

Reading Standards: Foundational Skills K-5	
Print Concepts	
R.CCR.1	CCR Reading Anchor Standard 1: Reading Anchor Standard 1 does not apply to Foundational Skills standards.
Grade 11-12	
Grade 9-10	
Grade 8	
Grade 7	
Grade 6	
Grade 5	
Grade 4	
Grade 3	
Grade 2	
RF.1.1 Grade 1 students:	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.K.1 Kindergarten students:	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in this area.

Reading Standards: Foundational Skills K-5	
Phonological Awareness	
R.CCR.2	CCR Reading Anchor Standard 2: Reading Anchor Standard 2 does not apply to Foundational Skills standards.
Grade 11-12	
Grade 9-10	
Grade 8	
Grade 7	
Grade 6	
Grade 5	
Grade 4	
Grade 3	
Grade 2	
RF.1.2 Grade 1 students:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.K.2 Kindergarten students:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Blend two to three phonemes into recognizable words. e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) f. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in this area.

*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology.
Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills K-5	
Phonics and Word Recognition	
R.CCR.3	CCR Reading Anchor Standard 3: Reading Anchor Standard 3 does not apply to Foundational Skills standards.
Grade 11-12	
Grade 9-10	
Grade 8	
Grade 7	
Grade 6	
RF.5.3 Grade 5 students:	Know and apply grade-level phonics and word analysis skills in decoding words. 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.
RF.4.3 Grade 4 students:	Know and apply grade-level phonics and word analysis skills in decoding words. 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.
RF.3.3 Grade 3 students:	Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text.</u> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.
RF.2.3 Grade 2 students:	Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text.</u> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
RF.1.3 Grade 1 students:	Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text.</u> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.
RF.K.3 Kindergarten students:	Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text.</u> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.* c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in this area.

***Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.**

Reading Standards: Foundational Skills K-5	
Fluency	
R.CCR.4	CCR Reading Anchor Standard 4: Reading Anchor Standard 4 does not apply to Foundational Skills standards.
Grade 11-12	
Grade 9-10	
Grade 8	
Grade 7	
Grade 6	
RF.5.4 Grade 5 students:	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.4.4 Grade 4 students:	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.3.4 Grade 3 students:	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.2.4 Grade 2 students:	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.1.4 Grade 1 students:	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.K.4 Kindergarten students:	Read emergent-reader texts with purpose and understanding.