition ▪ CCSS-ELA-Literacy. RF.1.3; RF.2.3 ▪ *Drilling nonsense word is <u>not</u> effective reading instruction.*
	Oral Reading Fluency	Yes	▪ Approved for universal screening use in grades 1 – 3 ▪ Oral reading fluency is an indicator of word recognition and automaticity. ▪ High levels of fluency are highly correlated with reading comprehension ▪ CCSS-ELA-Literacy.RF.1.4; RF.2.4;RF.3.4
Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next) and mCLASS with DIBELS Next	Phoneme Segmentation Fluency	Yes	▪ Approved for universal screening use in grades K – 1 ▪ Phoneme segmentation fluency is a reliable indicator of phonological awareness ▪ CCSS-ELA-Literacy. RF.K.2: RF. 1.2
	Nonsense Word Fluency	Yes	▪ Approved for universal screening use in grades 1 - 2 ▪ Nonsense word fluency is a reliable indicator of decoding and word recognition ▪ CCSS-ELA-Literacy. RF.1.3; RF.2.3 ▪ *Drilling nonsense word is <u>not</u> effective reading instruction.*
	Oral Reading Fluency	Yes	▪ Approved for universal screening use in grades 1 – 3 ▪ Oral reading fluency is a reliable indicator of word recognition and automaticity ▪ High levels of fluency are correlated with high levels of reading comprehension ▪ CCSS-ELA-Literacy.RF.1.4; RF.2.4;RF.3.4
	DAZE Fluency	No	▪ DAZE is a brief modified cloze passage with multiple choice word replacements ▪ Approved for universal screening in grades 2-3. ▪ DAZE fluency is best used as a reliable indicator of sentence-level reading comprehension ▪ CCSS-ELA-Literacy. RF.K.4; 1.4; 2.4; 3.4

Edcheckup	Oral Reading Fluency	No	▪ Approved for universal screening use in grades 1 – 3 ▪ Oral reading fluency is a reliable indicator of word recognition and automaticity. ▪ High levels of fluency are correlated with high levels of reading comprehension ▪ CCSS-ELA-Literacy.RF.1.4; RF.2.4;RF.3.4
STEEP	Oral Reading Fluency	Yes	▪ Approved for universal screening use in grades 1 – 3 ▪ Oral reading fluency is a reliable indicator of word recognition and automaticity ▪ High levels of fluency are correlated with high levels of reading comprehension ▪ CCSS-ELA-Literacy.RF.1.4; RF.2.4;RF.3.4

Section 2: Computer Adaptive Reading Assessments			
Assessment Instrument	**Measurement Area**	**Spanish Version**	**Notes**
NWEA Measures of Academic Progress (MAP)	Reading for Primary Grades (MPG)	No	▪ Approved for universal screening use in grades K-2 ▪ System includes screeners, diagnostics and goal survey ▪ Rasch units convert to a percentile rank
	Reading (MAP)	No	▪ Approved for universal screening use in grades 3-12 ▪ System includes screeners, diagnostics and goal survey ▪ Rasch units convert to a percentile rank
STAR	STAR Early Literacy	No	▪ Approved for universal screening use in grades K-3 ▪ Once a student successfully reads 100 sight words, he/she will move on to STAR Reading ▪ Rasch units convert to a percentile rank
	STAR Reading	Yes	▪ Approved for universal screening use in grades K-3 ▪ System includes screening, diagnostics and progress monitoring. ▪ Rasch units convert to percentile rank

CONNECTICUT STATE DEPARTMENT OF EDUCATION

For Connecticut Priority Districts Only:

K-3 Reading Universal Screening
Reportable Measures At-a-Glance
July 2014

Kindergarten	First Grade
Curriculum Based Measures: ***Winter & Spring Reporting Only*** Phoneme Segmentation Fluency	**Curriculum Based Measures:** ***Fall Reporting:*** Phoneme Segmentation Fluency ***Winter & Spring Reporting:*** Oral Reading Fluency
Computer Adaptive Subtests of Reading with a Composite Score: ***Fall, Winter and Spring Reporting:*** Composite Reading Score	**Computer Adaptive Subtests of Reading with a Composite Score:** ***Fall, Winter and Spring Reporting:*** Composite Reading Score
Second Grade	**Third Grade**
Curriculum Based Measures: ***Fall, Winter and Spring Reporting:*** Oral Reading Fluency	**Curriculum Based Measures:** ***Fall, Winter and Spring Reporting:*** Oral Reading Fluency
Computer Adaptive Reading Assessment with Composite Score: ***Fall, Winter and Spring Reporting:*** Composite Reading Score	**Computer Adaptive Reading Assessment with Composite Score:** ***Fall, Winter and Spring Reporting:*** Composite Reading Score

