



- 1. Share the new South Carolina 2024 Overarching Standards and Expectations for Kindergarten.
- 2. Complete an analysis of our new Beaufort County Kındergarten report card, aligned to our 2014 Literacy Standards.
- 3. Share resources that one can utilize at home to assist in the learning progression of our kindergarten students.
- 4. Answer any questions you may have.
- = 5. Have a terrific evening! :)

ELA Overarching Standards

"These are the fabric of our English language arts instruction and CANNOT be separated from traditional classroom instruction" (SC CCR Standards, 2024).

"These are the expectations of what students do as readers, writers, thinkers, and communicators at every level of language arts instruction, (SC CCR Standards, 2024).

Overarching Expectations Progression (Pgs. 25-26)

Code	Overarching Expectations
ELA.OE.1	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
ELA.OE.2	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
ELA.OE.3	Make inferences to support comprehension.
ELA.OE.4	Collaborate with others and use active listening skills.
ELA.OE.5	Cite evidence to explain and justify reasoning.
ELA.OE.6	Create quality work by adhering to an accepted format.

ELA:OE:2 With guidance and support, ask and answer questions about mode of text outside of print-based text. This can include, but is not limited to, illustrations, photographs, videos, songs, and digital apps.

ELA:OE:3 With guidance and support, students should begin asking who, what, when, where, why, and how questions about developmentally appropriate complex text. Making predictions before and during reading are also initial steps towards an inference.

ELA.OE.4 Students should practice taking turns when speaking, responding, and actively listening when others are speaking around texts and topics.

ELA.OE.5 With guidance and support, instruction at the kindergarten level should encourage students to include textual evidence in the oral communication that is relevant to the task, topic, and/or idea. Evidence can include, but is not limited to, simple details from a text. At this stage, students are not expected to cite or name the text or source.

Foundations of Literacy (F)

Applications of Reading (AOR)

Research (R)

Written and Oral Communication (C)



Kindergarten Report Card 2024 - 2025

Student: Donald Duck

Teacher: Colleen Beck

School: Disney School

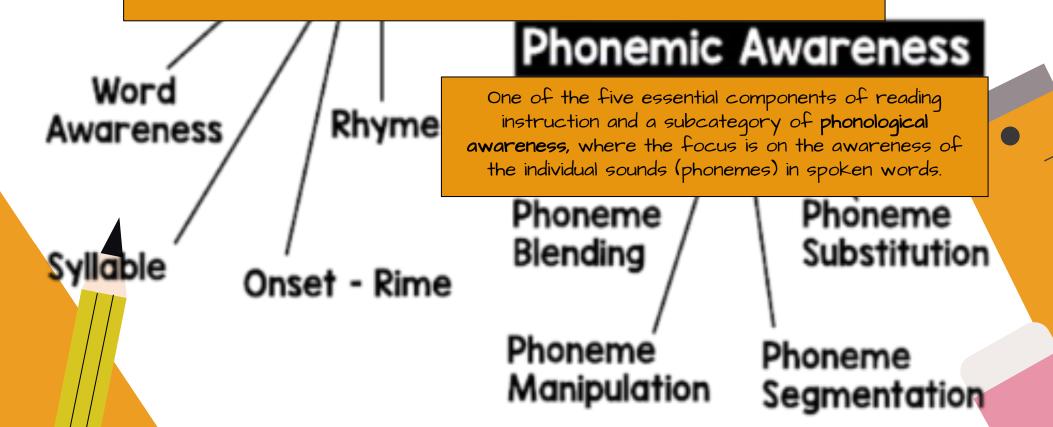


Academic Key					
м	Meeting Expectations for mastery of the grad standard(s)	le-le	/el		
I'I	The child has completely mastered the grade- has shown evidence of mastery consistently or			dard	and
	Progressing toward mastery of the grade-lev	elsta	anda	rd(s)	
The child has some of the grade-level standard mastered. The child is progressing to consistently show evidence of mastery over time.					
NS	Needs Support-The child needs support to re grade level standard(s)	each	mas	tery	of
140	The child has limited evidence of consistent m	iaste	ry of	the g	rade
	level standard(s) and needs additional suppor	t			
Social Skills /	Work Habits	1st	2nd	3rd	4th
Displays self-o	control				
Expresses emot	tions through school-appropriate actions and words				
Shares, takes turns, and plays well with others					
Listens to and	follows directions				
Follows class rules and routines					
Completes work and stays on task					
Manages transitions & adapts to change in routine and environment					

