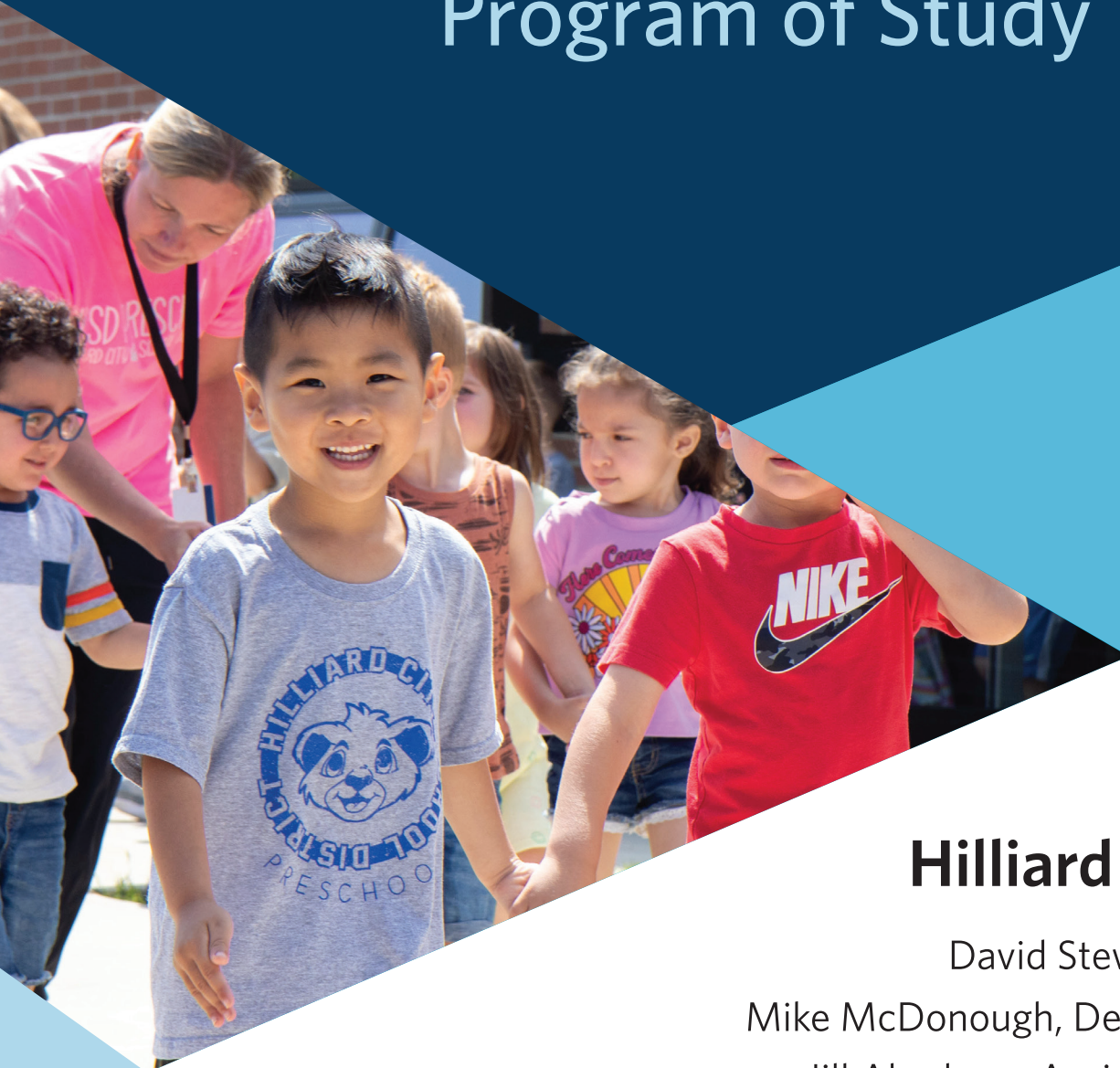


# Preschool

## Program of Study



## Hilliard City Schools

David Stewart, Superintendent

Mike McDonough, Deputy Superintendent

Jill Abraham, Assistant Superintendent

# Preschool Program of Study

## Table of Contents

Forward /Acknowledgment: Preschool Program Curriculum Revision Committee.....	3
Introduction.....	4
District Mission and Educational Philosophy.....	6
District Instructional Goals.....	7
Preschool Vision Statement and Instructional Commitments.....	8
Current Research and Pedagogy in Preschool Education.....	9
Balanced Assessment System.....	14
Preschool Standards Organization and Overview.....	16
Preschool Course of Study.....	24
Early Learning and Development Standards.....	25
Learning Progressions.....	25
References.....	35



## Forward and Acknowledgment

The Hilliard City School District would like to extend our appreciation to the dedicated members of the Preschool Program Revision Committee. This interdisciplinary group, composed of preschool and kindergarten teachers, elementary intervention specialists, related service staff, teacher leaders, and administrators, has worked collaboratively to enhance our Preschool Program. The committee's expertise, professional development, and deep understanding of our students have been instrumental in creating the Preschool Program of Study which thoughtfully incorporates the Ohio Early Learning and Development Standards, evidence-based research, and effective instructional strategies and assessment practices for our youngest learners. Thank you to each committee member for your time, effort, and commitment to designing a comprehensive Program of Study that will benefit both our teachers and students. Your contributions are truly valued.

Amanda Baird Burkhardt - Preschool Teacher	Preschool
Samantha Bortz - Preschool Teacher	Preschool
Mariyama Diallo - Preschool Teacher	Preschool
Kaitlin Farnsworth - Preschool Teacher	Preschool
Brianna Sherrer - Preschool Teacher	Preschool
Stephanie Janes - Preschool Teacher	Preschool
Rebecca McCarty - Preschool Teacher	Preschool
Bridget Place - Preschool Teacher	Preschool
Katie Geckeler - Kindergarten	JW Reason
Ashley Roberts - Kindergarten	Brown
Katie Sauer - Kindergarten	Horizon
Jennifer Ziegler - Kindergarten	Beacon
Katie Hudson - Intervention Specialist	Brown
Kelsy Kirby - Intervention Specialist	Ridgewood
Erin Citraro - School Psychologist	Preschool
Natalie Lee-Lewis - Speech Pathologist	Preschool
Angie Smith - Occupational Therapist	Preschool
Brianna Paige - Teacher Leader: Board Certified Behavior Analyst	Central Office
Betsy Long - Teacher Leader: Elementary Math	Central Office
Jackie Noland - Teacher Leader: Elementary Literacy	Central Office
Brian Hart - Principal	Preschool
Mindy Colburn - Special Education Coordinator	Central Office
Hilary Sloat - Director of Diversity, Equity and Inclusion	Central Office
Herb Higginbotham - Director of Elementary Education	Central Office
Jamie Lennox - Director of Special Education	Central Office
Cori Kindl - Executive Director of Curriculum and Instruction	Central Office

## Introduction

As the world evolves, so too must teaching and learning. Today's student, at a glance, looks similar to the students of yesterday; however, on the inside, this student is really quite different. In general, 21st century students are walking into our classrooms with access to knowledge and content at their fingertips. They are more experienced and ready to engage in complex learning and real-world problem-solving. Additionally, today's global society, sparked by rapid technological advances and innovation is putting new demands on a global work-force. Students must possess a new set of skills and competencies to be successful in the future. As such, school districts must consistently and systematically review what is taught in school and how it is taught. The Hilliard City Schools Curriculum Department works alongside teachers, administrators, families, and the community to define and communicate what all students will know and be able to do at each grade level and within each course in order to be Ready for Tomorrow.

The Preschool Program of Study is the district's foundational document which outlines the Curriculum Program for our Preschool. The Program of Study is designed, developed, and revised periodically to ensure that the most recent Ohio Early Learning and Development Standards are taught with fidelity, incorporating current research within Early Childhood Learning and Development and using evidence-based instructional strategies and practices to maximize students' knowledge and skills. In addition, resources are evaluated for alignment and intentionality. The Program of Study consists of several key components, including a foreword, table of contents, introduction, the district's philosophy and vision statement, the district's educational goals, the Preschool's vision and instructional commitments, the Ohio Early Learning and Development Standards, a scope and sequence for standards, and assessment practices.

When creating this program of study, the following areas of early childhood education were at the forefront of professional development to guide the design of this document:

- Approaches to Learning
- Cognitive Development
- Creative Development
- Culturally Responsive Practices
- Language and Literacy
- Mathematics
- Physical Development and Wellness
- Science
- Social and Emotional Learning
- Social Studies

The resources and research listed below anchored the creation of the Preschool Program of Study and curriculum:

- Culturally Responsive Teaching and the Brain (Hammond, 2014)
- [Early Learning and Development Standards](#)
- [Early Learning and Development Standards Resources Guides](#) - The Standards Resource Guides provide information about developmentally appropriate teaching practices and highlight learning experiences that support children's development.

- [Implementing Ohio's Plan to Raise Literacy Achievement: A Guide to Early Care and Education Leaders](#) - The purpose of this guide is to support birth through kindergarten-entry early care and early childhood education leaders, programs and school-based teams in their collaborative efforts to analyze language and literacy processes and provide high-quality, evidence-based language and literacy practices. This guide serves as a companion to Ohio's Ready School Guide for Language and Literacy and supports implementation of Ohio's Plan to Raise Literacy Achievement.
- [Ohio's Dyslexia Guidebook](#) - This guiding document outlines best practices in literacy instruction as well as methods for universal screening, diagnostic assessments, and progress monitoring.
- [Ohio's Ready for School Guide For Language and Literacy](#) - The purpose of this guide is to support early care and education programs and kindergarten through 3rd-grade school-based teams in their collaborative efforts to provide high-quality evidence-based language and literacy practices for children entering kindergarten. This guide identifies six principles, seven key understandings and four non-negotiable categories of a Ready School that serve as guideposts for the full implementation of a Ready School.
- [Ohio's Plan to Raise Literacy Achievement](#) - Key research elements from this plan are critical components to the teaching and learning of English Language Arts..
- [Preparing Young Children for School](#) - (What Works Clearinghouse 2022) - This practice guide, developed in conjunction with an expert panel, distills contemporary early childhood and preschool education research into seven easily comprehensible and practical recommendations that will prepare young children to benefit from the learning opportunities they will encounter in school.
- Scarborough's Reading Rope (Scarborough, 2001) - This graphic represents the complexities and necessary components that result in the development of a skilled, fluent reader.
- [Step Up to Quality](#) - A quality rating and improvement system administered by the Ohio Department of Children and Youth. SUTQ recognizes and promotes learning and development programs that meet quality program standards that exceed preschool licensing and school age child care licensing health and safety regulations. Step Up To Quality program standards are based on national research identifying standards which lead to improved outcomes for children.
- [The Science of Early Childhood Development](#) - (InBrief 2007) This brief is part of a series that summarizes essential scientific findings on the Science of Early Childhood Development from Center publications.
- The Simple View of Reading (Gough & Tunmer, 1986) - This formula demonstrates reading comprehension to be the product of the ability to decode while also strategically applying language comprehension.

