



i-Ready Literacy Tasks: **Progressions**

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Overview

If you are using the *i-Ready Diagnostic for Reading and Literacy Tasks* to meet state or district screening requirements, follow the **state-specific guidance on *i-Ready Central***. Otherwise, the Task Progressions Charts that follow can be used to guide your assessment plan and determine next steps—including further assessment or progress monitoring—for students.

To better understand students' literacy performance, in the absence of or in addition to state or district screening requirements, consider these two options.

1. **To examine specific foundational literacy skills of students whose Diagnostic performance raises concern or warrants a closer look:**

Administer the *i-Ready Diagnostic for Reading* first. Use guidance in the Literacy Task Progressions on subsequent pages to evaluate each student's Diagnostic performance, overall or in Foundational Skills domains (e.g., Phonological Awareness, Phonics, High-Frequency Words), and determine which task(s) to administer. When using Literacy Tasks in this manner, reviewing response patterns can be helpful in understanding student literacy performance and informing instruction.

2. **To include a grade-appropriate fluency component in each student's reading profile to understand performance across the five components of reading:**

Administer the *i-Ready Diagnostic for Reading* and a grade-level Literacy Task to all students (K–6) in a similar time frame to gather information about fluency performance that complements Diagnostic results. Use guidance in the Literacy Task Progressions on subsequent pages to evaluate performance on the Diagnostic and Literacy Tasks and determine next steps.

For students performing at or above grade level in Foundational Skills but below grade level in Vocabulary and/or Comprehension, no further foundational skills assessment is recommended, unless required for state or district screening. Rather than administering additional Literacy Tasks, focus on developing these students' linguistic comprehension (including vocabulary, language proficiency, and reading comprehension).

Regardless of a student's performance using the options detailed above, always deliver core instruction, *i-Ready Next Steps*, and Personalized Instruction for all students.

Recommended Grade-Level Fluency Literacy Tasks to Administer with the *i-Ready Diagnostic for Reading*

	Fall	Winter	Spring
Grade K	Letter Naming Fluency	Letter Naming Fluency	Pseudoword Decoding—Fluency*
Grade 1	Pseudoword Decoding—Fluency*	G1 Passage Reading Fluency	G1 Passage Reading Fluency
Grade 2+	G2+ Passage Reading Fluency	G2+ Passage Reading Fluency	G2+ Passage Reading Fluency

*For Kindergarten Spring and Grade 1 Fall, Pseudoword Decoding—Fluency is recommended because it measures decoding fluency using nonwords, which complements the untimed measure of real word reading in the *i-Ready Diagnostic* Phonics and HFW domains. If you prefer to measure fluent reading of real words, consider using the K or G1 Word Recognition Fluency tasks instead.

As you continue to review this section, use the following key as a guide to identify the specific Diagnostic domains and Literacy Tasks referenced in the Literacy Task Progressions.

Note that Phonics and High-Frequency Words refer to domains of the Diagnostic for Reading, while Phonological Awareness may refer to the Diagnostic domain or Literacy Task type. All other terms refer to Literacy Tasks.

Abbreviation Key	
PA	Phonological Awareness
PH	Phonics
HFW	High-Frequency Words
LNF	Letter Naming Fluency
LSF	Letter Sound Fluency
WRF	Word Recognition Fluency
PWD—F	Pseudoword Decoding—Fluency
PWD—M	Pseudoword Decoding—Multisyllabic
PRF	Passage Reading Fluency

Grade K, Fall



Administer *i-Ready Diagnostic* to all students

Optional fluency task: Administer the LNF Task

At the beginning of Grade K, administer the *i-Ready Diagnostic* and the LNF Task to help determine where instruction should begin for the student. At this point in Grade K, deliver core instruction using *i-Ready* Next Steps and Personalized Instruction (if applicable) to students to provide supplemental instruction.

Some students may not yet have received instruction in foundational reading skills, in which case it may be too early to make valid predictions of potential reading difficulties. If specific reading difficulties are suspected for students in Grade K fall, contact your administrator regarding next steps, which may include additional assessment by a specialist.

