Reading Standards: Foundational Skills With Additional Related Sub-Skills Chart
for ELA: Reading Foundational Skills of the Common Core State Standards

The Reading Standards in the Common Core State Standards include Foundational Skills in Grades 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 curriculum 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 and describe the concepts children need to acquire to become proficient in decoding text. Included 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 struggling and need extra support or intervention, or for those students who are above grade level and require enrichment. The LPS Foundational Skills are located in the far left column and are either numbered or lettered The column to the right of the lettered sub skills contain prerequisites skills, in sequential order, that should be accomplished before its counterpart in the left column is accomplished. The final two columns to the right contain Instructional and Teacher resources as well as Assessment information.

Sources: CCSS and www.fldoe.org

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Ledyard Public Schools Foundational Skills
Kindergarten

Print Concepts		Resources	Assessment
1. Demonstrate understanding of the organization and basic features of print.		**Instructional** -Big books -Leveled books -Song and Poetry Charts -Kindergarten benchmark books	**Formal** -Concepts About Print (Winter and Spring) -Ledyard Kindergarten Word List (Winter and Spring) -DRA2 (Spring) -Name portion of the Letter Names and Sounds Test (Winter, Spring)
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.		**Teacher** *Fundations*	
c. Understand that words are separated by spaces in print.	• Distinguish among letters, words, and sentences.	**Additional** -*Word Matters and Guided Reading* by Fountas and Pinnell -*An Observation Survey* by Marie M. Clay -Cueing Systems and Strategy Prompts	**Informal** -*Fundations* -Teacher Observation
d. Recognize and name all upper- and lowercase letters of the alphabet.			
Phonological Awareness		**Resources**	**Assessment**
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		**Instructional** -*Fundations* -Unifex cubes -Letter tiles -Games	**Formal** -Ledyard Phonological Assessment (Winter, Spring)
a. Recognize and produce rhyming words.	• Determine if spoken pairs of words rhyme (e.g., Do these words rhyme? *moon*,		

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	spoon). • Produce a spoken word with the same rhyme of a spoken word (e.g., Can you tell me a word that rhymes with *hat*?). • Identify which spoken words rhyme (e.g., Which of these words rhyme? *mat, cat, sun*).	**Teacher** *-Fundations* **Additional** *-Phonemic Awareness Activities for Young Children* by Marilyn Jager Adams *-Phonemic Awareness Songs and Rhymes – (Fall, Winter, Spring)*	-Sounds portion of the Letter Names and Sounds Test (Winter, Spring) **Informal** *-Fundations* -Teacher Observation
b. Count, pronounce, blend, and segment syllables in spoken words.	• Segment spoken sentences into words (e.g., How many words are in this sentence? *The sun is bright.*). • Blend spoken words together to make compound words (e.g., Put the parts together to make a bigger word: *cup cake.*). • Segment spoken compound words (e.g., Can you break the word *cupcake* into two smaller words?). • Pronounce the syllables in spoken words (Clap and say the parts of the word *tiger.*). • Count the syllables in spoken words (e.g., Clap the parts of the word *tiger.*		

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		How many parts?) • Blend syllables into spoken words (e.g., Put the parts together to make the whole word: *pic-nic*). • Segment syllables into spoken words (e.g., Can you break the word *window* into two smaller parts?).		
c. Blend and segment onsets and rimes of single-syllable spoken words.	• Detect initial sound in spoken words (e.g., Do you hear */t/* at the beginning of the word *top*? Do you hear */t/* at the beginning of the word *log*?). • Identify initial sound in spoken words (e.g., What sound do you hear at the beginning of the word *cake?)* • 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 *cat*		

