

**Correlation of the West Virginia Early Learning Standards Framework, *Educating Young Children*, The Head Start Child Outcomes Framework, WV STARS Core Knowledge and Core Competencies, and the Early Childhood Environmental Rating Scale--Revised**

**WV ELSF Domain: Social and Emotional Development**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>COR: Preschool Child Observation Record</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>3. Positive Interactions and Relationships</b>                      3.1 Relationships with Individual Children                      3.2 managing Environmental Design                      3.3 Developmentally Appropriate Guidance                      3.4 Relationships with Others  <b>4. Curriculum</b>                      4.2 Social Development                      4.3 Emotional Development</p>	<p><b>1. Self Concept</b>                       Learning Criteria:                       Each child will progress in developing self-expression and awareness of self in terms of specific abilities, characteristics, and preferences.</p>	<p><b>I. Initiative</b>                      A. Making choices and plans                      B. Solving problems with materials                      C. Initiating play                      D. Taking care of personal needs   <b>II. Social Relations</b>                      E. Relating to adults                      F. Relating to other children                      G. Resolving interpersonal conflict                      H. Understanding and expressing feelings</p>	<p><b>Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Self Concept</li> </ul>	<p>2. Furniture for routine care, play and learning                      3. Furnishings for relaxation and comfort                      4. Room arrangement for play                      5. Space for privacy                      6. Child related display                      9. Greeting/ departing                      11. Nap/ rest                      16. Encouraging children to communicate.                      18. Informal use of language                      24. Dramatic plan                      28. Promoting the acceptance of diversity                      31. Discipline                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      35. Free Play                      37. Provisions for children with disabilities</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>Educating Young Children–Curricular Framework</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>interact with adults who encourage and support their efforts, accomplishments, ideas and interests</li> <li>interact with adults who use positive verbal and non-verbal language</li> <li>engage in activities that introduce new concepts in the context of familiar ones</li> <li>interact with adults who are dependable and consistent in their expectations</li> <li>engage in supportive conversations about their feelings</li> <li>make choices</li> <li>engage in activities that are self-directed and support discovery</li> <li>use props, puppets and costumes in dramatic role and pretend play</li> </ul>		<p>Key Experiences:  <b>Initiative and Social Relations</b></p> <ul style="list-style-type: none"> <li>Making and expressing choices, plans, and decisions</li> <li>Taking care of one’s needs</li> <li>Expressing feelings in words</li> <li>Being sensitive to feelings, interest, and needs of others</li> <li>Creating and experiencing collaborative play</li> <li>Dealing with social conflict</li> </ul>		<p>PQA:  <b>I. Learning Environment</b>                      E. Organization and labeling of materials                      I. Displays of child-initiated work  <b>II Daily Routine</b>                      A. Consistent daily routine                      D. Time for child planning                      E. Time for child-initiated activities  <b>III. Adult – Child Interactions</b>                      A. Meeting basic physical needs                      B. Handling separation from home                      C. Warm and caring atmosphere                      G. Encouragement of child initiatives</p>

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<p><b>1. Child Growth and Development</b> 1.1 Characteristics and Needs of Young Children 1.2 Multiple Influences on Development and Learning 1.3 Learning Environments that Support Development <b>3. Positive Interactions and Relationships</b> 3.1 Relationships with Individual Children 3.2 managing Environmental Design 3.3 Developmentally Appropriate Guidance 3.4 Relationships with Others <b>4. Curriculum</b> 4.2 Social Development 4.3 Emotional Development</p>	<p><b>2. Social Relationship</b>  Learning Criteria:  Each child will progress in developing and demonstrating pro-social behavior.</p>	<p><b>I. Initiative</b> A. Making choices and plans B. Solving problems with materials C. Initiating play <b>II. Social Relations</b> A. Relating to adults B. Relating to other children C. Resolving interpersonal conflict D. Understanding and expressing feelings</p>	<p><b>Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Self Control</li> <li>• Cooperation</li> <li>• Social Relationships</li> </ul>	<p>1. Indoor space 3. Furnishing for relaxation and comfort 4. Room arrangement for play 5. Space for privacy 16. Encouraging children to communicate 18. Informal use of language 28. Promoting the acceptance of diversity 31. Discipline 32. Staff-child interactions 33. Interactions among children 34. Schedule 35. Free Play 37. Provisions for children with disabilities. 41. Staff interaction and cooperation.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>Educating Young Children–Curricular Framework</b>		
<p>Provide daily experiences for children to:</p> <ul style="list-style-type: none"> <li>• observe teachers and other adults who are respectful and empathetic in their interactions</li> <li>• engage in purposeful and spontaneous activities that support the development of empathy, sensitivity and respect</li> <li>• experience a learning environment where everyone is included, valued, and accepted</li> <li>• express their thoughts, emotions, preferences and ideas</li> <li>• solve problems and resolve conflicts independently or with appropriate guidance from familiar adults</li> <li>• learn in an environment that is organized to promote age appropriate interaction</li> <li>• experience guidance that is non-punitive, consistently provided and designed to promote positive behaviors</li> </ul>		<p>Key Experiences: <b>Initiative and Social Relations</b></p> <ul style="list-style-type: none"> <li>• Taking care of one’s needs</li> <li>• Expressing feelings in words</li> <li>• Participating in group times</li> <li>• Being sensitive to feelings, interest, and needs of others</li> <li>• Building relationships with children and adults</li> <li>• Creating and experiencing collaborative play</li> <li>• Dealing with social conflict</li> </ul>		<p>PQA: <b>I. Learning Environment</b> B. Defined interest areas <b>III. Adult-Child Interaction</b> K. Encouragement for peer interactions L. Independent problem solving M. Conflict resolution</p>

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<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.2 Social Development                      4.3 Emotional Development  <b>6. Family and Community</b>                      6.1 Family Characteristics and Influences                      6.2 Respectful and Reciprocal Relationships with Families                      6.3 Family Involvement                      6.4 Community Collaboration and Relationships</p>	<p><b>3. Knowledge of Family and Community</b></p> <p>Learning Criteria:</p> <p>Each child will progress in understanding their role and identity in the family and community.</p>		<p><b>Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>◆ Knowledge of Family and Community</li> </ul>	<p>6. Child related display                      9. Greeting and departing                      15. Books and pictures                      16. Encouraging children to communicate                      18. Informal use of language                      24. Dramatic play                      36. Group play                      37. Provisions for children with disabilities                      28. Promoting acceptance of diversity.                      41. Staff interaction and cooperation</p>
<b>WV ELSF Experiences/ Guidance</b>			<b>Educating Young Children–Curricular Framework</b>	
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• engage in conversations and activities related to their families and other families in the community</li> <li>• interact with adults who model respectful and accepting attitudes and behaviors</li> <li>• use materials such as books, toys, equipment, computer programs, and illustrations that provide them with images of all people engaged in everyday activities</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• be exposed to a variety of experiences portraying community members and their roles, including books, props, and people</li> <li>• participate in facilitated discussions related to diversity and acceptance</li> <li>• use dramatic play and visual arts that are representative of familiar life situations</li> </ul>			<p>Key Experiences:</p>	<p>PQA:</p> <p><b>I. Learning Environment</b>                      H. Diversity-related materials</p> <p><b>III. Adult-Child Interaction</b>                      H. Support for child learning at group times                      I. Opportunities for child exploration</p>

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<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.2 Social Development                      4.3 Emotional Development</p>	<p><b>4. Approach to Learning</b>                       Learning Criteria:                       Each child will develop an intrinsic motivation for learning.</p>	<p><b>I. Initiative</b>                      A. Making choices and plans                      B. Solving problems with materials                      C. Initiating play</p>	<p><b>Approaches to Learning</b></p> <ul style="list-style-type: none"> <li>• Initiative and Curiosity</li> <li>• Engagement and Persistence</li> <li>• Reasoning and Problem Solving</li> </ul>	<p>4. Room arrangement for play                      6. Child related display                      14. Safety practices                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      28. Promoting the acceptance of diversity                      30. General supervision of children                      31. Discipline                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      35. Free Play                      37. Provisions for children with disabilities.                      41. Staff interaction and cooperation.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>Educating Young Children–Curricular Framework</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• participate in child initiated learning activities</li> <li>• interact with adults who provide support and encouragement for spontaneous exploration and independent problem solving</li> <li>• use varying materials and supplies that are interesting and relative</li> <li>• experience a range of choices reflective of their interests</li> <li>• observe teachers who model a variety of strategies for problem solving</li> <li>• experience open-ended challenges and the encouragement to consider multiple solutions to problems</li> <li>• engage in activities that are individualized and reflective of a continuum of learning</li> </ul>		<p>Key Experiences:  <b>Initiative and Social Relations</b></p> <ul style="list-style-type: none"> <li>• Making and expressing choices, plans, and decisions</li> <li>• Solving problems encountered in play</li> <li>• Participating in group times</li> <li>• Creating and experiencing collaborative play</li> </ul>	<p>PQA:</p> <p><b>I. Learning Environment</b>                      B. Defined interest areas                      C. Logically located interest areas                      D. Outdoor space, equipment, materials</p> <p><b>II. Daily Routines</b>                      C. Appropriate time for each part of the day                      D. Time for child planning                      E. Time for child-initiated activities                      F. Time for child recall</p>	

