

**TULSA PUBLIC SCHOOLS
PRE-KINDERGARTEN**

2009-2010 BENCHMARKING CALENDAR

APPROACHES TO LEARNING
Pre-Kindergarten

There are basic principles or approaches to learning present for all children. Each child has his/her own unique approach to learning that should be fostered and encouraged as they grow and develop.

Standard 1: The child demonstrates positive attitudes, habits, and learning styles.

1. Demonstrates an eagerness and interest in learning.
2. Develops and expands listening skills.
3. Demonstrates self-direction and independence.
4. Demonstrates increasing ability to set goals and develop and follow through on plans.
5. Manages transition between activities effectively.
6. Understands, accepts, and follows rules and routines.
7. Develops increasing ability to find more than one solution to a question, task or problem.
8. Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults.

LANGUAGE ARTS PACING GUIDE

Pre-Kindergarten

FIRST QUARTER

Oral Language

Standard 1: Listening - The child will listen for information and pleasure.

- 1.1 Listens with interest to stories read aloud.
- 1.2 Understands and follows oral directions.

Reading & Literature

Standard 1: Print Awareness - The child will understand the characteristics of written language.

- 1.1 Demonstrates understanding of concepts about print. (e.g. print/text is what is read, where to begin reading, first/last part of a story)
- 1.2 Identifies the front cover and back cover of a book.
- 1.3 Follows book from left to right and from top to bottom on the printed page.

Standard 4: Phonics (Letter Knowledge and Early Word Recognition) - The child will demonstrate the ability to apply sound-symbol relationships.

- 4.1 Recognizes own name in print.
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SECOND QUARTER

Oral Language

Standard 2: Speaking - The child will express ideas or opinions in group or individual settings.

- 2.1 Uses language for a variety of purposes (e.g., expressing needs and interests).
- 2.2 Recalls and repeats simple poems, rhymes, and songs.
- 2.3 Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.
- 2.4 Shares simple personal narrative.
- 2.5 Participates actively in conversations and/or discussions

Reading & Literature

Standard 1: Print Awareness - The child will understand the characteristics of written language.

- 1.4 Demonstrates awareness of print in surroundings: classroom, home, and community settings.
- 1.9 Role plays reading.

Standard 4: Phonics (Letter Knowledge and Early Word Recognition) - The child will demonstrate the ability to apply sound-symbol relationships.

- 4.2 Demonstrates awareness of letters of the English language, especially letters from own name.

Standard 5: Vocabulary - The child will develop and expand knowledge of words and word meanings to increase vocabulary.

- 5.1 Demonstrates an increase in listening and speaking vocabulary.
 - a. Identifies the 8 basic colors by name
- 5.2 Understands and follows oral directions
- 5.3 Connects new learning experiences and vocabulary to what is already known about a topic.

Standard 6: Comprehension – The child will associate meaning and understanding with reading.

- 6.1 Begins to use predicting, picture clues, and prior knowledge as pre-reading skills and strategies.
- 6.4 Connects information and events to real-life experiences when being read a story.
- 6.6 Tells what is happening in a picture.

Writing

Standard 1: Writing Process – The child will use the “writing process” to express thoughts and feelings.

- 1.2 Uses scribbles, shapes, pictures, or letter-like symbols to represent ideas.

NON-PASS item: Writes first name (Teacher Request—will appear on report card)

THIRD QUARTER

Reading & Literature

Standard 1: Print Awareness – The child will understand the characteristics of written language.

- 1.5 Begins to recognize the relationship or connection between spoken and written words by observing the tracking of print during read aloud story times.
- 1.6 Understands that print carries a message by recognizing labels, signs, and other forms of print in the environment.
- 1.7 Begins to develop an understanding of the different functions of forms of print (e.g. signs, letters, newspapers, lists, messages, and menus).
- 1.8 Begins to understand some basic print conventions (e.g. the concept that letters are grouped to form words and that words are separated by spaces).

Standard 2: Phonological Awareness - The child will demonstrate the ability to work with rhymes and syllables and onsets/rimes.

- 2.1 Begins to hear, identify, and make oral rhymes (e.g. pig/wig, fun/sun)

Standard 4: Phonics (Letter Knowledge and Early Word Recognition) - The child will demonstrate the ability to apply sound-symbol relationships.

- 4.3 Begins to recognize the sound association for some letters.
- 4.4 a. Knows that letters are a special category of symbols called the alphabet.

Standard 6: Comprehension – The child will associate meaning and understanding with reading.

- 6.2 Demonstrates increasing ability to retell and dictate stories from books and experiences.
- 6.3 Recalls and articulates some sequences of events.
- 6.5 Demonstrates understanding of literal meaning of story through questions and comments. (*Uses questions & comments to demonstrate understanding of stories*)

Writing

Standard 1: Writing Process – The child will use the “writing process” to express thoughts and feelings.

- 1.1 Begins to understand that writing is a way of communicating for a variety of purposes.
 - 1.3 Participates in group and individual writing opportunities.
 - 1.4 Begins to recall and express stories and experiences through drawing and dictation.
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FOURTH QUARTER

Literacy

Standard 2: Phonological Awareness - The child will demonstrate the ability to work with rhymes and syllables.

- 2.2 Begins to discriminate and work with syllables in spoken words (e.g. Andrew, hap-py).

Standard 3: Phonemic Awareness – The child will demonstrate the ability to hear, identify, and manipulate individual sounds in spoken words.

- 3.1 Begins to discriminate, identify, and work with initial phonemes in spoken words (e.g. “The first sound in sun is /s/.”)
- 3.2 Begins to recognize which words in a set of words begin with the same sound (e.g., “Bell, bike, and boy all have /b/ at the beginning”).

Standard 4: Phonics (Letter Knowledge and Early Word Recognition) - The child will demonstrate the ability to apply sound-symbol relationships.

- 4.4b. Recognizes some individual letters of the alphabet by name.

MATHEMATICS PACING GUIDE

Pre-Kindergarten (updated according to proposed PASS revisions 4/2009)

FIRST QUARTER

Number Sense

Standard 2: Number Sense – The child will understand the relationship between numbers and quantities.

- 2.3 Demonstrates ability to count in sequence to **10**.
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SECOND QUARTER

Algebraic Reasoning: Patterns and Relationships

Standard 1: Patterns - The child will sort and classify objects and analyze simple patterns.

- 1.1 Sorts and group objects into a set and explains verbally what the objects have in common (such as their color, size, or shape).

Number Sense

Standard 2: Number Sense – The child will understand the relationship between numbers and quantities.

- 2.1 Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.
- 2.2 Begins to make use of one-to-one correspondence in counting objects and matching groups (such as one napkin for each classmate, one person on each space)
- 2.4a. Counts objects in a set one-by-one from **0 through 5**

Geometry

Standard 3: Geometry – The child will identify common geometric shapes and explore the relationship of objects in the environment.

- 3.1a. Recognizes and describes these common shapes: circle, square, rectangle, rhombus (diamond) and triangle.

Measurement

Standard 4: Measurement – The child will explore the concepts of measurement.

2. Time

- 4.2 Develops an awareness of simple time concepts within his/her daily life (e.g., yesterday, today, tomorrow; morning, afternoon, night).
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THIRD QUARTER

Algebraic Reasoning: Patterns and Relationships

Standard 1: Patterns - The child will sort and classify objects and analyze simple patterns.

- 1.2 Recognizes patterns, can repeat them, and explain them verbally (for example: red, black, red, black, red, black).

Number Sense

Standard 2: Number Sense – The child will understand the relationship between numbers and quantities.

- 2.5a. Identifies and creates sets of objects **zero through five**.
- 2.6a. Identifies numerals **0 to 5**
- 2.7 Recognizes the numerical value of sets of objects through ten.

Geometry

Standard 3: Geometry – The child will identify common geometric shapes and explore the relationship of objects in the environment.

- 3.1b. Compares and names common shapes: circle, square, rectangle, rhombus (diamond) and triangle.
- 3.2 Demonstrates understanding of directionality, order and position of objects, and words (such as on, off, over, under, above, below, in front, behind, beside, between)

Measurement

Standard 4: Measurement – The child will explore the concepts of measurement.

- 4.1b. Compares objects according to observable size attribute.
- 4.1c. Compares and orders objects in graduated order: small/medium/large, shortest to tallest, thinnest to thickest

Data Analysis

Standard 5: Data Analysis – The child will collect and analyze data in a group setting.

