



Grade: Kindergarten			
Subject: Foundational Skills			
Domain	Strand	Standard	Associated Goal Stems
Foundational Skills Kindergarten, Standard 1	Print Concepts	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.	<u>K.RF.1 Basic Features of Print</u> <STUDENT> will follow words from left to right, top to bottom, page by page, and demonstrate understanding of the organization and basic features of print by recognizing that words are separated by spaces in print <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>K.RF.1 Recognize & Name Letters</u> <STUDENT> will recognize and name <#> upper and lowercase letters of the alphabet <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>K.RF.1 Recognize that Words are Represented in Written Language</u> <STUDENT> will recognize that spoken words are represented in written language by specific sequences of letters <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: Kindergarten			
Subject: Foundational Skills			
Domain	Strand	Standard	Associated Goal Stems
Foundational Skills Kindergarten, Standard 2	Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes) a. Recognize and producing 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. This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. f. Blend two to three phonemes into recognizable words. CA	<p><u>K.RF.2 Produce Rhyming Words</u> When given a list of <#> words, <STUDENT> will produce corresponding rhyming words <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>K.RF.2 Blend/Segment Onsets and Rimes</u> <STUDENT> will blend and segment onsets and rimes of <#> single syllable spoken words <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>K.RF.2 Isolate Sounds in CVC Words</u> <STUDENT> will isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in <#>three-phoneme (CVC) words (not including CVCs ending with /l/, /r/, or /x/) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>K.RF.2 Segment Syllables in Words</u> <STUDENT> will count, pronounce, blend, and segment syllables in <#> spoken words <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>K.RF.2 Blend Phonemes into Words</u> <STUDENT> will blend two to three phonemes into <#> recognizable words <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>K.RF.2 Substitute Phonemes</u> <STUDENT> will add/substitute phonemes in <#> simple one-syllable words to make new words <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grade: Kindergarten			
Subject: Foundational Skills			
Domain	Strand	Standard	Associated Goal Stems
Foundational Skills Kindergarten, Standard 3	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA a. 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. b. 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.) CA c. Read common high-frequency words by sight (e.g., <i>the, of, to you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<u>K.RF.3 One to One Letter-Sound Correspondence</u> <STUDENT> will demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for <#> consonant when reading words in isolation and in text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>K.RF.3 Identify Long and Short Vowel Sounds</u> <STUDENT> will identify the long and short sounds that correspond to common spellings (graphemes) for the five major vowels when reading words in isolation and/or in text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>K.RF.3 Read High Frequency Words</u> <STUDENT> will read <#> common high-frequency words by sight (e.g., <i>the, of, to you, she, my, is, are, do, does</i>) in isolation and/or in text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>K.RF.3 Distinguish between Similar Words</u> <STUDENT> will distinguish between similarly spelled words by identifying the sounds of the letters that differ <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Foundational Skills Kindergarten, Standard 4	Fluency	Read emergent-reader texts with purpose and understanding	<u>K.RF.4 Read Emergent Level Texts</u> <STUDENT> will read emergent-reader texts and demonstrate understanding of the text by using picture and text clues to describe what is happening in the text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



GRADE: 1			
Subject: Foundational Skills			
Domain	Strand	Standard	Associated Goal Stems
Foundational Skills Grade 1, Standard 1	Print Concepts	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).	<u>1.RF.1 Basic Features of Print</u> <STUDENT> will demonstrate understanding of the basic features of print by identifying the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Foundational Skills Grade 1, Standard 2	Phonological Awareness	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 complete sequence of individual sounds (phonemes)	<u>1.RF.2 Distinguish Long and Short Vowels Sounds</u> <STUDENT> will distinguish long from short vowel sounds in <#> spoken single-syllable words <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>1.RF.2 Blend Sounds into Words</u> <STUDENT> will orally produce <#> single-syllable words by blending sounds (phonemes), including consonant blends <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>1.RF.2 Isolate and Pronounce Phonemes</u> <STUDENT> will isolate and pronounce initial, medial vowel, final sounds (phonemes) in <#> spoken single-syllable words <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>1.RF.2 Segments Words into Phonemes</u> <STUDENT> will segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) in words with up to <#> phonemes <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



