

A MESSAGE TO OUR FAMILIES

Welcome to the Phoenix Elementary School District! Our schools are committed to providing a high-quality educational program for your children by setting high expectations for their performance in the classroom.

We believe that strong ties to our families and community help your child become a responsible, life-long learner.

This brochure is a **summary** of grade level learning expectations for Social Emotional Development and Approaches to Learning, Language & Literacy, Mathematics and Physical Development, Health and Safety for Preschool students. By the end of this school year, mastery of these skills will prepare your child for success next school year.

The learning expectations listed here **summarize** the Phoenix Elementary District curriculum. These expectations reflect the goals of the school district to ensure a quality curriculum for students and accountability to the community.

The Phoenix Elementary School District curriculum is guided by the Arizona's Academic Standards. Follow this link to the Arizona Department of Education website for additional information about the academic standards:
www.azed.gov/standards-practices/.

The District's 2025 Strategic Plan provides clear expectations for our student's academic success. Goals include:

- We will ensure every student we serve is achieving academic success.
- We will engage every student in a rigorous, relevant, research-based learning environment led by well-trained staff.
- We will ensure student enrollment is at capacity in effective and attractive Signature and Neighborhood schools accessible to all.
- Follow this link for additional information about the 2025 Strategic Plan: phxschools.org/district/about/strategic-plan/.

Please contact your child's teacher at any time, and be sure to attend conferences with your child's teacher in October, January and March.

Preschool

Learning Expectations



WHAT WILL YOUR CHILD LEARN IN SCHOOL THIS YEAR?



Social Emotional Development & Approaches to Learning



Language & Literacy



Mathematics



Physical Development, Health & Safety



Science

Inspiring Every Child to Achieve

PHOENIX #1
Elementary School District

Curriculum and Instruction

2018-2019



Social Emotional Development & Approaches to Learning

Self Help / Adult and Peer Relationships

By the time preschoolers transition to kindergarten, with modeling and support they should:

- Demonstrate self-confidence
- Identify, describe and express their own feelings and feelings of others
- Express empathy for others
- Understand and follow expectations in the learning environment by managing transitions, daily routines and unexpected events
- Use increasingly complex phrases and sentences choose appropriate words and actions to communicate wants, needs and ideas
- Initiate and sustain positive interactions and conversations with adults and other children.
- Demonstrate positive ways to resolve conflicts independently
- Exhibit cognitive flexibility, imagination, and inventiveness when attempting tasks and activities
- Show interest in learning new things and trying new experiences
- Ask questions to get information
- Sustain attention for extended periods of time when engaged despite distractions or interruptions
- Cope with frustration or disappointment
- Engage in inventive social play and uses imagination to generate new ideas
- Use prior knowledge to build new knowledge and skills
- Recognize problems and works to solve them independently



Language & Literacy

Oral Language

By the time preschoolers transition to kindergarten, with modeling and support they should:

- Demonstrate understanding and actively engages in finger-plays, rhymes, chants, poems, conversations, and stories
- Demonstrate understanding and follow directions that involve multiple steps in a series of unrelated sequences of actions
- Speak clearly and understandably to express ideas, feelings and needs
- Make relevant responses to questions and comments from others
- Use the conventions of language while having conversations with adults and peers
- Use increasingly complex phrases and sentences with adults and peers
- Use category labels and names objects within a category; e.g., food, body parts, feelings, shapes, jobs, transportation, etc.
- Use words that describe including adjectives, verbs and adverbs
- Describe the position or location of objects in relation to self or to other objects

Emergent Reading

By the time preschoolers transition to kindergarten, with modeling and support they should:

