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Maryland Reading Foundation
Skills Preschool 2025

ALIGN
MENT



Maryland Reading Foundational Skills — Pre-Kindergarten

Standard	Sub-Standard	Category	Standard Statement (Pre-K)	Essential Skills & Knowledge (Pre-K)	COR Advantage Items	Key Developmental Indicators (KDIs)	Early Learning Goals (ELGs)
RF1		Print Concepts	Demonstrate understanding of the organization of print and beginning letter knowledge.	(With modeling, prompting, and support)	O. Alphabetic knowledge P. Reading Q. Book enjoyment and knowledge	25. Alphabetic knowledge 27. Concepts about print 28. Book knowledge	4.2.1 Name uppercase and lowercase letters 4.4.1 Print appears in many forms and communicates ideas 4.4.2 Demonstrate reading conventions
RF1	RF1.a	Print Concepts	Demonstrate an awareness that words are read from left to right, top to bottom and page by page.	• Demonstrate interest/attention to print. • Demonstrate understanding of the structure of books and the proper handling of them. • Follow words from left to right, top to bottom, front to back and page by page. • Make return sweep to the next line of text.	Q. Book enjoyment and knowledge P. Reading	28. Book knowledge 27. Concepts about print	4.4.2 Demonstrate reading conventions by identifying the parts of the book, the starting point in a line of text, and the direction in which text is read

RF1	RF1.b	Print Concepts	Understand that spoken words can be written and read.	• Engage in an assortment of literacy experiences using a wide collection of texts that include a range of structures and/or genres that represent a variety of cultures. • Understand that print conveys meaning. • Know the difference between letters and numbers. • Recognize that letters go together to make words.	P. Reading R. Writing	27. Concepts about print 26. Reading 29. Writing	4.4.1 Print appears in many forms and communicates ideas that can be read, viewed, and understood by others
RF1	RF1.c	Print Concepts	Understand that words are separated by spaces in print.	• Know the difference between a letter and a word. • Recognize that letters build words and words build sentences.	P. Reading	27. Concepts about print	4.4.1 Print appears in many forms and communicates ideas that can be read, viewed, and understood by others

RF1	RF1.d	Print Concepts	Recognize and name some upper and lowercase letters.	• Differentiate between pictures, shapes, letters, and numerals. • Discriminate between letters and numbers in order to recognize that letters and numbers represent different concepts. • Attend to print in order to learn some letter names. • Identify and name some upper and lowercase letters in isolation and in random order.	O. Alphabetic knowledge	25. Alphabetic knowledge	4.2.1 Name uppercase and lowercase letters
RF2		Phonological/Phonemic Awareness	Demonstrate understanding of spoken words, rhyming words, syllables, and sounds (phonemes).	(With prompting, modeling and support)	N. Phonological awareness	24. Phonological awareness	4.3.1 Manipulate rhyming sounds
RF2	RF2.a	Phonological/Phonemic Awareness	Identify and isolate individual words in a spoken sentence.		N. Phonological awareness M. Listening and comprehension	24. Phonological awareness 21. Comprehension	4.3.1 Manipulate rhyming sounds

RF2	RF2.b	Phonological/Phonemic Awareness	Recognize rhyming words in spoken language.	• Understand the relationship between onset and rime in creating rhyming words. • Identify rhyme in poems and stories read aloud. • Repeat and produce some rhyming words.	N. Phonological awareness	24. Phonological awareness	4.3.1 Manipulate rhyming sounds
RF2	RF2.c	Phonological/Phonemic Awareness	Count, pronounce, blend, and segment syllables in spoken words.		N. Phonological awareness	24. Phonological awareness	4.3.1 Manipulate rhyming sounds
RF2	RF2.d	Phonological/Phonemic Awareness	Blend and segment onsets and rimes of single-syllable spoken words.	• Identify the onset of words. • Identify the rime of words. • Orally segment the onset and rime of words. • Orally blend the onset and rime.	N. Phonological awareness	24. Phonological awareness	4.3.1 Manipulate rhyming sounds

