

# New York State Standards For

## Reading, Writing, Listening and Speaking

### **Standard 1 – "Students will read, write, listen and speak for information and understanding"**

#### WRITING

What students write for information and understanding:

- Pictures and drawings
- Letters of the alphabet
- Numbers
- Dictate words, phrases that explain a picture, lists and labels, names of persons, places, things

Progress indicators that demonstrate competency:

- Copy words, signs
- Dictate stories
- Dictate data, facts, ideas gathered from personal experiences
- Use graphics (pictures) to communicate information
- Create a portfolio (book) of informational writing and drawing (with teacher assistance)
- Create a drawing, picture, sign to represent a word or concept
- Follow left to right and top to bottom when writing
- Use classroom resources to support the writing process (teacher, peers, pictures, dictionaries, books)

#### READING

What students read for information and understanding:

- Picture books, dictionaries, classroom displays, charts, posters, picture maps, signs, labels
- Experience charts
- How-to books
- Alphabet books

Progress Indicators that demonstrate competency:

- Locate and use classroom resources to acquire information
- Begin to collect data, facts and ideas
- Interpret information represented in pictures, illustrations, charts and webs
- Recognize and interpret familiar signs and symbols from the environment

- Draw on prior experience to understand new facts, data and ideas
- Distinguish between print and pictures
- Distinguish between letters and words
- Follow left to right and top to bottom when holding a book
- Locate parts of a book
- Recognize and identify letters of the alphabets
- Recognize own name and the names of friends and family in print
- Begin to recognize letter/sound correspondence (phonetic awareness)
- Recognize that words consist of a combination of sounds (phonemic awareness)
- Use computers to get information about a particular topic (with adult assistance)

## LISTENING

- Listen for data, facts and ideas in, for example: Circle time, group discussions, dramatic play, block building, table toys, art projects
- Listen in order to:
  - Identify words on a chart
  - Acquire information
  - Follow directions involving a few steps
  - Identify and respond to environmental sounds that provide information such as the fire alarm
  - Identify similarities and differences in information about people, places and events
- Listen respectfully and responsively
- Attend to a listening activity for a specified period of time
- Avoid interrupting
- Respond with expression appropriate to what is being heard

## SPEAKING

- Speak to share data, facts and ideas in dramatic play, group discussions, circle time, table toys, art projects
- Report on projects, research and share information from field trips, classroom projects
- Speak in order to: dictate information, report information to peers and adults, connection information from personal experience to information gained from classroom projects
- Retell more than one piece of information in sequence
- Share observations from classroom, home or community
- Ask questions to clarify topics, directions or classroom routines
- Respond verbally to questions and directions
- Use appropriate visual aids ( pictures, puppets, books, projects,) to illustrate a point when sharing information
- Respond respectfully
- Use age-appropriate vocabulary
- Take turns speaking in a group
- Speak in age-appropriate sentences
- Stay on topic
- Speak audibly
- Speak with expression appropriate to the occasion

# ACTIVITIES ACROSS THE DOMAINS OF LEARNING FOR STANDARD 1

## Language Development – reading and writing

### Enjoys and values reading

- Listens to stories being read
- Participates in story time interactively
- Chooses to read on own

### Comprehends and interprets meaning from books

- Imitates act of reading in play
- Predicts what will happen next
- Acts out stories in play
- Retells the stories including many details

### Uses emerging reading skills to make meaning from print

- Uses illustrations to guess meaning of print

### Demonstrates knowledge of the alphabet

- Recognizes a few/many letters by name
- Shows knowledge of how print works
- Knows each spoken word can be written down

### Understands purpose of writing

- Imitates act of writing in play
- Understands there is a way to write to convey meaning
- Uses scribble writing and letter-like forms
- Writes recognizable letters, especially those in own name
- Uses letters that represent sounds in writing words

## Language Development – listening and speaking

### Understands and follows oral directions

- One-step directions
- Two-step directions
- More than two-steps in directions

### Answers questions

- Answers simple questions with one or two words
- Answers questions with a complete thought
- Answers questions with details

### Asks questions

- Asks simple questions
- Asks questions to further information
- Asks increasingly complex questions to further own understanding

### Actively participates in conversations

- Responds to comments and questions from others
- Responds to others comments with a series of exchanges
- Can initiate and sustain a conversation with at least four exchanges

