

Pre-Kindergarten Academic Standards (2005-2006)



LANGUAGE ARTS

I. CONCEPTS ABOUT PRINT

The student will learn basic concepts about print and how print works.

Performance Standards

- A. Follow print as it is read aloud.
- B. Handle books appropriately to pretend to "read."
- C. Demonstrate proper directionality when "reading."
- D. Identify parts of a book.
- E. Recognize that print in books, labels, and signs carries a message.

Essential & Enduring Knowledge <i>(What the student must know...)</i>	Essential Skills <i>(What the student must do...)</i>
A. Spoken and written words	A. Recognize the association between spoken and written words by following print as it is read aloud (print-voice-match). Understand that illustrations carry meaning that cannot be read. Understand that letters are different from numbers.
B. How to handle a book appropriately	B. Hold book correctly. Turn pages carefully with appropriate side up for reading.
C. Orientation and conventions of print	C. Begin to demonstrate directionality: <ul style="list-style-type: none"> ◆ top-to-bottom progression ◆ left-to-right progression Begin to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces).
D. Parts of a book	D. Identify the following parts of a book: <ul style="list-style-type: none"> ◆ Front cover ◆ Back cover ◆ Pictures ◆ Title ◆ Title page ◆ Spine ◆ Author ◆ Illustrator
E. Print has meaning	E. Recognize that print carries a message through books, labels, signs, and other print forms in the environment. Understand that different text forms are used for different functions (e.g., lists for shopping, recipes for cooking, newspapers for learning about current events, letters and messages for interpersonal communication).

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II. PHONOLOGICAL AWARENESS

The student will develop sound-symbol relationships and develop rhyme awareness.

Performance Standards

- A. Recognize that letters or groups of letters can represent sounds.
- B. Develop rhyme awareness.

Essential & Enduring Knowledge <i>(What the student must know...)</i>	Essential Skills <i>(What the student must do...)</i>
A. Sounds in words	A. Become increasingly sensitive to the sounds of spoken words. Begin to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way (e.g., "dog," "dark,"). Begin to break words into syllables or claps along with each syllable in a phrase. Begin to create and invent words by substituting one sound for another (e.g., bubblegum/gugglebum).
B. Rhyme awareness	B. Begin to identify rhymes and rhyming sounds in familiar words. Participate in rhyming games, and repeats rhyming songs and poems.

III. LISTENING AND SPEAKING

The student will use oral skills to communicate effectively.

Performance Standards

- A. Listen actively.
- B. Listen for different purposes.
- C. Engage in oral language experiences.
- D. Use appropriate conversation rules.

Essential & Enduring Knowledge <i>(What the student must know...)</i>	Essential Skills <i>(What the student must do...)</i>
A. Listening skills	A. Listen <ul style="list-style-type: none"> ◆ with increasing attention ◆ to speakers without interruptions
B. Purpose for listening	B. Listen to <ul style="list-style-type: none"> ◆ learn what happened in a story ◆ receive instructions ◆ converse with adult or peer ◆ tape and record, and show understanding through gestures, actions, and/or language
C. Speaking skills/speech	C. Tell a simple narrative, focusing on favorite or most memorable parts. Use language to express common routines and familiar scripts. Use sentences of increasing length (three or more words and grammatical complexity in everyday speech. Perceive differences between similar sounding words (e.g., "coat" and "goat"). Produce speech sounds with increasing ease and accuracy. Experiment with new language sounds. Experiment with and demonstrate growing understanding of the sounds and intonation of the English language (ESL).

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III. LISTENING AND SPEAKING - CONTINUED

Essential & Enduring Knowledge (What the student must know...)	Essential Skills (What the student must do...)
D. Rules of conversation	D. Ask questions and make comments related to the current topic of discussion. Begin to engage in conversation and follow conversational rules (e.g., staying on topic and taking turns). Begin to retell the sequence of a story. Engage in various forms of nonverbal communication with those who do not speak his/her home language (ESL). Use single words and simple phrases to communicate meaning in social situations. Attempt to use new vocabulary and grammar in speech in ESL.

IV. KNOWLEDGE OF LITERARY FORMS AND MOTIVATION TO READ

The student will become familiar with the language of books and story forms, and define their assumptions and expectations about becoming literate and influence their motivation to work toward learning to read and write.

