**MANDARIN IMMERSION PROGRAM**

**Parent Guide for Supporting English Literacy Development**

|  |  |  |
| --- | --- | --- |
| **Grade Level** | **California Common Core State Standards** **for English Language Arts & Literacy** | **How Parents Can Support****and Resources** |
| Kindergarten | **Reading Standards for Foundational Skills*** Upper-/lower-case letter identification in random order
* Practice proper formation of letters
* Letter sound identification in random order
* Distinguish initial, medial, & final sounds in spoken words
* Recognize & produce rhyming words
* Segmentation of words at phoneme level (“cat” broken down into individual sounds /k/ /a/ /t/
* Blending letters into words
* Print Concepts
 | * Name and write letters
	+ Practice proper letter formation ([www.auburn.edu/academic/education/reading-genie/letters.html](http://www.auburn.edu/academic/education/reading-genie/letters.html))
	+ ***Uh-Oh! Cards*** – Draw a card…say letter names, or letter sounds, or letter names, letter sounds, & a word that starts with that letter. For a challenge: pick a theme for words, such as animals, sea life, or bugs. ([www.readwritethink.org](http://www.readwritethink.org))
	+ ***ABC Bingo Games*** – call out my letter name, or letter sound, or words.
	+ ***I-Spy Games*** – “I spy something that begins with the letter…”
* Recognize and produce rhyming words: learning about patterns, rhythms, and structure of language
	+ Read rhyming books and poetry
	+ Rhyming games online: <http://pbskids.org/games/rhyming>
	+ Play rhyming games…what rhymes with cat? (hat, mat, pat, sat)
* Play phonological word games:
	+ Give a word and have child identify the initial sound.
	+ Give a word and have child identify final sounds.
	+ Give a word and have child identify medial sounds.
	+ Give a word and have child add or substitute individual sounds in simple, one-syllable words to make new words.
	+ Segment words (“cat” broken down into individual sounds /k/ /a/ /t/
	+ Blend letters into words (parts to whole)
* Model reading books with your child tracking left to right, top to bottom, and page by page. Point out that spoken words are represented in written language on the page.
 |
| Reading Standards for Literature & Informational Skills | * Read with your child every day. Discuss the story, asking questions about ideas and details in the story. Use complete sentences when talking about the content.
* Talk about the parts of a book: the front cover, back cover, and title page of the book. Discuss the information that can be found in each of these parts.
* Before reading identify the author and illustrator. Discuss their contributions to creating the book you are about to read.
* Read recipes and cook together.
* Use technology to enhance your child’s interest in reading.
	+ OC Library, *BookFlix*: [www.ocpl.org](http://www.ocpl.org), click on *Kids*, then *Read*, then *BookFlix*.
 |
| Writing Standards | * Create a family journal and write about special events together. Share the pencil: parent can model how to write using sounds; student can practice and apply segmenting skills (using letter/sound correspondences).
* Scrapbook your school year and write captions together.
* Create shopping lists together before going to the grocery store.
* Spell simple words phonetically, using letter/sound correspondences.
 |
| Listening & Speaking Standards | * Listen to your child talking about the books they read and encourage them to formulate questions. (*Who, what, when, where, why?)*
* Ask them to tell you about their day at school and tell them about your day.
* Share stories at the dinner table.
 |
| Language Standards | * When writing, discuss and model the following conventions: use of upper- and lower-case letters, capitalization of the first word in a sentence, and punctuation (. ! ?)
* Talk about unfamiliar words encountered in the environment, speech, and books.
* Play sorting games. Sort common objects into categories (e.g., shapes, food) to develop a sense of the concepts the categories represent.
* Play games around the concept of opposites (antonyms) and the same (synonyms).
 |

