

**Hamilton City School District
Kindergarten Ohio Reading Grade Level Indicators**

Phonemic awareness	Acquisition of Vocabulary	Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	Reading Applications: Informational, Technical, and Persuasive Text	Reading Applications: Literary Text
<ol style="list-style-type: none"> 1. Read own first and last name. 2. Identify and complete rhyming words and patterns. 3. Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting. 4. Distinguish and name all upper- and lower-case letters. 5. Recognize, say and write the common sounds of letters. 6. Distinguish letters from words by recognizing that words are separated by spaces. 7. Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words. 8. Read one-syllable and often-heard words by sight. 9. Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression. 	<p style="text-align: center;">Contextual Understanding</p> <ol style="list-style-type: none"> 1. Understand new words from the context of conversations or from the use of pictures within a text. 2. Recognize and understand words, signs and symbols seen in everyday life. 3. Identify words in common categories such as color words, number words and directional words. <p style="text-align: center;">Tools and Resources</p> <ol style="list-style-type: none"> 4. Determine the meaning of unknown words, with assistance, using a beginner's dictionary. 	<p style="text-align: center;">Concepts of Print</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story. 2. Hold books right side up, know that people read pages from front to back and read words from left to right. 3. Know the differences between illustrations and print. <p style="text-align: center;">Comprehension Strategies</p> <ol style="list-style-type: none"> 4. Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions. 5. Predict what will happen next, using pictures and content as a guide. 6. Compare information (e.g., recognize similarities) in texts using prior knowledge and experience. 7. Recall information from a story by sequencing pictures and events. 8. Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts. <p style="text-align: center;">Self-Monitoring Strategies</p> <ol style="list-style-type: none"> 9. Monitor comprehension of orally read texts by asking and answering questions. <p style="text-align: center;">Independent Reading</p> <ol style="list-style-type: none"> 10. Identify favorite books and stories and participate in shared oral reading. 	<ol style="list-style-type: none"> 1. Use pictures and illustrations to aid comprehension. 2. Identify and discuss the sequence of events in informational text. 3. Tell the main idea of a selection that has been read aloud. 4. Identify and discuss simple maps, charts and graphs. 5. Follow simple directions. 	<ol style="list-style-type: none"> 1. Identify favorite books and stories. 2. Identify the characters and setting in a story. 3. Retell or re-enact a story that has been heard. 4. Distinguish between fantasy and reality. 5. Recognize predictable patterns in stories.

**Hamilton City School District
Kindergarten
Vocabulary and Concept Chart**

Phonemic Awareness	Acquisition of Vocabulary	Reading Process: Concepts of Print, Comprehension Strategies, Self-Monitoring Strategies	Reading Applications: Informational, Technical, Persuasive Text	Reading Applications: Literary Text
Rhyme	Context clues	Right side up	Illustrations	Favorite
Syllables	Picture clues	Front	Sequence	Characters
Upper-case	Words	Back	Main idea	Setting
Lower-case	Signs	Left	Maps	Retell
Sounds	Symbols	Right	Charts	Re-enact
Spaces	Word categories	Visualize	Graphs	Fantasy
Phonemes	Beginner's dictionary	Dictate	Directions	Reality
Initial consonants		Discuss		Predictable patterns
Blend		Predict		
Sight-words		Compare		
		Prior knowledge		
		Sequence		

Performance Verb	Level in Blooms	Number of Appearances	Working Definitions
Identify	Level III – Application	7	To name (orally or written) a character, object, concept, event, word, letter, sequence, pattern, or sound
Determine	Level VI - Evaluation	1	To find out or come to a decision by reasoning
Use	Level III - Application	1	To put into service or apply for a purpose
Distinguish	Level IV - Analysis	4	To perceive a difference in
Recognize	Level I - Knowledge	3	To acknowledge or perceive something

The importance of the word **EXPLAIN**

Explain is the most frequently stated verb in short answer and extended response questions.

Explain requires the application of prior knowledge.

Students will need to communicate their responses with concise but complete information.

Explain requires more details than describe and operates at the Analysis level or above for problem solving.

Teaching Tip: Every time the word explain is seen in a prompt, have students cross out the word and replace it with the phrase “**give specific details**”. This will raise student awareness of the need to provide facts and complete thoughts when responding to these types of prompts.