

## PREKINDERGARTEN STANDARDS AND LEARNING ACTIVITIES

**Strand: Language Development** *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

### DISCUSSION

**PK.LD-D.1.** Engage in oral exchanges about a topic with peers and adults.

*Examples: Student talks with teacher about what she saw at the grocery store after a class visit to the grocery store.*

*After discussing who will play the waiter and who will be the customer at the restaurant, student asks, "What would you like to eat?" Other child answers, "I'd like a hamburger, please."*

**PK.LD-D.2.** Initiate and/or extend conversations with peers and adults, using multiple exchanges.

*Examples: Student talks with a friend, asking questions about what happened and what the friend did, and then he/she shares own ideas.*

*Student talks with teacher about a trip to the fire station and asks whether he/she will be able to go again.*

### QUESTIONING, LISTENING, AND CONTRIBUTING

**PK.LD-Q.3.** Demonstrate understanding of explanations.

*Examples: Student talks about how the sun melts a snowman after a class experiment with snow and water.*

*Student takes blocks down one at a time from tower after teacher reminds children of safety rules.*

**PK.LD-Q.4.** Listen to stories attentively.

*Example: Student asks questions related to the story's subject: "Where did Ms. Flossy get all those hats?" Student laughs at funny parts of a story.*

**PK.LD-Q.5.** Ask questions to get information, ask for help, clarify something that is not understood.

*Examples: Student asks, "Why is the man wearing a uniform?"*

*Looking at a friend's drawing, student asks, "How come her hair is green?"*

**PK.LD-Q.6.** Answer questions with increasing complexity.

*Examples: Student responds, "In my backpack" when asked, "Where's your book?"*

*Student says, "I'd use rocks so the wolf can't blow it down" when teacher asks what kind of house he would build.*

**PK.LD-Q.7.** Follow directions of two or more steps.

### ORAL PRESENTATION

**PK.LD-O.8.** Retell story events in sequence.

*Example: Student uses flannel board pieces to retell the story of The Runaway Rice Cake in her own words.*

### VOCABULARY AND CONCEPT DEVELOPMENT

**PK.LD-V.9.** Use words to describe concrete objects, actions, and feelings.

*Examples: Student says, "She's upset" when she sees a child crying.*

*Student rubs stomach and says, "My lunch is awesome."*

**PK.LD-V.10.** Integrate new vocabulary into conversations with peers and adults.

*Examples: Student uses the word hurricane after teacher explains that a big wind and rain storm is called a hurricane.*

*Student calls her block structure enormous after hearing the word read aloud from a book.*

**PK.LD-V.11.** Add descriptive words to basic subject-verb-object sentences.

*Examples: Student notes, "We have pretty yellow flowers in the garden."*

*Student says, "My baby brother is very cranky."*

**PK.LD-V.12.** Ask questions to acquire new vocabulary

*Examples: Student points to a front-end loader and says, "Look. What's that?"*

*Student asks, "What's a waterspout?" after singing "The Itsy-Bitsy Spider."*

**Strand: Beginning Reading** (Continue to address earlier standards as needed and as they apply to more difficult text.)**PRINT CONCEPTS****PK.BR-PC.1.** Treat books with care.

*Examples: Student carefully turns the pages of a book and then returns it to the shelf with cover facing out.*

*Student tells teacher that a page in the book is ripped and needs fixing.*

**PK.BR-PC.2.** Hold books right side up and know that books are read from front to back, top to bottom.

*Examples: Student looks at left page and then right page when looking through a book.*

*Student turns book right side up when handed to him upside down.*

**PK.BR-PC.3.** Understand the concept of title, author, and illustrator.

*Examples: Student points to the words Max Found Two Sticks and says, "That's the name of this book."*

*Student says, "The illustrator is the person who makes the pictures."*

**PK.BR-PC.4.** Know that spoken words can be written and read and written words can be spoken aloud.

*Examples: Student asks the teacher to write "I love you" on a card for his father.*

