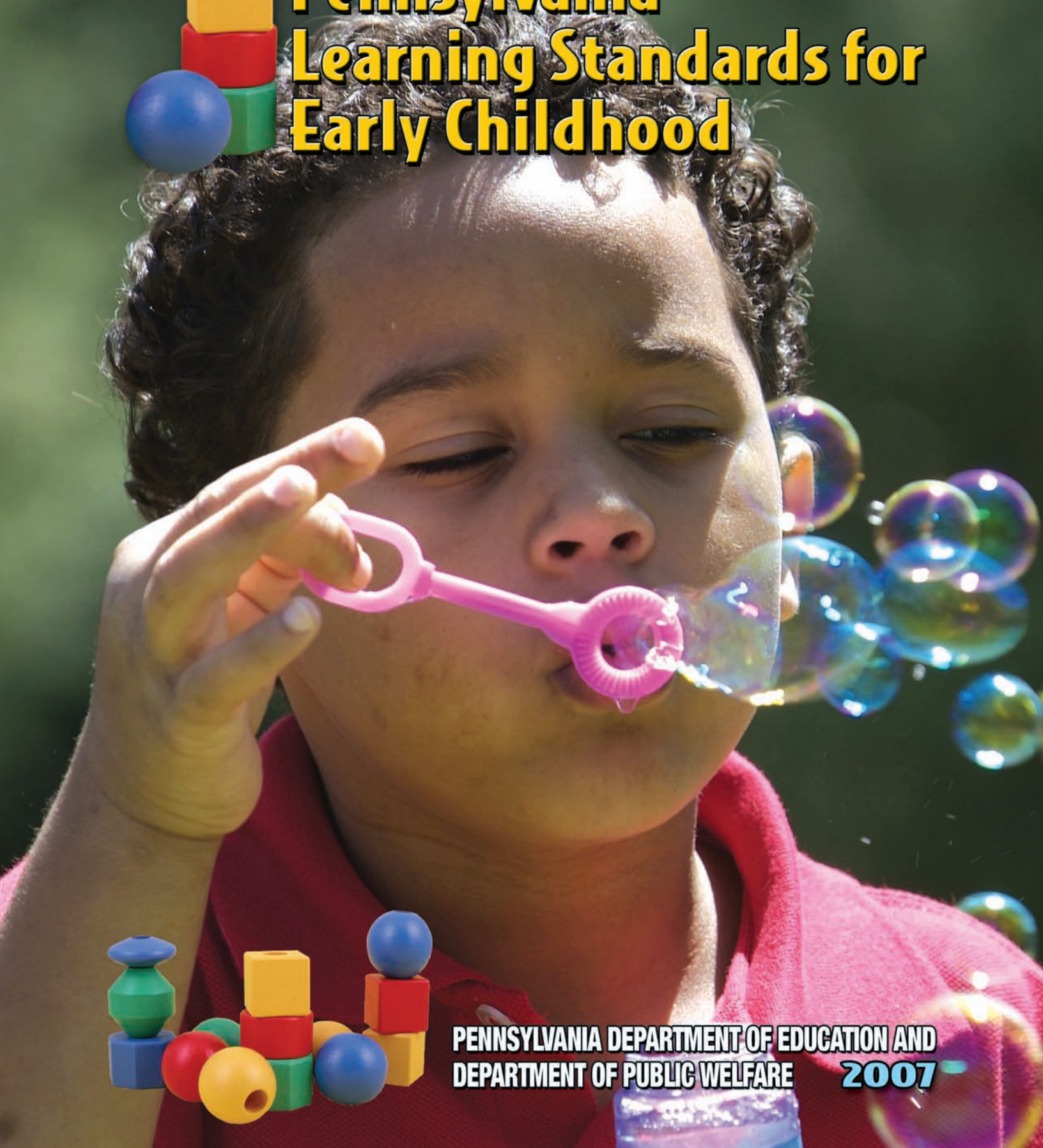


PRE-KINDERGARTEN



Pennsylvania Learning Standards for Early Childhood



PENNSYLVANIA DEPARTMENT OF EDUCATION AND
DEPARTMENT OF PUBLIC WELFARE **2007**

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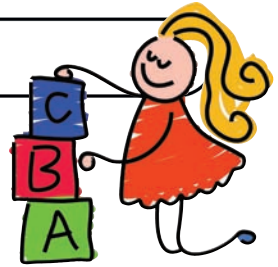


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INTRODUCTION



Children are born with an incredible capacity and desire to learn. Over 30 years of research confirms the foundational importance of early education and care for children's school and life success. It is critical, then, that students' first experiences are strong ones, steeped in expectations that develop critical thinking and problem solving skills, along with age-appropriate content. Research-based standards are essential for building the foundation for a strong start in school and in life – one that effectively provides children with skills and gives them the confidence to stay the course, graduate from high school or college and contribute productively to communities and workplaces.

As Pennsylvania seeks to emphasize its early learning programs, a standards-based approach to the education of its children from birth through the early grades is vital. The early childhood learning standards, including the standards for infants and toddler, pre-kindergarten and kindergarten provide guidance for the development of programs' continuum of learning; they are the framework from which practitioners assess children's learning and create classroom and individualized planning strategies that build from infancy and move through the early grades. The early childhood standards are further aligned with higher grade level content, beginning with the third grade standards. Together with families, early childhood practitioners create environments and opportunities from which children enhance prior knowledge to develop new understandings.

The Early Childhood Standards for Pre-Kindergarten, were developed as a joint project of the Departments of Education and Public Welfare as part of Governor Rendell's commitment to early childhood education. The Pre-Kindergarten Standards, meant to guide the facilitation of skill development for three and four year old children, were developed by a Task Force consisting of early childhood practitioners and administrators, policy analysts and researchers, and university faculty. The Task Force membership is listed in Appendix A. Support for the development of the Standards was provided through the national Build Initiative, a multi-state partnership that helps states construct a coordinated system of programs and policies that respond to the needs of all young children.

USES FOR THE EARLY LEARNING STANDARDS

The Pennsylvania Early Learning Standards are designed as a framework for quality in pre kindergarten programs and to provide guidance about what children should know or be able to do when they enter kindergarten. The Standards are inclusive of all children. They can be used to:

- Inform teachers and administrators about curriculum and assessment and to guide the selection of program materials
- Inform parents of appropriate expectations for children who are ready to enter kindergarten
- Support community early care and education partnerships by providing a common framework for discussions about

curriculum, assessment and transition into kindergarten

The Early Learning Standards are NOT meant to be used:

- As a specific curriculum or to mandate specific teaching practices and materials
- To prohibit children from entering kindergarten
- To assess the competence of children or teachers

GUIDING PRINCIPLES

The preamble and guiding principles describe the way in which young children learn and the way that early education classrooms and teachers can support children's learning. Pennsylvania's Guiding Principles encompass information about children and families, teachers, classrooms, curriculum and assessment and when combined, create a powerful definition for quality early learning programs that spell out essential elements that all practitioners should consider in their program design.

ESSENTIAL POINTS TO CONSIDER

1. Children's Learning

Children's individual development and learning is constructed on a continuum that builds on prior experience and knowledge. Each child's unique learning style, ability and experiences join together to support progress along the continuum. Children also learn holistically; physical, social-emotional and cognitive learning work together to create the whole child; each influences the other and none operates independently.

Play is the vehicle through which children build knowledge. Children need opportunities to develop new skills by using active exploration of hands-on materials. They need safe and comfortable environments where they can practice these newly acquired skills and build on them to learn new information. Teachers support children's individualized learning opportunities by providing meaningful experiences that engage their interests, abilities and culture. Effective classroom learning for young children, then, is a balance of self discovery and supportive and nurturing teachers' construction of challenging, yet attainable tasks.

There are similarities as well as differences in how young children learn. All children's learning can be guided through the use of the Pennsylvania Standards for Early Childhood. Children with diverse abilities and culture may need more support, guidance, or accommodations as they experience early learning opportunities. All children will demonstrate varying levels of understanding, yet should be exposed to the full complement of standards. Successful strategies will enable a child to master skills within the key learning areas at his/her own pace. Remember that there are reciprocal benefits for all children when interacting with others of varying abilities and cultures.

CONTINUED ON PAGE 2

ESSENTIAL POINTS TO CONSIDER CONTINUED FROM PAGE 1

2. Pennsylvania's Continuum of Learning for Early Childhood

The Pre-Kindergarten Standards are aligned with Pennsylvania's Continuum of Learning Standards for Early Childhood. The Key Learning Areas are color-coded throughout the continuum (for example, Creative Arts will be shaded blue in infant-toddler, pre-kindergarten and kindergarten documents) and the icons associated with each Key Learning Area will remain constant. As practitioners view children's development along the continuum, they will be able to move back and forth along the continuum to appropriately assess and design individualized learning programs that meet each child's needs.



FORMAT OF THE PRE-KINDERGARTEN STANDARDS

The Standards for Pre-Kindergarten are divided into three distinct areas:

1. Preamble and Guiding Principles

The Preamble and Guiding Principles describe the way in which young children learn and the way that early care and education classrooms and teachers can support children's learning. The principles are key statements that reflect quality practice.

2. Standards

This section describes the expectations of learning and development for children when they enter kindergarten. It also provides a framework for curriculum and assessment design. The learning areas, while separated into content areas, should not be taught in isolation or in distinct "units of learning". Learning is an integrated process where various standards or key learning areas can be combined through balanced, active learning experiences to support children's skill development.

New in 2006: *The numbering of the Pre-Kindergarten Standards has changed to align with the Kindergarten and Third Grade Standards. The order of the Standards within each of the Key Learning Areas will remain the same, however, to reflect children's developmental emphasis for pre-kindergartners. Therefore, in some cases, the numbering will not be sequential.*

Key Learning Areas are specific areas of development that, combined, represent the whole child. They include: Approaches to Learning, Creative Arts, Language and Literacy, Logical Mathematics, Personal Social, Physical and Health, Program Partnerships, Science and Social Studies.

Standards are general statements in each key learning area that identify what children should know or be able to do when they enter kindergarten.

Indicators further define the standard and provide examples of knowledge and skills.

Examples are a sampling of specific ways that children may demonstrate mastery of a standard. This is not an all-inclusive list; there are many other ways that could represent individual children's mastery, and children may not demonstrate all of the examples supplied to be skilled in a specific standard. These examples are good resources for teachers and parents to understand what mastery looks like.

Supportive practices describe experiences, materials and teaching practices that will encourage learning in the classroom setting.

An additional Key Learning Area, **Program Partnerships**, unique to Pennsylvania, emphasizes the importance of the family-school-community partnership for children's successful learning and development.

COMPANION DOCUMENTS

1. Crosswalk: This document has been separated from the Learning Standards for easy access. Available at:

http://www.pde.state.pa.us/early_childhood/cwp/view.asp?a=323&q=124729&early_childhoodNav=1107441&early_childhoodNav=1, the crosswalk provides an alignment of the Learning Standards with national and state standards. Each Key Area has been crosswalked with the following: NAEYC Standards; Head Start Performance Standards and Outcomes Framework; National Math and Reading Standards; the Environmental Rating Scale for Preschool (ECERS), Pennsylvania's Core Body of Knowledge, and Family Literacy Standards.

2. Childhood Assessment, Birth Through Age 8, Pennsylvania's report, Early also available at:

http://www.pde.state.pa.us/early_childhood/lib/early_childhood/DRAFT_Assess_b_to_age_8_2-20-07.pdf provides an overview and recommendations for authentic assessment of young children and includes publisher-designed alignments of many popular curriculum and assessment materials. Review these crosswalks to learn how the curriculum and assessment instruments you are currently using or considering align with the Learning Standards for Early Childhood and support the development of the whole child.

ADDITIONAL QUESTIONS AND INFORMATION

For more information about Pennsylvania's Standards for Early Childhood, or to obtain additional copies of the Standards documents, please contact Sue Mitchell at Pennsylvania's Office of Child Development and Early Learning, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126 or email her at susmitchel@state.pa.us.

These Standards may be downloaded, in their entirety, for additional printing, copying and distribution.

http://www.pde.state.pa.us/early_childhood/lib/early_childhood/Early_Learning_Standards_August_05.pdf

GUIDING PRINCIPLES

High quality early childhood programs offer learning opportunities that have a significant impact on the success of all children. A warm, responsive relationship with a highly trained teaching staff is foundational. It is expected that teachers will intentionally integrate developmental knowledge with the attitudes, skills, and concepts children need to make progress socially and academically. High quality early childhood programs maintain high developmentally achievable expectations for all children using clear performance standards with a continuous cycle of assessment understood and used by staff, children, and parents.



High quality early childhood education and care programs have a significant impact on children's future successes.



All children can learn and deserve high expectations that are age, individually, and culturally appropriate.**



Young children learn best when they are able to construct knowledge through meaningful play, active exploration of the environment and thoughtfully planned activities.



The learning environment for young children should stimulate and engage their curiosity of the world around them, and meet their physical needs and emotional needs so that children feel safe and secure.



Language and early literacy development must be supported and integrated throughout all aspects of early childhood care and education programs.



Children's learning, development and opportunities are supported when their teachers are trained in early childhood development and education, including professional training and ongoing professional development, and are intentional in their relationships and work with children and families.



Early childhood care and education programs must address the individual needs of a diverse population of children, e.g., children with special needs, children from diverse cultural backgrounds, children from all social-economic groups.



Early childhood care and education programs are defined by a set of comprehensive standards that maximize a child's growth and development across domains.



There must be a system of assessment that documents children's growth and development in relationship to a defined set of standards, and is used to inform instruction.



Children's learning is enhanced when families, schools, and communities work together.

