

Common Core Standards Reading: Foundational Skills

TK End of Year

Kindergarten End of Year

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, page by page.
 - b. Recognize that spoken words are represented in written language.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name most upper and lower case letters of the alphabet

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables and sounds (phonemes).
 - a. Recognize rhyming words
 - b. Count and pronounce syllables in spoken words
 - c-f: *These concepts will be introduced in TK but proficiency is not an end of year expectation.*

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by matching most sounds to most letter symbols.
 - b. *Focus on this skill will begin in Kindergarten.*
 - c. Read some common high-frequency words from PUSD TK list.
 - d. *Focus on this skill will begin in Kindergarten.*

Fluency

4. *Focus on this skill will begin in Kindergarten*

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper and lower case letters of the alphabet

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables and sounds (phonemes).
 - a. Recognize and produce rhyming words
 - b. Count, pronounce, blend and segment syllables in spoken words
 - c. Blend and segment onsets and rimes of single-syllable spoken words
 - d. **Blend two to three phonemes into recognizable words**
 - e. 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/)
 - f. Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels *
 - *Identify which letter represent the five major vowels (AEIOU) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in grade 1 phonics standards.
 - c. Read common high-frequency words by sight
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

4. Read emergent reader texts with purpose and understanding.