

**A Framework for Achieving  
Washington's Essential Academic  
Learning Requirements**

**In Early Childhood  
Birth to Age 5 Years**

**Riverview School District  
Early Childhood Programs**



**Professional Growth Option  
June 2003**

**Barbara Toledano  
Early Childhood Coordinator**

## **Bibliography**

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## **Introduction**

**This project focuses on the early literacy development of young children ages three to six years of age. The learning goals of this age group are tied to the *State Essential Academic Learning Requirements* and the foundations for literacy development are outlined to support a broad foundation for later academic success.**

**Many resources provided background and support for the development of preschool student learning standards. The Puget Sound Educational Service District ECEAP/Head Start Programs developed learning goals in 2002 that provide ideas for environments; opportunities and actions families and teachers can take to develop these developmental goals.**

**After review of the current literature and several models of looking at preschool and infant development, it is recommended that the Riverview School District focus on developing guidelines in learning goals for preschool students. The information that is included in the OSPI document *Framework for Achieving the Essential Academic Learning Requirements in Reading, Writing, Communication, Birth to 5 Years*, be included for parents. This information will help parents and providers look at development as longitudinal and as building blocks for later success. They are included in this report.**

**The background used to develop this Professional Growth Option included the following:**

## **Riverview School District Background**

### **Vision Statement**

We commit to a safe, respectful, and nurturing environment established for the highest quality educational opportunities.

We embrace inclusive, progressive, and comprehensive programs born of the expertise and energy of students, staff, families, and community.

We envision a valued, honored, and celebrated community of learning heralded as a model of cooperation, innovation, and excellence for all.

### **Mission**

The Riverview School District, as an extension of the greater community and working in tandem with the family, will educate all children to become responsible citizens with a passion for learning,

a foundation of skills, knowledge and experience; and with the creativity and resiliency to thrive in a dynamic world.

## **District Strategic Plan**

### **Goal 1:**

**Provide an aligned, articulated K-12 curriculum that is assessed and ensures student success in meeting or exceeding district and state academic standards**

**Task 3: Draft guidelines for early childhood academic skills development plan.**

**Task 4: Write and publish early childhood academic skills development plan.**

## **Foundations in Early Childhood Development**

- 1. All of these experiences, developmental goals and skills can be acquired by a variety of experiences and opportunities.**
- 2. Early learning experiences and opportunities should be sensitive to the culture, language, development and abilities of the individual child.**
- 3. We know through research that children seem to more readily become readers and writers in an environment that allows and facilitates them to construct their understanding of how language and words work.**
- 4. There is a large body of research that exists regarding the importance of phonemic awareness as a precursor to and a predictor of success in reading. It is also been shown that it is reciprocal; that is, we need some understanding of sound, letter, and word correlations to learn to read and we gain further understanding of those relationships as we become more proficient and fluent readers.**
- 5. The work of children is play. Young children need many interactions with their world to be able to build a strong foundation for more complex learning.**

**This project is designed to start us thinking about how young children build a literacy foundation and how the continuum really starts at birth.**

# **Riverview Early Childhood Essential Academic Learning Requirements**

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## **State Essential Academic Learning Requirements for K-12: Reading**

- |   |   |
|---|---|
| <b>1. The student understands and uses different skills and strategies to read.</b> | 1.2 build vocabulary through reading                          |
| 1.1 use word recognition and word meaning skills to read and comprehend text        | 1.3 read fluently, adjusting reading for purpose and material |
|   | 1.4 understand elements of literature – fiction               |

- 1.5 use features of non-fiction text and computer software
- 2. The student understands the meaning of what is read.**
- 2.1 comprehend important ideas and details
- 2.2 expand comprehension by analyzing, interpreting, and synthesizing
- 2.3 think critically and analyze authors' use of language, style, purpose and perspective

- 3. The student reads different materials for a variety of purposes**
- 3.1 read to learn new information
- 3.2 read to perform a task
- 3.3 read for career applications
- 4. The student sets goals and evaluates progress to improve reading.**
- 4.1 assess strengths and need for improvement
- 4.2 seek and offer feedback to improve reading information and ideas
- 4.3 develop interests and share reading experiences

<b>Early Childhood EALRS Reading</b>	
<b>1. The student understands and uses different skills and strategies to read.</b>	
1.1 The student will use word recognition and word meaning skills to read and comprehend text	
<b>Birth to 3</b>	<b>3 – 6 Years</b>
<ul style="list-style-type: none"> <li>• The child will use 10 consistent word approximations to refer to objects, people, and/or events.</li> <li>• Without contextual cues, the child will locate (e.g., look, at, reach for, touch, point to) at least 20 familiar objects, people, and/or events, when named by another person.</li> <li>• The child will use 50 single words appropriately that include at least 5 descriptive words, five action words, two pronouns, 15 labeling words, and three proper names.</li> </ul>	<ul style="list-style-type: none"> <li>• The child will demonstrate understanding of the purpose, function, and use of books, by performing the following prereading tasks: <ul style="list-style-type: none"> <li>○ Demonstrating functional use of books,</li> <li>○ Telling about pictures in books</li> <li>○ Participating actively in storytelling.</li> </ul> </li> <li>• The child will demonstrate the ability to perform the following pre-reading tasks: <ul style="list-style-type: none"> <li>○ Blend a series of sounds together to form a word</li> <li>○ Rhyme words with a model.</li> </ul> </li> <li>• The child will read three words consisting of three phonetic units by sounding them out.</li> <li>• Spontaneously or on request, the child will read at least two common words by sight. One of the words may be the child’s first name.</li> </ul>