Performance Standards

- A. Exposure to story books and information books.
- B. Associate reading with pleasure and enjoyment.
- C. Associate reading with learning and skill development.

Essential & Enduring Knowledge (What the student must know...)	Essential Skills (What the student must do...)
A. Story books and information books	A. Recognize favorite books by their cover. Select books to read based on personal criteria. Develop concept of story structure and knowledge about information text structures.
B. Motivation to read and write	B. Understand, interpret, and link prior knowledge to new information. Demonstrate an interest in books and reading through body language and facial expressions. Enjoy listening to and discussing story books and information books read aloud. Attempt to read and write independently. Share books in pretend-reading with other children. Enjoy visiting the library.

V. VOCABULARY AND EARLY LETTER KNOWLEDGE

The student will develop an understanding of words and word meanings.

Performance Standards

- A. Increase listening and speaking vocabulary.
- B. Recognize how letters, sounds, and the printed word connect.

Essential & Enduring Knowledge (What the student must know...)	Essential Skills (What the student must do...)
A. Listening and speaking vocabulary	A. Use new vocabulary in everyday communication. Link new learning experiences and vocabulary to what is already known about a topic. Increase listening vocabulary and begin to develop a vocabulary of object names and common phrases in English (ESL).

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V. VOCABULARY AND EARLY LETTER KNOWLEDGE - CONTINUED

Essential & Enduring Knowledge <i>(What the student must know...)</i>	Essential Skills <i>(What the student must do...)</i>
A. Listening/speaking vocabulary - continued	A. Show steady increase in listening and speaking vocabulary. Refine and extend understanding of known words. Attempt to communicate more than current vocabulary will allow, and borrow and extend words to create meaning.
B. Letters, sounds, print	B. Begin to associate the names of the letters with their shapes. Begin to notice beginning letters in familiar words. Begin to make some letters/sound matches. Identify 10 letters of the alphabet. (For Spanish language learners, five of these have to be vowels). Begin to identify some high-frequency words.

VI. COMPREHENSION

The student will comprehend materials read by others from a variety of sources.

Performance Standards

- A. Comprehend at least 70% of materials read aloud by others.
- B. Connect experiences relevant to text.
- C. Make predictions from picture cues and discussions.
- D. Sequence two-three story events.
- E. Recognize story elements (characters, setting, important events).
- F. Retell a story using story elements (beginning, ending, and main characters).
- G. Develop receptive and expressive vocabulary through reading experiences.

Essential & Enduring Knowledge <i>(What the student must know...)</i>	Essential Skills <i>(What the student must do...)</i>
A. Comprehend materials read aloud	A. Comprehend at least 70% of materials read aloud by others.
B. Connect background experiences to text	B. Connect information and events in books to real-life experiences. Ask questions and make comments about the information and events from books.
C. Make predictions	C. Use background knowledge, information from discussion, and/or picture cues to predict.
D. Sequential order of events and information	D. Sequence two-three story events using pictures.
E. Story elements	E. Name the following story elements: <ul style="list-style-type: none"> ◆ Characters ◆ Setting ◆ Important events
F. Retelling strategies	F. Retell a story using story elements (a beginning, an ending, and main characters) from a story read aloud by others.
G. Receptive and expressive vocabulary	G. Imitate the special language in story books and story dialogue, and use it in retellings and dramatic play. Show appreciation of repetitive language patterns.

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VII. FOUNDATIONS OF WRITING

The student will apply emergent and early writing skills.

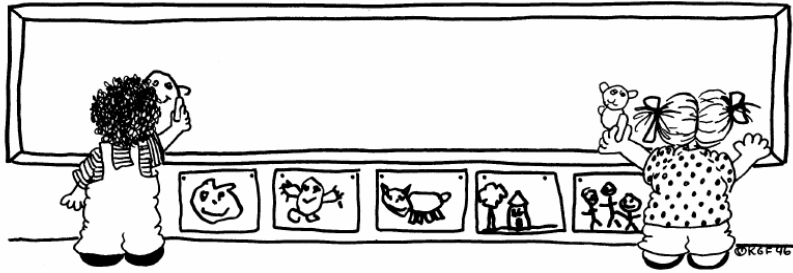
Performance Standards

- A. Recognize that symbols (pictures, letter-like characters, and random strings of letters) convey meaning.
- B. Recognize that writing comes in different forms.

