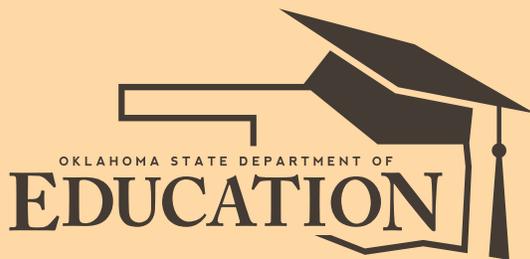




PRE-KINDERGARTEN

OKLAHOMA
ACADEMIC
STANDARDS



PRE-KINDERGARTEN



OKLAHOMA ACADEMIC STANDARDS



JANET BARRESI

STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION

OKLAHOMA STATE
DEPARTMENT OF EDUCATION

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A Message From State Superintendent Janet Barresi

Oklahoma can be a leader in education, but only if we are committed to new fundamentals – and focused on advancing learning for all students. I’ve issued a call to the State: By the year 2020, each student graduating from an Oklahoma high school must be college, career, and citizen ready. I call it the C³ Plan, building on the success of a slate of reforms now being implemented.

The C³ Plan sets the stage for Oklahoma students to be successful in any future path they choose. To that end, the Oklahoma State Department of Education has developed and adopted a more rigorous framework of standards, known as the Oklahoma Academic Standards.

For Pre-Kindergarten, these standards were written and reviewed by more than 200 individuals including educators and representatives of early-childhood related fields of business from all across Oklahoma as well as early childhood experts from across the country. The Pre-Kindergarten standards align to Kindergarten Oklahoma Academic Standards in English Language Arts and Math. They focus on the fact that all children deserve quality-learning experiences. This early learning is the foundation for all future education.

The standards are simply the measure of what a child should know and be able to do by the end of a year of learning. Successful teaching of the standards will result in children who show proficiency in the subject matter, demonstrating they are ready for the next phase of learning. Curriculum materials and instructional practices for each classroom are left to the local teachers, administrators and school boards.

By law, Oklahoma’s standards of learning are updated on a cyclical basis for each subject area. The Oklahoma Academic Standards for Pre-Kindergarten presented here reflect the strengths of the previous PASS Standards, as well as some new content and literacy skills that prepare for more rigorous requirements in the future.

Preschool programs that are successful include certain elements:

- Language- and literacy-rich curriculum
- Daily extended conversations between the child and an adult
- A pre-writing program
- Intentional and purposeful planning of student-centered activities to enhance the learning environment
- Early literacy, which leads to reading success
- Early numeracy

Dr. Joseph Torgesen, one of the world’s most respected researchers on reading, has point out that “One of the most compelling findings from recent reading research is that children who get off to a poor start in reading rarely catch up.”

We intend to ensure our students not only catch on early but stay caught up through all of their life.

The ultimate goal of education is to prepare students for the future. Education is the only way out of poverty for many children. These early childhood years, whether spent in a loving environment at home or in a high-quality school setting, are critical to academic and life success.

Increasing the rigor of our Pre-Kindergarten standards will prepare our students for the bright futures that will exist for those with the most knowledge and skills.

Janet C. Barresi
State Superintendent of Public Instruction
Oklahoma State Department of Education



Opening Remarks

Several key resources were considered in revising these standards

- Oklahoma Priority Academic Student Skills (PASS) for Pre-Kindergarten, Oklahoma Department of Education
 - Oklahoma Academic Standards for Kindergarten beginning 2014-2015
 - Oklahoma Early Learning Guidelines for Children Ages Three through Five (2011)
 - Head Start Child Development and Early Learning Framework (2011)
 - National Association for the Education of Young Children
 - Pre-Kindergarten State Standards from the following states: Tennessee, North Dakota, Illinois, Massachusetts, New York, Utah, Pennsylvania, Ohio, Maryland
-

How the Standards were Developed

Summer 2013

Initial Committee of 60+ Educators (teachers, curriculum directors and professors) from all over the state developed the first draft of Pre-Kindergarten English Language Arts (ELA) and Mathematics Standards using Google Drive to collaborate.

November 2013

A second committee was formed to consider alignment to the Kindergarten Oklahoma Academic Standards and developmental appropriateness of the new Pre-Kindergarten Standards. Members included early childhood stakeholders from the Oklahoma State Department of Education, Oklahoma State Department of Health, Oklahoma State Department of Human Services, Smart Start Oklahoma, Center on Enhancing Early Learning Outcomes, and South Central Comprehensive Center at the University of Oklahoma.

December 2013

The revised draft of the standards was sent to the initial committee of educators, as well others who expressed interest in giving feedback on the changes made by the second committee.

January 2014

Based on the feedback from teachers, changes were made and sent through the Oklahoma State Department of Education to produce the official format for the standards.

The Math standards were reviewed at the REAC³H Regional meetings for additional feedback from Pre-Kindergarten teachers, Kindergarten teachers and administrators.

February 2014

The second draft of the Mathematics and English Language Arts standards were reviewed by early childhood educators and experts nationally to provide guidance and feedback.

The second draft of the Mathematics and English Language Arts standards were also sent to Oklahoma early childhood stakeholder groups for their expertise and input.

The second draft of the Mathematics and English Language Arts standards were shared with the REAC³H Summit where more than 100 Oklahoma teachers reviewed and provided feedback.

The committee adjusted the Standards based on the feedback from the early childhood experts, Oklahoma early childhood stakeholder groups, and the Oklahoma educators. Introductory and explanative text was then created for the Glossary, Frequently Asked Questions, and Guiding Principles.

March 2014

Draft Mathematics and English Language Arts Pre-Kindergarten Standards are released in March 2014 for Public Comment.

Special Thanks

Thank you to all the Professionals who reviewed and made recommendations for the Oklahoma Pre-Kindergarten Standards

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Early Childhood Stakeholder Groups

Smart Start Oklahoma's Quality, Access, Standards, and Accountability (QuASA) Work Group HeadStart

Guiding Principles

The revised Oklahoma Academic Standards for Pre-Kindergarten provide a framework for developing high quality early learning opportunities and educational programs. Administrators, teachers, caregivers, and families may use the framework for planning instruction and collaborative learning activities that prepare all children to enter school ready to learn. The Oklahoma State Department of Education, working in conjunction with early learning experts, will provide professional development and the support necessary to ensure successful implementation of the standards in the near future.

Some of the most fascinating and importance influences on young children’s learning—openness to experience, willingness to invest in learning, and intellectual engagement—can be fostered in preschools and developed to a high level (Hattie, 2009). Young children bring prior knowledge of learning into preschool classrooms with varying levels of readiness but through exposure to new information and age-appropriate experiences, all children can develop strong foundations for both learning to read and reading to learn in the years before formal schooling (Schickedanz & Collins, 2013).

Passionately engaging young children in high quality preschool programs designed to develop language and literacy across all content areas including mathematics, science and social studies, ensures young children have the opportunity to succeed in school. Teachers and caregivers are the change-makers that have a significant impact on children’s outcomes (Hattie, 2012).

Providing guidance and support through modeling, constructive feedback, and nurturing reduces gaps often created by poverty. By engaging children in activities that foster vocabulary growth, oral language, and content knowledge, children will develop literacy and thinking skills that grossly impact their later academic success (NELP, 2008; Senechal, Ouellette, & Rodney, 2006).

The Purposes of the Oklahoma Pre-Kindergarten Academic Standards are to:

- Identify a collection of high quality expectations that include a common language for professionals and families that supports discussions and opportunities to collaborate and share information related to Pre-Kindergarten programming, instruction, and achievement, and facilitate discussions about existing programs for four and five-year-old children.
- Support educators and families in establishing and reinforcing developmentally appropriate teaching practices that emphasize a balance of play and structure in order to prepare children for the expectations of kindergarten.
- Serve as a resource that informs decision-making so that policy makers are informed about specific needs and expectations related to teaching and learning opportunities for pre-kindergarten children.
- Create guidelines for applying and implementing the standards and develop opportunities for pre-service training, professional development, curriculum planning, and child outcome documentation.
- Raise public awareness about the significance and positive impact on the short and long-term outcomes for children who attend high quality Pre-Kindergarten classrooms.
- Support the early identification and referral and early intervention and programming to assist children and families with unique and diverse needs.

These standards provide:

- End-of-the year outcomes or learning targets for young children attending prekindergarten.
- Guidelines for selecting research and evidence-based curriculum that is proven effective for developing early learning foundational knowledge and skills that sustain successful learning.
- Resource for selecting and implementing high quality, research and evidence-based best practices for instruction and guided practice provided by adults.

- Guide for planning and implementing meaningful learning experiences that encourage creativity and collaborative learning and that develop school readiness.
- Resource for selecting assessments and procedures that honor children’s unique capabilities and identify specific needs.
- Reference to support collaborative discussions amongst educators, policymakers, families, and community members purposed to ensure high quality educational programs are accessible for all children.
- Template for planning professional development opportunities that enhance the quality and quantity of educational services and programs provided to support implementation and use of the Standards.

These standards are NOT designed to become or intended to be used as a:

- Comprehensive curriculum because the Standards are a framework that does not include all prerequisite foundational skills that children need to develop for successful learning and school readiness.
- Comprehensive checklist of skills to be assessed for mastery by the end of prekindergarten.
- Checklist used to design, select or use any assessment or screener for determining exceptional needs or skill mastery or for making placement decisions.
- Set of rules that mandate specific teaching practices and/or materials.

Intentional Design Limitations

The Standards do *NOT* define:

- How teachers should teach or how children learn.
- Everything in terms of content or skills that can or should be taught in prekindergarten.
- Specific interventions required to differentiate teaching and learning.
- Support services needed for children with exceptional and diverse needs regardless of lack of opportunities to learn due to language differences or potential or identified disabilities.