<b>1. The student understands and uses different skills and strategies to read.</b>	
1.2 The student will build vocabulary through reading.	
<b>Birth to 3</b>	<b>3 to 6 years</b>
<ul style="list-style-type: none"> <li>• The child will use 10 consistent word approximations to refer to objects, people and/or events.</li> <li>• Without contextual cues, the child will (e.g., look at, reach for, touch, point to) at least 20 familiar objects, people, and/or events when named by another person.</li> </ul>	<ul style="list-style-type: none"> <li>• The child will demonstrate understanding of the purpose, function, and use of books by performing the following prereading tasks; <ul style="list-style-type: none"> <li>○ Demonstrating functional use of books</li> <li>○ Telling about pictures in books</li> <li>○ Participating actively in storytelling.</li> </ul> </li> <li>• The child will demonstrate the ability to perform the following prereading tasks; <ul style="list-style-type: none"> <li>○ Blend a series of sounds together to form a word</li> <li>○ Rhyme words with a model.</li> </ul> </li> <li>• The child will read three words consisting of three phonetic units by sounding them out (e.g., the child sounds out the printed words “bat,” “sit”, and “man”)</li> <li>• Spontaneously or on request, the child will read at least two common words by sight. One of the words may be the child’s first name.</li> </ul>

<b>1. The student understands and uses different skills and strategies to read.</b>	
1.3 The student will read fluently, adjusting reading for purpose and material.	
<b>Birth to 3</b>	<b>3 – 6 Years</b>
<ul style="list-style-type: none"> <li>• The child will use a variety of two-word utterances to express; agent-action, action-object, and agent-object; possession; location; description; recurrence; and negation.</li> <li>• The child will use a variety of three-word utterances to express negation; questions; action-object-location; agent-action-object.</li> <li>• The child will use 10 consistent word approximations to refer to objects, people, and/or events.</li> <li>• Without contextual cues, the child will locate (e.g., look at, reach for, touch, point to) at least 20 familiar objects, people, and/or events when named by another person.</li> </ul>	<ul style="list-style-type: none"> <li>• The child will demonstrate understanding of the purpose, function, and use of books by performing the following prereading tasks; <ul style="list-style-type: none"> <li>○ Demonstrating functional use of books.</li> <li>○ Telling about pictures in books.</li> <li>○ Participating actively in storytelling.</li> </ul> </li> <li>• The child will demonstrate the ability to perform the following prereading tasks; <ul style="list-style-type: none"> <li>○ Blend a series of sounds together to form a word</li> <li>○ Rhyme words with a model</li> </ul> </li> <li>• The child will read three words consisting of three phonetic units by sounding them out. (e.g., the child sounds out the printed words, “bat”, “sit”, and “man”.</li> <li>• Spontaneously or on request, the child will read at least two common words by sight. One of the words may be the child’s first name.</li> </ul>

<b>1. The student understands and uses different skills and strategies to read.</b>	
1.4 The student will understand elements of literature - fiction.	
<b>Birth to 3</b>	<b>3 – 6 Years</b>
<ul style="list-style-type: none"> <li>• The child will use a variety of two-word utterances to express agent-action, action-object, and agent-object; possession; location; description; recurrence; and negation.</li> <li>• The child will use a variety of three-word utterances to express; negation; questions; action-object-location; agent-action-object.</li> <li>• The child will use 10 consistent word approximations to refer to objects, people, and/or events.</li> <li>• Without contextual cues, the child will locate (e.g., look at, reach for, touch, point to) at least 20 familiar objects, people and/or events when named by another person.</li> </ul>	<ul style="list-style-type: none"> <li>• The child will demonstrate understanding of the purpose, function, and use of books by performing the following prereading tasks; <ul style="list-style-type: none"> <li>○ Demonstrating functional use of books</li> <li>○ Telling about pictures in books</li> <li>○ Participating actively in storytelling.</li> </ul> </li> <li>• The child will demonstrate the ability to perform the following prereading tasks; <ul style="list-style-type: none"> <li>○ Blend a series of sounds together to form a word</li> <li>○ Rhyme words with a model</li> </ul> </li> </ul>

<b>1. The student understands and uses different skills and strategies to read.</b>	
1.5 The student will use features of non-fiction text and computer software.	
<b>Birth to 3</b>	<b>3 – 6 Years</b>
<ul style="list-style-type: none"> <li>• Exposure to pre-reading skill-based software</li> </ul>	<ul style="list-style-type: none"> <li>• Exposure to pre-reading skill-based software</li> </ul>

## 2. The student understands the meaning of what is read.

### 2.1 The student will comprehend important ideas and details.

Birth to 3	3 to 6 Years
<ul style="list-style-type: none"><li>The Child will respond with appropriate motor action to two-step directions that do not relate to the immediate context (e.g., When doll is not present in the immediate context, person asks child to “go get your doll and put it on the table.”)</li></ul>	<ul style="list-style-type: none"><li>The child will make statements and appropriately answer questions that require the child to:<ul style="list-style-type: none"><li>Give reasons for inferences</li><li>Make predictions about future or hypothetical events</li><li>Determine possible causes for events.</li></ul></li><li>The child will follow directions, answer questions, or identify objects or people using at least six different terms that describe size (e.g., the child hands the adult a small block in response to adult’s request to “Give me a small one.”)</li><li>The child will follow directions; answer questions; or identify objects, people, or events using at least 10 different terms that describe quality (e.g., the child pushes a truck across the floor and says, “This truck can go fast.”)</li><li>The child will follow directions; answer questions; or identify objects, people, events using at least 12 different terms that describe spatial relations (e.g., the child lines up dolls and, while placing the last one, says, “This baby is last.”)</li><li>The child will follow directions, answer questions, or identify events using at least seven different terms that describe temporal relations (e.g., while building a tower of blocks, the child says, “After I make this big, I’m going to knock it down”; the child then builds the tower than knocks it down).</li><li>The child will demonstrate understanding of the purpose, function, and use of books by performing the following prereading tasks:<ul style="list-style-type: none"><li>Demonstrating functional use of books</li><li>Telling about pictures in book</li><li>Participating actively in storytelling</li></ul></li><li>Without contextual cues, the child will spontaneously and accurately relate (e.g., tell, demonstrate) events that occurred on the same day at least 30 minutes after the occurrence of the event (e.g., at the end of the school day, an adult asks, “What did you make in art today?” when the art project and materials are not present in the environment; the child responds by accurately telling what was made during the activity).</li><li>Spontaneously or on request, the child will tell two of the following:<ul style="list-style-type: none"><li>Telephone number</li><li>Alphabet</li><li>Numbers from 1 – 20</li><li>Spelling of name</li><li>Days of the week</li></ul></li></ul>