**Footnote: Young children with disabilities will meet standards consistent with their individualized education programs (IEPs) goals developed by IEP teams in accordance with the federal Individuals with Disabilities Education Improvement Act (IDEIA) and Pennsylvania's Early Intervention Services System Act (Act 212 of 1990).



APPROACHES TO LEARNING

EARLY LEARNING STANDARDS FOR PRE-KINDERGARTEN



All Children need to feel comfortable and secure as they learn and become successful.

But, not all children learn in the same way. From infancy, children display their disposition towards learning. Teachers can help children feel successful by supporting individual differences and helping each child discover his or her own learning capacity and style. Children should be encouraged to take initiative, to try new things and to show persistence in carrying out projects.



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AL 2 A – AL 2 C Engagement and Persistence	5
AL 3 A – AL 3 E Reasoning and Problem Solving	5–6
AL 4 A – AL 4 C Flexibility, Risk-Taking and Responsibility ...	6
AL 5 A – AL 5 B Imagination, Creativity and Invention	6

STANDARD AL 1: DEMONSTRATE INITIATIVE AND CURIOSITY

INDICATOR

- AL 1 A Choose to participate in an increasing variety of experiences
- AL 1 B Make independent choices
- AL 1 C Demonstrate growing eagerness and delight to learn about and discuss a growing range of topics, ideas and tasks
- AL 1 D Use multiple strategies and all available senses to explore and learn from the environment

EXAMPLES

- The learner will:**
- Independently choose to participate in at least 75% of the available learning centers including some new experiences.
 - Independently choose new and different materials to represent different thoughts or feelings.
 - Volunteer to share new ideas and experiences.
 - Initiate movement and play during free choice times, indoors and outside.

SUPPORTIVE PRACTICES

- The practitioner will:**
- Enhance learning centers and group activities to attract child participation and enhance learning.
 - Provide a classroom with clearly defined interest areas and labeled materials that invite children to explore and discover.
 - Provide new materials, photographs, art work, music to stimulate experiences, knowledge, and interests.
 - Ask open-ended questions to facilitate sharing and extend learning.
 - Provide materials/activities appealing to a variety of senses and learning styles for individuals, small groups and larger group experiences.

STANDARD AL 2: DEMONSTRATE ENGAGEMENT AND PERSISTENCE

INDICATOR

- AL 2 A Show persistence in ability to complete a variety of tasks, activities, projects and experiences
- AL 2 B Demonstrate increasing ability to set goals and develop and follow through on plans
- AL 2 C Demonstrate capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions

EXAMPLES

- The learner will:**
- Initiate, follow through, and complete play activities and projects.
 - Plan, develop, follow through and complete art/craft projects.



SUPPORTIVE PRACTICES

- The practitioner will:**
- Encourage and facilitate planning and follow through.
 - Ask open-ended questions to encourage and develop projects.
 - Provide support when needed.
 - Record plans to facilitate follow through and recall of steps/progress.
 - Document, label/describe, display steps involved in projects - with photos when possible.
 - Anticipate possible next steps encouraging progress if necessary.
 - Notice progress.

STANDARD AL 3: DEMONSTRATE REASONING AND PROBLEM SOLVING SKILLS

INDICATOR

- AL 3 A Demonstrate a growing ability to predict possible outcomes related to cause and effect
- AL 3 B Find more than one solution to a question, task or problem
- AL 3 C Seek and/or accept help from others when encountering a problem

EXAMPLES

- The learner will:**
- Predict outcomes in stories, to "what if" questions.
 - Engage in problem solving in a variety of key areas.
 - Explain multiple strategies to solve problems.
 - Demonstrate awareness of ways to get help in solving problems.

SUPPORTIVE PRACTICES

- The practitioner will:**
- Help children learn how to function in a group, relate positively to others and solve problems peacefully.
 - Provide a variety of materials and situations to support experience with cause and effect and problem solving.
 - Recognize children who support others in problem solving.

CONTINUED...

STANDARD AL 3: DEMONSTRATE REASONING AND PROBLEM SOLVING SKILLS continued

INDICATOR

- AL 3 D Recognize and solve problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults
- AL 3 E Classify, compare and contrast objects, events and experiences



EXAMPLES

The learner will:

- Solve an increasing number of problems independently in play and living situations.
- Demonstrate ability to classify, compare, and contrast.
- Use an increasing number of details and more realistic representations.

SUPPORTIVE PRACTICES

The practitioner will:

- Read stories which include problem solving, helping others, and multiple problem solving skills.
- Teach cause and effect/reasoning vocabulary (if, when, after, before, next, what if, then, and/or).
- Allow children to solve problems independently whenever possible and safe.
- Use open-ended questions to encourage classification, sorting, comparisons, problem solving.
- Ask open ended questions to stimulate and extend representation.

STANDARD AL 4: DEMONSTRATE FLEXIBILITY, RISK TAKING AND RESPONSIBILITY

INDICATOR

- AL 4 A Demonstrate increasing ability to differentiate between appropriate and inappropriate (or dangerous) risk-taking
- AL 4 B Demonstrate willingness to choose a variety of familiar and new experiences
- AL 4 C Accept responsibility for learning through active participation verbally or nonverbally

EXAMPLES

The learner will:

- Identify and explain dangerous and inappropriate risk taking.
- Demonstrate willingness to try an increasing number of new experiences.
- Volunteer/take part in discussions and other new learning activities.
- Initiate own learning and play experiences.

SUPPORTIVE PRACTICES

The practitioner will:

- Ask "what if" questions in play situations, while reading stories.
- Ask "why" questions about potentially dangerous situations using pictures, stories, and puppets.
- Accept individual differences in children's willingness to try new experiences.
- Use paired learning experiences to extend skills, experiences.

STANDARD AL 5: DEMONSTRATE IMAGINATION, CREATIVITY AND INVENTION

INDICATOR

- AL 5 A Approach tasks and experiences with increased flexibility, imagination and inventiveness
- AL 5 B Use or combine materials/strategies in novel ways to explore and solve problems

EXAMPLES

The learner will:

- Use a variety of materials to explore and express ideas and emotions.
- Use and create props during dramatic play activities.
- Describe "creations" when asked to tell about art work, block structures, and other creative work.

SUPPORTIVE PRACTICES

The practitioner will:

- Provide blocks of play time and center/play-based learning opportunities and environments.
- Provide and rotate new materials and props in all centers and aspects of the environment to stimulate and extend learning, exploration, imagination, and creativity.
- Read/tell stories about real people who show their use of imagination, creativity, and invention.



CREATIVE ARTS

EARLY LEARNING STANDARDS FOR PRE-KINDERGARTEN

Creative expression is an important component of children’s early learning experiences. Children who are given opportunities to develop their imagination and creativity through a variety of media are learning to express their individuality in interests, abilities and knowledge. When they view others’ work, children are also learning to appreciate and respect differences in culture and viewpoint. Creative expression influences children’s growing competence as creative problem solvers and provides insight about the world around them. Teachers support creative learning by providing process-oriented play experiences that encourage children to use their imagination and to experiment with new ideas and materials.



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CA 9.1 A – CA 9.1 D Visual Art Forms	8
CA 9.2 A – CA 9.2 D Movement and Music.....	8
CA 9.3 A– CA 9.3 E Dramatic Play	9
CA 9.4 A – CA 9.4 E Appreciation	9

STANDARD CA 9.1: USE A VARIETY OF VISUAL ART FORMS FOR CREATIVE EXPRESSION AND REPRESENTATION

INDICATOR

- CA 9.1 A Show curiosity and explore visual materials and activities
- CA 9.1 B Demonstrate the ability to represent experiences, thoughts and ideas through the use of visual art forms
- CA 9.1 C Select different media to express emotions and ideas
- CA 9.1 D Show care and persistence in a variety of art projects



EXAMPLES

The learner will:

- Use a variety of materials such as chalk, paint, crayon, pencils, markers, wood, collage, play dough.
- Manipulate materials in a variety of ways: pounding, squeezing, cutting, rolling.
- Draw artwork to explore and extend topics being studied in the classroom (after field trip or hearing a new story).
- Draw/paint a picture of a pet or family member.
- Talk about the meaning of art work; answer questions about the work of art.
- Draw a figure that shows a variety of emotions such as smiling, crying.
- Independently choose different art materials to represent different types of thoughts or feelings.
- Use art media to create art without a model.
- Draw a picture using different colors, varying the intensity of strokes and combines colors.
- Use a growing number of details in representations and make increasingly more realistic representations.
- Use line, shape, form, color, texture, design and pattern.

SUPPORTIVE PRACTICES

The practitioner will:

- Provide children with opportunities to explore a variety of art materials and tools.
- Make art materials accessible to children throughout the majority of the day.
- Provide opportunities for children to use 3-dimensional materials such as clay, play dough or wood.
- Encourage children to use materials for individual expression of feelings or thoughts.
- Allow for individual and group projects to extend over a period of several days.
- Relate art expressive activities to other classroom experiences.
- Encourage children to talk about their artwork.
- Display children's art throughout the classroom.

STANDARD CA 9.2: EXPRESS SELF THROUGH MOVEMENT AND MUSIC

INDICATOR

- CA 9.2 A Express self through movement
- CA 9.2 B Show beginning understanding of movement elements and techniques
- CA 9.2 C Respond to different forms of music
- CA 9.2 D Demonstrate ability to use movement and music

EXAMPLES

The learner will:

- Participate in teacher-guided movement activities.
- Initiate movement and music activities (select musical instruments during free choice time or spontaneously sing songs).
- Show an awareness of tempo, rhythm, pitch.
- Respond to changes in tempo, rhythm and pitch.
- Dance to different types of music such as jazz, classical and ethnic.
- Explore rhythm instruments from different cultures.
- Sing familiar songs, chants, and finger plays.
- Improvise songs and rhythmic patterns.
- Change words or tone of familiar songs to make new songs.

SUPPORTIVE PRACTICES

The practitioner will:

- Provide large and small group activities that focus on movement and music participation.
- Provide opportunities for children to explore a variety of musical instruments throughout the day, both individually and in groups.
- Play a variety of music types for listening and for participation.
- Call attention to the varying changes and styles in music as children are listening.
- Encourage children to be creative during singing by changing words, song endings, etc.
- Create opportunities for children to express themselves to a variety of music forms through dance or body movements.
- Introduce children to a variety of songs, finger plays and rhythms.
- Provide a variety of props for musical expression such as scarves, hoops, etc.

STANDARD CA 3: PARTICIPATE IN A VARIETY OF DRAMATIC PLAY EXPERIENCES

INDICATOR

- CA 9.3 A Represent fantasy and real-life experiences through pretend play
- CA 9.3 B Show imagination and creativity in play
- CA 9.3 C Participate in teacher-guided dramatic activities (acting out a story)
- CA 9.3 D Express own ideas through dramatic play activities
- CA 9.3 E Engage in cooperative pretend play with another child

EXAMPLES

- The learner will:**
- Differentiate between real and pretend.
 - Imitate roles of people, animals or objects observed in the child's life experiences.
 - Assume the role of a familiar person or thing and use appropriate language to represent it.
 - Act out roles from observations of life experiences (doctor, mother, baby).
 - Make up new roles from experiences.
 - Use props or costumes during dramatic play activities.
 - Create props from available materials, either realistic or symbolic (stick becomes wand).
 - Direct peers or follow peers' instructions about dramatic play schemes.
 - Participate with other children in dramatic play situations (mother and baby, doctor and patient).

SUPPORTIVE PRACTICES

- The practitioner will:**
- Create situations where children can role-play familiar roles or situations (home living, grocery stores, fast food restaurants).
 - Provide opportunities for children to initiate role play during a large portion of their day.
 - Develop teacher-guided dramatic activities such as acting out a story.
 - Encourage role play problem-solving of classroom situations.
 - Provide clothing, materials and props that facilitate make-believe play.
 - Equip the classroom dramatic play area with real-life materials (real pots and pans, food boxes, cans).
 - Talk with children about real and pretend situations, helping them to understand the difference.
 - Provide opportunities for children to role play or create pretend situations with peers in small groups.
 - Encourage extension of children's dramatic play by interacting with them during pretend play and asking open-ended questions.

