



### Speaking and Listening:

- **Comprehension and Collaboration** (understanding what is read/shared; learning from one another)
- **Presentation of Knowledge and Ideas** (finding ways to share new learning with others)

### Language:

- **Conventions of Standard English** (speaking and writing using proper grammar)
- **Vocabulary Acquisition and Use** (growing vocabulary skills to use in reading and in life)

### What can you do as a Parent to Help or Support Your Child?

- Read with your child every day. Read different types of books (stories, children magazines, how-to books, informative books, camp brochures, rhyming books, menu items, etc.). Ask questions to check for understanding; and whenever possible help your child make the connection of the text to something in life.
- Have your child participate in reading stories with you, especially books with rhyming words and repeated lines. Invite your child to join in on reading these parts to share the reading together.
- Have fun when reading and do different things like brainstorm another way the story could end.
- After reading something, encourage your child to retell the story in their own words.
- Look for opportunities in everyday life to build your child's vocabulary.
- Make writing a natural part of the daily routine. Do things like write notes to one another, write special events on the calendar, add items to the grocery list, write thank you notes for gifts, or write special friends or family a letter informing them about a special event.
- If you have technology at home, use educational websites to encourage your child to find letters that match the beginning sounds in words; to practice reading independently and then answering questions about what they are reading; or drawing pictures and then writing the words to match their pictures/drawings.



***“A great place to learn, contribute and compete.”***

*This past year, our staff and I have been attending workshops that are helping us to gain a better understanding of the Common Core State Standards (CCSS), what our students will need to know to prepare for the 21st century. Below are the Standards for Kindergarten Math. The greatest message has been deeper experiences, not more. Children need to be able to develop their own thinking, not be told how to think. We need your help. Please become familiar with what your child needs to know and help develop these things at home.*

—Terri Portice, Director of Teaching and Learning  
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**For more information:** [http://www.reeths-puffer.org/Our\\_District/Departments/Curriculum/curriculum-corner-for-parents/](http://www.reeths-puffer.org/Our_District/Departments/Curriculum/curriculum-corner-for-parents/)

### **Kindergarten Math Standards**

#### **Counting and Cardinality**

- Know number names and the count sequence (one-to-one matching/counting skills)
- Count to tell the number/quantity of objects (count to find the number of items/objects)
- Compare numbers (more than, less than, equal to, etc.)

#### **Operations and Algebraic Thinking**

- Understand addition as putting together and adding to, and
- Understand subtraction as taking apart and taking from

#### **Number and Operations in Base Ten**

- Work with numbers 11-19 to gain foundations for place value (understanding the ones and tens place in numbers; working with teen numbers)

#### **Measurement and Data**

- Describe and compare measurable attributes/characteristics of data sets
- Classify objects (in like groups) and count the number of objects in each category/group

#### **Geometry**

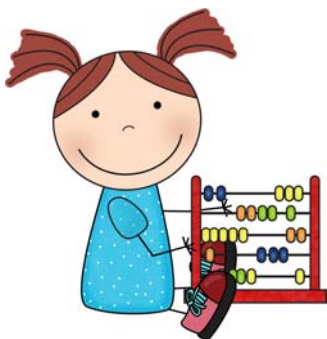
- Identify and describe shapes (name shapes, number of sides, etc.)
- Analyze, compare, create, and compose (make) shapes

## What Can You do as a Parent to Help or Support Your Child at Home in the Area of Math?

- Count things around the house. Count how many items you have based on different groups (canned goods, toy cars vs. toy trucks, number of dominos, number of non-fiction books, etc.).
- Compare numbers or quantities of a given group or various items. Talk about which item/group has more? Which item/group has less?
- Give a word problem and have your child use objects or drawings to solve the given problem.
- Have your child show you another way to solve the same problem.
- Ask your child to point out patterns (numbers and shapes) in the world around them
- Have your child to look for ways where these concepts and skills being taught at school apply to real life.
- Allow your child to explore/struggle through the process in order to gain a deeper understanding of “how” and “why” math works. Exploration and self-discovery leads to deeper understanding of the concepts being taught.

## We ask that you please refrain from teaching your child a short cut like a math algorithm (procedures).

- We need students to have a solid number sense understanding and be able to use a variety of strategies to solve problems. Once an algorithm/math procedure is taught, students put their energy and thinking into remembering the procedure and lose sight of the thinking that goes around understanding the math. We need to go slow and let students gain a deeper understanding of the math concepts and skills before we teach them short cuts to solve problems. Deeper conceptual understanding is the way to prepare students for making sense of many different aspects of math integrated into a school lesson, as well as to real world situations.



## English Language Arts Content Overview

*Below are the standards for Kindergarten in the area of English Language Arts. The Common Core State Standards (CCSS) require students to dig deeper into the learning experiences with an added emphasis on the application of the skills to everyday life. You will notice that students will be asked to read more challenging texts and will need to refer back to the text to find examples (evidence) to support their answers. The new standards also have an increased emphasis on building stronger writing skills around the various types of writing. Students will be increasing their vocabulary skills to ensure they can read and comprehend the grade level materials and can apply the learning to real life situations. The Reeths-Puffer staff is looking to partner with you to help your child be successful in their educational journey.*

The following items outline the major instructional concepts for Kindergarten students in English Language Arts.

### Reading Foundations:

- **Print Concepts** (reading left to right, top to bottom, front/back cover, title, author, etc.)
- **Phonological Awareness** (understanding the letter sound correspondence, blending sounds, rhyming, etc.)
- **Phonics and Word Recognition** (putting sounds together to create words, and recognizing patterns in words, and reading words in context)
- **Fluency** (reading/identifying words quickly and accurately)

### Reading Literature and Informational Text:

- **Key Ideas and Details** (being able to find the big ideas of what is read or being read)
- **Craft and Structure** (understanding how the author writes the text and the purpose for why they wrote it)
- **Integration of Knowledge and Ideas** (bringing ideas together from different places and making sense of what is being learned)
- **Range of Reading and Level of Text Complexity** (reading a variety of types of books while continuing to read more complex text as the year progresses)

### Writing:

- **Text Types and Purposes** (understanding there are different types of writings (narrative, informational, and opinion writing))
- **Production and Distribution of Writing** (engaging in a variety of writing experiences)
- **Research to Build and Present Knowledge** (learning new things to include in written responses)
- **Range of Writing** (writing often and for different purposes)