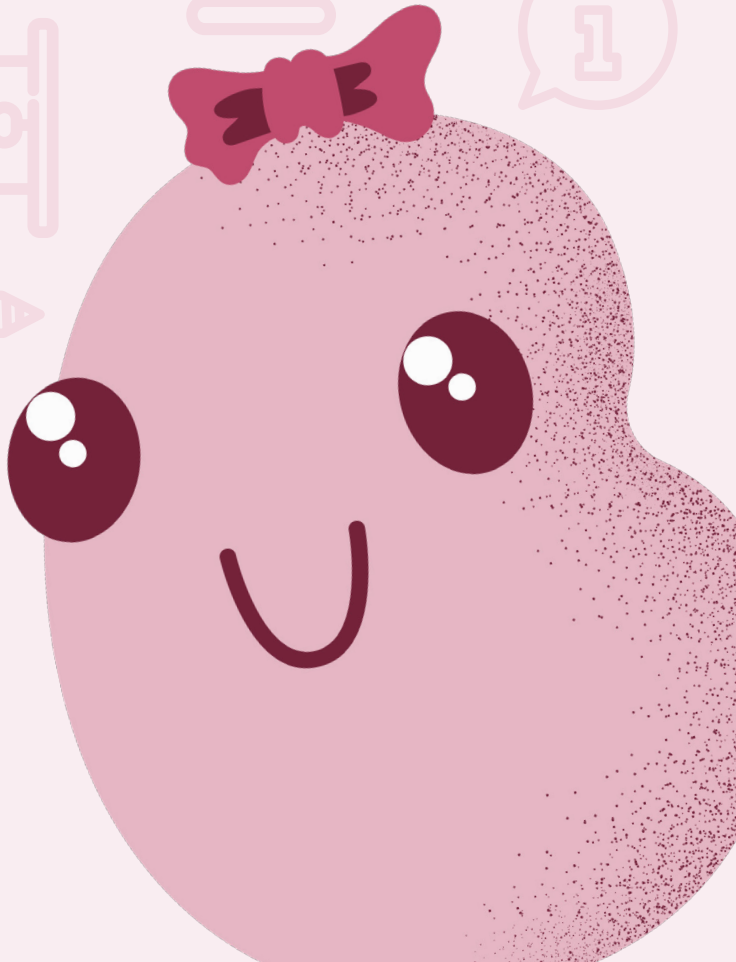
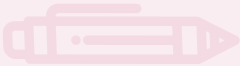
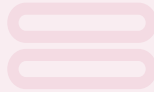
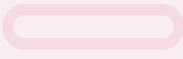


Kindergarten

MINNESOTA STANDARDS FAMILY GUIDE

What Your Child Should Know
Activities & Examples of ELA & Math
Tips for Talking with Teachers



About This Guide

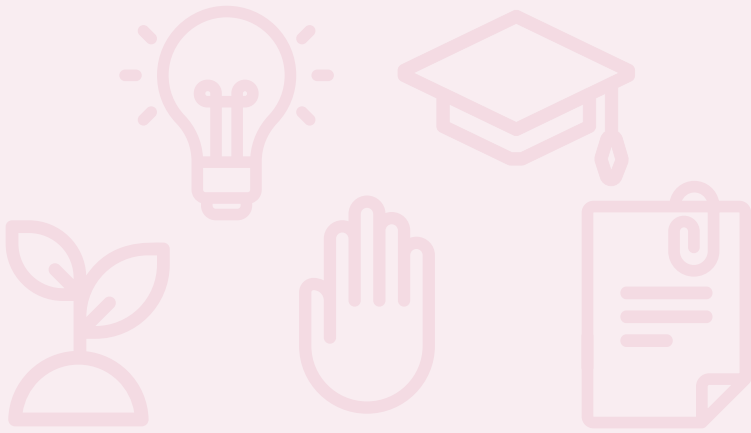
Families want to know what their child is learning in school. They are their child's first- & most important-teacher.

The Minnesota Department of Education decides what every child will learn in school in all subjects. This guide helps you understand those standards in English Language Arts (ELA) & Math. This will help you partner with your child's teachers to support learning during kindergarten.

