Welcome to Kindergarten Literacy Night

How to Read
to your child

Asking questions, pointing out pictures, looking and sounds.

- Read aloud daily
- Ask your child what he/she notices about the pictures before you read
- Look for words/letters your child knows.
- Use 1-1 correspondence
- Read with your child once, let the your child tell you what he/she remembers.
- Discuss parts of the book: front cover, back cover, title page, spine.
- Author, Illustrator, characters, setting, problems and solution

How your Child reads to you

- Let them explore books daily
- Take a picture walk before reading
- Practice three ways to read a book.
  1. Read the pictures
  2. Read the words
  3. Tell your friends
- Look for sounds or words that are familiar before reading.
- Practice reading correspondence 1-1
- Have your child ask you (as parents) questions about the book.
- Make connections to other books/ experiences
- Draw a picture of what happened on the story after reading.

Goals for Kindergarten Readers

Students should read at a level "D" by the end of Kindergarten.

Build a strong foundation with

- **Phonological Awareness**
- **Phonics**
  - Recognize and name all capital and lowercase letters
  - Produce letter sounds for all consonants
  - Know the sounds for short and long vowels
  - Produce the variations of: c, g, and y
- **Fluency**
  - Read 85 sight words and an emergent reader text with purpose and understanding.
- **Vocabulary**
  - Understand multiple meaning words, opposites, shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance), and how prefixes and suffixes change the meaning of a word.
- **Comprehension**
  - Ask and answer questions about a given text
- **Writing**
  - Compose a narrative, informational, and opinion writing with 3-5 sentences.

WHAT IS PHONOLOGICAL AWARENESS?

WHY IS IT IMPORTANT?

HOW YOU CAN **HELP**:

- PLAY RHYME GAMES
- IDENTIFY WORDS THAT START WITH THE SAME SOUND
- COUNT WORDS IN SENTENCES
- COUNT SYLLABLES IN WORDS
- IDENTIFY ONSET AND RIME (1ST SOUND AND THE REST OF THE WORD)
- HELP YOUR CHILD SEGMENT AND BLEND SOUNDS

MANIPULATE SOUNDS

SAY CAT – CHANGE THE /C/ TO /S/

SAY SAT – CHANGE THE /T/ TO /M/

SAY SAM – CHANGE THE /A/ TO /U/
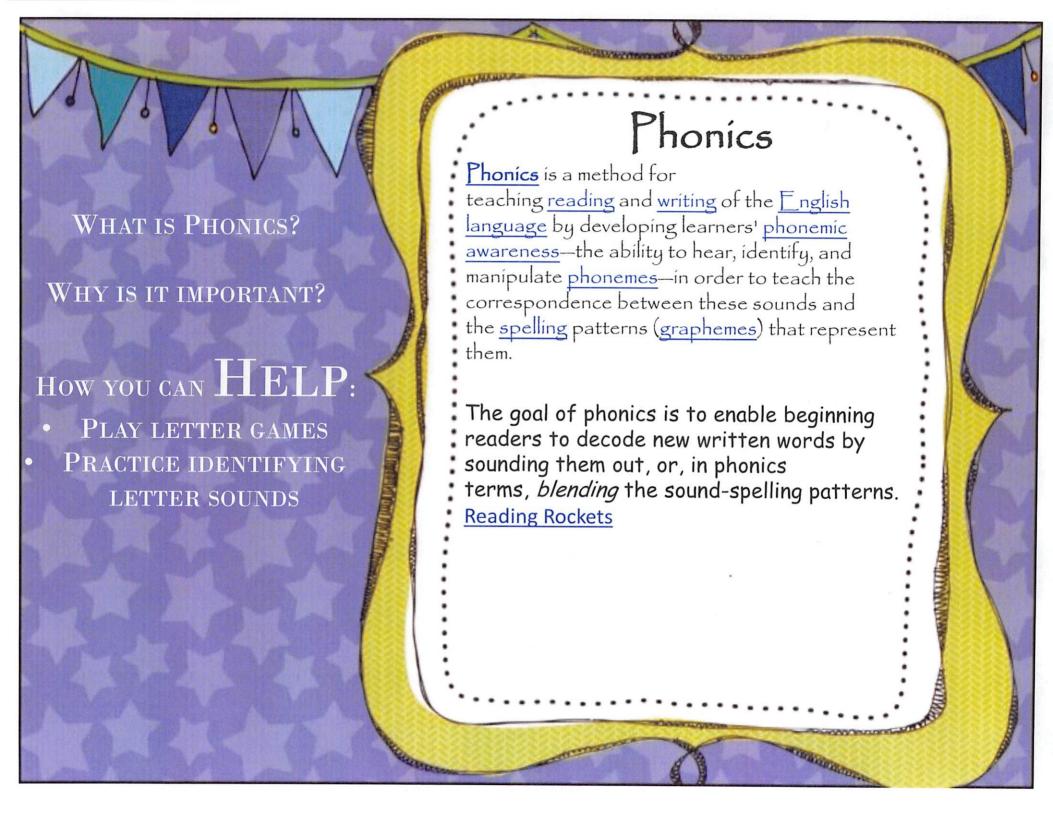
Phonological Awareness:

