

Archdiocese of New York Pre-Kindergarten English Language Arts Parent Matrix

This parent matrix is intended to be a tool for you as a parent to help support your child’s learning. The table below contains all of the Pre-Kindergarten English Language Arts learning standards. Learning standards describe the knowledge and skills that students should master by the end of Pre-Kindergarten. Each standard has a specific code. For example, RL.PK.1 stands for “reading for literature Pre-Kindergarten standard 1.” You will often see these standards referenced on your child’s quizzes, worksheets, tests, etc.

You should access the recommended resources in the right hand “Resources” column electronically by clicking on the hyperlinks provided. ***However, we suggest that you also download and print this matrix.*** You will notice that the column all the way to the left is marked “Parent Notes.” You can use this column to take notes on your child’s progress. You may wish to check off each standard after you have worked on it with your child.

In English Language Arts, there are six main categories of standards. These include Reading Standards for Literature, Reading Standards for Informational Texts, Foundational Reading Skills, Writing Standards, Speaking & Listening Standards, and Language Standards. Each category is highlighted in a different color. In class, students will typically work on standards from multiple categories at one time. ***Your child’s teacher will be able to tell you which standards you should focus on with your child throughout the year.***

We hope that this parent matrix is a valuable resource for you. If you find that you would like additional practice materials to work on you can use the standard codes provided below to search for additional resources.

Reading for Literature	Reading for Informational Text	Foundational Reading Skills	Writing	Speaking and Listening	Language
These standards pertain to students’ ability to read and analyze different types of literature, such as poetry, prose, and drama.	These standards pertain to students’ ability to read and examine the claims and evidence presented in nonfiction texts such as textbooks, magazine articles, biographies, and manuals.	These standards focus on the development of basic skills such as understanding print and letter sounds that students will need to become proficient readers.	These standards pertain to students’ ability to use their expanding vocabularies and command of standard English to write organized writing pieces for a range of audiences and tasks.	These standards require students to be able to express their thoughts, feelings, and ideas clearly, adhere to conversational norms, and appropriately apply formal and informal English to different situations.	These standards focus on students’ ability to master standard English grammar, conventions, usage, capitalization, punctuation, spelling, and word relationships when writing and speaking.

READING STANDARDS FOR LITERATURE

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Reading for Literature Grade PK Standard 1 (RL.PK.1)	With prompting from an adult, students must be able to ask and respond to questions about major details in stories.	<p>Before reading a story, ask your child...</p> <p>"Why do you think this story is called...?"</p> <p>"I see [this image] on the cover. What do you think that means the story will be about?"</p> <p>After reading a story, ask your child "Wh-" questions (questions that begin with "who," "what," "when," "where," and "why")...</p> <p>"Who is this story about?"</p> <p>"What happened to [this character] in the story?"</p> <p>"Your turn! Can you ask me a question about the story we just read?"</p>	<p>http://www.storylineonline.net/enemy-pie/</p> <p>Watch the video and listen to the read aloud with your child. Then ask your child "Wh-" questions to prompt him/her to identify the key details from the story.</p> <p>http://www.education.com/files/94901_95000/94901/jimmy-and-the-cake.pdf</p> <p>Print the worksheet. Then read the passage with your child and help him/her complete the activity.</p>
	Reading for Literature Grade PK Standard 2 (RL.PK.2)	With prompting from an adult, students must be able to retell stories they have heard in their own words.	<p>Ask your child...</p> <p>"What happened at the beginning of this story? Then what happened? How did the story end?"</p> <p>As necessary, reread key passages and/or pages to prompt your child to retell the major events.</p>	<p>http://www.education.com/activity/article/story-play/</p> <p>Try this activity to help your child retell a story you read together.</p>

	Reading for Literature Grade PK Standard 3 (RL.PK.3)	With prompting from an adult, students must be able to ask and respond to questions about characters and major events that take place in stories.	Ask your child... “Who was this story about?” “What happened to [this character] in the story?”	http://www.storylineonline.net/harry-the-dirty-dog/ Watch the video and listen to the read aloud with your child. Then ask your child questions about Harry and what happened to him in the story.
	Reading for Literature Grade PK Standard 4 (RL.PK.4)	Students must be able to ask questions about the meanings of unfamiliar words and demonstrate interest in learning new words.	As you read to your child, stop when you encounter words unfamiliar to him/her to explain the meaning and/or give examples. Ask your child... “What do you think [this word] means?” “Listen carefully while I read this page. Did you hear any words you don’t know? Let’s look for clues on the page about what that word means.” Create a “Word Wall” in your home by posting lists of words you and your child have learned together.	http://www.storylineonline.net/chesters-way/ Watch the video and listen to the read aloud with your child. Pause as necessary to point out unfamiliar words and talk about new vocabulary.
	Reading for Literature Grade PK Standard 5 (RL.PK.5)	Students must be able to actively engage in read alouds of and conversations about a variety of common types of text (e.g. storybooks, poems, songs).	Read to your child from a variety of texts (poems, storybooks, etc). When reading with your child, explicitly compare and contrast types of texts. Ask your child... “Is this book a poetry book or a picture book? How do you know?”	http://www.education.com/worksheet/article/peter-piper-alliteration/ http://www.education.com/worksheet/article/color-picture-humpty-dumpty/ http://www.education.com/files/703001_704000/703687/file_703687.pdf Print these worksheets. Then read the poems, nursery rhymes, and songs with your child and help him/her complete the activities.
	Reading for	With prompting from an adult,	Explicitly name the author,	http://www.education.com/activity/article/ill