PRE-KINDERGARTEN ENGLISH LANGUAGE ARTS

There is sufficient evidence in the research that highlights the importance of establishing foundational skills in early childhood (Foorman, Anthony, Seals & Mouzaki, 2002; Neuman & Dickinson, 2002; Snow, Burns, & Griffin, 1998). Children need to learn to use words to communicate their thoughts and needs, to ask questions for clarification, and to understand language they hear in conversations and when books are read aloud (Marulis & Neuman, 2010; NIL, 2009; Wasik, 2010). The developmental progression of skills moves from oral language, speaking and listening, to understanding that words are made up of sounds, phonological awareness, to recognizing parts of a book, alphabet knowledge, and being a writer.

High quality literacy and language experiences help children to develop their creativity by encouraging them to explore and discover interests. Teachers motivate preschool children to make meaningful connections from prior experiences and learning with new information (Gambrell, 2011; Hattie, 2012). An important goal for the Oklahoma Academic Standards for Pre-Kindergarten in English Language Arts (ELA) is to ensure children engage in meaningful learning activities that offer multiple opportunities for expression, creativity, and meaningful instruction with guided practice.

The Oklahoma Academic Standards for Pre-Kindergarten ELA provide a framework that supports high quality teaching and learning so that all children develop foundational skills in language and literacy, background knowledge, vocabulary, and oral expression so that they learn to use information, reason, and comprehend and enter school prepared for successful achievement.

Decoding the Pre-Kindergarten ELA Standards

The diagram illustrates the structure of the Pre-Kindergarten ELA standards. It features a central table with callouts explaining the components:

- Strands:** indicate the main area of development.
- Key Ideas and Details:** are taught using age-appropriate learning activities involving adult guidance.
- Cluster:** groups of related standards.
- Pre-Kindergarten Standard:** define what a student should know and be able to do by the end of Pre-Kindergarten.
- Kindergarten Standards:** define what a student should know and be able to do by the end of Kindergarten. These are added as a tool to help guide teachers in their vertical alignment and should be used as direction for those students who learn at a faster rate.

Reading Literature	
Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Key Ideas and Details	
RL.PK.1 With guidance and support, answer questions about key details from a familiar story.	RL.K.1 With prompting and support, answer questions about key details in a text.
RL.PK.2 With guidance and support, locate details in illustrations from a familiar story read aloud and from conversations about the story or through art, movement, or drama.	RL.K.2 With guidance and support, retell stories, including key details.

Oklahoma Academic Standards: Pre-K ELA

Preparing for Kindergarten

Foundational Skills – Setting the stage for reading readiness is critical to academic success. The foundational skills are the building blocks for our young children. These skills include concepts of print, phonological awareness, phonics and word recognition and fluency. The Foundational Skills are placed at the beginning of the Pre-Kindergarten Standards because of their importance.

Reading Foundational Skills

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Print Concepts – RF.PK.1 Demonstrate understanding of the organizations and basic features of print	
<p>RF.PK.1.a Identify book parts when pretending to read a book.</p>	<p>RF.K.1 Demonstrate understanding of the organizations and basic features of print.</p> <p>RF.K.1.a Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF. K.1.c Understand that words are separated by spaces in print.</p> <p>RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet and understanding.</p>
<p>RF.PK.1.b Recognize spoken words can be written and read to communicate ideas or provide information.</p>	
<p>RF.PK.1.c Begin to understand that print moves from top to bottom and left to right.</p>	
<p>RF.PK.1.d Understand that print carries a message by recognizing labels, signs, and other print forms in the environment.</p>	
<p>RF.PK.1.e Begin to understand how alphabet letters are used to represent sounds and create words that can be spoken or appear in print (e.g., recognize first name in print).</p>	
<p>RF.PK.1.f Recognize and name 15 uppercase alphabet letters and 15 lowercase alphabet letters.</p>	
Phonological Awareness – RF.PK.2 Begin to understand the meaning and the use of spoken words, syllables, and sounds (phonemes)	
<p>RF.PK.2.a Use oral language for simple word play and sound recognition.</p>	<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2.a Recognize and produce rhyming words.</p> <p>RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.</p>
<p>RF.PK.2.b With guidance and support, listen and identify separate syllables in spoken sentences, then identify syllables in spoken words.</p>	
<p>RF.PK.2.c Recognize and match pictures that represent spoken words that rhyme.</p>	

Reading Foundational Skills (continued)	
Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Phonological Awareness – RF.PK.2 Begin to understand the meaning and the use of spoken words, syllables, and sounds (phonemes)	
<p>RF.PK.2.d With guidance and support, identify the beginning sound of spoken words. (e.g. "The initial sound in sun is /s/").</p>	<p>RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
<p>RF.PK.2.e With guidance and support, begin to identify simple onset and rimes by substituting beginning sounds in common one syllable words. For example: C---AT</p> <p style="text-align: center;"> </p>	
<p>RF.PK.2.f With guidance and support, begin to isolate and produce individual sounds (phonemes) in words with two-three-phonemes (vowel-consonant as in the word, at, or consonant-vowel-consonant or CVC word such as cat).</p>	
Phonics and Word Recognition – RF.PK.3 Recognize that words are made up of sounds represented by letters	
<p>RF.PK.3.a With guidance and support, recognize words are put together to express an idea in speech and in print.</p>	<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<p>RF. PK.3.b Identify first name in print.</p>	
<p>RF. PK.3.c Isolate and produce some sounds represented by alphabet letters.</p>	
RF.PK.4 Fluency	
<p>RF.PK.4 Demonstrate emergent pre-reading behaviors by handling books with purpose and understanding (e.g., such as turning the pages and naming details in the pictures).</p>	<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>

Language – The American Speech-Language-Hearing Association (ASHA) defines language as “... A code made up of rules that include what words mean, how to make words, how to put them together, and what word combinations are best in what situations. Speech is the oral form of language.” The Language Standards have used this definition to guide teachers to recognize the importance of appropriate word choice and use in context to communicate effectively. Many of our children come to school with limited knowledge of language. Books and written communications are recorded in Standard American English. Children may be familiar with the language of their home environment, but the need to understand the structure of Standard English. Word choices, the organization of sentences, using pronouns correctly and understanding phrases, and idiomatic language (all eyes on me), are part of the Language Standards.

Language

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Conventions of Standard English – L.PK.1 Begin to demonstrate an understanding of the conventions of standard English grammar and usage when speaking or writing	
<p>L.PK.1.a With guidance and support, name and print the majority of the letters in their first name.</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>L.PK.1.b Use frequently occurring vocabulary words to express needs and wants.</p>	<p>L.K.1.a Print many upper- and lowercase letters.</p>
<p>L.PK.1.c Use words and point to pictures that represent the plural form of regular nouns in oral communication. (e.g., dog/dogs)</p>	<p>L.K.1.b Use frequently occurring nouns and verbs.</p> <p>L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>
<p>L.PK.1.d Respond to and ask questions using words such as who, what, where, why and how appropriately.</p>	<p>L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>
<p>L.PK.1.e Use some of the most frequently occurring prepositions such as to, from, in, out, on, off, under, beside.</p>	<p>L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>
<p>L.PK.1.f With guidance and support, participate in a collaborative conversation using a complete sentence of four to six words to express a thought or idea.</p>	<p>L.K.1.f Produce and expand complete sentences in shared language activities.</p>
L.PK.2 Begin to demonstrate conventions of standard English grammar and usage when speaking, listening or writing in regards to the following:	
<p>L.PK.2.a Attempt to represent an idea or express an opinion by drawing, dictating words about picture, and begin to use letters to represent printing.</p>	<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.a Capitalize the first word in a sentence and the pronoun I.</p>
<p>L.PK.2.b With guidance and support, begin to print some letters to represent most common sounds in words.</p>	<p>L.K.2.b Recognize and name end punctuation.</p> <p>L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>

Language (continued)	
Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Knowledge of Language – L.PK.3 Begins in grade 2	
Vocabulary Acquisition and Use – L.PK.4 Begin to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Pre-Kindergarten content.	
<p>L.PK.4.a Answer and begin to ask questions about the meanings of new words and phrases introduced through books, activities, and play.</p>	<p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>
<p>L.PK.5 With guidance and support, sort familiar objects into groups based on a common attribute or characteristic (e.g., animals that can fly or walk; color; size).</p>	<p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p>
<p>L.PK.5.a With guidance and support, point to or act out word meaning using antonyms, or words that describe opposites (e.g., up/down, stop/go).</p>	<p>L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
<p>L.PK.6 Use new words in conversation acquired through play, shared experiences or books read aloud.</p>	<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text.</p>

Speaking and Listening – Listening comprehension is a key to reading comprehension. Listening to information and being able to respond appropriately, answer questions, and engage in conversations are all elements of the Speaking and Listening Standards. Proficiency in oral language provides children with a vital tool for thought. Without fluent and structured oral language, children will find it very difficult to think (J. Bruner, 1983). Speaking includes the awareness of conversational skills – taking turns in a conversation, responding to questions being asked, nodding the head and looking at the person being spoken to.

Speaking and Listening

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Comprehension and Collaboration – SL.PK.1 Participate in collaborative conversations with diverse partners about Pre-Kindergarten topics and texts with peers and adults in small and larger groups	
<p>SL.PK.1.a Listen attentively and contribute to a small or large group conversation by adding more details or suggesting new ideas or information related to the topic under discussion.</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
<p>SL.PK.1.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topic and text under discussion).</p>	<p>SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.b Continue a conversation through multiple exchanges.</p>
<p>SL.PK.2 Respond to simple questions by speaking in a complete sentence about a topic under discussion or from a text read aloud.</p>	<p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>SL.PK.3 Ask questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
Presentation of Knowledge and Ideas	
<p>SL.PK.4 With guidance and support, attend to details and describe familiar people, places, things, and events to adults or children.</p>	<p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
<p>SL.PK.5 Create representations and extensions of experiences or stories (e.g., drawings, dramatic play, construction with blocks, clay or other materials) and discuss them with others.</p>	<p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
<p>SL.PK.6 Speak clearly and audibly using appropriate voice level and tone to express thoughts, feelings and ideas using vocabulary words appropriate to topic under discussion.</p>	<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>

Reading Literature – Children’s literature is the mainstay of all learning environments. Reading stories to children and pointing out the consistent parts of a story are elements of narrative text. Narrative stories have characters, people or animals the story is about, setting, when and where the story happens, the beginning events, middle part, and ending of a story. Other important elements that children need to understand about story structure are problems and resolutions. (The three little pigs are being chased by a wolf and they solve the problem by building a brick house that cannot be blown down.)

