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| Guided Reading Recording Form: Kindergarten Informational Text Standards | | | | |
| **Informational Text Standards: Vocabulary Acquisition & Use: Speaking and Listening:** | | | | |
| 1. With prompting and support, ask and answer questions about key details in a text.  2. With prompting and support, identify the main topic and retell key details of a text.  3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  4. With prompting and support, ask and answer questions about unknown words in a text.  5. Identify the front cover, back cover, and title page of a book.  6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  8. With prompting and support, identify the reasons an author gives to support points in a text.  9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.  5. With guidance and support from adults, explore word relationships and nuances in word meanings.  b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).  c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).  d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.  6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | 1. Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  b. Continue a conversation through multiple exchanges.  **Phonological Awareness, Phonics & Word Recognition**  2. Demonstrate understanding of spoken words, syllables, and phonemes (sounds).  c. Blend and segment onsets and rimes of single-syllable spoken words.  d. Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)  3. Know and apply grade-level phonics and word analysis skills in decoding words.  a. Demonstrate basic knowledge of one-to-one grapheme (letter-sound) correspondences by producing the primary or many of the most frequent sound for each consonant.  c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  **Fluency**  4. Read emergent-reader texts with purpose and understanding. | |
| **Student** | **Reading Behaviors Observed**  **1) = independent 2) = with prompting** | | | **Vocabulary:**  **(D)efined by student**  **(U)sed by student** |
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