



**West Virginia Early Learning
Standards Framework:**
*Content Standards and Learning Criteria
for Pre-Kindergarten*

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Framework of Effective Practices

Early experiences are critical to lay the foundation for children's life-long learning and success. Evidence now exists to provide us with information about what is most effective practice for early learning experiences. Based on this conclusive research, **curricula frameworks, early learning guidelines, ongoing assessment** of children's progress, and **program evaluation** have all been designed. These components work in an inter-related way to promote appropriate early education experiences and guide practitioners in providing quality experiences that are responsive to individual children and maximize learning and skill development.

All early learning programs benefit from using these components. Classrooms that are approved, participating WV Pre-k System classrooms are required by West Virginia Board of Education Policy 2525 to follow the requirements of West Virginia Board of Education Policy 2525 sections regarding Standards for Preparing Students and Curriculum and Assessment. These sections require that WV Pre-k System classrooms adopt and implement an approved comprehensive curriculum and assessment as well as implement the standards for preparing students contained in the *WV Early Learning Standards Framework* (WV ELSF).

- **Comprehensive Curricula Frameworks** provide a blueprint for early educators to plan and implement intentional and thoughtful curriculum. A comprehensive curriculum provides information on how children learn, how the learning environment is set up, what kinds of materials to include, what kinds of experiences to offer, and how to guide children. Comprehensive curricula that are supported by effective scientifically based research allow practitioners to be responsive to individual children and communities while providing quality environments. The list of approved curricula and assessment



frameworks can be found at www.wvdhhr.org/oss/pieces/ta/curriculum.asp.

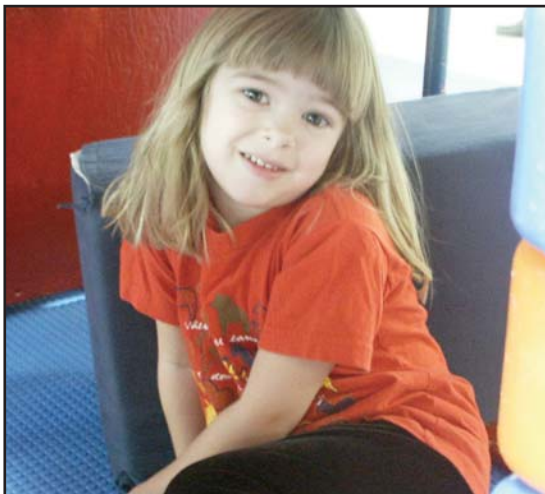
- **The West Virginia Early Learning Standards Framework (WV ELSF)** outlines what children should know, understand and be able to do. Early learning standards communicate what content children should learn within the context of the comprehensive curriculum

framework. The WV ELSF provides a shared framework for practitioners, families, and policymakers to support early learning environments that are responsive to individual children and maximize learning. Greater opportunities for children's optimal development exist when a common definition of developmentally appropriate content guides early experiences.

- **Ongoing assessment** is an integral part of classroom programming that informs practitioners about where children are in relationship to the Learning Criteria. Ongoing observation of children provides early educators with important information to use in designing learning experiences to support each child's learning. The approved list of comprehensive curricula and assessment frameworks for WV Pre-k classrooms may be found at www.wvdhhr.org/oss/pieces/ta/curriculum.asp. Additionally, this document provides correlation information between the assessment frameworks and the WV ELSF learning criteria.
- **Curriculum enhancements** supplement or expand information to build on a program's approved WV Pre-k comprehensive curriculum and assessment. Supplements may provide more specific information about a particular content area. Selection and use of supplemental materials must utilize scientifically based research and support the philosophy and techniques of the comprehensive curriculum and the WV Pre-k System as defined in WVBE Policy 2525.

Implementation of supplemental materials may not use the following teaching strategies:

- Worksheets
- Periods of extended sitting and seat work at desks or tables
- Flashcards
- Prescribed sequence of content instead of responding to children's identified needs and interests
- Content areas taught in isolation
- All children practice the same skill at the same time
- Design does not support individualization or adaptation
- Peer to peer opportunities are not supported
- High level of teacher direction



Introduction to the WV Early Learning Standards Framework

Children, regardless of where they spend their preschool years, benefit from an enriched environment that supports maximum development and optimizes learning opportunities. In March 2002, the West Virginia legislature passed Senate Bill 247 that became West Virginia Code 18-5-44, a mandate for high quality early education programs for all four-year-old children and three-year-old children with identified special needs. These early education programs are now known as West Virginia Pre-kindergarten (WV-Pre-k). To support the provision of enriched environments for young children, a collaborative group of West Virginia early education professionals developed the



Early Learning Standards Framework, a document that is developmentally appropriate and based on what preschool children should know and learn. The standards are designed to serve as early learning guidelines for all children ages three through five, regardless of the setting.

