

The Barclay Early Childhood Center

Language Literacy

Preschool Standards and Benchmarks

Literacy learning has a profound and lasting effect on the social and academic lives of children. Their future educational opportunities and career choices are directly related to literacy ability. Since early childhood is the period when language develops most rapidly, it is imperative that young children be provided with a variety of literacy and language experiences throughout each day and that the classroom environment is rich with language and print. Early childhood teachers and families have the responsibility to support each child's literacy development.

Literacy learning begins at birth and develops rapidly during the preschool period. The main components of literacy - listening, speaking, reading and writing - should all be encouraged through participation with adults and peers in conversations and activities that are meaningful to the child. Each child's interest and motivation to engage in literacy-related activities are evident before that child is able to read or write conventionally. Children should be provided with environments that encourage literacy exploration, and their emergent reading and writing behaviors should be valued, encouraged and fostered by their teachers.

Summary of Standards and Benchmarks

Standard 1

Demonstrates competence in the general skills and strategies of the reading process.

Benchmarks
1.1 Understands the basic concepts of written language.
1.2 Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures).
1.3 Knows the names of the letters of the alphabet and can identify them in any context.
1.4 Matches speech sounds with the letters or letter combinations that represent these sounds.

Standard 2

Demonstrates competence in the general skills and strategies of the writing process.

Benchmarks	
2.1	Knows that the purpose of writing is to communicate with oneself and others.
2.2	Applies the alphabetic principle with increasing complexity and conventionality when writing.
2.3	Uses the basic conventions of writing (e.g., prints upper and lowercase letters with proper directionality, spacing, punctuation, and capitalization).

Standard 1

Demonstrates competence in the general skills and strategies of the reading process.

Benchmark 1.1

1.1 Understands the basic concepts of written language.

Developmental Continuum	Example Behaviors
Level 1. Understands that alphabetic symbols differ from other systems.	<ul style="list-style-type: none">• Incorporates letters and numbers into work samples• Distinguishes between letter symbols and number symbols• Recognizes that only letters have both a name and a matching sound
Level 2. Understands that written language consists of discrete words.	<ul style="list-style-type: none">• Points to letters in words in print• Identifies letters and their sounds in a variety of contexts• Identifies the meaning of specific words
Level 3. Understands the concept of a sentence.	<ul style="list-style-type: none">• Questions or comments are made at the end of a sentence, rather than in the middle of a sentence• Distinguishes between a short pause (at a comma) and a long pause or change of intonation indicating the end of a sentence

Standard 1

Demonstrates competence in the general skills and strategies of the reading process.

Benchmark 1.2

1.2 Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures).

Developmental Continuum	Example Behaviors
Level 1. Knows how to handle printed materials.	<ul style="list-style-type: none">• Holds a book correctly and can identify the front and back of a book• Turns pages in a book or magazine• Points to the beginning of the story regardless of how the page looks
Level 2. Knows the purpose of books and other printed materials.	<ul style="list-style-type: none">• Answers “wh” questions about pictures and read aloud stories demonstrating an understanding that print and pictures carry messages
Level 3. Knows the functions of the basic elements of printed material.	<ul style="list-style-type: none">• Identifies that two pictures can describe the same object, even if they look different. (e.g., a house with or without a chimney is still a house)• Points to the words following left-to-right directionality, regardless of the length of the words or the line• Points to the lines of print following top-to-bottom directionality, regardless of the number of lines on a page or the page layout• Identifies different printed characters (letters, numbers, and commonly used symbols) in any font and can explain the difference among fonts by referring to attributes of letters and aspects of design

Standard 1

Demonstrates competence in the general skills and strategies of the reading process.

