

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Foundational Skills

Kindergarten

<p>RF.K.1</p> <p>Demonstrate understanding of the organization and basic features of print.</p>	<p><u>Essential Understanding from the Standard</u></p> <ol style="list-style-type: none"> 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 lowercase letters of the alphabet. <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> • Understanding of print features, structures and characteristics facilitate the reader's ability to make meaning of the text. 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Top • Bottom • Left • Right • Letter • Word • Uppercase • Lowercase • Space • Sentence
<p><u>CCR Anchor Standard:</u></p> <p>No Anchor Standard for Reading Foundational Skills.</p>		

Content Elaborations

The focus of Print Concepts is understanding that print features, structures, and characteristics facilitate the reader's ability to make meaning of the text. Print concepts include recognizing print in the environment, understanding that print carries meaning, understanding that print is used for many purposes, and experiencing print through writing. The more readers engage with receptive (reading and listening) and expressive (speaking and writing) language, the greater their understanding of the connection between spoken language and the written word.

Next Grade Level Progression Statement

In first grade, students begin to work with the way print is organized. They will become more fluent with the distinguishing features of a sentence (e.g., first word, capitalization, end punctuation).

Question Ideas

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| <ul style="list-style-type: none">• Show me where to begin reading.• Where do I go from there? After that?• Can you show me a(n) (uppercase, lowercase) letter? a word? a sentence?• (While pointing to an upper- or lowercase letter) Can you find a letter that looks like this?• Show me the end of a sentence (punctuation mark). | <ul style="list-style-type: none">• Which page do I read first?• Point to the words as I read.• Where I should start reading the story?• How I should hold the book?• Show me the title of the book?• How many words are in this sentence?• Show me the front of the book? the back of the book? |
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Ohio's Learning Standards for English Language Arts Supports: Appendix A

Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards- Pages 19-20 provide the general progressions of phonological skills and examples of each skill.

Ohio's Model Curriculum Instructional Supports

Strategies: Dictated Interactive Writing

Dictated interactive writing allows children to work alongside the teacher as they construct a text by "sharing the pen." Interactive writing provides the opportunity to teach for tracking from left to right, using spaces between words, letter sound correspondence, and recognizing that spoken words are represented by print.

Step 1: Dictate a simple sentence.

Step 2: Draw a line for each word in the sentence on a sentence strip while students repeat the sentence. Students may also use dry erase boards during this time.

Step 3: Students take turns writing the dominant consonant sounds in each word. Teacher writes the sounds students are not ready for. Do not allow for invented spelling. Repeat reading after writing each word.

Step 4: Cut up the sentence. Build and reread sentence with the students. (Richardson, 2009)

Resources: A is for Apple: Building Letter-Recognition Fluency

A series of lessons/activities from ReadWriteThink.org that provide students with the opportunity to interact with letters over a variety of settings and to build letter fluency.

Pre-K (Prior Grade Standard)

Demonstrate an understanding of basic conventions of print in English and other languages (e.g., words are represented in written language by specific sequences of letters; words are separated by spaces in print). Orient books correctly for reading and turn pages one at a time. Demonstrate an understanding that print carries meaning.

RF.1.1 (Future Grade Standard)

Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</p>	<p><u>Essential Understanding from the Standard</u></p> <ol style="list-style-type: none"> 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 phonemes (sounds) 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 phonemes (sounds) in simple, one-syllable words to make new words. 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Rhyme • Phoneme* • Blend* • Onset* • Rime* • Sound • Segment* • Take apart
<p><u>CCR Anchor Standard:</u></p> <p>No Anchor Standard for Reading Foundational Skills.</p>		

Content Elaborations

The focus of Phonological Awareness is the ability to hear the sounds of a language independent of meaning and visual cues. Phonological awareness occurs explicitly in oral language and is the foundation of literacy. It leads to the ability to recognize and decode printed words, which develops independent readers.

Phonological awareness within the Kindergarten standards develops in this progression: 1) recognize and produce rhyming words, 2) count, pronounce, blend, and segment syllables in spoken words, 3) blend and segment onsets and rimes of single syllable words, 4) isolate and pronounce the initial, medial vowel and final phonemes in 3 syllable words, 5) add or substitute individual phonemes in a simple, one syllable words.

Next Grade Level Progression Statement

In first grade, students will continue the progression of phonological awareness by demonstrating their understanding of spoken words, syllables, and phonemes. Students will increase their comfort reading CVC words using short vowel sounds. They will also begin to understand the vowel, vowel combinations that produce the long sounds. Students will also begin blending and breaking apart words with their knowledge of individual phonemes.

Question Ideas

- Which word rhymes with this one?
 - Say each sound you hear in this word slowly.
 - Can you name/say another word that sounds like this one?
 - How many sounds do you hear?
 - Where do you hear that sound?
 - What do you hear first?
 - Listen to the sounds; blend the sound to say the whole word.
 - What do you notice about these words?
- Do these words sound the same?
 - Listen as I say these sounds slowly. Say them with me. Let's say them fast.
 - Clap the syllables in this word.
 - How many parts do you hear in these words?
 - What word do you get when you put this sound with this chunk?
 - What word do you get when you add ____ to ____ (ex. /m/ to /at/)?

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Ohio's Model Curriculum Instructional Supports

Strategies: Rhyming Games

Rhyming is one way to help a student develop phonological awareness. Making word family charts with the students and having them on display throughout the classroom will raise awareness of the concepts of rhyming. There are also many children's picture books that have rhyming stories or poetry that can be used to help develop the skill including: Nancy Shaw's Sheep in a Jeep, Martin's Brown Bear, Brown Bear and Brown's Goodnight Moon.

