



# Grade Level Expectations

New York State learning standards outline what a student should know and be able to do by the end of the grade level or band. There are also additional skills that a well-rounded student should possess. Listed below are examples of Buffalo Public Schools' academic expectations for prekindergarten students. These should be viewed holistically; a student may demonstrate or be on track for proficiency without having mastered every skill. Teachers intervene as appropriate to support skills development.

## READING

- With prompting and support
  - ask and answer questions about details in a text
  - retell familiar stories (e.g., fairytales, favorite books)
  - describe the role of an author and illustrator
  - produce the most common sounds for some consonants (e.g., /k/ for c)
- Understand organization and basic features of print (e.g., read left to right, top to bottom, page by page)
- Recognize and name some upper/lowercase letters of the alphabet, especially those in own name
- Tell the difference between letters and numbers
- Play with language
  - rhyming (e.g., *ray, say, play*)
  - alliteration (e.g., words that start with the same sound – *pig, pie*)

## WRITING & LANGUAGE

- With prompting and support
  - use a combination of drawing, dictating, or writing to express an opinion about a book/topic; share some information about the topic
  - join in classroom research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)
  - recall information from experiences or gather information from teacher-provided sources to answer a question
  - create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class
- Print some upper-and lower-case letters (e.g., letters in their name)

## SPEAKING & LISTENING

- With guidance and support
  - talk about PK topics and texts with peers and adults
  - ask and answer questions about a text read aloud
- Describe familiar people, places, things and events
- Begin to express thoughts, feelings and ideas

# GRADE PK

PK students in BPS are screened three times per year for literacy and mathematics to ensure they are on track for proficiency.

### PK Literacy Screening Measures:

ISIP Early Reading is a computer adaptive assessment that measures student readiness in the areas of vocabulary, listening comprehension and letter knowledge.

### PK Math Screening Measures:

ISIP Early Math uses game-like activities to assess students on the PK grade level skills of number sense, geometry and operations.

### Recommended: Ages and Stages Questionnaires (ASQ)

These questionnaires can be administered by parents. They help to discover a child's strengths and to uncover any potential areas of growth so that support can be provided as early as possible. For more information, please visit the two BPS Help Me Grow websites in English [ASQ-SE2](#) and [ASQ-3](#) or Spanish [ASQ-SE2](#) and [ASQ-3](#).



Office of Instruction  
Buffalo Public School

# GRADE PK



## TIPS FOR PARENTS

Read to your child every day; choose books that are age appropriate with rich vocabulary.

Talk with your child. Ask questions and listen attentively to his/her answers.

Model your own love of reading. Spend time every day reading in front of your child, while s/she pretend “reads” along with you

Encourage your child to speak in complete sentences.

Say a word and ask your student to name its opposite (hot/cold, up/down, yes/no).

Play rhyming games; read or say nursery rhymes together.

Help your child to take care of her/himself: practice buttoning, tying, zipping, and using forks and spoons appropriately.

Count anything and everything: steps, cookies, houses, cars, etc.

Practice writing and naming letters.

Practice sorting objects into categories (e.g., shape, color, use).

Look for shapes around you (e.g., *That table is a rectangle!*).

Visit the Universal PK website at [www.buffaloschools.org](http://www.buffaloschools.org) for more tips and information.

## MATH

- Count to 20
- Identify and describe shapes (e.g., squares, circles, triangles, rectangles)
- Analyze, compare, and sort objects
- Understand the relationship between numbers and quantities to 10
- Write the number that represents a given number of objects
- Copy and extend simple patterns
- Identify measurable attributes of objects such as length and width
- Sort objects into categories
- Identify *more, less, greater than, fewer, and/or equal*

## SOCIAL AND EMOTIONAL

- Recognize himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests
- Show self-confidence by trying new tasks without prompting or reinforcement
- Appropriately express feelings, needs, opinions, desires
- Actively engage in group activities with purpose and understanding
- Interact with other children and adults
- Share materials and toys with other children
- Understand and follow routines and rules; take turns

## ART

- Experiment with a variety of mediums and ways to use art materials
- Show interest in drawings, sculptures, models, painting, & art work of others
- Show an interest in what can be created with tools, texture, color, technique

## MUSIC

- Sing, make up silly and rhyming verses, imitate patterns, and use music to tell stories
- Create sounds using traditional instruments
- Observe/attend a variety of musical performances, vocal & instrumental

## SCIENCE

- Use senses to gather, explore, and interpret information
- Organize observations of objects and events by identifying and classifying
- Ask “why,” “how,” and “what if” questions; seek information through experimentation and investigation
- Use a variety of tools and materials to test predictions through active experimentation (e.g., child uses magnifying glass, magnets, etc.)
- Identify cause and effect relationships
- Observe and describe characteristics of earth and space
- Observe and discuss changes in weather and seasons using common weather related vocabulary
- Identify things as living and non-living

## SOCIAL STUDIES

- Identify family members, family characteristics and functions
- Describe some of the holidays, dances, foods, costumes and special events, related to her/his own culture
- Name the street, neighborhood, city or town where s/he lives
- Demonstrate interest in current events
- Demonstrate an understanding of roles, rights, and responsibilities
- Demonstrate interest and awareness about a variety of careers, work environments and community help