Good Start Grow Smart

South Carolina Early Learning Standards for 3, 4, & 5 Year-Old Children

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Good Start, Grow Smart Task Force
South Carolina Early Learning Standards

It is with pleasure that we announce the completion of the Good Start, Grow Smart Early Learning Standards for preschool children and the people who teach and care for them. South Carolina is committed to quality early childhood education whether it is in child care, Head Start, or public school programs. We believe these programs provide the foundation for successful education, employment, and life experiences for the youngest citizens of South Carolina. We have endorsed the work of the Good Start, Grow Smart Collaborative Partners as a strategy to bring together a variety of programs serving young children and their families to create a blended system of services that are of high quality. The multi-agency collaboration endorses the new South Carolina Good Start, Grow Smart Early Learning Standards.

The South Carolina Early Learning Standards have been developed from current research in the critical areas of early learning and development. They apply to all settings in which children receive care and education. The Good Start, Grow Smart Collaborative writing teams, comprised of representatives from the SC Department of Education Office of Early Childhood Education, SC Department of Social Services, South Carolina Head Start Collaboration Office, Center for Child Care Career Development, Advocates for Better Care, First Steps to School Readiness, Catawba Indian Nation, SC Voices for Children, SC ETV, and teachers from both public and private child care centers as well as faith-based organizations wrote these standards. The group reviewed early childhood research, early learning standards from 19 states, South Carolina Academic Standards, and Head Start Performance Standards. The work was guided by state and national research in the field and supported by content experts from Clemson University, Furman University and the University of South Carolina. These Early Learning Standards are intended to align with South Carolina K-12 Academic Standards and

the Head Start Child Outcomes. The standards, indicators and snapshots will guide teachers as they provide early learning opportunities that support children's success in school.

We hope you will use the standards in your early childhood education and care programs. We recognize that publishing the standards is an important step in our state's effort to ensure that all children in the state have early childhood experiences that prepare them for the future. We believe that using these standards will contribute to the quality of care and education children receive.

Good Start Grow Smart

The purpose of the South Carolina Early Learning Standards:

To support the readiness of young children through nurturing early care and education environments and developmentally appropriate practices through the development of voluntary guidelines as required by the Good Start, Grow Smart Initiative;

To educate and provide guidance for families, educators/caregivers, administrators, and policymakers on developmental expectations for children in the preschool years;

To inform the development of program standards across early learning environments.

The rationale for the purpose:

To strengthen linkages between current federal, state, public and private early childhood efforts to support school readiness of young children through nurturing early care and education environments and developmentally appropriate practices.

Good Start Grow Smart

Guiding Principles

- All children are learners.
- All children are capable and competent.
- Children are individuals who develop at various rates.
- Children learn through play and the active exploration of their environment.
- Every child is unique and is accepted for his/her differences in development, culture, home environment, and learning style.
- Expectations for children must be guided by knowledge of child growth and development.
- Parents are children's most important caregivers and educators.
- It takes a partnership among families, early care and education providers, schools, health care providers, and other community resources to promote children's development and school success.
- Quality early learning experiences are essential to prepare a child for success in school and life.

How To Use The South Carolina Early Learning Standards

The South Carolina Early Learning Standards are based on what we know about children, including what they should know and be able to do along with a continuum of development. The Standards are grouped around five areas of children's development including:

Approaches To Learning
Social and Emotional Development
Mathematics
Language and Literacy
Physical Development and Health

Early childhood professionals can use these standards in a number of ways:

1. Identifying the developmental goals early childhood professionals should help children attain by age five

It is important to remember that not all children will attain all of the standards by age five. The standards provide a map from which early childhood professionals can ascertain the developmental "road" children will travel on their way to kindergarten. The standards should be used only as a guide and not as an absolute for all children.

2. Improving classroom environment and integrating the curriculum

Each of these domains is addressed every day in early childhood programs through the curriculum and the materials that are chosen. The standards are not a curriculum in and of themselves; rather they can be used to guide decisions about curriculum, materials and classroom environment. When early childhood professionals consider children's development addressed in the standards, the result is an integrated curriculum that meets the developmental needs of all children in the classroom.

Frequently Asked Questions

What are the Early Learning Standards?

Early learning standards specify developmental expectations for preschool children. They are supported by practice and scientific research. They include performance based standards and examples called "snapshots". Snapshots were written to give teachers practical ways to see what is meant in the standard. (Children who meet the developmental expectations outlined in the Early Learning Standards should be prepared to master the South Carolina's Academic Standards).

Why are Early Learning Standards necessary?

Early Learning Standards provide a shared framework for understanding and communicating expectations for young children's development. They are a guide for parents, caregivers, teachers, directors, administrators and policy makers, all of whom share responsibility for the well being of young children. These standards are meant to weave together Head Start, public schools and private child care into a fabric that will reach every preschooler in South Carolina.

Why does South Carolina need its own Early Learning Standards?

These standards reflect the shared values and commitments of the citizens of South Carolina to prepare young children for success in school. They reflect attention to all the domains of a child's early learning and development and recognize that these domains are interrelated and interdependent.

How were the Early Learning Standards developed?

In this initial development process, professionals from across the state contributed to content area discussions that resulted in these standards. The developmental domains, expectations, and standards reflect a survey of the scientific literature and practice based evidence on child development. National and regional guidelines were also consulted, including those of the National Association for the Education of Young Children (NAEYC), and Head Start Child Outcomes.

Who wrote the Early Learning Standards and what resources were used?

The development of the standards and snapshots within each domain were drafted by the Good Start Grow Smart Collaborative Partnership under the direction of the Office of Early Childhood Education at the SC Department of Education.

Frequently Asked Questions

The partnership included:

- Representatives from the SC Department of Social Services - Child Care Services
- Representatives from the SC Center for Child Care Career Development
- Representatives from the SC Office of First Steps to School Readiness
- ABC Level B center teachers
- School district early childhood and special education resource teachers
- Head Start program managers and directors
- Representatives of the Elementary School Principals' Association
- Educators from the University of South Carolina, Clemson University, Furman University and SC State University
- Kindergarten teachers
- Personnel from the SC Office of Early Childhood Education
- Catawba Indian Nation - Early Care and Education
- Voices for South Carolina's Children
- Representatives from private child care
- Faith-based representatives

The process used to develop the early learning standards reflected collaboration, shared values and the development of challenging and meaningful standards that reflect best practices and new knowledge gleaned from research and evidence. Next, focus groups of experts and teachers assisted in the refinement of the standards content and reviewed their conceptual alignment.

How would a school district or other early care and education program use the Early Learning Standards?

These standards can be used as guides for developing and adopting curriculum content, including instructional methods and materials, assessment practices, and for planning professional development opportunities.

Frequently Asked Questions

What are the expected outcomes of the Early Learning Standards?

The Early Learning Standards are applicable across all early learning environments, including Head Start, child care, tribal, faith based, public and private preschool programs.

Are school districts or other formal early learning environments, such as Title One 4K classes, First Steps classes, and HeadStart, required to adopt the Early Learning Standards?

Yes. The Early Learning Standards have included the SC Academic 4K and 5K standards, which are required for Title 1, Head Start and public school programs.

Are child care programs and church preschool programs required to adopt the Early Learning Standards?

No. The Early Learning Standards are voluntary for child care programs and church preschool programs. We encourage all programs in South Carolina to adopt and implement these standards.

How do the Early Learning Standards relate to the assessment of the development of young children?

By setting appropriate expectations for young children in the five domains of early learning and development, the standards set the stage for appropriate curriculum development and assessment development.

Appropriate assessment development takes into account the following:

Young children learn in a variety of ways and develop at their own rate.

Young children learn best through hands on experiences as well as listening. They represent their knowledge by actions rather than by telling.

Young children's learning is rapid and on-going; point-in-time assessments do not give a complete picture of their learning.

Young children's achievements are the result of a complex mix of their ability to learn and their past learning opportunities.

Frequently Asked Questions

To what age group do the Early Learning Standards apply?

The Early Learning Standards apply to all children that are three years of age through five years of age. This reflects the transition between preschool, Head Start, and the mandatory school enrollment at age six.

What is the relationship of Early Learning Standards and school readiness?

The Early Learning Standards describe expected child development outcomes. They provide general content standards. When the Early Learning Standards are applied and expanded in appropriate environments, developmental needs are met which ensure school readiness.

The South Carolina Department of Education Office of Early Childhood Education has adopted the South Carolina Readiness Assessment tool for 5K. The use of Work Sampling or Child Observation Record is recommended as an appropriate 4K assessment tool. For the children being served in the Even Start program, the Peabody Picture Vocabulary Test (PPVT) is also used. Head Start participates in the national reporting system along with nationally recognized assessment tools. The SC Department of Social Services has also adopted the ABC Level B Standards and the Early Childhood Environment Rating Scale (ECERS) as appropriate tools to assess program quality.

Approaches To Learning

Good Start Grow Smart

Approaches To Learning

Introduction To Approaches To Learning

The way a child approaches learning will influence both his/her attitude toward learning and success in all educational endeavors. This domain recognizes that children approach learning in different ways, emphasizes the development of a positive attitude and desire to acquire new skills and knowledge. It is inclusive of the child's curiosity about the world and openness to different experiences, tasks, and challenges. Because of these affective factors, it is the domain which contains the most individual variation.

The preschool years are also a time of considerable growth in cognitive skills. As children's attention spans lengthen throughout this period, they begin to build the skills of initiating, engaging in, and completing self-chosen tasks. Children also make considerable progress in the skills of remembering and applying prior learning to new situations, reasoning, problem-solving, and predicting possible results of their actions.

Early childhood theorists and practitioners agree that factors beyond the classroom greatly affect the child's ability to learn. If the child is fearful, angry, hungry, anxious, sad, depressed, in poor health, lonely, or feeling incompetent, learning will not occur -- at least not to the level of his/her potential. It is the teacher's responsibility to work with parents to ensure the nurture of their child and to prepare a developmentally appropriate environment where children can use their imaginations, make choices, and direct much of their own learning. Where this kind of support and challenge is available, all children, regardless of innate abilities or the presence of disabilities, can learn and be successful.

Approaches to Learning – Children with different needs and abilities

Many kinds of learning take place in natural settings—classroom, home, community. Children watch and imitate—model their behavior from others. ALL young children are eager to learn and will try to do things they see their friends doing.

To facilitate learning in children with different abilities, teachers can provide detail feedback and descriptive praise to the child: "Tommy, you are climbing the ladder by yourself, carefully holding each rung and using one hand and one foot at a time." This type of praise serves multiple purposes:

- Tommy is encouraged to appreciate his own skills.
- Other children see Tommy and try to model him and friends recognize his skill.
- Using words, "carefully, one hand and one foot," tell other children with different needs what they can try.

If children do not actively participate in imitation, i.e., fitting cups together, working a puzzle, creating a birthday card, making an animal with clay, and saying, "The bright colored birds must be a male," specific demonstration, practice, repetition, and training must be considered by the teacher for a child who may not know how to imitate. Consider:

- demonstrating the skill
- encouraging the child to "help" you
- physically guiding the child, if necessary

Approaches To Learning

- allowing much practice time
- reinforcing the child's efforts

Play is the foundation for learning. Teachers plan a curriculum that uses play as the medium for learning. Play for ALL children is generally inclusive in three (3) areas of learning:

1. About themselves – self-image, competent, independent, and good feelings about themselves as a learner.
2. About the world around them – communication, social skills, observation, initiative, choice, and task completion. They respond to parents and community.
3. About problem-solving – observation, investigation, prediction, changes, compromise, and solve problems socially.

A good environment for children with different needs and abilities reflects the teacher's knowledge of inclusion for all children. Assistive technology supports, materials (various sizes, weights, textures, colors), accessible puzzles, chairs, toilet, handles, space, and playground may be needed to enhance the learning environment.

Competence in self-care is a major goal in approaches to learning. The more proficient a child is in caring for his personal needs, the less support he will need to be successful in an inclusive setting. Self-care skills are learned behaviors and can be integrated with all areas of the curriculum—name, color, texture, perceptual motor, language.

Some different abilities are multiple and affect several areas of development. Teachers and parents must be diligent in observing for signs of other needs. The teacher's role is to provide current information and resources and be available to consult with the team who is working in the best interests of the child. The child care professional is not an expert in diagnosing, but can be very effective in helping parents secure referrals and treatments.

Positive reinforcement, interesting and appropriate materials, and knowledgeable teacher support are the basis for developing genuine interest and positive reactions from each child with different needs and abilities.

Approaches To Learning

SOUTH CAROLINA KINDERGARTEN
ACADEMIC STANDARDS - APPROACHES TO LEARNING

AL 1. Children engage in play as a means to develop their individual approaches to learning.

AL 2. Children show curiosity, eagerness and satisfaction as a learner.

AL 3. Children demonstrate initiative, engagement, and persistence in learning.

AL 4. Children demonstrate an increasing ability to envision a goal and to accomplish it.

AL 5. Children extend their learning through the use of memory, reasoning, and problem-solving skills.

Approaches To Learning

AL 1. Children engage in play as a means to develop their individual approaches to learning.

3-Year Olds

AL-3K-1.1
Learn about the properties and characteristics of materials and equipment through exploratory and imaginative play.

Snapshots:

- Places objects in the water table to see if they will sink or float.
- Builds block tower, when it topples over, rebuilds using different blocks.

AL-3K-1.2
Demonstrate ability to identify and take appropriate risks in play in order to learn new skills.

Snapshots:

- Gets back on the tricycle after falling off.
- Puts another block on the tower, knowing it may cause the tower to fall.

4-Year Olds

AL-4K-1.1
Show creativity and imagination using materials in representational play.

Snapshots:

- Uses two short cardboard tubes to make binoculars in the science center
- Uses play dough to fill muffin tins when "cooking" in the dramatic play center.

AL-4K-1.2
Demonstrate increasing ability to identify and take appropriate risks in order to learn and demonstrate new skills.

Snapshots:

- Asks the adult to come over to the climbing structure to spot him while he tries to go across the ladder.
- Volunteers to name all of the children in the circle.

5-Year Olds

AL-K-1.1
Show creativity and imagination in a variety of types of play including literacy and numeracy activities.

Snapshots:

- Invites friends to come eat because he has prepared a pizza party from triangles cut out of red paper.
- Uses table blocks, small vehicles and figures to construct a map to explain to a friend how she gets to school.

AL-K-1.2
Demonstrate increasing ability to identify and take appropriate risks in order to learn new knowledge and skills.

Snapshots:

- Tries to jump over a "pit" she has constructed outside.
- Decides to hold the classroom pet for the first time.

Approaches To Learning

AL 2. Children show curiosity, eagerness and satisfaction as a learner.

3-Year Olds

AL-3K-2.1
Prefer one familiar activity but will try others when encouraged by an adult or peer.

Snapshots:

- Leaves the block area to go to the book center where the adult is reading a book about trucks.
- Plays at the water table, puzzle table, and paints a picture during morning center time.

AL-3K-2.2
Demonstrate eagerness and interest as a learner by responding to what they observe.

Snapshots:

- Talks about puddles and plans to go out and jump over them after a rain storm.
- Checks the animal's cage each morning to see what the animal is doing.

4-Year Olds

AL-4K-2.1
Show curiosity in an increasing variety of activities, tasks, and learning centers.

Snapshots:

- Volunteers to look at the caterpillars to see if any have emerged from their chrysalis.
- Asks for more yarn so he can see how much it takes to go all around the room.

AL-4K-2.2
Demonstrate eagerness and interest as a learner by questioning and adding ideas.

Snapshots:

- Asks how water makes the wheel turn at the water table.
- Brings pipe cleaners to dramatic play so the cat can have whiskers.

5-Year Olds

AL-K-2.1
Choose to participate in an increasing variety of activities, tasks and learning centers.

Snapshots:

- Experiments with different art materials to make a self-portrait.
- Asks to join a group making a spaceship from recycled materials.

AL-K-2.2
Demonstrate eagerness and interest as a learner by questioning and adding ideas.

Snapshots:

- Collects a variety of small objects to test if they are magnetic.
- Brings the picture encyclopedia to the adult to learn why kittens are born with their eyes closed.

Approaches To Learning

3-Year Olds

AL-3K-2.3
Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.

Snapshots:

- Smiles and exclaims, “I did it”, after completing a new puzzle.
- Shows excitement when blue and yellow paint turn into green paint after being mixed.

4-Year Olds

AL-4K- 2.3
Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.

Snapshots:

- Calls an adult over to see how she arranged all of the dishes in the cabinet.
- Expresses glee when he realizes the adult has stopped pushing and he is pumping himself on the swing.

5-Year Olds

AL-K-2.3
Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.

Snapshots:

- Offers to tie a friend’s shoe because he has learned how to tie.
- Works happily with friend to reset the dominoes to fall over in sequence after seeing it work previously.

