

1st Quarter Language Arts	WHAT IS MY CHILD LEARNING?	HOW CAN I HELP AT HOME?
Kindergarten	<p><u>Reading: Literature:</u></p> <ul style="list-style-type: none"> With prompting and support, ask and answer questions about key details in a text. Ask and answer questions about unknown words in a text. Recognize common types of texts (e.g., storybooks, poems). With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. Actively engage in group reading activities with purpose and understanding. <p><u>Reading: Informational Text:</u></p> <ul style="list-style-type: none"> Identify the front cover, back cover, and title page of a book. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. Actively engage in group reading activities with purpose and understanding. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding. <p><u>Reading: Foundational Skills:</u></p> <ul style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken 	<ul style="list-style-type: none"> While reading a story with a parent, parent will ask questions to identify the key details in the story. Discuss the key details that make up the story. When reading, always ask what a word means if it is unfamiliar to you. Identify the type of text you read every day at home whether it'd be a poem, storybook, magazine, newspaper, nursery rhyme, etc. Make it a habit to identify the author and illustrator of every book you read at home and discuss the roles of each and their responsibilities. After reading a story, create a thinking map with a parent or look for sight words in a book and read the words you find. <ul style="list-style-type: none"> Identify the parts of each book you read at home. Make it a habit to identify the author and illustrator and read their names, of every book you read at home and discuss the roles of each and their responsibilities. After reading a story, create a thinking map with a parent or look for sight words in a book and read the words you find. Go to the library and check out various types of literature and identify each type of literature, after reading. Afterwards, discuss each story. <ul style="list-style-type: none"> Make sure to read the book in order and not to skip any pages.

	<p>words are represented in written language by specific sequences of letters.</p> <ul style="list-style-type: none"> Understand that words are separated by spaces in print. Recognize and name all upper and lowercase letters of the alphabet. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant. Read common high frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). <p><u>Writing:</u></p> <ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. <ul style="list-style-type: none"> With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables) in which the development and organization are appropriate to task and purpose. <p><u>Speaking and Listening:</u></p> <ul style="list-style-type: none"> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Describe familiar people, places, things, and events and 	<ul style="list-style-type: none"> Stretch out each word and identify each sound each letter makes and put the sounds together to form a word. Use a spacing stick at home to practice the concept of a space after each word when writing. This will then make it simple to understand why there is a space after each word in a book when reading. Play the name game with a parent and see who wins first by identifying all the uppercase and lowercase letters in the alphabet. Practice saying the sounds for each phonogram. Create sight word flash cards and read them with a parent. <p><u>Writing:</u></p> <ul style="list-style-type: none"> Write, draw and share out-loud an informative piece about an item, example: a fruit, vegetable, animal, occupation. At home, with a parent, write the house rules or friendly messages to siblings or labels for the pantry. <p><u>Speaking and Listening:</u></p> <ul style="list-style-type: none"> Make sure to ask any questions at home if something is not clear, you are in need of help or you did not understand what is expected. Provide detail to what you share
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	<p>with prompting and support, Provide additional detail.</p> <p>Language:</p> <ul style="list-style-type: none"> • Print many upper- and lowercase letters. • Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). • Write a letter or letters for most consonant and short-vowel sounds (phonemes). <ul style="list-style-type: none"> • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <ul style="list-style-type: none"> • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 	<p>out loud. For example: My tall sister is wearing a green short-sleeved shirt, dark blue jeans and white tennis shoes. She also has on a green necklace and she has her hair up in a pony tail.</p> <ul style="list-style-type: none"> • Practice writing the 70 phonograms at home on paper, a white board, in sand, with paint, etc. • Use prepositions in everyday speech. • Write the sounds you hear in words you are stretching and writing. • Sort objects at home by color, size or shape. • Play the opposite game and have a parent tell you an adjective and you have to think of its antonym. For example: Your parent says, “cold” you reply with “hot”. • Use the vocabulary heard during read out louds at school and apply the terms to your conversations at home in regards to literature.
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