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| **Phonemic Awareness:**  Letter-sound recognition  Identification and manipulation of individual sounds in spoken words | -Learner has difficulty recognizing letters.  -Learner has difficulty linking letters with sounds.  -Learner has difficulty identifying words that begin with the same letter sounds. | -Learner recognizes letters.  -Learner links most letters with sounds, with assistance.  -Learner can identify most words with the same letters, with assistance. | -Learner recognizes letters with ease.  -Learner makes letter-sound links independently.  -Learner easily identifies words beginning with the same letter sounds. |
| **Phonological Awareness**  Identification and manipulation of units of language such as syllables, onsets, and rimes. | -Learner has difficulty identifying rhyming words.  -Learner has difficulty blending CVC words.  -Learner has difficulty segmenting CVC words. | -Learner can identify rhyming words with assistance.  -Learner can blend CVC words with increasing independence.  -Learner can segment words with increasing independence. | -Learner can recognize rhyming words with ease.  -Learner can blend and segment CVC words independently. |
| **Reading Fluency**  Blending and reading CVC words in story context.  Application of phonemic and phonological awareness skills in tandem. | -Learner has difficulty identifying and reading CVC words in the context of a story.  -Learner has difficulty identifying letter sounds [phonemes] and units of sound in the context of a story. | -With assistance, the learner can point out and blend CVC words in context.  -With guidance, the learner can identify letter sounds and units of sound in the context of a story. | -The learner identifies and blends CVC words with ease in context.  -The learner can independently identify letter sounds and units of sound in the context of a story.  -The learner shows reading comprehension skills and understanding of the story at hand. |

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| **1 – Below Expectations** | **2 – Meets Expectations** | **3 – Exceeds Expectations** |

Evaluation Rubric