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Revision of the Carlisle Elementary preschool standards based on the Iowa Early Learning Standards

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Revision of the Carlisle Elementary preschool standards based on the Iowa Early Learning Standards

Abstract

This paper describes the process of evaluating current standards and benchmarks for the Carlisle Elementary Preschool, revising them using the Iowa Early Learning Standards, which were completed in May 2005, revising a teacher-created assessment tool and progress report, and investigating the curriculum that is used and how it aligns with the newly created standards and benchmarks. Standards and benchmarks have been a focus in the educational field due to the implementation of the Federal "No Child Left Behind" Act.

Many standards and benchmarks have been created for kindergarten through twelfth grade but few programs have adopted standards and benchmarks prior to kindergarten. States are moving towards early childhood standards and benchmarks in order to focus on the most critical learning years which occurs between the ages of zero and five-years-old. This project addresses this need for the Carlisle Community School District and provides a model for other preschool programs in the development and implementation of preschool standards and benchmarks.

Revision of the Carlisle Elementary Preschool Standards Based on
the Iowa Early Learning Standards

A Graduate Project

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By

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ABSTRACT

This paper describes the process of evaluating current standards and benchmarks for the Carlisle Elementary Preschool, revising them using the Iowa Early Learning Standards, which were completed in May 2005, revising a teacher-created assessment tool and progress report, and investigating the curriculum that is used and how it aligns with the newly created standards and benchmarks. Standards and benchmarks have been a focus in the educational field due to the implementation of the Federal "No Child Left Behind" Act. Many standards and benchmarks have been created for kindergarten through twelfth grade but few programs have adopted standards and benchmarks prior to kindergarten. States are moving towards early childhood standards and benchmarks in order to focus on the most critical learning years which occurs between the ages of zero and five-years-old. This project addresses this need for the Carlisle Community School District and provides a model for other preschool programs in the development and implementation of preschool standards and benchmarks.

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CHAPTER 1

INTRODUCTION

With the passage of *No Child Left Behind* (PL 107-110, 2001), school districts and states are devoting a great deal of time making sure children are progressing in academic areas. They want others (parents, community members, people outside of individual school districts, etc.) to observe children attending quality schools and receiving quality education. Progress in academic areas is defined by children reaching standards and benchmarks created by federal associations, state education committees, and individual school districts. However, differences exist in the operation of these two terms. According to Gethman, D., et al., (2005), standards are “statements that describe expectations for the learning and development of young children” (p. 9)

[and benchmarks (performance standards) are,] clear, specific descriptions of knowledge or skill that can be supported through observations, descriptions and documentations of a child’s performance or behavior and by samples of child’s work often used as points of reference in connection with more broadly stated content standards, (p. 9).

Burns, Midgette, Leong, and Bodrova (2002) defined standards as “general statement(s) of knowledge and skills students should gain by the end of their prekindergarten-12 education” and benchmarks as “specific statements that provide definition and clarity to the standards for children at a particular developmental level” (p. 4).

School districts have standards and benchmarks primarily for students in kindergarten through 12th grade. Many states have also adopted standards for children below the kindergarten level or are in the process of developing them; however it is unknown how many school districts actually use them.

In recent years, the term *school readiness* has been a topic of conversations at the national, state, and local levels of education. Everyone wants children to be ready for kindergarten, but a clear definition of readiness has not been prevalent. By creating standards and benchmarks for early childhood, there is better consensus as to what children should be able to do prior to entering kindergarten. According to the National Association of the Education of Young Children's (NAEYC) position statement (2005), universal school readiness requires "giving all children access to the opportunities that promote school success, recognizing and supporting children's individual differences, and establishing reasonable and appropriate expectations for what children should be able to do when they enter school" (p. 1). Because children develop differently, all areas of development and learning must be included when thinking about school readiness. Readiness not only deals with children but also families, communities, and schools. It includes resources for families of young children, foundations that consist of high-quality early childhood programs, and early intervention programs and strategies for children who may be at risk.

"The Iowa Early Learning Standards (IELS) are designed to identify the knowledge, skills, motivation, and attitudes developed by three- to five-year olds that lead to success as students in school and as adult citizens in a democracy" (Gethman et al., 2005, p. 7). Because the State of Iowa is in the process of formally adopting the IELS, I would like to implement them into the preschool curriculum at the Carlisle Community School District. The district currently has preschool standards but they are rarely used when examining children's progress and are only academically based. There

is only one preschool classroom in the district, and because preschool has not been mandated by the state, there is not continuity in the standards and benchmarks from preschool to kindergarten. Also, the wording is ineffective and is not teacher and parent friendly. Even when preschool Individual Education Plans (IEPs) are written, the standards and benchmarks are not used in the designated area on the IEP forms.

Using the current district standards and benchmarks for preschool and kindergarten, the Iowa Early Learning Standards, and the NAEYC guidelines for standards and benchmarks, I have created revised standards and benchmarks for children who attend the preschool program at the Carlisle Community School District. Following development or identification of the revised standards, an eclectic curriculum will be compiled from existing curricula. Some examples of curricula that may be considered include (but are not limited to) *Learning by Leaps and Bounds* (Carvell, 2000) and *The Primary Program; Growing and Learning in the Heartland* (Nebraska Department of Education, 2001).

Overview of the Project

This project addresses the need for revised standards and benchmarks and a curriculum that facilitates implementation of these standards and benchmarks to meet the needs of the students, the teacher, and the classroom associate, in addition to any one-to-one associates, serving students who have special needs in the preschool classroom.

Questions that guided the development of this project include the following: (a) How can I implement the new IELS into my classroom and how can I create standards and benchmarks for my classroom by utilizing what is currently in place in my district

and by the IELS?, (b) what will my curriculum look like, what additional teaching and learning tools will be needed, and what additional materials will be necessary?, and (c) what forms of assessment will be required in order to see if students are making progress towards the standards?.

Purpose

There are four main purposes to this project. First, standards and benchmarks for the preschool program at Carlisle Elementary School will be revised. The revisions will combine current district standards, the IELS, and guidelines from NAEYC. Second, the standards and benchmarks need to align with standards established by the district and by the state. Third, following the creation of the revised standards, there needs to be a curriculum that supports them. Finally, assessment tools may need to be revised in order to check students' progress.

Project Rationale

Advances have been made in the identification of appropriate early childhood standards and benchmarks. NAEYC and the National Association of Early Childhood Specialists in State Departments (NAECS/SDE) "... believe that early learning standards can be a valuable part of a comprehensive, high-quality system of services for young children" (NAEYC, 2002c, p. 1). With the adoption of the IELS, preschools and early childhood centers, especially those operating in public school settings, should be using these as a guideline for the creation of revised or new standards for early childhood children. By adopting standards and benchmarks in early childhood settings, we are communicating to the public how important learning is for young children. Standards

and benchmarks create opportunities for the public to see how children learn and what they are capable of learning. They provide information about what is appropriate for children, not only academically but in all other areas of learning and development such as socially and in the fine arts. With the adoption of standards and benchmarks, early childhood settings demonstrate a higher standard of learning.

There are a number of problems with the Carlisle Community School District's current preschool standards. First, the timeline for creating the current preschool standards and benchmarks at Carlisle Elementary was very short and did not allow time for thoughtful consideration of what is appropriate for preschool-aged children. There was limited input from early childhood specialists due to the time constraints. Because of the hastiness in creating the current standards and benchmarks, the question arises; *Are they developmentally appropriate?* Second, the curriculum that is utilized in the preschool classroom is not linked to the current standards. Curricula should work toward children's attainment of program purposes and outcomes. They should align closely with the program's standards and benchmarks. Hence, after the revision of standards for the preschool program, there needs to be a curriculum to follow. Third, the standards and benchmarks only address academic skills. All areas of learning need to be addressed. In order for standards to be effective in early childhood settings, NAEYC and NAECS/SDE state, "All areas of early development and learning (including cognitive, language, physical, social, and emotional) are emphasized in the standards" (NAEYC, 2002c, p. 1). Children develop at various rates and learning in early childhood takes place over a

continuum. They should not be assessed in just academic areas but all areas of development.

The current preschool standards and benchmarks are unfriendly to teachers and parents. They are vague and lack specific details. The wording of the standards and benchmarks use a large amount of teacher-related jargon that parents may not understand. In addition, some academic skills that are expected upon entering in kindergarten are not addressed. All who read the revised standards and benchmarks should be able to read and understand them without having additional interpretations. These problems lead me to want to revise the current preschool standards and benchmarks in order to make them teacher and parent friendly. In addition, I will incorporate this characteristic into my revision of the standards and benchmarks.

The Importance of Standards and Benchmarks

According to Kendall (2003), "...standards express shared expectations for schooling, enable educators to focus on what they value, and provide a common language for assessing progress toward those goals" (p. 1). Teachers, administrators, parents, and other community members want to see progress in all areas of learning. Progress is best shown by providing numerical data. People see the numbers and then form opinions about the educational quality of the programs in the community. Kendall also comments on the benefits of early education on later learning.

Utilizing standards in the early childhood classroom can lead to continuity in children's educational experiences. Young children can learn from challenging experiences that are also achievable. Standards provide a focus for curriculum and

instruction and guide learning opportunities for all learners. School readiness is built on a solid foundation of learning and experiences prior to entering kindergarten. However, standards for early childhood programs should not be a watered-down version of standards for kindergarteners. They should identify the skills necessary for success while in the early childhood setting and beyond and should be developmentally appropriate for young children. Few standards address the skills children should be learning before entering kindergarten. Finally, there can be better support between transitional stages such as infancy to toddlerhood, toddlerhood to preschool, preschool to kindergarten, and kindergarten to elementary (NAEYC, 2002c).

Although the benefits of having standards and benchmarks seem to outweigh the negatives, there are some possible risks for having standards in early childhood. First, children may be viewed as having the responsibility to meet standards instead of the educators who provide opportunities and learning supports. Negative consequences such as labeling, retention, and denial of educational services, such as those related to IEPs, may occur when children do not meet standards set before them. Second, curriculum to support achievement of standards needs to be high quality and broad in focus. In other words, there should be purposes for what the children are learning but should also allow for plenty of exploration, experimentation, and play opportunities. Finally, benefits most likely will be minimal when there is lack of professional development, quality assessment tools, school resources, and finances for the school (NAEYC, 2002c).

Despite the potential of negative aspects to having standards and benchmarks in early childhood settings, the benefits outweigh them. Expectations have been raised for

children entering kindergarten. They are expected to know a great deal more than before upon entering kindergarten. Instead of learning colors, shapes, numbers and counting, letters, name writing, and reading during the kindergarten year, many children are being expected to be able to independently complete most of the above tasks. Because of this, standards and benchmarks should be implemented in preschool settings in order to provide a quality foundation for children to be successful later in their educational careers.

CHAPTER 2

METHODOLOGY

The idea for this project came to me upon the publication of the IELS (Gethman et al., 2005), which was very exciting to me. I wanted to complete a project that was very meaningful and beneficial to me because I would be spending a great deal of energy and effort on this. During the 1999-2000 school year as part of the professional development plan, the staff at Carlisle Community Schools had to develop standards and benchmarks for all areas from grade levels to special areas. As described earlier, the need exists to review and revise the current preschool standards and benchmarks. In this first section, I will describe the procedures that I followed.

Procedure

Because I am the sole preschool teacher in my district, I had to develop the existing preschool standards on my own with very little guidance from my administrators, who have little or no experience in early childhood. With the assistance of Susan Ward, an AEA early childhood consultant and the use of *The Primary Program* (Nebraska Department of Education, 2001), I created preschool standards and benchmarks. I really do not know how beneficial they actually are. Even though I have them in place, I do not use them when writing IEP goals. One reason for this is the fact that there were no state early childhood standards. Now the IELS are available.

My intentions for my preschool program, which is located in a public elementary school, are to provide developmentally appropriate activities and to prepare students for kindergarten. I communicate with kindergarten teachers on a regular basis concerning

kindergarten expectations and students' needs. I want to do everything I can to make the transition into kindergarten as smooth as possible for all of my students, whether they are typical developing or have developmental delays.

I also want my preschool children to experience appropriate learning experiences. NAEYC and NAECS/SDE (2002b) have cooperatively established indicators of an effective curriculum. In order for a curriculum to be effective, students are active learners and engaged in all aspects. Goals are clear and shared by all stakeholders. Curriculum is evidence-based. Content is learned through investigation and is focused; teaching is intentional. Prior knowledge and experiences are the foundations for the curriculum. Curriculum builds on prior knowledge of skills that have been learned. Standards are professional and validate subject-matter. Children's benefits are at the heart of the curriculum.

