



Tiger Tots Pre-Kindergarten Standards & Benchmarks



The standards and benchmarks outlined below are what our teachers use to plan student centers and activities. They use the standards and benchmarks in cooperation with the emergent curriculum activities and ideas that are brought out in the class on a daily basis. These standards and benchmarks are also used for assessment purposes in both portfolios and progress reports.

Social and Emotional Skills

Social and emotional skills are a critical determiner of learning success. Opportunities to develop these skills are presented in all areas of the classroom and with all activities provided. Special mini-lessons are also introduced by teachers.

Standard 1: The child demonstrates positive attitudes, habits, and learning styles.

- a. Demonstrates an eagerness and interest in learning.
- b. Develops and expands listening skills.
- c. Participates actively and appropriately in group activities.
- d. Demonstrates self-direction and independence.
- e. Demonstrates increasing ability to set goals and develop and follow through on plans.
- f. Manages transition between activities effectively.
- g. Adjusts to new situations successfully.
- h. Understands, accepts, and follows rules and routines.
- i. Develops increasing ability to find more than one solution to a question, task or problem.
- j. Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults.

Standard 2: The child will participate in activities to develop the skills necessary for working and interacting with others.

- a. Plays, works, and interacts easily with one or more children and/or adults.
- b. Begins to develop relationships with others.
- c. Recognizes the feelings of others and responds appropriately.
- d. Develops confidence and stands up for own rights.
- e. Shows respect for others and their property.
- f. Recognizes and expresses own feelings and responds appropriately.
- g. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.
- h. Plays dramatically/cooperatively with peers in a variety of settings or roles.
- i. Works independently and/or cooperatively to solve problems or resolve conflicts.
- j. Seeks assistance from adult when appropriate.
- k. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and differences in abilities.

Creative Abilities

Creative abilities are developed by engaging children in activities with dramatic play, blocks, creative stories, sensory activities (play dough, sand, water, and more!), art, music, movement, and a variety of other materials/events.

Standard 1: The child participates in activities that foster individual creativity.

- a. Demonstrates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games and performances.
- b. Thinks of new uses for familiar materials.
- c. Engages in spontaneous and dramatic play using a variety of materials to act out stories and experiences.
- d. Works creatively using a variety of self-expressive materials and tools to creatively express ideas.

Health, Safety, and Physical Development

Young children need the opportunity to develop large and small motor skills through indoor and outdoor activities and games for the benefit of personal fitness and well being.

Standard 1: Large Motor Skill Development - The child will participate in activities that involve large motor skills.

- a. Demonstrates basic locomotor movements (e.g., galloping, hopping, jumping, running, sliding, riding tricycles, pulling wagons, pushing wheelbarrows).
- b. Demonstrates body and space awareness to move and stop with control over speed and direction.
- c. Demonstrates non-locomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).
- d. Demonstrates increasing abilities to coordinate movements in throwing with both one and two hands, catching, kicking, bouncing balls, and using the slide and swing.
- e. Coordinates large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching, and tossing).
- f. Develops coordination and balance through a variety of activities (e.g., walking on balance beam, balancing on one foot, and hopping).

Standard 2: Small Motor Skill Development - The child will participate in activities that involve small motor skills.

- a. Demonstrates increased control of hand and eye coordination (e.g., using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger-paint, scissors, glue, and a variety of puzzles).
- b. Demonstrates increasing control of small muscles in hands (e.g., using tongs or eyedropper, stringing beads).
- c. Exhibits hand dominance in small motor activities.

Standard 3: Health Enhancing Activity Development - The child will participate in health-enhancing activities for the development of lifetime health and fitness.

- a. Progresses in physical growth, strength, stamina, and flexibility.
- b. Understands that healthy bodies require rest, exercise, and good nutrition.
- c. Shows growing independence in following routine healthy behaviors (e.g., hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting).
- d. Builds awareness and ability to follow basic health and safety rules.

Language and Literacy Skills

Young children begin to develop language arts skills through the context of shared reading with quality children's literature, shared writing, language experience, reading and writing centers.

Standard 1: Listening - The child will listen for information and for pleasure.

- a. Listens with interest to stories read aloud.
- b. Understands and follows oral direction.

Standard 2: Speaking & Articulation - The child will clearly express ideas or opinions in group or individual settings.

- a. Uses language for a variety of purposes (e.g., expressing needs and interests).
- b. Recalls and repeats simple poems, rhymes, and songs.
- c. Uses sentences of increasing length (four or more words) in everyday speech.
- d. Uses basic language structures of the English language in everyday speech (nouns, pronouns, articles, plurals, past tense, adjectives, verbs, and negative forms of speech).
- e. Shares simple personal narrative.
- f. Participates actively in conversations.
- g. Communicates with applicable intonation and pronunciation.

Standard 3: Print Awareness - The child will understand and develop an appreciation for the characteristics of written language.

