

Reading Foundational Skills (RF): Print Concepts

Reading Foundational Skills Anchor Standard 1: Demonstrate understanding of the organization and basic features of print.

The Reading Foundational Skills Standard 1: Print Concepts includes the understanding that print carries meaning and has a specific form and symbol structure.

Print Concepts includes the understanding that print carries meaning and has a specific form and symbol structure.

The Print Concepts Standard at a Glance:

- **Grade 1:** Print includes words arranged in sentences that have a specific form and structure.
- **Grades 2-5:** All print concepts standards should be mastered by the end of Grade 1.

Key Words/Terms: Print, letter, modeling, prompting, structure, return sweep, literacy experiences, texts, structures, genres, cultures, uppercase letters, lowercase letters, isolation, random order, distinguishing features, capitalization, punctuation

Reading Foundational Skills Standard 1 Desired Student Performance: **PRINT CONCEPTS**

Pre-Requisite Skills: Grade 1	Next Progression: Grades 2-5
RF1 Demonstrate understanding of basic sentence structure .	All Print Concepts should be mastered by the end of Grade 1.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Next Progression: Grades 2-5
RF1.a Identify the distinguishing features of a sentence. • Identify the components of a sentence (e.g., first word, capitalization, punctuation). • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. **All other Print Concepts should be mastered by the end of Grade 1.	All Print Concepts should be mastered by the end of Grade 1.

Reading Foundational Skills (RF): **Phonological/Phonemic Awareness**

Reading Foundational Anchor Standard 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

The Reading Foundational Skills 2: Phonological and Phonemic Awareness emphasizes how phonological/phonemic awareness aid students in understanding spoken words, syllables, and sounds (phonemes).

Phonological Awareness is the awareness of all levels of the speech sound system.

Phonemic Awareness is the awareness of the individual speech sounds in spoken syllables and the ability to manipulate those sounds.

The Phonological/Phonemic Awareness Standard at a Glance:

- **Grade 1:** Words are made up of individual phonemes that can be blended and segmented. Phonemes can also be manipulated to create new words.
- **Grades 2-5:** Phonological/Phonemic Awareness standards should be mastered by the end of Grade 1.

Key Words/Terms: Phoneme, syllable, rime, onset. rime, blending, segmenting, manipulating, deleting, substituting, isolate, pronounce, medial, initial, final, consonant-vowel-consonant (CVC), long vowel, short vowel, articulation, voicing, air flow, place of articulation, manner of articulation, auditory discrimination

Reading Foundational Skills Standard 2 Desired Student Performance: **PHONOLOGICAL/PHONEMIC AWARENESS**

Pre-Requisite Skills: Grade 1	Next Progression: Grades 2-5
RF2 Demonstrate understanding of sounds (phonemes), and the ability to blend, segment, and manipulate them.	All Phonological/Phonemic Awareness Standards should be mastered by the end of Grade 1.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Next Progression: Grades 2-5
RF2.a Distinguish between sounds (phonemes) using knowledge of place and manner of articulation. • Demonstrate understanding of the differences in how the lips, teeth, and tongue form various sounds (phonemes). • Demonstrate understanding of the differences in how voicing and air flow impact the various sounds (phonemes).	All Phonological/Phonemic Awareness Standards should be mastered by the end of Grade 1.

RF2.b Distinguish long from short vowel sounds in single syllable words.

- Identify and produce short vowel sounds.
- Identify and produce long vowel sounds.

RF2.c Orally produce (say) single-syllable words by blending phonemes (sounds).

- Identify initial, middle (medial), and final sounds (phonemes) in single syllable spoken words.
- Orally blend 3-5 sounds (phonemes) into a word.
- Compare and identify the sounds (phonemes) in single syllable spoken words using initial, medial, and final sounds.

RF2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- Identify the number of sounds (phonemes) heard in spoken single-syllable words.
- Orally segment 3-5 phoneme (sounds) words into individual phonemes.

RF2.e Manipulate phonemes in spoken words by adding, deleting, and substituting sounds (phonemes).

- Identify and produce the sounds (phonemes) heard in single-syllable spoken words.
- Orally add or delete a sound (phoneme) at the beginning or end of single-syllable words to make new words.
- Orally substitute initial, medial (middle), and final sounds in single syllable words to make new words.

Reading Foundational Skills (RF): Phonics and Word Recognition

Reading Foundational Anchor Standard 3: Know and apply grade-level phonics and word analysis skills in reading (decoding) and writing (encoding) words.