## 2. The student understands the meaning of what is read.

### 2.2 The student will expand comprehension by analyzing, interpreting, and synthesizing information and ideas.

<b>Birth to 3</b>	<b>3 – 6 Years</b>
<ul style="list-style-type: none"><li>• The child will solve common problems by using different strategies (e.g., child attempts to reach a toy, climbs on a chair to reach it, and then asks an adult to reach it).</li></ul>	<ul style="list-style-type: none"><li>• The child will demonstrate understanding of the purpose, function, and use of books by performing the following prereading tasks:<ul style="list-style-type: none"><li>○ Demonstrating functional use of books</li><li>○ Telling about pictures in book</li><li>○ Participating actively in storytelling</li></ul></li></ul>

<b>3. The student reads different materials for a variety of purposes.</b>	
3.1 The student will read to learn new information	
<b>Birth to 3</b>	<b>3 – 6 Years</b>
<ul style="list-style-type: none"> <li>The child will use 50 single words appropriately that include at least five descriptive words, five action words, two pronouns, 15 labeling words, and three proper names.</li> <li>The child will look at, turn to, reach, and/or move toward auditory, visual, and tactile events (e.g., doorbell, mobile, person’s touch).</li> <li>The child will rotate either wrist to turn part of an object (e.g., turn lid on jar, turn music box knob).</li> </ul>	<ul style="list-style-type: none"> <li>The child will demonstrate understanding of the purpose, function, and use of books by performing the following prereading tasks: <ul style="list-style-type: none"> <li>Demonstrating functional use of books</li> <li>Telling about pictures in book</li> <li>Participating actively in storytelling</li> </ul> </li> </ul>

<b>3. The student reads different materials for a variety of purposes.</b>	
3.2 The student will read to perform a task.	
<b>Birth to 3</b>	<b>3 – 6 Years</b>
<ul style="list-style-type: none"> <li>Without contextual cues, the child will locate (e.g., look at, reach for, touch, point to) at least 20 familiar objects, people, and/events when named by another person.</li> <li>The child will respond with appropriate motor action to two-step directions that do not relate to the immediate context (e.g., When doll is not present in the immediate context, person asks child to “go get your doll and put it on the table.)</li> <li>The child will look at, turn to, reach, and/or move toward auditory, visual, and tactile events (e.g., doorbell, mobile, person’s touch).</li> </ul>	<ul style="list-style-type: none"> <li>The child will demonstrate understanding of the purpose, function, and use of books by performing the following prereading tasks; <ul style="list-style-type: none"> <li>Demonstrating functional use of books</li> <li>Telling about pictures in books</li> <li>Participating actively in storytelling</li> </ul> </li> <li>In response to functional (i.e., within context) three-step directions that are not routinely given, the child will correctly perform the sequence as directed (e.g., during a gross motor activity, an adult gestures and tells the child to “Run to the bench, pick up the ball, then run to the slide;” the child then follows these directions in the correct sequence). Contextual cues such as gestures may be given.</li> <li>The child will retell sequences of at least three events verbally, through gestures and demonstration, or by arranging pictures into correct sequence (e.g., an adult tells a three-part story and asks the child to retell the story; the child gestures, tells the story verbally or arranges the story pictures in correct sequence to retell the story.</li> </ul>

<b>3. The student reads different materials for a variety of purposes.</b>	
3.3 The student will read for literary experience.	
<b>Birth to 3</b>	<b>3 – 6 Years</b>
Prerequisites have been addressed in previous Reading EALRs	<ul style="list-style-type: none"> <li>The child will demonstrate understanding of the purpose, function, and use of books by performing the following prereading tasks: <ul style="list-style-type: none"> <li>Demonstrating functional use of books</li> <li>Telling about pictures in books</li> <li>Participating actively in storytelling</li> </ul> </li> </ul>

<b>3. The student reads different materials for a variety of purposes.</b>	
3.4 The student will read for career applications.	
<b>Birth to 3</b>	<b>3 – 6 Years</b>
N/A	N/A

#### 4. The student sets goals and evaluates progress to improve reading.

4.1 The student will assess strengths and need for improvement.

<b>Birth to 3</b>	<b>3 – 6 Years</b>
<ul style="list-style-type: none"><li>The child will solve common problems by using different strategies (e.g., child attempts to reach a toy, climbs on a chair to reach it, and then asks an adult to reach it).</li></ul>	<ul style="list-style-type: none"><li>The child will communicate personal likes and dislikes about people, objects, and activities (e.g., the child says, “Yumm, I love chocolate cake” while eating a piece of cake).</li><li>The child will use words, phrases, or sentences to do the following:<ul style="list-style-type: none"><li>Express anticipated outcomes</li><li>Describe pretend objects, events, or people</li><li>Label own or others’ affect/emotions</li><li>Describe past events</li><li>Make commands to and requests of others</li><li>Obtain information</li><li>Inform</li></ul></li><li>Spontaneously or on request the child will indicate (e.g., tell, demonstrate) why particular solutions to problems that occur within context would or would not work (e.g., the child responds with a reason when asked, “Why couldn’t we glue these on with water?”)</li><li>The child will make statements and appropriately answer questions that require the child to:<ul style="list-style-type: none"><li>Give reasons for inferences</li><li>Make predictions about future or hypothetical events</li><li>Determine possible causes for events</li></ul></li></ul>

