

# Louisiana Standards for PROGRAMS SERVING FOUR-YEAR-OLD CHILDREN



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**EDUCATION**

PAUL G. PASTOREK | STATE SUPERINTENDENT  
LOUISIANA DEPARTMENT OF EDUCATION

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**Prekindergarten Standards: Louisiana's Road to the Future**

Educational research has consistently proven that there is a strong correlation between the quality of early childhood experience and later academic success. Therefore, it is imperative that Louisiana's Early Childhood Education programs provide children with the foundational experiences needed for them to become successful learners. In an effort to help Louisiana's early childhood educators provide quality preschool programs, in 2003, the prekindergarten content standards for programs serving four-year-old children were developed.

In 2009, a revision committee met to modify the prekindergarten content standards. However, at this same time, the development of national Common Core State Standards was introduced. Louisiana, along with 48 other states, joined a state-led process to develop a common core of state standards in English language arts and mathematics for grades K-12. As a result of this national initiative, the prekindergarten revision committee's focus was directed at adding a section to the prekindergarten standards on approaches to learning, and only modifying the sections on social and emotional, health and physical, and creative arts. At a future date, the cognitive sections of the prekindergarten standards will be developed to align with the K-12 common core state standards.

The prekindergarten **content standards**, as well as the **grade-level expectations**, are based on research in developmentally appropriate practice and continue to provide early childhood educators with a common understanding of what young children should know and do. The purpose of these standards is to provide a guide for designing and implementing a curriculum that will facilitate learning and skill acquisition in each prekindergarten child. They are also designed to assist teachers in providing children with the foundational experiences to support later achievement of the K-12 content standards.

These standards have been developed for all Louisiana preschool students in public and private settings, including students with disabilities and students who are linguistically and culturally diverse. Significant efforts have been made to expand and improve the quality of Louisiana's Early Childhood programs. By developing *Louisiana Standards for Programs Serving Four-Year-Old Children*, we are laying the foundation for all children in Louisiana to become lifelong learners, as well as productive citizens for the 21<sup>st</sup> century.

Your partner for better education,

Paul G. Pastorek  
State Superintendent of Education

# Foreward

The *Louisiana Standards for Programs Serving Four-Year-Old Children* document is a framework for building a quality, developmentally appropriate prekindergarten program. These standards are designed to be used by teachers, administrators, directors, curriculum developers, parents, policymakers, and any others involved with programs that serve all four-year-old children.

These standards are intended to be a guide for teaching young children. They are not intended to be a curriculum or a checklist. All the individual areas of the standards are considered to be equally important and should be integrated into all the activities of the day. Also, the standards are not intended to limit any child's progress. The individual needs of each child must be met on a daily basis.

Educational research has consistently proven that there is a strong correlation between the quality of early childhood experience and later academic success. Therefore, it is imperative that Louisiana's prekindergarten programs provide children with the foundational experiences needed for them to become successful learners.

The Prekindergarten Standards Committee

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# INTRODUCTION

*The Louisiana Standards for Programs Serving Four-Year-Old Children* document was developed by a committee of educators from across the state. The committee consisted of representatives of higher education institutions, technical colleges, childcare, Head Start, Department of Social Services, and the Department of Health and Hospitals, as well as representatives from local school system administrators and classroom teachers. The standards were designed to address the needs of all children in all settings.

There are a number of principles that guided the development of the document:

[These *Guiding Principles* were reprinted with permission from the Connecticut State Department of Education Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs (May 1999).]

## **Early learning and development are multidimensional; developmental domains are highly interrelated.**

Development in one domain influences the development in other domains. For example, children's language skills impact their ability to engage in social interactions. Therefore, developmental domains cannot be considered in isolation of each other. The dynamic interaction of all areas of development must be considered.

## **Young children are capable and competent.**

All children are capable of positive developmental outcomes. Therefore, there should be high expectations for all young children.

## **There are individual differences in rates of development among children.**

Each child is unique in the rate of growth and the development of skills and competencies. Some children may have a developmental delay or disability that may require program staff to adapt expectations of individual children or adapt experiences so that they will be successful in attaining the performance standard. Additionally, each child is raised in a cultural context that may impact a child's acquisition of certain skills and competencies.

**Children will exhibit a range of skills and competencies in any domain of development.**

Preschool age children will exhibit a range of skills and competencies in any area of development. All children within an age group should not be expected to master each skill to the same degree of proficiency at the same time.

**Knowledge of child growth and development and consistent expectations are essential to maximize educational experiences for children and for program development and implementation.**

Early care and education program staff must agree on what it is they expect children to know and be able to do, within the context of child growth and development. With this knowledge, early childhood staff can make sound decisions about appropriate curriculum for the group and for individual children.

**Families are the primary caregivers and educators of their young children.**

Families should be aware of programmatic goals and experiences that should be provided for children and expectations for children's performance by the end of the preschool years. Program staff and families should work collaboratively to ensure that children are provided optimal learning experiences. Programs must provide families with the information they may need to support children's learning and development.

**Young children learn through active exploration of their environment through children-initiated and teacher-selected activities.**

The early childhood environment should provide opportunities for children to explore materials and engage in concrete activities, and to interact with peers and adults in order to construct their own understanding about the world around them. There should therefore be a range of approaches to maximize children's learning.



# **\*LOUISIANA CONTENT STANDARDS FOUNDATION SKILLS**

The Louisiana Content Standards Task Force has developed the following foundation skills, which should apply to all students in all disciplines.

1. Communication: A process by which information is exchanged and a concept of “meaning” is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, speaking, listening, viewing, and visually representing.
2. Problem-Solving: The identification of an obstacle or challenge and the subsequent application of knowledge and thinking processes, which include reasoning, decision-making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.
3. Resource Access and Utilization: The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video materials, word processors, computers, interactive devices, telecommunication, and other emerging technologies.
4. Linking and Generating Knowledge: The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. “Transfer” refers to the ability to apply a strategy or in-content knowledge effectively in a setting or context other than that in which it was originally learned. “Elaboration” refers to monitoring, adjusting, and expanding strategies into other contexts.
5. Citizenship: The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one’s choices and actions and understanding their impact on oneself and others; knowing one’s civil, constitutional, and statutory rights; and mentoring others to become productive citizens and lifelong learners.

\*These foundation skills were developed by the Louisiana Content Standards Task Force in 1997. This task force developed the State Standards for Curriculum Development for kindergarten through grade 12.

# INFORMATION LITERACY MODEL FOR LIFELONG LEARNING

Students must become competent and independent users of information to be productive citizens of the 21<sup>st</sup> century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy — the ability to recognize an information need and then locate, evaluate, and effectively use the needed information — is a basic skill essential to the 21<sup>st</sup> century workplace and home. Information literate students are self-directed learners, who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learning is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. Defining/Focusing: The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.
2. Selecting Tools and Resources: After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.
3. Extracting and Recording: Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, “chunking” reading, finding main ideas, and taking notes.
4. Processing Information: After recording information, students must examine and evaluate the data in order to utilize the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.
5. Organizing Information: Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.
6. Presenting Findings: Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyper stack).
7. Evaluating Efforts: Throughout the information problem-solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and other qualified or interested resource persons.

# **Louisiana Prekindergarten Program Guidelines**

**ARE LOCATED IN A SEPARATE DOCUMENT  
ON THE  
LDOE EARLY CHILDHOOD WEBSITE**

# CONTENT STANDARDS

This section contains content standards, which are organized alphabetically into six domains of development:

**Approaches to Learning**  
**Cognitive Development**  
    **Mathematical Development**  
    **Science Development**  
    **Social Studies Development**  
**Creative Arts Development**  
**Health and Physical Development**  
**Language and Literacy Development**  
**Social and Emotional Development**

The six developmental domains are designed to be interdependent and must be considered as a whole when considering the development of prekindergarten children. Each developmental domain includes the following:

**Standard** - the overarching goal for each content area

**Indicator** - defines the standard more specifically in each content area

**Grade-Level Expectation (GLE)** - describes what children should know and be able to do by the end of prekindergarten

**Link** - Each content standard is aligned with the Louisiana K-4 Content Standards and other relevant state and national standards.

The content standards and grade-level expectations provide the prekindergarten personnel with a common understanding of what young children should know and do. It is designed to be a guide for designing and implementing a curriculum that will facilitate learning and skill acquisition in each prekindergarten child. Skills such as letters, numbers, shapes, colors, etc., should not be taught in isolation, but integrated throughout the curriculum.

The content standards, indicators, and grade-level expectations are based on research in developmentally appropriate practice for preschool children. In developing these standards, the *Head Start Performance Standards* and the *Early Childhood Environment Rating Scale, Revised Edition (ECERS-R)* were reviewed and linked to the appropriate content practice standards.

## DEVELOPMENTALLY APPROPRIATE PRACTICES

Developmentally Appropriate Practices Include:	Developmentally Appropriate Practices <u>DO NOT</u> Include:
Learning centers / Free choice centers	Timed rotation / Teacher selected
Concrete learning experiences with real items	Workbooks or ditto sheets
Balance of student-initiated and teacher-directed activities in instructional day	Teacher-directed activities are more than 25-35% of the instructional day
Actively engaged learners	Passive quiet learners
Language and talking are encouraged daily	Classrooms are quiet most of the day
Cozy inviting environments	Sterile cold environments
Daily outdoor gross motor time / Adults are interacting with the children to facilitate learning	Recess / Adults are <u>On Duty</u>
Individual creative art expressions	Patterned art / Art projects are uniform (all look the same)
Language / Literacy rich activities that encourage phonological awareness	Alphabet letters taught through rote drill or Letter of the week
Hands-on math activities	Rote drill of numbers, shapes, colors, etc.
Use a variety of materials that are changed frequently to meet the needs and interests of the children	Same materials and equipment used daily throughout the school year
Adult-Child Interactions encourage learning through open-ended questions, extending conversations, reasoning, etc.	Adult-Child Interactions are minimal, unpleasant, non-responsive, inappropriate, or only to control behavior
Use of TV, videos and computers are related to classroom events, appropriate, limited to short periods of time and adult interaction occurs	TV, videos, and computers are not related to classroom events, used inappropriately, no alternative activities are used, and no adult interaction occurs
Teacher uses a variety of strategies and meaningful activities to develop skills and concepts	Teacher uses direct instruction to teach and isolates the skills and concepts
Assessment is ongoing / Portfolios are used that include anecdotal records, work samples, photographs, etc.	Isolated testing / Worksheets

\*For more Developmentally Appropriate Practices refer to *ECERS-R*, NAEYC guidelines, and Bulletin 741.

A **Standard** describes the broad outcomes that children should achieve through a high quality preschool experience.

## PreK Standards Sample Page

**Content Area or Domain** being addressed.

**Strand** defines each **Content Area** or **Domain** more specifically.

### MATHEMATICAL DEVELOPMENT

#### Number and Number Relations

**Examples** are tips on how to structure the curriculum and environment to assist a child's optimal performance.

#### STANDARD: Understand numbers, ways of representing numbers and relationships between numbers and numerals

Louisiana K-4 Content Standards: N-1-E & N-9-E Head Start Performance Standards: 1304.21(a)(4)(iv) 1304.21(c)(1)(ii) ECERS-R Items: 26

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CM-N1* Compare numbers of objects	5. Compares sets of objects using same/different and more/less/fewer	Compare number of boys to girls Compare unix towers to each other Begin to use names of numbers in play, such as "I need two more blocks" Compare objects in groups, such as shoes that tie and do
PK-CM-N2 Perform one-to-one	2. Count a set of 5 or fewer objects using 1 to 1 correspondence between number names and objects	Put pegs in each hole of pegboard
PK-CM-N3 Perform one-to-one	1. Count by ones to 10	Sing counting songs Count in rhymes, fingerplays, poems, or stories
PK-CM-N4 Begin to count objects	2. Count a set of 5 or fewer objects using 1 to 1 correspondence between number names and objects	Count manipulatives Count days on the calendar Count children to line up for field trip Count the number of children present each day
PK-CM-N5 Begin to recognize numerals	4. Identifies numerals 1-5	Identify some numerals in their environment Discriminate between letters and numerals by sorting Play number games
PK-CM-N6 Begin to demonstrate estimation skills	No corresponding GLE	Estimate how many scoops of sand will fill a pail Place a small number of items in a see-through container and ask children to estimate number and record the estimate Estimate how many eggs fit in a strawberry basket

\* PK-CM-N1 means **Prekindergarten** – **Cognitive Math** **Number 1**

# APPROACHES TO LEARNING

## RATIONALE

Approaches to learning are behaviors and attitudes that show how children learn and acquire knowledge. Children vary in their learning styles and how they express their approaches to learning. Research has shown that children with positive approaches to learning have an increased academic and social-emotional competence. These children did better in reading and mathematics in kindergarten and first grade, were twice as likely to score in the top 25% in reading and mathematics, and had more positive and constructive interactions with others.

*Commonly cited components of approaches to learning include children's:*

- Intrinsic motivation to learn
- Interest and joy in learning
- Initiative
- Engagement
- Persistence
- Ability to plan, focus, and control attention
- Flexible problem-solving
- Inventiveness
- Tolerance for frustration
- Ability to connect and apply past learning to new experiences<sup>1</sup>

As children apply these approaches to learning, they can carry their new knowledge and abilities to a higher level of mastery and develop skills to become life-long learners.

<sup>1</sup> Hyson, M. (2008). *Enthusiastic and Engaged Learners: Approaches to Learning in the Early Childhood Classroom*. New York, NY: Teachers College, Columbia University.

National Education Goals Panel. (1995). *Reconsidering children's early development and learning: Toward common views and vocabulary*. Goal 1 Technical Planning Group. S. L. Kagan, E. Moore, & Bredekamp (Eds). Washington, DC: U.S. Governing Printing Office.

