



BUILDING THE FOUNDATION

*A Suggested Progression of Sub-skills to Achieve
the Reading Standards: Foundational Skills
in the Common Core State Standards*



CENTER ON
INSTRUCTION

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A Suggested Progression of Sub-skills to Achieve the Reading Standards: Foundational Skills in the Common Core State Standards

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CONTENTS

1 INTRODUCTION

5 SECTION ONE—KINDERGARTEN

7 Print Concepts—Grades K-1

9 Phonological Awareness—Grades K-1

14 Phonics and Word Recognition—Grades K-1-2

20 Fluency—Grade K

21 SECTION TWO—GRADE 1

23 Print Concepts—Grades K-1

25 Phonological Awareness—Grades K-1

30 Phonics and Word Recognition—Grades K-1-2

36 Fluency—Grades 1-2-3

39 SECTION THREE—GRADE 2

41 Phonics and Word Recognition—Grades 1-2-3

47 Fluency—Grades 1-2-3

51 SECTION FOUR—GRADE 3

53 Phonics and Word Recognition—Grades 2-3-4

58 Fluency—Grades 2-3-4

61 SECTION FIVE—GRADES 4-5

63 Phonics and Word Recognition—Grades 3-4-5

66 Fluency—Grades 3-4-5

69 REFERENCES



INTRODUCTION

The Common Core State Standards (CCSS) initiative is a state-led effort that establishes a set of clear educational standards for English language arts and mathematics that states can voluntarily adopt. The standards have been informed by the best available evidence and the highest standards across the country and the world. They have been designed by a diverse group of teachers, experts, parents, and school administrators. The standards reflect both our aspirations for our children and the realities of the classroom.

The CCSS includes the Reading Standards: Foundational Skills (K–5). These standards foster students’ understanding and working knowledge of the concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills do not represent an endpoint—they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers who comprehend texts across a range of types and disciplines (CCSS, 2010). This document serves (a) literacy leaders at the regional level who support state, district, and school administrators and (b) teachers who seek to know and understand the sub-skills, or prerequisites, students need to achieve each of the Foundational Skills (K–5) in the Common Core State Reading Standards.

The foundational skills define end-of-year expectations. As with the other standards, they have been written this way intentionally to allow teachers, curriculum developers, and states to determine how to meet these expectations. The foundational skills describe the concepts children must acquire to become proficient in decoding text. Researchers have determined a general progression of how children develop these skills (Vandervelden & Siegel, 1995; Adams, 1996; Ehri, 1998; National Institute of Child Health and Human Development, 2000). We have based this document on an analysis that determined the *sub-skills* students need to achieve each foundational skill. In this document, we define a *sub-skill* as a concept or behavior in which a student needs to be proficient to master the foundational skill. We also include *instructional examples* aligned to the *sub-skills*. The *instructional examples* give teachers samples of activity types that facilitate acquisition of the *sub-skills*, which can lead to attainment of the Common Core State Standards.

This document assumes that the CCSS Reading Foundational Standards follow a developmental sequence. For any standard, previous standards and *sub-skills* in the current and earlier grades need to be achieved as a prerequisite to that standard. In some instances, no additional sub-skills are required; in those cases, we direct the reader to the standards and *sub-skill(s)* in prior grades (e.g., see First Grade RF2c, which reads “First Grade Reading Foundations Standard 2, Stepping Stone c”).

We emphasize that although these *sub-skills* and *instructional examples* follow an appropriate sequence, readers should not interpret them to be comprehensive or definitive. They serve as a *guide* for teachers in planning instruction. Teachers may also use them to individualize instruction for students at different levels of skill acquisition.

Finally, keep in mind that when a *sub-skill* has been repeated across grade levels, the complexity of the word type and/or text changes: word types and text become more complex as grade levels increase. We have noted this in the instructional examples and through the use of grade-level (or on-level) text.

This document contains five sections. Each section targets one grade level and includes the following four areas of reading: Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency. Each section centers on one grade level, but we have included up to three grade levels on each chart so that educators have access to the *sub-skills* to inform instruction for students who are either struggling and need extra support or intervention, or for students performing above grade level expectations and require enrichment. This also allows a teacher to see which skills should have been mastered in the previous year and what students are preparing for in the upcoming years.

- Section One—**Kindergarten**:
 - K-1 (Print Concepts, Phonological Awareness)
 - K-1-2 (Phonics and Word Recognition)
 - K (Fluency)
- Section Two—**Grade 1**:
 - K-1 (Print Concepts, Phonological Awareness)
 - K-1-2 (Phonics and Word Recognition)
 - 1-2-3 (Fluency)



- Section Three—**Grade 2:**
 - 1-2-3 (Phonics and Word Recognition, Fluency)
- Section Four—**Grade 3:**
 - 2-3-4 (Phonics and Word Recognition, Fluency)
- Section Five—**Grades 4–5**
 - 3-4-5 (Phonics and Word Recognition, Fluency)

Each chart is organized in the following manner (see the illustrated sample on the next page):

Row 1: Designates an area of reading (e.g., Print Concepts).

Row 2: Reading Foundational Standard

Row 3: Grade level designation

Row 4: Standard number and “stepping stone” (left-hand column) written out for appropriate grade level

Row 5: Sub-skills

Row 6: Instructional examples

Note: n/a means there is no grade-level “stepping stone” and, therefore, there are no sub-skills or instructional examples.

Vocabulary and Comprehension are addressed in other areas of the CCSS (i.e., Language Standards, Reading for Literature Standards, and Reading Standards for Informational Text).

Row 1	→	Print Concepts	
Row 2	→	1. Demonstrate understanding of the organization and basic features of print.	
Row 3	→	Kindergarten	Grade 1
Row 4	→	STD 1c	c. Understand that words are separated by spaces in print. n/a
Row 5	→	SUB-SKILLS	• Distinguish among letters, words, and spaces. n/a
Row 6	→	INSTRUCTIONAL EXAMPLE(S)	○ Sort letters and words in appropriate categories. ○ Point out spaces between words during big book or shared book experiences. n/a
		STD 1d	d. Recognize and name all upper- and lower-case letters of the alphabet. n/a
		SUB-SKILLS	• Distinguish between letters and other printed symbols (e.g., numbers). n/a
		INSTRUCTIONAL EXAMPLE(S)	○ Sort upper and lower case letters in appropriate categories. ○ Identify and match letters to a letter grid. ○ Name upper and lower case letters when prompted (e.g., using letter cards). n/a

SECTION ONE—KINDERGARTEN

Print Concepts		
1. Demonstrate understanding of the organization and basic features of print.		
	Kindergarten	Grade 1
STD 1a	a. Follow words from left to right, top to bottom, and page by page.	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
SUB-SKILLS	<ul style="list-style-type: none"> • Demonstrate an understanding of book awareness (e.g., knows the front of the book, turns pages from front to back). • Differentiate between pictures and words in a book when prompted. • Demonstrate an understanding of what a letter is. • Demonstrate an understanding that words are made up of letters. 	<ul style="list-style-type: none"> • Identify common punctuation.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Participate in big book experiences led by the teacher (e.g., teacher reads a big book pointing out features of a book and using finger to track print). ○ Participate in shared book experiences at a teacher-led center. 	<ul style="list-style-type: none"> ○ Recognize purposeful errors in a sentence (e.g., capitalization of first word, ending punctuation, and spacing).
STD 1b	b. Recognize that spoken words are represented in written language by specific sequences of letters.	n/a
SUB-SKILLS	<ul style="list-style-type: none"> • Say the individual words in a sentence after it has been stated orally. 	n/a
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Engage in shared writing activities. 	n/a

Print Concepts		
1. Demonstrate understanding of the organization and basic features of print.		
	Kindergarten	Grade 1
STD 1c	c. Understand that words are separated by spaces in print.	n/a
SUB-SKILLS	<ul style="list-style-type: none"> Distinguish among letters, words, and spaces. 	n/a
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Sort letters and words in appropriate categories. Point out spaces between words during big book or shared book experiences. 	n/a
STD 1d	d. Recognize and name all upper- and lower-case letters of the alphabet.	n/a
SUB-SKILLS	<ul style="list-style-type: none"> Distinguish between letters and other printed symbols (e.g., numbers). 	n/a
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Sort upper and lower case letters in appropriate categories. Identify and match letters to a letter grid. Name upper and lower case letters when prompted (e.g., using letter cards). 	n/a

Phonological Awareness		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
	Kindergarten	Grade 1
STD 2a	a. Recognize and produce rhyming words.	a. Distinguish long from short vowel sounds in spoken single-syllable words.
SUB-SKILLS	<ul style="list-style-type: none"> Identify similar sounds in oral speech. Determine which part of the word (rime) is important for rhyming 	<ul style="list-style-type: none"> Identify short vowel sounds in spoken single-syllable words (e.g., Do you hear /ă/ in <i>ant?</i> <i>man?</i>). Identify long vowel sounds in spoken single-syllable words (e.g., Do you hear /ā/ in <i>ate?</i> <i>made?</i>).
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Determine if spoken pairs of words rhyme (e.g., Do these words rhyme? <i>moon, spoon</i>). Produce a spoken word with the same rhyme of a spoken word (e.g., Can you tell me a word that rhymes with <i>hat?</i>). Identify which spoken words rhyme (e.g., Which of these words rhyme? <i>mat, cat, sun</i>). 	<ul style="list-style-type: none"> Determine if a spoken word has a long or short vowel sound (e.g., say long or short after a word is spoken). Sort picture cards (e.g., <i>hat, rake</i>) into two categories (i.e., long or short vowel).

Phonological Awareness		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
	Kindergarten	Grade 1
STD 2b	b. Count, pronounce, blend, and segment syllables in spoken words.	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
SUB-SKILLS	<ul style="list-style-type: none"> Blend spoken words together to make compound words (e.g., Put the parts together to make a bigger word: <i>cup cake</i>). Segment spoken compound words (e.g., Can you break the word <i>cupcake</i> into two smaller words?). 	<ul style="list-style-type: none"> See <i>Kindergarten RF2d</i>.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Pronounce the syllables in spoken words (e.g., Clap and say the parts of the word <i>tiger</i>). Count the syllables in spoken words (e.g., Clap the parts of the word <i>paper</i>. How many parts?). Blend syllables into spoken words (e.g., Put the parts together to make the whole word: <i>pic-nic</i>). Segment spoken words into syllables (e.g., Can you break the word <i>window</i> into two smaller parts?). 	<ul style="list-style-type: none"> Blend individual phonemes in spoken single-syllable words including words with consonant blends (e.g., Put the sounds together to make the whole word: /s/ /ă/ /t/(<i>sat</i>); /m/ /ī/ /s/ t/ (<i>mist</i>); /s/ /k/ /ā/ /t/ (<i>skate</i>)).

