

**Grade Pre-K - K**  
Framework for **FORMATIVE/CLASSROOM** Instruction and Assessment  
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of  
**MATHEMATICS.**

**PA OCDEL Standards for Pre-Kindergarten:**

- Respond to simple questions. 1.6.1.
- Follow two-step directions ("Put away the crayons and go to the door."). 1.6.1.
- Begin to understand abstractions of language (pronouns, future tense). 1.6.1.
- Initiate conversation with familiar adults and children. 1.6.1.
- Communicate effectively when relating personal experiences. 1.6.3.
- Pose questions, listen to ideas of others to acquire new knowledge. 1.6.3.
- Contribute knowledge to class discussion in order to develop a discussion topic. 1.6.3.
  
- Use counting and numbers as part of play and as a means for determining quantity. 2.1.1.
- Rote count to 20. 2.1.1.
- Count up to 10 objects using one to one correspondence. 2.1.1.
- Name numerals to 10. 2.1.1.
- Use vocabulary to compare numbers of objects with teacher support. 2.1.1.
- Identify and describe patterns. 2.8.3.
- Recognize and extend simple patterns. 2.8.3.
- Identify simple three dimensional shapes. 2.9.1.
- Replicate three dimensional shapes. 2.9.1.
- Put together and take apart increasingly more difficult. 2.9.1.
- Determine the attributes of shapes. 2.9.1.
- Recognize geometric shapes in the environment. 2.9.1.

**PA Academic Standards for Kindergarten:**

- Listen politely and respond to others in small and large group situations. 1.6.K.A.
- Demonstrate the relationship between numbers and quantities, including one-to-one correspondence, and compare values of whole numbers up to 20 and beyond, to include values of money. 2.1.K.A.
- Represent equivalent forms of the same number through the use of concrete objects (including money), drawings, word names, and symbols up to 20 and beyond. 2.1.K.B.
- Use concrete objects, drawings, diagrams or models to compose sets and decompose into equivalent and nonequivalent sets. 2.1.K.C.
- Use concrete objects to demonstrate place value concepts and base-ten numeration up to 20 and beyond. 2.1.K.D.
- Use concrete objects or drawings to model scenarios requiring addition or subtraction. 2.1.K.F.
- Represent addition and subtraction in every day situations using up to ten concrete objects. 2.2.K.B.

Listening								
Concepts	Competencies*	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Base-Ten System: whole numbers  Equivalence: Whole Numbers to 20  Patterns: describing simple number, sequential and growing	<i>*Due to the age span and degree of difficulty, the competencies have been sorted by Pre-K and K. Competencies for pre-K are derived from the PA Learning Standards for Early Childhood while the K competencies are derived from SAS.</i>  <b>Pre-Kindergarten:</b> Use fingers to represent numbers when counting.  Identify numbers 0-5.  Identify penny, nickel, and dime.  Use concrete objects to build vocabulary of more or less.  Group objects into equal groups.  <b>Kindergarten:</b> Represent, compare, and order whole numbers, and join and separate small sets of numbers or objects.  Identify, duplicate, and extend simple number, sequential and growing patterns.	Different Equals Forms Large Less Match More Missing addend Numbers One-to-one correspondence Patterns Quantity Represent Same Small	Hold up the correct number of fingers as modeled when the teacher calls out a number from 1-10.	Respond to simple requests or commands as modeled that include numbers from 1-10.	Select manipulatives to demonstrate understanding of simple math stories working with a partner.	Assemble models of orally stated math stories using the flannel board.	Create visual representations of math stories with a partner as told by the teacher.	Level 6- Reaching
			Content Stems					
			Problem solving Communicate the math expression	Problem solving Communicate the math expression	Problem solving Write math language (e.g., sentence completion) Communicate the math expression	Problem solving Write math language (e.g., sentence completion) Communicate the math expression	Write math language (e.g., sentence completion) Communicate the math expression	
			Instructional Support					
Visual aids, real objects, songs, rhythmic/ musical patterns, chanting/ choral response Puzzles Total physical response	Visual aids, real objects, songs, puzzles, rhythmic/ musical patterns, chanting/ choral response Small group work Total physical response	Visual aids, real objects, songs, puzzles, graphic organizers rhythmic/ musical patterns, chanting/ choral response Think/write pair share Total physical response	Visual aids, real objects, songs, storyboards, puzzles, graphic organizers rhythmic/ musical patterns, chanting/ choral response Small group work Building materials Total physical	Visual aids, real objects, songs Word wall Graphic organizers puzzles Rhythmic/ musical patterns Chanting/ choral response Think/write Pair share Total physical response				