To achieve my goals, I describe three phases that I carried out to complete this project. Phase I of this project consisted of conducting a thorough review of national research studies and other writings important to the early standards movement and determining if the current standards and benchmarks for the Carlisle Elementary Preschool were acceptable. This phase is entitled *Review*.

Development is Phase II, which consisted of three steps. First, I revised the standards and benchmarks for the Carlisle Elementary Preschool using the IELS and literacy standards from Bedrova, Leong, Paynter, and Semenov (2000). Second, I met with the PK-12 district curriculum coordinator to discuss the revised standards and benchmarks and how to revise my progress report to align with the new standards and

benchmarks. Third, revision of the progress report occurred along with final revisions for the standards and benchmarks.

All but one assessment tool was created by me. The *Individual Growth and Development Indicators* (IGDI), which was created at the University of Minnesota (2001) and is a preschool version of *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) (Good and Kaminski, 2002), is the assessment tool that will continue to be used. This tool has norms for alliteration, segment blending, and rhyming and is used in most of the preschool programs throughout Heartland Area Education Agency (AEA).

The final phase is entitled *Curriculum Alignment*. Phase III consisted of an evaluation of the current preschool curriculum and determination of fit between standards and benchmarks and the progress report. Next, units of instruction were completed as part of my professional development. In contrast to *traditional* units of instruction where other teachers in my district are focusing on each subject area for their units of instruction, I created units of instruction based on my learning centers and other activities that occur throughout the preschool day. These units of instruction are listed in their entirety in the appendix section of this paper (see Appendix D). Their topics focus on learning centers (activity, art, blocks, computer, games and puzzles/manipulatives, pretend, reading and listening, and sensory), group times (gathering, learning, and story and singing), and miscellaneous activities (projects, recess, and snack). The final step of this phase is a work in progress. In addition to units of instruction, Carlisle Elementary's professional development time has been dedicated to creating curriculum maps (see Appendix E) for all areas of instruction with math being the district's first priority. It was

projected that we would finish our math curriculum maps during the 2005-2006 school year and will progress to reading and language next followed by the additional areas during the next few school years.

I begin this section with a description of the Carlisle community. Along with the location of the school district, the preschool population enrolled at the Carlisle Elementary Preschool is described. Finally, staff and support staff for the preschool program are described.

Community and School Demographics

The Carlisle Community School District is comprised of five towns (Palmyra, Easter Lake, Avon, Carlisle, and Hartford) with learning centers located in Carlisle and Hartford. In Carlisle, the preschool through fourth grade and seventh through twelfth grade buildings are located. The fifth and sixth grades are located in Hartford. Towns in the district are located in northern Warren and southern Polk counties. Carlisle is approximately six miles from the southeast city limits of Des Moines.

Because of Carlisle's close proximity to Des Moines, it is a growing community. Currently, there are several new housing developments. Additionally, Carlisle and Hartford are connected by the Highway 5 bypass, which is a four-lane road connecting Knoxville to Interstate 35. Although it is a growing residential community, there are few businesses in town. Many residents commute to work in Des Moines, West Des Moines, or other neighboring communities.

Despite the fact that school enrollment has been increasing, the school provides only one section of preschool. In the 2005-2006 school year, 24 typical developing

students, those who are not on an IEP, were enrolled at the preschool at the school. In addition to those twenty four students, there were thirteen students with special needs also enrolled in the class. Numbers for students with special needs vary from year to year and during the course of the school year because there is not a capacity limit to the number of special needs students that may be served. Typical developing peers attend preschool 3-half days per week for three hours a day. These students will enter kindergarten the following school year. Students with special needs may attend all day (8:15 a.m. to 2:00 p.m.) five days a week but some parents choose different schedules based on their child's needs. Nine of the thirteen attended preschool full-time or five days a week from 8:15 a.m. until 2:00 p.m. Because they are on IEPs, they can begin to attend preschool when they are three-years-old.

Staffing in the preschool classroom consists of a certified teacher and a classroom associate. Some students with special needs require one-to-one associates. Of the thirteen students who had IEPs, three had full-time one-to-one associates. The 2005-2006 school year was my eighth year of teaching preschool at Carlisle Elementary. I received my BA in education from the University of Northern Iowa with a major in early childhood and a minor in early childhood special education. My classroom associate is a high school graduate who has over fourteen years of experience in the school setting, with three of those years in my classroom.

In addition to the adults who are in the room on a daily basis, there is also support from Heartland AEA staff. The occupational therapist visits the classroom every other week, the vision-itinerant teacher comes opposite the occupational therapist, the physical

therapist comes weekly, the early childhood special education consultant visits weekly, and the speech and language pathologist (SLP) attends the class twice weekly. These professionals come only when their services are designated on students' IEPs. Whenever we have a problem, need ideas about something, or need resources, all of these individuals are available and willing to work with us.

CHAPTER 3

THE PROJECT

This chapter describes the main focus of my paper. I discuss the three phases I undertook to complete this project.

Phase I: Literature Review

The literature reviewed for this project consists of information on the history of standards and benchmarks, essential criteria for developmentally effective early learning standards, and implementing early childhood standards. Because standards and benchmarks are a fairly new topic of discussion in early childhood, there are limited research studies on this topic. This portion of the paper concludes with specific information of the Iowa Early Learning Standards (IELS). The IELS were created by a group of professionals who are directly impacted by protocol that affects early childhood.

Overview of Standards in Early Childhood Education

Minimum Essentials for Nursery Education was one of NAEYC's first publications and was written in 1929. In NAEYC's and SDE's joint position statement entitled *Early Learning Standards: Creating the Conditions for Success*, it is stated, "since then, NAEYC (2002) has developed criteria for accrediting early childhood education programs, teacher education standards, guidelines for developmentally appropriate practice, and...curriculum and assessment guidelines" (p. 2).

The standards movement for elementary and secondary students began in the 1980s. These standards did not directly affect children who were not enrolled in school (prior to kindergarten). Researchers have been studying the positive benefits of

education of students who are preschool-aged, which has promoted public awareness of the importance of preschool education. In turn, states have begun to develop standards and benchmarks for children younger than kindergarten (NAEYC and NAECS/SDE, 2002). These have been created in an effort to provide more information on *school readiness*.

National Influences on Standards and Benchmarks

In January 2001, President George W. Bush, signed into law the *No Child Left Behind* (NCLB) (PL 107-110, 2001) Act for education. Because of this act, there are higher standards and expectations for all students. The first key component of NCLB is to close the achievement gap between learners. Steps to complete this first component include accountability and high standards, annual academic assessments, consequences for schools that fail to make progress with scores of disadvantaged students, focus on reading in kindergarten through second grade, and early childhood reading instruction which promotes the "Reading First" program. Second, the next component of NCLB is to expand flexibility and reduce bureaucracy. The steps for this component are flexibility in Title I, increased funds for technology in schools, reducing overlapping and duplicating grant programs for consolidation, and local and state flexibility options which focuses on charter schools. Third, there will be rewards for success and sanctions for failure. This component includes rewards for closing the achievement gap, accountability bonuses for states, NCLB school rewards, and consequences for failure. Parents have more choice under NCLB which is the next component. They will have access to school reports, charter schools, and innovative school choice programs and

research. Teacher quality is the next component of NCLB. Teachers will be of quality, will have funding for what works, and attention will center on strengthening math and science education. Finally, schools will be safe. School safety will be promoted, students may be moved to safer schools, and character education will be supported (Bush, 2000).

Essential Features for Developmentally Effective Early Learning Standards

NAEYC (2002a) stated its position on the use of early learning standards in the article *Where We Stand on Standards and Benchmarks* as described here. First, standards emphasize developmentally appropriateness in both content and outcomes. There is an emphasis on all domains of learning. These domains include cognitive, social, emotional, physical, and language development. Content and desired outcomes are meaningful, important, and support children's current well-being and later learning. In order to be developmentally appropriate, standards are research based on the areas of learning and development processes and sequences. Because of this, standards for early learners should not be simplified versions of standards for older children. Content and outcomes are linked to specific ages and developmental periods and create appropriate expectations. Accommodations for different learners need to be in place when looking at standards. These include accommodations for disabilities, communities, cultures, languages, and individuals.

Secondly, early learning standards need to be developed and reviewed by informed and inclusive individuals who specialize in the area of early childhood education. Individuals working with the standards need to possess expertise in early

childhood. They have a strong knowledge foundation of developmentally appropriate practices for young children. There are multiple stakeholders involved in the development of standards. Upon completion of standards, there needs to be many opportunities for discussion. Standards are reviewed and revised on a regular basis (NAEYC, 2002c).

Third, early learning standards are effective when used in conjunction with curriculum and assessment tools that support development both ethically and appropriately. Children's interests, abilities, positive development, and learning require effective curriculums, classroom practices, and teaching strategies. Assessment tools are connected directly to student learning; are valid technically, developmentally, and culturally; and provide useful information. Assessment is used to improve support systems for children instead of ranking, sorting, and penalizing (NAEYC, 2002c).

Fourth, effective learning standards for young children provide support systems for programs, professionals, and families. According to NAEYC's position statement on early learning standards, research has indicated that quality early childhood programs provide the best support for children and families. There are ample opportunities for professional development in order to gain new skills and knowledge when working with young children. Because families are key partners in the success of children's education, positive benefits come from communication and support for them (NAEYC, 2002c).

Finally, benchmarks for early childhood educational programs need to be consistent with K-12 standards. They should not have wording such as "beginning to" and should not cut expectations in half. Benchmarks need to be written using broad, but

flexible, language so that many instructional approaches can be utilized to attain success in that area of learning. One of the most important aspects of early childhood standards and benchmarks is to base them on quality research. There needs to be a fine line between challenging the students and setting too high of expectations (Burns, et al, 2002).

Quality standards and benchmarks can be created. Bodrova, Paynter, and Leong (2001) list criteria for quality standards and benchmarks. They should be age-specific and should not span over several years or grades. Kindergarten and preschool standards should be included in community schools and districts because parents and teachers need to know what their children should be able to do prior to entering kindergarten. Benchmarks need to be clear in their articulation for what knowledge students should be learning. Finally, the benchmarks need to be developmentally appropriate and reflect progress towards the ultimate goals.

Implementing Early Childhood Standards

Once standards have been completed, they need to be implemented into the early childhood classroom. Bodrova, Paynter, and Leong (2001) identify challenges and solutions to implementing early childhood standards and benchmarks. Challenges to implementation are teaching and assessing. Administrators can help teachers who are struggling with implementation of standards. First, resources and staff development is available so teachers can understand how children learn and develop. Second, content areas should not take away from other activities essential for development. Third, progress towards benchmarks is to be observed. Fourth, teachers need to understand what developmentally appropriate means and how it affects learning. Fifth, educators

should be aware of and use strategies for instruction in order to be effective. Sixth, development is an on-going process and needs to be monitored. Finally, administrators should expect different teaching strategies than those used with older students.

Iowa Early Learning Standards

Young children require a nurturing environment exhibiting positive adult interactions with children. Adult interactions provide opportunities for children to gain skills and to understand their surroundings. Skills are developed through nurturing and guidance from adults. When children have guiding adults, they have better peer interactions.

The Iowa Early Learning Standards are designed to: assist parents, professionals, and community leaders to identify, plan, and implement programs and experiences that provide high quality early care and education to all children; guide the planning of curriculum and assessment experiences for preschool children in early care and education settings in child development homes, child care centers, and preschool programs offered by a variety of public and private agencies; inform parents seeking information on the skills, understandings, and experiences their young children need for success in school and in life; and guide planning for pre-service, professional development, and adult education programs for those who work with young children in a variety of settings. (Gethman et al., 2005, p. 7)

Developers of the IELS considered Iowa families and communities when creating the standards. These standards provide transitional support for children as they enter school. They were developed in conjunction with national organizations' standards such as the National Council for Teachers of Mathematics, the National Council for the Social Studies, Carnegie Standards, The Head Start Child Outcomes Framework, and The Primary Program; Growing and Learning in the Heartland. They also align with content standards that link with NCLB (Gethman et al., 2005).

Six areas of learning are addressed in these standards. They include “physical well-being and motor development; approaches toward learning; social and emotional development; communication, language, and literacy; mathematics and science; and creative arts” (Gethman et al., 2005, p. 6).