The Early Learning Standards Framework is intended to guide practitioners in offering high quality early education environments that are responsive to individual children and maximize learning and skill development. Using this standards framework, educators can plan high quality learning experiences designed to promote school readiness skills for all children, including children with disabilities. The framework is not designed as an assessment tool, nor should it be used as a way to delay the entry of eligible children into kindergarten.

The development of the West Virginia Early Learning Standards Framework was guided by a collaborative group of early educators, including representatives from public preschool, preschool special needs, Head Start, private faith-based preschools, child care, child care resource and referral agencies, parent education, higher education, West Virginia Department of Education, and West Virginia Department of Health and Human Resources. These representatives have worked together as the Partners Implementing an Early Care and Education System (PIECES) Quality Initiatives and Curriculum Committee. In addition to developing the WV ELSF, the committee also developed evaluation criteria, an evaluation tool, and the process for adoption of comprehensive curriculum and assessment systems.

The Early Learning Standards Framework is considered an integral part of an inter-related comprehensive curriculum and assessment system as defined by WVDE Policy 2525.

Guiding Principles

The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards in all education programs (W. Va. Code 18-9A-22). The following principles were used in the development of the Early Learning Standards Framework and are to be considered in its usage.

- ◆ Opportunities for representation and symbolic thinking are essential elements in providing high quality early education programs. The ability to pretend and use symbols is at the foundation for symbolic and abstract thought leading to the development of academic skills such as math, science, and literacy. Children use representation and symbolic thinking across all domains to develop understanding of concepts and generalizations from concrete to abstract. The experiences that lead to a child's ability to think abstractly are embedded in the curriculum through opportunities for active exploration, pretend play, and symbolic communication.
- ◆ Children are active learners. Children learn through active involvement (exploring, playing, manipulating, and problem-solving). Adults have an essential role in purposefully guiding each child's development across all domains. Learning occurs best when content is combined with a responsive, interactive teaching style.
- ◆ Development and learning are interrelated. Early learning and areas of development interact and influence each other. The dynamic interaction of all domains of development must be considered. No domain of development should be addressed in isolation. All domains are interrelated and experiences related to the Early Learning Standards Framework should be integrated and offered daily or frequently as noted.
- ◆ Each child is an individual learner. Children go through similar stages of development but at individual rates. All children within an age group should not be expected to arrive at early learning criteria at the same time or with the same degree of proficiency.
- ◆ Children with special needs and those who do not speak English develop best in inclusive early education settings. Individualized modifications and adaptations will be designed to provide each child with opportunities to reach his or her full potential.
- ◆ Family involvement is critical. The family is the child's first and most important teacher and is integral to the success of the child as he/she progresses through school.
- ◆ Development and learning are embedded in culture. Early education settings and programs must be purposefully planned to expand the child's awareness and understanding of cultures and people different from him/herself.
- ◆ Experiencing the world is a young child's work, thus the classroom environment is a key factor in the provision of high quality learning experiences for young children. Classrooms should be designed and equipped in a manner that supports discovery, small group and individual learning, exploration, problem solving and development.

Definitions

- Domains:** Child development can be organized in broad categories of learning called domains. All domains are interrelated and experiences related to the Early Learning Standards Framework should be integrated and offered daily. The framework is organized in the following domains: Social and Emotional, The Arts, Physical Health and Development, Language and Literacy, Mathematics, and Science.
- Experiences:** Activities purposefully provided to foster each child's acquisition of skills and knowledge necessary to reach the Learning Criteria are called experiences. The framework provides examples of experiences that are reflective of effective practices. A state approved list of published curricula will provide comprehensive strategies for supporting the learning criteria.
- Learning Criteria:** The skills and knowledge children should develop and acquire within the context of the standard are called Learning Criteria. The framework has identified Learning Criteria within each domain and standard. The Learning Criteria were written to support each child's individual rate of development. Progress toward meeting the Learning Criteria will be measured along a developmental continuum within the state adopted early education assessment system.
- Performance Indicator:** The performance indicator is a benchmark of development. Children demonstrate their competence in a variety of ways. The framework lists examples of performance indicators for each Learning Criteria that may demonstrate every child's movement along the developmental continuum.
- Standard:** The standard is the category within the domain. The framework utilizes standards to sub-categorize each domain to delineate the criterion for development.

