

Kindergarten Reading Newsletter

Marking Period 2, Part 2

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 (log, jog, dog). • explore the use of short vowel sounds. • use one-to-one letter sound correspondence. • 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. • 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. • demonstrate reading comprehension by identifying key details in informational texts. • describe the relationship between illustrations and the text. • ask and answer questions about key details in informational texts. • explore text features in informational texts. • explain the role of the author and illustrator.

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Fluency	generating multiple responses to a problem or an idea.	<ul style="list-style-type: none"> • put together new word formations using consonant and short vowel sounds. • represent and accept ideas from others through discussions and group activities. • describe key details and their relationship to photographs in informational texts. 
Intellectual Risk Taking	accepting uncertainty or challenging the norm to reach a goal.	<ul style="list-style-type: none"> • take risks by sharing new information and ideas with others. • ask questions to clarify meaning when discussing key details in informational texts. • demonstrate acceptance of other's ideas through active listening and respectful communication.

★ 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"> participate in letter, sound, and word identification activities. investigate short vowel sounds and create new words. sort words and pictures based on beginning, middle, ending, and short vowel sounds. change beginning consonant letter sounds 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. <table border="1" data-bbox="1087 457 1915 610"> <thead> <tr> <th colspan="3">Word Family Examples</th> </tr> <tr> <th>-at</th> <th>-an</th> <th>-am</th> </tr> </thead> <tbody> <tr> <td>cat, rat, sat, mat</td> <td>can, ran, fan, man</td> <td>Sam, ham, jam, slam</td> </tr> </tbody> </table> <ul style="list-style-type: none"> sort pictures or objects based on beginning, middle, and ending sounds. sort short vowel sound pictures or objects (off, sock, olive-short o). use one-to-one letter sound correspondence while sounding out words. 	Word Family Examples			-at	-an	-am	cat, rat, sat, mat	can, ran, fan, man	Sam, ham, jam, slam									
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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 informational texts. identify and retell key details in informational texts. discuss the relationships between illustrations and the text. <table border="1" data-bbox="415 1107 823 1312"> <thead> <tr> <th>Similarities</th> <th>Differences</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> ask and answer questions about key details in stories. discuss the use of text features in informational texts. define the role of the author and illustrator. 	Similarities	Differences			<ul style="list-style-type: none"> discuss books read at home and school. make connections to text that relate to life experiences. ask and answer questions about informational text read such as: <ul style="list-style-type: none"> What are some key details from the text? How do the pictures help me understand what is being read? What text features are in the text? explain the role of the author and illustrator. use these websites to support learning: <ul style="list-style-type: none"> www.starfall.com www.abcya.com www.turtlediary.com <table border="1" data-bbox="1621 1062 1957 1367"> <thead> <tr> <th colspan="2"><u>Text Features</u></th> </tr> </thead> <tbody> <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> </tbody> </table>	<u>Text Features</u>		Title	Table of Contents	Index	Bold Print	Headings	Photographs	Captions	Labels	Glossary	Charts/Graphs		Numbered Steps
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