

Kindergarten

Oral Skills	
Arizona's English Language Proficiency Standards: Reading Foundational Skills	Arizona's English Language Arts Standards Reading Standards: Foundational Skills
1. Phonological Awareness <ul style="list-style-type: none"> a. Produce all individual phonemes in words using accurate articulation. b. Produce initial and final sounds of words using accurate articulation. c. Identify the initial and final sounds (not letters) of a spoken word. d. Produce rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation. e. Identify rhyming words in response to an oral prompt. f. Segment one-syllable words into its phonemes. g. Blend two or three spoken syllables to produce words. h. Produce and blend the initial, medial, and final sounds of CVC words using accurate articulation and pronunciation. i. Blend two or three spoken syllables to produce words. j. Discriminate between initial, medial, and final spoken sounds within a word. k. Produce and blend the initial, medial, and final sounds of grade-appropriate words using accurate articulation and pronunciation. l. Produce new words when initial sound(s), including diagraphs, are changed (i.e., word families). m. Orally form words by substituting simple onsets (/c/) with given rimes (/at/). 	Phonological Awareness <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Identify and produce sounds (phonemes) in a spoken word. b. Recognize and produce rhyming words. c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/). d. Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. (*This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/. <p>Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.</p>
Print Skills	
Arizona's English Language Proficiency Standards: Reading Foundational Skills	Arizona's English Language Arts Standards Reading Standards: Foundational Skills
1. Print Concepts <ul style="list-style-type: none"> a. Demonstrate the command of left to right, top to bottom directionality, and return sweep when "reading" books. b. Recognize that words are represented by a sequence of letters. c. Demonstrate the one-to-one correlation between a spoken word and a printed word. d. Recognize that sentences are made up of separate words. 	Print Concepts <p>K.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> 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. Identify that a sentence is made up of a group of words.

<ul style="list-style-type: none"> e. Recognize the difference between a letter and a printed word. f. Understand that words are separated by spaces in print. g. Name all upper and lower case letters of the alphabet with different fonts out of sequence. h. Produce letter sounds represented by the single lettered consonants and vowels. <p>2. Phonics and Word Recognition</p> <ul style="list-style-type: none"> a. Decode common CVC words. b. Decode a new word when a specific letter is changed, added, or removed. <p>3. Fluency</p> <ul style="list-style-type: none"> a. Read high frequency words with automaticity in context. b. Read emergent-reader texts with purpose and understanding. 	<ul style="list-style-type: none"> d. Recognize the difference between a letter and a printed word. e. Understand that words are separated by spaces in print. f. Recognize and name all upper and lowercase letters of the alphabet. <p>Phonics and Word Recognition</p> <p>K.RF.3 Know and apply phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels. b. Decode regularly spelled closed-syllable words. c. Read 50 common high-frequency words by sight from a research-based word list. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>Fluency</p> <p>K.RF.4 Read emergent-reader texts with purpose and understanding.</p>
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Grade 1

Oral Skills	
Arizona's English Language Proficiency Standards: Reading Foundational Skills	Arizona's English Language Arts Standards Reading Standards: Foundational Skills
1. Phonological Awareness <ul style="list-style-type: none"> a. Distinguish between phonemes in the initial, medial, and final positions of words, phrases, and sentences. b. Articulate the 44 phonemes accurately. c. Independently recite familiar rhymes, songs, chants and text with accurate pronunciation. d. Distinguish between initial, medial, and final spoken sounds to produce words. e. Orally produce groups of words that begin with the same initial sounds (alliteration). f. Distinguish between long and short vowel sounds in orally stated single-syllable words. g. Identify and generate a series of single syllable rhyming words with a variety of phonograms. h. Segment multi-syllable words into syllables. i. Blend syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs. j. Form words by blending spoken simple onsets (/c/) and rimes (/at/). k. Recognize and produce a new word when a phoneme is changed, added, or removed. 	Phonological Awareness <p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> 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 one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/). e. Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain) and consonant blends (e.g., /bl/, /st/, /tr/). <p>Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.</p>
Print Skills	
Arizona's English Language Proficiency Standards: Reading Foundational Skills	Arizona's English Language Arts Standards Reading Standards: Foundational Skills
2. Print Concepts <ul style="list-style-type: none"> a. Demonstrate understanding of the organization and basic features of print. b. Track text left to right and top to bottom with return sweep. c. Track written words with one to one correlation. d. Distinguish between upper and lower case letters. e. Distinguish between letters, words, sentences, and paragraphs. f. Distinguish letters from numbers and symbols. 	Print Concepts <p>1.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation). <p>Phonics and Word Recognition</p>

