

Pinnacle Presbyterian Preschool Learning Standards

Aligned with the Arizona Early Learning Standards, Arizona Department of Education

	Mini 3 Year Olds	3 Year Olds	Pre-K (4-5 yr. olds)
<p>Emotional & Social Standard</p> <ul style="list-style-type: none"> • Self Concept • Self Control • Relationships 	<ul style="list-style-type: none"> • Plays alone or alongside others, sometimes copying others, or following their suggestions • Asserts own needs and wants, and is beginning to negotiate conflict with peers • Expresses intense feelings, such as affection or joy • Associates emotions with their words, facial expressions and body language. • Becoming comfortable separating from familiar adults • May sense another’s feelings and show empathy • Achieves some independence with routine tasks such as dressing self, using the bathroom, and cleaning up after playing or eating • Is beginning to manage transitions, daily routines and unexpected events without conflict 	<ul style="list-style-type: none"> • At times still plays alongside others, but is beginning to play cooperatively, as “being friends” becomes increasingly important • Begins to willingly take turns • Works hard to use language to express feelings, negotiate, and resolve disagreements, with adult help • Associates emotions with their words, facial expressions and body language. • Over time, shows comfort with new people and situations • Begins to spontaneously offer help, comfort or objects to others • Manages routines such as dressing self, using the bathroom, and cleaning up after play, snacks, or meals, often independently • Manages transitions, daily routines and unexpected events without conflict • Most of the time is able to modify behavior for various situations and settings • Verbally expresses personal knowledge about themselves • Responds appropriately when adults or peers initiate interactions • Shows ability to initiate and sustain positive interactions with others • Verbally expresses empathy for others • Demonstrates positive ways to resolve conflict • Begins to seek support and asks for help from familiar adults • Is becoming aware of the rights and property of others 	<ul style="list-style-type: none"> • Plays with friends and identifies with them by name • Seeks out other children in play • Can play roles confidently in dramatic play often casting self as a leader • Can express themselves with words rather than actions • Shows increasing desire and ability to work together in groups • Plays group games with prearranged rules and follows rules • Shows respect for others • Cooperates most of the time in group play and work time • Uses language to express feelings, negotiate, and resolve disagreements, with minimal adult intervention • Willingly engages with new people and situations • Can sense another person’s feelings and has some ideas about how to help • Manages routines of dressing self, using the bathroom, and cleaning up after play, snacks or meals, mostly independently • Is beginning to understand the consequences of own and other’s behavior • Is able to modify behavior for various situations and settings • Is able to initiate and sustain positive interactions with others • Demonstrates positive ways to resolve conflict • Seeks support and asks for help from familiar adults • Shows awareness of differences and similarities between themselves and others • Is aware of the rights and property of others • Verbally describes own rights and the rights of others • Shows respect for learning materials in the classroom and learning environments
<p>Approaches to Learning</p> <ul style="list-style-type: none"> • Initiative • Persistence • Reasoning & Problem Solving • Curiosity • Attentiveness • Confidence • Creativity 	<ul style="list-style-type: none"> • Actively explores the world around them • Approaches new tasks and solves problems through observation, hands-on trial and error, and repetition • Is developing independence during activities and play • Exhibits flexibility and imagination • Recognizes and verbalizes problems 	<ul style="list-style-type: none"> • Asks questions to get information • Makes plans and predictions when asked • Verbalizes own interpretations of cause and effect when solving problems • Sustains attention for an extended period of time • Pursues challenges • Uses imagination to generate new ideas and suggestions • Seeks adult assistance when support is required • Engages in inventive social play 	<ul style="list-style-type: none"> • Exhibits inventiveness when attempting difficult tasks • Increased ability to focus attention • Ability to return to a task after distraction • Copes with frustration and disappointment • Establishes goals, generates plans & follows through to completion • Views self as competent and skilled • Appreciates humor • Recognizes relationships between cause and effect • Uses prior knowledge to build new skills and understanding • Works to solve a problem independently • Is willing to take risks and consider a variety of alternatives
<p>Scientific Inquiry</p> <ul style="list-style-type: none"> • Investigation • Analysis • Communication 	<ul style="list-style-type: none"> • Exhibits curiosity • Identifies attributes of objects and living things • Use a variety of tools to investigate the world around them 	<ul style="list-style-type: none"> • Describes changes in objects and living things • Begins to describe similarities and differences of objects and living things in their environment • With adult support, can make predictions and observe results • Identifies cause and effect relationships • Is able to represent what they know through drawings and conversations 	<ul style="list-style-type: none"> • Begins to describe relationships between objects , living things and events • Asks and responds to questions about objects and living things • Persists with an investigation • Modifies investigation to observe changes in outcome • Uses a variety of materials to records results (drawings, graphs, photos) • Constructs explanations about investigation results and outcomes • Plans further exploration and investigation on a subject or tangent subject

