

# EARLY LEARNING STANDARDS FRAMEWORK

## West Virginia Board Policy 2520.15

Children benefit from high quality preschool experiences, which can take place in a variety of settings that include an enriched environment that supports maximum development and optimizes learning opportunities. In March 2002, the West Virginia legislature passed Senate Bill 247 that became West Virginia Code §18-5-44, a mandate for high quality early education programs for all four-year-old children and three year old children with identified special needs. These early education programs are now known as West Virginia Pre-Kindergarten (WV Pre-K). To support the provision of enriched environments for young children, a collaborative group of West Virginia early education professionals developed the Early Learning Standards Framework, a document that is developmentally appropriate and based on what preschool children should know and learn. The standards are designed to serve as early learning guidelines for all children ages three through five regardless of the setting.

The West Virginia Early Learning Standards are grounded in scientific research of child development, children's approaches to learning and effective educational practices. Vital to implementing these standards is the ability to teach using appropriate strategies. The foremost goal for West Virginia's children is to be lifelong learners. Young children live in a society where information is constantly changing and the ability to function well in an increasingly global economy is essential. Children must have the ability to continuously learn. Therefore, it is essential that children develop skills which allow them to become competent, independent learners capable of higher intellectual functions. To fulfill this role, teachers of young children must also be lifelong learners, continuously building their professional knowledge and functional competencies based on current research.

The Early Learning Standards Framework is intended to guide practitioners in offering high quality early education environments and educational experiences that are responsive to individual children and maximize learning and skill development. Using this standards framework, educators can plan high quality learning experiences designed to promote school readiness skills for all children, including children with disabilities. The framework is not designed as an assessment tool, nor should it be used as a way to delay the entry of eligible children into kindergarten.

The Early Learning Standards Framework is considered an integral part of an inter-related comprehensive curriculum and assessment system as defined by WVDE Policy 2525.

# 10 GUIDING PRINCIPLES

1. Representation and symbolic thinking are essential elements in providing high quality early education programs.
2. Children are active learners.
3. Development and learning are interrelated.
4. Each child is an individual learner.
5. Children with special needs and English Language Learners develop best in inclusive early education settings.
6. Family engagement is critical.
7. Development and learning are embedded in culture.
8. Young children learn by experiencing the world in which they live.
9. School Readiness is a multi-faceted definition and approach.
10. Assessment of early learning standards is a systematic, performance-based measure using student data collected through observation and work samples.



**FOR MORE INFORMATION:**

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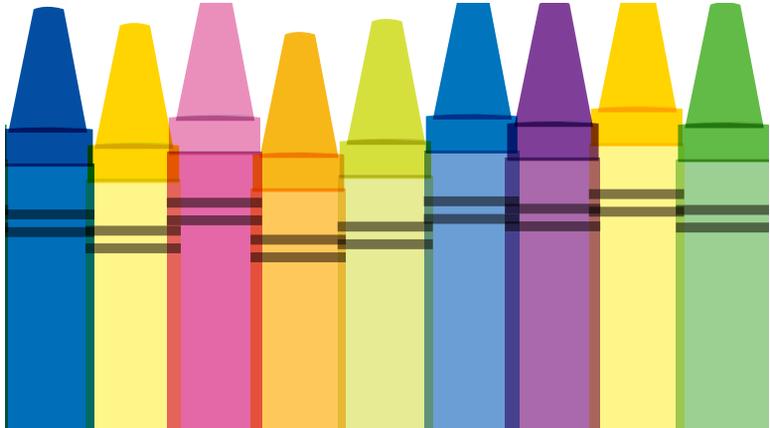
  
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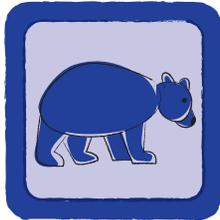
for West Virginia Pre-K