<p>g. Name all upper and lower case letters of the alphabet out of sequence with different fonts.</p> <p>h. Recognize the distinguishing features of a sentence.</p> <p>i. Identify capitalization and ending punctuation.</p> <p>j. Locate and identify the title, author, illustrator, title page, and table of contents of a book.</p> <p>3. Phonics and Word Recognition (Decoding)</p> <p>a. Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>b. Read letter sounds represented by the single-letter consonants and vowel graphemes, and common consonant digraphs.</p> <p>c. Decode and blend regularly spelled one-syllable words with common letter-sound correspondence, including</p> <p>d. single letters,</p> <p>e. consonant blends,</p> <p>f. consonant/vowel digraphs (th, sh, ck) -diphthongs (ea, ie, ee)</p> <p>g. r-controlled vowels.</p> <p>h. Decode and blend a new word when a specific grapheme is changed, added, or removed.</p> <p>i. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>j. Decode and blend regularly spelled syllables with short and long vowel patterns (ex: CVC, CVCE, CCVC)</p> <p>k. Decode and blend common inflectional endings in words (-s, -ed, -ing)</p> <p>l. Use word order and context to confirm decoding of text.</p> <p>4. Fluency</p> <p>a. Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Use punctuation to guide reading fluency, including the use of:</p> <ul style="list-style-type: none"> • periods • question marks • exclamation points • commas • apostrophes • quotation marks 	<p>1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>d. Recognize and apply all six syllable types when decoding grade level texts.</p> <p>e. Read words with inflectional endings.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Fluency</p> <p>1.RF.4 Read with sufficient accuracy and fluency to support comprehension.</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>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
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c. Read grade-appropriate high frequency words and irregular sight words fluently.	
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Grades 2-3

Oral Skills	
Arizona's English Language Proficiency Standards: Reading Foundational Skills	Arizona's English Language Arts Standards Reading Standards: Foundational Skills
1. Phonological Awareness <ul style="list-style-type: none"> a. Distinguish between phonemes in the initial, medial, and final positions of words, phrases, and sentences. b. Articulate the 44 phonemes accurately c. Independently recite familiar rhymes, songs, chants and text with accurate pronunciation. d. Distinguish between initial, medial, and final spoken sounds to produce words. e. Orally produce groups of words that begin with the same initial sounds (alliteration). f. Distinguish between long and short vowel sounds in orally stated single-syllable words. g. Identify and generate a series of single syllable rhyming words with a variety of phonograms. h. Segment multi-syllable words into syllables. i. Blend syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs. j. Form words by blending spoken simple onsets (/c/) and rimes (/at/). k. Recognize and produce a new word when a phoneme is changed, added, or removed. 	Phonological Awareness <ul style="list-style-type: none"> 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words. <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Identify and apply all six syllable types to decode appropriate grade-level text. 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.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Apply knowledge of the six syllable types to read grade-level words accurately. d. Read grade-level appropriate irregularly spelled words.

