The SPARK Toolkil: Resources for Aligning Early Education



Supporting Partnerships to Assure Ready Kids

Children's Defense Fund

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With substantial support from the



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SPARK TOOLS

SPARK Background and Structure

Description of SPARK mission, goals, objectives, activities, assessments, and staff job descriptions.

SPARK Mississippi Background and Structure

Background

CDF-SRO SPARK MS Mission and Goals • Overall

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SPARK (Supporting Partnerships to Assure Ready Kids)

Every year, four million children in America enter kindergarten. As many as one in three will not be ready for school, and many will never catch up.

SPARK was a national initiative of the W. K. Kellogg Foundation to help communities unite resources to better prepare children for school. Seeking "ready children," "ready communities" and "ready schools," SPARK has worked with seven states and Washington, D.C., to smooth the transition to school and align pre-school and elementary school settings. Information on the national program can be found at <u>www.wkkf.org/spark</u>.

CDF-SRO is the grantee for SPARK Mississippi, originally a \$5 million initiative that has improved school readiness for over 800 Mississippi children ages 3 to 8 who were vulnerable to poor academic achievement. They lived in the catchment areas of five school districts – Cleveland, Hollandale, North Bolivar, Mound Bayou and Pearl.

To help these children master skills and receive the cognitive, physical, family and community support necessary for school success, SPARK Mississippi brought together parents, school officials, child care and early education providers, child advocacy groups, Head Start providers and state and local government agencies.

SPARK Mississippi's strategies for ready kids and ready schools included:

- · Early Education Classroom Improvement Plans,
- · Individual Learning Plans,
- · Early Education/School Curriculum Alignment,
- Support for Basic and Special Needs
- Learning Advocates
- · Local Children's Partnerships
- Parent Education

The five year demonstration project was unique in having invested up to \$350 per SPARK participating child, upgrading the classroom environment as the child progressed through the early educational process – from child care center or Head Start to the kindergarten, 1st and 2nd grade classrooms. Additional funds were allocated to support staff, administration and teacher training. Over the past seven years, SPARK Mississippi has created networks and partnerships, provided professional development training, distributed books, visited the homes of targeted children, evaluated classrooms and assessed individual children.

Accomplishments include:

- 5,000 professional development hours provided
- 7,200 home visits (three per year per SPARK child over three years)
- 200 early childhood education providers/teachers/administrators directly affected
- 100 classrooms assessed
- 10,000 donated books distributed (free books to more than 1,000 children)
- · 200 early childhood education evaluations conducted
- · 2,500 individual child assessments conducted
- 50 early childhood education partners (local, state and national)
- 1,200 parents/guardians involved



Mission

The mission of SPARK Mississippi is to create replicable, integrated, aligned, family-focused learning communities so that children master the skills and receive the cognitive, physical, family, and community supports necessary for school success

Goals

Through statewide partners and Local Children's Partnerships, four components of a child's learning community will be strengthened:

- **Families** will receive the guidance and resources necessary to support learning at home and be involved in the early childhood education and school environment, as well as the services necessary to support children's physical and material well-being.
- Early Childhood Education programs will receive material resources, training, and technical assistance necessary to support environmental and instructional improvement in the child care setting
- Schools will receive professional development and resources necessary to create welcoming, instructionally effective environments for students, as well as to involve parents in the life and work of the school.
- **Communities** will receive information on strategies and opportunities to improve the academic, material, and physical well-being of the children within their boundaries.

Overview of Goals, Objectives and Program Activities (Two-year Expansion Work 2010-2012)

CDF-SRO seeks to expand and build upon experiences and lessons learned from the original fiveyear demonstration project funded by the WK Kellogg Foundation. Over the next three years, CDF-SRO's expanded effort will target vulnerable children age 0-8, their parents, community-based organizations, child-serving institutions, and business leaders from among 15 of the lowest performing school districts in south, central, northeast and north Mississippi (including the Mississippi Delta); while maintaining work in the original five school district sites.

<u>GOAL</u>: The goal is to improve transition and alignment policies and strategies; promote shared learning between early childhood and elementary education staff; and increase parent and community engagement around local and state early care and education concerns to ensure school readiness and academic success for those children entering kindergarten and currently enrolled in the early elementary grades in the targeted districts.

<u>Objective</u>: Expand Supporting Partnerships for Early Education in Mississippi to at least 10 of the lowest performing school districts that serve high numbers of vulnerable children.

<u>Objective:</u> To continue focus on transition and curriculum alignment between early care and education and the early elementary education grades.

<u>Objective:</u> Form collaborative relationships and create networks to help targeted low performing school districts take advantage of resources and technical assistance available in order to increase their capacity.

<u>Objective</u>: Increase involvement of business leaders and non-traditional supporters of early care and education

<u>Objective</u>: Maintain work being done in the original five demonstration project school districts (Cleveland, Hollandale, Mound Bayou, North Bolivar, and Pearl)

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Functions of State Advisory Board:

Listed below you will find the responsibilities of the State Advisory Board:

Responsibilities of each State Steering Committee/State Advisory Board include:

- Obtain regular progress reports from SPARK MS State Director
- Maintain a working knowledge of SPARK MS children's needs and interventions
- In collaboration with State Director, making decisions regarding recruitment, hiring, and termination of local personnel (Local Coordinator and Learning Advocates).
- Meet quarterly (or more often as needed)
- Identify and share with Staff and Board members resources to help students
- · Work with State Director to identify policy activities in which to involve LCP

Functions of the SPARK State Office

The SPARK state office staff, in collaboration with the State Steering Committee, is responsible for administering and providing overall guidance of the SPARK MS model which includes:

- Recruitment, hiring, and termination of local personnel (Local Coordinator and Learning Advocates)
- Supervising SPARK field staff to ensure compliance and implementation of decisions made regarding the SPARK model of collaboration
- Maintain communication with the SPARK State Steering Committee by way of quarterly meetings and periodic written communication
- Continuously assess the SPARK model and make recommendations for changes to the State Steering Committee
- Ensuring that funds are spent in accordance with grant agreements
- Maintaining records of funds spent and periodic reporting to funders of SPARK outcomes, as requested
- Hold bi-weekly conference calls with all SPARK field staff for reporting purposes
- Hold quarterly face-to-face meetings with SPARK field staff for the purpose of trainings, reporting, and professional development and support.
- Maintain a working knowledge of current state trends and policies regarding early childhood development and learning
- Process all administrative and financial paperwork as it relates to the work of SPARK field staff (travel reimbursement where approved, timesheets, expense reimbursements, etc.) and forward on to CDF National Office.

SPARK Mississippi Local Children's Partnership FAQ's

What is a Local Children's Partnership?

Individuals, families, and organizations, including parents, schools, child care centers, businesses, school boards, local governments, churches, etc., are eligible to join the Local Children's Partnership, with the goal of at least fifty individuals, families, and/or organizations joining the partnership.

The Local Children's Partnership will

- Act as a base of support for SPARK policy activities;
- Provide in-kind and financial resources to support ready schools and ready kids.

Each LCP member will make a substantive commitment of time, skills or resources to support the objectives of the LCP.

What is a Local Children's Partnership Steering Committee?

Each LCP is governed by a Steering Committee comprised of:

- one representative of the local Head Start agency,
- one representative of the local school district,
- one representative of local private child care centers,
- one parent whose child is participating in SPARK,
- one parent/community member who does not have a child participating in SPARK and,
- one local business representative.

In addition, if there is a local community member who also is a member of the state steering committee, this person should be represented as well. The number of the persons on the steering committee should be limited to seven (the only exception to this is the North Bolivar/Mound Bayou LCP Steering Committee, which may include up to eleven members).

Responsibilities of the Local Children's Partnership Steering Committee are as follows:

- Maintain a working knowledge of young children's needs and interventions
- Obtain regular progress reports from SPARK MS Local Coordinator or Learning Advocate
- Meet bimonthly (or more often, as needed)
- · Recruit organizations and families to join LCP
- Identify and share with Local Coordinator or Learning Advocate resources to help students
- Work with SPARK Executive Director to identify policy activities in which to involve LCP
- Maintain regular communications with LCP member organizations and families
- Sponsor district-wide SPARK activities involving parents, caregivers, school district employees, and/or LCP members
- Communicate LCP activities, including meeting minutes, in a timely fashion to SPARK Executive Director.

Responsibilities of the Local Coordinator

The Local Coordinator will:

- Recruit individuals and organizations to become members of Local Children's Partnership (LCP);
- Oversee the coordination and facilitation of the LCP meetings;
- Assist LCP in identifying and leveraging local resources to help students, Child Care Centers and School District fill voids for needed services;
- Assist LCP to develop intervention plans and policy agendas for local early childhood issues, as well as plans for transition to school for local children;
- Provide LCP and SPARK MS Executive Director with up-to-date reports regarding SPARK MS activities and student progress;
- Coordinate Town/Community Meetings on as needed basis;
- Coordinate policy activities related to the goals of SPARK MS and CDF;
- Coordinate parental involvement workshops and joint professional development workshops for local Child Care, Coahoma Opportunities Head Start and Clarksdale School District personnel;
- Supervise Learning Advocate who provides tutoring, referral, and parent education services directly to SPARK families;
- Supervise collection and maintenance of data for evaluation purposes including transfer of SPARK student files;
- Provide SPARK briefings and professional development regarding alignment strategies to school district personnel, including district administrators, principals, and teachers;
- Provide training and technical assistance to early childhood education staff on: administering classroom assessments, child screenings, parent involvement strategies, developing Individual Learning Plans, and developing Classroom Improvement Plans;
- Communicate assessment results to LCP;
- Assist Child Care, Head Start, and Family Day Care home personnel with progress toward classroom improvement plans; and
- Participate in policy and advocacy awareness activities for the purpose of fulfilling the mission of SPARK and the Children's Defense Fund.

This position reports to the SPARK Mississippi Executive Director.

Responsibilities of the Learning Advocate

The Learning Advocate will:

- Work with and assist the Local Coordinator and/or the SPARK Executive Director in organizing and facilitating Local Children's Partnership meetings;
- Assist in recruiting individuals and organizations to become members of Local Children's Partnerships;
- Assist in assessing and identifying children to participate in SPARK;
- Assist in implementing transition plans for local SPARK students transitioning into school environment;
- Assist Local Coordinator and/or SPARK Executive Director in collection and maintenance of evaluation data including transfer of SPARK student files;
- Facilitate at least one meeting with each parent per academic year to review student assessments as well as progress toward individual learning plans;
- Conduct referrals, follow-up, and service coordination to meet the health and social service needs of SPARK families;
- Maintain records of referrals and other communications with parents, and provide regular reports on activities to Local Coordinator;
- Assist in planning, implementing, and facilitating parent orientations, parent workshops, policy forums, town meetings, and other SPARK related events;
- Receive training from MSU Extension Service and others as identified, to facilitate parent workshops;
- Research and publicize to parents tips and ideas for reinforcing learning at home;
- Supervise volunteers including developing task descriptions and maintaining records of volunteer activities;
- Maintain confidentiality of personal information provided by families;
- Participate in policy and advocacy awareness activities for the purpose of fulfilling the mission of SPARK and the Children's Defense Fund; and
- Assist Local Coordinator and/or SPARK Executive Director with other tasks, as needed.

The position reports to the SPARK MS Local Coordinator (where applicable) and SPARK MS Executive Director.

Forms for documentation

- Referral Form
- Referral Log
- Referral Categories of Need
- Parent Agreement
- Family Contact Log
- Partner Contact Log

Screening/Assessment Tools

- Brigance
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Early Childhood Environmental Rating Scale (ECERS)
- Early Language and Literacy Classroom Observation (ELLCO)
- Mississippi Early Learning Guidelines
- Ready School Assessment
- Transition Plans
- Student Individual Learning Plans
- Recommended Report Cards

SPARK TOOLS SPARK Fact Sheet

Facts on the SPARK initiative (What is SPARK? How is SPARK different?).

http://www.wkkf.org/knowledge-center/resources/2006/01/spark-fact-sheet.aspx



SPARK: Ready Kids, Ready Schools

What Is SPARK?

SPARK is a national initiative launched by the W.K. Kellogg Foundation to help grantees in seven states and the District of Columbia unite community resources to better prepare children for school. SPARK seeks to smooth the transition to school and to align early learning and elementary school systems for children ages 3-6 who are vulnerable to poor achievement.

The goal of SPARK is "ready children" and "ready schools" that are prepared for all children. SPARK grantees are partnerships of communities, parents, schools, state agencies, and child advocacy groups. Partners work together to support children's early learning and ongoing success, aligning existing services for children now and in the future. SPARK stands for "Supporting Partnerships to Assure Ready Kids."

Early Learning For Lifelong Success

Nationally, 4 million youngsters enter kindergarten or first grade every year, but as many as one-third of them won't be ready to learn. Research shows that quality early care and education are critical, especially for low-income children. Young children begin learning far earlier than previously understood. With most parents working outside of the home, too many vulnerable children spend their preschool years in unhealthy and un-stimulating environments. They come to school from many different settings, and many families and caregivers need support prior to the school years. More than 40 states fund pre-kindergarten programs but few states or localities are linking those programs to formal school systems.

Seamless Transitions to School

SPARK seeks to align early learning and elementary school systems—as well as health and critical services—to better support children. For SPARK, a centerpiece of alignment is a smooth transition to school that becomes a process of months or years—not days. Grantees will implement a variety of transition practices such as aligning expectations and standards, coordinating training for Pre-K and elementary teachers, and increasing parent involvement.

In addition to aligning systems serving children, SPARK seeks to increase the quality early learning experiences necessary for a child's later success in school. Strategies will support parents through skillbuilding and providing parent partners or learning advocates. Additionally, SPARK sites will use early assessment of three- and four-year-olds to identify learning and developmental delays sooner.

How Is SPARK Different?

Even though many existing efforts focus on low-income children, these programs fail to reach all eligible youngsters. SPARK is not a new program but instead seeks to coordinate available services—engaging parents, families, and communities in the process of creating a plan of support. Further, communities will be connected to state-level agencies and advocacy groups to sustain and replicate best practices and make a lasting impact for more children's success. SPARK also seeks "ready schools" that are better prepared to serve all children. Schools can "reach back" to families of young children and align what happens before school with what happens afterwards.

Who Are the Children that SPARK Will Serve?

Each SPARK grantee will serve a minimum of 1,000 children and will work with two or more communities, targeting children in a variety of early learning settings—at home, preschool and Head Start programs, and child care settings. Nationwide, SPARK sites include both urban and rural areas. SPARK is building on the existing efforts of grantee organizations that have strong track records of success in serving children. The Kellogg Foundation selected grantees in eight localities based on their high potential to achieve ready children, ready schools, and ready communities.

SPARK TOOLS

Assessment/Technical Assistance Plan

A chart of environmental assessments used by SPARK staff to assess quality of learning environment in partner child care centers, Head Start programs, and schools; a plan of technical assistance and resources for providers is developed by SPARK staff based on assessment scores.

Arnett Caregiver Interaction Scale (CIS)	Name of Instrument Early Childhood Environment Rating Scale - (ECERS-R) Family Day Care Rating Scale (FDCRS)
*Licensed childcare centers *Pre-K classrooms in public schools *Family childcare *Head Start Kindergarten *Isat grade	Location *Licensed Childcare Centers *Pre-K classrooms with public schools *Kindergarten classrooms *Head Start *Family Childcare
*All participating programs receive copy of assessment instrument prior to initial assessments: Initial, midpoint, and final *Trained assessors *All participating programs receive copy of assessment instrument prior to initial assessment	Administratio n Procedures *Three assessments: Initial, midpoint, and final *Trained assessors *All participating conters/programs receive copy of assessment copy of assessment instrument prior to initial assessment Goal: achieve and maintain an overall rating of 5 *Three assessments: Initial, midpoint, and final
Materials-Resource *Activities *Interaction *Program Structure *Parent and Staff *Teachers' style of communication with students *Teachers style of group/ individual discipline	Measures *Space and Furnishings *Personal Care Routines *Language-Reasoning Materials-Resource *Activities *Interaction *Interaction *Program Structure *Program Structure *Parent and Staff *Space and Furnishings *Personal Care Routines
Assessors meet with program /center or family childcare home director to review findings; construct program plan of improvement	Reporting of Information Assessors meet with program/center director to review findings; construct a program plan of improvement Assessors meet with family childcare home director to review findings; construct a
Related training specific to the improvement plan Training/on-site technical assistance on an ongoing basis	Related Training Related training specific to the improvement plan Training/on-site technical assistance on an ongoing basis Related training specific to the improvement plan Training/on-site technical assistance on an ongoing basis

	construct a program plan of improvement				
Training/on-site technical assistance on an ongoing basis	principal/teacher to review findings;	determined	determined		Curriculum Rating Scale
Related training specific to the improvement plan	Assessors meet with	*Scale yet to be	*Scale yet to be	*First Grade	First grade Environment/
-			-	-	

Assessment and Treatment Design/Children Ready for School

State Department of Education Benchmarks for 3,4,5, and 6 year –old children	Types of Assessment	Screening instruments: Brigance (Friends of Children of Mississippi/Washington County Opportunity Head Start) Batelle (Bolivar County Head Start uses this)
*Language *Fine and gross motor *Math *Science *Social/emotional *Self help *Self help *Sensory development	Areas to Be Measured	
*Benchmarks established by the Department of Education	Criteria for Section of Assessment	
*Checklist developed from benchmarks to be used by teachers at the onset of the program to establish a baseline on each child based on teacher observation of the child's performance per indicator, and as an ongoing assessment throughout the year with a final assessment at the end of each program year	Administration Procedures	
*information reported to parents/learning advocates by teacher via conference and/or written report to parents/ learning advocated	Reporting of Information	
Information used to: *Design curriculum to meet child's learning needs *Assess child's progress toward meeting the overall program goal of scoring at or above grade level on MS statewide assessment in grade 2 *Inform parents as to the child's progress in meeting grade level benchmarks as set by the Department of Education.	Utilization of Information	Information used to: *Design curriculum to meet child's learning needs *Inform parents as to the general developmental progress in specific areas on specific skills *Establish baseline and growth path for children with regard to their learning *Inform Teachers, parents/ learning advocated at transition meetings

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					Family Appraisal of Children's
*School Skills	*Speech and language development	*Sensory functioning	*Fine and gross motor functioning	*General Health	*Family history
					*Use the Brigance for parents
				administrator present	*Parent's complete with or without teacher or test
				advocate	*Information reported to
			meet the needs of the child	*Guide program site	Information used to

SPARK TOOLS

Implementation Planning Guide

This document developed by the W.K. Kellogg Foundation (2002) reviews important program elements for SPARK grantees to consider as they develop their designs for implementation.



Supporting Partnerships to Assure Ready Kids

W.K. Kellogg Foundation

Phase II Design Expectations

September 9, 2002



Phase II Design Expectations

This document reviews important considerations as SPARK Phase I grantees develop their designs for implementation. The information provided here is intended to clarify the Kellogg Foundation's programming expectations and should also be used as a guide in planning your Phase II proposal. The Foundation will issue Phase II proposal application guidelines as a separate document with specific information related to format and requirements.

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SPARK OUTCOMES

The SPARK initiative is about children. The initiative seeks to encourage and support a seamless transition into school for children who are most vulnerable to poor achievement. The goal of SPARK is both "ready children" and "ready schools." At the core of SPARK is a belief that the work of partnerships will lead to better alignment of systems that address children's needs, and aligned systems will lead to better learning outcomes for children.

By the end of Phase II, the Kellogg Foundation intends to demonstrate that initiative activities have improved learning outcomes for children. It is important, then, to be able to show measurable outcomes for children served in each SPARK state or locality. Furthermore, it will be important to demonstrate the effectiveness of the various partners, particularly schools, as they work together to align services for children. Consequently, the Kellogg Foundation has identified four child-focused outcomes on which to base the success of the SPARK initiative. These outcomes are meant to be practical in terms of their ability to define success-for children and for the initiative--and to improve children's learning.

1. EARLY IDENTIFICATION OR SCREENING. Every child should have preschool screening (or "assessment") at age three. A screening may be used to identify areas of potential delay that could impact learning. The screening may be complemented by the creation of an individualized plan for intervention. Each site can develop its own tool for assessment or use a state-adopted or other convenient tool. The tool is primarily used to share vital information among partners that might be used to plan, support, and improve transition efforts for children.

LEARNING ADVOCATE. Every child has at least one learning advocate to coach and coordinate resources among family, early care or preschool providers, school, and other agencies to achieve a smooth transition.

The advocate is a person(s) who knows the child personally and provides individual attention. The advocate will be familiar with the child's needs, provides support for his learning, and has the ability to identify and broker needed resources across a variety of settings.

3. **READY FOR TRANSITION.** Every child makes the **transition** to school able to meet commonly accepted measures of readiness. Each site is expected to identify commonly agreed upon measures of children's readiness for schools, as well as measures of readiness by schools to serve children and families. These measures are to include social, emotional, physical, and cognitive areas. Sites may utilize or adapt existing state or local standards.

Questions to Consider

- How will you define a successful transition and operationalize "ready kids" and "ready schools"?
- Have you engaged multiple stakeholders, such as teachers, childcare providers, families, institutions, unions, advocacy organizations, and policy makers in determining or building these definitions and measures?
- In partnering with varied organizations, are there unspoken agendas or political issues that should be addressed?

SPARK children and local readiness goals

Sites will be expected to identify how they will target and impact at least 1,000 children prior to the end of the implementation period. It is understood that the numbers of children served each year may vary across sites due to population differences. Sites need to identify age appropriate targets so that they can assess the effects of their transition efforts, as well as monitor children's progress over time. It is anticipated that most sites will be targeting children as early as 3- to 4-years of age.

Locally defined targets for children's readiness, learning, development, and progress should be clear, mutually agreed upon and accepted by local partners. Sites will need to construct relationships and mechanisms across partnerships that will allow for ongoing data collection, analysis, and monitoring of a significant number of targeted children through to second grade. Approaches will need to account for expected drop-off of some children due to the transient nature of families and other factors.

Questions to Consider

How will you initially identify, recruit, and phase-in children to meet SPARK goals?

- How will you follow the progress of children over time?
- How will you identify and implement constructive interventions as children move through the project?
- How will you gather and utilize data across service sectors to ensure successful outcomes?
- Are there opportunities to link with other school readiness and/or pre-birth to three efforts?
- What will be your evaluation questions and what data elements will you need to address these questions?

Systems Alignment

The Kellogg Foundation has identified systems alignment as an essential element of partnerships working successfully on behalf of children and families. Sites are expected to identify and organize their projects such that the resources, practices, policies, and

existing services across partners is expected to unfold differently at each site, but the aim is to support ready kids and ready schools. It is expected that they will work together and organize so that both the community and schools can follow and monitor a child's progress, share accountability, and monitor the effect of their partnerships.

Questions to Consider

- Has the planning process allowed for the identification of criteria representing ready schools?
- Has the partnership identified specific provider and schools that will frame the systems alignment work?
- Does the partnership have buy-in from leadership in the community and within the school structure, i.e., principals, school superintendents, school union officials?
- What critical information about the child's early learning and progress will be gathered and followed?

INTEGRATING POLICY, COMMUNICATIONS, AND EVALUATION

To strengthen initiatives and increase the probability of achieving lasting change, the Kellogg Foundation has identified six support services that can work together for greater impact. They are evaluation, policy, communications, information technology, program learning, and networking. At the Foundation, these departments are incorporated within the organization in an area called "Impact Services." Strategies in communications, policy, and evaluation are most highly integrated and can help achieve short- and long-term outcomes. Sites are expected to design a plan that addresses each of the following Impact Services areas:

Policy

Change often requires individuals and communities to inform public policy. Public policy includes the laws, regulations, practices, and rules that govern the relationship between individuals and organizations and guide the administration of public agencies. Policy may be informed at many levels—community, local, state, and national. The ability of a funded project or initiative to inform policy can be related to its overall success at achieving systems change and long-term sustainability.

Kellogg Foundation grantees frequently find themselves in a unique position to inform policy because of what they learn from developing and implementing community-based projects. The most effective policy reforms often are grounded in the experience and knowledge of community members, who should be fully engaged in the process of targeting policies to change or reform.

In the SPARK initiative, policy opportunities exist at the institutional, local, state, and federal levels. Early design efforts should attempt to target local and state policies that

Evaluation

In the SPARK initiative, evaluation shall be an integral part of the work. The evaluation of SPARK will take place at two levels:

- a. WKKF will design and manage an initiative-level evaluation for the SPARK initiative as a whole. This evaluation will aggregate outcome data across the sites, monitor progress in achieving overall goals, document barriers and challenges, identify lessons learned and good practices, and support cross-site learning.
- b. Each grantee will select an evaluator(s) for a project-level, or local evaluation.

