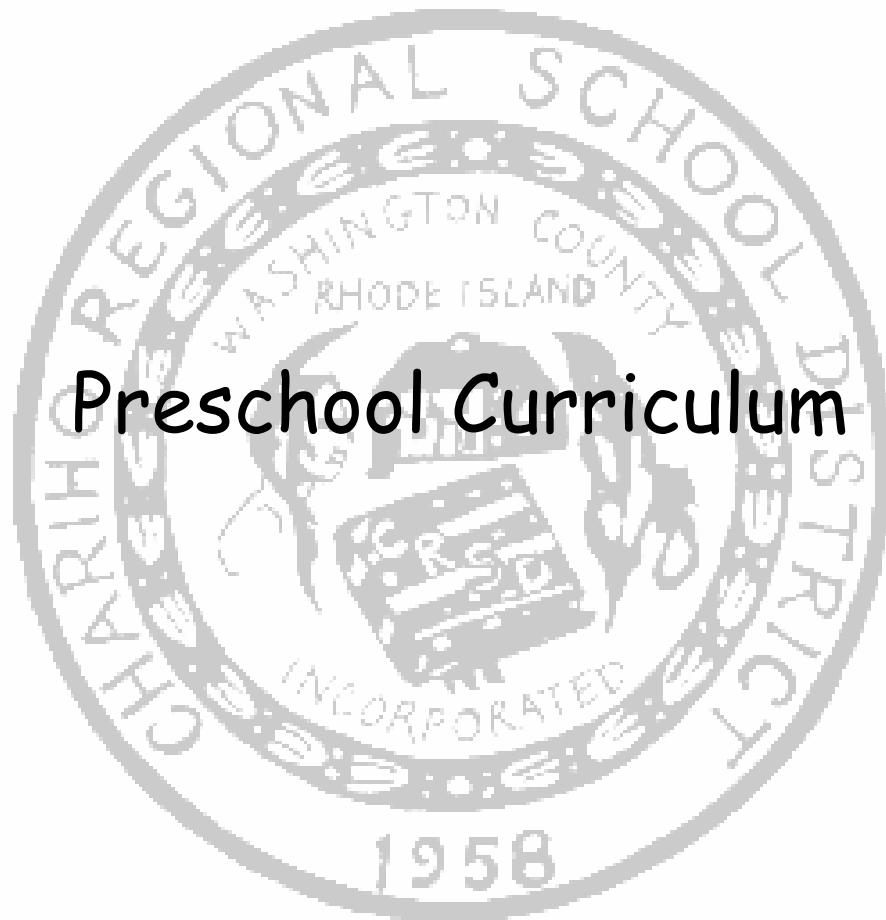


# Chariho Regional School District



## Preschool Curriculum

November 18, 2003



# Chariho Regional School District Preschool Curriculum

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The Rhode Island Early Childhood Task  
Force of Practitioners, Higher Education Representatives and Parents

Tracey Maron, Mentor, Rhode Island Department of Education



## Epistemological Foundations

The Chariho Regional School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning, and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, sustained and directed student effort and expert teaching practices determine the extent of learning. Our schools and district will organize to encourage and support both.

## Introduction

The Chariho Preschool Curriculum was designed to assist early childhood teachers in the area of standards, instructional methods, and assessment. This document reflects the most current research and knowledge base regarding how young people learn and the most effective methods of teaching.

The Chariho Regional School District was chosen as one of four communities to pilot the Rhode Island Early Learning Standards. The grant funds awarded by the Department of Education to the District were used to train the early childhood community in implementation of standards-based instruction and assessment.

The vision of the Task Force was to develop a shared understanding of the knowledge, skills, and dispositions that children gain through high quality early childhood experiences leading to success in school.

The Task Force intends that the curriculum be used by early care and education practitioners, families, schools, community members, and legislators to design and support a comprehensive system of high quality early childhood programs for young children in the Chariho Regional School District.



## **District Mission**

The Chariho Regional School District is a community of learners whose mission is to ensure that all students receive an outstanding education with an emphasis on rigorous academic standards and the skills needed to inspire lifelong learning and productive citizenship.

## **District Vision**

The District's state-of-the-art facilities and highly qualified staff support the attainment of high standards of performance, the development of inspired leaders, and the encouragement of innovative thinking. Committed to continuous improvement, research-based exemplary practice, and data-informed decision-making, we nurture, challenge, and guide our community of learners to thrive and excel.