Administer *i-Ready Diagnostic* to all students

Optional: Administer the LNF Task

Always Prioritize Instruction

- Follow *i-Ready* Next Steps
- Make time for *i-Ready Personalized Instruction*
- Deliver core instruction

If **PA domain placement is Emerging GK**

- Use **PA Tasks** for more information and/or to check progress periodically.
- See **PA Progressions** on [page 14](#).

If **PH domain placement is Emerging GK**

For more information on which letter sounds to focus on in instruction, administer an **LSF Task**.

If **HF domain placement is Emerging GK**

For more information on which HFWs to focus on in instruction, administer a **GK WRF Task**.

If you administered **LNF and the score is in the Below range**

Focus instruction on letter names that need support, while bridging to letter sounds.

Progress Monitoring (PM)*: If student is receiving intervention in:

Phoneme Segmenting:

Monitor with
PSF PM forms

Letter Sounds:

Monitor with
LSF PM forms

Word Recognition:

Monitor with
GK WRF PM forms

(Informal) Use the additional **LNF forms** periodically to check on letter name knowledge

*Follow your district/school policies for intervention referral.

Administer *i-Ready Diagnostic* to all students

Optional: Administer the PWD—F Task

Always Prioritize Instruction

- Follow *i-Ready* Next Steps
- Make time for *i-Ready Personalized Instruction*
- Deliver core instruction

If **PA** domain placement is Emerging or Early GK*

- Use PA Tasks for more information and/or to check progress periodically.
- See PA Progressions on [page 14](#).

If **PH** domain placement is Emerging or Early GK and/or if you administered a **PWD—F Task** and the score is in the Below range

For more information, administer an **LSF Task**.

If LSF is **Below***

Focus instruction on letter sounds that need support, while bridging to word decoding.

If LSF is **On/Above**:

- Focus instruction on word decoding, with an emphasis on phoneme-grapheme blending and segmenting.
- Investigate student's phoneme blending and segmenting (see PA Progressions on [page 14](#)).

If **HFW** domain placement is Emerging or Early GK

For more information, administer a **GK WRF Task**.

If GK WRF is **Below**:

Focus instruction on the study of GK HFWs the student does not yet recognize.

If GK WRF is **On/Above**:

- Focus instruction on automatic recognition and spelling of GK HFWs.
- Add higher-level HFWs as the student progresses.

Progress Monitoring (PM)**: If student is receiving intervention in:

Phoneme Segmenting:

Monitor with
PSF PM forms

Letter Sounds:

Monitor with
LSF PM forms

Decoding:

Monitor with
PWD—F PM forms

Word Recognition:

Monitor with
GK WRF PM forms

(Informal)

Use LNF forms periodically to check on letter name knowledge

*Students whose overall placement on the *i-Ready Diagnostic* for Reading is below grade level and who demonstrate ongoing difficulty with a subset of LNF, LSF, and/or PA should be considered for additional screening for reading support and/or referral to district personnel.

**Follow your district/school policies for intervention referral.

Administer *i-Ready Diagnostic* to all students*Optional: Administer the PWD—F Task***Always Prioritize Instruction**

- Follow *i-Ready* Next Steps
- Make time for *i-Ready Personalized Instruction*
- Deliver core instruction

If **PA** domain placement is Below G1*

- Use PA Tasks for more information and/or to check progress periodically.
- See PA Progressions on [page 14](#).

If **PH** domain placement is Below G1 and/or if you administered a **G1 PWD—F Task** and the score is in the Below range

For more information, administer an **LSF Task**.

If LSF is **Below***

Focus instruction on letter sounds that need support, while bridging to word decoding.

If LSF is **On/Above**:

- Focus instruction on word decoding, adding more complex sound-spelling patterns with an emphasis on phoneme-grapheme blending/segmenting.
- For more information, and/or to check progress, administer a PWD—F task.

If **HFW** domain placement is Below G1

For more information, administer a **GK WRF Task**.

If GK WRF is **Below**:

Focus instruction on study of HFWs the student does not yet recognize.

