

# Kindergarten Literacy Blueprint

	Oral Language Comprehension Beginning Reading	Print Awareness	Phonological Awareness	Phonics
By the end of the year, the student will be able to:	<ul style="list-style-type: none"> <li>• Discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language)</li> <li>• Ask and respond to questions about texts read aloud</li> <li>• Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)</li> <li>• Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence</li> <li>• Identify elements of a story including setting character, and key events</li> <li>• Retell a main event from a story read aloud</li> <li>• Describe characters in a story and the reasons for their actions</li> <li>• Make inferences based on the cover, title, illustrations, and plot</li> <li>• Retell or act out important events in stories</li> <li>• Identify the topic and details in expository text heard or read, referring to the words and/or illustrations</li> <li>• Retell important facts in informational text, heard or read</li> <li>• Use titles and illustrations to make predictions about informational text</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that spoken words can be represented by print for communication</li> <li>• Identify upper- and lower-case letters</li> <li>• Demonstrate the one-to-one correspondence between a spoken word and a printed word in text</li> <li>• Recognize the difference between a letter and a printed word</li> <li>• Recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping the words and/or the spaces between words)</li> <li>• Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right</li> <li>• Identify different parts of a book (e.g., front and back covers, title page)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a sentence made up of a group of words</li> <li>• Identify syllables in spoken words</li> <li>• Orally generate rhymes in response to spoken words</li> <li>• Distinguish orally presented rhyming pairs of words from non-rhyming pairs</li> <li>• Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound</li> <li>• Blend spoken onsets and rimes to form simple words</li> <li>• Blend spoken phonemes to form one-syllable words</li> <li>• Isolate the initial sound in one-syllable spoken words</li> <li>• Segment spoken one-syllable words into two to three phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the common sounds that letters represent</li> <li>• Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words)</li> <li>• Recognize that new words are created when letters are changed, added, or deleted</li> <li>• Identify and read at least 25 high-frequency</li> </ul>
The teacher will:	<ul style="list-style-type: none"> <li>• Read stories and other kinds of text aloud to students, and discuss their meaning to demonstrate reading as a meaningful activity</li> <li>• Model their own thinking through Think Alouds - Focusing on meaning</li> <li>• Provide explicit instruction and modeling in comprehension strategies (questioning, making inferences, predicting)</li> <li>• Provide ample time for reading in the classroom (read aloud and/or independent reading level)</li> <li>• Provide appropriate instruction in the organization and basic features of narrative and expository text</li> <li>• Monitor student progress (teacher-student conferences, retell rubrics, running records)</li> <li>• Provide small group instruction for guided instruction</li> <li>• Demonstrate and emphasize higher-order thinking</li> <li>• Provide intervention for students with deficits, and accommodate for all level of readers</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a learning community rich in environmental and functional print</li> <li>• Provide modeling of how to hold a book, read from left to right, and one-to-one match (concepts of print)</li> <li>• Foster word consciousness by providing a language-rich environment, spoken and written, to emphasize recognition of words and the communicative power of words</li> <li>• Explore different parts of a book (spine, title, author, illustrator, etc.)</li> <li>• Provide appropriate and varied levels of instruction in the alphabet (upper and lower case) (e.g. letters in their name, magnets as manipulatives, songs, etc.)</li> <li>• Provide hands-on, active learning with opportunities for students to do, talk, and collaborate (e.g. print-enriched play and centers)</li> <li>• Utilize predictable text to build fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Use explicit instructional techniques and systematic practice to help students acquire skills in identifying the sounds (phonemes) in spoken words</li> <li>• Provide explicit instruction in phonological awareness (rhymes, alliteration, blending, onset, rime, and segmenting one-syllable words)</li> <li>• Provide time for students to practice principles of phonological awareness in both reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Provide systematic and explicit instruction to teach students the relationships between letters and the sounds they typically represent in words.</li> <li>• Provide instruction and practice to help students learn how to use their knowledge of letter sound relationships to “sound out” unfamiliar words in text.</li> <li>• Provide sufficient practice to acquire strong word analysis/phonemic decoding skills</li> <li>• Provide repeated exposures to words that occur very frequently in kindergarten texts so that students learn to read them at a single glance.</li> </ul>
Parents can:	<ul style="list-style-type: none"> <li>• Read aloud to your child from a variety of text and periodically stop and ask questions (who, what, when, where, why, how)</li> <li>• Listen to your child read from a variety of text and periodically stop and ask questions (who, what, when, where, why, how)</li> <li>• Read aloud to your child and have your child retell the story to you in their own words</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the alphabet with your child</li> <li>• Help children name objects in their environment</li> <li>• Have books available in your home</li> <li>• Point to the words as you read books to your child</li> <li>• Model reading newspapers, magazines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice sounds with your child</li> <li>• Practice rhyming words with your child</li> <li>• Make sentences with your child with rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the alphabet with your child (say letters)</li> <li>• Practice the sounds of the alphabet with your child</li> <li>• Have your child write the alphabet</li> <li>• Practice the high frequency words with your child</li> <li>• Play games with alphabet letters</li> </ul>

