

GUSD Kindergarten Reading Standards

- **R.L.- Reading Literature Standards**
- **R.F.S.-Reading Foundational Skill Standards**
- **R.I.-Reading Informational Standards**

Reading Sequence	Standards (Priority)	I can statements...	Examples
R.L. K.3	With prompting and support, identify character, settings, and major events in a story.	I can tell the characters, setting and what happens in a story.	Use questions and prompts such as: <ul style="list-style-type: none"> • Can you tell me what happened at the beginning of the story? What happened after that? What happened at the end of the story? • Can you find the part that tells where the story takes place (picture or words)? • Who was in the story? Can you find (picture or words) this character?
R.F.S. K.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. 	<p>I can read from left to right, top to bottom, page by page.</p> <p>I can understand that words are separated by spaces in print.</p> <p>I can identify upper-case and lower-case letters.</p>	<p>Students will understand basic print features. They will learn that:</p> <ul style="list-style-type: none"> • Books have a correct position • Print has specific direction • Print has meaning and is made up of letters <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Show me where to begin reading. Where do I go from there? After that? • Which page do I read first? • Point to the words I read.
R.F.S. K.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> A. 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. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. 	<p>I can make sounds for each consonant.</p> <p>I can change the vowel to make a new word.</p> <p>I can read sight words.</p>	<p>Students continue learning specific strategies for decoding words in texts. Learning letter-sound correspondence, vowel patterns, and high frequency words enhances decoding, spelling ability, and vocabulary development.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like...? • You said...does it look like...? • Look at the beginning of that word, can you get it started?

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R.I. K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	I can tell how people, events or ideas are connected.	Use questions and prompts such as: <ul style="list-style-type: none"> • Using what you read, write (dictate or draw) or ask your own questions about an important idea from this text. • What is the main idea of this text? • Can you find one of the important ideas in this text? Can you find another important idea? • Can you tell me how these two ideas are the same? Can you tell me how they are different?
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Reading Sequence	Standards (Supporting)	I can statements...	Examples
R.L. K.1	With prompting and support, ask and answer questions about key details in a text.	I can tell who, what, where, when, why, and how after listening to the stories.	Use questions and prompts such as: <ul style="list-style-type: none"> • Can you tell me what happened at the beginning of the story? What happened after that? What happened at the end of the story? • Can you find the part that tells where the story takes place (picture or words)? • Who was in the story? Can you find (picture or words) this character?
R.L. K.2	With prompting and support, retell familiar stories, including key details	I can retell a story.	Use questions and prompts such as: <ul style="list-style-type: none"> • Can you tell me what happened at the beginning of the story? What happened after that? What happened at the end of the story? • Can you find the part that tells where the story takes place (picture or words)? • Who is in the story? Can you find (picture or words) this character?
R.L. K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	I can compare and contrast familiar characters in stories.	Use questions and prompts such as: <ul style="list-style-type: none"> • What is the same about the characters in the two stories? What is different? • How did the characters solve the problem in the two stories? Did they solve the problem in the same way?

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R.I. K.1	With prompting and support, ask and answer questions about key details in a text.	I can tell who or what, where, when, why, and how after listening to information text.	Use questions and prompts such as: <ul style="list-style-type: none">• Using what you read, write (dictate or draw) or ask your own questions about an important idea from this text.• What is the main idea of this text?• Can you find one of the important ideas in this text? Can you find another important idea?• Can you tell me how these two ideas are the same? Can you tell me how they are different?
R.I. K.2	With prompting and support, identify the main topic and retell key details of a text.	I can tell the main topic and details in informational text	Use questions and prompts such as: <ul style="list-style-type: none">• Using what you read, write (dictate or draw) or ask your own questions about an important idea from this text.• What is the main idea of this text?• Can you find one of the important ideas in this text? Can you find another important idea?• Can you tell me how these two ideas are the same? Can you tell me how they are different?