If GK WRF is **On/Above**:

- Focus study on G1 HFWs (e.g., from the G1 WRF Task), emphasizing spelling.
- Add automatic recognition and spelling of higher-level HFWs as the student progresses.

Progress Monitoring (PM): If student is receiving intervention in:****Phoneme Segmenting:**

Monitor with PSF PM forms

Letter Sounds:

Monitor with LSF PM forms

Decoding:

Monitor with PWD—F PM forms

Word Recognition:

Monitor with G1 WRF PM forms (or GK WRF PM forms if necessary)

*Students whose overall placement on the *i-Ready Diagnostic* for Reading is below grade level and who demonstrate ongoing difficulty with a subset of LNF, LSF, and/or PA should be considered for additional screening for reading support and/or referral to district personnel.

**Follow your district/school policies for intervention referral.

Administer *i-Ready Diagnostic* to all students

Optional: Administer the G1 PRF Task

Always Prioritize Instruction

- Follow *i-Ready* Next Steps
- Make time for *i-Ready Personalized Instruction*
- Deliver core instruction

If **PA** domain placement is Below G1*

- Use PA Tasks to check progress periodically.
- See PA Progressions on [page 14](#).

If **PH** domain placement is Below G1For more information, administer an **LSF Task**.If LSF is **Below***:

- Focus instruction on any letter sounds that need support, while bridging to word decoding.
- Add more complex spelling patterns as the student progresses with an emphasis on phoneme-grapheme blending and segmenting.

If LSF is **On/Above**:

- Focus instruction on word decoding, adding more complex sound-spelling patterns with an emphasis on phoneme-grapheme blending/segmenting.
- For more information, and/or to check progress, administer a PWD—F task.

If **HFW** domain placement is Below G1For more information, administer a **GK WRF Task**.If GK WRF is **Below**:

Focus instruction on study of HFWs the student does not yet recognize.

If GK WRF is **On/Above**:

- Focus study on G1 HFWs (e.g., from the G1 WRF Task), emphasizing spelling.
- Add automatic recognition and spelling of higher-level HFWs as the student progresses.

If you administered **PRF** and **WCPM** is **Below the 50th Percentile**

- See guidance in other domains to the left of this page to investigate foundational skills.**
- **WCPM between 25th and 49th**: Use the [Support for Improving Reading Fluency](#) resource.
- **WCPM below 25th**: Use the [Foundational Support for Developing Reading Fluency](#) resource.

Progress Monitoring (PM)[†]: If student is receiving intervention in:

Phoneme Segmenting:

Monitor with PSF PM forms

Letter Sounds:

Monitor with LSF PM forms

Decoding:

Monitor with PWD—F PM forms

Word Recognition:

Monitor with G1 WRF PM forms (or GK WRF PM forms if necessary)

Passage Reading Fluency:

Monitor with G1 PRF PM forms

*Students whose overall placement on the *i-Ready Diagnostic* for Reading is below grade level and who demonstrate ongoing difficulty with a subset of LNF, LSF, and/or PA should be considered for additional screening for reading support and/or referral to district personnel.

**If foundational skills are on grade level, continue working on grade-level connected text with a focus on integration of automatic word recognition and effortless decoding, leading to fluency.

†Follow your district/school policies for intervention referral.

Administer *i-Ready Diagnostic* to all students

Optional: Administer the G1 PRF Task

Always Prioritize Instruction

- Follow *i-Ready* Next Steps
- Make time for *i-Ready Personalized Instruction*
- Deliver core instruction

If **PA** domain placement is Emerging or Below Mid G1*

- Use PA Tasks to check progress periodically.
- See PA Progressions on [page 14](#).

If **PH** domain placement is Below Mid G1

- For a **GK or Emerging GK** placement, can administer **LSF Task** for more information.
- For an **Early G1** placement, can administer **PWD—F Task** for more information.

If LSF or PWD—F is **Below***:

- Focus instruction on any letter sounds that need support, while bridging to word decoding.
- Add more complex spelling patterns as the student progresses with an emphasis on phoneme-grapheme blending and segmenting.

