

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

	<p>words are represented in written language by specific sequences of letters.</p> <ul style="list-style-type: none"> <li>• Understand that words are separated by spaces in print.</li> <li>• Recognize and name all upper and lowercase letters of the alphabet.</li> <li>• Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li> <li>• Read common high frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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"> <li>a. 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.</li> </ul> </li> </ul> <p><b><u>Speaking and Listening:</u></b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>• Describe familiar people, places, things, and events and</li> </ul>	<ul style="list-style-type: none"> <li>• Stretch out each word and identify each sound each letter makes and put the sounds together to form a word.</li> <li>• 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.</li> <li>• Play the name game with a parent and see who wins first by identifying all the uppercase and lowercase letters in the alphabet.</li> <li>• Practice saying the sounds for each phonogram.</li> <li>• Create sight word flash cards and read them with a parent.</li> </ul> <ul style="list-style-type: none"> <li>• Write, draw and share out-loud an informative piece about an item, example: a fruit, vegetable, animal, occupation.</li> <li>• At home, with a parent, write the house rules or friendly messages to siblings or labels for the pantry.</li> </ul> <ul style="list-style-type: none"> <li>• Make sure to ask any questions at home is something is not clear, you are in need of help or you did not understand what is expected.</li> <li>• Provide detail to what you share</li> </ul>
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	<p>with prompting and support, Provide additional detail.</p> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• Print many upper- and lowercase letters.</li> <li>• Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>• Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>• Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>• Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>• Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul>	<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"> <li>• Practice writing the 70 phonograms at home on paper, a white board, in sand, with paint, etc.</li> <li>• Use prepositions in everyday speech.</li> <li>• Write the sounds you hear in words you are stretching and writing.</li> <li>• Sort objects at home by color, size or shape.</li> <li>• 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”.</li> <li>• Use the vocabulary heard during read out louds at school and apply the terms to your conversations at home in regards to literature.</li> </ul>
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