BEFORE YOU START

Before reviewing this guide, we encourage you to 'gut check' your student's current grade level at belearninghero.org/readiness-check-mn.





This Guide Includes



What your child should know & be able to do—
PAGE 4 FOR ELA & PAGE 10 FOR MATH

The most important content (knowledge & skills) for students to learn by the end of kindergarten



Examples of ELA—
PAGE 6

Example work your child should be able to do by the end of Kindergarten



Everyday activities to support learning—
PAGE 7 FOR ELA & PAGE 12 FOR MATH

Ways you can support your child in learning important content & skills in English Language Arts (ELA) & Math



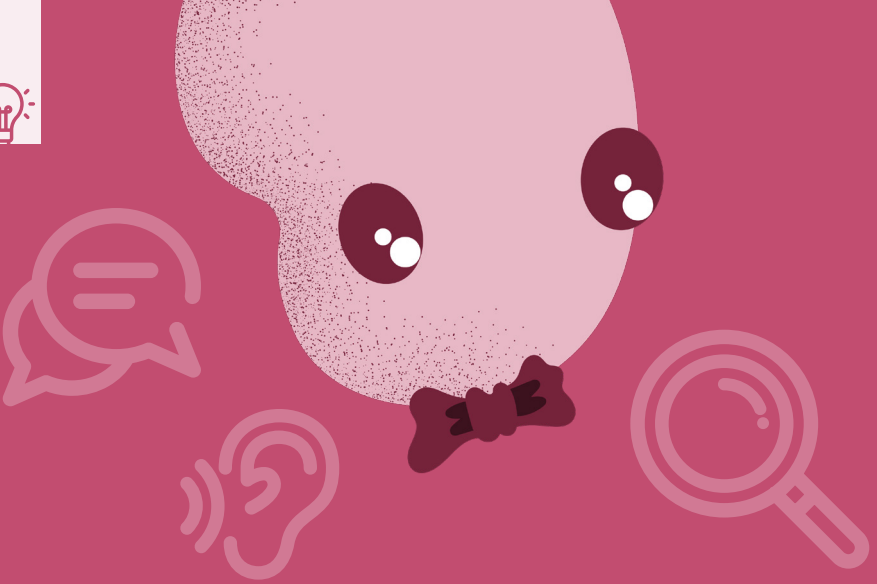
Tips for talking with teachers—
PAGE 8 FOR ELA & PAGE 13 FOR MATH

How you & your child's teacher can work together to help your child grow



Education words glossary—
PAGE 14

Definitions of common education words relevant to kindergarten grade



English Language Arts

WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO

During kindergarten, students should spend most of their time gaining the basic skills needed to learn how to read & write. Students should have texts read out loud to them & should read by themselves. Texts should be half fiction & half nonfiction. Texts should represent diverse people, ideas & identities.

To see all Kindergarten state standards for ELA see here: education.mn.gov/mde/dse/stds/ela



Kindergarteners should understand how to do the following well by the end of the year:

LEARNING TO READ & WRITE

- ✓ Name all upper- & lower-case letters. Match those letters with their sounds. Write all letters clearly¹

Directions: Say the name of each picture. Write the letter “m” next to each picture whose name begins with the /m/ sound



- ✓ Pronounce basic 3-sound words. Rhyme, clap out, & count syllables. Identifying beginning, middle & end sounds in spoken words (**phonemic/phonological awareness**)

van

can

hog

hat

sad

fan

- ✓ Match letters & sounds to write basic 3-syllable words. Write with spaces between words in a sentence²

~~Plas need wotr to grow~~
~~plas need sun to grow~~

Plants need water to grow. Plants need sun to grow.

