

PRESCHOOL
(3- and 4-year olds)**Goal 1: Language Development – Speaking**

The learner will:

- Ask and answer questions.
- Give his/her first and last name.
- Speak in clear and complete sentences.
- Communicate basic needs appropriately.
- Share and describe personal experiences.
- Recite common nursery rhymes.
- Recognize the main characters in common fairy tales.
- Retell common stories, fairy tales, and nursery rhymes.
- Participate in appropriate role play.
- Take an active part in group activities.
- Take turns in a discussion.
- Recognize, name and describe simple objects and pictures.

Goal 2: Language Development – Listening

The learner will:

- Begin to demonstrate attentive listening skills without interrupting.
- Follow simple oral directions.
- Listen and repeat words, phrases, and simple sentences.
- Identify common environmental sounds.

Goal 3: Reading Readiness Skills

The learner will:

- Begin to recognize letter sounds.
- Begin to recognize letters of the alphabet.
- Recognize the difference between letters and numbers.
- Recognize his/her first name.
- Recognize some of the letters in his/her first name.
- Follow patterns.

PRESCHOOL
(3- and 4-year olds)**Goal 3: Reading Readiness Skills (Cont.)**

- Predict the next item in a pattern.
- Sequence from left to right.
- Sequence three familiar, simple picture cards.
- Hold a book properly.
- Turn one page at a time as they use a book.
- Predict the outcome of a story.

Goal 4: Writing Readiness

The learner will:

- Begin to hold pencils and crayons appropriately.
- Draw some letters using various media (sand, paint, etc.).
- Trace and follow dotted lines.
- Use inventive symbols to “write” a story/picture.
- Attempt to write part or whole first name.

Pre-Kindergarten**Goal 1: Language Development – Speaking**

The learner will:

- Use appropriate complex sentences (correct pronouns, more than one subject, more than one adjective, etc.).
- Give his/her first and last name.
- Begin to recite his/her home address, phone number, and birthday.
- Ask and answer age appropriate questions.
- Speak with increasing independence, clarity, and fluidity.
- Use different question words like who, what, where, etc.
- Communicate basic needs and feelings verbally.
- Describe personal experiences using increasingly complex vocabulary and sentences (i.e. show-and-share, calendar time, etc.).
- Begin to express time (yesterday, today, tomorrow) with appropriate verb tense.
- Retells the beginning, middle, and end of a story.
- Engages in group activities and discussions.
- Respect rights of others in discussions (take turns, listen to others, follow established routines).
- Describe similarities and differences between two or more objects or pictures.
- Recite nursery rhymes, songs, prayers, and/or finger plays from memory.
- Sort objects according to use and categories.

Goal 2: Language Development – Listening

The learner will:

- Demonstrate attentive, courteous listening skills.
- Maintain eye contact with speaker.
- Follow at least three-step oral directions.
- Listen and repeat words, phrases, and sentences.
- Identify common environmental sounds.

Pre-Kindergarten**Goal 3: Reading Readiness Skills**

The learner will:

- Sit quietly and be attentive for a whole story.
- Demonstrate an awareness of printed word by associating labels with objects and pictures.
- Compose and expand on stories.
- Recognize some letter sounds (i.e. hard consonant sounds).
- Recognize at least half of the letters of the alphabet.
- Recognize words that rhyme.
- Name the opposite of a given word (night/day, inside/outside).
- Recognize first and recognize last name.
- Recite the alphabet.
- Enjoy stories for fun.
- Choose a variety of different types of literature (also see Media Literacy Curriculum).
- Follow a sequence from left to right.
- Sequence at least four familiar picture cards.
- Demonstrate proper care and use of books.
- Retell the plot of a story.

Goal 4: Writing Readiness

The child will:

- Hold writing utensils correctly.
- Trace lines from left to right .
- Make a cross including crossing the midline.
- Trace a pattern.
- Print first name.
- Use letters or recognizable symbols in inventive writing.
- “Read” his/her own inventive writing.
- Copy words, numbers, and letters of the alphabet from examples.