

Reading Kindergarten

Content Standard:

- I. Students construct meaning as they comprehend, interpret, and respond to what they read.

Learner Results:

The student will:

1. Make predictions based on title, cover, illustrations, and text.
2. Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.
3. Provide oral responses to ideas and feelings generated by the reading material.
4. Participate in a group discussion, based on a literature selection, that identifies the:
 - character(s)
 - setting
 - beginning-middle-end

Make a:

- text to self (personal connection)
- text to text (compare within multiple texts)
- text to world (social connection)

Assessment Tools:**Resources:****Alignment to State Standards:**

State of Montana Reading Content Standard #1

Reading Kindergarten

Content Standard:

- II. Students apply a range of skills and strategies to read.

Learner Results:

The student will:

Concepts of Print

1. Identify the front cover, back cover, and title page of a book.
2. Follow words from left to right and from top to bottom on the printed page.
3. Understand that printed materials provide information.
4. Recognize that sentences in print are made up of separate words.
5. Distinguish letters from words.

Phonemic Awareness

6. Distinguish spoken rhyming words from non rhyming words.
7. Orally produce rhyming words in response to spoken words.
8. Orally produce groups of words that begin with the same initial sound (alliteration).
9. Blend two or three spoken syllables to say words.
10. Blend spoken simple onsets and rhymes to form real words (e.g., onset /c/ and rhyme /at/ makes cat).
11. Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/...makes man).
12. Identify the initial and final sounds (not the letter) of a spoken word.
13. 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).

Phonics

14. Identify letters of the alphabet (upper and lower case).
15. Read letter sounds represented by the single-lettered consonants and vowels.
16. Recognize that a new word is created when a specific letter is changed, added, or removed.

Vocabulary

17. Determine what words mean from how they are used in a sentence, heard or read.
18. Sort familiar words (or pictures) into basic categories (e.g., colors, shapes, foods).
19. Describe familiar objects and events in both general and specific language.

Assessment Tools:

Resources:

Alignment to State Standards:

State of Montana Reading Content Standard #2

Reading Kindergarten

Content Standard:

III. Students set goals, monitor, and evaluate their progress in reading.

Learner Results:

The student will:

1. Develop an awareness of reading successes
2. Develop an awareness of reading strategies.
3. Select authors, subjects, print and non-print material to share with others.

Assessment Tools:**Resources:****Alignment to State Standards:**

State of Montana Reading Content Standard #3

Reading Kindergarten

Content Standard:

IV. Students select, read and respond to print and non-print material for a variety of purposes.

Learner Results:

The student will:

1. Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, Exit and Danger signs).
2. Hold a book right side up and turn pages in the correct direction.
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.
4. Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.
5. Distinguish between printed letters and words.
6. Recognize that spoken words are represented in written language by specific sequences of letters.
7. Recognize the concept of words by segmenting spoken sentences into individual words.
8. Demonstrate the one-to-one correlation between a spoken word and a printed word.
9. Restate facts from listening to expository text.
10. Respond appropriately to questions based on facts in expository text, heard or read.
11. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.
12. Identify signs, symbols, labels, and captions in the environment.

Assessment Tools:**Resources:****Alignment to State Standards:**

State of Montana Reading Content Standard #4

Reading Kindergarten

Content Standard:

- V. Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Learner Results:

The student will:

1. Make connections, integrate, and organize information from multiple sources.
2. Recognize what the author is trying to say.
3. Distinguish fact from opinion in various print and non-print material.

Assessment Tools:**Resources:****Alignment to State Standards:**

State of Montana Reading Content Standard #5