

## 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.<sup>6</sup> (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.

## Reading Standards for Foundational Skills #4 Fluency

**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.