



## PREPARING FLORIDA CHILDREN FOR A SUCCESSFUL FUTURE

The B.E.S.T. Standards for English Language Arts (ELA) are literacy standards for Florida students that will shape their education and make Florida the most literate state in the nation. The B.E.S.T. Standards will pave the way for Florida students to receive a world-class education and prepare them for a successful future.

Education leaders across the state of Florida improved the academic content standards, creating new expectations for what students need to know and be able to do. These benchmarks are goals that students are expected to achieve by the end of the school year. The B.E.S.T. Standards are designed to ensure that ALL students reach their greatest potential.

### THESE STANDARDS EMPHASIZE:

- Explicit and systematic phonics instruction
- Critical thinking skills
- A deep respect for literature from historic time periods
- Knowledge building through content-rich texts

**Preparing your child for success begins in Kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in Kindergarten by helping you:**

#### LEARN

about the B.E.S.T. 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 KINDERGARTEN STANDARDS

### YOUR CHILD WILL EXPLORE THE WORLD THROUGH TEXT BY:

- Identifying front cover, back cover and title page of a book.
- Moving top to bottom and left to right on the printed page when reading; then returning to the beginning of the next line.
- Identifying all upper- and lowercase letters of the alphabet.
- Identifying the beginning, middle and last sound in words.
- Demonstrating knowledge of the most frequent sound for each consonant and the five major vowels.
- Reading Kindergarten high frequency words with automaticity.
- Writing many letters correctly.
- Identifying and produce rhyming words.

### IN READING AND WRITING, YOUR CHILD WILL BE ABLE TO:

- Describe the characters, setting and events in a story.
- Explain the roles of the author and illustrator of a story.
- Use titles, headings and illustrations to predict and confirm the topic of texts.
- Identify the topic of and multiple details in a text.
- Identify and explain words in a text.
- Retell a text out loud.
- Use drawings, spoken words and/or writing to express an opinion, provide facts about a topic or tell a story.



# LOCATE ACTIVITIES AND RESOURCES

## EVERYDAY ACTIVITIES TO SUPPORT LEARNING:

- ✓ Use trips to the grocery store, dinnertime chats and driving in the car as a time to introduce new words and talk about the world around us with your child.
- ✓ Build language skills and help your child learn new words by telling a story and then have them tell you one back.
- ✓ Sing rhyming songs, read rhyming books and say tongue twisters with your child to help them learn new sounds in words.
- ✓ Help your child learn the names of the letters and the sounds the letters make by turning it into a game (e.g., "I'm thinking of a letter and it makes the sound 'sssss.'")
- ✓ Keep books out in the open and readily available to read in the kitchen, car and other locations where your child spends time.
- ✓ Read aloud to your child for 20 minutes each day. Talk about what you are reading to help your child understand what they are reading.
- ✓ Select books your child is most interested in reading. Talk with your child's teacher or a local librarian to find the best books for your child. Be frequent visitors to your local public library for books, events, and reading programs.
- ✓ Have your child engage in writing using drawing and inventive spelling. They can write a grocery list or a letter to a family member. Have your child sound out the words and write the letters they hear.
- ✓ Have your child use reading apps on your phone or tablet to practice reading at home or on-the-go.
- ✓ Create a plan to keep reading during school breaks and over the summer to help prevent your child from falling behind.

## KINDERGARTEN SUGGESTED BOOK LIST



*At the Seaside* by Robert Louis Stevenson  
*Curious George* by H.A. Rey  
*Red is Best* by Kathy Stinson  
*The Very First Americans* by Cara Ashrose  
*The Clock - a Mother Goose Poem* by Unknown  
*Hop on Pop* by Dr. Seuss  
*Rumble in the Jungle* by Giles Andreae  
*Two Ways to Count to Ten: A Liberian Folktale* by Ruby Dee  
*A Mother for Choco* by Keiko Kasza  
*I am Jackie Robinson* by Brad Meltzer  
*Swimmy* by Leo Lionni  
*Wandering Whale Sharks* by Susumu Shingu  
*Brown Bear, Brown Bear* by Bill Martin Jr.  
*Mission to Space* by John Herrington  
*The Bald Eagle* by Norman Pearl  
*We Have a Little Garden* by Beatrix Potter  
*Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault  
*Now We Are Six* by A.A. Milne  
*The Carrot Seed* by Ruth Krauss and Crockett Johnson  
*Where the Wild Things Are* by Maurice Sendak  
*Corduroy* by Don Freeman  
*On a Farm* by Alexa Andrews  
*The Sky Painter: Louis Guertes, Bird Artist* by Margarita Engle

## SUPPLEMENTAL READING OPTIONS

*A Child's Garden of Verses*  
by Robert Louis Stevenson

*A First Book of the Sea*  
by Nicola Davies

*Little House in the Big Woods*  
by Laura Ingalls Wilder

*The Lion and the Mouse*  
by Aesop

*The Emperor's New Clothes*  
by Hans Christian Andersen

*The Very Hungry Caterpillar*  
by Eric Carle

*Love You Forever*  
by Robert Munsch

*The Tale of Peter Rabbit*  
by Beatrix Potter

*Stellaluna*  
by Janel/Cannon

*The Ugly Duckling*  
by Hans Christian Andersen

*Goodnight Moon*  
by Margaret Wise Brown

*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 kindergartner's success. Here are some questions you could ask to prompt discussions:

Which letter names and sounds is my child working on? Which have they mastered? How can I support them at home?

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?

Can my child show you that they understand what they are reading and learning about through drawing, talking and writing? If not, what challenges are they facing?

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

What behaviors should I see when my child is reading/being read to? Can I see an example of the type of texts my child is reading? How can I support them at home?

What topics in connection to science and social studies are my child learning about through reading?

## EDUCATIONAL (ACADEMIC) WORDS TO KNOW

### **AUTOMATICITY**

When reading, it is the ability to read words quickly and accurately.

### **BACKGROUND KNOWLEDGE (PRIOR KNOWLEDGE)**

Information that is important to understanding a situation or problem; what you already know from experience.

### **DECODING**

Translating a word from print to speech by using knowledge of letter-sound relationships; also, the act of reading a new word by sounding it out.

### **EXPLICIT INSTRUCTION**

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

### **HIGH-FREQUENCY WORDS**

A small group of words (300-500) that regularly appear in print. Often, they are referred to as "sight words" as students should be able to recognize these words at a glance.

### **INVENTIVE SPELLING**

Inventive spelling refers to the practice of children using incorrect and unusual spellings for words. It is also sometimes called "invented spelling." Typically, inventive spelling is used by students who are just learning to put sounds together to make words.

### **PHONICS**

Teaches students how to connect sounds of letters or groups of letters in order to read 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.

### **READING LEVEL**

Independent reading level is the highest level at which a reader has adequate background knowledge for the topic and can read text very quickly and with very few errors.

### **SYSTEMATIC INSTRUCTION**

A carefully thought out and planned sequence of instruction.

### **TEXT FEATURES**

The parts of a story or article that are not the main body of the text; includes the title, headings and illustrations.

