

Wilson County Schools



Kindergarten Community Resource ELA



Parental Involvement

2017-2018

Parent Resources	<div data-bbox="1205 256 1430 383" data-label="Image"> </div> <p data-bbox="611 435 1990 618"> This Elementary Curriculum Guide for Kindergarten provides parents/guardians of elementary school students with an overview of the ELA curriculum in kindergarten. This document reflects the North Carolina Standard Course of Study, the state’s standards that teachers are required to teach at each grade level. These are the standards that are assessed on the Literacy Assessments in </p> <p data-bbox="842 626 1751 659"> kindergarten. Please read the information in this booklet carefully. </p> <p data-bbox="611 664 1990 769"> We hope that this information will be helpful to you and that you will use it as a reference throughout the year. If you have questions, please talk with your child’s teacher, curriculum facilitator, or school administrator. </p> <p data-bbox="625 776 1976 922"> The ELA Common Core Standards (CCSS) for elementary education are divided into five strands: Reading, Writing, Reading Foundations, Language, and Speaking & Listening. The grade level standards define end-of-year expectations and a cumulative progression designed to to enable students to meet college and career ready expectations. </p> <div data-bbox="781 1062 1808 1247" data-label="Image"> </div>
Helping Your Child at Home	
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Parent Roadmaps for ELA Standards	
Resources for Reading for Literature and Information	
Resources for Writing	
Resources for Language	
Resources for Foundational Skills	
Resources for Speaking & Listening	
Technology Resources (online sites, apps, etc)	



Helping Your Child at Home

- Talk about school. Learn about your child's friends, teachers, assignments, and activities.
- Attend school functions as often as possible (open house, PTA/PTO, parent/family nights, etc.).
- Communicate frequently with your child's teacher to help him/her better understand your child's needs and to find out how you can help your child at home.
- Read to or with your child every night for 20-30 minutes. Before you read each book, read the title and look at the cover and pictures inside. Ask your child what he/she thinks the book may be about (prediction). After reading the book, review his/her prediction. Was the prediction right? If not, what happened instead?
- Allow your child to see you reading (books, newspapers, mail, magazines).
- Show your child that education is important by being interested in his/her work. This will encourage your child to do well in school.
- Encourage your child to write notes, grocery lists, and directions.
- Help your child get organized. Develop a routine for doing homework and packing/unpacking his/her bookbag.
- Provide a quiet place that has everything your child might need for doing homework (pencils, paper, etc.).
- Provide support and guidance, but allow your child to do assignments him/herself.
- Help your child take responsibility for his/her work.
- Establish a game night as an alternative to TV watching.
- As much as possible, provide learning experiences outside of school (parks, libraries, museums, zoos, historical sites).
- Keep a set of flashcards in the car (sight words; alphabet letters; addition, subtraction, multiplication, and division facts; shapes; etc.).
- Visit the public library often. Encourage your child to be responsible for his/her library card and for the books he/she checks out.
- Praise your child for authentic progress and effort.

K-2 Standards Based Report Cards



[Parent's Guide to K-2 Standards-Based Grading & Elementary Report Cards](#)

In Wilson County Schools, we envision a student-friendly report card with clearly identified learning targets aligned to the North Carolina Standard Course of Study, while providing high quality instruction and assessments. Our Standards-Based report card provides meaningful feedback so both students and parents can track student progress toward mastery of key academic concepts and standards and reflect upon strengths and areas for improvement.

What is standards-based grading?

Standards-based grading is a grading system, which involves measuring students' mastery of a set of clearly defined standards. Its purpose is to identify what a student knows or is able to do based on these pre-established standards, rather than averaging grades/scores, which may not provide an accurate picture of what a student has or has not learned.

What is a standards-based report card?

A standards-based report card lists the most important skills students should learn in each subject at a particular grade level.

