3 ^{rd Quarter} Language Arts	WHAT IS MY CHILD LEARNING?	HOW CAN I HELP AT HOME?
Kindergarten	 Reading: Informational Text: 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. 	 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.
	 Reading: Foundational Skills: 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. 	 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.

Writing:

- 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...).
- 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
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Speaking and Listening:

- Continue a conversation through multiple exchanges.
 - Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Recognize and name end punctuation.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful,-less) as a clue to the meaning of an unknown word.

- Write about your favorite book that you have read recently.
- Write, draw and share out-loud an informative piece about an item, example: a fruit, vegetable, animal or occupation.
- Have an author study and write about the author, his/her various books, texts and illustrations.
 Did you find anything in common or any differences?

- Have a discussion with family members while you're getting the table ready for dinner.
- While having conversations, make sure to speak in complete sentences.
- Practice writing the 70
 phonograms at home on paper,
 a white board, in sand, with
 paint, etc.
- Identify the nouns and verbs you use in your oral and written sentences.
- Practice making singular (one) nouns into plural (more than one) nouns.
- Use periods in declarative sentences. Use question marks in interrogative sentences and exclamation points in exclamatory sentences.
- Discuss how words have multiple meanings.
- Discuss how "pre" before a base word gives you a clue to do first or before. Discuss the inflections and affixes and the

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