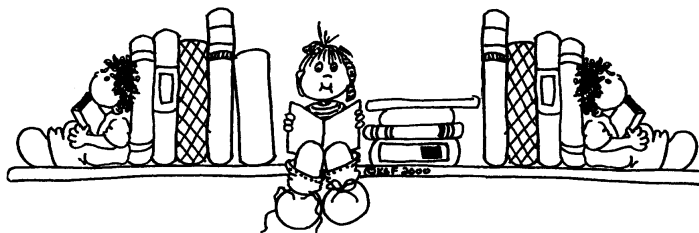
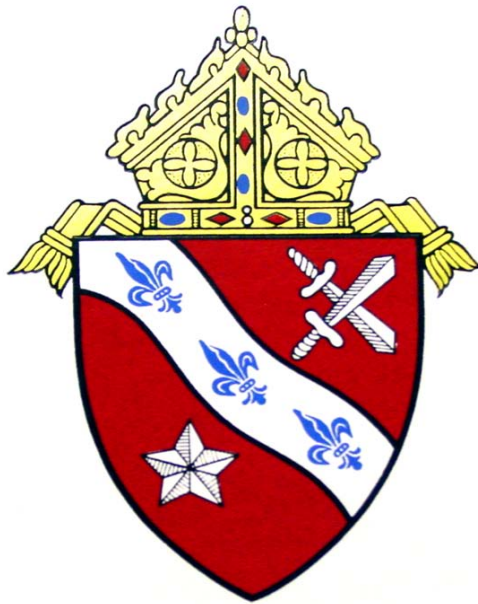


Early Childhood Educational Standards

Diocese of Dallas
as adapted from the
Archdiocese of Hartford, CT



September 2008

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THE CHILD AT AGE THREE Spiritual Development

Content Standard	Performance Standard	Benchmarks
<p>The preschool religion program is designed for the young child to experience a personal relationship with God through concrete experiences of nature, plants, animals and people as gifts of a loving God.</p> <p>Daily opportunities for discovering God's gifts are developed through aesthetic expression: art, music, movement and dramatic play.</p> <p>Sharing these experiences with the early learner gradually enables the young child to move from an ego-centered/possessive stage to a higher level of reverencing others. Children's experiences of being special are transformed to an understanding that God's greatest gift of love is Jesus Christ.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Describe him/herself as a child of God • Discuss the uniqueness of his/her name • Express love of God and family through scripture, music, and prayer • Describe families as a gift from God • Describe ways in which families love, care for, and help one another • Describe how they are members of the family of God • List ways in which they can help their community • Discuss ways that sharing brings happiness to self and others • Pray for family members 	<p>The child:</p> <ul style="list-style-type: none"> • Uses poetry and hand gestures to express the uniqueness of his/her name • Participates in class and school prayer • Draws pictures of him/herself to demonstrate "I am special." • Draws and labels family members to show each family is unique in the eyes of God • Re-enacts the story of the Good Samaritan • Participates in parish outreach programs • Sends cards to hospitals, nursing homes, hospice, and to sick people in their school and parish communities
Content Standard	Performance Standard	Benchmarks
<p>The preschool program will nurture an atmosphere of love which deepens the young children's experiences and points toward their God so they will be ready to live, pray and celebrate as members of God's family.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Pray the Sign of the Cross with teacher modeling • Describe friends as a gift from God 	<p>The child:</p> <ul style="list-style-type: none"> • Recites the Sign of the Cross at the beginning of class prayer
Content Standard	Performance Standard	Benchmarks
	<ul style="list-style-type: none"> • Describe the world as God's creation • Describe St. Francis of Assisi as someone who took care of animals 	<ul style="list-style-type: none"> • Draws pictures of God's creation • Lists ways to take care of animals as part of God's creation. • Prays the psalms through repetition

	<p>The child will:</p> <ul style="list-style-type: none">• Lists the five senses as gifts from God• Participate in quiet reflection, prayer, and silence• Use a classroom prayer corner to pray and reflect independently• Recite grace before and after meals	<p>The child:</p> <ul style="list-style-type: none">• Composes prayers giving thanks for senses