#### 4. The student sets goals and evaluates progress to improve reading.

4.2 The student will seek and offer feedback to improve reading.

<b>Birth to 3</b>	<b>3 to 6 Years</b>
<ul style="list-style-type: none"><li>The child will solve common problems by using different strategies (e.g., child attempts to reach a toy, climbs on a chair to reach it, and then asks an adult to reach it.)</li></ul>	<ul style="list-style-type: none"><li>Spontaneously or on request the child will indicate (e.g., tell, demonstrate) why particular solutions to problems that occur within context would or would not work (e.g., the child responds with a reason when asked, Why couldn’t we glue these on with water?”)</li><li>The child will use words, phrases, or sentences to do the following:<ul style="list-style-type: none"><li>Express anticipated outcomes</li><li>Describe pretend objects, events, or people</li><li>Label own or others’ affect/emotions</li><li>Describe past events</li><li>Make commands to and requests of others</li><li>Obtain information</li><li>Inform</li></ul></li><li>The child will use conversational rules to initiate and maintain communicative exchanges for two or more consecutive exchanges. An exchange includes a response from both the child and another person.</li><li>The child will use the following forms to ask questions:<ul style="list-style-type: none"><li>Yes/no question</li><li>Questions with inverted auxiliary</li><li>When questions</li><li>Why, who, and how questions</li></ul></li></ul>

**4. The student sets goals and evaluates progress to improve reading.**

4.2 The student will seek and offer feedback to improve reading.

<b>Birth to 3</b>	<b>3 to 6 Years</b>
	<ul style="list-style-type: none"><li>○ What and where questions</li><li>○ Rising inflection</li></ul>

**4. The student sets goals and evaluates progress to improve reading.**

4.3 The student will develop interests and share reading experiences.

<b>Birth to 3</b>	<b>3 – 6 Years</b>
<ul style="list-style-type: none"><li>• The child will initiate and maintain a communicative exchange toward familiar adult by directing gestures, signs, vocalizations, and/or verbalizations for two or more consecutive exchanges. An exchange is a response from the child and from the adult.</li><li>• Without contextual cues, the child will locate (e.g., look at, reach for, touch, point to) at least 20 familiar objects, people, and/or events when named by another person.</li><li>• The child will respond with appropriate motor action to two-step directions that do not relate to the immediate context (e.g., When doll is not present in the immediate context, person asks child to “go get your doll and put it on the table.”)</li></ul>	<ul style="list-style-type: none"><li>• The child will use words, phrases, or sentences to do the following:<ul style="list-style-type: none"><li>○ Express anticipated outcomes</li><li>○ Describe pretend objects, events, or people</li><li>○ Label own or others’ affect/emotions</li><li>○ Describe past events</li><li>○ Make commands to and requests of others</li><li>○ Obtain information</li><li>○ Inform</li></ul></li><li>• The child will communicate personal likes and dislikes about people, objects, and activities (e.g., the child says, “Yumm, I love chocolate cake” while eating a piece of cake).</li><li>• The child will demonstrate understanding of purpose, function, and use of books by performing the following prereading tasks:<ul style="list-style-type: none"><li>○ Demonstrating functional use of books</li><li>○ Telling about pictures in books</li><li>○ Participating actively in storytelling</li></ul></li></ul>



<b>Health and Fitness</b>	<b>Preschool</b>
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*Standards*

*What students should know and be able to do.*

**1. The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.**

**To meet this standard, the student will:**

- A. develop fundamental physical skills and progress to complex movement activities as physically able.**
- B. Incorporate rules and safety procedures into physical activities**
- C. Understand the concepts of physical fitness and develop and monitor progress on personal fitness goals**

**2. The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.**

**To meet this standard, the student will:**

- A. recognize patterns of growth and development**
- B. understand the transmission and control of communicable and non-communicable diseases**
- C. acquire skills to live safely**
- D. understand nutrition and food nutrients and how they affect physical performance and the body**

**3. The student analyzes and evaluates the impact of real-life influences on health.**

**To meet this standard, the student will:**

- A. understand how environmental factors affect one's health**
- B. gather and analyze health information**
- C. use social skills to protect health and safety in a variety of situations**
- D. understand how emotions influence decision-making**

**4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.**

**To meet this standard, the student will:**

**A. assess needs and resources**

**B. develop a health and fitness plan and a monitoring system**



<b>Language Arts</b>	<b>Preschool</b>
<i>Standards</i> <i>What students should know and be able to do</i>	Communication

**1. The student uses listening and observation skills to gain understanding.**

To meet this standard, the student will:

**A. focus attention**

- looks toward person while listening to a whole statement and listens through a peer's statement
- responds by looking when directed to look at a specific attribute.
- During structured small group activities will:
  1. Interact appropriately with materials
  2. Respond appropriately to directions
  3. Look at appropriate object, person or event
  4. Remain with the group
- during large group activities will engage in the following activities:
  1. Interact appropriately with materials
  2. Respond appropriately to directions
  3. Look at appropriate object, person or event
  4. Remain with the group
- Will respond to two step functional directions when given in context and will correctly perform the sequence as directed. Contextual cues such as gestures may be given.
- Will manipulate two small objects at the same time such as string small beads, build with blocks etc.
- Will use any functional means to perform all of the following unfastening activities:
  1. Unfasten buttons/snaps/velcro fasteners on garments
  2. Untie string-type fasteners
  3. Unzip zippers
- Will use any functional means to perform all of the following fastening activities:

1. fasten buttons/snaps/velcro fasteners on garments
  2. tie string-type fasteners
  3. zip zippers
- will use words, phrases, or sentences to do the following:
    1. express anticipated outcomes
    2. describe pretend objects, events, or people
    3. label own or others' affect/emotions
    4. describe past events
    5. make commands to and requests of others
    6. obtain information
    7. inform
  - will use conversational rules to initiate and maintain communicative exchanges for two or more consecutive exchanges. An exchange includes a response from both the child and another person.