## **District Mission and Educational Philosophy**

**District Mission:** Hilliard City Schools will ensure that every student is Ready For Tomorrow.

### **Educational Philosophy, Purpose and Beliefs:**

The district mission will be accomplished by:

1. Academics – The foundational knowledge we require all our students to be skilled in. The traditional focus of schools and our elite teachers as they prepare our students.
2. Interests – Connecting learning to life. We align students' strengths to their path after high school. This is accomplished by providing opportunities for students to discover their own potential.
3. Mindset – Our passion for growth leads to an understanding that change and improvement are a part of life. We foster student self awareness to guide students to an understanding of their personal strengths and weaknesses.

The purpose of the Hilliard City School District is to enable students to become productive citizens in an ever-changing world. We believe it is the responsibility of the District to ensure that all students can learn and grow.

1. Students are the focus of all school activities.
2. To develop all students' potential, the Hilliard City School District will strive to provide a safe and caring environment.
3. The District will guide students in the pursuit of excellence in knowledge and skills and prepare them to become productive citizens in a democratic society.
4. The District will provide ongoing professional learning for all staff, ensuring adequate facilities, resources and instructional tools essential to continuous student improvement.
5. A student's value system begins with the family.
6. Partnerships between home, school and community are essential to student success.

All building and course of study philosophies reflect and extend the Board's philosophy.

**(Policy - AD, ADA)**

## District Instructional Goals

The educational goals for the District address the meaning of a quality education. Each learner who has the potential and inner strength should strive toward the ideal implicit in each goal.

The goals are intertwined: no one goal stands in isolation from the rest. They will help to define performance objectives for learners, identify tasks to be performed by teachers in giving substance to those objectives and help to determine means for evaluating learners' progress toward the goals.

1. **Physical and Emotional Well-Being** - Education should contribute to the learner's physical and emotional well-being, especially to a sense of self-worth and to a capacity for influencing one's own destiny through personal growth. Students will also learn to work effectively and to cooperate with others in order to form positive, healthy relationships.
2. **Communication Skills** - Education should develop in each learner the basic skills needed for communication, perception, evaluation, and conceptualization of ideas. Among the most important skills are reading, writing, speaking, listening, computational skills, visual literacy and technology literacy.
3. **Effective Use of Knowledge** - Education should provide each learner access to human cultural heritage. It should stimulate intellectual curiosity and promote intellectual development. Students should strive to produce high quality products based on knowledge work.
4. **Capacity and Desire for Lifelong Learning** - Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.
5. **Citizenship in a Democratic Society** - Education should provide each learner with an understanding of how our society functions in theory and in practice. Education must also foster individual commitment to exercise the rights and responsibilities of citizenship including participation in the democratic process and service to society.
6. **Respect for the Community of Man** - Education should provide each learner with the knowledge and experience which contribute to an understanding of human similarities and differences, thereby advancing mutual respect for humanity and for the dignity of the individual.
7. **Occupational Competence** - Education should provide the learner with the skills, experience, attitudes and understanding for future careers. It is also important for the learner to develop a capacity to adapt to change by solving problems and thinking creatively.
8. **Understanding of the Environment** - Education should provide each learner with knowledge and understanding of the social, physical, and biological worlds, and the balance between humans and their environment, and should develop attitudes and behavior leading to intelligent use of the environment. Students will learn to conserve the natural world in which they live.
9. **Creative Interests and Talents** - Education should provide each learner with varied opportunities to nurture interests, to discover and to develop natural talents and to express values and feelings through various media. Students should develop an appreciation of the arts, leisure and everyday life.
10. **Individual Values and Attitudes** - Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own moral and ethical values and attitudes.

(Policy - IA)

## The Preschool Vision Statement and Instructional Commitments

### Vision Statement:

Hilliard City Schools' Preschool vision is to provide a nurturing, inclusive environment where children learn through play, exploration, and social interactions. We focus on the whole child, supporting their growth in social-emotional skills, early literacy, math, and creativity. Through culturally responsive, play-based experiences, children build positive relationships, develop independence, and gain a strong sense of community. Every student, without exception, will be equipped with the foundational skills they need for school readiness, helping them become confident, empathetic, and creative learners prepared for success in kindergarten and beyond.

### Instructional Commitments:

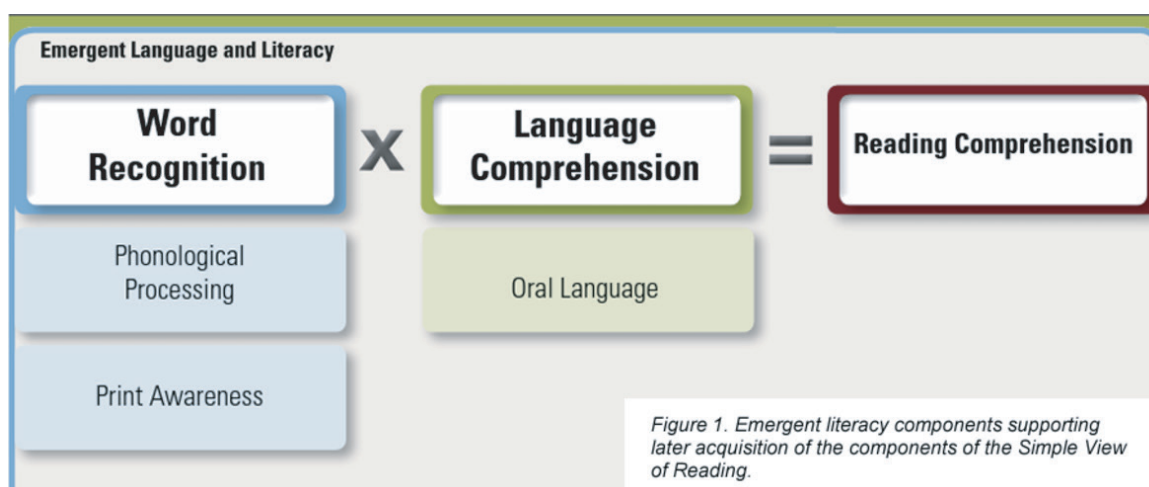
In order to achieve our vision, Hilliard City Schools' Preschool staff is committed to each of the following:

- 1. Partnerships with Students** - The Preschool staff will build strong, nurturing relationships with each child and foster a classroom community grounded in trust, kindness, empathy, and resiliency. Through play, and student voice and choice, staff will support the whole child and encourage individuality. The preschool staff will actively seek to understand and celebrate the experiences of both students and their families, incorporating these insights into our planning. Staff will work in partnership with families to ensure every child feels valued, heard, and supported. Family engagement is valued.
- 2. Culturally Responsive Practices** - The Preschool staff will recognize that each child brings unique experiences, cultures, language, and abilities to the classroom. Staff will use this understanding to inform their instructional practices, ensuring that every child's background is respected and celebrated. The Preschool staff will provide diverse books, toys, resources, and materials that allow students to see themselves and others in their learning. Staff will also validate all students' learning experiences and help them develop into kind and curious children who respect and appreciate the differences in others.
- 3. Developmentally Appropriate, Rigorous Instruction** - The Preschool staff will provide developmentally appropriate, rigorous instruction that meets each student where they are in their learning journey. Staff will create meaningful opportunities for students to acquire and practice foundational skills, ensuring that every child progresses through the Ohio Early Learning and Development Standards. The Preschool staff will meet the unique needs of all students, collaborate as a team, and provide the support and challenges necessary for every child to grow and thrive.
- 4. Evidence-Based Practices** - The Preschool staff will provide high-quality, evidence-based instruction that is tailored to meet the individual needs of each child. Staff will focus on developing social-emotional skills, executive functioning, and foundational academic knowledge through intentional, engaging activities. The Preschool staff will support children's understanding of mathematical concepts, engage students in conversations using mathematical language, and provide opportunities to develop language and literacy skills. Staff will utilize assessments and progress monitoring tools to design instruction and intervention around the Early Learning and Development Standards while promoting play-based, cooperative learning in a language-rich environment.
- 5. Social Emotional Learning** - The Preschool staff will create a positive, safe, and nurturing environment to teach emotional literacy, self-regulation, and how to recognize and express positive behaviors. Through explicit instruction and play-based activities, staff will help children practice essential social-emotional skills such as problem solving, coping skills, and empathy. The Preschool staff will integrate social-emotional learning into everyday activities, fostering a culture of respect, empathy, and emotional well-being.
- 6. Authenticity and Real-World Application** - The Preschool staff will connect learning to real-world experiences by providing children with opportunities to collaborate, explore their personal interests, and make connections to their own prior knowledge and experiences. The Preschool staff will offer hands-on experiences, dramatic play, and provide opportunities for family and community speakers to engage with the children. Staff will foster curiosity and creativity, building meaningful connections between children and the world around them, and integrate real-world scenarios into the learning.

## Current Research and Best Practices for Preschool Education

As referenced in the introduction, the Preschool Program of Study relies on current research and evidence-based practices that should be implemented in every classroom in order for all students to acquire the knowledge and skills to succeed in kindergarten and beyond. The following is a summation of several key pieces, including excerpts taken from Ohio's Plan to Raise Literacy Achievement (2020) and the Institute of Education Sciences' Preparing Young Children for School (2022).

Hilliard's Preschool Program of Study is grounded in several key pieces of research including the Science of Reading which is a culmination of cognitive science, brain research, psychology, communication science, linguistics and education. The Science of Reading describes how the brain learns to read, the skills that are essential for reading and research on how best to teach the essential skills. In 1986, Gough and Tunmer proposed a formula known as the Simple View of Reading. This theoretical framework represents the interaction of two broad skill areas that are required for reading comprehension: word recognition (the ability to transform print into spoken language) and language comprehension (the ability to understand spoken language).



In 2008, the National Early Literacy Panel (NELP) confirmed that three foundational areas strongly predict how children learn to read. These three foundational areas of emergent literacy skills are essential because they directly relate to later forms of conventional reading and writing.

