



National Center and State Collaborative

Reading Instructional Families – Foundational Skills

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Reading Foundational Grade K-5: Distribution of Learning Targets, Florida Standards, and Instructional Families

	(K-4) Elementary School Learning Targets					(5-8) Middle School Learning Targets	
	<p><i>Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.</i></p> <p><i>Use self-selected print/non-print texts and self-monitoring strategies and tools to:</i></p> <ul style="list-style-type: none"> • <i>Comprehend texts and enjoy reading;</i> • <i>Explore and improve written and oral communication.</i> 					<p><i>Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.</i></p> <p><i>Use self-selected print/non-print texts, self-monitoring strategies and tools, and goal setting to:</i></p> <ul style="list-style-type: none"> • <i>Comprehend, sustain, and enjoy reading;</i> • <i>Improve and expand written and oral communication.</i> 	
Instructional Families (CCSS Anchors & Anchor Standards (AS))	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<u>Print Concepts</u>							
Florida Standard: RF1: Recognizing Characteristics of Printed Material							
<u>Phonological Awareness</u>							
FLORIDA STANDARD: RF2: Demonstrating Phonological Awareness							
<u>Phonics and Word Recognition</u>							
FLORIDA STANDARD: RF3: Applying Phonics and Word Recognition							
<u>Fluency</u>							
FLORIDA STANDARD: RF4: Reading with Fluency							

	(K-4) Elementary School Learning Targets					(5-8) Middle School Learning Targets				(9-12) High School Learning Targets	
	<p><i>Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.</i></p> <p><i>Use self-selected print/non-print texts and self-monitoring strategies and tools to:</i></p> <ul style="list-style-type: none"> <i>Comprehend texts and enjoy reading;</i> <i>Explore and improve written and oral communication.</i> 					<p><i>Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.</i></p> <p><i>Use self-selected print/non-print texts, self-monitoring strategies and tools, and goal setting to:</i></p> <ul style="list-style-type: none"> <i>Comprehend, sustain, and enjoy reading;</i> <i>Improve and expand written and oral communication.</i> 				<p><i>Read a range of text genres of increasing complexity with accuracy, fluency, and comprehension: Expand conceptual understanding and breadth of vocabulary use to multiple contexts (literary, historical, technical, political, cultural, social); apply content knowledge, use of resources, and word analysis skills to interpret and evaluate the intent and impact of authors' word choice(s).</i></p> <p><i>Use self-selected print/non-print texts and self-monitoring strategies and tools to:</i></p> <ul style="list-style-type: none"> <i>Expand personal and academic knowledge;</i> <i>Reflect on perspectives of self, others, and the world through oral and written communication.</i> 	
Instructional Families (Florida Standard)	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9/10	Grade 11/12
Comprehension and Collaboration FLORIDA STANDARD: SL1: Effectively Participate in Range of Conversations SL2: Integrate Information from Diverse Media and Formats SL3: Evaluate Point of View/Use of Evidence											

Reading Foundational Skills: Grades K-5

(K-4) Elementary School Learning Targets	(Grade 5) Middle School Learning Targets
Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.	Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.
Use self-selected print/non-print texts and self-monitoring strategies and tools to: <ul style="list-style-type: none"> • Comprehend texts and enjoy reading; • Explore and improve written and oral communication. 	Use self-selected print/non-print texts, self-monitoring strategies and tools, and goal setting to: <ul style="list-style-type: none"> • Comprehend, sustain, and enjoy reading; • Improve and expand written and oral communication.

Print Concepts

RF1: Recognizing Characteristics of Printed Material	
LAFS.K.RI.2.AP.5a	Distinguish the front of a book from the back of a book.
LAFS.K.RI.2.AP.5b	Identify the title of an informational text on the title page.
LAFS.K.RI.2.AP.5c	Identify the title of a story or poem on the title page.
LAFS.K.RF.1.AP.1a	During shared reading activities, indicate need to turn the page for continued reading.
LAFS.K.RF.1.AP.1b	During shared reading activities, text point: from top to bottom of page, from left to right or to match a spoken “orally read” word to a written word.
LAFS.K.RF.1.AP.1f	Identify familiar written words when spoken (e.g., show me the word “Tony”).
LAFS.K.RF.2.AP.2a	Identify familiar written words when spoken.
KLAFS.K.RF.1.AP.1c	Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.
LAFS.K.RF.1.AP.1d	Recognize that words are separated by spaces in print.
LAFS.K.RF.1.AP.1g	Identify or name uppercase letters of the alphabet.
LAFS.K.RF.1.AP.1h	Identify or name lowercase letters of the alphabet.
LAFS.1.RF.1.AP.1a	Recognize the distinguishing features of a sentence (e.g., ending punctuation).
LAFS.1.RF.1.AP.1b	Recognize the distinguishing features of a sentence (e.g., first word, capitalization).