### Uses words and expanded sentences

- Uses simple sentences of 3-4 words to express wants and needs
- Uses longer sentences of 5-6 words to communicate
- Uses more complex sentences to express ideas and feelings

## **STANDARD 2: Students will read, write, listen and speak for literary response and expression**

Competencies in literary response and expression that are developing as children are learning to read:

- Comprehend, interpret and respond to imaginative texts and performances
- Engage in pre-reading and reading activities
- Select books and tapes on personal interest or criteria such as themes/topics/projects
- Make connections between personal experiences and stories read
- Connect a picture or illustration to a story
- Predict what might happen next in a story
- Draw conclusions from a story
- Identify characters, settings, and events in a story
- Retell a story
- Distinguish between what is real and what is imaginary
- Dramatize or retell a story using props
- Draws or constructs and then names what it is
- Draws or builds a construction that represents something specific
- Plans then creates increasingly elaborate representations

Competencies in literary response and expression that are developing as children are learning to write:

- Dictate imaginative, original stories
- Create a story with a beginning, middle, end using pictures, drawings and some words
- Express feelings about a character in a story
- Describe characters, settings, events
- List a sequence of events in a story

- Retell a story using words and pictures
- Identify the problem and solution in a simple story

Competencies in literary response and expression that are developing as children are listening:

- Listen to imaginative texts and performances in order to appreciate and enjoy literary works
- Match pictures and spoken words
- Recall sequence of events from a personal experience or story
- Identify character, setting, plot
- Respond to vivid language; nonsense words
- Participate in story time interactively
- Retells a story including many details and draws connections between story events

Competencies in literary response and expression that are developing as children are speaking:

- Speaks to present imaginative texts
- Role plays
- Dramatic play
- Circle time
- Group discussion
- Individual conversations
- Speaks in order to engage in conversation with others about books, pictures and experiences
- Describes actions in a story
- Asks for information
- Recites poems, finger plays, stories
- Uses a variety of words to express mood in a story
- Rhymes

## **STANDARD 3: Students will read, write, listen, and speak for critical analysis and evaluation**

Competencies in critical analysis and evaluation that children are developing as they are learning to read:

- Classify, explain and evaluate ideas, themes and experiences from texts and performances
- Engage in pre-reading and reading activities in order to identify what they know, what they want to know and what they have learned (KWL) about a specific story, theme, or topic
- Use illustrations to understand a topic
- Anticipate what will happen next
- Predict the outcome of a story

- Change the sequence of events in order to create a different ending
- Get information that pertains to a project they are working on (research)

Competencies in critical analysis and evaluation that children are developing as they are learning to write:

- Dictate in order to show what they know, what they want to know and what they have learned in a project
- Respond in pictures to information in a project
- Describe the differences between real and imaginary events
- Interpret representations
- Imitates the act of writing during play
- Understands that there is a way of writing that conveys meaning
- Is learning to use letter sounds to convey written meaning (invented spelling)

Competencies in critical analysis and evaluation that children are developing as they are listening:

- Listen for differences of opinion in circle time, small group time
- Role playing
- Listen in order to form an opinion
- Judge books
- Recognize differences in two books about the same story

Competencies in critical analysis and evaluation that children are developing as they are speaking:

- Speak to express own opinions during circle time
- Speak to share what they know
- Express an opinion about a story, picture or information they have learned in a project
- Dramatize a story
- Brainstorm to create an experience chart
- Ask questions
- Answer questions
- Give information for project documentation

## **STANDARD 4: Children will read, write, listen and speak for social interaction**

Social competencies that children are developing as they learn to read:

- Share reading experiences to establish, maintain, and enhance a personal relationship with another person
- Respect cultural traditions of the writer
- Recognize the vocabulary of social communication

Social competencies that children are developing as they learn to write:

- Write with a partner in a cooperative venture
- Write (dictate) letters to others using salutations and closings

Social competencies that children are developing as they are listening:

- Listen to others with respect
- Listen to notes, letters and other narratives to get to know that person
- Listen to tone of communication
- Listen for demonstration of feelings of others

Social competencies that children are developing as they are speaking:

