

Center on Instruction
Reading Standards: Foundational Skills (K-5) With Additional Related Sub-Skills Chart
for ELA: Reading Foundational Skills of the Common Core State Standards

The Common Core State Standards Initiative (CCSS) is a state-led effort to establish a shared set of clear educational standards for English language arts and mathematics that states can voluntarily adopt. The standards have been informed by the best available evidence and the highest state standards across the country and globe and designed by a diverse group of teachers, experts, parents, and school administrators, so they reflect both our aspirations for our children and the realities of the classroom.

Included in the Common Core State Standards are The Reading Standards: Foundational Skills (K–5). These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

The Foundational Skills define end-of-year expectations. As with the other standards, they are intentionally written this way to allow teachers, curriculum developers, and states to determine how to meet these expectations. The Foundational Skills describe the concepts children need to acquire to become proficient in decoding text. Researchers have been able to determine a general progression of how children acquire these skills (Vandervelden & Siegel, 1995; Adams, 1996; Ehri, 1998; National Institute of Child Health and Human Development, 2000). The content of this document is based on an analysis of each Foundational Skill to determine the sub-skills needed to achieve each specific Foundational Skill. The result is a broad, but developmentally appropriate, sequence of sub-skills that will lead to successful attainment of the Foundational Skills. It should be emphasized that although the sub-skills follow an appropriate sequence, this should not be interpreted as a comprehensive or definitive set of sub-skills. It is intended to be a guideline for teachers to use as they plan their instruction. It can also aid teachers as they individualize instruction for students at different levels of skill acquisition.

Finally, it is important to note that sub-skills are not repeated across grade levels. So, it is imperative that educators have access to the K-5 sub-skills for those students who are either struggling and need extra support or intervention, or for those students who are above grade level and require enrichment.

The K-5 Foundational Skills for Reading standards from the Common Core Standards are included in the tables below organized by grade level and reading component (i.e., Print Concepts, Phonological Awareness, Phonics and Word Recognition, Fluency). They are either numbered (located in the rows) or lettered (located in the left column). The right column contains prerequisites or sub-skills, in sequential order, that should be accomplished before its counterpart in the left column is accomplished.

KINDERGARTEN	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print.	
a. Follow words from left to right, top to bottom, and page by page.	
b. Recognize that spoken words are represented in written language by specific sequences of letters.	
c. Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> Distinguish among letters, words, and sentences.
d. Recognize and name all upper- and lowercase letters of the alphabet.	
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Recognize and produce rhyming words.	<ul style="list-style-type: none"> Determine if spoken pairs of words rhyme (e.g., Do these words rhyme? <i>moon, spoon</i>). Produce a spoken word with the same rhyme of a spoken word (e.g., Can you tell me a word that rhymes with <i>hat</i>?). Identify which spoken words rhyme (e.g., Which of these words rhyme? <i>mat, cat, sun</i>).
b. Count, pronounce, blend, and segment syllables in spoken words.	<ul style="list-style-type: none"> Segment spoken sentences into words (e.g., How many words are in this sentence? <i>The sun is bright.</i>). Blend spoken words together to make compound words (e.g., Put the parts together to make a bigger word: <i>cup cake.</i>). Segment spoken compound words (e.g., Can you break the word <i>cupcake</i>