**WV ELSF Domain: The Arts**

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<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.4 Creative Expression of the Arts</p>	<p><b>1. Music and Movement</b>                       Learning Criteria:                       Each child will participate in a variety of music and movement activities.</p>	<p><b>IV. Movement and Music</b>                      L. Moving in various ways                      M. Moving with objects                      A. Feeling and expressing steady beat                      B. Moving to Music                      C. Singing</p>	<p><b>Creative Arts</b>                      ♦ Music                      ♦ Movement</p>	<p>4. Room arrangement for play                      21. Music/ movement                      28. Promoting acceptance of diversity                      34. Schedule                      35. Free play                      36. Group time                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>Educating Young Children–Curricular Framework</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• sing, dance, play instruments, and listen to music</li> <li>• hear various types of music</li> <li>• access musical material</li> <li>• respond to music through spontaneous movement</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• experience cultural diversity through music and movement</li> <li>• interact with instruments including child created instruments</li> <li>• express feelings, thoughts and ideas through musical media</li> </ul>		<p>Key Experiences:</p> <p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Moving in nonlocomotor ways</li> <li>• Moving in locomotor ways</li> <li>• Moving with objects</li> <li>• Expressing creativity in movement</li> <li>• Describing movement</li> <li>• Acting on movement directions</li> <li>• Feeling and expressing steady beat</li> <li>• Moving to sequences to a common beat</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Moving to music</li> <li>• Exploring and identifying sounds</li> <li>• Exploring the singing voice</li> <li>• Developing melody</li> <li>• Singing songs</li> <li>• Playing simple musical instruments</li> </ul>		<p>PQA:</p> <p><b>I. Learning Environment</b>                      F. Varied and open-ended materials                      G. Plentiful materials</p> <p><b>II. Daily Routine</b>                      H. Large-group time</p> <p><b>III. Adult-Child Interaction</b>                      G. Encouragement of child initiatives                      H. Support for child learning at group times                      I. Opportunities for child exploration                      J. Acknowledgement of child efforts                      K. Encouragement for peer interactions</p>

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<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.4 Creative Expression of the Arts</p>	<p><b>2. Visual Art</b></p> <p>Learning Criteria:</p> <p>Each child will explore and become increasingly proficient in using a variety of art media and materials to create artwork and express ideas.</p>	<p><b>III. Creative Representation</b>                      E. Making and building models                      F. Drawing and painting pictures</p>	<p><b>Creative Arts</b>                      ♦ Art</p>	<p>4. Room arrangement for play                      19. Fine motor                      20. Art                      28. Promoting acceptance of diversity                      34. Schedule                      35. Free play                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>Educating Young Children–Curricular Framework</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>experiment with a variety of media such as clay, natural materials, wood, paper, crayons, chalk, paints, glue, paste, tape, staples, nails, and scissors</li> <li>express individually through the use of art materials</li> <li>relate artistic expression to real life and imagination</li> <li>see child-related artwork displayed</li> <li>talk about their artwork</li> <li>use their imagination to create stories about the artwork they create or observe</li> <li>enjoy the process as well as the product of their work</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>observe art examples across time and cultures</li> </ul>		<p>Key Experiences:  <b>Creative Representation</b></p> <ul style="list-style-type: none"> <li>Relating models, pictures, and photographs to real places and things</li> <li>Making models out of clay, blocks, and other materials</li> <li>Drawing and painting</li> </ul>	<p>PQA:</p> <p><b>I. Defined Environment</b>                      B. Defined interest area                      E. Organization and labeling of materials                      F. Varied and open-ended materials                      G. Plentiful materials                      I. Displays of child-initiated work</p> <p><b>II. Daily Routine</b>                      D. Time for child planning                      E. Time for child-initiated activities                      F. Time for recall</p> <p><b>III. Adult-Child Interaction</b>                      G. Encouragement of child initiatives                      L. Independent problem solving</p>	

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<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.4 Creative Expression of the Arts</p>	<p><b>3. Dramatic Play</b></p> <p>Learning Criteria:</p> <p>Each child will progress in using imagination and creativity to assume different roles in dramatic play.</p>	<p><b>III. Creative Representation</b>                      G. Pretending</p>	<p><b>Creative Arts</b>                      ♦ Dramatic Play</p>	<p>4. Room arrangement for play                      15 Books and pictures                      22. Blocks                      21. Music and movement                      24. Dramatic play                      28. Promoting acceptance of diversity                      34. Schedule                      35. Free play                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>			<b>Educating Young Children–Curricular Framework</b>	
<p>Provide children with daily opportunities to:</p> <ul style="list-style-type: none"> <li>spontaneously choose dramatic play options or themes</li> <li>interact with costume pieces, props, puppets, books, and pictures for dramatic play</li> <li>re-enact stories</li> <li>use imagination to create stories</li> <li>engage in dramatic play through manipulation of figures such as small toy people and animals</li> </ul>			<p>Key Experiences:  <b>Creative Representation</b></p> <ul style="list-style-type: none"> <li>Imitating actions and sounds</li> <li>Pretending and role playing</li> </ul>	<p>PQA:</p> <p><b>I. Defined Environment</b>                      B. Defined interest area                      E. Organization and labeling of materials                      G. Plentiful materials                      H. Diversity-related materials</p> <p><b>II. Daily Routine</b>                      D. Time for child planning                      E. Time for child-initiated activities                      F. Time for recall</p>

**WV ELSF Domain: Physical Health and Development**

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<p><b>1. Child Growth and Development</b> 1.1 Characteristics and Needs of Young Children 1.2 Multiple Influences on Development and Learning 1.3 Learning Environments that Support Development <b>4. Curriculum</b> 4.1 Learning Environment 4.5 Health Practices and Physical Development</p>	<p><b>1. Fine Motor</b>  Learning Criteria:  Each child will progress in performing fine motor tasks with strength and control.</p>	<p><b>I. Initiative</b> D. Taking Care of personal needs <b>V. Language and Literacy</b> A. Writing</p>	<p><b>Physical Health and Development</b> 44. Fine Motor Skills</p>	<p>4. Room arrangement for play 19. Fine motor 20. Art 22. Blocks 24. Dramatic play 28. Promoting acceptance of diversity 34. Schedule 35. Free play 37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>			<b>Educating Young Children–Curricular Framework</b>	
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• interact with small manipulatives</li> <li>• manipulate and use tools such as pencils, markers, crayons, chalk, garden implements, and hammers</li> <li>• construct with a variety of materials</li> <li>• practice self help skills with adequate time allowed</li> <li>• work with materials that encourage snapping, lacing, buttoning, and zipping</li> <li>• participate in finger-plays and songs using hand movements</li> </ul>			<p>Key Experiences: <b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Writing in various ways: drawing, scribbling, letterlike forms, invented spelling, conventional forms</li> </ul> <p><b>Initiative and Social Relations</b></p> <ul style="list-style-type: none"> <li>• Taking care of one’s own needs</li> </ul>	<p>PQA:</p>

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<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.5. Health Practices and Physical Development</p>	<p><b>2. Gross Motor</b>                       Learning Criteria:                       Each child will progress in performing gross motor tasks with proficiency, balance and control.</p>	<p><b>IV. Movement and Music</b>                      L. Moving in various ways                      M. Moving with objects</p>	<p><b>Physical Health and Development</b></p> <ul style="list-style-type: none"> <li>• Gross Motor Skills</li> </ul>	<p>4. Room arrangement for play                      7. Space for gross motor activity                      8. Gross motor equipment                      21. Music and movement                      29. Supervision of gross motor activities                      28. Promoting acceptance of diversity                      34. Schedule                      35. Free play                      36. Group time                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>			<b>Educating Young Children–Curricular Framework</b>	
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• Move to music or rhymes</li> <li>• Practice running, walking, and other mobility activities</li> <li>• Play actively outdoors (weather permitting)</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• Climb stairs and on structures</li> <li>• Play with balls</li> <li>• Use riding equipment</li> </ul>			<p>Key Experiences:  <b>Movement</b></p> <ul style="list-style-type: none"> <li>• Moving in nonlocomotor ways</li> <li>• Moving in locomotor ways</li> <li>• Moving with objects</li> <li>• Describing movement</li> <li>• Acting upon movement directions</li> </ul>	<p>PQA:</p>

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<p><b>1. Child Growth and Development</b> 1.1 Characteristics and Needs of Young Children 1.2 Multiple Influences on Development and Learning 1.3 Learning Environments that Support Development</p> <p><b>2. Health, Safety and Nutrition</b> 2.2 Health Promotion 2.3 Health Appraisal and Management 2.5 Nutritional Needs of Children</p> <p><b>4. Curriculum</b> 4.1 Learning Environment 4.5. Health Practices and Physical Development</p>	<p><b>3. Health Practices</b></p> <p>Learning Criteria:</p> <p>Each child will progress in recognizing and adopting good health practices.</p>	<p><b>I. Initiative</b> D. Taking Care of personal needs</p>	<p><b>Physical Health and Development</b></p> <ul style="list-style-type: none"> <li>◆ Health Status and Practices</li> </ul>	<p>7. Space for gross motor activity 8. Gross motor equipment 10. Meals/snacks 11. Nap/rest 12. Toileting and diapering 13. Health practices 21. Music and movement 29. Supervision of gross motor activities 28. Promoting acceptance of diversity 31. Discipline 34. Schedule 35. Free play 36. Group time 37. Provisions for children with disabilities.</p>

<b>WV ELSF Experiences/ Guidance</b>	<b>Educating Young Children–Curricular Framework</b>	
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• participate in active games, movement opportunities and outdoor time</li> <li>• observe adults making healthy lifestyle choices</li> <li>• practice good health habits such as hand-washing, dental care, nose-blowing, sanitizing surfaces, and personal hygiene</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• make appropriate nutritional choices</li> <li>• discuss weather and appropriate apparel</li> <li>• discuss common hygiene practice through songs, stories, rhymes, and games</li> </ul>	<p>Key Experiences:</p> <p><b>Initiative and Social Relations</b></p> <ul style="list-style-type: none"> <li>• Taking care of one’s own needs</li> </ul>	<p>PQA:</p>

