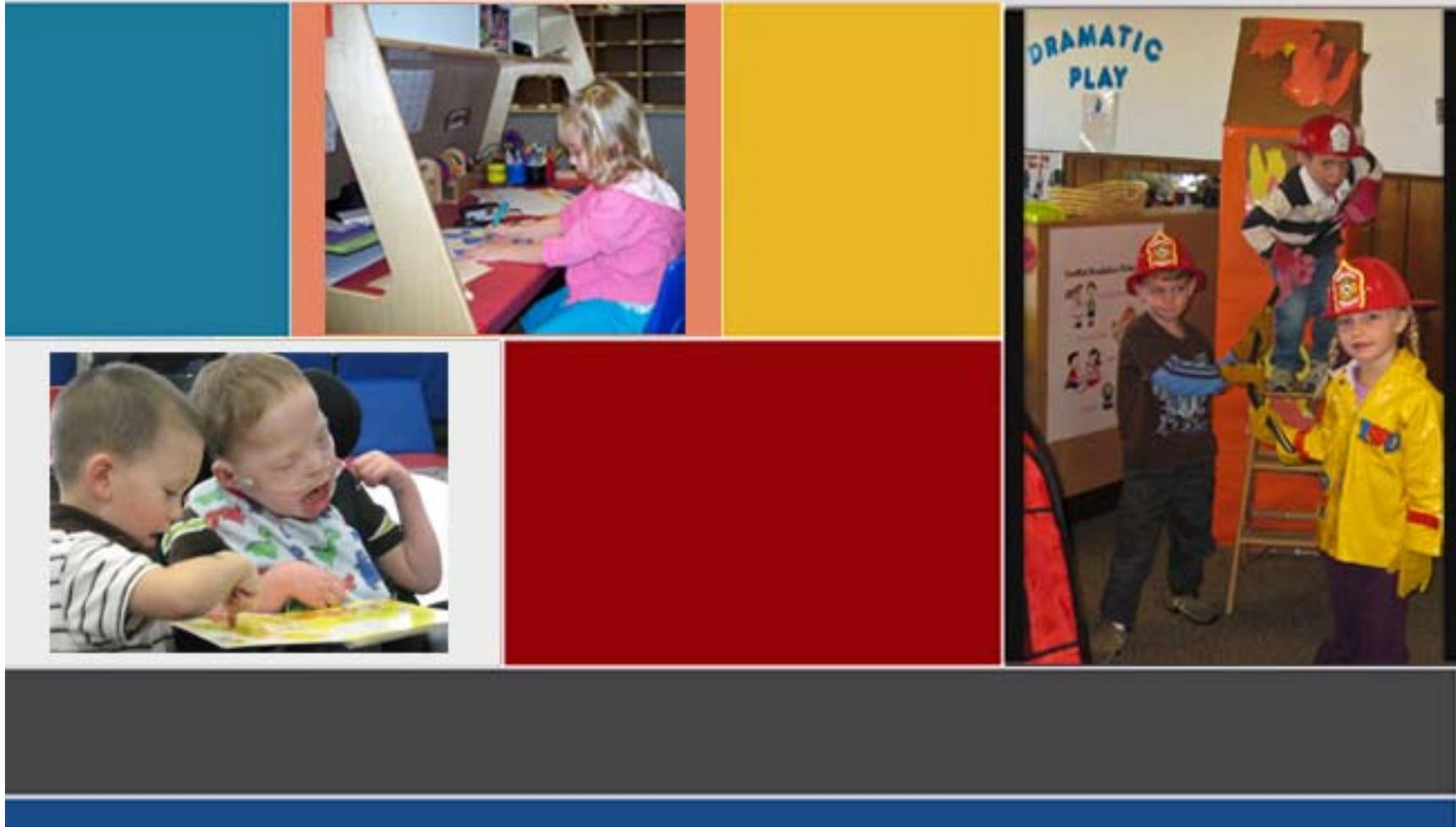


# Preschool Reading, Writing, and Communicating Academic Standards

In High Quality Early Childhood Care and Education Settings



# Preschool Reading, Writing, and Communication Academic Standards in High Quality Early Childhood Care and Education Settings

## How to use this document

Colorado Preschool Program staff developed this document to help link the new Colorado preschool academic standards with the early childhood best practices that are already present in high quality early childhood care and education settings. While this document is intended for early childhood teachers in classroom settings that will be adopting the standards, we wanted to give some examples of how the standards might look in family childcare homes and in other early care configurations.

The preschool academic standards form the “what” of early childhood teaching – the objectives and goals for children to experience in their formative preschool years. To make a connection between early childhood best practices and the new academic standards expectations, we relied on the Building Blocks to the Colorado Content Standards, the Colorado Quality Standards for Early Childhood Care and Education, and Results Matter assessment tools for examples and descriptions. These sources provide the “steps for getting there” or the “how” of early childhood teaching. Young children require a much different environment than their elementary school counterparts. For each standard and its evidence objectives, we describe what should be in place to ensure children have opportunities to master the objectives and goals of the standards in enriching, developmentally appropriate ways. We also provide examples of children and adults in various settings showing the standards in action so that connections can be made from the small and large moments of early childhood experiences that build towards more formal learning.

As you go through each standard domain, you will see the standard table as it appears in CDE documentation with the 21<sup>st</sup> Century Skills and Readiness competencies. On the next page, you will see the evidence outcomes, the steps for getting there, and the examples from early childhood settings. Each pair of tables is color-coded to help match the pages. These sections are not meant to be inclusive; they are guidance to begin thinking about the preschool academic standards and how they link to early childhood best practices.

