

PRE-KINDERGARTEN ENGLISH LANGUAGE ARTS

Strand	Grade-Specific Standard	Examples
Reading Literature and Informational Text	1. Ask and answer simple questions about a story or text read aloud	-Ask "wh" questions to further his/her understanding of the story read aloud -Respond to teacher asking children "wh" questions about a text -Describe story characters using picture cards -Find a specific event within a story using picture clues
	2. Retell part of a favorite story in sequence (first, next, and last)	-Dramatize familiar stories, such as "Caps for Sale" or "Brown Bear, Brown Bear" -Stage a puppet show based on a story read aloud -Use words or pictures to begin to retell some story events in sequence -Relate the main thought of a story read several days before
	3. With prompting and support, discuss connection between characters, individuals, and events	-Discuss the connection between the person and their occupation after reading a book about community helpers -Connect real life events to a story read in class, for example, family tradition and customs -Describe the relationship between the pigs and the wolf in "The Three Little Pigs"
	4. Ask and answer questions about unknown words in a text	-Ask about unfamiliar vocabulary: "What does this mean?" -Offer similar words in terms of utilization of objects (pail vs. bucket, cabinet vs. cupboard)
	5. Identify the front cover and back cover of a book	-Point to front and back covers of a book when asked
	6. Identify whether the type of text read aloud is a true story or a fictional story	-Categorizes fictional characters and non-fictional characters (e.g. "The Three Bears" vs. "The Bear Facts", "The Hungry Caterpillar" vs. "The Life Cycle of a Butterfly") -Discuss differences between fictional and non-fictional books
	7. Describe the role of an author and illustrator	-Use words "author" and "illustrator" when asked "Who wrote the words?" and "Who drew the pictures?" (asking for role, not specific name of author or illustrator)
	8. With prompting and support, describe the relationship between illustrations and the story in which they appear	-Tell which moment in a story an illustration represents -Identify which of two pictures happened first in the story -Explain when teacher asks comprehension questions, "Look at these pictures. . . and tell me what happened to the caterpillar"
	9. With prompting and support, discuss basic similarities and differences in a text including characters, settings, and events	-Able to compare two different versions of the same story -Contrast the characters of pig and wolf in "The Three Little Pigs"
	10. Demonstrate understanding of text read aloud by participating in a group discussion to predict what a book will be about	-Predicts what a book will be about by inferring from cover page and title -Predict what a story is about after observing illustrations (picture walk)

Foundational Reading Skills	11. Recognize that print is read left to right and top to bottom	-Pretend to read by pointing with a finger while reciting text -Follow text from left to right and from top to bottom while text is being read
	12. Identify own first name in print	-Find own name on cubby, class list, board, art, etc.
	13. Isolate individual words in print	-Finger frame a word in a sentence -Underline a word in a sentence -Isolate words with see-through tape/wikisticks/flyswatters, etc.
	14. Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation	-Can point to a capital letter at the beginning of a sentence and different types of punctuation at the end of the sentence in books, on the board, on charts, etc.
	15. Name at least 26 of the 52 letters in isolation (any combination of upper and lower case letters totaling at least 26 is acceptable)	-Child identifies letters in his/her name -Names letters in familiar words or names
	16. Manipulate endings of words and nonsense words to make rhyming sounds	-Make up silly rhymes such as funny bunny or silly willy -Create new word with similar ending from set of familiar words (e.g., bet from get, let, net) -Play with sounds to create new words including nonsense words -Sing songs such as "Willaby Wallaby Woo," "The Name Game," "Hickety Pickety"
	17. Segment words into syllables using actions	-Stomp, clap, snap, etc. each syllable in familiar words -Clap hands 3 times when singing "Su-zan-na"
	18. Orally blend onset and rime in words (onset of the word and the rime of the word)	-Engage in word blending games or songs (-/d/-/og/ = dog, /b/-/all/ = ball) -Separate initial sound from the rest of word
	19. Identify, pronounce, and manipulate individual sounds in words	-Manipulate the first sound of a word to make cat, hat, mat, bat (word families) -Name classmate when teacher gives an initial sound clue -Name words that begin with a specific sound when playing games or in brainstorming activities
	20. Demonstrate appropriate reading behaviors when handling and looking at books with predictable, repetitive text, and simple illustrations	-Demonstrate reading behaviors such as front to back, turning pages, hold book right-side-up, point to words and pictures
Writing	21. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, oral narration, and/or illustrations	-Use software such as <i>Photo Story 3.0</i> , <i>KidPix</i> and <i>Starfall</i>
	22. Use a variety of writing tools in an appropriate manner showing increasing muscular control	-Use paint brush and water to make letters or letter-like forms and numbers and/or number-like forms -Draw or write using pencils, crayons, markers, dry erase boards, stamps, and/or computer
	23. Use a combination of writing letters and numbers, dictation, and drawing in response to a text read aloud, or to tell a story about a life experience or event	-Using dictation, provide captions for drawings that tell about a life experience or event -Write using inventive spelling in response to a story read aloud -Draw pictures after listening to a story on tape or CD