Scott-Little, C., Kagan, S.L., Frelow, V.S., & Reid, J. (2008). *Inside the Content of Infant-Toddler Early Learning Guidelines: Results from Analyses, Issues to Consider, and Recommendations*. Greensboro, NC: University of North Carolina at Greensboro.

## GUIDING PRACTICES

### *Effective Prekindergarten programs:*

- Provide purposeful and meaningful child-initiated activities
- Support children's play through a well-planned environment
- Help children feel successful by supporting individual differences
- Facilitate children's discovery of their own learning capacities and styles
- Model enthusiasm for new learning processes and projects
- Encourage children to try new things and use materials in different ways
- Encourage children to think about things from different perspectives
- Use open-ended questions as means to further learning
- Prompt children to investigate, act on ideas, and communicate their thoughts
- Help children work together on projects or solve problems

## STRATEGIES TO SUPPORT AN INCLUSIVE LEARNING ENVIRONMENT\*

- Provide visual and verbal prompts to help children move through a problem-solving or planning process
- Purposefully guide children to work and play together
- Help children focus their attention by providing activities or materials that are of interest to them, and encourage them to stay focused on an activity
- Break problems and tasks into smaller or shorter pieces ("chunking")

**\*To facilitate the inclusion of all children, including those with varying abilities, IEPs, and/or English Language Learners, some sample accommodations are embedded within the examples provided for the indicators. Please see Appendix 1 and Appendix 2 for further information and suggested modifications and/or accommodations.**



## APPROACHES TO LEARNING

### Reasoning and Problem-Solving

**STANDARD: Develop learning and thinking skills through gaining, refining, and applying knowledge**

**Head Start Performance Standards:** 1304.21(a)(1); (a)(3); & (a)(4) 1304.21(c)(1)(i); & (c)(1)(ii) **ECERS-R Items:** 16, 17, & 18

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<b>NOTE:</b> PreK Indicators do not apply to this Standard	1. Demonstrate an intrinsic motivation to learn by displaying interest in real world experiences	Use a magnifying glass to look at lines on leaves In dramatic play, look at a wok and ask, "What is this?" While reading a book about Louisiana, ask, "What's a beignet?"
	2. Demonstrate the ability to think systematically and use reasoning skills	Make a prediction about what might happen next in a story Decide what might happen if two colors of playdough are combined based on what s/he observed when two colors of paint were combined Respond to "what if" questions and give reason(s) for answer
	3. Use a variety of strategies to investigate possible solutions when problem-solving	Ask, "What made the dough smell different?" after a teacher adds peppermint oil to playdough Use touch and smell to determine what a teacher has hidden in a bag Observe a friend crying and try to determine what is wrong Find a broken toy and seek assistance from teacher about the best way to fix it
	4. Approach tasks and experiences with flexibility, imagination, and inventiveness to create new ideas outside of his/her own experience	After being read a book about space, spontaneously create a rocket ship out of blocks and pretend to "blast off" to the moon Use play-dough to make pretend objects, such as jewelry, food, or press-on fingernails Try using a rubber band to hold two sticks together after discovering that tape would not hold them together

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
	5. Discuss ideas and experiences with others, utilizing any form of communication	<p>While lining up next to each other, say or gesture, "I'm taller than you!"</p> <p>Bring a collection of things from home and share with classmates</p> <p>Mix blue and red paint and communicate to a friend that they make purple</p> <p>Use measurement words (such as size, shape) at the water table to discuss the characteristics of containers</p>
	6. Reflect on investigations and their results by making observations and possibly forming new ideas	<p>Recognize that a friend's mom is pregnant after his/her own mom recently had a baby</p> <p>Change the base of his/her block structure when the tower continues to fall</p> <p>Talk about painting with a brush earlier that day and say, "Maybe tomorrow I can use my fingers, instead!"</p> <p>While putting on a fire hat, girl tells boys, "Women can be fire people, too, because I saw it on TV!"</p>

## APPROACHES TO LEARNING

### Initiative, Engagement, and Persistence

#### STANDARD: Demonstrate initiative, engagement, and persistence in learning

**Head Start Performance Standards:** 1304.21(a)(1); (a)(3); & (a)(4) 1304.21(c)(1)(i); (1)(ii); & (1)(iv) **ECERS-R Items:** 16, 17, 18, 34, & 36

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<b>NOTE:</b> PreK Indicators do not apply to this Standard	1. Show curiosity and interest in learning new things and trying new experiences	<p>Explore on his/her own, e.g., pick up class pet for the first time or collect objects to test if they are magnetic</p> <p>Experiment with different art materials to make a self-portrait</p> <p>Taste guacamole after learning about avocados</p> <p>Ask to join a group playing with a mixture of cornstarch and water ("goop")</p>
	2. Demonstrate initiative and independence in selecting and carrying out activities	<p>Bring binoculars outside to look more closely at a bird building a nest</p> <p>After a field trip to the grocery store, organize classroom play food and food boxes to create a grocery store</p> <p>Bring art materials to a group building a castle in the block area to add on a bridge</p>
	3. Maintain attention in child-initiated and teacher-initiated activities for short periods of time, despite distractions and interruptions	<p>Continue to attend to a story being read when someone enters the room</p> <p>Work to complete a puzzle, even after a friend interrupts and asks him/her to play in another area</p> <p>Put away the art materials, despite others preparing to go outside</p> <p>Say, "I'll do it!", even though the teacher offered to help</p>

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
	<p>4. Demonstrate an increasing ability to plan and work towards completion of tasks and activities, even when faced with frustration because the task or activity is difficult</p>	<p>Identify and collect materials (e.g., plastic farm animals, blocks, people figures, or tractors) to create a farm in the block area</p> <p>Select paper and marker to create a sign for a store in the dramatic play area</p> <p>Ask a teacher where to leave a clay structure so that it can be painted later</p> <p>Continue to try to cross the monkey bars, even after having fallen off</p> <p>Make repeated efforts to rebuild a block structure that keeps falling down</p> <p>Work with the teacher to decide what objects to use in an obstacle course on the playground, and help put objects in place</p>

## APPROACHES TO LEARNING

### Curiosity and Eagerness to Learn

**STANDARD: Engage in play-based learning for sustained periods of time to acquire knowledge about themselves and their world**

**Head Start Performance Standards:** 1304.21(a)(1); (a)(3); & (a)(4) 1304.21(c)(1)(i); (1)(ii); & (1)(iv) **ECERS-R Items:** 16, 17, 18, 34, & 36

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<b>NOTE:</b> PreK Indicators do not apply to this Standard	1. Make choices about play activities, materials, and playmates/companions	<p>Choose one ball out of a variety of balls that will fit through the ball hoop on the playground</p> <p>Given five options for activity/play centers, make a choice of where to play</p> <p>Pick a friend to play “Mama Bear” when reenacting a story in the dramatic play area</p>
	2. Engage in unfamiliar activities during play	<p>Try to put together a new interlocking puzzle in the puzzle center</p> <p>Seek assistance when attempting to learn how to swing</p> <p>Experiment with magnets</p>
	3. Use prior knowledge and experiences to learn new skills during play	<p>Say, “May I take your order?” in dramatic play, then write or pretend to write it down</p> <p>Attempt to make a stop sign, so children won’t knock down block structure</p> <p>After a field trip to the fire station, put on firefighter hat and pretend to put out a fire</p> <p>Find or collect props to retell the story, “The Three Little Pigs”</p>

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
	4. Use manipulatives and other hands-on materials to learn concepts and skills related to core content areas	Use a scarf to symbolize wind blowing Use play-dough to make letters Use a collection of leaves to compare and discuss size Weigh two apples to decide which one is heavier Use materials and/or puppets to recreate a story
	5. Describe play experiences using English or another language or another mode of communication	During center activities, describe “creations” when asked about art work, block structures, and other creative work Use home language to communicate to a parent what he/she played with that day Explain what friends are arguing about in the dramatic play area Use signs to communicate that he/she played the role of “mother” during a classroom skit

# MATHEMATICAL DEVELOPMENT

## INTRODUCTION

Young children develop mathematical concepts through meaningful and concrete experiences that are broader in scope than numerals and counting. In an inclusive, developmentally appropriate play-based environment, prekindergarten children will have opportunities to acquire and understand mathematical skills and concepts using hands-on experiences. They will have access to a wide variety of tools and technologies that foster the understanding of mathematics in real-life situations.

Early childhood teachers must be flexible during daily routines and strive to capture teachable moments using open-ended questioning techniques to expand mathematical concepts. These teachers must also facilitate activities that address and extend young children's developmental levels.

## STRATEGIES TO SUPPORT AN INCLUSIVE LEARNING ENVIRONMENT\*

- Simplify a complicated task by breaking it into smaller parts or reducing the number of steps
- Use shorter but more frequent activities and routines
- Add new activities and specific activities as needed to meet individual needs

\*To facilitate the inclusion of all children, including those with varying abilities, IEPs, and/or English Language Learners, some sample accommodations are embedded within the examples provided for the indicators. Please see Appendix 1 and Appendix 2 for further information and suggested modifications and/or accommodations.

# STAGES OF MATH DEVELOPMENT

## 2-3 YEAR OLDS:

- begin to understand the use of numbers as they hear others using them
- understand the use of numbers through exploring objects
- work large-piece puzzles
- understand direction and relational words
- recognize geometric shapes, like a circle
- sequence up to three items

## 3-4 YEAR OLDS:

- recognize and express quantities like *some*, *more*, *a lot*, and *another*
- begin to have a sense of time
- recognize familiar geometric shapes in the environment
- sort objects by one characteristic
- rote count to 5
- notice and compare similarities and differences
- use words to describe quantity, length, and size

## 4-5 YEAR OLDS:

- play number games with understanding
- count objects to 10 and sometimes to 20
- identify the larger of two numbers
- answer simple questions that require logic
- recognize more complex patterns
- position words
- sort forms by shape
- compare sizes of familiar objects not in sight
- work multi-piece puzzles

## 5-6 YEAR OLDS:

- begin to understand concepts represented in symbolic form
- can combine simple sets
- begin to add small numbers in their heads
- rote count to 100 with little confusion
- count objects to 20 and more
- understand that the number is a symbol that stands for a certain number of objects
- classify objects by multiple attributes
- can decide which number comes before, or after, another number

Source: *The Portfolio and Its Use: A Road Map for Assessment* by Southern Early Childhood Association



# MATHEMATICAL DEVELOPMENT

## Number and Number Relations

### STANDARD: Understand numbers, ways of representing numbers and relationships between numbers and numerals

Louisiana K-4 Content Standards: N-1-E & N-9-E *ECERS-R* Items: 26 Head Start Performance Standards: 1304.21(a)(4)(iv) 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CM-N1* Compare numbers of objects	5. Compares sets of objects using same/different and more/less/fewer	Compare number of boys to girls Compare unifix towers to each other Begin to use names of numbers in play, such as "I need two more blocks" Compare objects in groups, such as shoes that tie and do not tie
PK-CM-N2 Perform one-to-one correspondence	2. Count a set of 5 or fewer objects using 1 to 1 correspondence between number names and objects	Set the table Hand out snacks to each child Put pegs in each hole of pegboard
PK-CM-N3 Count by rote	1. Count by ones to 10	Sing counting songs Count in rhymes, fingerplays, poems, or stories
PK-CM-N4 Begin to count objects	2. Count a set of 5 or fewer objects using 1 to 1 correspondence between number names and objects	Count manipulatives Count days on the calendar Count children to line up for field trip Count the number of children present each day
PK-CM-N5 Begin to recognize numerals	4. Identifies numerals 1-5	Identify some numerals in their environment Discriminate between letters and numerals by sorting Play number games
PK-CM-N6 Begin to demonstrate estimation skills	<i>No corresponding GLE</i>	Estimate how many scoops of sand will fill a pail Place a small number of items in a see-through container and ask children to estimate number and record the estimate Estimate how many eggs fit in a strawberry basket

**\*PK-CM-N -- Prekindergarten – Cognitive Math – Number Concepts**

# MATHEMATICAL DEVELOPMENT

## Measurement

### STANDARD: Use non-standard units to measure and make comparisons

**Louisiana K-4 Content Standards:** M-1-E; M-2-E; M-3-E; M-4-E; & M-5-E **ECERS-R Items:** 26 **Head Start Performance Standards:** 1304.21(a)(4)(iv) 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CM-M1* Experience, compare, and use language relating to time	7. Use words such as day/week, month, schedule, morning, noon, night	Begin to use words to describe time intervals, such as yesterday, today, and tomorrow Use different types of timers Participate in discussions about the daily schedule
PK-CM-M2 Anticipate, remember, and describe sequences of events	<i>No corresponding GLE</i>	Retell sequential events in a story and/or activity Recall daily schedule Count down days to an event
PK-CM-M3 Use mathematical language to describe experiences involving measurement	6. Use comparative vocabulary in measurement settings (long/longer, more/less, short/shorter, bigger/smaller, hotter/colder, heavier/lighter)	Use comparison terms, such as heavy/light, long/short, more/less, or big/little
PK-CM-M4 Measure objects in the physical world using non-standard units of measurement	<i>No corresponding GLE</i>	Use hands to measure objects Use string to measure child's height or circumference of an object, such as pumpkin, watermelon, or orange