Approaches To Learning

AL 3. Children demonstrate initiative, engagement, and persistence in learning.

3-Year Olds

AL-3K-3.1
Show initiative in selecting and creating activities.

Snapshots:

- Tells the adult that she wants to take the red truck outside and play.
- Decides to use the play dough to make a snake.

AL-3K- 3.2
Maintain interest in self selected activities and play.

Snapshots:

- Continues to paint at easel when friend talks about having a new toy.
- Continues to look at pictures in a book when someone enters the room.

4-Year Olds

AL-4K-3.1
Demonstrate growing initiative in selecting and carrying out activities.

Snapshots:

- Looks for the hole-puncher, yarn, and paper needed to make a picture.
- Asks an adult for red paint to color the play dough because last week an adult made green play dough.

AL-4K- 3.2
Show increasing ability to maintain interest in self-selected activities and play despite distractions and interruptions.

Snapshots:

- Asks to leave a block structure standing so they can continue to play later.
- Continues to work on a puzzle even when others have left the area.

5-Year Olds

AL-K- 3.1
Demonstrate initiative in planning, creating and carrying out activities.

Snapshots:

- Collects the plastic animals, blocks, and people figures for a zoo and builds in an appropriate size area.
- Writes the letter “M” and draws an arch on a piece of paper to label the McDonald’s Restaurant in the dramatic play area.

AL-K- 3.2
Demonstrate ability to maintain interest in self-selected activities, tasks and play despite distractions and interruptions.

Snapshots:

- Puts away all the art materials, despite others preparing to go outside.
- Persists in copying name until satisfied with it.

Approaches To Learning

3-Year Olds	4-Year Olds	5-Year Olds
AL-3K-3.3 Show ability to focus attention on favorite activities for brief periods of time (5 – 10 minutes). Snapshots: • Listens to a story with a small group of children. • Plays with the pots and pans to cook dinner.	**AL-4K- 3.3** Show ability to focus attention for increasing variety of chosen tasks and activities for short periods of time (10-20 minutes). Snapshots: • Works on a more difficult puzzle until it is complete. • Adds more and more colors to a painting until he achieves the look he wants.	**AL-K- 3.3** Show ability to focus attention for increasing variety of chosen tasks and activities for longer periods of time (20-30 minutes). Snapshots: • Watches the new gerbil eat and play on the wheel in the cage and dictates a story about it. • Continues project of choice, such as working on a clay sculpture for several days or creating pictures to go with a story she has dictated to an adult.

Approaches To Learning

AL 4. Children demonstrate an increasing ability to envision a goal and to accomplish it.

3-Year Olds	4-Year Olds	5-Year Olds
AL-3K-4.1 Understand how to accomplish a simple task. Snapshots: • Gets paper towel to clean up spill. • Gets the container to put away markers after drawing.	**AL-4K-4.1** Understand a task can be accomplished through several steps. Snapshots: • Gets clean paper and a smock before going to the easel to paint. • Takes a turn to care for a plant, gets a watering can, fills it with water, waters plant and puts can away.	**AL-K-4.1** Demonstrate an increased ability to accomplish a task through a series of steps. Snapshots: • Tells friends that they need to put back the blocks and cars and wash their hands before they can have a snack. • Predicts whether items will be attracted to a magnet, sorts items into “yes” and “ no” piles, tests them on the magnet and then records the results.
AL-3K-4.2 Organize actions and materials needed for play in the learning environment. Snapshots: • Carries the cows, pigs and horses over to play with in the toy barn. • Brings a book to the house area to read to a doll.	**AL-4K-4.2** Demonstrate an increasing ability to organize actions and materials in the learning environment. Snapshots: • Puts drawings in a cubby to take home. • Collects items in order to create a “library” for her friends.	**AL-K-4.2** Demonstrate an increasing ability to organize actions and materials in all aspects of the learning environment. Snapshots: • Puts unfinished book projects in cubby to work on the following day. • Finds worms and then gathers information from picture books and materials to make a home for them.

Approaches To Learning

3-Year Olds	4-Year Olds	5-Year Olds
AL-3K-4.3 Follow through in completing simple tasks and activities. Snapshots: • Asks for more orange paint to finish painting the jack-o-lantern. • Picks up paper snips from the cutting project and puts them into the trash can.	**AL-4K-4.3** Demonstrate an increasing ability to follow through with tasks and activities. Snapshots: • Creates a "library" after collecting books, cards and a date stamp. • Gathers up all of the drawings in her cubbies at the end of the day to show to parents.	**AL-K-4.3** Demonstrate an ability to follow through with tasks and activities. Snapshots: • Completes the pictures for all of the pages in a dictated book. • Creates a pattern with pattern blocks and copies it on paper to add to the class display.
AL-3K-4.4 Seek help when encountering a problem in play. Snapshots: • Seeks assistance after trying for several minutes to put together a new puzzle. • Asks the teacher to get a ball that went over the fence.	**AL-4K-4.4** Try to solve problems encountered in play. Snapshots: • Looks for a flat surface to build on after the block tower falls over. • Gets a red crayon or pencil to finish the picture after the red marker runs dry.	**AL-K-4.4** Demonstrate increasing ability to find more than one solution to a question, task or problem. Snapshots: • Collects and tests several materials to see what will float best in the water table, and then makes a boat. • Suggests the use of glue to fix puzzle piece when tape doesn't work.

Approaches To Learning

AL 5. Children extend their learning through the use of memory, reasoning, and problem-solving skills.

3-Year Olds

AL-3K-5.1
Talk about prior events and personal experiences.

Snapshots:

- Tells a friend about a pet giving birth.
- Reminds an adult that he is going home early because his grandmother is coming.

AL-3K-5.2
Use prior knowledge to understand new experiences.

Snapshots:

- Recognizes a friend's mom is pregnant after her own mom recently had a baby.
- Pours water on "Jack's Magic Beans" on the window sill and says, " That's what my grandpa does to his beans".

4-Year Olds

AL-4K-5.1
Represent prior events and personal experiences in one or more ways.

Snapshots:

- Creates animals with clay after a trip to the zoo.
- Plays " drive- thru" after a trip to McDonalds.

AL-4K-5.2
Demonstrate increasing ability to use prior knowledge to understand new experiences.

Snapshots:

- Tells friends that the ice on the sliding board is just like the "hard water" in his puppy's dish that morning.
- Tries to fold the paper and cut a heart shape because "that's how my mama showed me."

5-Year Olds

AL-K-5.1
Communicate about prior events and personal experiences in a variety of ways.

Snapshots:

- Dictates a sentence to go with painting about new home.
- Tells friends about going to ballet class and demonstrates what she learned.

AL-K-5.2
Use prior knowledge to understand new experiences.

Snapshots:

- Creates a red-green pattern with colored cubes after the class made one with red and green leaves on the calendar.
- Tells a friend not to add so much water to the sandbox or the sand castle will melt, "just like at the beach."

Approaches To Learning

3-Year Olds	4-Year Olds	5-Year Olds
AL-3K-5.3 Seek explanations for events or personal relationships. Snapshots: • Says to another child, "You have to be my school friend because you don't come to my house." • Says it must be his birthday because there is a candle on the cupcake.	**AL-4K-5.3** Reason about events, relationships, or problems. Snapshots: • Tells a friend that his block tower fell down because the blocks on the bottom were too small. • Says that the new child with the same name must start it with the same letter.	**AL-K-5.3** Demonstrate ability to reason about more complex events, problems, or relationships. Snapshots: • Explains that she can't walk to the post office in the rain because her coat does not have a hood. • Shows a picture of a spring bird and says that it must be a male because, in nature, they are usually more colorful than females.
AL-3K-5.4 Predict possible outcomes related to cause and effect. Snapshots: • Calls "STOP" to his friend so she won't step in the spilled water. • Warns the adult not to touch the top of the block structure or it will collapse.	**AL-4K-5.4** Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge. • Predicts the end of the story when hearing it for the first time. • Predicts that the largest pumpkin will weigh the most.	**AL-K-5.4** Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge. • Predicts a squash will have seeds inside since a pumpkin does. • Says he thinks that it will take 4 or 5 cups of water to fill up the large jar.

Social and Emotional Development

Good Start Grow Smart

Social and Emotional Development

Introduction to Social and Emotional Development

Social and Emotional development occurs throughout virtually every aspect of a child's day. As they play, young children learn about and develop an appreciation for their own abilities and accomplishments. They also learn how to interact positively with other people, form and value friendships, and express both positive and negative feelings appropriately. Children's self-confidence and trust in the world around them expand as they experience dependable, consistent routines, practices, and expectations in the classroom. As they begin to develop a sense of belonging to the "classroom community," they show more responsibility for following classroom rules and for caring for learning materials. The child's placement in such a "ready classroom" is one of the best predictors of his/her readiness for future academic learning in the primary years.

For some children, prekindergarten or kindergarten may be the child's first experience in a social setting outside the family. Because young children have learned behaviors, language, and values through their family's lifestyle and modeling, they will bring these practices to school. Teachers must show respect for the child's family and culture while helping him/her to learn those skills and attitudes which have been demonstrated to underlie school success. In classrooms where the teacher greets each child warmly upon arrival, soothes the child whose mother left home without hugging him/her, quietly provides a pencil for the child who "forgot", and values every child as part of a "community of learners," the attainment of social and emotional standards will be higher than in more academically focused classrooms or in those classrooms where there is little organization or positive expectation for the child's success. Either extreme is detrimental to children's understanding and future growth, and prevents the strong social and emotional development which forms the foundation of all other learning and experiences in life.

Social/Emotional Development – Children with different needs and abilities

It is critically important for children who may be identified by the amount and intensity of their reaction when compared to children of the same age, to learning how to act, interact, and react within the world around them. Teachers who work with children who may be seen as having a social/emotional disorder can help them appreciate their own uniqueness by having a positive acceptance of every child.

Social/emotional concerns:

- appear over a period of time
- occur often
- are intense
- exhibit behaviors inappropriate to the setting

To increase understanding about the interdependence of the world around us:

- call each child by their name or teach the child's name via sign language
- encourage telling about, drawing, or painting themselves and their family
- ask the child to tell you about their favorite toy or draw it
- get children outdoors to touch and experience nature/neighborhood
- provide a variety of tools and media for children to make themselves, family, favorite toy, their house, an animal, etc.

Children demonstrate a variety of social-emotional behaviors that may include:

- extreme anxiety on separation from parent
- uncontrolled crying, throwing objects, hitting, OR very passive—avoid eye contact
- range of emotional outbursts—expressive, uncontrolled, withdrawn
- difficulty making friends with peers
- become dependent on one caregiver
- lack of experience may appear as a developmental delay
- remain in one area of the classroom or reject toys
- react strongly to routines

Teachers should provide an inclusive environment, which focuses on daily life realities of teaching children with different needs and different abilities. The teacher plans the curriculum to include the individual differences represented by all children in her class and society in general.

Social and Emotional Development

SOUTH CAROLINA KINDERGARTEN
ACADEMIC STANDARDS - SOCIAL AND EMOTIONAL DEVELOPMENT

Social and Emotional Development Goal: Children use play as a vehicle to build relationships and to develop an appreciation for their own abilities and accomplishments. They learn how to interact positively with other people, form and value friendships, and express both positive and negative feelings appropriately.

SE1. Children will demonstrate a positive sense of self.

SE2. Children will demonstrate self control, respect and responsibility.

SE3. Children express feelings and show concern for others.

SE4. Children will form healthy social relationships.

Social and Emotional Development

SE1. Children will demonstrate a positive sense of self.

3-Year Olds	4-Year Olds	5-Year Olds
SE-3K-1.1 Describe themselves using several basic characteristics. Snapshots: • Tells friends that she is a girl and she likes to paint. • Tells adult that he is a big brother because they have a new baby at home.	**SE-4K-1.1** Describe characteristics of self and others. Snapshots: • Tells an adult that she and her friend both like horses and dogs, but he's a boy and she's a girl. • Tells a friend that he's taller than she is, but they are both 4 years old.	**SE-K-1.1** Accept likenesses and difference between self and others. Snapshots: • Says, "You're allergic to the bunny, so it's OK if you don't pet him." • Tells a friend that they can still play ball together even though she will use her wheelchair.
SE-3K-1.2 Demonstrate self direction by making simple choices among limited options. Snapshots: • Decides to go to the block center during center choice time. • Chooses to go to the book area alone to look at new books instead of playing in the dramatic play area with others.	**SE-4K-1.2** Demonstrate self direction by making choices among peers, activities and materials. Snapshots: • Decides to build an airport with blocks, gathers blocks needed and proceeds to build. • Takes a friend's hand and says, "Let's be partners for the trip to the zoo."	**SE-K-1.2** Demonstrate initiative by making choices and accepting responsibilities. Snapshots: • Does classroom "job" without reminders. • Chooses an activity because it interests him, rather than because his friends are doing it.

Social and Emotional Development

3-Year Olds	4-Year Olds	5-Year Olds
SE-3K-1.3 Demonstrate confidence by participating in familiar classroom routines. Snapshots: • Puts coat on hook upon arriving at school. • Goes to sink area to wash hands before lunch.	**SE-4K-1.3** Demonstrate confidence by participating in most classroom activities. Snapshots: • Joins in small group activity with math manipulatives. • Sings familiar songs during circle time.	**SE-K-1.3** Approach most new activities and tasks with confidence. Snapshots: • Shows a friend how to use the alphabet stamps to write a note. • Shows excitement when the teacher announces a field trip to the post office.
SE-3K-1.4 Make known personal needs and desires. Snapshots: • Tells an adult when he doesn't have any more paint at the easel. • Tells the teacher when she needs to use the bathroom.	**SE-4K-1.4** Stand up for rights much of the time. Snapshots: • Tells a friend that he is not done yet and she can have a turn when he is finished. • Says to adult, "I didn't get any rhythm sticks when you passed them out."	**SE-K-1.4** Stand up for rights most of the time without aggression. Snapshots: • Tells another child that it is his turn to kick the ball, she has already had a turn. • Tells a friend that she is in her chair, and politely requests that she move.

Social and Emotional Development

3-Year Olds	4-Year Olds	5-Year Olds
SE-3K-1.5 Respond to positive and negative feedback from familiar adults. Snapshots: • Smiles when the adult commends him on completing the new puzzle. • Stops and listens when teacher reminds her to walk when inside the building.	**SE-4K-1.5** Respond respectfully to positive and negative feedback from adults most of the time. Snapshots: • Goes to get towels to wipe up water he spilled after the teacher tells him it is not safe for others. • Rejoins group quickly when the teacher reminds her of field trip rules.	**SE-K-1.5** Respond respectfully to positive and negative feedback from adults. Snapshots: • Says, “Thank you” when the teacher tells him that he really helped when he held the door open for the class. • Goes to talk with a friend after the teacher points out that she has hurt her friend’s feelings.

Social and Emotional Development

SE2. Children demonstrate self control, respect and responsibility.

3-Year Olds

SE-3K-2.1
Follow a few simple classroom routines and rules.

Snapshots:

- Tries to keep the sand inside the sand table after a reminder from the teacher.
- Puts book back on shelf when finished looking at it.

SE-3K-2.2
Use classroom materials responsibly with modeling and guidance from adults.

Snapshots:

- Puts caps back on markers when reminded to do so or when an adult is modeling.
- Turns pages of books carefully most of the time.

4-Year Olds

SE-4K-2.1
Follow classroom rules and procedures with reminders.

Snapshots:

- Cleans up materials and goes to rug for circle time when adult strums autoharp.
- Washes hands and hangs up apron when finished painting at easel.

SE-4K-2.2
Use classroom materials responsibly, most of the time.

Snapshots:

- Returns math counters to container after use.
- Uses only hands to play bongo drum so the skin doesn't get broken.

5-Year Olds

SE-K-2.1
Follow classroom rules and procedures most of the time.

Snapshots:

- Stops self from running when entering the building.
- Completes small group activity and then selects a book to look at until lunch time.

SE-K-2.2
Use classroom materials responsibly.

Snapshots:

- Rinses out water color brushes after completing a painting.
- Looks for missing puzzle piece before returning puzzle to shelf.