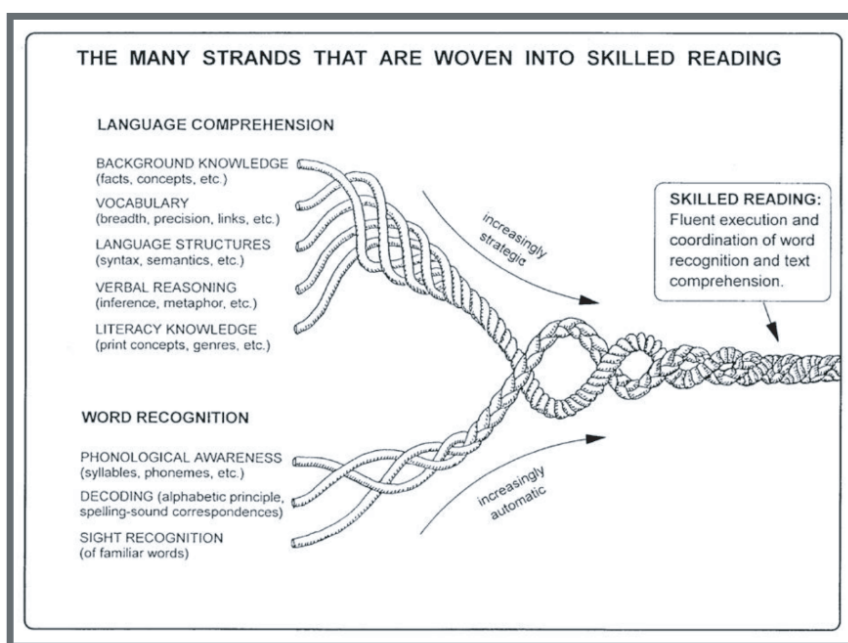
- Oral language assists in vocabulary and phonological sensitivity.
- Phonological processing builds phonological sensitivity, phonological naming and phonological memory.
- Print awareness, knowledge and referencing develop a child's ability to be able to distinguish letters, identify letter names and write using invented spelling.

Emergent literacy has an impact on conventional literacy, making it a crucial part of early childhood education. Recognizing the importance of emergent literacy provides a focus for and impetus behind the principles of a language and literacy-ready school. To increase children's emergent literacy skills at kindergarten entry, intentional instruction and responsive adult-child interaction in early learning programs can focus on the key skills that make students more likely to become readers in elementary school. These skills include vocabulary and oral language, phonological awareness, phonemic awareness and print knowledge. The following sections provide an overview of each essential emergent literacy skill.

**Table 1. Essential emergent literacy skills**

Emergent Literacy Skill	Definition
Vocabulary and Oral Language	The ability to use gestures, words and sentences to express wants, needs, thoughts, ideas and emotions. The ability to derive meaning from spoken, written and signed language. Understanding the meaning of the words we hear and being able to use words in oral language. Oral language includes a child's specific mode of communication that supports communicative intent such as sign language, gestures, tools or technology. Vocabulary and oral language are critical to reading success as children move to and through 3rd and 4th grade and beyond.
Phonological and Phonemic Awareness	The ability to recognize that sound has meaning by attending to and distinguishing environmental and speech sounds. Noticing, thinking about and working with the sound structure of spoken language, ultimately at the phoneme level.
Print Knowledge	<p>The ability to understand that pictures and written symbols (including alphabet letters) have meaning.</p> <p>Alphabet knowledge, the alphabet principle, understanding the conventions of print and understanding the function of print.</p> <p>The four domains of print knowledge include:</p> <ul style="list-style-type: none"><li>• Print organization;</li><li>• Words;</li><li>• Print meaning;</li><li>• Letters.</li></ul>

In order to decode a word and transform the print into spoken language, the reader must have phonological awareness, understanding of the alphabetic principle, and sight recognition of familiar words. These skills become increasingly automatic as the reader is provided opportunities to apply and practice them in isolation and, ultimately, in the reading of texts. A reader makes meaning out of the text by strategically applying their language comprehension. This includes the unique background knowledge they bring to the content, their individual vocabulary, an understanding of the language structures of English, verbal reasoning, and literacy knowledge. The graphic above, Scarborough's Reading Rope (2001), demonstrates how the reader must simultaneously use and apply their knowledge and skills to build fluency and strengthen reading comprehension.

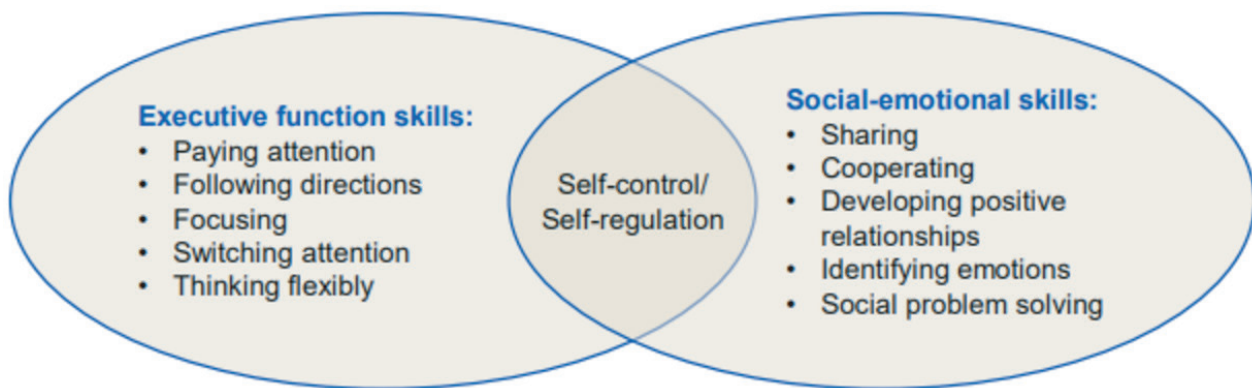


The image originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

According to the Institute of Education Sciences, what children learn in preschool helps set the stage for their future success in elementary school. When preschoolers build skills like managing their feelings, getting along with others, and following directions, they are better prepared to handle challenges in school and life. These skills, called social-emotional and executive function skills, help children learn to control their emotions, make good choices, and solve problems in positive ways. Preschool also gives children the chance to explore early math and literacy skills, like understanding numbers, letters, sounds, and how books work. This early learning builds a strong foundation that helps children develop a deeper understanding of these subjects as they grow. By focusing on both social-emotional skills and early academics, preschool helps children get ready for the more formal learning they will do in elementary school, making it easier for them to meet the higher expectations and learn new things with confidence.

The What Works Clearinghouse (WWC), along with a group of experts, looked at the latest research and created seven practical recommendations to help preschool teachers support children's learning and get them ready for school. These recommendations are based on what research shows works best for young children's growth and development.

- 1. Regularly provide intentional, engaging instruction and practice focused on social-emotional skills.** Learning how to manage emotions and get along with others is a key part of getting ready for school. When children start kindergarten, they will need to know how to ask for help, share, take turns, and work together in a kind and respectful way. Teaching these social-emotional skills in preschool helps children learn to cooperate with friends, understand and control their feelings, and handle tricky situations with others. By practicing these skills in preschool, children will feel more confident and ready for kindergarten, where they will face new challenges and a more structured learning environment.
- 2. Strengthen children's executive function skills using specific games and activities.** Executive function skills are important abilities that help children focus, follow directions, think in different ways, and control their impulses. These skills prepare children to solve problems, remember what they have been asked to do, and learn in school. They also help children manage their emotions and handle social situations. For example, when children can think flexibly and shift their focus to look at different parts of a problem, they are better able to find solutions. While executive function skills and social-emotional skills are closely related and often develop together, they are different. Executive function skills help children control their actions and thoughts, while social-emotional skills help them understand and manage their feelings. The figure shows how these skills overlap and work together to help children manage their feelings, thoughts, and behaviors.



- 3. Provide intentional instruction to build children's understanding of mathematical ideas and skills.** From a young age, children are naturally curious about numbers, shapes, and patterns, and they often start to develop some basic ideas about math on their own. However, children also learn a lot from activities and conversations that help them think more deeply about math. In preschool, children have the chance to explore math concepts like counting, recognizing shapes, and creating patterns, which helps them understand math in a fun and meaningful way. When teachers plan lessons that focus on math every day—like counting objects, naming shapes, and talking about patterns—children are better prepared for the more formal math learning they will do in kindergarten and beyond. By focusing on skills like recognizing the parts of shapes, understanding number relationships, and learning about measurements and patterns, children build a strong foundation for understanding math as they grow.

**4. Engage children in conversations about mathematical ideas and support them in using mathematical language.**

Throughout the day, children experience many moments that involve math—whether they are playing games, having snack time, or learning how to share. Teachers can help children notice and talk about the math all around them. For example, children can practice math ideas like adding and subtracting, describing shapes (such as how many sides or angles they have), or figuring out if there are enough granola bars for everyone at snack time. Using mathematical language—words like “more,” “less,” “shapes,” and “count”—is an important part of learning math. When children understand and use this language, they are better able to talk about math and get ready for more formal math lessons later on. To learn math, children need lots of chances to hear and use math words in everyday conversations. This recommendation includes explaining what math words mean, reading books with a focus on math, and encouraging children to talk about math in a fun and natural way.

**5. Intentionally plan activities to build children’s vocabulary and knowledge.**

As preschoolers grow, the words they learn between the ages of 3 and 5 are incredibly important for their future learning, including language skills and reading. The more words children learn and understand, the better they can make sense of new information, which helps them learn even more words. This means vocabulary development builds on itself, growing stronger over time. By the end of preschool, children should be learning new words, using adjectives to describe people, places, and things, and understanding how different words fit into categories, like food, animals, or clothes. Preschools support this growth by giving children many chances to hear and use new words in everyday activities. The key to building vocabulary in preschool is giving children plenty of opportunities to hear and use new words in different situations, especially during fun activities and conversations. This can happen through reading books together, playing games, and talking about things that interest them. The more children hear and use these words, the more they will understand and remember them. Teachers will also help children by introducing new words, encouraging them to use them in conversation, and revisiting those words throughout the day in different ways.

**6. Build children’s knowledge of letters and sounds.**

Understanding the sounds in words is a key part of learning to read and write. When children start to recognize the different sounds that make up words—like the /b/ sound in “bat” or the /s/ sound in “sun”—they begin to understand how letters and sounds work together. Phonological awareness helps children learn that words are made up of individual sounds that can be blended together to form words. As children get ready for kindergarten, they should start to know the names and sounds of some letters, recognize the sounds at the beginning and end of words, and even notice words that rhyme. These early skills lay the foundation for learning to read and write more easily. Preschool teachers support this learning by helping children listen closely for sounds and connect them to the letters they see. With practice, children will begin to recognize many letters and learn what sounds those letters make. This approach includes four important steps to help children build their understanding of letters and sounds: (1) Understanding Sounds: Children first learn that words are made up of different sounds, (2) Learning Letter Sounds: Teachers introduce letters and their sounds, helping children make connections between the two, (3) Practice and Repetition: Regular practice with letters and sounds helps children strengthen their skills, and (4) Everyday Conversations: Throughout the day, teachers and children talk about letters and sounds in the words they encounter, making learning feel natural and fun. By giving children lots of chances to hear, say, and practice sounds, teachers help them get ready for reading and writing in a way that feels engaging and enjoyable.

