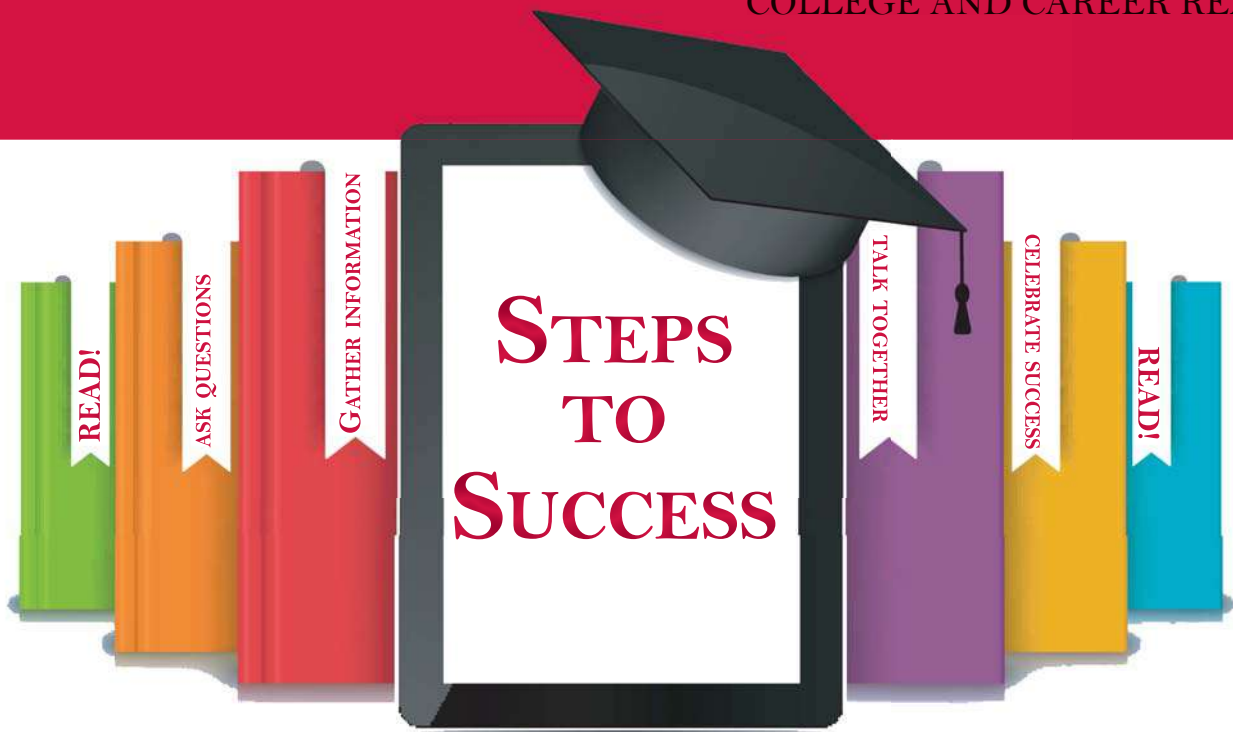


SOUTH CAROLINA STANDARDS

COLLEGE AND CAREER READY



Family-Friendly Guide for Kindergarten

English Language Arts

Kindergarten children are naturally curious about the world, and they are ready to explore the relationships between letters, sounds, words, and reading. The *South Carolina College- and Career-Ready Standards* build on the curiosity of children to develop new language skills.

When a child starts school, reading and writing become primary ways of learning. Although the skills involved in reading and writing take years to develop fully, the steps begin in kindergarten.



STEPS TO SUCCESS

This document is designed to:

- Provide examples of the standards, skills, and knowledge your child will learn in English language arts and should be able to do upon exiting kindergarten
- Suggest activities on how you can help your child at home
- Offer additional resources for information and help

Log on to the SC Department of Education website, <http://ed.sc.gov/instruction/standards-learning/>, for the complete standards.

LEARN ABOUT THE STANDARDS

The *South Carolina College- and Career-Ready Standards for English Language Arts (ELA)*:

- Outline the knowledge and skills students must master so that, as high-school graduates, they have the expertise needed to be successful in college or careers.
- Provide a set of grade-level standards, “stair steps,” based on the previous grade’s standards which serve as the foundation for the next grade.
- Ensure that no matter where a student lives in South Carolina, the expectations for learning are the same.

Human knowledge now doubles about every three years. Therefore, revision of South Carolina’s standards occurs periodically to respond to this growth of knowledge and increase of needed skills so our students will be ready for college or jobs. The *Col-*

lege- and Career-Ready Standards prepare students for dealing with the growing mass of information by not only emphasizing content knowledge but by also stressing the skills of reasoning, analyzing data, and applying information to examine and solve situations.

South Carolinians developed these academic standards for South Carolina’s children. The ELA standards are aligned with the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect (See http://sccompetes.org/wp-content/uploads/2016/01/Profile-of-the-South-Carolina-Graduate_Updated.pdf.) Developed by business leaders, the *Profile* is approved by the South Carolina Chamber of Commerce and is endorsed by the Superintendents’ Roundtable, as well as South Carolina’s colleges and universities. The *Profile* demands world-class knowledge and skills, emphasizes critical thinking and problem solving, communication, and interpersonal skills.

