

Ledyard Public School Foundational Skills K-5 Learning Progressions

** Denotes indicators that have been placed out of alphabetic order in order to show concept flow grade to grade.

| Print Concepts | | | | | |
|--|--|---|---|---|---|
| K | 1 | 2 | 3 | 4 | 5 |
| 1. Demonstrate understanding of the organization and basic features of print: | Demonstrate understanding of the organization of basic features of print: | | | | |
| a. Follow words from left to right, top to bottom, and page to page | a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) | | | | |
| 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 | | | | | |

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| Phonological Awareness | | | | | |
|---|---|---|---|---|---|
| K | 1 | 2 | 3 | 4 | 5 |
| 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes) | | | | |
| a. Recognize and produce rhyming words | a. Distinguish long from short vowel sounds in spoken single- syllable words | | | | |
| b. Count, pronounce, blend, and segment syllables in spoken words | b. Orally produce single- syllable words by blending sounds (phonemes), including consonant blends | | | | |
| c. Blend and segment onsets and rimes of single-syllable spoken words | c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words | | | | |
| d. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words *(not CVC words ending with l, r, x) | d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) | | | | |

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| e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words | | | | | |
|--|--|--|--|--|--|

Note: In kindergarten children are expected to demonstrate increasing awareness and competence in the areas below:

| Phonics and Word Recognition | | | | | |
|--|---|--|---|---|---|
| K | 1 | 2 | 3 | 4 | 5 |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words: | Know and apply grade-level phonics and word analysis in decoding words: | Know and apply grade-level phonics and word analysis in decoding words: | Know and apply grade-level phonics and word analysis in decoding words: | Know and apply grade-level phonics and word analysis in decoding words: | Know and apply grade-level phonics and word analysis in decoding words: |
| 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 | a. Know the spelling-sound correspondences for common consonant diagraphs | **b. Know spelling-sound correspondence for additional common vowel teams | | | |

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|--|--|---|--|--|--|
| <p>**d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> | <p>** g. Recognize and read grade- appropriate irregularly spelled words</p> | <p>**e. Identify words with inconsistent but common spelling-sound correspondences</p> <p>**f. Recognize and read grade- appropriate irregularly spelled</p> | <p>**d. Read grade-appropriate irregularly spelled words</p> | | |
| <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels</p> | <p>**c. Know final –e and common vowel team conventions for representing long vowel sounds</p> <p>**d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in printed word</p> | <p>**a. Distinguish long and short vowels when reading regularly spelled one-syllable words</p> | | | |
| | <p>**b. Decode regularly spelled one-syllable words</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables</p> | <p>**c. Decode regularly spelled two- syllable words with long vowels</p> | <p>**c. Decode multi-syllable words</p> | | |

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| | | <p>** d. Decode words with common prefixes and suffixes</p> | <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes</p> <p>**b. Decode words with common Latin suffixes</p> | <p>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</p> | <p>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</p> |
| <p>**c. Read common high frequency words by sight (e.g., the, to, you, she, my, is, are do, does)</p> | <p>**f. Read words with inflectional endings</p> | | | | |

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| Fluency | | | | | |
|---|---|--|--|--|--|
| K | 1 | 2 | 3 | 4 | 5 |
| 4. Read emergent-reader texts with purpose and understanding (e.g., shared reading, guided reading, and independent reading) | Read with sufficient accuracy and fluency to support comprehension (e.g., shared reading, guided reading, and independent reading) | Read with sufficient accuracy and fluency to support comprehension (e.g., shared reading, guided reading, and independent reading) | Read with sufficient accuracy and fluency to support comprehension (e.g., shared reading, guided reading, and independent reading) | Read with sufficient accuracy and fluency to support comprehension (e.g., shared reading, guided reading, and independent reading) | Read with sufficient accuracy and fluency to support comprehension (e.g., shared reading, guided reading, and independent reading) |
| | a. Read on-level text with purpose and understanding | a. Read on-level text with purpose and understanding | a. Read on-level text with purpose and understanding | a. Read on-level text with purpose and understanding | a. Read on-level text with purpose and understanding |
| | b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings | b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings | b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings | b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings | 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, re-reading as necessary | c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary | c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary | c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary | c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary |