



BIE Preschool Standards
Aligned with Common Core Standards



Prepared for the BUREAU OF INDIAN EDUCATION
by the National Center for Families Learning

2013-14



ENGLISH LANGUAGE ARTS & LITERACY

<p style="text-align: center;"><u>FACE EARLY CHILDHOOD STANDARDS</u></p> <p>FOR PRESCHOOL – READING, WRITING, LANGUAGE, SPEAKING AND LISTENING</p> <hr/> <p style="text-align: center;"><u>AT THE END OF PRESCHOOL, CHILDREN SHOULD KNOW AND BE ABLE TO DO:</u></p>	<p style="text-align: center;"><u>COMMON CORE STANDARDS</u></p> <p>FOR KINDERGARTEN – READING, WRITING, LANGUAGE, SPEAKING AND LISTENING</p> <hr/> <p style="text-align: center;"> <u>IN ORDER FOR KINDERGARTEN CHILDREN TO KNOW AND BE ABLE TO DO:</u></p>	<p style="text-align: center;"><u>ANCHOR STANDARDS</u> FOR READING, WRITING, LANGUAGE, SPEAKING AND LISTENING (K-5 COLLEGE AND CAREER READY)</p> <hr/> <p style="text-align: center;"> <u>WHICH LEADS TO K-5 ELEMENTARY CHILDREN'S SUCCESS IN THE FOLLOWING BROAD AREAS:</u></p>
<p><u>WRITING</u></p> <p>Understanding Text</p> <ul style="list-style-type: none"> W 1. Understand and say the written name (title) of a book on the front cover. W 2. Tell others about the intended meaning of writings and pictures. W 3. Recognize the differences between pictures/illustrations and letters/words on a page. W 4. Talk about and predict what might happen in a book by looking at the cover and/or illustrations. W 5. Increasing understanding that words that are said can be written down and read by others. W 6. Share a written story by telling what happened first, in the middle, and at the end. 	<p><u>WRITING</u></p> <p>Text Types and Purposes</p> <p><i>Use a combination of drawing, dictating, and writing to:</i></p> <ol style="list-style-type: none"> 1. 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., <i>My Favorite book is...</i>) 2. Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Narrate a single event of several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. 	<p><u>WRITING</u></p> <p>Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences.



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<p>Exploring and Sharing Writing in Various Ways</p> <ul style="list-style-type: none"> W 7. Understand purposes for writing—to share information, ideas, and stories. W 8. Use scribbles, pictures, letter-like forms, and letters to represent own name, words, phrases, or convey story ideas. W 9. Responds to questions about own writing (including scribbles, drawings, letter-like forms, letters, etc.) W10. Experiment with a variety of writing tools (including technology and digital tools), materials and surfaces. W11. Use a variety of resources to facilitate writing, including getting help from peers and adults, recalling experiences, and answering/asking questions. <p><u>Related Standards: Language</u></p> <ul style="list-style-type: none"> L 1. Identifies and writes the letters of the alphabet. L 2. Identifies and writes many upper and lower case letters. L 3. Knows the difference between some upper and lower case letters (e.g., a/A; d/D; f/F). L 6. Understands that groups of words form a sentence. L 7. Understands simple punctuation and capitalization – first letter of sentence is upper case/capitalized; period at end of a sentence. L 8. Writes and spells words using invented spelling. 	<p>Production and Distribution of Writing</p> <p><i>With guidance and support from adults:</i></p> <ul style="list-style-type: none"> 4. Respond to questions and suggestions from peers and add details to strengthen writing as needed. 5. Explore a variety of digital tools to produce and publish writing, including collaboration with peers. <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> 6. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.) 7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> 7. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 8. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 9. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> 10. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 11. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding



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		<p>plagiarism.</p> <p>12. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing</p> <p>13. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
<p><u>SPEAKING AND LISTENING</u></p> <p>Listening and Understanding</p> <p>SL 1. Listen to and engage in conversations with others.</p> <p>SL 2. Initiate and respond appropriately in conversations with children and adults, e.g. take turns in conversation, waiting for others to speak before replying.</p> <p>SL 3. Listen to, respond, and ask questions about stories read aloud.</p> <p>SL 4. Listen to and retell text and oral stories, including stories from American Indian culture.</p>	<p><u>SPEAKING AND LISTENING</u></p> <p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>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><u>SPEAKING AND LISTENING</u></p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>2. Integrate and evaluate information presented in a diverse media and</p>



