West Virginia

Pre-K Standards (Ages 3-5)

Resource Booklet for Universal Pre-K

Based on WVBE Policy 2520.15

Effective July 1, 2019

Table of Contents

Foreword

Dear West Virginia Educators,

I am pleased to share the West Virginia Board of Education Policy 2520.15, West Virginia Pre-K Standards (Ages 3-5) for Universal Pre-K. The West Virginia Pre-K Standards are organized to parallel content in the West Virginia College and Career Standards. The resources in this booklet are designed to support those invested in West Virginia's young children through exploration of the continuum of learning. It is critical to remember that while these standards represent an alignment with K-12 standards, the West Virginia Pre-K Standards are not a "push-down" of standards. Instead, they are a developmentally appropriate set of standards for young children. We know that even our youngest learners must first develop basic skills, understandings, and attitudes toward learning before they can be successful with more rigorous content in later grades.

Young children make learning connections through authentic hands-on experiences. Teachers that allow children time to explore and discover both inside and outside, optimize children's ability to internalize and generalize content by making their own connections to prior knowledge. All children, regardless of age and ability, need opportunities to engage in learning activities and experiences that are immersed in play.

Strong foundations in learning set the stage for future academic and personal achievement. The positive academic impacts of early learning are further enhanced when schools connect high quality pre-k with the early and elementary grades. It is my sincere hope that you will utilize the resources found within this document to tailor your instruction to meet the needs of each child in your care.

In closing, thank you for your dedication to the well-being and education of the pre-k children of our great state. I am humbled by the amazing work you do each day to in preparing each child in your care to face the challenges of the future.

Sincerely,

Steven L. Paine, Ed.D
West Virginia Superintendent of Schools

Introduction

Policy 2520.15, West Virginia Pre-K Standards (Ages 3-5)

Children benefit from high-quality preschool experiences that are grounded in standards-based practices. The West Virginia Pre-K Standards provide a framework across all learning domains. Enriched environments and optimized learning opportunities to support the West Virginia Pre-K Standards take place in a variety of early learning settings. In March 2002, the West Virginia legislature passed Senate Bill 247 that became West Virginia Code §18-5-44, a mandate for high-quality early education programs for all four-year-old children and three-year-old children with identified special needs. These early education programs are known as West Virginia Pre-K. To support the provision of enriched environments for young children, a collaborative group of West Virginia early education professionals developed the West Virginia Pre-K Standards. The standards are designed to serve as early learning guidelines for all children ages three through five regardless of the setting.

The West Virginia Pre-K Standards are grounded in scientific child development research, children's approaches to learning, and effective educational practices. Vital to implementing these standards is the ability to teach using appropriate strategies. Teaching practices grounded in the implementation of these standards will create a foundation of lifelong learning for West Virginia's children. Young children live in a society where information is constantly changing and the ability to function well in an increasingly global economy is essential. As a result, it is essential that children develop dispositions and skills which allow them to become competent, independent learners who utilize the world around them to progress across all developmental domains. To fulfill this role, teachers of young children must also be lifelong learners, continuously building their professional knowledge, and functional competencies based on current research.

The West Virginia Pre-K Standards are intended to guide practitioners in offering high-quality early education environments and experiences that are responsive to individual children and maximize learning. Using this framework, educators can plan high-quality learning experiences for all children, including those with disabilities. The framework is not designed as an assessment tool, nor should it be used as a way to delay the entry of eligible children into kindergarten.

The West Virginia Pre-K Standards are considered an integral part of an inter-related comprehensive curriculum and assessment system as defined by Policy 2525. The WVBE has the responsibility for establishing high-quality standards for all education programs (W. Va. Code §18 9A 22). Several foundations frame the design of the West Virginia Pre-K Standards and describe an approach that promotes lifelong learning competencies.

School 'Readiness' in WV: A Formal Definition

In West Virginia, school readiness refers to the process of assuring children have access to the best available resources prior to entering first grade. Available resources support children and their families and focus on maximizing children's holistic development from birth.

Acknowledging that each child's development is significantly affected by previous experiences, school readiness also entails the capacity of schools and programs to welcome families and be prepared to serve all children effectively within the developmental domains of:

- health and physical development,
- social and emotional development,
- language and communication,
- cognition and general knowledge, and
- individual approaches to learning.

To support school readiness efforts and assure the use of developmentally effective methods for children prior to entering first grade, the Ready, Set, Go! West Virginia Comprehensive Framework for School Readiness is utilized in West Virginia. This comprehensive framework includes an approach that focuses on how the state and local communities, schools, and programs can offer support and resources for families and children prior to and during their transition into school. Programs serving children in Early Learning Readiness grades (WV Pre-K and Kindergarten) also provide opportunities for children to build solid foundations and positive dispositions to learning.

Explanation of Terms

Domains are the broad components that make up a content area; e.g., reading, writing, speaking/listening, and language make up the English language arts content area.

Clusters are groups of standards that define the expectations students must demonstrate to be college and career ready.

Standards are the expectations for what students should know, understand, and be able to do; standards represent educational goals.

Numbering of Standards

The numbering for each standard is composed of three parts, each part separated by a period:

- the content area code (e.g., ELA for English language arts),
- the grade level (Pre-K), and
- the standard.

Illustration: AL.PK.1 refers to Approaches to Learning, grade Pre-K, standard 1.
ELA.PK.1 refers to English language arts, grade Pre-K, standard 1.

Guiding Principles for the WV Pre-K Standards

Foundations	Description
Representation and symbolic thinking are critical.	Children use representation and symbolic thinking across all domains to develop an understanding of concepts and generalizations from concrete to abstract. The ability to pretend and use symbols are foundations of symbolic and abstract thought, which leads to the development of academic skills such as math, science, and literacy. The experiences that lead to a child's ability to think abstractly must be embedded in the curriculum through opportunities for active exploration, pretend play, and symbolic communication. Children should have the opportunity to invent with materials and words.
Children are active learners.	Children learn through active involvement (exploring, playing, manipulating, and problem solving). They construct their own knowledge by engaging in experiences in the environment with peers and adults. Adults must use experiences with children to scaffold previous knowledge with new concepts. Active learning is a key component of both child-initiated and teacher-facilitated experiences.
Development and learning are interrelated.	Learning and development do not simply coexist. The process of learning is directly related to the process of development. Experiences grounded in the WV Pre-K Standards must be integrated and emphasize development and learning.
Each child is an individual learner.	Children go through similar stages of development but at individual rates. Not all children within an age group should be expected to arrive at early learning expectations at the same time or with the same degree of proficiency.
Children with special needs are typically best served in inclusive settings.	Children with special needs must be offered a least restrictive environment that provides opportunities to develop across domains through interactions with their peers and adults. Attention to individual variation is critical, specifically regarding the development of concepts and proficiencies across domains. Individualized modifications and adaptations provide each child with opportunities to reach their full potential.
English Language Learners are best served in inclusive settings.	When immersed in an inclusive environment, children who are acquiring the English language are provided opportunities to develop expressive and receptive language through interactions with their peers and adults. Attention to individual variation is critical, specifically regarding their development of concepts and proficiencies across domains. Children should be provided consistent opportunities to interact and demonstrate their abilities, skills, and knowledge in any language, including their home language.
Family engagement is critical to the success of young children.	The family is the child's first and most important teacher. They provide a deep understanding of their child during the first years of school. Teachers must establish and maintain ongoing relationships with families to best support children's development and linkages between home and school.

Foundations	Description
Children learn by experiencing the culture and world in which they live.	Children begin their understanding of others by first interacting within their own families, neighborhoods, and schools. Early learning settings and programs must be intentionally designed to provide children the opportunity to move from self-awareness to awareness and understanding of others. Using children's background knowledge as a catalyst for deepening understanding provides opportunities for children to experience and share various cultural aspects of the world in which they live. Each child's home culture and language are brought into the classroom as part of this shared classroom community. Intentional teaching strategies must focus on acceptance and respect of all individuals.
The environment is the child's third teacher.	Along with the family and the teacher, high-quality early learning environments provide children with the tools necessary for continual growth and development. Learning environments should be designed and equipped in a manner that supports discovery, small group and individual learning, exploration, problem solving, and development. The learning environment should be designed to help children develop a sense of community. To achieve this, teachers must know the children and families well so they can plan intentional ways for everyone to interact and work collaboratively.
School Readiness supports the holistic development of children.	School readiness is a process of ensuring that children have access to the best available resources prior to entering first grade. Available resources support children and their families, and focus on maximizing children's holistic development from birth. Acknowledging that each child's development is significantly impacted by previous experiences, school readiness also entails the capacity of schools and programs to welcome families and be prepared to serve all children effectively within the developmental domains of health and physical development, social and emotional development, language and communication, cognition and general knowledge, and individual approaches to learning.
The formative assessment process is a foundational component of all early learning programs.	The formative assessment process is used to inform instruction and personalize learning. Used daily to assist with planning high-quality opportunities for learning and development, this process uses various forms of evidence to help educators scaffold children's learning to best meet their needs. The formative assessment process also provides a meaningful approach for communicating individual children's development and learning with families. Formative assessment data reported to the WV Early Learning Reporting System: Pre-K (WV ELRS: Pre-K) is used to share progress with families and help ensure data driven decisions are made at the local and county levels to drive continuous quality improvement efforts.

Approaches to Learning

Approaches to Learning refers to observable behaviors that indicate ways children become engaged in and respond to social interactions and learning experiences. Children's approaches to learning contribute to their success in school and influence their development and learning in all other domains. Children's ability to stay focused, interested, and engaged in activities supports a range of positive outcomes, including cognitive, language, and social and emotional development. It allows children to acquire new knowledge, learn new skills, and set and achieve goals for themselves. Many early learning experts view approaches to learning as one of the most important domains of early childhood development.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, and learning skills. Students in Pre-K will advance through a developmentally appropriate progression of standards. The following chart represents the components of Approaches to Learning standards in Pre-K:

Executive Functioning and Cognitive Self-Regulation	**Initiative and Curiosity**
• Self-regulation • Maintain focus • Attend to activities • Complete challenging task	• Appropriate risk taking • Imagination • Creativity • Build on prior experience • Inquire and investigate
Persistence and Attentiveness	**Cooperation**
• Implement plans and ideas • Engage in a product and activity for an extended period of time • Purposeful play • Show persistence in actions and behavior	• Collaborative work and play • Play organized by children • Share knowledge and ideas with peers • Take on roles and responsibilities in the classroom

Pre-K Specifications:

In Pre-K, students should be immersed in a rich environment and have numerous opportunities that foster independence and autonomy in order to meet college and career readiness expectations. As familiar adults support development in Approaches to Learning, children illustrate continuous growth in their ability to function appropriately within the classroom, throughout routines, and during transitions. Children demonstrate positive growth in Approaches to Learning when they take on appropriate leadership roles within their environment. They demonstrate increased abilities in expressing needs, feelings, and positive coping skills. Children also show development in problem solving, independence, and group work.

Numbering of Standards

The following Approaches to Learning standards are numbered continuously. The ranges in the chart below relate to the clusters found within the Approaches to Learning domain:

Executive Functioning and Cognitive Self-Regulation	
Sustain attention, impulse control, flexibility in thinking	Standards 1-2
Initiative and Curiosity	
Interest in varied topics and experiences, desire to learn, creativeness, and independence in learning	Standards 3-5
Persistence and Attentiveness	
Engagement in activities with persistence and attention	Standards 6-10
Cooperation	
Interest and engagement in group experiences	Standards 11-13

Executive Functioning and Cognitive Self-Regulation

Cluster	Sustain attention, impulse control, flexibility in thinking
AL.PK.1	Illustrate increasing abilities in impulse control.
AL.PK.2	Demonstrate actions, words, and behaviors with increasing independence.

Initiative and Curiosity

Cluster	Interest in varied topics and experiences, desire to learn, creativeness, and independence in learning
AL.PK.3	Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.
AL.PK.4	Originate and combine ideas to learn and discuss a range of topics.
AL.PK.5	Inquire and investigate.

Persistence and Attentiveness

Cluster	Engagement in activities with persistence and attention
AL.PK.6	Persist in completing tasks, activities, projects, and experiences.
AL.PK.7	Increase concentration over a reasonable amount of time despite distractions and interruptions.
AL.PK.8	Engage in project or activity over an extended period of time.
AL.PK.9	Continuously create, develop, and implement plans.
AL.PK.10	Seek solutions to questions, tasks, or problems through trial and error.

Cooperation

Cluster	Interest and engagement in group experiences
AL.PK.11	Initiate and engage in learning experiences and play with peers.
AL.PK.12	Relate and share knowledge with peers.
AL.PK.13	Assemble and guide classroom activities.

