

# Tulsa Public Schools

## PRE-KINDERGARTEN PACING GUIDE & CALENDAR

### 2009-2010

This **Pacing Guide** organizes the Pre-Kindergarten Standards and Benchmarks (Early Learning/PASS Skills developed by Oklahoma State Department for Education) into school quarters to assist teachers in pacing instruction and assessment for the entire school year. This Pacing Guide is now essential to the new early childhood benchmarking system (quarterly progress monitoring and documentation on Power Teacher) in TPS.

The format of this guide helps the classroom teacher view all the Pre-Kindergarten Learning Expectations for the entire year but also determine which learning expectations need to be assessed each quarter. **Initial instruction and ongoing support and practice of learning expectations should begin well in advance of assessment period.** For those teachers who like the listing of Learning Expectations by quarter, the **Benchmark Calendar** format provides you a format that lists those specific items from each subject area to be assessed in each of the four quarters.

The Pre-Kindergarten benchmarks now appear on the new Pre-Kindergarten Report of Progress to Parents in a way that better indicates to parents what their child is learning in Pre-K and how he/she is progressing. Some benchmarks have been combined into one unifying statement to create a “parent friendly” report. Teachers are still required to guide and support students in understanding all benchmarks. The blended benchmark statements that appear on the report card also appear in this Pacing Guide. These statements are indicated in *italics* within the Pacing Guide.

EXAMPLE: *Uses oral language to express needs, ideas, and personal stories 2.1 & 2.4*

#### **PACING GUIDE KEY:**

- \* = Star indicates time to begin initial instruction and ongoing support of learning expectation**
- A = Appropriate time to Assess that learning expectation**

**Should a student not master a skill/concept in the quarter first assessed, observation and assessment of that skill continues each quarter until student masters the skill/concept**

When observing and assessing young children in Pre-Kindergarten consider these definitions related to the language found in the Standards/Benchmarks:

- **Begins to...** child has experienced the concept/idea in multiple settings and has a simple, basic understanding of the concept/idea
- **Recognizes.....**child can locate/point to the letter or number symbol, shape, or object when teacher names it for them; child cannot name it on their own yet; Example: teacher would say, “Show me the letter B” and child can point to correct letter.
- **Identifies/Names.....**child can identify or name the letter or number symbol, shape, or object on their own; Example: teacher would ask, “What is this letter?” Child then responds by naming the letter, number, shape, etc.
- **Describes.....**child can give details or characteristics related to object, event, or experience
- **Demonstrates (an understanding of).....** child has had numerous experiences and practice with the learning expectations and can show in some way a complete understanding of the learning expectation

The EC Committee hopes that the **Pacing Guide** will assist you in the planning and preparation of timely and meaningful experiences for your students. If you have other questions or concerns, please contact Pam Brooks, Early Childhood Curriculum Specialist at [www.brookpa@tulsaschools.org](mailto:www.brookpa@tulsaschools.org).

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## **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

#### Oral Language

<b>Standard 1: Listening - The child will listen for information and pleasure.</b>		1st	2nd	3rd	4th
1.1	Listens with interest to stories read aloud.	A			
1.2	Understands and follows oral directions.	A			
<b>Standard 2: Speaking - The child will express ideas or options in group or individual settings.</b>		1st	2nd	3rd	4th
<i>Uses oral language to express needs, ideas, and personal stories 2.1 &amp; 2.4</i>					
2.1	Uses language for a variety of purposes (e.g., expressing needs and interests).	*	A		
2.2	Recalls and repeats simple poems, rhymes, and songs.	*	A		
2.3	Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.	*	A		
2.4	Shares simple personal narrative.	*	A		
2.5	Participates actively in conversations.	*	A		

