Kindergarten Minimum Reading Competencies

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| **Phonological and Phonemic Awareness** |
| □ Recognize and produce rhyming words |
| □ Identify and produce groups of words that begin with the same sound  (alliteration) |
| □ Count, pronounce, blend, and segment syllables in spoken words |
| □ Blend and segment the onset and rime of single syllable spoken words |
| □ Identify phonemes for letters |
| □ Identify the initial, medial, and final phonemes of spoken words |
| □ Isolate and pronounce initial, medial vowel, and final sounds in spoken single- syllable words |
| □ Add or substitute individual sounds in simple, one-syllable words to make new words |

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| **Concepts of Print** |
| □ Demonstrate understanding of the organization and basic features of print |
| □ Understand that words are separated by spaces in print, also known as concept of word |
| □ Identify the front cover, back cover, and title page of a book; while significant, this skill is a  lower indicator of future reading success and should not be weighed as heavily as the other  skills when determining if a child has attained mastery of the Minimum Reading Competency  Skill Levels |
| □ Recognize that spoken words are represented in written language by specific sequences of  letters |

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| Alphabetic Principle and Phonics |
| □ Recognize and name all upper and lowercase letters of the alphabet |
| □ Demonstrate basic knowledge of letter-sound correspondences by producing the primary or  most frequent sound for each consonant |
| □ Distinguish between similarly spelled words by identifying the sounds of the letters that  differ |
| □ Associate the long and short sounds with the common spellings for the five major vowels |
| □ Read Text consisting of short sentences comprised of learned sight words and consonant- vowel-consonant (CVC) words and may also include rebuses that represent words that  cannot be decoded or recognized. |

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| Vocabulary Development |
| □ Identify new meanings for familiar words and apply them accurately |
| □ Use the most frequently occurring inflections and affixes |
| □ Use new vocabulary that is directly taught through reading, speaking and listening; while  significant, this skill is a lower indicator of future reading success and should not be weighed as heavily as the other skills when determining if a child has attained mastery of the  Minimum Reading Competency Skill Levels |
| □ Relate new vocabulary to prior knowledge; while significant, this skill is a lower indicator of  future reading success and should not be weighed as heavily as the other skills when  determining if a child has attained mastery of the Minimum Reading Competency Skill Levels |

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| **Comprehension** |
| **Oral Language** |
| □ Use words and phrases acquired through conversations, reading and being read to, and  responding to texts.  |
| □ Confirm understanding of a text read aloud of information presented orally or through other media by answering questions about key details and requesting clarification if something is  not understood. |
| □ Ask and answer questions in order to seek help, get information, or clarify something that is  not understood |
| □ Participate in collaborative conversations with diverse partners about Kindergarten topics  and texts with peers and adults in small and large groups; while significant, this skill is a  lower indicator of future reading success and should not be weighed as heavily as the other  skills when determining if a child has attained mastery of the Minimum Reading  Competency Skill Levels |
| □ Listen with comprehension to follow two-step directions; while significant, this skill is a  lower indicator of future reading success and should not be weighed as heavily as the other  skills when determining if a child has attained mastery of the Minimum Reading  Competency Skill Levels |
| **Listening Comprehension** |
| □ With prompting and support, answer questions about key details in a text |
| □ With prompting and support, identify characters, settings, and major events in a story |
| □ Recognize common types of texts |