



# Diocese of Jackson Office of Education

## Pre-K Teacher Guide

The following are the specific standards and objects for Pre-Kindergarten in each subject. The completed curriculum documents should be consulted for explanation of use and implementation of these standards and to ensure vertical planning and alignment between grades. Please note this is **not** a complete curriculum document; it is only meant to be used as a supplemental resource for individual teachers.

Standards and objectives in this document should be used for both Pre-K3 and Pre-K4 classes. Keeping in mind the developmental stages that students progress through at ages three and four, teachers should provide scaffolding and support as needed, particularly in Pre-K3 programs. Students in Pre-K3 are not expected to master the standards, but rather the standards are provided to ensure students are exposed to concepts to allow for success the following year in Pre-K4. Students should master the following standards by the end of their Pre-K4 academic year.

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## Pre-Kindergarten- Mathematics

<b>Counting &amp; Cardinality</b>
<ol style="list-style-type: none"> <li>1. The student will be able to recite numbers 1-30 in the correct order.</li> <li>2. The student will be able to recognize, name, and attempt writing numbers 0-20.</li> <li>3. The student will be able to recognize that a numeral is a symbol that represents a number of objects using developmentally appropriate pre-kindergarten manipulatives.</li> <li>4. The student will be able to use 1 to 1 correspondence to count concrete objects up to 20.</li> <li>5. The student will be able to use comparative language to compare objects in a set.</li> </ol>
<b>Operations &amp; Algebraic Thinking</b>
<ol style="list-style-type: none"> <li>1. The student will be able to experiment with adding and subtracting by using developmentally appropriate manipulatives.</li> <li>2. The student will be able to duplicate and extend simple patterns using concrete objects.</li> </ol>
<b>Measurement &amp; Data</b>
<ol style="list-style-type: none"> <li>1. The student will be able to use appropriate vocabulary (small, big, short, tall) to describe measurable attributes of everyday objects.</li> <li>2. The student will be able to compare two objects using attributes of length, weight, and size using standard and nonstandard units of measurements.</li> <li>3. The student will be able to count, sort, categorize, and classify objects.</li> </ol>
<b>Geometry</b>
<ol style="list-style-type: none"> <li>1. The student will be able to correctly name shapes in the environment.</li> <li>2. The student will be able to differentiate between two- dimensional and three-dimensional shapes.</li> <li>3. The student will be able to create and represent shapes using developmentally appropriate pre-kindergarten materials. (popsicle sticks, play dough, pattern blocks)</li> <li>4. The student will be able to create representation of common objects using shapes. (pattern blocks)</li> </ol>

## Catholic Identity Integration in Mathematics Pre-Kindergarten 3 & 4

<b>Core Values of Classroom Behavior and Culture</b>
<ol style="list-style-type: none"> <li>1. Sharing manipulatives</li> <li>2. Provide a safe environment</li> <li>3. Giving generously</li> </ol>
<b>Integration of Scripture and Church Teaching</b>
<ol style="list-style-type: none"> <li>1. Counting the animals on Noah's Ark</li> <li>2. The 7 days of Creation (Genesis 2-3)</li> <li>3. David vs Goliath- small/ big</li> <li>4. Learning numbers/Counting: 12 Disciples and 10 Commandments</li> <li>5. Psalm 90:12</li> </ol>
<b>Historic Church Figures and Events</b>
<ol style="list-style-type: none"> <li>1. Johannes Widmann- came up with the + and – sign (1460-1498)</li> <li>2. Leonardo Pisano Bigollo (1170-1250)- "Fiboacci" numeral system</li> </ol>

## Pre-Kindergarten- ELA

**Reading- Literature**

<b>Key Ideas and Details (KID)</b>
<p><b>1. The student will be able to identify key ideas and details in a story.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Asking and answering questions with details related to a variety of print materials</li> <li>1.2. Telling familiar stories using diverse media</li> <li>1.3. Identifying characters, settings, and major events in a story</li> </ul>
<b>Craft and Structure (CS)</b>
<p><b>1. The student will be able to recognize the craft and structure of a variety of fictional text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Developing new vocabulary from stories</li> <li>1.2. Identifying environmental print</li> <li>1.3. Interacting with common types of text</li> <li>1.4. Identifying the role of author and illustrator</li> </ul>
<b>Integration of Knowledge and Ideas (IKI)</b>
<p><b>1. The student will be able to relate to and compare/contrast stories.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Making connections between the text, illustrations, and self</li> <li>1.2. Comparing and contrasting experiences of characters in familiar stories</li> </ul>
<b>Range of Reading and Level of Text Complexity (RRTC)</b>
<p><b>1. The student will be able to actively engage in group reading activities with purpose and understanding.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Engaging in a variety of shared reading experiences through art activities, dramatic play, creative writing, and movement with purpose and understanding</li> </ul>