CONNECTICUT STATE DEPARTMENT OF EDUCATION

GLOSSARY OF TERMS

Menu of Grade K-3 Reading Assessments
July 2014

Assessment	The evaluation or estimation of the nature, quality, or ability of someone or something. Synonyms include measure, test, or rating.
Cloze	An exercise, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the participant is asked to replace the missing words. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text. Considered a measure of passage level reading comprehension.
Computer Adaptive Assessment	Computerized *adaptive* assessments are computer-based tests that adapt to the examinee's ability level. If a student answers an item incorrectly, they may be presented with another item of like or lesser degree of difficulty. If the student answers accurately, they may be presented with a more difficult item.
Curriculum Based Measures	Valid, reliable general outcome measures of student competence in reading. Measures the "vital signs" of reading and have high predictive validity. Used for universal screening and progress monitoring. Typically fluency-based, that is, they measure student performance within a given time (e.g. per minute) for comparison with national or locally created norms.
Cut Points	A value on a national percentile rank scale chosen to divide the "low risk," "moderate risk," and "high risk" results predictive of future reading failure.
DAZE Fluency OR MAZE Fluency	A measure of sentence-level reading comprehension fluency where every seventh word in a passage is removed and left with a blank. Students are provided with three possible replacements under the blank line and are asked to circle the correct choice. Considered a fluency measure because it is timed (usually 4-7 minutes) and reported in Correct Replacements and compared to national norms based on samples from millions of students. Reported in percentile rank from 1-99%ile.
DRA and DRA2	Diagnostic Reading Assessment (first and second editions).
EL	English Learner (new federal terminology). Formerly English Language Learner (ELL)
Generalizability	The extent to which results generated from one population can be applied to another population. A tool (assessment, measure, etc.) is considered more generalizable if studies have been conducted on larger, more representative samples.
Letter Naming Fluency	The student is presented with a list of letters and asked to name them aloud for one minute. The score is reported in Correct Letters Per Minute and compared to a national sample.
Letter Sound Fluency	The student is presented with a list of letters and asked to verbally produce the individual letter sounds for one minute. The score is reported in Correct Sounds Per Minute and compared to a national sample.
Measure	(Noun) The evaluation or estimation of the nature, quality, or ability of someone or something. Synonyms include assessment, test, or rating.
Nonsense Word Fluency	The student is presented with a list of random Vowel-Consonant and Consonant-Vowel–Consonant nonsense words (e.g., sig, rav, ov, bep) and asked to read aloud whole words for one minute. The score is reported in Correct Words Per Minute and compared to a national sample.
Oral Reading Fluency	The student reads a passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute is the oral reading fluency score and is compared to a national sample.

Passage	A segment of a written work or speech
Phoneme	Phonemes are the small units of speech that correspond to the letters of an alphabetic writing system
Phoneme Segmentation Fluency	The examiner orally presents words of three to four phonemes. It requires the student to produce verbally the individual phonemes for each word. For example, the examiner says, "sat," and the student says, "/s/ /a/ /t/" to receive three possible points for the word. The assessment is 1-2 minutes in length and the score is reported in Correct Segments Per Minute and compared to a national sample.
Priority District	The State Department of Education designates the districts based on the statutory statistical criteria and calculations(CGS § 10-266p (a)): 1. The eight towns with the largest populations, based on the last U.S. Federal Census. 2. In the first fiscal year of each biennium, the 11 towns with the highest numbers of children on welfare receiving TANF/WIC plus the largest numbers of children scoring below the remedial level on the state mastery tests. 3. In the first year of each biennium, the 11 towns that rank highest in number of children on welfare receiving TANF/WIC divided by grant mastery percentage. The grant mastery percentage is the number of mastery tests on which students in the district score below the remedial level divided by the total number of tests taken in the district . Source: http://www.cga.ct.gov/2005/rpt/2005-R-0561.htm (July 2005)
Reliability	The consistency with which a tool (assessment, measure, etc.) classifies students from one test administration to the next.
Substantially Deficient	Section 10-265g (b) of the Connecticut General Statutes states "A student shall be determined to be substantially deficient in reading based on measures set by the State Board of Education." Historically, substantially deficient has been defined as one year below grade level on the DRA2. In the years 2014-15 and 2015-16, the newly established cut points on all new measures will correspond to existing DRA2 cut points. However, once Connecticut students can be compared to national normative data, it will be necessary to re-evaluate cut points.
Technical Adequacy	The level of test reliability and validity necessary before the test (assessment, measure, tool, etc.) can be recommended for use. Source: Technical adequacy definitions are taken from the National Center on Response to Intervention www.RTI4success.org/screeningTools .
Text	The main body of a piece of writing, as distinct from other material such as notes, appendices, and illustrations.
Universal Screening	The process of using valid and reliable benchmark assessments (measure, tool, etc.) to screen 100% of the student population three times per year. Universal screening data identifies students who may be at risk for reading failure; predicts future success on meeting benchmarks; and documents the adequacy of Tier 1 curriculum and instruction (CSDE, SRBI- CT's Framework for RTI, p. 27).
Validity	The extent to which an assessment accurately measures the underlying construct that it is intended to measure. *Predictive Validity:* The extent to which a score on a test (assessment, measure, tool, etc.) predicts performance on some criterion measure in the future.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Research Support for Proposed Menu of K-3 Reading Assessments
July 2014

