

Purpose and Design

These condensed Foundational Literacy Standards define what students should know and be able to do by the end of each grade (K–3) in phonics and word reading. **Rooted in the Catholic worldview, these standards recognize literacy as a gift that enables students to encounter truth, communicate with love, and participate more fully in God’s creation.** They intentionally separate standards from instructional guidance, scope-and-sequence pacing, and examples, which will appear in appendices and support documents.

These standards reflect the mission of Catholic education to form skilled readers to seek truth, communicate with charity, and use their gifts in service to others.

Core design principles:

- One skill, one standard per grade
- Growth across grades is embedded, not redundantly listed
- Mastery of prior-grade skills is assumed unless otherwise noted
- Instructional strategies, word lists, and spelling rules are not embedded in standards
- Literacy development supports the formation of the whole person—mind, heart, and spirit

Global Expectations (Apply to All Grades K–3)

- Students demonstrate mastery of foundational literacy skills from prior grades.
- Phonemic awareness skills are explicitly taught in K–1 and are applied within decoding and word analysis from Grade 2 forward.
- Schools may determine instructional approaches for decoding and encoding while adhering to these standards.
- Instruction honors the dignity of each child as a unique creation of God and fosters joy, perseverance, and confidence in learning.
- By the end of Grade 3, students demonstrate automatic word recognition sufficient to support fluent reading and comprehension.

Appendices & Tools

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Guiding Principles for K-3 Early Literacy Skills Standards for the Archdiocese of Denver

Literature and the arts are also, in their own way, of great importance to the life of the Church. They strive to make known the proper nature of man, his problems and his experiences in trying to know and perfect both himself and the world. They have much to do with revealing man's place in history and in the world; with illustrating the miseries and joys, the needs and strengths of man and with foreshadowing a better life for him. Thus they are able to elevate human life, expressed in multifold forms according to various times and regions.

Guadium et Spes, 1095, #62

- I. Students should read or be read literature that reflects the transmission of a Catholic culture and worldview.
- II. Students should read or be read works of fiction and non-fiction to uncover authentic Truth.
- III. The grammar and rules of the English language build the appreciation of order and logic.
- IV. Students should read or be read carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
- V. Reading should help students accept and value how literature aids one to live harmoniously with others.
- VI. Teachers should share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
- VII. Reading should develop delight and wonder through the reading of well-crafted stories, poems, plays, and pieces of writings.
- VIII. Reading should develop empathy, care, and compassion for a character's or writer's crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.
- IX. Reading should inspire students to display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues.
- X. Teachers should understand the science of teaching reading, as articulated in the K-3 standards below, and use researched best-practice to teach the skill of reading in early grades.
- XI. Teachers should actively build knowledge in all content areas because content knowledge and background knowledge impacts student reading comprehension.

Kindergarten Phonics Standards

<u>Code</u>	<u>Guiding Principles</u>	<u>Strand</u>	<u>Standards and Skills</u>
K-PA.1	III, X	Phonemic Awareness	Students demonstrate understanding that spoken words are made of individual sounds and can manipulate those sounds orally, recognizing language as a means of relationship and expression. a. Isolate, blend, segment, add, and substitute phonemes in spoken words of increasing complexity.
K-PD.1	III, X	Phonics & Decoding	Students understand that letters represent sounds and apply this knowledge to read simple words, developing the confidence to engage with print. a. Identify and name uppercase and lowercase letters.
K-PD.2	III, X	Phonics & Decoding	Demonstrate letter-sound correspondence for consonants and short vowels.
K-PD.3	III, X	Phonics & Decoding	Decode and blend simple one-syllable words.
K-PD.4	X, XI	Phonics & Decoding	Read commonly used high-frequency words.
K-OS.1	III, X	Orthography & Spelling	Students apply early spelling knowledge to represent sounds in written words, forming the foundations for written expression. a. Spell simple one-syllable words using common sound-symbol relationships.
K-MWA.1	III, XI	Morphology & Word Analysis	Students begin to map spoken words to print and notice that words carry meaning. a. Develop awareness that words are made of parts and can be analyzed for meaning and spelling.
K-F.1	VI, VII, X, XI	Fluency	Students read with sufficient accuracy, fluency, expression, and natural pace to support comprehension. a. Read emergent texts with purpose and understanding. b. Orally read emergent texts accurately, with proper expression, and natural pacing. c. Upon successive readings, fluently decode words in emergent texts. d. Recognize punctuation in emergent texts as part of natural pacing. e. Model fluent reading through read-alouds. Recommended End-of-Year Benchmark: 35-45 WPM

Grade 1 Phonics Standards

<u>Code</u>	<u>Guiding Principles</u>	<u>Strand</u>	<u>Standards and Skills</u>
1-PA.1	III, X	Phonemic Awareness	Students manipulate phonemes in increasingly complex spoken words to support clear communication. a. Add, delete, and substitute phonemes in words that include blends and digraphs.
1-PD.1	III, X	Phonics & Decoding	Students apply phonics knowledge to accurately decode unfamiliar words, enabling independent reading. a. Decode one- and two-syllable words using common spelling patterns.
1-PD.2	III, X	Phonics & Decoding	Apply knowledge of vowel patterns, consonant combinations, and word endings.
1-OS.1	III, X	Orthography & Spelling	Students apply spelling conventions to support accurate reading and writing. a. Recognize and apply common syllable patterns in single- and multisyllabic words.
1-MWA.1	III, XI	Morphology & Word Analysis	Students use word parts to determine meaning and pronunciation, supporting comprehension. a. Recognize and use common inflectional endings and simple affixes.
1-MWA.2	X, XI	Morphology & Word Analysis	Read and understand a growing set of irregularly spelled words.
1-F.1	VI, VII, X, XI	Fluency	Students read with sufficient accuracy, fluency, expression, and natural pace to support comprehension. a. Read appropriate grade-level text with purpose and understanding. b. Orally read grade-level texts accurately, with proper expression, and natural pacing. c. On successive readings, fluently decode words in on-level texts. d. Ability to self-correct based on meaning. e. Recognize punctuation as part of natural pacing. f. Model fluent reading through read-alouds. Recommended End-of-Year Benchmark: 60-80 WPM.

Grade 2 Standards

<u>Code</u>	<u>Guiding Principles</u>	<u>Strand</u>	<u>Standards and Skills</u>
2-PD.1	III, X	Phonics & Decoding	Students decode multisyllabic words accurately and fluently, increasing access to a variety of texts. a. Apply grade-level phonics and syllable analysis strategies to decode multisyllabic words.
2-OS.1	III, X	Orthography & Spelling	Students apply knowledge of spelling patterns and conventions to support reading and writing. a. Use syllable patterns and spelling generalizations when decoding and encoding words.
2-MWA.1	III, XI	Morphology & Word Analysis	Students analyze word structure to determine meaning and pronunciation, supporting vocabulary development. a. Identify and apply common prefixes, suffixes, and roots to support decoding, spelling, and meaning.
2-MWA.2	X, XI	Morphology & Word Analysis	Read and understand grade-appropriate irregular and high-frequency words.
2-F.1	VI, VII, X, XI	Fluency	Students read with sufficient accuracy, fluency, expression, and natural pace to support comprehension. a. Read appropriate grade-level text with purpose and understanding. b. Orally read grade-level texts accurately, with proper expression, and natural pacing. c. On successive readings, fluently decode words in on-level texts. d. Ability to self-correct based on meaning, word recognition, punctuation, and understanding. e. Model fluent reading through read-alouds. Recommended End-of-Year Benchmark: 90-110 WPM.