Foundations of Literacy (F)

English Language Arts					
FOUNDATIONS OF LITERACY	1st	2nd	3rd	4th	
Demonstrates grade level phonological awareness in spoken words					
Understands print concepts					
Uppercase Letters out of 26					
Lowercase Letters out of 26					
Identifies letter sounds (short and long)					
Forms all uppercase and lowercase letters					
Knows and applies grade level phonics skills					
Reads grade level texts with fluency					
Reads high frequency words with fluency					

Awareness of all levels of the speech sound system including word, syllable, onset and rime, and phoneme.



Week 1

Alliteration



Matching Initial Sounds



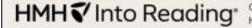
Rhyme



Counting Syllables







Week 2

Alliteration



Matching Initial Sounds



Rhyme



Counting Syllables







Rhyme mug, pug





• Alliteration map, mat



Counting Syllables



but-ter-fly

Isolating Initial Sound

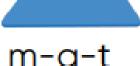


Week 3

 Blending Onset and m-ap Rime



 Blending and Segmenting Phonemes







• Rhyme tag, bag



Counting Syllables



 Blending Onset and Rime



Week 4

Isolating, Blending, and Segmenting Phonemes

- Beginning Sound /m/ m-a-d 😿
- Ending Sound



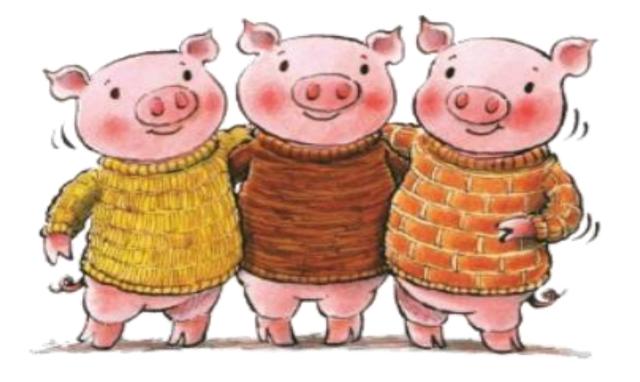
Applications of Reading (AOR)

APPLICATIONS OF READING	1st	2nd	3rd	4th
Retells a text orally (literary- to include characters, setting, plot)				
(informational-to include topic and supporting details)				
Describes the characteristics of literary text.				
Uses text features to understand informational text.				
Identifies and categorizes words, phrases, and figurative language				
Explains the role of author/illustrator in literary text and informational text				
Uses strategies to determine meaning of words and phrases		_	_	