Reading Literature	
<i>All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.</i>	
Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Key Ideas and Details	
RL.PK.1 With guidance and support, answer questions about key details from a familiar story.	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.PK.2 With guidance and support, locate details in illustrations from a familiar story read aloud and from conversations about the story or through art, movement, or drama.	RL.K.2 With guidance and support, retell familiar stories, including key details.
RL.PK.3 With guidance and support, identify a character, setting, or event from a familiar story read aloud.	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure	
RL.PK.4 Participate in collaborative conversations about new or unfamiliar words from a story read aloud.	RL.K.4 Ask and answer questions about unknown words in a text.
RL.PK.5 Listen attentively to a variety of text read aloud. (e.g., storybooks, nursery rhymes, and poetry).	RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
RL.PK.6 With guidance and support, describe the roles of an author and an illustrator, telling how they contribute to a story.	RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Integration of Knowledge and Ideas	
RL.PK.7 With guidance and support, use illustrations to retell the story when looking at a familiar book.	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.PK.8 (Not applicable to literature)	RL.K.8 (Not applicable to literature)
RL.PK.9 With guidance and support, participate in collaborative conversations about characters from familiar stories.	RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Text Complexity	
RL.PK.10 Actively engage and participate in collaborative conversations about text read aloud.	RI.K.10 Actively engage in group reading activities with purpose and understanding.

Reading Informational – Children enjoy studying and learning about dinosaurs, ants, and the planets. These are just some of the concepts that are introduced through informational text in Pre-Kindergarten. The Reading Informational Standards ask that children learn how to point out a few details from these informational texts. Many of our students can talk endlessly, draw pictures and even write a few words about areas of great interest. These standards are guiding teachers to help all children develop the skill of conversation about informational text, recalling details, talking about pictures, and identify new words presented in the text.

Reading Informational

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Key Ideas and Details	
RI.PK.1 With guidance and support, answer questions about key details in informational text read aloud.	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
RI.PK.2 With guidance and support, recall a detail from informational text read aloud through conversation, art, movement, or drama.	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
RI.PK.3 With guidance and support, participate in collaborative conversations about the connection between two individuals, events or pieces of information in a text.	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
RI.PK.4 With guidance and support, participate in collaborative conversations about new or unfamiliar words from informational text read aloud.	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
RI.PK.5 Point to front cover, back cover, and title page of a book.	RI.K.5 Identify the front cover, back cover, and title page of a book.
RI.PK.6 With guidance and support, describe the roles of an author and illustrator of an informational text, telling how they contribute to the text.	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.PK.7 With guidance and support, describe how illustrations help with understanding concepts in informational text that was read aloud.	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
Integration of Knowledge and Ideas	
RI.PK.8 Begins in Kindergarten	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
RI.PK.9 With guidance and support, point to identify two details or facts from two informational texts that support discussion about a topic read aloud.	RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Text Complexity	
PK.RI.10 Actively engage and participate in collaborative conversations about informational text read aloud.	RI.K.10 Actively engage in group reading activities with purpose and understanding.

Writing – The Writing Foundations follow a developmental process of fine motor skills, gripping a small piece of paper and using the wrist to tear a small piece of paper, to drawing and even writing letters, to record responses to literature and newly learned information.

Writing Foundational Skills

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Develop small muscles for drawing or emergent writing	
<p>WF.PK.1 With guidance and support, demonstrate increased fine muscle control to coordinate movement with finger and wrist in preparation for drawing, printing or writing words.</p>	
<p>WF.PK.2 With guidance and support, use appropriate grip and body posture to hold writing utensil when drawing, printing, or writing.</p>	
Writing	
Text types and Purposes	
<p>W.PK.1 Use a combination of drawing, dictating, and emergent writing to express how they feel about a topic discussed or book read aloud.</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>
<p>W.PK.2 Use a combination of drawing, dictating or emergent writing to share information about a topic discussed or book that has been read aloud.</p>	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
<p>W.PK.3 Use a combination of drawing, dictating, or emergent writing to tell about one or more events in a book that has been read aloud.</p>	<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
Production and Distribution of Writing	
<p>W.PK.4 (Begins in grade 3)</p>	<p>W.PK.4 (Begins in grade 3)</p>
<p>W.PK.5 With guidance and support, respond to questions and suggestions from adults by adding details to drawing.</p>	<p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>
<p>W.PK.6 With guidance and support, explore a variety of writing/drawing tools to represent ideas. (e.g., chalk, crayons, paint, markers, stamps, pencil, and computer.)</p>	<p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
Research to Build and Present Knowledge	
<p>W.PK.7 With guidance and support, compare and contrast details from two familiar stories read aloud and participate in discovery/exploration activities to build knowledge about a topic.</p>	<p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>W.PK.8 With guidance and support, use drawing, dictation, or emergent writing to show knowledge gained from an activity related to a familiar text read aloud and discovery/exploration activity.</p>	

Pre-Kindergarten Exit Standards

The Oklahoma Academic Standards for Pre-Kindergarten serve as exit standards that identify end of year outcomes, clarifying what a child is expected to know and be able to do after attending and completing a year of Pre-Kindergarten. The Progressions of Beginning, Middle and End in the chart provide suggestions for using learning progressions during the year that develop foundational or prerequisite knowledge and skills so that children enter Kindergarten ready to learn and achieve the exit standards. Children enter early learning environments with different opportunities to learn. Therefore children’s knowledge and skill sets vary. Teachers should determine children’s capabilities and build upon their prior learning by providing developmentally appropriate teaching and practice. The column listed on the right of the learning progressions includes end-of-the-year Kindergarten exit standards. The Kindergarten standards indicate what a child is to know and be able to do after completing a year of Oklahoma Academic Standards based Kindergarten program. Children enter early learning classrooms functioning at various levels of developmental readiness. A school district’s curriculum should include options that support differentiating instruction based on the needs of individual children so that teachers can adjust instruction to build upon children’s capabilities and needs by scaffolding instruction, guided practice, and learning experiences from easy to difficult and ensure successful outcomes.

Progression Chart

The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children’s capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.

What a child is expected to know or be able to do by the end of the Pre-Kindergarten year.

What a child is expected to know or be able to do by the end of the Kindergarten year.

Pre-Kindergarten Progression			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Beginning-of-Year	Middle-of-Year	End-of-Year		
Print Concepts – RF.K.1 Demonstrate understanding of the organizations and basic features of print				
Hold book right-side-up, turning pages one at a time from front to back.	Point to parts of book: front and back cover and first page while pretending to read a book by turning page by page.	Point to title page and repeat the name of the book.	RF.PK.1.a Identify book parts when pretending to read a book.	RF.K.1 Demonstrate understanding of the organizations and basic features of print.

Reading Foundational Skills

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Progression			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Beginning-of-Year	Middle-of-Year	End-of-Year		
<p><i>The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.</i></p>				
<p>Print Concepts – RF.PK.1 Demonstrate understanding of the organizations and basic features of print</p>				
Hold book right-side-up, turning pages one at a time from front to back.	Point to parts of book: front and back cover and first page while pretending to read a book by turning page by page.	Point to title page and repeat the name of the book.	RF.PK.1.a Identify book parts when pretending to read a book.	<p>RF.K.1 Demonstrate understanding of the organizations and basic features of print.</p> <p>RF.K.1.a Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.c Understand that words are separated by spaces in print.</p> <p>RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.</p>
Point to identify pictures in the book.	Recognize the difference between pictures and print.	Point to words that are printed in a familiar book.	RF.PK.1.b Recognize spoken words can be written and read to communicate ideas or provide information.	
	Point to show how print is read from top to bottom and left to right.	Point to show how print is read from top to bottom left to right.	RF.PK.1.c Begin to understand that print moves from top to bottom and left to right	
Respond to questions by pointing to common labels, signs, and other print forms in the environment (e.g., "Point to the sign that tells you where to leave the room." - Exit).	Tell how common labels, signs, and other print forms in the environment help people (e.g., a stop sign means stop).	Identify letters, words, and signs in the environment.	RF.PK.1.d Understand that print carries a message by recognizing labels, signs, and other print forms in the environment.	
	Recognize difference in letters and shapes by sorting them into two groups either letters or shapes.	Point to and name most letters in own name.	RF.PK.1.e Begin to understand how alphabet letters are used to represent sounds and create words that can be spoken or appear in print (e.g., recognize first name in print).	
With guidance and support, point to and name 5 uppercase and 5 lowercase alphabet letters.	Point to and name 5-8 uppercase alphabet letters and 5-8 lowercase alphabet letters. *Select letters that represent the most common sounds.	Point to and name 15 uppercase alphabet letters and 15 lowercase alphabet letters.	RF.PK.1.f Recognize and name 15 uppercase alphabet letters and 15 lowercase alphabet letters.	

