TENNESSEE/METRO NASHVILLE PUBLIC SCHOOLS ACADEMIC STANDARDS /COMMUNICATION- GRADE PRE-KINDERGARTEN

Pre-Kindergarten Standard 1: Receptive Language	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Listens with understanding and interest to conversations, directions, music and a variety of reading materials	Understands “today”
	Knows the names and sex of family members
	Understands the concept of siblings and can name brothers and sisters
	Knows concept of age (*e.g.* big brother/ oldest brother; baby sister/littlest sister)
	Understands the meaning of more prepositions (*e.g.,* "beneath," "between," "below")
	Understands “yesterday” and "tomorrow”
	Defines objects by their use
	Understands "same" and "different"
	Carries out a four-order, related direction (four levels would be “Time to go to bed; you need to take a bath, brush your teeth, put on your clean pajamas and find your favorite book for me to read to you.”)
	Able to follow several unrelated directions in proper order, such as “Turn off the television, pick up the toys in your bedroom, and then come to the table for lunch.”
Pre-Kindergarten Standard 2: Expressive Language	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Uses language for a variety of purposes	Likes telling and retelling stories, poems and songs
	Tells the sequence of a story without pictures
	Talks about something that is not in front of him (“Last night, we went to the movies.”)
	Easily expresses his feelings, fears, ideas, wishes and dreams
	Says full name and full address; knows more about where she lives (state, country)
Uses conventions of speech while expressing ideas	Uses past, present and future verb tense
	Understands “yesterday,” “today” and “tomorrow”
	May use slang (*e.g.* , "Give me five," "Cool!")
	Generally uses sentences with correct grammar
	Pronounces new words easily
	Has expanding vocabulary (keep in mind that a child knows more words than he says)
	Understands and uses colloquial expressions in daily conversation (*e.g.* bag/sack-- "I have a bag of popcorn." or "I have a sack of candy;" take/carry-- " Momma took Grandma to the doctor," or "Momma carried Grandma to the doctor;" pick up children/hook-up--"Momma's going to pick up the children from school today." or "Momma's going to run the hook-up today.")
	Talks in more complete and more complex sentences; sentences are related to each other and fit together in thought
Participates in conversations	Takes turns in conversation and interrupts less frequently
	Engages in "give and take" conversations with friends on topics of interest
Pre-Kindergarten Standard 3: Speech	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Speaks clearly enough to be understood	Generally produces all sounds of language accurately and is easily understood by others
	Learns to say new words easily, even those with 4 or 5 syllables (*e.g* . "hippopotamus," "television," "rhinoceros")
	Uses a dialect that matches peers and adults in family, neighborhood and part of country in which he lives
	Uses dialect that patterns the rhythm, pitches, stress and intonation of geographic area and cultural background

TENNESSEE/METRO NASHVILLE PUBLIC SCHOOLS ACADEMIC STANDARDS /EARLY LITERACY- GRADE PRE-KINDERGARTEN

Pre-Kindergarten Standard 1: Listening and Understanding	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Understands story events and overall theme, and conversations	Recalls more detail from stories, using growing vocabulary
	Recalls many events from recent experiences (*e.g* .,field trip or family excursion)
	Holds conversation with adults or peers about familiar books
Relates plot of story to self and own experiences	Makes comments during story reading that relate the story content to previous stories, or to his own life experiences
	Correctly answers questions about the story plot and events
Can organize more events and more complex events in sequential order	Shows understanding of stories with more complex chain of events
	Begins to predict what might happen next
	Follows a sequence of 3 directions
Pre-Kindergarten Standard 2: Verbal Expression and Communication	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Engages in dialogue (conversation with others)	Asks questions and makes comments related to a topic of discussion
	Understands and uses past, present, and future verb tense appropriately
Organizes major steps of an event or story in sequential order	Retells story with many events in appropriate sequence, with and without pictures
	Verbalizes the major events of the day with some sequential order
Uses an increasingly complex and varied spoken vocabulary and sentence structure	Labels objects in books using a variety of adjectives
	Comments on characters and events in books and movies
Asks many types of questions and responds correctly to many types of questions	Asks and answers who, what, where, when, why questions
Pre-Kindergarten Standard 3: Phonological Awareness	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Develops increasing sense of syllable structure in oral words	Claps or beats the syllable rhythm in 2- to 4-syllable words
Produces rhyming words	Produces, independently of adult assistance, a word, real or nonsense, which rhymes with his name or another given word (make sure that she is varying her responses and not memorizing rhyming pairs)
Starts to develop an awareness of beginning sounds in words	Identifies whether or not two words begin with the same sound (when adult gives 3 or 4 oral words, child selects those that begin with the same sound and identifies the sound, not the letter)
	Names several words that begin with the same sound as his name
Continues to increase awareness of the syllable structure of oral words	Consistently claps the syllable beat of words of up to 4 syllables; blends given syllables to identify a whole word; deletes a syllable from a compound word and identifies the remaining part