Social and Emotional Development

Supporting the social and emotional development of children during the formative years of early childhood is essential to their well-being and success in school and life. Children grow and learn within the context of positive social relationships. Social and emotional competency in early childhood is predictive of later success in other domains such as language and literacy.

Social and emotional development involves

- positive self-concept;
- appropriate social interaction and relationships;
- knowledge of family and community; and
- positive approaches to learning.



SOCIAL AND EMOTIONAL DEVELOPMENT

Standard 1: Self Concept

Learning Criteria: Each child will progress in developing self-expression and awareness of self in terms of specific abilities, characteristics, and preferences.

GUIDANCE

Performance Indicators

- Makes positive statements about self
- Expresses pride in accomplishments
- Adjusts to new situations
- Demonstrates appropriate trust in adults
- Recognizes and expresses feelings in socially appropriate ways
- Demonstrates independence
- Acts out roles by imitating typical actions associated with the roles

Experiences

Provide daily opportunities for children to:

- interact with adults who encourage and support their efforts, accomplishments, ideas and interests
- interact with adults who use positive verbal and non-verbal language
- engage in activities that introduce new concepts in the context of familiar ones
- interact with adults who are dependable and consistent in their expectations
- engage in supportive conversations about their feelings
- make choices
- engage in activities that are self-directed and support discovery
- use props, puppets and costumes in dramatic role and pretend play

SOCIAL AND EMOTIONAL DEVELOPMENT

Standard 2: Social Relationships

Learning Criteria: Each child will progress in developing and demonstrating pro-social behaviors.

GUIDANCE

Performance Indicators

- Demonstrates affection in socially appropriate ways
- Expresses empathy or caring for others
- Demonstrates respect for others and their property
- Plays cooperatively
- Sustains interactions with peers
- Maintains an ongoing friendship with at least one other child
- Uses words and actions to assert self in socially acceptable ways
- Uses and accepts negotiation, compromise, and discussion to resolve conflicts
- Accepts guidance and directions from a variety of familiar adults
- Recognizes and respects authority
- Follows basic routines and rules for play and group participation

Experiences

- Provide daily opportunities for children to:
- observe teachers and other adults who are respectful and empathetic in their interactions
 - engage in purposeful and spontaneous activities that support the development of empathy, sensitivity and respect
 - experience a learning environment where everyone is included, valued, and accepted
 - express their thoughts, emotions, preferences and ideas
 - solve problems and resolve conflicts independently or with appropriate guidance from familiar adults
 - learn in an environment that is organized to promote age appropriate interaction
 - experience guidance that is non-punitive, consistently provided and designed to promote positive behaviors





SOCIAL AND EMOTIONAL DEVELOPMENT

Standard 3: Knowledge of Family and Community

Learning Criteria: Each child will progress in understanding their role and identity in the family and community.

GUIDANCE

Performance Indicators

- Understands and describes the interactive roles and relationships among family members
- Identifies and describes the roles and relationships of community members
- Understands similarities and respects differences among people, such as genders, race, special needs, cultures, language, and family structures
- Identifies themselves as a member of groups within a community
- Identifies and describes locations and places in their environment

Experiences

Provide daily opportunities for children to:

- engage in conversations and activities related to their families and other families in the community
- interact with adults who model respectful and accepting attitudes and behaviors
- use materials such as books, toys, equipment, computer programs, and illustrations that provide them with images of all people engaged in everyday activities

Provide frequent opportunities for children to:

- be exposed to a variety of experiences portraying community members and their roles, including books, props, and people
- participate in facilitated discussions related to diversity and acceptance
- use dramatic play and visual arts that are representative of familiar life situations

SOCIAL AND EMOTIONAL DEVELOPMENT

Standard 4: Approach to Learning

Learning Criteria: Each child will develop an intrinsic motivation for learning.