- ✓ Read **decodable texts** so the reading is smooth. Follow words from left to right & top to bottom

LEARNING ABOUT THE WORLD THROUGH TEXT

- ✔ Ask & answer questions about stories & texts that are read out loud with some help. Retell what happened & explain key ideas
- ✔ Use a combination of drawing, speaking & writing to answer a question or describe an event or topic from a text. Children may use simple sentences & some **inventive spelling**
- ✔ Figure out the meaning of unknown words by using pictures & context
- ✔ Show something new they have learned from text or about a topic. This can be in any form: speaking & conversation, illustrations, letters, journals, stories, posters, or sentences on the page

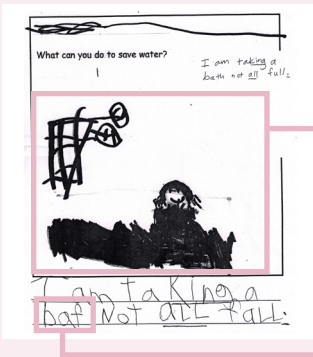
KINDERGARTEN ENGLISH LANGUAGE ARTS EXAMPLES

The following is an example of a decodable text at kindergarten grade level. Children should receive these types of decodable texts in order to learn how to read untaught spelling patterns.



Kit
Kit can run.
Kit can skip.
Kit can flip and flop.
Kit can swim.³

Below is an example of writing at the Kindergarten level.²



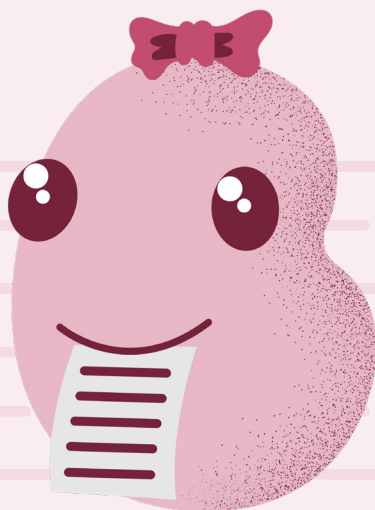
Uses illustrations
to show what they
learned from the text

Uses inventive spelling

¹Example obtained with permission from Core Knowledge Language Arts Curriculum. "CKLA Unit 1." <https://www.coreknowledge.org/curriculum/download-curriculum/>

²Writing sample obtained with permission from Student Partners. "Student Writing Samples." Achieve the Core, <https://achievethecore.org/category/330/student-writing-samples>

³This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons AttributionNonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.



EVERYDAY ACTIVITIES TO SUPPORT LEARNING

Read out loud to your child for at least 20 minutes each day. Talk about what they are reading, discussing, & writing about in school

- Pick something to learn about together. Read books, look online & do things together to learn more about the chosen topic. You can help your child build knowledge & love for learning
- Play sound games with your child. Pick a letter sound to start as many words as you can in a sentence ("Leo Lion laughs loudly")
- Make silly words ("big," "boom," "bop," "biz," "baz"). Clap out syllables in longer words you use (cook + ing, laugh + ing, to + geth + er). Sing songs together & call out the rhyming words
- Identify the sounds in the beginning, middle, & end of spoken words. Separate words into their sounds (/b/ /a/ /t/). Then put them back together ("b-a-t, bat!")
- Have your child help with real-world writing. Use starting sounds, then add ending or middle sounds. ("Let's start the grocery list. What letter should you write to help me remember to buy milk?")





TIPS

TIPS FOR TALKING TO TEACHERS

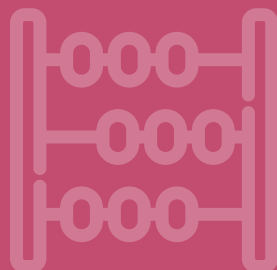
1. What are my child's strengths, & how do you use them in instruction?
2. How do you select texts? Will my child see characters & topics that represent them, their background & their identity? Will they learn new perspectives & about diverse characters through classroom texts?
3. Can you show me the results of my child's most recent **phonemic/phonological awareness** assessment?
4. What letters & sounds should my child have mastered at this point in the year? Has my child mastered these sounds? Does my child have a chance to read texts that help them practice **decoding** sounds they are learning? Be sure to talk about what you are seeing at home
5. What topics are children learning about through reading? What should my child be able to understand, write & talk about as a result of what they have read? Topics in history? Topics in science?
6. Is my child able to talk, draw, or write in ways that show you they understand what they are reading & learning about? If not, what challenges them?
7. What kinds of book(s) is my child reading during independent reading? Are they limited to a specific reading level?
8. Does my child have a chance to practice handwriting in class? Is my child writing clearly & legibly?

teachers

parents



20



Mathematics

WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO

During Kindergarten, students gain basic number sense, including: counting, number size comparison, very basic addition and subtraction. This foundational math knowledge will be built on year after year.

