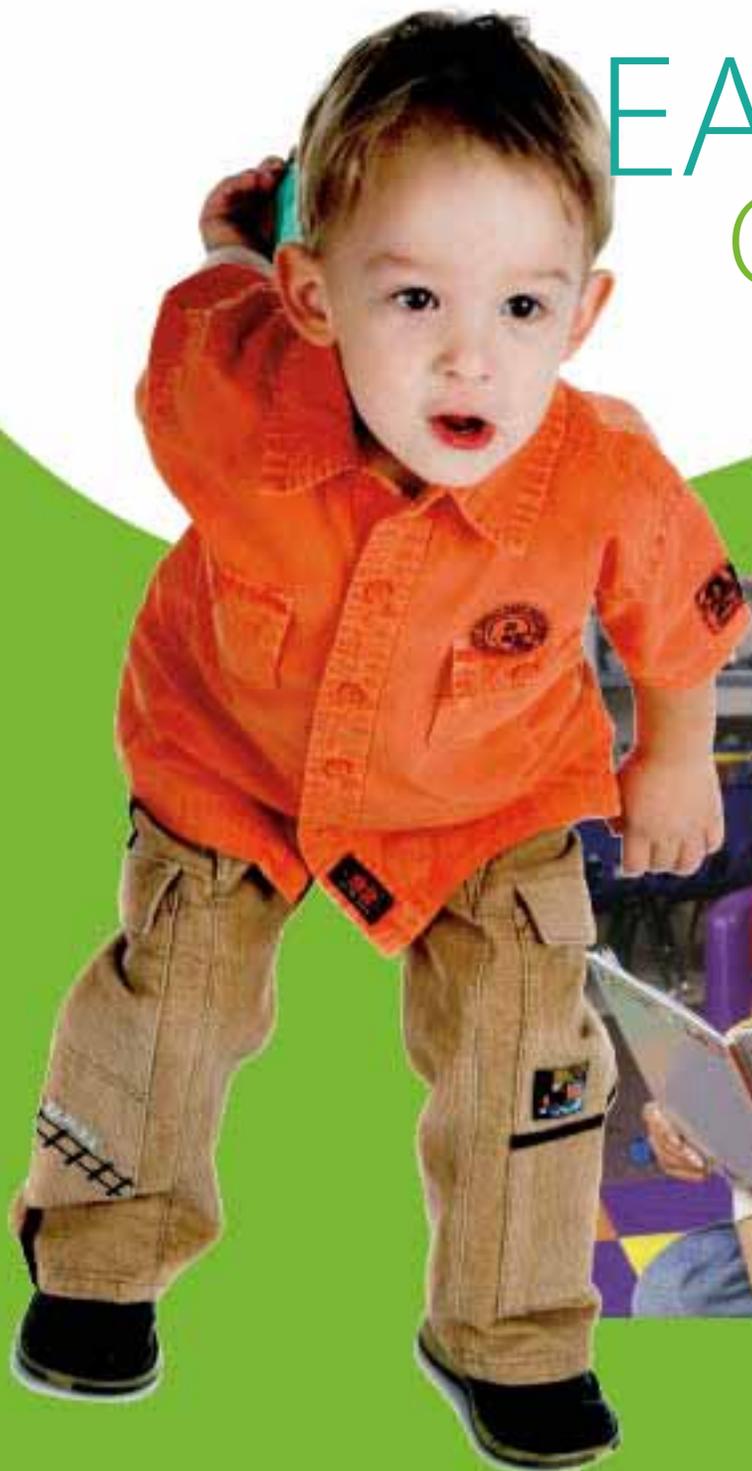


# Utah's EARLY CHILDHOOD CORE STANDARDS



 Utah STATE OFFICE of Education



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# Utah's Early Childhood State Standards

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# Table of Contents

Utah State Board of Education	iii
Early Childhood Standards Advisory Committee	iv
Early Childhood Standards Writing Committee	v
<b>Introduction</b>	<b>1</b>
<b>Core Concepts of Development</b>	<b>2</b>
<b>Implications for Policy and Practice</b>	<b>3</b>
<b>The Standards</b>	<b>4</b>
<b>WIDA Can Do Descriptors: Grade Level Cluster PreK–K</b>	<b>6</b>
<b>Intended Learning Outcomes</b>	<b>8</b>
<b>Organization</b>	<b>9</b>
<b>English Language Arts</b>	<b>11</b>
Utah’s Early Childhood Core Standards for English Language Arts	14
Reading Standards for Literature ( <i>RL</i> )	15
Reading Standards for Informational Text ( <i>RI</i> )	19
Reading Standards for Foundational Skills ( <i>RF</i> )	23
Standards for Writing ( <i>W</i> )	27
Standards for Speaking and Listening ( <i>SL</i> )	31
Standards for Language ( <i>L</i> )	33
<b>Utah Early Childhood Core Standards for Mathematics</b>	<b>37</b>
Mathematics	38
Counting and Cardinality ( <i>CC</i> )	39
Operations and Algebraic Thinking ( <i>OA</i> )	42
Number and Operations in Base Ten ( <i>NBT</i> )	43
Measurement and Data ( <i>MD</i> )	44
Geometry ( <i>G</i> )	46

<b>Approaches to Learning and Science</b> ( <i>AL&amp;S</i> )	<b>49</b>
Science Introduction	50
Approaches to Learning and Science ( <i>AL&amp;S</i> )	51
<b>Social/Emotional and Social Studies</b> ( <i>SE&amp;SS</i> )	<b>57</b>
<b>Creative Arts</b> ( <i>CA</i> )	<b>63</b>
<b>Physical/Health and Safety</b> ( <i>PHS</i> )	<b>67</b>
<b>References</b>	<b>71</b>

# Introduction

## PURPOSE

The purpose of the **Utah Early Childhood Core Standards** is to help public preschools make informed decisions regarding curriculum in order to prepare children for kindergarten. The standards may also serve as an optional resource for families and other educators in the community.

The research-based Standards contain six basic content areas:

*English Language Arts*

*Mathematics*

*Approaches to Learning and Science*

*Social Emotional and Social Studies*

*Creative Arts*

*Physical/Health and Safety*

The implementation of these Standards in public and in early childhood programs will improve kindergarten transition, increase readiness, and reduce achievement gaps. The Standards are not to be used to exclude children from entering kindergarten.

The Standards are designed to be inclusive of all children and should be implemented by providing experiences that build upon the child's current strengths, knowledge, and skills. Related concepts may be added as appropriate in order to assure that every child reaches his/her potential. Instructional adaptations may be needed to meet children's individual needs.

## BACKGROUND

The **Utah Early Childhood Core Standards** are the result of a collaborative effort among the Utah State Office of Education, the Utah Office of Child Care, Head Start, the Bureau of Child Development, Higher Education, Utah PTA, United Way, public schools, Special Education, Title I, Voices for Utah Children, and Child Care Resource and Referral.

The Standards were reviewed independently by district administrators, early childhood teachers and administrators, university professors, health and human services administrators, and State Office of Education specialists and members of the community through public comment.

# Core Concepts of Development

1. Child development is a foundation for community development and economic development, as capable children become the foundation of a prosperous and sustainable society.
2. Brains are built over time.
3. The interactive influences of genes and experience literally shape the architecture of the developing brain, and the active ingredient is the “serve and return” nature of children’s engagement in relationships with their parents and other caregivers in their family or community.
4. Both brain architecture and developing abilities are built “from the bottom up,” with simple circuits and skills providing the scaffolding for more advanced circuits and skills over time.
5. Toxic stress in early childhood is associated with persistent effects on the nervous system and stress hormone systems that can damage developing brain architecture and lead to lifelong problems in learning behavior, and both *physical and mental health*.
6. Creating the right conditions for early childhood development is likely to be more effective and less costly than addressing problems at a later age.

(Harvard University. (2007). *The Science of Early Childhood Development*. National Scientific Council on the Developing Child. Retrieved March 29, 2012, from <http://www.developingchild.net>.)

## GROWTH IN PRESCHOOL YEARS

The preschool years are marked by a period of rapid growth and development. During this time, children’s natural curiosity engages them in making sense of their environment by observing, questioning, experiencing, and experimenting. The rapid growth and development that occur during this period are the foundation for all later learning.

Although all children develop at different rates, some may have developmental delays which may improve with early intervention. If you suspect that your child has a delay in any area, contact your health provider and your local school district’s special needs office.

# Implications for Policy and Practice

1. Policy initiatives that promote supportive relationships and rich learning opportunities for young children create a strong foundation for higher school achievement followed by greater productivity in the workplace and solid citizenship in the community.
2. Substantial progress toward this goal can be achieved by assuring growth-promoting experiences both at home and in community-based settings, through a range of parent education, family support, early care and education, preschool, and intervention services.
3. When parents, informal community programs and professionally staffed early childhood services pay attention to young children's emotional and social needs, as well as to their mastery of literacy and cognitive skills, they have maximum impact on the development of sturdy brain architecture and preparations for success in school.

(Harvard University. (2007). *The Science of Early Childhood Development*. National Scientific Council on the Developing Child. Retrieved March 29, 2012, from <http://www.developingchild.net>.)

# The Standards

## THE STANDARDS ACKNOWLEDGE:

### PARENTS AS FIRST TEACHERS.

Children's first and most influential teachers are their parents/family. They play an important foundational role in the child's learning and achievement. When parents, educators, and caregivers work together in the education and well-being of a child, a partnership is formed that will influence the best possible learning outcomes for the learner. Meaningful family-school partnerships focus on:

- Increasing regular two-way communication between parents and their child's teacher and/or child care provider that is meaningful and ongoing.
- Welcoming and preparing family members to be involved in fun learning activities at home.
- Inviting parents and families to on-site programs and activities when possible.
- Sharing decision making that involves the child's learning, achievement and well-being. When and where appropriate, sharing in school and organizational governance through shared decision-making.
- Coordinating class work and home learning experiences.
- Collaborating with community members and organizations to identify partnership opportunities and resources.
- Respecting, supporting, and honoring the important role of parents as teachers and advocates of their child.

(Adapted from *"School, Family, and Community Partnerships, 2nd ed."* by Joyce L. Epstein, Westview Press, 2011.)

### DEVELOPMENTALLY APPROPRIATE PRACTICES.

#### Principles of child development and learning that inform practice.

Developmentally appropriate practice is informed by what we know from theory and literature about how children develop and learn. No linear listing of principles—including the one below—can do justice to the complexity of the phenomenon that is child development and learning. Each of the principles rests on a very extensive research base that is only partially referenced here.

1. All the domains of development and learning—physical, social and emotional, and cognitive—are important, and they are closely interrelated. Children's development and learning in one domain influence and are influenced by what takes place in other domains.
2. Many aspects of children's learning and development follow well-documented sequences, with later abilities, skills, and knowledge building on those already acquired.
3. Development and learning proceed at varying rates from child to child, as well as at uneven rates across different areas of a child's individual functioning.
4. Development and learning result from a dynamic and continuous interaction of biological maturation and experience.
5. Early experiences have profound effects, both cumulative and delayed, on a child's development and learning, and optimal periods exist for certain types of development and learning to occur.

6. Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.
7. Children develop best when they have secure, consistent relationships with responsive adults and opportunities for positive relationships with peers.
8. Development and learning occur in and are influenced by multiple social and cultural contexts.
9. Always mentally active in seeking to understand the world around them, children learn in a variety of ways; a wide range of teaching strategies and interactions are effective in supporting all of these kinds of learning.
10. Play is an important vehicle for developing self-regulation as well as for promoting language, cognition, and social competence.
11. Development and learning advance when children are challenged to achieve at a level just beyond their current mastery, and also when they have many opportunities to practice newly acquired skills.
12. Children's experiences shape their motivation and approaches to learning, including persistence, initiative, and flexibility; in turn, these dispositions and behaviors affect their learning and development.

For a more complete discussion of principles and indicators of appropriate curriculum and assessment, see NAEYC & NAECS/SDE (National Association of Early Childhood Specialists in State Departments of Education). 2009. Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8. Joint position statement. Online: [www.naeyc.org/dap](http://www.naeyc.org/dap).



The materials are designed for 4.5–6 year olds, and the upper levels of the performance definitions are beyond the reach of most four year olds.

## CAN DO Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> <li>Match oral language to classroom and everyday objects</li> <li>Point to stated pictures in context</li> <li>Respond non-verbally to oral commands or statements (e.g., through physical movement)</li> <li>Find familiar people and places named orally</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures or objects according to oral instructions</li> <li>Match pictures, objects or movements to oral descriptions</li> <li>Follow one-step oral directions (e.g., “stand up”; “sit down”)</li> <li>Identify simple patterns described orally</li> <li>Respond with gestures to songs, chants, or stories modeled by teachers</li> </ul>	<ul style="list-style-type: none"> <li>Follow two-step oral directions, one step at a time</li> <li>Draw pictures in response to oral instructions</li> <li>Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)</li> <li>Act out songs and stories using gestures</li> </ul>	<ul style="list-style-type: none"> <li>Find pictures that match oral descriptions</li> <li>Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”)</li> <li>Distinguish between what happens first and next in oral activities or readings</li> <li>Role play in response to stories read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Order pictures of events according to sequential language</li> <li>Arrange objects or pictures according to descriptive oral discourse</li> <li>Identify pictures/realia associated with grade-level academic concepts from oral descriptions</li> <li>Make patterns from real objects or pictures based on detailed oral descriptions</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Identify people or objects in illustrated short stories</li> <li>Repeat words, simple phrases</li> <li>Answer yes/no questions about personal information</li> <li>Name classroom and everyday objects</li> </ul>	<ul style="list-style-type: none"> <li>Restate some facts from illustrated short stories</li> <li>Describe pictures, classroom objects or familiar people using simple phrases</li> <li>Answer questions with one or two words (e.g., “Where is Sonia?”)</li> <li>Complete phrases in rhymes, songs, and chants</li> </ul>	<ul style="list-style-type: none"> <li>Retell short narrative stories through pictures</li> <li>Repeat sentences from rhymes and patterned stories</li> <li>Make predictions (e.g. “What will happen next?” )</li> <li>Answer explicit questions from stories read aloud (e.g., who, what, or where)</li> </ul>	<ul style="list-style-type: none"> <li>Retell narrative stories through pictures with emerging detail</li> <li>Sing repetitive songs and chants independently</li> <li>Compare attributes of real objects (e.g., size, shape, color)</li> <li>Indicate spatial relations of real-life objects using phrases or short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Tell original stories with emerging detail</li> <li>Explain situations (e.g., involving feelings)</li> <li>Offer personal opinions</li> <li>Express likes, dislikes, or preferences with reasons</li> </ul>	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.

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The materials are designed for 4.5–6 year olds, and the upper levels of the performance definitions are beyond the reach of most four year olds.

## CAN DO Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> <li>Match icons and symbols to corresponding pictures</li> <li>Identify name in print</li> <li>Find matching words or pictures</li> <li>Find labeled real-life classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>Match examples of the same form of print</li> <li>Distinguish between same and different forms of print (e.g., single letters and symbols)</li> <li>Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page)</li> <li>Match labeled pictures to those in illustrated scenes</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures to identify words</li> <li>Classify visuals according to labels or icons (e.g., animals v. plants)</li> <li>Demonstrate concepts of print (e.g., title, author, illustrator)</li> <li>Sort labeled pictures by attribute (e.g., number, initial sound)</li> </ul>	<ul style="list-style-type: none"> <li>Identify some high-frequency words in context</li> <li>Order a series of labeled pictures described orally to tell stories</li> <li>Match pictures to phrases/short sentences</li> <li>Classify labeled pictures by two attributes (e.g., size and color)</li> </ul>	<ul style="list-style-type: none"> <li>Find school-related vocabulary items</li> <li>Differentiate between letters, words, and sentences</li> <li>String words together to make short sentences</li> <li>Indicate features of words, phrases, or sentences that are the same and different</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Draw pictures and scribble</li> <li>Circle or underline pictures, symbols, and numbers</li> <li>Trace figures and letters</li> <li>Make symbols, figures or letters from models and realia (e.g., straws, clay)</li> </ul>	<ul style="list-style-type: none"> <li>Connect oral language to print (e.g., language experience)</li> <li>Reproduce letters, symbols, and numbers from models in context</li> <li>Copy icons of familiar environmental print</li> <li>Draw objects from models and label with letters</li> </ul>	<ul style="list-style-type: none"> <li>Communicate using letters, symbols, and numbers in context</li> <li>Make illustrated “notes” and cards with distinct letter combinations</li> <li>Make connections between speech and writing</li> <li>Reproduce familiar words from labeled models or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Produce symbols and strings of letters associated with pictures</li> <li>Draw pictures and use words to tell a story</li> <li>Label familiar people and objects from models</li> <li>Produce familiar words/phrases from environmental print and illustrated text</li> </ul>	<ul style="list-style-type: none"> <li>Create content-based representations through pictures and words</li> <li>Make “story books” with drawings and words</li> <li>Produce words/phrases independently</li> <li>Relate everyday experiences using phrases/short sentences</li> </ul>	

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The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.

# Intended Learning Outcomes

**The main focus in early childhood is for children to begin to value learning, gain knowledge, and understand their world.**

The Intended Learning Outcomes described below reflect the belief that in early childhood, education should address the intellectual, social, emotional, and physical development of children. It is important to create a learning environment that fosters development of many aspects of a child. By nurturing development in these interrelated human domains, children will discover varied and exciting talents and dreams. They will be socially and civically competent and able to express themselves effectively.

The outcomes identified below are to provide a direction for general learning experiences, management, culture, environment, and inclusion. These outcomes are interwoven in Standards, which offer specific and measurable indicators.

## **BEGINNING IN EARLY CHILDHOOD, CHILDREN SHOULD:**

- 1. Demonstrate a positive learning attitude.**
  - Display a sense of curiosity.
  - Practice personal responsibility for learning.
  - Demonstrate persistence in completing tasks.
  - Apply prior knowledge and processes to construct new knowledge.
  - Voluntarily use a variety of resources to investigate topics of interest.
- 2. Develop social skills and ethical responsibility.**
  - Respect similarities and differences in others.
  - Treat others with kindness and fairness.
  - Follow rules.
  - Include others in learning and play activities.
  - Function positively as a member of a family, learning group, school, and community.
  - Initiate and respond to social interactions with peers and adults.
- 3. Demonstrate responsible emotional behaviors.**
  - Recognize own values, talents, and skills.
  - Express self in positive ways.
  - Demonstrate behavior appropriate to the situation.
  - Express feelings appropriately.
  - Meet and respect needs of self and others.
- 4. Develop physical skills and personal hygiene.**
  - Learn proper care of the body for health and fitness.
  - Develop knowledge that enhances participation in physical activities and healthy food choices.
  - Display persistence in learning motor skills and developing fitness.
  - Use physical activity for self-expression.
- 5. Understand and use basic concepts and skills.**
  - Develop phonological and phonemic awareness.
  - Develop expressive and receptive vocabulary.
  - Develop reasoning and sequencing skills.
  - Demonstrate problem-solving skills.
  - Observe, sort, and classify objects.
  - Make connections from content areas to application in real life.

# Organization

## THE STANDARDS ARE DIVIDED INTO SIX GENERAL LEARNING AREAS:

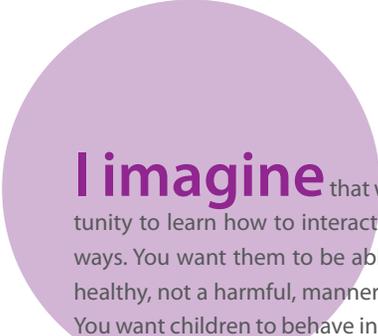
- Language/Literacy
- Mathematics
- Approaches to Learning and Science
- Social/Emotional and Social Studies
- Creative Arts
- Physical/Health and Safety

## EACH OF THE GENERAL LEARNING AREAS PROVIDES THE FOLLOWING INFORMATION:

- An introduction: a short description of the learning area and ways to support learning. For additional ideas go to [www.naeyc.org](http://www.naeyc.org).
- A description of the standard: a statement about what children are expected to understand in broad terms.
- Key objectives: a definition of the range of concepts and skills within each standard.
- Indicators: examples that provide specific observable and measurable actions for children acquiring the concepts and skills described in the objectives. These are not meant to be learning activities, but to help guide learning experiences.

## NEXT STEPS:

- Possible Strategies
  - ▶ These will serve as a springboard for learning experiences that can be designed to meet the individual needs of each child.
  - ▶ They are not intended to include everything that can be done, but will provide examples of possible activities and learning experiences.



## I imagine

that what you want for children is the opportunity to learn how to interact with people in cooperative, respectful ways. You want them to be able to learn how to resolve conflicts in a healthy, not a harmful, manner. You want them to respect themselves. You want children to behave in ways that honor who they are and who others are, in ways that allow people to feel safe. You want children to feel safe. You want them to follow the rules of society that keep people from getting hurt. You want them to think and feel, judge, and then act. You want children to think for themselves, rather than merely following others. You want them to face challenges, not hide from them through misbehavior and self-destruction. You want children to stand up for themselves and their beliefs without stepping on others. You want them to help build a community and to be a vital member in it. You want children to learn many ways of acting, of thinking, of being, that promote fairness for all. Learn—that's what you want them to do. In order for them to learn, you will need to teach them. **You will have to guide them** with example, direction, information, dialogue, relationship building, assistance, practice, and support during their trials and errors. With your help, they will learn the complex set of skills that it takes to be contributing citizens of the world.

Mary Steiner Whelan, *But They Spit, Scratch, and Swear!* (2000) p. 7.

# English Language Arts

## RECEPTIVE AND EXPRESSIVE LANGUAGE (Listening and Speaking)

Language is the basis for understanding and communicating in most aspects of life. The development of language begins in infancy, and by the preschool years many children have vocabularies that include several thousand words and continue to increase at a remarkable rate. One of the best predictors of reading success is the number of spoken words a preschooler understands and uses.

### ADULTS SUPPORT LEARNING WHEN THEY:

- ▶ Engage in conversations with children.
  - ▶ Model correct grammar, articulation, and vocabulary.
  - ▶ Read daily from a variety of literature genres.
  - ▶ Reread favorite books or other literature.
  - ▶ Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning.
  - ▶ Utilize real objects or pictures when introducing or reinforcing new vocabulary.
  - ▶ Create a language-rich environment, including eye-level alphabet charts, reading centers, listening centers, writing centers, dramatic play centers, and labels with primary language (*L1*) modifications as necessary.
  - ▶ Include literacy props, materials, and literature in learning centers.
  - ▶ Strategically place and remove objects throughout the room that will instigate conversations among children.
- ▶ Know children's language levels, and group them in ways that will support language development.
  - ▶ Model complex sentence structures that are just above the children's level.
  - ▶ Use a wide variety of media and presentation forms, including storytelling, pictures or drawings, posters, appropriate multimedia presentations, drama, show and tell, signs, paintings, sculptures, puppets, and hand signs.
  - ▶ Sing a wide variety of songs, including those that reflect the cultural makeup of the world.
  - ▶ Wait for children to make requests.
  - ▶ Check for understanding by asking questions.
  - ▶ Give children opportunities to present, such as show and tell and sharing work.
  - ▶ Provide opportunities to memorize a variety of rhymes, including chants, poems, and nursery rhymes.
  - ▶ Participate in and encourage pretend play.
  - ▶ Play with language by making up silly words, singing rhyming songs, and playing with children's names.

## **ADULTS SUPPORT ENGLISH LANGUAGE LEARNERS (ELLS) WHEN THEY:**

- ▶ Recognize that a “silent period,” which may last several months, is typical for children who are initially learning English.
- ▶ Limit length of speech to essential words and concepts for children who are just beginning ELLs.
- ▶ Speak at a moderate rate.
- ▶ Offer interpretations for ELL children when possible.
- ▶ Provide visual aids that support language.
- ▶ Accompany oral language with gestures and intonation that assist comprehension.
- ▶ Rephrase in English what children have said in their home language, if possible.
- ▶ Encourage children to connect their home language with newly learned words.
- ▶ Provide reading and listening materials in the children’s first language, if possible.
- ▶ Develop peer support within the group for assisting ELL children when necessary.

- ▶ Create daily opportunities for children to work collaboratively.
- ▶ Allow more time for students to respond to questions based on cultural norms.

## **CONCEPTS OF PRINT**

Understanding how printed words work is a critical reading and writing skill. The understanding that print carries meaning is the connection between the spoken and written word. This needs to be present before children can read or write. Children’s purposeful exposure to various forms of print will build this essential understanding.

## **ADULTS SUPPORT LEARNING WHEN THEY:**

- ▶ Provide a variety of texts such as menus, books, magazines, charts, record sheets, recipes, telephone directories, journals, theater programs, newspapers, maps, instruction booklets, movie or music labels, food and product labels (*including those in different languages*), and store fliers.
- ▶ Display and refer to environmental print such as posters, signs, logos, and children’s work.
- ▶ Use big books for story time.

- ▶ Point to words, modeling directionality and return sweep while reading texts (*running a finger across the line and returning to the beginning of the next line*).
- ▶ Provide opportunities to look at books and other written materials independently.
- ▶ Provide opportunities for independent emergent writing (*such as writing that is dictated by the child*) and using writing tools to scribble, writing letter-like forms.
- ▶ Provide opportunities to use manipulatives such as magnetic letters, felt letters, sandpaper letters, and letter stamps.

## **PHONOLOGICAL AND PHONEMIC AWARENESS**

Research shows that phonological awareness begins with hearing and understanding different sound units in language such as words, syllables, and rhymes, and expressive features such as pitch, stress, and rate. Phonemic awareness is a strong predictor of success in beginning reading. Children need to hear and identify individual sounds (*phonemes*) within spoken words (*e.g., the word “bed” consists of three individual sounds or phonemes: /b/, /e/, /d/*).

### **ADULTS SUPPORT LEARNING WHEN THEY:**

- ▶ Teach lessons that are explicit and delivered in a logical sequence.
- ▶ Read stories, sing songs, and recite poems that have rhyme and/or alliteration.
- ▶ Lead children in playing with language.
- ▶ Provide activities that increase an awareness of the rhythm of language, such as clapping the syllables of children's names or other familiar words.
- ▶ Provide activities that increase children's listening skills or awareness of sound units in language spoken around them.
- ▶ Discuss parts of a book (*front cover, back cover, text, spine, etc.*).

### **EMERGENT WRITING**

Although children develop writing abilities at different rates, they follow similar developmental stages. Children express their ideas and feelings symbolically, beginning with drawings or squiggles which symbolize words. Eventually, these squiggles begin to approximate letter shapes. Later, as children begin to learn about letters, random letters will begin to appear in their writing. Finally, letters will be used purposefully, after the child has developed an association between letters and their sounds.

### **ADULTS SUPPORT LEARNING WHEN THEY:**

- ▶ Supply a variety of writing tools, including thick and thin pencils, crayons, markers, white boards, paint brushes, and Magna Doodles.
- ▶ Supply a variety of paper, such as colored paper and paper of different thicknesses and textures.
- ▶ Model proper writing in many ways (*e.g., writing children's dictation, writing questions that could be asked of a visitor, or making a list for a food experience*).
- ▶ Conduct interactive writing experiences where children explore the nature of words before writing.
- ▶ Provide genuine writing opportunities that are connected to learning activities (*e.g., sign-in sheet for activity center, attendance roster, and daily graph*).
- ▶ Explain and demonstrate purposeful writing, such as writing a thank you note to a parent or child.
- ▶ Encourage children's writing approximations (*e.g., squiggles, drawings, letter approximations*).
- ▶ Provide writing opportunities in all learning centers.
- ▶ Immerse the children in written language (*e.g., labels on supplies and toys, environmental print in writing center, children's names displayed next to their work, interactive with translations or explanations collection of words that children can use posted on a wall*).
- ▶ Assist children in developing fine motor skills.

# UTAH'S EARLY CHILDHOOD CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

In June 2010, the Utah State Board of Education adopted the **Utah Core Standards (UCS)**. During the summer and fall of 2010, Utah educators examined the **UCS** and the existing State Curriculum to determine which skills and content matched. The new **UCS** identify essential skills and knowledge that a student needs to master grade specific standards. Since the **UCS** did not include early childhood standards, during the summer and fall of 2011, Utah educators created standards that apply to this population. Although there is not a particular order or length of time in which Standards should be taught, there is a recommended developmental continuum.

Preschool Foundational Standards and Kindergarten Readiness Standards are aligned with the Utah Kindergarten Core Standards for English Language Arts. The Standards define knowledge and skills students should know as they enter kindergarten.

The Utah English Language Arts Core Standards for English Language Arts are divided into strands comprised of Reading, Writing, Speaking and Listening, and Language. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards (*K–12*) that is identical across all grades and content areas. The following list shows the abbreviations used when referencing English Language Arts Standards:

Reading Standards for Literature (RL)

Reading Informational Text (RI)

Reading Foundational Skills (RF)

Writing (W)

Speaking and Listening (SL)

Language (L)

# Reading Standards: Literature

## READING STANDARDS FOR LITERATURE (RL)

3 to 5 years →

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

### Cluster: KEY IDEAS AND DETAILS

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

#### RL1 CR Anchor Standard K–12

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- |          |   |   |   |
|----------|---|---|---|
| <b>1</b> | <b>1. With prompting and support, state some details of a text.</b> | <b>1. With prompting and support, ask and answer questions about details in a text.</b> | <b>1. With prompting and support, ask and answer questions about key details in a text.</b> |
|----------|---|---|---|

#### RL2 CR Anchor Standard K–12

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- |          |   |   |   |
|----------|---|---|---|
| <b>2</b> | <b>2. Listen attentively and retell simple stories through conversation, art, movement, or drama.</b> | <b>2. Listen attentively and retell simple stories through conversation, art, movement, or drama.</b> | <b>2. With prompting and support, retell familiar stories, including key details.</b> |
|----------|---|---|---|

#### RL3 CR Anchor Standard K–12

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- |          |  |  |   |
|----------|--|--|---|
| <b>3</b> | <b>3. Answer questions about simple stories using sequencing format (e.g., what happened first, next, and last).</b> | <b>3. Retell stories with simple plots, including some details about characters, settings, and major events in a story (e.g., story webs).</b> | <b>3. With prompting and support, identify characters, settings, and major events in a story.</b> |
|----------|--|--|---|

# READING STANDARDS FOR LITERATURE (RL)

3 to 5 years →

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

## Cluster: CRAFT AND STRUCTURE

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

### RL4 CR Anchor Standard K–12

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4

4. With prompting and support, ask and answer questions about unknown words in a text.

4. With prompting and support, ask and answer questions about unknown words in a text.

4. Ask and answer questions about unknown words in a text.

### RL5 CR Anchor Standard K–12

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5

5. With prompting and support, recognize common types of texts (e.g., storybooks, poems).

5. With prompting and support, recognize common types of texts (e.g., storybooks, poems).

5. Recognize common types of texts (e.g., storybooks, poems).

### RL6 CR Anchor Standard K–12

Assess how point of view or purpose shapes the content and style of a text.

6

6. With prompting and support, recognize that books have a title, author, and illustrator.

6. With prompting and support, discuss the role of the author and illustrator in telling the story.

6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

## READING STANDARDS FOR LITERATURE (RL)

3 to 5 years →

Preschool Foundational Standards

Kindergarten Readiness Standards

Utah's Core Kindergarten Standards  
End of Kindergarten

### Cluster: INTEGRATION OF KNOWLEDGE AND IDEALS

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

#### RL7 CR Anchor Standard K–12

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

7

7. Understand that illustrations help tell the story.

7. Use illustrations to tell the story when looking at a familiar book.

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

#### RL8 CR Anchor Standard K–12

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

8

8. (Not applicable to literature)

8. (Not applicable to literature)

8. (Not applicable to literature)

#### RL9 CR Anchor Standard K–12

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9

9. Identify characters and their experiences in familiar stories.

9. Discuss characters and their experiences in familiar stories that are similar and different.

9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

## READING STANDARDS FOR LITERATURE (RL)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

### Cluster: RANGE OF READING AND LEVEL OF COMPLEXITY

*For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.*

#### RL10 CR Anchor Standard K–12

Read and comprehend complex literary and informational texts independently and proficiently.

10

10. Engage in shared reading experiences and explore books independently.

10. Engage in storytelling and conversations with peers and adults about texts read.

10. Actively engage in group reading activities with purpose and understanding.

# Reading Standards: Informational Text

## STANDARDS FOR INFORMATIONAL TEXT (RI)

3 to 5 years →

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

### Cluster: KEY IDEAS AND DETAILS

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

#### RI1 CR Anchor Standard K–12

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.

- |          |   |   |   |
|----------|---|---|---|
| <b>1</b> | <b>1. With prompting and support, ask and answer questions about details in a text and make personal connections with text.</b> | <b>1. With prompting and support, ask and answer questions about details in a text and make personal connections with text.</b> | <b>1. With prompting and support, ask and answer questions about key details in a text.</b> |
|----------|---|---|---|

#### RI2 CR Anchor Standard K–12

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- |          |   |   |   |
|----------|---|---|---|
| <b>2</b> | <b>2. Listen to a wide variety of informational text.</b><br>a. With prompting and support, participate in discussion of a text.<br>b. Identify some details of a text. | <b>2. Listen to a wide variety of informational text.</b><br>a. Participate in discussion on the topic.<br>b. Retell some details of a text in an appropriate sequence. | <b>2. With prompting and support, identify the main topic and retell key details of a text.</b> |
|----------|---|---|---|

#### RI3 CR Anchor Standard K–12

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- |          |   |  |   |
|----------|---|--|---|
| <b>3</b> | <b>3. With prompting and support, discuss information in a text and make connections to personal experiences.</b> | <b>3. With prompting and support, discuss information in a text, including differences, similarities, and comparisons to personal experiences.</b> | <b>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</b> |
|----------|---|--|---|

## READING STANDARDS FOR INFORMATIONAL TEXT (RI)

3 to 5 years →

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

### Cluster: CRAFT AND STRUCTURE

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

#### RI4 CR Anchor Standard K–12

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4

4. With guidance and support, connect new vocabulary in a text with known words or experiences.

4. With prompting and support, ask and answer questions about unknown words in a text.

4. With prompting and support, ask and answer questions about unknown words in a text.

#### RI5 CR Anchor Standard K–12

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5

5. With prompting and support, identify the front cover, back cover, and title page of a book.

5. With prompting and support, identify the front cover, back cover, and title page of a book.

5. Identify the front cover, back cover, and title page of a book.

#### RI6 CR Anchor Standard K–12

Assess how point of view or purpose shapes the content and style of a text.

6

6. With prompting and support, understand that a book has an author and an illustrator/photographer.

6. Discuss the role of the author and illustrator/photographer in presenting the ideas or information in a text.

6. Name the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.

# READING STANDARDS FOR INFORMATIONAL TEXT (RI)

3 to 5 years →

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

## Cluster: INTEGRATION OF KNOWLEDGE AND IDEAS

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

### RI7 CR Anchor Standard K–12

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

7

7. With modeling and support, understand that illustrations/photographs provide information about a text.

7. With modeling and support, recognize that a relationship exists between the illustrations/photographs and the text (e.g., what person, place, thing, or idea in the text an illustration depicts).

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

### RI8 CR Anchor Standard K–12

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

8

8. With modeling and support, recall details from a text.

8. With modeling and support, identify key details in a text.

8. With prompting and support, identify the reasons an author gives to support points in a text.

### RI9 CR Anchor Standard K–12

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9

9. With prompting and support, recognize that there are similarities and differences between two texts on the same topic.

9. With prompting and support, participate in discussions to identify the similarities and differences between two texts on the same topic.

9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## READING STANDARDS FOR INFORMATIONAL TEXT (RI)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

### Cluster: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

*For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.*

#### RI10 CR Anchor Standard K–12

Read and comprehend complex literary and informational texts independently and proficiently.

10

10. With modeling and support, participate in shared reading experiences.

10. With modeling and support, actively engage in group reading activities with purpose and understanding.

10. Actively engage in group reading activities with purpose and understanding.

# Reading Standards: Foundational Skills

## READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

3 to 5 years →

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

### Cluster: PRINT CONCEPTS

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

#### RF1

Demonstrate understanding of the organization and basic features of print.

- 1**
  - 1. With guidance and support, recognize that print conveys meaning and know the difference between pictures and words on a page.**
    - a. Recognize that print is read from top to bottom and left to right.
    - b. Recognize the difference between pictures and words on a page or in the environment.
    - c. *(Begins in kindergarten readiness section.)*
    - d. Recognize the difference between letters, numbers, and other symbols.
    - e. Recognize print in everyday life (e.g., numbers, letters, one's name, words, familiar logos, and environmental print).

- 1. With guidance and support, recognize print in everyday life, such as numbers, letters, one's name, words, familiar logos and signs.**
  - a. Recognize that print is read from top to bottom and left to right.
  - b. Recognize that spoken words are represented in written language.
  - c. Understand that letters are grouped to form words.
  - d. Recognize some alphabet letters.
  - e. Recognize print in everyday life (e.g., numbers, letters, one's name, words, familiar logos, and environmental print).

- 1. Demonstrate understanding of the organization and basic features of print.**
  - a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.

# READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

3 to 5 years →

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

## Cluster: PHONOLOGICAL AWARENESS

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

### RF2

Demonstrate understanding of spoken words and sounds (phonemes).

2

**2. With guidance and support, begin to identify sounds (phonemes) in spoken words.**

- a. Respond to the rhythm of spoken language, such as songs, poems, or chants.
- b. Begin to recognize syllables (*word parts*) in simple words.
- c. Begin to recognize initial sounds in words (*e.g., own name*).
- d. Begin to demonstrate understanding the concept of first, middle and last.
- e. (*Begins in kindergarten readiness section.*)

**2. With guidance and support, identify and discriminate between sounds (phonemes) in spoken language, such as attention to beginning and ending sounds (phonemes) of words.**

- a. Begin to supply rhyming words in familiar songs/ jingles and orally match words that rhyme.
- b. Identify and separate syllables (*word parts*) in words.
- c. Identify words by syllables, beginning sounds, or individual sounds.
- d. Recognize initial and final sound of words.
- e. With modeling and support, identify individual phonemes (*e.g., /d/, /s/, /t/*).

**2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (*phonemes*) in three-phoneme (*consonant-vowel-consonant, or CVC*) words.\* (*This does not include CVCs ending with /l/, /r/, or /x/.*)
- e. Add or substitute individual sounds (*phonemes*) in simple, one-syllable words to make new words.

\*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

# READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

3 to 5 years →

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

## Cluster: PHONICS AND WORD RECOGNITION

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

### RF3

Know and apply grade-level phonics and word analysis skills in decoding words.

3

**3. With guidance and support, recognize that words are made up of letters and their sounds.**

- a. Recognize that letters have names and sounds.
- b. *(Begins in kindergarten section.)*
- c. Recognize own name.
- d. Distinguish between items that are the same or different, such as pictures, objects, and letters.

**3. With guidance and support, recognize that words are made up of letters and their sounds.**

- a. Begin to associate names of letters with sounds of the alphabet (*e.g., initial sound of own name*).
- b. *(Begins in kindergarten section.)*
- c. Begin to recognize some words that are seen frequently.
- d. Distinguish between letters and words that are the same or different.

**3. Know and apply grade-level phonics and word analysis skills in decoding words.**

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary of many of the most frequent sound of each consonant.
- b. Associate the long and short sounds with common spellings (*graphemes*) for the five major vowels.
- c. Read common high-frequency words by sight (*e.g., the, of, to, you, she, my, is, are, do, does*).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

3 to 5 years →

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

### Cluster: **FLUENCY**

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

#### **RF4**

Read emergent-reader texts with purpose and understanding.

**4**

4. (Begins in kindergarten section.)

4. (Begins in kindergarten section.)

**4. Read emergent-reader texts with purpose and understanding.**

# Writing Standards

## STANDARDS FOR WRITING (W)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

### Cluster: TEXT TYPES AND PURPOSES

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

#### W1 CR Anchor Standard K–12

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- |          |   |  |  |
|----------|---|--|--|
| <b>1</b> | <b>1. With modeling and support, use a combination of drawing, dictating, and scribbling to represent a topic</b> (e.g., "This is my family..."). | <b>1. Use a combination of drawing, dictating, scribbling, approximating letters, and using known letters to represent and share feelings and ideas about a topic.</b> | <b>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book</b> (e.g., "My favorite book is..."). |
|----------|---|--|--|

#### W2 CR Anchor Standard K–12

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- |          |   |   |   |
|----------|---|---|---|
| <b>2</b> | <b>2. With modeling and support, use a combination of drawing, dictating, and scribbling to extend learning of a topic.</b> | <b>2. With modeling and support, use a combination of drawing, dictating, scribbling, approximating letters, invented spelling, and using known letters to extend learning about a topic.</b> | <b>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</b> |
|----------|---|---|---|

#### W3 CR Anchor Standard K–12

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- |          |  |  |  |
|----------|--|--|--|
| <b>3</b> | <b>3. With modeling and support, use a combination of drawing, dictating, and scribbling to share one or more events of a story.</b> | <b>3. With modeling and support, use a combination of drawing, dictating, scribbling, approximating letters, and using known letters to describe parts of a story</b> (e.g., characters, setting, sequence of events). | <b>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</b> |
|----------|--|--|--|

# STANDARDS FOR WRITING (W)

3 to 5 years →

Preschool Foundational Standards	Kindergarten Readiness Standards End of Preschool	Utah's Core Kindergarten Standards End of Kindergarten
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## Cluster: PRODUCTION AND DISTRIBUTION OF WRITING

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

### W4 CR Anchor Standard K–12

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

<b>4</b>	<b>4.</b> (Begins in grade 3.)	<b>4.</b> (Begins in grade 3.)	<b>4.</b> (Begins in grade 3.)
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### W5 CR Anchor Standard K–12

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<b>5</b>	<b>5. With modeling, guidance, and support, talk about drawing, dictation, or developmentally appropriate writing.</b>	<b>5. With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.</b> a. Demonstrate an ability to listen and discuss drawing, dictation or developmentally appropriate writing. b. Respond to others and answer questions about drawing, dictation and/or writing. c. Start to produce writing that is legible, including the conventional formation of some upper- and lowercase manuscript letters, including those in own name.	<b>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</b>
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### W6 CR Anchor Standard K–12

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

<b>6</b>	<b>6. Use a variety of writing/drawing tools (e.g., chalk, crayon, paint, markers, stamps, Magna Doodle, pencil, and computer) to represent ideas.</b>	<b>6. Use a variety of writing/drawing tools and forms (e.g., notes, labels, letters, signs, stories, tape recorder, and computer) to create and share ideas.</b>	<b>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</b>
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# STANDARDS FOR WRITING (W)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

## Cluster: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

### W7 CR Anchor Standard K–12

Conduct short, as well as more sustained, research projects based on focused questions, demonstrating understanding of the subject under investigation.

7

7. With guidance and support, participate in group activities that use a combination of drawing, dictating, and scribing specific to a topic.

7. With guidance and support, participate in group activities that use developmentally appropriate writing to represent knowledge and/or opinion on a topic.

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

### W8 CR Anchor Standard K–12

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8

8. With guidance and support, participate in discovery activities to gain new information.

8. With guidance and support, recall information from provided sources (e.g., books, videos, pictures) to answer a question.

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### W9 CR Anchor Standard K–12

Draw evidence from literary or informational texts to support analysis, reflection, and research.

9

9. (Begins in grade 4.)

9. (Begins in grade 4.)

9. (Begins in grade 4.)

## STANDARDS FOR WRITING (W)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

### Cluster: RANGE OF WRITING

*For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.*

#### W10 CR Anchor Standard K–12

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting, or a day or two) for a range of tasks, purposes, and audiences.

- |           |  |  |  |
|-----------|--|--|--|
| <b>10</b> | <b>10.</b> <i>(Begins in grade 3.)</i> | <b>10.</b> <i>(Begins in grade 3.)</i> | <b>10.</b> <i>(Begins in grade 3.)</i> |
|-----------|--|--|--|

# Speaking & Listening Standards

## STANDARDS FOR SPEAKING & LISTENING (SL)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

### Cluster: **COMPREHENSION AND COLLABORATION**

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

#### SL1 CR Anchor Standard K–12

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 1**
- 1. Communicate with adults and peers in small and larger groups.**
- a. Recognize that there are rules for discussions (e.g., listening to others and taking turns speaking).

- 1. Engage in conversations with peers and adults in small and larger groups, by talking about pictures, topics, and text.**
- a. Use rules for discussions (e.g., listening to others and taking turns speaking about the picture, topics, and text).
- b. Take multiple turns during conversations.

- 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

#### SL2 CR Anchor Standard K–12

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- 2**
- 2. With guidance and support, ask and answer simple questions about text or media.**

- 2. With guidance and support, ask and answer questions and make comments about print material, oral information, and other media (e.g., ask questions using where, when, why, and how).**

- 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.**

#### SL3 CR Anchor Standard K–12

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- 3**
- 3. With guidance and support, ask and answer simple questions.**

- 3. With guidance and support, ask and answer questions to seek help or to learn more.**

- 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**

# STANDARDS FOR SPEAKING & LISTENING (SL)

3 to 5 years →

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

## Cluster: PRESENTATION OF KNOWLEDGE AND IDEAS

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

### SL4 CR Anchor Standard K–12

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

4

4. With prompting and support, describe familiar people, places, things, and events.

4. With prompting and support, describe familiar people, places, things, and events.

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

### SL5 CR Anchor Standard K–12

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

5

5. With prompting and support, recognize that objects, symbols, and pictures can provide additional detail.

5. With prompting and support, recognize that objects, symbols, and pictures can provide additional detail.

5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

### SL6 CR Anchor Standard K–12

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

6

6. Speak audibly and express thoughts, feelings, and ideas clearly.

6. Speak audibly and express thoughts, feelings, and ideas clearly.

6. Speak audibly and express thoughts, feelings, and ideas clearly.

# Language Standards

## STANDARDS FOR LANGUAGE (L)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

### Cluster: CONVENTIONS OF STANDARD ENGLISH

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

#### L1 CR Anchor Standard K–12

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1

**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- Experiment with writing.
- Speak in simple sentences to communicate needs and wants.
- Orally use singular and plural nouns, (e.g., *bird, birds; house, houses; tree, trees*).
- Respond to and ask questions (e.g., *who, what, where, when, why, and how*).
- Use common prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- Speak in simple sentences to communicate ideas.

**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- Print some letters of the alphabet, including those in own name.
- Use frequently occurring nouns and verbs.
- Orally use singular and plural nouns, (e.g., *bird, birds; house, houses; tree, trees*).
- Respond to and ask questions (e.g., *who, what, where, when, why, and how*).
- Use common prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- Speak in sentences of varying lengths and complexity to communicate ideas.

**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, and how*).
- Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- Produce and expand complete sentences in shared language activities.

Cluster: CONVENTIONS OF STANDARD ENGLISH (Continued)

# STANDARDS FOR LANGUAGE (L)

3 to 5 years →

Preschool Foundational Standards	Kindergarten Readiness Standards End of Preschool	Utah's Core Kindergarten Standards End of Kindergarten
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Cluster: **CONVENTIONS OF STANDARD ENGLISH** (Continued)

## L2 CR Anchor Standard K–12

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<b>2</b> <b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> a. Recognize that there are upper- and lowercase letters. b. (Begins in kindergarten.) c. (Begins in kindergarten.) d. Use beginning phonemic awareness, including making up chants, rhymes, and playing with alliterative language.	<b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> a. Recognize that there are upper and lower case letters. b. (Begins in kindergarten.) c. (Begins in kindergarten.) d. With modeling and support, identify individual phonemes (e.g., /d/, /s/, /t/).	<b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> a. Capitalize the first word in a sentence and the pronoun <i>I</i> . b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
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## Cluster: **KNOWLEDGE OF LANGUAGE**

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

## L3 CR Anchor Standard K–12

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

<b>3</b> <b>3. (Begins in grade 2.)</b>	<b>3. (Begins in grade 2.)</b>	<b>3. (Begins in grade 2.)</b>
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# STANDARDS FOR LANGUAGE (L)

3 to 5 years →

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

## Cluster: VOCABULARY ACQUISITION AND USE

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

### L4 CR Anchor Standard K–12

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4

**4. With prompting and support, ask questions and name familiar people, objects, and animals from picture cues or objects in the child's environment.**

- With prompting and support, connect new vocabulary with known words and experiences.
- With prompting and support, discuss words, phrases, and their meanings as found in texts, instruction, and conversations.

**4. With prompting and support, clarify the meaning of unknown and multiple-meaning words and phrases.**

- With prompting and support, connect new vocabulary with known words and experiences.
- With prompting and support, use some known inflections and suffixes with familiar words (e.g., -ed, -s, re-, un-, pre-, -ful, -less).

**4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**

- Identify new meanings or familiar words and apply them accurately (e.g., *knowing a duck is a bird and learning the verb "to duck"*).
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

### L5 CR Anchor Standard K–12

Demonstrate understand of figurative language, word relationships, and nuances in word meanings.

5

**5. With guidance and support, identify common words regarding people, objects, and animals in the environment.**

- Discuss commonalities and differences and sort by one attribute (e.g., *color, size*).
- Increase vocabulary to include contrasting and descriptive words/opposites (e.g., *night/day, boy/girl, up/down*).
- Access prior knowledge and experiences to identify connections between words and their applications to real life.
- Engage in and describe simple actions.

**5. With guidance and support, explore word relationships and nuances in word meanings.**

- Discuss commonalities and differences and sort objects (e.g., *shapes, foods*).
- Compare commonalities and differences by identifying opposites using descriptive words (e.g., *big/little, short/long, large/small, happy/sad*).
- Access prior knowledge and experiences to identify connections between words and their applications to real life.
- Distinguish shades of meaning among verbs describing the same general action through creative or dramatic play, (e.g., *whisper, speak, and yell*).

**5. With guidance and support from adults, explore word relationships and nuances in word meanings.**

- Sort common objects into categories (e.g., *shapes, foods*) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (*antonyms*).
- Identify real-life connections between words and their use (e.g., *note places at school that are colorful*).
- Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, and prance*) by acting out the meanings.

# STANDARDS FOR LANGUAGE (L)

3 to 5 years →

Preschool Foundational Standards	Kindergarten Readiness Standards End of Preschool	Utah's Core Kindergarten Standards End of Kindergarten
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Cluster: **VOCABULARY ACQUISITION AND USE** (Continued)

## L6 CR Anchor Standard K–12

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

<b>6</b>	<b>6. With prompting and support, begin simple dialogue about self or texts read aloud.</b>	<b>6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b>	<b>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b>
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## UTAH'S EARLY CHILDHOOD CORE STANDARDS FOR MATHEMATICS

In June 2010, the Utah State Board of Education adopted the **Utah Core Standards (UCS)**. During the summer and fall of 2010, Utah educators examined the **UCS** and the existing State Curriculum to determine which skills and content matched. The new **UCS** identify essential skills and knowledge that a student needs to master grade specific standards. Since the **UCS** did not include early childhood standards, during the summer and fall of 2011, Utah educators created standards that apply to this population. Although there is not a particular order or length of time in which Standards should be taught, there is a recommended developmental continuum. Preschool Foundational Standards and Kindergarten Readiness Standards are aligned with the Utah State Kindergarten Core Standards for Mathematics. The Standards define knowledge and skills students should know as they enter kindergarten.

### **K-12 CSS MATHEMATICS OVERVIEW (KINDERGARTEN)**

The Utah Mathematics Core State Standards for Mathematics are divided into Domains, Clusters, and Standards as defined below:

- ▶ **Domains** are intended to convey coherent groupings of content.
- ▶ **Clusters** are groups of related standards.
- ▶ **Standards** define what students should understand and be able to do.

The following list identifies the abbreviations used for the domains when referencing the mathematics standards. The clusters are listed under each corresponding domain below. Standards are shown within the document.

### **Counting and Cardinality (CC)**

- ▶ Know number names and the count sequence.
- ▶ Count to tell the number of objects.
- ▶ Compare numbers.

### **Operations and Algebraic Thinking (OA)**

- ▶ Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

### **Number and Operations in Base Ten (NBT)**

- ▶ Work with numbers 11–19 to gain foundations for place value.

### **Measurement and Data (MD)**

- ▶ Describe and compare measurable attributes.
- ▶ Classify objects and count the number of objects in categories.

### **Geometry (G)**

- ▶ Identify and describe shapes.
- ▶ Analyze, compare, create, and compose shapes.

# Mathematics

**Mathematics is a way of thinking about patterns, relationships, and seeking multiple solutions to problems.** Children's knowledge of math concepts and language are used in all domains of learning.

Children learn best when their natural interests and curiosity are nurtured. Quality learning environments should focus on actual hands-on experiences during play and interaction with others, and incorporate well-designed mathematical experiences. Preschool-age children should experience language-rich environments that help children connect mathematical concepts, problem solving, and reasoning skills to previous knowledge.

## ADULTS SUPPORT LEARNING WHEN THEY:

- ▶ Give children adequate time to explore and experiment with manipulatives before starting directed work.
- ▶ Design experiences where children explore and experience their environment to identify spatial relationships such as: "How many children fit inside the castle in the outdoor area?"
- ▶ Model and encourage correct mathematical language throughout the day.
- ▶ Use mathematical language to extend children's understanding within the context of their experiences such as: "Do you want half a glass of milk or a full glass of milk?" "Would you like more or fewer grapes than five?" or "Would you like more or fewer grapes than I have?"
- ▶ Integrate mathematical experiences, including stories, chants, and songs such as "Five Little Speckled Frogs," "Five Little Ducks," and "The Three Billy Goats Gruff" to focus on or reinforce mathematical concepts.
- ▶ Provide a variety of manipulatives and materials in math centers.
- ▶ Integrate mathematics throughout the day, such as counting snacks, naming the shapes of the blocks children use in the blocks center, identifying shapes in the outdoor environment, and seriating (*ordering in a logical sequence such as length*) objects during dramatic play.
- ▶ Link math to home by designing experiences where children apply the concepts and skills learned in school, such as counting how many steps from the bed to the door, counting the chairs at the dining table, finding a circle in the home, or finding a pattern on a floor or wall.
- ▶ Incorporate the use of the water table, sandbox, play dough, modeling clay, and large blocks for exploration and development of mathematical concepts.

# Mathematics Standards

## COUNTING AND CARDINALITY (CC)

3 to 5 years →

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

### Cluster: **Know number names and count sequence.**

*For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.*

1. **Begin to count to 10 by ones.**
2. **Recognize that numbers have a certain order** (*1, 2, 3, etc.*).
3. **Recognize the difference between letters, numbers, and other symbols.**

1. **Begin to count to 20 by ones.**
2. **In the sequence of 1–10, understand that numbers come “before” or “after” one another.**
3. **Count a number of objects 0–10 and associate with a written numeral.**

1. **Count to 100 by ones and by tens.**
2. **Count forward beginning from a given number within the known sequence** (*instead of having to begin at 1*).
3. **Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20** (*with 0 representing a count of no objects*).

## COUNTING AND CARDINALITY (CC)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

### Cluster: **Count to tell the number of objects.**

For Preschool and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

#### **4. Begin to count objects with support.**

- Begin to count objects with support.
- Recite numbers in the correct order and understand that numbers have a correct sequence.
- (Begins in kindergarten readiness section.)*

#### **5. Begin to count objects with support.**

#### **4. Understand the relationship between numbers and quantities; connect counting to cardinality.**

- Use one-to-one correspondence when counting objects.
- Develop ability to respond to the question "how many" after counting the objects in a set (*beginning cardinality understanding*).
- Understand that each number name in sequence 0–10 means one more.

#### **5. Count objects 0–10 arranged in a number line.**

#### **4. Understand the relationship between numbers and quantities; connect counting to cardinality.**

- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- Understand that each successive number name refers to a quantity that is one larger.

#### **5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.**

# COUNTING AND CARDINALITY (CC)

3 to 5 years →

Preschool Foundational Standards	Kindergarten Readiness Standards End of Preschool	Utah's Core Kindergarten Standards End of Kindergarten
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## Cluster: Compare numbers.

For Preschool and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

<p><b>6. Visually identify or count to determine which of two sets has more objects (1–5).</b></p> <p><b>7. Recognize the difference between letters, numbers, and other symbols.</b></p>	<p><b>6. With modeling and support, identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).<sup>1</sup></b></p> <p><b>7. Associate quantities with written numerals 1–10.</b></p>	<p><b>6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).<sup>1</sup></b></p> <p><b>7. Compare two numbers between 1 and 10 presented as written numerals.</b></p>
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<sup>1</sup>Include groups with up to ten objects.

<sup>1</sup>Include groups with up to ten objects.

# OPERATIONS AND ALGEBRAIC THINKING (OA)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

**Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from<sup>1</sup>.**

*For Preschool and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.*

- 1. Explore how adding to and/or taking away objects changes the size of a group.**
- 2. Begin to explore adding and taking away of objects in a set.**
  - Explore how adding objects makes the size of a group larger.
  - Explore how removing objects makes the size of a group smaller.
- (Begins in kindergarten readiness section.)*
- (Begins in kindergarten readiness section.)*
- (Begins in kindergarten readiness section.)*
- 6. Begin to duplicate and extend simple patterns (e.g., ababab).**

- 1. Explore adding and taking away with concrete objects and patterns (e.g., fingers, blocks, dominoes, Unifix cubes, two-sided counters, toys).**
- 2. Begin to explore adding and taking away of objects in a set.**
  - Solve an addition problem by combining (*adding*) two or more sets of objects to find out how many in all (*within five*).
  - Solve a subtraction problem by removing (*subtracting*) objects from a set of up to five objects.
- 3. Explore different ways a set of objects can be decomposed within five.**
- 4. Explore different ways sets of objects can be combined to make a new set within five.**
  - Begins to recognize that a set remains the same amount if physically rearranged.
- 5. Say the number created by combining (*adding*) or removing (*subtracting*) objects within five.**
- 6. Duplicate, extend, and create simple patterns (e.g., ababab).**

- 1. Represent addition and subtraction with objects, fingers, mental images, drawings<sup>2</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.**
- 2. Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).**
- 3. Decompose numbers less than or equal to 10 into pairs in more than one way, (e.g., by using objects or drawings<sup>2</sup>), and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).**
- 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.**
- 5. Fluently add and subtract within 5.**

<sup>1</sup> "Putting together" and "adding to" are two different processes of addition. "Taking apart" and "taking from" are two different processes of subtraction.

<sup>2</sup> Drawings need not show details, but should show the mathematics in the problem. (*This applies wherever drawings are mentioned in the Standards.*)

# NUMBERS AND OPERATIONS IN BASE TEN (NBT)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

Cluster: **Work with numbers 11–19 to gain foundations for place value.**

For Preschool and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

1. (Begins in kindergarten section.)

1. (Begins in kindergarten section. Foundational skills of 0–10 are found in other mathematical standards.)

1. **Compose and decompose numbers from 11 to 19 into ten ones and some further ones** (e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation [e.g.,  $18 = 10 + 8$ ]); **understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.**

## MEASUREMENT AND DATA (MD)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

### Cluster: Describe and compare measurable attributes.

For Preschool and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

- 1. Understand and describe measurable attributes** (e.g., how big, how tall, how long, or how heavy).
  - a. Compare simple data (e.g., likes/dislikes, number of boys/girls in class today).
- 2. Begin to compare objects using measurable attributes** (e.g., length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).

- 1. Describe objects using vocabulary specific to measurable attributes** (e.g., length [long/short], weight [heavy/light], size [big/small], and distance [near/far]).
  - a. Organize data to make simple graphs using words: same, more, less.
- 2. Compare objects using measurable attributes** (e.g., length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).

- 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.**
- 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.** (For example, directly compare the heights of two children, and describe one child as taller/shorter.)

## MEASUREMENT AND DATA (MD)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

**Cluster: Classify objects and count the number of objects in each category.**

*For Preschool and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.*

**3. Sort objects into given categories.**

**3. Classify objects into given categories; count the number of objects in each category and sort the categories by count.**

**3. Classify objects into given categories; count the number of objects in each category and sort the categories by count.**

# GEOMETRY (G)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

**Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)<sup>1</sup>.**

*For Preschool and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.*

1. Begin to recognize and name basic shapes.
2. Begin to recognize basic shapes, regardless of size.
3. Begin to recognize the difference in basic shapes as two-dimensional (*picture*) or three-dimensional (*object*).

1. Identify basic shapes by name and in the environment.
2. Identify and name basic shapes regardless of their orientations (*the way the object is turned or flipped*) or size.
3. Begin to recognize basic shapes as two-dimensional (*"flat"*) or three-dimensional (*"solid"*).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (*lying in a plane, "flat"*) or three-dimensional (*"solid"*).

<sup>1</sup> Squares, circles, triangles, and rectangles are basic shapes.

# GEOMETRY (G)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

## Cluster: Analyze, compare, create, and compose shapes.

For Preschool and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

4. Begin to recognize the difference in basic shapes as two-dimensional (*picture*) or three-dimensional (*object*).
5. Explore shapes using a variety of media (*e.g., blocks, stickers, play dough/clay, art supplies, etc.*).
6. Begin to recognize basic shapes when shown simple line drawings.

4. With prompting and support, describe basic two- and three-dimensional shapes.
5. Create basic shapes using media and basic drawing tools.
6. Explore combining basic shapes to create new shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (*e.g., number of sides and vertices/"corners"*) and other attributes (*e.g., having sides of equal length*).
5. Model shapes in the world by building shapes from components (*e.g., sticks and clay balls*) and drawing shapes.
6. Compose simple shapes to form larger shapes. (*For example, "Can you join these two triangles with full sides touching to make a rectangle?"*)



# Approaches to Learning and Science

## APPROACHES TO LEARNING AND SCIENCE (AL&S)

### Research shows that children with positive attitudes and behaviors toward learning are more successful in school.

The opposite is also true; children who see themselves as incapable or helpless are at risk for failure. The way children view themselves as learners will affect the way they learn.

Each child enters school with a unique level of initiative and self-efficacy. It is the adult's role to create an environment where children begin to take responsibility for directing their own learning.

### ADULTS SUPPORT LEARNING WHEN THEY:

- ▶ Respect the learning process by allowing children to develop at their own rate.
- ▶ Model and explain learning strategies or tasks, then gradually shift the responsibility to the child.
- ▶ Design learning experiences that build on children's prior experiences and knowledge.
- ▶ Recognize and acknowledge children's strengths.
- ▶ Make modifications that respond to particular learning needs, strengths, and preferences.
- ▶ Allow for different levels of accomplishment based on ability.
- ▶ Acknowledge children appropriately when they experience success or make an effort.
- ▶ Encourage children to explore materials at their own pace.
- ▶ Support creativity (*especially when the children's action or idea is not what was expected*).
- ▶ Rotate materials in the learning environment so they are engaging to all the children.

- ▶ Use a variety of grouping strategies (*e.g., large, small, independent, partner, collaborative*).
- ▶ Help children reflect on their learning by asking open-ended questions about how they approach and solve problems.
- ▶ Support children emotionally by creating safe and secure environments.
- ▶ Organize the learning environment with a variety of age-appropriate learning materials.
- ▶ Arrange well-defined and organized learning areas.
- ▶ Model relationship skills that promote safety, security, and an environment free from harm.
- ▶ Allow children choices and options.
- ▶ Provide materials and experiences that are engaging to both boys and girls.
- ▶ Provide materials that reflect the cultural diversity of the world.
- ▶ Display children's work.
- ▶ Read out loud with children every day.
- ▶ Make learning enjoyable.

### LEARNING EXPERIENCES SHOULD:

- ▶ Be engaging and relevant to children's lives.
- ▶ Reflect children's interests.
- ▶ Provide for different learning styles, i.e.:
  - **Visual**—learning through seeing.
  - **Kinesthetic**—learning by moving and touching.
  - **Auditory**—learning by hearing.
- ▶ Incorporate the five senses.
- ▶ Vary in length, involvement, and complexity.
- ▶ Provide new experiences.
- ▶ Reflect the cultural diversity of children.
- ▶ Stretch and expand children's abilities.
- ▶ Be safe.

# Science Introduction

**Children are captivated by the natural world and by physical events. They insist that teachers and family members answer their questions about the world around them. By cultivating this sense of wonder, we help children to become scientific thinkers.**

Children can learn to use the scientific method in their everyday life. The questions that children ask about insects flying, making a shadow, or mixing paints are transformed into hypotheses about their world. They use their senses and scientific tools to observe, collect and interpret data and draw conclusions. Communicating their findings informally in conversations or through the documentation of results leads children to ask new questions and to continue the cycle of scientific investigation. As they learn about the world around them, they begin to see patterns and understand the processes that affect their personal environments.

# Approaches to Learning and Science

## APPROACHES TO LEARNING AND SCIENCE (AL&S)

3 to 5 years



Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

**Standard 1: Students will learn the processes, communication, and nature of science.**

*For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.*

### The child displays an orientation to learning.

- 1-2. Displays a sense of curiosity and willingness to try new things.
  - a. Actively explores and experiments.
  - b. Shows interest and curiosity in new people and objects.
  - c. Pays attention to people and objects.
  - d. Makes things happen and watches for results or repeats action.
- 3-5. Demonstrates confidence in a range of abilities.
  - a. Is aware of and believes in own abilities.
  - b. Attempts challenging activities.
  - c. Asks for help when needed.

### The child displays an orientation to learning.

- 1-2. Displays a sense of curiosity and willingness to try new things.
  - a. Uses senses to explore people, objects, and the environment.
  - b. Seeks opportunities to participate in new activities.
  - c. Asks questions for further information.
  - d. Creates or suggests new activities.
- 3-5. Demonstrates confidence in a range of abilities.
  - a. Shows ability to acquire and process new information.
  - b. Shows imagination and creativity in approaching tasks and activities.
  - c. Asks questions and seeks new information.

### Objective 1. Generating Evidence: Using the processes of scientific investigation.

1. Framing questions: Observe using senses, create a hypothesis, and focus a question that can lead to an investigation.
2. Designing investigations: Consider reasons that support ideas, identify ways to gather information that could test ideas, design fair tests, share designs with peers for input and refinement.
3. Conducting investigations: Observe, manipulate, measure, describe.
4. Collecting data: Deciding what data to collect and how to organize, record, and manipulate the data.
5. Drawing conclusions: Analyzing data, making conclusions connected to the data or the evidence gathered, identifying limitations or conclusions, identifying future questions to investigate.

# APPROACHES TO LEARNING AND SCIENCE (AL&S)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

## Standard 1: Students will learn the processes, communication, and nature of science.

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

### Child develops abilities and skills that promote learning.

1. Persists in completing tasks.
  - a. Maintains interest in a project or activity.
  - b. Ignores minor distractions.
2. Works collaboratively with others.
  - a. Shares materials.
  - b. Helps others.
  - c. Follows simple rules and routines.
  - d. Uses imitation or pretend play to learn new roles and relationships.
  - e. Communicate with familiar adults and accept guidance.
3. Approaches tasks with organization.
  - a. Recognizes the process (*such as cause and effect, first steps, etc.*).
  - b. Knows how to access resources.
  - c. Knows how to find an appropriate space to work or play.

### Child develops abilities and skills that promote learning.

1. Persists in completing tasks.
  - a. Attempts tasks until satisfied with results.
  - b. Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.
2. Works collaboratively with others.
  - a. Helps, shares, and cooperates in a group; demonstrates sharing and turn taking.
  - b. Uses socially appropriate behavior with peers and adults, such as helping.
  - c. Follows simple rules, routines, and common directions.
  - d. Accepts responsibility (*e.g., cleans up, does own share of work, accepts assigned role*).
3. Approaches tasks with organization.
  - a. Uses a variety of strategies to solve a problem.
  - b. Experiments with different uses for objects and applies knowledge to new situations.
  - c. Demonstrates age-appropriate independence in a range of activities, routines, and tasks.

### Objective 2. Communicating Science: Communicating effectively using science language and reasoning.

1. Developing social interaction skills with peers.
2. Sharing ideas with peers.
3. Connecting ideas with reasons (*evidence*).
4. Using multiple methods of communicating reasons/evidence (*e.g., verbal, charts, graphs*).

# APPROACHES TO LEARNING AND SCIENCE (AL&S)

3 to 5 years



## Standard 1: **Students will learn the processes, communication, and nature of science.**

*For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.*

*(Begins in kindergarten section.)*

*(Begins in kindergarten section.)*

### **Objective 3. Knowing in Science: Understanding the nature of science.**

1. Ideas are supported by reasons.
2. There are limits to ideas in science.
3. Differences in conclusions are best settled through additional observations and investigations.
4. Communication in science is important for helping to check the reasons for ideas.

# APPROACHES TO LEARNING AND SCIENCE (AL&S)

3 to 5 years →

Preschool Foundational Standards	Kindergarten Readiness Standards End of Preschool	Utah's Core Kindergarten Standards End of Kindergarten
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## Standard 2: Students will gain an understanding of earth and space science.

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

<ol style="list-style-type: none"> <li>1. Use senses to explore objects and the environment.</li> <li>2. Attend to colors and textures in the natural environment.</li> <li>3. Show interest and curiosity in indoor and outdoor environments.</li> <li>4. Ask questions for further information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Actively explore/experiment with objects and the environment.</li> <li>2. Show interest and curiosity in indoor and outdoor environments.</li> <li>3. Ask questions for further information.</li> </ol>	<p><b>Investigate non-living things.</b></p> <ol style="list-style-type: none"> <li>1. Observe and record that big rocks break down into small rocks (e.g., boulders, rocks, pebbles, sand).</li> <li>2. Demonstrate how water and wind move non-living things.</li> <li>3. Sort, group, and classify Earth materials (e.g., hard, smooth, rough, shiny, flat).</li> </ol>
<ol style="list-style-type: none"> <li>1. Recognize the difference between day and night.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the things that are done in the daytime and the things that are done at night.               <ol style="list-style-type: none"> <li>a. Begin to understand and use time concepts: yesterday, today, tomorrow, morning, afternoon, night.</li> </ol> </li> <li>2. Describe the changes in the physical attributes of the sky from day to night.</li> </ol>	<p><b>Observe and describe the changes in day and night.</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast light and dark in a day/night cycle and identify the changes as a pattern.</li> <li>2. Investigate, interpret, and explain to others that the sun provides heat and light to Earth.</li> <li>3. Examine what happens when you block the sun's light. Explore shadows and temperature changes.</li> </ol>
<ol style="list-style-type: none"> <li>1. Recognize changes in the seasons.</li> <li>2. Understand hot and cold.</li> <li>3. Understand rain, snow, and sun.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the changes in the earth as seasons change.</li> <li>2. Know the difference in temperature as the weather changes.</li> <li>3. Describe why certain clothing is appropriate to each season.</li> </ol>	<p><b>Compare changes in the weather over time.</b></p> <ol style="list-style-type: none"> <li>1. Observe and record that weather changes occur from day to day, and weather patterns occur from season to season.</li> <li>2. Communicate ways in which weather can affect individuals.</li> <li>3. Describe, predict, and discuss daily weather conditions and how predicting the weather can improve our lives.</li> </ol>

# APPROACHES TO LEARNING AND SCIENCE (AL&S)

3 to 5 years →

**Preschool Foundational Standards**

**Kindergarten Readiness Standards**  
End of Preschool

**Utah's Core Kindergarten Standards**  
End of Kindergarten

## **Standard 3: Students will gain an understanding of physical science through the study of the forces of motion and the properties of materials.**

*For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.*

1. Set objects in motion by pushing, pulling, kicking, and rolling.
2. Describe motion as fast or slow.

1. Actively explore/experiment the properties of movement.
2. Ask questions about movement for further information.
3. Observe, compare, and describe the changes in movement on different surfaces or inclines.

### **Identify how non-living things move.**

1. Observe and record how objects move in different ways, e.g., fast, slow, zigzag, round and round, up and down, straight line, back and forth, slide, roll, bounce, spin, swing, float, and glide.
2. Compare and contrast how physical properties of objects affect their movement (e.g., *hard, soft, feathered, round, square, cone, geometric shapes*).

1. Identify objects that are a part of the non-living world such as rocks and manmade objects.

1. Match models of objects with the real thing.
2. Know that non-living things do not need care and feeding like living things do.

### **Describe parts of non-living things.**

1. Describe how parts are used to build things and how things can be taken apart.
2. Explain why things may not work the same if some of the parts are missing.

# APPROACHES TO LEARNING AND SCIENCE (AL&S)

3 to 5 years →

<b>Preschool Foundational Standards</b>	<b>Kindergarten Readiness Standards</b> End of Preschool	<b>Utah's Core Kindergarten Standards</b> End of Kindergarten
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## Standard 4: Students will gain an understanding of life science through the study of changes in organisms over time and the nature of living things.

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

<ol style="list-style-type: none"> <li>1. Watch intently and say names and sounds of animals at a zoo or farm.</li> <li>2. Match mother and baby animals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Actively explore living things.</li> <li>2. Ask questions for further information about living things.</li> <li>3. Collect information about living things.</li> </ol>	<p><b>Investigate living things.</b></p> <ol style="list-style-type: none"> <li>1. Construct questions, give reasons, and share finding about all living things.</li> <li>2. Compare and contrast young plants and animals with their parents.</li> <li>3. Describe some changes in plants and animals that are so slow or so fast that they are hard to see (e.g., seasonal change, "fast" blooming flower, slow growth, hatching egg).</li> </ol>
<ol style="list-style-type: none"> <li>1. Identify objects that are a part of the living world, such as animals, insects, plants, and humans.</li> <li>2. Identify animals with their common living environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the needs of plants and animals and how to keep them alive.</li> <li>2. Name and identify most parts of the human body.</li> <li>3. Identify problems in living things, such as a plant that is drooping.</li> <li>4. Identify the life cycle of living things.</li> </ol>	<p><b>Describe the parts of living things.</b></p> <ol style="list-style-type: none"> <li>1. Differentiate between the five senses and related body parts.</li> <li>2. Identify major parts of plants (e.g., roots, stem, leaf, flower, trunk, branches).</li> <li>3. Compare the parts of different animals (e.g., skin, fur, feathers, scales; hand, wing, flipper, fin).</li> </ol>

# Social/Emotional and Social Studies

## SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)

**A positive self-concept and emotional development are the foundation for all learning.** Social skills are necessary for participating in the most basic social interchanges, such as conversations and turn-taking. Studies show that children who are socially competent and emotionally secure are better able to participate in learning experiences in positive ways.

For many children, preschool may be their first experience in a non-family, structured social environment. As such, they are beginning to acquire those abilities which will allow them to develop cooperation, conflict resolution, self-regulation, and responsibility skills. Although many of these skills will be learned and refined by interacting with peers, children profit from the guidance of knowledgeable and caring adults.

### ADULTS SUPPORT LEARNING WHEN THEY:

- ▶ Have conversations with children individually on a regular basis.
- ▶ Let children know they are liked and appreciated.
- ▶ Gain an understanding of children's preferences, interests, background, and culture, and include this understanding in the development of instruction and learning environments.
- ▶ Embed opportunities throughout the day to provide positive, affirming statements to children.
- ▶ Play with children on their level.
- ▶ Follow children's leads during play.
- ▶ Share information about themselves and find commonalities with children and others.
- ▶ Acknowledge children's efforts.
- ▶ Know the children's strengths and weaknesses.
- ▶ Provide direct instruction on appropriate social interaction skills.
- ▶ Maintain a respectful attitude when interacting with others.
- ▶ Design activities that require social interaction.
- ▶ Demonstrate problem-solving techniques in relationships.
- ▶ Guide and assist children in choosing words to express their emotions and those of their peers.
- ▶ Acknowledge, respect, and validate children's expression of emotions.
- ▶ Value children's expressions of negative emotions as teaching opportunities.

As children develop relationships with their caregivers and peers, they begin to understand the social structures within their schools; as they mature, this will expand to include their communities, country, and the world. They will understand and appreciate the social structures and norms that create a community, and their role as an active participant.



# Social/Emotional and Social Studies

## SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)

3 to 5 years

### Preschool Foundational Standards

### Kindergarten Readiness Standards End of Preschool

### Utah's Core Kindergarten Standards End of Kindergarten

### Standard 1: The child develops self-awareness and positive self-esteem.

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

#### 1. Knows personal information.

- Calls self by name and begins to use words such as "I" or "me."
- Develops awareness of self as separate from others, and engages in behaviors that build relationships with familiar adults.
- Knows and uses friends' names.

#### 2. Demonstrates awareness of abilities and preferences.

- Selects activities based on preferences.
- Participates in activities.
- Asks others for help when needed.

#### 3. Develops growing capacity for independence.

- Leaves parent or caregiver without undue anxiety.
- Plays independently or engages in parallel play with other children.
- Begins to initiate interactions with adults and peers.

#### 4. Expresses self in different roles and mediums.

- Engages in pretend play and acts out roles.
- Expresses feelings and emotions through facial expressions, sounds, or gestures and words.
- Expresses feelings, needs, and wants in a socially productive manner.
- Shows pride in increasing abilities.

#### 1. Knows personal information.

- Knows first and last name and age.
- Knows parents' and caregivers' names.
- Shows emotional connection and attachment to others.

#### 2. Demonstrates awareness of abilities and preferences.

- Demonstrates independence in decision making regarding activities and materials.
- Demonstrates independence in a range of activities, routines, and tasks.
- Asks questions and seeks new information.

#### 3. Develops growing capacity for independence.

- Establishes secure relationships with adults outside of family members.
- Demonstrates emotions and opinions with and to peers.
- Begins to sustain interactions with adults and peers.
- Accepts and is responsible for jobs or assignments.

#### 4. Expresses self in different roles and mediums.

- Plays different roles in dramatic or free play.
- Expresses emotions and feelings through open-ended play, dance, visual arts, and music.
- Expresses feelings and emotions through language.
- Shares accomplishments with others.

#### 1-3. Identify how individuals are similar and different.

- Describe and compare characteristics of self and others (e.g., differences in gender, height, language, beliefs, and color of skin, eyes, hair).
- Explain how people change over time (e.g., self, others).
- Demonstrate respect for each individual.
- Explain the elements of culture, including language, dress, food, shelter, and stories.

#### 4. Recognize and describe how families have both similar and different characteristics.

- Identify family members (e.g., immediate and extended).
- Explain family rules and routines.
- Describe family members' duties and responsibilities within the family.
- Share how families celebrate occasions such as birthdays and holidays.
- Explain how families change over time (e.g., past, present, future).
- Describe ways families provide love, care, food, shelter, clothing, companionship, and protection.

# SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)

3 to 5 years →

## Preschool Foundational Standards

## Kindergarten Readiness Standards End of Preschool

## Utah's Core Kindergarten Standards End of Kindergarten

### Standard 2: The child develops social skills that promote positive interactions with others.

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

#### 1. Develops skills to interact cooperatively with others.

- Participates in learning activities.
- Responds to and interacts with another child.
- Takes turns, verbally and nonverbally.

#### 2. Participates in cooperative play.

- Follows agreed-upon rules (e.g., not hitting, etc.).
- Joins in ongoing activities.
- Initiates play with others.

#### 3. Employs positive social behaviors with peers and adults.

- Recognizes and begins to respond to positive nonverbal gestures (e.g., smiling, nodding, and waving) and culturally appropriate eye contact when interacting with peers and adults.
- Forms positive relationships with adults.
- Develops friendships with peers.

#### 4. Develops self-control by regulating impulses and feelings.

- Begins to follow simple rules, routines, and directions.
- Understands and accepts limitations (e.g., being told "no").
- Seeks ways to find comfort in new situations, and shows ability to cope with stress.

#### 5. Expresses emotions and feelings.

- Identifies emotions (e.g., happy, sad, angry, frustrated, bored, lonely, afraid).
- Identifies feelings (e.g., thirsty, hungry, hot, cold).
- Begins to show concern for others.

(Continued on next page, column 1)

#### 1. Develops skills to interact cooperatively with others.

- Engages in learning activities with peers.
- Responds to and interacts with other children and adults in a formal or group setting.
- Participates cooperatively in a group.

#### 2. Participates in cooperative play.

- With peers and adults, engages in behavior such as helping, sharing, and taking turns.
- Joins in cooperative play with others.
- Invites others to join in cooperative play.

#### 3. Employs positive social behaviors with peers and adults.

- Uses positive nonverbal gestures (e.g., smiling, nodding, and waving) and culturally appropriate eye contact when interacting with peers and adults.
- Forms positive relationships with adults.
- Develops friendships with peers.

#### 4. Develops self-control by regulating impulses and feelings.

- Follows established rules, routines and directions independently.
- Uses ordinal terms to describe sequence of daily routine/schedule (e.g., first, second, next, last).
- Understands and accepts limitations (e.g., being told "no").
- Adapts to new environments with appropriate emotions and behaviors.

#### 5. Expresses emotions and feelings.

- Expresses own emotions (e.g., "I am happy," "I am sad," etc.).
- Describes own feelings (e.g., "I am thirsty," "I am hungry," etc.).
- Demonstrates empathy.

(Continued on next page, column 2)

#### 1-3. Demonstrate appropriate ways to behave in different settings.

- Explain why families and classrooms have rules (e.g., examples of rules and consequences).
- Demonstrate positive relationships through play and friendship.
- Identify examples of individual honesty and responsibility.
- Identify examples of honesty, responsibility, patriotism, and courage from history, literature, and folklore, as well as from everyday life (e.g., heroes of diverse cultures).
- Demonstrate respect for others, leaders and the environment.

#### 4-6. Identify and demonstrate safe practices in the home, and classroom.

- Recite name, address, and telephone number.
- Follow safety procedures for school emergencies (e.g., fire drill, earthquake, intruder).
- Recognize and explain common traffic symbols.
- Identify school personnel whom students can go to for help or safety.
- Identify and articulate the purpose and role of authority figures (e.g., parents, secretary, principal, teacher, librarian, police officers, firefighters, tribal leaders).

#### 7. Recognize that people have basic needs (e.g., food, shelter, clothing) and wants (e.g., toys, games, treats).

- Identify the difference between basic wants and needs.
- Explain that families have needs and wants.
- Describe how basic human needs, such as food, shelter, and clothing, can be met.

(Continued on next page, column 3)

# SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)

3 to 5 years

## Preschool Foundational Standards

## Kindergarten Readiness Standards End of Preschool

## Utah's Core Kindergarten Standards End of Kindergarten

(Continued) Standard 2: The child develops social skills that promote positive interactions with others.

### 6. Develops skills to solve conflicts. With guidance, child:

- Begins to recognize other children's feelings and emotions.
- Begins to respond to other children's feelings and emotions.
- Learns social skills, and eventually words, for expressing feelings, needs, and wants.
- Helps, shares, and cooperates in a group.
- Resolves conflict with peers alone and/or with adult intervention as appropriate.

### 7. Respects others and their belongings.

- Uses polite language to interact with others (e.g., "please," "sorry," "thank you").
- Begins to demonstrate ability to wait for his/her turn to use materials.
- Uses and shares materials with peers.
- Recognizes that others' needs are important.

### 8-9. Uses imitation or pretend play to learn new roles and relationships.

### 10-11. Recognizes familiar people, places and things (e.g., within the home, classroom, school, and local environment).

- Finds ways to help others.
- Seeks out appropriate help when unable to find a solution.

### 6. Develops skills to solve conflicts. With guidance, child:

- Is aware that others may have different feelings and emotions other than his/her own.
- Responds appropriately to tone of voice, facial expressions, and gestures of others.
- Asserts rights by telling others how he/she feels.

### 7. Respects others and their belongings.

- Uses polite language to recognize peers' accomplishments (e.g., "Good job," "I like...").
- Asks permission to use things that belong to others.
- Independently uses and shares materials with peers.
- Recognizes how actions affect others and accepts consequences of own actions.

### 8-9. Uses imitation or pretend play to learn new roles and relationships.

### 10-11. Recognizes familiar people, places and things (e.g., within the home, classroom, school, and local environment).

### 8. Explain that people have jobs and earn money to meet their needs.

- Identify the jobs in the home and in the school.
- Explain why people work (e.g., to earn money to buy the things they need or want).
- Describe different types of jobs that people do and the tools and equipment that they use.
- Recognize various forms of United States coins and currency.

### 9. Investigate and explain how symbols and songs unite families and classmates.

- Identify school symbols and traditions (e.g., mascot, song events).
- Recognize state and national symbols (e.g., state and national flags, bald eagle, seagull, Statue of Liberty).
- Learn and sing state and U.S. patriotic songs.
- Identify the people and events honored in Utah and U.S. commemorative holidays.
- Know the words and the meaning of the Pledge of Allegiance.
- Identify the rules and etiquette of citizenship (e.g., stand for the flag, hand over heart).

### 10. Identify geographic terms that describe their surroundings.

- Locate objects in the classroom using the terms near/far, left/right, behind/in front, and up/down.
- Identify and describe physical features (e.g., mountain/hill, lake/ocean, river, road/highway).
- Make a simple map (e.g., home, home to school, classroom).

### 11. Describe the purpose of a map or globe.

- Identify maps and globes.
- Distinguish between land and water on maps and globes.
- Determine a location by using terms such as near/far, up/down, right/left.
- Identify cardinal directions on a map.



# Creative Arts

**All children should have the opportunity to experience the creative arts as part of a well-rounded curriculum and complete education.** Creativity is natural to young children, who use that resource to explore the world around them and make meaning of their experiences. The study of drama, dance, music and the visual arts helps students explore realities, relationships, and ideas that cannot be expressed simply in words or numbers. The creative arts serve the education of the whole child.

Learning in the creative arts is valuable on its own, but it also engages the children in learning in other subjects. Research has shown visual arts instruction to improve reading readiness. Performing and creating facilitates the acquisition of problem-solving skills and teamwork. Those skills then can apply to other academic areas. All creative arts have academic content. Thus, the arts can help children learn essential skills in new and exciting ways.

In the global economy, creativity is essential. Creativity in children must be nurtured and allowed to have a place in the education of the whole child in order to prepare that child for the future. The study of visual arts, dance, drama, and music as outlined in the following standards provide those essential learning opportunities.

## **ADULTS SUPPORT LEARNING WHEN THEY:**

- ▶ Have conversations with children individually on a regular basis.
- ▶ Let children know they are liked and appreciated.
- ▶ Gain an understanding of children's preferences, interests, background, and culture, and include this understanding in the development of instruction and learning environments.
- ▶ Embed opportunities throughout the day to provide positive, affirming statements to children.
- ▶ Play with children on their level.
- ▶ Follow children's leads during play.
- ▶ Share information about themselves and find commonalities with children and others.
- ▶ Acknowledge children's efforts.
- ▶ Know the children's strengths and weaknesses.
- ▶ Maintain a respectful attitude when interacting with others.
- ▶ Guide and assist children in artistic expression of their emotions and those of their peers.
- ▶ Acknowledge, respect, and validate children's expression of emotions.
- ▶ Value children's expressions of negative emotions as teaching opportunities.

# Creative Arts

## CREATIVE ARTS (CA)

3 to 5 years →

Preschool Foundational Standards	Kindergarten Readiness Standards End of Preschool	Utah's Core Kindergarten Standards End of Kindergarten
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### Standard 1: Students will participate in a variety of activities that allow for creative and imaginative expression.

