



Kindergarten Literacy

Check out the
**Indiana Literacy
Framework**
for guidance on
literacy standards:
[www.doe.in.gov/
literacy/framework](http://www.doe.in.gov/literacy/framework)

The Indiana Department of Education is dedicated to informing and educating families about your child's education since you are your child's first teacher. This guide provides an overview of the literacy skills and Indiana English/Language Arts standards your child will encounter and learn by the end of kindergarten.

Literacy skills your child will learn in kindergarten:

- Upper- and lower-case letters, matching letters to their sounds, and producing letter sounds
- Read and sound-out words
- Recognize and produce rhyming words
- Recognize and name sight words

- Retell familiar stories by using details from the text
- Answer questions about a story that has been heard or read aloud
- Participate in class discussions about stories and texts and share opinions

- Printing all upper- and lower-case letters, combining letters to form words, and words to form sentences
- Draw pictures to match writing or a text heard or read
- Use capital letters when starting a sentence and include punctuation

Communicate with your child about school by asking:

- Can you tell me about a book that was read today?
- What did you learn in reading today?
- What did you draw or write about today?
- Did you feel challenged today or did you need extra help?

Communicate with the school about your child:

- Regularly ask or email about your child's academic progress, not just during parent-teacher conferences
- Check-in on your child's social-emotional status and needs
- Look for opportunities to volunteer in or out of the classroom

Turn over for strategies to use at home →



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How you can help at home:

→ READ, READ, READ! Read to your child, listen to your child read, and ask questions about the story or text.

Ask: “What was the story about?”

“Who was in the story and what happened?”

“How did the story end?”

→ Practice recognizing letters or matching letters to a given letter sound. Parent says, “The sound is /d/” and child responds with or writes the letter “d.”

→ Give your child three sounds in a word and have them blend sounds together to form the word. You say: /b/ /u/ /n/ and child blends to give you the word “bun.”

→ Play ‘Find the Sight Word’ by writing sight words on Post-it notes, then place them around your house. State a sight word and have your child find the word, and then spell it aloud.

→ Give your child a word and ask them to provide a rhyming word.

→ Look over papers that come home and review skills with your child. Offer review or enrichment of these skills.

→ While in the car, point out stores, restaurants, or street signs and ask your child to tell the beginning letter of all the sounds in the word.

→ Encourage your child to draw and write about a story heard or read.

→ Take your child to the public library and let them choose books. Ask a librarian to show you books on your child’s reading level or interests.



First Grade Literacy

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Literacy skills your child will learn in first grade:

<ul style="list-style-type: none">→ Recognize and name sight words→ Read and sound-out new words as they appear in text using vowel and syllable patterns→ Read a text while working on fluency and comprehension	<ul style="list-style-type: none">→ Retell familiar stories by using details including the characters, setting, and what happened in the text→ Ask and answer questions about a story or text→ Participate in class discussions about stories and texts and share opinions	<ul style="list-style-type: none">→ Write complete sentences that include capital letters, punctuation, and correct spacing→ Respond to a text by telling what happened→ Research a topic and write to inform the reader
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Communicate with your child about school by asking:

- Can you tell me about a book that was read today?
- What did you learn in reading today?
- What did you draw or write about today?
- Did you feel challenged today or did you need extra help?

Communicate with the school about your child:

- Regularly ask or email about your child’s academic progress, not just during parent-teacher conferences
- Check-in on your child’s social-emotional status and needs
- Look for opportunities to volunteer in or out of the classroom

Turn over for strategies to use at home →



First Grade Literacy

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How you can help at home:

→ READ, READ, READ! Read to your child, listen to your child read, and ask questions about the story or text.

Ask: “What was the story about?”

“Who were the characters and what happened to them?”

“How did the story end?”

“What do you predict will happen next?”

→ Play ‘Find the Sight Word’ by writing sight words on Post-it notes, then place them around your house. State a sight word and have your child find the word, spell it aloud, and use it in a sentence.

→ Encourage your child to draw and write multiple sentences about a story heard or read. Your child could also write about what will happen next.

→ Allow your child to practice their typing skills. Ask them to type a sentence about their favorite book, food, character, or topic of interest.

→ Look over papers that come home and review skills with your child. Offer review or enrichment of these skills.

→ While in the car, point out stores, restaurants, or street signs and ask your child to tell the sounds and letters in the word.

→ Take your child to the public library and let them choose books. Ask a librarian to show you books on your child’s reading level.



Second Grade Literacy

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The Indiana Department of Education is dedicated to informing and educating families about your child's education since you are your child's first teacher. This guide provides an overview of the literacy skills and Indiana English/Language Arts standards your child will encounter and learn by the end of second grade.

