Pre-Kindergarten Guidelines

By the end of pre-kindergarten, 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 kindergarten.

Social-Emotional Development	Language and Literacy	ASL/English-Language Development	Mathematics
Self-Awareness: Share and compare feelings and thoughts; cooperative play; problem-solve **Self-Regulation:** Showing more consistency in controlling their attention, feelings, impulses, and thoughts, but adult guidance is sometimes necessary **Social & Emotional Understanding:** Have a better understanding of people's thoughts and feelings, and their own; beginning to understand the differences in personalities and cultures **Empathy & Caring:** Respond to another person's feelings and needs; offer new ideas; give assistance **Initiative in Learning:** Learning for pleasure; identify new solutions; offer ideas **Interaction with Peers:** Active in cooperative play; achieve a shared goal; pretend play that involve planning, roles, and cooperation; negotiate when in disagreements	**Vocabulary:** Understands and use variety and specific words for objects in real and symbolic situations; use words for categories of objects in everyday life; use both simple and complex words that describe relations between things **Concepts about Print:** Recognize print and understand that print carries specific meaning; show appropriate behavior in handling books; understand that print is something that is read **Alphabets and Word/Print Recognition:** Recognize own name or other common words in print; match more than half of uppercase letter names/more than half of lowercase letter names and signed alphabets to printed form **Analysis of Age-Appropriate Text:** Show knowledge of details in a familiar story; use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting **Literacy Interest & Response:** Independently show enjoyment for literacy activities; familiar with complex literacy routines	**Listen with Understanding:** Listens attentively in both real and pretend activity, relying on tone, facial expressions, or gestures; follow one- or two-step sequence; show understanding of more advanced concepts **Signing/Speaking:** Use verbal communication to be understood by others; ask a variety of questions; use vocabulary to share knowledge; maintain a conversation about a variety of topics **Express Personal Experiences:** Create a story to talk about personal experiences that are real or fictional **Reading:** Participate in reading activities; choose to independently read familiar books; describe their own experiences related to the topic of the story; retell the majority of the story; recognize that print is organized from left to right, top to bottom, and that pages are turned from right to left; identify ten or more letters of the English alphabet; participate in simple songs that emphasize rhyme and rhythm	**Number Sense:** Count up to 20 with growing accuracy; identify, without counting, the number of objects in a group of up to 4 objects; compare, by counting or matching, two groups of up to five objects and communicate, "more," "same as," or "less"; solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting **Algebra & Functions (Classification & Patterning):** Sort and classify objects by one or more characteristics, into two or more groups, with growing accuracy; recognize and copy simple repeating patterns; begin to create simple repeating patterns; **Measurement:** Compare two objects by length or weight directly (i.e. putting objects side by side) or indirectly (i.e. using third object); order four or more objects by size **Geometry:** Identify, describe, and create a variety of different shapes; combine different shapes to create a picture or design; identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind

Information derived from California Preschool Learning Foundations, 2008