

HANDOUT 3

Phonological Awareness Alignment Document

Table 1.3

Overview of the Alignment Between the Language and Literacy Domain and the Common Core State Standards

Language and Literacy		
California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	Common Core State Standards Kindergarten
Language Development	Language and Literacy	English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
	Listening and Speaking	Speaking and Listening Standards
Communication Skills and Knowledge →	Language Use and Conventions →	Comprehension and Collaboration Presentation of Knowledge and Ideas
Receptive Language] → [Vocabulary →	Language Standards
Expressive Language] → [Grammar →	Vocabulary Acquisition and Use Conventions of Standard English
	Reading	Reading Standards for Literature Reading Standards for Informational Text Reading Standards: Foundational Skills Speaking and Listening Standards
Receptive Language] → [Phonological Awareness →	Phonological Awareness
Expressive Language] → [Comprehension and Analysis of Age-Appropriate Text →	Key Ideas and Details Integration of Knowledge and Ideas Comprehension and Collaboration

		<p>c. Understand that words are separated by spaces in print.</p> <p>Reading Standards for Literature</p> <ul style="list-style-type: none"> • Craft and Structure <p>5. Recognize common types of texts (e.g., storybooks, poems, <u>fantasy, realistic text</u>).</p> <p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>Reading Standards for Informational Text</p> <ul style="list-style-type: none"> • Craft and Structure <p>5. Identify the front cover, back cover, and the title page of a book.</p> <p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>
2.0 Phonological Awareness		Reading Standards: Foundational Skills
		• Phonological Awareness
At around 48 months	At around 60 months	By the end of kindergarten
<p>Note: The foundations for phonological awareness are written only for older four-year-olds because much of the initial development of phonological awareness occurs between 48 months and 60 months of age.</p>	<p>2.1 Orally blends and delete words and syllables without the support of pictures or objects.</p> <p>2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with support of pictures or objects.</p>	<p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. 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/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
3.0 Alphabetics and Word/Print Recognition		Reading Standards: Foundational Skills
		<ul style="list-style-type: none"> • Print Concepts • Phonics and Word Recognition

* Boldface underlined words represent California's addition to the CCSS.