

3 - Day & 5 - 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 greens and blues. By the end of the year, we want to see mostly blues and purples. 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.
 - ■ Controls strong emotions in an appropriate manner most of the time
 - b. Follows limits and expectations.
 - Accepts redirection from adults.
 - ■ ■ Manages classroom rules, routines, and transitions with occasional reminders.
 - Applies rules in new, but similar situations
 - c. Takes care of own needs appropriately.
 - ■ Demonstrates confidence in meeting own needs.
 - ■ Takes responsibility for own well-being
- 2. Establishes and sustains positive relationships.
 - a. Forms relationships with adults.
 - Manages separations without distress and engages with trusted adults.
 - ■ Engages with trusted adults as resources & to share mutual interests

Social/Emotional (Continued)

- b. Responds to emotional cues.
 - Demonstrates concern about the feelings of others.
 - ■ Identifies basic emotional reactions of others & their causes accurately
 - Recognizes that others' feelings about a situation might be different from own
- c. Interacts with peers.
 - Uses successful strategies for entering groups.
 - ■ Initiates, joins in, & sustains positive interactions with a small group of two to three children
 - Interacts cooperatively in groups of four or five children
- d. Makes friends.
 - Plays with one or two preferred playmates.
 - ■ Establishes a special friendship with one other child, but that friendship might only last a short while.
 - Maintains friendships for several months or more

Social/Emotional (Continued)

3. Participates cooperatively and constructively.
 - a. Balances needs & rights of self & others.
 - ■ Takes turns.
 - ■ Initiates the sharing of materials in the classroom & outdoors
 - Cooperates & shares ideas & materials in socially acceptable ways
 - b. Solves social problems.
 - Seeks adult help to resolve social problems.
 - ■ Suggests solutions to social problems
 - Resolves social problems through negotiation & compromise

Physical

4. Demonstrates traveling skills.
 - ■ Moves purposefully from place to place.
 - ■ Coordinates complex movements in play & games
5. Demonstrates balancing skills.
 - ■ Sustains balances during simple movement experiences.
 - ■ Sustains balance during complex movement experiences.
6. Demonstrates gross-motor manipulative skills.
 - ■ Manipulates ball or similar objects with flexible body movements.
 - ■ Manipulates ball or similar objects with a full range of motion

Physical (Continued)

7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands.
 - ■ Uses refined wrist and finger movements
 - ■ Uses small, precise finger & hand movements
 - b. Uses writing and drawing tools.
 - 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.
 - Uses three-point finger grip & efficient hand placement when writing & drawing

Language

8. Listens to & understands increasingly complex language.
 - a. Comprehends language.
 - ■ Responds appropriately to specific vocabulary & simple statements, questions, & stories.
 - ■ Responds appropriately to complex statements, vocabulary, & stories

Language (Continued)

b. Follows directions.

- Follows simple requests not accompanied by gestures
- ■ Follows directions of 2 or more steps that relate to familiar objects or experiences
- ■ Follows detailed, instructional, multi-step directions

9. Uses language to express thoughts and needs.

a. Uses an expanding expressive vocabulary.

- ■ ■ Describes & tells the use of many familiar items
- ■ Incorporates new, less familiar, or technical words in conversations

b. Speaks clearly.

- ■ ■ Is understood by most people; may mispronounce new, long, or unusual words
- ■ Pronounces multisyllabic or unusual words correctly

c. Uses conventional grammar.

- ■ ■ Uses three to four word sentences; may omit or use some words incorrectly
- ■ ■ Uses complete four to six word sentences
- ■ ■ Uses long, complex sentences and follows most grammatical rules

Language (Continued)

d. Tells about another time or place.

- ■ ■ Tells simple stories about objects, events, & people not present; lacks many details & a conventional beginning, middle, & end
- ■ ■ Tells stories about other times/places that have a logical order & include major details
- ■ ■ Tells elaborate stories that refer to other times/places

10. Uses appropriate conversational and other communication skills.

a. Engages in conversations.

- ■ ■ Engages in conversations of at least 3 exchanges
- ■ ■ Engages in complex, lengthy conversations (5 or more 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
- ■ ■ ■ ■ Uses acceptable language & social rules during communication with others

Cognitive

- II. Demonstrates positive approaches to learning
 - a. Attends and engages
 - Sustains interest in working on a task, especially when adults offer suggestions, questions, & comments
 - ■ Sustains work on age-appropriate, interesting tasks; can ignore most distractions & interruptions
 - Sustains interest to tasks or projects over time; can return to activities after interruptions
 - b. Persists
 - Practices an activity many times until successful
 - ■ ■ Plans & pursues a variety of appropriately challenging tasks
 - Plans & pursues own goal until it is reached
 - c. Problem solves
 - Observes & imitates how others solve problems; asks for a solution & uses it
 - ■ ■ Solves problems without having to try every possibility
 - Thinks problems through, considering every possibility & analyzing results
 - d. Shows curiosity & motivation
 - Explores & investigates ways to make something happen
 - ■ ■ Shows eagerness to learn about a variety of topics & ideas
 - Uses a variety of resources to find answer to a question

Cognitive (Continued)