Social and Emotional Development

3-Year Olds	4-Year Olds	5-Year Olds
SE-3K-2.3 Manage transitions positively when supported by an adult. Snapshots: • Separates from parent following goodbye routine planned by parent and teacher • Looks at teacher for reassurance when a stranger enters the classroom.	**SE-4K-2.3** Manage transitions positively when told what to expect. Snapshots: • Accepts change in routine when adult explains that they will have a puppet show today. • Begins to clean up when familiar cue, such as clean-up song, is heard.	**SE-K-2.3** Manage transitions and adapt to changes in routine. Snapshots: • Accepts change in pick-up routine when told by familiar adult. • Completes activity and puts away materials when given signal that work time ends in 10 minutes.
SE-3K-2.4 Become increasingly aware of behavior and its effects on others. Snapshots: • Listens to teacher explain that her classmate is crying “because she got sand in her eyes when you threw the sand up in the air”. • Smiles when classmate says thanks after he helps pick up the spilled puzzle pieces.	**SE-4K-2.4** Recognize effect on others of own behavior most of the time . Snapshots: • Stops teasing another child when she sees her start to cry. • Sees that classmate is frightened by loud ghost noises he is making.	**SE-K-2.4** Anticipate and regulate behavior that may result in negative reactions. Snapshots: • Stops himself from grabbing and uses words to respond to classmate who takes his ball. • Stops talking and listens to the teacher’s directions.

Social and Emotional Development

3-Year Olds

SE-3K-2.5
Use simple conflict resolution techniques with adult modeling and facilitation.

Snapshots:

- Goes to get adult to help when another child takes her doll.
- Uses words teacher supplied to tell a classmate "I don't like that" after she has been pinched.

4-Year Olds

SE-4K-2.5
Demonstrate with adult guidance simple techniques to solve social problems.

Snapshots:

- Tells friend he will set the timer, so she can have a turn to play at the water table, too.
- Sits down with adult and classmate to decide how to divide up the blocks so both can build.

5-Year Olds

SE-K-2.5
Attempt to solve social problems independently, by negotiation, or with adult help.

Snapshots:

- Tells classmate that it is "fair" if they each have the same number of markers.
- Asks a classmate to trade geometric shapes so that he can make a longer pattern.

Social and Emotional Development

SE3. Children express feelings and show concern for others.

3-Year Olds	4-Year Olds	5-Year Olds
SE-3K-3.1 Recognize own positive and negative feelings when an adult labels them. Snapshots: • Nods and smiles when adult says, "It looks like you are happy riding on the tandem bike with your friend." • Answers "I'm mad" when adult says that she looks upset about another child marking on her drawing.	**SE-4K-3.1** Recognize own feelings and describe them some of the time. Snapshots: • Tells friend that he's excited because his aunt is coming to visit today. • Asks teacher to let her sit beside her in circle time because she's missing her mom.	**SE-K-3.1** Recognize own feelings and try to control them. Snapshots: • Goes over and kicks a ball on the play ground while saying "I'm so mad, I'm so mad". • Tells adult she's really happy today because her friend is coming home with her after school.
SE-3K-3.2 Calm self after strong emotion with adult help. Snapshots: • Accepts adult comfort to regain control after another child teases her. • Goes to book center to look at book until he feels like rejoining class activity.	**SE-4K-3.2** Develop strategies to express strong emotion with adult help. Snapshots: • Plans to go get the play dough and pound it when she feels angry. • Tells her friend that she is going to paint a picture for her dad because he lives far away now and she misses him.	**SE-K-3.2** Use positive strategies to express strong emotion. Snapshots: • Calms self down when angry and uses words to explain why most of the time. • Jogs around the playground several times to calm down because he is feeling very excited about after-school plans.

Social and Emotional Development

3-Year Olds	4-Year Olds	5-Year Olds
SE-3K-3.3 Seek adult help to manage fears and concerns. Snapshots: • Goes to stand by teacher when a child's parent brings the family dog into the classroom. • Looks to adult for reassurance when hearing a truck backfire while on a class walk.	**SE-4K-3.3** Express fears and concerns to familiar adult. Snapshots: • Tells the teacher that she is afraid of monsters just like in the book they read. • Explains that he is late today as he had a bad dream last night and his dad stayed in his room with him for a while before he went back to sleep.	**SE-K-3.3** Develop strategies with adult to manage fears and concerns. Snapshots: • Tells teacher that his dad said to try to whistle when he is afraid. • Asks questions when she hears or sees something that concerns her.
SE-3K-3.4 Show awareness of feelings of others with adult guidance and support. Snapshots: • Pats classmate on the shoulder after teacher says that the classmate is feeling sad today. • Claps hands and smiles when child says her dad has come home from his trip.	**SE-4K-3.4** Show awareness and respond to feelings of others with adult guidance and support. Snapshots: • Goes to talk to classmate who is upset because his dog is missing. • Draws picture for child who is celebrating birthday.	**SE-K-3.4** Demonstrate empathy by responding to feelings and needs of others. Snapshots: • Gets the tape and tries to help a friend who is upset because his drawing was torn. • Asks a classmate to come sit by her when others have excluded classmate.

Social and Emotional Development

SE4. Children form healthy social relationships.

3-Year Olds	4-Year Olds	5-Year Olds
SE-3K-4.1 Show interest in others by playing beside or briefly with one or more children. Snapshots: • Gets a dump truck from the shelf and sits down by a classmate who is loading blocks into another dump truck. • Tells children playing restaurant in the dramatic play center that she wants some food.	**SE-4K-4.1** Display emerging social skills of trying to take turns and talk with others during play. Snapshots: • Tells classmate that he can use the magnifying glass next because she's almost finished. • Asks classmate if she wants him to get more blocks so their building can be really tall.	**SE-K-4.1** Play cooperatively with one or more children. Snapshots: • Agrees to take role assigned by classmate when they are re-enacting trip to post office. • Asks two classmates to play hop scotch during outside time.
SE-3K-4.2 Show an interest in having a friend Snapshots: • Holds hands with a classmate while walking around on the playground. • Has a special friend that he seeks for most activities.	**SE-4K-4.2** Develop friendship with one or two preferred children. Snapshots: • Chooses friends who like to play the same things she prefers. • Excludes others some times when playing with special friend.	**SE-K-4.2** Exhibit social skills to sustain a friendship. Snapshots: • Responds positively to play suggestions from special friends much of the time • Wants to extend friendship to out of school time.

Social and Emotional Development

3-Year Olds	4-Year Olds	5-Year Olds
SE-3K-4.3 Accept adult help to join play group. Snapshots: • Follows teacher to dramatic play center and accepts role teacher suggests. • Tells adult that he wants to play in the sand box with Jerimiah.	**SE-4K-4.3** Demonstrate strategies to join play group with adult support. Snapshots: • Asks adult for a ball so she can join the group bouncing balls. • Tells classmate that he will be the chef in the restaurant since they don't have one.	**SE-K-4.3** Demonstrate ability to join a group activity or game. Snapshots: • Asks classmate how he can help in the project. • Approaches classmates playing hop-scotch and asks if she can have a turn.
SE-3K-4.4 Show growing awareness of group life of class (sense of community) Snapshots: • Notices that a classmate is absent during circle time. • Sees that a friend is picking up the blocks and goes over to help.	**SE-4K-4.4** Participate in group life of class. Snapshots: • Contributes to class story about field trip. • Volunteers to bring in pinecones for science activity.	**SE-K-4.4** Assume some responsibility for contributing to the group life of class. Snapshots: • Performs class job without complaint or reminders. • Draws self in class mural.

Social and Emotional Development

3-Year Olds	4-Year Olds	5-Year Olds
SE-3K-4.5 Interact with familiar adults with varying degrees of comfort. Snapshots: • Responds when teacher greets them in the morning • Takes the hand of familiar adult on class walk	**SE-4K-4.5** Interact easily with familiar adults by engaging in conversations, responding to questions and following direction. Snapshots: • Responds to the teacher's questions about the game he was playing on the playground • Listens to teacher give directions for self-serve snack and then helps herself	**SE-K-4.5** Interact easily with familiar adults by showing affection, responding to questions, initiating conversations and following directions. Snapshots: • Uses special class hand signal to say good-bye to teacher at end of day • Tells classroom aide about his trip to the beach and asks if she has ever been there.

Language and Literacy

Good Start Grow Smart

Introduction to English Language Arts and Literacy

The ability to communicate with others is one of the most important characteristics human beings possess. It forms the foundation for all social relationships and profoundly affects each person's future success in educational, career, and life endeavors. Recent brain research emphasizes the intertwining of intellectual and language growth during the child's earliest years, as well as the wide variations in development due to the child's innate abilities, temperament, and home language and literacy experiences. These studies confirm that children do not reach their potential in these vitally important areas without the support of their families, their teachers, and their communities.

Just as language and intellectual development are intertwined, so language and literacy skills depend upon one another and emerge together during the child's earliest years. Contemporary researchers confirm that children who have a wide variety of developmentally appropriate language and literacy experiences each day easily transfer their interest in communicating with others and their oral language learning into written language, thus opening the door to ever-widening knowledge. The National Reading Panel has identified the following major areas which form the foundation for the child's success in later reading and writing:

- Phonemic awareness - the ability to analyze spoken language into sounds, syllables, and words, and Phonics, the knowledge of the alphabet, matching of sounds and letters, and awareness of conventional spelling patterns;
- Oral Language Comprehension - vocabulary, and fluency, which encompass knowledge and comfortable usage of the conventions of spoken language;
- Concepts about Print - which includes understandings about how print works and carries meaning; and
- Early Writing Development - which refers to the child's experimentation with pictures, letter-like forms, and invented spelling to communicate meaning.

Good early childhood language and literacy teachers are alert to the emergence of these skills, valuing and guiding children's efforts and accomplishments. They recognize that young children not only acquire communication skills through direct instruction, but also learn by participating in an informal, language environment, filled with good oral and written language models, engaging materials, and activities that are meaningful in the here and now. While parents play a key role in developing and supporting their child's language and literacy skills, a child's early experiences in developmentally appropriate environments are also critical. Where parents and teachers support and supplement one another's efforts, all children can thrive and move on to primary education with a strong language and literacy skills base, eagerness to learn, and confidence in their ability to succeed.

Language Arts and Literacy – children with different needs and abilities

Many children with different needs have difficulty processing, attending to, communicating, and understanding language.

Language can be defined as a complicated symbol system. Symbols can be signals: words, signs, gestures, or body movements. Children with different abilities may communicate in any of the previously mentioned signals. The use of pictures and print can provide communication support for children with different needs, while supporting emerging literacy for all children.

Many children with severe different needs and abilities do not acquire speech easily and others have poor articulation. For these children, augmentative communication—signs, symbols, and pictures—may be helpful. Sign language or picture/symbol are the most often used forms of augmentative communication. Teachers should not assume if a child cannot talk, they cannot read. For some children, literacy can provide support for communication.

When using any type of alternative communication, choose signs and symbols that occur naturally and frequently in the child's environment, i.e., McDonalds ®, K Mart ®, Pepsi ®; name cards; lunch menu; catalog; and play activities. Teachers arrange the learning environment so that every child has an opportunity to interact. Activities are arranged so that the activity and the teacher are interactive with the child's language effort.

Language and motor skills development play a critical role in the development of literacy and the readiness to read. Children with multiple different abilities may have different needs and different learning styles from a child with only a speech/language need. Include books with texture, Braille, or popout pictures (visual impairment), and simple concepts and repeated, rhyming text (cognitive impairment).

Children need many opportunities daily to express themselves, be creative, learn the alphabet, be exposed to reading and writing, and play in activities that prepare them for literacy. Including a photo of a child on a name card helps the child recognize and identify the name in print.

Pretend and dramatic play give children many opportunities to rehearse speech/communicate with each other and practice social skills. Dramatic play also allows the teacher to learn a great deal about the language competence of the child.

Children may have language impairments that are expressive, receptive, or both. Their language impairment has also been associated with a different need—some children with autism communicate with printed words or pictures, others read and spell.

Give children every opportunity to use print in various and meaningful ways.

Language and Literacy

Teachers should be aware of the following signals of possible communication differences and needs:

- Difficulty understanding language
- Difficulty using language
- Not achieving developmental milestones in communication
- Hesitant to participate in verbal conversation
- Language deficits
- History of ear infections
- Hearing loss
- Multiple different needs and abilities

Strategies to encourage communication and literacy development:

- Talk about things the child likes
- Follow the child's lead
- Encourage the child to ask questions
- Use a pleasant tone of voice
- Do not make fun of the child's language
- Allow time to respond
- Be accepting of the child's language
- Treat the child with respect

Collaboration and inclusion are the keys to language and literacy. There is a shared responsibility, knowledge, and support of parents, children, teachers, and professionals.

SOUTH CAROLINA KINDERGARTEN
ACADEMIC STANDARDS FOR ENGLISH LANGUAGE ARTS

Reading

I. Understanding and Using Literary Texts
Standard K-1: The student will begin to read and comprehend a variety of literary texts in print and non-print formats.

II. Understanding and Using Informational Texts
Standard K-2: The student will begin to read and comprehend a variety of informational texts in print and non-print formats

III. Learning to Read
Standard K-3: The student will learn to read by applying appropriate skills and strategies.

Writing

IV. Developing Written Communication
Standard K-4: The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of conventions of written Standard American English.

V. Producing Written Communication in a Variety of Forms
Standard K-5: The student will begin to write for a variety of purposes and audiences.

Researching

VI. Applying the Skills of Inquiry and Oral Communication
Standard K-6: The student will begin to access and use information from a variety of sources.

READING

I. Understanding Using Literary Texts

Students in Kindergarten read four major types of literary texts: fiction, literary nonfiction, poetry and drama. In the category of fiction, they read the following specific types of texts: picture books and fantasy. In the category of literary nonfiction, autobiographical and biographical sketches are read aloud to students. In the category of poetry, they read nursery and counting rhymes, songs, narrative poems, lyrical poems, humorous poems, and free verse.

Language and Literacy

Standard ELA-1: The student will begin to read and comprehend a variety of literary texts in print and non-print formats.

3-Year Olds

ELA-3K-1.1
Listen to simple stories, songs and rhymes.

Snapshots:

- Goes to the book area when an adult is reading a picture book.
- Brings a book to an adult and asks him to read it to her.

ELA-3K-1.2
Anticipate spoken lines in songs and finger plays.

Snapshots:

- Joins in the on the last line, "Wee, Wee, Wee", in the finger play *This Little Piggy*.
- Corrects the reader if a refrain is read incorrectly in a predictable text.

4-Year Olds

ELA-4K-1.1
Make relevant comments or appropriate responses to story events or characters.

Snapshots:

- Responds that the caterpillar might be getting sick while hearing a story about the life cycle of the butterfly.
- Imitates the facial expression and chimes in the repeated refrain, "not by the hair on my chinny chin chin".

ELA -4K-1.2
Distinguish between descriptions of story events and spoken words of characters.

Snapshots:

- Participates in spoken lines in text such as "I'm going to huff and puff and blow your house down" while listening to The Three Little Pigs.
- Reminds a friend to wait until the teacher tells about the Big Billy goat on the bridge before you say the Troll's part.

5-Year Olds

ELA -K-1.1
Use pictures and words to make predictions regarding a story read aloud.

Snapshots:

- Says that the pirate might fall into the sea when listening to a picture book about pirates.
- Looks at the pictures in a new book about animals trying to get into a mitten and says, "I think it will burst soon".

ELA -K-1.2
Understand that a narrator tells the story.

Snapshots:

- Repeats spoken lines in texts which are used for shared reading in the correct voice tone (as if telling the story).
- Organizes friends to act out nursery rhymes while she plays the narrator role of Mother Goose.

Language and Literacy

3-Year Olds

ELA-3K-1.3
Form sounds that imitate the natural sounds of an animal, action or object.

Snapshots:

- Makes sounds that match pictures in book like “moo” for a cow and “whoo-oo” for the train whistle.
- Says “ring-ring” and picks up the phone and says hello while playing in the Home Living Center.

ELA-3K-1.4
Repeat words or actions from a favorite story read aloud.

Snapshots:

- Demonstrates while playing in the Home Living Center. The way the monkeys threw down their hats in Caps for Sale.
- Says “It won’t come up” while pretending to plant seeds in the sand table after hearing The Carrot Seed.

4-Year Olds

ELA-4K-1.3
Respond to elements of colorful language in stories and poetry.

Snapshots:

- Wiggles on his belly to show how the snake “slithers” through the grass.
- Demonstrates the difference between “he banged the door shut” and “he shut the door”.

ELA-4K-1.4
Retell one or two events from a story read aloud.

Snapshots:

- Tells a friend that Henny Penny thinks that the sky is falling down but it’s really an acorn after hearing The Little Red Hen read.
- Lists several of the things that the baby bird encounters on his search for his mother in the book Are You My Mother?

5-Year Olds

ELA-K-1.3
Exemplify sound devices (including onomatopoeia and alliteration) in texts .

Snapshots:

- Listens for words with the same beginning sounds in texts and identifies them when the text is read aloud
- Makes up tongue twisters in the model of “Peter Piper picked a peck of pickled peppers” and “She sells sea shells by the sea shore.”
- Identifies onomatopoeia such as the stick “smacking” the branch and “plop” of the snow as it drops in the book The Snowy Day.

ELA-K-1.4
Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.

