

# Missouri Pre-K Standards

The standards are broad descriptions of what most children should know and be able to do by the time they enter kindergarten. They are not a curriculum but a framework for communicating a shared set of expectations for preschool children.

We realize some children will far exceed these standards; others will not enter kindergarten with the knowledge and experience suggested in this document. Just as we recognize that different people bring different things to our society, we also recognize that variability in children is normal. The standards are not intended to be used to determine whether a child “is ready” to enter kindergarten. The standards are, however, goals for adults to use in supporting the literacy development of preschool children. Available evidence indicates that the standards are appropriate for most children.

The standards were developed by a broad-based group of individuals whose backgrounds are representative of many facets of the early childhood community in Missouri. The standards are intended to be used in a variety of early childhood settings by a variety of people—parents, parent educators, child care providers, Head Start and public/private school teachers, etc. They are consistent with current research and recommendations from other state and national initiatives.

It is our hope that the ultimate benefactors of this work will be our children, resulting in all children entering school ready to succeed.

*For more information, please visit the Missouri Department of Elementary and Secondary Education at: <http://dese.mo.gov/>*

# Missouri Pre-K Guiding Principals

1. All children actively seek to comprehend the world in which they live. Given the opportunity to make choices concerning their activities they acquire knowledge skills and the ability to solve problems.
2. Children construct knowledge and values through interactions with peers, parents, other adults, and active exploration of the physical and social environment.
3. Young children's thinking contains predictable errors.
4. Early learning and areas of development interact and influence each other.
5. Families (parents) are the child's first and most important teacher(s).
6. Children exhibit individual differences in their development of competencies.

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# Missouri Pre-K Literacy Standards

<b>Content Component</b>	<b>Process Standards</b>
<b>Symbolic Development</b>	<i>Represents feelings and ideas in a variety of ways.</i>
<b>Spoken/Expressive Language</b>	<i>Uses language to communicate ideas, feelings, questions or to solve problems.</i>
<b>Listening/Receptive Language</b>	<i>Listens for different purposes.</i>
<b>Written Language</b>	<i>Uses writing as a means of expression/communication.</i>
<b>Knowledge of Print and Books</b>	<i>Applies early reading skills.</i>
<b>Sounds of Language (Phonological Awareness)</b>	<i>Attends to sounds in language.</i>

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# Missouri Pre-K Social and Emotional Development Standards

<b>Content Component</b>	<b>Process Standards</b>
<b>Knowledge of self</b>	<i>Exhibits self awareness</i> <i>Develops self control</i> <i>Develops personal responsibility</i>
<b>Knowledge of others</b>	<i>Builds relationships of mutual trust and respect with others.</i> <i>Works cooperatively with children and adults.</i>

# Missouri Pre-K Approaches to Learning

<b>Content Component</b>	<b>Process Standards</b>
<b>Approaches to learning</b>	<i>Shows curiosity</i> <i>Takes initiative</i> <i>Exhibits creativity</i> <i>Shows confidence</i> <i>Displays persistence</i> <i>Uses problem-solving skills</i>

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# Missouri Pre-K Mathematics Standards

<b>Content Component</b>	<b>Process Standards</b>
<b>Number and operation</b>	<i>Uses number to show quantity</i> <i>Uses languages to represent number of objects</i> <i>Solves problems using number</i> <i>Uses numerical representation</i>
<b>Geometry and spatial sense</b>	<i>Investigates positions and locations</i> <i>Explores shapes in the environment</i>
<b>Patterns and relationships</b>	<i>Recognizes relationships in the environment</i> <i>Uses patterns in the environment</i>
<b>Measurement</b>	<i>Makes comparisons</i> <i>Uses measurement</i>
<b>Exploring data</b>	<i>Collects, organizes and uses information</i>

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# Missouri Pre-K Science Standards

<b>Content Component</b>	<b>Process Standards</b>
<b>Physical science</b>	<i>Explores physical properties of objects and materials</i> <i>Investigates properties of objects and materials</i> <i>Solves problems involving physical properties of objects and materials</i> <i>Represents observations of the physical works in a variety of ways</i>
<b>Life science</b>	<i>Explores characteristics of living things</i> <i>Investigates characteristics of living things</i> <i>Solves problems related to living things</i> <i>Represents observations about living things in a variety of ways</i>
<b>Earth and space</b>	<i>Explores properties of earth and space</i> <i>Investigates properties of earth and space</i> <i>Solves problems involving earth and space</i> <i>Represents observations about earth and space in a variety of ways</i>

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# Missouri Pre-K Physical Development, Health and Safety Standards

<b>Content Component</b>	<b>Process Standards</b>
<b>Physical development and coordination</b>	<i>Uses gross motor skills with purpose and coordination</i> <i>Uses fine motor skills with purpose and control</i> <i>Responds to sensory input to function in the environment</i>
<b>Health</b>	<i>Practices healthy behaviors</i>
<b>Safety</b>	<i>Practices safe behaviors</i>

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