

## KINDERGARTEN FOUNDATIONAL SKILLS STANDARDS BREAKDOWN

**Cluster:** Foundational Skills- Print Concepts

*From Achieve the Core: Definition: Print concepts include the features of print and organization of print. The most important early print concept is letter recognition, which should begin immediately in kindergarten. Additionally, students should begin learning basic skills such as page-by-page reading, and following words from left to right and top to bottom. They should begin noticing that words are separated by spaces and that these spaces are the same size.*

**Standard Text:**

**RF. K.1: Demonstrate understanding of the organization and basic features of print.**

- **Follow words from left to right, top to bottom, and page by page**
- **Recognize that spoken words are represented in written language by specific sequences of letter**
- **Understand that words are separated by spaces in print.**
- **Recognize and name all upper- and lowercase letters of the alphabet.**

**Students Who Demonstrate Understanding Can:**

- move from the top of the page to the bottom of the page, and move from one page to the next
- understand that words are made of letters and that spoken words can be written to become a piece of writing.
- understand that letters together in a certain sequence make words and these words are written with spaces between them.
- name all letters in uppercase and lowercase forms

**Vertical Alignment to Future Grades:**

RF. 1.1

**Clarification Statement:**

- Students should be able to show proficiency in understanding the basic concepts of print such as following words in the correct direction, connecting spoken language to written language and letters, and understanding spacing between words.
- Students should be able to name and recognize upper-case and lowercase letters.

**Vocabulary for Teacher Development:**

- **return sweep** – moving your eyes from the end of one line of text to the start of another line
- **one-to-one correspondence of words** – matching the printed word to the spoken word
- **letter recognition** – visually recognizing the name of a printed letter

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| <p><b>Cluster:</b> Phonological Awareness<br/>From <i>Achieve the Core</i>: Definition: Phonological awareness is a broad term used for all things related to the sounds of spoken language. Phonological awareness is entirely oral and forms the building blocks for later reading before print is even introduced.</p>  |  |
| <p><b>Standard Text:</b><br/><b>RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></p> <ul style="list-style-type: none"> <li>● <b>Recognize and produce rhyming words.</b></li> <li>● <b>Count, pronounce, blend, and segment syllables in spoken words.</b></li> <li>● <b>Blend and segment onsets and rimes of single-syllable spoken words.</b></li> <li>● <b>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</b></li> <li>● <b>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</b></li> </ul> | <p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>● identify and create rhyming words.</li> <li>● divide words into syllables and count those syllables</li> <li>● say the sounds in the syllables and blend them to create words.</li> <li>● in single-syllable words, blend and segment the onset and rime (The onset in “mat” is /m/ and the rime is /at/).</li> <li>● segment CVC (consonant-vowel-consonant) words (e.g. dot) so that each sound is heard in isolation (e.g. /d//o//t/ is “dot” note: except for CVC endings /l/, /r/, and /x/).</li> <li>● manipulate phonemes (sounds) in single syllable words to make new words (e.g. substitute /c/ in “mat” to make “cat” or add /l/ to “fat” to make “flat”).</li> </ul>  |
| <p><b>Vertical Alignment to Future Grades:</b><br/>RF. 1.2</p>   | <p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>● Building phonological awareness includes building knowledge of oral rhymes, alliteration, syllables, onset/rime, phonemes.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>● <b>phoneme</b> – individual sounds in words</li> <li>● <b>alliteration</b>: the occurrence of the same letter or sound at the beginning of closely connected words.</li> <li>● <b>syllable</b> – a unit of pronunciation having one vowel sound, with or without surrounding consonants</li> <li>● <b>onset-rime</b> – the initial phonological unit of any word, rime is the string of letters that follow.</li> <li>● <b>rhyming words</b> – (word, syllable, line) having or ending with an identical corresponding sound to another</li> <li>● <b>CVC words</b> – three letter words that follow a consonant-vowel-consonant pattern</li> </ul> |
| <p><b>Cluster:</b> Phonics and Word Recognition<br/>From <i>Achieve the Core</i>: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.</p>  |  |
| <p><b>Standard Text:</b></p>   | <p><b>Students Who Demonstrate Understanding Can:</b></p>  |

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| <p><b>RF. K.3: Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</b></li> <li>• <b>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</b></li> <li>• <b>Read common high-frequency words by sight</b></li> <li>• <b>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</b></li> </ul> | <ul style="list-style-type: none"> <li>• produce all of the primary sounds for consonants.</li> <li>• know the long and short vowel sounds and their common spellings.</li> <li>• read frequently seen words by sight (e.g. the, of, to, you, she, my, is, are, do, does).</li> <li>• identify the sound that is different in two similarly spelled words (e.g. went and want, students identify that /e/ in went is different than /a/ in want).</li> </ul>   |
| <p><b>Vertical Alignment to Future Grades:</b><br/>RF. 1.3, 2.3, 3.3, 4.3, 5.3</p>  | <p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>• Students can decode words using phonics and word analysis skills such as one-to-one letter-sound correspondences, knowledge of graphemes, reading common high frequency words, and distinguishing between similarly spelled words.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>decoding</b> – learning to read words by recognizing and stringing together sounds</li> <li>• <b>encoding</b> – using letter sounds to write</li> <li>• <b>automaticity</b> – decoding that is done so rapidly that it seems the word has been recognized as a whole</li> <li>• <b>word recognition</b> – recognizing words in the moment of reading</li> <li>• <b>graphemes</b> – letters or groups of letters that represent sounds</li> <li>• <b>sound and spelling pattern</b> – the phonics-based skill of focus in a scope and sequence, usually a letter, letter pair, or word par</li> </ul> |
| <p><b>Cluster:</b> Fluency<br/>From <i>Achieve the Core</i>: Definition-: Fluency consists of reading accurately, at an appropriate rate, and with expression.</p>  |  |
| <p><b>Standard Text:</b><br/>RF. K.4: Read emergent-reader text with purpose and understanding</p>  | <p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>• read predictable patterns in text.</li> <li>• read short sentences in text.</li> <li>• read sight words.</li> <li>• read CVC words.</li> </ul>  |
| <p><b>Vertical Alignment to Future Grades:</b><br/>RF. 1.4, 2.4, 3.4, 4.4, 5.4</p>  | <p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>• Students read and understand texts with predictable patterns, short sentences, sight words, CVC words, and strong picture support.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p>  |

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|  | <ul style="list-style-type: none"><li>• <b>accuracy</b> – the ability to correctly decode a word on sight. Over time, accuracy will lead to developing a bank of “sight words,” or words that are correctly and instantly recognized without applying decoding knowledge</li><li>• <b>rate</b> – words read per minute. Fluent reading is not speed reading; an appropriate rate reflects conversational speech and varies based on grade level.</li><li>• <b>prosody</b> – reading with appropriate expression. Components of prosody include timing, phrasing, emphasis, and intonation.</li></ul> |
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