Literacy skills your child will learn in second grade:

- Read and understand new words as they appear in text using vowels, syllables, word family patterns, and context clues
- Independently read a text while working on fluency and comprehension
- Explain the author's purpose for writing

- Ask and answer questions about the main idea, key details, beginning, middle, and end in a text
- Make predictions about a text and confirm if they were correct using details
- Participate in class discussions about texts and share opinions

- Write a paragraph including topic and concluding complete sentences about a topic of interest or in response to a text they read
- Research a topic and write to inform or show the reader why a certain course of action should be followed

Communicate with your child about school by asking:

- Can you tell me about a text that you read today? What was the main idea?
- What skills did you learn in reading today? Can you teach me?
- What did you write about today?
- Did you feel challenged today or did you need extra help?

Communicate with the school about your child:

- Regularly ask or email about your child's academic progress, not just during parent-teacher conferences
- Check-in on your child's social-emotional status and needs
- Look for opportunities to volunteer in or out of the classroom

Turn over for strategies to use at home →



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How you can help at home:

→ READ, READ, READ! Read to your child, listen to your child read, and ask questions about the story or text.

Ask: “What was the story or text about?”

“Who were the characters and what happened to them?”

“How did the story end?”

“What do you predict will happen next?”

→ Listen to audiobooks in the car or put captions on the television. This adds interactions with texts to your child’s day.

→ Have your child write friendly letters to classmates, teachers, family, or friends. Make sure the letter has a greeting or introduction, body, and ending.

→ Encourage your child to illustrate and write paragraphs about a story or text they read. Your child could also write about what will happen next or the next chapter.

→ Allow your child to practice their typing skills. Ask them to type a response or persuade you about a topic of interest.

→ Look over papers that come home and review skills with your child. Offer review or enrichment of these skills. Ask your child if they can teach you what they learned.

→ Take your child to the public library and let them choose books. Ask a librarian to show you books on your child’s reading level.



Third Grade Literacy

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The Indiana Department of Education is dedicated to informing and educating families about your child’s education since you are your child’s first teacher. This guide provides an overview of the literacy skills and Indiana English/Language Arts standards your child will encounter and learn by the end of third grade.

Literacy skills your child will learn in third grade:

<ul style="list-style-type: none">→ Read and understand new words as they appear in text using vowels, syllables, roots, affixes, and context clues→ Independently read a text while working on fluency and comprehension→ Read a variety of stories, plays, and poems	<ul style="list-style-type: none">→ Ask and answer questions using evidence from the text→ Describe how a character’s actions contribute to the plot→ Participate in class discussions about texts and share opinions	<ul style="list-style-type: none">→ Write an informative composition including an introduction, supporting paragraphs, and conclusion about a topic or text→ Research a topic and write to persuade the reader why a certain course of action should be followed
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Communicate with your child about school by asking:

- Can you tell me about a text that you read today? What was the main idea?
- What skills did you learn in reading today? Can you teach me?
- What did you write about today?
- Did you feel challenged today or did you need extra help?

Communicate with the school about your child:

- Regularly ask or email about your child’s academic progress, not just during parent-teacher conferences
- Check-in on your child’s social-emotional status and needs
- Look for opportunities to volunteer in or out of the classroom

Turn over for strategies to use at home →



Third Grade Literacy

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How you can help at home:

→ READ, READ, READ! Read to your child, listen to your child read, and ask questions about the story or text. Encourage your child to read independently every day.

Ask: “What was the story or text about?”

“Who were the characters and what happened to them?”

“How did the story end?”

“What do you predict will happen next?”

→ Listen to audiobooks in the car or put captions on the television. This adds interactions with texts to your child’s day.

→ Have your child write about a topic of interest or in response to a text. Bring this piece back several times and ask your child to look for specific conventions (capitalization, punctuation, spacing, complete sentences, commas, etc.) to edit or correct.

→ Encourage your child to illustrate and write paragraphs about a story or text they read. Your child could also write about what will happen next or the next chapter.

→ Allow your child to practice their typing skills. Ask them to type a response or persuade you about a topic of interest.

→ Look over papers that come home and review skills with your child. Offer review or enrichment of these skills. Ask your child if they can teach you what they learned.

→ Take your child to the public library and let them choose books. Ask a librarian to show you books on your child’s reading level. Let your child explore different genres and types of books (fiction, nonfiction, poems, cartoons, comics, etc).



Fourth Grade Literacy

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The Indiana Department of Education is dedicated to informing and educating families about your child's education since you are your child's first teacher. This guide provides an overview of the literacy skills and Indiana English/Language Arts standards your child will encounter and learn by the end of fourth grade.