Grade 3 Standards

Code	Guiding Principles	Strand	Standards and Skills
3-PD.1	III, X	Phonics & Decoding	Students efficiently decode complex and multisyllabic words, enabling fluency and comprehension across content areas. a. Apply advanced phonics and syllable analysis strategies, including syllable types, to accurately read unfamiliar words.
3-OS.1	III, X	Orthography & Spelling	Students demonstrate command of spelling conventions in reading and writing. a. Apply spelling rules when decoding words with affixes and varied syllable types.
3-MWA.1	III, XI	Morphology & Word Analysis	Students use knowledge of word structure to support comprehension and vocabulary development, preparing them to engage thoughtfully with increasingly complex texts. a. Analyze words using roots, affixes, and syllable patterns.
3-MWA.2	II, XI	Morphology & Word Analysis	Use word relationships (synonyms, antonyms, homophones) to clarify meaning.
3-F.1	VI, VII, X, XI	Fluency	Students read with sufficient accuracy, fluency, expression, and natural pace to support comprehension. a. Read appropriate grade-level text with purpose and understanding. b. Orally read grade-level texts accurately, with proper expression, and natural pacing.. c. On successive readings, fluently decode words in on-level texts. d. Ability to self-correct based on meaning, word recognition, punctuation, and understanding. e. Model fluent reading through read-alouds. Recommended End-of-Year Benchmark: 110-130 WPM

Foundational Phonics Skills Mapped By Student Progress Towards Mastery by the End of Academic Year Heat Map

This heat map illustrates one possible progression of foundational skills to support curriculum alignment and professional learning. It does not define standards, pacing requirements, or instructional sequences.

I- Introduced D- Developing M- Mastered	Kindergarten	1 st	2 nd	3 rd
1. Phonological Awareness				
Phoneme Isolation	I	D	M	M
Phoneme Blending	I	D	M	M
Phoneme Segmentation	I	D	M	M
Phoneme Addition/Deletion	I	D	M	M
Phoneme Substitution	I	D	M	M
2. Phonics & Decoding				
Letter-Sound Correspondence	M	M	M	M
Consonant Digraphs	I/D	D/M	M	M
Consonant Blends	I/D	D	M	M
Vowel Teams		I	D/M	M
Diphthongs		I	D/M	M
R-Controlled Vowels		I	M	M
CVCe		D/M	M	M
3. Orthography & Spelling Rules				
FLSZ Rule		I	D/M	M
The “ck” vs. “k” Rule	I	I/D	M	M
The “tch” vs. “ch” Rule		I	D	M
The “dge” vs. “ge” Rule		I	D	M
Hard and Soft C & G Rule		I	D	M
The Schwa		I	D/M	M
4. Morphology & Word Analysis				
<i>The 6 Syllable Types</i>				
<i>Closed Syllable</i>	I	M	M	M
<i>Open Syllable</i>		I	M	M
<i>CVCe</i>		I	D	M
<i>Vowel Team</i>			I	D/M
<i>R-Controlled</i>			I	D/M
<i>Consonant+le</i>			I	D/M
<i>Syllable Division</i>		I	D	M
<i>Inflectional Endings</i>		I	D	M
<i>Orthographic Mapping of Irregular Words</i>	I*	I	D	M

K-3 Scope & Sequence Progressions and Word Lists

A **scope and sequence** is a planning tool that identifies:

- **What skills are taught** (*scope*)
- **When skills are taught** (*sequence*)

It provides a recommended progression of learning from simple skills to more complex skills, helping ensure that students build strong foundations before moving to advanced concepts.

In this framework:

I = Introduce the skill **D = Develop** the skill through practice and application **M = Master** the skill and apply it

For example:

Skill	K	1	2	3
Phoneme Isolation	I	D	M	M
Vowel Teams		I	D/M	M
Prefixes & Suffixes		I	D/M	M

Scope & Sequence Usage	
Use the Scope & Sequence To...	Do Not Use the Scope & Sequence To...
• Guide instructional planning. • Identify prerequisite skills. • Support intervention and reteaching. • Help teachers understand the progression of learning.	• Force all students through content at the same rate. • Move on before students have mastered essential skills. • Replace teacher judgment and assessment data. • Treat it as a rigid pacing guide or a second set of standards.

KINDERGARTEN - Scope and Sequence			
Skill	BOY (August/September)	MOY (January/February)	EOY (May/June)
Lexile Band	BR315L (min. expected level set at 50th percentile)	BR215L	BR140L
Phonemic Awareness	I: - Phoneme Isolation - initial, medial, and final sounds - Phoneme Segmentation, Addition/Deletion, Substitution - Phoneme Blending - Word families through onset and rhyme patterns	I: - Segment and blend words into their individual sequence of phonemes (B-A-T, bat, CH-I-N, chin), then represent individual phonemes into written words - Demonstrate understanding of spoken words, syllables, and phonemes - Count, pronounce, and segment syllables in spoken words - Count individual words in spoken phrases or simple sentences	I: - Phoneme Isolation - break apart blends, - Phoneme Segmentation, Addition/Deletion, Substitution with blends and digraphs
	D:	D: Grade Level BOY Introducing - Phoneme Isolation - initial, medial, and final sounds - Phoneme Segmentation, Addition/Deletion, Substitution - Phoneme Blending - Word families through onset and rime patterns	D: Grade Level BOY Introducing - Segment and blend words into their individual sequence of phonemes (B-A-T, bat, CH-I-N, chin), then represent individual phonemes into written words. - Demonstrate understanding of spoken words, syllables, and phonemes.
	M:	M:	M: Grade Level MOY Developing - Phoneme Isolation - initial, medial, and final sounds - Phoneme Segmentation, Addition/Deletion, Substitution - Phoneme Blending - Word families through onset and rime patterns