The design for project-level evaluation should align with the site's local program plans. The following are some general guidelines:

- The grantees should hold in reserve approximately 8-10 percent of their funds for the local evaluation.
- Depending on local needs, the evaluator's roles will include the following: supporting strategic planning; facilitating design of a logic model/theory of change; doing a stakeholder analysis; identifying local, state and national data related to transitions and child outcomes; facilitating identification of the key evaluation questions; providing data collection methodology options; collecting, analyzing, and interpreting data; and facilitating use of findings.
- While the Kellogg Foundation does not see the SPARK evaluation as a research study, a piece of each local evaluation plan will be intended to answer the question: What impact did SPARK have on child outcomes locally? During the implementation phase, the local evaluators will work closely with the grantee and the local sites to gather and maintain the existing data (and additional data as needed) on children served by SPARK activities. Developing a process to follow the progress of individual children over time is a key component of the SPARK systems change strategy, as well as a tool for evaluation.
- The local evaluator is expected to coordinate some pieces of their evaluation design and data collection work with the initiative-level evaluator. It is anticipated that during the first year of implementation, both sets of evaluators will work together to determine how/what data elements will be collected in common across the grantees. This will allow for aggregation across sites, as well as facilitation of cross-site learning. In your budget, allow resources for one evaluation meeting per year that involves both the local evaluator and the project director, as well as for coordination time with the initiative-level evaluator.

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implementation, a different organization may be considered as the Phase II grantee. Your selection of this organization should take into account their overall capacity, general governance and accountability structure, relationship to the local SPARK partnerships, ability to work collaboratively, and acceptance by community. The potential grantee agency must also have a stable infrastructure/leadership in which to implement a five-year initiative. The potential Phase II grantee should also have a history of successfully engaging local and state-level organizations and/or systems on behalf of children.

Questions to Consider

- Does the potential Phase II grantee have the history and capacity to engage, support, and foster relationships among multiple stakeholders?
 - Does the potential grantee have a record of successful program
 - implementation_that can yield the desired SPARK outcomes?
- Does the grantee have experience with sponsoring or conducting evaluation of it's programs or initiatives?
- How does the governance structure of the potential grantee align with the underlying premises and operational structure of your planned program? Does it ensure accountability?
- Have you addressed the partnership dynamics of how the lead Phase II grantee's authority and accountability will relate to other partners?
- Does the governance structure have mechanisms for addressing partner differences and/or changes in partner relationships over the course of the project?

Five-Year Strategic Vision

The Kellogg Foundation will expect that grantees will incorporate their overall vision for children into their design. The five-year strategic vision is a long-term view covering the span of the implementation phase. The vision should reflect what will be the ultimate outcomes you expect to see for the partnerships, children, schools, parents and others who support early learning success. The Foundation will provide, within the application outline, a simple model that you might use to capture your five-year strategic vision. We expect that sites will formulate this vision in conjunction with a logic model. At minimum, the vision is expected to reflect how the SPARK initiative fits within your local and/or state overall early learning efforts for children.

Questions to Consider

- Does your vision provide a clear picture of what can be accomplished given your proposed changes in your community's readiness and infrastructure?
- Does your vision reflect a progression in the scope and quality of services, parent leadership, partnerships, system alignment, and outcomes for children?
- Does your vision align with the more detailed two-year plan?
- Does your vision reflect strategies (funding, policy, partnership development) that will support long-term sustainability?

Also note that, generally, Kellogg Foundation grant funds may not be used for the following:

- Operational phases of established programs
- Capital purposes (purchasing, remodeling, or furnishing of facilities)
- Separate budget line items labeled as "indirect or overhead costs"
- Equipment or transportation vehicles
- Endowments or development campaigns
- Religious programs
- Individuals
- Research that is not directly related to a funded program or part of a broader effort

Questions to Consider

- Who currently pays for early childhood services and how will these funding streams and mandates assist or deter your work?
- How do you incorporate a variety of fiscal resources to support services across the partnership?
- How does your planned effort build towards sustainability and is this demonstrated in the five-year strategic vision?
- To what extent are there fiscal resources and/or opportunities at the local, state, or federal levels that can be leveraged to increase the likelihood of sustainability?

Financial definitions and guidelines will be included with the application guidelines issued by the Foundation.

CALENDAR/TIMELINE

Proposal Application issued by WKKF Grantee Proposals due to WKKF Grant Award Notifications Phase II Orientation Meeting and Impact Services Workshop Public Announcement of Phase II Grants Implementation Networking Conference October 2002 December 11, 2002 May 2003 June 2003

July 2003 Fall 2003 or Winter 2004

ADDENDA

The addenda include a list of questions that grantees may wish to ponder as they formulate their design. A template for a logic model is included that sites may find extremely useful in laying out the essential work of the design.

ADDITIONAL QUESTIONS TO PONDER

Assessment

- Have you reviewed the varied approaches to assessment and considered the systemic issues surrounding assessment and screening, general definitions, tools and programs?
- To what extent does your program design define the key elements of assessment and delineate partner roles in the agreed upon assessment process?
- How will your program design use assessments to engage partners in meeting the needs of children and enhance early learning in community and school settings?

Learning Advocate

- Have you reviewed the concept of learning advocate and explored information, resources, and models to inform your program design?
- Have you agreed upon what and how this role will be incorporated into your program?
- How will you identify, support, and improve the skills and resources of learning advocates throughout implementation?

Transition

- Have you identified the agencies that currently provide transition services as defined by your project?
- How will you measure the quality and outcomes of transition activities?
- To what extent does the quality of early childcare providers and teachers need to be improved to ensure effective transition into school settings?
- How will parents and non-licensed childcare providers be engaged and supported to assure effective transition?

Systems Alignment

- Have you sufficiently reviewed internal and external issues related to funding streams, systemic barriers, service duplications, community perceptions, and organizational agendas?
- To what extent have you mapped local and state programs, including service mandates, resources, and policies, to inform your program design?
- Are there adequate linkages for alignment between your program and other major early learning or school readiness efforts in your community?
- To what extent is systems alignment woven throughout your governance and program design over the five-year period?

Diversity

- How does your governance and program structure engage representative ethnic, racial, gender, and socioeconomic constituents of your community?
- How do planned services, policies, and structure reflect the input of diverse members of your community?
- To what extent do you address issues of race, culture, ethnicity, or economic status as they affect access to resources, effectiveness of partnerships, and children's successful early learning?
- What cultural resources does your plan propose to support early learning strategies for the home, community, and school settings?

Information Technology

- To what extent is technology a barrier or a resource in efforts to support your infrastructure and outcomes for early learning?
- Have you identified innovative technology-based resources, models, or strategies that can realistically support your efforts related to communications or education?
- As a tool, how can technology enhance your plan, including the work of partners and families, over time?

LOGIC MODEL TEMPLATE

Inputs/Resources	Activities	Outputs	Outcomes	Impact
In order to	We will	These activities will	The results or	These child
accomplish our	conduct	result in the	outputs of the	outcomes will
set of activities	the	immediate outputs.	activities will lead	result in the
we need the	following		to the following	following
following.	activities.		outcomes for	community
-			children.	impact.

	SAMPLE	OF HYPOTHE	TICAL SPAR	K PLANS*
Steering Committee representing major agencies and departments	Meets once a quarter to review the progress of the initiative. Decides upon two assessment tools to be used in the community. Oversees piloting of assessment tools.	Critical decisions are made. Three pre-schools pilot and adopt one of the assessment tool. One hundred children are assessed the first year.	Initiative moves forward according to schedule and demonstrates the value of joint planning. Of the 100 children who were assessed 50 will receive additional tutoring.	The community has an ongoing alignment of agencies. 10 additional preschools agree to institute assessment processes Half of all 3 year olds in the community receive some type of assessment within 3 years of the grant beginning.
		2	80 of the 100 children will make smooth transitions into the second year of pre-K.	

*Sample only

5

SPARK TOOLS

Child Enrollment Application

Application for enrolling child in SPARK initiative. Form provides information about child, parent, and family.



SPARK I.D. CODE: _____

APPLICATION FOR ENROLLMENT

Instructions: Please answer all questions. Your responses will be kept confidential and will not affect any services currently received by you or your family.

CHILD INFORMATION						
Child's Legal Name (Last): (MI):		(First):			
Preferred Name:			Date of Birth:	/ /		
Child's Social Security #: _ F			Sex (0	Circle one): M		
Race (Check all that apply)):Black	_Hispanic _	_Asian/Pacific	WhiteOther:		
Language Spoken at Home U.S. Citizen? Y N	e:English If not, nation of	Othe f origin:	er:			
Name of child care center or provider: Address: Phone: () Please check the category that best describes this provider: Head Start Day care center Family day care home Friend/relative						
Does child have health inst If yes (Check one):F	urance coverago Private	e? Y N _Medicaid	CHIP	Other		
Doctor's Name: City:	State:	Address: Zip:	: Phone: ()		
Dentist's Name: City:	State:	Address: Zip:	Phone: ()		
Does child have a diagnosed disability or special need? Y N If yes, state diagnosis, date and source:						
Do you suspect that your child may have an undiagnosed disability or special need? Y N If yes, why?						
What elementary school will your child attend?Where is this school located?City:County:						

SPARK I.D. CODE:

PARENT/G	UARDIA	N CONTACT II	NFORMA	TION			
Name of Parent or Legal G	uardian:			Age:			
Relationship to child:		Soc	ial Security #				
Mailing Address:							
City:	State:	Zip:	County:				
Street Address (if different):							
City:	State:	Zip:	County:				
Evening Phone: () Cell/Pager: ()		Daytime Phone	:()				
EMERGENCY CONTACT (Name: City: Relationship to child:	If parent or o State:	guardian cannot be Address: Zip:	<u>reached)</u> Phone: ()			
	FAMILY INFORMATION						
Does your family receive TANF/AFDC? Y N Does parent/guardian have health insurance? Y N Current Employment Status (Check one): Annual Household Income (Check one): Work full time Under \$15,000 Work part time \$15,000 - \$25,000 Unemployed Over \$25,000 Disabled Over \$25,000 Retired Does parent/guardian own transportation? Y Does parent/guardian own transportation? Y N Please circle the number indicating parent/guardian's highest educational level completed: 1 1 2 3 4 5 6 7 8 9 20 21 (Elementary/Middle/High) (College) (Graduate School) (Graduate							
Other adults with responsib	ility for child	:		Living with			
Name:		Relationship to chil	d:	Y			
Name:		Relationship to chil	d:	Y			
Name: N		Relationship to chil	d:	Y			
Other Children in Househol below.	d?YN	lf yes, ple	ase complete	e information			

First and Last Name of Child	Date of Birth	Sex	Relationship to SPARK Child	Has Health Insurance?		
		MF		ΥN		
		MF		Y N		
		MF		Y N		
		MF		Y N		

SPARKID CODE.

Does your family or household have any specific or pressing needs with which you desire assistance? If so, please describe:

Certification: I certify that all of the above information is true. If any part is false, my child's participation in SPARK Mississippi may be terminated. I also understand that this information is for planning and evaluation purposes only, and will remain confidential.

Parent/Guardian's Signature_____

Date

	Office Use Only					
Cohort: 2003 2004	School District:	С	Н	Ν	Р	R
Verification of age:	Birth certificate	Fo	orm 12	21 [E	Ву]
Verification of school district:	Utility bill	DL	-	(E	Ву	
Comments:						

SPARK TOOLS

Parent Enrollment Agreement

Form provides parental consent for child participation in SPARK initiative and evaluation.

SPARK I.D. CODE:



PARENT AGREEMENT

I HEREBY AGREE:

- 1. That my child, _____, may participate in the SPARK MS initiative.
- 2. To meet with SPARK MS staff periodically, at a mutually convenient time and location, to discuss the progress of my child, _____, toward his or her individual learning plan.
- 3. That my child, _____, will attend his or her early childhood care and education program every day that he or she is able.
- 4. That any photographs of my child, _____, taken during SPARK MS activities will become the sole property of Children's Defense Fund and may be used for educational, marketing, and/or any other lawful purpose.
- 5. That pertinent information regarding my child, _____, may be released to SPARK MS partner agencies for the purpose of procuring services and resources needed to promote his or her health and development.
- 6. That I will attend all SPARK MS parent orientation meetings, workshops, and activities, as my work and/or family schedule permits.
- 7. That I will maintain my child, ______'s, enrollment in SPARK MS until he or she completes the second grade, or until the termination of the SPARK MS initiative.

CONSENT FOR PARTICIPATION IN EVALUATION: [Language Under Development]

Signature of Mother/Legal Guardian

Date

Signature of Father/Legal Guardian
Parent Survey

An Excel By 5 Survey that can be used for parents of children ages 0-5. Responses provide information about parental views and concerns about early child care programs, parenting, and children's needs.

PARENT SURVEY*

1. Who do you contact when you have concerns for your child(ren) or when you need help as a parent? (extended family, church, doctor, family resource center, etc.)

2. What programs in your community have been most helpful to you in raising your children?

3. What do you find to be the hardest part of raising a child in this community?

4. What do you think are the biggest needs for young children and families?

5. How could the community work better to support families of young children?

6.	If a resource center were available to check out educational materials, what hours would be most
	convenient?

7. What child care center or home provider do you use for your children/grandchildren?

Name: _____

Address:

Phone: _____

Date: Initials:

*This survey is intended for parents of children ages 0-5

Excel By 5, Inc. Revised October 13

Parenting, Home Environment, and Parent Well-Being Instruments

A chart developed by the U.S. Department of Health and Human Services (Administration for Children and Families) that describes 25 parenting instruments that assess parenting, parent-child relationship, family functioning, home environment, and/or parent well-being using direct assessment, observation, or parent/self report.

http://archive.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_ measuring/res_meas_phi.html

	Screenin		Ð	0m	ain								
Instrument	g or Assesme nt	Η	Р	ΕP	Ŧ	0	Age Range	Assessme nt Type	Initial Materi al Cost	Reliabilit y	Validit y	Normin g Sample	Ease of Administratio n & Scoring
Adult-Adolescent Parenting Inventory-2	S		X		×	×	13+ years	3	2	3	ω	ω	2
Beck Anxiety Inventory	S			X			17-80 years	3	1	3	3	2	2
Beck Depression Inventory-Second Edition	S			X			13-80 years	3	1	3	3	2	2
<u>Center for</u> <u>Epidemiologic</u> <u>Studies Depression</u> <u>Scale</u>	S			X			18+ years	3	1	2	3	-	2
Child Abuse Potential Inventory	S		X	X	X	, ,	Unspecifie d	3	2	3	2	1	2
<u>Composite</u> <u>International</u> <u>Diagnostic</u> <u>Interview</u>	А			X			Adults	دى	2	ω	ω		دى

Parenting, the Home Environment, and Parent Well-Being Instruments

	Screenin		D	om	ain								
Instrument	g or Assesme nt	Η	Р	ΕP	Ţ	0	Age Range	Assessme nt Type	Initial Materi al Cost	Reliabilit y	Validit y	Normin g Sample	Ease of Administratio n & Scoring
<u>Conflict Tactics</u> <u>Scales, Parent-Child</u> <u>Version</u>	N		X				Unspecifie d	ω	-	2	-	-	2
Confusion, Hubbub, and Order Scale	S	X					Unspecifie d	3	1	3	2	1	2
Early Head Start National Evaluation Questionnaires	NA		X										
Edinburgh Postnatal Depression Scale	S			X			16+ years	3	1	1	ω	1	2
<u>Family</u> Environment Scale	А	X					Unspecifie d	3	3	3	1	2	2
Family Map of the Parenting Environment of Infants and Toddlers (IT-Family Map) and Family Map of the Parenting Environment in Early Childhood (EC-Family Map)	A	×	X	×	×		0-3 years, IT-Family Map and 3-5 years, EC- Family Map	2,3	-	-	-	-	N

	Screenin		Do	ma	in								
Instrument	g or Assesme nt	Η	P	ΕP	Ŧ	0	Age Range	Assessme nt Type	Initial Materi al Cost	Reliabilit y	Validit y	Normin g Sample	Ease of Administratio n & Scoring
Family Needs Scale	S				X		Unspecifie d	3	1	S	2	1	2
Family Resource Scale	S				X		Unspecifie d	3	1	3	ω	1	2
Family Support Scale	S				X		Unspecifie d	3	1	2	2	1	2
<u>The Home</u> <u>Observation for</u> <u>Measurement of the</u> <u>Environment</u> <u>Inventory for</u> <u>Infants/Toddlers</u> <u>(IT-HOME) and</u> <u>Early Childhood</u> (<u>EC-HOME</u>)	А	×	×				0-3 years, IT-HOME and 3-6 years, EC- HOME	2,3	-	ω	2,3	F	2
Infant-Toddler and Family Instrument	S	X	×			×	6-47 months	1,2	1	-	-	1	3
Kempe Family Stress Inventory	S		X				Unspecifie d	1	1	3	2	1	3
<u>Knowledge of</u> <u>Infant Development</u> <u>Inventory</u>	S		×				Unspecifie d	-	1	З	2	-	3

	Instrument	<u>Nursing Child</u> <u>Assessment</u> <u>Teaching Scales</u>	Parental Modernity Scale	Parenting Alliance Measure	Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)	Parenting Stress Index	Support Functions Scale
Screenin	g or Assesme nt	Α	A	A	A	S	×
	H						
Do	P	×	X	×	×	×	
ma	EP						
Ē.	Ŧ			X			X
	0						
	Age Range	0-36 months	Adults	Adults	1-3 years	0-12 months	Unspecifie d
	Assessme nt Type	2	3	3	2	1	ω
	Initial Materi al Cost	2	1	2	1	2	-
	Reliabilit y	3	3	3	3	3	2
	Validit y	2	3	3	2	3	2
•	Normin g Sample	2	1	2	1	2	-
1	Ease of Administratio n & Scoring	3	2	2	3	3	2

KEY

Ease of administration and 1 = Not described 2 = Self-administered or ad basic clerical skills	predictive 3 = .5 or higher for concurr predictive	Validity 1 = None described 2 = Under .5 for concurren	health F = Family functioning, support O = Other	child relationship PE = Parent mental	Domains H = Home environment P = Parenting, parent-
scoring Iministered and scored l	ent; .4 or higher for	t; under .4 for		3 = Parent/ self report	Assessment Type 1 = Direct assessment 2 = Observation
oy someone with	population 3 = Normed within EHS population	Norming sample 1 = None describe 2 = Older than 15	\$200	2 = \$100 to \$200 3 = More than	Initial Material Cost 1 = Under \$100
	ı past 15 years, n	d years, not nation <i>a</i>	higher	2 = Under .65 3 = .65 or	Reliability 1 = None described
	ationally representative or representative of	ally representative or representative of EHS	for predictive	predictive 3 = .5 or higher for concurrent; .4 or higher	Validity 1 = None described 2 = Under .5 for concurrent; under .4 for

44

3 = Administered and scored by a highly trained individual

Sample Monthly Reporting Form

A report from one SPARK program about the program's most significant accomplishments for the month, best practices, new partnerships, and plans for the next month.

SPARK MISSISSIPPI MONTHLY REPORTING FORM

PROGRAM LOCATION: Cleveland

ID NUMBER: 1

1

LOCAL COORDINATOR:

5

DATE: January 2008

CURRENT ENROLLMENT: 363

NUMBER OF STUDENTS DROPPED: 0 (please indicate names and reasons below)

MOST SIGNIFICANT ACCOMPLISHMENT(S) FOR THIS MONTH:

READY KIDS and FAMILIES: Learning Advocates and I took part in the Holiday Festivities at various schools in the district during the month of December. L A's greeted parents, spoke with teachers. Cleveland School District Central Office Staff also participated and enjoyed the sounds and sights of season. Spark families came out in large numbers to support their children at each school. "Mr. Clacalack' shared his musical talents with everyone at H.M. Nailor Elementary.

READY SCHOOLS: Cleveland School District partnered with DSU to sponsor the 2nd Annual 'Sounds of Christmas'' SPARK Staff, EvenStart/Excel by 5, and the Cleveland School District partnered together and held a 'HighScope Ready School Assessments'' Refreshment Workshop. The Principals were very excited about the workshop mainly because most of their concerns and questions were answered by Mrs. Ellis, Mrs. Clerk, and Learning Advocates in a Q and A format.

READY COMMUNITIES: Cleveland School Districts' "Sounds of Christmas' and "A Garfield Christmas" also brought our communities together this event consist of active ities from Pre-K -12th grade. People from all communities in Cleveland come to this event. We have business people who attend also. SPARK knows very well how important it is to have community involvement.

ANY BEST PRACTICE YOU WOULD LIKE TO SHARE: The race is not given to swift,.....But to those who endure to the end!!

LIST ALL NEW PARTNERS/PARTNERSHIPS/NETWORKS DEVELOPED DURING THIS MONTH: Reach Mississippi; Excel by 5; Drop-Out Prevention; Delta State University(Center for Economic Development)

PLANS FOR NEXT MONTH: Learning Advocates will be working with Cleveland School District with the AIMSWEB assessment and DIBELS at each of the six SPARK sites.

MOST SIGNIFICANT PROGRAM CHALLENGE(S)/BARRIER(S):

Working without a computer with Internet Access, a Printer, Fax, Scanner, and Copier Machine.

SUCCESS STORIES i.e., individual student, teachers etc:

We are so proud of our SPARK children who have come so far from last year. Their academic improvements have been documented and sent to Jackson. Though some were retained in '06-'07 they have shown "Awesome Improvements" in the '07-'08 school year!!

Please feel free to add any additional information as attachments i.e. administrative issues, program agendas, pics, DVD's, etc.

2

Sample Ready School Assessment Profile

This RSA profile based on data from a HighScope Ready Schools Assessment shows a school's relative strength on each of eight key dimensions of readiness: Leaders and Leadership; Transitions; Teacher Supports; Effective Curricula; Engaging Environments; Family, School, and Community Partnerships; Respecting Diversity; Assessing Progress.

Page 1 of 2



4/7/2010



















Nine Pathways to Ready Schools

Developed by the W.K. Kellogg Foundation, this description of nine characteristics of good schools applies mainly to elementary schools.

http://www.wkkf.org/knowledge-center/resources/2007/04/nine-pathways-to-ready-schools.aspx





Nine Pathways to Ready Schools

What is a "ready school"?

t can be defined as a school where children succeed. They progress in school and achieve the knowledge and skills that are required in a modern economy.

Ready schools may display the following characteristics. This is not a complete list of all the characteristics of good schools. It applies mainly to elementary schools.

1. Children succeed in school.

The school promotes and supports healthy growth and development in five domains suggested by the National Educational Goals Panel:

- Physical well-being;
- Social relationships and emotional development;
- Approaches to learning that incorporate cultural aspects of learning styles;
- Use of language; and
- Cognition, general knowledge and problem solving.

At the same time, children acquire culturally relevant knowledge and skill sets necessary and valuable to the functioning of a modern economy.

2. The school environment encourages a welcoming atmosphere.

- The school projects an open, child-focused, welcoming atmosphere.
- It shows friendliness, respect, high teacher and staff morale, and the use of restrained and appropriate discipline.
- The building and grounds are inviting and developmentally appropriate.
- Children's work is prominently displayed and bulletin boards contain family-oriented material.

3. Strong leadership exists at every level.

- School leaders believe that all children can learn, teachers and staff can develop professionally, and all schools can meet or exceed state performance standards.
- The principal has good management skills.
- The school connects with and garners support from the superintendent, school board, and the state Department of Education.
- In turn, the superintendent, school board, and the state Department of Education provide a coherent and appropriate set of policies and regulations.

4. The school is connected to early care and education.

- The school works closely with early care and education (ECE) providers to improve the quality of ECE to help children get ready for school.
- ECE and elementary school teachers communicate and coordinate with one another.
- ECE and the school align their standards and curriculum at the local, district, and State levels.
- The school participates in or provides transition activities for children entering pre-K or kindergarten, such as school and home visits, summer camps, and orientation sessions for parents.
- The school gets assessment data from ECE providers to plan and individualize children's learning.



Nine Pathways to Ready Schools

- 5. The school connects culturally and linguistically with children and families.
 - The school seeks to help children from all circumstances and backgrounds succeed.
 - The school uses culturally appropriate curricula.
 - Children and families are encouraged to share their backgrounds and experiences with other children and families.

6. There is a high level of parental involvement.

- The school communicates with and involves parents in a wide range of activities, from providing information to engaging parents in policy and decision-making.
- Special populations such as immigrants, refugees, and non-English speaking children and parents are included in all school-related activities.

7. The school forms partnerships with the community.

- The school functions as a community center, drawing children and families from surrounding neighborhoods for multiple activities and purposes.
- It partners with the community to provide opportunities and services to children and families, such as health screening and health services, courses in English and other languages, and instruction in GED preparation, computers, and parenting.

8. The school seeks out and uses assessment results.

- The school uses assessments and their results to plan and tailor instruction to individual needs.
- It has strategies in place to improve test scores and reduce achievement gaps.
- The school ensures that testing is reliable, valid, and developmentally and culturally appropriate.

9. The school constantly seeks to improve its quality.

- The school follows a written improvement plan that includes a strategy for maintaining its mission and goals over time.
- It supports staff in professional development and consults with educational and non-educational experts for staff training and quality improvement.
- Management uses evaluation data for decisionmaking.

How this list was compiled:

The SPARK Initiative Level Evaluation Team sought to develop a framework for describing ready schools. It reviewed several models from experts in the fields of early care and education and elementary education, other relevant literature, feedback from WKKF, the Resource Organizations, and the SPARK grantees. This model was then tested and revised on the ground by visiting four model schools in diverse communities in Hilo, Hawaii, Albuquerque, NM, Cleveland, MS, and Atlanta, GA.

