

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 how print concepts aid students in understanding the organization and basic features of print.

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

The Print Concepts Standard at a Glance:

- **PreK:** Print conveys messages and has a specific form and symbol structure.
- **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**

Pre-Requisite Skills: Pre-Kindergarten	Grade Level: Kindergarten	Next Progression: Grade 1
RF1 Demonstrate understanding of the organization of print and beginning letter knowledge .	RF1 Demonstrate understanding of the organization of print and knowledge of letters .	RF1 Demonstrate understanding of basic sentence structure .

Essential Skills and Knowledge:

Pre-Requisite Skills: Pre-Kindergarten	Grade Level: Kindergarten	Next Progression: Grade 1
With modeling, prompting, and support: RF1.a. Demonstrate an awareness that words are read from left to right, top to bottom and page by page. • Demonstrate interest/attention to print. • Demonstrate understanding of the structure of books and the proper handling of them. • Follow words from left to right, top to bottom, front to back and page by page. • Make return sweep to the next line of text. RF1.b Understand that spoken words can be written and read. • Engage in an assortment of literacy experiences using a wide collection of texts that include a range of structures and/or genres that represent a variety of cultures. • Understand that print conveys meaning. • Know the difference between letters and	With modeling, prompting, and support: RF1.a Demonstrate knowledge that words are read from left to right, top to bottom, and page by page. • Demonstrate interest/attention to print. • Follow words from left to right, top to bottom, front to back and page by page. • Make return sweep to the next line of text. RF1.b Recognize that spoken words are represented in written language by specific sequences of letters. • Engage in an assortment of literacy experiences using a wide collection of texts that include a range of structures and/or genres that represent a variety of cultures. • Understand that print conveys meaning. • Know the difference between letters and numbers. • Recognize that letters go together to	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. • Identify the components of a sentence (e.g., words, punctuation, etc.). • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words

Pre-Requisite Skills: Pre-Kindergarten	Grade Level: Kindergarten	Next Progression: Grade 1
numbers. - Recognize that letters go together to make words. - Identify words in text. RF1.c Understand that words are separated by spaces in print. - Know the difference between a letter and a word. - Recognize that letters build words and words build sentences. RF1.d Recognize and name some upper and lowercase letters. - Differentiate between pictures, shapes, letters, and numerals. Discriminate between letters and numbers in order to recognize that letters and numbers represent different concepts. - Attend to print in order to learn some letter names. - Identify and name some upper and lowercase letters in isolation and in random order.	make words. - Identify words in text. RF1.c Understand that words are separated by spaces in print. - Know the difference between a letter and a word. - Recognize that letters build words and words build sentences. RF1.d Recognize and name all upper and lowercase letters. - Differentiate between numerals, letters, and words. - Attend to print in order to learn all letter names. - Identify and name all upper and lowercase letters in isolation and in random order.	are separated by spaces in print. **All other Print Concepts should be mastered by the end of Grade 1.

Reading Foundational Skills (RF): Phonological/Phonemic Awareness

Reading Foundational Skills 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:

- **PreK:** Spoken words are made up of sound units including syllables, onset-rimes, and individual phonemes.
- **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 sounds (phonemes) that can be blended and segmented. Phonemes (sounds) 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, rhyme, 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: Pre-Kindergarten	Grade Level: Kindergarten	Next Progression: Grade 1
RF2 Demonstrate understanding of spoken words , rhyming words, syllables, and sounds (phonemes).	RF2 Demonstrate understanding of rhyming words, syllables, and sounds (phonemes).	RF2 Demonstrate understanding of sounds (phonemes), and the ability to blend, segment, and manipulate them .

