

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
____ I can tell words that rhyme from words that don't rhyme.	____ I can say rhyming words that begin with one or two consonants.	____ I can identify consonant blends rhymes (i.e. cost and lost) and digraph rhymes (i.e. blush and rush).	____ I can segment a multi-syllable word into syllables.					
____ I can make a rhyming word to match a given word.	____ I can say the syllables of a word.	____ I can draw a line to separate a word into two-syllables.	____ Segment spoken and written multi-syllable words into clusters (i.e. blends, digraphs, vowel patterns) when decoding unfamiliar words.					
____ I can blend two-or -three word parts to say a word. (Syllables)	____ I can blend one and two consonant beginnings to a word family to make a real word.	____ I can blend beginning sounds (including consonant blends) and rimes to form words.	____ I can break apart spoken and written multi-syllable words into clusters when decoding unfamiliar words.					
____ I can blend beginning sounds to word family endings to make words.	____ I can tell the sounds, not the letters, of a spoken word.	____ I can identify the vowels sounds in spoken word.						
____ I can name the beginning sound in a spoken word.	____ I can make a new word by adding, taking away, or changing a sound.	____ I can recognize a new word when a specific sound is changed. (i.e. change cow to how)						
	____ I can tell the beginning, middle, and ending sound of a one-syllable word.	____ I can use what I know about beginning, middle, and ending sounds to separate a word into two-syllables.						
	____ I can say the sounds a letter or letters make in a word and blend them together to read the word.	____ I can recognize two-syllable words by combining sounds from letters and letter patterns (i.e. consonant blends and long-and short-vowel patterns).						
	____ I can blend spoken sounds into one-syllable words that have more than three sounds.	____ I can blend spoken words with more than three sounds into a one-syllable word. (i.e. including consonant blends, r-controlled vowels and digraphs) (i.e. /f/l/a/t/=flat)						

Reading Targets - Phonemic Awareness

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
	<p>_____ I can tell how many sounds are in a one-syllable word with two to five sounds.</p>	<p>_____ I can use manipulatives to mark each sound in a spoken two-syllable word that has two- to -five sounds in each syllable. (e.g., splatter= /s/p/l/a/tt/er)</p>						