Social and Emotional Development

Positive social and emotional development provides a critical foundation for lifelong development and learning. Social and emotional skills are necessary to foster secure attachment with adults and peers, maintain healthy relationships, regulate one's behavior and emotions, and develop a healthy concept of personal identity. Developing these skills through active learning helps children navigate new environments, facilitate the development of supportive relationships with peers and adults, and support their ability to participate in learning activities. Essential to this process is the child's ability to self-regulate and persist in activities when challenged with new experiences. To self-regulate, a child will be able to express, recognize, and manage their own emotions as well as respond appropriately to others' emotions. These processes are the primary goals for young children and are incorporated into all learning standards.

All West Virginia teachers are responsible for meeting the needs of all children through a holistic approach. Students in Pre-K will advance through a developmentally appropriate progression of standards. The following chart represents social and emotional development standards that will be developed in Pre-K:

<table>
<tr><th>Self-Concept</th><th>Knowledge of Family and Community</th></tr>
<tr><td>• Show confidence in self
• Express self
• Exhibit personal responsibility</td><td>• Identify and understand their roles and that of others within the community</td></tr>
<tr><th colspan="2">Social Relationships</th></tr>
<tr><td colspan="2">• Develop Positive relationships with children and adults
• Follow rules and routines
• Participate in cooperative and group play with guidance from adults</td></tr>
</table>

Pre-K Specifications

In Pre-K, students should be immersed in a supportive environment and have numerous opportunities to develop self-concept, positive social relationships, and knowledge of family and community roles. Positively navigating through these concepts is foundational in becoming lifelong learners. Appropriate attachments with adults and peers form foundations for learning in all other domains. Learning and development occur simultaneously in all areas.

Numbering of Standards

The following standards are numbered continuously. The ranges in the chart below relate to the clusters found within the Social and Emotional Development domains:

Self-Concept	
Development of Self-Concept	Standards 1-3
Development of Self-Expression and Self-Awareness	Standards 4-6
Social Relationships	
Development and Demonstration of Pro-Social Behaviors	Standards 7-12
Cooperation	Standards 13-18
Knowledge of Family and Community	
Progression of Understanding of their Role in the Family and Community	Standards 19-23

Self-Concept

Cluster	**Development of Self-Concept**
SE.PK.1	Describe themselves by using physical characteristics/traits (e.g., hair, body parts, and height).
SE.PK.2	Demonstrate growing confidence in their own developing skills and expresses pride in accomplishments.
SE.PK.3	Increase independence in a variety of activities, routines, and tasks.

Cluster	**Development of Self-Expression and Self-Awareness**
SE.PK.4	Demonstrate progress in expressing needs, wants, and feelings.
SE.PK.5	Express a broad range of emotions and recognize these emotions in self and others.
SE.PK.6	Respond appropriately to different social situations.

Social Relationships

Cluster	Development and Demonstration of Pro-Social Behaviors
SE.PK.7	Develop positive relationships with children and adults.
SE.PK.8	Show empathy and caring for others.
SE.PK.9	Follow basic rules and routines.
SE.PK.10	Use materials purposefully, safely, and responsibly.
SE.PK.11	Develop and sustain friendships with peers.
SE.PK.12	Manage transitions and begin to adapt to changes in routines.

Cluster	Cooperation
SE.PK.13	Use communication skills to initiate or join classroom activities.
SE.PK.14	Engage in cooperative play.
SE.PK.15	Take turns with materials and during experiences.
SE.PK.16	Use and accept negotiation, compromise, and discussion to resolve conflicts.
SE.PK.17	Accept guidance and direction from a variety of familiar adults.
SE.PK.18	Participate in a variety of classroom activities and tasks.

Knowledge of Family and Community

Cluster	Progression of Understanding of their Role in the Family and Community
SE.PK.19	Understand and describe the interactive roles and relationships among family members.
SE.PK.20	Identify and describe roles of community members.
SE.PK.21	Understand similarities and respect differences among people (e.g., gender, race, special needs, culture, language, and family structure).
SE.PK.22	Identify themselves as a member of groups within a community.
SE.PK.23	Identify and describe locations and places in their community.

English Language Arts

Explanation of Terms
Domains are the broad components that make up a content area; e.g., reading, writing, speaking/listening, and language make up the English language arts content area.

Language	Students will learn and apply the standard rules of written and spoken English while approaching language as a matter of craft and informed choice among alternatives to communicate. Students will understand words and phrases, their relationships, and their nuances and acquire new vocabulary, particularly general academic and domain-specific words and phrases.
Reading	The development of proficient reading skills is critical for mastering academic content. Students must show a steadily growing ability to discern more from and make fuller use of text. This includes making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in text. To build the foundations of reading, students will master the essential components of reading (i.e., fluency, phonics, word recognition, phonological awareness, and print concepts). Students will gain exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.
Speaking/ Listening	Students will be required to communicate ideas clearly and efficiently, including but not limited to formal presentation. They will use oral communication and interpersonal skills as they work together. They will need to be able to express and listen carefully to ideas, integrate information from oral, visual, quantitative and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.
Writing	Students will apply writing skills and strategies to communicate effectively for different purposes using specific writing types. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice, and mechanics. Using a variety of literary and informational texts, print sources and media sources, students will select, organize, and evaluate for research purposes.

English Language Arts

English language arts (ELA) refers to language development and the ability to interpret meaning from written text. Language development refers to emerging abilities in receptive and expressive language. This domain includes understanding and using one or more languages. Language development is among the most important tasks of the first five years of a child's life. Language is the key to learning across all domains. Specific language skills in early childhood are predictive of later success in learning to read and write. Also, children who are skilled communicators are more likely to demonstrate social competence.

Literacy knowledge and skills refers to the knowledge and skills that lay the foundation for reading and writing, such as understanding print concepts and conventions, phonological awareness, alphabet knowledge, letter-sound relationships, and early writing. Early literacy is the foundation for reading and writing in all academic endeavors in school. It is considered one of the most important areas for young children's development and learning. Competent readers are individuals that can interpret meaning from written symbols. Competent writers can use symbols to represent their thoughts.

All West Virginia Pre-K teachers are responsible for meeting the needs of all children through a holistic approach. Students in pre-k will advance through a developmentally appropriate progression of standards. The following chart represents the components of literacy that will be developed in the reading, writing, speaking, listening, and language domains in Pre-K:

Early Learning Foundations	
• Fluency • Phonics and Word Recognition • Handwriting • Phonological Awareness • Print Concepts	
Reading	**Writing**
• Competent readers are individuals that can interpret meaning from written symbols	• Competent writers can use symbols to represent their thoughts
Speaking/Listening	**Language**
• Speaking and listening refers to emerging abilities in receptive and expressive language	• Language development

Pre-K Specifications

In Pre-K, ELA reflect dependence of literacy development on language skills. Further, children's language skills are built through developmentally appropriate literacy immersion. Experiences in listening, speaking, reading, and writing must be embedded across all elements of the daily schedule and routines. Adults must provide experiences, interactions, and materials that build on children's prior knowledge, while introducing new information. Intentional opportunities to communication and engage in conversation with others are cornerstones of ELA. Early literacy learning provides children with an opportunity to explore the world through books, storytelling, and other reading and writing activities.

Numbering of Standards

The following ELA standards are numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Early Learning Literacy Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II
Handwriting	Foundation III
Phonological Awareness	Foundation IV
Print Concepts	Foundation V
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17
Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Literacy Early Learning Foundations

Cluster	Fluency
ELA.PK.I	• Retell familiar stories from text with some accuracy and details.

Cluster	Phonics and Word Recognition
ELA.PK.II	• Know the sounds associated with several letters. • Recognize their own name and words associated with environmental print.

Cluster	Handwriting
ELA.PK.III	• Use a pincer grip to hold and manipulate tools for writing, drawing, and painting. • Use scribbles, shapes, pictures and letters to represent objects, stories, experiences, or ideas. • Attempt to independently write some familiar words. • Write first name.

Cluster	Phonological Awareness
ELA.PK.IV	• Identify sounds or spoken words in the environment. • Recognize and produce rhyming words. • Separate words into syllables. • Replicate the beginning sound in a word.

Cluster	Print Concepts
ELA.PK.V	• Show interest in shared reading and looking at books independently. • Demonstrate an understanding that writing conveys meaning. • Understand concepts of print such as print moves from left to right and top to bottom, and print conveys a message. • Recognize that letters are grouped to form words and words are a unit of print. • Recognize and name some upper and lower case letters of the alphabet.

Reading

Cluster	Key Ideas and Details
ELA.PK.1	With prompting and support, ask and answer questions about details in a literary text.
ELA.PK.2	With prompting and support, retell stories in literary texts.
ELA.PK.3	With prompting and support, identify characters, events, and setting in a literary text.
ELA.PK.4	With prompting and support, ask and answer questions about details in an informational text.
ELA.PK.5	With prompting and support, identify the main topic and retell details of an informational text.
ELA.PK.6	(Begins in kindergarten.)

Cluster	Craft and Structure
ELA.PK.7	With prompting and support, answer questions about unknown words in a literary text.
ELA.PK.8	(Begins in kindergarten.)
ELA.PK.9	With prompting and support, define the roles of author and illustrator in a literary text.
ELA.PK.10	With prompting and support, ask questions about unknown words in an informational text.
ELA.PK.11	With prompting and support, identify the front cover and back cover of a book and recognize how books are read (e.g., one page at a time, from front to back).
ELA.PK.12	With prompting and support, define the roles of author and illustrator of an informational text.

Cluster	Integration of Knowledge and Ideas
ELA.PK.13	With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).
ELA.PK.14	With prompting and support, discuss how the adventures and experiences of characters in familiar literary stories relate to children's own experiences.
ELA.PK.15	With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
ELA.PK.16	(Begins in kindergarten.)
ELA.PK.17	(Begins in kindergarten.)

Cluster	Range of Reading and Text Complexity
ELA.PK.18	(Begins in kindergarten.)
ELA.PK.19	(Begins in kindergarten.)

Writing

Cluster	Text Types and Purposes
ELA.PK.20	With prompting and support, use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book using discussion, experience, or texts.
ELA.PK.21	With prompting and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts; name and supply some information about the topic using discussion, experience, or texts.
ELA.PK.22	With prompting and support, use a combination of drawing, dictating, and writing to narrate text in sequential order (beginning, middle, end) using discussion, experience, or texts.

Cluster	Production and Distribution of Writing
ELA.PK.23	(Begins in grade 3.)
ELA.PK.24	(Begins in kindergarten.)
ELA.PK.25	With guidance and support, explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).

Cluster	Research to Build and Present Knowledge
ELA.PK 26	With guidance and support, participate in shared research and writing during play (e.g., explore a number of books by a favorite author and express opinions about them).
ELA.PK.27	With prompting and support, recall information from experiences to answer a question.
ELA.PK.28	(Begins in grade 4.)

Cluster	Range of Writing
ELA.PK.29	(Begins in grade 3.)

Speaking and Listening

Cluster	Comprehension and Collaboration
ELA.PK.30	With prompting and support, participate in collaborative conversations about pre-k topics and texts with peers and adults through multiple exchanges.
ELA.PK.31	With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by answering questions about details.
ELA.PK.32	With prompting and support, ask and answer questions in order to seek help and get information.

Cluster	Presentation of Knowledge and Ideas
ELA.PK.33	Describe familiar people, places, things, and events.
ELA.PK.34	With prompting and support, add drawings or other visual displays to descriptions as desired to provide additional details (e.g., 2- or 3-dimensional artwork).
ELA.PK.35	Use non-verbal communication or spoken language to express ideas, needs, and feelings.

Language

Cluster	Conventions of Standard English
ELA.PK.36	Communicate clearly enough to be understood by adults across a range of situations. • Pronunciation errors and grammatical errors are isolated and infrequent. • Show proficiency with prepositions, regular/irregular past tense, verb, possessives, and noun-verb agreement. • Show an understanding of a variety of sentences.
ELA.PK.37	(Begins in Kindergarten.)

Cluster	Knowledge of Language
ELA.PK.38	(Begins in grade 2.)

Cluster	Vocabulary Acquisition and Use
ELA.PK.39	(Begins in Kindergarten.)
ELA.PK.40	With prompting and support, explore word categories and relationships among words. • Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives and opposites (antonyms). • Identify real-life connections between words and their meaning. • Distinguish meaning among verbs describing the same general action (e.g., walk, march, strut, and prance) by acting out the meanings.
ELA.PK.41	With prompting and support, use words and phrases acquired through conversations, being read to, and responding to texts.

