

Kindergarten

Kindergarten - E1 Reading

Reading, fundamentally, is the process of understanding written language. It requires students to recognize words on a page, comprehend what they mean, and say them aloud in ways that clearly convey their meaning. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

E1a: Print-Sound Code

Kindergarten children should learn the basics of the print-sound code: how letters stand for sounds; how words are constructed from individual sounds; and how words break up into individual sounds. In kindergarten, children should be learning phonemic awareness, the ability to hear and say the separate sounds (phonemes) in words.

E1a.1: Knowledge of Letters and Their Sounds

By the end of the year, we expect kindergarten students to:

- Recognize and name most letters;
- Recognize and say the common sounds of most letters and write a letter that goes with a spoken sound; and
- Use their knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence.

E1a.2: Phonemic Awareness

In kindergarten, children should be learning phonemic awareness, the ability to hear and say the separate sounds (phonemes) in words. Specifically, by the end of the year, we expect kindergarten students to be able to:

- Produce rhyming words and recognize pairs of rhyming words;
- Isolate initial consonants in single-syllable words;
- When a single-syllable word is pronounced, identify the onset and rime and begin to fully separate the sounds by saying each sound aloud; and
- Blend onsets and rimes to form words and begin to blend separately spoken phonemes to make a meaningful one-syllable word.

E1a.3: Reading Words

By the end of kindergarten, children should have caught on to the alphabetic idea; i.e., how the writing system works with respect to sounds.

By the end of the year, we expect kindergarten students to:

- Use their knowledge of letter sounds to figure out a few simple, regularly spelled, single-syllable words;

- read simple texts containing familiar letter-sound correspondences and high-frequency words; and
- read some words on their own, including a small number (about 20) of simple, high-frequency words by “sight” – that is, when children encounter the words in a story, they do not need to sound the words out.

E1b: Getting the Meaning

Getting the meaning is a complex task that doesn’t just happen by reading individual words. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say. Children at the end of kindergarten should understand that every word in a text says something specific.

E1b.1: Accuracy and Fluency

By the end of the year, we expect kindergarten students to:

- read level B books that they have not seen before, but that have been previewed for them, attending to each word in sequence and getting most of them correct; and
- read “emergently” – that is, “reread” a favorite story, recreating the words of the text with fluent intonation and phrasing and showing through verbal statements or occasional pointing that they understand that the print on the page controls what is said.

E1b.2: Self-Monitoring and Self-Correcting Strategies

When students are rereading a familiar book at the end of kindergarten, we expect them to use self-monitoring and self-correcting skills when necessary to:

- look at the correct page;
- say the word to which they are pointing;
- read to make sense.

When listening to stories read aloud, children should monitor whether the story is making sense to them.

By the end of the year, we expect kindergarten students to:

- ask why a character would do that;
- say they don’t understand something; and

- say the character “is scared because...” or “did that because...”.

E1b.3: Comprehension

In addition to recognizing words, kindergartners should be able to get the gist of texts they read.

When they read on their own with expected levels of accuracy and fluency, by the end of the year we expect kindergarten students to:

- give evidence that they are following the meaning of what they are reading (for example, retelling what they have read using their own words or colloquial phrasing).

Kindergarten children also should be able to concentrate on and make sense of texts they hear read to them. The following are visible indicators that comprehension is taking place. By the end of the year, we expect kindergarten students to:

- retell the story in their own words or re-enact it, getting the events in the correct sequence;
- respond to simple questions about the book’s content (for example, “Can you tell me what this story was about?” “What was Maria trying to do?” “Why did Antoine hide under the bed?”);
- create artwork or a written response that shows comprehension of the story that was read;
- use knowledge from their own experience to make sense of and talk about the text; and
- make predictions based on illustrations or portions of stories.

E1c: Reading Habits

To be true readers, primary students must develop the habit of reading – a lot. Reading wisely and deeply is a way for students to master reading skills and to acquire background knowledge that helps them construct meaning. Primary students should read and hear a variety of texts and authors, in a variety of ways, every day.

E1c.1: Reading a Lot

By the end of the year, we expect kindergarten students to:

- choose reading as a way to enjoy free time and ask for books to be read aloud to them;
- listen to one or two books read aloud each day in school and discuss these books with teacher guidance;
- hear another one or two books read to them each day at home or in after-school care;
- “reread” or read along – alone or with a partner or adult – two to four familiar books each day; and
- engage with a range of genres: literature (stories, songs, poems, plays); functional texts (how-to books, signs, labels, messages); and

informational texts (all-about books, attribute texts).

E1c.2: Reading Behaviors

By the end of the year, we expect kindergarten students to:

- hold a book right side up and turn pages in the correct direction;
- be able to follow text with a finger, pointing to each word as it is read; and
- pay attention to what the words they read are saying.

E1c.3: Discussing Books

We expect children to discuss books every day. Such discussions allow children to use and extend their vocabularies, to explore the ideas presented in books, to develop and use comprehension strategies, and to show that they can engage in “accountable talk” – conversations in which children build ideas together as a group, argue respectfully and logically with one another, and attend carefully to the language of texts. By the end of the year, we expect kindergarten students to:

- give reactions to the book, with backup reasons;
- listen carefully to each other;
- relate their contributions to what others have said;
- ask each other to clarify things they say; and
- use newly learned vocabulary.

E1c.4: Vocabulary

Most children enter kindergarten with vocabularies that are more than ample for what they read. But because the vocabulary of the books they will read in the first, second and third grades expands dramatically, children’s vocabularies also must grow – even in kindergarten. Children should learn not only new words but also new meanings and uses for familiar words.

By the end of the year, we expect kindergarten students to:

- notice words that they don’t know when they are read to and talked with and guess what the words mean from how they are used;
- talk about words and word meanings as they are encountered in books and conversations;
- show an interest in collecting words and playing with ones they like; and
- learn new words every day from talk and books read aloud

