

# Family Friendly

## GUIDE FOR KINDERGARTEN

### English Language Arts

In kindergarten, the primary focus is on **phonemic awareness, phonics, vocabulary, fluency, and comprehension**. Students learn to change words from print to speech (reading) and from speech to print (writing). Many kindergartners still need a lot of guidance with letters and sounds after the end of the school year. Even with guidance, the goal is for them to become more independent as early readers and writers.

Kindergarten students read four major types of texts in print and multimedia. These types are **fiction, literary nonfiction, poetry, and drama**. Students also read a variety of informational texts in print and multimedia format. They notice text features within the informational texts.

In writing, kindergarten students begin developing print writing skills and explore opinion, informative, and narrative forms of writing at developmentally appropriate levels. They need a lot of guidance with these writing modes through modeling. Kindergarten students experience early oral communication skills such as learning to listen to others and by taking turns in conversations.

**This document is designed to:**



- Provide examples of the standards, skills, and knowledge your child will learn in English Language Arts and should be able to do upon exiting kindergarten.
- Suggest activities on how you can help your child at home.
- Offer additional resources for information and help.

Log on to the [SC Department of Education website](#), for the complete standards.

#### The 2023 South Carolina College and Career-Ready English Language Arts (ELA) Standards:

- Outline the knowledge and skills students must master to be successful in college, career, or the military.
- Provide a set of grade-level indicators that are built on the previous grades' learning.
- Guarantee that no matter where a student lives in South Carolina, the expectations for learning are the same.
- Align to the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect.



## OVERARCHING EXPECTATIONS

The ELA Overarching Expectations (OE) capture expectations of students as readers, writers, and communicators over the course of K-12 ELA education.



**In kindergarten, students should:**

- **read and write** by themselves for different reasons.
- **talk about and ask questions** about all types of texts, like books, pictures, videos, songs, and games.
- with some help, **start asking and answering questions about stories**, like who, what, when, where, why, and how.
- **practice taking turns** speaking, responding, and listening carefully when others talk about books and other topics.

## FOUNDATIONS OF LITERACY

The Foundations of Literacy (F) strand contains four standards that help students build fundamental skills to be successful in reading, writing, and communicating. These standards outline how a student learns to read, spell, and write.

**In kindergarten, students should:**

- play with sounds in words by mixing, breaking apart, adding, and changing them.
- practice putting sounds together to make words that rhyme.
- pick out the first, middle, and last sounds they hear in words.
- understand which letters make which sounds when they read and write.
- read and recognize common words quickly, without having to think about them too much.

## APPLICATIONS OF READING

The Applications of Reading (AOR) strand has ten standards. It shows the reading skills and ideas all students must learn to become successful readers who can think carefully about different kinds of texts.

**In kindergarten, students should:**

- learn about the main characters, where the story takes place, and important events that move the story along.
- practice telling stories again, focusing on the most important parts for stories and sharing key facts for informational texts.
- learn about language that sounds funny or paints a picture, like words that start with the same sound or imitate sounds.
- talk about how authors write the words and illustrators draw the pictures to help tell the story or give information.
- use things like titles, headings, and pictures to help them understand what they are reading and make predictions about what might happen next.

## RESEARCH

The Research (R) standard and indicators support students in learning the processes of inquiry, investigation, and drawing conclusions on a wide variety of topics.

**In kindergarten, students should:**

- ask and answer questions about books and other things they read or see to learn more.
- talk about the pictures and words in the books to understand the story better.

## COMMUNICATIONS

The Written and Oral Communications (C) strand is organized into nine standards and describes the skills required to effectively communicate ideas, information, arguments, and stories through writing, speaking, and presenting.

**In kindergarten, students should:**

- use drawing, talking, and writing to share what they think, why they think it, and to write stories that teach.
- tell stories that start at the beginning and have each part in the right order.
- learn about naming things (singular and plural nouns), words that show action (verbs), and simple sentences that tell facts.
- practice writing letters correctly, putting in the right punctuation and capital letters, and making sure there's enough space between words.
- with help, plan what they want to write, make changes to make writing better, and then share their writing with others using words that link ideas together.



# HOW TO SUPPORT YOUR LEARNER AT HOME



By working together, parents and educators can ensure students have a successful learning experience. Below, you will see ways to work with your learner at home to support learning at school. Staying in communication with your child's teacher and knowing whether help is needed with specific skills is an important way to help support your learner.

## Overarching Expectations

**Comfortable Space for Literacy Activities:** Find a comfortable room or space at home where your learner is comfortable reading and writing.

**Trip Journal:** While on family trips, provide writing tools such as writing journals, pencils, crayons, and markers. Encourage drawing and writing about observations throughout the trip.

**Talk about Writing:** Encourage explanations about drawings, words, and other print.

## Foundations of Literacy

**Visuals:** Use flashcards to practice letters and sounds. Purchase, create, or print uppercase and lowercase letters.

**Talk about Letters and Sounds:** For example: "I'm thinking of a letter, and it makes the sound mmmm."

**Letter Tiles/Letter Magnets:** Use letter tiles to practice letters/sounds, sort consonants, and vowels, or build and read words.

## Applications of Reading

**Story Time:** Set aside a time to read together after dinner and/or at bedtime.

**Retelling:** Utilize the Five Finger Retelling activity after reading a literary text.

**Acting:** After reading a book, take turns acting out the main events.

## Research

**Informational Materials:** Provide non-fiction magazines and books such as Ranger Rick and National Geographic in order to initiate discussions that include who, what, when, where, why, and how questions.

**Role Model:** Answer who, what, when, where, why, and how questions while reading.

**Illustrations:** Illustrate facts learned from an informational text or video.

## Communications

**Writing Tools:** Provide crayons, pencils, markers, colored pencils, pens, writing, and drawing paper. Use popsicle sticks, clothespins, and wiki sticks as tools to help with spacing between words and sentences.

**Hand/Grip Support Materials:** Provide playdough to help strengthen muscles in the hand.

**Retell Support:** Retell stories using pictures and/or words. Ask questions to expand sentences orally and in writing.

## ASSESSMENT

Your student will be assessed in various ways throughout the school year. In the classroom, your student will participate in informative, interim, and summative assessments. Your student's teacher can help support your understanding of these classroom-level assessments.



### ADDITIONAL INFORMATION

- To access a variety of support and supplemental documents for the 2023 SC CCR ELA Standards, visit the [SCDE ELA Instructional Resources Page](#).
- Consider using the [glossary](#) to support understanding of any unknown words within the Family Friendly ELA Standards.
- Go to your [public library](#) for books and/or DVDs for learning and fun. Let your child get his/her own library card.
- Consider selecting books that have won the [Caldecott Award](#) or [Newbery Award](#), and browse the [SC Picture Book Award](#) winners and [SC Children's Book Award](#) winners.
- For more information about special services, visit the Office of Special Education Services [here](#).
- For more information about Federal Education programs, click [here](#).