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<p>SL 5. Follow simple one- or two-step directions.</p> <p>SL 6. Listen and participate in reciting poems, chants, rhymes and finger plays.</p> <p><i>Related Standard: Phonological Awareness</i></p> <p>R-P 1. Repeat, recite rhymes, simple songs, poems, chants, and fingerplays in English and/or Native language.</p> <p>R-P 3. With support from adults, participate in sound and word games, orally manipulating sounds (onsets, rime, and phonemes) in English.</p> <p>R-P 4. Recognize rhyming words with the same ending sound (rime) e.g. pam, jam, tam, nam, gram, fam, lam, etc.</p>	<p>b. Continue a conversation through multiple exchanges.</p> <p>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>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>formats, including visually, quantitatively, and orally.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>
<p><u>SPEAKING AND LISTENING</u></p> <p>Speaking and Communicating</p> <p>SL 7. Use language to communicate effectively with adults, family and peers (describing, asking, responding, greeting, commenting, etc.)</p> <p>SL 8. Speak clearly enough in English to be understood by familiar adults and children.</p> <p>SL 9. Attempt to use Native language speaking skills in conversation, during play or work, or while singing.</p> <p>SL10. Talk about and describe events that happen in everyday life.</p> <p>SL11. Understand and use an increasingly complex vocabulary and sentences of varying length.</p>	<p><u>SPEAKING AND LISTENING</u></p> <p>Presentation of Knowledge and Ideas</p> <p>4. Describe familiar people, places, things and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional details.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><u>SPEAKING AND LISTENING</u></p> <p>Presentation of Knowledge and Ideas.</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>



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<p>SL12. Use language, drawings and props to pretend, create, and communicate.</p>		<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p><u>LANGUAGE</u></p> <p>Conventions of Standard English</p> <ul style="list-style-type: none"> L 1. Identifies and writes the letters of the alphabet. L 2. Identifies and writes many upper and lower case letters. L 3. Knows the difference between some upper and lower case letters (e.g., a/A; d/D; f/F). L 4. Understands that “more than one” of an object means to add an /s/ when saying the word. (e.g., one book, two books). L 5. Responds to “wh” (open-ended) questions – who, what, where, when, why, how. L 6. Understands that groups of words form a sentence. L 7. Understands simple punctuation and capitalization – first letter of sentence is upper case/capitalized; period at end of a sentence. L 8. Writes and spells words using invented spelling. L 9. Claps words in a sentence, and/or syllables in words, individually or with a group (circle time). 	<p><u>LANGUAGE</u></p> <p>Conventions of Standard English</p> <ul style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Print many upper- and lower-case letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish wishes) d. Understand and use question words (interrogatives (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences 	<p><u>LANGUAGE</u></p> <p>Conventions of Standard English</p> <ul style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>Knowledge of Language</p> <ul style="list-style-type: none"> 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.



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<p><u>Related Standards: Writing</u></p> <p>W 3. Recognize the differences between pictures/illustrations and letters/words on a page.</p> <p>W 5. Increasing understanding that words that are said can be written down and read by others.</p> <p>W 8. Use scribbles, pictures, letter-like forms, and letters to represent own name, words, phrases, or convey story ideas.</p> <p>W 9. Responds to questions about own writing (including scribbles, drawings, letter-like forms, letters, etc.)</p> <p><u>Related Standards: Reading</u></p> <p>R-F 1. Recognizes that letters are symbols that make words.</p> <p>R-F 2. Recognizes the first letter of own name; recognizes first name in print.</p> <p>R-F 5. Recognizes many upper- and lower-case letters of the alphabet.</p> <p>R-P 1. Repeat, recite rhymes, simple songs, poems, chants, and fingerplays in English and/or Native language.</p>	<p>in shared language activities.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>Knowledge of Language (begins in Grade 2)</p>	<p>Knowledge of Language (Begins in grade 2)</p>	
<p>Vocabulary Acquisition and Use</p> <p>L10. With guidance and support from adults:</p> <p>a. Repeats new words and phrases shared during read alouds.</p> <p>b. Talks about the meaning of new words</p> <p>c. Responds to questions asked about text.</p> <p>d. Names objects and uses simple words to describe the relationship between objects.</p> <p>L11. Matches label to object (e.g., understands that the</p>	<p>Vocabulary Acquisition and Use</p> <p>3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g. knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>b. Use the most frequently occurring</p>	



