


# Kindergarten Reading Newsletter

Marking Period 4, 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>use short and long vowels for beginning, middle, and ending sounds in words.</li> <li>sort words by beginning, middle, and ending sounds.</li> <li>use consonant blends (br, cr, dr, fr, gr, pr, tr) to read and write words.</li> <li>read common high-frequency words by sight.</li> </ul>
Text Reading Comprehension	<ul style="list-style-type: none"> <li>practice using before, during, and after reading strategies such as a picture walk, sounding out words, finding known or unknown words, and rereading.</li> <li>discuss and understand the purpose of reading.</li> <li>identify the author and/or illustrator of a literary or informational text.</li> <li>compare story elements (characters, settings, major events, problem/solution) in different texts.</li> <li>explain the similarities and differences between two texts.</li> </ul>












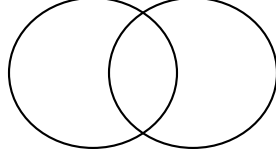
Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Originality	creating ideas and solutions that are novel or unique to the individual, group, or situation.	<ul style="list-style-type: none"> <li>make a prediction before reading on how two texts are similar and different.</li> <li>create an alternate solution for a problem in a story.</li> <li>create a new story after comparing two texts.</li> </ul>
Metacognition	knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.	<ul style="list-style-type: none"> <li>identify prior knowledge, experiences, and known words.</li> <li>evaluate the application of prior knowledge.</li> <li>think about prior experiences and connect them to new learning.</li> </ul> 

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

# Kindergarten Reading Newsletter

Marking Period 4, 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>• use short and long vowel sounds to create new words using the vowels a, e, i, o, and u.</li><li>• use different consonant blends to create word lists through centers and activities (br, cr, dr, fr, gr, pr, tr).</li><li>• sort pictures and words by beginning, middle, and ending sounds through literacy games and activities.</li></ul> <table><tr><td>Words that begin with “b”</td><td>Words with short “a” in the middle</td><td>Words that end with “d”</td></tr><tr><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none"><li>• participate in whole group read aloud and small group guided reading instruction to practice the decoding of words, reading fluency, and reading strategies.</li></ul>	Words that begin with “b”	Words with short “a” in the middle	Words that end with “d”				<ul style="list-style-type: none"><li>• listen to and read books every night.</li><li>• sort pictures or words that have vowels at the beginning or middle of the word.</li></ul> <div><table><tr><th colspan="2">Short Vowel Words</th></tr><tr><th>Beginning</th><th>Middle</th></tr><tr><td>apple</td><td>cat</td></tr><tr><td>egg</td><td>bed</td></tr><tr><td>igloo</td><td>pig</td></tr><tr><td>octopus</td><td>dog</td></tr><tr><td>up</td><td>dug</td></tr></table><table><tr><th colspan="2">Long Vowel Words</th></tr><tr><th>Beginning</th><th>Middle</th></tr><tr><td>apron</td><td>take</td></tr><tr><td>eagle</td><td>seed</td></tr><tr><td>ice</td><td>bike</td></tr><tr><td>open</td><td>spoke</td></tr><tr><td>use</td><td>Luke</td></tr></table></div> <ul style="list-style-type: none"><li>• go on a scavenger hunt to find items that use short and/or long vowel sounds.</li></ul>	Short Vowel Words		Beginning	Middle	apple	cat	egg	bed	igloo	pig	octopus	dog	up	dug	Long Vowel Words		Beginning	Middle	apron	take	eagle	seed	ice	bike	open	spoke	use	Luke
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Text Reading Comprehension	<ul style="list-style-type: none"><li>• read, discuss, compare, and comprehend literary and informational texts in large and small groups.</li></ul> <div><p><u>Comparison Circles</u></p></div> <ul style="list-style-type: none"><li>• retell key details in literary and informational text.</li><li>• determine meaning of unknown words.</li><li>• identify the elements of poetry (rhythm, rhyme, repetition, title).</li></ul>	<ul style="list-style-type: none"><li>• discuss books and poetry read at home and school.</li><li>• ask and answer questions about texts read such as:<ul style="list-style-type: none"><li>○ How does the text relate to real life?</li><li>○ What did you learn from the text?</li><li>○ What text features can you find in the book?</li></ul></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> <div><p><b><u>Text Features</u></b></p><table><tr><td>Title</td><td>Table of Contents</td></tr><tr><td>Index</td><td>Bold Print</td></tr><tr><td>Headings</td><td>Photographs</td></tr><tr><td>Captions</td><td>Labels</td></tr><tr><td>Glossary</td><td>Charts/Graphs</td></tr><tr><td></td><td>Numbered Steps</td></tr></table></div>	Title	Table of Contents	Index	Bold Print	Headings	Photographs	Captions	Labels	Glossary	Charts/Graphs		Numbered Steps																						
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