Phonological Awareness		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
	Kindergarten	Grade 1
STD 2c	c. Blend and segment onsets and rimes of single-syllable spoken words.	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
SUB-SKILLS	<ul style="list-style-type: none"> • Detect initial sound in spoken words (e.g., Do you hear /t/ at the beginning of the word <i>top</i>? Do you hear /t/ at the beginning of the word <i>hop</i>?). • Identify initial sound in spoken words (e.g., What sound changes in the words <i>cake</i>, <i>bake</i>, <i>make</i>?). • Detect rime when onset is deleted from a spoken word (e.g., When /s/ is removed from <i>sat</i>, do you hear <i>at</i>?). 	<ul style="list-style-type: none"> • See Kindergarten RF2b, RF2c, RF2d.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Blend the onset and rime to say a whole word (e.g., Put the parts together to make a whole word: /m/-/ap/). ○ Segment the sounds of a spoken word into onset and rime (e.g., Say the word <i>cat</i> in two parts—the first sound then the rest of the word.). 	<ul style="list-style-type: none"> ○ Detect the initial sound in spoken single-syllable words (e.g., What is the first sound you hear in the word <i>mouse</i>? /m/). ○ Detect the final sound in spoken single-syllable words (e.g., What is the last sound you hear in the word <i>drum</i>? /m/). ○ Detect the final sound in spoken single-syllable words (e.g., What is the last sound you hear in the word <i>chop</i>? /p/). ○ Detect the medial vowel sound in spoken single-syllable words (e.g., What vowel sound do you hear in the middle of the word <i>seat</i>? /ē/).

Phonological Awareness		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
	Kindergarten	Grade 1
STD 2d	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
SUB-SKILLS	<ul style="list-style-type: none"> • Demonstrate an understanding of words that denote sequence (first, middle, last). • Demonstrate an understanding that words are made up of sounds (e.g., count the number of sounds heard in 2 and 3 phoneme words.). 	<ul style="list-style-type: none"> • See Kindergarten RF2b, RF2c, RF2d.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Detect the initial sound in spoken CVC words (e.g., Do you hear /k/ at the beginning of the word <i>kit</i>? Do you hear /k/ at the beginning of the word <i>sit</i>?). ○ Identify the initial sound in spoken CVC words (e.g., What is the first sound you hear in the word <i>lip</i>?). ○ Identify the final sound in spoken CVC words (e.g., What is the last sound you hear in the word <i>met</i>?). ○ Detect the final sound in spoken CVC words (e.g., Do you hear /p/ at the end of the word <i>lip</i>? Do you hear /p/ at the end of the word <i>sat</i>?). ○ Detect the medial vowel in spoken CVC words (e.g., Do you hear /ä/ in the middle of the word <i>pan</i>? Do you hear /ä/ in the middle of the word <i>pig</i>?). ○ Identify the middle sound in spoken CVC words (e.g., What is the middle sound you hear in the word <i>rim</i>?). 	<ul style="list-style-type: none"> ○ Segment spoken VC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word <i>am</i> one sound at a time: /ä/ /m/). ○ Segment spoken CVCe words into their complete sequence of individual sounds (phonemes) (e.g., Say the word <i>rake</i> one sound at a time: /r/ /ä/ /k/). ○ Segment spoken VCC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word <i>ask</i> one sound at a time: /ä/ /s/ /k/). ○ Segment spoken CVCC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word <i>list</i> one sound at a time: /l/ /i/ /s/ /t/; Say the word <i>wish</i> one sound at a time: /w/ /i/ /sh/). ○ Segment spoken CCVC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word <i>slip</i> one sound at a time: /s/ /l/ /i/ /p/).

¹ This does not include CVCs ending with /l/, /r/, or /x/.

Phonological Awareness		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
	Kindergarten	Grade 1
STD 2e	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	n/a
SUB-SKILLS	<ul style="list-style-type: none"> • Identify individual sounds in spoken CVC words (e.g., What sounds do you hear in the word <i>big</i>? /b/ /i/ /g/). • Produce a spoken word when a phoneme is removed (deletion) (e.g., Say <i>seat</i>. Now say <i>seat</i> without the /s/: <i>eat</i>). 	n/a
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Produce a spoken word when a phoneme is added (e.g., Say <i>eat</i>. Now say <i>eat</i> with /s/ at the beginning.). ○ Change the /b/ in <i>bat</i> to /k/ to produce the spoken word <i>cat</i>. ○ Recognize a spoken word when a phoneme is replaced (substitution) with a different phoneme (e.g., Say <i>hit</i>. What word do you have if you change the /t/ to /m/? <i>him</i>). 	n/a

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Kindergarten	Grade 1	Grade 2
STD 3a	a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant.	a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
SUB-SKILLS	<ul style="list-style-type: none"> Identify and name consonants. 	<ul style="list-style-type: none"> Demonstrate that some letter combinations result in one sound (e.g., Use Elkonin boxes and pennies to segment individual sounds in words, including words containing consonant digraphs.). 	<ul style="list-style-type: none"> See First Grade RF2a, RF3b, RF3c.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Identify the name and sound of targeted letters. Identify grapheme when sound and name is given orally. 	<ul style="list-style-type: none"> Identify the letter-sound correspondence for common consonant digraphs (e.g., <i>sh, th, wh, kn, ch, wr, ph</i>). Write the spelling correspondences for the sounds of common consonant digraphs (e.g., <i>sh, th, wh, kn, ch, wr, ph</i>). 	<ul style="list-style-type: none"> Identify when a vowel is short when reading regularly spelled one-syllable words (e.g., <i>mask, pump, next, clock</i>). Identify when a vowel is long when reading regularly spelled one-syllable words (e.g., <i>sheep, maid, stripe</i>). Sort word cards (e.g., <i>fast, snake</i>) into two categories (i.e., long or short vowel).

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Kindergarten	Grade 1	Grade 2
STD 3b	b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	b. Decode regularly spelled one-syllable words.	b. Know spelling-sound correspondences for additional common vowel teams.
SUB-SKILLS	<ul style="list-style-type: none"> Identify and name vowels. Recognize short vowel sounds. Recognize long vowel sounds. Orally differentiate between long and short vowel sounds. 	<ul style="list-style-type: none"> See Kindergarten RF3a, RF3b, RF3d. 	<ul style="list-style-type: none"> See First Grade RF3c.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Identify if a vowel is long or short when spoken (e.g., I say the sound /ě/. Is that long or short?). Say the short and long sounds of each vowel. Recognize and say aloud the one to one correspondence between short graphemes (a, e, i, o, u) and their sounds (/ă/, /ě/, /ĩ/, /õ/, /ũ/) in VC (e.g., am) and CVC (e.g., sit) words. Recognize and say aloud the one to one correspondence between common long vowel graphemes (a_e, e_e, i_e, o_e, u_e) and their sounds (/ā/, /ē/, /ī/, /ō/, /ū/). 	<ul style="list-style-type: none"> Segment and blend VC words (e.g., am). Segment and blend CVC words (e.g., ran). Segment and blend VCC words (e.g., ask). Segment and blend CVCC words (e.g., list). Segment and blend CCVC words (e.g., slip). Segment and blend CVCC words (e.g., lamp). Segment and blend words with a-e patterns (e.g., bake, tame). Segment and blend words with common consonant digraphs (e.g., chip, fish). 	<ul style="list-style-type: none"> Identify sounds for additional common vowel teams (two consecutive vowels that make one sound) (e.g., ay, e_e, -e, igh, ie, ow, ue). Decode single syllable words with common vowel teams (e.g., pay, be, Pete, high, tie, tow, glue). Write the spelling correspondences for common vowel teams. Identify sounds for variant vowel digraphs (sounds that are not commonly classified as long or short vowels) (e.g., aw in claw, au in caught, oo in boot). Decode single syllable words with variant vowel digraphs (e.g., flaw, taught, moon). Write the spelling correspondences for variant vowel digraphs. Identify sounds for diphthongs, or two consecutive vowels, each which contributes to the sound heard (e.g., oi in soil, oy in toy, ow in now, ou in loud). Decode single syllable words with diphthongs (e.g., soil, toy, now, loud). Write the spelling correspondences for diphthongs.

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Kindergarten	Grade 1	Grade 2
STD 3c	c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	c. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.	c. Decode regularly spelled two-syllable words with long vowels.
SUB-SKILLS	<ul style="list-style-type: none"> • See Kindergarten RF3a, RF3b. 	<ul style="list-style-type: none"> • Recognize that certain vowel combinations within words produce either a short or long vowel sound. 	<ul style="list-style-type: none"> • See First Grade RF3a, RF3b, RF3c, RF3d, RF3e.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Read grade-appropriate high-frequency words presented on word cards in random order (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). 	<ul style="list-style-type: none"> ○ Demonstrate the understanding that when a single-syllable word ends in <i>e</i> (VCe), the initial vowel usually says its name (the long sound) and the <i>e</i> is silent. Commonly referred to as the silent <i>e</i> rule (e.g., <i>sale, shake, cone</i>). ○ Apply rule and read single-syllable words with final <i>-e</i> (e.g., <i>cane, hope, tile, tale</i>). ○ Write the spelling correspondences for VCe words. ○ Identify sounds for common vowel teams, also known as vowel digraphs (two consecutive vowels that make one sound) (e.g., <i>oa</i> in <i>boat</i>, <i>ea</i> in <i>seat</i>, <i>ee</i> in <i>feet</i>, <i>ai</i> in <i>sail</i>). ○ Read single-syllable words using knowledge of common vowel team conventions, or vowel digraphs (e.g., <i>boat, seat, feet, sail</i>). ○ Write the spelling correspondences for common vowel teams. 	<ul style="list-style-type: none"> ○ Use a strategy to determine the syllables in a printed word with a long vowel sound such as: <ol style="list-style-type: none"> Circle syllables in two-syllable words with long vowel (<i>reptile, paper, monkey</i>). Read each syllable (part or chunk) separately (e.g., <i>rep-tile, pa-per, mon-key</i>). Read the syllables (parts or chunks) together (e.g., <i>reptile, paper, monkey</i>).

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Kindergarten	Grade 1	Grade 2
STD 3d	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	d. Decode words with common prefixes and suffixes.
SUB-SKILLS	<ul style="list-style-type: none"> Recognize and produce the multiple sounds of vowels and the consonants that make more than one sound (e.g., <i>c, g, s</i>). 	<ul style="list-style-type: none"> Demonstrate that words can be divided into parts or chunks called syllables (e.g., (1) Say own name counting/clapping the number of syllables; How many syllables does the word <i>insect</i> have? (2) What are the two parts of <i>insect</i>? <i>in sect</i>). Identify vowel sounds in syllables (e.g., “<i>in</i> /i/ <i>sect</i> /ɛ/”). Demonstrate an understanding that a closed syllable has a single vowel with a consonant after it, making the vowel sound short (e.g., <i>map, sit, stop</i>). Demonstrate an understanding that an open syllable contains a vowel at the end of the syllable and the vowel is usually long (e.g., <i>we, go, hi, she</i>). Demonstrate an understanding that the final e in a vowel-consonant-e (VCe) syllable makes the vowel long or “say its own name” (e.g., <i>made, time, cute</i>). 	<ul style="list-style-type: none"> Demonstrate an understanding that many words are made up of prefixes, base words, and suffixes (e.g., “In the word <i>return</i> what is the prefix and what is the base word?”). Read common prefixes (e.g., <i>un-, re-, in-, dis-</i>) and suffixes (e.g., <i>-s, -ed, -ing, -er</i>).
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Identify the sound that changed on similarly spelled words (e.g., After pronouncing <i>cat</i> and <i>cut</i> identify that /ă/ changed to /ŭ/). Identify the sound that changed on similarly spelled high frequency words (e.g., <i>love/live, she/he/me</i>). 	<ul style="list-style-type: none"> Use a strategy to determine the number of syllables in a printed word (e.g., Underline vowels, final –e or vowel team patterns, circle syllables, and count the number of circles: <i>dish</i> (1), <i>he</i> (1), <i>hotdog</i> (2), <i>potato</i> (3), <i>make</i> (1), <i>sail</i> (1)). 	<ul style="list-style-type: none"> Use a strategy to read printed words with common prefixes (e.g., Circle <i>un-</i> in the word <i>untie</i>. Read <i>un</i>, read <i>-tie</i>. Read the two parts together: <i>untie</i>). Use a strategy to read printed words with common suffixes (e.g., Circle <i>-ing</i> in the word <i>jumping</i>. Read <i>jump</i>, read <i>-ing</i>. Read the two parts together: <i>jumping</i>).