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<p>label/word “chair” means the chair sitting on.</p> <p>L12. Sorts common objects into categories (e.g. shapes, colored beads, food) and uses the accepted word to describe the category.</p> <p>L13. Uses accepted words for objects, actions and attributes.</p> <p><u>Related Standard: Speaking and Listening</u> Listening and Understanding Speaking and Communicating</p>	<p>inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>4. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g. note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. <p>5. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	



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<p><u>READING</u></p> <p><u>Foundational Skills Pre-K</u></p> <p>Knowledge of Alphabet and Print</p> <p>R-F 1. Recognizes that letters are symbols that make words.</p> <p>R-F 2. Recognizes the first letter of own name; recognizes first name in print.</p> <p>R-F 3. Matches some letter names to their printed form.</p> <p>R-F 4. Identifies all of the letters of the alphabet.</p> <p>R-F 5. Recognizes many upper- and lower-case letters of the alphabet.</p> <p>R-F 6. Understands and interprets environmental print, signs and symbols.</p> <p>R-F 7. Uses appropriate book handling behaviors and recognizes features of print (holds book correctly, turns pages right to left, points to print on page, etc.)</p> <p>R-F 8. Tracks/follows words on a page from left to right, top to bottom, during read alouds and when reading alone.</p> <p>R-F 9. Understand that print is to be read, and that it carries meaning (e.g. that spoken words are represented in written language to mean something).</p> <p>R-F10. Recognize the difference between the words on a page and the illustrations on a page.</p> <p>R-F11. Demonstrate basic understanding of the organization and features of print (words, sentences, upper case</p>	<p><u>READING</u></p> <p><u>Foundational Skills K</u></p> <p>Print Concepts</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 	



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<p>letters, some punctuation).</p> <p><i>Related Standard: Writing</i> Understanding Text</p>		
<p>Phonological Awareness</p> <p>R-P 1. Repeat, recite rhymes, simple songs, poems, chants, and fingerplays in English and/or Native language.</p> <p>R-P 2. Recognize that letters have sounds.</p> <p>R-P 3. With support from adults, participate in sound and word games, orally manipulating sounds (onsets, rime, and phonemes) in English.</p> <p>R-P 4. Recognize rhyming words with the same ending sound (rime) e.g. pam, jam, tam, nam, gram, fam, lam, etc.</p> <p>R-P 5. Isolate and delete/change onset phoneme (e.g. Jim/bim, late/fate, banana/fanana, hose/pose.)</p> <p>R-P 6. Discriminates some sounds in words. (/h/ /a/ /t/ = hat)</p> <p>R-P 7. Claps words in a sentence, and/or syllables in words, individually or with a group (circle time). [L. 9]</p>	<p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Recognize and produce rhyming sounds. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (constant-vowel-consonant, or CVC words. (This does not include CVCs ending in /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	



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<p>R-P 8. Beginning knowledge of how to:</p> <ol style="list-style-type: none"> a. Blend syllables to make words (/pen/ /cil/) b. Blend phonemes to make words (/m/ + /a/ + /p/) c. Break a word into syllables, such as basket = /bas/ + /ket/ d. Delete sounds, such as deleting the /k/ sound in clip leaves lip. 	<p>Phonics and Word Recognition</p> <ol style="list-style-type: none"> 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> 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. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	
<p>(not applicable)</p>	<p>Fluency</p> <ol style="list-style-type: none"> 1. Read emergent-reader texts with purpose and understanding. 	



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<p><u>Literature and Informational Text</u></p> <p>R-LI 1. Shows appreciation for books and reading (e.g. chooses books to read, brings books to teacher to read, sits quietly and listens to story, handles books appropriately).</p> <p>R-LI 2. Exhibits book-handling skills. [R 6.]</p> <p>R-LI 3. Interacts with and responds to story.</p> <p>R-LI 4. Comprehends a sense of story.</p> <p>R-LI 5. With prompting and support from adults, asks and responds to questions or prompts during the dialogic reading process, and other read aloud times.</p> <p>R-LI 6. With prompting and support from adults, retells stories, activities (e.g., Wonder-Work-Share), and other events of the day.</p> <p>R-LI 7. Demonstrates knowledge of main characters or events in a familiar story/text (recall, response to questions, creative representation).</p>	<p><u>Literature - K</u></p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 	<p><u>Informational Text- K</u></p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<p>R-LI 8. Asks and answers questions about meaning of words in a story or text.</p> <p>R-LI 9. Appreciates, chooses, and/or listens to different genres of books/texts (storybooks, picture-only, non-fiction texts, rhyming books, concept books, etc.)</p> <p>R-LI 10. With prompting and support, identifies the front and</p>	<p><u>Craft and Structure</u></p> <ol style="list-style-type: none"> 4. Ask and answer questions about unknown words, in a text. 	<p><u>Craft and Structure</u></p> <ol style="list-style-type: none"> 7. With prompting and support, ask and answer questions about unknown