**7. Use shared book reading to develop children’s language, knowledge of print features, and knowledge of the world.** Shared book reading is when a teacher reads a book aloud to children and encourages them to actively participate in the story. This might include asking questions, making predictions, or talking about the pictures. These interactions help children learn about the world around them—whether it is nature, people, or different places—and they also teach important literacy skills like new vocabulary, how print works, and understanding letter sounds. The recommendation is to read books to children several times a day, either using the same book or choosing different ones, with at least one shared book reading session every day. This time spent reading together is a great opportunity to teach important reading and language skills. Teachers get ready for reading by selecting a variety of age-appropriate informational and narrative books and planning a different focus for each time a book is read.

Finally, the Ohio Department of Education and Workforce recognizes the importance of culturally responsive practice and has embedded the tenets of this best practice into the Early Learning and Development Standards and Ohio’s Plan to Raise Literacy Achievement (2020). Culturally Responsive Practice is a systematic approach to teaching that recognizes a student’s unique culture can strengthen a connectedness to school and enhance learning. In a culturally responsive classroom, student’s lived experiences, cultures, and linguistic capital are recognized and valued, high expectations for learning are supported, high-quality, rigorous instruction is provided, and students are stretched cognitively to grow as independent learners (Hammond, 2014).

Within the Preschool, learners are encouraged to connect with content in meaningful, and engaging ways. Rudine Sims Bishop, Professor Emeritus of the Ohio State University, coined the term “Mirrors, Windows and Sliding Glass Doors” in 1990. Literature is a vehicle for students to see themselves and learn about others. Classroom learning resources are windows, offering views of worlds to everyone around them. Windows can also become sliding glass doors that allow readers to walk through, in imagination, to become part of whatever world has been created by the author. Additionally, literature is a mirror of human experiences and reflects those experiences back to the reader. In that reflection, students can see their own lives and experiences as part of the human experience. Reading is a means of self-affirmation and readers often seek their mirrors in books (Sims Bishop, 1990). Hilliard City School District is committed to high-quality instruction and ensuring that each student is ready for rigor and independent learning in every classroom, every day.

## A Balanced Assessment System

A balanced assessment framework allows all learners to demonstrate their understanding, all teachers to use results as a means of providing responsive instruction and intervention, and all stakeholders to recognize areas of strength and need in support of every student, without exception. Battelle for Kids, as part of their Assessment21 professional learning series, identified four big ideas regarding assessments and how they can be leveraged to drive deeper learning.

- Testing is an event. Assessment is a process.
- Assessing deeper learning cannot be done in a vacuum.
- Assessment for deeper learning promotes transfer.
- Students are important stakeholders in the assessment process - now more than ever.

A combination of diagnostic, formative, and summative assessments provide learners and educators with valuable information to ensure that the learning environment is responsive to the diverse needs of all students and provides equitable opportunities to engage with academics, interests, and mindsets in a culturally relevant way. Assessments **for**, **as**, and **of** learning allow teachers and students to gather, examine, and use data in support of deep learning and thinking.

Assessments for learning are intended to occur during the learning process to gather specific information about each student's learning path based on what they know and can do. These opportunities work to unlock prior knowledge, identify misconceptions and errors in thinking, and demonstrate understanding and progress toward mastery of a particular standard or outcome. These assessments should be designed such that teachers can easily unpack and use the information to differentiate instruction, provide targeted and responsive interventions, and create conditions so that they, in partnership with students, can identify successful next steps in the learning process.

Assessments for learning also provide each student with accurate and descriptive feedback and help all stakeholders gain an understanding of achievement, progress, and any necessary support.

Assessments as learning serve as opportunities to promote self-assessment and self-monitoring. In order for students to adequately plan for learning, connect new ideas to existing understandings, monitor progress, identify misconceptions, make sense of new concepts, and reflect on learning, teachers must both support the ambiguity and uncertainty that is inevitable with new learning as well as model and guide mechanisms of questioning one's own thinking.

Assessments of learning serve as a summary of student achievement and often represent summative demonstrations of mastery. These assessments are meant to be fair and accurate sources of information regarding student progress toward identified outcomes and can be used, when appropriate, to make educational decisions about and for students. To ensure these assessments are reliable, valid, and accurate representations of student learning, they should be transparent, aligned to curricular goals and outcomes, and accurately reflect the rigor of the course and intended learning.

The Hilliard City School District strives to accurately measure student achievement using a balanced assessment system. A single data point has limitations and tells only a part of the full picture of the district and a student's academic performance. By utilizing multiple data points, we can create a robust picture of student achievement that allows us to truly prepare students to be Ready for Tomorrow. In creating that balanced assessment system, each assessment type has unique benefits. Listed below are some of the roles of the major assessments in our system.

### **1. Purpose of Classroom Teacher Assessments:**

- Monitor student progression on mastery of state standards
- Identify common student misconceptions
- Identify where to adjust instruction
- Identify student strengths and weaknesses
- Help inform student grades
- Communication tool for students to benchmark their learning

### **2. Purpose of Common District Assessments (in Performance Matters):**

*For Teachers:*

- Monitor student progression on mastery of state standards
- Identify common student misconceptions
- Identify where to adjust instruction
- Identify student strengths and weaknesses
- Compare student progress to other students in the building and district
- Encourage collaboration in data analysis and instructional planning

*For Building Leaders:*

- Monitor student progression on mastery of state standards
- Compare student progress to other students in the district
- Identify where teachers need Professional Development (PD) and/or support
- Identify areas for celebration and improvement
- Lead data team discussions and encourage collaboration
- Monitor building progress toward state assessment goals
- Identify trends among student groups

*For District Leaders:*

- Identify where buildings/teachers need support/PD
- Identify district learning gaps
- Inform district improvement planning
- Monitor student progression toward master of state standards
- Identify resources needed for support and justify the investment in those resources
- Identify trends with subgroups or other identified populations
- Monitor consistency in student achievement district wide

### **3. Purpose for Ohio State Assessments:**

- Impartial, third party, look at student achievement
- Identify district curriculum gaps
- Identify where buildings/teachers need support/PD
- Identify student achievement and mastery of state standards district wide
- Creates comparative growth data
- Inform district improvement planning
- Identify trends with subgroups or other identified populations
- Allows students to demonstrate competency toward graduation pathways
- Are the basis for the state's school evaluation system (District Report Card)
- Evaluation of our district progress in comparison to other district in the state
- Evaluate student skills in preparation for post secondary options

## Ohio Early Learning and Development Standards Organization and Overview

The Preschool Program of Study identifies the Early Learning and Development Standards and establishes a foundation for the planning and development of lessons, resource selection and instruction. Ohio's Early Learning and Development Standards provide a clear and comprehensive framework to support the growth and learning of young children from birth through kindergarten entry. Developed through a collaboration between the Ohio Department of Education and Workforce and the Ohio Department of Job and Family Services, these standards describe the concepts, skills, and behaviors that children typically develop as they move along the developmental continuum, starting with infancy and progressing through the end of preschool. By focusing on key areas of learning and development, the standards help educators create meaningful, age-appropriate opportunities for each child to learn and grow.

The standards are organized into nine domains: Approaches to Learning, Cognitive Development, Creative Development, Language and Literacy, Mathematics, Physical Development and Wellness, Science, Social and Emotional Development, and Social Studies. Each domain focuses on essential skills that children build over time, with specific developmental continua that show how skills progress, from the earliest stages to the end of preschool. This continuum allows educators to understand where each child is in their development and to tailor their instruction to meet the child's individual needs. The following essential questions guide the development of the learning domains:

- How do preschoolers approach activities, challenges, and learning opportunities?
- How do preschoolers develop strategies for complex thinking and problem solving?
- How do preschoolers express themselves creatively through play?
- How do preschoolers use language, strengthen communication skills, and build literacy knowledge?
- How do preschoolers develop mathematical thinking?
- How do preschoolers develop healthy habits and use their bodies to explore and experience the world?
- How do preschoolers experience and understand the physical world?
- How do preschoolers learn about themselves and each other?
- How do preschoolers learn about their social world?

The Early Learning and Development Standards emphasize the importance of relationships, play, and the integration of learning across different areas. These are based on the understanding that each child is unique and learns in their own way, and that early learning should be rooted in family, community, and a child's cultural background. By creating a supportive, inclusive environment, early childhood educators can help children develop essential social, emotional, cognitive, and physical skills that will serve as the foundation for their future success in school and life.

These standards are designed to guide early childhood programs, curricula, and assessments to ensure that children have access to high-quality, developmentally appropriate learning experiences. They are aligned with Ohio's K-12 Learning Standards, providing a seamless transition from preschool to kindergarten. By following these standards, educators can empower young children to discover, create, and solve problems through play, while fostering the skills they need to become confident, resilient, and compassionate individuals.

**Approaches to Learning** - In preschool, the Approaches to Learning domain focuses on the behaviors and attitudes that shape how children engage with the world around them. This domain includes two key areas: Engagement and Persistence and Mindset. A growth mindset-believing that abilities can improve with effort and practice-plays an important role in how children approach new experiences and challenges. The way children engage in learning impacts their development in all areas, as their attitudes toward learning influence their curiosity, problem solving, and willingness to try new things. Preschool children learn in a variety of creative ways, and their earliest relationships and experiences help shape their feelings about learning. Positive, nurturing environments and supportive relationships are essential in fostering a love of learning. When children are given opportunities to explore, make choices, and solve problems through playful inquiry, they build confidence, resilience, and a positive attitude toward challenges. By providing developmentally appropriate activities that encourage growth and curiosity, early educators can help children develop a growth mindset that supports their long-term success in school and beyond.

Key skill development in the Approaches to Learning domain include:

**Engagement**

- Engage in new and familiar experiences
- Take risks
- Exhibit imagination and curiosity
- Complete complex tasks
- Play and work with others

**Persistence**

- Attentiveness
- Attention to detail
- Concentration
- Critical thinking
- Perseverance

**Mindset**

- Positive thinking
- Growth mindset
- Trial and error
- Flexible and adaptive thinking

**Cognitive Development** - The Cognitive Development domain focuses on helping preschoolers develop the skills they need to think, problem solve, and learn in more complex ways. Through play, children begin to understand how the world works, use their imaginations to explore new ideas, and learn to cooperate, negotiate, and resolve conflicts. Play also encourages flexibility in thinking and behavior, as children begin to see things from different perspectives, whether their own or that of others. Essential skills in this domain include memory, symbolic thought, problem solving, reasoning, and cognitive flexibility-abilities that help children organize, remember, and apply information in different situations. Early educators can support cognitive development by offering opportunities for open-ended exploration, collaboration, and experimentation, where children are encouraged to try new things, solve problems, and learn from their mistakes. These experiences build the foundation for more advanced thinking skills like reasoning and mental flexibility, which will support children's learning throughout their lives.