Snapshots:

- Remembers the animals who talked to the spider in the text The Very Busy Spider.
- Dictates a condensed version of the story read today to be written on his painting.

Language and Literacy

3-Year Olds

ELA-3K-1.5
Use pictures and adult reader's expression to experience mood and meaning of text

Snapshots:

- Shows excitement for the reader to turn each page to see and hear what happens next to the strawberry in The Big Hungry Bear.
- Matches her voice to the reader's as she chimes in on Brown Bear, Brown Bear.

ELA-3K-1.6
Recall story details that have personal meaning.

Snapshots:

- Brings her stuffed cat to school to compare to a picture of a cat in yesterday story about a kitten.
- Selects the same book each day at rest time, because it is about an airplane ride and "We rode an airplane to visit grandma".

4-Year Olds

ELA-4K-1.5
Begin to identify significant words from text read aloud.

Snapshots:

- Suggests why the author named the bunny the "Hippity-Hoppity Bunny" in the book The Hippity Hoppity Bunny.
- Suggests after hearing the book Oonga Boonga that the baby's wails stopped because Daniel "whispered".

ELA-4K-1.6
Recall some details in stories read aloud.

Snapshots:

- Names most of the characters such as the animals in The Big Red Barn.
- Comments while sorting buttons that Corduroy lost a button on his overalls.

5-Year Olds

ELA-K-1.5
Understand how the author's choice of words affects the meaning of the text.

Snapshots:

- Points out that the words "but he was still hungry" were repeated on different pages because the author wanted you to know why the caterpillar's tummy hurts.
- Says that when the author says that the elephant "trumpeted", you knew he was really loud.

ELA-K-1.6
Use relevant details in summarizing stories read aloud.

Snapshots:

- Recalls specific details such as places the dogs visit in Go Dogs, Go.
- Includes a pink cradle, a pink high chair and a boy with a boy holding a crocodile in his painting of Peter's Chair.

Language and Literacy

3-Year Olds

ELA-3K-1.7
Imitate words or actions from favorite books read aloud.

Snapshots:

- Chants "Run., run, fast as you can, you can't catch me, I'm the gingerbread man", as he runs around the play yard.
- Recites phrases from a text as they "pretend" to read the book to friends or to stuffed animals or dolls.

ELA-3K-1.8
Explore books with an adult or another child.

Snapshots:

- Turns the pages in books and pauses at 1 or 2 pages to notice pictures.
- Climbs up on an adult's lap with a book.

4-Year Olds

ELA-4K-1.7
Incorporate favorite parts of literary texts into play activities.

Snapshots:

- Hops around on the playground and says "I'm quick as a cricket".
- Paints a picture of a girl and a big dog and says, "That's Emily Elizabeth and Clifford, the Big Red Dog".

ELA-4K-1.8
Explore books independently.

Snapshots:

- Chooses and looks at books for a short period of time browsing several books.
- Goes to Library Corner to look at book read by the teacher earlier in the day.

5-Year Olds

ELA-K-1.7
Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.

Snapshots:

- Creates an underwater picture in the style of the illustrations in Swimmy.
- Builds a block structure of a house and gathers up cars, pickup trucks and family figures to re-enact And the Relatives Came.

ELA-K-1.8
Carry out independent reading for pleasure.

Snapshots:

- Chooses and spends time looking at books in the various learning centers in the classroom on a daily basis.
- Shows interest when new books are brought into the classroom.

Language and Literacy

3-Year Olds	4-Year Olds	5-Year Olds
ELA-3K-1.9 Pretend to be a family member, pet or familiar adult during play. Snapshots: • Calls another child to "come to dinner now" while playing in the Home Living Center. • Crawls under the table and says that he is the dog and he needs to be petted.	**ELA-4K-1.9** Begin to distinguish between real and make-believe in stories read aloud. Snapshots: • Listens to fantasy books read aloud in a large or small group setting and says, "That story is not real'. • Labels the Old Lady Who Swallowed a Fly as make-believe because all those animals can't be inside	**ELA-K-1.9** Recall the characteristics of fantasy. Snapshots: • Explains that stories where animals wear clothes or talk are all fantasies. • Shows a friend the wordless book Tuesday and says "Let's make up a story about these flying frogs".

READING

II. Understanding and Using Informational Texts

Kindergarten students read informational (expository/persuasive/argumentative) texts of the following types: informational trade books and magazine articles. They also read directions, graphs and recipes embedded in informational texts.

Language and Literacy

Standard K-2: The student will begin to read and comprehend a variety of informational texts in print and non-print formats.

3-Year Olds

ELA-3K-2.1
Explore realistic books and materials in classroom centers.

Snapshots:

- Plays with puzzles and looks at pictures that are photos or realistic drawings in the science area of the classroom.
- Picks up the cookbook from the Home Living Center before pretending to cook dinner.

ELA-3K-2.2
Identify some familiar objects in informational texts.

Snapshots:

- Points to a picture of a dog and says the name of the family pet.
- Names the apples, grapes and bananas when an adult asks where is the fruit in the picture.

4-Year Olds

ELA-4K-2.1
Show interest in informational texts about familiar objects.

Snapshots:

- Chooses to look at pictures, newspapers, magazines and books including non-fiction topics such as current events, animals, cars and other topics of interests as they are displayed in the classroom in various areas
- Names the idea (subject) of the text and describes details of the subjects such as, “Cats have claws”.

ELA-4K-2.2
Begin asking “how and why” questions when looking at texts.

Snapshots:

- Asks how the hummingbird can fly backwards when looking at a bird pictionary.
- Wonders how many people can fit into a helicopter while looking at an airplane book in the block area.

5-Year Olds

ELA-K-2.1
Summarize the central idea and details from informational texts read aloud.

Snapshots:

- Recalls a few facts such as:
  -Chickens lay eggs
  -Cows give milk
  -Goats have horns
  after listening to or browsing the text The Farm Counting Book.
- Tells a friend about the kinds of protective clothing firefighters wear after hearing an adult read aloud an informational text about firefighters.

ELA-K-2.2
Analyze texts during classroom discussions to make inferences.

Snapshots:

- Compares verbally the dog in a text (picture, book, newspaper) to his or her own experiences with dogs. For example, the child will say, “That dog looks like my dog but he is brown.”
- Brings a book about dinosaurs over to a friend to show him that not all dinosaurs were ferocious.

Language and Literacy

3-Year Olds	4-Year Olds	5-Year Olds
ELA-3K-2.3 Not expected at this level.	**ELA-4K-2.3** Relate information from texts to personal experience. Snapshots: • Smells a picture of flowers and says "Ah". • Searches through the pictures in Bread, Bread, Bread to find the roll served at lunch.	**EAL-K-2.3** Exemplify facts in texts read aloud. Snapshots: • Says, "Cows give milk" or draws a picture of cows being milked after looking at a text about farm animals which contains information about cows providing milk. • Draws a picture of an ant hill to illustrate insects that live together in large nests.
ELA-3K-2.4 Identify real objects seen in informational texts. Snapshots: • Plays with and names props such as animals and transportation toys after they are seen and discussed in texts and photographs. • Finds chopsticks in the home living center like those shown in a book about different kinds of rice.	**ELA-4K-2.4** Incorporate information from informational texts into play activities. Snapshots: • Creates a block construction of a zoo when pictures, photos, books about zoos are placed in the block center. • Pretends to be a community helper and uses appropriate conversation after stories and poems about community helpers are shared.	**ELA-K-2.4** Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations. Snapshots: • Tells about a rainstorm at his house after looking at a picture of and hearing the caption read about a recent rainstorm in the local newspaper displayed on the weather chart in the class. • Draws a picture of her pet and what he eats to include in a class book of pets after the class hears about pet care in a book.

Language and Literacy

3-Year Olds	4-Year Olds	5-Year Olds
ELA-3K-2.5 Look at classroom pictures and signs. Snapshots: • Goes to the picture schedule of the day to see when it will be snack time. • Looks at family photos posted in the class and identifies his friends.	**ELA-4K-2.5** Seek information by looking at texts, signs and photographs in the classroom. Snapshots: • Chooses and looks at non-fiction text displayed in the class book corner. • Points to a poster in the block center when asked how he knew how to build so many different kinds of bridges.	**ELA-K-2.5** Carry out independent reading to gain information. Snapshots: • Retrieves a specific book about a topic when the topic arises in informal conversations, like finding a nature magazine on bears when a friend reported seeing one in the forest. • Uses an alphabet book to recite the alphabet or read words.
ELA-3K-2.6 Not expected at this level.	**ELA-4K-2.6** Identify familiar environmental print. Snapshots: • Reads environmental print labels while pointing to the word. For example, the child points to the word “Wal-Mart” while “reading” the picture. • Identifies the stop sign on the traffic puzzle.	**ELA-K-2.6** Understand that headings and print styles (e.g., italics, bold, larger type) provide information to the reader. Snapshots: • Brings a graphic comic book to the teacher and asks what it says in the circle by his mouth because those are his words. • Points to the bold words on a newspaper clipping and says, “That tells what it’s about”.

Language and Literacy

3-Year Olds	4-Year Olds	5-Year Olds
ELA-3K-2.7 Not expected at this level.	**ELA-4K-2.7** Begin to understand graphic information which he/she has participated in creating. Snapshots: • Participates in making a graph of favorite fruit by placing the fruit on an oversized floor graph and counting to see which fruit was on the graph the most. • Helps create a mural that shows the different ways the class gets to school each day.	**ELA-K-2.7** Understand graphic features such as illustrations and graphs. Snapshots: • Shows a friend the graph of most popular dogs in a book and says that the most people like Labs. • Copies the symbols from a chart of Native American Pictographs to write a message.
ELA-3K-2.8 Not expected at this level.	**ELA-4K-2.8** Not expected at this level.	**ELA-K-2.8** Recognize table of contents. Snapshots: • Points to the table of contents in a text when asked by the teacher. • Identifies the word CATS and the number 12 on a table of contents and says that is where we find the cat pictures.

Language and Literacy

3-Year Olds	4-Year Olds	5-Year Olds
ELA-3K-2.9 Not expected at this level.	**ELA-4K-2.9** Begin to ask questions about the causes of events they observe or hear about in books. Snapshots: • Says, "I wonder why spiders eat flies?" when looking at a book about insects. • Wonders if the boat sank because it filled up with water.	**ELA-K-2.9** Conclude the cause of an event described in a text read aloud. Snapshots: • Tells why the pavement is wet or the sky is dark when looking at a newspaper or text picture of a rainstorm. • Explains that the dinosaurs couldn't find enough food so that's why they all died.

READING

III. Learning to Read

Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components-comprehension, fluency, phonemic awareness, phonics, and vocabulary—delineated by the National Reading Panel as central to a child's learning to read.

Language and Literacy

Standard K-3: The student will learn to read by applying appropriate skills and strategies.

3-Year Olds

ELA-3K-3.1
Rehearse vocabulary by identifying familiar objects pictured in books.

Snapshots:

- Shares a book, pointing to pictures and naming objects.
- Chooses same book repeatedly and insists that adult say same words to accompany each picture.

ELA-3K-3.2
Comprehend changes in forms of familiar words.

Snapshots:

- Responding to teachers' question about her grandmother coming to pick her up with "No, she didn't come yet."
- Talking in small group about where everyone goes after school and saying "I go home with my sister."

4-Year Olds

ELA-4K-3.1
Begin to use both pictures and text read aloud as cues to meaning of unfamiliar words.

Snapshots:

- Attempts to identify which picture on the page shows the rescue dog the teacher is reading about.
- Comments as the teacher reads Where The Wild Things Are and shows a picture of their "terrible teeth and claws" that "terrible is something that really scares you".

ELA-4K-3.2
Create a different form of a familiar word by adding "-ed" ending to show past action.

Snapshots:

- Recalls center activities by saying "I wanted to paint so I painted my family."
- Tells adult, "I cleaned up all those blocks so Tommy has to clean up the rest."

5-Year Olds

ELA-K-3.1
Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.

Snapshots:

- Looks at a book about insects in the Book Center, recognizes the M and its /m/ sound, and correctly guessing "Mosquito".
- Brings an adult Chickens Aren't the Only Ones and asks her to tell him again the word in the book that means "laying eggs for babies."

ELA-K-3.2
Create a different form of a familiar word by adding an -s or-ing ending.

Snapshots:

- Shares his bug collection and says "These are all my bugs, but this one is my favorite bug."
- Asks a friend to swing with her and then yells to adult, "Look how high we're swinging."

Language and Literacy

3-Year Olds	4-Year Olds	5-Year Olds
ELA-3K-3.3 Begin pretending to read or role-play with dialogue. Snapshots: • Pretends to read a story to a doll in the Dramatic Play Center. • Says to peers, "I'll be the Daddy. Come on kids, it's bedtime right now!"	**ELA-4K-3.3** Display curiosity and interest in learning new words. Snapshots: • Repeats "caboose" after adult points out picture and names kinds of train cars. • Brings a book to adult and asking, "Is this a lion, or a tiger?"	**ELA-K-3.3** Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media). Snapshots: • Comments, "I think bats are nocturnal animals also", as teacher reads text about owls hunting for food at night. • Points out, "That's a refrigerated truck, it keeps milk cold," as the class watches a video about various kinds of transportation.
ELA-3K-3.4 Begin recognizing familiar books by their covers or pictures. Snapshots: • Chooses a book from the shelf, saying "Read Mouse and Cookie to me." • Looks for a favorite book to take to his mat for rest time.	**ELA-4K-3.4** Begin understanding how print is used to bring meaning. Snapshots: • Picks out his names on lists of today's classroom helpers. • Looks at printed labels on containers in Art Center and identifies where specific materials are kept.	**ELA-K -3.4** Recognize high frequency words. Snapshots: • Identifies color words written on crayons and days of week written on calendar. • Points out words from class lists or the word wall to use in writing a message.

Language and Literacy

Fluency

3-Year Olds

ELA-3K-3.5
Begin joining in familiar nursery rhymes and songs.

Snapshots:

- Joins in when adult sings "Twinkle, Twinkle, Little Star."
- Says, "Jack and Jill went up the hill" along with peers.

ELA-3K-3.6
Use appropriate word order and intonation to ask a question or make a statement.

Snapshots:

- Asks, "Will my mama come back soon?" with rising pitch.
- States, "I didn't drink my juice yet," with a pause and descending intonation.

4-Year Olds

ELA-4K-3.5
Participate in choral speaking of poems, songs, and stories with repeated patterns.

Snapshots:

- Echoes teacher's reading of Brown Bear, as she shows the pages in the book.
- Repeats, "But he was still hungry" when teacher pauses after each page of The Very Hungry Caterpillar.

ELA-4K-3.6
Begin using appropriate voice volume, sentence structure (syntax), and vocabulary.

Snapshots:

- Lowers volume level when teacher reminds "Inside Voices"
- Corrects, "I don't want none of them carrots" to "I don't want any carrots" after teacher asks "You don't want any carrots?"

5-Year Olds

ELA-K -3.5
Use oral rhymes, poems,, and songs to build fluency.

Snapshots:

- Sings days of week song while doing calendar activities.
- Recites verse to Chicka Chicka Boom Boom.

ELA-K -3.6
Use appropriate voice level when speaking.

Snapshots:

- Whispers during rest time.
- Speaks loudly so that a classroom visitor understands what he is saying.

Language and Literacy

Phonemic Awareness and Phonics

3-Year Olds

ELA-3K-3.7
Begin to use word beginnings and endings as language play or comprehension aid.

Snapshots:

- Chants "cleany-weeny" as he cleans up center materials.
- Yells "Jada" in response to "What girl isn't here whose name begins with J?"

ELA-3K-3.8
Begin noticing and trying to match rhythm, volume, and pitch of adults voice in songs, chants, and phrases.

Snapshots:

- Echoes the teacher's melody and rhythm as she leads a "Good Morning" song.
- Sings softly "Rock-a-bye Baby" to a doll she is rocking in the Home Living Center.

4-Year Olds

ELA-4K-3.7
Use word beginnings and endings as language play or comprehension clue.

Snapshots:

- Plays "Color Bingo" and responds "Brown" when adult asks "What color begins with /br/?"
- Adds "jamburger" to friend's nonsense chant of "hamburger, shamburger" as they wait for lunch.

ELA-4K-3.8
Begin identifying some letter sounds and matching them to letters.

Snapshots:

- Shows a friend the labels on their cubbies and pointing out how both start with the same letter (M) and "sound the same at the beginning."
- Plays "I Spy" during small group and names objects in the room which begin with the same sound and letter.

5-Year Olds

ELA-K -3.7
Use beginning sounds (onsets) and ending sounds (rimes) to generate words orally.

Snapshots:

- Contributes the name of another animal beginning with the same sound as the adult shows each picture in an animal-themed alphabet book.
- Recalls the name of the month "September" when the adult provides the beginning sounds, /Sep/.