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Kindergarten	Grade 1	Grade 2
STD 3e	n/a	e. Decode two-syllable words following basic patterns by breaking the words into syllables.	e. Identify words with inconsistent but common spelling-sound correspondences.
SUB-SKILLS	n/a	<ul style="list-style-type: none"> Distinguish between syllable types (e.g., Sort single syllable words into either closed (e.g., <i>men</i>), open (e.g., <i>me</i>), or VCe (e.g., <i>hide</i>) categories.). Demonstrate an initial understanding that a vowel team syllable contains two adjacent vowels (e.g., <i>rain</i>, <i>green</i>, <i>coat</i>). Demonstrate an initial understanding that the consonant-<i>le</i> syllable contains a consonant followed by the letters <i>le</i> (e.g., <i>apple</i>, <i>table</i>). Demonstrate an initial understanding that an <i>r</i>-controlled syllable contains a letter combination made up of a vowel followed by the letter <i>r</i> (e.g., <i>for</i>, <i>star</i>, <i>first</i>). Demonstrate knowledge of syllabication rules. 	<ul style="list-style-type: none"> Recognize grade-appropriate phonemic and morphemic spelling patterns (e.g., <i>gem</i> /j/ sound before <i>e</i>; when a one-syllable root word has a short vowel sound followed by /f/, /l/, or /s/, it is usually spelled <i>ff</i>, <i>ll</i>, or <i>ss</i> as in <i>sniff</i>, <i>hill</i>, or <i>mess</i>).
INSTRUCTIONAL EXAMPLE(S)	n/a	<ul style="list-style-type: none"> Circle and read each circled syllable (part or chunk) of a word separately (e.g., <i>pic-nic</i>). Read the circled syllables (parts or chunks) of a word together (e.g., <i>picnic</i>). 	<ul style="list-style-type: none"> Read grade-appropriate irregularly spelled words presented on word cards in random order (e.g., <i>right</i>, <i>would</i>, <i>puff</i>, <i>germ</i>).

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Kindergarten	Grade 1	Grade 2
STD 3f	n/a	f. Read words with inflectional endings.	f. Recognize and read grade-appropriate irregularly spelled words.
SUB-SKILLS	n/a	<ul style="list-style-type: none"> Decode letter-sound correspondences for common inflectional endings (e.g., <i>-est</i>, <i>-ed</i>, <i>-ing</i>). Read base words fluently that can have common inflectional endings added to them (e.g., <i>long</i>, <i>play</i>, <i>jump</i>). Recognize inflectional endings on words. 	<ul style="list-style-type: none"> Identify lower frequency phonological and orthographic patterns (e.g., <i>ough</i> in <i>rough</i>, <i>tough</i>, <i>enough</i>).
INSTRUCTIONAL EXAMPLE(S)	n/a	<ul style="list-style-type: none"> Read base word and inflectional ending together to form a word (e.g., <i>longest</i>, <i>played</i>, <i>jumping</i>). 	<ul style="list-style-type: none"> Read grade-appropriate irregularly spelled words presented on word cards in random order (e.g., <i>because</i>, <i>does</i>).
STD 3g	n/a	g. Recognize and read grade-appropriate irregularly spelled words.	n/a
SUB-SKILLS	n/a	<ul style="list-style-type: none"> Recognize that some words can't be decoded using one-to-one correspondence. 	n/a
INSTRUCTIONAL EXAMPLE(S)	n/a	<ul style="list-style-type: none"> Read grade-appropriate irregularly spelled words presented on word cards in random order (e.g., <i>could</i>, <i>once</i>, <i>walk</i>). 	n/a

Fluency	
4. Read emergent-reader texts with purpose and understanding.	
Kindergarten	
STD 4	
SUB-SKILLS	<ul style="list-style-type: none"> • Actively listen to different genres (e.g., nursery rhymes, stories) read aloud fluently. • Demonstrate understanding of text that is read aloud by another (e.g., answer questions, retell story, explain what text was about).
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Participate in teacher read alouds by reciting patterns from frequently read books. ○ Use pictures to aid in retelling a story. ○ Use a graphic organizer to illustrate the beginning, middle, and end of a story.

SECTION TWO—GRADE 1

Print Concepts		
1. Demonstrate understanding of the organization and basic features of print.		
	Kindergarten	Grade 1
STD 1a	a. Follow words from left to right, top to bottom, and page by page.	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
SUB-SKILLS	<ul style="list-style-type: none"> • Demonstrate an understanding of book awareness (e.g., knows the front of the book, turns pages from front to back). • Differentiate between pictures and words in a book when prompted. • Demonstrate an understanding of what a letter is. • Demonstrate an understanding that words are made up of letters. 	<ul style="list-style-type: none"> • Identify common punctuation.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Participate in big book experiences led by the teacher (e.g., teacher reads a big book pointing out features of a book and using finger to track print). ○ Participate in shared book experiences at a teacher-led center. 	<ul style="list-style-type: none"> ○ Recognize purposeful errors in a sentence (e.g., capitalization of first word, ending punctuation, and spacing).
STD 1b	b. Recognize that spoken words are represented in written language by specific sequences of letters.	n/a
SUB-SKILLS	<ul style="list-style-type: none"> • Say the individual words in a sentence after it has been stated orally. 	n/a
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Engage in shared writing activities. 	n/a

Print Concepts		
1. Demonstrate understanding of the organization and basic features of print.		
	Kindergarten	Grade 1
STD 1c	c. Understand that words are separated by spaces in print.	n/a
SUB-SKILLS	<ul style="list-style-type: none"> • Distinguish among letters, words, and spaces. 	n/a
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Sort letters and words in appropriate categories. ○ Point out spaces between words during big book or shared book experiences. 	n/a
STD 1d	d. Recognize and name all upper- and lowercase letters of the alphabet.	n/a
SUB-SKILLS	<ul style="list-style-type: none"> • Distinguish between letters and other printed symbols (e.g., numbers). 	n/a
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Sort upper and lower case letters in appropriate categories. ○ Identify and match letters to a letter grid. ○ Name upper and lower case letters when prompted (e.g., using letter cards). 	n/a

Phonological Awareness		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
	Kindergarten	Grade 1
STD 2a	a. Recognize and produce rhyming words.	a. Distinguish long from short vowel sounds in spoken single-syllable words.
SUB-SKILLS	<ul style="list-style-type: none"> Identify similar sounds in oral speech. Determine which part of the word (rime) is important for rhyming. 	<ul style="list-style-type: none"> Identify short vowel sounds in spoken single-syllable words (e.g., Do you hear /ă/ in <i>ant?</i> <i>man?</i>). Identify long vowel sounds in spoken single-syllable words (e.g., Do you hear /ā/ in <i>ate?</i> <i>made?</i>).
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Determine if spoken pairs of words rhyme (e.g., Do these words rhyme? <i>moon, spoon</i>). Produce a spoken word with the same rhyme of a spoken word (e.g., Can you tell me a word that rhymes with <i>hat?</i>). Identify which spoken words rhyme (e.g., Which of these words rhyme? <i>mat, cat, sun</i>). 	<ul style="list-style-type: none"> Determine if a spoken words has a long or short vowel sound (e.g., say long or short after a word is spoken). Sort picture cards (e.g., <i>hat, rake</i>) into two categories (i.e., long or short vowel).

Phonological Awareness		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
	Kindergarten	Grade 1
STD 2b	b. Count, pronounce, blend, and segment syllables in spoken words.	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
SUB-SKILLS	<ul style="list-style-type: none"> Blend spoken words together to make compound words (e.g., Put the parts together to make a bigger word: <i>cup cake</i>). Segment spoken compound words (e.g., Can you break the word <i>cupcake</i> into two smaller words?). 	<ul style="list-style-type: none"> See <i>Kindergarten RF2d</i>.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Pronounce the syllables in spoken words (Clap and say the parts of the word <i>tiger</i>). Count the syllables in spoken words (e.g., Clap the parts of the word <i>paper</i>. How many parts?). Blend syllables into spoken words (e.g., Put the parts together to make the whole word: <i>pic-nic</i>). Segment spoken words into syllables (e.g., Can you break the word <i>window</i> into two smaller parts?). 	<ul style="list-style-type: none"> Blend individual phonemes in spoken single-syllable words including words with consonant blends (e.g., Put the sounds together to make the whole word: /s/ /ă/ /t/ (<i>sat</i>); /m/ /ĭ/ /s/ t/ (<i>mist</i>); /s/ /k/ /ā/ /t/ (<i>skate</i>)).

Phonological Awareness		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
	Kindergarten	Grade 1
STD 2c	c. Blend and segment onsets and rimes of single-syllable spoken words.	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
SUB-SKILLS	<ul style="list-style-type: none"> • Detect initial sound in spoken words (e.g., Do you hear /t/ at the beginning of the word <i>top</i>? Do you hear /t/ at the beginning of the word <i>hop</i>?). • Identify initial sound in spoken words (e.g., What sound changes in the words <i>cake, bake, make</i>?). • Detect rime when onset is deleted from a spoken word (e.g., When /s/ is removed from <i>sat</i>, do you hear <i>at</i>?). 	<ul style="list-style-type: none"> • See <i>Kindergarten RF2b, RF2c, RF2d</i>.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Blend the onset and rime to say a whole word (e.g., Put the parts together to make a whole word: /m/-/ap/). ○ Segment the sounds of a spoken word into onset and rime (e.g., Say the word <i>cat</i> in two parts—the first sound then the rest of the word.). 	<ul style="list-style-type: none"> ○ Detect the initial sound in spoken single-syllable words (e.g., What is the first sound you hear in the word <i>mouse</i>? /m/). ○ Detect the final sound in spoken single-syllable words (e.g., What is the last sound you hear in the word <i>drum</i>? /m/). ○ Detect the final sound in spoken single-syllable words (e.g., What is the last sound you hear in the word <i>chop</i>? /p/). ○ Detect the medial vowel sound in spoken single-syllable words (e.g., What vowel sound do you hear in the middle of the word <i>seat</i>? /ē/).

