

**K-2**

**CCSS - ELA Reading Foundations**

*(an addendum to the K-5 CCSS/ELA Hillsboro School District pacing guides)*



**CCSS - K-2 Reading Foundations**

* **Concepts of Print**
* **Phonological Awareness**
* **Phonics and Word Recognition**
* **Fluency**

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**Information:**

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| **CCSS Reading Foundations** begins at a basic level for students who can’t read (or most students entering school).  **S**tudents with limited language or literary experience may lack the reading foundations necessary for beginning reading.  **P**acing and time allotment to foundational skills (concepts of print, phonemic awareness, phonics and word recognition and fluency) varies according to student skill levels. Regardless, all students need to master these essential pre-requisite building blocks.  **S**tudents, who enter school understanding alphabetic principle and basic word recognition and are reading above grade level, should be allowed to progress more quickly through these foundational skill levels.  It is essential to differentiate using developmental options as foundational skills are taught. It may seem students at a variety of skill development levels are not ready to “go on” to literature and content-focused sections of a lesson. Approaching literature and content based activities by reading to and dialoguing with students regardless of skill level is extremely vital. Cognition levels of understanding and expressing is not dependent upon foundational knowledge.  The reading foundations standards in this document are not a pacing guide. These foundational standards are taught throughout the school year at various levels of depth and sequential knowledge. This document should be used only as a reference tool.  The CCSS/ELA Reading Foundations uniqueness as a reference tool is the inclusion of sequential skills checklist.  Again, this is a reference tool to be used by teachers in whichever way serves best.  The sequential skills checklist is a variation of several models. The most prominent model for skill sequence used here is by Louisa Moats, author of the *Common Core Curriculum Maps* (2011*)* reading foundations pacing guide and a writer of the CCSS in reading.  The sequential skills checklist was supported and integrated by a combination of other texts and authors as reference sources including:   |  | | --- | | * Making Sense of Phonics: The Hows and Whys (Solving Problems in the Teaching of Literacy) by [Isabel L. Beck](http://www.amazon.com/Isabel-L.-Beck/e/B000APLN24/ref=sr_ntt_srch_lnk_3?qid=1345599629&sr=1-3) (Nov,2005)  Phonics They Use: Words for Reading and Writing (6th Edition) (Making Words Series) by [Patricia M. Cunningham](http://www.amazon.com/Patricia-M.-Cunningham/e/B000APOB82/ref=sr_ntt_srch_lnk_5?qid=1345599725&sr=1-5) (July, 2012)Phonemic Awareness in Young Children: A Classroom Curriculum by Marilyn Jager Adams, Barbara R. Foorman, Ingvar Lundberg and Terri Beeler (October, 1997)  * The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction by [Gail Boushey](http://www.amazon.com/Gail-Boushey/e/B001JS10RO/ref=sr_ntt_srch_lnk_1?qid=1345599969&sr=1-1) and Joan Moser (April, 2009) | |

**CCSS/ ELA Reading Foundations**

This document contains the CCSS Reading Foundations for grades K–2 in each of the four areas (concepts of print, phonological awareness, phonics and word recognition, and fluency). Reading foundations in grades 3 – 5 are minimal and not included (but can be referenced on the HSD, CCSS/ELA K-5 Pacing Guides).

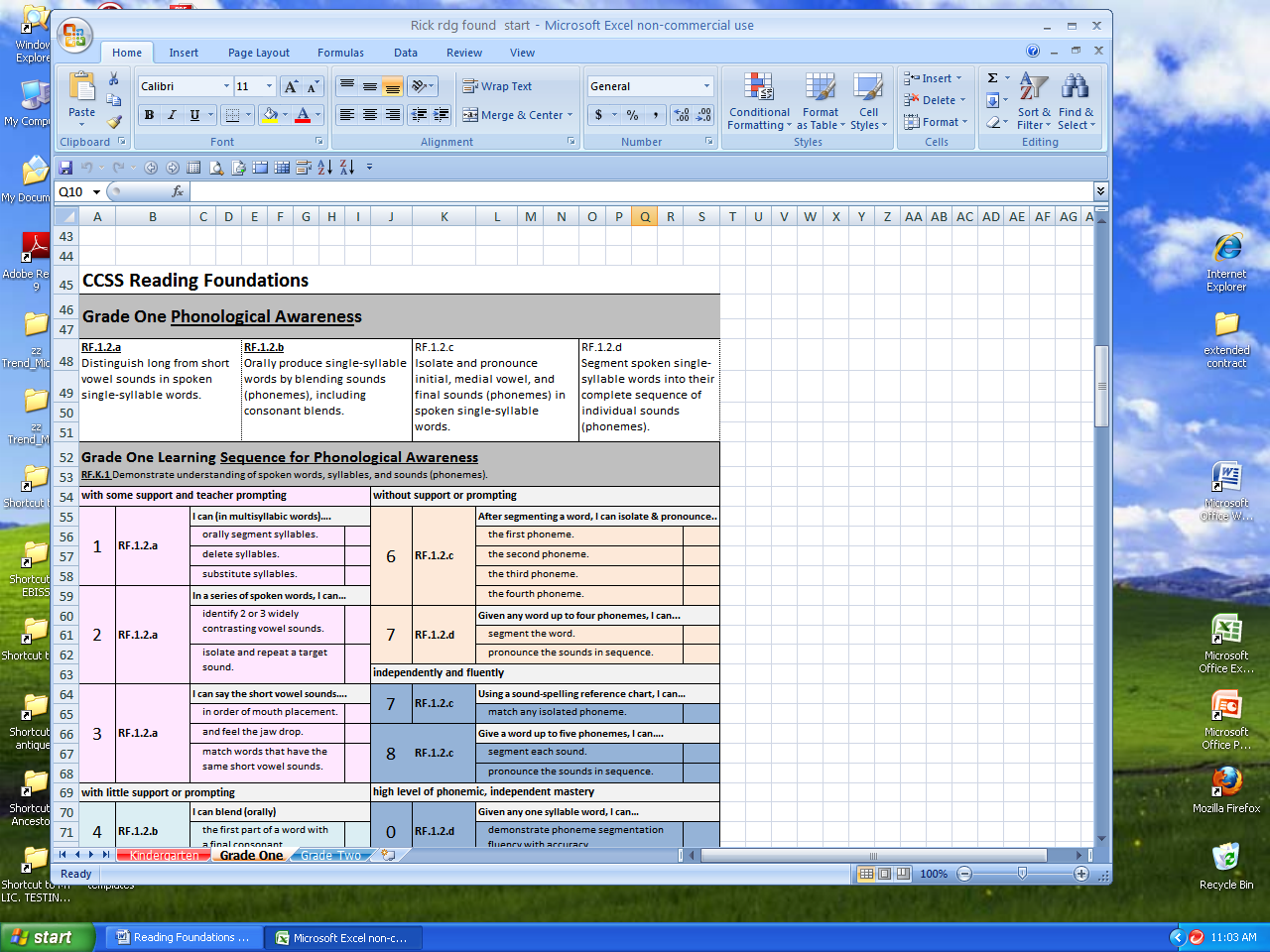


Figure 1 Example of phonological awareness standards, grade one.

This document also contains examples of sequential skills for each reading foundation standard.