Essential & Enduring Knowledge <i>(What the student must know...)</i>	Essential Skills <i>(What the student must do...)</i>
A. Symbols convey meaning	A. Attempt to write messages as part of playful activity. Use known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as "I love you"). Attempt to connect the sounds in a word with its letter forms. Understand that writing is used to communicate ideas and information.
B. Forms of writing	B. Attempt to use a variety of forms or writing (e.g., lists, messages, stories). Begin to dictate words, phrases, and sentences to an adult recording on paper (e.g., "letter writing," "story writing").



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MATHEMATICS

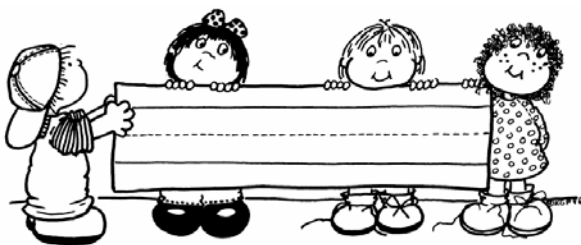
I. NUMBER AND OPERATIONS

The student will understand how number concepts are used to represent whole numbers.

Performance Standards

- A. Arrange sets of concrete objects in one-to-one correspondence.
- B. Develop basic counting skills.
- C. Use objects to compare quantities to five.
- D. Describe order of events and objects.

Essential & Enduring Knowledge <i>(What the student must know....)</i>	Essential Skills <i>(What the student must do....)</i>
A. One-to-one correspondence	A. Arrange sets of concrete objects in one-to-one correspondence. Begin to compare the number of concrete objects using language (e.g., "same" or "equal," "one more," "more than," "or "less than").
B. Counting skills	B. Count to 29 by ones. Count concrete objects to five or higher.
C. Numbers name quantities	C. Begin to name "how many" are in a group of up to three or more objects without counting (e.g., recognizing two or three crayons in a box). Recognize and describe the concept of zero (meaning there are none). Begin to demonstrate part of and whole with real objects (e.g., an orange). Combine, separate, and name "how many" concrete objects.
D. Events and objects can be ordered	D. Begin to identify first and last in a series. Use language, such as "before" and "after" to describe relative position in a sequence (first through third). Use ordinal positions (first through third) to sequence objects and events.



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II. PATTERNS

The student will recognize patterns and use them to form generalizations and to make predictions.

Performance Standards

- A. Identify different types of patterns.
- B. Extend different types of patterns.
- C. Create different types of patterns.
- D. Use patterns to make predictions.

Essential & Enduring Knowledge <i>(What the student must know....)</i>	Essential Skills <i>(What the student must do....)</i>
A.-C. Types of patterns: <ul style="list-style-type: none"> ▪ Sounds ▪ Physical movement ▪ Concrete objects ▪ Environmental 	A.-C. Imitate pattern sounds and physical movements (e.g., clap, stomp, clap...) Identify, extend, and create patterns of sounds, physical movement, and concrete objects.
D. Patterns repeat	D. Use patterns to make predictions. Begin to recognize patterns in their environment (e.g., day follows night, repeated phrases in story books, patterns in carpeting or clothing). Predict what comes next when patterns are extended.

III. GEOMETRY AND SPATIAL SENSE

The student will identify and compare characteristics of various shapes, describe the relative position of objects and use spatial reasoning to analyze and solve problems.

Performance Standards

- A. Name and recognize characteristics (attributes) of shapes.
- B. Describe the relative positions of objects.
- C. Use spatial reasoning to analyze and solve problems.

Essential & Enduring Knowledge <i>(What the student must know....)</i>	Essential Skills <i>(What the student must do....)</i>
A. Knowledge of four basic shapes (circle, square, triangle, and rectangle) Characteristics of shapes: <ul style="list-style-type: none"> ◆ Curves ◆ Lines ◆ Corners 	A. Name, identify, and describe circles, triangles, and rectangles, including squares. Describe and compare real-life objects to shapes. Describe and identify an object by its characteristics.
B. Positional vocabulary: <ul style="list-style-type: none"> ◆ Top ◆ Bottom ◆ Front ◆ Behind ◆ Over ◆ Under ◆ Near ◆ Far 	B. Use words to indicate where things are in space. Recognize when a shape's position or orientation has changed. Investigate and predict the results of putting together two or more shapes. Put together puzzles of increasing complexity.

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IV. MEASUREMENT

The student will use characteristics (attributes) to compare and order objects by size and events by time of day.