STANDARD CA 4: SHOW A DEVELOPING APPRECIATION OF A VARIETY OF ART FORMS

INDICATOR

- CA 9.4 A Understand and share opinions about others' artistic products and experiences
- CA 9.4 B Use oral language to describe or explain art
- CA 9.4 C Use the different elements of creative art
- CA 9.4 D Appreciate listening to a variety of music forms
- CA 9.4 E Recognize and name a variety of art forms

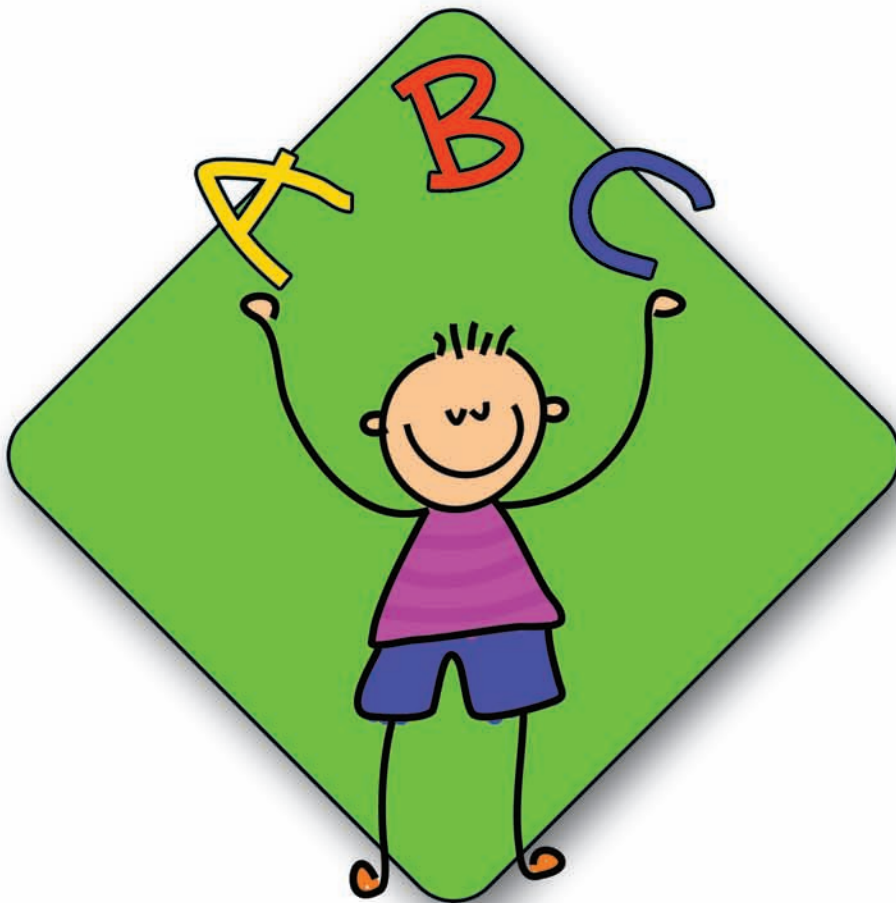
EXAMPLES

- The learner will:**
- Respond to others' creative work through body language, facial expression or oral language.
 - Observe, applaud or comment on the work of others.
 - Answer questions about own artwork or creative actions ("tell me about your picture").
 - Describe and share opinions about artwork when asked ("what do you think this picture is about?").
 - Choose to work with creative arts materials during choice time.
 - Respond to the creative work of others (hum, sway, tap foot).
 - Identify a photo, painting, drawing, statue, etc.

SUPPORTIVE PRACTICES


- The practitioner will:**
- Provide opportunities for children to work on creative activities in groups or individually.
 - Encourage children to positively comment on others' work.
 - Encourage children to describe their own work.
 - Ask children how music or art makes them feel.
 - Display children's and professional art throughout the classroom.
 - Provide a wide variety of creative expressive materials for children's use throughout the day.
 - Discuss the various types and characteristics of creative work (painting, sculpture, photography).
 - Provide opportunities to explore increasingly more complex art forms throughout the year.





LANGUAGE AND LITERACY

EARLY LEARNING STANDARDS FOR PRE-KINDERGARTEN

 Language and literacy development encompasses listening, speaking, writing and reading. Children develop the ability to communicate from birth, first by listening to adult verbal and non-verbal interactions, and then by making sounds to develop spoken language. Next, young children gain understanding of how oral language is translated into written symbols, finally learning how to decode symbols to develop reading skills. Solid foundations in language and literacy development promote success in reading and writing, thereby helping children become successful in school. Teachers support language and literacy development by talking and interacting with children and providing many varied opportunities for children to practice language and by providing a classroom environment that is rich in print. Language and literacy learning occurs throughout the day and should become part of all classroom activities and experiences.



Standard	Page
RL 1.6 A – RL 1.6 G Receptive Language	11
EL 1.6 H – EL 1.6 O Expressive Language	12
C 1.3 A – C 1.3 H Comprehensive.....	13
L 1.1; 1.2; 1.4; 1.5 Literacy	14-17

RECEPTIVE LANGUAGE

Receptive language refers to children's ability to understand words and sounds. It involves the ability to process, comprehend and integrate spoken language. Children benefit from hearing language spoken and from opportunities to listen and participate in conversations with both adults and children. Adults further children's receptive language skills by speaking clearly, using rich vocabulary, and by allowing children the time to respond to questions and directions.



STANDARD RL 1.6: DEVELOP AND EXPAND LISTENING AND UNDERSTANDING SKILLS

INDICATOR

- RL 1.6 A Listen responsively to directions, stories and conversations
- RL 1.6 B Follow simple and multiple-step directions
- RL 1.6 C Demonstrate increasing understanding of new vocabulary introduced in conversations, activities, stories or books
- RL 1.6 D Recognize expressions, gestures and body language cues
- RL 1.6 E Understand that communication occurs in different ways including various languages, devices, and gestures
- RL 1.6 F Responds to questions
- RL 1.6 G Demonstrate with increasing understanding that technology can be used to gain information



EXAMPLES

The learner will:

- Respond appropriately to books and stories with facial and body gestures (smiling, laughing).
- Listen to stories on tape, CD or computer.
- Follow two-step directions ("Put away the crayons and go to the door.").
- Follow three-step directions ("Put away your book, get your jacket and stand by the door.").
- Repeat an instruction to a friend.
- Match movements and actions to the music and directions in song, poem or finger plays.
- Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.
- Use age appropriate interactive software programs.
- Ask questions that extend own understanding ("why?").
- Answer simple questions ("who?", "what?", "where?").

SUPPORTIVE PRACTICES

The practitioner will:

- Read aloud from a variety of books that are characterized by less common vocabulary and more complex sentences and concepts.
- Provide materials such as flannel board sets, puppets to act out and retell stories.
- Model good listening that includes pausing to give children time to think and respond.
- Label objects, pictures, situations and events to introduce new vocabulary.
- State directions positively, respectfully, carefully and only as needed.
- Use language in everyday activities with children and talk about their actions, thoughts and ideas.
- Use gestures and props to help children understand.
- Engage children in tasks that require an action or response.
- Support children's interaction with a variety of communication partners (people speaking in different languages or people using communication devices).
- Provide experiences with interactive software that incorporate games with rules.
- Use software matched to skill levels.
- Choose software that engages children in exploration.

EXPRESSIVE LANGUAGE

Children's expressive language development relates to their ability to use speech and to communicate meaning. Children gradually learn to speak more clearly and to use proper grammar when they are given opportunities to practice word use throughout the day. Teachers facilitate language development when they encourage children to participate in conversations with others, provide opportunities for language practice through singing, rhyming and making sounds and ask children to describe everyday events and experiences.

STANDARD EL 1.6: COMMUNICATE IDEAS, EXPERIENCES AND FEELING FOR A VARIETY OF PURPOSES

INDICATOR

- EL 1.6 H Speak clearly enough to be understood by most listeners
- EL 1.6 I Recite rhymes, songs, and familiar text
- EL 1.6 J Use an increasingly complex and varied spoken vocabulary
- EL 1.6 K Ask and answer relevant questions and share experiences individually and in groups
- EL 1.6 L Initiate and responds appropriately in conversation and discussions with adults and children
- EL 1.6 M Use verbal and nonverbal language to communicate for a variety of purposes
- EL 1.6 N Use a variety of sentence length and structures with increasing competence
- EL 1.6 O Modulate voice, volume and intonation



EXAMPLES

The learner will:

- Practice and play with words and language.
- Make up rhymes or songs.
- Retell a story using words props and gestures.
- Engage in discussions about books and events (field trips, classroom routines or events).
- Use language to maintain theme of pretend or cooperative play.
- Tell real or make believe stories.
- Share and talk about own experiences, products and writing.
- Use English, or other native language sign, communication devices or communicate personal needs, preferences and feelings.
- Participate in back and forth conversations.
- Use language to resolve conflicts.
- Talk with other children during daily activities.
- Speak in a variety of classroom activities such as circle time, retelling a story or acting out a story.
- Request information.
- Express opinions and feelings.
- Provide and obtain information.
- Make up dialogue for role-plays.
- Initiate, respond to and maintain conversation with peers, teachers, and family members.
- Explain how something works.
- Use an "inside" or "outside voice".
- Play games involving a moderation of volume.
- Use voice and tone to portray characters, actions, and events in stories.

SUPPORTIVE PRACTICES

The practitioner will:

- Model appropriate and grammatically correct language for children.
- Provide many opportunities throughout the day to recite rhymes, songs and familiar text.
- Label objects, pictures, situations and events to introduce new vocabulary.
- Ask open-ended questions to elicit response from children.
- Expand on what children say by questioning, adding information, explanations and descriptions.
- Invite children to label and describe objects, and events.
- Provide field trips and other community based opportunities that expand children's language.
- Accept and encourage various forms of child communication (verbal, sign, communication devices, gestures).
- Engage children in conversation about real experiences and events throughout the daily routine.
- Provide opportunities for children to connect to personal experiences.
- Model appropriate inflection, volume and tone while reading to children.
- Use different voices for characters in stories being read aloud or told.

COMPREHENSION

Children understand information and meaning from stories and texts when they are able to connect new information to prior experiences and knowledge. Adults facilitate children's comprehension skills and strategies when they help them construct meaning through these past connections and further expand their knowledge with questions and everyday application. Repetitive readings of the same book and activities that engage children's understanding of them support comprehension.



STANDARD C.1.3: COMPREHEND INFORMATION FROM WRITTEN AND ORAL STORIES AND TEXTS

INDICATOR

- C.1.3 A Retell a simple story in sequence using illustrations in a book or literary props
- C.1.3 B Identify beginning, middle and end of a story
- C.1.3 C Draw connections between story events, personal experiences and other books
- C.1.3 D Recognize different tones of stories (e.g., happy, sad, excitement)
- C.1.3 E Identify facts in a selection
- C.1.3 F Differentiate between real and make-believe
- C.1.3 G Make predictions from what is read, heard or seen in illustrations
- C.1.3 H Use illustration clues to infer and predict what happens next in a story



EXAMPLES

The learner will:

- Retell familiar stories with flannel board props.
- State important facts from informational text.
- Identify and talk about characters in books and stories.
- Identify the setting, events, problem and solution of a story.
- Name major events of a story.
- Participate in puppet shows that dramatize a story recently read in the classroom.
- Compare new and familiar books & stories.
- Draw or paint pictures about a character or event from one of their favorite stories.
- Listen to a variety of literature genre (fairy tales, poetry, fiction and nonfiction).
- Create their own books based on familiar stories.
- Participate in shared reading of repetitious or predictable text.
- Tell the topic of a selection read aloud ("What is this book about?").
- Gain information from pictures, photos and charts.
- Connect information in books to experiences or other books.
- "Read" picture books by making up a story to go with pictures.
- Ask and answer questions about the story.

SUPPORTIVE PRACTICES

The practitioner will:

- Share many types of literature with the child such as fairy tales, poetry, non-fiction, fiction.
- Read books that contain a simple plot, include imaginative accounts, surprise endings, and lots of repetition.
- Read books that extend understanding of the world around them.
- Provide opportunities for the child to respond to stories in a variety of ways (acting, talking, dancing, and drawing).
- Make familiar books available on tape in the listening center.
- Make available puppets, dress-up and other props for acting out stories.
- Encourage children to read for meaning (daily classroom news, morning message, instructions, labels and menus).
- Encourage children to anticipate the storyline ("What might happen next?").
- Assist children in creating their own books in response to familiar stories read in class.
- Use simple graphic organizers to aid comprehension of texts (sequence cards, Venn diagram, story map).
- Provide opportunities to compare different books by the same author.
- Help children make connections between books, experiences and other books.

LITERACY

Children's school success is linked to their development of emergent literacy skills, including reading and writing. Children need opportunities to see, hear and practice letters and their sounds. Teachers help children develop literacy skills when they provide a variety of printed materials that are accessible for daily use, model reading and the use of writing throughout the classroom day, and provide experiences for children that encourage them to explore sounds and words in print, to use books and texts as a means of learning and recreation throughout the day, and to practice writing as a means of communication.



STANDARD L 1.1: DEVELOP AN UNDERSTANDING OF THE SOUNDS OF LANGUAGE (PHONOLOGICAL AWARENESS)

INDICATOR

- L 1.1 A Recognize similarities and differences in environmental and speech sounds
- L 1.1 B Develop understanding of word awareness
- L 1.1 C Progress from matching sounds and rhymes in familiar words, games, songs, finger plays, stories and poems
- L 1.1 D Recognize that two or more words begin with the same sound (alliteration)
- L 1.1 E Segment and blend, words into syllables then phonemes
- L 1.1 F Segment onset and rime
- L 1.1 G Identify initial sounds in words
- L 1.1 H Demonstrate understanding that speech sounds are represented in print by letter sounds



EXAMPLES

The learner will:

- Hear and distinguish one word from another.
- Recognize that one child's name begins with the same sound as another child's name.
- Recognize rhyming using nursery rhymes.
- Say or sing nursery rhymes such as Humpty Dumpty.
- Recognize alliteration (Mother, Michael, mop).
- Segment words into syllables (Mo-- ther, pup-- py).
- Recognize when two or more words begin with the same sound (dog, David, down).
- Make a phrase or short sentence with words that begin with the same sound (mommy, my, moon).
- Use one-syllable words and separate the initial sound (onset) from the rest of the word (rime) (p- ill, m- ill).
- Make up nonsense words that rhyme.
- Play with repetitive sounds (snakes slither slowly).
- Attends to books that focus on specific sounds (Fox in Socks).

SUPPORTIVE PRACTICES

The practitioner will:

- Provide opportunities for children to experiment and play with the sounds that words make through rhymes, nonsense words, poems, music.
- Provide opportunities to clap out the syllables of names or words.
- Stop before a rhyming word and encourage the child to fill in the rhyme when reading familiar rhymes and poems.
- Provide an environment which includes rhythm instruments, children's music and movement tapes.
- Read books that contain rich language (rhymes, repetition and nonsense words).
- Provide centers where children may listen to a variety of story and sound tapes.
- Support the child's early attempts to write as a means to focus on sounds.
- Ask children to listen for a target sound (/t/). Have children put "thumbs up" if they hear the /t/ sound or thumbs down if they do not hear the /t/ sound.
- Play rhyming word games like making up new verses to familiar songs or rhymes.
- Use words from a story you have just read aloud. Ask children to listen to pairs of words and determine if they rhyme.