Contacts:

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HighScope Ready Schools Certification Program Overview

This overview of the HighScope Ready School Assessment (RSA) Program outlines how the RSA provides schools with specific, clear, comprehensive information about their strengths and challenges — the kind of information that is essential in creating a supportive educational environment for entering children.

High/Scope Ready Schools Certification Program

Certification track for school that wishes to become a High/Scope Ready School:

Visit 1: Schools must participate as a team in the RSA Overview one-day training.

Cost of training: \$1,200 + expenses

Visit 2: Schools must schedule at least a two-day technical assistance activity.

Day 1: The trainer will check the evidence gathered, conduct short, informal interviews with team members, and do an observation of the school.

Day 2: The trainer will provide technical assistance

Cost of training: \$1,200 per day + expenses

Visit 3: Data Verification

This visit will be made after the school team has used the tool for the second time.

The H/S designee will:

A. Review the evidence gathered looking specifically for evidence showing the improvement made on the dimensions included in the improvement plan. School improvement plans will be compared to evidence and improved dimension scores.

B. Interviews will be conducted with team members (as a group and individually)

C. Site observation of the school looking for improvements/changes completed since Visit 2.

D. Schools must have at total score of 3.5 on each dimension.

Cost of visit and verification: \$2,500 + expenses

Length of certification: 3 years.

Schools receiving certification will receive a plaque and certificate.

Evaluation Questions

These project-level evaluation questions developed by the SPARK collaborative focus on partnerships and alignment strategies, outcomes and impacts, and scaling.



Project Level Evaluation Questions – Year 5

(*Revised July 27, 2006*)

PARTNERSHIPS AND ALIGNMENT STRATEGIES

- 1. How have the partnerships involved parents in getting children ready for school and in getting schools ready for children?
- 2. As SPARK children grow older, how have the partnerships supported the success of children in the public schools?
- 3. What is the nature and quality of partnership arrangements that enable communities to increase instructional/educational support for children?
- 4. How have the partnerships (P1 and P2) and local and state leaders increased public awareness and mobilized public will to support child readiness and quality early childhood education?
- 5. How have the alignment strategies used by the partnerships improved instructional and related supports for children? Supports include services as a result of initial and subsequent developmental assessments; improved transition practices; institutionalized transition practices; and responsiveness to the diverse learning needs of children.
- 6. How has the local/state leadership changed local school policies and practices and engaged the community to better support all children before and after they enter school?

OUTCOMES AND IMPACTS

- 7. To what extent have the local SPARK demonstrations contributed to the readiness of vulnerable children?
- 8. To what extent have the local SPARK demonstrations contributed to the readiness of schools to transition children?
- 9. To what extent have the local SPARK demonstrations contributed to the readiness of communities to support children?

SCALING

- 10. What evidence is there that the local demonstration sites can be used as models for replication and scaling?
- 11. What resources and policies (national, state and local) have been influenced by the efforts of the SPARK initiative?
- 12. How have leaders used the demonstration models to inform policies, standards, and practices supporting early education and transition (within local communities and the state)?
- 13. What public and private finance mechanisms affecting early education can be redirected, coordinated and/or consolidated to scale and sustain SPARK models?
- 14. How effective were the technical assistance, networking meetings, and other supporting activities provided by WKKF in furthering the work of the partnerships and their scaling up?

REVISED 7/27/2006

PARTNER TOOLS

Community Needs Assessment

This Excel By 5 Community Needs Assessment provides a "snapshot" of community resources and events related to each community's families of children ages birth to five. The assessment is critical to learning where services may be missing so that work may begin to fill those gaps.

COMMUNITY NEEDS ASSESSMENT

The Community Needs Assessment is a critical step in becoming a certified Excel By 5 community, as well as during the recertification process. The Community Needs Assessment is a "snapshot" of community resources and events related to each community's families of children ages birth to five. The assessment is critical to learning where services may be missing so that work may begin to fill those gaps.

ASSESSMENT STRATEGIES

The community assessments are conducted to gather relevant information that will assist the coalition in the development of their plan of action to attain Excel By 5 Certification. The community needs assessment will require the use of multiple strategies to gather the information and to ensure input from key stakeholders in the development of the action plan.

The key information for the Community Needs Assessments may be collected from the Department of Health, (<u>www.msdh.state.ms.us</u>) and Mississippi State University Extension Service – Nurturing Homes, (<u>msucares.com/home_family/nhi/index.html</u>) in addition to various organizations that collect community information such as Chambers of Commerce, Realtors, businesses, news media, etc. Many of these agencies or organizations will have their reports on their websites.

Information from key stakeholders in the community (i.e., parents, health care providers, early childhood educators, school personnel, etc.) may be gathered through the surveys provided. Surveys may be distributed at a number of locations to ensure a diversity of input such as:

- Early childhood centers
- Public and private schools
- Doctors' offices
- Health clinics or hospitals
- Civic group meetings (e.g., Junior League, Rotary Club) Churches
- Community centers
- Restaurants
- Grocery stores

Depending upon the size and input of the community, the coalition may also decide to hold focus groups or conduct phone or face-to-face interviews to collect the same information from community members unlikely to complete surveys.

COMMUNITY INFORMATION

Community Involvement Elements	Yes	No	Comments
Community Resources			
Chamber of Commerce			
Community Development Foundation			
Businesses			
Churches/Religious Organizations			
Civic Groups			
Local Media			
Community Funds dedicated to early childhood initiatives/activities			

Key Community Involvement Indicators	Number	Comments
Social or human service agencies in the community		
Community-wide events focusing on children under 5		

FAMILY/PARE	NT S	SU	PPORT INFORMATION
Family & Parent Support Elements	Yes	No	Comments
Parent-Teacher Association/Organization			
Parents for Schools/Parent Advocacy Group			
Parents As Teachers/Home Visit Program			
Family Resource Center * (see footnote)			
Family Programs			
Parent/Family Workshops or Training			
Mentoring program/Support groups for families			
Education programs (e.g., GED, Adult Literacy)			
Childcare available for family programs			
Communication with Parents			
FRC: promotional brochure			
FRC: catalogue of resources			
Resource Guide for the community			
Newborn Packets			
Local Childcare Information or Brochures			

* If your community has a Family Resource Center, please complete the FRC Evaluation Form as part of your Community Assessment.

Key Family and Parent Support Indicators	Number	Comments
Agencies (public/private) providing resources to families in the community		
Family or parent events focusing on children under 5 per year		
Resources available at a FRC for checkout for children under 5		
Languages other than English spoken at home		
Number of library card memberships for children 0-6 (Annually)		
Number of parent visits to resource center per year (Annually)		
Family Concerns		Comments
Most prevalent parental concerns regarding raising children in this community		

EARLY CARE & EDUCATION INFORMATIONEarly Care & Education ElementsYesNoCommentsHome Care ProvidersIILicensed Child Care CentersIIHead Start Center(s)IIEarly Head Start Center(s)IIPublic School Pre-K Program(s)IIPrivate School pre-K Program(s)IILocal School DistrictIILocal Library/Library SystemIIMSU Extension Services (Local Resource & Referral & Local Agent)I

	Key Early Care & Education Indicators	Number	Comments
•	Number of infants/toddlers on waiting lists in the community		
•	Number of preschoolers on waiting lists in the community		
Тс	tal number of early care providers in the community		
•	Number of licensed center care providers		
•	Number of unlicensed home care providers		
•	Number of credentialed providers in the community (have a CDA, AS/AA, BS/BA, etc.) & professional development hours		
•	Number of training opportunities for care providers offered in the community per year		
•	Number of licensed child care centers participating in the MS Child Care Quality Step System		
•	Number of licensed child care centers participating in the MS Building Blocks		
•	Number of licensed child care centers participating in other Child Care Programs		
•	Number of meetings among educational partners per year, (Childcare center staff, Head Start teachers & Kindergarten teachers)		

HEALTH & SAFETY INFORMATION

Health & Safety Elements	Yes	No	Comments
Local Health Department			
Local Pediatricians with regular hours			
Local Pediatricians with weekend/evening hours			
Health Clinic with regular hours			
Emergency/After Hours Clinic			
Pharmacy with weekend/evening hours			
Local Community Mental Health Services			
Department of Human Services office			
Health Fair			
Health Fair for children under age 5			
Immunizations offered			
Car seat safety checks			
Information/Handouts about first aid			
Information/Handouts about childhood illnesses			
Information/Handouts about nutrition			
Safety Elements			
Information/Handouts about home safety			
Information/Handouts about food safety			
Information/Handouts about transportation safety			
Health Concerns			
Key health concerns of children 0-5 in the community			

Key Health & Safety Indicators	Number	Comments
Providers of developmental screenings		
Referrals to early intervention services- 1 st Steps (MS Dept. of Health)		
Referrals to early intervention services- Child Find (Local School District)		

PARTNER TOOLS

Child Care/Head Start Center Survey

An Excel By 5 Survey that can be used to provide information about provider hours of operation, services, enrollment, parent support activities, partnerships, and available health services.

CHILD CARE / HEAD START CENTER SURVEY

Ce	nter Name:	
Ado	dress:	
Pho	one:	
1.	What are your hours of operation? Does your program operate year-round or on a school-year calendar?	
Ho	urs of Operation until	
	Year-round calendar (days closed:)	
	School-year calendar (days closed:)	
2.	What services does your center offer? (Ex. Childcare certificates, food program)?	

3. How many children are on a waiting list for child care in your center?

Age Ranges	Number on a Waiting List	Comments
Birth-6 months		
7-12 months		
2 years		
3 years		
4 years		
5 years		

4. How do you learn about training opportunities? How often do you get information about training?

5. What health services are available in your community? Who provides these services? Do you get information about them regularly? How? Have they ever worked with your center? How so?

Excel By 5, Inc. Revised October 13
CHILD CARE / HEAD START CENTER SURVEY

6. What parent education or parent support programs are available in your community? Do you provide these services? If not who provides these services? Do you get information about them regularly? How? Have they ever worked with your center? How so?

7. Does your community have meetings between public and/or private school staff, Head Start teachers, early care providers, and home care providers? When and where do they meet? How often? What is the purpose of the meetings? Do you participate in or get information about these meetings?

8. What could your community (government, businesses, citizens) do to support your center?

- 9. What curriculum do you use to guide classroom instruction?*
- 10. Is the curriculum aligned with the Mississippi Early Learning Guidelines for three and four-year olds? If you serve infants, is the curriculum aligned with the Mississippi Early Learning Guidelines for Infants and Toddlers?*

Excel By 5, Inc. Revised October 13

CHILD CARE / HEAD START CENTER SURVEY

11. What is your transition policy for children exiting your program entering kindergarten?*

12. Do you administer a Kindergarten Readiness Scale/Assessment? If so, what is the name of the Scale?*

13. Do you assess for kindergarten readiness the year prior to the child's start in kindergarten or do you assess their readiness when exiting your program?*

14. Does your center collaborate with other centers and the local elementary school on transition activities for those children who will be entering kindergarten? If so, please specify types of activities. *

5. If you hold a summe	r transition program for er	ntering kindergartner	rs, what is the timeframe for this	
program?*				
program				
one day	one week	one month	other (please spec	ify)
How do you inform particular	arents/caregivers and eler	mentary schools of y	your transition activities?	
			Event 5	

*Questions entered by SPARK-MS

PARTNER TOOLS

Program Implementation and Quality Instruments

A chart developed by the U.S. Department of Health and Human Services (Administration for Children and Families) that describes 12 instruments designed to measure program quality and services including home visit documentation using observation and parent/self report.

http://archive.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_ measuring/res_meas_imp.html

Instrument	Domains	Age Rang e	Assessme nt Type	Initial Materi al Cost	Reliabilit y	Validit y	Normin g Sample	Ease of Administratio n & Scoring
Arnett Caregiver Interaction Scale	Child care quality	0 - 5.5 years	2	-	3	ω		3
<u>Classroom Assessment Scoring</u> <u>System (CLASS) Toddler and Pre-K</u>	Child care quality	15-60 month s	2	3	3	2	1	3
Early Childhood Environment Rating Scale-Revised	Child care quality	2.5-5 years	2	1	3	1	1	3
Early Head Start EvaluationParent Services Interviews	Program services	NA	3	1	1	1	1	-
<u>Family Child Care Environment</u> <u>Rating Scale-Revised Edition</u> (FCCERS-R)	Child care quality	0-12 years	2,3	-	3	-		c,
<u>Head Start Family Information</u> <u>System</u> *	Program services, including home visit documentatio n	NA	ω					دى س

Program Implementation and Quality Instruments

Assessment TypeIr1 = Direct assessment12 = Observation2	KEY	Program Review Instrument for Systems Monitoring (PRISM), 200	Program Implementation Checklis and Rating Scales Developed for the National Early Head Start Researce and Evaluation Project	The Parent-Caregiver Relationship Scale (PCRS)	National Association for the Education of Young Children Accreditation Criteria	Infant/Toddler Environment Rating Scale Revised Edition (ITERS-R)	Home Visit Rating Scales (HOVR) and Home Visit Rating Scales- Adapted (HOVRS-A)
iitial Material Cost = Under \$100 = \$100 to \$200		Program 2 quality	Program <u>ne</u> quality <u>h</u>	Program quality	Child care quality	Child care quality	S) Program quality
Relia $1 = N$ 2 = U		NA	NA	2-24 month s	NA	0-2.5 years	0-2 years
bility one describec nder .65		2,3	ω	ω	ω	2,3	2
Validit 1 $1 = Nc$ 2 = Ur		-	-	1	-	-	-
y me described nder .5 for co			-	3	ω	3	IJ
l ncurrent;		1	NA	2	NA	ω	-
under .4 fo			-		NA		-
or predictive			ω	2	-	3	S.

Assessment Type	Initial Material Cost	Reliability	Validity
1 = Direct assessment	1 = Under \$100	1 = None described	1 = None described
2 = Observation	2 = \$100 to $$200$	2 = Under .65	2 = Under .5 for concurrent; under .4 for predic
3 = Parent/self report	3 = More than \$200	3 = .65 or higher	3 = .5 or higher for concurrent; .4 or higher for
			predictive

Norming sample

1 = None described

2 = Older than 15 years, not nationally representative or representative of EHS population

3 = Normed within past 15 years, nationally representative or representative of EHS population

Ease of administration and scoring

1 = Not described

2 =Self-administered or administered and scored by

someone with basic clerical skills

3 = Administered and scored by a highly trained

individual

and family outcomes. * The HSFIS is a management information system. It also includes measures of home-based service use and forms for tracking child

PARTNER TOOLS

Child Development Instruments

A chart developed by the U.S. Department of Health and Human Services (Administration for Children and Families) that describes 44 instruments designed to assess children's functioning in cognitive, language, social, emotional, physical and other domains using direct assessment, observation, and/or parent/teacher self report.

http://archive.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_ measuring/res_meas_cdi.html

	Screenin				- 1 a i.	╡╸│								
Instrument	g or Assesme nt	Ω	L	E · V	7		<u> </u>	Age Range	Assessme nt Type	Initial Materi al Cost	Reliabilit y	Validit y	Normin g Sample	Ad
Achenbach System of Empirically Based Assessment	Α		X	X				1.5-5 years	3	2	3	S	ω	
<u>Ages & Stages</u> <u>Questionnaires, Third</u> <u>Edition (ASQ-3)</u>	S	X	X	X	×		—	1-66 nonths	3	3	3	S	ω	
Ages and Stages Questionnaires: Social- Emotional	S			X				3-66 nonths	3	2	3	3	2	
Assessment, Evaluation, and Programming System for Infants and Children	А	X	X	X	×			0-3 years	2,1,3	2	3	ω	-	
Batelle Development Inventory	А	X	X	X	X		1)-8 years	1,2,3	1	3	3	2	

Child Development Instruments

	Coroonin		Doj	maj	'n								
	g or Assesme	0			<u> </u>	0	Age	Assessme	Initial Materi	Reliabilit	Validit	Normin g	Ease of Administratio
Instrument	nt			E			Range	nt Type	al Cost	У	y	Sample	n & Scoring
<u>Bayley Scales Of Infant</u> <u>And Toddler</u> <u>Development, Third</u> <u>Edition (Bayley-III)</u>	А	X	X	×	×		1-42 months	1,2,3	3	3	3	J.	3
<u>Behavior Assessment</u> <u>System for Children,</u> <u>Second Edition</u> (<u>BASC-2</u>)	А		×	×	N.4	×	2-25 years	2,3	3	3	3	J	2
Brigance Inventory Of Early Development II Standardized (IED-II Standardized)	А	X	X	×	×	X	0-7 years	1,2,3	3	3	3	3	2
<u>Carey Temperament</u> <u>Scales</u>	A			×			0-12 years	3	1	2	1	2	2
Carolina Curriculum for Infants and Toddlers with Special Needs Assessment Log II	A/S	×	×	×	×		0-2 years	2	1	1	-	1	ω
Denver II Development Screening Test	S		×		×		0-6 years	1,3	-	3	-	2	3

	Corponin		D	m	ain	-							
	g or Assesme	С	L	I N	Μ	0	Age	Assessme	Initial Materi	Reliabilit	Validit	Normin g	Ease of Administratio
Instrument	nt			F			Range	nt Type	al Cost	У	y	Sample	n & Scoring
Developmental Observation Checklist System	S	X	X	×	X	×	0-6 years	3	2	3	2	2	3
Developmental Profile 3 (DP-3)	A/S	X	×	×	X	×	0-12 years	3	JJJ	3	ω	ω.	3
Devereux Early Childhood Assessment For Infants And Toddlers (DECA-I/T)	A/S			×			1-36 months	2,3	2	J.	ω	ω	ω
Early Communication Indicator (ECI)	A		X				0-3 years	2	-	3	3	3	3
Early Coping Inventory	А			×			4-36 months	2	1	3	-	-	3
Early Head Start EvaluationParent Interviews and Child Assessments	A/S	X	×	×	×	×	14,24,3 6 months	1,2,3	-	ເມ	-	_	2,3
Early Learning Accomplishment ProfileRevised Edition	A	X	×	×	×	×	0-36 months	2	ω	ω	ω	ω	ω

	Screenin		Do	m	lin								
Instrument	g or Assesme	Ω	L	E · V	Ζ	0	Age Range	Assessme nt Type	Initial Materi al Cost	Reliabilit y	Validit y	Normin g Sample	Ease of Administratio n & Scoring
Early Literacy Skills Assessment (ELSA)	A	X	X				3-5 years	1	2	3	2	1	2
Expressive One-Word Picture Vocabulary Test-4 (EOWPVT-4)	А		×				2-80 years	1	2	3	1	3	c,
Eyberg Child Behavior Inventory/Sutter- Eyberg Student Behavior Inventory- Revised	S			X			2-16 years	3	na	3	2	2	ω.
Functional Emotional Assessment Scale	A			X			7-48 months	2,1	1	3	2	1	3
Hawaii Early Learning Profile	A	X	×	X	×	X	0-36 months	-	1	1	-	1	3
High/Scope Child Observation Record	А	×	×	×			30-72 months	2	2	3	2	1	3
<u>High/Scope Child</u> <u>Observation Record for</u> <u>Infants and Toddlers</u>	A	×	\times	×	×		1-36 months	2	2	ω	S	—	3

Scr	g Instrument r	Humanics National	Infant-Toddler Assessment	Infant-Toddler Developmental Assessment	Infant-Toddler SocialAAnd EmotionalAAssessment (ITSEA)and Brief Infant-Toddler Social andEmotional AssessmentEmotional Assessment(BITSEA)	Infant Toddler Symptom Checklist	<u>Leiter International</u> S
enin	or esme	A			S/		A/
	<u> </u>	X					×
Doi		X		×			
nai		X		×	× ×	×	×
B		X		×		×	
							<u> </u>
	Age Range)-3	/ears)-42 nonths	nonths	7-30 nonths	2-20 /ears
	Assessme nt Type	2		2,3	ω	ω	-
	Initial Materi al Cost	1		3	υ	1	ŝ
	Reliabilit y	1		ω	ω.	1	ω
	Validit y	1		3	Я	2	ω
	Normin g Sample	1		2	ω	1	ω
	Ease of Administratio n & Scoring	2		ω	ω	2	ω

	Screenin		Do	ma	in							
Instrument	g or Assesme nt	C			0 M	Age Range	Assessme nt Type	Initial Materi al Cost	Reliabilit y	Validit y	Normin g Sample	Ease of Administratio n & Scoring
<u>Macarthur-Bates</u> <u>Communicative</u> <u>Development</u> <u>Inventories (CDIs)-</u> <u>Second Edition</u>	A/S		×			8-37 months	ω	2	3	3	2	3
Mullen Scales of Early Learning	Α	X	X		X	0-68 months	1	3	3	ω	3	3
The Ounce Scale	А	X	X	X	X	0-42 months	2,3	2	2	2	1	2
<u>Peabody Picture</u> <u>Vocabulary Test, Fourth</u> <u>Edition (PPVT-4)</u>	А		×			2.5-90 years	1	3	3		S	3
Preschool Language Scale, Fourth Edition (PLS-4)	А		×			0-6 years 11 months		3	ω	υ J	ω	دى
Receptive-Expressive Emergent Language Test2nd Ed.	S		×			0-3 years	1	1	3	1	2	3
<u>Rossetti Infant-Toddler</u> <u>Language Scale</u>	A		X			0-3 years	1,2,3	1	1	-	1	3

	Screenin	Ι	on	air	-							
Instrument	g or Assesme	CI	E I O	Z	0	Age Range	Assessme nt Type	Initial Materi al Cost	Reliabilit y	Validit y	Normin g Sample	Ease of Administratio n & Scoring
<u>Temperament and</u> <u>Atypical Behavior</u> <u>Scale</u>	S/A		×			11-71 months	3	1	3	-	3	2
Test de Vocabulario en Imagenes Peabody	A	×				2-18 years	1	2	3	1	2	3
Test of Preschool Early Literacy (TOPEL)	А	XΧ	P A			3-5 years	1	3	3	ω	3	S
Toddler Attachment Sort-45 (TAS-45)	А		×		X	12-36 months	2	3	2,3	2	1	3
<u>Vineland Adaptive</u> <u>Behavior Scales</u> <u>Second Edition</u> (VINELAND-II)	А	×	X	×	×	0-90 years	ω	2	ω	ι	ω	ω
<u>Vineland Social-</u> <u>Emotional Early</u> <u>Childhood Scales</u>	А		×			0-5 years	3	1	3	3	2	3
<u>Woodcock-Johnson III</u> <u>Normative Update (WJ</u> <u>III NU)</u>	A	XX			×	2 years- adult	<u> </u>	3	З	S	3	C3

KEY

Domains $C = Coonitive$ problem.	Assessment Type	Initial Material	Reliability 1 = None	Validity 1 = None described
C = Cognillve, problem-	2 = Observation	Cost 1 = Under \$100	1 = Ivone described	1 – None described 2 = Under 5 for concurrent: under 4 for
$I_{i} = I_{i}$ anguage	3 = Parent/Teacher	2 = \$100 to \$200	2 = Under 65	nredictive
communication	self report	3 = More than	3 = .65 or	3 = .5 or higher for concurrent; .4 or higher
S-E = Social, emotional		\$200	higher	for predictive
M = Motor, physical O = Other				
Norming sample			Ease of administ	ration and scoring
1 = None described			1 = Not describe	d d
2 = Older than 15 years, n	ot nationally representati	ve or	2 = Self-adminis	stered or administered and scored by someone
representative of EHS pop	Julation		with basic cleric	al skills
3 = Normed within past 1:	5 years, nationally repres	entative or	3 = Administered	d and scored by a highly trained individual
representative of EHS pop	Julation			

the instruments. Individual users may have different experiences. The information included in this table was drawn from the manuals or other resources available from the authors and publishers of

STATE EARLY LEARNING STANDARDS

Mississippi Department of Education Approved Assessment Tools

These nationally recognized assessment tools are designed to document classroom quality, are approved by MDE, and have been used by SPARK staff to assess quality of learning environment in child care centers, Head Start programs, and schools; technical assistance and resources are provided to providers based on assessment scores.