Performance Standards

- A. Compare the size of objects.
- B. Order objects by size.
- C. Sequence daily events.

Essential & Enduring Knowledge <i>(What the student must know...)</i>	Essential Skills <i>(What the student must do...)</i>
A. Size of objects	A. Cover an area with shapes (e.g., tiles). Fill a shape with solids or liquids. Make size comparisons between objects. Develop vocabulary to compare <ul style="list-style-type: none"> ◆ length (according to longer or shorter) ◆ weight (according to heavier or lighter) borrowing and extending words to create meaning. Use tools to imitate measuring. Use characteristics (attributes), such as length and weight to compare and order objects.
B. Order of objects (seriation)	B. Order (seriation) two or three objects by size (e.g., largest to smallest).
C. Time intervals	C. Categorize time intervals and use language associated with time in everyday situations (e.g., "in the morning," "after snack"). Sort and sequence events as to "before," "next," or "after."



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V. CLASSIFICATION AND DATA COLLECTION (PROBABILITY AND STATISTICS)

The student will collect, sort, organize, and communicate information.

Performance Standards

- A. Sort objects by color, size, and shape.
- B. Make generalizations about groups of objects.
- C. Construct a graph using real objects or pictures.
- D. Use information from a graph to answer questions.

Essential & Enduring Knowledge <i>(What the student must know....)</i>	Essential Skills <i>(What the student must do....)</i>
A. Objects are alike and different	A. Match objects that are alike. Describe how objects are alike or different using their characteristics (attributes).
B. Generalizations/classifying	B. Sort objects by color, shape, and size. Classify by shape, primary color, objects, or size. Sort and classify real objects and pictures, and explain how the groupings were formed.
C.-D. Types of graphs (real objects or pictures)	C.-D. Participate in constructing graphs using real objects or pictures. Use information from graphs to answer questions.

VI. PROBLEM SOLVING

The student will apply the problem-solving process.

Performance Standards

- A. Solve problems using objects and look for a pattern.
- B. Explain method for solving problems using objects, pictures, and words.

Essential & Enduring Knowledge <i>(What the student must know....)</i>	Essential Skills <i>(What the student must do....)</i>
A.-B. Problem solving	A.-B. Use objects, pictures, and words to explain observations.

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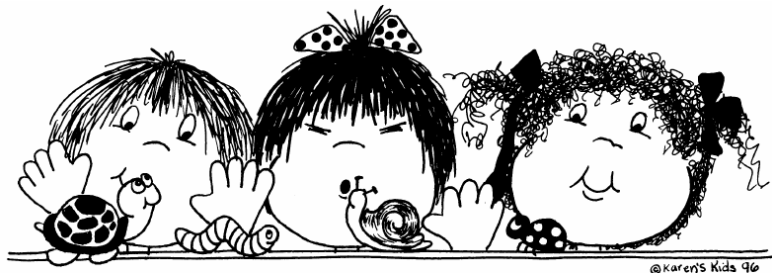
I. NATURE OF SCIENCE

The student will demonstrate an understanding of the nature of science.

Performance Standards

- A. Investigate unfamiliar objects.
- B. Explore by manipulating materials.
- C. Compare and contrast objects, identify similarities and differences.

Essential & Enduring Knowledge (What the student must know...)	Essential Skills (What the student must do...)
A. Develop an understanding about their world	<ul style="list-style-type: none"> A. Begin to ask questions about objects, events, and organisms. Begin to perform simple investigations. Show an interest in investigating unfamiliar objects, organisms, and phenomena. Ask questions about objects, events, and organisms. Use one or more senses to observe and learn about objects, events, and organisms. Predict what will happen next based on previous experience (observing patterns). Solve simple design problems (e.g., making a box into a little house for a story book character, toy, or pet). Participate in creating and using simple data charts.
B. Appropriate use of materials	<ul style="list-style-type: none"> B. Use simple devices (hand lenses, cups) to learn about objects, events, and organisms. Describe, record, and share observations about objects, events, and organisms.
C. Similarities and differences	<ul style="list-style-type: none"> C. Sort, group, and compare objects, events, and organisms, and begin to describe how groups were formed.



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II. PHYSICAL SCIENCE

The student will demonstrate an understanding of physical science.

Performance Standards

- A. Describe the properties of matter.
- B. Describe ways matter can change.

