



ENGLISH LANGUAGE ARTS KINDERGARTEN

ELA KINDERGARTEN

By the end of kindergarten, students will have had an opportunity to engage with the core concepts listed below.

- Blend individual sounds together to form words (e.g., /c/ /a/ /t/ = cat).
- Break down spoken words into individual sounds (e.g., "dog" = /d/ /o/ /g/).
- Add, delete, or substitute sounds in spoken words (e.g., change "cat" to "hat").
- Recognize and produce rhyming words.
- Identify and name uppercase and lowercase letters.
- Match each letter to its corresponding sound(s).
- Begin to recognize and use high-frequency words. (e.g. I, see, my, like, to, go)
- Retell familiar stories, using details from the text (e.g., characters, setting, plot).
- Begin to read patterned and simple decodable texts.
- Write upper and lowercase letters using correct letter formation.
- Use a combination of drawing, dictating, and writing to describe an event, including details such as setting, dialogue, and their reactions.
- State an opinion or preference about a topic or book in writing, with at least one reason to support their opinion.
- Use letter-sound knowledge to spell words phonetically.
- Actively participate in classroom conversations, following discussion rules.
- Speak clearly to express thoughts, feelings, and ideas, including descriptions of familiar people, places, things, and events.
- Understand and use question words (who, what, where, when, why, how) in discussions.
- Ask and answer questions in full sentences.



QUESTIONS TO ASK YOUR STUDENT

When reading together, ask:

- "Can you use the pictures to "read" this book to me (tell me what happens first, next, and last in the book)?"
- "What is this story mainly about?"
- "What do you think will happen next?" Support with making predictions
- "Does this story remind you of anything?"



WAYS TO CHALLENGE THEIR THINKING

- Read aloud to your student each day.
- Pick a topic to learn about together.
- Play board games together.
- Play sound games (ex: same sound word lists, clapping syllables, silly words, etc.)
- Identify the sounds in the beginning, middle, and end of spoken words. Then blend the sounds back together.
- Have your student help with real-world writing such as grocery lists.

