



Kindergarten

Parent Guide for Understanding the English Language Arts Common Core

	Reading: Literature & Informational Text	Reading: Foundational Skills	Writing	Speaking & Listening	Language
Students will be able to:	<ul style="list-style-type: none"> With prompting and support, ask and answer questions about a text. <p><u>Literature:</u></p> <ul style="list-style-type: none"> With support, retell familiar stories with detail. With support, identify characters, settings, and major events in a text. With support, compare and contrast the adventures of characters in familiar stories. <p><u>Informational Text:</u></p> <ul style="list-style-type: none"> With support, identify the main topic and retell key details of a text. With prompting, ask and answer questions about unknown words. With support, identify basic similarities and differences between two texts on the same topic. 	<ul style="list-style-type: none"> Understand basic print features (left to right, top to bottom, page by page). Recognize and name all upper- and lowercase letters. Recognize that spoken words are made up of syllables and sounds. Recognize and produce rhyming words. Blend two or three sounds together to make a recognizable word. Use phonics when reading words. Say the most frequent sounds for each consonant and vowel. Read common high frequency words. 	<ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose -opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...because...) - informative/explanatory texts in which they supply some information about a topic -narrative pieces about a single event or several loosely linked events in the order in which they occurred 	<ul style="list-style-type: none"> Participate in collaborative conversations with diverse partners. Ask and answer questions about key details of a text read aloud or information presented in diverse media format. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Speak clearly at an understandable rate. 	<ul style="list-style-type: none"> Print many upper- and lowercase letters. Understand question words (e.g. who, what, where, when, why, how). Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter for most consonant sounds. Form regular plurals (e.g., dog, dogs; wish, wishes).
Schools will support by providing opportunities to:	<ul style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding. Read and enjoy a variety of text including literature, poetry, and informational text. Practice describing the relationship between illustrations and text (e.g., what person, place, thing, or idea in a text an illustration depicts). Identify the reasons an author gives to support points in a text. 	<ul style="list-style-type: none"> Count, pronounce, blend, and segment syllables in spoken words. Blend two or three phonemes. Isolate and pronounce the initial, medial vowel, and final sounds. Read emergent text with purpose and understanding. 	<ul style="list-style-type: none"> Actively engage in group writing activities with purpose and understanding. Strengthen story telling skills through oral practice. Learn how to draw pictures and tell stories from them. Use technology to produce and publish writing collaboratively with peers 	<ul style="list-style-type: none"> Have group discussions on read aloud texts. Converse with peers and adults in small and large groups about school topics. Practice speaking in clear, complete sentences when engaging in various tasks. Follow one-and two-step oral directions. Ask and answer questions. Describe familiar places, people, things, and events with detail. 	<ul style="list-style-type: none"> Practice printing letters in both upper- and lowercase. Apply the rules of English grammar and conventions in daily writing tasks. Produce and expand complete sentences in shared language activities.
Parents can support by providing opportunities to:	<ul style="list-style-type: none"> Read a variety of text (e.g., storybooks, poems, fantasy, and realistic text). Have conversations after reading about what you read. Ask your child to retell a story in his or her own words by telling what happened first, second, third, etc. 	<ul style="list-style-type: none"> Read with your child 15 minutes each day modeling good reading behavior. Model reading left to right, top to bottom, and page by page using your finger to guide you. Practice naming all upper and lowercase letters using homemade flashcards. Play phonological games with your child. 	<ul style="list-style-type: none"> Tell stories aloud with your child. Tell them about a childhood memory. Use lots of details. Draw with your child and tell a story about it. Model how to add details to your drawing and story. Try this after a fun activity or family event. 	<ul style="list-style-type: none"> Have family conversations about various topics using complete sentences. Model good listening and speaking skills. 	<ul style="list-style-type: none"> Practice writing upper- and lowercase letters in a variety of ways (e.g., on paper, with their finger on your back, using sidewalk chalk on cement). Sort objects into categories (e.g., shapes, foods).

Kindergarten Students will:

- Name and write upper- and lower case letters
- Match letter to sounds and use other methods to figure out unfamiliar words when reading and writing
- Learn and use new words
- Identify words that rhyme
- Read common words (e.g., the, of, you, are, she, and my)
- Ask and answer questions about a story the teacher reads
- Identify characters, settings, and major events in a story
- Recognize the person, place, thing, or idea that matches the illustration
- Participate in class discussions by listening and taking turns speaking
- Use a combination of drawing, speaking, and writing to describe an event, give information about a topic, or share an opinion
- Take part in shared reading, writing, and research projects
- Express thoughts, feelings, and ideas clearly

How Parents Can Support:

- Read with your child every day for at least 15 minutes tracking print from left to right. Ask your child to explain his or her favorite parts of the story. Share your own ideas.
- Ask your child to identify who the author and illustrator are before reading. Ask them to define their roles. Have them point to the front cover, back cover, and title page of the books before or after you read.
- Have frequent conversations with your child using complete sentences. Talk often, listen and ask your child questions that require more than one or two word responses. Ask them to tell you about his or her day at school. Tell them about your day.
- Be sure your child has a library card. Encourage them to select books they are interested in to develop an early passion for reading.
- Use technology to build your child's interest in reading. There are several websites where students can read books or articles online. Libraries also have computers students can use for free to access those sites. Ask a librarian or teacher for suggestions.
- Play phonological word games.
 1. Ask your child, what is the first sound they hear in the word snail? Answer: /s/
 2. Ask your child what word is /m//o//p/? Answer: mop
 3. Go on a sound hunt and search for objects that start with a particular sound.
 4. Play a rhyming game. What rhymes with cat? Answer: hat, mat, etc.

How Things Have Changed:

English Language Arts expectations of students have changed greatly with the adoption of the Common Core Standards. Students will continue to read and write, but in addition to stories and literature, they will read more informational or non-fiction texts that provide facts and background knowledge in areas including science and social studies. They will also read more challenging text and be asked to support their interpretations with evidence from the text. There will also be an increased emphasis on building strong vocabulary so that students can read and understand challenging material.

Resources:

Sacramento City Unified School District

<http://www.scusd.edu/commoncoredept>

- ✓ Links to documents for California (CCS) Common Core Standards, including a list of mentor texts for the Standards for English Language Arts Practice

Parent-Teacher Association

<http://achievethecore.org/leadership-tools-common-core/parent-resources/>

- ✓ Parent Guides including grade level specific handouts with simple descriptions of what children should be learning in English Language Arts in each grade.

California Department of Education

<http://www.cde.ca.gov/re/cc/index.asp>

- ✓ Informational flyers provide overviews and highlights of the ELA CCS
- ✓ Handouts for parents on transitioning to CCS
- ✓ Link to *Council of Great City Schools Parent Roadmaps*
- ✓ Links to *Smarter Balanced Assessments*

www.bookadventure.com

- ✓ *Free online reading resource*

www.starfall.com

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