
What is expected in Kindergarten?



**A Guide to the
MISSISSIPPI STATE STANDARDS
for
Lee County Families**

Dear Parents,

Your child is about to begin Kindergarten in Lee County School District. We would like to take this opportunity to welcome you into our learning community!

All Lee County schools strive to provide the best education possible to each and every student. Lee County Schools, along with all Mississippi schools, has adopted the Mississippi College and Career Readiness Standards. The standards reflect input from educators and parents from all over the state. They are designed to ensure that students are better prepared for college and the workplace; therefore, these standards are more rigorous than previous learning objectives. We, as educators, are working to ensure that every student meets these standards.

The information provided in this guide gives an overview of what your student needs to master in order to be successful in Kindergarten. You should use this guide, along with information provided by your school, to help build a relationship with your child's teacher. We believe that communication between home and school is the key to success for your student!

Thank you for allowing us to be part of your child's educational experience.

Sincerely,

The Educators and Staff of Lee County School District

Reading/Language Arts

Kindergarten students work with prompting and support to begin to understand stories, both fiction and informational; read, write, and spell words; develop speaking and listening skills; and understand the conventions of the English language. Below is a sample of the skills that your child will be working on in Kindergarten. For a complete list of standards, please visit www.mdek12.org.

Reading Standards for Literature

- Ask and answer questions about key details in the story.
- Retell familiar stories.
- Identify characters, setting, and events.
- Explain the role of the author and illustrator of a story.
- Describe the relationship between the illustrations and the story's text.

Reading Standards for Informational Text

- Identify the main topic and retell key details of the text.
- Describe connections between individuals, events, ideas, or pieces of information in the text.
- Identify reasons an author gives to support points in a text.
- Compare and contrast two texts on the same topic.

Foundational Skills of Reading

- Understanding concepts of print, such as following words from left to right and top to bottom and understanding that words are separated by spaces in print.
- Naming all upper- and lower-case letters, matching those letters with their sounds, and printing them.
- Recognize and produce rhyming words.
- Blending sounds to make words and segmenting words into individual sounds.
- Isolate and produce the beginning, middle, and ending sounds of spoken words.

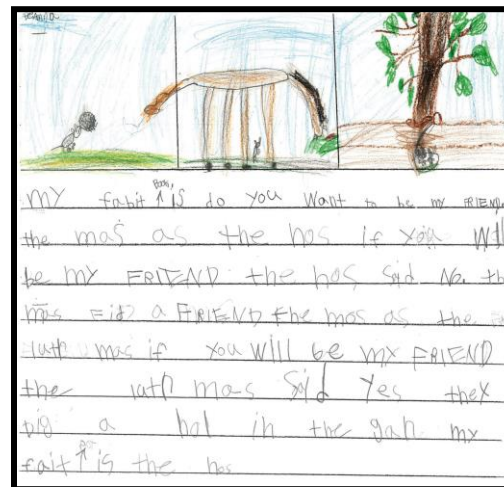
Speaking and Listening Skills

- Participate in class discussions including following agreed upon rules and continuing conversations through multiple exchanges.
- Ask and answer questions in order to get help or clarify something that is not understood.
- Describe familiar people, places, and events.
- Speak audibly and express thoughts, feelings, or ideas clearly.

Reading/Language Arts (cont.)

Writing Skills

- Use a combination of drawing, writing, and dictating to compose opinion pieces, develop informative or explanatory texts, and narrate events.
- With help from others, add details to strengthen their writing and publish their work using digital tools.
- Participate in shared reading and writing projects.
- By the end of the school year, a student's writing should be at or above the following sample.



The writer of this piece:

- ✓ Tells the reader the name of the book that he/she is writing about.
- ✓ States an opinion or preference about the book.

Language Skills

- Use frequently occurring nouns and verbs.
- Use prepositions such as *to, from, in, out, on, off, for, of, by, and with*.
- Produce and expand complete sentences.
- Capitalize the first word in a sentence and the pronoun *I*.
- Recognize and name end punctuation.
- Spell simple words phonetically, drawing on knowledge of letter-sound relationships.
- Determine the meaning of unknown words drawing on context clues.
- Relate verbs and adjectives to their opposites.
- Use affixes such as *-ed, -s, -es, un-, pre-, -ful, -less, and -ing*.
- Sort objects into categories.
- Identify real-life connections between words and their use.

Sample Texts for Kindergarten

Research shows that children who read books for just 20 minutes a day perform better in school. The books listed below demonstrate the appropriate level of text complexity for Kindergarten students.