Office of Early Learning  
West Virginia Department of Education

# SOCIAL & EMOTIONAL

<b>SELF-CONCEPT</b>	<p><b>Development of self-concept</b></p> <ol style="list-style-type: none"> <li>1. Describes self by using several basic characteristics.</li> <li>2. Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li> <li>3. Develops growing capacity for independence in a range of activities, routines, and tasks.</li> </ol> <p><b>Development of self-expression and self-awareness</b></p> <ol style="list-style-type: none"> <li>4. Demonstrates progress in expressing needs, wants and feelings appropriately.</li> <li>5. Acts out roles by imitating typical actions associated with the roles.</li> </ol>
<b>SOCIAL RELATIONSHIPS</b>	<p><b>Development and demonstration of pro-social behaviors</b></p> <ol style="list-style-type: none"> <li>1. Develops positive relationships with children and adults.</li> <li>2. Shows empathy and caring for others.</li> <li>3. Demonstrates increasing capacity to follow rules and routines and uses materials purposefully, safely, and respectfully.</li> <li>4. Shows progress in developing and sustaining friendship with peers.</li> <li>5. Manages transitions and begins to adapt to change in routines.</li> </ol> <p><b>Cooperation</b></p> <ol style="list-style-type: none"> <li>6. Uses appropriate communication skills to initiate or join classroom activities.</li> <li>7. Engages in cooperative group play.</li> <li>8. Begins to share materials and experiences and take turns.</li> <li>9. Uses and accepts negotiation, compromise, and discussion to resolve conflicts.</li> <li>10. Accepts guidance and directions from a variety of familiar adults.</li> <li>11. Follows basic routines and rules for play and group participation.</li> </ol>
<b>KNOWLEDGE OF FAMILY &amp; COMMUNITY</b>	<p><b>Progression of understanding of their role in the family and community</b></p> <ol style="list-style-type: none"> <li>1. Understands and describes the interactive roles and relationships among family members.</li> <li>2. Identifies and describes roles and relationships of community members.</li> <li>3. Understands similarities and respects differences among people, such as genders, race, special needs, cultures, language, and family structures.</li> <li>4. Identifies themselves as a member of groups within a community.</li> <li>5. Identifies and describes locations and places in their environment.</li> </ol>
<b>DISPOSITIONS TO LEARNING</b>	<p><b>Intrinsic Motivation for Learning</b></p> <ol style="list-style-type: none"> <li>1. Participates in a variety of classroom activities and tasks.</li> <li>2. Develops increased ability to make independent choices.</li> <li>3. Approaches tasks and activities with flexibility, imagination, and inventiveness.</li> <li>4. Persists in and completes tasks, activities, projects, and experiences.</li> <li>5. Demonstrates increasing ability to set goals and develop and follow through on plans.</li> <li>6. Maintains increasing concentration over a reasonable amount of time despite distractions and interruptions.</li> </ol>



# LANGUAGE & LITERACY

<b>LISTENING AND SPEAKING</b>	<p><b>Utilization of receptive and expressive language for a variety of purposes</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates an increasing ability to attend to and understand communication.</li> <li>2. Communicates needs and wants through a variety of verbal and symbolic forms.</li> <li>3. Understands and uses increasingly complex and varied vocabulary/sentences in listening and speaking.</li> </ol> <p><b>Comprehension and collaboration</b></p> <ol style="list-style-type: none"> <li>4. Comprehends and expands on oral language.</li> <li>5. Participates in conversations with peers and adults about topics of interest.</li> <li>6. Listens to others and takes turns speaking.</li> <li>7. Asks questions to get information, seeks help, or clarifies something that is not understood.</li> </ol>
<b>FOUNDATIONAL SKILLS FOR READING</b>	<p><b>Print Concepts</b></p> <ol style="list-style-type: none"> <li>1. Holds book upright and identifies the front and back of a book.</li> <li>2. Progresses in learning how to handle and care for books; knows how to view one page at a time in sequence from front to back; and understands that a book has a title, author, and illustrator.</li> <li>3. Demonstrates increasing awareness of concepts of print, such as reading moves from top to bottom and from left to right, speech can be written down, and print conveys a message.</li> <li>4. Develops an awareness of environmental print such as signs, letters, newspapers, lists, messages, and menus.</li> <li>5. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</li> <li>6. Recognizes and names letters such as those in his/her name, names of family and friends, and those seen in environmental print.</li> <li>7. Recognizes words as units of print that are separated by spaces.</li> </ol> <p><b>Phonological Awareness</b></p> <ol style="list-style-type: none"> <li>8. Listens to and identifies sounds that are in the environment.</li> <li>9. Shows growing ability to hear and discriminate separate syllables in words.</li> <li>10. Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> <li>11. Shows growing awareness of beginning and ending sounds of words.</li> </ol> <p><b>Word Recognition</b></p> <ol style="list-style-type: none"> <li>12. Recognizes a word as a unit of print.</li> <li>13. Recognizes words such as his/her name, names of family and friends, and familiar environmental print.</li> </ol>
<b>LITERATURE</b>	<p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> <li>2. Looks through books independently and asks to have books read to them.</li> <li>3. Recognizes story elements such as characters, sequence of events, and theme of a story.</li> <li>4. Demonstrates progress in retelling and dictating stories from books and experiences; acts out stories in dramatic play; asks to take home books; goes to the library; and engages in pretend reading with other children.</li> </ol> <p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>5. Engages in questioning, reflecting, and relating a story to personal experiences including use of new vocabulary.</li> </ol>
<b>WRITING</b>	<p><b>Text Type and Purposes</b></p> <ol style="list-style-type: none"> <li>1. Progresses from using scribble shapes or pictures to represent ideas, to using letter-like symbols or invented spelling, to copying or writing familiar words such as his/her own name.</li> <li>2. Uses a combination of drawing, dictating, and writing to communicate ideas, thoughts, and feelings.</li> <li>3. Demonstrates an understanding that writing relays a message that can be read.</li> <li>4. Begins to use functional print in play.</li> <li>5. Uses a variety of writing tools and materials, such as pencils, crayons and computers.</li> <li>6. Begins to recognize that writing patterns progress from top to bottom, left to right, and words are separated by spaces.</li> </ol>

