



Maryland College and Career Ready Standards English Language Arts/Literacy PK-12

Vertical Progressions: Foundational Skills

Foundational Skills: Print Concepts

MCCR Anchor Standard 1: n/a

GRADE	GRADE-SPECIFIC STANDARD
Prekindergarten	Demonstrate understanding of basic features of print. <ul style="list-style-type: none">a. Demonstrate an awareness that words are read from left to right, top to bottom, and page by page.b. Recognize that spoken words can be written and read.c. Understand that words are separated by spaces in print.d. Recognize and name some upper- and lowercase letters of the alphabet.
Kindergarten	Demonstrate understanding of the organization and basic features of print. <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. Understand that words are separated by spaces in print.d. Recognize and name all upper- and lowercase letters of the alphabet.
Grade 1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Foundational Skills: Phonological Awareness

MCCR Anchor Standard 2: n/a

GRADE	GRADE-SPECIFIC STANDARD
Prekindergarten	<p>Demonstrate understanding of spoken words and sounds (phonemes).</p> <ul style="list-style-type: none">a. Recognize rhyming words in spoken language.b. Identify and isolate individual words in a spoken sentence.c. Count, pronounce, blend, and segment syllables in spoken words.d. Blend and segment onsets and rimes of single-syllable spoken words.e. Isolate and pronounce the initial sound in spoken words.f. Orally blend and segment individual phonemes in two-to-three phoneme words.
Kindergarten	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none">a. Recognize and produce rhyming words.b. Count, pronounce, blend, and segment syllables in spoken words.c. Blend and segment onsets and rimes of single-syllable spoken words.d. 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/.)e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Grade 1	<p>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 single-syllable words into their complete sequence of individual sounds (phonemes).

Foundational Skills: Phonological Awareness

MCCR Anchor Standard 3: n/a

GRADE	GRADE-SPECIFIC STANDARD
Prekindergarten	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">a. Recognize that words are made up of letters and their sounds.b. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants.c. Recognize name in print as well as some environmental print (symbols/words).
Kindergarten	<p>Know and apply grade-level 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 correspondences by producing the primary or many of the most frequent sound for each consonant.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Grade 1	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Know final -e and common vowel team conventions for representing long vowel sounds.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.e. Decode two-syllable words following basic patterns by breaking the words into syllables.f. Read words with inflectional endings.g. Recognize and read grade-appropriate irregularly spelled words.

GRADE	GRADE-SPECIFIC STANDARD
Grade 2	<p>Know and apply grade-level phonics and word analysis skills in decoding 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. Decode regularly spelled two-syllable words with long vowels.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.
Grade 3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <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. Decode multi syllable words.d. Read grade-appropriate irregularly spelled words.
Grade 4	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">a. 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.
Grade 5	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">a. 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.

Foundational Skills: Phonological Awareness

MCCR Anchor Standard 4: n/a

GRADE	GRADE-SPECIFIC STANDARD
Prekindergarten	a. Engage with a variety of texts (e.g., a variety of structures and/ or genres) with purpose and understanding.
Kindergarten	a. Read emergent-reader texts with purpose and understanding.
Grade 1	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Grade 2	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Grade 3	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GRADE	GRADE-SPECIFIC STANDARD
Grade 4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Grade 5	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.