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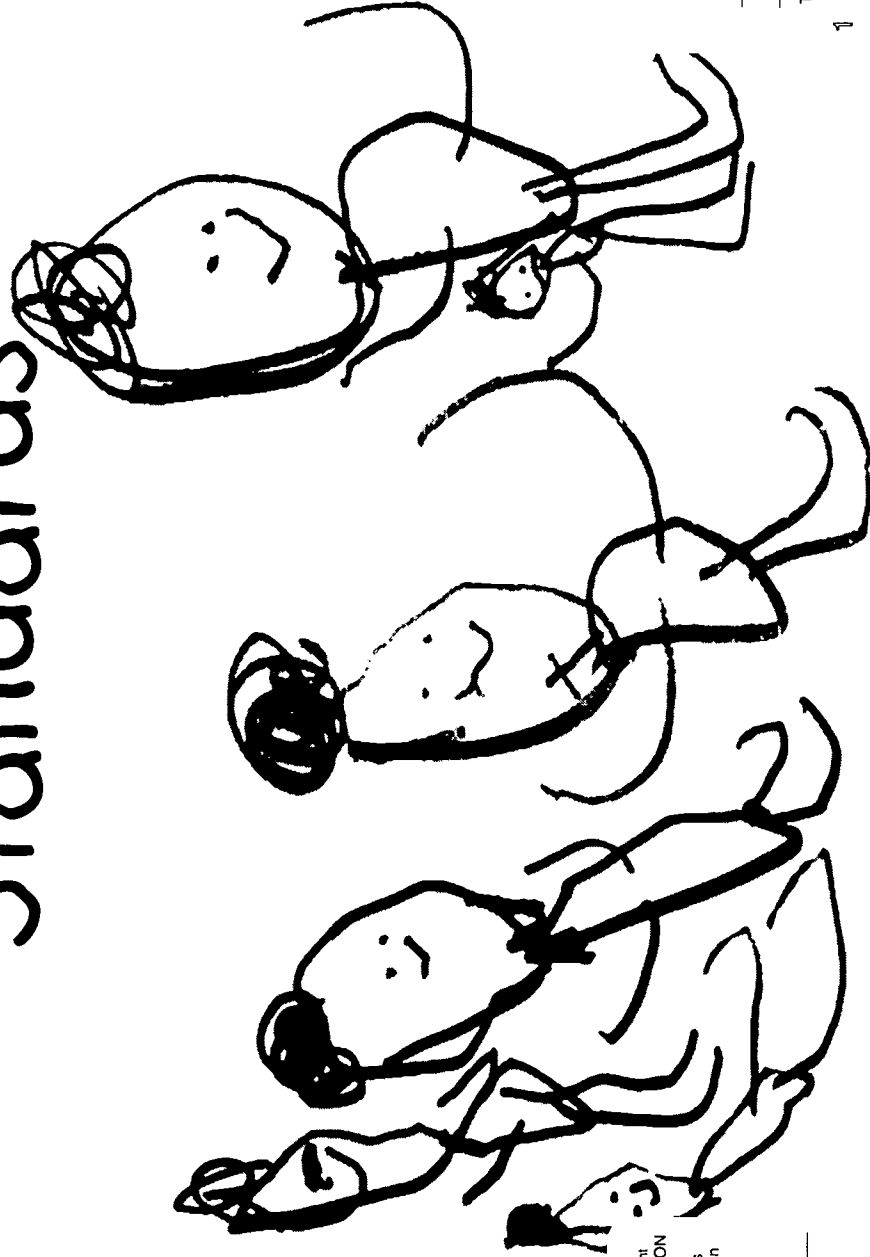
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ABSTRACT

In an effort to provide a sound basis for educational accountability for preschool programs, the Arizona Early Childhood Education (ECE) Standards were developed as a framework for literacy-based programs for 3- and 4-year-olds and to provide parents with a basic understanding of indicators of early learning. These standards, to be adopted by Arizona's Family Literacy Programs in July 2004, will be used in combination with to-be-developed standards for English Language Learners and the Parents and Children Together components of family literacy programs and a comprehensive professional development program. This guide details the standards, including their development. The standards are organized within six broad domains: (1) language and literacy; (2) mathematics; (3) science; (4) physical development; (5) health and safety; (6) social and emotional development; and (7) the arts. Within each domain are several components: a rationale statement, a context statement for each standard within each domain, a standard statement, benchmark statements, and corresponding indicators and sub-indicators. Each standard progresses from broad, general statements to specific, measurable delineations of skills and concepts. Standards, related benchmarks, indicators, and sub-indicators are listed in a loose developmental progression from Phase 1 to Phase 3, with Phase 3 describing the ideal experiences and knowledge of entering kindergartners. Included with each indicator or sub-indicator are examples to make the standards more accessible to teachers and parents and an indication of the correlating K-12 standards. The guide concludes with a glossary of relevant terms and concepts. (KB)

Arizona Early Childhood Education Standards

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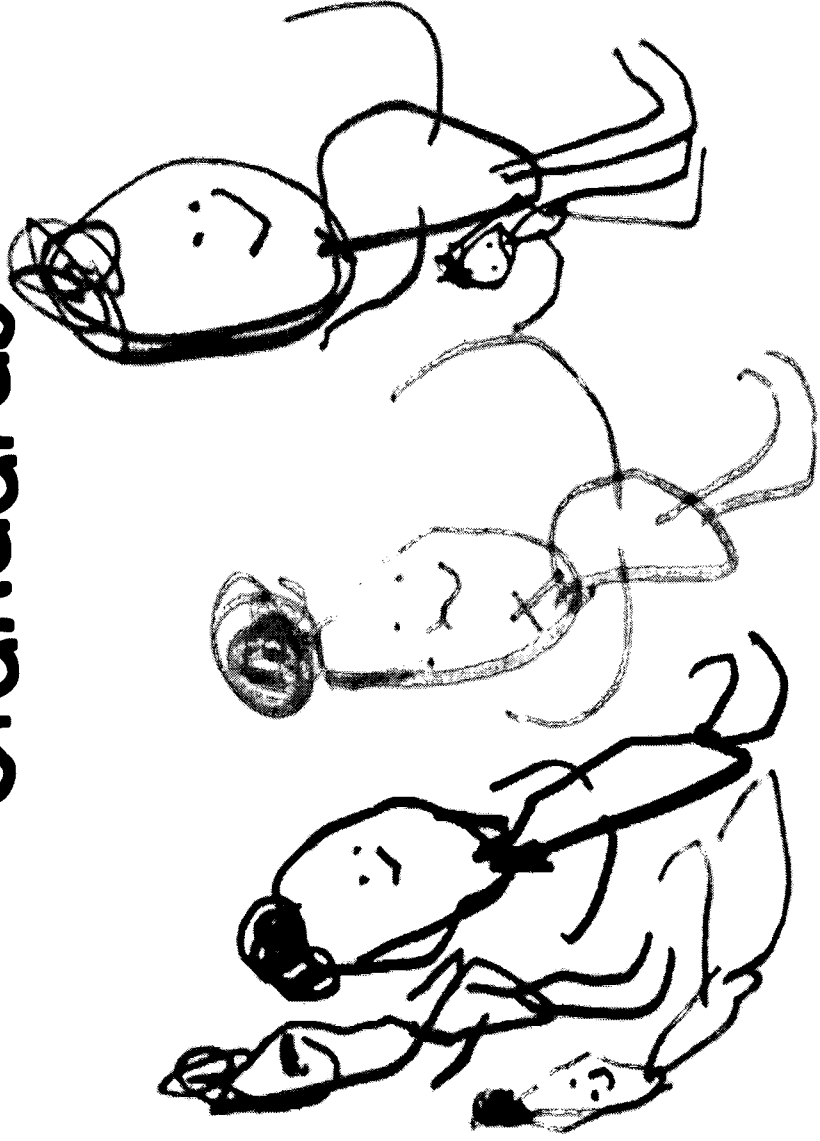
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Division of Adult and Family Literacy Education**

**Tom Horne
Superintendent of Public Instruction**

Arizona Early Childhood Education

Standards



This artwork and the front cover artwork were created by Olivia Beals-Reid, age 4. Olivia was a student in Cheryl Lazaroff's preschool class at Tucson Community School. Tucson Community School is a private parent-cooperative school.



State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

March 31, 2003

Dear Parents and Educators:

There is a growing consensus within the field of education that a greater emphasis be placed on young children's conceptual learning, especially acquisition of language and literacy.

This work demonstrates a timely effort on the part of a broad, cross-section of Arizona's Early Childhood Educators to proactively build a consistent curricular framework that demonstrates a move forward in the focus given to language and literacy skills in early childhood programs. This will be a great aid in our challenge to enable children to become truly proficient in English, and will increase their chance for success with reading well before the end of third grade.

Additionally, this document focuses on the substance of what is taught to three and four year old children. Arizona's Early Childhood Education Standards represent a strong foundation for children entering Kindergarten.

All children can meet high academic standards. It is the school's responsibility to ensure that all children are ready for success in school and meet high academic standards. These standards can serve as the foundation of educational accountability for programs serving three and four year old children.

Perhaps most importantly, this document will provide parents with a resource they can use in their role as their child's first teacher.

I commend the teams of Early Childhood Educators who participated in this initiative for their great contribution to Arizona's young learners.

Sincerely,

A handwritten signature in cursive script that reads "Tom Horne".

Tom Horne
Superintendent of Public Instruction



State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

March 31, 2003

Dear Parents and Educators:

The Arizona Early Childhood Education Standards were developed as a proactive initiative by a broad cross section of Early Childhood Educators in Arizona who are passionate about the importance of children's early learning to their later success in school.

Both at the state and federal levels, mandates have been implemented for program accountability in early childhood education. Although developed as the foundational step of program accountability within Arizona's state- and federal-funded Family Literacy programs, these Standards can serve as the framework for any literacy-based preschool program for three and four year old learners- regardless of the funding source. By developing and implementing standards, early childhood educators ensure that a consistent set of identified core knowledge and skills become a part of every child's preschool years.

Educators will use this document as a framework for teaching and learning. Parents will find this document helpful in providing them with a basic understanding of indicators of early learning. This knowledge will enhance their ability to participate actively in their children's learning in their role as their child's first and most important teacher.

I want to express my sincere appreciation to the many outstanding early childhood educators who contributed their expertise and energy to this remarkable initiative. I am deeply grateful for their significant contributions to Arizona's Family Literacy programs, and to the broader community of early childhood education.

Sincerely,

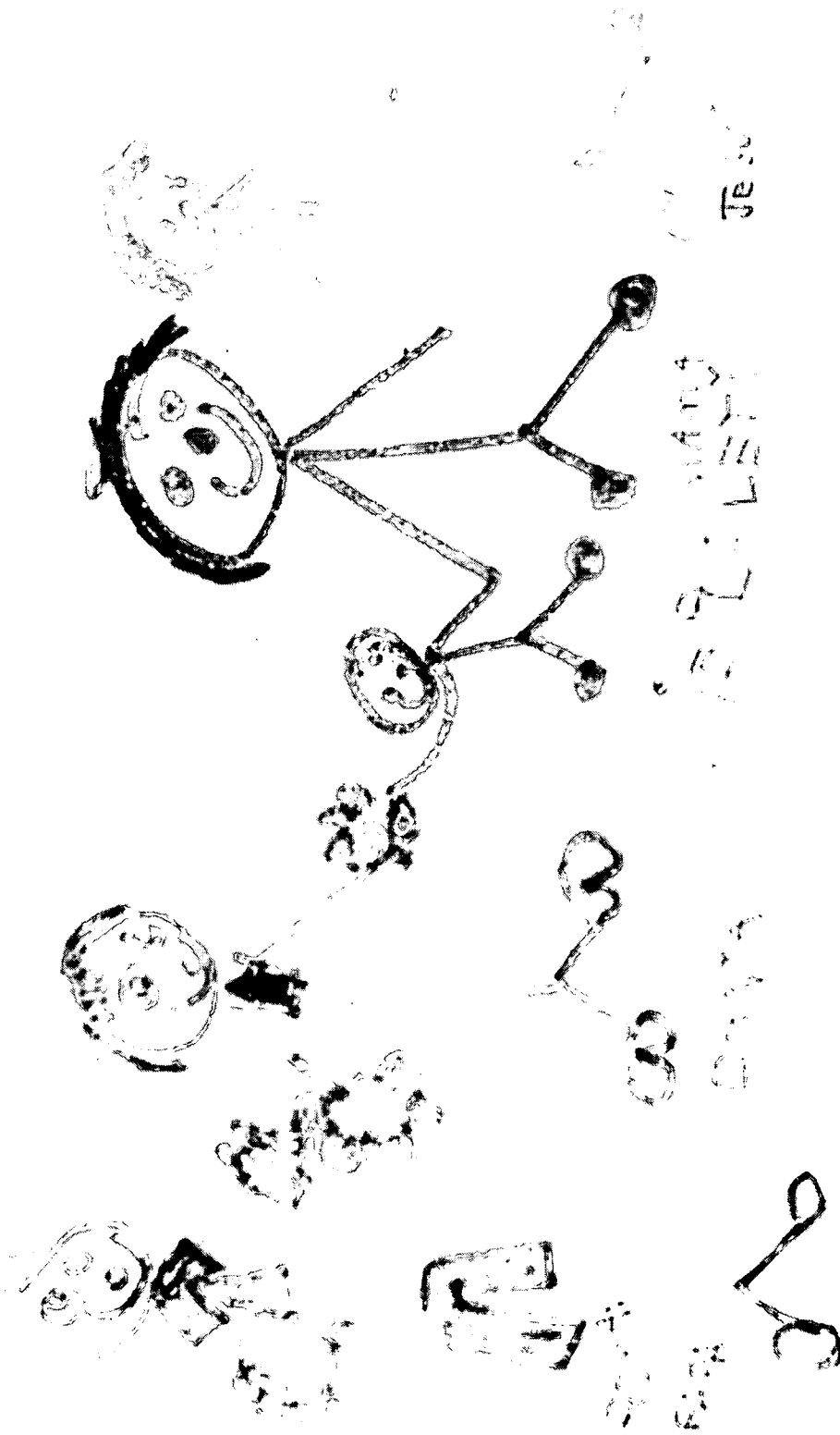
A handwritten signature in cursive script that reads "Karen Liersch".

Karen Liersch
Deputy Associate Superintendent
Adult and Family Literacy Education

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Preface



This artwork and the back cover artwork were created by Danya Ramirez, age 5. Danya was a student in Corina Wells' class at Lamar Learning Center in Glendale. Lamar is funded by Glendale Adult Education, Arizona Family Literacy, and Head Start.

ARIZONA EARLY CHILDHOOD EDUCATION STANDARDS

PREFACE

WHY SET EARLY CHILDHOOD STANDARDS?

Early childhood education standards reflect the growing consensus among early childhood professionals that greater emphasis be placed on young children’s conceptual learning, especially acquisition of language and literacy. Arizona’s early childhood standards reflect the belief that certain knowledge and skills are essential to every child’s social, emotional, physical, and cognitive development. New studies by the National Institutes of Health and the U.S. Department of Education support the findings of older studies and both support this belief. They found that children who are enrolled in well-established preschool programs are 40 percent less likely to be held back a grade, 41 percent less likely to be placed in special education classes, 33 percent less likely to be arrested, and almost 30 percent more likely to complete high school. Other studies show that children enrolled in well-designed educational preschool programs are more likely to perform well on tests of intelligence, pursue higher education, and postpone having children. Recent research indicates that preschools are giving young children the skills they need for a good start in school. Quality programs that provide challenging, but achievable, curricula engage children in thinking, reasoning, and communicating with others. With teacher direction and guidance, children respond to challenging curricula and acquire important skills and concepts.

The federal Even Start program now mandates the development of accountability measures in its programs. By developing and implementing standards, early childhood educators ensure that a consistent set of identified core knowledge and skills become a part of every child’s preschool years.

ARE ARIZONA’S EARLY CHILDHOOD STANDARDS DEVELOPMENTALLY APPROPRIATE?

Yes! The Arizona Early Childhood Education Standards are the result of a long process of research and critical review. The resulting document represents a synthesis of exemplary practice and experience modeled in programs and practices that have been empirically validated by thousands of young children throughout the nation and the world.

HOW WERE THE ARIZONA EARLY CHILDHOOD STANDARDS DEVELOPED?

Phase I of the Family Literacy Early Childhood Education Standards Initiative began in February, 2001 and was completed in December 2001. During this phase, more than 25 distinguished early childhood educators and academicians from across the state met every month for ten months to develop the standards for Language and Literacy; Mathematics; Physical Development, Health and Safety; and, Social and Emotional Development. As a team, they examined significant new research on cognitive development and how children learn. They examined several documents written by the National Association for the Education of Young Children (NAEYC) and other professional organizations, research articles, and standards written by early childhood education task forces from other states.



Team members reviewed specific preschool practices in the United States. Well-known models of early childhood education such as the Creative Curriculum, Head Start, Montessori, and the Core Knowledge sequence were examined. Team members also brought standards from their own programs. (One member supplied the Early Childhood Education Standards Development (ECESD) team with copies of the New Zealand standards for early childhood programs.) This wealth of information was the basis for the development of the initial draft. Months of internal review and revisions produced the final draft. Thirteen focus groups were conducted throughout the state to review the draft standards. Focus group participants included early childhood and kindergarten teachers, administrators, and parents. The Arizona Department of Education, Adult and Family Literacy Education Division, also sent surveys to all Family Literacy programs. Feedback from focus group participants and Family Literacy program staff was compiled and synthesized. Every reflection was presented to the team and refinements were made to the standards based on the results of the field review.

During Phase II of the project (December 2001 through August 2002), standards were developed in Science and The Arts by a subset of seasoned team members from Phase I and additional early childhood educators and experts from different regions of the State. The Science and Arts Team used many of the same resources and some new national resources in those subject areas. They followed a similar process to develop the standards, that the first team used, including several rounds of internal review and revisions as well as field review via focus groups and a final edit to respond to the feedback. During this

time period, a third team of early childhood educators met to review, identify and recommend an appropriate ECE assessment system to evaluate learner developmental gains in the ECE Standards Content areas. Their report is covered in a separate document.

Through both phases of the Initiative: standards expertise, technical assistance and product critique has was provided by Susan Pimentel of StandardsWork. Facilitation services were provided by Margaret Seibert and Cynthia Turner of Aha! Inc.

OUR PRESCHOOL PROGRAM ALREADY HAS A “PROGRAM OF INSTRUCTION.” WHY CHANGE WHAT WE’RE ALREADY DOING?

Many preschools are likely to find that what they have is not a definite curriculum with specific goals for young children, but rather a general set of beliefs that focus on how children learn rather than what they need to learn. The standards on the following pages specify definite expectations that provide teachers, parents, and children with a clear curricular framework. They invite the active, intellectual engagement of educators who choose to use them in their classroom practice.

The standards are important tools to help teachers define and implement comprehensive, integrated curricula for their programs. The language in these standards is specific enough to be useful, yet general enough to accommodate variability in early childhood programs.

WILL THESE STANDARDS LIMIT THE CREATIVITY OF TEACHERS?

A major challenge in drafting these standards was translating abstract theories about how children develop and learn into concrete descriptions for practice. Educators using these standards must not equate the precision and specificity of the standards with an instructional approach that relies on rote learning, isolated drill, workbooks, or ditto sheets. The most effective teaching is a balance between children’s self-discovery and teacher-directed experiences. Effective teaching balances the need for children to explore and discover on their own and for teachers to consciously make tasks at hand both accessible and challenging. Such teaching guides children to ever-increasing levels of competence. Teachers are encouraged to use concepts from the standards to work across the domains to provide varied opportunities for children to achieve the knowledge and skills identified in the standards. For instance, language and literacy accomplishments are often best achieved through activities that are integrated into different areas, such as math, fine and gross motor development, and social and emotional development.