Phonological Awareness is "an understanding of the sounds of language, including rhyming, blending, segmentation, deletion, and substitutions in words, syllables and sounds".

To be most effective, it is important that instruction begins at the auditory level and gradually moves to a more visual level of understanding.

National Reading Panel Parent Info
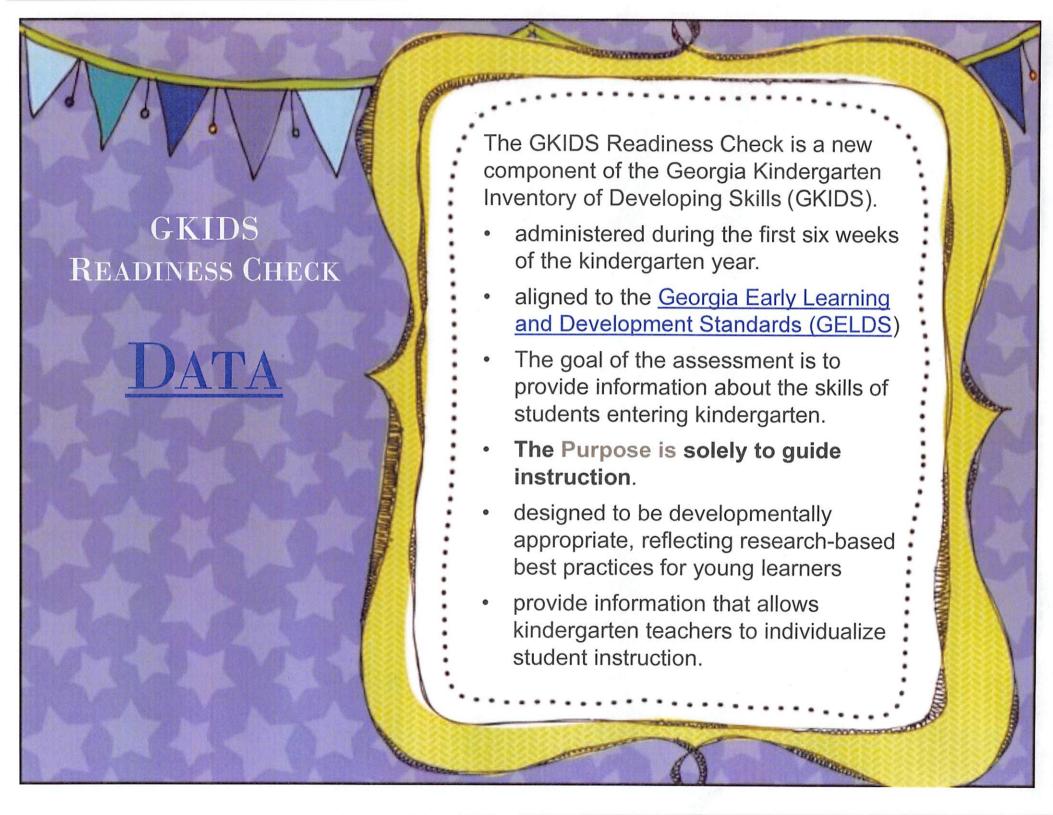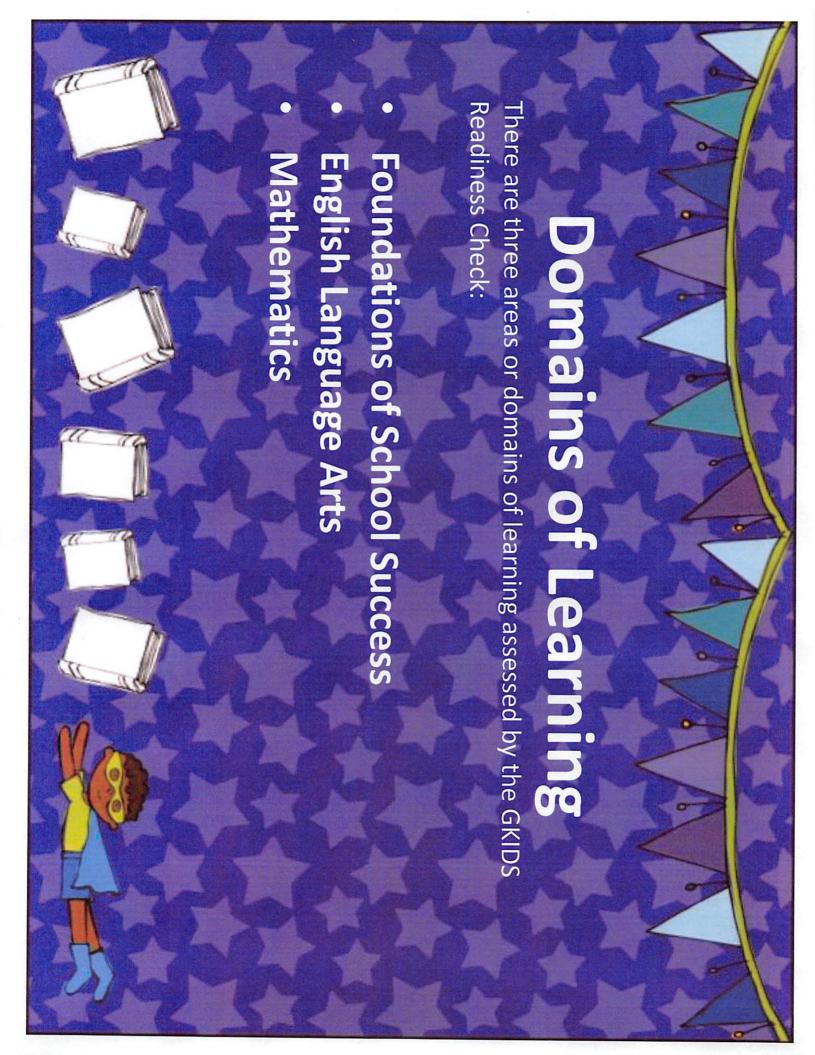
Reading Rockets Parent Resource Link