The Phonics and Word Recognition Standard: describes the process of matching the sounds (phonemes) of spoken words to the letter or letter combinations (graphemes) that represent the sounds in order to read (decode) and write (encode) words accurately.

Phonics and Word Recognition at a Glance:

- **Grade 1-2:** Read (decode) and write (encode) one and two syllable words containing a variety of spelling patterns and common prefixes and suffixes with increasing accuracy and automaticity.
- **Grade 3:** Read (decode) and write (encode) words containing a variety of spelling patterns and prefixes and suffixes with accuracy and automaticity.
- **Grades 4/5:** Read (decode) and write (encode) words containing a variety of spelling patterns, prefixes and suffixes, and Greek combining forms with accuracy and automaticity.

Key Words/Terms: Alphabetic principle, phonics, grapheme, letter-sound correspondences, sound-symbol relationship, consonants, vowels, short vowels, long vowels, vowel patterns, vowel teams, diphthongs, blends, digraphs, trigraphs, VCe (vowel-consonant-e), Read (decode), write (encode), one-syllable words, two-syllable words, multi-syllable words, syllable types, syllable division, word parts, minimal pairs, high-frequency words, automaticity, accuracy, base words, root words, prefix, suffix, inflectional suffix, derivational suffix, morphology, word analysis, Greek combining forms, etymology, pencil grip, letter formation, doubling rule, drop the 'e' rule, change 'y' to 'i' rule

**** The Essential Skills and Knowledge for Phonics and Word Recognition outlined below represents the scope of skills to be covered from PreK through Grade 5. An LEA's specific curriculum or program may cover these skills in a different order than what is presented here. Ensure that all skills listed are mastered at some point across the grade levels in order to support student success.

Reading Foundational Skills Standard 3 Desired Student Performance: PHONICS AND WORD RECOGNITION

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
RF3 Know and apply phonics and word analysis skills in reading (decoding) and writing (encoding) words.	RF3 Know and apply phonics and word analysis skills in reading (decoding) and writing (encoding) words.	RF3 Know and apply phonics and word analysis skills in reading (decoding) and writing (encoding) words.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
RF3.a Demonstrate knowledge of the alphabetic principle. - Identify, name, and print the most common digraphs, trigraphs (e.g. /tch/, /dge/, and blends (e.g. /bl/, /scr/...). - Produce sounds and connect them with their corresponding letters or letter combinations, including digraphs, trigraphs, and blends, with accuracy and automaticity. - Identify the beginning letter(s) (grapheme) and beginning sound of familiar words. - Identify the final letter(s) and final sound of familiar words. - Identify the medial letter(s) and medial sound of familiar words. RF3.b Form/print all upper and lowercase letters correctly, using a common path of movement. - Demonstrate proper pencil grip. - Engage in frequent letter forming practice to increase accuracy and automaticity. RF3.c Know and apply phonics skills to decode and encode one-syllable words. - Decode and encode one-syllable	RF3.a Know and apply phonics skills to read (decode) and write (encode) one syllable words. - Read (decode) and write (encode) one-syllable words with digraphs and trigraphs containing various vowel patterns (e.g., short vowels; vowel consonant e[VCe]; r-controlled; y as a vowel). - Read (decode) and write (encode) one-syllable words with blends (CCVC/CVCC) containing various vowel patterns (e.g., short vowels; vowel consonant e [VCe]; r-controlled; y as a vowel). - Read (decode) and write (encode) one-syllable words containing vowel teams. - Read (decode) and write (encode) one-syllable words with diphthongs. - Read (decode) and write (encode) one-syllable words with multiple sounds representing 's' (e.g., sock, his, busy, dogs, seem). - Read (decode) and write (encode) one-syllable words containing multiple sounds of 'c' and 'g' (e.g., cent, clamp, cinch, goat, gland, germ, gem).	RF3.a Know and apply phonics skills to read (decode) and write (encode) words. - Read (decode) and write (encode) words with digraphs and trigraphs containing various vowel patterns. - Read (decode) and write (encode) words with blends containing various vowel patterns. - Read (decode) and write (encode) words containing vowel teams. - Read (decode) and write (encode) words with diphthongs. - Read (decode) and write (encode) words containing multiple sounds of 'c' and 'g' (e.g., cent, clamp, cinch, goat, gland, germ, gem). - Read (decode) and write (encode) one-syllable words with silent letters (e.g., knit, gnat, climb, wrap, ghost). - Use known word parts to read (decode) and write (encode) unknown words.

