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	
K.FR.1.CP Follow words from left to right, top to bottom, and page-by-page. 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). K.FR.3.CP Point to words using one-to-one correspondence to demonstrate that words are separated by spaces. K.FR.4.CP Name all upper and lowercase letters of the alphabet in print.						
Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	
K.FR.5.PA Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.  K.FR.6.PA Blend two to four individual sounds to create one-syllable words (e.g., /a/ /t/ to at; /s/ /i/ /p/ to sip; /c/ /a/ /t//s/ to cats).	1.FR.1.PA Blend three to five individual sounds to form one-syllable words (e.g., /s/ /i/ /p/ to sip; /s/ /l/ /i/ /p/ to sift; /b/ /l/ /a/ /s/ /t/ to blast).					
K.FR.7.PA Segment one-syllable words into individual sounds.	1.FR.2.PA Segment the sounds in one-syllable words (e.g., sip to /s/ /i/ /p/; slip to /s/ // /i/ /p/; sift to /s/ /i/ /f/ /t/); blast to /b/ /l/ /a/ /s/ /t/).					
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/).	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/).					
Phonics - Decoding	Phonics - Decoding	Phonics - Decoding	Phonics - Decoding	Phonics - Decoding	Phonics - Decoding	
K.FR.9.PD Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).  K.FR.10.PD	1.FR.4.PD Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve).  1.FR.5.PD					
Decode one-syllable words with consonant digraphs (sh, ch, th) and all short vowels (e.g., wish, chap, that).	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).					

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K.FR.11.PD  Decode one-syllable words with					
single consonants and final long					
vowels (e.g., we, go).					
	1.FR.6.PD	2. FR.1.PD	3.FR.1.PD		
	Decode one-syllable words with common vowel teams (e.g., rain, pay;	Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key,	Decode one-syllable words with vowel teams (e.g, vein, eight, fruit, youth,		
	seed, beach; high, pie; boat, snow, toe;	bread).	prey).		
	book; new, moon).				
	1.FR.7.PD				
	Decode one-syllable words with diphthongs (oi, oy, ou, ow).				
	1.FR.8.PD				
	Decode one-syllable words containing	2.FR.2.PD			
	multiple sounds of s (e.g., sock, is).	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	2.FR.4.PD	3.FR.2.PD		
	Decode two-syllable base words with grade-level letter-sound	Decode two-syllable base words with grade-level letter-sound	Decode multisyllable base words with grade-level letter-sound		
	correspondences (e.g., napkin,	correspondences (e.g., dollar, wrestle,	correspondences (e.g., neighbor,		
	cupcake, poodle, super).	kidney).	suitcase, fascinate, suggest).		
K.FR.12.PD Read high-frequency words.	<b>1.FR.10.PD</b> Read high-frequency words.				
K.FR.13.PD	1.FR.11.PD	2.FR.5.PD	3.FR.3.PD	4.FR.1.PD	5.FR.1.PD
Decode words with suffix -s (e.g., sits, maps, runs).	Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).	Decode words with common prefixes and suffixes (e.g., un-, re-, -ly, -able).	Decode words using knowledge of most common Latin prefixes, bases, and	Decode words, using knowledge of Latin prefixes, bases, suffixes and	Decode words, using knowledge of Greek combining forms and
этсэ, ттарэ, тапэу.	(e.g., -eu, -iiig, -3/e3, -ei ).	and surnives (e.g., un-, re-, -iy, -abie).	suffixes including inflectional and	connectives.	connectives.
			derivational suffixes.		
Phonics - Encoding	Phonics - Encoding	Phonics - Encoding	Phonics - Encoding	Phonics - Encoding	Phonics - Encoding
K.FR.14.PE	1.FR.12.PE				
Encode one-syllable words with single consonants and all short	Encode one-syllable words with consonant clusters and short vowel				
vowels (e.g., cat, net, hit, pop, pup).	patterns (e.g., flat, drift, quit, stand,				
	frost, sprint, strap).				
	1.FR.13.PE	2.FR.6.PE			
	Encode one-syllable words with consonant digraphs and short vowel	Encode one-syllable words with consonant trigraphs and short vowel			
	patterns (e.g., with, flash, chick, shaft,	patterns (e.g., catch, judge).			
	song).				
		<b>2.FR.7.PE</b> Encode two-syllable words with short			
		vowels (e.g., candid, combat).			
	1.FR.14.PE		3.FR.4.PE		
	Encode one-syllable words with double		Encode two-syllable words with double		
	letter endings (e.g., fill, pass, buzz).  1.FR.15.PE	2.FR.8.PE	letter endings. (e.g., virus vs. confess). <b>3.FR.5.PE</b>		
	Encode one-syllable words with	ll .	Encode final /j/ and /ch/ (e.g., badge,		
	multiple spellings for /z/ and /k/ (e.g.,	(e.g., dress, face, moose).	cage, merge, gouge; clutch, couch,		
	is, nose, zip; kite, cat, luck).		starch, pinch, screech).		
	1.FR.16.PE				
	Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve).				
	iove, nave, nve, solve, swervej.				