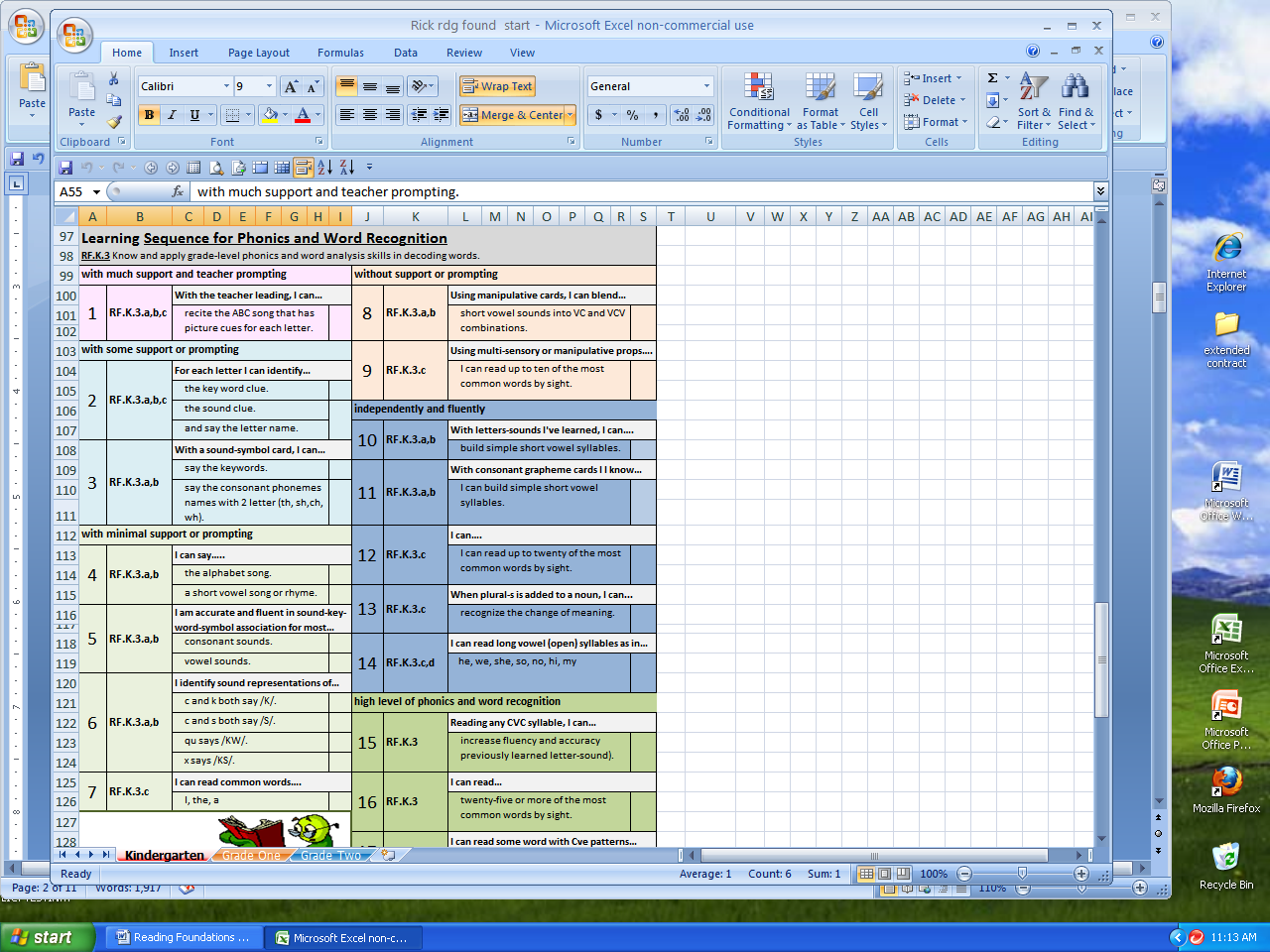


Figure 2 Example of Sequential Skills in Kindergarten.

**CCSS Reading Foundations “Kindergarten”**

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| **Kindergarten Concepts of Print** | | | | | | | | | |
|
| **RF.K.1.a** Follow words from left to right, top to bottom, and page by page. | | | **RF.K.1. b** Recognize that spoken words are represented in written language by specific sequences of letters. | | **RF.K.1. c** Understand that words are separated by spaces in print. | | | **RF.K.1. d** Recognize and name all upper- and lowercase letters of the alphabet. | |
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|
| **Learning Sequence for Concepts of Print RF.K.1** Demonstrate understanding of the organization and basic features of print. | | | | | | | | | |
|
| **with much support and teacher prompting** | | | | | **with little support or prompting** | | | | |
| 1 | **RF.K.1.a  RF.K.1.c** | **As the teacher reads I can…** | | | 7 | **RF.K.1.a  RF.K.1.c** | **As the teacher reads I can point…** | | |
| * point to a letter. | |  | * left to right. | |  |
| * point to a word. | |  | * top to bottom. | |  |
| * point to a sentence. | |  | * along page by page. | |  |
| * point to CVC words in a short sentence. | |  | 8 | **RF.K.1.a** | **I can identify independently….** | | |
| * the title. | |  |
| 2 | **RF.K.1.d** | **Using a chart or ABC template, I can…** | | | * the author and illustrator. | |  |
| * match the letters to a chart. | |  | * page. | |  |
| 3 | **RF.K.1.d** | * match upper case letters. | |  | 9 | **RF.K.1.d** | **Using a template I can independently…** | | |
| * match lower case letters. | |  | * match upper case letters. | |  |
| * I can match letters the teacher names | |  | * match lower case letters. | |  |
| * name each letter. | |  |
| **with template and visual prompt support** | | | | | Throughout the year I can increase fluency naming upper and lower case letters presented randomly as they are introduced. | | | | |
| 4 | **RF.K.1.c** | **I listen to and identify in text….** | | |
| * short words. | |  |
| * long words. | |  | **Fall** | | * identifies random letters. | |  |
| 5 | **RF.K.1.d** | **Using a chart or ABC template, I can…** | | | **Winter** | | * identifies random letters. | |  |
| * match letters in A-Z order. | |  | **Spring** | | * identifies random letters. | |  |
| * name all letters in sequence. | |  | C:\Documents and Settings\Rick\Local Settings\Temporary Internet Files\Content.IE5\BCKB0G8O\MC900056680[1].wmf | | | | |
| 6 | **RF.K.1.b** | **On a sentence strip I can point to…** | | |
| * capitals. | |  |
| * periods. | |  |
| * specific words. | |  |

