



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.

Daily CRS Literacy Instruction


Read Alouds: Hear *complex* content, syntax, and vocabulary; hear comprehension modeled



Writing Instruction: Engage in sentence composing and in process writing; practice handwriting



Word Study: Read and spell words, contrasting sounds and patterns, and HF words



Shared Reading: Read repeatedly with support; hear comprehension strategies modeled, build vocabulary



Differentiated Instruction: Accelerate, apply, or modify the curriculum for children, based on data



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:

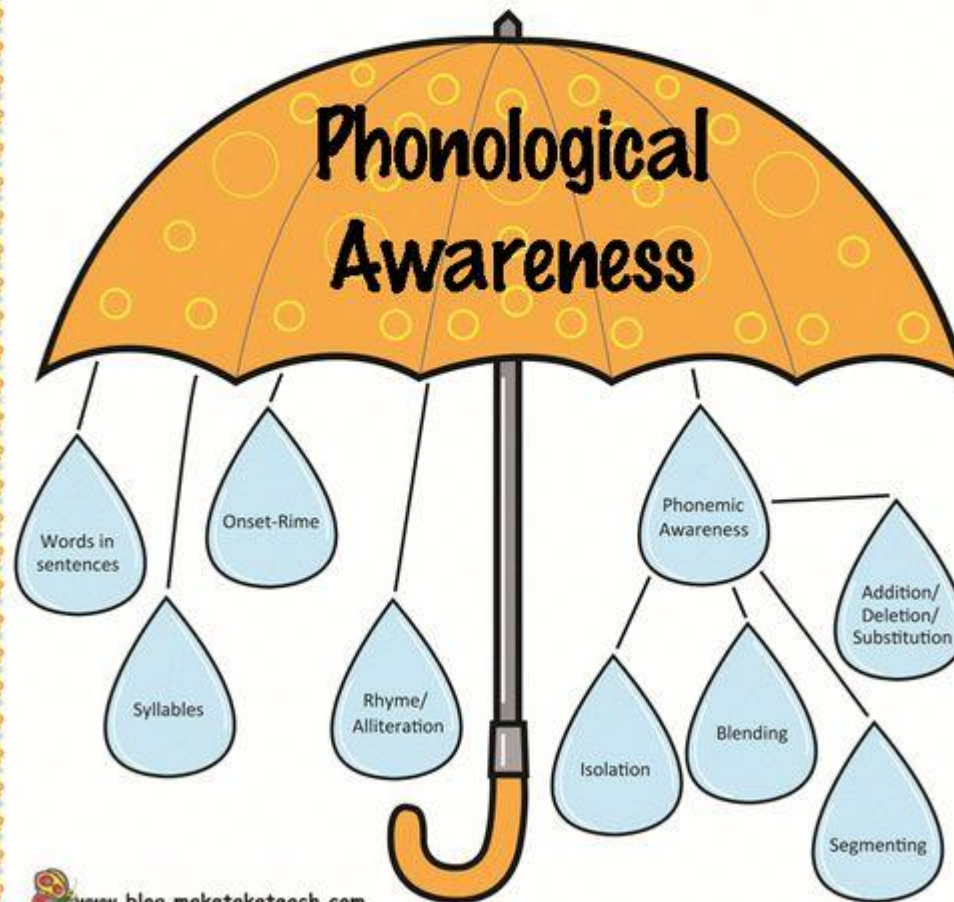
Phonological Awareness is "an understanding of the sounds of language, including rhyming, blending, segmentation, deletion, and substitutions in words, syllables and sounds". To be most effective, it is important that instruction begins at the auditory level and gradually moves to a more visual level of understanding.

[National Reading Panel Parent Info](#)

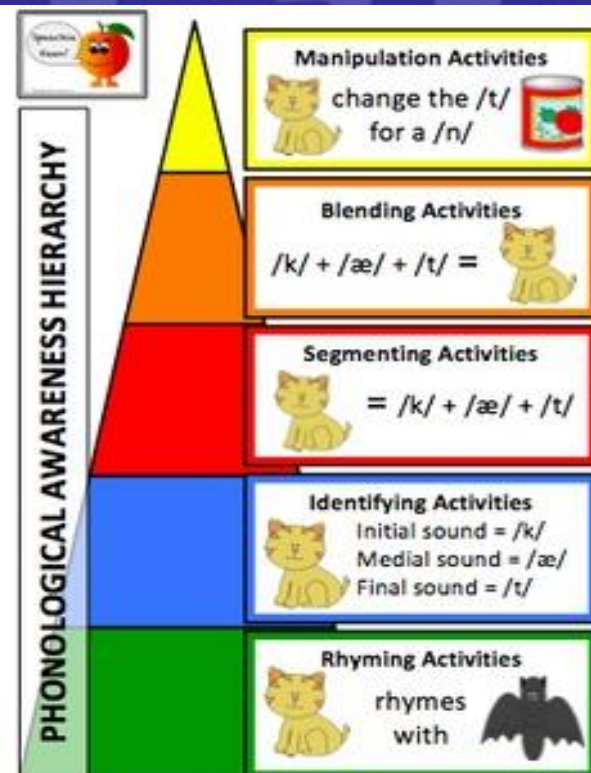
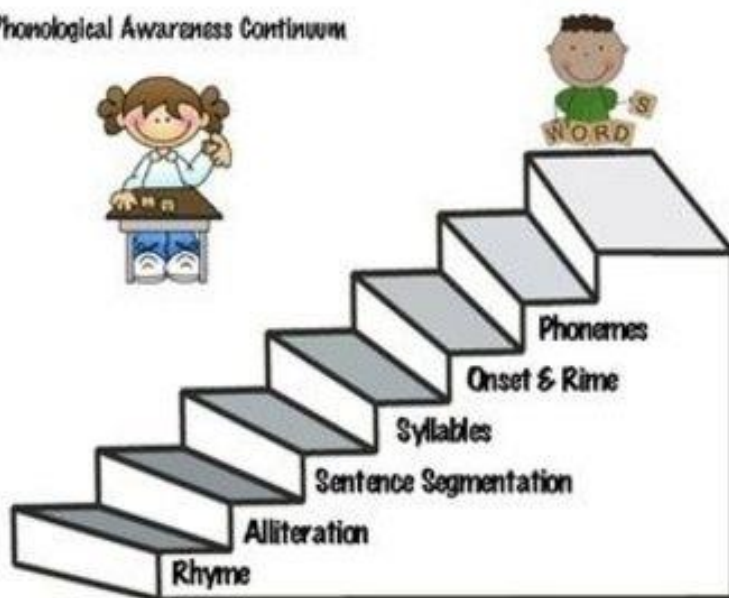
[Reading Rockets Parent Resource Link](#)

Phonological Awareness and Phonemic Awareness

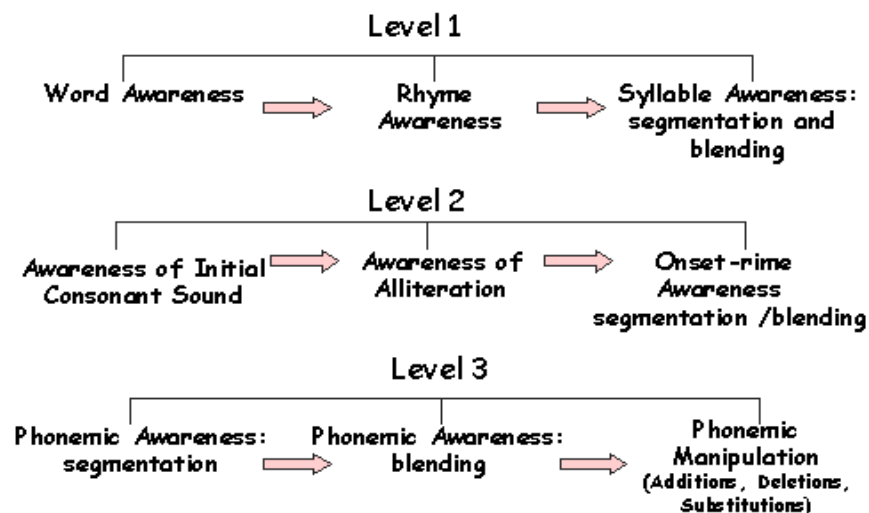
Phonological awareness is the general appreciation of how language can be divided into its components. For example, we speak in sentences. Sentences can be broken down into words, words into syllables and then onset-rime. When the word is broken down into its smallest part, individual sounds (or phonemes), the term "phonemic awareness" is used. Phonemic awareness is a sub skill of the broad category of phonological awareness.



Phonological Awareness Continuum




Phonological Awareness



KINDERGARTEN
GEORGIA STANDARDS OF EXCELLENCE
PHONOLOGICAL AWARENESS

ELAGSEKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or *CVC*) words. (This does not include *CVCs* ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.



Data and Literacy Goals

What the data shows &
How to help your baby GROW!

