


The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, all standards should be addressed in instruction throughout the school year.


In this guide you will find:


- A [breakdown](#) of each of the grade level standards within the Reading Foundational Skills strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED


Key		
	<i>Anchor Standard</i>	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	<i>Priority Standard</i>	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

## STANDARDS BREAKDOWN


<ul style="list-style-type: none"> <li>● <b>Print Concepts</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RF.1.1</a></li> </ul> </li> <li>● <b>Handwriting</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RF.1.2</a></li> </ul> </li> <li>● <b>Phonological Awareness</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RF.1.3</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Phonics and Word Recognition</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RF.1.4</a></li> </ul> </li> <li>● <b>Fluency</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RF.1.5</a></li> </ul> </li> </ul>
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RF.1.1				
	<b>Foundational Skills</b> <i>From Achieve the Core: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.</i>			
Grade	CCSS Domain	CCSS Strand		
<b>1</b>	<b>Foundational Skills (RF)</b>	<b>Print Concepts</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
RF 1.1: Demonstrate understanding of the organization and basic features of print. Recognize and use capitalization and ending punctuation.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RF.K.1</td> <td style="padding: 5px;"><i>Future Grades:</i> N/A</td> </tr> </table>	<i>Previous Grades:</i> RF.K.1	<i>Future Grades:</i> N/A
<i>Previous Grades:</i> RF.K.1	<i>Future Grades:</i> N/A			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students should recognize the structure of a sentence. Students should signify that a capital letter indicates the beginning of a sentence or a proper noun. Ending punctuation indicates the end of a sentence.		<ul style="list-style-type: none"> <li><b>punctuation</b> – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>identify and use capital letters and ending punctuation (periods, exclamation points, and question marks) in texts.</li> <li>page-to-page reading and following words from left to right and top to bottom.</li> </ul>				

RF.1.2				
	<p><b>Foundational Skills</b></p> <p><i>From Achieve the Core: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.</i></p>			
Grade	CCSS Domain	CCSS Strand		
<b>1</b>	Foundational Skills (RF)	Handwriting		
<b>Standard</b>		<b>Vertical Alignment</b>		
RF.1.2: Print upper- and lowercase letters legibly.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RF.K.2</td> <td style="padding: 5px;"><i>Future Grades:</i> RF. 2.2, 3.2, 4.2, 5.2</td> </tr> </table>	<i>Previous Grades:</i> RF.K.2	<i>Future Grades:</i> RF. 2.2, 3.2, 4.2, 5.2
<i>Previous Grades:</i> RF.K.2	<i>Future Grades:</i> RF. 2.2, 3.2, 4.2, 5.2			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
<p>Student can write upper- and lower-case letters of the alphabet legibly and using the correct letter formation. Students need to know the correct formation of the letter so that they can write it correctly as they move on to cursive.</p>		<ul style="list-style-type: none"> <li>N/A</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>write upper-case and lower-case letters of the alphabet legibly.</li> </ul>				

RF.1.3				
	<b>Foundational Skills</b> <i>From Achieve the Core: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.</i>			
Grade	CCSS Domain	CCSS Strand		
<b>1</b>	<b>Foundational Skills (RF)</b>	<b>Phonological Awareness</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
RF.1.3: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Previous Grades:</i> RF.K.3               </td> <td style="width: 50%; vertical-align: top;"> <i>Future Grades:</i> RF.2.3               </td> </tr> </table>	<i>Previous Grades:</i> RF.K.3	<i>Future Grades:</i> RF.2.3
<i>Previous Grades:</i> RF.K.3	<i>Future Grades:</i> RF.2.3			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Building phonological awareness includes building knowledge of spoken words, syllables, and sounds. IN First grade, students should be able to differentiate between long and short vowel sounds, produce single-syllable words through blending phonemes, and isolate initial, medial, and final sounds. Students should also be able to segment words spoken to them into individual phonemes.		<ul style="list-style-type: none"> <li><b>phoneme</b> – individual sounds in words</li> <li><b>alliteration</b> – the occurrence of the same letter or sound at the beginning of closely connected words.</li> <li><b>syllable</b> – a unit of pronunciation having one vowel sound, with or without surrounding consonants</li> <li><b>onset-rime</b> – the initial phonological unit of any word, rime is the string of letters that follow.</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>recognize the difference between long and short vowel sounds in single syllable words.</li> <li>orally blend sounds, including consonant blends, to create words (e.g., /n/ /e/ /st/ makes nest).</li> </ul>				