**CCSS Reading Foundations Kindergarten – red needs a bullet or bullet correction**

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| **Kindergarten Phonological Awareness** | | | | | | | | | | | | | |
|
| **RF.K.2.a** Recognize and produce rhyming words. | | | **RF.K.2.b** Count, pronounce, blend, and segment syllables in spoken words. | **RF.K.2.c** Blend and segment onsets and rimes of single-syllable spoken words. | | | | **RF.K.2.d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) | | | | **RF.K.2.e** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | |
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|
| **Learning Sequence for Phonological Awareness RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | | | | | | | | | | | | | |
|
| **with much support and teacher prompting.** | | | | | **with little support or prompting** | | | | | **without support or prompting** | | | |
| **1** | **RF.K.2.a** | **As I listen I can….** | | | **9** | **RF.K.2.a** | **I can recite….** | | | **16** | **RF.K.2.d** | **I can delete and substitute…** | |
| * recite rhymes & poems. | |  | * familiar rhymes and poems. | |  | * initial sounds. |  |
| * recite plays and songs. | |  | * and create alliteration (create words with sound substitutes). | |  | * final sounds. |  |
| **2** | **RF.K.2.a** | **I can listen for….** | | | **17** | **RF.K.2.d** | **I can segment 1-syllable words…..** | |
| * specific words in rhymes and stories. | |  | **10** | **RF.K.2.b** | **Listening to compound and multi-syllabic words, I can….** | | | * with 3 to 4 phonemes. |  |
| * using sound boxes. |  |
| **with some support or prompting** | | | | | * count the syllables. | |  | * and isolate and pronounce the vowel sound. |  |
| **3** | **RF.K.2.a,c** | **I can identify** | | | * segment a word into syllables. | |  |
| * rhyming words. | |  | * delete a syllable. | |  | **independently and fluently** | | | |
| * I know rhymes have the same last rime. | |  | **11** | **RF.K.2.d** | **I can pronounce phoneme sets such as…** | | | **18** | **RF.K.2.c** | **I can blend…** | |
| * stops and glides. | |  | * 4-phoneme words orally. |  |
| **4** | **RF.K.2.b** | **Listening to compound and 2-3 syllable words, I can…** | | | * nasals and liquids. | |  | * transparent consonant blends -st, -lk, -ft. |  |
| * /r/ sounds and hissing sounds. | |  |
| * count the syllables. | |  | **12** | **RF.K.2.c** | **In listening to words, I can…** | | | **19** | **RF.K.2.c** | **I can classify phonemes as….** | |
| * segment a word into syllables. | |  | * blend onsets and rhymes. | |  | * closed consonant sounds. |  |
| * delete a syllable. | |  | * identify beginning sounds. | |  | * open (vowel sounds). |  |
| **5** | **RF.K.2.d** | **I can tell the difference between…** | | | * delete beginning sounds. | |  | * closed syllable sounds. |  |
| * voiced consonant sounds. | |  | **substitute a beginning sound.** | |  | * open long vowel end sound). |  |
| * voiceless consonant sounds. | |  | **13** | **RF.K.2.d** | **In listening to short vowel sounds, I can.** | | | **20** | **RF.K.2.e** | **I can make new CVC words by….** | |
| **6** | **RF.K.2.d** | **I can produce with teacher modeling…** | | | * pronounce and drop my jaw. | |  | * substituting initial phoneme. |  |
| * correct consonant sounds. | |  | * identify if the short vowel sound in spoken words are the same or different. | |  | * ending phoneme. |  |
| **7** | **RF.K.2.d** | **I can tell the difference between…** | | |  | * medial vowel. |  |
| * open vowel sounds. | |  | **14** | **RF.K.2.d** | **I can blend…** | | | **high level of phonemic mastery** | | | |
| * closed vowel sounds. | |  | * **2-3 phonemes into words.** | |  | **21** | **RF.K.2.e** | **I can orally segment and blend any…** | |
| * I can tell where the vowel sound is in every syllable (beginning, middle or ending). | |  | **15** | **RF.K.2.d** | **I can segment 2-to 3-phoneme words…** | | | * single syllable word with 3 to 4 phonemes. |  |
| * using tokens in sound boxes. | |  |
| **8** | **RF.K.2.d** | **I can look at a picture or cue and…** | | | * and pronounce each sound. | |  | * of the 44 vowel sound and consonants in words with 3 to 4 phonemes. |  |
| * pronounce short vowel sounds. | |  |  | | | | |
| * pronounce long vowel sounds. | |  |

**CCSS Reading Foundations “Kindergarten”**

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| **Kindergarten Phonics and Word Recognition** | | | | | | | | | | | | | | |
|
| **RF.K.3.a** Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. | | | **RF.K.3.b** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. | | | **RF.K.3.c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). | | | **RF.K.3.d** Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | | | | | |
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| **Learning Sequence for Phonics and Word Recognition RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words. | | | | | | | | | | | | | | |
|
| **with much support and teacher prompting** | | | | | **without support or prompting** | | | | | | | | | |
| 1 | **RF.K.3.a,b,c** | **With the teacher leading, I can…** | | | 8 | **RF.K.3.a,b** | **Using manipulative cards, I can blend…** | | | | | | | |
| * recite the ABC song that has picture cues for each letter. | |  | * short vowel sounds into VC and VCV combinations. | | | | | | |  |
|
| **with some support or prompting** | | | | | 9 | **RF.K.3.c** | **Using multi-sensory or manipulative props….** | | | | | | | |
| 2 | **RF.K.3.a,b,c** | **For each letter I can identify…** | | | * I can read up to ten of the most common words by sight. | | | | | | |  |
| * the key word clue. | |  |
| * the sound clue. | |  | **independently and fluently** | | | | | | | | | |
| * and say the letter name. | | 10 | **RF.K.3.a,b** | **With letters-sounds I've learned, I can….** | | | | | | | |
| 3 | **RF.K.3.a,b** | **With a sound-symbol card, I can…** | | | * build simple short vowel syllables. | | | | | | |  |
| * say the keywords. | |  | 11 | **RF.K.3.a,b** | **With consonant grapheme cards l know…** | | | | | | | |
| * say the consonant phonemes names with 2 letter (th, sh, ch, wh). | |  | * I can build simple short vowel syllables. | | | | | | |  |
|
| with minimal support or prompting | | | | | 12 | **RF.K.3.c** | **I can….** | | | | | | | |
| 4 | **RF.K.3.a,b** | **I can say…..** | | | * I can read up to twenty of the most common words by sight. | | | | | | |  |
| * the alphabet song. | |  |
| * a short vowel song or rhyme. | |  | 13 | **RF.K.3.c** | **When plural-s is added to a noun, I can...** | | | | | | | |
| 5 | **RF.K.3.a,b** | **I am accurate and fluent in sound-key-word-symbol association for most…** | | | * recognize the change of meaning. | | | | | | |  |
|
| * consonant sounds. | |  | 14 | **RF.K.3.c,d** | **I can read long vowel (open) syllables as in…** | | | | | | | |
| * vowel sounds. | |  | * he, we, she, so, no, hi, my | | | | | | |  |
| 6 | **RF.K.3.a,b** | **I identify sound representations of…** | | |  |  |  |  |  |  |  |
| * c and k both say /K/. | |  | **high level of phonics and word recognition** | | | | | | | | | |
| * c and s both say /S/. | |  | 15 | **RF.K.3** | **Reading any CVC syllable, I can…** | | | | | | | |
| * qu says /KW/. | |  | * increase fluency and accuracy previously learned letter-sound). | | | | | | |  |
| * x says /KS/. | |  |
| 7 | **RF.K.3.c** | **I can read common words….** | | | 16 | **RF.K.3** | **I can read…** | | | | | | | |
| * I, the, a | |  | * twenty-five or more of the most common words by sight. | | | | | | |  |
| C:\Documents and Settings\Rick\Local Settings\Temporary Internet Files\Content.IE5\KBVOOV82\MM900041016[1].gif | | | | |
| 17 | **RF.K.3** | **I can read some word with Cve patterns…** | | | | | | | |
| * including: like, ate, home, cute. | | | | | | |  |

