### Georgia Standards of Excellence / English Language Arts

#### Kindergarten: (Reading Literary, Informational, Foundational)

*The visual and selected standards for reading highlight the increase in complexity over the course of the year*

### Activities to Support Academic Growth at Home

<table>
<thead>
<tr>
<th>Standard (What Students Need to Know)</th>
<th>Sample Activities (What You Can Do to Support Growth)</th>
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| With support, ask and answer key details in literary (fiction) and informational texts          | Read with your child each day  
Ask questions about important details in the text (who, what, when, where, why and how)  
Invite your child to ask questions, to predict, and to make inferences (use clues from the text and what they know to draw conclusions) |
| Count, pronounce, blend, and segment syllables in words                                           | Encourage your child to clap and count the syllables in their names and in a variety of multisyllable words found in story books and poetry (e.g., the name A-dri-an-na, the word Oc-to-ber)  
Invite your child to put words together and pull them apart (e.g., football/foot and ball, classroom/class and room) |
| With support, describe the relationship between pictures and text in the story                    | Show your child the cover of a book and read the title. Ask them to predict what they think the story will be about based on the cover illustrations. Continue with each page of the story.  
Challenge their thinking by asking what in the illustration caused them to draw that conclusion. After reading, ask what changes they would make if they were the illustrator and how would their new illustrations help the reader understand the story. |
Using a combination of drawing, dictating, and writing to compose narratives (stories), opinion, and expository (informational) pieces

*With guidance and support respond to questions and suggestions from peers to add details to writing

*With guidance and support, participate in shared research and writing projects

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<td>Using a combination of drawing, dictating, and writing to create narratives (stories), opinion, and expository (informational) pieces</td>
<td>Ask your child to retell a story in words and/or pictures</td>
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<td>With guidance and support, respond to questions and suggestions from peers to add details to writing</td>
<td>Ask your child questions so s/he can add details to his/her writing or drawing (e.g., <em>What time of day does the story take place?</em> or <em>What color was the family’s car?</em>)</td>
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<td>With guidance and support, participate in shared research and writing projects</td>
<td>Engage your child in a family journal, where you and your child write about events, experiences, thoughts, and opinions Invite your child to write messages, grocery lists, letters, notes, and other household texts</td>
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**Georgia Standards of Excellence / English Language Arts**

**Kindergarten: Speaking and Listening**

- Continue a conversation through multiple exchanges
- Ask and answer questions to seek help, get information or to clarify something
- Add drawings to descriptions
- Ask and answer questions about key details in books read orally or information presented orally
- Describe familiar people, places, things, and events and, with prompting and support, provide additional details
- Speak audibly (clearly with proper volume) and express thoughts, feelings, and ideas clearly

*The visual and selected standards for listening and speaking highlight the increase in complexity over the course of the year.*

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<td>Continue a conversation through multiple exchanges</td>
<td>Engage your child in a conversation when in the car, walking the neighborhood, or at the store. Ask your child to share feelings and emotions</td>
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<td>Ask and answer questions about key details in books read orally or information presented orally</td>
<td>Invite your child to ask and answer questions about something heard</td>
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<tr>
<td>Speak audibly (clearly with proper volume) and express thoughts, feelings, and ideas clearly</td>
<td>Encourage your child to speak loudly and clearly so others will understand</td>
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*Form plural nouns when speaking (e.g., dog, dogs)*  
*Understand and use question words (e.g., who, what, when, where, how)*  
*Print many upper- and lower-case letters*  

*Write a letter or letters for many of the consonant and short vowel sounds*  
*Identify new meanings of familiar words (e.g., duck, duck)*  
*Produce and expand complete sentences in shared language activities (speaking and writing)*  

*Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites*  
*Begin to distinguish shades of meaning among verbs describing the same action (e.g., walk, strut, prance) by acting them out*  
*Use words and phrases acquired through conversations, independent reading and being read to*  

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| Print many upper- and lower-case letters               | Invite your child to practice writing letters and words  
Engage your child in a matching activity to match upper and lower case letters correctly |
| Identify new meanings of familiar words                | When reading with your child, point out examples of multiple meaning words in the story (e.g., The duck is in the water. My dad is tall so he had to duck under the doorway.) |
| Use words and phrases acquired through conversations, independent reading and being read to | Introduce new words to your child to support vocabulary development  
Encourage your child to use language to express ideas, opinions, wonderings |