



New York State learning standards outline what a student should know and be able to do by the end of the grade level or band. There are also skills that a well-rounded students should possess. Listed below are examples of the **Schenectady City School District Academic Expectations for Pre-K Students**. These should be viewed holistically and are not meant to determine promotion or retention. A student may demonstrate or be on track for proficiency without having mastered every skill. Teachers intervene as appropriate to support skill development.

READING

- Understand organization and basic features of how to read print (read left to right, top to bottom, page by page, front/back cover of a book)
- Recognize that spoken words are represented in written language; letters are grouped to make words; words are separated by spaces
- Recognize and name some upper/lower case letters of the alphabet, especially those in own name
- Tell the difference between letters and numbers
- Demonstrate an emerging understanding of spoken words, syllables, phonemes
- Recognize and match spoken words that rhyme (ray, say, play)
- Recognize individual syllables in words
- Recognize alliteration (words that start with same sound like pie, pig)
- Isolate and pronounce the beginning sounds in spoken words
- With prompting and support ask and answer questions about details in a text
- Retell familiar stories (fairytales, favorite books)
- Describe the role of an author and illustrator
- Produce the most common sounds for some consonants (/k/ for c)

WRITING AND LANGUAGE

- With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book/topic; share some information about the topic; narrate an event in sequence
- Join in classroom research and writing projects (explore several books by a favorite author and express opinions about them)
- Recall information from experiences or gather information from teacher-provided sources to answer a question
- Create and present a poem, dramatization, artwork, or personal response to a particular author or theme studied in class.
- Print some upper and lower-case letters (using letters in their name)

SPEAKING AND LISTENING

- With guidance and support, use words to describe the world around them to talk about Pre-K topics and texts with peers and adults; ask and answer questions about a text read aloud; describe familiar people, places, things and events; begin to express thoughts, feelings and ideas.
- Participate in collaborative conversations with diverse peers and adults in small and large group and through play following agreed upon rules, turn-taking and considering differences when communicating with others.

Pre-K students in the Schenectady City School District are assessed three times a year using the GOLD Assessment. This is a formative assessment with an ongoing observational system that teachers use daily to gather information/evidence on student progress for developmental objectives in the areas of literacy, math social emotional skills, communication and language, physical skills and more.

Pre-K students are given a Universal Screening with SPEED DIAL 4. If screening results indicate that a student is at risk of not achieving proficiency in basic academics, language or physical development, teachers develop goals and monitor student progress for specific areas in need of reinforcement.



TIPS FOR PARENTS

Read to your child every day. Choose books that are age appropriate with rich vocabulary.

Talk with your child. Ask questions and listen attentively to their answers.

Model your own love of reading. Spend time every day reading in front of your child while they pretend to read along with you.

Encourage your child to speak in complete sentences.

Say a word and ask your child to name its opposite (hot/cold, up/down, yes/no)

Play rhyming games. Read or say nursery rhymes together.

Help your child to take care of themselves. Practice buttoning, tying, zipping, and using forks and spoons appropriately.

Count anything and everything (steps, cookies, houses, cars, etc.)

Practice writing and making letters.

Practice sorting objects into categories (shape, color, use).

Look for shapes around you (that table is a rectangle).

Find ways for your child to interact with other children their age to develop social and play skills.

MATH

- Count to 20
- Identify and describe shapes (squares, circles, triangles, rectangles)
- Analyze, compare, and sort objects
- Understand the relationship between numbers and quantities to 10
- Write the number that represents a given number of objects
- Copy and extend simple patterns
- Identify measurable attributes of objects such as length and width
- Sort objects into categories
- Identify more, less, greater than, fewer, and/or equal

SCIENCE

- Use senses to gather, explore, and interpret information
- Organize observations of objects and events by identifying and classifying
- Ask “why,” “how,” and “what if” questions; seek information through experimentation and investigation
- Use a variety of tools and materials to test predictions through active experimentation (child uses magnifying glass, magnets, etc.)
- Identify cause and effect relationships
- Observe and describe characteristics of earth and space
- Observe and discuss changes in weather and season using common weather-related vocabulary
- Identify things as living and non-living.

SOCIAL STUDIES

- Identify family members, family characteristics and functions
- Describe some of the holidays, dances, foods, costumes, and special events, related to their own culture
- Name the street, neighborhood, city, or town where they live
- Demonstrate interest in current events
- Demonstrate an understanding of roles, rights, and responsibilities
- Demonstrate interest and awareness about a variety of careers, work environments and community help

SOCIAL AND EMOTIONAL

- Recognize themselves as a unique individual having their own abilities, characteristics, feelings, and interests
- Show self-confidence by trying new tasks without prompting or reinforcement
- Responds to emotional cues from others
- Appropriately express feelings, needs, opinions, desires
- Actively engage in group activities with purpose and understanding
- Interact positively with other children and adults
- Share materials and toys with other children
- Understand and follow routines and rules; take turns
- With assistance begins to balance needs and rights of self and others solves social problems

ART

- Experiment with a variety of medium and ways to use art materials
- Show interest in drawings, sculpture, models, painting, and artwork of others
- Show an interest in what can be created with tools, texture, color technique

MUSIC

- Sing, make up silly and rhyming verses, imitate patterns, and use music to tell stories
- Create sounds using traditional instruments
- Observe/attend a variety of musical performances, vocal and instrumental