**\*PK-CM-M -- Prekindergarten – Cognitive Math – Measurement**

# MATHEMATICAL DEVELOPMENT

## Geometry

### STANDARD: Develop an understanding of geometrical and spatial concepts

**Louisiana K-4 Content Standards:** G-1-E; G-2-E; & G-4-E **ECERS-R Items:** 26 **Head Start Performance Standards:** 1304.21(a)(4)(iv) 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CM-G1* Recognize, name, describe, compare, and create basic shapes.	8. Identify rectangles, squares, circles, and triangles using concrete models.	Combine unit blocks to make shapes Go on shape scavenger hunt Use shapes to make pictures
PK-CM-G2 Identify shapes to describe physical world	<i>No corresponding GLE</i>	Identify shapes of objects in the environment, such as the classroom door is a rectangle Identify roof in photo of house as a triangle
PK-CM-G3 Describe and interpret spatial sense: positions, directions, distances, and order	3. Identify an object's position as first or last  10. Use words that indicate direction and position of an object (up, down, over, under, above, below, beside, in, out, behind).  11. Recognize and manipulate an object's position in space.	Describe the position of people or things in relation to self or other objects Give and follow directions using positional words Describe the movement of objects, such as "The dog jumped over the fence"

**\*PK-CM-G -- Prekindergarten – Cognitive Math – Geometry and Spatial Sense**

# MATHEMATICAL DEVELOPMENT

## Data Analysis

### STANDARD: Investigate, organize, respond, and create representations

**Louisiana K-4 Content Standards:** P-1-E; P-2-E; P-3-E; D-1-E; D-2-E; D-3-E; & D-4-E **ECERS-R Items:** 26 **Head Start Performance Standards:** 1304.21(a)(4)(iv) 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CM-D1* Sort and classify materials by one or more characteristics	9. Sort concrete objects by attribute (shape, size, color)	Sort buttons by color Group items with common characteristics Return materials to shelf by matching objects to labels
PK-CM-D2 Collect and organize data about themselves, their surroundings, and meaningful experiences	12. Arrange objects/pictures to make an object or picture graph	Create simple graphs (picture, bar, representational, Venn diagrams), such as leaves by type or favorite ice cream Use webbing to collect information
PK-CM-D3 Interpret simple representations in data	<i>No corresponding GLE</i>	Participate in discussion about the calendar Participate in discussion using information from child-created graphs Participate in discussion about charts

\* **PK-CM-D -- Prekindergarten** – Cognitive Math – Data Collection, Organization, and Interpretation

# MATHEMATICAL DEVELOPMENT

## Patterns and Relationships

### STANDARD: Identify and create patterns

Louisiana K-4 Content Standards: P-1-E & P-3-E *ECERS-R* Items: 26 Head Start Performance Standards: 1304.21(a)(4)(iv) 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CM-P1* Recognize patterns in the physical world	13. Recognize and copy repeated patterns (concrete objects, songs, rhymes, and body movements)	Go on shape walks to identify patterns in environment Recognize patterns in snack kabobs Identify patterns on common objects, such as flag, clothes, or environmental patterns
PK-CM-P2 Describe, copy, extend, create patterns and make predictions about patterns	13. Recognize and copy repeated patterns (concrete objects, songs, rhymes, and body movements)	Line up boy, girl, boy, girl ... Clap out patterns Make patterns with manipulatives, such as lacing beads, unifix cubes, or links Tell what comes next in a pattern Create musical patterns playing music on cans
PK-CM-P3 Seriate objects	<i>No corresponding GLE</i>	Place blocks in order from shortest to tallest Place colored bears in order from smallest to largest

**\*PK-CM-P – Prekindergarten – Cognitive Math – Patterns and Relationships**

# SCIENTIFIC DEVELOPMENT

## INTRODUCTION

Young children are natural scientists. They easily become mesmerized by everyday happenings. Through varied and repeated opportunities to predict, observe, manipulate, listen, experiment with, reflect, and respond to open-ended questions, pre-kindergarteners make inferences and become higher-level thinkers.

Quality early childhood science programs require a balance of content and process, using multi-sensory experiences. In addition to science inquiry skills, pre-kindergarteners can begin to acquire a foundation of science concepts and knowledge on which they can build a clear understanding of their world. Early childhood teachers should look for opportunities to explore scientific concepts in all content areas.

## STRATEGIES TO SUPPORT AN INCLUSIVE LEARNING ENVIRONMENT\*

- Simplify a complicated task by breaking it into smaller parts or reducing the number of steps
- Use shorter but more frequent activities and routines
- Add new activities and specific activities as needed to meet individual needs

\*To facilitate the inclusion of all children, including those with varying abilities, IEPs, and/or English Language Learners, some sample accommodations are embedded within the examples provided for the indicators. Please see Appendix 1 and Appendix 2 for further information and suggested modifications and/or accommodations.

# SCIENTIFIC DEVELOPMENT

## Inquiry

### STANDARD: Begin to engage in partial and full inquiries

**Louisiana K-4 Content Standards:** SI-E-A1, A2, A3, A4, A5, A6 SI-E-B1, B2, B3, B4, B5, B6 **ECERS-R Items:** 25 **Head Start Performance Standards:** 1304.21(a)(2)(ii) 1304.21(a)(4)(i)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CS-I1 Use prior knowledge and experiences to hypothesize, predict, generate questions, and draw conclusions about organisms and events in the environment.	1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms)  2. Pose questions that can be answered by using students' own observations and scientific knowledge	Generate questions about insects (KWL or Experience Charts) Engage in spontaneous discussion (teachable moments) Engage in discussion through questioning, after reading a nonfiction science book Hypothesize or predict why certain phenomenon occurred
PK-CS-I2 Conduct simple scientific investigations	16. Explore the motion of objects by using balls, toy cars, or spinning tops	Observe ice melting Compare cars rolling down a ramp Compare objects that sink and float
PK-CS-I3 Make observations using senses	<i>No corresponding GLE</i>	Taste test a variety of foods and describe tastes Describe objects in feely box Describe changes in weather

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CS-I4 Employ equipment and tools to gather data and extend sensory observations	<p>4. Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data</p> <p>7. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties)</p> <p>8. Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope)</p> <p>12. Determine whether one object weighs more or less than another by using a pan balance</p>	<p>Sift soil with sieve to find organisms in soil</p> <p>Observe objects using color paddles</p> <p>Balance objects in scale to determine which is heavier or lighter</p>
PK-CS-I5 Collect, interpret, communicate data and findings from observations and experiments in oral and written formats	<p>5. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate</p> <p>6. Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios)</p>	<p>Communicate scientific information in a variety of ways (e.g. graph, tally, web, draw pictures, oral report)</p> <p>Create models of objects in the environment</p> <p>Participate in discussions where points of view are openly shared</p>
PK-CS-I6 Use appropriate scientific vocabulary related to topics	<i>No corresponding GLE</i>	<p>Describe the common physical changes of melting, freezing, and evaporating</p> <p>Identify the life cycle of a butterfly using scientific terms (e.g. egg and chrysalis)</p>
<b>*PK-CS-I – Pre-Kindergarten – Cognitive Science – Inquiry</b>		



# SCIENTIFIC DEVELOPMENT

## Physical Science

### STANDARD: Begin to acquire scientific knowledge related to physical science

**Louisiana K-4 Content Standards:** SI-E-A1, A2, A3, A4 S1-E-B1, B2, B3, B4, B5 PS-E-A1, A2, A3, A4 PS-E-C6, C7 **ECERS-R Items:** 25

**Head Start Performance Standards:** 1304.21(a)(2)(ii) 1304.21(a)(4)(i)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CS-P1 Begin investigating states of matter: solids, liquids, and gases	10. Determine whether objects float or sink through investigations  13. Compare the properties of different solids and liquids through observation  14. Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand)	Sort and classify objects by their state of matter Participate in block play using a variety of types of blocks (e.g. wooden unit blocks, cardboard blocks, foam blocks) Participate in a variety of sand and water activities Observe what happens to objects when filled with gases Explore three states of water: ice (solid), water (liquid), and steam (gas)
PK-CS-P2 Describe objects by their physical properties	9. Sort objects using one characteristic  18. Identify selected substances as <i>hot</i> or <i>cold</i>	Describe objects according to size, shape, color, or state of matter Describe characteristics of sand and water during sand and water play Describe what happens when bottles filled with objects suspended in liquids are moved in various ways such as: dirt in water or confetti in Karo syrup
PK-CS-P3 Explore the physical world using five senses	3. Use the five senses to describe observations  15. Demonstrate motion by using students' own bodies  17. Identify different sounds as <i>soft</i> or <i>loud</i>	Take a walk exploring the environment using the senses of sight, touch, smell, and/or sound -- describe findings Match things during a tasting, touching, smelling party Listen to and identify environmental, animal, or voice sounds
PK-CS-P4 Explore simple machines, magnets, and sources of energy	11. Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors	Explore magnets, magnifying glasses, balance scales, gears, pulleys, mirrors, and wind-up toys Discuss what makes things run by answering open-ended questions (e.g. car-gas, waterwheel-water, lamp-electricity)

**\*PK-CS-P – Pre-Kindergarten – Cognitive Science – Physical Science**

# SCIENTIFIC DEVELOPMENT

## Life Science

### STANDARD: Begin to acquire scientific knowledge related to life science

**Louisiana K-4 Content Standards:** SI-E-A1, A2, A3, A4 SI-E-B1, B2, B3 PS-E-A1, A2, A3, A4 PS-E-C6, C7 LS-E-A1, A2, A6 LS-E-B1 **ECERS-R Items:** 25  
**Head Start Performance Standards:** 1304.21(a)(2)(ii) 1304.21(a)(4)(i)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CS-L1 Explore, observe, and describe a variety of living things	19. Identify parts of the body and how they move  20. Give examples of different kinds of plants and different kinds of animals  21. Distinguish food items from nonfood items  22. Learn about animals and plants through nonfiction literature  23. Observe and care for pets and plants  24. Describe plants and animals in the schoolyard or home environments	Catch insects and place in bug catchers Use magnifying glass to observe insects Keep a class pet and/or plants in the classroom Observe the effect of darkness and light on growing plants
PK-CS-L2 Explore, observe, and describe a variety of non-living things	25. Explore and describe various properties of rocks, minerals, and soils	Compare live insects to plastic insects Collect non-living things, such as rocks, seashells, or buttons Sort examples of living and nonliving things
PK-CS-L3 Explore, observe, describe, and participate in a variety of activities related to preserving their environment	<i>No corresponding GLE</i>	Participate in constructing a compost heap Participate in planting a tree Participate in a campus cleanup day Participate in collecting items to recycle
PK-CS-L4 Begin to develop an awareness and understanding of plant and animal life cycles and how the life cycles vary for different reasons	<i>No corresponding GLE</i>	Plant and maintain a butterfly garden Read non-fiction age appropriate books about life cycles Observe life cycles of larvae, tadpoles, or mealworms

\* **PK-CS-L** – Pre-Kindergarten – Cognitive Science – Life Science

# SCIENTIFIC DEVELOPMENT

## Earth Science

### STANDARD: Begin to acquire scientific knowledge related to earth science

**Louisiana K-4 Content Standards:** SI-E-A1, A2, A3, A4 SI-E-B1, B2, B3, B4, B5 ESS-E-A1, A4 ESS-E-B1 **ECERS-R Items:** 25  
**Head Start Performance Standards:** 1304.21(a)(2)(ii) 1304.21(a)(4)(i)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CS-ES1 Investigate, compare, and contrast seasonal changes in their immediate environment	9. Sort concrete objects by attribute (shape, size, color)	<p>Draw, write, and/or dictate a message in journal about what they see, feel, and do in certain kinds of weather or over a period of time</p> <p>Dress-up in a variety of seasonal clothing in the dramatic play center</p> <p>Play a lotto game about the seasons</p>
PK-CS-ES2 Discover through observation that weather can change from day to day	<p>26. Describe the weather and its daily changes</p> <p>27. Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions</p>	<p>Graph each day's weather</p> <p>Keep weather journal</p> <p>Read a thermometer to determine temperature</p> <p>Keep a record of the day's temperature either from the newspaper, home, or outside thermometer</p>
PK-CS-ES3 Use vocabulary to describe major features of the earth and sky	28. Learn about objects in the sky through nonfiction literature	<p>Listen to and retell stories about the earth, sky, land formations, and bodies of water such as: <i>In the Night Sky, Happy Birthday Moon, Good Night Moon, In a Small, Small Pond, In the Tall, Tall Grass, Swimmy, Big Al, The Tiny Seed</i></p> <p>Discuss things in the day and night time sky</p> <p>Observe and discuss shadows at various times of the day</p>

**\*PK-CS-ES – Pre-Kindergarten – Cognitive Science – Earth and Space Science**

# SOCIAL STUDIES DEVELOPMENT

## INTRODUCTION

For young children the foundation for learning in social studies and history begins with the child's personal experiences and understanding of the relationship of self to home and family. Their understanding then gradually expands to include the people they meet in school, neighborhood, community, and the larger world. Teachers need to identify children's current knowledge and understanding. The pre-kindergarten curriculum needs to focus on concepts that are related to the child's immediate experience.