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Language & Literacy <ul style="list-style-type: none"> • Listening • Speaking • Emergent Reading • Emergent Writing 	<ul style="list-style-type: none"> • Gains meaning by listening • Follows directions • Is developing ability to follow finger-plays, songs and chants • Communicates verbally and non-verbally to express needs and wants. • Is curious about print in the environment • May play at reading by reading the pictures • Listens to stories read aloud • Shows appreciation for books • Shows interest in letters and their name in print • Uses scribbles and unconventional shapes to write 	<ul style="list-style-type: none"> • Follows two step directions • Gains meaning by listening; asks questions • Demonstrates an understanding and participates in finger-plays, songs and chants. • Listens to stories read aloud; asks questions or comments • Communicates needs, wants and feelings through 3 to 5 words sentences. • Listens to peers and adults while maintaining eye contact, turn taking and intonation. • With modeling, identifies rhyming words in stories and songs • Recognizes some print in the environment (letters, signs labels, logos), recognizes their own name in print • Is curious about letters and words • Can spell their name out loud • Plays at writing using scribbles, random symbols like markers and letters. <p>Shows interest in writing their name.</p>	<ul style="list-style-type: none"> • Follows directions that involve a series of actions • Listens to stories read aloud and makes pertinent comments • Demonstrates an understanding of directions, stories and conversations. • Initiates, sustains and expands conversations with others • Makes relevant responses to question or comments from others. • Marked growth in vocabulary and descriptive words. • Represents stories through pictures, dictation, props and play • Demonstrates ability to “read” print in the environment (many classmates names, alphabet letters, “Exit” and restroom signs, labels, logos) • Role-plays self as reader, relying heavily on memory, pictures, and/or some word recognition • Shows strong interest in and knowledge about books and reading • Demonstrates understanding of book handling skills and concepts about print • Identifies letters and initial letter sounds in some words • Uses letter-like shapes, symbols, and letters to convey meaning for words they cannot spell • Understands purposes for writing and asks for help spelling/writing words • Can write their name • Dictates to an adult to share ideas and stories
Mathematics <ul style="list-style-type: none"> • Counting • Operations • Measurement • Geometry 	<ul style="list-style-type: none"> • Shows interest and awareness of counting • Counts using fingers and objects • Identifies groups of objects as more, the same or less in size comparisons • Demonstrates knowledge that adding/subtracting objects to a group makes it larger/smaller 	<ul style="list-style-type: none"> • Counts out loud to 10 • Identifies some numbers • Uses numbers in the context of daily routines and play • Begins to write numerals and number-like symbols • Begins to count with one-to-one correspondence • Begins to matches object quantities to a numeric symbol • Copies and extends simple patterns • Identifies quantity on sight without counting • Identifies changes in two or more sets when combined/separated • Begins to use tools of measurement (length, weight, volume) 	<ul style="list-style-type: none"> • Identifies numbers to 10 and higher. • Counts with one-to-one correspondence up to 10 or more • Identifies two sets of objects using terms such as more, fewer or the same • Understands that taking away decreases the number of objects in a group • Recognizes patterns in the real world and can describe similarities and differences • Sorts objects by one or more attributes (size, color, shape, texture, use) • Verbally explains how items were sorted into groups • Begins to display and use data to answer simply questions (tally marks, charts) • Orders objects by measurable attributes • Uses and responds to positional terms (between, behind, under, above, inside) • Recognizes basic geometric shapes
Social Studies <ul style="list-style-type: none"> • Family • Community • Historical Thinking 	<ul style="list-style-type: none"> • Views self as a member of the family unit • Identifies family members from photo • Demonstrates responsible behaviors (cleaning up, setting table, washing hands) 	<ul style="list-style-type: none"> • Draws a picture of their family • Identifies similarities and differences between family composition and the families of others • Is developing awareness of family history and customs • Begins to recognize that people have wants and needs but there are limits to resources and materials • Beginning to understand concepts of time 	<ul style="list-style-type: none"> • Demonstrate knowledge of family members roles and responsibilities • Recognizes that people live in many different places, have different cultures and languages – begins to ask questions about and describe differences • Seeks opportunities for leadership • Describes purpose for rules at home or at school • Describes their role and responsibilities at home and at school • Uses vocabulary to describe physical location and direction • Understands that events happen in the past and in the future related to their own family and community
Physical Development <ul style="list-style-type: none"> • Gross & Fine Motor • Health • Safety 	<ul style="list-style-type: none"> • Moves with balance and control • Uses fingers to manipulates tools • Strings large beads • Begins to cut with scissors • Washes hands • Understands importance of good nutrition • Understands street safety 	<ul style="list-style-type: none"> • Runs, skips, jumps, hops, walks backwards • Demonstrates coordination (catching a ball, swinging) • Demonstrates spatial awareness in a physical activity • Strings small beads, successfully works simple puzzles • Begins to hold writing instrument with pincer grip • Cuts with scissors • Identifies body parts and function (eyes, ears, legs, arms) 	<ul style="list-style-type: none"> • Demonstrates improved coordination (kicks a ball, climbs, throws a ball) • Manipulates objects that require a squeezing motion (droppers, tweezers) • Masters ability to twists cap off of a jar, buttons, unbuttons, zippers • Begins to draw and write with confidence • Understands when to rest • Knows personal information • Demonstrates emergency safety practices (911, fire drill routine) • Identifies how adults help to keep us safe
Fine Arts <ul style="list-style-type: none"> • Visual Arts • Music & Movement • Drama 	<ul style="list-style-type: none"> • Begins to use various tools to express self through random marks, drawings, paintings or buildings • Uses a variety of materials to create • Experiments with a variety of vocal sounds, instruments and creative movement • Sings and moves to familiar songs/chants 	<ul style="list-style-type: none"> • Uses various tools with increasing control to express self • Creates works that represents personal choices and ideas • Creates art in one and two dimensions • Makes up their own movements to a favorite song/chant • Responds to different kinds of music with rhythm/movement • Engages in dramatic play with ease • Pretends an object exists without a prop 	<ul style="list-style-type: none"> • Creates art works with attention to detail and quality • Tells a story about what they have drawn or painted • Seeks an understanding of artwork by self or others • Dramatizes familiar stories showing imagination and interest • Seeks out more props and shares ideas to enhance dramatic play • Takes on more than one dramatic role at a time

