<table>
<thead>
<tr>
<th>COMMON CORE STANDARDS – K-5 FOUNDATIONAL SKILLS STANDARDS ALIGNMENT (DRAFT) – pages 5-6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
</tr>
</tbody>
</table>
| **PRINT CONCEPTS** | 1. Demonstrate understanding of organization/features of print:  
a. Follow words, left to right, top to bottom, page by page  
b. Recognize that spoken words are represented by letters in sequence  
c. Understand that words are separated by space  
d. Know upper & lower case letters in alphabet | 1. Demonstrate understanding of organization/features of print:  
a. Recognize parts of a sentence |  |  |  |
| **PHONOLOGICAL AWARENESS** | 2. Demonstrate understanding of spoken words, syllables and phonemes  
a. Recognize/produce rhyming words  
b. Count, produce, blend, segment syllables in spoken words  
c. Blend, segment onsets/rimes of single-syllable words  
d. Blend 2-3 phonemes into words  
e. Isolate/produce initial, medial, final phonemes in 3 phoneme words.  
f. Add/substitute phonemes in simple one-syllable words to make new words | 2. Demonstrate understanding of spoken words, syllables and phonemes  
a. Distinguish long from short vowels  
b. Orally produce single-syllable words (& blends)  
c. Isolate/produce initial, medial, final phonemes in single syllable words  
d. Segment spoken single-syllable words into individual sounds |  |  |  |
| **PHONICS & WORD RECOGNITION** | 3. Know/Apply phonics/word analysis skills to decode in text and in isolation  
a. Demo knowledge of 1-1 letter-sound correspondences by producing primary/most frequent sounds for consonants  
b. Associate long/short vowels w/spellings for vowels  
c. Read high-frequency words by sight  
d. Distinguish between words by identifying sounds of letters that differ | 3. Know/Apply phonics/word analysis skills to decode in isolation and in text  
a. Know spelling-sound connection for consonant digraphs  
b. Decode 1- and 2-syllable words  
c. Know final –e and vowel team conventions for long vowel sounds  
d. Know syllable-vowel connection  
e. Read w/inferential ending  
f. Recognize/read irregulars | 3. Know/Apply grade level phonics/word analysis skills to decode in isolation and in text  
a. Know the meaning of common prefixes/suffixes  
b. Decode Latin suffixes  
c. Decode multi-syllable words  
d. Read irregulars | 3. Know/Apply grade level phonics/word analysis skills in decoding  
a. Use knowledge of language structure to read unfamiliar, multisyllabic words in and out of context |  |
| **FLUENCY** | 4. Read emergent reader texts w/purpose & understanding | 4. Read with fluency/accuracy to support comprehension  
a. Read on-level text w/understanding  
b. Read on-level text orally w/consistent rate & expression  
c. Use context to self-correct | 4. Read with fluency/accuracy to support comprehension  
a. Read on-level text w/understanding  
b. Read on-level text orally w/consistent rate & expression  
c. Use context to self-correct | 4. Read with fluency/accuracy to support comprehension  
a. Read on-level text w/ununderstanding  
b. Read on-level text orally w/consistent rate & expression  
c. Use context to self-correct | 4. Read with fluency/accuracy to support comprehension.  
a. Read on-level text w/ununderstanding  
b. Read on-level text orally w/consistent rate & expression  
c. Use context to self-correct |