## STRATEGIES TO SUPPORT AN INCLUSIVE LEARNING ENVIRONMENT\*

- Provide adaptive equipment and materials where needed to accommodate children's special needs
- Assure that the classroom and school environments are handicapped accessible and meet the needs of all children
- Use appropriate verbal, visual, and physical cues in all the activities to meet the special needs of all the children

**\*To facilitate the inclusion of all children, including those with varying abilities, IEPs, and/or English Language Learners, some sample accommodations are embedded within the examples provided for the indicators. Please see Appendix 1 and Appendix 2 for further information and suggested modifications and/or accommodations.**

# SOCIAL STUDIES DEVELOPMENT

## Geography

**STANDARD: Develop an understanding of location, place, relationships within places, movement, and region**

Louisiana K-4 Content Standards: G-1B-E1 *ECERS-R* Items: 22 Head Start Performance Standards: 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CSS-G1 Include representations of roads, bodies of water, and buildings in their play	1. Identify representations of roads, bodies of water, and buildings in play activities	Use blue paper for a lake in the block area Drive toy cars on roads made from blocks
PK-CSS-G2 Use words to indicate directionality, position, and size	<i>No corresponding GLE</i>	Correctly use and respond to words, such as <i>left, right, first, last, big, little, top, or bottom</i> Verbalize location of objects that are hidden during a Hide and Seek game
PK-CSS-G3 Develop awareness of the world around them	2. Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives)	Recognize some common symbols of state and country, such as the shape of Louisiana or United States, or the Louisiana or American flag Observe the path a letter travels when teachers shows route on the map Answers questions about where they went on a trip or other places they have lived

**\*PK-CSS-G – Pre-Kindergarten – Cognitive Social Studies - Geography**

## SOCIAL STUDIES DEVELOPMENT

### Civics

#### STANDARD: Develop community and career awareness

Louisiana K-4 Content Standards: E-1A-E3 Kindergarten Health Standards: 3-E-1 & 3-E-2 Head Start Performance Standards: 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CSS-C1 Recognize community workers and increase awareness of their jobs	3. Identify community workers and their jobs	Identify different community workers by the uniform worn or the equipment used Participate in field trips to observe community workers Listen to guest speakers, such as a firefighter or a police officer Dress-up and role play different types of community workers
PK-CSS-C2 Identify his/her role as a member of family/class	5. Participate in patriotic activities	Participate in classroom duties Describe experiences shared within the family Participate in role playing

\*PK-CSS-C – Pre-Kindergarten – Cognitive Social Studies - Civics

## SOCIAL STUDIES DEVELOPMENT

### Economics

#### STANDARD: Develop an understanding of how basic economic concepts relate to their everyday lives

Louisiana K-4 Content Standards: E-1A-E3 Head Start Performance Standards: 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CSS-E1 Demonstrate an awareness of money being used to purchase things	6. Demonstrate an awareness of the uses of money in play activities	Use pretend money to purchase things in a dramatic play grocery store, bank, or post office

\*PK-CSS-E – Pre-Kindergarten – Cognitive Social Studies -Economics

# SOCIAL STUDIES DEVELOPMENT

## History

### STANDARD: Develop an understanding of the concept of time

Louisiana K-4 Content Standards: H-1A-E1    Head Start Performance Standards: 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CSS-H1    Use words to describe time ( <i>yesterday, today, tomorrow</i> )	7. Demonstrate an awareness of time by using and responding to such words as <i>yesterday, today, and tomorrow</i>	Use statements like, "I'm getting a bike today!" or "My birthday is tomorrow!" Use statement like, "The field trip was yesterday."
*PK-CSS-H – Pre-Kindergarten – Cognitive Social Studies - History		

# CREATIVE ARTS DEVELOPMENT

## RATIONALE

Creative arts development fosters creativity, individual expression, self-esteem, imagination, and appreciation of diversity. Through music, movement, visual arts, and dramatic arts, prekindergarten children are encouraged to explore and express themselves creatively. Creative expression supports children's cognitive growth, problem-solving skills, and growing insight about the world around them.

## GUIDING PRACTICES

*Effective prekindergarten programs:*

- Integrate creative arts in all developmental domains
- Provide daily opportunities for creative endeavors
- Emphasize the process, rather than the outcome
- Offer creative arts experiences in a risk-free environment
- Encourage children to express themselves freely

## STRATEGIES TO SUPPORT AN INCLUSIVE LEARNING ENVIRONMENT\*

- Provide materials that are easily adaptable for independent use and ensure that the materials are easily accessible.
- Adapt the environment to promote interaction, engagement, and learning.
- Allow participation based upon interest, ability, language, and culture.

**\*To facilitate the inclusion of all children, including those with varying abilities, IEPs, and/or English Language Learners, some sample accommodations are embedded within the examples provided for the indicators. Please see Appendix 1 and Appendix 2 for further information and suggested modifications and/or accommodations.**



# STAGES OF ART DEVELOPMENT

## **SCRIBBLING STAGE: (3 to 4 years of age)**

Child use crayons, markers and paint in zigzag fashion and circular motions. Later, the scribbles become more controlled. Their work is exploratory. Color is unrealistic. The child begins to draw symbols like circles, crosses and lines.

## **PRESCHEMATIC STAGE: (4 to 7 years of age)**

Age 4 – The child begins to show definite forms in representing a person, making a circle for the head and two vertical lines for legs. Sometimes there is a mouth, arms, hands, feet or shoes. Objects are drawn at random and they are not in sequence or proportion. At this stage, form is more important than color. As children progress through this stage, size becomes more proportional, and they gain more brush control as their paintings begin to look more like illustrations.

Age 7 – Child has established a mental picture of an object that is repeated with each painted repetition of the object. For example, each time the child paints a house, it will look very much like all the other houses he/she painted.

## **SCHEMATIC STAGE: (6 to 9 years of age)**

At this stage, sky lines (usually blue) and base lines (usually green) appear on the top and bottom of drawings. Items drawn between these lines usually are proportional, and they are on the base line as appropriate.

Source: *The Portfolio and Its Use: A Road Map for Assessment* by Southern Early Childhood Association

# CREATIVE ARTS DEVELOPMENT

## Music

### STANDARD: Begin to participate in musical activities, perform and create music

Head Start Performance Standards: 1304.21(a)(3)(ii) & (a)(4)(ii) *ECERS-R*: 21 Kindergarten P.E. Standards: 1-P-4

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<b>NOTE:</b> PreK Indicators do not apply to this Standard	1. Respond to variations in music – pitch, volume, tempo, beat, rhythm, or patterns	<p>Participate in musical listening games to hear differences in sounds or feel differences in vibrations (e.g. vocal, instrumental, sounds, or vibrations produced by instruments)</p> <p>Respond to music that has different types of beat by tapping or clapping with the beat</p> <p>Reproduce a musical variation with instruments, computer programs, voice, hand signs or movement</p>
	2. Express thoughts and feelings in response to a variety of diverse types of music	<p>Use props (e.g. scarves, streamers, instruments) to respond with expression to music</p> <p>Draw a picture in response to how they feel as they listen to a variety of music</p> <p>Participate in discussions (verbally or with an alternate communication system) about a live musical performance (e.g. how the performance made you feel, what you liked about the performance)</p>
	3. Make music	<p>Participate in daily musical activities, such as singing, finger plays, nursery rhymes, poetry, rhythmic games, instruments, and/or musical books</p> <p>Participate in songs and rhythms that reflect different languages and cultures</p> <p>Use musical instruments and props indoors or outdoors</p> <p>Create own music using voice, instruments or other objects</p>

## CREATIVE ARTS DEVELOPMENT

### Movement

#### STANDARD: Begin to participate in creative movement activities

Head Start Performance Standards: 1304.21(a)(4)(ii) *ECERS-R*: 21 Kindergarten P.E. Standards: 2-P-2; 2-P-3; & 2-P-5

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<b>NOTE:</b> PreK Indicators do not apply to this Standard	1. Observe or participate in various forms of movement	<p>Observe and repeat the movements of people, animals, and various objects</p> <p>Develop body and/or hand movements that express concepts or ideas (e.g. feelings, directions, to find an object, or specific words)</p> <p>Play charades or “Simon Says” with prompts from teacher (e.g. stop, go, walk, come, angry, sad, hurry, surprise)</p>
	2. Show creativity through movement	<p>Dance freely to music</p> <p>Imitate various movements found in nature, such as animals, trees, or water</p> <p>Exhibit a variety of creative ways to move with or without assistance</p>

## CREATIVE ARTS DEVELOPMENT

### Visual Art

#### STANDARD: Respond to and begin to create various forms of visual art

Head Start Performance Standards: 1304.21 (a)(4)(ii) *ECERS-R*: 20 & 27

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<b>NOTE:</b> PreK Indicators do not apply to this Standard	1. Observe and/or describe various forms of art	<p>Work with different art materials in the art center (e.g. clay, paint, collage materials, and string)</p> <p>View or feel art objects or exhibits, such as paintings, sculptures</p> <p>Observe and/or tell about various artists and crafters who demonstrate different types of art media</p> <p>Describe or show what they like about their own art and art of others</p> <p>Point out various forms of art media (e.g. photographs, collages, paintings) found in books, photographs/prints, on school site and on field trips</p>
	2. Create individual and/or group art	<p>Participate regularly in creative art opportunities using water colors, collage materials, paints, paper, scissors, glue, crayons, stamp pads, templates, stencils, markers, paint brushes and clay (independently or with support)</p> <p>Use a computer program with a mouse, touch screen or other assistive technology to create art</p> <p>Work with friends to create a collage or to paint a mural</p>

# CREATIVE ARTS DEVELOPMENT

## Dramatic Art

### STANDARD: Participate in, perform, and create dramatic art

Head Start Performance Standards: 1304.21(a)(4)(ii) *ECERS-R*: 24

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<b>NOTE:</b> PreK Indicators do not apply to this Standard	1. Experience and respond to a variety of dramatic performances (puppetry, story-telling, dance, plays, pantomime, theater)	<p>Watch a puppet show the librarian presents for the class when she visits their room</p> <p>Participate in retelling a story based on a dramatic performance the class saw together</p> <p>Participate in discussions about a dramatic performance (e.g. how the performance made you feel, what character[s] did you like best and why?)</p> <p>Create a picture to show feelings after viewing a variety of dramatic performances</p>
	2. Role play or use puppets to express feelings, dramatize stories, mimic social behaviors observed in adults, re-enact real-life roles and experiences	<p>Play in various interest centers with a variety of props</p> <p>Role-play problem-solving in classroom situations (e.g. taking turns, sharing, playing cooperatively, expressing feelings, appropriate behaviors and manners)</p> <p>Act out stories that come from different cultures (e.g. fairy tales told by persons from a different country or Native American legends)</p> <p>Pretend to cook dinner while playing outside in the sand box</p>
	3. Participate in activities using symbolic materials and gestures to represent real objects and situations	<p>Exhibit free expression and imagination in songs, stories, poems, and finger plays (e.g. using scarves to represent birds; hands as thunder, raindrops, footsteps; stick for wand, pointer, a horse, or a walking cane)</p> <p>Pretend that objects are something else during play (e.g. using a banana or their fingers for a telephone, using bristle blocks as hair clippers)</p>

# HEALTH AND PHYSICAL DEVELOPMENT

## RATIONALE

Health and physical development skills are the foundation for the future health and well-being of all children. This domain fosters children's sound nutritional choices and health and safety practices for optimal learning. Fine and gross motor skills enhance agility and strength, neural development, and general body competence.

## GUIDING PRACTICES

*Effective prekindergarten programs:*

- Integrate physical development and health and safety activities into all curriculum areas.
- Introduce concepts and model behaviors that promote a healthy lifestyle.
- Provide adequate age-appropriate indoor and outdoor space and facilities that allow children to experience a variety of developmentally appropriate physical activities.
- Emphasize participation, rather than mastery

## STRATEGIES TO SUPPORT AN INCLUSIVE LEARNING ENVIRONMENT\*

- Provide adaptive equipment and materials
- Assure that classroom and school environments are easily accessible
- Use appropriate verbal, visual, and physical cues in all activities
- Allow participation based upon interest, ability, language, and culture

**\*To facilitate the inclusion of all children, including those with varying abilities, IEPs, and/or English Language Learners, some sample accommodations are embedded within the examples provided for the indicators. Please see Appendix 1 and Appendix 2 for further information and suggested modifications and/or accommodations.**

# HEALTH AND PHYSICAL DEVELOPMENT

## Health and Hygiene

### STANDARD: Develop health and hygiene skills

**Head Start Performance Standards:** 1304.22(c)(1)(iii) & (c)(6)(e) **ECERS-R Items:** 10, 12, & 13 **Kindergarten Health Standards:** 1-E-1; 1-E-3; 2-E-3; 5-E-2; 6-E-1; & 7-E-1

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<b>NOTE:</b> PreK Indicators do not apply to this Standard	1. Demonstrate an awareness of healthy practices	Engage in activities to learn about healthy and unhealthy foods Understand that some foods are healthy and that some foods are not healthy Participate in practices that promote healthy hygiene Identify reasons for the importance of rest Participate in nutritious cooking activities Recognize that some foods may cause allergic reactions Participate in exercise activities
	2. Exhibit good hygiene habits and self-help skills	Use proper handwashing techniques Use appropriate dental hygiene practices Use appropriate toileting skills independently Demonstrate autonomy in routine tasks (e.g. self-dressing, taking care of personal belongings, cleaning up after activities) Attempt to cover nose and/or mouth when coughing or sneezing, use tissue to wipe nose, wash hands after toileting and nose wiping

## HEALTH AND PHYSICAL DEVELOPMENT

### Environmental Hazards

**STANDARD: Begin to develop an awareness of potential hazards in their environments**

**Head Start Performance Standards:** 1304.22(a); (c)(1)(iii); & (d) **ECERS-R Items:** 14 **Kindergarten Health Standards:** 1-E-4; 3-E-1; 3-E-2; & 7-E-1

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<b>NOTE:</b> PreK Indicators do not apply to this Standard	1. Identify potentially harmful objects, substances, behaviors, and/or situations	<p>Sort pictures of non-harmful and harmful objects into groups</p> <p>Practice basic strategies to prevent injury (e.g. crossing the street with an adult, wearing helmets while bike riding, locking brakes on wheel chair when it is not moving, or wearing seatbelts)</p> <p>Avoid touching potentially harmful substances or objects that only adults should use (e.g. knives, cleaning supplies, and hot pans)</p> <p>Recognize basic hazard symbols such as “Mr. Yuk”</p>
	2. Be aware of and follow universal safety rules	<p>Follow classroom and school rules</p> <p>Practice appropriate emergency drills (fire, tornado, bomb, 911, bus) in different environments with guidance from teacher</p> <p>Follow basic safety rules with guidance from teacher (e.g. bus, bicycle, playground, crossing the street, and stranger awareness)</p> <p>Recognize basic traffic symbols and signs</p>



