# Virginia Department of Education Foundations for Reading Progression by Grade

## Key for Progression Charts

| **Standard Introduction Level**  | **Symbol**  |
| --- | --- |
| The skill has not been introduced.  | -  |
| The skill appears in the grade-level standards.  | **A**  |
| The skill grows in complexity of text and/or application in the grade level standards. Students should be knowledgeable about the skill from previous instruction.    | **G**  |
| The skill is subsumed by another grade level standard.   | **\***  |
| Explicit instruction in this skill is no longer applicable at this grade level.  |  |

Teachers should reference Virginia’s Approach to Text Complexity located in the appendix of the 2024 *English Standards of Learning* for guidance in selecting relevant texts. The 2024 *English Standards of Learning* reflect grade level expectations for instruction.

## Print Concepts Progression Chart

| Print Concepts Standards | **Kindergarten**  | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Follow words from left to right and from top to bottom on a printed page, including the return sweep from line to line.  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |
| Demonstrate knowledge of a sentence, word, and letter.  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |
| Demonstrate knowledge that spoken words are represented in print and separated by spaces.  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |
| Identify the author and illustrator of a text and define the role of each.  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |
| Identify the front cover, back cover, and title of a text.  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |
| Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |

## Phonological and Phonemic Awareness Progression Chart

| Phonological and Phonemic Awareness Standards | **Kindergarten**  | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Demonstrate ability to segment spoken words in sentences and syllables in words.  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |
| Blend and segment one syllable words by onset and rime.  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |
| Isolate the initial, medial, and final sounds in three phoneme (individual sound) words (excluding words ending with /l/, /r/, or /x/).  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |
| Isolate sounds in four and five phoneme words.  | **-**  | **A**  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |
| Demonstrate ability to segment and blend one syllable words with two, three, and four phonemes (including words with consonant digraphs th, sh, ch, wh).  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |
| Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl).  | **-**  | **A**  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |
| Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).  | **-**  | **A**  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |

## Phonics and Word Analysis Progression Chart

| Phonics and Word Amalysis Standards  | **Kindergarten**  | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Identify capital and lowercase letters of the alphabet.  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |
| Identify common letter-sound correspondences  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |
| Discriminate between long and short sounds with common spellings for the five major vowels with open and closed syllables (e.g., short /e/ as in “pet”, long /e/ as in “he”).  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |
| Demonstrate knowledge that every word has a vowel sound.  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |
| Identify the letter-sound correspondences for consonant digraphs (e.g., ch, sh, th, wh).  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |
| Demonstrate knowledge of letter-sound correspondences to blend CV, CVC, VC words.  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |
| Decode (read) and encode (spell) words with short vowels, including words beginning or ending in a digraph (e.g., ch, sh, th, wh).  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |  |  |
| Decode and encode words with short vowels to include blends with digraphs, closed syllables (CVC, CCVC, CVCC, CCVCC).  | **-**  | **A**  | **G**  | **G**  | **\***  |  |  |  |  |  |  |  |  |
| Decode and encode words with long vowels, open syllables, (CV, CCV) and vowel-consonant-e (CVCE, CCVCE).  | **-**  | **A**  | **G**  | **G**  | **\***  |  |  |  |  |  |  |  |  |
| Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.  | **-**  | **A**  | **G**  | **G**  | **\***  |  |  |  |  |  |  |  |  |
| Decode and encode words with short vowels to include blends, digraphs, and trigraphs in closed syllables (CVCC, CCVC, CVCC, CCVCC, and CCVCCC) and open syllables (CV, CCV).  | **-**  | **-**  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |  |
| Decode and encode words with vowel teams and r-controlled vowels.  | **-**  | **-**  | **A**  | **A**  | **G**  | **\***  |  |  |  |  |  |  |  |
| Decode multisyllabic words following basic patterns by breaking the words into syllables  | **-**  | **A**  | **G**  | **G**  | **G**  | **G**  | **\***  | **\***  |  |  |  |  |  |
| Use knowledge of syllabication and syllable types to decode words.  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  |  |  |  |  |  |
| Use knowledge of syllabication and syllable types to decode and encode words.  | **-**  | **-**  | **-**  | **A**  | **A**  | **A**  | **G**  | **G**  |  |  |  |  |  |
| Use knowledge of affixes (e.g., suffixes, prefixes) to decode words.  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  |  |  |  |  |  |
| Use knowledge of affixes (e.g., suffixes, prefixes) to decode and encode words.  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  |  |  |  |  |  |
| Use knowledge of morphology (suffixes, prefixes, root/base) to decode words.  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  |
| Use letter-sound correspondences to read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy.  | **A**  | **G**  |  |  |  |  |  |  |  |  |  |  |  |
| Read grade-level high-frequency words, including decodable and irregular words with automaticity and accuracy.  | **-**  | **A**  | **A**  | **A**  | **A**  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  |