



An At-Home Guide for Families

Kindergarten English Language Arts in North Carolina Public Schools

Content Outline

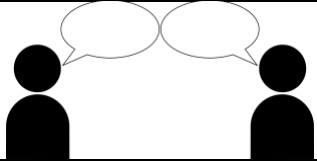

At the end of the year, my child will know...

- How to ask and answer questions to show understanding of the text.
- How to use key details in the text to support answers.
- How to participate in discussions with peers.
- How to identify the main message or lesson of the story using key details from the text.
- How to answer questions using specific details from the text.
- How to describe the characters in a story.
- How to participate in discussions (one-on-one, in groups, and teacher-led) with peers.
- How to identify the main idea of an informational text.
- How to retell key ideas from an informational text
- How to sort parts of speech.
- How to retell key ideas from an informational text
- How to establish the main idea in a text.






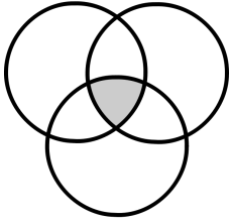
Curious what the specific standards are for Kindergarten Math in North Carolina?

Check out the [North Carolina Standard Course of Study](#) to learn more. Looking for additional explanations about what students should be able to do at the end of this course? Check out [NC DPI's unpacked contents document](#) aligned to the course standards.

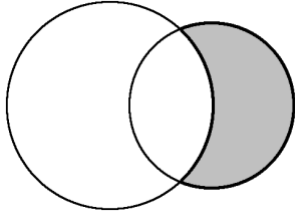


Key Vocabulary

Visual	Term	Definition
	retell	to tell a story again
	characters	the people in the story



Visual	Term	Definition
	setting	the specific location that the story took place
	main idea	the author's message about the topic
	illustrations	the pictures that are in the story
	illustrator	the person who draws the pictures for a story
	author	the person who writes the words for a story
	compare	tell how items are the same



Visual	Term	Definition
	contrast	tell how items are different
	fiction	make believe
	non-fiction	informational or true

Learning in Action: Grade Level Skills

Examples of Grade Level Skills

Grade level example to describe the setting of the story.

The book “Click, Clack, Moo Cows That Type” takes place outside on the farm and inside the barn. I know this because the animals are all farm animals and the pictures show the grass, hay, barn, and pond.

Grade level example of who are the characters in the story.

In the book, “Click, Clack, Moo Cows That Type”, the main characters are the cows, the duck, and farmer John. I know that they are the main characters because they are on every page and do most of the talking.



Grade level example of comparing and contrasting two characters in the story.

In the book, “Click, Clack, Moo Cows That Type”, the cows and the duck all live inside the barn, and are all animals that belong to Farmer John. They are different as the cows want blankets and ducks wants a diving board.

Resources

Links and online resources to allow you to support your child’s learning.

- [Brainpop Jr](#) – ELA resources
- [ABCya!](#) – ELA resources
- [Turtle Diary](#) – ELA resources
- [IXL](#) – ELA resources
- [PBSkids](#) – ELA resources

At-Home Connections

- Tell me who the characters are in the story.
- Tell me about the setting in the story.
- Retell the story to me.
- If someone was writing a story about today. Who would the characters be? What would the setting be? How would the story be retold?

Challenges to Anticipate

Students at this age will learn to sequence events with repeated practice and repetition. Frequently utilizing language such as first, next, then, last will help them understand the order of events. They need reminders that the setting needs to be a specific location more detailed than inside or outside. As stories increase in length, they may need to stop in the middle of the story to recap what has been happening and then again at the end so they can get all the details included in their retell.

Communicating with Your Child’s Teacher

Still feeling stuck? Reach out to your child’s teacher to discuss what you can do further your child’s learning. Some questions that might guide your discussion:



- What resources would you suggest I use to support my child?
- Where do you see my child struggling? What can we do together to help?
- What should my child practice at home?
- What collective message can we send together to help my child learn?

Need Technical Help?

Reach out to your student's home school for technical assistance. Include the type of device (PC, Mac, Chromebook, etc.) and browser (Chrome, Firefox, Safari, etc.).

Citations

All images created for Vocabulary section by Google Drawings