

# Early Childhood Education Standards

Key: The tasks in blue are typically mastered by the time they exit their grade. If it isn't in blue, then the task is introduced and mastered in the next grade progression. Everything in K is blue since all standards need to be achieved by the time a student leaves Kindergarten.

Pre-School	Early 5' s	Kindergarten
<b>Social and Emotional</b>		
<ul style="list-style-type: none"> <li>Regulates own emotions and behaviors</li> <li>Establishes and sustains positive relationships</li> <li>Participates cooperatively and constructively in group situations</li> </ul>	<ul style="list-style-type: none"> <li>Emotionally and developmentally ready to handle a classroom atmosphere of sitting still &amp; listening during large group instruction, raising hand when ready to speak, works well with others in small centers, etc.</li> <li>Participates in group discussions</li> <li>Is able to look at a situation differently or delay gratification</li> <li>Manages classroom rules, routines, and transitions with occasional reminders</li> </ul>	<ul style="list-style-type: none"> <li>Emotionally and developmentally ready to handle a classroom atmosphere of sitting still &amp; listening during large group instruction, raising hand when ready to speak, sit at desk and manage own supplies</li> <li>Participates in group discussions</li> <li>Controls strong emotions in an appropriate manner most of the time.</li> <li>Applies rules in new, but similar situations</li> </ul>
<b>Physical</b>		
<ul style="list-style-type: none"> <li>Demonstrates traveling skills (running, jumping, galloping, etc.)</li> <li>Demonstrates balancing skills</li> <li>Demonstrates gross-motor manipulative skills</li> <li>Demonstrates fine motor and coordination</li> </ul>	<ul style="list-style-type: none"> <li>Masters fine motor skills involved with using scissors, holding pencils, using glue, etc.</li> <li>Coordinates complex movements in play and games (For example: runs smoothly and quickly, changes directions, stops and starts quickly. Jumps and spins, moves through an obstacle course, gallops and skips with ease, plays "Follow the Leader" using a variety of traveling movements)</li> </ul>	<ul style="list-style-type: none"> <li>Coordinates complex movements in play and games. (For example: runs smoothly and quickly, changes directions, stops and starts quickly. Jumps and spins, moves through an obstacle course, gallops and skips with ease, plays "Follow the Leader" using a variety of traveling movements)</li> </ul>

## Language

<ul style="list-style-type: none"> <li>• Listens to and understands increasingly complex language</li> <li>• Uses complete four-six word sentences</li> <li>• Uses appropriate conversational and other communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Describes Show &amp; Tell toys and writing pieces in front of peers, speaks parts clearly in school plays</li> <li>• Responds appropriately to complex statements, questions, vocabulary, and stories</li> <li>• Follows detailed, instructional, multi-step directions</li> </ul>	<ul style="list-style-type: none"> <li>• Describes Show &amp; Tell toys and writing pieces in front of peers, speaks parts clearly in school plays</li> <li>• Responds appropriately to complex statements, questions, vocabulary, and stories</li> <li>• Follows detailed, instructional, multi-step directions.</li> <li>• Uses long, complex sentences following grammatical rules</li> </ul>
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## Cognitive

<ul style="list-style-type: none"> <li>• Sustains interest in working on a task, especially when adults offer suggestions, questions, &amp; comments</li> <li>• Remembers and connects experiences</li> <li>• Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</li> <li>• Draws or constructs, and then identifies what it is</li> </ul>	<ul style="list-style-type: none"> <li>• Sustains work on age-appropriate, interesting tasks; can ignore most distractions &amp; interruptions</li> <li>• Shows eagerness to learn about a variety of subjects and ideas</li> <li>• Groups objects by one characteristic, then regroups them using a different characteristic and indicates the reason</li> <li>• Plans and then uses drawings, constructions, movements, and dramatization to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruption</li> <li>• Uses a variety of resources to find answers to questions</li> <li>• Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons</li> </ul>
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*Spring Valley Academy Standards have been set to not only meet, but exceed the Common Core State Standards. They have been adapted from "Creative Curriculum" - a program endorsed by all 50 states, as well as the number one endorsement in Ohio.*