To see all Kindergarten state standards for Math see here: education.mn.gov/MDE/dse/stds/Math

Kindergarten students will spend most of their time learning the following topics. They should understand them well by the end of the year:

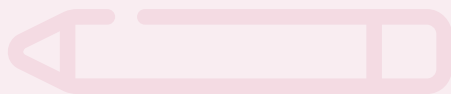
LEARNING KINDERGARTEN MATHEMATICS

- ✓ Read, write & represent (with pictures or tallies) whole numbers from 0 to 31
- ✓ Count forward & backward to 20. Count objects to tell how many there are
- ✓ For group sizes up to 20, compare two groups of objects to tell which group has more
- ✓ Understand which of two written numbers between 1 & 20 is greater. **For example, students should know that "6" is greater than "2"**

$$6 > 2$$

- ✓ Act out addition & subtraction word problems. Draw pictures to solve the problems
- ✓ Add with a sum of 10 or less. Subtract from a number 10 or less
- ✓ Find the number that is 1 more or 1 less quickly & accurately. **For example, 3 + 1**

$$3 + 1 =$$



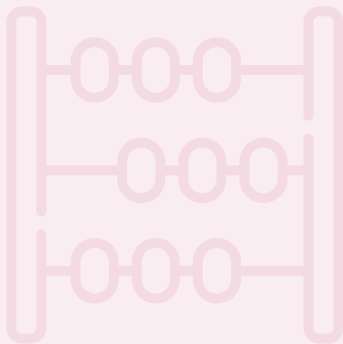


EVERYDAY ACTIVITIES TO SUPPORT LEARNING

- Practice counting forward & backward. Set a goal & try to get farther each week
- Gather small items around the home & have your child count the items out loud. ("One raisin. Two raisins.")
- Ask your child 'how many?' questions. ("How many raisins are in this pile? How many are in that pile?"). Use small amounts that your child can count accurately
- Split the collection into two groups to ask greater than/less than/equal to questions. ("Are there more raisins in this group or that one?")
- Play simple card games together that involve counting & comparing numbers. ("I have a 5 of hearts & you have 7 of spades, who wins?!")

$$7 > 5$$

- Read story books that involve counting



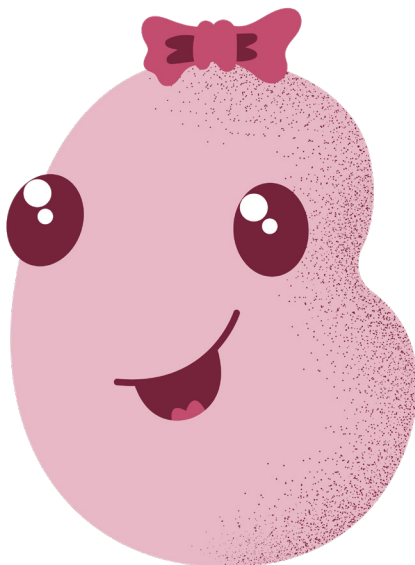
TIPS

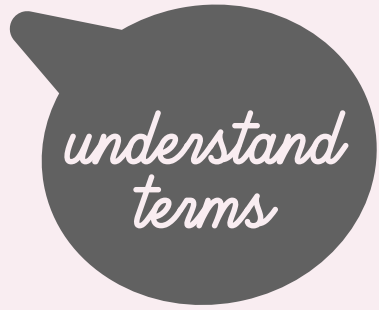
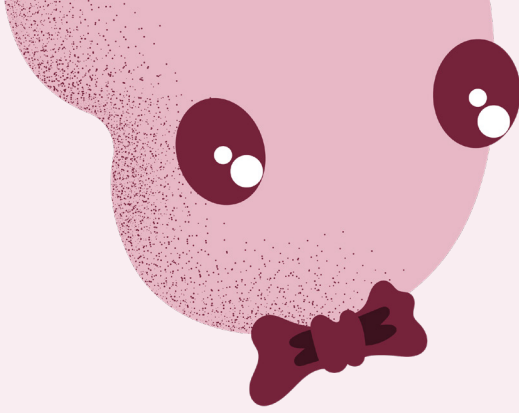