These standards are written to show understanding (possess basic levels of skills) by the time children are five-years-old or entering kindergarten. Knowledge is constructed when given repeated opportunities with people, materials, and events. Children need to be able to link to previous knowledge in order to learn new material (Gethman et al., 2005).

Play is important for learning during the early childhood years and the writers of the Iowa Early Learning Standards recognize this. “Through play, children express their ideas and understandings while they practice skills in communication, social play, and problem solving” (Gethman et al., 2005, p. 10). Play gives children opportunities to get away from adult-directed activities and are more motivating than teacher-created activities. Children need to be exposed to both closed-ended activities, which are activities with one outcome, such as puzzles, and open-ended activities which are flexible, such as building with blocks. Not only do children need to be exposed to these toys but they also need to have free access to them as most of the day should be devoted to play.

Adults play an important role in facilitating learning and development while children are playing. They observe, facilitate, and extend play. Adults engage children in activities and pose questions to the children to extend their thinking. Children can rely

on the adults to provide support while learning a new skill but the adults provide the least amount of assistance so children can be successful in their own minds (Gethman et al., 2005).

Assessment and observations of children are essential to see if children are learning new skills and how to alter what teachers are teaching. The IELS are a guide to the skills and understandings that children need to acquire prior to entering kindergarten. Although teachers may use various assessment tools, it is recommended that assessments occur during the course of a typical day in their natural settings (Gethman et al., 2005).

Diversity is taken into account when planning a developmentally appropriate preschool curriculum. "Teachers show respect, understanding, and empathy for the diverse cultural traditions and values of the children and families served" (Gethman et al., 2005, p. 12). Curriculum is anti-bias and multicultural. In order to preserve the family traditions, teachers provide experiences with activities, materials, foods, books, dances, songs, art traditions, and celebrations that are culturally diverse (Gethman et al., 2005).

Children who have special needs will be involved in all activities and there will require accommodations, adaptations, and adult support in order to participate. The IELS provide benchmarks for all children. Adults may use visual, verbal, and physical cues and familiar language when addressing new concepts. Adults facilitate peer interactions between typically developing and special needs children, provide opportunities for new activities, set routines, give minimum assistance, encourage and give feedback, create opportunities for children to serve as leaders, and create an accessible room arrangement

for all children in addition to any accommodations that may be needed for individuals (Gethman et al., 2005).

The IELS were not created to determine readiness because readiness is determined by the individual child and the program which he or she is entering. “Readiness requires the efforts by family members, teachers or caregivers, community members, and policy makers” (Gethman et al., 2005, p. 13). In order to get a good educational start, children need high quality care and educational experiences; parents who have skills, understanding, and resources on child development; and positive experiences in health care, nutrition, physical care, and social-emotional nurturing (Gethman et al., 2005).

The IELS provide a solid foundation for revising the current preschool standards at Carlisle Community School. They are based upon national associations’ recommendations for early learning standards. These standards look at the child as a whole and as an individual. Children are not judged based upon academic performance but in all areas of development. Children are at the center of attention instead of adults.

Development of Standards and Benchmarks for Carlisle Elementary Preschool

The next section is the final step for Phase I of this project. I determined if the current standards and benchmarks were acceptable. I then revised standards and benchmarks for the Carlisle Elementary Preschool that were better suited for preschoolers in the district.

Current Standards and Benchmarks

Table 1 provides the current preschool standards for Carlisle Community Schools which were created during the 1999-2000. A complete listing of standards and benchmarks can be found in Appendix A.

Table 1.

Current Preschool Standards for Carlisle Elementary

Reading and Language Arts	1. Student uses the general skills and strategies of the reading process.
	2. Student reads, interprets, and responds to a variety of literacy and informal texts and demonstrates recall of verbal and nonverbal events.
Math	1. Student understands and applies basic and advanced properties of the concepts of numbers.
Science	1. Student uses cognitive skills to explore the environment and uses a variety of strategies in the problem solving process.
Social Studies	1. Student demonstrates knowledge of concepts and information that leads to a fuller understanding of the immediate world and uses an understanding of age-appropriate information.

Upon reflection of these standards, I do recognize some validity and usefulness to the current standards and benchmarks but know there could be more domains covered. Early childhood does not rely solely on academics but looks at a child as a whole person with emotional, social, and physical needs. Children do not acquire one skill at a time, but acquire many skills at the same time. Because children acquire many skills at the same time, their development needs to be assessed as a whole instead of each individual skill. The whole child will be considered in the development of new standards and benchmarks for Carlisle Elementary Preschool.

Revised Preschool Standards and Benchmarks

After looking at the research articles and the complete listing of the Iowa Early Learning Standards, I found how beneficial standards and benchmarks are to early childhood educators. I want fellow teachers and parents to be able to recognize what the preschoolers are learning through play, formal learning times, and throughout the preschool day and how the children are preparing for kindergarten and beyond. Children in my classroom will be assessed and observed by looking at them in their entirety and not just a few academic areas. Table 2 depicts the revised standards for the Carlisle Elementary School Preschool that have been created using the IELS.

Table 2.

Revised Standards for the Carlisle Elementary Preschool

Physical Well-Being and Motor Development	Standard 1: Children understand healthy and safe living practices.
	Standard 2: Children engage in play to learn,

Table 2 cont.

	develop their physical bodies, and develop sensory skills.
	Standard 3: Children develop large motor skills.
	Standard 4: Children develop small motor skills.
Social and Emotional Development	Standard 1: Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.
	Standard 2: Children relate positively to adults who work with them.
	Standard 3: Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.
	Standard 4: Children develop the ability to interact with peers respectfully and to form peer relationships.
Communication, Language, and Literacy	Standard 1: Children understand and use communication and language for a variety of purposes.
	Standard 2: Children complete phonemic awareness activities.

Table 2 cont.

	Standard 3: Children understand and use general skills and strategies in the reading process.
	Standard 4: Children understand and use general skills and strategies in the writing process.
Math and Science	Standard 1: Children understand amount, including use of numbers and counting.
	Standard 2: Children understand patterns.
	Standard 3: Children understand shapes and spatial relationships.
	Standard 4: Children understand comparisons and measurement.
	Standard 5: Children observe, describe, and predict the world around them.
	Standard 6: Children understand and apply basic concepts of data analysis.
Creative Arts	Standard 1: Children explore art through a variety of media.
Music and Movement	Standard 1: Children participate in a variety of music and movement experiences.
Dramatic Play	Standard 1: Children engage in dramatic play.

Phase II: Curriculum Alignment

After critically analyzing the IELS, I realize these standards and benchmarks will be easily implemented in my preschool classroom as I already assessed some of these ideas prior to adopting the new standards and benchmarks. They encourage me to formally look at the children on a more rounded basis instead of just academically, which is what I had been doing previously. Children do not learn skills in isolation but learn them through playing and exploring the environment. Because I realize how beneficial standards and benchmarks are for students of all ages, I chose to utilize the IELS as guidelines to create new standards and benchmarks for the Carlisle Elementary Preschool. In addition to using the IELS, I discussed my ideas with the kindergarten prep teacher and the kindergarten teachers so there was little, if any, overlapping of skills expected to be proficient. In my district, skills can be taught in various levels but the level of proficiency should flow like a staircase where kids should not be expected to reach a higher level of proficiency at a lower grade than a higher grade. Children should continue to gain skills and proficiency as they progress through the different grade levels.

For the development of the preschool standards and benchmarks, I primarily used the IELS. However, I did add a few other items that were not included in the IELS and deleted items that I felt would be difficult to implement in my preschool setting. In other words, I was really trying to make them teacher, administrator, parent, and student friendly. The wording used in the IELS was easy to understand and some of the ideas are already being implemented into my preschool classroom. It really was beneficial to have those standards and benchmarks available when I had spring 2006 conferences so that I

could explain to parents where preschoolers should be in their skills at the end of the year.

I found it was easy to create standards for my preschool classroom using current district standards and the IELS. I was able to look at what is required for kindergarteners and to make adjustments to what is expected of preschoolers who have been enrolled at the Carlisle Elementary Preschool. It is important that the expectations of preschool and kindergarten do not overlap. What is considered proficient in preschool cannot go beyond what is expected upon completion in kindergarten although those same skills can be covered in both levels. Through this process, I learned that I can teach beyond the standards and benchmarks but cannot expect proficiency of skills that overlap with kindergarten expectations. For every benchmark, there needs to be some form of assessment.

I met with my district's curriculum director, shared my revised standards and benchmarks, and discussed how to align my assessment tool and standards. After she made suggestions, I revised my progress report (see Appendix C), which doubles as my report card for parents. I made sure that all standards and benchmarks were accounted for on some form of assessment. In addition to revising the progress report, I created a large motor assessment checklist.

Phase III: Plan for Implementation

Upon completion of the standards and benchmarks for Carlisle Elementary preschool, I reviewed my curriculum and by examining the discussed areas below, it will be similar to what I have been doing in the past. It is not necessary to adopt new

curriculum to match the standards and benchmarks that have been created. I can use current curricula as resources to obtain ideas for activities but don't have to rethink what and how I teach.

Tools

Teaching tools necessary are minimal. I need to maintain current knowledge on age-appropriate and developmentally-appropriate practices in early childhood. Communication between kindergarten teachers and me needs to remain open. I will need to obtain some curriculum activities from the music teacher so I can implement one of the music and movement benchmarks that deals with pitch, tempo, and dynamics. She already informed me that she has some materials for me to use.

As for learning tools for my students, they need to be taught more about categories such as animals, furniture, etc. when describing pictures and objects. Children need to know the feature, function, and class of pictures and objects. They will also need to be taught some musical terms. The children are already assessed as a whole child so they just need to continue learning what they have been learning.

Professional Development

Additional training necessary for implementing the new standards and benchmarks is minimal. In November 2005, I received training on a new component on a district assessment measure, the Individual Growth and Development Indicator assessment. In addition to assessing alliteration, segment blending, and rhyming, I will be conducting a picture description fluency assessment three times per school year. Because I am not adding more to my curriculum, I do not need further training. Of

course, there is always more to learn so I can continue to participate in continuing education, talk to colleagues, and search other available resources.

Materials

The picture description fluency cards needed to be purchased from Heartland AEA. I began implementing this assessment in December 2005 with my students. Music materials such as storybooks with tapes need to be borrowed from the elementary music teacher. These stories work on musical principles such as pitch and volume. It is important to have on hand and to create new activities to support learning of all domains. Kids enjoy new and challenging activities to obtain new skills.

Instruction

After evaluating my curriculum and how it aligns with the newly revised standards and benchmarks, my next step was to create units of instruction as part of our district's professional development. At first, I was unclear how to write units of instruction for preschool when everyone else was doing units of instruction based on subject areas and preschoolers do not learn subject areas in isolation. Preschoolers learn through different means and do not learn math just during math instruction. They learn a majority of skills through play. To aid this part of the project, I spent an hour or better with my district curriculum coordinator discussing how preschool works and how they acquire knowledge. We came to a consensus on this topic and it was decided that I would create my units of instruction based on how preschoolers learn best. I created units of instruction (See Appendix D) based on my learning centers, group times, and

other activities that occur in the preschool classroom. Each unit of instruction lists possible activities or strategies, benchmarks, and assessment tools.

The final step in phase three is to create curriculum maps for each area. In addition to completing units of instruction for my district, Carlisle Elementary certified staff is working on mapping all subject areas. This is currently a work in progress. During the 2005-2006 school year, we focused our efforts on the area of math. In Appendix E, the curriculum maps that have been completed by me for the Carlisle Elementary Preschool to date are included. The curriculum maps are broken into months. When looking at the maps, it can be noted that many of the skills repeat from month to month. As I stated earlier, preschoolers learn skills differently than older students. They need a great deal of repetition and opportunity to build on what they already know.

Although I am currently the sole preschool teacher at Carlisle Elementary, it is intended by the district to add additional sections of preschool in the year 2007. When this happens, the teacher(s) that will be involved in my team will be able to follow the standards and benchmarks, units of instruction, and curriculum maps for their preschool students and all of the preschoolers will have the same expectations and will receive similar instruction despite being in separate classrooms. Additionally, fellow teachers, administrators, parents, school board members, and community members will be able to see the standards and benchmarks, units of instruction, and curriculum maps and know what preschoolers at Carlisle Elementary are learning.