Mathematics

All West Virginia teachers are responsible for classroom instruction that integrates content standards and mathematical habits of mind. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. Students in Pre-K will focus on two critical areas: (1) analyzing mathematical challenges in an environment where collaboration in creative mathematical thinking is encouraged; (2) formulating, representing, and solving simple mathematical problems through creative thinking, which is imperative to building mathematical competency. Pre-K offers exposure to the skills, active exploration, and discoveries in context of stimulating opportunities that provides foundational skills in preparation for kindergarten.

Counting and Cardinality	**Operations and Algebraic Thinking**
• Count in sequence to 10 • Use 1 to 1 correspondence • Match quantity to numbers	• Recognition of adding/removing objects as adding/subtracting • Understand simple patterns
Measurement and Data	**Geometry**
• Name shapes correctly	• Describe attributes of objects • Understand more or less

Pre-K Specifications

High-quality early numeracy experiences directly attribute to later literacy achievement. Practical applications of early numeracy are vital in fostering young children's overall mathematical thinking. Mathematical thinking is a process and a core component of cognition. Young children need to analyze mathematical challenges in an environment where collaboration in creative mathematical thinking is encouraged. Formulating, representing, and solving simple mathematical problems through creative thinking is imperative to building mathematical competency. Mathematics is the ability to think logically, plan, solve problems, reason, make predictions, and notice patterns. When given the opportunity, young children use symbolic thinking to represent their thoughts, which becomes a catalyst for higher level thinking in all domains.

Numbering of Standards

The following mathematics standards are numbered continuously. The ranges in the chart below relate to the clusters found within the mathematics domain:

Counting and Cardinality	
Number Names	Standards 1-3
Counting to Tell the Numbers of Objects	Standards 4-5
Comparing and Ordering Numbers	Standards 6-7
Operations and Algebraic Thinking	
Composing and Decomposing Numbers	Standards 8-12
Number and Operation in Base Ten	
Number and Operations in Base Ten	Standard 13
Measurement and Data	
Describe and Compare Measurable Attributes	Standards 14-15
Classify Objects and Count the Number of Objects in Each Category	Standards 16
Geometry	
Identify and Describe Shapes	Standards 17-19
Analyze, Compare, Create and Compose Shapes	Standards 20-22

Counting and Cardinality

Cluster	**Number names**
M.PK.1	Count in sequence to 10 and beyond.
M.PK.2	(Begins in kindergarten.)
M.PK.3	Begin to identify and write some numerals.

Cluster	**Counting to tell the number of objects**
M.PK.4	Understand the relationship between numbers and quantities; connect counting to cardinality. • Use one-to-one correspondence to count objects and match groups to objects. • Match quantity with number symbols; given a number up to 10, counts out that many objects • Recognize quantity without counting up to five objects.
M.PK.5	Count to answer, “how many?” questions up to 10 items.

Cluster	Comparing and ordering numbers
M.PK.6	Identify whether the number of objects in one group is more, less, greater than, fewer, and or equal to number of objects in another group for up to 5 objects (e.g., by using matching and counting strategies).
M.PK.7	Identify first and last related to order or position.

Operations and Algebraic Thinking

Cluster	Composing and decomposing numbers
M.PK.8	Recognize addition as putting objects together and subtraction as taking objects apart. (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).
M.PK.9	(Begins in kindergarten.)
M.PK.10	Identify parts in relationship to a whole.
M.PK.11	Duplicate, create, and extend simple patterns using concrete objects.
M.PK.12	(Begins in kindergarten.)

Number and Operations in Base Ten

Cluster	Work with numbers 11-19 to gain foundations for place value
M.PK.13	(Begins in kindergarten.)

Measurement and Data

Cluster	Describe and compare measurable attributes
M.PK.14	With prompting and support, identify measurable attributes of objects, such as length and/or weight.
M.PK.15	Represent and interpret data. • Estimate the size of objects in comparison to a common unit of measurement, (e.g., more/less, long/short, big/little, light/heavy). • Recognize and interpret information/symbols presented in tables and graphs.

Cluster	Classify objects and count the number of objects in each category
M.PK.16	Sort objects into categories according to common characteristics (e.g., color, size, shape) and count the number of objects.

Geometry

Cluster	Identify and describe shapes
M.PK.17	Describe objects in the environment. • Use the names of basic shapes. • Describe the relative positions of objects using terms (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind).
M.PK.18	Correctly name basic shapes regardless of their orientations or overall size.
M.PK.19	Sort two-and three-dimensional shapes and objects.

Cluster	Analyze, compare, create and compose shapes
M.PK.20	Analyze and compare two- and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes.
M.PK.21	Create and build shapes from components (e.g., sticks and clay balls).
M.PK.22	With prompting and support, compose simple shapes to form larger shapes (e.g., "Can these two triangles, with full sides touching, join to make a rectangle?")

Science

Scientific thinking builds on children's prior experiences, backgrounds, and early theories. Children's fundamental math concepts support scientific experimentation, investigation, and inquiry, resulting in the development of new understandings of their world. Science and math concepts are best developed through active exploration of naturalistic, informal, and structured learning experiences. Expanding on children's curiosity, encouraging them to pursue their questions and develop ideas in a risk-free environment helps children to refine their own understanding of the world around them. Documentation of children's experiences and hypotheses allow them to share and discuss their theories with others. Scientific thinking is an approach to learning.

All West Virginia teachers are responsible for meeting the needs of all children through a holistic approach. Children in Pre-K will advance through a developmentally appropriate progression of standards. The following chart represents the components of science that will be developed in the Science as Inquiry and Scientific Knowledge standards in Pre-k.

Science as Inquiry	**Scientific Knowledge**
• Active exploration • Investigation	• Inquire and investigate

Pre-K Specifications

In Pre-K, children should be immersed in a science rich environment and have numerous opportunities for hands-on, child-centered inquiry. It is more important for children to engage in the process of scientific inquiry and making connections than learning scientific facts.

Numbering of Standards

The following science standards are numbered continuously. The ranges in the chart below relate to the clusters found within the science domain:

Science as Inquiry	
Foundational Knowledge of Scientific Inquiry	Standards 1-4
Utilization of Inquiry	Standards 5-8
Scientific Knowledge	
Understanding the Living and Physical World	Standards 9-11

Science as Inquiry

Cluster	Foundational Knowledge of Scientific Inquiry
SC.PK.1	Ask questions that can be answered through active investigation.
SC.PK.2	Explore and discuss similarities and differences among objects and materials.
SC.PK.3	Investigate cause and effect relationships through exploration, manipulation and interaction with the environment (problem solving techniques).
SC.PK.4	Make predictions and brainstorm solutions.

Cluster	Utilization of Inquiry
SC.PK.5	Identify the five senses and use them to make observations.
SC.PK.6	Explore observational tools (e.g., magnifying glass, stethoscope) to extend the five senses.
SC.PK.7	Engage in scientific talk by utilizing words (e.g., observe, compare, contrast, measure, reflect, predict, plan).
SC.PK.8	Communicate results, solutions, and conclusions through a variety of methods(e.g., verbal or visual representation).

Scientific Knowledge

Cluster	Understanding the Living and Physical World
SC.PK.9	Explore and describe the natural environment verbally or through representation.
SC.PK.10	Explore and describe changes in materials and relationships (e.g., cause/effect, seasons, life cycles, etc.).
SC.PK.11	Communicate awareness that people can impact the environment in positive and negative ways.

Health and Physical Development

Health and Physical Development refers to physical well-being, use of the body, muscle control, appropriate nutrition, exercise, hygiene, and safety practices. Early health habits lay the foundation for lifelong healthy living. Physical well-being, health, and motor development are equally important foundations to young children's learning. Health problems, delays in physical development, and frequent illnesses interfere with children's ability to learn and are associated with a range of poor developmental and educational outcomes. Developing motor control and coordination involves the interplay between children's emerging physical capabilities, growth and maturation, adult interactions and support, and opportunities to practice new skills. Other domains rely on continued growth in health and physical development.

All West Virginia teachers are responsible for meeting the needs of all children through a holistic approach. Students in Pre-K will advance through a developmentally appropriate progression of standards. The following chart represents the components of physical health and development that will be developed in Pre-K:

Safety Practices	**Gross Motor**
• Follow rules and routines • Recognize unsafe situation	• Develop large muscle coordination and skills • Develop spatial awareness
Health Practices	**Fine Motor**
• Complete personal care routines • Make healthy choices	• Develop small muscle coordination and skills • Demonstrate increased self-help skills

Pre-K Specifications

In Pre-K, students should be immersed in a healthy environment and have numerous opportunities to practice and use a variety of healthy habits, safety practices, and engage in physical activities.

Numbering of Standards

The following health and physical development standards will be numbered continuously. The ranges in the chart below related to the clusters found within the health and physical development domains:

Safety Practices	
Safety Practices	Standards 1-5
Health Practices	
Healthy Development	Standards 6-9
Gross Motor	
Gross Motor Development	Standards 10-14
Fine Motor	
Fine Motor Development	Standards 15-18

Safety Practices

Cluster	Safety Practices
PH.PK.1	Participate in safety stories, games, and drills (e.g., bus, fire, bike, and strangers).
PH.PK.2	Recognize symbols indicating danger (e.g., STOP signs, Mr. Yuk sticker).
PH.PK.3	Respond appropriately to harmful and unsafe situations.
PH.PK.4	Follow classroom and community safety rules and routines (e.g., fire drills, bus rules, pedestrian safety).
PH.PK.5	With prompting and support, communicate an understanding of the importance of safety routines and rules.

Health Practices

Cluster	Healthy Development
PH.PK.6	Complete personal care tasks (e.g., dressing, brushing teeth, toileting, and washing hands) independently.
PH.PK.7	Participate in structured and unstructured physical activities in order to enhance fitness.
PH.PK.8	Communicate an understanding of the importance of healthy routines (e.g., appropriate times to wash hands).
PH.PK.9	Demonstrate knowledge and skills that help promote nutritious food choices and eating habits (e.g., distinguish food as healthy or unhealthy; acknowledge moderation).

Gross Motor

Cluster	Gross Motor Development
PH.PK.10	Develop motor control for a range of physical activities (e.g., walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping).
PH.PK.11	Develop motor coordination and skill in using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting a ball, and riding a tricycle).
PH.PK.12	Demonstrate increased balance (e.g., balance beam, riding equipment, and play structures).
PH.PK.13	Demonstrate awareness of own body and other people's space during interactions.
PH.PK.14	Move body in relation to objects to effectively perform tasks (e.g., kick a ball, pedal a tricycle).

Fine Motor

Cluster	Fine Motor Development
PH.PK.15	Demonstrate increased ability, strength, dexterity, and control to manipulate and use tools (e.g., scissors, staplers, hammers, and eating utensils).
PH.PK.16	Demonstrate increased accuracy of eye-hand coordination and use of opposing hand movements (e.g., building with blocks, stringing with beads, cutting with scissors, and putting puzzles together).
PH.PK.17	Explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).
PH.PK.18	Demonstrate increased ability with self-help skills (e.g., buttoning, zipping, and lacing).

The Arts

The arts refers to opportunities for children to engage in creative expression and an appreciation for such forms as dramatic play, music, dance, visual arts, and other creative outlets. Children develop problem-solving skills, positive dispositions to learning, and growth across all developmental domains of learning through the arts. As children experience opportunities to express themselves through The Arts, they also develop a positive sense of self.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills and technology tools. Students in Pre-K will advance through a developmentally appropriate progression of standards. The following chart represents the arts that will be developed in Pre-K:

Music	**Visual Arts**
• Rhythm • Exploration	• Creativity • Experimentation
Creative Movement	**Dramatic Play**
• Dance • Motions for Communication	• Imaginative Play • Symbolic Thinking

Pre-K Specifications

In Pre-K, students should be immersed in an art-rich environment. Children develop many life skills through varied creative experiences. Experiences in the arts support brain development, increased persistence, analysis of cause and effect, and self-confidence. The arts provide foundations for innovation in later years.

Numbering of Standards

The following standards are numbered continuously. The ranges in the chart below relate to the clusters found within The Arts domains:

Music	
Music	Standards 1-4
Creative Movement	
Creative Movement	Standards 5-6
Visual Arts	
Visual Art	Standards 7-11
Dramatic Play	
Dramatic Play	Standards 12-15

Music

Cluster	Music
AR.PK.1	Participate in music activities (e.g., listening, singing, and finger plays).
AR.PK.2	Create music through a variety of techniques and tools (e.g., clapping, playing musical instruments, and using items from nature to create a beat).
AR.PK.3	Experiment with traditional and non-traditional musical instruments.
AR.PK.4	Express what is felt and heard through musical elements (e.g., tempo and style).

Creative Movement

Cluster	Creative Movement
AR.PK.5	Move to different patterns of beat and rhythm in music.
AR.PK.6	Use creative movement to express ideas or feelings and concepts.