STANDARD L 1.1: DEVELOP AND EXPAND AWARENESS OF CONCEPTS OF PRINT

INDICATOR

- L 1.1 I Demonstrate an understanding that symbols represent objects, events or people
- L 1.1 J Recognize environmental print including logos and signs
- L 1.1 K Identify a few familiar words in print
- L 1.1 L Demonstrate an understanding that illustrations and print convey meaning
- L 1.1 M Preview cover and illustrations prior to a story being read
- L 1.1 N Demonstrate understanding that text contains information
- L 1.1 O Demonstrate awareness that print moves from top to bottom and from left to right
- L 1.1 P Recognize a word as a unit of print, that letters are grouped to form words, that words form sentences, and that words are separated by spaces
- L 1.1 Q Recognize some conventions of print (capital letter, period, question mark, and exclamation point)

EXAMPLES

The learner will:

- Recognize own name or names of other children or familiar adults.
- Pretend to read by moving eyes and/or pointing with finger from left to right, top to bottom, front to back.
- Recognize familiar logos (McDonalds, Wal-mart, K-Mart).
- Point to classroom labels and "read the word".
- Ask "what does that say?"
- Read functional print ("exit, stop, on, off").
- Select and name letters from names, book titles, and other classroom print.
- Identify end punctuation in big books, charts, recipes and signs.
- Write own name with capital and lower case letters.
- Identify author, illustration and title of books.
- Participate in interactive reading and writing with adults.

SUPPORTIVE PRACTICES

The practitioner will:

- Provide purposeful and playful exposure to a variety of printed materials. (big books, signs, charts, lists, labels).
- Use printed material for functional purposes (greeting cards, thank you cards, recipes, letters, notes, signs).
- Use children's names and classroom labels to teach letter and word recognition.
- Model and explicitly demonstrate how print works (left to right, top to bottom identify a word, spacing, and return sweep).
- Provide opportunities for children to practice how print works (left to right, top to bottom identify a word, spacing, and return sweep).
- Draw attention to the title, author, illustrator and cover in a variety of printed material.
- Demonstrate conventions of print through daily classroom routines (morning message, charts, letters, notes and signs).

STANDARD L 1.2: DEVELOP BOOK KNOWLEDGE AND APPRECIATION

INDICATOR

- L 1.2 A Demonstrate interest in books and stories read aloud
- L 1.2 B Show growing interest in reading related activities
- L 1.2 C Respond and make connections to story events and characters by relating personal experiences
- L 1.2 D Demonstrate an understanding that different forms of text have different purposes (books, signs, lists, charts, menu)
- L 1.2 E Develop book handling skills



EXAMPLES

The learner will:

- Choose a favorite book.
- Choose to look at books.
- Show a preference for certain topics and books.
- Draw pictures based on stories.
- Ask to take books home.
- Go to the library.
- Engage in pretend reading.
- Use puppets or flannel board to retell a story.
- View one page at a time in sequence.
- "Read" from the front to back.
- Hold a book right side up.
- Flip pages.
- Understand that a book has a title, author and illustrator.
- Share a book with another child or adult.
- Tell about the story from the pictures on the cover or in the book.
- Use books to gain and share information.

SUPPORTIVE PRACTICES

The practitioner will:

- Select books that extend the children's understanding of the world around them.
- Make familiar books available for children to "read" again and again.
- Read to and with children daily.
- Read and re-read predictable text.
- Expose children to a variety of books by visiting a library, bookstore or joining a book club.
- Provide many types of reading material (stories, poetry, alphabet and counting books, wordless picture books, information books, magazines, charts, catalogs, menus).
- Maintain a comfortable cozy place where the children can read alone, with an adult or with a friend.
- Provide a range of books that are easily accessible and organized by various methods (theme, author, genre, interest).
- Provide opportunities for children to respond to stories (acting, talking, singing, dancing, creating a picture, writing).

STANDARD L 1.4: DEVELOP INCREASING UNDERSTANDING OF LETTER KNOWLEDGE**INDICATOR**

- L 1.4 A Show progress in associating the names of letters with their shapes and sounds
- L 1.4 B Identify at least 10 letters of the alphabet, especially those in own name
- L 1.4 C Increase ability to notice the beginning letters in familiar words

**EXAMPLES****The learner will:**

- Use letter or word stamps, computer or typewriter.
- Listen to and sing along with readings and recordings of ABC books.
- Copy or write letters.
- Identify letters in own name or names of classmates.
- Identify letters in environmental print and product labels (exit, women, cheerios, legos).
- Play games using letters (lotto and other matching games).
- Participate in purposeful and playful exposures to the alphabet (magnetic letters, letter puzzles, drawing letters in sand, jello, finger paint).
- Make alphabet books.
- Form letter-shapes through movement.
- Use known letters or approximation of letters to represent written language.
- Identify letters in personally significant words ("c" for "cookie").

SUPPORTIVE PRACTICES**The practitioner will:**

- Provide opportunities to trace and create letters with paint, yarn, pipe cleaners, play dough, sand, pudding, shaving cream, markers, crayons and pencils.
- Provide access to a variety of alphabet manipulatives (magnetic letters, alphabet tiles, blocks, rubber stamps, puzzles, typewriter, and computer).
- Provide varied forms of printed materials and props in centers (calendars, menus, labels, photographs with captions, envelopes with printed words).
- Provide repeated exposure to a variety of alphabet picture books (fiction, nonfiction).
- Use songs, finger plays, rhymes, chants and jingles to teach letters.
- Use children's names to provide exposure to letter names.
- Help children recognize letters in familiar names and sounds.
- Display alphabet charts and lines at children's eye level.
- Introduce letters to children through writing words that normally occur and recur in classroom discussions (names, letters, topics of interest).



STANDARD L 1.5: USE DIFFERENT FORMS OF WRITING SUCH AS DRAWING, LETTER-LIKE FORMS, INVENTED SPELLING AND CONVENTIONAL FORMS

6 INDICATOR

- L 1.5 A Use scribbles to communicate in writing
- L 1.5 B Use recognizable drawings to express thoughts, feelings and ideas
- L 1.5 C Use letter-like forms, letters or random letter strings to express thoughts, feelings and ideas
- L 1.5 D Write own name and other meaningful words
- L 1.5 E Explore letter sound associations while writing



EXAMPLES

The learner will:

- Use pictures and drawings to represent ideas.
- Print letters using letter-like forms or conventional print.
- Use spacing and punctuation marks or similar approximations.
- Use letters to write first name and other meaningful words.
- Experiment with a variety of writing tools and surfaces (pens, markers, pencils, crayons, paints, chalk, computer, and typewriter).
- Produce common signs and logos.
- Label own drawings.
- Make lists, graphs, charts, and menus.

SUPPORTIVE PRACTICES

The practitioner will:

- Incorporate activities and materials daily to foster the development of fine motor skills (finger plays, play dough, lacing cards, peg boards, stringing beads).
- Provide a variety of writing tools and paper.
- Create a well-equipped area for writing.
- Demonstrate basic writing conventions (holding the writing tool, writing left to right and top to bottom).
- Invite children to make signs for centers in the room.
- Transcribe children's words and demonstrate ordinary conventions.
- Provide daily opportunities for children to write at their developmental level.
- Model writing for specific purposes (letters, messages, notes, cards) and discuss the purposes with children.
- Prepare shopping lists for planned cooking activities.
- Write, display and point out children's names often.
- Provide letters for children to see, feel, copy.
- Bring colored chalk and other writing materials outside.

STANDARD L 1.5: UNDERSTAND THAT WRITING IS A WAY OF COMMUNICATING FOR A VARIETY OF PURPOSES

INDICATOR

- L 1.5 F Represent stories and experiences through pictures, scribbles, letter-like forms, dictation and play
- L 1.5 G Understand that writing serves a variety of purposes
- L 1.5 H Approximate writing to communicate effectively for different audiences and purposes

EXAMPLES

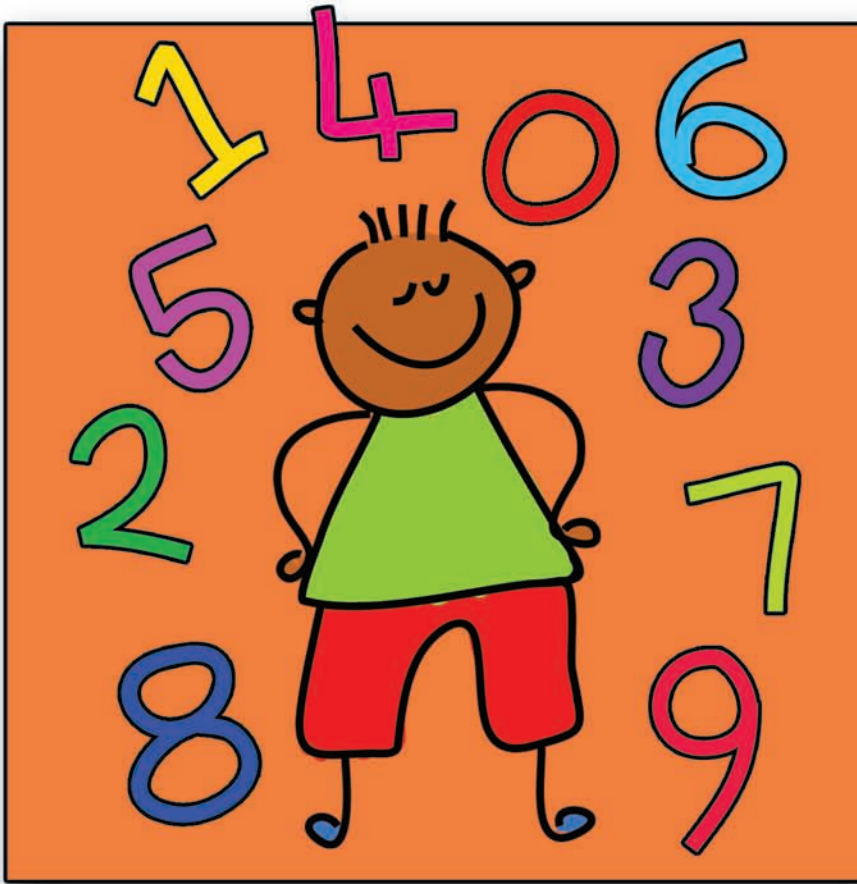
The learner will:

- Use letter-like shapes, symbols, letters and words to convey meaning.
- Model behavior of writers.
- Generate ideas for a story or shared writing.
- Dictate ideas, thoughts and feelings to an adult.
- Write to communicate with others through notes, birthday cards and letters.
- Pretend to write (a prescription, grocery lists, appointments, orders, phone numbers, and messages).
- Ask the teacher "How do I write.....?"
- Read his/her own writing.
- Write in a variety of settings.

SUPPORTIVE PRACTICES

The practitioner will:

- Help children to perceive themselves as writers.
- Help children understand that writing is a way of communicating.
- Model the writing process through adult-led language experiences (shared writing and interactive writing).
- Ask children to read their own writing, then write the message in conventional writing.
- Display examples of writing.
- Provide a variety of writing utensils and props to encourage writing in different centers (journals, sign in sheets, counter checks, grocery store advertisement, materials to make books, cards, write messages, blank books to record observations in science corner).
- Incorporate writing into daily classroom routines.



LOGICAL MATHEMATICS

EARLY LEARNING STANDARDS FOR PRE-KINDERGARTEN

Mathematical learning in the preschool years relies on children's opportunities to describe and explore the relationships of objects and materials. Mathematics is embedded in children's active, hands-on play with real objects where children use their senses to build concept knowledge such as problem solving, comparison, time, space and number. Teachers facilitate mathematical learning when they use naturally occurring activities and events to encourage children's critical thinking skills through open-ended questioning, helping them to see the connection between living and learning.



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LM 2.8 A – LM 2.8 F Patterns	19
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LM 2.3 A – LM 2.3 C Measurement	20
LM 2.6 A – LM 2.6 D Data	21
LM 2.5 A – LM 2.5 F Problem Solving	21

STANDARD LM 2.1: LEARN ABOUT NUMBERS, NUMERICAL REPRESENTATION, & SIMPLE NUMERICAL OPERATIONS

INDICATOR

- LM 2.1 A Use counting and numbers as part of play and as a means for determining quantity
- LM 2.1 B Count up to ten objects in meaningful context with emerging one-to-one correspondence
- LM 2.1 C Understand number concepts, vocabulary, quantities and written numerals in meaningful ways
- LM 2.1 D Begin to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to
- LM 2.1 E Develop increased abilities to combine, separate and name “how many” concrete objects
- LM 2.1 F Use ordinal number words to describe the position of objects (first, second, third)
- LM 2.1 G Begin to solve problems using numbers

EXAMPLES

The learner will:

- Use fingers to represent numbers when counting.
- Count blocks in a structure made in the block area.
- Match, one for one, the number of napkins, cups and plates, food items.
- Represent quantity using invented forms (tally marks to represent number of objects).
- Use concrete objects to represent quantities up to and including 5.
- Use concrete objects to demonstrate one to one correspondence up to and including 5.
- Identify the numbers 0-5.
- Count to 20 (rote counting).
- Use concrete objects to build vocabulary of more and less.
- Represent equivalent forms of the same number using concrete objects and drawings up to and including 5.
- Group objects into equal groups.
- Identify penny, nickel, dime.

SUPPORTIVE PRACTICES

The practitioner will:

- Teach children counting songs, rhymes and chants.
- Provide books about numbers and counting.
- Offer manipulatives, such as counting bears, magnetic numbers, lacing numbers.
- Model strategies to help children keep track of what they are counting.
- Provide daily opportunities for the child to count and recount objects (the children present, cups needed for snack).
- Use number words and numerals, including zero, in everyday situations.
- Play number recognition games (Bingo, lotto and memory games).
- Provide experience with numbers through daily routines such as attendance, calendar and weather activities.
- Use materials and model math language to add/subtract objects (pizza onto plates, pegs onto pegboard).
- Ask children to pass out utensils, napkins, cups at snack time to reinforce one to one correspondence.