			Fluency	Fluency	
	1.FR.23.H Produce manuscript writing with accuracy and automaticity.		3.FR.10.H Produce cursive writing with accuracy and automaticity.		
common path of movement.	(between words and letters).	of movement.		awareness.	awareness with increasing stamina.
and numerals correctly using a common path of movement.	letters and numerals correctly with line awareness, proportion and spacing	letters correctly using a common path of movement.	formed letters with appropriate slant, spacing, and line awareness.	using correctly formed letters with appropriate slant, spacing and line	using correctly formed letters with appropriate slant, spacing and line
Form upper and lowercase letters	Form upper and lowercase manuscript	Form upper and lowercase cursive	Write legibly in cursive using correctly	Write fluently and legibly in cursive	Write fluently and legibly in cursive
K.FR.19.H	1.FR.22.H	2.FR.17.H	3.FR.9.H	4.FR.5.H	5.FR.3.H
K.FR.18.H Demonstrate proper pencil grip.					
Handwriting	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
		the base word when necessary.			
	g., jumps, jumped, jumping).	applying spelling changes [(e.g., -e drop (game to gaming); doubling run to running); change y to i (cry to cries)] to	and suffixes including inflectional and derivational suffixes.	bases, and suffixes with the use of connectives as needed.	connectives as needed.
g., cats, runs).	that do not require a spelling change (e.	with common prefixes and suffixes,	most common Latin prefixes, bases,	Latin prefixes, assimilated prefixes,	Greek combining forms with the use of
K.FR.17.PE Encode words with final suffix -s (e.	1.FR.21.PE Encode words with inflectional suffixes	<b>2.FR.16.PE</b> Encode one and two-syllable words	<b>3.FR.8.PE</b> Encode words using knowledge of	<b>4.FR.4.PE</b> Encode words, using knowledge of	5.FR.2.PE Encode words, using knowledge of
relationships.	relationships.				
Encode words phonetically, drawing on knowledge of sound-letter	Encode words phonetically, drawing on knowledge of sound-letter				
K.FR.16.PE	1.FR.20.PE				
		consonant-le (Cle) (e.g., candle, noble, steeple, startle, giggle, sparkle).			
		Encode two-syllable words with			
		diphthongs (oi, oy, ou, ow).  2.FR.15.PE		knit, gnat, wrap, comb, ghost).	
		Encode one-syllable words with		Encode words with silent letters (e.g.,	
		2.FR.14.PE		4.FR.3.PE	
		new, moon).			
		common vowel teams (e.g., rain, pay; beach; high, pie; boat, snow, toe; book;		teams (e.g., vein, ceiling; neighbor; thief; juice).	
		Encode one-syllable words with		Encode words with less common vowel	
		told, kind, most,colt).  2.FR.13.PE		4.FR.2.PE	
		<b>2.FR.12.PE</b> Encode long vowel patterns (e.g, wild,			
(- 6)	(e.g., say, play, cry, why, tree, snow).				
single consonants and final long vowels (e.g., a, me, go).	most common spellings for final long vowel sounds	syllables (e.g., robot, music, jumbo).			
K.FR.15.PE Encode one-syllable words with	Encode one syllable words with the	<b>2.FR.11.PE</b> Encode two-syllable words with open			
	shark, fork, her).	burn, world).	mustard).		
	Encode one-syllable words with predictable vowel-r patterns. (e.g.	Encode one-syllable words with less predictable vowel-r patterns (e.g., girl,	Encode two-syllable words with vowel-r patterns (e.g., forget, doctor, cartoon,		
	1.FR.18.PE	2.FR.10.PE	3.FR.7.PE		
	or medial VCe patterns (e.g., use, lake, slime, choke, these).	VCe patterns. (e.g., compete, mistake, console).	long vowel teams. (e.g., complain, canteen).		
	Encode one-syllable words with initial	Encode two-syllable words with medial	Encode two-syllable words with medial		
	1.FR.17.PE	2.FR.9.PE	3.FR.6.PE		

3.FR.6.PE

1.FR.17.PE

2.FR.9.PE

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.	Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support	Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support	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