Section 1. Curriculum Based Measures	
Letter Naming Fluency	• "...measures of letter name and letter sound knowledge, naming speed, and phonological awareness are good predictors of multiple reading outcomes in Grades 1 and 2" (Samuels & Farstrup, 2011). • "Letter-name knowledge not only predicts reading acquisition but may also serve as an indicator of the intensity of remediation required to prevent reading failure among at-risk children" (Rathvon, 2004). • Letter naming fluency showed moderate to strong correlations with all subtest and composite scores of the Comprehensive Test of Phonological Processing (CTOPP). (Hintze, Ryan, & Stoner, 2003).
Letter Sound Fluency	• "Mastering the alphabetic principle is critical because reading disabilities are likely to occur when the skills associated with it are not learned" (Burke, Hagan-Burke, Kwok, & Parker, 2009). • "Research tells us that the prerequisites for learning to decode are letter recognition, letter-sound knowledge, and phonemic awareness" (Samuels & Farstrup, 2011).
Phoneme Segmentation Fluency	• "Measurement of skills considered precursors to word reading and language comprehension can be used to predict later performance in reading comprehension" (Samuels & Farstrup, 2011). • "Proficiency in phonological awareness skills is highly predictive of reading success, or conversely, that limited skill in this area is predictive of reading failure" (Ball & Blachman, 1991). • Measures of Phoneme Segmentation Fluency had strong concurrent validity with the elision, blending words, and phonological awareness composite sections of the Comprehensive Test of Phonological Processing (CTOPP). (Hintze, Ryan, & Stoner, 2003).
Nonsense Word Fluency	• "A measure of letter-sounds embedded in nonsense words appeared to have more utility for the prediction of reading outcomes than a measure of letter-sounds presented in isolation. Additionally, including a measure of nonsense words with a measure of letter-sounds embedded in nonsense words increased the predictive power of the model over and above the predictive power of letter sounds alone" (Laugle, 2009). • "Nonsense word sets...were not intended for use in instructing children to decode. Rather, they were intended for use in assessing that ability. The rationale, in other words, is that nonsense words offer "clean" tests of readers' working knowledge of spelling-sound correspondence and their ability to blend" (Samuels & Farstrup, 2011). • "A persuasive database empirically demonstrates how word recognition skill, in general, relates strongly to text comprehension" (Gough, Hoover, & Peterson, 1996).

