Parents’ Guide to Student Success in

*English Language Arts*

***Kindergarten***

**Why Are Academic Standards Important?**

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

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| **Here are Some Things Your Child Will Be Working on in Kindergarten**   * Alphabet Recognition: Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz * Reading word families: (at, et, it, ot, ut) bat, bet, bit, bot, but, etc. * Recalling story details including setting, characters, sequence, and problem/solution * Sight Words (Dolch and Fry) * Writing skills |

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| Keeping the Conversation Focused:  When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In Kindergarten, these include:   * Phonemic Awareness. * Phonics. * Sight Words/ Letter recognition. * Comprehension. * Vocabulary. |

**Help Your Child Learn at Home**

Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

* Read to and/or with your child daily.
* Use Flashcards to practice sight words.
* Practice writing letters (upper and lower case).
* Play letter sound games: What sound do you hear at the beginning of mouse? At the end of? etc.

Resource: <http://www.pta.org/parents/>

**Kindergarten**

Nine Week Checkpoints for Parents and Students



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| **Helpful Websites** | |
| [www.starfall.com](http://www.starfall.com) [www.Myon.com](http://www.Myon.com)  [www.i-ready.com](http://www.i-ready.com) [www.abcya.com](http://www.abcya.com) | |
| **First Nine Weeks** | **Second Nine Weeks** |
| *Students should know and be able to:*   * Recognize the letters of the alphabet: Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz. * Reading word families like: (at, et, it, ot, ut) bat, bet, bit, bot, but, etc. * Recall story details including setting, characters, sequence, and explain why they chose their answer. * Identify sight words for the grade level as recommended by Richmond County Schools. | *Students should know and be able to:*   * Identify Hh, Bb, Uu, Rr, Ee, Gg, Dd, Ww, Ll. * Identify letter sounds short /e/, /u/, and consonant sounds /h/, /b/, /r/, /g/, /d/, /w/, /l/ * Identify sight words: we, one, blue, men, red, two, yellow, three, a, four, and, white, big, black, hand, brown, name, end, not, on, like, way, can, yes, now, help, day * Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events to tell about the events in the order in which they occurred and provide a reaction to what happened. * Answer fiction and non-fiction story questions. * Retell a story sequentially |
| **Third Nine Weeks** | **Fourth Nine Weeks** |
| *Students should know and be able to:*   * Identify Jj, Kk, Yy, Vv, Qq, Xx, Zz. * Identify letter sounds consonants /j/, /k/, /y/, /v/, /q/, /x/, /z/. * Practice reading CVC (consonant, vowel, consonant) words for all short vowel sounds. * Identify sight words: up, box, come, here, down, where, away, said, ball, see, want, no, all, funny, little, good, at, do, have, are, was, ran, will, ride, be, went, saw, came, say get, who. * Draw and begin to write an informational story with a capital at the beginning and punctuation at the end * Answer questions about story elements in fiction texts (i.e. characters, setting, problem, solution) * Answer questions about main idea and supporting details in non-fiction texts. | *Students should know and be able to:*   * Review letter identification Aa-Zz . * Review letter sounds Aa-Zz. * Practice reading and writing simple words containing the diagraphs /sh/, /ch/, /wh/, /th/. * Practice reading and writing simple words containing the blends /st/, /sp/, /sk/, /sm/, /sn/, /sw/. * Identify sight words: must, ate, did, new, eat, this, into, well, ear, that, out, pretty, under, too, please, they, our, there. * Draw and begin to write a persuasive story with a capital at the beginning and punctuation at the end . * Answer questions about story elements in fiction texts. * Answer questions about main idea and supporting details in non-fiction texts. |