	in two parts-the first sound then the rest of the word).		
	• Detect the initial sound in spoken CVC words (e.g., Do you hear /l/ at the beginning of the word *lip*? Do you hear /l/ at the beginning of the word *sat*?). • Detect the final sound in spoken CVC words (e.g., Do you hear /p/ at the end of the word *lip*? Do you hear /p/ at the end of the word *sat*?). • Blend individual sounds in spoken words to make words (e.g., /b/ /e/ /d/, what word? *bed*). • Identify the initial sound in spoken CVC words (e.g., What is the first sound you hear in the word *lip*?). • Identify the final sound in spoken CVC words (e.g., What is the last sound you hear in the word *met*?). • 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: *rim*, *ram*. How are these words different?).		
d. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	• Identify individual sounds in spoken CVC words (e.g., What sounds do you hear in the word *big? /b/ /i/ /g/).* • Produce a spoken word when a phoneme is removed (deletion) (e.g., Say *seat.* Now say *seat* without the */s/: eat.).* • Produce a spoken word when a phoneme is added (e.g., Say *eat.* Now say *eat* with */s/* at the beginning). • Recognize a spoken word when a phoneme is replaced (substitution) with a different phoneme (e.g., Say *hit.* What word do you have if you change the */t/* to */m/*? *him*).		

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Phonics and Word Recognition	Resources	Assessment
3. Know and apply grade-level phonics and word analysis skills in decoding words.	**Instructional** -Student Work -Language Arts Addendum -*Kidwriting* Sound Charts -White Boards -Illustrations	**Formal** -Writing Samples (Spring)
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant.	**Teacher** -*Fundations*	**Informal** -*Fundations* -Ledyard High Frequency
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. • Recognize and say aloud the one to one correspondence between short vowel graphemes (*a, e, i, o, u*) and their sounds (*/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/*) in VC (e.g., *am*) and CVC (e.g., *sit*) words. • Recognize and say aloud the one to one correspondence between common long vowel graphemes (*a_e, e_e, i_e, o_e, u_e*) and their sounds (*/ā/, /ē/, /ī/, /ō/, /ū/*).	**Additional** -Ledyard High Frequency Word List -*Fundamentals of Writing* -*Word Matters* by Fountas and Pinnell -*Phonemic Awareness Activities* by Marilyn Jagar Adams -*Kidwriting* by Eileen Feldgus and Isabell Cardonik	-Word List -Writing Pieces Throughout Year
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.	• 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., *big/ bug, pet/met, cap/cat*) and identify the sound and letter that is different.		

Fluency		Resources	Assessment
4. Read emergent-reader texts with purpose and understanding.		**Instructional**	**Formal**
	• Listen to different genres (e.g., nursery rhymes, stories) read aloud fluently.	-Big Books -Charts -Poetry -Songs -Emergent Reader Texts	-DRA2 (Spring)
		Teacher	**Informal**
		-Language Arts Addendum	-Teacher Observation -Running Records

Ledyard Public Schools Foundational Skills GRADE 1		
Print Concepts	**Resources**	**Assessment**
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).	**Instructional** -Big Books -Leveled Books -Song and Poetry Charts -Wright Skills **Teacher** -*Guided Reading* by Fountas and Pinnell -*The Observation Survey* by Clay -*Word Matters* by Fountas and Pinnell -Cueing systems and strategy prompts -*Wright Skills*	**Formal** -DRA2 **Informal** -Teacher Observation
Phonological Awareness	**Resources**	**Assessment**

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
	Instructional
	-Language Arts Addendum including Ledyard Recommended Phonological Awareness Activities (see page 20)
	-Student Assessment Data
	-Magnetic Letters
	-Whiteboards
		Formal
		-LPAT (Fall, as needed Winter and Spring)

	sounds in spoken single-syllable words (e.g., Do you hear /ā/ in *ate*? *made*?).	-Elkonian Boxes **Teacher** -Wright Skills - *Phonemic Awareness Activities for Young Children* by Marilyn Jager Adams -37 Basic Rimes -*Systematic Sequential Phonics* by Patricia Cunningham	**Informal** -Teacher Observation
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/)*.		

