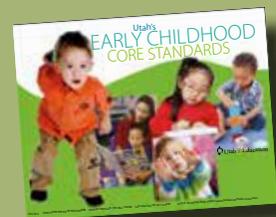


Utah's School Readiness Standards Age Three to Five



Early Childhood Core Standards

Companion document to the
Utah State Office of Education
Early Childhood Core Standards



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Introduction

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

Purpose

The purpose of the Utah Early Childhood Core Standards is to help parents, family members, child care providers, teachers and other adults in the child's life make informed decisions regarding curriculum in order to prepare children for kindergarten. The research-based standards include 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 successful implementation of these standards will improve kindergarten transition, increase readiness and reduce achievement gaps. The standards are not meant 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 or her potential. Instructional adaptations may be needed to meet children's individual needs.

Guiding Principles

1. The standards acknowledge parents as first teachers: children's first and most influential teachers are their parents and 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 effect the best possible learning outcomes. Meaningful family-school partnerships focus on:
 - Increasing regular two-way communication between parents and their child's teacher or child care provider that is meaningful and ongoing.
 - Welcoming and preparing family members to be involved in fun learning activities.
 - 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.)



This publication
**will help families, child
care providers, people
in the community and
policymakers support
the best learning and
development for young
children.**

2. The standards acknowledge developmentally appropriate practices, informed by what we know from theory and literature about how children develop and learn.
 - All the domains of development and learning — physical, social, 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 others.
 - Many aspects of children’s learning and development follow well-documented sequences, with later abilities, skills and knowledge building on those already acquired.
 - 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.
 - Development and learning result from an interaction of biological maturation and experience.
 - Early experiences have profound effects on a child’s development and learning, and optimal periods exist for certain types of development and learning to occur.
 - Development proceeds toward greater complexity, self-regulation and symbolic or representational capacities.
 - Children develop best when they have secure, consistent relationships with responsive adults and opportunities for positive relationships with peers.
 - Development and learning occur in and are influenced by multiple social and cultural contexts.
 - 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.
 - Play is an important vehicle for developing self-regulation as well as for promoting language, cognition and social competence.
 - Development and learning advance when children are challenged to achieve at a level just beyond their current mastery and when they have many opportunities to practice newly acquired skills.
 - 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.

Outcomes

Beginning in the preschool years, 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 personal values, talents and skills.
 - Express self in positive ways.
 - Demonstrate behavior appropriate to the situation.
 - Express feelings appropriately.
 - Meet and respect the needs of self and others.
4. Develop physical skills and personal hygiene.
 - Learn the 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 an expressive and a 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.



Standards

The *Early Childhood Core Standards* are divided into six learning areas that reflect the full range of child development. These learning areas are English Language Arts, Mathematics, Approaches to Learning and Science, Social/Emotional and Social Studies, Creative Arts, and Physical/Health and Safety. Each learning area is related to and influences the others. The domains are further divided into components that discuss important areas of child development within each learning area. The guidelines include standards, examples and suggested strategies that parents and family members can use to better understand and support their children's development during these early, formative years. Each of the indicators is divided into three broad age groups:

Preschool Foundation Standards children between the ages of 3 and 4



Kindergarten Readiness Standards children finishing preschool and getting ready to enter kindergarten



Core Kindergarten Standards children in or entering kindergarten



Overview and Definitions

Term and definition	Example as used in booklet		
<p>A LEARNING AREA is a major area of development.</p>	Learning Area I: English Language Arts		
<p>A COMPONENT is a category within each learning area.</p>	COMPONENT A: Literature		
<p>A STANDARD defines the expectation for specific, observable outcomes for the child.</p>	STANDARD: I. Recalling details in a text		
<p>Standards are divided by age. Preschool standards are for children ages 3–4. Pre-Kindergarten standards are for children who are finishing preschool and are getting ready to enter Kindergarten. Kindergarten standards are for children ages 5–6 who are ending their kindergarten year.</p>	<p style="text-align: center;">Preschool Foundation Standards</p> <p>With prompting and support, state some details of a text.</p> 	<p style="text-align: center;">Kindergarten Readiness Standards</p> <p>With prompting and support, ask and answer questions about details in a text.</p> 	<p style="text-align: center;">Core Kindergarten Standards</p> <p>With prompting and support, ask and answer questions about key details in a text.</p> 
<p>STRATEGIES are ideas for activities that caregivers* can use to facilitate the standards.</p> <p><i>* Caregivers refer to parents, family members, child care providers, teachers and other adults in the child's life.</i></p>	<p style="text-align: center;">Preschool Foundation Skills</p> <p>Ask simple, open-ended questions about details of text</p> <p>Engage children in conversations about the text</p> <p>Encourage interaction by asking questions during read-alouds, presentations, instruction, class dialogue, and show and tell.</p>	<p style="text-align: center;">Kindergarten Readiness Standards</p> <p>Pause during reading text to point out details and ask questions</p> <p>Pause during reading and invite children to point out details and ask questions</p> <p>Allow think time (three or more seconds) between asking a question and accepting responses</p> <p>Encourage children to think of questions to ask at the conclusion</p>	<p style="text-align: center;">Core Kindergarten Standards</p> <p><i>Kindergarten standards are given for children who have mastered preschool skills and need additional challenges.</i></p> <p><i>For strategies, follow the information listed in the standard.</i></p> 



While we try **to teach our children all about life**
Our children teach us what life is all about.

—Angela Schwindt



LEARNING AREA I

English Language Arts

Components

- A. Literature
- B. Information Text
- C. Foundational Reading
- D. Writing
- E. Speaking and Listening
- F. Language

Component A: Literature

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.

Standards

1. Recalling details in a text
2. Understanding central ideas or themes in a text
3. Identifying characters, settings and events
4. Increasing vocabulary development through text
5. Recognizing different types of text
6. Recognizing components of text
7. Identifying the role of illustrations in a text
8. Identifying a character's role in a text
9. Engaging in shared reading experiences



LEARNING AREA I: English Language Arts

COMPONENT A: Literature

STANDARDS: 1. Recalling details in a text
2. Understanding central ideas or themes in a text
3. Identifying characters, settings and events

WHAT

Standards: Expectations for Learning



Preschool Foundation Standards

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

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

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



Kindergarten Readiness Standards

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

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

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



Core Kindergarten Standards

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

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

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



HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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.



Kindergarten Readiness Standards

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.

Provide 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.

Provide conveniently located books and props so that children are able to retell a story independently.

Provide 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.

Provide opportunities for retelling stories.

Provide conveniently located books and props so that children are able to retell a story independently.

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.

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.

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 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*).

Additional strategies can be found at www.schools.utah.gov



LEARNING AREA I: English Language Arts

COMPONENT A: Literature

STANDARDS: 4. Increasing vocabulary through text
5. Recognizing different types of text
6. Recognizing components of text

WHAT

Standards: Expectations for Learning



Preschool Foundation Standards

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



Kindergarten Readiness Standards

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



Core Kindergarten Standards

Ask and answer questions about unknown words in a text.

4
5
6
With prompting and support, recognize common types of texts (e.g., *storybooks, poems*).

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

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

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

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

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



HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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.



Kindergarten Readiness Standards

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.

Expose and discuss characteristics of different types of text with children.

Regularly name the type of text you are using (e.g., *storybook*, *poem*).

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.

Regularly discuss the title, author, and illustrator of texts, and explain their contributions.

Point to the title, author, and illustrator on the book itself.

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 child to identify the role of the author and illustrator.



Additional strategies can be found at www.schools.utah.gov

LEARNING AREA I: English Language Arts

COMPONENT A: Literature

STANDARDS: 7. Identifying the role of illustrations in a text
 8. Identifying a character's role in a text
 9. Engaging in shared reading experiences

WHAT Standards: Expectations for Learning

 Preschool Foundation Standards	 Kindergarten Readiness Standards	 Core Kindergarten Standards
7 Understand that illustrations help tell the story.	Use illustrations to tell the story when looking at a familiar book.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., <i>what moment in a story an illustration depicts</i>).
8 Identify characters and their experiences in familiar stories.	Discuss characters and their experiences in familiar stories that are similar and different.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
9 Engage in shared reading experiences and explore books independently.	Engage in storytelling and conversations with peers and adults about texts read.	Actively engage in group reading activities with purpose and understanding.



HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

7 Regularly involve children 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”).



Kindergarten Readiness Standards

7 Regularly involve children 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”).

8 Regularly involve children in activities that identify characters and what they are doing, and make connections between the characters and personal experiences.

8 Regularly involve children in activities that identify characters and what they are doing, and 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 Initiate conversations with children about books.

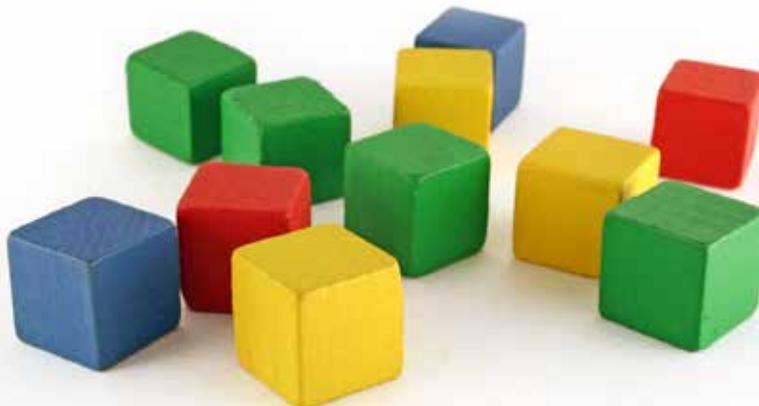
Listen and respond to child-initiated conversations about books.

Allow a specific time for children to choose and look at books independently.

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*).



Additional strategies can be found at www.schools.utah.gov



Component B: Informational Text

Standards

1. Extending thinking through connections to text
2. Listening to informational text
3. Connecting personally to information in a text
4. Connecting to new vocabulary in a text
5. Identifying parts of a book
6. Understanding the role of the author and illustrator in a book
7. Understanding the relationship of pictures and text to the story
8. Understanding how details in a text create the story
9. Comparing details in multiple stories
10. Engaging in independent and shared reading experiences

LEARNING AREA I: English Language Arts

COMPONENT B: Informational Text

STANDARDS: I. Extending thinking through connections to text

Standards: Expectations for Learning



Preschool Foundation Standards

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



Kindergarten Readiness Standards

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



Core Kindergarten Standards

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

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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.



Kindergarten Readiness Standards

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?”).

Additional strategies can be found at www.schools.utah.gov

LEARNING AREA I: English Language Arts

COMPONENT B: Informational Text

- STANDARDS: 2. Listening to informational text
3. Connecting personally to information in a text
4. Connecting to new vocabulary in a text

WHAT

Standards: Expectations for Learning

 Preschool Foundation Standards	 Kindergarten Readiness Standards	 Core Kindergarten Standards
2 Listen to a wide variety of informational text. a. With prompting and support, participate in a discussion about a text. b. Identify some details of a text.	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.	With prompting and support, identify the main topic and retell key details of a text.
3 With prompting and support, discuss information in a text and make connections to personal experiences.	With prompting and support, discuss information in a text, including differences, similarities and comparisons to personal experiences.	With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.
4 With guidance and support, connect new vocabulary in a text with known words or experiences.	With prompting and support, ask and answer questions about unknown words in a text.	With prompting and support, ask and answer questions about unknown words in a text.



HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

- 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.



Kindergarten Readiness Standards

- 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 to peers in correct order.

- 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.

- 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.

- 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.

- 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.



Additional strategies can be found at www.schools.utah.gov

LEARNING AREA I: English Language Arts

COMPONENT B: Informational Text

- STANDARDS: 5. Identifying parts of a book
6. Understanding the role of the author and illustrator in a book
7. Understanding the relationship of pictures and text to the story

WHAT

Standards: Expectations for Learning



Preschool Foundation Standards

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



Kindergarten Readiness Standards

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



Core Kindergarten Standards

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

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

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

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

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

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*).

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*).



HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

5 Point to and name the covers of a book as front and back.

6 Identify the title page of a book.

7 Point to and always name the author and illustrator when reading a story or text.

8 Discuss the role of an author and an illustrator.

9 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.

10 Use the illustrations to increase understanding of the text, "Let's see what the illustrations have to show us."

11 Introduce children to activities prior to reading a book where they:

- o Examine the illustrations
- o Predict what might happen
- o Identify the characters and what they are doing
- o Notice the setting
- o Make connections between the illustrations and personal experiences (e.g., *picture/book walks*)



Kindergarten Readiness Standards

12 Point to and name the covers of a book as front and back.

13 Identify and discuss the parts of a book's title page.

14 Always name the author and illustrator/photographer when reading a story or text.

15 Discuss and ask what the roles of the author and illustrator/photographer are.

16 Ask children to use the book covers to predict what the text might be about.

17 Use the illustrations to increase understanding of the text, "Let's see what the illustrations have to show us."

18 Regularly involve children in activities prior to reading a book where they:

- o Examine the illustrations
- o Tell what is happening
- o Predict what might happen
- o Identify the characters and what they are doing,
- o Notice the setting
- o Make connections between the illustrations and personal experience (e.g., *picture/book walks*)

Additional strategies can be found at www.schools.utah.gov



LEARNING AREA I: English Language Arts

COMPONENT B: Informational Text

STANDARDS: 8. Understanding how details in a text create the story
9. Comparing details in multiple stories
10. Engaging in independent and shared reading experiences

WHAT

Standards: Expectations for Learning



Preschool Foundation Standards

With modeling and support, recall details from a text.



Kindergarten Readiness Standards

With modelling and support, identify key details in a text.



Core Kindergarten Standards

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

8
9
10
With prompting and support, recognize that there are similarities and differences between two texts on the same topic.

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

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

With modeling and support, participate in shared reading experiences.

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

Actively engage in group reading activities with purpose and understanding.



HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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.



Kindergarten Readiness Standards

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.

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.

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.

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.

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.

Additional strategies can be found at www.schools.utah.gov



Component C: Foundational Reading Skills

Component C Standards

1. Understanding basic features of print
2. Understanding spoken words and sounds
3. Understanding that letters and sounds make words

LEARNING AREA I: English Language Arts

COMPONENT C: Foundational Reading Skills

STANDARDS: I. Understanding basic features of print

WHAT

Standards: Expectations for Learning



Preschool Foundation Standards

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, names, words, familiar logos and environmental print).



Kindergarten Readiness Standards

With guidance and support, recognize print in everyday life, such as numbers, letters, names, 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, names, words, familiar logos and environmental print).



Core Kindergarten Standards

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.

HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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.

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").



Kindergarten Readiness Standards

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.

Additional strategies can be found at www.schools.utah.gov

LEARNING AREA I: English Language Arts

COMPONENT C: Foundational Reading Skills

- STANDARDS: 2. Understanding spoken words and sounds
3. Understanding that letters and sounds make words

WHAT

Standards: Expectations for Learning



Preschool Foundation Standards

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 of first, middle and last.
- (*Begins in kindergarten readiness section.*)



Kindergarten Readiness Standards

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 modelling and support, identify individual phonemes (e.g., /d/, /s/, /t/).



Core Kindergarten Standards

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 rhymes 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 /ll/, /rl/, or /xl/.*)
- Add or substitute individual sounds (*phonemes*) in simple, one-syllable words to make new words.

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.

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 (initial sounds of own name).
- Begin to recognize some words that are seen frequently.
- Distinguish between letters and words that are the same or different.

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 sounds of each consonant.
- Associate the long and short sounds with common spellings for the five major vowels.
- Read common high-frequency words by sight (the, of, to, you, she, my, is, are, do, does).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

*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.

HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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.

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.

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.



Kindergarten Readiness Standards

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*).

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.

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.

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.