Print Skills

Arizona's English Language Proficiency Standards: Reading Foundational Skills	Arizona's English Language Arts Standards Reading Standards: Foundational Skills
<p>2. Print Concepts</p> <ul style="list-style-type: none"> a. Demonstrate understanding of the organization and basic features of print. b. Track text left to right and top to bottom with return sweep. c. Track written words with one to one correlation. d. Distinguish between upper and lower case letters. e. Distinguish between letters, words, sentences, and paragraphs. f. Distinguish letters from numbers and symbols. g. Name all upper and lower case letters of the alphabet out of sequence with different fonts. h. Recognize the distinguishing features of a sentence. i. Identify capitalization and ending punctuation. j. Locate and identify the title, author, illustrator, title page, and table of contents of a book. <p>3. Phonics and Word Recognition (Decoding)</p> <ul style="list-style-type: none"> a. Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. b. Read letter sounds represented by the single-letter consonants and vowel graphemes, and common consonant digraphs. c. Decode and blend regularly spelled one-syllable words with common letter-sound correspondence, including <ul style="list-style-type: none"> • single letters, • consonant blends, • consonant/vowel digraphs (th, sh, ck) -diphthongs (ea, ie, ee) • r-controlled vowels. d. Decode and blend a new word when a specific grapheme is changed, added, or removed. 	<p>Print Concepts</p> <p>*Arizona's ELA Standards: Reading Standards Foundational Skills does not address Print Concepts at grades 2 or 3.</p> <p>Phonics and Word Recognition</p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Identify and apply all six syllable types to decode appropriate grade-level text. 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. <p>3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.</p> <ul style="list-style-type: none"> e. Identify and know the meaning of the most common prefixes and derivational suffixes. f. Decode words with common Latin suffixes. g. Apply knowledge of the six syllable types to read grade-level words accurately. h. Read grade-level appropriate irregularly spelled words.

<p>e. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>f. Decode and blend regularly spelled syllables with short and long vowel patterns (ex: CVC, CVCE, CCVC).</p> <p>g. Decode and blend common inflectional endings in words (-s, -ed, -ing).</p> <p>h. Use word order and context to confirm decoding of text.</p> <p>4. Fluency</p> <p>a. Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Use punctuation to guide reading fluency, including the use of:</p> <ul style="list-style-type: none"> • periods • question marks • exclamation points • commas • apostrophes • quotation marks <p>c. Read grade-appropriate high frequency words and irregular sight words fluently.</p>	<p>Fluency</p> <p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension.</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>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
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Grades 4-5

Considerations for Foundational Literacy Skills Instruction Based on Student Language and Literacy Characteristics	
No or little spoken English proficiency: Students will need instruction in recognizing and distinguishing the sounds of English (e.g., vowels, consonants, consonant blends, syllable structures).	
Spoken English proficiency: Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	
Oral Skills	
Arizona's English Language Proficiency Standards: Reading Foundational Skills	Arizona's English Language Arts Standards Reading Standards: Foundational Skills
1. Phonological Awareness <ol style="list-style-type: none"> Distinguish between phonemes in the initial, medial, and final positions of words. Produce the 44 phonemes with verbal modeling and visual cues. Orally produce the initial and final sounds (not the letter) of a spoken word. Identify short vowel sounds in orally stated single-syllable words. (e.g., hen, hat, mad, etc.) Identify long vowel sounds in orally stated single-syllable words. (e.g., kite, made, cake, etc.) Segment sentences into words. Segment multi-syllabic words into syllables. (/but/ter/fly/) Blend spoken simple onsets and rimes to form real words (onset /c/ and rime /at/). Blend spoken phonemes to form two letter words (/i/t/, /a/t/, /m/e/). Recognize the new spoken word when a specified phoneme is added, changed or removed. Distinguish spoken rhyming words from non-rhyming words. (e.g., run, sun versus run, man, etc.) 	<p>*Arizona's ELA Standards: Reading Standards Foundational Skills does not address Phonological Awareness at grades 4 or 5.</p>

