

Examples of Student Learning Targets

Grade Level Preschool



The student learning outcomes listed for this grade level are examples of learning that students will master in each subject area. In each subject area, students will:

Language and Early Literacy Development

- Understands and follows simple oral directions

Speech Production and Speech Discrimination

- Produces speech sounds with increasing ease and accuracy
- Demonstrates an understanding of oral messages
- Develops turn taking in conversation
- Uses oral language for a variety of purposes and participate in group discussions

Vocabulary

- Links new learning experiences and vocabulary to what is already known about a topic

Verbal Expression

- Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech

Phonological Awareness

- Begins to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way (e.g., “dog,” “dark,” and “dusty”)

Print and Book Awareness

- Understands that letters are different from numbers
- Understands that a book has a title and an author
- Develops an awareness of the part of a book and how a book works
- Retells a sequence of events
- Shows interest in print; and perceive self as reader
- Identifies own experiences with a character in a book
- Listens to and respond to literature that is read to them
- Recognizes the characters of a book
- Begins to understand what an author and illustrator are and enjoy a variety of types of literature
- Uses picture clues to determine the meaning of written text

Letter knowledge and Early Word Recognition

- Begins to associate the names of letters with their shapes
- Begins to make some letter/sound matches

Number Operations

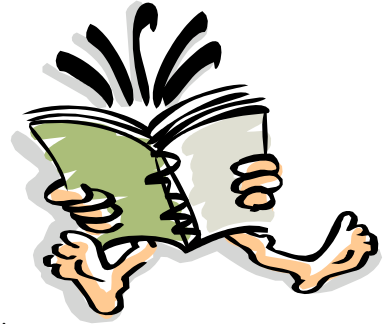
- Counts concrete objects to five or higher
- Recognizes and describes the concept of zero (meaning there are none)
- Uses materials to explore number meaning
- Uses materials to count, order, and group
- Demonstrates one-to-one correspondence through authentic tasks

Geometry and Spatial Sense

- Begins to use words that indicate where things are in space (e.g., “beside,” “inside,” “behind,” “above,” “below,”)
- Recognizes when a pattern exist
- Identifies simple patterns
- Is aware of geometric shapes and patterns in the real world

Measurement

- Begins to make size comparisons between objects (e.g., taller than, smaller than)
- Participates in authentic measurement activities (e.g., experiments with measures of length, volume, size, and weight)



- *Use a variety of materials such as puzzles and games*

Classification and Data Collection

- *Matches objects that are alike*
- *Compares and sort objects by physical characteristics (e.g., use concepts such as large, small, long, short)*
- *Collects and graphs data in simple ways*

Science Processes

- *Compares objects and organisms and identifies similarities and differences*
- *Examines and sorts tangible objects based on common physical properties*
- *Explores and compares objects and organisms based on characteristics of size, shape*

Science Concepts

- *Begins to identify what things are made of (e.g., distinguishing a metal spoon from a plastic spoon)*
- *Discovers that patterns exist in common objects and shapes*
- *Explores and experiment with earth materials such as sand, rocks, and water*
- *Begins to notice patterns associated with day/night and seasons*
- *Discovers the basic needs of plants and animals*
- *Experiences an awareness of the needs and functions of their bodies*
- *Develops an awareness of the differences in people and animals*

Individual, Culture, and Community

- *Participates in classroom jobs and contributes to the classroom community*

Music

- *Participates in classroom music activities*
- *Begins to sing a variety of simple songs*

Physical Movement

- *Becomes more able to move from one space to another in different ways (e.g., running, jumping, hopping, skipping)*
- *Begins to participate in group games involving movement (e.g., Duck, Duck, Duck, Goose)*

Fine Motor Development

- *Begins to hold writing tool with fingers instead of with a fist*
- *Begins to use scissors*
- *Uses pencils, crayons, markers, paint, and chalk for self expression*

Technology Applications

- *Uses a variety of input, such as mouse, keyboard, voice/sound recorder, or touch screen*
- *Begins to use technical terminology, such a “mouse, keyboard, voice/sound recorder, or “CD-ROM”*

****Note:** If you are unsure of any terms or what the standards are at this grade level call the parent coordinator at your school site.