

Archdiocese of New York Kindergarten English Language Arts Parent Matrix

This parent matrix is intended to be a tool for you as a parent to help support your child’s learning. The table below contains all of the Kindergarten English Language Arts learning standards. Learning standards describe the knowledge and skills that students should master by the end of Kindergarten. Each standard has a specific code. For example, RL.K.1 stands for “Reading for Literature Kindergarten Standard 1.” You will often see these standards referenced on your child’s quizzes, worksheets, tests, etc.

You should access the recommended resources in the right hand “Resources” column electronically by clicking on the hyperlinks provided. **However, we suggest that you also download and print this matrix.** You will notice that the column all the way to the left is marked “Parent Notes.” You can use this column to take notes on your child’s progress. You may wish to check off each standard after you have worked on it with your child.

In English Language Arts, there are six main categories of standards. These include Reading Standards for Literature, Reading Standards for Informational Texts, Foundational Reading Skills, Writing Standards, Speaking & Listening Standards, and Language Standards. Each category is highlighted in a different color. In class, students will typically work on standards from multiple categories at one time. **Your child’s teacher will be able to tell you which standards you should focus on with your child throughout the year.**

We hope that this parent matrix is a valuable resource for you. If you find that you would like additional practice materials to work on you can use the standard codes provided below to search for additional resources.

Reading for Literature	Reading for Informational Text	Foundational Reading Skills	Writing	Speaking and Listening	Language
These standards pertain to students’ ability to read and analyze different types of literature, such as poetry, prose, and drama.	These standards pertain to students’ ability to read and examine the claims and evidence presented in nonfiction texts such as textbooks, magazine articles, biographies, and manuals.	These standards focus on the development of basic skills such as understanding print and letter sounds that students will need to become proficient readers.	These standards pertain to students’ ability to use their expanding vocabularies and command of standard English to write organized writing pieces for a range of audiences and tasks.	These standards require students to be able to express their thoughts, feelings, and ideas clearly, adhere to conversational norms, and appropriately apply formal and informal English to different situations.	These standards focus on students’ ability to master standard English grammar, conventions, usage, capitalization, punctuation, spelling, and word relationships when writing and speaking.

READING STANDARDS FOR LITERATURE

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Reading for Literature Grade K Standard 1 (RL.K.1)	With prompting from an adult, students must be able to ask and respond to questions about major details in stories.	<p>Before reading a story, ask your child...</p> <p>“Why do you think this story is called...?”</p> <p>“I see [this image] on the cover. What do you think that means the story will be about?”</p> <p>After reading a story, ask your child “Wh-“ questions (questions that begin with “who,” “what,” “when,” “where,” and “why”)...</p> <p>“Who is this story about?”</p> <p>“What happened to [this character] in the story?”</p> <p>“Your turn! Can you ask me a question about the story we just read?”</p>	<p>http://pbskids.org/daniel/stories/big-brother-daniel/#</p> <p>Read this online storybook with you child. Then talk together about the key details. Ask your child...</p> <p>“Who is this story about?”</p> <p>“What is the exciting news that Daniel wants to share?”</p> <p>“How does Daniel feel about having a new baby sister?”</p> <p>“Is Daniel able to help his family? How?”</p>
	Reading for Literature Grade K Standard 2 (RL.K.2)	With prompting from an adult, students must be able to retell stories they have heard in their own words.	<p>Ask your child...</p> <p>“What happened at the beginning of this story? Then what happened? How did the story end?”</p>	<p>http://www.fcrr.org/studentactivities/c_011a.pdf</p> <p>During and/or after reading with your child, use the chart to fill in key details from the text.</p>
	Reading for Literature Grade K Standard 3 (RL.K.3)	With prompting from an adult, students must be able to identify whom a story is mainly about, where it takes place, and what the main events are.	<p>Ask your child...</p> <p>“Who was this story about?”</p> <p>“What happened to [this character] in the story?”</p>	<p>http://www.storylineonline.net/brave-irene/</p> <p>Watch the video with your child and listen to the read aloud. Then talk with you child about the story and prompt him/her to identify the characters, settings, and major events.</p>

			<p>“Where were [the characters] when this happened?”</p>	
	<p>Reading for Literature Grade K Standard 4 (RL.K.4)</p>	<p>Students must be able to ask and respond to questions about words they do not know.</p>	<p>As you read to your child, stop when you encounter words unfamiliar to him/her to explain the meaning and/or give examples.</p> <p>Ask your child...</p> <p>“Have you ever heard [this word] before?”</p> <p>“Listen carefully while I read this page. Did you hear any words you don’t know? Let’s look for clues on the page about what that word means.”</p> <p>Create a “Word Wall” in your home by posting lists of words you and your child have learned together.</p>	<p>http://www.k12reader.com/worksheet/word-meaning-game/view/</p> <p>http://www.k12reader.com/worksheet/word-meaning-game-2/view/</p> <p>Print the activity sheets and help your child cut out the sentence strips. Then read each sentence to your child and prompt him/her to identify and ask questions about the words he/she does not know. Help him/her to replace the unfamiliar red words with the words on the cards that have similar meanings.</p>
	<p>Reading for Literature Grade K Standard 5 (RL.K.5)</p>	<p>Students must be able to recognize that not all books contain stories and should be able to identify common texts (cookbooks, magazines, etc)</p>	<p>Read to your child from a variety of texts (poems, storybooks, etc).</p> <p>When reading with your child, explicitly compare and contrast types of texts. Ask your child...</p> <p>“Is this book a poetry book or a picture book? How do you know?”</p>	<p>http://www.starfall.com/n/level-b/poetry/load.htm?f</p> <p>Read the poems with your child to help him/her recognize different types. Talk about the differences between the poems and storybooks you have read together.</p>
	<p>Reading for Literature Grade K Standard 6 (RL.K.6)</p>	<p>With prompting from an adult, students must be able to identify that author and illustrator of a story. They should be able to explain that authors write the stories while illustrators create the</p>	<p>Explicitly name the author, illustrator, and their individual roles each time you begin reading a story with your child.</p>	<p>http://www.storylineonline.net/library-lion/</p> <p>Watch the video and listen to the read aloud with your child. Pause the video after thirty seconds and emphasize the names and roles of the author and illustrator. Following the</p>