Phonics & Decoding	I: - Identify the sequence of the alphabet - Identify capital and lowercase letters - Identify Letter-Sound Correspondence- Immediate recognition of basic vowel and consonant sounds - Demonstrates that letters and sounds are related and can be understood in written language - Learn the scope and sequence of phonics skills from simple to more complex Consonants- demonstrates basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant. Short Vowels Schwa the, of, was - Blend individual phonemes into a word - Segment and blend words into their individual sequence of phonemes (b-a-t, bat, ch-i-n, chin) - Introduce high-frequency words	I: - Learn the scope and sequence of phonics skills from simple to more complex Blends 2 letter blends Digraphs Schwa the, of, was - FLSZ Rule: double the f,l,s,z after a short vowel - Consonant Digraphs: two letters make one unique sound (sh, ch, th, wh, ck) - The “ck” vs. “k” rule: knowing ck only follows a short vowel, k follows long vowels and consonants - Know and apply grade-level phonics and word analysis strategies in reading, writing, and speaking activities for learned phonics rules and word patterns.	I: - Learn the scope and sequence of phonics skills from simple to more complex Long vowel introduction via Magic E - Introduce never assessed Silent/ Magic E CVCe Pattern: The “Silent/Magic E” rule, where the first vowel becomes long (hope, gate, etc) Schwa the, of, was
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	D:	D: Grade Level BOY Introducing - Identify the sequence of the alphabet. - Identify capital and lowercase letters. - Identify Letter-Sound Correspondence- Immediate recognition of basic vowel and consonant sounds. - Demonstrates that letters and sounds are related and can be understood in written language	D: Grade Level BOY Introducing - Learn the scope and sequence of phonics skills from simple to more complex Blends 2 letter blends Digraphs - Know and apply grade-level phonics and word analysis strategies in reading, writing, and speaking activities for learned phonics rules and word patterns.
	M:	M:	M: Grade Level MOY Developing - Identify the sequence of the alphabet. - Identify capital and lowercase letters. - Identify Letter-Sound Correspondence- Immediate recognition of basic vowel and consonant sounds - Demonstrates that letters and sounds are related and can be understood in written language
Orthography & Spelling Rules <i>Define orthography and spelling rules.</i>	Spelling: - Short vowel words in CVC words - Long vowel CVCe words - regularly spelled one-syllable words	I:	I:
	D:	D: Spelling: - Short vowel words in CVC words - Long vowel CVCe words - regularly spelled one-syllable words	D:
	M:	M:	M: Spelling: - Short vowel words in CVC words - Long vowel CVCe words - regularly spelled one-syllable words

Morphology & Word Analysis	I:	I: Orthographic Mapping	I:
	D:	D: Read at least 100 Words by sight	D: - Suffixes -s - Read at least 100 Words by sight. - Introduce Orthographic mapping of Irregularly Spelled Words (i.e., "heart" sounds like /h/ /ar/ /t/)

Kindergarten Sight/Heart/Learned Word List

Kindergarten Sight Word List			Kindergarten Extension Words		
- a - and - can - for - I - in - is - it - not - one - said - the - to - we - you - funny - but - into - out - she - over - say - when	- all - are - at - be - do - have - he - on - that - there - they - this - was - what - with - time - way - of - an - as - had - his - if	- from - name - by - do	- word - use - each - other - number - more - people - than - oil - oil - part - yellow - black - white - red - blue - brown - green	- ate - please - pretty - ride - jump - am - yes	- how - were - call - or - which - been - their - use - first - many - blue - your - long

First Grade - Scope and Sequence			
Skill	BOY (August/September)	MOY (January/February)	EOY (May/June)
Lexile Band	BR45L (min. expected level set at 50th percentile)	45L	110L
Phonemic Awareness <i>Define phonological awareness</i>	I: - Phoneme Substitution: Swapping sounds to build new words (i.e., change /p/ in pray to /t/ for tray) - Progress from simple to more complex skills in oral phonemic awareness - blends, digraphs, long vowels - Isolate beginning and ending blends (ie, l blends, r blends, s blends, /nk/, /st/, /mp/, /nd/) - Create word families using onsets and rimes (ip-slip-dip-ship)	I: - Create word families using more complex vowel teams, consonant blends, and trigraphs (/bow/-/how/-/cow/, /bridge/-/ridge/, /catch/-/hatch/-/match/). - Progress from simple to more complex skills in oral phonemic awareness - vowel teams	I: N/A
	D: Prior Grade Level EOY Introducing - Phoneme Isolation: Identifying specific sounds in a word—beginning, middle, and end sounds. - Phoneme Blending: Combining separate sounds to form a whole word (i.e. /f/ /ai/ /th/ faith) - Phoneme Segmentation: Breaking a word into its individual component sounds (i.e., cross /k/ /r/ /o/ /s/) - Progress from simple to more complex skills in oral phonemic awareness - CVC, short vowel, long vowels - Identify the number of syllables in one, two, and three-syllable words. (i.e. Christ, Je/sus, and Eu/cha/rist) - Orally produce single-syllable words by blending phonemes, including consonant	D: Grade Level BOY Introducing - Phoneme Segmentation: Breaking a word into its individual component sounds (i.e., cross /k/ /r/ /o/ /s/) - Phoneme Addition/Deletion: Manipulating sounds (i.e., “Say saint without the /t/”) - Progress from simple to more complex skills in oral phonemic awareness - blends, digraphs, long vowels - Isolate beginning and ending blends (ie, l blends, r blends, s blends, /nk/, /st/, /mp/, /nd/) - Create word families using onsets and rimes (ip-slip-dip-ship)	D: Grade Level MOY Introducing - Create word families using more complex vowel teams, consonant blends, and trigraphs (/bow/-/how/-/cow/, /bridge/-/ridge/, /catch/-/hatch/-/match/). - Progress from simple to more complex skills in oral phonemic awareness - long vowels

	blends, digraphs, suffixes, and prefixes (/cats/, /black/, /blast/, /going/, /redo/, /stopped/) - Produce rhyming words orally from simple one-syllable words (ie, joy, pray, cross) - Notice and sound out the floss rule (ie words ending in -ll, -ss, -zz)		
	M: Prior Grade Level EOY Developing - Demonstrate proficiency in naming the letters of the alphabet and their corresponding sounds. - Consonants, short vowels, long vowels	M: Grade Level BOY Developing - Phoneme Isolation: Identifying specific sounds in a word—beginning, middle, and end sounds. - Phoneme Blending: Combining separate sounds to form a whole word (i.e. /f/ /ai/ /th/ faith) - Identify the number of syllables in one, two, and three-syllable words. (i.e. Christ, Je/sus, and Eu/cha/rist) - Progress from simple to more complex skills in oral phonemic awareness - CVC, short vowels - Orally produce single-syllable words by blending phonemes, including consonant blends, digraphs, suffixes, and prefixes (/cats/, /black/, /blast/, /going/, /redo/, /stopped/) - Produce rhyming words orally from simple one-syllable words (ie, joy, pray, cross) - Notice and sound out the floss rule (ie words ending in -ll, -ss, -zz)	M: Grade Level MOY Developing - Phoneme Addition/Deletion: Manipulating sounds (i.e., “Say saint without the /t/”) - Phoneme Substitution: Swapping sounds to build new words (i.e., change /p/ in pray to /t/ for tray) - Progress from simple to more complex skills in oral phonemic awareness - blends, digraphs - Isolate beginning and ending blends (i, l blends, r blends, s blends, /nk/, /st/, /mp/, /nd/) - Create word families using onsets and rimes (ip-slip-dip-ship)
Phonics & Decoding	l: Review “y” as a consonant vs. a vowel (i.e., fly vs. yes)	l: Consonant blends: two or more consonants where each sound is still heard (i.e., st, fl, bl, str, end blends)	l: Decode two-syllable words following basic patterns (rab/bit, rep/tile, and tu/lip words) by breaking into syllables.