Name Early Childhood Environmental Rating Scale - Revised (ECERS-R)	Description Designed to assess group programs for preschool-kindergarten aged children, from 2 through 5 years of age. Scale consists of 43 items organized into 7 subscales: 1) Space and Furnishings, 2) Personal Care Routines, 3) Language- Reasoning, 4) Activities, 5) Interactions, 6) Program Structure, and 7) Parents and Staff.	Notes The ECERS-R training program includes interactive videotape/DVD which dem to use the ECERS-R. Features 6 vignett actual child care settings for practice : Instructor's Guide explains how to lead activities and answers questions traine http://www.ersi.info/ecers.html
Infant/Toddler Environment Rating Scale-Revised (ITERS-R)	Designed to assess group programs for children from birth to 2 ½ years of age. Total scale consists of 39 items. Scale consists of 39 items organized into 7 subscales: 1) Space and Furnishings, 2) Personal Care Routines, 3) Listening and Talking, 4) Activities, 5) Interaction, 6) Program Structure, and 7) Parents and Staff.	The ITERS-R training program interactive videotape/DVD. / above. http://www.ersi.info/iters.ht

Mississippi Department of Education Approved Assessment Tools

Classroom Assessment Scoring System (CLASS)	Early Language and Literacy Classroom Observation (ELLCO) and Child/Home Early Language and Literacy Observation (CHELLO) (CHELLO)
The CLASS is organized to assess three broad domains of interactions among teachers and children: Emotional Support, Classroom Organization, and Instructional Support. Each domain includes several dimensions. Collectively, these eleven dimensions assess the extent to which teachers are effectively supporting children's development, both social and academic. For use in early childhood programs and early elementary classrooms. Covers toddlers to third grade students.	A tool to identify the practices and environmental supports that nourish children's literacy and language development. It examines 19 items in 5 critical areas: classroom structure, curriculum, language environment, books and book reading, and print and early writing. <u>ELLCO Pre-K</u> is a reliable observation tool that's tailored specifically to <i>early childhood</i> <i>settings</i> , focusing on important preliteracy activities like storybook reading, circle time conversations, and child-originated storywriting. <u>ELLCO K-3</u> is tailored specifically to <i>early elementary settings</i> , focusing on what research identifies as key components of reading, writing, and effective instruction. To rate the early literacy environment in <i>home-based</i> <i>child care settings</i> , use <u>CHELLO</u> .
The CLASS tools require 30-minute cycles for observation and scoring, repeated up to 6 times over 3 hours. Reliable use of the CLASS tools requires training. The two-day CLASS Observation Training prepares observers to use the measure accurately and culminates with a test and one-year CLASS observer certification. For more information on recommended training, availability, and scheduling, visit <u>www.class.teachstone.org</u>	The instrument is completed by researchers, supervisors, program directors, principals, administrators and/or teachers and takes approximately 1 to 1 ½ hours to complete. <u>http://</u> <u>www.brookespublishing.com/resource-center/</u> <u>screening-and-assessment/ellco/ellco-pre-k/</u>

Raters observe the program and intervia appropriate staff members. They recorrevidence for each row (component) of (They read the indicators (definitions an for that row and check the one box per best reflects the supporting evidence. The scoring rules they circle one item ra item as a whole. The PQA is now also av web-based program. Visit <u>www.onlinep</u> more information <u>http://www.highscope.org/Content.asp</u> <u>ContentId=116</u>	Designed to evaluate the quality of early childhood programs and identify staff training needs. Covers 63 dimensions of program quality in 7 domains: learning environment, daily routine, adult-child interaction, curriculum planning and assessment, parent involvement and family services, staff qualifications and development, and program management. Reliable, valid, and appropriate for use in all center-based early childhood settings, including but not limited to those using the HighScope educational approach.	Preschool Program Quality Assessment (PQA)
To be considered "reliable" in the use of ITERS, or FCCERS, the authors provide is through the Frank Porter Graham Child Development Institute at the University Carolina (primarily for participants who Chapel Hill, NC), and through the Envir Rating Scales Institute (primarily when locations other than Chapel Hill). Varyi training on the scales are provided- eve a four-hour introduction (for example, conference) to a five-day course of trai reliability and an 8-day In-Depth course Chapel Hill and in other cities sponsore agencies.	Designed to assess family child care programs conducted in a provider's home for children from infancy through school-age. Scale consists of 37 items organized into 7 subscales: 1) Space and Furnishings, 2) Personal Care Routines, 3) Listening and Talking, 4) Activities, 5) Interaction, 6) Program Structure, and 7) Parents and Provider	Family Child Care Environment Rating Scale - Revised (FCCERS-R)

	Assessillerit (FQA-FCC)	Family Child Care Program Quality
evaluates programs in four areas: Daily Schedule, Learning Environment. Provider-Child Interaction, and Safe and Healthy Environment	measure the quality of family child care programs and identify provider training needs. Consisting of standards for best practice that can be scored by outside raters or used as a self- assessment tool by providers, it	The Family Child Care PQA is a
continuum http://www.highscope.org/Content.asp? ContentId=702	friends or whether it sprovided to relatives and friends or whether it serves a broader group of children in their homes; may be administered by trained, independent raters or as a self-assessment by family child care providers; provides specific, easy-to-understand quality indicators with objective five-point rating scales that define quality on a	Is appropriate for use in all family child care homes,

STATE EARLY LEARNING STANDARDS

Mississippi Department of Education Early Learning Standards - Age 3

The MDE guide for classrooms serving 3 year-olds. Revised 2013. Organized according to the following areas: English Language Arts, Mathematics, Social Studies, Science, Approaches to Learning, Social and Emotional Development, Physical Development, and Creative Expression. The English Language Arts and Mathematics Standards were developed to correlate to the Common Core State Standards (CCSS) for Mathematics and the CCSS for English Language Arts (ELA). The Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression and Social Studies Standards were developed based on National Standards for Early Childhood Education.

https://districtaccess.mde.k12.ms.us/curriculumandInstruction/ EarlyChildhood/3-year-old-standards.pdf



Ensuring a bright future for every child

Early Learning Standards for Classrooms Serving Three-Year-Old Children

English Language Arts, Mathematics, Social Studies, Science, Approaches to Learning, Social and Emotional Development, Physical Development, and Creative Expression

Lynn J. House, Ph.D., Interim State Superintendent of Education

Kim Benton, Ed.D., Interim Deputy State Superintendent Office of Instructional Enhancement and Internal Operations

> Trecina Green, Associate Superintendent Office of Instructional Enhancement

Nathan Oakley, Bureau Director Office of Curriculum and Instruction

Robin Lemonis, Office Director for Literacy, Dyslexia, and Early Childhood Office of Curriculum and Instruction

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TASK FORCE RESOURCES

The following resources served as the foundation for the development of the standards.

- Mississippi Early Learning Guidelines for Four-Year-Old Children, 2006
- Mississippi Early Learning Guidelines for Three-Year-Old Children, 2004
- Common Core State Standards for Mathematics (CCSS for Mathematics)
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCSS for ELA)
- Mississippi Early Learning Guidelines for Infants and Toddlers, 2010
- Mississippi Curriculum Frameworks for Kindergarten: Physical Health, Visual and Performance Arts, Social Studies, and Science
- National Association for the Education of Young Children Program Standards
- Early Learning Standards from other states
- Head Start Child Development and Early Learning Framework
- National Art Standards
- Learning Accomplishment Profile, Third Edition
- Arts Education Standards and 21st Century Skills

PREFACE

The *Mississippi Early Learning Standards for Classrooms Serving Three-Year-Old Children* is organized according to the following areas: English Language Arts (ELA), Mathematics, Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression, and Social Studies.

The English Language Arts and Mathematics Standards were developed to correlate to the *Common Core State Standards (CCSS) for Mathematics* and the *CCSS for English Language Arts (ELA)*. The Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression and Social Studies Standards were developed based on National Standards for Early Childhood Education.

The early childhood classroom does not limit its focus on cognitive development (literacy, mathematics, science and social studies) but provides children with learning opportunities that address a wide variety of developmental domains to support the needs of the whole child. Education and brain research conducted over the past few decades supports a play-based classroom environment for three-year-olds that promotes engagement and interaction, as well as, social, emotional, and physical development in children. Young children learn best when classroom environments support the following:

Young children learn best when they are actively engaged with relevant, meaningful materials. Early childcare and education teachers facilitate learning by carefully selecting materials and activities that give children opportunities to explore, question, reason, and experiment in order to develop an understanding of the world around them.

Young children learn best through social interaction. It is essential that young children are given the opportunity to interact with adults and peers in a respectful environment where their feelings and ideas are valued. Social and emotional development has been shown to have a direct impact on academic achievement and must be included in the early childhood classroom curriculum in purposeful ways. Children learn how to function within society by actively engaging socially in play which encourages interaction, negotiation, sharing, and turn-taking.

Young children learn best when their emotional needs are met. Children develop the ability to appropriately express emotions by practicing skills in social contexts. All emotions, either positive or negative, must be acknowledged and respected. Teachers must provide respectful guidance when children struggle with difficult emotions such as anger, frustration, or sadness.

Young children learn best when their physical development is supported. In order to develop fine motor skills, the learning environment for young children must include daily experimentation with a variety of materials, tools, and resources designed to facilitate the development of fine motor ability. Gross motor skill development must also include movement activities, both teacher-directed and child-chosen, within the classroom and must not be limited to outdoor play activities.

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS OVERVIEW

The Common Core State Standards (CCSS) for English Language Arts & Literacy in *History/Social Studies, Science, and Technical Subjects* are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The CCSS for English Language Arts (ELA) is divided by Reading, Writing, Speaking and Listening, and Language Strands based on the College and Career Readiness (CCR) Anchor Standards that are identical across all grade levels. The *Mississippi Early Learning Standards for Classrooms Serving Three-year*-old *Children* were developed to correlate to the CCSS and follow the CCR anchor standards in each strand. Each standard for three-year-olds corresponds to the same-numbered CCR anchor standard. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

The standards on the following pages define what three-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Reading as indicated below. Please note that the Standards for Reading are divided into three components: Literature, Informational Text, and Foundational Skills. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

COMMON CORE STATE STANDARDS COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

Key Ideas and Details

- 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
- 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in the Writing Standards section and "Comprehension and Collaboration" in the Speaking and Listening Standards section for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

READING STANDARDS FOR LITERATURE (Three-year-old children)

Key Ideas and Details

- 1. With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, *"What is the duck doing?"* or respond to, *"Tell me about the duck."*).
- 2. With guidance and support, retell familiar stories following the pictures in a book or through conversations, art, creative movement, or dramatic play.
- 3. With guidance and support, identify common objects in the pictures of books.

Craft and Structure

- 4. With guidance and support, exhibit curiosity and interest that print conveys meaning.
 - a. Increase vocabulary through conversations with adults and peers.
 - b. Identify real-world print (e.g., labels in the classroom, signs in the community).
- 5. With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, ability and diversity).
- 6. With guidance and support, identify the terms "author" and "illustrator".

Integration of Knowledge and Ideas

- 7. With guidance and support, make connections between self and real-life experiences as they relate to classroom books.
- 8. (Not appropriate for literature as indicated in the CCSS for ELA)
- 9. With guidance and support, recall a sequence of events in familiar stories.

Range of Reading and Level of Text Complexity

10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) within individual learning centers (e.g., dramatic play, art, writing, math, building blocks, science, music).

READING STANDARDS FOR INFORMATIONAL TEXT (Three-year-old children)

Key Ideas and Details

- 1. With guidance and support, answer questions related to a variety of print materials.
- 2. With guidance and support, identify the main topic/idea and demonstrate some details through play (e.g., dramatic play, art, writing, math, building blocks, science, music, and/or manipulatives).
- 3. With guidance and support, identify the connections between self and events in printed materials (e.g., comparing hats from different cultures with hats people wear in child's life).

Craft and Structure

- 4. With guidance and support, exhibit curiosity about words in a variety of texts (e.g., magazines, word walls, classroom labels).
- 5. With guidance and support, recognize how books are read and identify the front cover, back cover, and title page of a book.
- 6. With guidance and support, identify the terms "author" and "illustrator".

Integration of Knowledge and Ideas

- 7. With guidance and support, make connections between self and real-life experiences as they relate to classroom books.
- 8. No developmentally appropriate standard.
- 9. No developmentally appropriate standard.

Range of Reading and Level of Text Complexity

10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group with peers or teachers, one-on-one with teachers) within individual learning centers (e.g., dramatic play, art, writing, math, building blocks, science, music,).

READING STANDARDS: FOUNDATIONAL SKILLS (Three-year-old children)

Print Concepts

- 1. With guidance and support, demonstrate basic features of print.
 - a. Recognize that spoken words can be written and convey meaning.
 - b. Recognize and name some letters in their first name.
 - c. Recognize some numbers.
 - d. Recognize that print moves from left to right, top to bottom, and page by page.

Phonological Awareness

- 2. With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds.
 - a. Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).
 - b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).
 - c. Recognize environmental sounds (e.g., trains, cars, police sirens, clocks ticking, dogs barking).
 - d. Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).
- 3. With guidance and support, demonstrate emergent (developing) phonological awareness skills (e.g., recognize first name in print).

Fluency

4. With guidance and support, display emergent (developing) reading behavior through pretend reading and picture reading.

The standards on the following page define what three-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Writing as indicated below. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

COMMON CORE STATE STANDARDS COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

Text Types and Purposes

- 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. 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 tasks, purposes, and audiences.

WRITING STANDARDS (Three-year-old children)

Text Types and Purposes

- 1. With guidance and support, explore and experiment with a combination of written representations (e.g., scribbling or drawing) to represent stories, experiences, or ideas.
- 2. No developmentally appropriate standard.
- 3. No developmentally appropriate standard.

Production and Distribution of Writing

- 4. No developmentally appropriate standard.
- 5. No developmentally appropriate standard.
- 6. With guidance and support, begin to experiment with and hold age-appropriate writing tools (e.g., paint brushes, markers, large crayons, large pencils) in order to facilitate the development of eye-hand coordination.

Research to Build and Present Knowledge

- 7. No developmentally appropriate standard.
- 8. No developmentally appropriate standard.
- 9. No developmentally appropriate standard.

Range of Writing

10. No developmentally appropriate standard.

The standards on the following page define what three-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Speaking and Listening as indicated below. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

COMMON CORE STATE STANDARDS COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

Comprehension and Collaboration

- 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
SPEAKING AND LISTENING STANDARDS (Three-year-old children)

Comprehension and Collaboration

- 1. With guidance and support, participate in social conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others' feelings) in a variety of settings (e.g., with peers and adults in small group, large group, and one-on-one interactions).
- 2. With guidance and support, demonstrate understanding of information by asking and answering questions, as well as, responding to directions.
- 3. With guidance and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- 4. With guidance and support, describe familiar people, places, things, and events.
- 5. No developmentally appropriate standard.
- 6. With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and needs clearly.

The standards on the following page define what three-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Language as indicated below. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

COMMON CORE STATE STANDARDS COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

Conventions of Standard English

- 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5. Demonstrate understanding of word relationships and nuances in word meanings.
- 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

LANGUAGE STANDARDS (Three-year-old children)

Conventions of Standard English

- 1. With guidance and support, demonstrate age appropriate Standard English.
 - a. Ask and answer questions.
 - b. Use simple prepositions (e.g., *in, out, on, off*).
 - c. Use proper words instead of slang or baby talk.
- 2. No developmentally appropriate standard.

Knowledge of Language

3. No developmentally appropriate standard.

Vocabulary Acquisition and Use

- 4. With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers.
- 5. With guidance and support, explore word relationships and word meanings by sorting common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- 6. With guidance and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.

Common Core State Standards for Mathematics Overview

The *Common Core State Standards (CCSS) for Mathematics* were developed in order to help ensure that all students are college and career ready in mathematics no later than the end of high school. The CCSS for Mathematics is organized by standards, clusters, and domains. Standards define what students should understand and be able to do. Clusters are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject. Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

The standards on the following pages define what three-year-old children should understand and be able to do. The standards are organized according to the CCSS for Mathematics domains.

Mathematics Standards for Three-year-old Children

COUNTING AND CARDINALITY DOMAIN

Know number names and the count sequence.

- 1. With guidance and support, recite numbers 1 to 5 or beyond from memory.
- 2. With guidance and support, attempt to write a combination of written representations (e.g., scribbling or drawing).

Count to tell the number of objects.

3. With guidance and support, attempt to count concrete objects and actions up to 3.

Compare numbers.

4. With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same, and different.

OPERATIONS AND ALGEBRAIC THINKING DOMAIN

Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.

- 1. With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.
- 2. With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping, and patting).

MEASUREMENT AND DATA DOMAIN

Describe and compare measurable attributes.

- 1. With guidance and support, experiment with measurable attributes of everyday objects (e.g., *big, little, tall, short, full, empty, heavy, light*).
- 2. With guidance and support, experiment with ordering two objects using attributes of length, height and weight (e.g., *big, bigger, long, longer, tall, taller, short, shorter).*

Classify objects and count the number of objects in each category.

3. With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).

GEOMETRY DOMAIN

Explore, identify, and describe shapes (squares, circles, rectangles).

- 1. With guidance and support, correctly name circles, squares, and triangles.
- 2. With guidance and support, recognize circles, squares, and triangles in the environment (e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).

Analyze, compare, create, and compose shapes.

3. With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, building blocks, pipe cleaners, pattern blocks).

APPROACHES TO LEARNING, SOCIAL AND EMOTIONAL DEVELOPMENT, SCIENCE, PHYSICAL DEVELOPMENT, CREATIVE EXPRESSION, AND SOCIAL STUDIES

OVERVIEW

The standards are organized into six content areas: Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression, and Social Studies.

Each content area is organized into domains, anchor standards, and performance standards. The **content area** describes the subject or matter within that field of study and pertains to a specific knowledge base (e.g., science) or group of skills (e.g., physical development). The **domains** within each content area represent categories of the particular content area (e.g., earth science as a domain of science). The **anchor standards** within each domain are general standards that represent what children should know or be able to do. The **performance standards** are numbered standards and represent <u>measurable</u> skills that children should be able to master by the end of the school year.

An example of the content organization is provided on the next page.

EXAMPLE

SCIENCE STANDARDS	Content area
SCIENTIFIC METHOD AND INQUIRY	Domain
Engage in simple investigations.	Anchor Standard
 With guidance and support, identify materials by texture. (e.g., smooth/rough, soft/hard) 	Performance Standard
2. With guidance and support, ask questions, compare, sort, classify, and order objects.	Performance Standard

APPROACHES TO LEARNING STANDARDS (Three-year-old children)

PLAY DOMAIN

Engage in play.

- 1. With guidance and support, cooperate with peers during play by taking turns, sharing materials, and inviting others to play.
- 2. With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).
- 3. With guidance and support, begin to exhibit creativity and imagination in a variety of forms.
- 4. With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).

CURIOSITY AND INITIATIVE DOMAIN

Demonstrate curiosity and initiative.

- 1. Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.
- 2. Begin to ask questions to seek new information.
- 3. Demonstrate an increasing ability to make independent choices.
- 4. With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.

PERSISTENCE AND ATTENTIVENESS DOMAIN

Demonstrate persistence and attentiveness.

- 1. With guidance and support, follow through to complete a task or activity.
- 2. With guidance and support, demonstrate the ability to remain engaged in an activity or experience.
- 3. With guidance and support, seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).

PROBLEM-SOLVING SKILLS DOMAIN

Demonstrate problem-solving skills.

- 1. Identify a problem or ask a question.
- 2. Begin to use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).
- 3. With guidance and support apply prior learning and experiences to build new knowledge.

SOCIAL AND EMOTIONAL DEVELOPMENT STANDARD (Three-year-old children)

SOCIAL DEVELOPMENT DOMAIN

Build and maintain relationships with others.

- 1. Interact appropriately with familiar adults.
 - a. With guidance and support, communicate to seek out help with difficult task, to find comfort, and to obtain security.
 - b. With guidance and support, engage with a variety of familiar adults.
- 2. Interact appropriately with other children.
 - a. Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).
 - b. Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).
 - c. With guidance and support, ask permission to use materials belonging to someone else.
 - d. Acknowledge needs and rights of others (e.g., "It's your turn on the swing.").
- 3. Express empathy and care for others.
 - a. With guidance and support, show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).
 - b. Begin to offer and accept encouraging and courteous words to demonstrate kindness.
 - c. With guidance and support, identify emotional cues of others and react in a positive manner (e.g., "You seem sad.").

Work productively toward common goals and activities.

- 4. Participate successfully as a member of a group.
 - a. With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).
 - b. With guidance and support, sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).
 - c. With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).
- 5. Join ongoing activities in acceptable ways.
 - a. Begin to express to others a desire to play (e.g., "I want to play.").

- b. With guidance and support, lead and follow.
- c. With guidance and support, move into group with ease.
- 6. Resolve conflicts with others.
 - a. With guidance and support, use discussions and negotiations to reach a compromise (e.g., "I had the drum first or you can have it when this song is over.").
 - b. With guidance and support, use courteous words and actions (e.g., "Please give me the book." "I'm sorry I stepped on your mat.").

EMOTIONAL DEVELOPMENT DOMAIN

Demonstrate awareness of self and capabilities.

- 1. Demonstrate trust in self.
 - a. Begin to make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, "I can ...", "I will ...", "I did ...").
 - b. Begin to identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").
- 2. Develop personal preferences.
 - a. Begin to express independence, interest, and curiosity (e.g., say, "I can ...", "I choose ..." I want ...").
 - b. With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).
- 3. Show flexibility, inventiveness, and interest in solving problems.
 - a. With guidance and support, make alternative choices (e.g., move to another area when a center is full).
 - b. With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).
- 4. Know personal information.
 - a. With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color).
 - b. Begin to refer to self by first name.
 - c. With guidance and support, know parents'/guardians' names.

Recognize and adapt expressions, behaviors, and actions.

- 5. Show impulse control with body and actions.
 - a. Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others).

- b. With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing).
- c. With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story).
- 6. Manage emotions.
 - a. With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).
 - b. With guidance and support, recognize emotions (e.g., "I am really mad.").
 - c. With guidance and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy.").
 - d. With guidance and support, express frustration and anger without harming self, others, or property (e.g., "I don't like it when you take my truck.").
- 7. Follow procedures and routines with teacher support.
 - a. Begin to follow one or two-step directions (e.g., move appropriately when transitions are announced).
 - b. With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).
 - c. Begin to take turns and to share information with others (e.g., interact during group time).
- 8. Demonstrate flexibility in adapting to different environments.
 - a. With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).
 - b. With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings.

SCIENCE STANDARDS (Three-year-old children)

SCIENTIFIC METHOD AND INQUIRY DOMAIN

Engage in simple investigations.

- 1. With guidance and support, identify materials by texture (e.g., smooth/rough, soft/hard).
- 2. With guidance and support, ask questions about objects, tools, and materials and compare, sort, classify, and order objects.
- 3. With guidance and support, use a variety of simple tools to make investigations.
- 4. With guidance and support, work collaboratively with others.

Use the five senses to explore and investigate the environment.

5. With guidance and support, identify the body parts associated with the use of each of the five senses.

PHYSICAL SCIENCE DOMAIN

Develop awareness of observable properties of objects and materials.

- 1. Begin to manipulate and explore a wide variety of objects and materials.
- 2. With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).
- 3. With guidance and support, identify position and movement of people and objects (e.g., over, under, in, out, sink, float).

LIFE SCIENCE DOMAIN

Develop an awareness of living things.

- 1. With guidance and support, observe, explore, and describe a variety of living things and where they live (e.g., plants, animals, people).
- 2. With guidance and support, describe individual characteristics of self, other living things and people.

EARTH SCIENCE DOMAIN

Develop an awareness of earth science and space.

- 1. With guidance and support, describe weather changes (e.g., rainy, windy, sunny, cloudy).
- 2. Begin to identify objects in the sky (e.g., clouds, sun, moon, and stars).

3. With guidance and support, collect, sort, identify, and describe objects in the natural world (e.g., rocks, soil, leaves).

TECHNOLOGY DOMAIN

Identify and explore a variety of technology tools.

1. With guidance and support, name and use appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines).

PHYSICAL DEVELOPMENT STANDARDS (Three-year-old children)

GROSS MOTOR SKILLS DOMAIN

Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.

- 1. Identify body parts (e.g., knee, foot, arm).
- 2. With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball).

Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.

- 3. With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).
- 4. With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).
- 5. Begin to engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys).

Participate in physical activity for self-expression and/or social interaction.

6. With guidance and support, demonstrate self-expression through movement by participating in activities involving music either alone or in a group.

FINE MOTOR DOMAIN

Demonstrate competency in fine motor skills needed to perform a variety of physical activities.

1. With guidance and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).

Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.

- 2. With guidance and support, demonstrate emerging (developing) fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes).
- 3. With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).

Participate in fine motor activity for self-expression and/or social interaction.

- 4. With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).
- 5. With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays, and dramatic play).

Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities.

6. With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).

SELF-CARE, HEALTH, AND SAFETY SKILLS DOMAIN

Demonstrate an awareness and practice of safety rules.

- 1. With guidance and support, identify and follow safety rules (e.g., classroom, home, community).
- 2. With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.
- 3. With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.

Demonstrate an emerging use of standard health practices.

- 4. With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).
- 5. With guidance and support, participate in a variety of physical activities.
- 6. With guidance and support, identify nutritious foods.

CREATIVE EXPRESSION STANDARDS (Three-year-old children)

MUSIC DOMAIN

Participate in music-related activities.

- 1. With guidance and support, create sounds and rhythms using voice, body, instruments, or sound-producing objects.
- 2. Begin to sing a variety of short songs.
- 3. With guidance and support, listen and respond to short musical works (e.g., singing, answering questions, following instructions).
- 4. With guidance and support, identify fast and slow tempos.
- 5. With guidance and support, recognize a wide variety of sounds.

DANCE AND MOVEMENT DOMAIN

Demonstrate understanding through the use of music.

- 1. With guidance and support, create simple movements (e.g., twirl, turn around, shake).
- 2. With guidance and support, respond rhythmically to different types of music (e.g., fast, slow).

THEATRE AND DRAMATIC PLAY DOMAIN

Engage in spontaneous dramatic play throughout the day in a variety of centers.

