

Kindergarten: (Reading Literary, Informational, Foundational)

End
of
Kindergarten

*The visual and selected standards for **reading** highlight the increase in complexity over the course of the year

*Read high frequency words (e.g., *my, can, they, this*)

*Demonstrate basic knowledge of long and short vowels

*With support, describe the relationship between pictures and text

* Count, pronounce, blend and segment syllables

*Isolate and pronounce initial sound, middle vowel sound and final sound in (CVC) consonant-vowel-consonant words (*e.g., /c/ /a/ /t/*)

*With support, retell familiar stories in literary (fiction) texts; retell key details in informational texts

*With support, ask and answer key details in literary (fiction) and informational texts

*Recognize and name upper and lower case letters

*Blend and segment word parts

(e.g., *t-op, m-op, h-op*)

Activities to Support Academic Growth at Home

Standard (What Students Need to Know)	Sample Activities (What You Can Do to Support Growth)
With support, ask and answer key details in literary (fiction) and informational texts	Read with your child each day Ask questions about important details in the text (who, what, when, where, why and how) Invite your child to ask questions, to predict, and to make inferences (use clues from the text and what they know to draw conclusions)
Count, pronounce, blend, and segment syllables in words	Encourage your child to clap and count the syllables in their names and in a variety of multiple-syllable words found in story books and poetry (e.g., the name <i>A-dri-an-na</i> , the word <i>Oc-to-ber</i>) Invite your child to put words together and pull them apart (e.g., <i>football/foot</i> and <i>ball</i> , <i>classroom/class</i> and <i>room</i>)
With support, describe the relationship between pictures and text in the story	Show your child the cover of a book and read the title. Ask them to predict what they think the story will be about based on the cover illustrations. Continue with each page of the story. Challenge their thinking by asking what in the illustration caused them to draw that conclusion. After reading, ask what changes they would make if they were the illustrator and how would their <i>new</i> illustrations help the reader understand the story.

Beginning of
Kindergarten

Kindergarten: Writing

End
of
Kindergarten

*The visual and selected standards for **listening and speaking** highlight the increase in complexity over the course of the year

*With guidance and support, participate in shared research and writing projects

*With guidance and support respond to questions and suggestions from peers to add details to writing

*Using a combination of drawing, dictating, and writing to compose narratives (stories), opinion, and expository (informational) pieces

Beginning
of
Kindergarten

Activities to Support Academic Growth at Home

Standard (What Students Need to Know)	Sample Activities (What You Can Do to Support Growth)
Using a combination of drawing, dictating, and writing to create narratives (stories), opinion, and expository (informational) pieces	Ask your child to retell a story in words and/or pictures
With guidance and support, respond to questions and suggestions from peers to add details to writing	Ask your child questions so s/he can add details to his/her writing or drawing (e.g., <i>What time of day does the story take place?</i> or <i>What color was the family's car?</i>)
With guidance and support, participate in shared research and writing projects	Engage your child in a family journal, where you and your child write about events, experiences, thoughts, and opinions Invite your child to write messages, grocery lists, letters, notes, and other household texts

Kindergarten: Speaking and Listening

End
of
Kindergarten

*The visual and selected standards for **listening and speaking** highlight the increase in complexity over the course of the year

Beginning
of
Kindergarten

*Continue a conversation through multiple exchanges
*Ask and answer questions to seek help, get information or to clarify something

*Add drawings to descriptions
*Ask and answer questions about key details in books read orally or information presented orally

*Describe familiar people, places, things, and events and, with prompting and support, provide additional details
*Speak audibly (clearly with proper volume) and express thoughts, feelings, and ideas clearly

Activities to Support Academic Growth at Home

Standard (What Students Need to Know)	Sample Activities (What You Can Do to Support Growth)
Continue a conversation through multiple exchanges	Engage your child in a conversation when in the car, walking the neighborhood, or at the store Ask your child to share feelings and emotions
Ask and answer questions about key details in books read orally or information presented orally	Invite your child to ask and answer questions about something heard
Speak audibly (clearly with proper volume) and express thoughts, feelings, and ideas clearly	Encourage your child to speak loudly and clearly so others will understand

Kindergarten: Language

End
of
Kindergarten

*The visual and selected standards for **language** highlight the increase in complexity over the course of the year

Beginning of
Kindergarten

- *Form plural nouns when speaking (*e.g., dog, dogs*)
- * Understand and use question words (*e.g., who, what, when, where, how*)
- * Print many upper- and lower-case letters

- *Write a letter or letters for many of the consonant and short vowel sounds
- *Identify new meanings of familiar words (*e.g., duck, duck*)
- *Produce and expand complete sentences in shared language activities (speaking and writing)

- *Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites
- *Begin to distinguish shades of meaning among verbs describing the same action (*e.g., walk, strut, prance*) by acting them out
- *Use words and phrases acquired through conversations, independent reading and being read to

Activities to Support Academic Growth at Home

Standard (What Students Need to Know)	Sample Activities (What You Can Do to Support Growth)
Print many upper- and lower-case letters	Invite your child to practice writing letters and words Engage your child in a matching activity to match upper and lower case letters correctly
Identify new meanings of familiar words	When reading with your child, point out examples of multiple meaning words in the story (<i>e.g., The duck is in the water. My dad is tall so he had to duck under the doorway.</i>)
Use words and phrases acquired through conversations, independent reading and being read to	Introduce new words to your child to support vocabulary development Encourage your child to use language to express ideas, opinions, wonderings