

2 - Day Preschool Standards

These are the standards your child will be working on this school year. At the beginning of the year, we want to see mostly yellows and greens. By the end of the year, we want to see mostly greens and blues. You can help by practicing these skills with your child at home. Please let me know if you have any questions.

Social/Emotional

- I. Regulates own emotions and behavior.
 - a. Manages feelings.
 - ■ Comforts self by seeking out special object or person.
 - ■ Is able to look at a situation differently or delay gratification.
 - b. Follows limits and expectations.
 - ■ Accepts redirection from adults.
 - ■ Manages classroom rules, routines, and transitions with occasional reminders.
 - c. Takes care of own needs appropriately.
 - Seeks to do things for self.
 - ■ ■ Demonstrates confidence in meeting own needs.
2. Establishes and sustains positive relationships.
 - a. Forms relationships with adults.
 - Uses trusted adult as a secure base from which to explore the world.
 - ■ Manages separations without distress and engages with trusted adults.
 - b. Responds to emotional cues.
 - Reacts to others' emotional expressions.
 - ■ Demonstrates concern about the feelings of others.

Social/Emotional (Continued)

2. Establishes and sustains positive relationships.
 - c. Interacts with peers.
 - Plays near other children; uses similar materials or actions.
 - ■ Uses successful strategies for entering groups.
 - d. Makes friends.
 - Seeks a preferred playmate; shows pleasure when seeing a friend.
 - Plays with one or two preferred playmates.
 - Establishes a special friendship with one other child, but that friendship might only last a short while.
3. Participates cooperatively and constructively.
 - a. Balances needs & rights of self & others.
 - Responds appropriately to others' expressions of wants.
 - ■ Takes turns.
 - b. Solves social problems.
 - ■ Seeks adult help to resolve social problems.

Physical

4. Demonstrates traveling skills.
 - Experiments with different ways of moving.
 - ■ Moves purposefully from place to place.
5. Demonstrates balancing skills.
 - Experiments with different ways of balancing.
 - ■ Sustains balances during simple movement experiences.
6. Demonstrates gross-motor manipulative skills.
 - Manipulates ball or similar objects with stiff body movements.
 - ■ Manipulates ball or similar objects with flexible body movements.
7. Demonstrates fine-motor strength and coordination.
 - a. Uses fingers and hands.
 - Uses fingers and whole-arm movements to manipulate and explore objects.
 - ■ ■ Uses refined wrist and finger movements.
 - b. Uses writing and drawing tools.
 - Grasps writing and drawing tools, jabbing at paper.
 - ■ Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks.
 - ■ Holds drawing and writing tools using a three-point finger grip, but may hold the instrument too close to one end.

Language

8. Listens to and understands increasingly complex language.
 - a. Comprehends language.
 - Identifies familiar people, animals, and objects when prompted.
 - ■ Responds appropriately to specific vocabulary and simple statements, questions, and stories.
 - b. Follows directions.
 - ■ Follows simple requests not accompanied by gestures
 - ■ ■ Follows directions of 2 or more steps that relate to familiar objects or experiences
9. Uses language to express thoughts and needs.
 - a. Uses an expanding expressive vocabulary.
 - Names familiar people, animals, & objects
 - ■ Describes & tells the use of many familiar items
 - b. Speaks clearly.
 - Uses some words & word-like sounds & is understood by most familiar people
 - ■ Is understood by most people; may mispronounce new, long, or unusual words
 - c. Uses conventional grammar.
 - Uses one to two word sentences or phrases
 - ■ Uses three to four word sentences; may omit or use some words incorrectly
 - ■ ■ Uses complete four to six word sentences

Language (Continued)

d. Tells about another time or place.

- Makes simple statements about recent events & familiar people & objects that are not present
- ■ Tells simple stories about objects, events, & people not present; lacks many details & a conventional beginning, middle, & end

10. Uses appropriate conversational and other communication skills.

a. Engages in conversations.

- Initiates & attends to brief conversations
- ■ Engages in conversations of at least 3 exchanges

b. Uses social rules of language.