Oral Reading Fluency	• "Without fluency (the fast and accurate recognition of words), reading comprehension is difficult to achieve. To reflect incremental differences or change, oral reading fluency can be indexed (or counted) as words read correctly per minute so that scores reflect small, roughly equal interval units, which permits practitioners and researchers to use oral reading fluency in two ways. First, within a normative framework, performance levels can be compared between individuals. Second, gains or performance slopes can track the development of reading competence within an individual. These strategies for characterizing reading competence and improvement have been shown to be more sensitive to inter- and intra-individual differences than those offered by other well-accepted, more broadly conceptualized reading tasks" (Fuchs, Fuchs, & Hosp, 2001). • "...[T}here is a strong causal relation between decoding and comprehension in that fluent or automatic decoding allows more processing resources to be available for comprehension" (Perfetti, 1985 in Perfetti, 2010). • "Fluency has been shown to have a 'reciprocal relationship' with comprehension, each fostering the other"(Pikulski & Chard, 2005). • "Research suggests that it [reading fluency] has remarkable potential for improving students' reading proficiency. Fluency is viewed as a critical link from phonics to comprehension when it is defined as simultaneous automaticity, prosody, and comprehension in reading, and when it is taught in ways that reflect authentic, real-life reading and use of scientifically based method"(Samuels & Farstrup, 2011). • "Longitudinal studies have shown that measurements of early word reading and language comprehension can be used to predict later performance on reading comprehension," (Adlof, Catts, & Little, 2006).
MAZE Fluency **DAZE Fluency**	• Ardoin et al. (2004) obtained strong correlations between Maze and the WJ - III Broad Reading composite and the Passage Comprehension subtest. Note: Study authors determined that oral reading fluency measures to be a stronger predictor of general reading ability and comprehension skills than Maze. • Moderate to strong correlations were found between Maze and the Gates -MacGinitie Reading Comprehension subtest and Total Reading composite, as well as the Metropolitan Achievement Test Reading Comprehension subtest and Total Reading score. Correlations between Maze and the two criterion measures varied according to students' grade level, with an increasing trend in correlation as the grade level increased (Fuchs & Fuchs, 1992). • Maze is useful as a diagnostic tool only if it differentiates readers by ability. Poor readers may inflate their accuracy through guessing (Gillingham and Garner, 1992).
Section 2. Computer Adaptive Reading Assessments	
Measures of Academic Progress for Primary Grades (MPG) -Reading	• MPG is an integrated collection of computer adaptive subtests designed for grade K-2 students (CCSS-aligned Version 2). • MPG Reading Goal Areas include Reading Foundational Skills (Print Concepts; Phonological Awareness; Phonics and Word Recognition) as well as Comprehension and Vocabulary • MPG demonstrates adequate reliability and construct validity to Curriculum Based Measures such as Dibels or AIMSweb.

Measures of Academic Progress (MAP) – Reading	• MAP is an integrated collection of computer adaptive subtests designed for grade 3-12 students (CCSS-aligned Version 4). • MAP Reading Goal Areas include Reading Foundational Skills (Print Concepts; Phonics and Word Recognition; Context Clues and Reference; Word Relationships and Nuance) as well as Comprehension and Vocabulary. • MAP demonstrates adequate reliability and validity with several annual state assessments
STAR Early Literacy	• STAR Early Literacy is a computer adaptive assessment that adjusts the content and difficulty level of each measurement area based on the individual student's performance. • STAR Early Literacy includes the following domains and sub-domains: Domains: Word Knowledge and Skills (Alphabetic Principle, Concept of Word, Visual Discrimination, Phonemic Awareness, Phonics, Structural Analysis) and Comprehension Strategies and Constructing Meaning (Vocabulary, Sentence-Level Comprehension and Paragraph-Level Comprehension). • Once a student successfully reads 100 sight words he/she can begin to use the STAR Reading Assessment.
STAR Reading	• STAR Reading is a computer adaptive assessment that adjusts the content and difficulty level of each measurement area based on the individual student's performance. • STAR Reading includes the following domains: Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Understanding Author's Craft, Analyzing Literary Text, and Analyzing Argument and Evaluating Text

Curriculum Based Measures and English Language Learners

Research strongly suggests that Curriculum Based Measures identify which English learners likely need additional support to become good readers, and are effective in monitoring their progress in acquiring those skills. (Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R., 2007)

Vocabulary

Knowledge of word meaning (or vocabulary knowledge) has a pivotal position between word identification and reading comprehension (Perfetti, C., Landi, N. & Oakhill, J. (2005). The acquisition of reading comprehension skill. In Snowling, M. & Hulme, C. (Eds.).*The science of reading: A handbook* . Oxford, UK: Blackwell

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The Common Core State Standards - ELA
Reading Foundational Skills (K-5) with Related Sub-Skills Chart

The Common Core State Standards Initiative (CCSS) is a state-led effort to establish a shared set of clear educational standards for English language arts and mathematics that states can voluntarily adopt. The standards have been informed by the best available evidence and the highest state standards across the country and globe and designed by a diverse group of teachers, experts, parents, and school administrators, so they reflect both our aspirations for our children and the realities of the classroom.