Key skill development in the Cognitive Development domain include:

**Memory**

- Recall information about objects
- Remember people
- Connect with past experiences
- Working memory

**Symbolic Thought**

- Exploration
- Pretend play
- Identify and use symbols
- Represent thinking and ideas

**Problem Solving and Reasoning**

- Theories and ideas
- Simple and complex strategies
- Trial and error
- Ask questions
- Critical thinking

**Cognitive Flexibility**

- Cause and effect
- Shift focus
- Modify actions
- Application
- Adaptive behaviors

**Creative Development** - The Creative Development domain focuses on nurturing children's creativity, curiosity, and imagination, which are key to their social, emotional, physical, and cognitive growth. Through creative experiences like visual arts, dance, music, and dramatic play, children learn to express their thoughts, ideas, and feelings in a variety of ways. These activities not only enhance communication skills but also help children manage emotions, build resilience, and develop positive attitudes toward challenges and learning. Creative play encourages children to think innovatively, make choices, and explore materials in new and unconventional ways. By engaging in artistic activities, children strengthen skills from other areas, such as language, motor development, and problem solving. Research shows that creativity supports lifelong learning and academic success. Early educators foster creativity by providing opportunities for self-expression, encouraging exploration, and creating an environment where children feel free to experiment, make mistakes, and try again. Through artistic engagement and playful creativity, children develop essential skills that lay the foundation for future learning and personal growth.

Key skill development in the Creative Development domain include:

**Artistic Engagement**

- Visual arts
- Music and dance
- Process-based and open-ended exploration of techniques, tools, and materials

**Expression**

- Using a variety of media in a unique way
- Connection to natural world
- Ideas and feelings

**Creativity**

- Imagination
- Innovative thinking
- Growth mindset
- Appreciation

**Play**

- Relationships
- Collaboration
- Cooperation
- Problem solving

**Language and Literacy** - The Language and Literacy domain focuses on helping preschool children develop key skills in listening, speaking, reading, and writing. At this stage, children begin to build foundational literacy skills such as recognizing letters, understanding sounds in spoken words (phonological awareness), and developing concepts of print. They also start to build their vocabulary and comprehension skills by exploring books, stories, and engaging in conversations. These early language skills are strengthened through playful, interactive experiences with adults, such as reading together, discussing stories, and experimenting with writing. Research shows that strong early literacy skills are crucial for school readiness and future academic success. By providing rich, language-filled environments where children can explore, ask questions, and express themselves, caregivers and educators lay the foundation for later learning in all areas. Through these fun and meaningful activities, children develop the tools they need for effective communication, problem solving, and a lifelong love of learning.

Key skill development in the Language and Literacy domain include:

**Language and Communication**

- Conversations and turn-taking
- Receptive and expressive language
- Vocabulary development
- Comprehension

**Phonological Awareness**

- Spoken language
- Attend to sound and syllables
- Initial sounds
- Onsets and rimes
- Rhyming

**Print Awareness**

- Print organization
- Alphabet knowledge

**Emergent Writing**

- Mark-making
- Drawing
- Symbols
- Writing to convey meaning
- Writing tool grasp

**Mathematics** - The Mathematics domain focuses on helping children explore and develop early math skills through hands-on play, daily routines, and problem solving activities. Preschoolers begin discovering important mathematical concepts such as counting, measurement, and the ideas of “more” and “less” as they interact with materials and their environment. Through these experiences, children also start to understand the basics of number sense, number relationships, operations, geometry, and measurement. Early educators support this growth by creating opportunities for exploration, which spark curiosity and help children build a strong foundation for later learning. As children practice counting, recognizing numbers, and working with shapes, they strengthen essential skills like logical reasoning and abstract thinking. Research shows that early math experiences are key to children’s future success, not only in mathematics but also in other areas of learning, such as language development and memory. These early math skills provide children with the tools they need for everyday life and serve as the building blocks for more advanced learning in the future.

Key skill development in the Mathematics domain include:

**Number Sense**

- Counting sequences
- One-to-one correspondence
- Cardinality
- Grouping quantities
- Number recognition

**Number Relationships and Operations**

- Way of representing numbers
- Number of relationships
- Operations

### **Measurement**

- Comparing objects and quantities
- Sorting and classifying
- Recognizing patterns

### **Geometry**

- Recognizing shapes and their attributes

**Physical Development and Wellness** - The Physical Development and Wellness domain focuses on helping children develop both their motor skills and healthy habits. Through active play, children explore their world, building coordination, balance, and both gross-motor skills (like running and jumping) and fine-motor skills (like grasping and manipulating objects). These skills are developed through daily opportunities for physical activity, both indoors and outdoors. As children grow, they also learn the importance of healthy habits, such as eating nutritious meals, getting enough rest, and practicing safety. Early educators play a key role by encouraging physical activity, promoting good nutrition, and teaching health and safety practices. In addition, children develop self-care skills, including personal hygiene and awareness of their bodies, which become part of their daily routines. These physical skills and wellness practices support children's overall development, preparing them for a healthy, active future.

Key skill development in the Physical Development and Wellness domain include:

#### **Motor Development**

- Locomotor and non-locomotor skills
- Fine motor skills
- Hand-eye coordination
- Explores senses
- Interacts with objects and people
- Spatial awareness

#### **Wellness**

- Body growth and development
- Self-care practices
- Healthy eating habits
- Healthy sleep and rest behaviors
- Physical activity
- Develop safety practices and behaviors

**Science** - The Science domain focuses on nurturing children's natural curiosity and love of exploration as they discover the world around them. Through hands-on play and sensory experiences, children develop important skills in inquiry, investigation, and reasoning. By encouraging observation, experimentation, and problem-solving, we foster a deeper understanding of science and help children connect with concepts in earth, life, and physical sciences. This process promotes scientific thinking while allowing children to ask questions, make predictions, and develop their own ideas about how things work. Early educators play a key role by creating a learning environment that supports exploration and inquiry. These early experiences in science lay the foundation for a lifelong love of learning and a deeper understanding of the world.

Key skill development in the Science domain include:

**Inquiry**

- Curiosity
- Exploration
- Investigation
- Focused observation
- Asks questions
- Makes predictions
- Makes comparisons

**Symbolic Thought**

- Exploration
- Pretend play
- Identifies and uses symbols to represent thinking and ideas
- Develops ability to reason
- Explores cause and effect
- Makes inferences and generalizations
- Explanations
- Uses scientific tools
- Develops theories and ideas

**Sciences**

- Physical science
- Life science
- Earth and space science
- Environmental science

**Social and Emotional Development** - The Social and Emotional Development domain focuses on helping preschool children grow in their ability to understand and manage their emotions while building positive relationships with others. As children develop self-awareness, self-regulation, and social problem-solving skills, they learn how to navigate their social worlds at home and school. Supportive, warm, and trusting relationships with teachers are essential in fostering children's emotional growth, as these connections help children feel safe and engaged in their learning. By building empathy, recognizing their own emotions, and learning how to interact with peers and adults, children develop the skills they need to form secure, respectful relationships. These early social and emotional skills are foundational to future success, not only in school but in their overall well-being and social interactions throughout life.

Key skill development in the Social and Emotional Development domain include:

**Self-Awareness**

- Understand self
- Develop self-esteem and self-confidence
- Unique identity

**Self-Regulation**

- Understand emotions
- Manage actions

- Emotional regulation
- Emotional expression

### **Social Awareness**

- Recognize and understand emotions of others
- Develop relationships
- Social skills

### **Relationship Skills**

- Relationship and communication
- Social competence
- Compassion and empathy
- Conflict resolution

**Social Studies** - The Social Studies domain helps preschool children develop an understanding of themselves, their families, and the world around them. Children begin by learning about their immediate environment, such as home and school, and gradually expand their understanding to include the neighborhood, community, and beyond. Through play-based experiences, children engage in meaningful relationships, practice sharing and taking turns, and learn to appreciate and respect differences. These activities foster skills like collaboration, problem solving, and communication, while also promoting a sense of community and social responsibility. By encouraging children to care for themselves, others, and the environment, early educators help guide them in understanding the interconnectedness of people and communities. This foundation in social studies also connects to social and emotional development, as children learn about social systems, values, and the importance of human relationships in everyday life.

Key skill development in the Social Studies domain include:

#### **Self and Others**

- Understand needs and wants
- Cultural awareness
- Sense of belonging
- Family traditions
- Communication

#### **Communities**

- Rights and responsibilities
- Routines and procedures
- Follow rules
- Promote common good
- Social conventions

#### **Environment**

- Care for materials
- Responsibility and respect
- Care of environment and resources

# Preschool Program of Study

## Early Learning and Development Standards Learning Progressions



The following Program of Study outlines the Ohio Early Learning and Development Standards for preschool-aged children. It includes a learning progression, which shows how each standard develops over time, becoming more complex as children grow and their skills expand. This progression helps staff understand what children are expected to learn and achieve at different stages of their early learning journey. The table provided is a guide to these standards, offering a clear picture of how children's learning evolves and builds on what they already know. It also helps us monitor their progress, ensuring they are supported in reaching their full potential. By following this progression, we ensure that children are gaining the skills and knowledge needed to be successful and are prepared for their transition to kindergarten.

## Early Learning and Development Standards

### Approaches to Learning

#### Engagement and Persistence

1.a.	<b>Engages in new and unfamiliar experiences and activities.</b> <ul style="list-style-type: none"><li>↓ Attends to surroundings (e.g., adults/objects/sounds).</li><li>↓ Shows excitement when introduced to new and unfamiliar experiences and activities.</li><li>↓ Imitates new skills and/or activities demonstrated by an adult.</li><li>↓ Repeats a new activity many times to gain confidence and skills.</li><li>↓ Gathers new information and explores new play and tasks with adult encouragement.</li><li>↓ Explores new and unfamiliar play, tasks, and experiences independently.</li><li>↓ Applies new strategies to prior experience and/or activity through refining own actions.</li></ul>
1.b.	<b>Complete activities with increasingly complex steps.</b> <ul style="list-style-type: none"><li>↓ Attends to language.</li><li>↓ Engages in back-and-forth interactions with caregiver.</li><li>↓ Responds to simple directives or requests.</li><li>↓ Participates in adult-led daily routines.</li><li>↓ Anticipates what comes next in an activity with a familiar sequence (routine).</li><li>↓ Follows a one-step direction independently.</li><li>↓ Relies on model to complete an activity with multiple steps.</li><li>↓ Follows two-step directions independently.</li><li>↓ Follows familiar three-step directions.</li><li>↓ Completes an unfamiliar activity with multiple steps independently.</li></ul>
1.c.	<b>Persists in completing a task with increasing concentration.</b> <ul style="list-style-type: none"><li>↓ Exhibits interest in people and things in surrounding environment.</li><li>↓ Maintains engagement briefly in interactions with a familiar person or preferred object(s).</li><li>↓ Resumes focus on a person or an activity after a brief distraction or interruption.</li><li>↓ Makes repeated attempts to complete a task when frustrated or challenged.</li><li>↓ Carries out tasks, activities, or experiences from beginning to end.</li></ul>

