

Reading Standard One: A reader uses knowledge, skills, and techniques (e.g., skimming, scanning) to read.

Milestones – KG–P1

1. Print Concepts

- 1.1 Knows that print and written symbols convey meaning and represent spoken language.
- 1.2 Knows that print is read from left to right and top to bottom, and recognizes familiar print in the environment (e.g., labels, traffic signs, logos, such as those for vehicles and TV stations, etc.).
- 1.3 Knows that books have titles, authors, and often illustrators.
- 1.4 Knows the proper way to handle books (i.e., holds the book upright; turns pages from front to back, one at a time).

2. Phonological Awareness

- 2.1 Knows about the sounds words have, apart from their meaning—for example, knows about syllables (e.g., “kitchen” has two syllables); knows about rhymes (e.g., “bed” and “bread”); recognizes similar starting sounds (e.g., “cat” and “king”).

3. Decoding and Word Analysis

- 3.1 Recognizes and produces letters, and differentiates them from numbers and shapes.
- 3.2 Knows the letters of the alphabet in order.

4. Vocabulary

- 4.1 Knows some *sight words*, such as own name.

5. Comprehension

- 5.1 Uses pictures and prior knowledge to aid comprehension and predict story events and outcomes.

Milestones – P2–P3

1. Decoding and Word Analysis

- 1.1 Understands the relationships between spellings of words and sounds of speech.
- 1.2 Uses this understanding to *decode* unknown words (e.g., uses beginning and ending consonants, *consonant blends*, consonant digraphs, vowel sounds, vowel digraphs, and word patterns).
- 1.3 Uses basic elements of structural analysis (e.g., syllables, basic prefixes, suffixes, *root words*, compound words, spelling patterns, contractions) to decode unknown words.

2. Vocabulary

- 2.1 Understands level-appropriate sight words and vocabulary (e.g., words for persons, places, things, actions; *high frequency words* such as “said,” “was,” and “where”).
- 2.2 Uses a variety of context clues to comprehend unknown words (e.g., draws on earlier reading, reads ahead).
- 2.3 Uses a *picture dictionary* to determine word meaning.

3. Fluency

3.1 Starts developing fluency in reading. Reads aloud familiar stories, poems, and passages with fluency and expression (e.g., *rhythm, tempo, intonation*).

4. Comprehension

4.1 Uses meaning/text clues (e.g., pictures, *captions*, title, cover, headings, story structure, story topic) to aid comprehension by forming mental images and making predictions about content (e.g., action, events, characters' behavior).

4.2 Uses self-correction strategies (e.g., searches for cues, identifies mistakes, rereads, asks for help).

4.3 Reads short passages and answers questions.

Milestones – P4–P6

1. Decoding and Word Analysis

1.1 Uses elements of *phonetic* and *structural analysis* to decode unknown words (e.g., vowel patterns, syllables, root words, affixes) and uses *context clues* to comprehend unfamiliar words (e.g., sentence and word context, figurative meaning).

2. Vocabulary

2.1 Uses word reference materials (e.g., glossary, dictionary, thesaurus) to determine meaning, pronunciation, and *derivations* of unknown words.

2.2 Understands level-appropriate reading vocabulary (e.g., *synonyms*, antonyms, *homophones*, etc.).

3. Fluency

3.1 Adjusts speed of reading to suit purpose for reading and difficulty of the material.

4. Comprehension

4.1 Previews text (e.g., skims material; uses picture, text clues, and text format) to predict text content.

4.2 Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint, etc.), based on the author's purpose (e.g., to persuade, to inform).

4.3 Uses prior knowledge and text clues (e.g., illustrations, diagrams, titles, etc.) to make, confirm, and revise predictions about content.

4.4 Uses comprehension monitoring as a reading strategy (e.g., self-corrects misunderstanding by searching for cues, using context, rereading, questioning whether text makes sense, etc.).

4.5 Draws conclusions and makes inferences about explicit and implicit information in texts.

5. Selecting Texts

5.1 Uses personal criteria to select reading material (e.g., personal interest, recommendations from others, knowledge of author or *genre*).