### Resources:

Preschool Standards & Assessments Crosswalk to Results Matter Systems, Building Blocks, and Head Start Early Learning Framework  
<http://www.cde.state.co.us/scripts/ECCCrosswalks/crosswalk.asp>

The Colorado Quality Standards for Early Childhood Care and Education Services  
<http://www.cde.state.co.us/cpp/qualitystandards.htm>

Building Blocks to the Colorado K-12 Content Standards (2007)  
<http://www.cde.state.co.us/cpp/download/CPPOcs/BuildingBlocksNov2010.pdf>

Building Blocks to the Colorado K-12 Content Standards Reading & Writing (2003)  
<http://www.cde.state.co.us/cpp/download/CPPOcs/OldReadingBuildingBlocks.pdf>

## Preschool Reading, Writing, and Communication Academic Standards in High Quality Early Childhood Care and Education Settings

**A rich language environment** has an essential impact on the rapid development of a child’s brain that occurs during the first years of life. When adults speak with children in a timely, responsive manner, children understand the construction of speech, learn new words and become capable conversationalists. It is important that young children have many opportunities to learn language and practice communication skills in order to obtain information and express themselves in a variety of ways and settings.

Children increase their language and communication skills by engaging in meaningful experiences that require them to effectively express their ideas and feelings, listen and understand others. Teachers must plan for the many ways that children communicate both verbally and non-verbally. Educators must respect and incorporate the rich diversity of families’ languages and dialects into the educational environment as children make progress in speaking and understanding English.

**Literacy is the foundation** for creating a well-educated and responsible citizen. It is essential that each child arrive in kindergarten able to take advantage of the materials, activities and interactions in classrooms that nourish literacy. The ways in which children learn to read and write are similar to how they develop language. Just as children seem to be compelled to learn language, children become excited about using pictures and letters to communicate. The printed word, whether it is in a storybook or in the environment, is the bridge that allows children to connect themselves to distant places, to quality children’s literature and to new ideas.

Through exposure to and exploration of books and print, and through conversations that prompt children to discuss the people and important events in their lives, children discover that written words are another way to share ideas. A child who enters school experiencing the joy of a storybook, developing awareness of letters of the alphabet and demonstrating the ability to write a few letters, is a child well prepared to learn to read and write.

<b>Preschool Reading, Writing, and Communicating Expectations at a Glance</b>	
1. Oral Expression and Listening	<ol style="list-style-type: none"><li>1. Conceptual understanding conveyed through vocabulary words can occur using a variety of modalities</li><li>2. Listening and comprehension skills are required to be clearly understood</li><li>3. Early knowledge of phonemic awareness is the building block of understanding language</li></ol>
2. Reading for All Purposes	<ol style="list-style-type: none"><li>1. Print conveys meaning</li><li>2. Symbol, object, and letter recognition is a fundamental of reading and requires accuracy and speed</li></ol>
3. Writing and Composition	<ol style="list-style-type: none"><li>1. Pictures express ideas</li><li>2. Letters are formed with accuracy</li></ol>
4. Research and Reasoning	<ol style="list-style-type: none"><li>1. Relevant information is different from nonrelevant information</li><li>2. Problems can be identified and possible solutions can be created</li></ol>

<b>Content Area: Reading, Writing, and Communicating</b>	
<b>Standard: 1. Oral Expression and Listening</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Use language appropriate for purpose and audience</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
1. Conceptual understanding conveyed through vocabulary words can occur using a variety of modalities	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Identify and sort common objects, events, pictures, words, colors, shapes, and textures into various classifications</li> <li>b. Begin to identify and use special concepts (first/last, over/under, etc.)</li> <li>c. Demonstrate use of vocabulary in oral language to express ideas and events</li> <li>d. Begin to understand that everyday words such as "cold" relate to extended vocabulary words such as "chilly".</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What are the names of different people (teacher, principal, assistant, classmate, lunch lady) in the school?</li> <li>2. What are the names of people in the community, friends, and relatives?</li> <li>3. How many words do you know that have an opposite?</li> <li>4. What is your favorite kind of story? One you know already or one you make up? Why?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Develop vocabulary to effectively express feelings and thoughts, describe experiences, interact with others, and communicate their needs. (In PE or dance class, it is important to listen to directional instructions (first/last, over/under). Visual artists must understand the functions of color, shape, and texture when creating a piece of artwork.)</li> <li>2. Electronic mapping tools can be used in sorting and organizing ideas.</li> </ol>
	<b>Nature of Reading, Writing, and Communicating:</b> <ol style="list-style-type: none"> <li>1. Good communicators use words of time and position, including first, second, next, on, under, beside, and over, to give directions orally.</li> </ol>