HOW CAN YOU EXPECT ALL CHILDREN TO LEARN THE SAME MATERIAL WHEN ALL CHILDREN ARE UNIQUE AND RATES OF DEVELOPMENT ARE SO DIFFERENT?

Children's age differences and previous experiences result in a great diversity of knowledge and skills. Children do not arrive at school ready to learn at the same pace or in the same manner. They grow at different rates with unpredictable starts, stops, and surges along the way. To reflect children's unique developmental styles, the standards within a content area are listed in a loose developmental progression, in a **continuum of learning**. Some children, regardless of their age level, will be at the beginning of the learning continuum, while others will be further along. The intent of the organizational design of these standards is to ensure that all three- four-, and five-year old children have the opportunity to strive towards these goals as they progress along a continuum of development prior to entering kindergarten.

The child's current skills and knowledge are the starting point for new experiences and instruction. Current skills and knowledge are not to be interpreted as limitations or restrictions. These standards underscore the vital role teachers and school communities play in helping children, whose everyday circumstances at home have left them disadvantaged, to catch-up with their more advantaged peers. Only by explicitly specifying the competencies and knowledge that all children should share can early childhood educators guarantee equal access by children from all backgrounds and life experiences.

CAN THE STANDARDS BE USED WITH SPECIAL NEEDS CHILDREN?

The standards present a broad range of skill development and are designed to provide a useful instructional foundation for educators of special needs students. Educators can use the standards in conjunction with Arizona's functional standards to develop individual student plans for children who have learning disabilities. Special needs children may enter and progress at any phase of the developmental continuum within each standard. In some cases, children with disabilities may require additional accommodations and modifications of the standards in order to benefit from them.

The standards are also adaptable for gifted special needs children. Educators of gifted children can use the standards in conjunction with Arizona's K-12 standards to appropriately modify the instructional program to reflect the educational and developmental progress of the gifted child.

WHAT ABOUT CHILDREN WHOSE NATIVE LANGUAGE IS OTHER THAN ENGLISH?

The standards in listening, speaking, reading, writing, and math are rigorous, fair, and reasonable for students who are proficient in English. However, increasing numbers of children in the United States (and particularly in Arizona) do not speak English fluently because English is not their native language. These students need to receive instruction in a manner that they can understand and that is commensurate with their proficiency level in English. Therefore, the following standards outline language and literacy accomplishments for three- four- and five year-old pre-kindergarten children in their native language. For students whose first language is other than English, their native language will serve as the foundation for English language acquisition.

While hundreds of languages are spoken in Arizona's schools, Spanish is the most prevalent. A new resource to help Spanish-speaking **English language learners** meet the standards will be available in the coming year. This auxiliary document will describe the advantages that Spanish speakers have in learning to read, write, and speak in a second language and will address specific obstacles that might impede their progress. An additional set of expectations will be developed for young children whose home language is Spanish to address Spanish to English transitional language and literacy knowledge and skill development. The goals for Spanish-speaking and other English as a second language students are to increase their proficiency in English and to give them opportunities to learn, in their native language, important content and skills contained in the standards, and to enter Kindergarten communicating in English.

WHAT IS THE IMPLEMENTATION SCHEDULE?

Arizona's Family Literacy Programs formally will adopt these standards beginning July 1, 2004. Other preschool programs may choose to adopt these standard in their programs according to their own timetable.

To prepare for their implementation, Phase III of the Family Literacy Early Childhood Education Standards Initiative is planned to include the development of a comprehensive, multifaceted professional development program in addition to the development of Parent Time and Parent And Child Together (PACT) standards and English Language Learners (E.L.L.) Standards for non-English speakers.

HOW TO READ THE STANDARDS?

Like any complex process, the essential components of learning can be segmented several ways. For ease of use, these standards are organized within six broad domains: Language and Literacy; Mathematics; Science; Physical Development, Health and Safety; Social and Emotional Development; and the Arts.

Each domain has several components: a rational statement for each domain, a context statement for each standard within each domain, a standard statement, benchmark statements, and corresponding indicators and sub-indicators. Each standard progresses from broad, general statements of what students should know and be able to do to specific, measurable delineations of skills and concepts. Standards, related benchmarks, indicators, and sub-indicators are not presented by order of importance. As noted, however, some attempt was made to list them in a loose developmental progression.

Each DOMAIN begins with a rationale statement. The rationale statement gives a perspective about why the domain (the content areas of language, math, science, etc.) is important to a child's growth and development.

Each STANDARD begins with a brief context statement. The context statement provides insight into the kind of classroom environment and instruction that can maximize the learning of young children.

STANDARD STATEMENTS follow the context statement. Standard statements consist of broad statements that support the goal of preparing young children for further study and schooling. For example, in Language and Literacy, there are three standards: Listening and Speaking, Reading, and Writing.

BENCHMARK STATEMENTS follow each standard statement. Benchmarks identify specific skills and content within the standard. For example, under the Reading Standard, there are benchmarks that define interest in literature, book handling, comprehension, concepts of print, use of emerging reading skills, and knowledge of sounds and the alphabet.

INDICATORS AND SUB-INDICATORS delineate the skills and content of the benchmark statement. Indicators and sub-indicators make up the developmental continuum. The developmental continuum is organized into three phases: Phase 1, Phase 2, and Phase 3. The phases are identified graphically by the vertical bars on the far left of the document. Phase 1 includes the indicators and sub-indicators within this one phase. Phase 2, as the graphic bar demonstrates, includes the indicators and sub-indicators of both Phase 1 and Phase 2. Phase 3 includes the indicators and sub-indicators of all three: Phase 1, Phase 2, and Phase 3. The combined three phases contain all of the skills and content that a learner needs to master within the benchmark. The placement of certain indicators and sub-indicators into Phase 1, Phase 2, or Phase 3 of

the developmental continuum are not meant to be rigid directives but approximate guidelines based on research. The three phases provide a progression of skills and knowledge from simple to more complex.

For example, the following Indicators under the benchmark for comprehension are:

- Relates stories to real-life experiences and feelings (Phases 1, 2, & 3);
- Asks and answers questions about stories (Phases 1, 2, & 3);
- Makes predictions about what is read, heard, or seen in illustrations (Phases 2 & 3)
- Retells a story in sequence using illustrations in a book or literary props (Phase 3 only); and,
- Relates details of stories and draws connections between story events (Phase 3 only).

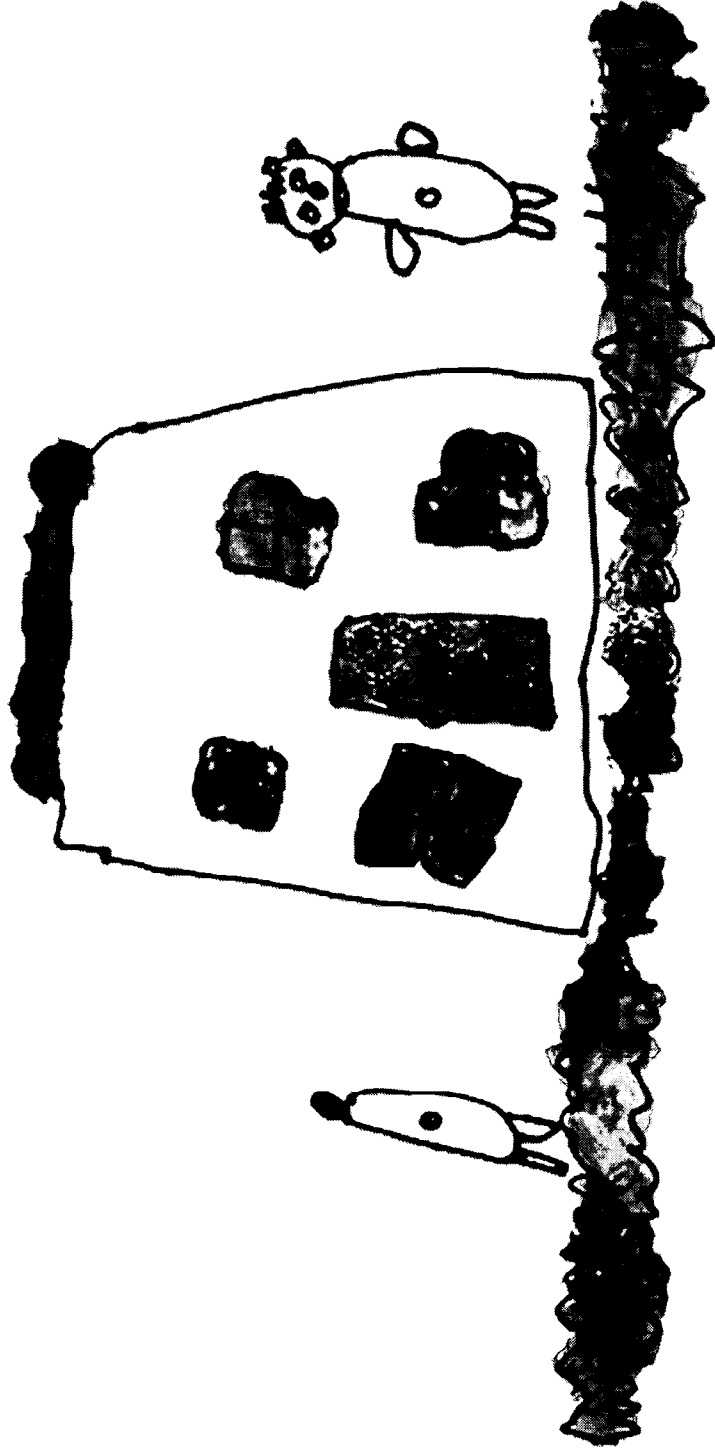
Ideally, all children entering kindergarten should come prepared with the kinds of experiences and knowledge described in Phase 3. In reality, the child's existing competencies in relation to the skills and knowledge of the early childhood standards are the best indicator of where to begin instruction and how best to measure progress. No child should be unduly rushed or held back based on the competencies listed in the three phases of the standards.

Examples are provided in the column on the right, opposite the corresponding indicators and sub-indicators. Examples are only ***examples***. They are meant to illustrate the specific indicators and sub-indicators and to make the standards more accessible to teachers and parents. **Examples are not assessment criteria, checklists, or mandates.**

Correlations to K-12. The Arizona Early Childhood Education Standards are intended to provide a solid, coherent foundation of knowledge and skills to prepare children for kindergarten and the primary grades. As such, the skills and knowledge in the ECE standards are designed to correlate with the new grade specific Arizona Reading and Math Standards and the remaining Arizona Academic Readiness and Foundation Standards. The Arizona K-12 Standard and related Performance Objective(s) that correlate can be found next to each ECE indicator. Samples of these correlations can be found at the beginning of each Standard set.

Introduction

ERIK SANTANA



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This artwork was created by Erik Santana, age 5, in the Katherine Van Buskirk Child And Parent Success Program, Tucson. Erik's classroom teachers were Myriam Bonillas, Ann Sanchez, Leticia Tolano, and Gabriela Vizcarra. His studio teacher was Pauline Baker. This program is funded by Early Childhood Block Grant and the Tucson Unified School District.

EARLY CHILDHOOD EDUCATION STANDARDS

The State of Arizona's Early Childhood Education Standards provide consistency in programs throughout the state. The standards are a framework to guide educators in their efforts to make informed decisions about curriculum and assessment. Although the standards document is separated into specific domains of learning, the intent is not to suggest that children's skills develop categorically or that isolated skill instruction is an appropriate way to support learning during the preschool years.

The standards reflect current research on brain development and best practices for early childhood education. They represent the growing consensus among early childhood professionals that a greater emphasis be placed on young children's conceptual learning, social and emotional development, and participation in relevant and meaningful learning experiences. The benchmarks within each standard are organized along a developmental continuum to present a picture of the broad range of young children's abilities.



The early childhood educators who developed the standards in this book shared a common philosophical commitment to the appropriate education of young children. Throughout the eleven-month process of developing the Early Childhood Education Standards in Language and Literacy, Mathematics, Physical Development, and Social and Emotional Development, these educators defined and refined their fundamental beliefs about the pre-kindergarten child and early childhood education. This *Introductory Belief Statement* is the culmination of hours of their discussions and thoughtful reflection.

INTRODUCTORY BELIEF STATEMENT

MISSION

The Arizona Early Childhood Education Standards provide a universal framework for diverse educational systems to promote meaningful student learning through consistency and quality in early childhood and family literacy programs.

EVERY CHILD:

- is a unique, complex learner;
- is a social being who learns through the development of relationships with peers and adults;
- is entitled to learning environments that support optimal development of the whole child;
- is entitled to opportunities to learn through active exploration;
- learns through child-initiated, child-directed, teacher-supported play.

THE FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIP

The family is the child's most important teacher. The family unit provides the child with a foundation for both healthy development and a positive attitude toward learning. Supporting families in nurturing their children is essential. The school educates families about the value of preserving their home languages and cultures and provides support systems within classrooms to assist children's transitions into the school language and culture. Every child can develop a love of learning and have an opportunity to be successful through collaborative home, school, and community partnerships.

DEVELOPMENTALLY APPROPRIATE PRACTICES

Development and learning occur on a continuum that builds on a child's prior knowledge and experiences. Each child progresses along this continuum at a unique rate and has an individual learning style and diverse abilities.

Developmentally appropriate practices focus on the development of the whole child. This holistic development includes the physical, social, emotional, and cognitive domains of the child. These domains are complementary and mutually supportive of one another. Development in one area influences and is influenced by development in the other areas.

Every child enters school eager to learn. Play is the fundamental vehicle through which children learn and construct their own understanding about the world around them. Meaningful learning occurs in a safe environment where children are actively engaged. In this secure and stimulating environment, children are given opportunities to practice newly acquired skills and to experience challenges just beyond the level of their current mastery.

Early childhood educators value the individual learning variation among children and provide healthy, nurturing, and rich learning environments with opportunities for diverse play experiences. Children acquire important skills and learn concepts through both child-initiated and teacher-directed play and guidance.

EARLY CHILDHOOD EDUCATION STANDARDS DEVELOPMENT TEAM PHASE I

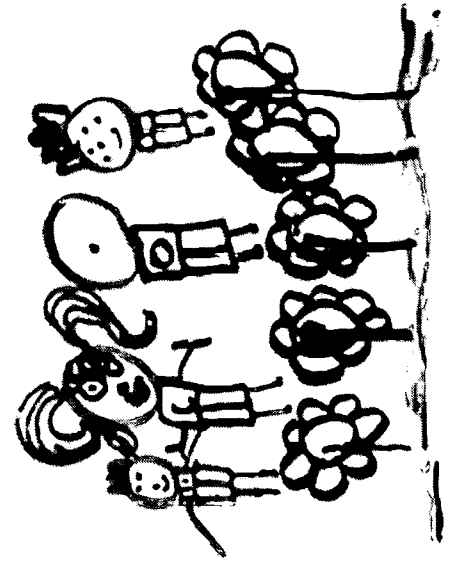
STANDARDS DEVELOPMENT IN LANGUAGE AND LITERACY, MATHEMATICS, SOCIAL AND EMOTIONAL DEVELOPMENT, AND PHYSICAL DEVELOPMENT, HEALTH, AND SAFETY

PARTICIPANT	PROGRAM/AFFILIATION	LOCATION
Holly Abbott.....	Crane Family Literacy.....	Yuma
Elaine Brideschge	Pinal Gila Community Child Services, Inc.....	Coolidge
Marilyn Box.....	Mesa School District ~ Family Tree.....	Mesa
Dr. Kelvin Broad.....	Northern Arizona University, Center for Excellence in Education.....	Flagstaff
Eva Curley.....	Flagstaff Unified ~ Leupp/Dine.....	Flagstaff
Eleanor Droegemeier.....	Tucson Unified ~ Early Childhood Program.....	Tucson
Sandy Foreman.....	Southwest Human Development ~ Head Start.....	Phoenix
Olivia Jimenez.....	Isaac Preschool ~ Project Impact.....	Phoenix
Dari Johnson.....	Tucson Unified ~ Project ABLE	Tucson
Wanda Billings-Reber.....	Flagstaff Unified ~ EmPact Family Literacy Program.....	Flagstaff
Bonnie Lund.....	Alhambra Preschool Center.....	Phoenix
Leonor Lundholm.....	Head Start ~ Child Parent Centers, Inc.....	Tucson
Karen McIlroy.....	Head Start ~ Child Parent Centers, Inc.....	Tucson
Catherine Mulligan.....	Head Start ~ NACOG.....	Flagstaff
Garthanne de Ocampo.....	Emerson School Preschool.....	Phoenix
Nancy Perry.....	Arizona State University ~ Education Curriculum & Instruction.....	Tempe
Rhonda Richardson.....	Blackwater Community School.....	Coolidge
Ramona Staires.....	Flagstaff Unified ~ Leupp/Dine.....	Flagstaff
Lois Schneider.....	Arizona Department of Education ~ Adult and Family Literacy.....	Phoenix
Kimberly Tan.....	Maricopa County Head Start.....	Phoenix
June Torrance.....	Torrence Educational Consulting.....	Scottsdale
Gloria Williams.....	Pima Community College ~ Family Literacy.....	Tucson
Lizzie Zamora.....	Nogales Unified ~ Family Literacy.....	Nogales

EARLY CHILDHOOD EDUCATION STANDARDS DEVELOPMENT TEAM PHASE II

STANDARDS DEVELOPMENT IN SCIENCE AND THE ARTS

PARTICIPANT	PROGRAM/AFFILIATION	LOCATION
Pauline Baker.....	Tucson Unified ~ Preschool Program.....	Tucson
Leonor Lundholm.....	Head Start ~ Child Parent Centers, Inc.....	Tucson
Garthanne de Ocampo.....	Emerson School Preschool.....	Phoenix
Rhonda Richardson.....	Blackwater Community School.....	Coolidge
Natalie Scott.....	Southwest Human Development ~ Head Start.....	Phoenix
Gloria Williams.....	Pima Community College ~ Family Literacy.....	Tucson
Sue Yale.....	Arizona Department of Education ~ Adult and Family Literacy.....	Phoenix



ALEXIS said, "See my mom, dad, little brother, and me, going to the park when the sun is up."