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
words with digraphs and trigraphs containing various vowel patterns. (e.g., short vowels; vowel consonant e [VCe]; r-controlled; y as a vowel). • Decode and encode one-syllable words with blends (CCVC/CVCC) containing various vowel patterns (e.g., short vowels; vowel consonant e [VCe]; r-controlled; y as a vowel). • Decode and encode one-syllable words with some common vowel teams. • Decode and encode one-syllable words with diphthongs (e.g., /oy/; /ow/). • Decode and encode one-syllable words with multiple sounds representing 's' (e.g., sock, his, busy, dogs, seem). • Use known word parts to decode and encode unknown words. RF3.d Read high-frequency words by sight. • Recognize and read high frequency words with increasing automaticity. RF3.e Decode and encode words that are minimal pairs. • Practice decoding and encoding words that differ by only one sound	• Read (decode) and write (encode) one-syllable words with silent letters (e.g., knit, gnat, climb, wrap, ghost). • Use known word parts to read (decode) and write (encode) unknown words. RF3.b Read (decode) and write (encode) words with inflectional suffixes. • Recognize and define base words. • Read (decode) words with inflectional suffixes (e.g., -s; -es; -ed; ing; er; est) and describe how the suffixes affect meaning. • Write (encode) words with inflectional suffixes. RF3.c Read (decode) and write (encode) two-syllable words with known letter-sound correspondences. (dollar, wrestle, kidney, odor) • Identify known syllable types within two-syllable words. • Explain and apply syllable division rules. • Use known word parts to read (decode) and write (encode) unknown words.	RF3.b Read (decode) and write (encode) multi-syllable words with known letter-sound correspondences. (neighbor, suitcase, fascinate, suggest) • Identify known syllable types within multi-syllable words. • Explain and apply syllable division rules. • Use known word parts to read (decode) and write (encode) unknown words. • Confirm decoding efforts through knowledge of context and word order. RF3.c Read (decode) and write (encode) words with common prefixes and derivational suffixes. • Recognize and define base words. • Read (decode) words with common prefixes (e.g., un-; re-; non-) and explain how prefixes affect the meaning of the words. • Write (encode) words with common prefixes. • Read (decode) words with common derivational suffixes that change the part of speech of the base word

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
(e.g., flag, flap, flip; rain, pain, pair). RF3.f Decode and encode words with the most common inflectional suffixes. - Recognize and define base words. - Decode (read) words with common inflectional suffixes (e.g., -s; -es; -ed; -ing; er; est) and describe how the suffixes affect meaning. - Encode (write) words with common inflectional suffixes that do not require a spelling change. RF3.g Recognize that every syllable must have a vowel sound. - Identify the number of vowels in printed words. RF3.h Decode two-syllable words with known letter-sound correspondences. (napkin, cupcake, solo) - Identify known syllable types within two-syllable words. - Explain and apply syllable division rules as appropriate. - Use known word parts to decode and encode unknown words. RF3.i Know and apply spelling rules to encode words with increased	RF3.d Read (decode) and write (encode) words with common prefixes and derivational suffixes. - Recognize and define base words. - Read (decode) words with common prefixes (e.g., un-; re-; non-) and explain how the prefixes affect the meaning of the word. - Write (encode) words with common prefixes. - Read (decode) words with common derivational suffixes that change the part of speech of the base word (e.g., -ly; -able; -ful; -less; -ish). - Explain the change in a word's part of speech when a derivational suffix is added. - Write (encode) words with common derivational suffixes. RF3.e Know and apply spelling rules to write (encode) words with increased accuracy. - Write (encode) one-syllable words with various spelling rules (e.g., double letter endings [floss rule]; ck rule; v-e rule).	(e.g., -ly; -able; -ful; -less; -ish). - Explain the change in a word's part of speech when a derivational suffix is added. - Write (encode) words with common derivational suffixes. - Recognize that the Latin origin (etymology) of many prefixes and suffixes can affect the spelling and/or meaning of words. RF3.d Know and apply spelling rules to write (encode) words with increased accuracy and automaticity. - Write (encode) words with final /s/ spelled as 'ss'; 'ce' and 'se' (e.g., dress, face, moose). - Write (encode) words with final /j/ and /ch/ (e.g., badge, cage, merge, gouge, clutch, couch, starch, pinch, screech). - Write (encode) words that contain suffixes that begin with vowels that require spelling changes (e.g., drop the e rule; doubling rule; change y to i rule).