	Literature Grade PK Standard 6 (RL.PK.6)	students must be able to explain that authors write the stories while illustrators create the images.	illustrator, and their individual roles each time you begin reading a story with your child.	ustrate_preschool/ Read with your child and try this activity.
	Reading for Literature Grade PK Standard 7 (RL.PK.7)	With prompting from an adult, students must be able to recognize connections between the images and the words in a story (e.g. can identify that a particular illustration depicts what is happening on a certain page). They should also be able to identify connections to their own lives.	Ask your child... “What do you think is happening in this picture?” “Look at [this character]. What do you think he/she is doing/thinking/feeling?” “What does [the illustration and/or words] on this page remind you of?” Prior to reading a story with your child, conduct a “Picture Walk.” Look through the illustrations without reading any of the words and make predictions about what the story might be about. Then read the story and refer back to your predictions as you read.	http://www.storylineonline.net/guji-guji/ Watch the video and listen to the read aloud with your child. Pause periodically to look at the illustrations and ask your child what he/she thinks is happening and what the characters are feeling/doing.
	Reading for Literature Grade PK Standard 9 (RL.PK.9)	With prompting from an adult, students must be able to tell what is different and the same about two stories about the same topic. They should be able to recognize differences and similarities between themselves and the characters.	Read two books with your child. Ask him/her... “How is [this event, character, etc in the first book] like [this event, character, etc from the other story]? How are they different?” “What is the same in both stories? What is different?” “How is [this event, character, etc] similar to [this event, person, etc from your child’s own life]?”	http://www.education.com/worksheet/article/normal-nighttime/ http://www.education.com/worksheet/article/somethings-not-right/ Print these activity sheets and help your child identify the similarities and differences between the events and their own experiences.
	Reading for Literature	Students must be able to participate appropriately in	Set aside time to read with your child each day.	http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-child-

	Grade PK Standard 10 (RL.PK.10)	group reading activities – sitting quietly in a group, listening attentively, contributing to the discussion, and being able to retell the story.	Visit your local library with your child and encourage him/her to choose books he/she is excited to read.	choose-book-30320.html Use the tips presented in this list to find and help your child choose appropriate books to read.
	Reading for Literature Grade PK Standard 11 (RL.PK.11)	With prompting from an adult, students must be able to recognize and identify similarities between themselves, their lives, and the stories they read (e.g. characters in the story are celebrating a holiday that your neighbors also celebrate and is similar to one observed by your family).	Ask your child... “Have you ever heard of [this story element (place, holiday, food, etc)] before?” “How is [this event, character, etc] similar to [this event, person, etc from your child’s own life]?”	http://www.education.com/activity/article/puppies first/ Read with your child. Try this activity to encourage him/her to engage more deeply in the text and find connections with the story.

READING STANDARDS FOR INFORMATIONAL TEXT

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Reading for Informational Text Grade PK Standard 1 (RI.PK.1)	With prompting from an adult, students must be able to ask and respond to questions about major details in texts or articles.	<p>Before reading, ask your child...</p> <p>"I see [this image] on the front cover. What do you think that means we could learn from this book?"</p> <p>"Can you tell me anything you already know about...?"</p> <p>While you are reading, pause to ask questions, clarify points, and remind your child of facts.</p> <p>After reading, prompt your child to ask his/her own questions about the text...</p> <p>"We learned a lot about... What are you still wondering?"</p>	<p>http://pbskids.org/martha/stories/truestories/elephantparty_story.html</p> <p>Read this online informational text with your child. Then help him/her answer the questions that follow.</p>
	Reading for Informational Text Grade PK Standard 2 (RI.PK.2)	With prompting from an adult, students must be able to restate the main detail(s) of a text or article.	<p>Read with your child. After at least one reading, reread the same book and help him/her to identify the main details.</p> <p>Following the reading, ask your child to retell the most important details he/she learned. If necessary, reread key passages and/or ages to prompt him/her to identify the main topic and key points.</p>	<p>https://www.teachervision.com/tv/resources/PDF/GOOD_TV_K_2_pdf_s/62176_InRCd_83.pdf</p> <p>Read with your child. Then ask him/her to recall the main idea and key details (offer prompting as necessary) and fill in this graphic organizer.</p>
	Reading for Informational Text Grade PK Standard 3 (RI.PK.3)	With prompting from an adult, students must be able to identify and explain similarities between two elements (events or pieces of	After reading with your child, use writing, drawing, and/or dramatic play to explain a connection between two people, events, or pieces or information.	<p>http://www.education.com/worksheet/article/what-type-of-text/</p> <p>Print this worksheet and help your child to complete it in order to teach him/her about</p>