TIPS FOR TALKING TO TEACHERS

1. What kinds of number problems are children learning to solve this year?
2. Can you show me the results of my child's most-recent math assessment?
3. How is my child progressing in their understanding of the key content of the grade? Can you share specific updates?
4. How does my child approach complex math tasks? How can I encourage them to learn challenging content?
5. What should my child understand & talk about from what they have learned?
6. Can my child show you that they understand what they learned? If not, what challenges them? How can I help?
7. How can I make learning math feel good?

questions





Education words glossary

Educators use words that have a specific meaning in schools. Understanding those terms will help you talk to the teacher!



DECODE



Using letter-sound relationships to correctly sound out & pronounce words. For example, children who have learned the English sounds /a/, /c/, & /t/ can decode “cat.”

DECODABLE TEXTS



Books with sound & spelling patterns that teachers have already taught in class. Students can **decode** or sound out most words in the text.

INTENTIVE SPELLING



When students learn to write, they write the sounds they hear. They may not spell the words correctly. Teachers call this “inventive spelling”. Students use the letter & sound connections taught in school to sound out words.

PHONEMIC AWARENESS



Knowing that words are made up of many individual sounds (or phonemes). Students should be able to identify, produce & play with these individual sounds. You can find a video with all 44 English phonemes at <https://www.youtube.com/watch?v=wBuA589kfMg>

PHONOLOGICAL AWARENESS



Recognizing the sounds of language. For example, rhyme, syllables & the sounds in words.

READING LEVEL



Teachers often measure a student's reading level, usually marked by a letter or number. This helps teachers know what students need to learn. But sometimes, children are only allowed to read texts at that level. Be wary of this practice. Children should not be limited to reading only texts that are at or below their grade level goal.

ROTE COUNTING



Counting numbers in order (1, 2, 3, 4, 5...)

SIGHT WORDS



Any words that a child can read quickly & naturally. For example, "to," "the," "at."

SUM



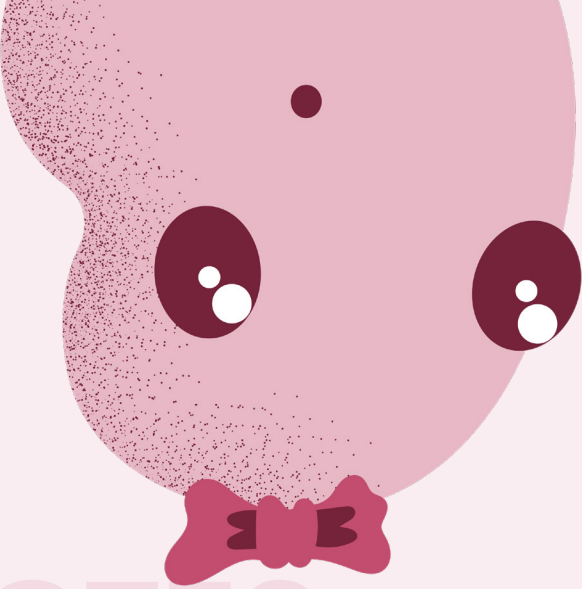
The answer we get by adding two or more numbers.

REFERENCES

Minnesota Department of Education Academic Standards <https://education.mn.gov/mde/dse/stds>

Seek Common Ground Family Guides <https://seekcommonground.org/family-guides>

Core Knowledge Language Arts Curriculum <https://www.coreknowledge.org/curriculum/download-curriculum/>



NOTES

A series of horizontal lines for writing notes, consisting of solid top and bottom lines with a dashed midline, repeated six times.

