

Kindergarten

Reader's Workshop

Solve Words - Use a range of strategies to read and understand words

- Recognize most words quickly with the support of meaning and language structure
- Say a word and predict its first letter before locating it
- Say a word slowly to hear and identify the first sounds and connect to a letter
- Recognize a few easy high-frequency words
- Locate familiar, easy high-frequency words by noticing anything about the word
- Locate easy high-frequency words in a text
- Use the first letter of a word in connection with meaning or language syntax to solve it
- Locate unknown words by identifying the first letter
- Slow down speech to assist in word-by-word matching
- Use knowledge of syllables to help in word-by-word matching
- Recognize easy high-frequency words and simple regular words easily with the support of meaning and language structures
- Locate the first and last letters of words in continuous text
- Notice the beginning letter of a word, connect to a sound, and say the first sound of a word
- Use letter-sound information in coordination with meaning and language structure to solve words
- Say words slowly to identify first sound, connect to letter, and locate the word in a text
- Make connections between words by letters, sounds, or spelling patterns
- Use known words to make connection and solve words
- Take apart words by using the sounds of individual letters in words with CVC patterns
- Recognize 25 or more high-frequency words within continuous text quickly

Monitor and Correct - Check on accuracy and understanding and word to self-correct errors

- Reread the sentence to problem solve, self-correct, or confirm
- Reread to search for and use information
- Use prior knowledge to self-monitor and self-correct
- Self-monitor and self-correct using language structure
- Use word-by-word matching to self-monitor and self-correct
- Show evidence of close attention to print
- Use known words to self-monitor and self-correct
- Self-monitor and self-correct using meaning in text and pictures
- Use first letters of words (and related sounds) to monitor and self-correct
- Begin to cross-check one kind of information against another to monitor and self-correct reading (for example, meaning with visual information)
- Self-monitor and self-correct using initial letters and connections to sounds

- Self-monitor accuracy and self-correct using known words, letter-sound information, and word parts
- Use two or more sources of information (meaning, language structure, visual information) to self-monitor and self-correct reading

Search For and Use Information - Notice and use information sources (meaning, language structure, visual information)

- Read left to right across a line of print
- Match one spoken word with one printed word
- Use oral language in combination with pointing, matching voice with words on the page (indicated by crisp pointing)
- Search for and use information in the print
- Search for and use information in pictures
- Reread to search for and use information
- Use the language structure to learn about the print
- Return to the left to read the next line of print
- Ask questions to clarify meaning or get information
- Remember and use language-patterns to help in reading a text
- Process texts with simple dialogue, all assigned to speakers
- Notice details in pictures and use information to understand the text
- Process texts with simple dialogue and some pronouns, all assigned to speakers
- Notice, search for, remember, and discuss information that is important to understanding
- Use text meaning and language structure to solve new words

Summarize - Remember important information and carry it forward

- Remember what the story is about during reading
- Remember information to help in understanding the end of a story
- Remember important information
- Remember details while reading
- Discuss the text after reading, remembering important information or details of a story
- Remember and use details when discussing a story after reading
- Understand and identify a simple sequence of events in a story
- Recall and retell the important information in or events from the text
- Understand and talk about a simple sequence or events or steps

Maintain Fluency - Read at a good rate, with phrasing, pausing, intonation, and appropriate stress

- Point crisply and read at a steady rate slow enough to match but without long pauses
- Notice and use end punctuation and reflect it in voice
- Notice and use quotation marks and reflect dialogue with the voice
- Reflect language syntax by putting words together in phrases

- Demonstrate appropriate stress on words in a sentence
- Reflect punctuation through appropriate pausing and intonation while reading orally
- Identify and read some phrases as word groups
- Reflect words in bold with use of voice

Adjust - Take action in flexible ways to solve problems or fit purpose and genre

- Slow down to problem solve words and resume reading with momentum
- Slow down to problem solve words and resume good rate of reading
- Anticipate and use language patterns when available but do not depend on them

Predict - Think about what may happen next

- Use knowledge of language structure to anticipate the text
- Make predictions based on information in the pictures
- Predict the ending of a story based on reading the beginning and middle
- Make predictions based on personal experiences and knowledge
- Make predictions using language structure
- Make predictions based on information gained through reading

Make Connections - Connect the text to personal and world knowledge as well as to other texts

- Talk about own experiences in relation to the text
- Make connections between texts on the same topic or with the same content
- Identify recurring characters when applicable
- Discuss personal experiences in relation to the text
- Make and discuss connections between texts and reader's personal experiences
- Make connections between texts that are alike in some way (topic, ending, characters)
- Recognize and apply attributes of recurring characters where relevant