Visual Arts

Cluster	Visual Arts
AR.PK.7	Express thoughts and feelings through creative artwork (e.g., drawing, sculpting, and painting).
AR.PK.8	Communicate ideas, experiences, and knowledge through creative artwork.
AR.PK.9	Demonstrate a growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.
AR.PK.10	Describe one's own artwork.
AR.PK.11	Explore colors, textures, and techniques using different mediums (e.g., clay, natural materials, wood, sewing, digital graphics, and photography).

Dramatic Play

Cluster	Dramatic Play
AR.PK.12	Participate in a variety of pretend play to explore various roles (e.g., family and community members in the dramatic play area, blocks, and outdoors).
AR.PK.13	Use dialogue, actions, and objects to tell a story and communicate ideas, feelings, experiences, and knowledge.
AR.PK.14	Show creativity through the use of materials in pretend play (e.g., costume pieces, props, puppets, and fabrics).
AR.PK.15	Utilize representation and symbolic play to extend play scenarios and create props for play (e.g., a block as a telephone or material as clothing).

Appendix A
Standards vs. Curriculum

COLLEGE- & CAREER-READINESS

STANDARDS

CURRICULUM

What's the Difference?

Standards are what we want students to know, understand and be able to do; **Standards** represent goals.

The **Curriculum** is an intentional learning plan to ensure students achieve the goals of the standards; the **Curriculum** represents the learning experience.

Standards and Curriculum

A STANDARD is a goal. The CURRICULUM is a means to achieve the goal.

Example 1 • 3rd Grade Mathematics Goal

Standard: M.3.8

Solve two-step word problems using the four operations, represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Example 2 • 6th Grade English Language Arts Goal

Standard: ELA.6.18

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6-8 text complexity range proficiently, with scaffolding as needed at the high end of the range.

Curriculum:
Teacher locates instructional materials, plans and facilitates learning activities and assesses the students' mastery of the standard.

Who is Responsible?

West Virginia Board of Education
West Virginia Department of Education

County boards of education, administrators and teachers

West Virginia College & Career Readiness Standards

West Virginia Department of Education
Steven L. Paine, Ed.D.
State Superintendent of Schools

Appendix B
Sample Introductory Parent Letter (Grade Pre-K)

(Insert Date)

Dear Parent or Guardian,

To help all our students reach their potential, we will be using the new learning standards adopted by the West Virginia Board of Education. These standards were designed to meet the needs of all West Virginia Pre-K students. They set high expectations for our students, so they will be ready to compete with students across the state, the nation, and around the world.

I look forward to being your child's Pre-K teacher! Pre-K is such an exciting year of physical, social, and academic development. I am proud to play a part in educating your child. The West Virginia Pre-K Standards set the stage for future learning and prepare your child for success.

What you can expect of your child's experience in Pre-K this year:

- An inviting classroom where your child can learn through active exploration and experimentation
- An inclusive classroom that provides meaningful and everyday experiences
- Lots of conversations throughout the day with other children and adults
- An active classroom where your child will be busy learning through play
- Discovery of the connections between letters and sounds; numbers and counting
- A schedule that allows large blocks of time for your child to learn about topics of interest
- An integrated use of grade level content standards to assure your child develops solid foundations for learning
- Evidence of your child's learning across all areas of development, which will be shared with you throughout the school year
- A teacher and assistant(s) who interact with your child to support and extend learning

Your child is constantly learning at home, at play, and at school. Please understand that teaching occurs all year long, so your child needs to have regular attendance. Every day matters.

I recognize that you are your child's first teacher, and it is an honor to support your desire for your child to achieve. As I welcome your child to my classroom and share what to expect in Pre-K for the upcoming school year, please remember if you have any questions or concerns, feel free to contact me.

Sincerely,

Appendix C
English Language Arts Standards Progressions

Skill Progressions in West Virginia College and Career Readiness Standards for English Language Arts

The following pages contain the skill progressions found in the West Virginia College and Career Readiness Standards for English language arts (ELA). In ELA, each grade level consists of 41 standards; these standards have been organized in K-12 order to show the advancing rigor and complexity of the expectations for what students should know, understand, and be able to do.

This document is intended to be a resource to foster and support discussion among teachers or how best to personalize and differentiate instruction for their students. The progression of skills toward college and career readiness that are outlined here can be used to scaffold instruction, assist with remediation, and to develop instructional plans that meet the specific needs of each student.

Early Learning Foundations-Fluency	
Pre-K.I	• Retell familiar stories from text with some accuracy and details.
K.I	• Read emergent-reader texts with purpose and understanding.
1.I	Read with sufficient accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2.I	Read with sufficient accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3.I	Read with sufficient accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Early Learning Foundations-Phonics and Word Recognition	
Pre-K.II	• Know the sounds associated with several letters. • Recognize their own name and words associated with environmental print.
K.II	Know and apply grade-level phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. • Associate common spellings (graphemes) with the five major short vowel sounds. • Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, or does). • Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
1.II	• Know and apply grade-level phonics and word analysis skills in decoding words. • Know the spelling-sound correspondences for common consonant digraphs. • Decode regularly spelled one-syllable words. • Know final -e and common vowel team conventions for representing long vowel sounds. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode two-syllable words following basic patterns by breaking the words into syllables. • Read words with inflectional endings. • Recognize and read grade-appropriate irregularly spelled words.
2.II	• Know and apply grade-level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondences for additional common vowel teams. • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Recognize and read grade-appropriate irregularly spelled words.
3.II	• Know and apply grade-level phonics and word analysis skills in decoding words. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multi-syllable words. • Read grade-appropriate irregularly spelled words.
Early Learning Foundations-Handwriting	
Pre-K.III	• Use a pincer grip to hold and manipulate tools for writing, drawing, and painting. • Use scribbles, shapes, pictures and letters to represent objects, stories, experiences, or ideas. • Attempt to independently write some familiar words. • Write first name.
K.III	• Print upper and lowercase letters.

1.III	• Print all upper and lowercase letters using proper letter formation and directionality.
2.III	• Create readable documents with legible print or cursive as developmentally appropriate.
3.III	• Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.
Early Learning Foundations-Phonological Awareness	
Pre-K.IV	• Identify sounds or spoken words in the environment. • Recognize and produce rhyming words. • Separate words into syllables. • Replicate the beginning sound in a word.
K.IV	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rhymes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three- phoneme words (i.e., consonant-vowel-consonant, hereinafter CVC). This does not include CVCs ending with /l/, /r/ or /x/. • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
1.IV	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Cluster	**Key Idea and Details**
Standard 1	
Pre-K.1	With prompting and support, ask and answer questions about details in a literary text.
K.1	With prompting and support, ask and answer questions about key details in a literary text.
1.1	Ask and answer questions about key details in a literary text.
2.1	Ask and answer key ideas such questions as who, what, where, when, why, and how to demonstrate understanding of key details in literary text.
3.1	Ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers.

Standard 2	
Pre-K.2	With prompting and support, retell stories in literary texts.
K.2	With prompting and support, retell familiar stories, including key details in literary texts.
1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson in literary texts.
2.2	Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral in literary text.
3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the literary text.
Standard 3	
Pre-K.3	With prompting and support, identify characters, events, and setting in a literary text.
K.3	With prompting and support, identify characters, settings, and major events in a literary text.
1.3	Describe characters, settings, and major events in a story, using key details in literary texts.
2.3	Describe how characters in a story respond to major events and challenges in literary text.
3.3	Describe characters in a literary story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Standard 4	
Pre-K.4	With prompting and support, ask and answer questions about details in an informational text.
K.4	With prompting and support, ask and answer questions about key details in an informational text.
1.4	Ask and answer questions about key details in an informational text.
2.4	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in informational text.
3.4	Ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers.
Standard 5	
Pre-K.5	With prompting and support, identify the main topic and retell details of an informational text.
K.5	With prompting and support, identify the main topic and retell key details of an informational text.
1.5	Identify the main topic and retell key details of an informational text.
2.5	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text.
3.5	Determine the main idea of an informational text; recount the key details and explain how they support the main idea.

Standard 6	
Pre-K.6	(Begins in kindergarten.)
K.6	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in an informational text.
1.6	Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.
2.6	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text.
3.6	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect.
Cluster	**Craft and Structure**
Standard 7	
Pre-K.7	With prompting and support, answer questions about unknown words in a literary text.
K.7	Ask and answer questions about unknown words in a literary text.
1.7	In literary texts, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
2.7	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, and repeated lines) in literary text supply rhythm and meaning in a story, poem, or song.
3.7	Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.
Standard 8	
Pre-K.8	(Begins in kindergarten.)
K.8	Recognize common types of texts (e.g., storybooks or poems).
1.8	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of literary text types.
2.8	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action in literary text.
3.8	Refer to parts of stories, dramas, and poems when writing or speaking about a literary text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
Standard 9	
Pre-K.9	With prompting and support, define the roles of author and illustrator in a literary text.
K.9	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story in a literary text.
1.9	Identify who is telling the story at various points in a literary text.
2.9	Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud from literary text.
3.9	Distinguish one's point of view from that of the narrator or those of the characters in a literary text.

Standard 10	
Pre-K.10	With prompting and support, ask questions about unknown words in an informational text.
K.10	With prompting and support, ask and answer questions about key details from an informational text.
1.10	Ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text.
2.10	Determine the meaning of words and phrases in informational text relevant to a grade 2 topic or subject area.
3.10	Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area.
Standard 11	
Pre-K.11	With prompting and support, identify the front cover and back cover of a book and recognize how books are read (e.g., one page at a time, from front to back).
K.11	Identify the front cover, back cover, and title page of a book.
1.11	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, and/or icons) to locate key facts or information in an informational text.
2.11	Know and use various informational text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text efficiently.
3.11	Use informational text features and search tools (e.g., key words, sidebars, and hyperlinks) to locate information relevant to a given topic efficiently.
Standard 12	
Pre-K.12	With prompting and support, define the roles of author and illustrator of an informational text.
K.12	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
1.12	Distinguish between information provided by pictures or other illustrations and information provided by the words in an informational text.
2.12	Identify the main purpose of informational text, including what the author wants to answer, explain, or describe.
3.12	Distinguish one's own point of view from that of the author of an informational text.
Cluster	**Integration of Knowledge and Ideas**
Standard 13	
Pre-K.13	With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).
K.13	With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).
1.13	Use illustrations and details in a story to describe its characters, setting, or events in literary texts.

2.13	Use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting, or plot.
3.13	Explain how specific aspects of a literary text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood or emphasize aspects of a character or setting).
Standard 14	
Pre-K.14	With prompting and support, discuss how the adventures and experiences of characters in familiar literary stories relate to children's own experiences.
K.14	With prompting and support, compare and contrast the adventures and experiences of characters in familiar literary stories.
1.14	Compare and contrast the adventures and experiences of characters in stories in literary texts.
2.14	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures in a literary text.
3.14	Compare and contrast the themes, settings, and plots of literary stories written by the same author about the same or similar characters (e.g., in books from a series).
Standard 15	
Pre-K.15	With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
K.15	With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
1.15	Use the illustrations and details in a text to describe its key ideas in informational texts.
2.15	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify an informational text.
3.15	Use information gained from illustrations (e.g., maps or photographs) and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Standard 16	
Pre-K.16	(Begins in kindergarten.)
K.16	With prompting and support, identify the reasons an author gives to support points in a literary or informational text.
1.16	Identify the reasons an author gives to support points in an informational text.
2.16	Describe how reasons support specific points the author makes in an informational text.
3.16	Describe the logical connection between particular sentences and paragraphs in an informational text (e.g., comparison, cause/effect, or first/second/third in a sequence).

Standard 17	
Pre-K.17	(Begins in kindergarten.)
K.17	With prompting and support, identify basic similarities in and differences between two literary or informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).
1.17	Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).
2.17	Compare and contrast the most important points presented by two informational texts on the same topic.
3.17	Compare and contrast the most important points and key details presented in two informational texts on the same topic.
Cluster	**Range of Reading and Text Complexity**
Standard 18	
Pre-K.18	(Begins in kindergarten.)
K.18	Actively engage in group reading activities of literary texts with purpose and understanding.
1.18	With prompting and support, read prose and poetry of appropriate complexity for grade 1 in literary texts.
2.18	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity range proficiently, with scaffolding as needed at the high end of the range.
3.18	By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 2–3 text complexity range independently and proficiently.
Standard 19	
Pre-K.19	(Begins in kindergarten.)
K.19	Actively engage in group reading activities of informational texts with purpose and understanding.
1.19	With prompting and support, read informational texts appropriately complex for grade 1.
2.19	By the end of year, read and comprehend informational texts, including social studies, science, and technical texts, in the grades 2–3 text complexity range proficiently, with scaffolding as needed at the high end of the range.
3.19	By the end of the year, read and comprehend informational texts, including social studies, science, and technical texts, at the high end of the grades 2–3 text complexity range independently and proficiently.

