

Federal Way School District
Kindergarten Grade Reading Expectations

1. The student understands and uses different skills and strategies to read.

<p>1.1 Uses word recognition skills and strategies to read and comprehend text.</p>	<p>1.1.1 Apply phonetic principles to read including sounding out, using initial letters, and using common letter patterns to make sense of whole words.</p> <p>Understand and apply concepts of print.</p> <ul style="list-style-type: none"> • Use directionality when listening to or following text (e.g., follow words from left to right and top to bottom on a page and turn pages appropriately). • Identify front cover, back cover and title of book in fiction and nonfiction text. • Recognize that print represents spoken language that conveys meaning (e.g., environmental print and own name). • Identify a word and its beginning and ending letters. <p>Understand and apply phonemic awareness (is phonemically aware).</p> <ul style="list-style-type: none"> • Hear gross differences between words. • Hear rhyme and identify rhyming words in response to an oral prompt. • Orally segment words into syllables. • Hear initial and final consonant sounds. • Segment and blend two and three phoneme words. • Auditorally recognize when two words begin with the same sound. • Orally manipulate and segment words by onset and rime. <p>Apply understanding of oral language to develop reading skills.</p> <ul style="list-style-type: none"> • Listen to stories read aloud and participate orally in discussions/interactions (e.g., contribute descriptions, explanations, and details). <p>Apply understanding of phonics.</p> <ul style="list-style-type: none"> • Identify letters of the alphabet. • Identify common consonant and short vowel sounds with automaticity.
<p>1.2 Use vocabulary (word meaning) strategies to comprehend text.</p>	<p>1.2.2 Use a variety of reading strategies to comprehend words and ideas, including self-correcting, re-reading, reading on, and slowing down.</p> <p>Understand how pictures and letters provide clues to word meanings.</p> <ul style="list-style-type: none"> • Use pictures and initial consonants to gain meaning. <p>1.2.3 Use dictionaries, glossaries, and other sources to understand and confirm word meanings.</p> <p>Understand how resources are used to learn word meanings.</p> <ul style="list-style-type: none"> • Locate resources with teacher guidance.
<p>1.3 Build vocabulary through wide reading.</p>	<p>1.3.1 Use pictures, graphics, word meaning, and context clues to comprehend text.</p> <p>Understand how to predict and confirm word meaning.</p> <ul style="list-style-type: none"> • Use oral language structure, letters, and pictures to predict and confirm word meaning (with teacher guidance). • Use context in read alouds to predict meaning of new words. <p>1.3.2 Build reading vocabulary across content areas.</p> <p>Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> • Increase oral vocabulary through listening to read alouds of informational and literary text.
<p>1.4 Apply word recognition skills and strategies to read fluently.</p>	<p>1.4.1 Read grade level text fluently.</p> <p>Know high frequency words.</p> <ul style="list-style-type: none"> • Read selected high frequency words by sight.

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2. The student understands the meaning of what is read.

2.1 Demonstrate evidence of reading comprehension.

2.1.1 Demonstrates basic comprehension of content of literary, informational, and task-oriented texts such as plays, newspaper articles, and instructions.

Understand that readers use monitoring strategies.

- Ask clarifying questions after read alouds.

Understand that readers use mental imagery.

- Compose visual images from what is read aloud.

Understand how readers ask questions.

- Ask and answer questions before, during, and after read alouds and or shared reading.

2.1.2 Demonstrate comprehension of the main idea and supporting details; through summarizing in own words using evidence from the text.

Understand that some part of the text are more important than others.

- State main idea from read alouds.
- Contribute to a group summary of basic story elements after a read aloud.

2.1.3 Connect previous experiences and knowledge when reading to understand characters, events, and information.

Understand how to use prior knowledge.

- Make connections or identify similarities between self and text after read alouds.

2.1.4 Make inferences and predictions based on the text.

Understand how to infer/ predict meaning.

- Use pictures and text read aloud to predict what will happen next; support predictions using information from the text.
- Make inferences orally before, during and after hearing a story using prior knowledge, story structure, and prediction.

2.2 Understand and apply knowledge of text components to comprehend text.

2.2.1 Use time, order, and/or sequence to accurately retell text.

Understand story sequence.