ELA-K -3.8
Match consonant and short-vowel sounds to the appropriate letters.

Snapshots:

- Blends the 3 sounds of consonant – short vowel – consonant words to determine whether the word matches the picture of a cap or cup.
- Matches letters to the beginning, middle, and ending sounds to spell a word in the caption for her picture, "My Cat."

Language and Literacy

3-Year Olds	4-Year Olds	5-Year Olds
ELA-3K-3.9 Not expected at this level.	**ELA-4K-3.9** Not expected at this level.	**ELA-K -3.9** Understand that multiple small words can make compound words. Snapshots: • Notices the labels under the pictures of workers in the community and comments that "fireman", "mailman", and "policeman" all have the same word at the end. • Comments that there are lots of compound words with fire and names several: "firetruck", "firefly", "firehouse", etc.
ELA-3K-3.10 Recognize a few letters. Snapshots: • Plays with alphabet blocks and tries to name letters. • Asks adult to write his name and identifies one or more letters.	**ELA-4K-3.10** Identify several letters and their general order in the alphabet. Snapshots: • Says names of letters when seeing his name or friends' names written on class lists, cubbies, etc. • Identifies "ABC comes at the beginning" or "XYZ comes at the end" but otherwise relies on singing "ABC Song."	**ELA-K -3.10** Recognize uppercase and lowercase letters and their order in the alphabet. Snapshots: • Matches and names uppercase and lowercase letters in Alphabet Bingo. • Whispers alphabet to himself while looking through class dictionary for a word.

Language and Literacy

3-Year Olds	4-Year Olds	5-Year Olds
ELA-3K-3.11 Begin to recall and repeat familiar words and phrases. Snapshots: • Joins in on "Little Miss Muffet" as adult reads and shows the picture. • Chants "Oh, you Silly-Willy" while playing alone or with friends.	**ELA-4K-3.11** Recognize rhyming words with adult modeling. Snapshots: • Recites "5 Little Monkeys" imitating adult's rhyme and rhythm patterns. • Chants a jump-rope rhyme or playing "Miss Mary Mack" clapping game on the playground.	**ELA-K -3.11** Create rhyming words in response to an oral prompt. Snapshots: • Says "fan and man" as the adult names and shows a picture of a pan. • Identifies the rhyming words as adult reads Dr. Seuss' The Cat in the Hat.
ELA-3K-3.12 Not expected at this level.	**ELA-4K-3.12** Begin to recognize similarities in sounds at the beginning and ending of words. Snapshots: • Points to each other as partners for new computer game when adult tells group to find someone whose name begins with the same sound. • Comments that "cut" and "wheat" both end with the /t/ sound but they don't rhyme as group retells The Little Red Hen on the flannel board.	**ELA-K -3.12** Classify words by categories such as beginning and ending sounds. Snapshots: • Names Peter, Patrick, and Penny when adult tells children with /p/ sound in their first names to line up for playground. • Points to the words on the front cover and explains "The –op part is the same, the author just put an H here and a P here to make it say Hop on Pop."

Language and Literacy

3-Year Olds	4-Year Olds	5-Year Olds
ELA-3K-3.13 Not expected at this level.	**ELA-4K-3.13** Beginning to understand that letters can represent speech sounds. Snapshots: • Shares an alphabet book with a friend and naming the letters and animals they recognize. • Shows the adult a capital M on the calendar and saying that "That says May because M in Madison is my first letter, too."	**ELA-K -3.13** Identify beginning and ending sounds in words. Snapshots: • Watches the adult write a thank you note and volunteers letters to represent beginning and ending sounds of words the group chooses. • Copies his friend's name from his cubby onto a Valentine envelope, using beginning and ending sounds to locate correct label.
ELA-3K-3.14 Not expected at this level.	**ELA-4K-3.14** Create words by orally adding, deleting, or changing sounds in response to adult prompt. Snapshots: • Joins in the song and adding the classmate's name "Ashley" when the adult sings "Wibbly, wobbly, washley, a dinosaur sat on _____." • Volunteers "jumper" and "jump rope" when her turn comes to add to words that can be made with "jump."	**ELA-K -3.14** Create words by orally adding, deleting, or changing sounds. Snapshots: • Substitutes the /p/ sounds for the final /n/ sound as the small group plays "I went walking and I saw a ma_." • Offers "pat" and "pot" as examples of words that are different in only one sound.

Language and Literacy

Oral Language Acquisition and Comprehension Development

3-Year Olds

ELA-3K-3.15
Begin connecting text read aloud with personal experiences.

Snapshots:

- Says "Night-night" and closes eyes after hearing Goodnight Moon.
- Shows her new shoes after hearing a story about school clothes read by adult.

ELA-3K-3.16
Begin recognizing at least one familiar logo or printed sign.

Snapshots:

- Says "McDonald's" when seeing a bag with the golden arches logo in the Dramatic Play area.
- Goes to the correct bathroom based on the gender signs on the doors

4-Year Olds

ELA-4K-3.15
Make connections to prior knowledge, other texts, and the world in response to texts read aloud.

Snapshots:

- Tells a friend about her cousins in Florida after hearing teacher read a story about relatives coming to visit.
- Brings colorful leaves to school like those in text read about fall trees.

ELA-4K-3.16
Identify familiar environmental print such as business logos and traffic signs.

Snapshots:

- Identifies a STOP sign in the Blocks Center.
- Tells others on the bus "That sign says 'CVS' drugstore.".

5-Year Olds

ELA-K-3.15
Use prior knowledge and life experiences to construct meaning from texts.

Snapshots:

- Dictates a story about planting tomatoes with his father after hearing text about a farmer.
- Comments that she is going to the eye doctor soon, just like the girl in the story who got glasses to see better.

ELA-K -3.16
Understand environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.

Snapshots:

- Identifies labels and pictures of food items in a class made book.
- Points out school signs such as Cafeteria, Media Center, and School Office.

Language and Literacy

Concepts about Print

3-Year Olds

ELA-3K-3.17
Begin learning how to handle and care for books.

Snapshots:

- Yells "Teacher, she tore a page in this book!"
- Reminds a friend to put his book back on the shelf as he is leaving the Book Center.

ELA-3K-3.18
Begin to orient books in correct position and turn pages from front to back.

Snapshots:

- Points out to friend that she's holding book wrong or starting at the wrong end.
- Stops occasionally to look closely at a picture as he turns the pages from front to back.

4-Year Olds

ELA-4K-3.17
Progress in understanding how books are viewed.

Snapshots:

- Tells a friend "You skipped over a page" as they look at a favorite story.
- Laughs loudly and points when the teacher shows the first page upside down.

ELA-4K-3.18
Understand relationship between print and pictures on page.

Snapshots:

- Draws a picture and places scribbled letter forms to identify it.
- Shows the adult a picture and asks her to "Read me these words about what the snake eats."

5-Year Olds

ELA-K -3.17
Exemplify the parts of a book (including the front and back cover, the title and the author's name.)

Snapshots:

- Tells the teacher "I have two Eric Carle books at home- The Very Quiet Cricket and The Grouchy Ladybug. He's a good author."
- Tells a friend to turn the book over so they can see the title that is on the front.

ELA-K -3.18
Carry out left-to-right and top-to-bottom directionality on the printed page.

Snapshots:

- Looks at a book and runs her finger under the printed text in a left-to-right and top-to-bottom direction.
- Writes words left-to-right and from the top to the bottom of the page in his journal.

Language and Literacy

3-Year Olds	4-Year Olds	5-Year Olds
ELA-3K-3.19 Express interest in adult writing and identify it by meaning. Snapshots: • Makes wavy lines on paper and shows it to adult commenting "This says my name." • Recognizes a few letters such as ABC or those in her name and saying "That's my letter."	**ELA-4K-3.19** Begin recognizing some letters in words. Snapshots: • Distinguishes own name from another beginning with the same letter. • Tells adult "That sign says 'Z-O-O'. Is that a word?"	**ELA-K -3.19** Distinguish between letters and words. Snapshots: • Uses consonant sounds to write a word, often omitting the vowels, and leaves space before beginning another word • Counts the number of letters in a word or number of words on a line of print.

Writing

IV. Developing Written Communication

Written communication for 3 year old children is primarily an oral exercise. They briefly describe events in their lives or "show" items which represent episodes (narrative) in which they have participated. Production of letters and words in written form should not be expected. In fact, it is harmful to the overall development of the child as a writer. Normal written work is no more than random scribbles on paper or simple drawings such as a head with eyes or a mouth. The content is their oral descriptions.

Written communication for the 4 year old is primarily oral communication. They briefly describe events in their lives with simple sentences such as those given in the examples below. They should be exposed to various forms of paper (plain, lined, greeting cards, order pads from restaurants, dry erase boards) and writing instruments (pencils, pens, markers, colored pencils, crayons, and chalk). Production of letters and words in written form should not be expected. Some children learn to write their names and the names of their friends and make symbols that are meaningful such as hearts, flowers, etc. The writing of names is usually limited to 2 or 3 letters. Their drawing skills have developed and they often produce people, places and objects that are recognizable when described. The majority of their "writing" is oral. Scribbles and letter like shapes are often added to drawings as children pretend to write. This is critical to their development and should not be discouraged. Formal handwriting should not be taught at 4 years of age.

Written communication for the 5 year old child relies upon their oral story telling and description skills. All "writing" should be preceded by "oral" sharing of ideas. Teachers should take time to talk to children about what they are writing if they notice children choosing writing during "center time".

A normal sequence of written work is:

1. Scribbles
2. Drawing and scribbles
3. Drawing and Controlled Scribbles
4. Drawing, Scribbles and Letters mixed
5. Drawing and Name writing
6. Drawing and letters
7. Invented spelling (primarily initial and final sounds)

Children's development varies widely based upon their abilities and previous experiences. Differences should be appreciated and respected. Children begin to be able to give the initial and final sounds in words and to stretch out words to identify the letter names of sounds heard orally. Children at this age love to draw pictures and have the adults "take dictation" from them and write the story under their picture. This is called Language Experience and it helps children learn to write more quickly. Language Experience models good handwriting, story sequence and details while freeing the child up from the use of a writing instrument. Teachers should never forget that oral language development is still very important for the 5 year old child and should be at the heart of every good writing experience.

Handwriting:

Like the 4 year old, environments for 5 year old children should be filled with a variety of writing paper and instruments. In addition, many models of handwriting should be provided. Teacher made charts, name lists, letter formation charts, lists of months, days and seasons, and other things which can be written by 5 year old children should be provided. In addition, book making supplies and blank books should be included in the writing area of the class. When appropriate, writing materials should be integrated into the block, dramatic play and science centers.

Language and Literacy

Standard ELA-4: The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of conventions of written Standard American English.

Oral Language Expression

3-Year Olds

ELA-3K-4.1
Identify people and events of personal significance.

Snapshots:

- Tells a friend she has a kitten named Fluffy.
- Adds to conversation about relatives that his grandma is coming to visit.

ELA-3K-4.2
Uses sentences of 2-3 words (when appropriate in conversation) while describing familiar events or actions.

Snapshots:

- Says to friend, "Dog licks me."
- Responds to teacher , "I'll paint" when asked to select an activity.

4-Year Olds

ELA-4K-4.1
Describe events of personal significance.

Snapshots:

- Looks at a scratch on his/her arm and tells the teacher how it occurred.
- Tells a friend that his play dough snake looks like the one he saw beside the road yesterday.

ELA-4K-4.2
Uses sentences of 3-5 words (when appropriate in conversation) while describing familiar events or actions.

Snapshots:

- Tells a friend that "The dog licks my face."
- Tells the teacher, "I'll go to the art center", when asked to select an activity.

5-Year Olds

ELA-K-4.1
Generate ideas for writing by using techniques such as participating in conversations and looking at pictures.

Snapshots:

- Describes events of getting up and preparing for school during morning circle and draws a picture of the events when encouraged by the teacher.
- Recalls and tells similar experiences in his/her life when prompted by pictures or the conversation of other children and adults.

ELA-K-4.2
Generate complete sentences orally.

Snapshots:

- Uses complete sentences of 5 or more words (when appropriate in conversation) while describing familiar events or actions. For example, "The dog jumps on me and licks my face."
- Teachers should note that most conversations contain very few complete sentences. Often one or two words will carry the conversation. Teachers are most likely going to hear longer utterances during sharing or when they listen carefully before replying to the child.

Language and Literacy

Early Writing Development

3-Year Olds	4-Year Olds	5-Year Olds
ELA-3K-4.3 Tells a brief story (1 -2 ideas) Snapshots: • Tells the class that her mother took her shopping and she got new shoes. • Adds to discussion of book about transportation that he went on a bus to visit his grandpa.	**ELA-4K-4.3** Creates a picture and labels it orally. Snapshots: • Draws a house and a family and says, “This is where I live.” • Draws a picture and scribbles underneath it to simulate writing and tells the teacher that this says • “It is a rainy day”.	**ELA-5K-4.3** Use pictures, letter, or words to tell a story from beginning to end. Snapshot: • Draws a picture and dictates 2 – 5 sentences to the teacher. • Draws pictures and writes letters or words to tell a story using normal developmental spelling patterns.
ELA-3K-4.4 Not expected at this level.	**ELA-4K-4.4** Understands that each person in the class has a first and last name. Snapshots: • Calls most class members and the teacher by their names. • Identifies “big” (capital) letters and “little” (lowercase) letters on a classroom wall chart of children’s names.	**ELA-K-4.4** Understand that a person’s name is a proper noun. Snapshots: • Tells the teacher to use a capital letter at the first of a name while writing a class dictated story. • Finds the capital letter at the first of their name when asked “Where is the capital letter.”

Language and Literacy

3-Year Olds	4-Year Olds	5-Year Olds
ELA-3K-4.5 Not expected at this level.	**ELA-4K-4.5** Begin to understand the relationship between oral language and written language. Snapshots: • Names the first letter in his name when asked, "How do I write your name?" • Identifies words on objects in the room like "table" or "door".	**ELA-K-4.5** Use proofreading skills to edit small group or whole class writing with teacher support. Snapshots: • Gives the initial letter when asked how a word starts while teacher is writing on chart paper. • Gives the next letter when "stretching" out words during class dictation or personal journal writing.
ELA-3K-4.6 Participate in small group reflections on recent event. Snapshots: • Answers "Pumpkin, corn, flowers" when asked "What else did we see at the farmers' market?" while making a class list. • Watches with interest as teacher writes a thank you note to the firefighters who visited the class.	**ELA-4K-4.6** Contribute to small group or whole class dictation activities. Snapshots: • Answers "Halloween" when the teacher asks "What kind of pumpkin?" while recording a dictation story about a trip to the farmers' market. • Tells the teacher what his favorite animal was at the zoo as they make a class book.	**ELA-K-4.6** Use strategies to revise small group or whole class writing with teacher support. Snapshots: • Gives a substitute word or an adjective when rereading a class chart. For instance, when reading "The pumpkin was big" the student may propose "orange" or "huge" to revise the sentence. • Looks at photos of classmates to make sure everyone has signed Thank you note.

Language and Literacy

3-Year Olds	4-Year Olds	5-Year Olds
ELA-3K-4.7 Pretend to write. Snapshots: • Scribbles and says "I'm making letters." • Makes lines and circles on chalk board to write a "message".	**ELA-4K-4.7** Makes some upper case letters without regard to proportion or placement. Snapshots: • Shares scribbles on papers and says, "What letter is this" or "This looks like ___. (naming a specific letter) • Writes portion of own name or tries to copy meaningful words or phrases like "I love you" or "zoo".	**ELA-K-4.7** Use uppercase and lowercase letters. Snapshots: • Tells the teacher "uppercase" or "big" when the teacher asks, "What kind of letter do we begin a new sentence, person's name, or name of a place?" • Writes own first name with an uppercase first letter and the other letters in lowercase.
ELA-3K-4.8 Not expected at this level.	**ELA-4K-4.8** Not expected at this level.	**ELA-K-4.8** Use appropriate letter formation when printing. Snapshots: • Uses legible writing once they begin to use letters to communicate written ideas (This does not include correct spelling) • Copies meaningful words from class word bank such as mom, dad, bus, sun.

WRITING

V. Producing Written Communications in a Variety of Forms

Language and Literacy

ELA-5: The student will begin to write for a variety of purposes and audiences.

3-Year Olds

ELA-3K-5.1
Pretend to write.

Snapshots:

- Scribbles on a greeting card in the writing center and takes it home for a parent.
- Paints lines on easel paper and says, "This is a secret message".

ELA-3K-5.2
Not expected at this level.

4-Year Olds

ELA-4K-5.1
Combine some letters with pretend writing.

Snapshots:

- Scribbles on a piece of stationary from the writing center and gives it to the teacher or friend and says, "I wrote to you."
- Writes one or two letters of his or her name on a drawing to identify it as hers.
- Copies a sign such as "Keep Off" and puts it on a block construction to protect it.

