



# Spark a Mind & Change a Life

## Kansas College and Career Ready ELA Reading Foundational Standards for Kindergarten

### Print Concepts

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

### Phonological Awareness

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

Standards taken from <https://community.ksde.org/Default.aspx?tabid=6340>



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### Phonics and Word Recognition

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words
- RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant
- RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels
- RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)
- RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat/cat, bat/bit/, bat/bad)

### Fluency

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

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