Reading Foundational Skills (continued)			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Beginning-of-Year	Middle-of-Year	End-of-Year		
<p>The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.</p>				
<p>Phonological Awareness – RF.PK.2 Begin to understand the meaning and the use of spoken words, syllables, and sounds (phonemes)</p>				
Participate in oral language activities that include repeating simple sound patterns (e.g., rhymes and syllables).	Repeat words or phrases from teacher-led word play through rhyming story, poem, nursery rhyme, or finger play.	With prompting, recite parts of a familiar rhyming story, poem, nursery rhyme, or finger play.	RF.PK.2.a Use oral language for simple word play and sound recognition.	<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2.a Recognize and produce rhyming words.</p>
Clap to follow teacher's sound pattern (i.e., child claps 3 times if teacher clapped 3 times).	Clap each syllable in a two syllable word (e.g., Na-than, ap-ple).	Clap syllables that are heard in a two-three syllable word (e.g., bi-cycle has three syllables, clap three times; Nathan has two syllables, clap two times).	RF.PK.2.b With guidance and support, listen and identify separate syllables in spoken sentences, then identify syllables in spoken words.	<p>RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.</p>
Follow teacher model by repeating two words that rhyme (e.g., rip/tip).	Signal to identify when two words spoken by teacher share the same ending sound and rhyme (e.g., cat/hat) while teacher shows pictures of the rhyming words.	Provide rhyming words in songs, poems, or books with a rhyming pattern (e.g., "Jack and Jill went up the ___").	RF.PK.2.c Recognize and match pictures that represent spoken words that rhyme.	<p>RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
	Follow teacher model for beginning sound in common words (e.g., Teacher says, "The first sound in man is /m/; child repeats).	Follow teacher model and stretch out beginning sound of three common words using continuous sounds (e.g., sssssip, nnnnnight, mmmmmom). *Continuous sounds are sounds that can be held until the breath runs out.	RF.PK.2.d With guidance and support, identify the beginning sound of spoken words. (e.g. "The initial sound in sun is /s/").	
	Follow teacher model by repeating simple onset/rimes, substituting beginning sound in common word families (e.g., -at, bat, cat, fat, hat, mat, pat, sat).	Substitute beginning sound in word play using onset and rime to name three words with different beginning sounds (e.g., -at, bat, mat, pat).	<p>RF.PK.2.e With guidance and support, begin to identify simple onset and rimes by substituting beginning sounds in common one syllable words.</p> <p>For example: C---AT</p> <p style="text-align: center;">  </p>	

Reading Foundational Skills (continued)			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Progression				
Beginning-of-Year	Middle-of-Year	End-of-Year		
<p>The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.</p>				
<p>Phonological Awareness – RF.PK.2 Begin to understand the meaning and the use of spoken words, syllables, and sounds (phonemes)</p>				
	<p>Follow teacher model and isolate continuous sounds in a CVC word (e.g., "man - /m m m m / - / a a a a / - / n n n n /"). *Continuous sounds are sounds that can be held until the breath runs out.</p>	<p>Follow teacher model and blend continuous sounds to form common CVC words using continuous sounds (e.g., / m m m m / - / a a a a / - / n n n n /).</p>	<p>PK.RF.2.f With guidance and support, begin to isolate and produce individual sounds (phonemes) in words with two-three-phonemes (vowel-consonant as in the word, at, or consonant-vowel-consonant or CVC word such as cat).</p>	<p>RF.K.2 — RF.K.2.e</p>
<p>Phonics and Word Recognition – PK.RF.3 Recognize that words are made up of sounds represented by letters</p>				
<p>Point to identify illustrations that represent word meanings used in a story read aloud.</p>	<p>Point to identify the difference between pictures and spaces that separate words.</p>	<p>Point to words that are printed in a familiar book.</p>	<p>RF. PK.3.a With guidance and support, recognize words are put together to express an idea in speech and in print.</p>	<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p>
<p>Point to personal photograph and match with card containing first name in print .</p>	<p>Point to first name in print and say name aloud.</p>	<p>With guidance and support, copy and print many letters in first name using correct letter sequences to spell name.</p>	<p>RF. PK.3.b Identify first name in print.</p>	<p>RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<p>With guidance and support, repeat teacher model and produce continuous sound for letters such as /a/, /f/, /m/, /o/, /s/.</p>	<p>With guidance and support, when teacher shows alphabet letter, repeat sound for letters that represent continuous sounds such as /a/, /f/, /m/, /n/, /o/, /s/, /v/, and common stop sounds for letters such as /k/ and /t/. *Continuous sounds are sounds that can be held until the breath runs out. (e.g. /m/) *Stop sounds can not continue to be held until the breath runs out. (e.g. /t/)</p>	<p>With guidance and support, when teacher shows alphabet letter, repeat sound for letters that represent continuous sounds such as: /a/, /e/, /f/, /i/, /l/, /m/, /n/, /o/, /r/, /s/, /u/, /v/, /z/ and stop sounds: /b/, /d/, /p/, /t/, /k/.</p>	<p>RF. PK.3.c Isolate and produce some sounds represented by alphabet letters.</p>	<p>RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>

Reading Foundational Skills (continued)			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Progression				
Beginning-of-Year	Middle-of-Year	End-of-Year		

The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.

RF.PK.4 Fluency				
Follow teacher model, pretending to read story by turning pages and naming objects or key details in illustrations.	With guidance and support, use illustrations to talk about details from a familiar story read aloud.	With guidance and support, retell familiar story by turning pages and describing details about characters and events.	RF.PK.4 Demonstrate emergent pre-reading behaviors by handling books with purpose and understanding (e.g., such as turning the pages and naming details in the pictures).	RF.K.4 Read emergent-reader texts with purpose and understanding.

Language

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Progression			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Beginning-of-Year	Middle-of-Year	End-of-Year		

The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.

Conventions of Standard English – PK.L.1 Begin to demonstrate an understanding of the conventions of standard English grammar and usage when speaking or writing

Follow teacher model to draw geometric shapes using correct alignment (top-to-bottom prewriting strokes) and orientation (left-to-right).	Follow teacher model to print letter formations using prewriting strokes that align from top-to-bottom and orient from left-to-right.	Print previously taught letters using correct alignment and orientation to form each letter.	L.PK.1.a With guidance and support, name and print the majority of the letters in their first name.	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Follow teacher model and request help or clarification using simple words or gestures.	Follow teacher model to ask for assistance or identify assistance is no longer needed.	Use appropriate vocabulary words to identify specific needs or wants.	L.PK.1.b Use frequently occurring vocabulary words to express needs and wants.	L.K.1.a Print many upper- and lowercase letters. L.K.1.b Use frequently occurring nouns and verbs.
With guidance and support, point to picture that shows "more than one" of an object (e.g., point to picture with more than one dog) and repeats the name "dogs".	Begin to use plural nouns when telling about picture of objects that contain more than one or when describing something in a conversation (e.g., Here are two cars).	Use plural nouns when describing a picture that contains more than one person or thing or when describing something in a conversation.	L.PK.1.c Use words and point to pictures that represent the plural form of regular nouns in oral communication. (e.g., dog/dogs)	L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
Respond to simple question by pointing to a picture (e.g., Where is the cat?)	With prompting and support, ask a simple question about a picture or object. (e.g., Why are the children wet? by pointing to rain).	Use question words during a collaborative conversation with teacher and peers and ask simple questions about objects in a picture or an event.	L.PK.1.d Respond to and ask questions using words such as who, what, where, why and how appropriately.	L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

Language (continued)			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Progression				
Beginning-of-Year	Middle-of-Year	End-of-Year		
<p><i>The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.</i></p>				
<p>Conventions of Standard English – PK.L.1 Begin to demonstrate an understanding of the conventions of standard English grammar and usage when speaking or writing</p>				
With guidance and support, move body to demonstrate understanding of common positional words (e.g., up, down, in, out).	Point to identify an object or an object in a picture that illustrates use of a positional word or preposition (e.g., book that is ON the table).	Names the position where an object is placed using a positional word or preposition (e.g., say the book is UNDER the table).	L.PK.1.e Use some of the most frequently occurring prepositions such as to, from, in, out, on, off, under, beside.	<p>L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.1.f Produce and expand complete sentences in shared language activities.</p>
With guidance and support, participate in a collaborative conversation by appropriately responding to at least one question.	Follow teacher model and repeat a three to four word sentence (using single-syllable words) about a topic under discussion.	With guidance and support, participate in a collaborative conversation using complete sentences that contain four to six words while remaining on the topic under discussion.	L.PK.1.f With guidance and support, participate in a collaborative conversation using a complete sentence of four to six words to express a thought or idea.	
<p>L.PK.2 Begin to demonstrate conventions of standard English grammar and usage when speaking, listening or writing in regards to the following:</p>				
With guidance and support, point to identify a collection of letters that form a word.	With guidance and support, draw pictures and dictate words to label objects that communicate an idea or emotions.	With guidance and support, draw, dictate and print letters to represent sounds in words to communicate an idea.	L.PK.2.a Attempt to represent an idea or express an opinion by drawing, dictating words about picture, and begin to use letters to represent printing.	<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.a Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2.b Recognize and name end punctuation.</p> <p>L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
	With prompting and support, name letter, associate with common sound and copy teacher model, and print letter. *Select letters that represent the most common sounds.	With prompting and support, print letters that represent previously taught sounds while working in small group with the teacher.	L.PK.2.b With guidance and support, begin to print some letters to represent most common sounds in words.	

Language (continued)			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Progression				
Beginning-of-Year	Middle-of-Year	End-of-Year		
<p><i>The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.</i></p>				
<p>Knowledge of Language – L.PK.3 Begins in grade 2</p>				
<p>Vocabulary Acquisition and Use – L.PK.4 Begin to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Pre-Kindergarten content</p>				
<p>With guidance and support, point to an illustration from a familiar story read aloud that represents the meaning of a new word or identifies a key detail from the story.</p>	<p>With guidance and support, point to illustrations that identify the meaning of new words used to name objects (nouns or a person, place, or thing) and identify words used to name actions (verbs)</p>	<p>With prompting and support, use new words when asking a question to clarify word meanings used in a familiar story read aloud or when understanding a fact from a book or activity.</p>	<p>L.PK.4.a Answer and begin to ask questions about the meanings of new words and phrases introduced through books, activities, and play.</p>	<p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.</p> <p>L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>
<p>Follow teacher model by using correct vocabulary words to describe one attribute of an object such as the color of an object.</p>	<p>Follow teacher model, using correct vocabulary to describe two attributes of an object such as the size and purpose of an object. (e.g., yellow crayon can be used to draw).</p>	<p>Follow teacher model, sorting concrete objects by one-three attributes (e.g., color shape and size).</p>	<p>L.PK.5 With guidance and support, sort familiar objects into groups based on a common attribute or characteristic (e.g., animals that can fly or walk; color; size)</p>	<p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>