Pre-Kindergarten Standard 1: Number and Operations	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Begins to identify and label objects using numbers	Develops increased abilities to combine, separate and name "how many" concrete objects
Develops understanding of numbers and their association with objects	Begins to associate number concepts, vocabulary, quantities, and numerals in meaningful ways
	Develops increasing ability to count in sequence to 10 and beyond
Pre-Kindergarten Standard 2: Patterns and Algebra	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Explores and begins to sort and classify objects	Shows understanding of and uses comparative words
	Groups common related objects: shoe, sock, foot: apple, orange, plum
Identifies, describes, and extends patterns	Copies repeating patterns and begins to construct own patterns
Pre-Kindergarten Standard 3: Measurement	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Begins to demonstrate understanding of time, length, weight, capacity and temperature	Constructs a sense of time as it relates to his daily life
	Participates in measuring activities using conventional and nonconventional measuring tools
	Uses conventional measurement, time, and money terms with some accuracy
Pre-Kindergarten Standard 4: Spatial Sense and Geometry	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Becomes aware of personal space during active exploration of physical environment	Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, out-side, in front, and behind
Explores and recognizes the size, shape, and spatial arrangement of real objects	Identifies and labels several shapes (*e.g* ., circle, square, triangle, rectangle)
Pre-Kindergarten Standard 5: Problem Solving and Analyzing Data	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Begins to develop foundation for linking concepts and procedures with active experiences	Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity

Pre-Kindergarten Standard 1: Life Science	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Recognizes that living things are made up of parts	Begins to make comparisons among living things such as flowers, insects and animals
Recognizes that people use their 5 senses to explore their environment	Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes
Recognizes that living things live in different environments	Expands knowledge of and respect for her body and the environment
Pre-Kindergarten Standard 2: Earth and Space Science	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Recognizes the concept of day and night	Continues to asks questions about the natural world and seeks answers through active exploration
Recognizes daily weather conditions	
Recognizes that time and temperature can be measured with a clock and thermometer	
Recognizes a variety of earth materials by their observable properties (rocks, sand, dirt)	Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships
Classifies materials by their elements	Develops increasing abilities to classify, compare and contrast objects, events and experiences
Pre-Kindergarten Standard 3: Physical Science	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Recognizes the basic concept that forces can move objects.	Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations
Recognizes that objects have observable properties that can change over time and under different conditions	Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawing, maps and charts
Recognizes that the sun gives us light	Begins to describe and discuss predictions, explanations and generalizations based on past experiences
Recognizes that sound is produced when two objects collide	Uses senses to observe and explore classroom materials and natural phenomena.

Pre-Kindergarten Standard 1: Human Interactions/Culture	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Discriminates individual, culture and community	Recognizes own gender
	Begins to understand family structures and roles
	Notices similarities and differences in people
	Plays and acts out family roles in dramatic play center
Develops growing awareness of jobs and what is required to perform them	Participates in classroom jobs
	Looks at books and identifies jobs of persons
	Chooses "leader" or "boss" for activity
Begins to understand the reason for rules	Helps make and follows class rules
	Places personal symbol at interest area to denote her place
	Participates in class clean-up or group activities
	Can state a rule and simply explain the "why" of rule, *e.g.,* Don't push because someone will fall.
	Learns to wait (for longer periods of time) for his turn
Pre-Kindergarten Standard 2:History	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Identifies common events and routines	Understands that the day follows a schedule
	Understands and can predict the next events that will happen in the day
Begins to categorize time intervals	Uses terms "today." "tomorrow," "next time" with some accuracy
	Begins to understand concepts of before and after
Recognizes the changes in environment	Recognizes that it is rainy, sunny, cool, hot
	Begins to recognize seasons (if he lives in a place where seasonal differences are apparent)
Pre-Kindergarten Standard 3: Geography / Economics	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Begins to express and understand concepts and language of geography in the context of her classroom, home and community	Recognizes common features in his immediate environment (playground, library, restroom)
	Creates drawings of home, school, etc.; can make simple map of home to show different areas and talk about what is in those areas (stove in kitchen)
	Identifies important or familiar landmarks (fire house, grocery store, etc.)
	Identifies common features of local landscape (houses, streets, buildings)
Begins to understand that people need food, clothing and shelter	Begins to understand that people need nutritious food
	Understands that he must put on a coat and warm shoes in cold weather
	Understands that people need a place to live
Begins to understand what services the community workers provide	Understands that fire fighters help others in many ways
	Understands that police officers help people in different ways
	Begins to understand that there are other community workers that help his community
Begins to understand the concept of money	Understands that money can buy items
	Understands that some items cost more than others