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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 sound at a time: /ă/ /s/ /k/). • Segment spoken CVCC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word *list* one sound at a time: /l/ /ĭ/ /s/ /t/). • Segment spoken CCVC words into their complete		

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		Resources	Assessment
	sequence of individual sounds (phonemes) (e.g., Say the word *slip* one sound at a time: /s/ /l/ /ĭ/ /p/).		

<table>
<tr><td colspan="2" style="background:yellow">Phonics and Word Recognition</td><td style="background:yellow">Resources</td><td style="background:yellow">Assessment</td></tr>
</table>

Phonics and Word Recognition		Resources	Assessment
3. Know and apply grade-level phonics and word analysis skills in decoding words.		**Instructional** -Leveled Text -Students Assessment Data -*Wright Skills* -Language Arts Addendum including Cueing Systems and Strategy Prompts -37 Basic Rimes -Whiteboards -Elkonian Boxes	**Formal** -DRA2 (Fall, Winter, Spring) -Ledyard Grade 1 High Frequency Word List -CAP (as needed) -Letters, Names and Sounds Test (as needed)
a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	• Identify the letter-sound correspondence for common consonant digraphs (e.g., *sh, th, wh, kn, ch, wr, ph).* • Write the spelling correspondences for the sounds of common consonant digraphs (e.g., *sh, th, wh, kn, ch, wr, ph).*		
		Teacher -*Wright Skills* -*Sitton Spelling Sourcebook* -*Word Matters* by Fountas and Pinnell -*The Observation Survey* by Marie Clay -*Phonemic Awareness Activities for Young Children* by Marilyn Jagar Adams -*Systematic Sequential* Phonics	**Informal** -Running Records -Teacher Observation -Ledyard Grade 1 High Frequency Word List
b. Decode regularly spelled one-syllable words.	• Segment and blend VC words (e.g., *am*) • Segment and blend CVC words (e.g., *ran*). • Segment and blend words with consonant blends. • Segment and blend VCC words (e.g., *ask*). • Segment and blend		

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		CVCC words (e.g., *list*). • Segment and blend CCVC words (e.g., *slip*). • Segment and blend CVCC words (e.g., *lamp*).	by Patricia Cunningham	
c. Know final -e and common vowel team conventions for representing long vowel sounds.		• State the long and short sounds of the vowels. • Read CVC (e.g., *can, hop*) words. • Demonstrate the understanding that when a single-syllable word ends in *e* (VCe), the initial vowel usually says its name (the long sound) and the *e* is silent. Commonly referred to as the silent *e* rule (e.g., *sale, shake, cone*). • Apply rule and read single-syllable words with *final –e* (e.g., *cane, hope, tile, tale*). • Write the spelling correspondences for *VCe* words. • Identify sounds for common vowel teams, also known as vowel		

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	digraphs (two consecutive vowels that make one sound) (e.g., *oa* in *boat, ea* in *seat, ee* in *feet, ai* in *sail*). • Read single-syllable words using knowledge of common vowel team conventions, or vowel digraphs (e.g., *boat, seat, feet, sail*). • 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.	• 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 *insect* have? (2) What are the two parts of *insect*? *in sect*). • Identify vowel sounds in syllables (e.g., "*in /ĭ/ sect /ĕ/*").		

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	• 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: *dish (1), he (1), hotdog (2), potato (3), macaroni (4))*.		
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	• Demonstrate the understanding that a closed syllable has a single vowel with a consonant after it, making the vowel sound short (e.g., *map, sit, stop*). • Demonstrate the understanding that an open syllable contains a vowel at the end of the syllable and the vowel is usually long (e.g., w*e, go, hi, she)*. • Demonstrate the understanding that the final *e* in a vowel-consonant-e (*VCe*) syllable makes the vowel long or "say its own		

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| | name" (e.g., *made, time, cute)*.
• Distinguish between syllable types (e.g., Sort single syllable words into either closed (e.g., *men*), open (e.g., *me*), or *VCe* (e.g., *hide*) categories).
• Demonstrate an initial understanding that a vowel team syllable contains two adjacent vowels (e.g., *rain, green, foil)*.
• Demonstrate an initial understanding that the consonant-le syllable contains a consonant followed by the letters *le* (e.g., *apple, table*).
• 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., *for, star, first)*.
• Demonstrate how to break | | |