Cluster	Text types and Purpose
Standard 20	
Pre-K.20	With prompting and support, use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book using discussion, experience, or texts.
K.20	Use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book (e.g., "My favorite book is...").
1.20	Write opinion pieces by introducing the topic or name of the text being discussed, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
2.20	Write opinion pieces by introducing the topic or text being discussed, stating an opinion, supplying reasons that support the opinion, using linking words (e.g., because, and, or also) to connect opinion and reasons, and providing a concluding statement or section.
3.20	Write opinion pieces on topics or texts, supporting a point of view with reasons. • Introduce the topic or text being discussed, state an opinion, and create an organizational structure that lists reasons. • Provide reasons that support the opinion. • Use linking words and phrases (e.g., because, therefore, since, or for example) to connect opinion and reasons. • Provide a concluding statement or section.
Standard 21	
Pre-K.21	With prompting and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts; name and supply some information about the topic using discussion, experience, or texts.
K.21	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts; name and supply some information about the topic.
1.21	Write informative/explanatory texts by naming a topic, supplying some facts about the topic, and providing some sense of closure.
2.21	Write informative/explanatory texts by introducing a topic, using facts and definitions to develop points, and providing a concluding statement or section.
3.21	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Introduce a topic and group related information together; include illustrations when useful to aid comprehension. • Develop the topic with facts, definitions, and details. • Use linking words and phrases (e.g., also, another, and, more, or but) to connect ideas within categories of information. • Provide a concluding statement or section.

Standard 22	
Pre-K.22	With prompting and support, use a combination of drawing, dictating, and writing to narrate text in sequential order (beginning, middle, end) using discussion, experience, or texts.
K.22	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
1.22	Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use transitional words to signal event order, and provide some sense of closure.
2.22	Write narratives to recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, and using transitional words to signal event order and provide a sense of closure.
3.22	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use transitional words and phrases to signal event order. • Provide a sense of closure.
Cluster	**Production and Distribution of Writing**
Standard 23	
Pre-K.23	With prompting and support, use a combination of drawing, dictating, and writing to narrate text in sequential order (beginning, middle, end) using discussion, experience, or texts.
K.23	(Begins in grade 3.)
1.23	(Begins in grade 3.)
2.23	(Begins in grade 3.)
3.23	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
Standard 24	
Pre-K.24	(Begins in kindergarten.)
K.24	With guidance and support from adults and collaborative discussions, add details to strengthen writing as needed.
1.24	With guidance and support from adults and collaborative discussions, focus on a topic and add details to strengthen writing as needed.
2.24	With guidance and support from adults and collaborative discussions, focus on a topic and strengthen writing as needed by revising and editing.
3.24	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards up to and including grade 3).

Standard 25	
Pre-K.25	With guidance and support, explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).
K.25	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.
1.25	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
2.25	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
3.25	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Cluster	**Research to Build Present Knowledge**
Standard 26	
Pre-K.26	With guidance and support, explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).
K.26	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
1.26	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
2.26	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
3.26	Conduct short research projects that build knowledge about a topic.
Standard 27	
Pre-K.27	With prompting and support, recall information from experiences to answer a question.
K.27	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.27	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2.27	Recall information from experiences or gather information from provided sources to answer a question.
3.27	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Standard 28	
Pre-K.28	(Begins in grade 4.)
K.28	(Begins in grade 4.)
1.28	(Begins in grade 4.)
2.28	(Begins in grade 4.)
3.28	(Begins in grade 4.)

Cluster	Range of Writing
Standard 29	
Pre-K.29	(Begins in grade 3.)
K.29	(Begins in grade 3.)
1.29	(Begins in grade 3.)
2.29	(Begins in grade 3.)
3.29	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Cluster	**Comprehension and Collaboration**
Standard 30	
Pre-K.30	With prompting and support, participate in collaborative conversations about pre-k topics and texts with peers and adults through multiple exchanges.
K.30	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges.
1.30	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion). • Build on others' talk in conversations by responding to the comments of others through multiple exchanges. • Ask questions to clear up any confusion about the topics and texts under discussion.
2.30	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion). • Build on others' talk in conversations by linking comments to the remarks of others. • Ask for clarification and further explanation as needed about the topics and texts under discussion.

3.30	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing ideas clearly. • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion). • Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. • Explain ideas and understanding in light of the discussion.
Standard 31	
Pre-K.31	With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by answering questions about details.
K.31	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
1.31	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
2.31	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3.31	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Standard 32	
Pre-K.32	With prompting and support, ask and answer questions in order to seek help and get information.
K.32	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
1.32	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
2.32	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
3.32	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Cluster	**Presentation and Knowledge of Ideas**

Standard 33	
Pre-K.33	Describe familiar people, places, things, and events.
K.33	Describe familiar people, places, things, and events and, with prompting and support, provide additional details.
1.33	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
2.33	Tell a story or recount an experience with appropriate facts and relevant, descriptive details; speaking audibly and coherently.
3.33	Report on a topic or text; tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and coherently.
Standard 34	
Pre-K.34	Describe familiar people, places, things, and events.
K.34	Add drawings or other visual displays to descriptions as desired to provide additional details.
1.34	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
2.34	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
3.34	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
Standard 35	
Pre-K.35	Use non-verbal communication or spoken language to express ideas, needs, and feelings.
K.35	Speak audibly and express thoughts, feelings, and ideas clearly.
1.35	Produce complete sentences when appropriate to task and situation.
2.35	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
3.35	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Cluster	**Conventions of Standard English**
Standard 36	
Pre-K.36	Communicate clearly enough to be understood by adults across a range of situations. • Pronunciation errors and grammatical errors are isolated and infrequent. • Show proficiency with prepositions, regular/irregular past tense, verb, possessives, and noun-verb agreement. Show an understanding of a variety of sentences.

K.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Use frequently occurring nouns and verbs. • Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog and dogs; wish and wishes). • Understand and use question words (interrogatives) (e.g., who, what, where, when, why, and how). • Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, and with). • Produce and expand complete sentences in shared language activities.
1.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Use common, proper, and possessive nouns. • Use singular and plural nouns with matching verbs in basic sentences (e.g., he hops; we hop). • Use personal, possessive and indefinite pronouns (e.g., I, me, and my; they, them, and their; anyone and everything). • Use verbs to convey a sense of past, present, and future (e.g., yesterday I walked home; today I walk home; tomorrow I will walk home). • Use frequently occurring adjectives. • Use frequently occurring conjunctions (e.g. and, but, or, so, or because). • Use determiners (e.g., articles and demonstratives). • Use frequently occurring prepositions (e.g., during, beyond, or toward). • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Use collective nouns (e.g., group). • Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, and fish). • Use reflexive pronouns (e.g., myself or ourselves). • Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, or told). • Use adjectives and adverbs and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete simple and compound sentences (e.g., the boy watched the movies; the little boy watched the movie; the action movie was watched by the little boy).

3.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Form and use regular and irregular plural nouns. • Use abstract nouns (e.g., childhood). • Form and use regular and irregular verbs. • Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. • Ensure subject-verb and pronoun-antecedent agreement. • Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. • Use coordinating and subordinating conjunctions. • Produce simple, compound, and complex sentences.
Standard 37	
Pre-K.37	(Begins in Kindergarten.)
K.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Capitalize the first word in a sentence and the pronoun I. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
1.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Capitalize dates and names of people. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
2.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Capitalize holidays, product names, and geographic names. • Use commas in greetings and closings of letters. • Use an apostrophe to form contractions and frequently occurring possessives. • Generalize learned spelling patterns when writing words (e.g., cage / badge; boy / boil). • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

3.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Capitalize appropriate words in titles. • Use commas in addresses. • Use commas and quotation marks in dialogue. • Form and use possessives. • Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, or happiness). • Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) in writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Cluster	**Knowledge of Language**
Standard 38	
Pre-K.38	(Begins in grade 2.)
K.38	(Begins in grade 2.)
1.38	(Begins in grade 2.)
2.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Compare formal and informal uses of English.
3.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Choose words and phrases for effect. • Recognize and observe differences between the conventions of spoken and written Standard English.
Cluster	**Vocabulary Acquisition and Use**
Standard 39	
Pre-K.39	(Begins in Kindergarten.)
K.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. • Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). • Introduce the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, and -less) as a clue to the meaning of an unknown word.
1.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, and looking).

2.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, and tell/retell). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition and additional). • Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, and housefly; bookshelf, notebook, and bookmark). • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
3.39	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, and heat/preheat). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company and companion). • Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
Standard 40	
Pre-K.40	With prompting and support, explore word categories and relationships among words. • Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives and opposites (antonyms). • Identify real-life connections between words and their meaning. • Distinguish meaning among verbs describing the same general action (e.g., walk, march, strut, and prance) by acting out the meanings.
K.40	With guidance and support from adults, explore word relationships and nuances in word meanings. • Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identify real-life connections between words and their use (e.g., note places at school that are colorful). • Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, and prance) by acting out the meanings.

1.40	With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Sort words into categories (e.g., colors and clothing) to gain a sense of the concepts the categories represent. • Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). • Identify real-life connections between words and their use (e.g., note places at home that are cozy). • Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, and scowl) and adjectives differing in intensity (e.g., large and gigantic) by defining or choosing them or by acting out the meanings.
2.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). • Distinguish shades of meaning among closely related verbs (e.g., toss, throw, and hurl) and closely related adjectives (e.g., thin, slender, skinny, and scrawny).
3.40	Demonstrate understanding of word relationships and nuances in word meanings. • Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). • Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).
Standard 41	
Pre-K.41	With prompting and support, use words and phrases acquired through conversations, being read to, and responding to texts.
K.41	Use words and phrases acquired through conversations, reading, being read to, and responding to texts.
1.41	Use words and phrases acquired through conversations, reading, and being read to and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
2.41	Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy).
3.41	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and transitional relationships (e.g., after dinner that night, we went looking for them).

Appendix D
Mathematics: Mathematical Habits of Mind

The Mathematical Habits of Mind (hereinafter MHM) describe varieties of expertise that mathematics educators at all levels should develop in their students.

MHM1. Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables and graphs or draw diagrams of important features and relationships, graph data and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MHM2. Reason abstractly and quantitatively.
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize - to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand, considering the units involved, attending to the meaning of quantities, not just how to compute them, and knowing and flexibly using different properties of operations and objects.

MHM3. Construct viable arguments and critique the reasoning of others.
Mathematically proficient students understand, and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary

students can construct arguments using concrete referents such as objects, drawings, diagrams and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense and ask useful questions to clarify or improve the arguments.

MHM4. Model with mathematics.
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later.

They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

MHM5. Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MHM6. Attend to precision.
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

MHM7. Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well-remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

MHM8. Look for and express regularity in repeated reasoning.
Mathematically proficient students notice if calculations are repeated and look for both general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$ and $(x – 1)(x^3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Connecting the Mathematical Habits of Mind to the Standards for Mathematical Content

The Mathematical Habits of Mind describe ways in which developing students of mathematics increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments and professional development should all attend to the need to connect the mathematical habits of mind to mathematical content in mathematics instruction.

Appendix E
Mathematical Habits of Mind - Explanation and Examples for Preschool

Mathematical Habits of Mind	Explanation and Examples
MHM1 Make sense of problems and persevere in solving them.	In preschool, students begin to construct informal mathematical knowledge with the understanding that doing mathematics involves solving problems and discussing how they solved them. Real-life experiences are used to support students' ability to connect mathematics to the world. To help students connect the language of mathematics to everyday life, ask students questions such as "How many students are absent?" or have them gather enough scissors for the students at their table. They could also help set the table for meals. Preschool students use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" or they may try another strategy.
MHM2 Reason abstractly and quantitatively.	Before preschool students can connect quantities with numerals. They must develop a mental image of each numeral and its spoken name. Preschool students will begin to recognize that a number represents a specific quantity and connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. For example, a preschool student may make three tally marks to represent the amount of objects counted, select the correct number card 5-8 that match objects, or build two piles of counters to compare five objects to eight objects. In addition, preschool students begin to draw pictures, manipulate objects, or use diagrams or charts to express quantitative ideas. Preschool students need to be encouraged to answer questions such as "How do you know?"—reinforcing their reasoning and understanding and to help students develop mathematical language.
MHM3 Construct viable arguments and critique the reasoning of others.	Preschool students construct arguments using actions and concrete materials, such as objects, pictures, or drawings. They begin to develop their mathematical communication skills as they participate in mathematical discussions involving questions such as, "How did you solve that problem?" and "Why is that true?" They explain their thinking to others and respond to others' thinking. They begin to develop the ability to reason and analyze situations as they consider questions such as "Are you sure that _____?", "Do you think that would happen all the time?", and "I wonder why _____?"