# HEALTH AND PHYSICAL DEVELOPMENT

## Gross Motor

### STANDARD: Develop gross motor skills

**Head Start Performance Standards:** 1304.21(a)(5) **ECERS-R Items:** 7, 8, & 9 **Kindergarten P.E. Standards:** 1-P-1; 1-P-2; 1-P-3; 2-P-2; 2-P-3; 2-P-4; 2-P-5; 3-P-2; 3-P-3; 4-P-1; 4-P-2; 4-P-3; 4-P-4; 5-P-1; 5-P-2; 5-P-3; 5-P-4; & 7-P-3

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<b>NOTE:</b> PreK Indicators do not apply to this Standard	1. Develop coordination, balance and spatial awareness	<p>Engage in large motor activities, such as climbing stairs/slide ladders (alternating feet), marching, hopping, running, jumping, dancing, riding tricycles/scooters, pulling or pushing wagons, and painting with large strokes</p> <p>Use adaptive equipment, such as scooter boards, modified tricycles, and walker ponies to participate in motor activities</p> <p>Walk on balance beam or straight tape line on the floor</p> <p>Balance on one foot</p> <p>Avoid obstacles while running or maneuvering a walker or wheel chair by controlling starts, stops, and sudden changes in direction</p> <p>Engage in activities that encourage crossing the midline, such as touching the left ear or right ear with the opposite hand or crossing one foot over the other foot</p>
	2. Coordinate movements to perform tasks and try new skills indoors and/or outdoors	<p>Walk, gallop, jump, run and/or move to exercise CDs/videos</p> <p>Tolerate support or assistance for movement activities (e.g. assisted movement of arms, legs or trunk or balancing on a large ball)</p> <p>Use open-ended materials (e.g. planks, wooden boxes, or hollow blocks) to move about, build and construct</p> <p>Engage in large motor activities that promote basic non-locomotor skills (e.g. bending and stretching), spatial awareness and balance</p> <p>Engage in activities that develop skills with a ball (e.g. moving body into position to catch or kick a ball, bouncing, kicking, throwing, catching, or rolling)</p> <p>Participate in a number of indoor and outdoor activities that increase strength, endurance, and flexibility, such as running for increasing amounts of time, participating in stretching activities, or climbing through tunnels</p> <p>Use outdoor/indoor large motor equipment daily to enhance strength and stamina in movement activities</p> <p>Play simple group games</p>

# HEALTH AND PHYSICAL DEVELOPMENT

## Fine Motor

### STANDARD: Develop fine motor skills

**Head Start Performance Standards:** 1304.21(a)(5) **ECERS-R Items:** 19 & 20

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<b>NOTE:</b> PreK Indicators do not apply to this Standard	1. Strengthen and control small muscles in hands	<ul style="list-style-type: none"> <li>Tear paper</li> <li>Use adaptive materials, such as triangle crayons or adaptive scissors</li> <li>Work with play dough and clay</li> <li>Squeeze wet sponges or use tongs or large tweezers to pick up objects</li> <li>Spin a top</li> </ul>
	2. Exhibit manual coordination	<ul style="list-style-type: none"> <li>Use hands and fingers to act out finger plays and songs</li> <li>Use scissors and art materials</li> <li>Snap, button, or zip on clothing or clothing materials</li> <li>Use large tweezers to move objects from one place to another</li> </ul>
	3. Participate in eye-hand coordination activities and develop spatial awareness	<ul style="list-style-type: none"> <li>Use beads, laces, and pegs</li> <li>Cut paper with scissors</li> <li>Complete simple puzzles</li> <li>Use computer mouse or touch screen</li> <li>Scoop dry sand and pour into a bottle</li> <li>Use a variety of items/textures</li> <li>Use plastic links to make a necklace</li> </ul>

# LANGUAGE AND LITERACY DEVELOPMENT

## INTRODUCTION

Language and literacy are composed of listening, speaking, writing, thinking, and reading. The foundations of language and literacy are critical to all other curriculum areas as well as to the individual's social and emotional development. Children develop the basis for communication in the early childhood years, beginning with nonverbal and social exchanges, then developing spoken language, moving to an understanding of how oral language is translated into written symbols, and finally learning to decode and create written symbols to develop literacy. A solid foundation in language development in the years before a child enters school will promote success in reading and writing in the future. Young children who have rich language and literacy experiences are less likely to have difficulties learning to read.

## STRATEGIES TO SUPPORT AN INCLUSIVE LEARNING ENVIRONMENT\*

- Provide good models of communication
- Use special or adaptive devices to increase level of communication and/or participation
- Use a favorite toy, activity or person to encourage communication and/or participation
- Provide opportunities for interaction with typically developing peers

**\*To facilitate the inclusion of all children, including those with varying abilities, IEPs, and/or English Language Learners, some sample accommodations are embedded within the examples provided for the indicators. Please see Appendix 1 and Appendix 2 for further information and suggested modifications and/or accommodations.**

# Beginning Reading Skills

Scientifically-based reading research shows that it is important for preschool age children to experience the following language, cognitive, and early reading skills for continued school success:

1. Phonological Awareness: includes –
  - identifying and making oral rhymes;
  - identifying and working with syllables in spoken words through segmenting and blending;
  - identifying and working with “onsets” (all sounds of a word that come before the first vowel) and “rimes” (the first vowel in a word and all the sounds that follow) in spoken syllables;
  - identifying and working with individual sounds in spoken words (phonemic awareness).
2. Oral Language: development of expressive and receptive language, including vocabulary, the contextual use of speech and syntax, and oral comprehension abilities.
3. Print Awareness: knowledge of the purposes and conventions of print.
4. Alphabet Knowledge: recognize letters of the alphabet (not rote memory)

Source: Early Reading First Guidelines

## Stages of Written Language Development

Children learn to write through a natural developmental progression. Each child should be allowed to progress at their own pace. There are at least six different stages of writing:

**Stage 1 Random Scribbling: (2 and 3 years old)**

Children make marks on paper with little muscular control.

**Stage 2 Controlled Scribbling: (3 years old)**

Children “write” across the paper in linear fashion, repeating patterns over again, showing increased muscular control.

**Stage 3 Letter-like Forms: (3 and 4 year olds)**

Children make mock letters. These are written lines of letters that have letter characteristics, but they are misshapen and written randomly, even covering the page. They pretend they are writing; in their work they separate writing from drawing. They have purpose to their letter-like forms.

**Stage 4 Letter and Symbol Relationship: (4 year olds)**

Children write letters to represent words and syllables. They can write their names. They know the word that represents their names. They can copy words. Reversals are frequent.

**Stage 5 Invented Spelling: (4 and 5 year olds)**

Children make the transition from letter forms to invented spelling. This requires organization of letters and words on the page. They use a group of letters to form a word. Many of the letters will be consonants. They understand that letters relate to sounds. Some punctuation appears. They can copy words from their environment.

**Stage 6 Standard Spelling: (5, 6, and 7 year olds)**

Most of the words the children use are written correctly; some add punctuation. They organize their words in lines with spaces between the words; they move from left to right, and from the top of the page to the bottom.

Source: *The Portfolio and Its Use: A Road Map for Assessment* by Sharon MacDonald

# LANGUAGE AND LITERACY DEVELOPMENT

## Listening

### STANDARD: Develop and expand listening skills

Louisiana K-4 Content Standards: ELA-1-E1; ELA-4-E2, E3, E5, E6, E7 *ECERS-R* Items: 18 Head Start Performance Standards: 1304.21 (a)(4)(iii) & (a)(4)(iv) 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-LL-L1 Listen with understanding to directions and conversations	<p>8. Listen to a story and state orally what the story is about</p> <p>10. Share related life experiences after stories are read aloud</p>	<p>Respond to stories read to the whole class</p> <p>Understand changes in the morning activity schedule being described by the teacher</p> <p>Carry on a conversation with another person that develops a thought or idea expressed by the group earlier</p> <p>Listen to tapes or CD's and show understanding through body language or by interacting with such</p>
PK-LL-L2 Follow directions that involve two- or three-step sequence of actions	<p>24. Follow one- and two-step verbal and nonverbal directions</p> <p>8. Listen to a story and state orally what the story is about</p>	<p>Repeat an instruction to a friend</p> <p>Follow these instructions, "Wash you hands, then sit at the table"</p> <p>Follow these instructions, "Get your coat, put it on, then sit next to your friend"</p> <p>Follow directions given to the class, such as "Take this note about our class trip home, have a family member sign it, and bring it back to me"</p>

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<p>PK-LL-L3 Hear and discriminate the sounds of language in the environment to develop beginning phonological awareness</p>	<p>1. Demonstrate understanding of phonological awareness by doing the following:  Manipulating endings of words and nonsense words to make rhyming sounds  Manipulating syllables in spoken words (segment/blend)  Identifying and manipulating onset and rime in words with three sounds (onset of the word cake is /k/ and the rime of the word cake is /-ake/)  Repeating each word in a simple sentence</p> <p>2. Demonstrate understanding of phonemic awareness by manipulating and identifying individual sounds (phonemes) in spoken words with three sounds</p> <p>3. Demonstrate understanding of alphabetic principle by doing the following:  Identifying own first name in print  Identifying at least eight uppercase or lowercase letters, focusing on those in the student's name</p> <p>18. Participate in group-shared writing activities that include rhyming and descriptive words</p> <p>27. Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking</p>	<p>Listen to and participate in many nursery rhymes, chants, poems, fingerplays, and songs  Make up silly rhymes, such as funny bunny or silly willy  Clap hands for each syllable in a word, such as clap hands three times when saying Su-zan-na  Sing songs that segment words or accent beginning sounds, and with teacher, clap to the syllables  Play with sounds to create new words, such as "Pass the bapkin napkin" (rhymes)  Notice words that begin in the same way, such as "My name begins the same as popcorn and pig" (onsets)</p>

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-LL-L4 Demonstrate understanding of new vocabulary introduced in conversations, activities, stories or books	<p>5. Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books</p> <p>27. Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking</p>	<p>Listen to a variety of literature genre, including narratives, nursery rhymes, other poems, and informational books</p> <p>Listen to read-aloud books that are characterized by less common vocabulary, more complex sentences, and concepts</p>
PK-LL-L5 Engage in activities that offer the opportunity to develop skills associated with technology by viewing, comprehending, and using non-textual information	<p>28. Listen and orally respond to questions about media, including music and videos</p> <p>30. Identify a computer mouse and its purpose (i.e., to navigate the screen)</p>	<p>Listen to a story on a tape or a CD</p> <p>Listen to recordings of age-appropriate stories while looking at a book</p> <p>Use age-appropriate and interactive software programs when available</p>
*PK-LL-L – Pre-Kindergarten – Language and Literacy Development -- Listening		



# LANGUAGE AND LITERACY DEVELOPMENT

## Speaking

### STANDARD: Communicate experiences, ideas, and feelings through speaking

**Louisiana K-4 Content Standards:** ELA-2-E1 & E2 ELA-4-E1, E2, E5, E6, E7 **ECERS-R Items:** 15 & 17 **Head Start Performance Standards:** 1304.21 (a)(4)(iii) & (a)(4)(iv) 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-LL-S1 Develop and expand expressive language skills	<p>7. Role-play using different voices to represent characters in familiar stories</p> <p>10. Share related life experiences after stories are read aloud</p> <p>11. Orally express thoughts about characters or events in a story</p> <p>21. Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants</p> <p>22. Carry on a conversation about a topic, thought, or idea from the classroom, home, or community</p> <p>23. Repeat an instruction given orally</p> <p>29. Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time</p> <p>31. Identify and use information that is formatted in a chart or graph, such as a daily schedule</p>	<p>Use different voices for characters in stories read aloud or told, such as <i>The Three Bears</i> and <i>The Three Billy Goats Gruff</i></p> <p>Role play activities where different levels of volume would be used, such as when a baby is sleeping or when calling to someone standing far away</p> <p>Participate as an equal partner in conversations by responding to others, making relevant comments, or providing more information when message is not understood</p> <p>Talk through or explain reasoning when problem-solving (classroom materials or behaviors)</p>

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-LL-S2 Use new vocabulary in spontaneous speech	11. Orally express thoughts about characters or events in a story  21. Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants  27. Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking	Incorporate words and phrases from books, stories, and activities into play Incorporate story elements into play Participate in class discussions of books, stories, and activities Use new vocabulary introduced in a thematic study during play
PK-LL-S3 Ask and answer relevant questions and share experiences individually and in groups	9. Answer simple questions about a story read aloud  14. Use simple reasoning skills, including asking simple questions about a story read aloud  22. Carry on a conversation about a topic, thought, or idea from the classroom, home, or community  26. Speak about life experiences or topics of interest	Dictate stories during small group time about experiences they have had Ask simple questions, such as “What’s for lunch?” or “Can we play outside today?” Ask questions to further their understanding, such as “Where does the snow go when it melts?” or “Why does that man wear a uniform?” Answer questions with a complete thought, such as “I took a bus to school” or “I want purple and blue paint”
<b>PK-LL-S – Pre-Kindergarten – Language and Literacy Development – Speaking</b>		