		information) in a text.	<p>Ask your child...</p> <p>“What is similar about these two [people, events, etc]?”</p>	the different types of information books present.
	Reading for Informational Text Grade PK Standard 4 (RI.PK.4)	Students must be able to ask questions about the meanings of unfamiliar words and demonstrate interest in learning new words.	<p>As you read to your child, stop when you encounter words unfamiliar to him/her to explain the meaning, clarify, and/or give examples.</p> <p>Ask your child...</p> <p>“Have you ever heard [this word] before?”</p> <p>“Listen carefully while I read this page. Did you hear any words you don’t know? Let’s look for clues on the page about what that word means.”</p> <p>Create a “Word Wall” in your home by posting lists of words you and your child have learned together.</p>	<p>http://pbskids.org/martha/stories/truestories/soupcan_story.html</p> <p>http://pbskids.org/martha/stories/truestories/sunflowerbiscuits_story.html</p> <p>Read these non-fiction stories with your child. As you read point out unfamiliar words (e.g. <i>check, ingredient, choice</i>) and talk about their meaning. Then help your child to answer the vocabulary questions following the reading.</p>
	Reading for Informational Text Grade PK Standard 5 (RI.PK.5)	Students must be able to recognize and point out the front and back covers of a book. They must also know how to hold a book (right side up, etc) and turn the pages.	<p>Before reading with your child, have a conversation about the words and pictures on the front and back covers....</p> <p>“Let’s look at the <i>front cover</i> to read the title.”</p> <p>“What do you see on the <i>back cover</i> that gives us a clue about what might happen in the story?”</p> <p>Allow your child to hold the book and practice turning the pages.</p>	<p>http://www.education.com/worksheet/article/where-to-start-reading/</p> <p>http://www.education.com/worksheet/article/turn-the-page/</p> <p>http://www.education.com/worksheet/article/parts-book/</p> <p>Print these worksheets and review and complete the activities with your child. Then hang them or store them in a place where you can easily access and review the parts of a book when you are reading with your child.</p>
	Reading for Informational	With prompting from an adult, students must be able to	Explicitly name the author, illustrator, and their individual roles	http://www.education.com/worksheet/article/print-or-picture/

	Text Grade PK Standard 6 (RI.PK.6)	identify that authors write the stories while illustrators create the images.	<p>each time you begin reading a story with your child. Reiterate as you read and discuss the text.</p> <p>“What did the <i>author</i> say about...?”</p> <p>“How did the <i>illustrator</i> show...?”</p>	<p>Print this worksheet and help your child complete the activity. Then hang it up or store it somewhere easily accessible and review when you are reading with your child.</p>
	Reading for Informational Text Grade PK Standard 7 (RI.PK.7)	With prompting from an adult, students must be able to identify what a particular image in a text shows.	<p>Ask your child...</p> <p>“Can you describe the illustration on this page, front cover, etc?”</p> <p>“What is happening in this picture?”</p>	<p>http://www.education.com/worksheet/article/animal-matching-1/</p> <p>http://www.education.com/worksheet/article/animal-matching-2/</p> <p>http://www.education.com/worksheet/article/animal-matching-3/</p> <p>Print these worksheets and help your child complete the activities to practice identifying what a particular image shows.</p>
	Reading for Informational Text Grade PK Standard 9 (RI.PK.9)	With prompting from an adult, students must be able to tell what is different and the same about two different texts focused on the same topic.	<p>Read two texts on the same topic with your child. Ask him/her...</p> <p>“What are both of these books about?”</p> <p>“What words does [this author] use to describe the [topic]? What does [the second author] say?”</p> <p>“What was the same in both? What was different?”</p>	<p>http://www.education.com/worksheet/article/fact-or-make-believe/</p> <p>Print this worksheet and help your child try to distinguish each piece of information.</p>
	Reading for Informational Text Grade PK Standard 10 (RI.PK.10)	Students must be able to participate appropriately in group reading activities – sitting quietly in a group, listening attentively, contributing to the discussion, and being able to retell what they learned.	<p>Set aside time to read with your child each day.</p> <p>Visit your local library with your child and encourage him/her to choose books he/she is excited to read.</p>	<p>http://www.education.com/activity/article/wordsIknowbook_preschool/</p> <p>Help your child to create his/her own book to make him/her more excited about reading.</p> <p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-child-choose-book-30320.html</p> <p>Use the tips presented in this list to find and help your child choose appropriate books to read.</p>