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<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>2. Health, Safety and Nutrition</b>                      2.1 Indoor and Outdoor Safety  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.5. health Practices and Physical Development</p>	<p><b>4. Safety Practices</b>                       Learning Criteria:                       Each child will progress in identifying, avoiding and responding to common dangers in their environment.</p>		<p><b>Physical Health and Development</b></p> <ul style="list-style-type: none"> <li>Health Status and Practices</li> </ul>	<ol style="list-style-type: none"> <li>1. Indoor space</li> <li>2. Furniture for routing care, play, and learning</li> <li>14. Safety practices</li> <li>15. Books and pictures</li> <li>21. Music and movement</li> <li>7. Space for gross motor play</li> <li>8. Gross motor equipment</li> <li>29. Supervision of gross motor activities</li> <li>28. Promoting acceptance of diversity</li> <li>19. Supervision of gross motor activities</li> <li>20. General supervision of children</li> <li>31. Discipline</li> <li>34. Schedule</li> <li>35. Free play</li> <li>36. Group time</li> <li>37. Provisions for children with disabilities.</li> </ol>
<b>WV ELSF Experiences/ Guidance</b>			<b>Educating Young Children–Curricular Framework</b>	
<p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• sing songs, hear stories and rhymes, and play games that promote safety</li> <li>• hear about and meet community workers (firefighters, police, nurses, social workers)</li> <li>• engage in learning experiences relates to safety issues</li> <li>• generate and follow classroom and community safety rules</li> <li>• participate in safety drills</li> </ul>			<p>Key Experiences:</p>	<p>PQA:</p>

**WV ELSF Domain: Language and Literacy**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF</b>	<b>COR: Preschool Child Observation Record</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.6 Language and Literacy Development</p>	<p><b>1. Listening and Speaking</b>                       Learning Criteria:                       Each child will progress in using expressive and receptive language for a variety of purposes.</p>	<p><b>V. Language and Literacy</b>                      D. Listening to and understanding speech                      E. Using vocabulary                      F. Using complex patterns of speech                      G. Showing awareness of sounds in words                      A. Using letter names and sounds</p>	<p><b>Language Development</b></p> <ul style="list-style-type: none"> <li>• Listening and Understanding.</li> <li>• Speaking and Communicating.</li> </ul>	<p>4. Room arrangement for play                      6. Child related display                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      35. Free play                      36. Group time                      37. Provisions for children with disabilities.</p>

<b>WV ELSF Experiences/ Guidance</b>	<b>Educating Young Children–Curricular Framework</b>	
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• interact with peers and adults through spoken and/or signed conversations</li> <li>• discuss cognitively challenging content</li> <li>• hear rich and grammatically correct language from adults</li> <li>• hear quality literature read that introduces the children to a varied vocabulary</li> <li>• recite and create poetry, finger-plays, and songs</li> <li>• relate personal experiences</li> <li>• progressively move from simple to more complex use of language</li> <li>• use listening centers and props such as tape recorders, telephones and microphones</li> <li>• participate in activities where verbal response is not always required</li> <li>• listen without expectations of language responses</li> </ul> <p>Children who are non-English speaking will also have daily opportunities to:</p> <ul style="list-style-type: none"> <li>• engage in play with English-speaking peers</li> <li>• share some of their language and culture with English speaking peers</li> </ul>	<p>Key Experiences:  <b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Talking with others about personally meaningful experiences</li> <li>• Describing objects, events, and relations</li> <li>• Having fun with language: Listening to stories and poems, making up stories and poems</li> <li>• Dictating stories</li> </ul>	<p>PQA:</p>

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<b>1. Child Growth and Development</b> 1.1 Characteristics and Needs of Young Children 1.2 Multiple Influences on Development and Learning 1.3 Learning Environments that Support Development <b>4. Curriculum</b> 4.1 Learning Environment 4.6 Language and Literacy Development	<b>2. Reading</b>  Learning Criteria:  Each child will progress in understanding and using conventions of reading.	<b>V. Language and Literacy</b> H. Demonstrating knowledge of books W. Reading	<b>Literacy</b> ♦ Print Awareness and Concepts	4. Room arrangement for play 6. Child related display 15. Books and pictures 16. Encouraging children to communicate 17. Using language to develop reasoning skills 18. Informal use of language 28. Promoting acceptance of diversity 34. Schedule 35. Free play 36. Group time 37. Provisions for children with disabilities.
WV ELSF Experiences/ Guidance			Educating Young Children–Curricular Framework	
Provide daily opportunities for children to: <ul style="list-style-type: none"> <li>• read and be read to</li> <li>• explore the properties of books</li> <li>• interact with adults who model the appropriate conventions of reading</li> <li>• engage in conversations about words and print</li> <li>• use a variety of printed materials appropriately</li> </ul>			Key Experiences: <b>Language and Literacy</b> <ul style="list-style-type: none"> <li>• Reading in various ways: reading storybooks, signs and symbols, one's own writing</li> </ul>	PQA:

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<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.6 Language and Literacy Development</p>	<p><b>2. Reading</b></p> <p>Learning Criteria:</p> <p>Each child will progress in understanding and using concepts of print.</p>	<p><b>V. Language and Literacy</b>                      I. Demonstrating knowledge of books                      W. Reading</p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Alphabet Knowledge</li> </ul>	<p>4. Room arrangement for play                      6. Child related display                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      35. Free play                      36. Group time                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>			<b>Educating Young Children–Curricular Framework</b>	
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>see their names in print</li> <li>use environmental print</li> <li>have access to alphabet books, alphabet blocks, magnetic letters, and other print related manipulatives</li> <li>talk about letters that have personal meaning</li> <li>see and use their names in daily routine and play</li> <li>point to letters and words</li> <li>participate in story time</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>dictate and “re-read” stories</li> </ul>			<p>Key Experiences:  <b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>Reading in various ways: reading storybooks, signs and symbols, one’s own writing</li> </ul>	<p>PQA:</p>

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<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.6 Language and Literacy Development</p>	<p><b>2. Reading</b>                       Learning Criteria:                       Each child will progress in hearing and discriminating the sounds of language (phonological awareness).</p>	<p><b>V. Language and Literacy</b>                      J. Demonstrating knowledge of books                      W. Reading</p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Phonological Awareness</li> </ul>	<p>4. Room arrangement for play                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      21. Music and movement                      18. Informal use of language                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      35. Free play                      36. Group time                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>			<b>Educating Young Children–Curricular Framework</b>	
<p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>identify classroom sounds</li> <li>practice syllable clapping with their names and words that have personal meaning</li> <li>hear and recite nursery rhymes, poems, jingles, and chants</li> <li>sing</li> <li>make up nonsense words and silly names</li> <li>talk about words and names that begins with the same sound</li> <li>talk about sounds that have personal meaning to them</li> </ul>			<p>Key Experiences:  <b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>Reading in various ways: reading storybooks, signs and symbols, one’s own writing</li> </ul>	<p>PQA:</p>

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<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.6 Language and Literacy Development</p>	<p><b>2. Reading</b>                       Learning Criteria:                       Each child will progress in the development of word recognition.</p>	<p><b>V. Language and Literacy</b>                      K. Demonstrating knowledge of books                      W. Reading</p>	<p><b>Literacy</b>                      ♦ Print Awareness and Concepts</p>	<p>4. Room arrangement for play                      6. Child related display                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      35. Free play                      36. Group time                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>			<b>Educating Young Children–Curricular Framework</b>	
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>participate in a print-rich environment</li> <li>recognize and use their printed names in meaningful ways</li> <li>see words of familiar songs, rhymes, and finger plays</li> <li>use print functionally</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>recognize words in the classroom and community environment</li> <li>create original environmental and functional print</li> <li>dictate and re-read stories</li> </ul>			<p>Key Experiences:  <b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>Reading in various ways: reading storybooks, signs and symbols, one’s own writing</li> </ul>	<p>PQA:</p>

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<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.6 Language and Literacy Development</p>	<p><b>2. Reading</b></p> <p>Learning Criteria:</p> <p>Each child will develop an appreciation of literature.</p>	<p><b>V. Language and Literacy</b>                      L. Demonstrating knowledge of books                      W. Reading</p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Book Knowledge and Appreciation</li> </ul>	<p>4. Room arrangement for play                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      35. Free play                      36. Group time                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>			<b>Educating Young Children–Curricular Framework</b>	
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>hear stories, poems, or nonfiction</li> <li>participate in conversations and activities before, during and after reading</li> <li>select books from a well stocked library</li> <li>interact with adults who model an enjoyment of reading and literature</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>use props and materials for story dramatization</li> <li>make art representations of stories and see individual art displayed</li> <li>follow simple pictorial recipes</li> </ul>			<p>Key Experiences:  <b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>Reading in various ways: reading storybooks, signs and symbols, one’s own writing</li> </ul>	<p>PQA:</p>

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<b>WV ELSF Experiences/ Guidance</b>		<b>Educating Young Children–Curricular Framework</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• discuss characters in stories read to them</li> <li>• make predictions about stories</li> <li>• role-play characters</li> <li>• listen to stories for meaning</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• retell stories using a beginning, middle, and end</li> <li>• create/ dictate their own stories</li> <li>• explore a particular interest through printed materials</li> <li>• relate parts of stories to events that occur in their own lives</li> </ul>		<p>Key Experiences:</p> <p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Reading in various ways: reading storybooks, signs and symbols, one’s own writing</li> </ul>	<p>PQA:</p>	

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<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.6 Language and Literacy Development</p>	<p><b>3. Writing</b></p> <p>Learning Criteria:</p> <p>Each child will progress in understanding that writing is a way of communicating for a variety of purposes.</p>	<p><b>V. Language and Literacy</b>                      X. Writing</p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Early Writing</li> </ul>	<p>4. Room arrangement for play                      6. Child related display                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      20. Art                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      35. Free play                      36. Group time                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>Educating Young Children–Curricular Framework</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• have play-related writing materials in learning centers</li> <li>• participate in a print-rich environment that includes a display of their writing efforts at eye level</li> <li>• responds to environmental print messages</li> <li>• uses print functionally and meaningfully such as in notes, letters, and telephone numbers</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• re-read their dictated text</li> <li>• see their dictated text written by an adult</li> </ul>		<p>Key Experiences:</p> <p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Writing in various ways: drawing, scribbling, letterlike forms, invented spelling, conventional forms</li> </ul>	<p>PQA:</p>	

