

Early Learning Standards Framework

Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-k) (2520.15)

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SOCIAL AND EMOTIONAL DEVELOPMENT	
Standard 1: Self Concept	
Learning Criteria: Each child will progress in developing self-expression and awareness of self in terms of specific abilities, characteristics, and preferences.	
GUIDANCE	
<p>Performance Indicators</p> <ul style="list-style-type: none"> Makes positive statements about self Expresses pride in accomplishments Adjusts to new situations Demonstrates appropriate trust in adults Recognizes and expresses feelings in socially appropriate ways Demonstrates independence Acts out roles by imitating typical actions associated with the roles 	<p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> interact with adults who encourage and support their efforts, accomplishments, ideas and interests interact with adults who use positive verbal and non-verbal language engage in activities that introduce new concepts in the context of familiar ones interact with adults who are dependable and consistent in their expectations engage in supportive conversations about their feelings make choices engage in activities that are self-directed and support discovery use props, puppets and costumes in dramatic role and pretend play
SOCIAL AND EMOTIONAL DEVELOPMENT	
Standard 2: Social Relationships	
Learning Criteria: Each child will progress in developing and demonstrating pro-social behaviors.	
GUIDANCE	
<p>Performance Indicators</p> <ul style="list-style-type: none"> Demonstrates affection in socially appropriate ways Expresses empathy or caring for others Demonstrates respect for others and their property Plays cooperatively Sustains interactions with peers Maintains an ongoing friendship with at least one other child Uses words and actions to assert self in socially acceptable ways Uses and accepts negotiation, compromise, and discussion to resolve conflicts Accepts guidance and directions from a variety of familiar adults Recognizes and respects appropriate authority Follows basic routines and rules for play and group participation 	<p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> observe teachers and other adults who are respectful and empathetic in their interactions engage in purposeful and spontaneous activities that support the development of empathy, sensitivity and respect experience a learning environment where everyone is included, valued, and accepted express their thoughts, emotions, preferences and ideas solve problems and resolve conflicts independently or with appropriate guidance from familiar adults learn in an environment that is organized to promote age appropriate interaction experience guidance that is non-punitive, consistently provided and designed to promote positive behaviors
SOCIAL AND EMOTIONAL DEVELOPMENT	
Standard 3: Knowledge of Family and Community	
Learning Criteria: Each child will progress in understanding their role and identity in the family and community.	
GUIDANCE	
<p>Performance Indicators</p> <ul style="list-style-type: none"> Understands and describes the interactive roles and relationships among family members Identifies and describes the roles and relationships of community members Understands similarities and respects differences among people, such as genders, race, special needs, cultures, language, and family structures Identifies themselves as a member of groups within a community Identifies and describes locations and places in their environment 	<p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> engage in conversations and activities related to their families and other families in the community interact with adults who model respectful and accepting attitudes and behaviors use materials such as books, toys, equipment, computer programs, and illustrations that provide them with images of all people engaged in everyday activities Provide frequent opportunities for children to: <ul style="list-style-type: none"> be exposed to a variety of experiences portraying community members and their roles, including books, props, and people participate in facilitated discussions related to diversity and acceptance use dramatic play and visual arts that are representative of familiar life situations
SOCIAL AND EMOTIONAL DEVELOPMENT	
Standard 4: Approach to Learning	
Learning Criteria: Each child will develop an intrinsic motivation for learning.	
GUIDANCE	
<p>Performance Indicators</p> <ul style="list-style-type: none"> Participates in classroom activities Makes independent choices Initiates and extends activities Approaches tasks and activities with flexibility, imagination, and inventiveness Persists in and completes tasks, activities, projects, and experiences Maintains increasing concentration over a reasonable amount of time despite distractions, and interruptions Recognizes and solves problems through active exploration, including trial and error and interactions with peers and adults Acknowledges accomplishments positively 	<p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> participate in child initiated learning activities interact with adults who provide support and encouragement for spontaneous exploration and independent problem solving use varying materials and supplies that are interesting and relative experience a range of choices reflective of their interests observe teachers who model a variety of strategies for problem solving experience open-ended challenges and the encouragement to consider multiple solutions to problems engage in activities that are individualized and reflective of a continuum of learning