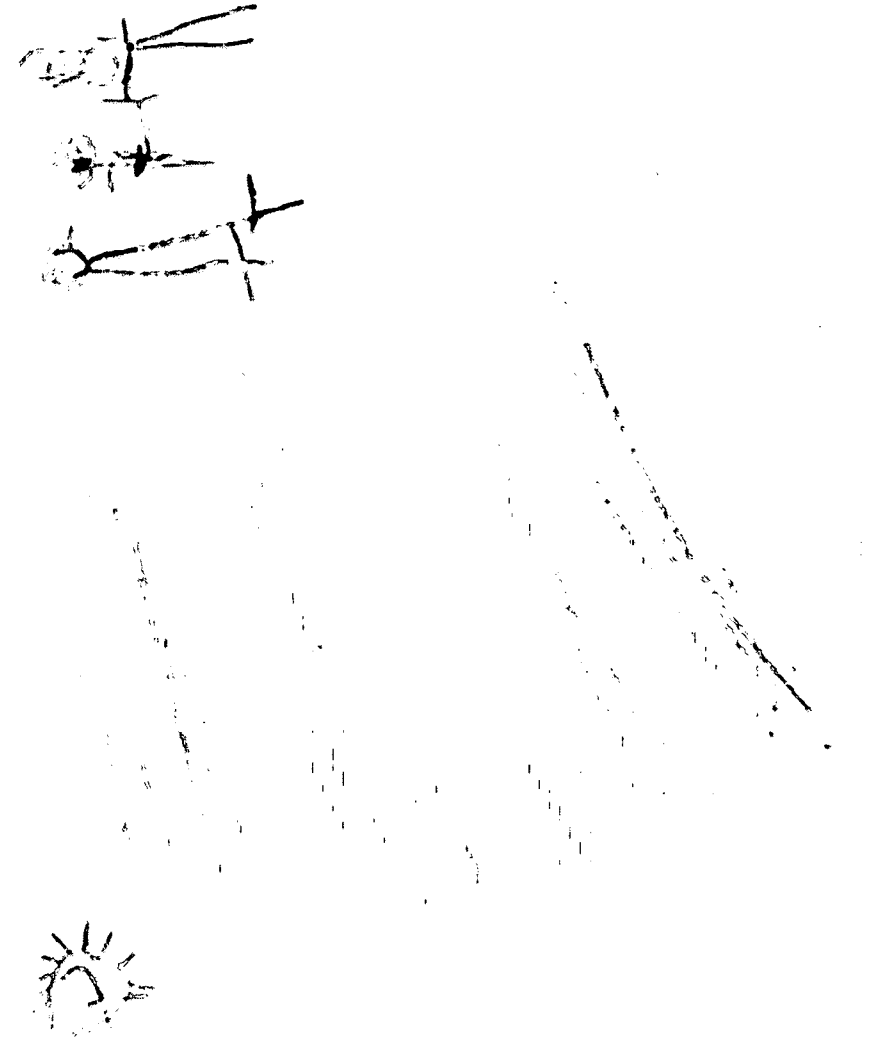
"Pretty flowers, too."

The artwork was created by Alexis Duarte, age 4. Alexis was a student in the Sunnyside Head Start class in Tucson. This program is operated through Child Parent Centers, Inc. In addition to its Head Start programs, Child Parent Centers partners with the Arizona Department of Education, Division of Adult and Family Literacy Education, to provide nine Family Literacy programs.

EARLY CHILDHOOD EDUCATION ASSESSMENT TEAM

PARTICIPANT	PROGRAM/AFFILIATION	LOCATION
Teresa Acevedo.....	Child Parent Centers, Inc.....	Tucson
Julie Beyer.....	Manzanita Preschool.....	Kingman
Joan Cathey.....	T.A.S.K Society.....	Kingman
Eleanor Droegemeier.....	Tucson Unified ~ Early Childhood Program.....	Tucson
Sandy Foreman.....	Southwest Human Development ~ Head Start.....	Phoenix
Cynthia Golston.....	Tempe Elementary School District ~ Family Literacy.....	Mesa
Mimi Gray.....	University of Arizona ~ Child Development Center.....	Tucson
Goldie LaPorte.....	Arizona Department of Education.....	Phoenix
Karen McLlroy.....	Child Parent Centers, Inc.....	Tucson
Nancy Perry.....	Arizona State University ~ Education Curriculum & Instruction.....	Tempe
Barbara Redburn.....	Dysart Early Childhood Education Center.....	El Mirage
Kathy Reimer.....	Arizona Department of Education.....	Phoenix
Pat Rosas.....	Yuma Proving Ground ~ Child Development Center.....	Yuma
Joyce Swarner, PhD.....	Tucson School District ~ Evaluation.....	Tucson
Darlene Wezdenko.....	Glendale Elementary ~ Preschools.....	Glendale
Jan Whitney.....	Mesa Unified ~ Early Childhood and Parenthood Department.....	Mesa
Sue Yale.....	Arizona Department of Education ~ Adult and Family Literacy.....	Phoenix
Vicky Young.....	Prescott College.....	Prescott
Lizzie Zamora.....	Nogales Unified ~ Family Literacy Program.....	Nogales

Social & Emotional Development



KIRSTANS Perspective:

"Heres KAREN and me grabbing a flower together. Then, this is blue, red, and the other blue. This is yellow, green, purple, and this is the other orange. I made the sun for "Good morning, everyone."

Parents Observation:

KIRSTANS mother, KARY MILLER, observed that KIRSTAN was concentrating on her picture. She also was paying close attention to the colors that she was using. KIRSTAN acted as if she wanted just the right colors to be in her rainbow. She was proud of her rainbow and her sun.

This artwork was created by Kirstan Lee Miller, age 4. Kirstan was a student in Debbie Wolgemuth and Lucy Dominguez' class at Craycroft Family Literacy in Tucson. Craycroft Family Literacy is one of six Family Literacy sites operated by Pima Community College. This program is funded by Arizona Family Literacy and the Sunnyside Unified School District.

SOCIAL AND EMOTIONAL DEVELOPMENT

Rationale Statement:

Social and emotional development is the critical foundation for lifelong learning and well-being. Research shows that early development of social and emotional competence has long-term effects on social and academic success. This competence is nurtured in an environment that affirms children as individuals and fosters active membership and contribution to a wider community.

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Social development involves learning how to have positive relationships with other people. Learning to form and value friendships is a key part of social development.

Emotional development is closely related to social development. It refers to children's feelings about themselves, the people in their lives, and the environment in which they live.

CORRELATION TO K-12 SOCIAL AND EMOTIONAL DEVELOPMENT

The Arizona Early Childhood Standards (ECE) are intended to provide a solid, coherent foundation of knowledge and skills to prepare children for kindergarten and the primary grades. As such, the skills and knowledge in the ECE standards were designed to correlate with the new grade specific drafts of Reading and Mathematics standards and the remaining Arizona Academic Readiness and Foundation Standards. The K-12 standard and related Performance Objective(s) that correlates can be found next to each ECE indicator in the following pages.

Samples:

Citation of Original Version of K-12 Standards

R CH 2-1 PO3 = R (READINESS LEVEL) CH (COMPREHENSIVE HEALTH STANDARDS) 2-1 (STRAND-CONCEPT) PO3
F SS 1-1 PO 2 = F (Foundations Level) SS (Social Studies) 1-1 (Strand-Concept) PO2

Key to AZ K-12 Standards Correlated to Social Emotional Development ECE Standards:

CH (Comprehensive Health)
PA (Physical Activity)
SS (Social Studies)

Context Statement for Social and Emotional Development Standard One

The emotional well-being of children is paramount to ensure that children reach their overall potential. Children who have positive, realistic self-concepts readily participate in activities alone and with others. Confident children are ready for new experiences and handle change with positive dispositions. In planning activities for preschool children, early childhood educators are sensitive to individual needs, encourage individual abilities, and are aware of the developmental levels of individual children. They value children's attempts to express emotions in ways that are accepted by their families, culture, and community. Children need an environment that is responsive to their feelings of hunger, pain, and fatigue. Such an environment is attractive and welcoming. It provides a sense of identity and belonging and inspires engagement in relevant activities. Familiar, unhurried, regular routines that children can anticipate provide assurance and minimize stress for both adults and children.

STANDARD 1. Children display a healthy self-image in a safe, supportive, and stimulating learning environment.

Benchmark 1.1. The child demonstrates the ability to separate from family and to adjust to new situations.

Developmental Continuum

Examples That You May Observe

	P
	H
	A
	S
	E
	P
	H
	A
	S
	E
	2
	3

Phase 1

- a. Interacts with teachers when family member is nearby.
- b. Separates from family members without undue stress.
(*R CH 1-2 PO1; R CH 3-4 PO1, PO2*)

Phase 2

- c. Accepts arrival and departure times as routine parts of the day.
(*R CH 1-2 PO1; R CH 3-4 PO1, PO2*)

Phase 3

- d. Manages transitions and unexpected events with ease.
(*R CH 1-2 PO1; R CH 3-4 PO1, PO2*)

Child hugs his teacher when adult is present.

Child may cry when parents leave but recovers with comfort and redirection by an adult.

Child waves goodbye to parent, greets her teacher and peers, and participates in the daily routine.

Child follows procedures to line up and walk outside during a field trip.

Benchmark 1.2. The child recognizes, expresses, and manages feelings in various situations.

Developmental Continuum

Examples That You May Observe

P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
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P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A	S	E	A	S	E
P	H	A					

Benchmark 1.3. The child expresses awareness of and confidence in self in terms of own characteristics, preferences, abilities, and heritage.

Developmental Continuum

Examples That You May Observe

P H A S E P H A S E 3	Phase 1 a. Expresses awareness of self as separate from others. <i>(R PA 6-1 PO1; R PA 6-2 PO1, PO2)</i> b. Demonstrates confidence in own characteristics, preferences, and growing abilities. <i>(R PA 6-1 PO1; R PA 6-2 PO1, PO2)</i> Phase 2 c. Identifies similarities and differences between self and others. <i>(R PA 6-1 PO1; R PA 6-2 PO1, PO2)</i> d. Recognizes similarities and differences between own family culture and the family culture of others. <i>(R PA 6-1 PO1; R PA 6-2 PO1, PO2; R CH 1-4 PO2; R CH 4-1 PO1, PO2; R SS 1-1)</i> Phase 3 e. Demonstrates respect for differences in classmates by interacting with them in a variety of ways. <i>(R PA 6-1 PO1; R PA 6-2 PO1, PO2)</i> f. Willingly participates in activities celebrating cultural diversity. <i>(R PA 6-1 PO1; R PA 6-2 PO1, PO2; R CH 4-1 PO1, PO2; R SS 1-1 PO1, PO2)</i>	<p>Child says, "My name is (child's name)."</p> <p>Child shows pleasure in finishing a picture by taking it to the teacher and saying, "Look, I drew my family."</p> <p>Child looks in the mirror and says, "I have long, black hair!"</p> <p>Child touches another child's hair and his own hair in comparison. Child says, "We both have short hair."</p> <p>Child compares his own family to one he sees in a book.</p> <p>Child plays with a child who speaks another language.</p> <p>Child includes a child with disabilities in activities.</p> <p>Child participates in or watches dances or songs from diverse cultural groups.</p>
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Context Statement for Social and Emotional Development Standard Two

Children are active learners. They have natural curiosity and are eager to learn. Learning activities that encourage choice, open-ended exploration, independence, and creative thinking contribute to the development of lifelong learners.

STANDARD 2. Children demonstrate positive approaches to learning.

Benchmark 2.1. The child demonstrates curiosity in new experiences.

Developmental Continuum

Examples That You May Observe

<p>PHASE 1</p> <p>P H A S E</p> <p>PHASE 2</p> <p>P H A S E</p> <p>PHASE 3</p> <p>P H A S E</p>	<p>Phase 1</p> <p>a. Selects an activity when choices are provided. <i>(R SS 4-1 PO2)</i></p> <p>b. Shows interest in materials in the classroom environment.</p> <p>Phase 2</p> <p>c. Participates and maintains interest in an activity.</p> <p>Phase 3</p> <p>d. Recognizes and inquires about new experiences and changes in the classroom.</p>	<p>Child points to toy he wants to use.</p> <p>Child notices new bulletin board.</p> <p>Child selects and completes puzzle.</p> <p>Child looks at books for increasingly longer periods of time.</p> <p>Child asks, "Why did you move the toys?"</p> <p>Child asks, "Where is he?" when another child is absent.</p>
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Benchmark 2.2. The child demonstrates self-direction and independence.

Developmental Continuum

P	P	P	P
H	H	H	H
A	A	A	A
S	S	S	S
E	E	E	E
1	2	3	

Phase 1

- a. Sets goals with adult help.
(R CH 6-1 PO1; R CH 6-2 PO1, PO2)

Phase 2

- b. Plans steps to achieve goals.
(R CH 6-1 PO1; R CH 6-2 PO1, PO2)

Phase 3

- c. Completes goals.
(R CH 6-1 PO1; R CH 6-2 PO1, PO2)

Examples That You May Observe

- When asked, "What do you want to do today?" child says, "Make a card."
- Child independently gathers all of her materials to make a card.
- Child finishes making a card and gives it to a friend.

Benchmark 2.3. The child uses a variety of techniques to resolve conflicts.

Developmental Continuum

P	P	P	P
H	H	H	H
A	A	A	A
S	S	S	S
E	E	E	E
1	2	3	

Phase 1

- a. Seeks adult assistance to resolve a conflict.
(R CH 5-4 PO1; R CH 5-7 PO1; R CH 5-8 PO1; R CH 5-9 PO1)

Phase 2

- b. Offers suggestions during conflict resolution.
(R CH 5-4 PO1)

Phase 3

- c. Engages another child in conflict resolution without adult assistance. *(R CH 5-4 PO1; R CH 5-9)*

Examples That You May Observe

- Child says, "Teacher, he took my toy."
- Child offers a suggestion when the teacher says, "We have three bikes and five children. What should we do?"
- Child negotiates with peer to share a toy.

Context Statement for Social and Emotional Development Standard Three

Children have a right to be valued as capable beings with the potential to act with thoughtfulness and care. As children interact with others, they become aware of the limits and boundaries of acceptable behavior and begin to learn about the possible consequences of their actions. They learn to autonomously manage their behavior and develop personal strategies for self-motivation and persistence. Appropriate social interactions help children become aware of their abilities and rights to participate in and contribute to their learning experiences.

STANDARD 3.

Children demonstrate self-control and show responsibility for themselves and others.

Benchmark 3.1. The child respects the rights and property of self and others.

Developmental Continuum

Examples That You May Observe

<p>Phase 1</p> <p>a. Identifies ownership of items belonging to self and others. <i>(R CH 5-4 POI)</i></p> <p>b. Uses things belonging to others without keeping them. <i>(R CH 5-4 POI)</i></p> <p>Phase 2</p> <p>c. Asks permission before using items that belong to others. <i>(R CH 5-4 POI)</i></p> <p>Phase 3</p> <p>d. Defends own rights and the rights of others. <i>(R CH 5-4 POI)</i></p>	<p>The child knows which backpack is his and which backpacks belong to others.</p> <p>Child uses a friend's toy and returns it when prompted.</p> <p>Child sees something in another child's cubby and asks to use it.</p> <p>Child says, "Elizabeth, Joe had the bike first!"</p>
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Benchmark 3.2. The child cares for the learning environment and materials.

Developmental Continuum

Examples That You May Observe

<table border="1" style="margin: auto;"> <tr><td style="text-align: center;">P</td></tr> <tr><td style="text-align: center;">H</td></tr> <tr><td style="text-align: center;">A</td></tr> <tr><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">E</td></tr> <tr><td style="text-align: center;">1</td></tr> </table>	P	H	A	S	E	1	<p>Phase 1</p> <p>a. Appropriately uses materials with assistance. <i>(R PA 5-1 PO3)</i></p> <p>b. Participates in clean-up routines with adult assistance. <i>(R PA 5-1 PO3)</i></p>	<p>Child plays with a new toy after seeing the teacher model how to use it.</p> <p>Child assists adult in putting puzzles and other manipulatives on shelf.</p>
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H								
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<table border="1" style="margin: auto;"> <tr><td style="text-align: center;">P</td></tr> <tr><td style="text-align: center;">H</td></tr> <tr><td style="text-align: center;">A</td></tr> <tr><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">E</td></tr> <tr><td style="text-align: center;">2</td></tr> </table>	P	H	A	S	E	2	<p>Phase 2</p> <p>c. Cares for the learning environment and materials with prompting. <i>(R PA 5-1 PO3)</i></p> <p>d. Participates in clean-up routines with prompting. <i>(R PA 5-1 PO3)</i></p>	<p>Child turns the pages of books carefully after adult models proper book-handling.</p> <p>Child puts play dough away after adult asks, "Where does the play dough go?"</p>
P								
H								
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<table border="1" style="margin: auto;"> <tr><td style="text-align: center;">P</td></tr> <tr><td style="text-align: center;">H</td></tr> <tr><td style="text-align: center;">A</td></tr> <tr><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">E</td></tr> <tr><td style="text-align: center;">3</td></tr> </table>	P	H	A	S	E	3	<p>Phase 3</p> <p>e. Independently cares for the learning environment and materials. <i>(R PA 5-1 PO3)</i></p> <p>f. Voluntarily assists others in cleaning up and putting away materials. <i>(R PA 5-1 PO3)</i></p>	<p>Child walks around a block structure to avoid knocking it over.</p> <p>Child returns a completed puzzle to the puzzle rack before taking out another one.</p> <p>Child says, "Jamal, I'll help you put the toys away."</p>
P								
H								
A								
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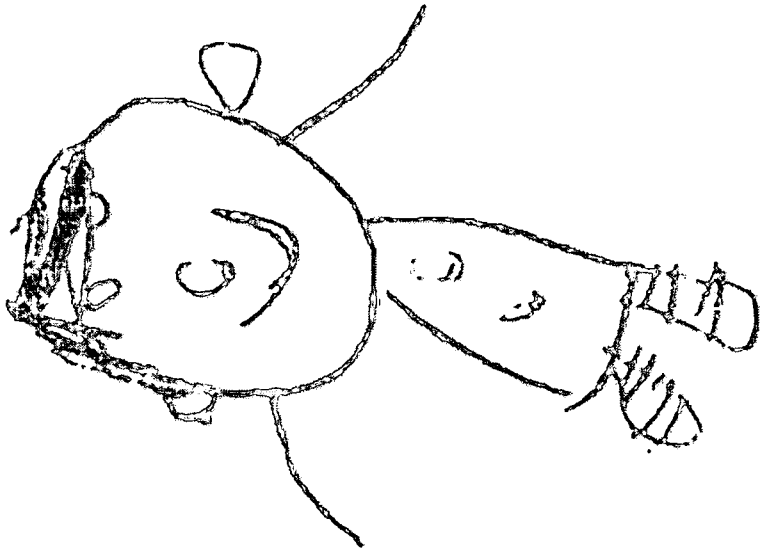
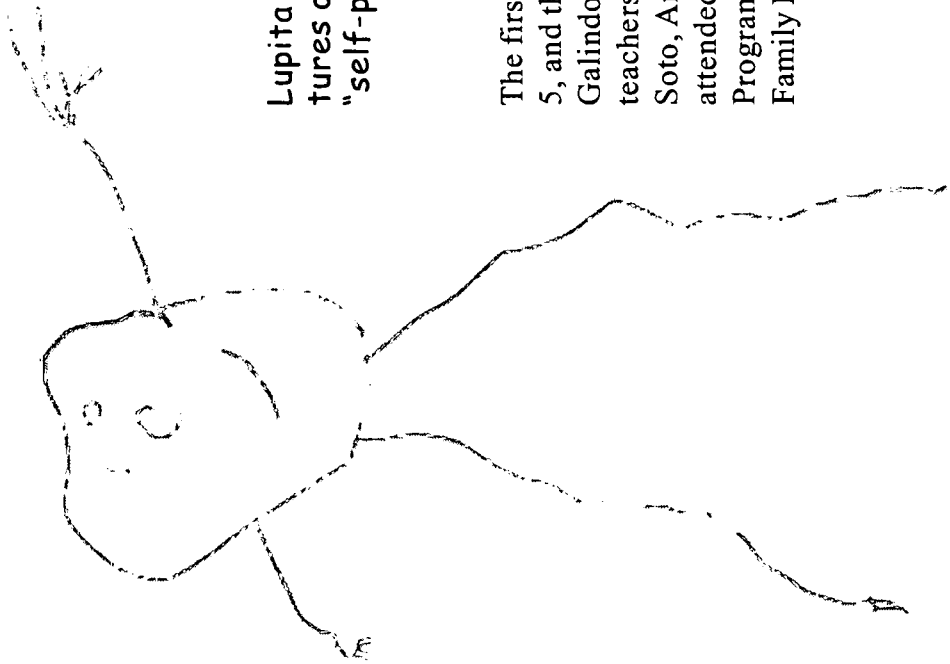
Benchmark 3.3. The child follows rules and routines in various environments (e.g., classroom, group activities, outdoors, and field trips).

