

	K	1	2	3	4	5					
Reading Foundational Skills											
1	Demonstrate understanding of the organization and basic features of print.										
	a. follow words from left to right, top to bottom, page to page	a. recognize and distinguish features of a sentence ¹									
	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										

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Reading Foundational Skills											
2	Demonstrate understanding of spoken words, syllables, and sounds.										
	a. recognize and produce rhyming words	a. distinguish long from short vowel sounds in spoken single-syllable words									
	b. count, produce, blend, and segment syllables in spoken words	b. orally produce single syllable words by blending sounds, including consonant blends									
	c. blend and segment onsets and rimes of single-syllable spoken words										
	d. isolate and pronounce initial, medial vowel, and final sounds in three phoneme ² words	c. isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words									
	e. add or substitute individual sounds in simple, one-syllable words to make new words	d. segment spoken single-syllable words into their complete sequence of individual sounds									

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Reading Foundational Skills											
3	Know and apply grade-level phonics and word analysis skills in decoding words.										
	a. demonstrate one-to-one letter sound correspondence by producing the primary or many of the frequent sounds for each consonant	a. know the spelling-sound correspondences for common consonant digraphs b. decode regularly spelled one-syllable words									
	b. associate long and short sounds with common spellings for the 5 vowels	c. know final -e and common vowel team conventions for long vowel sounds	a. distinguish long and short vowel sounds when reading regularly spelled one-syllable words b. know spelling-sound correspondences for additional common vowel teams								
		d. use knowledge that every syllable has a vowel sound to determine number of syllables in a word									

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Reading Foundational Skills											
		e. decode two-syllable words following basic patterns by breaking words into syllables	c. decode regularly spelled two-syllable words with long vowels	c. decode multisyllable words							
		f. read words with inflectional endings	d. decode words with common prefixes and suffixes	a. identify and know the meaning of the most common prefixes and derivational suffixes b. decode words with common Latin suffixes							
	c. read common high-frequency words by sight ³	g. recognize and read grade-appropriate irregularly spelled words	e. identify words with inconsistent but common spelling-sound correspondences f. recognize and read grade-appropriate irregularly spelled words	d. read grade-appropriate irregularly spelled words	a. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology ⁴ to accurately read multisyllabic words in and out of context	a. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology ⁴ to accurately read multisyllabic words in and out of context					
	d. distinguish between similarly spelled words by identifying sounds of the letters that differ										

	K	1	2	3	4	5					
Reading Foundational Skills											
4	Read emergent-reader texts with purpose and understanding.	Read with sufficient accuracy and fluency to support comprehension									
		a. read on-level text with purpose and understanding	a. read on-level text with purpose and understanding	a. read on-level text with purpose and understanding	a. read on-level text with purpose and understanding	a. read on-level text with purpose and understanding					
		b. read on-level text orally with accuracy, appropriate rate, and expression on successive readings	b. read on-level text orally with accuracy, appropriate rate, and expression on successive readings	b. read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	b. read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	b. read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings					
		c. use context to conform or self-correct word recognition and understanding; rereading if necessary	c. use context to conform or self-correct word recognition and understanding; rereading if necessary	c. use context to conform or self-correct word recognition and understanding; rereading if necessary	c. use context to conform or self-correct word recognition and understanding; rereading if necessary	c. use context to conform or self-correct word recognition and understanding; rereading if necessary					
Reading Foundation Notes											
1. first word, capitalization, ending punctuation											
2. consonant-vowel-consonant or CVC words; does not include CVCs ending with /l/, /r/, or /x/											
3. the, of, to, you, she, my, is, are, do, does											
4. roots and affixes											