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	two-syllable words into syllables (e.g., Circle syllables in two-syllable words *picnic*). • Read each circled syllable (part or chunk) of a word separately (e.g., *pic-nic*). • Read the circled syllables (parts or chunks) of a word together (e.g., *picnic*).		
f. Read words with inflectional endings.	• Decode letter-sound correspondences for common inflectional endings (e.g.,- *est, -ed, -ing*). • Read base words fluently that can have common inflectional endings added to them (e.g., *long, play, jump*). • Read base word and inflectional ending together to form a word (e.g., *longest, played, jumping*).		

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g. Recognize and read grade-appropriate irregularly spelled words.	• *(e.g., could, once, walk)*	

Fluency		**Resources**	**Assessment**
4. Read with sufficient accuracy and fluency to support comprehension.		-Student Assessment Data -DRA2 Focus for Instruction -Language Arts Curriculum Addendum -Home/school/class/community libraries -Poetry -Songs -Readers' Theatre -Digital Voice Recorders	**Formal** -DRA2 Oral Reading Fluency Assessment (Fall, Winter, Spring)
a. Read on-level text with purpose and understanding.	• Determine purpose for reading text.		
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	• 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		**Informal** -Teacher observation -Running Records -Reading Record Log -Fluency Scales **Note**: See LPS Benchmarks for Oral Reading Rate-Words Per Minute on page 33.

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	automatically. • Decode grade-level words with increasing automaticity. • Use punctuation to facilitate 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.	• Determine when text is not understood. • Determine effective grade-level strategy to use to decode unfamiliar words.		

Grade 1 Teacher Guidelines for Phonological and Phonemic Awareness

The corresponding activities from *Phonemic Awareness in Young Children* by Marilyn Jager Adams, support instruction in the identified skills. Refer to your book for additional activities. All K and 1 teachers have copies.

Curriculum Connection: LPS and CCSS Foundational Skills Standards 3 and 4

November	February	May
* Identifying Final Phonemes **The student will *orally* give the *sound* of the final phoneme in a spoken word.** (all single consonants, sh, th, wh, ch, ph and tch) Activities: 7G Different Words, Same Final Phonemes p. 66, 7H finding things, Same Final Phoneme p. 67	***Deleting Phonemes** **The student will *orally* say the word after the phoneme has been deleted.** Activities: 7 E Word Pairs I, Take A Sound Away p.64, 7 I Spider's Web p. 68	**All skills need to be mastered prior to May.**
*Segmenting Phonemes *(most critical to reading success)* **The student will tell the sounds in order in a one-syllable word.** *(see teaching note in bottom box)* Activities: 8F Guess a Word, p. 88, 8G Troll Talk II: Phonemes p.89 *When you first begin to teach this, tell the student the number of sounds to hear in the word. Then move to how many sounds do you hear without giving the number.*	*** Substituting Phonemes** **The student will *orally* replace phonemes to make new words.** Activities: 7F Word Pairs II –Add a Sound, p.65, 7I Spider's Web, p. 68	
*1-8 Blending Phonemes *(most critical to reading success)* **The student will *orally* blend three or more phonemes given *orally* by the teacher.** Activities: 8B Three-Sound Words, p. 76, 8E Building Four-Sound Words, p.87		

* Assessed in January and May on the Ledyard Phonological Assessment Test.
 For students who have not mastered the kindergarten skills please use the kindergarten guidelines.
There will be a few students who do not demonstrate mastery of the above objectives. They will need small group instruction using the suggested activities.

