Reading Standards for Foundational Skills PreK-5

Reading Standards for Foundational Skills #1

Print Concepts

**Grade PreK:** With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.

a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.

b. (Begins in kindergarten or when the individual child is ready.)

c. (Begins in kindergarten or when the individual child is ready.)

d. Recognize and name some uppercase letters of the alphabet and the lowercase letters in their own name.

**Grade K:** Demonstrate understanding of the organization and basic features of print.

a. Follow words from left to right, top to bottom, and page by page.

b. Recognize that spoken words are represented in written language by specific sequences of letters.

c. Understand that words are separated by spaces in print.

d. Recognize and name all upper- and lowercase letters of the alphabet.

**Grade 1:** Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**Grade 2:** RF.1 on print concepts, applies only to pre-kindergarten, kindergarten, and grade 1.

**Grade 3:** RF.1 on print concepts, applies only to pre-kindergarten, kindergarten, and grade 1.

**Grade 4:** RF.1 on print concepts, applies only to pre-kindergarten, kindergarten, and grade 1.

**Grade 5:** RF.1 on print concepts, applies only to pre-kindergarten, kindergarten, and grade 1.
Reading Standards for Foundational Skills #2

Print Concepts

**Grade PreK:** With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).
b. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.
c. Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound.
d. (Begins in kindergarten or when the individual child is ready.)
e. (Begins in kindergarten or when the individual child is ready.)

**Phonological Awareness**

**Grade K:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize and produce rhyming words.
b. Count, pronounce, blend, and segment syllables in spoken words.
c. Blend and segment onsets and rimes of single-syllable spoken words.
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.6 (This does not include CVCs ending with /l/, /r/, or /x/.)

**Phonological Awareness**

**Grade 1:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single-syllable words.
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Grade 2:** RF.2, phonological awareness, applies only to pre-kindergarten, kindergarten, and grade 1.

**Grade 3:** RF.2, phonological awareness, applies only to pre-kindergarten, kindergarten, and grade 1.

**Grade 4:** RF.2, phonological awareness, applies only to pre-kindergarten, kindergarten, and grade 1.

**Grade 5:** RF.2, phonological awareness, applies only to pre-kindergarten, kindergarten, and grade 1.
Reading Standards for Foundational Skills #3
Phonics and Word Recognition

Grade PreK: Demonstrate beginning understanding of phonics and word analysis skills.
   a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written “B”).
   b. (Begins in kindergarten or when the individual child is ready.)
   c. Recognize their own name and familiar common signs and labels (e.g., STOP).
   d. (Begins in kindergarten or when the individual child is ready.)

Grade K: Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
   b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
   c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
   d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Grade 1: Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Know the spelling-sound correspondences for common consonant digraphs.
   b. Decode regularly spelled one-syllable words.
   c. Know final -e and common vowel team conventions for representing long vowel sounds.
   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
   e. Decode two-syllable words following basic patterns by breaking the words into syllables.
   f. Read words with inflectional endings.
   g. Recognize and read grade-appropriate irregularly spelled words.

Grade 2: Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
   b. Know spelling-sound correspondences for additional common vowel teams.
   c. Decode regularly spelled two-syllable words with long vowels.
   d. Decode words with common prefixes and suffixes.
   e. Identify words with inconsistent but common spelling-sound correspondences.
   f. Recognize and read grade-appropriate irregularly spelled words.

Grade 3: Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Identify and know the meaning of the most common prefixes and derivational suffixes.
   b. Decode words with common Latin suffixes.
   c. Decode multisyllable words.
   d. Read grade-appropriate irregularly spelled words.

Grade 4: Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Grade 5: Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Grade PreK: Begins in kindergarten or when the individual child is ready.

Grade K: Read early-emergent-reader texts with purpose and understanding.

Grade 1: Read with sufficient accuracy and fluency to support comprehension.
   a. Read grade-level text with purpose and understanding.
   b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 2: Read with sufficient accuracy and fluency to support comprehension.
   a. Read grade-level text with purpose and understanding.
   b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3: Read with sufficient accuracy and fluency to support comprehension.
   a. Read grade-level text with purpose and understanding.
   b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 4: Read with sufficient accuracy and fluency to support comprehension.
   a. Read grade-level text with purpose and understanding.
   b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 5: Read with sufficient accuracy and fluency to support comprehension.
   a. Read grade-level text with purpose and understanding.
   b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.