

## Appendix: Grades 6-12 Reading Foundational Skills

Considerations for Foundational Literacy Skills Instruction Based on Student Language and Literacy Characteristics	
<b>No or little spoken English proficiency:</b> Students will need instruction in recognizing and distinguishing the sounds of English (e.g., vowels, consonants, consonant blends, syllable structures).	
<b>Spoken English proficiency:</b> 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
<p>1. <b>Phonological Awareness</b></p> <ol style="list-style-type: none"> <li>Identify phonemes in the initial, medial, and final positions of single-syllable words or individual syllables.</li> <li>Orally produce the 44 phonemes represented in words.</li> <li>Identify short vowel sounds in orally stated single-syllable words or individual syllables (e.g., hen, hat, -ness, etc.).</li> <li>Identify long vowel sounds in orally stated single-syllable words or individual syllables (e.g., kite, made, cake, pre-, etc.).</li> <li>Segment sentences into words.</li> <li>Segment multi-syllabic words into syllables (e.g., but/ter/fly).</li> <li>Segment single syllables into its phonemes (e.g., splat – /s/ /p/ /l/ /a/ /t/).</li> <li>Blend spoken phonemes, including r-controlled vowel sounds, digraphs, and diphthongs, to form a single-syllable word (e.g., /th/ /i/ /s/ says this).</li> <li>Distinguish between long and short vowel sounds in orally stated single-syllable words (e.g., bit-bite, etc.).</li> <li>Recognize the new spoken word when a specified phoneme is added, changed, or removed.</li> </ol>	<p>*Arizona’s State Standards for ELA do not include Reading Standards: Foundational Skills for grades 6-12.</p>

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| <ul style="list-style-type: none"><li>k. Orally produce groups of words that begin with the same initial sound (alliteration).</li><li>l. Orally produce new words by manipulating initial, final, and medial sounds in single-syllable words.</li><li>m. Blend isolated phonemes, including r-controlled vowel sounds, digraphs, and diphthongs, to form multi-syllabic words (e.g., /t/ /i/ /g/ /er/ says tiger).</li><li>n. 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.).</li><li>o. Produce sentences with accurate pronunciation, intonation, and stress.</li><li>p. Distinguish spoken rhyming words from non-rhyming words (e.g., run and sun, versus, run and man, etc.).</li><li>q. Select rhyming words in response to an oral prompt (e.g., What rhymes with hat? Is it bat, sad, or had?).</li><li>r. Orally produce rhyming words in response to given words (e.g., Cat rhymes with -- hat.).</li><li>s. Generate a series of rhyming words.</li></ul> |  |
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## 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><b>2. Print Concepts</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Demonstrate the one to one correlation between spoken and printed word.</li> <li>c. Identify and distinguish between printed letters (upper and lower case) and words.</li> <li>d. Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation).</li> <li>e. Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).</li> <li>f. Identify organizational features of a book (e.g., title, author, and table of contents).</li> <li>g. Alphabetize a series of words.</li> <li>h. Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</li> </ul>	<p>*Arizona’s State Standards for ELA do not include Reading Standards: Foundational Skills for grades 6-12.</p>

**3. Phonics and Word Recognition (Decoding):**

- a. Decode regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels.
- 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 digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels.
- n. Apply knowledge of spelling pattern exceptions.

<ul style="list-style-type: none"><li>o. Read a newly created word when a specific letter or grapheme is changed, added, or removed in the initial, medial, or final position.</li><li>p. Apply knowledge of basic syllabication rules when decoding two- or three-syllable, compound, unfamiliar words.</li><li>q. Apply knowledge of affixes to base words in context.</li></ul> <p>4. <b>Fluency:</b></p> <ul style="list-style-type: none"><li>a. Read high frequency words.</li><li>b. Read contractions.</li><li>c. Apply knowledge of word order (syntax) to confirm decoding of text.</li><li>d. Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</li></ul>	
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