ELA-4K-5.2
Use drawings, letters, or words to create narratives about people and things in their environment.

Snapshots:

- Draws a picture of a car and an arch and says, "We are going to McDonalds" when the teacher asks the child to tell about the picture.
- Combines letters and scribbles to write her recall of what she did during choice time.

5-Year Olds

ELA-K-5.1
Use drawing, letters, or words to create written communications such as notes, messages, and lists to inform a specific audience.

Snapshots:

- Writes name on class attendance sheet.
- Copies a word from a cereal box or other environmental print for grocery list.
- Draws a picture of French fries when pretending to take a "fast food" order.

ELA-5K-5.2
Use drawings, letters, or words to create narratives such as stories and journal entries about people, places, or things.

Snapshots:

- Draws a picture of a favorite toy and says, "I am going to the store and get a new dinosaur today."
- Copies the words "police officer", "K-9",and "patrol car" in his journal to tell about today's visitors.

Language and Literacy

3-Year Olds	4-Year Olds	5-Year Olds
ELA-3K-5-3 Identify and briefly describe important people, objects and events in their world. Snapshots: • Shows a new book bag and says, "Spider-man" while pointing to the picture on the bag. • Paints a paper blue and says that this is the swimming pool she went in. • Not expected at this age.	**ELA-4K-5.3** Represent familiar people and experiences through art and language. Snapshots: • Makes a collage pizza in the art center and tells what ingredients he likes on his pizza. • Draws hearts and x's and o's on a valentine for a friend.	**ELA-K-5.3** Use drawings, letters, or words to create descriptions of personal experiences, people, places or things. Snapshots: • Draws a picture of a recent event which includes several details of the event. For example, the drawing of a race car seen at a local event has smoke coming from the wheels and the number written on the side of the car. • Chooses a picture from a group of pictures and dictates a story about what is happening in the picture.
ELA-3K-5.4 Not expected at this level.	**ELA-4K-5.4** Contribute to small group or whole class stories, rhymes or poems. Snapshots: • Says silly words that rhyme or sound like other words such as apple-papple, while working with a small group creating a poem about apples. • Draws a picture of his house for a class book about "Our Homes".	**ELA-K-5.4** Use drawings, letters. or words to create written pieces such as simple rhymes to entertain others. Snapshots: • Contributes orally a rhyme for a new verse of the song "Down By the Bay", which the teacher writes on a chart. • Draws flowers and copies the words "Get well" on a card for her mother.

RESEARCHING

VI. Applying the Skills of Inquiry and Oral Communication

Language and Literacy

Standard ELA-6: The student will begin to access and use information from a variety of sources.

3-Year Olds

ELA-3K-6.1.
Ask "why" questions about things in their world.

Snapshots:

- Asks a classroom visitor why he is wearing a uniform.
- Asks the teacher why the gerbil can't talk.

4-Year Olds

ELA-4K-6.1
Ask "how" and "why" questions about things in books and their environment.

Snapshots:

- Brings a book about cars to the teacher and asks why all cars have four wheels.
- Contributes to a class discussion about questions to ask the pet store owner when they take a field trip to the mall.

5-Year Olds

ELA-K-6.1
Generate "how" and "why" questions about a topic of interest.

Snapshots:

- Gives questions when completing a simple "What do we want to learn" chart about a specific topic. For instance, if completing a chart on trucks, the child may ask, "How big are the tires on an 18 wheel truck?" or "Why do trucks have such big mirrors?"
- Asks how the farmer knew the pumpkin was ready to be picked and why he left the stem on some of them but not all of them after a visit to a pumpkin patch.

Language and Literacy

3-Year Olds

ELA-3K-6.2
Look at books, pictures, and videos with interest.

Snapshots:

- Browses through new books and photographs in various classroom centers.
- Watches short film about a dairy farm and identifies some of the animals.

4-Year Olds

ELA-4K-6.2
Begin to use classroom resources such as books, charts, photographs and graphs to gain information about topics of interest.

Snapshots:

- Browses two or more books, internet sites, brochures, charts, and pictures to learn more about airplanes.
- Looks at new printed materials that the teacher has added for their project on pets.

5-Year Olds

ELA-K-6.2
Understand that information can be found in print sources such as books, pictures, simple graphs, and charts, and non-print media such as videos, television, films and radio, and the Internet.

Snapshots:

- Uses 2 or more sources when investigating a topic in the science center. For instance, one child brought a magazine from home about motorcycles while another child found pictures of motorcycles in a brochure the teacher placed in the book corner. The teacher may introduce a Google Image search for motorcycles to the children using the smart board.
- Much of the learning will be determined by the classroom set up and communication with parents when particular topics are investigated and discussed in the class. Parents as well as community resources (the motorcycle store in this case) can serve as a necessary resource for learning.

Language and Literacy

3-Year Olds	4-Year Olds	5-Year Olds
ELA-3K-6.3 Classify familiar objects by one or two observable attributes. Snapshots: • Recognizes and categorizes items in the classroom short or long, hard or soft and hot or cold with support from the teacher. • Collects all of the long blocks to put back on the shelf.	**ELA-4K-6.3** Classify objects and information by observable attributes into predetermined categories. Snapshots: • Recognizes and categorizes items in the classroom and in books into categories predetermined by the teacher such as big and little, rough and smooth, color, and heavy and light. • Places pictures of animals into either zoo or farm habitats.	**ELA-K-6.3** Classify information by constructing categories such as living and nonliving thing. Snapshots: • Sorts pictures and objects into various categories. For instance, the child can sort pictures about land, air, or water transportation • Takes a bag of scraps and sorts them into categories such as plastic, wooden, metal or cloth.

Language and Literacy

3-Year Olds	4-Year Olds	5-Year Olds
ELA-3K-6.4 Not expected at this level.	**ELA-4K-6.4** Complete a thought or idea when communicating with others. Snapshots: • Give a sentence about a picture taken on a class field trip .For instance while looking at a picture of a body of water from a recent class field trip, the child says, "This is the Beaver Pond." • Gives the attribute of a toy such as identifying a string as long or short. The child may say, "This string is long."	**ELA-K-6.4** Use complete sentences when orally communicating with others. Snapshots: • This indicator is related to reporting information learned while doing research and should not be confused with ELA-K-4.2 which is related to telling stories as a prewriting skills. • Reports orally about topics studied. For example, while describing an experiment which investigated sink and float the child might say: "The wood and the boat floated. The penny and the bolt sank to the bottom. These things floated. These things sank. (While pointing to a group of items.) • Reports using pictures made around the school of a rainy day. While showing pictures the child may say, "This is the water dripping off of the roof. The water was running beside the drive way. The water is falling."

Language and Literacy

3-Year Olds

ELA-3K-6.5
Carry out simple directives most of the time.

Snapshots:

- Responds appropriately when asked, "Where is your book bag?"
- Washes hands after toileting when reminded by teacher.

4-Year Olds

ELA-4K-6.5
Carry out simple directions and directives.

Snapshots:

- Responds when the teacher says "It is time for clean up. Would you please help in the block center?"
- Retrieves items when requested such as, "Please bring the book, Brown Bear, Brown Bear.
- Remembers to put the puzzle back in the rack before getting out another one.

5-Year Olds

ELA-K-6.5
Understand and follow one-and-two step oral directions.

Snapshots:

- Completes an art project by making a replica of the mode of transportation they use to get to school following directions from the teacher at group time when she showed a collage representing her car.
- Completes a clean up task in the classroom as instructed by the teacher. For instance, "Please pick up the paper scraps in art center and put them in the trash can."
- Completes a simple science experiment after the teacher gives directions. For instance, "Put the items into the water. Next, put the things that sink in this container and the things that float in this container."

Mathematics

Good Start Grow Smart

Mathematics

Introduction to Mathematics

Young children experience mathematics naturally and spontaneously as they explore, interact and try to make sense of their world. The goal of mathematics instruction during the preschool years is to help children begin to develop their understanding and use of mathematical concepts and vocabulary, and to become comfortable in applying mathematical models as a way of asking questions and solving problems. To this end, teachers engage children in informally structured, playful experiences with carefully chosen materials, model mathematical language and thinking in meaningful contexts daily, and guide children to pose questions, collect data, and organize their observations. Many experiences with the mental processes of estimating, counting, ordering, measuring, comparing, classifying, and combining objects and sets of objects help young children build a solid foundation for higher-order concepts and skills taught in Grades 1-12. This developmentally appropriate center-based teaching lays the foundation for the areas of Mathematics Processes, Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability. Thus, mathematics is not a "subject" but, rather, a way of thinking taught throughout the day, using all classroom areas and activities, drawing upon both teacher and child initiated activities as well as supporting children's interest and extending their discovery learning.

Teachers integrate math into all aspects of the daily routine through individual and small-group activities, choices and transitions. They allot time for in-depth, planned, small-group experiences that include interaction, problem solving and reflection. Teachers recognize the strong connection between math and literacy and other content areas. Over time, teachers and parents will grow and support each other as models for the children. The children's early interest and the adult's guidance will provide a strong foundation and the confidence necessary for mathematics enjoyment and proficiency in school and life.

Kindergarten Overview

This overview provides only the highlights of the new learning that should take place at the kindergarten level. The specific skills and subject matter that kindergartners should be taught in each of the five mathematical strands are set forth in the formal standards and indicators for these strands.

Mathematics

Highlights of the new mathematical standards for kindergarteners are:

- Comparing sets of objects
- Recognizing the effect of addition and subtraction
- Representing place value within specified ranges
- Classifying based on attributes
- Identifying two- and three-dimensional shapes
- Representing basic two-dimensional shapes
- Using positional and directional words to describe location and movement
- Telling time to the hour and using a calendar
- Making nonstandard measurements and identifying measuring devices
- Organizing data in graphic displays and interpreting data

Younger children are working toward these standards.

Mathematics – Children with different needs and abilities

Mathematics can be thought of as a language system with numeric symbols instead of words. Reading and arithmetic are similar: numbers and words stand for concepts. Many children with different abilities who have difficulty with language, may have difficulty learning to perform a math process.

For a child with different needs and abilities, mathematics is everywhere. It is a natural part of their world. They see numbers everywhere—on their house, on play telephones, on the clock, on toys, and in books. Many rhymes, songs, and games develop language and mathematical concepts—"Ten Little Monkeys," "Three Little Pigs," "One, Two, Buckle My Shoe." Many books contain math relationships among different components and the lives of children, i.e., "I'm the Big Sister Now."

In a typical curriculum activity, children with different abilities may not understand that a counting sequence indicates increasing quantities or identify objects to ten (10). Curriculum materials and activities need to be assessed to ensure successful inclusion of children with different needs. One of the foremost questions for teachers to ask themselves when structuring an activity to help children understand mathematical concepts is, "Does it fit into the functioning level of the child's learning and experience?"

An inclusive mathematical curriculum reflects awareness of and sensitivity to all areas of a child's life: ability, cultural, social, language, faith, and motor. Children with different needs need caregivers who are interested in who they are, understand how each child is different, what makes them different, and how a particular child learns best—his learning style.

Children with different abilities use different learning styles—visual, auditory, tactile. Examples: "Look, I see two horses." "Listen, the horses say, 'neigh-h-h-h-h'." "Hold me up so I can touch the horses." Teachers integrate math in all aspects of the daily routine through individual, pair, and small group activities. Children are demonstrating an emergent concept of "set" when in the house area they "set" the table. They understand, "It's time to…" when they do not understand time.

Children with different abilities learn math concepts best when they are relevant, meaningful, and familiar. As an example, children can use pictures and compare the number of pictured birds to the actual number in the cage. They use language (verbal or non-verbal) to describe size, the color, and the number of birds. The focus of this activity is mathematics and an understanding of terminology used in mathematics. Most children with different abilities benefit from working with basic counting, matching, and measuring activities with real objects.

Mathematics

Once children learn the basic signs of the four (4) arithmetic operations, a simple calculator can be useful. Children may also need to have word problems read to them. Many computer programs are available to teach basic math skills and many programs use a game-like format that teachers have found helpful.

Children with different needs require practice in logical reasoning, i.e., the more they press (bang on) the clay, the thinner it gets. They need the opportunity for broad exploration. Use real materials and situations, "I'll give you two cookies." They can see them, touch them, count them, taste them, break them in half, count again, and eat them. DOING math is the key, not just hearing about it. When teaching math:

- Use concrete objects – cookie, block, water
- Play games – count objects, name numbers when shown number, match numbers, group objects, and select numbers
- Use reasoning skills – "What else can you use to build a tower?"
- Play size comparison – "Give me the big cup."
- Help – identify, predict, construct
- Emphasize – mathematical concepts
- Give – large paper and pencil

Children with different abilities need to organize their world. They need help to classify, recognize relationships, and compare/contrast. They need the teacher's knowledge and skill in learning how to develop compensatory skills that will help them as math becomes more formalized.

SOUTH CAROLINA KINDERGARTEN ACADEMIC STANDARDS FOR MATHEMATICS

I. Mathematics Processes
Standard K-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

II. Number and Operations
Standard K-2: The Student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relations, sets and place values.

III. Algebra
Standard K-3: The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns and classifications based on attributes.

IV. Geometry
Standard K-4: The student will demonstrate through the mathematical process an emerging sense of two- and three-dimensional geometric shapes and relative positions in space.

V. Measurement
Standard K-5: The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement concepts of length, weight, time and temperature.

VI. Data Analysis and Probability
Standard K-6: The student will demonstrate through mathematical processes an emerging sense of organizing and interpreting data.

I. MATHEMATICS PROCESSES

The mathematical processes provide the framework for teaching, learning, and assessing in mathematics at all grade levels. Instructional programs should be built around these processes. The indicators for this standard, which are appropriate for kindergarten through grade two, are adapted from Principles and Standards for School Mathematics (NCTM 2000). Classroom application should be based on the standard and its indicators: the mathematical goals for the class; and the skills, needs, and understanding of the particular students.

Mathematics

Standard M-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

3-Year Olds

M-3K-1.1
Engage in problem-solving during play within the classroom environment.

Snapshots:

- Looks for another doll when two friends want to play house and there is only one doll.
- Asks for a bigger paint brush so he can make wider lines on his painting.

M-3K-1.2
Begin to make predictions based on appearance and experience.

Snapshots:

- Says, "If I stretch out this playdough, I'll have a lot more."
- Tells the teacher, "There are clouds in the sky, I think it will rain."

4-Year Olds

M-4K-1.1
Use emergent mathematical knowledge as a problem-solving tool.

Snapshots:

- Notices that a friend has more carrot sticks than she does, and asks "May I have some of yours? Then we will both have the same."
- Decides to find a bigger scoop to use to fill his bucket because the one he is using is taking too long.

M-4K-1.2
Generate conjectures based on personal experiences and simple reasoning.

Snapshots:

- Watches a friend build a tower and shouts, "If you put the big block on top it will fall over."
- Looks through a basket of items for a sink or float activity, a child says "The cork and the paper aren't heavy, so I think they'll float.

5-Year Olds

M-K-1.1
Apply substantive mathematical problem-solving strategies.

Snapshots:

- Prepares to do her job as music helper, a girl counts the children to see how many instruments she will need to hand out.
- Studies the blocks on the floor, and decides which ones he needs to make the sides of a building the same height.

M-K-1.2
Generate conjectures and exchange mathematical ideas.

Snapshots:

- Estimates how many buttons are in the jar based on its size, and circles the number on the number line.
- Predicts to a friend that the biggest pinecone will be the heaviest as she takes it to the scale to weigh it first.

Mathematics

3-Year Olds	4-Year Olds	5-Year Olds
M-3K-1.3 Not expected at this level	**M-4K-1.3** Investigate solutions to simple problems. Snapshots: • Adds drops of water to sand to try to make a sandbox road firm. • Places two rocks on a balance scale to identify the one that is heavier.	**M-K-1.3** Explain and justify answers to simple problems. Snapshots: • Shows on a ruler how he measured his bean plant to see how much it grew this week. • Tells the teacher that she counted how many cups of water she poured into each container to decide which holds more.
M-3K-1.4 Not expected at this level	**M-4K-1.4** Locate patterns in the environment. Snapshots: • Looks at his painting and says, “I made a pattern- blue line, yellow line, blue line, yellow line. “ • Points out the two colored pattern of checks on her shirt.	**M-K-1.4** Analyze patterns by reasoning systematically. Snapshots: • Says that there are three red cubes before every green one, so that must be the pattern-red, red, red, green. • Listens to a clap-stamp pattern in a chant and shows a friend how to do it by starting with a clap.