Developmental Continuum

Examples That You May Observe

<p>P H A S E I</p>	<p>Phase 1 a. Follows classroom rules and routines with prompting. <i>(R PA 5-1 PO3)</i></p>	<p>Child uses a napkin at the teacher's request.</p>
<p>P H A S E 2</p>	<p>Phase 2 b. Follows classroom rules and routines without prompting. <i>(R PA 5-1 PO1)</i></p>	<p>Child cleans up when prompted by transition music.</p> <p>Child throws away trash, puts dishes into the tub, and goes to the bathroom to wash his hands when finished with lunch.</p>
<p>3</p>	<p>Phase 3 c. Accepts the consequences of actions, positive or negative. <i>(R PA 5-1 PO1; R SS 2-1 PO1)</i></p> <p>d. Understands reasons for classroom rules. <i>(R PA 5-1 PO1; R SS 2-1 PO1)</i></p>	<p>Child accepts redirection after throwing sand.</p> <p>Child says, "If we run, we can get hurt."</p>

Physical Development



Lupita and Yereidith were asked to draw pictures of themselves. These drawings are their "self-portraits."

The first drawing was created by Lupita Maldonado, age 5, and the second drawing was created by Yereidith Galindo, age 4. Lupita's and Yereidith's classroom teachers and teacher aides were Norah Galindo, Sallie Soto, Ana Paco, and Patricia Salazar. The children attended the Hasta-Arriba (To the Top) Family Literacy Program in Nogales. This program is funded by Arizona Family Literacy.

PHYSICAL DEVELOPMENT, HEALTH, AND SAFETY

Rationale Statement:

During the preschool years, children's physical growth and maturation are important aspects of their overall development. All children represent their thoughts and feelings through movement. They use their bodies to investigate people, places, objects, and events. They move just for the pleasure of it. As children explore, combine, and refine these physical movements, they develop the higher-order thinking skills necessary for future social and academic success.

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08

Gross motor skills involve the large muscles of the body. Most young children enjoy activities such as running, skipping, throwing, catching, jumping, climbing, pulling, carrying, and balancing.

Fine motor skills involve the use of small muscles such as those in the wrist and hand. Appropriate activities for developing fine motor skills include building block towers, molding clay or play dough, using scissors or tongs, stringing beads, placing pegs in holes, drawing with crayons or markers, and painting.

CORRELATION TO K-12 PHYSICAL DEVELOPMENT, HEALTH, AND SAFETY

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F PA 1-1 PO 2 = F (Foundations Level) PA (Physical Activity) 1-1 (Strand-Concept) PO2

Key to AZ K-12 Standards Correlated to Science ECE Standards:

CH (Comprehensive Health)
LA (Language Arts)
PA (Physical Activity)
VA (Visual Arts)

Context Statement for Physical Development, Health, and Safety Standard One

Preschool children are active learners and use their bodies to make connections between past experience and new ideas. Their motor skills progress from gross to fine. Reading a book, writing, mathematical thinking, scientific exploration, and interacting with others all require precise physical movements that are developed by personal experience and continued exposure to people and materials in the environment. All children need numerous opportunities to explore how their bodies move, alone and in relation to others, and to explore how their bodies can manipulate materials in their environment

STANDARD 1. Children develop respect, curiosity, and understanding about how their bodies function in their environment and demonstrate confidence using motor skills.

Benchmark 1.1. The child shows competence with a variety of gross motor movements.

Developmental Continuum
Examples That You May Observe

<p>P H A S E 3</p>	<p>P H A S E 2</p>	<p>P H A S E 1</p>	<p>Phase 1 a. Demonstrates purpose and direction while using the following gross motor movements:</p> <ul style="list-style-type: none"> • Climbs up and down stairs. (R PA 1-1 PO2) • Runs with an even pace. (R PA 1-1 PO2) • Hops on two feet. (R PA 1-1 PO2) • Moves tricycle with feet on the ground. (R PA 1-1 PO2) 	<p>Child climbs the steps to get on low climbing equipment.</p> <p>Child runs to get a ball.</p> <p>Child hops to music.</p> <p>Child uses feet to move a riding toy.</p>
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P H A S E 2

- Phase 2
- b. Shows balance while using the following gross motor movements:
- Runs and stops with control. *(RPA 1-2 PO1)*
 - Climbs up and down using alternating feet. *(RPA 1-1 PO2)*
 - Walks on a line without falling off. *(RPA 1-2 PO1)*
 - Hops on one foot. *(RPA 1-1 PO2)*
 - Pedals tricycle with feet. *(RPA 1-1 PO2)*
 - Gallops. *(RPA 1-1 PO2)*

- Child plays running and chasing games.
- Child climbs up and down stairs/ladders/ropes.
- Child walks along a crack in the sidewalk.
- Child participates in hop scotch.

P H A S E 3

- Phase 3
- c. Combines the following gross motor movements to complete activities:
- Runs and turns with agility. *(RPA 1-5 PO1)*
 - Moves through space without touching or bumping into other individuals and things. *(RPA 1-5 PO1)*
 - Walks backward without falling. *(RPA 1-2 PO1)*
 - Rides a tricycle, steering it with control. *(RPA 1-1 PO2)*
 - Jumps over objects. *(RPA 1-1 PO2)*
 - Skips. *(RPA 1-1 PO2)*

- Child runs to avoid being tagged during tag game.
- Child participates in music/movement activities without touching or bumping into others.
- Child walks backward on a wide beam.
- Child rides a bike along a path, avoiding obstacles.
- Child jumps over a rope.

Benchmark 1.2. The child shows competence in gross motor stability.

Developmental Continuum

Examples That You May Observe

P H A S E 1	<p>Phase 1</p> <p>a. Demonstrates ability to balance while using rocking toys, turning around, and carrying objects. <i>(RPA 1-1 PO3)</i></p> <p>b. Shows stability in use when using of the following gross motor skills:</p> <ul style="list-style-type: none"> • Sits in a variety of positions with good balance. <i>(RPA 1-1 PO3)</i> • Bends to pick up and move objects. <i>(RPA 1-1 PO3)</i> • Balances on one foot. <i>(RPA 1-1 PO3)</i> • Tosses objects. <i>(RPA 1-1 PO1)</i> 	<p>Child sits upright while riding a rocking horse.</p>
P H A S E 2	<p>Phase 2</p> <p>c. Uses the following gross motor skills to manipulate objects during play:</p> <ul style="list-style-type: none"> • Pushes a swing or other moving object. <i>(RPA 1-1 PO3)</i> • Bounces a large ball. <i>(RPA 1-1 PO3)</i> • Kicks a stationary ball. <i>(RPA 1-1 PO3)</i> • Catches objects against body. <i>(RPA 1-1 PO3)</i> 	<p>Child bends to pick up the ball.</p> <p>Child throws a bean bag.</p>
P H A S E 3		<p>Child pushes a friend on a swing.</p> <p>Child kicks a ball to a friend.</p> <p>Child catches a soft toy when thrown to him.</p>

Developmental Continuum

Examples That You May Observe

<p>P H A S E 3</p>	<p>Phase 3 d. Demonstrates a combination of the following gross motor stability movements during play:</p> <ul style="list-style-type: none"> • Throws overhand. <i>(RPA 1-1 PO1)</i> • Swings a bat. <i>(RPA 1-1 PO1)</i> • Catches objects with hands. <i>(RPA 1-1 PO1)</i> • Kicks a moving object. <i>(RPA 1-1 PO1)</i> • Uses arms and legs in a coordinated manner to pump a swing. <i>(RPA 1-1 PO3)</i> 	<p>Child throws beanbags at a target.</p> <p>Child catches a small ball with hands.</p> <p>Child kicks a rolling ball.</p> <p>Using her arms and legs, child pumps a swing.</p>
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Benchmark 1.3. The child shows competence in fine motor manipulation.

Developmental Continuum

Examples That You May Observe

<p>P H A S E 1</p>	<p>Phase 1</p> <p>a. Manipulates objects with hands. <i>(R PA 1-1 POI)</i></p> <p>b. Uses eye-hand coordination to perform simple manipulations. <i>(R PA 1-1 POI)</i></p> <p>c. Explores a variety of writing, drawing, and art tools. <i>(R VA 1-1)</i></p>	<p>Child puts pop-it beads together and then pulls them apart.</p> <p>Child lines up wooden blocks to make a road.</p> <p>Child paints at the easel using big and small brushes to create dots, lines, and circular strokes.</p>
<p>P H A S E 2</p>	<p>Phase 2</p> <p>d. Manipulates smaller objects with increasing control. <i>(R PA 1-1 POI)</i></p> <p>e. Uses eye-hand coordination to perform simple manipulations with increasing control. <i>(R PA 1-1 POI)</i></p>	<p>Child pulls caps off markers and firmly puts them back on.</p> <p>Child uses play dough to roll out a long snake and then makes it into a coil.</p> <p>Child turns pages in a book.</p> <p>Child threads beads.</p>
<p>P H A S E 3</p>	<p>Phase 3</p> <p>f. Uses writing, drawing, and art tools to make basics strokes or figures. <i>(R VA 1-1; R LA 2-3 POI)</i></p> <p>g. Uses strength and control to perform fine motor tasks. <i>(R PA 1-1 POI)</i></p> <p>h. Coordinates eye-hand movements in a purposeful way, planning and attending to detail. <i>(R PA 1-1 POI)</i></p> <p>i. Copies and draws simple shapes, letters, and words including own name. <i>(R LA 2-3 POI)</i></p>	<p>Child uses chalk on the blackboard, pretending to write letters or numbers.</p> <p>Child twists the cap off of a jar of paste.</p> <p>Child participates in finger plays, using fluid pointing movements.</p> <p>Child uses scissors to cut roughly in a line or around a picture.</p> <p>Child uses a rubber mallet to pound nails into soft wood.</p> <p>Child holds pencil in pincer grasp to form recognizable letters in her own name.</p>

Context Statement for Physical Development, Health, and Safety Standard Two

Children’s health and safety is of primary importance to families, teachers, and community members. When a safe and healthy environment is provided, young children learn to take responsibility for their own well-being by participating in personal health and safety routines. Children are encouraged to participate in preparing foods, cleaning, gardening, and caring for the environment. Time is given for children to practice their self-help and self-care skills when eating, drinking, toileting, washing-up, and dressing

**STANDARD 2.
Children engage in personal health and safety practices to enhance their well-being.**

Benchmark 2.1. The child demonstrates self-help skills.

Developmental Continuum

Examples That You May Observe

P H A S E 1	Phase 1 a. Requests assistance in performing self-help skills. (R CH 1-1 PO1, PO2)	Child asks an adult for help putting on a jacket.
P H A S E 2	b. Demonstrates use of the following beginning self-help skills. (R CH 1-1 PO1, PO2)	Child uses spoon or fork to feed himself.
P H A S E 3	<ul style="list-style-type: none"> • Feeds self. • Follows toileting routines with reminders and assistance with clothing. • Removes own clothing without assistance. • Locates own belongings. 	Child goes to bathroom after teacher reminds her.
		Child takes off his jacket when coming in from recess.
		Child finds her own cubbie.

<p style="text-align: center;">P H A S E 2</p>	<p>Phase 2</p> <p>c. Demonstrates increasing responsibility for the following self-help skills: <i>(RICH-RI, POI, PO2)</i></p> <ul style="list-style-type: none"> • Dresses self with assistance. • Cares for own belongings with reminders. <i>(RICH-RI, POI, PO2)</i> • Follows toileting routines, receiving some adult assistance with clothing. 	<p>Child puts on dresses, jackets, shoes, etc., in the dramatic play area.</p> <p>Child, at teacher's prompt, places drawing into his cubby.</p> <p>Child opens bathroom door and undresses independently, but requires adult assistance after toileting.</p>
<p style="text-align: center;">P H A S E 3</p>	<p>Phase 3</p> <p>d. Demonstrates independence with the following in self-help skills. <i>(RCH I-1, POI, PO2)</i></p> <ul style="list-style-type: none"> • Dresses self independently. • Cares for own belongings independently. • Manipulates utensils to prepare and serve food. • Follows toileting routines independently. 	<p>Child buttons and zips clothing while dressing.</p> <p>Child places materials in her cubby and hangs her jacket on a hook without prompting by the teacher.</p> <p>Child spreads peanut butter on crackers.</p> <p>Child goes to the bathroom unassisted.</p>

Benchmark 2.2. The child demonstrates knowledge of personal health practices.

Developmental Continuum

Examples That You May Observe

P H A S E 1	<p>Phase 1</p> <p>a. Demonstrates the following personal hygiene practices: (<i>RICH 1-1 PO1; R CH 3-1 PO1, PO2</i>)</p> <ul style="list-style-type: none"> • With assistance, washes hands before meals and after toileting. • With assistance, brushes own teeth after meals. • With assistance, wipes nose with tissue when necessary. • With assistance, when coughing or sneezing, covers mouth with elbow or tissue.
P H A S E 2	<p>Phase 2</p> <p>b. Demonstrates the following personal hygienic practices: (<i>RICH 1-1 PO1; R CH 3-1 PO1, PO2</i>)</p> <ul style="list-style-type: none"> • With prompting, washes hands before meals and after toileting. • With prompting, brushes own teeth after meals. • With prompting, wipes nose with tissue when necessary. • With assistance, when coughing or sneezing, covers mouth with elbow or tissue.
P H A S E 3	

Phase 3

c. Demonstrates the following personal hygiene practices:
(*RICH 1-1 PO1; R CH 3-1 PO1, PO2*)

- Independently washes hands before meals and after toileting.
- Independently brushes own teeth after meals.
- Independently wipes nose with tissue when necessary.
- When coughing or sneezing, independently covers mouth with elbow or tissue.

P H A S E 3

Benchmark 2.3. The child demonstrates knowledge of safe living practices.

Developmental Continuum

Examples That You May Observe

P H A S E 1	<p>Phase 1</p> <p>a. Imitates and participates in the following routines and practices to remain safe and avoid injury. (R CH 3-2 PO1. PO2)</p> <ul style="list-style-type: none"> • Learns to treat fire with caution and responds appropriately during a fire drill. • Knows how to cross a street safely and travel safely in motor vehicles. • Knows about safe behavior around bodies of water (e.g., pools, lakes). • Follows playground safety rules. • Knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult. 	<p>Child lines up during fire drill.</p> <p>Child puts on his seatbelt while riding in motor vehicle.</p> <p>Child knows not to go near water without an adult.</p> <p>Child does not walk or run behind swings in use.</p> <p>Child tells an adult when confronted by a stranger.</p>
P H A S E 2	<p>Phase 2</p> <p>b. Identifies behaviors that are safe and harmful: (R CH 3-2 PO1. PO2)</p> <ul style="list-style-type: none"> • Recognizes the danger of fire. • Recognizes the symbol for poison and the danger of poisonous substances. • Knows never to eat substances that are not food and knows never to take medicine unless administered by an adult. 	<p>Child says, "Fire will burn you."</p> <p>Child sees symbol for poison and says, "That's bad."</p>
P H A S E 3		<p>Child says, "Don't eat the sand."</p>

Developmental Continuum

Examples That You May Observe

P
H
A
S
E
2

Phase 2 cont.

- Knows not to talk to, accept rides from, or take treats from strangers.

Child says, "Don't talk to strangers."

P
H
A
S
E
3

Phase 3

- c. Knows how to seek help in an emergency.

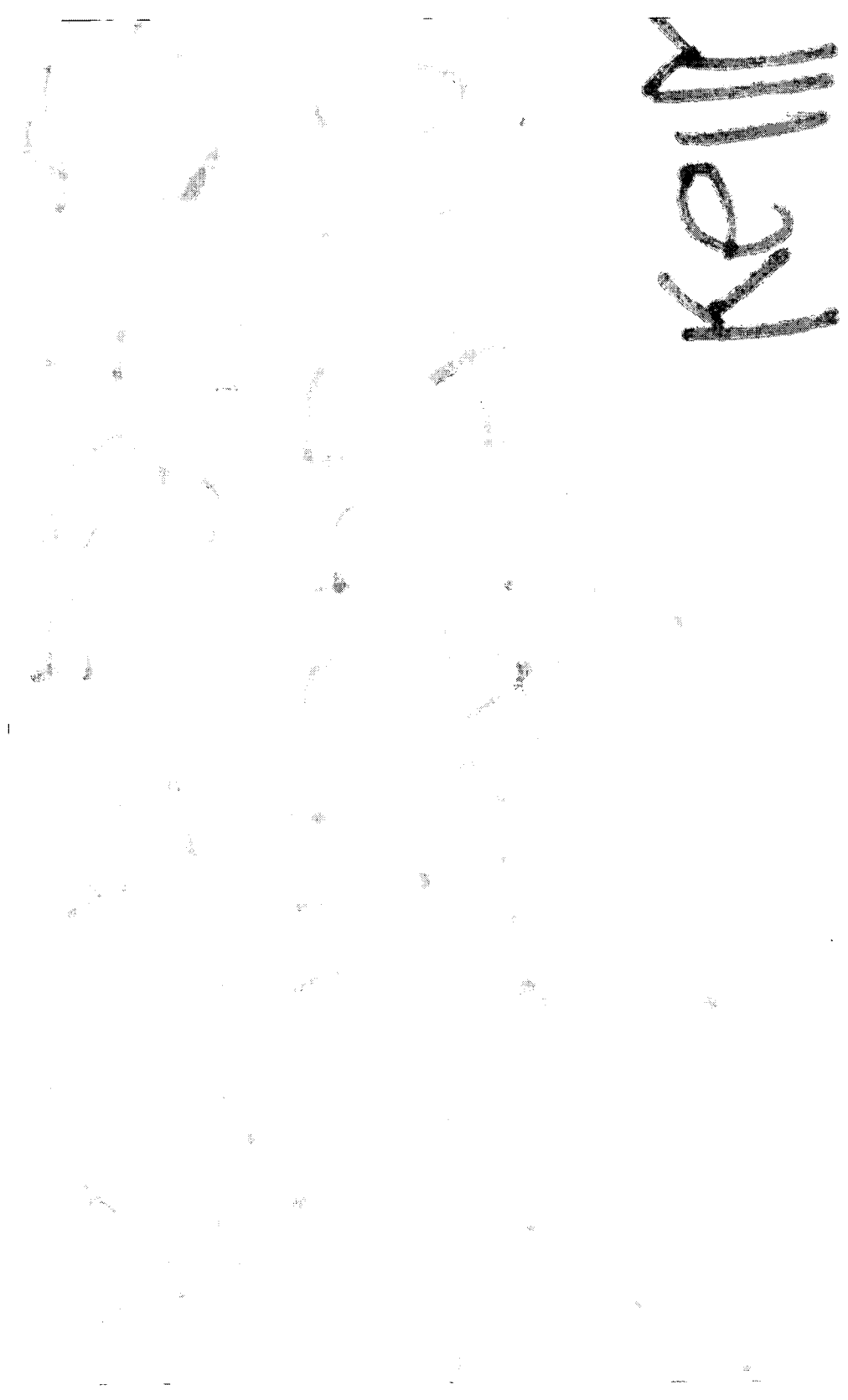
(*R CH 2-1 PO1, PO2; R CH 2-2 PO1, PO2; R CH 3-2 PO1, PO2; R CH 7-1 PO1*)

Child looks for adult guidance before responding in potentially dangerous situations.