## **District Beliefs**

We believe that:

- rigorous academic standards are the foundation of this school district;
- all students can learn;
- education is a shared responsibility of students, parents, staff, and the community;
- learning is a continuous, lifelong process;
- all students, parents, staff, and community members have unique talents and abilities that are to be encouraged, developed, and celebrated;
- appropriate resources and supports are necessary for a successful learning community;
- the "whole child" must be educated in a safe, secure, and nurturing environment;
- everyone must be treated with kindness, dignity, and respect;
- schools must prepare students to be creative and critical thinkers, problem solvers, and effective communicators;
- schools must prepare students to be team members, community contributors, and productive citizens in a global society;
- with vision, courage, and hard work, all things are possible;
- instructional and program decisions must be data-informed and research-based;
- all students can meet or exceed rigorous academic standards.



# Report on Knowledge Base for Preschool Curriculum

The Chariho Preschool Curriculum was produced by a Early Childhood Task Force of practitioners drawn from community early care and education programs, public schools, family child care, parent education programs, higher education, and parents. The *Rhode Island Early Learning Standards* (draft January 2002) was used as a guide in the development of this document. Resources used in creating the *Rhode Island Early Learning Standards* included the Rhode Island Curriculum Frameworks, other states' standards, guidelines from the National Association for the Education of Young Children, The Work Sampling System of Child Assessment, Chariho Regional School District Preschool Standards, Federal Head Start Child Outcomes, and The New Standards.



# Hallmarks of Excellence for the Preschool Curriculum

## Desirable Features of the Curriculum

### MORE

- Activities and toys selected based on children's interests
- Instruction driven by assessment of students' acquired skills
- Appropriate (authentic) assessment strategies that promote children's learning and development
- Promotion, engagement, interaction, communication, and learning among children and adults
- Partnerships with families and community
- Clear visual cues to promote transition and establishment of routines
- Problem solving and higher order thinking skills
- More multisensory instructional approaches
- Respect for child's home language and culture
- Teaching and learning activities embedded in typically occurring routines and activities
- Connecting activities to intellectual goals

### LESS

- Quarterly reports based on one time test administration
- Restricting parents' contributions and collaboration in their children's learning
- Auditory, teacher-directed, whole group instruction
- Intensive drill and focus on isolated skills for groups or individuals
- Work sheets and focus on drill
- Planning activities based on entertainment of children



## Statement of Guiding Principles for Preschool

- Respect and well-being of children and families will be given the highest priority in the organization and planning of community actions.
- Policymakers will take into consideration and be knowledgeable about the education, care, and support of children and families when developing and assessing legislation, regulation, and funding of programs for young children.
- Families are respected and supported as partners in the educational development of their children.
- As a way to develop the whole child, teachers, families, and children generate knowledge of the larger world, and support the development of qualities for lifelong learning.
- Educators will base their decisions upon current knowledge of predictable sequences of child development and how children learn, the differences among children and families, and subjects that are related to the interests of children.
- Child development is a foundation for teaching that recognizes learning is sequential, dependent upon experience, and based upon knowledge of the whole child, including the child's culture and individual differences.
- All children will be regarded and respected as competent individuals who differ in their learning, their home lives, and in the ways that they understand and represent their world.
- Children learn best in an environment where their physical and psychological needs are met because they feel safe, valued as unique individuals, and are actively engaged in acquiring new skills and knowledge.
- A child's sense of responsibility to self and others is best supported when teachers, the environment, and materials are reflective of the ways that society and culture influenced learning and support citizenship.
- Educational programs will be developed in partnership with families, teachers, and the community in order to inspire children to acquire knowledge, build new skills, seek challenges, and develop as citizens.



# Domains and Standards for Preschool

The Chariho Regional School District Preschool Domains and Standards are:

**Domain # 1: Approaches to Learning**

Standard: Children demonstrate positive attitudes, habits, and learning styles.

**Domain # 2: Social Emotional Development**

Standard: Children demonstrate a strong and positive self concept, appropriate self control, and growth in their awareness of their responsibilities when interacting with others.

**Domain # 3: Language Development and Communication**

Standard: Children develop skills in listening and in expressing their thoughts and ideas.