	- Consonant digraphs: two letters that make one unique sound (sh, ch, th, wh, ck, ph) - Accurately decode unknown words that follow learned letter/sound patterns	- Know the sound correspondence for the hard and soft /c/ and /g/ (goat, giraffe, coat, cent) - Vowel Teams: Two vowels working together to represent one sound (.e, ai, ay, ee, ea) - Associate the sound of “y” when used as a vowel with either the long /e/ or long /i/ sound (baby, sky) - R-controlled Vowels: Vowels followed by ‘r’ that take on a new sound (ar, er, ir, or, and ur)	
	D: Prior Grade Level EOY Introducing - Demonstrate understanding of letters and sounds in context as they relate word to word. - Short vowel words in CVC words - CVCe words (i. e., hope, gate, et.c) - Decode and encode regularly spelled one-syllable words (lock, much, see, rain, day)	D: Grade Level BOY Introducing - Review 21 consonant sounds. - Review “y” as a consonant vs. a vowel (i.e., fly vs. yes) - Know the sound correspondence for the hard and soft /c/ and /g/ (goat, giraffe, coat, cent) - Diphthongs: Complex vowel sounds where the mouth shifts position (i.e., oi, oy, ou, ow, au, aw) - Decode and encode regularly spelled one-syllable words (lock, much, see, rain, day, bake) - Accurately decode unknown words that follow learned letter/sound patterns	D: Grade Level MOY Introducing Associate the sound of “y” when used as a vowel with either the long /e/ or long /i/ sound (baby, sky) - R-controlled Vowels: Vowels followed by ‘r’ that take on a new sound (ar, er, ir, or, and ur) - Diphthongs: Complex vowel sounds where the mouth shifts position (i.e., oi, oy, ou, ow, au, aw)
	M: Prior Grade Level EOY Developing	M: Grade Level BOY Developing - Demonstrate understanding of letters and sounds in context as they relate to words - Consonant digraphs: two letters that make one unique sound (sh, ch, th, wh, ck, ph) - Short vowel words in CVC words - CVCe words (i. e., hope, gate, etc.)	M: Grade Level MOY Developing - Review 21 consonant sounds. - Consonant blends: two or more - Review “y” as a consonant vs. a vowel (i.e., fly vs. yes) - Vowel Teams: Two vowels working together to represent one sound (i.e., ai, ay, ee, ea)

			- Decode and encode regularly spelled one-syllable words (lock, much, see, rain, day, bake) - Accurately decode unknown words that follow learned letter/sound patterns
Orthography & Spelling Rules	I: - Recognize common syllable types: - closed, open - Use knowledge that every syllable must have a vowel to determine the number of syllables in a printed word - Create word families using onsets and rimes (ip-slip-dip-ship)	I: - Recognize common syllable types: - CVCe, vowel team, r-controlled vowels	I: - Recognize common syllable types: - consonant -le - Syllable Division: Strategic “cutting” of words (vc/cv or v/cv) to aid decoding
	D: Prior Grade Level EOY Introducing	D: Grade Level BOY Introducing - Recognize common syllable types: - closed, open - Use knowledge that every syllable must have a vowel to determine the number of syllables in a printed word - Create word families using onsets and rimes (ip-slip-dip-ship)	D: Grade Level MOY Introducing - Recognize common syllable types: - CVCe, vowel team, r-controlled vowels
	M: Prior Grade Level EOY Developing	M: Grade Level BOY Developing	M: Grade Level MOY Developing - Recognize common syllable types: - closed, open - Use knowledge that every syllable must have a vowel to determine the number of syllables in a printed word - Create word families using onsets and rimes (ip-slip-dip-ship)

Morphology & Word Analysis	I: - Suffixes -s - Read at least 100 Irregularly Spelled Words by sight - Introduce Orthographic mapping of Irregularly Spelled Words (i.e., “heart” sounds like /h/ /ar/ /t/) - Read and produce words by chunking, blending, and sounding out	I: - Suffixes -ed, -s, -es, -ing - Read words with inflectional endings (-s, es, -ful, less) to determine word meaning through basic morphology.	I:
	D: Prior Grade Level EOY Introducing	D: Grade Level BOY Introducing - Suffixes -s - Read at least 100 Irregularly Spelled Words by sight - Introduce Orthographic mapping of Irregularly Spelled Words (i.e., “heart” sounds like /h/ /ar/ /t/) - Read and produce words by chunking, blending, and sounding out	D: Grade Level MOY Introducing - Suffixes -ed, -es, -ing - Read words with inflectional endings (-s, es, -ful, less) to determine word meaning through basic morphology.
	M: Prior Grade Level EOY Developing	M: Grade Level BOY Developing	M: Grade Level MOY Developing - Suffixes -s - Read at least 100 Irregularly Spelled Words by sight - Introduce Orthographic mapping of Irregularly Spelled Words (i.e., “heart” sounds like /h/ /ar/ /t/) - Read and produce words by chunking, blending, and sounding out

First Grade Sight/Heart/Learned Word List

1 st Grade Sight Word List		1 st Grade Extension Words		
• after • again • any • ask • by • could • every • give • has • her • him • just • know • live • may • old • once • put • some • stop them • then • walk • back • good • take • think • come • who • who	• could • should • also • going • does • about • only • where • little • read • children • together • found • picture • school • water • house • letter • to • too • two • would	• sound • place • year • most • sentence • great • through • mean • follow • form • another • large • even • such • turn • different • move • change • air • animal • point • page • answer • study • learn • world • high • always • around	• help • here • look • two • three • four • five • six • seven • eight • nine • ten • like • must • new • our • saw • soon • under • want • went • away • down • find • home • right • these • eye • feet	• head • hand • right • night • these • very • work • open • carry • kind • much • never • show • girl • find • before • because • body

SECOND GRADE - Scope and Sequence			
Skill	BOY (August/September)	MOY (January/February)	EOY (May/June)
Lexile Band	200L (min. expected level set at 50th percentile)	275L	335L
Phonemic Awareness	M: Prior Grade Level EOY Developing	M: Grade Level BOY Developing Demonstrate understanding of multi-syllabic words and their parts orally	M: Grade Level MOY Developing Identify common syllable types by orally dividing syllables
Phonics & Decoding	I: N/A	I: N/A	I: N/A
	D: Recognize and read grade-appropriate irregularly spelled words	D: Grade Level BOY Introducing Recognize and read grade-appropriate irregularly spelled words.	D: Grade Level MOY Introducing - Vowel Teams - Diphthongs: - Silent letter combinations - Recognize and read grade-appropriate irregularly spelled words - Practice Syllable Division
	M: Prior Grade Level EOY Developing - Master 1st Grade Phonics Skills: - Consonant blends - Short Vowels	M: Grade Level BOY Developing - Mastery of Consonant digraphs - Mastery of the CVCe Pattern	M: Grade Level MOY Developing Mastery of R-controlled Vowels
Orthography & Spelling Rules <i>Define orthography and spelling rules.</i>	I: N/A	I: Schwa	I: N/A
	D: Prior Grade Level EOY Introducing	D: Grade Level BOY Introducing	D: Grade Level MOY Introducing - Inflectional Endings - Schwa