STANDARD LM 2.8: UNDERSTAND PATTERNS, RELATIONS AND FUNCTIONS

INDICATOR

- LM 2.8 A Recognize how things are alike (comparisons) and identify objects that belong together (classification)
- LM 2.8 B Sort, categorize, classify and order objects by one attribute
- LM 2.8 C Sort, categorize, classify and order objects by more than one attribute
- LM 2.8 D Order objects by properties (from small to large, light to dark)
- LM 2.8 E Explain why and how objects are organized
- LM 2.8 F Recognize, describe and extend patterns



EXAMPLES

The learner will:

- Sort manipulatives and other objects by attributes (color, shape, size, function, etc.)
- Identify different attributes of objects (size, shape).
- Return materials to shelves by matching objects with labels.
- Notice patterns in the environment, predict what comes next, (red-blue, red-blue, red-_____).
- Anticipate the pattern in a repetitive book, poem or song (“Brown Bear, Brown Bear”).
- Reproduce patterns using concrete objects.
- Recognize same and different in a group of familiar objects.
- Collect objects on walks, then sort by attribute.
- Clap out rhythmic patterns(clap-clap-snap, clap-clap-snap).
- Create musical patterns.
- Create patterns with art materials.

SUPPORTIVE PRACTICES

The practitioner will:

- Help children recognize and describe attributes.
- Provide varied materials for sorting and classifying (shells, cereal, pebbles, buttons etc.).
- Help children describe like & different items.
- Provide children with opportunities to sort, categorize, classify, and order items in their environment.
- Draw children’s attention to various patterns in the environment, (“I see a pattern on your shirt – blue stripe, red stripe, blue stripe.”).
- Describe the patterns children have created in their artwork and play, (“You made a pattern with the blocks: long block, short block, long, short.”).
- Demonstrate simple patterns using children, objects, and flannel boards.
- Have children recreate patterns using lacing beads, geoboards, and other manipulatives.
- Provide opportunities for children to create their own patterns for others to follow and extend.

STANDARD LM 2.9: DEVELOP CONCEPTS OF SPACE AND SHAPE

INDICATOR

- LM 2.9 A Recognize, name, describe, build, draw, and compare two and three dimensional shapes
- LM 2.9 B Put together and take apart increasingly more difficult shapes
- LM 2.9 C Determine whether or not two shapes are the same size and shape
- LM 2.9 D Recognize geometric shapes in books, artwork, and the environment
- LM 2.9 E Understand directionality, order, and positions of objects, using words such as up, down, over, under, top, bottom, inside, outside, in front of, behind
- LM 2.9 F Show an awareness of symmetry



EXAMPLES

The learner will:

- Recognize two-dimensional shapes (circle, square, triangle and rectangle).
- Build with geometric shaped concrete objects in play.
- Make shapes using concrete objects.
- Recognize common geometric shapes in real life.
- Follow directions that use positional words (in, on, under, over, next to, between, beside, above, below, front, back).
- Use positional words in play (“My truck is under the table.”)
- Create symmetrical figures using legos, pattern blocks, etc.
- Use geoboards to create shapes with rubber bands.

SUPPORTIVE PRACTICES

The practitioner will:

- Talk about geometric shapes in the environment and in children’s play.
- Take children on a shape walk looking for geometric shapes in the environment.
- Describe spatial relationships you observe as children play, (“You’re putting the baby in the cradle.”).
- Use shapes for classroom materials (name tags, job charts, calendars).
- Provide books about geometric shapes.
- Provide shape templates, puzzles, attribute blocks, parquetry and pattern blocks in centers.
- Provide experiences in making shapes with play dough, geoboards, popsicle sticks, pattern blocks.
- Use music and movement experiences to explore different positions in space.
- Provide empty boxes, tubes, and containers for children to use in creating and constructing.

STANDARD LM 2.3: DEVELOP AND USE MEASUREMENT CONCEPTS

INDICATOR

- LM 2.3 A Demonstrate awareness of measurement attributes (length, volume, weight, area, time and temperature)
- LM 2.3 B Develop an awareness of seriation through comparison attributes (length, size, weight) in everyday situations
- LM 2.3 C Use standard and non-standard measures in everyday situations

EXAMPLES

The learner will:

- Select non-standard items to measure objects (hands, shoe lengths, yarn, and blocks).
- Identify clocks for telling time, thermometers for telling the temperature.
- Use standard measuring items to explore measurement (ruler, yardstick, measuring tape, height charts).
- Describe the daily routine.
- Anticipate what happens next in the daily schedule.
- Relate sequence of events from classroom or home experiences.
- Use measuring cups and spoons during cooking activities.
- Label times of day as morning and night.

SUPPORTIVE PRACTICES

The practitioner will:

- Show children how to measure with nonstandard items, “The shelf is 6 blocks long.”
- Use open-ended questions, “I wonder how many cups of sand this bowl will hold?”
- Provide measuring tools (clocks, rulers, scales, thermometers, timers, measuring cups) for children to explore and use in their play.
- Provide weighing and balancing activities using scales.
- Provide experiences with play money, price tags, cash registers and clocks in dramatic play areas.
- Provide cooking experiences.
- Provide recipes, recipe books and measuring cups and spoons in the kitchen area.
- Use a weekly calendar, indicating special days, birthdays and use terms such as yesterday, today or tomorrow.

STANDARD LM 2.6: REPRESENT AND INTERPRET DATA

INDICATOR

- LM 2.6 A Gather information about themselves and their surroundings
- LM 2.6 B Contribute data for simple graphs
- LM 2.6 C Organize and display data on graphs using objects and pictures
- LM 2.6 D “Read” and interpret displays of data using words to compare (quantity, size, speed, and weight)

EXAMPLES**The learner will:**

- Make tally marks under “yes” and “no” on a clipboard while doing a survey of what the group prefers for snack – juice or milk.
- Draw a picture of each object that floats and each object that sinks after testing them at the water table.
- Organize and display objects on a graph, (number of people who have sisters, kinds of vehicles in the parking lot).
- Discuss data from everyday events and predict what will happen next (changes in weather).
- Make predictions based on questions posed by adults.
- Look at the organization of data on a graph they helped to create and discuss what they observe (There were more cars than trucks. Jamie has the biggest family.)
- Participate in discussion using information from child created graphs and charts.

SUPPORTIVE PRACTICES**The practitioner will:**

- Pose a question of the day and graph the answers.
- Create graphs of the collections founds in the classroom.
- Provide graphing experiences such as recording the weather.
- Use graphing as an extension of themes in science and literature.
- Ask children to explain their thinking.
- Provide experiences with different types of graphs (real objects, pictographs, photographs, vertical and horizontal bar graphs).

STANDARD LM 2.5: REASON, PREDICT AND PROBLEM SOLVE

INDICATOR

- LM 2.5 A Make predictions based on observations and information
- LM 2.5 B Use simple strategies to problem solve
- LM 2.5 C Tell others how to solve a problem
- LM 2.5 D Understand that there is more than one way to solve a problem
- LM 2.5 E Develop the ability to compare/contrast solution strategies
- LM 2.5 F Use the language of mathematics to express mathematical ideas

**EXAMPLES****The learner will:**

- Ask questions to clarify problems (“Will the new cage be big enough for the hamster?”)
- Solve problems by guessing and checking, using concrete objects (figures out how many napkins are needed for snack).
- Estimates whether there are enough blocks to build a road.
- Makes observation and asks “why?”
- Solves problems through trial and error.
- Finds more than one solution to a problem, task or question.

SUPPORTIVE PRACTICES**The practitioner will:**

- Use open-ended questions to encourage problem solving.
- Describe problem-solving strategies employed by the children.
- Draw attention to problem solving situations within the classroom environment.
- Provide planned opportunities for children to predict in naturally occurring activities.



PERSONAL-SOCIAL

EARLY LEARNING STANDARDS FOR PRE-KINDERGARTEN



All children need early childhood programs that nurture emotional security, positive self concept and respect for others. Children’s social and emotional development is strengthened when they have classroom experiences that promote a sense of identity and belonging within an accepting and responsive environment. Teachers support children’s self identity and social competence by modeling respect for the children, using positive guidance techniques that support the development of self control and interpersonal problem solving, and by encouraging positive approaches to learning.



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PS 3.4 A – PS 3.4 D Self Care and Reliance.....	24
PS 3.3 A – PS 3.3 K Social Interactions.....	24

STANDARD PS 3.1: DEVELOP SELF CONCEPT

INDICATOR

- PS 3.1 A Is aware of self and one's own preferences
- PS 3.1 B Show independence in a wide range of activities
- PS 3.1 C Know and state independent thoughts and feelings
- PS 3.1 D Attempt new experiences with confidence and independence
- PS 3.1 E Show pride in accomplishments

**EXAMPLES****The learner will:**

- Refer to self as "I".
- Choose activities, select materials, and carry out tasks.
- Participate in self care activities (putting on clothes, pouring milk, zipping jacket).
- Move away from adult to play alone; checking back as needed.
- Separate easily from parents when in familiar setting.
- Ask adult to look at what he/she had created (painting, block structure, etc.)

SUPPORTIVE PRACTICES**The practitioner will:**

- Provide caring, nurturing, and accepting environment for children.
- Create an emotional bond with children.
- Refer to the child by name.
- Display child's art work at child eye level.
- Write child's name on all pictures.
- Give the child opportunities for autonomy and self-direction.
- Design a curriculum that is child-directed.
- Provide opportunities for one on one conversations between children and adults.
- Be supportive when children want to try something new.
- Provide encouragement and praise efforts.
- Create an environment that encourages independence (toys on shelves that are labeled; coat hooks within children's reach; books available at child height).

STANDARD PS 3.2: DEVELOP SELF-REGULATION

INDICATOR

- PS 3.2 A Recognize and label feelings
- PS 3.2 B Express feelings, needs, opinions, and wants that are appropriate to the situation
- PS 3.2 C Understand consequences of own behavior
- PS 3.2 D Follow rules and routines in classroom and other settings
- PS 3.2 E Use materials with purpose, safety, and respect
- PS 3.2 F Pay attention as required by the task
- PS 3.2 G Make transitions between activities
- PS 3.2 H Follow adult directions
- PS 3.2 I Wait before acting in required situations

EXAMPLES**The learner will:**

- Name a range of feelings (happy, sad, angry, surprised).
- Recognize facial expressions that reflect those feelings.
- Begin to recognize when they experience these feelings.
- Begin to tell others how he/she feels.
- Separate feelings from actions.
- Stop from doing things (with adult support).
- Keep behavior within bounds most of the time.
- Complete activities that she/he has started.
- Move from one activity to another with adult support.
- Respond to adult requests or enters into conversation about the request.
- Express feelings through play and artistic representation.

SUPPORTIVE PRACTICES**The practitioner will:**

- Use non-verbal and verbal interactions that are congruent with feelings.
- Model genuine, appropriate emotional responses.
- Encourage open expression of feelings.
- Respond to child's non-verbal and verbal cues.
- Use logical consequences and guidance practices that support self-control ("As soon as you clean up, you can go outside" rather than "You didn't clean up so you can't go outside.").
- Provide activities that support self control (stop-start games; block play).
- Refrain from pulling children away from their tasks to do what the adult wants (wait until the play is finished before calling them for tooth brushing).
- Give advanced notice so that children can bring their play to an end.
- Give clear directions with expectation that child will comply.

STANDARD PS 3.4: DEVELOP SELF-CARE AND SELF RELIANCE

INDICATOR

- PS 3.4 A Choose materials and activities independently
- PS 3.4 B Put away materials on own
- PS 3.4 C Show increasing self-reliance in self-care activities. (toileting, grooming, dressing, eating)
- PS 3.4 D Recognize situations that are unsafe and behaves accordingly



EXAMPLES

The learner will:

- Select from activities in the classroom.
- Return materials to the shelves when finished.
- Brush his/her own teeth.
- Put on a jacket.
- Tell adults when he/she has to go to the bathroom.
- Stay within safe boundaries.
- Check in with adults when s/he thinks something is not safe.

SUPPORTIVE PRACTICES

The practitioner will:

- Organize the materials so children can access them and return them.
- Give support and nurturance when needed but ask children to help with dressing, pouring, grooming, etc.
- Provide a safe environment that encourages exploration.

STANDARD PS 3.3: DEVELOP SOCIAL INTERACTIONS

INDICATOR

- PS 3.3 A Trust familiar adults and close peers
- PS 3.3 B Enter into and initiate play with peers
- PS 3.3 C Enjoy playing with a specific other child in a variety of activities
- PS 3.3 D Respond with empathy to children who are upset and in need
- PS 3.3 E Seek help from peers and adults when needed
- PS 3.3 F Respect the feelings, rights, and belongings of others
- PS 3.3 G Cooperate in small and large group activities
- PS 3.3 H Play cooperatively with 2-3 peers for a sustained time
- PS 3.3 I Take turns in games and tasks
- PS 3.3 J Share materials when appropriate
- PS 3.3 K Resolve conflicts with peers with increasing skill

EXAMPLES

The learner will:

- Separate from parents when in familiar settings.
- Ask for help when needed.
- Seek out companionship from another child.
- Begin to be able to share materials with other children.
- Refrain from grabbing toys without asking.
- Begin to negotiate conflicts that arise.
- Re-establish a relationship with others after a conflict.
- Use multiple strategies for getting what is needed.
- Role-play with other children for at least 10 minutes.
- Take turns and wait for a turn.
- Be attuned to the wants and needs of others.