	Vocabulary	Writing /Oral and Written Conventions	Research	Listening and Speaking
By the end of the year, the student will be able to:	<ul style="list-style-type: none"> <li>• Understand new vocabulary and use the words accurately in reading, speaking, and writing</li> <li>• Identify and use words that name actions, directions, positions, sequences, and locations</li> <li>• Recognize that compound words are made up of shorter words</li> <li>• Identify and sort pictures of objects into conceptual categories (e.g. colors, shapes, textures)</li> <li>• Increase vocabulary knowledge through reading</li> <li>• Become word-conscious (how words work and ways they can be used in and away from school)</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a first draft by generating ideas for writing through class discussion</li> <li>• Form and expand basic sentences to express thoughts</li> <li>• Ask questions about topics of class-wide interest</li> <li>• Write their own name</li> <li>• Plan, develop, revise, and edit writing before publishing/sharing (stories, poems, etc.) with guidance and support</li> <li>• Form letters and words in print</li> <li>• Write sentences to tell a story</li> <li>• Understand the function and use the conventions of academic language (parts of speech, descriptive words, etc.) when speaking and writing (with adult assistance)</li> <li>• Use correct capitalization, usage, punctuation, and spelling (CUPS) in writing (with adult assistance)</li> </ul>	<ul style="list-style-type: none"> <li>• Decide what sources or people in the classroom, school, library, or home can answer these [student or teacher-generated] questions.</li> <li>• Gather evidence from provided text sources</li> <li>• Use pictures in conjunction with writing when documenting research</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively by facing speakers and asking questions to clarify information</li> <li>• Follow oral directions that involve a short related sequence of actions</li> <li>• Share information and ideas by speaking audibly and clearly using the conventions of language</li> <li>• Follow agreed-upon rules for discussion, including taking turns and speaking one at a time</li> </ul>
The teacher will:	<ul style="list-style-type: none"> <li>• Provide explicit instruction regarding the structural analysis of words (root words and affixes)</li> <li>• Provide instruction that supports student ownership (word conscious)</li> <li>• Demonstrate and modeling multiple strategies to determine word meaning (context clues)</li> <li>• Utilize interactive word walls to promote vocabulary acquisition and retention</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for children to write daily (journaling, poems, personal narratives, short stories, personal experience, etc.)</li> <li>• Assist students to identify their own name in print and writing it</li> <li>• Model effective writing</li> <li>• Explicitly teach the writing process</li> <li>• Integrate writing instruction with other content areas</li> <li>• Provide opportunities for inventive spelling as they move through the process of writing and making meaning of print</li> <li>• Allow children to share and discuss their writing with others</li> <li>• Have children practice writing in multi-sensory mediums (pencil, with their finger in shaving cream, sand, tracing)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide instruction in locating information from reliable sources</li> <li>• Demonstrate effective note taking strategies (grade level appropriate)</li> <li>• Provide instruction in using valid and reliable sources</li> </ul>	<ul style="list-style-type: none"> <li>• Model the use of good listening skills during both class discussions and student-teacher conferences</li> <li>• Teach lessons about specific listening skills (following directions activity, audience vs presenter, listening to learn, social skills)</li> <li>• Provide numerous opportunities for students to practice effective listening.</li> <li>• Establish classroom norms and procedures</li> </ul>
Parents can:	<ul style="list-style-type: none"> <li>• Encourage discussion of new and unfamiliar words</li> <li>• Review and reinforcing vocabulary skills learned at school</li> <li>• Create words with letter cards</li> <li>• Play word games with your child (Concentration, Word Search, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Write short stories with your child</li> <li>• Have your child write a story and share it with you</li> <li>• Practice writing their name with first letter capital and other letters lowercase</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities to visit museums and cultural events</li> <li>• Encourage your child to explore new ideas</li> <li>• View and discuss educational programs, graphic print, brochures, menus and other forms of print with your child</li> </ul>	<ul style="list-style-type: none"> <li>• Have a conversation with your child every day</li> <li>• Speak in complete sentences and have your child respond in complete sentences</li> <li>• Reinforce your child following rules and taking turns</li> </ul>