Additional strategies can be found at www.schools.utah.gov



Component D: 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 that 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.

Component D Standards

1. Using a variety of writing and drawing methods
2. Using writing and drawing methods to express ideas
3. Using writing and drawing methods to share events
4. Discussing what has been written or drawn
5. Using a variety of writing tools to express ideas
6. Participating in group activities that support writing and drawing
7. Integrating information gained from written sources

LEARNING AREA I: English Language Arts

COMPONENT D: Writing

STANDARDS: I. Using a variety of writing and drawing methods

Standards: Expectations for Learning



Preschool Foundation Standards

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



Kindergarten Readiness Standards

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



Core Kindergarten Standards

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...*”).

Strategies: Activities to Promote Learning



Preschool Foundation Standards

1 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 messages (e.g., *bathrooms, picture schedule, exit, classroom materials*).



Kindergarten Readiness Standards

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.

Additional strategies can be found at www.schools.utah.gov

LEARNING AREA I: English Language Arts

COMPONENT D: Writing

- STANDARDS: 2. Using writing and drawing methods to express ideas
3. Using writing and drawing methods to share events
4. Discussing what has been written or drawn

WHAT

Standards: Expectations for Learning

 Preschool Foundation Standards	 Kindergarten Readiness Standards	 Core Kindergarten Standards
2 With modeling and support, use a combination of drawing, dictating, and scribbling to extend learning of a topic.	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.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are about and supply some information about the topic.
3 With modeling and support, use a combination of drawing, dictating, and scribbling to share one or more events of a story.	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., <i>characters, setting, sequence of events</i>).	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.
4 With modeling, guidance, and support, talk about drawing, dictation, or developmentally appropriate writing.	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.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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.



Kindergarten Readiness Standards

Have children use symbols and some letters to approximate writing.

Provide opportunities for children to dictate and illustrate a learning experience or topic.

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.

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.

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.

Discuss with children the illustrations they have created for an event or story.

Display children's writing.

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.

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.

Additional strategies can be found at www.schools.utah.gov

LEARNING AREA I: English Language Arts

COMPONENT D: Writing

- STANDARDS: 5. Using a variety of writing tools to express ideas
6. Participating in group activities that support writing and drawing
7. Integrating information gained from written sources

WHAT Standards: Expectations for Learning



Preschool Foundation Standards

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



Kindergarten Readiness Standards

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.



Core Kindergarten Standards

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

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

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

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

7 With guidance and support, participate in discovering activities to gain new information.

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

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



HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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.

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.

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.



Kindergarten Readiness Standards

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.

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 the children label illustrations.

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.

Additional strategies can be found at www.schools.utah.gov





Component E: Speaking and Listening

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 within spoken words (the word “bed” consists of three individual phonemes: /b/, /e/, /d/).

Component E Standards

1. Communicating with adults and peers
2. Answering questions
3. Asking questions
4. Describing familiar people, places, etc.
5. Using visual representation of objects to enhance discussions
6. Speaking clearly

LEARNING AREA I: English Language Arts

COMPONENT E: Speaking and Listening

STANDARDS: I. Communicating with adults and peers

WHAT

Standards: Expectations for Learning



Preschool Foundation Standards

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



Kindergarten Readiness Standards

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



Core Kindergarten Standards

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

HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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.



Kindergarten Readiness Standards

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.

Additional strategies can be found at www.schools.utah.gov

LEARNING AREA I: English Language Arts

COMPONENT E: Speaking and Listening

STANDARDS: 2. Answering questions
3. Asking questions

WHAT

Standards: Expectations for Learning



Preschool Foundation Standards

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



Kindergarten Readiness Standards

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*).



Core Kindergarten Standards

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.

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

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

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



HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

Provide opportunities for children to ask and answer questions about text or media.



Kindergarten Readiness Standards

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

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

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.

Additional strategies can be found at www.schools.utah.gov



LEARNING AREA I: English Language Arts

COMPONENT E: Speaking and Listening

- STANDARDS: 4. Describing familiar people, places, etc.
5. Using visual representation of objects to enhance discussions
6. Speaking clearly

WHAT

Standards: Expectations for Learning



Preschool Foundation Standards

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



Kindergarten Readiness Standards

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



Core Kindergarten Standards

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

4
5
6
With prompting and support, recognize that objects, symbols, and pictures can provide additional detail.

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

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

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

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

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



HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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*).



Kindergarten Readiness Standards

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

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.

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

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.

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

Additional strategies can be found at www.schools.utah.gov



Component F: Language

Language is the basis for understanding and communicating in most aspects of life. The development of language begins in infancy, and by 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.

Component F Standards

1. Demonstrating command of age-appropriate standard English grammar
2. Demonstrating command of age-appropriate standard English writing
3. Understanding the definitions of words
4. Using common words to describe people, places, objects, etc.
5. Talking about self

LEARNING AREA I: English Language Arts

COMPONENT F: Language

STANDARDS: I. Demonstrating command of age-appropriate standard English grammar

Standards: Expectations for Learning



Preschool Foundation Standards

- 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.



Kindergarten Readiness Standards

- 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.



Core Kindergarten Standards

- 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 (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.

Strategies: Activities to Promote Learning



Preschool Foundation Standards

- Provide opportunities to use a variety of writing materials and give students time to experiment and share writing with adults and/or peers.
- Ask children to use words to demonstrate what they want, need, are doing, or would like to do.



Kindergarten Readiness Standards

- Display alphabet in various forms around the room at children's eye-level (e.g., *wall charts, magnetic letters, blocks*).
- Provide opportunities to use a variety of writing materials and give them time to experiment and share writing with adults and/or peers.

Additional strategies can be found at www.schools.utah.gov

LEARNING AREA I: English Language Arts

COMPONENT F: Language

STANDARDS: 2. Demonstrating command of age-appropriate standard English writing
3. Understanding the definitions of words

WHAT Standards: Expectations for Learning



Preschool Foundation Standards

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

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



Kindergarten Readiness Standards

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

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



Core Kindergarten Standards

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

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

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

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

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

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

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

a. Identify new meanings or familiar words and apply them accurately (e.g., *knowing a duck is a bird and learning the verb "to duck"*).
b. 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.



HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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.



Kindergarten Readiness Standards

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.

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, taking turns talking.

Using a think-aloud process, talk about activities during the day.

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, 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).

Additional strategies can be found at www.schools.utah.gov



LEARNING AREA I: English Language Arts

COMPONENT F: Language

STANDARDS: 4. Using common words to describe people, places, objects, etc.
5. Talking about self

WHAT Standards: Expectations for Learning



Preschool Foundation Standards

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

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



Kindergarten Readiness Standards

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

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



Core Kindergarten Standards

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

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

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

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

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



HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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.

Have many one-on-one conversations with children, 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.



Kindergarten Readiness Standards

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*).

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 a child's regular routine.