		images.		reading, ask your child to recall the role of each. Prompt him/her if necessary. Continue this practice each time you read with your child.
Reading for Literature Grade K Standard 7 (RL.K.7)	With prompting from an adult, students must be able to identify what a particular image in a story shows.	Ask your child... “What do you think is happening in this picture?” “Look at [this character]. What do you think he/she is doing/thinking/feeling?” Prior to reading a story with your child, conduct a “Picture Walk.” Look through the illustrations without reading any of the words and make predictions about what the story might be about. Then read the story and refer back to your predictions as you read.	http://www.storylineonline.net/a-bad-case-of-stripes/ Watch the video with your child and listen to the read aloud. Talk about the illustrations with your child. http://www.readwritethink.org/parent-afterschool-resources/activities-projects/write-captivating-captions-30667.html?main-tab=2#tabs Try this activity with your child.	
Reading for Literature Grade K Standard 9 (RL.K.9)	With prompting from an adult, students must be able to tell what is different and the same about characters in familiar stories. They should be able to recognize differences and similarities between themselves and the characters.	Read two books with your child. Ask him/her... “How is [the main character in the first book] like [the main character from the other story]? How are they different?” “What is the same in both stories? What is different?” “How is [this event, character, etc] similar to [this event, person, etc from your child’s own life]?”	http://www.fcrr.org/studentactivities/c_002b.pdf After reading with your child, ask him/her to choose two characters and help him/her to fill in the chart comparing them.	
Reading for Literature Grade K Standard 10 (RL.K.10)	Students must be able to participate appropriately in group reading activities – sitting quietly in a group, listening attentively, contributing to the discussion, and being able to retell the story.	Set aside time to read with your child each day. Visit your local library with your child and encourage him/her to choose books he/she is excited to	http://pbskids.org/lions/stories/ Read your child the titles of the different stories in this list and allow him/her to choose which one(s) to read. Watch the video with your child, model listening attentively to the read aloud,	

			read.	<p>and then help your child retell the story.</p> <p>http://www.readwritethink.org/files/resources/printouts/Reading_Star.pdf</p> <p>Use this chart to help your child track his/her reading.</p>
	<p>Reading for Literature Grade K Standard 11 (RL.K.11)</p>	<p>With prompting from an adult, students must be able to recognize and identify similarities between themselves, their lives, and the stories they read (e.g. characters in the story are celebrating a holiday that your neighbors also celebrate and is similar to one observed by your family).</p>	<p>Ask your child...</p> <p>“Have you ever heard of [this story element (place, holiday, food, etc)] before?”</p> <p>“How is [this event, character, etc] similar to [this event, person, etc from your child’s own life]?”</p>	<p>http://www.cehd.umn.edu/DHH-resources/Reading/venn.html</p> <p>http://www.storylineonline.net/the-tooth/</p> <p>Print this worksheet. Then watch the video and listen to the read aloud with your child. Use the Venn diagram during and after the reading to help your child identify similarities between him/herself and Marissa.</p> <p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/read-world-around-30299.html</p> <p>Use these tips to help your child make connections between their reading and their own lives.</p>

READING STANDARDS FOR INFORMATIONAL TEXT

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Reading for Informational Text Grade K Standard 1 (RI.K.1)	With prompting from an adult, students must be able to ask and respond to questions about major details in texts or articles.	<p>Before reading, ask your child...</p> <p>“I see [this image] on the front cover. What do you think that means we could learn from this book?”</p> <p>“Can you tell me anything you already know about...?”</p> <p>While you are reading, pause to ask questions, clarify points, and remind your child of facts. After reading, prompt your child to ask his/her own questions about the text...</p> <p>“We learned a lot about... What are you still wondering?”</p>	<p>http://pbskids.org/martha/stories/truestories/gettingtothegame_story.html</p> <p>Read this online informational text with your child. Then help him/her answer the questions that follow.</p>
	Reading for Informational Text Grade K Standard 2 (RI.K.2)	With prompting from an adult, students must be able to restate the main topic and key details of a text or article.	<p>Read with your child. After at least one reading, reread the same book and help him/her to identify the main topic and details.</p> <p>Following the reading, ask your child to retell the story. If necessary, prompt him/her to identify the main topic and key points.</p>	<p>http://www.storylineonline.net/catching-the-moon-the-story-of-a-young-girls-baseball-dream/</p> <p>Watch the video with your child and listen to the read aloud. Then help your child to identify the main topic and key details.</p>
	Reading for Informational Text Grade K Standard 3 (RI.K.3)	With prompting from an adult, students must be able to identify and explain similarities between two elements (people, events, etc) in a text.	After reading with your child, use writing, drawing, and/or dramatic play to explain a connection between two people, events, or pieces or information.	<p>http://www.cehd.umn.edu/DHH-resources/Reading/venn.html</p> <p>Print this worksheet. Then use it during and after reading with your child to identify</p>