CHAPTER 4

CONCLUSION AND RECOMMENDATIONS

Upon completion of this project, I see many benefits of having quality standards and benchmarks for preschoolers. When standards and benchmarks are utilized, teachers, parents, administrators, and community members can see first hand what children are learning, or expected to learn, regardless of the instructional practices. By using the IELS as a guide, I developed standards and benchmarks that enable me to look at each individual child in my classroom as a whole person, not just academically. Standards and benchmarks provide a map for instructional purposes.

Individuals opposed to implementing standards and benchmarks in all areas, but especially in early childhood, may believe we are forcing all children to be the same like they are coming from a cookie cutter. They are expected to be the same when all of the children are developing at various rates. Children need time and experiences to develop their skills. Despite this information, I would recommend having standards and benchmarks for preschool children, but they need to be flexible and look at the children as a whole. Standards and benchmarks provide goals to work towards. Preschool children and their parents need to know what is expected of them upon entering kindergarten.

One thing I don't want to see happening by adopting standards and benchmarks, is the kids not being able to be kids. Children need to have lots of opportunities to play and to learn through their play. They need to have several times for physical movement and not just in the classroom to stretch. Children need to have ample time outdoors.

“The delights of the outdoors are among the deepest, most passionate joys of childhood...” (NAEYC, 1998). If there is inclement weather, children need to be able to run in a place indoors. Playtime unites the mind, body, and spirit. By having opportunities to play, children release tension and stress. Empathy is another aspect that children learn by playing. Children can use all five of their senses when given ample time to play. Preschoolers and school-aged children need to have plenty of hands-on activities. Learning for young children does not take place while they are sitting and listening all the time. They need to learn about the environment by experiencing it in their own way.

I found a short summary written by NAEYC (1996a) that describes the top ten signs of a good kindergarten, which could also be used in preschool settings. First of all, children should be playing and working with materials and peers. They should have access to a variety of materials and activities throughout the day. There should be individual groups, small groups, and large groups that the teacher works with at different times during the day. Children’s original artwork should decorate the walls. Learning is meaningful for children and done in the context of their experiences. Children have ample time to work on projects. They should have the opportunity to play outdoors or have running time indoors in the case of inclement weather. Books are read by teachers every day through out the day and not just during large group story time. The curriculum is adapted to meet the needs of all the children. Finally, children and their parents should look forward to coming to school. The above characteristics describing a good kindergarten should be passed out or posted so that administrators and parents understand

be appropriate for young children. In the state of Iowa, more preschools need to be utilizing the IELS.

Upon completion of this project, I recommend the use of quality standards and benchmarks for early childhood. Quality standards and benchmarks include all areas of development and do not focus solely on one or two areas of development. Another aspect of quality standards and benchmarks is that they are user friendly for teachers, administrators, parents, and community members. Expectations for kindergarteners are higher than before and preschool teachers need to know what needs to be taught in order to prepare children for the future. Additionally, parents and community members are more knowledgeable about educational practices and want to be involved in their children's education. They want what is best for their children and want to get them as much of a head start as possible. One word of caution when using standards and benchmarks, it should be noted that children should have ample time to play. Learning opportunities are abundant for children while in play. Children learn the most skills from having quality play time and toys.

Standards and benchmarks, especially the IELS, create a map to follow for instruction in preschool classrooms. They create specific outcomes and everyone knows what is expected at the end of preschool. To any preschool teacher in any setting, either private or in a public school, I highly recommend using and implementing the IELS in the classroom as a guide for instruction.

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APPENDIX A

Previous Standards and Benchmarks of Carlisle Elementary Preschool

Reading and Language Arts

1) Student uses the general skills and strategies of the reading process.	1.1 Student demonstrates auditory memory skills and discrimination by identifying familiar sounds, differentiating sounds, recognizing rhyming words, and identifying initial and ending consonant sounds.
	1.2 Student uses left to right eye progression, recognizes likenesses and differences, identifies colors, identifies shapes, identifies letters, and identifies words.
2) Student reads, interprets, and responds to a variety of literacy and informal texts and demonstrates recall of verbal and nonverbal events.	2.1 Student acts out utterances, talks about actions while carrying them out in the present, demonstrates deferred imitation of earlier events, and engages in pretend play.

Math

1) Student understands and applies basic and advanced properties of the concepts of numbers.	1.1 Student demonstrates understanding of number concepts.
	1.2 Student demonstrates understanding of patterning, measurement, and quantitative/qualitative relationships.

Science

1) Student uses cognitive skills to explore the environment and uses a variety of strategies in the problem solving process.	1.1 Student explores the environment and interacts with a variety of materials.
	1.2 Student solves problems that require reasoning about objects, concepts, situations, and people.

Social Studies

1) Student demonstrates knowledge of concepts and information that leads to a fuller understanding of the immediate world and uses an understanding of age-appropriate information.	1.1 Student uses informational memory strategies such as practice/ rehearsal, organization, and elaboration.
	1.2 Student is able to line up, group, match, sort, sequence, compare, pattern, classify, and identify relationships of objects, pictures, and symbols.

APPENDIX B

Proposed Standards and Benchmarks for Carlisle Elementary Preschool

Physical Well-Being and Motor Development

Standard 1: Children understand healthy and safe living practices.	1.1 The child follows healthy self-care routines.
	1.2 The child demonstrates safe behaviors regarding environment.
Standard 2: Children engage in play to learn, develop their physical bodies, and develop sensory skills.	2.1 The child participates in a variety of indoor and outdoor play activities that increase strength, endurance, and flexibility.
	2.2 The child uses all five senses to discriminate between, explore, and experience activities and materials.
Standard 3: Children develop large motor skills.	3.1 The child shows control and balance in gross motor skills.
	3.2 The child shows abilities to coordinate movements with balls.
Standard 4: Children develop small motor skills.	4.1 The child uses hand-eye coordination to perform self-help and fine motor tasks with a variety of manipulative materials.
	4.2 The child shows increased skills in using writing tools.
	4.3 The child shows increased skills in using scissors.

Social and Emotional Development

Standard 1: Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.	1.1 The child expresses needs, wants, and feelings in socially appropriate ways.
Standard 2: Children relate positively to adults who work with them.	2.1 The child accepts guidance, comfort, and directions from a range of familiar adults.
	2.2 The child seeks help as needed from familiar adults.
Standard 3: Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.	3.1 The child uses materials safely, purposefully, and respectfully.

	3.2 The child begins to accept consequences of own actions.
	3.3 The child manages transitions and changes to routines.
	3.4 The child states feelings, needs, and opinions in difficult situations without harming self, others, and property.
Standard 4: Children develop the ability to interact with peers respectfully and to form peer relationships.	4.1 The child interacts with peers.
	4.2 The child negotiates with others to resolve disagreements.
	4.3 The child takes turns with others.
Standard 5: Children have an increasing awareness of belonging to a family, community, culture, and program.	5.1 The child shows responsibility as a member of a community.

Communication, Language, and Literacy

Standard 1: Children understand and use communication and language for a variety of purposes.	1.1 The child shows a steady increase in listening and speaking vocabulary.
	1.2 The child initiates, listens, and responds appropriately in conversations with peers and adults.
	1.3 The child speaks in sentences of increasing length and grammatical complexity.
	1.4 The child follows simple oral directions that involve several actions.
	1.5 The child matches, points to, and names 6 colors. (red, orange, yellow, green, blue, and purple)
Standard 2: Children complete phonemic awareness activities.	2.1 The child scores 7-11 on 2 minute IGDI alliteration assessment.
	2.2 The child scores 27-37 on 2 minute IGDI segment blending assessment.

	2.3 The child scores 13-16 on 2 minute IGDI rhyming assessment.
Standard 3: Children understand and use general skills and strategies in the reading process.	3.1 The child understands concepts of print.
	3.2 The child identifies and names 18 upper case and/or lower case letters.
	3.3 The child identifies 15 letter sounds.
Standard 4: Children understand and use general skills and strategies in the writing process.	4.1 The child writes his or her first name using appropriate strokes.

Math and Science

Standard 1: Children understand amount, including use of numbers and counting.	1.1 The child rote counts to 30.
	1.2 The child shows recognition of numerals 0-7.
	1.3 The child counts objects to 15.
	1.4 The child matches objects with the numerals 1-10.
	1.5 The child uses language such as more or less to compare quantities.
Standard 2: Children understand patterns.	2.1 The child creates AB patterns.
	2.2 The child predicts what comes next in a pattern.
Standard 3: Children understand shapes and spatial relationships.	3.1 The child demonstrates understanding of spatial words.
	3.2 The child shows recognition and naming of four basic shapes (circle, square, triangle, and rectangle).
Standard 4: Children understand comparisons and measurement.	4.1 The child sorts by color.
	4.2 The child sorts by another attribute besides color.
	4.4 The child compares up to three objects

	by size.
Standard 5: Children understand and apply basic concepts of data analysis.	5.1 The child interprets bar and pictographs.

Creative Arts

Standard 1: Children explore art through a variety of media.	1.1 The child uses a variety of two- and three-dimensional media (e.g. drawing materials, paint, play dough, markers) to create original works.
	1.2 The child expresses ideas about own artwork and artwork of others, relating artwork to what is happening in the environment, life, classroom, etc.

Music and Movement

Standard 1: Children participate in a variety of music and movement experiences.	1.1 The child participates in a variety of musical and rhythmic experiences including singing, listening, and fingerplays.
	1.2 The child notices differences in pitch, tempo, and dynamics.

Dramatic Play

Standard 1: Children engage in dramatic play experiences.	1.1 The child shows creativity and imagination to use materials and assume different roles in dramatic play situations.
	1.2 The child interacts with peers in dramatic play activities that become more extended and complex.

APPENDIX C

Carlisle Elementary Preschool Progress Report

2006-2007 Preschool Progress Report

1st Quarter

Marne Sievers,
teacher

Preschool Skills			
	I CAN DO THIS	I'M ON MY WAY	I'M BEGINNING
Directions	Follows 2-step with 1 cue Follows routine directions w/ 1 cue Follows non-routine directions w/ 1 cue Takes a time-out independently when given	Follows 2-step with 2 cues Follows routine directions w/ 2 cues Follows non-routine directions w/ 2 cues Whines when given a time-out	Follows 2-step with 3+ cues Follows routine directions w/ 2+ cues Follows non-routine directions w/ 2+ cues Needs physical assistance in order to take a time-out
Clean Up	Cleans up independently and moves to new activity	Cleans up with 2 cues and moves to new activity	Continues to play and needs more than 2 cues
Social Development	Plays cooperatively with 2 or 3 others Can enter play group on own Solves problem w/o adult intervention Takes turns independently Keeps hands and feet to self Knows all of peers' names Uses manners without reminders	Plays with one other person Needs verbal prompting to enter play group Solves problem w/ adult help Takes turns w/ reminders Needs one reminder to keep hands & feet to self Knows half of peers' names Needs one reminder to use manners	Plays by self or near someone else Needs physical assistance to enter play group Displays aggression towards peers Takes turns with physical prompts Needs 2+ reminders to keep hands & feet to self Needs to learn peers' names Needs two or more reminders to use manners
Work Habits	Selects and attends to activity Engaged in activity for 7+ minutes	Needs assistance selecting an activity Engaged in activity for 3 minutes	Wanders around room and is not engaged in activities Engaged in activity 1 minute or less

Selects 6-8 centers to play in (not the same one)

Selects 3-5 centers to play in

Selects the same 1-2 centers continuously

Listening During Group

Looks at the speaker 90% of the time

Looks at the speaker 50% of the time

Looks at speaker 25% of the time

Places hands in lap
Raises hand to speak and waits to be called on

Places hands on others occasionally

Needs constant reminders to keep hands to self

Sits with legs crossed

Raises hand and speaks at the same time
Needs occasional reminders to sit with legs crossed

Speaks without raising hand

Has difficulties sitting still

Language

Speaks clearly and confidently

Needs models to speak clearly

Understood only through body language and gestures

Asking for Help

Asks for adult help independently

Asks for adult help when given a reminder

Whines or has a tantrum

Sharing with Class

Speaks with a voice loud enough so that all may hear

Needs reminders to speak loudly

Speaks very softly or not at all even with cues

Moving in the Environment

Walks independently when in the classroom
Walks with hands to side and voice off around the school

Needs one reminder to walk in the classroom
Needs one reminder to keep hands down & voice off

Needs more than one reminder to walk in the room

Touches peers and talks even after given cues

Personal Information

Recognizes first name in written and expressive form
Recognizes last name in written and expressive form