Language (continued)			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Progression				
Beginning-of-Year	Middle-of-Year	End-of-Year		
<p>The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.</p>				
<p>Knowledge of Language – L.PK.3 Begins in grade 2</p>				
<p>Vocabulary Acquisition and Use – L.PK.4 Begin to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Pre-Kindergarten content</p>				
<p>With prompting and support, point to or match pictures that show opposite word meanings (e.g., big/little).</p>	<p>Match pictures that show opposite word meanings and act out how the word meanings represent opposite positions in space (e.g., up/down).</p>	<p>With guidance and support, locate two things that are opposites (e.g., shoe on, shoe off, door open, door closed).</p>	<p>L.PK.5.a With guidance and support, point to or act out word meanings using antonyms, or words that describe opposites (e.g., up/down, stop/go).</p>	<p>L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
<p>With prompting and support, use oral language to seek help or communicate need or preference.</p>	<p>Use oral language to seek help or communicate need or identify a preference.</p>	<p>With guidance and support, use complete sentence to tell information about self or identify details from listening to a text read aloud.</p>	<p>L.PK.6 Use new words in conversation acquired through play, shared experiences or books read aloud.</p>	<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text.</p>

Speaking and Listening

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Progression			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Beginning-of-Year	Middle-of-Year	End-of-Year		
<p>The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.</p>				

Comprehension and Collaboration – SL.PK.1 Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups

With guidance and support, listen attentively and wait for a turn to speak.	With guidance and support, listen attentively to others speak and build on what they are saying by staying on the topic under discussion.	Listen attentively and contribute to a collaborative conversation by adding more details or suggesting new ideas or information related to the topic under discussion while following the agreed upon rules for conversations.	<p>SL.PK.1.a Listen attentively and contribute to a small or large group conversation by adding more details or suggesting new ideas or information related to the topic under discussion.</p> <p>SL.PK.1.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topic and text under discussion).</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.b Continue a conversation through multiple exchanges.</p>
With guidance and support, point to illustrations or objects to respond to simple questions about key details in a text read aloud.	With guidance and support, respond to simple question using key details in illustrations or identified in a text read aloud.	Respond to simple questions by speaking in a complete sentence about a topic under discussion or from a text read aloud.	SL.PK.2 Respond to simple questions by speaking in a complete sentence about a topic under discussion or from a text read aloud.	SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
	Follow teacher model to ask a question about a familiar character or event from a story read aloud or a familiar object used in classroom.	Ask a simple question to get information or clarify comprehension of an event from story read aloud.	SL.PK.3 Ask questions in order to seek help, get information, or clarify something that is not understood.	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Speaking and Listening (continued)			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Progression				
Beginning-of-Year	Middle-of-Year	End-of-Year		
<p><i>The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.</i></p>				
Presentation of Knowledge and Ideas				
With guidance and support, point to detail in illustration that identifies something about the setting or a character in a familiar story.	With guidance and support, point to details in an illustration from a familiar story of a person, place, thing, or event.	With guidance and support, participate in a collaborative conversation about an illustration and identify key details when describing a person, place, thing or event.	SL.PK.4 With guidance and support, attend to details and describe familiar people, places, things, and events to adults or children.	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
With guidance and support, listen attentively and observe as teacher creates a representation of an experience or story using drawings, dramatic play, construction with blocks, clay or other materials.	With guidance and support, extend created representation of an experience or story using drawings, dramatic play, construction with blocks, clay or other materials.	With guidance and support, extend created representation of an experience or story using drawings, dramatic play, construction with blocks, clay or other materials and discuss with others.	SL.PK.5 Create representations and extensions of experiences or stories (e.g., drawings, dramatic play, construction with blocks, clay or other materials) and discuss them with others.	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
With guidance and support, use an appropriate lower voice level when speaking in whole and large group activities in classroom.	Use appropriate voice level, tone, and word choices when identifying or discussing feelings such as happy, sad, or excited.	With guidance and support, use appropriate voice level and tone and word choice when discussing feelings or self and others.	SL.PK.6 Speak clearly and audibly using appropriate voice level and tone to express thoughts, feelings and ideas using vocabulary words appropriate to topic under discussion.	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Reading Literature

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Progression			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Beginning-of-Year	Middle-of-Year	End-of-Year		
<p>The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.</p>				

Key Ideas and Details

With guidance and support, point to an illustration that represents a key detail from a familiar story read aloud.	With guidance and support, point to or name two key details that represent important details that help understand meaning from the text.	With guidance and support, answer questions about key details from a story read aloud, locating illustration that supports answer.	RL.PK.1 With guidance and support, answer questions about key details from a familiar story.	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
	Point to a key detail in an illustration from a familiar story read aloud that supports the child's response to a teacher's question about the story.	Using the illustrations from a familiar story read aloud, point to simple details about characters or about events that happened in the story.	RL.PK.2 With guidance and support, locate details in illustrations from a familiar story read aloud and from conversations about the story or through art, movement, or drama.	RL.K.2 With guidance and support, retell familiar stories, including key details.
With guidance and support, point to a picture of a character and act out one action of the character from the story read aloud.	With guidance and support, point to and name details about a character or major event from a story read aloud.	With guidance and support, describe two details about a character or a major event while pointing to illustrations that support response.	RL.PK.3 With guidance and support, identify a character, setting, or event from a familiar story read aloud.	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

Follow teacher model by repeating new vocabulary word, and point to illustration that represents the meaning of the word.	With guidance and support, use new words when verbally responding to a question about a character or major event in a story read aloud.	With guidance and support, use new words to describe two events from a story read aloud while pointing to illustrations that support response.	RL.PK.4 Participate in collaborative conversations about new or unfamiliar words from a story read aloud.	RL.K.4 Ask and answer questions about unknown words in a text.
With guidance and support, listen when text is read aloud such as storybooks, nursery rhymes and poetry.	With guidance and support, listen attentively for brief periods as teacher talks about the characteristics in the different types of text.	With guidance and support, point to details in illustrations that support responses when talking about different characteristics between two types of text.	RL.PK.5 Listen attentively to a variety of text read aloud. (e.g., storybooks, nursery rhymes, and poetry).	RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
With guidance and support, listen attentively as teacher talks about how an author is a person who uses words to write a story or a book and an illustrator is a person who creates the pictures or illustrations.	With guidance and support, answer questions about the roles of an author and illustrator when prompted by teacher.	With guidance and support, identify that an author writes words that tell the story and an illustrator creates pictures that also tell the story.	RL.PK.6 With guidance and support, describe the roles of an author and an illustrator, telling how they contribute to a story.	RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Reading Literature (continued)			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Progression				
Beginning-of-Year	Middle-of-Year	End-of-Year		
<p><i>The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.</i></p>				
Integration of Knowledge and Ideas				
With guidance and support, point to two details in an illustration from a story read aloud that match a description of a character or event.	With guidance and support, point to two illustrations that help with identifying a character or describing an event in a story.	With guidance and support, listen attentively to story read aloud and point to illustrations that support the descriptions in text of a character or event in story.	RL.PK.7 With guidance and support, use illustrations to retell the story when looking at a familiar book.	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.PK.8 (Not applicable to literature)				
With guidance and support, point to key details in a picture that are similar to self or a personal experience.	With guidance and support, point to two illustrations that help with identifying a character or describing an event in a story.	With guidance and support, listen attentively and participate in a collaborative conversation about a story read aloud and point to illustrations that support the descriptions in text of a character or event in story.	RL.PK.9 With guidance and support, participate in collaborative conversations about characters from familiar stories.	RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Text Complexity				
With guidance and support, listen attentively to text read aloud and engage in a collaborative conversation about characters or events in the story.	With guidance and support, listen attentively to story read aloud and participate in collaborative conversation, identifying two key details about a character or event.	Engage in a collaborative conversation about a familiar story read aloud, taking turns to discuss key details about a character or an event.	RL.PK.10 Actively engage and participate in collaborative conversations about text read aloud.	RL.K.10 Actively engage in group reading activities with purpose and understanding.

Reading Informational

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Progression			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Beginning-of-Year	Middle-of-Year	End-of-Year		
<p>The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.</p>				

Key Ideas and Details

With guidance and support, point to a key detail in illustrations that represent information that an adult read aloud or talked about.	Respond to question naming two key details that represent important information that clarifies meaning of text.	Respond to questions by locating and describing three details in illustrations from text read aloud that provide support.	RI.PK.1 With guidance and support, answer questions about key details in informational text read aloud.	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
With guidance and support, participate in a collaborative conversation by pointing to important key details in illustrations in a book.	With guidance and support, participate in a collaborative conversation by naming a key detail in an illustration that identifies what the informational text is mostly about (e.g., naming objects in illustrations of a farm).	With guidance and support, participate in a collaborative conversation by naming and describing two details from informational text that was read aloud.	RI.PK.2 With guidance and support, recall a detail from informational text read aloud through conversation, art, movement, or drama.	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
	Point to a key detail in illustrations from text read aloud that show how events are connected.	Name two ways that information about two events are connected and used to represent an idea.	RI.PK.3 With guidance and support, participate in collaborative conversations about the connection between two individuals, events or pieces of information in a text.	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

With guidance and support, respond to question about new vocabulary word by pointing to illustration in informational text that was read aloud.	With guidance and support, point to and name two key details from two books containing informational text and tell how the information is similar to prior experiences using new vocabulary words.	With guidance and support, use new vocabulary words in a collaborative conversation to indicate understanding of word meaning while discussing details from informational text read aloud.	RI.PK.4 With guidance and support, participate in collaborative conversations about new or unfamiliar words from informational text read aloud.	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
With guidance and support, point to the front cover of a book.	Point to and name the front and back cover of a book.	Point to title page of the book.	RI.PK.5 Point to front cover, back cover, and title page of a book.	RI.K.5 Identify the front cover, back cover, and title page of a book.