			<p>Ask your child...</p> <p>“What is similar about these two [people, events, etc]?”</p>	<p>similarities between two elements in the text.</p>
<p>Reading for Informational Text Grade K Standard 4 (RI.K.4)</p>	<p>Students must be able to ask and respond to questions about words they do not know.</p>	<p>As you read to your child, stop when you encounter words unfamiliar to him/her to explain the meaning, clarify, and/or give examples.</p> <p>Ask your child...</p> <p>“Have you ever heard [this word] before?”</p> <p>“Listen carefully while I read this page. Did you hear any words you don’t know? Let’s look for clues on the page about what that word means.”</p> <p>Create a “Word Wall” in your home by posting lists of words you and your child have learned together.</p>	<p>http://pbskids.org/martha/stories/truestories/iccream_game.html</p> <p>http://pbskids.org/martha/stories/truestories/wastenotwantnot_game.html</p> <p>Read these non-fiction stories with your child. As you read point out unfamiliar words (e.g. <i>sort, waste, signal</i>) and talk about their meaning. Then help your child to answer the vocabulary questions following the reading.</p>	
<p>Reading for Informational Text Grade K Standard 5 (RI.K.5)</p>	<p>Students must be able to recognize and point out the front cover, back cover, and title page of a book.</p>	<p>Before reading with your child, have a conversation about the words and pictures on the front cover, back cover, and title page. Allow your child to hold the book and explicitly name and point out the three parts...</p> <p>“Let’s look at the <i>front cover</i> to read the title.”</p> <p>“What do you see on the <i>back cover</i> that gives us a clue about what might happen in the story?”</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/games-tools/book-cover-creator-a-30233.html</p> <p>Try this activity with your child to help him/her become more familiar with front and back covers of a book.</p>	

	Reading for Informational Text Grade K Standard 6 (RI.K.6)	With prompting from an adult, students must be able to identify the author and illustrator of a story. They should be able to explain that authors write the stories while illustrators create the images.	Explicitly name the author, illustrator, and their individual roles each time you begin reading a story with your child. Reiterate as you read and discuss the text. “What did the <i>author</i> say about...?” “How did the <i>illustrator</i> show...?”	http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/make-most-reading-aloud-30565.html Use these tips and strategies while reading to your child to help him/her become more familiar with the elements and key pieces of a text – particularly the author and illustrator.
	Reading for Informational Text Grade K Standard 7 (RI.K.7)	With prompting from an adult, students must be able to identify what a particular image in a text shows.	Ask your child... “Can you describe the illustration on this page, front cover, etc?” “What is happening in this picture?”	http://www.englishworksheetsland.com/kindergarten/readinginfo/7/2campfire.pdf http://www.englishworksheetsland.com/kindergarten/readinginfo/7/3book.pdf Print these worksheets and help your child complete the activities to practice gathering information from a text’s illustrations.’ http://www.readwritethink.org/parent-afterschool-resources/activities-projects/about-photos-write-stories-30126.html Try this activity with your child to prompt him/her to identify what images are showing.
	Reading for Informational Text Grade K Standard 8 (RI.K.8)	With prompting from an adult, students must be able to recognize and point out the reasons that support an argument in a text.	During and after reading with your child, discuss the text – what you learned, liked, etc – and ask your child questions that prompt him/her to refer to reasons provided by the author... “How do you know that?” “What did the author say that told us that?”	http://www.englishworksheetsland.com/best/kindergarten/readinginfo/8/7fruit.pdf http://www.englishworksheetsland.com/kindergarten/readinginfo/8/4elephant.pdf Print these practice sheets and help your child complete them to practice identifying reasons an author gives to support his/her arguments.
	Reading for Informational	With prompting from an adult, students must be able to tell what	Read two texts on the same topic with your child. Ask him/her...	http://education.seattlepi.com/teaching-fiction-nonfiction-kindergarten-3704.html

	Text Grade K Standard 9 (RI.K.9)	is different and the same about two different texts focused on the same topic.	<p>“What are both of these books about?”</p> <p>“What words does [this author] use to describe the [topic]? What does [the second author] say?”</p> <p>“What was the same in both? What was different?”</p>	Try some or all of these activities with your child.
	Reading for Informational Text Grade K Standard 10 (RI.K.10)	Students must be able to participate appropriately in group reading activities – sitting quietly in a group, listening attentively, contributing to the discussion, and being able to retell what they learned.	<p>Set aside time to read with your child each day.</p> <p>Visit your local library with your child and encourage him/her to choose books he/she is excited to read.</p>	<p>http://www.englishworksheetsland.com/kindergarten/readinginfo/10/2conflict.pdf</p> <p>http://www.englishworksheetsland.com/kindergarten/readinginfo/10/1traits.pdf</p> <p>Read with your child and complete these activities using different texts.</p>

