

Physical, Social, & Cognitive Standards

I. Motor Skills

- Cuts continuously on a line.
- Traces objects.
- Walks backwards toe to heel.
- Jumps forward 10 times without falling.
- Gallops.
- Catches a ball.

II. Personal-Social Skills

- Puts toys away and cleans up.
- Plays and interacts with other children with minimal friction.
- Dramatic play is closer to reality.
- Separates readily from parent.
- Uses play materials correctly.
- Enjoys being with a group.
- Accepts classroom responsibilities.

III. Social Attributes

- Enjoys being at school.
- Has positive relationships with 1 or 2 peers and cares about other classmates.
- Sometimes displays the capacity for humor.
- Approaches others positively.
- Asserts own rights and needs appropriately.
- Expresses frustrations and anger effectively and without harming others or property.
- Willing to work and/or play with a group of other children.
- Learning to take turns
- Learning to walk appropriately in a line outside of the classroom.
- Expresses wishes, preferences clearly, gives reason for actions.

IV. Cognitive Skills

- Works puzzles with multiple pieces.
- Names days of the week.
- Names colors.
- Matches pictures of objects such as shoes to laces, foot to sock, bat to ball.
- Can name many body parts in a picture and on self.
- Know address, town, state, phone number, and birthday.



2006-2007

4K

Math Standards

I. Numbers and Operations

I. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

- A. Count with understanding and recognize “how many” in sets of objects.
 - Tell how many objects are in a set
 - Count forward to 15

- B. Develop understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections.
 - Determine more than, less than, and equals based on counts using manipulatives (more, less, same number).

- C. Connect number words and numerals to the quantities they represent, using various physical models and representations.
 - Distinguish “one” from “many.”

II. Algebra

II. Understand patterns, relations, and functions.

- A. Sort, classify, and order objects by size, number, and other properties.
 - Recognize patterns in their environment by color, shape, and size.
 - Order three objects by size.

- B. Recognize, describe, and extend patterns such as sequences of sounds and shapes or simple numeric patterns and translate from one representation to another.
 - Recognize a two-part pattern and extend.



2006-2007

4K

Math Standards

III. Geometry

III. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

- A. Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes.
 - Identify, name, model, and draw two-dimensional geometric shapes (circle, square, triangle, rectangle)
 - Investigate three-dimensional shapes in informal settings.
 - Sort two-dimensional shapes according to attributes (# of sides or corners)

- B. Investigate and predict the results of putting together and taking apart two- and three-dimensional shapes.
 - Investigate the results of combining and partitioning geometric shapes (square, rectangle, triangle, and circle). (use manipulatives, scissors, drawings)

III-A. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.

- C. Describe, name, and interpret relative positions in space and apply ideas about relative position.
 - Use positional words to describe the location of objects (up, down, on, off, over, under).

- D. Recognize geometric shapes and structures in the environment and specify their location.
 - Locate geometric shapes in the environment (field trip and/or home).



2006-2007

4K

Math Standards

IV. Measurement

IV. Understand measurable attributes of objects and the units, systems, and processes of measurement.

- A. Recognize the attributes of length, volume, weight, area, and time.
 - Identify, by picking up them up, which of two objects is heavier.
 - Demonstrates (through conversation) a beginning sense of time (yesterday, today, and tomorrow).
- B. Compare and order objects according to their attributes.
 - Uses basic comparison words (e.g., “His truck is bigger than mine”).
- C. Understand how to measure using nonstandard and standard units.
 - Use nonstandard units of measure to explore everyday objects. (example: fingers, shoes, string, feet, toys)
- D. Select an appropriate unit and tool for the attribute being measured.
 - Identify the instrument used to measure time (clock).

V. Data Analysis and Probability

V. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.