Resources: Foundational Skills

For additional information on Reading: Foundational Skills, see [Ohio's Early Literacy Toolkit](#) and Kosanovich, M. and Verhagen, C. (2012). [Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards](#). Portsmouth, NH: RMC Research Corporation, Center on Instruction).

Pre-K (Prior Grade Standard)

With modeling and support, recognize and produce rhyming words. With modeling and support, recognize words in spoken sentences. With modeling and support, identify, blend and segment syllables in spoken words. With modeling and support, orally blend and segment familiar compound words. With modeling and support, blend and segment onset and rime in single-syllable spoken words. With modeling and support, identify initial and final sounds in words.

RF.1.2 (Future Grade Standard)

Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending phonemes, including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual phonemes.

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<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><u>Essential Understanding from the Standard</u></p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one grapheme (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. 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Sound • Word • Same • Different • Letter • Read • Spell • Vowels • Sight word • Grapheme
<p><u>CCR Anchor Standard:</u> No Anchor Standard for Reading Foundational Skills.</p>		

Content Elaborations

The focus of Phonics and Word Recognition is applying the knowledge of phonemes (sounds) with the written graphemes (letter or letters representing a sound) and recognizing common high-frequency words that may or may not be decodable. The National Reading Panel advocates systematic phonics instruction as part of a balanced program of reading teaching. Knowledge of common high-frequency words by sight establishes more fluent reading to aid in comprehension of text. Establishing students' knowledge of word families, rhyming words, or other similarly spelled words will increase reading fluency and aid in comprehension of text.

Next Grade Level Progression Statement

In first grade, students will know and apply grade-level phonics and word analysis skills in decoding words. Grade level phonics includes the ability to know the spelling-sound correspondences for common consonant digraphs, decode regularly spelled one-syllable words, and know final -e and common vowel team conventions for representing long vowel sounds. It also includes the ability to use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word, decode two-syllable words following basic patterns by breaking the words into syllables, read words with inflectional endings, and recognize and read grade-appropriate irregularly spelled words.

Question Ideas

- When I point to a letter tell me the sound that it makes.
- When I say a sound, write the letter/letters that make that sound.
- When I say ___hat___ what letter do you hear in the middle?
- How would you spell the word _____?
- Which vowel do you hear, when I say _____?
- As you point to a list of high frequency words, "Can you read these words for me?"
- I will say two words tell me if they are the same or different.

Ohio's Learning Standards for English Language Arts Supports: Appendix A

[Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards](#)- Pages 18-19 provide phoneme-grapheme correspondences for consonants and vowels.

Ohio's Model Curriculum Instructional Supports

Strategies: Morning Message

Create a message for the class each morning. In addition to reading it, have students come to the chart and circle targeted phonics patterns or sight words that they can recognize. Students can say the sounds or read the words aloud as they circle them. As the year progresses, students should take a more active role in creating the morning message.

Resources: What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade

[This practice guide](#) provides evidence-based recommendations for teaching foundational reading skills to students in K-3.

Pre-K (Prior Grade Standard)

With modeling and support, recognize and produce rhyming words.
With modeling and support, recognize words in spoken sentences. With modeling and support, identify, blend and segment syllables in spoken words. With modeling and support, orally blend and segment familiar compound words. With modeling and support, blend and segment onset and rime in single-syllable spoken words. With modeling and support, identify initial and final sounds in words.

RF.1.3 (Future Grade Standard)

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

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Kindergarten

RF.K.4

Read emergent-reader texts with purpose and understanding.

CCR Anchor Standard:

No Anchor Standard for Reading Foundational Skills.

Essential Understanding

- Understand and use concepts of print and book handling skills.
- Know that text has meaning and an author's message
- Use predictable patterns to read text.
- Know and use a core words to make meaning of text.
- Master high frequency words with automaticity.
- Know how punctuation works to help comprehension.

Extended Understanding

- Fluency helps the reader process language for meaning and enjoyment.

Academic Vocabulary

- Purpose
- Author
- Expression
- Understanding
- Punctuation
- Period
- Story
- Emergent-reader texts*

Content Elaborations

The focus of Fluency is developing automaticity in word recognition so the reader can process language for purpose and understanding. Fluency is the ability to read naturally, accurately, and with proper expression. Fluency is not reading fast, but reading with an appropriate rate. Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate knowledge of punctuation. Additionally, fluent readers are able to make sure that a text makes sense and effectively predict words based on text structure and meaningful chunks of text. Fluency provides a bridge between word recognition and comprehension.

Next Grade Level Progression Statement

In first grade, students will read grade-level text with the fluency, appropriate rate, expression, and accuracy, including self-correcting strategies, to support comprehension of text.

Question Ideas

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|---|---|
| <ul style="list-style-type: none">• Can you read this book for me?• What can you do when you get to a word you don't know? | <ul style="list-style-type: none">• What is this book about?• What do you think the author is trying to tell you?• Is this book going to tell you a story or is it going to help you learn about something? |
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Ohio's Model Curriculum Instructional Supports

Strategies: Listen Again

Read aloud multiple times a day. Provide students with reading/listening centers that have books on CD with signals for turning the page. Provide opportunities for students to use technology that lights up or underlines words as the text is read so that rhythm and pacing becomes more evident. Read a single text multiple times for multiple purposes. For example, read aloud [Yo? Yes!](#) by Chris Raschka. The first reading is for enjoyment, second could be to focus on the sound the letter 'y' makes, third could be to focus on end punctuation and the inflections that go with it, and the fourth could be a call and response read with the teacher reading the voice of one character and the students reading the voice of the other character response.

Resources: Essential Instructional Practices in Early Literacy by the Early Literacy Task Force

[This guide](#) identifies research based-best practices determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development.

Pre-K (Prior Grade Standard)

With modeling and support, use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.

RF.1.4 (Future Grade Standard)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.