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Ledyard Public Schools Foundational Skills GRADE 2		
Phonics and Word Recognition	**Resources**	**Assessment**
3. Know and apply grade-level phonics and word analysis skills in decoding words.	**Instructional** -*Wright Skills* -Leveled Text -Student Assessment Data -Language Arts Curriculum Addendum including Cueing Systems and Strategy Prompts -37 Basic Rimes	**Formal** -DRA2 (Fall, Winter, Spring) -Ledyard Grade Two High Frequency Word List
a. Distinguish long and short vowels when reading regularly spelled one-syllable words. • Identify when a vowel is short when reading regularly spelled one-syllable words (e.g., *mask, pump, next, clock*). • Identify when a vowel is long when reading regularly spelled one-syllable words (e.g., *sheep, maid, stripe*).		
b. Know spelling-sound correspondences for additional common vowel teams. • Identify sounds for additional common vowel teams (two consecutive vowels that make one sound, e.g., *ay, e_e-e, igh, ie, ow, ue*). • Decode single syllable words with common vowel teams (e.g., *pay, be, Pete, high, tie, tow, glue*). • Write the spelling correspondences for common vowel teams. • Identify sounds for variant vowel digraphs (sounds that are not commonly classified as long or	**Teacher** -*Wright Skills* -*Sitton Spelling Sourcebook* -*Word Matters* by Fountas and Pinnell -*Systematic Sequential Phonics* by Patricia Cunningham	**Informal** -Running Records -Teacher Observations -Student Writing Samples

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	short vowels) (e.g., *aw* in *claw, au* in *caught, oo* in *boot*). • Decode single syllable words with variant vowel digraphs (e.g., *flaw, taught, moon*). • 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., *oi* in *soil, oy* in *toy, ow* in *now, ou* in *loud*). • Decode single syllable words with diphthongs (e.g., *soil, toy, now, loud*). • Write the spelling correspondences for diphthongs.		
c. Decode regularly spelled two-syllable words with long vowels.	• Use a strategy to determine the syllables in a printed word (e.g., Circle syllables in two-syllable words with long vowel: *reptile, paper, monkey*). • Read each syllable (part or chunk) separately (e.g., *rep-tile, pa-per, mon-key*). • Read the syllables (parts or chunks) together (e.g., *reptile, paper, monkey*).		

d. Decode words with common prefixes and suffixes.	• Understand that many words are made up of prefixes, base words, and suffixes. • Read common prefixes (e.g., *un-, re-, in-, dis-*) and suffixes (e.g., *-s, -ed, -ing, -er*). • Use a strategy to read common prefixes in printed words (e.g., Circle *un-* in the word *untie*. Read *un,* read *–tie*. Read the two parts together-*untie)*. • Use a strategy to read common suffixes in printed words (e.g., Circle *-ing* in the word *jumping*. Read *jump,* read *-ing*. Read the two parts together-*jumping)*.		
e. Identify words with inconsistent but common spelling-sound correspondences.	• (e.g., *body, cloth, ton, heat vs. head)*		
f. Recognize and read grade-appropriate irregularly spelled words.	• (e.g., *would, busy, was)*		

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Fluency		Resources	Assessment
4. Read with sufficient accuracy and fluency to support comprehension.		-Student Assessment Data -DRA2 Focus of Instruction -Language Arts Curriculum Addendum -Poetry and Songs -Readers' Theatre/Drama -DRP Booklink	**Formal** -DRA2: Oral Reading Fluency (Fall, Spring)
a. Read on-level text with purpose and understanding.	• Determine purpose for reading text.		
b. Read on-level text orally with accuracy, appropriate rate, and expression.	• 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).		**Informal** -Teacher Observation -Running Records -Reading Logs **Note**: See LPS Benchmarks for Oral Reading Rate-Words Per Minute on page 33.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Determine when text is not understood. • Determine effective grade-level strategy to use to decode unfamiliar words.		

