

How to Read This Document

The Foundational Literacy Progression is competency or “GP” like all of our other GPs. However, because this GP stops at third grade and has six strands (print concepts, oral language, phonological awareness, phonics and word recognition, fluency, and vocabulary), the layout looks different from our other GPs. The graphic below shows what the elements in each table mean.

Fluency Reading fluency is a child's ability to read a book or other text accurately, with reasonable speed, and with appropriate expression. A fluent reader doesn't have to stop and "decode" each word and can focus attention on what the story or text means. Fluency is the bridge between decoding words and understanding what has been read.				
Skills & Understandings - Read grade-appropriate words quickly and accurately - Read connected text with appropriate expression, phrasing, and intonation - Read text at an appropriate rate - Identify and self-correct errors while reading At the earliest stages, teachers may need to limit the number of new words ML's encounter in texts to help them develop automaticity in word-recognition skills. Students from home languages with a close sound-symbol correspondence who have difficulty with reading words quickly and accurately may be exhibiting a key indicator of a reading disability.				
Pre-K	Kindergarten	1st Grade	2nd Grade	3rd Grade
Pretend to read a familiar book using language from the text and reading-like intonation	Recognize letters quickly and accurately - Recognize letters quickly and accurately (1/second)¹⁰ - Identify most common letters/sounds quickly and accurately (1/second) Read decodable and irregular common words quickly and accurately - Recognize at least 25 high frequency words by sight	Read decodable and irregular common words quickly and accurately - Read regular single-syllable words fluently - Read fluently (1 word/second) - Recognize at least 100 high frequency words by sight Read authentic text accurately and with appropriate rate and expression - Reread and self-correct errors to improve understanding - Read with 91% accuracy - Read 75+¹⁰ words per minute - Attend to end punctuation for phrasing - Use appropriate inflection to read declarative, interrogative, and exclamatory sentences	Read decodable and irregular common words quickly and accurately - Read grade-appropriate sight words accurately and fluently, including some multisyllabic words Read authentic text accurately and with appropriate rate and expression - Reread and self-correct errors to improve understanding - Read with 96% accuracy - Read 127+ words per minute - Attend to commas for phrasing - Use expression to convey different characters	Read decodable and irregular common words quickly and accurately - Read grade-appropriate multisyllabic sight words accurately and fluently Read authentic text accurately and with appropriate rate and expression - Reread and self-correct errors to improve understanding - Read 135+ words per minute - Use expression to convey tone - Flexibly adjust rate, accuracy, and prosody to improve comprehension when reading grade-level text

Strand: Foundational Reading is divided into six strands. These strands are what will appear on the report card.

Skills & Understandings detail what a student learns over time in a particular strand.

Performance Indicators: Each strand contains one or more performance indicators in bold that detail specific skills in which a student is developing proficiency. In this example a student is working on “word level” reading and “authentic text” reading.

Assessment Points: Each performance indicator has one or more specific points to assess formatively

Print Concepts

Concepts of Print for English include the concept of text (how a text conveys a message), the concept of the book (how a book works, how different texts are organized), the idea of directionality (that English books are read from left to right, top to bottom), and other mechanical features (spacing, punctuation, the difference between letters, numerals, and other symbols).

Skills & Understandings

- Students working in the Print Concepts progression develop the skills and understandings of
 - Recognizing and forming letters.
 - Connecting letters to sounds.
 - Knowing how a book is used.
 - Distinguishing features of words, sentences, and paragraphs.
 - Recognizing that spoken words have a written form.
 - Understanding that print has multiple forms and uses.
 - Understanding that print is a means of communication.
 - Understanding that print is organized in a specific and predictable way¹.

Pre-K	Kindergarten	1st Grade	2nd Grade	3rd Grade
● Indicate where to start reading on a page and how to move across and down a page. ● Demonstrate knowledge of the association between written words and spoken words ● Knows how to hold a book and turn pages, and can identify the front and back covers² ● Can identify 10 or more alphabet letters, especially the letters in their own name³.	Demonstrate an understanding of the organization and basic features of print⁴. ● Follow words from left to right, top to bottom, and page by page. ● Recognize that spoken words are represented in written language by specific sequences of letters. ● Understand that words are separated by spaces in print. ● Recognize and name all upper- and lowercase letters of the alphabet. Print many upper- and lowercase	Demonstrate an understanding of the organization and basic features of print. ● Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Print all upper- and lowercase letters.		

¹Concepts of Print." *Department of Education and Training Victoria*

² "Communication and Expression." *Foundational Reading Skills | Early Learning Standards*

³ The 'Big Four' of Preschool Literacy Instruction: Print Awareness."

