

READING STANDARD ARTICULATED BY GRADE LEVEL

KINDERGARTEN

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

PO 1. Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, *Exit* and *Danger* signs).

PO 2. Hold a book right side up and turn pages in the correct direction.

PO 3. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.

PO 4. Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.

PO 5. Distinguish between printed letters and words.

PO 6. Recognize that spoken words are represented in written language by specific sequences of letters.

PO 7. Recognize the concept of words by segmenting spoken sentences into individual words.

PO 8. Demonstrate the one-to-one correlation between a spoken word and a printed word.

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

PO 1. Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun versus run, man).

PO 2. Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?)

PO 3. Orally produce groups of words that begin with the same initial sound (alliteration).

PO 4. Blend two or three spoken syllables to say words.

PO 5. Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).

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PO 6. Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/...makes man).

PO 7. Identify the initial and final sounds (not the letter) of a spoken word.

PO 8. Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., *dog* makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

PO 1. Identify letters of the alphabet (upper and lower case).

PO 2. Recognize that a new word is created when a specific letter is changed, added, or removed.

PO 3. Say letter sounds represented by the single-lettered consonants and vowels.

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

PO 1. Determine what words mean from how they are used in a sentence, heard or read.

PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods).

PO 3. Describe familiar objects and events in both general and specific language.

Concept 5: Fluency

Read fluently.

(Grades 1-12)

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

PO 1. Make predictions based on title, cover, illustrations, and text.

PO 2. Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.

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Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.

PO 2. Identify elements of a story, including characters, setting, and key events.

PO 3. Retell or re-enact a story, placing the events in the correct sequence.

PO 4. Determine whether a literary selection, that is heard, is realistic or fantasy.

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

(Grades 1-12)

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1. Identify the purpose for reading expository text.

PO 2. Restate facts from listening to expository text.

PO 3. Respond appropriately to questions based on facts in expository text, heard or read.

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Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.

PO 2. Identify signs, symbols, labels, and captions in the environment.

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

(Grades 3-12)