

Dallas School District #2

Preschool-to-Kindergarten (P-K) Learning Standards

Subject Area	Preschool Standards (Kindergarten Readiness)	Kindergarten Standards
Print Concepts	Demonstrate understanding of the basic concepts of print, including front and back cover of a book, correct orientation of a book, page turning skills, top-to-bottom and left-to-right reading/tracking, spoken and written word correspondence, words are separated by spaces, differentiate letters from numerals	Demonstrate understanding of the basic concepts of print
	Recognize and name many upper and lowercase letters	Recognize and name all upper and lowercase letters
Phonological Awareness	Recognize and match words that rhyme	Recognize and produce rhymes
	With support and prompting, isolate and pronounce the initial sounds in words	Blend and segment short vowel words
	Engage in language play (alliterative language, rhyming, sound patterns)	Manipulate sounds to make new words
Phonics and Word Recognition	Demonstrate awareness of relationship between sounds and letters; with prompting and support, demonstrate one-to-one letter sound correspondence by producing the primary sound of some consonants	Decode short vowel words
	Recognize own name and common signs and labels in the environment; exhibit curiosity to learn new vocabulary	Read grade level high frequency words

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Fluency	Display emergent reading behaviors with purpose and understanding (picture walks and pretend reading)	Read emergent reader-texts with purpose and understanding
Literature	With prompting and support, ask and answer questions about key details in a text (fiction literature and informational texts)	With prompting and support, ask and answer questions about key details in a text (fiction literature and informational texts)
	With prompting and support, retell details of familiar stories.	With prompting and support, retell familiar stories including characters, setting, and major events.
		With prompting and support, identify the main topic and retell key details of informational text
	Exhibit curiosity to learn new vocabulary; identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	Ask and answer questions about unknown words in a text (fiction literature and informational texts)
		With prompting and support, compare and contrast the experiences of characters in familiar stories
		With prompting and support, identify the reasons an author gives to support points in an informational text
	Actively engage in group reading activities with purpose and understanding	Actively engage in group reading activities with purpose and understanding

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Writing	With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like...because...)	Use a combination of drawing, dictating and writing to compose opinion pieces about a topic or a book
	With prompting and support, use a combination of drawing, dictating, or writing to express a topic and some information about the topic	Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
	With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened	Use a combination of drawing, dictating and writing to narrate a single event or connected events. Tell about the events in order and provide a reaction to what happened.
		With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed
		With some guidance and support from adults, explore a variety of digital tools to produce and publish writing including in collaboration with peers

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Writing Conventions	Print some upper- and lowercase letters, capitalize the first letter of their name, attempt to write a letter or letters to represent a word; with guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships	Demonstrate command of the conventions of standard English grammar, capitalization, punctuation and spelling when writing by <ul style="list-style-type: none"> A. Printing many upper- and lowercase letters B. Producing a written sentence in shared activities C. Capitalizing the first word in a sentence and the pronoun I. D. Write and punctuate a simple sentence E. Write letters for most consonant and short vowel sounds F. Spell simple words phonetically
Math: Counting and Cardinality	Know number names and the count sequence to 20	Count to 100 by ones and by tens.
		Count forward beginning from a given number (instead of having to begin at 1)
	Write numbers from 0 to 5 and represent a number of objects with a written numeral 0-5	Write numbers from 0 to 20 and represent a number of objects with a written numeral 0-20
	Count to tell the number of objects (to 10) (saying the number names in standard order, pairing each object with one and only one number name and each number name with one and only one object; understand that the last number name said tells the number of objects counted)	Count objects (saying the number names in standard order, pairing each object with one and only one number name and each number name with one and only one object; understand that the last number name said tells the number of objects counted)
	Understand that each successive number name, when counting, refers to a quantity that is one larger	Understand that each successive number name, when counting, refers to a quantity that is one larger

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	Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects	Count to answer “how many?” questions about as 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
	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects)	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 10 objects)
	Compare numbers	Compare two numbers between 1 and 10 presented as written
Math: Operations and Algebraic Thinking	Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
	Understand simple patterns: duplicate and extend simple patterns using concrete objects (e.g., what comes next?)	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem
		Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by drawing or equation (e.g., $5=2+3$ and $5=4+1$)

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		For any number from 1-9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation
		Fluently add and subtract within 5
		Compose and decompose numbers from 11-19 into ten ones and some quantity of ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
Math: Measurement and Data	Identify measurable attributes of objects, such as length and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object
		Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter than the other.
	Classify objects into given categories; count the number of objects in each category and sort the categories by count (limit category counts to be less than or equal to 10)	Classify objects into given categories; count the number of objects in each category and sort the categories by count.

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Math: Geometry	Identify and describe shapes (squares, circles, triangles, rectangles)	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, in front of, behind, and next to
	Analyze, compare, and sort objects	Correctly name shapes regardless of their orientations or overall size
		Identify shapes as two dimensional (lying in a plane, "flat") or three-dimensional ("solid")
	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.	Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length)
	Model shapes in the world by building shapes from components (e.g., sticks and clay balls)	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes
		Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"