## Literacy

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| <ul style="list-style-type: none"><li>• Fills in the missing rhyming word; generates rhyming words spontaneously</li><li>• Shows awareness that some words begin the same way</li><li>• Recognizes most capital and lowercase letters</li><li>• Identify sounds of some letters</li><li>• Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</li><li>• Demonstrates knowledge of print and its uses</li><li>• Demonstrates emergent writing skills</li></ul> | <ul style="list-style-type: none"><li>• Decides whether two words rhyme</li><li>• Recognizes all capital and lowercase letters when presented in random order</li><li>• Writes clearly all capital letters and lowercase letters</li><li>• Associates sounds with all letters of the alphabet</li><li>• Reads some words on Pre-Primer Dolch Sight Word List</li><li>• Knows some features of a book (title author, illustrator); connects specific books to authors</li><li>• Indicates where to start reading and the directions to follow</li></ul> | <ul style="list-style-type: none"><li>• Generates a group of rhyming words when given a word</li><li>• Understands parts of a book- author, illustrator, cover, title, illustrations, key details, retelling, and printed words.</li><li>• Understands the difference between vowels &amp; consonants</li><li>• Read all words on Pre-Primer Dolch Sight Word List</li><li>• Applies letter-sound correspondence when attempting to sound out new words.</li><li>• Reads emergent level texts with purpose and understanding</li><li>• Writes all capital and lowercase letters clearly and with appropriate formations</li><li>• Independently writes simple sentences using phonetic spelling</li></ul> |
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## Mathematics

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| <ul style="list-style-type: none"><li>• Verbally counts 1-10; counts up to five objects accurately, using one number name for each object.</li><li>• Recognizes and names the number of items in a small set (up to five) instantly</li><li>• Combines and separates up to five objects and describes the parts</li><li>• Identifies numerals to 10 by names and connects some to counted objects</li><li>• Follows simple directions related to proximity (beside, between, next to)</li><li>• Identifies most basic shapes (circle, square, triangle)</li><li>• Compares and orders a small set of objects as appropriate according to size, length, and weight</li><li>• Knows usual sequence of basic daily events</li><li>• Copies simple repeating patterns</li></ul> | <ul style="list-style-type: none"><li>• Verbally counts to 30 by ones</li><li>• Counts 10-20 objects accurately &amp; knows the last number states how many in all</li><li>• Tells what number (1-10) comes next in order by counting</li><li>• Correctly identifies two sets of numbers by telling which part has more, less, or the same</li><li>• Identifies numerals to 10 by names and connects each to counted objects</li><li>• Writes numbers 1-10</li><li>• Correctly names basic flat shapes and draws them</li><li>• Uses and responds appropriately to positional words indicating location, direction, and distance</li><li>• Identifies all basic and geometric 2-dimensional shapes (circle, square, trapezoid, hexagon, etc.)</li><li>• Measures objects with non-standard forms of measurement</li><li>• Knows the purpose of standard measurement tools</li><li>• Extends and creates simple repeating patterns</li></ul> | <ul style="list-style-type: none"><li>• Verbally counts to 100</li><li>• Counts 30 objects accurately</li><li>• Tells what number comes before and after a specified number up to 100</li><li>• Labels numbers 1-100 as greater than, less than, or equal to</li><li>• Identifies numbers to 20 by name and connects each to counted objects</li><li>• Uses and makes simple sketches, models, or pictorial maps to locate objects</li><li>• Identifies all geometric 2-dimensional and 3-dimensional shapes</li><li>• Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</li><li>• Uses measurement words and some standard measurement tools accurately</li><li>• Uses ordinal numbers from first to tenth</li><li>• Recognizes, creates, and explains more complex repeating and simple growing patterns</li></ul> |
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