

## Kindergarten Reading Standards and Alignment

### **Standard 1: Students construct meaning as they comprehend, interpret and respond to what they read**

1. Make predictions and connections between new material and previous information/experiences
  - Relate stories to self
2. Incorporate new print/non-print information into existing knowledge to draw conclusions and make applications.
  - Listen for cause/effect relationships
3. Provide oral, written and/or artistic responses to ideas and feelings generated by reading materials.
  - Be aware of many and varied responses to print
4. Demonstrate basic understanding of main ideas and some supporting details.
  - Begin to listen for main ideas
5. Accurately retell key elements of appropriate reading material.
  - Begin to retell elements of a story

### **Standard 2: Students apply a range of skills and strategies to read.**

1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts and context to understand reading material.
  - Develop phonological awareness through rhyming, segmenting and blending
  - Recite alphabet
  - Begin symbol to sound awareness
  - Name letters
  - Produce consonant and short vowels
2. Demonstrate understanding of literary elements (e.g. plot, character, setting, problem and solution).
  - Be aware of literary elements through teacher modeling
3. Identify literary devices (e.g. figurative language and exaggeration).
  - Practice rhyme, rhythm and repetition
4. Use features and organization of fiction and nonfiction material to comprehend complex material (e.g. paragraphs, chapters, titles, index, tables of contents, charts, visuals)
  - Identify title
5. Adjust fluency, rate and style of reading to the purpose of the material with guidance.
  - Observe fluency, rate and style through modeling
6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues and reference sources (e.g. dictionary, thesaurus, glossary).
  - Develop vocabulary through cooperative dramatic play, stories and exploration with peers
  - Develop limited sight words
7. Identify and apply reading strategies, including decoding words, self correcting, and rereading to comprehend.
  - Use directionality (e.g. left, right, top, bottom)
  - Be aware that print/non-print has meaning
  - Be aware of physical parts of a book (e.g. spine, cover, pages)
8. Ask questions and check predictions prior to, during and after reading.
  - Begin to predict what will happen next.

### **Standard 3: Students set goals, monitor and evaluate their progress in reading.**

1. Articulate strategies used to self monitor reading progress and to overcome reading difficulties with guidance from teacher.
2. Describe reading successes and set goals.
  - Listen for enjoyment and personal growth
3. Select authors, subjects, and print and non-print materials to share with others.
  - Learn about authors/illustrators
  - Select books

### **Standard 4: Students select, read and respond to print and non-print material for a variety of purposes.**

1. Identify a variety of purposes of reading (e.g. personal satisfaction, lifelong reading habits).
  - Demonstrate an interest in books
  - Listen to stories for enjoyment and information
  - Understand the many purposes for reading
2. Solve a problem or answer a question through reading (e.g. signs, labels, instruction).
  - Use environmental print to gain information
  - Recognize first and last name
  - Recognize the first names of others
3. Perform tasks for a variety of purposes by reading (e.g. recipes, directions, schedules, maps, tables, charts).
  - Engage in a variety of experiential activities
4. Read and provide oral, written and/or artistic responses to diverse perspectives, cultures and issues in traditional and contemporary literature.
  - Experience and respond to a variety of literature
5. Read a variety of sources to demonstrate an understanding of current events (e.g. newspapers, magazines)
  - Be aware of self and community
6. Read and interpret information from a variety of documents and sources (e.g. memos, directions, maps, tables, schedules, as well as other technological material).
  - Be aware of informational formats

### **Standard 5: Students gather, analyze, synthesize and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.**

1. Identify and summarize similarities and differences using a single element such as character within a text and between sources of information.
  - Expand sorting and classifying
  - Compare groups
2. Make connections, integrate and organize information from multiple sources.
  - Build background knowledge through concrete experiences
3. Recognize author's point of view.
4. Distinguish fact from opinion in various print and non-print material.