GUIDANCE

Performance Indicators

- Participates in classroom activities
- Makes independent choices
- Initiates and extends activities
- Approaches tasks and activities with flexibility, imagination, and inventiveness
- Persists in and completes tasks, activities, projects, and experiences
- Maintains increasing concentration over a reasonable amount of time despite distractions, and interruptions
- Recognizes and solves problems through active exploration, including trial and error and interactions with peers and adults
- Acknowledges accomplishments positively

Experiences

Provide daily opportunities for children to:

- participate in child initiated learning activities
- interact with adults who provide support and encouragement for spontaneous exploration and independent problem solving
- use varying materials and supplies that are interesting and relative
- experience a range of choices reflective of their interests
- observe teachers who model a variety of strategies for problem solving
- experience open-ended challenges and the encouragement to consider multiple solutions to problems
- engage in activities that are individualized and reflective of a continuum of learning



The Arts

Imagination and creativity are the foundation for new ideas. Flexible and creative thinking builds skills that are needed for problem solving, conflict resolution, leadership, and life long learning. Acknowledging the bodies of research in brain development, learning styles, and multiple intelligences, children benefit from daily opportunities for individual artistic expression of their ideas. Adults should respect, manage, and support the long term creation of extended projects by providing the opportunity for these projects to be continued. Eliciting the creative spirit of each child enhances the development of the whole child. As children experience opportunities to express themselves through artistic representation, development is enhanced in every domain of learning.



Through music and movement, children hear, discriminate, and respond to the various sounds of language, a skill required for phonological awareness.

Through the visual arts, children begin graphic representation, a precursor to writing.

Through dramatic play, stories are created and characters come to life.

The Arts involve

- music and movement;
- visual art; and
- dramatic play.

THE ARTS

Standard 1: Music and Movement

Learning Criteria: Each child will participate in a variety of music and movement activities.

GUIDANCE

Performance Indicators

- Participates in music related activities
- Responds to and identifies particular musical elements such as rhythm and style
- Demonstrates an understanding of movement as it relates to music
- Sings with a group and on their own
- Uses a variety of instruments including non-traditional and natural objects
- Creates music through a variety of techniques

Experiences

Provide daily opportunities for children to:

- sing, dance, play instruments, and listen to music
- hear various types of music
- access musical material
- respond to music through spontaneous movement

Provide frequent opportunities for children to:

- experience cultural diversity through music and movement
- interact with instruments including child created instruments
- express feelings, thoughts and ideas through musical media

THE ARTS

Standard 2: Visual Art

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.

GUIDANCE

Performance Indicators

- Creates multi-dimensional artwork
- Explores color and texture using different mediums
- Expresses emotion and communicates ideas through creative artwork
- Shows increasing detail in artwork
- Creates artwork that reflects an idea, theme, or story

Experiences

Provide daily opportunities for children to:

- experiment with a variety of media such as, clay, natural materials, wood, paper, crayons, chalk, paints, glue, paste, tape, staples, nails, and scissors
- express individually through the use of art materials
- relate artistic expression to real life and imagination
- see child-related artwork displayed
- talk about their art work
- use their imagination to create stories about the art work they create or observe
- enjoy the process as well as the product of their work

Provide frequent opportunities for children to:

- observe art examples across time and cultures



THE ARTS

Standard 3: Dramatic Play

Learning Criteria: Each child will progress in using imagination and creativity to assume different roles in dramatic play

GUIDANCE

Performance Indicators

- Engages in spontaneous dramatic play throughout the day in a variety of centers
- Tells and re-enacts stories
- Role-plays and improvises to communicate ideas
- Expresses ideas, feelings and emotions through dramatic play

Experiences

Provide children with daily opportunities to:

- spontaneously choose dramatic play options or themes
- interact with costume pieces, props, puppets, books, and pictures for dramatic play
- re-enact stories
- use imagination to create stories
- engage in dramatic play through manipulation of figures such as small toy people and animals



Physical Health and Development

Physical health and development is foundational to fostering competence in all domains, including self-concept, reading, writing, scientific exploration and math. Children are active and physical beings who learn through interaction with their environments. As children grow and develop, they become more skillful and expressive in their movement and manipulation. Children should receive support and guidance as they engage in activities that refine their physical abilities. Early in life children can begin to develop knowledge and habits of healthy living.

Children develop at differing rates with a wide variety of abilities. As with all other domains, the physical environment must be adapted to meet the needs of every child.

Physical health and development involves

- fine motor;
- gross motor; and
- health practices.



