DIVISION OF Early Learning
LEARN EARLY. LEARN FOR LIFE.

PREPARING FLORIDA CHILDREN FOR A SUCCESSFUL FUTURE:
Prekindergarten Family Guide

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS 4 YEARS OLD TO KINDERGARTEN:

The Florida Early Learning and Developmental Standards 4 Years Old to Kindergarten (2017) Crosswalk with Florida's B.E.S.T. Standards in grades K-3 promotes kindergarten readiness by serving as the bridge between pre-kindergarten and kindergarten expectations for what children need to know and be able to do. The Florida Early Learning and Developmental Standards are based on principles that incorporate our accumulated knowledge about child development and evidence-based practices and are grounded in Florida's conviction that children's early experiences are directly related to later success in school, the workforce and in life. The Crosswalk is available at http://flbt5.floridaearlylearning.com/resources.html.

THESE STANDARDS EMPHASIZE:

- Development of print awareness and phonological awareness
- Development of listening and comprehension skills
- Language and vocabulary development
- Emergent writing and emergent reading

The information in this document is targeted toward families, caregivers and educators so that their interactions with young children in the home, and in School Readiness, Voluntary Prekindergarten (VPK), and other early care and education programs can build upon children's emerging talents and strengths in appropriate and enriching ways.

Preparing your child for success begins at birth with the first five years of development being critical to their sensory, language and cognitive development.

LEARN about the Florida Early Learning and Developmental Standards and why they matter for your child.

TALK with your child's teacher about what he/she will be learning in the classroom.

LOCATE activities and resources to support your child's learning in practical ways at home.

UNDERSTAND important educational (academic) words that you will see in your child's early learning standards.

LEARN ABOUT THE 4 YEARS OLD TO KINDERGARTEN STANDARDS

YOUR CHILD WILL EXPLORE EMERGENT LITERACY BY:

- Showing motivation for and appreciation of reading.
- Showing age-appropriate phonological awareness.
- Showing alphabetic and print knowledge.
- Demonstrating comprehension of books read aloud.

IN READING AND WRITING YOUR CHILD WILL BE ABLE TO:

- Show motivation and engage in written expression.
- Select books for enjoyment and reading-related activities.
- Enjoy pretending to read to self or others.
- Make real-world connections between stories and real-life experiences.
- Name most letters.
- Recognize some letter sounds.
- Retell or reenact a story after it is read aloud.
- Ask and answer appropriate questions about the story.
- Intentionally use scribbles/writing to convey meaning.
- Use letter-like shapes or letters to write words or parts of words.
- Write their own name.

LOCATE ACTIVITIES AND RESOURCES

EVERYDAY ACTIVITIES TO SUPPORT LEARNING

Help your child develop skills in the areas of language and literacy by:

- ✓ Making books, poetry and songs a part of your daily interactions with your child.
- ✓ Writing notes to your child and leaving them around the house (e.g., in their lunch boxes or on the table for them to find while eating breakfast or dinner).
- ✓ Reading the notes and encouraging your child to write a note back to you.
- ✓ Asking more specific questions about their daily experiences (e.g., "Tell me three fun things you did at school today.").
- ✓ Encouraging your child to play with the sounds of language (e.g., identify rhymes, recognize beginning sounds in some words).
- ✓ Providing materials for your child to use in creative play that encourage the use of new words while writing notes or creating stories (e.g., pencil, crayons, paper, toy phones, voice recorders and story props).
- ✓ Having daily conversations with your child. Listen carefully and respond to their thoughts and questions.
- ✓ Asking open-ended questions using question words such as "why" or "how."
- ✓ Reading to them daily. Reading aloud to your child helps prepare them for future reading and learning success.

PREKINDERGARTEN SUGGESTED BOOK LIST



Alphabet City, by Stephen T. Johnson
Bear Feels Sick, by Karma Wilson
Bear Snores On, by Karma Wilson
Brown Bear, Brown Bear, by Eric Carle
Chicka Chicka Boom Boom, by Bill Martin Jr.
City Shapes, by Diana Murray
Clifford the Big Red Dog, by Norman Bridwell
Full, Full, Full of Love, by Trish Cooke
If You Give a Mouse a Cookie, by Laura Joffe Numeroff
Is Your Mama a Llama?, by Deborah Guarino
Leo the Late Bloomer, by Robert Kraus
Making Friends, by Fred Rogers
My Florida Alphabet, by Annie P. Johnson
Owl Babies, by Martin Waddell
The Little Engine That Could, by Watty Piper
Wish, by Emma Dodd
You Can Do It, Sam, by Amy Hest

SUPPLEMENTAL READING OPTIONS

Bea at Ballet
by Rachel Isadora

Feathers for Lunch
by Lois Ehlert

Rosie's Walk
by Pat Hutchins

The Kissing Hand
by Audrey Penn

What I Like About Me!
by Allia Zobel Nolan

Rabbit Moon
by Jean Kim

Love You Forever
by Robert Munsch

TALK TO YOUR CHILD'S TEACHER

Remember, you are your child's first teacher. Think about a conference as a "team meeting" in which you will discover the special contributions each of you can bring to your child's success. Here are some questions you could ask to prompt discussions:

In the area of literacy, what are my child's strengths? How are those strengths supported during instruction? Where is my child struggling and how can I help?

What phonological awareness skills should my child have mastered at this point? Has my child mastered them? Can I see an example of a phonological awareness task that my child is working through?

EDUCATIONAL (ACADEMIC) WORDS TO KNOW

ALPHABETIC KNOWLEDGE
The understanding that words are composed of letters.

BACKGROUND KNOWLEDGE (PRIOR KNOWLEDGE)
Information that is important to understanding a situation or problem; what you already know from experience.

COMPREHENSION
Understanding what one has heard or what one has read (e.g., a child is able to answer questions or make comments about a story that someone has read aloud to them).

EMERGENT READING
The range of a child's developmental skills, knowledge and attitudes (beginning at birth) that combine with a variety of experiences related to written language.

EMERGENT WRITING
Writing-related experiences and actions that occur before a child reaches the conventional literacy stage in middle childhood (e.g., a child draws pictures or symbols to represent words).

EXPLICIT INSTRUCTION
Teacher/parent-led interactive instruction that is direct and includes a clear explanation of the targeted skill.

PHONOLOGICAL AWARENESS
The foundation for learning to read. Refers to the ability to work with words orally (the spoken sound) and does not involve print.