


# Kindergarten Reading Newsletter

Marking Period 1, Part 2

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Foundational Skills	<ul style="list-style-type: none"> <li>demonstrate understanding of spoken words, syllables, letter names, and sounds.</li> <li>use beginning, middle, and ending sounds in speaking, reading, and writing.</li> <li>change beginning letter sounds to create rhyming words (sit, fit, kit).</li> <li>break down words into smaller parts (c-a-t).</li> <li>demonstrate understanding of basic features of print: recognize all upper and lowercase letters of the alphabet; follow words from left to right, top to bottom, and page by page; understand that words are separated by spaces in print; recognize that spoken words can be written.</li> </ul>
Text Reading Comprehension	<ul style="list-style-type: none"> <li>discuss and use before, during, and after reading strategies such as a picture walk, sounding out, finding known or unknown words, and rereading.</li> <li>demonstrate reading comprehension by sharing what has been read through discussions and connections to prior knowledge.</li> <li>identify the front of the book, back of the book, and the title page.</li> <li>describe the relationship between illustrations and the text.</li> <li>ask and answer questions about unknown words in informational texts.</li> </ul>



















Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Analysis	breaking down a whole into parts that may not be immediately obvious and examining the parts so that the structure of the whole is understood.	<ul style="list-style-type: none"> <li>identify, describe, sort, and classify characteristics of letters, sounds, and words. <b>c - a - t</b></li> <li>decode words when reading. </li> <li>develop an understanding of stories by verbally conveying thoughts, questions, and ideas about the main topic.</li> </ul>
Collaboration	working effectively and respectfully to reach a group goal.	<ul style="list-style-type: none"> <li>demonstrate active listening and respectful communication with group members during guided reading instruction and classroom activities.</li> <li>participate in group discussions and respect different views to deepen understanding of stories read.</li> </ul>

★ Kindergarten learning goals are ongoing throughout the entire year and repeat with increased complexity.

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Marking Period 1, Part 2

## Learning Experiences by Measurement Topic (MT)

MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>									
Foundational Skills	<ul style="list-style-type: none"> <li>participate in letter, sound, and word identification activities (singing songs, acting out finger plays, using a variety of materials to represent letters of the alphabet).</li> <li>practice upper and lowercase letter formation while working with words.</li> <li>sort words and pictures based on beginning, middle, and ending sounds.</li> <li>participate in whole group read aloud and small group guided reading instruction to practice identifying features of print, the decoding of words, reading fluency, and reading strategies.</li> </ul>	<ul style="list-style-type: none"> <li>listen to and/or read books every night.</li> <li>create letter and small word formations in a variety of ways.</li> <li>make word lists using word families and rhymes.</li> <li>sort pictures or objects based on beginning, middle, and ending sounds.</li> </ul> <table border="1"> <thead> <tr> <th colspan="3">Beginning Sound Sort</th></tr> <tr> <th>C</th><th>M</th><th>S</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>discuss and identify features of print while reading at home.</li> </ul>	Beginning Sound Sort			C	M	S			
Beginning Sound Sort											
C	M	S									
											
Text Reading Comprehension	<ul style="list-style-type: none"> <li>participate in large and small groups to read, discuss, compare, and comprehend informational texts.</li> <li>identify the main topic in multiple informational texts.</li> <li>retell information learned in an informational text.</li> </ul> <table border="1"> <thead> <tr> <th>First</th><th>Next</th><th>Last</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>ask and answer questions about unknown words and new texts.</li> </ul>	First	Next	Last				<ul style="list-style-type: none"> <li>discuss books read at home and school.</li> <li>make connections to stories that relate to life experiences.</li> <li>answer questions asked about the text.</li> <li>compare illustrations to text.</li> <li>use these websites to support learning:  <a href="http://www.starfall.com">www.starfall.com</a>  <a href="http://www.abcya.com">www.abcya.com</a>  <a href="http://www.turtlediary.com">www.turtlediary.com</a> </li> </ul> 			
First	Next	Last									