Recognizes first name in expressive form

Needs to recognize name

Recognizes last name in expressive form

Needs to recognize last name

Says full birthdate (month and date)

Says month of birthday

Needs to learn birthdate

Says all 7 digits of phone number

Says first 3 or last 4 digits of phone number

Needs to learn phone number

Says entire address (street & town)

Says town

Needs to learn address

Fine Motor Skills

Says names of parents without help

Says names of parents with one prompt

Needs to learn names of parents

Holds all writing utensils correctly using pincher grip
Colors in the boundaries without cues from teacher
Uses more than one color when coloring w/o cues

Needs teacher verbal prompt

Uses clenched hand to hold utensils

Colors in the boundaries w/ reminder

Writes/ colors at random

Needs one reminder to use more than one color

Needs 2 or more cues to use more than one color
Needs physical assistance to hold scissors correctly

Holds scissors correctly
Holds paper in non-dominant hand when cutting
Cuts on lines within 1/8" inch of line independently
Cuts circles and various shapes

Holds scissors upside-down & corrects w/ verbal cue

Needs to hold paper when cutting

Needs a reminder to hold the paper

Needs teacher reminder to cut on line

Cuts 1/8" or more from line

Cuts straight lines

Srips

Concepts of Print

Independently distinguishes between pictures and words
Holds the book correctly and turns one page at a time
Independently uses left to right progression

Needs one cue to distinguish between pictures and words
Holds the book correctly but turns several pages at a time

Needs to distinguish between pictures and words

Needs one reminder to use left to right progression

Holds the book incorrectly and turns several pages
Needs more than one reminder to use left to right

Print Development

Writes letter strings and/or random words

Writes mock letters

Scribbles

Name Writing

Writes all letters in name without adult assistance

Writes letters in name after adult models

Needs hand-over-hand assistance to write name

Writes letters using appropriate strokes
Uses upper and lower case letters correctly in name

Writes letters backwards or starts at the bottom

Needs to write letter formations

Writes name with all upper or lower case letters

Needs to learn some letter formations

Self-Help Skills

Ties shoes without help

Makes one "loop"

Needs someone to completely tie shoes

Creative Arts

Puts coat on independently using "mature" fashion
Zips coat without assistance

Flips coat over head
Zips after adult lines zipper in place

Needs someone to completely put on coat
Needs adult assistance to line zipper and to zip

Creates original artwork using several mediums
Independently tells others about creations

Creates artwork using several mediums w/ verbal prompts

Needs physical prompts to create w/ several mediums

Tells others about creations w/ modeling or cues

Needs to tell others about creations

Music and Movement

Participates in singing and fingerplays w/o assistance
Verbalizes differences in pitch, tempo, and dynamics

Participates in singing and fingerplays w/ verbal cues

Participates in singing and fingerplays w/ physical cues

Verbalizes diff. in pitch, tempo, & dynamics w/ add. cues

Needs 2+ cues to verbalize diff. in pitch, tempo, and dynamics

Dramatic Play

Independently shows creativity in dramatic play
Plays with others while in dramatic play

Shows creativity in dramatic play with verbal cues

Shows creativity in dramatic play with physical cues

Plays beside others while in dramatic play

Plays alone while in dramatic play

APPENDIX D

Carlisle Elementary Preschool Units of Instruction

Instructional Center: Activity Center

Benchmarks:

- *The child participates in a variety of indoor and outdoor play activities that increase strength, endurance, and flexibility.
- *The child uses all five senses to discriminate between, explore, and experience activities and materials.
- *The child shows control and balance in gross motor skills.
- *The child shows abilities to coordinate movements with balls.
- *The child expresses needs, wants, and feelings in socially appropriate ways.
- *The child accepts guidance, comfort, and directions from a range of familiar adults.
- *The child seeks help as needed from familiar adults.
- *The child uses materials safely, purposefully, and respectfully.
- *The child begins to accept consequences of own actions.
- *The child states feelings, needs, and opinions in difficult situations without harming self, others, and property.
- *The child interacts with peers.
- *The child negotiates with others to resolve disagreements.
- *The child takes turns with others.
- *The child shows responsibility as a member of a community.
- *The child shows a steady increase in listening and speaking vocabulary.
- *The child initiates, listens, and responds appropriately in conversations with peers and adults.
- *The child speaks in sentences of increasing length and grammatical complexity.
- *The child follows simple oral directions that involve several actions.
- *The child matches, points to, and names 6 colors.
- *The child identifies and names 18 upper case and/or lower case letters.
- *The child shows recognition of numerals 0-7.
- *The child counts objects to 15.
- *The child matches objects with the numerals 0-7.
- *The child uses language such as more or less to compare quantities.
- *The child creates AB patterns.
- *The child predicts what comes next in a pattern.
- *The child demonstrates understanding of spatial words.
- *The child shows recognition and naming of four basic shapes.
- *The child sorts by color.
- *The child sorts by another attribute besides color.
- *The child compares up to three objects by size.

Activities and Strategies:

- | | |
|---------------------------------|--|
| *Bean bag toss | *Golf set |
| *Balance beam | *Big Foot game |
| *Candy Land DVD | *Ramps and marbles |
| *Large climbing cubes | *Hopscotch |
| *Balls of various sizes | *Large number line |
| *Scooter boards | *Balance cards |
| *Hula hoops | *Balance dots |
| *Large exercise ball | *Twister |
| *Large foam letters and numbers | *Hot Potato |
| *Bowling set | *Any materials that provide large motor activities |

Assessments:

- *Teacher observation
- *Teacher created large motor checklist
- *Teacher created progress report
- *Teacher created naming friends assessment
- *Teacher created alphabet letter assessment

Instructional Center: Art Center

Benchmarks:

- *The child uses all five senses to discriminate between, explore, and experience activities and materials.
- *The child uses hand-eye coordination to perform self-help and fine motor tasks with a variety of manipulative materials.
- *The child shows increased skills in using writing tools.
- *The child shows increased skills in using scissors.
- *The child expresses needs, wants, and feelings in socially appropriate ways.
- *The child accepts guidance, comfort, and directions from a range of familiar adults.
- *The child seeks help as needed from familiar adults.
- *The child uses materials safely, purposefully, and respectfully.
- *The child begins to accept consequences of own actions.
- *The child states feelings, needs, and opinions in difficult situations without harming self, others, and property.
- *The child interacts with peers.
- *The child negotiates with others to resolve disagreements.
- *The child takes turns with others.
- *The child shows responsibility as a member of a community.
- *The child shows a steady increase in listening and speaking vocabulary.
- *The child initiates, listens, and responds appropriately in conversations with peers and adults.
- *The child speaks in sentences of increasing length and grammatical complexity.
- *The child follows simple oral directions that involve several actions.
- *The child matches, points to, and names 6 colors.
- *The child writes his or her name using appropriate strokes.
- *The child uses language such as more or less to compare quantities.
- *The child creates AB patterns.
- *The child predicts what comes next in a pattern.
- *The child demonstrates understanding of spatial words.
- *The child shows recognition and naming of four basic shapes.
- *The child sorts by color.
- *The child sorts by another attribute besides color.
- *The child compares up to three objects by size.
- *The child uses a variety of two- and three-dimensional media to create original works.
- *The child expresses ideas about own artwork and artwork of others, relating artwork to what is happening in the environment, life, classroom, etc.

Activities and Strategies:

- *markers
- *crayons
- *pencils
- *stencils
- *rubber stamps and stamp pads
- *paint on easels
- *paint with watercolors
- *various types of paper (lined, unlined, colored, etc.)
- *scissors (straight and decorative)
- *glue
- *specific "outcome" projects
- *confetti
- *glitter
- *paint rollers
- *fingerpaint

- *chalk and chalk boards (individual and on easels)
- *Play dough
- *scraps of fabric and ribbon
- *miscellaneous items (bottle lids, wrapping paper, used greeting cards, feathers, cotton balls, etc.)
- *paper scraps
- *theme-related coloring sheets from dltk-kids.com or other suitable websites
- *hole punches (regular and decorative)
- *foam shapes
- *holiday stickers
- *paint aprons
- *any material (new or recycled) to promote creativity

Assessments:

- *Teacher observation
- *Teacher created progress report
- *Teacher created color assessment checklist
- *Teacher created shapes assessment
- *Teacher created numbers assessment
- *Teacher created basic concepts assessment
- *Teacher created naming friends assessment

Instructional Center: Block Center

Benchmarks:

- *The child uses all five senses to discriminate between, explore, and experience activities and materials.
- *The child uses hand-eye coordination to perform self-help and fine motor tasks with a variety of manipulative materials.
- *The child expresses needs, wants, and feelings in socially appropriate ways.
- *The child accepts guidance, comfort, and directions from a range of familiar adults.
- *The child seeks help as needed from familiar adults.
- *The child uses materials safely, purposefully, and respectfully.
- *The child begins to accept consequences of own actions.
- *The child states feelings, needs, and opinions in difficult situations without harming self, others, and property.
- *The child interacts with peers.
- *The child negotiates with others to resolve disagreements.
- *The child takes turns with others.
- *The child shows responsibility as a member of a community.
- *The child shows a steady increase in listening and speaking vocabulary.
- *The child initiates, listens, and responds appropriately in conversations with peers and adults.
- *The child speaks in sentences of increasing length and grammatical complexity.
- *The child follows simple oral directions that involve several actions.
- *The child matches, points to, and names 6 colors.
- *The child identifies and names 18 upper case and/or lower case letters.
- *The child rote counts to 30.
- *The child counts objects to 15.
- *The child uses language such as more or less to compare quantities.
- *The child creates AB patterns.
- *The child predicts what comes next in a pattern.
- *The child demonstrates understanding of spatial words.
- *The child shows recognition and naming of four basic shapes.

- *The child sorts by color.
- *The child sorts by another attributes besides color.
- *The child compares up to three objects by size.
- *The child shows creativity and imagination to use materials and assume different roles in dramatic play situations.
- *The child interacts with peers in dramatic play.

Activities and Strategies:

- | | |
|-------------------------|-----------------------------|
| *large plastic blocks | *Mobilo |
| *cardboard "bricks" | *Bristle Blocks |
| *Legos of various sizes | *Builders 'n' Benders |
| *Duplos | *Lincoln Logs |
| *wooden blocks | *letter blocks |
| *colored wooden blocks | *large dinosaurs |
| *Tinkertoys | *giant trucks |
| *doll house | *recyclable cardboard boxes |
| *mini circus set | *Fisher Price train track |
| *mini farm set | *wooden train track |
| *mini camping set | *emergency vehicles Legos |
| *cars | *Little People |
| *traffic signs | *Cool Blox |
| *car ramp | *any building material |
| *Marble Works | |

Assessments:

- *Teacher observation
- *Teacher created progress report
- *Teacher created color assessment checklist
- *Teacher created numbers assessment
- *Teacher created shapes assessment
- *Teacher created basic concepts assessment
- *Teacher created naming friends assessment
- *Teacher created alphabet letter assessment

Instructional Center: Computer Center

Benchmarks:

- *The child uses all five senses to discriminate between, explore, and experience activities and materials.
- *The child uses hand-eye coordination to perform self-help and fine motor tasks with a variety of manipulative materials.
- *The child expresses needs, wants, and feelings in socially appropriate ways.
- *The child accepts guidance, comfort, and directions from a range of familiar adults.
- *The child seeks help as needed from familiar adults.
- *The child uses materials safely, purposefully, and respectfully.
- *The child begins to accept consequences of own actions.
- *The child states feelings, needs, and opinions in difficult situations without harming self, others, and property.
- *The child interacts with peers.
- *The child negotiates with others to resolve disagreements.
- *The child takes turns with others.
- *The child shows responsibility as a member of a community.

- *The child shows a steady increase in listening and speaking vocabulary.
- *The child initiates, listens, and responds appropriately in conversations with peers and adults.
- *The child speaks in sentences of increasing length and grammatical complexity.
- *The child follows simple oral directions that involve several actions.
- *The child matches, points to, and names 6 colors.
- *The child scores 7-11 on 2 minute IGDI alliteration assessment.
- *The child scores 13-16 on 2 minute IGDI rhyming assessment.
- *The child understands concepts of print.
- *The child identifies and names 18 upper case and/or lower case letters.
- *The child shows recognition of numerals 0-7.
- *The child counts objects to 15.
- *The child matches objects with the numerals 0-7.
- *The child uses language such as more or less to compare quantities.
- *The child creates AB patterns.
- *The child predicts what comes next in a pattern.
- *The child demonstrates understanding of spatial words.
- *The child shows recognition and naming of four basic shapes.
- *The child compares up to three objects by size.