Synthesize - Adjust present understandings to accommodate new knowledge

- Talk about what the reader already knows relative to information in the text
- Identify new information in text or pictures
- Identify what the reader already knows relative to information in the text, prior to reading
- Identify what the reader already knows relative to information in the text
- Remember new information for discussion
- Talk about what the reader already knows about a topic or character prior to reading
- Show evidence in the text of new ideas or information
- Acquire and report new information from text

Infer - Think about what the writer means but has not stated

- Talk about characters' feelings
- Talk about the pictures, revealing interpretation of a problem or of characters' feelings
- Understand characters' feelings and reveal through talk or drawing
- Understand the pictures, reveal interpretation of a problem or of characters' feelings
- Talk about characters' feelings and motives
- Show evidence in the print or pictures to support inference
- Infer and talk about characters' feelings, motives, and attributes

Analyze - Notice aspects of the writer's craft and text structure

- Understand how the ideas in a book are related to each other
- Understand how the ideas in a text are related to the title
- Notice and appreciate humor (and show by verbal or nonverbal means)
- Realize stories have a beginning and an end
- Notice and point out connections between text and pictures
- Notice how the writer has made a story funny or surprising
- Identify and appreciate humor in a text
- Notice and comment on the connections between the print and the pictures
- Understand that a story has a beginning, a series of events, and an end
- Understand and discuss how writers use interesting characters and situations

Critique - Think critically about the text

- Share opinions about illustrations
- Share opinions about the text as a whole (beginning, characters, ending)

Communication

- Sustain a conversation with a variety of audiences, including peers, teacher and family
- Enter a conversation appropriately
- Engage in turn-taking of conversation
- Participate actively in whole-class discussion or with peer as partners, or in small group
- Listen with attention and understanding to oral reading of stories, poems and informational texts
- Form clear questions to gain information
- Explain and describe people, events, and objects
- Use props or illustrations to extend the meaning of a presentation
- Speak about a topic with enthusiasm
- Talk with confidence
- Tell stories in an interesting way
- Speak at an appropriate volume to be heard
- Enunciate words clearly
- Speak clearly enough to be understood by others in conversation
- Use grade-appropriate specific vocabulary when talking about text

Writer's Workshop

Craft

- Informational: to explain or give facts about a topic
- Write books or short pieces that are enjoyable to read and at the same time give information to readers about a topic
- Understand that a story can be a "small moment" (description of a brief but memorable experience)
- Explain one's thoughts and feelings about an experience or event

Conventions

- Access and use simple programs on the computer (easy word-processing games)
- Locate letter keys on a computer keyboard to type simple messages
- Form upper and lower case letters efficiently and proportionately in manuscript print
- Form upper and lower case letters proportionately in manuscript
- Use capital letters in the beginning position in a few familiar, known proper nouns
- Show awareness of the first place position of capital letters in words
- Use a capital letter for the first word of a sentence
- Capitalize "I"
- Use periods, exclamation points, and question marks as ending marks
- Say words slowly to hear a sound and write a letter that represents it
- Write some words and consonant letters appropriate for sounds in words (beginning and ending)
- Understand that letters represent sounds

Writing Process

- Drafting/Revising
 - Understand that writers can get help from other writers
 - Understand that writers can change writing in response to peer or teacher feedback
- Generate and expand ideas through talk with peers and teacher
- Look for ideas and topics in personal experiences, shared through talk
- Ask questions and gather information on a topic
- Use words that describe (adjectives and adverbs)

Communication

- Listen actively to others read or talk about writing and give feedback

Language and Word Study Workshop

Interactive Read-Aloud and Literature Discussion

- **Thinking Within the Text**
 - Pick up important information in a text and remember to use it in a discussion
 - Talk about characters, problems, and events in a story
 - Acquire understanding of new words from context
 - Use new words in discussion of text
 - Acquire new vocabulary from listening and use it in discussion
 - Remember and talk about interesting information in a text
 - Notice and ask questions when meaning is lost or understanding is interrupted
 - Understanding meaning of words during reading
 - Notice and sometimes use new words from text
- **Thinking About the Text**
 - Notice how texts are different from each other (such as fiction versus nonfiction)
 - Compare different versions of the same story, rhyme, or traditional fairy tale
 - Use specific vocabulary to talk about texts: author, illustrator, cover, wordless picture book, information book, picture book, character, problem
 - Understand that an author wrote the book
 - Understand that an artist illustrated the book
 - Recognize some authors by the style of their illustrations, their topics, or the characters they use
 - Have some favorite writers or illustrators
- **Thinking Beyond the Text**
 - Use details from illustrations to support points made in discussion
 - Make predictions about what a character is likely to do
 - Give reasons to support thinking

