

Suffield Public Schools Kindergarten ELA Report Card Companion Document



ELA

English Language Arts continues to be an essential aspect of every curriculum and each individual's educational process. Teaching language arts as distinct and specific classes is critically important to learn specific writing, reading, and listening skills, but it is also necessary for student success to take an interdisciplinary approach by applying language arts skills to other subjects. The Common Core provides students the opportunity to read stories and literature, as well as more complex texts that provide facts and background knowledge. Throughout ELA lessons, students will be challenged and asked questions that push them to refer back to what they've read. These questions allow students to use critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life. The following guide will help you gain a better sense of what each of the Common Core Standards requires students to achieve.



READING: LITERATURE AND INFORMATIONAL TEXT

Asks and answers questions about text- When reading literature, proficient readers can explain what happens or is said in a text. They can use words, and pictures, to help them understand what they are reading. They can explain what the story is about. They can explain the problem the main character is facing. When reading informational text, proficient readers can explain what happens or is said in a text. They can use words, and illustrations to help them understand what they are reading. They can state the main topic of the text. They can state a few facts about the main topic that the author wants the reader to know.

Retells stories and identifies characters, setting, and major events in text- When reading literature, proficient readers can explain what the story is about. They can explain the problem the main character is facing. When reading informational text, proficient readers can state the main topic of the text. They

can state a few facts about the main topic that the author wants the reader to know

READING: FOUNDATIONAL SKILLS



Recognizes and names upper case letters- Proficient readers recognize and name **most** uppercase letters of the alphabet including versions of g, a, and t.

Recognizes and names lower case letters- Proficient readers recognize and name **some** uppercase letters of the alphabet including versions of g, a, and t

Recognizes and produces letter sounds- Proficient readers recognize and produce **most** letter sounds of the alphabet.

Identifies and produces rhyming words- Proficient readers recognize and produce a pair of rhyming words.

Reads high-frequency words- Can read **25+** common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do)

Demonstrates understanding of the organization and basic features of print- Proficient readers are beginning to recognize that words are written with specific letter sequences. They can point to the beginning, and end of a word. They are beginning to recognize that the print (not the pictures) carries most of the meaning. Proficient readers recognize that words are separated by spaces. They read words left to right. They read words from left to right and from top line to bottom line. They return to the first word of the next line when they come to the end of a sentence. They understand the structure of a story.

Blends and segments sounds in words- Proficient readers can demonstrate understanding of spoken words and sounds (phonemes). They can count, blend, and segment syllables in spoken words. They can blend onsets and rimes of single-syllable spoken words. They can isolate and pronounce the initial, medial, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. They can add individual sounds (phonemes) in simple,

one-syllable words to make new words.

Uses effective reading strategies- Proficient readers use **2-3** reading strategies to help read a text at their reading level (look at the picture, say the first sound, stretch out the word, skip the word, etc.) They can read a level C/D. They can read and comprehend current literature and informational topics in grade level complexity band.

WRITING



Draws and writes to tell information, an opinion, or an event with details and elaboration- Proficient writers can use a combination of drawing, and dictating to compose opinion pieces in which they tell the reader the topic or name of the book, state an opinion or preference about the book. They can state the topic or name of the book. They can explain what they think about the topic or book. They can explain their thinking. They can create a picture to show their opinion. Proficient writers can use a combination of drawing and dictating to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. They can explain what they are drawing or writing about. They can state at least 2 things they want their reader to know. They can draw a picture to match their words. They can add details to their picture. Proficient writers use a combination of drawing and dictating to narrate a single event or several loosely linked events, tell about the events, and provide a reaction to what happened. They can decide if they want to write about a real or made up event. They can explain what happens first, next, then. They revise and edit based on teacher feedback.

LANGUAGE CONVENTIONS

Writes upper-case letters- Proficient writers can write **most** uppercase letters of the alphabet.

Writes lower-case letters -Proficient writers can write and name **most** of the lowercase letters of the alphabet (**at least 13 letters**)

Uses appropriate writing conventions- Proficient writers capitalize the first word in a sentence. They recognize and name end punctuation (period, question mark). They can write a letter or letters for most consonant and short-vowel sounds (phonemes). They spell simple CVC words phonetically, drawing on knowledge of sound-letter relationships.

SPEAKING AND LISTENING

Participates effectively in classroom discussions and conversations- Proficient communicators can listen carefully to their classmates as they speak. They can look directly at them to show they're listening. They can stay on topic with the topic being shared. Proficient communicators help the idea grow by staying on topic. They can continue a conversation through a few exchanges.

How To Support Your Child

Ways a Parent Can Help with **READING**

- 1** **Let your child see you reading!**
Have magazines and books in your home.
- 2** **Help your child find appropriate word & reading games on the computer.**
Keep a dictionary on hand. Help your child look up new words they read or hear.
- 3** **Read mysteries with your child and try to figure out the clues together.**
- 4** **Movie version coming out?**
Read the book together first, then talk about which you each liked better.
- 5** **Set aside a time and place for your child to read -**
like a comfy chair and a reading light in a quiet place
- 6** **Visit your public library regularly.**
Look for and read together the books that were your favorites when you were a kid.
- 7** **Encourage your child to write -**
- 8** **Ask your child questions about what he or she is reading, such as:**

Additional Resources:

- [Common Core State Standards for English Language Arts](#)
- [Supporting Your Child's Reading- Ideas for Prek-5](#)
- [Fountas and Pinnell Instructional Level Expectations](#)
- [Instructional Level Comprehension Questions](#)