**CCSS Reading Foundations “Kindergarten”**

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| **Kindergarten Fluency**  ***(note: Fluency does not begin until mid-year).*** | | | |
|
| **Learning Sequence for Fluency RF.K.4.** Read emergent-reader texts with purpose and understanding. | | | |
|
|
| **with minimal support or prompting** | | | |
| 1 | **RF.K.4** | **I can identify…** | |
| * high-frequency irregular words (I, a, the) in text. |  |
|
| **without support or prompting** | | | |
| 2 | **RF.K.4** | **I can read….** | |
| * simple decodable words (with sound-symbols I know). |  |
|
| **independently and fluently** | | | |
| 3 | **RF.K.4** | **I can read….** | |
| * simple decodable words (with sound-symbols I know). |  |
|
| **high level of phonics and word recognition** | | | |
| 4 | **RF.K.4** | **I can read….** | |
| * simple decodable words (with sound-symbols I know). |  |
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**CCSS Reading Foundations Grade 1**

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| **Grade 1 Concepts of Print** | | | |
|
| **RF.1.1. a** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | | | |
|
|
| **Learning Sequence for Concepts of Print RF.1.1:** Demonstrate understanding of the organization and basic features of print. | | | |
|
|
| **independently** | | | |
| **1** | **RF.1.1.a** | **On a printed page, I can identify….** | |
| * the first letter in a word. |  |
| * the last letter in a word. |  |
| * the first word on a page. |  |
| * the last word on a page. |  |
| * the first word of a sentence. |  |
| * the last word of a sentence. |  |
| **2** | **RF.1.1.a** | **While reading I can….** | |
| * track print left to right. |  |
| * track print top to bottom. |  |
| * point as I read words aloud. |  |
| **3** | **RF.1.1.a** | **I identify and point to….** | |
| * capitals and end marks. |  |
| * I can match end marks to sentence types (questions, exclamations and statements). |  |
|
| **4** | **RF.1.1.a** | **While reading I can….** | |
| * pause at the end of a period. |  |
| **5** | **RF.1.1.a** | **While reading aloud I can…** | |
| * respond to punctuation by adjusting my intonation. |  |
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**CCSS Reading Foundations Grade 1**

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| **Grade 1 Phonological Awareness** | | | | | | | | | | |
|
| **RF.1.2.a** Distinguish long from short vowel sounds in spoken single-syllable words. | | | **RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | | | **RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | | | **RF.1.2.d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | |
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|
| **Grade 1 Learning Sequence for Phonological Awareness RF.K.1** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | | | | | | | | | | |
|
| **with some support and teacher prompting** | | | | | **without support or prompting** | | | | | |
| 1 | **RF.1.2.a** | **I can (in multisyllabic words)…** | | | 8 | | **RF.1.2.c** | **After segmenting a word, I can isolate & pronounce…** | | |
| * orally segment syllables. | |  | * the first phoneme. | |  |
| * delete syllables. | |  | * the second phoneme. | |  |
| * substitute syllables. | |  | * the third phoneme. | |  |
| 2 | **RF.1.2.a** | **In a series of spoken words, I can…** | | | * the fourth phoneme. | |  |
| * identify 2 or 3 widely contrasting vowel sounds. | |  | 9 | | **RF.1.2.d** | **Given any word up to four phonemes, I can...** | | |
| * segment the word. | |  |
| * isolate and repeat a target sound. | |  | * pronounce the sounds in sequence. | |  |
| **independently and fluently** | | | | | |
| 3 | **RF.1.2.a** | **I can say the short vowel sounds…** | | | 10 | | **RF.1.2.c** | **Using a sound-spelling reference chart, I can…** | | |
| * in order of mouth placement. | |  | * match any isolated phoneme. | |  |
| * and feel the jaw drop. | |  | 11 | | **RF.1.2.c** | **Give a word up to five phonemes, I can….** | | |
| * match words that have the same short vowel sounds. | |  | * segment each sound. | |  |
| * pronounce the sounds in sequence. | |  |
| **with little support or prompting** | | | | | **high level of phonemic, independent mastery** | | | | | |
| 4 | **RF.1.2.b** | **I can blend (orally)…** | | | 12 | | **RF.1.2.d** | **Given any one syllable word, I can…** | | |
| * the first part of a word with a final consonant. | |  | * demonstrate phoneme segmentation fluency with accuracy. | |  |
|
| 5 | **RF.1.2.b** | **I can make new words by substituting…** | | |  | | | | | |
| * an initial consonant. | |  |
| * an ending consonant. | |  |
| **Support only as needed (without consonant blends).** | | | | |
| 6 | **RF.1.2.b** | **When a 2 to 3-phoneme word has been segmented in a story, I can…** | | |
|
| * blend the word. | |  |
| 7 | **RF.1.2.d** | **In a 2 to 3-phoneme word, I can…** | | |
| * segment the sounds in sequence. | |  |
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**CCSS Reading Foundations “Grade 1”**

