**Kindergarten**

**PRINT CONCEPTS –** [**FS1**](http://www.corestandards.org/ELA-Literacy/RF/K/)

* Left to right, top to bottom, page by page
* Recognize that spoken words are represented in written language by specific sequences of letters.
* Understand that words are separated by spaces in print.
* Recognize and name all upper- and lowercase letters of the alphabet.

**PHONOLOGICAL AWARENESS –** [**FS2**](http://www.corestandards.org/ELA-Literacy/RF/K/)

* Recognize and produce rhyming words.
* Blend and segment onsets and rimes of single-syllable spoken words
* Blend 2 to 3 phonemes into recognizable words
* 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/.)
* Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**PHONICS AND WORD RECOGNITION –** [**FS3**](http://www.corestandards.org/ELA-Literacy/RF/K/)

* Letter-sound correspondence (beginning in September)
* VC (am) words
  + - Begin blending routines when students know 4-6 sounds with at least one vowel (Oct.)
* CVC (sat) words
* VCC (ask) words
* Segment and spell VC, CVC and VCC words
* Recognize the common spellings of long (a\_e, e\_e, i\_e, o\_e, u\_e ) and short vowel sounds
* Read common high frequency words (ex. the, of, to, you, she, my, is, are, do, does)
  + - More emphasis on reading sight words from Feb-May or when students demonstrate understanding of the alphabetic principle

**FLUENCY –** [**FS4**](http://www.corestandards.org/ELA-Literacy/RF/K/)

* Read emergent-reader texts with purpose and understanding

**1st grade** (previous +)

**PRINT CONCEPTS -** [**FS1**](http://www.corestandards.org/ELA-Literacy/RF/1/)

* Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**PHONOLOGICAL AWARENESS -** [**FS2**](http://www.corestandards.org/ELA-Literacy/RF/1/)

* Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
* Distinguish long from short vowel sounds in spoken single-syllable words.
* Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
* Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**PHONICS AND WORD RECOGNITION -** [**FS3**](http://www.corestandards.org/ELA-Literacy/RF/1/)

* Letter-sound correspondence at one per second
* CVCC (cast)
* CCVC (slip)
* CVCe (ride)
* Common consonant digraphs (sh)
* Understand that every syllable has one vowel sound
* Basic two-syllable words by chunking into syllables, or parts (picnic)
* Common endings (-ed)
* Common vowel digraphs, or teams (ai)
* r-controlled vowels (ar)
* Segment and spell these types of words
* Read common high frequency irregular words

**FLUENCY -** [**FS4**](http://www.corestandards.org/ELA-Literacy/RF/1/)

* Read grade-level text with purpose and understanding.
* Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
* Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**2nd grade** (previous +)

**PHONICS AND WORD RECOGNITION -** [**FS3**](http://www.corestandards.org/ELA-Literacy/RF/2/)

* Vowel teams
  + - Distinguish between long and short vowels when reading regularly spelled one-syllable words (short in mask, long in maid)
    - Additional common vowel digraphs, or teams (ay, igh, ow)
    - Variant vowel diagraphs, or teams that are not traditionally classified as short or long (aw as in claw)
    - Single syllable words with diphthongs, or where both vowel sounds contribute to the sound heard (toy, now)
* Two-syllable words with long vowels (paper, reptile)
* Common prefixes (un-, re-, in-) and suffixes (-ing, -er)
* Use prefixes and suffixes to help decode words (un + happy = unhappy)
* Identify lower frequency patterns (ough as in rough)
* Recognize and read grade-appropriate irregularly spelled words
* Segment and spell these types of words
* Read common high frequency irregular words
* Identify words with inconsistent but common spelling-sound correspondences

**FLUENCY -** [**FS4**](http://www.corestandards.org/ELA-Literacy/RF/2/)

* Read grade-level text with purpose and understanding.
* Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
* Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**3rd grade** (previous +)

**PHONICS AND WORD RECOGNITION -** [**FS3**](http://www.corestandards.org/ELA-Literacy/RF/3/)

* Know meanings of common prefixes and derivational suffixes to help decode words and understand their meaning (-un means not, so unhappy means not happy)
* Know common Latin suffixes (-able, -ment, -tion)
* Decode multisyllabic words by breaking them into syllable, or word part segments
* Segment and spell multisyllabic words
* Read grade-appropriate irregularly spelled words
* Read common high frequency irregular words

**FLUENCY -** [**FS4**](http://www.corestandards.org/ELA-Literacy/RF/3/)

* + Read grade-level text with purpose and understanding.
  + Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  + Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**4th & 5th grade** (previous +)

**PHONICS AND WORD RECOGNITION -** [**FS3**](http://www.corestandards.org/ELA-Literacy/RF/4/)

* Know meanings of grade appropriate roots (astro: star, geo: earth)
* Use knowledge of all letter-sound correspondences, syllabication, roots and affixes (morphology) to read unfamiliar multisyllabic words
* Segment and spell multisyllabic words

**FLUENCY** [**FS4**](http://www.corestandards.org/ELA-Literacy/RF/4/)

* Read grade-level text with purpose and understanding.
* Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
* Use context to confirm or self-correct word recognition and understanding, rereading as necessary.