- 1. Begin to imitate roles (e.g., mother, baby, doctor) observed in own life experiences.
- 2. With guidance and support, use available materials as either realistic or symbolic props.
- 3. With guidance and support, make up new roles from experiences and/or familiar stories.
- 4. With guidance and support, imitate characteristics of animals (e.g., sounds animals make) and of people.

VISUAL ARTS DOMAIN

Create visual art.

- 1. With guidance and support, produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.
- 2. With guidance and support, create artwork that reflects an idea, theme, or story.
- 3. With guidance and support, describe own art work.

SOCIAL STUDIES STANDARDS (Three-year-old children)

FAMILY AND COMMUNITY DOMAIN

Understand self in relation to the family and the community.

- 1. Begin to identify self as a member of a family, the learning community, and local community.
- 2. With guidance and support, identify similarities and differences in people.
- 3. With guidance and support, describe some family traditions.
- 4. With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age, and gender.

Understand the concept of individual rights and responsibilities.

- 5. With guidance and support, demonstrate responsible behavior related to daily routines.
- 6. With guidance and support, explain some rules in the home and in the classroom.
 - a. Identify some rules for different settings.
 - b. Identify appropriate choices to promote positive interactions.
- 7. With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).
- 8. With guidance and support, identify some positive character traits of self and others(e.g., respectful, kind, fair, friendly).
- 9. With guidance and support, describe a simple sequence of familiar events.

OUR WORLD DOMAIN

Understand the importance of people, resources, and the environment.

- 1. With guidance and support, treat classroom materials and belongings of others with care.
- 2. With guidance and support, identify location and some physical features of familiar places in the environment.
- 3. With guidance and support, use money in pretend play in order to set in motion an understanding of the role money plays in the environment (e.g., play store or restaurant).
- 4. Begin to use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.

5. With guidance and support, begin to understand the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).

HISTORY AND EVENTS DOMAIN

Understand events that happened in the past.

- 1. With guidance and support, describe a simple series of familiar events.
- 2. With guidance and support, begin to understand events that happened in the past.

STATE EARLY LEARNING STANDARDS

Mississippi Department of Education Early Learning Standards - Age 4

The MDE guide for classrooms serving 4 year-olds. Revised 2013. Organized according to the following areas: English Language Arts, Mathematics, Social Studies, Science, Approaches to Learning, Social and Emotional Development, Physical Development, and Creative Expression. The English Language Arts and Mathematics Standards were developed to correlate to the Common Core State Standards (CCSS) for Mathematics and the CCSS for English Language Arts (ELA). The Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression and Social Studies Standards were developed based on National Standards for Early Childhood Education.

https://districtaccess.mde.k12.ms.us/curriculumandInstruction/ EarlyChildhood/4-year-old-standards.pdf



Early Learning Standards for Classrooms Serving Four-Year-Old Children

English Language Arts, Mathematics, Social Studies, Science, Approaches to Learning, Social and Emotional Development, Physical Development, and Creative Expression

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TASK FORCE RESOURCES

The following resources served as the foundation for the development of the standards.

- Mississippi Early Learning Guidelines for Three-Year-Old Children, 2004
- Mississippi Early Learning Guidelines for Four-Year-Old Children, 2006
- Common Core State Standards for Mathematics(CCSS for Mathematics)
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCSS for ELA)
- Mississippi Early Learning Guidelines for Infants and Toddlers, 2010
- Mississippi Curriculum Frameworks for Kindergarten: Physical Health, Visual and Performance Arts, Social Studies, and Science
- Early Learning Standards from other states
- National Association for the Education of Young Children Program Standards
- Head Start Child Development and Early Learning Framework
- National Art Standards
- Learning Accomplishment Profile, Third Edition
- Arts Education Standards and 21st Century Skills

PREFACE

The *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children* is organized according to the following areas: English Language Arts (ELA), Mathematics, Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression, and Social Studies.

The English Language Arts and Mathematics Standards were developed to correlate to the *Common Core State Standards (CCSS) for Mathematics* and the *CCSS for English Language Arts (ELA).* The Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression and Social Studies Standards were developed based on National Standards for Early Childhood Education.

The early childhood classroom does not limit its focus on cognitive development (literacy, mathematics, science and social studies) but provides children with learning opportunities that address a wide variety of developmental domains to support the needs of the whole child. Education and brain research conducted over the past few decades supports a play-based classroom environment for four-year-olds that promotes engagement and interaction, as well as, social, emotional, and physical development in children. Young children learn best when classroom environments support the following:

Young children learn best when they are actively engaged with relevant, meaningful materials. Early childcare and education teachers facilitate learning by carefully selecting materials and activities that give children opportunities to explore, question, reason, and experiment in order to develop an understanding of the world around them.

Young children learn best through social interaction. It is essential that young children are given the opportunity to interact with adults and peers in a respectful environment where their feelings and ideas are valued. Social and emotional development has been shown to have a direct impact on academic achievement and must be included in the early childhood classroom curriculum in purposeful ways. Children learn how to function within society by actively engaging socially in play which encourages interaction, negotiation, sharing, and turn-taking.

<u>Young children learn best when their emotional needs are met.</u> Children develop the ability to appropriately express emotions by practicing skills in social contexts. All emotions, either positive or negative, must be acknowledged and respected. Teachers must provide respectful guidance when children struggle with difficult emotions such as anger, frustration, or sadness.

Young children learn best when their physical development is supported. In order to develop fine motor skills, the learning environment for young children must include daily experimentation with a variety of materials, tools, and resources designed to facilitate the development of fine motor ability. Gross motor skill development must also include movement activities, both teacher-directed and child-chosen, within the classroom and must not be limited to outdoor play activities.

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS OVERVIEW

The Common Core State Standards (CCSS) for English Language Arts & Literacy in *History/Social Studies, Science, and Technical Subjects* is the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The CCSS for English Language Arts (ELA) are divided by Reading, Writing, Speaking and Listening, and Language Strands based on the College and Career Readiness (CCR) Anchor Standards that are identical across all grade levels. The *Mississippi Early Learning Standards for Classrooms Serving Four-year-*old *Children* were developed to correlate to the CCSS and follow the CCR anchor standards in each strand. Each standard for four-year-olds corresponds to the same-numbered CCR anchor standard. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

The standards on the following pages define what four-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Reading as indicated below. Please note that the Standards for Reading are divided into three components: Literature, Informational Text, and Foundational Skills. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

COMMON CORE STATE STANDARDS COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

Key Ideas and Details

- 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
- 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in the Writing Standards section and "Comprehension and Collaboration" in the Speaking and Listening Standards section for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

READING STANDARDS FOR LITERATURE (Four-year-old children)

Key Ideas and Details

- 1. With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, "*What is the duck doing?*" or respond to, "*Tell me about the duck.*").
- 2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art, and creative writing).
- 3. With prompting and support, identify some characters, settings, and/or major events in a story.

Craft and Structure

- 4. Exhibit curiosity and interest in learning words in print.
 - a. Develop new vocabulary from stories.
 - b. Identify environmental print (e.g., word wall, class dictation).
- 5. With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, ability and diversity).
- 6. With prompting and support, identify the role of the author and illustrator.

Integration of Knowledge and Ideas

- 7. With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).
- 8. (Not appropriate for literature as indicated in the CCSS for ELA)
- 9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).

Range of Reading and Level of Text Complexity

10. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).

READING STANDARDS FOR INFORMATIONAL TEXT (Four-year-old children)

Key Ideas and Details

- 1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).
- 2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).
- 3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).

Craft and Structure

- 4. Exhibit curiosity and interest about words in a variety of informational texts.
- 5. With prompting and support, identify the front cover, back cover, and title page of a book.
- 6. With prompting and support, identify the role of the author and illustrator in informational text.

Integration of Knowledge and Ideas

- 7. With prompting and support, make connections between self and text and/or information and text.
- 8. With prompting and support, explore the purpose of the informational text as it relates to self.
- 9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.

Range of Reading and Level of Text Complexity

10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).

READING STANDARDS: FOUNDATIONAL SKILLS (Four-year-old children)

Print Concepts

- 1. With prompting and support, demonstrate understanding of conventions of print.
 - a. Recognize an association between spoken and written words.
 - b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.
 - c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.
 - d. Differentiate letters from numbers.
 - e. Recognize words as a unit of print and understand that letters are grouped to form words.
 - f. Understand that print moves from left to right, top to bottom, and page by page.
 - g. Understand that words are separated by spaces in print.

Phonological Awareness

- 2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.
 - a. Engage in language play (e.g., sound patterns, rhyming patterns, songs).
 - b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).
 - c. Demonstrate awareness of the relationship between sounds and letters.
 - d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.
 - e. With prompting and support, isolate and pronounce the initial sounds in words.
 - f. Demonstrate an awareness of ending sounds in words.
- 3. With prompting and support, demonstrate emergent phonics and word analysis skills.
 - a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.

b. Recognize own name, environmental print, and some common high-frequency sight words.

Fluency

4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).

The standards on the following page define what four-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Writing as indicated below. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

COMMON CORE STATE STANDARDS COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

Text Types and Purposes

- 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. 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 tasks, purposes, and audiences.
WRITING STANDARDS (Four-year-old children)

Text Types and Purposes

- 1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.
 - a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.
 - b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.
 - c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.
- 2. No developmentally appropriate standard.
- 3. No developmentally appropriate standard.

Production and Distribution of Writing

- 4. No developmentally appropriate standard.
- 5. With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.
- 6. With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.

Research to Build and Present Knowledge

7. With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.

8. With prompting and support, recall information from experiences to answer questions.

9. No developmentally appropriate standard.

Range of Writing

10. No developmentally appropriate standard.

The standards on the following page define what four-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Speaking and Listening as indicated below.

COMMON CORE STATE STANDARDS COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

Comprehension and Collaboration

- 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SPEAKING AND LISTENING STANDARDS (Four-year-old children)

Comprehension and Collaboration

- 1. With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.
 - a. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings).
 - b. Engage in extended conversations.
- 2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.
- 3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- 4. With prompting and support, describe familiar people, places, things, and events.
- 5. With prompting and support, add drawings or other visual displays to descriptions.
- 6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.

The standards on the following page define what four-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Language as indicated below. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

COMMON CORE STATE STANDARDS COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

Conventions of Standard English

- 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5. Demonstrate understanding of word relationships and nuances in word meanings.
- 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

LANGUAGE STANDARDS (Four-year-old children)

Conventions of Standard English

- 1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage *when speaking*.
 - a. Use frequently occurring nouns and verbs.
 - b. Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).
 - c. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - d. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, of, by, with*).
 - e. Produce and expand complete sentences in shared language activities.
- 2. With prompting and support, demonstrate awareness of the conventions of standard English.
 - a. Write first name, capitalizing the first letter.
 - b. Attempt to write a letter or letters to represent a word.
 - c. Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.

Knowledge of Language

3. No developmentally appropriate standard

Vocabulary Acquisition and Use

- 4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.
 - a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).
- 5. With guidance and support, explore word relationships and word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

- b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., *run, walk; fast, slow; soft, hard*).
- c. Identify real-life connections between words and their use (e.g., find examples of things that are *smooth, rough*).
- d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).
- 6. With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.

Common Core State Standards for Mathematics Overview

The *Common Core State Standards (CCSS) for Mathematics* were developed in order to help ensure that all students are college and career ready in mathematics no later than the end of high school. The CCSS for Mathematics is organized by standards, clusters, and domains. Standards define what students should understand and be able to do. Clusters are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject. Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

The standards on the following pages define what four-year-old children should understand and be able to do. The standards are organized according to the CCSS for Mathematics domains.

MATHEMATIC STANDARDS (Four-year-old children)

COUNTING AND CARDINALITY DOMAIN

Know number names and the count sequence.

- 1. With prompting and support, recite numbers 1 to 30 in the correct order.
- 2. With prompting and support, recognize, name, and attempt writing numerals 0 10.

Count to tell the number of objects.

- 3. With guidance and support, understand the relationship between numerals and quantities.
 - a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.
 - b. Match quantities and numerals 0 5.
- 4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.
 - a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.

Compare numbers.

5. Use comparative language (e.g., *more than, less than, equal to, same, and different*) to compare objects, using developmentally appropriate pre-kindergarten materials.

OPERATIONS AND ALGEBRAIC THINKING DOMAIN

Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.

- 1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.
- 2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.

- 3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials.
 - a. Duplicate and extend simple patterns using concrete objects.

MEASUREMENT AND DATA

DOMAIN Describe and compare measurable attributes.

- 1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., *small, big, short, tall, empty, full, heavy, light*).
- 2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., *bigger, longer, taller, heavier, same weight, same amount*).
 - a. Use nonstandard units of measurement.
 - b. Explore standard tools of measurement.

Classify objects and count the number of objects in each category.

3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).

GEOMETRY DOMAIN

Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- 1. With guidance and support, correctly name shapes.
- 2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.
- 3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.

Analyze, compare, create, and compose shapes.

- 4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).
- 5. With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).

APPROACHES TO LEARNING, SOCIAL AND EMOTIONAL DEVELOPMENT, SCIENCE, PHYSICAL DEVELOPMENT, CREATIVE EXPRESSION, AND SOCIAL STUDIES

OVERVIEW

The standards on the following pages are organized into six content areas: Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression, and Social Studies.

Each content area is organized into domains, anchor standards, and performance standards. The **content area** describes the subject or matter within that field of study and pertains to a specific knowledge base (e.g., science) or group of skills (e.g., physical development). The **domains** within each content area represent categories of the particular content area (e.g., earth science as a domain of science). The **anchor standards** within each domain are general standards that represent what children should know or be able to do. The **performance standards** are numbered standards and represent <u>measurable</u> skills that children should be able to master by the end of the school year.

An example of the content organization is provided on the next page.

EXAMPLE

CONTENT AREA ORGANIZATION

SCIENCE STANDARDS	Content Area
SCIENTIFIC METHOD AND INQUIRY	Domain
Engage in simple investigations.	Anchor Standard
 Make observations, make predictions and ask questions about natural occurrences or events. 	Performance Standard
Describe, compare, sort and classify, and order objects.	Performance Standard

APPROACHES TO LEARNING STANDARDS (Four-year-old children)

PLAY DOMAIN

Engage in play.

- 1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.
- 2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).
- 3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).
- 4. Demonstrate active engagement in play.

CURIOSITY AND INITIATIVE DOMAIN

Demonstrate curiosity and initiative.

- 1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.
- 2. Ask questions to seek new information.
- 3. Make independent choices.
- 4. Approach tasks and activities with flexibility, imagination, and inventiveness.

PERSISTENCE AND ATTENTIVENESS DOMAIN

Demonstrate persistence and attentiveness.

- 1. Follow through to complete a task or activity.
- 2. Demonstrate the ability to remain engaged in an activity or experience.
- 3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).

PROBLEM-SOLVING SKILLS DOMAIN

Demonstrate problem-solving skills.

- 1. Identify a problem or ask a question.
- 2. Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).
- 3. Apply prior learning and experiences to build new knowledge.

SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS (Four-year-old children)

SOCIAL DEVELOPMENT DOMAIN

Build and maintain relationships with others.

- 1. Interact appropriately with familiar adults.
 - a. Communicate to seek out help with difficult task, to find comfort, and to obtain security.
 - b. Engage with a variety of familiar adults for a specific purpose.
- 2. Interact appropriately with other children.
 - a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).
 - b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).
 - c. Ask permission to use items or materials of others.
 - d. Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").
- 3. Express empathy and care for others.
 - a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).
 - b. Offer and accept encouraging and courteous words to demonstrate kindness.
 - c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.").

Work productively toward common goals and activities.

- 4. Participate successfully as a member of a group.
 - a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).
 - b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).
 - c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).

- 5. Join ongoing activities in acceptable ways.
 - a. Express to others a desire to play (e.g., say, "I want to play.").
 - b. Lead and follow.
 - c. Move into group with ease.
- 6. Resolve conflicts with others.
 - a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, "I had the drum first or you can have it when this song is over.").
 - b. With prompting and support, use courteous words and actions (e.g., say, "Please give me the book." "I'm sorry I stepped on your mat.").

EMOTIONAL DEVELOPMENT DOMAIN

Demonstrate awareness of self and capabilities.

- 1. Demonstrate trust in self.
 - a. Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, "I can ...", "I will ...", "I did ...").
 - b. Identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").
- 2. Develop personal preferences.
 - a. Express independence, interest, and curiosity (e.g., say, "I can ...", "I choose ..." I want ...").
 - b. Select and complete tasks (e.g., finish a puzzle or drawing).
- 3. Show flexibility, inventiveness, and interest in solving problems.
 - a. Make alternative choices (e.g., move to another area when a center is full).
 - b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).
- 4. Know personal information.
 - a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).
 - b. Refer to self by first and last name.
 - c. Know parents'/guardians' names.

Recognize and adapt expressions, behaviors, and actions.

- 5. Show impulse control with body and actions.
 - a. Control own body in space (e.g., move safely through room without harm to self or others).
 - b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).
 - c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).
- 6. Manage emotions.
 - a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).
 - b. With prompting and support, recognize emotions (e.g., "I am really mad.").
 - c. With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy.").
 - d. With prompting and support, express frustration and anger without harming self, others, or property (e.g., "I don't like it when you take my truck.").
- 7. Follow procedures and routines with teacher support.
 - a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).
 - b. Use materials with care and safety (e.g., use scissors to cut paper).
 - c. Take turns sharing information with others (e.g., interact during group time).
- 8. Demonstrate flexibility in adapting to different environments.
 - a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom).
 - b. Follow rules (e.g., use outside voice, use inside voice) in different settings.

SCIENCE STANDARDS (Four-year-old children)

SCIENTIFIC METHOD AND INQUIRY DOMAIN

Engage in simple investigations.

- 1. Make observations, make predictions, and ask questions about natural occurrences or events.
- 2. Describe, compare, sort and classify, and order objects.
- 3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).
- 4. Explore materials, objects, and events and notice cause and effect.
- 5. Describe and communicate observations, results, and ideas.
- 6. Work collaboratively with others.

Use the five senses to explore and investigate the environment.

- 7. Name and identify the body parts associated with the use of each of the five senses.
- 8. Describe similarities and differences in the environment using the five senses.

PHYSICAL SCIENCE DOMAIN

Develop awareness of observable properties of objects and materials.

- 1. Manipulate and explore a wide variety of objects and materials.
- 2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).
- 3. Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).
- 4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).

LIFE SCIENCE DOMAIN

Acquire scientific knowledge related to life science.

- 1. Name, describe, and distinguish plants, animals, and people by observable characteristics.
- 2. Describe plant, animal, and human life cycles.
- 3. Describe the needs of living things.
- 4. Compare and contrast characteristics of living and nonliving things.

EARTH SCIENCE DOMAIN

Apply scientific knowledge related to earth science and space.

- 1. Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).
- 2. Identify characteristics of the clouds, sun, moon, and stars.
- 3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).

TECHNOLOGY DOMAIN

Identify and explore a variety of technology tools.

- 1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.
- 2. Use technology tools to gather and/or communicate information.
- 3. With prompting and support, invent and construct simple objects or structures using technology tools.

PHYSICAL DEVELOPMENT STANDARDS (Four-year-old children)

GROSS MOTOR SKILLS DOMAIN

Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.

- 1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).
- 2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).

Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.

- 3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).
- 4. Use various types of equipment (e.g., playground equipment, tricycles, slides).
- 5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).

FINE MOTOR SKILLS DOMAIN

Demonstrate competency in fine motor skills needed to perform a variety of physical activities.

1. With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).

Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.

- 2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).
- 3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).

Participate in fine motor activity for self-expression and/or social interaction.

- 4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).
- 5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).

Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.

6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).

SELF-CARE, HEALTH, AND SAFETY SKILLS

Demonstrate an awareness and practice of safety rules.

- 1. With prompting and support, identify safety rules (e.g., classroom, home, community).
- 2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.
- 3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.

Demonstrate an emerging (developing) use of standard health practices.

- 4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).
- 5. With prompting and support, participate in a variety of physical activities.
- 6. With prompting and support, identify nutritious foods.

CREATIVE EXPRESSION STANDARDS (Four-year-old children)

MUSIC DOMAIN

Participate in music-related activities.

- 1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.
- 2. Sing a variety of short songs.
- 3. Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).
- 4. With prompting and support, identify fast and slow tempos and simple elements of music.
- 5. With prompting and support, recognize a wide variety of sounds and songs from other cultures.

DANCE AND MOVEMENT DOMAIN

Demonstrate understanding through the use of movement.

- 1. Create simple movements (e.g., twirl, turn around, skip, shake).
- 2. Respond rhythmically to different types of music (e.g., fast, slow).

THEATRE AND DRAMATIC PLAY DOMAIN

Engage in dramatic play throughout the day in a variety of centers.

- 1. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.
- 2. Use available materials as either realistic or symbolic props.
- 3. Make up new roles from experiences and/or familiar stories.
- 4. Imitate characteristics of animals (e.g., the sounds animals make) and of people.

VISUAL ARTS DOMAIN

Create and respond to visual art.

- 1. Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.
- 2. Create artwork that reflects an idea, theme, or story.
- 3. Describe own art work.

SOCIAL STUDIES STANDARDS (Four-year-old children)

FAMILY AND COMMUNITY DOMAIN

Understand self in relation to the family and the community.

- 1. Identify self as a member of a family, the learning community, and local community.
- 2. With prompting and support, identify similarities and differences in people.
- 3. With prompting and support, describe some family traditions.
- 4. Identify some similarities and differences in family structure, culture, ability, language, age and gender.

Understand the concept of individual rights and responsibilities.

- 5. With prompting and support, demonstrate responsible behavior related to daily routines.
- 6. With prompting and support, explain some rules in the home and in the classroom.
 - a. Identify some rules for different settings.
 - b. Identify appropriate choices to promote positive interactions.
- 7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).
- 8. With prompting and support, identify some positive character traits of self and others(e.g., fair, friendly, respectful, responsibile).
- 9. With prompting and support, describe a simple sequence of familiar events.

OUR WORLD DOMAIN

Understand the importance of people, resources, and the environment.

- 1. Treat classroom materials and the belongings of others with care.
- 2. With prompting and support, identify location and some physical features of familiar places in the environment.
- 3. With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).
- 4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.

5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).

HISTORY AND EVENTS DOMAIN

Understand events that happened in the past.

- 1. With prompting and support, describe a simple series of familiar events.
- 2. Recognize events that happened in the past.

STATE EARLY LEARNING STANDARDS

Mississippi Department of Education Early Learning Standards - Kindergarten

The MDE guide for the operation of kindergarten programs. Revised 2012. Organized according to the following areas: Learning Principles, Requirements for Enrollment of Children in Public Schools, Physical Settings and Outside Play, Organizational Procedures and Staff, Curriculum, Materials, and Assessment, Parent Participation, and Transportation.

https://districtaccess.mde.k12.ms.us/curriculumandInstruction/ Kindergarten%20Guidelines/Kindergarten%20Guidelines%202012.pdf Mississippi

Kindergarten Guidelines



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Revised Edition, 2012

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This manual has been prepared for use by administrators, counselors, teachers, and other authorized staff in the schools of Mississippi and is to be used as a guide for the operation of kindergarten programs.

Kindergarten Philosophy and Goals

The kindergarten program shall reflect an understanding of child development principles. These principles shall be embodied in the curriculum design and general learning environment. The instructional delivery is to be organized around learning centers where opportunities are provided for children to acquire skills and concepts that include problem-solving, decision-making, questioning, evaluating, and discovering.

The realistic goals for kindergarten education are as follows:

- 1. Develop a positive self-concept.
- 2. Achieve intellectual growth.
- 3. Enlarge student's world of people, experiences, ideas, and things.
- 4. Increase competence and skills in reading, writing, listening, thinking, and speaking.
- 5. Increase the skills involved in physical coordination.
- 6. Increase competence in dealing with emotional feelings and social situations.
- 7. Increase competence in self-direction and independence.
- 8. Develop cooperative trusting relationships.
- 9. Develop natural curiosity and creative potential.

Learning Principles

Effective educational planning for young children takes into account knowledge of human growth and development. The learning principles that guide this planning include the following:

- 1. Children learn as total persons (emotionally, socially, physically, and intellectually).
- 2. Children go through similar stages of development, but at individual rates.
- 3. Children learn through their senses (hearing, seeing, touching, tasting, and smelling).
- 4. Children learn through active involvement (exploring, playing, manipulating, and problem-solving).
- 5. Children learn through attitudes as well as through content; therefore, attention should be given to methods, emotional climate, environment, and teacher-child interaction.
- Children learn through play; therefore, sensitivity to the value of play is required, for it is through play that children create their own meaning and learning schemes. Play is the work of the child.

Section I. Requirements for Enrollment of Children in Public Schools

A. Entrance Age:

- 1. Required Age: A kindergarten pupil shall have reached the age of five years on or before September 1.
- 2. Required Documentation: A birth certificate and immunization record are required for all kindergarten students and shall be presented to the proper school authority.
- 3. [MS Code 37-15-9] Requirements for Enrollment:

(1) Except as provided in subsection (2) and subject to the provisions of subsection (3) of this section, no child shall be enrolled or admitted to any kindergarten which is a part of the free public school system during any school year unless such child will reach his fifth birthday on or before September 1 of said school year, and no child shall be enrolled or admitted to the first grade in any school which is a part of the free public school system during any school year unless such child will reach his sixth birthday on or before September 1 of said school year. No pupil shall be permanently enrolled in a school in the State of Mississippi who formerly was enrolled in another public or private school within the state until the cumulative record of the pupil shall have been received from the school from which he transferred. Should such record have become lost or destroyed, then it shall be the duty of the superintendent or principal of the school where the pupil last attended school to initiate a new record.

