

Dennis- Yarmouth Regional Schools  
Curriculum Leadership Council

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Reading Standards for Foundational Skills [RF]</b>						
<b>Print Concepts (RF 1.a)</b> Follow words from left to right, top to bottom, and page by page.	X	X				
<b>Print Concepts (RF 1.a)</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		X				
<b>Print Concepts (RF 1.b)</b> Recognize that spoken words are represented in written language by specific sequences of letters.	X					
<b>Print Concepts (RF 1.c)</b> Understand that words are separated by spaces in print.	X					
<b>Print Concepts (RF 1.d)</b> Recognize and name all upper- and lowercase letters of the alphabet.	X					
<b>Phonological Awareness (RF 2.a)</b> Recognize and produce rhyming words.	X	X				
<b>Phonological Awareness (RF 2.a)</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.		X				
<b>Phonological Awareness (RF 2.b)</b> Count, pronounce, blend, and segment syllables in spoken words.	X	X				
<b>Phonological Awareness (RF 2.b)</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		X				
<b>Phonological Awareness (RF 2.c)</b> Blend and segment onsets and rimes of single-syllable spoken words.	X	X				

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<b>Reading Standards for Foundational Skills [RF]</b>						
<b>Phonological Awareness (RF 2.c)</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		X				
<b>Phonological Awareness (RF 2.d)</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	X	X				
<b>Phonological Awareness (RF 2.d)</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		X				
<b>Phonics and Word Recognition (RF 3.a)</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	X	X	X	X	X	
<b>Phonics and Word Recognition (RF 3.a)</b> Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.		X	X	X	X	X
<b>Phonics and Word Recognition (RF 3.a)</b> Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.			X	X	X	X

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<b>Reading Standards for Foundational Skills [RF]</b>						
<b>Phonics and Word Recognition (RF 3.a)</b> Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.				X	X	X
<b>Phonics and Word Recognition (RF 3.a)</b> Know and apply grade-level phonics and word analysis skills in decoding words. 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.					X	X
<b>Phonics and Word Recognition (RF 3.b)</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	X	X	X	X		
<b>Phonics and Word Recognition (RF 3.b)</b> Decode regularly spelled one-syllable words.		X	X	X		
<b>Phonics and Word Recognition (RF 3.b)</b> Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.			X	X		
<b>Phonics and Word Recognition (RF 3.b)</b> Decode words with common Latin suffixes.				X		

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<b>Phonics and Word Recognition (RF 3.c)</b> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	X	X	X	X		
<b>Phonics and Word Recognition (RF 3.c)</b> Know final -e and common vowel team conventions for representing long vowel sounds.		X	X	X		
<b>Phonics and Word Recognition (RF 3.c)</b> Decode regularly spelled two-syllable words with long vowels.			X	X		
<b>Phonics and Word Recognition (RF 3.c)</b> Decode multisyllable words.				X		
<b>Phonics and Word Recognition (RF 3.d)</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	X	X	X	X		
<b>Phonics and Word Recognition (RF 3.d)</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		X	X	X		
<b>Phonics and Word Recognition (RF 3.d)</b> Decode words with common prefixes and suffixes.			X	X		
<b>Phonics and Word Recognition (RF 3.d)</b> Read grade-appropriate irregularly spelled words.				X		
<b>Phonics and Word Recognition (RF 3.e)</b> Decode two-syllable words following basic patterns by breaking the words into syllables.		X	X			

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<b>Reading Standards for Foundational Skills [RF]</b>						
<b>Phonics and Word Recognition (RF 3.e)</b> Identify words with inconsistent but common spelling-sound correspondences.			X			
<b>Phonics and Word Recognition (RF 3.f)</b> Read words with inflectional endings.		X	X			
<b>Phonics and Word Recognition (RF 3.f)</b> Recognize and read grade-appropriate irregularly spelled words.			X			
<b>Phonics and Word Recognition (RF 3.g)</b> Recognize and read grade-appropriate irregularly spelled words.		X				
<b>Fluency (RF 4)</b> Read early-emergent-reader texts with purpose and understanding.	X					
<b>Fluency (RF 4.a)</b> Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.		X	X	X	X	X
<b>Fluency (RF 4.b)</b> Read with sufficient accuracy and fluency to support comprehension. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		X	X	X	X	X
<b>Fluency (RF 4.c)</b> Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		X	X	X	X	X