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WV ELSF Experiences/ Guidance			Educating Young Children–Curricular Framework	
Provide daily opportunities for children to: <ul style="list-style-type: none"> <li>hold and use writing materials appropriately</li> <li>practice left to right progression through a variety of activities</li> </ul> Provide frequent opportunities for children to: <ul style="list-style-type: none"> <li>respond to cues for left to right, top to bottom progression</li> <li>participate in shared writing experiences</li> </ul>			Key Experiences: <b>Language and Literacy</b> <ul style="list-style-type: none"> <li>Writing in various ways: drawing, scribbling, letterlike forms, invented spelling, conventional forms</li> </ul>	PQA:

**WV ELSF Domain: Mathematics**

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<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.7 Mathematical Thinking</p>	<p><b>1. Numbers and Operations</b></p> <p>Learning Criteria:</p> <p>Each child will progress in understanding quantity and numbers.</p>	<p><b>VI. Mathematics and Science</b>                      BB. Counting</p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Number and Operations</li> </ul>	<p>4. Room arrangement for play                      6. Child related display                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      22. Blocks                      26. Math/ number                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      36. Group time                      35. Free play                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>Educating Young Children–Curricular Framework</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>count, sort, compare and match objects</li> <li>view books that promote counting and numbers</li> <li>sing, rhyme and do finger-plays related to numbers</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>participate in food experiences that include counting and measuring</li> <li>engage in activities that connect numerals with corresponding objects</li> </ul>		<p>Key Experiences:</p> <p><b>Classification</b></p> <ul style="list-style-type: none"> <li>Distinguishing between “some” and “all”</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Counting objects</li> </ul>	<p>PQA:</p>	

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<b>WV ELSF Experiences/ Guidance</b>		<b>Educating Young Children–Curricular Framework</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• sort and match a variety of objects with similar characteristics</li> <li>• participate in rhyme activities</li> <li>• recognize patterns in the environment</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• chart and graph</li> <li>• read books about patterns and relationships</li> </ul>		<p>Key Experiences:</p> <p><b>Classification</b></p> <ul style="list-style-type: none"> <li>• Sorting and matching</li> <li>• Holding more than one attribute in mind at a time</li> </ul> <p><b>Seriation</b></p> <ul style="list-style-type: none"> <li>• Comparing attributes</li> <li>• Arranging several things one after another in a series or pattern and describing the relationship</li> </ul>		<p>PQA:</p>

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<b>WV ELSF Experiences/ Guidance</b>			<b>Educating Young Children–Curricular Framework</b>	
<p>Provide daily experiences for children to:</p> <ul style="list-style-type: none"> <li>relate activities to times of the day and order of daily events</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>participate in games and activities using directionality</li> <li>place themselves and objects in relationship to various spaces: moving under, over, in, out, up, and down</li> <li>interact with a variety of naturally occurring and constructed shapes</li> </ul>			<p>Key Experiences:</p> <p><b>Classification</b></p> <ul style="list-style-type: none"> <li>Distinguishing and describing shapes</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Experiencing and comparing time intervals</li> <li>Anticipating, remembering, and describing sequences of events</li> </ul>	<p>PQA:</p>

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<b>WV ELSF Experiences/ Guidance</b>			<b>Educating Young Children–Curricular Framework</b>	
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>experiment with a variety of standard and non-standard measuring tools</li> <li>participate in cooking and measuring activities</li> <li>compare objects based on measurement standards</li> <li>graph and chart using developmentally appropriate methods that can be produced and interpreted by the children</li> </ul>			<p>Key Experiences:</p> <p><b>Seriation</b></p> <ul style="list-style-type: none"> <li>Fitting one ordered set of objects to another through trial and error</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Comparing the number of things in two sets to determine “more”, “fewer”, “same number”</li> </ul>	<p>PQA:</p>

**WV ELSF Domain: Science**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF</b>	<b>COR: Preschool Child Observation Record</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.8 Scientific Thinking</p>	<p><b>1. Science as Inquiry</b>                       Learning Criteria:                       Each child will progress in gaining a foundational knowledge of scientific inquiry.</p>	<p><b>VI. Mathematics and Science</b>                      EE. Identify materials and properties</p>	<p><b>Science</b>                      ♦ Scientific Skills and Methods</p>	<p>4. Room arrangement for play                      6. Child related display                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      22. Blocks                      23. Sand/water                      25. Nature/science                      26. Math/ number                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      36. Group time                      35. Free play                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>			<b>Educating Young Children–Curricular Framework</b>	
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>collect, sort, organize and group natural objects</li> <li>explore various environments local to the community as well as introducing new ideas about other environments</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>make simple predictions</li> <li>use a variety of tools to experiment with cause and effect</li> <li>chart, graph, and illustrate in developmentally appropriate methods that can be produced and interpreted by the children</li> </ul>			<p>Key Experiences:  <b>Classification</b></p> <ul style="list-style-type: none"> <li>Exploring and describing similarities, differences, and the attributes of things</li> </ul> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>Filling and emptying</li> <li>Fitting things together and taking them apart</li> </ul>	<p>PQA:</p>

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<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.8 Scientific Thinking</p>	<p><b>2. Scientific Knowledge</b>                       Learning Criteria:                       Each child will progress in gaining an understanding of the world in which in which they live.</p>	<p><b>VI. Mathematics and Science</b>                      FF. Identifying natural and living things</p>	<p><b>Science</b>                      ♦ Scientific Knowledge</p>	<p>4. Room arrangement for play                      6. Child related display                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      22. Blocks                      23. Sand/water                      25. Nature/science                      26. Math/ number                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      36. Group time                      35. Free play                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>			<b>Educating Young Children–Curricular Framework</b>	
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>experiment</li> <li>discover</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>read books about scientific concepts</li> <li>participate in cooking activities</li> <li>examine living and non-living items</li> <li>use various senses for exploration</li> <li>experiment with scientific tools</li> </ul>			<p>Key Experiences:  <b>Space</b></p> <ul style="list-style-type: none"> <li>Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood</li> </ul>	<p>PQA:</p>

**Correlation of the West Virginia Early Learning Standards Framework,  
*The Creative Curriculum*, The Head Start Child Outcomes Framework,  
WV STARS Core Knowledge/ Core Competencies, and the  
Early Childhood Environment Rating Scale--Revised**

**WV ELSF Domain: Social and Emotional Development**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>3. Positive Interactions and Relationships</b>                      3.1 Relationships with Individual Children                      3.2 managing Environmental Design                      3.3 Developmentally Appropriate Guidance                      3.4 Relationships with Others  <b>4. Curriculum</b>                      4.2 Social Development                      4.3 Emotional Development</p>	<p><b>1. Self Concept</b>                       Learning Criteria                       Each child will progress in developing self-expression and awareness of self in terms of specific abilities, characteristics, and preferences.</p>	<p><b>Social/Emotional Development</b>  <b>Sense of Self</b>                      1. Shows ability to adjust to new situations.                      2. Demonstrates appropriate trust in adults.</p>	<p><b>Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Self Concept</li> </ul>	<p>2. Furniture for routine care, play and learning                      3. Furnishings for relaxation and comfort                      4. Room arrangement for play                      5. Space for privacy                      6. Child related display                      9. Greeting/ departing                      11. Nap/ rest                      16. Encouraging children to communicate.                      18. Informal use of language                      24. Dramatic play                      28. Promoting the acceptance of diversity                      31. Discipline                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      35. Free Play                      37. Provisions for children with disabilities</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>The Creative Curriculum –Implementation Checklist</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• interact with adults who encourage and support their efforts, accomplishments, ideas and interests</li> <li>• interact with adults who use positive verbal and non-verbal language</li> <li>• engage in activities that introduce new concepts in the context of familiar ones</li> <li>• interact with adults who are dependable and consistent in their expectations</li> <li>• engage in supportive conversations about their feelings</li> <li>• make choices</li> <li>• engage in activities that are self-directed and support discovery</li> <li>• use props, puppets and costumes in dramatic role and pretend play</li> </ul>		<p>I. The Physical Environment                      A. Overall Physical Environment                      II. Structure                      III. Teacher-Child Interactions                      A. Building Relationships                      B. Guiding Children’s Behavior                      C. Guiding Children’s Learning---1. General Strategies, 8. Through Studies                      IV. Assessment                      V. Family Involvement</p>		

**WV ELSF Domain: Social and Emotional Development**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b> 1.1 Characteristics and Needs of Young Children 1.2 Multiple Influences on Development and Learning 1.3 Learning Environments that Support Development <b>3. Positive Interactions and Relationships</b> 3.1 Relationships with Individual Children 3.2 managing Environmental Design 3.3 Developmentally Appropriate Guidance 3.4 Relationships with Others <b>4. Curriculum</b> 4.2 Social Development 4.3 Emotional Development</p>	<p><b>2. Social Relationships</b>  Learning Criteria  Each child will progress in developing and demonstrating pro-social behaviors.</p>	<p><b>Social/Emotional Development</b> <b>Sense of Self</b> 18. Recognizes own feelings and manages them appropriately. 19. Stands up for rights. <b>Responsibility for Self and Others</b> 6. Respects and cares for environment and materials. 7. Follows classroom routines. 8. Follows classroom rules</p>	<p><b>Social and Emotional Development</b> • Self Control • Cooperation • Social Relationships</p>	<p>1. Indoor space 3. Furnishing for relaxation and comfort 4. Room arrangement for play 5. Space for privacy 16. Encouraging children to communicate 18. Informal use of language 28. Promoting the acceptance of diversity 31. Discipline 32. Staff-child interactions 33. Interactions among children 34. Schedule 35. Free Play 37. Provisions for children with disabilities. 41. Staff interaction and cooperation.</p>

