

Kindergarten Reading Newsletter

Marking Period 3, Part 1

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>	
Foundational Skills	<ul style="list-style-type: none"> • demonstrate understanding of spoken words, syllables, letter names, and sounds. • use beginning, middle, and ending sounds in speaking, reading, and writing. • change beginning consonant sounds to create new words (lot, pot, not). • use consonant digraphs (-sh, -ch, -th) and blends (bl-, cl-, fl-, gl-, pl-, sl-) in speaking, reading, and writing. • explore the use of short vowel sounds to create short vowel words. • use one-to-one letter sound relationships. • read common high-frequency words by sight. 	
Text Reading Comprehension	<ul style="list-style-type: none"> • practice using before, during, and after reading strategies such as a picture walk, sounding out, finding known or unknown words, and rereading. • compare and contrast the experiences of characters in a literary text. • retell key details of literary texts using story maps. • describe the relationship between illustrations and the text. • ask and answer questions about key details and new vocabulary in literary texts. 	

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Synthesis	putting parts together to build understanding of a whole concept or to form a new or unique whole.	<ul style="list-style-type: none"> • put together new word formations using consonant blends, digraphs, and short vowel sounds. • use story maps to sequence a story from beginning to end. • use known words and concepts to build new vocabulary. 
Effort/Motivation /Persistence	working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures.	<ul style="list-style-type: none"> • use reading strategies to sequence and retell key details, describe connections, and identify story elements (characters, settings, and major events) in literary texts. • set goals to achieve success in reading.

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

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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"> investigate short vowel sounds and create new words. practice working with words by using high-frequency words and word families (dog, log, fog). change consonant letter sounds, digraphs, and blends to create words through literacy games and centers. 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. 	<ul style="list-style-type: none"> listen to and/or read books every night. change the beginning sound to make word lists using word families (pop, top, stop; hot, pot, not). make a chart to list digraphs and blends at the beginning and end of words. <table border="1" data-bbox="1129 584 1873 760"> <thead> <tr> <th colspan="4">Digraph</th> <th colspan="2">Blend</th> </tr> <tr> <th>sh-</th> <th>-sh</th> <th>th-</th> <th>-th</th> <th>bl-</th> <th>cl-</th> </tr> </thead> <tbody> <tr> <td>shoe</td> <td>wish</td> <td>this</td> <td>with</td> <td>blue</td> <td>clue</td> </tr> <tr> <td>shop</td> <td>fish</td> <td>that</td> <td>fifth</td> <td>block</td> <td>clock</td> </tr> </tbody> </table>	Digraph				Blend		sh-	-sh	th-	-th	bl-	cl-	shoe	wish	this	with	blue	clue	shop	fish	that	fifth	block	clock
	Digraph				Blend																					
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Text Reading Comprehension	<ul style="list-style-type: none"> participate in large and small groups to read, discuss, compare, and comprehend literary texts. compare and contrast the experiences of characters. use different story maps to sequence events and share story elements in a literary text. <div data-bbox="508 1006 966 1242" data-label="Diagram"> <pre> graph TD A((Goldilocks and the Three Bears)) --- B((characters)) A --- C((setting)) A --- D((problem)) </pre> </div> <ul style="list-style-type: none"> retell key details in stories. discuss the relationships between illustrations and the text. ask and answer questions about new vocabulary. 	<ul style="list-style-type: none"> discuss books that are read at home and school. ask and answer questions about stories read such as: <ul style="list-style-type: none"> How are the two characters similar and different? What is the sequence of events in the story? How does the picture help you learn new vocabulary? choose a book and discuss how the pictures match the words on the page. use these websites to support learning: <ul style="list-style-type: none"> www.starfall.com www.abcya.com www.turtlediary.com <div data-bbox="1638 876 1932 1153" data-label="Diagram"> </div>																								