While playing, child says, "John is hurt. Call 911."

BEST COPY AVAILABLE

Language & Literacy



Kelly

This alphabet was created by Kelly Guerra, age 4. Kelly was a student at the Ocotillo Head Start Program in Phoenix.

LANGUAGE AND LITERACY

Rationale Statement:

Early in life, children begin to acquire basic understandings of the concepts of literacy and its functions through daily exposure to oral and written language. The abilities to listen, speak, read, and write emerge interdependently.

Children learn to use symbols, combining their oral language, pictures, print, and play into a coherent mixed medium as they create and communicate meaning in a variety of ways.

Classrooms rich with print, language, literacy play, storybook reading, and writing allow children to experience the joy and power associated with reading and writing while mastering basic concepts about print.

Although this document separates the emerging literacy skills of young children into categories, it is not intended to suggest that childrens skills develop categorically nor that isolated skill instruction is an appropriate way to support learning in the preschool years.

CORRELATION TO K-12 LANGUAGE AND LITERACY

The Arizona Early Childhood Standards (ECE) are intended to provide a solid, coherent foundation of knowledge and skills to prepare children for kindergarten and the primary grades. As such, the skills and knowledge in the ECE standards were designed to correlate with the new grade specific drafts of Reading and Mathematics standards and the remaining Arizona Academic Readiness and Foundation Standards. The K-12 standard and related Performance Objective(s) that correlates can be found next to each ECE indicator in the following pages.

CT
CJ

Samples:

Citation of New Grade Specific K-12 Draft Standards:

K R&L 1-1 PO4 = K (Grade)
1-1 (Strand-Concept) PO4
M (Mathematics)

R&L (Reading & Literature Standards)
1 M 3-2 PO1 = 1 (Grade)
3-2 (Strand-Concept) PO1

Citation of Original Version of K-12 Standards

R LA 2-1 PO3 = R (Readiness Level)
2-1 (Strand-Concept) PO3
SS (Social Studies) 1-1 (Strand-Concept) PO2

LA (Language Arts Standards)
F SS 1-1 PO 2 = F (Foundations Level)

Key to AZ K-12 Standards Correlated to Language and Literacy ECE Standards:

CH (Comprehensive Health)
M (Mathematics)
SS (Social Studies)

LA (Language Arts)
R&L (Reading & Literature)
VA (Visual Arts)

Context Statement for Language and Literacy Standard One: Listening and Speaking

Children become comfortable exploring language by listening to stories, poems, chants, and songs and by engaging in conversations with others. As children are encouraged to share their personal experiences, ideas, feelings, and opinions, they develop confidence to use increasingly complex language. Preschool experiences support children’s home language while encouraging their transition to English.

STANDARD 1. LISTENING AND SPEAKING
Children use listening and verbal communication for a variety of purposes.

Benchmark 1.1. The child develops the ability to listen attentively and to respond appropriately.

Developmental Continuum

Examples That You May Observe

P H A S E 1	Phase 1 a. Listens with interest during daily activities and shows understanding through gestures, actions, or language. (R LA 3-4; R LA 3-5)	Child listens to adult reading the lunch menu and says, “I like when we get pizza.”
P H A S E 2	Phase 2 b. Follows simple directions. • Follows one-step directions. (K R&L 3-2 PO1) • Follows two-step directions. (K R&L 3-2 PO1)	Child points to science center when teacher asks, “Where would you like to play?” Child places toy truck on shelf when adult says, “Please put the truck on the shelf.” Child wipes his nose and puts the tissue in the trash when an adult says, “Please wipe your nose and put the tissue in the trash.”
P H A S E 3	Phase 3 c. Follows directions that include more than two steps. (K R&L 3-2 PO1) d. Listens to another’s statement before acting or responding. (R LA 3-5; R CH 5-5 PO1, PO2) e. Asks relevant questions to further understanding. (R LA 3-3)	Child wipes nose, puts tissue in the trash, washes hands, and sits on rug when an adult says, “Please wipe your nose, wash your hands, and go sit on the rug.” Child waits for another child to finish telling about something before telling his own story. Child asks, “Why are we going there?”

Benchmark 1.2. The child participates in extended conversations with peers and adults.

Developmental Continuum

Examples That You May Observe

P H A S E 1

Phase 1

- a. Responds to comments and questions from others. *(R LA 3-5)*

P H A S E 2

Phase 2

- b. Responds to comments and questions in a series of connected exchanges.
 - Shares and talks about own experiences products, or writing. *(R LA 3-3)*

P H A S E 3

Phase 3

- c. Extends and initiates conversations.
 - Follows the content of conversations and makes relevant responses. *(R LA 3-5)*
 - Engages in conversations to negotiate sharing, planning, and problem solving. *(R LA 3-5)*

Child says, "I'm going to work on the computer" when asked where he has chosen to go during a free choice time.

Child tells another child that her dog had puppies, too.

Child tells another child about an experience that happened on the way to school that day.

In a group discussion about breakfast, child tells what she ate for breakfast.

Child and teacher talk about favorite movies.

Child verbally negotiates the use of a tricycle with another child.

Child directs play in the dramatic play area, e.g., "I'm the mother and you're the baby."

Benchmark 1.3. The child uses verbal and nonverbal communication to share personal experiences, ideas, feelings, and opinions.

Developmental Continuum

Examples That You May Observe

<p>P H A S E I</p>	<p>Phase 1</p> <p>a. Communicates needs, feelings, and opinions. (R LA 3-3; R CH 1-2 PO1, PO2)</p> <p>Phase 2</p> <p>b. Verbally presents personal ideas and experiences using simple sentences. (R LA 3-3)</p> <p>c. Tells a simple story, including details about people, place, and events. (K R&L 2-1 PO3)</p> <p>d. Uses temporal words (before, after, etc.). (R SS 1-1, R SS 1-2)</p> <p>e. Uses expanding vocabulary in relevant contexts. (K R&L 1-4 PO3)</p> <ul style="list-style-type: none"> • Recites short poems, rhymes, and songs. (K R&L 1-2 PO1, PO2; 1 R&L 2-1 PO5) • Describes objects and their attributes. (K R&L 1-4 PO2, PO3) • Uses prepositions to describe positions and locations (in, out, under, off, beside, behind, etc.). (K M 4-1 PO2; R SS 3-1 PO1) • Uses comparative words (faster-slower, heavier-lighter, etc.). (1 R&L 1-3 PO2; 1 R&L 1-4 PO1; K M 4-1 PO2) <p>Phase 3</p> <p>f. Uses sentences of increasing length and grammatical complexity to present ideas, feelings, and experiences. (F LA 3-1)</p>	<p>Child lets someone know she wants to go to the bathroom.</p> <p>Child expresses sadness when another child is hurt.</p> <p>Child tells another child, "You are my friend."</p> <p>Child tells detailed story about a family trip.</p> <p>Child says, "After lunch, can I play with the blocks?"</p> <p>Child independently sings the <i>Itsy Bitsy Spider</i>.</p> <p>Child says, "This rock feels hard."</p> <p>Child says, "I put the bowl on the table."</p> <p>Child says, "My car went faster than Joey's car."</p> <p>Child says, "You build the bridge so I can push my car under it."</p>
<p>P H A S E 2</p>		
<p>3</p>		

Context Statement for Language and Literacy Standard Two: Reading

Children learn about print concepts by living in an environment rich in signs, symbols, words, numbers, and art that reflect the children’s different cultures and extend their understandings. They acquire knowledge of the alphabet when provided with experiences that present letters in ways that are meaningful to their lives. Children learn to discriminate sounds by playing with language through planned opportunities and by their own discovery. Providing children with opportunities to actively engage in literacy activities that build on prior knowledge and experiences promotes their reading comprehension. By observing others using print for creative and meaningful activities, being read to daily, and having opportunities to explore books, children realize that words and books can amuse, delight, comfort, illuminate, inform, and excite.

STANDARD 2. READING

Children develop the foundation for reading through meaningful exploration and active engagement with a variety of text (e.g., books, signs, environmental print, and logos).

Benchmark 2.1. The child demonstrates an interest in a diverse selection of literature and other reading material.

Developmental Continuum

P	H	A	S	E	I
P	H	A	S	E	I
2					
3					

Examples That You May Observe

<p>Phase 1</p> <p>a. Indicates preference for particular books and asks others to read to him or her. (K R&L 1-6 PO2; K R&L 2-1 PO1)</p> <p>Phase 2</p> <p>b. Listens with interest to and participates in stories being read. (K R&L 2-1 PO1)</p> <p>Phase 3</p> <p>c. Chooses to read by himself or herself and sees self as reader.</p> <ul style="list-style-type: none"> • Regularly seeks books out and “reads” independently. (K R&L 1-6 PO2; K R&L 2-1 PO1; 1 R&L 1-5 PO2) • Tells a story from picture books. (K R&L 1-6 PO2; K R&L 2-1 PO3) • Seeks information in books. (K R&L 3-1 PO1, PO2, PO3) 	<p>Child chooses a book and asks someone to read it.</p> <p>Child asks to take books home.</p> <p>Child joins in reciting refrains from books and song charts.</p> <p>Child selects a book during free choice time and invites others to “read” it with him.</p> <p>Child retells <i>Brown Bear, Brown Bear</i> by looking at the pictures in the book.</p> <p>After a nature walk, child looks in the non-fiction rock book for a picture that matches the rocks she collected.</p>
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Benchmark 2.2. The child demonstrates book-handling awareness.

Developmental Continuum

Examples That You May Observe

P H A S E 1

Phase 1

a. Holds books right side up. *(K R&L 1-1 PO2)*

P H A S E 2

Phase 2

b. Demonstrates awareness that books have titles.
(K R&L 1-1 PO4)

P H A S E 3

Phase 3

d. "Reads" text from left to right and from top to bottom.
(K R&L 1-1 PO3)

Child selects book in the science area as she looks at pictures right side up.

Child makes a book and says, "My book is called *My Mom*."

Child turns pages from left to right while reading a book.

Child runs finger from left to right over text on song chart while leading the group activity.

Benchmark 2.3 The child explores the concepts of print and develops the knowledge that print conveys a message.

Developmental Continuum

Examples That You May Observe

<p>P H A S E 1</p>	<p>Phase 1 a. Distinguishes between print and pictures. <i>(K R&L 1-1 PO5)</i></p>	<p>Child points to text in a familiar book which an adult has read to her and “reads” it aloud. (Child imitates reading behavior.)</p>
<p>P H A S E 2</p>	<p>Phase 2 b. Demonstrates awareness that print carries a message. <i>(K R&L 1-1 PO1)</i></p>	<p>Child scribbles a note to another child. When teacher hands parent a note, child asks, “What does that say?”</p>
<p>P H A S E 3</p>	<p>Phase 3 c. Recognizes that letters are grouped to form words. <i>(K R&L 1-1 PO5, PO7; K R&L 1-2 PO8)</i></p> <p>d. Knows each spoken word can be written and read. <i>(K R&L 1-1 PO6, PO8)</i></p>	<p>Child hands a name card to another child and says, “Here’s your name.” Child points to a sign in the block area and says, “That says ‘blocks.’” Child completes a painting and asks an adult to write “to Mom” on it.</p>

Benchmark 2.4 The child uses emerging reading skills to explore the use of print and to construct meaning.

Developmental Continuum

Examples That You May Observe

<p>P H A S E 1</p>	<p>Phase 1 a. Recognizes symbols and print in their environment. (K R&L3-2 PO2)</p>	<p>Child recognizes familiar symbols such as Circle K and the golden arches of McDonalds.</p> <p>Child "reads" labels such as Cheerios and M & M's.</p> <p>Child recognizes informational signs such as STOP and EXIT.</p>
<p>P H A S E 2</p>	<p>Phase 2 b. Recognizes own written name. (1 R&L 1-3 PO5)</p>	<p>Child finds own name card in a basket filled with name cards.</p> <p>Child independently gets own name from pocket chart and shows it to a family member.</p>
<p>P H A S E 3</p>	<p>c. Recognizes written names of friends and family. (1 R&L 1-3 PO5)</p>	<p>Child calls out children's names when teacher holds up signs of names of children in the class.</p> <p>Child sorts other children's artwork into appropriate cubbies labeled with their names.</p>
<p>P H A S E 3</p>	<p>Phase 3 d. Recognizes highly familiar words. (1 R&L 1-3 PO5)</p>	<p>Child points to song chart and says, "That says, 'Good Morning.'"</p> <p>Child puts name in slot labeled "lunch helper" when choosing a job.</p>



Benchmark 2.5. The child demonstrates knowledge of the alphabet.

Developmental Continuum

Examples That You May Observe

P H A S E 1	<p>Phase 1</p> <p>a. Recognizes similarities and differences in various shapes (circles, triangles, horizontal and vertical lines, points, zig-zag, and wavy lines). <i>(KR&L 1-3 PO1)</i></p> <p>b. Recognizes similarities and differences in letters. <i>(KR&L 1-3 PO1)</i></p>	<p>Child matches shapes and letters in puzzles and games.</p> <p>When Raul sees the letters R and P, he points to the R and says, "That's my name."</p>
P H A S E 2	<p>Phase 2</p> <p>c. Recognizes a few letters. <i>(KR&L 1-3 PO1)</i></p>	<p>Child identifies some of the letters in his name.</p>
P H A S E 3	<p>Phase 3</p> <p>d. Recognizes and names many letters. <i>(KR&L 1-2 PO4, PO5, PO6, PO8; KR&L 1-3 PO1, PO3)</i></p>	<p>Child names letters while playing with alphabet stamps.</p>

Benchmark 2.6. The child discriminates the sounds of language.

Developmental Continuum

Examples That You May Observe

	P			
	H			
	A			
	S			
	E			
	P			
	H			
	A			
	S			
	E			
	P			
	H			
	A			
	S			
	E			
	3			

Phase 1

- a. Actively participates in word games, finger plays, and songs that emphasize sounds and rhymes.
(*K R&L 1-2 PO1, PO2; 1 R&L 2-1 PO5; K R&L 1-3 PO2*)

Phase 2

- b. Demonstrates a playful interest in repetitive sounds, rhythm, and alliteration.
 - Recognizes matching sounds and rhymes in familiar games, songs, stories, and poems.
(*K R&L 1-2 PO1, PO2, PO4, PO5, PO6; K R&L 1-3 PO2, PO3*)
 - Invents own rhymes and repetitive phrases.
(*K R&L 1-2 PO1, PO2; K R&L 1-3 PO2; R&L 2-1 PO5*)

Phase 3

- c. Demonstrates a playful interest in sounds and words.
 - Shows awareness that different words begin with the same sound.
(*K R&L 1-2 PO4, PO5, PO6, PO7, PO8; K R&L 1-3 PO2, PO3*)
 - Demonstrates some ability to hear separate syllables in words.
(*1 R&L 1-2 PO2*)

Child engages in songs, nursery rhymes, and stories such as: *Miss Mary Mack, Willaby Wallaby Woo*, and *Hey Diddle Diddle*.

Child fills in missing words in a rhyming pattern book.

Child, whose name is Wayne, spontaneously says, "Wayne, rain, bane, pane" while playing with play dough

Child named Maria says, "My name starts like Monique's name."

Child claps syllables of a name during a name game or name song.

Context Statement for Language and Literacy Standard Three: Writing

Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and activities that have meaning and purpose for them. By observing others reading and writing for their own enjoyment and information, children receive a powerful message about literacy's pleasures and rewards. Children develop as writers when they are in an environment that has writing materials readily accessible in all play areas.

STANDARD 3. WRITING

Children use symbolic representations to communicate for a variety of purposes and audiences.

Benchmark 3.1. The child creates messages by drawing, dictating, and emergent writing.

Developmental Continuum

Examples That You May Observe

	P H A S E 1	<p>Phase 1</p> <p>a. Uses drawings and imitative writings to convey meaning. <i>(R LA 2-1 PO1, PO2, PO3; R LA 4-3)</i></p> <p>b. Expresses delight at the simple joy of creating drawings and writings. <i>(R VA 1-1 PO1, PO2, PO3)</i></p>	<p>Child draws a picture and says, "This is my dog."</p> <p>While working in the art area, child writes a scribble note to another child and says, "Look! I wrote your name!"</p>
	P H A S E 2	<p>Phase 2</p> <p>c. Requests others to assist in recording child's own thoughts and ideas. <i>(R LA 2-1 PO1, PO2, PO3)</i></p>	<p>Child asks adult to write "This is my dog" on a drawing.</p> <p>Child asks, "How do you make 'car'?"</p>
	P H A S E 3	<p>Phase 3</p> <p>d. Creates notes and messages for a purpose. <i>(R LA 2-1 PO1, PO2, PO3)</i></p>	<p>Child makes marks on paper and says, "What does this say?"</p> <p>Child makes marks or letters on paper in block area and says, "This says 'don't knock down my blocks.'"</p> <p>Child "writes" a shopping list and invites another child to go shopping with her.</p>

Benchmark 3.2. The child develops competence in the use of writing materials.

Developmental Continuum

Examples That You May Observe

P H A S E 1

P H A S E 2

P H A S E 3

Phase 1

a. Explores a variety of writing materials. *(R VA 1-1)*

Phase 2

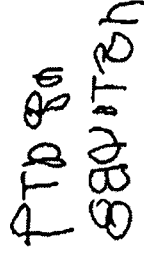
b. Uses a variety of materials to produce scribble writing and letter-like forms. *(R LA 2-3)*

Phase 3

c. Writes some recognizable letters, especially those in own name. *(R LA 2-3)*

d. Organizes writing from left to right. *(FLA 2-2)*

Child independently chooses to use pencils, pens, crayons, markers, paintbrushes, computer keyboards, and other writing implements provided in all play environments.



Child writes name from left to right on the sidewalk when playing with chalk on the outdoor patio.

ENGLISH LANGUAGE LEARNERS

The English Language Learners (E.L.L.) Standards are currently under construction.
They will be available December 31, 2003.

Mathematics



NANCY drew this picture as part of a Parent And Child Together (P.A.C.T.) homework Literacy program. The topic of the activity was "Learning Numbers, Shapes, and Colors."

This artwork was created by Nancy Ramirez, age 5.

Nancy was a student in Mary Gustin's class at J. B. Sutton Elementary School in Phoenix. This school is one of six Family Literacy sites operated through Literacy Volunteers of Maricopa County.

MATHEMATICS

Rationale Statement:

Mathematics is all around us in our natural world. Math is a lens through which the child can see concrete and abstract realities. It is both an art and a science that is beautiful in its constancy, orderliness, and simplicity. Math provides a way of thinking and problem-solving that can be done by all children without inherent biases, such as gender or race. Children use their senses to construct their knowledge of mathematical concepts through interactions with real objects and events. A child's learning is facilitated by emergent and planned math experiences that are developmentally appropriate and made meaningful through PLAY!



CORRELATION TO K-12 MATHEMATICS

The Arizona Early Childhood Standards (ECE) are intended to provide a solid, coherent foundation of knowledge and skills to prepare children for kindergarten and the primary grades. As such, the skills and knowledge in the ECE standards were designed to correlate with the new grade specific drafts of Reading and Mathematics standards and the remaining Arizona Academic Readiness and Foundation Standards. The K-12 standard and related Performance Objective(s) that correlates can be found next to each ECE indicator in the following pages.



