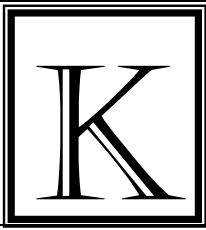


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English Language Arts Standards

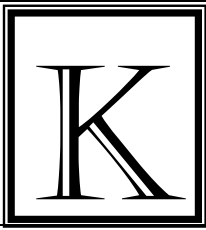
WHAT I NEED TO LEARN BY THE END OF KINDERGARTEN IN READING & WRITING	HELPFUL HINTS & EXAMPLES
<ul style="list-style-type: none">☺ I can show you the front and the back of the book.☺ I can read words from left to right and top to bottom.☺ I know words tell me something.☺ I can show that words can make a sentence.☺ I know that letters can make words.☺ I can find and name all the letters out of alphabetical order.☺ I can hear and say all the sounds in a word.☺ I can clap the syllables (parts) of words.☺ I can put sounds together to make words.☺ I can finish a rhyme.	<ul style="list-style-type: none"><input type="checkbox"/> When you read with your child, always refer to the front and back of the book.<input type="checkbox"/> Show your child which direction to read the words, left to right and top to bottom.<input type="checkbox"/> The child can point to a word, book, or sign and tell what it might be about.<input type="checkbox"/> Record a sentence on cards, cut it up and scramble it; then ask your child to arrange the words to make a sentence.<input type="checkbox"/> When the teacher or parent states, "Show me a letter," "Show me two letters," "Show me a word," and "Show me two words," the child can respond correctly.<input type="checkbox"/> The child can find and name upper and lower case letters.<input type="checkbox"/> mmmmaaannn = man<input type="checkbox"/> The teacher or parent says a word and asks the child to clap the number of syllables. Example: Teacher states, "Birthday." Student claps two times: <u>birth</u> <u>day</u><input type="checkbox"/> cccaaattt = cat (The child sounds out, stretches, the word.)<input type="checkbox"/> Jack and Jill went up the _____ (hill). The little cat sat on a _____ (mat).



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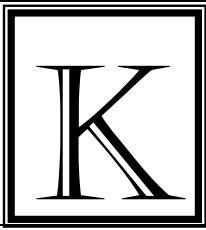
WHAT I NEED TO LEARN BY THE END OF KINDERGARTEN IN READING & WRITING	HELPFUL HINTS & EXAMPLES
<ul style="list-style-type: none">☺ I can move my finger along the words when someone else reads.☺ I can match letters and sounds out of alphabetical order.☺ I can read a list of words from my teacher.☺ I can make new words by changing a letter(s). ☺ I can sort words. ☺ I can read at Level 4 by the end of the year.☺ I know how to find the title, author, and illustrator in a book.☺ I can tell what is going to happen in a book by looking at the pictures.☺ I think about what I already know to help me learn about a new book.☺ I can retell a story I've read or heard.☺ I can ask and answer questions about a book.	<ul style="list-style-type: none"><input type="checkbox"/> Ask your child to point to a letter, point to a word, and follow along in a story.<input type="checkbox"/> Find the letter that makes the /s/ sound. <input type="checkbox"/> The child can say cvc and high frequency words such as: cat, I, here, come, can, go, mom, rip, and got.<input type="checkbox"/> Example: at s + at = sat f + at = fat r + at = rat m + at = mat <input type="checkbox"/> Play sorting games with words with two letters, words with three letters, words that begin with /m/, colors, shapes, foods, etc. <p>Research has shown that children whose parents read to them daily have more opportunities to become good readers.</p> <p>When reading to your child, ask questions, have them retell the story, and/or draw a picture of the main character.</p>



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WHAT I NEED TO LEARN BY THE END OF KINDERGARTEN IN READING & WRITING	HELPFUL HINTS & EXAMPLES
<ul style="list-style-type: none">☺ I know the difference between make-believe and true stories.☺ I know there are different kinds of things to read.☺ I can tell you about the characters in a story and where the story takes place.☺ I can use letters and spelled words to phonetically write about anything.☺ I can write consonant-vowel-consonant words.☺ I can write by moving from left to right and from top to bottom.☺ I can write upper and lower case letters with proper spacing.☺ I can speak in complete sentences that you can understand.☺ I can use creative spelling to write words.☺ I can listen, follow directions, and speak using complete sentences. ☺ I can tell you about people, places, and things. ☺ I can tell a poem, a rhyme, and sing a song. ☺ I can tell you a story.	<ul style="list-style-type: none"><input type="checkbox"/> Read a variety of books to your child that include both make believe and true stories.<input type="checkbox"/> Storybooks, poems, newspapers, signs, and labels.<input type="checkbox"/> <i>Goldilocks and the Three Bears</i> takes place in the woods and the student can tell about the little girl and the bears.<input type="checkbox"/> u = you; bik or bic = bike; gren = green<input type="checkbox"/> cat, mom, dad <p style="text-align: center;">Use every opportunity to have your child write their name, make a shopping list, etc.</p> <p style="text-align: center;">Ask your child questions that require complete sentences. Encourage descriptive language. Go beyond yes/no answers.</p> <ul style="list-style-type: none"><input type="checkbox"/> The student can state something in a complete sentence, such as: "I can stand up and walk to the door; I go home after school; or, I like to eat."<input type="checkbox"/> How do you get home after school? "We go in a car. We go in a red car with two doors."<input type="checkbox"/> For example, Twinkle, Twinkle Little Star; Humpty Dumpty; The Muffin Man.<input type="checkbox"/> Make up a story of what you did last night. The story should be told in order, such as: first, second, third; first, next, last; or, beginning, middle, and end.



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