Reading Foundational Skills: Grades K-5

(K-4) Elementary School Learning Targets	(Grade 5) Middle School Learning Targets
Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.	Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.
Use self-selected print/non-print texts and self-monitoring strategies and tools to: <ul style="list-style-type: none"> • Comprehend texts and enjoy reading; • Explore and improve written and oral communication. 	Use self-selected print/non-print texts, self-monitoring strategies and tools, and goal setting to: <ul style="list-style-type: none"> • Comprehend, sustain, and enjoy reading; • Improve and expand written and oral communication.

Phonological Awareness

RF2: Demonstrating Phonological Awareness	
LAFS.K.RF.2.AP.2b	Recognize rhyming words.
LAFS.K.RF.2.AP.2c	Produce rhyming words.
LAFS.K.RF.2.AP.2d	Count syllables in spoken words.
LAFS.K.RF.2.AP.2e	Blend and segment syllables in spoken words.
LAFS.K.RF.2.AP.2f	Blend and segment onsets and rimes of single-syllable spoken words.
LAFS.K.RF.2.AP.2g	Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).
LAFS.K.RF.2.AP.2h	Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).
LAFS.K.RF.2.AP.2i	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
LAFS.1.RF.2.AP.2b	Produce single-syllable words by blending the individual sounds (phonemes) together, including consonant blends.
LAFS.1.RF.2.AP.2c	Isolate and/or produce initial sound in consonant-vowel-consonant (CVC) words.
LAFS.1.RF.2.AP.2e	Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.
LAFS.1.RF.2.AP.2d	Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.
LAFS.1.RF.2.AP.2f	Orally produce the complete sequence of individual sounds (phonemes) in single-syllable words.
LAFS.1.RF.2.AP.2a	Identify long or short vowel sounds in spoken single-syllable words.

Reading Foundational Skills: Grades K-5

Elementary School Learning Targets	(Grade 5) Middle School Learning Targets
Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.	Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.
Use self-selected print/non-print texts and self-monitoring strategies and tools to: <ul style="list-style-type: none"> • Comprehend texts and enjoy reading; • Explore and improve written and oral communication. 	Use self-selected print/non-print texts, self-monitoring strategies and tools, and goal setting to: <ul style="list-style-type: none"> • Comprehend, sustain, and enjoy reading; • Improve and expand written and oral communication.

Phonics and Word Recognition

RF3: Applying Phonics and Word Recognition

LAFS.K.RF.3.AP.3a	Recognize the sound(s) for each letter.
LAFS.K.RF.3.AP.3b	Produce the sound(s) for each letter.
LAFS.K.RF.3.AP.3c	Identify words with long and short vowel sounds for the five major vowel sounds.
LAFS.K.RF.3.AP.3d	Identify the sound that differs between two similarly spelled words (e.g., sit, hit).
LAFS.K.RF.3.AP.3e	Read common kindergarten high-frequency words by sight.
LAFS.1.RF.3.AP.3a	Identify common consonant digraphs using their sound correspondence (e.g., write/state/select “ch” when sounded out).
LAFS.1.RF.3.AP.3b	Decode regularly spelled consonant-vowel-consonant (CVC), CV and VC words.
LAFS.1.RF.3.AP.3c	Recognize silent e as the reason the vowel sound is a long vowel sound in a word.
LAFS.1.RF.3.AP.3f	Read or identify frequently occurring words with inflectional endings.
LAFS.1.RF.3.AP.3g	Recognize and pronounce grade-appropriate irregularly spelled words.
LAFS.2.RF.3.AP.3a	Identify long and short vowels in regularly spelled one-syllable words.
LAFS.2.RF.3.AP.3b	Decode regularly spelled one-syllable words with long vowels.
LAFS.2.RF.3.AP.3c	Decode regularly spelled two-syllable words with long vowels.
LAFS.2.RF.3.AP.3d	Decode words with common prefixes and suffixes.
LAFS.2.RF.3.AP.3f	Recognize and/or read grade-appropriate irregularly spelled words.
LAFS.2.RF.3.AP.3e	Identify words with inconsistent but common spelling-sound correspondences.
LAFS.3.RF.3.AP.3c	Decode multi-syllable words.
LAFS.3.RF.3.AP.3d	Recognize and/or read grade-appropriate irregularly spelled words.
LAFS.4.RF.3.AP.3a	Recognize and accurately use letter-sound correspondences, syllabication patterns and morphology (e.g., affixes) to identify and/or read multisyllabic words.
LAFS.4.RF.3.AP.3b	Identify grade-level words with accuracy and on successive attempts.
LAFS.5.RF.3.AP.3b	Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.