1. Data Analysis

- 5.1a. Begins to use numbers and counting when collecting information, solving problems, and measuring quantity.
- 5.1b. Begins to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.
- 5.1c. Begins to compare similarities and differences between collected information (simple graphs).

FOURTH QUARTER

Number Sense

Standard 2: Number Sense – The child will understand the relationship between numbers and quantities.

- 2.4b. Counts objects in a set one-by-one from **1-10**
- 2.5b. Identifies and creates sets of objects **0 - 10**
- 2.6b. Identifies numerals **0-10**

Measurement

Standard 4: Measurement – The child will explore the concepts of nonstandard and standard measurement.

1. Linear Measurement

- 4.1a. Measures objects using nonstandard units of measurement (units such as pencil, paper clip, block)

SOCIAL STUDIES

PACING GUIDE

Pre-Kindergarten

FIRST QUARTER

None assessed at this time—teach and observe

SECOND QUARTER

Civics

Standard 1: The child will exhibit traits of good citizenship.

- 1.1 Works and plays cooperatively in a variety of settings (e.g., in large and small groups, learning centers).
- 1.2 Recognizes the importance of his/her role as a member of the family, the class, and the community.
- 1.3 Listens to others while in large and small groups.
- 1.4 Shows respect for others and their property.
- 1.5 Develops an awareness of how people act responsibly.

Demonstrates an understanding of the responsibilities of being a member of a class/school community 1.1 to 1.5

Geography

Standard 1: The child will demonstrate knowledge of basic geographic concepts.

- 1.1 Locates and describes familiar places (e.g., places in classroom, home, and school).

Standard 2: The child will discuss how children in various communities and cultures are alike and different.

- 2.1 Explores how children have needs in common (e.g. food, clothing, shelter)

Economics

Standard 2: The child will explore various careers.

- 2.1 Recognizes various school and community personnel.
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THIRD QUARTER

Civics

Standard 1: The child will exhibit traits of good citizenship.

- 1.6 Develops an awareness of patriotic symbols and activities (e.g., American Flag, patriotic songs, Pledge of Allegiance).

Geography

Standard 1: The child will demonstrate knowledge of basic geographic concepts.

- 1.2 Begins to develop an understanding of places and things in their neighborhood community (e.g. home, school)

Economics

Standard 2: The child will explore various careers.

2.2 Develops growing awareness of jobs and what is required to perform them.

FOURTH QUARTER

Geography

Standard 2: The child will discuss how children in various communities and cultures are alike and different.

- 2.2 Explores how children are unique as to languages, food, clothing, transportation, and customs.
- 2.3 Explores how families and communities build "traditions."

Economics

Standard 1: The child will explore basic economic concepts.

1.1 Develops an awareness of money being needed to purchase things.

SCIENCE PACING GUIDE

Pre-Kindergarten

Process Standard 1: The child will investigate and experiment with objects to discover information.

PS1.1 Develops increasing abilities to classify, compare, and contrast objects, events and experiences.

PS1.2 Selects and becomes familiar with simple scientific tools (e.g., magnifying glass, magnet)

PS1.3 Participates in simple experiments to discover information (e.g., sink/float, melting/freezing, magnetic/non-magnetic, ramps/movement).

PS1.4 Asks questions, makes predictions, and communicates observations orally and/or in drawings.

PS1.5 Explores cause and effect.

Use the Process Standards when working with any or all Content Standards.

Physical Science

Teach, observe, and assess any 9 week period.

Standard 1: The child will investigate and describe objects that can be sorted in terms of physical properties.

1.1 Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch, and sight

1.2 Develops an awareness of the properties of some objects (e.g., heavy-light, rough, smooth, hard-soft, solid-liquid, wet-dry).

1.3 Observes and describes how objects move (e.g., slide, turn, twirl, roll).

Life Science

Teach, observe, and assess any 9 week period

Standard 2: The child will observe and investigate plants and animals.

2.1 Develops an awareness of what various plants and animals need for growth.

2.2 Demonstrates a beginning awareness of the changes that plants and animals go through during their life (e.g., seed/plant, egg/chicken).

2.3 Demonstrates an interest and respect for the plant and animal life around them.

Earth/Space Science

Teach, observe, and assess any 9 week period

Standard 3: The child will investigate and observe the basic concepts of the Earth.