Essential Skills and Knowledge:

Pre-Requisite Skills: Pre-Kindergarten	Grade Level: Kindergarten	Next Progression: Grade 1
With prompting, modeling and support: RF2.a Identify and isolate individual words in a spoken sentence. RF2.b Recognize rhyming words in spoken language. - Understand the relationship between onset and rime in creating rhyming words. - Identify rhyme in poems and stories read aloud. - Repeat and produce some rhyming words. RF2.c Count, pronounce, blend, and segment syllables in spoken words. RF2.d Blend and segment onsets and rimes of single-syllable spoken words. - Identify the onset of words.	With modeling, prompting, and support: RF2.a Recognize and produce rhyming words. - Understand the relationship between onset and rime in creating rhyming words. - Identify rhyme in poems and stories read aloud. - Repeat and produce a string of rhyming words. RF2.b Count, pronounce, blend, and segment syllables in spoken words. RF2.c 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).	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). 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

Pre-Requisite Skills: Pre-Kindergarten	Grade Level: Kindergarten	Next Progression: Grade 1
• Identify the rime of words. • Orally segment the onset and rime of words. • Orally blend the onset and rime. RF2.e Isolate and pronounce the initial and final sound (phoneme) in spoken words. • Demonstrate understanding of the concept of first, middle, and last. • Identify the initial sounds (phonemes) in words. • Recognize similarities and differences in the initial sounds (phonemes) of words. • Begin to identify the final sounds (phonemes) in words. • Begin to recognize similarities and differences in the final sounds (phonemes) of words. RF2.f Orally blend and segment individual phonemes in two-phoneme words. • Orally blend individual phonemes to form 2-phoneme words (e.g. /n/ /o/ = no). • Orally segment a 2-phoneme word into individual phonemes (e.g. no = /n/ /o/).	• Demonstrate understanding of the differences in how voicing and air flow impact the various sounds (phonemes). RF2.d Blend and segment onsets and rimes of single-syllable spoken words. • Identify the onset in words • Identify the rime in words. • Orally segment the onset and rime in words. • Orally blend the onset and rime in words. • Categorize words as the same or different by onset and rime. RF2.e 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/, or /x/.) • Demonstrate understanding of the concept of first, middle, and last. • Identify the initial, middle (medial), and final sounds in spoken words. • Recognize similarities and differences in the initial, medial, and final sounds of words.	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

Pre-Requisite Skills: Pre-Kindergarten	Grade Level: Kindergarten	Next Progression: Grade 1
	RF2.f Orally blend and segment individual phonemes in two; three; and four-phoneme words. • Orally blend individual phonemes to form 2-4 phoneme words (e.g. /n//o/ = no; /c/ /a/ /t/ = cat; /s//t//o//p/ = stop). • Orally segment 2-4 phoneme words into individual phonemes (e.g. no = /n//o/; cat = /c/ /a/ /t/; stop = /s//t//o//p/).	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 decoding words.

The Reading Foundational Skills Standard 3: Phonics and Word Recognition highlights 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 spell (encode) words accurately.

Phonics and Word Recognition at a Glance:

- **PreK:** Begin to develop knowledge of the alphabetic system (alphabetic principle) by naming and writing letters and identifying their corresponding sounds.
- **Kindergarten:** Demonstrate knowledge of the alphabetic system (alphabetic principle) by naming and writing all letters and identifying their corresponding sounds. Begin reading (decoding) and spelling (encoding) one-syllable words.
- **Grade 1:** Read (decode) and spell (encode) one and two syllable words containing a variety of spelling patterns with increasing accuracy and automaticity.
- **Grade 2:** Read (decode) and write (encode) one and two syllable words containing a variety of spelling patterns and common prefixes and suffixes 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), decode, 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 Knowledge 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: Pre-Kindergarten	Grade Level: Kindergarten	Next Progression: Grade 1
RF3 Know and apply beginning phonics and word analysis skills.	RF3 Know and apply phonics and word analysis skills in decoding and encoding words.	RF3 Know and apply phonics and word analysis skills in decoding and encoding words.

Essential Skills and Knowledge:

Pre-Requisite Skills: Pre-Kindergarten	Grade Level: Kindergarten	Next Progression: Grade 1
With prompting, modeling and support: RF3.a Recognize that words are symbols that carry meaning and are made up of letters. - Identify print in the environment and connect to meaning. - Identify the print in a text. RF3.b Demonstrate beginning knowledge of the alphabetic principle. - Identify, name, and print several upper and lowercase letters of the alphabet. - Produce the most common sounds for some letters.	With prompting, modeling and support: RF3.a Demonstrate knowledge of the alphabetic principle. - Identify, name, and print upper and lowercase letters of the alphabet. - Produce sounds and connect them with their corresponding letters or letter combinations that make one sound (digraphs- e.g. /th/, /sh/, /wh/, /ch/, /ph/) with accuracy and automaticity. - Identify, name and print the most common digraphs. - 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	RF3.a Demonstrate knowledge of the alphabetic principle. - Identify, name, and print the most that 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.

