

Marsh Valley School District
Quick Reference Curriculum Guide
Kindergarten Reading
August 2004

Skills are identified with Introduced (I), Practiced (P), Mastered (M), Reinforced (R)

Word Analysis

- ❑ Use decoding and word recognition strategies appropriate for kindergarten . (M) **671.01.a**
- ❑ Use beginning letter sounds and pictures as a cueing system to identify unknown words. (I-P)

Phonics/Phonemic Awareness

- ❑ Using various techniques, identify and/or name two or more words that rhyme. (I-P) **671.01.b**
 - complete phrases and sentences with rhyming words;
 - produce a word that rhymes with a one-syllable word
 - recognize if two or more one-syllable words rhyme
- ❑ Using varied techniques (clap, segment, snap), orally segment: (I-P) **671.01.c**
 - sentences into words
 - syllables into sounds
 - words into syllables and sounds
- ❑ Orally blend phonemes into words. (I-P) **671.01.d**
- ❑ Recognize names of upper and lower case letters. (M) **671.01.e**
- ❑ Letters to letter sounds recognition. (M) **671.01.f**
 - initial, medial, final sound.
- ❑ Identify beginning, middle, and final letter in a word. (M) **671.01.g**
- ❑ Attend to print. (M) **671.01.h**
- ❑ Use picture clues to support text. (I-P) **671.01.h**

- ❑ Identify the front and back of a book. (M) **671.01.h**
- ❑ Know where to start reading. (M) **671.01.h**
- ❑ Move left to right across print. (M) **671.01.h**
- ❑ Make sweep to next line of print. (P) **671.01.h**
- ❑ Match word by word. (I-P) **671.01.h**
- ❑ Understand first and last page, top and bottom of page and order of reading pages. (M) **671.01.h**
- ❑ Locate specific letters when requested. (M) **671.01.h**
- ❑ Match upper and lower case letters. (M) **671.01.h**
- ❑ Use beginning sounds and final letters. (P) **671.01.h**
 - ❖ Place alphabet in correct order.

Reading Strategies

- ❑ Draw on prior knowledge. (I-P) **671.01.i**
- ❑ Discuss and generate questions to predict text. (P) **671.01.i**
- ❑ Know title page and table of contents. (I-P) **671.01.i**
- ❑ Preview illustrations and text. (I-P) **671.01.i**
- ❑ Use pictures and story patterns to gain meaning from print. (I-P) **671.01.j**
- ❑ Use beginning letter sounds and pictures to identify words in order to cross check. (I-P) **671.01.k**
- ❑ Offer relevant background information during pre-reading discussion. (P) **671.02.a**
- ❑ Demonstrate understanding of vocabulary prior to reading. (P) **671.02.b**
- ❑ Retell a story that included setting, plot, and characters. (I-P) **671.03.a**

- ❑ Identify the following story elements (I-P) **671.03.b**
 - character
 - setting
 - sequencing events
 - clear knowledge of beginning, middle, ending
 - problems
 - solutions
- ❑ Determine cause and effect. (I) **671.03.c**
 - why
 - how
 - what if
- ❑ Distinguish between real and pretend (I-P) (fiction/nonfiction) **671.03.d**
- ❑ Locate resources for finding words in the classroom. (I-P) **671.04.a**
 - word wall
 - charts
 - name tags.....
- ❑ Identify five software icons located in the classroom and school. (I-P) **671.05.a**

❖ Not included in State Standards.