	M: Prior Grade Level EOY Developing	M: Grade Level BOY Developing	M: Grade Level MOY Developing
		“ck” vs “k” rule - FLSZ Rule “tch” vs. “ch” rule - Hard and Soft C & G rule	dge” vs. “ge” rule
Morphology & Word Analysis <i>Define morphology and word analysis.</i>	I: Identify and apply prefixes (re-, un-, non- ...) and suffixes (-ed, -s, -ing...) to base words	I: N/A	I: final stable syllables
	D: Prior Grade Level EOY Introducing	D: Grade Level BOY Introducing	D: Grade Level MOY Introducing
		- Read and compose correctly formed contractions - Practice mapping of Irregular Words	- spelling sound correspondence for additional common vowel teams - Practice Syllable Division - Read multisyllabic words accurately and fluently
	M: Prior Grade Level EOY Developing	M: Grade Level BOY Developing	M: Grade Level MOY Developing
	Distinguish long and short vowels when reading regularly spelled one-syllable words		- Identify antonyms, synonyms, and homonyms .Read at least 200 High Frequency Words by. Sight

Second Grade Word List

2 nd Grade Word List		2 nd Grade Extension List		
• upon • door • ground • horse • money • morning • table • wood • both • don't • those • tree • watch • mother • father • sister • brother • children • family • light • between • earth • story • thought • something • idea • south • north • east • west	• I'll • America • second • example • important • it's / its • complete • knew • certain • travel • field • mountain • young • questions • piece • usually • friends • sure • vowel • buy • goes • can't • heart • round	• near • food • below • country • plant • city • left • along • close • against • numeral • enough • didn't • true • today • better • draw • hours • products • happened • whole • measure • remember • early • reached • listen • several • toward • easy • heard	• order • next • hard • open • begin • group • often • until • mile • sea • took • river • state • hear • room • knew • since • figure • without • become • however • music • color • area • problem • complete • room • since • ever • told	• afternoon • face • real • almost • above • sometimes • talk • list • being • leave

THIRD GRADE - Scope and Sequence			
Skill	BOY (August/September)	MOY (January/February)	EOY (May/June)
Lexile Band	415L (min. expected level set at 50th percentile)	485L	535L
Phonemic Awareness <i>Define phonological awareness</i>	I: N/A	I: N/A	I: N/A
	D: Prior Grade Level EOY Introducing	D: Grade Level BOY Introducing	D: Grade Level MOY Introducing
	M: Prior Grade Level EOY Developing - By this time, all Phonemic Awareness skills should have been mastered. Those students who have not mastered the Phonemic Awareness skill need to be provided Tier 2 supports as needed. - Master syllable types by orally dividing syllables (rab/bit, rep/tile, tu/lip-example written like this or with closed/closed, open/vowel-consonant-e, open/closed)	M: Grade Level BOY Developing	M: Grade Level MOY Developing
Phonics & Decoding <i>Define phonics and decoding</i>	I: Engage in reading, writing, and speaking activities to learn phonics rules and word patterns.	I:	I:
	D: Prior Grade Level EOY Introducing - Identify and know the meaning of the most common affixes (e-, pre-, pro-, rdis-un-, non--, trans-, mis-, dis-, de-, -s,-es, -en, -ish, -ment, -ness, -ful, -less, -able, -ive, -ly, -ty, -y) - Decode words with common suffixes (-s,-es, -en, -ish, -ment, -ness-tion/-sion, -ture, -tive/-sive, -ify, -ity, -ment, -able,-ive, -ly, -ty, -y,)	D: Grade Level BOY Introducing	D: Grade Level MOY Introducing

	Read grade-appropriate, regularly spelled words (although, science, stomach, machine)		
	M: Prior Grade Level EOY Developing - Understanding of letters and sounds in context as they relate to words - Follow a scope & sequence of phonics skills from simple to more complex	M: Grade Level BOY Developing Decode multisyllabic words (supper, chimpanzee, refrigerator, terrible, frightening, etc)	M: Grade Level MOY Developing Read at least 200 High Frequency Words by Sight **See Word List
Orthography & Spelling Rules <i>Define orthography and spelling rules.</i>	I:	I: Read and compose correctly formed contractions	I:
	D: Prior Grade Level EOY Introducing Know and apply grade-level phonics and word analysis strategies in decoding words	D: Grade Level BOY Introducing	D: Grade Level MOY Introducing
	M: Prior Grade Level EOY Developing Inflectional Endings: rules for doubling consonants or dropping silent 'e' when adding suffixes	M: Grade Level BOY Developing	M: Grade Level MOY Developing
Morphology & Word Analysis	I: N/A	I: N/A	I: N/A
	D: Prior Grade Level EOY Introducing - Know and apply grade-level phonics and word analysis strategies in decoding words - Decode words with common roots (object/reject, propel/repel)	D: Grade Level BOY Introducing	D: Grade Level MOY Introducing

	Identify antonyms, synonyms, and homonyms		
	M: Prior Grade Level EOY Developing	M: Grade Level BOY Developing Syllable Division: Strategic “cutting” of words (vc/cv or v/cv) to aid decoding	M: Grade Level MOY Developing Orthographic mapping of heart words- Analyzing irregular words by “mapping” the predictable parts and memorizing the “heart” (irregular) parts. This is completed by the teacher only at this grade level.

3rd Grade Word List

3 rd Grade Sight Word List		3 rd Grade Extension	
- bring - done - full - hot - six - ten - warm - ball - boat - box - farmer - game - street - pick(ed) - shall - egg(s) - floor - flower(s) - leg(s) - rain - ring - window - Indian - English - finally - correct - Oh - person - became - minutes - decided - contain	- building - ocean - whether - paragraph - scientist - island - machine - system - brought - though - language - developed - difference - equation - government - object - special - circle - syllables - general - beautiful - million - weather - instruments - third - month - course - surface - produce - laugh - myself - goodbye	- half - verb - front - inches - cause - exercise - raised - represent - happy - sign - record - finished - discovered - wild - present - interest - nothing - carefully - week - less - ago - behind - force - understand - gone - thousands - rule - among - noun - power - able - material	- heavy - include - built - matter - summer - written - length - reason - kept - arms - square - perhaps - suddenly - direction - center - ready - divided - subject - Europe - region - believe - dance - simple - mind - love - probably - winter - clean - squirrel - garden

Phonics Curriculum Assessment Guidance and Rationale

The Archdiocese of Denver Catholic Schools believes that learning to read is both an academic and formative endeavor. Language is a gift that enables children to communicate, learn, pray, and encounter Truth. Therefore, phonics instruction should help students develop strong literacy skills while honoring the dignity of each learner.

An effective phonics program provides explicit, systematic, and cumulative instruction in phonemic awareness, phonics, spelling, fluency, and reading connected text. Students need clear teaching, meaningful practice, repetition, and support to master these foundational skills. Curriculum pacing should guide instruction, but mastery of essential skills should remain the priority.

Assessment is a tool to support teaching and learning. It should help teachers understand what students know, identify misconceptions, and determine next steps for instruction. Different assessment types serve different purposes:

- **Quick checks** inform daily instruction.
- **Unit benchmarks** confirm mastery of specific phonics skills.
- **Fluency and reading measures** show how students apply skills in authentic reading situations.

Phonemic awareness is a critical foundation for reading success and should be assessed regularly. Monitoring students' ability to hear, identify, blend, segment, and manipulate sounds helps teachers identify students who may need additional support before reading difficulties become more significant. For this reason, the Office of Catholic Schools strongly recommends including phonemic awareness as a key component of all early literacy assessment systems.