Essential & Enduring Knowledge (What the student must know....)	Essential Skills (What the student must do...)
A. Physical properties of matter: <ul style="list-style-type: none"> ◆ Color ◆ Size ◆ Shape ◆ Texture 	A. Sort by attributes and describe categories. Describe how groups are formed. Begin to describe what things are made of (e.g., distinguishing between a metal spoon from a plastic spoon).
B. Changes occur in matter: <ul style="list-style-type: none"> ◆ Size ◆ Color ◆ Position ◆ Weather ◆ Sound 	B. Observe, describe, and record changes in size, color, position, weather, and sound with teacher assistance.

III. LIFE SCIENCE

The student will demonstrate an understanding of life science.

Performance Standards

- A. Compare and contrast living and nonliving organisms.
- B. Describe properties of objects and characteristics of living things.
- C. Identify similarities and differences among objects and organisms.
- D. Identify basic needs of living things.

Essential & Enduring Knowledge (What the student must know....)	Essential Skills (What the student must do...)
A.-C. Characteristics of living and nonliving organisms	A. Distinguish between living and nonliving organisms. Investigate characteristics (attributes) of living and nonliving organisms. Group between living and nonliving organisms. Begin to identify plants and animals as living things.
D. Basic needs of <ul style="list-style-type: none"> ◆ Animals ◆ Plants 	C. Begin to recognize that living things have similar needs for water, food, and air.

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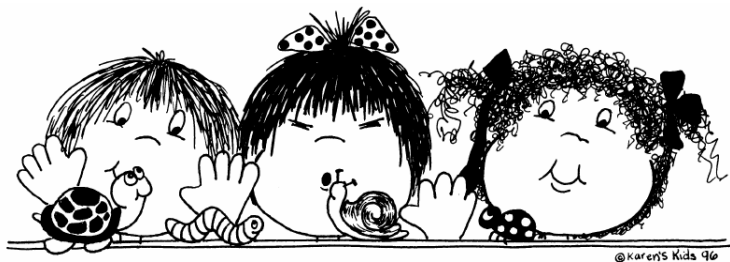
IV. EARTH/SPACE SCIENCE

The student will develop an understanding of earth/space science.

Performance Standards

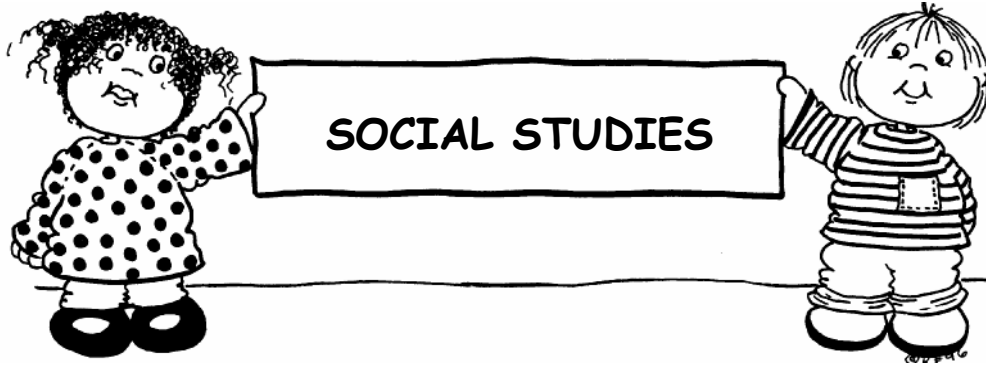
- A. Describe properties and patterns of events.
- B. Identify types of changes that occur.
- C. Identify rocks, soil, water, and landforms.

Essential & Enduring Knowledge (What the student must know...)	Essential Skills (What the student must do...)
A. Patterns and predictions Seasons (fall, winter, spring, summer) Day and night	A. Observe and identify patterns in seasons or day and night, to predict what happens next. Identify differences in day and night skies. Describe day and night activities. Identify environmental changes (changes in leaves, grass, flowers) during the four seasons.
B. Characteristics of weather Symbols of weather (sun, rain, cloud, wind, fog)	B. Observe, identify, and record changes in weather. Identify appropriate clothing for different types of weather. Identify symbols of weather (utilized in graphs).
C. Features of the Earth's surface	C. Observe and identify rocks, soil, water, and landforms.



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I. HISTORY

The student will develop an understanding that events occur in a regular and predictable order.