Benchmark 1.3

1.3 Knows the names and letters of the alphabet and can identify them in any context.

Developmental Continuum	Example Behaviors
Level 1. Recognizes a few (5-10) letters, most of them uppercase.	<ul style="list-style-type: none">• Identifies letters of his or her own name (first and then last)• Identifies letters in a specific context (mostly in environmental print) but may not recognize them when the context changes
Level 2. Recognizes the majority of the most frequently occurring uppercase and some the most frequently occurring lowercase letters.	<ul style="list-style-type: none">• Identifies letters across different contexts as long as they are written in a similar font• Discriminates between letters with distinct visual features, although is likely to confuse the following pairs of letters: MN, MW, IT, db, qg, and pq.• Identifies letters both in a familiar context (own name, environmental print) and in isolation
Level 3. Recognizes all of the most frequently occurring upper and lowercase letters, but not all of the letters.	<ul style="list-style-type: none">• Recognizes letters in a variety of contexts – familiar and unfamiliar – as well as in isolation. Identifies that one or more letters have changed even if the other visual features of a familiar word (e.g., color, logo) have not changed.• Recites the ABC sequence and can use an alphabet chart independently to correctly match the letter symbol with the letter name• Discriminates between letters that differ in their visual features, as well as between letters that have similar visual features, but may still confuse letters in the following pairs: “d” and “b”, “q” and “g,” and “p” and “q”
Level 4. Recognizes all upper and lowercase letters.	<ul style="list-style-type: none">• Identifies letters in any context and in isolation• Identifies letters when they are presented in an unfamiliar sequence, for example not in alphabetic order• Identifies letters in any common font or handwriting as long as they are printed and not cursive• Produces the letter name or letter sound for all letters

Standard 1

Demonstrates competence in the general skills and strategies of the reading process.

Benchmark 1.4

1.4 Matches speech sounds with the letters or letter combinations that represent these sounds.

Developmental Continuum	Example Behaviors
Level 1. Recognizes a few speech sounds represented by single letter symbols.	<ul style="list-style-type: none">• Matches some single letter symbols with the consonant sounds they represent. Is more likely to match those that are at the beginning of the letter name (e.g., is more likely to correctly match “b” with /b/ than “w” with /w/)• Matches some single letter symbols with the vowel sounds they represent. Is more likely to match those that represent letter names or those they encounter frequently (e.g., matches “u” with long /u/ as in “unicorn” and matches “a” with short /a/ sound as in “Ann”)
Level 2. Recognizes most speech sounds represented by single letter symbols.	<ul style="list-style-type: none">• Matches most single letter symbols with the consonant sounds they represent. Is more likely to match those that match one to one (e.g., /b/ is made only by “b,” and “b” only makes the /b/ sound)• Matches most single letter symbols with the vowel sounds they represent. Is more likely to correctly choose the letter symbol when it represents a letter name (e.g., the long /a/ sound in “ace” is the same as the name of the letter “a”). Can correctly choose the letter symbol that represents both a long and a short vowel sound when these sounds do not differ significantly (e.g., the long /o/ sound as in “open” does not differ much from the short /o/ sound as in “onion”)
Level 3. Recognizes all speech sounds represented by single letter symbols.	<ul style="list-style-type: none">• Matches all single letter symbols with the consonant sounds they represent including letter symbols that represent more than one consonant sound (e.g., can correctly match such letters as “c” and “g” with both of the sounds that each of these letters commonly represents, as in “car” and “city,” and “goose” and “giraffe”)• Matches all single letter symbols with the vowel sounds they represent. At this stage, it is common for the child to choose the letter symbol that is most commonly used to represent a certain vowel sound (e.g., short /u/ sound is more commonly represented by the letter “u” like in “up” than by the letter “o” like in “son”)
Level 4. Recognizes single sounds represented by more than one letter.	<ul style="list-style-type: none">• Identifies consonant sounds that have two letter symbols (digraphs), such as “th,” “ch,” and “sh” as in “that,” “thumb,” “chair,” and “ship.”• Recognizes vowel sounds that have two letter symbols, such as “oo,” “ee,” and “oy” as in “book,” “boot,” “beet,” and “boy”

Standard 2

Demonstrates competence in the general skills and strategies of the writing process.