Literacy skills your child will learn in fourth grade:

- Read and understand new words as they appear in text using roots, affixes, and context clues
- Independently read a text while working on fluency and comprehension
- Read a variety of stories, plays, and poems and explain differences

- Ask and answer questions using evidence from the text and making inferences
- Paraphrase the main events and identify the theme of a text
- Participate in class discussions about texts and share opinions

- Write an informative composition including an introduction, supporting paragraphs with facts, conclusion, and transitions between thoughts and ideas
- Research a topic and write to persuade the reader

Communicate with your child about school by asking:

- Can you tell me about a text that you read today? What was the main idea?
- What skills did you learn in reading today? Can you teach me?
- What did you write about today?
- Did you feel challenged today or did you need extra help?

Communicate with the school about your child:

- Regularly ask or email about your child's academic progress, not just during parent-teacher conferences
- Check-in on your child's social-emotional status and needs. Ask questions about who they hang out with at recess or sit with at lunch.

Turn over for strategies to use at home →



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How you can help at home:

- READ, READ, READ! Encourage your child to read independently every day. Ask questions like : “What was the story or text about?”
 - “Who were the characters and what happened to them?”
 - “How did the story end?”
 - “What do you predict will happen next?”
- Be informed about your child’s interactions with media. Check programs and sites to make sure the content is on grade-level and appropriate for your child. Have conversations about finding credible sources.
- Have your child write about a topic of interest or themselves in a narrative. Bring this piece back several times and ask your child to look for specific conventions (capitalization, punctuation, spacing, complete sentences, commas, etc.) to correct and edit for vivid language, vocabulary, and dialogue when appropriate.
- Encourage your child to illustrate and write paragraphs about a story or text they read. Your child could also write about what will happen next or the next chapter.
- Allow your child to practice their typing skills. Ask them to type a response or persuade you about a topic of interest.
- Look over papers that come home and review skills with your child. Offer review or enrichment of these skills. Ask your child if they can teach you what they learned.
- Take your child to the public library and let them choose books. Ask a librarian to show you books on your child’s reading level. Let your child explore different genres and types of books (fiction, nonfiction, poems, cartoons, comics, etc).



Fifth Grade Literacy

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Literacy skills your child will learn in fifth grade:

- Read and understand new words as they appear in text using roots, affixes, and context clues
- Independently read a text while working on fluency and comprehension
- Determine how words and phrases provide meaning to a text

- Ask and answer questions using evidence from the text and making inferences
- Summarize and determine the theme of a text using details and quotes from the text
- Participate in class discussions about texts and share opinions

- Write an informative composition including an introduction, supporting paragraphs with facts, conclusion, and transitions between thoughts and ideas
- Research a topic and write to persuade the reader

Communicate with your child about school by asking:

- Can you tell me about a text that you read today? What was the main idea?
- What skills did you learn in reading today? Can you teach me?
- What did you write about today?
- Did you feel challenged today or did you need extra help?

Communicate with the school about your child:

- Regularly ask or email about your child’s academic progress, not just during parent-teacher conferences
- Check-in on your child’s social-emotional status and needs. Ask questions about who they hang out with at recess or sit with at lunch.

Turn over for strategies to use at home →



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How you can help at home:

- READ, READ, READ! Encourage your child to read independently every day. Ask questions like : “What was the story or text about?”
 - “Who were the characters and what happened to them?”
 - “How did the story end?”
 - “What do you predict will happen next?”
- Be informed about your child’s interactions with media. Check programs and sites to make sure the content is on grade-level and appropriate for your child. Have conversations about finding credible sources.
- Have your child write about a topic of interest or themselves in a narrative. Bring this piece back several times and ask your child to look for specific conventions (capitalization, punctuation, spacing, complete sentences, commas, etc.) to correct and edit for vivid language, vocabulary, and dialogue when appropriate.
- Encourage your child to illustrate and write paragraphs about a story or text they read. Your child could also write about what will happen next or the next chapter.
- Allow your child to practice their typing skills. Ask them to type a response or persuade you about a topic of interest. Make sure they include facts and supporting details.
- Look over papers that come home and review skills with your child. Offer review or enrichment of these skills. Ask your child if they can teach you what they learned.
- Take your child to the public library and let them choose books. Ask a librarian to show you books on your child’s reading level. Let your child explore different genres and types of books (fiction, nonfiction, poems, cartoons, comics, etc).



Digital Resources

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How you can help at home:

When thinking about online programs or apps for your child, it is important to consider the following:

- Are there programs or apps your child uses in school? Reach out to your child's teacher to ask for a list to get you started at home.
- Does the content fit your child's learning needs? Does it align to the Indiana Academic Standards? Does it look like what your child is learning in class?
- Is your child appropriately challenged? Do they fly through the program to earn prizes or are they asking for help on every question/section?
- Can they level-out of the program in a matter of minutes? Will the program keep your child's attention?
- Are there ads or pop-ups? If so, are they distracting to the objective of the program? Will your child click on those pop-ups and play those games?
- Are you limiting screen time and also adding in interactions with books?
- Are you monitoring what programs and apps your child is using? Do they contain appropriate content for your child?