

3rd Quarter Language Arts	WHAT IS MY CHILD LEARNING?	HOW CAN I HELP AT HOME?
Kindergarten	<p><u>Reading: Informational Text:</u></p> <ul style="list-style-type: none"> • With prompting and support, describe the connection between 2 individuals, events, ideas, or pieces of information in a text. • With prompting and support, identify the main topic and retell key details of a text. • With prompting and support, identify the reasons an author gives to support points in a text. <p><u>Reading: Foundational Skills:</u></p> <ul style="list-style-type: none"> • Blend and segment onsets and rimes of single-syllable spoken words. • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. • 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 (example: the, of to, you, she, my, is, are, do , does). • Read emergent-reader texts with purpose and understanding. 	<ul style="list-style-type: none"> • Read a story with your child and ask and answer questions together about the key details and describe the connection between 2 characters, events in the story, ideas of what is happening and describe the information in the text. • After reading a story, discuss what the story was mainly about and the important details that make the story. • Read a story and discuss the reasons an author supports points in the story. <ul style="list-style-type: none"> • At home, make flash cards with onsets and rimes of single syllable words. Example: r-am, sp-ot, d-uck,. An onset is the part of the syllable that precedes the vowel of the syllable. Blend the sounds and read each word. • Create a list of simple CVC, (consonant-vowel-consonant) words. Example: cat, pat, Sam, mop, rug. After you create the list, think of what letters you can use to replace the beginning consonant (letter) to then create a new word. Example: cat, erase the “c” and write a “m” and now you have created the new word, “mat”. • Practice saying all the sounds for each phonogram. • Create sight word flash cards and read them with a parent. • Read your small book at home every night Monday-Thursday and afterwards discuss the purpose of the story and discuss the story to understand the text.

		clues they give a person with the specific base words each is paired with.
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