Benchmarks
2.1 Knows that the purpose of writing is to communicate with oneself and others.
2.2 Applies the alphabetic principle with increasing complexity and conventionality when writing.
2.3 Uses the basic conventions of writing (e.g., prints upper and lowercase letters with proper directionality, spacing, punctuation, and capitalization).

Standard 2

Demonstrates competence in the general skills and strategies of the writing process.

Benchmark 2.1

2.1 Knows that the purpose of writing is to communicate with oneself and others.

Developmental Continuum	Example Behaviors
Level 1. Understands that symbols carry meaning by identifying the meaning of common symbols (e.g., recipe charts, icons on computers).	<ul style="list-style-type: none">• Identifies the meaning of environmental symbols (classroom signs, circle symbols, etc.)
Level 2. Assumes that making any marks is writing.	<ul style="list-style-type: none">• Draws, scribbles, or makes any marks and calls this process “writing.”• Pretends to read his/her own message
Level 3. Understands that an oral message can be represented with written language.	<ul style="list-style-type: none">• Formulates what the message will be before writing (e.g., “I will write a story about my teddy bear”)• “Re-reads” own message using words that may differ from the intended message• “Re-reads” own message based on memory of the writing event rather than interpretation of specific written marks

Standard 2

Demonstrates competence in the general skills and strategies of the writing process.

Benchmark 2.2

2.2 Applies the alphabetic principle with increasing complexity and conventionality when writing.

Developmental Continuum	Example Behaviors
Level 1. Knows that different sounds in a word are represented by different symbols. Knows that more sounds in a word require more written symbols.	<ul style="list-style-type: none">• Writes words represented by a letter string that consists of different letters and letter-like symbols• Writes longer words or messages represented by longer letter string
Level 2. Identifies the most salient sound in a spoken word and attempts to represent it in writing.	<ul style="list-style-type: none">• Writes the beginning sound of a word• Writes isolated vowels (e.g., “I” or “a”)• Writes representing sound(s)’s correct orthographical equivalent (e.g., uses “c” to represent “see,” “u” to represent “you,” “r” to represent “are”)• Represents a sound as he or she says the sound regardless of how accurate that articulation is (e.g., represents /dr/ as in “drum” by the letter “g” and not by the blend “dr”)• Represents each word by one to three letters, mostly in the correct order in relation to the sounds they represent
Level 3. Identifies two or three sounds in a spoken word (usually beginning and ending) and attempts to represent them in writing in the corresponding order.	<ul style="list-style-type: none">• Represents most of the single consonant sounds and some vowel sounds. Vowel sounds are more likely to be represented when in medial position (e.g., as in “cat,” “sun”) or at the beginning of the word (e.g., as in “is,” “it”)• Represents the first and last sounds by letter in the proper order.• Represents some blends• Represents some more complex sound combinations. (e.g., “ing”)

Standard 2

Demonstrates competence in the general skills and strategies of the writing process.

Benchmark 2.3

2.3 Uses the basic conventions of writing (e.g., prints upper and lowercase letters with proper directionality, spacing, punctuation, and capitalization).

Developmental Continuum	Example Behaviors
Level 1. Attempts to act out the process of writing.	<ul style="list-style-type: none">• Draws using random lines• Draws using continuous lines (e.g., spirals and circles)
Level 2. Attempts to represent oral language in writing.	<ul style="list-style-type: none">• Produces drawings that represent a spoken message• Produces letter-like forms mixed with drawings to represent spoken language
Level 3. Uses proper letter formation in writing.	<ul style="list-style-type: none">• Produces letters that are generally consistent in shape with some variations and some incorrect elements (e.g., “n” for “h” or “C” for “G”)• Produces letters that are inconsistent in orientation (e.g., “M” for “W” or “b” for “d”).• Consistently produces correctly formed letters• Writes in upper case letters, but occasionally uses lower case letters.• Writes using left to right directionality