- A. Pose questions and gather data about themselves and their surroundings.
 - Collect data related to familiar experiences by counting (days of the week, number of napkins/cups needed for snack).
- B. Sort and classify objects according to their attributes and organize data about the objects.
 - Sort and classify by a single attribute (color, shape, or size).
- C. Represent data using concrete objects, pictures, and graphs.
 - Draw a picture to represent data (draw amount of M&M’s on plate)

English Language Arts Standards

I. Reading Process and Comprehension

Reading Goal (R): The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

R1: The students will integrate various CUES and strategies comprehend what he or she reads.

- Begin showing an interest in reading relating activities, such as looking at books during free-choice time, talking about books, and recalling details by looking at pictures.
- Begin exploring books independently.
- Begin recognizing the association between spoken and written words.
- Begin making connections to prior knowledge, other texts, and the world in response to texts read aloud.
- Begin RETELLING stories.
- Begin recalling details in texts read aloud.
- Begin asking and answering questions about texts read aloud.
- Begin using pictures and words to make predictions about stories read aloud.

II. Analysis of Texts

R2: the student will use a knowledge of the PURPOSES, STRUCTURES, and elements of writing to analyze and interpret various types of texts.

- Begin identifying CHARACTERS in stories read aloud.

III. Phonics and Word Study

R3. The student will use the knowledge of GRAPHOPHONICS and WORD ANALYSIS to read and determine the meaning of unfamiliar words.

- Begin recognizing ENVIRONMENTAL PRINT such as business logos and traffic signs.
- Begin understanding how print is organized and read, using CONCEPTS ABOUT PRINT. (how to hold a book, read left to right, top to bottom and turn pages)
- Begin identifying places where words are found, such as books and newspapers.
- Begin recognizing that words are made up of letters and that letters make sounds.
- Begin recognizing letter patterns in words.
- Begin recognizing RHYMING WORDS.

IV. The Writing Process

WRITING GOAL (W): The student will write for different audiences and purposes.

W1: The student will use “APPLY A PROCESS APPROACH” to writing.

- Begin choosing topics and generating ideas about which to write. (writing a letter to a friend or family member, write about a pet or holiday)
- Begin writing using a variety of formats such as: Upper and lower case letters, and pictures/drawings.
- Begin using oral language, pictures to create stories about people, objects, and events.

W2: The student will write for a variety of PURPOSES.

- The student will begin using oral language, drawing pictures, and/or using letters to explain

W3: The student will respond to texts written by others.

- Begin responding to texts read aloud by conversing with others and by using pictures.

W4: The student will create legible texts.

- Begin copying or printing upper case and lower case letters. Use the letters to make words, including his or her name.

V. Communication

Communication Goal (C): The student will recognize, demonstrate, and analyze the qualities of effective communication.

C1: The student will use speaking skills to participate in large and small groups in both formal and informal situations.

- Begin using appropriate voice level, phrasing, sentence STRUCTURE (SYNTAX), and INTONATION when speaking.
- Begin taking turns in conversations and staying on topic.
- Begin responding in complete sentences.
- Begin participating in conversations and discussions and responding appropriately.
- Begin participating in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.
- Begin participating in CREATIVE DRAMATICS.
- Begin using oral language for a variety of PURPOSES.

C2: The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

- Begin following one- and two-step oral directions.
- Begin listening to various types of literature read aloud.
- Begin listening for meaning in conversations and discussions.
- Begin focusing attention on the person who is speaking and listening politely without interrupting.

VI. Research Goals

Research Goals (RS): The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

RS1: The student will select a topic for exploration.

- Begin asking *how* and *why* questions about a topic of interest.

RS2: The student will gather information from a variety of sources.

- Begin identifying pictures as sources of information.

RS3: The student will use a variety of strategies to prepare and present selected information.

- Begin organizing and classifying information by constructing categories.
- Begin organizing information on the basis of observation.
- Begin presenting his or her research findings in a variety of forms.

VII. Speech Goals

Speech Goals (SG): By certain ages students normally develop certain sounds in speech.

SG1: By age 4 the student should develop certain sounds in speech.

- Able to use n, ng, w, and h sounds in his or her speech.

SG2: By age 4.5 the student should develop certain sounds in speech.

- Able to use t, d, k, and g sounds in his or her speech.