- Retell familiar stories using a beginning, middle, and end.

2.2.3 Understand story elements (plot, characters, setting, point of view, problem, solution).

Understand elements of literary text.

- Identify story elements of character, setting, and important events with teacher assistance.

2.2.4 Locate and use text features (title, heading, table of contents, index, captions, alphabetizing, numbering, glossaries, etc.) to understand text.

Understand how features of text help with comprehension (See Text Form and Features).

- Identify page numbers, titles, labels, captions, and charts.

2.2.5 Recognize and use features of electronic information such as pull-down menus, key word searches, icons, etc.

Understand that electronic information has specific features.

- Identify and use icons, pull-down menus.

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<p>2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</p>	<p>2.3.1 Find similarities and differences in stories: understand relationship between parts of a text or between two texts. Understand similarities and differences within and among texts.</p> <ul style="list-style-type: none"> • Identify similarities and differences in characters and settings within and among texts read aloud. <p>2.3.3 Find, sort, and analyze information for a specific topic or purpose. Understand and apply concept of categories.</p> <ul style="list-style-type: none"> • Sort words by various attributes such as color, size, purpose.
<p>2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.</p>	<p>2.4.2 Analyze author's purpose for and style of writing. Understand characteristics of grade level appropriate text forms. (See <u>Text Forms and Features</u>).</p> <ul style="list-style-type: none"> • Distinguish between literary and informational text. • Identify types of everyday printed materials (e.g., signs, labels, newspapers, story books, lists, etc). <p>2.4.6 Apply information gained from reading to give a response, express insights, and draw conclusions. Understand how to give responses and make connections to text.</p> <ul style="list-style-type: none"> • Use information from a read aloud to generate a response and make connections.
<p>3. The student reads different materials for a variety of purposes.</p>	
<p>3.1 Read to learn new information.</p>	<p>3.1.1 Observe and use signs, labels, and instructions. Understand purpose for signs, labels, and instructions.</p> <ul style="list-style-type: none"> • Explain the meaning of labels and environmental print. <p>3.1.2 Locate and use a variety of resource materials for specific task. Understand that a variety of texts contain information.</p> <ul style="list-style-type: none"> • Listen to and talk about information from a variety of types of informational text. <p>3.1.3 Select resources to answer a question or solve a problem. Understand that resources answer questions and solve problems.</p> <ul style="list-style-type: none"> • Listen to examples of different types of text including procedural, explanation, recount, and report.
<p>3.2 Read to perform a task.</p>	<p>3.2.1 Read and understand information (schedules, recipes, instructions, etc.) to perform tasks for a variety of real life purposes. Understand how to read for information to perform a task.</p> <ul style="list-style-type: none"> • Use page numbers, title, author, illustrator, labels, caption, maps, and charts to perform a task.
<p>3.3 Read for career application.</p>	<p>3.3.2 Read and interpret non-technical documents from career settings, such as memos, directories, and schedules. Understand career through dramatic play.</p> <ul style="list-style-type: none"> • Use documents (e.g., menus, telephone directory, prescription pad) in dramatic play to develop understanding of careers.

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3.4 Read for literary experience in a variety of genres.

3.4.1 Read and respond to a variety of traditional and contemporary literature (novels, folk tales, stories, myths, rhymes, poems, plays, etc.).

Understand a variety of traditional and contemporary literature.

- Listen and provide a personal response to a variety of genre (see Text Forms and Features) by drawing, performing, etc.

3.4.2 Read a variety of literature representing different cultures, perspectives, and issues.

Understand a variety of literature representing different cultures, perspectives, and issues.

- Listen to a variety of literature representing different cultures, perspectives, and issues and generate a personal response that shows understanding of those differences.

3.4.3 Understand different views of family, friendship, culture, and tradition found in literature.

Understand different views of family, friendship, culture, and tradition found in literature.

- Listen to a variety of literature representing different view of family, friendship, culture, and tradition, and generate a personal response.

4. The student sets goals and evaluates progress to improve reading.

4.3 Develop interests and share reading experiences.

4.3.1 Select and read favorite authors, subjects, and books and share with others.

Understand how readers choose books.

- Choose books and shares with others, with teacher assistance.