What is Phonics?

Why is it important?

How you can Help:
- Play letter games
- Practice identifying letter sounds

Phonics

Phonics is a method for teaching reading and writing of the English language by developing learners' phonemic awareness—the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.

The goal of phonics is to enable beginning readers to decode new written words by sounding them out, or, in phonics terms, *blending* the sound-spelling patterns.
Reading Rockets

How Do We Measure Fluency in Kindergarten?

How You Can HELP:

PLAY SIGHT WORD GAMES

PRACTICE FREQUENTLY

MAKE IT FUN

KINDERGARTEN
STANDARDS OF EXCELLENCE
FLUENCY

ELAGSEKRF4
Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.

TO MASTER THIS STANDARD ALL STUDENTS WILL READ A MINIMUM OF 85 SIGHT WORDS.

GKIDS READINESS CHECK

DATA

The GKIDS Readiness Check is a new component of the Georgia Kindergarten Inventory of Developing Skills (GKIDS).

- administered during the first six weeks of the kindergarten year.

- aligned to the Georgia Early Learning and Development Standards (GELDS)

- The goal of the assessment is to provide information about the skills of students entering kindergarten.

- **The Purpose is solely to guide instruction**.

- designed to be developmentally appropriate, reflecting research-based best practices for young learners

- provide information that allows kindergarten teachers to individualize student instruction.

Domains of Learning

There are three areas or domains of learning assessed by the GKIDS Readiness Check:

- **Foundations of School Success**
- **English Language Arts**
- **Mathematics**

READING INVENTORY

The Reading Inventory is a low-stakes, classroom-based assessment designed to evaluate students' reading ability, monitor their reading progress, and match students to books at their reading level.

The Reading Inventory is taken on a computer and lasts about 20 minutes. The types of questions a student receives and the results that are reported are based upon the student's grade level and reading level.

The results of a student's *The Reading Inventory* assessments are used in a number of ways. First, a student's score on the test is used to determine the student's reading ability compared to grade-level performance standards. These determinations can help tailor appropriate reading instruction and set goals. The results of subsequent *The Reading Inventory* tests are then used to monitor progress over time. Student results are also used to match students to texts at their reading level, which helps to make reading rewarding, constructive, and enjoyable.

RO Reading Inventory

Test Administration – 2 times a year (January/February, May)