

The Common Core ELA State Standards: *Foundational Skills*

*Alignment with the New Mexico
Early Learning Guidelines*



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Kindergarten Common Core State Standards

With prompting
and
support...



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Kindergarten Foundational Skills

In Kindergarten, children are expected to demonstrate **INCREASING** awareness and competence in the areas that follow.



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Reading Standards: Foundational Skills

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system.

These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.



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ELA: K-5 Foundational Skills

<i>Foundational Skills</i>	<i>Grade Levels</i>					
1. Print Concepts	K	1				
2. Phonological Awareness	K	1				
3. Phonics & Word Recognition	K	1	2	3	4	5
4. Fluency	K	1	2	3	4	5

Print Concepts: END of Kindergarten

1. Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

Essential Indicators Domain: Literacy							
Outcome #7: The child engages in activities that promote the acquisition of emergent reading skills							
Indicator 7.4 (Essential Indicator #7): Progresses in understanding and using concepts of print.							
3-Year-Old Rubrics		4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics			
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Identifies print in the environment, i.e., asking "What's that say?"	Identifies own name as a whole	Recognizes that letters of the alphabet can be individually named	Recognizes some of the letters in his or her own name	Recognizes letters in his or her own name and in those of classmates as well as in environmental print	Recognizes and names most upper and lower case letters	Recognizes and names all upper and lower case letters	Recognizes some common words and environmental signs by sight

PreK: Aligned Indicators Not Assessed

7.3 Progresses in understanding and using conventions of reading (including holding book upright, identifying front and back, turning pages correctly, and recognizing that print proceed from left to right).

8.2 Demonstrates knowledge that writing and drawing are different and uses early stages of writing in the form of shapes and letter-like symbols to convey ideas.

Phonological Awareness: END of Kindergarten

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.



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- 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



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Phonics and Word Recognition: END of 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 man 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.



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Essential Indicators Domain: Literacy

Outcome #5: The child demonstrates development and expansion of listening skills.

Indicator 5.3 (Essential Indicator #3): Hears and discriminates the sounds of language in words to develop phonological awareness.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Participates in stories, songs and fingerplays with rhyming words or word patterns	Repeats rhyming words or word patterns in songs, poems and/or stories	May recite simple and familiar chants and rhymes or repeat alliterative language; does not make up own	Makes up own chants and rhymes and/or knows the beginning sound of his or her name	Is starting to make letter-sound associations	Makes many letter-sound associations with beginning consonants and compares sounds of words for rhyming or alliteration with adult assistance	Makes many letter-sound associations with beginning and ending consonants and compares sounds of words for rhyming or alliteration with minimal adult assistance	Consistently makes many letter-sound associations with beginning and ending consonants and compares sounds of words for rhyming or alliteration independently



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Fluency: END of Kindergarten

4. Read emergent-reader texts with purpose and understanding.



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Essential Indicators Domain: Literacy

Outcome #7: The child engages in activities that promote the acquisition of emergent reading skills

Indicator 7.1 (Essential Indicator #5): Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Shows interest in listening to an adult read a book (not necessarily listening to the whole book) and/or looks at books	Asks to listen to or look at the same story again and again	Listens to an adult read a book or chooses to look at books alone or with others less frequently than every day	Listens to an adult read a book or chooses to look at books alone or with others almost every day, making comments about illustrations	Listens to an adult read a book or chooses to look at books alone or with others almost every day and/or looks at books using the illustrations to tell the story and/or following along with familiar text (may not be accurate)	Selects a book to read or listen to, based on favorite author or topic of interest. Gives reasons for liking or disliking a book	Selects books to read or listen to of increasing length and variety, with adult assistance, to obtain purposeful information (Example: looks for books identifying bugs following a nature walk.)	Independently selects books to read or listen to of increasing length and variety to obtain purposeful information



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NM PreK Early Learning Guidelines

Outcome #5: The child demonstrates development and expansion of listening skills.

Indicator 5.4: Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books.

Outcome #6: The child communicates experiences, ideas and feelings through speaking.

Indicator 6.2: Asks and answers relevant questions

Indicator 6.3: Engages in conversations that develop at thought or idea



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NM PreK Early Learning Guidelines

Outcome #7 The child engages in activities that promote the acquisition of emergent reading skills.

Indicator 7.1: Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.



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Resources

<http://literacynewmexico.org/>

<http://newmexicocommoncore.org/>

<http://www.corestandards.org/>

<http://www.rec9nm.org/index.cfm?PID=6515>

www.newmexicoprek.org



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