



# PreK Essential Outcomes

Each objective is scored on a scale of 1 to 4, where 1 is beginning to meet the standard, 2 is progressing towards the standard, 3 is meeting the standard, and 4 is exceeding the standard. The skills below represent a 3, our goal for students at the end of the year.

<b>EOR Obj.</b>	<b>Health and Physical Development</b>	
<b>1</b>	<b>Takes care of own needs appropriately</b>	<i>I can:</i> dress myself use the bathroom and wash my hands stay involved in activities of my choice use materials in the classroom appropriately put toys away
<b>2</b>	<b>Demonstrates traveling skills</b>	<i>I can:</i> walk and move purposefully with safety and control alternate feet up and down stairs climb up and down on playground equipment run smoothly, change direction, start/stop quickly gallop move through an obstacle course
<b>3</b>	<b>Demonstrates balancing skills</b>	<i>I can:</i> keep my balance during movement experiences balance and walk on a balance beam heel to toe jump over small objects stand on one foot hop on one foot (both sides, at least 4 times) complete simple hopscotch (feet together, feet apart)
<b>4</b>	<b>Uses fingers and hands</b>	<i>I can:</i> rip paper with pincer grasp (finger and thumb) cut straight or zig zag lines attempt to button, zip, lace turn knobs, roll and pinch playdough, pour water string small beads use tweezers to move items
<b>5</b>	<b>Uses writing and drawing tools</b>	<i>I can:</i> hold drawing & writing tools with efficient finger placement (may be too high or too low on tool) control my arm movements to make purposeful marks on paper

<b>EOR Obj.</b>	<b>Social &amp; Emotional Development</b>	
<b>6</b>	<b>Follows limits and expectations</b>	<i>I can:</i> follow 3 step directions from adults wait my turn manage classroom rules and routines transitions with occasional reminders clean-up when signal is given accept another choice when preferred is not available with adult support
<b>7</b>	<b>Forms relationships with adults</b>	<i>I can:</i> manage separations without distress engage with trusted adults ask adults to play or be read to show affection for familiar adults
<b>8</b>	<b>Responds to emotional cues</b>	<i>I can:</i> identify basic emotional reactions of others and their causes accurately say how someone is feeling and why

<b>9</b>	<b>Interacts with peers</b>	<b>I can:</b> be a good friend help others use successful strategies to enter groups initiate, join in, and sustain positive interactions with one to three other children
<b>10</b>	<b>Solves social problems</b>	<b>I can:</b> suggest solutions to social problems attempt to solve social problems independently try different ways to solve a conflict

<b>EOR Obj.</b>	<b>Literacy, Language Development, and Communication</b>	
<b>11</b>	<b>Comprehends language</b>	<b>I can:</b> use new words ask & answer questions respond to specific vocabulary respond to simple statements answer 'who' and 'what' questions begin to understand complex statements begin to answer 'how' and 'why' questions incorporate new vocabulary into play
<b>12</b>	<b>Engages in conversations</b>	<b>I can:</b> have a conversation of at least three exchanges stay on topic during the conversation repeat what another person says and ask questions to continue the conversation participate with adult or peer during connection activity or fingerplay
<b>13</b>	<b>Notices &amp; discriminates rhyme</b>	<b>I can:</b> rhyme two words consistently match rhyming pictures consistently decides if two words rhyme fill in the missing word in a non-familiar rhyme or book.
<b>14</b>	<b>Notices &amp; discriminates alliteration</b>	<b>I can:</b> match the beginning sound in words consistently group pictures or items that begin with the same beginning sound generate words that begin with the letter of the day say that ball starts with /b/ or b.
<b>15</b>	<b>Notices &amp; discriminates smaller and smaller units of sounds</b>	<b>I can:</b> hear syllables in a word clap and count syllables in names or words blend word parts together to make one word. (i.e., hot + dog = hotdog, play + ground= playground)
<b>16</b>	<b>Identifies &amp; names letters</b>	<b>I can:</b> name 20 uppercase & 17 lowercase letters
<b>17</b>	<b>Identifies letter-sound correspondences</b>	<b>I can:</b> produce sounds for 15 letters
<b>18</b>	<b>Uses print concepts</b>	<b>I can:</b> locate the cover and title of a book. differentiate between uppercase and lowercase letters use one-to-one correspondence in a familiar short sentence identify a space and some punctuation in a sentence understand the difference between a letter and a word indicate where to start reading and direction (left to right)
<b>19</b>	<b>Interacts during reading experiences, book conversations, and text reflections</b>	<b>I can:</b> engage in read aloud and lap reading experiences. begin to identify key elements of a story: characters, setting, beginning, middle, end, problem and solution ask and answer simple questions about the book

<b>20</b>	<b>Retells stories and recounts details from informational texts</b>	<b>I can:</b> retell a familiar story from beginning to end, including major events and characters
<b>21</b>	<b>Writes name</b>	<b>I can:</b> write all the letters in my name in the correct order and formation
<b>22</b>	<b>Writes to convey ideas and information</b>	<b>I can:</b> write most letters correctly attempt to write words (letter strings) separate groups of letters with spaces draw and write to tell a story using early invented spelling (use the first letter of a word for the whole word, or write initial and final sounds of a word)

<b>EOR Obj.</b>	<b>Cognition and General Knowledge</b>	
<b>23</b>	<b>Counts Verbally</b>	<b>I can:</b> count aloud to 20
<b>24</b>	<b>Counts Groups</b>	<b>I can:</b> count a group of 11 or more objects
<b>25</b>	<b>Subitizes</b>	<b>I can:</b> recognize & name the number of items in a small set (0,1,2,3,4, and 5) instantly
<b>26</b>	<b>Identifies Numerals</b>	<b>I can:</b> identify numerals (0-10)
<b>27</b>	<b>Connects numerals with their quantities</b>	<b>I can:</b> connect each numeral to counted objects
<b>28</b>	<b>Understands spatial relationships</b>	<b>I can:</b> respond to these positional words (above, below, beside, next to, in front of, behind)
<b>29</b>	<b>Understands shapes</b>	<b>I can:</b> name & describe at least 1 attribute of the following shapes: circle, triangle, square, and rectangle

<b>EOR Obj.</b>	<b>Approaches to Learning</b>	
<b>30</b>	<b>Maintains focus and sustains attention</b>	<b>I can:</b> ignore most distractions and interruptions maintain engagement in a teacher led task engage in a purposeful play activity for about 15 minutes sustain attention on age-appropriate tasks or projects
<b>31</b>	<b>Persists</b>	<b>I can:</b> plan and pursue a variety of appropriately challenging tasks keep trying when things are difficult work hard on one thing at a time
<b>32</b>	<b>Engages in imaginative play</b>	<b>I can:</b> act out familiar or imaginary scenarios with others use props to stand for something else assume and assign roles with some discussion of actions with 1 or 2 other people sustain play scenarios for up to 10 minutes with other children
<b>33</b>	<b>Show curiosity and motivation through science inquiry</b>	<b>I can:</b> show excitement to learn about a variety of topics seek answers to questions about topics show interest in learning how things work or how to do a task