

2019 Oregon Foundational Reading Standards and Skill Progressions (K – 5)

Foundational Reading Standards and Skill Progressions						
Foundational Reading Standard	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
RF.1	Demonstrate understanding of the organization and basic features of print.	Demonstrate understanding of the organization and basic features of print.	<i>(There is not a grade 2 standard for this concept. Please see preceding grades for more information.)</i>	<i>(There is not a grade 3 standard for this concept. Please see preceding grades for more information.)</i>	<i>(There is not a grade 4 standard for this concept. Please see preceding grades for more information.)</i>	<i>(There is not a grade 5 standard for this concept. Please see preceding grades for more information.)</i>
		If a student does not demonstrate understanding of the organization and basic features of print, apply standard K.R.F.1.				
RF.1a	Follow words from left to right, top to bottom, and page by page.	Recognize the distinguishing features of a sentence				
RF.1b	Recognize that spoken words are represented in written language by specific sequences of letters.					
RF.1c	Understand that words are separated by spaces in print.					

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RF.1d	Recognize and name all upper- and lowercase letters of the alphabet.					
RF.2	Demonstrate understanding of spoken words, syllables, and phonemes.	Demonstrate understanding of spoken words, syllables and phonemes.	Demonstrate command of spoken words, syllables in familiar two and three-syllable words, and phonemes.	<i>(There is not a grade 3 standard for this concept. Please see preceding grades for more information.)</i>	<i>(There is not a grade 4 standard for this concept. Please see preceding grades for more information.)</i>	<i>(There is not a grade 5 standard for this concept. Please see preceding grades for more information.)</i>
				If students can not add, change, and delete syllables in compound, 3 and 4-syllable words, and phonemes see 2.RF.2a-c.		
RF.2a	Recognize and produce rhyming words.	Distinguish long from short vowel sounds in spoken single-syllable words.	Substitute medial vowels in 1-syllable words.			
RF.2b	Count, pronounce, blend, and segment syllables in spoken words.	Orally produce single-syllable words by blending phonemes, including consonant blends.	Substitute, and delete parts of blends in the final position in 1-syllable words (hyperlink examples e.g. silk/silt/sit/, cat/cast).			

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RF.2c	Delete syllables in compound words with two syllables.	Isolate and pronounce the initial, medial vowel, and final phonemes in spoken single-syllable words.	
RF.2d	Blend and segment onsets and rimes of single-syllable spoken words.	Segment spoken single-syllable words, including words with initial and ending blends, into their complete sequence of individual phonemes.	
RF.2e	Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme words.	Add, substitute, and delete syllables in compound two- and three-syllable words.	
RF.2f	Add, delete, and substitute individual phonemes in simple, one-syllable words to make new words.	Substitute and delete parts of blends in the initial position in one syllable words	

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RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.		Know and apply grade-level phonics and word analysis skills in decoding words.			
RF.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound and the most frequent sounds for each consonant.	Know the spelling-sound correspondences for common consonant digraphs.	Distinguish long and short vowels when reading regularly spelled one-syllable words.	Identify and know the meaning of the most common prefixes and derivational suffixes.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
RF.3b	Associate the long and short sounds with common spellings for the five major vowels.	Decode regularly spelled one-syllable words.	Know spelling-sound correspondences for additional common vowel teams.	Decode words with common suffixes. Read grade-appropriate irregularly spelled words.		
RF.3c	Read common grade-appropriate high-frequency words by sight.	Know final –e and common vowel team conventions for representing long vowel sounds.	Decode regularly spelled two-syllable words with long vowels.	Decode multi-syllable words.		



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RF.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Decode words with grade-appropriate prefixes and suffixes.			
RF.3e	Decode cvc words.	Decode two-syllable words following basic patterns by breaking the words into syllables.	Identify words with inconsistent but common spelling-sound correspondences.			
RF.3f		Read words with inflectional endings.	Recognize and read grade-appropriate irregularly spelled words.			
RF.3g		Recognize and read grade-appropriate irregularly spelled words.				
RF.4	Read emergent texts to develop fluency and comprehension skills.	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.

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RF.4a	Read emergent texts with one-to-one correspondence with purpose and understanding.	Read grade-level text with purpose and understanding.	
RF.4b		Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4c		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.