

Kindergarten
Student Friendly

Early Reading Strategies (ERS:1) Phonemic Awareness and Phonological Knowledge	<u>Student Friendly</u>
R:ERS:1: Demonstrates phonemic awareness and applies phonological knowledge and skills by...	
R:ERS:K:1.1: Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at)	I will break apart and put together parts of words.
R:ERS:K:1.2: No stem at this grade level	
R:ERS:K:1.3: Isolating phonemes in single syllable words (e.g., “tell me the first sound in ‘mop’;” “tell me the last sound in ‘mop’)	I will say the beginning and ending sounds in words.
R:ERS:K:1.4: No stem at this grade level	
R:ERS:K:1.5: Recognizing pairs of rhyming words	I will say two words that rhyme.
Early Reading Strategies (ERS:2) Concepts of Print	<u>Student Friendly</u>
R:ERS:2: Demonstrates understanding of concepts of print during shared or individual reading by...	
R:ERS:K:2.1: Distinguishing between printed letters and words	I will tell the difference between a letter and a word.
R:ERS:K:2.2: Following text with finger-pointing (e.g., charts, simple books), demonstrating left-to right and top-to bottom directionality	I will use my finger to follow the words in stories.
R:ERS:K:2.3: Identifying the first and last parts of a word (beginning/end of the word)	I will find the beginning and end of a word.
R:ERS:K:2.4: Identifying key parts of a book: front and back, print, illustrations	I will find all the _____ of a book. <ul style="list-style-type: none"> • Front • Back • Words • Pictures
R:ERS:K:2.5: No stem at this grade level	
R:ERS:K:2.6: No stem at this grade level	

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READING FLUENCY and ACCURACY (F&A)	<u>Student Friendly</u>
(R:F&A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)	
R:F&A:K:1.1: No stem at this grade level	
R:F&A:K:1.2: No stem at this grade level	
R:F&A:K:1.3: No stem at this grade level	
WORD IDENTIFICATION SKILLS and STRATEGIES (WID)	<u>Student Friendly</u>
R:WID:K: Applies word identification and decoding strategies (leading to automaticity) by ...	
R:WID:1: Applies word identification and decoding strategies (leading to automaticity) by ...	
R:WID:2: Applies word identification and decoding strategies by ...	
R:WID:K:1.1: Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right), represent their sounds	I will tell the sound of letter in words.
R:WID:K:1.2: No stem at this grade level	
R:WID:K:1.3: No stem at this grade level	
R:WID:K:1.4: Reading high frequency words, including names, environmental print, sight words (as appropriate to the child’s personal and classroom experiences)	I will read words by sight.
R:WID:K:1.5: Recognizing and naming all upper and lower case letters	I will name upper and lower case letters.
R:WID:K:1.6: Identifying the primary sounds represented by most letters (sound-symbol correspondence)	I will tell the sounds of letters.
VOCABULARY STRATEGIES (V:1)	<u>Student Friendly</u>
(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:V:1: Students identify the meaning of unfamiliar vocabulary by...	
R:V:K:1.1: Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions)	I will _____ to help me understand the meaning of words. <ul style="list-style-type: none"> • Use what I know • Use clues from the book Ask questions

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BREADTH of VOCABULARY (V:2)	<u>Student Friendly</u>
R:V:2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...	
R:V:K:2.1: Identifying synonyms and antonyms (e.g., big/large; hot/ cold) to connect new words to known words EXAMPLE: What word means the same as ____?	<ul style="list-style-type: none"> • I will name words that mean the ____. • Same • Opposite
R:V:K:2.2: Demonstrating knowledge of basic concepts (i.e.: common words that describe position in space and time, such as: over, between, after, behind)	I will use words to tell where things are.
R:V:K:2.3: Organizing words by category (e.g., sorting pictures or objects into groups)	I will sort things into groups.
INITIAL UNDERSTANDING of LITERARY TEXTS (LT:1)	<u>Student Friendly</u>
(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:LT:K:1: Demonstrate initial understanding of elements of literary texts read aloud by...	
R:LT:1:1: Demonstrate initial understanding of elements of literary texts (including text read aloud, reading <u>independently, or in a guided manner</u>) by...	
R:LT:2:1: Demonstrate initial understanding of elements of literary texts by...	
R:LT:K:1.1: Identifying characters in a story	I will name the characters in a story.
R:LT:K:1.2: Responding to simple questions about a book's content (e.g., What did that hungry caterpillar eat?) EXAMPLES (of responses): drawing, reenacting parts of a story, etc.	I will show or tell answers to questions about a story.
R:LT:K:1.3: Generating questions during read alouds	I will think of questions while listening to a story.
R:LT:K:1.4: No stem at this grade level	
R:LT:K:1.5: No stem at this grade level	

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ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:2)	<u>Student Friendly</u>
(R:LT:2: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.) R:LT:K:2: Analyze and interpret elements of literary texts READ ALOUD, citing evidence where appropriate by... R:LT:1:2: Analyze and interpret elements of literary texts read aloud or <u>read independently</u>, citing evidence where appropriate by... R:LT:2:2: <u>Analyze and interpret elements of literary texts, citing evidence where appropriate by...</u>	
R:LT:K:2.1: Making predictions about what might happen next	I will tell what I think (predict) might happen next in the story.
R:LT:K:2.2: Identifying characteristics of main characters	I will tell about a main character.
R:LT:K:2.3: No stem at this grade level	
R:LT:K:2.4: No stem at this grade level	
R:LT:K:2.5: No stem at this grade level	
R:LT:K:2.6: No stem at this grade level	
R:LT:K:2.7: No stem at this grade level	
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:3)	<u>Student Friendly</u>
(R:LT:3: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.) R:LT:3: Analyze and interpret author’s craft, citing evidence where appropriate by ...	
R:LT:K:3.1: No stem at this grade level	