Additional strategies can be found at www.schools.utah.gov





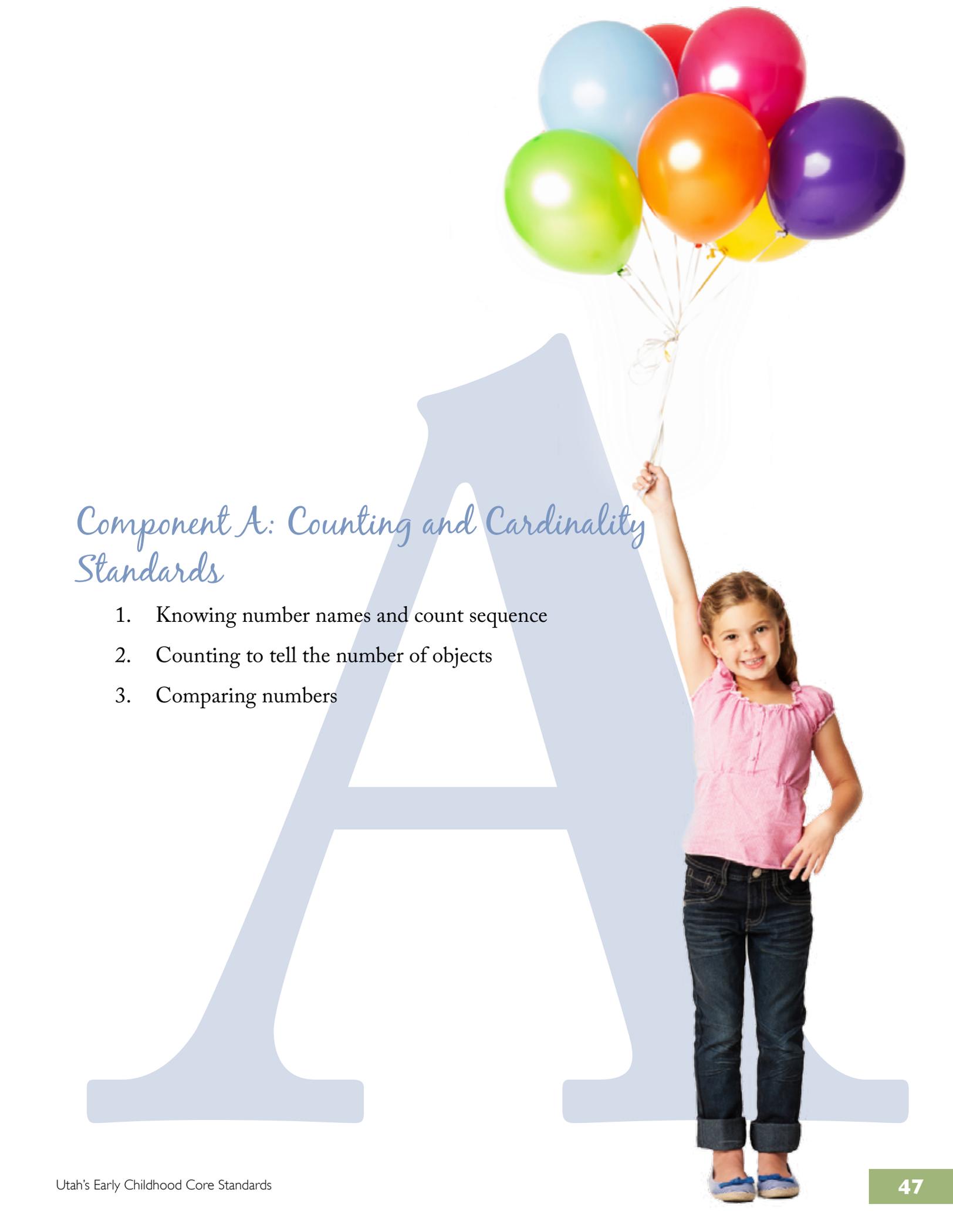
LEARNING AREA II

Mathematics

Components

- A. Counting and Cardinality
- B. Operations and Algebraic Thinking
- C. Measurement and Data
- D. Geometry

Mathematics is a way of thinking about patterns and 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 should incorporate well-designed mathematical experiences. Preschool-age children should experience language-rich environments that help them connect mathematical concepts, problem solving and reasoning skills to previous knowledge.



Component A: Counting and Cardinality Standards

1. Knowing number names and count sequence
2. Counting to tell the number of objects
3. Comparing numbers

LEARNING AREA II: Mathematics

COMPONENT A: Counting and Cardinality

STANDARDS: 1. Knowing number names and count sequence
2. Counting to tell the number of objects
3. Comparing numbers

Standards: Expectations for Learning

 Preschool Foundation Standards	 Kindergarten Readiness Standards	 Core Kindergarten Standards
<p>1 Begin to count to 10 by ones.</p>	<p>Begin to count to 20 by ones.</p>	<p>Count to 100 by ones and by tens.</p>
<p>2 Recognize that numbers have a certain order (1, 2, 3, etc.).</p>	<p>In the sequence of 1-10, understand that numbers come “before” or “after” one another.</p>	<p>Count forward beginning from a given number within the known sequence (<i>instead of having to begin at 1</i>).</p>
<p>3 Recognize the difference between letters, numbers, and other symbols.</p>	<p>Count a number of objects 0-10 and associate with a written numeral.</p>	<p>Write numbers from 0 to 20. Represent a number of objects with a written numeral (<i>with 0 representing a count of no objects</i>).</p>
<p>4 Begin to count objects with support. a. Use one-to-one correspondence when counting up to give objects. b. Recite numbers in the correct order and understand that numbers have a correct sequence. c. (<i>Begins in kindergarten readiness section.</i>)</p> 	<p>Understand the relationship between numbers and quantities; connect counting to cardinality. a. Use one-to-one correspondence when counting objects. b. Develop ability to respond to the question “how many” after counting the objects in a set (beginning cardinality understanding). c. Understand that each number name in sequence 0-10 means one more.</p>	<p>Understand the relationship between numbers and quantities; connect counting to cardinality. a. 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. b. 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. c. Understand that each successive number name refers to a quantity that is one larger.</p>

HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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 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

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.

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.

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.



Kindergarten Readiness Standards

Lead the children in oral counting to 20 as part of the daily routine (e.g., counting children, count snack). 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, 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.

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?”

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.

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.

Additional strategies can be found at www.schools.utah.gov

LEARNING AREA II: Mathematics

COMPONENT A: Counting and Cardinality

STANDARDS: 1. Knowing number names and count sequence
2. Counting to tell the number of objects
3. Comparing numbers

WHAAT

Standards: Expectations for Learning



Preschool Foundation Standards

Count as many as five objects arranged in a line.

5



Kindergarten Readiness Standards

Count as many as 10 objects arranged in a line.



Core Kindergarten Standards

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.

6

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

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* — include groups with up to ten objects).

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* — include groups with up to ten objects).

7

Recognize the difference between letters, numbers and other symbols.

Associate quantities with written numerals 1–10.

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



HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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.



Kindergarten Readiness Standards

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

5

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

Play games with the children asking them to tell which group has more or less.

Model different ways of comparing two sets 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.

6

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.

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.

7



Additional strategies can be found at www.schools.utah.gov



Component B: Operations and Algebraic Thinking Standards

1. Understanding addition as putting together and adding to, and subtraction as taking apart and taking from

LEARNING AREA II: Mathematics

COMPONENT B: Operations and Algebraic Thinking

STANDARDS: I. Understanding addition as putting together or adding to and subtraction as taking apart or taking from

WHAT Standards: Expectations for Learning



Preschool Foundation Standards

Explore how adding to or taking away objects changes the size of a group.

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.

Begin to duplicate and extend simple patterns (ababab).



Kindergarten Readiness Standards

Explore adding and taking away with concrete objects and patterns (e.g., fingers, blocks, dominoes, Unifix cubes, two-sided counters, toys).

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.

Explore different ways a set of objects can be decomposed within five.

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.

Say the number created by combining (*adding*) or removing (*subtracting*) objects within five.

Duplicate, extend, and create simple patterns (e.g., ababab).



Core Kindergarten Standards

Represent addition and subtraction with objects, fingers, mental images, drawings², sounds (e.g., *claps*), acting out situations, verbal explanations, expressions, or equations.

Solve addition and subtraction word problems, and add and subtract within 10, (e.g., *by using objects or drawings to represent the problem*).

Decompose numbers less than or equal to 10 into pairs in more than one way, (e.g., *by using objects or drawings**), and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

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.

Fluently add and subtract within 5.

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



HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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.

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*).

Sort manipulatives such as counting bears, connecting cubes, pattern blocks, etc. (*base skill is sorting on a single attribute, then move to two attributes*).

Collect objects such as shoes to determine what types of shoes are worn to school, 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.



Kindergarten Readiness Standards

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*").

During activities emphasize vocabulary words such as 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.

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.

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.

Additional strategies can be found at www.schools.utah.gov

Component C: Measurement and Data Standards

1. Describing and comparing measurable attributes
2. Classifying and counting the number of objects in a category



LEARNING AREA II: Mathematics

COMPONENT C: Measurement and Data

STANDARDS: 1. Describing and comparing measurable attributes
2. Classifying and counting the number of objects in a category

WHAT

Standards: Expectations for Learning



Preschool Foundation Standards

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*).