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| **Grade 1 Phonics and Word Recognition** | | | | | | | | | | | |
|
| **RF.1.3.a** Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). | | | **RF.1.3.b** Decode regularly spelled one-syllable words. | **RF.1.3.c** Know final -e and common vowel team conventions for representing long vowel sounds. | | | | | | **RF.1.3.d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | |
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|
| **RF.1.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables. | | | **RF.1.3.f** Read words with inflectional endings. | **RF.1.3.g** Recognize and read grade-appropriate irregularly spelled words. | | | | | http://clipart.mrdonn.org/reading_icon.gif | | |
|
|
| **Grade 1 Learning Sequence for Phonics and Word Recognition RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words. | | | | | | | | | | | |
|
| **with much support and teacher prompting** | | | | | | **13** | **RF.1.3.g** | **I can read comparative adjective forms….** | | | |
| **1** | **RF.1.3.a,b,c** | **Using sound-spelling card I can...** | | | | * er and est. | | |  |
| * I can see, hear, say and write letter-sound representations. | | |  | * and illustrate different meanings. | | |  |
| **14** | **RF.1.3.g** | **I can read verbs with - ed and…** | | | |
| **2** | **RF.1.3.a,b,c** | **Using taught sound spellings, I can…** | | | | * illustrate or explain the meaning of the past tense. | | |  |
| * blend and read simple words. | | |  |
| * read words in text/ isolation. | | |  | **independently and fluently** | | | | | |
| **3** | **RF.1.3.g** | **I can learn… (not irregular after taught)** | | | | **15** | **RF.1.3.a.b.c** | **I can learn the sound-symbol for….** | | | |
| * 3 to 5 common irregular new words each week. | | |  | * /r/ spelled wr. | | |  |
| * /f/ spelled ph. | | |  |
| **with little support or prompting** | | | | | | **16** | **RF.1.3.a,b,c** | **Using taught sound spellings, I can…** | | | |
| **4** | **RF.1.3.a,b,c** | **Learn sound-spelling associations by…** | | | | * blend and read simple words. | | |  |
| * see, hear, say and write sequence. | | |  | * read words in text/ isolation. | | |  |
| **17** | **RF.1.3.f** | **I can count the vowels in words with…** | | | |
| **5** | **RF.1.3.a,b,c** | **Using taught sound spellings, I can…** | | | | * two open, closed, vowel-r, or Vce syllable (robot, wiper, complete). | | |  |
| * blend and read simple words. | | |  |
| * read words in text/ isolation. | | |  | **18** | **RF.1.3.f** | **I apply word-reading skills….** | | | |
| **6** | **RF.1.3.g** | **I can….** | | | | * out of context. | | |  |
| * read plural nouns with "s" | | |  | * in the context of connected text. | | |  |
| * read plural nous with "s” and pronounced /s/ or /z/. | | |  | **19** | **RF.1.3.g** | **I identify (without change to the base)** | | | |
| * base words and endings in inflected forms (dark+est) | | |  |
| * explain the plural meaning. | | |  |
| **with minimal support or prompting** | | | | | | **high level of phonics and word recognition** | | | | | |
| **7** | **RF.1.3.a,b,c** | **Learn sound-spelling associations by..** | | | | **20** | **RF.1.3.f** | **I can read accurately and fluently…** | | | |
| * see, hear, say and write sequence. | | |  | * two-syllable words with learned patterns. | | |  |
|
| **8** | **RF.1.3.a,b,c** | **Using taught sound spellings, I can…** | | | | * compound words with recognizable base word (e.g., backpack). | | |  |
| * blend and read CVC words. | | |  |
| * read words in text/ isolation. | | |  | * two-syllable words by first identifying the vowel in each syllable. | | |  |
| **9** | **RF.1.3.a,b,c** | **I can read plural nouns with…** | | | |
| * s and es and explain meaning. | | |  | **21** | **RF.1.3.f** | **I apply word-reading skills….** | | | |
| **I can read verbs ending with…** | | | | * out of context. | | |  |
| * ing and explain meaning. | | |  | * in the context of connected text. | | |  |
| **without support or prompting** | | | | | | **22** | **RF.1.3.g** | **In connected text I can identify….** | | | |
| **10** | **RF.1.3.a,b,c** | **Learn sound-spelling associations by..** | | | | * inflectional word forms. | | |  |
| * see, hear, say and write sequence. | | |  | * and read inflectional forms easily. | | |  |
| **Note:** There are repeating standards (i.e.; blend and read simple words…) in some of the categories. The purpose of the repetition is to assess student ability at different times during the year as new words and sounds are introduced. | | | | | |
| **11** | **RF.1.3.a,b,c** | **Using taught sound spellings, I can…** | | | |
| * blend and read 2 syllable words. | | |  |
| * read words in text and in isolation. | | |  |
| **12** | **RF.1.3.e** | **I can identify…** | | | |
| * the vowels in words with two simple closed syllables. | | |  |
|
| * sound out the words with two simple closed syllables (i.e.; rabbit, basket, and piglet). | | |  |
|

**CCSS Reading Foundations “Grade 1”**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade 1 Fluency** | | | | | | | | | |
|
| **RF.1.4.a** Read grade-level text with purpose and understanding. | | | **RF.1.4.b** Read grade-level text orally with accuracy, appropriate rate, and expression. | | | | **RF.1.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | |
|
|
| **Grade 1 Learning Sequence for Fluency RF.1.4** Read with sufficient accuracy and fluency to support comprehension. | | | | | | | | | |
|
| **with much support and teacher prompting** | | | | | **without support or prompting** | | | | |
| 1 | **RF.1.4.a,b,c** | **I understand that….** | | | 6 | **RF.1.4.a.b.c** | | **I can read with 90-95% accuracy….** | |
| * there is sense and nonsense. | |  | * instructional level text. |  |
| * printed words should make sense. | |  | * and reread to improve intonation. |  |
| 7 | **RF.1.4.c** | | **When I see an unknown word, I can…** | |
| **with little support or prompting** | | | | | * look at the letter sequence. |  |
| 2 | **RF.1.3.a,b,c** | **After practicing I can…** | | | * sound out the word. |  |
| * reread phrases and sentences to improve fluency. | |  | * check for sense in the text. |  |
| * ask for help. |  |
| **with minimal support or prompting** | | | | | **independently and fluently** | | | | |
| 3 | **RF.1.4.a** | **By mid-year I can….** | | | 8 | **RF.1.4.a.b.c** | | **I can read aloud to someone….** | |
| * read twenty to thirds words correctly per minute in new text with 96% accuracy. | |  | * so the listener will comprehend. |  |
| 9 | **RF.1.4.c** | | **When I see an unknown word, I can…** | |
| * demonstrate comprehension through retelling. | |  | * look at the letter sequence. |  |
| * sound out the word. |  |
| 4 | **RF.1.4.b** | **I can reread a familiar passage…** | | | * check for sense in the text. |  |
| * and adjust my expression to show meaning. | |  | * ask for help. |  |
| **high level of phonics and word recognition** | | | | |
| 5 | **RF.1.4.c** | **When I see an unknown word, I can…** | | | 10 | **RF.1.4.f** | | **By the end of the year, I can…** | |
| * look at the letter sequence. | |  | * read fifty to six words correctly. |  |
| * sound out the word. | |  | * read with 97% accuracy or better. |  |
| * check for sense in the text. | |  | 11 | **RF.1.4.a.b.c** | | **I can read aloud to someone….** | |
| * ask for help. | |  | * so the listener will comprehend. |  |
| **Note:** There are repeating standards (i.e.; “when I see an unknown word, I can..”.) in some of the categories. The purpose is to assess student ability at different times during the year as new words and sounds are introduced. | | | | | 12 | **RF.1.4.c** | | **When I see an unknown word, I can…** | |
| * look at the letter sequence. |  |
| * sound out the word. |  |
| * check for sense in the text. |  |
| * ask for help. |  |

