Preschool Guidelines

By the end of preschool, and with appropriate support, most children can be expected to show mastery in these domains.
This chart is a guide for parents to ensure that their child is picking up on these skills before entering pre-kindergarten.

Social-Emotional Development	Language and Literacy	ASL/English-Language Development	Mathematics
Self-Awareness: Describe their bodies, behaviors, and abilities positively; enjoy showing their skills; more assertive with their preferences and desires **Self-Regulation:** Need adult guidance to following simple rules and routines; show some effort at self-control in attention, feelings, and impulses **Social & Emotional Understanding:** Interested in understanding people's feelings and behavior; notice diversity; ask about causes and consequences of behavior. **Empathy & Caring:** Show concern when a child or adult is upset; offer simple efforts to help the other person **Initiative in Learning:** Enjoy learning; confident with their skills to make new discoveries; **Interaction with Peers:** Participate comfortably with one or two playmates; sometimes share materials; simple sequences in pretend play without much planning; seek for help when in disagreements and escalation	**Vocabulary:** Develop use of words for objects, actions, and characteristics frequently seen in the environment; understand words for categories of objects; use simple words that describe relations between things **Concepts about Print:** Begin to recognize print and understand that print has meaning; begin to show appropriate behavior in handling books; recognize print as something that can be read **Alphabets and Word/Print Recognition:** Begin to recognize letters of the alphabet; match some letter names or signed alphabet to printed form **Analysis of Age-Appropriate Text:** Show understanding of main characters or events in a story through answering questions; use labeling, describing, playing, or creating artwork to show knowledge of information **Literacy Interest & Response:** Show enjoyment for literacy activities; listens and participates during story time	**Listen with Understanding:** Listens attentively in both real and pretend activity, relying on tone, facial expressions, or gestures; begin to follow simple directions; show understanding of basic and advance concepts **Signing/Speaking:** Use nonverbal communication (gestures or behaviors) to seek attention; ask for things; use age-appropriate vocabulary; begin to make conversation with others **Express Personal Experiences:** Create a simple story that are real **Reading:** Listens attentively to an adult reading a short story; begins to participate in a read-aloud; choose to read familiar books; begin to identify and relate to a story from their own life experiences; retell the story read; begin to recognize the first letter in their own name; identify some letters of the English alphabet; begin to participate in simple songs that emphasize rhyme and rhythm	**Number Sense:** Begin to understand numbers and amounts in the everyday environment; count up to 10, with growing accuracy; identify, without counting, the number of objects in a group of up to 3 objects; compare two groups of objects that are obviously equal or non-equal and communicate, "more" or "same"; solve simple addition and subtraction problems nonverbally with a very small number of objects (sums up to 4 or 5) **Algebra & Functions (Classification & Patterning):** Sort and classify objects by one characteristic into two or more groups, with growing accuracy; begin to identify or recognize a simple repeating pattern; try to make a simple repeating pattern or in making one **Measurement:** Show awareness that objects can be compared by length or weight, using words "bigger", "longer", "heavier", or "taller"; order three objects by size **Geometry:** Begin to identify common shapes (i.e. circle and square) in their everyday environment; use individual shapes to represent a picture or design; identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside

Information derived from California Preschool Learning Foundations, 2008