K-2 Reading Foundations Skills Block Standards:
Scope and Sequence: Grade K Standards Coverage

The purpose of this document is to provide a high-level overview of the Common Core State Standards, substandards, and associated learning targets explicitly taught and formally assessed in each of the four Reading Foundations Skills modules for kindergarten.[1]

The Reading Foundations Skills Block addresses:

- All of the Foundational Reading Standards
- Select Language Standards (L.1.1a and L.1.2c and d), based on the strong interrelationship between spelling, reading, and writing conventions

The document is organized as follows:

- End-of-grade-level expectation for each standard, followed by a breakdown of the sequence and frequency of instruction of each substandard (reflects the backward design and intentionally sequenced sub-skills that are necessary to master each of the long-term targets)
- The substandards addressed in the curriculum (bolded and in the exact language of the Common Core)
- Long-term learning target(s): EL Education's interpretation of substandard long-term target (or targets) in "I can" language

The supporting targets serve as a breakdown of each long-term target, sequenced in order of complexity. Once students have mastered these supporting targets (or sub-skills) of each long-term target, they will have mastered the long-term target. If a student needs additional support with a given long-term target, a teacher can look to these supporting targets to assess and remediate.

The charts below show which supporting targets are explicitly taught and formally assessed (either via K–2 Benchmark Assessment or Cycle Assessments) in a given module. (Note that, based on student needs, many more supporting targets than those listed here will be taught during differentiated small group instruction.)

Note: X indicates that the standard is explicitly taught during whole group instruction in that module. Once a standard has been introduced and explicitly worked with, if it is not represented with an X in later modules, it means that, although the standard is no longer at the forefront of instruction, it will continue to be present—revisited and reviewed as necessary.

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[1] Each module is approximately eight weeks long, including one flex week. Modules are divided into 1–2 week "cycles" of instruction. Module 1 includes four instructional cycles and Modules 2–4 include seven cycles.

Print Concepts

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

Students in kindergarten will demonstrate increasing awareness and understanding of the organization and basic features of print.

By the end of the year, kindergarten students can:

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

RF.K.1a: Follow words from left to right, top to bottom, and page by page.

Long-term learning target:
• I can read from left to right and top to bottom.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can point to words in a text.	X	X		
I can move my finger under words as I read them on a page, left to right and top to bottom.	X	X		
I can turn the pages in order and begin reading the page on the left side, then the page on the right.	X	X		

RF.K.1b: Recognize that spoken words are represented in written language by specific sequences of letters.

Long-term learning target:
• I can explain the connection between words and letters.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can count the number of words in a sentence.	X	X		
I can point to the first word in a sentence.	X	X		
I can point to the last word in a sentence.	X	X		

RF.K.1c: Understand that words are separated by spaces in print.

Long-term learning target:
• I can point to each word in a line of memorized text.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can point to each word in a line of memorized text.	X	X		

RF.K.1d: Recognize and name all upper and lower case letters of the alphabet.

Long-term learning target:
• I can identify all the upper case and lower case letters of the alphabet.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can identify the name of each lower case letter.	X	X		
I can identify the name of each upper case letter.	X	X		
I can recognize each upper case letter in a text.	X	X		
I can recognize each lower case letter in a text.	X	X		

Phonological Awareness

CCSS RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Kindergartners will show increasing awareness and competence in hearing and producing sounds in spoken words (syllables, onsets, rimes, and phonemes). This (phonological awareness) is the foundation on which they will begin to form connections between graphemes (letters and letter combinations) and phonemes within individual words as they learn to read and spell the words.

By the end of the year, kindergarten students can:

- RF.K.2a: Recognize and produce rhyming words.
- RF.K.2b: Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2c: Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2d: 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/.)
- RF.K.2e: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.2a: Recognize and produce rhyming words.

Long-term learning target:
• I can identify and make words that rhyme.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can listen to a list of words and identify which one does not rhyme.	X	X		
I can create a new word for a rime pattern by changing the onset (provided by teacher; for example, pat, hat, bat).	X	X		
I can identify two rhyming words from listening to a line of text.	X	X		
I can create a new rhyming word by changing the first sound from a given word.	X	X		

RF.K.2b: Count, pronounce, blend, and segment syllables in spoken words.

Long-term learning target:
- I can count the syllables in a spoken word.
- I can segment (break apart) and pronounce separate syllables in a spoken word.
- I can blend separate syllables to form a spoken word.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can count the syllables in a spoken word.	X	X		
I can segment (break apart) and pronounce the separate syllables in a spoken word.	X	X		
I can blend separate syllables to form a spoken word.	X	X		

RF.K.2c: Blend and segment onsets and rimes of single-syllable spoken words.

Long-term learning target:
- I can break a single-syllable spoken word into two parts: the onset (beginning consonant sound) and rime (the vowel chunk that follows).
- I can blend the beginning consonant sound and ending vowel chunk to make a (single syllable) spoken word.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can listen to the teacher segment a spoken single-syllable word into onset and rime and repeat the procedure.		X		
I can listen to the teacher blend a spoken single-syllable word and repeat the procedure.		X		
I can blend onset and rime in a CVC word.		X	X	
I can segment onset and rime in a CVC word.		X	X	

RF.K.2d: 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/.)