Mathematical Habits of Mind	Explanation and Examples
MHM4 Model with mathematics.	Preschool students begin to represent problem situations in multiple ways—by using numbers, objects, words, or mathematical language, acting out the situation, making a chart or list, drawing pictures, creating equations, and so forth. For example, a preschool student may use cubes or tiles to show the different number partners for 5, or place three objects on a 10-frame and then determine how many more are needed to "make a ten." Students rely on manipulatives (or other visual and concrete representations) while solving tasks and record an answer with a drawing or equation.
MHM5 Use appropriate tools strategically.	Preschool student's initial idea about measuring involves comparisons related to stories. (The Three Bears). In addition, preschool students begin to consider tools available to them when solving a mathematical problem and decide when certain tools might be helpful. For instance, preschoolers may decide to use linking cubes to represent two quantities and then compare the two representations side by side, or later, make math drawings of the quantities. Students decide which tools may be helpful to use depending on the problem or task and explain why they use mathematical tools.
MHM6 Attend to precision.	Teachers play a significant role in helping preschool students learn mathematical vocabulary, concepts, and process skills. Preschool students begin to develop precise communication skills, calculations, and measurements. If preschool students are to develop the knowledge needed for later formal learning, they need frequent practice with materials in play settings and adult-guided activities that include meaningful discussions and applications. Preschool students will learn to describe their own actions, strategies, and reasoning using developmentally appropriate vocabulary. Opportunities to work with pictorial representations and concrete objects help preschool students develop understanding and descriptive vocabulary. For example, students analyze and compare two- and three-dimensional shapes and sort objects based on appearance. While measuring objects, students make sure objects are directly beside each other. During tasks involving number sense, students check their work to ensure the accuracy and reasonableness of solutions. Students are encouraged to answer questions such as, "How do you know your answer is reasonable?"

Mathematical Habits of Mind	Explanation and Examples
MHM7 Look for and make use of structure.	Through everyday experiences and planning learning activities, students begin to construct understanding of patterns. They first learn to copy simple patterns made with objects. They later learn to extend and create their own patterns. They then begin to discern a pattern or structure in the number system. Patterns help students know what comes next and to make predictions about things they cannot yet observe. Learning experiences that focus on patterns facilitate children's penalizations about number combinations, counting strategies and problem solving. Teachers might ask, "What do you notice when _____?"
MHM8 Look for and express regularity in repeated reasoning.	Preschool students notice repetitive actions in counting, computations, and mathematical tasks. For example, the next number in a counting sequence is 1 more when counting by ones and 10 more when counting by tens (or 1 more group of 10). Students are encouraged to answer questions such as, "What would happen if _____?" and "There are 8 crayons in the box. Some are red and some are blue. How many of each could there be?" Preschool students realize 8 crayons could include 4 of each color (8 = 4 + 4), 5 of one color and 3 of another (8 = 5 + 3), and so on. For each solution, students repeatedly engage in the process of finding two numbers to join together to equal 8.

Adapted from Arizona Department of Education (ADE) 2010, North Carolina Department of Public Instruction (NCDPI) 2013b, The Creative Curriculum for Preschool 6th Edition.

Appendix F
Mathematics Standards Progressions

Building Numeracy through Mathematical Progressions Kindergarten-Grade 2

"Numeracy" is a term that refers to all the mathematics that elementary students learn including number, operations, and geometry and measurement concepts. This document was created by the West Virginia Department of Education, Office of Early Learning primarily as a tool to help teachers and parents understand the role of progressions in developing numeracy skills in elementary students. This knowledge helps teachers and parents select and use activities that build numeracy skills in students. Building these skills is foundational for children as they progress through their study of mathematics.

The West Virginia College and Career Readiness Standards (WVCCRS) call for a greater focus in mathematics. Rather than racing to cover topics in a mile-wide, inch-deep curriculum, the WVCCRS require us to significantly narrow and deepen the way time and energy are spent in the math classroom. We focus on the major work of each grade so that students can gain strong foundations, solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.

This appendix is designed to facilitate discussions related to mathematics progressions and to indicate the body of concepts elementary children should understand.

Counting and Cardinality	
Pre-K	**Number names** 8. Count in sequence to 10 and beyond. 9. Begin to identify and write some numerals. **Counting to tell the number of objects** 1. Understand the relationship between numbers and quantities; connect counting to cardinality. • Use one-to-one correspondence to count objects and match groups to objects. • Match quantity with number symbols; given a number up to 10, counts out that many objects • Recognize quantity without counting up to five objects. 2. Count to answer, "how many?" questions up to 10 items. **Comparing and ordering numbers** 1. Identify whether the number of objects in one group is more, less, greater than, fewer, and or equal to number of objects in another group for up to 5 objects (e.g., by using matching and counting strategies). 2. Identify first and last related to order or position.

Kindergarten	**Know number names and the count sequence.** 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **Count to tell the number of objects.** 1. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. 2. Count to answer questions (e.g., "How many?") about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **Compare numbers.** 1. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). Compare two numbers between 1 and 10 presented as written numerals.
Grade 1	
Grade 2	

Operations and Algebraic Thinking	
Pre-K	**Composing and decomposing numbers** 1. Recognize addition as putting objects together and subtraction as taking objects apart. (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?). 2. Identify parts in relationship to a whole. 3. Duplicate, create, and extend simple patterns using concrete objects.
Kindergarten	**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions, or equations. 2. Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem. 3. Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). 4. For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings, and record the answer with a drawing or equation. 5. Fluently add and subtract within 5.

Grade 1	**Represent and solve problems involving addition and subtraction.** 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem). 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem). **Understand and apply properties of operations and the relationship between addition and subtraction.** 1. Apply properties of operations as strategies to add and subtract (e.g., If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known: Commutative Property of Addition. To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12: Associative Property of Addition). Instructional Note: Students need not use formal terms for these properties. 2. Understand subtraction as an unknown-addend problem (e.g., subtract 10 – 8 by finding the number that makes 10 when added to 8). **Add and subtract within 20.** 1. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 2. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10 and use strategies such as • counting on; • making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); • decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); • using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8= 4); and • creating equivalent but easier or known sums (e.g., adding 6 +7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **Work with addition and subtraction equations.** 1. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2). 2. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., Determine the unknown number that makes the equation true in each of the equations. 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?).
Grade 2	**Represent and solve problems involving addition and subtraction.** Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g. by using drawings and equations with a symbol for the unknown number to represent the problem). **Add and subtract within 20.** Fluently add and subtract within 20 using mental strategies and by end of Grade 2, know from memory all sums of two one-digit numbers. **Work with equal groups of objects to gain foundations for multiplication.** 1. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g. by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. 2. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Numbers and Operations in Base Ten	
Pre-K	Begins in Kindergarten
Kindergarten	**Work with numbers 11-19 to gain foundations for place value.** Compose and decompose numbers from 11 to 19 into ten ones and some further ones by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones (one ten) and one, two, three, four, five, six, seven, eight, or nine ones.
Grade 1	**Extend the counting sequence.** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **Understand place value.** 1. Understand the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." (e.g., A group of ten pennies is equivalent to a dime.) b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight or nine tens (and 0 ones). 2. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. **Use place value understanding and properties of operations to add and subtract.** 1. Add within 100, including: • adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10, • using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten. 2. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count and explain the reasoning used. 3. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences) using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used.

Grade 2	**Understand place value.** 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones (e.g., 706 equals 7 hundreds, 0 tens and 6 ones). Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens – called a "hundred." b. Numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight or nine hundreds, and 0 tens and 0 ones. 2. Count within 1000 and skip-count by 5s, 10s and 100s. Read and write numbers to 1000 using base-ten numerals, number names and expanded form. 3. Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using >, = and < symbols to record the results of comparisons. **Use place value understanding and properties of operations to add and subtract.** 1. Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction. 2. Add up to four two-digit numbers using strategies based on place value and properties of operations. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relate the strategy to a written method. 3. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones and sometimes it is necessary to compose or decompose tens or hundreds. 4. Mentally add 10 or 100 to a given number 100-900 and mentally subtract 10 or 100 from a given number 100-900. 5. Explain why addition and subtraction strategies work, using place value and the properties of operations. Instructional Note: Explanations may be supported by drawing or objects.

Measurement and Data	
Pre-K	**Describe and compare measurable attributes** 1. With prompting and support, identify measurable attributes of objects, such as length and/or weight. 2. Represent and interpret data. • Estimate the size of objects in comparison to a common unit of measurement, (e.g., more/less, long/short, big/little, light/heavy). • Recognize and interpret information/symbols presented in tables and graphs. **Classify objects and count the number of objects in each category** 1. Sort objects into categories according to common characteristics (e.g., color, size, shape) and count the number of objects.
Kindergarten	**Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight and describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of" or "less of" the attribute, and describe the difference. **Classify objects and count the number of objects in each category.** Classify objects into given categories, count the numbers of objects in each category, and sort the categories by count. Category counts should be limited to less than or equal to 10 (e.g., Identify coins and sort them into groups of 5s or 10s).

Grade 1	**Measure lengths indirectly and by iterating length units.** 1. Order three objects by length and compare the lengths of two objects indirectly by using a third object. 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Instructional Note: Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. **Tell and write time.** 1. Tell and write time in hours and half-hours using analog and digital clocks. **Represent and interpret data.** 1. Organize, represent, interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category and how many more or less are in one category than in another.
Grade 2	**Measure and estimate lengths in standard units.** 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2. Measure the length of an object twice, using length units of different lengths for the two measurements, describe how the two measurements relate to the size of the unit chosen. 3. Estimate lengths using units of inches, feet, centimeters, and meters. 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. **Relate addition and subtraction to length.** 1. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units (e.g., by using drawings, such as drawings of rulers), and equations with a symbol for the unknown number to represent the problem. 2. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2... and represent whole-number sums and differences within 100 on a number line diagram. **Work with time and money.** 1. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 2. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately (e.g., If you have 2 dimes and 3 pennies, how many cents do you have?). **Represent and interpret data.** 1. Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. 2. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Geometry	
Pre-K	**Identify and describe shapes** 1. Describe objects in the environment. • Use the names of basic shapes. • Describe the relative positions of objects using terms (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind). 2. Correctly name basic shapes regardless of their orientations or overall size. 3. Sort two-and three-dimensional shapes and objects. **Analyze, compare, create and compose shapes** 1. Analyze and compare two- and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes. 2. Create and build shapes from components (e.g., sticks and clay balls). 3. With prompting and support, compose simple shapes to form larger shapes (e.g., "Can these two triangles, with full sides touching, join to make a rectangle?").
Kindergarten	**Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to. 2. Correctly name shapes regardless of their orientations or overall size. 3. Through the use of real-life objects, identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **Analyze, compare, create and compose shapes.** 1. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners"), and other attributes (e.g., having sides of equal length). Instructional Note: Student focus should include real-world shapes. 2. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. Compose simple shapes to form larger shapes (e.g., "Can these two triangles, with full sides touching, join to make a rectangle?").
Grade 1	**Reason with shapes and their attributes.** 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, and/or overall size); build and draw shapes to possess defining attributes. 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape and compose new shapes from the composite shape. Instructional Note: Students do not need to learn formal names such as, "right rectangular prism." 3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths and quarters and use the phrases half of, fourth of and quarter of. 4. Describe the whole as two of, or four of the shares and understand for these examples that decomposing into more equal shares creates smaller shares.

Grade 2	**Reason with shapes and their attributes** 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces (sizes are compared directly or visually, not compared by measuring). Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Appendix G
Developmentally Appropriate Foundations to Support Formative Assessment Processes

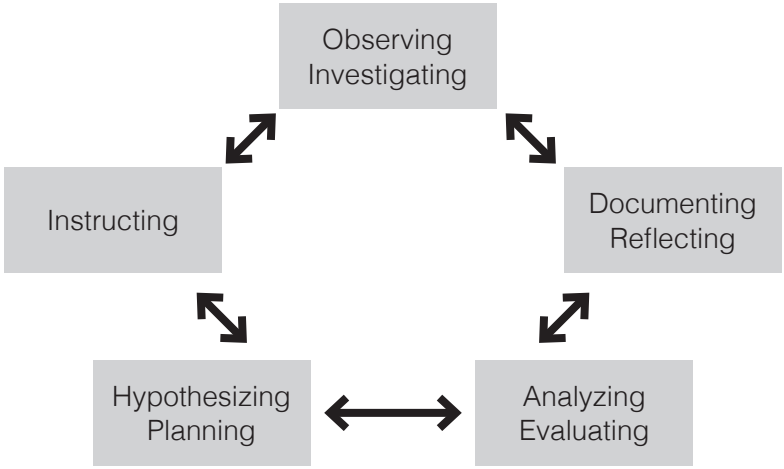
Teachers employ formative assessment processes to guide daily instruction in early learning programs. Appropriate formative assessment processes provide data to inform classroom instruction. Various forms of evidence demonstrating students' progressions of learning across content areas are utilized to personalize learning. The formative assessment process also ensures developmentally appropriate interactions, competencies, experiences, and skills are measured effectively.

