

## KINDERGARTEN READING FOUNDATIONAL

What is it we expect students to learn in writing and language? Identifying Essential Learning Outcomes

Core Standard	"I Can" Statements	Prompts	Rigor/Examples	Common Assessment	Enrichment Standards
<b>PRINT CONCEPTS</b>					
<p>RF K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>B .Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper and lowercase letters of the alphabet.</p>	<p>I can hold a book in reading position.</p> <p>I can read from left to right, top to bottom, and page by page.</p> <p>I know letters in the right order make words.</p> <p>I can name all the upper and lower case letters</p>	<p>Show me where to begin reading.</p> <p>Where do I go from there?</p> <p>After that?</p> <p>Which page do I read first?</p> <p>Point to the word as I read.</p>		<p>Kindergarten Assessment</p> <p>On-going running records</p>	<p>Accomplished in guided reading small groups</p>
<b>PHONOLOGICAL AWARENESS</b>					
<p>RF K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p>	<p>I can hear and say words that rhyme.</p> <p>I can break apart and blend words.</p> <p>I can hear and say the different word parts.</p> <p>I can change a part of a</p>	<p>Which word rhymes with this one?</p> <p>Clap the syllables in this word.</p> <p>Say each sound you hear in this word slowly.</p>		<p>Kindergarten Assessment</p> <p>On-going running records</p>	<p>Accomplished in guided reading small groups.</p>

<p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</p> <p>e. Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	<p>word to make a new word.</p>	<p>What do you hear at the beginning of this word?</p> <p>What do you hear next?</p>			
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**PHONICS AND WORD RECOGNITION**

<p>RF K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>	<p>I can say letter sounds.</p> <p>I can say the long and short sounds for the five vowels.</p> <p>I know long and short vowel sounds can have different spellings.</p> <p>I can read my sight words.</p> <p>I can read words that look alike.</p>	<p>Does that sound right?</p> <p>Does that look right?</p> <p>Does that make sense?</p> <p>Look at the word, does it look like...?</p> <p>You said... Does it look like...?</p> <p>Look at the beginning of that word, can you get it started?</p>			<p>Accomplished in guided reading small groups.</p>
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<p>b. Associate the long and short sounds with common spellings for the five major vowels.</p> <p>c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, come).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>					
FLUENCY					
<p>RF K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>I can read and understand a book.</p>	<p>Make your voice sound like talking.</p> <p>Listen to me and read it like this.</p> <p>Does that make sense?</p> <p>Does that sound right?</p>		<p>Kindergarten Assessment</p> <p>On-going running records</p>	<p>Accomplished in guided reading small groups.</p>

## KINDERGARTEN READING LITERATURE

What is it we expect students to learn in writing and language? Identifying Essential Learning Outcomes

Core Standard	"I Can" Statements	Prompts	Rigor/Examples	Common Assessment	Enrichment Standards
<b>KEY IDEAS AND DETAILS</b>					
<p>RL K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>With help, I can ask and answer questions about the important parts of a story:</p> <p>I can ask a question.</p> <p>I can talk about parts of a story.</p> <p>I can answer questions.</p> <p>I can remember parts of the story.</p>	<p>Teach children to use questioning words such as "who, what, when, where, why, and how" when asking questions about important parts of a story.</p> <p>What else are you wondering about?</p>		<p>Kindergarten Assessment</p> <p>On-going running records</p>	<p>Accomplished in guided reading small groups.</p>
<p>RL K. 2 With prompting and support retell familiar stories, including key details.</p>	<p>With help, I can retell the important parts of a story:</p> <p>I can tell the beginning, middle and end of a story.</p>	<p>Tell me what happened at the beginning of the story.</p> <p>What happened after that? What happened at the end of the story?</p>		<p>Kindergarten Assessment</p> <p>On-going running records</p>	<p>Accomplished in guided reading small groups</p> <p>Accomplished in large groups</p>
<p>RL K. 3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>With help, I can name the characters, setting, and events in a story.</p> <p>I can talk about the characters.</p> <p>I can talk about the setting.</p> <p>I can talk about what happens in a story.</p>	<p>Who are the characters in the story? What do you know about them? Can you tell where the story took place? Can you tell me the important things that happened in the story?</p>		<p>Kindergarten Assessment</p> <p>On-going running records</p>	<p>Accomplished in guided reading small groups.</p> <p>Accomplished in large groups</p>

**CRAFT AND STRUCTURE**

<p>RL K.4 Ask and answer questions about unknown words in a text.</p>	<p>I can recognize when I don't know a word.</p> <p>I can ask about a word I don't know.</p> <p>I can answer questions about words I don't know</p>	<p>Guide children to ask and answer questions about words they don't know</p>		<p>Kindergarten Assessment</p> <p>On-going running records</p>	<p>Accomplished in guided reading small groups.</p> <p>Accomplished in large groups</p>
<p>RL K.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>I know there are different things you can read.</p> <p>I can recognize poems.</p> <p>I can recognize storybooks (fiction/non-fiction)</p>	<p>What kind of text did we just read?</p> <p>How do you know?</p>		<p>Kindergarten Assessment</p> <p>On-going running records</p>	<p>Accomplished in guided reading small groups.</p> <p>Accomplished in large groups</p>
<p>RL K.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>I can name the author and illustrator of a story.</p> <p>I can tell you that the author writes the story.</p> <p>I can tell you that the illustrator draws the pictures for the story</p>	<p>Who is the author?</p> <p>What is his/her job?</p> <p>Who is the illustrator?</p> <p>What is his/her job?</p>		<p>Kindergarten Assessment</p> <p>On-going running records</p>	<p>Accomplished in guided reading small groups.</p> <p>Accomplished in large groups</p>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>					
<p>RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustrations depicts).</p>	<p>I can talk about a picture</p> <p>I can use the pictures to help me understand the story</p>	<p>Look at the picture. Tell me what is happening in the story.</p> <p>How does the picture help you?</p>		<p>On-going Running Records</p> <p>Benchmarks</p>	<p>Accomplished in guided reading small groups.</p> <p>Accomplished in large groups</p>