## Reading-Informational Text

<b>Key Ideas and Details (KID-I)</b>
<p><b>1. The student will be able to comprehend developmentally appropriate non-fictional text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Asking and/or answering questions with details related to a variety of informational print materials through charts, graphs, maps, lists, and other reference materials</li> <li>1.2. Identifying the main idea and retelling some details using drama, creative writing, art, and conversation</li> <li>1.3. Demonstrating connections among individuals, events, ideas, or pieces of information in a text using art, dramatic play, creative writing, and conversation</li> </ul>
<b>Craft and Structure (CS-I)</b>
<p><b>1. The student will be able to explore the craft and structure of a non-fictional text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Exhibiting curiosity and interest about words in a variety of informational texts</li> <li>1.2. Identifying the front cover, back cover, and title page of a book</li> <li>1.3. Identifying the role of the author and illustrator in informational text</li> </ul>
<b>Integration of Knowledge and Ideas (IKI-I)</b>
<p><b>1. The student will be able to use picture cues and make personal connections to texts.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Making connections between self and text</li> <li>1.2. Exploring the purpose of the informational text as it relates to self</li> <li>1.3. Identifying similarities and differences in illustrations between two texts on the same topic</li> </ul>
<b>Range of Reading and Level of Text Complexity (RRTC-I)</b>
<p><b>1. The student will be able to demonstrate an understanding of the organization and basic features of print.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Showing understanding of text through experiments, observations, topic studies, conversations, and illustrated journals</li> </ul>

## Reading Foundational Skills

<b>Print Concepts (PC)</b>
<p><b>1. The student will be able to demonstrate an understanding of the organization and basic features of print.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Recognizing an association between spoken and written words</li> <li>1.2. Recognizing that the letters of the alphabet are a special category of visual graphics that can be individually named</li> <li>1.3. Recognizing and naming upper and lower- case letters of the alphabet</li> <li>1.4. Differentiating letters from numbers</li> <li>1.5. Recognizing words as a unit of print and understand that letters are grouped to form words</li> <li>1.6. Understanding that print moves from left to right, top to bottom, and page by page</li> <li>1.7. Understanding that words are separated by spaces in print</li> </ul>
<b>Phonemic and Phonological Awareness (PPA)</b>
<p><b>1. The student will be able to begin to hear and identify the sounds in a spoken word.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Engaging in language play</li> <li>1.2. Exploring and recognizing rhyming words</li> <li>1.3. Demonstrating an awareness of the relationship between sounds and letters</li> <li>1.4. Demonstrating an understanding of syllables in words</li> <li>1.5. Isolating and pronouncing the initial sounds in words</li> <li>1.6. Demonstrating an awareness of ending sounds in words</li> </ul>
<b>Word Recognition and Vocabulary (WRV)</b>
<p><b>1. The student will be able to know and apply grade-level phonics and word analysis skills when decoding words.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Demonstrating one-to-one letter-sound correspondence</li> <li>1.2. Producing the primary sound of some consonants</li> <li>1.3. Recognizing his/her own name, environmental print, and some common high- frequency sight words</li> </ul>
<b>Fluency (F)</b>
<p><b>1. The student will be able to demonstrate emergent reading skills.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Demonstrating emergent reading skills such as pretend reading and picture reading</li> </ul>

## Writing

<b>Text Types &amp; Purposes (TTP)</b>
<p><b>1. With prompting and support, the student will be able to recognize that writing is a way of communicating for a variety of purposes.</b>  <b>Students will demonstrate mastery of the standard by:</b></p> <p>1.1. Exploring and experimenting with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to express an opinion</p> <p>1.2. Exploring and experimenting with a combination of written representations (e.g., scribbles, drawings, letters and) to describe their writing</p> <p>1.3. Exploring and experimenting with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to tell about events or stories</p>
<b>Production &amp; Distribution of Writing (PDW)</b>
<p><b>1. With prompting and support, the student will be able to focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.</b>  <b>Students will demonstrate mastery of the standard by:</b></p> <p>1.1. Using a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.</p>
<b>Research to Build &amp; Present Knowledge (RBPK)</b>
<p><b>1. With prompting and support, the student will be able to participate in and demonstrate understanding of written representation in collaborative research projects and express opinions about them. (e.g., explore several books by a favorite author on the same topic)</b>  <b>Students will demonstrate mastery of the standard by:</b></p> <p>1.1. Recalling information from experiences to answer questions</p>



