

My Child Can!

Kindergarten Booklet

The Alabama Department of Education

**An Early Literacy
Guide for Families**

The *Alabama Families Read-at-Home Guide* was designed to provide a variety of standards-based resources for regular, family-guided, home reading.








My Child Can! Kindergarten Booklet

An Early Literacy Guide for Families

Dear Families,

The *My Child Can! Kindergarten Booklet*, developed by the Alabama State Department of Education, is a guide to help Alabama families understand the critical reading knowledge expected to be mastered at the end of Kindergarten by all Alabama students. We know that families are a child's first teacher in life and understand the learning needs of their child. Families are essential in setting high expectations for learning and encouraging their child's academic achievement, growth, and success! Your active participation and partnership with your child's teacher and school, along with reading support at home, is critical to their success in meeting the assessment standards established in Alabama.

This resource guide includes:

-  The Alabama English Language Arts Course of Study Standards.
-  An explanation of what your child can do with your help.
-  Unplugged activities your family can do.
-  Interactive resources designed for your child.
-  Resources designed to assist you in supporting your child's learning.



Parent
Videos



Parent
Articles



Printable
Crafts or Games



Online
Games



Videos for
Kids



Songs for
Kids

Please use the *My Child Can! Kindergarten Booklet: An Early Literacy Guide for Families* to help your child continue the joy of learning at home.



ELA Critical Standards

Reading Standards for Literature 3

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Reading Standards: Foundational Skills 5

Writing Standards 8

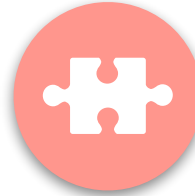
Speaking and Listening Standards 9

Language Standards 10



KINDERGARTEN

Reading Standards for Literature



Alabama ELA Course of Study Standards

1. With prompting and support, ask and answer questions about key details in a text.
 - a. Make predictions to determine main idea and anticipate an ending.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.
8. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.



With My Help My Child Can

1. My child can ask and answer questions about important details in stories.
 - a. My child can make predictions and predict possible endings of a story.
2. My child can retell a story by telling the beginning, middle, and end of a story.
3. My child can name the characters and setting, and tell what happens in a story.
8. My child can identify what is the same and different about the actions of characters in stories.



Families Can

Before Reading: Look at the cover and talk about what the book might be about.

During Reading: Ask your child who, what, when, where, why, and how questions. Encourage your child to use information from the book to support his or her thinking. Check out the *Talking While You Read* video for more tips!

After Reading: Talk about what happened. Encourage your child to retell the story using prompts such as a retelling glove.* You can even use sidewalk chalk to create a long, curvy line. Walk along the line as you retell the story together.



Digital Resources for Children



[PBS Kids Reading Games](#)



[Parts of a Story with Jack Hartmann](#)



Digital Resources for Parents



[Scholastic: Favorite Book Characters that Parents and Kids Love](#)



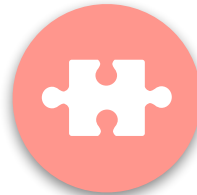
[Talking While You Read](#)



[The Retelling Glove](#)

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Reading Standards for Informational Text



Alabama ELA Course of Study Standards

10. With prompting and support, ask and answer questions about key details in a text.
11. With prompting and support, identify the main topic and retell key details of a text.
12. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
18. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).



With My Help My Child Can

10. My child can ask and answer questions about important details in an informational text.
11. My child can tell what an informational text is about and talk about what he or she learned.
12. My child can tell how two people, events, ideas, and facts are alike (connected).
18. My child can name what is the same and what is different between two informational texts on the same topic.



Families Can

Before Reading: Talk about what you and your child already know about the topic. Ask your child what he or she wants to learn more about.

During Reading: Ask your child who, what, when, where, why, and how questions. Where (do clownfish live)? How (are alligators and crocodiles alike/different)? Why (is a whale classified as a mammal)? Pay attention to what the photographs and/or illustrations are teaching, too.

After Reading: Talk with your child about what you have learned. Ask your child: What was this book mostly about?