PHYSICAL HEALTH AND DEVELOPMENT	
Standard 1: Fine Motor	
Learning Criteria: Each child will progress in performing fine motor tasks with strength and control.	
GUIDANCE	
<p>Performance Indicators</p> <ul style="list-style-type: none"> ● Manipulates small objects with precision ● Uses opposing hand movements ● Uses utensils and writing tools ● Begins to demonstrate self help skills such as buttoning and zipping ● Manipulates cutting and fastening tools ● Increases in accuracy of eye-hand coordination 	<p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> □ interact with small manipulatives □ manipulate and use tools such as pencils, markers, crayons, chalk, garden implements, and hammers □ construct with a variety of materials □ practice self help skills with adequate time allowed □ work with materials that encourage snapping, lacing, buttoning, and zipping □ participate in finger-plays and songs using hand movements

PHYSICAL HEALTH AND DEVELOPMENT

Standard 2: Gross Motor

Learning Criteria: Each child will progress in performing gross motor tasks with proficiency, balance and control.

GUIDANCE

Performance Indicators

- Demonstrates increased control in walking, running, hopping, and jumping
- Moves with emergent balance on lines, balance beams, curbs, riding equipment and play structures
- Ascends and descends stairs working toward the use of alternating feet
- Throws, catches objects, and bounces balls

Experiences

Provide daily opportunities for children to:

- move to music or rhymes
- practice running, walking, and other mobility activities
- play actively outdoors (weather permitting)

Provide frequent opportunities for children to:

- climb stairs and on structures
- play with balls
- use riding equipment

PHYSICAL HEALTH AND DEVELOPMENT

Standard 3: Health Practices

Learning Criteria: Each child will progress in recognizing and adopting good health practices.

GUIDANCE

Performance Indicators

- Identifies and makes healthy food choices
- Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness
- Exhibits increased physical growth, strength, stamina, endurance and flexibility
- Expresses health needs
- Incorporates good health habits into routine of their day by following common hygiene practices: washing hands, brushing teeth, covering mouth and nose when coughing or sneezing, using and disposing of tissues and napkins appropriately
- Uses toilet independently
- Demonstrates an understanding of the need for different apparel in different climate and weather conditions

Experiences

Provide daily opportunities for children to:

- participate in active games, movement opportunities and outdoor time
- observe adults making healthy lifestyle choices
- practice good health habits such as hand-washing, dental care, nose-blowing, sanitizing surfaces, and personal hygiene
- access toileting facilities on demand or when toilet-need cues are present

Provide frequent opportunities for children to:

- make appropriate nutritional choices
- discuss weather and appropriate apparel
- discuss common hygiene practices through songs, stories, rhymes, and games

PHYSICAL HEALTH AND DEVELOPMENT

Standard 4: Safety Practices

Learning Criteria: Each child will progress in identifying, avoiding and responding to common dangers in their environment.

GUIDANCE

Performance Indicators

- Participates in safety games, songs, and stories
- Recognizes symbols indicating danger like Mr. Yuk
- Follows safety procedures during drills
- Describes and follows classroom and neighborhood safety rules and practices
- Responds appropriately to common signals for danger

Experiences

- Provide frequent opportunities for children to:
- sing songs, hear stories and rhymes, and play games that promote safety
 - hear about and meet community workers (firefighters, police, nurses, social workers)
 - engage in learning experiences related to safety issues
 - generate and follow classroom and community safety rules
 - participate in safety drills



Language and Literacy

Early language and literacy development are foundational for communicating, reading, and learning across the domains. Vocabulary has been determined to be a predictor of later reading ability. Words and the way they are linked together express and relate ideas that provide the lens or filter through which a child perceives, understands, and analyzes his or her world. Reading, writing and oral language are inter-related and inter-dependent sets of complex skills, attitudes and



behaviors. Children's early language and literacy skills emerge within the context of their experience and culture. Language and literacy development are inclusive of all forms of communication for expressing thoughts, feelings, and knowledge.

Language and literacy development involves:

- listening and speaking;
- reading; and
- writing.

LANGUAGE AND LITERACY	
Standard 1: Listening and Speaking	
Learning Criteria: Each child will progress in using expressive and receptive language for a variety of purposes.	
GUIDANCE	
<p>Performance Indicators</p> <ul style="list-style-type: none"> ● Communicates needs and wants through a variety of verbal and symbolic forms ● Uses increasingly complex and varied vocabulary/sentences in speaking ● Comprehends and expands on oral language ● Non-English-speaking child progresses in speaking and understanding English 	<p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> □ interact with peers and adults through spoken and/or signed conversations □ discuss cognitively challenging content □ hear rich and grammatically correct language from adults □ hear quality literature read that introduces the children to a varied vocabulary □ recite and create poetry, finger-plays, and songs □ relate personal experiences □ progressively move from simple to more complex use of language □ use listening centers and props such as tape recorders, telephones and microphones □ participate in activities where verbal response is not always required □ listen without expectations of language responses <p>Children who are non-English speaking will also have daily opportunities to:</p> <ul style="list-style-type: none"> □ engage in play with English-speaking peers □ share some of their language and culture with English-speaking peers

LANGUAGE AND LITERACY

Standard 2: Reading

Learning Criteria: Each child will progress in understanding and using conventions of reading.