Speaking and Listening	24. Listen and orally respond to questions about text read aloud or information presented orally or through other media, including music and videos	<ul style="list-style-type: none"> -Listen to a story on a tape or CD and retell the story -Answer questions about a story -Share with peers their favorite part of a story read to the group -Participate as an equal partner in conversations by responding to others, making relevant comments, or providing more information when message is not understood
	25. Carry on a conversation about a topic, thought, or idea from the classroom, home, or community	<ul style="list-style-type: none"> -Participate as an equal partner in conversations (with at least 3 interchanges) by responding to others, making relevant comments, or providing more information when message is not understood -Waiting one's turn, including speaking one at a time
	26. Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking	<ul style="list-style-type: none"> -Act out stories using props, puppets, and other materials related to the stories -Participate in finger plays, act out nursery rhymes -Use flannel boards, magnet boards, or props to tell/recall a story or rhyme
	27. Use words, phrases, and/or sentences to express a complete thought	<ul style="list-style-type: none"> -Talk about personal experiences (e.g., family traditions, vacations, birthdays) -Express daily needs (e.g., going to bathroom, tying shoes, buckling belt) -Have informal conversations with children and extend their language through questions and affirmations/restatements
Language	28. Demonstrate knowledge of opposites and positional words	<ul style="list-style-type: none"> -Match two pictures that are opposites -Describe the position of people or things in relation to self or other objects -Follow directions using positional words
	29. Use new vocabulary acquired through conversations, activities, stories, or books	<ul style="list-style-type: none"> -Discuss and distinguish the meaning of similar action words (walk, march, strut, prance) by acting out -Role play the meaning of a new word from a story or conversation (such as "unusual" from discussion in circle time or centers/small group activities)

PRE-KINDERGARTEN MATHEMATICS

Domain	Grade-Specific Standard	Examples
Counting and Cardinality	1. Count by ones to 20	-Count in rhymes, fingerplays, poems, or stories -Count the days on the calendar
	2. Count forward from a given number between 1 and 10, and count backward from 5	-Count in rhymes, fingerplays, poems, or stories -Pick a number and count up or down using math manipulatives
	3. Understand that the last number named tells the number of objects counted	-Count and state the correct number of objects when asked "How many are there?" "How many do you have?" -Count objects in a line or row and state how many there are -Count the dots on a number cube or a domino and state how many there are
	4. Identify numerals 0–10	-Identify numerals in their environment (e.g., bus number, clock numbers, classroom numbers) -Discriminate between letters and numerals by sorting -Identify numerals when playing number games
	5. Count a set of objects from 1-10 and match the correct numeral to the set	-Match numeral to a set of manipulatives -Count the number of boys and girls present each day and choose the numeral to match each -Place the correct number of objects on a printed number (e.g., seven objects on the number "7")
	6. Compare sets of objects using same/different and more/less/fewer	-Compare number of boys to girls -Compare unifix towers to each other -Compare objects in groups, such as shoes that tie and do not tie
	7. Identify an object's or person's position as first or last	-Say "I am first in line" when prompted -Participates in fingerplays with ordinal reference
Operations and Algebraic Thinking	8. Recognize, copy, and extend patterns	-Identify patterns on common objects, such as flag, clothes, or environmental patterns -Match patterns kinesthetically (e.g., clap/snap/clap) -Extend simple patterns (e.g., ABAB, AABB, ABBA) -Create simple pattern when given rule or template of a pattern (e.g., illustration of banana and strawberry on laminated strip)
	9. Use concrete objects to demonstrate simple addition and subtraction	-Able to add and take away manipulatives, fingers, or objects when asked "How many all together?" or "How many are left?"
	10. Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6	-Act out number problems related to information found in books, songs, or fingerplays (e.g., "Five Little Monkeys" or "Five Little Pumpkins") -Determine how "many more" may go into a learning area to meet limit

Measurement and Data	11. Describe measurable attributes of objects, using comparative words to represent length or weight	<ul style="list-style-type: none"> -Use tape measure, ruler, scale, or measuring cups to measure objects and describe findings -Describe objects using comparison terms, such as long/longer, more/less, short/shorter, bigger/smaller, hotter/colder, heavier/lighter
	12. Sort concrete objects by more than one attribute	<ul style="list-style-type: none"> -Sort objects by color, shape, or size -Group items with common characteristics -Return materials to shelf by matching objects to labels
Geometry	13. Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) using different sizes and in different orientations	<ul style="list-style-type: none"> -Identify shapes using "Feely Box" by length and sides -Point out and name shapes within pictures or environment (e.g., the bricks in the wall are rectangles, a door is a rectangle, a clock is a circle, a roof of a house is a triangle) -Match and sort different size shapes by its name
	14. Create or draw shapes using a variety of materials or components	<ul style="list-style-type: none"> -Use craft sticks, chenille stems, straws, blocks, or modeling dough to create shapes -Use computer programs or smart boards to create or draw shapes -Attempt to draw shapes on chalkboard, paper, or in sand with markers, sticks, etc. -Use modeling clay or play dough to make shapes