- orally pronounce the beginning, middle, or ending sounds in one-syllable words.
- break words down into a sequence of sounds (e.g., slip is /s/ /l/ /i/ /p/).

RF.1.4		
	<p><b>Foundational Skills</b></p> <p><i>From Achieve the Core: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.</i></p>	
Grade	CCSS Domain	CCSS Strand
1	Foundational Skills (RF)	Phonics and Word Recognition
Standard	Vertical Alignment	
<p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Know the spelling-sound correspondences for common consonant digraphs</li> <li>• Decode regularly spelled one-syllable words.</li> <li>• Know final-e and common vowel team conventions for representing long vowel sounds.</li> <li>• Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>• Decode two-syllable words following basic patterns by breaking the words into syllables</li> <li>• Read words with inflectional endings.</li> <li>• Recognize and read grade-appropriate irregularly spelled words</li> </ul>	<p><i>Previous Grades:</i> RF.K.4</p>	<p><i>Future Grades:</i> RF. 2.4, 3.4, 4.4, 5.4</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Students can decode words using phonics and word analysis skills such as one-to-one letter-sound correspondences, knowledge of graphemes, reading common high frequency words, and distinguishing between similarly spelled words.</p>	<ul style="list-style-type: none"> <li>• <b>analysis</b> – a detailed examination of the components of a subject</li> <li>• <b>to understand its meaning and/or nature as a whole decode</b> – to apply knowledge of the relationships of letters and sounds in order to form a word</li> <li>• <b>digraph</b> – a combination of two letters representing one sound.</li> </ul>	

**Students Who Demonstrate Understanding Can...**

- identify and spell common consonant digraphs (two consonant letters together stand for one sound - e.g., ch, sh, th, wh)
- read common, one-syllable words that have regular spelling patterns.
- know that when a word ends with an e, the vowel sound is long. They also know other common vowel combinations that represent a long vowel sound.
- understand that every syllable must contain a vowel.
- determine the number of syllables and break apart simple two-syllable words that have regular spelling patterns.
- read words that have inflectional endings (e.g. -s, -es, -ing, -ed).
- identify and read grade appropriate words that do not follow normal spelling patterns.



RF.1.5				
<b>Foundational Skills</b> From Achieve the Core: Definition-: Fluency consists of reading accurately, at an appropriate rate, and with expression.				
1	Foundational Skills (RF)	Fluency		
Standard		Vertical Alignment		
Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Previous Grades:</i> RF. K.5               </td> <td style="width: 50%; vertical-align: top;"> <i>Future Grades:</i> RF. 2.5, 3.5, 4.5, 5.5               </td> </tr> </table>	<i>Previous Grades:</i> RF. K.5	<i>Future Grades:</i> RF. 2.5, 3.5, 4.5, 5.5
<i>Previous Grades:</i> RF. K.5	<i>Future Grades:</i> RF. 2.5, 3.5, 4.5, 5.5			
Clarification Statement		Vocabulary for Teacher Development		
Students should be able to set a purpose for reading and read grade level texts orally with accuracy and fluency. Students can confirm or self-correct while reading and re-read if necessary.		<ul style="list-style-type: none"> <li>• <b>expression</b> – the process of making one’s thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one’s thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc.</li> <li>• <b>fluency, fluid reading</b> – oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression</li> <li>• <b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> </ul>		

- **self-correct** – one recognizes when he/she has made an error (e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher

**Students Who Demonstrate Understanding Can...**

- read and understand a variety of texts with purpose (e.g., to learn new information, for entertainment, etc.).
- read words correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings.
- reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word.