RF2	RF2.e	Phonological/Phonemic Awareness	Isolate and pronounce the initial and final sound (phoneme) in spoken words.	• Demonstrate understanding of the concept of first, middle, and last. • Identify the initial sounds (phonemes) in words. • Recognize similarities and differences in the initial sounds (phonemes) of words. • Begin to identify the final sounds (phonemes) in words. • Begin to recognize similarities and differences in the final sounds (phonemes) of words.	N. Phonological awareness	24. Phonological awareness	4.3.1 Manipulate rhyming sounds
RF2	RF2.f	Phonological/Phonemic Awareness	Orally blend and segment individual phonemes in two-phoneme words.	• Orally blend individual phonemes to form 2-phoneme words (e.g. /n/ /o/ = no). • Orally segment a 2-phoneme word into individual phonemes (e.g. no = /n/ /o/).	N. Phonological awareness	24. Phonological awareness	4.3.1 Manipulate rhyming sounds

RF3		Phonics and Word Recognition	Know and apply beginning phonics and word analysis skills.	(With prompting, modeling and support)	O. Alphabetic knowledge P. Reading	25. Alphabetic knowledge 27. Concepts about print	4.2.1 Name uppercase and lowercase letters 4.2.2 Letters represent sounds; know some letter-sound correspondences
RF3	RF3.a	Phonics and Word Recognition	Recognize that words are symbols that carry meaning and are made up of letters.	• Identify print in the environment and connect to meaning. • Identify the print in a text.	P. Reading O. Alphabetic knowledge	27. Concepts about print 26. Reading	4.4.1 Print appears in many forms and communicates ideas that can be read, viewed, and understood by others
RF3	RF3.b	Phonics and Word Recognition	Demonstrate beginning knowledge of the alphabetic principle.	• Identify, name, and print several upper and lowercase letters of the alphabet. • Produce the most common sounds for some letters. • Identify the beginning letter and beginning sound of familiar words.	O. Alphabetic knowledge	25. Alphabetic knowledge	4.2.2 Letters represent sounds; know some letter-sound correspondences

RF3	RF3.c	Phonics and Word Recognition	Form/print several upper and lowercase letters using a common path of movement.	• Demonstrate emerging proper pencil grip. • Engage in frequent letter forming practice.	R. Writing	29. Writing	4.6.1 Use writing tools to write letter-like forms, words, or short phrases
RF3	RF3.d	Phonics and Word Recognition	Recognize own name in print.	• Recognize own name in isolation with increased automaticity. • Identify the names of letters in own name. • Write own name with increasing accuracy and moving toward automaticity.	O. Alphabetic knowledge R. Writing	25. Alphabetic knowledge 27. Concepts about print 29. Writing	4.2.1 Name uppercase and lowercase letters 4.6.1 Use writing tools to write letter-like forms, words, or short phrases
RF4		Fluency	Develop an understanding of fluent reading as well as the alphabetic principle.	(With prompting, modeling and support)	P. Reading Q. Book enjoyment and knowledge O. Alphabetic knowledge	26. Reading 28. Book knowledge 25. Alphabetic knowledge	4.5.1 Show an interest in reading books 4.5.2 Enjoy participating in shared reading experiences 4.2.2 Letters represent sounds; know some letter-sound correspondences

RF4	RF4.a	Fluency	Engage in a variety of experiences with texts in order to develop an understanding of fluent reading.	• Engage in Interactive Read-Alouds using a wide selection of texts that include varied topics, structures, and genres representing a wide variety of cultures. • Recite nursery rhymes and poems that may include movement from a wide variety of genres. • Engage in imitative reading (choral and echo reading) with prosody.	Q. Book enjoyment and knowledge P. Reading M. Listening and comprehension	26. Reading 28. Book knowledge 21. Comprehension	4.5.1 Show an interest in reading books 4.5.2 Enjoy participating in shared reading experiences
RF4	RF4.b	Fluency	Demonstrate developing accuracy and automaticity with naming letters and producing their corresponding sounds.	• Name some upper and lowercase letters in non-sequential order with accuracy and automaticity. • Produce the most common sound for some letters of the alphabet with accuracy and automaticity.	O. Alphabetic knowledge	25. Alphabetic knowledge	4.2.1 Name uppercase and lowercase letters 4.2.2 Letters represent sounds; know some letter-sound correspondences