

PARENT GUIDE

KINDERGARTEN READING CURRICULUM

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Kindergarten.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
Reading: Foundational Skills	
Print Concepts	
	Demonstrate understanding of the organization and basic features of print.
	Follow words from left to right, top to bottom, and page by page.
	Recognize that spoken words are represented in written language by specific sequences of letters.
	Understand that words are separated by spaces in print.
	Recognize and name all upper- and lowercase letters of the alphabet.
Phonological Awareness	
	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	Recognize and produce rhyming words.
	Count, pronounce, blend, and segment syllables in spoken words.
	Blend and segment onsets and rimes of single-syllable spoken words.
	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Recognition	
	Know and apply grade-level phonics and word analysis skills in decoding words.
	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.
	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency	
	Read emergent-reader texts with purpose and understanding.

Reading: Literature	
Key Ideas and Details	
	With prompting and support, ask and answer questions about key details in a text.
	With prompting and support, retell familiar stories, including key details.
	With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure	
	Ask and answer questions about unknown words in a text.
	Recognize common types of texts (e.g., storybooks, poems).
	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Integration of Knowledge and Ideas	
	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Level of Text Complexity	
	Actively engage in group reading activities with purpose and understanding.
Reading: Informational Text	
Key Ideas and Details	
	With prompting and support, ask and answer questions about key details in a text.
	With prompting and support, identify the main topic and retell key details of a text.
	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
	With prompting and support, ask and answer questions about unknown words in a text.
	Identify the front cover, back cover, and title page of a book.
	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Integration of Knowledge and Ideas	
	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
	With prompting and support, identify the reasons an author gives to support points in a text.
	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity	
	Actively engage in group reading activities with purpose and understanding.
Speaking and Listening	
Comprehension and Collaboration	
	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
	Continue a conversation through multiple exchanges.

Comprehension and Collaboration continued	
	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	
	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	Add drawings or other visual displays to descriptions as desired to provide additional detail.
	Speak audibly and express thoughts, feelings, and ideas clearly.
Writing	
Text Types and Purposes	
	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Production and Distribution of Writing	
	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
Research to Build and Present Knowledge	
	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Language	
Conventions of Standard English	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
	With guidance and support from adults, explore word relationships and nuances in word meanings.
	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Notes: _____