**CCSS Reading Foundations “Grade 2”**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade 2 Phonics and Word Recognition** | | | | | | | | | | | | |
|
| **RF.2.3.a** Distinguish long and short vowels when reading regularly spelled one-syllable words. | | | **RF.2.3.b** Know spelling-sound correspondences for additional common vowel teams. | **RF.2.3.c** Decode regularly spelled two-syllable words with long vowels. | | | | **RF.2.3.d** Decode words with common prefixes and suffixes. | | **RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences. | **RF.2.3.f** Recognize and read grade-appropriate irregularly spelled words. | |
|
|
| **Grade 2 Learning Sequence for Phonics and Word Recognition** RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. | | | | | | | | | | | | |
|
| **with some support and teacher prompting** | | | | | | **minimal support or prompting** | | | | | | |
| **1** | **RF.2.3.a** | **With accuracy and fluency I can….** | | | | **11** | **RF.2.3.a,b** | | **With accuracy and fluency I can….** | | | |
| * write letters for sounds. | | |  | * write letters representing sounds I've learned. | | |  |
| * say short vowel and consonant sounds. | | |  | * write and sound-out diphthongs (/ou/-ou,ow;/oi/=oi,oy) and vowel + r (/er/, /ar/, /or/). | | |  |
| **2** | **RF.2.3.c** | **I can identify….** | | | |  |
| * syllable units in spoken words. | | |  | **12** | **RF.2.3.c** | | **I can identify and pronounce…** | | | |
| * a vowel(s) for each syllable. | | |  | * vowel sounds in closed, open and Vce syllables. | | |  |
| * words with closed (short vowel) syllables. | | |  | * vowel teams and vowel + r syllables. | | |  |
| **3** | **RF.2.3.d** | **I can….** | | | | **13** | **RF.2.3.d** | | **I can add and delete common suffixes…** | | | |
| * add and delete inflectional suffixes from based words that don't require change. | | |  | * beginning with vowels from base words that require deletion of a final silent e (slime-slimy, hope-hoping). | | |  |
| * recognize how meaning is changed by a suffix (-s, -es, -ed,-ing,-er). | | |  | * and recognize how suffixes change word meaning. | | |  |
| **12** | **RF.2.3** | | **I can read and pronounce words with…** | | | |
| **4** | **RF.2.3.e** | **I can read words with…** | | | | * silent letter spellings (knee, wrong, gnaw, comb, ghost). | | |  |
| * double f, l, s, z after short vowels. | | |  | * "wo" spellings (work, word) "wa" (was, warm, warp, etc..). | | |  |
| * -ck,-tch, and-dge after short vowels. | | |  | **13** | **RF.2.4** | | **I read accurately and fluently…** | | | |
| * soft c and soft g. | | |  | * twenty additional high-frequency words from common words in written English. | | |  |
| **5** | **RF.2.3.f** | **With accuracy and fluency I can….** | | | |
| * read twenty additional high-frequency irregular words (e.g., there, where, any). | | |  | **without support or prompting** | | | | | | |
| **14** | **RF.2.3.a,b,c** | | **I identify and read….** | | | |
| **with some support and teacher prompting** | | | | | | * two-syllable words ending in a consonant-le syllable (cradle; paddle, humble, google). | | |  |
| **6** | **RF.2.3.a,b** | **With accuracy and fluency I can….** | | | |
| * say and write letters representing sounds. | | |  | **15** | **RF.2.3.d** | | **I can add and delete common suffixes from base words..** | | | |
| * spell words with common long vowels. | | |  | * such as -ly, -less, -es, -ed, -ing, -er, est from words with final y (bunnies, babying,) and explain meaning. | | |  |
| **7** | **RF.2.3.c** | **I can identify and pronounce…** | | | |
| * vowel sounds in written closed syllables. | | |  | **17** | **RF.2.3.e** | | **I can read …..** | | | |
| * vowel sounds in written open syllables. | | |  | * and decompose contractions (they'd=they would). | | |  |
| * vowel sounds in Vce syllables (hi,hide,hi). | | |  | **18** | **RF.2.3.f** | | **I read accurately and fluently…** | | | |
| **8** | **RF.2.3.d** | **I can add and delete common inflectional suffixes…** | | | | * twenty additional high-frequency words from common words in written English. | | |  |
| * beginning with vowels (-s, -es,-ing,-er) from base words not requiring doubling of a final consonant (running). | | |  |
| **independently and fluently** | | | | | | |
| * and know how meaning is changed. | | |  | **19** | **RF.2.3** | | **I can read …..** | | | |
| **9** | **RF.2.3.e** | **I can read words with…** | | | | * two-syllable words with a VCV syllable juncture (e/ven, ev/ery; ra/dar, rad/ish). | | |  |
| * - ild, ind, old, ost patterns. | | |  |
| * -all, -al patterns. | | |  | * and pronounce the words correctly for meaning. | | |  |
| **10** | **RF.2.3** | **With accuracy and fluency I can….** | | | | **20** | **RF.2.3.d** | | **I can identify…** | | | |
| * read twenty additional high-frequency irregular words. | | |  | * common prefixes on base words (un, mis, re, pre). | | |  |
| * how adding or deleting prefixes changes meaning. | | |  |
| **Note:** There are repeating standards (i.e.;” read twenty additional high-frequency words from common English…”) in some of the categories. The purpose is to assess student ability at different times during the year as new words and sounds are introduced.  spelling bee | | | | | | **21** | **RF.2.3.e** | | **I can associate spelling of common homophone pairs…** | | | |
| * with their major meanings (for, four, wear, where). | | |  |
| **22** | **RF.2.3** | | **I read accurately and fluently…** | | | |
| * twenty additional high-frequency words from common words in written English. | | |  |
| **high level of phonics and word recognition** | | | | | | |
| **23** | **RF.2.3.a,b,c** | | **I can read fluently and accurately…** | | | |
| * two-syllable base words with any of the six regular spelling patterns. | | |  |
| **24** | **RF.2.3.d** | | **I can read fluently and accurately…** | | | |
| * grade-level base words with most common prefixes. | | |  |
| * and recognize how suffixes change base meaning. | | |  |
| **25** | **RF.2.3** | | **I can read fluently and accurately…** | | | |
| * lesson common but predictable vowel patterns (eigh for long /a/ (neighbor), ought for long /o/ (though dough) and ei for long /e/ (ceiling). | | |  |
| **26** | **RF.2.3** | | **I read accurately and fluently…** | | | |
| * twenty additional high-frequency words from common words in written English. | | |  |