READING STANDARDS: FOUNDATIONAL SKILLS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Foundational Reading Skills Grade PK Standard 1 (RF.PK.1)	<p>Students must be able to...</p> <ul style="list-style-type: none"> A. recognize that printed language is written and read from left to right, top to bottom, and page by page. B. understand that printed letters are arranged in specific sequences to represent spoken sounds and words. C. be aware that spaces separate printed words. D. recognize and name some of the 26 letters of the alphabet – both upper- and lowercase. E. understand that groups of letters form words. F. distinguish between letters and numbers. 	<p>Read to your child and point to the words as you say them. Then have your child point to each word as you read it.</p> <p>Each time you read to your child, point out text and print features.</p> <ul style="list-style-type: none"> • Explicitly refer to the front cover, title page, and back cover before and/or after reading (e.g. “Let’s look at the <i>front cover</i> to find out what the title is.”). • Point out the spaces between the words (e.g. “Our story is called, <i>The Bunny’s Home</i>. Watch me point to each word as I say it. Now you try! Do you see the spaces after each word? Let’s count the words in the title.”). • Use opportunities to review the letter names (e.g. “Do you see any letter that is in the title more than once? Which ones?”) <p>Read alphabet books and sing the letters of the alphabet to increase familiarity. Trace your finger over the letters and name them. Then prompt your child to do the same.</p> <p>Use blocks, magnets, cards, etc.</p>	<ul style="list-style-type: none"> A. http://www.education.com/worksheets/article/how-to-read-text-2/ http://www.education.com/worksheets/article/how-to-read-text/ Print these worksheets and help your child complete them. Then hang them up or store them where you can easily access them to review with your child. B. http://school.familyeducation.com/learning-disabilities/reading-instruction/38791.html Try this activity at home with your child before meals or during playtime. C. http://www.education.com/worksheets/article/word-spaces/ Print this worksheet. Help your child complete the activity. D. http://www.education.com/activity/article/alphabet_hunt_preschool/ Choose letters to practice and help your child complete the activity. https://www.youtube.com/watch?v=9g03BMHEW_M Watch the video with your child to help him/her learn to recognize letters of the alphabet.

			<p>letters printed on them to practice identifying letters and numbers. Give your child a few options and ask them to point out specific letters and numbers (e.g. "Can you point to the 'T'?; Can you point to a number?").</p>	<p>E. http://www.education.com/worksheet/article/letter-or-word/</p> <p>Print this worksheet and help your child complete the activity.</p> <p>F. http://fun.familyeducation.com/alpha/bet/activity/36723.html</p> <p>Try this activities with a mix of letters and numbers to help your child practice differentiating between the two.</p>
	<p>Foundational Reading Skills Grade PK Standard 2 (RF.PK.2)</p>	<p>Students must be able to...</p> <ul style="list-style-type: none"> A. participate in language play (e.g. alliteration – repeated use of words that begin with the same sound, rhyme – words that end with the same sound). B. recognize and match examples of rhyming word pairs. C. exhibit some understanding of the relationship between sounds and letters. D. with adult prompting, identify and separate the initial sound of words (e.g. initial sound for "mat" is /m/). 	<ul style="list-style-type: none"> A. Read poems and/or sing songs and nursery rhymes with your child that contain alliterative language (e.g. "<i>Cats can't cook corn.</i>"), rhymes, and sound patterns. B. Read and reread poems, nursery rhymes, and other texts with rhyming words. Explicitly identify the pairs of rhyming words and ask your child to do the same (e.g. "I hear <i>cat</i> and <i>bat</i> have the same ending sound. They rhyme. Did you hear another word that rhymes with <i>cat</i> and <i>bat</i> when I read this page?") C. When reading or talking with your child, explicitly point out words with the same sounds – especially words with the same sounds as his/her name (e.g. "I hear that '/d/-dog' has the same 	<p>A. https://www.youtube.com/watch?v=F8OfcGvC0c4</p> <p>Watch this video with your child to learn and sing nursery rhymes.</p> <p>B. https://www.teachertube.com/video/five-little-hippos-jumping-on-the-bed-388369</p> <p>http://pbskids.org/lions/games/monkeymatch.html</p> <p>Match the rhyming words.</p> <p>C. http://www.schooltube.com/video/4439faeb00974b96bae1/Animated%20Alphabet%20Song%20Video</p> <p>Watch the video with your child. Then help your child to think of other words that begin with sounds he/she heard.</p> <p>http://www.teachertube.com/video/phonics-song-preschool-prep-company-</p>

