

## Kindergarten Reading Profile

<i>Snapshot:</i>	<ul style="list-style-type: none"> <li>• sometimes participates with support when an adult reads aloud</li> <li>• does not choose to look at books.</li> </ul>	<ul style="list-style-type: none"> <li>• engages in reading-like behaviour with support during shared reading</li> <li>• willingly look at books with a peer or an adult and respond briefly if prompted.</li> </ul>	<ul style="list-style-type: none"> <li>• engages in reading or reading-like behaviour and chooses to read independently</li> <li>• understands the book and is able to talk about it if prompted.</li> </ul>	<ul style="list-style-type: none"> <li>• engages in reading independently</li> <li>• responds spontaneously to books in a variety of ways</li> </ul>
<i>Strategies</i>	<ul style="list-style-type: none"> <li>• with direct support is being exposed to <b>concepts of print</b> and <b>concepts about books</b>: needs prompts to attend to print</li> <li>• knows few letters of the alphabet</li> <li>• with direct support is being exposed to letters, sounds and <b>high-frequency</b> words</li> </ul>	<ul style="list-style-type: none"> <li>• beginning to understand <b>concept of print</b> and <b>concepts about books</b>: tracks direction of print accurately with finger when supported</li> <li>• identifies some letters of the alphabet</li> <li>• beginning to recognize a few <b>high-frequency</b> words such as names</li> </ul>	<ul style="list-style-type: none"> <li>• understands <b>concepts of print</b> and <b>concepts about books</b> knows: title, author, illustrator tracks accurately with finger, knows that print tells information recognizes some punctuation</li> <li>• identifies most of the letters of the alphabet and their sounds</li> <li>• knows some <b>high-frequency</b> words, including own name and family names</li> </ul>	<ul style="list-style-type: none"> <li>• uses strategies to figure out words: - sounds out - uses context - uses picture clues</li> <li>• knows letters of the alphabet and their sounds</li> <li>• recognizes quite a few <b>high-frequency</b> words</li> </ul>
<i>Comprehension</i>	<ul style="list-style-type: none"> <li>• with scaffolding, retells some information when read to</li> <li>• guesses when predicting</li> <li>• may not demonstrate an understanding of the book</li> </ul>	<ul style="list-style-type: none"> <li>• retells some information with support</li> <li>• makes reasonable predictions when prompted</li> <li>• focuses on literal meaning</li> </ul>	<ul style="list-style-type: none"> <li>• retells information</li> <li>• predicts</li> <li>• connects to background knowledge</li> <li>• makes simple inferences if prompted</li> </ul>	<ul style="list-style-type: none"> <li>• retells information and includes important and/or interesting details</li> <li>• makes logical predictions</li> <li>• connections to background knowledge are more detailed</li> <li>• makes inferences; asks questions spontaneously</li> </ul>
<i>Response</i>	<ul style="list-style-type: none"> <li>• has difficulty making connections even when modeled or prompted</li> <li>• does not choose to respond to reading (drawing may not represent the book; talk about the picture may be very limited or may not relate to the book)</li> <li>• if prompted expresses likes or dislikes – no reason given</li> </ul>	<ul style="list-style-type: none"> <li>• occasionally makes obvious connections if prompted</li> <li>• responds to books if prompted but drawing is less detailed and talk about the book is limited</li> <li>• expresses likes or dislikes if prompted; difficult to give reasons, even when prompted</li> </ul>	<ul style="list-style-type: none"> <li>• makes simple, relevant connections to own experiences</li> <li>• responds to reading by drawing in some detail about the book and talking about the picture (may respond in other ways; dramatic play, construction, choral reading)</li> <li>• expresses likes and dislikes gives reasons if prompted</li> </ul>	<ul style="list-style-type: none"> <li>• makes more detailed connections</li> <li>• drawings are more detailed and both the drawing and the talk are explicitly connected to the book</li> <li>• expresses likes and dislikes with simple reasons or examples</li> </ul>