

# Pre-Kindergarten C3 Standards: Grade Pre-K

Adopted 2011

## Approaches to Learning

### **1: The child demonstrates positive attitudes, habits, and learning styles.**

1. Demonstrates an eagerness and interest in learning.
  2. Develops and expands listening skills.
  3. Demonstrates self-direction and independence.
  4. Demonstrates increasing ability to set goals and develop and follow through on plans.
  5. Manages transition between activities effectively.
  6. Understands, accepts, and follows rules and routines.
  7. Develops increasing ability to find more than one solution to a question, task or problem.
  8. Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
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## Creative Skills

### **1: The child participates in activities that foster individual creativity.**

1. Demonstrates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games and performances.
  2. Thinks of new uses for familiar materials.
  3. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.
  4. Works creatively using a variety of self-expressive materials and tools to creatively express ideas.
  5. Moves freely in response to music and change of tempo.
  6. Expresses thoughts and feelings through creative movement.
  7. Experiments with a variety of musical instruments.
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## Language Arts

### Oral Language

- 1: Listening - The child will listen for information and for pleasure.
  1. Listens with interest to stories read aloud.
  2. Understands and follows oral direction.
- 2: Speaking - The child will express ideas or opinions in group or individual settings.
  1. Uses language for a variety of purposes (e.g., expressing needs and interests).
  2. Recalls and repeats simple poems, rhymes, and songs.
  3. Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.
  4. Shares simple personal narrative.
  5. Participates actively in conversations.

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## Literacy

- 3: Print Awareness - The child will understand the characteristics of written language.
  1. Demonstrates increasing awareness of concepts of print.
  2. Identifies the front cover and back cover of a book.
  3. Follows book from left to right and from top to bottom of the printed page.
  4. Shows increasing awareness of print in classroom, home and community settings.
  5. Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.
  6. Understands that print carries a message by recognizing labels, signs, and other print forms in the environment.
  7. Develops growing understanding of the different functions of forms of print (e.g., signs, letters, newspapers, lists, messages, and menus).
  - 8: Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces.
  9. Role plays reading.
- 4: Phonological Awareness - The child will demonstrate the ability to work with rhymes, words, syllables, and onsets and rimes.
  1. Begins to hear, identify, and make oral rhymes (e.g., "The pig has a wig").
  2. Shows increasing ability to hear, identify, and work with syllables in spoken words (e.g., "I can clap the parts in my name: An-drew").
- 5: Phonemic Awareness - The child will demonstrate the ability to hear, identify, and manipulate individual sounds in spoken words.
  1. Shows increasing ability to discriminate, identify and work with individual phonemes in spoken words (e.g., "The first sound in sun is /s/").
  2. Recognizes which words in a set of words begin with the same sound (e.g., "Bell, bike, and boy all have /b/ at the beginning").
- 6: Phonics (Letter Knowledge and Early Word Recognition) - The child will demonstrate the ability to apply sound-symbol relationships.
  1. Recognizes own name in print.
  2. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.
  3. Begins to recognize the sound association for some letters.
  4. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.
- 7: Vocabulary - The child will develop and expand knowledge of words and word meanings to increase vocabulary.
  1. Shows a steady increase in listening and speaking vocabulary.

2. Understands and follows oral directions (e.g., use of position words: under, above, through).
  3. Links new learning experiences and vocabulary to what is already known about a topic.
- 8: Comprehension - The child will associate meaning and understanding with reading.
1. Begin to use prereading skills and strategies (e.g., connecting prior knowledge to text, making predictions about text and using picture clues).
  2. Demonstrates progress in abilities to retell and dictate stories from books and experiences.
  3. Remembers and articulates some sequences of events.
  4. Connects information and events to real-life experiences when being read a story.
  5. Demonstrates understanding of literal meaning of story being told through questions and comments.
  6. Tells what is happening in a picture.
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### **Writing**

- 9: Writing Process - The child will use the "writing process" to express thoughts and feelings.
1. Develops understanding that writing is a way of communicating for a variety of purposes.
  2. Progresses from using scribbles, shapes, or pictures to represent ideas to using letter-like symbols, or writing familiar words such as their own name.
  3. Participates in writing opportunities.
  4. Begins to remember and repeat stories and experiences through drawing and dictation to the teacher.
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### **Mathematics**

- 1: Algebraic Reasoning: Patterns and Relationships - The child will sort and classify objects and analyze simple patterns.**
1. Sorts and groups objects into a set and explains verbally what the objects have in common (e.g., color, size, shape).
  2. Recognize patterns, repeat them, and explain them verbally.

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**2: Number Sense – The child will understand the relationship between numbers and quantities.**

1. Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.
2. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.
3. Develops increasing ability to count in sequence to ten.
4. Counts objects in a set one-by-one from one through ten.
5. Identifies and creates sets of objects one through ten.
6. Identifies numerals one through ten.
7. Recognizes the numerical value of sets of objects through ten.

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**3: Geometry and Spatial Sense – The child will identify common geometric shapes and explore the relationship of objects in the environment.**

1. Recognize, describe, compare, and name common shapes (e.g., circle, square, rectangle).
2. Demonstrate an understanding of directionality, order and position of objects, and words (e.g., on, under, above).