			<p>beginning sound as your name, Daniel. Listen while I read this page for other words that have that same /d/ sound.”)</p> <p>Sing songs that emphasize letter sounds (e.g. “Old MacDonald”)</p> <p>D. Practice identifying the beginning sounds of familiar words (e.g. “This book is called, <i>Over the /M/-Moon</i>. Can you think of another word that starts with that same /m/ sound?”).</p>	<p>318720</p> <p>D. http://pbskids.org/sesame/games/letters-big-bird/</p> <p>Help your child identify words with the correct beginning sounds to complete the activity.</p>
	<p>Foundational Reading Skills Grade PK Standard 3 (RF.PK.3)</p>	<p>Students must be able to...</p> <p>A. recognize that each letter has its own specific sound and begin to identify the most common sounds of some consonants.</p> <p>B. recognize their own names and common sounds and labels in their environments (e.g. stop sign, crayon labels, etc).</p>	<p>A. Read to your child and point to each word as you say it. Practice identifying the letter sounds of familiar words (your child’s name, etc).</p> <p>B. Point out common signs, billboards, product labels, etc as you go about your day with your child (e.g. “I see the big blue <i>P</i> so I know we’re at the grocery store”). Write your child’s name clearly on his/her belongings, so he/she becomes familiar with what it looks like.</p>	<p>A. http://pbskids.org/sesame/games/letters-big-bird</p> <p>Help your child to play this interactive game to practice identifying common letter sounds.</p> <p>B. http://fun.familyeducation.com/reading/activity/36705.html</p> <p>Work with your child to complete this activity.</p>
	<p>Foundational Reading Skills Grade PK Standard 4 (RF.PK.4)</p>	<p>Students must be able to demonstrate age-appropriate pre-reading behaviors (e.g. pretend reading, listening to read alouds).</p>	<p>Read with your child often.</p> <p>Set aside reading time during which you allow your child to look through books on his/her own and you read your own book to model reading behaviors.</p> <p>Sit with your child and allow him/her to “read” to you. Look through the pictures and encourage your child to make up his/her own story as if he/she were reading the words.</p>	<p>http://fun.familyeducation.com/reading/early-learning/35708.html</p> <p>Try this activity with your child using a variety of texts he/she enjoys.</p>

WRITING STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Writing Grade PK Standard 1 (W.PK.1)	With guidance from an adult, students must be able to use some combination of drawing pictures, dictating to an adult, and/or writing to communicate their opinions about what they have read.	<p>Prompt your child to complete these sentence starters with words or images...</p> <p>"My favorite character is...because..."</p> <p>"The part of this story I like best is...because..."</p>	<p>http://www.education.com/worksheet/article/house-rules/</p> <p>http://www.education.com/worksheet/article/y-is-for-you/</p> <p>Print the activity sheets. Then help your child to complete them using drawing, writing, and/or dictation.</p>
	Writing Grade PK Standard 2 (W.PK.2)	With guidance from an adult, students must be able to use some combination of drawing pictures, dictating to an adult, and/or writing to communicate the name of a topic and share on paper some information about it.	Prompt your child to create stories or informative texts of their own – through with words, pictures, or a combination of the two. If/when your child is writing, focus on the sounds of the letters and words and not on perfecting the spelling.	<p>http://pbskids.org/sid/characterjournals.html</p> <p>Help your child use this interactive tool to record observations of something around him/her.</p>
	Writing Grade PK Standard 3 (W.PK.3)	With guidance from an adult, students must be able to use some combination of drawing pictures, dictating to an adult, and/or writing to describe an event and some personal reaction to it.	<p>Ask your child to recount stories he/she has read, movies he/she has seen, or his/her day to practice telling a series of events in order. Prompt him/her by asking...</p> <p>"What did you do at recess today?"</p> <p>"Can you describe your favorite part of...?"</p>	<p>http://www.pbs.org/parents/arthur/activities/acts/adventure_story.html</p> <p>Help your child to author an adventure story.</p> <p>http://www.education.com/worksheet/article/yesterday-today-and-tomorrow/</p> <p>Use this template to help your child write about a sequence of events in order.</p>
	Writing Grade PK Standard 5 (W.PK.5)	With prompting and guidance from an adult, students must be able to add to and revise their drawings or writing by adding details in response to questions and suggestions from others.	When your child writes or draws anything, ask questions (<i>who, what, when where, why, how</i>) to encourage him/her to add more detail.	<p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-child-edit-revise-30594.html</p> <p>Use the basic tips and strategies outlined in this article to help your child revise and add detail to pieces you have written together.</p>

