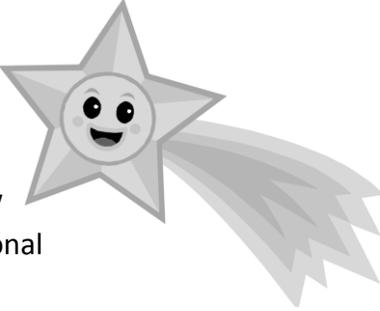


Kindergarten Reading Newsletter

Marking Period 3, Part 2

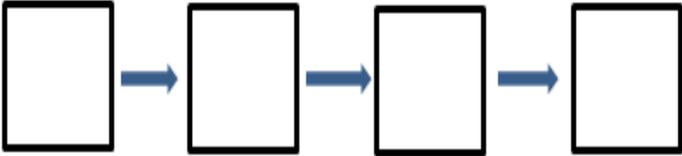
MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>	
Foundational Skills	<ul style="list-style-type: none"> • demonstrate understanding of spoken words, syllables, letter names, and sounds. • use beginning, middle, and ending sounds in speaking, reading, and writing. • change beginning consonant sounds to create new words (bit, sit, kit). • use consonant 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. • ask and answer questions about key details and vocabulary in informational text. • recognize different common texts (literary text, informational text, poems). • explore text features in informational texts. • explain the role of an author and illustrator. 	

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 and short vowel sounds. • use text features to understand informational text. • 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 and text features to build a better understanding of what is being read. • set goals to achieve success in reading. continue to explore new vocabulary in informational text. 

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

Kindergarten Reading Newsletter

Marking Period 3, 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"> investigate short vowel sounds and create new words. practice working with words by using high-frequency words and word families (sip, dip, chip). change consonant letter sounds 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. <table border="1" data-bbox="1136 467 1883 643"> <thead> <tr> <th>-ot</th> <th>-og</th> <th>-it</th> <th>-in</th> </tr> </thead> <tbody> <tr> <td>spot</td> <td>jog</td> <td>sit</td> <td>pin</td> </tr> <tr> <td>pot</td> <td>log</td> <td>fit</td> <td>tin</td> </tr> <tr> <td>lot</td> <td>dog</td> <td>bit</td> <td>fin</td> </tr> </tbody> </table>	-ot	-og	-it	-in	spot	jog	sit	pin	pot	log	fit	tin	lot	dog	bit	fin	
	-ot	-og	-it	-in															
spot	jog	sit	pin																
pot	log	fit	tin																
lot	dog	bit	fin																
<ul style="list-style-type: none"> use consonant blends (bl- blue, block, blossom). 	Text Reading Comprehension	<ul style="list-style-type: none"> participate in large and small groups to read, discuss, compare, and comprehend informational texts. use different graphic organizers to sequence the events in informational text. <p style="text-align: center;">Sequence of Events</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> use and explain text features in informational text. retell key details and identify the main topic in informational text. recognize different common texts (literary text, informational text, poems). 	<ul style="list-style-type: none"> discuss books read at home and school. ask and answer questions about text features such as: <ul style="list-style-type: none"> What is the title of the text? How do the photographs help me understand information in a text? What is bold print and how does it help me understand what is important in the text? draw pictures to sequence events or explain key details in a text. follow the directions of a recipe. use these websites to support learning: <ul style="list-style-type: none"> www.starfall.com www.abcya.com www.turtlediary.com 																
		<p style="text-align: right;"><i>Text Features</i></p> <table border="0"> <tr> <td>Index</td> <td>Table of Contents</td> </tr> <tr> <td>Headings</td> <td>Bold Print</td> </tr> <tr> <td>Captions</td> <td>Photographs</td> </tr> <tr> <td>Glossary</td> <td>Labels</td> </tr> <tr> <td>Numbered Steps</td> <td>Charts/Graphs</td> </tr> </table>	Index	Table of Contents	Headings	Bold Print	Captions	Photographs	Glossary	Labels	Numbered Steps	Charts/Graphs							
Index	Table of Contents																		
Headings	Bold Print																		
Captions	Photographs																		
Glossary	Labels																		
Numbered Steps	Charts/Graphs																		