⁴ English Language Arts Standards " Reading: Foundational Skills

	letters.			
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Oral Language

Oral Language serves as the basis of written language. Strong oral language is like “money in the bank” for when children write. Children often understand much more language than they are saying themselves. They also build comprehension skills through listening, the lively back-and-forth of everyday conversations, pretend play, and active read-alouds where a teacher or parent and child are having a dialogue about a book or topic.

Skills & Understandings

Students working in the Oral Language progression develop the skills and understandings of

- Pragmatic language or the use of appropriate communication in social situations (knowing what to say, how to say it, and when to say it) which involves three major skills:
 - Using language for different purposes
 - Following rules for conversation
 - Changing language according to the listener, purpose, or the situation
- How to communicate ideas
- Holding conversations with different people and in a variety of contexts
- Developing receptive and expressive oral vocabulary
- Using the conventions of oral language
- Understanding and using inferential language

Multilingual learners may use language that is too informal for the context and may need extra support to understand the different registers in English (e.g., conversational vs. academic). They may not be able to use all forms of social communication in English, but they should be aware of the pragmatic importance of social communication and be able to recognize “when/how” questions when asked (even if they are unable to respond)⁵.

Pre-K	Kindergarten	1st Grade	2nd Grade	3rd Grade
• Use sentences with more complex grammatical structures when speaking (e.g., embedded clauses, such as “My teacher, who likes dogs, is nice” • Engage in storytelling • Combine 5-8 words into sentences.	Speak using complete sentences of 5-8 words • Use pronouns as the subject (I/she/he/we/they) • Use present and regular past tense verbs • Form regular plural nouns orally • Produce sentences that contain more than one verb	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. • Use pronouns as the object (me/her/him/us/them) • Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). • Use compound subjects and predicates while maintaining subject-verb agreement • Use future tense verbs • Use collective nouns (e.g.,	Produce, expand, and rearrange a variety of sentence types to communicate ideas • Use the comparative and superlative forms of adjectives • Use adverbs that convey manner • Produce simple complex and compound-complex sentences • Form and use regular and irregular plural nouns.

⁵ Specific references to multi-lingual learners are often drawn from the Iowa Early Literacy Blueprint Initiative: High Priority Milestones for K-3 Literacy Development.

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	- Join ideas using “and/so/because/if/when” - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Use informal, casual, formal, and academic language in the appropriate context⁶ - Distinguish between asking and telling - Use social communication to make introductions and requests, to express empathy and feelings - Respond to and use question words (interrogatives) (e.g., who, what, where, when, why, how).	- Use common, proper, and possessive nouns. - Use frequently occurring prepositions (e.g., during, beyond, toward). - Use determiners (e.g., articles [a/an, the], demonstratives [this/that, these/those]⁷). - Use frequently occurring adjectives. - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). - Use frequently occurring conjunctions (e.g., and, but, or, so, because). - Produce simple sentences with pronoun-antecedent agreement	group). - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). - Use reflexive pronouns (e.g., myself, ourselves). - Use adverbs that convey place - Use adjectives and adverbs, and choose between them depending on what is to be modified. - Use compound prepositional phrases - Produce and distinguish among declarative, interrogative, imperative, and exclamatory sentences	- Use abstract nouns (e.g., childhood). - Form and use regular and irregular verbs. - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. - Ensure subject-verb and pronoun-antecedent agreement. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. - Use coordinating and subordinating conjunctions.
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⁶ Beyond Kindergarten this standard continues in the [Speaking and Listening GP progression](#) in the “Collaborative Conversations” strand

⁷ Determiners

Phonological Awareness

Phonological Awareness is a group of skills that include the ability to hear, recognize, and play with the sounds in spoken language.

Skills & Understandings

Students working in the Phonological Awareness progression develop the skills and understandings of

- Identifying words that rhyme
- Counting the number of syllables in a word or in familiar names
- Recognizing alliteration (words with the same beginning sound)
- Segmenting (break) a sentence into words
- Counting sound units: words, syllables, phonemes
- Identifying and isolating sounds in words: syllables, phonemes
- Blending sounds in words: syllables, onset-rime, phonemes
- Segmenting sounds in words: syllables, onset-rime, phonemes
- Adding and substituting sounds in words, syllables, onset-rimes, and phonemes.

Having phonological awareness skills in a native language supports the development of phonological awareness in English. Caregivers should be encouraged to play with language in the child's home language.

