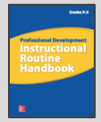
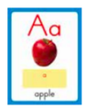
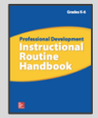
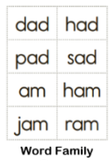
Resources for Foundational Skills – Kindergarten

"Acquisition of the foundational skills of reading is essential for independence with printed language" (*ELA/ELD Framework*, p. 151).

"Assessment is crucial for determining whether students have, in fact, acquired the prerequisite skills. If not, instruction should target the needed skills and progress to grade-level standards as soon as reasonable for the individual student" (*ELA/ELD Framework*, p. 327).

Reading Foundational Skills Standards	Wonders Resource(s) that Support this Standard ***Instructional Routine Handbook*** – Provides *routines* for teaching each of the foundational skills with step-by-step guides with these resources 		Assessments from Wonders (by book title, assessment name)	ELA/ELD Framework References
RF.K.1 Print Concepts 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-case and lower-case letters of the alphabet.	 Literature Big Books Sound-Spelling Cards Reading/Writing Workshop Leveled Readers Interactive Videos	• **Literature Big Books** – teacher models and students demonstrate an understanding of the organization of basic features of print • **Sound-Spelling Cards** – practice naming letters in whole class, small group, and one-on-one instructional settings (flash cards, interactive centers) • **Reading/Writing Workshop (Big Book and Little Book)** – teachers guide students to recognize features of print and letters in a whole group text • **Leveled Readers** – teachers guide students to observe and interact with print concepts in small group instruction • **Interactive Videos** – online animation includes proper formation of letters	**Placement and Diagnostic Assessment** • Letter Naming Fluency Assessment	"Because print concepts develop when children interact with print, classrooms are print-rich environments. Print is displayed on boards, in centers, and in class and school libraries" (*ELA/ELD Framework*, p. 213). "Teaching the letters of the alphabet to children who entered kindergarten with knowledge of letter names, shapes, and sounds is inappropriate. Likewise, moving too quickly through letters with children who have limited exposure to the symbols is problematic. Both circumstances are likely to cause frustration and disengagement" (*ELA/ELD Framework,* p. 213).
RF.K.2 Phonological Awareness 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. f. Blend two to three phonemes into recognizable words.	 Sound-Spelling Cards Photo Cards Puppet Digital Games	• **Sound-Spelling Cards** – oral practice of sounds, articulation, and additional words for small group practice • **Photo Cards** – students name the words portrayed by photos and isolate sounds and patterns of sounds in the words; can use for sorting sounds by initial, medial, or ending sounds • **Puppet** – used to demonstrate how to blend phonemes to make words (any puppet can be used – not provided) • **Songs** – online to practice/reinforce phonological skills • **Digital Games** – online practice of skills through the student portal	**Unit Assessments** (test items found in every unit) **Placement and Diagnostic Assessment** • Phonological Awareness Subtests • Phonemic Awareness Subtests	"Phonological awareness develops along a multidimensional continuum which should be considered when designing a sequence of instruction. Generally, children learn to attend to and manipulate larger units before smaller units…Teachers provide direct instruction in phonological awareness as well as a language rich environment that includes frequent explicit play with sounds through songs, games, and books" (*ELA/ELD Framework*, p. 155).

Reading Foundational Skills Standards	Wonders Resource(s) that Support this Standard ***Instructional Routine Handbook*** – Provides *routines* for teaching each of the foundational skills with step-by-step guides with these resources 		Assessments from Wonders (by book title, assessment name)	ELA/ELD Framework References
RF.K.3 Phonics and Word Recognition 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 correspondences by producing the primary sounds 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. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) 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.	Sound-Spelling Cards Decodable Readers High Frequency Word Cards  Word Family Cards Word Building Cards Digital Games	• **Sound-Spelling Cards** – sound/letter correspondence and additional spelling patterns that create sounds in words • **Decodable Readers** – two decodable texts for every sound-spelling provide students opportunity to apply patterns and problem solve as they approach new words • **High Frequency Word Lists/Cards** – introduce words using Read/Spell/Write routine. Words are displayed in classroom to revisit with students frequently and as a reference for them. May be used for sentence building in pocket chart with photo cards. • **Word Family Cards*** – provide practice with phonics patterns; useful in various instructional groupings • **Word Building Cards*** – apply phonics skills to build and blend new words • **Songs and Poems** • **Digital Games** **Only available digitally*	**Unit Assessments** (test items found in every unit) **Benchmark Assessments** **Placement and Diagnostic Assessment** • Phonics Survey, Standard Version	"Decodable texts are defined in the ELA/ELD Framework as those in which 75-80 percent of the words consist solely of previously taught letter-sound and spelling-sound correspondences and the remaining words are previously taught high frequency sight words (i.e., words that students have been taught to read by sight because they are irregularly spelled or they contain letter-sound or spelling-sound correspondences not yet taught) or story or content words" (*Resource for Implementing the ELA/ELD Framework*, p. 10). "A consistent approach is especially important for children who are experiencing difficulty with the alphabetic code. In other words, they should be exposed to texts that support their developing skills rather than to a mix of books (i.e., some that are decodable and others that include few decodable words) that may confuse them as they attempt to apply their knowledge. Ongoing assessment is crucial to the extent that it informs instruction" (*ELA/ELD Framework,* p. 217).
RF.K.4 Fluency Read emergent-reader texts with purpose and understanding.	Decodable Readers High Frequency Word Cards Your Turn Practice Book Reading/Writing Workshop Leveled Readers	• **Decodable Readers** • **High Frequency Word Lists/Cards*** • ***Your Turn* Practice Book** – high frequency word story for students to practice • **Reading-Writing Workshop** – whole group instruction • **Leveled Readers** – small group instruction **Only available digitally*	**Running Records/Benchmark Books** (Digital resource) **Placement and Diagnostic Assessment** • Sight Word Fluency **Progress Monitoring: Fluency Check** (available for units 6-10)	"Although fluency is important when children read aloud written text (including their own) for an audience, such as their peers or family members, the primary importance of fluency is that it supports comprehension" (*ELA/ELD Framework*, p. 161). "Kindergarteners read emergent texts with purpose and understanding. Emergent-reader texts are defined as those consisting of short sentences composed of learned sight words and CVC words; they may include rebuses" (*ELA/ELD Framework*, p. 218).

California English language arts/English language development framework for California public schools, kindergarten through grade twelve. (2015). Sacramento, CA: California Department of Education.
Resource for implementing the ELA/ELD framework. (2015). Sacramento, CA: California Department of Education.