SUPPORTIVE PRACTICES

The practitioner will:

- Create warm adult-child relationships.
- Use eye contact and body proximity to give children support when needed.
- Provide consistency and predictability in daily routines, environment, & staff.
- Engage in joint activities with children.
- Assign a primary adult for each child when there are multiple adults in the classroom.
- Arrange the environment so that children can work together on activities.
- Be available to help children resolve conflicts rather than removing the child or the toy.
- Provide duplicate materials (trucks, telephones) so children can play together.
- Set aside large blocks of uninterrupted time for child-directed play.





PHYSICAL-HEALTH

EARLY LEARNING STANDARDS FOR PRE-KINDERGARTEN

Children’s future health and well being are directly related to the development and strengthening of their gross and fine motor muscles. Young children must be given opportunities to experience active indoor and outdoor play during which they can use their bodies to explore the environment while they acquire muscle control, balance and coordination. Fine motor practice helps children develop eye-hand coordination, strength and control and skilled use of writing implements. Health and safety activities must be integrated throughout the day as teachers model healthy and safe practices and promote healthy lifestyles for children.



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STANDARD PH 10.4: DEVELOP GROSS MOTOR COORDINATION

INDICATOR

- PH 10.4 A Demonstrate control of large body movements
- PH 10.4 B Exhibit developing balance, strength and stamina
- PH 10.4 C Demonstrate spatial awareness
- PH 10.4 D Demonstrate coordination of body movements
- PH 10.4 E Combine large motor movements with the use of equipment
- PH 10.4 F Combine a sequence of large motor skills
- PH 10.4 G Perform a variety of movement skills alongside and with a partner
- PH 10.4 H Engage in physical activity

EXAMPLES

The learner will:

- Engage in large motor activities such as marching, hopping, running, jumping, and dancing.
- Climb stairs using alternating feet.
- Pull wagons or push wheelbarrows.
- Ride a tricycle, using feet to pedal.
- Use outdoor gross motor equipment such as swings, climbers and tunnels safely and appropriately.
- Bounce, kick, throw, catch and roll a ball.
- Use a large box or plank to move about or construct.
- Play simple group games like “Simon Says”.
- Participate in an obstacle course where s/he goes through tunnels, over or under equipment.
- Join in movement games such as Hokey Pokey, Head Shoulders, Knees and Toes.
- Perform motions to songs like Wiggle Fingers, Wiggle Toes or the Freeze.
- Use props such as scarves or hoops to dance to music.

SUPPORTIVE PRACTICES

The practitioner will:

- Provide space and opportunities for children to walk, run and climb every day.
- Encourage both boys and girls to participate in active play.
- Include toys and equipment that encourage active play (three and four wheeled steerable vehicles, balls, climbers and slides, ramps, balance beams).
- Provide opportunities for children to engage in gross motor activities indoors (dancing, moving to music, bean bag toss, Velcro mitts).
- Model participation in gross motor activities by joining children in ball play or dancing.
- Introduce motor games and songs (Skip to My Lou or Simon Says).
- Include large motor activities during transitional times (“hop to the table” or “jump five times while you wait to wash hands”).

STANDARD PH 10.5: DEVELOP FINE MOTOR CONTROL

INDICATOR

- PH 10.5 A Demonstrate control, strength and dexterity to manipulate objects
- PH 10.5 B Demonstrate spatial awareness
- PH 10.5 C Demonstrate eye-hand coordination
- PH 10.5 D Demonstrate increasing control with writing and drawing implements



EXAMPLES

The learner will:

- Manipulate dough and clay by squeezing, pounding, rolling, etc.
- Use tongs or tweezers to pick up objects.
- Tear paper with skill.
- Use a wet sponge to wipe the table, squeezing out excess water.
- Act out finger plays and songs, using hands and fingers.
- Use scissors to snip.
- Hold pencils, crayons and markers in a functional grasp.
- String beads or noodles onto a yarn or string and/or laces.
- Manipulate pegs into a pegboard.
- Build with small blocks (legos, tinker toys, bristle blocks).
- Complete simple puzzles.
- Complete self help skills (zipping, snapping, buttoning).
- Pour water or sand.
- Pour milk from a lipped pitcher.

SUPPORTIVE PRACTICES

The practitioner will:

- Provide sensory experiences (water and sand play) where children can pour, fill and empty.
- Include a variety of sand and water toys (turkey basters, pitchers, measuring cups and spoons, egg beaters, buckets and pails).
- Provide a variety of art and writing materials and experiences that offer manipulative practice (finger paint, play dough, paint with brushes, large crayons, markers, pencils and paper, collage materials and safety scissors).
- Establish a manipulative learning area where children can engage in play that includes stringing beads, magnetic boards, duplo or legos, small blocks, puzzles of varying difficulty.
- Include finger plays and songs with hand motions as a regular part of circle time.
- Support children's attempts to fasten clothing, including zippers, buttons, and snaps.

STANDARD PH 10.1-10.3: ENGAGE IN HEALTHY AND SAFE PRACTICES

INDICATOR

- PH 10.1 A Demonstrate positive body image
- PH 10.1 B Demonstrate good hygiene
- PH 10.1 C Demonstrate basic disease prevention skills
- PH 10.2 A Demonstrate an awareness of healthy lifestyle practice
- PH 10.2 B Understand the roles of health care and safety providers
- PH 10.2 C Demonstrate increasing responsibility for self help tasks
- PH 10.2 D Identify and avoid risk taking practices
- PH 10.3 A Recognize and follow basic safety rules
- PH 10.3 B Exhibit knowledge about foods and nutrition
- PH 10.3 C Demonstrate awareness of good nutritional practices

EXAMPLES**The learner will:**

- Seek adult assistance when injured or feeling ill.
- Identify basic feelings (sad, happy, mad).
- Identify potential hazards at home, school and community.
- Cover nose and/or mouth when coughing or sneezing, use tissue to wipe nose, hand-wash after toileting or nose-wipes.
- Demonstrate tooth-brushing and hand-washing skills.
- Use the toilet independently.
- Explain the role of doctors, nurses and dentists in our lives.
- Explain the roles of fire fighters, police, ambulance drivers, etc.
- Engage in doctor/nurse play in the dramatic play area.
- Identify healthy and non-healthy foods.
- Try new foods.
- Recognize similarities and differences in food types (apples, strawberries and peaches are fruits).
- Identify basic body parts.
- Return toys to appropriate locations after play.
- Put on coat, hat, mittens and shoes.
- Identify unsafe practices (playing with matches, crossing streets without looking, talking to strangers).

SUPPORTIVE PRACTICES**The practitioner will:**

- Routinely check the environment to ensure that healthy and safe practices are followed.
- Include time in the daily schedule for completion of routines as a way of building self help skills.
- Plan for and include children in transitions.
- Survey the classroom to make sure the space is child-friendly.
- Label children's feelings during conversation.
- Model, demonstrate and assist children with self-help skills (washing hands, toileting, putting away toys).
- Label shelves and toy baskets so children can independently clean up.
- Display dressing forms or dolls that allow children to practice buttons, snaps and zips.
- Review safety rules before taking walks, playing on the playground or transitioning inside.
- Model healthy eating habits, including sitting at the table during meals.
- Serve a variety of nutritional foods and talk about their value.
- Provide cooking and food experiences (making applesauce, spreading butter or cream cheese on bread, washing fruit, baking bread).
- Arrange a field trip to the grocery store.
- Include ethnic foods on the menu (bagels, tortillas, lasagna, black-eyed peas, chili).
- Include discussions about health care workers and arrange for field trips and visitors to demonstrate their jobs.
- Talk with children about harmful objects and substances.





PROGRAM PARTNERSHIPS

EARLY LEARNING STANDARDS FOR PRE-KINDERGARTEN

Early care and education programs must work together with parents to assure children’s school success. The partnership that is developed helps to create a seamless experience between home and school that allows children to learn in a comfortable, consistent environment. The link is established when parents and teachers share information about the child, the family, and the home and school culture and jointly develop programming that respects all aspects of individual children’s experiences.



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STANDARD PP 1: QUALITY ECE PROGRAMS MUST WORK CLOSELY WITH PARENTS TO ADVANCE THEIR CHILD'S DEVELOPMENT AND LEARNING IN THE PROGRAM AND AT HOME, AS WELL AS HELP PARENTS GAIN CONFIDENCE AND COMPETENCE AS THEIR CHILD'S PRIMARY TEACHER. PROGRAMS MUST HAVE WRITTEN PROCEDURES THAT ARE CONSISTENTLY IMPLEMENTED TO ASSURE THAT THE OBJECTIVES ARE MET.

INDICATORS

PP 1 A Programs must provide parents with opportunities to share information about their child including their child's stage of development, interests and skill levels.

PP 1 B Programs must work collaboratively with parents to prepare their child for the age appropriate screening process.

PP 1 C Programs must conduct, within 45 calendar days of the child's entry, an age appropriate screening to identify strengths and concerns. The screening must be sensitive to the child's cultural background and delivered in the language spoken by the child.

PP 1 D Programs must use the information gathered from the screening process, and in collaboration with parents, set goals for the child and determine how best to provide appropriate programming.

PP 1 E Programs must provide parents with opportunities to enhance their parenting skills, their knowledge and understanding of the developmental needs and activities of their children, their child observation skills, and their ability to provide nurturing/supportive environments and relationships.

EXAMPLES

Parents will:

- Provide program staff with information about their child's interests (eg, He is fascinated by trucks) skill level (he can count to 10) and development (this week he "read" The Snowy Day to me) in order to plan experiences in the program and at home that will advance their child's learning and development.
- Discuss screening processes with program staff, ask questions about their purpose, provide written permission for their child's participation, and prepare their child for developmental and health screening procedures in order to reduce their child's fears and anxiety.
- Review the information gathered during the screening process, consider their own observations of their child's interests and development, and together with the child's teacher will plan individualized goals for their child in the framework of the program's curriculum. They will plan and implement experiences at home that will support the child's advancement toward the goals. They will observe and discuss their child's progress with the child's teacher on a regular basis.

SUPPORTIVE PRACTICES

Program staff will:

- Regularly seek information from parents about their child's development, interests and skill levels through face-to-face contact and written communication. This process will begin when the family first contacts the program about enrollment, and will continue throughout the child's experience in the program.
- Discuss all screening procedures and their purpose with parents prior to conducting the screenings, answer parents' questions, obtain written permission to conduct the screening procedures, and assist parents to prepare children appropriately in order to reduce fear and anxiety.
- Review the information gathered during the screening process with each child's parents, consider the parents' observations of their child's interests, skills and development, discuss the program's curriculum framework with the parents, and together with the child's parents set individualized goals for the child.
- Plan individualized classroom experiences based on the child's interests and skills that will support the child's advancement toward the agreed upon goals for that child. They will regularly seek the parents' observations on their child's progress.
- Provide written information and group training opportunities pertaining to child development and parenting skills.



STANDARD PP 2: QUALITY ECE PROGRAMS MUST CONNECT PARENTS TO NECESSARY AND APPROPRIATE COMMUNITY SERVICES THAT MAY HELP THE CHILD AND/OR THE FAMILY. PROGRAMS MUST HAVE WRITTEN PROCEDURES THAT ARE CONSISTENTLY IMPLEMENTED TO ASSURE THAT THE OBJECTIVES ARE MET.

INDICATORS

- PP 2 A Programs must have current information about community resources and services available to young children and their families.
- PP 2 B Programs must provide parents with information on medical, dental, nutrition, and mental health education programs in the community.
- PP 2 C Programs must identify, through family and staff observation and dialogue, the family/child's need for and interest in additional services.
- PP 2 D Program personnel must connect families with resources and services appropriate to their needs and interests, including Early Intervention, Mental Health Services, Physical Health Services (including medical, dental, vision and hearing), Social Services, Adult Education Services (including family literacy), and Cultural Resources (such as libraries, museums and parks).
- PP 2 E Program personnel must support families in evaluating the effectiveness of the services received, and in identifying next steps.

EXAMPLES

- Parents will:**
- Discuss with staff their own observations, staff observations and information gathered through screening procedures to identify any need to refer their child for further services.
 - Participate in IEP meetings or other meetings to plan for additional services for their child.
 - Seek information on community services and resources as appropriate to their own educational, cultural or family needs.
 - Evaluate the effectiveness of the services received.



SUPPORTIVE PRACTICES

- Program staff will:**
- Maintain an up-to-date resource directory of community services and resources available to young children and their families. (see PS 6 D for types of resources).
 - Maintain interagency agreements or policies and procedures for referral of children to early intervention, mental health, physical health and child protective services.
 - Recognize and respond to signs and symptoms of need for crisis intervention or family support.
 - Utilize culturally sensitive techniques of referring families to appropriate resources in the community.
 - Follow up with families to determine if referral sources met the family/child's needs, and to discuss next steps.

STANDARD PP 3: QUALITY ECE PROGRAMS MUST WORK WITH PARENTS TO IDENTIFY STRENGTHS AND NEEDS OF THEIR CHILD TO FACILITATE SUCCESSFUL TRANSITION FOR THE CHILD FROM ONE SETTING TO ANOTHER. PROGRAMS MUST HAVE WRITTEN PROCEDURES THAT ARE CONSISTENTLY IMPLEMENTED TO ASSURE THAT THE OBJECTIVES ARE MET.

INDICATORS

- PP 3 A Programs must offer parents an individual meeting, in addition to the regular parent conference, to provide written information about their child's strengths and needs related to transitioning to another classroom or educational setting.
- PP 3 B Programs must assist parents as they prepare their children for the new educational setting.

EXAMPLES

- Parents will:**
- Discuss their child's strengths, needs and progress with program staff in preparation for the child's transition to another educational setting.
 - Provide written consent for the transfer of records to their child's next educational setting.
 - Plan with program staff strategies to assist their child prepare for the new setting, such as, a visit to the new classroom prior to enrollment, a series of conversations with the child about what the school will be like, reading books together about school, new friends, etc.