- Speak to establish, maintain and enhance person relations
- Have conversations
- Dramatic play
- Role play
- Work cooperatively with one or more children
- Successfully enter a group and play cooperatively
- Maintain an ongoing friendship with at least one other child
- Accept compromise from another
- Suggest a solution to solve a problem
- Engage in negotiation to reach a compromise
- Identify and label own feelings
- Is increasingly able to manage own feelings
- Assert own needs and wants without being aggressive
- Initiate and extend conversations for at least four exchanges
- Share stories, anecdotes, riddles and rhymes with others

# New York State Standards for Mathematics

## Numbers and Operations

### **Students will develop an understanding of numbers, ways to represent numbers, relationships among numbers and the number system**

Progress Indicators that demonstrate competency:

- Uses manipulatives to create, combine and separate sets
- Draws simple conclusions and makes statements about numerical attributes of sets
- Classifies various items or events and explain why
- Role plays about numbers
- Shows an understanding of more, less, equal to, greater than, etc.
- Counts and tracks items during play and classroom routines
- Uses written numerals to represent spoken numbers
- Begins to represent parts of the whole
- Imitates counting behavior (may not always get the number sequence correct)
- Counts 1-5 and then 1-10 knowing that the last number represents the amount in the group
- Uses one-to-one correspondence to compare two groups (distributing snack, cups, napkins, etc.)

Activities in the Mathematics Domain:

- Sort and classify objects
- Recognize likenesses and differences
- Group common objects based on specific criteria to make sets
- Count objects
- One-to-one correspondence (distributing napkins, cups, crackers at snack)
- Recognizing numbers
- Naming and identifying basic shapes
- Measure using non-standard and standard tools
- Exploring capacity (sand table, water table)
- Estimate and predict outcomes
- Recognize, identify and create patterns
- Comparing relationships
- Figuring out how to distribute 20 cookies
- Using timers
- Marking birthdays and holidays
- Tallying the answers to a question
- Using a geoboard to demonstrate shapes

## **Students will develop an understanding of the meaning of addition and subtraction**

Progress Indicators that demonstrate competency:

- Uses counting in play
- Uses one-to-one correspondence when counting and distributing items
- Connects and understands the relationship of add to and take away with concrete materials

## **Students will develop an understanding of predictions and estimation**

Progress Indicators that demonstrate competency:

- Makes estimates of numbers of items in group and checks self by counting
- Notices when one of a group is out of place
- Notices similarities and differences
- Uses comparative words such as taller than, closer, the same as, more than when describing quantity
- Wonders what will happen when...
- Can predict what will happen when blocks are stacked too high, too much liquid is poured into a container
- Can talk about 'if I, then...'
- Can guess about amounts within a container
- Can count to check the prediction
- Uses non-standard measuring devices to predict how big or long or tall something is. Example, uses walking steps to judge how long a space is or arms to guess how big a tree trunk is in circumference

## **Patterns, qualitative and quantitative properties**

## **Students will develop an understanding of patterns and relationships**

Progress Indicators that demonstrate competency:

- Sorts objects by attributes
- Sorts, classifies, orders and regroups by size, number, color and other properties
- Recognizes simple patterns and can extend the pattern
- Creates and builds own patterns

- Uses auditory means to represent patterns – rhymes, songs, chants

## **Students will recognize and analyze quantitative and qualitative properties**

Progress Indicators that demonstrate competency:

- Describes objects in terms of mathematical words: bigger/smaller, more/less, heavier/lighter
- Shows positional relationships: top, middle, inside when building or drawing

## **Students will understand Geometry**

Progress Indicators that demonstrate competency:

- Names, matches and identifies basic geometric shapes
- Compares and uses a variety of materials to create geometric shapes
- Begins to understand how geometric shapes are used in the environment
- Uses Geoboards to create own geometric shapes
- Understands location, position and spatial relationships
  - Describes relative position of objects – near, far
  - Demonstrates ideas about direction and distance
  - Describes spatial relationship using representational materials
- Uses visualization and spatial reasoning to solve problems
  - Recognizes shapes in the environment and describes location
  - Solves puzzles by manipulating shapes
  - Recreates geometric shapes using spatial memory

## **Measurement**

### **Students understand that items can be measured**

Progress Indicators that demonstrate competency:

- Anticipates a series of events within the daily schedule
- Compares and orders objects according to attributes
- Uses non-standard tools to measure
- Compares and uses the attributes of length, width, volume, weight, time and area – may not use these specific words