ENGLISH LANGUAGE ARTS IN KINDERGARTEN

INQUIRY AND INVESTIGATION

Kindergarten students’ natural curiosity is encouraged in all aspects of their learning. It is this “wondering” that promotes the development of critical thinking and problem solving skills later in school and in life.

These **Steps to Success** include:

Preschool	Kindergarten	First Grade
<i>Good Start Grow Smart</i>, SC Early Learning Standards (2009), do not have specific expectations in this area. 	• Develop and begin to talk about the “I wonders” on topics of interest • With help from the teacher, collect information from many sources • With help from the teacher, select the appropriate information and report the discoveries found • With help from the teacher, look for patterns and relationships • With help from the teacher, reflect on the thinking process	• Move from “wondering” to questions that prompt discussions and exploration • Develop a plan and collect information from many sources • Select the important information and report the discoveries found • Draw conclusions from patterns and relationships found • Think about the discoveries and conclusions, and take action • Reflect on the act of learning

ENGLISH LANGUAGE ARTS IN KINDERGARTEN

LEARNING TO READ

Kindergarten students focus on the written word. They work to recognize the relationships between letters, sounds, and words, and how they give meaning. These **Steps**, combined with the writing and communication steps below, develop strong readers.

These **Steps to Success** include:

Preschool	Kindergarten	First Grade
• Begin identifying some letter sounds and matching them to letters • Recognize rhyming words with adult help • Use word beginnings and endings as language play or comprehension clue • Create a different form of a familiar word by adding the <i>-ed</i> ending to show past action • Begin recognizing some letters in words • Begin to use both pictures and text read aloud as cues to unfamiliar words • Display curiosity and interest in learning new words (from <i>Good Start Grow Smart</i>, SC Early Learning Standards, 2009)	• Understand letter sounds, syllables, and words • Practice rhyming, matching words with similar beginning sounds, and blending sounds into words • Use phonics and word analysis to figure out words • Recognize word parts (prefixes, suffixes, and root words) • Learn “sight” (frequently used) words (ex. me, you, see, run) • Use pictures and other text to figure out new words • Read simple texts accurately and with understanding of the meaning	• Use knowledge of the individual sounds of letters to read simple words • Read a two-syllable word by breaking the word into parts and understand that every syllable must have a vowel sound • Use context to confirm or correct word recognition and understanding • Expand the number of “sight” (frequently used) words • Begin reading independently with accuracy and understanding of the meaning



ENGLISH LANGUAGE ARTS IN KINDERGARTEN

WRITING

Kindergarten students work to share their ideas on paper using drawings, words, and dictation to describe an event or tell a story. As the year goes by, students begin to use basic punctuation and English grammar. These **Steps to Success** include:

Preschool	Kindergarten	First Grade
• Begin to understand the relationship between oral and written language • Write some uppercase letters without regard to proportion or placement • Combine some letters with pretend writing • Use drawings, letters, or words to create narratives about people and things in their environment (from <i>Good Start Grow Smart</i>, SC Early Learning Standards, 2009)	• Learn to print capital and small letters • Write by leaving space between words • Use basic punctuation rules when writing (capitalize the first letter of a sentence and place a period at the end of a sentence) • With help from the teacher, use drawings, letters, or dictate words in order to “write” about a topic or give an opinion • With help from the teacher, plan, revise, and edit writings • With help from the teacher, write often and on various topics both in and outside the classroom • With help from the teacher, locate letter keys on electronic devices	• Practice printing capital and small letters • Learn to use additional punctuation (capitalize dates and names, use periods, question marks, and exclamation marks) • Look at books to pick a topic to write about. Introduce the topic, state an opinion, give a reason for the opinion, and close. • Plan, revise, and edit to improve writings • Write often on various topics both in and outside the classroom • Work on keyboarding skills to write simple messages



ENGLISH LANGUAGE ARTS IN KINDERGARTEN

COMMUNICATION

Kindergarten students work on listening to others, explaining their ideas, and responding to the ideas of others. They begin to study different ways to improve their communication skills. These **Steps to Success** include:



Preschool

- Complete a thought or idea when communicating with others
- Contribute to small group or whole class stories, rhymes, or poems
- Carry out simple directions and directives
- Begin to use classroom resources such as books and charts to gain information about topics of interest

(from *Good Start Grow Smart*, SC Early Learning Standards, 2009)



Kindergarten

- Practice taking turns listening to others and speaking clearly
- With help from the teacher, recall or collect information to ask or answer questions, both individually and in a group
- Explore how ideas and topics are shown in different media and formats to see how understanding is influenced
- Use appropriate images and illustrations to support discussions and presentations
- Identify a speaker's purpose

First Grade

- Practice taking turns listening to others and speaking clearly
- Express ideas gathered from various sources in a clear and concise way. Conduct research individually and in a group.
- Explore and compare how ideas and topics are shown in different media and formats to see how understanding is influenced
- Use appropriate images and illustrations to support discussions and presentations to clarify thoughts and ideas
- Identify a speaker's purpose and what the speaker does to keep the listener engaged