SUPPORTIVE PRACTICES

- Program staff will:**
- Help parents plan for their child's transition by:
 - Providing them with information about the new educational setting.
 - Suggesting strategies for introducing themselves and their child to the new setting.
 - Suggesting strategies to assist the child to prepare for the new setting.

STANDARD PP 3: QUALITY ECE PROGRAMS MUST WORK WITH PARENTS TO IDENTIFY STRENGTHS AND NEEDS OF THEIR CHILD TO FACILITATE SUCCESSFUL TRANSITION FOR THE CHILD FROM ONE SETTING TO ANOTHER. PROGRAMS MUST HAVE WRITTEN PROCEDURES THAT ARE CONSISTENTLY IMPLEMENTED TO ASSURE THAT THE OBJECTIVES ARE MET. CONTINUED...

INDICATORS	EXAMPLES	SUPPORTIVE PRACTICES
<p>PP 3 C Programs must work collaboratively with the receiving program to enhance continuity of experiences for the child.</p> <p>PP 3 D Programs must work collaboratively with the receiving program to determine content and format of transition information to be documented.</p> <p>PP 3 E Programs must transfer relevant child records, with consent of the parents, to the receiving school or program.</p>	<ul style="list-style-type: none"> • A visit to the new classroom prior to enrollment. • A series of conversations with the child on “what do you think ____ (the teacher, the building, the playground, etc.) will be like?” • Suggested books to read together with the child about new schools, new friends, etc. 	<ul style="list-style-type: none"> • Discuss records to be transferred to the new educational setting, and obtain written consent to share.

STANDARD PP 4: QUALITY ECE PROGRAMS MUST WORK WITH PARENTS TO PARTICIPATE IN GOVERNANCE OF THE PROGRAM, BEING INFORMED OF EARLY CHILDHOOD EDUCATION SERVICES AND ESTABLISHING EFFECTIVE SERVICES FOR CHILDREN IN THE COMMUNITY. PROGRAMS MUST HAVE WRITTEN PROCEDURES THAT ARE CONSISTENTLY IMPLEMENTED TO ASSURE THAT THE OBJECTIVES ARE MET.

INDICATORS	EXAMPLES	SUPPORTIVE PRACTICES
<p>PP 4 A Provide parents with opportunities to have input on program policies and procedures at least annually.</p> <p>PP 4 B Provide parents with opportunities to participate in annual assessment of program progress.</p> <p>PP 4 C Provide information about the program philosophy, curriculum, operating procedures, volunteer and governance opportunities.</p> <p>PP 4 D Provide information about quality improvement initiatives (such as Keystone Stars).</p> <p>PP 4 E Provide information about proposed or final regulatory or policy changes affecting the program for their child through newsletters, newspaper articles, bulletin boards, etc.</p> <p>PP 4 F Provide a means of expressing early concerns and/or resolving concerns about differences between program implementation and parent.</p>	<p>Parents will:</p> <ul style="list-style-type: none"> • Communicate concerns or complaints through means that assure anonymity and freedom from reprisal. • Participate in active governance or advisory committee structure that results in implementation of program improvement strategies. 	<p>Program staff will:</p> <ul style="list-style-type: none"> • Actively seek parent feedback on the quality of services they and their child receive through multiple means, such as <ul style="list-style-type: none"> • Periodic surveys. • Advisory committee participation. • Annual program self assessment participation. • “How are we doing?” questionnaires • Provide parents with a clear process for expressing concerns about the program. • Provide opportunities for parents to volunteer in multiple capacities to assist program operations.





SCIENCE

EARLY LEARNING STANDARDS FOR PRE-KINDERGARTEN

Young children are naturally curious explorers who are eager to discover information about the world around them. Children learn scientific concepts through opportunities to actively explore, observe and investigate materials and ideas, using their senses. These experiences provide the foundation for abstract and scientific thought. Programs support scientific learning by asking questions, conducting experiments, and helping children gather data and make conclusions. Science concepts are encompassed throughout the key areas of early learning; for example, children use pretend play to explore and manipulate materials, creative arts to discover a variety of ways to express their ideas, and literacy and language arts to research answers to questions.



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STANDARD SC 3.2: DEMONSTRATE UNDERSTANDING OF THE PROCESS OF SCIENTIFIC INQUIRY

INDICATOR

- SC3.2 A Show curiosity by asking questions and seeking information
- SC3.2 B Collect, describe and record information
- SC3.2 C Use tools and equipment to explore objects
- SC3.2 D Make and verify predictions
- SC3.2 E Compare, contrast and classify objects and data
- SC3.2 F Use language that shows understanding of scientific principles
- SC3.2 G Participate in scientific investigations

EXAMPLES

The learner will:

- Investigate new materials and displays.
- Ask questions during group or individual times about their observations.
- Collect objects during a walk, noticing similarities and differences.
- Use senses to observe, explore and gather information (“This feels soft”, “The flower smells pretty”).
- Respond to “what if” questions.
- Use tools (magnifying glass, color paddles, scale, magnets, tape measures and microscopes) to explore materials.
- Predict what might happen next (mix blue and green paint to get yellow).
- Make comparisons between objects based on attributes (“This apple is green and this apple is red”).
- Participate in sink and float experiments.
- Taste and describe a variety of foods.
- Describe discoveries during exploration.
- Sort animals or objects by habitat (land, air, sea).

SUPPORTIVE PRACTICES

The practitioner will:

- Provide tools for exploration, including magnifying glass, magnets, microscope, color paddles, tweezers, eye droppers, scale.
- Display materials for comparison and exploration such as rocks, stones, seedpods, gourds, nests, pine cones, fossils, feathers, etc.
- Ask questions about discoveries made while playing (“How did you get that block to stay up there?” or “Why do you think they stuck together?”).
- Support children’s active exploration by encouraging them to use their senses to discover information.
- Rotate materials periodically to encourage children to experience new things.
- Collect, describe and record information through discussion, charts and drawings.
- Extend children’s thinking by asking (“Why do you think...?”).

STANDARD SC 3.3: ACQUIRE KNOWLEDGE ABOUT THE CHARACTERISTICS OF LIVING THINGS

INDICATOR

- SC3.3 A Recognize the difference between living and nonliving things
- SC3.3 B Notice changes in living things over time
- SC3.3 C Understand that plants and animals have life cycles
- SC3.3 D Notice similarities and differences and categories of plants and animals

EXAMPLES

The learner will:

- Notice changes in plants or animals (beans sprouting, plants growing tall, animals’ fur thickening).
- Sort objects by living and non-living (rock to plant, dog to doll).
- Sort objects by size, shape and texture (rocks, seeds, nuts).
- Know adult and baby names for animals (lion and cub, dog and puppy).
- Understand that plants and animals need certain things for survival.
- Sort pictures by plant and animal.
- Describe differences and similarities in animals of the same species (“That cat is striped; this cat has a long tail”).
- Describe basic needs for all living things.
- Understand what care is required for pets.
- Observe the effect of darkness and light on growing plants.
- Recognize that animals live in different habitats according to their characteristics (fish live in water, tigers live in the jungle).

SUPPORTIVE PRACTICES

The practitioner will:

- Display insects in “bug catchers”.
- Keep a classroom pet, allowing children to care it.
- Add live animals and plants (non-poisonous), along with models, including stuffed animals, plastic insects, dinosaurs and plants, and posters.
- Display ant hills, butterfly gardens, bird feeders or worm farms for observation and/or documentation through pictures, charts and words.
- Read books about life cycles, plants and animals.
- Furnish classroom with gardening tools, for inside and outside use.
- Take nature walks, encouraging children to observe changes in plants and animals they see.
- Set up an area in the room for exploration of items (rocks, seeds, nuts, seashells).
- Plant seeds with children and put on the windowsill to watch them grow.



STANDARD SC 3.4: ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL PROPERTIES OF OBJECTS

INDICATOR

- SC3.4 A Describe, compare and categorize objects, based on their properties
- SC3.4 B Explore simple machines
- SC3.4 C Explore, identify and describe changes that occur over time
- SC3.4 D Use five senses to explore world
- SC3.4 E Experiment with the effect of their own actions on objects
- SC3.4 F Understand that tools perform specific functions



EXAMPLES

The learner will:

- Sort and classify by solid, liquid or gas.
- Use a variety of block types.
- Participate in sand and water activities.
- Observe and describe what happens to objects when filled with gas.
- Discuss what makes things run, how things operate, or how things move (how a car runs, how to operate the computer).
- Explore a variety of tools (magnets, magnifying glasses, mirrors, pulleys, kaleidoscopes, prisms).
- Use a variety of classroom tools (pencils, scissors, tape recorders).
- Use a scale to determine which item weighs more.
- Describe objects according to size, shape, color or state of matter.
- Match things during tasting, smelling; listen to environmental sounds.
- Demonstrate understanding of fast and slow, back and forth.
- Use standard measures (yardstick or ruler) or non-standard measure (block or feet) to determine length or distance.

SUPPORTIVE PRACTICES

The practitioner will:

- Rotate items in the sand/water table to include water, feathers, rice, soil, and sand.
- Include different types of blocks for children to manipulate (wood, legos, tinker toys, foam, plastic).
- Include opportunities to make ramps and inclines in block area.
- Display small materials (shells, nuts, insects) for children to investigate with a magnifying glass.
- Display simple machines for use during play (cash register, wind-up toys, gears).
- Encourage the use of classroom tools (pencils, scissors, silverware).
- Add a workbench area where children can experiment with screwdrivers and hammers, nuts and bolts).
- Experiment with ice cubes to observe them melt; then re-freeze.
- Schedule field trips to the airport or train station.
- Determine which items dissolve in water; which items sink or float.

STANDARD SC 3.5: ACQUIRE KNOWLEDGE ABOUT THE EARTH AND SPACE

INDICATOR

- SC3.5 A Understand changes in the environment, including weather and seasonal changes
- SC3.5 B Investigate properties of rocks, soil and water
- SC3.5 C Explore the characteristics of the sun, moon, stars and clouds
- SC3.5 D Understand the importance of natural resources; that the environment provides for the needs of the people
- SC3.5 E Show beginning understanding of how human activities may change the environment
- SC3.5 F Participate in a variety of activities that preserve the environment

EXAMPLES

The learner will:

- Use vocabulary to describe features of the earth (rocks, soil, air).
- Recognize and describe basic landforms (hill, mountain, river).
- Discuss things that can be found in the day or night time sky.
- Use weather and seasonal vocabulary.
- Name the four seasons and recognize that they repeat year after year.
- Understand characteristics of each season ("It snows in winter, we can swim in summer").
- Collect items to recycle.
- Construct a compost heap.
- Dress up in seasonal clothing in the dramatic play area.
- Draw or write journals or stories about the changes in the seasons or weather.
- Chart temperatures indoors and outdoors.
- Observe shadows at various times in the day.
- Describe where foods come from ("Milk comes from cows, corn is a plant").

SUPPORTIVE PRACTICES

The practitioner will:

- Take children on nature walks to point out changes in the seasons (leaf color, flowers blooming).
- Keep a journal with a daily weather report.
- Display a thermometer for children to check daily and/or graph monthly temperature changes.
- Talk about clothing changes that are appropriate for the weather and add samples to the dramatic play area.
- Display rocks, stones and pebbles of different colors and shapes for sorting and exploring.
- Provide soil and containers for planting.
- Provide flashlights for use.
- Sort play items by day or night use, (sunglasses, night light, flashlight, sun visor).
- Trace shadows with chalk on the sidewalk.
- Provide opportunities to experiment with pinwheels, streamers, flags or kites that move in the wind.



SOCIAL STUDIES

EARLY LEARNING STANDARDS FOR PRE-KINDERGARTEN

The foundation for social studies and history learning begins with children’s personal experiences and their initial understanding of themselves in relation to their families and homes. Gradually, children expand their understanding to include their schools, neighborhoods, communities and the larger world. As their perception grows, they further expand this scope to understand how systems work together. Adults facilitate children’s social studies skill development by helping them engage in active investigations, individually and in groups, that build on familiar experiences.



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SS 8.1 A - SS 8.1 C Past, Present, Future.....	37
SS 6.1 A - SS 6.1 C Consumers	37

STANDARD SS 7.3: DEVELOP AN UNDERSTANDING OF SELF WITHIN A COMMUNITY

INDICATOR

- SS 7.3 A Identify similarities and differences of personal characteristics
- SS 7.3 B Demonstrate an appreciation of one's own characteristics and those of others and others' cultures
- SS 7.3 C Display an awareness of his/her role as a member of a group, such as the family or the class
- SS 7.3 D Show understanding of how individuals work together to achieve group goals
- SS 7.3 E Recognize how things are spatially related to one another
- SS 7.3 F Describe the characteristics of where s/he lives and visits
- SS 7.3 G Identify location and direction
- SS 7.3 H Develop a beginning understanding of maps as representations of actual places

EXAMPLES**The learner will:**

- Make self-portraits that include body parts and clothing.
- Show understanding and respect for diverse customs and practices.
- Share information about family customs and practices.
- Participate in group decision-making.
- Participate in classroom or family responsibilities.
- Describe family-shared experiences.
- Work cooperatively with other children to achieve an outcome.
- Role play various family roles (rocking a baby or cooking a meal).
- Make drawings of family members and describe their characteristics.
- Use words to indicate directionality, size and position (left, right, first, last, little, big, top, bottom).
- Use a simple map.
- Answer questions about a trip or a place s/he's visited or a place s/he's lived.
- Identify and locate familiar places.
- Use blocks to represent buildings, roads, houses, etc.
- Include representations of roads, bodies of water and buildings in play.
- Discuss various forms of transportation and how they are suitable for certain types of travel (walk to the neighborhood store or fly to a different country).
- Give information about the place s/he lives.
- Match objects to the place they belong (bed in the bedroom, sun in the sky, tree in the forest).