# LANGUAGE AND LITERACY DEVELOPMENT

## Reading

### STANDARD: Engage in activities that promote the acquisition of emergent reading skills

**Louisiana K-4 Content Standards:** ELA-2-E1, E2 & ELA-4-E1, E2, E5, E6, E7 **ECERS-R Items:** 15 **Head Start Performance Standards:** 1304.21(a)(4)(iii) & (a)(4)(iv) 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-LL-R1 Actively engage in reading experiences	<p>14. Use simple reasoning skills, including identifying reality and fantasy in texts read aloud</p> <p>27. Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking</p>	<p>Listen with interest to a story read or told by an adult or another child</p> <p>Track along and verbalize as teacher points to individual words in shared reading (e.g. big books, songs, poems, or recipes)</p> <p>Retell familiar stories</p> <p>Complete phrases about familiar stories</p> <p>Ask questions about the illustrations in a book or about details in a story just heard</p> <p>Choose and look at books independently</p> <p>Act out familiar stories with props</p>
PK-LL-R2 Retell information from a story	<p>11. Orally express thoughts about characters or events in a story</p> <p>12. Demonstrate understanding of texts read aloud using a variety of strategies, including:</p> <ul style="list-style-type: none"> <li>Sequencing two or three pictures to illustrate events in a story</li> <li>Participating in a group discussion to predict what a book will be about</li> <li>Determining whether the prediction was accurate</li> </ul> <p>13. Identify problems and solutions in stories that are read aloud</p> <p>14. Use simple reasoning skills, including determining why something happens in a story read aloud</p> <p>25. Retell part of a favorite story</p>	<p>Use words or pictures to begin to retell some story events in sequence</p> <p>Dramatize familiar stories, such as <i>Caps for Sale</i> or <i>Brown Bear, Brown Bear</i></p> <p>Relate the main thought of a story read several days before</p> <p>Stage a puppet show based on a story read or told to the group</p>

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-LL-R3 Demonstrate an understanding of print concepts and beginning alphabetic knowledge	5. Demonstrate understanding of book and print concepts by doing the following: Recognizing that a book has a cover and identifying the cover and title of a book Holding a book right side up Differentiating between an illustration and printed text Recognizing that print is read left-to-right and top-to-bottom	Recognize and begin writing own name, demonstrating that letters are grouped to form words Pretend to read by pointing with a finger while reciting text Look at books appropriately, turning one page at a time, left to right over text, going from top to bottom, front to back of book Recognize familiar logos, such as McDonald's or Wal-Mart Recognize book by cover
PK-LL-R4 Use emerging reading skills to make meaning from print	6. Relate pictures to characters  9. Answer simple questions about a story read aloud	Use illustrations to predict printed text, such as saying "And the wolf blew down the pig's house" Make predictions about print content by using prior knowledge, pictures, text heard, and story structure skills
*PK-LL-R – Pre-Kindergarten – Language and Literacy Development – Reading		

# LANGUAGE AND LITERACY DEVELOPMENT

## Writing

**STANDARD: Engage in activities that promote the acquisition of emergent writing skills**

**Louisiana K-4 Content Standards:** ELA-1-E5; ELA-2-E1, E2, E6; & ELA-3-E1 **ECERS-R Items:** 16 & 19 **Head Start Performance Standards:** 1304.21(a)(4)(iii) & (a)(4)(iv) 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-LL-W1 Experiment with a variety of writing tools, materials, and surfaces	15. Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept	<p>Draw or write using pencils, crayons, chalk, markers, rubber stamps, and computers</p> <p>Draw or write using materials, such as brushes and water, feathers, roll-on bottles, shaving cream, and zip-lock bags filled with hair gel or paint</p> <p>Draw or write on paper, cardboard, chalkboard, dry erase boards, wood, and concrete</p>
PK-LL-W2 Use forms of shapes and letter-like symbols to convey ideas	<p>15. Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept</p> <p>17. Write informal notes, lists, and letters using scribble writing and/or pictures</p> <p>19. Scribble write or draw a picture of a life experience or response to a text read aloud</p> <p>20. Demonstrate consistent top-to-bottom formation for letters or letter-like forms</p>	<p>Use scribble writing and letter-like forms, especially those letters in their own name</p> <p>Begin to represent ideas and experiences through drawing and early stages of writing, such as "I ms u"</p> <p>Attempt to connect the sounds in words with their written letter forms</p>

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<p>PK-LL-W3 Participate in a variety of writing activities focused on meaningful words and print in the environment</p>	<p>15. Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept</p> <p>16. Orally generate words, ideas, and lists for group writing activities</p> <p>17. Write informal notes, lists, and letters using scribble writing and/or pictures</p> <p>18. Participate in group-shared writing activities that include rhyming and descriptive words</p>	<p>Use a variety of writing utensils and props to encourage writing in different centers, such as</p> <ul style="list-style-type: none"> <li>Journals, sign-in sheets, name cards, cards with words and pictures in the writing center</li> <li>Counter checks, grocery store advertisements with paper to make grocery list in the dramatic play center</li> <li>Materials to make books, cards, or write messages in the art center</li> <li>Paper, tape, dowels, and play dough to make signs or enhance structures in the block center</li> <li>Paper or blank books to record observations of animals or results of experiments in the science center</li> </ul>
<p>PK-LL-W4 Demonstrate an interest in using writing for a purpose</p>	<p>17. Write informal notes, lists, and letters using scribble writing and/or pictures</p> <p>18. Participate in group-shared writing activities that include rhyming and descriptive words</p> <p>19. Scribble write or draw a picture of a life experience or response to a text read aloud</p>	<ul style="list-style-type: none"> <li>Pretend to write a prescription while playing clinic</li> <li>Scribble writes next to picture</li> <li>Tell teacher, "Write it down so everyone can read it."</li> <li>Ask teacher, "How do I write Happy Birthday?"</li> <li>Write own name on a drawing for a friend</li> <li>Make deliberate letter choices during writing attempts</li> <li>Draw a representation of a school bus with a flat and explains picture. Make a book from the paper and write the school bus story using scribbles, letter-like symbols or letters to retell the school bus incident.</li> <li>Create a recipe for a favorite snack</li> <li>Compose notes/invitations to family/friends</li> </ul>
<p><b>*PK-LL-W – Pre-Kindergarten – Language and Literacy Development - Writing</b></p>		

# SOCIAL AND EMOTIONAL DEVELOPMENT

## RATIONALE

This domain supports the social and emotional development of children. The standards in this domain promote self-regulation, positive self-identity, self-reliance, respect for others, and interpersonal relationships. These skills are essential because the foundations of social competence developed during the first five years of life are linked to emotional well-being and affect later ability and functionality to adapt in school and form successful relationships. Strong social and emotional development programming significantly raises test scores and lowers levels of distress, disruptive behavior, and future substance abuse.<sup>2</sup> Prekindergarten children need proper guidance to develop the ability to negotiate issues that occur, to take turns, to lead and follow, and to be a friend. They also need to learn how to manage and express their feelings in a socially acceptable manner.

## GUIDING PRACTICES

*Effective prekindergarten programs:*

- Offer opportunities for appropriate social and emotional development in a safe and supportive climate that minimizes stress and conflict.
- Introduce concepts and model techniques that promote positive identity and social interactions.
- Provide consistency and predictability in daily routines, environment, and staff.
- Integrate social and emotional development into all curriculum areas.

## STRATEGIES TO SUPPORT AN INCLUSIVE LEARNING ENVIRONMENT\*

- Create an environment that encourages participation based upon interest, ability, language, and culture.
- Plan opportunities for social interactions with all peers.
- Prepare children for transitions that occur within the daily routine.
- Model and reinforce respect for individual differences.

**\*To facilitate the inclusion of all children, including those with varying abilities, IEPs, and/or English Language Learners, some sample accommodations are embedded within the examples provided for the indicators. Please see Appendix 1 and Appendix 2 for further information and suggested modifications and/or accommodations.**

<sup>2</sup> Harvard University: Center on the Developing Child. (2004). Young Children Develop in an Environment of Relationships: Working Paper #1. National Scientific Council on the Developing Child: <http://www.developingchild.net>.

# SOCIAL AND EMOTIONAL DEVELOPMENT

## Self-Regulation

**STANDARD: Develop self-regulation by increasing one's ability to control actions, thinking processes, and emotions**

**Head Start Performance Standards:** 1304.21(a)(3); (c)(1)(iv); & (c)(1)(vi) **ECERS-R Items:** 29, 31, & 33 **Kindergarten Health Standards:** 1-E-2; 4-E-1; 4-E-2  
**Kindergarten P.E. Standards:** 5-P-1 & 5-P-2

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<b>NOTE:</b> PreK Indicators do not apply to this Standard	1. Follow rules and routines and adapt to changes in rules and routines	<p>Follow simple rules, such as walking in the hallway, keeping hands and feet to oneself, and speaking nicely to others</p> <p>Separate easily from parents/caregivers upon arrival and departure</p> <p>Manage daily routines appropriately (e.g., participate in snack time, nap or other routine activities) without much delay or protest</p> <p>Manage daily transitions by moving from one activity to another without much delay or protest</p> <p>Can change routine and adapt when daily activities are interrupted unexpectedly</p>
	2. Express feelings, needs, and wants in a manner that is age appropriate to the situation	<p>Identify common emotions (such as happy, sad, mad) using any form of communication, such as verbal communication, gestures, motions, signs, communication devices, or various languages</p> <p>Use words or other modes of communication to express anger, instead of a negative physical behavior, such as hitting, biting, etc.</p> <p>Communicate with appropriate body language and facial expressions (e.g., smile or raise hand upon completion of a task)</p>
	3. Demonstrate control over impulsive behaviors in various settings	<p>Pay attention as required by a task</p> <p>Wait for turn to touch class pet</p> <p>Follow the teacher's instructions not to touch a knife during a cooking activity</p>



# SOCIAL AND EMOTIONAL DEVELOPMENT

## Self-Identity

**STANDARD: Develop positive self-identity by valuing oneself and feeling a sense of belonging**

**Head Start Performance Standards:** 1304.21(a)(3); (c)(1)(iv); & (c)(1)(vi) **Kindergarten Health Standards:** 1-E-2 & 2-E-1 **Kindergarten P.E. Standards:** 7-P-1; 7-P-2; & 7-P-3

INDICATOR	GRADE-LEVEL EXPECTATIONS	EXAMPLES
<b>NOTE:</b> PreK Indicators do not apply to this Standard	1. Recognize oneself as having unique characteristics and preferences	Share personal information, such as name, gender, eye color Communicate awareness and acceptance of individual differences between children by commenting, "Michael uses a hearing aid, but I don't" or "Tommy says things differently than I do" Indicate favorite books, foods, or songs
	2. Recognize and express feelings	Create drawings, stories, and songs to illustrate emotions (e.g., If you're sad and you know it...) Talk about or act in ways to express emotions without harming self, others, or property (e.g., dancing or exercising until out of breath, relaxing in a cozy area) Stand up for own rights (e.g. "I don't like it when you take my ball" if toy is taken away or "I am supposed to be the leader today" if another child pushes to the front of the line) Participate in discussions of a character from a story
	3. Discuss his/her own family	Identify members of his/her family and their roles in the family Tell stories, draw pictures, or verbally describe family practices, such as "My family eats rice with every meal" Tell the class that his/her family uses the word "casa" instead of "house" Talk about family experiences, such as weekend activities or trips

INDICATOR	GRADE-LEVEL EXPECTATIONS	EXAMPLES
	4. Demonstrate confidence in range of abilities and express pride in accomplishments	<p>Say, "Watch me! I can do it by myself!"</p> <p>Ask a friend or adult to look at what he/she has painted</p> <p>Use home language to label objects in the classroom for peers</p>
	5. Attempt new experiences	<p>Move away from adults to play alone or with peers, checking back as needed</p> <p>Investigate new materials without teacher prompting</p> <p>Initiate play with a new classmate</p> <p>Try a new outdoor game</p>

## SOCIAL AND EMOTIONAL DEVELOPMENT

### Self-Reliance

**STANDARD: Develop self-reliance by demonstrating independence and self-help skills**

**Head Start Performance Standards:** 1304.21(a)(3); (c)(1)(iv); & (c)(1)(vi) **Kindergarten Health Standards:** 1-E-3 **Kindergarten P.E. Standards:** 5-P-2; & 5-P-4

INDICATOR	GRADE-LEVEL EXPECTATIONS	EXAMPLES
<b>NOTE:</b> PreK Indicators do not apply to this Standard	1. Develop independence during activities, routines, and play	Self select a center to play in using words, picture cues, home language, sign, gestures Upon arrival, place items in cubbies, wash hands independently, and dry hands Put on a jacket without help
	2. Choose activities and use materials appropriately, purposefully, respectfully, and safely	Choose puzzle, use puzzle, and put puzzle back on shelf Choose a center, play in that center, clean up and move to another center Put tapes/CDs in player to listen to music Use markers, crayons, scissors, and paint only on paper or other appropriate materials
	3. Show increasing competence in a wide range of self-care activities	Brush his/her own teeth Indicate to an adult when he/she has to go to the bathroom When cold, get his/her own coat and put it on independently
	4. Seek guidance from peers and adults when needed	Ask an adult before touching something that might not be safe Seek assistance when having trouble putting on shoes Seek assistance when dealing with a difficult conflict

# SOCIAL AND EMOTIONAL DEVELOPMENT

## Respect for Others

### STANDARD: Develop a respect for and understanding of others

**Head Start Performance Standards:** 1304.21(a)(3); (c)(1)(iv); & (c)(1)(vi) **ECERS-R:** 28 **Kindergarten P.E. Standards:** 6-P-1; 6-P-2; & 6-P-3

