**READ ACT**

**KINDERGARTEN Minimum Reading Competency Skills**

The Minimum Reading Competency Skills, identified in section 5.00 of the [Rules for the Administration of the Colorado Reading to Ensure Academic Development Act (READ Act)](https://www.cde.state.co.us/coloradoliteracy/1-ccr-301-92_clean-final), are skills from the [Colorado Academic Standards](https://www.cde.state.co.us/coreadingwriting/reading-writing-and-communicating-academic-standards). These Minimum Reading Competency Skills serve as a guide for the minimum reading skills necessary for kindergarten students to achieve by the end of the year to be on track for acquiring basic grade level reading skills.

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| ***By the end of kindergarten, the student will be able to:*** | State Board of Education Rules | Colorado Academic Standards |
| **PHONOLOGICAL AWARENESS** |  |  |
| * Recognize and produce rhyming words.
 | 5.01(A)(1) | RWC20-GR.K-S.2-GLE.3-EO.b.i  |
| * Identify and produce groups of words that begin with the same sound (alliteration).
 | 5.01(A)(2) | RWC20-GR.K-S.2-GLE.3.EO.f.i.  |
| * Count, pronounce, blend, and segment syllables in spoken words.
 | 5.01(A)(3) | RWC20-GR.K-S.2-GLE.3-EO.b.ii  |
| **PHONEMIC AWARENESS** |  |  |
| * Blend and segment the onset and rime of single syllable spoken words.
 | 5.01(B)(1) | RWC20-GR.K-S.2-GLE.3-EO.b.iii  |
| * Identify phonemes for letters.
 | 5.01(B)(2) | RWC20-GR.K-S.2-GLE.3-EO.b.vii  |
| * Identify the initial, medial, and final phonemes of spoken words.
 | 5.01(B)(3) | RWC20-GR.K-S.2-GLE.3.EO.f.ii |
| * Isolate and pronounce initial, medial vowel, and final sounds in spoken single syllable words.
 | 5.01(B)(4) | RWC20-GR.K-S.2-GLE.3-EO.b.iv  |
| * Add or substitute individual sounds in simple, one-syllable words to make new words.
 | 5.01(B)(5) | RWC20-GR.K-S.2-GLE.3-EO.b.v  |
| **CONCEPT OF PRINT** |  |  |
| * Demonstrate understanding of the organization and basic features of print.
 | 5.01(C)(1) | RWC20-GR.K.-S.2-GLE.3-EO.a  |
| * Understand that words are separated by spaces in print, also known as concept of word.
 | 5.01(C)(2) | RWC20-GR.K.-S.2-GLE.3-EO.a.iii  |
| * Identify the front cover, back cover, and title page of a book.\*
 | 5.01(C)(3) | RWC20-GR.K.-S.2-GLE.2-EO.b.ii  |
| * Recognize that spoken words are represented in written language by specific sequences of letters.
 | 5.01(C)(4) | RWC20-GR.K.-S.2-GLE.3-EO.a.ii  |
| **ALPHABETIC PRINCIPLE** |  |  |
| * Recognize and name all upper- and lowercase letters of the alphabet.
 | 5.01(D)(1) | RWC20-GR.K.-S.2-GLE.3-EO.a.iv  |
| **PHONICS** |  |  |
| * Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
 | 5.01(E)(1) | RWC20-GR.K.-S.2-GLE-3-EO.c.i |
| * Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
 | 5.01(E)(2) | RWC20-GR.K.-S.2-GLE.3-EO.c.iv  |
| * Associate the long and short sounds with the common spellings for the five major vowels.
 | 5.01(E)(3) | RWC20-GR.K.-S.2-GLE.3-EO.c.ii  |
| * 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.
 | 5.01(E)(4) | RWC20-GR.K-S.2-GLE.3-EO.b.vi |

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| ***By the end of kindergarten, the student will be able to:*** | State Board of Education Rules | Colorado Academic Standards |
| **VOCABULARY DEVELOPMENT** |  |  |
| * Identify new meanings for familiar words and apply them accurately.
 | 5.01(F)(1) | RWC20-GR.K.-S.2-GLE.3-EO.e.i  |
| * Use the most frequently occurring inflections and affixes.
 | 5.01(F)(2) | RWC20-GR.K.-S.2-GLE.3-EO.e.ii  |
| * Use new vocabulary that is directly taught through reading, speaking, and listening.\*
 | 5.01(F)(3) | RWC20-GR.K.-S.1-GLE.2-EO.h  |
| * Relate new vocabulary to prior knowledge.\*
 | 5.01(F)(4) | RWC20-GR.K.-S.1-GLE.2-EO.i |
| **ORAL LANGUAGE** |  |  |
| * Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 | 5.01(G)(1) | RWC20-GR.K.-S.1-GLE.1-EO.e |
| * Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details and requesting clarification if something is not understood.
 | 5.01(G)(2) | RWC20-GR.K.-S.1-GLE.1-EO.b |
| * Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
 | 5.01(G)(3) | RWC20-GR.K.-S.1-GLE.1-EO.c |
| * Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.\*
 | 5.01(G)(4) | RWC20-GR.K.-S.1-GLE.1-EO.a |
| * Listen with comprehension to follow two-step directions.\*
 | 5.01(G)(5) | RWC20-GR.K-S.1-GLE.1-EO.d |
| **LISTENING COMPREHENSION** |  |  |
| * With prompting and support, answer questions about key details in a text.
 | 5.01(H)(1) | RWC20-GR.K-S.2-GLE.1-EO.a.i RWC20-GR.K-S.2-GLE.2-EO.a.i |
| * With prompting and support, identify characters, settings, and major events in a story.
 | 5.01(H)(2) | RWC20-GR.K-S.2-GLE.2-EO.a.ii  |
| * Recognize common types of texts.
 | 5.01(H)(3) | RWC20-GR.K-S.2-GLE.3-EO.b.ii  |

\**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*.