**B. listen and observe to gain and interpret information**

- will copy complex shapes with angular contours (rectangles, squares, triangles) from a drawn mode.
- Will establish and maintain proximity with peers and cooperatively play with partners during child-directed free choice activities.
- Will use socially appropriate strategies to meet physical needs such as the following:
  1. physical needs when uncomfortable, sick, hurt, or tired
  2. observable physical needs
  3. physical needs of hunger and thirst
- will accurately identify affect/emotions displayed by self and others
- will engage in the following behaviors during structured small group activities:
  1. interact appropriately with materials
  2. respond appropriately to directions
  3. look at appropriate object, person, or event
  4. remain with the group
- will engage in the following behaviors during structured large group activities:
  1. interact appropriately with materials
  2. respond appropriately to directions
  3. look at appropriate object, person, or event
  4. remain with the group
- imitates other children's play ideas

- adapts other children's approaches to a problem the child is trying to solve
- takes turn in a group discussion or listens to others and responds in a group discussion
- shows understanding of another's feelings with adult support

**C. check for understanding by asking questions and paraphrasing**

- Independently asks a question on the topic another child has raised
- Independently asks a question on the topic an adult has raised.
- Will use words, phrases, or sentences to do the following:
  1. express anticipated outcomes
  2. describe pretend objects, events, or people
  3. label own or others' affect/emotion
  4. describe past events
  5. make commands to and request of others
  6. obtain information
  7. inform
- will change form, length, and grammatical complexity of phrases and sentences according to listeners' needs and social roles
- will use the following forms to ask questions:
  1. yes/no question
  2. questions with inverted auxiliary
  3. when question
  4. why, who, and how questions
  5. what and where questions
  6. rising inflection

**2. The student communicates ideas clearly and effectively.**

To meet this standard the student will:

**A. communicate clearly to a range of audiences for different purposes.**

- Invites a peer to play
- Uses sentences to influence the actions of others
- Delights in using "forbidden" words as a means of eliciting reactions from the listener
- Tells others "stop" or "no"
- Defends self with "I...." statements
- Initiates and maintains conversations with adults
- Asks questions to initiate conversations, gain information
- Initiates conversations with adults by commenting or making a statement or asking a question.
- Will use words, phrases, or sentences to do the following

1. express anticipated outcomes
2. describe pretend objects, events, or people
3. label own or others' affect/emotion
4. describe past events
5. make commands to and request of others
6. obtain information
7. inform

- will use conversational rules to initiate and maintain communicative exchanges for two or more consecutive exchanges. An exchange includes a response from both the child and another person.
- Will change the form, length, and grammatical complexity of phrases and sentences according to listeners' needs and social roles
- Will establish and maintain proximity with peers and cooperatively play with partners during child-directed free choice activities.
- Will use verbal or nonverbal strategies to initiate cooperative activities and encourage peers to participate.
- Will communicate personal likes and dislikes about people, objects, and activities.
- Will follow directions, answer questions; or identify objects, people or events using at least eight different terms that describe color.
- Will follow directions, answer questions; or identify objects, people or events using at least eight different terms that describe shape.
- Will follow directions, answer questions; or identify objects, people or events using at least eight different terms that describe size.
- Will follow directions, answer questions; or identify objects, people or events using at least eight different terms that describe quality.
- Will follow directions, answer questions; or identify objects, people or events using at least eight different terms that describe quantity
- Will follow directions; and answer questions; or identify objects, people, or events using at least twelve different terms that describe spatial relations.
- Spontaneously or on request, the child will recite two of the following verbal sequences:

1. telephone number
2. alphabet
3. numbers from 1 to 20
4. spelling of name
5. days of the week

## **B. Develop content and ideas**

- initiates communication to have needs met
- describes an experience containing a sequence of events
- describes how a product was created or a result was accomplished
- play word games following a pattern
- explains words used by the child in context
- offers play ideas in the form of "Lets..."

- asks for items using “Could I ....?”
- Expresses emotions constructively
- Will correctly communicate the following information about self and others
  1. address (number, street, and town)
  2. telephone number
  3. birthday
  4. name(s) of sibling(s) and full name of self
  5. gender (self and others)
  6. first name and age
- will follow directions, answer questions or identify events using at least seven different terms that describe temporal relations.
- Will devise a criterion (e.g., category, function, attribute) and sort all objects into groups according to that criterion.
- Will make statements and appropriately answer questions that require the child to:
  1. Give reasons for inferences
  2. Make predictions about future or hypothetical events
  3. Determine possible causes for events.

#### C. Use effective delivery

- Adjusts delivery of language appropriately to a variety of settings
- Will change the form, length, and grammatical complexity of phrases and sentences according to listeners’ needs and social roles
- Will use verbal or nonverbal strategies to initiate cooperative activities and encourage peers to participate
- Without contextual cues, the child will spontaneously and accurately relate events that occurred on the same day at least 30 minutes after the occurrence of the event
- Will use socially appropriate strategies to meet physical needs such as sickness, hunger, thirst or uncomfortableness.

#### D. Use effective language and style

- uses more complex sentences
- uses descriptions effectively
- experimenting with a variety of styles of communication
- will use words, phrases, or sentences to do the following:
  1. express anticipated outcomes
  2. describe pretend objects, events, or people
  3. label own or others’ affect/emotions
  4. describe past events
  5. make commands to and requests of others
  6. obtain information
  7. inform

- will use conversational rules to initiate and maintain communicative exchanges for two or more consecutive exchanges. An exchange includes a response from both the child and another person.
- will use the following verb constructs:
  1. auxiliary verbs
  2. the copula verb “to be”
  3. third person singular verb forms
  4. irregular past tense verbs
  5. regular past tense verbs
  6. present progressive “ing”

**E. Effectively use action, sound, and/or images to support presentations**

- Conveys an action or feeling nonverbally in pretend movements
- Represents in sketches an understanding of what is seen
- Depicts a sentence or phrase in a drawing
- Paints a personally significant work, filling space with varied brushstrokes and intentionally mixed color
- Will change the form, length, and grammatical complexity of phrases and sentences according to listeners’ needs and social roles
- Will use verbal or nonverbal strategies to initiate cooperative activities and encourage peers to participate.
- Moves body freely in general space to express the speed, force, or changes of a musical selection
- Adjusts communication style to the listener
- Enjoys making up stories

**3. The student uses communication strategies and skills to work effectively with others.**

To meet this standard the student will:

**A. use language to interact effectively and responsibly with others**

- contributes a personal expression in the context of the topic being discussed by others
- uses dialogue to represent a character when role playing
- modifies words and actions when the first communication attempt is not responded to
- asks questions for clarification or elaboration
- describes a sequence of events that the listener does not know about
- asks and answers questions, such as:
  1. What is the same about this and that? (generalization)
  2. What is not \_\_\_\_\_? (examples of exclusion)
  3. Tell me the steps how to do this (known procedure)
  4. What will happen? (prediction)
  5. What (else) could we use (do) to solve this problem?
  6. Why? (rationale for reality)

- will communicate personal likes and dislikes about people, objects, and activities.
- Will retell sequences of at least three events verbally, through gestures and demonstration, or by arranging pictures into correct sequence.

