

OBJECTIVES	Kit 1 Early Emergent	Kit 2 Emergent	Kit 3 Developing	Kit 4 Early Transitional	Kit 5 Transitional
<b>DAILY READING OF A NEW BOOK AT INSTRUCTIONAL LEVEL</b> Each kit contains carefully leveled text to ensure children's reading ability matches their instructional level. The books are sequenced to help students apply what they know from reading previous texts. Books are sequenced to build a reading vocabulary of high frequency words as well as words that need to be decoded.					
Students read and reread several books daily. Instruction focuses on monitoring, cross-checking, and searching for more information at appropriate levels of difficulty.	LEVELS 1-3	LEVELS 3-6	LEVELS 7-10	LEVELS 11-15	LEVELS 15-20
<b>PHONOLOGICAL/PHONEMIC AWARENESS</b> Daily lessons are designed to help children develop both phonemic awareness and phoneme discrimination skills. During each lesson children receive explicit instruction about sounds, letters, and the relationships between sounds and letters.					
Identifies and isolates initial, medial, and final sounds in spoken words	✓	✓	✓		
Identifies and matches initial, medial, and final sounds in written words	✓	✓	✓		
Identifies syllable breaks		✓	✓		
Identifies and produces rhyming words		✓	✓	✓	✓
Segments monosyllabic words into phonemes		✓	✓	✓	
Segments multisyllabic words into phonemes			✓	✓	✓
Blend phonemes into words	✓	✓	✓	✓	✓
<b>PHONICS/SPELLING</b> Daily phonics work is sequenced to provide systematic steps in learning letter-sound relationships and spelling patterns.					
Identifies and names letters	✓	✓			
Matches letters to sounds (consonants)	✓	✓			
Matches letters to sounds (vowels, diagraphs, blends)		✓	✓	✓	
Uses initial and final letter sounds to decode new words		✓	✓	✓	
Uses onset-rimes to solve new words			✓	✓	✓
Uses common spelling patterns to write new words			✓	✓	✓
Develops core of known words (reading and writing)	✓	✓	✓	✓	✓
Works independently to take apart complex or multisyllabic words				✓	✓



# Literacy Wings™ Content Focus\*

OBJECTIVES	Kit 1 Early Emergent	Kit 2 Emergent	Kit 3 Developing	Kit 4 Early Transitional	Kit 5 Transitional
<b>FLUENCY</b> In each lesson the teacher demonstrates and prompts for fluency and rapid word solving through oral rereading of texts.					
Matches finger to print quickly	✓	✓			
Uses reading finger only at difficulty			✓	✓	✓
Increases reading speed and phrasing			✓	✓	✓
Makes voice sound interesting	✓	✓	✓	✓	✓
Uses punctuation to anticipate intonation		✓	✓	✓	✓
Uses appropriate parsing of language			✓	✓	✓
Increases error-free, fast reading					✓
<b>VOCABULARY</b> Through daily work with new books and oral discussions, the teacher and students work in a small group setting that provides opportunities for increasing vocabulary. During each lesson the teacher works with students to build an increased sight vocabulary.					
Recognizes high-frequency words in text	✓	✓	✓	✓	✓
Increases ability to learn new sight words	✓	✓	✓	✓	✓
Recognizes color words, days of the week			✓	✓	✓
Uses appropriate vocabulary to discuss story ideas	✓	✓	✓	✓	✓
Uses appropriate vocabulary to express subjective feelings, personal ideas, and experiences	✓	✓	✓	✓	✓
<b>COMPREHENSION</b> Through the introduction of new fiction and nonfiction books, and during the follow-up discussions, teachers demonstrate strategies for increasing comprehension.					
Uses pictures to predict meaning	✓	✓	✓		
Monitors reading accuracy for meaning	✓	✓	✓	✓	✓
Uses meaning from text to anticipate and read accurately	✓	✓	✓	✓	✓
Answers a variety of types and levels of questions, including open-ended, literal, and interpretive questions	✓	✓	✓	✓	✓
Asks questions and understands key themes	✓	✓	✓	✓	✓
Compares and contrasts ideas and concepts			✓	✓	✓



OBJECTIVES	Kit 1 Early Emergent	Kit 2 Emergent	Kit 3 Developing	Kit 4 Early Transitional	Kit 5 Transitional
<b>COMPREHENSION, continued</b>					
Communicates major ideas orally	✓	✓	✓	✓	✓
Connects ideas (text-to-text, text-to-self, text-to-world)	✓	✓	✓	✓	✓
Determines main idea and supporting details			✓	✓	✓
Makes inferences				✓	✓
Predicts outcomes or events	✓	✓	✓	✓	✓
Rereads to check for accuracy	✓	✓	✓	✓	✓
Retells the sequence of events	✓	✓	✓	✓	✓
Summarizes information or events	✓	✓	✓	✓	✓
Distinguishes fiction from nonfiction	✓	✓	✓	✓	✓
<b>WRITING</b> Using nonfiction text as a focus for discussion, students work together to compose and write responsively. The teacher provides direct instruction in the mechanics of writing and writing strategies.					
Develops a core of words written easily and correctly	✓	✓	✓	✓	✓
Uses appropriate letter formation	✓	✓			
Uses spaces between words	✓	✓			
Uses appropriate uppercase and lowercase letters	✓	✓			
Uses appropriate punctuation	✓	✓	✓		
Uses spelling patterns to write new words			✓	✓	✓
Uses letter/sound relationships to write new words	✓	✓	✓	✓	✓
Uses ideas to write	✓	✓	✓	✓	✓

\*Based on guidelines set by U.S. Department of Education, *Guidance for the Reading First Program*, April 2002