Stories

- *Little Bear* by Else Holmelund Minarik
- *Are You My Mother?* By P.D. Eastman
- *Green Eggs and Ham* by Dr. Seuss
- *Pancakes for Breakfast* by Tomie DePaola
- *Owl at Home* and *Frog and Toad Together* by Arnold Lobel
- *Hi! Fly Guy* by Tedd Arnold

Poetry

- “As I Was Going to St. Ives” by Anonymous
- “Mix a Pancake” by Christina Rossetti
- “Singing-Time” by Rose Fyleman
- “Two Tree Toads” by Jon Agee

Informational Text

- *A Tree is a Plant* by Clyde Robert Bulla
- *My Five Senses* by Aliki
- *Starfish* by Edith Thacher Hurd
- *Truck* by Donald Crews
- *Let’s Find Out About Ice Cream* by Mary Ebeltoft Reid

By the end of Kindergarten, students should be reading at or above the following level of text complexity.

Put Me in the Zoo by Robert Lopshire (Random House, 1960).

**I will go into the zoo.
I want to see it.
Yes, I do.**

**I would like to live this way.
This is where I want to stay.**

**Will you keep me in the zoo?
I want to stay in here with you.**



Tips for Helping Your Child in Reading

Listed below are some tips for helping your Kindergartener with reading skills at home.

- **Make reading a regular event.** Make sure to set aside special time for reading with your child each day. Not only does this improve a child’s reading skills, it helps to strengthen bonds between parent and child. If your child is already a reader, do not expect them to always read to you. Take turns reading!
- **Practice the three P’s—Pause, prompt, and praise.** Most children will pause when they come to a word they don’t know. Don’t tell them the word immediately. Give them time to think. If they still don’t know the word after 10-20 seconds, give them a prompt such as, “Can you sound out this word?” If prompting doesn’t help, then tell them the word. Be sure to praise their efforts.
- **Keep moving.** While accuracy is important, not every word has to be correct! You should not interrupt your child for every mistake he or she makes. Only interrupt if the mistake is going to cause a misunderstanding. Instead of interrupting, make notes of mispronounced words and review them when your child finishes reading the passage.
- **Talk about it.** Be sure to talk about every story that you read. Ask about your child’s favorite part, who the characters were, or where the story took place. If the passage is informational, be sure to ask about the main idea. The more your child talks about the passage, the more he or she learns and remembers!
- **Don’t wait to get help.** If you suspect that your child has a reading problem, seek help or advice immediately. Reading problems often get worse as a child gets older. Be sure to stay in close communication with your child’s reading teacher in order to identify problems as they arise.



Mathematics

In Kindergarten, students learn to count objects, begin to understand addition and subtraction, learn about shapes, and begin to use measurement tools. Below is a sample of the skills that your child will be working on in Kindergarten. For a complete list of standards, please visit www.mdek12.org.

Counting and Cardinality

- Count to 100 by ones and tens.
- Write numbers 0 to 20. Represent a number of objects with a written number.
- When counting objects say the number names in standard order, pairing each object with one and only one number name and each number name with one and only one object.
- Understand that the last number named tells the number of objects in the group.
- Begin to understand the terms “greater” and “less”.
- Count to answer “how many?” questions.

Operations and Algebraic Thinking

- Represent addition and subtraction problems with objects, fingers, drawings, sounds, etc.
- Solve addition and subtraction problems within 10.
- Fluently add and subtract within 5.

Number and Operations in Base Ten

- Compose and decompose numbers from 11 to 19 into a “ten” and some ones. For example, know that 18 is the same as $10 + 8$.

Measurement and Data

- Describe measurable attributes of an object, such as length or weight.
- Compare two objects with a measurable attribute, such as length, in common.

Geometry

- Describe the position of objects in the environment using such terms as *below*, *above*, *beside*, *in front of*, *behind*, and *next to*.
- Correctly name the following shapes—circle, rectangle, trapezoid, rhombus, triangle, square, pyramid, sphere, cone, cylinder, and cube.
- Model shapes in the world by building shapes from components.
- Compose simple shapes to form larger shapes.

Tips for Helping Your Child in Math

Listed below are some tips for helping your Kindergartener with math skills at home.

- **Incorporate math language into your daily routines.** Practice words like *morning*, *afternoon*, *night*, *today*, *tomorrow*, *yesterday*, *week*, *month*, and *year* by keeping track of daily events on a family calendar. When cleaning up, help your child practice the names of shapes and position words such as *between*, *above*, *below*, *under*, and *over*.
- **Play simple math games with everyday objects.** Help your child count the number of grapes on his or her plate at snack time. While playing outside, have your child order toys or balls from smallest to largest. Group everyday objects, such as blocks, into categories. Then, count the number of categories and the objects in each category. Ask your child which category has the most or the fewest number of objects.
- **Practice simple addition and subtraction through story problems.** While coloring, divide a handful of crayons into two groups. Ask your child to count the crayons in each group. Then add the two groups together and count to find the total. Take some crayons away and count again.
- **Introduce your child to the concepts of time and money.** Purchase an inexpensive clock or watch for your child. Be sure to make note of the time while going through daily routines. Help your child count his or her money before putting it in a piggy bank. Allow your child to make small purchases at the grocery store or restaurant.
- **Help, but don't do it for them.** Instead of giving your child the answer to a problem, help them to reword or see the problem in a different way. Encourage them to try different solutions, draw pictures, or use manipulatives in order to find the answer on their own.