3.1 Develops an awareness of the properties of common earth materials (e.g., soil, rocks, water)

3.2 Develops an awareness of changes in daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold).

3.3 Develops an awareness of the four seasons (e.g., temperature, weather, appropriate clothing, changing leaves).

3.4 Observes and participates in a variety of activities related to preserving the environment.

HEALTH, SAFETY, AND PHYSICAL EDUCATION

PACING GUIDE

Pre-Kindergarten

FIRST QUARTER

Large Motor Skill Development

Standard 1: The child will participate in activities that involve large motor skills.

- 1.3 Demonstrates nonlocomotor movements (e.g. bending, pulling, pushing, stretching, swaying, swinging, turning, twisting)

Health & Safety

Standard 3: The child will participate in health-enhancing activities for the development of lifetime health and fitness.

- 3.4 Builds awareness and ability to follow basic health and safety rules.
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SECOND QUARTER

Large Motor Skill Development

Standard 1: The child will participate in activities that involve large motor skills.

- 1.1 Demonstrates basic locomotor movements (e.g., jumping, running, sliding, riding tricycles, pulling wagons, pushing wheelbarrows).
- 1.2 Demonstrates body and space awareness to move and stop with control over speed and direction.
- 1.5 Coordinates large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching, and tossing).

Small Motor Skill Development

Standard 2: The child will participate in activities that involve small motor skills.

- 2.1 Demonstrates increased control of hand and eye coordination (e.g., using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger-paint, scissors, glue, and a variety of puzzles).

Health & Safety

Standard 3: The child will participate in health-enhancing activities for the development of lifetime health and fitness.

- 3.2 Understands that healthy bodies require rest, exercise, and good nutrition.
- 3.3 Shows growing independence in following routine healthy behaviors (e.g., hygiene, nutrition)
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THIRD QUARTER

Large Motor Skill Development

Standard 1: The child will participate in activities that involve large motor skills.

- 1.4 Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.
- 1.6 Develops coordination and balance through a variety of activities.

Small Motor Skill Development

Standard 2: The child will participate in activities that involve small motor skills.

- 2.2 Demonstrates increasing control of small muscles in hands (e.g., using tongs or eyedropper, stringing beads).

Health & Safety

Standard 3: The child will participate in health-enhancing activities for the development of lifetime health and fitness.

- 3.1 Progresses in physical growth, strength, stamina, and flexibility
- 3.4 Builds awareness and ability to follow basic health and safety rules.

FOURTH QUARTER

Re-assess Standards/Benchmarks, if necessary

SOCIAL AND PERSONAL SKILLS PACING GUIDE Pre-Kindergarten

*The standards in this category will be reflected on the
Citizenship/Leadership portion of the Report of Student Progress.*

Observe and assess during each 9 week period.

Standard 1: The child will participate in activities to develop the skills necessary for working and interacting with others

- 1.1 Plays, works and interacts easily with one or more children and/or adults.
- 1.2 Begins to develop relationships with others.
- 1.3 Recognizes the feelings of others and responds appropriately.
- 1.4 Develops confidence and stands up for own rights.
- 1.5 Shows respect for others and their property.
- 1.6 Recognizes and expresses own feelings and respond appropriately.
- 1.7 Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.
- 1.8 Works independently and/or cooperatively to solve problems or resolve conflicts.
- 1.9 Seeks assistance from adult when appropriate.
- 1.10 Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.

Standard 2: The child will develop the skills necessary for participating in a variety of settings.

- 2.1 States his/her full name, age, and name of parent or guardian.
- 2.2 Shows ability to adjust to new situations

CREATIVE SKILLS PACING GUIDE

Pre-Kindergarten

Creative skills are developed by engaging children in activities with play dough, sand, water, dramatic play, blocks, creative stories, art, music, movement, and a variety of other materials.

Teach, observe and assess during each 9 week period.

Standard 1: The child participates in activities that foster individual creativity.

- 1.1 Demonstrates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games and performances.
- 1.2 Thinks of new uses for familiar materials.
- 1.3 Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.
- 1.4 Works creatively using a variety of self-expressive materials and tools to creatively express ideas.
- 1.5 Moves freely in response to music and change of tempo.
- 1.6 Expresses thoughts and feelings through creative movement.
- 1.7 Experiments with a variety of musical instruments.