Included in the Common Core State Standards are The Reading Standards: Foundational Skills (K–5). These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

The Foundational Skills define end-of-year expectations. As with the other standards, they are intentionally written this way to allow teachers, curriculum developers, and states to determine how to meet these expectations. The Foundational Skills describe the concepts children need to acquire to become proficient in decoding text. Researchers have been able to determine a general progression of how children acquire these skills (Vandervelden & Siegel, 1995; Adams, 1996; Ehri, 1998; National Institute of Child Health and Human Development, 2000). The content of this document is based on an analysis of each Foundational Skill to determine the sub-skills needed to achieve each specific Foundational Skill. The result is a broad, but developmentally appropriate, sequence of sub-skills that will lead to successful attainment of the Foundational Skills. It should be emphasized that although the sub-skills follow an appropriate sequence, this should not be interpreted as a comprehensive or definitive set of sub-skills. It is intended to be a guideline for teachers to use as they plan their instruction. It can also aid teachers as they individualize instruction for students at different levels of skill acquisition.

Finally, it is important to note that sub-skills are not repeated across grade levels. Therefore, it is imperative that educators have access to the K-5 sub-skills for those students who are either struggling and/or need extra support or intervention, or for those students who are above grade level and require enrichment.

The K-5 Foundational Skills for Reading standards from the Common Core Standards are included in the tables below organized by grade level and reading component (i.e., Print Concepts, Phonological Awareness, Phonics and Word Recognition, Fluency). They are either numbered (located in the rows) or lettered (located in the left column). The right column contains prerequisites or sub-skills, in sequential order, that should be accomplished before its counterpart in the left column is accomplished.

For a copy of this resource, go to http://www.centeroninstruction.org/building-the-foundation---a-suggested-progression-of-sub-skills-to-achieve-the-reading-standards-foundational-skills-in-the-common-core-state-standards

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KINDERGARTEN

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

a. Follow words from left to right, top to bottom, and page by page.	
b. Recognize that spoken words are represented in written language by specific sequences of letters.	
c. Understand that words are separated by spaces in print.	• Distinguish among letters, words, and sentences.
d. Recognize and name all upper- and lowercase letters of the alphabet.	

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize and produce rhyming words.	• Determine if spoken pairs of words rhyme (e.g., Do these words rhyme? *moon, spoon*). • Produce a spoken word with the same rhyme of a spoken word (e.g., Can you tell me a word that rhymes with *hat*?). • Identify which words rhyme (e.g., Which of these words rhyme - mat, *cat, sun?*).
b. Count, pronounce, blend, and segment syllables in spoken words.	• Segment spoken sentences into words (e.g., How many words are in this sentence? *The sun is bright.).* • Blend spoken words together to make compound words (e.g., Put the parts together to make a bigger word: *cup cake.).* • Segment spoken compound words (e.g., Can you break the word *cupcake* into two smaller words?). • Pronounce the syllables in spoken words (Say the parts of the word *tiger.).* • Count the syllables in spoken words (e.g., Clap the parts of the word *tiger*. How many parts?) • Blend syllables into spoken words (e.g., Put the parts together to make the whole word: *pic-nic*). • Segment syllables into spoken words (e.g., Can you break the word *window* into two smaller parts?).
c. Blend and segment onsets and rimes of single-syllable spoken words.	• Detect initial sound in spoken words (e.g., Do you hear */t/* at the beginning of the word *top*? Do you hear */t/* at the beginning of the word *log*?). • Identify initial sound in spoken words (e.g., What sound do you hear at the beginning of the word *cake?)* • Blend the sounds of a spoken word segmented into onset and rime to make 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 *cat* in two parts-the first sound then the rest of the word).
d. Isolate and pronounce the initial, medial vowel, and	• Detect the initial sound in spoken CVC words (e.g., Do you hear */l/* at the beginning of the word *lip*? Do you hear */l/* at the beginning of the word *sat*?).

