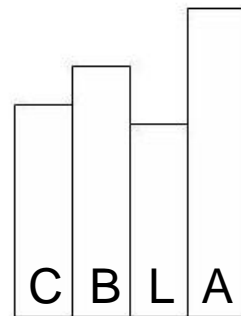
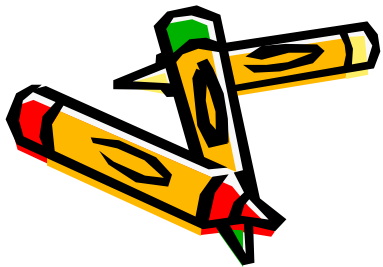




# Colorado Basic Literacy Act (CBLA) 2004 Changes



Colorado Basic Literacy Act

# Kindergarten CBLA Proficiencies:

## Kindergarten (1997)

- **Sense of story including:**
  - Tell a simple story with beginning, middle and end
  - Retell a known story in sequence
- **Concepts about print including:**
  - Handle books correctly
  - Understand directionality of print
  - Focus on word after word in sequence
  - Use pictures to predict print
  - Realize print carries meaning
- **Phonological and phonemic awareness including:**
  - Recognize patterns of sound in oral language
  - Follow written text when read aloud
  - Hear and repeat initial sounds in words
- **Some letter and word recognition including:**
  - Know letters in their names
  - Recognize own name in print
  - Recognize the differences between numerals and letters
  - Recognize the difference between lower and upper case letters

## Kindergarten (2004)

- **Sense of story including:**
  - Tell a simple story with beginning, middle and end
  - Retell a known story in sequence
  - Listen to and comprehend a variety of genres
  - Generate a picture/written response to text listened to or read
  - Connect information and events in texts to life experiences
  - Identify characters, settings, and key events in a text
- **Concepts about print including:**
  - Handle books correctly
  - Understand directionality of print
  - Focus on word after word in sequence
  - Use pictures to predict print
  - Realize print carries meaning
- **Phonological and phonemic awareness including:**
  - Recognize, hear and produce patterns of sound in oral language
  - Identify, blend, and segment the phonemes of most one-syllable words
- **Some letter and word recognition including:**
  - Recognize and name all letters
  - Apply knowledge of letter-sounds to decode single syllable words
  - Know letter sounds
  - Read simple words including a few sight words
- **Vocabulary including:**
  - Talk about words and word meaning
  - Identify and sort common words within basic categories
- **Fluency including:**
  - Read orally simple text containing familiar word patterns
  - Express knowledge of words used in instruction such as prepositions, common nouns, verbs, and pronouns

# First Grade CBLA Proficiencies:

## First Grade (1997)

- **Understanding of text including:**
  - Use pictures to check meaning
  - Use prior knowledge to comprehend text
  - Retell in a logical, sequential order including some detail and inference
  - Make logical predictions
  - Monitor reading to make sure the message makes sense
- **Integration of cueing systems – graphophonics, syntax, and semantics - including:**
  - Recognize letters and know sound-symbol relationships (graphophonics)
  - Use the word attack skill of letter-sound relationships when reading (graphophonics)
  - Use sentence structure and word order to predict meaning (syntax)
  - Use background knowledge and context to construct meaning (semantics)

## First Grade (2004)

- **Understanding of text read aloud to or read by the child including:**
  - Use a range of strategies efficiently when construction meaning from text being listened to or read
  - Activate schema/background knowledge
  - Ask questions
  - Retell, summarize, and/or synthesize important information
  - Create mental images of places, characters, and events
  - Draw inferences
  - Use a variety of strategies to monitor and maintain comprehension
  - Read, comprehend, and listen to a range of genres, narrative texts and expository texts
  - Retell narrative text using characters, setting, and sequence of events
  - Retell expository text using main idea and some supporting details
  - Generate a written or oral response to what has been read
  - Connect information and events in texts to life experiences
- **Phonemic awareness including:**
  - Use onset and rime to create new words that include blends and digraphs
  - Hear and identify initial, medial, and final sounds of a given word
  - Hear the similarities of sounds in words and rhythmical patterns in a sequence
  - Recognize alliteration
- **Letter and word recognition including:**
  - Recognize and apply knowledge of letter-sound relationships, including consonants, consonant blends, digraphs, common short and long vowel patterns to decode words
- **Vocabulary including:**
  - Demonstrate a reading vocabulary of 300-500 words, including sight words and one and two syllable words
  - Use sentence structure and background knowledge to understand word meanings
  - Understand and generate vocabulary specific to content
- **Fluency including:**
  - Read orally grade level materials, attending to phrasing, intonation, and punctuation