If LSF or PWD—F is **On/Above**:

Focus instruction on word decoding, adding more complex sound-spelling patterns with an emphasis on phoneme-grapheme blending and segmenting.

If **HFW** domain placement is Below Mid G1

- If placement is at **GK or Emerging GK**, can administer **GK WRF Task** for more information.
- If placement at **Early G1**, can administer **G1 WRF Task** for more information.

If WRF is **Below**:

Focus instruction on study of HFWs the student does not yet recognize.

If GK WRF is **On/Above**:

- Focus study on HFWs one level above those on the WRF form (e.g. G1 or G2 HFWs), emphasizing spelling.
- Add automatic recognition and spelling of higher-level HFWs as the student progresses.

If you administered **PRF** and **WCPM** is **Below the 50th Percentile**

- See guidance in other domains to the left of this page to investigate foundational skills.**
- **WCPM between 25th and 49th**: Use the [Support for Improving Reading Fluency](#) resource.
- **WCPM below 25th**: Use the [Foundational Support for Developing Reading Fluency](#) resource.

Progress Monitoring (PM)[†]: If student is receiving intervention in:

Phoneme Segmenting:

Monitor with PSF PM forms

Letter Sounds:

Monitor with LSF PM forms

Decoding:

Monitor with PWD—F PM forms

Word Recognition:

Monitor with G1 WRF PM forms (or GK WRF PM forms if necessary)

Passage Reading Fluency:

Monitor with G1 PRF PM forms

*Students whose overall placement on the *i-Ready Diagnostic* for Reading is below grade level and who demonstrate ongoing difficulty with a subset of LNF, LSF, and/or PA should be considered for additional screening for reading support and/or referral to district personnel.

**If foundational skills are on grade level, continue working on grade-level connected text with a focus on integration of automatic word recognition and effortless decoding, leading to fluency.

†Follow your district/school policies for intervention referral.

Administer *i-Ready Diagnostic* to all students

Optional: Administer the G2 PRF Task

Always Prioritize Instruction

- Follow *i-Ready* Next Steps
- Make time for *i-Ready Personalized Instruction*
- Deliver core instruction

If student has a **PA** placement and it is Below Max Score*

- Use PA Tasks for more information and/or to check progress periodically.
- See PA Progressions on [page 14](#).

If **PH** domain placement is Below G2

- For a **G1 PH** placement, can administer a **PWD—F Task** for more information.
- For a **GK PH** placement, can administer an **LSF Task** for more information.
- Based on the **PWD—F and/or LSF Task**, focus instruction on decoding and/or letter-sound skills.
- Add more complex sound-spelling patterns and syllable types as the student progresses.
- To measure student's multisyllabic decoding and word attack skills, can administer a **PWD—M Task**.

If **HFW** domain placement is Below G2

Administer a **WRF Task** that matches the grade level of the student's HFW placement. For example, administer a **GK WRF Task** for a **GK HFW** placement.

If WRF is **Below**:

Focus instruction on study of HFWs the student does not yet recognize.

If WRF is **On/Above**:

- Focus study on HFWs one level above those on the WRF form (e.g., G1 or G2 HFWs), emphasizing spelling.
- Add automatic recognition and spelling of higher-level HFWs as the student progresses.

If you administered **PRF** and **WCPM** is **Below the 50th Percentile**

- See guidance in other domains to the left of this page to investigate foundational skills.**
- **WCPM between 25th and 49th**: Use the [Support for Improving Reading Fluency](#) resource.
- **WCPM below 25th**: Use the [Foundational Support for Developing Reading Fluency](#) resource.

Progress Monitoring (PM)[†]: If student is receiving intervention in:

Phoneme Segmenting:

Monitor with PSF PM forms

Letter Sounds:

Monitor with LSF PM forms

Decoding:

Monitor with PWD—F PM forms

Word Recognition:

Monitor with G1 WRF PM forms (or GK WRF PM forms if necessary)

Passage Reading Fluency:

Monitor with G2 PRF PM forms (or G1 PRF PM forms if necessary)

*Students whose overall placement on the *i-Ready Diagnostic* for Reading is below grade level and who demonstrate ongoing difficulty with a subset of LNF, LSF, and/or PA should be considered for additional screening for reading support and/or referral to district personnel.