## Speaking & Listening

<b>Comprehension &amp; Collaboration (CC)</b>
<p><b>1. With guidance and support, the student will be able to participate in group shared conversations about pre-kindergarten topics and texts with peers and adults.</b></p> <p><b>Students will demonstrate mastery of the standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Engaging in voluntary conversations (e.g., taking turns, exchanging information, listening attentively, being aware of others' feelings)</li> <li>1.2. Confirming understanding of information presented orally, from read-alouds or through other media by asking and answering questions about details</li> <li>1.3. Asking and answering questions to seek help, obtain information or clarify something that is not understood</li> </ul>
<b>Presentation of Knowledge &amp; Ideas (PKI)</b>
<p><b>1. With prompting and support, the student will be able to demonstrate an emergent (developing) ability to express thoughts, feelings and ideas clearly.</b></p> <p><b>Students will demonstrate mastery of the standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Describing familiar people, places, things, and events with adult guidance</li> <li>1.2. Adding drawings or other visual displays to descriptions with adult support</li> </ul>

## Language

### Conventions of Standard English (CSE)

1. **With prompting and support, the student will demonstrate awareness of the conventions of standard English grammar and usage when speaking. Students will demonstrate mastery of the standard by:**
  - 1.1. Using frequently occurring nouns and verbs
  - 1.2. Forming regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes)
  - 1.3. Understanding and using question words (interrogatives) (e.g., who, what, where, when, why, how)
  - 1.4. Using the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with)
  - 1.5. Producing and expanding complete sentences in shared language activities
2. **With prompting and support, the student will demonstrate awareness of the conventions of standard English. Students will demonstrate mastery of the standard by:**
  - 2.1. Writing their first name, and capitalizing the first letter
  - 2.2. Developing an awareness of symbols for end punctuation
  - 2.3. Attempting to write a letter or letters to represent a word
  - 2.4. Experimenting with written representations of words, using emergent knowledge of letter-sound relationships

### Vocabulary Acquisition and Use

1. **With guidance and support, the student will be able to explore word relationships and word meanings. Students will demonstrate mastery of the standard by:**
  - 1.1. Exploring unknown and multiple-meaning words based on pre-kindergarten reading and content
  - 1.2. Using common verbs and adjectives when speaking (l.e.: walk, run)
  - 1.3. Sorting common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent
  - 1.4. Identifying real-life connections between words and their uses (smooth, rough)
2. **With prompting and support, the student will be able to use words and phrases that have been acquired through responses to text or stories, experiences and conversations. Students will demonstrate mastery of the standard by:**
  - 2.1. Using story words in conversations

## Catholic Identity Integration in English Language Arts Pre-Kindergarten

<b>Core Values of Classroom Behavior and Culture</b>
<ol style="list-style-type: none"> <li>1. The student will be able to list examples of God's love.</li> <li>2. Students will respect one another and their teacher.</li> </ol>
<b>Integration of Scripture and Church Teaching</b>
<ol style="list-style-type: none"> <li>1. The student will be able to listen to and discuss Bible stories.</li> <li>2. The student will be able to explore opportunities for prayer.</li> <li>3. The student will be able to recite basic prayers. (sign of cross, Our Father, Hail Mary, Glory Be, Guardian Angel, meal time)</li> </ol>
<b>Historic Church Figures and Events</b>
<ol style="list-style-type: none"> <li>1. The student will be able to listen to stories of the saints and identify a saint as a holy person.</li> </ol>

