

# LRSD Pre-Kindergarten Curriculum

## Preparation for Common Core State Standards

The LRSD Early Childhood Department operates the prekindergarten program in order to support children’s social, emotional, and academic development in preparation for school success. The recent adoption of the Common Core State Standards presents the opportunity to identify how the activities and experiences contained in the LRSD Prekindergarten and P3 Curriculum Maps prepare children for kindergarten. While most of the experiences, activities, and projects completed during prekindergarten prepare children for kindergarten, there are many opportunities that specifically prepare children for the concepts identified in the Common Core State Standards.

The following list identifies the broad range of learning related to the expectations identified in the kindergarten Common Core State Standards for English Language Arts and Mathematics. These are not to be interpreted as the end of year goal or expectation for prekindergarten children, but are listed to demonstrate how the prekindergarten curriculum prepares children for the types and content of learning in kindergarten.

### **Reading Foundations** (concepts of print, alphabetic principles, basic conventions of English)

**CCKRF1b** Recognize that spoken words are represented in written language by specific sequences of letters (letters make words).

**CCKRF1d** Recognize and name all upper- and lowercase letters of the alphabet.

**CCKRF2d** Isolate and pronounce the initial medial, and final sounds (phonemes) in three-phoneme words (i.e. “say the first sound in cat” – child makes the “c” sound).

**CCKRF3a** Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary letter sound or many of the most frequent sounds for each consonant.

### **Reading Informational Text & Reading Literature**

**CCKRL/RI1** With prompting and support, ask and answer questions about key details in a text.

**CCKRL/RI2** With prompting and support, retell familiar stories or identify the main idea and retell key details of a text.

**CCKRL3** With prompting and support, ask identify characters settings, and major events in a story.

**CCKRL10** Actively engage in group reading activities with purpose and understanding.

### **Writing**

**CCKW1-3** Use a combination of drawing, dictating, and writing to compose...

1. *Opinion pieces* in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the book or topic (e.g. *My favorite book is...*).
2. *Informative/explanatory texts* in which they name what they are writing about and supply some information about the topic.
3. *Narrate a single event* or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### **Speaking and Listening**

**CCKSL1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. Including:

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Continue a conversation through multiple exchanges.

**CCKSL3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**CCKSL4** Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.

**CCKSL6** Speak audibly and express thoughts, feelings and ideas clearly.

### **Language**

**CCKL1a** Print many upper- and lowercase letters.

**CCKL1f** Produce and expand complete sentences in shared language activities.

**CCKL2c** Write a letter or letters for most consonant sounds (phonemes).

**CCKL2d** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**CCKL6** Use words and phrases acquired through conversations, reading and being read to, and responding to text.

### **Mathematics**

#### **Counting and Cardinality**

**K.CC 1** – Count to 100 by ones and tens.

**K.CC 3** – Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

**K.CC 4 a & b** – Understand the relationship between numbers and quantities, connect the counting to cardinality.

Including:

- a. When counting objects, say the number names in the standard order, pairing each objects with one and only one number name and each number name with one and only one object.
- b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

**K.CC 5** – Count to answer “how many?” questions about how many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

#### **Measurement and Data**

**K.MD 3** – Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

#### **Geometry**

**K.G 1** – Describe objects in the environment using names of shapes, and describe their relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

**K.G 2** – Correctly name shapes regardless of their orientations or overall size.

Throughout the Curriculum Map, lessons and activities that are directly related to the Common Core State Standards are identified below the Prekindergarten Benchmarks in italics using the codes above (i.e. *CCKL6*). For more information on the Common Core State Standards, or to download copies of the complete standards, go to [www.corestandards.org](http://www.corestandards.org).