# MATHEMATICS

<b>NUMBER - COUNTING &amp; CARDINALITY</b>	<p><b>Number Names</b></p> <ol style="list-style-type: none"> <li>1. Develops increased ability to counts in sequence to ten and beyond.</li> <li>2. Begins to identify number symbols one to ten.</li> </ol> <p><b>Counting To Tell the Number of Objects</b></p> <ol style="list-style-type: none"> <li>3. Uses one-to-one correspondence in counting objects and matching groups of objects.</li> <li>4. Matches quantity with number symbols.</li> </ol> <p><b>Comparing and Ordering Numbers</b></p> <ol style="list-style-type: none"> <li>5. Uses comparative words such as more, less, fewer, equal to.</li> <li>6. Begins to recognize the order of numbers, e.g. before, after and between.</li> </ol>
<b>NUMBER - OPERATIONS &amp; THE PROBLEMS THEY SOLVE</b>	<p><b>Composing and decomposing numbers; addition and subtraction</b></p> <ol style="list-style-type: none"> <li>1. Develops increased ability to recognize addition as putting objects together and subtraction as taking objects apart.</li> <li>2. Identifies parts in relationship to the whole.</li> </ol>
<b>MEASUREMENT &amp; DATA</b>	<p><b>Direct Measurement</b></p> <ol style="list-style-type: none"> <li>1. Understand that objects have measurable attributes, such as length or weight. A single object might have several measurable attributes of interest.</li> <li>2. Estimates the size of objects in comparison to a common unit of measurement, such as more/less, short/tall, long/short, big/little, and light/heavy.</li> <li>3. Begins to construct a sense of time through participation in daily activities.</li> </ol> <p><b>Representing and Interpreting Data</b></p> <ol style="list-style-type: none"> <li>4. Classify objects according to common characteristics, such as color, size, or shape.</li> <li>5. Begins to incorporate estimating and measuring activities into play.</li> <li>6. Begins to recognize and interpret information presented in tables, graphs and symbols.</li> </ol>
<b>GEOMETRY</b>	<p><b>Shapes, their attributes, and spatial reasoning</b></p> <ol style="list-style-type: none"> <li>1. Recognizes, duplicates, and creates simple patterns using a variety of materials.</li> <li>2. Progresses in ability to recognize terms of directionality, order, and positions of themselves and objects in their environment, such as up, down, over, under, top, bottom, inside, outside, in front, and behind.</li> <li>3. Recognizes, describes, compares, and names common shapes.</li> <li>4. Determines whether or not two shapes are the same size and shape.</li> </ol>