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**4: Measurement – The child will explore the concepts of measurement.**

1. Linear Measurement.
  - a. Measure objects using nonstandard units of measurement (e.g., pencil, paper clip, block).
  - b. Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).
  - c. Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest).
2. Time. Develop an awareness of simple time concepts within his/her daily life (e.g., yesterday, today, tomorrow; morning, afternoon, night).

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**5: Data Analysis – The child will collect, organize, and display data in a group setting.**

1. Begins to use numbers and counting as a means for solving problems and measuring quantity.
  2. Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.
  3. Describes similarities and differences between objects.
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## Health, Safety and Physical Development

### Large Motor Skill Development

- 1: The child will participate in activities that involve large motor skills.
    1. Demonstrates basic locomotor movements (e.g., galloping, hopping, jumping, running, sliding, riding tricycles, pulling wagons, pushing wheelbarrows).
    2. Demonstrates body and space awareness to move and stop with control over speed and direction.
    3. Demonstrates nonlocomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).
    4. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.
    5. Coordinates large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching, and tossing).
    6. Develops coordination and balance through a variety of activities.
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### Small Motor Skill Development

- 2: The child will participate in activities that involve small motor skills.
    1. Demonstrates increased control of hand and eye coordination (e.g., using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger-paint, scissors, glue, and a variety of puzzles).
    2. Demonstrates increasing control of small muscles in hands (e.g., using tongs or eyedropper, stringing beads).
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### Health Enhancing Activity Development

- 3: The child will participate in health-enhancing activities for the development of lifetime health and fitness.
    1. Progresses in physical growth, strength, stamina, and flexibility.
    2. Understands that healthy bodies require rest, exercise, and good nutrition.
    3. Shows growing independence in following routine healthy behaviors (e.g., hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting).
    4. Builds awareness and ability to follow basic health and safety rules.
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## Science

### Science Processes and Inquiry

- 1: The child will investigate and experiment with objects to discover information.
    1. Develops increasing abilities to classify, compare, and contrast objects, events and experiences.
    2. Explores and becomes familiar with simple scientific tools (e.g., magnifying glass, magnet).
    3. Participates in simple experiments to discover information (e.g., bottles of water or homemade telephone to explore the vibration and sound, simple scale to determine heavy and light).
    4. Ask questions, makes predictions, and communicates observations orally and/or in drawings.
    5. Explores cause and effect (e.g., temperature determines clothing choices).
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### Physical Science

- 2: The child will investigate and describe objects that can be sorted in terms of physical properties.
    1. Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch, and sight.
    2. Develops an awareness of the properties of some objects (e.g., float-sink, heavy light, rough-smooth, hard-soft, magnetic-nonmagnetic, solid-liquid, wet-dry).
    3. Observes and describes how objects move (e.g., slide, turn, twirl, roll).
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### Life Science

- 3: The child will observe and investigate plants and animals.
    1. Develops an awareness of what various plants and animals need for growth.
    2. Demonstrates a beginning awareness of the changes that plants and animals go through during their life (e.g., seed/plant, egg/chicken).
    3. Demonstrates a beginning awareness for the care of the plant and animal life around them.
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### Earth/Space Science

- 4: The child will investigate and observe the basic concepts of the Earth.
    1. Develops an awareness of the properties of common earth materials (e.g., soil, rocks, water).
    2. Develops an awareness of daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold).
    3. Develops an awareness of the four seasons (e.g., temperature, weather, appropriate clothing, changing leaves).
    4. Observes and participates in a variety of activities related to preserving the environment.
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## **Social and Personal Skills**

### **1: The child will participate in activities to develop the skills necessary for working and interacting with others.**

1. Plays, works and interacts easily with one or more children and/or adults.
  2. Begins to develop relationships with others.
  3. Recognizes the feelings of others and responds appropriately.
  4. Develops confidence and stands up for own rights.
  5. Shows respect for others and their property.
  6. Recognizes and expresses own feelings and respond appropriately.
  7. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.
  8. Works independently and/or cooperatively to solve problems or resolve conflicts.
  9. Seeks assistance from adult when appropriate.
  10. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.
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### **2: The child will develop the skills necessary for participating in a variety of settings.**

1. States his/her full name, age, and name of parent or guardian.
  2. Shows ability to adjust to new situations.
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## **Social Studies**

### **Civics**

- 1: The child will exhibit traits of good citizenship.
  1. Works and plays cooperatively in a variety of settings (e.g., in large and small groups, learning centers).
  2. Recognizes the importance of his/her role as a member of the family, the class, and the community.
  3. Listens to others while in large and small groups.
  4. Shows respect for others and their property.
  5. Develops an awareness of how people positively affect the environment.
  6. Recognizes patriotic symbols and activities (e.g., American Flag).

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## **Geography**

- 2:** The child will demonstrate knowledge of basic geographic concepts.
  - 1.** Locates and describes familiar places (e.g., classroom, home, school, fast food restaurant).
  - 2.** Begins to develop an understanding of his/her community (e.g., home, school, city).
- 3:** The child will discuss how children in various communities and cultures are alike and different.
  - 1.** Explores how children have needs in common (e.g., food, clothing, shelter).
  - 2.** Explores how children are unique as to languages, food, clothing, transportation, and customs.
  - 3.** Explores how families and communities build "traditions."

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## **Economics**

- 4:** The child will explore various careers.
  - 1.** Develops growing awareness of jobs and what is required to perform them.
  - 2.** Identifies various school and community personnel.
  - 3.** Develops an awareness of money being needed to purchase things.