final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.)	• Detect the final sound in spoken CVC words (e.g., Do you hear */p/* at the end of the word *lip*? Do you hear */p/* at the end of the word *sat*?). • Blend individual sounds in spoken words to make words (e.g., */b/ /e/ /d/*, what word? *bed*). • Identify the initial sound in spoken CVC words (e.g., What is the first sound you hear in the word *lip*?). • Identify the final sound in spoken CVC words (e.g., What is the last sound you hear in the word *met*?). • Detect the medial vowel sound in spoken CVC words (e.g., I'm going to say two words and you tell me what is different: *rim*, *ram*. How are these words different?).
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	• Identify individual sounds in spoken CVC words (e.g., What sounds do you hear in the word *big? /b/ /i/ /g/).* • Produce a spoken word when a phoneme is removed (deletion) (e.g., Say *seat*. Now say *seat* without the */s/: eat.).* • Produce a spoken word when a phoneme is added (e.g., Say *eat*. Now say *eat* with */s/* at the beginning). • Recognize a spoken word when a phoneme is replaced (substitution) with a different phoneme (e.g., Say *hit*. What word do you have if you change the */t/* to */m/*? *him*).
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant.	• Recognize and say aloud the one to one correspondence between short vowel graphemes (*a, e, i, o, u*) and their sounds (*/ă/, /ĕ/, /ĭ, /ŏ/, /ŭ/*) in VC (e.g., *am*) and CVC (e.g., *sit*) words.
Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	• Recognize and say aloud the one to one correspondence between common long vowel graphemes (*a_e, e_e, i_e, o_e, u_e*) and their sounds (*/ā/, /ē/, /ī/, /ō/, /ū/*).
b. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).	
c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	• Demonstrate that as letters of words change, so do their sounds (alphabetic principle). • Use knowledge of the alphabetic principle to segment and blend (decode) simple, one syllable, decodable words (VC and CVC). • Read similarly spelled one syllable, decodable words (e.g., *big/ bug, pet/met, cap/cat*) and identify the sound and letter that is different.
Fluency	
4. Read emergent-reader texts with purpose and understanding.	
	• Listen to different genres (e.g., nursery rhymes, stories) read aloud fluently.

[1] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

FIRST GRADE	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print.	
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Distinguish long from short vowel sounds in spoken single-syllable words.	• Identify short vowel sounds in spoken single-syllable words (e.g., Do you hear /ă/ in *ant*? *man*?). • Identify long vowel sounds in spoken single-syllable words (e.g., Do you hear /ā/ in *ate*? *made*?).
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	• Blend individual phonemes in spoken single-syllable words (e.g., Put the sounds together to make the whole word: /s/ /a/ /t/*(sat)*; /m/ /i/ /s/ t/ *(mist)*; /s/ /k/ /ā/ /t/ *(skate)*).
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	• Detect the initial sound in spoken single-syllable words (e.g., What is the first sound you hear in the word *mouse? /m/*). • Detect the final sound in spoken single-syllable words (e.g., What is the last sound you hear in the word *drum? /m/).* • Detect the medial vowel sound in spoken single-syllable words (e.g., What vowel sound do you hear in the middle of the word *seat? /ē/).*
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	• 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 CVC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word *ran* one sound at a time: /r/ /ă/ /n/). • 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/ /ĭ/ /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/ /ĭ/ /p/).
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	• Identify the letter-sound correspondence for common consonant digraphs (e.g., *sh, th, wh, kn, ch, wr, ph).* • Write the spelling correspondences for the sounds of common consonant digraphs (e.g., *sh, th, wh, kn, ch, wr, ph).*

b. Decode regularly spelled one-syllable words.	• Segment and blend VC words (e.g., *am*)
	• Segment and blend CVC words (e.g., *ran*).
	• Segment and blend words with consonant blends.
	  ○ Segment and blend VCC words (e.g., *ask*).
	  ○ Segment and blend CVCC words (e.g., *list*).
	  ○ Segment and blend CCVC words (e.g., *slip*).
	  ○ Segment and blend CVCC words (e.g., *lamp*).

c. Know final -e and common vowel team conventions for representing long vowel sounds.	• State the long and short sounds of the vowels. • Read CVC (e.g., *can, hop*) words. • 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., *sale, shake, cone*). • Apply rule and read single-syllable words with *final –e* (e.g., *cane, hope, tile)* • 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., *oa* in *boat, ea* in *seat, ee* in *feet, ai* in *sail*). • Read single-syllable words using knowledge of common vowel team conventions, or vowel digraphs (e.g., *boat, seat, feet, sail*). • Write spelling correspondences for common vowel teams, or vowel digraphs.
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	• Demonstrate that words can be divided into parts /chunks called syllables (e.g., Say own name counting/clapping the number of syllables; How many syllables does the word *insect* have? (2) What are the two parts of *insect*? *in sect*). • Identify vowel sounds in syllables (e.g., *"in /ĭ/ sect /ĕ/").* • Use a strategy to determine the number of syllables in a printed word (e.g., Read word, circle syllables, and count the number of circles: *dish (1), he (1), hotdog (2), potato (3), macaroni (4)).*
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	• Demonstrate the understanding that a closed syllable has a single vowel with a consonant after it, making the vowel sound short (e.g., *map, sit, stop*). • Demonstrate the understanding that an open syllable contains a vowel at the end of the syllable and the vowel is usually long (e.g., w*e, go, hi, she).* • Demonstrate the understanding that the final *e* in a vowel-consonant-e (*VCe*) syllable makes the vowel long or "say its own name" (e.g., *made, time, cute).* • Distinguish between syllable types (e.g., Sort single syllable words into either closed (e.g., *men*), open (e.g., *me*), or *VCe* (e.g., *hide*) categories). • Demonstrate an initial understanding that a vowel team syllable contains two adjacent vowels (e.g., *rain, green, foil).* • Demonstrate an initial understanding that the consonant-le syllable contains a consonant followed by the letters *le* (e.g., *apple, table*). • Demonstrate an initial understanding that an r-controlled syllable contains a letter combination of a vowel followed by the letter r (e.g., *for, star, first).* • Demonstrate how to break two-syllable words into syllables (e.g., Circle syllables in two-syllable words *picnic*). • Read each circled syllable (part or chunk) of a word separately (e.g., *pic-nic*). • Read the circled syllables (parts or chunks) of a word together (e.g., *picnic*).
f. Read words with inflectional endings.	• Decode letter-sound correspondences for inflectional endings (e.g.,- *est, -ed,*). • Read base words fluently that can have common inflectional endings added to them (e.g., *long, play, jump).* • Read base word and inflectional ending together to form a word (e.g., *longest, played, jumping).*