Digital Resources for Children



[PBS Kids: Molly of Denali Alaskan Adventures](#)



[BrainPOP Jr. Movie of the Week](#)



[What's the Main Idea?](#)



Digital Resources for Parents



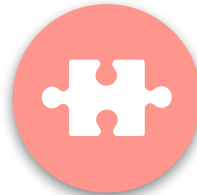
[PBS Kids: A Parent's Guide to Nonfiction](#)



[Reading Rockets: Start with a Book!](#)

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Reading Standards: Foundational Skills



Alabama ELA Course of Study Standards

20. Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all uppercase and lowercase letters of the alphabet.



My Child Can

20. My child can understand how books are organized.
- My child can follow the words in books from left to right, top to bottom, and page to page.
 - My child can recognize that the words we speak can be written using letters in a specific order.
 - My child can understand that printed words are separated by spaces.
 - My child can point to and name all of the uppercase and lowercase letters of the alphabet.



Families Can

Reinforce your child's understanding of how books are organized by pointing out the parts of a book and the basic features of print. You might name the front of the book, the back of the book, and where you begin reading the story. *See Print Awareness articles for more details.

Make learning the alphabet fun with hands-on activities like Play-Doh, puzzles, magnets, and toys. Begin with identifying the letters in your child's name. Once your child is able to identify and name the letters, provide him or her with activities to build speed and accuracy in letter recognition.



Digital Resources for Children



[PBS Kids: Sesame Street Letter Dance Party](#)



[Sesame Street Alphabet Songs](#)



Digital Resources for Parents



[Print Awareness](#)



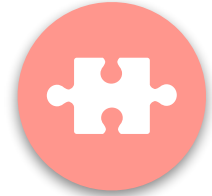
[Silly Ways to Teach Print Awareness](#)



[Alphabet Knowledge: Letter Arcs](#)

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Reading Standards: Foundational Skills



Alabama ELA Course of Study Standards

21. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.



My Child Can

21. My child can demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- My child can recognize and produce rhyming words.
 - My child can count syllables, blend syllables, and divide spoken words into syllables.
 - My child can blend and take apart (segment) the beginning sounds (onset) and ending parts (rime) of one-syllable words. Ex: /sh/ - /ip/
 - My child can find and say the beginning, middle, and last sound in simple words.
 - My child can change a sound in a word to make a new word.



Families Can

Read books with rhyme. Ask your child to tell you the words on the page that rhyme with each other, focusing on the sounds they hear, not the words they see. Talk about what makes words rhyme.

Say a word and have your child count/clap/tap the number of syllables in the word: cat (1), picnic (2), triangle (3).

Have your child move counters such as beans or pennies, for every sound in the word, saying the sound aloud while moving the counter. (3 counters = b-a-t, m-o-p, s-i-t, d-e-n, c-u-p)



Digital Resources for Children



[PBS Kids:
Rhyming Games](#)



[Go Noodle:
Syllables](#)



[Jack Hartmann:
Blending Onset
and Rime](#)



Digital Resources for Parents



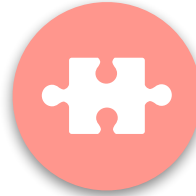
[Slide and Say
Phonemes](#)



[Phoneme
Manipulation](#)

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Reading Standards: Foundational Skills



Alabama ELA Course of Study Standards

22. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
23. Read emergent-reader texts with purpose and understanding.



My Child Can

22. My child can know and apply grade-level phonics and word analysis skills in reading words.
 - a. My child can identify and read the sound of each consonant.
 - b. My child can identify and read the long and short sound for the five major vowels.
 - c. My child can read common high-frequency words by sight.
 - d. My child can look at similarly spelled words and tell how they are different.
23. My child can read emergent texts with purpose and understanding.



Families Can

Play word games: *Alphabet Memory*
Print picture cards and letter cards for each letter of the alphabet, to make a deck of cards. Put every card face down on the table or the floor in rows. Let your child choose two cards to see if the letter card and picture card match. (e.g., h= hat; f= fish)

Using a familiar book, go on a sight word hunt and highlight the sight words you find.