Begin to compare objects using measurable attributes. (e.g., *length [longer/shorter], weight [heavier/lighter] and size [bigger/smaller]*).



Kindergarten Readiness Standards

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.

Compare objects using measurable attributes (e.g., *length [longer/shorter], weight [heavier/lighter] and size [bigger/smaller]*).



Core Kindergarten Standards

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

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.*)

2 Sort objects into given categories.

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

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



HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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*).

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*).



Kindergarten Readiness Standards

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 pizzall don't like pizza"*).

Provide tools for comparing objects such as 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.

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*).

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, etc.*).

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.

Additional strategies can be found at www.schools.utah.gov



Component D: Geometry Standards

1. Identifying and describing shapes
2. Analyzing, comparing, creating and composing shapes

LEARNING AREA II: Mathematics

COMPONENT D: Geometry

STANDARDS: 1. Identifying and describing shapes
2. Analyzing, comparing, creating and composing shapes

WHAT

Standards: Expectations for Learning



Preschool Foundation Standards

Begin to recognize and name basic shapes.*

Begin to recognize basic shapes, regardless of size.

Begin to recognize the difference in basic shapes as two-dimensional (*picture*) or three-dimensional (*object*).

Begin to recognize the difference in basic shapes as two-dimensional (*picture*) or three-dimensional (*object*).

Explore shapes using a variety of media (e.g., *blocks, stickers, play dough, art supplies*).

Begin to recognize basic shapes when shown simple line drawings.



Kindergarten Readiness Standards

Identify basic shapes by name and in the environment.

Identify and name basic shapes regardless of their orientations (*the way the object is turned or flipped*) or size.

Begin to recognize basic shapes as two-dimensional (“*flat*”) or three-dimensional (“*solid*”).

With prompting and support, describe basic two- and three-dimensional shapes.

Create basic shapes using media and basic drawing tools.

Explore combining basic shapes to create new shapes.



Core Kindergarten Standards

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.

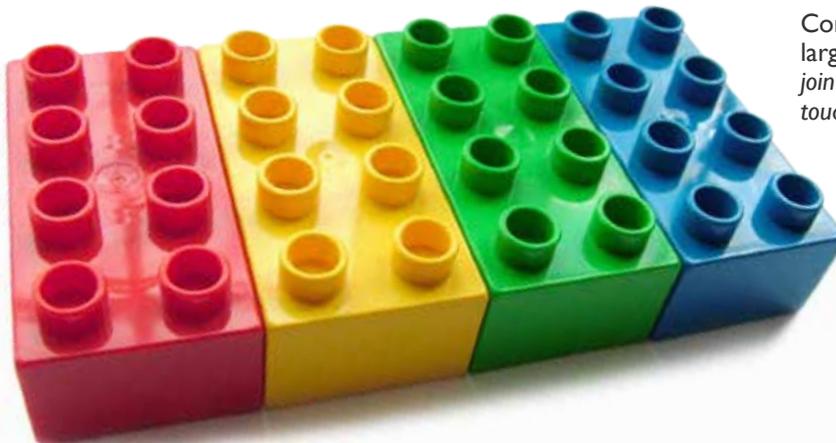
Correctly name shapes regardless of their orientation or overall size.

Identify shapes as two-dimensional (*lying in a plane, “flat”*) or three-dimensional (“*solid*”).

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*).

Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

Compose simple shapes to form larger shapes. (For example, “*Can you join these two triangles with full sides touching to make a rectangle?*”)



*Squares, circles and triangles are basic shapes.

HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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.

1 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 (square, circle, etc.).

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

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

Provide three-dimensional (solid) and two-dimensional (flat) materials to explore.

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”).

2 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, etc.).

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.

Have children identify geometric shapes in art and objects (e.g., woven baskets, painted pots, beaded necklaces, quilts).



Kindergarten Readiness Standards

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.

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

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).

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).

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.

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 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.

Additional strategies can be found at www.schools.utah.gov



LEARNING AREA III

Approaches to Learning & Science

Components

A. Processes, Communication and Nature of Science

B. Earth and Space Science

C. Motion and Properties of Materials

D. Life Science and the Nature of Living Things

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.

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, to collect and interpret data, and to 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.



Component A: Processes, Communication and Nature of Science

Standards

1. Displaying an orientation to learning
2. Developing abilities and skills that promote learning

LEARNING AREA III: Approaches to Learning and Science

COMPONENT A: Processes, Communication and Nature of Science

STANDARDS: I. Displaying an orientation to learning

WHAT Standards: Expectations for Learning



Preschool Foundation Standards

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.

1 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.



Kindergarten Readiness Standards

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 suggest new activities.

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.



Core Kindergarten Standards

Generating evidence: Using the processes of scientific investigation.

Framing questions: Observe using senses, create a hypothesis, and focus a question that can lead to an investigation.

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.

Conducting investigations: Observe, manipulate, measure, describe.

Collecting data: Deciding what data to collect and how to organize, record, and manipulate the data.

Drawing conclusions: Analyzing data, making conclusions connected to the data or the evidence gathered, identifying limitations or conclusions, identifying future questions to investigate.

HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

Emphasize the use of five senses in children's explorations of their environment (e.g., *leaves changing over time, ice melting, the effect of light and heat*).

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.

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*).



Kindergarten Readiness Standards

Emphasize the use of five senses in children's explorations of their environment, and natural phenomena (e.g., *leaves changing over time, ice melting, the effect of light and heat, and caterpillars to butterflies*).

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?").

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.

Additional strategies can be found at www.schools.utah.gov

LEARNING AREA III: Approaches to Learning and Science

COMPONENT A: Processes, Communication and Nature of Science

STANDARDS: 2. Developing abilities and skills that promote learning

WHAT Standards: Expectations for Learning



Preschool Foundation Standards

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



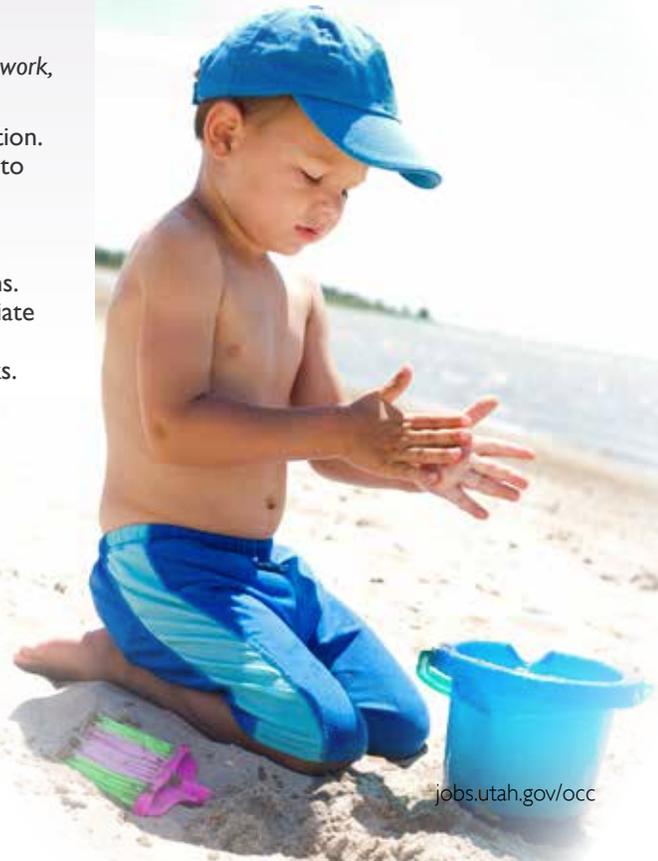
Kindergarten Readiness Standards

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



Core Kindergarten Standards

- Communicating effectively using science language and reasoning.
- Developing social interaction skills with peers.
- Sharing ideas with peers.
- Connecting ideas with reasons (*evidence*).
- Using multiple methods of communicating reasons/evidence (e.g., *verbal, charts, graphs*).



HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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.

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.

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 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.



Kindergarten Readiness Standards

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.

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?").

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.

Additional strategies can be found at www.schools.utah.gov



Component B: Earth and Space Science Standards

1. Investigating non-living things and observing changes in day and night and changes in weather

LEARNING AREA III: Approaches to Learning and Science

COMPONENT B: Earth and Space Science

STANDARDS: I. Investigating non-living things and observing changes in day and night and changes in weather.

WHAT Standards: Expectations for Learning



Preschool Foundation Standards

Uses senses to explore objects and the environment.

Attends to colors and textures in the natural environment.

Shows interest and curiosity in indoor and outdoor environments.

Asks questions for further information.

Recognizes the difference between day and night.

Recognizes changes in the seasons.

Understands hot and cold.

Explores rain, snow and sun.



Kindergarten Readiness Standards

Actively explores/experiments with objects and the environment.

Shows interest and curiosity in indoor and outdoor environments.

Asks questions for further information.

Discusses things that are done in the daytime and the things that are done at night.

- a. Begins to understand and use time concepts: yesterday, today, tomorrow, morning, afternoon, night.

Describes the changes in the physical attributes of the sky from day to night.

Discusses the changes in the earth as seasons change.

Compares the differences in temperature as the weather changes.

Describes why certain clothing is appropriate to each season.



Core Kindergarten Standards

Investigates non-living things.

Observes and records that big rocks break down into small rocks (*e.g., boulders, rocks, pebbles, sand*).

Demonstrates how water and wind move non-living things.

Sorts, groups, and classifies Earth materials (*e.g., hard, smooth, rough, shiny, flat*).

Observes and describes the changes in day and night.

Compares and contrasts light and dark in a day night cycle and identify changes as a pattern.

Investigates, interprets, and explains to others that the sun provides heat and light to Earth.

Examines what happens when you block the sun's light. Explores shadows and temperature changes.

Compares changes in the weather over time.

Observes and records that weather changes occur from day to day and weather patterns occur from season to season.

Communicates ways weather can affect individuals.

Describes, predicts, and discusses daily weather conditions and how predicting the weather can improve our lives.



HOW Strategies: Activities to Promote Learning



Preschool Foundation Standards

Provide children with different types of soils, sands, rocks and water to explore.

Introduce a variety of materials that children can taste and smell.

Ask children what colors they see within their environment throughout the day (e.g., rainbow, prisms, sky, grass, lakes, trees, flowers).

Describe how colors of objects may change with seasons, temperature, age, etc. (e.g., spring leaves to fall leaves, bread to moldy bread).

Investigate and discuss the different attribute of rocks, soil, dirt, sand, mud and clay.

Plant seeds in different types of soil and 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).

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.

Show pictures and discuss with children the things they do during day and at night.

Draw a picture of night and day – one dark and one with the sun shining.

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.

Create a pictograph that describes the daily weather.

Document seasonal changes through children’s weather-appropriate dress.



Kindergarten Readiness Standards

Help children plant a garden; discuss the needs of plants and watch and document for the children (or have children document using digital media) 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 (e.g., rocks, magnets, weight scales, discovery boxes, and things to smell and taste).

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 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).

Ask children to describe the different things they do during the day and at night.

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*).

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, tomorrow.

Additional strategies can be found at www.schools.utah.gov

Component C: Motion and Properties of Materials Standards

1. Identifying how non-living things move and describing parts of non-living things



LEARNING AREA III: Approaches to Learning and Science

COMPONENT C: Motion and Properties of Materials

STANDARDS: I. Identifying how non-living things move and describing parts of non-living things

Standards: Expectations for Learning



Preschool Foundation Standards

Sets objects in motion by pushing, pulling, kicking, and rolling.

Describes motion as fast or slow.

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



Kindergarten Readiness Standards

Actively explores/experiments the properties of movement.

Asks questions about movement for further information.

Observes, compares, and describes the changes in movement on different surfaces or inclines.

Matches models of objects with the real thing.

Knows that non-living things do not need care and feeding like living things do.



Core Kindergarten Standards

Observes and records how objects move in different ways (e.g., *fast, slow, zigzag, round and around, up and down, straight line, back and forth, slide, roll, bounce, spin, swing, float, and glide*).

Compares and contrasts how physical properties of objects affect their movement (e.g., *hard, soft, feathered, round, square, cone, geometric shapes*).

Describes parts of non-living things.

Describes how parts are used to build things and how things can be taken apart.

Explains why things may not work the same if some of the parts are missing.



HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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

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.

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.

Create opportunities for children to observe the changes in water from solid to liquid to gas; rain, snow; make Jell-O, pudding, ice cream, etc. to observe the changes in properties



Additional strategies can be found at www.schools.utah.gov



Kindergarten Readiness Standards

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.

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.

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.

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.

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.

Component D: Life Science and the Nature of Living Things

Standards

1. Understanding of life science through the study of changes in organisms over time and the nature of living things



LEARNING AREA III: Approaches to Learning and Science

COMPONENT D: Life Science and the Nature of Living Things

STANDARDS: I. Understanding life science through the study of changes in organisms over time and the nature of living things

WHAT

Standards: Expectations for Learning

 Preschool Foundation Standards	 Kindergarten Readiness Standards	 Core Kindergarten Standards
<p>Watches intently and says names and sounds of animals at a zoo or farm.</p> <p>Matches mother and baby animals.</p> <p>1 Identifies objects that are a part of the living world such as animals, insects, plants and humans.</p> <p>Identifies animals with a common living environment.</p>	<p>Actively explores living things.</p> <p>Asks questions for further information about living things.</p> <p>Collects information about living things.</p> <p>Describes the needs of plants and animals and how to keep them alive.</p> <p>Names and identifies most parts of the human body.</p> <p>Actively explores and discusses major parts of plants (e.g., roots, stem, leaf, flower, trunk, branches).</p> <p>Explores the parts of different animals (e.g., skin, fur, feathers, scales; hand, wing, flipper, fin).</p>	<p>Constructs questions, gives reasons, and shares finding about all living things.</p> <p>Compares and contrasts young plants and animals with their parents.</p> <p>Describes 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).</p> <p>Differentiates between the five senses and related body parts.</p> <p>Identifies major parts of plants (e.g., roots, stem, leaf, trunk, branches).</p> <p>Compares the parts of different animals (e.g., skin, fur, feathers, scales; hand, wing, flipper, fin).</p>

HOW

Strategies: Activities to Promote Learning

 Preschool Foundation Standards	 Kindergarten Readiness Standards
<p>1 Read books and magazines about living things.</p> <p>Use digital media to document explorations in the environment (e.g., earthworms, ants, butterflies, lady bugs, teachers, classmates).</p> <p>Sing songs and nursery rhymes identifying animals, plants, and humans.</p>	<p>Provide plants and small animals for children to take care of on a daily basis (e.g. gerbil, fish, frogs, plants).</p> <p>Have children bring pictures of their pets from home and describe their responsibilities for the pet.</p> <p>Provide opportunities for children to observe, question, and describe what keeps animals, plants, and insects alive.</p>

Additional strategies can be found at www.schools.utah.gov



LEARNING AREA IV

Social/Emotional and Social Studies

Components

- A. Self-Awareness and Positive Self-Esteem
- B. Positive Interaction with Others

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.



Component A: Self-Awareness and Positive Self-Esteem

Standards

1. Developing self-awareness and positive self-esteem

LEARNING AREA IV: Social/Emotional and Social Standards

COMPONENT A: Self-Awareness and Positive Self-Esteem

STANDARDS: I. Developing self awareness and positive self esteem

WHAT Standards: Expectations for Learning



Preschool Foundation Standards

- Knows personal information.
- Calls self by name and begins to use words like “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.
- Demonstrates awareness of abilities and preferences.
- Selects activities based on preferences.
 - Participates in activities.
 - Ask others for help when needed.
- 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.
- Expresses self in different roles and mediums.
- Engages in pretend play and acts out roles.
 - Expresses feelings and emotions through facial expressions, sounds, or gestures and words.
 - Expresses feelings, needs, and wants in a socially productive manner.
 - Shows pride in increasing abilities.



