

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 verbally to questions in phrases. 1.6.2.
- Ask questions that extend understanding ("why?"). 1.6.2.
- Speak clearly enough to be understood by most listeners. 1.6.2.
- Begin to recite rhymes, songs, and familiar text. 1.6.2.
- Ask and answer relevant questions and share experiences individually and in groups. 1.6.2.
- Modulate voice, volume, and intonation. 1.6.2.
- 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.
- Understand number concepts, vocabulary, quantities and written numerals in meaningful ways. 2.1.2.
- Differentiates numerals from letters. 2.1.2.
- Practice and count using numbers as a means of determining quantity. 2.8.2.
- Practice using concrete objects to portray simple story. 2.8.2.

PA Academic Standards for Kindergarten:

- Speak clearly enough to be understood by all audiences using appropriate volume. 1.6.K.B.
- 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 or drawings to model scenarios requiring addition or subtraction. 2.1.K.F.
- Organize and display objects by one or more attributes. 2.6.K.B.

Speaking								
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	<p><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></p> <p>Pre-Kindergarten: 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.</p> <p>Kindergarten: 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.</p>	Different Equals Forms Large Less Match Missing addend More Numbers One-to-one correspondence Patterns Quantity Represent Same Small Tally marks	Recite numbers from 1-10 showing the correct number of fingers.	Echo instructor's production of number names, counting process and simple categorization using assorted manipulatives.	Participate in a group song or chant involving numbers and gestures.	Participate in group discussions pertaining to position and numbers of objects.	Demonstrate how to play a game that involves quantity in a whole group.	Level 6- Reaching
Writing								
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 Operations: Joining and Separating Sets Patterns: describing simple number,	<p>Pre-Kindergarten: Represent quantity using invented forms.</p> <p>Use concrete objects to represent quantities up to and including 5. Represent equivalent forms of the same number using concrete objects and drawings up to and including 5 . Group objects into equal groups.</p>	Correspondence Different Equivalent forms Equals Large Less Match Missing addend More Numbers One-to-one	Use drawings to express examples of matched pairs as modeled.	Create a counting book collaboratively with the class depicting matched sets.	Illustrate and label math concepts depicting activities in the classroom (such as: using tally marks as part of a survey) working with a partner.	Create drawings or writings that illustrate mathematical concepts within a small group.	Write a math sentence with numerals and number words from a word wall.	Level 6- Reaching

sequential and growing Data Analysis: by sort and resort by attributes	Kindergarten: Represent, compare, and order whole numbers, and join and separate small sets of numbers or objects. Order objects by measurable attributes, such as length and weight, and indirectly compare lengths to a third object to solve problems. Identify, duplicate, and extend simple number, sequential and growing patterns. Sort and re-sort objects using one or more attributes to solve problems.	Patterns Quantity Represent Same Small Tally marks	Content Stems				
			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	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	Problem solving Write math language (e.g., sentence completion) Communicate the math expression
			Instructional Support				
			Visual aids, real objects, songs Rhythmic/ musical patterns Chant/ choral response Puzzles Total physical response	Visual aids, real objects, storyboard, songs, puzzles Rhythmic/ musical patterns, Chant/ choral response Small group work Total physical response	Visual aids, real objects, songs, puzzles Graphic organizers Rhythmic/ musical patterns, Chant/ choral response Think/write pair share Total physical response	Visual aids, real objects, songs, puzzles Graphic organizers Rhythmic/ musical patterns, Chant/ choral response Small group work Building materials Total physical response	Visual aids, real objects, songs, Word wall Graphic organizers Puzzles Rhythmic/ musical patterns Chant/ choral response Think/write pair share Total physical response
Language Use							
Label Draw Produce icons, symbols Play games associated with matched sets Listen to songs about numbers and number games	Label Draw Produce icons, symbols Play games associated with matched sets Listen to songs about numbers and number games	Illustrate Label Draw Produce icons, symbols Play games associated with matched sets Listen to songs about numbers and number	Illustrate Label Draw Produce icons, symbols Play games associated with matched sets Listen to songs about numbers and number	Illustrate Label Draw Produce icons, symbols Play games associated with matched sets Listen to songs about numbers and number			

					<p>games Conversation experiences in small groups associated with interviewing and survey data</p>	<p>games Conversation experiences in small groups associated with interviewing and survey data</p>	<p>games Conversation experiences in small groups associated with interviewing and survey data</p>	
--	--	--	--	--	--	--	--	--