**Quick Alignment Checklists for Foundational Skills Materials in Kindergarten**

The following components are items which should be a part of healthy Kindergarten literacy materials for foundational skills success.

**Standards:**

\_\_\_\_\_ Print Concepts (Standard #1) \_\_\_\_\_ Phonological Awareness (Standard #2)

\_\_\_\_\_ Phonics (Standard #3) \_\_\_\_\_ Fluency (Standard #4)

**Materials and Instruction Reflect:**

\_\_\_\_\_ Aligned practice materials \_\_\_\_\_ Abundant materials for students who need more support and practice

\_\_\_\_\_ Frequent and regular assessments \_\_\_\_\_ Considerable amount of time spent on what students need

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

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| Phonological Awareness Standards |
| **RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).** |
|  |  2a: Recognize and produce rhyming words |
|  |  2b: Count, pronounce, blend, and segment syllables in spoken words. |
|  |  2c: Blend and segment onsets and rhymes of single-syllable spoken words. |
|  |  2d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant- vowel-consonant, or CVC) words.**1** (This does not include CVCs ending with /l/, /r/, or /x/.) |
|  |  2e: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. |

1 Words, syllables, or phonemes written in /slashes/refer to their pronunciations or phonology. Thus,/CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

**In addition to the standards above, instruction and materials should also include the following:**

* An explicit scope and sequence of phonics and word recognition that includes print concepts, phonological awareness and fluency.
* Explicit instruction on how students should apply phonological awareness skills in reading as well as explicit teaching of the 44 distinct phoneme sounds and how to manipulate them.
* Regular needs assessments to help teachers determine student mastery of skills.
* Small group guidance.

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

**In addition to the standards above, structured phonics materials and instruction should include:**

* Skills-based scope & sequence that is sequential and specific enough to address each of the 150 sound spellings.
* Phonics instruction that is taught in and out of context.
* Guidance and resources for students who need more.
* Frequent and regular assessments (daily - once a week) to determine students who may need more practice/instruction.
* Instruction and materials for students to engage with phonics up to 60 minutes a day for students who need it.

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

**In addition to the standard above, fluency materials and instruction should include:**

* Hearing and discussing content-rich, complex texts that are read aloud.
* Student engagement in a volume of reading beyond instruction.
* Adequate materials to provide additional guidance and resources for students who need more.
* Additional suggestions for activities, tasks, games, etc., for students to master the standards (classroom schedules may need to be adjusted).

**Students who do not reach proficiency levels on the first exposures to the foundations of reading will need MORE exposures and experiences. Otherwise they risk becoming the students reading five or more years below grade level in high school – the ones who rarely graduate. (Hernandez, 2011)**