The Barclay Early Childhood Center
Social/Emotional Development
Preschool Standards and Benchmarks

Social/emotional growth and learning develops through interactions with others and is interconnected to physical and cognitive domains. Social relationships between adults and other children exert a powerful positive influence on children's development. Young children enrolled in preschool programs require a well-trained and permanent teaching staff that is warm and responsive and works in partnership with families. The preschool environment should be safe, secure, accessible, organized, comfortable, predictable and consistent. Children need a program that provides emotional security and is respectful and accepting of individual differences. In this environment, children will be able to develop confidence and competence as they participate in learning experiences through play, while establishing positive relationships with their and peers. Based on careful observation of children at play and other activities, teachers systematically assist children in developing social cognition and competence. They help children develop self-confidence by describing their actions and accomplishments.

Summary of Standards and Benchmarks

Standard 3

The student will demonstrate a positive self-concept and develop age appropriate social skills.

Benchmarks	
3.1	The child will demonstrate self-awareness.
3.2	The child will engage in reciprocal interactions with familiar adults and children.
3.3	The child will exhibit pro-social behaviors.
3.4	The child will exhibit attending and focusing skills.
3.5	The child will demonstrate self-help skills.
3.6	The child will express feelings and show awareness of the feelings of others.

Standard 3

The student will demonstrate a positive self-concept and develop age appropriate social skills.

Benchmark 3.1

The child will demonstrate self-awareness.

Developmental Continuum	Example Behaviors
Level 1. Separates easily from a parent	<ul style="list-style-type: none">• Waves/Says goodbye• Enters classroom willingly
Level 2. Makes independent choices	<ul style="list-style-type: none">• Chooses from varied materials to reflect their interest• Recalls personal information i.e. name, age, gender• Shows or expresses pride in accomplishments
Level 3. Demonstrates self-confidence	<ul style="list-style-type: none">• Participates in discussions during theme related or circle time activities• Expresses ideas and participates in classroom activities• Initiates discussions

Standard 3

The student will demonstrate a positive self-concept and develop age appropriate social skills.

Benchmark 3.2

The child will engage in reciprocal interactions with familiar adults and children.

Developmental Continuum	Example Behaviors
Level 1. Participate in appropriate classroom activities.	<ul style="list-style-type: none">• Sits in circle and attends during lesson• Shares toys in play
Level 2. Demonstrates appropriate manners.	<ul style="list-style-type: none">• Says “thank you” and “excuse me”• Demonstrates turn taking behaviors• Respects rights of others
Level 3. Solves problems using conflict resolution skills.	<ul style="list-style-type: none">• Uses language to express and discuss a problem and negotiate a solution• Expresses needs verbally to teacher or friends without being aggressive

Standard 3

The student will demonstrate a positive self-concept and develop age appropriate social

skills.

Benchmark 3.3
The child will exhibit pro-social behaviors.

Developmental Continuum	Example Behaviors
Level 1. Plays independently	<ul style="list-style-type: none">• Plays appropriately with toys and play activities• Demonstrates parallel play
Level 2. Plays in pairs	<ul style="list-style-type: none">• Demonstrates cooperatively play• Demonstrates turn taking and sharing
Level 3. Plays in groups	<ul style="list-style-type: none">• Enters into play when a group of children are already playing together

Standard 3
The student will demonstrate a positive self-concept and develop age appropriate social

skills.

Benchmark 3.4
The child will exhibit attending and focusing skills.