Read rhyming books and have your child point to the rhyming words. Talk about the differences in spelling.



Digital Resources for Children



[Sight Word Hopper](#)



[Teach Your Monster to Read](#)



[Jack Hartmann: Workout to the Letter Sounds](#)



Digital Resources for Parents



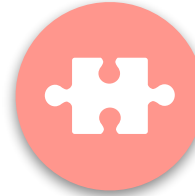
[Vowel Picture Sort](#)



[CVC Emergent Phonics Readers](#)

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Writing Standards



Alabama ELA Course of Study Standards

24. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. For example: My favorite book is . . .



My Child Can

24. My child can read or listen to a book and:
- ▶ talk about how he or she feels about the book
 - ▶ draw a picture about how he or she feels about the book
 - ▶ write about how he or she feels about a book



Families Can

Before Writing: Provide materials for writing: plenty of paper and things to write with. Talk with your child as much as possible about his or her ideas and opinions.

During Writing: Encourage your child to write, even if he or she is scribbling. Work together to label the pictures and write simple sentences.

After Writing: Turn your child's writing into a book. Tape the drawing onto construction paper. You can even use recycled cereal boxes to create a cover. Bind the book with yarn or ribbon. Ta-da!



Digital Resources for Parents



[A Tiger Grows Up:
Opinion Writing](#)



[Scholastic: Craft a
Kid's Journal](#)



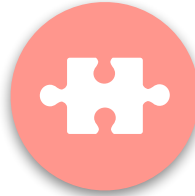
[Helping Young
Children Develop
Strong Writing Skills](#)



[Tips for Helping
Young Kids
Learn to Write](#)

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Speaking and Listening Standards



Alabama ELA Course of Study Standards

31. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.



My Child Can

31. My child can participate in conversations about kindergarten topics with friends and adults.
- My child can take turns speaking and listening during conversations.
 - My child can continue a conversation through multiple exchanges.



Families Can

Encourage conversations in your home and in social settings. Every social interaction gives your child a new opportunity to practice using oral language.

Spark interactions whenever you can and support your child's language development. Ask questions, rephrase the child's answers, and give prompts that encourage the oral conversations to continue.

Maintain eye contact when your child is speaking to you and encourage your child to do the same when you are speaking, in order to support his/her listening skills.



Digital Resources for Parents



[Strategies for Encouraging Your Child's Speech and Language Development](#)



[The Family Dinner Project: Conversation Starters](#)



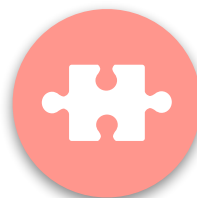
[Oral Language Expanding Your Child's Vocabulary](#)



[Scholastic: Listening and Learning](#)

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Language Standards



Alabama ELA Course of Study Standards

37. Begin to demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Print many uppercase and lowercase letters.
 - Use frequently occurring nouns and verbs.
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - Produce and expand complete sentences in shared language activities.



My Child Can

37. My child is beginning to demonstrate a command of Standard English grammar when writing and speaking.
- My child can print uppercase letters and lowercase letters.
 - My child can tell about people, places, and things and use action words.
 - My child can use correct noun forms when referring to one or more than one thing.
 - My child can ask who, what, where, when, why, and how questions.
 - My child can use common prepositions.
 - My child can speak in complete sentences when talking with others.



Families Can

Use common household items like coins, toothpicks, blocks, salt on a paper plate, etc. to form uppercase and lowercase letters.

Have a scavenger hunt! Ask your child to find items around the house. Ask your child to name the object. If there is more than one of the same object he or she should use a word ending with -s or -es.

Play Simon Says. Ask your child to choose an object like a stuffed animal or a pencil for use while playing. Give directions like, "Simon says put the pencil under the chair."



