

**Stage IV: 6-8**  
**Pre-Emergent - Basic**  
**ELL READING**

**Print Concepts**

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

*E-1: demonstrate the one to one correlation between spoken and printed word.*  
**(IV-R-1:E-1)**

E-2: identify letters, words, and sentences and their distinguishing features (e.g. capitalization, internal and ending punctuation). **(IV-R-1:E-2)**

PE-3: identify organizational features of a book (e.g., title, author, and table of contents) with instructional support. (math, science, social studies) **(IV-R-1:PE-3)**

E-4: alphabetize a series of words to the third letter. (math, science, social studies) (math, science, social studies) **(IV-R-1:E-4)**

B-9: writing a summary that identifies the main idea, characters, and setting of varied texts. **(IV-R-1:B-9)**

**Phonemic Awareness/Decoding**

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

PE-1: distinguish initial, final and medial sounds in single syllable words.  
**(IV-R-2:PE-1)**

E-2: segment regular spelled two-syllable words and common CVC words by applying the most common letter-sound correspondences, including the sounds represented by: single letters, consonant blends, consonant digraphs, vowel digraphs and diphthongs. **(IV-R-2:E-2)**

PE-3: blend initial, medial, and final spoken phonemes to produce words.  
**(IV-R-2:PE-3)**

E-4: orally form words by substituting simple onset (/c/) with given rimes (/at/).  
**(IV-R-2:E-4)**

PE-5: Identify and name the upper and lower case letters of the alphabet.  
**(IV-R-2:PE-5)**

E-6: decode regular spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowels digraphs (e.g. th,sh, ck) and diphthongs (e.g. ie, ee,) and r-controlled vowels. **(IV-R-2:E-6)**

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PE-7: read a newly created word when a specific letter is changed, added, or removed in the initial, medial or final position (e.g. think to thank). **(IV-R-2:PE-7)**

E-8: apply knowledge of basic syllabication rules when decoding two- or three syllable and compound words (e.g. su/per, sup/per, fam/i/ly). (math, science, social studies) **(IV-R-2:E-8)**

E-10: read base words and inflectional endings (-s,-ed,-ing) and identify their functions, (tense, plurality, comparison and part of speech). (math, science, social studies) **(IV-R-2:E-10)**

PE-11: read words with common prefixes and suffixes with instructional support. (math, science, social studies) **(IV-R-2:PE-11)**

PE-12: recognize and repeat high frequency words. (math, science, social studies) **(IV-R-2:PE-12)**

PE-13: recognize common contractions. (math, science, social studies) **(IV-R-2:PE-13)**

PE-14: recognize word order (syntax) in sentences (e.g. She lives in a shoe. Cats have nine lives.) **(IV-R-2:PE-14)**

**Fluency**

Standard – The student will read with fluency and accuracy.

B-1: reading aloud passages from unfamiliar text, observing phrasing, punctuation and expression. **(IV-R-3:B-1)**

**Comprehending Text (Fiction/Non-Fiction)**

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

B-3: predicting what might happen next in a reading selection. **(IV-R-4:B-3)**

B-6: retelling a literary selection by sequencing events using transition words. **(IV-R-4:B-6)**

B-8: summarizing the main idea and supporting details from text. **(IV-R-4:B-8)**

B-12: identifying the author's main purpose. **(IV-R-4:B-12)**

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B-15: distinguishing between major and minor characters within a fictional text.  
**(IV-R-4:B-15)**

B-17: describing the various settings within a fictional text. **(IV-R-4:B-17)**

B-20: relating illustrations to fictional text. **(IV-R-4:B-20)**

B-23: locating information in print and electronic reference sources.  
**(IV-R-4:B-23)**

B-30: identifying fact and opinion in persuasive text. **(IV-R-4:B-30)**