## **Students participate in activities that involve measurement**

Progress Indicators that demonstrate competency:

- Cooking
- Makes comparisons
- Uses sand or water to measure capacity of containers
- Notices similarities and differences
- Shows awareness of time concepts
- Demonstrates understanding of present, past, future
- Associates events with time-related concepts
- Recognizes some standard measurement tools (tape measure, measuring cup / spoons)

## **Information Gathering and Probability**

### **Students formulate questions and collects, organizes and displays relevant information to answer questions**

Progress Indicators that demonstrate competency:

- Poses questions and gathers data
- Sorts and classifies data and communicates information
- Participates in creating and using graphs with concrete materials and pictures
- Students understands that predictions can be made – what will happen next
- Students use computer with adult help to gather information
- Students use the idea of uncertainty – cause and effect, generates a rule from one learning experience and uses it in the next

## **Money**

Progress Indicators that demonstrate competency:

- Students know names of some coins
- Students can recognize the use of money
- Students can role play scenarios where money is used

## **Technology**

### **Students recognize various items and what they are used for:**

Progress Indicators that demonstrate competency:

- computer
- tape recorder
- video recorder
- digital camera
- analog camera
- CD player
- record player
- tape player

Activities in the technology domain:

- Using a computer to get information from the internet
- Taking pictures
- Listening to stories on a tape recorder
- Listening to music on the radio
- Using ramps, wheels and pulleys
- Making inventions with recyclable materials
- Using the light table to explore transparent items
- Exploring how tools work – eggbeaters, can openers etc.

# New York State Standards For Science

## Students will use scientific inquiry and investigation to:

1. Identify problems
  - Obtain and use evidence to construct explanations
2. Pose questions, seek answers and develop solutions
  - Evaluate outcomes of investigations
  - Discuss different points of view
  - Propose solutions
  - Communicate information
3. Progress indicators that demonstrate competencies:
  - Observe, investigate and ask questions about the environment
  - Collect, describe and record data
  - Compare, contrast and classify objects and events
  - Use equipment for investigations
  - Make and verify predictions

### Activities in the Science Domain:

- Comparing height or weight
- Making graphs
- Observing an item and dictating or writing observations
- Describing similarities and differences between humans, animals and plants
- Cooking
- Learning about the human body
- Asking questions for information
- Planting seeds
- Making different kinds of houses
- Life cycles of animals and plants
- The weather and how we accommodate it
- Physical changes that take place when we mix paint, paint with water and watch it disappear, sinking and floating, day and night, seasons,

# **New York State Standards For Social Studies**

## **Students will apply the skills of communicating, sharing and cooperating with others who have similar and different perspectives**

- Work with others, take turn speaking, share ideas and participate cooperatively in joint activities
- Participate in the classroom community by formulating and following class rules
- Identify similarities and differences among him/herself and others

## **Students will begin to understand time, change and continuity and to relate past events to their present and future activities**

- Identify routines and common occurrences
- Categorize time using words such as today, tomorrow and next time
- Identify changes in environment such as growth in plants, substitutions of equipment
- Identify cause and effect relationships

## **Students will develop a growing understanding of position in space, geographical location and direction**

- Identify common areas in the home and the school environment – office, kitchen, bathroom etc.
- Produce block buildings and drawings to represent home, school and neighborhood
- Use words to indicate relative position such as near, far, under, over

## **Students will recognize the contributions of community workers as they produce goods or provide services**

- Identify a variety of community workers and their roles in the community

## **Students will understand that all people have basic needs**

- Identify food, clothing and shelter as essential to everyone's survival

Activities in the Social Studies Domain:

- Moving from parallel play to associative play to more cooperative play
- Understanding turn taking and simple games in a group or with one other child
- Using developing language to negotiate interactions and establishing personal relationships during play, i.e. Finding ways to connect block buildings and deciding roles in dramatic play
- Including peers in play
- Learning that aggressive play is not acceptable
- Attaining self-regulatory behavior
- Linking experiences from home to school, the community and the world
- Playing games like 'Chutes and Ladders' to begin mapping skills
- Marking shadows and noting how and why it changes
- Recycling
- Discussing changes in the environment caused by storms, fire, garbage, trees cut down for roads and buildings