

Reading Standards Foundational Skills (RF): Standard 1		
RF.1	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	=
RF.1.2-12 Grade 2-12 students	(Not applicable. Standards only K-1.)	+
RF.1.1 Grade 1 students	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Recognize and read grade-appropriate irregularly spelled words. 	+
RF.1.K Kindergarten students	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> 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. 	+



<p>RF.2</p>	<p align="center">Reading Standards Foundational Skills (RF): Standard 2</p> <p>Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p align="center">=</p>
<p>RF.2.2-12 Grade 6-12 students</p>	<p>(Not applicable. Standards only K-1.)</p>	<p align="center">+</p>
<p>RF.2.1 Grade 1 students</p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	<p align="center">+</p>
<p>RF.2.K Kindergarten students</p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Blend two to three phonemes into recognizable words. 	<p align="center">+</p>



* 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.

RF.3	<p align="center">Reading Standards Foundational Skills (RF): Standard 3</p> <p>Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	=
RF.3.6-12 Grade 6-12 students	(Not applicable. Standards only K-5)	+
RF.3.5 Grade 5 students	Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> 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. 	+
RF.3.4 Grade 4 students	Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> 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. 	+
RF.3.3 Grade 3 students	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words. 	+
RF.3.2 Grade 2 students	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. 	+
RF.3.1 Grade 1 students	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. <ol style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs. Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words. 	+
RF.3.K Kindergarten students	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	+



<p>RF.4</p>	<p>Reading Standards Foundational Skills (RF): Standard 4</p> <p>Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>=</p>
<p>RF.4.6-12 Grade 6-12 students</p>	<p>(Not applicable. Standards only K-5)</p>	<p>+</p>
<p>RF.4.5 Grade 5 students</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>+</p>
<p>RF.4.4 Grade 4 students</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>+</p>
<p>RF.4.3 Grade 3 students</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>+</p>
<p>RF.4.2 Grade 2 students</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>+</p>
<p>RF.4.1 Grade 1 students</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>+</p>
<p>RF.4.K Kindergarten students</p>	<p>Read emergent-reader texts with purpose and understanding.</p>	<p>+</p>