**Domain # 4: Literacy**

Standard: Children develop skills in writing and reading while exploring print in books and in the environment.

**Domain # 5: Mathematics**

Standard: Children develop ways to solve problems and to think about math.



**Domain # 6: Science**

Standard: Children understand and use the scientific method of asking questions, observing and recording their findings, and discussing their conclusions.

**Domain # 7: Creativity**

Standard: Children enjoy, express themselves, create, and learn about the arts through experiences with a variety of art forms and media.

**Domain # 8: Physical Health and Development**

Standard: Young children's future health and well-being are directly related to the development and strengthening of their large and small muscles, sensory experiences, and practicing healthy behaviors.



# Approaches to Learning Performance Standards Domain I

Standard: Children demonstrate positive attitudes, habits, and learning styles.

1. (Play) Students will demonstrate the ability to engage in play as a means to develop their individual approach to learning by:

- Initiating play with peers that is absorbing and long-lasting (see glossary for definition of long-lasting)
- Entering into and playing cooperatively with other children
- Choosing from a variety of play activities

2. (Curiosity) Students will demonstrate the ability to show curiosity and a willingness to participate in tasks and challenges by:

- Demonstrating an eagerness and interest in learning through questioning and adding ideas
- Showing an interest in people, things, and the world
- Choosing to participate in an increasing variety of activities, tasks, and play areas



3. (Persistence) Students will demonstrate an increased ability to show initiative, accept help, take risks, and work towards completing a goal by:

- Investing time in an activity and pursuing it for a meaningful period of time despite distractions and interruptions
- Accepting help from another child or adult when encountering a problem
- Seeking help when appropriate from another child or adult

4. (Self-organization) Students will demonstrate an increased ability to establish goals, and develop and follow through with plans by:

- Increasing their ability to understand a task as a series of steps
- Increasing their ability to organize themselves and materials
- Following through to complete tasks and activities

5. (Reasoning) Students will demonstrate an increased ability to identify, evaluate, and provide possible solutions to problems by:

- Increasing the ability to identify a problem
- Beginning to pursue alternative approaches to solve a problem

6. (Application) Students will demonstrate the ability to use their prior experience, senses, and knowledge to learn in new ways by:

- Reflecting upon and communicating about events and experiences
- Using prior knowledge to understand new experiences



# Social and Emotional Development

## Performance Standards

### Domain II

Standard: Children demonstrate a strong and positive self-concept, appropriate self-control, and growth in their awareness of their responsibilities when interacting with others.

1. (Play) Students will demonstrate the ability to use play as a vehicle to build relationships and to develop an appreciation for their own abilities and accomplishments by:

- Participating in a variety of individual and group play experiences
- Playing cooperatively with others by developing rules, resolving disagreements, and dealing with frustrations and limitations
- Exploring and understanding new experiences and differences among people
- Making progress in the play continuum (independent, parallel, associative, cooperative)

2. (Self-concept) Students will demonstrate and express an awareness of self by:

- Identifying self according to gender, family, and community membership
- Separating from familiar people, places, or things
- Demonstrating confidence in their range of abilities and expressing pride in accomplishments



3. (Self-control) Students will demonstrate the ability to use increased capacity for self-control, to deal with frustrations, and to increase their awareness of limitations by:

- Understanding, accepting, and following rules and routines within the learning environment
- Beginning to accept the consequences of their behavior
- Using materials purposefully, respectfully, and safely
- Making progress in expressing feelings, needs, and opinions
- Managing transitions between activities

4. (Interactions with Others) Students will demonstrate the ability to develop successful relationships with other members of their learning community by:

- Playing, working, and interacting easily with one or more children and/or adults
- Developing friendships with peers
- Demonstrating empathy and caring for others
- Developing the ability to take turns and to interact without being overly submissive or directive
- Participating in resolving conflicts and disagreements with others
- Beginning to respect the rights of others



5. (Sense of Community) Students will increasingly demonstrate the ability to show a sense of belonging to the classroom/program, family, and community by:

- Displaying a growing understanding and appreciation of the relationships, people, and places that make up their communities
- Participating in the care of the classroom environment
- Demonstrating progress toward an understanding and valuing of similarities and differences among people, including gender, race, culture, special needs, language and family language, and family membership
- Recognizing the needs of others and offering help



# Language Development and Communication Performance Standards Domain III

Standard: Children develop skills in listening and in expressing their thoughts and ideas.