				http://www.education.com/worksheet/article/drawing-the-story-tyler/ Print this worksheet. Then try the activity with your child. Look it over when he/she is finished and work together to revise and add details.
	Writing Grade PK Standard 6 (W.PK.6)	With prompting and guidance from an adult, students must begin to work with peers and use technology to write and create their own texts electronically.	Help your child use a computer, iPad, etc to write and illustrate stories and texts digitally.	http://pbskids.org/daniel/games/make-a-card/ Help your child use the various writing and drawing tools to create digital cards for friends and family members.
	Writing Grade PK Standard 7 (W.PK.7)	With guidance and prompting from an adult, students must be able to work with others to do simple research topics of interest and write and/or draw about the information they learn.	Visit the local library or use a computer at home to assist your child in simple research about books. Allow him/her to choose a favorite topic or author to investigate to find other books he/she might enjoy.	http://www.education.com/worksheet/article/care-jobs/ http://www.education.com/worksheet/article/community-helper-who-am-i/ http://www.education.com/worksheet/article/near-and-far/ Print these activity sheets. Visit the local library with your child to complete basic internet and/or book research to help him/her complete each one.
	Writing Grade PK Standard 8 (W.PK.8)	With prompting from an adult, students must be able to use information from their own experiences and/or information learned from books to answer questions.	Read with your child and help him/her to recall information about events in his/her own life to connect to the text. Ask your child... “Do you remember when our family [adopted our dog, took a road trip, etc]?” “Can you think of a time when you felt [excited, lonely, etc] like the character in the story?” When your child demonstrates	http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/engaging-five-senses-learn-30959.html Try these activities with your child to help him/her practice using his/her experiences to answer questions about the world around him/her.

			curiosity about a topic (e.g. the size elephants at the zoo or insects found in the backyard), help him/her find books related to the topic that can answer his/her questions. Encourage him/her to write and/or draw about what he/she learned.	
	Writing Grade PK Standard 11 (W.PK.11)	Students must be able to communicate their personal reactions to or feelings about an author or topic they have read about.	Read a few books by the same author or on the same topic with your child. Then help him/her to use pencils, a computer, markers, paint, etc to write and/or draw a response to the reading.	http://pbskids.org/peg/games/paint-a-long http://www.readwritethink.org/parent-afterschool-resources/activities-projects/acting-with-mother-goose-30279.html?main-tab=2#tabs Use these activities to help your child creatively respond to books you read together.

SPEAKING AND LISTENING STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Speaking and Listening Grade PK Standard 1 (SL.PK.1)	<p>Students must be able to respectfully engage in one-on-one and group conversations with a diverse group of individuals about age-appropriate topics. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. follow appropriate conversational norms – listening to others, waiting for a turn to speak, etc. B. participate in extended conversations (longer than a single back-and-forth exchange). C. respectfully try to communicate with people from different cultural backgrounds. 	<ul style="list-style-type: none"> A. Talk with your child in back-and-forth conversations. Model how to listen respectfully – looking at the speaker and not interrupting – and encourage your child to do the same. B. Ask questions and build upon his/her responses to extend conversations with your child (e.g. “I agree with you because...”) C. Model respectful communication when you and your child encounter individuals from different cultural backgrounds. Encourage interest by reading your child books about different cultures and places. 	<ul style="list-style-type: none"> A. http://www.sandbox-learning.com/Default.asp?Page=152 Use this list of tips to help guide your child in adhering to conversational norms. B. http://www.education.com/activity/article/plotpotluck_preschool/ Engage in this storytelling activity with your child to prompt him/her to participate in an extended conversation. C. http://fun.familyeducation.com/foreign-languages/activity/36753.html http://fun.familyeducation.com/geography/activity/36710.html Try a few of these activities with your child to learn about other cultures.
	Speaking and Listening Grade PK Standard 2 (SL.PK.2)	<p>With prompting from an adult, while and after listening to information presented orally, students must be able to ask clarifying questions and/or answer questions to demonstrate their understanding.</p>	<p>During and after reading with your child, watching a movie/TV show, etc, ask him/her questions to check for understanding. Ask...</p> <p>“Why did [this character] do [this action]?”</p> <p>“How do you think [this character] is feeling now?”</p>	<p>http://www.education.com/activity/article/hoppeduphide_preschool/</p> <p>Try this activity with your child to help him/her practice listening and responding to information presented verbally.</p>

			<p>“What are you wondering about?”</p>	
	<p>Speaking and Listening Grade PK Standard 3 (SL.PK.3)</p>	<p>With prompting from an adult, students must be able to ask and answer questions about a text or concept in order to seek help, additional information, or clarification.</p>	<p>Encourage your child to ask his/her own questions during and after reading or talking. Ask him/her...</p> <p>“Do you have any questions for me?”</p> <p>“Is there anything we read that you think is confusing?”</p> <p>Model this behavior by asking your child for clarification during conversations. Ask him/her...</p> <p>“What do you mean by that?”</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/make-most-reading-aloud-30565.html</p> <p>Use these tips to encourage your child to engage in the stories you read together.</p>
	<p>Speaking and Listening Grade PK Standard 4 (SL.PK.4)</p>	<p>With any necessary prompting from an adult, students must be able to describe in detail familiar people, places, things, and events.</p>	<p>Prompt your child to add more details when he/she is talking about familiar people, places, things etc. Ask him/her...</p> <p>“Will you please tell me a bit more about that?”</p> <p>Use the “Wh-” question words to encourage him/her to add details. Ask your child...</p> <p>“Who was playing this game with you?”</p> <p>“Where were you in the classroom when you were doing that?”</p>	<p>http://www.education.com/worksheet/article/family-and-friends/</p> <p>http://www.education.com/worksheet/article/map-your-neighborhood/</p> <p>http://www.education.com/worksheet/article/my-playground/</p> <p>Print the activity sheets. Talk with your child about the familiar people, places, etc listed in the prompts and help him/her to describe them in detail.</p>
	<p>Speaking and Listening Grade PK Standard 5 (SL.PK.5)</p>	<p>Students must be able to illustrate points they are speaking or writing about to add details.</p>	<p>Supply your child with art supplies so that he/she can illustrate the subject he/she is writing or talking about. Ask your child...</p> <p>“Can you show me what that looked</p>	<p>http://www.education.com/worksheet/article/memory-someone/</p> <p>http://www.education.com/worksheet/article/memory-birthday/</p>

