

From Skills to Mastery in *Reading Foundations*

Arts & Letters™: Reading Foundations sequences explicit systematic instruction in the skills students need to become confident, proficient readers and writers. This guide maps those skills across grades K–5, helping educators see when skills are taught.

Category	Skill	K	1	2	3	4	5
Phonological Awareness	Rhyming words	•					
Phonological Awareness	Onset rimes	•					
Phonological Awareness	Syllabication	•	•	•			
Phonemic Awareness	Phoneme isolation	•	•	•			
Phonemic Awareness	Phoneme segmentation	•	•	•			
Phonemic Awareness	Phoneme blending	•	•	•			
Phonemic Awareness	Phoneme manipulation	•	•	•			
Phonemic Awareness	Long vs. short vowel sounds	•	•	•			
Phonemic Awareness	Articulation of phonemes	•	•				
Alphabet Knowledge	Alphabetical order	•	•				
Alphabet Knowledge	Letter names: uppercase and lowercase	•	•				
Alphabet Knowledge	Primary letter sounds: uppercase and lowercase	•	•	•			

Category	Skill	K	1	2	3	4	5
Phonics	Short vowels	•	•	•			
Phonics	Double-letter consonant endings: <i>-ff, -ll, -ss, -zz</i>	•	•	•			
Phonics	Double-letter consonant endings: <i>-all, -oll, -ull</i>		•	•			
Phonics	Consonant digraphs	•	•	•			
Phonics	Consonant trigraphs		•	•			
Phonics	Consonant blends	•	•	•			
Phonics	Long vowels: VCe	•	•	•			
Phonics	Long vowels: VCe with soft c		•	•			
Phonics	Long vowels: common vowel teams		•	•			
Phonics	Long VCC endings			•			
Phonics	Diphthongs and less common vowel teams		•	•			
Phonics	<i>r</i> -controlled vowels		•	•			
Phonics	Silent letters			•			
Phonics	Low-frequency spellings			•			
Phonics	Schwa			•	•	•	•
Phonics	Open vs. closed syllables		•	•			
Spelling Patterns	Final syllable ending <i>-y</i> for /ī/		•	•	•	•	•
Spelling Patterns	Doubling rule with <i>-ed, -ing, -er, and -est</i>		•	•	•	•	•
Spelling Patterns	Drop <i>-e</i> rule with <i>-ed, -ing, -er, and -est</i>		•	•	•	•	•
Spelling Patterns	<i>y</i> to <i>i</i> rule when adding suffixes			•	•	•	•
Spelling Patterns	<i>-le</i> syllable type		•	•	•	•	•
Spelling Patterns	Plurals with <i>-s</i> vs. <i>-es</i>	•	•	•	•	•	•
Spelling Patterns	<i>i</i> before <i>e</i>				•	•	•

Category	Skill	K	1	2	3	4	5
Morphology	Inflectional and derivational suffixes	•	•	•	•	•	•
Morphology	Prefixes		•	•	•	•	•
Morphology	Greek and Latin roots				•	•	•
Decoding and Encoding Single-Syllable Words	Apply phonics concepts to read and spell single-syllable words	•	•	•			
Decoding and Encoding Multisyllabic Words	Syllable division between double-letter consonants		•	•			
Decoding and Encoding Multisyllabic Words	Syllable division between two consonants		•	•			
Decoding and Encoding Multisyllabic Words	Syllable division with the first syllable open		•	•			
Decoding and Encoding Multisyllabic Words	Syllable division with the final syllable ending -y for /ē/		•	•			
Decoding and Encoding Multisyllabic Words	Syllable division with two-syllable words with vowel teams			•			
Decoding and Encoding Multisyllabic Words	Syllable division using syllable types (e.g., closed, open, vowel-consonant-e, vowel teams, r-controlled vowels, consonant-/e, final stable)		•	•	•	•	•
Decoding and Encoding Multisyllabic Words	Apply morphological knowledge in isolation as well as in connected text				•	•	•



Category	Skill	K	1	2	3	4	5
Letter Formation	Print and cursive handwriting	•	•	•	•		
Word Recognition	Read high-frequency words with automaticity	•	•	•			
Print Concepts	Organization and basic features of print	•					
Print Concepts	Directionality and 1:1 correspondence	•					
Print Concepts	Distinguish between letters, words, and sentences	•					
Print Concepts	Sentence knowledge: spaces between words	•					
Print Concepts	Sentence knowledge: end with punctuation marks	•					
Fluency*	Accurately decode words	•	•	•	•	•	•
Fluency*	Read with appropriate phrasing	•	•	•	•	•	•
Fluency*	Read with appropriate expression	•	•	•	•	•	•
Grammar/ Sentence	Parts of speech: noun, verb		•	•			
Grammar/ Sentence	Conjugating verbs to match singular and plural nouns		•	•			
Grammar/ Spelling	Contractions				•		
Grammar/ Usage	Commonly confused words				•	•	•

*Additional **fluency** instruction occurs in *Arts & Letters™: Language Arts*.

Learn more about how *Reading Foundations* supports strong systematic instruction.