

# My Child Can!

## Kindergarten Booklet

The Alabama Department of  
Education

**An Early Literacy  
Guide for Families**

The 2022 *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 the family is the child's first teacher in life and understand the learning needs of the child. Families are essential in setting high expectations for learning and encouraging their children'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 his/her success in meeting the assessment standards established in Alabama.

This resource guide includes:

-  The 2021 *Alabama English Language Arts (ELA) 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 Standards

Oral Language Standards 4

Concepts of Print Standards 5

Phonological Awareness/Phonemic Awareness Standards 6

Phonics Standards 7

Fluency Standards 8

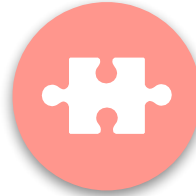
Vocabulary Standards 9

Comprehension Standards 10

Writing Standards 11

# KINDERGARTEN

## Oral Language Standards



### Alabama ELA Course of Study Standards

2. Actively engage in teacher-led collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.
3. Actively participate in teacher-led choral and shared reading experiences.
4. With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media.
5. With guidance and support, present information orally, using complete sentences in correct word order.
7. Restate and follow one and two-step directions.



### *With My Help* My Child Can

2. My child can actively engage in teacher-led collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.
3. My child can actively participate in teacher-led choral and shared reading experiences.
4. My child can ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media with guidance and support.
5. My child can present information orally, using complete sentences in correct word order with guidance and support.
7. My child can restate and follow one and two-step directions.



### 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](#)



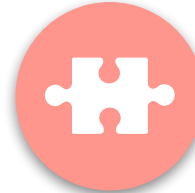
[Oral Language Expanding Your Child's Vocabulary](#)



[Scholastic: Listening and Learning](#)

# KINDERGARTEN

## Concepts of Print Standards



### Alabama ELA Course of Study Standards

8. Demonstrate understanding of the organization and basic features of printed materials.
  - c. Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line.
  - d. Identify the beginning and ending of a sentence by locating the capital letter and end punctuation.
  - e. Point to words using one-to-one correspondence, noting that words are separated by spaces.



### *With My Help* My Child Can

8. My child can demonstrate understanding of the organization and basic features of printed materials.
  - c. My child can track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line.
  - d. My child can identify the beginning and ending of a sentence by locating the capital letter and end punctuation.
  - e. My child can point to words using one-to-one correspondence, noting that words are separated by spaces.



### 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.



### Digital Resources for Children



[Story Book Builder](#)



[Print Awareness](#)



### Digital Resources for Parents



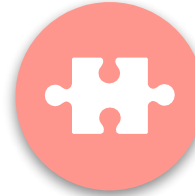
[Silly Ways to Teach Print Awareness](#)



[Print Awareness](#)

# KINDERGARTEN

## Phonological Awareness/Phonemic Awareness Standards



### Alabama ELA Course of Study Standards

9. Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.
- c. Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
  - d. Count, blend, and segment syllables in spoken words, including compound words.
  - f. Identify the initial, final, and medial sounds of spoken words.
  - g. Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.



### *With My Help My Child Can*

9. My child can demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.
- c. My child can recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
  - d. My child can count, blend, and segment syllables in spoken words, including compound words.
  - f. My child can identify the initial, final, and medial sounds of spoken words.
  - g. My child can blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.



### Families Can

Read books with rhymes. 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

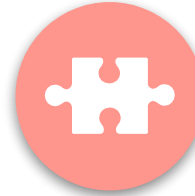


[Slide and Say Phonemes](#)



[Phoneme Manipulation](#)

# KINDERGARTEN Phonics Standards



## Alabama ELA Course of Study Standards

10. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.
  - a. Produce the most frequent sound(s) for each consonant, including *x* and *q*, which have two phonemes.
  - b. Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.
  - c. Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text.
    - i. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.



## With My Help My Child Can

10. My child can apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.
  - a. My child can produce the most frequent sound(s) for each consonant, including *x* and *q*, which have two phonemes.
  - b. My child can identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.
  - c. My child can decode consonant-vowel-consonant (CVC) words in isolation and in decodable text.
    - i. My child can decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.



