

# Kindergarten Reading Newsletter

Marking Period 3, Part 1

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

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

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

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Marking Period 3, Part 1

## Learning Experiences by Measurement Topic (MT)

MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>																								
<b>Foundational Skills</b>	<ul style="list-style-type: none"> <li>investigate short vowel sounds and create new words.</li> <li>practice working with words by using high-frequency words and word families (dog, log, fog).</li> <li>change consonant letter sounds, digraphs, and blends to create words through literacy games and centers.</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>change the beginning sound to make word lists using word families (pop, top, stop; hot, pot, not).</li> <li>make a chart to list digraphs and blends at the beginning and end of words.</li> </ul> <table border="1" data-bbox="1136 586 1885 760"> <thead> <tr> <th colspan="4">Digraph</th> <th colspan="2">Blend</th> </tr> </thead> <tbody> <tr> <td>sh-</td> <td>-sh</td> <td>th-</td> <td>-th</td> <td>bl-</td> <td>cl-</td> </tr> <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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<b>Text Reading Comprehension</b>	<ul style="list-style-type: none"> <li>participate in large and small groups to read, discuss, compare, and comprehend literary texts.</li> <li>compare and contrast the experiences of characters.</li> <li>use different story maps to sequence events and share story elements in a literary text.</li> </ul> <div data-bbox="516 1008 974 1243" style="text-align: center;"> </div> <ul style="list-style-type: none"> <li>retell key details in stories.</li> <li>discuss the relationships between illustrations and the text.</li> <li>ask and answer questions about new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>discuss books that are read at home and school.</li> <li>ask and answer questions about stories read such as:             <ul style="list-style-type: none"> <li>How are the two characters similar and different?</li> <li>What is the sequence of events in the story?</li> <li>How does the picture help you learn new vocabulary?</li> </ul> </li> <li>choose a book and discuss how the pictures match the words on the page.</li> <li>use these websites to support learning:             <ul style="list-style-type: none"> <li><a href="http://www.starfall.com">www.starfall.com</a></li> <li><a href="http://www.abcya.com">www.abcya.com</a></li> <li><a href="http://www.turtlediary.com">www.turtlediary.com</a></li> </ul> </li> </ul> <div data-bbox="1654 878 1934 1149" style="text-align: center;"> </div>																								