- ■ Uses appropriate eye contact, pauses, & simple verbal prompts when communicating
- ■ Uses acceptable language & social rules while communicating with others; may need reminders

Cognitive

11. Demonstrates positive approaches to learning

a. Attends and engages

- ■ Sustains interest in working on a task, especially when adults offer suggestions, questions, & comments

Cognitive (Continued)

b. Persists

- ■ Practices an activity many times until successful
- ■ Plans & pursues a variety of appropriately challenging tasks

c. Problem solves

- ■ Observes & imitates how others solve problems; asks for a solution & uses it
- ■ Solves problems without having to try every possibility

d. Shows curiosity & motivation

- ■ Explores & investigates ways to make something happen
- ■ Shows eagerness to learn about a variety of topics & ideas

e. Shows flexibility & inventiveness in thinking

- ■ Imitates others in using objects in new and/or unanticipated ways
- ■ ■ Uses creativity & imagination during play & routine tasks
- ■ Changes plans if a better idea is thought of or proposed

12. Remembers & connects experiences

a. Recognizes & recalls

- ■ Recognizes familiar people, places, & objects; looks for hidden object where it was last seen
- ■ ■ Recalls familiar people, places, objects, & actions from the past (a few months before); recalls 1 or 2 items removed from view

Cognitive (Continued)

- b. Makes connections
 - Looks for familiar persons when they are named; relates objects to events
 - ■ Remembers the sequence of personal routines & experience with teacher support
- 13. Uses classification skills
 - Matches similar objects
 - ■ Places objects in two or more groups based on differences in a single characteristic
- 14. Uses symbols & images to represent something not present
 - a. Thinks symbolically
 - Recognizes people, objects, or animals in pictures or photographs
 - ■ Draws or constructs & then identifies what it is
 - b. Engages in sociodramatic play
 - Imitates actions of others during play; uses real objects as props
 - ■ Acts out familiar or imaginary scenarios; may use props to stand for something else

Literacy

- 15. Demonstrates phonological awareness
 - a. Notices & discriminates rhyme
 - Joins in rhyming songs & games
 - ■ Fills in the missing rhyming word; demonstrates rhyming words spontaneously
 - b. Notices & discriminates alliteration
 - ■ Sings songs & recites rhymes & refrains with repeating initial sounds
 - c. Notices & discriminates smaller & smaller units of sound
 - Not Yet
 - ■ Hears & shows awareness of separate words in sentences
- 16. Demonstrates knowledge of the alphabet
 - a. Identifies & names letters
 - ■ ■ Recognizes & names a few letters in own name
 - b. Uses letter-sound knowledge
 - Not Yet
 - ■ Identifies the sounds of a few letters
- 17. Demonstrates knowledge of print & its uses
 - a. Uses & appreciates books
 - Shows interest in books
 - ■ ■ Orients book correctly; turns pages from front to back; recognizes familiar books by their covers
 - b. Uses print concepts
 - ■ Shows understanding that text is meaningful & can be read

Literacy (Continued)

- 18. Comprehends & responds to books
 - a. Interacts during read-alouds & book conversations
 - ■ Contributes particular language from the book at the appropriate time
 - ■ Asks & answers questions about the text; refers to the pictures
 - b. Uses emergent reading skills
 - ■ Pretends to read a familiar book, treating each page as a separate unit; names & describes what is on each page, using pictures as cues
 - c. Retells stories
 - ■ ■ Retells some events from a familiar story using close adult prompting
- 19. Demonstrates emergent writing skills
 - a. Writes name
 - ■ Scribbles or marks
 - ■ Controlled linear scribbles
 - ■ Mock letters or letter-like forms
 - ■ Letter strings
 - b. Writes to convey meaning
 - ■ Scribbles or marks
 - ■ Controlled linear scribbles
 - ■ Mock letters or letter-like forms
 - ■ Letter strings

Mathematics

- 20. Uses number concepts & operations
 - a. Counts
 - ■ Verbally counts (not always in the correct order)
 - ■ Verbally counts to 10; counts up to 5 objects accurately, using one number name for each object
 - b. Quantifies
 - ■ Demonstrates understanding of the concepts of *one*, *two*, and *more*
 - ■ ■ Recognizes & names the number of items in a small set (up to five) instantly; combines & separates up to five objects & describes the parts
 - c. Connects numerals with their quantities
 - ■ ■ Recognizes & names a few numerals
 - ■ ■ Identifies numerals to 5 by name & connects each to counted objects
- 21. Explores & describes spatial relationships & shapes
 - a. Understands spatial relationships
 - ■ ■ Follows simple direction related to position (in, on, under, up, down)
 - ■ ■ Follows simple direction related to proximity (beside, between, next to)
 - b. Understands shapes
 - ■ ■ Matches two identical shapes
 - ■ ■ Identifies a few basic shapes

Mathematics (Continued)

22. Compares & measures

- ■ Makes simple comparisons between two objects
- ■ Compares & orders a small set of objects as appropriate according to size, length, etc.; knows usual sequence of basic daily events & a few ordinal numbers

23. Demonstrates knowledge of patterns

- Shows interest in simple patterns of everyday life
- ■ Copies simple repeating patterns