READING STANDARDS: FOUNDATIONAL SKILLS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Foundational Reading Skills Grade K Standard 1 (RF.K.1)	Students must be able to... <ul style="list-style-type: none"> A. recognize that printed language is written and read from left to right, top to bottom, and page by page. B. understand that printed letters are arranged in specific sequences to represent spoken sounds and words. C. be aware that spaces separate printed words. D. recognize and name the 26 letters of the alphabet – both upper- and lowercase. 	Read to your child and point to the words as you say them. Then have your child point to each word as you read it. Each time you read to your child, point out text and print features. <ul style="list-style-type: none"> A. Explicitly refer to the front cover, title page, and back cover before and/or after reading (e.g. “Let’s look at the <i>front cover</i> to find out what the title is.”). B. Point out the spaces between the words (e.g. “Our story is called, <i>The Really Big Tree</i>. Watch me point to each word as I say it. Now you try! Do you see the spaces after each word? Let’s count the words in the title.”). C. Use opportunities to review the letter names (e.g. “Do you see any letter that is in the title more than once? Which ones?”) Read alphabet books and sing the letters of the alphabet to increase familiarity. Trace your finger over the letters and name	<ul style="list-style-type: none"> A. http://pbskids.org/daniel/stories/something-special-for-dad/# <p>Read this online book with your child and point out the left to right, top to bottom, page by page reading.</p> B. http://www.k12reader.com/worksheet/find-the-same-word/ <p>Print the worksheet and help your child complete the activity.</p> C. http://www.englishworksheetsland.com/kindergarten/readfoundation/3/1idwords.pdf <p>http://www.englishworksheetsland.com/best/kindergarten/readfoundation/3/7centipede.pdf <p>Print these worksheets. Then help your child complete them to practice recognizing individual words and spaces.</p> </p> D. http://www.sheppardsoftware.com/preschool/ngames/alphabet/AE.htm <p>http://www.sheppardsoftware.com/preschool/ngames/alphabet/AE_lower.htm <p>http://pbskids.org/superwhy/#game/alphabetbricks <p>http://pbskids.org/superwhy/#/game/p</p> </p></p>

			<p>them. Then prompt your child to do the same.</p> <p>Use blocks, magnets, cards, etc. letters printed on them to practice identifying letters. Give your child a few options and ask them to point out specific letters (e.g. “Can you point to the ‘T’?”).</p>	<p>aintbyletter</p> <p>Help your child to explore the letters of the alphabet and then play the games to practice recognizing them.</p>
	<p>Foundational Reading Skills Grade K Standard 2 (RF.K.2)</p>	<p>Students must be able to...</p> <ul style="list-style-type: none"> A. recognize and provide their own examples of rhyming words. B. break words down to count how many syllables there are and identify each syllable (e.g. pen-cil has 2 syllables). They must also be able to combine syllables to make whole words (e.g. saying “pen” and “cil” together makes “pencil”). C. break down single-syllable words into two parts – the initial sound and the rest of the word (e.g. “mat” is divided into “/m/” and “/at/”). They must also be able to combine initial and remaining sounds to make whole words (e.g. saying “/m/” and “/at/” together makes “mat” and “/b/” and “/at/” makes “bat”). D. break consonant-vowel-consonant (e.g. bed, top) 	<ul style="list-style-type: none"> A. Read and reread poems, nursery rhymes, and other texts with rhyming words. Explicitly identify the pairs of rhyming words and ask your child to do the same (e.g. “I hear <i>bake</i> and <i>cake</i> have the same ending sound. They rhyme. Did you hear any other words that rhyme when I read this page?”) B. Practice breaking down familiar words (names of family members, favorite places, etc) into their syllables and clap for each one. (e.g. “How many syllables are in your name? Ty (*clap*) – ler (*clap*). I hear two.”) C. While reading with your child, when you come across single-syllable words, practice breaking them down and making new words. Cover the initial letters with your finger and ask your 	<ul style="list-style-type: none"> A. http://pbskids.org/superwhy/#/game/wonderredbingo Play the game with your child and help him/her to identify the rhyming words. B. http://www.k12reader.com/worksheet/count-the-syllables/ Print the worksheet and help you child complete the activity. Then think of other words and count the syllables together. C. http://www.k12reader.com/worksheet/trade-letters/ Print the worksheet and help your child to complete the activity. D. http://pbskids.org/superwhy/#game/superhero Help your child to play the game and choose the letters that correspond with the given letter-sounds to spell consonant-vowel-consonant words. E. http://www.k12reader.com/worksheet/add-a-letter/

		<p>words down to identify each sound (e.g. “sat” can be divided into three sounds - /s/, /a/, and /t/).</p> <p>E. add (e.g. adding an “s” to “led” makes “sled”) or replace (e.g. substituting the “l” in “led” with a “b” makes “bed”) single sounds in one-syllable words to make new words.</p>	<p>child...</p> <p>“What would this word say if we covered up the ‘T’ and just had ‘op’? If we replaced the ‘T’ with an ‘M,’ what would it say?”</p> <p>D. While reading with your child, when you come across consonant-vowel-consonant words, practice breaking them down into the three sounds. Point to each letter and clearly distinguish the three sounds from each other (e.g. /m/ - /a/ - /p/). Then ask your child to try to do the same.</p> <p>E. Ask your child...</p> <p>“Can you think of another word that has the same ending sound as ‘cake’? [take, stake]”</p> <p>“I noticed that ‘tool’ and ‘stool’ sound very similar? What’s different about these words? What can we add to ‘tool’ to make ‘stool’?”</p>	<p>Print the worksheet. Help your child to complete it. Then work with him/her to try to think of additional examples.</p>
	<p>Foundational Reading Skills Grade K Standard 3 (RF.K.3)</p>	<p>Students must be able to...</p> <p>A. show some basic understanding of which</p>	<p>Read to your child and point to each word as you say it.</p> <p>Create a “Word Wall” in your home by posting a list of the sight</p>	<p>A. http://pbskids.org/wordworld/characters/game_dlp.html</p> <p>http://pbskids.org/lions/games/monkey</p>