- a. Demonstrates increasing awareness of concepts of print. (letters are used to make words and words have meanings, words come together to form a message, etc...)
- b. Identifies the front cover, back cover, and title of a book.
- c. Follows book from left to right and from top to bottom on the printed page.
- d. Shows increasing awareness of print in classroom, home and community settings.
- e. Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.
- f. Understands that print carries a message by recognizing labels, signs, and other print forms in the environment.
- g. Develops growing understanding of the different functions of forms of print (e.g., signs, letters, newspapers, lists, messages, and menus).
- h. Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces).
- i. Role plays reading and shows proper book handling.

Standard 4: Phonological Awareness - The child will demonstrate the ability to work with rhymes, words, syllables, and word patterns.

- a. Begins to hear, identify, and make oral rhymes (e.g., "The pig has a wig").
- b. Shows increasing ability to hear, identify, and work with syllables in spoken words (e.g., "I can clap the parts in my name: An-drew").

Standard 5: Phonemic Awareness - The child will demonstrate the ability to hear, identify, and manipulate individual sounds in spoken words.

- a. Shows increasing ability to discriminate identify and work with individual phonemes in spoken words (e.g., "The first sound in sun is /s/").
- b. Recognizes which words in a set of words begin with the same sound (e.g., "Bell, bike, and boy all have /b/ at the beginning").

Language and Literacy Skills

Standard 6: Phonics (Letter Knowledge and Early Word Recognition) - The child will demonstrate the ability to apply sound-symbol relationships.

- a. Recognizes own name in print.
- b. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name, and the capital/uppercase letter set.
- c. Begins to recognize the sound association for most capital/uppercase letters.
- d. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

Standard 7: Vocabulary - The child will develop and expand knowledge of words and word meanings to increase vocabulary.

- a. Shows a steady increase in listening and speaking vocabulary.
- b. Understands and follows oral directions (e.g., use of position words: under, above, through).
- c. Links new learning experiences and vocabulary to what is already known about a topic.

Standard 8: Comprehension - The child will associate meaning and understanding with reading.

- a. Begin to use pre-reading skills and strategies (e.g., connecting prior knowledge to text and making predictions about text or narrating a story using picture clues).
- b. Demonstrates progress in abilities to retell and dictate stories from books and experiences.
- c. Remembers and articulates some sequences of events.
- d. Connects information and events to real-life experiences when being read a story.
- e. Demonstrates understanding of literal meaning of story being told through questions and comments.
- f. Tells what is happening in a picture.

Standard 9: Writing Process - The child will use the “writing process” to express thoughts and feelings.

- a. Develops understanding that writing is a way of communicating for a variety of purposes.
- b. Progresses from using scribbles, shapes, or pictures to represent ideas to using letter-like symbols, or writing familiar words such as their own name.
- c. Participates in writing opportunities.
- d. Begins to remember and repeat stories and experiences through drawing and dictation.

Mathematics and Cognition

Young children begin to develop mathematical and cognitive understanding through experiences with a wide variety of real objects provided in learning centers and practical situations (e.g., blocks, pegs, buttons, cooking).

Standard 1: Patterns - The child will sort and classify objects and analyze simple patterns.

- a. Sorts and groups objects into a set and explains verbally what the objects have in common (e.g., color, size, shape).
- b. Recognizes simple AB and ABC patterns. Student can repeat them, and explain them verbally (red,black, red,black, red,black; dog,cat,rabbit, dog,cat,rabbit, dog,cat,rabbit).

Standard 2: Number Sense – The child will understand the relationship between numbers and quantities.

- a. Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.
- b. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.
- c. Develops increasing ability to count in sequence to twenty.
- d. Counts objects in a set one-by-one from one through ten.
- e. Identifies and creates sets of objects one through ten.
- f. Identifies numerals one through ten.
- g. Recognizes the numerical value of sets of objects through ten.

Standard 3: Geometry and Spatial Sense – The child will identify common geometric shapes and explore the relationship of objects in the environment.

- a. Begins to recognize, describe, compare, and name common shapes or other items (e.g., circle, square, rectangle, primary colors, and secondary colors).
- b. Builds an increasing understanding of directionality, order and position of objects, and words (e.g., on, under, above).

Standard 4: Measurement – The child will explore the concepts of nonstandard and standard measurement.

- a. Measures objects using nonstandard units of measurement (e.g., pencil, paper clip, block).
- b. Compares objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).
- c. Compares and orders objects in graduated order (e.g., shortest to tallest, thinnest to thickest).
- d. Develops an awareness of simple time concepts within his/her daily life (e.g., yesterday, today, tomorrow; morning, afternoon, night; first, next, last).

Standard 5: Data Analysis – The child will collect and analyze data in a group setting.

- a. Begins to use numbers and counting as a means for solving problems and measuring quantity.
- b. Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, and simple bar graphs.
- c. Describes similarities and differences between objects.