The ELA section of the Standards-Based Report Card is divided into six strands. The include the following:

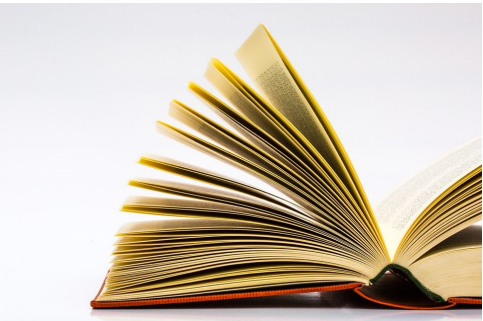
- Reading Literature
- Reading Informational Text
- Reading Foundational Skills
- Writing
- Speaking and Listening
- Language

Some examples of standards your kindergarten child will be assessed on include:

- Naming upper- and lower-case letters, matching those letters with their sounds, and printing them
- Comparing the adventures and experiences of characters in familiar stories
- Retelling familiar stories and talking about stories read using details from the text
- Using a combination of drawing, dictating, and writing to describe an event
- Stating an opinion or preference about a topic or book in writing (e.g., “My favorite book is . . .”)
- Taking part in classroom conversations and following rules for discussions (e.g., learning to listen to others and taking turns when speaking)
- Speaking clearly to express thoughts, feelings, and ideas
- Asking and answering questions about key details in stories or other information read aloud
- Understanding and using question words (e.g., who, what, where, when, why, how) in discussions
- Learning to recognize, write, and properly use those sight words that hold the language together (e.g., a, the, to, of, from, I, is, are)



Parent Roadmap for [Kindergarten](#)
Parent Roadmap for [Kindergarten \(Spanish\)](#)

Parents Guide to Student Success	Guía Para Padres Para Fomentar el Éxito Escolar	
Kindergarten	Kindergarten	
First Grade	Primer Grado	
Second Grade	Segundo Grado	
Third Grade	Tercer Grado	
Fourth Grade	Cuarto Grado	
Fifth Grade	Quinto Grado	

Reading for Literature and Information

RL - Reading Literature, RI - Reading Information

Key Ideas and Details

What it means: Your child will be encouraged to carefully read many books and texts. Within these texts, your child will be working to understand what is happening, summarize key events or points and recall details important to the story or topic. Your child should read both fiction and nonfiction texts and be able to retell stories and share important information.

Craft and Structure

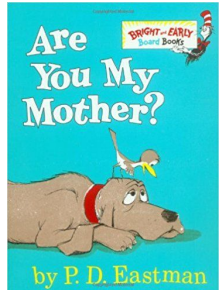
What it means: The standards within this area (or "strand") focus on specifics within a book, for example, an author's specific word choices or phrases. A second emphasis relates to understanding the underlying structure of common types of texts, including storybooks, poems and more.

Integration of Knowledge and Ideas

What it means: Within this strand, students will be working to compare and contrast details from stories, describe key ideas using details in informational text, and tell how two texts on the same topic differ.

Range of Reading and Level of Text Complexity

What it means: Teachers will be using a variety of techniques to introduce a range of books and other written material that both support and challenge a child's reading level. This may include nonfiction and fiction, infographics, poetry and more. This will be done with the ultimate goal of making sure students understand what they're reading.

Standards Taught	Parent Activities	Great Books to Read
<p><u>Key Ideas and Details</u> R.K.1 Ask and answer questions about key details in a text. RL.K.2 Retell familiar stories, including key details. RI.K.2 Identify the main topic and retell key details of a text. RL.K.3 Identify characters, settings, and major events in a story. RI.K.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><u>Craft and Structure:</u> R.K.4 Ask and answer questions about unknown words in a text.</p>	<p>How parents can help:</p> <p>After you share a story, talk about important story elements such as beginning, middle and end.</p> <p>Encourage your child to retell or summarize the reading.</p> <p>After reading nonfiction, ask questions about the information, "Is the spider an insect? How is a spider different than an insect?"</p>	<p><u>KINDERGARTEN BOOK LIST</u></p> <p><u>Fiction</u> Eastman, P. D. Are You My Mother?</p> 

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

RI.K.5 Identify the front cover, back cover, and title page of a book.