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Ledyard Public Schools Foundational Skills
GRADE 3

Phonics and Word Recognition		Resources	Assessment
3. Know and apply grade-level phonics and word analysis skills in decoding words.		**Instructional**	**Formal**
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	• Know that affixes have meanings and can change the meanings of words to which they are attached. • Isolate most common prefixes (e.g., *un-, re-, in-, dis-*) and derivational suffixes (e.g.,*-ly, -ful, -less*) 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.	-Student Assessment Data -Language Arts Addendum -*Sitton Spelling Sourcebook* -*Wright Skills* Spot and Dot -White boards **Teacher** -*Sitton Spelling Sourcebook* -*Word Matters* by Fountas and Pinnell -*Systematic Sequential Phonics* by Patricia Cunningham	-DRA2 (Fall, Winter) -DRP (Spring) -Sitton Spelling Achievement Test (Fall, Winter, Spring) -Grade 3 Priority Words in Writing (100%) -Grade 3 Core Word List (85% by spring) **Informal** -Running Records -Teacher Observation -Cloze Passages -Writing Pieces
b. Decode words with common Latin suffixes.	• Know common Latin suffixes (e.g., *able, ible, ation, fy, ify*). • Identify and isolate the base word in a word containing a common Latin suffix (e.g., Circle the base word in *breakable – break).* • Use a strategy to read common Latin suffixes in printed words (e.g., Circle *able* in the word *breakable.* Read *break,* read *able.* Read the two parts together – *breakable).*		
c. Decode multi-syllable	• Use a strategy to identify syllables		

words.	(e.g., Circle syllables in printed words: *replacement*). • Read each circled syllable separately (*re-place-ment*). • Read the syllables together (*replacement*).		
d. Read grade-appropriate irregularly spelled words.	• (e.g., *laugh, carry, done*)		

Fluency		**Resources**	**Assessment**
4. Read with sufficient accuracy and fluency to support comprehension.		-Student Assessment Data -DRA2 Focus of Instruction -Language Arts Curriculum Addendum -Poetry and Songs -Readers' Theatre/Drama -DRP Booklink	**Formal** -DRA2: Oral Reading Fluency (Fall, Spring) **Informal** -Teacher Observation -Running Records -Reading Logs **Note**: See LPS Benchmarks for Oral Reading Rate-Words Per Minute on page 33.
a. Read on-level text with purpose and understanding.	• Determine purpose for reading text.		
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	• Listen to different genres (e.g., narratives in chapter books, historical events) read aloud fluently. • 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.	• 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.		

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Ledyard Public Schools Foundational Skills GRADE 4		
Phonics and Word Recognition	**Resources**	**Assessment**
3. Know and apply grade-level phonics and word analysis skills in decoding words.	**Instructional** -Student Assessment Data -Language Arts Addendum -*Sitton Spelling Sourcebook* -Content Area Text -Core Word List	**Formal** -DRA2 (Fall, Spring) -DRP (Spring) -Sitton Spelling Achievement Test (Fall, Winter, Spring) -Grade 4 Priority Words in Writing (100%) -Grade 4 Core Word List (85% by spring)
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.	• 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., *astro: star, aud: hear, dict: say, tell*). • Use grade-level appropriate	**Teacher** -*Sitton Spelling Sourcebook* -CRISS Manual -Core Literature -*Word Matters* by Fountas and Pinnell -*Guiding Readers and Writers* by Fountas and Pinnell	**Informal** -Running Records -Teacher Observation -Cloze Passages -Writing Pieces

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morphological analysis to decode general academic words (e.g., examination, dictation, reliability) and domain specific words (e.g., *astronaut, decompose, ecosystem*). • Use knowledge of roots (e.g., *chron*) and affixes to accurately read and understand words (e.g., *chronicle, synchronize*) in and out of context.		

Fluency		**Resources**	**Assessment**
4. Read with sufficient accuracy and fluency to support comprehension.		-Student Assessment Data -DRA2 Focus of Instruction -Language Arts Curriculum Addendum -Poetry and Songs -Readers' Theatre/Drama -DRP Booklink	**Formal** -DRA2: Oral Reading Fluency (Fall, Spring)
a. Read on-level text with purpose and understanding.	• Determine purpose for reading text. • Adjust reading rate to adapt to purpose and context.		
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.	• 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.		**Informal** -Teacher Observation -Running Records -Reading Logs **Note**: See LPS Benchmarks for Oral Reading Rate-Words Per Minute on page 33.

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c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Determine when text is not understood. • Determine effective grade-level strategy to use to decode unfamiliar words. • 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.		

Ledyard Public Schools Foundational Skills GRADE 5			
Phonics and Word Recognition		**Resources**	**Assessment**
3. Know and apply grade-level phonics and word analysis skills in decoding words.		**Instructional** -Student Assessment Data -Language Arts Addendum -*Sitton Spelling Sourcebook* -Content Area Text -Core Word List	**Formal** -DRA2 (Fall, Spring) -DRP (Spring) -Sitton Spelling Achievement Test (Fall, Winter, Spring) -Grade 5 Priority Words in Writing (100%) -Grade 5 Core Word List (85% by spring)
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.	• 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., *geo: earth, graph: write, record; ped: foot*). • Use grade level appropriate morphological analysis to decode general academic	**Teacher** -*Sitton Spelling Sourcebook* -CRISS Manual -Core Literature -*Word Matters* by Fountas and Pinnell -*Guiding Readers and Writers* by Fountas and Pinnell	**Informal** -Running Records -Teacher Observation -Cloze Passages -Writing Pieces

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		words (e.g., *independence, manufacture, distribution*) and domain specific words (e.g., *biography, geology*). • Use knowledge of roots (e.g., *rect*) and affixes to accurately read and understand words (e.g., *erect, correct, rectangle, direction*) in and out of context.		
Fluency			**Resources**	**Assessment**
4. Read with sufficient accuracy and fluency to support comprehension.			-Student Assessment Data -DRA2 Focus of Instruction -Language Arts Curriculum Addendum -Poetry and Songs -Readers' Theatre/Drama -DRP Booklink	**Formal** -DRA2: Oral Reading Fluency (Fall, Spring)
a.	Read on-level text with purpose and understanding.	• Determine purpose for reading text. • Adjust reading rate to adapt to purpose and context.		
b.	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.	• 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.		**Informal** -Teacher Observation -Running Records -Reading Logs **Note**: See LPS Benchmarks for Oral Reading Rate-Words Per Minute on page 33.
c.	Use context to confirm or self-correct word recognition and	• Determine when text is not understood. • Determine effective grade-		

understanding, rereading as necessary.	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.		

	Ledyard Public Schools K-5 Benchmarks for Oral Reading Rate – Words Per Minute			
DRA Level	**Level 1** **Needs Support**	**Level 2** **Approaches Standards**	**Level 3** **Meets Standards**	**Level 4** **Exceeds Standards**
18	44 wpm or less	45-54 wpm or less	55-85 wpm or less	86 wpm or more
20	54 wpm or less	55-64 wpm or less	65-95 wpm or less	96 wpm or more
24	59 wpm or less	60-69 wpm or less	70-100 wpm or less	101 wpm or more
28	64 wpm or less	65-74 wpm or less	75-105 wpm or less	106 wpm or more
30	64 wpm or less	65-79 wpm or less	80-110 wpm or less	111 wpm or more
34	64 wpm or less	65-79 wpm or less	80-115 wpm or less	116 wpm or more
38	69 wpm or less	70-89 wpm or less	90-125 wpm or less	126 wpm or more
40	74 wpm or less	75-104 wpm or less	105-140 wpm or less	141 wpm or more
50	84 wpm or less	85-114 wpm or less	115-150 wpm or less	151 wpm or more
60	84 wpm or less	85-119 wpm or less	120-150 wpm or less	151 wpm or more
70	99 wpm or less	100-129 wpm or less	130-165 wpm or less	166 wpm or more
80	99 wpm or less	100-129 wpm or less	130 -165 wpm or less	166 wpm or more

Source: The oral reading fluency numbers are based upon "Oral Reading Rates" found in the *DRA2* Teacher Guide K-3 and 4-8.

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