The Formative Assessment Process and Evidence of Learning
From Policy 2510: The formative assessment process ensures developmentally appropriate interactions, competencies, experiences, and skills are measured effectively.

The formative assessment process provides data to inform instruction, personalize learning, and share students' progress with families.

Implications

- Instruction is crafted based on a deep understanding of the standards and an understanding of how student learning progresses along a learning progression. Ask yourself: Do I have an understanding of all applicable standards for my grade level? Do I know how to use the standards to design learning experiences that will help a student develop an understanding of the standard?
- Evidence of student learning is gathered during classroom instruction. This evidence may include but is not limited to: student observations, observed conversations, checklists, student interviews, student conversations, student work samples and photographs. Ask yourself: Am I consistently looking for evident of student learning related to learning goals? Do I use the gathered evidence to alter instruction in order to support student learning? Do I use evidence of student learning to support individual students? Do I use evidence to articulate individual children's progress to families?



Source: *http://nieer.org/pdf/Using_Anecdotals_for_Intentional_Teaching.pdf*

Appendix H:
Crosswalk: Early Learning Scale/WV Pre-K Standards/Head Start outcomes

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
Functional Counting	**Mathematics: Counting and Cardinality** **Number Names** **M.PK.1-** • Count in sequence to 10 and beyond. **M.PK.4-** • Use one-to-one correspondence to count objects and match groups to objects. • Match quantity with number symbols; given a number up to 10, counts out that many objects. • Recognize quantity without counting up to five objects.	**P-Math 1:** • Child knows number names and count sequence. **P-Math 2:** • Child recognizes the number of objects in a small set. **P-Math 3:** • Child understands the relationship between numbers and quantities.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
Numerical Operations	**Mathematics: Counting and Cardinality** **Counting to tell the number of objects** **M.PK.4-** · Use one-to-one correspondence to count objects and match groups to objects. · Match quantity with number symbols; given a number up to 10, counts out that many objects. · Recognize quantity without counting to five objects. **M.PK.5-** · Count to answer, "how many?" questions up to 10 items. **M.PK.6-** · Identify whether the number of objects in one group is more, less, greater than, fewer, and or equal to number of objects in another group for up to 5 objects (e.g., by using matching and counting strategies). **M.PK.7-** · Identify first and last related to order or position. **M.PK.8-** · Recognize addition as putting objects together and subtraction as taking objects apart. (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?). **M.PK.10-** · Identify parts in relationship to a whole.	**P-Math 2:** · Child recognizes the number of objects in a small set. **P-Math 3:** · Child understands a relationship between numbers and quantities. **P-Math 4:** · Child compares numbers. **P-Math 6:** · Child understands addition as adding to and understands subtraction as taking away from.
Written Numbers	**Mathematics: Number-Counting and Cardinality** **Number Names** **M.PK.3-** · Begin to identify and write some numerals.	**P-Math 5:** · Child associates a quantity with written numerals up to 5 and begins to write numbers.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
2.1 Classification	**Mathematics: Measurement and Data** **M.PK.16-** · Sort objects into categories according to common characteristics (e.g., color, size, shape) and count the number of objects.	**P-SCI 3:** · Child compares and categorizes observable phenomena. **P-LC 7:** · Child shows understanding of word categories and relationships among words.
2.2 Algebraic Thinking	**Mathematics: Operations and Algebraic Thinking** **M.PK.11-** · Duplicate, create, and extend simple patterns using concrete objects.	**P-Math 7:** · Child understands simple patterns.
3.1 Identifying and Using Shapes	**Mathematics: Geometry** **Identify/describe shapes** **M.PK.17-** · Describe the objects in the environment. **M.PK.18-** · Correctly name basic shapes regardless of their orientations or overall size. **M.PK.19-** · Sort two and three dimensional shapes and objects. **Mathematics: Geometry** **Analyze, compare, create, and compose shapes** **M.PK.20-** · Analyze and compare two and three dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes. **M.PK.21-** · Create and build shapes from components. **M.PK.22-** · With prompting and support, compose simple shapes to form larger shapes.	**P-Math 9:** · Child identifies, describes, compares, and composes shapes.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
3.2 Measurement	**Mathematics: Measurement and Data** **Describe and compare measurable attributes** **M.PK.14 –** · With prompting and support, identify measurable attributes of objects, such as length and/or weight. **M.PK.15-** · Represent and interpret data. · Estimate the size of objects in comparison to a common unit of measurement, (e.g., more/less, long/short, big/little, light/heavy). · Recognize and interpret information/symbols presented in tables and graphs.	**P-Math 8:** · Child measures objects by their various attributes using standard and non-standard measurement. · Uses differences in attributes to make comparisons.
4.1 Observation and Reporting	**Science: Science as Inquiry** **Foundational Knowledge of Scientific Inquiry** **SC.PK.2-** · Explore and discuss similarities and differences among objects and materials. **Science: Science as Inquiry** **Utilization of Inquiry** **SC.PK.5-** · Identify the five senses and use them to make observations. **SC.PK.7-** · Engage in scientific talk by utilizing words (e.g., observe, compare, contrast, measure, reflect, predict, plan). **Science: Science as Inquiry** **Scientific Knowledge** **SC.PK.9-** · Explore and describe the natural environment verbally or through representation. **SC.PK.10-** · Explore and describe changes in materials and relationships (e.g., cause/effect, seasons, life cycles, etc.).	**P-SCI 1:** · Child observes and describes observable phenomena (objects, materials, organisms, and events). **P-SCI 2:** · Child engages in scientific talk. **P-SCI 3:** · Child compares and categorizes observable phenomena. **P-SCI 4:** · Child asks a question, gathers, information, and makes predictions. **P- SCI 5:** · Child plans and conducts investigations and experiments. **P-SCI 6:** · Child analyzes, draws conclusions, and communicates results.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
4.2 Prediction	**Science: Science as Inquiry** **Foundational Knowledge of Scientific Inquiry** **SC.PK.4-** • Make predictions and brainstorm solutions. **Science: Utilization of Inquiry** **SC.PK.7-** • Engage in scientific talk by utilizing words (e.g., observe, compare, contrast, measure, reflect, predict, plan).	**P-SCI 4:** • Child asks a question, gathers, information, and makes predictions.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
4.3 Investigation	**Science as Inquiry:** **Foundational Knowledge of Scientific Inquiry** **SC.PK.1-** · Asks questions that can be answered through active investigation. **SC.PK.3-** · Investigate cause and effect relationships through exploration, manipulation and interaction with the environment (problem solving techniques). **Science as Inquiry: Utilization of Inquiry** **SC.PK.6-** · Explore observational tools (e.g., magnifying glass, stethoscope) to extend the five senses. **SC.PK.7-** · Engage in scientific talk by utilizing words. **SC.PK.8-** · Communicate results, solutions, and conclusions through a variety of methods. **Science: Science as Inquiry Scientific Knowledge** **SC.PK.9-** · Explore and describe the natural environment verbally or through representation. **SC.PK.10-** · Explore and describe changes in materials and relationships. **SC.PK.11-** · Communicate awareness that people can impact the environment in positive and negative ways.	**P-ATL 11:** · Child shows interest in and curiosity about the world around them. **P-ATL 12:** · Child expresses creativity in thinking and communication. **P-SCI 2:** · Child engages in scientific talk. **P-SCI 5:** · Child plans and conducts investigations and experiments. **P-SCI 6:** · Child analyzes results, draws conclusions, and communicates results. **P-ATL 11:** · Child shows interest in and curiosity about the world around them.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
5.1 Independent Behavior	**Social Emotional Development: Self-Concept** **SE.PK.3-** · Increase independence in a variety of activities, routines, and tasks. **Social Emotional Development: Development and Demonstration of Pro-Social Behaviors** **SE.PK.9-** · Follow basic rules and routines **SE.PK.12-** · Manage transitions and begin to adapt to changes in routines.	**P-ATL 2:** · Child follows classroom rules and routines with increasing independence. **P-ATL 6:** · Child maintains focus and sustains attention with minimal adult support. **P-ATL 9:** · Child demonstrates flexibility in thinking and behavior. **P-ATL 10:** · Child demonstrates initiative and independence.
5.2 Regulation of Emotions and Behavior	**Social Emotional Development: Self-Concept** **Development of Self-Concept** **SE.PK.2-** · Demonstrate growing confidence in their own developing skills and pride in accomplishments. **Social Emotional Development: Development of Self-Expression and Self-Awareness** **SE.PK.5-** · Express a broad range of emotions and recognize these emotions in self and others.	**P-ATL 1:** · Child manages emotions with increasing independence. **P-ATL 4:** · Manages actions, words, and behavior with increasing independence. **P-ATL 5:** · Child demonstrates an increasing ability to control impulses. **P-SE 6:** · Child Expresses a broad range of emotions and recognizes these emotions in self and others. **P-SE 8:** · Child manages emotions with increasing independence.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
5.3 Prosocial Behavior	**Social Emotional Development: Development and Demonstration of Pro-Social Behaviors** **SE.PK.7-** · Develop positive relationships with children and adults. **SE.PK.8-** · Show empathy and caring for others. **SE.PK.11-** · Develop and sustain friendships with peers.	**P-ATL 4:** · Manages actions, words, and behavior with increasing independence. **P-SE 2:** · Child engages in prosocial and cooperative behavior with adults. **P-SE 3:** · Child engages in and maintains positive interactions and relationships with other children. **P-SE 6:** · Child expresses a broad range of emotions and recognizes these emotions in self and others. **P-SE 7:** · Child expresses care and concern toward others. **P-SE 10:** · Child expresses confidence in own skills and positive feelings about self. **P-LC 4:** · Child understands, follows, and uses appropriate social and conversational rules.
5.4 Social Problem Solving	**Social Emotional Development: Development of Self-Expression and Self-Awareness** **SE.PK.6-** · Respond appropriately to different social situations. **Social Emotional Development: Cooperation** **SE.PK.16-** · Use and accept negotiation, compromise, and discussion to resolve conflicts. **SE.PK.17-** · Accept guidance and direction from a variety of familiar adults.	**P-ATL 9:** · Child demonstrates flexibility in thinking and behavior. **P-SE 1:** · Child engages in and maintains positive relationships and interactions with adults. **P-SE 5:** · Child uses basic problem-solving skills to resolve conflicts with other children.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
6.1 Quality and Attributes of Engagement and Exploration	**Social Emotional Development: Development and Demonstration of Pro-Social Behaviors** **SE.PK.10-** · Use materials purposefully, safely, and responsibly. **Social Emotional Development: Cooperation** **SE.PK.18-** · Participate in a variety of classroom activities and tasks.	**P-ATL 3:** · Child appropriately handles and takes care of classroom materials. **P-ATL 7:** · Child persists in tasks. **P-ATL 10:** · Child demonstrates initiative and independence.
6.2 Quality and Attributes of Cooperative Play	**Social Emotional Development: Cooperation** **SE.PK.13-** · Use communication skills to initiate or join classroom activities. **SE.PK.14-** · Engage in cooperative play. **SE.PK.15-** · Take turns with materials and during experiences.	**P-ATL 13:** · Child uses imagination in play and interactions with others. **P-SE 3:** · Child engages in and maintains positive interactions and relationships with other children. **P-SE 4:** · Child engages in cooperative play with other children. **P-SE 10:** · Child expresses confidence in own skills and positive feelings about self.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
6.3 Quality and Attributes of Sociodramatic Play	**Social Emotional Development: Knowledge of Family and Community** **SE.PK.19-** · Understand and describe the interactive roles and relationships among family members. **SE.PK.20-** · Identify and describe roles of community members. **SE.PK.21-** · Understand similarities and respect differences among people (e.g., gender, race, special needs, culture, language, and family structure). **SE.PK.22-** · Identify themselves as a member of groups within a community. **SE.PK.23-** · Identify and describe locations and places in their community.	**P-ATL 8-** · Child holds information in mind and manipulates it to perform tasks. **P-ATL 10-** · Child demonstrates initiative and independence. **P-ATL 13-** · Child uses imagination in play and interactions with others. **P-SE 11-** · Child has a sense of belonging to family, community, and other groups.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
7.1 Speaking	**Social Emotional Development: Self-Concept** **Development of Self-Concept** **SE.PK.1-** · Describe themselves by using physical characteristics/traits. · Speaking and Listening: Comprehension and Collaboration. **ELA.PK.30-** · With prompting and support, participate in collaborative conversations about pre-k topics and texts with peers and adults through multiple exchanges. **ELA.PK.31-** · With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by answering questions about details. **ELA.PK.32-** · With prompting and support, ask and answer questions in order to seek help and get information. · Speaking and Listening: Presentation of Knowledge and Ideas. **ELA.PK.35-** · Use non-verbal communication or spoken language to express ideas, needs, and feelings.	**P-ATL 12:** · Child expresses creativity in thinking and communication. **P-SE 2:** · Child engages in prosocial and cooperative behavior with adults. **P-SE 3:** · Child engages in and maintains positive interactions and relationships with other children. **P-SE 4:** · Child engages in cooperative play with other children. **P-SE 6:** · Child expresses a broad range of emotions and recognizes these emotions in self and others. **P-SE 7:** · Child expresses care and concern toward others. **P-SE 9:** · Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. **P-SE 10:** · Child expresses confidence in own skills and positive feelings about self. **P-SE 11:** · Child has sense of belonging to family, community, and other groups.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
7.1 Speaking Continued...	**Language: Conventions of Standard English** **ELA.PK.36-** · Communicate clearly enough to be understood by adults across a range of situations. · Pronunciation errors and grammatical errors are isolated and infrequent. · Show proficiency with prepositions, regular/ irregular past tense, verb, possessives, and noun-verb agreement. · Show an understanding of a variety of sentences. **ELA.PK.41-** · With prompting and support, use words and phrases acquired through conversations, being read to, and responding to texts. · Speaking and Listening: Presentation of Knowledge and Ideas. **ELA.PK.33-** · Describe familiar people, places, things, and ideas. **ELA.PK.35-** · Use non-verbal communication or spoken language to express ideas, needs, and feelings. **Language: Conventions of Standard English** **ELA.PK.36-** · Communicate clearly enough to be understood by adults across a range of situations. · Pronunciation errors and grammatical errors are isolated and infrequent. · Show proficiency with prepositions, regular/ irregular past tense, verb, possessives, and noun-verb agreement. · Show an understanding of a variety of sentences. **ELA.PK.41-** · With prompting and support, use words and phrases acquired through conversations, being read to, and responding to texts.	**P-LC 1:** · Child attends to communication and language from others. **P-LC 2:** · Child understands and responds to increasingly complex communication and language from others. **P-LC 3:** · Child varies the amount of information provided to meet the demands of the situation. **P-LC 4:** · Child understands, follows, and uses appropriate social and conversational rules. **P-LC 5:** · Child expresses self in increasingly long, detailed, and sophisticated ways. **P-LC 6:** · Child understands and uses a wide variety of words for a variety of purposes. **P-LC 7:** · Child shows understanding of word categories and relationships among words. **P-LIT 5:** · Child expresses self in increasingly long, detailed, and sophisticated ways. **P-SCI 2:** · Child engages in scientific talk. **P-SCI 6:** · Child analyzes results, draws conclusions, and communicates results.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
7.2 Story Retelling	**Literacy Early Learning Foundations: Fluency** **ELA.PK.1-** · Retell familiar stories from text with some accuracy and details. **Reading: Key Ideas and Details** **ELA.PK.1-** · With prompting and support, ask and answer questions about details in a literary text. **ELA.PK.2-** · With prompting and support, retell stories in literary texts. **ELA.PK.3-** · With prompting and support, identify characters, events, and setting in a literary text. **ELA.PK.4-** · With prompting and support, ask and answer questions about details in an informational text. **ELA.PK.5-** · With prompting and support, identify the main topic and retell details of an informational text. **Reading: Craft and Structure** **ELA.PK.7-** · With prompting and support, answer questions about unknown words in a literary text. **ELA.PK.9-** · With prompting and support, define the roles of author and illustrator in a literary text. **ELA.PK.10-** · With prompting and support, ask questions about unknown words in an informational text. **ELA.PK.11-** · With prompting and support, identify the front cover and back cover of a book and recognize how books are read (e.g., one page at a time, from front to back). **ELA.PK.12-** · With prompting and support, define the roles of author and illustrator of an informational text.	**P-LC 5:** · Child expresses self in increasingly long, detailed, and sophisticated ways. **P-LIT 4:** · Child demonstrates an understanding of narrative structure through storytelling/re-telling. **P-LIT 5:** · Child expresses self in increasingly long, detailed, and sophisticated ways.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
7.2 Story Retelling Continued...	**Reading: Integration of Knowledge and Ideas** **ELA.PK.13-** · With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts). **ELA.PK.14-** · With prompting and support, discuss how the adventures and experiences of characters in familiar literary stories relate to children's own experiences. **ELA.PK.15-** · With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	
8.1 Language Manipulation	**Literacy Early Learning Foundation: Phonics and Word Recognition** **ELA.PK.II-** · Know the sounds associated with several letters. · Recognize their own name and words associated with environmental print. **Literacy Early Learning Foundations: Phonological Awareness** **ELA.PK.IV-** · Identify sounds or spoken words in the environment. · Recognize and produce rhyming words. · Separate words into syllables. · Replicate the beginning sound in a word.	**P-LIT 1:** · Child demonstrates awareness that spoken language is composed of smaller segments of sound.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
8.1 Language Manipulation Continued...	**Language: Vocabulary Acquisition and Use** **ELA.PK.40-** • With prompting and support, explore word categories and relationships among words. • Sort common objects into categories to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives and opposites. • Identify real-life connections between words and their meaning. Distinguish meaning among verbs describing the same general action by acting out the meanings.	
9.1 Alphabetic Awareness	**Literacy Early Learning Foundation: Print Concepts** **ELA.PK.V-** • Show interest in shared reading and looking at books independently. • Demonstrate an understanding that writing conveys meaning. • Understand concepts of print such as print moves from left to right and top to bottom, and print conveys a message. • Recognize that letters are grouped to form words and words are a unit of print. • Recognize and name some upper and lower-case letters of the alphabet.	**P-LIT 3:** • Child identifies letters of the alphabet and produces correct sounds associated with letters.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
9.2 Print Knowledge	**Literacy Early Learning: Phonics and Word Recognition** **ELA.PK.II-** • Know the sounds associated with several letters. • Recognize their own name and words associated with environmental print. **Literacy Early Learning Foundation: Print Concepts** **ELA.PK.V-** • Show interest in shared reading and looking at books independently. • Demonstrate an understanding that writing conveys meaning. • Understand concepts of print such as print moves from left to right and top to bottom, and print conveys a message. • Recognize that letters are grouped to form words and words are a unit of print. • Recognize and name some upper and lower-case letters of the alphabet.	**P-LIT 2:** • Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
10.1 Composing	**Writing: Text Types and Purposes** **ELA.PK.20-** · With prompting and support, use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included. · State an opinion or preference about the topic or book using discussion, experience, or texts. **ELA.PK.21-** · With prompting and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts. · Name and supply some information about the topic using discussion, experience, or texts. **ELA.PK.22-** · With prompting and support, use a combination of drawing, dictating, and writing to narrate text in sequential order (beginning, middle, end) using discussion, experience, or texts. **Literacy Early Learning: Presentation of Knowledge and Ideas** **ELA.PK.34-** · With prompting and support, add drawings or other visual displays to descriptions as desired to provide additional details.	**P-LIT 6:** · Child writes for a variety of purposes using increasingly sophisticated marks.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
10.2 Production	**Literacy Early Learning Foundations: Handwriting** **ELA.PK.III-** • Use a pincer grip to hold and manipulate tools for writing, drawing, and painting. • Use scribbles, shapes, pictures and letters to represent objects, stories, experiences, or ideas. • Attempt to independently write some familiar words. • Write first name. **Writing: Production and Distribution of Writing** **ELA.PK.25-** • With guidance and support, explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools). **Writing: Research to Build and Present Knowledge** **ELA.PK 26-** • With guidance and support, participate in shared research and writing during play (e.g., explore a number of books by a favorite author and express opinions about them). **ELA.PK.27-** • With prompting and support, recall information from experiences to answer a question.	**P-LIT 6:** • Child writes for a variety of purposes using increasingly sophisticated marks.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
Fine Motor: Small Muscle Coordination	**Fine Motor Development** **PH.PK.15-** • Demonstrate increased ability, strength, dexterity, and control to manipulate and use tools (e.g., scissors, staplers, hammers, and eating utensils). **PH.PK.16-** • Demonstrate increased accuracy of eye-hand coordination and use of opposing hand movements (e.g., building with blocks, stringing with beads, cutting with scissors, and putting puzzles together). **PH.PK.17-** • Explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools). **PH.PK.18-** • Demonstrate increased ability with self-help skills (e.g., buttoning, zipping, and lacing).	**P-PMP 3:** • Child demonstrates increasing control, strength, and coordination of small muscles.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
Gross Motor: Large Muscle Coordination	**Gross Motor Development** **PH.PK.10-** · Develop motor control for a range of physical activities (e.g., walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping). **PH.PK.11-** · Develop motor coordination and skill in using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting a ball, and riding a tricycle). **PH.PK.12-** · Demonstrate increased balance (e.g., balance beam, riding equipment, and play structures). **PH.PK.13-** · Demonstrate awareness of own body and other people's space during interactions. **PH.PK.14-** · Move body in relation to objects to effectively perform tasks (e.g., kick a ball, pedal a tricycle).	**P-PMP 1:** · Child demonstrates control, strength, and coordination of large muscles. **P-PMP 2:** · Child uses perceptual information to guide motion and interactions with objects and other people.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
Health Development	**Health Development** **PH.PK.6-** · Complete personal care tasks (e.g., dressing, brushing teeth, toileting, and washing hands) independently. **PH.PK.7-** · Participate in structured and unstructured physical activities in order to enhance fitness. **PH.PK.8-** · Communicate an understanding of the importance of healthy routines (e.g., appropriate times to wash hands). **PH.PK.9-** · Demonstrate knowledge and skills that help promote nutritious food choices and eating habits (e.g., distinguish food as healthy or unhealthy; acknowledge moderation).	**PMP-1:** · Child demonstrates control, strength, and coordination of large muscles. **PMP-4:** · Child demonstrates personal hygiene and self-care skills. **PMP-5:** · Child develops knowledge and skills that help promote nutritious food choices and eating habits.
Safety Practices	**Safety Practices** **PH.PK.1-** · Participate in safety stories, games, and drills (e.g., bus, fire, bike, and strangers). **PH.PK.2-** · Recognize symbols indicating danger (e.g., STOP signs, Mr. Yuk sticker). **PH.PK.3-** · Respond appropriately to harmful and unsafe situations. **PH.PK.4-** · Follow classroom and community safety rules and routines (e.g., fire drills, bus rules, pedestrian safety). **PH.PK.5-** · With prompting and support, communicate an understanding of the importance of safety routines and rules.	**PMP-6:** · Child demonstrates knowledge of personal safety practices and routines.