Shared and Performance Reading

- **Thinking Within the Text**
 - Remember and talk about interesting information in a text
 - Notice and derive information from pictures

Writing about Reading

- **Thinking Within the text**
 - Notice and use some details from texts in groups or independent writing
- **Thinking Beyond the text**
 - Express opinions about stories and poems
 - Express opinions about characters or about their feelings or motives
- **Thinking About the Text**

- Create texts that have some of the characteristics of published texts
- Sometimes borrow the style or some words or expressions from a writer

Phonics, Spelling, and Word Study

● Early Literacy Concepts

- Distinguish between print and pictures
- Understand the purpose of print in reading
- Locate first and last letters of words in continuous text
- Recognize one's name
- Understand that one says one word for one group of letters when you read
- Understand the concept of sentence (as a group of words with ending punctuation)
- Understand the concepts of *letter* and *word* (as a single character or group of characters)
- Understand the concepts of first and last in written language
- Use left to right directionality of print and return to the left in reading and writing
- Use one's name to learn about words and make connections to words
- Use spaces between words when writing
- Match one spoken to one written word while reading and pointing

● Phonological Awareness

- Segment sentences into words
- Blend two or three phonemes into words (d-o-g, dog)
- Segment into phonemes
- Manipulate phonemes (mat-at, and-hand)
- Connect words by sounds (sun, sat)
- Hear and recognize word boundaries
- Hear and say beginning phonemes (sounds) in words (run/race, mom/make) and ending (win/fun, get/sit)
- Hear and say syllables (to-ma-to, can-dy, um-brel-la)
- Hear, say, connect, and generate rhyming words (fly, high, buy, sky)

● Letter Knowledge

- Categorize letters by features - by slant lines (v, w, x) and straight lines (p, l, b, d); by circles (o, b, g, p) and no circles (k, x, w, r); by tunnels (n, h); by tails (y, p, g); by no tails (r, s); by dots/no dots; by tall/short; by consonants/vowels
- Distinguish letter forms
- Make connections between words by recognizing letters (bat, big, ball), letter clusters (feat, meat, heat), and letter sequences
- Recognize and produce the names of most upper- and lowercase letters
- Identify a word that begins with the sound of each letter
- Recognize consonants and vowels

- Recognize letters that are embedded in words and in continuous text
- Recognize uppercase and lowercase letters
- Understand alphabetical order
- Understand special uses of letters (capital letters, initials)
- Use efficient and consistent motions to form letters when writing
- **Letter/Sound Relationships**
 - Recognize and use beginning consonant sounds and the letters that represent them to read and write words
 - Understand that there is a relationship between sounds and letters
 - Recognize simple CVC words (cat, sun)
 - Attempt to write words by writing one letter for each sound heard
- **Spelling Patterns**
 - Recognize and use a few simple phonograms with a VC pattern (easiest): (ad, ag, an, am, at, ed, en, et, ig, in, it, og, op, ot, ut)
 - Recognize that words have letter patterns that are connected to sounds (phonograms and other letter patterns)
 - Recognize and use the consonant-vowel-consonant (CVC) pattern (cab, fad, map)
- **High-Frequency Words**
 - Write a core of twenty to twenty five high-frequency words (a, am, an, and, at, can, come, do, go, he, I, is, in, it, like, me, my, no, see, so, the, to, up, we, you)
 - Read a core of twenty to twenty five high-frequency words (a, am, an, and, at, can, come, do, go, he, I, is, in, it, like, me, my, no, see, so, the, to, up, we, you)
- **Word Meaning**
 - Concept Words
 - Recognize and use concept words (color words, number words, days of the week, months of the year)
 - Recognize the parts of compound words and discuss their meaning when obvious
 - Recognize and use simple compound words (into, myself, itself, cannot, inside, maybe, nobody)
- **Word Structure**
 - Syllables
 - Understand that words can have one, two, or more syllables
 - Understand that you can hear syllables and demonstrate by clapping (horse, a-way, farm-er, morn-ing, bi-cy-cle, to-geth-er, ev-er-y)
- **Word Solving Actions**

- Recognize and locate words (names)
 - Make connections between names and other words
 - Use own first and last names (and some names of others) to read and write words
 - Use known words to help in spelling new words
 - Recognize and spell known words quickly
 - Use known words to monitor reading and spelling
 - Use letters and relationships to sounds to read and write words
- **Conventions**
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