1. (Play) Students will increasingly demonstrate the ability to engage in play as a means to develop their listening and expressive language skills by:

- Developing and experimenting with conversation during daily activities and interactions
- Representing stories and experiences through play
- Thinking and talking about play experiences

2. (Listening and Understanding) Students will demonstrate the ability to listen to and understand language by:

- Listening and understanding stories, songs, and poems
- Listening and increasingly understanding vocabulary, directions, conversations, and questions
- Following directions that involve one, two, and multiple steps
- Learning to wait and take turns during conversations
- Making progress in listening and understanding English while maintaining home language
- Listening to complete directions before beginning task
- Finding objects and/or pictures demonstrating opposites
- Listening to peers or adults when speaking, without interrupting
- Responding to requests for action using positional concepts
- Finding objects and/or named pictures



3. (Listening and Understanding) Students will demonstrate the ability to use verbal and non-verbal language to express and communicate information by:

- Communicating needs or thoughts through non-verbal gestures, actions, expressions, and/or words
- Participating in communication around a topic
- Using more complex and longer sentences
- Communicating clearly enough to be understood by unfamiliar listeners
- Beginning a conversation with other children and adults
- Understanding an increasingly complex and varied vocabulary
- Making progress in communicating and using English, while maintaining home language



# Literacy Performance Standards Domain IV

Standard: Children develop skills in writing and reading while exploring print in books and in the environment.

1. (Play) Students will demonstrate the ability to engage in play as a means to develop early reading and writing by:

- Using symbols and forms of early writing to create more complex play
- Using writing tools and materials in all areas of the learning environment
- Creating play ideas that come from favorite stories, poems, rhymes, and songs

2. (Early Writing) Students will demonstrate an interest and ability in using symbols to represent words and ideas by:

- Beginning to print letters in own name
- Understanding that writing carries a message
- Experimenting with a variety of writing tools and materials
- Using scribbles, shapes, letter-like symbols, and/or letters to write or represent words or ideas
- Beginning to dictate ideas, sentences, and stories
- Writing daily for different purposes and audiences
- Engaging in tactile experiences



3. A. (Early Reading/Phonemic and Phonological Awareness) Students will demonstrate an interest in letters and the combination of letter sounds with letter symbols by:

- Showing increasing ability to discriminate and identify the sounds of language
- Demonstrating growing awareness of the beginning sounds or words
- Showing growing ability to hear and discriminate separate syllables in words
- Beginning to associate sounds with written words

3. B. (Early Reading/ Book Knowledge and Appreciation) Students will demonstrate an interest in books and other forms of print that have a purpose by:

- Attempting or beginning to listen to, picture, read, or tell a story
- Beginning to guess what happens next in stories
- Listening to and talking about a variety of types of literature
- Retelling parts of a story using props
- Recognizing and generating rhymes
- Taking care of and handling books in a respectful manner

3. C. (Early Reading/ Print Awareness and Concepts) Students will demonstrate an interest in the association between spoken and written words by following print as it is read aloud by:

- Exploring and investigating books and other forms of print
- Understanding that print carries a message
- Showing an increasing awareness of how books are organized
- Showing an interest in and recognizing some letters and words captured in books and in the environment
- Recognizing own name in print



3. D. (Early Reading/Alphabet Knowledge) Students will demonstrate an interest in symbols associated with letters of the alphabet and the way they form words by:

- Knowing the names of some letters and words
- Identifying some letters in print
- Knowing the names of most letters in own name



# Mathematics

## Performance Standards

### Domain V

Standard: Children develop ways to solve problems and to think about math.

1. (Play) Students will demonstrate the ability to engage in play to develop and add to their mathematical thinking and problem solving by:

- Beginning to make groups and match objects
- Using counting and number vocabulary as a natural part of play
- Experimenting with patterns and shapes
- Collecting and organizing information and materials as a natural part of play

2. (Numbers and Operations) Students will demonstrate the ability to count and group objects and numbers by:

- Matching, sorting, putting in a series, and regrouping objects according to one characteristic
- Beginning to use numbers and counting as a means for solving problems, predicting, and measuring quantity
- Using one-to-one correspondence in counting objects and matching groups of objects
- Beginning to associate a number of objects with the names and symbols for numbers
- Using such words as more/less than and add/subtract to express some number concepts



3. (Geometry and Spatial Sense) Students will demonstrate the ability to recognize and create shapes and show an awareness of position in space by:

- Describing and naming common shapes found in the natural environment
- Using language to understand the arrangement, order, and position of objects that are on top of, next to, on the bottom, underneath, beside, and in front of other objects
- Grouping objects according to their shape and size



# Science Performance Standards Domain VI

Standard: Children will understand and use the scientific method of asking questions, observing and recording their findings, and discussing their conclusions.