**If foundational skills are on grade level, continue working on grade-level connected text with a focus on integration of automatic word recognition and effortless decoding, leading to fluency.

†Follow your district/school policies for intervention referral.

Administer *i-Ready Diagnostic* to all students

Optional: Administer the G2 PRF Task

Always Prioritize Instruction

- Follow *i-Ready* Next Steps
- Make time for *i-Ready Personalized Instruction*
- Deliver core instruction

If student has a **PA** placement and it is Below Max Score*

- Use PA Tasks to check progress periodically.
- See PA Progressions on [page 14](#).

If **PH** domain placement is Below Mid G2

- For an **Early G2** or a **G1 PH** placement, can administer a **PWD—F Task** for more information.
- For a **GK PH** placement, can administer an **LSF Task** for more information.
- Based on the **PWD—F and/or LSF Task**, focus instruction on decoding and/or letter-sound skills.
- Add more complex sound-spelling patterns and syllable types as the student progresses.
- To measure student's multisyllabic decoding and word attack skills, can administer a **PWD—M Task**.

If **HFW** domain placement is Below Mid G2

Administer a **WRF Task** that matches the grade level of the student's HFW placement. For example, administer a **GK WRF Task** for a **GK HFW** placement.

If WRF is **Below**:

Focus instruction on study of HFWs the student does not yet recognize.

If WRF is **On/Above**:

- Focus study on HFWs one level above those on the WRF form (G1, G2, or G3), emphasizing spelling.
- Add automatic recognition and spelling of higher-level HFWs as the student progresses.

If you administered **PRF** and **WCPM** is **Below the 50th Percentile**

- See guidance in other domains to the left of this page to investigate foundational skills.**
- **WCPM between 25th and 49th**: Use the [Support for Improving Reading Fluency](#) resource.
- **WCPM below 25th**: Use the [Foundational Support for Developing Reading Fluency](#) resource.

Progress Monitoring (PM)[†]: If student is receiving intervention in:

Phoneme Segmenting:

Monitor with
PSF PM forms

Letter Sounds:

Monitor with
LSF PM forms

Decoding:

Monitor with
PWD—F PM forms

Word Recognition:

Monitor with G1 WRF PM forms
(or GK WRF PM forms if necessary)

Passage Reading Fluency:

Monitor with G2 PRF PM forms
(or G1 PRF PM forms if necessary)

*Students whose overall placement on the *i-Ready Diagnostic* for Reading is below grade level and who demonstrate ongoing difficulty with a subset of LNF, LSF, and/or PA should be considered for additional screening for reading support and/or referral to district personnel.

**If foundational skills are on grade level, continue working on grade-level connected text with a focus on integration of automatic word recognition and effortless decoding, leading to fluency.

†Follow your district/school policies for intervention referral.

Administer *i-Ready Diagnostic* to all students
Optional: Administer the G3 PRF Task



Always Prioritize Instruction

- Follow *i-Ready* Next Steps
- Make time for *i-Ready Personalized Instruction*
- Deliver core instruction

**If student has a
PH domain placement
Below G3**

- For a **G2 or G1 PH** placement, can administer a **PWD—F Task** for more information.
- For a **GK PH** placement, can administer an **LSF Task and/or PA Task** for more information.* See PA Progressions on [page 14](#).
- Use the information from the **PWD—F Task** to focus instruction on word decoding skills, adding more complex sound-spelling patterns and syllable types as the student progresses.
- To measure student's multisyllabic decoding and word attack skills, can administer a **PWD—M Task**.

**If student has an
HFW domain placement
Below Max Score**

- Administer a **WRF Task** that matches the grade level of the student's **HFW** placement. For example, administer a **G2 WRF Task for a G2 HFW placement**.
- If **WRF is below**, focus instruction on **HFWs** the student does not yet recognize.
- If **WRF is On/Above**, focus instruction on **HFWs one level above** those on the WRF form (G1, G2, or G3), emphasizing spelling.
- Add higher-level **HFWs** as the student progresses.

