

	Kindergarten	First	Second	Third	Fourth	Fifth
	Foundational Reading Standards for Grades K-5					
	Concepts About Print	Concepts About Print	Concepts About Print	Concepts About Print	Concepts About Print	Concepts About Print
	<p>K.FR.1.CP Follow words from left to right, top to bottom, and page-by-page.</p> <p>K.FR.2.CP Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning (e.g., the spoken word “dog” is represented in print by d-o-g).</p> <p>K.FR.3.CP Point to words using one-to-one correspondence to demonstrate that words are separated by spaces.</p> <p>K.FR.4.CP Name all upper and lowercase letters of the alphabet in print.</p>					
	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness
	<p>K.FR.5.PA Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.</p> <p>K.FR.6.PA Blend two to four individual sounds to create one-syllable words (e.g., /a/ /t/ to at; /s/ /l/ /p/ to sip; /c/ /a/ /t/ /s/ to cats).</p> <p>K.FR.7.PA Segment one-syllable words into individual sounds.</p> <p>K.FR.8.PA Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow). (e.g. /p/ vs. /b/ and /ch/ vs. /j/).</p>	<p>1.FR.1.PA Blend three to five individual sounds to form one-syllable words (e.g., /s/ /l/ /p/ to sip; /s/ /l/ /i/ /p/ to slip; /s/ /l/ /t/ /s/ to sift; /b/ /l/ /a/ /s/ /t/ to blast).</p> <p>1.FR.2.PA Segment the sounds in one-syllable words (e.g., sip to /s/ /l/ /p/; slip to /s/ /l/ /i/ /p/; sift to /s/ /l/ /t/ /s/; blast to /b/ /l/ /a/ /s/ /t/).</p> <p>1.FR.3.PA Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g. /p/ vs. /b/; /ch/ vs. /j/).</p>				
	Phonics - Decoding	Phonics - Decoding	Phonics - Decoding	Phonics - Decoding	Phonics - Decoding	Phonics - Decoding
	<p>K.FR.9.PD Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).</p> <p>K.FR.10.PD Decode one-syllable words with consonant digraphs (sh, ch, th) and all short vowels (e.g., wish, chap, that).</p>	<p>1.FR.4.PD Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve).</p> <p>1.FR.5.PD Decode one-syllable words with consonant digraphs (sh, th, ch, wh, ng, ck) and trigraphs (tch, dge) with predictable vowel patterns (e.g., shy, chart, shave, thick, white, bring, catch, fudge).</p>				

K.FR.11.PD Decode one-syllable words with single consonants and final long vowels (e.g., we, go).					
	1.FR.6.PD Decode one-syllable words with common vowel teams (e.g., rain, pay; seed, beach; high, pie; boat, snow, toe; book; new, moon).	2.FR.1.PD Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key, bread).	3.FR.1.PD Decode one-syllable words with vowel teams (e.g., vein, eight, fruit, youth, prey).		
	1.FR.7.PD Decode one-syllable words with diphthongs (oi, oy, ou, ow).				
	1.FR.8.PD Decode one-syllable words containing multiple sounds of s (e.g., sock, is).	2.FR.2.PD Decode one-syllable words containing multiple sounds of c and g (e.g., clamp, cent, cinch; goat, gland, germ, gem).			
		2.FR.3.PD Decode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).			
	1.FR.9.PD Decode two-syllable base words with grade-level letter-sound correspondences (e.g., napkin, cupcake, poodle, super).	2.FR.4.PD Decode two-syllable base words with grade-level letter-sound correspondences (e.g., dollar, wrestle, kidney).	3.FR.2.PD Decode multisyllable base words with grade-level letter-sound correspondences (e.g., neighbor, suitcase, fascinate, suggest).		
K.FR.12.PD Read high-frequency words.	1.FR.10.PD Read high-frequency words.				
K.FR.13.PD Decode words with suffix -s (e.g., sits, maps, runs).	1.FR.11.PD Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).	2.FR.5.PD Decode words with common prefixes and suffixes (e.g., un-, re-, -ly, -able).	3.FR.3.PD Decode words using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.	4.FR.1.PD Decode words, using knowledge of Latin prefixes, bases, suffixes and connectives.	5.FR.1.PD Decode words, using knowledge of Greek combining forms and connectives.
Phonics - Encoding	Phonics - Encoding	Phonics - Encoding	Phonics - Encoding	Phonics - Encoding	Phonics - Encoding
K.FR.14.PE Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).	1.FR.12.PE Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap).				
	1.FR.13.PE Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft, song).	2.FR.6.PE Encode one-syllable words with consonant trigraphs and short vowel patterns (e.g., catch, judge).			
		2.FR.7.PE Encode two-syllable words with short vowels (e.g., candid, combat).			
	1.FR.14.PE Encode one-syllable words with double letter endings (e.g., fill, pass, buzz).		3.FR.4.PE Encode two-syllable words with double letter endings. (e.g., virus vs. confess).		
	1.FR.15.PE Encode one-syllable words with multiple spellings for /z/ and /k/ (e.g., is, nose, zip; kite, cat, luck).	2.FR.8.PE Encode final /s/ spelled as ss, ce, and se (e.g., dress, face, moose).	3.FR.5.PE Encode final /j/ and /ch/ (e.g., badge, cage, merge, gouge; clutch, couch, starch, pinch, screech).		
	1.FR.16.PE Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve).				

	K.FR.20.F Name all upper and lower case letters in non-sequential order with accuracy and automaticity.					
	K.FR.21.F Produce the most common sound for each letter of the alphabet with accuracy and automaticity.					
	K.FR.22.F Orally read texts consisting of previously taught grapheme-phoneme correspondences, self-correcting as necessary.	1.FR.24.F Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.	2.FR.18.F Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.	3.FR.11.F Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.	4.FR.6.F Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.	5.FR.4.F Orally read texts with accuracy, automaticity, and expression, at an appropriate rate to support comprehension, self-correcting as necessary.
	22 Standards	24 Standards	18 Standards	11 Standards	6 Standards	4 Standards