Digital Resources for Children



[Pencil Grip: How to Hold Your Pencil](#)



[Jack Hartmann: Noun Rap](#)



Digital Resources for Parents



[Multisensory Techniques for Teaching Handwriting](#)



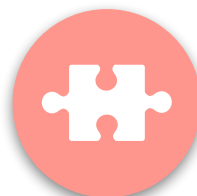
[Manuscript Letter Formation Stroke Description](#)



[Action Word Ring Sorts](#)

KINDERGARTEN

Language Standards



Alabama ELA Course of Study Standards

38. Begin to develop command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun I.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.



My Child Can

38. My child is beginning to develop an understanding of capitalization, punctuation, and spelling when writing.
- My child can capitalize the first word in a sentence and the pronoun I.
 - My child can notice and name end punctuation marks.
 - My child can write a letter or letters for most consonant and short-vowel sounds.
 - My child can use the knowledge of letter-sounds relationships to spell simple words.



Families Can

Pick a page from a familiar story book. As you read, draw your child's attention to the end marks. Name the end marks.

Ask your child to tell you some of their favorite things (sport, color). Dictate simple sentences your child can write. (I like baseball.) Make sure your child uses a capital letter to begin each sentence.

Say a sound and have your child write the letter or letters that make that sound.

Call out a word to your child. Have him or her use counters such as pennies or matchbox cars to represent each sound he or she hears; then write the corresponding letter that goes with each sound for the word.



Digital Resources for Children



[PBS Kids: Super Why's Spectacular Spelling Play](#)



[The Sentence Song](#)



[Jack Hartmann: See it! Say it! Sign it!](#)



Digital Resources for Parents



[Letters and Sounds: Practical Ideas for Parents](#)



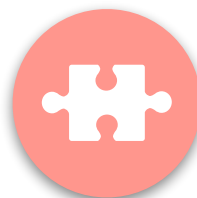
[Reading Rockets: Elkonin Boxes*](#)



[Writing Paper](#)

KINDERGARTEN

Language Standards



Alabama ELA Course of Study Standards

39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing a duck is a bird and learning the verb to duck).
 - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.



My Child Can

39. My child can figure out what words mean and can identify more than one meaning for a word.
- My child can identify new meanings for familiar words.
 - My child can use the affixes (prefixes and suffixes) to help figure out the meaning of an unknown word.



Families Can

Help your child learn the meanings of new words by frequently reading different types of books to him or her.

Have conversations about daily events, pictures in a book, places you visit, things in nature, and experiences you have with your child. Help your child use new words to describe those things.

Ex: The doors of your school are maroon in color. That is a darker shade of red. Can you think of something else that is maroon?



Digital Resources for Children



[PBS Kids: Martha Seeks](#)



[Prefix and Suffix Song](#)



Digital Resources for Parents



[7 Ways to Boost Your Child's Vocabulary](#)



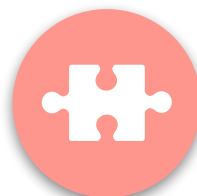
[Multiple Meaning Bugs](#)



[Reading Rockets: Building Your Child's Vocabulary](#)

KINDERGARTEN

Language Standards



Alabama ELA Course of Study Standards

40. With guidance and support from adults, explore word relationships and nuances in word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.



With My Help My Child Can

40. My child can explore word relationships and shades in word meaning.
- sort objects into categories
 - say an action word and the opposite
 - say a describing word and the opposite
 - identify differences between words that mean almost the same thing



Families Can

Sort household objects into categories with your child. Ex: shapes, food, clothing, etc.

Have your child say the name of each item, its category, and use the items in sentences. Ex: An apple is a fruit we eat for a snack.

Play an opposite word game. Example: When I say *stop*, you say ___(go). When I say *up*, you say ___(down).

As you engage in everyday activities with your child, use a variety of verbs to change your action. Ex: Let's walk to the park. Let's saunter to the park. Let's march to the park. Let's skip to the park.



Digital Resources for Children



[Peg and Cat: Sort, Sort, Sort](#)



[PBS Kids: Martha Speaks](#)



Digital Resources for Parents



[7 Ways to Boost Your Child's Vocabulary](#)



[Cube Word Sort](#)



[Antonym Memory: Opposite Cards](#)



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