**B. work cooperatively as a member of a group**

- expresses pleasure to others nonverbally or verbally
- trades one item with another
- plays cooperatively with two or more children
- passes items to others
- thanks others
- gets items needed by others without being asked
- offers a turn to others
- chooses a partner and accepts a partner
- will establish and maintain proximity with peers and cooperatively play with partners during child-directed free choice
- will select appropriate strategies to resolve conflicts. Strategies include the following:
  1. negotiating
  2. using simple strategies
  3. claiming and defending possessions

**C. seek agreement and solutions through discussion**

- responds affirmatively to play ideas of other children
- responds to play ideas with an extension or an alternative
- comments on cooperative acts to others, "We did...."
- States and supports own point of view
- Select appropriate strategies to resolve conflicts. Strategies include:
  1. negotiating
  2. using simple strategies
  3. claiming and defending possessions
- Spontaneously or on request the child will indicate why particular solutions to problems that occur within context would or would not work

**4. The student analyzes and evaluates the effectiveness of formal and informal communication.**

**To meet this standard the student will:**

**A. assess strengths and need for improvement**

- **with adult support, recognizes and changes communication styles to address the current situation ( i.e., using an age-appropriate voice, using an “inside voice”, negotiating rather than responding physically)**

**B. seek and offer feedback**

- **uses questions to seek feedback or information**
- **indicates likes/dislikes of event, actions, or persons**
- **corrects statements of others to match his or her own point of view**

**C. analyze mass communication**

- **with adult support, analyzes the degree of reality portrayed in videos, cartoons, and commercials**

**D. analyze how communication is used in career settings**

- **when involved in dramatic play, child incorporates communication strategies (talking on the phone, taking notes, writing letters)**



<b>Language Arts</b>	<b>Preschool</b>
<i>Standards</i> <i>What students should know and be able to do</i>	<b>Reading</b>

**1. The student understands and uses different reading skills and strategies to read.**

**To meet this standard, the student will:**

**A. use word recognition and word meaning skills to read and comprehend text.**

- recognize that letters have sounds and that sounds are expressed by letters (phonological awareness)
- recognize some letter sounds
- respond to and/or verbalize some beginning and ending word sounds
- are aware of separable and repeating sounds
- recognize that letters have individual names
- are familiar with letters of the alphabet
- know some letter names
- recognize at least their own first name in print

**B. build vocabulary through reading**

- retell a familiar story while looking at the pictures of that book
- ask and answer simple questions about a book that has been read to them
- express ideas and information received from pictures in books and around the classroom or home
- show interest in reading related activities.
- rhyme words with a model

**C. read fluently, adjusting reading for purpose and material**

- recognize and understand simple songs and symbols (in the classroom environment, home and in the larger community)

**D. understand elements of literature – fiction**

- are familiar with a range of books and stories including both fiction and nonfiction

- begin to understand that different text forms are used for different functions (such as text for a story, a list for groceries, etc.)

**E. use features of non-fiction text and computer software**

- exposure to age appropriate computer software

**2. The student understands the meaning of what is read.**

To meet this standard, the student will:

**A. comprehend important ideas and details**

- will follow directions; answer questions; or identify objects, people, or events using at least 10 different terms that describe quality
- will follow directions; answer questions, or identify objects or events using at least eight different terms that describe quantity
- will follow directions; answer questions, or identify objects or events using at least eight different terms that describe spatial relations
- will follow directions; answer questions, or identify objects or events using at least eight different terms that describe size
- will follow directions, answer questions, or identify events using at least seven different terms that describe temporal relations
- will demonstrate understanding of the purpose, function, and use of books by performing prereading tasks: demonstrating functional use of books, telling about pictures in book, and participating actively in storytelling.
- Without contextual cues, the child will spontaneously and accurately relate events that occurred on the same day at least 30 minutes after the occurrence of the event
- Will spontaneously or on request, tell two of the following: telephone number, alphabet, numbers 1-20, spelling of name or days of the week.

**B. expand comprehension by analyzing, interpreting, and synthesizing information and ideas**

- will select appropriate clothing for the weather and/or occasion and dress self at a designated time. Reminders are acceptable
- will demonstrate understanding of the purpose, function, and use of books by performing prereading tasks: demonstrate functional use of books, telling about pictures in books and participating actively in storytelling.

**C. think critically and analyze authors' use of language, style, purpose, and perspective**

- demonstrate understanding of the purpose, function and use of books by performing prereading tasks: demonstrate functional use

of books, telling about pictures in books and participating actively in storytelling.

**3. The student reads different materials for a variety of purposes.**

To meet this standard, the student will:

**A. read to learn new information**

- demonstrate understanding of the purpose, function, and use of books by performing prereading tasks: demonstrating functional use of books, telling about pictures in books, participating actively in storytelling.

**B. read to perform a task**

- respond to functional two-step directions that are not routinely given, the child will correctly perform the sequence such as a gross motor activity.
- Retell a sequence of at least three events verbally, through gestures and demonstration, or by arranging pictures into a correct sequence.

**C. read for literary experience**

- demonstrate understanding of the purpose, function, and use of books by performing prereading tasks: demonstrating functional use of books, telling about pictures in books and participating actively in storytelling.