						response		
<b>Language Use</b>								
			Play games associated with number Listen to songs about numbers Play number games Point, show, and select appropriate response	Label Draw Produce icons, symbols Play games associated with numbers Listen to songs about numbers and number games Point, show, and select appropriate response	Illustrate Label Draw Produce icons, symbols Play games associated with numbers Listen to songs about numbers and number games Conversation experiences in small groups associated with numeration	Illustrate Label Draw Produce icons, symbols Play number games Conversation experiences in small groups associated with numeration	Illustrate Label Draw Produce icons and symbols represent expression/sentence Play number games Conversation experiences in small groups associated with numeration	
<b>Reading</b>								
<b>Concepts</b>	<b>Competencies</b>	<b>Vocabulary</b>	<b>Level 1 Entering</b>	<b>Level 2 Beginning</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
Shapes and Solids: describing and combining	<b>Pre-Kindergarten:</b> Recognize 2-dimensional shapes (circles, square, triangle and rectangle)  Recognize common geometric shapes in real life.  Follow directions that use positional	Above Attributes Back Below Beside Between Colors Different	Identify objects by color, shape and size as a group.	Sort objects by attributes, according to descriptive words or phrases, working with a partner.	Pattern real-life objects by color, shape and size working with a partner.	Match sorted and/or patterned real-life objects to their descriptive words working with a partner.	Draw conclusions about patterned objects working with a partner.	<b>Level 6-</b>

<p>words ( in, on, under, over, next to, between, beside, above, below, front, back)</p> <p>Create symmetrical figures using legos, pattern blocks, etc.</p> <p>Use geoboards to create shapes with rubber bands.</p> <p><b>Kindergarten:</b> Order objects by measurable attributes, such as length and weight, and indirectly compare lengths to a third object to solve problems.</p> <p>Identify, name and describe a variety of two and three dimensional shapes presented in different sizes and orientations, as well as combining those shapes to construct more complex shapes.</p>	<p>Front In Large Match Next to On Over Patterns Quantity Represent Same Shapes Small Sort Space Symmetry Under</p>	<b>Content Stems</b>				
		Identify shapes by attributes Total physical response Follow directions	Identify shapes by attributes Classify shapes Total physical response Follow directions	Games Comprehension of tasks Modeling Repetition Development of content: space and shape	Games Comprehension of tasks Modeling Repetition Development of content: space and shape Word recognition Developing questioning skills and how to respond appropriately	Games Comprehension of tasks Modeling Repetition Development of content: space and shape Word recognition Developing questioning skills and how to respond appropriately Compromise
		<b>Instructional Support</b>				
		Visual aids, real objects, manipulatives Use senses activities Chant, sing, choral repetition	Visual aids, real objects, manipulatives Graphic organizers Use senses activities Chant, sing, choral repetition	Visual aids, real objects, manipulatives Graphic organizers Use senses activities Chant, sing, choral repetition Think/write Pair share	Visual aids, real objects, manipulatives Graphic organizers Chant, sing, choral repetition Think/write Pair share	Visual aids, real objects, manipulatives Graphic organizers Chalk talk Partner work
		<b>Language Use</b>				
		Games Comprehension of tasks Modeling Repetition	Games Comprehension of tasks Modeling Repetition Role play	Games Comprehension of tasks Modeling Repetition Role play	Games Comprehension of tasks Modeling Repetition Role play	Games Comprehension of tasks Modeling Repetition Role play

					Sequencing Developmental play	Sequencing Developmental play Conversation games (e.g., I Spy, Hot/ Cold)	Developmental play Distinguishing differentiati on in shapes, colors, and size Conversation games (e.g., I Spy, Hot/Cold)	
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