Pre-K	Kindergarten	1st Grade	2nd Grade	3rd Grade
• Segment syllables in spoken words with modeling and assistance • Determine if two words rhyme • With modeling and assistance, segment onsets and rimes of single-syllable spoken words	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). • Blend and segment words of		•

	● Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Identify individual words in a spoken or written sentence	up to 5 phonemes that include consonant clusters ● Add, change, or remove individual phonemes in words, regardless of position ● Recognize and produce alliterations		
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Phonics & Word Recognition

The goal of phonics instruction is to help children learn the alphabetic principle, the idea that letters represent the sounds of spoken language, and that there is an organized, logical, and predictable relationship between written letters and spoken sounds⁸.

Skills & Understandings

- Read and spell consonants, blends, and digraphs
- Read and spell long and short vowels and vowel combinations
- Read and spell high-frequency words
- Recognize and apply knowledge of orthographic patterns
- Read and spell words by analyzing their parts

Before beginning word reading instruction, multilingual children must have at least basic oral abilities in English. Multilingual students will require extra practice and support for phonics development, but mastering these skills is critical to their success in more advanced literacy instruction. It is common for MLL's not to pay attention to morphology, particularly the endings of words. Instead, they may concentrate on meaning only (i.e., the root or base of words). Therefore, teachers need to draw students' attention to the form of the morphemes in English and how they convey verb tenses and plurals.

Pre-K	Kindergarten	1st Grade	2nd Grade	3rd Grade
• Associate some letters of the alphabet with their specific sounds • Identify words that start with the same letter as their name	Read words using letter-sound knowledge and blending⁹ • Fluently produce the sounds of consonants and short vowels when given the letter • Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck) • Distinguish long and short vowel sounds within words • Read letter sounds quickly and accurately (1/second) • Read approximately 200 CVC words • Identify 75% of the first 100 high frequency words, including 25-30 irregular words, e.g., the, was, of	Read words using letter-sound knowledge and syllable types • Name sounds for r-controlled vowels • Name sounds for vowel digraphs and vowel diphthongs • Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words • Read compound words and other words with two syllables by breaking them into syllables • Read words with -s, -es, -ed, -ing suffixes when added to non-changing basewords • Read the first 100 high frequency words, including	Read complex one and multi-syllable words • Identify word structures such as vowels, consonants, blends, digraphs, and digraph blends • Identify parts of words (syllables, basewords, suffixes) • Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, and consonant-le • Distinguish long and short vowels when reading regularly spelled one-syllable words	Read words by using advanced phonics patterns • Identify parts of words (syllables, basewords, suffixes) • Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (tch, dge) • Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le • Read words with sound options for the grapheme representation • Segment syllables into sounds (phonemes) and divide

⁸ Phonics and Decoding: Activities for Your Kindergarten the r

⁹ Substandards are drawn from Foundations Guides <https://www.wilsonlanguage.com/programs/foundations/overview/curriculum/>

	Spell words using letter-sound knowledge and blending • Spell approximately 200 CVC words • Spell other words phonetically, drawing on knowledge of sound-letter relationships • Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels	irregular words • Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables) Spell words using letter-sound knowledge and syllable types • Spell CVC, CCVC, CVCC, CCVCC, CVCe words • Spell compound words and other words with two syllables by breaking them into syllables • Spell words with -s, -es, -ed, -ing suffixes when added to non-changing basewords • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions • Spell the first 100 high frequency words, including irregular words (trick words)	Spell complex one and multi-syllable words • Read and spell words with short vowels • Read and spell words with long vowels in vowel-consonant-e and open syllables • Read and spell words with r-controlled vowels (ar, er, ir, or, ur) • Read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw) • Read and spell words with unexpected vowel sounds (old, ild, ind, ost, olt, ive) • Read and spell words with suffixes (-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty) • Read and spell words with common prefixes (un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-) • Read and spell phonetically regular one-, two- and three-syllable words • Identify words with inconsistent but common spelling-sound correspondences • Read and spell the first 200 high frequency words including irregular words • Divide multisyllabic words	multisyllabic words • Read and know meaning of sound-alike words (homophones) Spell words by using advanced phonics patterns • Read and spell words with unexpected vowel sounds (exceptions) • Read and spell words with short and long vowel sounds • Read and spell words with r-controlled vowels • Read and spell words with vowel teams • Read and spell words with the unexpected vowel sound of schwa in unaccented syllables • Read and spell phonetically regular words • Read and spell words with additional sounds of a and ch, the suffix -ed, and the soft sounds of c and g • Read and spell words with ph, nge, nce, tion, sion, ture, tu, ti, ci • Read and spell words with silent letters (wr, rh, gn, kn, mn, mb, gh) • Read and spell words with suffixes, including most common Latin suffixes • Read and spell words with suffixes added to unchanging basewords (strongest) • Form and use regular and irregular plural nouns • Apply spelling rules for adding suffixes to basewords that change (sliding)
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				• Read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made • Read and spell trick words or targeted high-frequency words
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Fluency

Reading fluency is a child's ability to read a book or other text accurately, with reasonable speed, and with appropriate expression. A fluent reader doesn't have to stop and "decode" each word and can focus attention on what the story or text means. Fluency is the bridge between decoding words and understanding what has been read.