		<p>letters go with which sounds.</p> <p>B. say the different sounds of vowels (e.g. short “a” in “bat” versus the long “a” in “bake”)</p> <p>C. read common words often used in reading (e.g., <i>the, of, to, you, she, my, is, are, do, does, as</i>).</p> <p>D. tell the difference between letter sounds.</p>	<p>words your child is learning.</p> <p>Practice identifying the letter sounds of familiar words (your child’s name, etc). Ask your child...</p> <p>“What letter makes the /m/ sound at the beginning of ‘Mommy’?”</p> <p>“I hear that ‘dog’ has the same beginning sound as your name, Daniel. What letter do you think ‘dog’ starts with?”</p>	<p>match.html</p> <p>Play the game with your child and help him/her choose the letters that correspond with the given sounds.</p> <p>B. http://www.k12reader.com/worksheet/balloon-festival-find-the-long-vowel/</p> <p>http://www.k12reader.com/worksheet/balloon-festival-find-the-short-vowel/</p> <p>Print the worksheets. Complete them with your child.</p> <p>C. http://www.k12reader.com/worksheet/fry-words-2nd-hundred-2/</p> <p>Use this list to create a “Word Wall” or set of sight word flash cards (using index cards or small slips of paper). Review the words regularly with your child to help him/her recognize the words easily.</p> <p>D. http://pbskids.org/lions/games/ears.html</p> <p>Play the game with your child and help him/her choose the letters that correspond with the given sounds to spell the target words.</p>
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	<p>Foundational Reading Skills Grade K Standard 4 (RF.K.4)</p>	<p>Students must be able to read grade-level texts.</p>	<p>Read familiar books over and over again to help your child develop fluency.</p>	<p>http://www.starfall.com/n/level-a/learn-to-read/load.htm?f</p> <p>Help your child to play the letter-sound review games (#1-5). Then read the corresponding online texts with him/her.</p>
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WRITING STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Writing Grade K Standard 1 (W.K.1)	Students must be able to use some combination of drawing pictures, dictating to an adult, and/or writing to communicate the title of a text and share on paper their opinions about what they have read.	<p>Prompt your child to complete these sentence starters with words or images...</p> <p>“My favorite character is...because...”</p> <p>“The part of this story I like best is...because...”</p>	<p>http://www.k12reader.com/worksheet/my-favorite-food/</p> <p>Print the activity sheet. Then help your child to draw, dictate to you, and write to communicate his/her opinion in response to the prompt.</p>
	Writing Grade K Standard 2 (W.K.2)	Students must be able to use some combination of drawing pictures, dictating to an adult, and/or writing to communicate the title of a text and share on paper some information about what they have learned.	Prompt your child to create stories or informative texts of their own – through with words, pictures, or a combination of the two. Focus on the sounds of the letters and words and not on perfecting the spelling.	<p>http://www.k12reader.com/worksheet/about-a-car-writing-prompt/</p> <p>Print the practice sheet. Then ask your child to orally describe a car. Help him/her to use the worksheet to communicate some of his/her ideas on paper.</p> <p>http://www.k12reader.com/worksheet/fun-kindergarten-writing-prompt-about-rain/</p> <p>Print the activity sheet. Then help your child to write and/or draw a description of a rainstorm.</p>
	Writing Grade K Standard 3 (W.K.3)	Students must be able to use some combination of drawing pictures, dictating to an adult, and/or writing to describe on paper an event or sequences of related events in order and some personal reaction to the event(s).	<p>Ask your child to recount stories he/she has read, movies he/she has seen, or his/her day to practice telling a series of events in order. Prompt him/her by asking...</p> <p>“What happened at the beginning/middle/end...?”</p>	<p>http://www.k12reader.com/worksheet/my-pet-painted-a-picture-writing-prompt/</p> <p>Print the activity sheet. Then help your child to draw, dictate to you, and write to communicate the story in response to the prompt.</p>
	Writing Grade K Standard 5 (W.K.5)	With prompting and guidance from an adult, students must be able to add to and revise their writing by adding details in	When your child writes or draws anything, ask questions (<i>who, what, when where, why, how</i>) to encourage him/her to add more	<p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-child-edit-revise-30594.html</p>