Considerations for Foundational Literacy Skills Instruction Based on Student Language and Literacy Characteristics	
No or little native language literacy: Students will need instruction in print concepts.	
Some foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian): Students will be familiar with print concepts and will need instruction in learning the Latin alphabet for English, and sentence structure (e.g., subject-verb- object vs. subject-object-verb word order).	
Some foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish): Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	
Print Skills	
Arizona’s English Language Proficiency Standards: Reading Foundational Skills	Arizona’s English Language Arts Standards Reading Standards: Foundational Skills
<p>2. Print Concepts:</p> <ul style="list-style-type: none"> a. Demonstrate the command of left to right, top to bottom directionality, and return sweep when handling reading materials. b. Track the one to one correlation between spoken and printed word. c. Identify letters, words and sentences and their distinguishing features (e.g. capitalization, ending punctuation, etc.). d. Locate organizational features of a book (e.g., title, author, and table of contents) with instructional support. <p>3. Phonics and Word Recognition (Decoding):</p> <ul style="list-style-type: none"> a. Recognize and naming upper and lower case letters of the alphabet b. Produce sounds represented by the single-lettered consonant and vowel graphemes. c. Read regularly spelled one and two-syllable words and compound words including consonant blends. (bl, st, and tr) d. Read one and two-syllable words using letter-sound knowledge. e. Identify base words (walk, clean, dress) that have been modified by inflectional endings. f. Identify inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech). 	<p>Print Concepts</p> <p>*Arizona’s ELA Standards: Reading Standards Foundational Skills does not address Print Concepts at grades 4 or 5.</p> <p>Phonics and Word Recognition</p> <p>4.RF.3 Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately. b. Apply knowledge of the six syllable patterns to read grade level words accurately. c. Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately. <p>5.RF.3 Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words. b. Apply knowledge of the six syllable patterns to read grade level words accurately.

<p>g. Repeat and read given words with common prefixes, suffixes and roots including the endings -tion, -sion.</p> <p>4. Fluency:</p> <p>a. Read high frequency words, sight words, sentences and short passages from familiar patterned text (e.g. poems and chants, etc.) with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)</p>	<p>c. Use combined knowledge of morphology to read grade level words accurately.</p> <p>d. Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.</p> <p>Fluency</p> <p>4.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>5.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
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Grades 6-8

Considerations for Foundational Literacy Skills Instruction Based on Student Language and Literacy Characteristics	
No or little spoken English proficiency: Students will need instruction in recognizing and distinguishing the sounds of English (e.g., vowels, consonants, consonant blends, syllable structures).	
Spoken English proficiency: Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	
Oral Skills	
Arizona's English Language Proficiency Standards: Reading Foundational Skills	Arizona's English Language Arts Standards Reading Standards: Foundational Skills
1. Phonological Awareness <ol style="list-style-type: none"> Distinguish between phonemes in the initial, medial, and final positions of words. Produce the 44 phonemes with verbal modeling and visual cues. Orally produce groups of words that begin with the same initial sound (alliteration). Orally produce the initial and final sounds (not the letter) of a spoken word. Identify short vowel sounds in orally stated single-syllable words. (e.g., hen, hat, mad, etc.) Identify long vowel sounds in orally stated single-syllable words. (e.g., kite, made, cake, etc.) Segment sentences into words. Segment multi-syllabic words into syllables. (/but/ter/fly/) Blend spoken simple onsets and rimes to form real words (onset /c/ and rime /at/). Blend spoken phonemes to form two letter words (/i/t/, /a/t/, /m/e/). Recognize the new spoken word when a specified phoneme is added, changed or removed. Distinguish spoken rhyming words from non-rhyming words. (e.g., run, sun versus run, man, etc.) Distinguish between phonemes in the initial, medial, and final positions of words, phrases and sentences. 	<p>*Arizona's State Standards for ELA do not include Reading Standards: Foundational Skills for grades 6-8.</p>

- a. Produce beginning, middle and final sounds in a word (e.g., chair/share, sit/seat, walk/ walked) [-ed: /t/, /d/, /ed/, etc.).
- b. Produce multi-syllabic words including those with common affixes with accurate pronunciation and stress (e.g., con-di-tion, re-pro-duce, un-pro-duc-tive, re-la-tion-ship, etc.).
- c. Produce sentences with accurate pronunciation, intonation, and stress.
- d. Identify and manipulate initial and final sounds to make new words. (e.g., rat to fat, fit to fig, etc.)
- e. Identify and manipulate initial, final and medial sounds in single-syllable words.
- f. Orally produce new words by manipulating initial, final and medial sounds in single-syllable words.
- g. Distinguish between long and short vowel sounds in orally stated single-syllable words (e.g., bit-bite, etc.)
- h. Segment one-syllable words into its phonemes. (dog = /d/.../o/.../g/)
- i. Segment phonemes contained in consonant blends. (splat=/s/p/l/a/t/)
- j. Segment syllables in multi-syllabic words.
- k. Select rhyming words in response to an oral prompt. (What rhymes with hat? –bat, sad, cat)
- l. Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (/f/i/n/d/=find; /fl/a/t/=flat).
- m. Blend isolated phonemes to form multi-syllabic words, using r-controlled vowel sounds, digraphs, and diphthongs (/t/.../i/.../g/.../er/ makes tiger).
- n. Blend spoken phonemes to form a single-syllable word (/m/.../a/.../n/... makes man).
- o. Orally produce rhyming words in response to given words. (Cat rhymes with... hat.)
- p. Generate a series of rhyming words.

