

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:

- **Kindergarten:** Print conveys messages and has a specific form and symbol structure that includes letters and words arranged in a specific sequence.
- **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

Grade Level: Grades 2-5

All Print Concepts Standards should be mastered by the end of Grade 1. See prior grade (Pre-K – Grade 1) levels for Grade-level Standards and Skills and Knowledge expectations related to this Standard.

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:

- **Kindergarten:** Words are made up of sound units including syllables, onset-rimes, and individual phonemes that can be orally blended and segmented.
- **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

Grade Levels: Grades 2-5

All Phonological/Phonemic Awareness Standards should be mastered by the end of Grade 1. See prior grade (Pre-K – Grade 1) levels for Grade-level Standards and Skills and Knowledge expectations related to this Standard.

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 2	Grade Level: Grade 3	Next Progression: Grades 4/5
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 2	Grade Level: Grade 3	Next Progression: Grades 4/5
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,	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. RF3.b Read (decode) and write (encode) multi-syllable words with known letter-sound correspondences. (neighbor, suitcase, fascinate, suggest) • Identify known syllable types within	RF3.a Know and apply phonics skills to read (decode) and write (encode) words. • Read (decode) and write (encode) words containing digraphs, trigraphs, blends, and various vowel patterns. • Read (decode) and write (encode) words containing vowel teams. • Read (decode) and write (encode) words with diphthongs. • Use known word parts to read (decode) and write (encode) unknown words. RF3.b Read (decode) and write (encode) multi-syllable words. • Identify 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

Pre-Requisite Skills: Grade 2	Grade Level: Grade 3	Next Progression: Grades 4/5
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. 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)	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 (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.	(encode) words with prefixes and derivational suffixes. • Recognize and define base words. • Read (decode) words with prefixes and explain how prefixes affect the meaning of the words. • Write (encode) words with prefixes. • Read (decode) words with derivational suffixes that change the part of speech of the base word. • Explain the change in a word's part of speech when a derivational suffix is added. • Write (encode) words with derivational suffixes. • Recognize that the Latin origin (etymology) of many prefixes and suffixes can affect the spelling and/or meaning of words. RF3.d Read (decode) and write (encode) words containing Greek combining forms. • Recognize and define Greek morphemes that have been combined to create words. (e.g. biology: 'bio' means <u>life</u> and 'ology' means <u>study of</u>; choreography:

Pre-Requisite Skills: Grade 2	Grade Level: Grade 3	Next Progression: Grades 4/5
unknown words. 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). - Write (encode) words with final /s/	- 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).	'choreo' means <u>dance</u> and <u>graph</u> means <u>to write (encode)</u>. - Identify and analyze words containing the same Greek combining form. (e.g., connect biology; biography; biome; biohazard; biodiversity; bioengineer to the concept of <u>life</u>.) - Read (decode) words containing Greek combining forms. - Write (encode) words containing Greek combining forms. RF3.e When appropriate, consider the etymology (word origin) of unknown words to support reading (decoding) and writing (encoding). RF3.f Use knowledge of spelling rules, syllable types, morphology, and etymology to Write (encode) words with accuracy and automaticity.

Pre-Requisite Skills: Grade 2	Grade Level: Grade 3	Next Progression: Grades 4/5
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:

- **Kindergarten:** Further develop an understanding of fluent reading. Demonstrate the ability to accurately and automatically identify all letter names and their corresponding sounds. Read (decode) words with taught letter (grapheme) and sound (phoneme) correspondences with accuracy.
- **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 2	Grade Level: 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

Essential Skills and Knowledge

Pre-Requisite Skills: Grade 2	Grade Levels: Grade 3-5
RF4.a Engage in a variety of experiences with texts in order 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 in order 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 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.	RF4.a Engage in a variety of experiences with texts in order 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 in order 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. • 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.