**Directions:** Answer the following questions. Support your responses with details from the *CCSS Reading Standards for Foundational Skills.*

1. What is the importance or significance of the Standards for Foundational Skills?

The Standards for Foundational Skills are intended to be part of a comprehensive reading program, not ends in themselves. The Standards end at 5th grade and should be differentiated. These standards teach the conventions of the English writing system.

1. Answer the following:
* After which grade are students expected to have mastered Print Concepts and Phonological Awareness skills?

Students are expected to have mastered Print Concepts and Phonological Awareness skills by the end of 1st grade.

* By which grade are students expected to have been introduced to all sound spelling patterns?

Students are expected to have been introduced to all sound spelling patterns by the end of 2nd grade. In 3rd grade. In 3rd grade phonics and decoding moves into the study of meaning and syllabication.

* In which grade are students expected to begin reading with enough fluency to support comprehension?

Students are expected to read with enough fluency to support comprehension beginning in 1st grade.

* In which grades are students expected to read grade level text fluently and with understanding?

Students are expected to read grade level text fluently and with understanding in first grade. It should be noted that emergent readers are read with purpose and understanding beginning in kindergarten.

1. What major categories of reading instruction are prioritized in the Standards for Foundational Skills? In which categories do the skills from question 2 belong?

The major categories of reading instruction in the Standards for Foundational Skills are Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency. The skills from question 2 belong Print Concepts and Phonological Awareness, Phonics, Fluency and Fluency, respectively.