		response to questions and suggestions from others.	detail.	Use the tips and strategies outlined in this article to help your child revise his/her writing.
	Writing Grade K Standard 6 (W.K.6)	With prompting and guidance from an adult, students must begin to work with peers and use technology to write and create their own texts electronically.	Help your child use a computer, iPad, etc to write and illustrate stories and texts digitally.	http://pbskids.org/daniel/games/make-a-card/ Help your child use the various writing and drawing tools to create digital cards for friends and family members.
	Writing Grade K Standard 7 (W.K.7)	Students must be able to work with others to do simple research topics of interest and write and/or draw about the information they learn.	Visit the local library or use a computer at home to assist your child in simple research about books. Allow him/her to choose a favorite topic or author to investigate to find other books he/she might enjoy.	http://www.k12reader.com/worksheet/kindergarten-kwl-chart-template/ Print this chart and use it to help your child plan and execute a research project. http://www.pbs.org/parents/arthur/activities/acts/fear_no_more.html Try this research project with your child.
	Writing Grade K Standard 8 (W.K.8)	With prompting from an adult, students must be able to use information from their own experiences and/or information learned from books to answer questions.	Read with your child and help him/her to recall information about events in his/her own life to connect to the text. Ask your child... “Do you remember when our family [adopted our dog, took a road trip, etc]?” “Can you think of a time when you felt [excited, lonely, etc] like the character in the story?” When your child demonstrates curiosity about a topic (e.g. the size elephants at the zoo or insects found in the backyard), help him/her find books related to the topic that can answer his/her questions. Encourage him/her to write and/or draw about what he/she learned.	http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/engaging-five-senses-learn-30959.html Try these activities with your child to help him/her practice using his/her experiences to answer questions.

	<p>Writing Grade K Standard 11 (W.K.11)</p>	<p>Students must be able to communicate their personal reactions to or feelings about an author or topic they have read about.</p>	<p>Read a few books by the same author or on the same topic with your child. Then help him/her to use pencils, a computer, markers, paint, etc to write and/or draw a response to the reading.</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/acting-with-mother-goose-30279.html?main-tab=2#tabs</p> <p>http://www.readwritethink.org/parent-afterschool-resources/games-tools/book-cover-creator-a-30233.html</p> <p>Use these activities to help your child creatively respond to books you read together.</p>
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SPEAKING AND LISTENING STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Speaking and Listening Grade K Standard 1 (SL.K.1)	<p>Students must be able to respectfully engage in one-on-one and group conversations with a diverse group of individuals about age-appropriate topics. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. follow appropriate conversational norms – listening to others, waiting for a turn to speak, etc. B. continue a single conversation over multiple instances. C. respectfully try to communicate with people from different cultural backgrounds. 	<ul style="list-style-type: none"> A. Talk with your child in back-and-forth conversations. Model how to listen respectfully – looking at the speaker and not interrupting – and encourage your child to do the same. B. Continue conversations with your child over multiple instances (e.g. when you pick him/her up from school ask about something he/she discussed during breakfast). C. Model respectful communication when you and your child encounter individuals from different cultural backgrounds. Encourage interest by reading your child books about different cultures and asking questions such as... <p>“I wonder how schools in China are similar to you school. What are you wondering about this different country?”</p>	<ul style="list-style-type: none"> A. http://www.scholastic.com/parents/resources/article/social-emotional-skills/3-key-social-skills-and-how-to-encourage-them Use this list of strategies to help guide your child in adhering to appropriate conversational norms. B. http://www.sandbox-learning.com/Default.asp?Page=152 Use these tips to help your child learn how to carry on a conversation over time. C. http://fun.familyeducation.com/foreign-languages/activity/36753.html Try a few of these suggested activities to learn about other cultures with your child. http://www.childrenslibrary.org/icdl/SimpleSearchCategory?ids=84&langid=11&pnum=10&cnum=1&text=&lang=English&ilang=English Choose from a wide selection of online picture books about a variety of cultures. Read with your child to prompt respectful curiosity and understanding about life in other parts of the world.

<p>Speaking and Listening Grade K Standard 2 (SL.K.2)</p>	<p>While and after listening to information presented orally, students must be able to ask clarifying questions and/or answer questions to demonstrate their understanding.</p>	<p>During and after reading with your child, watching a movie/TV show, etc, ask him/her questions to check for understanding. Ask...</p> <p>“Why did [this character] do [this action]?”</p> <p>“How do you think [this character] is feeling now?”</p> <p>“What are you wondering about?”</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/encourage-higher-order-thinking-30624.html</p> <p>Use these tips and strategies to ask your child questions about the texts you read together and encourage him/her to do the same.</p>
<p>Speaking and Listening Grade K Standard 3 (SL.K.3)</p>	<p>Students must be able to ask and answer questions about a text or concept in order to seek help, additional information, or clarification.</p>	<p>Encourage your child to ask his/her own questions during and after reading or talking. Ask him/her...</p> <p>“Do you have any questions for me?”</p> <p>“Is there anything we read that you think is confusing?”</p> <p>Model this behavior by asking your child for clarification during conversations. Ask him/her...</p> <p>“What do you mean by that?”</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/make-most-reading-aloud-30565.html</p> <p>Use these tips to encourage your child to engage in the stories you read together.</p>
<p>Speaking and Listening Grade K Standard 4 (SL.K.4)</p>	<p>With any necessary prompting from an adult, students must be able to describe in detail familiar people, places, things, and events.</p>	<p>Prompt your child to add more details when he/she is talking about familiar people, places, things etc. Ask him/her...</p> <p>“Will you please tell me a bit more about that?”</p> <p>Use the “Wh-“ question words to encourage him/her to add</p>	<p>http://pbskids.org/martha/stories/puptalk/</p> <p>Help your child to create and record stories.</p>