#### Mindset

2.a.	<b>Develops a growth mindset</b> <ul style="list-style-type: none"><li>↓ Explores to understand an unknown.</li><li>↓ Demonstrates awareness of own abilities to accomplish simple tasks or activities.</li><li>↓ Demonstrates a mindset that continued effort makes hard things easier to do.</li><li>↓ Recognizes and expresses self-confidence in growing abilities.</li><li>↓ Recognizes and shares in celebration of another's growing abilities.</li></ul>
------	--

## **Cognitive Development**

### **Memory**

1.a.	<b>Develops the ability to recall information about objects, people, and past experiences.</b> <ul style="list-style-type: none"><li>↓ Responds differently to familiar and unfamiliar people, events, objects, and their features.</li><li>↓ Anticipates next steps in simple, familiar routines and games.</li><li>↓ Remembers people, events, and objects over a period of time with contextual cues.</li><li>↓ Recalls information over a longer period of time with or without contextual cues.</li><li>↓ Recreates or retells a sequence of events in a familiar activity or routine based on past experiences.</li></ul>
------	---

### **Symbolic Thought**

2.a.	<b>Demonstrates increasing ability to think symbolically.</b> <ul style="list-style-type: none"><li>↓ Explores real objects, people, and actions.</li><li>↓ Demonstrates understanding that objects and people continue to exist even when no longer within sight.</li><li>↓ Uses objects for their intended purposes.</li><li>↓ Uses objects and materials in new and unconventional ways to represent something else.</li><li>↓ Engages in increasingly complex and sequenced pretend play.</li><li>↓ Identifies a variety of everyday symbols and their meanings.</li><li>↓ Uses symbols to represent thinking or ideas.</li></ul>
------	---

### **Problem-Solving and Reasoning**

3.a.	<b>Uses increasingly complex strategies to solve problems.</b> <ul style="list-style-type: none"><li>↓ Actively uses the body to find out about the world or reach a goal.</li><li>↓ Uses simple strategies to solve problems.</li><li>↓ Tries different strategies to find the solution to a question, problem, or task.</li><li>↓ Solves problems by questioning, planning, and carrying out a sequence of actions.</li><li>↓ Explains reasoning for the solution selected.</li></ul>
------	---

### **Cognitive Flexibility**

4.a.	<b>Develops ability to be flexible in own thinking and behavior.</b> <ul style="list-style-type: none"><li>↓ Repeats an action to cause a known reaction.</li><li>↓ Uses simple strategies to solve problems.</li><li>↓ Begins to modify actions or behaviors when shifting focus or adjusting to a new activity.</li><li>↓ Applies different rules in contexts that require different behaviors.</li><li>↓ Modifies and adapts behavior during transitions, daily routines, and unexpected events when prompted by an adult.</li></ul>
------	---

## ***Creative Development***

### **Artistic Engagement and Expression**

1.a.	<b>Expresses ideas and feelings through visual art.</b> <ul style="list-style-type: none"><li>↓ Demonstrates preferences, pleasure or displeasure when interacting with various materials and activities.</li><li>↓ Explores a variety of visual art materials.</li><li>↓ Uses self-selected materials and activities to express ideas and feelings.</li><li>↓ Plans and creates content, using personal experiences, in a work of art using a variety of skills, techniques, and materials.</li><li>↓ Expresses individuality, life experiences, knowledge, and ability through a variety of art media.</li><li>↓ Explores open-ended art materials to create process-focused art.</li></ul>
1.b.	<b>Expresses self creatively through music and dance.</b> <ul style="list-style-type: none"><li>↓ Responds to a variety of sounds.</li><li>↓ Explores making sounds with a variety of objects.</li><li>↓ Demonstrates intentional use of sounds and music.</li><li>↓ Attempts to move body or make music sounds to match varied tempos.</li><li>↓ Creates vocal and/or rhythmic patterns with increasing complexity (e.g., volume/dynamics, speed/tempo, tone, rhythm, melody) using own voice or instruments of choice.</li></ul>

### **Creativity and Play**

2.a.	<b>Develops ability to express new ideas through imaginative and inventive play.</b> <ul style="list-style-type: none"><li>↓ Observes and imitates the actions of others.</li><li>↓ Explores objects and uses everyday items in play.</li><li>↓ Engages in play sequences based on an understanding of everyday events and routines.</li><li>↓ Uses imagination to plan and act out scenes based on books, stories, or everyday life.</li><li>↓ Engages in brief episodes of make-believe play that involve sequenced steps, assigned roles and/or an overall plan for the day.</li></ul>
------	---

## ***Language and Literacy***

### **Language and Communication**

1.a.	<b>Demonstrates understanding of increasingly complex language.</b> <ul style="list-style-type: none"><li>↓ Attends to language.</li><li>↓ Engages in back-and-forth interactions with caregiver.</li><li>↓ Shows understanding of simple requests and statements referring to nearby people and objects.</li><li>↓ Shows understanding of requests and statements referring to people, objects, ideas, and feelings.</li><li>↓ Demonstrates understanding of complex concepts and longer sentences.</li></ul>
1.b.	<b>Develops and expands understanding of vocabulary and concepts.</b> <ul style="list-style-type: none"><li>↓ Attends to language.</li><li>↓ Engages in back-and-forth interactions with caregiver.</li><li>↓ Connects words with objects.</li><li>↓ Attends to an unfamiliar word.</li><li>↓ Demonstrates interest in new vocabulary and uses new words.</li><li>↓ Demonstrates understanding of categories of words (nouns, verbs, adjectives, pronouns, prepositions) and relationships between word meanings.</li></ul>

1.c.	<b>Communicates using increasingly complex language.</b> <ul style="list-style-type: none"> <li>↓ Expresses needs and feelings in a variety of ways.</li> <li>↓ Engages in back-and-forth interactions with caregiver.</li> <li>↓ Makes vowel and consonant sounds (babbling).</li> <li>↓ Communicates purposefully using single words and gestures.</li> <li>↓ Combines words into simple two-word phrases.</li> <li>↓ Communicates using simple three- and four-word phrases or sentences to express complex ideas or requests.</li> <li>↓ Communicates using sentences that include the following components: subject, verb, object, descriptive words, and prepositions.</li> </ul>
1.d.	<b>Participates in conversations with increasing application of turn-taking skills.</b> <ul style="list-style-type: none"> <li>↓ Directs attention to caregiver's communication.</li> <li>↓ Engages in back-and-forth interactions with caregiver.</li> <li>↓ Participates in and initiates basic communications with family members or others who are familiar.</li> <li>↓ Participates in and initiates communication by switching communication skills to fit the need of the audience.</li> <li>↓ Follows typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaking about the topic or text being discussed).</li> </ul>
1.e.	<b>Develops comprehension of read-aloud text.</b> <ul style="list-style-type: none"> <li>↓ Attends to language.</li> <li>↓ Shows interest in books, pictures, songs, and rhymes.</li> <li>↓ Participates in book reading, storytelling, and singing.</li> <li>↓ Demonstrates understanding of a read-aloud text by answering literal questions.</li> <li>↓ Demonstrates understanding of a read-aloud text by answering inferential questions.</li> </ul>

### Phonological Awareness

2.a.	<b>Develops awareness of syllables in spoken words.</b> <ul style="list-style-type: none"> <li>↓ Attends to language and sounds.</li> <li>↓ Vocalizes sounds.</li> <li>↓ Engages in back-and-forth interactions with caregiver.</li> <li>↓ Imitates and uses single words.</li> <li>↓ Uses spoken words with meaning in phrases.</li> <li>↓ Recognizes individual words that make up a spoken sentence.</li> <li>↓ Blends and segments spoken compound words.</li> <li>↓ Blends and segments syllables in spoken words.</li> </ul>
2.b.	<b>Develops awareness of initial sounds, onsets, and rimes in spoken words.</b> <ul style="list-style-type: none"> <li>↓ Attends to language and sounds.</li> <li>↓ Vocalizes sounds.</li> <li>↓ Engages in back-and-forth interactions with caregiver.</li> <li>↓ Imitates and uses single words.</li> <li>↓ Uses spoken words with meaning in phrases.</li> <li>↓ Recognizes words in spoken sentences.</li> <li>↓ Segments syllables in spoken words.</li> <li>↓ Recognizes when the beginning sounds of words are the same or different.</li> <li>↓ Isolates the initial sound in a spoken word.</li> <li>↓ Blends and segments onset and rime in a single-syllable spoken word.</li> </ul>

2.c.	<b>Develops understanding of rhyme.</b> <ul style="list-style-type: none"> <li>↓ Attends to language and sounds.</li> <li>↓ Vocalizes sounds.</li> <li>↓ Engages in back-and-forth interactions with caregiver.</li> <li>↓ Recognizes familiar environmental sounds.</li> <li>↓ Distinguishes between sounds that are the same and different.</li> <li>↓ Repeats rhyming words.</li> <li>↓ Identifies rhyming words.</li> </ul>
------	---

### Print Awareness

3.a.	<b>Develops knowledge of print organization.</b> <ul style="list-style-type: none"> <li>↓ Demonstrates interest in books.</li> <li>↓ Selects books for adult to read.</li> <li>↓ Shows an understanding of book covers by self-selecting books to explore independently.</li> <li>↓ Orients books correctly and turns pages when “reading” from beginning to end.</li> <li>↓ Knows some characteristics of books, such as cover, author and illustrator.</li> <li>↓ Demonstrates understanding of book and print organization in nonfiction and fiction books.</li> </ul>
3.b.	<b>Develops knowledge of the alphabet.</b> <ul style="list-style-type: none"> <li>↓ Notices when adult points to print.</li> <li>↓ Says the names of some letters by rote (without print).</li> <li>↓ Recognizes first letter and sound of own name and names a few letters in own name.</li> <li>↓ Recognizes some letters and their sounds in addition to those in first name.</li> <li>↓ Demonstrates understanding that letters can be uppercase and lowercase.</li> <li>↓ Identifies and names 18 uppercase and 15 lowercase letters.</li> </ul>

### Emergent Writing

4.a.	<b>Develops understanding that writing represents spoken language.</b> <ul style="list-style-type: none"> <li>↓ Tracks objects visually and focuses on an object or person.</li> <li>↓ Notices familiar environmental signs and symbols.</li> <li>↓ Scribbles or makes marks.</li> <li>↓ Imitates adults reading and writing.</li> <li>↓ Recognizes that print conveys a message.</li> <li>↓ Interprets own writing for others.</li> <li>↓ Uses a combination of drawing, dictation, and emergent writing for a variety of purposes.</li> </ul>
4.b.	<b>Draws and writes using increasingly sophisticated grasp.</b> <ul style="list-style-type: none"> <li>↓ Transfers objects from one hand to the other.</li> <li>↓ Holds object with one hand while the other manipulates the object.</li> <li>↓ Makes marks and scribbles using a fist to hold writing tool against the palm of the hand (palmar grasp).</li> <li>↓ Scribbles and draws using thumb and fingers (five-finger grasp) of one hand to hold writing tool.</li> <li>↓ Imitates drawing prewriting strokes (I, -, +, O) using an inconsistent three- or four-finger grasp of dominant hand to hold a writing tool.</li> <li>↓ Copies letters of own name and other meaningful words with letter approximations and some actual letters using a stable three-finger grasp.</li> <li>↓ Prints letters of own name with letter approximations and some actual letters using a stable three-finger grasp.</li> </ul>