Pre-Kindergarten Standard 1: Music	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Responds to sounds	Participates in group music experiences
	Explores with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games and performances
	Experiments with a variety of musical instruments
Uses sounds	Explores vocal pitch sounds
	Begins willingness to sing alone as well as with the group
Pre-Kindergarten Standard 2:Art	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Focuses on and shows fascination for fun things	Develops growing abilities to work independently and demonstrate care and persistence in a variety of art projects
Scribbles and paints	Progresses in abilities to create drawings, paintings, models and other art creations that have more detail
Uses a variety of art materials for tactile experience and exploration	Gains ability in using different art media and material in a variety of ways for creative expression and representation
Responds to artistic creations or events	Begins to understand and share opinions about artistic products and experiences
Pre-Kindergarten Standard 3: Movement and Dramatic Play	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Controls body to participate in creative movement and drama	Expresses through movement and dancing what is felt and heard in various musical tempos; responds to changes in tempo or genre
	Shows growth in moving in time to different patterns of beat and rhythm in music
	Imitates and pretends to be different characters
Begins to purposefully act on the environment	Participates in a variety of dramatic play activities; shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations
	Participates with others in dramatic play, negotiating roles and setting up events

Pre-Kindergarten Standard 1: Self Concept	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Uses words and seeks adult help when needed to resolve conflicts	Shows increasing ability to use compromise and discussion in working, playing, and resolving conflicts with peers
	Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming selves, others or property
	Understands and follows the use of a timer or other device to determine when one child's turn ends and another's begins
Pre-Kindergarten Standard 2:Cooperation	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Participates in the group life of the class	Increases abilities to sustain interactions with peers by helping, sharing and discussion
	Shows progress in developing friendships with peers
	Develops increasing abilities to give and take in interactions (*e.g.*, takes turns in games or uses materials to interact without being overly submissive or directive)
Pre-Kindergarten Standard 3: Self Control	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Demonstrates self confidence	Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences
	Demonstrates growing confidence in a range of abilities, and expresses pride in accomplishments
Follows simple classroom rules and routines and uses classroom materials carefully	Shows a friend where to put blocks on the shelf during cleanup time
	Knows to go to the book corner after snack
Shows empathy and caring for others	Develops growing understanding of how own actions affect others, and begins to accept the consequences of own actions
	Progresses in responding sympathetically to peers who are in need, upset, hurt or angry, and in expressing empathy or caring for others
	Responds positively to others' ideas
Pre-Kindergarten Standard 4: Management of Self Within the Learning Environment	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Shows eagerness and curiosity as a learner	Shows interest in how water makes the wheel turn at the water table
	Asks how the caterpillar can live in the cocoon with no food or water
	Discusses with another child why the paint turned brown after the brush was used for several different colors
Shows some self direction	Finds materials with which to work, such as scissors, tape and markers, for acting on an idea or desire
	Chooses one activity out of several and becomes engaged in it
Attends to task and seeks help when encountering a problem	Accepts help from the teacher when putting together a puzzle
	Tries to engage the zipper on their coat over and over again until they can do it alone
	Accepts teacher or peer suggestions for solving a problem
Approaches tasks with flexibility and inventiveness	Plays role assigned by peer when playing in dramatic play center
	Experiments with paint brush to find ways to keep the paint from dripping
	Tries to staple pieces of paper together after unsuccessfully trying to tape them together

Pre-Kindergarten Standard 1: Gross Motor/Movement and Coordination	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Moves with balance and control to perform simple, large motor tasks	Goes up and down stairs, alternating feet, with or without assistance
	Runs with control and balance; makes quick stops, turns easily without slowing down
	Gallops with a smooth motion
	Climbs on a variety of equipment
Coordinates movements to perform more complex tasks	Throws overhand with accuracy by hitting stationary target
	Bounces a ball and catches it
	Catches a ball by moving to adjust to the direction the ball is traveling
	Uses simple playground equipment such as slide, seesaw, and swings
Pre-Kindergarten Standard 2:Fine Motor	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Uses strength and control to perform simple fine motor tasks	Uses simple equipment such as stapler, paper punch, scissors, tape dispenser
	Uses simple work tools such as hammer, screw driver and saw
Uses eye-hand coordination to perform fine motor tasks	Uses play dough to make more refined objects
	Begins to hold pencil with a pincer grasp
	Puts together large floor puzzles
	Constructs block structure by copying or using pattern blocks.
	Uses scissors to cut on a line or around a large picture
Pre-Kindergarten Standard 3: Health Practices/Personal and Social Responsibility	
Grade Level Expectations	**Checks for Understanding (examples) by end of age span**
Performs some self-help skills independently	Manages dressing tasks independently
	Manages zippers, buttons, buckles and velcro (has not mastered tying shoes)
	Blows nose and uses tissue to wipe nose
Follows basic health and safety rules	Covers mouth when coughing or sneezing
	Washes hands after using the toilet and before eating snack or lunch
	Tries new food and participates in talks about nutrition
	Discusses the role of doctors, dentists, fire and police officers and other community helpers
	Follows safety rules of classrooms and playground
	Progresses in physical growth, strength, stamina, and flexibility
	Actively participates in games, outdoor play and other forms of exercise that promote physical fitness