

Lake Washington School District
Teaching and Learning Framework

Kindergarten

Reading

Power Standards | June 2008

Kindergarten | Reading

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

Power Standards	Evidence of Learning
Understand and apply <u>concepts of print</u> .	Use <u>directionality</u> when listening to or following text. Identify front cover, back cover, and title of books. Recognize that print represents spoken language (e.g., <u>environmental print</u> and own name). Recognize letters and spaces between words.
Understand and apply <u>phonological awareness</u> and <u>phonemic awareness</u> .	Substitute auditorially one <u>phoneme</u> for another to make a new word (e.g., beginning and ending sounds; <u>oddy tasks</u>). Discriminate auditorially rhyme and identify rhyming words in response to an oral prompt. Manipulate and segment words orally by <u>onset and rime</u> . <u>Segment</u> and <u>blend</u> two and three phoneme words orally.
Apply understanding of oral language skills to develop reading skills.	Participate orally in discussions/interactions (e.g., contribute descriptions, explanations, and details) when listening to stories read aloud and/or during shared reading.
Apply understanding of <u>phonics</u> .	Identify letters of the alphabet. Identify <u>common consonant sounds</u> and short vowel sounds. Use common consonant sounds with short vowel sounds to decode three- and four-letter words. Use knowledge of <u>phonics</u> to read unfamiliar words in isolation and in context.
Know <u>common sight words</u> appropriate to grade-level.	Read selected sight words in isolation/lists. Recognize common sight words in text.

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

Power Standards	Evidence of Learning
Understand how to create <u>mental imagery</u> .	Compose visual images from what is read aloud and/or during shared reading. (e.g., draw a picture to represent something that was read in a story).
Understand how to <u>infer</u> / <u>predict</u> meaning.	Use pictures and <u>culturally relevant</u> text read aloud and/or during shared reading to predict what will happen next; support <u>predictions</u> using information from the text. Make <u>inferences</u> orally before, during, and after hearing a story using <u>prior knowledge</u> , story structure, and prediction.
Understand story <u>sequence</u> .	Retell familiar stories using a beginning, middle, and end. (Note: Story telling order can differ between cultures. For example, in some cultures the end of the story is told first.)
Understand concept of categories.	Sort objects by various attributes such as color, size, and purpose. Orally sort words by various attributes (e.g., food, animals, colors, shapes).