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<p>back cover, spine, title page, author and illustrator of a book.</p>	<p>5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>words in a text.</p> <p>8. Identify the front cover, back cover, and title page of a book.</p> <p>9. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	
<p><i>(not applicable)</i></p>	<p>Integration of Knowledge and Ideas</p> <p>1. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story and illustration depicts).</p> <p>2. (Not applicable to literature)</p> <p>3. With prompting and support, compare and contrast the adventures and experiences of characters in familiar</p>	<p>Integration of Knowledge and Ideas</p> <p>1. 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.)</p> <p>2. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>3. With prompting and support, identify basic similarities in and</p>	



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	<p>stories.</p>	<p>differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	
<p>R-R 1. Participates in group reading activities, e.g. Circle Time, at the library, impromptu book sharing with peers.</p>	<p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 1. Actively engage in group reading activities with purpose and understanding. 	<p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 1. Actively engage in group reading activities with purpose and understanding. 	



MATHEMATICS

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<p align="center"><u>Counting</u></p> <p>Overview:</p> <ul style="list-style-type: none"> • Know number names. • Count in sequence. • Count to tell number of objects. • Compare numbers. <p>Standards:</p> <p>Know and identify number names and the count sequence. Shows curiosity in numbers and interest in counting</p> <p>M-C 1. Shows beginning understanding of numbers and uses number words in daily routines, activities and play.</p> <p>M-C 2. Uses and creates symbols to represent numbers.</p> <p>M-C 3. Counts objects of up to 10 items (1-10), in English and home language.</p> <p>M-C 4. Identifies and points out numbers 1-10 in the environment.</p> <p>M-C 5. Says number names 1-10 in English and home language.</p> <p>M-C 6. Writes numbers from 1-10.</p>	<p align="center"><u>Counting and Cardinality</u></p> <p>Overview:</p> <ul style="list-style-type: none"> • Know number names and the count sequence. • Count to tell the number of objects. • Compare numbers. <p>Standards:</p> <p>Know number names and the count sequence</p> <ol style="list-style-type: none"> 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 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>Count to tell the number of objects</p> <ol style="list-style-type: none"> 4. Understand the relationship between numbers and quantities; connect 	<ol style="list-style-type: none"> 1. Make sense of the problems and persevere in solving the problem. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.



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<p>Can count to tell the number of objects.</p> <p>M-C 7. Counts objects of up to 10 items in sequence and demonstrates knowledge of “how many.”</p> <p>M-C 8. Counts objects, or groups of objects, using one-to-one correspondence.</p> <p>M-C 9. Matches numbers from 1-10 with the quantities they represent.</p> <p>Compare numbers and groups of items.</p> <p>M-C 10. Identifies whether the number of objects in a group is “less than”, “equal to” or “more than” another group, by counting and matching.</p>	<p>counting to cardinality.</p> <ol style="list-style-type: none"> a. 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. b. 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. c. Understand that each successive number name refers to a quantity that is one larger. <p>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.</p> <p>Compare numbers.</p> <ol style="list-style-type: none"> 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in 	



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	<p>another group, e.g., by using matching and counting strategies.</p> <p>7. Compare two numbers between 1 and 10 presented as written numerals.</p>	
<p align="center"><u>Operations and Algebraic Thinking</u></p> <p>Overview:</p> <ul style="list-style-type: none"> • Change in sets of objects. • Sort and classify • Patterns, sequence and relationships <p>Standards:</p> <p>Understand changes in sets of objects, i.e. adding to or taking away.</p> <p>M-OA 1. Shows increasing interest and ability to match, sort and group items according to one or two attributes.</p> <p>M-OA 2. Describes changes (number) in sets of objects when combined.</p> <p>M-OA 3. Describes changes (number) in objects when separated into parts.</p> <p>M-OA 4. Understands that adding to (or taking away) one or more objects from a group will change the group.</p> <p>M-OA 5. Understands that putting two groups of objects</p>	<p align="center"><u>Operations and Algebraic Thinking</u></p> <p>Overview:</p> <ul style="list-style-type: none"> • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. <p>Standards:</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <ol style="list-style-type: none"> 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to 	