**CCSS Reading Foundations “Grade 2**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade 2 Fluency** | | | | | | | | | |
|
| **RF.2.4.a** Read grade-level text with purpose and understanding. | | | **RF.2.4.b** Read grade-level text orally with accuracy, appropriate rate, and expression. | | | | **RF.2.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | |
|
|
| **Grade 2 Learning Sequence for Fluency RF.2.4** Read with sufficient accuracy and fluency to support comprehension. | | | | | | | | | |
|
| **with support only as needed** | | | | | **without support or prompting** | | | | |
| 1 | **RF.1.4.a,b,c** | **I can orally read connected text…** | | | 4 | **RF.1.4.a,b,c** | | **I can orally read connected text…** | |
| * at sixty words per minute. | |  | * seventy-five words per minute. |  |
| * with good comprehension. | |  | * with demonstrated comprehension. |  |
| **with some support as encouragement** | | | | | **independently and fluently** | | | | |
| 2 | **RF.1.4.a,b,c** | **I can orally read connected text…** | | | 5 | **RF.1.4.a,b,c** | | **I can orally read connected text…** | |
| * sixty five words per minute. | |  | * eighty words per minute. |  |
| * with good comprehension. | |  | * with demonstrated comprehension. |  |
| **without support or prompting (mid-year)** | | | | | **advanced proficient fluency** | | | | |
| 3 | **RF.1.4.a,b,c** | **I can orally read connected text…** | | | 6 | **RF.1.4.a,b,c** | | **I can orally read connected text…** | |
| * seventy words per minute. | |  | * ninety words per minute. |  |
| * with good comprehension. | |  | * with demonstrated comprehension. |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **5 Dimensions of Teaching & Learning Strategies** | | | | | | | | | | | |
| 5 Dimensions of Teaching and Learning | | \* The Five Dimensions of Teaching & Learning from Stephen Fink's & Anneke Markholt's Leading for Instructional Improvement. | | | **3.** | **Curriculum & Pedagogy** | | | | | |
| Curriculum | | | | | | |
| Connection Graphs to previous lessons  Connections to larger study | | | | | | |
| 1. | | **Purpose** |
|  | | * Standard |
|  | | * Teaching Point |
| **2.** | | **Student Engagement** | Teaching Approaches & Strategies | | | | | | |
|  | | * Intellectual Work | Connects Strategies to Learning  Graphs of connecting to other disciplines  Scaffolding Language  Habits of Thinking Language Posted | | | | | | |
|  | | * Engagement Strategies |
|  | | * Talking Points |
| **3.** | | **Curriculum & Pedagogy** |
|  | | * Curriculum |
|  | | * Teaching Approached & Strategies | Scaffolding | | | | | | |
|  | | * Scaffolds for Learning | Co-Constructed charts (teacher & students | | | | | | |
| **4.** | | **Assessment for Student Learning** | Guided instruction | | | | | | |
|  | | * Assessment | to – with – by | | | | |  | |
|  | | * Adjustments | I do – we do – you do | | | | |  | |
| **5.** | | **Classroom Environment & Culture** | Tiered Assignments | | | | |  | |
|  | | * Use of Physical Environment | **4.** | **Assessment for Student Learning** | | | | | |
|  | | * Classroom Routines & Rituals | Assessments | | | | | | |
|  | | * Classroom Culture | Anecdotal Notes | | | | | Student Work Samples | |
| **Strategies You Can Use in Your Classroom** | | | | | Student-Teacher Conference | | | | | Charts | |
| There are many strategies and activities you can use in your classroom in each of the five areas of teaching and learning. \* These are just a few. The importance of preparing our students for college and career readiness depends on instruction. | | | | | Conferring | | | | | Records | |
| Portfolios | | | | | Rubrics | |
| Student Created Goals | | | | | Contracts | |
| Learning Journals | | | | | Portfolios | |
| **1.** | **Purpose** | | | | Concept Maps | | | | | Knowledge Surveys | |
| Standards | | | | | Assessments Concept Test | | | | | Peer Review | |
| KWL Graph | | | Advanced Graphic Organizer | | Predictions | | | | | Written Reports | |
| I Can Statements | | |  | | Oral Presentations | | | | | Multiple Choice | |
| Standard Sentence Frame | | |  | | Poster Presentations | | | | | Class Assessment | |
| Teacher Example | | |  | | Open -Ended | | | | |  | |
| Teaching Points (Objective) | | | | | Adjustments | | | | | | |
| Targeted question listed | | |  | | Pre-planned Leveled Questions | | | | | | |
| KWL Graph | | |  | | Alternative Question | | | | | | |
| Rubric of Expectations | | |  | | Possible Teacher Adjustments List | | | | | | |
| Performance Tasks Listed | | |  | |  | | | | | | |
| Explained in Kid Language | | |  | | **5.** | **Classroom Environment & Culture Supports Learning with…** | | | | | |
| **2.** | **Student Engagement** | | | | Use of Physical Environment | | | | | | |
| Intellectual Work | | | | | Meeting Areas  Seating Resources  Libraries  Materials | | Charts  Technology  Space  Centers  Desks face teacher  Elbow Room | | | | Neutral zones  Co-constructed  Learning Display  Concept Displays |
| Bloom's Questions | | | Student Created Analogies | |
| Debate | | | Frame a Question | |
| Identify Similarities and Differences | | | KOI-Open-Ended Questions | |
| Class Continuum Levels | | | Patterns & Connections | |
| Higher Level Thinking Graphs | | | Challenge Thinking Activities | |
| KWLH | | | Gates Dimensions | | Classroom Routines and Rituals | | | | | | |
| Engagement | | | | | Techniques  Class is involved in rule making.  Greet by Name  Transition Rules | | | Procedures  Processes  Access to Resources  Entering Class  Leaving Class | | | Effort Rewards  Work Habits  Productive Time  Group experiences |
| Activate Prior Knowledge | | | Debate | |
| Collaboration Activity | | | Partner Talk | |
| Cooperative Learning | | | Class Effort Rubric | |
| Student Response Extends Conversation | | | SIOP Components | |
| Discussion Language Posted | | | Heterogeneous Grouping | | Classroom Culture | | | | | | |
| Think-Pair-Share | | |  | | Expectations Posted  Accountability  Language & Actions Used  Teacher to Student  Student to Student  Community of Equality  Learning from Each Other  Students know clarifying words and language. | | | | Student Task Choice  High Motivation  Caring & Enthused Teacher  Development of relationships  Intellectually and culturally rich class  Risk—Taking Atmosphere | | |
| Talk | | | | |
| Speaking Words Poster | | | Debate | |
| Character Role Play | | | Reciprocal Learning | |
| SIOP Components | | | Question Card Prompts | |
| Think-Pair-Share | | | Prior Knowledge Activities | |
| Partner Talk | | | Think Alouds | |

