

Kindergarten

Critical Reading Targets

These critical reading targets were compiled by NLPS teachers and align with the current BC Curriculum. These critical skills are provided to help teachers screen, identify and monitor a learners' needs for the purposes of guiding instructional decisions around critical reading skills.

Phonological & Phonemic Awareness

Rhyming - recognition & production

Alliteration - Initial sound / word recognition and production

Blending

- syllables (mon-key) & onset-rimes (m-ilk) into a word
- two words into compound word
- 2 or 3 phonemes into 1 syllable word (/m//e/=me)

Segmenting

- Clap or count syllables (1-3 syllable words)
- Identify two words in a compound words
- Beginning and ending sound in 1-syllable word
- Identify sounds in 2-3 phoneme words (run=/r//u//n/)

Phonics

Alphabetic Principle

Understand that letters and letter patterns represent the sounds of spoken language.

Letter-Sound Association

- most common sounds for letters (at least 20)
- most letter names (at least 20 – both upper and lower case)
- within student's names and the names of others (i.e. classmates)
- gives a word that starts with sound

Reading Words

- a few of Fry sight words
- some familiar names
- environmental print (e.g. stop sign)

Fluency

Ease with early literacy skills includes:

- Rhyming, alliteration, blending and segmenting
- Identifying letter names & sounds (at least 20)
- Reading some CVC words and high frequency words

Vocabulary

Begin to use appropriate social words

Experimenting with language and demonstrating vocabulary usage that:

- Describes feelings
- Classifies objects, pictures, etc...
- Describes people, places & things

Comprehension

In discussions, uses strategies before during and after reading and viewing to make meaning:

- Accessing prior knowledge
- Predicting
- Making connections
- Asking questions

The NLPS Primary Assessment of Reading Screener is based on these above critical reading skills. Most critical skills are end of year targets.