Developmental Continuum	Example Behaviors
Level 1. Attend to a task an average of 10-15 minutes	<ul style="list-style-type: none">• Focuses on materials or person• Maintains eye contact when appropriate
Level 2. Actively engages in learning within a small group	<ul style="list-style-type: none">• Interacts with materials or person (i.e. language, raising hand, finger-play, singing)
Level 3. Attends and participates in large group activities	<ul style="list-style-type: none">• Interactive involvement with materials or person in larger group• Follows rules of the class• When prompted, can wait for a turn to talk
Level 4. Transitions from one activity to another	<ul style="list-style-type: none">• Moves from one activity to another without exhibiting stress (i.e. Crying, tantrums, etc.)• Cleans up when directed• Follows directions

Standard 3

The student will demonstrate a positive self-concept and develop age appropriate social skills.

Benchmark 3.5

The child will demonstrate self-help skills.

Developmental Continuum	Example Behaviors
Level 1. Toilets and washes hands appropriately.	<ul style="list-style-type: none">• Expresses need to use the bathroom• Wipes self after toileting• Washes and dries hands• Pulls pants up and down for toileting
Level 2. Moves through classroom routines and activities with minimal teacher direction	<ul style="list-style-type: none">• Hangs up coat and school bag with little assistance• Explores and experiments with a wide variety of materials and activities
Level 3. Demonstrates an ability to complete common tasks independently	<ul style="list-style-type: none">• Completes the following types of tasks: zipping, buttoning, putting on shoes, washing hands, eating with spoon and fork• Participates in classroom activities such as setting table for snack, passing out materials, etc.

Standard 3

The student will demonstrate a positive self-concept and develop age appropriate social skills.

Benchmark 3.6

The child will express feelings and show awareness of the feelings of others.

Developmental Continuum	Example Behaviors
Level 1. Label and verbally describe their feelings.	<ul style="list-style-type: none">• Identifies emotions of self (“I’m not feeling well”)
Level 2. Controls anger and impulse through specific techniques.	<ul style="list-style-type: none">• Rips paper• Squeezes Kooshball• Manipulates clay
Level 3. Shows awareness for the feelings of self and others.	<ul style="list-style-type: none">• Comforts friend when sad (i.e. gets a tissue for a friend that is sad, notifies the teacher, etc.)• Identifies feelings of classmates (“Chris is happy because it is his birthday”)• Expresses the difference between a good and bad touch

Preschool Standards and Benchmarks

Young children experience mathematics naturally and spontaneously as they explore, interact, and try to make sense of their world. Young children in a high-quality preschool classroom are introduced to and actively engage in essential mathematical concepts, language and processes. Teachers observe each child as they make choices and play in a supportive learning environment. They note interests and strengths and assess each child's prior experience and informal knowledge. They use their knowledge of child development and remember not to underestimate what children can accomplish. They provide support and use appropriate teaching strategies.

Teachers integrate math into all aspects of the daily routines through individual and small-group choices and transitions, and allot time for in-depth planned small-group experiences that include interaction, problem solving and reflection. Teachers recognize the strong connection between math and literacy and the other content areas. Whenever possible, the teacher includes and shares his/her findings with each child's family. Over time, teachers and parents will grow and support each other as models for the children. The children's early interest and the adults' commitment will provide a strong foundation and the confidence necessary for mathematics enjoyment and proficiency in school and life.

Summary of Standards and Benchmarks

Standard 4

The student demonstrates an understanding of mathematics and applies basic number concepts.

Benchmarks	
4.1	Demonstrates an understanding of number concepts and numerical operations
4.2	Develops knowledge of spatial concepts and time
4.3	Understands patterns, relationships and time classifications
4.4	Develops knowledge of sequence and temporal awareness
4.5	Uses mathematical knowledge to represent, communicate, and solve problems in their environment

The Barclay Early Childhood Center
Health, Safety, and Physical Education

Preschool Standards and Benchmarks

Health, safety and physical education in the preschool classroom encourage children to think, experience, explore and make connections to enhance each child's sense of control and competence as a learner at the child's developmental level. The development of health, safety and physical skills extends the children's knowledge of themselves, those around them and their world or culture. This area should be integrated into each of the other content areas.