1. (Play) Students will demonstrate the ability to engage in play as a means to develop their scientific skills by:

- Asking questions based upon discoveries made while playing
- Using play to discover, question, and understand the natural and physical world
- Using scientific tools as props in their play

2. (Scientific Knowledge) Students will demonstrate the ability to learn about the development of the natural and physical worlds by:

- Collecting, describing, and learning to record information through discussion, drawings, and charts
- Using tools and their senses to make observations, gather and record information, and make predictions of what might happen
- Investigating changes in materials and cause-effect relationships
- Asking and pursuing their questions through simple investigations



3. (Scientific Skills and Methods) Students will demonstrate the ability to begin use scientific tools and methods to learn about their world by:

- Exploring the natural processes of growing, changing, and adapting to the environment
- Making simple observations, predictions, explanations, and generalizations based on real life experiences
- Exploring time, temperature, and cause-effect relationships based on everyday experiences
- Engaging in scientific experiments with a peer and/or small group and an adult
- Modeling and using vocabulary used in scientific exploration



# Creativity

## Performance Standards

### Domain VII

Standard: Children enjoy, express themselves, create, and learn about the arts through experiences with a variety of art forms and media.

1. (Play) Students will demonstrate the ability to engage in play as a means of self expression and creativity by:

- Spontaneously engaging in pretend play using a variety of materials to dramatize stories and experiences
- Using movement, a variety of media, and music while playing to represent stories, moods, and experiences
- Bringing musical instruments and tools from various art forms as props into dramatic play

2. (Creative Expression) Students will demonstrate the ability to engage in individual or group activities that represent real-life experiences, ideas, knowledge, feelings, and fantasy by:

- Exploring various roles in dramatic play through the use of props, language, and fantasy roles with others
- Using movement and a variety of musical styles to express feelings, and to understand and interpret experiences
- Participating in musical activities using a variety of materials for expression and representation
- Planning, working cooperatively, and creating drawings, paintings, sculptures, and other art projects
- Demonstrating care and persistence when involved in art projects



3. (Tools) Students will demonstrate the ability to use a variety of tools and art media to creatively express their ideas by:

- Experimenting with different tools to creatively express and present ideas
- Selecting and using a variety of tools to begin tasks

4. (Appreciation of the Arts) Students will demonstrate the ability to begin to build a knowledge base in the arts by:

- Beginning to understand and to develop a vocabulary to share opinions about artistic creations and experiences
- Enjoying participating in a variety of art/music experiences
- Appreciating and demonstrating respect for the work of others
- Beginning to notice differences in the arts from a variety of cultures



## Physical Health and Development Performance Standards Domain VIII

Standard: Young children's future health and well-being are directly related to the development and strengthening of their large and small muscles, sensory experiences and practicing healthy behavior.

1. (Play) Students will demonstrate the ability to engage in play as a means to understand healthy behavior and develop their physical bodies by:

- Participating in games, outdoor play, and other forms of play that enhance physical fitness
- Using their senses to explore materials and experience activities
- Beginning to understand health and safety practices
- Initiating activities that challenge their bodies in new ways



2. (Gross Motor) Students will demonstrate the ability to move their bodies in ways that demonstrate control, balance, and coordination by:

- Building and demonstrating strength and stamina in movement activities
- Demonstrating body and space awareness to move and stop with control over speed and direction
- Developing coordination and balance with a variety of playground equipment
- Climbing stairs and ladders
- Jumping and landing on feet
- Hopping on two feet
- Catching, throwing, and kicking a ball
- Riding a tricycle
- Utilizing a variety of playground equipment
- Engaging in vigorous physical exercise for 2-3 minutes
- Walking in the classroom without bumping into furniture or people
- Climbing stairs with alternating feet