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<p>together will make a bigger group.</p> <p>M-OA 6. Understands that splitting a group apart will make more than one group.</p> <p>Understand sorting and classifying objects.</p> <p>M-OA 7. Sorts and groups (classifies) objects in everyday environment.</p> <p>M-OA 8. Shows increasing ability to match, sort, and group items according to one or two attributes.</p> <p>M-OA 9. Classifies, compares and contrasts objects, events and experiences.</p> <p>Understand patterns, sequence and relationships.</p> <p>M-OA 10. Shows increasing interest and ability to arrange items into a series or pattern, describing the relationship (big/bigger/biggest; red/blue/red/blue)</p> <p>M-OA 11. Recognizes simple patterns and creates/duplicates them.</p> <p>M-OA 12. Recognizes and names repeating patterns.</p> <p>M-OA 13. Extends simple patterns using a variety of materials.</p> <p>M-OA 14. Understands the concepts of time in daily routines, (i.e. what happens next, yesterday/tomorrow)</p> <p>M-OA 15. Looks forward to, remembers, and talks about a sequence of events.</p>	<p>represent the problem.</p> <p>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>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>5. Fluently add and subtract within 5.</p>	



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<p align="center"><u>Number and Operations in Base Ten</u></p> <ul style="list-style-type: none"> <i>Begins in Kindergarten.</i> 	<p align="center"><u>Number and Operations in Base Ten</u></p> <p>Overview:</p> <ul style="list-style-type: none"> Work with numbers 11-19 to gain foundations for place value. <p>Standards:</p> <p>Work with numbers 11-19 to gain foundations for place value.</p> <ol style="list-style-type: none"> Compose and decompose numbers from 11-19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. 	
<p align="center"><u>Measurement</u></p> <p>Overview:</p> <ul style="list-style-type: none"> Describe and compare measurable attributes 	<p align="center"><u>Measurement and Data</u></p> <p>Overview:</p> <ul style="list-style-type: none"> Describe and compare measurable 	

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<ul style="list-style-type: none"> Classify and count objects <p>Standard:</p> <p>Describe and use measures, and compare measurable attributes.</p> <p>M-M 1. Uses nonstandard measures (e.g. hands, boxes, rope) to measure objects.</p> <p>M-M 2. Uses standard measures for simple measuring tasks (ruler, measuring cup, tape measure, scales).</p> <p>M-M 3. Participates in measuring activities.</p> <p>M-M 4. Understands and uses descriptive words for size, amount and comparisons (more, less, same as, fewer or greater than, etc.)</p> <p>M-M 5. Compares objects and shows understanding of terms such as bigger, longer, faster, taller.</p> <p>Classify objects and count the number of objects in each category</p> <p>M-M 6. Sorts and classifies objects into groups.</p> <p>M-M 7. Counts the number of items in a group.</p>	<p>attributes.</p> <ul style="list-style-type: none"> Classify objects and count the number of objects in categories. <p>Standards:</p> <p>Describe and compare measurable attributes.</p> <ol style="list-style-type: none"> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 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. For example, directly compare the heights of two children and describe one child as taller/shorter. <p>Classify objects and count the number of objects in each category.</p> <ol style="list-style-type: none"> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. 	

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<p align="center"><u>Geometry</u></p> <p>Overview:</p> <ul style="list-style-type: none"> Names shapes Understands spatial relationships, position and direction <p>Shapes, Spatial Relationships and Position</p> <p>M-G 1. Names basic shapes (e.g. circle, square, triangle) and identifies them in the environment, in English and/or home language.</p> <p>M-G 2. Represents shapes found in the environment.</p> <p>M-G 3. Compares and describes attributes of shapes using own words.</p> <p>M-G 4. Describes the position or location of objects in relation to self or other objects.</p> <p>M-G 5. Understands positional terms (e.g. between, inside, under, behind, over, under, in front, behind, etc.)</p> <p>M-G 6. Puts together and takes apart shapes.</p>		

Resources used to inform and support this document:

- The Common Core Standards - <http://www.corestandards.org/>
- *Family and Child Education (FACE) Early Childhood Standards*, revised 2010, Bureau of Indian Education
- *What Works, An Introductory Teacher Guide for Early Language and Emergent Literacy Instruction - Based on the National Early Literacy Panel Report*, National Center for Family Literacy
- *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources* (California Content Standards, Common Core State Standards, Head Start Child Development and Early Learning Framework), California Department of Education
- *The Common Core State Standards: Caution and Opportunity for Early Childhood Education*, National Association for the Education of Young Children (NAEYC)
- *Alignment of the Common Core State Standards With HighScope's Preschool Key Developmental Indicators*, The HighScope Foundation