## Mathematics

### Number Sense

1.a.	<b>Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.</b> <ul style="list-style-type: none"><li>↓ Recognizes and communicates some number words.</li><li>↓ Recites small parts of the counting sequence.</li><li>↓ Recites the counting sequence up to five with some errors.</li><li>↓ Recites the counting sequence to five accurately and beyond five with some errors.</li><li>↓ Recites the counting sequence to 10 by ones accurately and beyond 10 with some errors.</li><li>↓ Recites the counting sequence to 20 by ones in order accurately.</li></ul>
1.b.	<b>Develops understanding of one-to-one correspondence and cardinality.</b> <ul style="list-style-type: none"><li>↓ Discriminates and compares quantities of objects.</li><li>↓ Shows awareness or attends to quantities when interacting with objects.</li><li>↓ Uses words or actions to demonstrate awareness of quantities.</li><li>↓ Uses number words or signs to count the items in small groups of one to four objects.</li><li>↓ Uses number words or signs to count up to 10 objects, people or events to determine how many.</li><li>↓ Understands that the last number spoken tells the number of objects counted.</li></ul>
1.c.	<b>Develops ability to subitize small quantities.</b> <ul style="list-style-type: none"><li>↓ Attends to quantity and notices when objects are added or removed.</li><li>↓ Recognizes a single item as “one.”</li><li>↓ Recognizes a set of one to three items or events and can tell how many without counting.</li><li>↓ Identifies without counting small quantities of up to five items.</li></ul>
1.d.	<b>Develops ability to recognize and name written numerals.</b> <ul style="list-style-type: none"><li>↓ Recognizes a few written numerals.</li><li>↓ Names a few written numerals.</li><li>↓ Associates a quantity with written numerals up to five.</li><li>↓ Names some written numerals one to 10.</li></ul>

### Number Relationships and Operations

2.a.	<b>Develops understanding of number relationships and operations.</b> <ul style="list-style-type: none"><li>↓ Notices changes in quantity of objects (especially ones that can be detected visually with ease).</li><li>↓ Uses words or actions that show understanding of the concepts of more, all, and/or none.</li><li>↓ Demonstrates understanding that adding objects to a group will make a bigger group.</li><li>↓ Demonstrates understanding that taking away objects will make a smaller group.</li><li>↓ Compares two small groups of objects (up to five) by matching or counting using language such as “More than,” “Less than,” or “Same,” to describe the relationship between the groups.</li><li>↓ Understands that a group of objects can be taken apart into smaller groups and combined into one group.</li><li>↓ Adds and subtracts within a total set of up to six concrete objects.</li></ul>
------	---

## Measurement

3.a.	<b>Develops knowledge of measurement to compare and describe objects.</b> <ul style="list-style-type: none"><li>↓ Explores objects.</li><li>↓ Shows awareness of the size or length of objects using words or actions.</li><li>↓ Describes objects by measurable attributes (e.g., size, length, and weight) using words such as, "Big," "Small," "Heavy," and "Long," but not always correctly.</li><li>↓ Describes and compares objects using measurable attributes (e.g., length, size, and weight) using words such as, "Bigger," "Smaller," "Heavier," and "Longer."</li><li>↓ Orders objects according to observable differences in their attributes (e.g., biggest to smallest).</li></ul>
3.b.	<b>Develops the ability to sort.</b> <ul style="list-style-type: none"><li>↓ Notices differences between familiar and unfamiliar people, objects, and places.</li><li>↓ Matches two objects that are the same and selects similar objects from a group.</li><li>↓ Sorts objects into two or more groups by their similarities or differences.</li><li>↓ Sorts and classifies objects by one or more attributes (e.g., color, size, shape).</li></ul>
3.c.	<b>Develops understanding of patterns.</b> <ul style="list-style-type: none"><li>↓ Initiates repeated movements.</li><li>↓ Copies a repeating pattern.</li><li>↓ Recognizes, duplicates, and extends simple patterns (i.e., ABAB) using attributes such as color, shape, or size.</li></ul>

## Geometry

4.a.	<b>Develops ability to recognize shapes and their attributes.</b> <ul style="list-style-type: none"><li>↓ Explores properties of objects.</li><li>↓ Matches shapes/objects that are visually similar in any way.</li><li>↓ Recognizes basic shapes (i.e., circle, triangle, square or rectangle of different sizes).</li><li>↓ Understands and uses names of shapes when identifying objects.</li><li>↓ Uses 2D and 3D objects to represent real-world objects.</li><li>↓ Recognizes and compares shapes of different sizes and orientations.</li><li>↓ Uses shapes to create objects or pictures.</li></ul>
4.b.	<b>Develops understanding of spatial relationships.</b> <ul style="list-style-type: none"><li>↓ Explores movement of own body and objects in surrounding environment.</li><li>↓ Explores and demonstrates how things fit and move in space.</li><li>↓ Responds to and begins to use words or actions that describe the position or direction of an object.</li><li>↓ Shows understanding of positions in space by using position words (prepositions) and by following directions from an adult.</li></ul>

## Physical Development and Wellness

### Motor Development

1.a.	<b>Develops competency in a variety of locomotor skills and non-locomotor skills.</b> <ul style="list-style-type: none"><li>↓ Begins to move head, arms, legs, and trunk.</li><li>↓ Moves head, arms, legs, and trunk with purpose.</li><li>↓ Explores new body positions and movements.</li><li>↓ Moves the whole body to achieve a goal.</li><li>↓ Stands independently.</li><li>↓ Expands use of different body positions and movements (e.g., walking, turning, running, jumping) with coordination and balance.</li><li>↓ Demonstrates locomotor and non-locomotor skills with control, coordination, and balance both with and without objects.</li></ul>
1.b.	<b>Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</b> <ul style="list-style-type: none"><li>↓ Tracks objects visually and focuses on an object or person.</li><li>↓ Uses one hand to swipe at, reach for, and grasp at objects.</li><li>↓ Uses one or both hands to reach for, hold, shake, and release objects.</li><li>↓ Coordinates hands and eyes to use hand or hands in a specific way, to reach for and hold steady objects, and to move objects.</li><li>↓ Accomplishes a variety of tasks or actions with the coordinated use of arms, hands, and fingers.</li><li>↓ Performs tasks requiring precise movements by coordinating the use of hands, fingers, and wrists to manipulate objects and tools.</li></ul>
1.c.	<b>Develops oral motor skills.</b> <ul style="list-style-type: none"><li>↓ Uses mouth and tongue to explore objects.</li><li>↓ Takes and chews small bites/pieces of finger food.</li><li>↓ Coordinates sipping, chewing, and swallowing.</li><li>↓ Demonstrates complex oral motor skills.</li></ul>
1.d.	<b>Uses senses to guide movement and interactions with objects and other people.</b> <ul style="list-style-type: none"><li>↓ Uses senses to explore objects.</li><li>↓ Uses depth perception to guide movements.</li><li>↓ Uses trial and error to discover how the body fits and moves through space.</li><li>↓ Interacts with objects or materials in different ways based on perceptual information about the objects or materials.</li><li>↓ Demonstrates spatial awareness that allows for coordinated movements, actions, and interactions with others.</li></ul>

### Wellness

2.a.	<b>Develops knowledge about the body, its parts, and how it functions.</b> <ul style="list-style-type: none"><li>↓ Shows awareness of own body.</li><li>↓ Points to basic body parts when asked.</li><li>↓ Names, points to, and moves body parts when asked.</li><li>↓ Identifies and describes the functions of body parts.</li></ul>
------	---

2.b.	<b>Demonstrates personal health and self-care practices with increasing independence.</b> <ul style="list-style-type: none"> <li>↓ Communicates a need for care.</li> <li>↓ Settles down and falls asleep after a familiar sleep routine.</li> <li>↓ Cooperates in dressing, eating, and basic hygiene.</li> <li>↓ Participates in personal care tasks (e.g., handwashing, dressing, dental care).</li> <li>↓ Initiates personal care tasks (e.g., handwashing, dressing, toileting).</li> <li>↓ Completes personal care tasks independently (e.g., handwashing, dressing, toileting).</li> </ul>
2.c.	<b>Consumes healthy food and develops healthy eating habits.</b> <ul style="list-style-type: none"> <li>↓ Participates in feeding routines.</li> <li>↓ Shows interest and tries new foods when offered.</li> <li>↓ Communicates to adults when hungry, thirsty, or had had enough to eat.</li> <li>↓ Consumes a variety of nutritious foods from all food groups.</li> <li>↓ Distinguishes nutritious from non-nutritious foods.</li> <li>↓ Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.</li> </ul>
2.d.	<b>Develops healthy sleep and rest behaviors.</b> <ul style="list-style-type: none"> <li>↓ Participates in periods of sleep and wakefulness.</li> <li>↓ Settles down and falls asleep after a familiar sleep routine.</li> <li>↓ Rests or naps for periods during the day with assistance from adult.</li> <li>↓ Recognizes and communicates being tired or needing to take a break from activity.</li> </ul>
2.e.	<b>Participates in preferred physical activities and develops understanding that being physically active is healthy.</b> <ul style="list-style-type: none"> <li>↓ Interacts with adults in physical activities.</li> <li>↓ Participates in active physical play using simple movement skills.</li> <li>↓ Participates in a variety of physical activities throughout the day.</li> <li>↓ Participates in structured and unstructured physical activity that promotes aerobic activity, muscle strengthening, and bone strengthening.</li> <li>↓ Demonstrates basic understanding that physical activity helps the body grow and be healthy.</li> </ul>
2.f.	<b>Demonstrates increasing understanding of safety practices and behaviors.</b> <ul style="list-style-type: none"> <li>↓ Responds differently to familiar and unfamiliar people, environments, or experiences.</li> <li>↓ Cooperates and/or stops a behavior in response to a direction regarding safety.</li> <li>↓ Communicates the importance of safety rules and consequences.</li> </ul>

## Science

### Science Inquiry and Application

1.a.	<b>Explores and investigates objects and events in the environment.</b> <ul style="list-style-type: none"> <li>↓ Observes and explores objects using the senses and a variety of simple actions (holding, kicking, manipulating).</li> <li>↓ Intentionally explores and manipulates objects to discover what happens and how things work.</li> <li>↓ Engages in focused observations and purposeful explorations of objects and events in the environment.</li> <li>↓ Asks questions about objects and events in the environment and engages in sustained and complex manipulation of objects.</li> <li>↓ Engages in investigations, makes comparisons between two or more items or events, and makes predictions based on previous observations.</li> </ul>
------	--