**MANDARIN IMMERSION PROGRAM**

**Parent Guide for Supporting English Literacy Development**

|  |  |  |
| --- | --- | --- |
| **Grade Level** | **California Common Core State Standards** **for English Language Arts & Literacy** | **How Parents Can Support****and Resources** |
| First Grade | **Reading Standards for Foundational Skills*** Distinguish initial, medial, & final sounds in spoken words.
* Recognize & produce rhyming words.
* Segmentation of words into individual sounds.
* Blending letters into words.
* Recognize & distinguish features of a sentence (e.g., first word, capitalization, ending punctuation).
* Distinguish between long & short vowel sounds.
* Know spelling of consonant sound digraphs (th, sh, ch, wh, ph, ng, gh)
* Know final –e & common vowel team conventions (ea, oo, …).
* Basic patterns in breaking words into syllables.
* Read words with inflectional endings (e.g., -s, -es, -ed, -ing …).
 | * Know spelling of consonant sound digraphs, read words with inflectional endings, rhyming words, vowel team conventions
	+ ***Bingo Games*** –
		- Call out consonant sound digraphs or words with these spellings
		- Call out words with inflectional endings
		- Call out rhyming words
		- Call out words with vowel teams child is studying
* Recognize and produce rhyming words: learning about patterns, rhythms, and structure of language
	+ Read rhyming books and poetry
	+ Rhyming games online: <http://pbskids.org/games/rhyming>
	+ Play rhyming games…what rhymes with cat? (hat, mat, pat, sat)
	+ Rhyming cards/jars…word cards with different rhyming patterns that your child can sort.
* Play phonological word games:
	+ Give a word and have child identify the initial sound.
	+ Give a word and have child identify final sounds.
	+ Give a word and have child identify medial sounds.
	+ Give a word and have child add or substitute individual sounds in simple, one-syllable words to make new words.
	+ Segment words (“cat” broken down into individual sounds /k/ /a/ /t/
	+ Blend letters into words (parts to whole)
* Model reading books with your child. Point out the features of a sentence (e.g., first word, capitalization, ending punctuation).
 |
| Reading Standards for Literature & Informational Skills | * Read with your child every day. Discuss the story, asking questions about ideas and details in the story and the sequence of events. Use complete sentences when talking about the content.
* When reading literature, discuss the characters, setting, and major events in the story. Encourage your child to make predictions about what will happen next as you read.
* Talk about the parts of a book: the front cover, back cover, the title page, dedication page, table of contents, and glossary of the book. Discuss the information that can be found in each of these parts.
* Read two books on the same topic (informational texts) or adventure stories (literature) and compare and contrast the basic similarities and differences.
* Use technology to enhance your child’s interest in reading.
	+ OC Library, *BookFlix*: [www.ocpl.org](http://www.ocpl.org), click on *Kids*, then *Read*, then *BookFlix*.
 |
| Writing Standards | * Create a family journal and write about special events together. Student can practice and apply phonetic skills and foundational skills learned.
* Scrapbook your school year and have your child write stories of memorable events at first grade.
* Create stories with your child or informational pieces about something your child learned and publish them using technology.
* Draw with your child and tell a story about it. Model how to add details to your drawing and story.
* With your child, write a book review about a book you just read stating your opinion about the book and a reason why others should read it or not.
* Create poetry with rhyming words.
 |
| Listening & Speaking Standards | * Listen to your child talking about the books they read. Watch a television program together. Ask questions about what they read or viewed. Make sure to use complete sentences.
* Ask your child to tell you about their day at school and tell them about your day.
* Share stories, events of the day, or future plans at the dinner table.
 |
| Language Standards | * When writing, discuss and model the following conventions: use of upper- and lower-case letters, capitalization of the first word in a sentence, and punctuation (, . ! ?).
* Play matching games with singular and plurals of common nouns or possessive forms of words.
* Talk about unfamiliar words encountered in the environment, speech, and books.
* Play sorting games. Sort common objects into categories (e.g., shapes, food) to develop a sense of the concepts the categories represent.
* Play games around the concept of opposites (antonyms) and the same (synonyms).
 |