# SCIENCE

<b>SCIENCE AS INQUIRY</b>	<p><b>Foundational Knowledge of Scientific Inquiry</b></p> <ol style="list-style-type: none"> <li>1. Expresses wonder and asks questions about the world around them.</li> <li>2. Observes and discusses similarities and differences among objects and materials, including cause and effect</li> <li>3. Investigates and problem solves through active exploration of the environment.</li> <li>4. Progresses in ability to describe and discuss predictions, explanations, and generalizations.</li> </ol> <p><b>Utilization of Inquiry</b></p> <ol style="list-style-type: none"> <li>5. Uses senses and a variety of tools to gather information, investigate materials, and observe processes and relationships.</li> <li>6. Collects, describes, and records information through a variety of means to lead to new understanding of the world around them.</li> </ol>
<b>SCIENTIFIC KNOWLEDGE</b>	<p><b>Understanding the living and physical world</b></p> <ol style="list-style-type: none"> <li>1. Observes and describes the immediate and familiar world, such as the natural world, materials, living things, and natural processes.</li> <li>2. Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships, such as recognize that materials can exist in several physical states.</li> <li>3. Demonstrates expanding knowledge of and respect for the environment.</li> </ol>

# THE ARTS

<b>MUSIC &amp; MOVEMENT</b>	<p><b>Self Expression</b></p> <ol style="list-style-type: none"> <li>1. Participates in music activities, including listening, singing and finger plays.</li> <li>2. Creates music through a variety of techniques.</li> </ol> <p><b>Foundations of Music and Movement</b></p> <ol style="list-style-type: none"> <li>3. Demonstrates an understanding of movement as it relates to music.</li> <li>4. Uses a variety of instruments including non-traditional and natural objects.</li> <li>5. Responds to and identifies particular musical elements such as rhythm and style.</li> </ol>
<b>VISUAL ART</b>	<p><b>Self Expression</b></p> <ol style="list-style-type: none"> <li>1. Progresses in ability to express emotion and communicates ideas through creative artwork.</li> <li>2. Demonstrates growing ability to plan, work independently, and demonstrate care and persistence in a variety of art project.</li> <li>3. Develops growing ability to create artwork that reflects an idea, theme, or story.</li> </ol> <p><b>Foundations of Visual Arts</b></p> <ol style="list-style-type: none"> <li>4. Explores color and texture using different mediums, including clay, natural materials, wood, paper, crayons, chalk, paint, glue, paste, etc.</li> <li>5. Begins to demonstrate increased detail in a variety of artwork, including drawings, paintings, models, and other multi-dimensional artwork.</li> </ol>
<b>DRAMATIC PLAY</b>	<p><b>Self Expression</b></p> <ol style="list-style-type: none"> <li>1. Participates in a variety of dramatic play activities throughout the day in a variety of settings that becomes more extended and complex.</li> <li>2. Expresses ideas, feelings, and emotions through dramatic play.</li> <li>3. Shows growing creativity and imagination in using materials and assuming roles, e.g. interaction with costume pieces, props, puppets, fabric, etc.</li> <li>4. Tells and re-enacts stories and experiences through dramatic play.</li> </ol>

# PHYSICAL HEALTH & DEVELOPMENT

<b>FINE MOTOR</b>	<p><b>Fine Motor Development</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates increased ability, strength, dexterity, and control to manipulate and use tools such as scissors, staplers, hammers, and fastening tools.</li> <li>2. Demonstrates increased accuracy of eye-hand coordination and use of opposing hand movements to build with blocks, string beads, cut with scissors, or put together puzzles.</li> <li>3. Progresses in ability to use writing, drawing and art tools, including pencils, markers, chalk, paint brushes, and various types of technology.</li> <li>4. Begins to demonstrate self help skills such as buttoning and zipping.</li> </ol>
<b>GROSS MOTOR</b>	<p><b>Gross Motor Development</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates increased control and proficiency in walking, running, jumping, hopping, skipping, marching, and galloping.</li> <li>2. Demonstrates increased abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and ascending and descending stairs.</li> <li>3. Moves with emergent balance on lines, balance beams, curbs, riding equipment, and play structures.</li> </ol>
<b>HEALTH &amp; SAFETY PRACTICES</b>	<p><b>Healthy Development</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates ability to identify and make healthy food choices.</li> <li>2. Participates actively in games, outdoor play and other forms of exercise that enhances physical fitness.</li> <li>3. Exhibits increased physical growth, strength, stamina, endurance and flexibility.</li> <li>4. Demonstrates growing independence in daily health routines and habits in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> <li>5. Demonstrates an understanding of the need for different apparel in different climates and weather conditions.</li> </ol> <p><b>Safety Practices</b></p> <ol style="list-style-type: none"> <li>6. Participates in safety games, songs and stories.</li> <li>7. Recognizes symbols indicating danger.</li> <li>8. Follows classroom and community safety rules, such as fire drills, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ol>