1.b.	<p>Develops ability to reason about cause and effect.</p> <ul style="list-style-type: none"> <li>↓ Repeats simple actions to make things happen.</li> <li>↓ Repeats an action to cause a known reaction.</li> <li>↓ Purposefully acts on objects to make things happen.</li> <li>↓ Demonstrates understanding that events have a cause.</li> <li>↓ Makes predictions based on actions on objects to cause an effect.</li> <li>↓ Makes inferences, generalizations, and explanations (may not be correct) based on prior knowledge or evidence.</li> </ul>
------	---

## ***Social and Emotional Development***

### **Self-Awareness**

1.a.	<p>Develops and expands understanding of oneself as a unique person.</p> <ul style="list-style-type: none"> <li>↓ Shows awareness of self and other people.</li> <li>↓ Begins to understand self as a separate person from others.</li> <li>↓ Recognizes self as a unique person with distinct characteristics.</li> <li>↓ Shows awareness of self as belonging to one or more groups.</li> <li>↓ Compares own characteristics to those of others.</li> <li>↓ Identifies the diversity in human characteristics and how people are similar and different.</li> <li>↓ Appreciates similarities and differences between self and others.</li> </ul>
1.b.	<p>Develops understanding of emotions.</p> <ul style="list-style-type: none"> <li>↓ Demonstrates a variety of emotions through facial expressions, gestures, movement, and/or sounds.</li> <li>↓ Expresses a variety of emotions nonverbally and possibly with a few familiar words.</li> <li>↓ Begins to show awareness of own emotions in order to meet needs or wants, both verbally and nonverbally.</li> <li>↓ Recognizes and identifies own emotions and the emotions of others.</li> </ul>

### **Self-Awareness**

1.a.	<p>Develops and expands understanding of oneself as a unique person.</p> <ul style="list-style-type: none"> <li>↓ Shows awareness of self and other people.</li> <li>↓ Begins to understand self as a separate person from others.</li> <li>↓ Recognizes self as a unique person with distinct characteristics.</li> <li>↓ Shows awareness of self as belonging to one or more groups.</li> <li>↓ Compares own characteristics to those of others.</li> <li>↓ Identifies the diversity in human characteristics and how people are similar and different.</li> <li>↓ Appreciates similarities and differences between self and others.</li> </ul>
1.b.	<p>Develops understanding of emotions.</p> <ul style="list-style-type: none"> <li>↓ Demonstrates a variety of emotions through facial expressions, gestures, movement, and/or sounds.</li> <li>↓ Expresses a variety of emotions nonverbally and possibly with a few familiar words.</li> <li>↓ Begins to show awareness of own emotions in order to meet needs or wants, both verbally and nonverbally.</li> <li>↓ Recognizes and identifies own emotions and the emotions of others.</li> </ul>

## Self-Regulation

2.a.	<b>Begins to manage emotions and actions.</b> <ul style="list-style-type: none"><li>↓ Expresses and acts on impulses.</li><li>↓ Comforts self through a variety of means, including seeking help from a familiar adult.</li><li>↓ Accepts limits and choices offered by adults to help guide behavior.</li><li>↓ Manages actions and emotional expressions.</li><li>↓ Uses senses to regulate reactions and focus.</li><li>↓ Demonstrates the ability to delay gratification for short periods of time.</li></ul>
------	---

## Social Awareness

3.a.	<b>Develops empathy toward and understanding of others.</b> <ul style="list-style-type: none"><li>↓ Reacts to emotional expressions of others.</li><li>↓ Demonstrates understanding what others may feel.</li><li>↓ Responds in caring ways to the distress and thinking of others.</li><li>↓ Empathizes with and understands the perspectives of others.</li></ul>
------	---

## Relationship Skills

4.a.	<b>Develops secure, trusting relationships with adults.</b> <ul style="list-style-type: none"><li>↓ Responds differently to familiar and unfamiliar adults.</li><li>↓ Expresses emotions and engages in back-and-forth interactions with familiar adults.</li><li>↓ Initiates interactions with familiar adults and seeks close proximity to familiar adults.</li><li>↓ Separates from familiar adults in a familiar setting with minimal distress.</li><li>↓ Seeks help from trusted adults when needed.</li><li>↓ Interacts readily with trusted adults and begins to engage in some positive interactions with less familiar adults.</li></ul>
4.b.	<b>Develops secure, trusting relationships with peers.</b> <ul style="list-style-type: none"><li>↓ Shows interest in other children.</li><li>↓ Repeats actions that elicit social responses from others.</li><li>↓ Participates in simple back-and-forth interactions with peers for a short period of time.</li><li>↓ Engages in simple associative and cooperative play with peers.</li><li>↓ Interacts with peers in more complex play including planning, pretending, coordination of roles and cooperation.</li></ul>
4.c.	<b>Develops ability to use simple strategies to resolve conflicts with peers.</b> <ul style="list-style-type: none"><li>↓ Reacts to conflict.</li><li>↓ Expresses feelings in a conflict situation through actions.</li><li>↓ Identifies and communicates needs in a conflict situation.</li><li>↓ Uses a variety of simple strategies to resolve conflict with peers.</li></ul>

## **Social Studies**

### **People, Communities, and their Environment**

1.a.	<b>Develops awareness of own culture and other characteristics of groups of people.</b> <ul style="list-style-type: none"><li>↓ Shows awareness of self and other people.</li><li>↓ Demonstrates preference for familiar adults and recognizes familiar actions and routines.</li><li>↓ Identifies self and others as belonging to one or more groups by observable characteristics.</li><li>↓ Demonstrates an understanding of own family experiences, routines, and traditions.</li><li>↓ Identifies traditions of own family and others' cultures and customs.</li></ul>
1.b.	<b>Develops a basic understanding of needs and wants.</b> <ul style="list-style-type: none"><li>↓ Signals needs to others.</li><li>↓ Seeks help and begins to meet observable physical needs.</li><li>↓ Identifies and expresses own needs and wants.</li><li>↓ Shows awareness that peers or familiar adults have needs and wants.</li><li>↓ Recognizes not all needs and wants can be met because of limited resources.</li></ul>
1.c.	<b>Develops understanding that everyone has rights and responsibilities within a group.</b> <ul style="list-style-type: none"><li>↓ Responds to changes in adult voice, expression, or visual cues.</li><li>↓ Shows awareness of familiar people and objects in own environment.</li><li>↓ Responds to guidance when redirected.</li><li>↓ Participates in simple routines.</li><li>↓ Follows simple rules.</li><li>↓ Identifies simple rules at home and school.</li><li>↓ Carries out responsibilities and chores.</li><li>↓ Uses rules to promote the common good.</li></ul>
1.d.	<b>Develops ability to take care of materials in the environment.</b> <ul style="list-style-type: none"><li>↓ Interacts with objects in surrounding environment.</li><li>↓ Puts materials in a container.</li><li>↓ Returns materials to the correct locations.</li><li>↓ Shows awareness of own responsibility to care for the environment.</li><li>↓ Demonstrates responsible use and care of resources.</li></ul>

## References

- Center on the Developing Child. (2007). The Science of Early Childhood Development (InBrief).
- Dehaene, S. (2001). Reading in the brain: The new science of how we read. Penguin.
- Florida Center for Reading Research. (2022). Components of Reading - Resources. Retrieved September 26, 2022 from <https://fcrr.org/reading-success/components>
- Gough, P. & Tunmer, W. (1986). Decoding, reading, and reading disability. Remedial and Special Education, 7, 6-10.
- Hammond, Z. (2014). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Thousand Oaks, CA: Corwin.
- National Reading Panel (U.S.) & National Institute of Child Health and Human Development (U.S.). (2000). Report of the National Reading Panel: Teaching children to read : an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development.
- Ohio Department of Education and Workforce. (2023) Implementing Ohio's Plan to Raise Literacy Achievement: A Guide to Early Care and Education Leaders.  
<https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Implementing-Ohio%E2%80%99s-Plan-to-Raise-Literacy-Ach-1/Emergent-Literacy/B-K-Entry-Implementation-Guide.pdf.aspx?lang=en-US>
- Ohio Department of Education and Workforce. (2024) Ohio's Dyslexia Guide Book  
[https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Dyslexia/Ohio\\_s-Dyslexia-Guidebook.pdf.aspx?lang=en-US](https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Dyslexia/Ohio_s-Dyslexia-Guidebook.pdf.aspx?lang=en-US)
- Ohio Department of Education and Workforce. (2022). Ohio's Early Learning and Development Standards.  
<https://education.ohio.gov/getattachment/Topics/Early-Learning/Early-Learning-Content-Standards/Early-Learning-and-Development-Standards.pdf.aspx?lang=en-US>
- Ohio Department of Education and Workforce. (2024). Ohio's Early Learning and Development Standards Resource Guides.  
<https://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/ELDS-Resources>
- Ohio Department of Education and Workforce. (2020). Ohio's Plan to Raise Literacy Achievement.  
<https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf.aspx>

- Ohio Department of Education and Workforce. (2020). Ohio's Plan to Raise Literacy Achievement: Appendices.  
<https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement-Appendices.pdf.aspx?lang=en-US>
- Ohio Department of Education and Workforce. (2023). Ohio's Ready School Guide for Language and Literacy.  
<https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Implementing-Ohio%E2%80%99s-Plan-to-Raise-Literacy-Ach-1/Emergent-Literacy/Ohio-Ready-School-Guide-for-Language-and-Literacy.pdf.aspx?lang=en-US>
- Ohio Department of Job and Family Services. (2024). Step Up to Quality. Ohio Department of Job and Family Services.  
<https://jfs.ohio.gov/cdc/Step-Up-to-Quality-Program.stm>
- Ohio Literacy Academy: On Demand. (2021). Ohio Department of Education.  
<https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Literacy-Academy/Literacy-Academy-On-Demand>
- Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97-110). New York, NY: Guilford Press.
- Sims Bishop, R. (1990). *Mirrors, Windows, and Sliding Glass Doors. Perspectives: Choosing and Using Books in the Classroom*, 6(3).
- What Works Clearinghouse. (2022). Preparing Young Children for school: Effective practices to support young children's learning. Institute of Education Sciences, U.S. Department of Education.  
[https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/TO4\\_PRACTICE\\_GUIDE\\_Preparing-for-School\\_07222022\\_v6.pdf](https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/TO4_PRACTICE_GUIDE_Preparing-for-School_07222022_v6.pdf)



## Ready For Tomorrow

---

**Phone:** 614.921.7000

**Website:** [hilliardschools.org](http://hilliardschools.org)

**Address:** 2140 Atlas St | Columbus, Ohio 43228