

## **Pre-K Academic Standards ( 3-5 years)**

### **English/Language Arts**

#### **F.1- Reading: Word Recognition, Fluency, and Vocabulary Development**

- F.1.1 Pretend to read a book.
- F.1.2 Turn one page at a time.
- F.1.3 Name objects from picture book.
- F.1.4 Hold book right side up, looking at pages and pictures.
- F.1.5 Turn pages from front to back.
- F.1.7 Tell something that a favorite character does in a story.
- F.1.8 Follow printed words as a story is read or caption as a video is played
- F.1.9 Distinguish print from pictures.
- F.1.14 Watch and listen to a story to completion for ten or more minutes.
- F.1.16 Identify the first letter of own name.
- F.1.17 Generate sounds of letters.
- F.1.18 Recognize words that look alike or may sound alike.
- F.1.19 Imitate simple rhymes.
- F.1.20 Sing the alphabet song.
- F.1.23 Clap out syllables in word songs.
- F.1.32 Point to a title of a book.
- F.1.35 Name objects from picture books.
- F.1.36 Name sounds heard in familiar environment.
- F.1.37 Ask and answer simple questions about the story being read.
- F.1.40 Tell one thing that happened in a familiar story.
- F.1.41 Tell simple story from pictures and books.
- F.1.42 Pretend to do something or be someone.
- F.1.44 Act our familiar, scripted events and routines.

#### **F.2- Reading: Reading Comprehension**

- F.2.1 Identify a favorite story.
- F.2.3 Tell simple stories from pictures and books.
- F.2.4 Express what might happen after the action in a picture.
- F.2.5 Tell one thing that happens in a familiar story.
- F.2.6 Use personal experiences to answer questions about stories.

#### **F.3- Reading: Literacy Response and Analysis**

- F.3.1 Find names pictures or textures in book.
- F.3.2 Actively look for or keep attending to things that an adult points to, shows, or talks about.
- F.3.3 Watch or listen to a story to completion for ten minutes or more.
- F.3.5 Ask questions or make comments about the story being read.
- F.3.6 Use personal information about a story being read.
- F.3.7 Tell something that a favorite character does in a story.
- F.3.8 Describe a picture in a book.
- F.3.9 Hold book right side up, looking at pages and pictures.
- F.3.10 Turn pages from front to back.
- F.3.11 Follow readers finger as a story is read.
- F.3.15 Identify a favorite story.
- F.3.16 Act our familiar, scripted events and routines.
- F.3.17 Identify a location where he/she is going or has been.
- F.3.21 Recall if something has truly happened.

#### **F.7- Listening and Speaking**

- F.7.1 Name sounds heard in the environment.
- F.7.2 Watch or listen to a story to completion for ten minutes or more.
- F.7.3 Stay with an adult directed activity or story for 10-15 minutes.
- F.7.4 Follow one-step spoken directions without prompts (e.g. line up)
- F.7.5 Ask and answer simple questions.
- F.7.6 Ask questions or make comments about the story being read.
- F.7.8 Identify attributes of objects.
- F.7.19 Imitate simple rhymes.
- F.7.20 Repeat simple sentences as presented.
- F.7.23 Imitate four to five word sentences.

## **Mathematics**

### **F.1- Number Sense**

- F.1.1 Sing and dance to a number song.
- F.1.2 Count a number or objects up to three.
- F.1.3 Count each object only once.
- F.1.4 Imitate counting behavior using the names of large numbers.
- F.1.5 Identify first and last.
- F.1.13 Count backwards from five.
- F.1.15 Identify the concept of “none”

### **F.2- Computation**

- F.2.3 Count on fingers
- F.2.4 Identify and use the concepts of “one more” and “one less”.

### **F.4 Geometry**

- F.4.3 Identify the missing parts (e.g. the door of a car, the nose of a dog).
- F.4.6 Sort by one attribute (e.g. size, shape, color).
- F.4.8 Use “in” and “out” to indicate where things are in space.
- F.4.9 Use “on” and “off” to indicate where things are in space.
- F.4.10 Use the words “here” and “there” to indicate where things are in space.
- F.4.15 Identify circles, squares, triangles, and rectangles.
- F.4.17 Identify ten body parts (head and shoulders song)

## **Science**

### **F.2 Scientific Thinking**

- F.2.7 Talk about the fact that everything has a shape.
- F.2.8 Observe shapes and look for objects that are the same shape.

## **Social Studies**

### **F.1- History**

- F.1.6 Show anticipation for a regularly scheduled event.
- F.1.7 Describe daily routine.
- F.1.10 Verbalize the days of the week and months of the year.
- F.1.12 Recall information about the immediate past.

### **F.2- Civics and Government**

- F.2.2 Follow simple directions

### **F.3- Geography**

- F.3.1 Name body parts and point to the location of each.
- F.3.3 Move in directions on command (e.g. forward, backward, sideways).
- F.3.21 Determine what type of clothing to wear based on the weather.
- F.3.22 Identify seasons by temperature or other characteristics (e.g. snow, leaves changing)
- F.3.24 Listen and respond to stories about other areas
- F.3.30 Discuss members of the family and their roles.
- F.3.33 Talk about how he is the same and/or different from other children.
- F.3.35 Discuss the need for a clean environment.
- F.3.36 Help clean up after doing an activity.

## **Physical Education**

### **F.1 Gross/Fine Motor and Sensory Development**

- F.1.1 Perform locomotor and non-locomotor skills at the basic level (e.g. marching, walking, running, hopping, kicking, crawling, jumping, forward with feet together, sliding, stretching, climbing, and walking in a line one behind the other.
- F.1.4 Perform basic rhythmical skills alone and/or with a partner (e.g. the child marches and dances to music or rhythmical sounds in free form or with simple directions).

### **F.3- Enjoyment of Motor and Sensory Experiences**

- F.3.3 Express both positive and negative feelings about participating in physical activities.
- F.3.4 Participate in a variety of gross/fine/motor and sensory activities.
- F.3.5 Attempt novel gross/fine motor and sensory activities (e.g. running, hopping, jumping, marching, throwing, catching, swinging).

## **Visual Arts**

### **F.2- Creating Art**

- F.2.14 Watch an activity before entering into it.
- F.2.19 Use a variety of materials (e.g. crayons, paint, clay, markers) to create original work.

### **F.3- Careers and Community**

- F.3.10 Imitate art forms of illustrators after listening to a story