## Pre-Kindergarten- Science

<b>Hierarchical Organization</b>
<p><b>1. Students will be introduced to the concept of hierarchical organization and how different plants, animals, and objects fit together in our world.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Making observations, making predictions, and asking questions about natural occurrences or events</li> <li>1.2. Describing, comparing, sorting, classifying, and ordering objects</li> <li>1.3. Exploring materials, objects, and events and noticing cause and effect</li> <li>1.4. Using a variety of simple tools to make investigations</li> <li>1.5. Describing and communicating observations results, and ideas</li> </ul>
<b>Reproduction &amp; Heredity</b>
<p><b>1. Students will begin to understand the differences between plants, animals, and people.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Naming, describing, and distinguishing plants, animals, and people by observable characteristics</li> <li>1.2. Describing plant, animal, and human life cycles.</li> </ul>
<b>Ecology &amp; Interdependence</b>
<p><b>1. Students will begin to understand that different plants and animals depend on one another for survival.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Examining animal needs as they relate to plants (e.g., plants need bees for pollination, animals use plants for food)</li> </ul>
<b>Adaptations &amp; Diversity</b>
<p><b>1. Students will begin to understand the difference between living and non-living things and how they interact.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Comparing and contrasting characteristics of living and nonliving things</li> <li>1.2. Identifying the body parts associated with the use of each of the five senses</li> </ul>
<b>Organization of Matter &amp; Chemical Interactions</b>
<p><b>1. Students will begin to understand that people, animal, and objects are made of smaller parts that work together to create unique characteristics.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Manipulating and exploring a wide variety of objects and materials</li> <li>1.2. Describing and comparing objects and materials by observable Properties</li> </ul>

<b>Forces and Motion</b>
<b>1. Students will begin to explore different types of forces and the impact they have on different objects.</b> <b>Students will demonstrate mastery of this standard by:</b> 1.1. Identifying position and movement of people and objects 1.2. Exploring what happens to objects in relation to other forces
<b>Earth's Resources</b>
<b>1. Students will explore how humans interact with nature.</b> <b>Students will demonstrate mastery of this standard by:</b> 1.1. Collecting, sorting, identifying, and describing natural objects in the natural world
<b>Earth &amp; the Universe</b>
<b>1. Students will begin to understand that Earth is part of a larger universe.</b> <b>Students will demonstrate mastery of this standard by:</b> 1.1. Identifying characteristics of the clouds, sun, moon, and stars
<b>Earth's Systems &amp; Cycles</b>
<b>1. Students will recognize patterns and changes in the environment.</b> <b>Students will demonstrate mastery of this standard by:</b> 1.1. Describing daily weather changes and seasonal patterns using weather vocabulary

## **Catholic Identity Integration in Science Pre-Kindergarten 3 & 4**

<b>Core Values of Classroom Behavior and Culture</b>
<ol style="list-style-type: none"><li>1. Students will understand God created all things.</li><li>2. Students will show reverence for all creation by showing respect to each other and adults.</li></ol>
<b>Integration of Scripture and Church Teaching</b>
<ol style="list-style-type: none"><li>1. Students will listen to and discuss Bible stories which include the story of Creation in the book of Genesis.</li></ol>
<b>Historic Church Figures and Events</b>
<ol style="list-style-type: none"><li>1. Students will learn about Catholic scientists and saints.</li></ol>

Pre-Kindergarten  
Theme: Citizenship

<b>Civics</b>
<p><b>1. The student will be able to understand the concept of individual rights and responsibilities.</b> <b>The student will demonstrate mastery by:</b></p> <ul style="list-style-type: none"> <li>1.1. Demonstrating responsible behavior related to daily routines</li> <li>1.2. Explaining the classroom rules and consequences</li> <li>1.3. Identifying character traits of self and others (e.g. fair, respectful, and friendly)</li> </ul> <p><b>2. The student will be able to understand the importance of people, resources, and the environment.</b> <b>The student will demonstrate mastery by:</b></p> <ul style="list-style-type: none"> <li>2.1. Treating classroom materials and belongings of others with care</li> <li>2.2. Identifying the role that people play in caring for the environment</li> </ul> <p><b>3. The student will be able to understand the importance of local community members.</b> <b>The student will demonstrate mastery by:</b></p> <ul style="list-style-type: none"> <li>3.1. Identifying community members (e.g. parents, pastors, and community helpers)</li> <li>3.2. Explaining the roles and responsibilities of community members</li> </ul>
<b>Economics</b>
<p><b>1. The student will be able to understand needs versus wants.</b> <b>The student will demonstrate mastery by:</b></p> <ul style="list-style-type: none"> <li>1.1. Understanding the difference in needs and wants</li> <li>1.2. Classifying items as needs or wants (e.g. shelter, food)</li> </ul> <p><b>2. The student will be able to understand the role of money of in our world.</b> <b>The student will demonstrate mastery by:</b></p> <ul style="list-style-type: none"> <li>2.1. Using money in dramatic play</li> <li>2.2. Identifying different ways that money is used in daily life</li> <li>2.3. Describing the ways in which money can be earned</li> </ul>
<b>Civil Rights</b>
<p><b>1. The student will be able to identify the similarities and differences in people.</b> <b>The student will demonstrate mastery by:</b></p> <ul style="list-style-type: none"> <li>1.1. Describing specific physical characteristics of people (e.g. eye color, hair color, gender)</li> </ul>