Because children learn at different rates, instruction must balance consistency with responsiveness. All students deserve access to high-quality instruction, targeted practice, and timely intervention. Schools should maintain a common scope and sequence while providing opportunities for review, reteaching, and intervention when needed.

Early literacy instruction should remain highly relational and rooted in effective teaching practices, including teacher modeling, oral language development, handwriting, dictation, read-alouds, decodable texts, and attentive listening. Technology may support instruction and progress monitoring, but it should not replace the essential role of the teacher.

The Archdiocese of Denver phonics framework is designed to provide consistency across schools while honoring the professional judgment of teachers and the dignity of every learner. Through thoughtful assessment, intentional instruction, and timely support, schools can promote strong literacy outcomes while advancing the Catholic mission of forming students in truth, goodness, and beauty.

Core Commitments for the Assessment Framework

1. **Mastery Before Moving On-** Students should demonstrate understanding and automatic use of phonics skills, not just be exposed to them.
2. **Explicit, Systematic Instruction-** Teach phonics skills in a clear sequence, building from phonemic awareness to reading and spelling connected text.
3. **Ongoing Review-** Regularly revisit previously taught skills to strengthen retention and long-term mastery.
4. **Early Intervention-** Provide timely, targeted support when students struggle and monitor progress closely.
5. **Assessment with Purpose-** Use assessment results to guide instruction and determine next steps for each student.
6. **Thoughtful Use of Technology-** Use technology to support practice and progress monitoring while keeping instruction teacher-led and interactive.
7. **Support for Every Learner-** Differentiate instruction through pre-teaching, reteaching, additional practice, intervention, or enrichment based on student needs.

Assessment Guidance				
1. Choose One Universal Screener	2. Avoid Over-Testing	3. Use Computer-Based Tools Thoughtfully	4. Use Additional Assessments Strategically	5. Prioritize Teacher-Led Assessment
Use one universal screener consistently across the school. Consistency over time provides the clearest picture of student growth.	Collect only the data needed to inform instruction. More assessments do not necessarily lead to better instructional decisions.	In Kindergarten and early Grade 1, use computer-based assessments with caution. Direct teacher interaction often provides a more accurate picture of a student's ability to hear, identify, and manipulate sounds.	Use additional assessment tools only when needed for: • Progress Monitoring (PM) • Diagnostic clarification when students are not meeting grade-level expectations	Listening to students read, observing phonics and sound work, and conducting brief daily checks remain some of the most valuable sources of assessment information.

K–3 Phonics & Early Literacy Assessment Suggested Guidance

K–3 Phonics & Early Literacy Assessment				
Grade	BOY	MOY	EOY	Ongoing (Instructional Checks)
K	FastBridge or Acadience/DIBELS (optional: STAR Early Literacy – light use)	Same as BOY	Same as BOY	Teacher-led checks: phonemic awareness (blend, segment, manipulate), letter sounds, early word reading
1	FastBridge or Acadience/DIBELS + optional STAR Early Literacy	Same as BOY	STAR Early Literacy + targeted diagnostic (if needed)	Decoding, encoding, phonics patterns, heart words
2	STAR Early Literacy or STAR Reading + targeted diagnostic	STAR Early Literacy / STAR Reading	STAR Reading	Word study, multisyllabic decoding, morphology
3	STAR Reading + targeted diagnostic (if needed)	STAR Reading	STAR Reading	Fluency, morphology, word analysis

Tool Use at a Glance

- FastBridge / Acadience (or DIBELS): Best for phonemic awareness + early decoding screening + diagnostics
- STAR Early Literacy: Bridges early skills and reading development (K–2)
- STAR Reading: Measures fluency, comprehension, and application (2–3)

Our Shared Aim

Every assessment—formal or informal—should help answer: **What does this child know, and what will we do next?**

When we keep that focus, we:

- Protect time for reading and practice
- Support teachers in making real instructional decisions
- Ensure assessment remains in service of instruction—not the other way around.

K-3 General Differentiation Supports & Scaffolds

Purpose

To provide targeted support for all learners so they can access and succeed in foundational phonics instruction, develop literacy skills, and progress toward grade-level expectations through responsive, flexible, and equitable instructional practices within a faith-based learning environment.

Guiding Principles

1. All students can learn and achieve when provided with appropriate support and high expectations.
2. Instruction should be responsive to students' strengths, needs, readiness levels, and learning profiles.
3. Multiple pathways for engagement, representation, and expression increase access to learning.
4. Effective differentiation maintains grade-level rigor while providing scaffolds that support student success.
5. Catholic schools honor the dignity of every learner by providing equitable opportunities to grow academically, socially, and spiritually.

Assessment Supports	Home-School Connection	Faith Integration	Teacher Reminders
• Allow students to respond orally or by pointing. • Use visuals during assessment when appropriate. • Focus on growth in sound recognition and production, not just spelling accuracy.	• Provide families with simple practice activities (letter sounds, picture naming). • Encourage reading in both English and the home language. • Share phonics songs, prayers, or routines used in class.	• Incorporate phonics into religious instruction (e.g., letter sounds in prayers, saints' names). • Use inclusive language that reflects the dignity of all learners as children of God. • Encourage collaborative and respectful peer interactions.	• Speak clearly, not loudly. • Check for understanding frequently. • Celebrate effort and progress. • Maintain high expectations with appropriate support.

Differentiation Scaffolds and Strategy Ideas

Area	Scaffold/Differentiation Strategy	Suggested Grade(s)	Example
Read Alouds	Build background knowledge and vocabulary through daily read-alouds.	K-3	Read a book about farms before introducing farm-related vocabulary.
Scope & Sequence	Teach skills from simple to complex and provide intervention when needed.	K-3	Master CVC words before teaching vowel teams.
Routines	Use consistent procedures and expectations for learning.	K-3	Students follow the same read-aloud and discussion routine each day.
Visual Supports	Use pictures, anchor charts, graphic organizers, and word walls.	K-3	Display vocabulary cards and phonics charts during lessons.
Oral Language Supports	Provide structured opportunities for speaking and discussion.	K-3	Use Think-Pair-Share and sentence frames.
Multisensory Learning	Engage visual, auditory, tactile, and kinesthetic modalities.	K-1 (as needed K-3)	Trace letters, tap sounds, build words with tiles, and clap syllables.
Flexible Small Groups	Group students based on current skill needs.	K-3	One group practices blends while another works on prefixes.
Gradual Release	Move from teacher modeling to independent application.	K-3	"I Do → We Do → You Do."
Processing Time	Allow additional time for thinking and responding.	K-3	Wait 5-10 seconds before calling on students.
Vocabulary Pre-Teaching	Introduce key vocabulary before instruction.	K-3	Teach habitat and environment before reading.
Prompting & Reading Support	Use prompts to support comprehension and participation.	K-1	Ask, "Who was the story about?" or "What happened first?"
Movement-Based Phonological Awareness	Use physical movement to support sound and syllable work.	K	Students clap syllables or tap phonemes in words.
Oral Language & Grammar	Develop language orally before expecting written application.	K-1	Practice plurals, verb tenses, and pronouns during discussion.
Shared Language & Writing	Build writing through oral rehearsal and collaborative writing.	K-1	Teacher and students compose a sentence together.
Manipulatives for Phonics	Use hands-on tools for sound-symbol learning.	1	Build and change words with letter tiles or sound boxes.