	<p>into two smaller words?).</p> <ul style="list-style-type: none"> • Pronounce the syllables in spoken words (Clap and say the parts of the word <i>tiger</i>.). • Count the syllables in spoken words (e.g., Clap the parts of the word <i>tiger</i>. How many parts?) • Blend syllables into spoken words (e.g., Put the parts together to make the whole word: <i>pic-nic</i>). • Segment syllables into spoken words (e.g., Can you break the word <i>window</i> into two smaller parts?).
c. Blend and segment onsets and rimes of single-syllable spoken words.	<ul style="list-style-type: none"> • Detect initial sound in spoken words (e.g., Do you hear /t/ at the beginning of the word <i>top</i>? Do you hear /t/ at the beginning of the word <i>log</i>?). • Identify initial sound in spoken words (e.g., What sound do you hear at the beginning of the word <i>cake</i>?) • Blend the sounds of a spoken word segmented into onset and rime to make a whole word (e.g., Put the parts together to make a whole word: /m/-/ap/). • Segment the sounds of a spoken word into onset and rime (e.g., Say the word <i>cat</i> in two parts-the first sound then the rest of the word).
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)	<ul style="list-style-type: none"> • Detect the initial sound in spoken CVC words (e.g., Do you hear /l/ at the beginning of the word <i>lip</i>? Do you hear /l/ at the beginning of the word <i>sat</i>?). • Detect the final sound in spoken CVC words (e.g., Do you hear /p/ at the end of the word <i>lip</i>? Do you hear /p/ at the end of the word <i>sat</i>?). • Blend individual sounds in spoken words to make words (e.g., /b/ /e/ /d/, what word? <i>bed</i>). • Identify the initial sound in spoken CVC words (e.g., What is the first sound you hear in the word <i>lip</i>?).

¹ Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

	<ul style="list-style-type: none"> Identify the final sound in spoken CVC words (e.g., What is the last sound you hear in the word <i>met</i>?). Detect the medial vowel sound in spoken CVC words (e.g., I'm going to say two words and you tell me what is different: <i>rim</i>, <i>ram</i>. How are these words different?).
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<ul style="list-style-type: none"> Identify individual sounds in spoken CVC words (e.g., What sounds do you hear in the word <i>big</i>? /b/ /i/ /g/). Produce a spoken word when a phoneme is removed (deletion) (e.g., Say <i>seat</i>. Now say <i>seat</i> without the /s/: <i>eat</i>.). Produce a spoken word when a phoneme is added (e.g., Say <i>eat</i>. Now say <i>eat</i> with /s/ at the beginning). Recognize a spoken word when a phoneme is replaced (substitution) with a different phoneme (e.g., Say <i>hit</i>. What word do you have if you change the /t/ to /m/? <i>him</i>).
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant.	
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<ul style="list-style-type: none"> Recognize and say aloud the one to one correspondence between short vowel graphemes (<i>a</i>, <i>e</i>, <i>i</i>, <i>o</i>, <i>u</i>) and their sounds (/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/) in VC (e.g., <i>am</i>) and CVC (e.g., <i>sit</i>) words. Recognize and say aloud the one to one correspondence between common long vowel graphemes (<i>a_e</i>, <i>e_e</i>, <i>i_e</i>, <i>o_e</i>, <i>u_e</i>) and their sounds (/ā/, /ē/, /ī/, /ō/, /ū/).
c. Read common high-frequency words by sight (e.g., <i>the</i> , <i>of</i> , <i>to</i> , <i>you</i> , <i>she</i> , <i>my</i> ,	

<i>is, are, do, does</i>).	
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> • Demonstrate that as letters of words change, so do their sounds (alphabetic principle). • Use knowledge of the alphabetic principle to segment and blend (decode) simple, one syllable, decodable words (VC and CVC). • Read similarly spelled one syllable, decodable words (e.g., <i>big/ bug, pet/met, cap/cat</i>) and identify the sound and letter that is different.
Fluency	
4. Read emergent-reader texts with purpose and understanding.	
	<ul style="list-style-type: none"> • Listen to different genres (e.g., nursery rhymes, stories) read aloud fluently.

FIRST GRADE

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

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

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.

- Identify short vowel sounds in spoken single-syllable words (e.g., Do you hear /ă/ in *ant*? *man*?).
- Identify long vowel sounds in spoken single-syllable words (e.g., Do you hear /ā/ in *ate*? *made*?).

- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

- Blend individual phonemes in spoken single-syllable words (e.g., Put the sounds together to make the whole word: /s/ /a/ /t/(*sat*); /m/ /i/ /s/ t/ (*mist*); /s/ /k/ /ā/ /t/ (*skate*)).

- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

- Detect the initial sound in spoken single-syllable words (e.g., What is the first sound you hear in the word *mouse*? /m/).
- Detect the final sound in spoken single-syllable words (e.g., What is the last sound you hear in the word *drum*? /m/).
- Detect the medial vowel sound in spoken single-syllable words (e.g., What vowel sound do you hear in the middle of the word *seat*? /ē/).

- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- Segment spoken VC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word *am* one sound at a time: /ă/ /m/).
- Segment spoken CVC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word *ran* one sound at a time: /r/ /ă/ /n/).
- Segment spoken VCC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word *ask* one

	<p>sound at a time: /ă/ /s/ /k/).</p> <ul style="list-style-type: none"> Segment spoken CVCC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word <i>list</i> one sound at a time: /l/ /ī/ /s/ /t/). Segment spoken CCVC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word <i>slip</i> one sound at a time: /s/ /l/ /ī/ /p/).
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	<ul style="list-style-type: none"> Identify the letter-sound correspondence for common consonant digraphs (e.g., <i>sh, th, wh, kn, ch, wr, ph</i>). Write the spelling correspondences for the sounds of common consonant digraphs (e.g., <i>sh, th, wh, kn, ch, wr, ph</i>).
b. Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> Segment and blend VC words (e.g., <i>am</i>). Segment and blend CVC words (e.g., <i>ran</i>). Segment and blend words with consonant blends. <p>-Segment and blend VCC words (e.g., <i>ask</i>).</p> <p>-Segment and blend CVCC words (e.g., <i>list</i>).</p> <p>-Segment and blend CCVC words (e.g., <i>slip</i>).</p> <p>-Segment and blend CVCC words (e.g., <i>lamp</i>).</p>
c. Know final -e and common vowel team conventions for representing long vowel sounds.	<ul style="list-style-type: none"> State the long and short sounds of the vowels. Read CVC (e.g., <i>can, hop</i>) words. Demonstrate the understanding that when a single-syllable word ends in <i>e</i> (VCe), the initial vowel usually says its name (the long sound) and the <i>e</i> is silent. Commonly referred to as the silent <i>e</i> rule (e.g., <i>sale, shake, cone</i>). Apply rule and read single-syllable words with <i>final -e</i> (e.g., <i>cane, hope, tile, tale</i>). Write the spelling correspondences for

	<p>VCe words.</p> <ul style="list-style-type: none"> Identify sounds for common vowel teams, also known as vowel digraphs (two consecutive vowels that make one sound) (e.g., <i>oa</i> in <i>boat</i>, <i>ea</i> in <i>seat</i>, <i>ee</i> in <i>feet</i>, <i>ai</i> in <i>sail</i>). Read single-syllable words using knowledge of common vowel team conventions, or vowel digraphs (e.g., <i>boat</i>, <i>seat</i>, <i>feet</i>, <i>sail</i>). Write the spelling correspondences for common vowel teams, or vowel digraphs.
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<ul style="list-style-type: none"> Demonstrate that words can be divided into parts or chunks called syllables (e.g., Say own name counting/clapping the number of syllables; How many syllables does the word <i>insect</i> have? (2) What are the two parts of <i>insect</i>? <i>in</i> <i>sect</i>). Identify vowel sounds in syllables (e.g., “<i>in</i> /i/ <i>sect</i> /ĕ/”). Use a strategy to determine the number of syllables in a printed word (e.g., Read word, circle syllables, and count the number of circles: <i>dish</i> (1), <i>he</i> (1), <i>hotdog</i> (2), <i>potato</i> (3), <i>macaroni</i> (4)).
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	<ul style="list-style-type: none"> Demonstrate the understanding that a closed syllable has a single vowel with a consonant after it, making the vowel sound short (e.g., <i>map</i>, <i>sit</i>, <i>stop</i>). Demonstrate the understanding that an open syllable contains a vowel at the end of the syllable and the vowel is usually long (e.g., <i>we</i>, <i>go</i>, <i>hi</i>, <i>she</i>). Demonstrate the understanding that the final <i>e</i> in a vowel-consonant-e (VCe) syllable makes the vowel long or “say its own name” (e.g., <i>made</i>, <i>time</i>, <i>cute</i>). Distinguish between syllable types (e.g., Sort single syllable words into either closed (e.g., <i>men</i>), open (e.g., <i>me</i>), or VCe (e.g., <i>hide</i>) categories). Demonstrate an initial understanding that a vowel team syllable contains two adjacent vowels (e.g., <i>rain</i>, <i>green</i>, <i>foil</i>). Demonstrate an initial understanding that the consonant-le syllable contains a consonant followed by the letters <i>le</i> (e.g.,