Samples:

Citation of New Grade Specific K-12 Draft Standards:

K R&L 1-1 PO4 = K (Grade) R&L (Reading & Literature Standards) 1-1 (Strand-Concept) PO4

1 M 3-2 PO1 = 1 (GRADE) M (MATHEMATICS STANDARDS) 3-2 (STRAND-CONCEPT) PO1

Key to AZ K-12 Standards Correlated to Mathematics ECE Standards:

M (Mathematics)

R&L (Reading & Literature)

Context Statement for Math Standard One: Patterns/Relationships (Algebra)

Learning to use patterns to solve problems develops naturally through play. Mathematical exploration is promoted when children are in an environment in which math-related conversations with peers and adults are frequent and opportunities are provided to use manipulatives, puzzles, and repetitive sounds and movement.

**STANDARD 1. PATTERNS/RELATIONSHIPS (ALGEBRA)
Children explore, model, and describe patterns and relationships in daily problem solving and play situations.**

Benchmark 1.1. The child understands patterns and relationships.

Developmental Continuum

Examples That You May Observe

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Phase 1

- a. Sorts, classifies, and orders objects by one attribute. (K R&L 1-4 PO2; K M 4-4 PO3; K M 5-2 PO1)

Phase 2

- b. Sorts and classifies objects by more than one attribute. (K R&L 1-4 PO2; K M 4-4 PO3; K M 5-2 PO1)

- c. Recognizes a series and duplicates patterns through trial and error. (K M 3-1 PO1, PO3)

Phase 3

- d. Sorts, classifies, and orders objects and describes their relationships. (K R&L 1-4 PO2; K M 4-4 PO3; K M 5-2 PO1, K M 5-2 PO1)
- e. Describes and extends a pattern and uses the pattern to make predictions about what comes next. (K M 3-1 PO1, PO3; I M 3-4 PO2)
- f. Translates a pattern from one representation to another. (K M 3-1 PO3)

Child sorts manipulatives and other objects by attribute (color, shape, size, function, etc.) and other common categories (clothes, animals, food, etc.).

Child orders pumpkins by size.

Child separates red vehicles with wheels from red vehicles without wheels from groups of assorted vehicles.

Child chimes in on repetitive parts of a story, such as *Brown Bear, Brown Bear*.

Child uses snap blocks to duplicate a red-yellow-blue, red-yellow-blue pattern.

After sorting a collection of hardware, child says, "These are plastic."

Child is making a blue-white-blue-white necklace. After stringing a white bead, she states, "Now, I need a blue one."

Child claps as adult points to the red card and stomps when adult points to the green card while playing a game.

Context Statement for Math Standard Two: Geometry

Learning geometric concepts begins when children manipulate, play with, replicate, and purposefully investigate geometric shapes and relationships to make connections. Children need to actively explore the size, shape, and spatial arrangement of real objects, as well as hear and use relevant mathematical vocabulary while interacting with peers and adults.

STANDARD 2. GEOMETRY

Children observe, construct, describe, connect, analyze, and draw plane and solid objects.

Benchmark 2.1. The child explores and discusses the properties and relationships of plane and solid shapes.

Developmental Continuum

Examples That You May Observe

P H A S E P H A S E 3	<p>Phase 1</p> <p>a. Constructs and sorts solid shapes and forms. <i>(1 M 4-1 PO5; K M 5-2 PO1)</i></p> <p>b. Recognizes, constructs, and sorts plane shapes and forms. <i>(1 M 4-1 PO5; K M 5-2 PO1)</i></p> <p>Phase 2</p> <p>c. Names common shapes (circle, square, rectangle, triangle). <i>(K M 4-1 PO1; 1 M 4-1 PO4)</i></p> <p>d. Recognizes and represents geometric shapes, forms, and structures in the environment. <i>(K M 4-1 PO3)</i></p> <p>Phase 3</p> <p>e. Compares and describes attributes of plane and solid shapes and forms. <i>(K R&L 1-4 PO3; K M 4-1 PO1)</i></p> <p>f. Investigates and discovers the results of combining shapes and forms. <i>(2 M 4-1 PO2)</i></p> <p>g. Draws common shapes. <i>(1 M 4-1 PO5)</i></p>	<p>Child plays with parquetry pieces, pattern blocks, unit blocks, and attribute blocks.</p> <p>Child uses paper shapes in the art center to make a picture.</p> <p>Child points to a round clock when asked, "Show me something in the room that is a circle."</p> <p>Child uses arms to form a circle representing the sun in "Itsy Bitsy Spider."</p> <p>Child says, "My block is longer" or "My tower is taller."</p> <p>Child puts two triangular blocks together to make a square.</p> <p>Child uses finger to draw shapes in shaving cream, sand, etc</p>
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Context Statement for Math Standard 3: Measurement

Learning to understand and apply measurement attributes begins during play as children actively describe and compare real world objects. Children need opportunities to explore, discover, and discuss measurement relationships in everyday activities and interactions.

STANDARD 3: MEASUREMENT

Children use standard and non-standard measurement and develop estimation strategies to make and to describe comparisons in their environment.

Benchmark 3.1. The child understands measurable attributes of objects using units and processes of measurement.

Developmental Continuum

Examples That You May Observe

P H A S E P H A S E 3	<p>Phase 1</p> <p>a. Explores the attributes of length, volume, weight, height, area, time, and temperature. (K M4-4 PO1, PO2)</p> <p>b. Covers an area with shapes. (K M4-4 PO1)</p> <p>Phase 2</p> <p>c. Explores and develops an awareness of seriation according to attributes such as length, width, height, size, color. (K M4-4 PO1, PO3)</p> <p>d. Uses standard and non-standard units of measurement in everyday situations. (K M4-4 PO2, I M4-4 PO7)</p> <p>Phase 3</p> <p>e. Selects an appropriate standard or non-standard tool for the attribute being measured. (K M4-4 PO2, I M4-4 PO7)</p> <p>f. Uses relative terms of measurement to compare and estimate for problem solving. (I R&L 1-4 PO1; K M4-4 PO1)</p>	<p>Child fills several different containers with solids or liquids. Child stacks blocks as tall as his friend.</p> <p>Child covers Lego plate with small Legos.</p> <p>Child arranges colored tiles from light to dark.</p> <p>Child uses his hands as a unit to measure a tabletop.</p> <p>Child uses a yardstick to find something in the classroom the same length or height.</p> <p>Child chooses to use a cup rather than a ruler to measure flour when cooking.</p> <p>Child says, "I need a bigger box for these blocks." Other relative terms of measurement include: longer/shorter; taller/shorter; heavier/lighter; larger/smaller; wider/narrower.</p>
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Context Statement for Math Standard 4: Numbers and Operations

Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. Children need opportunities to play, observe, and interact with peers and adults in order to discover number relationships and to develop a thinking process for problem solving.

STANDARD 4. NUMBERS AND OPERATIONS

Children demonstrate increasing interest and awareness of numbers in the environment, the relationships among numbers and quantities, and counting as a means for solving problems.

Benchmark 4.1. The child understands the meaning of numbers, ways of representing numbers, and the relationships among numbers.

Developmental Continuum

Examples That You May Observe

<p>P H A S E 1</p>	<p>Phase 1 a. Explores numbers in a variety of settings. <i>(KM1-3 PO1)</i></p> <p>b. Matches sets of objects. <i>(KM2-3 PO1)</i></p> <p>Phase 2 c. Develops a sense of whole numbers.</p> <ul style="list-style-type: none"> • Understands that numbers represent quantities. <i>(KM1-1 PO1)</i> • Understands that numerals are symbols used to represent quantities. <i>(KM1-1 PO1, PO2)</i> • Represents and uses whole numbers in a variety of ways. <i>(KM1-1 PO1, PO2)</i> • Uses number words while counting, not necessarily assigning one number to one object. <i>(KM1-1 PO2, PO3)</i> 	<p>Child shows an interest in “reading” counting books, singing counting songs, and manipulating phones, calculators, and remote control devices in the dramatic play area.</p> <p>Child distributes one napkin and one snack to each child.</p> <p>Child says, “Two friends didn’t come today.”</p> <p>Child says, “I go home on bus number nine.”</p> <p>Child presses the numbers 9 1 1 on dramatic play phone.</p> <p>Child says, “Six, four, two, five,” when counting trucks.</p>
<p>P H A S E 2</p>		
<p>P H A S E 3</p>		

<p>P H A S E 2</p>	<p>Phase 2 cont.</p> <p>d. Compares sets of objects (more than, less than, equal to). <i>(K M1-1 PO6; K M1-2 PO5)</i></p> <p>e. Demonstrates concepts of part and whole. <i>(1 M1-1 PO14)</i></p> <p>f. Explores the use of currency and coins. <i>(K M1-1 PO10)</i></p> <p>g. Demonstrates one-to-one correspondence. <i>(K M1-1 PO6, PO7)</i></p> <p>Phase 3</p> <p>h. Counts with understanding and recognizes “how many” are in sets of objects up to five. <i>(K M1-1 PO4, PO9)</i></p> <p>i. Matches numerals zero to five (0-5) to the quantities they represent. <i>(K M1-1 PO4, PO5, PO6)</i></p> <p>j. Uses ordinal number words to describe the position of objects. <i>(K M1-1 PO8)</i></p> <p>k. Understands that numbers always represent the same quantity, regardless of the order or physical arrangement of the objects counted. <i>(K M1-1 PO6)</i></p> <p>l. Uses one-to one correspondence as a way to compare two sets. <i>(K M1-1 PO6, PO7)</i></p>	<p>Child says, “Hey, you have more blocks than me!”</p> <p>Child completes a picture puzzle.</p> <p>Child breaks off a piece of play dough to share with playmates.</p> <p>Child pretends to buy groceries with play money in the dramatic play area.</p> <p>Child touches or points to objects such as cookies while using phrase such as “One for mommy, one for daddy, one for me.”</p> <p>Child counts out four eggs when mom says, “We need four eggs for the pumpkin pie.”</p> <p>Child works on puzzle matching the numerals on one piece to the numbers of objects on corresponding piece.</p> <p>Child says, “I’m first in line. He’s second.”</p> <p>Child states, “There are still four,” after teacher changes the order of the objects.</p> <p>Child puts one rider next to each horse and says, “There are enough horses for all of the cowboys.”</p>
<p>P H A S E 3</p>		

Benchmark 4.2. The child understands beginning concepts of mathematical operations.

Developmental Continuum

Examples That You May Observe

P H A S E 1	<p>Phase 1</p> <p>a. Joins sets of objects. (<i>K M 1-2 PO1; K M 2-3 PO1</i>)</p> <p>b. Separates sets of objects. (<i>K M 1-2 PO1; K M 2-3 PO1</i>)</p>	<p>Child adds his blocks to his friend's blocks and says, "Now we have more."</p> <p>Child gives his friend the pigs and he keeps the horses while playing with farm animals.</p>
P H A S E 2	<p>Phase 2</p> <p>c. Participates in discussion of mathematical operations in daily activities. (<i>K M 1-2 PO1 PO2, PO3, PO4, PO5; K M 1-3 PO1</i>)</p>	<p>Group sings, "Five Little Ducks." Group then discusses how many are left when one didn't come back.</p>
P H A S E 3	<p>Phase 3</p> <p>d. Represents an understanding of mathematical operations in daily activities. (<i>K M 1-2 PO1, PO2, PO3, PO4, PO5; K M 1-3 PO1</i>)</p>	<p>Child says, "I have four grapes." Child eats one grape and says, "Now I have three grapes."</p>

Context Statement for Math Standard 5: Data Analysis

Learning to analyze data begins with opportunities to observe, describe, organize, compare, and represent objects and information. Children need experiences collecting objects and information that are meaningful to them.

STANDARD 5. DATA ANALYSIS
Children collect, organize, and analyze data from everyday situations.

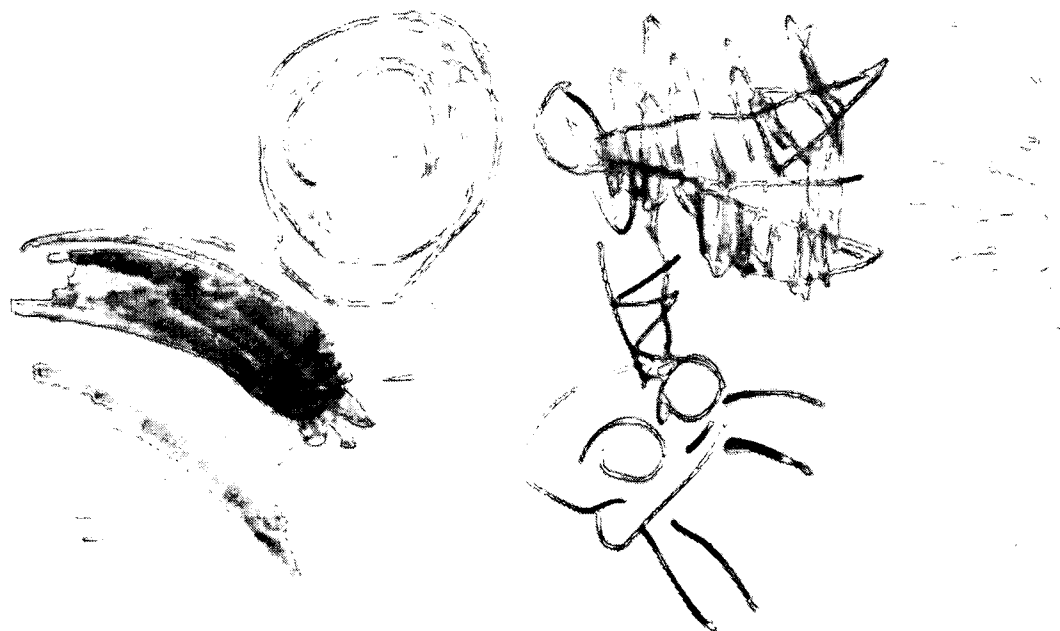
Benchmark 5.1. The child collects, organizes, and displays relevant data to make sense of the environment.

Developmental Continuum

Examples That You May Observe

P H A S E 1	<p>Phase 1</p> <p>a. Gathers data about self and the environment. (<i>K M2-1 PO1</i>)</p>	<p>Child says, "I have a baby brother. Do you?"</p> <p>Child collects rocks, bugs, sticks, cereal labels, cards, etc.</p>
P H A S E 2	<p>Phase 2</p> <p>b. Organizes and displays data on graphs using objects, pictures, and representations. (<i>K R&L 1-4 PO2; 1 M2-1 PO2</i>)</p> <p>c. Reads and interprets displays of data using objects, pictures, and representations. (<i>K M2-1 PO2, PO3, PO4</i>)</p> <p>d. Makes predictions based on questions posed by adults. (<i>K M2-1 PO4, PO5; 2 M2-2 PO1, PO2</i>)</p>	<p>Child selects favorite fruit after tasting three different samples and places a sticker on the class graph indicating her selection.</p> <p>Child examines the graph of favorites and discusses which category has the most, the least, etc.</p> <p>During morning circle, the child predicts which group will be larger, the group with shoelaces or the group without shoelaces.</p>
P H A S E 3	<p>Phase 3</p> <p>e. Describes data using comparative words related to quantity, size, speed, and weight. (<i>K M1-2 PO6</i>)</p> <p>f. Forms logical conclusions about data. (<i>K M2-1 PO2, PO3, PO5</i>)</p>	<p>Other comparative words include: all/none; more/less; most/least; many/few; equal; large/small; wide/narrow; big/little; empty/full; tall/short; long/short; thick/thin; heavy/light.</p> <p>Child says, "If I put one more block on top, it will fall down."</p>

Science



SAIGES Perspective:
SAIGE likes to paint rainbows. She says all the colors in the rainbow by singing the color song, "Red is rojo, green is verde, ..."

Standards Consultant's Perspective:
SAIGES experience illustrates the integration of many different standards domains: Science (weather, color formation), The Arts (singing, painting), Language & Literacy (including learning words and concepts in English and Spanish), and Physical Development (use of fine motor skills to draw).

This artwork was created by Saige Lopez, age 3. Saige was a student in the Sunnyside Head Start class in Tucson. This program is operated through Child Parent Centers, Inc.

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SCIENCE

Rationale Statement:

Children are immersed in science in their daily lives. Their natural curiosity and sense of wonder lead them to observe, question, investigate, and interpret the infinite possibilities of the world around them. In this process of searching for meaning and developing understanding, children build a foundation for life-long learning. As they come to see, appreciate, and respect the interconnectedness of the universe, children are inspired to become responsible citizens of the Earth.

CORRELATION TO K-12 SCIENCE

The Arizona Early Childhood Standards (ECE) are intended to provide a solid, coherent foundation of knowledge and skills to prepare children for kindergarten and the primary grades. As such, the skills and knowledge in the ECE standards were designed to correlate with the new grade specific drafts of Reading and Mathematics standards and the remaining Arizona Academic Readiness and Foundation Standards. The K-12 standard and related Performance Objective(s) that correlates can be found next to each ECE indicator in the following pages.



Samples:

Citation of New Grade Specific K-12 Draft Standards:

1 M 3-2 PO1 = 1 (GRADE) M (MATHEMATICS) 3-2 (STRAND-CONCEPT) PO1

Citation of Original Version of K-12 Standards

R SC 2-1 PO3 = R (READINESS LEVEL) SCIENCE STANDARDS) 2-1 (STRAND-CONCEPT) PO3
F SS 1-1 PO 2 = F (Foundations Level) SS (Social Studies) 1-1 (Strand-Concept) PO2

Key to AZ K-12 Standards Correlated to Science ECE Standards:

M (Mathematics)
PA (Physical Activity)
SC (Science)
SS (Social Studies)

Context Statement for Science

Young children are eager to discover all they can about the world in which they live. Children need opportunities for interactive explorations, observations, and systematic investigations that develop from their curiosity about the natural and physical worlds. Through these scientific experiences, children develop creative and cognitive thinking skills that make learning meaningful. Building on meaningful experiences, children develop a perception of themselves as explorers. As competent learners, children cycle through the process of developing and refining theories and begin their quest for understanding.

STANDARD 1. Children use the process of scientific investigation (inquiry) to develop an understanding of living things, the earth, and the environment.

Benchmark 1.1

The child observes the surrounding world; exhibits curiosity, interest, and wonder during explorations; begins to hypothesize, predict, and test theories in investigations; reflects on experiences; and applies developed learning to new situations.

