

K-2 College and Career Readiness Anchor Standard	Kindergarten		First		Second	
	STANDARD	ANNOTATED	STANDARD	ANNOTATED	STANDARD	ANNOTATED

Print Concepts

No Anchor Standards	RF.K.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. d. Recognize and name all upper- and lowercase letters of the alphabet.	Students will understand basic print features. They will learn that: *books have a correct position that *print has specific directionality *print has meaning and is made up of letters. Use questions and prompts such as: *Show me where to begin reading. *Where do I go from there? After that? *Which page do I read first? *Point to the words as I read.	RF.1.1 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).	Students will understand how a sentence is organized. Use questions and prompts such as: *Show me the first word of the sentence. *Where does the period (question mark, etc) go? *Show me the capital letter. *How does a sentence begin? *What goes at the end of a sentence?	N/A	
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Phonological Awareness

No Anchor Standards	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. 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	Use questions and prompts such as: *Which word rhymes with this one? *Clap the syllables in this word. *Say each sound you hear in this word slowly. *What do you hear at the beginning of this word? What do you hear next? At the end?	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their	Use questions and prompts such as: *Does this word have a long or short vowel sound? *Say each sound you hear in this word slowly. *What do you hear at the beginning of this word? What do you hear next? At the end?	N/A	
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	include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		complete sequence of individual sounds (phonemes).			
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Phonic and Word Recognition

No Anchor Standards	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of 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. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Students continue learning specific strategies for decoding words in texts. Learning letter-sound correspondence, vowel patterns, and high frequency words enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: *Does that sound right? *Does that look right? *Does that make sense? *Look at the word, does it look like...? *You said...does it look like...? *Look at the beginning of that word, can you get it started?	RF.1.3 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). b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	Students continue learning specific strategies for decoding words in texts. Learning suffixes and vowel patterns enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: *Does that sound right? Does that look right? *Does that make sense? *Look at the word, does it look like...? *You said...does it look like...? What do these two letters sound like together (sh, th, ch) in this word? *Can you clap the syllables in this word? *What does this final e tell you about this word? *Look at the beginning of that word, can you get it started?	RF.2.3 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. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	Students continue learning specific strategies for decoding words in texts. Learning prefixes and suffixes along with Latin suffixes enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: *Does that sound right? *Does that look right? *Does that make sense? *Look at the end of the word and try that again. *Look for chunks you know and say them. *Look at the word, does it look like ...? *You said ...does it look like ...?
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Fluency						
No Anchor Standards	RF.K.4 Read emergent-reader texts with purpose and understanding.	<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> *Make your voice sound like talking. *Listen to me and read it like this. *Does that make sense? *Does that sound right? 	<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> *Make your reading sound like the characters are talking. *Make your voice sound like the words are together. *Make your voice go up when you see the question mark at the end. *Make your voice go down when you see the period at the end. *Go back and reread when it doesn't sound or look like you think it should. 	<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> *Make your reading sound like the characters are talking. *Go back and reread when it doesn't sound or look like you think it should.