#### Reading & Literature

<b>Standard 1: Print Awareness - The child will understand the characteristics of written language.</b>		1st	2nd	3rd	4th
<i>Demonstrates knowledge and use of books 1.1, 1.2, 1.3</i>					
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)	A			
1.2	Identifies the front cover and back cover of a book.	A			
1.3	Follows book from left to right and from top to bottom on the printed page.	A			
1.4	Demonstrates awareness of print in their surroundings: classroom, home, and community settings.	*	A		
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.	*	*	A	
1.6	Understands that print carries a message by recognizing labels, signs, and other forms of print in the environment.	*	*	A	
1.7	Begins to develop an understanding of the different functions of forms of print (e.g. signs, letters, newspapers, lists, messages, and menus).	*	*	A	
1.8	Begins to understand some basic ideas about organization of print (print conventions-- the concept that letters are grouped to form words and words are separated by spaces).	*	*	A	
1.9	Role plays reading.	*	A		
<b>Standard 2: Phonological Awareness - The child will demonstrate the ability to work with rhymes and syllables.</b>		1st	2nd	3rd	4th
2.1	Begins to hear, identify, and make oral rhymes (e.g., pig/wig, fun/sun).	*	*	A	
2.2	Begins to discriminate and work with syllables in spoken words (e.g., An-drew, hap-py).	*	*	*	A
<b>Standard 3: Phonemic Awareness - The child will demonstrate the ability to hear, identify, and manipulate individual sounds in spoken words.</b>		1st	2nd	3rd	4th
3.1	Begins to discriminate, identify, and work with initial phonemes in spoken words (e.g., "The first sound in sun is /s/.")	*	*	*	A
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").	*	*	*	A

<b>Standard 4: Phonics (Letter Knowledge and Early Word Recognition) - The child will demonstrate the ability to apply sound-symbol relationships.</b>		1st	2nd	3rd	4th
4.1	Recognizes own name in print.	A			
4.2	Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.	*	A		
4.3	Begins to recognize the sound association for some letters.	*	*	A	
4.4a	Knows that letters are a special category of symbols called the alphabet.	*	*	A	
4.4b	Recognizes some individual letters of the alphabet by name.	*	*	*	A
<b>Standard 5: Vocabulary - The child will develop and expand knowledge of words and word meanings to increase vocabulary.</b>		1st	2nd	3rd	4th
5.1	Demonstrates an increase in listening and speaking vocabulary. a. Identifies the 8 basic colors by name.	*	A		
5.2	Understands and follows oral directions.	*	A		
5.3	Connects new learning experiences and vocabulary to what is already known about a topic.	*	A		
<b>Standard 6: Comprehension – The child will associate meaning and understanding with reading.</b>		1st	2nd	3rd	4th
6.1	Begins to use predicting, picture clues, and prior knowledge as pre-reading skills and strategies.	*	A		
<i>Recalls and retells correct sequence of stories &amp; experiences 6.2 &amp; 6.3</i>					
6.2	Demonstrates increasing ability to retell and dictate stories from books and experiences.	*	*	A	
6.3	Recalls and articulates some sequences of events.	*	*	A	
6.4	Connects information and events to real-life experiences when being read a story.	*	A		
6.5	<i>Uses questions &amp; comments to demonstrate understanding of stories.</i> (Demonstrates understanding of literal meaning of story being told through questions and comments)	*	*	A	
6.6	Tells (describes) what is happening in a picture.	*	*	A	
<i>Connects new learning and new vocabulary with prior experiences 6.4 &amp; 5.3</i>					

## Writing

<b>Standard 1: Writing Process – The child will use the “writing process” to express thoughts and feelings.</b>		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
1.1	Begins to understand that writing/text is a way of communicating for a variety of purposes.	*	*	A	
<i>Participates in frequent group &amp; individual writing opportunities 1.2 &amp; 1.3</i>					
1.2	Uses scribbles, shapes, pictures, or letter-like symbols to represent ideas in the writing process.	*	A		
1.3	Participates in group and individual writing opportunities.	*	*	A	
1.4	Begins to recall and express stories and experiences through drawing and dictation.	*	*	A	
<i>Writes first name (Teacher requested report card item)</i>		*	A		

## MATHEMATICS PACING GUIDE

**Pre-Kindergarten** (\*Changes in titles and numbering are in response to revisions in Oklahoma State Department of Education (PASS) revisions)

### Algebraic Reasoning: Patterns & Relationships

	<b>Standard 1: Patterns – The child will sort and classify objects and analyze simple patterns.</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
1.1	Sorts and group objects into a set and explains verbally what the objects have in common (e.g., color, size, shape).	*	A		
1.2	Recognizes patterns, can repeat them, and explain them verbally (red, black, red, black, red, black).	*	*	A	

