

Reading Standards: Foundational Skills (Kindergarten)	Foundational Skills Lesson
<b>Print Concepts</b>	
<b>CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of print.</b>	✓
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.	✓
e. Follow words from left to right, top to bottom, and page by page.	✓
<b>Phonological Awareness</b>	
<b>CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>	✓
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. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. <sup>1</sup> (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.	
<b>Phonics and Word Recognition</b>	
<b>CCSS.ELA-Literacy.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b>	✓
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	✓
b. Associate the long and short sounds with the 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.	✓
<b>Fluency</b>	
<b>CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</b>	✓

Reading Standards: Foundational Skills (Grade 1)	Foundational Skills Lesson
<b>Print Concepts</b>	
<b>CCSS.ELA-Literacy.RF.1.1 Demonstrate understanding of the organization and basic features of print.</b>	✓
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	✓
<b>Phonological Awareness</b>	
<b>CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>	✓
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).	✓
<b>Phonics and Word Recognition</b>	
<b>CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b>	✓
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.	✓
<b>Fluency</b>	
<b>CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</b>	✓
a. Read grade-level text with purpose and understanding.	✓
b. Read grade-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.	✓

Reading Standards: Foundational Skills (Grade 2)	Foundational Skills Lesson
<b>Phonics and Word Recognition</b>	
<b>CCSS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b>	✓
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.	✓
<b>Fluency</b>	
<b>CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</b>	✓
a. Read grade-level text with purpose and understanding.	✓
b. Read grade-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.	✓