

Literacy: By End of Kindergarten

PHONOLOGICAL AWARENESS

- 1 Child demonstrates awareness that spoken language is composed of smaller segments of sound. 1**
 - a Demonstrates understanding of spoken words, syllables, and sounds (phonemes). 1.A
 - b Recognizes and produces rhyming words. 1.B
 - c Counts, pronounces, blends, and segments syllables in spoken words. 1.C
 - d Blends and segments the beginning sound in a word (onset) and the last letters of the word (rime) of single-syllable spoken words. For example, in the word “CAT”, the onset is “C” and the rime is “AT”. 1.D
 - e Isolates and pronounces the beginning (initial), middle (medial) vowel, and final sounds (phonemes) in three-phoneme (consonant-vowelconsonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) 1.E
 - f Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words. 1.F
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PRINT AND ALPHABET KNOWLEDGE

- 2 Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). 2**
 - a Demonstrates understanding of the organization and basic features of print. 2.A
 - b Follows words from left to right, top to bottom, and page by page. 2.B
 - c Recognizes that spoken words are represented in written language by specific sequences of letters. 2.C
 - d Understands that words are separated by spaces in print. 2.D
 - e Recognizes common types of texts (e.g., storybooks, poems). 2.E
 - f With prompting and support, names the author and illustrator of a story and defines the role of each in telling the story. 2.F
 - 3 Child identifies letters of the alphabet and produces correct sounds associated with letters.**
 - a Names 18 uppercase and 15 lowercase letters. 3.A
 - b Knows the sounds associated with several letters. 3.B
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COMPREHENSION AND TEXT STRUCTURE

4 Child demonstrates an understanding of narrative structure through storytelling/re-telling. 4

- a With prompting and support, retells familiar stories, including key details. 4.A
 - b With prompting and support, identifies the main topic and retells key details of a text. 4.B
 - c With prompting and support, identifies characters, settings, and major events in a story 4.C
 - d With prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text. 4.D
 - e With prompting and support, describes the relationship between illustrations and the story/ text in which they appear 4.E
 - f With prompting and support, compares and contrasts the adventures and experiences of characters in familiar stories. 4.F
 - g With prompting and support, identifies basic similarities in and differences between two texts on the same topic. 4.G
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5 Child asks and answers questions about a book that was read aloud. 5

- a With prompting and support, asks and answers questions about key details in a text. 5.A
 - b Asks and answers questions about unknown words in a text. 5.B
 - c Actively engages in group reading activities with purpose and understanding. 5.C
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WRITING

6 Child writes for a variety of purposes using increasingly sophisticated marks. 6

- a Uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...). 6.A
- b Uses a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic. (6.B
- c Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. 6.C
- d With guidance and support from trusted adult, responds to questions and suggestions from peers and add details to strengthen writing as needed. 6.D
- e With guidance and support from trusted adult, explores a variety of digital tools to produce and publish writing, including in collaboration with peers. 6.E
- f Participates in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 6.F
- g With guidance and support from an adult, recalls information from experiences or gathers information from provided sources to answer a question. 6.G
- h Demonstrates commands of the conventions of Standard English capitalization, punctuation, and spelling when writing. 6.H
- i Capitalizes the first word in a sentence and the pronoun I. Recognizes and names end punctuation. 6.I
- j Writes a letter or letters for most consonant and short-vowel sounds (phonemes). 6.J
- k Spells simple words phonetically, drawing on knowledge of sound-letter relationships. 6.K
- l Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. 6.L
- m Prints many uppercase and lowercase letters. 6.M