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
accuracy. Encode one-syllable words with various spelling rules (e.g., double letter endings [floss rule]; ck rule; v-e rule).	- Write (encode) words with final /s/ spelled as 'ss'; 'ce' and 'se' (e.g., dress, face, moose). - Write (encode) words that contain suffixes that begin with vowels that require spelling changes (e.g., drop the e rule; doubling rule; change y to i rule).	

Reading Foundational Skills (RF): Fluency

Reading Foundational Anchor Standard 4: Read (decode) with sufficient accuracy and fluency to support comprehension.

The Reading Foundational Standard: Fluency emphasizes the demonstrated ability to read (decode) a text with accuracy, appropriate rate, and appropriate expression (prosody) in order to support comprehension.

The Fluency Standard at a Glance:

- **Grade 1:** Further develop an understanding of fluent reading. Read (decode) words and/or text with taught letter (grapheme) and sound (phoneme) correspondences with accuracy, appropriate rate, and expression (prosody).
- **Grade 2:** Refine understanding of fluent reading. Read (decode) words and/or text with taught letter (grapheme) and sound (phoneme) correspondences with accuracy, appropriate rate, and expression (prosody).
- **Grades 3-5:** Refine understanding of fluent reading. Read (decode) text with accuracy, appropriate rate, and expression (prosody) to support comprehension.

Key Words/Terms: fluent reading, fluency, comprehension, accuracy, automaticity, expression, rate, prosody, phrasing, volume, self-correcting, reread, decode, context, word recognition, Interactive read-alouds, imitative reading, choral reading, echo reading, fluency practice activities, repeated readings, alphabetic principle, grapheme-phoneme correspondences, high frequency words, word structures, word patterns, phoneme, sound-symbol correspondence, non-sequential order, genres, text structures, varied topics, wide variety of cultures

Reading Foundational Skills Standard 4 Desired Student Performance: **FLUENCY**

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3-5
RF4 Read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.	RF4 Read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.	RF4 Read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.

Essential Skills and Knowledge

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grades 3-5
RF4.a Engage in a variety of experiences with texts to develop an understanding of fluent reading. • Engage in Interactive Read-Alouds using a wide selection of texts that include varied topics, structures, and genres representing a wide variety of cultures. • Engage in imitative reading (choral and echo reading) at an appropriate rate and with prosody. RF4.b Read grade-appropriate text with developing fluency to support comprehension. • Orally read lists of words consisting of taught grapheme-phoneme correspondences demonstrating increasing accuracy and automaticity, self-correcting as necessary. • Orally read lists of phrases consisting of taught grapheme-phoneme correspondences demonstrating increasing accuracy and automaticity, self-correcting as necessary.	RF4.a Engage in a variety of experiences with texts to refine understanding of fluent reading. • Engage in Interactive Read-Alouds using a wide selection of texts that include varied topics, structures, and genres representing a wide variety of cultures. • Engage in imitative reading (choral and echo reading) at an appropriate rate and with prosody. • Engage in fluency practice activities (independent, partner, choral, and echo reading) to demonstrate accuracy, appropriate rate and prosody RF4.b Read a variety of grade-appropriate text with fluency to support comprehension. • Read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary. • Use knowledge of punctuation to signal expression in reading.	RF4.a Engage in a variety of experiences with texts to refine understanding of fluent reading. • Engage in brief Interactive Read-Alouds using portions of a wide selection of texts that include varied topics, structures, and genres representing a wide variety of cultures. • Engage in fluency practice activities (independent, partner, choral, and echo reading) to demonstrate accuracy, appropriate rate and prosody. RF4.b Read a variety of grade-appropriate text with fluency to support comprehension. • Read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary. • Use knowledge of punctuation to signal expression in reading. • Apply knowledge of word structures and patterns to read with automaticity.

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grades 3-5
• Orally read texts consisting of previously taught grapheme-phoneme correspondences, with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary. • Use knowledge of punctuation to signal expression in reading. • Apply knowledge of high frequency words when reading texts. • Engage in repeated readings of familiar texts. • RF4.c While reading, use context to confirm accuracy or self-correct word recognition errors, rereading as necessary.	• Apply knowledge of high frequency words when reading texts. • Apply knowledge of word structures and patterns to read with automaticity. • Demonstrate appropriate use of phrasing. • Read at an appropriate volume. • Engage in repeated readings of familiar texts. RF4.c While reading, use context to confirm accuracy or self-correct word recognition errors, rereading as necessary.	• Demonstrate appropriate use of phrasing by attending to sentence patterns and structures. • Read at an appropriate volume. • Engage in repeated readings of familiar texts. RF4.c While reading, use context to confirm accuracy or self-correct word recognition errors, rereading as necessary.