Napa/Solano/Contra Costa Educational Support Team

**Common Core – Grade Span Comparison**

**Reading Standards – Foundational Skills** (Gr. K-5)

|  | **Kindergarten** | **First Grade** | **Second Grade** | **Third Grade** | **Fourth Grade** | **Fifth Grade** |
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| **Print Concepts** | 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. | 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). |  |  |  |  |
| **Phonological Awareness** | 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. Blend* ***two*** *to* ***three phonemes*** *into recognizable words.*  e. 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/.)  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).  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). |  |  |  |  |

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|  | **Kindergarten** | **First Grade** | **Second Grade** | **Third Grade** | **Fourth Grade** | **Fifth Grade** |
| **Phonics and Word Recognition** | 3. Know and apply grade-level **phonics** and **word analysis skills** in decoding words *both in isolation* *and in text*.  a. Demonstrate basic knowledge  of **one-to-one letter-sound** **correspondences** by producing the primary or many of the most frequent sound 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.)*  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. | 3. 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**. | 3. Know and apply grade-level phonics and word analysis skills in decoding words *both in* *isolation and in text*.  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 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*.  a. Identify and know the meaning of the most common **prefixes** and **derivational suffixes**.  b. Decode words with common **Latin suffixes**.  c. Decode **multisyllable** words.  d. Read grade-appropriate irregularly spelled words. | 3. Know and apply grade-level phonics and word analysis skills in decoding words.  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. | 3. Know and apply grade-level phonics and word analysis skills in decoding words.  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. |
| **Fluency** | 4. Read **emergent-reader texts** with purpose and understanding. | 4. 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. | 4. 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. | 4. 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. 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. 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. |

Text in ***blue*** is specific to the California State Common Core standards.