g. Recognize and read grade-appropriate irregularly spelled words.	• *(e.g., could, once, walk)*
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	• Determine purpose for reading text.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	• Understand that when reading different types of text (i.e., literary and informational), rate may vary. • Listen to different genres (e.g., poetry, songs, social studies) read aloud fluently. • Echo read different genres. and Choral read different genres. • Read grade-level sight words accurately and automatically. • Decode grade-level words with increasing automaticity. • Use punctuation to facilitate expression while reading different types of texts (i.e., literary and informational).
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Determine when text is not understood. • Determine effective grade-level strategy to use to decode unfamiliar words.

SECOND GRADE	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	• Identify when a vowel is short when reading regularly spelled one-syllable words (e.g., *mask, pump, next, clock*). • Identify when a vowel is long when reading regularly spelled one-syllable words (e.g., *sheep, maid, stripe*).
b. Know spelling-sound correspondences for additional common vowel teams.	• Identify sounds for additional common vowel teams (two consecutive vowels that make one sound, e.g., *ay, e_e-e, igh, ie, ow, ue*). • Decode single syllable words with common vowel teams (e.g., *pay, be, Pete,tie)* 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., *aw* in *claw, au* in *caught, oo* in *boot*). • Decode single syllable words with variant vowel digraphs (e.g., *flaw, taught)* • 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., *oi* in *soil, oy* in *toy, ow* in *now*). • Decode single syllable words with diphthongs (e.g., *soil, toy, now, loud*). • Write the spelling correspondences for diphthongs.
c. Decode regularly spelled two-syllable words with long vowels.	• Use a strategy to determine the syllables in a printed word (e.g., Circle syllables in two-syllable words with long vowel: *reptile, paper, monkey*).

	• Read each syllable (part or chunk) separately (e.g., *rep-tile, pa-per, mon-key*). • Read the syllables (parts or chunks) together (e.g., *reptile, paper, monkey*).
d. Decode words with common prefixes and suffixes.	• Understand that many words are made up of prefixes, base words, & suffixes. • Read common prefixes (e.g., *un-, re-, in-, dis-*) and suffixes (e.g., *-s, -ed, -ing,*). • Use a strategy to read common prefixes in printed words (e.g., Circle *un-* in the word *untie*. Read *un,* read *–tie*. Read the two parts together-*untie).* • Use a strategy to read common suffixes in printed words (e.g., Circle *-ing* in the word *jumping*. Read *jump,* read *-ing*. Read the two parts together *-jumping).*
e. Identify words with inconsistent but common spelling-sound correspondences.	• (e.g., *body, cloth, ton, heat vs. head)*
f. Recognize and read grade-appropriate irregularly spelled words.	• (e.g., *would, busy, was)*
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose & understanding.	• Determine purpose for reading text.
b. Read on-level text orally with accuracy, appropriate rate, and expression.	• Listen to different genres (e.g., fables, folktales, science articles) read aloud fluently. • Echo read different genres. • Choral read different genres. • Read grade-level sight words accurately and automatically. • Decode grade-level words with increasing automaticity. • Demonstrate appropriate phrasing and expression while reading different types of texts (i.e., literary and informational).
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Determine when text is not understood. • Determine effective grade-level strategy to use to decode unfamiliar words.