GRADE: 1			
Subject: Foundational Skills			
Domain	Strand	Standard	Associated Goal Stems
Foundational Skills Grade 1, Standard 3	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. a. Know the spelling-sound correspondences for common consonant digraphs. 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.	1.RF.3 Spelling Sound -Consonant Digraphs <STUDENT> will identify the spelling sound correspondences for <#> consonant digraphs and will decode regularly spelled one-syllable words when reading words in isolation and in text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			1.RF.3 Final –e and Vowel Teams <STUDENT> will identify final-e and <#> vowel team conventions for representing long vowel sounds when reading words in isolation and in text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			1.RF.3 Determine Syllables/Decode <STUDENT> will determine the number of syllables in a printed word and decode <#> two-syllable words in isolation and/or in text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			1.RF.3 Read Words with Inflectional Endings <STUDENT> will read <#> words with inflectional endings when reading words in isolation and in text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Foundational Skills Grade 1, Standard 4	Fluency	Read with sufficient accuracy and fluency to support comprehension. 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.	1.RF.4 Orally Read On-Level Text <STUDENT> will orally read on-level text at <#> words per minute <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			1.RF.4 Confirm/Self Correct Words <STUDENT> will use context to either confirm or self-correct word recognition and understanding, rereading as necessary <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			1.RF.4 Read-Accuracy, Rate, Expression <STUDENT> will orally read on level texts with accuracy, appropriate rate, and expression on successive readings <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



GRADE: 2			
Subject: Foundational Skills			
Domain	Strand	Standard	Associated Goal Stems
Foundational Skills Grade 2, Standard 3	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and reading grade-appropriate irregularly spelled words.	<u>2.RF.3 Distinguish Long and Short Vowels</u> <STUDENT> will distinguish long and short vowels when reading regularly spelled one-syllable words in isolation and/or in text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>2.RF.3 Decode- Common Vowel Teams</u> <STUDENT> will decode <#> spelling-sound correspondences for the common vowel teams <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>2.RF.3 Decode-2 Syllable Words</u> <STUDENT> will decode <#> regularly spelled two-syllable words with long vowels when reading words in isolation and/or in text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>2.RF.3 Decode- Prefixes and Suffixes</u> <STUDENT> will decode <#> words with common prefixes and suffixes in isolation and/or in text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Foundational Skills Grade 2, Standard 4	Fluency	Read with sufficient accuracy and fluency to support comprehension. 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.	<u>2.RF.4 Read On-Level Text</u> <STUDENT> will orally read on-level text at <#> words per minute <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>2.RF.4 Confirm/Self Correct Words</u> <STUDENT> will use context to either confirm or self-correct word recognition and understanding, rereading as necessary <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>2.RF.4 Read-Accuracy, Rate, Expression</u> <STUDENT> will orally read on level texts with accuracy, appropriate rate, and expression on successive readings <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



GRADE: 3			
Subject: Foundational Skills			
Domain	Strand	Standard	Associated Goal Stems
Foundational Skills Grade 3, Standard 3	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words d. Read grade-appropriate irregularly spelled words.	3.RF.3 Common Prefixes and Suffixes <STUDENT> will identify, decode, and know the meaning of the <#> most common prefixes and derivational suffixes <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			3.RF.3 Decode Multisyllabic Words <STUDENT> will decode multisyllabic words in isolation and/or in text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Foundational Skills Grade 3, Standard 4	Fluency	Read with sufficient accuracy and fluency to support comprehension. 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.	3.RF.4 Read On-Level Text <STUDENT> will orally read on-level text at <#> words per minute <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			3.RF.4 Confirm/Self Correct Words <STUDENT> will use context to either confirm or self-correct word recognition and understanding, rereading as necessary <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			3.RF.4 Read-Accuracy, Rate, Expression <STUDENT> will orally read on level prose and poetry with accuracy, appropriate rate, and expression on successive readings <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



GRADES: 4 and 5			
Subject: Foundational Skills			
Domain	Strand	Standard #	Associated Goal Stems
Foundational Skills Grades 4 and 5, Standard 3	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. a. Used 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.	4-5.RF.3 Letter-Sound Decode Multisyllabic Words <STUDENT> will decode <#> unfamiliar multisyllabic words in context and out of context by using knowledge of letter-sound correspondences and syllabication <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			4-5.RF.3 Roots-Affixes Decode Multisyllabic Words <STUDENT> will decode <#> unfamiliar multisyllabic words in context and out of context by using knowledge of roots and affixes <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Foundational Skills Grades 4 and 5, Standard 4	Fluency	Read with sufficient accuracy and fluency to support comprehension. 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.	4-5.RF.4 Read On-Level Text <STUDENT> will orally read on-level text at <#> words per minute <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			4-5.RF.4 Confirm/Self Correct Words <STUDENT> will use context to either confirm or self-correct word recognition and understanding, rereading as necessary <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			4-5.RF.4 Read-Accuracy, Rate, Expression <STUDENT> will orally read on level prose and poetry with accuracy, appropriate rate, and expression on successive readings <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.