

Language Arts Kindergarten

Kindergarten Accomplishments in Reading	Home Activities that Support Reading
<ul style="list-style-type: none"> ✚ Knows the parts of a book and their functions. ✚ Begins to track print when listening to a familiar text being read or when rereading own writing. ✚ “Reads” familiar text emergently, i.e., not necessarily verbatim from the print alone. ✚ Recognizes and can name all upper and lowercase letters. ✚ Understands that sequence of letters in a written word represent the sequence of sounds (phonemes) in a spoken word (alphabetic principle). ✚ Learns many, though not all, one-to-one letter sound correspondence. ✚ Recognizes some words by sight, including a few very common ones (a, the, I, my, you, is, are). ✚ Uses new vocabulary and grammatical constructions in own speech. ✚ Makes appropriate switches from oral to written language situations. ✚ Notices when simple sentences fail to make sense. ✚ Connects information and events in texts to life and life to text experiences. ✚ Retells, reenacts, or dramatizes stories or parts of stories. ✚ Listens attentively to books the teacher reads to the class. ✚ Can name some book titles and authors. ✚ Demonstrate familiarity with a number of types of genres of text (e.g., storybooks, expository texts, poems, newspapers, and everyday print such as signs, notices, labels). ✚ Correctly answers questions about stories read aloud. ✚ Makes predictions based on illustrations or portions of stories. 	<ul style="list-style-type: none"> ✚ Play the game SNAP. This is a great game during long car rides. One player says two words. If they share a sound, the other players say “snap” and snap their fingers. If the two words don’t share a sound, everyone is quiet. Begin with first sounds and then to on to middle and final sounds when the child can do the first sounds well. (example: Player 1 says, “ball and bat.” The others say, “SNAP!” for the first sound. The second player says, “sand and book.” Everyone is quiet. ✚ Read at home with your child a variety of genres, storybooks, poems, non-fiction books about animals, places etc. Talk about the book, ask them to retell parts in their own words. ✚ Let you child reread favorite books with you and point out pictures and favorite parts and why they like them. ✚ Read Dr. Seuss books, such as <i>Green Eggs and Ham</i> and <i>One Fish, Two Fish</i>, which offer lively and fun prose filled with rhymes and world play.

- ✚ Demonstrates understanding that spoken words consist of sequences of phonemes.
- ✚ Given spoken sets like “dan, dan, den” can identify two as being the same and the third as different.
- ✚ Given spoken sets like “dak, pat, zen” can identify the first two as sharing the same sound.
- ✚ Given spoke segments can merge them into a meaningful target word.
- ✚ Given a spoken word can produce another word that rhymes with it.
- ✚ Independently writes many uppercase and lowercase letters.
- ✚ Uses phonemic awareness and letter knowledge to spell independently (invented or creative spelling).
- ✚ Writes (unconventionally) to express own meaning.
- ✚ Builds a repertoire of some conventionally spelled words.
- ✚ Shows awareness of distinction between “kid writing” and conventional orthography.
- ✚ Writes own name (first and last) and the first names of some friends or classmates.
- ✚ Can write most letters and some words when they are dictated.

✚ Read signs and labels with your child.

✚ Let your child write their own stories and illustrate them. Have them retell and explain their pictures.

When children leave kindergarten, they should have a solid familiarity with the structure of uses of print. They should know about the format of books and other print resources. They should be familiar with sentence-by-sentence, word-by-word, and sound-by-sound analysis of language. They should achieve basic phonemic awareness and the ability to recognize and write most of the letters of the alphabet.

Starting Out Right by National Research Council

- Accomplishments list from *Preventing Reading Difficulties in Young Children*, The National Research Council