Reading Informational (continued)			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Progression				
Beginning-of-Year	Middle-of-Year	End-of-Year		
<p>The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.</p>				
Craft and Structure				
With guidance and support, listen attentively as teacher talks about how an author of a book containing information text includes facts or details about real people, places, things or events and an illustrator is a person who creates the pictures or illustrations that often look like real people, places, things or events in an informational text.	With guidance and support, tell how the author and illustrator work together to communicate and share information from a text.	With guidance and support, describe the roles of an author and an illustrator, telling how they contribute to a book that contains informational text about real people, places, things or events.	RI.PK.6 With guidance and support, describe the roles of an author and illustrator of an informational text, telling how they contribute to the text.	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
With guidance and support, point to illustrations that represent concepts that are presented in informational text read aloud.	Point to illustrations that support responses when describing details from informational text that was read aloud.	Participate in a collaborative conversation on how illustrations help to understand a concept from informational text.	RI.PK.7 With guidance and support, describe how illustrations help with understanding concepts in informational text that was read aloud.	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
Integration of Knowledge and Ideas				
			PK.RI.8 Begins in Kindergarten	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
	With guidance and support, point to details in illustrations using two books that contain facts about the same topic (e.g., compare two books about dogs).	With guidance and support, name two details or facts that are similar in two informational texts written about the same topic (e.g., name two similar facts from the books about dogs).	RI.PK.9 With guidance and support, point to identify two details or facts from two informational texts that support discussion about a topic read aloud.	RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Text Complexity				
With guidance and support, listen attentively to text read aloud and engage in collaborative conversation about real versus make-believe stories and facts.	With guidance and support, participate in collaborative conversation and identify two facts about topic under discussion.	With guidance and support, engage in a collaborative conversation and name two facts that identify the topic is about a real person, place, thing or event.	PK.RI.10 Actively engage and participate in collaborative conversations about informational text read aloud.	RI.K.10 Actively engage in group reading activities with purpose and understanding.

Writing Foundational Skills

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Progression			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Beginning-of-Year	Middle-of-Year	End-of-Year		

The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.

Develop small muscles for drawing or emergent writing

<p>With guidance and support, participate in activities that develop coordination for fine motor skills. (e.g., Finger paint to develop and practice light pressure in fingers and wrist. Listen to directions for folding and tearing paper to develop small muscle movements used for drawing and emergent writing.)</p>	<p>With guidance and support, use one hand more frequently than the other to indicate hand dominance and tear small pieces of paper and glue paper pieces inside a larger shape to show increasing motor coordination.</p>	<p>With guidance and support, make round and square shapes in finger paint, using correct body posture and light pressure in fingers and wrist and using correct grip.</p>	<p>WF.PK.1 With guidance and support, demonstrate increased fine muscle control to coordinate movement with finger and wrist in preparation for drawing, printing or writing words.</p>
<p>With guidance and support, use relaxed upright body posture and light pressure in wrist and fingers when painting or drawing.</p>	<p>With guidance and support, use correct grip to make marks from top-to-bottom and left-to-right of page indicating understanding of alignment and orientation.</p>	<p>With guidance and support, use correct grip and body posture when drawing a picture in response to story read aloud.</p>	

Writing

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Progression			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Beginning-of-Year	Middle-of-Year	End-of-Year		
<i>The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.</i>				

Text Types and Purposes

<p>With guidance and support, listen attentively to story read aloud and draw freely in response to text read aloud.</p>	<p>With guidance and support, listen to story and draw freely in response to text read aloud, then dictate to label objects in the picture.</p>	<p>Use a combination of drawing and dictating to illustrate a favorite part of a story read aloud. Use a combination of drawing and dictating to illustrate a favorite part of a story read aloud.</p>	<p>W.PK.1 Use a combination of drawing, dictating, and emergent writing to express how they feel about a topic discussed or book read aloud.</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>
<p>With guidance and support, draw a picture about a big idea or an event that occurred in a story read aloud.</p>	<p>With guidance and support, participate in a teacher-directed activity and draw a picture about text read aloud and dictate to label objects in the picture.</p>	<p>Draw a picture, dictate to name objects in picture and tell a short story or sentence about what is happening in the drawing.</p>	<p>W.PK.2 Use a combination of drawing, dictating or emergent writing to share information about a topic discussed or book that has been read aloud.</p>	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
<p>Draw a picture that represents an event that happened in a story read aloud.</p>	<p>Draw a picture that represents an event that happened in a story read aloud and dictate or emergent write a sentence about the event.</p>	<p>Draw a picture and dictate or emergent write a short story about events that happened a story read aloud.</p>	<p>W.PK.3 Use a combination of drawing, dictating, or emergent writing to tell about one or more events in a book that has been read aloud.</p>	<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>

Writing (continued)			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Progression				
Beginning-of-Year	Middle-of-Year	End-of-Year		
<p><i>The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.</i></p>				
Production and Distribution of Writing				
			W.PK.4 (Begins in grade 3)	W.K.4 (Begins in grade 3)
With guidance and support, listen attentively as teacher reads a story aloud about a character or event and draw a picture to represent a detail about a character or event.	With guidance and support, draw picture of character or event and tell how the drawing shows what happened in the story read aloud.	With guidance and support, draw picture and dictate or use letter strings to label details and tell how that a character or event from a story read aloud were described in the text.	W.PK.5 With guidance and support, respond to questions and suggestions from adults by adding details to drawing.	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
With guidance and support, listen attentively and observe as teacher uses writing/drawing tools to discover more information about a topic under discussion.	With guidance and support, use writing/drawing tools to create a drawing that represents an idea or concept.	With guidance and support, use writing/drawing tools to create a drawing and dictate a description about the drawing or tell a short story.	W.PK.6 With guidance and support, explore a variety of writing/drawing tools to represent ideas. (e.g., chalk, crayons, paint, markers, stamps, pencil, and computer.)	W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge				
With guidance and support, listen attentively and participate in a collaborative conversation about two stories read aloud, comparing how the stories are similar. (e.g., compare two versions of same story by different authors).	With guidance and support, listen attentively and participate in a collaborative conversation about two stories read aloud, comparing how the stories are different and charting differences on group or teacher drawn Venn diagram.	Draw picture to illustrate two things that are the same in two stories read aloud and dictate to label objects in picture.	W.PK.7 With guidance and support, compare and contrast details from two familiar stories read aloud and participate in discovery/exploration activities to build knowledge about a topic.	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
With guidance and support, listen attentively and name objects that teacher draws on a graphic organizer that illustrates key details from a story read aloud.	With guidance and support, point to drawings on a graphic organizer completed by teacher when discussing key details about text read aloud.	With guidance and support, use graphic organizer completed by teacher to retell story, then draw a picture of the story ending or illustrate a new ending to story using emergent writing.	W.PK.8 With guidance and support, use drawing, dictation, or emergent writing to show knowledge gained from an activity related to a familiar text read aloud and discovery/exploration activity.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PRE-KINDERGARTEN MATHEMATICS

Mathematics is a way of thinking about patterns, relationships, and seeking multiple solutions to problems. Children’s knowledge of math concepts and language are used in all domains of learning. Children learn best when their natural interests and curiosity are nurtured from past experiences and connected to new learning. Quality learning environments should focus on actual hands-on experiences during play and interaction with others, and incorporate well-designed mathematical experiences. Pre-Kindergarten age children should experience language-rich environments that help children connect mathematical concepts, problem solving, and reasoning skills to previous knowledge.

The Pre-Kindergarten exit standards indicate what children should know and be expected to do by the end of their prekindergarten year. Although children will enter the classroom at various developmental readiness levels, teachers can provide instruction and feedback that supports each child’s individual progress. The district’s curriculum should provide opportunities for a teacher to differentiate instruction based on the needs of individual children, adjusting instruction and practice so that learning makes sense.

Decoding the Pre-Kindergarten Math Standards

Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Counting and Cardinality <i>These standards are taught using age-appropriate learning activities involving adult guidance.</i>	
A. Know number names and the count sequence	
PK.CC.A.1 Count aloud in sequence to 20.	K.CC.A.1 Count to 100 by ones and by tens.
PK.CC.A.2 Know and write the number names and some written numerals 0-9.	K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
PK.CC.A.3 Understand that zero represents the count of no objects.	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a number name (with 0 representing a count of no objects).
B. Count to tell the number of objects	
PK.CC.B.4 Represent a number 1-10 using manipulatives.	K.CC.B.4 Understand that the number of objects is the same regardless of their arrangement or the order in which they are counted.
PK.CC.B.5 Identify the number of objects, up to 10, in a horizontal row.	<ul style="list-style-type: none"> K.CC.B.4a When counting objects, name each object with a number name and each number name only one object. K.CC.B.4b Understand that the number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.B.4c Understand that each successive number name spoken, many total objects
PK.CC.B.6 When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object up to 10 objects.	

Clusters: groups of related standards.

Domains indicate the main area of development.

Pre-Kindergarten Standards: define what a student should know and be able to do by the end of Pre-Kindergarten.

Kindergarten Standards: define what a student should know and be able to do by the end of Kindergarten. These are added as a tool to help guide teachers in their vertical alignment and should be used as direction for those students who learn at a faster rate.

“Pre-Kindergarten, Measurement and Data, Standard 4”
Grade.Domain.Cluster.Standard

Modeling Standard Mathematical Practices

The Standards for Mathematical Practice describe the attributes of mathematically proficient children. These standards don't just describe how children should use mathematics: they also provide a vehicle through which children engage with and learn mathematics. As children move from elementary school through high school the Standards for Mathematical Practice remain the same. What changes is the way these standards look as children engage with and master new and more advanced mathematical ideas. The Standards for Mathematical Practice must be taught as carefully and practiced as intentionally as the Standards for Mathematical Content. Neither should be isolated from the other; impactful mathematics instruction occurs when these two halves of the Oklahoma Academic Standards come together in a powerful whole.