## How does this standard look in high quality early childhood settings?

<p><b>Content Area:</b> Reading, Writing, and Communicating  <b>Standard:</b> 1. Oral Expression and Listening  <b>Prepared Graduates:</b>                  Use language appropriate for purpose and audience  <b>Grade Level Expectation:</b> Preschool  <b>Concepts and skills students master:</b>                  1. Conceptual understanding conveyed through vocabulary words can occur using a variety of modalities</p>		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>Identify and sort common objects, events, pictures, words, colors, shapes, and textures into various classifications</li> <li>Begin to identify and use special concepts (first/last, over/under, etc.)</li> <li>Demonstrate use of vocabulary in oral language to express ideas and events</li> <li>Begin to understand that everyday words such as "cold" relate to extended vocabulary words such as "chilly"</li> </ol>	<ul style="list-style-type: none"> <li>Adults consciously model use of specific vocabulary orally and in symbols and writing.</li> <li>Adults create opportunities for children to learn to use and recognize precise vocabulary that relates to math, science, art, and social experiences.</li> <li>Adults frequently read books with rich descriptive vocabulary, exploring and extending children's understanding of the meaning of new words.</li> <li>Adults talk with individual children often, encouraging them to express their ideas, needs and feelings.</li> <li>When new vocabulary words are introduced, real items are provided to children whenever possible.</li> </ul>	<ul style="list-style-type: none"> <li>At the water table, children use various tools and instruments, such as tubes, scoops, funnels, and eggbeaters, to explore and describe the manipulation of water. Ms. Marie asks the children to name the instrument he or she has chosen.</li> <li>When asked whether she wants a snack before playing, Angela uses her communication board to indicate her choice of the snack first.</li> <li>Marta says, "I picked line leader as my job so I can be first in line!"</li> <li>On a trip to a pumpkin farm, the farmer talks to the children about planting, using words like tractor, hoe, growing season, and fertilizer. Later that week, Mark uses the toy garden hoe in the sand and tells another child to "Get the fertilizer."</li> <li>Juan takes a bite of his sandwich. "This is delicious!" he says, using a vocabulary word from the story the teacher read before lunch.</li> <li>Before reading <i>Chicka Chicka Boom Boom</i>, Ms. Allison brings in a real coconut for the children to touch, discuss, and weigh.</li> </ul>

<b>Content Area: Reading, Writing, and Communicating</b>	
<b>Standard: 1. Oral Expression and Listening</b>	
<b>Prepared Graduates:</b>	
➤ Use language appropriate for purpose and audience	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
2. Listening and comprehension skills are required to be clearly understood	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>Use language to express ideas in complete sentences (with support of sentence stems as needed)</li> <li>Recite songs, poems, and stories with repeated rhyme</li> <li>Listen with comprehension, and follow two-step directions</li> <li>Remember spoken information for a short period of time</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>How does asking questions help people understand the world?</li> <li>Can people sing a story?</li> <li>How do people remember things?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>Rhythm patterns using music or dance facilitate memorization.</li> <li>Emergency workers rely on citizens following directions so everyone remains safe.</li> <li>Digital media allows students to organize their thoughts into pictures.</li> </ol>
	<b>Nature of Reading, Writing, and Communicating:</b> <ol style="list-style-type: none"> <li>People communicate to understand and to be understood.</li> </ol>

## How does this standard look in high quality early childhood settings?

<b>Content Area:</b> Reading, Writing, and Communicating <b>Standard:</b> 1. Oral Expression and Listening <b>Prepared Graduates:</b> Use language appropriate for purpose and audience <b>Grade Level Expectation:</b> Preschool <b>Concepts and skills students master:</b> 2. Listening and comprehension skills are required to be clearly understood		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Use language to express ideas in complete sentences (with support of sentence stems as needed)</li> <li>b. Recite songs, poems, and stories with repeated rhyme</li> <li>c. Listen with comprehension, and follow two-step directions</li> <li>d. Remember spoken information for a short period of time</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom environment provides a variety of play centers that encourage children to interact and communicate with one another.</li> <li>• Adults talk with children frequently, encouraging them to share their experiences and ideas and listening attentively to their contributions.</li> <li>• Adults facilitate the use of words between children to express ideas, desires, feelings, and to resolve conflicts.</li> <li>• Adults provide opportunities, including costume materials and props, for creative dramatic play and for telling and acting out stories.</li> <li>• Adults talk, tell stories, and read books with exaggerated expression.</li> <li>• Adults provide a rich variety of frequently repeated songs, poems, finger plays, and storytelling, which encourage the children's participation and expose them to many cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Ephraim enters preschool in the morning and calls out a greeting to his teacher and friends, "Good morning," echoing his mother. He tells his teacher, "On the way to school we saw two rabbits, and they didn't see us."</li> <li>• Sitting on the floor with a group of children, Mr. Lee chants "Going on a Bear Hunt". He models varied tones, inflections, and emotions through his voice. Mr. Lee adds rhythmic gestures to compliment the words of the chant. The children respond, remembering his sentences to repeat them during their turn in the chant.</li> <li>• Aaliyah approaches a group of children in the dress-up corner and asks, "What're you playing?" When they answer "Spaceship", she asks, "Can I play too?" She then offers her ideas, "I'm the princess who drives the spaceship to the moon."</li> <li>• When Junior offers to help set the table, Mom says, "First you put the plates on the table. Then you can come get the cups."</li> </ul>

<b>Content Area: Reading, Writing, and Communicating</b>	
<b>Standard: 1. Oral Expression and Listening</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Use language appropriate for purpose and audience</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
3. Early knowledge of phonemic awareness is the building block of understanding language	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Recognize patterns of sounds in songs, storytelling, and poetry</li> <li>b. Understand that words are made up of one or more syllables</li> <li>c. Recognize rhyming words and alliterations</li> <li>d. Demonstrate understanding of initial sounds in words (such as mop begins with the /m/ sound)</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why is important to recognize patterns in oral language?</li> <li>2. Why is it important to hear sounds in words?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Song lyrics using meter and rhyme use patterns of words to create music.</li> <li>2. Sounds of words are highlighted and exaggerated for better understanding in video prepared games and shows</li> </ol>
	<b>Nature of Reading, Writing, and Communicating:</b> <ol style="list-style-type: none"> <li>1. The ability to segment and blend phonemes facilitates spelling and decoding.</li> <li>2. Phonological and phonemic awareness prepares the brain for reading and spelling.</li> <li>3. The ability to notice and manipulate phonemes orally is essential for successful reading development.</li> </ol>

## How does this standard look in high quality early childhood settings?

**Content Area:** Reading, Writing, and Communicating

**Standard:** 1. Oral Expression and Listening

**Prepared Graduates:**

Use language appropriate for purpose and audience

**Grade Level Expectation:** Preschool

**Concepts and skills students master:** 3. Early knowledge of phonemic awareness is the building block of understanding language

Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>Recognize patterns of sounds in songs, storytelling, and poetry</li> <li>Understand that words are made up of one or more syllables</li> <li>Recognize rhyming words and alliterations</li> <li>Demonstrate understanding of initial sounds in words (such as mop begins with the /m/ sound)</li> </ol>	<ul style="list-style-type: none"> <li>Adults provide a rich variety of frequently repeated songs, poems, finger plays, and storytelling, which encourage children's participation and exposes them to many cultures.</li> <li>Adults are aware of the developmental progression within the component skills of phonological awareness.                             <ul style="list-style-type: none"> <li>Rhyming comes first.</li> <li>Then alliteration (matching and producing words to the same beginning sounds)</li> <li>Then blending (combining syllables and sounds)</li> <li>Finally segmenting (pulling words apart into syllables and sounds) (Paulson and Moats)</li> </ul> </li> <li>Adults plan activities and interact so as to draw attention to the phonemes (the smallest unit of speech) in spoken words, following the developmental progression of:                             <ul style="list-style-type: none"> <li>Words as a whole (elephant)</li> <li>Syllables (e-le-phant) - Adults promote syllable-sound awareness by clapping or tapping out the syllables of words or slowly "sounding out" words.</li> <li>Onset-Rime (p-ad, br-ick) (Adults practice onset-rime activities blending beginning sounds with ending sounds to make words.)</li> <li>Phonemes (/b/ /ă/ /t/) (Adults break down words into phonemes when reading and/or when a child asks how to spell a word.) (Paulson and Moats)</li> </ul> </li> <li>Early language and literacy skills are not stand-alone subjects to be taught during certain times of the day.</li> </ul>	<ul style="list-style-type: none"> <li>During small group time, Ms. Brown plays a rhyming game with the older four- and five-year-olds. They generate rhymes together for words like star, ring, and frog. Her assistant Mrs. Oldshield plays a different rhyming game with the three-year-olds and younger fours in which they listen to her read familiar nursery rhymes and fill in the missing rhyme at the end of the last line.</li> <li>While waiting for turns to go to the bathroom, Mr. Alonzo and the children clap out the syllables in the names of children.</li> <li>The teacher asks Sandy what rhymes with star. Sandy says, "Car!"</li> <li>Kyle is designing a menu. He asks an adult how to spell "hot dog." She sounds out the word, while Kyle writes down the letters he thinks the sounds stand for.</li> <li>Several children are saying the letters of their names while their teacher, Julietta, writes them on their watercolor paintings. "P for Paola?" says one child. "That's my letter, P."</li> </ul>

<b>Content Area: Reading, Writing, and Communicating</b>	
<b>Standard: 2. Reading for All Purposes</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
1. Print conveys meaning	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>a. Hold books in upright position, turn pages sequentially, recognize correct orientation (top to bottom, left to right)</li> <li>b. Recognize print in the environment</li> <li>c. Recognize that printed material conveys meaning and connects to the reader’s world</li> <li>d. Use and interpret illustrations to gain meaning</li> <li>e. Make predictions based on illustrations or portions of story or text</li> <li>f. Generate a picture or written response to a read-aloud that identifies the who or what of the story or text</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>1. What does print communicate or tell readers?</li> <li>2. Why is print important?</li> <li>3. How many words are on this page?</li> <li>4. The pictures in this tale suggest the story is about _____.</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>1. Words, signs, and symbols all around the house and outside give direction (such as walk or wait street crossing signs, routine schedules).</li> <li>2. Words, signs, and symbols help people to organize their lives (put materials or toys away).</li> <li>3. Knowing how to hold a book means a more automatic and faster way to becoming a reader. Using the pictures on the page will help tell what the story is about.</li> </ul>
	<b>Nature of Reading, Writing, and Communicating:</b> <ul style="list-style-type: none"> <li>1. Readers use environmental print, signs, or symbols to communicate with others.</li> <li>2. Readers know how to hold a book correctly and turn the pages.</li> </ul>

## How does this standard look in high quality early childhood settings?

<p><b>Content Area:</b> Reading, Writing, and Communicating  <b>Standard:</b> 2. Reading for All Purposes  <b>Prepared Graduates:</b>                      Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary  <b>Grade Level Expectation:</b> Preschool  <b>Concepts and skills students master:</b> 1. Print conveys meaning</p>		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>Hold books in upright position, turn pages sequentially, recognize correct orientation (top to bottom, left to right)</li> <li>Recognize print in the environment</li> <li>Recognize that printed material conveys meaning and connects to the reader's world</li> <li>Use and interpret illustrations to gain meaning</li> <li>Make predictions based on illustrations or portions of story or text</li> <li>Generate a picture or written response to a read-aloud that identifies the who or what of the story or text</li> </ol>	<ul style="list-style-type: none"> <li>The environment contains quality, age-appropriate children's books found in a reading center as well as in other learning centers.</li> <li>The environment includes enough books to provide each child many opportunities to pick up books and become familiar with how they are used.</li> <li>Adults model how to use books while frequently reading with children individually and in small groups.</li> <li>Adults engage the children in conversations and ask questions about what they have read.</li> <li>The environment has a variety of books that address children's everyday experiences and feelings.</li> <li>Adults write down and reread the child's spoken stories, lists, and letters.</li> <li>The environment includes many sources of written materials, such as books, charts, labels, and signs.</li> <li>The environment includes dramatic play props that link to the stories that are read and are rotated on an ongoing basis such as furniture (table, chair, crib, store dividers), male and female clothes (hats, shoes, material, costumes) and props (dolls, dishes, cash register).</li> </ul>	<ul style="list-style-type: none"> <li>Mrs. Hannah reads the book, <i>Tough Boris</i>, to a child who sits in her lap, observing how she handles the book. She then asks, "Why do you think Tough Boris cried when his parrot died?" Then the child draws a picture of Tough Boris and his parrot to describe who the main characters were.</li> <li>The children love a book called "The Grocery Store". Miss Jay sets up a "grocery store center" that includes empty food boxes and cans, receipt pads, price tags, newspaper food ads, a cash register, and shopping lists</li> <li>On the way back from an excursion, Itzel observes a stop sign and says, "Look. That sign says STOP!" Aaron says, "STOP starts with an 'S'."</li> <li>Kayla's father is reading Peter Rabbit with Kayla and two other children. He points to Peter hiding in the watering can and asks, "What do you think is going to happen?"</li> <li>Mrs. Ramos, the librarian, reads some poems from Robert Lewis Stevenson's <i>Poems for the Very Young</i>. The children especially like "I Have a Little Shadow". They talk about the shadows they have seen. Later, their teacher provides them a chance to experiment with shadow puppets in the classroom, discovering how shadows are made.</li> </ul>

<b>Content Area: Reading, Writing, and Communicating</b>	
<b>Standard: 2. Reading for All Purposes</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
2. Symbol, object, and letter recognition is a fundamental of reading and requires accuracy and speed	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>a. Recognize own name in print</li> <li>b. Recognize the names of a minimum of 10 letters of the alphabet, specifically letters in own name</li> <li>c. Begin to name familiar objects, colors, letters, and numbers rapidly and in random order</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>1. What do letters mean?</li> <li>2. How do letters and words communicate meaning?</li> <li>3. Why is it important that people know the letters in their name?</li> <li>4. How do letters connect with phonemes (speech sounds)?</li> <li>5. What items in a box are alike in some way? (For example, bear, bull—they are both animals. Both bear and bull start with /b/).</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>1. Children begin to understand that letters are symbols that represent meaning.</li> <li>2. Letters will help children learn to be good readers and writers.</li> <li>3. Children learn how to sort many items in their lives.</li> <li>4. Using letters to write a name or say the names of letters will help children be better readers.</li> </ul>
	<b>Nature of Reading, Writing, and Communicating:</b> <ul style="list-style-type: none"> <li>1. Readers know that phonemes (speech sounds) are connected to print using graphemes (letters).</li> <li>2. Readers understand that letters and words convey meaning in the world.</li> </ul>

**How does this standard look in high quality early childhood settings?**

<p><b>Content Area:</b> Reading, Writing, and Communicating  <b>Standard:</b> 2. Reading for All Purposes  <b>Prepared Graduates:</b>                  Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary  <b>Grade Level Expectation:</b> Preschool  <b>Concepts and skills students master:</b> 2. Symbol, object, and letter recognition is a fundamental of reading and requires accuracy and speed</p>		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Recognize own name in print</li> <li>b. Recognize the names of a minimum of 10 letters of the alphabet, specifically letters in own name</li> <li>c. Begin to name familiar objects, colors, letters, and numbers rapidly and in random order</li> </ul>	<ul style="list-style-type: none"> <li>• Name labels include symbols at the beginning of the year; when children no longer need the symbols, they can be removed</li> <li>• Alphabet displays and strips are at children’s eye level.</li> <li>• If word walls are used, the display is at the children’s eye level, and all words are written or typed clearly with a photo/picture of the item beside it.</li> <li>• Alphabet strips and name cards are available for children’s use.</li> <li>• Object, color, letter, and number naming are taught through developmentally appropriate games and children’s picture books.</li> <li>• A focus on oral language development, especially for children with fewer rich language experiences, must be in place along with literacy experiences. Educators and caregivers should know the developmental progressions of both language and literacy and how to meet children at whatever place on the progressions that they happen to be, especially when that place is below age expectation.</li> </ul>	<ul style="list-style-type: none"> <li>• Mr. Bob calls children one at a time to wash hands. Before they go to the sink, they touch the letter on the wall that begins their names.</li> <li>• Ms. Isabella plays Alphabet Bingo with the older four- and five-year-olds while her assistant Mr. Bryan plays a simple alphabet matching game with the three-year-olds and younger fours.</li> <li>• Different colored beanbags are used as physical props in a color song. The song asks children to hold up the beanbags when the specific color is sung.</li> <li>• Alphabet letters are hidden or scattered around the room. Children are given matching letters to identify and then they go on an “Alphabet Hunt” to find the matching letter.</li> <li>• When Mr. Henry holds up a Ruba’s name in order for her to pick a job, Ruba points to the card and says, “That’s me!”</li> <li>• Zen touches the red and yellow leaves on an iPad application to make them swirl on the screen while the rest of the children sing a song about fall leaves.</li> </ul>

<b>Content Area: Reading, Writing, and Communicating</b>	
<b>Standard: 3. Writing and Composition</b>	
<b>Prepared Graduates:</b>	
➤ Master the techniques of effective informational, literary, and persuasive writing	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
1. Pictures express ideas	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Draw pictures to generate, represent, and express ideas or share information</li> <li>b. Orally describe or tell about a picture</li> <li>c. Use shapes, letter-like symbols, and letters to represent words or ideas</li> <li>d. Dictate ideas to an adult</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What do pictures tell us about this tale?</li> <li>2. How is color used to help describe the story?</li> <li>3. When are symbols like clues in a game?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Good readers can tell others about what they have just read (or heard).</li> <li>2. Telling others about the characters helps readers understand more about the people in the stories.</li> <li>3. Writers like to take picture walks through their books and tell others what the story is about.</li> </ol>
	<b>Nature of Reading, Writing, and Communicating:</b> <ol style="list-style-type: none"> <li>1. Beginning writers know how to spell many simple words because they know the sounds the letters make.</li> <li>2. Letters are symbols used to represent speech sounds.</li> <li>3. Sounds in spoken words map to letters in printed words.</li> <li>4. Learning to share ideas is important so people know what others are thinking.</li> </ol>

## How does this standard look in high quality early childhood settings?

<p><b>Content Area:</b> Reading, Writing, and Communicating  <b>Standard:</b> 3. Writing and Composition  <b>Prepared Graduates:</b> Master the techniques of effective informational, literary, and persuasive writing  <b>Grade Level Expectation:</b> Preschool  <b>Concepts and skills students master:</b> 1. Pictures express ideas</p>		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Draw pictures to generate, represent, and express ideas or share information</li> <li>b. Orally describe or tell about a picture</li> <li>c. Use shapes, letter-like symbols, and letters to represent words or ideas</li> <li>d. Dictate ideas to an adult</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom environment provides opportunities for children to interpret the meaning of words and symbols, including pictures of toys on the shelves, photos of children, and labels on materials and areas.</li> <li>• Adults create opportunities for children to make symbols and word labels in response to their needs and interests.</li> <li>• Adults provide children with opportunities to follow a progression in writing:                         <ul style="list-style-type: none"> <li>○ Pre-alphabetic (2-5)                                 <ul style="list-style-type: none"> <li>▪ Scribbles (irregular lines)</li> <li>▪ Letter-like forms</li> <li>▪ Random letter strings (no letter sound connection)</li> </ul> </li> <li>○ Semiphonetic/Early Alphabetic (4-6) Letter sound connection begins (ilvu for I love you) (Paulson and Moats)</li> </ul> </li> <li>• The environment includes books and writing tools, from crayons to computers, in each area of play.</li> <li>• Adults listen and encourage children to tell their own stories in an organized way.</li> <li>• Children have opportunities to “reread” and revisit their stories.</li> <li>• Adults provide opportunities for children to record their thoughts and stories by having children draw, and by writing words that the children dictate to them.</li> </ul>	<ul style="list-style-type: none"> <li>• After a field trip to the zoo, children work at small group and at center time to create books of drawings and stories about the animals they saw. Ms. Lenore laminates the books and keeps them in the class library.</li> <li>• In the block area, children create a castle together. Miss Lupe brings them paper so they can draw pictures of it to use as building plans to build it again another day.</li> <li>• At the end of <i>Where the Wild Things Are</i>, Ms. Barb asks, “What do you think happens to Max the next day?” She writes down children’s predictions on a chart paper. The children are very excited about extending the story, so Ms. Barb works with them to create their own “sequels”.</li> <li>• Natalie, who has a developmental delay, paints a line and a squiggle for her name when an adult prompts her to write her name on her painting.</li> <li>• Deagan uses his finger to write the letter D for Deagan in the flour as he and his grandma make cookies.</li> <li>• Hondo draws a picture of his family driving home with their new puppy. He ‘tells the story’ to the adult who writes the words he says and reads them back to him.</li> </ul>

<b>Content Area: Reading, Writing, and Communicating</b>	
<b>Standard: 3. Writing and Composition</b>	
<b>Prepared Graduates:</b>	
➤ Apply standard English conventions to effectively communicate with written language	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
2. Letters are formed with accuracy	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Begin to develop proper pencil grip when drawing or writing</li> <li>b. Write and recognize letters in own name</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How is the first letter of someone’s name different from the other letters?</li> <li>2. Why do writers use an uppercase letter at the beginning of names?</li> <li>3. How do writers indicate the end of a sentence?</li> <li>4. How do readers discriminate between symbols, digits, and letters?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. English is written from left to right; Hebrew is written right to left.</li> <li>2. English words consist of letters; Hieroglyphics consists of symbols.</li> <li>3. Spaces appear between the words in order to make meaning.</li> </ol>
	<b>Nature of Reading, Writing, and Communicating:</b> <ol style="list-style-type: none"> <li>1. Writers know all of the letters in their name and can write it by themselves.</li> <li>2. Writers remember to leave a space between their first name and their last name because they are two different words.</li> <li>3. Writers can identify upper- and lowercase letters.</li> </ol>

## How does this standard look in high quality early childhood settings?

<p><b>Content Area:</b> Reading, Writing, and Communicating  <b>Standard:</b> 3. Writing and Composition  <b>Prepared Graduates:</b> Master the techniques of effective informational, literary, and persuasive writing  <b>Grade Level Expectation:</b> Preschool  <b>Concepts and skills students master:</b> 2. Letters are formed with accuracy</p>		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Begin to develop proper pencil grip when drawing or writing</li> <li>b. Write and recognize letters in own name</li> </ul>	<ul style="list-style-type: none"> <li>• Adults provide opportunities for children to develop fine motor skills, which support grasps using tongs, play doh, spray bottles, tweezers, and small objects in art projects.</li> <li>• Adults provide children with opportunities to follow a progression in writing:                             <ul style="list-style-type: none"> <li>○ Pictures and scribbles</li> <li>○ Letter-like forms</li> <li>○ Letters from names and the environment</li> <li>○ Strings of letters</li> <li>○ One letter (first sound) to represent a word.</li> </ul> </li> <li>• The classroom environment has an easily accessible writing center, filled with a wide variety of materials: markers, pens, pencils, crayons; paper of different shapes, sizes, textures, as well as envelopes, cards, sticky notes, and postcards; stamps, checkbooks, and receipt pads. Similar materials are available in each center throughout the room.</li> <li>• Name labels are used all through the room: on cubbies, in art center, during small group time, on word walls, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Children use tweezers to pick up cotton balls and drop them in cups. This builds the strength in their hands for fine motor skill tasks like writing.</li> <li>• Children sign in their names everyday on a white board as their family members sign them in.</li> <li>• Miss Lisa adds pencils with feather toppings, glitter alphabet stickers, and brightly colored paper into writing center. She introduces each new material before children choose their centers.</li> <li>• Jessie and Holly play in an area that is set up like a grocery store. Holly discovers the pad of paper and markers Mrs. Martinez has provided. "Look! We can use these to make a grocery list." Next she draws squiggles down the paper as she names milk, cookies, and grapes.</li> <li>• Parents provide children paper and writing tools at home for writing experiences.</li> <li>• Miss Mary sits behind Sofia to assist her in holding the pencil grip as the occupational therapist showed them.</li> </ul>

<b>Content Area: Reading, Writing, and Communicating</b>	
<b>Standard: 4. Research and Reasoning</b>	
<b>Prepared Graduates:</b>	
➤ Discriminate and justify a position using traditional lines of rhetorical argument and reasoning	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
1. Relevant information is different from non-relevant information	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>Understand the difference between a question and a statement</li> <li>Begin to identify key features of reality versus fantasy in stories, pictures, and events</li> <li>Identify information that is relevant</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>What is a question?</li> <li>What is a statement?</li> <li>What is real and what is make-believe?</li> <li>Which character do you think is the most important one in our story? Why do you think that?</li> <li>When someone asks a question, what do others in the group do?</li> <li>When someone shares information with another person, does it improve learning?</li> <li>How do readers know that a story is real?</li> <li>How do readers know if the information is relevant?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>Good readers know the difference between sharing something they know (a statement) and asking about something they wonder about (a question).</li> <li>Good readers notice the features of imaginative text versus nonfiction.</li> <li>In a class discussion, students are able to decide if information about cats is relevant (related) to insects.</li> <li>Good readers know the difference between what is real and what is make-believe in the stories they read.</li> </ol>
	<b>Nature of Reading, Writing, and Communicating:</b> <ol style="list-style-type: none"> <li>Researchers know that the world is full of information.</li> <li>The question lays out the problem or issue and guides thinking.</li> <li>Researchers understand that for thinking to improve, it is necessary to seek out alternative ways to solve problems.</li> </ol>

## How does this standard look in high quality early childhood settings?

<p><b>Content Area:</b> Reading, Writing, and Communicating  <b>Standard:</b> 4. Research and Reasoning  <b>Prepared Graduates:</b> Discriminate and justify a position using traditional lines of rhetorical argument and reasoning  <b>Grade Level Expectation:</b> Preschool  <b>Concepts and skills students master:</b> 1. Relevant information is different from non-relevant information</p>		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Understand the difference between a question and a statement</li> <li>b. Begin to identify key features of reality versus fantasy in stories, pictures, and events</li> <li>c. Identify information that is relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Adults encourage children to ask and answer questions beginning with who, what, where, why and when during informal and formal discussions with individuals or groups.</li> <li>• The environment offers materials in a way that intrigues and engages children so that they will begin to ask questions and comment on the materials.</li> <li>• Adults provide hands-on learning activities that encourage prediction, reflection, and evaluation, including science experiments and cooking activities.</li> <li>• Adults talk with children about their play in ways that encourages them to make new connections and expands their thinking about the activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Before turning the page to reveal what happens during a read-aloud, Mrs. Joan asks, "What do you think will happen next?" After children respond, she asks, "Why do you think the character would do that?"</li> <li>• After a visitor speaks about her job as a zookeeper, the caregiver invites children to ask the visitor questions, reminding them that questions are what you ask when you want to know something.</li> <li>• When reading a book about dragons, Sidney remarks that dragons look like dinosaurs. After the story is finished, Miss Garcia finds a book on dinosaurs and sits down with the child and other interested children to compare and contrast how pretend dragons are different from real depictions of dinosaurs.</li> <li>• Noah and Reese use menus, plates, and cookware to create a pretend restaurant. Caregivers supporting the play by providing writing tools and paper with which to "tell what food they want".</li> <li>• Maria and Rylee name and sort a variety of vehicles according to whether they move on the ground, in the air, or in the water.</li> </ul>

<b>Content Area: Reading, Writing, and Communicating</b>	
<b>Standard: 4. Research and Reasoning</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
2. Problems can be identified and possible solutions can be created	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>a. Generate questions and investigate answers about topics of interest</li> <li>b. Gather relevant information and apply it to their problem-solving process or current event</li> <li>c. Seek and generate alternative approaches to solving problems</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>1. What is a question?</li> <li>2. How do questions help people learn?</li> <li>3. How do people gather information when problem-solving?</li> <li>4. What is a problem in what we are investigating?</li> <li>5. How do people solve the problem?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>1. At home, people talk with others about things they know and also ask about things they wonder about.</li> <li>2. Family members ask questions that apply to real problems.</li> <li>3. When sharing about a child’s new pet, the child shares information that is related to the new pet. (The new puppy eats my shoe as opposed to the movie about dogs was funny.)</li> </ul>
	<b>Nature of Reading, Writing, and Communicating:</b> <ul style="list-style-type: none"> <li>1. Researcher knows that the question lays out the problem or issue and guides people’s thinking.</li> <li>2. Researchers understand that for thinking to improve, it is necessary to seek out alternative ways to solve problems.</li> </ul>