INDICATOR	GRADE-LEVEL EXPECTATIONS	EXAMPLES
<b>NOTE:</b> PreK Indicators do not apply to this Standard	1. Recognize and respect the feelings, needs, and rights of others	Laugh or smile when others are happy Indicate that another child is sad because her parent/caregiver left Bring a truck book to someone who loves trucks Be respectful of another's personal space and belongings Be respectful of others' cultures, languages, customs, appearances, and needs
	2. Demonstrate growing understanding of how one's actions affect others	With encouragement from an adult, give a pat, friendly word, or toy to a peer to whom he/she has caused distress Begin to recognize the feelings reflected by others' facial expressions Invite another child to play when other children have rejected that child
	3. Demonstrate awareness of and respect for uniqueness of others	Show interest in how people in different cultures live Participate in various cultural activities (e.g. stories, cooking, songs) Interact appropriately with others different from oneself Accept peers with different abilities

## SOCIAL AND EMOTIONAL DEVELOPMENT

### Interpersonal Skills

**STANDARD: Develop interpersonal skills that foster positive relationships**

**Head Start Performance Standards:** 1304.21(a)(3); (c)(1)(iv); & (c)(1)(vi) **ECERS-R:** 31, 32, & 33 **Kindergarten P.E. Standards:** 5-P-2; 5-P-3; 5-P-4; & 6-P-2

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<b>NOTE:</b> PreK Indicators do not apply to this Standard	1. Play cooperatively with peers for a sustained time	Take turns Successfully enter a group Participate successfully in group activities Work with others to complete a task, such as building a block tower
	2. Build conflict resolution skills	Move from physical to verbal responses in conflicts with other children Engage another child in a conversation about a toy he/she wants Trade one toy for another Seek assistance from the teacher for help when dealing with others who are less able to resolve a conflict
	3. Develop and maintain positive relationships with peers and adults	Tells someone, "Mary is my friend" Share a book with a friend Give teacher a hug or a smile Separate from parents to greet teacher Demonstrate happiness when reunited with parents at the end of the day

# APPENDIX 1

## Strategies to Support Children who are English Language Learners in Program Activities

English Language Learners (ELL) are those children who speak a language other than English at home. Teachers can support the ELL students in their classes by providing a language-rich environment, by supporting the social/emotional development of the students, and by having an understanding of the cultures of the ELL students. The ELL student who is learning a new language will progress through four developmental stages:

### Stage 1: Home Language

The children will use their home language in the beginning because that is the only language they know. If there are several children in the class with the same home language, then they may continue to use it among themselves. Home language is important, because research has shown that if ELL children continue to build on their home language while learning a new language, the development of both languages is greatly enhanced.

### Stage 2: Non-verbal

Many ELL children will go through a “silent” period, in which they will listen and observe more than they speak. These children will often use gestures to communicate with adults and the other children. The children may also need more time when answering questions, in order to process the meaning of the question and formulate an answer.

### Stage 3: Emerging

The children will begin to use one or two word responses to questions and will also begin to use expressions such as “What’s happening?” or “Wanna play?” This is important because it helps the ELL children become more socially interactive with other children.

### Stage 4: Productive

Young ELL children will begin to engage in English conversation and use more spontaneous and productive sentences when speaking. There will still be pronunciation errors or an accent when saying certain sounds. They will also have errors in vocabulary, but this is developmental and is common with all young learners of English.

The following strategies, though not an exhaustive list, are recommended practices for helping teachers meet the needs of ELL children, as well as their families:

What teachers can do for the children:	What teachers can do for the families:
<ul style="list-style-type: none"> <li>Provide a warm, welcoming learning environment</li> <li>Learn some phrases in the child’s home language that you can use when greeting the child or during daily activities</li> <li>Encourage children to play and interact with one another</li> <li>Provide environmental print in English and the home language</li> <li>Model language by labeling your actions and the child’s actions</li> <li>Use visual cues or gestures when demonstrating a new skill or concept and repeat instructions more than once</li> <li>Connect new concepts with familiar experiences</li> <li>Provide books and songs within the classroom in the child’s home language</li> <li>At storytime, choose repetitive books or books with simpler language</li> <li>Establish and maintain daily routines and schedules</li> <li>Organize small group activities exclusively for your ELL children</li> <li>Provide props in dramatic play that represent the child’s culture</li> <li>Provide an English-speaking buddy or partner for the ELL child</li> <li>Provide a quiet space in the classroom where the children can use manipulatives, puzzles, or playdough</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of the role you play and the impression you make on the family</li> <li>Show interest in the child’s family and culture</li> <li>Gain information and knowledge about the child’s community and culture</li> <li>Have an open door policy</li> <li>Use informal notes and phone calls to communicate with the family (you may need to use an interpreter)</li> <li>Post information on a bulletin board for parents in or near the classroom and include a display of children’s artwork or photos</li> <li>Develop family-friendly newsletters with pictures and photos</li> <li>Invite the families to the classroom to share their culture with the children</li> <li>Organize family and community meetings and gatherings to learn more about cultural values and beliefs</li> <li>Consider home visits</li> <li>Encourage families to continue the use of the native language at home</li> <li>Consider the dietary, cultural and religious practices associated with the culture of the family when planning events</li> </ul>

# APPENDIX 2

## Strategies for Including Children with Special Needs in Program Activities

There are many ways of adapting or modifying activities for children with special needs, including those with disabilities and those whose home language is other than English. It is important that every staff member consider the uniqueness of each child and that all children have different approaches, preferences and skill levels. The following strategies, though not an exhaustive list, are recommended practices for helping teachers meet the diverse needs of each of their students:

Cognitive Delays or Learning Challenges	Hearing Impairments	Orthopedic, Motor or other Health Challenges
<p>Reduce distractions (background noise, clutter, etc.); provide access to areas that are quiet and offer relief from pressures of the environment</p> <p>Give clear instructions, repeat and demonstrate when necessary; combine verbal, visual cues</p> <p>Use concrete materials/experiences; use modeling and demonstrations</p> <p>Break down difficult tasks into smaller parts; make suggestions that give cues or choices for next steps in an activity</p> <p>Establish routines without being rigid; post picture and word sequences of schedules and routines</p> <p>Plan for and limit the number of transitions</p> <p>Allow time for meaningful repetition and practice</p> <p>Provide encouragement and frequent feedback</p> <p>Model appropriate use of materials, tools and activities in classroom</p>	<p>Get children's attention and use visual cues</p> <p>Face children when possible, and use clear voice and facial expressions</p> <p>Use objects or pictures to demonstrate what is being talked about</p> <p>Provide many opportunities for communication with adults and peers</p> <p>Give feedback to be sure messages are understood</p> <p>Limit background noise and other auditory distractions</p> <p>Use other forms of communication, such as gestures, printed words, objects when needed</p> <p>Learn about adaptive aids or communication systems children use; learn basic signs to communicate and to model appropriate behaviors</p> <p>Sing along with tapes, CDs, etc. to encourage children to lip read</p>	<p>Adapt/modify materials, equipment, toys, etc. by stabilizing/enlarging them, adding handles or grips; use adapted battery or electric operated toys/materials</p> <p>Ensure that environment accommodates wheelchairs, body boards, etc.; monitor pathways/floor space to promote accessibility and movement</p> <p>Keep classroom uncluttered; ensure easy access to shelves, cubbies, sinks, etc.</p> <p>Learn about adaptive equipment; seek inexpensive solutions if adaptive equipment is not available (e.g., support child's feet, by using a telephone book as a footrest, tray on walker to move toys)</p> <p>Provide additional time for children to get to materials/activities</p> <p>Use non-locomotor movement activities, such as moving arms, even when feet are in place</p>
Communication Challenges	Visual Impairments	Challenging Behaviors/Emotional Disturbances
<p>Plan many experiences/opportunities that motivate children to give and receive messages with adults and peers</p> <p>Verbalize what children tell you with their actions; ask open-ended questions</p> <p>Add new information slowly and clearly; give only one verbal direction at a time</p> <p>Provide language experiences with repetitive sounds, phrases, sentences, rhymes, chants, etc.</p> <p>Staff should be familiar with any AAC (augmentative and alternative communication systems) used by children</p> <p>Repeat and expand on children's thinking; introduce concepts and add new information slowly and clearly</p> <p>Support children's communication in other areas, such as writing or drawing</p>	<p>Evaluate the environment, including the lighting, to ensure that pathways are unobstructed, furnishings are consistently located and materials are positioned so children can see them clearly</p> <p>Describe and label demonstrations, objects or events that children cannot readily see</p> <p>Give clear and specific directions, using children's names; provide additional directional language when possible (<i>near, forward, next to, etc.</i>)</p> <p>Use pictures/books that are bold and uncluttered; try to use high-contrast colors (black and yellow or black and orange)</p> <p>Use auditory or tactile cues; plan activities to help children strengthen all of their senses</p> <p>Use large, clear, tactile labels to identify materials, activities, etc.</p>	<p>Provide a warm, inviting, and supportive classroom atmosphere; have appropriate expectations of children's behaviors</p> <p>Establish consistent routines and transitions; limit waiting or unoccupied time between activities</p> <p>Limit classroom rules; establish clear consequences for violations and follow through on them; use positive guidance techniques</p> <p>Anticipate problems and have action plans in place to avoid them; develop signals for when particular behaviors should stop or when a child needs help</p> <p>Model and role-play appropriate social behaviors and coping strategies; label feelings behind children's actions and help children to label the feelings themselves</p> <p>Provide soft lighting, cozy spaces and calming activities (e.g. water play, soothing music)</p>

## **PRE-K STANDARDS AT-A-GLANCE**

### **APPROACHES TO LEARNING**

#### **REASONING AND PROBLEM-SOLVING**

GLE 1	Demonstrate an intrinsic motivation to learn by displaying interest in real world experiences
GLE 2	Demonstrate the ability to think systematically and use reasoning skills
GLE 3	Use a variety of strategies to investigate possible solutions when problem-solving
GLE 4	Approach tasks and experiences with flexibility, imagination, and inventiveness to create new ideas outside of his/her own experience
GLE 5	Discuss ideas and experiences with others, utilizing any form of communication
GLE 6	Reflect on investigations and their results by making observations and possibly forming new ideas

#### **INITIATIVE, ENGAGEMENT, AND PERSISTENCE**

GLE 1	Show curiosity and interest in learning new things and trying new experiences
GLE 2	Demonstrate initiative and independence in selecting and carrying out activities
GLE 3	Maintain attention in child-initiated and teacher-initiated activities for short periods of time, despite distractions and interruptions
GLE 4	Demonstrate an increasing ability to plan and work towards completion of tasks and activities, even when faced with frustration because the task or activity is difficult

#### **CURIOSITY AND EAGERNESS TO LEARN**

GLE 1	Make choices about play activities, materials, and playmates/companions
GLE 2	Engage in unfamiliar activities during play
GLE 3	Use prior knowledge and experiences to learn new skills during play
GLE 4	Use manipulatives and other hands-on materials to learn concepts and skills related to core content areas
GLE 5	Describe play experiences using English or another language or another mode of communication



## COGNITIVE DEVELOPMENT – MATHEMATICAL

### NUMBER AND NUMBER RELATIONS

PK-CM-N1	Compare numbers of objects
PK-CM-N2	Perform one-to-one correspondence
PK-CM-N3	Count by rote
PK-CM-N4	Begin to count objects
PK-CM-N5	Begin to recognize numerals
PK-CM-N6	Begin to demonstrate estimation skills

### MEASUREMENT

PK-CM-M1	Experience, compare, and use language relating to time
PK-CM-M2	Anticipate, remember, and describe sequences of events
PK-CM-M3	Use mathematical language to describe experiences involving measurement
PK-CM-M4	Measure objects in the physical world using non-standard units of measurement

### GEOMETRY

PK-CM-G1	Recognize, name, describe, compare, and create basic shapes
PK-CM-G2	Identify shapes to describe physical world
PK-CM-G3	Describe and interpret spatial sense: positions, directions, distances, and order

### DATA ANALYSIS

PK-CM-D1	Sort and classify materials by one or more characteristics
PK-CM-D2	Collect and organize data about themselves, their surroundings, and meaningful experiences
PK-CM-D3	Interpret simple representations in data

PATTERNS AND RELATIONSHIPS	
PK-CM-P1	Recognize patterns in the physical world
PK-CM-P2	Describe, copy, extend, create patterns and make predictions about patterns
PK-CM-P3	Seriate objects
COGNITIVE DEVELOPMENT – SCIENCE	
INQUIRY	
PK-CS-I1	Use prior knowledge and experiences to hypothesize, predict, generate questions, and draw conclusions about organisms and events in the environment
PK-CS-I2	Conduct simple scientific experiments
PK-CS-I3	Make observations using senses
PK-CS-I4	Employ equipment and tools to gather data and extend sensory observations
PK-CS-I5	Collect, interpret, communicate data and findings from observation and experiments in oral and written format
PK-CS-I6	Use appropriate scientific vocabulary related to topics
PHYSICAL SCIENCE	
PK-CS-P1	Begin investigating states of matter: solids, liquids, and gases
PK-CS-P2	Describe objects by their physical properties
PK-CS-P3	Explore the physical world using five senses
PK-CS-P4	Explore simple machines, magnets, and sources of energy
LIFE SCIENCE	
PK-CS-L1	Explore, observe, and describe a variety of living things
PK-CS-L2	Explore, observe, describe, and participate in a variety of non-living things
PK-CS-L3	Explore, observe, describe, and participate in a variety of activities related to preserving their environment
PK-CS-L4	Begin to develop an awareness and understanding of plant and animal life cycles and how the life cycles vary for different reasons