# Second Grade CBLA Proficiencies:

## Second Grade (1997)

- **Understanding of texts including:**
  - Gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository text
  - Use a variety of comprehension strategies before, during, and after reading
- **Integration of cueing systems while reading a wider variety of increasingly difficult text including:**
  - Use the word attack skills to read new and unfamiliar words (graphophonics)
  - Use sentence structure, paragraph structure, and word order to predict meaning (syntax)
  - Use and integrate background knowledge, experience, and context to construct meaning (semantics)

## Second Grade (2004)

- **Efficient use of a range of strategies when constructing meaning from text including:**
  - Activate schema/background knowledge
  - Determine importance of information
  - Ask questions
  - Retell, summarize, and/or synthesize important information
  - Create mental images of places, characters, events, and places
  - Draw inferences
  - Use a variety of strategies to monitor and maintain comprehension
  - Read, comprehend, and listen to a range of genres, narrative texts and expository texts
  - Retell narrative text using characters, setting, and sequence of events
  - Retell expository text using main idea and some supporting details
  - Generate a written or oral response to what has been read
  - Connect information and events in texts to life experiences
  - State the purpose for reading
  - Interpret information from simple diagrams, charts, and graphs
  - Read and follow simple written directions
- **Phonemic awareness including:**
  - Use knowledge of blending, segmenting, and manipulating phonemes in one or more syllable words
  - Identify the presence of word endings
  - Recognize alliteration
- **Letter and word recognition including:**
  - Recognize and use knowledge of letter-sound relationships, including diphthongs, common vowel patterns, and common word endings to decode unknown words
  - Demonstrate a reading vocabulary of 1,000 words, including sight words and multisyllable words
- **Vocabulary including:**
  - Use sentence structure and background knowledge to understand word meanings
  - Understand and generate vocabulary specific to content
- **Fluency including:**
  - Orally read grade level materials attending to phrasing, intonation, and punctuation
  - Adjust reading pace to accommodate purpose, style, and difficulty of text

# Third Grade CBLA Proficiencies:

## Third Grade (1997)

- **Understanding of the text including:**
  - Adjust reading pace to accommodate purpose, style, and difficulty of material
  - Summarize text passages
  - Apply information and make connections from reading
- **Integration of cueing systems including:**
  - Use the word attack skills to read new and unfamiliar words (graphophonics)
  - Use sentence structure, paragraph structure, text organization and word order (syntax)
  - Use and apply background, experience, and context to construct a variety of meanings over developmentally appropriate complex texts (semantics)
  - Use strategies of sampling, predicting, confirming, and self-correcting quickly, confidently, and independently (graphophonics, syntax, and semantics)

## Third Grade (2004)

- **An understanding of the text including:**
  - Use a range of strategies efficiently when constructing meaning from text
  - Retell, summarize, and/or synthesize important information
  - Apply information and make connections from reading
  - Activate schema/background knowledge
  - Determine importance
  - Ask questions
  - Create images
  - Draw inferences
  - Use a variety of strategies to monitor and maintain comprehension
  - Read and understand a wide range of genres
  - Retell narrative text using characters, setting, and sequence of events
  - Retell expository text using main idea and some supporting details
  - Generate a response to reading citing examples from text
  - Connect information and events in texts to life experiences
  - State the purpose for reading
  - Interpret information from simple diagrams, charts, and graphs
  - Read and follow simple written directions
  - Summarize text passages
  - Understand literary elements
  - Compare one text to another
- **Letter and word recognition including:**
  - Apply knowledge of letter-sound relationships and syllable spelling patterns to decode words in order to comprehend connected text
- **Vocabulary including:**
  - Understand vocabulary essential to text
  - Understand and generate vocabulary specific to content
  - Use a range of strategies (e.g., context, prefixes, suffixes, roots)
  - Use a range of resources (e.g. reference guides)
  - Recognize common prefixes, suffixes, and roots in multisyllabic words
- **Fluency including:**
  - Read grade level materials attending to phrasing, intonation, and punctuation
  - Read silently and often for extended period of time
  - Adjust reading pace to accommodate purpose, style, and difficulty of text