			<p>details. Ask your child...</p> <p>“Who was playing this game with you?”</p> <p>“Where were you in the classroom when you were doing that?”</p>	
	<p>Speaking and Listening Grade K Standard 5 (SL.K.5)</p>	<p>Students must be able to illustrate points they are speaking or writing about to add details.</p>	<p>Supply your child with art supplies so that he/she can illustrate the subject he/she is writing or talking about. Ask your child...</p> <p>“Can you show me what that looked like?”</p>	<p>http://pbskids.org/arthur/games/comiccreator/index.html</p> <p>Help your child to create a comic strip to illustrate an idea or story he/she is talking about.</p>
	<p>Speaking and Listening Grade K Standard 6 (SL.K.6)</p>	<p>Students must be able to speak loudly and clearly enough that others are able to hear and understand them.</p>	<p>Remind your child to speak loudly and clearly. Practice whenever you are having conversations with your child. Say to him/her...</p> <p>“Will you please say that again and speak a bit more loudly, so I can hear your story without missing any details?”</p>	<p>http://pbskids.org/martha/stories/puptalk/</p> <p>Help your child to make up short stories based on the provided prompts. Follow the instructions to record him/her telling the story. As necessary, remind your child to speak loudly and clearly.</p>

LANGUAGE STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Language Skills Grade K Standard 1 (L.K.1)	<p>Students must be able to use standard English grammar when speaking and writing. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. write many letters – both upper- and lowercase. B. use common nouns and verbs. C. add /s/ or /es/ to form regular plural nouns when speaking. D. understand and use common question words (e.g., <i>who, what, where, when, why, how</i>). E. use common prepositions (e.g. <i>to, from, in, out, on, off, for, of, by, with, under, around</i>). F. speak in complete sentences. 	<ul style="list-style-type: none"> A. Provide your child with blocks, magnets, flash cards, etc with the letters (both upper- and lowercase printed on them). Have your child trace them with his/her finger. Supply him/her with pens/pencils to practice printing letters. Give him/her examples to copy. B. In context, provide examples and introduce your child to new words. Ask him/her... “Wow! That cat is moving really fast! Do you what that’s called?” C. In context, provide examples and introduce your child to plural words. (e.g. “We only have one car, but if we had two, we would have cars. What if we had more than one house? What would we call them?”). D. Ask your child questions using the common question words and provide reminders of the meaning as necessary 	<ul style="list-style-type: none"> A. http://www.k12reader.com/subject/composition/handwriting/print-handwriting/ Use this list of activity sheets to provide your child with practice printing the letters. B. https://www.youtube.com/watch?v=WZpLS1I6uM https://www.youtube.com/watch?v=7MKmbyfhkkE&list=PL1B7FBADA306BC7CF Watch these videos to review common nouns and verbs with your child. http://www.k12reader.com/worksheet/action-verbs-2/ Print the activity sheet. Help your child identify the common verbs. C. https://www.youtube.com/watch?v=rzq9eiYt9Bg Watch this video with your child to further familiarize him/her with regular plural nouns. Then practice thinking of additional examples of plural nouns. D. https://www.youtube.com/watch?v=lrn4FAakSVg

			<p>(e.g. “Who was there? Which other people were at the party?”).</p> <p>E. Prompt your child to use common prepositions in sentences by asking questions. Ask him/her... “Where was he? [He was <i>in</i> the house]”).</p> <p>F. Speak in complete sentences when talking to your child. Encourage him/her to do the same.</p>	<p>Watch this video with your child to review common question words and practice answering the questions.</p> <p>E. https://www.youtube.com/watch?v=DHb4-CCif7U</p> <p>Watch this video to review common prepositions with your child.</p> <p>http://www.k12reader.com/worksheet/make-prepositional-phrases/</p> <p>Print and cut out the preposition cards. Using the cards, work with your child to create sentences with the common prepositions.</p> <p>F. http://www.k12reader.com/worksheet/find-the-same-word/</p> <p>Print the activity sheet. Read the statements with your child and help him/her to identify the complete sentences. To complete the fragments, prompt your child with questions (who, what, when, etc) to add information.</p>
	<p>Language Skills Grade K Standard 2 (L.K.2)</p>	<p>Students must be able to use standard English capitalization, punctuation, and spelling rules when writing. Specifically, they should be able to...</p> <p>A. use uppercase letters for the first word in a sentence and the pronoun</p>	<p>A. When reading with your child point out that the beginning of each sentence starts with an uppercase letter. Ask your child... “What is different about this letter and all the other letters in the sentence? Why is it</p>	<p>A. https://www.youtube.com/watch?v=0Wrv_ZviMEc</p> <p>Watch this video to practice correct capitalization for simple sentences with your child.</p> <p>B. http://www.teachertube.com/video/punctuation-385136</p>

