

Primary Concepts®
Ready to Read
Read Along Songs
1299

Primary Concepts' *Ready to Read Read Along Songs* addresses the following Common Core State Standards.

| Common Core State Standards Kindergarten | |
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| Reading: Foundational Skills | |
| Print Concepts | |
| RF.K.1. Demonstrate understanding of the organization and basic features of print. | |
| <ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page to page. ▪ Recognize that spoken words are represented in written language by specific sequences of letters. ▪ Understand that words are separated by spaces in print. | |
| Phonological Awareness | |
| RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | |
| <ul style="list-style-type: none"> • Recognize and produce rhyming words. | |
| <ul style="list-style-type: none"> • Count, pronounce, blend, and segment syllables in spoken words. | |
| <ul style="list-style-type: none"> • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | |
| Phonics and Word Recognition | |
| RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. | |
| <ul style="list-style-type: none"> • Read common high-frequency words by sight. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | |
| Fluency | |
| RF.K.4. Read emergent-reader texts with purpose and understanding. | |
| Reading Literature | |
| Range of Reading and Level of Text Complexity | |
| RL.K.10. Actively engage in group reading activities with purpose and understanding. | |
| Language Standards | |

| Common Core State Standards Grade 1 | |
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| Reading: Foundational Skills | |
| Print Concepts | |
| RF.1.1 Demonstrate understanding of the organization and basic features of print. | |
| <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence (e.g, first word, capitalization, ending punctuation). | |
| Phonics and Word Recognition | |
| RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. | |
| <ul style="list-style-type: none"> ▪ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ▪ Read words with inflectional endings. ▪ Recognize and read grade-appropriate irregularly spelled words. | |
| Fluency | |
| RF.1.4 Read with sufficient accuracy and fluency to support comprehension. | |
| <ul style="list-style-type: none"> ▪ Read on-level text with purpose and understanding. | |

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| <ul style="list-style-type: none">▪ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.▪ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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| Language Standards |
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| Vocabulary Acquisition and Use |
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| L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |
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| <ul style="list-style-type: none">▪ Use sentence-level context as a clue to the meaning of a word or phrase.▪ Use frequently occurring affixes as a clue to the meaning of a word.▪ Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>). |
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