ENGLISH LANGUAGE ARTS IN KINDERGARTEN

READING FOR ENJOYMENT AND ENRICHMENT

Kindergarten students learn to identify and understand the parts of a book and a story, and how those parts influence the meaning. These **Steps to Success** include:

Preschool	Kindergarten	First Grade
- Recall some details in stories read aloud - Distinguish between descriptions of story events and spoken words of characters - Retell one or two events from a story read aloud - Include favorite parts of stories into play activities - Begin to ask questions about the causes of events observed or heard about in stories - Explore books independently (from <i>Good Start Grow Smart</i>, SC Early Learning Standards, 2009)	- Identify the parts of a book and of a story (title page or title, cover, author, illustrator) - With help from the teacher, describe the story's setting, the characters, the main idea and important details - With help from the teacher, make a connection between some action in the story and the experiences of the reader - With help from the teacher, identify a problem in the story and explain its solution - With help from the teacher, identify the cause of an event and imagine a different outcome - Read independently	- Determine if the author's main purpose is to explain, entertain, inform, or convince - Tell the order of events and determine the beginning, middle, and end of the writing; as well as, determine the topic - Describe the setting and identify the plot, including the problem and solution - Describe what happened and why - Read independently for longer periods

READING FOR INFORMATION

Kindergarten students ask the basic questions: *who, what, when, where, why*, and *how*. Now they begin to learn how to gain and apply information and ask further questions. These **Steps to Success** include:

Preschool	Kindergarten	First Grade
- Begin asking "how and why" questions when looking at texts - Begin to ask questions about the causes of events observed or heard about in books - Seek information by looking at texts, signs, and photographs in the classroom (from <i>Good Start Grow Smart</i>, SC Early Learning Standards, 2009)	- Understand information can come from a variety of sources - With help from the teacher, ask and answer the basic questions about a text - With help from the teacher, summarize the central idea and details - With help from the teacher, give key details to draw conclusions in texts read - With help from the teacher, compare similar topics - With help from the teacher, select important information, revise ideas, and tell about conclusions - With help from the teacher, think about the conclusions	- Ask and answer basic questions to show understanding of a text - Compare familiar texts - Use key details to draw conclusions in texts heard or read - Select the most important information, revise ideas, and tell about conclusions - Think about the conclusions and take action - Reflect on the act of learning

LEARNING AT HOME

Learning does not end at the school door. Your child needs support and help from you to succeed in kindergarten. Work with your child at home. Be informed about what the tasks are and be ready to help with specific skills. Here are some suggestions for things to do at home to help your child learn:

- Read, read, read to and with your child. Ask questions about the pictures; ask her to develop a new ending for the story. Have her make up a different story about one of the characters. Let your child know how much you enjoy reading.
- Go to the public library and let him select books from the beginning readers' section. If you are unsure of the reading level, ask the librarian. Help him recognize letters, sound out words, and find a word with a similar sound from within the story.
- Using large cutout letters or letters from an alphabet puzzle, spread the letters on the floor. Have your child find the letter that begins with words you call out (use animals, types of vehicles, foods, and action words, for example). Then use the letters to make one syllable words.
- Ask your child to "write" stories and retell experiences about things that happened in school and outside of school. Let her use words, drawings, and verbal explanations in her "writing." Go over the stories with her and praise her for completing each task.
- In the store, riding in the car, or while watching TV, use things, activities and printed words to enlarge your child's vocabulary. When reading to your child, don't worry about the reading level of the book. Just pick a book with a subject he might like and try it. This is a great way to introduce new words. If the book is boring or too hard, move on, no harm done.



ADDITIONAL INFORMATION

- For a day-by-day calendar of suggested activities and books, go to www.daybydaysc.org. The calendar is available online free or a printed copy can be ordered from the S.C. State Library for a fee.
- The *Student Reading Success Activity Guide, June 2015* at <http://www.eoc.sc.gov> is available for download from the S.C. Education Oversight Committee. It has information and activities for helping your child become a better reader. Scroll down to the bottom of the web page to see the link.
- The U.S. Department of Education also has information and activities for helping your child become a better reader at <http://www2.ed.gov/parents/academic/help/reader/index.html>.
- The S.C. State Library and many of our county public libraries provide access to *TumbleBooks*, online books that your child can read independently or the computer will read the book with him. *Tumblebooks*, <http://daybydaysc.org/read-with-me>, also has games and activities.
- See www.pbs.org/parents/ for insights into child development and for fun learning games, see <http://pbskids.org/> from *Public Broadcasting*.
- For games, puzzles, and interactive stories to promote reading, see www.starfall.com (the free games) or www.gameclassroom.com/kindergarten.
- Go to *Reading Is Fundamental*, www.rif.org/us/literacy-resources.htm, for articles, brochures, and activities about reading and literacy.
- The county's public library is a great source of information (in person or online). Check the catalog for "phonics" and "alphabet books" under the "subject search." The list includes books to help parents teach; as well as, DVDs and videos for helping children to learn. Some county libraries have a button on their home page called "children's resources," which directly links to appropriate suggestions.



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