Kindergarten Readiness Standards

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



Core Kindergarten Standards

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

HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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?*).

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.

1 Encourage children to use their words to seek assistance from adults when needed.

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.

- o Parallel play (*playing beside another child without interacting*).
- o 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.



Kindergarten Readiness Standards

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*).

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*).



Additional strategies can be found at www.schools.utah.gov



Component B: Positive Interaction with Others Standards

2. Promoting positive interaction with others

Photo credit: Michael Grunow

LEARNING AREA IV: Social/Emotional and Social Standards

COMPONENT B: Positive interaction with others

STANDARDS: 2. Promoting positive interactions with others

WHAT Standards: Expectations for Learning



Preschool Foundation Standards

Develops skills to interact cooperatively with others.

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

Participates in cooperative play.

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

Employs positive social behaviors with peers and adults.

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

Develops self-control by regulating impulses and feelings.

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



Kindergarten Readiness Standards

Develops skills to interact cooperatively with others.

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

Participates in cooperative play.

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

Employs positive social behaviors with peers and adults.

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

Develops self-control by regulating impulses and feelings.

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



Core Kindergarten Standards

Demonstrates appropriate ways to behave in different settings.

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

Identifies and demonstrate safe practices in the home, and classroom.

- Recites name, address, and telephone number.
- Follows safety procedures for school emergencies (e.g., *fire drill, earthquake, intruder*).
- Recognizes and explains common traffic symbols.
- Identifies school personnel whom students can go to for help or safety.
- Identifies and articulates the purpose and role of authority figures (e.g., *parents, secretary, principal, teacher, librarian, police officers, firefighters, tribal leaders*).



HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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.

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.

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," "Hands are Not for Hitting," "Owen and Mzee: The Language of Friendship," and "The Rainbow Fish").

Provide positive acknowledgement when children interact with pro-social behavior (*age appropriate behavior skills*).

Incorporate rules into daily routines (e.g., "we line up without touching each other; clean up your own space, use your inside voice").



Kindergarten Readiness Standards

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.

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

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

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.

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."

Use literature as a tool for identifying and discussing a wide variety of emotions.

Additional strategies can be found at www.schools.utah.gov

LEARNING AREA IV: Social/Emotional and Social Standards

COMPONENT B: Positive Interaction with Others

STANDARDS: 2. Promoting positive interactions with others

Standards: Expectations for Learning



Preschool Foundation Standards

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.

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.

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.

Uses imitation or pretend play to learn new roles and relationships.

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



Kindergarten Readiness Standards

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.

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.

Respects others and their belongings.

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

Uses imitation or pretend play to learn new roles and relationships.

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



Core Kindergarten Standards

Recognizes that people have basic needs and wants.

- Identifies the difference between basic wants and needs.
- Explains that families have needs and wants.
- Describes how basic human needs, such as food, shelter, and clothing, can be met.

Explains that people have jobs and earn money to meet their needs.

- Identifies the jobs in the home and in the school.
- Explains why people work.
- Describes different types of jobs that people do and the tools and equipment that they use.
- Recognizes various forms of United States coins and currency.

Explains how symbols and songs unite families and classmates.

- Identifies school symbols and traditions.
- Recognizes state and national symbols.
- Learns and sings state and U.S. patriotic songs.
- Identifies the people and events honored in Utah and U.S. commemorative holidays.
- Knows the words/meaning of the Pledge of Allegiance.
- Identifies the rules and etiquette of citizenship.

Identifies geographic terms that describe their surroundings.

- Locates objects in the classroom using the terms *near/far, left/right, behind/in front, and up/down*.
- Identifies and describes physical features. Makes a simple map.

Describes the purpose of a map or globe.

- Identifies maps and globes.
- Distinguishes between land and water on maps and globes.
- Determines a location by using terms such as *near/far, up/down, right/left*.
- Identifies cardinal directions on a map.

HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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.

Establish and post daily routines or schedules so that children know what to expect.

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 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.

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.

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 other's 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.



Kindergarten Readiness Standards

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?*").

Model and verbalize empathetic thoughts and actions.

Validate children's feelings, but not necessarily their behavior.

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.

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.

Using stuffed animals or play figures, create a party or group playtime. Play 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.

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 can be found at www.schools.utah.gov

LEARNING AREA V

Creative Arts

Components

A. Creative and Imaginative Expression



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. Not only is learning in the creative arts valuable on its own, but it also engages the children in learning in other subjects. Visual arts instruction improves reading readiness. Performing and creating facilitates the acquisition of problem-solving skills and teamwork. Those skills can then 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.



Component A: Creative and Imaginative Expression

Standards

1. Participating in a variety of activities that allow for creative and imaginative expression

LEARNING AREA V: Creative Arts

COMPONENT A: Creative and Imaginative Expression

STANDARDS: I. Participating in a variety of activities that allow for creative and imaginative expression

WIAAT

Standards: Expectations for Learning



Preschool Foundation Standards

Learn several simple songs.

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

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.

1 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.

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

- Learn to express ideas, information, and feelings through dramatic play.
- Listen attentively to an adult tell stories or nursery rhymes, and act out different parts.
- Show that real-life roles can be imitated.



Kindergarten Readiness Standards

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 (dynamics, pitch, duration).
- Explain what is felt/heard through various music tempos and styles.
- Express thoughts, feelings, and energy through music.

Use their body to move to music and express themselves.

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

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

- Use a variety of materials and techniques to make art creations.
- Recognize and name colors.
- Create works that reflect experiences or objects.
- Use basic art tools (glue, clay, markers, scissors, paintbrushes).
- Compare textures.
- Talk to others about own art.

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

- Express ideas, information and feelings through dramatic art.
- Use dialogue, actions and objects to tell a story.
- Assume roles in dramatic play situations, characters or stories through drama, props and language.



Core Kindergarten Standards

Use voice and instruments to create sound.

- Express ideas through music.
- Describe sounds.
- Understand beat.
- Express emotions through music.

Use body to move to music and express self.

- Express ideas through dance.
- Perform in unique ways.
- Perform dances that move around and stay in one place.
- Take turns performing.

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

- Express ideas through visual art.
- Recognize similar colors and shapes.
- Draw or paint using symbols.
- Use line and stick figures.

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

- Identify and express ideas, information and feelings through dramatic art (telling stories, make believe).
- Listen attentively to an adult tell a story and identify the characters, setting and events.
- Identify what various characters wear.
- Listen to and demonstrate respect for the thoughts of others in an evaluation session as an audience member.

HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

Listen to a variety of music throughout the day and talk about how different music makes the children feel.

1 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, etc.*).

Allow children time to dance and move their bodies to different styles of music.

Select varied music to cue children to dance 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 tricycles, using playground equipment, playing on grass and hills*).

Set up simple obstacle courses.

Provide a safe environment that encourages movement, balance, and climbing.

Provide ample time and space for vigorous indoor and outdoor play.

Provide children with a variety of art materials (e.g., *paint, glue, crayons, etc.*).

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.

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.



Kindergarten Readiness Standards

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.

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.

Provide a variety of materials and techniques to make art creations (i.e., *drawing and painting tools, 3D objects such as marshmallows, macaroni, yarn, etc.*).

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.

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.

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.