3. (Fine Motor) Students will demonstrate the ability to use their fingers and hands in ways that develop hand-eye coordination, strength, control, and object manipulation by:

- Building and demonstrating strength and stamina to perform fine motor tasks
- Using eye-hand coordination to perform fine motor tasks with a variety of manipulative materials
- Showing increased awareness and control of tools for various learning activities
- Using a paintbrush
- Building with Legos or similar manipulatives
- Completing puzzles
- Building a block structure
- Using glue and paste
- Drawing a figure with major body parts
- Using a functional grasp with a writing instrument

4. (Healthy Habits) Students will demonstrate the ability to begin to understand how daily activity and healthy behavior promote overall personal health and safety by:

- Demonstrating safety awareness when purposefully using materials
- Performing self-care skills independently when eating, dressing, toileting, and washing hands
- Caring for many personal belongings
- Beginning to understand that some foods have nutritional value



5. (Senses) Students will demonstrate the ability to increase their understanding of the use of their eyes, ears, fingers, nose, and mouth, and the understanding of how the senses work together by:

- Discriminating between a variety of sights, smells, sounds, textures, and tastes
- Exploring and learning to tolerate a wide variety of sensory input
- Combining and using different senses depending on the activity



## Sample Rubrics and Checklists

Name:											Date:		
Recognizes name?	Yes					No							
Write name?	Yes					No							
Recognizes numbers?	1	2	3	4	5	6	7	8	9	10			
Can count to _____													
Can recognize letters	A	B	C	D	E	F	G	H	I	J	K	L	M
	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

### Colors

Red																		
Orange																		
Yellow																		
Green																		
Blue																		
Purple																		
Brown																		
Black																		
White																		



## Shapes

Circle																		
Square																		
Triangle																		
Rectangle																		
Diamond																		

<b>Language (3-4 Years)</b>	
<b>Listening</b>	<b>Observed</b>
Listens responsively to books and stories	
Carries out three simple related directions in order (take off your shoes, hang up your coat, and come sit with me)	
<b>Talking</b>	
Uses four to six words in a sentence	
Carries on a conversation for more than two turns on the same topic	
Uses appropriate pitch and volume when speaking, most of the time	
Speech is 90% understandable	
Asks questions using, is, what, where, and why	
<b>Reading Readiness</b>	
Describes action in a picture (The baby is laughing.)	
Tells the story when looking at a favorite picture book	
Sings parts and phrases of familiar songs	
<b>Writing</b>	
Experiments with a variety of writing tools and materials	
Begins to copy some capital letters	



<b>Intellectual (3-4 Year)</b>	
<b>Matching, Sorting, and Classifying</b>	<b>Observed</b>
Finds the same item on two different pages of a picture book	
Understands the concepts of "same" and "different"	
Identifies items based on category, when looking at a picture book (Show me all the animals, foods, or toys.)	
<b>Concepts and Patterns</b>	
Identifies circle, triangle, and square	
Names any four colors	
Claps to the beat of familiar songs or speech patterns	
<b>Numbers</b>	
Counts three items out loud	
<b>Attention Span</b>	
Stays with a task of his/her choosing, unsupervised, for five minutes (playing with play-dough, drawing, building)	



<b>Social-Emotional (3-4 Years)</b>	
<b>Self-Concept</b>	<b>Observed</b>
Knows first and last name	
Is attached to one or more significant adults	
<b>Self-Control</b>	
Waits while another child/adult takes a turn during a structured game/activity	
<b>Self-Care</b>	
Eats most foods neatly (little spilling, keeping food in mouth)	
Brushes teeth (wets brush, puts paste on, rinses)	
Blows nose into tissue, with some help	
Dresses/undresses without help except for zippers, buttons, and tying	
<b>Interaction with Others</b>	
Shares toys/equipment with other children without being asked	
Plays cooperatively with a group of two or more children	
Responds comfortably to simple questions and verbal greetings	
Names a friend	
Asks for help (asks for a towel to clean up a spill)	
Responds to peers who are in need, hurt, upset, or angry	