### Number Sense

	<b>Standard 2: Number Sense – The child will understand the relationship between numbers and quantities.</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
2.1	Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.	*	A		
2.2	<i>Counts and matches objects in one-to-one correspondence</i> (Begins to make use of one-to-one correspondence in counting objects and matching groups – one napkin for each classmate, one person on each space).	*	A		
2.3	Demonstrates ability to count in sequence to <b>10</b> .	A			
<i>Number Sense Skills (checklist) 2.4 a &amp; b, 2.5 a &amp; b, 2.6 a &amp; b,</i>					
2.4a.	Counts objects in a set one-by-one from <b>0 through 5</b> .	*	A		
2.4b.	Counts objects in a set one-by-one from <b>1 to 10</b>	*	*	*	A
2.5a.	Identifies and creates sets of objects <b>0 to 5</b>	*	*	A	
2.5b.	Identifies and creates sets of objects <b>0 to 10</b>	*	*	*	A
2.6a.	Identifies numerals <b>0 to 5</b>	*	*	A	
2.6b.	Identifies numerals <b>0 to 10</b>	*	*	*	A
2.7	Recognizes the numerical value of sets of objects through ten. (associates numeral with amount in a set)	*	*	A	

### Geometry

	<b>Standard 3: Geometry – The child will identify common geometric shapes and explore the relationship of objects in the environment.</b>	1st	2nd	3rd	4th
<i>Geometry Skills (checklist) 3.1 a &amp; b</i>					
3.1a.	Recognize and describe common shapes: circle, square, rectangle, triangle and rhombus (diamond).	*	A		
3.1b.	Compare, and name common shapes: circle, square, rectangle, triangle and rhombus (diamond)..	*	*	A	
3.2	Begins to develop an understanding of directionality, order and position of objects, and words (e.g., on, under, above).	*	*	A	

## Data Analysis

	<b>Standard 5: Data Analysis – The child will collect and analyze data <u>in a group setting.</u></b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
<b>1. Data Analysis</b>					
5.1a.	Begins to use numbers and counting when collecting information, solving problems, and measuring quantity.	*	*	<b>A</b>	
5.1b.	Begins to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.	*	*	<b>A</b>	
5.1c.	Begins to compare similarities and differences between objects (collections of objects and/or simple graphs).	*	*	<b>A</b>	

## Measurement

	<b>Standard 4: Measurement – The child will explore the concepts of nonstandard and standard measurement.</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
<b>1. Linear Measurement</b>					
4.1a.	Measures objects using nonstandard units of measurement (e.g., pencil, paper clip, block).	*	*	*	<b>A</b>
4.1b.	Compares objects according to observable size attributes.	*	*	<b>A</b>	
4.1c.	Begins to compare and order objects in graduated order --shortest to tallest, thinnest to thickest).	*	*	<b>A</b>	
<b>2. Time</b>					
4.2	Develops an awareness of simple time concepts within his/her daily life (e.g., yesterday, today, tomorrow, morning, afternoon, night).	*	<b>A</b>		

## SOCIAL STUDIES PACING GUIDE

### Pre-Kindergarten

#### Civics

Observe and assess during each 9 week period.

<b>Standard 1: The child will exhibit traits of good citizenship.</b>		1st	2nd	3rd	4th
<i>Demonstrates an understanding of the responsibilities of being member of a class/school community 1.1-1.5</i>					
1.1	Works and plays cooperatively in a variety of settings (e.g., in large and small groups, learning centers).	A	A	A	A
1.2	Recognizes the importance of his/her role as a member of the family, the class, and the community.	A	A	A	A
1.3	Listens to others while in large and small groups.	A	A	A	A
1.4	Shows respect for others and their property.	A	A	A	A
1.5	Develops an awareness of how people positively affect the environment.	A	A	A	A
<i>Recognizes patriotic symbols and respects patriotic activities 1.6</i>					
1.6	Develops an awareness of patriotic symbols and activities (e.g., American Flag, patriotic songs, Pledge of Allegiance).	A	A	A	A