**MANDARIN IMMERSION PROGRAM**

**Parent Guide for Supporting English Literacy Development**

|  |  |  |
| --- | --- | --- |
| **Grade Level** | **California Common Core State Standards** **for English Language Arts & Literacy** | **How Parents Can Support****and Resources** |
| Second | **Reading Standards for Foundational Skills*** Distinguish long & short vowels when reading.
* Know spelling-sound correspondence for common vowel teams.
* Decode two-syllable words with long vowels.
* Decode words with prefixes and suffixes
* Recognize and spell irregularly spelled words.
 | * Become word detectives, search out words when reading books, viewing a website, or driving around town. Searches can be for:
	+ Long vowel and short vowel words
	+ Two-syllable words with long vowels
	+ Words with prefixes or suffixes
* Play phonological word games found online, such as:
	+ PBS Kids: <http://pbskids.org>
* When reading point out words based on the foundational skills for second grade.
 |
| Reading Standards for Literature & Informational Skills | * Read with your child every day. Discuss the story or informational text, asking questions about ideas and details. (*who, what, when, where, why* questions)
* Read fables and folktales from diverse cultures, and discuss the central message, moral, or lesson.
* When reading literature, discuss the differences in the points of view of characters. When reading informational texts, discuss the main purpose of the text and what the author wants to answer, explain, or describe.
* Use technology to enhance your child’s interest in reading.
	+ OC Library, *BookFlix*: [www.ocpl.org](http://www.ocpl.org), click on *Kids*, then *Read*, then *BookFlix*.
 |
| Writing Standards | * Create a family journal and write about special events together. Talk about writing, adding details to strengthen writing as needed.
* Collaborate with your child on a research project on an area of interest. Expand knowledge through research using digital tools, visits to the library, and excursions.
* Create a blog recommending books and movies others should read or watch. Have your child state their opinions and supply reasons for the opinion then conclude the opinion piece.
 |
| Listening & Speaking Standards | * Listen to your child talking about information they learn from books and other media.
* Have your child record him/herself telling a story or recounting an experience with appropriate and relevant, descriptive details using digital media.
* Ask them to tell you about their day at school and tell them about your day and share stories at the dinner table.
 |
| Language Standards | * When writing, discuss and model the following conventions: capitalization of holidays, product names, and geographic names; commas in greetings & closing letters; apostrophe to form possessives and contractions.
* Talk about unknown and multiple-meaning words encountered in the environment, speech, and books. Use glossaries and beginning dictionaries, both digital and print, to determine and clarify the meanings of words and phrases.
* Play games around the concept of using root words as clues to the meaning of an unknown/unfamiliar word. (*addition, additional*)
 |

**MANDARIN IMMERSION PROGRAM**

**Parent Guide for Supporting English Literacy Development**

|  |  |  |
| --- | --- | --- |
| **Grade Level** | **California Common Core State Standards** **for English Language Arts & Literacy** | **How Parents Can Support****and Resources** |
| Third | **Reading Standards for Foundational Skills (Grade Appropriate)*** Identify and know the meaning of the most common prefixes and derivational suffixes.
* Decode words with common Latin suffixes.
* Decode multisyllabic words.
* Read irregularly spelled words.
* Read with accuracy and purpose
* Use context to confirm or self-correct, rereading as necessary
 | * Become word detectives, search out words when reading books, viewing a website, or driving around town. Searches can be for:
	+ Prefixes and derivational suffixes (*-ful, -ation, -ity, -ous*)
	+ Latin suffixes
	+ Multisyllabic words
	+ Irregularly spelled words
* Play word games found online, such as:
	+ PBS Kids: <http://pbskids.org>
* When reading together point out words based on the foundational skills for third grade.
 |
| Reading Standards for Literature & Informational Skills | * Read with your child daily. Discuss the story, asking questions about ideas and details in the story or informational text answering question referring explicitly to the text as a basis for answering questions.
* When reading informational texts, have your child distinguish their own point of view from that of the author of a text. When reading literature, have your child distinguish their own point of view from that of the narrator or those of the characters.
* When reading informational texts, compare and contrast information from two different texts on the same topic. When reading literature, compare and contrast the themes, settings, and plots of stories written by the same author or similar characters (books in a series).
* Have your child read and recount stories, including fables, folktales, and myths from diverse cultures.
* Read literature and describe the characters in a story (their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
* Use technology to enhance your child’s interest in reading.
	+ OC Library, *BookFlix*: [www.ocpl.org](http://www.ocpl.org), click on *Kids*, then *Read*, then *BookFlix*.
 |
| Writing Standards | * Have your child create a family journal and write about special events. Have them include detailed descriptions, a clear sequence of events, and dialogue. Each story should have a sense of closure. (These could be written over the course of days.)
* Scrapbook your school year and write detailed descriptions and speech bubbles to show dialogue.
* Create a research project on an area of interest. Support your child’s research through digital tools, visits to the library, and excursions.
* Write movie reviews after viewing a movie together uses examples from the movie to support the opinion.
 |
| Listening & Speaking Standards | * Listen to your child talking about information they learn from books and other media. Ask questions about the main idea and key details.
* Using digital media have your child record him/herself presenting information from a research project. The presentation should include ideas organized around major points of information, a logical sequence, supporting details and a strong conclusion.
* Ask them to tell you about their day at school and tell them about your day and share stories at the dinner table.
 |
| Language Standards | * When writing, discuss and model the following conventions: capitalization of titles, commas in addresses, commas and quotations marks in dialogue, possessives, spelling patterns.
* Talk about unfamiliar and multiple-meaning words and phrases encountered in the environment, speech, and books. Discuss literal and non-literal meanings of words and phrases in context.
* Play games around the concept of parts of speech (nouns, pronouns, verbs, adjectives, and adverbs), regular and irregular plural nouns, abstract nouns (*childhood*), simple verb tenses, comparatives and superlatives.
 |