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ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:4)	<u>Student Friendly</u>
R:LT:K:4: Generates a personal response to what is read aloud through a variety of means by... R:LT:1:4: Generates a personal response to what is read aloud <u>or read independently</u> through a variety of means by... R:LT:2:4: Generates a personal response to what is read through a variety of means by...	
R:LT:K:4.1: Comparing stories or other texts to personal experience, prior knowledge, which might include other texts	I will make connections between a story and my own life, another story, or things I already know.
R:LT:K:4.2: No stem at this grade level	
INITIAL UNDERSTANDING of INFORMATIONAL TEXTS (IT:1)	<u>Student Friendly</u>
(R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.) R:IT:K:1: Demonstrate initial understanding of informational texts read aloud (expository and practical texts) by... R:IT:1:1: Demonstrate initial understanding of informational texts (expository and practical texts) by... R:IT:2:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...	
R:IT:K:1.1: Obtaining information, using text features (e.g., title and illustrations) EXAMPLE: From the picture on the cover, what do we think this book will tell us?	I will use the title and pictures (illustrations) to help me find out about the story.
R:IT:K:1.2: Using explicitly stated information to answer questions EXAMPLE: So, what did we learn about what owls eat?	I will answer questions on information given to me.
R:IT:K:1.3: No stem at this grade level	
R:IT:K:1.4: Generating questions during read aloud	I will think of questions as my teacher reads to me.
R:IT:K:1.5: No stem at this grade level	
ANALYSIS and INTERPRETATION of INFORMATIONAL TEXTS/CITING EVIDENCE (IT:2)	<u>Student Friendly</u>
(R:IT:2: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.) R:IT:K:2: Analyze and interpret informational text read-aloud, citing evidence as appropriate by... R:IT:1:2: Analyze and interpret informational text read aloud <u>or independently</u>, citing evidence as appropriate by... R:IT:2:2: Analyze and interpret informational text, citing evidence as appropriate by...	
R:IT:K:2.1: Telling what was learned EXAMPLE: Draw a picture of something you've learned from this story about dogs.	I will tell what I learned.
R:IT:K:2.2: No stem at this grade level	
R:IT:K:2.3: Making basic inferences EXAMPLE: From what we just read, what kinds of foods will help you stay healthy?	Based on what I know, I will tell you what I think.
R:IT:K:2.4: No stem at this grade level	
R:IT:K:2.5: is addressed in R:IT:K:2.3	

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READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)	<u>Student Friendly</u>
(R:RS:1: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.)	
R:RS:K:1: Demonstrates ability to monitor comprehension and strategy use for different types of texts ...	
R:RS:1:1: Demonstrates ability to monitor comprehension and strategy use for different types of texts ...	
R:RS:2:1: Demonstrates ability to monitor comprehension for different types of texts and purposes by...	
R:RS:K:1.1: Noticing when simple sentences fail to make sense (while listening to a read aloud or reading a simple text)	When listening to a story I will know when it doesn't make sense.
R:RS:K:1.2: Using pictures, syntax or repetitive language patterns to help predict upcoming words	I will use pictures and what sounds right to think when the next word might be.
READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)	<u>Student Friendly</u>
(R:RS:2: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.)	
R:RS:2: Uses comprehension strategies (with flexibility and as needed)...	
R:RS:K:2.1: While listening to literary or informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making simple text-bases inferences; generating clarifying questions; constructing sensory images (e.g., making pictures in one's mind); or making connections (text to self, text to text, and text to world (See also Appendix D)	<p>While listening to stories I will ___ to help me understand.</p> <ul style="list-style-type: none"> • Use what I know (prior knowledge) • Think what might happen (predict) • Use what I know what I hear • Ask questions • Make pictures in my mind • Make connections
BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:1)	
<u>Student Friendly</u>	
R:B:1: Demonstrates the habit of reading widely and extensively* by...	
R:B:K:1.1: No stem at this grade level	
R:B:K:1.2: No stem at this grade level	
R:B:K:1.3: No stem at this grade level	
BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:2)	
<u>Student Friendly</u>	
*Materials should be at the student's instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.	
R:B:2: Demonstrates participation in a literate community by...	
R:B:K:2.1: Self-selecting reading materials aligned with reading ability and personal interests	I will choose interesting stories that are just right for me to read.
R:B:K:2.2: Participating in discussions about text, ideas, and student "writing" by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others	I will talk in a group about books I have read writing I have done. I will listen to others talk about books they have read and writing they have done.

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BREADTH OF READING: Reading for Research Across Content Areas (B:3)	<u>Student Friendly</u>
*Research materials should be at the student's instructional and independent reading levels, including print and non-print texts.	
R:B:3: Research* by reading multiple sources (including print and non-print texts) to report information by...	
R:B:K:3.1: No stem at this grade level	
R:B:K:3.2: No stem at this grade level	
R:B:K:3.3: No stem at this grade level	
R:B:K:3.4: No stem at this grade level	