**D. read for career applications (demonstrate how literacy is used in the workplace)**

- develop an awareness of different helpers in immediate environments and an understanding of the idea of career.

**E. develop interests and share reading experiences**

- express preferences for particular subjects and/or want to find more information about a topic of interest

**4. The student sets goals and evaluates progress to improve reading.**

To meet this standard, the student will:

**A. assess strengths and need for improvement**

- will increase interest in reading stories and trying to read themselves

- **communicate personal likes and dislikes about people, objects, and activities.**
- **Use words, phrases, or sentences to do the following:**
  1. **Express anticipated outcomes**
  2. **Describe pretend objects, events, or people**
  3. **Label own or others' affect/emotions**
  4. **Describe past events**
  5. **Make commands to and requests of others**
  6. **Obtain information**
  7. **inform**
- **spontaneously or on request, will indicate why particular solutions to problems that occur within context would or would not work. (at a concrete level)**
- **will make statements and appropriately answer questions that require the child to:**
  1. **give reasons for inferences**
  2. **make predictions about future or hypothetical events**
  3. **determine possible causes for events.**

#### **B. seek and offer feedback to improve reading**

- **will ask questions about text related to content and predict outcomes**
- **use words, phrases, or sentences to do the following:**
  1. **Express anticipated outcomes**
  2. **Describe pretend objects, events, or people**
  3. **Label own or others' affect/emotions**
  4. **Describe past events**
  5. **Make commands to and requests of others**
  6. **Obtain information**
  7. **inform**
- **use conversational rules to initiate and maintain communicative exchanges for two or more consecutive exchanges. An exchange includes a response from both the child and another person.**
- **use the following forms to ask questions:**
  1. **yes/no question**
  2. **questions with inverted auxiliary**
  3. **when questions**
  4. **why, who, and how questions**
  5. **what and where questions**
  6. **rising inflection**



<b>Language Arts</b>	<b>Preschool</b>
<i>Standards</i> <i>What students should know and be able to do</i>	<b>Writing</b>

**1. The student writes clearly and effectively.**

To meet this standard, the student will:

**A. develop concept and design: ideas and organization**

- express themselves symbolically using painting, drawing and writing materials
- manipulate two small objects at the same time.
- Cuts out shapes with curved lines within  $\frac{1}{4}$  inch of the lines
- Will tie string-type fastener (e.g., shoelace, ribbon, string)
- Copy complex shapes with angular contours
- Print own first name without a model. Letters must be in correct order, but printing errors are permissible
- Copy simple written shapes after demonstration (cross, circle, square)

**A. use style appropriate to the audience and purpose: voice, word choice, and sentence fluency**

- will copy complex shapes with angular contours
- will print own first name without a model. Letters must be in correct order, but printing errors are permissible
- will devise a criterion and sort all objects into groups, according to that criterion. An adult may provide a general cue.
- Begin to write or dictate in a variety of forms (lists, letters, name on artwork, journals, etc.)

**B. apply writing conventions**

- will print own first name without a model. Letters must be in correct order, but printing errors are permissible.

**2. The student writes in a variety of forms for different audiences and purposes.**

**To meet this standard, the student will:**

**A. write for different audiences**

- will devise a criterion and sort all objects into groups, according to that criterion. An adult may provide a general cue.
- will use words, phrases, or sentences to do the following:
  1. express anticipated outcomes
  2. describe pretend objects, events, or people
  3. label own or others' affect/emotions
  4. describe past events
  5. make commands to and requests of others
  6. obtain information
  7. inform

**B. write for different puposes**

- will devise a criterion and sort all objects into groups, according to that criterion. An adult may provide a general cue.

**C. write in a variety of forms**

- will devise a criterion and sort all objects into groups, according to that criterion. An adult may provide a general cue.

**D. write for career applications (demonstrate how literacy is used in the workplace)**

**NA**

**3. The student understands and uses the steps of the writing process.**

**To meet this standard, the student will:**

- **NA**

- A. prewrite**
- B. draft**
- C. revis**
- D. edit**
- E. publish**

**4. The student analyzes and evaluates the effectiveness of written work.**

- **NA**

**To meet this standard, the student will:**

**A. assess own strengths and need for improvement**

- **will devise a criterion and sort all objects into groups, according to that criterion. An adult may provide a general cue.**
- **Will spontaneously or on request tell why a particular solution to a problem that occurred within context would or would not work**
- **Will make statements and appropriately answer questions that require the child to:**
  - 1. Give reasons for inferences**
  - 2. Make predictions about future or hypothetical events**
  - 3. Determine possible causes for events**
- **Will communicate personal likes and dislikes about people, objects, and activities.**

**B. seek and offer feedback**

- **will devise a criterion and sort all objects into groups, according to that criterion. An adult may provide a general cue.**
- **Will spontaneously or on request tell why a particular solution to a problem that occurred within context would or would not work**
- **Will make statements and appropriately answer questions that require the child to:**
  - 1. Give reasons for inferences**
  - 2. Make predictions about future or hypothetical events**
  - 3. Determine possible causes for events**
- **Will communicate personal likes and dislikes about people, objects, and activities.**



<b>Math</b>	<b>Preschool</b>
<i>Standards</i> <i>What students should know and be able to do</i>	

**1. The student understands and applies the concepts and procedures of mathematics.**

**To meet this standard the student will:**

**A. understand and apply concepts and procedures from number sense**

- will demonstrate one-to-one correspondence by assigning one object to each of 10 objects
- will rote count from memory to 20
- will recognize the category of numbers

**B. understand and apply concepts and procedures from measurement**

- will imitate and complete age-appropriate activities without adult prompting (e.g.. during free play, child gets out puzzle, puts it together, then puts it away)
- will place three or more objects in series according to length or size. May correct self.
- Will follow directions, answer questions, or identify objects or events using at least eight different terms that describe quantity.
- Will follow directions, answer questions, or identify objects or events using at least eight different terms that describe shape.
- Will follow directions, answer questions, or identify objects or events using at least eight different terms that describe spatial relations.