<b>WV ELSF Experiences/ Guidance</b>	<b>The Creative Curriculum –Implementation Checklist</b>
<p>Provide daily experiences for children to:</p> <ul style="list-style-type: none"> <li>• observe teachers and other adults who are respectful and empathetic in their interactions</li> <li>• engage in purposeful and spontaneous activities that support the development of empathy, sensitivity and respect</li> <li>• experience a learning environment where everyone is included, valued, and accepted</li> <li>• express their thoughts, emotions, preferences and ideas</li> <li>• solve problems and resolve conflicts independently or with appropriate guidance from familiar adults</li> <li>• learn in an environment that is organized to promote age appropriate interaction</li> <li>• experience guidance that is non-punitive, consistently provided and designed to promote positive behaviors</li> </ul>	<p>I. The Physical Environment A. Overall Physical Environment II. Structure III. Teacher-Child Interactions A. Building Relationships B. Guiding Children’s Behavior C. Guiding Children’s Learning-----1. General Strategies, 8. Through Studies IV. Assessment V. Family Involvement</p>

**WV ELSF Domain: Social and Emotional Development**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.2 Social Development                      4.3 Emotional Development  <b>6. Family and Community</b>                      6.1 Family Characteristics and Influences                      6.2 Respectful and Reciprocal Relationships with Families                      6.3 Family Involvement                      6.4 Community Collaboration and Relationships</p>	<p><b>3. Knowledge of Family and Community</b></p> <p>Learning Criteria</p> <p>Each child will progress in understanding their role and identity in the family and community.</p>		<p><b>Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>◆ Knowledge of Family and Community</li> </ul>	<p>6. Child related display                      9. Greeting and departing                      15. Books and pictures                      16. Encouraging children to communicate                      18. Informal use of language                      24. Dramatic play                      36. Group play                      37. Provisions for children with disabilities                      28. Promoting acceptance of diversity.                      41. Staff interaction and cooperation</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>The Creative Curriculum –Implementation Checklist</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• engage in conversations and activities related to their families and other families in the community</li> <li>• interact with adults who model respectful and accepting attitudes and behaviors</li> <li>• use materials such as books, toys, equipment, computer programs, and illustrations that provide them with images of all people engaged in everyday activities</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• be exposed to a variety of experiences portraying community members and their roles, including books, props, and people</li> <li>• participate in facilitated discussions related to diversity and acceptance</li> <li>• use dramatic play and visual arts that are representative of familiar life situations</li> </ul>		<p>I. The Physical Environment                      A. Overall Physical Environment                      C. Content Related Materials, Equipment, and Displays---4. Social Studies</p> <p>II. Structure</p> <p>III. Teacher-Child Interactions                      A. Building Relationships                      B. Guiding Children’s Behavior                      C. Guiding Children’s Learning –1. General Strategies, 5. In Social Studies, 8. Through Studies</p> <p>IV. Assessment</p> <p>V. Family Involvement</p>		

**WV ELSF Domain: Social and Emotional Development**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.2 Social Development                      4.3 Emotional Development</p>	<p><b>4. Approach to Learning</b>                       Learning Criteria                       Each child will develop an intrinsic motivation for learning.</p>	<p><b>Social/Emotional Development</b>  <b>Responsibility for Self and Others</b>                      20. Demonstrates self-direction and independence.                      7. Respects and cares for classroom environment and materials.  <b>Cognitive Development</b>  <b>Learning and Problem Solving</b>                      22. Observes objects and events with curiosity.                      23. Approaches problems flexibly                      24. Shows persistence in approaching tasks.                      26. Applies knowledge or experience to a new context.</p>	<p><b>Approaches to Learning</b></p> <ul style="list-style-type: none"> <li>• Initiative and Curiosity</li> <li>• Engagement and Persistence</li> <li>• Reasoning and Problem Solving</li> </ul>	<p>4. Room arrangement for play                      6. Child related display                      14. Safety practices                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      28. Promoting the acceptance of diversity                      30. General supervision of children                      31. Discipline                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      35. Free Play                      37. Provisions for children with disabilities.                      41. Staff interaction and cooperation.</p>
<b>WV ELSF Experiences/ Guidance</b>			<b>The Creative Curriculum –Implementation Checklist</b>	
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• participate in child initiated learning activities</li> <li>• interact with adults who provide support and encouragement for spontaneous exploration and independent problem solving</li> <li>• use varying materials and supplies that are interesting and relative</li> <li>• experience a range of choices reflective of their interests</li> <li>• observe teachers who model a variety of strategies for problem solving</li> <li>• experience open-ended challenges and the encouragement to consider multiple solutions to problems</li> <li>• engage in activities that are individualized and reflective of a continuum of learning</li> </ul>			<p>I. The Physical Environment                      A. Overall Physical Environment                      B. Interest Area Materials, Equipment, and Displays 1—11                      C. Content Related Materials, Furnishings, Equipment, and Displays—1--4                      II. Structure                      III. Teacher-Child Interactions                       IV. Assessment                      V. Family Involvement</p>	

**WV ELSF Domain: The Arts**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.4 Creative Expression of the Arts</p>	<p><b>1. Music and Movement</b>                       Learning Criteria                       Each child will participate in a variety of music and movement activities.</p>		<p><b>Creative Arts</b>                      ♦ Music                      ♦ Movement</p>	<p>4. Room arrangement for play                      21. Music/ movement                      28. Promoting acceptance of diversity                      34. Schedule                      35. Free play                      36. Group time                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b><i>The Creative Curriculum –Implementation Checklist</i></b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• sing, dance, play instruments, and listen to music</li> <li>• hear various types of music</li> <li>• access musical material</li> <li>• respond to music through spontaneous movement</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• experience cultural diversity through music and movement</li> <li>• interact with instruments including child created instruments</li> <li>• express feelings, thoughts and ideas through musical media</li> </ul>		<p>I. The Physical Environment                      A. Overall Physical Environment                      B. Interest Area Materials, Furnishings, Equipment, and Displays—8. Music and Movement                      II. Structure                      III. Teacher-Child Interactions                      C. Guiding Children’s Learning ---1. General Strategies, 6. In the Arts,                      IV. Assessment                      V. Family Involvement</p>		

**WV ELSF Domain: The Arts**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.4 Creative Expression of the Arts</p>	<p><b>2. Visual Arts</b>                       Learning Criteria                       Each child will explore and become increasingly proficient in using a variety of art media and materials to create artwork and express ideas.</p>		<p><b>Creative Arts</b>                      ♦ Art</p>	<p>4. Room arrangement for play                      19. Fine motor                      20. Art                      28. Promoting acceptance of diversity                      34. Schedule                      35. Free play                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>The Creative Curriculum –Implementation Checklist</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>experiment with a variety of media such as clay, natural materials, wood, paper, crayons, chalk, paints, glue, paste, tape, staples, nails, and scissors</li> <li>express individually through the use of art materials</li> <li>relate artistic expression to real life and imagination</li> <li>see child-related artwork displayed</li> <li>talk about their artwork</li> <li>use their imagination to create stories about the artwork they create or observe</li> <li>enjoy the process as well as the product of their work</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>observe art examples across time and cultures</li> </ul>		<p>I. The Physical Environment                      A. Overall Physical Environment                      B. Interest Area Materials, Furnishings, Equipment, and Displays—4. Art                      II. Structure                      III. Teacher-Child Interactions                      C. Guiding Children’s Learning --1. General Strategies, 6. In the Arts                      IV. Assessment                      V. Family Involvement</p>		

**WV ELSF Domain: The Arts**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.4 Creative Expression of the Arts</p>	<p><b>3. Dramatic Play</b>                       Learning Criteria                       Each child will progress in using imagination and creativity to assume different roles in dramatic play.</p>	<p><b>Cognitive Development Representation and Symbolic Thinking</b>                      35. Takes on pretend roles and situations                      36. Makes believe with objects                      37. Makes and interprets representations</p>	<p><b>Creative Arts</b>                      ♦ Dramatic Play</p>	<p>4. Room arrangement for play                      15 Books and pictures                      22. Blocks                      21. Music and movement                      24. Dramatic play                      28. Promoting acceptance of diversity                      34. Schedule                      35. Free play                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b><i>The Creative Curriculum –Implementation Checklist</i></b>		
<p>Provide children with daily opportunities to:</p> <ul style="list-style-type: none"> <li>• spontaneously choose dramatic play options or themes</li> <li>• interact with costume pieces, props, puppets, books, and pictures for dramatic play</li> <li>• re-enact stories</li> <li>• use imagination to create stories</li> <li>• engage in dramatic play through manipulation of figures such as small toy people and animals</li> </ul>		<p>I. The Physical Environment                      A. Overall Physical Environment                      B. Interest Area Materials, Furnishings, Equipment, and Displays—1. Blocks, 2. Dramatic Play, 5. Library                      II. Structure                      III. Teacher-Child Interactions                      C. Guiding Children’s Learning –1. General Strategies, 6. In the Arts                      IV. Assessment                      V. Family Involvement</p>		

**WV ELSF Domain: Physical Health and Development**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.5 Health Practices and Physical Development</p>	<p><b>1. Fine Motor</b>                       Learning Criteria                       Each child will progress in performing fine motor tasks with strength and control.</p>	<p><b>Physical Development Fine Motor</b>                      19. Controls small muscles in hands                      20. Coordinates eye-hand movement                      21. Uses tools for writing and drawing.</p>	<p><b>Physical Health and Development</b>                      44. Fine Motor Skills</p>	<p>4. Room arrangement for play                      19. Fine motor                      20. Art                      22. Blocks                      24. Dramatic play                      28. Promoting acceptance of diversity                      34. Schedule                      35. Free play                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>The Creative Curriculum –Implementation Checklist</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• interact with small manipulatives</li> <li>• manipulate and use tools such as pencils, markers, crayons, chalk, garden implements, and hammers</li> <li>• construct with a variety of materials</li> <li>• practice self help skills with adequate time allowed</li> <li>• work with materials that encourage snapping, lacing, buttoning, and zipping</li> <li>• participate in finger-plays and songs using hand movements</li> </ul>		<p>I. The Physical Environment                      A. Overall Physical Environment                      B. Interest Area Materials, Furnishings, Equipment, and Displays—1. Blocks, 2. Dramatic Play, 5. Library                      II. Structure                      III. Teacher-Child Interactions                      C. Guiding Children’s Learning –1. General Strategies, 6. In the Arts,                      IV. Assessment                      V. Family Involvement</p>		