			like?"	http://www.education.com/worksheet/article/my-home/ Print these activity sheets. Then gather crayons, markers, and/or other supplies to help your child illustrate stories he/she is speaking about.
	Speaking and Listening Grade PK Standard 6 (SL.PK.6)	Students must begin to be able to communicate their thoughts, feelings, and ideas in ways that others understand.	Talk with your child. Model sharing your own thoughts, ideas, and feelings clearly and prompt him/her to practice. Say... "I feel sad because..." "I think that it is exciting because..."	http://www.pbs.org/parents/education/reading-language/reading-activities/reading-activities-in-the-car/ Try these activities to take advantage of the time you have in the car, on the subway, etc with your child to practice communicating and encourage him/her to share his/her thoughts, feelings, and ideas.

LANGUAGE STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Language Skills Grade PK Standard 1 (L.PK.1)	<p>Students must be able to use standard English grammar when speaking and writing. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. begin to write some letters – both upper- and lowercase (e.g. the letters in their own names). B. use common nouns and verbs when speaking. C. add /s/ or /es/ to form regular plural nouns when speaking. D. understand and use common question words (e.g., <i>who, what, where, when, why, how</i>). E. use common prepositions (e.g. <i>to, from, in, out, on, off, for, of, by, with, under, around</i>) when speaking. F. speak in complete sentences with prompting from an adult. 	<ul style="list-style-type: none"> A. Provide your child with blocks, magnets, flash cards, etc with the letters (both upper- and lowercase printed on them). Have your child trace them with his/her finger. Supply him/her with pens/pencils to practice printing letters. Give him/her examples to copy. B. In context, provide examples and introduce your child to new words. Ask him/her... “Wow! That car is moving really fast! Do you what that’s called?” C. In context, provide examples and introduce your child to plural words. (e.g. “We only have one car, but if we had two, we would have cars. What if we had more than one house? What would we call them?”). D. Ask your child questions using the common question words and provide reminders of the meaning as necessary (e.g. “Who was there? Which other people were at the party?”). E. Prompt your child to use common prepositions in 	<ul style="list-style-type: none"> A. http://www.starfall.com/n/level-k/index/load.htm?f Help your child to choose individual letters to learn about. Listen and sing along to the songs to practice identifying the letters. B. https://www.youtube.com/watch?v=WyFFh1DMbuM Watch this video with your child to introduce him/her to many common nouns and verbs. C. https://www.youtube.com/watch?v=rzq9eiYt9Bg Watch this video with your child to further familiarize him/her with regular plural nouns. Then practice thinking of additional examples of plural nouns. D. https://www.youtube.com/watch?v=vXWK1-L41f0 Watch this video with your child to review the basic common question words. E. http://www.education.com/worksheets/article/prepositions-for-kids/

			<p>sentences by asking questions. Ask him/her... “Where was he? [He was <i>in</i> the house]”).</p> <p>F. Speak in complete sentences when talking to your child. Encourage him/her to do the same.</p>	<p>http://www.education.com/worksheets/article/positional-words/</p> <p>Print these worksheets. Then complete the activities with your child to practice using basic prepositions.</p> <p>F. http://www.pbs.org/parents/education/reading-language/reading-milestones/preschooler-language-development-milestones/preschooler-talking/</p> <p>Try to implement some or all of these tips and activities into your daily routines to encourage your child to form complete sentences.</p>
	<p>Language Skills Grade PK Standard 2 (L.PK.2)</p>	<p>Students must be able to use standard English capitalization, punctuation, and spelling rules when writing. Specifically, they should be able to...</p> <p>A. use uppercase letters for the first letter of their names.</p> <p>B. begin to represent words with a letter or letters.</p> <p>C. use their knowledge of the letters’ sounds to spell simple words phonetically with guidance from an adult.</p>	<p>A. When reading with your child point out that the beginning of each sentence starts with an uppercase letter. Whenever you come across the first letter of your child’s name (uppercase), explicitly connect it to them (e.g. “This book is called, <i>Cars</i>. I see that word begins with an uppercase <i>C</i>. Whose name begins with a <i>C</i>, Catherine?”).</p> <p>B. Practice identifying the letter sounds of familiar words (your child’s name, etc). Ask your child... “I see that this word has the first letter as your name, Sam. What sound do you think this word starts with?” When your child is drawing,</p>	<p>A. http://handwritingpractice.net/handwriting/index.html</p> <p>Use this handwriting worksheet generator to create practice sheets on which your child can trace his/her name, familiar words, etc.</p> <p>B. http://www.education.com/worksheets/article/beginning-sounds-pictures/</p> <p>http://www.education.com/worksheets/article/common-beginning-sound-1/</p> <p>Print these worksheets. Then help your child complete them to help familiarize him/her with simple words.</p> <p>C. http://www.readwritethink.org/parents-afterschool-resources/games-tools/puzzle-words-a-30820.html</p>