The preschool environment should be organized to include both indoor and outdoor space to maximize each child's opportunities to develop health awareness, as well as gross and fine motor skills. Through daily indoor and outdoor activities, play, and planned and spontaneous interactions, the teacher will provide a wide range of concrete, first hand experiences that assist in the healthy development of each child.

Summary of Standards and Benchmarks

Standard 5

The student demonstrates an understanding of the nature of health and motor development.

Benchmarks	
5.1	Develops the knowledge and skills necessary to make nutritious food choices
5.2	Develops self-help and personal hygiene skills
5.3	Develops an awareness of potential hazards to their health
5.4	Develops confidence and competence in activities that require fine motor skills
5.5	Develops confidence and competence in activities that require gross motor skills

The Barclay Early Childhood Center

Social Studies

Preschool Standards and Benchmarks

Social Studies in the preschool classroom begins with cultivating children’s understanding of themselves and their place in the family and moves to an understanding of social systems in ever-widening circles: family, classroom community, neighborhood, and the world. Through learning experiences and play, teachers provide a wide range of concrete activities and field trips that provide opportunities to explore and celebrate similarities and differences among children, lifestyles, and cultures. However, teachers understand that young children classify and make concrete connections that sometimes lead to statements that may sound biased. At these times, teachers take the opportunity to discuss with children racial, culture and gender biases. These discussions build a foundation for understanding and appreciating diversity.

Social studies is integrated throughout all aspects of the classroom day. The teachers endeavor to establish a caring community life with respect for individual differences. The classroom environment is organized to provide opportunities for children to develop independent behaviors and to act out real-life situations. The environment reinforces those skills and concepts that encourage good citizenship and develop the child's capacity to participate in a culturally diverse, democratic society in an increasingly interdependent world.

Summary of Standards and Benchmarks

Standard 6

The student demonstrates an understanding of social studies.

Benchmarks	
6.1	Identifies unique characteristics of themselves and others
6.2	Communicates about their family, family roles, and family traditions
6.3	Contributes to the classroom community
6.4	Demonstrates knowledge of neighborhood and community
6.5	Participates in activities that reflect the cultures within their classroom and community

The Barclay Early Childhood Center
Science
Preschool Standards and Benchmarks

Young children have informal experience with science before they enter preschool. They have been using their senses to explore the environment and make sense of their world. They have been constructing knowledge by interacting with objects and people. Young children in a high-quality preschool classroom continue to construct knowledge while exploring their interesting indoor and outdoor learning environments. They will be developing concepts and acquiring processes during their play, as they observe, manipulate, discover and solve problems.

Teachers in a high-quality classroom use their knowledge of child development and experience to interact, encourage, use scientific language, extend and reinforce concepts as these experiences occur. Teachers know that learning science through inquiry requires both child curiosity and adult guidance. Teachers acknowledge and value the child's natural curiosity. Teachers know that some mathematical concepts are essential to solving some science problems and other science process skills are essential for both. They know that math and science are best learned when integrated within real life experiences and into the daily routine during individual and small-group times. Science in preschool will be integrated with other content areas into the day. Teachers plan to introduce materials, techniques and technology that allow for reflecting, making connections, recording, and representing. Observations and predictions are recorded through notes, drawings, graphs etc. Content, however, must be carefully considered in relation to the children's development and sensitive to their interests.

Teachers include parents and community members whenever possible in observation, participation, and sharing in classroom activities and events. Parents' knowledge, experience and efforts are an integral part in the effort to model a positive attitude toward science in school and at home. Thus an effective home-school-community partnership contributes to a strong, well-balanced program.

Summary of Standards and Benchmarks

Standard 7

The student demonstrates an understanding of science.

Benchmarks	
7.1	Develops inquiry skills, including problem-solving and decision-making
7.2	Observes and investigates the properties of matter, both living and non-living
7.3	Explores the concept of change in both living and non-living entities in the environment
7.4	Develops an awareness for the environment and human responsibility for its care