THE ARTS**Standard 1: Music and Movement****Learning Criteria:** Each child will participate in a variety of music and movement activities.**GUIDANCE****Performance Indicators**

Participates in music related activities

Responds to and identifies particular musical elements such as rhythm and style

Demonstrates an understanding of movement as it relates to music

Sings with a group and on their own

Uses a variety of instruments including non-traditional and natural objects

Creates music through a variety of techniques

Experiences

Provide daily opportunities for children to:

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

Provide frequent opportunities for children to:

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

THE ARTS**Standard 2: Visual Art****Learning Criteria:** Each child will explore and become increasingly proficient in using a variety of art media and materials to create artwork and express ideas.**GUIDANCE****Performance Indicators**

Creates multi-dimensional artwork

Explores color and texture using different mediums

Expresses emotion and communicates ideas through creative artwork

Shows increasing detail in artwork

Creates artwork that reflects an idea, theme, or story

Experiences

Provide daily opportunities for children to:

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

Provide frequent opportunities for children to:

- observe art examples across time and cultures

THE ARTS**Standard 3: Dramatic Play****Learning Criteria:** Each child will progress in using imagination and creativity to assume different roles in dramatic play.**GUIDANCE****Performance Indicators**

Engages in spontaneous dramatic play throughout the day in a variety of centers

Tells and re-enacts stories

Role- plays and improvises to communicate ideas

Expresses ideas, feelings and emotions through dramatic play

Experiences

Provide children with daily opportunities to:

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

PHYSICAL HEALTH AND DEVELOPMENT

Standard 1: Fine Motor

Learning Criteria: Each child will progress in performing fine motor tasks with strength and control.

GUIDANCE

Performance Indicators

Manipulates small objects with precision
Uses opposing hand movements.
Uses utensils and writing tools
Begins to demonstrate self help skills such as buttoning and zipping
Manipulates cutting and fastening tools
Increases in accuracy of eye-hand coordination

Experiences

Provide daily opportunities for children to:

- interact with small manipulatives
- manipulate and use tools such as pencils, markers, crayons, chalk, garden implements, and hammers
- construct with a variety of materials
- practice self help skills with adequate time allowed
- work with materials that encourage snapping, lacing, buttoning, and zipping
- participate in finger-plays and songs using hand movements

PHYSICAL HEALTH AND DEVELOPMENT

Standard 2: Gross Motor

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

GUIDANCE

Performance Indicators

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

Experiences

Provide daily opportunities for children to:

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

Provide frequent opportunities for children to:

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

PHYSICAL HEALTH AND DEVELOPMENT

Standard 3: Health Practices

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

GUIDANCE

Performance Indicators

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

Experiences

Provide daily opportunities for children to:

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

Provide frequent opportunities for children to:

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

PHYSICAL HEALTH AND DEVELOPMENT

Standard 4: Safety Practices

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

GUIDANCE

Performance Indicators

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

Experiences

Provides frequent opportunities for children to:

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

LANGUAGE AND LITERACY**Standard 1: Listening and Speaking****Learning Criteria:** Each child will progress in using expressive and receptive language for a variety of purposes.**GUIDANCE****Performance Indicators**

Communicates needs and wants through a variety of verbal and symbolic forms

Uses increasingly complex and varied vocabulary/sentences in speaking

Comprehends and expands on oral language

Non-English-speaking child progresses in speaking and understanding English

Experiences

Provide daily opportunities for children to:

- interact with peers and adults through spoken and/or signed conversations
- discuss cognitively challenging content
- hear rich and grammatically correct language from adults
- hear quality literature read that introduces the children to a varied vocabulary
- recite and create poetry, finger-plays, and songs
- relate personal experiences
- progressively move from simple to more complex use of language
- use listening centers and props such as tape recorders, telephones and microphones
- participate in activities where verbal response is not always required
- listen without expectations of language responses

Children who are non-English speaking will also have daily opportunities to:

- engage in play with English-speaking peers
- share some of their language and culture with English-speaking peers

LANGUAGE AND LITERACY**Standard 2: Reading****Learning Criteria:** Each child will progress in understanding and using conventions of reading.**GUIDANCE****Performance Indicators**