## How does this standard look in high quality early childhood settings?

<p><b>Content Area:</b> Reading, Writing, and Communicating  <b>Standard:</b> 4. Research and Reasoning  <b>Prepared Graduates:</b> Discriminate and justify a position using traditional lines of rhetorical argument and reasoning  <b>Grade Level Expectation:</b> Preschool  <b>Concepts and skills students master:</b> 2. Problems can be identified and possible solutions can be created</p>		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>Generate questions and investigate answers about topics of interest</li> <li>Gather relevant information and apply it to their problem-solving process or current event</li> <li>Seek and generate alternative approaches to solving problems</li> </ol>	<ul style="list-style-type: none"> <li>Adults provide children with opportunities to explore, manipulate, investigate and discover. Children solve problems on a daily basis in a classroom climate that encourages and supports problem-solving efforts.</li> <li>Adults facilitate opportunities for young children to engage in one-on-one conversations and activities as well as in groups so that preschool learners gain information through listening experiences with adults or peers who speak and/or read.</li> </ul>	<ul style="list-style-type: none"> <li>On a snowy day, the teacher asks, "What will happen if we bring snow inside?" Children predict what they think will happen, test out their predictions, and evaluate the results. The teacher writes down these predictions, the class creates a book together for their library about what happened, and pictures are taken for a classroom album to document the project.</li> <li>After carving a pumpkin for Halloween, it is left outside to rot. Interested children study it on a daily basis and draw pictures of the changes. Caregivers provide books such as <i>Pumpkin Jack</i>, <i>A Log's Life</i>, <i>Why Do Leaves Change Color</i>, <i>Pumpkin, Pumpkin</i>, and other books about changes for further learning and discussion.</li> <li>Ngozi plays with miniature pigs and a house built of "bricks" (plastic snapping blocks). She fits in two pigs, then three and tries various ways to add more so that they will all be able to stand up. "I wonder if there's another way to fit the pigs in your house," says an adult as he stops by to observe.</li> </ul>

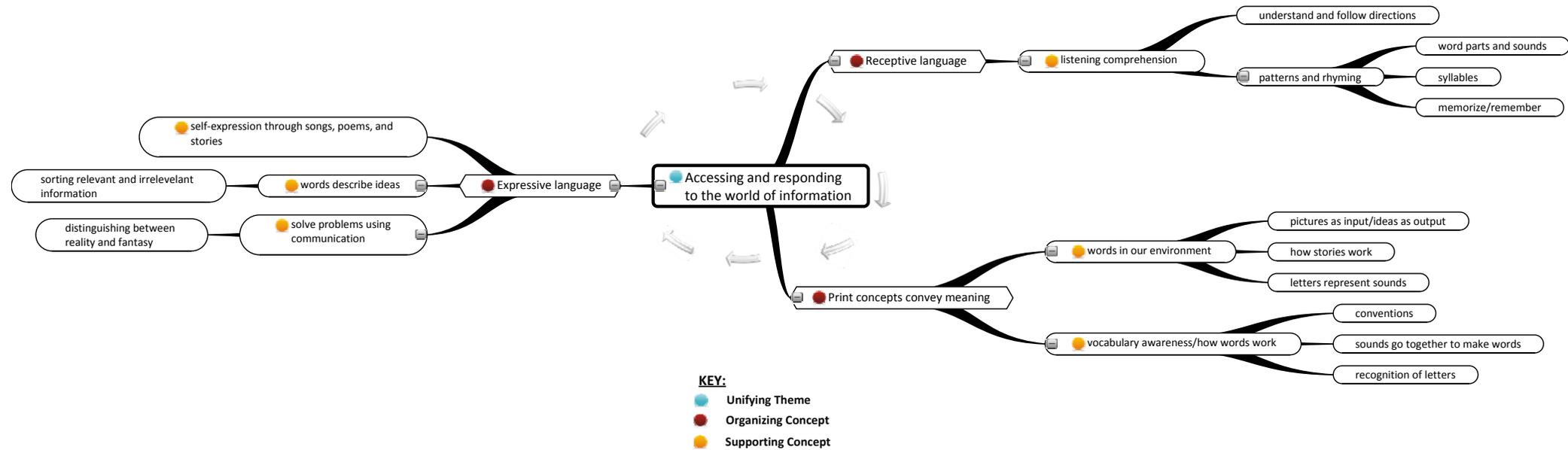
## Using the Discipline Concept Maps

Discipline Concept Maps (DCM) provide a visual representation of unifying themes and organizing and supporting concepts at each grade level. The DCMs provide a central purpose for that discipline at that grade level and depict how concepts relate to each other for intentional planning. They provide a framework for entering the standards in a way that honors the emphasis on 21st Century learning and interdisciplinary connections across the content areas.

Three key terms are used in the discipline concept maps:

- **Unifying themes** provide an overview of content at a grade level. They are found in the center of the DCM and denoted by a blue dot.
- **Organizing concepts** connect multiple grade level expectations (GLEs) and evidence outcomes (EOs). They are the first node out from the center and are denoted by a red dot.
- **Supporting concepts** elaborate on and show the depth of an organizing concept. They are second node out from the center and are denoted by a yellow dot.

## Reading, Writing and Communicating Preschool





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