Long-term learning target:
- I can identify and say the first phoneme (sound) in a word that has three phonemes.
- I can identify and say the middle vowel phoneme (sound) in a word that has three phonemes.
- I can identify and say the final phoneme (sound) sound in a word that has three phonemes.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can listen to a CVC word and pronounce the initial phoneme (sound) in the word.		X	X	
I can listen to a CVC and pronounce the final phoneme (sound) in the word.		X	X	X
I can listen to a CVC and pronounce the middle vowel phoneme (sound) in the word.		X	X	

RF.K.2e: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.				
Long-term learning target: • I can add or change a phoneme (sound) in a one-syllable spoken word to make a new word.				
Supporting Targets	**Module 1**	**Module 2**	**Module 3**	**Module 4**
I can add a specified phoneme (sound; e.g., /m/) at the beginning of a spoken rime (e.g., -at) that I hear, and then say the word.			X	X
I can change the initial phoneme (sound) in a spoken CVC word (e.g., m to t) to make a new word.			X	X
I can change the final phoneme (sound) in a spoken CVC word (e.g., n to p) to make a new word.			X	X
I can change the short vowel phoneme (sound) in a spoken CVC word (e.g., a to i) to make a new word.			X	X

Phonics and Word Recognition

CCSS RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.

Students in kindergarten will demonstrate increasing awareness and competence in beginning to connect graphemes (letters or letter combinations) to phonemes (sounds in spoken words).

By the end of the year, kindergarten students can:

- RF.K.3a: Demonstrate basic knowledge of letter-sound correspondences by producing the primary, or most frequent, sound for each consonant.
- RF.K.3b: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.K.3c: Read high-frequency (common) words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- RF.K.3d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

RF.K.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.				
Long-term learning target: • I can say the sound that each consonant letter makes.				
Supporting Targets	**Module 1**	**Module 2**	**Module 3**	**Module 4**
I can look at each consonant and say its sound.	X	X		

RF.K.3c: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Long-term learning target:
• I can read high-frequency (common) words automatically (by sight).

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can recognize and read many high-frequency words by sight.	X	X	X	X
I can recognize and read many high-frequency words in a text and in isolation (alone).	X	X	X	X

RF.K.3d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Long-term learning target:
• I can tell what sounds are different when I look at two words that are spelled with some of the same letters.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can identify the one sound that is different in two similarly spelled words (e.g., pen and pin).		X	X	
I can identify the one letter that is different in two similarly spelled words (e.g., not and hot).		X	X	
I can read two words that are spelled with some of the same letters (e.g., jump and bump). I can repeat with more words with some of the same letters (e.g., lump, lamp, limp).			X	X

Fluency

CCSS RF.4: Read emergent reader texts with purpose and understanding

By the end of the year, Grade K students can:

■ Read emergent reader texts with purpose and understanding

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

Long-term learning target:
• I can read emergent text with purpose and understanding.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can read emergent text for enjoyment.			X[1]	X[1]
I can read emergent text to learn something.			X[1]	X[1]
I can read emergent text to practice my reading skills.			X[1]	X[1]
I can read and understand emergent text.			X[1]	X[1]

[1] "RF.K4 is not explicitly taught or formally assessed within a specific module or cycle. Instead, this standard is addressed through ongoing conferring with students during small group work and independent work and is informally practiced during the Decodable Reader: Partner Search and Read instructional practice. Refer to the Independent and Small Group Work document (see the K-2 Skills Resource Manual) for more details.

Conventions of Standard English

CCSS L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Students in kindergarten will print many lower and uppercase letters.

By the end of the year, kindergarten students can:

- ◼ L.K.1a: Print many upper and lower case letters.

LK.1a: Print many upper and lower case letters.				
Long-term learning target: • I can print many upper case letters. • I can print many lower case letters.				
Supporting Targets	**Module 1**	**Module 2**	**Module 3**	**Module 4**
I can print many upper case letters.	X	X		
I can print many lower case letters.	X	X		

CCSS L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Students in kindergarten will demonstrate increasing awareness and competence as phonetic spellers of simple words.

By the end of the year, kindergarten students can:

- ◼ L.K.2c: Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- ◼ L.K.2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships

LK.2c: Write a letter or letters for most consonant and short-vowel sounds (phonemes).				
Long-term learning target: • I can write the letter or letters for most of the consonants I hear. • I can write the letter or letters for most of the short-vowel sounds I hear.				
Supporting Targets	**Module 1**	**Module 2**	**Module 3**	**Module 4**
I can write the letter or letters for most of the consonants I hear.	X	X	X	X
I can write the letter or letters for most of the short-vowel sounds I hear.	X	X	X	X

LK.2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.				
Long-term learning target: • I can use what I know about letters and their sounds to spell simple words.				
Supporting Targets	**Module 1**	**Module 2**	**Module 3**	**Module 4**
I can use what I know about letters and their sounds to spell simple words.			X	X