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas:

R.K.7 Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

R.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RL.K.9 Compare and contrast the adventures and experiences of characters in familiar stories.

RI.K.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity:

R.K.10 Actively engage in group reading activities with purpose and understanding.

Reading is a language activity. Studies have shown that [exposing your child to a variety of words](#) helps in her development of literacy skills.

Read with your child every day. Ask your child to explain his or her favorite parts of the story. Share your own ideas.

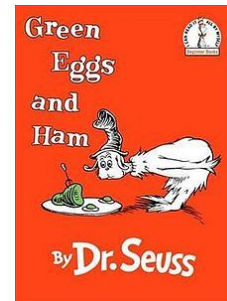
During and after reading, call attention to interesting words and phrases. This may include repeated phrases, metaphors or idioms ("sick as a dog," "a dime a dozen.").

Talk about any new vocabulary and other ways the author used language or words to make the text interesting, informative, funny or sad.

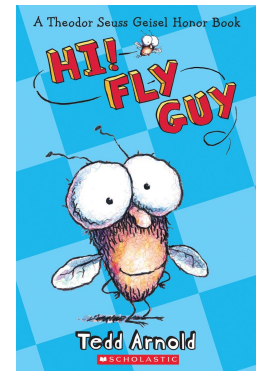
For younger students, encourage your child to describe how the illustrations within a book support the story. For older students, have fun reading different versions of the same fairy or folk tale. Talk about the similarities and differences between the two books. Then switch to nonfiction and read two books on the same topic. Compare the information in each, again focusing on similarities and differences. "Let's look at each book and think about the words used to describe weather. How are the descriptions alike? How are they different?"

Parents can help promote their child's skill while developing their reading stamina (ability to "stick with it."). This means helping them avoid frustration or anxiety about tackling a harder book. Support your reader by talking through some of the things that make a text complex, including multiple levels of meaning, inferred

Seuss, Dr. Green Eggs and Ham



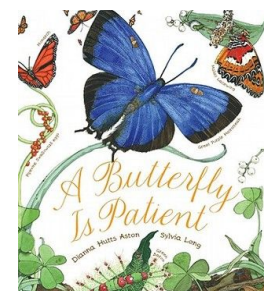
Arnold, Tedd. Hi! Fly Guy



Nonfiction

A Butterfly Is Patient

by **Dianna Hutts Aston, Sylvia Long**



information (implied rather than clearly stated) or more sophisticated graphics.

The Moon Book by Gail Gibbons



Writing

What it means: Kindergarteners must be able to express their opinion and demonstrate the ability to share their opinion with others. In kindergarten, students learn to dictate their thinking, illustrate their ideas, and write their thoughts across various genres (opinion, informative/explanatory, narrative). In order to do so, students will need multiple opportunities to express opinions and develop writing behaviors.

Standards Taught

- W.K.1** 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...).
- W.K.2** 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.
- W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Parent Activities

- One great way to introduce kids to literacy is to take their dictation. Have them recount an experience or make up a story. A typical first story may be something like, “I like fish. I like my sister. I like grandpa.” Write it as it is being told, and then read it aloud.
- Have child draw pictures and label things in the picture.
- Provide a place for your child to write.**
The area should be an area that is quiet and well lit. Stock the “writing center” with supplies such as paper, pencils and crayons. You can also gather family photos and magazines in the center that can be used as story starters.
- Read, read, read!**
The best activity to improve writing is reading. If your child reads good books, he will be a better writer. Reading exposes students to general vocabulary, word study and content-specific vocabulary. Through reading, students see a

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

variety of authors' techniques that they can use in their own writing.

Provide authentic writing opportunities for your child.

Have your child write his own thank-you notes, party invitations and letters to family. Let your child make the grocery list. Finding a pen pal for your child would make writing "real." Helping children make the connection between writing and the "real" world will increase an interest in writing.

Be a writing role model.

