


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.K.1</a></li> </ul> </li> <li>● <b>Handwriting</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RF.K.2</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Phonological Awareness</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RF.K.3</a></li> </ul> </li> <li>● <b>Phonics and Word Recognition</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RF.K.4</a></li> </ul> </li> <li>● <b>Fluency</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RF.K.5</a></li> </ul> </li> </ul>
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RF.K.1		
	<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>	
<i>Grade</i>	<i>CCSS Domain</i>	<i>CCSS Strand</i>
<b>K</b>	<b>Foundational Skills (RF)</b>	<b>Print Concepts</b>
<b>Standard</b>	<b>Vertical Alignment</b>	
<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>A. Follow words from left to right, top to bottom, and page by page</li> <li>B. Recognize that spoken words are represented in written language by specific sequences of letter</li> <li>C. Understand that words are separated by spaces in print.</li> <li>D. Recognize and name all upper-and lowercase letters of the alphabet.</li> </ul>	<p><i>Previous Grades:</i> N/A</p>	<p><i>Future Grades:</i> RF. 1.1</p>
<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>	
<p>Students should be able to show proficiency in understanding the basic concepts of print such as following words in the correct direction, connecting spoken language to written language and letters, and understanding spacing between words.</p> <p>Students should be able to name and recognize upper-case and lowercase letters.</p>	<ul style="list-style-type: none"> <li>● <b>return sweep</b> – moving your eyes from the end of one line of text to the start of another line</li> <li>● <b>one-to-one correspondence of words</b> – matching the printed word to the spoken word</li> <li>● <b>letter recognition</b> – visually recognizing the name of a printed letter</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● move from the top of the page to the bottom of the page, and move from one page to the next</li> <li>● understand that words are made of letters and that spoken words can be written to become a piece of writing.</li> <li>● understand that letters together in a certain sequence make words and these words are written with spaces between them.</li> <li>● name all letters in uppercase and lowercase forms</li> </ul>		


## RF.K.2



### Foundational Skills


*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.*

Grade	CCSS Domain	CCSS Strand		
<b>K</b>	<b>Foundational Skills (RF)</b>	<b>Handwriting</b>		
Standard		Vertical Alignment		
RF.K.2: Print upper-and lowercase letters.		<table border="1"> <tr> <td>Previous Grades: N/A</td> <td>Future Grades: RF. 1.2, 2.2, 3.2, 4.2, 5.2</td> </tr> </table>	Previous Grades: N/A	Future Grades: RF. 1.2, 2.2, 3.2, 4.2, 5.2
Previous Grades: N/A	Future Grades: RF. 1.2, 2.2, 3.2, 4.2, 5.2			
Clarification Statement		Vocabulary for Teacher Development		
<p>Students form proper letter formation using the headline, midline and baseline.</p> <p>Activities to practice this include, tracing letters, using magnets or materials to model alphabet letters, practicing finger writing in sand, etc.</p>		<ul style="list-style-type: none"> <li>● <b>headline</b> – the top line of the primary paper</li> <li>● <b>midline</b> – the middle line of the primary paper</li> <li>● <b>baseline</b> – the bottom line</li> </ul>		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> <li>● write upper-case and lower-case letters of the alphabet.</li> </ul>				

RF.K.3				
	<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		
K	Foundational Skills (RF)	Phonological Awareness		
Standard		Vertical Alignment		
<p>RF.K.3: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>Blend and segment onsets and rimes of single syllable spoken words.</li> <li>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/.)</li> <li>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Previous Grades:</i> N/A</p> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Future Grades:</i> RF. 1.3, 2.3</p> </td> </tr> </table>	<p><i>Previous Grades:</i> N/A</p>	<p><i>Future Grades:</i> RF. 1.3, 2.3</p>
<p><i>Previous Grades:</i> N/A</p>	<p><i>Future Grades:</i> RF. 1.3, 2.3</p>			
Clarification Statement		Vocabulary for Teacher Development		
<p>Building phonological awareness includes building knowledge of oral rhymes, alliteration, syllables, onset/rime, phonemes.</p>		<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> <li><b>rhyming words</b> – (word, syllable, line) having or ending with an identical corresponding sound to another</li> <li><b>CVC words</b> – three letter words that follow a consonant-vowel-consonant pattern</li> </ul>		