**WV ELSF Domain: Physical Health and Development**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.5. Health Practices and Physical Development</p>	<p><b>3. Gross Motor</b>                       Learning Criteria                       Each child will progress in performing gross motor tasks with proficiency, balance, and control.</p>	<p><b>Physical Development Gross Motor</b>                      14. Demonstrates basic locomotor skills                      15. Shows balance while moving                      16. Climbs up and down                      17. Pedals and steers a tricycle                      18. Demonstrates throwing, kicking, and catching skills</p>	<p><b>Physical health and Development</b></p> <ul style="list-style-type: none"> <li>Gross Motor Skills</li> </ul>	<p>4. Room arrangement for play                      7. Space for gross motor activity                      8. Gross motor equipment                      21. Music and movement                      29. Supervision of gross motor activities                      28. Promoting acceptance of diversity                      34. Schedule                      35. Free play                      36. Group time                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>The Creative Curriculum –Implementation Checklist</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>Move to music or rhymes</li> <li>Practice running, walking, and other mobility activities</li> <li>Play actively outdoors (weather permitting)</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>Climb stairs and on structures</li> <li>Play with balls</li> <li>Use riding equipment</li> </ul>		<p>I. The Physical Environment                      A. Overall Physical Environment                      B. Interest Area Materials, Furnishings, Equipment, and Displays—8. Music and Movement, 11. The Outdoors                      II. Structure                      III. Teacher-Child Interactions                      C. Guiding Children’s Learning –1. General Strategies, 6. In the Arts                      IV. Assessment                      V. Family Involvement</p>		

**WV ELSF Domain: Physical Health and Development**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b> 1.1 Characteristics and Needs of Young Children 1.2 Multiple Influences on Development and Learning 1.3 Learning Environments that Support Development</p> <p><b>2. Health, Safety and Nutrition</b> 2.2 Health Promotion 2.3 Health Appraisal and Management 2.5 Nutritional Needs of Children</p> <p><b>4. Curriculum</b> 4.1 Learning Environment 4.5. Health Practices and Physical Development</p>	<p><b>3. Health Practices</b></p> <p>Learning Criteria</p> <p>Each child will progress in recognizing and adopting good health practices.</p>	<p><b>Social and Emotional Development</b></p> <p><b>Responsibility for Self and others</b></p> <ul style="list-style-type: none"> <li>• 21. Takes responsibility for own well-being.</li> <li>• 8. Follows classroom routines.</li> </ul>	<p><b>Physical Health and Development</b></p> <ul style="list-style-type: none"> <li>◆ Health Status and Practices</li> </ul>	<p>7. Space for gross motor activity 8. Gross motor equipment 10. Meals/snacks 11. Nap/rest 12. Toileting and diapering 13. Health practices 21. Music and movement 29. Supervision of gross motor activities 28. Promoting acceptance of diversity 31. Discipline 34. Schedule 35. Free play 36. Group time 37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>The Creative Curriculum –Implementation Checklist</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• participate in active games, movement opportunities and outdoor time</li> <li>• observe adults making healthy lifestyle choices</li> <li>• practice good health habits such as hand-washing, dental care, nose-blowing, sanitizing surfaces, and personal hygiene</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• make appropriate nutritional choices</li> <li>• discuss weather and appropriate apparel</li> <li>• discuss common hygiene practice through songs, stories, rhymes, and games</li> </ul>		<p>I. The Physical Environment A. Overall Physical Environment</p> <p>II. Structure</p> <p>III. Teacher-Child Interactions A. Building Relationships B. Guiding Children’s Behavior C. Guiding Children’s Learning –1. General Strategies</p> <p>IV. Assessment</p> <p>V. Family Involvement</p>		

**WV ELSF Domain: Physical Health and Development**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b> 1.1 Characteristics and Needs of Young Children 1.2 Multiple Influences on Development and Learning 1.3 Learning Environments that Support Development</p> <p><b>2. Health, Safety and Nutrition</b> 2.1 Indoor and Outdoor Safety</p> <p><b>4. Curriculum</b> 4.1 Learning Environment 4.5. health Practices and Physical Development</p>	<p><b>4. Safety Practices</b></p> <p>Learning Criteria</p> <p>Each child will progress in identifying, avoiding and responding to common dangers in their environment.</p>	<p><b>Social and Emotional Development</b></p> <p><b>Responsibility for Self and Others</b></p> <p>6. Takes responsibility for own well-being. 8. Follows classroom routines.</p>	<p><b>Physical Health and Development</b></p> <ul style="list-style-type: none"> <li>Health Status and Practices</li> </ul>	<p>1. Indoor space 2. Furniture for routing care, play, and learning 14. Safety practices 15. Books and pictures 21. Music and movement 7. Space for gross motor play 8. Gross motor equipment 29. Supervision of gross motor activities 28. Promoting acceptance of diversity 19. Supervision of gross motor activities 20. General supervision of children 31. Discipline 34. Schedule 35. Free play 36. Group time 37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>The Creative Curriculum –Implementation Checklist</b>		
<p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• sing songs, hear stories and rhymes, and play games that promote safety</li> <li>• hear about and meet community workers (firefighters, police, nurses, social workers)</li> <li>• engage in learning experiences relates to safety issues</li> <li>• generate and follow classroom and community safety rules</li> <li>• participate in safety drills</li> </ul>		<p>I. The Physical Environment A. Overall Physical Environment II. Structure III. Teacher-Child Interactions A. Building Relationships B. Guiding Children’s Behavior C. Guiding Children’s Learning –1. General Strategies, IV. Assessment V. Family Involvement</p>		

**WV ELSF Domain: Language and Literacy**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.6 Language and Literacy Development</p>	<p><b>1. Listening and Speaking</b>                       Learning Criteria                       Each child will progress in using expressive and receptive language for a variety of purposes.</p>	<p><b>Language Development Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• 38. Hears and discriminates the sounds of language.</li> <li>• 39. Expresses self using words and expanded sentences.</li> <li>• 40. Understands and follows oral directions.</li> <li>• 41. Answers questions.</li> <li>• 42. Asks questions.</li> <li>• 43. Actively participates in conversations.</li> </ul>	<p><b>Language Development</b></p> <ul style="list-style-type: none"> <li>• Listening and Understanding.</li> <li>• Speaking and Communicating.</li> </ul>	<p>4. Room arrangement for play                      6. Child related display                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      35. Free play                      36. Group time                      37. Provisions for children with disabilities.</p>

<b>WV ELSF Experiences/ Guidance</b>	<b>The Creative Curriculum –Implementation Checklist</b>
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• interact with peers and adults through spoken and/or signed conversations</li> <li>• discuss cognitively challenging content</li> <li>• hear rich and grammatically correct language from adults</li> <li>• hear quality literature read that introduces the children to a varied vocabulary</li> <li>• recite and create poetry, finger-plays, and songs</li> <li>• relate personal experiences</li> <li>• progressively move from simple to more complex use of language</li> <li>• use listening centers and props such as tape recorders, telephones and microphones</li> <li>• participate in activities where verbal response is not always required</li> <li>• listen without expectations of language responses</li> </ul> <p>Children who are non-English speaking will also have daily opportunities to:</p> <ul style="list-style-type: none"> <li>• engage in play with English-speaking peers</li> <li>• share some of their language and culture with English speaking peers</li> </ul>	<p>I. The Physical Environment                      A. Overall Physical Environment                      B. Interest Area Materials, Furnishings, Equipment, and Displays—                      5. Library                      II. Structure                      III. Teacher-Child Interactions                      A. Building Relationships                      C. Guiding Children’s Learning –1. General Strategies,                      IV. Assessment                      V. Family Involvement</p>

**WV ELSF Domain: Language and Literacy**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.6 Language and Literacy Development</p>	<p><b>2. Reading</b>                       Learning Criteria                       Each child will progress in understanding and using conventions of reading.</p>	<p><b>Language Development Reading and Writing</b>                      33. 45. Demonstrates                      34. understanding of print                      35. concepts.</p>	<p><b>Literacy</b>                      ♦ Print Awareness and Concepts</p>	<p>4. Room arrangement for play                      6. Child related display                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      28. Promoting acceptance of diversity                      34. Schedule                      35. Free play                      36. Group time                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>The Creative Curriculum –Implementation Checklist</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• read and be read to</li> <li>• explore the properties of books</li> <li>• interact with adults who model the appropriate conventions of reading</li> <li>• engage in conversations about words and print</li> <li>• use a variety of printed materials appropriately</li> </ul>		<p>I. The Physical Environment                      A. Overall Physical Environment                      B. Interest Area Materials, Furnishings, Equipment, and Displays—                      5. Library, 10. Computers                      C. Content—Related Materials, Furnishings, Equipment, and Displays—1. Literacy                      II. Structure                      III. Teacher-Child Interactions                      A. Building Relationships                      C. Guiding Children’s Learning –1. General Strategies, 2. In Literacy, 8. In Studies                      IV. Assessment                      V. Family Involvement</p>		

**WV ELSF Domain: Language and Literacy**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.6 Language and Literacy Development</p>	<p><b>2. Reading</b>                       Learning Criteria                       Each child will progress in understanding and using concepts of print.</p>	<p><b>Language Development Reading and Writing</b>                      45. Demonstrates knowledge of the alphabet.</p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Alphabet Knowledge</li> </ul>	<p>4. Room arrangement for play                      6. Child related display                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      35. Free play                      36. Group time                      37. Provisions for children with disabilities.</p>