GUIDANCE

Performance Indicators

- Holds books upright
- Identifies the front and back of a book
- Points to the beginning and end of a story
- Turns the pages of a book correctly
- Realizes that print proceeds from left to right
- Understands the purpose and function of print

Experiences

Provide daily opportunities for children to:

- read and be read to
- explore the properties of books
- interact with adults who model the appropriate conventions of reading
- engage in conversations about words and print
- use a variety of printed materials appropriately



LANGUAGE AND LITERACY	
Standard 2: Reading	
Learning Criteria: Each child will progress in understanding and using concepts of print.	
GUIDANCE	
<p>Performance Indicators</p> <ul style="list-style-type: none"> ● Uses objects in a symbolic way ● Knows that letters of the alphabet are a special category of visual graphics that can be individually named ● Recognizes and names letters such as those in his/her name, names of some family and friends and those seen in environmental print ● Recognizes words as units of print that are separated by spaces 	<p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> □ see their names in print □ use environmental print □ have access to alphabet books, alphabet blocks, magnetic letters, and other print related manipulatives □ talk about letters that have personal meaning □ see and use their names in daily routines and play □ point to letters and words □ participate in story time <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> □ dictate and “re-read” stories

LANGUAGE AND LITERACY	
Standard 2: Reading	
Learning Criteria: Each child will progress in hearing and discriminating the sounds of language (phonological awareness).	
GUIDANCE	
<p>Performance Indicators</p> <ul style="list-style-type: none"> ● Listens to and identifies sounds that are in the environment ● Claps in response to separate syllables in spoken words ● Recognizes rhyming sounds in spoken words ● Recognizes when several words begin with the same sound-alliteration ● Decides which of several words begin with a specific sound 	<p>Experiences</p> <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> □ identify classroom sounds □ practice syllable clapping with their names and words that have personal meaning □ hear and recite nursery rhymes, poems, jingles, and chants □ sing □ make up nonsense words and silly names □ talk about words and names that begin with the same sound □ talk about sounds that have personal meaning to them

LANGUAGE AND LITERACY

Standard 2: Reading

Learning Criteria: Each child will progress in the development of word recognition.

GUIDANCE

Performance Indicators

- Recognizes that letters can be grouped together to form words
- Understands that words have meaning
- Knows that spoken words can be written and read
- Read words such as their names, names of some family and friends, and familiar environmental print

Experiences

Provide daily opportunities for children to:

- participate in a print-rich environment
- recognize and use their printed names in meaningful ways
- see words of familiar songs, rhymes, and finger plays
- use print functionally

Provide frequent opportunities for children to:

- recognize words in the classroom and community environment
- create original environmental and functional print
- dictate and reread stories



LANGUAGE AND LITERACY	
Standard 2: Reading	
Learning Criteria: Each child will develop an appreciation of literature.	
GUIDANCE	
<p>Performance Indicators</p> <ul style="list-style-type: none"> ● Listens attentively to literature ● Dramatizes, illustrates, and retells stories ● Participates in reading-related activities ● Looks through books independently ● Asks to have books read to them 	<p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> □ hear stories, poems, or nonfiction □ participate in conversations and activities before, during, and after reading □ select books from a well-stocked library □ interact with adults who model an enjoyment of reading and literature <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> □ use props and materials for story dramatization □ make art representations of stories and see individual art displayed □ follow simple pictorial recipes

LANGUAGE AND LITERACY	
Standard 2: Reading	
Learning Criteria: Each child will progress in developing story comprehension skills.	
GUIDANCE	
<p>Performance Indicators</p> <ul style="list-style-type: none"> ● Identifies characters in a story ● Understands there is a sequence of events in a story ● Engages in questioning, reflecting, and relating a story to personal experiences 	<p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> □ discuss characters in stories read to them □ make predictions about stories □ role-play characters □ listen to stories for meaning <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> □ retell stories using a beginning, middle, and end □ create/dictate their own stories □ explore a particular interest through printed materials □ relate parts of stories to events that occur in their own lives

LANGUAGE AND LITERACY

Standard 3: Writing

Learning Criteria: Each child will progress in understanding that writing is a way of communicating for a variety of purposes.