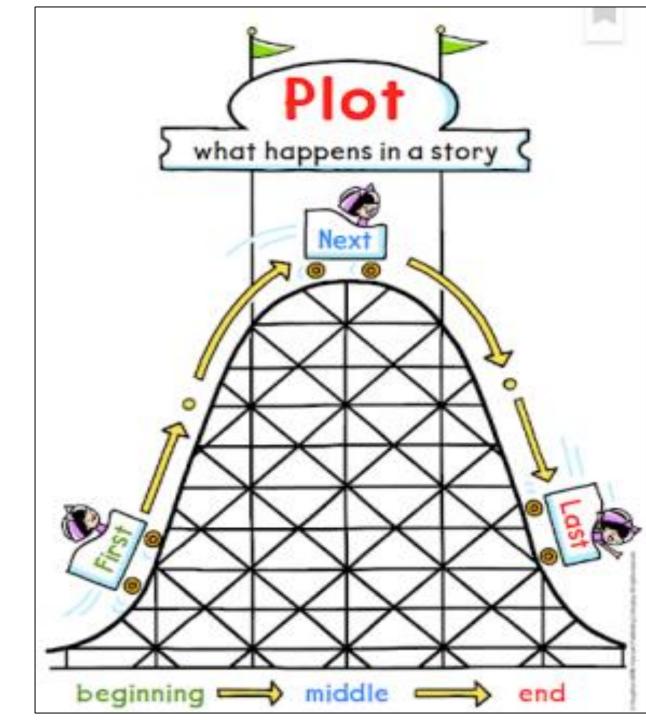
Activate Background Knowledge









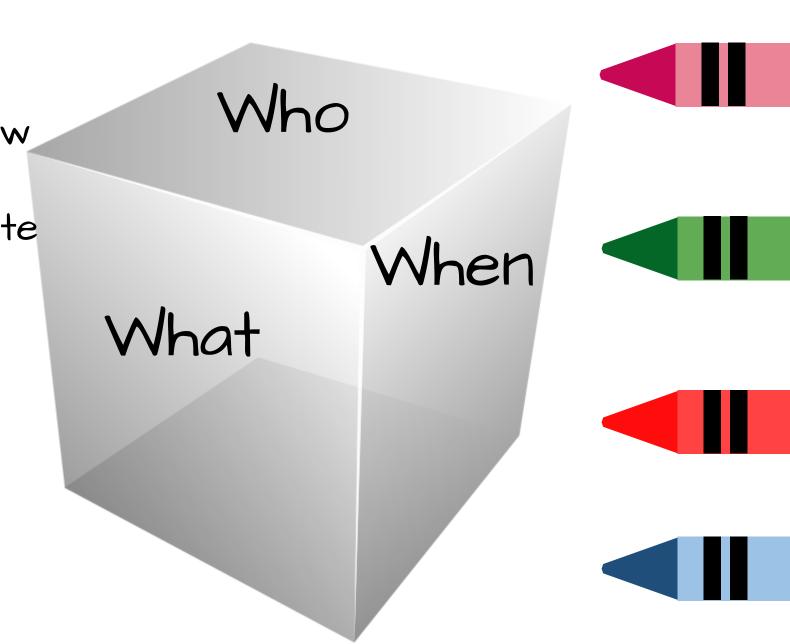




Research (R)

RESEARCH		2nd	3rd	4th
Asks and answers questions to obtain and refine knowledge (who, what,				
when, where, why, and how) on a topic				

ELA.OE.3 With quidance and support, students should begin asking who, what, when, where, why, and how questions about developmentally appropriate complex text. Making predictions before and during reading are also initial steps toward an inference.



Written and Oral Communication (C)

WRITTEN AND ORAL COMMUNICATION		2nd	3rd	4th
Uses a combinations of drawing, dictating, and writing to compose a text				
Forms and writes complete simple sentences				
Writes letters in correct formation focusing on pencil grasp				
Plans, revises, and edits writing (develops ideas and adds details)				
Participates appropriately in academic conversations with peers and adults (takes turns, listens to others, speaks clearly)				



Pencil Grasp

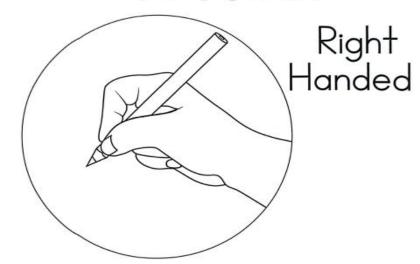
HOLD YOUR PENCIL CORRECTLY



- 1. Hold the pencil with your thumb and index finger.
- 2. Thumb and index finger point toward tip of pencil.
- 3. Pencil rests on side of middle finger.
- 4. Last 2 fingers curl into palm.

ToolsToGrawOT.com

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Speech and Language Development