<b>WV ELSF Experiences/ Guidance</b>	<b>The Creative Curriculum –Implementation Checklist</b>
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>see their names in print</li> <li>use environmental print</li> <li>have access to alphabet books, alphabet blocks, magnetic letters, and other print related manipulatives</li> <li>talk about letters that have personal meaning</li> <li>see and use their names in daily routine and play</li> <li>point to letters and words</li> <li>participate in story time</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>dictate and “re-read” stories</li> </ul>	<p>I. The Physical Environment                      A. Overall Physical Environment                      B. Interest Area Materials, Furnishings, Equipment, and Displays—                      5. Library, 10. Computers                      C. Content—Related Materials, Furnishings, Equipment, and Displays—1. Literacy                      II. Structure                      III. Teacher-Child Interactions                      A. Building Relationships                      C. Guiding Children’s Learning –1. General Strategies, 2. In Literacy, 8. In Studies                      IV. Assessment                      V. Family Involvement</p>

**WV ELSF Domain: Language and Literacy**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.6 Language and Literacy Development</p>	<p><b>2. Reading</b>                       Learning Criteria                       Each child will progress in hearing and discriminating the sounds of language (phonological awareness).</p>	<p><b>Language Development Reading and Writing</b>                      46. Demonstrates knowledge of the alphabet.</p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Phonological Awareness</li> </ul>	<p>4. Room arrangement for play                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      21. Music and movement                      18. Informal use of language                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      35. Free play                      36. Group time                      37. Provisions for children with disabilities.</p>

<b>WV ELSF Experiences/ Guidance</b>	<b>The Creative Curriculum –Implementation Checklist</b>
<p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>identify classroom sounds</li> <li>practice syllable clapping with their names and words that have personal meaning</li> <li>hear and recite nursery rhymes, poems, jingles, and chants</li> <li>sing</li> <li>make up nonsense words and silly names</li> <li>talk about words and names that begins with the same sound</li> <li>talk about sounds that have personal meaning to them</li> </ul>	<p>I. The Physical Environment                      A. Overall Physical Environment                      B. Interest Area Materials, Furnishings, Equipment, and Displays—                      5. Library, 10. Computers                      C. Content—Related Materials, Furnishings, Equipment, and Displays—1. Literacy                      II. Structure                      III. Teacher-Child Interactions                      A. Building Relationships                      C. Guiding Children’s Learning –1. General Strategies, 2. In Literacy, 8. In Studies                      IV. Assessment                      V. Family Involvement</p>

**WV ELSF Domain: Language and Literacy**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.6 Language and Literacy Development</p>	<p><b>2. Reading</b>                       Learning Criteria                       Each child will progress in the development of word recognition.</p>	<p><b>Language Development Reading and Writing</b></p> <ul style="list-style-type: none"> <li>• 47. Using emerging</li> <li>• reading skills to make</li> <li>• meaning from print.</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>◆ Print Awareness and Concepts</li> </ul>	<p>4. Room arrangement for play                      6. Child related display                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      35. Free play                      36. Group time                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>The Creative Curriculum –Implementation Checklist</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• participate in a print-rich environment</li> <li>• recognize and use their printed names in meaningful ways</li> <li>• see words of familiar songs, rhymes, and finger plays</li> <li>• use print functionally</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• recognize words in the classroom and community environment</li> <li>• create original environmental and functional print</li> <li>• dictate and re-read stories</li> </ul>		<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• participate in a print-rich environment</li> <li>• recognize and use their printed names in meaningful ways</li> <li>• see words of familiar songs, rhymes, and finger plays</li> <li>• use print functionally</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• recognize words in the classroom and community environment</li> <li>• create original environmental and functional print</li> <li>• dictate and re-read stories</li> </ul>		

**WV ELSF Domain: Language and Literacy**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.6 Language and Literacy Development</p>	<p><b>2. Reading</b>                       Learning Criteria                       Each child will develop an appreciation of literature.</p>	<p><b>Language Development Reading and Writing</b>                      45. Enjoys and values reading.</p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Book Knowledge and Appreciation</li> </ul>	<p>4. Room arrangement for play                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      35. Free play                      36. Group time                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>The Creative Curriculum –Implementation Checklist</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• hear stories, poems, or nonfiction</li> <li>• participate in conversations and activities before, during and after reading</li> <li>• select books from a well stocked library</li> <li>• interact with adults who model an enjoyment of reading and literature</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• use props and materials for story dramatization</li> <li>• make art representations of stories and see individual art displayed</li> <li>• follow simple pictorial recipes</li> </ul>		<p>I. The Physical Environment                      A. Overall Physical Environment                      B. Interest Area Materials, Furnishings, Equipment, and Displays—                      5. Library, 10. Computers                      C. Content—Related Materials, Furnishings, Equipment, and Displays—1. Literacy                      II. Structure                      III. Teacher-Child Interactions                      B. Building Relationships                      C. Guiding Children’s Learning –1. General Strategies, 2. In Literacy, 8. In Studies                      IV. Assessment                      V. Family Involvement</p>		

**WV ELSF Domain: Language and Literacy**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.6 Language and Literacy Development</p>	<p><b>2. Reading</b>                       Learning Criteria                       Each child will progress in developing story comprehension skills.</p>	<p><b>Language Development Reading and Writing</b>                      48. Comprehends and interprets meaning from books and other texts.</p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Book Knowledge and Appreciation</li> </ul>	<p>4. Room arrangement for play                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      35. Free play                      36. Group time                      37. Provisions for children with disabilities.</p>

<b>WV ELSF Experiences/ Guidance</b>	<b>The Creative Curriculum –Implementation Checklist</b>
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• discuss characters in stories read to them</li> <li>• make predictions about stories</li> <li>• role-play characters</li> <li>• listen to stories for meaning</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• retell stories using a beginning, middle, and end</li> <li>• create/ dictate their own stories</li> <li>• explore a particular interest through printed materials</li> <li>• relate parts of stories to events that occur in their own lives</li> </ul>	<p>I. The Physical Environment                      A. Overall Physical Environment                      B. Interest Area Materials, Furnishings, Equipment, and Displays—                      5. Library, 10. Computers                      C. Content—Related Materials, Furnishings, Equipment, and Displays—1. Literacy</p> <p>II. Structure</p> <p>III. Teacher-Child Interactions                      A. Building Relationships                      C. Guiding Children’s Learning –1. General Strategies, 2. In Literacy, 8. In Studies</p> <p>IV. Assessment</p> <p>V. Family Involvement</p>

**WV ELSF Domain: Language and Literacy**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b> 1.1 Characteristics and Needs of Young Children 1.2 Multiple Influences on Development and Learning 1.3 Learning Environments that Support Development <b>4. Curriculum</b> 4.1 Learning Environment 4.6 Language and Literacy Development</p>	<p><b>3. Writing</b>  Learning Criteria  Each child will progress in understanding that writing is a way of communicating for a variety of purposes.</p>	<p><b>Language Development Reading and Writing</b> 49. Understands the purpose of writing.</p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Early Writing</li> </ul>	<p>4. Room arrangement for play 6. Child related display 15. Books and pictures 16. Encouraging children to communicate 17. Using language to develop reasoning skills 18. Informal use of language 20. Art 28. Promoting acceptance of diversity 32. Staff-child interactions 33. Interactions among children 34. Schedule 35. Free play 36. Group time 37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>The Creative Curriculum –Implementation Checklist</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• have play-related writing materials in learning centers</li> <li>• participate in a print-rich environment that includes a display of their writing efforts at eye level</li> <li>• responds to environmental print messages</li> <li>• uses print functionally and meaningfully such as in notes, letters, and telephone numbers</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• re-read their dictated text</li> <li>• see their dictated text written by an adult</li> </ul>		<p>I. The Physical Environment A. Overall Physical Environment B. Interest Area Materials, Furnishings, Equipment, and Displays— 5. Library, 10. Computers C. Content—Related Materials, Furnishings, Equipment, and Displays—1. Literacy II. Structure III. Teacher-Child Interactions A. Building Relationships C. Guiding Children’s Learning –1. General Strategies, 2. In Literacy, 8. In Studies IV. Assessment V. Family Involvement</p>		

**WV ELSF Domain: Language and Literacy**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.6 Language and Literacy Development</p>	<p><b>3. Writing</b>                       Learning Criteria                       Each child will progress in using conventions of writing.</p>	<p><b>Language Development Reading and Writing</b>                      50. Understands the purpose of writing.</p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Early Writing</li> </ul>	<p>4. Room arrangement for play                      6. Child related display                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      20. Art                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      35. Free play                      36. Group time                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>The Creative Curriculum –Implementation Checklist</b>		
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• hold and use writing materials appropriately</li> <li>• practice left to right progression through a variety of activities</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• respond to cues for left to right, top to bottom progression</li> <li>• participate in shared writing experiences</li> </ul>		<p>I. The Physical Environment                      A. Overall Physical Environment                      B. Interest Area Materials, Furnishings, Equipment, and Displays—                      5. Library, 10. Computers                      C. Content—Related Materials, Furnishings, Equipment, and Displays—1. Literacy                      II. Structure                      III. Teacher-Child Interactions                      A. Building Relationships                      C. Guiding Children’s Learning –1. General Strategies, 2. In Literacy, 8. In Studies                      IV. Assessment                      V. Family Involvement</p>		

**WV ELSF Domain: Mathematics**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.7 Mathematical Thinking</p>	<p><b>1. Numbers and Operations</b>                       Learning Criteria                       Each child will progress in understanding quantity and numbers.</p>	<p><b>Cognitive Development</b>  <b>Logical Thinking</b>                      33. Uses one-to-one correspondence.                      34. Uses numbers and counting.</p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Number and Operations</li> </ul>	<p>4. Room arrangement for play                      6. Child related display                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      22. Blocks                      26. Math/ number                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      36. Group time                      35. Free play                      37. Provisions for children with disabilities.</p>