GUIDANCE

Performance Indicators

- Uses scribble writing, random letter strings, and invented/developmental spelling in meaningful context
- Demonstrates an understanding that writing relays a message that can be read

Experiences

Provide daily opportunities for children to:

- have play-related writing materials in learning centers
- participate in a print-rich environment that includes a display of their writing efforts at eye level
- respond to environmental print messages
- use print functionally and meaningfully such as in notes, letters, and telephone numbers

Provide frequent opportunities for children to:

- re-read their dictated text
- see their dictated text written by an adult



LANGUAGE AND LITERACY	
Standard 3: Writing	
Learning Criteria: Each child will progress in using conventions of writing.	
GUIDANCE	
<p>Performance Indicators</p> <ul style="list-style-type: none"> ● Uses a variety of tools for writing ● Recognizes the conventional writing patterns used in English 	<p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> □ hold and use writing materials appropriately □ practice left to right progression through a variety of activities <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> □ respond to cues for left to right, top to bottom progression □ participate in shared writing experiences



Mathematics

Mathematics is the ability to think logically, to solve problems and to perceive relationships. Order and logic are found by noticing patterns, making predictions and solving problems. In early childhood, children construct and become aware of mathematical concepts operating in their everyday lives. Mathematical concepts are constructed through concrete experiences that lead to the ability to think abstractly. An understanding of the concept of numbers is fundamental to mathematics.

Mathematics involves:

- numbers and operations;
- patterns and relationships;
- geometry and spatial sense; and
- measurement.

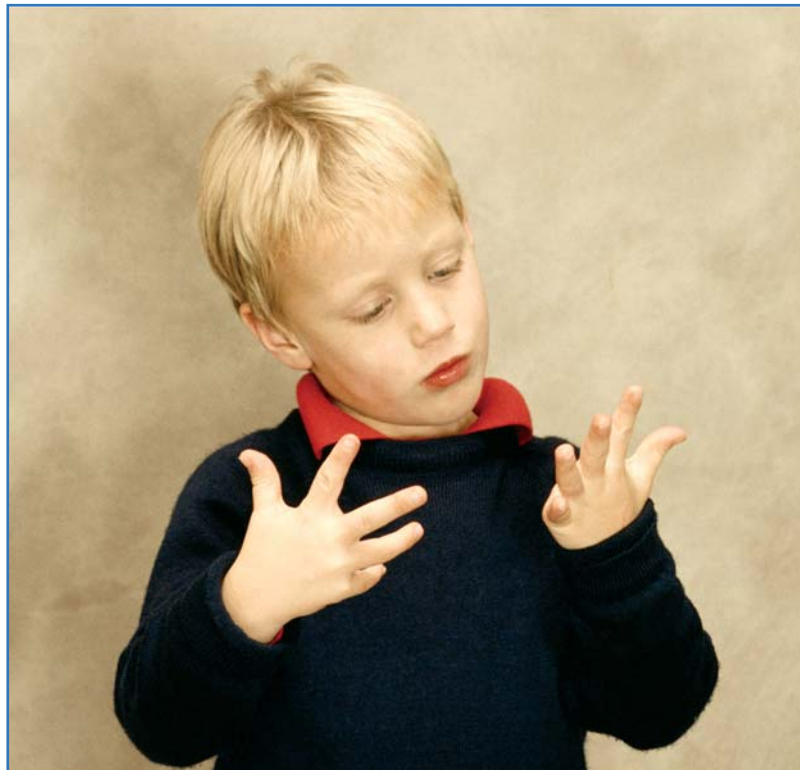


MATHEMATICS	
Standard 1: Numbers and Operations	
Learning Criteria: Each child will progress in understanding quantity and numbers.	
GUIDANCE	
<p>Performance Indicators</p> <ul style="list-style-type: none"> ● Counts in sequence to ten and beyond ● Uses comparative words such as more, less, fewer, equal to ● Uses one-to-one correspondence in counting objects and matching groups of objects ● Matches quantity with number symbols ● Identifies parts in relationship to the whole including fractional components 	<p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> □ count, sort, compare and match objects □ view books that promote counting and numbers □ sing, rhyme and do finger-plays related to numbers <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> □ participate in food experiences that include counting and measuring □ engage in activities that connect numerals with corresponding objects