<b>Motor (3-4 Years)</b>	
<b>Gross Motor (large muscles)</b>	<b>Observed</b>
Catches a large, bounced ball	
Walks down stairs alternating feet, without holding on to wall or rail	
Marches in time to music	
Jumps forward two feet (feet together)	
<b>Fine Motor (small muscles)</b>	
Makes a bridge with three blocks	
Builds a tower of more than nine blocks, without help	
Cuts along a six-inch straight or curved line	
Folds paper, making edges nearly even	
Draws O and +	
Draws a person with two to four body parts	



<b>Language (4-5 Years)</b>	
<b>Listening</b>	<b>Observed</b>
Sings a song and does actions that go with the words	
Points to or places object in front, above, below, beside, behind	
Carries out four simple related directions in order (steps to get ready to go outdoors)	
<b>Talking</b>	
Uses six to eight words in a sentence	
Uses future tense	
Carries on a conversation for seven turns on same topic	
<b>Reading Readiness</b>	
Identifies own name when printed	
Predicts a suitable ending to a simple story	
Fills in rhyming word that is missing from a rhyme (Jack and Jill went up the ____)	
"Reads" environmental print and symbols (McDonald's, STOP, Men, Exit)	
<b>Writing</b>	
Uses scribbles, shapes, and letter-like symbols to write	
Tries to write for a variety of purposes (lists, messages, pretend play)	
Prints some letters	



<b>Intellectual (4-5 Years)</b>	
<b>Matching, Sorting, and Classifying</b>	<b>Observed</b>
Puts objects into groups according to shape, size, or length - grouping only by one characteristic at a time	
Locates which one, out of five objects or pictures, does not belong in the same category	
Puts five object or pictured objects into groups according to category (apple, banana, dog, orange, cat)	
Selects longest item from group of objects	
Determines which of two groups has more	
<b>Concepts and Patterns</b>	
Names eight basic colors	
Copies and extends a simple pattern (AB, AB, AB)	
Plays percussion instrument to the beat of familiar songs or speech patterns	
<b>Numbers</b>	
Counts ten items out loud	
Recognizes and names the numerals 1 through 5	
<b>Attention Span</b>	
Stays with a task of his/her choosing, unsupervised, for ten minutes (playing with play-dough, drawing, building)	



<b>Social-Emotional (4-5 Years)</b>	
<b>Self-concept</b>	<b>Observed</b>
Verbalizes own feelings	
Expresses awareness of self (specific abilities, preferences, physical characteristics)	
Separates from parents easily	
Tries out new activities (uses trial and error, does not give up easily)	
Tells street name as part of address	
<b>Self-control</b>	
Verbalizes wants to another person, prior to physical expression (Says, "I want a turn," before grabbing a toy)	
Cooperates with adult requests most of the time (be more quiet, come to the table)	
Completes assigned household tasks (picks up toys, wipes off table)	
<b>Self-care</b>	
Tolerates foods with different textures (crispy, slippery, sticky)	
Washes and rinses body parts	
Goes to the toilet by self without any accidents	
Dresses independently when asked, including zippers and buttons, but not tying	
<b>Interaction with Others</b>	
Wants to please friends and be like them	
Uses some polite words when appropriate (please and thank you)	
Recognizes some feelings on the face of another person	



<b>Motor (4-5 Years)</b>	
<b>Gross Motor (large muscles)</b>	<b>Observed</b>
Bounces and then catches a large ball	
Aims and kicks a ball	
Balances on one foot for 10 seconds	
Hops on one foot	
Runs and changes directions without stopping	
Performs a complete roll forward	
Gallops	
Adjusts body rhythm when music tempo changes	
<b>Fine Motor (small muscles)</b>	
Strings half-inch beads with ease	
Shows right hand/foot, left hand/foot upon request	
Draws square, triangle, zigzag lines, imitating adult	
Draws a person with four parts	
Cuts out small square or triangle	
Builds block structures that extend out and up	
Pours liquid or sand into small container without spilling	



## Glossary of Terms

Curiosity: a demonstrable interest leading to inquiry

Long-lasting: enduring and sustaining

Persistence: a young child's ability to continue with a learning activity past an expected or normal time

Phonemic awareness: the awareness of the different individual sounds (phonemes) that make up spoken words. In order to learn the correspondences or relationships between sounds and letters, it is necessary to have some understanding of the notion that spoken words are made up of a number of individual phonemes.

Phonological Awareness: the awareness of the different sounds of written words. The sounds within written words may be distinguished in three different ways:

- Syllables
- Onsets
- Rimes



## References

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