Activities and Strategies:

- **Winnie the Pooh and Tigger Too Animated Storybook* software
- **Millie and Bailey Preschool* software
- **Millie's Math House* software
- **Thinkin' Things Collection I* software
- **Clifford the Big Red Dog Reading* software
- *PBSkids.org
- *any other suitable websites or software
- *LeapPad learning systems with books and cartridges

Assessments:

- *Teacher observation
- *Teacher created progress report
- *Teacher created numbers assessment
- *Teacher created color assessment
- *Teacher created basic concepts checklist assessment
- *Teacher created naming friends assessment
- *Teacher created alphabet letter assessment
- *IGDI assessment given three times per year

Instructional Center: Games & Puzzles/ Manipulatives Center

Benchmarks:

- *The child uses all five senses to discriminate between, explore, and experience activities and materials.
- *The child uses hand-eye coordination to perform self-help and fine motor tasks with a variety of manipulative materials.
- *The child expresses needs, wants, and feelings in socially appropriate ways.
- *The child accepts guidance, comfort, and directions from a range of familiar adults.
- *The child seeks help as needed from familiar adults.
- *The child uses materials safely, purposefully, and respectfully.
- *The child begins to accept consequences of own actions.

- *The child states feelings, needs, and opinions in difficult situations without harming self, others, and property.
- *The child interacts with peers.
- *The child negotiates with others to resolve disagreements.
- *The child takes turns with others.
- *The child shows responsibility as a member of a community.
- *The child shows a steady increase in listening and speaking vocabulary.
- *The child initiates, listens, and responds appropriately in conversations with peers and adults.
- *The child speaks in sentences of increasing length and grammatical complexity.
- *The child follows simple oral directions that involve several actions.
- *The child matches, points to, and names 6 colors.
- *The child scores 7-11 on 2 minute IGDI alliteration assessment.
- *The child scores 13-16 on 2 minute IGDI rhyming assessment.
- *The child identifies and names 18 upper case and/or lower case letters.
- *The child identifies 15 letter sounds.
- *The child rote counts to 30.
- *The child shows recognition of numerals 0-7.
- *The child counts objects to 15.
- *The child matches objects with the numerals 0-7.
- *The child uses language such as more or less to compare quantities.
- *The child creates AB patterns.
- *The child predicts what comes next in a pattern.
- *The child demonstrates understanding of spatial words.
- *The child shows recognition and naming of four basic shapes.
- *The child sorts by color.
- *The child sorts by another attributes besides color.
- *The child compares up to three objects by size.
- *The child shows creativity and imagination to use materials and assume different roles in dramatic play situations.
- *The child interacts with peers in dramatic play.

Activities and Strategies:

- | | |
|-----------------------------|--|
| *Candy Land | *20-48 piece cardboard character puzzles |
| *Chutes and Ladders | *foam puzzles (small and large) |
| *Ants in the Pants | *various floor puzzles |
| *Don't Break the Ice | *wooden letter/ single object puzzles |
| *Scrambled Eggs | *Beginning Sounds puzzles |
| *The Wheels on the Bus | *Rhyming Sounds puzzles |
| *Peanut Butter and Jelly | *wooden multi-piece puzzles |
| *Oreo Cookies Matching Game | *wooden handled puzzles |
| *Go Fish Matching Game | *wooden single piece puzzles |
| *Spaghetti and Meatballs | *Space Links |
| *Hi-Ho Cherry-o! | *Creature Builder |
| *Big, Small, Short, Tall | *lizards and frogs |
| *Sequence for Kids | *linking clowns |
| *Memory (various types) | *attribute boards |
| *Dominoes (various types) | *Gears! Gears! Gears! |
| *Dot the Dog | *Legos animals |
| *Boggle Junior | *zoo animals |
| *Boggle Junior, Numbers | *geoboards |
| *I Spy a Mouse in the House | *attribute tiles |
| *Elephant Ride | *Count and Sort |
| *Farm Bingo | *tangrams |

- *Counting Turtles
- *I Spy!
- *Alphabet Soup
- *sequencing cards
- *Magna Tiles
- *vehicle counters
- *dinosaur counters
- *jewel counters
- *fish counters
- *bear counters
- *Mr. Potato Head
- *sea animals
- *beads and laces
- *number boards and pegs
- *magnetic blocks
- *regular playing cards
- *linking chains
- *card games (Go Fish, Old Maid, etc.)
- *frame mosaic
- *any games, puzzle, or manipulatives
- *color tiles
- *Pentominoes
- *buttons
- *interlocking cubes
- *Unifix cubes
- *play money
- *stacking cups
- *large foam dice
- *pattern blocks
- *linking letters
- *letters
- *plastic screws, nuts, and bolts
- *ladder builders
- *Count the Dots on the Ladybug
- *connecting kids
- *color blocks
- *linking sea creatures
- *View Master

Assessments:

- *Teacher observation
- *Teacher created progress report
- *Teacher created color assessment checklist
- *Teacher created alphabet letter assessment
- *Teacher created numbers assessment
- *Teacher created basic concepts assessment
- *Teacher created naming friends assessment
- *Teacher created shapes assessment
- *IGDI assessment given three times per year

Instructional Center: Pretend Center

Benchmarks:

- *The child uses all five senses to discriminate between, explore, and experience activities and materials.
- *The child uses hand-eye coordination to perform self-help and fine motor tasks with a variety of manipulative materials.
- *The child expresses needs, wants, and feelings in socially appropriate ways.
- *The child accepts guidance, comfort, and directions from a range of familiar adults.
- *The child seeks help as needed from familiar adults.
- *The child uses materials safely, purposefully, and respectfully.
- *The child begins to accept consequences of own actions.
- *The child states feelings, needs, and opinions in difficult situations without harming self, others, and property.
- *The child interacts with peers.
- *The child negotiates with others to resolve disagreements.
- *The child takes turns with others.
- *The child shows responsibility as a member of a community.
- *The child shows a steady increase in listening and speaking vocabulary.
- *The child initiates, listens, and responds appropriately in conversations with peers and adults.
- *The child speaks in sentences of increasing length and grammatical complexity.
- *The child follows simple oral directions that involve several actions.
- *The child uses language such as more or less to compare quantities.
- *The child demonstrates understanding of spatial words.

- *The child compares up to three objects by size.
- *The child shows creativity and imagination to use materials and assume different roles in dramatic play situations.
- *The child interacts with peers in dramatic play.

Activities and Strategies:

- | | |
|----------------------------|--------------------------------|
| *beach | *bear's cave |
| *doctor's office | *airport |
| *post office | *dinosaurs |
| *house | *kitchen |
| *circus | *kings and queens/ fairy tales |
| *bakery | *picnic |
| *toy store | *McDonald's |
| *farm | *pizza place |
| *puppet stage | *fire station |
| *dress-up clothes | *camping |
| *grocery store | *beauty parlor |
| *zoo | *ice cream shop |
| *pet store | *garden |
| *Christmas wrapping center | *any area of interest |

Assessments:

- *Teacher observation
- *Teacher created naming friends assessment
- *Teacher created progress report

Instructional Center: Reading and Listening Center

Benchmarks:

- *The child uses all five senses to discriminate between, explore, and experience activities and materials.
- *The child expresses needs, wants, and feelings in socially appropriate ways.
- *The child accepts guidance, comfort, and directions from a range of familiar adults.
- *The child seeks help as needed from familiar adults.
- *The child uses materials safely, purposefully, and respectfully.
- *The child begins to accept consequences of own actions.
- *The child states feelings, needs, and opinions in difficult situations without harming self, others, and property.
- *The child interacts with peers.
- *The child negotiates with others to resolve disagreements.
- *The child takes turns with others.
- *The child shows responsibility as a member of a community.
- *The child shows a steady increase in listening and speaking vocabulary.
- *The child initiates, listens, and responds appropriately in conversations with peers and adults.
- *The child speaks in sentences of increasing length and grammatical complexity.
- *The child follows simple oral directions that involve several actions.
- *The child matches, points to, and names 6 colors.
- *The child scores 7-11 on 2 minute IGDI alliteration assessment.
- *The child scores 13-16 on 2 minute IGDI rhyming assessment.
- *The child understands concepts of print.
- *The child identifies and names 18 upper case and/or lower case letters.
- *The child identifies 15 letter sounds.
- *The child rote counts to 30.
- *The child shows recognition of numerals 0-7.

- *The child uses language such as more or less to compare quantities.
- *The child demonstrates understanding of spatial words.
- *The child shows recognition and naming of four basic shapes.

Activities and Strategies:

- | | |
|--|---|
| *picture books from various themes | *rhyming books |
| *non-fiction and fiction books | *alliteration books |
| *big books | *Nursery Rhyme chart and puppets |
| *class books illustrated by the children | *story props |
| *books on tape | *stories with puppets |
| *tape player and headphones | *basic concept books |
| *flannel board | *shape books |
| *flannel board pieces | *social studies books |
| *alphabet books | *science books |
| *counting books | *soft things such as pillows, stuffed animals, etc. |

Assessments:

- | | |
|---|---|
| *Teacher observation | *Teacher created basic concepts assessment |
| *Teacher created progress report | *Teacher created naming friends assessment |
| *Teacher created color assessment checklist | *Teacher created alphabet letter assessment |
| *Teacher created numbers assessment | *IGDI assessment given three times per year |
| *Teacher created shapes assessment | |

Instructional Center: Sensory Table

Benchmarks:

- *The child uses all five senses to discriminate between, explore, and experience activities and materials.
- *The child uses hand-eye coordination to perform self-help and fine motor tasks with a variety of manipulative materials.
- *The child expresses needs, wants, and feelings in socially appropriate ways.
- *The child accepts guidance, comfort, and directions from a range of familiar adults.
- *The child seeks help as needed from familiar adults.
- *The child uses materials safely, purposefully, and respectfully.
- *The child begins to accept consequences of own actions.
- *The child states feelings, needs, and opinions in difficult situations without harming self, others, and property.
- *The child interacts with peers.
- *The child negotiates with others to resolve disagreements.
- *The child takes turns with others.
- *The child shows responsibility as a member of a community.
- *The child shows a steady increase in listening and speaking vocabulary.
- *The child initiates, listens, and responds appropriately in conversations with peers and adults.
- *The child speaks in sentences of increasing length and grammatical complexity.
- *The child follows simple oral directions that involve several actions.
- *The child matches, points to, and names 6 colors.
- *The child uses language such as more or less to compare quantities.
- *The child demonstrates understanding of spatial words.
- *The child sorts by color.

*The child sorts by another attribute besides color.

Activities and Strategies:

- | | |
|---|------------------------|
| *sand | *magnifying glasses |
| *oatmeal | *eyedroppers |
| *water | *color paddles |
| *beans | *scale and weights |
| *magnets | *paint aprons |
| *pasta | *sponges |
| *shelled peanuts | *squirters |
| *field corn on the cob | *dish soap |
| *packing peanuts | *food coloring |
| *snow | *soap confetti |
| *fake snow | *tongs |
| *shaving cream | *windmills |
| *Ooblek | *scooping claws |
| *colored ice cubes | *bowls |
| *Fruit Loops or other cereal | *cups |
| *shelled nuts (walnuts, buckeyes, etc.) | *small sieves/ sifters |
| *small shovels | *small rakes |
| *any item that could be felt and manipulated with the hands and fingers | |

Assessments:

- | | |
|---|--|
| *Teacher observation | *Teacher created numbers assessment |
| *Teacher created progress report | *Teacher created basic concepts assessment |
| *Teacher created color assessment checklist | *Teacher created naming friends assessment |

Instructional Center: Gathering Group Time

Benchmarks:

- *The child uses all five senses to discriminate between, explore, and experience activities and materials.
- *The child expresses needs, wants, and feelings in socially appropriate ways.
- *The child accepts guidance, comfort, and directions from a range of familiar adults.
- *The child seeks help as needed from familiar adults.
- *The child uses materials safely, purposefully, and respectfully.
- *The child begins to accept consequences of own actions.
- *The child states feelings, needs, and opinions in difficult situations without harming self, others, and property.
- *The child interacts with peers.
- *The child shows responsibility as a member of a community.
- *The child shows a steady increase in listening and speaking vocabulary.
- *The child initiates, listens, and responds appropriately in conversations with peers and adults.
- *The child speaks in sentences of increasing length and grammatical complexity.
- *The child follows simple oral directions that involve several actions.
- *The child understands concepts of print.
- *The child rote counts to 30.
- *The child shows recognition of numerals 0-7.
- *The child predicts what comes next in a pattern.
- *The child interprets bar and pictographs.