- Students need to work on Phonological skills to build a strong reading foundation and master the kindergarten standards.

Play family games

- Headbands

ex. "Your word rhymes with bat and It has 1 syllable it starts with the /c/ sound."

- CandyLand

Make a rhyme for the color or place you land on

- Trouble/ Sorry

Segment words, syllables, or sentences Ex. If you roll a 5 make up a 5 word sentence.

- Go Fish/ Memory

Letters, rhyming words



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

KINDERGARTEN
GEORGIA STANDARDS OF EXCELLENCE
PHONICS

ELAGSEKRF3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.
- b. Demonstrate basic knowledge of long and short sounds for the given major vowels.
- c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.



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.

HOW DO WE PRACTICE FLUENCY IN KINDERGARTEN?

Fluency-Oriented Reading Instruction

Teacher Read Aloud with Discussion



Echo, Choral, and Partner Rereadings



Individual, Fluent Reading

- NURSERY RHYMES
 - COLOR SONGS
 - LETTER BOOKS
- SIGHT WORD STORIES



KINDERGARTEN STANDARDS OF EXCELLENCE

VOCABULARY

HOW YOU CAN **HELP:**

READ, READ, READ!!!!

**The more that you read,
the more things you will know.**

**The more that you learn,
the more places you will go.**

--Dr. Seuss

**MAKE UP SENTENCES
WITH VOCABULARY
WORDS FROM YOUR
NIGHTLY BEDTIME STORIES.**

VOCABULARY

ELAGSEKL4 With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).
- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

ELAGSEKL5 With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

KINDERGARTEN STANDARDS OF EXCELLENCE COMPREHENSION

ELAGSEKRL1 With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRL2 With prompting and support, retell familiar stories, including key details.

ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.

ELAGSEKRI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

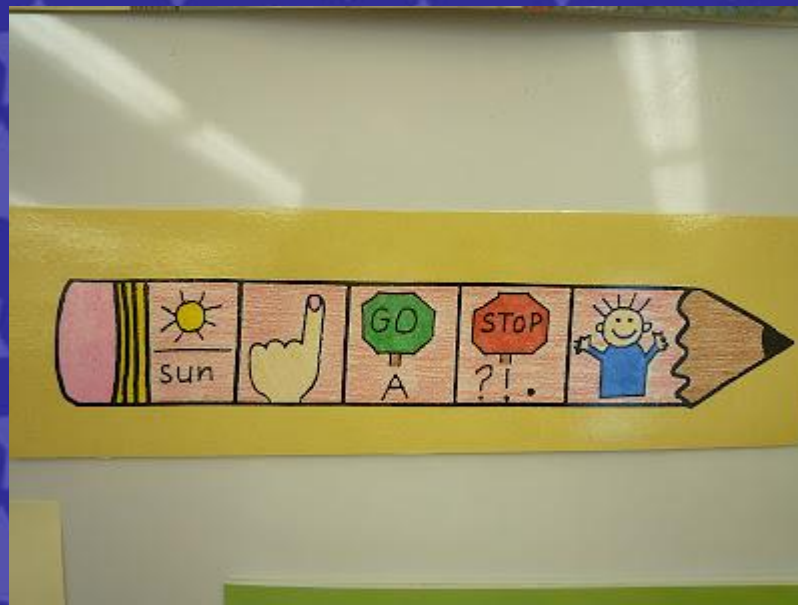
ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).

ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELAGSEKRI7 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).

ELAGSEKRI8 With prompting and support, identify the reasons an author gives to support points in a text.

Writing



KINDERGARTEN

STANDARDS OF EXCELLENCE

WRITING

Our end of Kindergarten goal is that students can write a minimum of 3 sentences.

Narrative – write a sequence of events and provide a reaction

Informational- tell the main topic and a fact

Opinion – give reasons to support

ELAGSEKW1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

ELAGSEKW3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

ELAGSEKW5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

ELAGSEKW6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.



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.



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

RAZ KIDS

- <https://www.kidsa-z.com/main/Login>
- Type in your student's teacher's username -

- Your student will choose their name and then type in their password - _____
- Students then click on 
- Students are presented with books on their reading level.

MATH INVENTORY

- The Math Inventory is a computerized test that results in a score, or Quantile[®], that indicates how well a student understands mathematical skills and concepts along a developmental continuum. A student who scores at the Proficient level by the end of the school year is considered to be performing on grade level, and is on track to meet the demands of college and career by the end of high school.

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



Thank you!

Questions?

Make & Take Centers