			<p>encourage him/her to try to label or caption the images (e.g. write an <i>R</i> for a picture of a rainbow)</p> <p>C. When your child is writing or dictating a message to you, encourage him/her to sound out simple words. Help him/her to break down the word into its separate sounds. Ask your child... “What do you think /b/ - /e/ - /d/ starts with? What makes that /b/ sound?”</p>	<p>Help your child to play this interactive game to practice spelling simple words.</p>
	<p>Language Skills Grade PK Standard 4 (L.PK.4)</p>	<p>Students must be able to deduce the meaning of unfamiliar or multiple-meaning words using context clues from pre-kindergarten-level content. Specifically, they should be able to...</p> <p>A. recognize and use new meanings for familiar words (e.g. dogs <i>bark</i> and trees are covered in <i>bark</i>).</p>	<p>A. When reading or talking to your child, introduce new meanings of words in context. For example, say... “It says that the tall girl has to <i>duck</i> to fit through the door. Do you think that’s the same as the animal that quacks? These words are spelled the same, but they do not mean the same thing.”</p>	<p>http://pbskids.org/lions/games/wordplay.html</p> <p>Try this interactive activity with your child to explore new words.</p>
	<p>Language Skills Grade PK Standard 5 (L.PK.5)</p>	<p>With prompting and guidance from an adult, students must be able to recognize relationships between words and meanings. Specifically, they should be able to...</p> <p>A. sort familiar objects into organized categories (e.g. shapes, foods, colors).</p>	<p>A. Practice sorting objects with your child. Invite him/her to help you sort the laundry, groceries, M&Ms, etc.</p> <p>B. When reading or talking to your child, include common opposites in context. For example, ask your child... “I see that the dog on this page is really big, but the mouse is the opposite.</p>	<p>A. http://www.education.com/activity/article/classification1/</p> <p>Choose some or all of the classifying activities from this list to play with your child.</p> <p>http://www.education.com/activity/article/inthebag_preschool/</p> <p>Try this activity with your child to help</p>

		<p>B. identify the opposites of common verbs and adjectives (e.g. tall/short, smile/frown).</p> <p>C. make explicit connections between word meanings and real life (e.g. identify family members who are <i>tall</i>)</p> <p>D. act out the meanings of similar verbs describing the same general action to demonstrate recognition of the differences (e.g. <i>walk, march, prance, skip</i>)</p>	<p>What word would you use to describe the mouse?"</p> <p>C. Ask your child questions to help them make connections between words they encounter in reading and real life... "Do you know any people who [are short, funny, etc] like this character?" "[This character] like to play soccer. What sports do you like to play? What are some other sports you haven't tried?"</p> <p>D. Introduce your child to words with similar meanings by using them in context (e.g. "It is really cold outside today! It's freezing and very icy. Can you think of another word to describe the weather right now?")</p>	<p>him/her practice classifying objects.</p> <p>B. http://www.education.com/games/match-opposites/</p> <p>Help your child to match the pictures with their opposites.</p> <p>C. http://www.pbs.org/parents/education/reading-language/reading-activities/reading-activities-in-the-car/</p> <p>Try some or all of the activities as your drive around with your child.</p> <p>D. http://pbskids.org/lions/games/synsam.html</p> <p>Play the game with your child. Help him/her to choose the correct words with similar definitions to the given words. Then try to think of additional examples together.</p>
	Language Skills Grade PK Standard 6 (L.PK.6)	Students must be able to use new vocabulary –learned from reading, speaking with others, etc.	<p>Prompt your child to use new vocabulary when he/she speaks or writes.</p> <p>Ask him/her...</p> <p>"What is it called when..."</p> <p>"Do you remember another word that means..."</p>	<p>http://fun.familyeducation.com/vocabulary/activity/37250.html</p> <p>Try some or all of these activities with your child to encourage him/her to begin to use newly acquired vocabulary in a variety of ways.</p>