



Colorado Basic Literacy Act

SAMPLE Foundational Reading Skills Checklist

Adapted from Simmons, D.C. & Kame'enui, E.J. (1999). Curriculum maps: Mapping instruction to achieve instructional priorities in beginning reading. Institute for the Development of Education Achievement, University of Oregon.

*NOTE: Shaded boxes indicate instructional priorities at each grade level.

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Phonemic Awareness				
<i>Sound and Word Discrimination</i>				
Tells whether words and sounds are the same or different				
Identifies which word is different				
Identifies different speech sounds				
<i>Rhyming</i>				
Identifies whether words rhyme				
Produces a word that rhymes				
<i>Sound Isolation</i>				
Identifies initial sound in 1-syllable words				
Identifies final sound in 1-syllable words				
Identifies medial sound in 1-syllable words				
<i>Blending</i>				
Orally blends syllables or onset-rimes				
Orally blends separate phonemes				

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Blends 3-4 phonemes into a whole word				
<i>Segmentation</i>				
Claps words in sentences				
Claps syllables in words				
Says syllables				
Identifies 1 st sound in 1-syllable words				
Segments individual sounds in words				
Segments 3- and 4- phoneme, 1-syllable words				
Alphabetic Principle				
<i>Letter-Sound Correspondence</i>				
Identifies letter matched to a sound				
Says the most common sound associated with individual letters				
Produces L-S Correspondences (1/sec)				
Produces sounds to common letter combinations				
Produces diphthongs and digraphs				
<i>Decoding and Word Recognition</i>				
Blends letter sounds in 1-syllable words				
Decodes words with consonant blends				
Decodes words with letter combinations				
Reads regular 1-syllable words fluently				
Reads words with common word parts				
Produces common word parts				
Uses advanced phonic elements to recognize words				
Reads compound words, contractions, possessives, inflectional endings				
Reads regular multisyllabic words				

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Uses word structure knowledge to recognize multisyllabic words				
Uses word meaning and order in the sentence to confirm decoding efforts				
<i>Sight-Word Reading</i>				
Recognizes some words by sight				
Reads common sight words automatically				
Reads more sight words accurately				
Increases sight words read fluently				
<i>Reading Connected Text</i>				
Reads accurately (1 error in 20 words)				
Reads fluently (1 word per 2-3 sec mid year; 1 word per sec end of year)				
Phrasing attending to ending punctuation				
Reads and rereads to increase familiarity				
Rereads and self-corrects while reading				
Reads 90-100 wpm				
Reads with phrasing, expression, and inflection				
Listens to fluent oral reading and practices increasing oral reading fluency				
Reads and rereads to increase familiarity				
Self-corrects word recognition errors				
Reads 120 wpm				
Increases independent reading				
<i>Word Spelling</i>				
Writes letter associated with each sound in 1-syllable, phonetically regular words				
Spells single-syllable regular words correctly and independently				

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Spells frequently used sight words accurately				
Spells previously-studied phonetically regular words correctly				
Uses phonetic strategies to spell unfamiliar words				
Uses dictionary to check spellings				
Spells phonetically regular words correctly				
Spells previously studied contractions, possessives, compound words, and words with inflectional endings				
Organizes words in alphabetical order				
Oral Vocabulary				
<i>Concept Naming and Use</i>				
Names pictures of common concepts				
Uses words to describe location, size, color, and shape				
Uses names and labels of basic concepts				
<i>Categorization</i>				
Identifies and sorts pictures of common words into basic categories				
Sorts grade-appropriate words with or without pictures into categories				
Classifies and categorizes words into sets and groups				
Categorizes words hierarchically				
Draws and uses semantic maps and organizers to convey word relations				
<i>Vocabulary Development and Use</i>				
Learns new vocabulary through stories and instruction				
Listens to new vocabulary in multiple contexts to understand its use				

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Uses newly learned vocab on multiple occasions to reinforce meaning				
Learns and uses unfamiliar words introduced in stories and texts				
Increases knowledge of word meanings and uses new vocabulary in speaking and writing				
Understands and explains common antonyms and synonyms				
Increases knowledge of vocabulary through independent reading				
Examines words usage and effectiveness to expand descriptive vocabulary				
Makes inferences about the meaning of a word based on its use in a sentence				
Uses word structure to learn meaning				
Identifies simple multiple-meaning words				
Determines the meaning of a word based on its use in a sentence				
Uses dictionary to determine word meanings				
Uses knowledge of prefixes and suffixes to determine word meaning				
Passage Understanding				
<i>Predicting</i>				
Uses pictures and information about the story to predict what will happen				
Makes and confirms predictions based on information from the story				
Makes, confirms, and modifies predictions based on text information				
<i>Comprehending Stories and Text</i>				
Answers who, where, and what questions after listening to a sentence or short paragraph				

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Answers who, what, when, where, and how questions after listening to or reading a paragraph				
Responds to stories by answering and asking questions, discussing ideas, and relating events to personal experiences				
Tells the main idea of a simple story or topic of an informational passage				
Identifies and answers questions about main characters, setting, and events				
Answers questions about main characters, setting, theme, and plot				
Identifies characters' actions, motives, emotions, traits, and feelings				
Answers what-if, why and how questions				
Answers literal, inferential, and evaluative questions				
Distinguishes main idea/details, fact/opinion, and cause/effect				
Uses structure of informational text to aid understanding				
Uses information from simple tables, maps, and charts to learn about a topic				
Uses information in tables, graphs, diagrams, maps, and charts				
Uses titles, table of contents, and chapter headings to locate information				
Follows multiple-step written instructions				
<i>Retelling, Summarizing, Synthesizing</i>				
Retells a familiar story with a book				
Retells the main ideas of simple stories				
Retells explicit and implicit main ideas of stories or informational text				
Retells a familiar story without a book including beginning, middle and end				

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Retells a story and includes characters, settings, and important events				
Identifies the correct sequence of events in a story read orally by someone				
Retells correct sequence of events in a story or a chronological passage				
Summarizes main ideas learned about a topic from an informational passage				
Draws conclusions about information or stories read				
Draws conclusions based on content				
Identifies/discusses themes of the text				
Draws conclusions and generalizes				
Identifies important themes from readings and examines from multiple points of view				
<i>Making Connections</i>				
Connects events, characters, and actions in the story to specific life experiences				
Uses prior knowledge to clarify understanding				
Makes comparisons across reading selections				
<i>Monitoring Comprehension</i>				
Stops while reading to assess understanding and clarify				
Reads for understanding				
Checks and adjusts for understanding while reading				
Interacts with stories and informational text to clarify and extend comprehension				