## 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

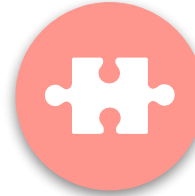


[Vowel Picture Sort](#)



[CVC Emergent Phonics Readers](#)

# KINDERGARTEN Fluency Standards



## Alabama ELA Course of Study Standards

11. Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.
12. Arrange and name letters of the alphabet in sequential order from *a* to *z*, with accuracy and automaticity.
15. Orally read and reread grade-appropriate decodable texts smoothly, and expressively, at an appropriate rate to support comprehension.



## *With My Help* My Child Can

11. My child can recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.
12. My child can arrange and name letters of the alphabet in sequential order from *a* to *z*, with accuracy and automaticity.
15. My child can orally read and reread grade-appropriate decodable texts smoothly, and expressively, at an appropriate rate to support comprehension.



## Families Can

Use the alphabet arc to arrange letters in alphabetical order, then touch and name the letters.

Pick a page from a decodable text. Ask the student to practice rereading it more than once to show expression.

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 can 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



[Letter Review](#)

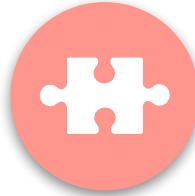


[Alphabet Knowledge: Letter Arcs](#)



# KINDERGARTEN

## Vocabulary Standards



### Alabama ELA Course of Study Standards

17. With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.
19. Ask and answer questions about unfamiliar words in discussions and/or text.
20. Name and sort pictures or objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.



### *With My Help* My Child Can

17. With guidance and support, my child can orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.
19. My child can ask and answer questions about unfamiliar words in discussions and/or text.
20. My child can name and sort pictures or objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.



### 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 Parents



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



[Multiple Meaning Bugs](#)



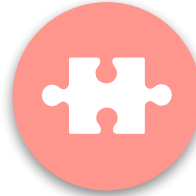
[Kindergarten Words](#)



[Building Vocabulary](#)

# KINDERGARTEN

## Comprehension Standards



### Alabama ELA Course of Study Standards

22. Use content knowledge built during read-alouds and informational texts by participating in content-specific discussions with peers and/or through drawing and writing.
27. Identify and describe the main story elements in a literary text.
29. With prompting and support, identify the main topic and key details in an informational text.
30. With prompting and support, ask and answer questions about key details in literary and informational texts.



### With My Help My Child Can

22. My child can use content knowledge built during read-alouds and informational texts by participating in content-specific discussions with peers and/or through drawing and writing.
27. My child can identify and describe the main story elements in a literary text.
29. With prompting and support, my child can identify the main topic and key details in an informational text.
30. With prompting and support, my child can ask and answer questions about key details in literary and informational texts.



### Families Can

**Before Reading:** *Literature:* Look at the cover and talk about what the book might be about. *Informational:* Talk about what you and your child already know about the topic. Ask your child what he or she wants to learn more about the text/topic.

**During Reading:** *Literature:* 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!

*Informational:* Ask your child who, what, when, where, why, and how questions. Where (do clownfish live)? How (are alligators and crocodiles alike/different)? Pay attention to what the photographs and/or illustrations are teaching, too

**After Reading:** *Literature & Informational:* 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 Parents



[Talking While You Read](#)



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



[The Retelling Glove](#)



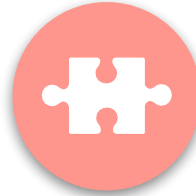
[Reading Rockets: Start with a Book!](#)



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

# KINDERGARTEN

## Writing Standards



### Alabama ELA Course of Study Standards

33. Express ideas orally and connect these ideas through drawing and emergent writing.
34. Print legibly, using proper pencil grip.
35. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules to encode words accurately.
  - a. Encode at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound). Examples: /b/ = b, /m/ = m, /k/ = k, c, -ck.



### With My Help My Child Can

33. My child can express ideas orally and connect these ideas through drawing and emergent writing.
34. My child can print legibly, using proper pencil grip.
35. My child can apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules to spell words accurately.
  - a. My child can spell at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound). Examples: /b/ = b, /m/ = m, /k/ = k, c, -ck.



### Families Can

**Before Writing:** Provide materials for writing: plenty of paper and writing tools with which to write. 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](#)



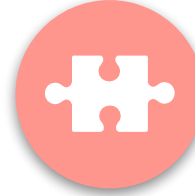
[Helping Young  
Children Develop  
Strong Writing  
Skills](#)



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

# KINDERGARTEN

## Extra 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.



### With My Help

#### 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](#)



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07/20

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