**If you administered
PRF and WCPM is
Below the 50th Percentile**

- See guidance in other domains to the left of this page to investigate foundational skills.**
- **WCPM between 25th and 49th:** Use the [Support for Improving Reading Fluency](#) resource.
- **WCPM below 25th:** Use the [Foundational Support for Developing Reading Fluency](#) resource.

Progress Monitoring (PM)[†]: If student is receiving intervention in:

Letter Sounds:

Monitor with
LSF PM forms

Decoding:

Monitor with
PWD—F PM forms

Word Recognition:

Monitor with G1 WRF PM forms
(or GK WRF PM forms if necessary)

Passage Reading Fluency:

Monitor with G3 PRF PM forms
(or below-level PRF PM forms if necessary)

*Students whose overall placement on the *i-Ready Diagnostic* for Reading is below grade level and who demonstrate ongoing difficulty with a subset of LNF, LSF, and/or PA should be considered for additional screening for reading support and/or referral to district personnel.

**If foundational skills are on grade level, continue working on grade-level connected text with a focus on integration of automatic word recognition and effortless decoding, leading to fluency.

†Follow your district/school policies for intervention referral.

Administer *i-Ready Diagnostic* to all students

Optional: Administer the G3 PRF Task

Always Prioritize Instruction

• Follow *i-Ready* Next Steps• Make time for *i-Ready Personalized Instruction*

• Deliver core instruction

If student has a
PH domain placement
Below Mid G3

- For an **Early G3, G2, or G1 PH** placement, can administer a **PWD—F Task** for more information.
- For a **GK PH placement**, can administer an **LSF Task and/or PA Task** for more information.* See PA Progressions on [page 14](#).
- Use the information from the **PWD—F Task** to focus instruction on word decoding skills, adding more complex sound-spelling patterns and syllable types as the student progresses.
- To measure student's multisyllabic decoding and word attack skills, can administer a **PWD—M Task**.

If student has an
HFW domain placement
Below Max Score

- Administer a **WRF Task** that matches the grade level of the student's **HFW** placement. For example, administer a **G2 WRF Task for a G2 HFW placement**.
- If **WRF is below**, focus instruction on **HFWs** the student does not yet recognize.
- If **WRF is On/Above**, focus instruction on **HFWs one level above** those on the WRF form (G1, G2, or G3), emphasizing spelling.
- Add higher-level **HFWs** as the student progresses.

If you administered
PRF and WCPM is
Below the 50th Percentile

- See guidance in other domains to the left of this page to investigate foundational skills.**
- **WCPM between 25th and 49th**: Use the [Support for Improving Reading Fluency](#) resource.
- **WCPM below 25th**: Use the [Foundational Support for Developing Reading Fluency](#) resource.

Progress Monitoring (PM)[†]: If student is receiving intervention in:

Letter Sounds:

Monitor with
LSF PM forms

Decoding:

Monitor with
PWD—F PM forms

Word Recognition:

Monitor with G1 WRF PM forms
(or GK WRF PM forms if necessary)

Passage Reading Fluency:

Monitor with G3 PRF PM forms
(or below-level PRF PM forms if necessary)

*Students whose overall placement on the *i-Ready Diagnostic* for Reading is below grade level and who demonstrate ongoing difficulty with a subset of LNF, LSF, and/or PA should be considered for additional screening for reading support and/or referral to district personnel.

**If foundational skills are on grade level, continue working on grade-level connected text with a focus on integration of automatic word recognition and effortless decoding, leading to fluency.

†Follow your district/school policies for intervention referral.

Grades 4 and Up



Administer *i-Ready Diagnostic* to all students

Optional: Administer PRF Task in the grade that matches the student's chronological grade up through Grade 6



Always Prioritize Instruction

- Follow *i-Ready* Next Steps
- Make time for *i-Ready Personalized Instruction*
- Deliver core instruction

If student has a **PH** domain placement Below Max Score

- For a **PH placement at G1 or higher**, can administer a **PWD—F Task** for more information.
- For a **GK PH placement**, can administer an **LSF Task and/or PA Task** for more information.* See PA Progressions on [page 14](#).
- Use the information from the **PWD—F Task** to focus instruction on word decoding skills, adding more complex sound-spelling patterns and syllable types as the student progresses.