Activities and Strategies:

- *morning message
- *wipe-off board
- *wipe-off markers
- *helper chart
- *large calendar
- *calendar pieces
- *bulletin board with children's names and daily jobs
- *count the children in the class and determine who is missing
- *carpet squares
- *flag
- *Pledge of Allegiance
- *weather graph
- *weather bear
- *large weather chart

Assessments:

- *Teacher observation
- *Teacher created progress report
- *Teacher created numbers assessment
- *Teacher created naming friends assessment

Instructional Center: Learning Group Time

Benchmarks:

- *The child uses all five senses to discriminate between, explore, and experience activities and materials.
- *The child expresses needs, wants, and feelings in socially appropriate ways.
- *The child accepts guidance, comfort, and directions from a range of familiar adults.
- *The child seeks help as needed from familiar adults.
- *The child uses materials safely, purposefully, and respectfully.
- *The child begins to accept consequences of own actions.
- *The child manages transitions and changes to routines.
- *The child states feelings, needs, and opinions in difficult situations without harming self, others, and property.
- *The child shows responsibility as a member of a community.
- *The child shows a steady increase in listening and speaking vocabulary.
- *The child initiates, listens, and responds appropriately in conversations with peers and adults.
- *The child speaks in sentences of increasing length and grammatical complexity.
- *The child follows simple oral directions that involve several actions.
- *The child matches, points to, and names 6 colors.
- *The child scores 7-11 on 2 minute IGDI alliteration assessment.
- *The child scores 27-37 on 2 minute IGDI segment blending assessment.
- *The child scores 13-16 on 2 minute IGDI rhyming assessment.
- *The child understands concepts of print.
- *The child identifies and names 18 upper case and/or lower case letters.
- *The child identifies 15 letter sounds.
- *The child writes his or her first name using appropriate strokes.
- *The child rote counts to 30.
- *The child shows recognition of numerals 0-7.
- *The child counts objects to 15.
- *The child matches objects with the numerals 0-7.
- *The child uses language such as more or less to compare quantities.
- *The child creates AB patterns.
- *The child predicts what comes next in a pattern.
- *The child demonstrates understanding of spatial words.
- *The child shows recognition and naming of four basic shapes.
- *The child sorts by color.

- *The child sorts by another attribute besides color.
- *The child compares up to three objects by size.
- *The child interprets bar and pictographs.

Activities and Strategies:

- *wipe-off board
- *wipe-off markers
- *carpet squares
- *talk about shapes and how to draw them
- *talk about Nursery Rhymes
- *activities from *Learning By Leaps and Bounds*
- *activities from *Please Teach All of Me!*
- *activities from *Building Early Literacy and Language Skills*
- *activities from *The Mailbox* magazine and other *Mailbox* idea books
- *talk about colors and demonstrate how to do them in sign language
- *talk about numbers, how to count to them in English and Spanish, count objects or activities (clapping, stomping, etc.), and demonstrate how to write
- *talk about letters, what sound they make, how to do them in sign language, and what words begin with that sign (draw on board, have objects or real pictures)
- *practice segment blending, rhyming, and alliteration
- *Bingo (holiday, number, color, shape, rhyming, etc.)
- *graphing (*Gotta Have Graphs!* by Mailbox and other teacher created graphing opportunities)
- *act out stories such as *The Three Little Pigs*, *The Three Billy Goats Gruff*, etc.
- *clothespin pass (give each child a "pincher" clothespin and pass a holiday shaped or seasonal laminated paper around the circle)
- *any teacher created activities
- *make class books
- *clap sounds or syllables in words
- *estimation jar
- *Ready, Set, Show!
- *patterning

Assessments:

- *Teacher observation
- *Teacher created progress report
- *Teacher created color assessment checklist
- *Teacher created numbers assessment
- *Teacher created alphabet letter assessment
- *Teacher created shapes assessment
- *Teacher created basic concepts assessment
- *Teacher created basic concepts assessment
- *IGDI assessment given three times per year

Instructional Center: Story and Singing Time

Benchmarks:

- *The child uses all five senses to discriminate between, explore, and experience activities and materials.
- *The child expresses needs, wants, and feelings in socially appropriate ways.
- *The child accepts guidance, comfort, and directions from a range of familiar adults.
- *The child seeks help as needed from familiar adults.
- *The child begins to accept consequences of own actions.
- *The child manages transitions and changes to routines.
- *The child states feelings, needs, and opinions in difficult situations without harming self, others, and property.
- *The child shows responsibility as a member of a community.
- *The child shows a steady increase in listening and speaking vocabulary.
- *The child initiates, listens, and responds appropriately in conversations with peers and adults.
- *The child speaks in sentences of increasing length and grammatical complexity.
- *The child follows simple oral directions that involve several actions.
- *The child understands concepts of print.

*The child participates in a variety of musical and rhythmic experiences including singing, listening, and fingerplays.

*The child notices differences in pitch, tempo, and dynamics

Activities and Strategies:

*carpet squares

*fiction and non-fiction books related to theme or holiday

*big books

*books on tape or CD

*book list from *Learning By Leaps and Bounds* and follow-up questions

*dialogic reading strategies (*Read Together, Talk Together*)

*songs and fingerplays

Assessments:

*Teacher observation

*Teacher created progress report

Instructional Center: Projects

Benchmarks:

*The child uses all five senses to discriminate between, explore, and experience activities and materials.

*The child uses hand-eye coordination to perform self-help and fine motor tasks with a variety of manipulative materials.

*The child shows increased skills in using writing tools.

*The child shows increased skills in using scissors.

*The child expresses needs, wants, and feelings in socially appropriate ways.

*The child accepts guidance, comfort, and directions from a range of familiar adults.

*The child seeks help as needed from familiar adults.

*The child uses materials safely, purposefully, and respectfully.

*The child begins to accept consequences of own actions.

*The child manages transitions and changes to routines.

*The child states feelings, needs, and opinions in difficult situations without harming self, others, and property.

*The child interacts with peers.

*The child takes turns with others.

*The child shows responsibility as a member of a community.

*The child shows a steady increase in listening and speaking vocabulary.

*The child initiates, listens, and responds appropriately in conversations with peers and adults.

*The child speaks in sentences of increasing length and grammatical complexity.

*The child follows simple oral directions that involve several actions.

*The child matches, points to, and names 6 colors.

*The child writes his or her first name using appropriate strokes.

*The child demonstrates understanding of spatial words.

*The child shows recognition and naming of four basic shapes.

*The child uses a variety of two- and three dimensional media to create original works.

*The child expresses ideas about own artwork and artwork of others, relating artwork to what is happening in the environment, life, classroom, etc.

Activities and Strategies:

*completed in small groups or 1:1 settings

*various art projects

- *cutting practice
- *coloring practice
- *painting
- *ripping paper
- *individual name writing practice
- *any theme related project

Assessments:

- *Teacher observation
- *Teacher created progress report

Instructional Center: Recess

Benchmarks:

- *The child demonstrates safe behaviors regarding environment.
- *The child participates in a variety of indoor and outdoor play activities that increase strength, endurance, and flexibility.
- *The child uses all five senses to discriminate between, explore, and experience activities and materials.
- *The child shows control and balance in gross motor skills.
- *The child shows abilities to coordinate movements with balls.
- *The child uses hand-eye coordination to perform self-help and fine motor tasks with a variety of manipulative materials.
- *The child expresses needs, wants, and feelings in socially appropriate ways.
- *The child accepts guidance, comfort, and directions from a range of familiar adults.
- *The child seeks help as needed from familiar adults.
- *The child uses materials safely, purposefully, and respectfully.
- *The child begins to accept consequences of own actions.
- *The child manages transitions and changes to routines.
- *The child states feelings, needs, and opinions in difficult situations without harming self, others, and property.
- *The child interacts with peers.
- *The child negotiates with others to resolve disagreements.
- *The child takes turns with others.
- *The child shows responsibility as a member of a community.
- *The child shows a steady increase in listening and speaking vocabulary.
- *The child initiates, listens, and responds appropriately in conversations with peers and adults.
- *The child speaks in sentences of increasing length and grammatical complexity.
- *The child follows simple oral directions that involve several actions.
- *The child demonstrates understanding of spatial words.

Activities and Strategies:

- | | |
|--|--------------------|
| *large playground equipment | *hula hoops |
| *balls of various sizes | *mini parachutes |
| *swings | *large parachute |
| *monkey bars | *scarves |
| *grass field | *move like animals |
| *tricycles | *sleds |
| *sidewalk chalk | *plastic bag kites |
| *large bubble wands | *jump ropes |
| *small bubble wands | *scooter boards |
| *organized games (Duck, Duck, Goose, etc.) | |
| *water squirters filled with colored water to paint the snow | |

- *movement and dance CDs (*Everybody Dance*, Joe Scruggs, Stephen Fite, etc.)
- *"Reverse" Musical Chairs
- *do some kind of movement activity in multipurpose room or in classroom during inclement weather

Assessments:

- *Teacher observation
- *Teacher created progress report
- *Teacher creates large motor assessment checklist

Instructional Center: Snack

Benchmarks:

- *The child follows healthy self-care routines.
- *The child uses all five senses to discriminate between, explore, and experience activities and materials.
- *The child uses hand-eye coordination to perform self-help and fine motor tasks with a variety of manipulative materials.
- *The child expresses needs, wants, and feelings in socially appropriate ways.
- *The child accepts guidance, comfort, and directions from a range of familiar adults.
- *The child seeks help as needed from familiar adults.
- *The child begins to accept consequences of own actions.
- *The child manages transitions and changes to routines.
- *The child states feelings, needs, and opinions in difficult situations without harming self, others, and property.
- *The child shows responsibility as a member of a community.
- *The child shows a steady increase in listening and speaking vocabulary.
- *The child initiates, listens, and responds appropriately in conversations with peers and adults.
- *The child speaks in sentences of increasing length and grammatical complexity.
- *The child follows simple oral directions that involve several actions.
- *The child participates in a variety of musical and rhythmic experiences including singing, listening, and fingerplays.

Activities and Strategies:

- *children sit in assigned spots which changes at least quarterly
- *children wait to be excused to wash hands
- *pictorial cues are above sink to remind them of proper hand washing techniques
- *specified children pass out a straw and napkin to each child
- *designated milk helpers retrieve milk, sit in specific spots, and call individuals by name in order to see if they want milk (or juice for those who are lactose intolerant)
- *children are encouraged to open their own cartons
- *children are asked by an adult if they would snack and respond "yes, please" or "no, thank you"
- *prior to eating, a fingerplay is done together and sign language is added
- *children wait to be excused
- *if messes occur, children are encouraged to clean up after themselves
- *specific children are assigned to wash the tables, pull out and push in chairs, and vacuum

Assessments:

- *Teacher observation
- *Teacher created progress report

APPENDIX E

Carlisle Elementary Preschool Curriculum Maps

Curriculum Mapping Practice Worksheet

Preschool Math Curriculum Map—August

Content	Skills	Assessments
<u>Bar Graphs</u>	<ul style="list-style-type: none"> *determine which category is the tallest and shortest *count the number of items for each category *discuss outcomes 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created math assessment
<u>Patterning</u>	<ul style="list-style-type: none"> *discuss patterns on calendar *predict what comes next in a pattern 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created math assessment
<u>Numbers 0-30</u>	<ul style="list-style-type: none"> *rote count to 30 *count objects to 15 *name numerals 0-9 *match objects with the numerals 0-9 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created math assessment

Curriculum Mapping Practice Worksheet

Preschool Math Curriculum Map—September

Content	Skills	Assessments
<u>Venn Diagrams</u>	<ul style="list-style-type: none"> *count the number of items for each category *discuss outcomes 	*teacher observation and conversations paired with teacher-created math assessment
<u>Patterning</u>	<ul style="list-style-type: none"> *discuss patterns on calendar *predict what comes next in a pattern 	*teacher observation and conversations paired with teacher-created math assessment
<u>Numbers 0-30</u>	<ul style="list-style-type: none"> *rote count to 30 *count objects to 15 *name numerals 0-9 *match objects with the numerals 0-9 	*teacher observation and conversations paired with teacher-created math assessment