*Student looks at menu and asks, "Which word says pancakes?"*

**PK.BR-PC.5.** Know that print is read from left to right in English and many other languages.

*Examples: Students runs finger over text, from left to right and top to bottom, as he pretends to read.*

*Student points to beginning of sentence when teacher asks, "Where should I start reading the first line of this poem?"*

**PK.BR-PC.6.** Use pictures as clues to the text. Understand concept of term "The End."

*Examples: Student says, "I think this book is going to be about a princess because there's a castle picture."*

*Looking at a picture in Stone Soup by John Muth, student says, "He's going to put carrots in that pot."*

**PK.BR-PC.7.** Initiate reading behaviors.

*Examples: Student selects a book and talks about the pictures on each page.*

*Student looks through a book about trucks with a friend.*

**PHONEMIC AWARENESS****PK.BR-PA.8.** Identify words that rhyme in songs, nursery rhymes, poems, and stories.

*Examples: Student says, "Two and shoe" when teacher asks, "Which words rhyme?" in the second verse of This Old Man.*

*Student tells friend that Mack and black rhyme while clapping and singing Miss Mary Mack.*

**PK.BR-PA.9.** Produce (make up) rhymes.

*Examples: Student supplies a rhyming word for the sentence There's a cat on the \_\_\_ (mat).*

*Student replaces familiar rhymes with silly ones, such as Humpty Dumpty, Gumpty, Numpty. Student hears and identifies individual words in a sentence.*

**PK.BR-PA.10.** Hear syllables in words.

*Examples: Student claps hands three times for syllables in Susannah.*

*Student stomps feet rhythmically singing "jam-bo, jam-bo" ("hello" in Swahili). Student hears individual phonemes in words – /c/ /a/ /t/.*

**PK.BR-PA.11.** Discriminate sounds as being the same or different. Manipulate sounds. Blend individual phonemes to form words.

*Examples: Student says, "Mat, sit, and pet all sound the same at the end."*

*Student explains, "We have three kids whose names start like mine: Nicholas, Naomi, and Nouri."*

*Manipulate sounds. Blend individual phonemes to form words.*

*Example: With "cat," student changes the /c/ to /b/ and says "bat."*

**Strand: Beginning Reading** *(continued)***PHONICS****PK.BR-P.12.** Identify 10 or more letters.*Examples: Student sees a stop sign and says, "That's S-T-O-P."**Student uses the alphabet stamps and names the letters.***PK.BR-P.13.** Name letters in own name and in familiar words.*Examples: Student identifies own name and mom and dad in print and names letters.**Student points to an M and says, "This is for Mommy."***PK.BR-P.14.** Find specific letters in words in the environment.*Examples: Student knows that the sign that says Metro begins with a big letter M.**Student points to Cheerios® box and says, "That's C, like in my name."***PK.BR-P.15.** Begin to make letter-sound connections.*Examples: Student figures out which word says banana because she knows it starts with b.**Student points to the letter T on the wall and says, "That's for my Tío [uncle in Spanish] César."***PK.BR-P.16.** Use different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print.*Examples: Student anticipates what comes next as she reads Brown Bear, Brown Bear, What Do You See?**Student says, "That word says food. It's for the fish" when picking up the can next to the aquarium.***Strand: Informational Text** *(Continue to address earlier standards as needed and as they apply to more difficult text.)***EXPOSITORY TEXT****PK.IT-E.1.** Use books and other printed materials to find information.*Examples: Student says, "That bus with the 'A' on it goes to my grandma's house."**Student says, "You have to put the pattern blocks here because the sign says so" when another child asks, "Where do these go?"***PK.IT-E.2.** Answer questions about stories and other print materials.*Examples: Students select an example from an informational text such as Where Butterflies Grow by Joanne Ryder and the story The Very Hungry Caterpillar by Eric Carle. Student responds, "I think that the caterpillar turned into a butterfly when it was inside the cocoon."**Student says, "We'll have a snack when we come inside" in response to another child's question about the written schedule.*

**Strand: Literary Text** (Continue to address earlier standards as needed and as they apply to more difficult text.)**UNDERSTANDING TEXT****PK.LT-U.1.** Retell story events in sequence.