% M	Recognize & turn to mother/father's voices
1 1%	 Responds to but does not yet vocalize sounds
to 1	Different cries express different needs
8	Makes simple sounds when awake, like "eh"
½M	Turns head in general direction of sound
S S	Looks at parents when they talk
2	Makes sounds with saliva
1 1%	Begins cooing, using vowel sounds (aah, eee, ooo)
1	 Takes turns making sounds with parent (reciprocal vocalizations)
Σ	Turns head to locate a sound
22	Reacts when he hears his name
2	Listens intently to sounds he makes with his mouth
22	Gurgles and coos to show pleasure
m	Makes raspberries or similar sounds
	Looks for named parent
2 0	Squeals, shrieks or makes other loud noises
10	Vocalizes single syllables (ba, pa, da, ma & na)
32	Babbles using repeated syllables (ma ma ma, ba ba)
un	Understands frequently used words
\vdash	Mimics sounds
	Responds to simple requests, sometimes
	Responds to "no" sometimes
Σ	Listens briefly to rhymes, songs, children's TV programs
to 14	Looks at books and points to familiar pictures
22	Understands 10 to 15 frequently used words
	Points, gestures, or makes sound to indicate wants and needs
	Jabbers expressively Tries to say a few words (dada & mama specifically)
	Follows one step directions
	Brings object from another room upon request
Σ	Uses words with gestures to indicate needs
to 24	Has 20-30 word vocabulary; combines two words
2	Imitates adult inflections
14	Speaks clearly about half the time
	Names three pictures
	Points to six body parts
	Uses four word sentences
24 to 36 M	Uses intelligible words 75% of the time
	Has 200 + word vocabulary
	Uses pronouns (I, you, me)
	Uses past tense
	Uses plural words ("socks")
	Asks what, where, and when questions
	Verbalizes 2 prepositions

. Understands most of what is said and 75 % of speech is intelligible Speaks in short, complete sentences (3-5 words) Answers simple guestions · Follows 2-part commands · States own name, age, and gender Uses pronouns (I, you, me, and we), and some plurals · Understands simple spatial concepts (on, over, under) · Identifies common objects and pictures Demonstrates 1,500 – word vocabulary · Speech is able to be understood by strangers Speaks in more complex sentences of 5-6 words Uses words to explain the use of common objects Uses verbs with "ing" endings and uses some irregular past tenses (ran, fell) Follows some basic grammar rules · Comprehends words that relate two ideas to one another (if, why, when) Relates simple stories Speaks fluently; correctly uses plurals, pronouns, tenses · Language is more complex; sentences are composed of 5 words or more Says full name and address · Tells stories that are longer and recalls parts of stories Comprehends rhyming Curious about many things and seeks knowledge

Speech & Language Development



Fine Motor Development

Birth – 4 Years

Fine Motor Development



Fine Motor Development

4-8 Years

4 to 5 Years	Dominant hand is well established Copies cross and square Starts to trace name Starts to trace numbers 1-5 Dresses and undresses independently, except difficult fasteners Begins to turn paper while cutting
5 to 6 Years	Cuts out simple shapes Copies triangle Colors within lines Uses a 3 fingered grasp on pencil and uses fingers to generate movement Pastes and glues appropriately Can draw basic pictures, person with 5+ parts Prints first name
6 to 7 Years	Forms most letters and numbers correctly Writes consistently on the lines with large sized letters Demonstrates controlled pencil movement Good endurance for writing Can build Lego, K'nex, and other blocks independently Ties shoelaces independently
7 to 8 Years	Can write all letters and numbers without reversals Writing becomes smaller in size Can build more complex Legos Learns to play musical instruments Begins keyboarding