Holds books upright

Identifies the front and back of a book

Points to the beginning and end of a story

Turns the pages of a book correctly

Realizes that print proceeds from left to right

Understands the purpose and function of print

Experiences

Provide daily opportunities for children to:

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

LANGUAGE AND LITERACY**Standard 2: Reading****Learning Criteria:** Each child will progress in understanding and using concepts of print.**GUIDANCE****Performance Indicators**

Uses objects in a symbolic way

Knows that letters of the alphabet are a special category of visual graphics that can be individually named

Recognizes and names letters such as those in his/her name, names of some family and friends and those seen in environmental print

Recognizes words as units of print that are separated by spaces

Experiences

Provide daily opportunities for children to:

- see their names in print
- use environmental print
- have access to alphabet books, alphabet blocks, magnetic letters, and other print related manipulatives
- talk about letters that have personal meaning
- see and use their names in daily routines and play
- point to letters and words
- participate in story time

Provide frequent opportunities for children to:

- dictate and "re-read" stories

LANGUAGE AND LITERACY**Standard 2: Reading****Learning Criteria:** Each child will progress in hearing and discriminating the sounds of language (phonological awareness).**GUIDANCE****Performance Indicators**

Listens to and identifies sounds that are in the environment

Claps in response to separate syllables in spoken words

Recognizes rhyming sounds in spoken words

Recognizes when several words begin with the same sound – alliteration

Decides which of several words begin with a specific sound

Experiences

Provide frequent opportunities for children to:

- identify classroom sounds
- practice syllable clapping with their names and words that have personal meaning
- hear and recite nursery rhymes, poems, jingles, and chants
- sing
- make up nonsense words and silly names
- talk about words and names that begin with the same sound
- talk about sounds that have personal meaning to them

LANGUAGE AND LITERACY**Standard 2: Reading****Learning Criteria:** Each child will progress in the development of word recognition.**GUIDANCE****Performance Indicators**

Recognizes that letters can be grouped together to form words

Understand that words have meaning

Knows that spoken words can be written and read

Read words such as their names, names of some family and friends, and familiar environmental print

Experiences

Provide daily opportunities for children to:

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

Provide frequent opportunities for children to:

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

LANGUAGE AND LITERACY**Standard 2: Reading****Learning Criteria:** Each child will develop an appreciation of literature.**GUIDANCE****Performance Indicators**

Listens attentively to literature

Dramatizes, illustrates, and retells stories

Participates in reading-related activities

Looks through books independently

Asks to have books read to them

Experiences

Provide daily opportunities for children to:

- hear stories, poems, or nonfiction
- participate in conversations and activities before, during, and after reading
- select books from a well-stocked library
- interact with adults who model an enjoyment of reading and literature

Provide frequent opportunities for children to:

- use props and materials for story dramatization
- make art representations of stories and see individual art displayed
- follow simple pictorial recipes

LANGUAGE AND LITERACY**Standard 2: Reading****Learning Criteria:** Each child will progress in developing story comprehension skills.**GUIDANCE****Performance Indicators**

Identifies characters in a story

Understands there is a sequence of events in a story

Engages in questioning, reflecting, and relating a story to personal experiences

Experiences

Provide daily opportunities for children to:

- discuss characters in stories read to them
- make predictions about stories
- role-play characters
- listen to stories for meaning

Provide frequent opportunities for children to:

- retell stories using a beginning, middle, and end
- create/dictate their own stories
- explore a particular interest through printed materials
- relate parts of stories to events that occur in their own lives

LANGUAGE AND LITERACY**Standard 3: Writing****Learning Criteria:** Each child will progress in understanding that writing is a way of communicating for a variety of purposes.**GUIDANCE****Performance Indicators**

Uses scribble writing, random letter strings, and invented/developmental spelling in meaningful context

Demonstrates an understanding that writing relays a message that can be read

Experiences

Provide daily opportunities for children to:

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

Provide frequent opportunities for children to:

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

LANGUAGE AND LITERACY**Standard 3: Writing****Learning Criteria:** Each child will progress in using conventions of writing.**GUIDANCE****Performance Indicators**

Uses a variety of tools for writing

Recognizes the conventional writing patterns used in English

Experiences

Provide daily opportunities for children to:

- hold and use writing materials appropriately
- practice left to right progression through a variety of activities

Provide frequent opportunities for children to:

- respond to cues for left to right, top to bottom progression
- participate in shared writing experiences

MATHEMATICS

Standard 1: Numbers and Operations

Learning Criteria: Each child will progress in understanding quantity and numbers.

