

Literacy First Recommendations for Reading Sufficiency Plans

At the beginning of the school year, students should meet the following criteria or be considered for placement on a Reading Sufficiency Plan:

Kindergarten:

Phonological Awareness: Distinguish between words that rhyme and words that do not rhyme, 5/6 or 6/6 pairs of words (see Phonological Awareness Skill Sequence Chart and Phonological Awareness Skills Test, Literacy First Primary Manual, Tab 2)

First Grade:

Phonological Awareness: All pre-kindergarten skills plus 4 of 6 tested kindergarten skills (see Phonological Awareness Skills Sequence Chart and Phonological Awareness Skills Test, Literacy First Primary Manual, Tab 2)
Phonics: 4 of 6 tested kindergarten skills (see Literacy First Phonics Developmental Continuum and Literacy First Phonics Assessment, Literacy First Primary Manual, Tab 3)

Second Grade

Phonological Awareness: All pre-kindergarten and kindergarten skills plus 3 of 4 tested first grade skills (see Phonological Awareness Skill Sequence Chart and Phonological Awareness Skills Test, Literacy First Primary Manual, Tab 2)
Phonics: All kindergarten skills plus 7 of 10 tested first grade skills (see Literacy First Developmental Continuum and Literacy First Phonics Assessment, Literacy First Primary Manual, Tab 3)

Third Grade

Phonics: All kindergarten and first grade skills plus 4 of 6 second grade skills (see Literacy First Developmental Continuum and Literacy First Phonics Assessment, Literacy First Primary Manual, Tab 3)
Fluency: Score on grade level on the CBM Oral Reading Fluency Assessment (see Oral Reading Fluency Assessment, Literacy First Primary Manual, Tab 7)