		<p>/.</p> <p>B. identify periods (.), exclamation points (!), and question marks (?) and recognize that they come at the end of a sentence.</p> <p>C. know the sounds of the most common consonants and short vowels and write the letters in response to hearing the sound.</p> <p>D. use their knowledge of the letters' sounds to spell simple words phonetically.</p>	<p>uppercase?"</p> <p>B. When reading with your child point out punctuation marks at the ends of sentences. Practice saying phrases with different punctuation out loud (e.g. "I want to play." versus "I want to play!").</p> <p>C. Practice identifying the letter sounds of familiar words (your child's name, etc). Ask your child... "I see that this word has the first letter as your name, Sam. What sound do you think this word starts with?"</p> <p>D. When your child is writing or dictating a message to you, encourage him/her to sound out simple words. Help him/her to break down the word into its separate sounds. Ask your child... "What do you think /b/ - /e/ - /d/ starts with? What makes that /b/ sound?"</p>	<p>Watch this video with your child to familiarize him/her with end punctuation.</p> <p>C. http://fun.familyeducation.com/writing/activity/36720.html</p> <p>Try this activity with your child to begin to practice writing letters.</p> <p>http://www.teachertube.com/video/letters-and-sounds-376786</p> <p>Watch this video with your child to review the beginning sounds of each letter (intro in English and Spanish).</p> <p>D. http://pbskids.org/lions/games/pounce.html</p> <p>Help your child to use his/her knowledge of sound-letter relationships to choose the word that matches what the lion says.</p>
	<p>Language Skills Grade K Standard 4 (L.K.4)</p>	<p>Students must be able to deduce the meaning of unfamiliar or multiple-meaning words using context clues from kindergarten-level content. Specifically, they should be able to...</p>	<p>A. When reading or talking to your child, introduce new meanings of words in context. For example, say... "It says that the tall girl has to <i>duck</i> to fit through the door. Do you think</p>	<p>A. https://freelanguagestuff.files.wordpress.com/2010/01/multiple-meaning-words-main-3.pdf</p> <p>Print the activity sheet. Then help your child complete it by reading each prompt to him/her and helping explain the multiple meanings of each word.</p>

		<p>A. recognize and use new meanings for familiar words (e.g. dogs <i>bark</i> and trees are covered in <i>bark</i>).</p> <p>B. using common prefixes and suffixes as clues to determine the meanings of unfamiliar words (e.g. -s, -es, -ed, -ing, -ful, re-, un-, and pre-).</p>	<p>that's the same as the animal that quacks? These words are spelled the same, but they do not mean the same thing."</p> <p>B. When reading or talking to your child, model this strategy in context. For example, say... "This says that we should 'reread.' If 're-' means 'again,' what do you think we need to do?"</p>	<p>B. https://www.youtube.com/watch?v=7pyjhf16IMk</p> <p>https://www.youtube.com/watch?v=2583Ph6YS0s</p> <p>Watch these videos with your child to practice adding common prefixes and suffixes to familiar words to create new words.</p>
	<p>Language Skills Grade K Standard 5 (L.K.5)</p>	<p>With prompting and guidance from an adult, students must be able to recognize relationships between words and meanings. Specifically, they should be able to...</p> <p>A. sort words into organized categories (e.g. shapes, foods, colors).</p> <p>B. identify the opposites of common verbs and adjectives (e.g. tall/short, smile/frown).</p> <p>C. make explicit connections between word meanings and real life (e.g. identify family members who are <i>tall</i>)</p> <p>D. act out the meanings of similar verbs describing the same general action to demonstrate recognition of the differences (e.g. <i>walk, march, prance, skip</i>)</p>	<p>A. Practice sorting objects with your child. Invite him/her to help you sort the laundry, groceries, M&Ms, etc.</p> <p>B. When reading or talking to your child, include common opposites in context. For example, ask your child... "I see that the dog on this page is really big, but the mouse is the opposite. What size is the mouse?"</p> <p>C. Ask your child questions to help them make connections between words they encounter in reading and real life... "Do you know any people who [are short, funny, etc] like this character?" "[This character] like to play soccer. What sports do you like to play?"</p>	<p>A. http://pbskids.org/clifford/games/puppydreams-game.html</p> <p>http://pbskids.org/lions/games/flood.html</p> <p>Help your child to choose the words that best fit together in the same category.</p> <p>B. http://pbskids.org/lions/games/hopposites.html</p> <p>Help your child play the game to practice identifying opposites.</p> <p>C. http://www.pbs.org/parents/education/reading-language/reading-activities/reading-activities-in-the-car/</p> <p>Try some or all of the activities as your drive around with your child.</p> <p>D. http://pbskids.org/lions/games/synsam.html</p>

			<p>What are some other sports you haven't tried?"</p> <p>D. Introduce your child to words with similar meanings by using them in context (e.g. "It is really cold outside today! It's freezing and very icy. Can you think of another word to describe the weather right now?").</p>	<p>Play the game with your child. Help him/her to choose the correct synonyms. Then try to think of additional examples together.</p>
	<p>Language Skills Grade K Standard 6 (L.K.6)</p>	<p>Students must be able to use new vocabulary – learned from reading, speaking with others, etc.</p>	<p>Prompt your child to use new vocabulary when he/she speaks or writes.</p> <p>Ask him/her...</p> <p>"What is it called when..."</p> <p>"Do you remember another word that means..."</p>	<p>https://www.mheonline.com/ccssehandbook/gradek/pdf/ccslh_gk_lg_6_2d_link1.pdf</p> <p>Print multiple copies of the activity sheet. When your child naturally comes across a new word and/or after reading to him/her, help him/her to choose a word and complete the sheet.</p> <p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/talk-expanding-child-vocabulary-30956.html</p> <p>Use these tips and strategies to help your child integrate new words into his/her vocabulary.</p>