(2) Subject to the provisions of subsection (3) of this section, any child who transfers from an out-of-state public or private school in which that state's law provides for a first-grade or kindergarten enrollment date subsequent to September 1, shall be allowed to enroll in the public schools of Mississippi, at the same grade level as their prior out-of-state enrollment, if:

- (a) The parent, legal guardian or custodian of such child was a legal resident of the state from which the child is transferring;
- (b) The out-of-state school from which the child is transferring is duly accredited by that state's appropriate accrediting authority;
- (c) Such child was legally enrolled in a public or private school for a minimum of four (4) weeks in the previous state; and
- (d) The superintendent of schools in the applicable Mississippi school district has determined that the child was making satisfactory educational progress in the previous state.

SOURCES: Codes, 1942, Sec. 6225-03; Laws, 1953, Ex Sess, ch. 24, Sec. 3; 1976, ch. 390, Sec. 1; 1986, ch. 464; 1987, ch. 315; 1994, ch. 607, Sec. 19; Laws, 2003, ch. 397, § 2, SB 2394, eff from and after July 1, 2003.

B. Compulsory-School-Age and Withdrawal:

[MS Code 37-13-91] (2) (f) "Compulsory-school-age child" means a child who has attained or will attain the age of six (6) years on or before September 1 of the calendar year and who has not attained the age of seventeen (17) years on or before September 1 of the calendar year; and shall include any child who has attained or will attain the age of five (5) years on or before September 1 and has enrolled in a full-day public school kindergarten program. Provided, however, that the parent or guardian of any child enrolled in a full-day public school kindergarten program on a one-time basis, and such child shall not be deemed a compulsory-school-age child until the child attains the age of six (6) years.

SOURCES: Laws, 1977, ch. 483, Sec. 1; 1982, Ex Sess, ch. 17, Sec. 21; 1987, ch. 460, 1991, ch. 308, Sec. 1; 1991, ch. 539, Sec. 2; 1992, ch. 516, Sec. 1; 1992, ch. 524, Sec. 8; 1993, ch. 543, Sec. 3; 1994, ch. 604, Sec. 1; 1995, ch. 570, Sec. 1, eff from and after passage (approved April 7, 1995); Laws, 1998, Ch. 566, § 6, HB 1443, eff July 1, 1998. Amended by Laws 2000, Ch. 397, Sec. 1, SB3043; Laws, 2003, ch. 397, § 1, SB 2394, eff from and after July 1, 2003.

Section II. Physical Settings and Outside Play

A. Physical Settings:

1. Guidelines for New and Existing Structures:

a. Classrooms:

- The classroom shall consist of a minimum of 600 square feet.
- Kindergarten classrooms shall be located at ground level.
- Every closet latch <u>shall</u> be such that children can open the door from the inside.
- The maximum distance to an exit from any point in the building <u>shall</u> <u>not</u> exceed 150 feet. The maximum distance from the classroom door at the corridor to an exit <u>shall not</u> exceed 100 feet.
- Where multiple kindergarten units occur within a school, it is
 <u>recommended</u> that they be grouped adjacent to one another for
 teacher and child interaction and for optimum use of common facilities.
- It is <u>recommended</u> that each kindergarten classroom have a work counter of at least 12 feet with at least one sink. The sink should be stainless steel or porcelain, standard with gooseneck fitting on one side and a drinking bubble on the other side. It is <u>recommended</u> that the sink have cold water only. A paper towel dispenser accessible to students and a trash receptacle should be located near the sink.

 It is <u>recommended</u> that 110 volt wall plugs be located every 10 feet to15 feet around the classroom. Safety covers should be provided for wall sockets not in use.

b. Bathrooms:

- Every toilet room door lock (applicable only for restrooms attached to classrooms) <u>shall</u> be designed to permit opening of the locked door from the outside in an emergency, and the opening device <u>shall</u> be readily accessible to the staff.
- In the event of an emergency, adults <u>shall</u> be able to get to students, regardless of the student restroom location (classroom or hallway).
- It is <u>recommended</u> that the classroom not be located more than 125 feet from a bathroom.
- A toilet room in the classroom is <u>recommended</u> for kindergarten children.

c. Furniture and Floors:

- Furniture <u>shall</u> be of an appropriate height, and will vary to meet the needs of all children.
- Tables and chairs shall be the primary type of student furniture.
- It is <u>recommended</u> that each classroom have an area rug or individual carpet squares to be used for large group meetings.

d. Space:

- Open storage units known as cubbies are <u>recommended</u> for every two students. Each cubical needs to be four feet high and two feet wide with coat hanging space at the bottom and a storage area at the top. Coat hooks should be installed 36 inches from the floor.
- It is <u>recommended</u> that adequate storage space be made available in the classroom, both for student materials and teacher materials. Storage space for teachers should be available above the reach of the children.

2. Additional Guidelines for New Structures:

- All building construction shall conform to the <u>Southern Building Codes</u>, the <u>American Disabilities Act</u>, the <u>Life Safety Codes</u>, and to any other building codes.
- Individual toilet rooms are <u>required</u> to accommodate the physically handicapped and be in compliance with ADA regulations.

B. Outside Play Area:

1. Guidelines for Designated Play Areas:

- **a.** A designated area for supervised outside periods during the kindergarten day <u>shall</u> be provided.
- b. It is <u>recommended</u> that kindergarten students not simultaneously share an area with children in grades three or above during designated outside periods.

2. Guidelines for Protection from Hazards:

- **a.** Appropriate play premises or areas <u>shall</u> be provided to facilitate learning and ensure safety, in accordance with public playground safety guidelines.
- **b.** The outside play area <u>shall</u> have defined boundaries to protect children from environmental hazards.

Section III. Organizational Procedures and Staff

A. Organization:

- 1. Required Ratio: The teacher-pupil ratio <u>shall</u> be 1:22 maximum. If a full-time assistant teacher is assigned to the kindergarten classroom, the teacher-pupil ratio <u>shall</u> not exceed 1:27.
- 2. Recommended Ratio: To enhance pre-reading instruction, to provide more individualized instruction, to promote more time on task, and to minimize disruptions, it is <u>recommended</u> that the teacher-pupil ratio not exceed an enrollment of 16 per teacher. If an assistant teacher is assigned to the kindergarten classroom, it is <u>recommended</u> that the teacher-pupil ratio not exceed an enrollment of 22 per teacher/assistant teacher team. The employment of an assistant teacher is <u>recommended</u> to assist the certified teacher regardless of teacher-pupil ratio.
- **3. Required Length of School Day and Term:** The length of the school day and school term <u>shall</u> be the same as that of the other grades of the elementary school.
- Required Physical Activity Time: Students <u>shall</u> participate in physical activity for a minimum of 30 minutes during the school day, in accordance with MS Code 37-13-134.
- 5. Recommended Quiet Time: Students <u>should</u> engage in a minimum of 30 minutes of quiet time daily. Activities during quiet time may include individual
activities, sustained silent reading, listening to books on tape, drawing, or resting, as appropriate for each individual student.

B. Staff:

- 1. Required Licensure for Teachers: All district professional positions requiring licensed staff <u>must</u> be filled by staff that are properly licensed and endorsed as required by state law and federal requirements of the *No Child Left Behind Act of 2001* (NCLB).
- 2. Requirement for Assistant Teachers: The assistant teacher <u>must</u> qualify for employment under the existing assistant teacher regulations.
- 3. Professional Development for Staff:
 - a. Required Professional Development: School systems <u>must</u> provide regular training related to principles and methods of early childhood education and reading instruction for all kindergarten teachers, assistant teachers, and program administrators. Training should reflect appropriate best practices for early childhood (Pre-K through Grade 3) and should be evidence- or research-based.
 - **b.** Recommended Professional Development: It is <u>recommended</u> that all persons responsible for supervising the kindergarten program attend workshops and/or seminars regarding kindergarten implementation and supervision.

Section IV. Curriculum, Materials, and Assessment

A. Curriculum:

 Instructional Day: The instructional day <u>shall</u> include large and small group activities, learning center activities, and individual instructional activities. Subjects for kindergarten <u>shall</u> be integrated through a unit\thematic format. The curriculum <u>shall</u> include integrated language arts (reading, listening, thinking, speaking, writing, and viewing), music, art, math, social studies, science, dramatic play, and physical activities.

2. Learning Centers:

a. Daily Use: Learning centers with concrete materials <u>shall</u> be used on a daily basis. A minimum of three centers containing concrete manipulative materials <u>shall</u> be in simultaneous use during each designated center time.

The following are examples:

- Reading Center
- Creative Arts Center
- Science Center
- Math Center
- Language Arts Center
- Cooking Center
- Blocks, Wheel toys, and Construction Center
- Sand and/or Water Center
- Woodworking Center
- Music Center
- Library Center
- Listening Center
- Dramatic Play
- Creative Writing Center
- Social Studies Center
- Technology Center
- **c.** Daily Schedule: It is <u>recommended</u> that every child be engaged in learning center activities for a minimum of 100 minutes per day.
- **d. Curriculum Standards:** Teachers <u>shall</u> use, at a minimum, the *Mississippi Curriculum Frameworks* and the *Common Core State Standards for Mathematics* and *English Language Arts* to guide instruction. Resources for curriculum planning may be added as desired by each school district.

B. Educational Materials:

- Required Cost for New Classrooms: The initial expenditure for any <u>new</u> classroom for equipment, instructional materials and consumable supplies <u>shall</u> be a minimum of \$2,000 per classroom.
- Required Cost for Materials: The district <u>shall</u> spend a minimum of <u>\$200</u> per classroom per year on instructional materials and consumable supplies. This money is in addition to the Educational Enhancement Fund monies allocated to each teacher. Educational materials <u>shall</u> reflect the instructional needs and implementation of learning activities described for kindergarten.
- 3. Recommended Cost for New Classrooms: It is <u>recommended</u> that the initial expenditure for any <u>new</u> classroom for equipment, furniture, instructional materials, and consumable supplies should be increased to a minimum of \$5,000 per classroom.

4. Recommended Cost for Materials: It is <u>recommended</u> that each year the district spend a minimum of \$500 per classroom on instructional materials and consumable supplies in addition to the Educational Enhancement Funds (EEF). This is needed to replenish instructional materials that have been lost or damaged through years of use.

C. Assessment:

- 1. Standardized Testing: It is <u>recommended</u> that pencil-paper group standardized tests not be used as evaluation measures for kindergarten children.
- 2. Documentation: It is <u>recommended</u> that assessment of kindergarten skills be documented through use of a variety of techniques and procedures to include: checklists, performance scales, portfolios of children's work, anecdotal records, observational reports, video and audio tape recordings, experience charts, photographs, and informal tests.
- **3. Needs Assessments:** A continuous evaluation through use of a variety of techniques, procedures, and tools <u>shall</u> be used to determine individual student's social, emotional, and academic enrichment needs. The evaluation <u>shall</u> be based on the learning outcomes in the required curriculum standards.

Section V. Parent Participation

- 1. Required Handbook: Each school district <u>shall</u> develop and distribute a parent handbook.
- 2. Recommended Parent Conferences: Regular parent involvement is <u>recommended</u> through such activities as orientation, open house, teacher/parent conferences, and ongoing collaboration between parents and school to enhance the learning process.

Section VI. Transportation

School Bus Safety: It is <u>recommended</u> that a safety monitor be appointed on each school bus to board and de-board the bus. School bus drivers should promote a safe and positive environment through appropriate interaction with the students.

STATE EARLY LEARNING STANDARDS

Mississippi Early Care and Education Profile

This profile compiled by the U.S. Department of Health and Human Services (Administration for Children and Families - Office of Child Care) provides demographic information, Early Care and Education (ECE) program participation and funding, subsidy innovation and program integrity information, program quality improvement activities, and professional development and workforce initiatives for the state of Mississippi. Sources and links are provided at the end of the document.

http://childcare.gov/sites/default/files/StateProfiles/MS.pdf



State and Territory Profile - Mississippi

This profile highlights a current innovative effort to promote a subsidy system that is child-focused, family friendly, and fair to providers. It also provides demographic information, Early Care and Education (ECE) program participation and funding, subsidy innovation and program integrity information, program quality improvement activities, and professional development and workforce initiatives. Sources and links are provided at the end of the document.

Highlight of Innovative Effort

The Mississippi Division of Early Childhood Care and Development (DECCD) is funding a program to address the programmatic needs of child care centers through evaluation and intense on-site technical assistance. This program will provide direct assistance to participating centers in an effort to improve the learning environment in each classroom through increased Infant/Toddler Environment Rating Scale and Early Childhood Environment Rating Scale scores, improve the nutritional quality of food provided to children, and develop an operating budget for the program and identify cost saving opportunities. The DECCD also funds the Nurturing Homes program, a partnership between DECCD and Mississippi State University Extension Services. It provides educational training and technical assistance to unlicensed in-home and family daycare child care providers that offer full-day, full-year child care services to eligible families. This initiative is a statewide effort to improve the quality of care provided within "In-Home" child care settings.

Demographics¹







ECE Workforce

ECE Workforce ²		
Number of paid employees in child care establishments	9,872	
Number of self-employed child care providers	7,523	
Average annual wage for child care workers	\$18,070	

ECE Program Participation and Funding³

Percentage and Number of Children/Families Served





Average Monthly Percentages of Children Served in All Types of Care⁴



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Note: Unregulated provider data includes relative and non-relative care.

CCDF Funding and Quality Investments

Child Care and Development Fund (CCDF)			
Total CCDF Expenditure:	\$108,977,645		
Federal Expenditure:	\$101,832,873		
State/Territory Expenditure:	\$7,144,772		

CCDF Quality Investments			
Infant and Toddler:	\$41,480,093		
Quality Expansion Funds:	\$1,571,525		
School-Age/Resource and Referral:	\$34,045		

TANF Expenditure on Child Care

Temporary Assistance for Needy Families (TANF) 5			
TANF – Total Child Care Expenditure:	\$18,553,214		
TANF – Direct Expenditure on Child Care:	\$4,249		
TANF – Transfer to CCDF:	\$18,548,965		

Funding and Participation for Other ECE Programs

Child and Adult Care Food Program (CACFP) ⁶			
CACFP Funding:	\$35,292,190		
Participation:			
Number of Family Child Care Homes	488		
Number of Child Care Centers (includes Head Start Programs)	698		

Head Start ⁷		
Head Start Federal Allocation:	\$176,786,654	
Head Start State/Territory Allocation:	\$0	
Number of Children Participating:	25,406	

IDEA Part B, Section 619 ⁸			
Funding:	\$4,145,779		
Number of Children Served (Ages 3- through 5-Years-Old):	10,498		

IDEA Part C ⁹	
Funding:	\$4,409,878
Number of Children Served (Ages Birth through 2-Years-Old):	2,122

Pre-K ¹⁰	
Total Expenditure: Note: Total Expenditure includes all State/Territory, Local, and Federal dollars. In addition to 3- and 4-year-olds, some Pre-K programs enroll children of other ages.	N/A
Enrollment (3- and 4-year-olds):	N/A

State/Territory and Federal Child Care Tax Credits

Child Care Tax Credits ¹¹			
Federal Total Amount Claimed:	\$33,585,000		
Federal Number of Claims:	60,629		
State/Territory Tax Credit Available:	No		
State/Territory Credit Refundable:	No		

CCDF Subsidy Innovation and Program Integrity¹²

Administration of Program

CCDF program rules and policies around eligibility, sliding fee scale, and payment rates are established at the State level.

Approximately 75 percent of care is provided through certificates and 25 percent through grants/contracts. The Lead Agency has non-competitive subgrants with various entities to provide child care slots to children and families. These subgrants are administered by the City of Jackson, City of Starkville, City of Vicksburg, Hancock County Human Resources Agency, Hinds Community College, (Sanderson Farms, Inc., - Business Sponsored), Town of Bolton, Midtown Partners and the United Way of the Capital Area.

The Lead Agency contracts with nongovernmental agencies, including planning and development districts, to determine eligibility for families receiving Temporary Assistance for Needy Families (TANF) and non-TANF families and issues provider payments. It also contracts with a combination of government and nongovernmental agencies to help parents find care and implement quality activities.

Income Eligibility Limit as a Percent of State Median Income (SMI)					
Fomily Size	100% of SMI (Monthly)	85% of SMI (Monthly)	Lower Than 85% of SMI, If Used to Limit Eligibility		
Failiny Size			Amount (Monthly)	Percent of SMI	
Two	\$2,745.00	\$2,333.00	Not applicable	Not applicable	
Three	\$3,431.00	\$2,916.00	Not applicable	Not applicable	
Four	\$4,019.50	\$3,417.00	Not applicable	Not applicable	
SMI Year: 2004	·	·		-	

Income Eligibility Criteria

Re-determination Period Upon Initial Authorization

The re-determination period is 6 months.

Waiting Lists

The Lead Agency has an active waiting list for any eligible family who applies when they cannot be served at the time of application.

Prioritize Services for Eligible Children and Families

Children with special needs and children in families with very low incomes have priority over other CCDF eligible families.

Sliding Fee Scale and Family Contribution

Family Contribution for Family of Three					
Minimum Family Contribution	Maximum Family Contribution for First Child	Maximum Family Contribution for Multiple Children	Lead Agency Waives Family Contribution	Lead Agency Allows Additional Fees by Provider	Sliding Fee Scale Effective Date
\$10.00/month	\$212.00/month	\$222.00/month for two or more children	SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.	Yes	October 1, 2004
For illustrative purposes, the minimum and maximum fees for full-time care for a family of three upon entry into					
the program are presented. Note: Contribution is calculated as fee as dollar amount and fee is per child and					
discounted fee for two or more children. Children in foster care or protective services and children receiving					
Social Security Income benefits are assessed a co-pay of \$10.00/month. There is no fee beyond the second child.					

Payment Rates for Child Care Services

Fees are waived for parents participating in an approved TANF activity.

Rates for Child Care Services - Statewide					
Ago	Lice	Liconco Evomnt			
Age	Center	Family Child Care	License Exempt		
Infant	\$78.28/week	\$56.65/week	\$45.32/week		
Toddler	\$75.19/week	\$54.59/week	\$43.26/week		
Preschool	\$72.10/week	\$51.50/week	\$41.20/week		
School Age	\$71.07/week	\$50.47/week	\$40.17/week		

For illustrative purposes, reimbursement rate ceilings for full-time care in the largest urban area are presented. Effective date of payment rates: October 1, 2007. Note: Licensed FCC rates and center rates represent rates for Tier 2 providers. License exempt rates represent rates for license exempt FCC providers and in-home care (Tier 3 rates). The Lead Agency uses weekly, full-time and part-time payment rate units. Rates are based on the 2007 Market Rate Survey (MRS) and rates range between the 32nd and 96th percentile of the current MRS. Differential rates are used for infant and toddler care, school-age care, children with special needs, and higher quality care. Geographic area: Statewide rates are presented.

Program Quality Improvement Activities¹³

Licensing

Licensed Facilities	Number	Capacity	Type of Center-Based Facilities/Programs E Licensing	xempt from
Child Care Centers	1,635	132,875	Parents are on the premises	No
Small Family Child Care Homes	21	233	Small number of children in care	Yes
Large/Group Family Child Care Homes	56	1,056	Part-day, small number of hours	No
Other Licensed Facilities	0	0	Preschools operated by public schools	No
Total:	1,712	134,164	Recreation programs, instructional classes for children, and/or club programs	Yes
Note:				

Child-Staff Ratios and Group Size by Age of Children for Centers			
Age of Children	Child-Staff Ratios	Group Size	
9 months	5:1	10	
27 months	12:1	14	
3 years	14:1	14	
5 years	20:1	20	
10 years and older	25:1	25	

Types of Routine Visits Conducted					
Type of Care	Announced	Unannounced	Frequency of Routine Visits		
Child Care Centers	No	Yes	Once a year and as needed in response to reported concerns.		
Small Family Child Care Homes	No	No	N/A		
Large/Group Family Child Care Homes	No	No	N/A		

Program Quality

Program Standards	
 State/Territory has quality improvement standards that are beyond what is required for licensing 	Yes
 Standards have provisions about the care of the following groups of children: 	
Infants and toddlers	No
School-age children	No
Children with special needs	No
Children who are dual language learners	No
 Standards are part of an implemented quality rating and improvement system (QRIS) or similar quality improvement system 	Yes
 Standards are part of a pilot QRIS or similar quality improvement system, or are in development 	No
Program Supports To Improve Quality	

•	State/Territory provides technical assistance (TA)/consultation to help programs improve quality	Yes
	 TA/consultation is specific to infant/toddler care 	Yes
	 TA/consultation is specific to school-age care 	Yes
	 TA is part of a QRIS 	Yes

	Quality Assurance And Monitoring	
•	State/Territory uses assessment tools (e.g., Environment Rating Scales, Classroom Assessment Scoring System, Program Administration Scale, and/or Business Administration Scale)	Yes
•	Program assessments are part of a QRIS	Yes

	Financial Incentives and Supports	
•	State/Territory offers financial incentives tied to quality	Yes
•	Financial incentives are part of a QRIS	Yes
	Outreach And Consumer Engagement	
•	State/Territory uses the media (e.g., print, radio, television, telephone, social marketing) to provide parents with information about quality	Yes
•	State/Territory communicates levels of quality for child care programs in a searchable database on the Web	No
	State/Territory publishes information about licensing compliance on the Internet	No

State/Territory publishes information about licensing compliance on the Internet

Outreach And Consumer Engagement

State/Territory conducts consumer engagement campaign with a focus on quality

Yes

Quality Rating And Improvement System

Child Care Quality Step System, <u>http://www.qualitystep.msstate.edu/</u>

	State/Territory-wide Specialist Networks ¹⁴	
•	State/Territory has an Infant/Toddler Specialist Network	No
•	School-age Specialist Network	No

Early Learning Guidelines (ELGs)¹⁵

	Age Group	
•	Birth to 3 years	Yes
•	3 to 5 years	Yes
	5 years and older	No

	Incorporation of Early Learning Guidelines into Child Care Systems	
•	To define the content of training required to meet licensing requirements	No
•	To define the content of training required for program quality improvement standards (e.g., QRIS standards)	Yes
•	To define the content of training required for the career lattice or professional credential	No
•	To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs	No
•	To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs	No
•	To develop State/Territory -approved curricula	No

• Other:

	Alignment of Early Learning Guidelines with Child Care Systems	
•	Cross-walked to align with Head Start Outcomes Framework	Yes
•	Cross-walked to align with K-12 content standards	Yes
•	Cross-walked to align with State/Territory pre-k standards	No
•	Cross-walked with accreditation standards	No

Other:

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Professional Development Systems and Workforce Initiatives¹⁶

Core Knowledge and Competencies	
 State/Territory has developed core knowledge and competencies 	No
Other:	
Career Pathways	
State /Territory bas a career pathway or sareer lattice	No
	No
 Career pathway includes specific topic credentials and/or specific role credentials 	NO
Infant/toddler credential	No
Preschool credential	No
School-age credential	No
Dual language learners credential	No
Children with special needs credential	No
Center staff credential	No
Family child care credential	No
Director and/or administrator credential	No
Education/Trainer credential	No
Technical Assistance credential	No
Consultant	No

- Mentor
 - Coach
- Advisor
- Other:

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	Professional Development Capacity									
•	State/Territory has a training approval system	No								
•	State/Territory has a trainer approval system	No								
•	State/Territory has early childhood education degree programs ¹⁷									
	1-year program	No								
	2-year program	Yes								

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No

No

No

	Professional Development Capacity									
•	• 4-year program	Yes								
•	Master's degree	Yes								
•	Ph.D. degree	Yes								
•	State/Territory has articulation agreements	No								

	Access to Professional Development	
•	State/Territory has an online database or calendar of training opportunities	Yes
•	State/Territory has career advising	No
•	State/Territory provides supports to access professional development opportunities (e.g., scholarships, free training/education, reimbursement, grants/loans, release time, etc.)	Yes
1	State/Territory has technical assistance (such as mentoring and/or coaching) to help practitioners improve their skills	Yes

	Compensation, Benefits, and Workforce Conditions	
•	State/Territory has a salary or wage scale for various professional roles	No
•	State/Territory provides financial rewards for participation in professional development (e.g., a one-time salary bonus for completing training)	No
•	State/Territory provides sustained financial support on a periodic, predictable basis (e.g., annual wage supplement, based on the highest level of training and education achieved, etc.)	No
•	State/Territory offers or facilitates benefits (e.g. health insurance coverage, retirement, etc.) to the workforce	No

Workforce Data System

State/Territory has a workforce data system (e.g., a workforce registry)	No
Includes staff in centers	No
Includes providers in family child care homes	No
Includes administrators in centers	No
 Includes technical assistance providers (including mentors, coaches, consultants, home visitors, etc.) 	No
 Includes education and training staff (such as trainers, CCR&R staff, faculty) 	No

• Other:

Office of Child Care State and Territory Profiles

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⁵U.S. Department of Health and Human Services, Office of Family Assistance. (n.d.). Fiscal Year 2011 TANF financial data.