Phonological Awareness		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
	Kindergarten	Grade 1
STD 2d	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
SUB-SKILLS	<ul style="list-style-type: none"> • Demonstrate an understanding of words that denote sequence (first, middle, last). • Demonstrate an understanding that words are made up of sounds (e.g., count the number of sounds heard in 2 and 3 phoneme words). 	<ul style="list-style-type: none"> • See <i>Kindergarten RF2b, RF2c, RF2d</i>.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Detect the initial sound in spoken CVC words (e.g., Do you hear /k/ at the beginning of the word <i>kit</i>? Do you hear /k/ at the beginning of the word <i>sit</i>?). ○ Identify the initial sound in spoken CVC words (e.g., What is the first sound you hear in the word <i>lip</i>?). ○ Identify the final sound in spoken CVC words (e.g., What is the last sound you hear in the word <i>met</i>?). ○ Detect the final sound in spoken CVC words (e.g., Do you hear /p/ at the end of the word <i>lip</i>? Do you hear /p/ at the end of the word <i>sat</i>?). ○ Detect the medial vowel in spoken CVC words (e.g., Do you hear /ă/ in the middle of the word <i>pan</i>? Do you hear /ă/ in the middle of the word <i>pig</i>?). ○ Identify the middle sound in spoken CVC words (e.g., What is the middle sound you hear in the word <i>rim</i>?). 	<ul style="list-style-type: none"> ○ Segment spoken VC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word <i>am</i> one sound at a time: /ă/ /m/.). ○ Segment spoken CVCe words into their complete sequence of individual sounds (phonemes) (e.g., Say the word <i>rake</i> one sound at a time: /r/ /ă/ /k/.). ○ Segment spoken VCC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word <i>ask</i> one sound at a time: /ă/ /s/ /k/.). ○ Segment spoken CVCC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word <i>list</i> one sound at a time: /l/ /ĭ/ /s/ /t/; Say the word <i>wish</i> one sound at a time: /w/ /ĭ/ /sh/.). ○ Segment spoken CCVC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word <i>slip</i> one sound at a time: /s/ /l/ /ĭ/ /p/.).

¹ This does not include CVCs ending with /l/, /r/, or /x/.

Phonological Awareness		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
	Kindergarten	Grade 1
STD 2e	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	n/a
SUB-SKILLS	<ul style="list-style-type: none"> • Identify individual sounds in spoken CVC words (e.g., What sounds do you hear in the word <i>big</i>? /b/ /i/ /g/). • Produce a spoken word when a phoneme is removed (deletion) (e.g., Say <i>seat</i>. Now say <i>seat</i> without the /s/: <i>eat</i>). 	n/a
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Produce a spoken word when a phoneme is added (e.g., Say <i>eat</i>. Now say <i>eat</i> with /s/ at the beginning.). ○ Change the /b/ in <i>bat</i> to /k/ to produce the spoken word <i>cat</i>. ○ Recognize a spoken word when a phoneme is replaced (substitution) with a different phoneme (e.g., Say <i>hit</i>. What word do you have if you change the /t/ to /m/? <i>him</i>). 	n/a

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Kindergarten	Grade 1	Grade 2
STD 3a	a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant.	a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
SUB-SKILLS	<ul style="list-style-type: none"> Identify and name consonants. 	<ul style="list-style-type: none"> Demonstrate that some letter combinations result in one sound (e.g., Use Elkonin boxes and pennies to segment individual sounds in words, including words containing consonant digraphs.). 	<ul style="list-style-type: none"> See First Grade RF2a, RF3b, RF3c.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Identify the name and sound of targeted letters. Identify grapheme when sound and name is given orally. 	<ul style="list-style-type: none"> Identify the letter-sound correspondence for common consonant digraphs (e.g., <i>sh, th, wh, kn, ch, wr, ph</i>). Write the spelling correspondences for the sounds of common consonant digraphs (e.g., <i>sh, th, wh, kn, ch, wr, ph</i>). 	<ul style="list-style-type: none"> Identify when a vowel is short when reading regularly spelled one-syllable words (e.g., <i>mask, pump, next, clock</i>). Identify when a vowel is long when reading regularly spelled one-syllable words (e.g., <i>sheep, maid, stripe</i>). Sort word cards (e.g., <i>fast, snake</i>) into two categories (i.e., long or short vowel).

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Kindergarten	Grade 1	Grade 2
STD 3b	b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	b. Decode regularly spelled one-syllable words.	b. Know spelling-sound correspondences for additional common vowel teams.
SUB-SKILLS	<ul style="list-style-type: none"> Identify and name vowels. Recognize short vowel sounds. Recognize long vowel sounds. Orally differentiate between long and short vowel sounds. 	<ul style="list-style-type: none"> See Kindergarten RF3a, RF3b, RF3d. 	<ul style="list-style-type: none"> See First Grade RF3c.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Identify if a vowel is long or short when spoken (e.g., I say the sound /ĕ/. Is that long or short?). Say the short and long sounds of each vowel. Recognize and say aloud the one to one correspondence between short graphemes (a, e, i, o, u) and their sounds (/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/) in VC (e.g., am) and CVC (e.g., sit) words. Recognize and say aloud the one to one correspondence between common long vowel graphemes (a_e, e_e, i_e, o_e, u_e) and their sounds (/ā/, /ē/, /ī/, /ō/, /ū/). 	<ul style="list-style-type: none"> Segment and blend VC words (e.g., am). Segment and blend CVC words (e.g., ran). Segment and blend VCC words (e.g., ask). Segment and blend CVCC words (e.g., list). Segment and blend CCVC words (e.g., slip). Segment and blend CVCC words (e.g., lamp). Segment and blend words with a-e patterns (e.g., bake, tame). Segment and blend words with common consonant digraphs (e.g., chip, fish). 	<ul style="list-style-type: none"> Identify sounds for additional common vowel teams (two consecutive vowels that make one sound, e.g., ay, e_e, -e, igh, ie, ow, ue). Decode single syllable words with common vowel teams (e.g., pay, be, Pete, high, tie, tow, glue). Write the spelling correspondences for common vowel teams. Identify sounds for variant vowel digraphs (sounds that are not commonly classified as long or short vowels) (e.g., aw in claw, au in caught, oo in boot). Decode single syllable words with variant vowel digraphs (e.g., flaw, taught, moon). Write the spelling correspondences for variant vowel digraphs. Identify sounds for diphthongs, or two consecutive vowels, each which contributes to the sound heard (e.g., oi in soil, oy in toy, ow in now, ou in loud). Decode single syllable words with diphthongs (e.g., soil, toy, now, loud). Write the spelling correspondences for diphthongs.

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Kindergarten	Grade 1	Grade 2
STD 3c	c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	c. Know final -e and common vowel team conventions for representing long vowel sounds.	c. Decode regularly spelled two-syllable words with long vowels.
SUB-SKILLS	<ul style="list-style-type: none"> See Kindergarten RF3a, RF3b. 	<ul style="list-style-type: none"> Recognize that certain vowel combinations within words produce either a short or long vowel sound. 	<ul style="list-style-type: none"> See First Grade RF3a, RF3b, RF3c, RF3d, RF3e.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Read grade-appropriate high-frequency words presented on word cards in random order (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). 	<ul style="list-style-type: none"> Demonstrate the understanding that when a single-syllable word ends in e (VCe), the initial vowel usually says its name (the long sound) and the e is silent. Commonly referred to as the silent e rule (e.g., <i>sale, shake, cone</i>). Apply rule and read single-syllable words with final -e (e.g., <i>cane, hope, tile, tale</i>). Write the spelling correspondences for VCe words. Identify sounds for common vowel teams, also known as vowel digraphs (two consecutive vowels that make one sound) (e.g., <i>oa</i> in <i>boat</i>, <i>ea</i> in <i>seat</i>, <i>ee</i> in <i>feet</i>, <i>ai</i> in <i>sail</i>). Read single-syllable words using knowledge of common vowel team conventions, or vowel digraphs (e.g., <i>boat, seat, feet, sail</i>). Write the spelling correspondences for common vowel teams. 	<ul style="list-style-type: none"> Use a strategy to determine the syllables in a printed word with a long vowel sound such as: <ol style="list-style-type: none"> Circle syllables in two-syllable words with long vowel (<i>reptile, paper, monkey</i>). Read each syllable (part or chunk) separately (e.g., <i>rep-tile, pa-per, mon-key</i>). Read the syllables (parts or chunks) together (e.g., <i>reptile, paper, monkey</i>).

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Kindergarten	Grade 1	Grade 2
STD 3d	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	d. Decode words with common prefixes and suffixes.
SUB-SKILLS	<ul style="list-style-type: none"> Recognize and produce the multiple sounds of vowels and the consonants that make more than one sound (e.g., <i>c, g, s</i>). 	<ul style="list-style-type: none"> Demonstrate that words can be divided into parts or chunks called syllables (e.g., (1) Say own name counting/clapping the number of syllables; How many syllables does the word <i>insect</i> have? (2) What are the two parts of <i>insect</i>? <i>in sect</i>). Identify vowel sounds in syllables (e.g., “<i>in /i/ sect /ĕ/</i>”). Demonstrate an understanding that a closed syllable has a single vowel with a consonant after it, making the vowel sound short (e.g., <i>map, sit, stop</i>). Demonstrate an understanding that an open syllable contains a vowel at the end of the syllable and the vowel is usually long (e.g., <i>we, go, hi, she</i>). Demonstrate an understanding that the final <i>-e</i> in a vowel-consonant-<i>e</i> (VCe) syllable makes the vowel long or “say its own name” (e.g., <i>made, time, cute</i>). 	<ul style="list-style-type: none"> Demonstrate an understanding that many words are made up of prefixes, base words, and suffixes (e.g., In the word <i>return</i> what is the prefix and what is the base word?). Read common prefixes (e.g., <i>un-, re-, in-, dis-</i>) and suffixes (e.g., <i>-s, -ed, -ing, -er</i>).
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Identify the sound that changed on similarly spelled words (e.g., After pronouncing <i>cat</i> and <i>cut</i> identify that /ă/ changed to /ŭ/). Identify the sound that changed on similarly spelled high frequency words (e.g., <i>love/live, she/he/me</i>). 	<ul style="list-style-type: none"> Use a strategy to determine the number of syllables in a printed word (e.g., Underline vowels, final <i>-e</i> or vowel team patterns, circle syllables, and count the number of circles: <i>dish</i> (1), <i>he</i> (1), <i>hotdog</i> (2), <i>potato</i> (3), <i>make</i> (1), <i>sail</i> (1)). 	<ul style="list-style-type: none"> Use a strategy to read printed words with common prefixes (e.g., Circle <i>un-</i> in the word <i>untie</i>. Read <i>un</i>, read <i>-tie</i>. Read the two parts together: <i>untie</i>). Use a strategy to read printed words with common suffixes (e.g., Circle <i>-ing</i> in the word <i>jumping</i>. Read <i>jump</i>, read <i>-ing</i>. Read the two parts together: <i>jumping</i>).

