# CLUSTER: PRINT CONCEPTS

**Anchor Standard 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**RF K.1:** Demonstrate understanding of the organization and basic features of print.
- a. Follow words from left to right, top to bottom, and 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.

**Essential Skills:**

**With prompting and support:**

**K.1.a** Follow words from left to right, top to bottom, and page by page.
- Demonstrate interest/attention to print.
- Follow words from left to right, top to bottom, front to back and page by page.
- Make return sweep to next line of text.

**K.1.b** Recognize that spoken words are represented in written language by specific sequences of letters.
- Engage in a variety of literacy experiences (e.g., shared reading and writing, Interactive Read-Alouds, language experience stories, etc.) using a wide selection of texts (e.g., a variety of structures and/or genres representing a wide variety of cultures).
- Recognize that spoken words can be written, spoken and read.
- Know the difference between letters and words.
- Recognize that letters go together to make words.
- Identify words in text.

**K.1.c** Understand that words are separated by spaces in print.
- Engage in a wide variety of literacy experiences involving writing that focuses on spaces in print (e.g., Interactive Read-Alouds, shared reading and writing, language experience stories, small group instruction, etc.).
- Know the difference between a letter and a word.
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- Recognize that letters build words and words build sentences.
- Recognize that printed words are separated by spaces.

**K.1.d Recognize and name all upper and lower case letters of the alphabet.**
- Differentiate between numerals, letters and words.
- Engage in a wide variety of literacy experiences involving writing that focuses on upper and lower case letters in print (e.g., Interactive Read-Alouds, shared reading and writing, language experience stories, small group instruction, etc.).
- Attend to print in order to learn letter names.
- Identify and name upper and lower case letters out of context and in isolation.

### Benchmarks:

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**ELA Grade K**

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CLUSTER: PHONOLOGICAL AWARENESS

Anchor Standard 2: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RF K.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. 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/.
   e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Essential Skills:

K.2.a Recognize and produce rhyming words.
   • Recognize rhyming words in spoken language.
   • Understand the relationship between onset/rime in creating rhyming words.
   • Demonstrate auditory discrimination to match rime/same beginning and ending sound.
   • Demonstrate auditory discrimination of rimes/same ending sounds.
   • Identify rhyme in poems and stories read aloud.
   • Repeat and produce rhyming words.

K.2.b Count, pronounce, blend, and segment syllables in spoken words.
   • Identify and isolate individual words in spoken language.
   • Identify letters, sounds and corresponding sounds.
   • Orally blend word parts (e.g. onsets, rimes, and compound words).
   • Identify whether isolated sounds are same or different.
   • Blend sounds and syllables to form words.

K.2.c Blend and segment onsets and rimes of single-syllable spoken words.
   • Identify initial and final sounds in a word.
• Categorize words as same or different by onset and rime.
• Orally blend word parts (e.g. onsets, rimes).

K.2.d 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/.
• Isolate and pronounce the initial, medial and final sounds in spoken words.
• Recognize similarities and differences in the initial, medial and final sounds of words.

K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
• Orally blend and segment individual phonemes in three phoneme words.
• Orally add or delete a sound (phoneme) at the end of a simple, one-syllable word to make a new word.

Benchmarks:
**CLUSTER: PHONICS AND WORD RECOGNITION**

**Anchor Standard 3:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**RF K.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- a. 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. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Essential Skills:**

With prompting and support:

**K.3.a** 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.
- Identify and name upper and lower case letters of the alphabet.
- Use pictures or symbols to cue sound of the consonant letters.

**K.3.b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Identify the difference between consonants and vowels.
- Recognize that a single vowel letter stands for a short or long vowel sound.

**K.3.c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- Recognize and read high frequency words with increasing automaticity.
- Read name in isolation with automaticity.

**K.3.d** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- Identify sounds of words in isolation.
- Identify common word family groups.
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Benchmarks:
**CLUSTER: FLUENCY**

**Anchor Standard 4:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**RF K.4:** Read emergent-reader texts with purpose and understanding.

**Essential Skills:**

**With prompting and support:**

- Listen to Interactive Read-Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading.

- Engage in opportunities for daily independent reading of emergent reader text to build fluency (Levels AA – C).

- Engage in imitative reading at an appropriate rate.

- Recite nursery rhymes, poems, and finger plays from a wide variety of genres with expression.

- Use knowledge of end punctuation to signal expression in reading.

- Recognize that the pictures help to explain the text.

- Use known high frequency words when reading the text.

- Use the first letter sound and the picture to determine the meaning of an unknown work.

**Benchmarks:**