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⁶Food Research and Action Center. (March 2012). Child and Adult Care Food Program: Participation Trends 2012. <u>http://frac.org/newsite/wp-</u>content/uploads/2009/05/cacfp participation trends report 2012.pdf

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⁸U.S. Department of Education, Office of Special Education Programs. (April 2012). Fiscal Year Allocations for Preschool Grants, Individuals with Disabilities Education Act - Part B, Section 619. <u>http://www2.ed.gov/fund/grant/apply/osep/2012apps.html</u>

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<sup>9</sup>U.S. Department of Education, Office of Special Education Programs. (May 2012). Fiscal Year 2012 Allocations for the Grants for Infants and Families Program, Individuals with Disabilities Education Act - Part C. <u>http://www2.ed.gov/fund/grant/apply/osep/2012apps.html</u>
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http://www.nwlc.org/resource/2011-making-care-less-taxing-improving-state-child-and-dependent-care-tax-provisions National Women's Law Center. (n.d.). 2012 Supplement to Making Care Less Taxing: Improving State Child and Dependent Care Tax Provisions. http://www.nwlc.org/resource/2012-supplement-making-care-less-taxing-improving-state-child-and-dependent-care-tax-provis

¹²Information collected by the Child Care State Systems Specialist Network from State Web sites, documents, and FY2012-2013 State Plan. ¹³Information collected by the Child Care State Systems Specialist Network from State Web sites, documents, and FY2012-2013 State Plan. National Association for Regulatory Administration (NARA). Preliminary results from the NARA Child Care Licensing Programs and Policies Survey for 2011.

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COMMON CORE STANDARDS

Common Core State Standards - English and Language Arts - Kindergarten (Overview)

This overview of the Common Core State Standards – ELA (authored by the National Governors Association Center for Best Practices, Council of Chief State School Officers) define the rigorous skills and knowledge in English Language Arts that need to be effectively taught and learned for kindergarten students to succeed academically.

http://www.corestandards.org/ELA-Literacy/SL/K

<u>Common Core State Standards</u> English Language Arts Standards » Speaking & Listening » Kindergarten

Comprehension and Collaboration

- <u>CCSS.ELA-Literacy.SL.K.1</u> Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- <u>CCSS.ELA-Literacy.SL.K.1a</u> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- <u>CCSS.ELA-Literacy.SL.K.1b</u> Continue a conversation through multiple exchanges.
- <u>CCSS.ELA-Literacy.SL.K.2</u> 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.
- <u>CCSS.ELA-Literacy.SL.K.3</u> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- <u>CCSS.ELA-Literacy.SL.K.4</u> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- <u>CCSS.ELA-Literacy.SL.K.5</u> Add drawings or other visual displays to descriptions as desired to provide additional detail.
- <u>CCSS.ELA-Literacy.SL.K.6</u> Speak audibly and express thoughts, feelings, and ideas clearly.

COMMON CORE STANDARDS

Common Core State Standards - Math - Kindergarten (Overview)

This overview of the Common Core State Standards – Math (authored by the National Governors Association Center for Best Practices, Council of Chief State School Officers) define the rigorous skills and knowledge in Mathematics that need to be effectively taught and learned for kindergarten students to succeed academically.

http://www.corestandards.org/Math/Content/K/introduction

Common Core State Standards

Mathematics » Kindergarten » Introduction

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

- 1. Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as 5 + 2 = 7 and 7 2 = 5. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, or counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
- 2. Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Grade K Overview

- Counting and Cardinality
 - **o** Know number names and the count sequence.
 - o Count to tell the number of objects.
 - o Compare numbers.
- Operations and Algebraic Thinking
 - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Number and Operations in Base Ten
 - o Work with numbers 11-19 to gain foundations for place value.
- Measurement and Data
 - o Describe and compare measurable attributes.
 - o Classify objects and count the number of objects in each category
- Geometry
 - o Identify and describe shapes.
 - Analyze, compare, create, and compose shapes.

Mathematical Practices

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

COMMON CORE STANDARDS

Common Core State Standards - English and Language Arts - K-5

These Common Core State Standards (authored by the National Governors Association Center for Best Practices, Council of Chief State School Officers) define the rigorous skills and knowledge in English Language Arts that need to be effectively taught and learned for K-5 students to succeed academically.

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

STATE STANDARDS **COMMON CORE** FOR

English Language Arts

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Literacy in History/Social Studies, Science, and Technical Subjects



Introduction

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K-12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

> The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content these standards into their standards for those subjects or adopt them as content area literacy standards.

skills in reading, writing, speaking, and listening that are the foundation for any As a natural outgrowth of meeting the charge to define college and career creative and purposeful expression in language. democratic republic. In short, students who meet the Standards develop the that is essential to both private deliberation and responsible citizenship in a that builds knowledge, enlarges experience, and broadens worldviews. thoughtful engagement with high-quality literary and informational texts available today in print and digitally. They actively seek the wide, deep, and necessary to pick carefully through the staggering amount of information complex works of literature. They habitually perform the critical reading the close, attentive reading that is at the heart of understanding and enjoying classroom or workplace. Students who meet the Standards readily undertake students are expected to demonstrate have wide applicability outside the person in the twenty-first century. Indeed, the skills and understandings readiness, the Standards also lay out a vision of what it means to be a literate They reflexively demonstrate the cogent reasoning and use of evidence

June 2, 2010

Key Design Considerations

CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9-12) standards work in tandem to define the college and career readiness line – the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's gradespecific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K-8; grade bands for 9-10 and 11-12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9-12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K-5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6-12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K-12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

12	œ	4	Grade	
30%	45%	50%	Literary	
70%	55%	50%	Informational	

Source: National Assessment Governing Board. (2008). Reading framework for the 2009 National Assess ment of Educational Progress. Washington, DC: U.S. Government Printing Office.

outside the ELA classroom. Fulfilling the Standards for 6-12 ELA requires the Standards should adhere to the distribution of texts across grades cited in nonfiction—than has been traditional. Because the ELA classroom must focus much greater attention to a specific category of informational text-literary that a significant amount of reading of informational texts take place in and social studies, science, and technical subjects. In accord with NAEP's growing readiness. In K-5, the Standards follow NAEP's lead in balancing the reading students than at present can meet the requirements of college and career the NAEP framework students' growth toward college and career readiness, assessments aligned with the NAEP assessment framework is to be matched instructionally.¹ To measure deal of informational reading in grades 6-12 must take place in other classes if on literature (stories, drama, and poetry) as well as literary nonfiction, a great emphasis on informational texts in the higher grades, the Standards demand of literature with the reading of informational texts, including texts in history, The Standards aim to align instruction with this framework so that many more

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.²

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
00	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition, Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 ("Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach") as well as Language standards 1-3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

grade should be informational.

writing in ELA settings

settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the

The percentages on the table reflect the sum of student reading, not just reading in ELA

 2 As with reading, the percentages in the table reflect the sum of student writing, not just

^{5 |} INTRODUCTION

What is Not Covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

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- 1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.
- 2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.
- 3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.

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4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

> It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities *reading* should allow for the use of Braille, screen-reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, *speaking* and *listening* should be interpreted broadly to include sign language.

While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wideranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, schoolwide literacy program.

Students Who are College and Career Ready

in Reading, Writing, Speaking, Listening, and Language

advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual. The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect to when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Overall Document Organization

The Standards comprise three main sections: a comprehensive K-5 section and two content area-specific sections for grades 6-12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K-5 and 6-12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6-12 history/ social studies. science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K-8 and for grades 9-10 and 11-12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the Standards

A single K-5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6-12 are covered in two content area-specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-bygrade "staircase" of increasing text complexity that rises from beginning reading

to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including 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 texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, 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.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.



STANDARDS FOR

English Language Arts

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Literacy in History/Social Studies, Science, and Technical Subjects

X-5

College and Career Readiness Anchor Standards for Reading

providing broad standards, the latter providing additional specificity—that together define the skills and The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards understandings that all students must demonstrate. below by number. The CCR and grade-specific standards are necessary complements—the former

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Ņ Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
- ы Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- .7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
- 00 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as wel as the relevance and sufficiency of the evidence.
- 9 approaches the authors take. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

content areas. Students can only gain a foundation of knowledge in these and other disciplines, students build structures and elements. By reading and myths from diverse cultures and essential to their future success. independently and closely, which are also acquire the habits of reading within and across grades. Students to develop rich content knowledge intentionally and coherently structured background to be better readers in all fields that will also give them the texts in history/social studies, science well as familiarity with various text literary and cultural knowledge as different time periods, students gain reading of stories, dramas, poems, informational texts. Through extensive increasingly challenging literary and among a broad range of high-quality must read widely and deeply from and career readiness, students this foundation when the curriculum is To build a foundation for college

Reading Standards for Literature K-5

The following standards offer a focus for instruction each year and help ensure that students gain adequate 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.

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10.	Ran	<u> io</u>	œ	.7	Inte	ņ	<u>ب</u>	4.	Craf	Ŀ3	Ņ		Key	
Actively engage in group reading activities with purpose and understanding.	ge of Reading and Level of Text Complexit:	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	(Not applicable to literature)	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	gration of Knowledge and Ideas	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Recognize common types of texts (e.g., storybooks, poems).	Ask and answer questions about unknown words in a text.	ft and Structure	With prompting and support, identify characters, settings, and major events in a story.	With prompting and support, retell familiar stories, including key details.	With prompting and support, ask and answer questions about key details in a text.	Ideas and Details	Kindergartners:
10.	<	<u>o</u>	œ	.7		ġ	'n	4.		ε	Ņ	. `		
With prompting and support, read prose and poetry of appropriate complexity for grade 1.		Compare and contrast the adventures and experiences of characters in stories.	(Not applicable to literature)	Use illustrations and details in a story to describe its characters, setting, or events.		Identify who is telling the story at various points in a text.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		Describe characters, settings, and major events in a story, using key details.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Ask and answer questions about key details in a text.		Grade 1 students:
10 <u>.</u>		.9	.00	.7		<u>ە</u>	ភ	4.		ы	Ņ			
By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	(Not applicable to literature)	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		Describe how characters in a story respond to major events and challenges.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.		Grade 2 students:

Rea	ading Standards for Literature	Ā	ភ		RL
Kev	Grade 3 students:		Grade 4 students:		Grade 5 students:
	Ask and answer questions to demonstrate		Refer to details and examples in a text when	-	Quote accurately from a text when explaining
Ņ	Recount stories, including fables, folktales, and 2 myths from diverse cultures; determine the central message, lesson, or moral and explain		Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Ņ	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or
					summarize the text.
<u>8</u>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	υ	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Cra	ft and Structure				
4.	Determine the meaning of words and phrases as 4 they are used in a text, distinguishing literal from nonliteral language.		Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
ហ	Refer to parts of stories, dramas, and poems 5 when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	ហ	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<u>0</u>	Distinguish their own point of view from that of 6 the narrator or those of the characters.		Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<u>.</u>	Describe how a narrator's or speaker's point of view influences how events are described.
Inte	gration of Knowledge and Ideas				
.7	Explain how specific aspects of a text's 7 illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).		Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
œ	(Not applicable to literature) 8		(Not applicable to literature)	œ	(Not applicable to literature)
Q	Compare and contrast the themes, settings, and 9 plots of stories written by the same author about the same or similar characters (e.g., in books from a series).		Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<u>9</u>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Ran	ige of Reading and Level of Text Complexity				
10.	By the end of the year, read and comprehend in literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.		By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10 _.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

12 | K-5 | READING: LITERATURE

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

10.	Ran	ο	ò	7.	Inte	<u>,</u>	ហ	4.	Cra	3	Ņ		Key		Rei
Actively engage in group reading activities with purpose and understanding.	ige of Reading and Level of Text Complexi	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	With prompting and support, identify the reasons an author gives to support points in a text.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	gration of Knowledge and Ideas	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Identify the front cover, back cover, and title page of a book.	With prompting and support, ask and answer questions about unknown words in a text.	ft and Structure	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	With prompting and support, identify the main topic and retell key details of a text.	With prompting and support, ask and answer questions about key details in a text.	Ideas and Details	Kindergartners:	ading Standards for Informa
10.	ţ	Q	œ	.7		ņ	ហ	4		ε	Ņ				tior
With prompting and support, read informational texts appropriately complex for grade 1.		Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Identify the reasons an author gives to support points in a text.	Use the illustrations and details in a text to describe its key ideas.		Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Identify the main topic and retell key details of a text.	Ask and answer questions about key details in a text.		Grade 1 students:	nal Text K-5
10.		O	O	.7		<u>ි</u>	ហ	4		S	Ņ	. '			
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the		Compare and contrast the most important points presented by two texts on the same topic.	Describe how reasons support specific points the author makes in a text.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.		Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.		Grade 2 students:	찐

13

range.

Reading Standards for Informational Text K-5 <u>9</u> œ .7 <u></u> ы 4 ω. Ņ Range of Reading and Level of Text Complexity Craft and Structure õ Integration of Knowledge and Ideas **Key Ideas and Details** independently and proficiently end of the grades 2-3 text complexity band studies, science, and technical texts, at the high informational texts, including history/social By the end of the year, read and comprehend same topic. and key details presented in two texts on the Compare and contrast the most important points in a sequence). (e.g., comparison, cause/effect, first/second/third particular sentences and paragraphs in a text Describe the logical connection between where, when, why, and how key events occur). demonstrate understanding of the text (e.g., maps, photographs) and the words in a text to Use information gained from illustrations (e.g., the author of a text. Distinguish their own point of view from that of relevant to a given topic efficiently Use text features and search tools (e.g., key relevant to a grade 3 topic or subject area. and domain-specific words and phrases in a text Determine the meaning of general academic cause/effect. language that pertains to time, sequence, and historical events, scientific ideas or concepts, or steps in technical procedures in a text, using Describe the relationship between a series of main idea key details and explain how they support the Determine the main idea of a text; recount the text as the basis for the answers. understanding of a text, referring explicitly to the Ask and answer questions to demonstrate words, sidebars, hyperlinks) to locate information Grade 3 students: <u>ب</u> <u>ത</u> 4 -<u>0</u> œ . IJ Ņ ω Integrate information from two texts on the same a historical, scientific, or technical text, including complexity band proficiently, with scaffolding as science, and technical texts, in the grades 4-5 text By the end of year, read and comprehend topic in order to write or speak about the subject to support particular points in a text. Explain how an author uses reasons and evidence which it appears. contributes to an understanding of the text in on Web pages) and explain how the information time lines, animations, or interactive elements quantitatively (e.g., in charts, graphs, diagrams, Interpret information presented visually, orally, or Compare and contrast a firsthand and or part of a text. events, ideas, concepts, or information in a text comparison, cause/effect, problem/solution) of and domain-specific words or phrases in a text Determine the meaning of general academic what happened and why, based on specific Explain events, procedures, ideas, or concepts in texi Determine the main idea of a text and explain explaining what the text says explicitly and when Refer to details and examples in a text when informational texts, including history/social studies information provided. topic; describe the differences in focus and the secondhand account of the same event or Describe the overall structure (e.g., chronology, relevant to a grade 4 topic or subject area information in the text. drawing inferences from the text. needed at the high end of the range knowledgeably how it is supported by key details; summarize the Grade 4 students: œ e. .7 <u>ი</u> л 4 ω Ņ 0 an answer to a question quickly or to solve a end of the grades 4-5 text complexity band studies, science, and technical texts, at the high By the end of the year, read and comprehend Integrate information from several texts on the to support particular points in a text, identifying Explain how an author uses reasons and evidence problem efficiently. Draw on information from multiple print or digital differences in the point of view they represent or topic, noting important similarities and Analyze multiple accounts of the same event (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or Determine the meaning of general academic concepts in a historical, scientific, or technical two or more individuals, events, ideas, or Explain the relationships or interactions between explain how they are supported by key details; Determine two or more main ideas of a text and Quote accurately from a text when explaining independently and proficiently informational texts, including history/social subject knowledgeably same topic in order to write or speak about the point(s) which reasons and evidence support which information in two or more texts. Compare and contrast the overall structure relevant to a grade 5 topic or subject area and domain-specific words and phrases in a text text based on specific information in the text. summarize the text interences from the text. what the text says explicitly and when drawing Grade 5 students: 묀

14

K-5 | READING: INFORMATIONAL TEXT
Reading Standards: Foundational Skills (K-5)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know-to discern when particular children or activities warrant more or less attention.

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'Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills (K-5)

Note: In kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.

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Kindergartners: Phonics and Word Recognition 3. Know and apply grade-level phonics and word	Grade 1 students: 3. Know and apply grade-level phonics and word	Grade 2 students: 3. Know and apply grade-level phonics and word
 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 sound or many of the most frequent sounds for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences fa common consonant digraphs. b. Decode regularly spelled one-syllable words Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate 	 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but commo spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency		
 Read emergent-reader texts with purpose and understanding. 	 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successi readings. 	 4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive reactings.

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necessary.

Use context to confirm or self-correct word recognition and understanding, rereading as

c. Use context to confirm or self-correct word recognition and understanding, rereading as

necessary.

Reading Standards: Foundational Skills (K-5)

Reading Standards: Foundation	al Skills (K-5)	R
Grade 3 students:	Grade 4 students:	Grade 5 students:
Phonics and Word Recognition		
Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.
 a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. 	 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency		

4

- Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding.
- ō Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- ? Use context to confirm or self-correct word necessary. recognition and understanding, rereading as
- 4 support comprehension. Read with sufficient accuracy and fluency to
- a. Read grade-level text with purpose and understanding.
- ō Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- ? Use context to confirm or self-correct word necessary. recognition and understanding, rereading as
- Read with sufficient accuracy and fluency to support comprehension.

4

- a Read grade-level text with purpose and understanding.
- ō Read grade-level prose and poetry orally with successive readings. accuracy, appropriate rate, and expression on
- <u></u> Use context to confirm or self-correct word necessary. recognition and understanding, rereading as

College and Career Readiness Anchor Standards for Writing

each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. The K-5 standards on the following pages define what students should understand and be able to do by the end of

Text Types and Purposes'

- .--Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Ņ Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- ω and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- ы Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

<u>б</u>

Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 00 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Range of Writing

<u>10</u> 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 tasks, purposes, and audiences

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

year. an external, sometimes unfamiliar and conveying real and imagined and career readiness, students need extended time frames throughout the numerous pieces over short and goals, students must devote significant informational sources. To meet these through research projects and to to build knowledge on a subject purpose. They develop the capacity to accomplish a particular task and the form and content of their writing audience, and they begin to adapt writing is to communicate clearly to to appreciate that a key purpose of experiences and events. They learn the subjects they are studying, demonstrating understanding of offering and supporting opinions, to learn to use writing as a way of time and effort to writing, producing respond analytically to literary and To build a foundation for college

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Writing Standards K-5

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *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.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

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1	- Aindergartners:		Grade I students:		Grade 2 students:
Text	Types and Purposes				
	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is</i>).		Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	_1	Write opinion pieces topic or book they ar opinion, supply reasc use linking words (e.g connect opinion and concluding statemen
Ņ	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Ņ	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2	Write informative/exp they introduce a topion to develop points, an statement or section.
Ŀ.	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.	<u>N</u>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	ε	Write narratives in w elaborated event or s include details to des and feelings, use tem order, and provide a
Proc	luction and Distribution of Writing				
4.	(Begins in grade 3)	.4	(Begins in grade 3)	.4	(Begins in grade 3)
៉ែ	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	៉័ប	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	ហ	With guidance and si peers, focus on a top needed by revising a
ە	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<u></u> 0	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<u></u> თ	With guidance and su variety of digital tool writing, including in c
Res	earch to Build and Present Knowledge				
.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	.7	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).	7.	Participate in sharec projects (e.g., read a single topic to produ observations).
òò	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	ώ	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	φ	Recall information fro information from pro question.
9.	(Begins in grade 4)	<u>9</u>	(Begins in grade 4)	9.	(Begins in grade 4)
Ran	ge of Writing				
10.	(Begins in grade 3)	10.	(Begins in grade 3)	10.	(Begins in grade 3)

19 | K-5 | WRITING

 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 experience and events or show the response of characte to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. 	 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section. 	 Write opinion pieces on topics or texts, supportin a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 	Text Types and Purposes	Writing Standards K-5
 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situationand introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and events precisely. Provide a conclusion that follows from the narrated experiences or events. 	 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented. 	Grade 4 students:	
 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. 	 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. 	√v Grade 5 students:	×

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

10.	Rar	Q	φ	7.	Res	ō	'n	4.	Pro		٧r
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.	nge of Writing	(Begins in grade 4)	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Conduct short research projects that build knowledge about a topic.	earch to Build and Present Knowledge	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.	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 1-3 up to and including grade 3 on page 29.)	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 standards 1–3 above.)	duction and Distribution of Writing	Grade 3 students:	iting Standards K-5
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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.		 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). 	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	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 1-3 up to and including grade 4 on page 29.)	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		Grade 4 students:	
10.		o. بې	ò	7.		٥.	ហ្	4.			
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.		 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support which reasons and evidence support which point[s]"). 	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		Grade 5 students:	×

College and Career Readiness Anchor Standards for Speaking and Listening

each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate The K-5 standards on the following pages define what students should understand and be able to do by the end of

Comprehension and Collaboration

- building on others' ideas and expressing their own clearly and persuasively. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,
- Ņ orally. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
- 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
- ы of presentations. Make strategic use of digital media and visual displays of data to express information and enhance understanding
- <u>б</u> indicated or appropriate. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and Listening Standards K-5

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. 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.