<p>1.2. Defining and citing examples of diversity in the school community</p> <p><b>2. The student will be able to identify themselves as a member of a family. The student will demonstrate mastery by:</b></p> <p>2.1. Identifying the roles of family members</p> <p>2.2. Describing family traditions</p> <p>2.3. Identifying similarities and differences in family structure, culture, ability, language and gender</p> <p><b>3. The student will be able to explain the cultural diversity in the classroom. The student will demonstrate mastery by:</b></p> <p>3.1. Identifying unity and diversity</p> <p>3.2. Identifying different types of cultural diversity within the classroom</p> <p>3.3. Proposing different ways to encourage unity and diversity at home and in the classroom</p>
<b>Geography</b>
<p><b>1. The student will be able to identify a place relative to an individual. The student will demonstrate mastery by:</b></p> <p>1.1. Creating a map to identify locations of familiar places</p> <p>1.2. Demonstrating terms related to location, direction, size, and distance (up, down, left, right, far, near, etc.)</p> <p><b>2. The student will be able to understand locations and physical features of the environment. The student will demonstrate mastery by:</b></p> <p>2.1. Identifying location and physical features in the environment</p> <p>2.2. Describing that the world is made up of land, air, and water</p>
<b>History</b>
<p><b>1. The student will be able to understand that history is an occurrence of events that focus on the past. The student will demonstrate mastery by:</b></p> <p>1.1. Describing a simple sequence of events</p> <p>1.2. Recognizing events that happened in the past (e.g. Fourth of July, Thanksgiving Day, Presidents' Day etc.)</p> <p>1.3. <b>Creating a timeline of events</b></p> <p><b>2. The student will be able to describe the impact of significant historical figures and events. The student will demonstrate mastery by:</b></p> <p>2.1. Identifying historical figures that are used as symbols of American culture (e.g. currency, monuments, and place names, etc.)</p> <p>2.2. Examining historical events that are significant to American Culture (e.g. Fourth of July, Thanksgiving Day, Presidents' Day, etc.)</p>



<b>Pre-Kindergarten Catholic Identity Integration in Social Studies</b>		
<b>Core Values of Classroom Behavior and Culture</b>	<b>Integration of Scripture and Church Teaching</b>	<b>Historic Church Figures and Events</b>
<ul style="list-style-type: none"> <li>• The student will demonstrate good character through interactions with others.</li> <li>• The student will be able to determine the difference between right and wrong.</li> <li>• The student will be able to show compassion and empathy.</li> <li>• The student will respect God's Creation of the world by showing respect to the environment and belongings.</li> <li>• The student will be able to show ways they can help others in different communities.</li> <li>• The student will demonstrate the understanding of needs versus wants when praying. For</li> </ul>	<ul style="list-style-type: none"> <li>• The student will demonstrate understanding that God created everyone in His image when discussing diversity.</li> <li>• The student will identify that the community of God includes their family, class, church, and outside community.</li> <li>• The student will be able to recognize the Bible as the first piece of history.</li> <li>• The student will determine the importance of prioritizing their money in order to tithe and give money to the poor.</li> <li>• The student will demonstrate understanding that God created the world along with the physical features and locations while referencing the Creation Story.</li> </ul>	<ul style="list-style-type: none"> <li>• The student will participate in the rituals and traditions of Mass.</li> <li>• The student will make the connection between holidays and significant religious, historical events. Examples: Christmas, Easter, etc.</li> <li>• The student will be able to recognize Mary as Jesus' mother and Joseph as Jesus' father when discussing family structure.</li> <li>• The student will identify a priest as a community helper.</li> </ul>

<p>example, we pray for things we need rather than things we want.</p> <ul style="list-style-type: none"><li>• The student will demonstrate understanding that God created all families.</li></ul>		
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