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Kindergarten	Grade 1	Grade 2
STD 3e	n/a	e. Decode two-syllable words following basic patterns by breaking the words into syllables.	e. Identify words with inconsistent but common spelling-sound correspondences.
SUB-SKILLS	n/a	<ul style="list-style-type: none"> Distinguish between syllable types (e.g., Sort single syllable words into either closed (e.g., <i>men</i>), open (e.g., <i>me</i>), or VCe (e.g., <i>hide</i>) categories.). Demonstrate an initial understanding that a vowel team syllable contains two adjacent vowels (e.g., <i>rain, green, coat.</i>). Demonstrate an initial understanding that the consonant-le syllable contains a consonant followed by the letters le (e.g., <i>apple, table</i>). Demonstrate an initial understanding that an r-controlled syllable contains a letter combination made up of a vowel followed by the letter r (e.g., <i>for, star, first</i>). Demonstrate knowledge of syllabication rules. 	<ul style="list-style-type: none"> Recognize grade-appropriate phonemic and morphemic spelling patterns (e.g., <i>gem</i> /j/ sound before <i>e</i>; when a one-syllable root word has a short vowel sound followed by /f/, /l/, or /s/, it is usually spelled <i>ff, ll, or ss</i> as in <i>sniff, hill, or mess</i>).
INSTRUCTIONAL EXAMPLE(S)	n/a	<ul style="list-style-type: none"> Circle and read each circled syllable (part or chunk) of a word separately (e.g., <i>pic-nic</i>). Read the circled syllables (parts or chunks) of a word together (e.g., <i>picnic</i>). 	<ul style="list-style-type: none"> Read grade-appropriate irregularly spelled words presented on word cards in random order (e.g., <i>right, would, puff, germ</i>).

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Kindergarten	Grade 1	Grade 2
STD 3f	n/a	f. Read words with inflectional endings.	f. Recognize and read grade-appropriate irregularly spelled words.
SUB-SKILLS	n/a	<ul style="list-style-type: none"> Decode letter-sound correspondences for common inflectional endings (e.g., <i>-est, -ed, -ing</i>). Read base words fluently that can have common inflectional endings added to them (e.g., <i>long, play, jump</i>). Recognize inflectional endings on words. 	<ul style="list-style-type: none"> Identify lower frequency phonological and orthographic patterns (e.g., <i>ough</i> in <i>rough, tough, enough</i>).
INSTRUCTIONAL EXAMPLE(S)	n/a	<ul style="list-style-type: none"> Read base word and inflectional ending together to form a word (e.g., <i>longest, played, jumping</i>). 	<ul style="list-style-type: none"> Read grade-appropriate irregularly spelled words presented on word cards in random order (e.g., <i>because, does</i>).
STD 3g	n/a	g. Recognize and read grade-appropriate irregularly spelled words.	n/a
SUB-SKILLS	n/a	<ul style="list-style-type: none"> Recognize that some words can't be decoded using one-to-one correspondence. 	n/a
INSTRUCTIONAL EXAMPLE(S)	n/a	<ul style="list-style-type: none"> Read grade-appropriate irregularly spelled words presented on word cards in random order (e.g., <i>could, once, walk</i>). 	n/a

Fluency			
4. Read with sufficient accuracy and fluency to support comprehension.			
	Grade 1	Grade 2	Grade 3
STD 4a	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.
SUB-SKILLS	<ul style="list-style-type: none"> • Demonstrate an understanding of the different purposes for reading text. • Participate in guided/shared reading of different genres of text. • Demonstrate an understanding of grade-appropriate vocabulary. • Make and confirm predictions in texts read aloud by the teacher. • Determine genre of text before reading. • Determine purpose for reading on-level text. 	<ul style="list-style-type: none"> • <i>See First Grade RF4a.</i> 	<ul style="list-style-type: none"> • <i>See First Grade RF4a.</i>
INSTRUCTIONAL EXAMPLE(S)	Use on-level text to: <ul style="list-style-type: none"> ○ Predict what text may be about before reading. ○ Check text prediction after reading. ○ Use K-W-L Chart to monitor comprehension before, during, and after reading. 	Use on-level text to: <ul style="list-style-type: none"> ○ Predict what text may be about before reading. ○ Check text prediction after reading. ○ Use K-W-L Chart to monitor comprehension before, during, and after reading. 	Use on-level text to: <ul style="list-style-type: none"> ○ Predict what text may be about before reading. ○ Check text prediction after reading. ○ Use K-W-L Chart to monitor comprehension before, during, and after reading.

Fluency			
4. Read with sufficient accuracy and fluency to support comprehension.			
	Grade 1	Grade 2	Grade 3
STD 4b	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.	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
SUB-SKILLS	<ul style="list-style-type: none"> Actively listen to different genres (e.g., stories, poetry, songs, social studies articles) read aloud fluently. Actively listen to examples of how reading rate can be adjusted and adapted to suit purpose and context. Read grade-level sight words accurately and automatically. Decode on-level words with increasing automaticity. Distinguish between interrogative, declarative, and exclamatory sentences. 	<ul style="list-style-type: none"> Actively listen to different genres (e.g., fables, folktales, science articles) read aloud fluently. Use punctuation to cue expression when reading on-level text. 	<ul style="list-style-type: none"> Actively listen to different genres (e.g., poetry, narratives in chapter books, historical events) read aloud fluently. Decode on-level multisyllabic words with automaticity.
INSTRUCTIONAL EXAMPLE(S)	<p>Use on-level text to:</p> <ul style="list-style-type: none"> Echo read different genres. Choral read different genres. Partner read. Repeatedly read and graph words read correctly per minute. Use punctuation to facilitate expression while reading different types of texts (i.e., literary and informational). 	<p>Use on-level text to:</p> <ul style="list-style-type: none"> Echo read different genres. Choral read different genres. Partner read. Demonstrate appropriate phrasing and expression while reading different types of texts (i.e., literary and informational). 	<p>Use on-level text to:</p> <ul style="list-style-type: none"> Partner read prose and poetry. Read phrases from poetry or prose in a timed activity. Repeatedly read prose and poetry orally and graph words read correctly per minute. Demonstrate expression while reading prose and poetry aloud.

Fluency			
4. Read with sufficient accuracy and fluency to support comprehension.			
	Grade 1	Grade 2	Grade 3
STD 4c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUB-SKILLS	<ul style="list-style-type: none"> Determine when on-level text is not understood. Determine when a word is misread. 	<ul style="list-style-type: none"> See First Grade RF4c. 	<ul style="list-style-type: none"> See First Grade RF4c.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Determine effective grade-level strategy to use to decode unfamiliar words. Use context to aid in word recognition (e.g., <i>read</i>—present tense; <i>read</i>—past tense) Use context to aid in word understanding (e.g., definition). 	<ul style="list-style-type: none"> Determine effective grade-level strategy to use to decode unfamiliar words. Use context to aid in word recognition (e.g., <i>sow</i>—scatter seeds; <i>sow</i>—a female pig). Use context to aid in word understanding (e.g., synonym, antonym). 	<ul style="list-style-type: none"> Determine effective grade-level strategy to use to decode unfamiliar words. Use context to aid in word recognition (e.g., <i>minute</i>—60 seconds; <i>minute</i>—very small). Use context to aid in word understanding (e.g., example).

SECTION THREE—GRADE 2

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Grade 1	Grade 2	Grade 3
STD 3a	a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	a. Identify and know the meaning of the most common prefixes and derivational suffixes.
SUB-SKILLS	<ul style="list-style-type: none"> • Demonstrate that some letter combinations result in one sound (e.g., Use Elkonin box and pennies to segment individual sounds in words, including words containing consonant digraphs.). 	<ul style="list-style-type: none"> • <i>See First Grade RF2a, RF3b, RF3c.</i> 	<ul style="list-style-type: none"> • Know that affixes have meanings and can change the meanings of words to which they are attached.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Identify the letter-sound correspondence for common consonant digraphs (e.g., <i>sh, th, wh, kn, ch, wr, ph</i>). ○ Write the spelling correspondences for the sounds of common consonant digraphs (e.g., <i>sh, th, wh, kn, ch, wr, ph</i>). 	<ul style="list-style-type: none"> ○ Identify when a vowel is short when reading regularly spelled one-syllable words (e.g., <i>mask, pump, next, clock</i>). ○ Identify when a vowel is long when reading regularly spelled one-syllable words (e.g., <i>sheep, maid, stripe</i>). ○ Sort word cards (e.g., <i>fast, snake</i>) into two categories (i.e., long or short vowel). 	<ul style="list-style-type: none"> ○ Isolate most common prefixes (e.g., <i>un-, re-, in-, dis-</i>) and derivational suffixes (e.g., <i>-ly, -ful, -less</i>) in printed multi-syllabic words. ○ State meanings of common prefixes and suffixes (e.g., <i>un</i> means <i>not</i> in the word <i>unhappy</i>).

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Grade 1	Grade 2	Grade 3
STD 3b	b. Decode regularly spelled one-syllable words.	b. Know spelling-sound correspondences for additional common vowel teams.	b. Decode words with common Latin suffixes.
SUB-SKILLS	<ul style="list-style-type: none"> • See Kindergarten RF3a, RF3b, RF3d. 	<ul style="list-style-type: none"> • See First Grade RF3c. 	<ul style="list-style-type: none"> • Know common Latin suffixes (e.g., <i>able, ible, ation</i>). • Identify and isolate the base word in a word containing a common Latin suffix (e.g., Circle the base word in <i>breakable – break</i>).
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Segment and blend VC words (e.g., <i>am</i>). ○ Segment and blend CVC words (e.g., <i>ran</i>). ○ Segment and blend VCC words (e.g., <i>ask</i>). ○ Segment and blend CVCC words (e.g., <i>list</i>). ○ Segment and blend CCVC words (e.g., <i>slip</i>). ○ Segment and blend CVCC words (e.g., <i>lamp</i>). ○ Segment and blend words with a-e patterns (e.g., <i>bake, tame</i>). ○ Segment and blend words with common consonant digraphs (e.g., <i>chip, fish</i>). 	<ul style="list-style-type: none"> ○ Identify sounds for additional common vowel teams (two consecutive vowels that make one sound) (e.g., <i>ay, e_e, -e, igh, ie, ow, ue</i>). ○ Decode single syllable words with common vowel teams (e.g., <i>pay, be, Pete, high, tie, tow, glue</i>). ○ Write the spelling correspondences for common vowel teams. ○ Identify sounds for variant vowel digraphs (sounds that are not commonly classified as long or short vowels) (e.g., <i>aw</i> in <i>claw</i>, <i>au</i> in <i>caught</i>, <i>oo</i> in <i>boot</i>). ○ Decode single syllable words with variant vowel digraphs (e.g., <i>flaw, taught, moon</i>). ○ Write the spelling correspondences for variant vowel digraphs. ○ Identify sounds for diphthongs, or two consecutive vowels, each which contributes to the sound heard (e.g., <i>oi</i> in <i>soil</i>, <i>oy</i> in <i>toy</i>, <i>ow</i> in <i>now</i>, <i>ou</i> in <i>loud</i>). ○ Decode single syllable words with diphthongs (e.g., <i>soil, toy, now, loud</i>). ○ Write the spelling correspondences for diphthongs. 	<ul style="list-style-type: none"> ○ Use a strategy to read common Latin suffixes in printed words (e.g., Circle <i>able</i> in the word <i>breakable</i>. Read <i>break</i>, read <i>able</i>. Read the two parts together – <i>breakable</i>).