THIRD GRADE	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	• Know that affixes have meanings and can change the meanings of words to which they are attached. • Isolate most common prefixes (e.g., *un-, re-, in-, dis-*) and derivational suffixes (e.g.,*-ly, -ful, -less*) in printed multi-syllabic words. • Read multisyllabic words containing common prefix and/or derivational suffix. • Use meaning of the common prefix and/or derivational suffix to determine the word's meaning.
b. Decode words with common Latin suffixes.	• Know common Latin suffixes (e.g., *able, ible, ation, fy, ify*). • Identify and isolate the base word in a word containing a common Latin suffix

	(e.g., Circle the base word in *breakable – break).* • Use a strategy to read common Latin suffixes in printed words (e.g., Circle *able* in the word *breakable.* Read *break,* read *able.* Read the two parts together – *breakable).*
c. Decode multisyllable words.	• Use a strategy to identify syllables (e.g., Circle syllables in printed words: *replacement*). • Read each circled syllable separately (*re-place-ment*). • Read the syllables together (*replacement*).
d. Read grade-appropriate irregularly spelled words	• (e.g., *laugh, carry, done)*
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose & understanding.	• Determine purpose for reading text.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	• Listen to different genres (e.g., narratives in chapter books, historical events) read aloud fluently. • Read grade-level sight words accurately and automatically. • Decode grade-level multisyllabic words with automaticity.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Determine when text is not understood. • Determine effective grade-level strategy to use to decode unfamiliar words. • Use context to confirm pronunciation and meaning of unfamiliar words.

FOURTH GRADE	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	• While reading, self-monitor and determine when a multisyllabic word is unfamiliar. • Determine effective strategy to use to decode word (e.g., direct one-to-one correspondence, syllabication rules, morphological analysis). • Apply strategy, read word, check for accuracy (i.e., ask "Is this a word I've heard before? Does that make sense in this sentence?"). • Understand what a root is and that many words are made up of roots. • Know meanings of common, grade appropriate roots (e.g., *astro: star, aud: hear, dict: say, tell*). • Use grade-level appropriate morphological analysis to decode general academic words (e.g., examination, dictation, reliability) and domain specific words (e.g., *astronaut, decompose, ecosystem*). • Use knowledge of roots (e.g., *chron*) and affixes to accurately read and understand words (e.g., *chronicle, synchronize*) in and out of context.

Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	• Determine purpose for reading text. • Adjust reading rate to adapt to purpose and context.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.	• Listen to different genres (e.g., myths, scientific articles) read aloud fluently. • Decode grade-level multisyllabic words with automaticity. • Read grade-level sight words accurately and automatically.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Determine when text is not understood. • Determine effective grade-level strategy to use to decode unfamiliar words. • Use context (e.g., definition, synonym, antonym, example) to read and understand unfamiliar words. • Use a strategy to determine meaning of a word (e.g., determine meanings of root and affixes, put the meanings of the word parts together to determine meaning of the word, reread sentence to check if the meaning makes sense). • Use context to confirm pronunciation and meaning.

FIFTH GRADE

Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	• While reading, self-monitor & determine when a multisyllabic word is unfamiliar. • Determine effective strategy to use to decode word (e.g., direct one-to-one correspondence, syllabication rules, morphological analysis). • Apply strategy, read word, check for accuracy (i.e., ask "Is this a word I've heard before? Does that make sense in this sentence?"). • Understand what a root is and that many words are made up of roots. • Know meanings of common, grade appropriate roots (e.g., *geo: earth, graph)* • Use grade level appropriate morphological analysis to decode general academic words (e.g., *independence, manufacture, distribution*) and domain specific words (e.g., *biography, geology*). • Use knowledge of roots (e.g., *rect*) and affixes to accurately read and understand words (e.g., *erect, rectangle, direction*) in and out of context.
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	• Determine purpose for reading text. • Adjust reading rate to adapt to purpose and context.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, & expression	• Listen to different genres (e.g., mysteries, adventure novels, technical texts) read aloud fluently. • Read grade-level sight words accurately and automatically. • Decode grade-level multisyllabic words with automaticity.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Determine when text is not understood. • Determine effective grade-level strategy to use to decode unfamiliar words. • Use context (e.g., restatement in text, cause/effect relationships, text comparisons) to read and understand unfamiliar words. • Use a strategy to determine meaning of a word (e.g., determine meanings of root and affixes, put the meanings of the word parts together to determine meaning of the word, reread sentence to check if the meaning makes sense) • Use context to confirm pronunciation and meaning.

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