

EBLI and Common Core State Standards Alignment

Kindergarten Reading: Foundational Skills

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Important Notes

Below we have indicated the EBLI activities and information that align with the Common Core State Standards. EBLI does not align with all Standards; we have only included the Standards with which EBLI does align. For the complete list of Standards, please visit www.corestandards.org.

There are 15 sections of EBLI activities and information. Because not all 15 sections fit on one page, we have divided them into Part 1 (first 7 sections) and Part 2 (other 8 sections). Please refer to Part 1 and Part 2 when researching which EBLI activities and strategies align with each specific Standard. Contact EBLI at info@ebli.com or (810) 732-4810 with any questions.

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Kindergarten Reading: Foundational Skills		EBLI ACTIVITIES AND INFORMATION: PART 1							
		Auditory Blending/ Segmenting Activities	Say and Pull/ Sound Lines	Phoneme Manipulation	Listen, Tally, Say, and Write	Dot and Dash	Say and Write	Same Sound/ Different Spelling	Same Spelling/ Different Sound
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.								
CCSS.ELA-Literacy.RF.K.1a	Follow words from left to right, top to bottom, and page by page.								
CCSS.ELA-Literacy.RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.		●		●	●	●	●	●
CCSS.ELA-Literacy.RF.K.1c	Understand that words are separated by spaces in print.								
CCSS.ELA-Literacy.RF.K.1d	Recognize and name all upper- and lower-case letters of the alphabet.			●					
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	●	●	●	●	●	●	●	●
CCSS.ELA-Literacy.RF.K.2a	Recognize and produce rhyming words.	●		●					
CCSS.ELA-Literacy.RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.	●							
CCSS.ELA-Literacy.RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.	●	●	●			●		
CCSS.ELA-Literacy.RF.K.2d	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/.)	●	●	●					
CCSS.ELA-Literacy.RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	●	●	●					
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●	●	●	●	●
CCSS.ELA-Literacy.RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	●	●				●		●

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Kindergarten Reading: Foundational Skills		EBLI ACTIVITIES AND INFORMATION: PART 2								
		Multi-syllable Sound Lines/Multi-syllable Split Word Reading	Student read, Instructor read back, Student read again	Multi-syllable Spelling	Give It a Try Spelling	Summarizing for Comprehension	Vocabulary Graphic Organizer	Peterson Handwriting	Scaffolded Writing Activities	General Information
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.		●			●				
CCSS.ELA-Literacy.RF.K.1a	Follow words from left to right, top to bottom, and page by page.		●					●	●	
CCSS.ELA-Literacy.RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	●		●						
CCSS.ELA-Literacy.RF.K.1c	Understand that words are separated by spaces in print.		●			●	●		●	
CCSS.ELA-Literacy.RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.									
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	●		●						
CCSS.ELA-Literacy.RF.K.2a	Recognize and produce rhyming words.									
CCSS.ELA-Literacy.RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.	●		●						
CCSS.ELA-Literacy.RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.									
CCSS.ELA-Literacy.RF.K.2d	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/.)									

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		Auditory Blending/ Segmenting Activities	Say and Pull/Sound Lines	Phoneme Manipulation	Listen, Tally, Say, and Write	Dot and Dash	Say and Write	Same Sound/ Different Spelling	Same Spelling/ Different Sound
CCSS.ELA-Literacy.RF.K.3b	Associate the long and short vowel sounds with the common spellings (graphemes) for the five major vowels.	●	●				●		●
CCSS.ELA-Literacy.RF.K.3c	Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	●	●			●	●	●	●
CCSS.ELA-Literacy.RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	●	●	●	●	●	●	●	●
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	●	●	●	●	●	●	●	●

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		Multi-syllable Sound Lines/Multi-syllable Split Word Reading	Student read, Instructor read back, Student read again	Multi-syllable Spelling	Give It a Try Spelling	Summarizing for Comprehension	Vocabulary Graphic Organizer	Peterson Handwriting	Scaffolded Writing Activities	General Information
CCSS.ELA-Literacy.RF.K.2e	With prompting and support, ask and answer questions about key details in a text.									
CCSS.ELA-Literacy.RF.K.3	With prompting and support, identify the main topic and retell key details of a text.	●		●	●					
CCSS.ELA-Literacy.RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.									
CCSS.ELA-Literacy.RF.K.3b	Associate the long and short vowel sounds with the common spellings (graphemes) for the five major vowels.									
CCSS.ELA-Literacy.RF.K.3c	Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).									
CCSS.ELA-Literacy.RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	●		●						
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	●	●	●	●	●	●			●