Science and Social Studies

Science and Social Studies are an important part of a child's education even at the Kindergarten level. At this level, many of the science and social studies standards are incorporated into reading/language arts through themes. Below is a sample of science and social studies standards that are found in the typical Kindergarten classroom.

Science: *Students will demonstrate an understanding of . . .*

- living and nonliving things.
- how animals (including humans) use their physical features and their senses to learn about their environment.
- how living things change in form as they go through the general stages of a life cycle.
- what animals and plants need to live and grow.
- the interdependence of living things and the environment in which they live.
- that some groups of plants and animals are no longer living (extinct) because they were unable to meet their needs for survival.
- the solid and liquid states of matter.
- how solid objects can be constructed from a smaller set.
- the pattern of seasonal changes on the Earth.
- that the Sun provides the Earth with heat and light.
- how humans use Earth's resources.

Social Studies: *Students will . . .*

- examine how individuals play different roles and exercise good citizenship.
 - demonstrate knowledge of how to be a good citizen.
 - describe the role and responsibilities of authority figures.
 - identify and explain the function of money.
 - distinguish between goods and services.
 - differentiate between needs and wants.
 - explore the similarities and differences of individuals and families.
 - describe and explain traditions and contributions of various cultures.
 - explain the cultural diversity in the classroom.
 - identify a sense of place relative to an individual.
 - describe physical features of the environment.
 - recognize maps, graphs, and other representations of Earth.
 - recognize symbols, customs, and celebrations of our community.
 - describe the impact of historical figures and events
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Helping Your Student Succeed



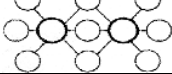


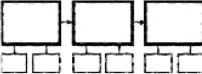
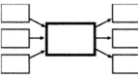

As parents, you are the most important element in your child's success. Listed below are the top five ways you can help your child succeed in school.

1. **Make sure your child is at school every day possible.** If your student is absent, he or she is missing valuable lessons. We understand that absences will occur, but try to limit missed days to sickness and emergencies only.
 2. **Establish a homework routine.** Establish a routine time and place for completing homework assignments. If your child doesn't have homework, use the time to review or read.
 3. **Keep in touch with teachers.** Teachers expect parents to contact them once or twice per term. This could be as simple as a note or email to say, "How's my child doing?" or more formal, such as a parent-teacher conference.
 4. **Teach your child character.** School is a social place, and students must behave accordingly. Teaching your child to respect others and to say "please" and "thank you" goes a long way to helping them become responsible citizens.
 5. **Make time every day to talk with your child about the day's activities.** Let them know you care, and really listen to what they have to say.
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Thinking Maps®

Thinking Maps are a district wide initiative designed to provide a consistent format for organizing thoughts across grade levels. *Thinking Maps* are used in the same manner as graphic organizers; however, while there are thousands of graphic organizers, there are only eight *Thinking Maps*! The maps will be introduced during the first semester of school and used throughout the school year. Examples of each map are shown below.

Map	Thinking Process	Questions to be Answered
Circle Map 	Defining in Context	How are you defining this thing or idea? What is the context? What is your frame of reference?
Bubble Map 	Describing Qualities	How are you describing this thing? Which adjectives would best describe this thing?
Double Bubble Map 	Comparing and Contrasting	What are the similarities and differences between these two things?
Tree Map 	Classifying and Sorting	What are the main ideas and supporting details in this information? How would you sort these objects or this information into categories?
Brace Map 	Part-to-Whole Relationships	What are the component parts and subparts of this whole physical object?
Flow Map 	Sequencing	What happened? What is the sequence of events? What are the substages?
Multi-Flow Map 	Cause and Effect	What are the causes and effects of this event? What might happen next?
Bridge Map  Relating Factor	Seeing Analogies	What is the analogy being used? How are these things related? What is the relating factor?



Online Resources

Mississippi Department of Education

www.mdek12.org

Lee County Schools

www.leecountyschools.us

**Please sign up for Active Parent to access your student's grades.*

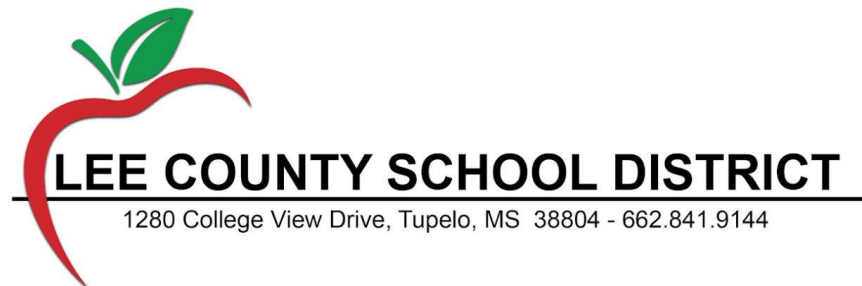
National Parent-Teacher Association

www.pta.org

Parent Resources

www2.ed.gov/parents

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