Math Practice 1	What it looks like in a Pre-K classroom when modeled by an adult:
<p>Make sense of problems and persevere in solving them.</p>	<p>The teacher thinks aloud while modeling the questions to use when looking for a pattern. For example, organizing colored blocks in a repeating pattern of two colors. Does anything repeat? Maybe if I try this? The teacher provides a variety of activities to engage children in problem solving that requires perseverance and emphasizes the importance of spending time exploring various possibilities.</p>
Math Practice 2	What it looks like in a Pre-K classroom when modeled by an adult:
<p>Reason abstractly and quantitatively.</p>	<p>The teacher provides various and frequent opportunities to explore and experiment with manipulatives. The teacher also thinks aloud as they count in a variety of ways and applies counting to a variety of real world situations. For example, before an activity begins, the teacher may have the children count out loud to see how many children there are total and how many total supplies they have. The teacher may ask the children if there is just enough, or more than they need. Children need to see adults modeling all the steps that they use as they make mathematic connections.</p>
Math Practice 3	What it looks like in a Pre-K classroom when modeled by an adult:
<p>Construct viable arguments and critique the reasoning of others.</p>	<p>The teacher uses the age appropriate mathematical vocabulary to model terms the children should use when setting up a problem. The teacher will model appropriate academic mathematic vocabulary and will encourage the children to share the mathematical creations or solutions they made with an adult or another classmate using appropriate mathematical vocabulary.</p>
Math Practice 4	What it looks like in a Pre-K classroom when modeled by an adult:
<p>Model with mathematics.</p>	<p>During Pre-Kindergarten, young children explore, discover and create ideas with manipulative objects. The teacher may help the children explore mathematical concepts when they are stacking a set of blocks by asking questions such as, "If you add one more block, what will happen to your tower?" and "How many blocks will you have if you add one more block to your tower?"</p>

Math Practice 5	What it looks like in a Pre-K classroom when modeled by an adult:
Use appropriate tools strategically.	The teacher encourages daily interactions with a variety of materials and manipulatives helping children to develop both their fine motor skills and their understanding of choices of ways the manipulatives could work. The teacher models how to use, and encourages exploration of, those manipulatives to solve problems such as measuring a pencil with cubes or combining two small sets of objects to make a larger set.
Math Practice 6	What it looks like in a Pre-K classroom when modeled by an adult:
Attend to precision.	The teacher models, through thinking aloud, the reasoning behind what strategy is being used and why the teacher believes it will produce the right answer. For example, if a teacher has two blocks and states, "If I add one more block, how many will I have?" Once the children have said "three" the teacher will guide the children to understand that the answer makes sense because the number three comes right after the number 2 when counting. Then the teacher should have the children count the blocks to show the children that there really are 3 blocks after one more is added.
Math Practice 7	What it looks like in a Pre-K classroom when modeled by an adult:
Look for and make use of structure.	The teacher models looking for mathematical concepts in all areas of learning, outside on the playground, in line for snack time, and many other ways to lead children to an understanding that math is a part of our everyday world and a tool to help us analyze and solve problems on a daily basis. If a teacher incorporates a routine calendar time, that is a built in structure that the teacher can use to practice mathematical concepts with the children. Playing games also provides opportunities to develop strategies, which are within the structure of the rules, to win the game.
Math Practice 8	What it looks like in a Pre-K classroom when modeled by an adult:
Look for and express regularity in repeated reasoning.	The teacher models how to find patterns in various situations. Children are encouraged to continue the pattern verbally and with various materials (e.g. construction paper cutouts, blocks, etc.). The teacher models sorting objects according to size, shape and/or color and asks questions that lead the child to experiment with the materials.

Oklahoma Academic Standards: Pre-K Mathematics

Preparing for Kindergarten

Counting and Cardinality

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
A. Know Number Names and the Count Sequence	
PK.CC.A.1 Count aloud in sequence to 20.	K.CC.A.1 Count to 100 by ones and by tens.
PK.CC.A.2 Recognize and name written numerals 0-9.	K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
PK.CC.A.3 Recognize that Zero represents the count of no objects.	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
B. Count to tell the Number of Objects	
PK.CC.B.4 Represent a number 1-10 using manipulatives.	K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> • K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • K.CC.B.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. • K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.
PK.CC.B.5 Identify the number of objects, up to 10, in a horizontal row.	K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
PK.CC.B.6 When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object up to 10 objects.	
PK.CC.B.7 Understand the last numeral spoken, when counting aloud, tells how many total objects are in a set.	
PK.CC.B.8 Count up to 5 items in a scattered configuration; not in a horizontal row.	
C. Compare Numbers	
PK.CC.C.9 Compare two sets of 1-5 objects using comparative language such as "more" or "less".	K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, (e.g., by using matching and counting strategies).
	K.CC.B.7 Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Reasoning

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
A. Understand Addition as Putting Together	
<p>PK.OA.A.1 Represent real world addition problems up through 5 with concrete objects or by acting out situations. (e.g. Megan has 2 bears and Mark has 1 bear, if they put them together, how many bears will they have?)</p>	<p>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, (e.g., by using objects or drawings to represent the problem).</p> <p>K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, (e.g., by using objects or drawings, and record the answer with a drawing or equation).</p> <p>K.OA.A.5 Fluently add and subtract within 5.</p>
B. Identify Patterns	
<p>PK.OA.B.1 Recognize, duplicate, extend, and create simple patterns in various formats. (e.g., manipulatives, sound, and movement)</p>	Math Practice 7 and 8

Measurement and Data

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
A. Describe and Compare Measurable Attributes	
<p>PK.MD.A.1 Identify measurable attributes of objects, such as length or weight. Describe them using age appropriate vocabulary (e.g., little, big, long, short, tall, heavy, and light).</p> <p>PK.MD.A.2 Directly compares two objects with a common measurable attribute using words such as longer/ shorter (horizontal); heavier/ lighter; or taller/ shorter (vertical).</p>	<p>K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. (eg., directly compare the heights of two children and describe one child as taller/shorter).</p>
B. Classify Objects and Count the Number of Objects in each Category	
<p>PK.MD.B.3 Sort objects into sets by one or more attributes.</p>	<p>K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>

Geometry

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
A. Identify and Describe Shapes	
<p>PK.G.A.1 Follow directions that include using position words to move his/her own body through space. (e.g., above, below, beside, in front of, behind, and next to)</p>	<p>K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions. These objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>K.G.A.2 Correctly name shapes regardless of their orientations or overall size.</p>
<p>PK.G.A.2 Follow directions that include using position words to describe where to place objects in space. (e.g., above, below, beside, in front of, behind, and next to)</p>	
<p>PK.G.A.3 Identify common shapes by pointing to the shape when given the name. (e.g., circle, square, rectangle and triangle).</p>	
B. Analyze, Compare, Create, and Compose Shapes	
<p>PK.G.B.4 Describe attributes that are the same when comparing two shapes. (e.g., A square and a rectangle both have four sides and four corners)</p>	<p>K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.B.6 Compose simple shapes to form larger shapes. (e.g., "Can you join these two triangles with full sides touching to make a rectangle?")</p>
<p>PK.G.B.5 Describe attributes that are different when comparing two shapes. (e.g., A triangle has three sides and three corners. A circle has no sides or corners.)</p>	
<p>PK.G.B.6 Use smaller shapes to form a larger shape when there is a model or outline to follow. (e.g., create a larger square using 4 small squares).</p>	

Pre-Kindergarten Exit Standards

The Pre-Kindergarten exit standards state what is expected from a child who has completed an Oklahoma Academic Standards based Prekindergarten program. The Progressions of Beginning, Middle and End in the chart provide suggestions for using learning progressions during the year that develop foundational or prerequisite knowledge and skills so that children enter Kindergarten ready to learn and achieve the exit standards. Children enter early learning environments with different opportunities to learn. Therefore children’s knowledge and skill sets vary. Teachers should determine children’s capabilities and build upon their prior learning by providing developmentally appropriate teaching and practice. The column listed on the right of the learning progressions includes end-of-the-year Kindergarten exit standards. The Kindergarten standards indicate what a child is to know and be able to do after completing a year of Oklahoma Academic Standards based Kindergarten program. Children enter early learning classrooms functioning at various levels of developmental readiness. A school district’s curriculum should include options that support differentiating instruction based on the needs of individual children so that teachers can adjust instruction to build upon children’s capabilities and needs by scaffolding instruction, guided practice, and learning experiences from easy to difficult and ensure successful outcomes.

Progression Chart

The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children’s capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.

What a child is expected to know or be able to do by the end of the Pre-Kindergarten year.

What a child is expected to know or be able to do by the end of the Kindergarten year.

Beginning-of-Year	Progression		Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
	Middle-of-Year	End-of-Year		
A. Know Number Names and the Count Sequence				
Teacher models and child repeats counting aloud to 5.	Teacher models and child repeats counting aloud to 10.	Teacher models and child repeats counting aloud to 20.	PK.CC.A.1 Count aloud in sequence to 20.	K.CC.A.1 Count to 100 by ones and by tens.
Teacher models and child repeats counting one object (set of 1-3) at a time when placing in a horizontal row and	Count one object (set of 1-5) at a time when placing in a horizontal row and identify how many objects are in	Count one object (set of 1-9) at a time when placing in a horizontal row and identify how many objects are in	PK.CC.A.2 Recognize and name written numerals 0-9.	K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to

Counting and Cardinality

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Progression			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Beginning-of-Year	Middle-of-Year	End-of-Year		
<p>The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.</p>				

A. Know Number Names and the Count Sequence

Teacher models and child repeats counting aloud to 5.	Teacher models and child repeats counting aloud to 10.	Teacher models and child repeats counting aloud to 20.	PK.CC.A.1 Count aloud in sequence to 20.	K.CC.A.1 Count to 100 by ones and by tens.
Teacher models and child repeats counting one object (set of 1-3) at a time when placing in a horizontal row and observe as teacher places numeral next to set to represent total number of objects counted.	Count one object (set of 1-5) at a time when placing in a horizontal row and identify how many objects are in a group or set, then match with numeral to represent total number of objects counted in each set.	Count one object (set of 1-9) at a time when placing in a horizontal row and identify how many objects are in a group or set, then match with numeral to represent total number of objects counted in each set.	PK.CC.A.2 Recognize and name written numerals 0-9.	<p>K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>
	Teacher models and child repeats identifying a group with no objects as having zero objects.	States that, when there are no objects in a set, there are zero objects.	PK.CC.A.3 Recognize that Zero represents the count of no objects.	

