

End of Kindergarten

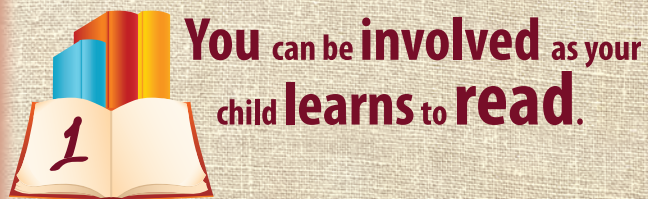
Understanding Provincial Achievement Standards in Reading and Writing

Helping your child to be successful



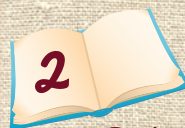
Your child's ability to read and write effectively will be one of the most important tools that she or he will use to build a successful future.

Be a part of your child's learning by encouraging his or her progress and providing every-day opportunities to read and write at home.



Before reading, ask:

- What do you think this book will be about?
- Does the title or picture on the cover give you any clues?



During reading, ask:

- Do you like the story so far? Why or why not?
- How is _____ feeling? How do you know?



After reading, ask:

- What is your favourite part or page of the book?
- Can you tell me what happened? What happened first? What happened next?

Recognize the signs of a successful reader.

In kindergarten, your child will learn to read simple sentences and stories about familiar topics (family, pets, friends, school). You and your child's teacher can tell whether your child is learning to read successfully by watching for growth in the following **reading behaviours**, drawn from the Provincial Achievement Standards for the **end of kindergarten**.

Identifying letters, and matching letters to sounds, with confidence

Encourage your child to look for and name letters they know. Ask him or her to make the matching letter sound until it becomes automatic.

Matching written and spoken words (one-to-one matching)

Practice reading every day. Point to the words as you read, and remind your child to read from left to right. Encourage your child to read and reread favourite stories to you.

Recognizing some common words, such as a, the, and, of, to, that, colour words, number words, classmates' names...

Encourage your child to read everyday words that she or he sees on signs, labels, books, magazines...

Knowing when reading does not make sense and using reading strategies to figure out unknown words

Encourage your child to teach you about reading strategies that he or she learns in school.

Making predictions about what will happen next in the story

When reading new stories, ask your child to tell you what she or he thinks will happen next.

Retelling the story in one's own words to check for understanding

Ask your child to use the pictures to retell the story that he or she has just read.



Tear off these handy tips for helping your child develop strong reading and writing skills.

Help your child be a successful reader.

If you notice an error as your child reads, wait until the end of the sentence to ask:

- Does it sound right?
- Does it look right?
- Does it make sense?

Use these **reading strategies** for figuring out tricky words with your child. Encourage the use of the pictures as reminders of each strategy.

Encourage Your Child to...

Look at the picture for clues.

Ask
Does the picture help?



Say the beginning sound of the tricky word and read ahead to see what might fit.

Ask
What is the beginning sound?
Let's read to the end of the sentence to see if that helps to figure it out.



Look for a little word in the big word.

Ask
Is there a smaller word in the big word that can help you?



Cover the ending (ed, ing, s) and try again.

Ask
Can you cover the ending?
Now try it.



Backtrack and read it again.

Ask
That didn't quite make sense; can you go back and try again?



By the **end of kindergarten**, your child should be able to read and understand text similar to the example on the right. That means books with pictures and one or two lines of large, clear print per page. Sentences are simple, short, and are often repeated with only one or two word changes per page. Familiar words are mostly one syllable long (this = 1, flower = 2) and may have endings such as s and ing.



This flower is white.



Can you find a white flower?
It is on my head.



Help your child be a successful writer.

When looking at your child's writing together, ask these questions to build effective writing skills:

Did I

- ✓ write about something I know?
- ✓ tell about something I did or a feeling that I had?
- ✓ use words that I see around me?
- ✓ make my writing sound like talking?
- ✓ put my words together like I see in books?
- ✓ try using periods and capital letters?
- ✓ do my best with spelling words so others can read them?

Recognize the signs of a successful writer.

Children's writing in kindergarten represents various stages of development. The samples to the right show how writing evolves from first attempts at making meaning to using simple words to convey a message.

Encourage and celebrate any attempt at writing that your child makes – from early marks on paper to the use of letters and beginning words. Ask your child to tell you his or her own stories.

End of kindergarten

Teachers look at six areas of a student's writing to identify success, as reflected in the Provincial Achievement Standards for the end of kindergarten. The "Dear Ester Bunny" letter on this page is an example of acceptable writing by a student at the **end of kindergarten**.

