

Kindergarten Reading							
Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Range of Reading and Level of Text Complexity	Print Concepts	Phonological Awareness	Phonics and Word Recognition	Fluency
<p><b>Literature</b></p> <p>With prompting and support, retell familiar stories, including key details.</p> <p>With prompting and support, identify the main topic and retell key details of a text.</p> <p>With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>Informational Text</b></p> <p>With prompting and support, ask and answer questions about key details in a</p>	<p><b>Literature</b></p> <p>Ask and answer questions about unknown words in a text.</p> <p>Recognize common types of texts (e.g., storybooks, poems).</p> <p>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>Informational Text</b></p> <p>With prompting and support, ask</p>	<p><b>Literature</b></p> <p>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).</p> <p>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>Informational Text</b></p>	<p>Actively engage in group reading activities with purpose and understanding.</p>	<p>Demonstrate understanding of the organization and basic features of print.</p> <p>Follow words from left to right, top to bottom, and page by page.</p> <p>Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>Understand</p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Recognize and produce rhyming words.</p> <p>Count, pronounce, blend, and segment syllables in spoken words.</p> <p>Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> <p>Associate the long and short sounds with the common spellings (graphemes) for</p>	<p>Read emergent-reader texts with purpose and understanding.</p>

<p>text.</p> <p>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>and answer questions about unknown words in a text.</p> <p>Identify the front cover, back cover, and title page of a book.</p> <p>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>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).</p> <p>With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>		<p>that words are separated by spaces in print.</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>the five major vowels.</p> <p>Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	
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