

ASD READING STANDARDS KINDERGARTEN

Concepts About Print:

- K.A.1.R Follow words from left to right and top to bottom on a printed page.
- K.A.2.R Recognize that sentences in print are made up of separate words.
- K.A.3.R Distinguish letters from words.
- K.A.4.R Identify the title, cover, text, and illustrations.
- K.A.5.R Recognize and name all upper and lower-case letters of the alphabet.

Phonemic Awareness:

- K.A.6.R Identify which word is different (e.g., sun, fun, sun).
- K.A.7.R Tell the difference between single speech sounds (e.g., which one is different? s, s, k).
- K.A.8.R Identify whether words rhyme with another (e.g., cat, mat; ring, sing).
- K.A.9.R Produce a word that rhymes with another (e.g., a word that rhymes with rose is nose; tell me another word that rhymes with rose).
- K.A.10.R Orally blend syllables (e.g., mon-key) or onset-rimes (e.g., m-ilk) with the whole word.
- K.A.11.R Orally blend two-three separately spoken phonemes into one-syllable words (e.g., m-e: me; f-u-n: fun).
- K.A.12.R Recognize (clap, count, etc.) the words in a three-five word sentence (e.g., Sue can jump far).
- K.A.13.R Recognize (clap, count, etc.) the syllables in one, two, and three-syllable words.
- K.A.14.R Say each syllable in two and three-syllable words (e.g., di-no-saur).
- K.A.15.R Identify the first sound in a one-syllable word (e.g., /m/ in man).
- K.A.16.R Segment individual sounds in two and three-phoneme, one-syllable words (e.g., run: r/u/n; f/ee/t).

Decoding and Word Recognition:

- K.A.17.R Match each consonant and short vowel sound to the appropriate letters.
- K.A.18.R Read simple one-syllable and high frequency (sight) words.
- K.A.19.R Understand that as letters and words change, so do the sounds (alphabetic principle).

K.A.R COMPREHENSION AND READING SKILLS

Vocabulary and Concept Development:

- K.A.20.R Describe common objects and events.
- K.A.21.R Use picture clues to understand text.
- K.A.22.R Connect information and events in texts to experiences in life.
- K.A.23.R Use pictures to make simple predictions about text.
- K.A.24.R Identify the main idea in text.
- K.A.25.R Retell familiar stories.
- K.A.26.R Identify the role of the author and illustrator.
- K.A.27.R Identify different text genres, including everyday print materials (e.g., storybooks, poems, newspapers, signs and labels).

K.B.R INTERPRETATION AND ANALYSIS OF FICTION AND NON-FICTION TEXT

- K.B.1.R Identify characters, setting and problem/solution.
- K.B.2.R Recognize and produce rhyming words.
- K.B.3.R Distinguish fantasy from realistic text (make believe vs. real).
- K.B.4.R Identify story structures; beginning, middle end.
- K.B.5.R Locate the title, table of contents and name of author.
- K.B.6.R. Use simple charts to understand text.

**ASD WRITING STANDARDS
KINDERGARTEN**

K.1.0.W Writing Strategies

Focus, Content, Organization

K.1.1.W Use letters and phonetically-spelled words to write about experiences, stories, people, objects or events.

K.1.2.W Write by moving from left to right and top to bottom.

Editing Revising and Evaluating Strategies

K.1.3.W Use feedback from others to revise written work.

Research and Technology

K.1.4.W Identify a topic for research.

K.1.5.W Identify resources (e.g. newspaper, dictionary, computer).

Penmanship

K.1.6.W Write uppercase and lowercase letters independently.

K.2.0.W Writing Applications

Not applicable at this level

K.3.0.W Language Conventions

K.3.1.W Speak in coherent sentences.

K.3.2.W Use phonetic knowledge and sounds of the alphabet to spell independently.

**ASD SPEAKING AND LISTENING STANDARDS
KINDERGARTEN**

K.1.1.S Listen to others and ask questions as an aid to understanding.

K.1.2.S Listen to a selection of literature (fiction or nonfiction).

- Retell a story in chronological order after

K.1.3.S Contribute to Discussions

- Ask questions.
- Respond to questions when asked.
- Display appropriate taking turns behaviors.

K.1.4.S Participate in small and large group instructions & presentations

- Participate in everyday conversations.
- Give simple directions and explanations.
- Report an emergency (e.g. Dial 911).