**Resources**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Bloom’s Taxonomy** | | | **Marzano’s 9 Best Practices** | | | | **SIOP Components** | |
| **6** |  | |
| 1. | Identifying Similarities and Differences | | | **Preparation** | |
| Combine Ideas to Form a new Idea | | | 2. | Nonlinguistic Representations | | | Strategies: graphic organizers, study guides, jigsaw reading, surveys, letter writing, plays | |
| Predicting the Outcome | | | 3. | Summarizing and Note Taking | | |
| Adding Ideas | | | 4. | Setting Objectives and Providing Feedback | | |
| Suggesting Solutions | | | 5. | Reinforcing Effort and Providing Recognition | | | **Building Background** | |
| Collecting and Grouping Ideas | | | 6. | Generating and Testing Hypotheses | | | Strategies: KWL, key vocabulary games  links past to new | |
| Organize and Plan | | | 7. | Homework and Practice | | |
| Change Story Ending for a Purpose | | | 8. | Cues, Questions, and Advanced Organizers | | |
| Map Story Setting | | | 9. | Cooperative Learning | | | **Comprehensible Input** | |
| **Creating/Synthesis** | | | **Differentiation Strategies**  (especially beneficial for gifted and high ability students) | | | | Strategies: differentiated proficiency levels, model, hands on, visuals, realia, demos, gestures, film clips | |
| **5** |  | |
| Evaluate Characters’ Actions | | | **Compacting** | | Students are pre-assessed to determine already mastered content. | | **Strategies** | |
| Evaluate Feelings | | | GIST, SQP2R, reciprocal teaching, mnemonics, repeated reading, think alouds, paraphrase, question cubes, bloom’s | |
| Evaluate Personality | | |
| Evaluate Values | | | **Depth & Complexity** | | From concrete to abstract and connections over time. | |
| Evaluate Story Ending | | | **Interaction** | |
| Defend an Action | | | Strategies: pairs, triads, TPS, teams, native language materials, student notes, write/respond | |
| Judge | | | **Independent Study** | | Opportunity to choose and investigate a topic of your own interest. | |
| Support | | |
| **Evaluation** | | | **Practice/Application** | |
| **4** |  | | **Think Like a Disciplinarian** | | Is this how a (discipline, i.e.; biologist) would think and act? | | Strategies: hands on, discussion, abstract models for concrete concepts, partner work then alone work, integrate all lang. skills | |
| I Conclude… | | |
| Fact or Fiction? | | | **Thinking Skill** (Bloom’s) | | Scaffolding questions and activities at various levels of Bloom's Taxonomy. | | **Lesson Delivery** | |
| Identifying Motives | | | Strategies: clear objectives, opportunities to talk, no down time, whole and small groups | |
| Categorize Events or Ideas | | |
| Compare one to another | | | **Tiered Assignments** | | Different levels of complexity, number of steps and levels of independence. | | **Review/Assessment** | |
| Listing Evidence | | | Strategies: content word wall, graphic organizers, clarify, discuss, correct, thumbs up-down, numbered wheels, white-board responses | |
| Examine Evidence | | |
| Asking the Question “Why” | | | **O.D.E. – ELP Standards** | | | | | |
| **Analysis** | | |
| **3** |  | | **Function** | | | **Form** | | |
| Problem Solving | | | express: needs/likes | | | indirect/direct object subject/verb agreements, pronouns | | |
| Why is…it important? | | | describe: nouns | | | nouns, pronouns, adjectives | | |
| How is…and example of? | | | describe: relations | | | prepositional phrases | | |
| Using illustrations to sequence story | | | describe: actions | | | present progressive, adverbs | | |
| Interpret Why Events Happen | | | retell/relate events | | | past tense verbs, perfect aspect (present & past) | | |
| Solve story problem in your own way | | | make predictions | | | Verbs: future tense, conditional mode | | |
| Describe in words or art about story | | | information questions | | | Verbs and verb phrases in questions | | |
| **Application** | | | clarifying questions | | | Questions with increasing specificity | | |
| **2** | |  | express opinion | | | sentence structure, modals (will, can, may shall) | | |
| comparing | | | adjectives, conjunctions, comparatives, superlatives, adverbs | | |
| Summarize Story | | | contrasting | | | comparative adjectives | | |
| Retell Details | | | summarizing | | | increasingly complex sentences w' specific vocabulary | | |
| Sequencing Story Events | | | persuading | | | verb forms | | |
| Main idea | | | literary analysis | | | sentence structure, specific vocabulary | | |
| What Happened/Conclusion | | | cause/effect | | | verb forms | | |
| Describe in Own Words | | | draw conclusion | | | comparative adjectives | | |
| Discuss | | | define | | | nouns, pronouns and adjectives | | |
| Explain | | | explain | | | verbs, declarative & complex sentences, adverbs of manner | | |
| Identify | | | generalize | | | abstract nouns, verb forms, nominalizations | | |
| **Understanding/Comprehension** | | | evaluate | | | complex sentences; increasing specificity of nouns, verbs, adj | | |
| **1** | |  | interpret | | | language of propaganda, complex sentences, nominalizations | | |
| sequence | | | adverbs of time, relative clauses, subordinate conjunctions | | |
| Characters and Story Elements | | | hypothesize | | | Modals (would, could might), compound tenses | | |
| List Events and Character Traits | | | **Resource Contributors:**  Erin Crowley, Kathleen Lacock, Susan Richmond, Sonta Thompson, Carolyn Grenz, Amber Kuzma, Ann Tronco | | | | | C:\Documents and Settings\Rick Richmond\Local Settings\Temporary Internet Files\Content.IE5\R99A5KDY\MC900056794[1].wmf |
| Repeat - Recall of information | | |
| First, Next, Last - Who, Where in Story… | | |
| Identify Feeling | | |
| Describe from Text | | |
| **Remembering/Knowledge** | | |

**CCSS - Kindergarten Reading Foundational**

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| **Reading Foundational Skills** | | |
|  | ***Print Concepts*** | |
| K.RF.1 |  | Demonstrate understanding of the organization and basic features of print. |
| K.RF.1.a |  | Follow words from left to right, top to bottom, and page by page. |
| K.RF.1.b |  | Recognize that spoken words are represented in written language by specific sequences of letters. |
| K.RF.1.c |  | Understand that words are separated by spaces in print. |
| K.RF.1.d |  | Recognize and name all upper- and lowercase letters of the alphabet. |
|  | ***Phonological awareness*** | |
| K.RF.2 |  | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| K.RF.2.a |  | Recognize and produce rhyming words. |
| K.RF.2.b |  | Count, pronounce, blend, and segment syllables in spoken words. |
| K.RF.2.c |  | Blend and segment onsets and rimes of single-syllable spoken words. |
| K.RF.2.d |  | 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/.) |
| K.RF.2.e |  | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. |
|  | ***Phonics and Word recognition*** | |
| K.RF.3 |  | Know and apply grade-level phonics and word analysis skills in decoding words. |
| K.RF.3.a |  | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. |
| K.RF.3.b |  | Associate the long and short sounds with common spellings (graphemes) for the five major vowels. |
| K.RF.3.c |  | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). |
| K.RF.3.d |  | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
|  | ***Fluency*** | |
| K.RF.4 |  | Read emergent-reader texts with purpose and understanding. |

**CCSS – Grade 1 Reading Foundational**

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| **Reading Foundational Skills** | | | |
|  | ***Print Concepts*** | | |
| 1.RF.1 |  | Demonstrate understanding of the organization and basic features of print. | |
| 1.RF.1.a |  | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | |
|  | ***Phonological awareness*** | | |
| 1.RF.2 |  | | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| 1.RF.2.a |  | | Distinguish long from short vowel sounds in spoken single-syllable words. |
| 1.RF.2.b |  | | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
| 1.RF.2.c |  | | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| 1.RF.2.d |  | | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
|  | ***Phonics and Word recognition*** | | |
| 1.RF.3 |  | Know and apply grade-level phonics and word analysis skills in decoding words. | |
| 1.RF.3.a |  | Know the spelling-sound correspondences for common consonant digraphs. | |
| 1.RF.3.b |  | Decode regularly spelled one-syllable words. | |
| 1.RF.3.c |  | Know final -e and common vowel team conventions for representing long vowel sounds. | |
| 1.RF.3.d |  | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | |
| 1.RF.3.e |  | Decode two-syllable words following basic patterns by breaking the words into syllables. | |
| 1.RF.3.f |  | Read words with inflectional endings. | |
| 1.RF.3.g |  | Recognize and read grade-appropriate irregularly spelled words. | |
|  | ***Fluency*** | | |
| 1.RF.4 |  | Read with sufficient accuracy and fluency to support comprehension. | |
| 1.RF.4.a |  | Read on-level text with purpose and understanding. | |
| 1.RF.4.b |  | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | |
| 1.RF.4.c |  | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | |

**CCSS – Grade 2 Reading Foundational**

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| **Reading Foundational Skills** | | |
|  | ***Phonics and Word recognition*** | |
| 2.RF.3 |  | Know and apply grade-level phonics and word analysis skills in decoding words. |
| 2.RF.3.a |  | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
| 2.RF.3.b |  | Know spelling-sound correspondences for additional common vowel teams. |
| 2.RF.3.c |  | Decode regularly spelled two-syllable words with long vowels. |
| 2.RF.3.d |  | Decode words with common prefixes and suffixes. |
| 2.RF.3.e |  | Identify words with inconsistent but common spelling-sound correspondences. |
| 2.RF.3.f |  | Recognize and read grade-appropriate irregularly spelled words. |
|  | ***Fluency*** | |
| 2.RF.4 |  | Read with sufficient accuracy and fluency to support comprehension. |
| 2.RF.4.a |  | Read on-level text with purpose and understanding. |
| 2.RF.4.b |  | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| 2.RF.4.c |  | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |