

UTAH'S EARLY CHILDHOOD CORE STANDARDS

WITH TEACHING STRATEGIES & ACTIVITIES



Photos © 2013 Thinkstock

 Utah STATE OFFICE of Education

250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Martell Menlove, Ph.D.
State Superintendent
of Public Instruction

REVISED 2/14/2013
VERSION 2.0



Cover photos © 2013 Thinkstock (left to right): boy (Hemera); teacher and child (Ingram Publishing); girl in red shirt (iStockphoto); child with paint on hands (Hemera); boy with blocks (Stockbyte). Inside cover images © 2013 Hemera

Utah's **Early Childhood** State Standards With Strategies and Activities

UTAH STATE OFFICE OF EDUCATION

Martell Menlove, Ph.D.

State Superintendent of Public Instruction

Sydnee Dickson, Ed.D.

Director

Teaching and Learning

Tiffany Hall, MA, M.Ed.

Coordinator, K–12 Literacy

Teaching and Learning

Susan J. Okroy, M.Ed.

Early Childhood Specialist

Teaching and Learning

Connie Nink, M.Ed.

Early Childhood Specialist

Special Education

UTAH DEPARTMENT OF WORKFORCE SERVICES

OFFICE OF WORK & FAMILY LIFE

Kristen Cox

Executive Director

Department of Workforce Services

Lynette Rasmussen

Director

Office of Work & Family Life

Carolyn Taylor-Christensen

Professional Development Specialist

Revised February 2013

Utah State Board of Education

<i>District</i>	<i>Name</i>	<i>Address</i>	<i>City</i>	<i>Phone</i>
District 1	Tami W. Pyfer	52 Ballard Way	Logan, UT 84321	(435) 753-7529
District 2	Keith M. Buswell	1027 West 3800 North	Pleasant View, UT 84414	(801) 510-1773
District 3	Michael G. Jensen	4139 South Aubrey Lane	West Valley City, UT 84128	(801) 955-5550
District 4	Dave L. Thomas	7875 South 2250 East	South Weber, UT 84405	(801) 479-7479
District 5	Kim R. Burningham	932 Canyon Crest Drive	Bountiful, UT 84010	(801) 292-9261
District 6	Joel Coleman	8303 South 5260 West	West Jordan, UT 84081	(801) 634-6251
District 7	Leslie B. Castle	2465 St. Mary's Drive	Salt Lake City, UT 84108	(801) 581-9752
District 8	Jennifer A. Johnson	802 Winchester Street, #100	Murray, UT 84107	(801) 742-1616
District 9	Craig E. Coleman	621 South Main Street	Genola, UT 84655	(801) 754-3655
District 10	David L. Crandall	13464 Saddle Ridge Drive	Draper, UT 84020	(801) 232-0795
District 11	Jefferson Moss	1668 Aspen Circle	Saratoga Springs, UT 84045	(801) 916-7386
District 12	Dixie L. Allen	218 West 5250 North	Vernal, UT 84078	(435) 789-0534
District 13	C. Mark Openshaw	3329 Piute Drive	Provo, UT 84604	(801) 377-0790
District 14	Debra G. Roberts	P.O. Box 1780	Beaver, UT 84713	(435) 438-5843
District 15	Barbara W. Corry	1022 Cedar Knolls	Cedar City, UT 84720	(435) 586-3050
	Teresa L. Theurer ¹	33 Canterbury Lane	Logan, UT 84321	(435) 753-0740
	Marlin K. Jensen ¹	1500 North 7900 East	Huntsville, UT 84317	(801) 718-0858
	Laura Belnap ²	845 East 1500 South	Bountiful, UT 84010	(801) 699-7588
	Isaiah (Ike) Spencer ³	1029 East 11780 South	Sandy, UT 84094	(801) 949-0858
	James V. (Jim) Olsen ⁴	5657 West 10770 North	Highland, UT 84003	(801) 599-1095
	R. Dean Rowley ⁵	526 South 170 West	Springville, UT 84663	(801) 489-6935
	Martell Menlove	Executive Officer	martell.menlove@schools.utah.gov	(801) 538-7510
	Lorraine Austin	Secretary	lorraine.austin@schools.utah.gov	(801) 538-7517

¹ Board of Regents Representatives

² Charter Schools Representative

³ Coalition of Minorities Advisory Committee (CMAC) Representative

⁴ UCAT Representative

⁵ Utah School Boards Association (USBA) Representative

Early Childhood Standards Advisory Committee

Sharon Adamson

Salt Lake City School District

Rudy Anderson

Head Start

Julie Baker

Jordan District

Lis Barker

Child Care Resource and Referral

Carolyn Taylor Christensen

*Utah Department of Workforce Services,
Office of Family Life*

Janis Dubno

Voices for Utah Children

Christelle Estrada

Utah State Office of Education

Aimee Fox

Utah State Department of Health

John Funk

University of Utah

Robyn Giovacchini

Salt Lake City School District

Rea Gubler

Southern Utah University

Tiffany Hall

Utah State Office of Education

Mary James

Jordan School District

Barbara Leavitt

United Way, Utah County

Nancy Livingston

Utah State Office of Education

Debbie May

Nebo School District

Patty Mazzoni

Salt Lake Head Start

Meg Miles

Children's Service Society of Utah

Terri Mitchell

Canyons School District

Canda Mortensen

Alpine School District

Connie Nink

Utah State Office of Education

Jeff Ojeda

Utah State Office of Education

Rebecca Okey

Weber School District

Susan Okroy

Utah State Office of Education

Susan Ord

Baby Watch Early Intervention Program

JoEllen Robbins

Children's Service Society

Susan Spehar

Davis School District

Reed Spencer

Utah State Office of Education

Bonnie Vanausdal

Washington County Schools

Brenda Van Gorder

Granite School District

Christina Varghese

Utah Valley University

Teresa Whiting

Utah State Department of Health

Early Childhood Standards Writing Committee

Rudy Anderson

Head Start

Julie Baker

Jordan School District

Carolyn Taylor Christensen

*Utah Department of Workforce Services,
Department of Family Life*

Janis Dubno

Voices for Utah Children

Christelle Estrada

Utah State Office of Education

Aimee Fox

Utah State Department of Health

John Funk

University of Utah

Robyn Giovacchini

Salt Lake City School District

Rea Gubler

Southern Utah University

Tiffany Hall

Utah State Office of Education

Mary James

Jordan School District

Cathy Jensen

Utah State Office of Education

Nancy Livingston

Utah State Office of Education

Connie Nink

Utah State Office of Education

Rebecca Okey

Weber School District

Susan Okroy

Utah State Office of Education

David Smith

Utah State Office of Education

Brenda Van Gorder

Granite School District

Christina Varghese

Utah Valley University

Early Childhood Strategies & Activities Committee

Julie Baker

Jordan School District

Carolyn Taylor Christensen

Utah Department of Workforce Services

Office of Family Life

Laura Cox

Nebo School District

Aimee Fox

Salt Lake Community College

Anne Kilgore

Granite School District

Connie Nink

Utah State Office of Education

Susan Okroy

Utah State Office of Education

JaNae Parker

Granite School District

Table of Contents

Utah State Board of Education	iii
Early Childhood Standards Advisory Committee	iv
Early Childhood Standards Writing Committee	v
Early Childhood Strategies and Activities Committee	vi
Introduction	1
Core Concepts of Development	2
Implications for Policy and Practice	3
The Standards	4
WIDA Can Do Descriptors: Grade Level Cluster PreK–K	6
Intended Learning Outcomes	8
Organization	9
English Language Arts	11
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>)	21
Reading Standards for Foundational Skills (<i>RF</i>)	28
Standards for Writing (<i>W</i>)	34
Standards for Speaking and Listening (<i>SL</i>)	41
Standards for Language (<i>L</i>)	45
Utah Early Childhood Core Standards for Mathematics	53
Mathematics Introduction	54
Counting and Cardinality (<i>CC</i>)	55
Operations and Algebraic Thinking (<i>OA</i>)	60
Number and Operations in Base Ten (<i>NBT</i>)	63
Measurement and Data (<i>MD</i>)	64
Geometry (<i>G</i>)	67

Approaches to Learning and Science (<i>AL&S</i>)	71
Science Introduction	72
Approaches to Learning and Science (<i>AL&S</i>)	73
Social/Emotional and Social Studies (<i>SE&SS</i>)	91
Creative Arts (<i>CA</i>)	107
Physical/Health and Safety (<i>PHS</i>)	113
References	121

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 master 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.



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

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.

© 2009 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium www.wida.us



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

© 2009 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium www.wida.us

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.
- 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 CCR 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.

1

1. With prompting and support, state some details of a text.

STRATEGIES & ACTIVITIES

- Ask simple, open-ended questions about details of text.
- Engage children in conversations about the text.
- Encourage interaction by asking questions during read-alouds, presentations, instruction, class dialogue, and show and tell.

1. With prompting and support, ask and answer questions about details in a text.

STRATEGIES & ACTIVITIES

- Pause during reading the text to point out details and ask questions.
- Pause during reading the text and invite children to point out details and ask questions.
- Allow think time (*three or more seconds*) between asking a question and accepting responses.
- Encourage children to think of questions to ask at the conclusion of the reading of the text.

1. With prompting and support, ask and answer questions about key details in a text.

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

RL2 CCR Anchor Standard K–12

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

2

2. Listen attentively and retell simple stories through conversation, art, movement, or drama.

STRATEGIES & ACTIVITIES

- Organize reading and listening centers with a variety of stories, songs, and books, including some from different cultures.
- Provide opportunities for listening and telling simple stories.
- Invite response to stories.
- Locate books and props so that children are able to retell a story independently.

2. Listen attentively and retell simple stories through conversation, art, movement, or drama.

STRATEGIES & ACTIVITIES

- Organize reading and listening centers with a variety of stories, songs, and books, including some from different cultures.
- Allow ample opportunities for conversation about text.
- Provide materials and space for art, movement, and drama.
- Give children opportunities for retelling stories.
- Locate books and props so that children are able to retell a story independently.

2. With prompting and support, retell familiar stories, including key details.

RL3 CCR Anchor Standard K–12

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

3

3. Answer questions about simple stories using sequencing format (e.g., what happened first, next, and last).

STRATEGIES & ACTIVITIES

- Model and encourage children to read wordless books using the pictures as prompts to practice sequence of story.
- Discuss and ask questions about story sequence.

3. Retell stories with simple plots, including some details about characters, settings, and major events in a story (e.g., story webs).

STRATEGIES & ACTIVITIES

- Involve children in activities prior to reading a book where they examine the illustrations, tell what is happening, predict what might happen, identify the characters and what they are doing, notice the setting, and

3. With prompting and support, identify characters, settings, and major events in a story.

READING STANDARDS FOR LITERATURE (RL)

3 to 5 years →

Preschool Foundational Standards

- Use pictures from story or props to physically arrange story in sequence (e.g., *first, next, last*).
- Use graphic organizers to retell sequence of story.

Kindergarten Readiness Standards End of Preschool

- make connections between the illustrations and personal experience (e.g., *picture/book walks*).
- Take turns retelling the story.
- Use graphic organizers to retell stories (e.g., *story webs, Venn Diagrams*).

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 CCR 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.

STRATEGIES & ACTIVITIES

- Prior to reading the story, connect children to text by activating their background knowledge.
- Before reading a story with unfamiliar words, tell the story by paraphrasing it as children look at the illustrations.
- Read a variety of texts aloud to children in order to introduce and reinforce new vocabulary.
- Explicitly teach new vocabulary words with pictures, real objects, and examples.
- Point to pictures or objects as you describe them.
- Pause during reading to give a brief explanation of unknown word(s).
- After teaching new vocabulary, read the story as written multiple times.

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

STRATEGIES & ACTIVITIES

- Prior to reading the story, connect children to text by activating their background knowledge.
- Before reading a story with unfamiliar words, tell the story by paraphrasing it as children look at the illustrations.
- Explicitly teach new vocabulary words with pictures, real objects, and examples.
- Talk about new vocabulary and meanings as you look at pictures in books.
- Read the story using new words for which you have already offered simplified meanings.
- Invite questions about unknown words in text.
- Invite children to answer questions about unknown words in the text.

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

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

RL5 CCR 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).

STRATEGIES & ACTIVITIES

- Expose and discuss characteristics of different types of text with children.
- Regularly name the type of text you are using (e.g., storybook, poem).

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

STRATEGIES & ACTIVITIES

- Discuss characteristics of different types of text.
- Regularly name the type of text you are using (e.g., storybook, poem).
- Ask the children what type of text you are using.

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

RL6 CCR 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.

STRATEGIES & ACTIVITIES

- Regularly discuss the title, author, and illustrator of texts, and explain their contributions.
- Point to the title, author, and illustrator on the book itself.

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

STRATEGIES & ACTIVITIES

- Regularly discuss the title, author, and illustrator of texts, and explain their contributions.
- Point to the title, author, and illustrator on the book itself.
- Ask the children which book they would like to hear (*identifying title*).
- Ask children to identify the role of the author and illustrator.

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
End of Preschool

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 CCR 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.

STRATEGIES & ACTIVITIES

- Involve children regularly in activities prior to reading a book where they examine illustrations, tell what is happening, predict what might happen, identify characters and what they are doing, notice the setting, and make connections between the illustrations and personal experience (e.g., *picture/book walks*).
- Use the illustrations to increase understanding of the text (e.g., “Let’s see what the illustrations have to show us”).

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

STRATEGIES & ACTIVITIES

- Involve children regularly in activities prior to reading a book where they examine illustrations, tell what is happening, predict what might happen, identify characters and what they are doing, notice the setting, and make connections between the illustrations and personal experience (e.g., *picture/book walks*).
- Use the illustrations to increase understanding of the text (e.g., “Let’s see what the illustrations have to show us”).

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 CCR 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)

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

RL9 CCR 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.

STRATEGIES & ACTIVITIES

- Involve children regularly in activities that identify characters and what they are doing. Make connections between the characters and personal experiences.

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

STRATEGIES & ACTIVITIES

- Involve children regularly in activities that identify characters and what they are doing. Make connections between the characters and personal experiences.
- Discuss and use graphic organizers to help children compare similarities and differences of characters within the same story or different stories (e.g., Venn Diagram).

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

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 CCR 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.

STRATEGIES & ACTIVITIES

- Initiate conversations with children about books.
- Listen and respond to child-initiated conversations about books.
- Allow a specific time for children to choose and look at books independently.

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

STRATEGIES & ACTIVITIES

- Engage in meaningful open-ended conversations with children regarding texts. Encourage children to act out stories such as “The Three Bears” using props to extend meaning of text.
- Design reading experiences where children are involved in structured interchanges, such as sharing an experience or information with a partner (pair-share).

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 CCCR 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.

1

1. With prompting and support, ask and answer questions about details in a text and make personal connections with text.

STRATEGIES & ACTIVITIES

- Allow three to six seconds of “thinking time” between question and response.
- Engage children in conversations and ask questions to extend their thinking.
- Provide opportunities for children to connect personal experiences with what is being read.

1. With prompting and support, ask and answer questions about details in a text and make personal connections with text.

STRATEGIES & ACTIVITIES

- Allow three to six seconds of “thinking time” between question and response.
- Engage children in conversations and ask questions to extend their thinking.
- Have children think of questions they will ask about the text.
- Model questioning techniques by introducing question starters: who, where, when, why, what, and how.
- Ask open-ended questions that connect activities, stories, or situations to past experiences (e.g., “Who do you know that has an animal like the one in the story?”).

1. With prompting and support, ask and answer questions about key details 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

RI2 CCR Anchor Standard K–12

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

2

2. Listen to a wide variety of informational text.

- a. With prompting and support, participate in discussion of a text.
- b. Identify some details of a text.

STRATEGIES & ACTIVITIES

- Read a wide variety of informational texts.
- Ask simple, open-ended questions giving children a chance to respond.
- Ask specific questions regarding text details, giving children a chance to respond.

2. Listen to a wide variety of informational text.

- a. Participate in discussion on the topic.
- b. Retell some details of a text in an appropriate sequence.

STRATEGIES & ACTIVITIES

- Ask detailed questions about the text.
- Ask “what questions do you have about _____?”
- Have children volunteer parts of the story.
- Have children retell the story in correct sequence to peers.

2. With prompting and support, identify the main topic and retell key details of a text.

RI3 CCR Anchor Standard K–12

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

3

3. With prompting and support, discuss information in a text and make connections to personal experiences.

STRATEGIES & ACTIVITIES

- Point to pictures or objects as you describe them.
- Talk about new vocabulary and meanings as you look at pictures in books.
- Talk about prior experiences the children have had that relate to the informational text.

3. With prompting and support, discuss information in a text, including differences, similarities, and comparisons to personal experiences.

STRATEGIES & ACTIVITIES

- Introduce information by using stories, picture books, pictures, and real objects.
- Read a variety of texts aloud to children and ask them to speak about personal connections in the text.
- Provide opportunities for children to compare information in text and personal experiences.

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of 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: **CRAFT AND STRUCTURE**

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

RI4 CCR 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.

STRATEGIES & ACTIVITIES

- Explicitly teach new vocabulary words and connect them to children's prior experiences.
- Talk about new vocabulary and meanings as you look at pictures in books.
- Use real objects and pictures when introducing new vocabulary.
- Post new vocabulary with picture and printed word.

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

STRATEGIES & ACTIVITIES

- Before reading a story with unfamiliar words, tell the story by paraphrasing it as children look at the illustrations, emphasizing the meaning of new words.
- Read the story using new words which you have already explicitly taught and offered simplified meanings.
- Read a variety of texts aloud to children in order to introduce and reinforce new vocabulary.
- Connect new words with words the children already know, using real objects, props, pictures, or drawings.
- Post new vocabulary with picture and printed word.

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

RI5 CCR 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.

STRATEGIES & ACTIVITIES

- Point to and name the covers of a book as front and back.
- Identify the title page of a book.

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

STRATEGIES & ACTIVITIES

- Point to and name the covers of a book as front and back.
- Identify and discuss the parts of a book's title page.

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

RI6 CCR 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.

STRATEGIES & ACTIVITIES

- Point to and always name the author and illustrator when reading a story or text.
- Discuss the role of an author and an illustrator.

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

STRATEGIES & ACTIVITIES

- Always name the author and illustrator/photographer when reading a story or text.
- Discuss and ask what the roles of the author and illustrator/photographer are.

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 CCR 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.

STRATEGIES & ACTIVITIES

- Ask children to use the book covers to predict what the text might be about, which characters might be involved, and where it might take place.
- Use the illustrations to increase understanding of the text, "Let's see what the illustrations have to show us."
- Introduce children to activities prior to reading a book where they:
 - ▶ Examine the illustrations.
 - ▶ Predict what might happen.
 - ▶ Identify the characters and what they are doing.
 - ▶ Notice the setting.
 - ▶ Make connections between the illustrations and personal experiences (*e.g., picture/book walks*).

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*).

STRATEGIES & ACTIVITIES

- Ask children to use the book covers to predict what the text might be about, which characters might be involved, and where it might take place.
- Use the illustrations to increase understanding of the text, "Let's see what the illustrations have to show us."
- Regularly involve children in activities prior to reading a book where they:
 - ▶ Examine the illustrations.
 - ▶ Tell what is happening.
 - ▶ Predict what might happen.
 - ▶ Identify the characters and what they are doing.
 - ▶ Notice the setting.
 - ▶ Make connections between the illustrations and personal experience (*e.g., picture/book walks*).

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*).

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

RI8 CCR 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.

STRATEGIES & ACTIVITIES

- Provide pictures, flannel board pieces, and graphic organizers (e.g., *story boards, story webs, Venn diagrams, story face, t-chart, etc.*) to encourage children to retell stories.
- Keep reading old favorites as children enjoy repetition and add new books.

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

STRATEGIES & ACTIVITIES

- Read and reread a variety of books, discuss characters, events, problems, solutions and outcomes.
- Encourage children to retell stories.
- Provide props and materials for children to act out stories.

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

RI9 CCR 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.

STRATEGIES & ACTIVITIES

- Introduce a variety of texts or stories with the same topic, title, or theme in a reading center.
- Ask children questions about how two of their favorite books are the same or different.
- Use graphic organizers (e.g., *Venn diagrams, T charts, or flannel board*) to compare two different books.

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

STRATEGIES & ACTIVITIES

- Provide a variety of texts or stories with the same topic, title, or theme in a reading center.
- Provide opportunities for children to compare and discuss two different books by posting graphic organizers that have been developed in whole or small groups.
- Ask leading questions about the similarities and differences between books.

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 CCR 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.

STRATEGIES & ACTIVITIES

- Initiate conversations about reading experiences.
- Listen and respond to child initiated conversations during reading experiences.
- Offer ways that children can respond in shared reading by repeating story words and phrases, (e.g., "I'll huff and I'll puff") pausing to fill in repeated lines or giving a physical response (e.g., clap hands when you hear this word) when a specific story line is heard.

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

STRATEGIES & ACTIVITIES

- Ensure that children have uninterrupted time to engage in group reading activities in a variety of centers, including the dramatic play area.
- Reinforce group reading by providing opportunities for children to act out stories and real life situations (e.g., "Are you the worker in the grocery store? Who can I be? What do I do? What do I say?").
- Engage children in conversations about reading experiences with peers and adults.

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.

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

STRATEGIES & ACTIVITIES

- Model and explain directionality regularly as texts are read (*top to bottom, left to right*).
- Read favorite books and talk about the words on the page and the pictures.

1. With guidance and support, recognize print in everyday life, such as numbers, letters, one's name, words, familiar logos and signs.

- Recognize that print is read from top to bottom and left to right.
- Recognize that spoken words are represented in written language.
- Understand that letters are grouped to form words.
- Recognize some alphabet letters.
- Recognize print in everyday life (e.g., numbers, letters, one's name, words, familiar logos, and environmental print).

STRATEGIES & ACTIVITIES

- Model and explain directionality regularly as texts are read (*top to bottom, left to right*).
- Read favorite books and talk about the words on the page and the pictures.

1. Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

3 to 5 years →

Preschool Foundational Standards

- Encourage children to point to words/letters as they read books, on puzzles or toys, on children's clothing, or in the classroom environment (e.g., "Put your finger on the B," "Read with your finger").
- Show children how to use the illustrations on the cover to determine whether or not the book is right side up.
- Show where you begin reading on a page and model directionality with finger or pointer.
- Separate numbers and letters in a lotto game or with blocks or tiles.
- Create classroom books that show print in everyday life (e.g., children's names and pictures, classroom signs, environmental print, familiar places).

Kindergarten Readiness Standards End of Preschool

- Encourage children to point to words/letters as they read books, on puzzles or toys, on children's clothing, or in the classroom environment (e.g., "Put your finger on the B," "Read with your finger").
- Create class stories where children's spoken words become written words.
- Have alphabet posters, books, puzzles, and stamps throughout the room/centers, exposing children to the alphabet in many different contexts.
- Play simple games such as Concentration and Lotto to recognize alphabet letters.
- Make and illustrate alphabet books (e.g., children's names, animals, food, toys, I-Spy).
- Label objects in the classroom.
- Demonstrate in domestic area how reading is used in everyday routine such as cooking and shopping (e.g., menus, recipes, shopping lists, telephone book, maps).
- Provide books and print in centers.
- Provide examples of logos and print children might recognize from their environment to demonstrate how print is used in everyday life.
- Label and incorporate children's names throughout the classroom.
- Play games that compare and contrast children's names.

Utah's Core Kindergarten Standards End of Kindergarten

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.

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

STRATEGIES & ACTIVITIES

- Use chants, songs and poems that have a natural rhythm, such as "Who Stole the Cookies from the Cookie Jar?", "One Potato, Two Potato" "Engine, Engine Number Nine," etc.
- Clap or use musical instruments to tap out rhythm in songs.
- Identify and match sounds made by common objects.

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.

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

STRATEGIES & ACTIVITIES

- Explicitly teach that words rhyme when they have the same ending sound.
- Choose books that focus on rhyming sounds.
- "Jack and Jill went up the _____" and similar simple poems requesting the child supply the missing word.
- Sing rhyming songs like "Row, Row, Row Your Boat" "Twinkle, Twinkle, Little Star."
- Have children put plastic toys that rhyme into a bowl or box (e.g., *chair, bear, frog, log*).

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

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- 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/.*)
- 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

- Clap syllables in words as they are spoken, especially in names.
- Use songs, finger plays, and poems that incorporate and play with children's names (e.g., *Willaby Wallaby Woo*).
- Choose books that focus on specific sounds.
- Listen to and identify different environmental sounds on recordings (*animal, outside, inside, transportation*).
- Make three different sounds (e.g., *clap, stomp, snap*) in sequence, labeling first, middle, last, then play two sounds - identify missing sound.

Kindergarten Readiness Standards End of Preschool

- Erase a picture on a white board each time a rhyming word is said (e.g., *tower-flower*).
- Clap syllables in words as they are spoken, especially in names.
- Explicitly teach the sound(s) of each letter.
- Read poetry and rhyming books and point out the sounds of letters.
- Compare beginning letter sound in own name with names of objects or other children.
- Play simple matching or "go fish" games with letters and objects that start with that sound.
- "Feed the bag" all the words that have two syllables, or start/end with a specific sound.
- Play "I Spy" with the children, but have them find something that starts with the sound of the letter.
- Have children sort pictures that begin or end with different sounds (e.g., */d/, /s/, /t/*).
- Prompt children to listen and identify beginning and ending sounds (*not letter names*) in words/names.

Utah's Core Kindergarten Standards End of Kindergarten

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.

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

STRATEGIES & ACTIVITIES

- Sing the alphabet song and all its variations.
- Play letter name games (*e.g., matching letter names to letters, "hand me letter b," swat the letter, jump on the letter, find the letter*).
- Use stories, songs, and poems with strings of words that begin with the same sound (*alliteration*).
- Use songs, finger plays, and poems that incorporate and play with children's names (*e.g., Willaby Wallaby Woo*).
- Label and incorporate children's names throughout the classroom.
- Choose books that focus on specific sounds.
- Begin to sort pictures by beginning sound.

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

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

STRATEGIES & ACTIVITIES

- Choose books that focus on specific sounds.
- Have children identify the sounds in their own names.
- Make an alphabet book with a specific theme or topic.
- Read the same books several times and begin to find words that are repeated—first the names of characters, and later words like "and," "the," "is," and "are"; every time a word like "the" is read, have the children clap.
- Begin to find words in a book that have the same letter as the first of a child's name.

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

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

(Continued on next page, column 2)

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

- Make a vocabulary book or word wall of high-frequency words, children's names, and other vocabulary words (e.g., *the, is, I*).
- Have children identify words in print that are the same by pointing, underlining, highlighting, or covering.

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 CCCR 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.

- 1** 1. With modeling and support, use a combination of drawing, dictating, and scribbling to represent a topic (e.g., "This is my family...").

STRATEGIES & ACTIVITIES

(See Physical/Health and Safety for additional fine motor strategies.)

- Provide a specific writing center with a variety of writing materials.
- Incorporate writing materials into free-choice centers (e.g., the home center telephone has paper and pencil for taking messages; the building block center has index cards and markers for labeling projects).
- Encourage children to plan for play time by pointing to a picture that represents their choice of activity.
- Model how pictures and symbols convey

1. Use a combination of drawing, dictating, scribbling, approximating letters, and using known letters to represent and share feelings and ideas about a topic.

STRATEGIES & ACTIVITIES

- Provide a specific writing center with a variety of writing materials.
- Incorporate writing materials into free-choice centers (e.g., the home center telephone has paper and pencil for taking messages; the building block center has index cards and markers for labeling projects).
- Include writing experiences as part of the daily routine (e.g., journals, literature response, sign-in, schedule).
- Have the children convey ideas, thoughts, and feelings about an experience as the teacher writes the words.

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 (e.g., "My favorite book is...").

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
<p>messages (e.g., <i>bathrooms, picture schedule, exit, classroom materials</i>).</p> <ul style="list-style-type: none"> Teacher and children create a shared writing experience with pictures and symbols. Provide materials and opportunities throughout the day for children to use pictures or scribbles to write notes, labels, signs, stories, letters, messages, etc. Have children “read” or talk about their “writing.” Provide opportunities for children to observe teacher writing. 	<ul style="list-style-type: none"> Teacher and children create a shared writing experience with some pictures, symbols and letters. Provide materials and opportunities throughout the day for children to use pictures, scribbles, letters or words to write notes, labels, signs, stories, letters, messages, etc. Have children “read” or talk about their “writing.” Provide opportunities for children to observe teacher writing. 	

W2 CCCR 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.

2

2. With modeling and support, use a combination of drawing, dictating, and scribbling to extend learning of a topic.

STRATEGIES & ACTIVITIES

- Given a topic, have children use a variety of pictures and symbols to represent their understanding.
- Allow children to dictate their ideas or knowledge about a topic to an adult. Let children illustrate.

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.

STRATEGIES & ACTIVITIES

- Have children use symbols and some letters to approximate writing.
- Provide opportunities for children to dictate and illustrate a learning experience or topic.

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.

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

W3 CCR 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.

3

3. With modeling and support, use a combination of drawing, dictating, and scribbling to share one or more events of a story.

STRATEGIES & ACTIVITIES

- Provide different mediums for drawing/writing.
- Have children select writing materials to describe parts of a story.
- Create opportunities for children to dictate and illustrate the events of a story.
- Combine children's illustrations and dictation to make a class book.
- Post children's developmental writing and illustrations about shared stories.

3. With modeling and support, use a combination of drawing, dictating, scribbling, approximating letters, and using known letters to describe parts of a story (e.g., characters, setting, sequence of events).

STRATEGIES & ACTIVITIES

- Provide different mediums for drawing/writing.
- Have children select writing materials to describe parts of a story.
- Create activities where children use symbols, some letters and drawings to share some details (*characters, settings, or sequence of events*) of a story.
- Encourage children to create their own stories through dictation and illustrations.
- Invite older children or adults to read and/or write dictation with younger children.
- As a small group, ask the children to narrate linked events in correct order.
- Organize a collection of words to be used interactively by children.

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.

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: **PRODUCTION AND DISTRIBUTION OF WRITING**

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

W4 CCR Anchor Standard K–12

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4	4. (Begins in grade 3.)	4. (Begins in grade 3.)	4. (Begins in grade 3.)
----------	-------------------------	-------------------------	-------------------------

W5 CCR Anchor Standard K–12

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

5	5. With modeling, guidance, and support, talk about drawing, dictation, or developmentally appropriate writing.	5. With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing. 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.	5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STRATEGIES & ACTIVITIES	STRATEGIES & ACTIVITIES	STRATEGIES & ACTIVITIES	STRATEGIES & ACTIVITIES

(See Physical/Health and Safety for additional fine motor strategies.)

- Incorporate writing materials (e.g., markers, chalk, colored pencils, paint, and iPads) into free-choice centers.
- Include writing experiences as part of the daily routine.

(Continued on next page, column 1)

- Design writing experiences where children listen and discuss what they hear, then draw it.
- Invite children to share and discuss their drawing, dictations and/or writing with others.
- As a group, listen and create drawings that tell the events of an activity or story. Review sequence, characters, or setting.

(Continued on next page, column 2)

STANDARDS FOR WRITING (W)

3 to 5 years

Preschool Foundational Standards

- Discuss with children the illustrations they have created for an event or story.
- Display children’s writing.

Kindergarten Readiness Standards End of Preschool

- As a group, use storyboards to describe what happened in a story or an event. Divide the groups and have a different set of children create each storyboard with teacher support. Share the story or event, using the storyboards.
- Model how to make lines, circles, curves, and slants. Have children combine the strokes to make letters.
- Have students write the letters/letter approximations in their names.

Utah’s Core Kindergarten Standards End of Kindergarten

W6 CCR Anchor Standard K–12

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

6

6. Use a variety of writing/drawing tools (e.g., chalk, crayon, paint, markers, stamps, Magna Doodle, pencil, and computer) **to represent ideas.**

STRATEGIES & ACTIVITIES

- Provide a wide variety of writing tools, including pencils, crayons, markers, brushes of different widths and sizes, letter/picture stamps, and iPads.
- Provide paper of different textures, colors, and sizes; both lined and blank, stationery, and envelopes.
- Rotate writing materials regularly to maintain children’s interest.
- Model for students how to use different media to make pictures and symbols.
- Give many opportunities for children to use a variety of writing, digital, and illustration tools.

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.**

STRATEGIES & ACTIVITIES

- Provide a wide variety of writing tools, including pencils, crayons, markers, brushes of different widths and sizes, letter/picture stamps, and iPads.
- Provide paper of different textures, colors, and sizes; both lined and blank; stationery and envelopes.
- Rotate writing materials regularly to maintain children’s interest.
- Model for students how to create a story using illustrations, symbols, letters, and approximated letters using digital tools.
- Have students use digital tools to create illustrations, notes, menus, environmental print, lists, etc.

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

STRATEGIES & ACTIVITIES

- As a class or small group, guide children in creating a picture chart about an activity in which they have participated.
- In small groups, children create a mural and the teacher writes a description of the children's drawing.

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

STRATEGIES & ACTIVITIES

- As a class, create and label a graph about likes and dislikes on a given topic.
- As a class, children produce a book representing their knowledge about a given topic. With support, have students label illustrations.

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

STRATEGIES & ACTIVITIES

- Create a class poster about something the children have learned. With teacher support, label and illustrate new knowledge.
- Create a class book, having each child illustrate what he/she liked or learned in the activity. The child dictates to the teacher the meaning of the illustration. Share the book with the class.

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

STRATEGIES & ACTIVITIES

- Using cut-out pictures from magazines or clip art, have students create a chart/mural about a topic. Have children dictate information about their experiences.
- Organize a collection of words that you have discussed as a class about a topic. (A picture should accompany each word.) Have students use words and pictures to answer questions.

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

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

W9 CCR 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.)

Cluster: RANGE OF WRITING

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

W10 CCR 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.

10

10. (Begins in grade 3.)

10. (Begins in grade 3.)

10. (Begins in grade 3.)

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 CCR 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.

- Recognize that there are rules for discussions (e.g., listening to others and taking turns speaking).

STRATEGIES & ACTIVITIES

- Play games such as "Simon Says" and "Mother, May I" that allow children to respond.
- Create opportunities for children to initiate conversations and respond to others (e.g., story time, play time, personal experiences).
- Model and practice listening skills, speaking skills, and taking turns in the conversation.

1. Engage in conversations with peers and adults in small and larger groups, by talking about pictures, topics, and text.

- Use rules for discussions (e.g., listening to others and taking turns speaking about the picture, topics, and text).
- Take multiple turns during conversations.

STRATEGIES & ACTIVITIES

- Play games such as "Simon Says" and "Mother, May I" that allow children to respond.
- Encourage children to initiate conversations and respond to others (e.g., story time, play time, personal experiences).
- Provide feedback by encouraging and interpreting children's responses.
- Model and practice with children one-to-one conversations that have four to five turns.

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.

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

SL2 CCR 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.

STRATEGIES & ACTIVITIES

- Provide opportunities for children to ask and answer 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*).

STRATEGIES & ACTIVITIES

- Provide opportunities for children to ask and answer questions about text or media.
- Have children respond to “what,” “where,” and “who” questions about things that are read, heard or seen.

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 CCR 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.

STRATEGIES & ACTIVITIES

- Ask simple, open-ended questions.
- Regularly check for understanding by asking, “What questions do you have about _____? What do you want to learn more about?”
- Respond to all questions respectfully and enthusiastically.

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

STRATEGIES & ACTIVITIES

- Encourage interaction by asking questions during read-alouds, presentations, news items, and show and tell.
- Read texts interactively, asking children to predict what will happen next.
- Have children think of questions they will ask in preparation for a field trip or visitor.
- Model questioning techniques by introducing question starters: *who, where, when, why, what, and how*.
- Respond to all questions respectfully and enthusiastically.

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 CCR 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.

STRATEGIES & ACTIVITIES

- Create opportunities for children to share information about people, places, things, and events.
- Help children describe events in daily activities (e.g., what they saw on a nature walk).

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

STRATEGIES & ACTIVITIES

- Ask open-ended questions that connect activities, stories, or situations to past experiences (e.g., "Who do you know that has an animal like the one in the story?").
- Explicitly teach descriptive vocabulary when talking about people, places, and things (e.g., color, size, shape, emotions).

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

SL5 CCR 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.

STRATEGIES & ACTIVITIES

- Identify the pictures or symbols in a book before reading.
- Use objects, pictures, and symbols to provide additional detail while reading.
- Have children listen and signal when they hear a specific word or sound in a story or song.
- Ask open-ended questions about objects, pictures, and symbols in the text to connect to background knowledge.

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

STRATEGIES & ACTIVITIES

- Identify the pictures or symbols in a book before reading.
- Encourage children to tell simple stories using props and/or pictures.
- Direct children to listen and signal when they hear a specific word or sound in a story or song.
- Have children dictate stories to you using photos or pictures that they have drawn.
- Use descriptive words when talking about objects, actions, and concepts.

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

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

SL6 CCR 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.

STRATEGIES & ACTIVITIES

- Use puppets or role-play to help children express thoughts, feelings, and ideas.
- Provide opportunities to use new words.
- Have many one-on-one conversations with children, taking turns talking (*e.g., describe artwork, playtime, activities*).
- Provide children with picture cues to expand audible oral language.
- Create opportunities for children to participate in poetry, chants, songs, and finger plays.
- Model correct usage of pronunciation and grammar.

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

STRATEGIES & ACTIVITIES

- Use puppets or role-play to help children express thoughts, feelings, and ideas.
- Have many one-on-one conversations with children taking turns talking.
- Model correct usage of pronunciation and grammar.
- Provide opportunities to use new words.
- Have many one-on-one conversations with children, taking turns talking (*e.g., describe artwork, playtime, activities*).
- Provide children with picture cues to expand audible oral language.
- Create opportunities for children to participate in poetry, chants, songs, and finger plays.

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 CCR 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.

STRATEGIES & ACTIVITIES

- Provide opportunities to use a variety of writing materials and give students time to experiment and share writing with adults and/or peers.

(Continued on next page, column 1)

- 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.

STRATEGIES & ACTIVITIES

- Display alphabet in various forms around the room at children's eye-level (e.g., *wall charts, magnetic letters, blocks*).

(Continued on next page, column 2)

- 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.

STANDARDS FOR LANGUAGE (L)

3 to 5 years

Preschool Foundational Standards

- Ask children to use words to demonstrate what they want, need, are doing, or would like to do.
- Model and demonstrate simple sign language for children to communicate wants and needs as an alternative to oral language.
- Model simple sentences and require language in a variety of classroom situations.
- Explicitly teach singular and simple plural nouns (*e.g., words plus "s"*) with real objects and pictures.
- During the daily routine, including snack time and during large and small group discussions, provide opportunities for children to ask and respond to questions.
- Demonstrate and act out with props common prepositions (*e.g., child and chair: on the chair, in the chair, off of the chair, by the chair*).
- Have many one-on-one conversations with children while demonstrating taking turns talking.

Kindergarten Readiness Standards End of Preschool

- Provide opportunities to use a variety of writing materials and give them time to experiment and share writing with adults and/or peers.
- Encourage children to write their names on their work, and accept all attempts.
- Reinforce the correct use of nouns and verbs that are naturally occurring in the children's vocabulary.
- Explicitly teach singular and irregular plural nouns (*e.g., mouse, mice; goose, geese*) with real objects and pictures.
- During the daily routine, including snack time and during large and small group discussion, provide opportunities for children to ask and respond to questions.
- Encourage children to ask many kinds of questions while engaged in different learning activities.
- Demonstrate and act out with props common prepositions (*e.g., child and chair: on the chair, in the chair, off the chair, by the chair*).
- Have many one-on-one conversations with children while demonstrating taking turns talking.
- Model and encourage children to use correct pronunciation and grammar.
- Provide opportunities to use new vocabulary words.
- Repeat in a confirming manner a misspoken word or phrase correctly, without drawing attention to the error.
- Ask questions to extend language.

Utah's Core Kindergarten Standards End of Kindergarten

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** (Continued)

L2 CCR Anchor Standard K–12

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

2

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

- Recognize that there are upper- and lowercase letters.
- (Begins in kindergarten.)*
- (Begins in kindergarten.)*
- Use beginning phonemic awareness, including making up chants, rhymes, and playing with alliterative language.

STRATEGIES & ACTIVITIES

- Display the alphabet in various forms around the room at children's eye-level (*e.g., wall charts, magnetic letters, blocks*).
- Provide opportunities for children to see and learn the differences and similarities between upper- and lower-case letters.
- Have children match upper- and lower-case letters.
- Play games that children can match words that rhyme or words that begin with the same sound.
- Read stories that rhyme and have words that start with the same beginning sound (*e.g., Silly Sally, Sheep in a Jeep, Jamberry, Fox in Socks*).
- Use literature, poems, chants, songs, and rhymes to encourage children to play with rhyming and the beginning sounds of words.

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

- Recognize that there are upper and lower case letters.
- (Begins in kindergarten.)*
- (Begins in kindergarten.)*
- With modeling and support, identify individual phonemes (*e.g., /d/, /s/, /t/*).

STRATEGIES & ACTIVITIES

- Display alphabet in various forms around the room at children's eye-level (*e.g., wall charts, magnetic letters, blocks*).
- Provide opportunities for children to see and learn the differences and similarities between upper- and lower-case letters.
- Play guessing games saying "I see something that starts with ssssssss."
- Play with words by switching beginning sounds (*e.g., saying "jeanut butter and pelly" instead of "peanut butter and jelly"*).
- Provide pictures that begin with two different sounds and have children sort them.

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

- Capitalize the first word in a sentence and the pronoun *I*.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (*phonemes*).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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: **KNOWLEDGE OF LANGUAGE**

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

L3 CCR 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.

3

3. *(Begins in grade 2.)*

3. *(Begins in grade 2.)*

3. *(Begins in grade 2.)*

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 CCR 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.

STRATEGIES & ACTIVITIES

- Explicitly teach new vocabulary words using real objects and pictures, and connect what children are learning to their own experiences.
- Throughout the day, ask children to name the friends they are playing with, the objects they are using, and the animals and objects found in the books they read or pictures they look at.
- While reading books, help children to identify and learn about words that are new to them.
- Have many one-on-one conversations with children while demonstrating taking turns talking.
- Using a think-aloud process, talk about activities during the day.

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 affixes with familiar words (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*).

STRATEGIES & ACTIVITIES

- Explicitly teach new vocabulary words using real objects and pictures, and connect what children are learning to their own experiences.
- While reading books, help children to identify and learn about words that are new to them. Use these words and phrases throughout the daily routine.
- Have many one-on-one conversations with children while demonstrating taking turns talking.
- Provide opportunities to use and connect new words with children's experiences.
- Talk about things that have already happened, things that are currently happening, and what might happen in the future.
- Model the correct usage of words that use affixes during naturally occurring classroom routines (e.g., *zip*, *unzip*; *tie*, *untie*; *shoe*, *shoes*; *help*, *helpful*).

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.

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

L5 CCR 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.

STRATEGIES & ACTIVITIES

- Begin to discuss how to identify similar or different attributes of objects.
- Model and provide many opportunities for children to sort objects by one attribute.
- Read books that describe opposites. Follow up by asking children about opposites (*e.g., Long Dog, Short Dog*).
- Introduce new vocabulary words and connect them to children's prior knowledge and experiences (*e.g., apple, applesauce, apple tree, apple pie, caramel apples, apple orchard*).
- Throughout the day, ask children to describe what they are doing.

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*).

STRATEGIES & ACTIVITIES

- Discuss how to identify similar or different attributes of objects.
- Provide opportunities for children to sort objects by more than one attribute and describe the similarities and differences.
- Read books that describe opposites. Follow up by asking children about opposites (*e.g., Long Dog, Short Dog*).
- Introduce new vocabulary words and connect them to children's prior knowledge and experiences (*e.g., apple, applesauce, apple tree, apple pie, caramel apples, apple orchard*).
- Demonstrate differences of meaning among verbs (*e.g., walk, march, run; whisper, speak, 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.

(Continued on next page, column 2)

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
---	---	--

- Talk about things that have already happened, things that are currently happening, and what might happen in the future.
- Connect children's prior learning to new experiences.
- Help children use newly learned words in conversation and storytelling.

Cluster: **VOCABULARY ACQUISITION AND USE** (Continued)

L6 CCCR 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.

6

6. With prompting and support, begin simple dialogue about self or texts read aloud.

STRATEGIES & ACTIVITIES

- Have many one-on-one conversations with children while demonstrating taking turns talking.
- Ask children about themselves; have them describe their day, what they are doing, or what they would like to do.
- Ask children to help you read their favorite books.

6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.

STRATEGIES & ACTIVITIES

- Provide opportunities to use new words by retelling stories or using dramatic play, class discussions, and individual conversations.
- Engage children in meaningful dialogue on a daily basis.
- Ask children to connect their personal experiences with things that happen in their favorite books.
- Use new words learned from texts throughout the day in children's regular routine.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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 Introduction

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.

STRATEGIES & ACTIVITIES (1)

- As part of the daily routine, provide children the opportunity to count as a group, (e.g., "Let's all count how many children are in our circle?"); Let's count the snack items together. Children should start these activities by counting to one number beyond the point where they begin to have difficulty. When they become confident counting to this number in the sequence, one more number should be added to the sequence until the children build gradually to ten.
- Count using a variety of learning styles, manipulatives, pictures, and other

(Continued on next page, column 1)

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.

STRATEGIES & ACTIVITIES (1)

- Lead the children in oral counting to 20 as part of the daily routine (e.g., counting children, counting snacks). Children should start these activities by counting to one number beyond the point where they begin to have difficulty. When they become confident counting to this number in the sequence, one more number should be added to the sequence until the children build gradually to twenty.
- Count using a variety of learning activities, manipulatives, pictures, and other representations (e.g., using rhymes, verses, songs,

(Continued on next page, column 2)

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

representations (e.g., using rhymes, verses, songs, chants, books, and ways that involve children physically like clapping and stamping).

- Model and provide children a variety of objects to count throughout their environment.

STRATEGIES & ACTIVITIES (2)

- Create teaching opportunities throughout the day to ask the group “what comes next” in a counting sequence up to 5.
- Count numbers up to 3, 4, or 5 with one number out of order. Have children stop you when you say the wrong number.

STRATEGIES & ACTIVITIES (3)

- Play “I Spy ___ (a letter, number, or shape)”, select a letter, number, or shape for the activity that has been placed in the room. Have children search for it. When children have found it, choose a different letter, number, or shape. Remind children they can use charts and books to find those items.
- Read and draw children’s attention to books with numbers, letters, and shapes.
- As a group, sort letters into one pile and numbers into another pile.
- Create an art project using numbers.
- Play matching games with numerals and pictures of objects.
- Use numbers, shapes, and letters in different centers for different purposes.

Kindergarten Readiness Standards End of Preschool

chants, books, and ways that involve children physically like clapping and stamping).

- Model and provide children a variety of objects to count within their environment.

STRATEGIES & ACTIVITIES (2)

- Focus on one number within 1-20. Have students decide what number comes before the number and what number comes after it.
- Pause during the counting sequence and encourage children to say the next number or ask in the counting sequence “What comes next?”

STRATEGIES & ACTIVITIES (3)

- Pair counted objects up to 10 with written numeral.
- Play matching games with numerals and pictures of objects.
- Find numerals in the environment, (e.g., calculators, clocks, phones, address numbers, rugs).
- Play “I Spy ___ (a number). When children find that number, have them count up to that number.
- Read books interactively with counting concepts (e.g., identify numbers, count objects in the book).
- Engage children in age and learning appropriate electronics (computer, iPad, etc.) games that enhance math skills while still interacting and communicating with children during the game.

Utah’s Core Kindergarten Standards End of Kindergarten

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.

- Use one-to-one correspondence when counting up to five objects.
- Recite numbers in the correct order and understand that numbers have a correct sequence.
- (Begins in kindergarten readiness section.)*

5. Count as many as five objects arranged in a line.

STRATEGIES & ACTIVITIES (4&5)

- Ask children to join you in counting objects (*blocks, chairs, children, cups, etc.*) in their environment.
- Have children count as they perform one action or movement such as jumping, clapping, touching, etc.
- Use a circle activity where each child sits down as their number is counted. Review how many children sat down. Repeat the process, having each child stand up as you count. Review how many children are now standing.

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 as many as 10 objects arranged in a line.

STRATEGIES & ACTIVITIES (4)

- Set up baskets of large counters for children to take by handfuls (*e.g., large markers, large erasers, rolls of tape, small cars*). After taking a handful, children count to see how many they have.
- Give each child a container with manipulatives. Have children count each object as it is pulled from the container. Have students recount each object and tell how many objects they have. Gradually increase the objects counted.
- Have children count the number of items suggested by a story (*e.g., "How many bowls, chairs, beds, etc., do we need to act out Goldilocks and the Three Bears?"*).
- Use books where children can practice counting objects.

(Continued on next page, column 2)

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
----------------------------------	--	---

- Play games where children get an opportunity to count manipulatives, including themselves.
- Have children create their own number books emphasizing that the number increases as they add more pages to their book.

STRATEGIES & ACTIVITIES (5)

- Create activities using a floor/table model number line where children can physically act out how many each number represents.

Cluster: COMPARE NUMBERS.

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

6. Visually identify or count to determine which of two sets has more objects (1–5).

7. Recognize the difference between letters, numbers, and other symbols.

Before a child can make a comparison of more or less, he or she must be able to understand what makes a group equal, and then he or she can understand what is more and what is less.

STRATEGIES & ACTIVITIES (6)

- Use objects in the environment or other curricular areas of interest to compare groups that are the same (e.g., snacks, stack of things,

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).¹

7. Associate quantities with written numerals 1–10.

¹Include groups with up to ten objects.

Before a child can make a comparison of more or less, he or she must be able to understand what makes a group equal, and then he or she can understand what is more and what is less.

STRATEGIES & ACTIVITIES (6)

- Play games with the children asking them to tell which group has more or less.
- Model different ways of comparing two sets

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).¹

7. Compare two numbers between 1 and 10 presented as written numerals.

¹Include groups with up to ten objects.

COUNTING AND CARDINALITY (CC)

3 to 5 years

Preschool Foundational Standards

- types of shoes, girls, boys*). Find groups that are not the same and assist children to make the groups equal.
- Play games with the children asking them to tell which group has more or less.
 - Provide a variety of materials to help children develop an understanding of quantity (*e.g., call attention to number representations such as dominoes, number cubes, cards, books; have children create sets using concrete objects*).
 - Play “Who Has More (or Less)” by placing different sets of small items such as blocks or marbles into separate bags. Have children empty bags and see who has more (or less).

STRATEGIES & ACTIVITIES (7)

- Play a memory game with cards that have matching sets of letters, numbers, and objects that represent numbers.
- Play “I Spy ___ (a letter, number, or shape)”; select a symbol for the activity that has been placed in the room, children search for that symbol. When children have found it, choose a different symbol. Remind children they can use charts and books.
- Read books with numbers, letters and shapes. As a group, sort letters into one pile, and numbers into another pile.
- Create an art project using numbers.
- Play matching games with numerals and pictures of objects.
- Use numbers, shapes, and letters in different centers for different purposes.

Kindergarten Readiness Standards End of Preschool

- of objects, (*e.g., which has more, which has less or fewer, which are the same*).
- Have children build towers with different sets of cubes. Ask children which tower has more cubes, which have less, which are the same.
 - Provide game cards with sets of dots (1–5) in different configurations for children to turn over and play “slap.” The child with the card having more dots wins the other card.

STRATEGIES & ACTIVITIES (7)

- Model counting strategies (*e.g., how to keep track of objects you have counted; labeling the quantity of a set verbally or using numerals*).
- Play matching games with numerals and pictures of objects.
- Have children take the correct number of items from a stack when given a written numeral.
- Pair counted objects up to 10 with written numeral.
- Play matching games with numerals and pictures of objects.
- Find numerals in the environment, (*e.g., calculators, clocks, phones, address numbers, rugs*).
- Play “I Spy ___ (a number). When children find that number, have them count up to that number.
- Read books interactively with counting concepts (*e.g., identify numbers, count objects in the book*).
- Engage children in age and learning appropriate electronic games that enhance math skills while still interacting and communicating with children during the game. (*e.g., computer, iPad*)

Utah’s Core Kindergarten Standards End of Kindergarten

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**¹.

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.
 - a. Explore how adding objects makes the size of a group larger.
 - b. Explore how removing objects makes the size of a group smaller.
3. (Begins in kindergarten readiness section.)
4. (Begins in kindergarten readiness section.)
5. (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.
 - a. Solve an addition problem by combining (adding) two or more sets of objects to find out how many in all (within five).
 - b. 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.
 - a. 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, drawings², 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 drawings²), 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.

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

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

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

STRATEGIES & ACTIVITIES (1 & 2)

- Offer a variety of problem-solving opportunities that involve combining, separating, or sharing with real objects.
- Use a variety of objects and activities to make a set larger, emphasize the set is getting 'bigger' or 'larger' because the children are adding to it.
- Use a variety of objects and activities to make a set smaller, emphasize the set is getting 'smaller' because the children are taking away from it.
- Line up different sets of objects so that each object is matched with one from the other set, explain that the set that has extra objects has more.

STRATEGIES & ACTIVITIES (6)

- Model and have children join in sequencing sounds or motions in poems or songs.
- Direct children in patterning games that involve 2–3 different motions (e.g., *hop, clap, hop, clap*; or *hop, hop, clap*).
- Provide opportunities for children to create patterns with real objects (e.g., *placing fruit on a skewer, stringing colored cereal, setting places at a table*).
- Focus children's attention first on patterns involving colors, then progress to shape and then size.
- Read books that have patterned language (e.g., *"Brown Bear, Brown Bear, What Do You See"*).
- Sing songs and recite rhymes that have patterned and repetitive language.

(Continued on next page, column 1)

STRATEGIES & ACTIVITIES (1)

- Offer a variety of problem-solving opportunities that involve combining, separating, sharing, or set making with real objects.
- Use a combination of objects with two characteristics—color, shape, or size. Have children separate objects into two parts and count, then recombine and count.
- Read and act out books and songs emphasizing adding and taking away (e.g., *"Five Little Monkeys," "One Little Duck went out to Play"*).

STRATEGIES & ACTIVITIES (2)

- During activities emphasize vocabulary words (e.g., *all together, left, came, take away, joined*).
- Ask children to solve simple addition or subtraction problems using a number line or manipulatives (e.g., *using blocks, beads, pencils*).
- Ask a child to count out and group a desired number of objects (e.g., *1–5 crackers, marbles, crayons, popsicle sticks*) for each child at the center.

STRATEGIES (3, 4, & 5)

- Play games where the same number is used and a different number of objects is taken away each time, (e.g., *"I have five cubes, if I give you one cube, how many cubes do you have and how many do I have?" "What if I gave you, two, three, or four cubes, how many cubes do you have and how many do I have?"*) Emphasize with the child that the total number of cubes remains the same.

(Continued on next page, column 2)

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

- Provide opportunities for children to identify, copy, extend, and create a variety of patterns (e.g., visual, auditory, movement, stories, verse).
- Collect objects such as shoes to determine what types of shoes are worn to schools, look at shirts to see what types of shirts are worn (t-shirt, long-sleeved, turtlenecks), or look at pictures of the group to see what colors or lengths of hair are represented.

STRATEGIES & ACTIVITIES (6)

- Model and have children join in sequencing sounds or motions in poems or songs.
- Direct children in patterning games that involve 2–3 different motions (e.g., hop, clap, hop, clap; or hop, hop, clap).
- Provide opportunities for children to create patterns with real objects (e.g., placing fruit on a skewer, stringing colored cereal, setting places at a table).
- Focus children's attention first on patterns involving colors, then progress to shape and then size.
- Read books that have patterned language (e.g., "Brown Bear, Brown Bear, What Do You See?")
- Sing songs and recite rhymes that have patterned and repetitive language.
- Provide opportunities for children to identify, copy, extend, and create a variety of patterns (e.g., visual, auditory, movement, stories, verse).
- Call attention to patterns in a variety of contexts (e.g., in children's environment, materials, structures).

NUMBERS & 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]).

STRATEGIES & ACTIVITIES (1)

- Provide a wide variety of concrete objects and guide children as they explore and compare measurable attributes such as size, weight, and/or shape.
- Use a sand or water table to explore what is heavier/lighter, bigger/smaller, and/or longer/shorter (e.g., measuring cups, containers, blocks, coins).

STRATEGIES & ACTIVITIES (2)

- Have children place items side by side when comparing length.
- Have children compare size by placing one item on top of another.
- Have children compare weight by using simple balance scales (e.g., coins, blocks, pencils).

- 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]).

STRATEGIES & ACTIVITIES (1)

- In the learning environment provide and use traditional measuring tools such as a bathroom scale, an analog clock, timer, rulers, tape measures, and a growth chart.
- Provide non-traditional measuring tools (e.g., string, yarn, cubes) to compare length, size, and weight.
- Use routine experiences as opportunities for children to sort, classify, and graph (e.g., attendance or snack choices).
- Provide frequent opportunities for children to participate in graphing, such as a daily T-graph where they select a category and place their names as they arrive or leave (e.g., "I like pizza/I don't like pizza").

STRATEGIES & ACTIVITIES (2)

- Provide tools for comparing objects such as

- 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.)

(Continued on next page, column 2)

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

balances, measuring cups, rulers, yardsticks, and other containers for children to use in their exploration of measurement.

- Challenge children with simple measurement tasks such as counting how many cups of water will fit in a jar, who is the tallest child, or weighing a variety of objects on a balance scale.
- Have children explain or describe how and why they organized objects in a particular way.
- Model a number of ways a collection can be organized.

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.

STRATEGIES & ACTIVITIES (3)

- Focus first on sorting objects into only two groups with one attribute and extend from there.
- Provide opportunities for children to sort objects according to measurable attributes (e.g., size, color, shape).
- Sort collections of items with different sizes, textures and weights (e.g., buttons, nuts, toy cars, keys, shells, leaves).
- Model a number of ways a collection of objects could be organized.
- Use interest areas to provide opportunities to sort common objects by familiar functions (e.g., things we eat with vs. things we wear).
- Create many graphs using the children or concrete objects as indicators of a particular attribute (e.g., have the children form two lines; one with those wearing shoes that tie and one with those wearing shoes that do not tie).

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

STRATEGIES & ACTIVITIES (3)

- Create many graphs using the children or concrete objects as indicators of a particular attribute (e.g., have the children form two lines; one with those wearing shoes that tie and one with those wearing shoes that do not tie).
- Model a number of ways a collection of objects could be organized.
- Create opportunities for children to share personal information about themselves using graphs (e.g., color of hair, favorite cereal, shoes, school transportation).
- Collect objects to sort and classify; go on walks to collect materials to sort (e.g., shape, edges, color, size, feel).
- Have children describe the selected attribute(s) they are using to sort (e.g., Play sorting games in which the children must guess the sorting rule).
- Label graphs with both words and pictures or other symbols that are easily understood by the child.
- Provide materials and supplies in all interest areas so children can sort, classify, and represent data in a variety of ways.

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)¹.**

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*).

STRATEGIES & ACTIVITIES (1)

- Provide a wide variety of concrete materials and many opportunities for children to freely explore the properties of shapes.
- Point out the shape of different objects in the room.
- Use correct geometric names when identifying shapes.
- Provide a collection of items with obvious geometric shapes. Children can name the shape they feel or see and then sort them into categories (*e.g., "I see a circle on top of this can, I see a square on this box"*).
- Provide shape puzzles (*e.g., square, circle, triangle*).

STRATEGIES & ACTIVITIES (2)

- Provide children with opportunities to play with shapes in various sizes.

(Continued on next page, column 1)

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"*).

STRATEGIES & ACTIVITIES (1)

- Provide a wide variety of concrete materials and many opportunities for children to freely explore the properties of shapes.
- Go on a shape search where children identify different shape characteristics and observe which shapes are found most frequently in their environment.
- Use correct geometric names when identifying shapes.

STRATEGIES & ACTIVITIES (2)

- Play "I Spy"...something of this shape regardless of orientation (*the way the object is turned or flipped*) or size.
- Label shapes with the correct names as children use them.
- Guide children in exploring shapes' attributes (*e.g., the number and types of corners*).

(Continued on next page, column 2)

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"*).

¹ Squares, circles, triangles, and rectangles are basic shapes.

GEOMETRY (G)

3 to 5 years →

Preschool Foundational Standards

- Create opportunities for children to combine shapes of different sizes in new configurations.

STRATEGIES & ACTIVITIES (3)

- Provide three-dimensional (*solid cube*) and two-dimensional (*flat picture*) materials to explore.
- Provide various mediums to paint or color the shapes they see from solid shapes. Have them describe the differences and similarities.

Kindergarten Readiness Standards End of Preschool

and sides; whether they roll, slide, or stack) and emphasize vocabulary.

STRATEGIES & ACTIVITIES (3)

- Provide opportunities for children to experience shapes of different sizes and orientations (*e.g., a variety of three-sided shapes with sides of different lengths*).
- Show children the differences in two-dimensional and three-dimensional shapes (*e.g., picture of a car vs. toy car, picture of a refrigerator vs. toy refrigerator in domestic play area, picture of a bear vs. stuffed teddy-bear*).

Utah's Core Kindergarten Standards End of Kindergarten

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.**

STRATEGIES & ACTIVITIES (4)

- Provide a collection of items with obvious geometric shapes, children feel the shapes, name a shape they feel or see, and then sort them into categories (*e.g., "I see a circle on top of this can, I see a square on this box"*).
- Provide a wide variety of concrete materials and many opportunities for children to freely explore the properties of shapes.

STRATEGIES & ACTIVITIES (5)

- Provide a wide variety of concrete materials and many opportunities for children to freely explore the properties of shapes (*e.g., blocks, stickers, play dough/clay, art supplies*).
- Provide many opportunities for children to sort shapes into two groups.
- Encourage discovery of attributes of shapes.
- Make cleanup time an opportunity for children to sort and match geometric shapes.

(Continued on next page, column 1)

- 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.**

STRATEGIES & ACTIVITIES (4)

- Plan activities that invite children to visualize and represent particular shapes (*e.g., show photos, models, or sketches of shapes, have children look at them then recreate them using their own set of shapes*).

STRATEGIES & ACTIVITIES (5)

- Model and describe how to make two- and three-dimensional shapes (*e.g., two-dimensional is to draw a picture of a ball and three-dimensional is to create a ball out of play-dough*).
- Provide materials such as play dough, modeling clay, wet sand, and fillable shapes for children to create shapes.

STRATEGIES & ACTIVITIES (6)

- Introduce activities that require children to investigate and predict what will happen when shapes are combined (*e.g., combining two triangles forms a rectangle, adding*

(Continued on next page, column 2)

- 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?"*)

GEOMETRY (G)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards
End of Preschool

Utah's Core Kindergarten Standards
End of Kindergarten

STRATEGIES & ACTIVITIES (6)

- Have children identify geometric shapes in art and objects (*e.g., woven baskets, painted pots, beaded necklaces, quilts*).
- Use transformational language, such as turn, flip, slide, as children work puzzles.

multiple squares together creates a rectangle).

- Provide children access to manipulatives, cut out shapes, and computer programs that allow them to manipulate shapes and combine into new configurations.
- Use transformational language, such as turn, flip, slide, as children work puzzles.

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.

(Continued on next page, column 1)

(Continued on next page, column 2)

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

STRATEGIES & ACTIVITIES (1–2)

- Emphasize the use of the five senses in the environment, (e.g., “I touch ____.” “I smell ____.” “I see ____.” “I hear ____.” “I taste ____.”).
- Expose children to different cultures, including people and objects.
- Include toys, literature, music, dress-up clothes, and snacks that reflect the cultural diversity of the group.
- Enhance children’s curiosity by providing new information through books (*fiction and non-fiction*), media, and hands-on experiences.
- Guide children through the process of learning about their world through predicting, observing, and questioning by using open ended questions (e.g., “I wonder ____?” “What if ____?” “How can I find out?”).
- Design science activities that encourage children to make predictions about what they think will happen, (e.g. “What will happen to this object in the water?” “I wonder what will happen if I put it in hot water?”).
- Provide opportunities and materials for the child to directly manipulate materials, and observe many times the same activity in order to understand what they are observing.

(Continued on next page, column 1)

STRATEGIES & ACTIVITIES (1–2)

- Emphasize the use of the five senses in the environment, (e.g., “I touch ____.” “I smell ____.” “I see ____.” “I hear ____.” “I taste ____.”).
- Include toys, literature, music, dress-up clothes, and snacks that reflect the cultural diversity of the group.
- Set up experiences for children to use as many materials and tools as possible, (e.g., *eyedroppers, magnifiers, measuring cups and spoons, eggbeater, balance, strainers, trowel, rake*).
- Create opportunities for children to learn new things by creating activities and centers to help children make new choices and expose them to new information through books, media, and hands-on experiences on an ongoing basis.
- Model questioning skills and hypothesizing during learning experiences (e.g., “There’s something that I would like to know.” “Why do you think the ice melted?” “I think the ice melted because ____.”).
- Motivate children to use their predictions to come up with new explorations (e.g., “What will happen to this object in the water?”)

(Continued on next page, column 2)

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

STRATEGIES & ACTIVITIES (3–5)

- Give children opportunities to attempt challenging activities at their level in order to gain confidence in their own abilities.
- Model, then guide children through problem-solving strategies (*e.g., identify the problem, discuss solutions, determine steps needed to solve problem*).
- Set up a routine and an environment that allows children to feel safe, to ask for help, and to become independent.
- Display the class schedule through pictures for children to understand and follow the routine.
- Provide a variety of centers and learning activities for different ability levels (*e.g., dramatic play, language and literacy, blocks and building, music and movement, science and discovery, art, math and number concepts*).

STRATEGIES & ACTIVITIES (3–5)

- Challenge students to describe objects, the environment, and natural phenomena through speaking, drawing, movement, class charts, and books.
- Design science experiments using common objects (*e.g., sand and water tables, buckets, bowls, baster, wire whip, soil, seeds*) to aid children in acquiring and processing new information (*e.g., add heat, add cold, combine materials*).
- Encourage children's imagination and curiosity by modeling different ways to use materials, accepting different solutions to problems, and providing opportunities for children to share their thinking or ideas.
- Allow children to continue in more focused explorations to gain additional information and understanding.
- Model asking for and accepting help.

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 (CONTINUED).

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 →

Preschool Foundational Standards

Kindergarten Readiness Standards End of Preschool

Utah's Core Kindergarten Standards End of Kindergarten

STRATEGIES & ACTIVITIES (1)

- Arrange the room by placing loud and active centers away from quiet centers to minimize distraction so that children can participate appropriately and lengthen time engaging in an activity.
- Maintain children's interest by providing a variety of materials, props, and media that they can directly manipulate.

STRATEGIES & ACTIVITIES (2)

- Provide enough materials that children will not become frustrated when sharing.
- Read stories, role-play, and model how to help each other in learning and play situations.
- Provide support for children, as needed, to teach them how to take turns as they play games.
- Create, post, and reference illustrated rules and routines for children.
- Role-play and practice established rules and routines.
- Model and encourage courteous language when communicating with adults and peers.
- Use stories, role-play, modeling, and discussion to teach children how to accept guidance.

STRATEGIES & ACTIVITIES (3)

- Model how to approach a task or problem (*e.g., picking up toys, getting ready to go home, walking in the classroom, and asking for help*).
- Demonstrate the scientific process through

(Continued on next page, column 1)

STRATEGIES & ACTIVITIES (1)

- Arrange the room by placing loud and active centers away from quiet centers to minimize distraction so children can participate appropriately and lengthen time engaging in an activity.
- Ask children to comment positively about the work that he/she has done (*e.g., "What did you like? What did you learn?"*).
- Ask children how work is "coming along," or ask "What is your plan?"
- Make suggestions such as, "Have you tried using other materials? What might you use? Where might that work?"
- Praise children for staying on task and following through with activities.
- Maintain children's interest by providing a variety of materials, props, and media that they can directly manipulate.
- Encourage children's independence and talk about all the things they can do by themselves now.

STRATEGIES & ACTIVITIES (2)

- Design activities in which children can work with partners or small groups on cooperative projects.
- Model for children how to show respect for others through phrases such as "May I use that after you?", "May I share with you?", "I'm sorry," "Please," and "Thank you."
- Prompt children to provide appropriate comments and actions after a child shares work or items (*e.g., "What can you say about your friend's work?"*).

(Continued on next page, column 2)

APPROACHES TO LEARNING AND SCIENCE (AL&S)

3 to 5 years →

Preschool Foundational Standards

- using the skills of:
- ▶ Observing (e.g., “What is happening?”).
 - ▶ Questioning (e.g., “Why did it happen?”).
 - ▶ Classifying (e.g., matching and sorting).
 - ▶ Describing (e.g., verbalizing what they see).
 - ▶ Predicting (e.g., what they think will happen).
 - ▶ Proving (e.g., results).
- Clearly label where materials belong with pictures and words to make access easy for children.
 - Introduce children to materials, centers, and routines through discussion and classroom tours.
 - Label with illustrations the parts of the classroom (e.g., reading, art, drama, housekeeping, science).

ADDITIONAL TEACHER STRATEGIES

- Play, praise, and be affectionate with all of the children in the classroom. Be sure to notice if you are avoiding some children and work harder to develop a positive relationship with them.
- Send notes home to parents explaining what great things their child did at school.
- Provide class meeting times when young children can discuss problems and try to offer solutions.

Kindergarten Readiness Standards End of Preschool

- Arrange for cleanup buddies to help encourage completion of tasks.
- Guide children in helping to create rules that are stated positively, concise, few in number, stated with pictures and words, and displayed at the child’s eye level.
- Give plenty of time for children to practice rules and routines.
- Create, post, and reference illustrated rules and routines for children.
- Involve all children in group jobs, delegating fairly and enabling all children to be contributors to a caring, learning environment.

STRATEGIES & ACTIVITIES (3)

- Teach a variety of strategies of how to approach a task or solve a problem (e.g., making friends, joining in group play, resolving conflicts, and asking for help).
- Demonstrate the scientific process through using the skills of:
 - ▶ Observing (e.g., “What is happening?”).
 - ▶ Questioning (e.g., “Why did it happen?”).
 - ▶ Classifying (e.g., matching and sorting).
 - ▶ Describing (e.g., verbalizing what they see).
 - ▶ Predicting (e.g., what they think will happen).
 - ▶ Proving (e.g., results).
- Encourage children’s imagination and curiosity by modeling different ways to use materials, accepting different solutions to problems, and providing opportunities for children to share their thinking or ideas.
- Listen as children explain a work plan for free choice activities; encourage or help

Utah’s Core Kindergarten Standards End of Kindergarten

(Continued on next page, column 2)

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

clarify the work plan, and then check with children to see whether the plan has been accomplished.

- Clearly label where materials belong with pictures and words to make access easy for children.
- Introduce children to materials, centers, and routines through discussion and classroom tours.
- Label with illustrations the parts of the classroom (*e.g., reading, art, drama, housekeeping, science*).

ADDITIONAL TEACHER STRATEGIES

- Play, praise, and be affectionate with all of the children in the classroom. Be sure to notice if you are avoiding some children and work harder to develop a positive relationship with them.
- Send notes home to parents explaining what great things their child did at school.
- Provide class meeting times when young children can discuss problems and try to offer solutions.

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 (CONTINUED).**

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
----------------------------------	--	---

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"> 1. Use senses to explore objects and the environment. 2. Attend to colors and textures in the natural environment. 3. Show interest and curiosity in indoor and outdoor environments. 4. Ask questions for further information. 	<ol style="list-style-type: none"> 1. Actively explore/experiment with objects and the environment. 2. Show interest and curiosity in indoor and outdoor environments. 3. Ask questions for further information. 	<p>Investigate non-living things.</p> <ol style="list-style-type: none"> 1. Observe and record that big rocks break down into small rocks (<i>e.g., boulders, rocks, pebbles, sand</i>). 2. Demonstrate how water and wind move non-living things. 3. Sort, group, and classify Earth materials (<i>e.g., hard, smooth, rough, shiny, flat</i>).
<p>STRATEGIES & ACTIVITIES (1)</p> <ul style="list-style-type: none"> ■ Provide children with different types of soils, sands, rocks, and water to explore. ■ Introduce a variety of materials that children can taste and smell. 	<p>STRATEGIES & ACTIVITIES (1)</p> <ul style="list-style-type: none"> ■ Help children plant a garden; discuss the needs of plants and watch and document for the children (<i>or have children document using digital media</i>) as changes take place. ■ Explore sand and water, including the results of mixing them together. ■ Provide a variety of materials and tools that children can manipulate and experiment with (<i>e.g., rocks, magnets, weight scales, discovery boxes, and things to smell and taste</i>). 	
<p>STRATEGIES & ACTIVITIES (2)</p> <ul style="list-style-type: none"> ■ Ask children what colors they see within their environment throughout the day (<i>e.g., rainbow, prisms, sky, grass, lakes, trees, flowers</i>). ■ Describe how colors of objects may change with seasons, temperature, age, etc. (<i>e.g., spring leaves to fall leaves, bread to moldy bread</i>). ■ Investigate and discuss the different attributes of rocks, soil, dirt, sand, mud, and clay. 	<p>STRATEGIES & ACTIVITIES (2)</p> <ul style="list-style-type: none"> ■ Take children to the playground, a park, other study sites, or encourage them to look at home where they can observe a variety of earth materials. ■ Plan a trip to a Museum of Science and Natural History. ■ Provide opportunities throughout the day 	
<p>STRATEGIES & ACTIVITIES (3)</p> <ul style="list-style-type: none"> ■ Plant seeds in different types of soil and 		

(Continued on next page, column 1)

(Continued on next page, column 2)

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
----------------------------------	--	---

observe different watering schedules as plants grow.

- Provide indoor and outdoor experiences for children to explore their environment (e.g., gardens, flower beds, parks, sand and water tables, aquarium, terrarium, egg cartons, mason jars).

STRATEGIES & ACTIVITIES (4)

- Model and teach children to ask and use questions such as "I wonder if..?" "What will happen when..?"
- Preview and review children's questions about their science experiences.

for children to explore both indoors and outdoors.

- Ask children what colors they see within their environment throughout the day (e.g., rainbow, prisms, sky, grass, lakes, trees, flowers).
- Provide indoor and outdoor experiences for children to explore their environment (e.g., gardens, flower beds, parks, sand and water tables, aquarium, terrarium, egg cartons, mason jars).

STRATEGIES & ACTIVITIES (3)

- Model and teach children to use questions such as "I wonder if..?" "What will happen when..?"
- Preview and review children's questions about their science experiences.

1. Recognize the difference between day and night.

STRATEGIES & ACTIVITIES (1)

- Show pictures and discuss with children the things they do during the day and at night.
- Draw a picture of night and day—one dark and one with the sun shining.

1. Discuss the things that are done in the daytime and the things that are done at night.

- Begin to understand and use time concepts: yesterday, today, tomorrow, morning, afternoon, night.
2. Describe the changes in the physical attributes of the sky from day to night.

STRATEGIES & ACTIVITIES (1)

- Provide children with opportunities to share what they do in the day and at night (e.g., discuss, role-play, illustrate, share pictures from home or magazines).

Observe and describe the changes in day and night.

1. Compare and contrast light and dark in a day/night cycle and identify the changes as a pattern.
2. Investigate, interpret, and explain to others that the sun provides heat and light to Earth.
3. Examine what happens when you block the sun's light. Explore shadows and temperature changes.

APPROACHES TO LEARNING AND SCIENCE (AL&S)

3 to 5 years →

Preschool Foundational Standards

- Read books that explain the difference between night and day (*e.g., Good Night Gorilla, Good Night Moon, How Do Dinosaurs Say Good Night?*).
- Discuss classroom routine and children's bedtime routine.
- Use the classroom set up to simulate day and night.

Kindergarten Readiness Standards End of Preschool

- Begin to explore shadows indoors and outdoors.
- Read books that explain the difference between night and day. (*e.g., Good Night Gorilla, Good Night Moon, How Do Dinosaurs Say Good Night?, Morning, Noon and Night*).
- Create timelines of morning, afternoon, and night or yesterday, today, and tomorrow.
- Design booklets that illustrate activities that focus on morning, afternoon, and night or yesterday, today, and tomorrow.

STRATEGIES & ACTIVITIES (2)

- Ask children about how they know the difference between day and night (*e.g., it gets light or dark out, the sun comes up*).
- Point out the objects in the sky during the day and discuss objects in the sky at night. (*e.g., direct observation, photos, pictures, movies, and books*).
- Use flashlights to simulate stars in the classroom.
- Use glow-in-the-dark stars on walls or ceilings.

Utah's Core Kindergarten Standards End of Kindergarten

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
----------------------------------	--	---

1. Recognize changes in the seasons.
2. Understand hot and cold.
3. Explore rain, snow, and sun.

STRATEGIES & ACTIVITIES (1)

- Create a pictograph that describes the daily weather.
- Document seasonal changes through children's weather-appropriate dress.
- Talk about activities that occur in each season (*e.g., raking and playing in leaves, sledding*).
- Create opportunities for children to observe the changes in water from solid to liquid to gas.

1. Discuss the changes in the earth as seasons change.
2. Compare the differences in temperature as the weather changes.
3. Describe why certain clothing is appropriate to each season.

STRATEGIES & ACTIVITIES (1)

- Observe a tree and record changes to the tree during different seasons.
- Collect leaves or other vegetation in the children's environment and notice the different colors in fall and spring leaves.

- Compare changes in the weather over time.**
1. Observe and record that weather changes occur from day to day, and weather patterns occur from season to season.
 2. Communicate ways in which weather can affect individuals.
 3. Describe, predict, and discuss daily weather conditions and how predicting the weather can improve our lives.

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.

STRATEGIES & ACTIVITIES (1)

- Supply balls and blocks of different sizes and weights for children to manipulate throughout the daily routine (e.g., pushing, pulling, kicking, rolling).

STRATEGIES & ACTIVITIES (2)

- Read aloud stories such as “The Tortoise and the Hare” and have children act out the different characters.
- Ask questions about who or what was faster or slower and why.
- Talk about and explore inside and outside movements. Model and have children demonstrate where it is appropriate to walk slow and fast.

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.

STRATEGIES & ACTIVITIES (1)

- Provide blocks to make ramps, as well as pulleys, levers, and lots of wheels to explore how different things move.
- Supply balls and blocks of different sizes and weights for children to manipulate throughout the daily routine.
- Provide opportunities for children to move fast and slow inside and outside.

STRATEGIES & ACTIVITIES (2)

- Play games with children asking them to find objects that are under, over, near, behind, etc.
- Have children describe what activities are appropriate for inside and which are appropriate for outside.
- Allow children to describe how different types of movements make them feel.

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).

(Continued on next page, column 2)

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
----------------------------------	--	---

STRATEGIES & ACTIVITIES (3)

- Add items to the water table to provide opportunities to see movement using different surfaces and inclines.
- Provide different surfaces such as asphalt, cement, and grass for students to move objects over, and let them compare.
- Arrange for different degrees of inclines for children to observe objects going down or up. Have them observe how the slant makes the objects move differently.

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

STRATEGIES & ACTIVITIES (1)

- Provide collections for children to explore (*buttons, blocks, shells, magnets, magnifiers, water, and sand*) with a variety of containers throughout the daily routine for exploration. Have children discuss how these objects are alike and different. Have them compare these objects with live objects and discuss how they are alike and different.
- Provide materials that offer a variety of sensory experiences; sand, wood, water, natural and manmade materials. Have them compare these items with living 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.

STRATEGIES & ACTIVITIES (1)

- Give children opportunities to see real animals, trucks, etc., and have toy ones available in the classroom for identification and comparison (*e.g., toys, kitchen setup, stuffed animals*).
- Offer collections of materials and a variety of sensory experiences for children and work with them to compare and contrast. Let children compare these materials with living things.

STRATEGIES & ACTIVITIES (2)

- Read books about animals—discuss their care and needs. Present a toy animal and discuss the toy animal's cares and needs. Discuss why they are different.
- As children explore nonliving objects, discuss whether or not the items need care and feeding and why.

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 →

Preschool Foundational Standards

Kindergarten Readiness Standards End of Preschool

Utah's Core Kindergarten Standards End of Kindergarten

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.

1. Watch intently and say names and sounds of animals at a zoo or farm.
2. Match mother and baby animals.

STRATEGIES & ACTIVITIES (1)

- Provide books and materials for children to learn about a variety of animals (*e.g. farm, jungle, household*).
- Have children bring photos from home, books and magazines of animals in their environment. Discuss and post pictures in class at child's eye level.
- Create centers with props and other materials for children to explore different animals (*e.g. create corrals out of blocks for farm animals, dramatic play area changed into a zoo or farm, and photos from home and art media available to make a book or clay animals*).
- Sing songs and nursery rhymes identifying animal characteristics (*e.g., Old MacDonald Had a Farm and The Cow Jumped Over the Moon*).

STRATEGIES & ACTIVITIES (2)

- Use photos or pictures to make a concentration game matching mother to baby animals.

(Continued on next page, column 2)

1. Actively explore living things.
2. Ask questions for further information about living things.
3. Collect information about living things.

STRATEGIES & ACTIVITIES (1)

- Use real or pretend binoculars to observe nature and help children to discuss and describe their observations.
- Create centers with props and other materials for children to explore different animals and their habitats (*e.g. create corrals out of blocks for farm animals, dramatic play area changed into a zoo or farm, and photos from home and art media available to make a book or clay animals*).
- Take pictures and discuss animals or other living things.
- Plan field trips to observe and compare different animals in their habitats.

STRATEGIES & ACTIVITIES (2)

- Provide experiences both indoors and outside for children to observe, describe, discuss, and ask questions regarding the differences between living and nonliving things in the environment.
- Create opportunities for predicting and

(Continued on next page, column 2)

Investigate living things.

1. Construct questions, give reasons, and share finding about all living things.
2. Compare and contrast young plants and animals with their parents.
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*).

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
----------------------------------	--	---

- Read stories about mothers and baby animals (e.g., *Are You My Mother?*, *Whose Mouse Are You?*, *Is Your Mama a Llama?*).

observing an outcome (e.g., “I think the seed will turn into a plant with a flower,” “What will the caterpillar turn into?”)

- Read and discuss books about living things.

STRATEGIES & ACTIVITIES (3)

- Collect and discuss pictures, models, and books of living things (e.g., *flowers blooming*, *eggs hatching*, *seasons changing*).

- Identify objects that are a part of the living world, such as animals, insects, plants, and humans.
- Identify animals with their common living environment.

STRATEGIES & ACTIVITIES (1)

- Read books and magazines about living things.
- Use digital media to document explorations in the environment (e.g., *earthworms*, *ants*, *butterflies*, *lady bugs*, *teachers*, *classmates*).
- Sing songs and nursery rhymes identifying animals, plants, and humans.
- Create activities that help children understand their world (e.g., *have child use pictures*

- Describe the needs of plants and animals and how to keep them alive.
- Name and identify most parts of the human body.
- Actively explore and discuss major parts of plants (e.g., *roots*, *stem*, *leaf*, *flower*, *trunk*, *branches*).
- Explore the parts of different animals (e.g., *skin*, *fur*, *feathers*, *scales*; *hand*, *wing*, *flipper*, *fin*).

STRATEGIES & ACTIVITIES (1)

- Provide plants and small animals for children to take care of on a daily basis (e.g. *gerbil*, *fish*, *frogs*, *plants*).
- Have children bring pictures of their pets from home and describe their responsibilities for the pet.
- Provide opportunities for children to observe, question, and describe what keeps animals, plants, and insects alive.

Describe the parts of living things.

- Differentiate between the five senses and related body parts.
- Identify major parts of plants (e.g., *roots*, *stem*, *leaf*, *flower*, *trunk*, *branches*).
- Compare the parts of different animals (e.g., *skin*, *fur*, *feathers*, *scales*; *hand*, *wing*, *flipper*, *fin*).

APPROACHES TO LEARNING AND SCIENCE (AL&S)

3 to 5 years →

Preschool Foundational Standards

from home to make a “book about me”).

- Use different centers in class for opportunities to show different living things in their world (e.g., animals, plants, insects, other humans).

STRATEGIES & ACTIVITIES (2)

- Read books and have materials available for children to explore and learn about a variety of animals in their common living environment (e.g., fish in the water, pig on the farm, bee on the flower, bird in the sky).
- Use matching games for children to identify animals with their environment (e.g., fish in the water, bird in the sky/nest, horse in the barn/pasture).
- Observe an ant farm.

Kindergarten Readiness Standards End of Preschool

STRATEGIES & ACTIVITIES (2)

- Give children opportunities to use their bodies throughout the day, and identify what body parts are being used (e.g. in dance, music, running, jumping, obstacle courses and working in the classroom).
- Use songs, chants, and nursery rhymes to learn the names of body parts (e.g. “Head, Shoulders, Knees and Toes,” “Hokey Pokey”).
- Trace outlines of children’s bodies/hands/feet.

STRATEGIES & ACTIVITIES (3)

- Read books that describe characteristics of animals.
- Look at the characteristics of different animals by using the following skills:
 - ▶ Observing (e.g., “What do you see?”).
 - ▶ Questioning (e.g., “Why do birds have wings?”).
 - ▶ Classifying (e.g., matching and sorting).
 - ▶ Describing (e.g., verbalizing what they see).
 - ▶ Predicting (e.g., “What do you think would happen if a human had wings?”).

Utah’s Core Kindergarten Standards End of Kindergarten

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.

(Continued on next page, column 1)

1. Knows personal information.

- Knows first and last name and age.
- Knows parents' and caregivers' names.
- Knows own phone number and address.
- 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.

(Continued on next page, column 2)

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.

(Continued on next page, column 3)

SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)

3 to 5 years →

Preschool Foundational Standards

- 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.

STRATEGIES & ACTIVITIES (1)

- Sing songs to learn children’s own names and others, such as “Hand clap, hand clap, what’s your name.”
- Encourage children to begin to use “I” and “me” correctly.
- Have children draw pictures of family, friends, and familiar adults, then ask for names to label drawings.
- Use activities to encourage children to respond when their name is called and to use names of other children/adults (e.g., *Duck, Duck, Goose, Who Stole the Cookie?*).

STRATEGIES & ACTIVITIES (2)

- Use knowledge of children’s likes and dislikes to design activities.
- Encourage children’s independence and talk about all the things they can do by themselves.
- Allow children to develop awareness of their own abilities by letting children attempt activities/tasks on their own.

(Continued on next page, column 1)

Kindergarten Readiness Standards End of Preschool

- 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.

STRATEGIES & ACTIVITIES (1)

- Play games, sing songs, say nursery rhymes, etc. to encourage children to learn their own name and age.
- Encourage children to practice orally sharing personal information (e.g., “My first name is _____.” “My last name is _____.” “I’m _____ years old.” “My parents’ names are _____.” “My siblings’ names are _____.” “My teachers’ names are _____”).
- Have children draw pictures of family, friends, and familiar adults, then ask for names to label drawings.
- Ask children to bring pictures of their family and talk about each family member using the family member’s names.
- Model using names of adults in the classroom setting (e.g., *Miss Smith, Mrs. Jones, Mr. Brown*).

(Continued on next page, column 2)

Utah’s Core Kindergarten Standards End of Kindergarten

- 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

- Encourage children to use their words to seek assistance from adults when need.

STRATEGIES & ACTIVITIES (3)

- Have a set routine for each morning when children come to school.
- To reduce anxiety when parent or caregiver leaves, greet children using positive, calming techniques (*e.g., speak softly at eye level, engage children in a favorite activity, role play with puppets, use daily routine to inform children when parent/caregiver will return*).
- Give children opportunities to self-select activities individually or with others.
- Provide opportunities for children to interact in large and small groups with adults and other children.
 - Parallel play (*playing beside another child without interacting*).
 - Cooperative play (*interacting with another child during play*).
- Limit duration of circle time to attention span of children; children may listen to a story, sing songs, and discuss activity options; circle time increases according to the group's ability.

STRATEGIES & ACTIVITIES (4)

- Regularly change themes or props in dramatic play.
- Have children use creative movement to express concepts, ideas, or feelings.
- Model empathy and caring for others by explaining how other children feel and also reflect the child's feelings.

(Continued on next page, column 1)

Kindergarten Readiness Standards End of Preschool

- Acknowledge children's birthdays and discuss their age with others in the group.
- Model and have children introduce themselves to guests by using their first name and last name.
- Provide children with opportunities to call on other children by name.
- Play games, sing songs, use word play, draw pictures, etc. to encourage children to learn their own phone number and address.
- Make paper phones with numbered touch squares for children to practice their phone number.
- Provide play phones in the dramatic play area for children to practice their phone number.
- Encourage children to share their feelings about friends and family. (*Concentrate on positive feelings*).

STRATEGIES & ACTIVITIES (2)

- Ask children to explain their choices and preferences regarding materials and activities.
- Have children select a first and second choice when presented with choice of activities.
- Encourage children to accomplish as much as they can on their own, but let them know that adults and peers are there to help.
- Help children realize that asking questions helps them obtain new information and understanding.
- Read texts aloud and model questioning techniques.

(Continued on next page, column 2)

Utah's Core Kindergarten Standards End of Kindergarten

SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)

3 to 5 years →

Preschool Foundational Standards

- Encourage children to use their words to describe their feelings and others and then allow children to practice expressing themselves based on different emotions or situations.
- Organize opportunities for children to carry out assignments to build confidence in their increasing abilities (*e.g., children throw away own snack plates, take out and put away toys, complete assigned jobs*).
- Play different genres of music while children move, paint, or draw; have them share how the music made them feel.
- Provide opportunities for children to share their work throughout the day.

ADDITIONAL STRATEGIES

- Remind and praise children for using their words to meet their needs.
- Teach children strategies for calming down, such as counting to ten, walking away, or taking deep breaths.
- Play games such as Simon Says and freeze dancing to practice effortful control.
- Teach children how to ask permission and provide opportunities to practice with role plays and puppet shows.
- Tell the child a simple story about something they did that was funny or interesting; let the child tell a different story about themselves.
- Provide a variety of activities every day and allow children to make choices.
- Model positive self-evaluations throughout

Kindergarten Readiness Standards End of Preschool

STRATEGIES (3)

- Help children expand their relationships and play to include a variety of adults and children outside of the family.
- Structure the day with a variety of whole and small group, large and fine motor, and open-ended and closed-ended activities to encourage oral communication with adults and peers.
- Provide opportunities for children to carry on conversations with adults and peers about the daily routine, snacks, play, and anything children would like to discuss.
- Encourage children to identify and talk about their feelings using puppets, pictures, and role play situations.
- Read and discuss texts that deal with emotion and have children role play different situations.
- Tell a favorite nursery rhyme or story about “anger,” and talk about positive ways the characters in the story resolved their differences.
- Discuss the meaning of responsibility and model the completion of various classroom jobs/assignments (*e.g., line leader, pet feeder, attendance monitor, paper monitor*).
- Set up a pictorial jobs/assignments chart and discuss/model job completion. Children should be able to use the chart independently.

Utah’s Core Kindergarten Standards End of Kindergarten

(Continued on next page, column 1)

(Continued on next page, column 2)

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

the day (e.g., "I worked hard on that drawing").

- Draw and cut out different feeling faces, and then glue them on Popsicle sticks. Let children act out the different feelings with the puppets.
- Begin to give directions that require two or more steps (e.g., *color the project and then cut it out*).
- Provide daily shared reading time. Slowly increase the length of the stories to increase the children's attention span.
- Interact with children by getting down on the floor to play with them. Follow their lead by playing with toys they have selected and use their ideas.
- Write a letter together to parents, grandparents, a pen pal or friend. Have the child tell you what to write about themselves to include in the letter.
- Give specific encouragement (e.g., *high fives for work accomplished, kindness to others, following directions, positive attitude*). Read or tell children a favorite story such as the "Three Little Pigs or Goldilocks," and the "Three Bears." Discuss with the children how the animals felt in the story.
- Have a good time and laugh with children.

STRATEGIES (4)

- Provide a dramatic play area/center for children to use props and costumes to assume different roles (e.g., *policeman, mailman, doctor, nurse, fireman, teacher, mother, father, baby*).
- Encourage children to accept different roles such as being "it" in tag games, dealing cards in card games, or different community jobs.
- Introduce a new feeling each day using pictures, gestures, and words. Encourage children to use a variety of words to describe their feelings.
- Explore dance and movement with the children while listening to a wide variety of music, including music from the cultural makeup of the group.
- Use visual arts, drama, and play to help children express their feelings.
- Guide children through "What would you do?" questions based on everyday situations, texts, songs, and poems.
- Encourage children to tell others how they feel when they are faced with a conflict, or experience success, sadness, or fear.
- Reserve part of the day for children to share their work.
- Display the children's self-selected work.
- Communicate recognition of children's efforts and tenacity to keep trying.

ADDITIONAL STRATEGIES

- Acknowledge children positively when they complete a task independently.

(Continued on next page, column 2)

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

- Encourage children to acknowledge other children's accomplishments in a positive manner.
- Teach children to recognize the physiological sensations of being angry or upset (*e.g., face gets hot, stomach in knots, forms fists*) and then strategies to calm them down.
- Tell a favorite nursery rhyme or story. Talk about what is make-believe and what is real.
- Provide opportunities for children to be creative. Empty containers glue, newspapers, rubber bands, and magazines can be used for making new inventions.
- Remember to acknowledge every child daily for new skills learned (*e.g., independence, creativity, expressing emotions, sharing toys*).
- Set up clear routines during the day, and let children know what will happen next.

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.

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

2. Participates in cooperative play.

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

3. Employs positive social behaviors with peers and adults.

- a. 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.
- b. Forms positive relationships with adults.
- c. Develops friendships with peers.

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

- a. Begins to follow simple rules, routines, and directions.
- b. Understands and accepts limitations (*e.g., being told "no"*).
- c. Seeks ways to find comfort in new

(Continued on next page, column 1)

1. Develops skills to interact cooperatively with others.

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

2. Participates in cooperative play.

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

3. Employs positive social behaviors with peers and adults.

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

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

- a. Follows established rules, routines and directions independently.
- b. Uses ordinal terms to describe sequence of daily routine/schedule (*e.g., first, second, next, last*).

(Continued on next page, column 2)

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

- a. Explain why families and classrooms have rules (*e.g., examples of rules and consequences*).
- b. Demonstrate positive relationships through play and friendship.
- c. Identify examples of individual honesty and responsibility.
- d. 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*).
- e. Demonstrate respect for others, leaders and the environment.

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

- a. Recite name, address, and telephone number.
- b. Follow safety procedures for school emergencies (*e.g., fire drill, earthquake, intruder*).
- c. Recognize and explain common traffic symbols.
- d. Identify school personnel whom students can go to for help or safety.
- e. Identify and articulate the purpose

(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.**

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.

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.

(Continued on next page, column 1)

- 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.

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

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

(Continued on next page, column 2)

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.

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*).

(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

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

STRATEGIES & ACTIVITIES (1)

- Design learning experiences that are engaging, relevant, and within children's ability.
- Provide positive acknowledgement when children interact with pro-social behavior (*age appropriate behavior skills*).
- Provide immediate positive encouragement when children make attempts to participate in discussions either verbally or nonverbally.
- Develop games for children where there is not a "winner or a loser."
- Play games such as board games (*Candyland*), musical chairs, and ball games that require children to take turns.
- Use outside equipment to allow children to take turns.

STRATEGIES & ACTIVITIES (2)

- Develop and post classroom rules and schedules to help children feel confident and foster independence.
- Play games such as "The Farmer in the Dell," where children systematically join.
- Teach children how to join others in play.

(Continued on next page, column 1)

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).

STRATEGIES & ACTIVITIES (1)

- Design learning experiences that are engaging, relevant, and within children's ability.
- Talk about being a "team" in the classroom and at home, discuss ways that classmates can help the "team."
- Ensure that children feel their participation in discussions and responses are valued, and feel safe offering those responses without fear of rejection, correction, or ridicule.
- Be aware of children who are not participating and find ways to include them in discussions, the participation may be physical, such as pointing to something or moving something instead of an oral comment.
- Create a method for keeping track of who has participated (e.g., *names on Popsicle sticks pulled out of a can*).
- Give children opportunities to work in small, independent groups with understood rules, where they are able to practice social skills along with the task at hand.

STRATEGIES & ACTIVITIES (2)

- Allow children to modify rules or make up their own games to play.

(Continued on next page, column 2)

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

10. Identify geographic terms that describe their surroundings.

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

11. Describe the purpose of a map or globe.

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

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

STRATEGIES & ACTIVITIES (3)

- Smile, nod, wave, and use culturally appropriate eye contact to communicate and play with children.
- Interact positively with children on a 1:1 basis.
- Design centers for different numbers of children, including large and small groups.
- Read and discuss texts that encourage friendships with peers (e.g., *"I Can Share"* by Karen Katz, *"Hands are Not for Hitting,"* *Martine Agassi*, *"Owen and Mzee: The Language of Friendship"* by P. Kahumbu, *"The Rainbow Fish."*)
- Provide positive acknowledgement when children interact with pro-social behavior (*age appropriate behavior skills*).

STRATEGIES & ACTIVITIES (4)

- Incorporate rules into daily routines (e.g., *"we line up without touching each other; clean up your own space, use your inside voice"*).
- Establish and post a simple picture schedule at children's eye level with large pictures and one- or two-word descriptions (e.g., *"opening," "choice time"*) indicating the sequence of events for the day.
- Set clear, modeled, and consistent behavioral expectations.
- Use consistent cues for children to transition easily (e.g., *children start to clean up when the adult starts to sing the cleanup song*).
- Discuss with children how to understand and accept limitations (e.g., *"Do we have to go*

- Suggest to children, *"Hey, let's ask _____ if he'd like to join us."*

STRATEGIES & ACTIVITIES (3)

- Role play phrases that can be used to demonstrate interest in others (e.g., *"That is really cool!"*, *"Are you okay?"*).
- Allow children to choose where to work and play.
- Make eye contact on children's eye level so that they do not have to look up during a conversation.

STRATEGIES & ACTIVITIES (4)

- Collaborate with children in establishing developmentally appropriate rules.
- Review the daily schedule at the beginning of the day so that children can anticipate events.
- Remind children of expected behavior before moving from one area or activity to another such as whispering in the library area.
- Make requests respectfully, using *"Please"* and *"Thank you."*

STRATEGIES & ACTIVITIES (5)

- Use literature as a tool for identifying and discussing a wide variety of emotions.
- Take photographs of children as they portray different feelings, each photograph is labeled and used as a discussion starter (*"Suzie looks _____ . "Why do you think she feels this way?"*).

SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)

3 to 5 years →

Preschool Foundational Standards

- in now?" or "May I have a snack?")
- Teach children strategies for calming down, such as counting to ten, walking away, or taking deep breaths.

STRATEGIES & ACTIVITIES (5)

- Identify and discuss emotions and feelings as they are expressed by the children in daily situations.
- Demonstrate, discuss, and acknowledge acts of empathy, sympathy, compassion, kindness, and caring for others.
- Guide children, offering words for them to comfort others when they are unable to express themselves.

STRATEGIES & ACTIVITIES (6)

- Have several children express their feelings about a common theme such as their favorite pet or food, and have them share why they like it, point out that they enjoy different things.
- Model and guide children in responding to other children's feelings and emotions with pro-social behavior (e.g., *empathy for a hurt/sad child, acknowledge others' successes, overall concern for others*).
- Give children opportunities to use music, poetry, chants, stories, dramatic play, and puppets to label needs, wants, feelings, and emotions.
- Read, tell, and discuss stories that show helping, sharing, and cooperating in a group.
- Use puppets to demonstrate problem solving techniques.

(Continued on next page, column 1)

Kindergarten Readiness Standards End of Preschool

- Model and verbalize empathetic thoughts and actions.
- Validate children's feelings, but not necessarily their behavior.

STRATEGIES & ACTIVITIES (6)

- Provide opportunities for children to practice interpreting expressions and gestures during story time, music, art appreciation, and role play.
- Coach children in understanding the verbal and physical cues of others.
- Have children practice expressing their feelings as part of conflict resolution. They practice posture, tone, eye contact, and "I messages."
- Guide children, if necessary, when asserting rights in real situations.
- Assess situations and ask appropriate questions when asked for help (e.g., "What happened? Is there a rule about this? Did you tell him how you felt? What is your idea for a solution?")
- Instruct children on appropriate ways to ask for help if they get lost or need help on a field trip.

STRATEGIES & ACTIVITIES (7)

- Model appropriate dialogue when asking permission.
- Balance the use of materials between open experimentation and structured use, understand that if the use of materials is too restrictive and involved, children may stop using them.

(Continued on next page, column 2)

Utah's Core Kindergarten Standards End of Kindergarten

SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)

3 to 5 years →

Preschool Foundational Standards

- Help children take steps to comfort other children (e.g., “Let’s see what we can do to help him. What do you think he needs right now?”)
- Model appropriate ways to ask for help.
- Role play problem solving situations to help children resolve conflicts with others. Talk with the child about what happened, feelings, and how best to work out problems when they come up.

STRATEGIES & ACTIVITIES (7)

- Model and teach appropriate dialogue when interacting with adults or peers (e.g., “Please,” “I’m sorry,” “Thank you”).
- Create teaching opportunities from daily events to teach sharing and taking turns.
- Model and reinforce sharing and use of materials with others.
- Teach children that all people are unique, important, and have needs, wants, and desires.

STRATEGIES & ACTIVITIES (8–9)

- Stay nearby when children play with friends to provide reassurance and support.
- With stuffed animals or dolls, create conflict situations and resolve the situations.
- Many children this age have imaginary friends. Let children talk and play with these pretend playmates.

STRATEGIES & ACTIVITIES (10–11)

- Take children to the store, a restaurant, or the library. Explore lots of new places. Talk

Kindergarten Readiness Standards End of Preschool

STRATEGIES & ACTIVITIES (8–9)

- Using stuffed animals or play figures, create a party or group playtime. Let the children pretend to be different people and talk about how they might feel and act.
- Develop a conflict or argument with stuffed animals or puppets. Talk first about how the different animals are feeling. Discuss with children how to resolve the conflict.

STRATEGIES & ACTIVITIES (10–11)

- Take children to the store, a restaurant, or the library. Explore lots of new places. Talk with children about similarities and differences of people.

ADDITIONAL STRATEGIES

- Play games like friendship bingo to help children learn each other’s names.
- Role play how and when to give apologies.
- Children are learning more about rules, but will still need reminders. Talk about family and class rules. Keep rules short and simple, and be consistent.
- Encourage activities that involve sharing, such as blocks, crayons, playdough, acting out stories. Give children lots of time to play with other children.
- Take children to the library for story hour. They can learn about sitting in a group and listening to stories.

Utah’s Core Kindergarten Standards End of Kindergarten

(Continued on next page, column 1)

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

with children about similarities and differences of people.

ADDITIONAL STRATEGIES

- Get down on the floor and play with the children, try to follow the child's lead by playing with toys they select and letting them suggest play ideas; smile, hug, and praise them for playing nicely.
- Praise empathetic behavior, tell children how much better they make you feel.
- Plan "buddy activities" where they do art work, play, and eat in pairs.
- Model cooperative play.
- Have "social toys" available (e.g., teeter-totter, balls, puppets, etc.).
- Encourage children to identify and label their emotions and those of other children and adults.
- Play games that involve following simple directions (e.g., *Mother, May I*; *Red Light, Green Light*).
- Play games with children that involve taking turns (e.g., *Follow the Leader*, *Hopscotch*).

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

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.

- Know several simple songs.
- Experiment with musical instruments.
- Show awareness and appreciation of different kinds of music.

2. Use their body to move to music and express themselves.

- Bounce in rhythm with music.
- Move body to express feelings and ideas.
- Demonstrate large motor balance, stability, and control.
- Move body, arms and legs with coordination.

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

- Show interest in a variety of art materials.
- Begin to recognize colors (*e.g., red, orange, yellow, green, blue, purple, black, white, brown*).
- Explore various materials, tools, and processes to create works of art.

(Continued on next page, column 1)

1. Use voice and instruments to create sound.

- Participate in music activities such as listening, singing, or performing.
- Show increasing awareness of various components of music in terms of dynamics (*loud/soft*), pitch (*high/low*), and duration (*long/short, fast/slow*).
- Explain what is felt and heard through various musical tempos and styles.
- Express thoughts, feelings, and energy through music.

2. Use their body to move to music and express themselves.

- Move to different patterns of beat and rhythm in music.
- Use creative movement to demonstrate feelings, ideas, and concepts.

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

- Use a variety of materials and techniques to make art creations.
- Recognize and name colors (*e.g., red,*

(Continued on next page, column 2)

1. Use voice and instruments to create sound.

- Identify and express ideas, information, and feelings through the creation of music.
- 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*).
- Develop competency in beat accuracy and respond to an understanding of beat as a life force through moving, singing, chanting, or playing instruments.
- Express emotions by selecting and playing a variety of simple rhythm instruments.
- Create, memorize and perform simple rhythm patterns.
- Perform songs accompanied by body percussion or classroom instruments.
- Listen to and engage in a wide variety of music.

(Continued on next page, column 3)

CREATIVE ARTS (CA)

3 to 5 years →

Preschool Foundational Standards

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.

STRATEGIES & ACTIVITIES (1)

- Listen to a variety of music throughout the day and talk about how different music makes the children feel.
- Teach and sing simple songs and nursery rhymes.
- Provide a variety of toys and materials to encourage children to create their own music (e.g., rhythm instruments, string wrapped around cardboard, recorders).

STRATEGIES & ACTIVITIES (2)

- Allow children time to dance and move their bodies to different styles of music.
- Select varied music to cue children to dance showing the emotions of happiness, sadness, fright, love, etc.
- Have children use creative movement to express concepts, ideas, or feelings.
- Provide outdoor activities (e.g., riding tri-cycles, using playground equipment, playing on grass and hills).
- Set up simple obstacle courses.

(Continued on next page, column 1)

Kindergarten Readiness Standards End of Preschool

orange, yellow, green, blue, purple, black, white, brown).

- c. Create works that reflect experiences or objects.
- d. Use basic art tools (e.g., glue, clay, markers, scissors, paintbrushes, and crayons).
- e. Compare textures (rough/smooth).
- f. Talk to others about his/her art.

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.

STRATEGIES & ACTIVITIES (1)

- Listen, teach, sing, and use musical instruments to perform songs and nursery rhymes.
- Listen to a variety of music throughout the day, discuss the differences between style, tempo, volume, etc.
- Ask children to express what they feel and hear in various musical tempos and styles.
- Provide children opportunities to express thoughts, feelings, and energy through music.

(Continued on next page, column 2)

Utah's Core Kindergarten Standards End of Kindergarten

- 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.
- 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.

(Continued on next page, column 3)

CREATIVE ARTS (CA)

3 to 5 years

Preschool Foundational Standards

- Provide a safe environment that encourages movement, balance, and climbing.
- Provide ample time and space for vigorous indoor and outdoor play.

STRATEGIES & ACTIVITIES (3)

- Provide children with a variety of art materials (e.g., paint, glue, crayons).
- Begin to recognize colors (e.g., red, orange, yellow, green, blue, purple, black, white, brown).
- Provide different materials and teach different techniques to make art creations.
- Model and provide opportunities for children to participate in fine arts (painting, modeling/molding, collage) activities on a regular basis.

STRATEGIES & ACTIVITIES (4)

- Model and provide opportunities for children to use dialogue, actions, props, and objects to tell a story or express thoughts and feelings about one's self or a character.
- Regularly change themes or props in dramatic play.
- Listen to stories, act the parts and retell the story in words and actions.
- Provide costumes, props, and real life objects to imitate real life roles.
- Invite community helpers to visit the classroom and talk about their occupation.

Kindergarten Readiness Standards End of Preschool

STRATEGIES & ACTIVITIES (2)

- Combine music and movement to develop sense of beat and rhythm.
- Have children use creative movement to express concepts, ideas, or feelings enhanced with varied musical selections.

STRATEGIES & ACTIVITIES (3)

- Provide a variety of materials and techniques to make art creations (i.e., drawing and painting tools, 3D objects such as marshmallows, macaroni, yarn).
- Recognize and name colors (e.g., red, orange, yellow, green, blue, purple, black, white, brown).
- Have children create artistic works that reflect their thoughts, feelings, experiences, or knowledge.
- Engage in simple art activities using colors, glue, clay, markers, paint/brushes, crayons, and scissors, creating original art.
- Use a variety of art materials for children to create varied textures.
- Have children explain their works of art to peers and teachers.

STRATEGIES & ACTIVITIES (4)

- Allow children opportunities to use creativity and imagination to manipulate materials and assume roles in dramatic play situations.
- Encourage children to choose from a large variety of props/objects that will best help them retell a story.

Utah's Core Kindergarten Standards End of Kindergarten

- 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.

(Continued on next page, column 2)

CREATIVE ARTS (CA)

3 to 5 years

Preschool Foundational Standards

Kindergarten Readiness Standards
End of Preschool

Utah's Core Kindergarten Standards
End of Kindergarten

- Allow the children to create their own dialogue and actions to retell familiar stories.
- Teach children that there are many different ways to tell a story through drama. Model and teach children to respect the artistic decisions of others.

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

(Continued on next page, column 1)

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*).

(Continued on next page, column 2)

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

- 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*).

STRATEGIES & ACTIVITIES (1)

- Include whole-hand and finger activities such as finger painting, playing with play dough, and finger plays.
- Encourage children to use dramatic play clothing and props.
- Encourage children to draw pictures on the sidewalk or driveway with colored outdoor chalk.
- Take a colorful page from a magazine, tear it into two or three pieces, and encourage children to put the pieces back together.

Kindergarten Readiness Standards End of Preschool

- 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*).

STRATEGIES & ACTIVITIES (1)

- Equip a math center with pegboards, geoboards, and lacing cards.
- Furnish writing instruments such as crayons, markers, and pencils in a variety of sizes and thicknesses.
- Provide a small pitcher for children to use for pouring.
- Provide children with opportunities to easel paint.
- Use wet or dry mediums to practice emergent writing strokes (e.g., *paint, shaving cream, hair gel, sand*).
- Make paper chains or string beads.

Utah's Core Kindergarten Standards End of Kindergarten

(Continued on next page, column 1)

(Continued on next page, column 2)

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

STRATEGIES & ACTIVITIES (2)

- Place footprints on stairs to assist in walking up or down stairs using alternating feet.
- Provide medium-sized inflatable beach balls to play catching and throwing games.
- Play a "mirror game" where the leader slowly moves one body part at a time and others mirror movement.
- Incorporate movement games into outdoor time (e.g., *Red Light, Green Light; Ring Around the Rosies; Follow the Leader; and Freeze Tag*) where children run and stop or change direction while in motion.
- Have children freeze in different positions and then melt (e.g., *like a bear, like a tower, like a bridge*).
- Pretend to be animals or objects. Demonstrate movements (e.g., *jumping like a kangaroo, galloping like a horse, hopping like a bunny, flying like an airplane, driving like a car*).
- Model how to march and have children make a parade.
- Create and model usage of an obstacle course, (e.g., *climb over the cooler, jump around the blanket, hop through the grass, walk backward, or slide down a slide*). Let the children take turns leading through the obstacle course.
- Play catch with children. Use a large soft ball. Start by tossing the ball to children from a close distance, then move back so that they are practicing catching from five or six feet away.

STRATEGIES & ACTIVITIES (2)

- Design relay races where children run forward on a line to complete an action such as touch a wall or pick up an object.
- Warm up muscles by stretching, bending, and twisting the body.
- Have children use targets on the ground (*drawn circles*) for target practice. Children drop a ball on the target, catch the ball, and then move on to another target.
- Play games where children explore movements, (e.g., *run and stop, step sideways, hop*).
- Turn on the music and allow children to dance with scarves or dish towels. Try different kinds of music. Encourage children to listen and move to the rhythm.
- Cut pictures of animals out of a magazine. Turn them face down, and take turns choosing an animal with the children. Children must act out the animal they drew, and other children have to guess what they are.

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.

- Participates in personal hygiene and care.

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

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

3. Practices safety procedures.

- Begins to learn outdoor and indoor safety rules.

STRATEGIES & ACTIVITIES (1)

- Help children develop the ability to use the toilet independently.
- Teach proper hand washing techniques and request that children wash their hands after toileting and before meals.
- Place tissues and garbage cans in several locations within the room.
- Encourage children to take care of their learning environment.
- Demonstrate techniques for putting on outerwear (e.g., laying outerwear on the floor, placing arms in sleeves, and flipping it over head).

1. Shows independence in personal care.

- Develops independence in personal hygiene and care.

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

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

3. Practices safety procedures.

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

STRATEGIES & ACTIVITIES (1)

- Show children how to remove outerwear as they return from outdoor play.
- Provide an instructional hand-washing chart for children to follow.
- Set up a signal for cleanup (e.g., sing a song, ring a bell, chant).

STRATEGIES & ACTIVITIES (2)

- Limit screen time (such as television and computer time) to encourage physical activity.

1. Shows independence in personal care.

- 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.

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

3. Practices safety procedures.

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

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

STRATEGIES & ACTIVITIES (2)

- Model movements to demonstrate physical awareness in space. (e.g., hopping, jumping).
- Participate in games with children.
- Partner children for movement activities.
- Limit screen time (such as television and computer time) to encourage physical activity.
- Use different tempo music and props to encourage movement to display feelings.
- Provide water, whole grains, low fat milk, fresh fruits and vegetables daily so that children learn to enjoy and incorporate them into their food choices (more than just "provide healthy meals and snacks").
- Limit the amount of high sugar and high fat foods and beverages and encourage children to try a variety of foods.

STRATEGIES & ACTIVITIES (3)

- Model walking inside the building, regardless of time constraints.
- Enforce and model emergency drill procedures and have children practice during regularly scheduled as well as unscheduled times.
- Provide regularly scheduled and supervised outdoor play, serving as a motivator and facilitator of organized activities and child-directed activities.
- Encourage children to help be responsible for a safe environment by helping to do a daily indoor and outdoor safety check.
- Play "Follow the Leader" while walking

(Continued on next page, column 1)

- Provide outside time daily.
- Design outdoor play centers.
- Provide equipment for children to use independently.
- Provide instruction for usage of equipment and materials, (e.g., scarves, hopper stompers, hippity-hops, parachutes, wheel toys).
- Provide water, whole grains, low fat milk, fresh fruits and fresh vegetables daily so that children learn to enjoy and incorporate them into their food choices.
- Limit the amount of high sugar and high fat foods and beverages and encourage children to try a variety of foods.
- Design lessons that teach about the qualities of healthy foods.
- Include healthy snacks from the cultures represented in the group.

STRATEGIES & ACTIVITIES (3)

- Teach and enforce rules for outdoor equipment.
- Enforce and model emergency drill procedures and have children practice during regularly scheduled as well as unscheduled times.
- Encourage children to help be responsible for a safe environment by helping do a daily indoor and outdoor safety check.
- Acknowledge children for following directions.
- Teach children the safety rules, "We keep our friends, ourselves, and our things safe," then point out the times they are keeping things safe.

(Continued on next page, column 2)

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

- through the building.
- Explain why walking indoors is important.
- Take pictures of children following the rules and place them around the room, let children decorate "rules posters" or make "rules books", give children time to talk about home rules and come to class with a list of their home rules.
- Talk with children about possible dangers in the home, such as electrical outlets, sharp objects, and stovetops. Talk about outdoor dangers as well, such as crossing the street or talking to strangers.
- Talk with children about possible dangers in the home, such as electrical outlets, sharp objects, and stovetops. Talk about outdoor dangers such as crossing the street or talking to strangers.

References

GENERAL FOR ALL SECTIONS:

- ▶ Council of Chief State School Officers (CC-SSO). (2010). *Common core state standards*. Retrieved from <http://www.corestandards.org/>.
- ▶ National Association for the Education of Young Children. (2009). Position statement: *Developmentally appropriate practice in early childhood program servicing children from birth through age 8*. Washington, DC.
- ▶ Utah Department of Workforce Services. (2010). *Utah's early learning guidelines: Birth to age three*. Salt Lake City, UT: Utah State Printing.
- ▶ Utah State Office of Education. (2010). *Pre-kindergarten guidelines*. Salt Lake City, UT: Utah State Printing.
- ▶ Utah State University. (2007). *Utah early learning standards*. Salt Lake City, UT: Utah State Printing.
- ▶ U.S. Department of Health and Human Services. (2010). *The Head Start child development and early learning framework*. Arlington, VA: Head Start Resource Center.

READING EDUCATION:

- ▶ Bennett-Armistead, V.S., N.K. Duke, & A.M. Moses. (2005). *Literacy and the youngest learner: Best practices for educators of children from birth to 5*. New York: Scholastic.
- ▶ Bruner, J.S. (1983). *Child's talk: Learning to use language*. New York: Norton.
- ▶ Dooley, C.M. (2010). Young children's approaches to books: The emergence of comprehension. *Reading Teacher*, 64 (2) pp. 120–130.
- ▶ Renck, J.M. (2000). *Early childhood language arts: Meeting diverse literacy needs through collaboration with families and professionals, 2nd ed.* Needham Heights: MA: Allyn and Bacon.
- ▶ Roskos, K.A., J.F. Christie, & D.J. Richgels. (2003). The essentials of early literacy instruction. *Young Children*, 58 (2) pp. 52–60.
- ▶ Saracho, O.N., Spodek, B. (2010). Parents and children engaging in storybook reading. *Early child development and care*, 180 (10) pp. 1379–1389.
- ▶ Snow, C.E., M.S. Burns, & P. Griffin. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academies Press.
- ▶ Stevens, R.J., Van Meter, P., Warcholak, N.D. (2010). The effects of explicitly teaching story structure to primary grade children. *Journal of Literacy Research*, 42 (2) pp. 159–198.

MATHEMATICS EDUCATION:

- ▶ Clements, D.H. (2004). Major themes and recommendations. In *Engaging young children in mathematics: Standards for early childhood mathematics education*, eds. D.H. Clements, J. Sarama, & A.M. DiBiase, pp. 7–72. Mahwah, NJ: Lawrence Erlbaum.
- ▶ Ginsburg, H.P. and Golbeck, S.L. (2004). Thoughts on the future of research on mathematics and science learning and education. *Early Childhood Research Quarterly*, 19 (1) pp. 190–200.
- ▶ Ginsburg, H.P., J.S. Lee, & J.S. Boyd. (2008). Mathematics education for young children: What it is and how to promote it. *Social Policy Report* 22 (1) pp. 3–11, 14–22.
- ▶ Seo, K.H., & H.P. Ginsburg. (2004). What is developmentally appropriate in early childhood mathematics education? Lessons from new research. In *Engaging young children in mathematics: Standards for early childhood mathematics education*, eds. D.H. Clements, J. Sarama, & A.M. DiBiase, pp. 91–104. Hillsdale, NJ: Lawrence Erlbaum.
- ▶ Sophian, C. (2004). Mathematics for the future: developing a Head Start curriculum to support mathematics learning. *Early Childhood Research Quarterly*, 19 (1) pp. 59–81.
- ▶ Starkey, P. (2004). *Fostering preschool children's mathematical knowledge: Finding from the Berkeley Math Readiness Project*. Berkley: CA.
- ▶ Starkey, P. (2004). Enhancing young children's mathematical knowledge through a pre-kindergarten mathematics intervention. *Early Childhood Research Quarterly*, 19 (1) pp. 99–120.

SCIENCE EDUCATION:

- ▶ Crawford, E.O., Heaton, E.T, Heslop, K. (2009). Science learning at home: involving families. *Young Children*, 64 (6) pp. 39–41.
- ▶ Gelman, R. and Brenneman, K. (2004). Science learning pathways for young children. *Early Childhood Research Quarterly*, 19 (1) pp. 150–158.
- ▶ Ginsburg, H.P. and Golbeck, S.L. (2004). Thoughts on the future of research on mathematics and science learning and education. *Early Childhood Research Quarterly*, 19 (1) pp. 190–200.
- ▶ Worth, K., & S. Grollman. (2003). *Worms, shadows and whirlpools: Science in the early childhood classroom*. Portsmouth, NH: Heinemann.

SOCIAL EMOTIONAL DEVELOPMENT

- ▶ Linares, L.O., N. Rosbruch, M.B. Stern, M.E. Edwards, G. Walker, H.B. Abikoff, & J.M.J Alvir. (2005). Developing cognitive-social-emotional competencies to enhance academic learning. *Psychology in the Schools*, 42 (4) pp. 405–17.
- ▶ Raver, C.C., P.W. Garner, & R. Smith-Donald. (2007). The roles of emotion regulation and emotion knowledge for children’s academic readiness: Are the links causal? In *School readiness and the transition to kindergarten in the era of accountability*, eds. R.C. Pianta, M.J. Cox, & K.L. Snow, pp. 121–48. Baltimore: Paul H. Brookes.
- ▶ Rhoades, B.L., Warren, Heather K., Domitrovich, Celene E., Greenber, M.T. (2011). Examining the link between preschool social-emotional competence and first grade academic achievement: the role of attention skills. *Early Childhood Research Quarterly*, 26 (2) pp. 182–191.
- ▶ Spritz, B. L., Sandberg, E., Maher, E., Zajdel, Ruth. (2010). Models of emotional skills and social competence in the head start classroom. *Early Education and Development*, 21 (4) pp. 495–516.



A special thanks to

Emily Iizuka
Copy Editor

Lee Gray
Design and layout

Marianne McEwan
Managing Editor



250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Martell Menlove, Ph.D.
State Superintendent of Public Instruction

www.schools.utah.gov