- e. Shows flexibility & inventiveness in thinking
 - ■ Uses creativity & imagination during play & routine tasks
 - ■ ■ Changes plans if a better idea is thought of or proposed
 - Talks through possible long-term solutions & takes on more abstract challenges
- 12. Remembers & connects experiences
 - a. Recognizes & recalls
 - Recalls familiar people, places, objects, & actions from the past (a few months before); recalls 1 or 2 items removed from view
 - ■ ■ Talks about experiences in order; provides details, & evaluates the experience; recalls 3 or 4 objects removed from view
 - Uses a few deliberate strategies to remember information
 - b. Makes connections
 - Remembers the sequence of personal routines & experience with teacher support
 - ■ ■ Draws on everyday experiences & applies this knowledge to a similar situation
 - Generates a rule, strategy, or idea from one learning experience & applies it in a new context

Cognitive (Continued)

13. Uses classification skills

- ■ Places objects in two or more groups based on differences in a single characteristic
- ■ Groups objects by one characteristic then regroups them using a different characteristic & indicates the reason

14. Uses symbols & images to represent something not present

a. Thinks symbolically

- ■ Draws or constructs & then identifies what it is
- ■ Plans & then uses drawings, constructions, movements, & dramatizations to represent ideas
- ■ Represents objects, places, & ideas with increasingly abstract symbols

b. Engages in sociodramatic play

- ■ Acts out familiar or imaginary scenarios; may use props to stand for something else
- ■ Interacts with two or more children during pretend play, assigning/assuming roles & discussing actions; sustains play scenario for up to 10 minutes
- ■ Plans & negotiates complex role play; joins in detailed conversation about roles & actions; play may extend over several days

Literacy

15. Demonstrates phonological awareness

a. Notices & discriminates rhyme

- ■ Fills in the missing rhyming word; demonstrates rhyming words spontaneously
- ■ Decides whether 2 words rhyme
- ■ Generates a group of rhyming words when given a word

b. Notices & discriminates alliteration

- ■ Sings & recites rhymes & refrains with repeating initial sounds
- ■ Shows awareness that some words begin the same way
- ■ Matches beginning sounds of some words

c. Notices & discriminates smaller & smaller units of sound

- ■ Hears & shows awareness of separate words in sentences
- ■ Hears & shows awareness of separate syllables in words
- ■ Verbally separates & blends onset & rime

16. Demonstrates knowledge of the alphabet

a. Identifies & names letters

- ■ Recognizes & names a few letters in own name
- ■ ■ Recognizes & names up to 10 letters
- ■ ■ Identifies & names 11-20 uppercase & 11-20 lowercase letters
- ■ ■ Identifies & names all uppercase & lowercase letters

Literacy (Continued)

b. Uses letter-sound knowledge

- ■ ■ Identifies the sounds of a few letters
- ■ Produces the correct sound for 10-20 letters
- ■ Shows understanding that a sequence of letters represents a sequence of spoken sounds

17. Demonstrates knowledge of print & its uses

a. Uses & appreciates books

- ■ Orients book correctly; turns pages from front to back; recognizes familiar books by their covers
- ■ Knows some features of a book (title, author, illustrator); connects specific books to authors
- Uses various types of books for their intended purposes

b. Uses print concepts

- Shows understanding that text is meaningful & can be read
- ■ Indicates where to start reading & the direction to follow
- ■ Shows awareness of some various features of print (letters, words, spaces, upper & lower case letters, some punctuation)

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
- ■ Identifies story-related problems, events, & resolutions during conversations with an adult

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
- Pretends to read using some of the language from the text; describes the actions across pages, using pictures to order events; may need prompts from adult
- ■ Pretends to read, reciting language that closely matches the text on each page & using reading-like intonation

c. Retells stories

- ■ Retells some events from a familiar story using close adult prompting
- ■ ■ Retells familiar stories using pictures or props as prompts
- ■ Retells a familiar story in proper sequence, including major events & characters

Literacy (Continued)

19. Demonstrates emergent writing skills

a. Writes name

- Controlled linear scribbles
- ■ Mock letters or letter-like forms
Letter strings
- ■ Partially accurate name
- ■ Accurate name

b. Writes to convey meaning

- Controlled linear scribbles
- ■ Mock letters or letter-like forms
Letter strings
- ■ Early invented spelling
- ■ Late invented spelling

Mathematics

20. Uses number concepts & operations

a. Counts

- Verbally counts to 10; counts up to 5 objects accurately, using one number name for each object
- ■ Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting
- ■ Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before & after a specified number up to 20

Mathematics (Continued)

b. Quantifies

- ■ Recognizes & names the number of items in a small set (up to five) instantly; combines & separates up to five objects & describes the parts
- ■ Makes a set of 6-10 objects & then describes the parts; identifies which part has more, less, or the same; counts all or counts on to find out how many

c. Connects numerals with their quantities

- Recognizes & names a few numerals
Identifies numerals to 5 by name & connects each to counted objects
- ■ Identifies numerals to 10 by name & connects each to counted objects
- ■ Identifies numerals to 20 by name & connects each to counted objects

21. Explores & describes spatial relationships & shapes

a. Understands spatial relationships

- Follows simple direction related to proximity (beside, between, next to)
- ■ Uses & responds appropriately to positional words indicating location, direction, & distance

b. Understands shapes

- Identifies a few basic shapes
- ■ Describes basic 2-D & 3-D shapes by using own words; recognizes basic shapes when presented in new orientation

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
- ■ Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
- Uses measurement words & some standard measurement tools accurately; uses ordinal numbers from first to tenth

23. Demonstrates knowledge of patterns

- ■ Copies simple repeating patterns
- ■ Extends & creates simple repeating patterns
- Recognizes, creates, & explains more complex repeating patterns & simple growing patterns