

K- 6 Language Arts: Reader’s Craft: Reading Foundational Skills

	Kindergarten	Grade 1
Learning Progression	<ul style="list-style-type: none"> ● 0.1.1.1 c. In spoken words, isolate and pronounce sounds in three-phoneme CVC words. ● 0.1.1.0 a. Follow words from left to right, top to bottom and page by page. ● 0.1.1.0 b. Recognize and name all lowercase letters of the alphabet ● 0.1.1.0 b. Recognize and name all uppercase letters of the alphabet ● 0.2.1.2 Identify the sound for each letter. ● 0.1.1.2 a. Read using one-to-one letter sound correspondences in three-phoneme CVC words with automaticity. ● 0.1.1.3 Read decodable texts accurately with coaching to support decoding skills and stamina. (Decodable texts are those that include words taught in phonics lesson.) ● 0.1.5.1 Recognize orientation (front cover, back cover, title) of print text and navigation of digital text. 	<ul style="list-style-type: none"> ● 1.1.1.1 Orally produce, blend, and segment sounds(phonemes) of three to four phoneme words sounds. ● 1.1.1.2 a. Read words using the spelling-sound correspondences for the common consonant digraphs ● 1.1.1.2. b. Read regularly spelled one-syllable words including final e with automaticity. ● 1.1.1.2. b. Read regularly spelled one-syllable words including vowel teams with automaticity. ● 1.1.1.2. b. Read regularly spelled one-syllable words including consonant digraphs and diphthongs with automaticity. ● 1.1.1.2. b. Read regularly spelled one-syllable words including inflectional suffixes with automaticity. ● 1.1.1.2. b. Read two-syllable words that follow six-syllable types (closed, open, r-controlled, v-e, vowel digraphs & diphthongs, -le) with automaticity. ● 1.1.1.3 Read decodable texts accurately and with automaticity.
Supporting Benchmarks	<ul style="list-style-type: none"> ● 0.1.1.0 c. Understand that words are separated by spaces in print. ● 0.1.1.1 a. In spoken words, identify and orally produce rhyming words, onset-rime and alliteration. ● 0.1.1.1 a. In spoken words, Identify and orally produce rhyming words, onset-rime and alliteration. ● 0.1.1.1 b. In spoken words, identify, count, pronounce, blend, segment and manipulate (add, delete or substitute) compound words and syllables in multisyllabic words. ● 0.1.1.1 c. In spoken words, manipulate sounds in three-phoneme CVC words. ● 0.1.1.2 a. Read with knowledge of word families demonstrating both accuracy and automaticity. ● 0.1.1.2 b. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity. ● 0.1.8.1 Recognize rhythm, alliteration and repeated lines in a story, poem or song read aloud. 	<ul style="list-style-type: none"> ● 1.1.1.1 Manipulate sounds(phonemes) of words with three to four phoneme sounds. ● 1.1.1.1 Orally produce, blend, segment, manipulate syllables in multisyllabic words ● 1.1.1.0 Recognize the distinguishing features of a sentence in print (e.g., first word, capitalization, ending punctuation). ● 1.1.1.2 c. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.

	Grade 2	Grade 3
Learning Progression	<ul style="list-style-type: none"> • 2.1.1.1 Demonstrate understanding of spoken words by blending and segmenting five-phoneme words, including consonant blends. • 2.1.1.2 a. Know the spelling-sound correspondences for the common vowel graphemes. • 2.1.1.2 b. Decode multisyllabic words that include prefixes and suffixes • 2.1.1.2 b. Decode multisyllabic words that include vowel digraphs • 2.1.1.3 Read grade-level texts fluently, with sufficient accuracy, rate and expression to support comprehension. 	<ul style="list-style-type: none"> • 3.1.1.2 a. Identify, read, and know the meanings of common prefixes and suffixes. • 3.1.1.2 b. Decode multisyllabic words. • 3.1.1.2 c. Read grade-level irregularly spelled words demonstrating automaticity. • 3.1.1.3 Read grade-level texts fluently with sufficient accuracy, rate and expression to support comprehension.
Supporting Benchmarks	<ul style="list-style-type: none"> • 2.1.1.1 Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, blend, segment and manipulate syllables in multisyllabic words. • 2.1.1.1 Demonstrate understanding of spoken word manipulation of five-phoneme words, including consonant blends. • 2.1.1.2 c. Read high-frequency words demonstrating both accuracy and automaticity. 	<ul style="list-style-type: none"> • 3.1.1.2 c. Read grade-level high-frequency words demonstrating automaticity.

	Grade 4	Grade 5	Grade 6
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Learning Progression	<ul style="list-style-type: none"> ● 4.1.1.2 Use knowledge of letter-sound correspondences and syllabication patterns to read unfamiliar multisyllabic words. ● 4.1.1.3 Read grade-level texts fluently with sufficient accuracy, rate and expression to support comprehension. 	<ul style="list-style-type: none"> ● 5.1.1.2 Use knowledge of letter-sound correspondences and syllabication patterns to read multisyllabic words. ● 5.1.1.3 Read grade-level texts fluently with sufficient accuracy, rate and expression to support comprehension. 	<ul style="list-style-type: none"> ● 6.1.1.2 Use knowledge of letter-sound correspondences and syllabication patterns to decode and comprehend multisyllabic words.
Supporting Benchmarks	<ul style="list-style-type: none"> ● 4.1.1.2 Use word origin (Anglo-Saxon) to decode and comprehend unfamiliar multisyllabic words in and out of context. 	<ul style="list-style-type: none"> ● 5.1.1.2 Use knowledge of word origin (French and Latin) to decode and comprehend unfamiliar multisyllabic words in and out of context. 	<ul style="list-style-type: none"> ● 6.1.1.2 Use knowledge of word origin (Greek) to decode and comprehend unfamiliar multisyllabic words