



PREPARING FLORIDA'S CHILDREN FOR A SUCCESSFUL FUTURE:

Prekindergarten

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

The Florida Early Learning and Developmental Standards 4 Years Old to Kindergarten (2017) is a comprehensive document containing age-appropriate information and reflections about how young children explore, create and think. The Standards are based on principles that incorporate our collective knowledge about child development and best practices and are grounded in Florida's conviction that children's early experiences are directly related to later success in school, in the workforce and in life.

The information in this document is targeted towards 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.

THESE STANDARDS EMPHASIZE:

- Development of listening and comprehension skills
- Language and vocabulary development
- Emergent writing and emergent reading
- Development of the whole child (physical development, social and emotional development, mathematical thinking and creativity).

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 teachers 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 grade-level 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 reading enjoyment and reading-related activities including, 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 part 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 leave 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, recognizes 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).
- ✓ Simply 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,” “how.”
- ✓ Remembering to read to them daily. Reading aloud to your child helps prepare them for future reading and learning success.

PREKINDERGARTEN SUGGESTED BOOK LIST



Full, Full, Full of Love, by Trish Cooke
Owl Babies, by Martin Waddell
The Kissing Hand, by Audrey Penn
The Little Engine that Could, by Watty Piper
You Can Do It, Sam, by Amy Hest
Bear Snores On, by Karma Wilson
City Lullaby, by Marilyn Singer
My Florida Alphabet, by Annie P. Johnson
Wish, by Emma Dodd
Is your Mama a Llama?, by Deborah Guarino
Chicka Chicka Boom Boom, by Bill Martin Jr.
Giraffes Can't Dance, by Giles Andreae
Alphabet City, by Stephen T. Johnson
Alexander and the Terrible, Horrible, No Good, Very Bad Day, by Judith Viorst
Bear Feels Sick, by Karma Wilson and Jane Chapman
Making Friends, by Fred Rogers
Today I Feel Silly and Other Moods that Make My Day, by Jamie Lee Curtis

SUPPLEMENTAL READING OPTIONS

All about Matter
by Mari Schuh

Dig, Wait, Listen
by April Pulley Sayre

Apples
by Gail Gibbons

Feathers for Lunch
by Lois Ehlert

What I Like About Me!
by Allia Zobel Nolan

Rosie's Walk
by Pat Hutchins

Bea at Ballet
by Rachel Isadora

Ben's Trumpet
by Rachel Isadora

David's Drawings
by Cathryn Falwell

The Kissing Hand
by Audrey Penn



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).

EXPLICIT INSTRUCTION

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

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).

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.