Sentence Expansion	Help students produce more complete and detailed responses.	1-2	Expand "The dog ran" to "The brown dog ran across the yard."
Morphology Instruction	Teach roots, prefixes, suffixes, and word parts.	2-3	Identify jump as the root in jumping and jumped.
Phonics Application	Apply phonics knowledge across reading, writing, and speaking.	2	Read, spell, and use words with vowel teams in conversation.
Writing Planning Supports	Use pre-writing tools to organize ideas.	3	Create webs, note-catchers, and picture plans before writing.
Context & Reference Strategies	Use context clues and reference tools to determine meaning.	3	Use a dictionary or infer meaning from surrounding text.
Reading Analysis & Independence	Move beyond retelling toward explanation and analysis.	3	Explain why a character's action was important to the story.

K-3 Phonics ENL Learner Supports & Scaffolds

Purpose

To provide targeted support for **English as a New Language (ENL) students** so they can access and succeed in foundational phonics instruction while developing English language proficiency within a faith-based learning environment.

Guiding Principles

1. Language development occurs best in meaningful, supportive contexts
2. Explicit phonics instruction should be paired with oral language development
3. Visual, auditory, and kinesthetic supports increase access for ENLs
4. Respect for students' home languages and cultures aligns with Catholic values of dignity and inclusion

<u>Assessment Supports</u>	<u>Home-School Connection</u>	<u>Faith Integration</u>	<u>Teacher Reminders</u>
• Allow students to respond orally or by pointing. • Use visuals during assessment when appropriate. • Focus on growth in sound recognition and production, not just spelling accuracy.	• Provide families with simple practice activities (letter sounds, picture naming). • Encourage reading in both English and the home language. • Share phonics songs, prayers, or routines used in class.	• Incorporate phonics into religious instruction (e.g., letter sounds in prayers, saints' names). • Use inclusive language that reflects the dignity of all learners as children of God. • Encourage collaborative and respectful peer interactions.	• Speak clearly, not loudly. • Check for understanding frequently. • Celebrate effort and progress. • Maintain high expectations with appropriate support.

<u>Category</u>	<u>ENL Support/Scaffold</u>	<u>Example</u>
1. Explicit Modeling & Language Scaffolds	Model mouth formation and sounds clearly (exaggerate articulation).	Teacher uses a mirror to show how lips close to produce /m/ and invites students to practice.
	Use sentence frames.	"The sound is /b/. "I hear /s/ at the beginning of sun."
	Repeat directions using simple, consistent language.	"Listen. Say the sound. Trace the letter. Write the letter."
	Think-Pair-Share.	Students identify the beginning sound of cat and discuss with a partner before sharing.

Category	ENL Support/Scaffold	Example
	Use read-alouds to build background knowledge.	Before a lesson on the /f/ sound, read a book about farms and discuss key vocabulary.
	Provide prompting and support.	Teacher asks, "What happened first?" while pointing to picture clues during a retelling activity.
	Use visuals during pre-writing.	Students draw a picture of a dog before writing a sentence about it.
	Use graphic organizers.	Students complete a simple web with "apple" in the center and related ideas around it.
	Incorporate collaborative dialogue.	Students orally rehearse sentences with a partner before writing.
2. Visual Supports	Use picture cards for all phonics sounds.	Picture of a moon displayed with the letter m.
	Create anchor charts with letter, keyword, and image.	Chart displays "B - Ball" with an image of a ball.
	Color-code vowels and consonants.	Vowels appear in red letters while consonants appear in black.
3. Multisensory Strategies	Use air writing, tracing letters, and finger tapping.	Students trace the letter t in the air while saying /t/.
	Use manipulatives.	Students build the word cat using magnetic letters and replace c with h to create hat.
	Incorporate movement.	Students clap each syllable in but-ter-fly or jump once for each phoneme in ship.
	Follow an explicit skill sequence.	Students master CVC words before moving to long-vowel patterns and vowel teams.
4. Vocabulary Integration	Pre-teach key vocabulary.	Introduce barn, fence, and farmer before reading a farm-themed text.
	Display vocabulary words during instruction.	Vocabulary cards remain visible on the board throughout the lesson.
	Connect new sounds to familiar words.	Introduce the /ch/ sound using church, chair, and child.
	Use real objects (realia).	Bring in an apple, cup, or leaf rather than relying only on pictures.
	Provide explicit vocabulary instruction.	Teach the word enormous with a student-friendly definition, picture, and example sentence.
	Teach morphology.	Explain that the prefix re- means "again" in reread.
	Introduce Latin and Greek roots.	Teach that bio means "life" in words like biology and biography.
	Teach contextual clues.	Students infer the meaning of glimmer from surrounding text and illustrations.
5. Small Group & Differentiation	Provide additional guided practice.	Teacher works with four students on blending consonant-vowel-consonant words.
	Adjust pacing and increase repetition.	Students practice the same sound-spelling pattern across several days.
	Allow additional processing time.	Teacher waits 5-10 seconds before calling on a student to respond.

Glossary of Terms

Accuracy	The ability to read or decode words correctly, without errors
Base word	Words that can stand alone
Decodable	Text that was written using words that utilize decoding skills that students have been taught. Students can read all the words because the words contain known sounds and irregular words have been taught*
Fluency	Reading words at an adequate rate, high accuracy and with prosody (expression)*
Grapheme	Written letter, or group of letters, representing one sound
High Frequency Words	Most common words in the English Language- can be decodable or irregular
Irregular Words	Words that do not follow the typical pattern for one or more grapheme present in the word *
Morpheme	The smallest meaningful unit of language, cannot be further divided
Morphology	Identifying and using morphemes, affixes, base words and word roots to infer meaning of words *study of word formation patterns
Orthographic Mapping	How we build words into our word memory and store them for accurate and effortless recognition
Phoneme	Sounds of letters- a single speech sound, words are formed by combining phonemes
Phonemic Awareness	A subset of Phonological Awareness in which listeners are able to hear, identify and manipulate phonemes, the smallest unit of sound*
Phonological Awareness	Awareness of the sound structure of spoken words at three levels (1) rhyming to onset and rime; (2) segmenting and blending; (3) manipulating individual phonemes*
Root word	The core fundamental part of a word (often Greek/Latin) that holds meaning, but cannot always stand alone
Schwa	Unaccented and unstressed vowel sound pronounced as /uh/ or /ih/
Syllabication	The process of breaking words apart into syllables using a reliable pattern (4 patterns in English language VCCV, VCV, VCCCV, VV)*
Syllable	A word, or part of a word, that contains a vowel

Quick List of Sources and Resources

- Ignite Reading: <https://ignite-reading.com/insights/foundational-reading-skills/>
- CDE: <https://www.cde.state.co.us/coloradoliteracy/sorglossaryofterms> **
- UFLI: <https://ufl.edu/education/ufl.edu/resources/teaching-resources/glossary/>
- Really Great Reading:
https://www.reallygreatreading.com/blog/phonics-and-science-reading-glossary-terms?srsId=AfmBOoojjk2EA6ja4tITsoE-aygw8Fc9IZY7AB_9dSOQ9vsYtTb_a8ZY
- Reading Rockets: <https://www.readingrockets.org/teaching/glossary>
- International Literacy Association (ILA):
<https://www.literacyworldwide.org/get-resources/literacy-glossary>

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What began as conversations, prayer, professional dialogue, and collaborative drafting became a shared commitment to ensuring that every child in our Catholic schools develops the foundational literacy skills necessary to encounter truth, communicate with love, and flourish as children of God.