**C. understand and apply concepts from geometric sense**

- will follow directions, answer questions, or identify objects using at least five different terms that describe shape.
- will follow directions, answer questions, or identify objects, people or events using at least twelve different terms that describe spatial relations

**D. understand and apply concepts and procedures from probability and statistics**

- prerequisite skills have been addressed in previous Mathematics EALRS

**E. understand and apply concepts and procedures from algebraic sense**

- prerequisite skills have been addressed in previous Mathematics EALRS

**2. The student uses mathematics to define and solve problems**

To meet this standard the student will:

**A. investigate situations**

- spontaneously or on request will indicate why particular solutions to problems that occur within context would or would not work

**B. formulate questions and define the problem**

- spontaneously or on request the child will indicate why particular solutions to problems that occur within context would or would not work
- will make statements and appropriately answer questions that require the child to:
  1. give reasons for inferences
  2. make predictions about future or hypothetical events
  3. determine possible causes for events

**C. construct solutions**

- will make statements and appropriately answer questions that require the child to:
  4. give reasons for inferences
  5. make predictions about future or hypothetical events
  6. determine possible causes for events

**3. The student uses mathematical reasoning.**

To meet this standard the student will:

**A. analyze information**

- will sort objects by attributes

**B. predict results and make inferences**

- will use words, phrases, or sentences to do the following:
  1. express anticipated outcomes

2. describe pretend objects, events, or people
3. label own or others' affect/emotions
4. describe past events
5. make commands to and requests of others
6. obtain information
7. inform

- will make statements and appropriately answer questions that require the child to:

1. give reasons for inferences
2. make predictions about future or hypothetical events
3. determine possible causes for events

#### **C. draw conclusions and verify results**

- will place three or more objects in series according to length or size
- will make statements and appropriately answer questions that require the child to:
  1. give reasons for inferences
  2. make predictions about future or hypothetical events
  3. determine possible causes for events

**4. The student communicates knowledge and understanding in both everyday and mathematical language.**

**To meet this standard the student will:**

#### **A. gather information**

- spontaneously or on request, the child will recite numbers from 1 – 20 in correct order
- when presented with a set of 10 objects, the child will correctly count the objects

#### **B. organize and interpret information**

- will devise a criterion and sort all objects into groups according to that criterion. An adult may provide a general cue.
- In response to functional three step directions that are not routinely given, the child will correctly perform the sequence as directed. Contextual cues such as gestures may be given.
- Will place three or more objects in a series according to length or size.
- Will retell a sequence of at least three events verbally, through gestures and demonstration, or by arranging pictures into correct sequence.
- Will indicate why a particular solution to a problem that occurs within context would or would not work.
- Will identify printed numerals 1 – 10.

- Will match printed numerals to sets of 1 – 10 objects.

**C. represent and share information**

- spontaneously or on request will indicate why a particular solution to a problem that occurs within context would or would not work.
- Will make statements and appropriately answer questions that require the child to
  1. Give reasons for inferences
  2. Make predictions about future or hypothetical events
  3. Determine possible causes for events

**5. The student understands how mathematical ideas connect to other subject areas and real – life situations.**

**To meet this standard, the student will:**

**A. relate concepts and procedures within mathematics**

- will devise a criterion and sort all objects into groups according to that criterion. An adult may provide a general cue.
- Spontaneously or on request the child will indicate why particular solutions to problems that occur within context would or would not work.
- Will make statements and appropriately answer questions that require the child to:
  1. Give reasons for inferences
  2. Make predictions about future or hypothetical events
  3. Determine possible causes for events

**B. relate mathematical concepts and procedures to other disciplines**

- In response to functional three step directions that are not routinely given, the child will correctly perform the sequence as directed. Contextual cues such as gestures may be given.

**C. relate mathematical concepts and procedures to real-life situations**

- will perform the following activities prior to eating:
  1. prepare food for eating
  2. use knife to spread food
  3. pour liquids into a variety of containers
  4. serve food with utensils
- will follow directions, answer questions, or identify objects using at least five different terms that describe shape
- will follow directions, answer questions, or identify objects using at least six different terms that describe size

- **will follow directions, answer questions, or identify objects using at least eight different terms that describe quantity**
- **will follow directions, answer questions, or identify objects using at least twelve different terms that describe spatial relations**



<b>Science</b>	<b>Preschool</b>
<i>Standards</i> <i>What students should know and be able to do</i>	

**1. The student understands and uses scientific concepts and principles.**

To meet this standard, the student will:

- A. use properties to identify, describe, and categorize substances, materials and objects**
- B. identify describe, and categorize living things based on their characteristics**
- C. measure properties and characteristics**
- D. recognize the components, structure, organization and systems and the interconnections within and among them**
- E. understand that interactions within and among systems cause changes in matter and energy**
- F. construct and use models to predict, test, and understand scientific phenomena**

**2. The student conducts scientific investigations to expand understanding of the natural world.**

To meet this standard, the student will:

- A. plan and implement scientific investigations**
- B. think logically, analytically, and creatively**
- C. practice the principles of scientific inquiry**
- D. understand the relationship between evidence and scientific explanation**

**3. The student applies science knowledge and skills to solve problems and meet challenges.**

To meet this standard, the student will:

- A. identify problems and challenges in which science knowledge and skills can be applied**
- B. research, design, and test a variety of ways to address problems and/or challenges**
- C. evaluate solutions and consequences**

**4. The student uses effective communication skills and tools to build and demonstrate understanding of science.**

**To meet this standard, the student will:**

- A. use listening, observing, and reading skills to obtain scientific information**
- B. use writing and speaking skills to organize and express science ideas**
- C. use effective communication strategies and tools to prepare and present science information**

**5. The student understands how science knowledge and skills are connected to other subject areas and real-life situations;**

**To meet this standard, the student will:**

- A. use mathematics to enhance scientific understanding**
- B. understand the relationship between science and technology**
- C. examine the relationship between science and history**
- D. examine the relationship among science, society, and the workplace**