Mathematics

3-Year Olds	4-Year Olds	5-Year Olds
M-3K-1.5 Begin to see how similar items can be grouped together. Snapshots: • Puts the dishes in the cupboard and the dress-up clothes on hooks in the dramatic play center. • Goes around the art area and puts everything orange into a basket to make a set of orange items.	**M-4K-1.5** Classify objects in their environment by color, shape, size or function. Snapshots: • Puts the unit blocks on the shelf by matching shapes-squares on squares, triangles on triangles, and rectangles on rectangles. • Gathers all of the farm animals together.	**M-K-1.5** Generalize mathematical concepts. Snapshots: • Looks at a set of wooden shapes and says, "We could make smaller sets of just the circles, just the squares or just the triangles." • Says that the paper chain will be the same length if we add two red loops or two blue loops.
M-3K-1.6 Not expected at this level	**M-4K-1.6** Use appropriate vocabulary to communicate mathematical ideas. Snapshots: • Says to a friend as they build together in the block center, "Get me a big rectangle to hold up this side of the bridge." • Draws a picture of his family and compares it to his friend's family picture to see who has more family members.	**M-K-1.6** Use a variety of forms of mathematical communication. Snapshots: • Plays at the sand and water table, and tells another child to "add more water to your bucket to make it the same as mine". • Creates a menu with prices for the "restaurant" in the dramatic play area.

Mathematics

3-Year Olds	4-Year Olds	5-Year Olds
M-3K-1.7 Show an awareness of numbers in a personally meaningful context. Snapshots: • Tells own age by saying "3" and/or holding up 3 fingers. • Pushes buttons on the play telephone and says, "I am calling home."	**M-4K-1.7** Begin to show an awareness of numbers in the environment. Snapshots: • Writes lines and squiggles to represent the price for food in a class grocery store. • Discusses addresses in small group time and tells the others, "My apartment number is 12."	**M-K-1.7** Generalize connections among mathematics, the environment, and other subjects. Snapshots: • Says that she's saving all her coins to buy a new book from the book fair • Points to the number and says, "That says how fast you can go," after seeing a 55 mile per hour road sign.
M-3K-1.8 Not expected at this level	**M-4K-1.8** Integrate mathematical ideas into personal representations. Snapshots: • Places four small balls of playdough into a nest and comments, "The mother bird laid four eggs." • Builds a long road with blocks and then uses large and small blocks to create a tunnel that "goes under the mountain so the cars can go through."	**M-K-1.8** Use multiple informal representations to convey mathematical ideas. Snapshots: • Sorts the leaves and makes a chart of the different kinds of leaves collected on a nature walk. • Pastes paper shapes in a row to represent a pattern he has made with wooden shapes.

II. Number and Operations

Standard M-2: The student will demonstrate through the mathematical process an emerging sense of quantity and numeral relations, sets and place values.

Mathematics

Standard M-2: The student will demonstrate through the mathematical process an emerging sense of quantity and numeral relations, sets and place values.

3-Year Olds

M-3K-2.1
Show curiosity and interest in counting and number.

Snapshots:

- Participates in the fingerplay, "Five Little Monkeys".
- Tries to count the items on each page of a counting book.

M-3K-2.2
Show one-to-one correspondence through three when counting real objects.

Snapshots:

- Picks up one or two blocks when asked
- Follows the teacher's direction by counting out three crackers at snack time.

4-Year Olds

M-4K-2.1
Count orally forward to twenty and backward from three.

Snapshots:

- Counts aloud to twenty when asked.
- Says "3-2-1 Go!" when starting a race with cars.

M-4K-2.2
Show one-to-one correspondence through ten when counting real objects.

Snapshots:

- Points to each shell as she counts them and says the correct number.
- Says,"I need six cars because I made six garages."

5-Year Olds

M-K-2.1
Recall numbers, counting forward through 99 and backward from 10.

Snapshots:

- Says "10, 9, 8, 7,6,5,4,3,2,1 BLAST OFF!" after building a rocket ship in block area.
- Recites the numbers daily as the class counts the first 100 days of kindergarten

M-K-2.2
Translate between numeral and quantity through 31.

Snapshots:

- Sees the numerals drawn at the bottom of an egg carton and places the correct number of buttons in each section.
- Counts the number of days on the class calendar and selects the correct numeral for today.

Mathematics

3-Year Olds	4-Year Olds	5-Year Olds
M-3K-2.3 Compare quantities using general terms. Snapshots: • Tells a friend that his cup is still full so he has more water than she does. • Looks at her snack and says, “I don’t have as much as she does.”	**M-4K-2.3** Compare sets of no more than ten objects using the terms “more than” or “same as”. Snapshots: • Counts and says, “I have 5 green cubes and 3 red cubes. I have more green.” • Matches her string of beads to her friends and says, “Mine is the same as yours.”	**M-K-2.3** Compare sets of no more than 31 objects by using the terms more than, less than and the same as. Snapshots: • Counts picture sets of dogs and cats and says, “There’s only 13 dogs. That’s less.” • Looks at several drawings of houses and says, “My house has more windows than anyone’s, but the same number of doors.”
M-3K-2.4 Understand the concept of adding one more (joining) and taking one away (separating). Snapshots: • Looks for one more glove so he’ll have two. • Eats one of her two apple slices and says, “See, now I only have one left.”	**M-4K-2.4** Represent simple joining and separating situations through 4. Snapshots: • Looks at a domino and says, “Three dots and one dot makes four.” • Shows a friend that if he gives him two of his four trucks, he’ll only have two left.	**M-K-2.4** Represent simple joining and separating situations through 10. Snapshots: • Adds a friend’s five beads to her string of five beads and says, “Now I have ten beads.” • Gives a friend one of his 7 markers and says, “Now I only have 6 markers.”

Mathematics

3-Year Olds	4-Year Olds	5-Year Olds
M-3K-2.5 Not expected at this level.	**M-4K-2.5** Not expected at this level.	**M-K-2.5** Understand that the operation of addition results in increase and subtraction results in decrease. Snapshots: • Comments to the teacher, "There are 5 boys here today. When Johnny goes home there won't be as many boys." • Plays with unifix cubes and says "I have 6 now, if I add 4 more, then I will have 10 cubes".
M-3K-2.6 Not expected at this level.	**M-4K-2.6** Not expected at this level.	**M-K-2.6** Analyze the magnitude of digits through 99 on the basis of their place values. Snapshots: • Counts and bundles sets of ten popsicle sticks, then chooses six bundles of ten and three single sticks to match to the numeral 63 on the "100 Days of Kindergarten" numberline.

Mathematics

3-Year Olds	4-Year Olds	5-Year Olds
M-3K-2.7 Not expected at this level.	**M-4K-2.7** Not expected at this level.	**M-K-2.7** Represent the place value of each digit in a two-digit whole number. Snapshots: • Selects a place value mat with one square representing tens and one square representing ones, the child counts out ten cars and places them under the tens square and 2 cars and places them under the ones square to represent the number 12.
M-3K-2.8 Identify the positions first and last. Snapshots: • Says at the end of story time, “That was the last page in the book.” • Calls out “I’m first!” when arriving in the classroom.	**M-4K-2.8** Identify the positions first through tenth using concrete objects. Snapshots: • Says that his coat is on the second hook. • Touches the fingers on one hand while saying first, second, third, fourth and fifth.	**M-K-2.8** Identify ordinal positions through 31st. Snapshots: • Counts a line of blocks and then says, “The tenth block is the only triangle.” • Writes his name on a turn taking list and states “I am the sixth one on the list to play at the water table”.

III. Algebra

Standard M-3: The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns and classifications based on attributes.

Mathematics

Standard M-3: The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns

3-Year Olds	4-Year Olds	5-Year Olds
M-3K-3.1 Not expected at this level.	**M-4K-3.1** Show awareness of growing patterns in their environment. Snapshots: • Sings the song "Bingo" and understands to clap for one more letter each verse. • Looks at a series of stars made with connecting blocks and notices that each one is a little bigger than the one before it—a growing pattern.	**M-K-3.1** Identify simple growing patterns. Snapshots: • Looks at the paper rings on a hanger that indicate the days in the week-one ring for Monday, two rings for Tuesday, three rings for Wednesday, etc., as a growing pattern. • Sees the rings on a tree stump and says that it is a growing pattern.
M-3K-3.2 Not expected at this level.	**M-4K-3.2** Identify and copy a simple pattern. Snapshots: • Joins in with a sound pattern of clap, stamp, clap, stamp. • Copies a friend's pattern of green, yellow, green, yellow counting bears.	**M-K-3.2** Analyze simple repeating and growing relationships to extend patterns. Snapshots: • Builds steps with unit blocks and says that we made a growing pattern. • Tells classmates that to extend their pattern. they need two shoes with laces before they need two without laces.

Mathematics

3-Year Olds	4-Year Olds	5-Year Olds
M-3K-3.3 Not expected at this level.	**M-4K-3.3** Recognize a simple pattern and extend. Snapshots: • Lines up blocks in a tall-short/tall-short pattern and says we need a tall one next. • Notices that friends are lining up boy, girl, boy, girl and calls a boy to come up next.	**M-K-3.3** Translate simple repeating and growing patterns into rules. Snapshots: • Comments that a red-red-green/red-red-green pattern is the same as a clap-clap-step/clap-clap-step pattern (e.g. both are AAB patterns). • Looks at steps made from unit blocks and says that each step is one more block than the one below it.
M-3K-3.4 Recognize similar objects in the environment by color, shape or size. Snapshots: • Gathers up only the yellow tennis balls on the playground. • Comments, “Hey! Sue and I have big lunch bags today.”	**M-4K-3.4** Sort and classify objects by one attribute (size, shape, or color). Snapshots: • Picks out the red counters from a small basket. • Decides to pick up all of the triangle blocks during clean-up.	**M-K -3.4** Classify objects according to one or more attributes such as color, size, shape and thickness. Snapshots: • Sorts the buttons by color and then sorts each color group into large and small buttons. • Looks through the new library books, and sorts them by thick and thin.

IV. Geometry

Standard M-4: The student will demonstrate through the mathematical processes an emerging sense of two- and three-dimensional geometric shapes and relative positions in space.

Mathematics

Standard K-4: The student will demonstrate through the mathematical process an emerging sense of two- and three-dimensional geometric shapes and relative positions in space.

3-Year Olds

M-3K-4.1
Recognize simple shapes in the environment.

Snapshots:

- Holds up a triangle felt piece when the teacher names it in a small group story activity.
- Puts geometric shapes in a wooden puzzle.

M-3K-4.2
Match shapes in their environment.

Snapshots:

- Matches the shape of the block to the paper shape on the shelf at clean-up time.
- Discovers that plates in the dramatic play center are the same shape as the alarm clock.

4-Year Olds

M-4K-4.1
Identify two-dimensional shapes: circle, square, triangle and rectangle.

Snapshots:

- Names each shape as he puts them into the shape sorter.
- Remarks that the roof of the house she painted looks like a triangle.

M-4K-4.2
Represent simply two-dimensional geometric shapes.

Snapshots:

- Works with pattern blocks and says, “I need circles to make the tires for this truck.”
- Draws a picture that includes shapes such as a circle for the sun and a rectangle for a house.

5-Year Olds

M-K-4.1
Identify the two-dimensional shapes: square, circle, triangle, and rectangle, and three-dimensional shapes; cube, sphere, and cylinder.

Snapshots:

- Names the shapes on the pages of a book.
- Remarks that a ball is a sphere.

M-K-4.2
Represent two-dimensional geometric shapes (circle, square, triangle, and rectangle).

Snapshots:

- Traces around the outside of a block to make a rectangle.
- Creates a triangle on the geoboard.

Mathematics

3-Year Olds	4-Year Olds	5-Year Olds
M-3K-4.3 Begin to show an understanding of common positional words "up", "down", "under", "over", and "in". Snapshots: • Opens the play oven door and tells a friend to put the pan in. • Stands up and sits down in response to the directions of a song.	**M-4K-4.3** Understand and use positional words to describe the location of objects (up, down, in, over, under, behind, on top of and in front of). Snapshots: • Sits under the table and says, "I am under the table." • Describes her place in line by saying that she is behind/in front of a classmate.	**M-K-4.3** Use positional words near, far, below, above, beside, next to, across from, and between to describe the location of an object. Snapshots: • Identifies a friend as sitting beside her or between 2 other children. • Moves a bean bag to the appropriate position in a game of Simon Says such as, "Simon Says place the bean bag near your toes".
M-3K-4.4 Not expected at this level.	**M-4K-4.4** Matches left and right body parts to clothing or related items. Snapshots: • Puts shoes or gloves on the correct foot or hand. • Holds up the hand he writes with and says this is my right/left hand.	**M-K-4.4** Use the directional words left and right to describe movement. Snapshot: • Chanting and doing the motions, "lean to the left, lean to the right, stand up, sit down fight, fight, fight!" • Tells a friend to turn right after she passes the tree when playing a treasure hunt game.

V. Measurement

Standard M-5: The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement concepts of length, weight, time and temperature.

Mathematics

Standard M-5: The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement

3-Year Olds	4-Year Olds	5-Year Olds
M-3K-5.1 Not expected at this level.	**M-4K-5.1** Shows awareness that money is used to buy things and that coins differ in value. Snapshots: • Says that the brown ones are pennies but you can't put them in the candy machine. • Brings money to the teacher and asks what this will buy in the school store.	**M-K-5.1** Identify a penny, nickel, dime, quarter, and dollar and the value of each object. Snapshots: • Says to a "customer" while playing store, "That cost 10 cents. You gave me a nickel, not a dime." • Points to a quarter and says, "You have twenty-five cents."
M-3K-5.2 Compare the size of objects. Snapshots: • Looks at a group of balls, and selects the smallest one. • Uses arms to indicate size of an object-"It was this big."	**M-4K-5.2** Compare the lengths of two objects. Snapshots: • Tells two children who are standing back to back which one is taller. • Comments that his paper chain is shorter than his friend's as they hold them side by side.	**M-K-5.2** Compare the lengths of two objects, both directly and indirectly, to order objects. Snapshots: • Measures her shoe and the teacher's shoe using a string, to see which one is longer • Puts two blocks next to each other to determine which one is longer.

Mathematics

3-Year Olds

M-3K-5.3
Explore measurement informally through play.

Snapshots:

- Pours water from one container to another at the water table.
- Fills the baskets on the balance scale with acorns to see which one goes down first.

M-3K-5.4
Associate at least one measurement device with its purpose.

Snapshots:

- Tells a friend, "We got a new alarm clock so we'd know when to get up."
- Uses a large tape measure to pretend to measure how long his road is.

4-Year Olds

M-4K-5.3
Use nonstandard units of measure to compare everyday objects.

Snapshots:

- Measuring the table using blocks and saying "The table is five blocks long"
- Plays at the water table and says that it takes five full glasses to fill up the pitcher.

M-4K-5.4
Associate at least two measurement devices with their purposes.

Snapshots:

- Goes to the cupboard to get a yardstick so the teacher can measure her height.
- Comments while playing in the house area, "Get me a thermometer. This baby has a fever."

5-Year Olds

M-K-5.3
Use nonstandard units to explore the measurement concepts of length and weight.

Snapshots:

- Counts the number of tiles that it takes to make up the child's length while laying on the tile floor.
- Holds up individually each rock picked up on the playground to decide which one weighs the most.

M-K-5.4
Identify rulers, yardsticks, and tape measures as devices used to measure lengths; scales and balances as devices used to measure weight; calendars and analog and digital clocks as devices used to measure time; and digital and standard thermometers as devices used to measure temperature.

Snapshots:

- Recalls her center play by saying, "I weighed the rock on the scale and it weighed 1 pound".
- Looks at the calendar to see when he can take the class pet home.

Mathematics

3-Year Olds	4-Year Olds	5-Year Olds
M-3K-5.5 Not expected at this level.	**M-4K-5.5** Not expected at this level.	**M-K-5.5** Understand which measure-length, weight, time, or temperature-is appropriate for a given situation. Snapshots: • Picks up a pumpkin and says, "It's heavy-let's see how much it weighs". • Says that it's really hot outside, and she wonders what the temperature is.
M-3K-5.6 Begin to show awareness of time concepts. Snapshots: • Asking, "Are we going home soon?" • Plays in the house area and says, "It's nighttime. Let's put the babies to bed."	**M-4K-5.6** Associate time concepts with a clock. Snapshots: • Asks the teacher to look at her watch and see if it's time to go outside. • Looks at the clock and says, "Both hands are pointing up, so it's time for lunch."	**M-K-5.6** Use analog and digital clocks to tell time by the hour. Snapshots: • Looks at clock in classroom and announcing it is "ten o'clock and time to go outside." • Uses a teaching clock face and moves the hands to correctly identify 5:00.