Developmental Continuum

Examples That You May Observe

P H A S E 3	P H A S E 2	P H A S E 1	<p>Phase 1: Exploration</p> <p>a. Perceives self as an explorer. (R SC 2-1 PO1)</p> <p>b. Uses senses to observe and explore animals, plants, and other natural phenomena. (R SC 1-6 PO1, PO2)</p> <p>c. Displays curiosity and wonder about animals, plants, and other natural phenomena. (R SC 1-2 PO1; R SC 1-4 PO1)</p> <p>Child says, "I'm digging for dinosaur bones."</p> <p>Child identifies the different pitches of sounds when bottles are filled with different levels of water.</p> <p>Child explores various properties of light, including shadows, moonlight, sunlight, reflections, rainbows, prisms, solar prints, and tinted lenses.</p> <p>Child says, "Look at the beautiful butterfly on the flower." Child expresses delight about the sparkle in the rocks in the rocks she picked up on the playground.</p>
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Developmental Continuum

Examples That You May Observe

<p style="text-align: center;">P H A S E 1</p>	<p>Phase 1 cont.</p> <p>d. Responds to questions about objects, events, and their relationships to further own understanding about the natural and physical worlds. (R SC 1-2 POI; K M 2-1 POI)</p> <p>e. Gathers information about objects and organisms using a variety of tools and materials. (R SC 1-5 PO2; R SC 3-2 POI)</p> <p>f. Engages in conversations about animals, plants, and other natural phenomena. (R SC 1-2 POI)</p>	<p>Child responds to questions such as “What if ...?” and “Where else have you seen this?”</p> <p>Child uses a magnifying glass during outdoor time to examine the grass.</p> <p>Child explores materials using scale, microscopes, tweezers, tongs, spoon, spatula, colander, rolling pin, and jeweler’s loupes to explore a variety of materials.</p> <p>During the reading of <i>The Hungry Caterpillar</i>, child says, “I saw a caterpillar in my yard. Can I bring it to school tomorrow?”</p> <p>During circle time, the class talks about the recent rain storm.</p>
<p style="text-align: center;">P H A S E 2</p>	<p>g. Demonstrates a willingness to take risks by choosing to participate in a variety of experiences. (R SC 2-1 POI; F SC 1-1)</p> <p>Phase 2: Investigation</p> <p>h. Poses questions about animals, plants, other phenomena, and their relationships to further own understanding about the natural and physical worlds. (R SC 1-2 POI; K M 2-1 POI)</p>	<p>Child is willing to put own hands in the soil to plant seeds.</p> <p>Child says, “Let’s make the car go faster,” as she tilts the ramp higher.</p> <p>Child asks, “What is the nest made of? How did a bird do this without hands?”</p> <p>During circle time, child talks about his investigation with magnets. Another child asks, “Does the magnet work under water?” Other questions include who, where, why, and what if questions.</p>
<p style="text-align: center;">P H A S E 3</p>		

Developmental Continuum

Examples That You May Observe

<p>Phase 2 cont.</p>	<p>p. Sorts and classifies elements of the natural and physical worlds by one or more attributes. (R SC 1-3 PO1)</p> <p>q. Demonstrates concepts of part and whole in the natural and physical environments. (1 M 1-1 P14)</p> <p>r. Uses language related to attributes of time, measurement, position, temperature, and type of materials. (R SS 1-2; R SS 3-1 PO1; K M 1-2 PO6; K M 4-4 PO2)</p> <p>s. Examines and represents patterns in the environment. (K M 3-1 PO1)</p> <p>t. Observes and describes changes in objects, events, and natural phenomena. (R SC 1-6 PO1, PO2)</p>
<p>P H A S E 3</p>	<p>Child sorts rock collection by size and texture.</p> <p>Child says, "These leaves fell off the tree."</p> <p>Child uses felt board to play <i>What's Missing From the Body</i> game.</p> <p>After singing "Twinkle, Twinkle Little Star," child says, "I see the stars at night. I see the sun in the day."</p> <p>Child reaches into the "feely" box and describes the object inside as prickly and cold after touching it. Other properties used to describe objects include: weight, texture, flavor, scent, flexibility, and sound.</p> <p>Child draws pictures of a green and black striped pattern after observing a caterpillar with the same pattern of coloring.</p> <p>After being measured on the classroom growth chart, child describes how he is bigger now than he was at the beginning of the year.</p> <p>Child recognizes that matter exists in different states (ice, liquid, gas) by observing water in its different states: an ice cube, a puddle that evaporates, and steam from the soup.</p>

P H A S E 3

Phase 3: Reflection and Application

- u. Plans an investigation. *(R CH 6-1 PO1; R CH 6-2 PO1, PO2)*
- v. Makes predictions based on patterns of observation rather than random guessing. *(R SC 1-4 PO2; 1 M 3-4 PO2)*
- w. Makes new observations when discrepancies are discovered. *(R SC 1-6 PO2)*
- x. Persists with an investigation despite distractions and interruptions.
- y. Forms logical conclusions about investigations. *(R SC 1-6)*
- z. Develops and represents theories and ideas about what has been observed and studied. *(R SC 1-4 PO1, PO2)*
- aa. Compares and contrasts the similarities and differences in the attributes of things. *(R SC 5-1)*

Child taps things around the room to discover what kinds of sounds they make.

After touching the slide for a number of days in hot weather, child says, "It's hot out. We can't use the slide again."

Child looks for another metal object when the magnet won't stick to the coins.

Child returns day after day to study the worms in a compost pile (e.g., their movements, eating habits, how they change, and where they like to be in the soil).

After placing different objects on a ramp, child concludes that round objects roll down the ramp and flat objects slide down the ramp.

Child makes own version of the bird nest with clay, twigs, feathers, and other materials.

After planting seeds and watching them grow, child creates a chant about the lifecycle of a plant.

Looking at the rocks, child says, "These rocks are hard. This one is shiny; this one isn't."

As a result of taking care of classroom animals and plants as part of the daily routine, child recognizes that animals and plants have similar needs.

Developmental Continuum

Examples That You May Observe

<p style="text-align: center;">P H A S E 3</p>	<p>Phase 3 cont.</p> <p>bb. Recognizes that there could be more than one solution to a question, activity, or problem. <i>(R SC 1-6 PO1, PO2)</i></p> <p>cc. Observes and describes the relationships between objects, between organisms, and between events. <i>(R SS 1-2; 1 M 4-4 PO4, PO5, PO6)</i></p> <p>dd. Describes and anticipates sequences of scientific events.</p> <p>ee. Identifies cause and effect relationships. <i>(R SC 1-4 PO1)</i></p> <p>ff. Develops a sense of responsibility by showing appreciation for the beauty and mystery of the natural and physical worlds. <i>(A 5-1 PO3; R SS 2-1)</i></p>	<p>Child uses tape to put a book together and says to his friend, "You used staples."</p> <p>Child knows that the chick has a mom, the whale has a mom, and he has a mom.</p> <p>Child takes a flashlight and shines it on a mirror, color paddles, cardboard, prisms, cloth, cellophane, and wax paper, noticing a variety of lighting effects.</p> <p>Child draws the details of a caterpillar as the caterpillar progresses through its lifecycle.</p> <p>Child describes how jello transforms from powder to liquid to solid.</p> <p>Child demonstrates awareness of the sequence of day and night by saying, "I sleep three more times until my birthday."</p> <p>While using a pulley to hoist a bucket, child says, "It fell. I let go (of the string)."</p> <p>Child digs in the soil and adds water to make the soil erode and form streams.</p> <p>Child answers, "The ice will melt," in response to the question, "What will happen if we put the ice in the sun?"</p> <p>Child picks up litter on the playground.</p> <p>Rather than step on the spider, child decides to examine it more closely.</p>
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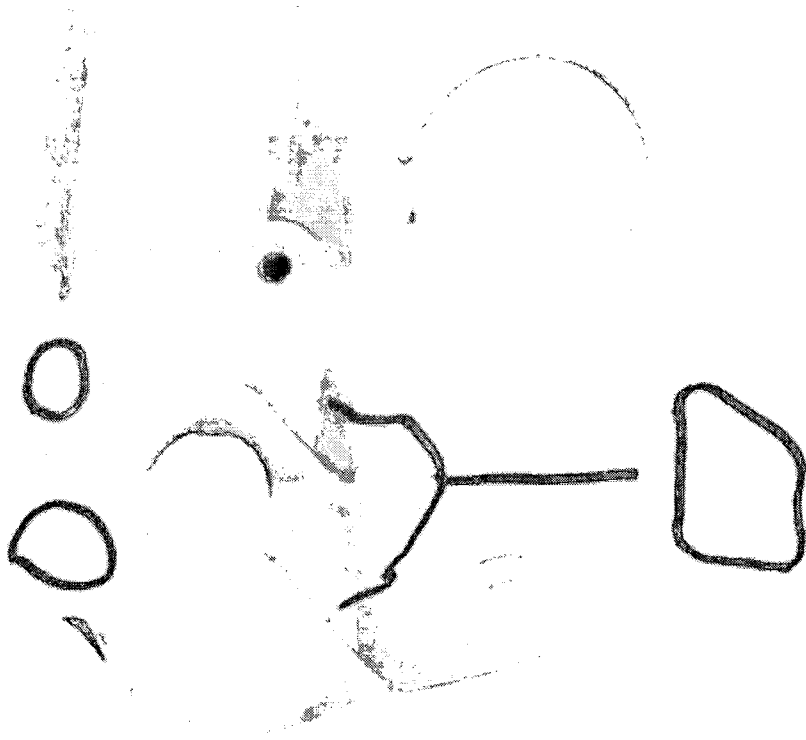
The Arts

Teachers Perspective:

JOEY studied the *Face* book and selected a page he wanted to draw. Notice how many details JOEY chose to include from the picture in the book and how precisely he drew his lines. The wooden golf tees, white disks, stick, and wooden spool were delightful and a creative elaboration on the facial theme.

Reference materials and books are important resources for children to use as they develop their theories about how natural creatures and man-made things appear, function, and communicate. The children realize that using pictures as reference points is not about duplicating but instead about having information and the ideas and perspectives of others to support their learning.

This artwork was created by Jose Garcia, age 4. Joey's classroom teachers were Myriam Bonillas, Ann Sanchez, Leticia Tolano, and Gabriela Vizcarra. His studio teacher was Pauline Baker. This program is funded by Early Childhood Block Grant and the Tucson Unified School District.



THE ARTS

Rationale Statement:

Creativity is essential for life. The arts mobilize the imagination and creative spirit as children seek meaning and reason about their world. The arts invite children to discover more about who they are and to develop a powerful repertoire of ways to express and represent their ideas, theories, and emotions. As they begin to appreciate the aesthetic dimension of their daily lives, they are inspired to create beauty and joy for themselves and others.

CORRELATION TO K-12 THE ARTS

The Arizona Early Childhood Standards (ECE) are intended to provide a solid, coherent foundation of knowledge and skills to prepare children for kindergarten and the primary grades. As such, the skills and knowledge in the ECE standards were designed to correlate with the new grade specific drafts of Reading and Mathematics standards and the remaining Arizona Academic Readiness and Foundation Standards. The K-12 standard and related Performance Objective(s) that correlates can be found next to each ECE indicator in the following pages.

Samples:



Citation of Original Version of K-12 Standards:

R D 2-1 PO3 = R (Readiness Level) D (Dance Standards) 2-1 (Strand-Concept) PO3
F MU 1-1 PO 2 = F (Foundations Level) MU (Music) 1-1 (Strand-Concept) PO2

Key to AZ K-12 Standards Correlated to Science ECE Standards:

D (Dance)
MU (Music)
T (Theater)
VA (Visual Arts)

Examples That You May Observe

Developmental Continuum

Phase 2	<p>f. Uses a variety of elements (such as lines, forms, shapes, colors, texture, rhythm, contrast, balance, proportion, and emphasis) to create designs, images, and representations that are meaningful to the child. (R VA 3-1 PO1, PO2, PO3; R VA 3-2 PO1, PO2)</p> <p>g. Creates representations that contain increasing detail.</p> <p>h. Shares or talks about personal artwork. (R VA 1-4 PO1, PO2; R VA 3-3 PO2, PO3)</p> <p>i. Initiates responsible procedures in the care and use of art materials. (R VA 1-5 PO3, PO4)</p>	<p>Child uses shapes, color, texture, and contrast to make a paper dress for her dancer doll. in a way that pleases her</p> <p>Child selects a variety of materials to make a collage for a book cover.</p>
Phase 3	<p>j. Over time, adds details and new elements to a continuing project or experience.</p> <p>k. Makes creative and aesthetic choices when engaging in art activities. (R VA 1-2 PO2; R VA 1-3 PO1-PO6)</p> <p>l. Requests specific materials and tools to carry out creative media activities. (R VA 1-5 PO1, PO2)</p> <p>m. Respects the creative expressions of self and others. (R VA 1-6 PO1)</p>	<p>Child creates a mask, shares how the mask was made, and talks about the significance of the details on the mask.</p> <p>Child remembers to wash the paintbrushes after using them.</p> <p>Child paints a picture of flowers in the garden. The next day, when noticing that several blossoms have opened, child adds new elements to the painting.</p> <p>Child takes time to choose a particular piece of paper because of its luminosity texture, size, and luminosity to make a representation of <i>The Rainbow Fish</i>.</p> <p>Child asks for foil to make a paper airplane.</p> <p>When observing another child's clay figure at the art table, child says, "How did you make the clay do that?"</p>
3		

Developmental Continuum

Examples That You May Observe

Phase 3 cont.

n. Comments about the qualities and beauty in works of art and describes the details observed. (*VA 1-4 PO1, PO2*)

o. Participates in creative media activities that are part of the child's community and culture. (*VA 2-1 PO2; VA 2-2 PO1, PO4*)

p. Demonstrates understanding of the visual relationships in artwork such as lines, forms, shapes, colors, texture, rhythm, contrast, balance, proportion, and emphasis. (*VA 3-1 PO1, PO2, PO3; VA 3-2 PO1, PO2*)

q. Guides others in the responsible care and use of art materials. (*VA 1-5 PO3, PO4*)

Child looks at art prints on the wall and talks about the shapes, colors, and textures in the prints.

Child creates a poster for an upcoming community celebration.

Child makes a butterfly with a symmetrical pattern on its wings.

Child creates a self-portrait using colored straws, fabric, paint, pre-cut shapes, colored paper, etc.

Child reminds a new student to wash the paintbrushes after using them.

**P
H
A
S
E
3**

Phase 3

- n. Uses creative movement and dance to interpret the mood of various types of music and stories. *(R MU 2-2 PO1, PO2)*
- o. Modifies, extends, and elaborates songs or musical patterns. *(R MU 1-4; R MU 1-5)*
- p. Uses knowledge of the differences in sounds and patterns to create musical compositions. *(R MU 1-5)*
- q. Participates in music and movement activities that are part of the child's community and culture. *(R MU 2-1; R D 2-2 PO1, PO2; R D 3-2 PO1, PO2, PO3)*
- r. Expresses different moods and feelings through music and movement. *(R D 3-3 PO1, PO2)*

Child swirls scarves while singing "Each of Us is a Flower."

Child changes words "Bringing Home a Baby Bumblebee" to create own music.

Child plays triangles, finger symbols, castanets, and claves varying in pitch, intensity, volume, tempo, or duration to create a musical work.

Child participates in cultural dancing such as hoop dancing, folkloric, step dancing, and hula.

Child enjoys making various facial expressions, body postures, pantomimes, creative movements, and vocalizations while singing "If You're Happy and You Know It."

Benchmark 1.3. Dramatic Play

The child uses dramatic play to explore and to make sense of the surrounding world and to express an understanding of it.

Developmental Continuum

Examples That You May Observe	
<p>P</p> <p>H</p> <p>A</p> <p>S</p> <p>E</p> <p>1</p>	<p>Phase 1</p> <p>a. Explores and uses a variety of roles to represent what the child knows, feels, and imagines. (R T1-1; R T1-2; R T1-3)</p> <p>b. Explores and uses a variety of props and materials to represent what the child knows, feels, and imagines. (R T1-4 PO2)</p> <p>Phase 2</p> <p>c. Demonstrates understanding of the behaviors important to specific roles. (R T1-3 PO2, PO3, PO4)</p> <p>d. Demonstrates understanding of sequences of events through dramatic play. (R T1-1 PO1)</p> <p>e. Dramatizes familiar stories and poems. (R T1-1; R T1-2; R T1-3)</p> <p>f. Assumes a variety of roles within a dramatic play situation. (R T1-1; R T1-2; R T1-3)</p> <p>g. Pretends an object exists without using a prop. (R T1-2; R T1-4)</p>
<p>P</p> <p>H</p> <p>A</p> <p>S</p> <p>E</p> <p>2</p>	<p>Child plays the role of the dad in the dress-up area.</p> <p>Child uses dress-up clothes, books, x-rays, bandages, crutches, wheelchairs, writing pads, dolls, stethoscopes, etc., to dramatize familiar roles in a hospital.</p> <p>Child plays firefighter and pretends to put out a fire with a hose.</p>
<p>P</p> <p>H</p> <p>A</p> <p>S</p> <p>E</p> <p>3</p>	<p>Child pretends to cook dinner, serve it, wash dishes, and go to bed.</p> <p>Child improvises a dramatization of the <i>Three Little Pigs</i>.</p> <p>Child creates a conversation between two puppets about the new baby at home.</p> <p>Child pretends to order a veggie pizza and reaches into pocket for imaginary money to pay for the meal.</p>

Phase 3

h. Creates own props to represent objects. *(R T1-2; R T1-4)*

i. Takes time to add details and new elements to dramatic play situations. *(R T1-3 PO1)*

j. Negotiates roles, relationships, and actions during dramatic play. *(R T1-5 PO1, PO2)*

k. Respects the ideas and suggestions of other children during dramatic play. *(R T1-5 PO1; R T3-4)*

l. Draws on imagination to plan, design, and implement dramatic play scenario. *(R T1-4)*

m. Develops a repertoire of roles, actions, and behaviors that reflect diversity in the communities and cultures of the world. *(R T1-4; R T2-1)*

n. Participates in dramatic play situations that reflect the routines, rituals, and celebrations of community and culture. *(R T2-1)*

Child takes a tube from the recycle bin. Child adds paper and leather for the head and string for the tail to make a horse to ride in the class play about the rodeo.

Child pretends to be a helicopter during a rescue mission and then returns to home base with a broken propeller and a low fuel tank. After repairs and refueling, the child, still pretending to be a helicopter, returns to the scene of the rescue.

Child works with others to decide the roles of cast and crew for their movie about dinosaurs.

When playing in the housekeeping corner, the child's friend comes over and says, "I want to play the dog." The child agrees.

Child takes dolls from the housekeeping center to the block center for immunizations. (Child has set up a doctor's office in the block center.)

Child dramatizes fixing her car.

Child dramatizes a wedding and a birthday.

Child prepares a pretend meal using a tortilla press, wok, and quiche pan.

P.A.C.T.

During Spring 2000, mothers and children made centerpieces as part of a P.A.C.T. community service project. The students showed appreciation of their classroom while having fun and learning cooperatively. The centerpieces were used at a breakfast that raised funds for their classroom. In addition to decorating the hall and making colorful doll centerpieces, the mothers shopped, cooked, served, sold, collected tickets, and presented a program at the fundraising breakfast.

The idea to make dolls as centerpieces was the result of a recreation unit in a family literacy class. Parents and children worked together. The mothers taught each other different stitches. Each doll was hand sewn. Beads and other decorative materials were brought in and shared with the group. Vocabulary was developed throughout the project.

The P.A.C.T. mothers and children enjoyed participating in this creative learning activity.