Additional strategies can be found at www.schools.utah.gov

LEARNING AREA VI

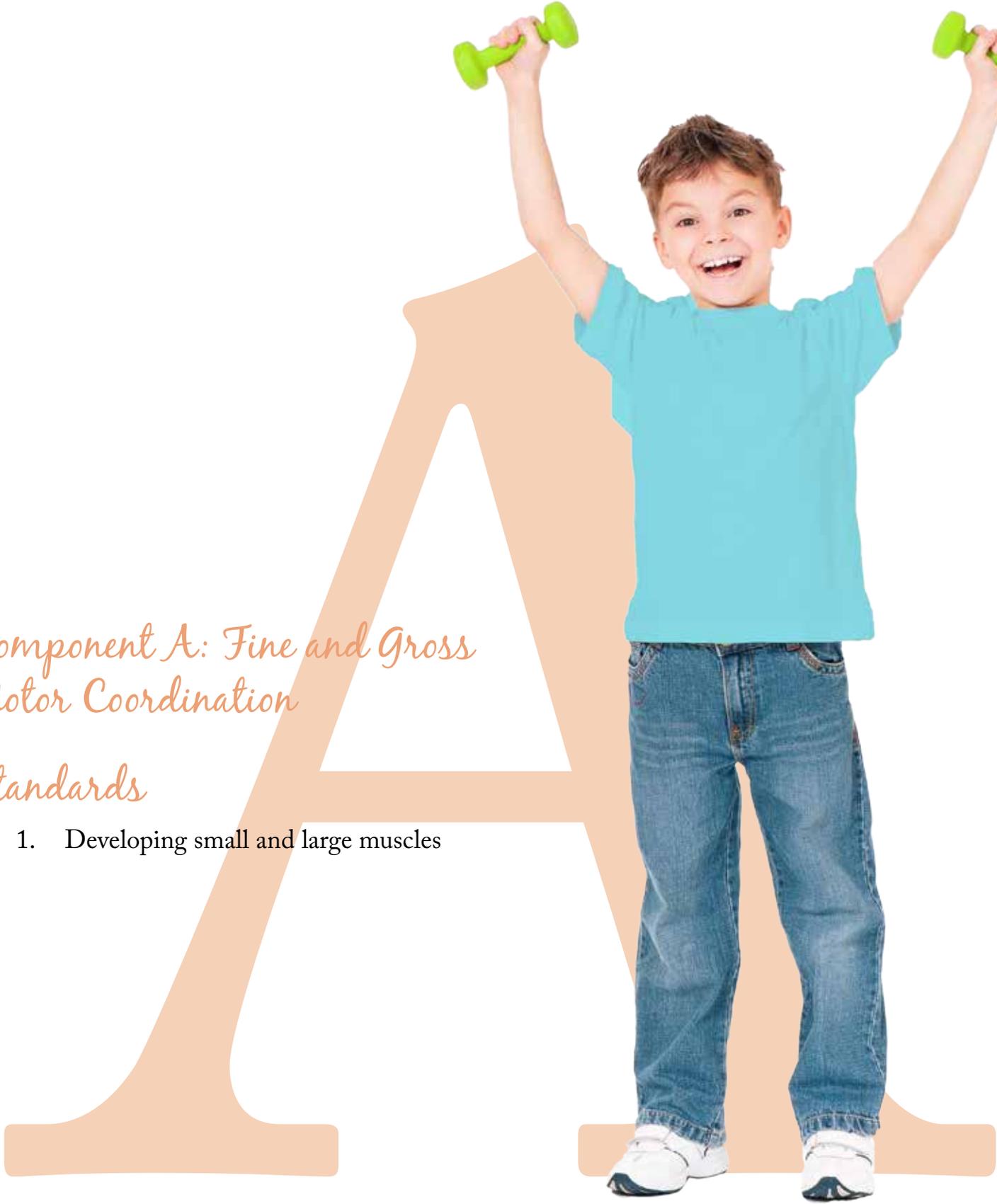
Physical/Health and Safety

Components

- A. Fine and Gross Motor Coordination
- B. Health and Safety



When 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 and fine motor control. Children’s chosen activities will have an enormous influence on their ability to focus on and enjoy schoolwork. The toys children play with affect muscle development.



*Component A: Fine and Gross
Motor Coordination*

Standards

1. Developing small and large muscles

LEARNING AREA VI: Physical/Health and Safety

COMPONENT A: Fine and Gross Motor Coordination

STANDARDS: I. Developing small and large muscles

WHAT Standards: Expectations for Learning



Preschool Foundation Standards

Exhibits fine motor coordination (small muscle).

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

Exhibits gross motor coordination.

- a. Participates in activities that develop control and balance during movements that move the child from one place to another (walk forward in a straight line, hop, run and jump over low objects).
- b. Participates in activities that develop coordination and balances in movements that do not move the child from one place to another (balance on one foot, moves body part in isolation).
- c. Participates in activities that develop control of large muscles to manipulate objects (runs and stops, changes direction while in motion, moves in response to a cue, and dances).
- d. Participates in activities that develop control of body movement through space (run and stop, changes direction while in motion, moves in response to a cue, dance).



Kindergarten Readiness Standards

Exhibits fine motor coordination.

- a. Demonstrate a more precise control to use everyday objects:
 - i. Uses wrist, hand and fingers to turn objects like screw lids.
 - ii. Buttons and zips.
 - iii. Coordinates finger and wrist movement to control scissors.
 - iv. Pushes a button.
 - v. Holds a pencil and other writing tools with a mature pincer grasp.
- b. Demonstrates eye-hand coordination:
 - i. Coordinates hands to pour from one object to another.
 - ii. Strikes at a stationary object.
 - iii. Coordinates arm and hand movements to create art.

Exhibits gross motor coordination.

- a. Demonstrates control and balance during movements from one place to another (walk forward in a straight line, hop, run, jump over low objects).
- b. Demonstrates coordination and balance in movements that do not move the child from one place to another (balance on one foot, move body parts in isolation).
- c. Demonstrates control of large muscles to manipulate objects (throw, catch and kick balls; ride wheeled toys).
- d. Exhibits control of body movement through space (run and stop, change direction while in motion, move in response to a cue, dance).



Core Kindergarten Standards

Exhibits fine motor coordination.

- a. Performs a variety of fine motor skills (draw, cut, paste, mold, write).
- Exhibits gross motor coordination.
- a. Manipulates gross motor skills (hop, skip, twirl, dance, throw, catch, kick, strike).



HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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 in two or three pieces, and encourage children to put the pieces back together.

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.

1 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*, *gallop like a horse*, *hop like a bunny*, *fly like an airplane*, *drive 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 5 or 6 feet away.



Kindergarten Readiness Standards

Equip math center with pegboards, geoboards, and lacing cards.

Furnish writing instruments such as crayons, markers, and pencils in a variety of sizes and thickness.

Provide a small pitcher for children to use for pouring.

Provide children opportunities to easel paint.

Use wet or dry medium to practice emergent writing strokes (e.g., paint, shaving cream, hair gel, sand).

Make paper chains or string beads.

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 dishtowels. 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.

Additional strategies can be found at www.schools.utah.gov



EB

*Component B: Health and Safety
Standards*

1. Understanding health and safety



LEARNING AREA VI: Physical/Health and Safety

COMPONENT B: Health and Safety

STANDARDS: I. Understanding health and safety

WHAT

Standards: Expectations for Learning



Preschool Foundation Standards

Participates in personal hygiene and care.*

Participates in activities that enhance physical fitness.

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

Practices safety procedures.

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



Kindergarten Readiness Standards

Shows independence in personal care.

- a. Develops independent personal hygiene and care.

Participates in activities that enhance physical fitness.

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

Practices safety procedures.

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



Core Kindergarten Standards

Describes proper care of the body.*

Participates in activities that enhance physical fitness.

- a. Recognizes signs of physical activity (heart rate, sweat).
- b. Maintains personal space and boundaries while moving.
- c. Performs simple dances.
- d. Recognizes that food is fuel for the body.

Practices safety procedures.

- a. Recalls basic safety.
- b. Identifies helpful and harmful substances.

HOW

Strategies: Activities to Promote Learning



Preschool Foundation Standards

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.



Kindergarten Readiness Standards

Show children how to remove outerwear as they return from outdoor play.

Provide an instructional hand-washing chart for children to follow.

Set up signal for cleanup (e.g., sing a song, ring a bell, chant).

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

Additional strategies can be found at www.schools.utah.gov

*Shows independence in personal care.



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