

**St Sebastian School**  
**Pre-Kindergarten & Kindergarten Student Standards Reading / Language Arts**  
**Pre-Kindergarten & Kindergarten Exit Expectations Checklist**

<b>Pre-reading</b>
<ul style="list-style-type: none"> <li>• Predict using title and picture clues</li> <li>• Activate background knowledge about story theme</li> <li>• Ask questions about the story</li> <li>• Set a purpose for reading</li> </ul>
<b>During Reading</b>
Use context (illustrations, text, prior knowledge)
<ul style="list-style-type: none"> <li>• Use print knowledge (repetitive language, rhyming patterns, phonemic awareness, visual memory cues)</li> <li>• Understand concept of letter, word, and words made up of letters</li> <li>• Understand concepts of print/hold book right side up</li> <li>• Read from left to right, top to bottom, front to back</li> <li>• Grasp main idea</li> <li>• Evaluate predictions while reading/listening</li> <li>• Pose questions to clarify understanding</li> <li>• Understand and use story structure (character, setting, goal, events, ending) to demonstrate comprehension</li> <li>• Acquire a beginning reading vocabulary/recognize some common sight words (I, a, the, you)</li> </ul>
<b>Post Reading</b>
<ul style="list-style-type: none"> <li>• Answer orally literal and inferential questions about text</li> <li>• Write, draw, or dramatize story structure</li> <li>• Sequentially retell story</li> <li>• Recall story details (paraphrase plot, characters, and events)</li> </ul>
Relate story to own life experience
<ul style="list-style-type: none"> <li>• Identify cause and effect relationships</li> <li>• Pose questions to clarify understanding</li> <li>• Discuss feelings and opinions about the story</li> <li>• Distinguish realistic fiction, fantasy, and poetry</li> <li>• Compare and contrast with other stories and/or authors</li> <li>• Enjoy a variety of literature</li> </ul>
Read and interpret environmental signs such as safety signs, traffic signs, bathroom signs
<ul style="list-style-type: none"> <li>• Use Story mapping, webbing, and lists as strategies for comprehension</li> <li>• Discuss the difference between "good &amp; bad" behavior in reading materials</li> </ul>