# Kindergarten Minimum Reading Competencies

| **Phonological and Phonemic Awareness** |
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| □  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 |

| **Concepts of Print** |
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| □  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 |

| Alphabetic Principle and Phonics |
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| □  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. |

| Vocabulary Development |
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| □  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 |

| **Comprehension** |
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| **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 |