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

- 1. Learn several simple songs.**
  - a. Know several simple songs.
  - b. Experiment with musical instruments.
  - c. Show awareness and appreciation of different kinds of music.
- 2. Use their body to move to music and express themselves .**
  - a. Bounce in rhythm with music.
  - b. Move body to express feelings and ideas.
  - c. Demonstrate large motor balance, stability, and control.
  - d. Move body, arms and legs with coordination.
- 3. Use a variety of media and materials to create drawings, pictures, or other objects.**
  - a. Show interest in a variety of art materials.
  - b. Explore various materials, tools, and processes to create works of art.
- 4. Portray a variety of events, characters, or stories through drama, props and language.**
  - a. Learn to express ideas, information, and feelings through dramatic play.
  - b. Listen attentively to an adult tell stories or nursery rhymes and act out different parts.
  - c. Show that real-life roles can be imitated.

- 1. Use voice and instruments to create sound**
  - a. Participate in music activities such as listening, singing, or performing.
  - b. Show increasing awareness of various components of music (*dynamics [loud/soft], pitch [high/low], duration [long/short, fast/slow]*).
  - c. Explain what is felt and heard through various musical tempos and styles.
  - d. Express thoughts, feelings, and energy through music.
- 2. Use their body to move to music and express themselves.**
  - a. Move to different patterns of beat and rhythm in music.
  - b. Use creative movement to demonstrate feelings, ideas, and concepts.
- 3. Use a variety of media and materials to create drawings, pictures, or other objects.**
  - a. Use a variety of materials and techniques to make art creations.
  - b. Create works that reflect experiences or objects
  - c. Use basic art tools (*e.g., glue, clay, markers, scissors, paintbrushes, and crayons*).
  - d. Compare textures (*rough/smooth*).
  - e. Talk to others about his/her art.

(Continued on next page, column 2)

- 1. Use voice and instruments to create sound.**
  - a. Identify and express ideas, information, and feelings through the creation of music.
  - b. Describe sounds in terms of dynamics (*loud/soft*), pitch (*high/low*), duration (*long/short, fast/slow*), and timbre (*tone of an animal, human, musical instrument, or machine*).
  - c. Develop competency in beat accuracy and respond to an understanding of beat as a life force through moving, singing, chanting, or playing instruments.
  - d. Express emotions by selecting and playing a variety of simple rhythm instruments.
  - e. Create, memorize and perform simple rhythm patterns.
  - f. Perform songs accompanied by body percussion or classroom instruments.
  - g. Listen to and engage in a wide variety of music.
  - h. Perform while reading icon representing steady beat and high/low pitch.
- 2. Use body to move to music and express themselves.**
  - a. Identify and express ideas, information, and feelings through dance.
  - b. Create and perform dance using the body and mind in unique and distinct ways.
  - c. Perform a body part sequence.
  - d. Perform dances that move around the room and dances that stay in one place.
  - e. Respectfully take turns performing and observing.
  - f. Perform a moving and stopping dance.
  - g. Perform a tempo dance.

(Continued on next page, column 3)

# CREATIVE ARTS (CA)

3 to 5 years

## Preschool Foundational Standards

## Kindergarten Readiness Standards End of Preschool

## Utah's Core Kindergarten Standards End of Kindergarten

### 4. Portray a variety of events, characters, or stories through drama, props and language.

- a. Identify and express ideas, information, and feelings through dramatic art (*e.g., telling stories, make believe*).
- b. Use dialogue, actions, and objects to tell a story.
- c. Assume roles in dramatic play situations characters, or stories through drama, props and language.
- d. Show appreciation of the dramatizations of others.

- h. Perform a rhythm dance.

### 3. Use a variety of media and materials to create drawings, pictures, or other objects.

- a. Identify and express ideas and information through the creation of visual art (*e.g., drawing, painting*).
- b. Recognize similar colors as being members of the family of reds, blues, and yellows and shapes as being similar to squares, circles, and triangles.
- c. Create a drawing or painting using simple symbolic shapes.
- d. Maintain the joy of creating art by using expressive line and stick figures in a work of art.
- e. Tell a story about one's own artwork. Help someone else to understand his/her art.
- f. Create a drawing or painting using simple symbolic shapes.
- g. Participate in making a group collage of different textures.
- h. Paint a self-portrait using more than one color.

### 4. Portray a variety of events, characters, or stories through drama, props and language.

- a. Identify and express ideas, information, and feelings through dramatic art (*e.g., telling stories, make believe*).
- b. Listen attentively to an adult tell a story and identify the characters, setting and events. Use dramatic games to:
  - i. Experience listening, imagination, and pretending.
  - ii. Imitate sounds of objects, animals, and people.
  - iii. Imitate movements of objects, animals, and people.
  - iv. Experience cooperating with others.
- c. Identify what various characters wear.
- d. Listen to and demonstrate respect for the thoughts of others in an evaluation session as an audience member.



# Physical/Health & Safety

## Research shows that if children are healthy and feel safe, they will learn better.

Physical development is integral to building children's self-esteem, confidence, fitness, and well-being. As children refine their physical movements, they develop higher-order thinking skills that are necessary for future social and academic success.

Fine motor (small muscle) development plays an integral part in school performance. Children need well-rounded playtime with opportunities to develop both gross (large) and fine motor control. Children's chosen "play activities" will have an enormous influence on their ability to focus on and enjoy schoolwork. The toys children play with affect muscle development.

## PHYSICAL

### ADULTS SUPPORT LEARNING OF GROSS MOTOR (LARGE MUSCLE) SKILLS WHEN THEY:

- ▶ Teach, model, and maintain proper safety rules.
- ▶ Teach, model, and provide many opportunities to run, gallop, throw, catch, hop, kick, dance, jump, climb, pull, carry, stretch, bend, twist, and move isolated parts of the body.
- ▶ Provide a safe, spacious environment to practice large motor skills.
- ▶ Continually encourage, challenge, and stretch children's large motor skills.
- ▶ Provide a variety of equipment that encourages the development of large motor skills and helps sustain the children's interest in the activities.
- ▶ Participate in gross motor activities with children.
- ▶ Provide opportunities for both organized and spontaneous play.
- ▶ Teach traditional games.
- ▶ Communicate with parents regarding the types of clothing and footwear that facilitate participation in gross motor activities.

### ADULTS SUPPORT LEARNING OF FINE MOTOR (SMALL MUSCLE) SKILLS WHEN THEY:

- ▶ Teach, model, and maintain proper safety rules.
- ▶ Teach, model, and provide many opportunities to practice building with large and small blocks, molding clay, using scissors or tongs, stringing beads, placing pegs in holes, assembling puzzles, using a computer mouse, and using a variety of writing utensils (*pencils, crayons, markers*) and art mediums (*painting, printing, manipulating clay, stamping*).

## HEALTH AND SAFETY

Knowledge and habits of healthy living begin early in life. While young children are not in charge of providing themselves with a healthy environment and lifestyle, they can begin the lifelong process of developing habits of healthy living and physical activity.

### TEACHERS SUPPORT LEARNING WHEN THEY:

- ▶ Establish routines that promote healthy habits (*e.g., hand-washing, toileting procedures, keeping a clean environment, putting on own outerwear, and wiping own nose*).
- ▶ Model healthy eating habits.
- ▶ Teach, model, and maintain proper rules that promote safety and well-being (*e.g., use "walking feet," keep hands and body to self, respect others and their property*).
- ▶ Teach proper use of tools and equipment in order to promote safety (*e.g., scissors, woodworking center tools, cooking instruments*).
- ▶ Provide healthy choices at snack and meal times.
- ▶ Provide opportunities to role-play healthy habits throughout the day.
- ▶ Give instruction in basic community safety rules (*e.g., wearing seat belts, crossing at the crosswalk, stranger danger*).



# Physical/Health & Safety

## PHYSICAL/HEALTH AND SAFETY (PHS)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

### Standard 1: The child develops fine and gross motor coordination (small and large muscle).

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

#### 1. Exhibits fine motor coordination (small muscle).

- a. Manipulates and explores objects:
  - i. Builds with a variety of blocks.
  - ii. Makes line, circles, or scribbles with writing tools.
  - iii. Manipulates small pieces or objects (e.g., puzzle pieces, Unifix cubes, pop beads, lacing, and pegboards, etc.).
  - iv. Digs in sand with spoon or small shovel.
  - v. Tears paper into small pieces.

#### 2. Exhibits gross motor coordination (large muscle).

- a. Participates in activities that develop control and balance during movements that move the child from one place to another (locomotor; e.g., walks forward in a straight line, hops, runs, and jumps over low objects).
- b. Participates in activities that develop coordination and balance in movements that do not move the child from one place to another (non-locomotor; e.g., balances on one foot, moves body parts in isolation).
- c. Participates in activities that develop control of large muscles to manipulate objects (e.g., throws, catches, and kicks balls; rides wheeled toys).
- d. Participates in activities that develop control of body movement through space (e.g., runs and stops, changes direction while in motion, moves in response to a cue, and dances).

#### 1. Exhibits fine motor coordination (small muscle).

- a. Demonstrates a more precise control needed to use everyday objects:
  - i. Can use wrist, hand, and fingers to turn objects such as screw lids.
  - ii. Can use fingers to button and zip.
  - iii. Coordinates finger and wrist movement to control scissors.
  - iv. Can use a single finger to push a button.
  - v. Holds a pencil and other writing tools with a mature pincer grasp (thumb to index finger grasp).
- b. Demonstrates eye-hand coordination:
  - i. Can coordinate hands to pour from one object to another.
  - ii. Can strike at a stationary object.
  - iii. Coordinates arm and hand movements to create art.

#### 2. Exhibits gross motor coordination (large muscle).

- a. Demonstrates control and balance during movements that move the child from one place to another (locomotor; e.g., walks forward in a straight line, hops, runs, and jumps over low objects).
- b. Demonstrates coordination and balance in movements that do not move the child from one place to another (non-locomotor; e.g., balances on one foot, moves body parts in isolation).
- c. Demonstrates control of large muscles to manipulate objects (e.g., throws, catches and kicks balls; rides wheeled toys).
- d. Exhibits control of body movement through space (e.g., runs and stops, changes direction while in motion, moves in response to a cue, and dances).

#### 1. Exhibits fine motor coordination (small muscle).

- a. Performs a variety of fine motor skills (e.g., draw, cut, paste, mold, and write).
- #### 2. Exhibits gross motor coordination (large muscle).
- a. Explores a variety of fundamental and manipulative gross motor skills (e.g., hop, skip, twirl, dance, throw, catch, kick, and strike).

# PHYSICAL/HEALTH AND SAFETY (PHS)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards  
End of Preschool

Utah's Core Kindergarten Standards  
End of Kindergarten

## Standard 2: The child develops an understanding of health and safety.

For Preschool Foundational Standards and Kindergarten Readiness Standards, students should have developmentally appropriate modeling and support.

### 1. Shows independence in personal care.

- a. Participates in personal hygiene and care.

### 2. Participates in self-selected or organized activities that enhance physical fitness.

- a. Demonstrates awareness that personal boundaries exist.
- b. Uses movement to show ideas and feelings.
- c. Eats foods from a variety of food groups.

### 3. Practices safety procedures.

- a. Begins to learn outdoor and indoor safety rules.

### 1. Shows independence in personal care.

- a. Develops independence in personal hygiene and care.

### 2. Participates in self-selected or organized activities that enhance physical fitness.

- a. Plays outdoor games.
- b. Uses outdoor equipment appropriately.
- c. Begins to maintain personal boundaries while participating in movement activities.
- d. Uses movement to express ideas and feelings.
- e. Eats foods from a variety of food groups.

### 3. Practices safety procedures.

- a. Follows outdoor and indoor safety rules.
- b. Begins to identify helpful and harmful substances to the body.

### 1. Shows independence in personal care.

- a. Describes proper care of the body (e.g., proper brushing of teeth, eating a variety of foods, proper hand washing, sneezing into sleeve).

### 2. Participates in self-selected or organized activities that enhance physical fitness.

- a. Participates in regular physical activity that requires exertion (e.g., walk, jog, jump rope).
- b. Recognizes signs of physical activity (e.g., heart rate, breathing, sweat).
- c. Maintains personal space and boundaries while moving.
- d. Creates and performs simple dance movements that express who one is, knowledge of the body, feelings, senses, and ideas in time and space.
- e. Recognizes that food is fuel for the body.

### 3. Practices safety procedures.

- a. Recalls basic safety (e.g., follow rules, maintain personal space/boundaries, know phone number, address, and emergency number).
- b. Identifies helpful and harmful substances to the body.

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