Performance Standards

- A. Identify common classroom events and routines.
- B. Begin to understand the relationship between past events to present and future activities.
- C. Demonstrate evidence of an increasing understanding of time, change, and continuity.

Essential & Enduring Knowledge <i>(What the student must know...)</i>	Essential Skills <i>(What the student must do...)</i>
A. Classroom events and routines	A. Identify classroom events and routines (e.g., snack time, story time). Sequence classroom events in chronological order.
B. Cause and effect	B. Connect past events to current events (e.g., linking yesterday's activity with what will happen today). Begin to understand cause and effect relationships (e.g., if one goes outside in the rain, one will get wet).
C. Time intervals	C. Begin to categorize time intervals using words (e.g., today, tomorrow, next time). Recognize changes in the environment over time (e.g., growth, seasonal changes).

II. GEOGRAPHY

The student will explore the concept of location and direction.

Performance Standards

- A. Demonstrate understanding of relative location and direction.
- B. Recognize common features in the immediate environment.

Essential & Enduring Knowledge <i>(What the student must know...)</i>	Essential Skills <i>(What the student must do...)</i>
A. Relative location: <ul style="list-style-type: none"> ◆ top ◆ bottom ◆ front ◆ behind ◆ over 	A. Demonstrate meaning of location words. Locate places in classroom and at school. Use vocabulary to describe relative location.

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II. GEOGRAPHY - CONTINUED

Essential & Enduring Knowledge <i>(What the student must know...)</i>	Essential Skills <i>(What the student must do...)</i>
A. Relative location (continued) <ul style="list-style-type: none"> ◆ over ◆ under ◆ near ◆ far 	
B. Types of environment Common features	B. Identify common features in the home, such as bedroom, bathroom, and kitchen. Identify common features in the classroom, such as learning centers and circle area. Identify common features in the school, such as library, cafeteria, and playground. Identify common features of the local landscape, such as houses, buildings, traffic signs, and streets. Create simple representations of home, school, or community through drawings or block constructions.

III. ECONOMICS

The student will develop an understanding about the world of work in their community.

Performance Standards

- A. Discuss basic human needs (food, water, clothing, and shelter).
- B. Begin to recognize that their community benefits from many people working in many different ways.

Essential & Enduring Knowledge <i>(What the student must know...)</i>	Essential Skills <i>(What the student must do...)</i>
A. Basic human needs: <ul style="list-style-type: none"> ◆ Food/water ◆ Clothing ◆ Shelter 	A. Identify basic needs (food, water, clothing, and shelter).
B. Community workers: <ul style="list-style-type: none"> ◆ Teacher ◆ Police officer ◆ Firefighter ◆ Doctor ◆ Nurse ◆ Dentist ◆ Mail carrier 	B. Identify community workers. Describe the purpose and service of community workers. Become aware of what it means to be a consumer.

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IV. GOVERNMENT

The student will understand the purpose of rules and role of authority figures.

Performance Standards

- A. Identify classroom and school rules and explain why they are important.
- B. Identify persons of authority at home and school.

Essential & Enduring Knowledge <i>(What the student must know...)</i>	Essential Skills <i>(What the student must do...)</i>
A. Importance of rules (to maintain order, security, safety) Examples of home, classroom, school rules	A. Identify and follow classroom and school rules. Explain why they are important.
B. Role of authority figures (use rules to help us maintain order, security, and safety)	B. Identify persons of authority at home and school. Define role of authority figure.

V. Individual, Culture and Community

The student will learn skills of communicating, sharing, cooperating, and participating with others and develop connections with people and their world.

Performance Standards

- A. Identify similarities and differences amongst themselves and others.
- B. Discuss what families do together.
- C. Develop a sense of community and connect with other people.

Essential & Enduring Knowledge <i>(What the student must know...)</i>	Essential Skills <i>(What the student must do...)</i>
A. Physical characteristics	A. Identify physical characteristics: <ul style="list-style-type: none"> ◆ Facial hair and body parts ◆ Hair and eye color ◆ Hair type (curly, straight) and length
B. Family members	B. Identify family members. Describe activities families do together. Discuss how families help each other.
C. Sense of community	C. Share ideas and take turns listening and speaking. Cooperate with others in a joint activity. Participate in classroom jobs and contribute to the classroom community. Begin to examine a situation from another person's perspective.