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Grade 1	Grade 2	Grade 3
STD 3c	c. Know final -e and common vowel team conventions for representing long vowel sounds.	c. Decode regularly spelled two-syllable words with long vowels.	c. Decode multisyllable words.
SUB-SKILLS	<ul style="list-style-type: none"> Recognize that certain vowel combinations within words produce either a short or long vowel sound. 	<ul style="list-style-type: none"> See <i>First Grade RF3a, RF3b, RF3c, RF3d, RF3e</i>. 	<ul style="list-style-type: none"> Demonstrate an understanding of grade-level morphemes, syllable types, and syllabication rules. Recognize that some multisyllable words can be decoded following syllabication rules while other multisyllable words can be decoded using grade-appropriate morphemic spelling patterns.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Demonstrate the understanding that when a single-syllable word ends in <i>e</i> (VCe), the initial vowel usually says its name (the long sound) and the <i>e</i> is silent. Commonly referred to as the silent <i>e</i> rule (e.g., <i>sale, shake, cone</i>). Apply rule and read single-syllable words with final -<i>e</i> (e.g., <i>cane, hope, tile, tale</i>). Write the spelling correspondences for VCe words. Identify sounds for common vowel teams, also known as vowel digraphs (two consecutive vowels that make one sound) (e.g., <i>oa</i> in <i>boat</i>, <i>ea</i> in <i>seat</i>, <i>ee</i> in <i>feet</i>, <i>ai</i> in <i>sail</i>). Read single-syllable words using knowledge of common vowel team conventions, or vowel digraphs (e.g., <i>boat, seat, feet, sail</i>). Write the spelling correspondences for common vowel teams. 	<ul style="list-style-type: none"> Use a strategy to determine the syllables in a printed word with a long vowel sound such as: <ol style="list-style-type: none"> Circle syllables in two-syllable words with long vowel (e.g., <i>reptile, paper, monkey</i>). Read each syllable (part or chunk) separately (e.g., <i>rep-tile, pa-per, mon-key</i>). Read the syllables (parts or chunks) together (e.g., <i>reptile, paper, monkey</i>). 	<ul style="list-style-type: none"> Use a strategy to decode words using syllabication rules: <ol style="list-style-type: none"> Circle syllables in printed words (e.g., <i>replacement</i>). Read each circled syllable separately (<i>re- place-ment</i>). Read the syllables together (<i>replacement</i>). Use a strategy to decode multisyllable words using morphemes (e.g., <i>semicircle = semi + circle</i>).

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Grade 1	Grade 2	Grade 3
STD 3d	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	d. Decode words with common prefixes and suffixes.	d. Read grade-appropriate irregularly spelled words.
SUB-SKILLS	<ul style="list-style-type: none"> • Demonstrate that words can be divided into parts or chunks called syllables (e.g., (1) Say own name counting/clapping the number of syllables; How many syllables does the word <i>insect</i> have? (2) What are the two parts of <i>insect</i>? <i>in sect</i>). • Identify vowel sounds in syllables (e.g., “<i>in /i/ sect /ĕ/</i>”). • Demonstrate an understanding that a closed syllable has a single vowel with a consonant after it, making the vowel sound short (e.g., <i>map, sit, stop</i>). • Demonstrate an understanding that an open syllable contains a vowel at the end of the syllable and the vowel is usually long (e.g., <i>we, go, hi, she</i>). • Demonstrate an understanding that the final <i>-e</i> in a vowel-consonant-<i>e</i> (VCe) syllable makes the vowel long or “say its own name” (e.g., <i>made, time, cute</i>). 	<ul style="list-style-type: none"> • Demonstrate an understanding that many words are made up of prefixes, base words, and suffixes (e.g., In the word <i>return</i> what is the prefix and what is the base word?). • Read common prefixes (e.g., <i>un-, re-, in-, dis-</i>) and suffixes (e.g., <i>-s, -ed, -ing, -er</i>). 	<ul style="list-style-type: none"> • Recognize grade-appropriate phonemic and morphemic spelling patterns (e.g., <i>eigh—weigh, eight; port—portable, support</i>).
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Use a strategy to determine the number of syllables in a printed word (e.g., Underline vowels, final <i>-e</i> or vowel team patterns, circle syllables, and count the number of circles: <i>dish</i> (1), <i>he</i> (1), <i>hotdog</i> (2), <i>potato</i> (3), <i>make</i> (1), <i>sail</i> (1)). 	<ul style="list-style-type: none"> ○ Use a strategy to read printed words with common prefixes (e.g., Circle <i>un-</i> in the word <i>untie</i>. Read <i>un</i>, read <i>-tie</i>. Read the two parts together: <i>untie</i>). ○ Use a strategy to read printed words with common suffixes (e.g., Circle <i>-ing</i> in the word <i>jumping</i>. Read <i>jump</i>, read <i>-ing</i>. Read the two parts together: <i>jumping</i>). 	<ul style="list-style-type: none"> ○ Read grade-appropriate irregularly spelled words presented on word cards in random order (e.g., <i>laugh, carry, done</i>).

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Grade 1	Grade 2	Grade 3
STD 3e	e. Decode two-syllable words following basic patterns by breaking the words into syllables.	e. Identify words with inconsistent but common spelling-sound correspondences.	n/a
SUB-SKILLS	<ul style="list-style-type: none"> Distinguish between syllable types (e.g., Sort single syllable words into either closed (e.g., <i>men</i>), open (e.g., <i>me</i>), or VCe (e.g., <i>hide</i>) categories.). Demonstrate an initial understanding that a vowel team syllable contains two adjacent vowels (e.g., <i>rain, green, coat</i>). Demonstrate an initial understanding that the consonant-le syllable contains a consonant followed by the letters <i>le</i> (e.g., <i>apple, table</i>). Demonstrate an initial understanding that an r-controlled syllable contains a letter combination made up of a vowel followed by the letter <i>r</i> (e.g., <i>for, star, first</i>). Demonstrate knowledge of syllabication rules. 	<ul style="list-style-type: none"> Recognize grade-appropriate phonemic and morphemic spelling patterns (e.g., <i>gem</i> /j/ sound before <i>e</i>; when a one-syllable root word has a short vowel sound followed by /f/, /l/, or /s/, it is usually spelled <i>ff, ll, or ss</i> as in <i>sniff, hill, or mess</i>). 	n/a
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Circle and read each circled syllable (part or chunk) of a word separately (e.g., <i>pic-nic</i>). Read the circled syllables (parts or chunks) of a word together (e.g., <i>picnic</i>). 	<ul style="list-style-type: none"> Read grade-appropriate irregularly spelled words presented on word cards in random order (e.g., <i>right, would, puff, germ</i>). 	n/a

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Grade 1	Grade 2	Grade 3
STD 3f	f. Read words with inflectional endings.	f. Recognize and read grade-appropriate irregularly spelled words.	n/a
SUB-SKILLS	<ul style="list-style-type: none"> Decode letter-sound correspondences for common inflectional endings (e.g., <i>-est, -ed, -ing</i>). Read base words fluently that can have common inflectional endings added to them (e.g., <i>long, play, jump</i>). Recognize inflectional endings on words. 	<ul style="list-style-type: none"> Identify lower frequency phonological and orthographic patterns (e.g., <i>ough</i> in <i>rough, tough, enough</i>). 	n/a
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Read base word and inflectional ending together to form a word (e.g., <i>longest, played, jumping</i>). 	<ul style="list-style-type: none"> Read grade-appropriate irregularly spelled words presented on word cards in random order (e.g., <i>because, does</i>). 	n/a
STD 3g	g. Recognize and read grade-appropriate irregularly spelled words.	n/a	n/a
SUB-SKILLS	<ul style="list-style-type: none"> Recognize that some words can't be decoded using one-to-one correspondence. 	n/a	n/a
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Read grade-appropriate irregularly spelled words presented on word cards in random order (e.g., <i>could, once, walk</i>). 	n/a	n/a

Fluency			
4. Read with sufficient accuracy and fluency to support comprehension.			
	Grade 1	Grade 2	Grade 3
STD 4a	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.
SUB-SKILLS	<ul style="list-style-type: none"> • Demonstrate an understanding of the different purposes for reading text. • Participate in guided/shared reading of different genres of text. • Demonstrate an understanding of grade-appropriate vocabulary. • Make and confirm predictions in texts read aloud by the teacher. • Determine genre of text before reading. • Determine purpose for reading on-level text. 	<ul style="list-style-type: none"> • <i>See First Grade RF4a.</i> 	<ul style="list-style-type: none"> • <i>See First Grade RF4a.</i>
INSTRUCTIONAL EXAMPLE(S)	<p>Use on-level text to:</p> <ul style="list-style-type: none"> ○ Predict what text may be about before reading. ○ Check text prediction after reading. ○ Use K-W-L Chart to monitor comprehension before, during, and after reading. 	<p>Use on-level text to:</p> <ul style="list-style-type: none"> ○ Predict what text may be about before reading. ○ Check text prediction after reading. ○ Use K-W-L Chart to monitor comprehension before, during, and after reading. 	<p>Use on-level text to:</p> <ul style="list-style-type: none"> ○ Predict what text may be about before reading. ○ Check text prediction after reading. ○ Use K-W-L Chart to monitor comprehension before, during, and after reading.

Fluency			
4. Read with sufficient accuracy and fluency to support comprehension.			
	Grade 1	Grade 2	Grade 3
STD 4b	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.	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
SUB-SKILLS	<ul style="list-style-type: none"> Actively listen to different genres (e.g., stories, poetry, songs, social studies articles) read aloud fluently. Actively listen to examples of how reading rate can be adjusted and adapted to suit purpose and context. Read grade-level sight words accurately and automatically. Decode on-level words with increasing automaticity. Distinguish between interrogative, declarative, and exclamatory sentences. 	<ul style="list-style-type: none"> Actively listen to different genres (e.g., fables, folktales, science articles) read aloud fluently. Use punctuation to cue expression when reading on-level text. 	<ul style="list-style-type: none"> Actively listen to different genres (e.g., poetry, narratives in chapter books, historical events) read aloud fluently. Decode on-level multisyllabic words with automaticity.
INSTRUCTIONAL EXAMPLE(S)	<p>Use on-level text to:</p> <ul style="list-style-type: none"> Echo read different genres. Choral read different genres. Partner read. Repeatedly read and graph words read correctly per minute. Use punctuation to facilitate expression while reading different types of texts (i.e., literary and informational). 	<p>Use on-level text to:</p> <ul style="list-style-type: none"> Echo read different genres. Choral read different genres. Partner read. Demonstrate appropriate phrasing and expression while reading different types of texts (i.e., literary and informational). 	<p>Use on-level text to:</p> <ul style="list-style-type: none"> Partner read prose and poetry. Read phrases from poetry or prose in a timed activity. Repeatedly read prose and poetry orally and graph words read correctly per minute. Demonstrate expression while reading prose and poetry aloud.