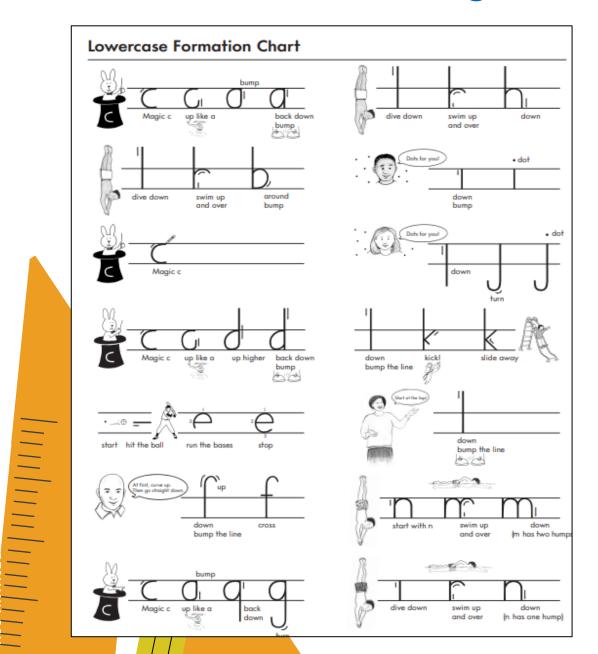
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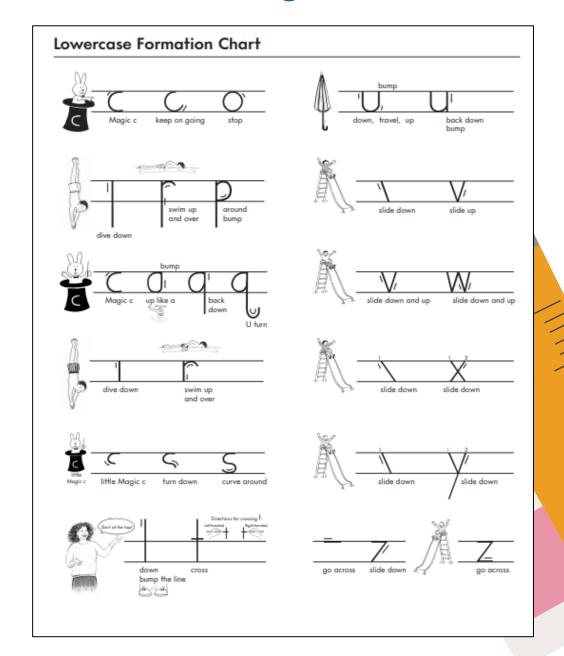
Handwriting Without Tears

"Explicit handwriting instruction that builds automaticity for strong literacy development." "Writing Fluency" "Writing Automaticity" "Reinforces grapheme-phoneme (letter/sound) correspondence" "Builds children's word knowledge" "Activates neural pathways associated with strong

phonics, reading, and writing skills"

Handwriting Without Tears Songs





Capital Formation Chart



Big Line Big Line Little Line



Big Line Little Curve Little Curve



Big Curve

V

Big Line

Big Curve

↓ 4-

Big Line Little Line Little Line Little Line



Big Line Little Line Little Line



Big Curve Little Line Little Line



Big Line Big Line Little Line



Big Line Little Line Little Line



Big Line Turn Little Line



Big Line Little Line Little Line



Big Line Little Line



Big Line Big Line Big Line Big Line



Big Line Big Line Big Line



Big Curve Go around



Big Line Little Curve



Big Curve Go around Little Line



Big Line Little Curve Little Line



Little Curve Turn Little Curve



Big Line Little Line



Big Line Turn Big Line



Big Line Big Line



Big Line Big Line Big Line

Big Line



Big Line Big Line



Little Line Big Line



Little Line Big Line Little Line



Number Formation

Handwriting Without
Tears Number
Songs

English Language Art Standards



- I starts in the Starting Corner.
- I makes a Big Line down.
- I stops in the corner.



- b starts in the Starting Corner.
- b is a baby bear.
- goes down to curl up in the corner.
- is hibernating.



- 2 starts in the Starting Corner.
- 2 makes a Big Curve.
- 2 stops in the corner.
- 2 walks away on the bottom.



- 7 starts in the Starting Corner.
- 7 makes a Little Line across the top.
- 7 says, "I better slide down."



- 3 starts in the Starting Corner.
- 3 makes a Little Curve to the middle.
- 3 makes another Little Curve to the bottom corner.



- 8 is different.
- 8 doesn't like corners.
- 8 starts at the top center.
- 8 begins with S and then goes home.



- 4 starts in the Starting Corner.
- 4 makes a Little Line down to the middle.
- 4 walks across the dark night.
- 4 jumps to the top and says, "I did it." (Big Line down)



- ¶ is so special.
- 1 has its own corner.
- ¶ makes a Little Curve and goes up to the corner.
- ¶ makes a Big Line down.



- 5 starts in the Starting Corner.
- 5 makes a Little Line down to the middle. It starts to rain.
- 5 makes a Little Curve around.
- 5 puts a Little Line on top to stop the rain.





- 10 uses two places.
 - comes first.
 - 0 is next.
- O starts at the top center.

10 is finished.