Pre-Requisite Skills: Pre-Kindergarten	Grade Level: Kindergarten	Next Progression: Grade 1
- Identify the beginning letter and beginning sound of familiar words. RF3.c Form/print several upper and lowercase letters using a common path of movement. - Demonstrate emerging proper pencil grip. - Engage in frequent letter forming practice. RF3.d Recognize own name in print. - Recognize own name in isolation with increased automaticity. - Identify the names of letters in own name. - Write own name with increasing accuracy and moving toward automaticity.	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 Associate the long and short sounds with common spellings (graphemes) for the five major vowels. - Identify the difference between consonants and vowels. - Recognize that a single vowel letter stands for a short or long vowel sound. RF3.d Know and apply phonics skills in order to decode and encode one-syllable words. - Decode and encode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut). - Decode and encode one-syllable words with consonant digraphs and short vowels (e.g., wish,	RF3.c Know and apply phonics skills to decode and encode one-syllable words. - Decode and 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). - 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 (e.g., flag, flap, flip; rain, pain, pair).

Pre-Requisite Skills: Pre-Kindergarten	Grade Level: Kindergarten	Next Progression: Grade 1
	chap, that). • Decode and encode one-syllable words with single consonants and final long vowels (e.g., we, go). RF3.e Read common high-frequency words by sight. • Recognize and read high frequency words with increasing automaticity. RF3.f Decode and encode words that are minimal pairs. • Practice decoding and encoding words that differ by only one sound (e.g., bag, big, bug; cat, rat, chat). RF3.g Decode words with the most common inflectional suffixes. • Recognize and define base words. • Decode words with common inflectional suffixes (e.g., -s; -es; -ed; -ing) and describe how the suffixes affect meaning.	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 accuracy. • Encode one-syllable words with various spelling rules (e.g., double letter endings [floss rule]; ck rule; v-e 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:

- **PreK:** Begin to develop an understanding of fluent reading. Begin to develop the ability to accurately identify some letters and their corresponding sounds.
- **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).

Key Words/Terms: Fluent reading, fluency, comprehension, accuracy, automaticity, expression, rate, prosody, phrasing, volume, self-correcting, rereading, 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: Pre-Kindergarten	Grade Level: Kindergarten	Next Progression: Grade 1
RF4 Develop an understanding of fluent reading as well as the alphabetic principle.	RF4 Read grade-appropriate texts with sufficient accuracy to support comprehension.	RF4 Read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.

Essential Skills and Knowledge

Pre-Requisite Skills: Prekindergarten	Grade Level: Kindergarten	Next Progression: Grade 1
With prompting, modeling and support: RF4.a Engage in a variety of experiences with texts in order 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. - Recite nursery rhymes and poems that may include movement from a wide variety of genres. - Engage in imitative reading	With prompting, modeling and support: RF4.a Engage in a variety of experiences with texts in order 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 Demonstrate accuracy and automaticity with naming letters and producing their corresponding sounds. - Name all upper and lowercase letters in non-sequential order with accuracy and automaticity. - Produce the sound(s) for each letter of the	RF4.a Engage in a variety of experiences with texts in order 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 in order to support comprehension. - Orally read lists of words consisting of taught grapheme-phoneme correspondences demonstrating

Pre-Requisite Skills: Prekindergarten	Grade Level: Kindergarten	Next Progression: Grade 1
(choral and echo reading) with prosody. RF4.b Demonstrate developing accuracy and automaticity with naming letters and producing their corresponding sounds. • Name some upper and lowercase letters in non-sequential order with accuracy and automaticity. • Produce the most common sound for some letters of the alphabet with accuracy and automaticity.	alphabet with accuracy and automaticity. RF4.c Read grade-appropriate text with developing fluency in order 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. • Orally read texts consisting of previously taught grapheme-phoneme correspondences demonstrating increasing accuracy and automaticity, self-correcting as necessary. • Use knowledge of end punctuation to signal expression in reading. • Apply knowledge of high frequency words when reading texts.	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. • 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.