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
	The Arts: Music **AR.PK.1-** • Participate in music activities (e.g., listening, singing, and finger plays). **AR.PK.2-** • Create music through a variety of techniques and tools (e.g., clapping, playing musical instruments, and using items from nature to create a beat). **AR.PK.3-** • Experiment with traditional and nontraditional musical instruments. **AR.PK.4-** • Express what is felt and heard through musical elements (e.g., tempo and style).	
	The Arts: Creative Movement **AR.PK.5-** • Move to different patterns of beat and rhythm in music. **AR.PK.6-** • Use creative movement to express ideas or feelings and concepts.	

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
	The Arts: Visual Arts **AR.PK.7-** • Express thoughts and feelings through creative artwork (e.g., drawing, sculpting, and painting). **AR.PK.8-** • Communicate ideas, experiences, and knowledge through creative artwork. **AR.PK.9 –** • Demonstrate a growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects. **AR.PK.10-** • Describe one's own artwork. **AR.PK.11-** • Explore colors, textures, and techniques using different mediums (e.g., clay, natural materials, wood, sewing, digital graphics, and photography).	

Early Learning Scale	WV Pre-K Standards	Head Start Outcome Framework
	The Arts: Dramatic Play **AR.PK.12-** • Participate in a variety of pretend play to explore various roles (e.g., family and community members in the dramatic play area, blocks, and outdoors). **AR.PK.13-** • Use dialogue, actions, and objects to tell a story and communicate ideas, feelings, experiences, and knowledge. **AR.PK.14-** • Show creativity through the use of materials in pretend play (e.g., costume pieces, props, puppets, and fabrics). **AR.PK.15-** • Utilize representation and symbolic play to extend play scenarios and create props for play (e.g., a block as a telephone or material as clothing).	

Steven L. Paine, Ed.D.
West Virginia Superintendent of Schools