

**BRSU Reading Curriculum**  
**Early Reading Skills and Strategies**

Grade Level	GE 1 : Phonological Awareness	GE 2 : Concepts of Print
<b>K</b>	<p><b>Applies phonological knowledge and skills by...</b></p> <ul style="list-style-type: none"> <li>• Recognizing pairs of rhyming words and producing rhymes</li> <li>• Blending and segmenting syllables and onset-rimes (e.g., “cup-cake,” “s-at”)</li> <li>• Isolating phonemes in single-syllable words (e.g., “tell me the first sound in <i>mop</i>”; “tell me the last sound in <i>mop</i>” “tell me the middle sound in <i>mop</i>”)</li> </ul>	<p><b>Demonstrates understanding of concepts of print during shared or individual reading by...</b></p> <ul style="list-style-type: none"> <li>• Distinguishing between printed letters and words</li> <li>• Following text with finger-pointing (e.g., charts, simple books), demonstrating left-to-right and top-to-bottom directionality</li> <li>• Identifying the first and last parts of a word (beginning/end of the word)</li> <li>• Identifying (e.g., pointing or stating) key parts of a book: front and back, print, title, author, &amp; illustrations</li> </ul>
<b>1</b>	<p><b>Applies phonological knowledge and skills by...</b></p> <ul style="list-style-type: none"> <li>• <u>Counting syllables in one-syllable to four-syllable words</u></li> <li>• <u>Blending, segmenting and deleting phonemes in one-syllable words</u> (e.g., “f-i-sh,” “r-u-n”)</li> <li>• <u>Blending and segmenting phonemes in more complex one syllable words (which may include combinations of blends and digraphs, as in “th-i-ck,” “t-r-a-sh”)</u></li> <li>• <u>Recognizing the same sounds in different words, phoneme identity. (What sounds are the same in fix, fall and fun?)</u></li> </ul>	<p><b>Demonstrates understanding of concepts of print during shared or individual reading by...</b></p> <ul style="list-style-type: none"> <li>• <u>Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks)</u></li> <li>• <u>Identifying key parts of a book: title, author and illustrator</u></li> <li>• <u>Demonstrating one-one matching of words spoken to words in print</u></li> </ul>
<b>2</b>	<p><b>Applies phonological knowledge and skills by...</b></p> <ul style="list-style-type: none"> <li>• Blending and segmenting phonemes in more complex one syllable words (which may include combinations of blends and digraphs, as in “th-i-ck,” “t-r-a-sh”)</li> <li>• <u>Deleting, adding and substituting phonemes in one-syllable words</u> (“what is ‘crust’ without the ‘c’?”)</li> </ul>	NA