



LOS ANGELES UNIFIED SCHOOL DISTRICT –OFFICE OF EARLY LANGUAGE AND LITERACY
TK – K-2 READING STANDARDS PROGRESSIONS: FOUNDATIONAL SKILLS

At about 48 months	At around 60 months	By the end of Kindergarten	By the end of 1st Grade	By the end of 2nd Grade
Preschool Learning Foundations		Common Core State Standards		
PRINT CONCEPTS				
1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	1.1 Display appropriate book-handling behaviors and knowledge of print conventions.	1. Demonstrate understanding of the organization and basic features of print. <ul 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. 	1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 	NA
1.2 Recognize print as something that can be read.	1.2 Understand that print is something that is read and has specific meaning			
3.1 Recognize the first letter of own name.	3.1 Recognize own name or other common words in print.			
PHONOLOGICAL AWARENESS				
Note: The Foundations for phonological awareness are written only for older four year olds because much of the initial development of phonological awareness occurs between 48 and 60 months of age.	2.1 Orally blends and delete words and syllables without the support of pictures or objects. 2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with support of pictures or objects.	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> 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. Blend two to three phonemes into recognizable words.* e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. f. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> 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 complete sequence of individual sounds (phonemes). 	NA

*ADDED BY CALIFORNIA TO THE CCSS



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PHONICS AND WORD RECOGNITION				
3.2 Match some letter names to their printed form.	3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form. 3.3 Begin to recognize that letters have sounds.	3. 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 or many of the most frequent sound for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	3. 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. 	3. 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.
FLUENCY				
		4. Read emergent-reader texts with purpose and understanding.	4. Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	4. Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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