Fluency			
4. Read with sufficient accuracy and fluency to support comprehension.			
	Grade 1	Grade 2	Grade 3
STD 4c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUB-SKILLS	<ul style="list-style-type: none"> Determine when on-level text is not understood. Determine when a word is misread. 	<ul style="list-style-type: none"> See First Grade RF4c. 	<ul style="list-style-type: none"> See First Grade RF4c.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Determine effective grade-level strategy to use to decode unfamiliar words. Use context to aid in word recognition (e.g., <i>read</i>—present tense; <i>read</i>—past tense) Use context to aid in word understanding (e.g., definition). 	<ul style="list-style-type: none"> Determine effective grade-level strategy to use to decode unfamiliar words. Use context to aid in word recognition (e.g., <i>sow</i>—scatter seeds; <i>sow</i>—a female pig). Use context to aid in word understanding (e.g., synonym, antonym). 	<ul style="list-style-type: none"> Determine effective grade-level strategy to use to decode unfamiliar words. Use context to aid in word recognition (e.g., <i>minute</i>—60 seconds; <i>minute</i>—very small). Use context to aid in word understanding (e.g., example).

SECTION FOUR—GRADE 3

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Grade 2	Grade 3	Grade 4
STD 3a	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	a. Identify and know the meaning of the most common prefixes and derivational suffixes.	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
SUB-SKILLS	<ul style="list-style-type: none"> • See First Grade RF2a, RF3b, RF3c. 	<ul style="list-style-type: none"> • Know that affixes have meanings and can change the meanings of words to which they are attached. 	<ul style="list-style-type: none"> • While reading, self-monitor and determine when a multisyllabic word is unfamiliar. • Demonstrate an understanding of what a root is and that many words are made up of roots (e.g., <i>tract: pull, rupt: break, act: do</i>). • Know meanings of common, grade appropriate roots (e.g., <i>astro: star, aud: hear, dict: say, tell</i>).
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Identify when a vowel is short when reading regularly spelled one-syllable words (e.g., <i>mask, pump, next, clock</i>). ○ Identify when a vowel is long when reading regularly spelled one-syllable words (e.g., <i>sheep, maid, stripe</i>). ○ Sort word cards (e.g., <i>fast, snake</i>) into two categories (i.e., long or short vowel). 	<ul style="list-style-type: none"> ○ Isolate most common prefixes (e.g., <i>un-, re-, in-, dis-</i>) and derivational suffixes (e.g., <i>-ly, -ful, -less</i>) in printed multi-syllabic words. ○ State meanings of common prefixes and suffixes (e.g., <i>un</i> means <i>not</i> in the word <i>unhappy</i>). 	<ul style="list-style-type: none"> ○ Recognize when a word can be identified by letter-sound correspondences vs. syllabication patterns vs. morphology. ○ Determine effective strategy to use to analyze word (e.g., direct one-to-one correspondence, syllabication rules, and morphological analysis). ○ Apply strategy, read word, check for accuracy (i.e., ask “Is this a word I’ve heard before? Does that make sense in this sentence?”). ○ Use knowledge of roots (e.g., <i>chron</i>) and affixes to accurately read words (e.g., <i>chronicle, synchronize</i>) in and out of context.

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Grade 2	Grade 3	Grade 4
STD3b	b. Know spelling-sound correspondences for additional common vowel teams.	b. Decode words with common Latin suffixes.	n/a
SUB-SKILLS	<ul style="list-style-type: none"> • See <i>First Grade RF3c</i>. 	<ul style="list-style-type: none"> • Know common Latin suffixes (e.g., <i>able, ible, ation</i>). • Identify and isolate the base word in a word containing a common Latin suffix (e.g., Circle the base word in <i>breakable – break</i>). 	n/a
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Identify sounds for additional common vowel teams (two consecutive vowels that make one sound) (e.g., <i>ay, e_e, -e, igh, ie, ow, ue</i>). ○ Decode single syllable words with common vowel teams (e.g., <i>pay, be, Pete, high, tie, tow, glue</i>). ○ Write the spelling correspondences for common vowel teams. ○ Identify sounds for variant vowel digraphs (sounds that are not commonly classified as long or short vowels) (e.g., <i>aw</i> in <i>claw</i>, <i>au</i> in <i>caught</i>, <i>oo</i> in <i>boot</i>). ○ Decode single syllable words with variant vowel digraphs (e.g., <i>flaw, taught, moon</i>). ○ Write the spelling correspondences for variant vowel digraphs. ○ Identify sounds for diphthongs, or two consecutive vowels, each which contributes to the sound heard (e.g., <i>oi</i> in <i>soil</i>, <i>oy</i> in <i>toy</i>, <i>ow</i> in <i>now</i>, <i>ou</i> in <i>loud</i>). ○ Decode single syllable words with diphthongs (e.g., <i>soil, toy, now, loud</i>). ○ Write the spelling correspondences for diphthongs. 	<ul style="list-style-type: none"> ○ Use a strategy to read common Latin suffixes in printed words (e.g., Circle <i>able</i> in the word <i>breakable</i>. Read <i>break</i>, read <i>able</i>. Read the two parts together – <i>breakable</i>). 	n/a

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Grade 2	Grade 3	Grade 4
STD 3c	c. Decode regularly spelled two-syllable words with long vowels.	c. Decode multisyllable words.	n/a
SUB-SKILLS	<ul style="list-style-type: none"> See First Grade RF3a, RF3b, RF3c, RF3d, RF3e. 	<ul style="list-style-type: none"> Demonstrate an understanding of grade-level morphemes, syllable types, and syllabication rules. Recognize that some multisyllable words can be decoded following syllabication rules while other multisyllable words can be decoded using grade-appropriate morphemic spelling patterns. 	n/a
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Use a strategy to determine the syllables in a printed word with a long vowel sound such as: <ol style="list-style-type: none"> Circle syllables in two-syllable words with long vowel (e.g., <i>reptile, paper, monkey</i>). Read each syllable (part or chunk) separately (e.g., <i>rep-tile, pa-per, mon-key</i>). Read the syllables (parts or chunks) together (e.g., <i>reptile, paper, monkey</i>). 	<ul style="list-style-type: none"> Use a strategy to decode words using syllabication rules: <ol style="list-style-type: none"> Circle syllables in printed words (e.g., replacement). Read each circled syllable separately (replacement). Read the syllables together (replacement). Use a strategy to decode multisyllable words using morphemes (e.g., semicircle = semi + circle). 	n/a

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Grade 2	Grade 3	Grade 4
STD 3d	d. Decode words with common prefixes and suffixes.	d. Read grade-appropriate irregularly spelled words.	n/a
SUB-SKILLS	<ul style="list-style-type: none"> • Demonstrate an understanding that many words are made up of prefixes, base words, and suffixes (e.g., In the word <i>return</i> what is the prefix and what is the base word?). • Read common prefixes (e.g., <i>un-</i>, <i>re-</i>, <i>in-</i>, <i>dis-</i>) and suffixes (e.g., <i>-s</i>, <i>-ed</i>, <i>-ing</i>, <i>-er</i>). 	<ul style="list-style-type: none"> • Recognize grade-appropriate phonemic and morphemic spelling patterns (e.g., <i>igh—weigh, eight; port—portable, support</i>). 	n/a
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Use a strategy to read printed words with common prefixes (e.g., Circle <i>un-</i> in the word <i>untie</i>. Read <i>un</i>, read <i>-tie</i>. Read the two parts together: <i>untie</i>). ○ Use a strategy to read printed words with common suffixes (e.g., Circle <i>-ing</i> in the word <i>jumping</i>. Read <i>jump</i>, read <i>-ing</i>. Read the two parts together: <i>jumping</i>). 	<ul style="list-style-type: none"> ○ Read grade-appropriate irregularly spelled words presented on word cards in random order (e.g., <i>laugh, carry, done</i>). 	n/a

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Grade 2	Grade 3	Grade 4
STD 3e	e. Identify words with inconsistent but common spelling-sound correspondences.	n/a	n/a
SUB-SKILLS	<ul style="list-style-type: none"> Recognize grade-appropriate phonemic and morphemic spelling patterns (e.g., <i>gem</i> /j/ sound before e; when a one-syllable root word has a short vowel sound followed by /f/, /l/, or /s/, it is usually spelled <i>ff</i>, <i>ll</i>, or <i>ss</i> as in <i>sniff</i>, <i>hill</i>, or <i>mess</i>). 	n/a	n/a
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Read grade-appropriate irregularly spelled words presented in random order (e.g., <i>right</i>, <i>would</i>, <i>puff</i>, <i>germ</i>). 	n/a	n/a
STD 3f	f. Recognize and read grade-appropriate irregularly spelled words.	n/a	n/a
SUB-SKILLS	<ul style="list-style-type: none"> Identify lower frequency phonological and orthographic patterns (e.g., <i>ough</i> in <i>rough</i>, <i>tough</i>, <i>enough</i>). 	n/a	n/a
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Read grade-appropriate irregularly spelled words presented on word cards in random order (e.g., <i>because</i>, <i>does</i>). 	n/a	n/a
STD 3g	n/a	n/a	n/a
SUB-SKILLS	n/a	n/a	n/a
INSTRUCTIONAL EXAMPLE(S)	n/a	n/a	n/a

Fluency			
4. Read with sufficient accuracy and fluency to support comprehension.			
	Grade 2	Grade 3	Grade 4
STD 4a	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.
SUB-SKILLS	<ul style="list-style-type: none"> • See First Grade RF4a. 	<ul style="list-style-type: none"> • See First Grade RF4a. 	<ul style="list-style-type: none"> • See First Grade RF4a.
INSTRUCTIONAL EXAMPLE(S)	Use on-level text to: <ul style="list-style-type: none"> ○ Predict what text may be about before reading. ○ Check text prediction after reading. ○ Use K-W-L Chart to monitor comprehension before, during, and after reading. 	Use on-level text to: <ul style="list-style-type: none"> ○ Predict what text may be about before reading. ○ Check text prediction after reading. ○ Use K-W-L Chart to monitor comprehension before, during, and after reading. 	Use on-level text to: <ul style="list-style-type: none"> ○ Predict what text may be about before reading. ○ Activate prior knowledge by agreeing or disagreeing with others' predictions before reading text. ○ Ask and answer questions in relation to a text.

Fluency			
4. Read with sufficient accuracy and fluency to support comprehension.			
	Grade 2	Grade 3	Grade 4
STD 4b	b. Read on-level text orally with accuracy, appropriate rate, and expression.	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.
SUB-SKILLS	<ul style="list-style-type: none"> Actively listen to different genres (e.g., fables, folktales, science articles) read aloud fluently. Use punctuation to cue expression when reading on-level text. 	<ul style="list-style-type: none"> Actively listen to different genres (e.g., poetry, narratives in chapter books, historical events) read aloud fluently. Decode on-level multisyllabic words with automaticity. 	<ul style="list-style-type: none"> Actively listen to different genres (e.g., poetry, myths, scientific articles) read aloud fluently.
INSTRUCTIONAL EXAMPLE(S)	<p>Use on-level text to:</p> <ul style="list-style-type: none"> Echo read different genres. Choral read different genres. Partner read. Demonstrate appropriate phrasing and expression while reading different types of texts (i.e., literary and informational). 	<p>Use on-level text to:</p> <ul style="list-style-type: none"> Partner read prose and poetry. Read phrases from poetry or prose in a timed activity. Repeatedly read prose and poetry orally and graph words read correctly per minute. Demonstrate expression while reading prose and poetry aloud. 	<p>Use on-level text to:</p> <ul style="list-style-type: none"> Decode grade-level multisyllabic words with automaticity. Read grade-level sight words accurately and automatically. Partner read prose and poetry. Read phrases from poetry or prose in a timed activity. Demonstrate expression while reading prose and poetry aloud.

