

Student Name _____ Teacher Name _____

Foundations of Literacy Skill Checklist - Kindergarten

Quarter 1

- ☐ Count the number of words in a spoken sentence.
- ☐ Count, segment, and blend phonemes in single syllable words made up of three to four phonemes and compound words. Count, segment, and blend syllables in spoken words including compound words.
- ☐ Locate a book's title, front cover, back cover, title page, and where to begin reading.
- ☐ Identify one to one correspondence by pointing to words, noting that there are spaces between words.
- ☐ Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.
- ☐ Identify the beginning and end of a sentence by locating the capital letter and end of punctuation.
- ☐ Identify letters and words within sentences.
- ☐ Identify, name, and form all upper and lowercase letters with automaticity.
- ☐ Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.
- ☐ Produce one to one letter sound correspondences for each consonant with automaticity.
- ☐ Decode and encode words using VC, CV, CVC, digraphs, and combination qu
- ☐ Read high frequency words commonly found in grade appropriate text with accuracy and automaticity.
- ☐ Read texts orally with accuracy and expression.

Quarter 2

(In addition to skills taught in Quarter 1.)

- ☐ Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs with pictures and spoken words.
- ☐ Blend and segment onsets and rimes of single syllable spoken words.
- ☐ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.

Quarter 3

(In addition to skills taught in Quarters 1 and 2.)

- ☐ Recognize alliterative spoken words.
- ☐ Orally identify initial, medial, and final phonemes in two and three phonemes (VC and CVC words).
- ☐ Delete, add, and substitute the initial, medial, and final phonemes of a spoken CVC word.
- ☐ Blend letter sounds to decode vowel consonant (VC) and consonant vowel consonant (CVC) words in isolation and in text.
- ☐ Delete, add, and substitute the initial, medial, and final letters in CVC words to build or make new words.
- ☐ Read by using letter sound knowledge to segment and blend sounds together, decoding the words by analogy, and using context and visuals from the text to support monitoring and self-correcting

Quarter 4

(In addition to skills taught in Quarters 1-3.)

- ☐ Identify the vowel and produce the vowel sound in a printed syllable or word when decoding.

Applications of Reading Skill Checklist - Kindergarten

Quarter 1

- ☐ Identify and explain the roles of the author and the illustrator of a story.
- ☐ Identify and explain the roles of the author and the illustrator in an informational text.

Quarter 2

(In addition to skills taught in Quarter 1.)

- ☐ Identify and describe the main character(s), setting, and events that move the plot forward.
- ☐ Retell familiar stories using main story elements in a literary text.
- ☐ Retell familiar texts by identifying the topic and supporting details in an informational text.
- ☐ Retell a text orally to enhance comprehension:
 - ☐ a. include main character(s), setting, and important events for a story
 - ☐ b. include topic and supporting details for an informational text.
- ☐ Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:
 - ☐ a. ask and answer questions about words and phrases to determine their meaning
 - ☐ b. use words and phrases acquired through conversations, being read to, and responding to texts.
- ☐ Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts:
 - ☐ a. sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships
 - ☐ b. deepen understanding of words by relating words to their opposites
 - ☐ c. identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.
- ☐ Describe the relationship between visuals (e.g., illustrations, photographs) and the text

Quarter 3

(In addition to skills taught in Quarters 1 and 2.)

- ☐ Identify forms of figurative language to include alliteration and onomatopoeia, as well as descriptive words and rhyme in text.
- ☐ Identify and describe the basic characteristics of literary text to include narrative, drama, and poetry.
- ☐ Identify and use text features such as titles, headings, subheadings, illustrations, and/or photographs to predict and confirm the topic of informational texts.
- ☐ Identify an author's opinion about a topic in an informational text.
- ☐ Use knowledge of morphemes to extract meaning from oral language in grade-appropriate content

Quarter 4

(In addition to skills taught in Quarters 1-3.)

- ☐ Review progress on skills taught in Quarters 1-3 and identify progress.

Research, Writing and Oral Communication Skill Checklist - Kindergarten

<p>Quarter 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order. <input type="checkbox"/> Print all uppercase and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences. <input type="checkbox"/> Present information orally in a logical order of events using conjunctions and temporal words (e.g., before, after). <input type="checkbox"/> Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: <ul style="list-style-type: none"> <input type="checkbox"/> a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions <input type="checkbox"/> b. consider the ideas of others while engaging in conversations. <input type="checkbox"/> Ask and answer questions in conversation on a topic
<p>Quarter 2 (In addition to skills taught in Quarter 1.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge. <input type="checkbox"/> Use a combination of drawing, dictating, and writing to state a topic and communicate an opinion and a supporting reason. <input type="checkbox"/> Present information orally in a logical order of events using conjunctions and temporal words (e.g., before, after).
<p>Quarter 3 (In addition to skills taught in Quarters 1 and 2.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting details. <input type="checkbox"/> Form and use complete simple sentences. When writing: <ul style="list-style-type: none"> <input type="checkbox"/> a. capitalize the first word in a sentence and the pronoun I <input type="checkbox"/> b. identify and name end punctuation marks (e.g., periods, exclamation points, and question marks) <input type="checkbox"/> c. identify and use periods to punctuate sentences <input type="checkbox"/> d. identify and use common singular and plural nouns <input type="checkbox"/> e. identify and use action verbs; and f. identify and use simple and declarative sentences. <input type="checkbox"/> With guidance and support, plan, revise, edit, and build on personal ideas and the ideas of others to strengthen writing.
<p>Quarter 4 (In addition to skills taught in Quarters 1-3.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review progress on skills taught in Quarters 1-3 and identify progress.

The student can read and write the following high frequency words:

the of and a to in was is you that it he for