	<p><i>apple, table</i>).</p> <ul style="list-style-type: none"> • Demonstrate an initial understanding that an r-controlled syllable contains a letter combination made up of a vowel followed by the letter r (e.g., <i>for, star, first</i>). • Demonstrate how to break two-syllable words into syllables (e.g., Circle syllables in two-syllable words <i>picnic</i>). • Read each circled syllable (part or chunk) of a word separately (e.g., <i>pic-nic</i>). • Read the circled syllables (parts or chunks) of a word together (e.g., <i>picnic</i>).
f. Read words with inflectional endings.	<ul style="list-style-type: none"> • Decode letter-sound correspondences for common inflectional endings (e.g., -<i>est, -ed, -ing</i>). • Read base words fluently that can have common inflectional endings added to them (e.g., <i>long, play, jump</i>). • Read base word and inflectional ending together to form a word (e.g., <i>longest, played, jumping</i>).
g. Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> • (<i>e.g., could, once, walk</i>)
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Determine purpose for reading text.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> • Understand that when reading different types of text (i.e., literary and informational), rate may vary. • Listen to different genres (e.g., stories, poetry, songs, social studies articles) read aloud fluently. • Echo read different genres. • Choral read different genres. • Read grade-level sight words accurately and automatically. • Decode grade-level words with increasing automaticity. • Use punctuation to facilitate expression while reading different types of texts (i.e., literary and informational).

<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • Determine when text is not understood. • Determine effective grade-level strategy to use to decode unfamiliar words.
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SECOND GRADE

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

<p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> • Identify when a vowel is short when reading regularly spelled one-syllable words (e.g., <i>mask, pump, next, clock</i>). • Identify when a vowel is long when reading regularly spelled one-syllable words (e.g., <i>sheep, maid, stripe</i>).
<p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<ul style="list-style-type: none"> • Identify sounds for additional common vowel teams (two consecutive vowels that make one sound, e.g., <i>ay, e_e-e, igh, ie, ow, ue</i>). • Decode single syllable words with common vowel teams (e.g., <i>pay, be, Pete, high, tie, tow, glue</i>). • Write the spelling correspondences for common vowel teams. • Identify sounds for variant vowel digraphs (sounds that are not commonly classified as long or short vowels) (e.g., <i>aw</i> in <i>claw</i>, <i>au</i> in <i>caught</i>, <i>oo</i> in <i>boot</i>). • Decode single syllable words with variant vowel digraphs (e.g., <i>flaw, taught, moon</i>). • Write the spelling correspondences for variant vowel digraphs. • Identify sounds for diphthongs, or two consecutive vowels, each which contributes to the sound heard (e.g., <i>oi</i> in <i>soil</i>, <i>oy</i> in <i>toy</i>, <i>ow</i> in <i>now</i>, <i>ou</i> in <i>loud</i>). • Decode single syllable words with diphthongs (e.g., <i>soil, toy, now, loud</i>). • Write the spelling correspondences for diphthongs.
<p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<ul style="list-style-type: none"> • Use a strategy to determine the syllables in a printed word (e.g., Circle syllables in two-syllable words with long vowel: <i>reptile, paper, monkey</i>). • Read each syllable (part or chunk) separately (e.g., <i>rep-tile, pa-per, mon-key</i>). • Read the syllables (parts or chunks) together (e.g., <i>reptile, paper, monkey</i>).

