

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)
Emotional & Social Standard • 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
Approaches to Learning • 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
Scientific Inquiry • 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