Curriculum Mapping Practice Worksheet

Preschool Math Curriculum Map—October

Content	Skills	Assessments
<u>Bar Graph</u>	<ul style="list-style-type: none"> *determine which category is the tallest and shortest *count the number of items for each category *discuss outcomes 	*teacher observation and conversations paired with teacher-created math assessment
<u>Patterning</u>	<ul style="list-style-type: none"> *discuss patterns on calendar *predict what comes next in a pattern 	*teacher observation and conversations paired with teacher-created math assessment
<u>Numbers 0-30</u>	<ul style="list-style-type: none"> *rote count to 30 *count objects to 15 *name numerals 0-9 *match objects with the numerals 0-9 	*teacher observation and conversations paired with teacher-created math assessment
<u>Shapes</u> (circle, square, triangle, rectangle)	<ul style="list-style-type: none"> *match circles, squares, triangles, and rectangles *point to circles, squares, triangles, and rectangles *name circles, squares, triangles, and rectangles 	*teacher observation and conversations paired with teacher-created shapes checklist

Curriculum Mapping Practice Worksheet

Preschool Math Curriculum Map—November

Content	Skills	Assessments
<u>Bar Graph</u>	<ul style="list-style-type: none"> *determine which category is the tallest and shortest *count the number of items for each category *discuss outcomes 	*teacher observation and conversations paired with teacher-created math assessment
<u>Patterning</u>	<ul style="list-style-type: none"> *discuss patterns on calendar *predict what comes next in a pattern 	*teacher observation and conversations paired with teacher-created math assessment
<u>Numbers 0-30</u>	<ul style="list-style-type: none"> *rote count to 30 *count objects to 15 *name numerals 0-9 *match objects with the numerals 0-9 	*teacher observation and conversations paired with teacher-created math assessment
<u>Shapes (diamond, oval)</u>	<ul style="list-style-type: none"> *match circles, squares, triangles, and rectangles *point to circles, squares, triangles, and rectangles *name circles, squares, triangles, and rectangles 	*teacher observation and conversations paired with teacher-created shapes checklist

Curriculum Mapping Practice Worksheet

Preschool Math Curriculum Map—December

Content	Skills	Assessments
<u>Bar Graph</u>	<ul style="list-style-type: none"> *determine which category is the tallest and shortest *count the number of items for each category *discuss outcomes 	*teacher observation and conversations paired with teacher-created math assessment
<u>Patterning</u>	<ul style="list-style-type: none"> *discuss patterns on calendar *predict what comes next in a pattern 	*teacher observation and conversations paired with teacher-created math assessment
<u>Numbers 0-30</u>	<ul style="list-style-type: none"> *rote count to 30 *count objects to 15 *name numerals 4-5 *match objects with the numerals 4-5 	*teacher observation and conversations paired with teacher-created math assessment

Curriculum Mapping Practice Worksheet

Preschool Math Curriculum Map—January

Content	Skills	Assessments
<u>Bar Graph</u>	<ul style="list-style-type: none"> *determine which category is the tallest and shortest *count the number of items for each category *discuss outcomes 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created math assessment
<u>Glyph</u>	<ul style="list-style-type: none"> *determine the characteristics of each individual *create a unique sundae that has different properties represented 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created math assessment
<u>Patterning</u>	<ul style="list-style-type: none"> *discuss patterns on calendar *predict what comes next in a pattern 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created math assessment
<u>Numbers 0-30</u>	<ul style="list-style-type: none"> *rote count to 30 *count objects to 15 *name numerals 6-10 *match objects with the numerals 6-10 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created math assessment

Curriculum Mapping Practice Worksheet

Preschool Math Curriculum Map—February

Content	Skills	Assessments
<u>Bar Graph</u>	<ul style="list-style-type: none"> *determine which category is the tallest and shortest *count the number of items for each category *discuss outcomes 	*teacher observation and conversations paired with teacher-created math assessment
<u>Patterning</u>	<ul style="list-style-type: none"> *discuss patterns on calendar *predict what comes next in a pattern 	*teacher observation and conversations paired with teacher-created math assessment
<u>Numbers 0-30</u>	<ul style="list-style-type: none"> *rote count to 30 *count objects to 15 *name numerals 0-10 *match objects with the numerals 0-10 	*teacher observation and conversations paired with teacher-created math assessment

Curriculum Mapping Practice Worksheet

Preschool Math Curriculum Map—March

Content	Skills	Assessments
<u>Bar Graph</u>	<ul style="list-style-type: none"> *determine which category is the tallest and shortest *count the number of items for each category *discuss outcomes 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created math assessment
<u>Patterning</u>	<ul style="list-style-type: none"> *discuss patterns on calendar *predict what comes next in a pattern 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created math assessment
<u>Numbers 0-30</u>	<ul style="list-style-type: none"> *rote count to 30 *count objects to 15 *name numerals 0-10 *match objects with the numerals 0-10 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created math assessment

Curriculum Mapping Practice Worksheet

Preschool Math Curriculum Map—April

Content	Skills	Assessments
<u>Bar Graph</u>	<ul style="list-style-type: none"> *determine which category is the tallest and shortest *count the number of items for each category *discuss outcomes 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created math assessment
<u>Glyph</u>	<ul style="list-style-type: none"> *determine the characteristics of each individual *create a unique picture that has different properties represented 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created math assessment
<u>Patterning</u>	<ul style="list-style-type: none"> *discuss patterns on calendar *predict what comes next in a pattern 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created math assessment
<u>Numbers 0-30</u>	<ul style="list-style-type: none"> *rote count to 30 *count objects to 15 *name numerals 0-10 *match objects with the numerals 0-10 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created math assessment

Curriculum Mapping Practice Worksheet

Preschool Math Curriculum Map—May

Content	Skills	Assessments
<u>Bar Graph</u>	<ul style="list-style-type: none"> *determine which category is the longest and shortest *count the number of items for each category *discuss outcomes 	*teacher observation and conversations paired with teacher-created math assessment
<u>Picture Graph</u>	<ul style="list-style-type: none"> *determine which category is the tallest and shortest *count the number of items for each category *discuss outcomes 	*teacher observation and conversations paired with teacher-created math assessment
<u>Patterning</u>	<ul style="list-style-type: none"> *discuss patterns on calendar *predict what comes next in a pattern 	*teacher observation and conversations paired with teacher-created math assessment
<u>Numbers 0-30</u>	<ul style="list-style-type: none"> *rote count to 30 *count objects to 15 *name numerals 0-10 *match objects with the numerals 0-10 	*teacher observation and conversations paired with teacher-created math assessment

Curriculum Mapping Practice Worksheet

Preschool Language Arts Curriculum Map—August

Content	Skills	Assessments
<u>Colors</u>	<ul style="list-style-type: none"> *match, point to, and name blue and red *use these colors in conversations and while in play *recognize and use the sign language related to each color 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created color assessment
<u>Class Books</u>	<ul style="list-style-type: none"> *draw a picture as part of a class book with the topic decided by the teacher *utilize a page that has the start of a sentence on it *verbalize about picture to teacher and teacher writes what is said *write name on page independently, with a model, or with hand-over-hand assistance 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created rubric

Curriculum Mapping Practice Worksheet

Preschool Language Arts Curriculum Map— September

Content	Skills	Assessments
<u>Colors</u>	<ul style="list-style-type: none"> *match, point to, and name yellow, green, orange, purple, black, white, brown, and pink *use these colors in conversations and while in play *recognize and uses the sign language related to each color 	*teacher observation and conversations paired with teacher-created color assessment
<u>Class Books</u>	<ul style="list-style-type: none"> *draw a picture as part of a class book with the topic decided by the teacher *utilize a page that has the start of a sentence on it *verbalize about picture to teacher and teacher writes what is said *write name on page independently, with a model, or with hand-over-hand assistance 	*teacher observation and conversations paired with teacher-created rubric
<u>Letters</u>	<ul style="list-style-type: none"> *recognize and name the upper case and lower case letters Mm, Pp, and 	*teacher observation and conversations paired with teacher-created

<p><u>Phonemic Awareness</u></p>	<p>Tt *name the corresponding sound to each letter while in isolation *name words that begin with that same letter</p> <p>*blend words that have been segmented into compound words, syllables, and phonemes</p>	<p>letter assessment beginning during the second quarter of school</p> <p>*Individual Growth and Development Indicator (IGDI) given three times per school year (mid-late September, mid-late January, and mid-late April)</p>
<p><u>Dialogic Reading</u></p>	<p>*answer basic completion questions, recall questions, open-ended questions, wh-questions, and distancing questions about a story that has been read several times *retell story facts *sequence story</p>	<p>*teacher observation paired with teacher created IEP data collection sheets</p>

Curriculum Mapping Practice Worksheet

Preschool Language Arts Curriculum Map— October

Content	Skills	Assessments
<u>Class Books</u>	<ul style="list-style-type: none"> *draw a picture as part of a class book with the topic decided by the teacher *utilize a page that has the start of a sentence on it *verbalize about picture to teacher and teacher writes what is said *write name on page independently, with a model, or with hand-over-hand assistance 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created rubric
<u>Letters</u>	<ul style="list-style-type: none"> *recognize and name the upper case and lower case letters Ss and Ll *name the corresponding sound to each letter while in isolation *name words that begin with that same letter 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created letter assessment beginning during the second quarter of school
<u>Phonemic Awareness</u>	<ul style="list-style-type: none"> *decide between two words or pictures if they rhyme or not 	<ul style="list-style-type: none"> *Individual Growth and Development Indicator (IGDI) given three times per school year (mid-late September, mid-late

<p><u>Dialogic Reading</u></p>	<ul style="list-style-type: none"> *answer basic completion questions, recall questions, open-ended questions, wh-questions, and distancing questions about a story that has been read several times *retell story facts *sequence story 	<p>January, and mid-late April)</p> <ul style="list-style-type: none"> *teacher observation paired with teacher created IEP data collection sheets
<p><u>Nursery Rhymes</u></p>	<ul style="list-style-type: none"> *verbalize nursery rhymes (Humpty Dumpty, Mary Had a Little Lamb, and Hey, Diddle Diddle!) *act out or role play the story using a variety of props *hear rhyming words 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created rubric *IGDI

Curriculum Mapping Practice Worksheet

Preschool Language Arts Curriculum Map— November

Content	Skills	Assessments
<u>Class Books</u>	<ul style="list-style-type: none"> *draw a picture as part of a class book with the topic decided by the teacher *utilize a page that has the start of a sentence on it *verbalize about picture to teacher and teacher writes what is said *write name on page independently, with a model, or with hand-over-hand assistance 	*teacher observation and conversations paired with teacher-created rubric
<u>Letters</u>	<ul style="list-style-type: none"> *recognize and name the upper case and lower case letters Dd, Nn, Bb, and Ff *name the corresponding sound to each letter while in isolation *name words that begin with that same letter 	*teacher observation and conversations paired with teacher-created letter assessment beginning during the second quarter of school
<u>Dialogic Reading</u>	*answer basic completion questions, recall questions, open-ended questions, wh-questions,	*teacher observation paired with teacher created IEP data collection sheets

<p><u>Nursery Rhymes</u></p>	<p>and distancing questions about a story that has been read several times</p> <ul style="list-style-type: none"> *retell story facts *sequence story <p>*verbalize nursery rhymes (Twinkle, Twinkle Little Star and Jack and Jill)</p> <ul style="list-style-type: none"> *act out or role play the story using a variety of props *hear rhyming words 	<ul style="list-style-type: none"> *teacher observation and conversations paired with teacher-created rubric *IGDI
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Curriculum Mapping Practice Worksheet

Preschool Language Arts Curriculum Map— December

Content	Skills	Assessments
<u>Class Books</u>	<ul style="list-style-type: none"> *draw a picture as part of a class book with the topic decided by the teacher *utilize a page that has the start of a sentence on it *verbalize about picture to teacher and teacher writes what is said *write name on page independently, with a model, or with hand-over-hand assistance 	*teacher observation and conversations paired with teacher-created rubric
<u>Phonemic Awareness</u>	*decide between two words or pictures if they rhyme or not	*Individual Growth and Development Indicator (IGDI) given three times per school year (mid-late September, mid-late January, and mid-late April)
<u>Dialogic Reading</u>	*answer basic completion questions, recall questions, open-ended questions, wh-questions, and distancing questions about a story	*teacher observation paired with teacher created IEP data collection sheets

	<p>that has been read several times *retell story facts *sequence story</p>	
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