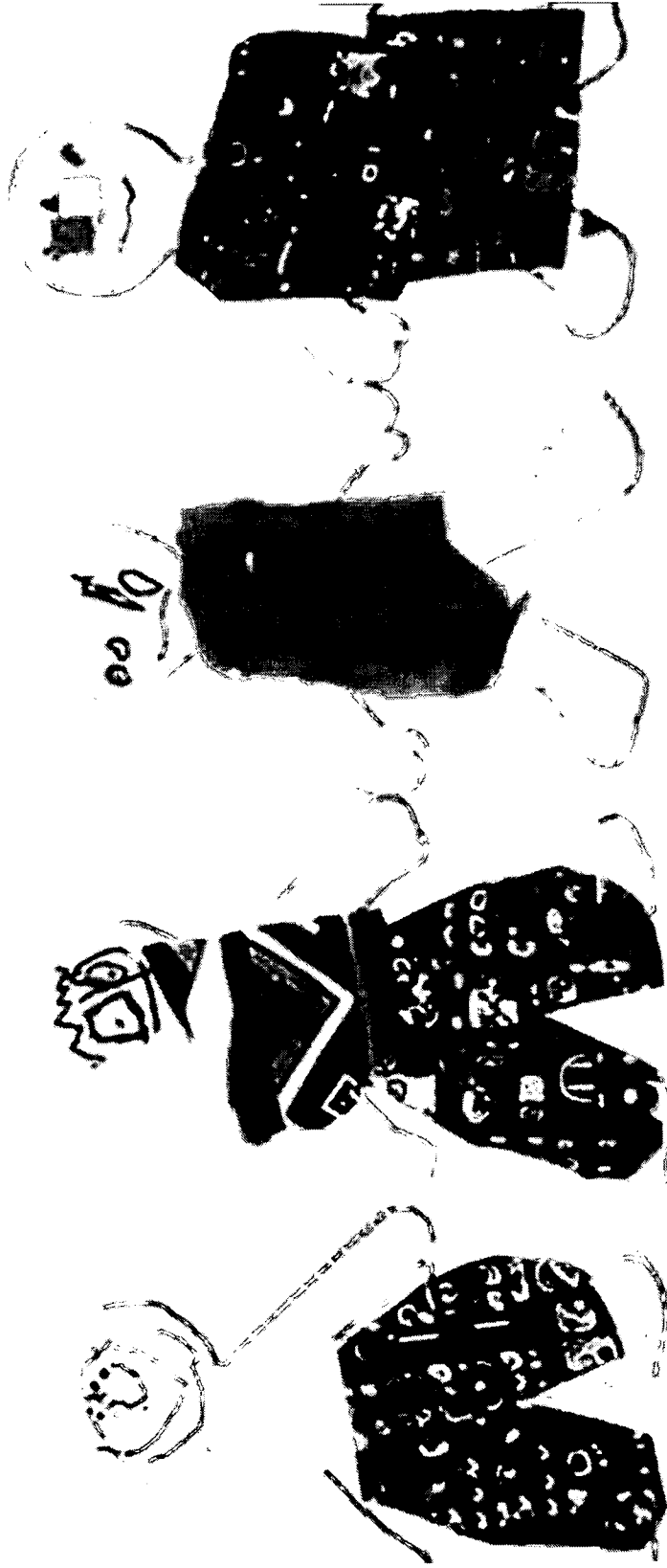


These dolls were created by Lorenza and Dahlia Rodriguez during Parent And Child Together (P.A.C.T.) time in the Glendale Family Literacy class at Lamar Learning Center in Glendale. This program is funded by Arizona Family Literacy and Head Start.

PARENTS AND CHILDREN TOGETHER

The Parents And Children Together (P.A.C.T.) Standards are currently under construction.
They will be available December 31, 2003.

Glossary



These cutouts were created by (left to right): Damian Pierce, Nicholas Rinaldi, Brandon May, and Cameron Blevins, all age 4. The boys were students in Yolanda Zepeda's class. They were doing a study of themselves in the preschool/kinder room, a multiage concept classroom at the Yuma Proving Ground. This program is funded by the United States Department of Defense.

GLOSSARY

AESTHETICS - The nature of beauty, the nature and value of art, and the inquiry processes and human responses associated with the nature and value of beauty and art.

ALLITERATION - Alliteration is the repetition of the same sound, usually a consonant, at the beginning of two or more words immediately succeeding each other or at short intervals. Examples are the repetition of *f* and *g* in *fresh fields, green groves*, or in *fields ever fresh, groves ever green*.

ALPHABETIC PRINCIPLE - The understanding that written letters systematically represents sounds. For example, the word *big* has three letters and three sounds. The use of letters and letter combinations to represent phonemes in an orthography.

ATTRIBUTE - An attribute is an inherent characteristic of a person or a thing.

ATTRIBUTES OF SHAPES - Attributes are characteristics of objects, such as color, position, roundness, shape, size, number of corners. For example, a child compares *size/shape* of objects and says, “My tower is *taller*.”

BENCHMARKS - Standards are broadly stated goals. Each standard contains several benchmark statements that define in more precise terms various components of the standard statements. For example, under the Reading Standard, within the domain of Language and Literacy, benchmarks define book handling, comprehension, concepts of print, and knowledge of sounds and the alphabet.

BIG BOOKS - Oversized books that allow children to see the print and pictures as adults read them.

CLAVE - A clave is either of a pair of cylindrical hardwood sticks that make a hollow sounds when they are struck together.

COGNITIVE DEVELOPMENT - Children’s developing knowledge, skills, and dispositions, which help them to think about and understand the world around them.

COMPARATIVE WORDS - Comparative words describe people, places, and objects in comparison to or relative to others with regard to such attributes as quantity, size, weight, and speed. Some comparisons are: all-none; more-less; many-few; longer-shorter; taller-shorter; lighter-heavier; larger-smaller; wider-narrower; bigger-littler; larger-smaller; thicker-thinner; hotter-colder; full-empty; and, faster-slower. For example, a child says, “I have *all* of the blocks. Joey has *none*.” However, multiple comparative words do not have to be used in order to make a comparison. For example, a child says, “My car went *faster* than Joey’s car.”

COMPREHENSION - The complex cognitive processes of acquiring strategies to understand, remember and communicate what is read.

CONTEXT STATEMENTS - Context statements are short paragraphs preceding every standard to describe the importance of the content and skills included and to provide important reminders about the kind of classroom environment that is likely to maximize the learning of young children.

COLLAGE - Collage is an art form in which bits of objects such as newspaper, cloth, pressed flowers, string, etc., are pasted on a surface to create an artistic composition.

DECODING - The translation of the letters in written words into recognizable sounds and combining these sounds into meaningful words.

DEVELOPMENTAL CONTINUUM - The standards (comprised of Standards, Benchmarks, Indicators, and Sub-Indicators) organize knowledge and competencies into three phases of learning that together form a developmental continuum for each benchmark. The placement of certain indicators (and sub-indicators) in Phase I, Phase 2, or Phase 3 of the developmental continuum is not meant to be a rigid directive but an approximate guideline based on research that suggests a progression of skills and knowledge from simple to more complex.

ELEMENTS OF ART - The elements of art are the basic elements or principles used as expressive components in the visual arts such as line, color, proportion, perspective, value/contrast, and texture.

EMERGENT LITERACY - The view that literacy begins at birth and is encouraged through participation with adults in meaningful literacy/language related activities.

EMPHASIS - Emphasis is when special attention is given to something in order to make it stand out. In visual art, emphasis can be created through the use of line, color, contrast, size, etc.

ENGLISH LEARNER (EL) - An individual who does not speak English or whose native language is not English and who is currently able to perform ordinary classroom work in English; also called limited English proficient (LEP).

ENVIRONMENTAL PRINT - Printed materials that are a part of everyday life. They include: signs, billboards, labels, and business logos.

ESSENTIAL COMPONENTS OF READING INSTRUCTION - This means explicit and systemic instruction in:

- 1) Phonemic Awareness
- 2) Phonics
- 3) Vocabulary Development
- 4) Reading Fluency including oral reading skills
- 5) Reading Comprehension Strategies

ESTIMATION STRATEGIES - Estimation strategies are opinions or judgments of the worth, extent, or quantity of something formed without using precise data, such as estimations of distance, magnitude, or amount.

EVAPORATE - To evaporate is to change or dissipate a liquid or solid into vapor.

EXPERIMENTAL WRITING - Young children experiment with writing by creating pretend and real letters and by organizing scribbles and marks on paper.

EXPLICIT INSTRUCTION - Teaching children in a systematic and sequential manner.

FLUENCY - The effortless, automatic ability to read words in connected text.

GRAPHEME - A letter or letter combination that spells a phoneme; may be one, two, three or four letters in English (e,ei, igh,eigh)

GRAPHIC ORGANIZATIONS - Graphic organizations are visual representations of facts and concepts from a text and their relationships within an organized frame. Graphic organizations of information are effective tools for thinking and learning. They help teachers and students represent abstract or implicit information in more concrete form.

HIGHLY FAMILIAR WORDS - Highly familiar words are simple words found in print that appear many more times than most other words. These simple and familiar words are recognized immediately by sight as a whole and do not need word analysis nor do they need to be sounded out for identification. Some examples include: *the, said, come, of, and, here, one, what*. Basic word lists generally provide words ranked in order of their frequency of occurrence, suitable for the level of intended use.

IMITATIVE WRITING OR SCRIBBLE WRITING - Imitative or scribble writing uses known letters and approximations of letters, as well as common writing strokes (e.g., horizontal and vertical lines, points, circles, spirals, zig-zag lines, wavy lines) to represent written language.

- INDICATORS (AND SUB-INDICATORS)** – These statements comprise the developmental continuum (Phase 1, Phase 2, and Phase 3) and detail all of the skills and concepts a young learner needs to know and be able to do to master the more broadly stated benchmarks and standard statements. For example, under the benchmark for comprehension in reading are the following indicators:
- Relates stories to real-life experiences and feelings.
 - Asks and answers questions about stories.
 - Makes predictions about what is read, heard, or seen in illustrations (for clarity).
 - Retells a story in sequence using illustrations in a book or literary props.
 - Relates details of stories.
 - Draws connections between story events.

INQUIRY PROCESS - The inquiry process consists of principles and procedures for the systematic pursuit of knowledge, involving the formulation of a problem or hypotheses and the collection of data through observation and experiment.

INTENSITY - Intensity is the degree of energy or force in a musical expression.

JOURNALS - Writing books in which young learners scribble, draw, and use their own spellings to write about their expressions.

LETTER KNOWLEDGE - The ability to identify the names and shapes of the letters of the alphabet.

LIFECYCLE - A lifecycle is a series of stages through which an animal or plant passes during its lifetime.

LIMITED ENGLISH PROFICIENT - A student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English; also called English learner (EL).

LITERACY - Includes all the activities involved in speaking, listening, reading, writing, and appreciating both spoken and written language.

MATTER - Matter is the substance of which a physical object is composed.

MELODY - A melody is a succession or arrangement of sounds (often defined as sweet or agreeable) organized as an aesthetic whole; tunefulness.

METALINGUISTIC AWARENESS - An acquired level of awareness of language structure and functions that allows us to reflect on and consciously manipulate the language we use.

MORPHEME - The smallest meaningful unit of the language.

MORPHOLOGY - The study of the meaningful units in the language and how they are combined in word formation.

ORTHOGRAPHY - A writing system

NATURAL WORLD - The term “natural world” refers to all of the living components (animals and plants) in the world.

NON-STANDARD MEASUREMENT - A non-standard measurement is a unit of measurement expressed in terms of objects, such as paper clips, shoes, and blocks.

ORDINAL NUMBER WORDS - Ordinal number words specify **the ordering or succession** of the elements of a set, e.g., first, second, third, as opposed to cardinal numbers. Cardinal numbers, such as one, two, three, are used to count **how many** elements are in a set.

PARADIGM - The prevailing pattern of thought in a discipline or part of a discipline.

PATTERNS - Patterns are designs that repeat themselves, including patterns of sounds and physical movements (e.g., clap, stomp, clap, stomp . . .); patterns in the environment (e.g., day follows night, repeated phrases in storybooks, patterns in carpeting or clothing); patterns in numbers or symbols (e.g., 1,2,3, 1,2,3, . . . or aabccd, aabccd . . .).

PHASES - The phases indicate the level of student performance, the extent to which students are able to demonstrate command over the concepts and skills outlined in the standards. In “standards terminology,” they are typically referred to as performance standards or a delineation of the type, quality, range, and depth of the performance expectations at several different levels of achievement. The phases answer the question, “How competent or adept is a student in a particular area?” These standards include three phases of development, three phases of performance, moving from a delineation of simpler skills and concepts to more complex ones. A student who exhibits the knowledge, skills, and abilities in Phase 2 also has mastered all of the Phase 1 competencies; a student who exhibits the competencies in Phase 3 also has mastered all of the Phase 1 and 2 competencies. Ideally, of course, all children leaving early childhood programs and entering kindergarten would come prepared with the kinds of experiences and knowledge described in Phase 3. In reality, the child’s existing competencies in relation to the skills and knowledge of the early childhood standards are the best indicators of where to begin instruction and how to measure best the child’s individual progress.

PHENOMENA - Phenomena, as used in the standards, are facts or events of scientific interest capable of scientific description and explanation.

PHONEMES - The smallest parts of spoken languages that combine to form words. A speech sound that combines with others in a language system to make words.

PHONEMIC AWARENESS - The ability to hear, identify and manipulate individual sounds in spoken words. The conscious awareness that words are made up of segments of our own speech that are represented with letters in an alphabetic orthography.

PHONICS - The relationships between the sounds of spoken language and the individual letters or groups of letters that represent those sounds.

PHONOLOGICAL AWARENESS - The ability to recognize and work with sounds in language. Activities include: alliteration, rhymes and separating syllables into sounds. Meta-linguistic awareness of all levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime units, and phonemes; a more encompassing term than phoneme awareness.

PHYSICAL WORLD - The term “physical world” refers to all of the nonliving components in the world (e.g., air, water, sun/light, earth’s rocks, soil, and other formations and materials).

PITCH - Pitch is the highness and lowness of a musical sound.

PLANE [GEOMETRIC SHAPES]. Plane geometric shapes are shapes with a flat surface such as circle, triangle, square, and rectangle.

PREPOSITIONS - Prepositions are words that describe people, places, and objects in terms of position, direction, time, or other abstract relation, such as in, out, under, over, off, beside, behind, before, and after. For example, a child says, “I put the bowl *on* the table.”

PRINT AWARENESS - The knowledge that printed words carry meaning and that reading and writing are ways to get ideas and information. A young child’s sensitivity to print is one of the first steps toward reading.

PRISM - A prism is a transparent body in crystal form used to deviate or disperse a beam of light.

PULLEY - A pulley is a wheel used with a band, belt, cord, rope, or chain that passes over its rim to change the direction and point of application of a pulling force.

READING FLUENCY - Speed and accuracy of reading; the ability to read text with sufficient speed to support comprehension.

“READS” - A young child “reads” when he or she imitates common reading behaviors, including holding the book right side up, following words across and down the page, turning the pages from front to back, and “telling” the story as he or she remembers or imagines it to be.

RHYTHM - Rhythm is an ordered recurrent alteration of elements in the flow of sound and silence.

SCAFFOLDING OR SCAFFOLDED INSTRUCTION - Instructions in which adults build upon what children already know/express and provide support/encouragement that allows children to perform more complex tasks, to make discoveries and to problem solve results.

SCIENTIFICALLY BASED READING RESEARCH (SBRR) - This applies to rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction and reading difficulties.

SENTENCES OF INCREASING LENGTH AND GRAMMATICAL COMPLEXITY - Sentences of increasing length and grammatical complexity are sentences that expand on the simple subject-verb construction with increased use of adjectives, adverbs, prepositions, basic and reflexive pronouns, direct and indirect objects, conjunctives (but, and, or), and clauses (e.g., because, so, while, if, when, that).

SERiation. - Seriation is an arrangement or position in a series.

SERIES OF CONNECTED EXCHANGES - Series of connected exchanges occur when children initiate and sustain conversations with topic-relevant comments or questions through four or more exchanges.

SIGHT VOCABULARY - Words that a reader recognizes without having to sound them out.

SOLID [GEOMETRIC SHAPES] - Solid geometric shapes are closed and bounded three-dimensional shapes that have positive volume. A cube, sphere, and cone are examples of solid geometric shapes.

STANDARDS - Standards are broad statements that support the goal of preparing young children for further study and schooling. Each domain (Language and Literacy; Mathematics; Physical Development, Health, and Safety; and, Social and Emotional Development) has several standard statements. For example, Language and Literacy has three broadly stated standards: Listening and Speaking, Reading, and Writing.

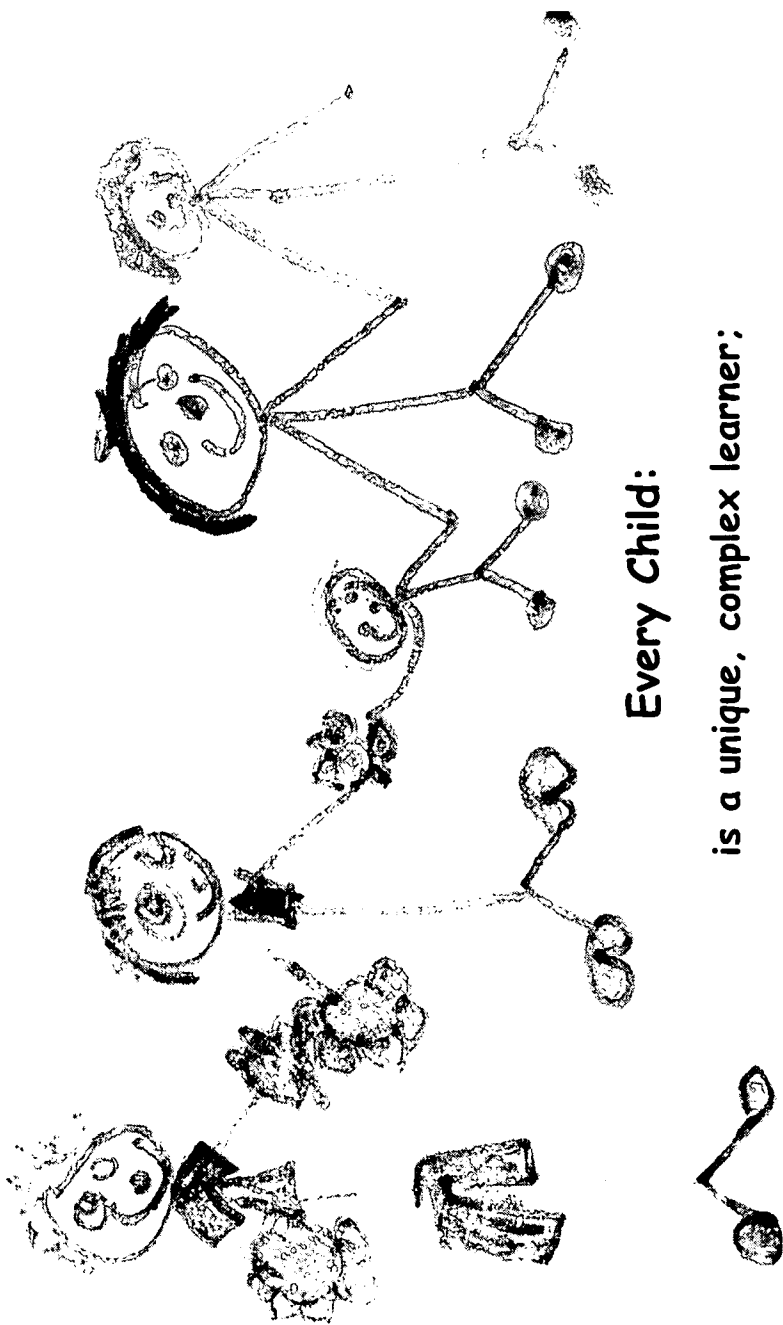
SYMMETRY - A shape or configuration is symmetrical when the parts of the shape/configuration are identical in size, shape, and structure when laid on opposite sides of a central line.

TEMPO - Tempo is the rate of speed of a musical piece or passage.

TEMPORAL WORDS/RELATIONSHIPS - Temporal words pertain to the time of an occurrence (or the relationship between the time of two or more occurrences), including yesterday-today-tomorrow; days-weeks; morning-afternoon-evening; day-night; first-last; always-never-sometimes; sooner-later; before-after.

VOCABULARY - The words we must know in order to communicate effectively. *Oral Vocabulary* refers to words that we use in speaking or recognize in listening. *Reading Vocabulary* refers to words we recognize or use in print.

WORD RECOGNITION - The ability to identify printed words by sight or by decoding so as to figure out meaning.



Every Child:

- is a unique, complex learner;**
- is a social being who learns through the development of relationships with peers and adults;**
- is entitled to learning environments that support optimal development of the whole child;**
- is entitled to opportunities to learn through active exploration;**
- learns through child-initiated, child-directed, teacher-supported play.**

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