We are deeply grateful for your willingness to share your expertise, challenge assumptions, offer thoughtful feedback, and remain steadfastly focused on what is best for students. These standards are richer, stronger, and more authentically Catholic because of your contributions.

May God bless each of you for your generosity and service. May St. Jerome, patron of scholars and translators, intercede for you, and may Our Lady continue to guide your work as educators, forming young readers who seek Truth, Goodness, and Beauty.

Instructional Program/Curriculum Resource Crosswalk Charts

These crosswalk charts show how the Archdiocese of Denver K-3 Foundational Literacy Standards align with the scope and sequences of **UFLI Foundations, Foundations, and Heggerty Phonics & Reading**.

- The **Standards Crosswalk** identifies where specific Archdiocesan skills and expectations are taught within each program.
- The **Alignment Summary** provides a high-level comparison of how well each program addresses the major strands of the Archdiocesan framework.

These charts are intended to support curriculum planning, implementation, and resource selection by demonstrating that multiple high-quality literacy programs can be used to meet Archdiocesan expectations. The standards remain the expectation; the instructional program is the tool used to achieve them.

Overall Alignment Summary			
Archdiocese Strand	UFLI Foundations	Foundations	Heggerty Phonics & Reading
Phonemic Awareness	✓✓✓	✓✓	✓✓✓
Phonics & Decoding	✓✓✓	✓✓✓	✓✓✓
Orthography & Spelling	✓✓	✓✓✓	✓✓
High-Frequency/Heart Words	✓✓✓	✓✓✓	✓✓✓
Syllable Types & Division	✓✓✓	✓✓✓	✓✓
Morphology & Word Analysis	✓✓✓	✓✓	✓✓
Fluency & Connected Text	✓✓✓	✓✓✓	✓✓✓
Overall Alignment to Archdiocese Framework	95-98%	90-95%	90-95%

Archdiocese of Denver K-3 Foundational Literacy Standards Crosswalk

Archdiocese Standard/Progression	Archdiocese Grade(s)	UFLI Foundations	Foundations	Heggerty Phonics & Reading
Phoneme Isolation	K-1 Introduce/Develop ; 2-3 Master	Early Alphabet Lessons; ongoing PA routines	K Units 1-7; Grade 1 review	Kindergarten and Grade 1 phonemic awareness sequence
Phoneme Blending	K-1	Embedded in every lesson through Blending Drill	K and Grade 1	Kindergarten and Grade 1 sequence
Phoneme Segmentation	K-1	Embedded in every lesson routine	K and Grade 1	Kindergarten and Grade 1 sequence
Phoneme Addition, Deletion, Substitution	K-1	Explicit phonemic awareness routines	K and Grade 1 advanced PA lessons	Strong alignment throughout K-1
Letter Naming & Letter-Sound Correspondence	K	Lessons 1-34	Kindergarten Units 1-7	Kindergarten phonics sequence
CVC Word Reading/Encoding	K	Lessons 5-41	Kindergarten Units 2-7	Kindergarten sequence
High-Frequency/Heart Words	K-3	Irregular Word Routine (Step 7)	Trick Words throughout all levels	Heart Word instruction throughout program
Consonant Digraphs (sh, ch, th, wh, ck)	K-1	Lessons 42-53	Grade 1 Units 2-5	Grade 1 phonics progression
Consonant Blends	K-1	Lessons 49-53 and review	Grade 1 Units 5-8	Grade 1 progression
CVCe (Magic E)	K-1	Lessons 54-62	Grade 1 Units 8-10	Grade 1 progression
Hard/Soft C & G	Grade 1-2	Lessons 60-61 and review	Grade 2	Grade 2 progression
Vowel Teams	Grade 1-2	Lessons 84-94	Grade 1-2	Grade 2 progression
Diphthongs	Grade 1-2	Lessons 95-97	Grade 2	Grade 2 progression
R-Controlled Vowels	Grade 1-2	Lessons 77-83	Grade 1-2	Grade 2 progression
FLSZ Rule	Grade 1	Lesson 42	Grade 1 Unit 2	Grade 1 spelling instruction
ck vs. k Rule	K-2	Lesson 44 and review	Grade 1	Grade 1 progression
tch vs. ch Rule	Grade 1-2	Lesson 69	Grade 2	Grade 2 progression
dge vs. ge Rule	Grade 1-2	Lesson 70	Grade 2	Grade 2 progression
Schwa	Grade 1-2	Introduced as spelling/generalization concept	Grade 2	Grade 2-3 word study

Closed Syllables	K-1	Lesson 66	Kindergarten and Grade 1	Grade 1 progression
Open Syllables	Grade 1	Lesson 66	Grade 1	Grade 1 progression
VCe Syllables	Grade 1-2	Lessons 54-62, 66-68	Grade 1	Grade 1 progression
Vowel Team Syllables	Grade 2-3	Lessons 84-94	Grade 2	Grade 2 progression
R-Controlled Syllables	Grade 2-3	Lessons 77-83	Grade 2	Grade 2 progression
Consonant-le Syllables	Grade 2-3	Lesson 75	Grade 2	Grade 2 progression
Syllable Division	Grade 1-3	Lessons 66-76; ongoing	Grade 2-3	Grade 2-3 progression
Inflectional Endings (-s, -es, -ed, -ing)	Grade 1-2	Lessons 63-65, 99-100	Grade 1-2	Grade 1-2 progression
Orthographic Mapping of Irregular Words	K-3	Irregular Word Routine throughout	Trick Words throughout program	Heart Word instruction throughout
Prefixes (re-, un-, dis-, etc.)	Grade 2-3	Lessons 103-106, 127+	Grade 2-3	Grade 2-3 morphology instruction
Suffixes (-ful, -less, -ness, -ment, etc.)	Grade 2-3	Lessons 99-128	Grade 2-3	Grade 2-3 morphology instruction
Roots& Word Analysis	Grade 2-3	Affixes and morphology lessons (119-128)	Grade 3 and Wilson extension work	Grade 3 word study progression
Synonyms, Antonyms, Homophones	Grade 3	Vocabulary and morphology application	Grade 3 language study	Grade 3 vocabulary study
Multisyllabic Decoding	Grade 2-3	Lessons 66-128	Grade 2-3	Grade 2-3 progression
Spelling Generalizations	Grade 1-3	Explicitly embedded throughout	Major component of Foundations	Present throughout phonics instruction
Fluency & Connected Text Reading	K-3	Connected Text step in every lesson	Decodable readers and application activities	Decodable reading and fluency practice