Make sure your child sees you as a writer. Point out times that you use writing to communicate with others. Discuss authentic writing in the community such as articles and letters in the newspaper, on billboards or in written advertisements. Discuss the purpose of the writing and the target audience. When your child writes, you should write. You can schedule a day of the week that you will turn off the television and share your writing.

Start a vocabulary notebook.

Teach your child new words each week and encourage her to use them. Make it into a game and give points for using the new words. Your child can keep a vocabulary notebook and get rewarded for the number of new words learned. The words will begin to appear like magic in her oral language and writing.

Help your child publish her writing.

Share her writing with others, place it on the refrigerator or encourage her to write for kids' magazines. When your child's writing is published in a children's book, she will be on her way to becoming a lifelong writer and author.

Reading Foundations

What it means: Kindergarteners will understand basic print features. They will learn that books have a correct position, print has specific directionality, print has meaning, and is made up of letters. They will have an understanding of spoken words, syllables, and sounds (phonemes). Kindergarteners continue learning specific strategies for decoding words in texts such as learning letter-sound correspondence, vowel patterns, and high frequency words enhances decoding, spelling ability, and vocabulary development. They will become fluent readers. Fluency helps the reader

process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level.

PRINT CONCEPTS

Standards Taught	Parent Activities	Great Books to Read
<p>RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.1a Follow words from left to right, top to bottom, and page by page. RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1c Understand that words are separated by spaces in print. RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>We hold and open a book in a certain way. With kids, start reading the book upside down, saying, "Oh goodness I think this book is too hard for me to read." After they stop laughing at me, they will grab it and fix it so it's right-side up.</p> <p>Books have an author and illustrator. Act surprised and point to the author saying, "Oh no, someone wrote his name on the book! It must belong to him, so we can't read it!" This gives the child a chance to tell me all about the author. Repeat this for the illustrator.</p> <p>The print tells the story and the illustrations coordinate with it. Take time to point at the print and say, "Look at these beautiful illustrations. How pretty!" This lets children point to the pictures and tell you that those are the pictures and the print are the words.</p> <p>Feel free to ask, "What do the words tell us?" and add to the answer if it's not complete.</p> <p>Words are read left to right with a return sweep at the end of the text of one line to the beginning of another. Here, use finger to track and skip a few lines, then go back to a</p>	<p>Any print material! Books, magazines, newspapers, etc.</p>

	<p>paragraph or word above, then read right to left for a while.</p> <p>Ask your children to show you how to read a book and hand it to them. Kids are usually pleased as punch to show off what they know, all the while giggling.</p>	
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PHONOLOGICAL AWARENESS

Standards Taught	Parent Activities	Technology Resources
<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2a Recognize and produce rhyming words.</p> <p>RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</p> <p>RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Play rhyming games. Say two words that rhyme (e.g. cat, sat) and ask your child to say a word that rhymes with your words. Take turns. Ask your child to say a word and then you respond with a rhyming word. For example, child says "cat", parent says "hat"; child says "chair", parent says "pair".</p> <p>Play word games like I Spy, sing songs like Itsy Bitsy Spider, and make silly rhymes together.</p> <p>Take turns thinking of two words that begin with the same sound. Examples: mom, moon; dog, door; fun, fast; paper, pet.</p> <p>Play the "say it fast" game. Say a word, one sound at a time and have your child say the word at a normal rate. For example, you say each sound in the word cat, "/c/ /a/ /t/." Then your child says the word at the normal speed, "cat." Play this game with about five to ten</p>	<div data-bbox="1444 652 1667 873" data-label="Image"> </div> <p>App for Alphabet Sounds</p>

short words (e.g. am, is, it, in, on, sit, pan, sun, top, net, fin) each day.

PHONICS and WORD RECOGNITION

Standards Taught

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Parent Activities

[SIGHT WORD PRACTICE](#)

[Sight Word List for K](#)

Buy magnetic letters for the fridge. Have child practice recognizing letters, sounds, and spell sight words.

ABC Sounds



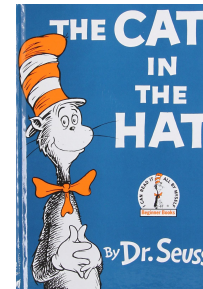
Sight Word Puzzles



Sight Word Memory Match

Great Reads

Read Dr. Seuss books!