d. Decode words with common prefixes and suffixes.	<ul style="list-style-type: none"> • Understand that many words are made up of prefixes, base words, and suffixes. • Read common prefixes (e.g., <i>un-</i>, <i>re-</i>, <i>in-</i>, <i>dis-</i>) and suffixes (e.g., <i>-s</i>, <i>-ed</i>, <i>-ing</i>, <i>-er</i>). • Use a strategy to read common prefixes in printed words (e.g., Circle <i>un-</i> in the word <i>untie</i>. Read <i>un</i>, read <i>-tie</i>. Read the two parts together-<i>untie</i>). • Use a strategy to read common suffixes in printed words (e.g., Circle <i>-ing</i> in the word <i>jumping</i>. Read <i>jump</i>, read <i>-ing</i>. Read the two parts together-<i>jumping</i>).
e. Identify words with inconsistent but common spelling-sound correspondences.	<ul style="list-style-type: none"> • (e.g., <i>body</i>, <i>cloth</i>, <i>ton</i>, <i>heat</i> vs. <i>head</i>)
f. Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> • (e.g., <i>would</i>, <i>busy</i>, <i>was</i>)
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Determine purpose for reading text.
b. Read on-level text orally with accuracy, appropriate rate, and expression.	<ul style="list-style-type: none"> • Listen to different genres (e.g., fables, folktales, science articles) read aloud fluently. • Echo read different genres. • Choral read different genres. • Read grade-level sight words accurately and automatically. • Decode grade-level words with increasing automaticity. • Demonstrate appropriate phrasing and expression while reading different types of texts (i.e., literary and informational).
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> • Determine when text is not understood. • Determine effective grade-level strategy to use to decode unfamiliar words.

THIRD GRADE

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify and know the meaning of the most common prefixes and derivational suffixes.	<ul style="list-style-type: none"> • Know that affixes have meanings and can change the meanings of words to which they are attached. • Isolate most common prefixes (e.g., <i>un-</i>, <i>re-</i>, <i>in-</i>, <i>dis-</i>) and derivational suffixes (e.g., <i>-ly</i>, <i>-ful</i>, <i>-less</i>) in printed multi-syllabic words. • Read multisyllabic words containing common prefix and/or derivational suffix. • Use meaning of the common prefix and/or derivational suffix to determine the word's meaning.
b. Decode words with common Latin suffixes.	<ul style="list-style-type: none"> • Know common Latin suffixes (e.g., <i>able</i>, <i>ible</i>, <i>ation</i>, <i>fy</i>, <i>ify</i>). • Identify and isolate the base word in a word containing a common Latin suffix (e.g., Circle the base word in <i>breakable</i> – <i>break</i>). • Use a strategy to read common Latin suffixes in printed words (e.g., Circle <i>able</i> in the word <i>breakable</i>. Read <i>break</i>, read <i>able</i>. Read the two parts together – <i>breakable</i>).
c. Decode multisyllable words.	<ul style="list-style-type: none"> • Use a strategy to identify syllables (e.g., Circle syllables in printed words: <i>replacement</i>). • Read each circled syllable separately (<i>re-place-ment</i>). • Read the syllables together (<i>replacement</i>).
d. Read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> • (e.g., <i>laugh</i>, <i>carry</i>, <i>done</i>)

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Determine purpose for reading text.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression	<ul style="list-style-type: none"> • Listen to different genres (e.g., narratives in chapter books, historical

on successive readings.	<p>events) read aloud fluently.</p> <ul style="list-style-type: none"> • Read grade-level sight words accurately and automatically. • Decode grade-level multisyllabic words with automaticity.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> • Determine when text is not understood. • Determine effective grade-level strategy to use to decode unfamiliar words. • Use context to confirm pronunciation and meaning of unfamiliar words.

