



A Parent's Guide to: **Kindergarten Reading Standards**

Parents and schools
working together for
student achievement.

The SD Parent Resource Network is an affiliate of Black Hills Special Services Cooperative and is funded through a grant from the U.S. Department of Education, Office of Innovation and Improvement.

There has been a lot of discussion about “academic standards” and student achievement over the past few years. Standards set the target or the end result of teaching and learning for students at each grade level in reading, math, and other subject areas.

The following guide presents the “performance descriptors” or expectations for reading at the grade level and provides an explanation or example of the skills. Most importantly, this guide has some fun activities for you and your child to do at home. This guide is a start. If you want additional information about how your child is doing and what your child is learning at school, talk to your child’s teacher. For other learning at home ideas, visit the South Dakota Parent Resource Network online at www.spdrn.org, or call toll free at 1-800-219-6247.

Proficiency Statement: Students are able to relate letters and sounds, and identify patterns in words and phrases.

This means by the end of kindergarten children—

- Name the capital and small letters of the alphabet and know the sounds they make.
- Can recognize, say, and hear rhyming words by changing the first letter in a word. (Example: man, Dan, and can or look, cook, and book)

Proficiency Statement: Students are able to comprehend and respond to text read aloud.

This means by the end of kindergarten children—

- Are able to answer and ask questions about what happens in the story.
- Are able to think and talk about what might happen next in the story.
- Are able to relate what happens in the story to their own lives.

Proficiency Statement: Students are able to demonstrate knowledge of print structure.

This means by the end of kindergarten children—

- Understand the difference between letters, words, and sentences. (Example: several letters make a word, several words make a sentence.)
- Recognize common signs such as stop signs or McDonalds.
- Know the parts of a book such as front cover, back cover, title page (name of the book and who wrote the book), and other parts of the book.

- Know where to start and which way to go when reading a book, can turn pages in a book, and know that words in a book are read from left to right and top to bottom on the page.

Proficiency Statement: Students are able to retell familiar stories using beginning, middle, and end.

This means by the end of kindergarten children—

- Know that stories have a beginning, middle, and end and are able to tell and retell a story using their own words.

Proficiency Statement: Students are able to identify and describe characters, settings, and key events.

This means by the end of kindergarten children—

- Are able to respond to simple questions about the “who,” “where,” and “what” in the story. For example, “Where is the park?” or “What happened to Sam?”

Proficiency Statement: Students are able to recognize patterns of rhyming words.

This means by the end of kindergarten children—

- Can say words that sound alike. For example – can, Dan, man, pan. . .

Proficiency Statement: Students are able to recognize that literature and other materials from various cultures may reflect differing values, beliefs, interests, and celebrations.

This means by the end of kindergarten children—

- Know that stories can tell about different people and places and how these people and places can relate to their own lives.
- Know poems are different from stories.

Proficiency Statement: Students are able to locate printed material that provides information.

This means by the end of kindergarten children—

- Know that books, magazines, computers or any printed items offer information. (Some examples: labels on cans, road signs, calendars, phone books, books on one topic such as a book on Dinosaurs).

Proficiency Statement: Students are able to distinguish between “make believe” and “real” in print material.

This means by the end of kindergarten children—

- Know the difference between stories that could happen and stories that could not happen. (Such as if you kiss a frog, will it really turn into a prince?)
- Know that some books present facts and information (non-fiction) while other books present stories that are made up (fiction).

LEARNING AT HOME

- Use the alphabet daily! Look at and point out letters in newspapers, magazines, and/or books. Have your child point out certain letters in a word or ask about the letters in a common sign such as WalMart or McDonalds.
- Read aloud to your child often.
- Establish reading as part of a daily routine. Encourage your child to examine and look at books on his/her own. Set aside quiet time for family reading.
- Celebrate with a “letter of the week,” for example, this week we are celebrating the letter “f.” You can eat foods that begin with the letter “f” (French fries, fruit); talk about parts of the body (foot, face); things in the house (furniture, footstool).
- Play rhyming games: say a word like ‘rat’ and see how many other words you can say that rhyme with rat (even words that are not real words are ok). Take turns thinking of words that rhyme. Words like: cat, pat, mat, bat, sat, dat. . .
- Talk about ‘who’ the story is about (the characters); ‘where’ the story takes place (the setting); and ‘what’ is happening in the story (the plot). Read your child’s favorite book over and over. Have them tell you or a family member the story in their own words.
- Talk and ask questions about a story. While reading a story have the child think and talk about what might happen in the story – how might the story end, or what might happen to the people in the story. At the end of the book talk about how the story ends and how that is different than how the child thought it might end. Tell your child a story in your own words and ask them to think of an ending. Ask if what happened in the story is real or if it is make-believe. Ask how the story relates to their lives or reminds them of another story.
 - Read books that have lines that are used over and over such as *The Cat in the Hat* or *There’s a Wocket in My Pocket*.
- Use your finger when reading and follow the words of the story. This will show that several letters together make a word and that reading goes from left to right across the page and top to bottom down the page.
- Read stories about people who live in different countries or who live in a different part of the country or world. Talk about what things are the same and what might be different from their life. Talk about how different cultures and people from different countries celebrate holidays or some holidays we celebrate that are not celebrated in other places.
- Look at books that have different kinds of information. Show your child that phone numbers can not be found on a calendar. Teach them how to use a dictionary. Talk about and look up new words together. Go to the library and check out books on a topic of interest.
- Volunteer to read to your child’s classroom.
- Use flash cards to reinforce the words your child is learning in school.
- Point out the parts of a book. Ask questions such as, “Where is the back of the book?” or “What is the name of the book?” or “Who wrote this book?”
- Model reading. Have your child start their own library.

South Dakota Resource Network

PO Box 218 ★ Sturgis, SD 57785-0218 ★ Phone: 800-219-6247 ★ Fax: 605-347-5223 ★ www.sdprn.org