*Examples: Student uses flannel board pieces to retell the story of The Runaway Rice Cake in her own words.*

*Student uses props on a shelf in the library area to act out and retell The River That Gave Gifts in his own words after hearing the teacher tell the story using props.*

**PK.LT-U.2.** Answer questions about stories and other print materials.

*Examples: Student responds, "I think he was afraid he would miss his mommy" when asked why Ira took his teddy bear when he went to sleep at his friend's house.*

**PK.LT-U.3.** Question, compare, and predict story events.

*Examples: Student asks, "Why can't old people remember things?" while listening to Wilfrid Gordon McDonald Partridge read aloud.*

*After the teacher asks, "Which book do you like better, The Cat In The Hat or The Cat In The Hat Comes Back, and why?" the student says, "The Cat In The Hat Comes Back 'cause the little cats are silly!"*

**PK.LT-U.4.** Relate book experiences to own life.

*Examples: Student compares his own feelings about a new baby in his house to Peter's feelings when the teacher reads Peter's Chair.*

*Student looks at book about dogs and says, "I have a dog just like this one. His name is Max."*

**Strand: Research** (Continue to address earlier standards as needed and as they apply to more difficult text.)**PK.R.1.** Use adults as resources to answer questions, clarify information, and demonstrate tasks.

*Examples: Student looks through a book on trucks provided by the teacher to find one like his dad drives.*

*Student asks a parent volunteer, "Can you show me how to write my name?"*

**PK.R.2.** Explore a rich variety of objects and materials provided to discover how things work, what things do, and why things happen.

*Examples: Student tests a collection of objects set out by the teacher to find out which ones the magnet will pick up.*

*Student exclaims with excitement, "Look! There are worms under this rock. How did they get there?"*

**PK.R.3.** Use books and other print materials to find information.

*Examples: Student says, "That bus with the 'A' on it goes to my grandma's house."*

*Student says, "You have to put the pattern blocks here because the sign says so" when another child asks, "Where do these go?"*

**Strand: Writing** (Continue to address earlier standards as needed and as they apply to more difficult text.)

**IMAGINATIVE WRITING**

**PK.W-I.1.** Dictate ideas and stories.

*Examples: Student tells story to teacher who writes it in journal.*

*Student tells teacher to write "This is my family" on his drawing.*

**EXPOSITORY WRITING**

**PK.W-E.2.** Write to convey meaning.

*Examples: Student draws a birthday card picture and asks, "How do I write Happy Birthday?"*

*Student scribbles on a paper, writing mock letters and some conventional letters, and says, "Here's my mommy's shopping list so she can buy me my favorite food."*

**PK.W-E.3.** Make clear attempts to convey a message in writing.

*Example: Student asks, "How do I write Dear Poppy?"*

*Student makes a sign for the block area saying Do not touch.*

**Strand: English Language Conventions** (Continue to address earlier standards as needed and as they apply to more difficult text.)

**PK.EL.1.** Use coherent and increasingly complex sentences.

*Examples: Student explains, "I can't decide if I want to paint or do a puzzle."*

*Student says, "My mom's coming early today because it's going to snow."*

**PK.EL.2.** Describe concepts and past and future events.

*Examples: Student relates events after a trip to the fire station: "We talked to the firefighters and got to climb on the fire truck. Then the bell rang, and they had to take off."*

*Student tells teacher, "Look! My triangle has three sides."*

**PK.EL.3.** Add descriptive words to basic subject, verb, object sentences.

*Examples: Student notes, "We have pretty yellow flowers in the garden."*

*Student says, "My baby brother is very cranky."*

**PK.EL.4.** Print own name.

*Examples: Student writes his name under picture he has painted.*

*Student signs in on the attendance sheet.*

**PK.EL.5.** Use letter(s) to represent an entire word; use letter strings to represent phrases and sentences.

*Examples: Student writes MM to represent I love my mom.*

*Student writes a phone message in the dramatic play area and writes NNa for Nana called.*