Considerations for Foundational Literacy Skills Instruction Based on Student Language and Literacy Characteristics	
No or little native language literacy: Students will need instruction in print concepts.	
Some foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian): Students will be familiar with print concepts and will need instruction in learning the Latin alphabet for English, and sentence structure (e.g., subject-verb- object vs. subject-object-verb word order).	
Some foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish): Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	
Print Skills	
Arizona's English Language Proficiency Standards: Reading Foundational Skills	Arizona's English Language Arts Standards Reading Standards: Foundational Skills
<p>2. Print Concepts</p> <ul style="list-style-type: none"> a. Demonstrate left to right, top to bottom directionality and return sweep, holding a book right side up and turning pages in the correct direction. b. Demonstrate the one to one correlation between spoken and printed word. c. Identify and Distinguish between printed letters (upper and lower case) and words. d. Identify letters, words, and sentences and their distinguishing features (e.g., capitalization, internal and ending punctuation). e. Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences). f. Identify organizational features of a book (e.g., title, author, and table of contents) g. Alphabetize a series of words. h. Produce letter sounds represented by the single lettered consonants and vowels graphemes to decode common CVC words. <p>3. Phonics and Word Recognition (Decoding):</p> <ul style="list-style-type: none"> a. Decode regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels. 	<p>*Arizona's State Standards for ELA do not include Reading Standards: Foundational Skills for grades 6-8.</p>

<ul style="list-style-type: none"> b. Apply knowledge of spelling pattern exceptions. c. Read a newly created word when a specific letter or grapheme is changed, added, or removed in the initial, medial, or final position d. Read one-syllable words, using letter-sound knowledge. e. Apply knowledge of basic syllabication rules when decoding two- or three-syllable, compound, unfamiliar words. f. Apply knowledge of affixes to base words in context. g. Read high frequency words h. Read contractions i. Apply knowledge of word order (syntax) to confirm decoding of text. j. Read aloud passages from unfamiliar text, observing phrasing, punctuation and expression. k. Demonstrate the one to one correlation between spoken and printed word. l. Produce letter sounds represented by the single lettered consonants and vowels graphemes to decode common CVC words. m. Decode regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels. n. Apply knowledge of spelling pattern exceptions. o. Read a newly created word when a specific letter or grapheme is changed, added, or removed in the initial, medial, or final position p. Apply knowledge of basic syllabication rules when decoding two- or three-syllable, compound, unfamiliar words. q. Apply knowledge of affixes to base words in context. <p>4. Fluency:</p> <ul style="list-style-type: none"> a. Read high frequency words b. Read contractions c. Apply knowledge of word order (syntax) to confirm decoding of text. d. Read aloud passages from unfamiliar content area text, observing phrasing, punctuation and expression. 	
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Grades 9-12

Considerations for Foundational Literacy Skills Instruction Based on Student Language and Literacy Characteristics	
No or little spoken English proficiency: Students will need instruction in recognizing and distinguishing the sounds of English (e.g., vowels, consonants, consonant blends, syllable structures).	
Spoken English proficiency: Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	
Oral Skills	
Arizona's English Language Proficiency Standards: Reading Foundational Skills	Arizona's English Language Arts Standards Reading Standards: Foundational Skills
1. Phonological Awareness <ol style="list-style-type: none"> Distinguish between phonemes in the initial, medial, and final positions of words. Produce the 44 phonemes with verbal modeling and visual cues. Orally produce groups of words that begin with the same initial sound (alliteration). Orally produce the initial and final sounds (not the letter) of a spoken word. Identify short vowel sounds in orally stated single-syllable words. (e.g., hen, hat, mad, etc.) Identify long vowel sounds in orally stated single-syllable words. (e.g., kite, made, cake, etc.) Segment sentences into words. Segment multi-syllabic words into syllables. (/but/ter/fly/) Blend spoken simple onsets and rimes to form real words (onset /c/ and rime /at/). Blend spoken phonemes to form two letter words (/i/t/, /a/t/, /m/e/). Recognize the new spoken word when a specified phoneme is added, changed or removed. Distinguishing spoken rhyming words from non-rhyming words. (e.g., run, sun versus run, man, etc.) Distinguish between phonemes in the initial, medial, and final positions of words, phrases and sentences. 	<p>*Arizona's State Standards for ELA do not include Reading Standards: Foundational Skills for grades 9-12.</p>

