

Date:	Supplemental Instruction/Intervention:
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Skills Key

FOUNDATIONAL READING SKILLS

Print Concepts	The ability to approach print with a basic understanding of how it works, including the concept that text conveys a message, knowledge of how books work, which direction to read in, and how to interpret punctuation.
High-Frequency Words	The ability to quickly and automatically read common high-frequency words by sight.
Fluency	The ability to read texts with accuracy, appropriate rate, and expression to support comprehension.
Capitalization & Punctuation	The ability to use knowledge of conventions when reading.

VOCABULARY ACQUISITION SKILLS

High-Frequency Words	The ability to quickly and automatically read common high-frequency words by sight.
Word Learning Strategies	The ability to clarify the meaning of unknown words using strategies such as morphemic and contextual analysis.
Academic Language	The ability to use the language needed for success in school, including general academic words (which appear frequently in print, but rarely in social conversations), discipline-specific terms, and multiple meaning words.

COMPREHENSION SKILLS

Listening Comprehension	The ability to listen to and comprehend spoken language and derive meaning from oral texts.
Key Ideas & Details	The ability to distinguish key ideas from supporting details.
Independent Reading	The ability to read texts independently, with minimal to no assistance.
Monitoring Comprehension	The ability of learners to recognize whether they understand what they are reading, and if necessary, to take steps to repair their comprehension before continuing to read.

COGNITIVE SKILLS

Memory	The ability to use both working memory and long-term memory to understand and retain information. Working memory is the capacity to keep information in mind over the short term, while integrating or manipulating it. Long-term memory is the capacity to store and retrieve information over hours, days, or years.
Attention	The ability to focus on specific information, to sustain that focus, and to ignore distractions, while carrying out a task.
Processing	The ability to rapidly interpret and integrate auditory and/or visual information. For example, interpreting a complex burst of acoustic information to identify a phoneme, or integrating a set of lines and curves to recognize a letter.
Sequencing	The ability to track the order of things like the sounds in a word, the words in a sentence, the sentences in a paragraph, or the events in a timeline.