GUIDANCE

Performance Indicators

Counts in sequence to ten and beyond

Uses comparative words such as more, less, fewer, equal to

Uses one-to-one correspondence in counting objects and matching groups of objects

Matches quantity with number symbols

Identifies parts in relationship to the whole including fractional components

Experiences

Provide daily opportunities for children to:
count, sort, compare and match objects
view books that promote counting and numbers
sing, rhyme and do finger-plays related to numbers

Provide frequent opportunities for children to:
participate in food experiences that include counting and measuring
engage in activities that connect numerals with corresponding objects

MATHEMATICS

Standard 2: Patterns and Relationships

Learning Criteria: Each child will progress in understanding the concepts of patterns and relationships.

GUIDANCE

Performance Indicators

Sorts objects according to common characteristics

Arranges objects in a series on the basis of one or more attributes such as color, size or shape

Recognizes, duplicates and creates simple patterns

Experiences

Provide daily opportunities for children to:
sort and match a variety of objects with similar characteristics
participate in rhythm activities
recognize patterns in the environment.

Provide frequent opportunities for children to:
chart and graph
read books about patterns and relationships

MATHEMATICS

Standard 3: Geometry and Spatial Sense

Learning Criteria: Each child will progress in understanding concepts of geometry and spatial relationships.

GUIDANCE

Performance Indicators

Understands directionality, order, and positions of themselves and objects in their environment

Understands words such as up, down, over, under, top, bottom, inside, outside, in front, and behind

Recognizes, describes, compares and names common shapes

Determines whether or not two shapes are the same size and shape

Begins to understand time intervals and uses language associated with time

Experiences

Provide daily opportunities for children to:
relate activities to times of the day and order of daily events

Provide frequent opportunities for children to:
participate in games and activities using directionality
place themselves and objects in relationship to various spaces:
moving under, over, in, out, up, and down
interact with a variety of naturally occurring and constructed shapes

MATHEMATICS

Standard 4: Measurement

Learning Criteria: Each child will progress in understanding the basic concepts of measurement.

GUIDANCE

Performance Indicators

Uses standard and non-standard measures for length and area of objects

Estimates the size of objects in comparison to a common unit of measurement

Uses the vocabulary of measurement such as: more/less, short/tall, long/short, big/little, and light/heavy

Experiences

Provide daily opportunities for children to:
experiment with a variety of standard and non-standard measuring tools
participate in cooking and measuring activities
compare objects based on measurement standards
graph and chart using developmentally appropriate methods that can be produced and interpreted by the children

SCIENCE

Standard 1: Science as Inquiry

Learning Criteria: Each child will progress in gaining a foundational knowledge of scientific inquiry.

GUIDANCE

Performance Indicators

Explores cause and effect

Observes and discusses similarities and differences among objects and materials

Problem solves through observation and active exploration of the environment

Participates in simple investigations

Describes and discusses predictions, explanations and generalizations

Uses senses and a variety of tools to gather information, investigate materials, and observe processes and relationships

Collects, describes and records information through a variety of means

Experiences

Provide daily opportunities for children to: collect, sort, organize and group natural objects explore various environments local to the community as well as introducing new ideas about other environments

Provide frequent opportunities for children to: make simple predictions use a variety of tools to experiment with cause and effect chart, graph, and illustrate in developmentally appropriate methods that can be produced and interpreted by the children

SCIENCE

Standard 2: Scientific Knowledge

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

GUIDANCE

Performance Indicators

Observes and describes the immediate and familiar world

Recognizes that materials can exist in several physical states

Demonstrates expanding knowledge of and respect for the environment

Experiences

Provide daily opportunities for children to: experiment discover

Provide frequent opportunities for children to: read books about scientific concepts participate in cooking activities examine living and non living items use various senses for exploration experiment with scientific tools