RL K.8 (not applicable to literature)					
RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories	I can find things that are alike and different about what happens to characters in stories	<p>What is the same about the characters in the two stories?</p> <p>What is different?</p> <p>How do the characters solve the problem in the two stories?</p> <p>Was it solved in the same way?</p>		<p>On-going running records</p> <p>Benchmarks</p> <p>Anecdotal Notes</p>	<p>Accomplished in guided reading small groups.</p> <p>Accomplished in large groups</p>
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>					
RL K.10 Actively engage in group reading activities with purpose and understanding	<p>I can think about a story.</p> <p>I can listen to a story, poem, song etc. in a group</p>			<p>On-going running records</p> <p>Benchmarks</p> <p>Anecdotal Notes</p>	<p>Accomplished in guided reading small groups.</p> <p>Accomplished in large groups</p>

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<b>KEY IDEAS AND DETAILS</b>					
RI K. 1 With prompting and support, ask and answer questions about key details in a text	<p>I can ask and answer questions about the important parts of a text.</p> <p>I can ask a question.</p> <p>I can talk about parts of a story.</p> <p>I can answer questions.</p> <p>I can remember parts of the story.</p>	<p>Teach children to use questioning words such as "who, what, when, where, how, and why" when asking questions about important parts of a text.</p> <p>Using what you've read, write (dictate or draw) or ask your own questions about an important idea from this text.</p>		<p>On-going running records</p> <p>Benchmarks</p> <p>Anecdotal Notes</p>	<p>Accomplished in guided reading small groups</p> <p>Accomplished in large groups</p>
RI K.2 With prompting and support identify the main topic and retell key details of the text	<p>I can retell the important parts of a text.</p> <p>I can tell what the book is about.</p> <p>I can remember the important details from the book.</p>	<p>What is the main idea of this text?</p> <p>Can you find one of the important ideas in this text?</p> <p>Can you find another important idea?</p>		<p>On-going running records</p> <p>Benchmarks</p> <p>Anecdotal Notes</p>	<p>Accomplished in guided reading small groups</p> <p>Accomplished in large groups</p>
RI K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in the text.	<p>I can tell how two things are connected.</p> <p>I can tell how two people/events/ideas or information are connected</p>	<p>Can you tell me how these two ideas are the same/</p> <p>Can you tell me how they are different?</p>		<p>On-going running records</p> <p>Benchmarks</p> <p>Anecdotal notes</p>	<p>Accomplished in guided reading small groups.</p> <p>Accomplished in large groups</p>

CRAFT AND STRUCTURE					
RI K.4 With prompting and support, ask and answer questions about unknown words in a text.	<p>I can recognize words I don't know.</p> <p>I can ask about a word I don't.</p> <p>I can answer questions about words I don't know.</p>	<p>What do you do when you come to a word you do not know?</p> <p>What can help you?</p>		<p>Monitor by having comprehension conversations</p> <p>On-going running records</p> <p>Benchmarks</p> <p>Anecdotal notes</p>	<p>Accomplished in guided reading small groups</p> <p>Accomplished in large groups</p>
RI K.5 Identify the front cover, back cover, and title page of a book	<p>I can identify the front of a book</p> <p>I can identify the back of a book.</p> <p>I can identify the title page of a book</p>	<p>Show me the front of the book.</p> <p>Show me the back of the book.</p>		<p>On-going running records</p> <p>Benchmarks</p> <p>Anecdotal Notes</p>	<p>Accomplished in guided reading small groups</p>
RI K.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>I can name the author of a book</p> <p>I can name the illustrator of a book</p> <p>I know an author writes the words.</p> <p>I know the illustrator creates the pictures for the book</p>	<p>What is the job of the author?</p> <p>What is the job of the illustrator?</p>		<p>On-going running records</p> <p>Benchmarks</p> <p>Anecdotal Notes</p>	<p>Accomplished in guided reading small groups.</p> <p>Accomplished in large groups</p>
INTEGRATION OF KNOWLEDGE AND IDEAS					
RI k.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<p>I can talk about a picture.</p> <p>I can use the pictures to help me understand the text.</p>	<p>Look at this picture. How does this picture help you understand the topic? What does this picture add to your thinking about what you/we read?</p>		<p>On-going running records</p> <p>Benchmarks</p> <p>Anecdotal Notes</p>	<p>Accomplished in guided reading small groups</p>



RI K.8 With prompting and support, identify the reasons an author gives to support points in a text.	I can find the reasons the author gives to help me understand an idea	Find the reason(s) why the author thinks...		On-going running records Benchmarks Anecdotal Notes	Accomplished in guided reading small groups  Accomplished in large groups
RI K.9 With prompting and support, identify basic similarities and differences between two texts on the same topic	I can find things that are alike in two books about the same thing.  I can find things that are different in two books about the same thing.	How are these two books the same? How are they different?		On-going running records Benchmarks Anecdotal Notes	Accomplished in guided reading small groups  Accomplished in large groups
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>					
RI K.10 Actively engage in group-reading activities with purpose and understanding	I can think, listen, and talk about an informational book in a group			On-going running records Benchmarks Anecdotal notes	Accomplished in guided reading small groups  Accomplished in large groups