Reading Foundational Skills: K-Middle School

(K-4) Elementary School Learning Targets	(Grade 5-6) Middle School Learning Targets
Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.	Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.
Use self-selected print/non-print texts and self-monitoring strategies and tools to: <ul style="list-style-type: none"> • Comprehend texts and enjoy reading; • Explore and improve written and oral communication. 	Use self-selected print/non-print texts, self-monitoring strategies and tools, and goal setting to: <ul style="list-style-type: none"> • Comprehend, sustain, and enjoy reading; • Improve and expand written and oral communication.

Fluency

RF4: Reading with Fluency

LAFS.K.RF.4.AP.4a	Participate in reading emergent-reader texts.
LAFS.1.RF.4.AP.4c	Read grade-level text with accuracy, appropriate rate and expression (when applicable) on successive readings.
LAFS.1.RF.4.AP.4a	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
LAFS.2.RF.4.AP.4c	Read grade-level text with accuracy, appropriate rate and expression (when applicable) on successive readings.
LAFS.2.RF.4.AP.4d	Use context to confirm or self-correct word recognition.
LAFS.2.RF.4.AP.4a	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
LAFS.3.RF.4.AP.4c	Read text (including prose and poetry) with accuracy, appropriate rate and expression (when applicable) on successive readings.
LAFS.3.RF.4.AP.4d	Use context to confirm or self-correct word recognition.
LAFS.3.RF.4.AP.4a	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
LAFS.4.RF.4.AP.4b	Read text (including prose and poetry) with accuracy, appropriate rate and expression (when applicable) on successive readings.
LAFS.4.RF.4.AP.4c	Use context to confirm or self-correct word recognition.
LAFS.4.RF.4.AP.4a	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
LAFS.5.RF.4.AP.4a	Use context to confirm or self-correct word recognition.

Speaking and Listening: Grades K-12

(K-4) Elementary School Learning Targets	(5-8) Middle School Learning Targets	(9-12) High School Learning Targets
Use self-selected print/non-print texts and self-monitoring strategies and tools to: <ul style="list-style-type: none"> Comprehend texts and enjoy reading; Explore and improve written and oral communication. 	Use self-selected print/non-print texts, self-monitoring strategies and tools, and goal setting to: <ul style="list-style-type: none"> Comprehend, sustain, and enjoy reading; Improve and expand written and oral communication. 	Use self-selected print/non-print texts and self-monitoring strategies and tools to: <ul style="list-style-type: none"> Expand personal and academic knowledge; Reflect on perspectives of self, others, and the world through oral and written communication.
Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.	Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.	Read a range of text genres of increasing complexity with accuracy, fluency, and comprehension: Expand conceptual understanding and breadth of vocabulary use to multiple contexts (literary, historical, technical, political, cultural, social); apply content knowledge, use of resources, and word analysis skills to interpret and evaluate the intent and impact of authors' word choice(s).

Comprehension and Collaboration

SL1: Effectively Participate in Range of Conversations	
LAFS.K.SL.1.AP.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
LAFS.K.SL.2.AP.6a	Orally share information from a selected permanent product or a favorite text.
LAFS.K.SL.1.AP.3a	Ask and answer questions in order to seek help, get information or clarify something that is not understood.
LAFS.1.SL.1.AP.3a	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.
LAFS.1.SL.1.AP.3b	Answer questions about what a speaker says.
LAFS.1.SL.1.AP.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LAFS.1.SL.1.AP.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LAFS.1.SL.2.AP.6a	Engage in small or large group discussions by sharing one's own writing.
LAFS.1.SL.2.AP.4a	Retell a text, including key details.
LAFS.1.RL.1.AP.2a	Retell a favorite text, including key details.
LAFS.2.SL.1.AP.3a	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.
LAFS.2.SL.1.AP.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).
LAFS.2.SL.1.AP.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
LAFS.2.SL.2.AP.4a	Engage in small or large group discussions by sharing one's own writing.
LAFS.3.SL.1.AP.1a	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
LAFS.3.SL.1.AP.1b	Ask questions to check understanding of information presented in collaborative discussions.
LAFS.3.SL.1.AP.1c	Link personal ideas and comments to the ideas shared by others in collaborative discussions.
LAFS.3.SL.1.AP.1d	Express ideas and understanding in light of collaborative discussions.
LAFS.4.SL.1.AP.1a	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
LAFS.4.SL.1.AP.1b	Ask questions to check understanding of information presented in collaborative discussions.
LAFS.4.SL.1.AP.1c	Make appropriate comments that contribute to a collaborative discussion.

