

FOUNDATIONAL READING AND WRITING SKILLS

Comment [O1]: Combine this document with the standards document

These skills represent necessary, but not sufficient, components of an effective, comprehensive reading program, and are designed to provide a foundation for developing proficient readers with the capacity to comprehend a variety of texts. It is important that instruction be guided by assessment and differentiated based on the results of those assessments. More experienced readers will not need as much instruction, or practice, with these concepts as struggling readers will.

Comment [O2]: Division of standards into major fields (R & W) (R & L) create confusion. Combine into communication skills...fractures - skills & standards

Foundational Reading and Writing Skills					
Learning Outcomes					
PreK	K	1st	2nd	3rd	4th
<p><u>Learning Outcome:</u> Students will begin to demonstrate and apply knowledge of print concepts and phonological awareness as a foundation for reading development; and develop legible handwriting.</p>	<p><u>Learning Outcome:</u> Students will demonstrate and apply knowledge of print concepts, phonological awareness, phonics and word recognition as a foundation for reading development; and develop legible handwriting.</p>	<p><u>Learning Outcome:</u> Students will demonstrate and apply knowledge of print concepts, phonological awareness, phonics, word recognition and structural analysis as a foundation for reading development; and develop legible handwriting.</p>	<p><u>Learning Outcome:</u> Students will demonstrate and apply knowledge of print concepts, phonological awareness, phonics, word recognition and structural analysis as a foundation for reading development; and develop legible handwriting.</p>	<p><u>Learning Outcome:</u> Apply foundational reading skills to build and demonstrate reading fluency and comprehension; and develop legible handwriting.</p>	<p><u>Learning Outcome:</u> Apply foundational reading skills to build and demonstrate reading fluency and comprehension; and develop legible handwriting.</p>
PHONOLOGICAL AWARENESS Students will demonstrate understanding and apply knowledge of spoken words, syllables, and sounds.					

<p>a. Students will begin to hear and identify syllables in spoken words.</p> <p>b. Students will begin to identify spoken words that rhyme.</p> <p>c. Students will begin to discriminate and identify:</p> <p>*beginning sounds in spoken words.</p> <p>*beginning sounds in a set of words.</p> <p>*onsets and rimes in one syllable words.</p> <p>d. Students will begin to segment and blend sounds (phonemes) in words with 2 or 3 sounds.</p> <p>e. Students will begin to segment sounds (phonemes) in words with 2 or 3 sounds.</p>	<p>a. Students will hear, identify and count syllables in spoken words.</p> <p>b. Students will identify and produce pairs of rhyming words.</p> <p>c. Students will discriminate and identify:</p> <p>*beginning and ending sounds in spoken words.</p> <p>*beginning and ending sounds in a set of words.</p> <p>*onsets and rimes in one syllable words.</p> <p>d. Students will segment and blend sounds (phonemes) in one syllable words.</p>	<p>a. Students will hear, identify and count syllables in spoken words.</p> <p>b. Students will identify and produce groups of rhyming words.</p> <p>c. Students will discriminate and identify:</p> <p>*Beginning, middle and ending sounds in a word.</p> <p>*onsets and rimes in one syllable words</p> <p>d. Students will segment and blend sounds (phonemes) in one syllable words.</p> <p>e. Students will add, delete, or substitute sounds (phonemes) in a word.</p>	<p>a. Students will add, delete, or substitute phonemes in words.</p>	<p>This category does not extend into third grade.</p>	<p>This category does not extend into fourth grade.</p>
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PRINT CONCEPTS
Students will demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories.

PreK	K	1st	2nd	3rd	4th
<p>a. Students will use correct book orientation and identify the front and back cover of a book.</p> <p>b. Students will begin to understand that English print moves from top to bottom and left to right and front to back.</p> <p>c. With adult guidance and support, the students will describe the role of an author and illustrator, telling how they contribute to a story.</p> <p>d. With adult guidance, students will begin to understand that print carries a message by recognizing labels, signs and other print in the environment.</p> <p>e. Students will begin to understand that written words are made up of letters and are separated by spaces.</p>	<p>a. Students will use correct book orientation and identify front and back cover of book, title page and title.</p> <p>b. Students will point to show that English print moves from top to bottom and left to right and front to back.</p> <p>c. With adult guidance and support, students will identify the author and illustrator, and explain the roles of each.</p> <p>d. With adult guidance, begin to determine the purpose of a text (i.e., to provide information, tell a story, or provide language play, as in nursery rhymes, riddles, etc.).</p>	<p>a. Students will print their own first name, last name, words and sentences legibly, using upper- and lower case letters and leaving spaces between words.</p> <p>b. Students will track print with finger to match voice and show that English print moves across the page from left to right and down the page from top to bottom.</p> <p>c. Students will identify punctuation (e.g., period, exclamation mark, question mark, comma, quotation mark)</p>	<p>This category does not extend into second grade</p>	<p>This category does not extend into third grade.</p>	<p>This category does not extend into fourth grade.</p>

<p>f. Students will begin to demonstrate the connection between spoken and written words.</p> <p>g. Students will begin to recognize punctuation marks in print during shared reading.</p> <p>h. Students will recognize and name most uppercase and lowercase letters of the alphabet.</p> <p>i. With adult guidance and support, students will name the majority of the letters in their first name and many uppercase and lowercase letters.</p>	<p>e. Students will point to show that written words are made up of letters and are separated by spaces.</p> <p>d. Students will identify punctuation (e.g., period, exclamation mark, question mark)</p> <p>e. Students will identify and name all uppercase and lowercase letters.</p>				
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DECODING; PHONICS, WORD RECOGNITION AND STRUCTURAL ANALYSIS
Students will recognize sight words and decode and read words by applying phonics and word analysis skills.

PreK	K	1st	2nd	3rd	4th
<p>a. Students will begin to recognize sound association for some</p>	<p>a. Students will demonstrate basic knowledge of one</p>	<p>a. Students will demonstrate use of decoding skills and</p>	<p>a. Students will demonstrate use of decoding skills and</p>	<p>a. Students will demonstrate use of decoding skills and</p>	<p>a. Students will use their combined knowledge of letter-</p>

<p>letters.</p>	<p>-to -one letter-sound correspondences by producing the primary sound or most frequent sounds for each consonant and the short sound for each vowel.</p> <p>b. Students will blend letter sounds to decode simple VC and CVC words.</p> <p>c. Students will read some common high frequency words by sight.</p>	<p>context when reading new words in a text.</p> <p>b. Students will use letter-sound knowledge of the following to decode phonetically regular words:</p> <p>*single consonants.</p> <p>*short and long vowels and the related graphemes.</p> <p>*vowel digraphs.</p> <p>silent e vowel-consonants.</p> <p>*consonant blends.</p> <p>*consonant digraphs and trigraphs.</p> <p>*r- controlled vowels.</p> <p>*knowledge of the major syllable patterns</p> <p>*closed.</p> <p>*vowel-</p>	<p>context when reading new words in a text.</p> <p>b. Students will decode one and two-syllable words using letter-sound knowledge of the following independent of context:</p> <p>*short and long vowels and the related graphemes, vowel digraphs, silent e vowels, consonant-e.</p> <p>* consonant blends.</p> <p>*consonant digraphs and trigraphs.</p> <p>*r- controlled vowels.</p> <p>*vowel diphthongs (vowel combinations having two vowel sounds).</p> <p>*knowledge of the six major syllable patterns to decode two syllable words independent of context.</p> <p>--*closed.</p>	<p>context to identify new words in a text, including multisyllabic words.</p> <p>b. Students will decode and read words in common word families.</p> <p>c. Students will use knowledge of common roots and related prefixes and suffixes to decode words.</p> <p>d. Students will recognize and read grade-appropriate irregularly spelled words.</p>	<p>sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words, both in context and out of context.</p> <p>b. Students will recognize and read grade-appropriate irregularly spelled words and important words from all grade-specific content curricula.</p>
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		<p>consonant- e.</p> <p>*open.</p> <p>*vowel team.</p> <p>*vowel -r</p> <p>b. Students will read words in common word families.</p> <p>c. Students will decode phonetically regular words having the same consonant but with two different common sounds.</p> <p>d. Students will decode phonetically regular words having the same consonant but with two different common sounds.</p> <p>e. Students will read common, irregularly spelled sight words.</p>	<p>-*vowel- consonant- e.</p> <p>*-open.</p> <p>*-vowel team.</p> <p>-*vowel- r.</p> <p>*-consonant- le.</p> <p>c. Students will read common, irregularly spelled sight words.</p> <p>d. Students will read common abbreviations.</p> <p>e. Students will read common, irregularly -spelled sight words.</p>		
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WRITING

Handwriting: Students will write legibly.

PreK	K	1st	2nd	3rd	4th
<p>a. With guidance and support, students will demonstrate increased fine muscle control to coordinate movement with finger and wrist in preparation for drawing, printing or writing words.</p> <p>b. With guidance and support, students will use appropriate grip and body posture to hold writing utensil when drawing, printing, or writing.</p> <p>c. With guidance and support, students will name and print the majority of the letters in their first name and many uppercase and lowercase.</p>	<p>a. Students will use appropriate grip and body posture to hold writing utensil when drawing, printing, or writing.</p> <p>b. Students will write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the word.</p>	<p>a. Students will write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.</p>	<p>a. Students will form letters correctly and space letters, words and sentences properly so that writing can be read easily by another person.</p>	<p>a. Students will write upper- and lowercase cursive letters, and use them in words and sentences, spacing each appropriately.</p>	<p>a. Write legibly in print or cursive, forming letters and words that can be read by others and are spaced appropriately.</p>

Comment [03]: Expectation should be cursive only – if students can't write in cursive they can't read cursive...

Comment [04]: I'm not a proponent of requiring instruction in cursive handwriting. This is an 18th Century skill. Keyboarding is more critical.