FOURTH GRADE

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

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| <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | <ul style="list-style-type: none"> • While reading, self-monitor and determine when a multisyllabic word is unfamiliar. • Determine effective strategy to use to decode word (e.g., direct one-to-one correspondence, syllabication rules, morphological analysis). • Apply strategy, read word, check for accuracy (i.e., ask “Is this a word I’ve heard before? Does that make sense in this sentence?”). • Understand what a root is and that many words are made up of roots. • Know meanings of common, grade appropriate roots (e.g., <i>astro</i>: <i>star</i>, <i>aud</i>: <i>hear</i>, <i>dict</i>: <i>say</i>, <i>tell</i>). • Use grade-level appropriate morphological analysis to decode general academic words (e.g., examination, dictation, reliability) and domain specific words (e.g., <i>astronaut</i>, <i>decompose</i>, <i>ecosystem</i>). • Use knowledge of roots (e.g., <i>chron</i>) and affixes to accurately read and understand words (e.g., <i>chronicle</i>, <i>synchronize</i>) in and out of context. |
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Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

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| <p>a. Read on-level text with purpose and understanding.</p> | <ul style="list-style-type: none"> • Determine purpose for reading text. • Adjust reading rate to adapt to purpose and context. |
| <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> | <ul style="list-style-type: none"> • Listen to different genres (e.g., myths, scientific articles) read aloud fluently. • Decode grade-level multisyllabic words with automaticity. • Read grade-level sight words accurately and automatically. |
| <p>c. Use context to confirm or self-correct word recognition and understanding,</p> | <ul style="list-style-type: none"> • Determine when text is not understood. • Determine effective grade-level |

<p>rereading as necessary.</p>	<p>strategy to use to decode unfamiliar words.</p> <ul style="list-style-type: none"> • Use context (e.g., definition, synonym, antonym, example) to read and understand unfamiliar words. • Use a strategy to determine meaning of a word (e.g., determine meanings of root and affixes, put the meanings of the word parts together to determine meaning of the word, reread sentence to check if the meaning makes sense). • Use context to confirm pronunciation and meaning.
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FIFTH GRADE

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

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| <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | <ul style="list-style-type: none"> • While reading, self-monitor and determine when a multisyllabic word is unfamiliar. • Determine effective strategy to use to decode word (e.g., direct one-to-one correspondence, syllabication rules, morphological analysis). • Apply strategy, read word, check for accuracy (i.e., ask “Is this a word I’ve heard before? Does that make sense in this sentence?”). • Understand what a root is and that many words are made up of roots. • Know meanings of common, grade appropriate roots (e.g., <i>geo: earth, graph: write, record; ped: foot</i>). • Use grade level appropriate morphological analysis to decode general academic words (e.g., <i>independence, manufacture, distribution</i>) and domain specific words (e.g., <i>biography, geology</i>). • Use knowledge of roots (e.g., <i>rect</i>) and affixes to accurately read and understand words (e.g., <i>erect, correct, rectangle, direction</i>) in and out of context. |
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Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

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| <p>a. Read on-level text with purpose and understanding.</p> | <ul style="list-style-type: none"> • Determine purpose for reading text. • Adjust reading rate to adapt to purpose and context. |
| <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> | <ul style="list-style-type: none"> • Listen to different genres (e.g., mysteries, adventure novels, technical texts) read aloud fluently. • Read grade-level sight words accurately and automatically. • Decode grade-level multisyllabic words with automaticity. |
| <p>c. Use context to confirm or self-correct word recognition and understanding,</p> | <ul style="list-style-type: none"> • Determine when text is not understood. |

<p>rereading as necessary.</p>	<ul style="list-style-type: none"> • Determine effective grade-level strategy to use to decode unfamiliar words. • Use context (e.g., restatement in text, cause/effect relationships, text comparisons) to read and understand unfamiliar words. • Use a strategy to determine meaning of a word (e.g., determine meanings of root and affixes, put the meanings of the word parts together to determine meaning of the word, reread sentence to check if the meaning makes sense). • Use context to confirm pronunciation and meaning.
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