LAFS.4.SL.1.AP.1d	Review the key ideas expressed within a collaborative discussion.
LAFS.4.SL.1.AP.2a	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
LAFS.5.SL.1.AP.1a	Make appropriate comments that contribute to a collaborative discussion.
LAFS.5.SL.1.AP.1c	Review and respond to the key ideas expressed within a collaborative discussion.
LAFS.6.SL.1.AP.1a	Make appropriate comments that contribute to a collaborative discussion.
LAFS.6.SL.1.AP.1b	Review the key ideas expressed within a collaborative discussion.
LAFS.8.SL.1.AP.1a	Use information and feedback to refine understanding.
LAFS.8.SL.1.AP.1b	Use information and feedback to clarify meaning for readers.
LAFS.9-10.SL.1.AP.1a	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
LAFS.9-10.SL.1.AP.1b	Summarize points of agreement and disagreement within a discussion on a given topic or text.
LAFS.9-10.SL.1.AP.1c	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
LAFS.9-10.SL.1.AP.1d	Work with peers to set rules for collegial discussions and decision making.
LAFS.9-10.SL.1.AP.1e	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
LAFS.9-10.SL.1.AP.1f	Engage appropriately in discussion with others who have a diverse or divergent perspective.
LAFS.11-12.SL.1.AP.1a	Consider a full range of ideas or positions on a given topic or text when presented in a discussion.
LAFS.11-12.SL.1.AP.1b	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
LAFS.11-12.SL.1.AP.1c	Summarize points of agreement and disagreement within a discussion on a given topic or text.
LAFS.11-12.SL.1.AP.1d	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
LAFS.11-12.SL.1.AP.1e	Work with peers to promote democratic discussions.
LAFS.11-12.SL.1.AP.1f	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
LAFS.11-12.SL.1.AP.1g	Engage appropriately in discussion with others who have a diverse or divergent perspectives.

SL2: Integrate Information from Diverse Media and Formats

LAFS.K.SL.1.AP.2a	With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.
LAFS.K.SL.1.AP.2b	Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.
LAFS.1.SL.1.AP.2a	Engage in small or large group discussion of texts or topics presented orally or through other media.
LAFS.2.SL.1.AP.2a	Engage in small or large group discussion of texts presented orally or through other media.
LAFS.4.SL.1.AP.2a	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
LAFS.5.RL.2.AP.6a	Describe a narrator's or speaker's point of view.
LAFS.5.SL.1.AP.2a	Determine the narrative point of view of a text read, read aloud or viewed.
LAFS.7.SL.1.AP.2a	Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.
LAFS.7.SL.1.AP.2b	Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text or issue under study.
LAFS.8.SL.1.AP.2a	Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).
LAFS.8.SL.1.AP.2b	Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).
LAFS.9-10.SL.1.AP.2a	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.
LAFS.11-12.SL.1.AP.2a	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

SL3: Evaluate Point of View/Use of Evidence

LAFS.3.SL.1.AP.3a	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LAFS.4.SL.1.AP.3a	Identify the reasons and evidence a speaker provides to support particular points.
LAFS.5.RI.3.AP.8c	Identify the author's stated thesis/claim/opinion.
LAFS.5.SL.1.AP.3b	Identify a speaker's points or claims.
LAFS.5.SL.1.AP.3a	Summarize the points a speaker makes.
LAFS.5.SL.1.AP.3c	Identify reasons and evidence that a speaker provides to support points or claims.
LAFS.5.RI.3.AP.8b	Identify reasons and evidence that support an author's point(s) in a text.
LAFS.7.SL.1.AP.3a	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
LAFS.8.SL.1.AP.3a	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
LAFS.8.SL.1.AP.3b	Identify when irrelevant evidence is introduced within an argument.