Mathematics

3-Year Olds	4-Year Olds	5-Year Olds
M-3K-5.7 Not expected at this level.	**M-4K-5.7** Not expected at this level.	**M-K-5.7** Use a calendar to identify dates, days of the week, and months of the year. Snapshots: • Goes to the classroom calendar and points to today and says that tomorrow will be Saturday. • Sings during choice time the "Days of the Week" song and points to the appropriate day on the calendar.
M-3K-5.8 Not expected at this level.	**M-4K-5.8** Not expected at this level.	**M-K-5.8** Recall equivalencies associated with time: 7 days = 1 week and 12 months = 1 year. Snapshots: • Picks up seven counters while saying the names of the days in response to a question about how many days are in a week. • Says that there will be 1 year before her birthday comes again and that means 12 months.

VI. Data Analysis and Probability

Standard M-6: The student will demonstrate through mathematical processes an emerging sense of organizing and interpret data.

Mathematics

3-Year Olds	4-Year Olds	5-Year Olds
M-3K-6.1 Not expected at this level.	**M-4K-6.1** Organize and represent data with real objects. Snapshots: • Places objects from a basket in one of two columns- under a piece of sandpaper for rough or under a pebble for smooth. • Takes off one shoe and puts it in a line of shoes with laces or a line of shoes with no laces.	**M-K-6.1** Organize data in graphic displays in the form of drawings and pictures. Snapshots: • Draws a picture of himself and puts it on a graph to show how he came to school- by car, bus or walking. • Reflects on the class trip to a local farm and uses an animal stamp to tally her vote for her favorite animal.

Physical Development and Health

Introduction to Physical Development and Health

Young children use their senses and bodies to explore and master their physical environment. Their self-esteem is closely related to what they can do physically, and they often describe their competence according to their physical accomplishments. Young children need to spend much time each day, both indoors and outdoors, engaged in physical activity, using well chosen materials, in order to develop the skills of body coordination, control, and balance. While mastering these large muscle skills, they are also learning to use the finer muscles of arms, hands, and fingers to build hand-eye coordination, strength, control and object manipulation. Learning acquired through the body builds a strong base for time and space concepts, problem-solving, and literacy and mathematical skills. Also important for this age child are the development of self-care skills, formation of good health habits, and the knowledge and use of age-appropriate safety practices.

Most young children are by nature physically active and enjoy moving to explore their environments. Unfortunately, recent societal changes -- motorized transportation, higher junk food consumption, increased television and computer usage, and less freedom for independent, outside play -- have led to decreased physical activity and a corresponding rise in the number of children who are overweight and/or obese. Childhood inactivity and lack of fitness should be a major concern for several reasons, including its tendency to lead to adult obesity and its involvement as a major risk factor for a number of diseases. Physical activity, however, is much more than a strategy to avoid obesity. Regular physical activity helps young children build strong bodies, establish life-long habits of wellness and may, through its positive effect on mental health, increase student's capacity for learning.

Physical Development and Health – Children with different needs and abilities

A child may have difficulty moving, coordinating, balancing, or holding/releasing but you can structure play and activities to compensate for the child's physical difference. In all play and movement activities, be aware of the child's needs and interests and enter into the spirit of fun and respect for a child's achievement.

Young children with different motor abilities may need the opportunities to "move within the world" in a different perspective. They may be slower in attaining motor milestones, gaining strength, control, release, balance, and coordination. Children with multiple different needs find opportunities to develop large motor skills and enhance play through physical activities. Some children, such as those with autism or hyperactivity, benefit greatly from rigorous physical activity—jumping, running, and dancing.

No two children move their bodies and play in the same way. Teachers and parents are encouraged to choose play activities and games that provide the most success for each child.

Consider:

- choosing activities that the child likes;
- adapting, as needed, to the child's needs; and
- organizing activities so that they are inclusive—child and his friends.

Children enjoy play. They like games that require teamwork, sharing, taking turns, and fantasy. Children who do not have different needs may learn from a single experience; many children with different needs may require repetition of many experiences before they learn from it. The environment in which the child plays is very important. Be aware of safety and health concerns at all times. Children on certain medications for seizures or other health conditions may be allergic to sunlight. Teachers must be knowledgeable of medications and side-effects.

Consider:

- TIME. Keeping play periods short—end before child gives out. Give time to explore.
- COMFORT. Keep the child comfortable and relaxed.
- NOISE. Be aware of excessive or distracting noises.
- LIGHT. Avoid glaring sunlight.
- MOVEMENT. Avoid quick movement.
- WATER. Warm water helps relax muscles.
- UNDERSTANDING. Physically guide or demonstrate if needed.
- TOYS/ACTIVITIES. Select toys and activities that encourage inclusion.
- MODEL. Guide, model, or join in the game.
- ENCOURAGE. Praise, accentuate the positive, and encourage to keep trying.
- FUN. Participate and be enthusiastic by your body actions and voice.
- DESCRIBE. Talk about lights, shapes, sizes, rules.

Teachers can help the child get the play and movement experiences he needs by adapting the physical environment. Children with motor impairments who have good cognitive skills may find computer skills are critical to their development in both academics and communication. Remember, if it isn't FUN, it isn't PLAY.

Some activities may need adaptations, others the child may find extremely difficult or not be able to participate in certain activities. Do not frustrate the child. Be aware of what the child needs to play and have fun:

What POSITIONS support and allow freedom?
What EQUIPMENT or modifications are needed?
What ACTIVITIES promote safe movement for the child?

Physical Development and Health

Provide as many opportunities as possible for the child to enjoy play activities. Outside activities provide opportunities for developing social skills, addressing safety and accessibility, playing with outside equipment, and healthy, physical exercise.

Painting (fine motor) – Enjoy making pictures or patterns with hands, fingers, or feet.
Snapshots:

- Child can use feet or toes versus hands or fingers.
- Tape the paper to the table surface.
- Add salt or sand for a change of texture.

All children facing the challenge of different physical needs, need to develop respect for themselves and independence. Assistive technology devices assist children with self-help skills. Clothing/bathing adaptations support children in becoming independent. After basic health care needs are met, acceptance and encouragement are the next most basic needs of children with different abilities. We should never assume that a technology-dependent child cannot be included in the community.

Physical Development and Health

SOUTH CAROLINA KINDERGARTEN
ACADEMIC STANDARDS - PHYSICAL DEVELOPMENT AND HEALTH

Physical Development Goal: Children engage in play to develop their physical bodies
Health Goal: Children use play and other activities as a means to understand healthy behavior

PD 1. Gross Motor Development: Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.

PD 2. Fine Motor Control: Children use their fingers and hands in ways that develop hand to eye coordination, strength, control and small object manipulation.

PD 3. Personal Health: Children understand how daily activity and healthy behavior promote overall personal health, physical fitness and safety.

Physical Development and Health

PD 1. Gross Motor Development. Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.

3-Year Olds

PD-3K-1.1
Move with some balance and control while walking, running, jumping, marching and hopping.

Snapshots:

- Moves around classroom without bumping into furniture or other children.
- Alternates feet when going up steps; coming down steps may still be one step at a time without alternating feet.
- Balances on one foot for few seconds before falling.

PD-3K-1.2
Coordinate movements to perform simple tasks.

Snapshots:

- Catches a large ball with arms stiffly extended.
- Throws a ball into a large basket.
- Kicks a large ball in a forward direction.
- Pedals a tricycle around a flat surface, steering widely around corners.

4-Year Olds

PD-4K-1.1
Move with balance and control while walking, running, jumping, marching, hopping, and galloping.

Snapshots:

- Moves around classroom or playground on narrow paths, easily avoiding collisions.
- Goes up and down steps alternating feet most of the time.
- Balances on one foot for 5-7 seconds before breaking into a hop.

PD-4K-1.2
Coordinate movements to perform more complex tasks.

Snapshots:

- Catches a ball with arms bent at elbows to adjust to direction ball is traveling.
- Throws a ball in right direction, aiming at a target with reasonable accuracy.
- Runs up to and kicks a soccer ball.
- Rides a “big wheel” or tricycle at varying speeds, turning corners sharply.

5-Year Olds

PD-K-1.1
Move with balance and control, varying speed, rhythm, gait, and direction.

Snapshots:

- Moves through an obstacle course, forward and sideways, using a variety of movements with ease.
- Goes up and down steps alternating feet.
- Balances on each foot alternately, using arms outstretched for aid in balancing

PD-K-1.2
Coordinate movements to perform variety of tasks.

Snapshots:

- Moves body into position to catch ball, then throws in the right direction.
- Throws a ball overhand for 10-15 feet, with good accuracy.
- Kicks a moving soccer ball using a smooth running step.
- Begins to ride a two-wheeled bicycle with training wheels.

Physical Development and Health

PD2. Fine Motor Development: Children use their fingers and hands in ways that develop hand to eye coordination, strength, control and object manipulation.

3-Year Olds

PD-3K-2.1
Use strength and control to perform simple tasks.

Snapshots:

- Puts interlocking blocks together and takes them apart.
- Manipulates play-dough, frequently leaning or rising to knees in order to use arm and shoulder muscles as well as those of hands.
- Experiments with use of scissors, frequently bending or tearing paper rather than cutting.
- Tries to use a paper punch but needs adult assistance.

PD-3K-2.2
Use hand-eye coordination to perform simple tasks.

Snapshots:

- Turns large, knobbed puzzle piece different ways to find right fit.
- Builds a tall tower, 8-10 blocks high.

4-Year Olds

PD-4K-2.1
Use strength and control to perform more complex tasks.

Snapshots:

- Puts together and pulls apart small interlocking blocks with relative ease.
- Shapes play-dough with tools such as cookie cutters and rolling pins as well as with fists and fingers.
- Cuts along a line or around a large shape, often leaving a large margin.
- Needs both hands to press down paper punch to make holes.

PD-4K-2.2
Use hand-eye coordination to perform more complex tasks.

Snapshots:

- Fits 6-12 piece wooden puzzle into frame.
- Strings beads or lengths of straws onto a piece of yarn.

5-Year Olds

PD-K-2.1
Use strength and control to accomplish a variety of skilled tasks.

Snapshots:

- Constructs planned projects out of small interlocking blocks, table blocks and other building materials.
- Sculpts play-dough into recognizable shapes, using variety of tools and techniques.
- Uses scissors to cut shapes and pictures, occasionally straying from the line.
- Uses a paper punch without assistance.

PD-K-2.2
Use hand-eye coordination to perform wide variety of tasks.

Snapshots:

- Uses picture and shape clues to assemble 18-25 piece wooden or cardboard puzzle.
- Uses scissors, tape, stapler, and paper punch to create 3-D objects such as house or airplane.

Physical Development and Health

3-Year Olds

PD-3K-2.3
Explore the use of various drawing tools.

Snapshots:

- Uses large easel brushes, crayons, chalk and finger paint to create lines, circular shapes, or masses of color on paper.
- Holds a drawing or writing tool with a fisted grasp, sometimes switching hands or form of grasp.
- Forms irregular, wavy lines and labels them “writing” or “ my name”.

4-Year Olds

PD-4K-2.3
Show beginning control of drawing and writing tools.

Snapshots:

- Uses markers, smaller brushes, and crayons to form circular, vertical, and horizontal lines into shapes that they name while drawing or after picture is completed.
- Holds a drawing or writing tool with a pincer grasp, using other hand, fingers wide spread, to keep paper still.
- Recognizes some letters of name and tries to form them, often going from bottom to top.

5-Year Olds

PD-K-2.3
Use drawing and writing tools with some control and purpose.

Snapshots:

- Uses a variety of drawing tools to make repeating patterns and to incorporate circular, vertical, horizontal, and diagonal lines into recognizable drawings.
- Holds a drawing or writing tool with a mature grasp, using preferred hand consistently with appropriate pressure.
- Prints letters in first name or copies alphabet or simple words (inconsistent size discrimination and left-right reversals are common.)

Physical Development and Health

PD3. Personal Health: Children understand how daily activity and healthy behavior promote overall personal health, physical fitness, and safety.

3-Year Olds

PD-3K-3.1
Perform simple self-care tasks.

Snapshots:

- Puts on and takes off some outside clothing (sweaters, jackets, hats, etc.).
- Pulls up pants after toileting (help frequently needed with zippers, belts and snaps.)
- Feeds self at meals (frequently using fingers with spoon held in fisted grasp of other hand). Pours juice or milk from small pitcher into glass.

PD-3K-3.2
Follow basic health rules with reminders.

Snapshots:

- Washes hands after toileting or before eating.
- Tries to blow into a tissue or wipe nose when s/he has a cold.

4-Year Olds

PD-4K-3.1
Perform some self-care tasks independently.

Snapshots:

- Puts on and takes off all clothing items (may get shoes on wrong foot and require assistance with tying laces and belts).
- Uses toilet independently with mastery of zippers and most buttons.
- Feeds self at meals, usually with fork held between thumb and fingers. Pours juice or milk without spilling (may need help opening paper-wrapped food items).

PD-4K-3.2
Follow basic health rules most of the time.

Snapshots:

- Tries different foods that are introduced by the teacher as nutritious, and discusses with classmates what “nutritious” means.
- Covers mouth when coughing or sneezing.
- Wears protective clothing willingly when weather is bad.

5-Year Olds

PD-K-3.1
Perform most self-care tasks independently.

Snapshots:

- Manages most clothing and almost all fasteners (may still need help with separating zipper and tying shoes).
- Takes care of toileting needs, asks for help only with suspenders or other complicated clothing.
- Feeds self, choosing fork or spoon as appropriate to type of food, spreads soft food onto crackers or bread with a knife, pours juice or milk without spilling.

PD-K-3.2
Show understanding of and follow basic health rules.

Snapshots:

- Participates in exercise activities willingly.
- Discusses why you should brush teeth after eating and before bedtime.

Physical Development and Health

3-Year Olds

PD-3K-3.3
Follow basic safety rules with reminders.

Snapshots:

- Leaves the room only when given permission to do so.
- Holds someone's hand whenever walking in parking lot or crossing street.
- Knows some common safety rules that have been discussed (i.e., "Don't run in front of swings").

PD-3K-3.4
Demonstrate adequate stamina for typical activities.

Snapshots:

- Eats enough at meals to replenish energy.
- Falls asleep easily at nap time and
- awakens with adequate energy.
- Leaves activity for brief rest but quickly recovers energy and rejoins.

4-Year Olds

PD-4K-3.3
Follow basic safety rules most of the time.

Snapshots:

- Carries pencils and scissors pointed downwards to avoid accidents.
- Responds quickly when adult explains fire drill procedures.
- Discusses traffic safety as they engage in dramatic play or build block cities.

PD-4K-3.4
Demonstrate adequate stamina and strength for program activities.

Snapshots:

- Enjoys active learning and almost always participates enthusiastically.
- Shows pride in strength and ability to pick up or move large objects.

5-Year Olds

PD-K-3.3
Show understanding of and follow basic safety rules.

Snapshots:

- Remembers to put on seat belt when going home in a car.
- Responds quickly to fire drill signal.
- Cleans up water on the floor to avoid an accident.

PD-K-3.4
Demonstrate adequate stamina and strength for program activities.

Snapshots:

- Challenges self to master new equipment and skills (i.e. climbing, swinging, jumping, etc.).
- Attends school regularly, rarely misses several days in a row.

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Good Start Grow Smart

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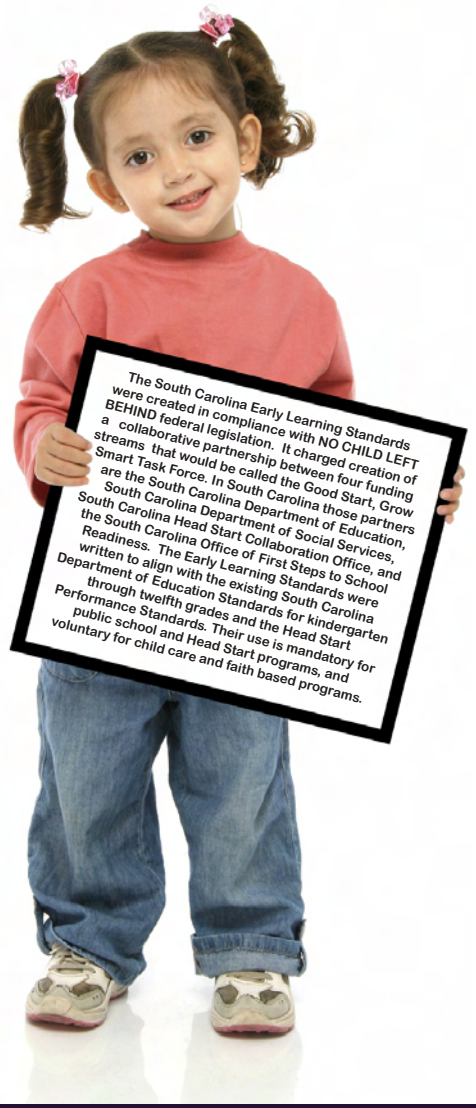
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