- n. Produce beginning, middle and final sounds in a word (e.g., chair/share, sit/seat, walk/ walked) [-ed: /t/, /d/, /ed/, etc.).
- a. Produce multi-syllabic words including those with common affixes with accurate pronunciation and stress (e.g., con-di-tion, re-pro-duce, un-pro-duc-tive, re-la-tion-ship, etc.).
- b. Produce sentences with accurate pronunciation, intonation, and stress.
- c. Identify and manipulate initial and final sounds to make new words. (e.g., rat to fat, fit to fig, etc.)
- d. Identify and manipulate initial, final and medial sounds in single-syllable words.
- e. Orally produce new words by manipulating initial, final and medial sounds in single-syllable words.
- f. Distinguish between long and short vowel sounds in orally stated single-syllable words (e.g., bit-bite, etc.)
- g. Segment one-syllable words into its phonemes. (dog = /d/.../o/.../g/)
- h. Segment phonemes contained in consonant blends. (splat=/s/p/l/a/t/)
- i. Segment syllables in multi-syllabic words.
- j. Select rhyming words in response to an oral prompt. (What rhymes with hat? –bat, sad, cat)
- k. Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (/f/i/n/d/=find; /fl/a/t/=flat).
- l. Blend isolated phonemes to form multi-syllabic words, using r-controlled vowel sounds, digraphs, and diphthongs (/t/.../i/.../g/.../er/ makes tiger).
- m. Blend spoken phonemes to form a single-syllable word (/m/.../a/.../n/... makes man).
- n. Orally produce rhyming words in response to given words. (Cat rhymes with... hat.)
- o. Generate a series of rhyming words.

Considerations for Foundational Literacy Skills Instruction Based on Student Language and Literacy Characteristics	
No or little native language literacy: Students will need instruction in print concepts.	
Some foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian): Students will be familiar with print concepts and will need instruction in learning the Latin alphabet for English, and sentence structure (e.g., subject-verb- object vs. subject-object-verb word order).	
Some foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish): Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	
Print Skills	
Arizona’s English Language Proficiency Standards: Reading Foundational Skills	Arizona’s English Language Arts Standards Reading Standards: Foundational Skills
<p>2. Print Concepts</p> <ul style="list-style-type: none"> a. Demonstrate the one-to-one correlation between a spoken word and a printed word. b. Distinguish between printed words, sentences, and paragraphs. c. Recognize print conventions (e.g. <i>punctuation, upper and lower case letters</i>). d. Locate and apply specific information by using the organizational features of a book/resource (e.g <i>title, author, table of contents, index, glossary</i>). e. Alphabetize a series of words. <p>3. Phonics and Word Recognition (Decoding)</p> <ul style="list-style-type: none"> a. Produce a new word when a specific grapheme is changed, added, or removed. b. Read complex word families (e.g., -ight, -ought, etc.) c. Read regularly spelled two-syllable and multi-syllabic words including consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels. d. Apply knowledge of spelling pattern exceptions. e. Apply knowledge of syllabication rules when decoding unfamiliar words in context. f. Read words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings. 	<p>*Arizona’s State Standards for ELA do not include Reading Standards: Foundational Skills for grades 9-12.</p>

4. Fluency:

- a. Read high frequency words.
- b. Read aloud passages from familiar or unfamiliar cumulative or content area text (e.g. The House that Jack Built) with fluency. (i.e., accuracy, appropriate phrasing, attention to punctuation, and expression).