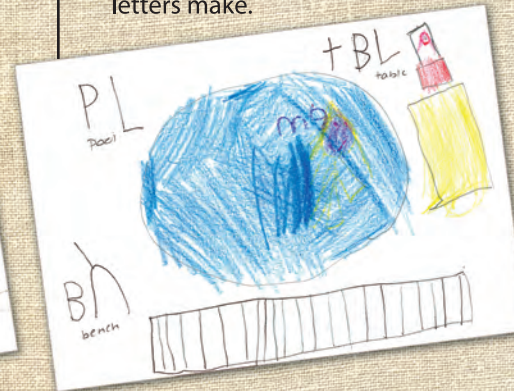
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One of the early stages of writing is experimenting with letters. The "Skidoo" example shows a writer who knows that letter symbols carry meaning.



2

In this example, the writer matches the sounds that letters make with the message. The writer is beginning to associate the appropriate letters with picture labels (pool, table, bench) by the sound the letters make.



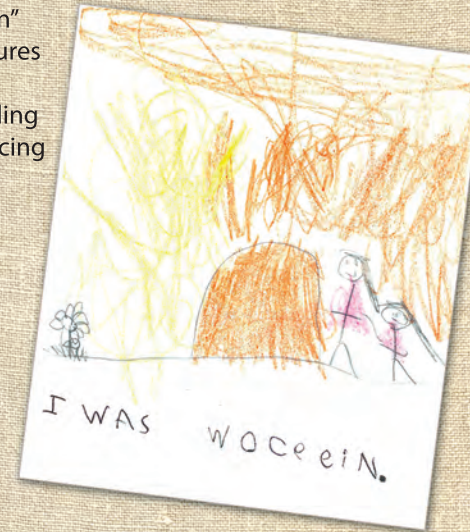
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"I went to the park" shows a beginning attempt at a sentence. Many consonant and vowel sounds are included, although spacing between words and punctuation has not yet developed.



4

In "I was woceein" the writing matures to a beginning sentence, including appropriate spacing between words and a period for punctuation.



You can be involved as your child learns to write.

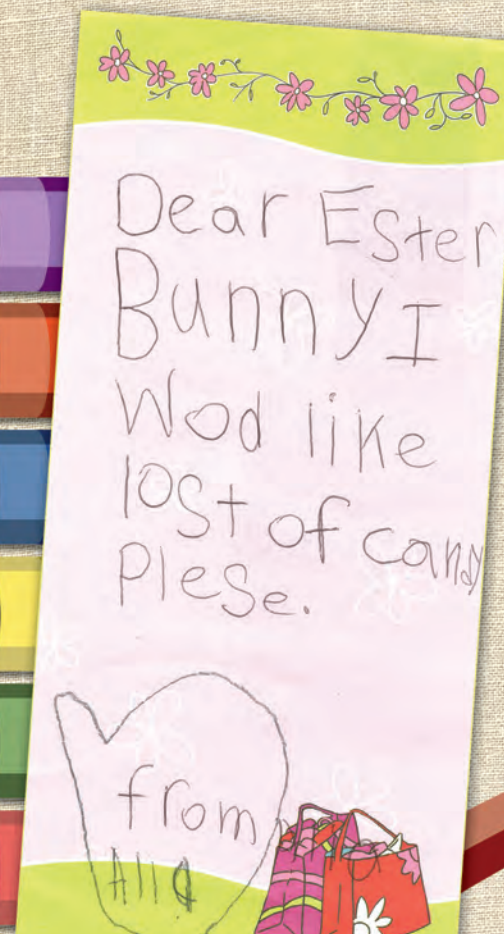
Help your child think like a writer by noticing details about everyday experiences.

- Encourage your child to describe what she or he sees or feels.
- Be a good role model by using interesting words as you describe your own feelings and observations.
- Celebrate when your child does this on his or her own.

Read and enjoy other people's writing with your child. Talk about what makes good writing. Share family stories with each other.

Find everyday chances to encourage your child to write.

- Keep a family journal in which everyone contributes drawings or writing. Share it frequently.
- Invite your child to help you write emails, grocery lists and thank-you notes.
- Make messages with magnetic letters on the fridge.



Content is what a student writes. In "Dear Ester Bunny", the content is the letter to the Easter Bunny. It is a good example because it is simple, focused and shows an understanding that written words carry a message.

Organization means that the writing follows a format based on the purpose of the writing. In this example, the writer uses a letter format to send a personal message.

Word Choice means that mostly simple, everyday words are used. Some words specific to the topic may be included, for example, Easter (Ester).

Voice means that the student's personality or style comes through in the writing. In "Dear Ester Bunny," the writer uses written language that sounds like "talk" and includes a signature in a heart as a personal touch.

Sentence Structure means the type of sentence(s) used. At this level, a single sentence can be enough, and groups of words that express a logical thought are acceptable. "Dear Ester Bunny" is just one simple sentence.

Conventions means spelling and punctuation. At this level, writers experiment with punctuation and spell words as they sound. In the example, words are spelled correctly or easily read, and a period ends the sentence.

Contact Us

The Department of Education is committed to your child's reading and writing success. If you have any questions about your child's progress or about how you can be an active part of his or her learning, contact your child's teacher or the provincial literacy team at 506-453-2812.