SUPPORTIVE PRACTICES**The practitioner will:**

- Give children classroom jobs and responsibilities (feeding fish, handing out paper towels).
- Provide opportunities for children to participate in decision-making.
- Discuss differences in dress, customs, tools and transportation as seen in books, movies, pictures, etc.
- Include multicultural materials throughout the classroom, including books, dolls, dress-up materials and props, art materials, posters.
- Talk with children about their family members.
- Provide activities that require cooperative play.
- Invite parents or community members to share information about their culture.
- Provide opportunities for children to explore their environment, indoors and outdoors.
- Take children for walks around the neighborhood, pointing out signs and landmarks.
- Encourage the child to move in various ways, including climbing, jumping and rolling so they experience position in space.
- Use positional words like above and below when giving directions.
- Point out where objects are located.
- Use left and right and other directional terms.
- Display books that have pictures of different places on earth and different homes (apartments, houses).
- Display maps and globes and pictures of construction sites.
- Encourage children to consider how they will get from one place to another.
- Include various types of vehicles in the block corner (cars, trucks, planes, trains, buses, fire engines).



STANDARD SS 8.1: DEVELOP UNDERSTANDING OF PAST, PRESENT AND FUTURE

INDICATOR

- SS 8.1 A Demonstrate understanding of the sequence of events
- SS 8.1 B Understand how things, people and places change over time
- SS 8.1 C Demonstrate an ability to connect new ideas to past experiences

EXAMPLES**The learner will:**

- Use words to describe time (yesterday, today, tomorrow).
- Put pictures in sequential order.
- Show anticipation for regularly-scheduled events.
- Describe a daily routine.
- Recall information from the immediate past.
- Predict how events today or in the recent past affect the near future (“If it rains today, we can't go outside to play”).
- Sequence pictures of self from birth to present.
- Talk about what s/he likes to do now, what s/he might like to do in the future and why.
- Describe a special activity s/he likes to do and how it is done.

SUPPORTIVE PRACTICES**The practitioner will:**

- Talk about what is happening during the day and the week.
- Use the names of the days of the week.
- Establish and maintain a consistent routine.
- Ask children to recall what happened last night or yesterday.
- Use calendars to talk about what happened in the past and what will happen in the future.
- Provide access to clocks, timers, watches.
- Discuss what happens in the beginning, middle and end of stories.
- Label events and routines using language (today, tomorrow, next, later, long ago).
- Include materials (dinosaurs or robots) from the past and future for play and discussion.
- Invite grandparents to talk about their experiences.
- Display pictures and books that show children in different stages of growth.

STANDARD SS 6.1: DEVELOP AN UNDERSTANDING OF THE ROLE OF CONSUMERS

INDICATOR

- SS 6.1 A Demonstrate knowledge about community workers and their roles
- SS 6.1 B Demonstrate an awareness of the uses of money
- SS 6.1 C Develop an understanding of how goods and services are produced and distributed

EXAMPLES**The learner will:**

- Recognize community workers through their uniforms or equipment.
- Describe the work that community workers do.
- Describe the jobs people do and how they work together.
- Use pretend money while engaging in dramatic play activities.
- Recognize that goods are purchased with money.
- Begin to understand limitations for purchases (Don't always have enough money to buy something).
- Recognize that coins have different values.
- Recognize and discuss the role and influence of advertising.
- Begin to be able to determine when they need more of something that isn't available, but may be available elsewhere (concept of sharing).
- Participate in play that is related to business (lemonade stand, store, beauty salon).

SUPPORTIVE PRACTICES**The practitioner will:**

- Invite community helpers into the classroom to talk about their jobs.
- Arrange field trips to community service agencies and businesses (fire house, post office, grocery store, pet store, beauty shop).
- Add community worker props to play areas (hats, uniforms, mailbag, doctor kit, restaurant menu).
- Read books (information and fiction) that support people working together in hospitals or schools.
- Set up dramatic play opportunities that involve the use of pretend money (bank, grocery store, restaurant).
- Use the names of coins and currency and provide an opportunity for children to handle real money.
- Introduce the purpose of a bank, creating opportunities for children to use banking in their classroom experience.
- Develop a classroom “store” where children have the opportunity to make purchases from a selection of materials from a variety of crackers and juices.



APPENDIX A

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GLOSSARY OF TERMS

FOR EARLY LEARNING STANDARDS FOR PRE-KINDERGARTEN

CONCEPTS OF PRINT- DOES YOUR LEARNER KNOW THAT...?

- Print carries the message
- Print goes left to right
- One to one match with voice to print
- Concept of first and last
- Concept of letter, word, sentence
- Letter order in words is important
- Different punctuations have meaning

Developmentally Appropriate Practices – when children are given opportunities to learn and practice new skills; the children are challenged but not way beyond their level of mastery. Their psychological and physical needs are met.

Echo Reading – reading of a text where an adult or an experienced reader reads a line of text and student repeats the line.

Emergent Literacy – one stage of literacy development; reading and writing behaviors that precede and develop into convention and literacy.

Expressive Language – being able to convey messages using words; it refers to what a child says, not how it is said.

Fine Motor – demonstrates increased control of hand and eye coordination ; using hands and fingers such as in writing, painting, drawing, molding clay, pinching clothespins.

Higher Level Thinking/Higher Order Questions – instead of just asking to recall information, ask learner to restate in own words, apply what was learned, analyze information, or create.

Inquiry – processes of science (observe, sort, classify, describe, communicate).

Language Experience – reading own writing; teacher takes dictation from students or students do own writing. Use student's own words as reading material; An effective way to encourage self-expression and build awareness of the connections between oral and written language.

LEARNING STYLES

- **Visual** (learn through seeing)- needs to see the teacher's body language and facial expression to fully understand the lesson content.
- **Auditory** (learn through listening) – learns through lectures, discussion and listening and needs to talk things through.
- **Tactile/kinesthetic** (learn through moving, doing and touching) – learns best through a hands-on approach actively exploring the physical world around them.

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GLOSSARY OF TERMS

FOR EARLY LEARNING STANDARDS FOR PRE-KINDERGARTEN

CONTINUED FROM PAGE 39

Multiple Intelligences – Howard Gardner’s theory of seven intelligences:

- Visual spatial–ability to perceive the visual
- Verbal–linguistic–ability to use words and language
- Logical/mathematical– ability to use reason, logic and numbers
- Bodily/kinesthetic – ability to control body movements and handle objects skillfully
- Musical/rhythmic–ability to produce/appreciate music
- Interpersonal– ability to relate and understand others
- Intrapersonal – ability to self-reflect and be aware of one’s inner state of being

Number Sense – involves the understanding of numbers and their quantities.

One-to-One Correspondence – pairing or matching objects in a one-to-one relationship.

Onset – sound in word that comes before the vowel.

Phonemic Awareness – ability to hear and identify parts of spoken language and auditorily divide into phonemes.

Phoneme – sound unit of speech.

Phonics – a way of teaching reading that stresses sound symbol relationship; refers to the relationship between the letters and letter sounds of a language.

Phonological Awareness – a broad term that includes phonemic awareness. In addition to phonemes, phonological awareness refers to larger spoken units such as rhymes, words, syllables, and onsets and rimes.

Picture Walk – a pre-reading strategy that is an examination of the text looking at pictures to gain an understanding of the story and to illicit story related language in advance of reading the story
Positional words–places in regards to location in environment including but not inclusion– below, above, there, here, top, bottom, upside down, up, down, front, back, left, right, far, near, under, beside, between, next to, on , in.

Print Awareness – ability to understand how print works.

Receptive Language – being able to receive and give meaning to messages /words heard.

Rime – part of a syllable that contains vowel and all that follows.

Shared Reading – teacher guides the entire class through stories with a high level of support; sharing and reading a story together (echo reading, choral reading, or fill in the gap reading).

Shared Writing – teacher and learner work together to compose a message or story.

Spatial Sense – involves building and manipulating mental representations of two- and three dimensional.

Standard Measurement – a measure determined by the use of standard units (e.g., inches, feet, pounds, cups, pints, gallons).



EXECUTIVE SUMMARY/EARLY CHILDHOOD ASSESSMENT

EARLY CHILDHOOD ASSESSMENT FROM BIRTH TO AGE 8

Developmental assessments are an integral part of the process which elevates an understanding of a child's competencies, and supports the design of learning environments which will help the child grow to his/her developmental potential, ranging from birth to age 8 or third grade. Assessments that are implemented in the classroom and aligned with Pennsylvania's Standards for Learning (birth to age 8) will help inform teachers about how to construct a curriculum that provides multiple learning opportunities that accommodate the various learning styles which encompass the needs of all children.

BACKGROUND

The overall purpose of assessment, regardless of age, is to help teachers make appropriate instructional decisions about how to best teach children. The principles and philosophy of assessment that we often apply to young children are part of a continuum that begins at birth and extends through kindergarten to third grade. Measurement, which includes both assessment and evaluation, of a young child's proficiency must rely upon practices that fit expected learning skills and behaviors, and allow for appropriate and expected changes to support children as they grow and develop. For example, young children learn and exhibit learning differently than older children. Young children learn by doing rather than just listening and may best exhibit what they know in manipulative actions rather than using verbal or written forms of testing. Assessment methods for children need to support these changes along the continuum to gather reliable data.

Assessment results can identify both the well-developed and least developed skills of children so that beneficial learning experiences and purposeful instruction can be individually planned and implemented. Assessment of children from birth to age 8 is conducted to plan beneficial opportunities for each child. Early childhood assessment is NOT conducted primarily for diagnostic purposes, that is, to determine whether the child has comparative deficits or delays in reference to peers his/her age. Furthermore, assessment is NOT conducted to classify the child's "readiness" for inclusion in an educational setting, and assessment is DEFINITELY NOT conducted to exclude the child from preschool or Kindergarten because of an erroneously presumed lack of readiness.

One particular aspect of assessment that often creates confusion is the use of screening instruments or "screeners". Screening instruments are generally characterized as being brief and cursory. These instruments are used for identifying those children who need additional testing, such as a diagnostic tool. More recently, screeners are used to assess whether a child's developmental readiness qualifies him/her to attend a specific educational program. School districts do not deny children entry to kindergarten based on the results of a readiness test (screener). However, assessment results from pre-kindergarten settings can inform kindergarten teachers about a child's developmental status. This information, used in conjunction with assessment data collected near the beginning of the kindergarten school year, can aid in the development of a curriculum that best suits each child.

METHODS

The ideal method of assessing children is through ongoing authentic and naturalistic observations. In order to accurately describe the development and learning of children, these observations should occur during typical daily activities, including periods of formal/informal instruction and care routines. Assessment is not a single event. As children move into kindergarten and the primary grades, these types of assessments become more difficult to administer, but are not impossible. Norm-referenced testing, or testing to get a score, becomes more common place as children become older because of the need to assess large groups of children more quickly and to gather data that can indicate progress or lack thereof. As children

progress through the grades, there are fewer opportunities to engage in ongoing, authentic assessments. Classrooms become more structured and there are fewer authentic-based instruments available for the older age group.

Parent involvement plays a critical role in assessment. Many parents lack an understanding of the purpose of assessment and what is expected and appropriate. The more that parents are included in the assessment process, the greater likelihood of their cooperation with the educational planning of their child. Parents and educators should work together as a team to fully understand a child's development.

CULTURE

Children from minority groups often present unique challenges in comparison to mainstream American children. For example, ethnically diverse children differ in their styles of interaction, such as speaking only when spoken to, being more passive, and preferring cooperative learning than competing with other children. Using authentic assessment methods is critical for children whose culture and language are different from the mainstream. Dynamic, active learning measures are preferred to standardized measures, and could help to decrease assessment bias against minority children. Authentic assessments are achievable in elementary grades, and may be of particular importance to ethnically diverse children to ascertain their developmental difficulties. Although these children will be required to participate in more standardized assessments used in many school districts; the use of authentic, observational methods should be included as a supplemental method for the culturally diverse population.

CURRICULUM

Curricula for children from birth to age 8 should fall along a continuum where learning activities change according to the developmental needs of the child. In the early learning years, there is a greater emphasis on the use of concrete materials and hands-on activities than of the more structured curriculum experienced in first through third grade, and to a lesser extent, kindergarten. The curriculum for children birth to age 8 should be multi-dimensional and include more than one prepackaged product available through a publisher. It must include content, methods, alignment with the Pennsylvania Standards for Learning (birth to age 8), appropriate environments, and parent involvement to support the developmentally appropriate learning expectations. A curriculum defines the scope and sequence of what is taught, including specific goals in each content area. An important and underlying principle for instruction is to integrate the various subject areas into purposeful learning activities and strategies that provide a network of connected and effective learning for young children.

SUMMARY

Assessment of young children is a critical component of learning, whether the assessment occurs when children are very young (birth) or during the primary grades in elementary school (through age 8/third grade). Assessment that informs teaching and the development of a curriculum that aligns with assessment provide the foundation for complying with the Pennsylvania Standards for Learning (birth to age 8). No specific assessment will provide all of the answers, nor is the Department of Education advocating any particular assessment measure. Rather, thoughtful planning based upon best practices in assessment can lead to assessment systems and curriculum plans that meets a school district's needs, comply with Pennsylvania Standards for Learning, and benefit children, teachers, and parents in the process.

The full report "Early Childhood Assessment For Children From Birth to Age 8 (Grade 3)" can be viewed at http://www.pde.state.pa.us/early_childhood/cwp/view.asp?a=179&Q=101706&early_childhoodNav=39501&early_childhoodNav=



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