- Demonstrate and understand that print conveys meaning and that each spoken word can be written and read
- Recognize that letters are grouped to form words e.g., own written name, names of family members and signs, symbols and labels in the environment
- Seek information in printed materials e.g author, illustrator, facts, etc.
- Produce and identify rhyming words
- Recognize spoken words that begin with the same sound and repeats words and identifies the common final sound
- Identify and discriminate syllables in words
- Recognize as many as 10 letters, especially those in own name, family and friends
- Use letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support
- With prompting and support, identifies characters

and major events and details in a story while making predictions

- ▶ Begin to demonstrate an understanding of the differences between fiction and non-fiction
- ▶ Retell or reenacts a story in sequence with pictures or props

Emergent Writing

By the time preschoolers transition to kindergarten, with modeling and support they should:

- ▶ With modeling and support, use a combination of drawing, dictating and emergent writing to communicate an idea or opinion and to express knowledge or share information about a topic of interest
- ▶ Write own name using letter-like forms or conventional print
- ▶ Organize writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks



Mathematics

By the time preschoolers transition to kindergarten, with modeling and support they should:

- ▶ Use numerals and number symbols in the context of daily routines, activities, and play
- ▶ Identify numerals one to 10 and uses and creates symbols to represent numbers
- ▶ Count a collection of up to 10 items using the last counting word to tell, "How many?"
- ▶ Match numerals to quantities they represent using physical models and representations
- ▶ Compare two sets of objects using terms such as more, fewer, or the same
- ▶ Describe changes in two or more sets of objects when they are combined and separated into parts
- ▶ Extend and creates simple patterns
- ▶ Describe similarities and differences in patterns
- ▶ Sort and classifies objects by one or more attributes and explains why the items were sorted into groups
- ▶ Use descriptive language to compare data, analyze information or answers questions in picture graphs or other concrete representations
- ▶ Use various standard tools and vocabulary for simple measuring tasks
- ▶ Use appropriate vocabulary to describe time and sequence related to daily routines

- ▶ Order objects by measurable attributes
- ▶ Use the names of geometric shapes when describing objects found in the environment
- ▶ Create, compare and describe attributes of two- and three- dimensional objects in the environment using own vocabulary



Physical Development, Health & Safety

By the time preschoolers transition to kindergarten, with modeling and support they should:

- ▶ Move with control and coordination
- ▶ Use fine motor skills to manipulate smaller objects, tools and instruments to accomplish a task
- ▶ Demonstrate healthy practice in the area of hygiene, nutrition, physical activity and rest
- ▶ Demonstrate an awareness of the functions of body parts
- ▶ Enforce personal boundaries (safety, self-advocacy and boundary awareness)
- ▶ Demonstrate and practice basic safety rules with guidance and support



Science

By the time preschoolers transition to kindergarten, with modeling and support they should:

- ▶ Ask questions and make predictions while exploring and observing in the environment
- ▶ Begin to describe the similarities, and differences between objects, living things and natural events
- ▶ Use a variety of materials and tools to investigate
- ▶ Identify cause & effect relationships
- ▶ Construct explanations about investigations

August 1, 2019

Dear Family and or Guardian of Preschool Students:

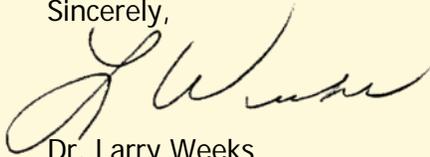
The Phoenix Elementary School District staff is committed to working with you to ensure that your child receives the best education possible. The Arizona State Legislature also recognize the importance of ensuring that your child learns the basic skills necessary to be a successful student.

With that in mind, the Arizona State Legislature enacted ARS §15-702 in 2010 which requires all students in third grade to read proficiently before being promoted to 4th grade. This legislation is commonly known as *Move on When Reading*.

Your child is currently in Preschool and will be under the requirements of *Move on When Reading* when they are in third grade. I encourage you to continue to work with your child's current teacher, as well as their future kindergarten, first, second and third grade teachers, to ensure that they acquire all the skills and strategies they need to be a successful reader.

We look forward to working together to ensure that your child and every child in the Phoenix Elementary School District 31 becomes a successful reader.

Sincerely,



Dr. Larry Weeks
Superintendent

