Foundational Skills

K	1st	2nd	3rd	4th	5th
1.Demonstrate understanding of the organization and basic features of print. (CCSS RF.K.1) o Follow words from left to right, top to bottom, and page by page. (CCSS RF.K.a) o Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS RF.K.1.b) o Understand that words are separated by spaces in print. (CCSS RF.K.1.c) o Recognize and name all upper- and lowercase letters of the alphabet. (CCSS RF.K.1.d)	1.Demonstrate understanding of the organization and basic features of print. (CCSS RF.1.1) o Recognize the distinguishing features of a sentence (e.g., first word, capitalization, punctuation). (CCSS RF.1.a)				

Foundational Skills

K	1st	2nd	3rd	4th	5th
2.Demonstrate understanding of spoken words, syllables, and sounds (phonemes(CCSS RF.K.2) ○ Recognize and produce rhyming words.(CCSS RF.K.2.a) ○ Count, pronounce, blend, and segment syllables in spoken words. (CCSSRF.K.2.b) ○ Blend and segment onsets and rimes of single-syllable spoken words. (CCSSRF.K.2.c) ○ Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme ((consonant-vowel- consonant, or CVC) words.* (This does not include CVCs ending with /l/,/r/,/x/).(CCSS RF.K.2.d) ○ Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS RF.K.2.e)	2.Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS RF.1.2) ○ Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS RF.1.2.a) ○ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS RF.1.2.b) ○ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS RF.1.2.c) ○ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS RF.1.2.c)				

Foundational Skills

K	1st	2nd	3rd	4th	5th
3.Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS RF.K.3) ○ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. (CCSS RF.K.3.a) ○ Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (CCSS RF.K.3.b) ○ Read common high-frequency words by sight. (CCSS RF.K.3.c) ○ Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS RF.K.3.d)	3.Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS RF.1.3) ○ Know the spelling-sound correspondences for common consonant digraphs. (CCSSRF.1.3.a) ○ Decode regularly spelled one-syllable words. (CCSS RF.1.3.b) ○ Know final –e and common vowel team conventions for representing long vowel sounds. (CCSS RF.1.3.c) ○ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS RF.1.3.d) ○ Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS RF.1.3.e) ○ Read words with inflectional endings. (CCSS RF.1.3.f) ○ Recognize and read grade-appropriate irregularly spelled words. (CCSS RF.1.4.g)	3.Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS RF.3.3) ○ Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS RF.2.3.a) ○ Know spelling-sound correspondences for additional common vowel teams. (CCSS RF.2.3.b) ○ Decode regularly spelled two-syllable words with long vowels. (CCSS RF.2.3.c) ○ Decode words with common prefixes and suffixes. (CCSS RF.2.3.d) ○ Identify words with inconsistent but common spelling-sound correspondences.(CCSS RF.2.3.e) ○ Recognize and read grade-appropriate irregularly spelled words. (CCSS RF.2.3.f)	3.Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS RF.3.3) ○ Identify and know the meaning of the most common prefixes and derivational suffixes.(CCSS RF.3.3.a) ○ Decode words with common Latin suffixes. (CCSS RF.3.3.b) ○ Decode multi-syllable words. (CCSSRF.3.3.c) ○ Read grade-appropriate irregularly spelled words. (CCSS RF.3.3.d)	3.Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS RF.4.3) ○ 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. (CCSS RF.4.3.a)	3.Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS RF.5.3) ○ 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. (CCSS RF.5.3.a)

Foundational Skills

K	1st	2nd	3rd	4th	5th
4.Read emergent-reader texts with purpose and understanding. (CCSS RF.K.4)	4.Read with sufficient accuracy and fluency to support comprehension. (CCSS RF.1.1) ○ Read on-level text with purpose and understanding. (CCSS RF.1.1) ○ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (CCSS RF.1.1) ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS RF.1.1)	4.Read with sufficient accuracy and fluency to support comprehension. (CCSS RF.2.4) ○ Read on-level text with purpose and understanding. (CCSS RF.2.4.a) ○ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (CCSS RF.2.4.b) ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS RF.2.4.c)	4.Read with sufficient accuracy and fluency to support comprehension. (CCSS RF.3.4) ○ Read on-level text with purpose and understanding. (CCSS RF.3.4.a) ○ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (CCSS RF.3.4.b) ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS RF.3.4.c)	4.Read with sufficient accuracy and fluency to support comprehension. (CCSS RF.4.4) ○ Read on-level text with purpose and understanding. (CCSS RF.4.4.a) ○ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (CCSS RF.4.4.b) ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS RF.4.4.c)	Read with sufficient accuracy and fluency to support comprehension. (CCSS RF.5.4) ○ Read on-level text with purpose and understanding. (CCSS RF.5.4.a) ○ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (CCSS RF.5.4.b) ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS RF.5.4.c)