

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