

Reading Standards: Foundational Skills (K-5)

RF

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: *In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

Kindergartners:	Grade 1 students:
Print Concepts	
<div>1. Demonstrate understanding of the organization and basic features of print.<div>a. Follow words from left to right, top to bottom, and page by page.</div>b. Recognize that spoken words are represented in written language by specific sequences of letters.</div> c. Understand that words are separated by spaces in print.	<div>1. Demonstrate understanding of the organization and basic features of print.<div>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</div></div>
Phonological Awareness	
<div>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<div>a. Recognize and produce rhyming words.</div>b. Count, pronounce, blend, and segment syllables in spoken words.</div> c. Blend and segment onsets and rimes of single-syllable spoken words.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<div>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<div>a. Distinguish long from short vowel sounds in spoken single-syllable words.</div>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</div> 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).

*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.