App for Alphabet Sounds

Read Nursery Rhymes

Nursery Rhymes





FLUENCY

Standards Taught	Parent Activities	Great Books to Read
<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>Read to your child nightly. This will promote fluency. Your child can hear what fluent reading sounds like.</p> <p>Let your child read books many, many times. The more they read the more fluent they will become.</p>	<p>Your child’s teacher should send home books that your child can read independently. Listen to them read each night.</p> <p>Read aloud books from your public library.</p>

Language

What it means: An understanding of language is essential for effective communication. Kindergarten students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English. The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts.

Standards Taught	Parent Activities
<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning</p>	<p>Notice new words when you’re reading or listening. Talk about the importance of a large vocabulary and make an effort to learn new words.</p> <p>Talk about what to do when we discover unknown words. (Hint:</p>

words and phrases based on kindergarten reading and content.
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Don't just skip them.) Try using context clues or use another resource to find the meaning.

Keep track of the words you know. List them. Categorize them. Play games with them. Revisit them. Kids often need multiple exposures to words in order to really learn them.

Focus on learning the right kinds of words. Pick words that are more complex or descriptive versions of common words that kids already know. (For example, descriptive adjectives and verbs.)

Interact with the words in some way. Draw their meaning. Act them out. Make them come alive so you'll remember them.

Relate words to real life experiences. Make them meaningful and make connections with new vocabulary.

Read. A lot! Read all sorts of books, signs on the wall, directions, recipes... A wide variety of reading material will expose kids to a wide variety of new words.

Speaking and Listening

What it means: Students in kindergarten will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's" ideas, sharing the floor, etc).

Standards Taught	Parent Activities	Technology Resources
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SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

When giving directions to your younger children, use short sentences and explain clearly what you want them to do. As they grow older, increase the length of the directions using words that describe (for example, instead of saying, "Get the book," you can say, "Please bring me your favorite storybook. It is on the desk in your room.").

Ask your children questions that require more than a "yes" or "no" answer. Some questions that help them to talk more openly are "Why do you think that happened?" "What do we do next?" "What would happen if we did it this way?" "What can we do about that?" "How can we make this better?".

Listen carefully as your children talk to you. Answer their questions and take time to explain things to them.

Teach your children songs and poems that are fun to sing and say (for example, songs like "Row, Row, Row Your Boat" and poems like "Wee Willie Winkie" or "Little Miss Muffet").

Play games such as "Red-Light Green-Light," "Mama, Puedo," and "Simon Says" that require talking, listening, following directions, and giving directions.

Set aside a special time each day to read aloud to your children.

Read stories and informational books aloud for as long as you can read and your children can listen. If your children become restless, lay the book aside and come back to it at another time.



[AudioBoom](#) - app to record books

Listen to books online! - [Storyline Online](#), [FreeChildrenStories](#)

<http://www.storylineonline.net/>

<https://www.freechildrenstories.com/>



[YouTube](#) offers most any book title videos of read alouds!

	<p>Read stories to your children and have them tell the stories back to you.</p> <p>Record yourself reading a book and give the tape to your children. Let them play the tape and read along in the book on their own.</p> <p>Have your children "read" to you from a picture book by making up their own stories about the pictures.</p>	
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Technology Resources		
Parent Websites	Online Reading for Students	Online Activities and Games
<p>http://www.parenttoolkit.com/explore-your-toolkit</p> <p>http://gws.ala.org/ - Great Websites for Kids</p> <p>http://www.readingrockets.org/audience/parents - Reading Rockets for Parents</p> <p>http://www.scholastic.com/parents/ - Parent website from Scholastic</p> <p>Kindergarten Reading & Writing Activities</p>	<p>Listen to books online! - Storyline Online, FreeChildrenStories</p> <p>http://www.storylineonline.net/ https://www.freechildrenstories.com/</p>	