

Power Standards for Kindergarten-READING GLEs (June 12, 2007)

Early Reading Strategies Reading R:K: 1.1 - 2.6

Students will phonemic awareness by . . .

- Blending and segmenting syllables and onset-rimes.
- Isolate phonemes in single syllable words.
- Recognize pairs of rhyming words.

Students will demonstrate an understanding of concepts of print by . . .

- Distinguishing between letters and words.
- Following text with finger-pointing.
- Identifying the first and last parts of a word.
- Identifying key parts of a book.

Word Identification Skills and Strategies RK: 1.1 - 1.4

Students will . . .

- Recognize and name all upper and lower case letters.
- Tell the sounds of letters in isolation and in words.
- Read high frequency words by sight.

Vocabulary Strategies and Breadth of Vocabulary RK: 1.1 - 2.3

Students will . . .

- Use strategies to unlock meaning.
- Identify synonyms and antonyms.

Initial Understanding, Analysis and Interpretation of Literary Texts RK: 1.1 - 4.2

Students will . . .

- Name characters in a story and identify characteristics of the main characters.
- Generate questions during read alouds
- Make predictions about what might happen next.
- Compare stories or other texts to personal experience and prior knowledge.

Initial Understanding, Analysis & Interpretation of Informational Texts RK: 1.1-2.5

Students will . . .

- Tell what was learned.

Reading Strategies for Monitoring, Adjusting & Comprehension RK: 1.1-2.1

Students will . . .

- Use pictures, syntax or repetitive language patterns to help predict upcoming language.
- Use comprehension strategies while listening to text.

Breadth of Reading RK: 1.1-3.4

Students will . . .

- Participate in discussions about text, ideas, and student writing.