#### Geography

<b>Standard 1: The child will demonstrate knowledge of basic geographic concepts.</b>		1st	2nd	3rd	4th
<i>Demonstrates knowledge of locations and places in classroom &amp; school. 1.1, 1.2</i>					
1.1	Locates and describes familiar places (e.g., places in classroom, home, school, and school).	*	A		
1.2	Begins to develop an understanding of places and things in their neighborhood community (e.g., home, school).	*	*	A	

<b>Standard 2: The child will discuss how children in various communities and cultures are alike and different.</b>		1st	2nd	3rd	4th
<i>Explores how children in various communities and cultures are alike and different. 2.1, 2.2, 2.3</i>					
2.1	Explores how children have needs in common (e.g., food, clothing, shelter).	*	A		
2.2	Explores how children are unique as to languages, food, clothing, transportation, and customs.	*	*	*	A
2.3	Explores how families and communities build "traditions."	*	*	*	A

#### Economics

<i>Develops awareness of simple economic ideas: jobs, work, money/saving &amp; purchasing 1.1, 2.1, 2.2</i>					
<b>Standard 1: The child will explore basic economic concepts</b>		1st	2nd	3rd	4th
1.1	Develops an awareness of money being needed to purchase things.	*	*	*	A
<b>Standard 2: The child will explore various careers.</b>		1st	2nd	3rd	4th
2.1	Recognizes various school and community personnel.	*	A		
2.2	Develops growing awareness of jobs and what is required to perform them.	*	*	A	

## SCIENCE PACING GUIDE

### Pre-Kindergarten

#### Science Processes and Inquiry

	<b>Standard 1: The child will investigate and experiment with objects to discover information.</b>
	<i>Understands and uses science materials appropriately PS1.1, PS1.2</i>
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).
	<i>Explores, investigates, and questions to discover information PS1.3, PS1.4, PS1.5</i>
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 Science Process when working with any or all Content Standards.**

#### Physical Science Teach, observe, and assess any 9 week period.

	<b>Standard 1: The child will investigate and describe objects that can be sorted in terms of physical properties.</b>
1.1	Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch, and sight.
	<i>Observes and describes the properties of objects 1.2, 1.3</i>
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.

	<b>Standard 2: The child will observe and investigate plants and animals.</b>
	<i>Observes and describes plants and animals 2.1, 2.2, 2.3</i>
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.

	<b>Standard 3: The child will investigate and observe the basic concepts of the Earth.</b>
	<i>Observes and describes daily weather, seasons, and things in nature 3.1, 3.2, 3.3., 3.4</i>
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

#### Large Motor Skill Development

<b>Standard 1: The child will participate in activities that involve large motor skills.</b>		<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
1.1	Demonstrates basic locomotor movements (e.g., jumping, running, sliding, riding tricycles, pulling wagons, pushing wheelbarrows).	*	A		
1.2	Demonstrates body and space awareness to move and stop with control over speed and direction.	*	A		
1.3	Demonstrates non-locomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).	A			
1.4	Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.	*	*	A	
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).	*	A		
1.6	Develops coordination and balance through a variety of activities.	*		A	

#### Small Motor Skill Development

<b>Standard 2: The child will participate in activities that involve small motor skills.</b>		<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
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).	*	A		
2.2	Demonstrates increasing control of small muscles in hands (e.g., using tongs or eyedropper, stringing beads).	*	*	A	

#### Health & Safety

<b>Standard 3: The child will participate in health-enhancing activities for the development of lifetime health and fitness.</b>		<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
3.1	Progresses in physical growth, strength, stamina, and flexibility.	*	*	A	
3.2	Understands that healthy bodies require rest, exercise, and good nutrition.	*	A		
3.3	Shows growing independence in following routine healthy behaviors (e.g., hygiene, nutrition).	*	A		
3.4	Builds awareness and ability to follow basic health and safety rules.	*	*	A	

#### 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.*

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

	<b>Standard 2: The child will develop the skills necessary for participating in a variety of settings.</b>
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.***

**Observe and assess during each 9 week period.**

	<b>Standard 1: The child participates in activities that foster individual creativity.</b>
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.