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

- identify and create rhyming words.
- divide words into syllables and count those syllables
- say the sounds in the syllables and blend them to create words.
- in single-syllable words, blend and segment the onset and rime (The onset in “mat” is /m/ and the rime is /at/).
- segment CVC (consonant-vowel-consonant) words (e.g. dot) so that each sound is heard in isolation (e.g. /d//o//t/ is “dot” note: except for CVC endings /l/, /r/, and /x/).
- manipulate phonemes (sounds) in single syllable words to make new words (e.g. substitute /c/ in “mat” to make “cat” or add /l/ to “fat” to make “flat”).

RF.K.4				
	<b>Foundational Skills</b> From Achieve the Core: Definition-: Fluency consists of reading accurately, at an appropriate rate, and with expression.			
K	Foundational Skills (RF)	Fluency		
Standard		Vertical Alignment		
RF. K.4: Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>• 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.</li> <li>• Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>• Read common high-frequency words by sight</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> N/A</td> <td style="width: 50%;"><i>Future Grades:</i> RF. 1.4, 2.4, 3.4, 4.4, 5.4</td> </tr> </table>	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> RF. 1.4, 2.4, 3.4, 4.4, 5.4
<i>Previous Grades:</i> N/A	<i>Future Grades:</i> RF. 1.4, 2.4, 3.4, 4.4, 5.4			
Clarification Statement		Vocabulary for Teacher Development		
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.		<ul style="list-style-type: none"> <li>• <b><u>decoding</u></b> – learning to read words by recognizing and stringing together sounds</li> <li>• <b><u>encoding</u></b> – using letter sounds to write</li> <li>• <b><u>automaticity</u></b> – decoding that is done so rapidly that it seems the word has been recognized as a whole</li> <li>• <b><u>word recognition</u></b> – recognizing words in the moment of reading</li> <li>• <b><u>graphemes</u></b> – letters or groups of letters that represent sounds</li> <li>• <b><u>sound and spelling pattern</u></b> – the phonics-based skill of focus in a scope and sequence, usually a letter, letter pair, or word par</li> </ul>		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> <li>• produce all the primary sounds for consonants.</li> </ul>				

- know the long and short vowel sounds and their common spellings.
- read frequently seen words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- identify the sound that is different in two similarly spelled words (e.g., went and want, students identify that /e/ in went is different than /a/ in want).



**RF.K.5**

**Foundational Skills**

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Grade	CCSS Domain	CCSS Strand		
<b>K</b>	<b>Foundational Skills (RF)</b>	<b>Phonics and Word Recognition</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
RF. K.5: Read emergent-reader text with purpose and understanding		<table border="1"> <tr> <td style="text-align: center;"><i>Previous Grades:</i> N/A</td> <td style="text-align: center;"><i>Future Grades:</i> RF. 1.5, 2.5, 3.5, 4.5, 5.5</td> </tr> </table>	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> RF. 1.5, 2.5, 3.5, 4.5, 5.5
<i>Previous Grades:</i> N/A	<i>Future Grades:</i> RF. 1.5, 2.5, 3.5, 4.5, 5.5			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students read and understand texts with predictable patterns, short sentences, sight words, CVC words, and strong picture support.		<ul style="list-style-type: none"> <li>● <b>accuracy</b> – the ability to correctly decode a word on sight. Over time, accuracy will lead to developing a bank of “sight words,” or words that are correctly and instantly recognized without applying decoding knowledge</li> <li>● <b>rate</b> – words read per minute. Fluent reading is not speed reading; an appropriate rate reflects conversational speech and varies based on grade level.</li> <li>● <b>prosody</b> – reading with appropriate expression. Components of prosody include timing, phrasing, emphasis, and intonation.</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● read predictable patterns in text.</li> <li>● read short sentences in text.</li> <li>● read sight words.</li> <li>● read CVC words.</li> </ul>				