Fluency			
4. Read with sufficient accuracy and fluency to support comprehension.			
	Grade 2	Grade 3	Grade 4
STD 4c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUB-SKILLS	<ul style="list-style-type: none"> • See First Grade RF4c. 	<ul style="list-style-type: none"> • See First Grade RF4c. 	<ul style="list-style-type: none"> • See First Grade RF4c.
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> ○ Determine effective grade-level strategy to use to decode unfamiliar words. ○ Use context to aid in word recognition (e.g., <i>sow</i>—scatter seeds; <i>sow</i>—a female pig). ○ Use context to aid in understanding (e.g., synonym, antonym). 	<ul style="list-style-type: none"> ○ Determine effective grade-level strategy to use to decode unfamiliar words. ○ Use context to aid in word recognition (e.g., <i>minute</i>—60 seconds; <i>minute</i>—very small) ○ Use context to aid in understanding (e.g., example). 	<p>Use on-level text to:</p> <ul style="list-style-type: none"> ○ Use context (e.g., definition, synonym, antonym, example) to read and understand unfamiliar words. ○ Determine effective grade-level strategy to use to decode unfamiliar words. ○ Use a strategy to determine meaning of a word (e.g., determine meanings of root and affixes, put the meanings of the word parts together to determine meaning of the word, reread sentence to check if the meaning makes sense). ○ Use context to confirm pronunciation (e.g., <i>present</i>—a gift; <i>present</i>—to introduce) and meaning.

SECTION FIVE—GRADES 4–5

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Grade 3	Grade 4	Grade 5
STD 3a	a. Identify and know the meaning of the most common prefixes and derivational suffixes.	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
SUB-SKILLS	<ul style="list-style-type: none"> Know that affixes have meanings and can change the meanings of words to which they are attached. 	<ul style="list-style-type: none"> While reading, self-monitor and determine when a multisyllabic word is unfamiliar. Demonstrate an understanding of what a root is and that many words are made up of roots (e.g., <i>tract: pull, rupt: break, act: do</i>). Know meanings of common, grade appropriate roots (e.g., <i>astro: star, aud: hear, dict: say, tell</i>). 	<ul style="list-style-type: none"> While reading, self-monitor and determine when a multisyllabic word is unfamiliar. Demonstrate an understanding of what a root is and that many words are made up of roots (e.g. <i>min: small or less, ject: throw, cand: shine</i>). Know meanings of common, grade appropriate roots (e.g., <i>geo: earth, graph: write, ped: foot</i>).
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Isolate most common prefixes (e.g., <i>un-, re-, in-, dis-</i>) and derivational suffixes (e.g., <i>-ly, -ful, -less</i>) in printed multi-syllabic words. State meanings of common prefixes and suffixes, (e.g, <i>un</i> means <i>not</i> in the word <i>unhappy</i>). 	<ul style="list-style-type: none"> Recognize when a word can be identified by letter-sound correspondences vs. syllabication patterns vs. morphology. Determine effective strategy to use to analyze word (e.g., direct one-to-one correspondence, syllabication rules, and morphological analysis). Apply strategy, read word, check for accuracy (i.e., ask “Is this a word I’ve heard before? Does that make sense in this sentence?”). Use knowledge of roots (e.g., <i>chron</i>) and affixes to accurately read words (e.g., <i>chronicle, synchronize</i>) in and out of context. 	<ul style="list-style-type: none"> Recognize when a word can be identified by letter-sound correspondences vs. syllabication patterns vs. morphology. Determine effective strategy to use to decode word (e.g., direct one-to-one correspondence, syllabication rules, morphological analysis). Apply strategy, read word, check for accuracy (i.e., ask “Is this a word I’ve heard before? Does that make sense in this sentence?”). Use knowledge of roots (e.g., <i>rect</i>) and affixes to accurately read and understand words (e.g., <i>erect, correct, rectangle, direction</i>) in and out of context.

Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	Grade 3	Grade 4	Grade 5
STD3b	b. Decode words with common Latin suffixes.	n/a	n/a
SUB-SKILLS	<ul style="list-style-type: none"> Know common Latin suffixes (e.g., <i>able, ible, ation</i>). Identify and isolate the base word in a word containing a common Latin suffix (e.g., Circle the base word in <i>breakable</i> – <i>break</i>). 	n/a	n/a
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Use a strategy to read common Latin suffixes in printed words (e.g., Circle <i>able</i> in the word <i>breakable</i>. Read <i>break</i>, read <i>able</i>. Read the two parts together – <i>breakable</i>). 	n/a	n/a
STD 3c	c. Decode multisyllable words.	n/a	n/a
SUB-SKILLS	<ul style="list-style-type: none"> Demonstrate an understanding of grade-level morphemes, syllable types, and syllabication rules. Recognize that some multisyllable words can be decoded following syllabication rules while other multisyllable words can be decoded using grade-appropriate morphemic spelling patterns. 	n/a	n/a
INSTRUCTIONAL EXAMPLE(S)	<p>Use a strategy to decode words using syllabication rules:</p> <ol style="list-style-type: none"> Circle syllables in printed words (e.g., replacement). Read each circled syllable separately (re-place-ment). Read the syllables together (replacement). <ul style="list-style-type: none"> Use a strategy to decode multisyllable words using morphemes (e.g., <i>semicircle = semi + circle</i>). 	n/a	n/a
STD 3d	d. Read grade-appropriate irregularly spelled words.	n/a	n/a
SUB-SKILLS	<ul style="list-style-type: none"> Recognize grade-appropriate phonemic and morphemic spelling patterns (e.g., <i>eight—weigh, eight; port—portable, support</i>). 	n/a	n/a
INSTRUCTIONAL EXAMPLE(S)	<ul style="list-style-type: none"> Read grade-appropriate irregularly spelled words presented on word cards in random order (e.g., <i>laugh, carry, done</i>). 	n/a	n/a

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

	Grade 3	Grade 4	Grade 5
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STD 3e	n/a	n/a	n/a
SUB-SKILLS	n/a	n/a	n/a
INSTRUCTIONAL EXAMPLE(S)	n/a	n/a	n/a
STD 3f	n/a	n/a	n/a
SUB-SKILLS	n/a	n/a	n/a
INSTRUCTIONAL EXAMPLE(S)	n/a	n/a	n/a
STD 3g	n/a	n/a	n/a
SUB-SKILLS	n/a	n/a	n/a
INSTRUCTIONAL EXAMPLE(S)	n/a	n/a	n/a

Fluency			
4. Read with sufficient accuracy and fluency to support comprehension.			
	Grade 3	Grade 4	Grade 5
STD 4a	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.
SUB-SKILLS	<ul style="list-style-type: none"> • See First Grade RF4a. 	<ul style="list-style-type: none"> • See First Grade RF4a. 	<ul style="list-style-type: none"> • See First Grade RF4a.
INSTRUCTIONAL EXAMPLE(S)	<p>Use on-level text to:</p> <ul style="list-style-type: none"> ○ Predict what text may be about before reading. ○ Check text prediction after reading. ○ Use K-W-L Chart to monitor comprehension before, during, and after reading. 	<p>Use on-level text to:</p> <ul style="list-style-type: none"> ○ Predict what text may be about before reading. ○ Activate prior knowledge by agreeing or disagreeing with others' predictions before reading text. ○ Ask and answer questions in relation to a text. 	<p>Use on-level text to:</p> <ul style="list-style-type: none"> ○ Predict what text may be about before reading. ○ Answer questions during a reading of a text. ○ Write a summary of a text.

Fluency			
4. Read with sufficient accuracy and fluency to support comprehension.			
	Grade 3	Grade 4	Grade 5
STD 4b	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.	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.
SUB-SKILLS	<ul style="list-style-type: none"> Actively listen to different genres (e.g., poetry, narratives in chapter books, historical events) read aloud fluently. Decode on-level multisyllabic words with automaticity. 	<ul style="list-style-type: none"> Actively listen to different genres (e.g., poetry, myths, scientific articles) read aloud fluently. 	<ul style="list-style-type: none"> Actively listen to different genres (e.g., poetry, mysteries, adventure novels, technical texts) read aloud fluently.
INSTRUCTIONAL EXAMPLE(S)	<p>Use on-level text to:</p> <ul style="list-style-type: none"> Partner read prose and poetry. Read phrases from poetry or prose in a timed activity. Repeatedly read prose and poetry orally and graph words read correctly per minute. Demonstrate expression while reading prose and poetry aloud. 	<p>Use on-level text to:</p> <ul style="list-style-type: none"> Decode grade-level multisyllabic words with automaticity. Read grade-level sight words accurately and automatically. Partner read prose and poetry. Read phrases from poetry or prose in a timed activity. Demonstrate expression while reading prose and poetry aloud. 	<p>Use on-level text to:</p> <ul style="list-style-type: none"> Read grade-level sight words accurately and automatically. Decode grade-level multisyllabic words with automaticity. Partner read prose and poetry. Read phrases from poetry or prose in a timed activity. Demonstrate expression while reading prose and poetry aloud.

Fluency			
4. Read with sufficient accuracy and fluency to support comprehension.			
	Grade 3	Grade 4	Grade 5
STD 4c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUB-SKILLS	<ul style="list-style-type: none"> • See First Grade RF4c. 	<ul style="list-style-type: none"> • See First Grade RF4c. 	<ul style="list-style-type: none"> • See First Grade RF4c.
INSTRUCTIONAL EXAMPLE(S)	<p>Use on-level text to:</p> <ul style="list-style-type: none"> ○ Determine effective grade-level strategy to use to decode unfamiliar words. ○ Use context to aid in word recognition (e.g., <i>minute</i>—60 seconds; <i>minute</i>—very small). ○ Use context to aid in understanding (e.g., example). 	<p>Use on-level text to:</p> <ul style="list-style-type: none"> ○ Use context (e.g., definition, synonym, antonym, example) to read and understand unfamiliar words. ○ Determine effective grade-level strategy to use to decode unfamiliar words. ○ Use a strategy to determine meaning of a word (e.g., determine meanings of root and affixes, put the meanings of the word parts together to determine meaning of the word, reread sentence to check if the meaning makes sense). ○ Use context to confirm pronunciation (e.g., <i>present</i>—a gift; <i>present</i>—to introduce) and meaning. 	<p>Use on-level text to:</p> <ul style="list-style-type: none"> ○ Determine effective grade-level strategy to use to decode unfamiliar words. ○ Use context (e.g., restatement in text, cause/effect relationships, text comparisons) to read and understand unfamiliar words. ○ Use a strategy to determine meaning of a word (e.g., determine meanings of root and affixes, put the meanings of the word parts together to determine meaning of the word, reread sentence to check if the meaning makes sense). ○ Use context to confirm pronunciation (e.g., <i>subject</i>-topic; <i>subject</i>-put under) and meaning.



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