Skills & Understandings

- Read grade-appropriate words quickly and accurately
- Read connected text with appropriate expression, phrasing, and intonation
- Read text at an appropriate rate
- Identify and self-correct errors while reading

At the earliest stages, teachers may need to limit the number of new words MLL's encounter in texts to help them develop automaticity in word-recognition skills. Students from home languages with a close sound-symbol correspondence who have difficulty with reading words quickly and accurately may be exhibiting a key indicator of a reading disability.

Pre-K	Kindergarten	1st Grade	2nd Grade	3rd Grade
• Pretend to read a familiar book using language from the text and reading-like intonation	Recognize letters quickly and accurately • Recognize letters quickly and accurately (1/second)¹⁰ Read decodable and irregular common words quickly and accurately • Recognize at least 25 high frequency words by sight Read emergent-reader texts with purpose and understanding. • [prosody rubric]	Read decodable and irregular common words quickly and accurately • Read regular single-syllable words fluently • Read fluently (1 word/second) • Recognize at least 100 high frequency words by sight Read authentic text accurately and with appropriate rate and expression • Reread and self-correct errors to improve understanding • Read with 91% accuracy • Read 75+¹¹ words per minute • Attend to end punctuation for phrasing • Use appropriate inflection to read declarative, interrogative, and	Read decodable and irregular common words quickly and accurately • Read grade-appropriate sight words accurately and fluently, including some multisyllabic words Read authentic text accurately and with appropriate rate and expression • Reread and self-correct errors to improve understanding • Read with 96% accuracy • Read 127+ words per minute • Attend to commas for phrasing • Use expression to convey different characters	Read decodable and irregular common words quickly and accurately • Read grade-appropriate multisyllabic sight words accurately and fluently Read authentic text accurately and with appropriate rate and expression • Reread and self-correct errors to improve understanding • Read 135+ words per minute • Use expression to convey tone • Flexibly adjust rate, accuracy, and prosody to improve comprehension when reading grade-level text

¹⁰ We use 1/second as the benchmark for all fluent word-level reading

¹¹ DIBELS® 8th Edition Benchmark Goals, Updated: July 2020

exclamatory sentences

Vocabulary

Vocabulary refers to the words we must know to communicate effectively and can be categorized in the following way:

- Listening vocabulary: the words we need to know to understand what we hear
- Speaking vocabulary: the words we use when we speak
- Reading vocabulary: the words we can read and understand
- Writing vocabulary: the words we use in writing

Skills & Understandings

- Connect oral vocabulary to words in print
- Determine the relationships among words
- Identify context clues to determine a word's meaning
- Apply common affixes and roots to understand unfamiliar words and change the form of familiar words
- Use digital and print resources to support independent word learning
- Interpreting figurative language: metaphors, similes, personification, idioms
- Apply word knowledge to read and write texts

Multilingual learners may have knowledge of certain vocabulary words in English and other words in their home language. This may lead to mixing the two languages, which should not be treated as a problem. They should be encouraged to use their home language to support learning English vocabulary¹².

Pre-K	Kindergarten	1st Grade	2nd Grade	3rd Grade
• Demonstrate an understanding of different language forms such as questions and exclamations • Demonstrate through conversation comprehension of more complex vocabulary (i.e., abstract concepts and words beyond everyday vocabulary) • Use different forms of language for different purposes • Use abstract and increasingly	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. • Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). • Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g.,	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). • Use a known root word as a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable,

¹² Realizing the number of homophones that exist in English is important for MLLs, particularly for those whose native language contains few or no homophones (e.g., Spanish).

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detailed and varied vocabulary when speaking (e.g., use “turquoise” rather than “blue” or “I want to fly into space when I grow up”)	word. Explore word relationships and nuances in word meanings. ● Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. ● Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). ● Identify real-life connections between words and their use (e.g., note places at school that are colorful). ● Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	looks, looked, looking). Demonstrate understanding of word relationships and nuances in word meanings. ● Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. ● Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). ● Identify real-life connections between words and their use (e.g., note places at home that are cozy). ● Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	clue to the meaning of an unknown word with the same root (e.g., addition, additional). ● Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). ● Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. Demonstrate understanding of word relationships and nuances in word meanings. ● Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). ● Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	care/careless, heat/preheat). ● Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). ● Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. ● Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). ● Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). ● Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
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