

Next Generation Learning Standards (NGLS): Reading: Foundational Skills PK-5

RF.1: Print Concepts (PK-1): Demonstrate understanding of the organization and basic features of print.

- A. Recognize that words are read from left to right, top to bottom, and page to page.
- B. Recognize that spoken words are represented in written language by a 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.
- E. Recognize that letters are grouped to form words.
- F. Differentiate letters from numerals.
- G. Identify front cover and back cover.

RF.3: Phonics and Word Recognition (PK-5): Know and apply grade-level phonics and word analysis skills in decoding words.

PK

- A. Demonstrate one-to-one letter-sound corresp. by producing the primary sound of some consonants

K

- A. Have basic knowledge of letter-sound corresp.
- B. Associate long + short sounds with the common spellings of 5 vowels
- C. Read high-frequency words by sight
- D. Distinguish similarly spelled words by identifying the sounds of the letters that differ

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- A. Letter-sound corresp. for common blends and consonant digraphs
- B. Decode long vowel sounds in one-syllable words (e.g., final -e + vowel teams).
- C. Decode regularly spelled one-syllable words
- D. Determine the number of syllables in a printed word, knowing every syllable must have a vowel sound
- E. Decode two-syllable words by breaking into syllables
- F. Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked)
- G. Read most common high-frequency words by sight

2

- A. Distinguish long and short vowels when reading regularly spelled one-syllable words (including vowel teams).
- B. Decode short and long vowel sounds in two-syllable words
- C. Decode regularly spelled two-syllable words
- D. Recognize and identify root words and common suffixes and prefixes
- E. Read all common high-frequency words by sight

3

- A. Identify and know the meaning of common prefixes and suffixes
- B. Decode multi-syllabic words
- C. Identify, know, decode words w/ suffixes
- D. Recognize and read irregularly spelled words

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- 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.

5

RF.2: Phonological Awareness (PK-1): Demonstrate understanding of the relationship between sounds and spoken language.

PK

Demonstrate *emerging* understanding of spoken words, syllables, and phonemes.

- A. Recognize and produce spoken rhyming words.
- B. Blend and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of spoken words.
- D. Blend and segment individual sounds (phonemes) in spoken one-syllable words.
- E. Create new words by manipulating the phonemes orally in one-syllable words.

K

Demonstrate understanding of spoken words, syllables, and phonemes.

- A. Count, blend and segment single syllable words that include consonant blends.
- B. Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.
- C. Manipulate individual sounds (phonemes) in single -syllable spoken words.

1

- A. Recognize and match spoken words that rhyme (e.g. songs)
- B. Begin to recognize individual syllables within spoken words (e.g. cupcake, baseball)
- C. Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words

RF.4: Fluency (PK-5): Read and engage with emergent-reader or grade-level texts with purpose and understanding to support comprehension.

- A. Read grade-level texts or those appropriate to skill level orally with accuracy, at an appropriate rate, and with expression
- B. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Scroll to page 2 for NGLS Anchor Standards for ELA!





Next Generation Learning Standards (NGLS): Anchor Standards for ELA: K-12

Reading: Literature or Informational Texts

- R.1** Read closely to determine what the text says explicitly/implicitly and make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R.3** Analyze how and why individuals, events, and ideas develop and interact.
- R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- R.6** Assess how point of view or purpose shapes the content and style of a text.
- R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Language

- L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level. Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing

- W.1** Write arguments to support claims in an analysis of topics or texts, using relevant, valid, and sufficient reasoning and evidence.
- W.2** Write informative/explanatory texts to examine and communicate complex ideas through the effective selection, organization, and analysis of content.
- W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.4** Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
- W.5** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6** Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
- W.7** Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism.

Speaking and Listening

- SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
- SL.2** Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
- SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

