

Appendix: Grades 6-12 Reading Foundational Skills

Considerations for Foundational Literacy Skills Instruction Based on Student Language and Literacy Characteristics	
No or little spoken English proficiency: Students will need instruction in recognizing and distinguishing the sounds of English (e.g., vowels, consonants, consonant blends, syllable structures).	
Spoken English proficiency: Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	
Oral Skills	
Arizona’s English Language Proficiency Standards: Reading Foundational Skills	Arizona’s English Language Arts Standards Reading Standards: Foundational Skills
<p>1. Phonological Awareness</p> <ul style="list-style-type: none"> a. Identify phonemes in the initial, medial, and final positions of single-syllable words or individual syllables. b. Orally produce the 44 phonemes represented in words. c. Identify short vowel sounds in orally stated single-syllable words or individual syllables (e.g., hen, hat, -ness, etc.). d. Identify long vowel sounds in orally stated single-syllable words or individual syllables (e.g., kite, made, cake, pre-, etc.). e. Segment sentences into words. f. Segment multi-syllabic words into syllables (e.g., but/ter/fly). g. Segment single syllables into its phonemes (e.g., splat – /s/ /p/ /l/ /a/ /t/). h. Blend spoken phonemes, including r-controlled vowel sounds, digraphs, and diphthongs, to form a single-syllable word (e.g., /th/ /i/ /s/ says this). i. Distinguish between long and short vowel sounds in orally stated single-syllable words (e.g., bit-bite, etc.). j. Recognize the new spoken word when a specified phoneme is added, changed, or removed. 	<p>*Arizona’s State Standards for ELA do not include Reading Standards: Foundational Skills for grades 6-12.</p>

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| <ul style="list-style-type: none">k. Orally produce groups of words that begin with the same initial sound (alliteration).l. Orally produce new words by manipulating initial, final, and medial sounds in single-syllable words.m. Blend isolated phonemes, including r-controlled vowel sounds, digraphs, and diphthongs, to form multi-syllabic words (e.g., /t/ /i/ /g/ /er/ says tiger).n. Produce multi-syllabic words including those with common affixes with accurate pronunciation and stress (e.g., con/di/tion, re/pro/duce, un/pro/duc/tive, re/la/tion/ship, etc.).o. Produce sentences with accurate pronunciation, intonation, and stress.p. Distinguish spoken rhyming words from non-rhyming words (e.g., run and sun, versus, run and man, etc.).q. Select rhyming words in response to an oral prompt (e.g., What rhymes with hat? Is it bat, sad, or had?).r. Orally produce rhyming words in response to given words (e.g., Cat rhymes with -- hat.).s. Generate a series of rhyming words. | |
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Considerations for Foundational Literacy Skills Instruction Based on Student Language and Literacy Characteristics

No or little native language literacy: Students will need instruction in print concepts.

Some foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian): Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).

Some foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish): Students will need instruction in applying their knowledge of print concepts, phonics, and word recognition to the English writing system, and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).

Print Skills

Arizona’s English Language Proficiency Standards: Reading Foundational Skills	Arizona’s English Language Arts Standards Reading Standards: Foundational Skills
<p>2. Print Concepts</p> <ul style="list-style-type: none"> a. Demonstrate left to right, top to bottom directionality and return sweep, holding a book right side up, and turning pages in the correct direction. b. Demonstrate the one to one correlation between spoken and printed word. c. Identify and distinguish between printed letters (upper and lower case) and words. d. Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation). e. Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences). f. Identify organizational features of a book (e.g., title, author, and table of contents). g. Alphabetize a series of words. h. Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words. 	<p>*Arizona’s State Standards for ELA do not include Reading Standards: Foundational Skills for grades 6-12.</p>

3. Phonics and Word Recognition (Decoding):

- a. Decode regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels.
- b. Apply knowledge of spelling pattern exceptions.
- c. Read a newly created word when a specific letter or grapheme is changed, added, or removed in the initial, medial, or final position.
- d. Read one-syllable words, using letter-sound knowledge.
- e. Apply knowledge of basic syllabication rules when decoding two- or three-syllable, compound, unfamiliar words.
- f. Apply knowledge of affixes to base words in context.
- g. Read high frequency words.
- h. Read contractions.
- i. Apply knowledge of word order (syntax) to confirm decoding of text.
- j. Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.
- k. Demonstrate the one to one correlation between spoken and printed word.
- l. Produce letter sounds represented by the single-lettered consonants and vowels graphemes to decode common CVC words.
- m. Decode regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels.
- n. Apply knowledge of spelling pattern exceptions.

<ul style="list-style-type: none">o. Read a newly created word when a specific letter or grapheme is changed, added, or removed in the initial, medial, or final position.p. Apply knowledge of basic syllabication rules when decoding two- or three-syllable, compound, unfamiliar words.q. Apply knowledge of affixes to base words in context. <p>4. Fluency:</p> <ul style="list-style-type: none">a. Read high frequency words.b. Read contractions.c. Apply knowledge of word order (syntax) to confirm decoding of text.d. Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.	
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