If student has an **HFW** domain placement Below Max Score

- Administer a **WRF Task** that matches the grade level of the student's **HFW** placement. For example, administer a **G2 WRF Task for a G2 HFW placement**.
- If **WRF is below**, focus instruction on **HFWs** the student does not yet recognize.
- If **WRF is On/Above**, focus instruction on **HFWs one level above** those on the WRF form (G1, G2, or G3), emphasizing spelling.
- Add higher-level **HFWs** as the student progresses.

If you administered **PRF** and **WCPM** is Below the 50th Percentile

- See guidance in other domains to the left of this page to investigate foundational skills.**
- **WCPM between 25th and 49th**: Use the [Support for Improving Reading Fluency](#) resource.
- **WCPM below 25th**: Use the [Foundational Support for Developing Reading Fluency](#) resource.

Progress Monitoring (PM)[†]: If student is receiving intervention in:

Letter Sounds:

Monitor with
LSF PM forms

Decoding:

Monitor with
PWD—F PM forms

Word Recognition:

Monitor with G1 WRF PM forms
(or GK WRF PM forms if necessary)

Passage Reading Fluency:

Monitor with
PRF PM forms

*Students whose overall placement on the *i-Ready Diagnostic* for Reading is below grade level and who demonstrate ongoing difficulty with a subset of LNF, LSF, and/or PA should be considered for additional screening for reading support and/or referral to district personnel.

**If foundational skills are on grade level, continue working on grade-level connected text with a focus on integration of automatic word recognition and effortless decoding, leading to fluency.

†Follow your district/school policies for intervention referral.

Phonological and Phonemic Awareness Progressions

i-Ready Literacy Tasks for Phonological Awareness can be administered according to the Phonological and Phonemic Awareness Progressions to understand student progress/growth with sounds in spoken language. An appropriate sequence of PA tasks can be determined by using professional judgment and advisement from district/school reading specialists. In some cases, it may be appropriate to measure more advanced PA skills before some basic skills are fully mastered.

Typical Grade Level of Instruction/Mastery* (Will vary based on individual needs of students)	Phonological Awareness/Phonemic Awareness Construct and Corresponding Assessment	Next steps if student scores . . .	
		On or Above on Task	Below on Task
Early Childhood	Phonological Awareness: Syllables	Work on blending and segmenting onset and rime.	Work on blending, isolating, and segmenting syllables.
Pre-K	Phonological Awareness: Onset-Rime	Work on isolating initial phonemes, then work on phoneme blending, starting with CVC words before introducing words with four or more phonemes.	Work on blending and segmenting onset and rime. Administer Syllables PA task to check preliminary PA skills.
K	Phonemic Awareness: Phoneme Blending	Work on isolating initial, final, and medial phonemes in preparation for phoneme segmenting, starting with CVC words. Bridge phonemic awareness instruction to word reading once the student has learned letter sounds.	Work on phoneme blending and phoneme isolation (initial, final, then medial). Administer PA Onset-Rime Task to check preliminary PA skills.
Mid K–1	Phonemic Awareness: Segmenting	Work on phoneme manipulation, starting with CVC words then introducing words with four or more phonemes. Bridge phonemic awareness instruction to word reading.	Work on phoneme isolation and segmenting, starting with CVC words then introducing words with four or more phonemes. Administer PA Blending task and work on phoneme blending if needed. Bridge concepts to word reading as the student progresses.
Late K–G2 (as appropriate)	Phonemic Awareness: Phoneme Manipulation	Focus on applying phonemic awareness concepts to word reading.	Work on phoneme manipulation. Administer PA Segmenting task and work on phoneme segmenting if needed. Bridge concepts to word reading as the student progresses.

*Although grade levels are noted in this progression, keep in mind that students will grow in these different PA skills at different rates, and often in a non-linear pattern. For example, they may develop phoneme blending and segmentation skills concurrently.