

# **English Language Arts Vertical Alignment**

## **Reading Foundations Strand**

### **Introduction**

Ohio's English Language Arts Learning Standards in the vertical format show the standards, organized by strand and grade-level. We call these *Vertical Alignments*. These vertical alignments allow you to see what the students should be learning in their grade level, but also in the grade level or levels above and below the student's grade level.

Vertical alignments can be helpful for instructional planning. Educators can examine the grade levels above and below the grade level they teach in order to fill gaps in understanding for students who need additional support. The teacher can differentiate, or tailor the lessons and supports to the students' needs.

The vertical alignments are also helpful for parents who want to follow the skills and concepts that their children should be mastering from one grade level to the next.

## Reading Foundations: Print Concepts

### College and Career Readiness (CCR) Anchor Standard 1:

Not applicable

### Grade-Specific Standard

***Kindergarten:*** Demonstrate understanding of the organization and basic features of print.

- 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 by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

## Reading Foundations: Phonological Awareness

### CCR Anchor Standard 2:

Not applicable

### Grade-Specific Standard

**Kindergarten:** Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

- 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 phonemes (sounds) 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 phonemes (sounds) in simple, one-syllable words to make new words.

**Grade 1:** Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending phonemes, including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual phonemes.

# Reading Foundations: Phonics and Word Recognition

## CCR Anchor Standard 3:

Not applicable

### Grade-Specific Standard

**Kindergarten:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one grapheme (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:** Know and apply grade-level phonics and word analysis skills in decoding words.

- 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 2:** Know and apply grade-level phonics and word analysis skills in decoding words.

- 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:** Know and apply grade-level phonics and word analysis skills in decoding words.

- 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:** Know and apply grade-level phonics and word analysis skills in decoding words by using 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:** Know and apply grade-level phonics and word analysis skills in decoding words by using 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.

## **Reading Foundations: Fluency**

### **CCR Anchor Standard 4:**

Not applicable

### **Grade-Specific Standard**

**Kindergarten:** 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 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.