Counting and Cardinality (continued)			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Beginning-of-Year	Middle-of-Year	End-of-Year		
<p>The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.</p>				
B. Count to tell the Number of Objects				
Teacher models and child repeats creating small sets of 1-3 objects placed in a horizontal row and count to determine how many objects are in each set.	Create sets by placing 1-5 objects in a horizontal row, counting to determine how many objects are in each set.	Create sets by placing 1-10 objects in a horizontal row, counting to determine how many objects are in each set.	<p>PK.CC.B.4 Represent a number 1-10 using manipulatives.</p> <p>PK.CC.B.5 Identify the number of objects, up to 10, in a horizontal row.</p>	K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
Teacher models and child repeats placing 1-3 objects in a horizontal row and touch each object and counting aloud: 1,2,3	Place 1-5 objects in a horizontal row, touching each object while counting aloud: 1,2,3,4,5 and counting on to find out how many objects are in the set.	Place 1-10 objects in a horizontal row, touching each object while counting aloud: 1,2,3,4,5,6,7,8,9, and identify the last number said aloud represents the total number of objects counted in set	PK.CC.B.6 When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object up to 10 objects.	K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
			PK.CC.B.7 Understand the last numeral spoken, when counting aloud, tells how many total objects are in a set.	K.CC.B.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
Teacher models and child repeats creating different sets using 1-3 objects that are scattered; not placed in a horizontal row and identify how many objects are in each set.	Create sets of 1-5 objects that are scattered and not placed in a horizontal row and count to determine that the number of objects in each set remains the same regardless of the way objects are arranged.	PK.CC.B.8 Count up to 5 items in a scattered configuration; not in a horizontal row.	K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	
C. Compare Numbers				
Teacher models and child repeats creating two horizontal rows, each containing 1-3 objects, with the largest set on the top row, then count to identify which set has more objects.	Teacher models and child repeats creating two horizontal rows, each containing 1-5 objects, with the largest set on the top row and identify which set has less.	PK.CC.C.9 Compare two sets of 1-5 items using comparative language such as "more" or "less".	K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, (e.g., by using matching and counting strategies.)	

Operations and Algebraic Reasoning

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Progression			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Beginning-of-Year	Middle-of-Year	End-of-Year		

The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.

A. Understand Addition as Putting Together

	Teacher models and child repeats combining sets of 1-3 objects and counting to affirm how many in all.	Teacher models and child repeats combining sets of 1-5 objects and counting to affirm how many in all.	PK.OA.A.1 Represent real world addition problems up through 5 with concrete objects or by acting out situations. (e.g. Megan has 2 bears and Mark has 1 bear, if they put them together, how many bears will they have?)	K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
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B. Identify Patterns

Teacher models and child repeats recognizing and duplicating simple patterns with manipulatives such as green block, red block, green block, red block.	Teacher models and child repeats extending simple patterns with manipulatives, sounds, and movement such as clap, stomp, clap, stomp.	Teacher models and child repeats creating simple patterns with manipulatives, sounds, and movement such as arms up, arms down, arms up, arms down.	PK.OA.B.1 Recognize, duplicate, extend, and create simple patterns in various formats. (e.g., manipulatives, sound, and movement)	Math Practice 7 and 8
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Measurement and Data

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Progression			Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
Beginning-of-Year	Middle-of-Year	End-of-Year		

The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.

A. Describe and Compare Measurable Attributes

Teacher models and child repeats using age appropriate vocabulary words to describe an object as little, big, short, tall, heavy or light.	Teacher models and child repeats using nonstandard measurement to determine the length of an object (e.g., use the child's hand or a piece of string.)	Teacher models and child repeats using balance scales to investigate if objects are light or heavy.	PK.MD.A.1 Identify measurable attributes of objects, such as length or weight. Describe them using age appropriate vocabulary (e.g., little, big, short, tall, heavy, and light).	K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
	Teacher models and child repeats investigating two objects and determining which is heavier vs. lighter, longer vs. shorter, etc.		PK.MD.A.2 Directly compares two objects with a common measurable attribute using words such as longer/shorter (horizontal); heavier/ lighter; or taller/ shorter (vertical).	K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. (e.g., directly compare the heights of two children and describe one child as taller/shorter).

B. Classify Objects and Count the Number of Objects in each Category

Teacher models and child repeats using correct vocabulary to describe one attribute of an object such as the color of an object.	Teacher models and child repeats sorting objects based on one attribute, such as shape, size or color.	The child sorts two to four objects by one attribute that has been identified by the teacher. (e.g., "Put the green balls here and the red balls over here.")	PK.MD.B.3 Sort objects by one or more attributes.	K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
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Geometry

All Pre-Kindergarten standards are taught using age-appropriate learning activities involving adult guidance and support.

Beginning-of-Year	Progression		Pre-Kindergarten Exit Standard	Kindergarten Exit Standard
	Middle-of-Year	End-of-Year		
<p><i>The Progression Chart includes suggestions for using learning progressions to help children acquire competencies and achieve the Pre-Kindergarten standards. Teachers differentiate instruction to children's capabilities, exceeding Pre-Kindergarten standards if a child demonstrates readiness for more challenging learning.</i></p>				

A. Identify and Describe Shapes

<p>Participate in game by following directions to move forward or backward, up or down.</p>	<p>Participate in game such as Simon Says and follow directions using body parts to demonstrate position in space (such as put your hand above head or in front of your head).</p>	<p>Follow directions to move through space such as forward, backward, sideways, up, down, and climb over object.</p>	<p>PK.G.A.1 Follow directions that include using position words to move his/her own body through space (e.g., above, below, beside, in front of, behind, and next to).</p>	<p>K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>
<p>Teacher models and child repeats and place an object in different positions or locations (e.g., on top or bottom, in front or back, over or under a book).</p>		<p>Follow directions using positional words and place an object in different places to demonstrate understanding of positional word (e.g., above, below, next to, behind).</p>	<p>PK.G.A.2 Follow directions that include using position words to describe where to place objects in space (e.g., above, below, beside, in front of, behind, and next to).</p>	
<p>Teacher models and child repeats pointing to round shapes that have no corners and those that have corners and sides.</p>	<p>Teacher models and child repeats identifying a rectangle and circle from a group of shapes and tell which has corner and sides and which does not.</p>	<p>Teacher models and child repeats identifying a triangle and square from a group of shapes.</p>	<p>PK.G.A.3 Identify common shapes by pointing to the shape when given the name. (e.g., circle, square, rectangle and triangle.)</p>	<p>K.G.A.2 Correctly name shapes regardless of their orientations or overall size. K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p>

B. Analyze, Compare, Create, and Compose Shapes

	<p>Teacher models and child repeats comparing two shapes that are the same. (e.g., A square and a rectangle both have four sides and four corners.)</p>	<p>Teacher models and child repeats comparing two shapes that are the same. (e.g., a circle and an oval both have curved lines.)</p>	<p>PK.G.B.4 Describe attributes that are the same when comparing two shapes. (e.g., A square and a rectangle both have four sides and four corners)</p>	<p>K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p>
	<p>Teacher models and child repeats comparing two shapes that are different. (e.g., A square's sides are all the same, but a rectangle has two short and two long sides.)</p>	<p>Teacher models and child repeats comparing two shapes that are different. (e.g., a circle is more round than an oval)</p>	<p>PK.G.B.5 Describe attributes that are different when comparing two shapes. (e.g., A triangle has three sides and three corners. A circle has no sides or corners.)</p>	<p>K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>
	<p>Teacher models and child repeats placing smaller shapes together to create a design or larger shape.</p>	<p>Teacher models and child repeats using smaller shapes to create a larger object or shape when given an outline to follow.</p>	<p>PK.G.B.6 Use smaller shapes to form a larger shape when there is a model or outline to follow. (e.g., create a larger square using 4 small squares).</p>	<p>K.G.B.6 Compose simple shapes to form larger shapes. (e.g., "Can you join these two triangles with full sides touching to make a rectangle?")</p>

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Frequently Asked Questions

Why do the math standard identifiers start with the grade (PK...) and the ELA start with the Strand (RL...)?

They are consistent with the Kindergarten–12 standards for vertical alignment purposes. This also helps those educators who teach more than one grade level. Special Education teachers writing IEPs have also expressed the need to be consistent by grade level.

What does “develop a beginning understanding” or “Begin to understand” mean?

Pre-Kindergarten teachers are introducing all of their standards to the students for the first time in a formal school setting. Some of the standards are introduced the beginning of the year and progress throughout the year. Other standards need some background knowledge building before they can be introduced and may not be started for several months after school starts. The majority of the students are not expected to be able to do all of the tasks independently by the end of the year. Consequently, by the end of the year, many of the students are still at the very beginning stages of a concept. If the student is ready to move on to the next step, the Kindergarten Exit standards are present to help direct the next steps. The teacher, who works with the student every day, is informed enough to make the decision to reach past the introduction level.

Why does standard PK.CC.B.4 say 1-10?

What about zero?

The concept of numeral zero representing nothing is an important concept and varies from numbers that can actually be counted. At the Pre-Kindergarten age, it is important to understand that the concept of zero is different enough to warrant its own standard. Therefore, the concept of zero is found in standard PK.CC.A.3.

Why are the Kindergarten standards included?

The Kindergarten standards are included to help with vertical alignment. Students start schools at various levels depending on familial relationships, opportunities, etc. If you have some students who have mastered the Pre-Kindergarten standard, the Kindergarten standard gives you a direction for introducing more challenging concepts. The teacher, who works with the student every day, is informed enough to make the decision to reach past the introduction level.

Where will color names be addressed in Pre-Kindergarten?

Color names will be addressed in the art standards.

Glossary

Attribute – A quality, character, characteristic, or property. For Example: An attribute all of these Legos share is having rectangular sides.

Measureable Attributes – A Characteristic of an object that you can measure, such as length, weight, size, capacity, etc.

Real World Centers – Math Examples: Block Center, Shopping Center, and any play area that a conversation can be had about number of items, size of items, etc. Experiencing math in everyday situations.

Emergent Writing – Begin to understand that writing is a form of communication and their marks on paper convey a message

Phoneme – A speech sound that combines with others in a language system to make words.

Grapheme – A letter or letter combinations that spells a phoneme; can be one, two, three, or four letters in English (e.g., e, ei, igh, eigh).

Onset – The beginning consonant or consonant cluster of a one syllable word (e.g., s in sat, tr in tree).

Rime – The last syllable of a word that includes the vowel and final consonants (e.g., at in sat, ee in tree).

DRAFT

PRE-KINDERGARTEN



OKLAHOMA
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