<b>WV ELSF Experiences/ Guidance</b>	<b>The Creative Curriculum –Implementation Checklist</b>
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• count, sort, compare and match objects</li> <li>• view books that promote counting and numbers</li> <li>• sing, rhyme and do finger-plays related to numbers</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• participate in food experiences that include counting and measuring</li> <li>• engage in activities that connect numerals with corresponding objects</li> </ul>	<p>I. The Physical Environment                      A. Overall Physical Environment                      B. Interest Area Materials, Furnishings, Equipment, and Displays—                      1. Blocks, 3. Toys and Games, 9. Cooking, 10 Computers                      C. Content—Related Materials, Furnishings, Equipment, and Displays—                      2. Math                      II. Structure                      III. Teacher-Child Interactions                      A. Building Relationships                      C. Guiding Children’s Learning –1. General Strategies, 3. In Math, 8. In Studies                      IV. Assessment                      V. Family Involvement</p>

**WV ELSF Domain: Mathematics**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.7 Mathematical Thinking</p>	<p><b>2. Patterns and Relationships</b>                       Learning Criteria                       Each child will progress in understanding the concepts of patterns and relationships.</p>	<p><b>Cognitive Development</b>  <b>Logical Thinking</b>                      27. Classifies objects.                      29. Arranges objects in a series.                      30. Recognizes patterns and can repeat them.</p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Geometry and Spatial Sense</li> <li>• Patterns and Measurement</li> </ul>	<p>4. Room arrangement for play                      6. Child related display                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      22. Blocks                      25. Nature/science                      26. Math/ number                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      36. Group time                      35. Free play                      37. Provisions for children with disabilities.</p>

<b>WV ELSF Experiences/ Guidance</b>	<b>The Creative Curriculum –Implementation Checklist</b>
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• sort and match a variety of objects with similar characteristics</li> <li>• participate in rhyme activities</li> <li>• recognize patterns in the environment</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• chart and graph</li> <li>• read books about patterns and relationships</li> </ul>	<p>I. The Physical Environment                      A. Overall Physical Environment                      B. Interest Area Materials, Furnishings, Equipment, and Displays—                      1. Blocks, 3. Toys and Games, 6. Discovery, 9. Cooking, 10 Computers                      C. Content—Related Materials, Furnishings, Equipment, and Displays—                      2. Math                      II. Structure                      III. Teacher-Child Interactions                      A. Building Relationships                      C. Guiding Children’s Learning –1. General Strategies, 3. In Math, 8. In Studies                      IV. Assessment                      V. Family Involvement</p>

**WV ELSF Domain: Mathematics**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.7 Mathematical Thinking</p>	<p><b>3. Geometry and Spatial Sense</b></p> <p>Learning Criteria</p> <p>Each child will progress in understanding concepts of geometry and spatial relationships.</p>	<p><b>Cognitive Development</b>  <b>Logical Thinking</b></p> <p>31. Shows awareness of time concepts and sequence.</p> <p>33. Shows awareness of position in space.</p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Geometry and Spatial Sense</li> </ul>	<p>4. Room arrangement for play                      6. Child related display                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      22. Blocks                      23. Sand/water                      25. Nature/science                      26. Math/ number                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      36. Group time                      35. Free play                      37. Provisions for children with disabilities.</p>
<b>WV ELSF Experiences/ Guidance</b>		<b>The Creative Curriculum –Implementation Checklist</b>		
<p>Provide daily experiences for children to:</p> <ul style="list-style-type: none"> <li>relate activities to times of the day and order of daily events</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>participate in games and activities using directionality</li> <li>place themselves and objects in relationship to various spaces: moving under, over, in, out, up, and down</li> <li>interact with a variety of naturally occurring and constructed shapes</li> </ul>		<p>I. The Physical Environment</p> <p>A. Overall Physical Environment</p> <p>B. Interest Area Materials, Furnishings, Equipment, and Displays—</p> <p>1. Blocks, 3. Toys and Games, 6. Discovery, 9. Cooking, 10 Computers</p> <p>C. Content—Related Materials, Furnishings, Equipment, and Displays—</p> <p>2. Math</p> <p>II. Structure</p> <p>III. Teacher-Child Interactions</p> <p>A. Building Relationships</p> <p>C. Guiding Children’s Learning –1. General Strategies, 3. In Math, 8. In Studies</p> <p>IV. Assessment</p> <p>V. Family Involvement</p>		

**WV ELSF Domain: Mathematics**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.7 Mathematical Thinking</p>	<p><b>4. Measurement</b>                       Each child will progress in understanding the basic concepts of measurement.</p>	<p><b>Cognitive Development Logical Thinking</b>                      28. Compares/measures</p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Patterns and Measurement</li> </ul>	<p>4. Room arrangement for play                      6. Child related display                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      22. Blocks                      25. Nature/science                      26. Math/ number                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      36. Group time                      35. Free play                      37. Provisions for children with disabilities.</p>

<b>WV ELSF Experiences/ Guidance</b>	<b>The Creative Curriculum –Implementation Checklist</b>
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>experiment with a variety of standard and non-standard measuring tools</li> <li>participate in cooking and measuring activities</li> <li>compare objects based on measurement standards</li> </ul> <p>graph and chart using developmentally appropriate methods that can be produced and interpreted by the children</p>	<p>I. The Physical Environment                      A. Overall Physical Environment                      B. Interest Area Materials, Furnishings, Equipment, and Displays—                      1. Blocks, 3. Toys and Games, 6. Discovery, 9. Cooking, 10 Computers                      C. Content—Related Materials, Furnishings, Equipment, and Displays—                      2. Math                      II. Structure                      III. Teacher-Child Interactions                      A. Building Relationships                      C. Guiding Children’s Learning –1. General Strategies, 3. In Math, 8. In Studies                      IV. Assessment                      V. Family Involvement</p>

**WV ELSF Domain: Science**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.8 Scientific Thinking</p>	<p><b>1. Science as Inquiry</b>                       Learning Criteria                       Each child will progress in gaining a foundational knowledge of scientific inquiry.</p>	<p><b>Cognitive Development Learning and Problem Solving</b>                      22. Observes objects and events with curiosity.</p>	<p><b>Science</b>                      ♦ Scientific Skills and Methods</p>	<p>4. Room arrangement for play                      6. Child related display                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      22. Blocks                      23 Sand/water                      25. Nature/science                      26. Math/ number                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      36. Group time                      35. Free play                      37. Provisions for children with disabilities.</p>

<b>WV ELSF Experiences/ Guidance</b>	<b>The Creative Curriculum –Implementation Checklist</b>
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>collect, sort, organize and group natural objects</li> <li>explore various environments local to the community as well as introducing new ideas about other environments</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>make simple predictions</li> <li>use a variety of tools to experiment with cause and effect</li> <li>chart, graph, and illustrate in developmentally appropriate methods that can be produced and interpreted by the children</li> </ul>	<p>I. The Physical Environment                      A. Overall Physical Environment                      B. Interest Area Materials, Furnishings, Equipment, and Displays—                      1. Blocks, 3. Toys and Games, 6. Discovery, 9. Cooking, 10 Computers                      C. Content—Related Materials, Furnishings, Equipment, and Displays—                      2. Math, 3. Science                      II. Structure                      III. Teacher-Child Interactions                      A. Building Relationships                      C. Guiding Children’s Learning –1. General Strategies, 3. In Math, 8. In Studies                      IV. Assessment                      V. Family Involvement</p>

**WV ELSF Domain: Science**

<b>WV STARS Core Knowledge/ Core Competencies</b>	<b>WV ELSF Standards</b>	<b>The Creative Curriculum Goals and Objectives</b>	<b>Head Start Child Outcomes Framework</b>	<b>ECERS-R</b>
<p><b>1. Child Growth and Development</b>                      1.1 Characteristics and Needs of Young Children                      1.2 Multiple Influences on Development and Learning                      1.3 Learning Environments that Support Development  <b>4. Curriculum</b>                      4.1 Learning Environment                      4.8 Scientific Thinking</p>	<p><b>2. Scientific Knowledge</b>                       Learning Criteria                       Each child will progress in gaining an understanding of the world in which they live.</p>	<p><b>Cognitive Development Learning and Problem Solving</b>                      25. Explores cause and effect</p>	<p><b>Science</b>                      ♦ Scientific Knowledge</p>	<p>4. Room arrangement for play                      6. Child related display                      15. Books and pictures                      16. Encouraging children to communicate                      17. Using language to develop reasoning skills                      18. Informal use of language                      22. Blocks                      23. Sand/water                      25. Nature/science                      26. Math/ number                      28. Promoting acceptance of diversity                      32. Staff-child interactions                      33. Interactions among children                      34. Schedule                      36. Group time                      35. Free play                      37. Provisions for children with disabilities.</p>

<b>WV ELSF Experiences/ Guidance</b>	<b>The Creative Curriculum –Implementation Checklist</b>
<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> <li>• experiment</li> <li>• discover</li> </ul> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> <li>• read books about scientific concepts</li> <li>• participate in cooking activities</li> <li>• examine living and non-living items</li> <li>• use various senses for exploration</li> <li>• experiment with scientific tools</li> </ul>	<p>I. The Physical Environment                      A. Overall Physical Environment                      B. Interest Area Materials, Furnishings, Equipment, and Displays—                      1. Blocks, 3. Toys and Games, 6. Discovery, 9. Cooking, 10 Computers                      C. Content—Related Materials, Furnishings, Equipment, and Displays—                      2. Math, 3. Science                      II. Structure                      III. Teacher-Child Interactions                      A. Building Relationships                      C. Guiding Children’s Learning –1. General Strategies, 3. In Math, 8. In Studies                      IV. Assessment                      V. Family Involvement</p>