MATHEMATICS	
Standard 2: Patterns and Relationships	
Learning Criteria: Each child will progress in understanding the concepts of patterns and relationships.	
GUIDANCE	
<p>Performance Indicators</p> <ul style="list-style-type: none"> ● Sorts objects according to common characteristics ● Arranges objects in a series on the basis of one or more attributes such as color, size or shape ● Recognizes, duplicates and creates simple patterns 	<p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> □ sort and match a variety of objects with similar characteristics □ participate in rhythm activities □ recognize patterns in the environment <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> □ chart and graph □ read books about patterns and relationships

MATHEMATICS	
Standard 3: Geometry and Spatial Sense	
Learning Criteria: Each child will progress in understanding concepts of geometry and spatial relationships.	
GUIDANCE	
<p>Performance Indicators</p> <ul style="list-style-type: none"> ● Understands directionality, order, and positions of themselves and objects in their environment ● Understands words such as up, down, over, under, top, bottom, inside, outside, in front, and behind ● Recognizes, describes, compares and names common shapes ● Determines whether or not two shapes are the same size and shape ● Begins to understand time intervals and uses language associated with time 	<p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> □ relate activities to times of the day and order of daily events <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> □ participate in games and activities using directionality □ place themselves and objects in relationship to various spaces: moving under, over, in, out, up, and down □ interact with a variety of naturally occurring and constructed shapes

MATHEMATICS				
Standard 4: Measurement				
Learning Criteria: Each child will progress in understanding the basic concepts of measurement.				
GUIDANCE				
<table border="1"> <thead> <tr> <th>Performance Indicators</th> <th>Experiences</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ● Uses standard and non-standard measures for length and area of objects ● Estimates the size of objects in comparison to a common unit of measurement ● Uses the vocabulary of measurement such as: more/less, short/tall, long/short, big/little, and light/heavy </td> <td> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> □ experiment with a variety of standard and non-standard measuring tools □ participate in cooking and measuring activities □ compare objects based on measurement standards □ graph and chart using developmentally appropriate methods that can be produced and interpreted by the children </td> </tr> </tbody> </table>	Performance Indicators	Experiences	<ul style="list-style-type: none"> ● Uses standard and non-standard measures for length and area of objects ● Estimates the size of objects in comparison to a common unit of measurement ● Uses the vocabulary of measurement such as: more/less, short/tall, long/short, big/little, and light/heavy 	<p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> □ experiment with a variety of standard and non-standard measuring tools □ participate in cooking and measuring activities □ compare objects based on measurement standards □ graph and chart using developmentally appropriate methods that can be produced and interpreted by the children
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Science

Science is an organized body of knowledge about the physical and natural world and entails exploration, observation, and experimentation. Early knowledge of concepts such as scientific inquiry and knowledge of the physical, life, and earth sciences is utilized in all areas of development and form a basis for life-long learning. As children identify components of the natural world, observe changes, and describe simple patterns, they develop the skills to organize, predict and problem solve. Children learn that investigations can be a method of learning about their environment, a way to answer questions, and that new discoveries can lead to new understandings about the world around them.

Science involves:

- inquiry; and
- scientific knowledge.

SCIENCE	
Standard 1: Science as Inquiry	
Learning Criteria: Each child will progress in gaining a foundational knowledge of scientific inquiry.	
GUIDANCE	
<p>Performance Indicators</p> <ul style="list-style-type: none"> ● Explores cause and effect ● Observes and discusses similarities and differences among objects and materials ● Problem solves through observation and active exploration of the environment ● Participates in simple investigations ● Describes and discusses predictions, explanations and generalizations ● Uses senses and a variety of tools to gather information, investigate materials, and observe processes and relationships ● Collects, describes and records information through a variety of means 	<p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> □ collect, sort, organize and group natural objects □ explore various environments local to the community as well as introducing new ideas about other environments <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> □ make simple predictions □ use a variety of tools to experiment with cause and effect □ chart, graph, and illustrate in developmentally appropriate methods that can be produced and interpreted by the children



SCIENCE

Standard 2: Scientific Knowledge

Learning Criteria: Each child will progress in gaining an understanding of the world in which they live.

GUIDANCE

Performance Indicators

- Observes and describes the immediate and familiar world
- Recognizes that materials can exist in several physical states
- Demonstrates expanding knowledge of and respect for the environment

Experiences

Provide daily opportunities for children to:

- experiment
- discover

Provide frequent opportunities for children to:

- read books about scientific concepts
- participate in cooking activities
- examine living and non living items
- use various senses for exploration
- experiment with scientific tools

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Hearts & Minds