<b>EARTH SCIENCE</b>	
PK-CS-ES1	Investigate, compare, and contrast seasonal changes in their immediate environment
PK-CS-ES2	Discover through observation that weather can change from day to day
PK-CS-ES3	Use vocabulary to describe major features of the earth and sky
<b>COGNITIVE DEVELOPMENT – SOCIAL STUDIES</b>	
<b>GEOGRAPHY</b>	
PK-CSS-G1	Include representations of roads, bodies of water, and buildings in their play
PK-CSS-G2	Use words to indicate directionality, position, and size
PK-CSS-G3	Develop awareness of the world around them
<b>CIVICS</b>	
PK-CSS-C1	Recognize community workers and increase awareness of their jobs
PK-CSS-C2	Identify his/her role as a member of family/class
<b>ECONOMICS</b>	
PK-CSS-E1	Demonstrate an awareness of money being used to purchase items
<b>HISTORY</b>	
PK-CSS-H1	Use words to describe time (yesterday, today, tomorrow)
<b>CREATIVE ARTS DEVELOPMENT</b>	
<b>MUSIC</b>	
GLE 1	Respond to variations in music – pitch, volume, tempo, beat, rhythm, or patterns
GLE 2	Express thoughts and feelings in response to a variety of diverse types of music
GLE 3	Make music

<b>MOVEMENT</b>	
GLE 1	Observe or participate in various forms of movement
GLE 2	Show creativity through movement
<b>VISUAL ART</b>	
GLE 1	Observe and/or describe various forms of art
GLE 2	Create individual and/or group art
<b>DRAMATIC ART</b>	
GLE 1	Experience and respond to a variety of dramatic performances (puppetry, story-telling, dance, plays, pantomime, theater)
GLE 2	Role play or use puppets to express feelings, dramatize stories, mimic social behaviors observed in adults, re-enact real-life roles and experiences
GLE 3	Participate in activities using symbolic materials and gestures to represent real objects and situations
<b>HEALTH AND PHYSICAL DEVELOPMENT</b>	
<b>HEALTH AND HYGIENE</b>	
GLE 1	Demonstrate an awareness of healthy practices
GLE 2	Exhibit good hygiene habits and self-help skills
<b>ENVIRONMENTAL HAZARDS</b>	
GLE 1	Identify potentially harmful objects, substances, behaviors, and/or situations
GLE 2	Be aware of and follow universal safety rules
<b>GROSS MOTOR</b>	
GLE 1	Develop coordination, balance and spatial awareness
GLE 2	Coordinate movements to perform tasks and try new skills indoors and/or outdoors

FINE MOTOR	
GLE 1	Strengthen and control small muscles in hands
GLE 2	Exhibit manual coordination
GLE 3	Participate in eye-hand coordination activities and develop spatial awareness
LANGUAGE AND LITERACY DEVELOPMENT	
LISTENING	
PK-LL-L1	Listen with understanding to directions and conversations
PK-LL-L2	Follow directions that involve two- or three-step sequence of actions
PK-LL-L3	Hear and discriminate the sounds of language in the environment to develop beginning phonological awareness
PK-LL-L4	Demonstrate understanding of new vocabulary introduced in conversations, activities, stories or books
PK-LL-L5	Engage in activities that offer the opportunity to develop skills associated with technology by viewing, comprehending, and using non-textual information
SPEAKING	
PK-LL-S1	Develop and expand expressive language skills
PK-LL-S2	Use new vocabulary in spontaneous speech
PK-LL-S3	Ask and answer relevant questions and share experiences individually and in groups
READING	
PK-LL-R1	Actively engage in reading experiences
PK-LL-R2	Retell information from a story
PK-LL-R3	Demonstrate an understanding of print concepts and beginning alphabetic knowledge
PK-LL-R4	Use emerging reading skills to make meaning from print

<b>WRITING</b>	
PK-LL-W1	Experiment with a variety of writing tools, materials, and surfaces
PK-LL-W2	Use forms of shapes and letter-like symbols to convey ideas
PK-LL-W3	Participate in a variety of writing activities focused on meaningful words and print in the environment
PK-LL-W4	Demonstrate an interest in using writing for a purpose
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>SELF-REGULATION</b>	
GLE 1	Follow rules and routines and adapt to changes in rules and routines
GLE 2	Express feelings, needs, and wants in a manner that is age appropriate to the situation
GLE 3	Demonstrate control over impulsive behaviors in various settings
<b>SELF-IDENTITY</b>	
GLE 1	Recognize oneself as having unique characteristics and preferences
GLE 2	Recognize and express feelings
GLE 3	Discuss his/her own family
GLE 4	Demonstrate confidence in range of abilities and express pride in accomplishments
GLE 5	Attempt new experiences
<b>SELF-RELIANCE</b>	
GLE 1	Develop independence during activities, routines, and play
GLE 2	Choose activities and use materials appropriately, purposefully, respectfully, and safely
GLE 3	Show increasing competence in a wide range of self-care activities
GLE 4	Seek guidance from peers and adults when needed

<b>RESPECT FOR OTHERS</b>	
GLE 1	Recognize and respect the feelings, needs, and rights of others
GLE 2	Demonstrate growing understanding of how one's actions affect others
GLE 3	Demonstrate awareness of and respect for uniqueness of others
<b>INTERPERSONAL SKILLS</b>	
GLE 1	Play cooperatively with peers for a sustained time
GLE 2	Build conflict resolution skills
GLE 3	Develop and maintain positive relationships with peers and adults

DRAFT

# GLOSSARY OF TERMS

**Accommodations** – Changes in the curricular material and experiences to accommodate a child’s particular needs. Adaptations are not intended to alter the difficulty of the skill or area of development addressed. Such adaptations may enable children with disabilities to have experiences similar to those of their peers.

**Child-initiated Activity** – Children are able to select their own centers, activities, materials, and companions, and are able to manage their own play independently. There is adult interaction in response to the children’s developmental needs, as well as to introduce and reinforce concepts. This is also known as ***free play***. (Note: When children are assigned to centers by staff or the staff selects the activities, materials, etc., for the children, this ***is not*** considered a child-initiated or free play activity.)

**Concrete Hands-on Learning Experiences** – Learning experiences that emphasize choice, free exploration, interaction, and authenticity within a relevant and meaningful context. Such experiences emphasize the development of children’s thinking, reasoning, decision-making and problem-solving abilities. Curriculum areas and skills are integrated in the context of the learning activities and experiences, as opposed to being taught in isolation.

**Content Standards** – Describes the broad outcomes that children should achieve through a high-quality preschool experience. Each Content Practice Standard is aligned with the Louisiana K-4 Content Standards and other relevant state and national standards.

**Developmental Profile** – Specifies what most preschool children should be able to know and be able to do by the end of their preschool experiences.

**Developmentally Appropriate Practice** – Quality care and education of young children based on:

- 1) Knowledge of how children develop and learn. This includes information about ages and stages of development, as well as what materials, activities and interactions are important for each.
- 2) Knowledge of the individual child, including disabilities, and
- 3) Knowledge about the social, cultural and familial cultural context in which children are growing up.

**Domain** – Describe the aspect of development for each standard. Content Areas are specified for each Domain.

**ECERS-R** – *Early Childhood Environment Rating Scale – Revised*. A reliable and valid research based program quality assessment instrument. This scale is designed for use in classrooms serving children 2 ½ to 5 years of age. It is used to evaluate classroom environment, as well as programmatic and interpersonal features that directly affect children and adults in the early childhood setting. The seven sub-scales of the *ECERS-R* include: *Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interactions, Program Structure, and Parents and Staff*.



**Emerging Skills** – Skills or abilities, which are not shown as being mastered, but are present in a modified or limited form. Attention to emerging skills allows teachers to assess the developmental process and progress of students. Additionally, a focus on emerging skills is important in the planning of the environment and activities to facilitate development of skills.

**Examples** – Tips on how to structure the curriculum and environment to assist a child's optimal performance.

**Free Play** – See *Child-Initiated Activity*.

**Grade-level Expectation** – specifies what most preschool children should be able to know and be able to do by the end of their preschool experience.

**Head Start Performance Standards** – These standards used in Head Start Programs are based on sound child development principles about how children grow and learn. The varied experiences provided by the program support the continuum of children's growth and development in all domains.

**Grapheme** – This is the smallest part of *written* language that represents a phoneme in the spelling of a word.

**Indicators** – Define a Standard more specifically so that it can be measured. Each indicator is coded by Domain or Content Area and Strand. For example, PK-CM-N1 means **P**re-**K**indergarten – **C**ognitive **M**ath – **N**umber 1.

**Interest Center** – An area in the classroom used during free play/child-initiated activities. In each area, the materials are organized by type and are stored so that they are accessible to the children,

shelves have picture/word labels, and the area is appropriately furnished. Interest centers can also be established outdoors.

**Louisiana Literacy Profile** – The Louisiana Literacy Profile provides teachers of children in grades K-3 with the means of observing and recording progress in a continuum of growth that is based on literacy behaviors. It informs instruction and promotes development of literacy behaviors.

**Manipulatives** – Materials that allow children to explore, experiment, and interact by using their hands or by mechanical means. These learning materials promote dexterity and eye-hand coordination, while promoting problem-solving and higher levels of critical thinking. Such items include, but are not limited to, beads and laces, puzzles, small blocks, playdough, lacing cards, and items that can be snapped, zipped or hooked together, to name a few.

**Modifications** – Limiting, restricting, or altering materials, the environment or experiences without fundamentally changing the outcome or use of such. Modifications may enable children who are experiencing difficulty with a particular skill or an area of development to successfully achieve competence in these areas. Examples of modifications include offering a variety of levels of puzzles, such as interlocking and pegged puzzles.

**Multisensory Experiences** – Experiences that allow children to respond to physical stimuli relating to more than one of the five senses. Included in these types of experiences would be cooking activities where the senses of sight, smell, taste, touch and hearing would all be involved.

**NAEYC** – stands for National Association for the Education of Young Children. This national organization provides policy and research information on the growth and development of children from birth to age 8.

**Non-standard Units of Measurement** – Methods of measurement that do not include traditional means, such as rulers, scales, clocks, etc. Non-standard units of measurement allow children to explore and thus understand the concept of measurement without being tied to exact numerical data. Items such as pieces of string, rows of blocks or pencils may serve as non-standard units to measure length; balances may help promote understanding of varying weights, and picture-graphs of daily routines allow children to understand the concept of time and passage of time.

**Non-textual Information** – Information expressed through the use of pictures, symbols or icons. Such information may be used by children to process information and to create mental images symbolic of real-world situations, without the use of written text.

**Onset** – This is a part of spoken language that is smaller than a syllable, but larger than a phoneme. It is the initial consonant sound of a syllable (The onset of *bag* is *b-*; of *swim*, *sw-*).

**Open-ended Questioning** – Questioning that promotes a child's development, as opposed to mere information gathering. This method of questioning is used to motivate children to learn, inquire about and discover their world. Open-ended questioning prompts students to think about their responses and requires a more in-depth level of critical thinking in order to respond. These questions help the student to recognize a problem, analyze contributing factors and consider a choice of optimal solutions. Open-ended questions are characterized by the words – “What if?”, “How?” , “What would happen if?”, “Why do you think?”, “Is there another way?”, etc.

**Phoneme** – This is the smallest part of *spoken* language that makes a difference in the meaning of words.

**Phonemic Awareness** - This term refers to the ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words. A child who possesses phonemic awareness can segment sounds in words and blend strings of isolated sounds together to form recognizable words.

**Phonological Awareness** - This is a broad term that includes phonemic awareness. In addition to phonemes, phonological awareness activities can involve work with rhymes, words, syllables, and other onsets and rimes.

**Play-based Environment** - An interactive learning environment in which play is the medium through which children learn and make sense of their world. It provides a forum for children to learn to deal with the world on a symbolic level – the foundation for all subsequent intellectual development. In a play-based environment, children have the opportunity to gain a variety of social, emotional and physical skills. This type of environment is in contrast to the environment where learning is compartmentalized into the traditional content areas and children have little opportunity to actively explore, experiment and interact.

**Print Concepts** – Materials, activities, and props, etc. that prompt the ongoing process of becoming literate; that is, learning to read and write. Print concepts include exposure to textual information through books, stories, field trips, notes, labels, signs, chants, etc., and should be part of the emergent-literacy environment of all preschool classrooms.

**Props** – Materials used throughout the classroom to extend learning in any one of the interest areas or centers. Props added to an interest

center are generally placed in the area in addition to standards items. Examples of props include: puppets that correlate with stories in the Library Center or phone books and recipe cards in the Dramatic Play Center. Such props allow children to engage in activities in which they can interact with other children, share and take turns, role-play and exercise their imaginations. Additionally, props added to interest centers help children accept responsibility for clean-up, break barriers for sex/culture stereotyping, and deal with age/stage personal relations.

**Rime** – The part of a syllable that contains the vowel and all that follows it (the rime of *bag* is *-ag*; of *swim*, *-im*).

**Self-help Tasks or Skills** – These skills or tasks comprise a large portion of a young child's daily living tasks and are important in all areas of development. These skills include toileting, serving and eating meals and snacks, cleaning up their environment and grooming and dressing.

**Spatial Sense or Spatial Awareness** – The sense of orienting to one's environment. A child has sense of awareness in terms of directionality, as well as, his/her relationship to self, the environment, and others in that environment.

**Standard** -- The broad outcomes that children should achieve through a high quality preschool experience.

**Strand** – defines each content area or domain more specifically.

**Substantial Portion of the Day** – Free play/child-initiated activities are available to the children at least one third or 35% of the instructional day. For example: During a 6 hour instructional day, these activities are available at least 2 hours of the instructional day.

**Syllable** – A part of a word that contains a vowel or, in spoken language, a vowel sound.

**Teacher-directed Activity** – The activities and/or materials are chosen for the children by the teacher to engage in educational interaction with small groups and individual children, as well as with the whole group. (Examples: read a story, cooking activity, or science activity.)

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