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Speak audibly and express thoughts, feelings, and ideas clearly.	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	esentation of Knowledge and Ideas	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	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.	Kindergartners: mprehension and Collaboration Participate in collaborative conversations with diverse partners about <i>kindergarten topics and</i> <i>texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
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Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	 Grade 1 students: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
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Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)	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.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		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.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	 Grade 2 students: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Speaking and Listening Standards K-5 ი <u>ص</u> 4 ω. Ņ Presentation of Knowledge and Ideas **Comprehension and Collaboration** Report on a topic or text, tell a story, or recount a speaker, offering appropriate elaboration and <u>a</u> 0 ō ۵ or details appropriate to emphasize or enhance certain facts understandable pace; add visual displays when or poems that demonstrate fluid reading at an Create engaging audio recordings of stories detail. Ask and answer questions about information from quantitatively, and orally diverse media and formats, including visually, Determine the main ideas and supporting details Engage effectively in a range of collaborative expectations.) standards 1 and 3 on page 28 for specific detail or clarification. (See grade 3 Language task and situation in order to provide requested Speak in complete sentences when appropriate to understandable pace. descriptive details, speaking clearly at an an experience with appropriate facts and relevant, of a text read aloud or information presented in their own clearly. texts, building on others' ideas and expressing led) with diverse partners on grade 3 topics and discussions (one-on-one, in groups, and teacher Explain their own ideas and understanding in others with care, speaking one at a time about gaining the floor in respectful ways, listening to Follow agreed-upon rules for discussions (e.g. discussion. on that preparation and other information or studied required material; explicitly draw Come to discussions prepared, having read information presented, stay on topic, and link Ask questions to check understanding of the topics and texts under discussion). known about the topic to explore ideas under light of the discussion their comments to the remarks of others. Grade 3 students: ი СЛ 4 Ņ ω <u>a</u> <u></u> σ a small-group discussion); use formal English when Differentiate between contexts that call for formal Add audio recordings and visual displays to to support main ideas or themes; speak clearly at Report on a topic or text, tell a story, or recount discussions (one-on-one, in groups, and teacher Engage effectively in a range of collaborative expectations.) appropriate to task and situation. (See grade 4 where informal discourse is appropriate (e.g., English (e.g., presenting ideas) and situations development of main ideas or themes presentations when appropriate to enhance the an understandable pace. appropriate facts and relevant, descriptive details an experience in an organized manner, using provides to support particular points Identify the reasons and evidence a speaker orally formats, including visually, quantitatively, and information presented in diverse media and Paraphrase portions of a text read aloud or their own clearly. texts, building on others' ideas and expressing led) with diverse partners on grade 4 topics and Language standards 1 on page 28 for specific on that preparation and other information or studied required material; explicitly draw Review the key ideas expressed and explain clarify or follow up on information, and make Pose and respond to specific questions to Follow agreed-upon rules for discussions and discussion. Come to discussions prepared, having read the discussion. and link to the remarks of others. comments that contribute to the discussion carry out assigned roles known about the topic to explore ideas under their own ideas and understanding in light of Grade 4 students: <u>ი</u> ы 4 ω Ņ <u>a</u> 0 ō a 3 on page 28 for specific expectations.) situation. (See grade 5 Language standards 1 and Summarize the points a speaker makes and their own clearly. using formal English when appropriate to task and Adapt speech to a variety of contexts and tasks, appropriate to enhance the development of main sound) and visual displays in presentations when Include multimedia components (e.g., graphics, understandable pace main ideas or themes; speak clearly at an facts and relevant, descriptive details to support Report on a topic or text or present an opinion, and evidence. explain how each claim is supported by reasons orally formats, including visually, quantitatively, and information presented in diverse media and Summarize a written text read aloud or texts, building on others' ideas and expressing led) with diverse partners on grade 5 topics and discussions (one-on-one, in groups, and teacher Engage effectively in a range of collaborative deas or themes sequencing ideas logically and using appropriate Review the key ideas expressed and draw Follow agreed-upon rules for discussions and Come to discussions prepared, having read knowledge gained from the discussions. others. discussion and elaborate on the remarks of making comments that contribute to the Pose and respond to specific questions by discussion. known about the topic to explore ideas under on that preparation and other information or studied required material; explicitly draw conclusions in light of information and carry out assigned roles. Grade 5 students:

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College and Career Readiness Anchor Standards for Language

each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The providing additional specificity—that together define the skills and understandings that all students must demonstrate CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter The K-5 standards on the following pages define what students should understand and be able to do by the end of

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Ņ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

ω Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- <u>б</u> gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for

Note on range and content of student language use

inclusion of Language standards in as well as learn other ways to to reading, writing, speaking, and use, and vocabulary are unimportant to conventions, effective language as an indication that skills related their own strand should not be taken in the course of studying content. The words; and expand their vocabulary have nonliteral meanings, shadings of use; come to appreciate that words through listening, reading, and media grade-appropriate words encountered determine or clarify the meaning of effectively. They must also be able to use language to convey meaning grammar, usage, and mechanics conventions of standard English students must gain control over many and career readiness in language, from such contexts. listening; indeed, they are inseparable meaning, and relationships to other To build a foundation for college

Language Standards K-5

understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and Appendix A for an example of how these skills develop in sophistication. The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and

Kindergartners: Grade 1 students: Grade 2 students:

Conventions of Standard English

- Demonstrate command of the conventions of writing or speaking. standard English grammar and usage when
- a Print many upper- and lowercase letters
- ŗ Use frequently occurring nouns and verbs.
- 0 Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- <u>a</u> Understand and use question words why, how). (interrogatives) (e.g., who, what, where, when,
- ው . Use the most frequently occurring of, by, with). prepositions (e.g., to, from, in, out, on, off, for,
- .---shared language activities. Produce and expand complete sentences in

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

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- a Capitalize the first word in a sentence and the pronoun /.
- ŗ Recognize and name end punctuation.
- 0 Write a letter or letters for most consonant
- <u>a</u> Spell simple words phonetically, drawing on and short-vowel sounds (phonemes)
- knowledge of sound-letter relationships.

standard English grammar and usage when Demonstrate command of the conventions of

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- a. writing or speaking. Print all upper- and lowercase letters.
- <u></u> ō Use singular and plural nouns with matching Use common, proper, and possessive nouns. verbs in basic sentences (e.g., He hops; We
- <u>a</u> Use personal, possessive, and indefinite pronouns (e.g., *l, me, my; they, them, their;* hop).
- ٩ Use verbs to convey a sense of past, present and future (e.g., Yesterday I walked home; anyone, everything). Today I walk home; Tomorrow I will walk
- .**-**h Use frequently occurring adjectives. home).
- Ģ and, but, or, so, because). Use frequently occurring conjunctions (e.g.
- 5 demonstratives). Use determiners (e.g., articles,
- Use frequently occurring prepositions (e.g. during, beyond, toward).
- Produce and expand complete simple response to prompts. and compound declarative, interrogative, imperative, and exclamatory sentences in
- Ņ spelling when writing. standard English capitalization, punctuation, and Demonstrate command of the conventions of
- a Capitalize dates and names of people.
- ō Use end punctuation for sentences.
- <u></u> Use commas in dates and to separate single words in a series.
- <u>a</u> Use conventional spelling for words with occurring irregular words. common spelling patterns and for frequently
- Φ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

standard English grammar and usage when writing Demonstrate command of the conventions of

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- a . or speaking. Use collective nouns (e.g., group)
- ŗ Form and use frequently occurring irregular fish). plural nouns (e.g., feet, children, teeth, mice,
- <u></u> <u>0</u> Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently
- ው . Use adjectives and adverbs, and choose occurring irregular verbs (e.g., sat, hid, told).
- modified. between them depending on what is to be

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- watched the movie; The little boy watched the Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy little boy). movie; The action movie was watched by the
- standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of

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- a Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.

<u>o</u>

- <u></u> Use an apostrophe to form contractions and frequently occurring possessives.
- <u>0</u> writing words (e.g., cage \rightarrow badge; boy \rightarrow boil). Generalize learned spelling patterns when
- Φ Consult reference materials, including correct spellings. beginning dictionaries, as needed to check and

	Kindergartners:		Grade 1 students:		Grade 2 students:
Ŀ.	(Begins in grade 2)	Ŀ.	(Begins in grade 2)	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. 1. Compare formal and informal uses of English.
5	ocabulary Acquisition and Use				
4,	 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. 	4	 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>). 	4	 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>additiona</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>lighthouse, housefly; bookshelf, notebook, bookmark</i>). b. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
'n	 With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. 	ហ	 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. 	, л л	 Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). Distinguish shades of meaning among closely related verbs (e.g., <i>tross, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
Ö	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<u>ი</u>	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., <i>because</i>).	, Del T O C	Jse words and phrases acquired through conversations, reading and being read to, and esponding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are</i> <i>vanov that makes me happv)</i> .

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Language Standards K-5

Grade 3 students:

Grade 4 students:

Grade 5 students:

Scandard English command of the conventions of 1. Demonstrate command of the conventions of 1. sh grammar and usage when sking. function of nouns, pronouns, verbs, a. Use relative pronouns (<i>who, whose, whom</i> ,
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). Form and use the progressive (e.g., I was walking to walking the walking the walking to walking the wal
Demonstrate command of the conventions of 1. standard English grammar and usage when writing or speaking. a. Use relative pronouns (<i>who, whose, whom,</i> <i>which, that</i>) and relative adverbs (<i>where,</i> <i>when, wh</i>)). b. Form and use the progressive (e.g., <i>I was</i>
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- <u>a</u> Spell grade-appropriate words correctly, consulting references as needed. conjunction in a compound sentence.

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cries, happiness).

Use spelling patterns and generalizations

Use conventional spelling for high-frequency and other studied words and for adding

suffixes to base words (e.g., sitting, smiled,

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Consult reference materials, including beginning dictionaries, as needed to check

word parts) in writing words.

syllable patterns, ending rules, meaningful (e.g., word families, position-based spellings,

and correct spellings.

- °.
- (e.g., Yes, *thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that* you, Steve?).
- Use underlining, quotation marks, or italics to indicate titles of works.

<u>a</u>

- <u>ው</u> Spell grade-appropriate words correctly,
- consulting references as needed.

Language Standards K-5

La	nguage Standards K-5					
Kn Kn	Grade 3 students: owledge of Language		Grade 4 students:		Grade 5 students:	
ω	 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English. 	ų	 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	ы. Электрика Электрика	 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	
Ś	cabulary Acquisition and Use					
4.	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. a. Use sentence-level context as a clue to the	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. 3. Use context (e.g., cause/effect relationships	
	 a. Use sentence-revel context as a clue to the meaning of a word or phrase. b. 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, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 		 a. Use context (e.g., deminitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph)</i>. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 		 a. Ose context (e.g., cause/erect relationsings and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	
ហ្	 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take</i> <i>steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly or helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected,</i> <i>heard, wondered</i>). 	ហ	 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	л л	 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	
<u>م</u>	Acquire and use accurately grade-appropriate conversational, general academic, and domain- specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	<u>م</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).		Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

			ര	irade	(s)		
Standard	δ	4	σ	6	8 7	9-10	11-12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.							
L.3.3a. Choose words and phrases for effect.							
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.							
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).							
L.4.3a. Choose words and phrases to convey ideas precisely.*							
L.4.3b. Choose punctuation for effect.							
L.5.1d. Recognize and correct inappropriate shifts in verb tense.							
L.5.2a. Use punctuation to separate items in a series."							
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.							
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.							
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. ¹							
L.6.3b. Maintain consistency in style and tone.							
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.							
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.							
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.							
L.9-10.1a. Use parallel structure.							

30 | K-5 | LANGUAGE

[°]Subsumed by L.7.3a [°]Subsumed by L.9-10.1a [®]Subsumed by L.11-12.3a

Standard 10: Range, Quality, and Complexity of Student Reading K-5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the

complexity generated by the task assigned and the questions posed)

Appendix A. Note: More detailed information on text complexity and how it is measured is contained in

Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods

	Literature		Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digita sources on a range of topics

* Read-aloud ** Read-along

Tovte Illustratio 2 ÷ Ď 2 Ś υ 5 2 U 5 2 D of Student Doa 2 2 ~ л

	•	Literature: St <i>ver in the Meadow</i> by John Lang	ories, Drama, Poetry staff (traditional) (c1800)*
¥,		Boy, a Dog, and a Frog by Mercer M ancakes for Breakfast by Tomie DeP	ayer (1967) aola (1978)
;	•	Story, A Story by Gail E. Haley (1970)*	
	•	itten's First Full Moon by Kevin Henkes (2	004)*
	•	Mix a Pancake" by Christina G. Rossetti (1:	893)**
	•	1r. Popper's Penguins by Richard Atwater (1938)*
- ‡	•	<i>ittle Bear</i> by Else Holmelund Minarik, illustrat	ed by Maurice Sendak (1957:
		rog and Toad Together by Arnold Lobel (1971)	* *
		<i>i! Fly Guy</i> by Tedd Arnold (2006)	
	•	Who Has Seen the Wind?" by Christina G. Rosse	tti (1893)
		'harlotte's Web by E. B. White (1952)*	
2-3	•	arah, Plain and Tall by Patricia MacLachlan (1985)	-
	•	ops and Bottoms by Janet Stevens (1995)	
	•	oppleton in Winter by Cynthia Rylant, illustrated by	√ Mark Teague (2001)
	•	lice's Adventures in Wonderland by Lewis Carroll (1	365)
	•	Casey at the Bat" by Ernest Lawrence Thayer (1888)	
	•	he Black Stallion by Walter Farley (1941)	
4-5	•	Zlateh the Goat" by Isaac Bashevis Singer (1984)	
	•	Vhere the Mountain Meets the Moon by Grace Li	n (2009)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K-5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowl-edge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

How to Build Knowledge Systematically in English Language Arts K-5 Staying on Topic Within a Grade and Across Grades:

ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K-2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*. period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture.

grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-

												subsequent grade.	starting in kindergarten and then review and extend	Students can begin learning about the human body	The Human Body	Exemplar Texts on a Topic Across Grades
			 Fuel the Body by Doering Tourville (2008) 	• <i>Sleep</i> by Paul Showers (1997)	 Go Wash Up by Doering Tourville (2008) 	 Get Up and Go! by Nancy Carlson (2008) 	Thomas (2001)	• My Amazing Body: A First	Overview (nygiene, diet, exercise, rest)	Taking care of your body:	 <i>laste</i> by Maria Rius (1985) <i>Touch</i> by Maria Rius (1985) 	• Smell by Maria Rius (1985)	 Hearing by Maria Rius (1985) Sight by Maria Rius (1985) 	 My Five Senses by Aliki (1989) 	The five senses and associated	×
		 All About Scabs by GenichiroYagu (1998) 	 Germ Stories by Arthur Kornberg (2007) 	Christine Taylor-Butler (2005)	 Berger (1995) Tiny Life on Your Body by 	Germs Make Me Sick by Marilyn	Taking care of your body: Germs,	(2004) (2004)	First Encyclopedia of the	 The Busy Body Book by Lizzy Rockwell (2008) 	 Ine Human Body by Galilmard Jeunesse (2007) 	Joan Sweeney (1999)	 Body by Mick Manning (2007) Me and My Amazing Body by 	 Under Vour Skin: Vour America 	Introduction to the systems of the	-
 The Nervous System by Joelle 	 The Astounding Nervous System Crabtree Publishing (2009) 	 Bones by Seymour Simon (1998) 	 Muscles by Seymour Simon (1998) 	Publishing (2009)	 The Mighty Muscular and Skalatal Systems Crabbing 	Muscular, skeletal, and nervous systems	 Showdown at the Food Pyramid by Rex Barron (2004) 	Rockwell (1999)	 Good Enough to Eat by Lizzy 	Taking care of your body:	 The Digestive System by Kristin Petrie (2007) 	 The Digestive System by Rebecca L. Johnson (2006) 	• <i>The Digestive System</i> by Christine Taylor-Butler (2008)	 What Happens to a Hamburger by Paul Showers (1985) 	Digestive and excretory systems	2-3
		• The Exciting Endocrine System by John Burstein (2009)	• The Endocrine System by Rebecca Olien (2006)	Endocrine system	• The Remarkable Respiratory System by John Burstein (2009)	Kristin Petrie (2007)	Susan Glass (2004)	The Respiratory System by	 The Lungs by Seymour Simon (2007) 	Respiratory system	 The Amazing Circulatory System by John Burstein (2009) 	• The Circulatory System by Kristin Petrie (2007)	• The Heart and Circulation by Carol Ballard (2005)	 The Heart by Seymour Simon (2006) 	Circulatory system	4-5

Riley (2004)

COMMON CORE STANDARDS

Common Core State Standards – Math – K-5

These Common Core State Standards (authored by the National Governors Association Center for Best Practices, Council of Chief State School Officers) define the rigorous skills and knowledge in Mathematics that need to be effectively taught and learned for K-5 students to succeed academically.

http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

COMMON CORE STATE STANDARDS FOR

Mathematics



Introduction

Toward greater focus and coherence

Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. Mathematical process goals should be integrated in these content areas.

- Mathematics Learning in Early Childhood, National Research Council, 2009

The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K-6 mathematics standards in the U.S. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1-3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.

- Ginsburg, Leinwand and Decker, 2009

Because the mathematics concepts in [U.S.] textbooks are often weak, the presentation becomes more mechanical than is ideal. We looked at both traditional and non-traditional textbooks used in the US and found this conceptual weakness in both.

- Ginsburg et al., 2005

There are many ways to organize curricula. The challenge, now rarely met, is to avoid those that distort mathematics and turn off students.

- Steen, 2007

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is "a mile wide and an inch deep." These Standards are a substantial answer to that challenge.

It is important to recognize that "fewer standards" are no substitute for focused standards. Achieving "fewer standards" would be easy to do by resorting to broad, general statements. Instead, these Standards aim for clarity and specificity.

Assessing the coherence of a set of standards is more difficult than assessing their focus. William Schmidt and Richard Houang (2002) have said that content standards and curricula are coherent if they are:

articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. That is, what and how students are taught should reflect not only the topics that fall within a certain academic discipline, **but also the key ideas** that determine how knowledge is organized and generated within that discipline. This implies that to be coherent, a set of content standards must evolve from particulars (e.g., the meaning and operations of whole numbers, including simple math facts and routine computational procedures associated with whole numbers and fractions) to deeper structures inherent in the discipline. These deeper structures then serve as a means for connecting the particulars (such as an understanding of the rational number system and its properties). (emphasis added)

These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the properties of operations to structure those ideas.

In addition, the "sequence of topics and performances" that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing "sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise." In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students' mathematical knowledge, skill, and understanding develop over time.

Understanding mathematics

These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, *why* a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as (a + b)(x + y) and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding (a + b + c)(x + y). Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives. The Standards should be read as allowing for the widest possible range of students to participate fully from the outset, along with appropriate accommodations to ensure maximum participaton of students with special education needs. For example, for students with disabilities reading should allow for use of Braille, screen reader technology, or other assistive devices, while writing should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening should be interpreted broadly to include sign language. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

The Standards begin on page 6 with eight Standards for Mathematical Practice.

How to read the grade level standards

Standards define what students should understand and be able to do.

Clusters are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

Number and Operations in Base Ten 3. Use place value understanding and properties of operations to

perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.

Standard

- 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

These Standards do not dictate curriculum or teaching methods. For example, just because topic A appears before topic B in the standards for a given grade, it does not necessarily mean that topic A must be taught before topic B. A teacher might prefer to teach topic B before topic A, or might choose to highlight connections by teaching topic A and topic B at the same time. Or, a teacher might prefer to teach a topic of his or her own choosing that leads, as a byproduct, to students reaching the standards for topics A and B.

What students can learn at any particular grade level depends upon what they have learned before. Ideally then, each standard in this document might have been phrased in the form, "Students who already know ... should next come to learn" But at present this approach is unrealistic—not least because existing education research cannot specify all such learning pathways. Of necessity therefore, grade placements for specific topics have been made on the basis of state and international comparisons and the collective experience and collective professional judgment of educators, researchers and mathematicians. One promise of common state standards is that over time they will allow research on learning progressions to inform and improve the design of standards to a much greater extent than is possible today. Learning opportunities will continue to vary across schools and school systems, and educators should make every effort to meet the needs of individual students based on their current understanding.

These Standards are not intended to be new names for old ways of doing business. They are a call to take the next step. It is time for states to work together to build on lessons learned from two decades of standards based reforms. It is time to recognize that standards are not just promises to our children, but promises we intend to keep.

Cluster

3.NBT

Domain

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1 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.

2 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.

3 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,

STANDARDS FOR MATHEMATICAL PRACTICE | 6

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.

4 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.

5 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.

6 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.

7 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.

8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for 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 $(x - 1)(x + 1), (x - 1)(x^2 + x + 1), and (x - 1)(x^3 + x^2 + x + 1)$ 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 Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to 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 practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Mathematics | Kindergarten

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as 5 + 2 = 7 and 7 - 2 = 5. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

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Grade K Overview

Counting and Cardinality

- Know number names and the count sequence.
- · Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

• Work with numbers 11–19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Mathematical Practices

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

Counting and Cardinality

K.CC

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).
- 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.

- 4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - Understand that each successive number name refers to a quantity that is one larger.
- 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Compare numbers.

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

Operations and Algebraic Thinking

K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- Represent addition and subtraction with objects, fingers, mental images, drawings², sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
- 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- 5. Fluently add and subtract within 5.

¹Include groups with up to ten objects.

²Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

Number and Operations in Base Ten									
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, e.g., 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 and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data

K.MD

Describe and compare measurable attributes.

- 1. Describe measurable attributes of objects, such as length or weight. 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"/" less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.³

Geometry

K.G

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. Identify shapes as two-dimensional (lying in a plane, "flat") or threedimensional ("solid").

Analyze, compare, create, and compose shapes.

- 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- 6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

5

³Limit category counts to be less than or equal to 10.

Mathematics | Grade 1

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.¹

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

¹Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Grade 1 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

• Reason with shapes and their attributes.

Mathematical Practices

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking

1.OA

Represent and solve problems involving addition and subtraction.

- 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
- 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.

- 3. Apply properties of operations as strategies to add and subtract.³ Examples: 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.)
- 4. Understand subtraction as an unknown-addend problem. For example, subtract 10 8 by finding the number that makes 10 when added to 8.

Add and subtract within 20.

- 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. 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.

- 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.
- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = [] 3, 6 + 6 = [].

Number and Operations in Base Ten

1.NBT

Extend the counting sequence.

1. 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.

- 2. Understand that 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."
 - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - C. 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).

²See Glossary, Table 1.

³Students need not use formal terms for these properties.

 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.

- 4. 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.
- 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- 6. 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.

Measurement and Data

1.MD

1G

Measure lengths indirectly and by iterating length units.

- 1. Order three objects by length; 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. *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.

3. Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

4. Organize, represent, and 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.

Geometry

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, 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.⁴
- 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.* Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

⁴Students do not need to learn formal names such as "right rectangular prism."

Mathematics | Grade 2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.
Grade 2 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

• Reason with shapes and their attributes.

Mathematical Practices

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

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Operations and Algebraic Thinking

2.OA

Represent and solve problems involving addition and subtraction.

1. 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.¹

Add and subtract within 20.

2. Fluently add and subtract within 20 using mental strategies.² 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.

- 3. 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.
- 4. 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.

Number and Operations in Base Ten

2.NBT

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. The 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; skip-count by 5s, 10s, and 100s.
- 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 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.

- 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 7. 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. Understand that in adding or subtracting threedigit 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.
- Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
- 9. Explain why addition and subtraction strategies work, using place value and the properties of operations.³

²See standard 1.OA.6 for a list of mental strategies. ³Explanations may be supported by drawings or objects.

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¹See Glossary, Table 1.

Measurement and Data

2.MD

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.
- 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.
- 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.

- 5. 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.
- 6. 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.

- 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Represent and interpret data.

- 9. 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.
- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple puttogether, take-apart, and compare problems⁴ using information presented in a bar graph.

Geometry

2.G

Reason with shapes and their attributes.

- Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.⁵ Identify triangles, guadrilaterals, 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.
- 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., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

⁴See Glossary, Table 1. ⁵Sizes are compared directly or visually, not compared by measuring.

Mathematics | Grade 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of samesize units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of twodimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Grade 3 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

• Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations-Fractions

• Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

• Reason with shapes and their attributes.

Mathematical Practices

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking

3.OA

Represent and solve problems involving multiplication and division.

- 1. Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 x 7.
- 2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.
- 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹
- 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = [] ÷ 3, 6 x 6 = ?.

Understand properties of multiplication and the relationship between multiplication and division.

- 5. Apply properties of operations as strategies to multiply and divide.² Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.) Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56. (Distributive property.)
- 6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

- 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.³
- 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

²Students need not use formal terms for these properties.

¹See Glossary, Table 2.

³This standard is limited to problems posed with whole numbers and having wholenumber answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

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Use place value understanding and properties of operations to perform multi-digit arithmetic.⁴

- 1. Use place value understanding to round whole numbers to the nearest 10 or 100.
- 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.

Number and Operations-Fractions⁵

3.NF

3.NBT

Develop understanding of fractions as numbers.

- 1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.
- 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
 - a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.
 - Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
- 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
 - a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
 - b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - C. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form* 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.
 - d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data

3.MD

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

⁴A range of algorithms may be used.

⁵Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).⁶ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.⁷

Represent and interpret data.

- 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
- 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

- 5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
 - a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
 - b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.
- 6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- 7. Relate area to the operations of multiplication and addition.
 - a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
 - b. Multiply side lengths to find areas of rectangles with wholenumber side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
 - C. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.
 - d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

 $^{^{\}rm 6}\text{Excludes}$ compound units such as cm^3 and finding the geometric volume of a container.

⁷Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2).

Geometry

3.G

Reason with shapes and their attributes.

- 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
- 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.

Mathematics | Grade 4

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

(1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

(2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., 15/9 = 5/3), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

(3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

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Grade 4 Overview

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- · Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value understanding for multidigit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Mathematical Practices

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking

4.0A

Use the four operations with whole numbers to solve problems.

- Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- 2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.¹
- 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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.

Gain familiarity with factors and multiples.

4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Generate and analyze patterns.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Number and Operations in Base Ten²

4.NBT

Generalize place value understanding for multi-digit whole numbers.

- 1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.
- Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
- 3. Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

¹See Glossary, Table 2.

 $^2 {\rm Grade}$ 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations-Fractions³

4.NF

Extend understanding of fraction equivalence and ordering.

- Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
- 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.</p>

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

- 3. Understand a fraction a/b with a > 1 as a sum of fractions 1/b.
 - a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*
 - C. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
 - d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
- 4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
 - a. Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.
 - **b.** Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as 6/5. (In general, $n \times (a/b) = (n \times a)/b$.)
 - C. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

³Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

Understand decimal notation for fractions, and compare decimal fractions.

- 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.⁴ For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.
- 6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
- Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Measurement and Data

4.MD

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a twocolumn table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...
- 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
- 3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

Represent and interpret data.

4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

Geometric measurement: understand concepts of angle and measure angles.

- Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
 - a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.
 - b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

⁴Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

- 6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
- 7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

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Geometry
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4.G

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

- Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
- 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
- 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Mathematics | Grade 5

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

Grade 5 Overview

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number and Operations in Base Ten

- · Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

Mathematical Practices

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

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Operations and Algebraic Thinking

5.OA

Write and interpret numerical expressions.

- 1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
- Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.

Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

Number and Operations in Base Ten

5.NBT

Understand the place value system.

- Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
- 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
- 3. Read, write, and compare decimals to thousandths.
 - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
 - b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.</p>
- 4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

- 5. Fluently multiply multi-digit whole numbers using the standard algorithm.
- 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- 7. Add, subtract, multiply, and divide decimals to hundredths, 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.

Number and Operations—Fractions

5.NF

Use equivalent fractions as a strategy to add and subtract fractions.

- 1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)
- 2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

- 3. Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?
- 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
 - a. Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)
 - b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
- 5. Interpret multiplication as scaling (resizing), by:
 - a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
 - b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (nxa)/(nxb) to the effect of multiplying a/b by 1.
- 6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
- 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.¹
 - a. Interpret division of a unit fraction by a non-zero whole number,

¹Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.

- **b.** Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.
- C. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?

Measurement and Data

5.MD

Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

- 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
 - b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.
- 4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
- Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
 - a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
 - **b.** Apply the formulas $V = I \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with wholenumber edge lengths in the context of solving real world and mathematical problems.
 - C. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Geometry

5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.

- 1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).
- 2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

- 3. Understand that attributes belonging to a category of twodimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
- 4. Classify two-dimensional figures in a hierarchy based on properties.



Supporting Partnerships to Assure Ready Kids



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