THE CHILD AT AGE THREE
Physical Growth

Content Standard	Performance Standard	Benchmarks
<p>Motor Development</p> <p>Preschool programs will provide children with opportunities to engage in a wide variety of gross-motor activities that are child selected and teacher initiated.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Move with increased large muscle control and coordination • Perform activities that combine large muscle movements with equipment • Sequence several motor skills in an organized way • Engage in physical activity that is self selected or teacher initiated 	<p>The child:</p> <ul style="list-style-type: none"> • Climbs and runs with skill • Alternates feet climbing steps • Jumps in place with both feet several times • Pedals tricycle to move forward • Enters block area, avoiding structure
Content Standard	Performance Standard	Benchmarks
<p>Motor Development</p> <p>Preschool programs will provide children with opportunities to use a variety of materials that promote eye-hand coordination and small muscle development.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Perform fine-motor tasks that require small-muscle strength and control • Show beginning control of writing, drawing and art tools • Use eye-hand coordination to perform fine motor tasks successfully • Strengthen use of hand skills through building with materials 	<p>The child:</p> <ul style="list-style-type: none"> • Manipulates objects with increasing precision (i.e., stringing beads) • Holds markers, crayons, pencils, paintbrush and uses play dough and clay appropriately • Holds scissors* using opposing thumb and finger when making snips • Cuts a straight line with scissors* • Builds with a variety of blocks (wooden, Lego, etc.) <p><i>*Students under the age of three should not handle scissors without the direct supervision of teachers.</i></p>

Content Standard	Performance Standard	Benchmarks
<p>Self-Reliance Skills</p> <p>Preschool programs will provide children with opportunities to practice basic hygiene and self-help skills.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Attempt to dress, eat and toilet independently with success • Practice personal hygiene 	<p>The child:</p> <ul style="list-style-type: none"> • Feeds self with little or no help • Manages front buttons • Puts on jacket • Pours milk from a small pitcher • Pulls down own pants for toileting • Washes hands using soap • Dries hands using towel • Blows nose with tissue

THE CHILD AT AGE THREE
Social-Emotional Growth

Content Standard	Performance Standard	Benchmarks
<p>Preschool programs will provide opportunities for a child to develop a sense of his/her uniqueness, a sense of reverence for what is sacred, and a concept of others and of the world</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Develop a sense of prayer through reverence for God's creation • Discover the mysteries of nature through multi-sensory experiences culminating in a respect for life • Develop a sense of trust • Show empathy and caring • Respect personal and community property • Demonstrate a sense of justice by caring for his/her peers • Cooperate and shares with peers 	<p>The child:</p> <ul style="list-style-type: none"> • Uses words to pray • Folds hands in prayer • Makes the Sign of the Cross • Cares for classroom pets • Cleans up after snack • Shares emotions with teacher • Shares emotions with peers • Responds with distress and delight to peer situations (i.e., responds when a friend is hurt, forgives and apologizes) • Cares for toys and equipment in the room • Share with peers • Helps peers with classroom responsibilities • Makes attempts to join others in play
Content Standard	Performance Standard	Benchmarks
<p>Preschool programs will provide children with opportunities to exhibit curiosity, creativity, self-direction, and persistence in learning situations.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Demonstrate self direction in the selection of materials with teacher support • Sustain attention to task • Demonstrate delight or satisfaction when completing a task or solving a problem 	<p>The child:</p> <ul style="list-style-type: none"> • Chooses to work and play in a variety of centers • Responds positively to teacher's suggestion to choose a more challenging puzzle or game • Remains engaged in an activity they have selected for a minimum of 10 minutes with teacher encouragement • Stays to complete a challenging activity or task with teacher assistance or teacher's suggestion of a different strategy • Uses words to express emotions or feelings with teacher support

Content Standard	Performance Standard	Benchmarks
<p>Preschool programs will provide children with opportunities to describe themselves using several basic characteristics.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Refer to him/herself by first and last name • Identify him/herself by family and by gender 	<p>The child:</p> <ul style="list-style-type: none"> • Notices similarities and differences (“My name is like yours. ”) • Notices similarities and differences in family composition
Content Standard	Performance Standard	Benchmarks
<p>Preschool programs will provide children with opportunities to participate in and exhibit self-control in group situations and to achieve personal autonomy.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Participate in small and large group activities • Manage transitions, follows classroom and playground rules, and be aware of and follow classroom schedules and routines 	<p>The child:</p> <ul style="list-style-type: none"> • Comes to group voluntarily • Remains with group for at least 10 minutes when sitting next to familiar peer or teacher (At this age children are often easily distracted, talk out of turn and make comments that are unrelated.) • Moves from one activity to another appropriately and follows rules and routines with prompting • Gives help to other children when asked to do so • Evaluates own work
Content Standard	Performance Standard	Benchmarks
<p>Preschool programs will provide children with opportunities to interact appropriately with peers and familiar adults</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Interact with one or more children, beginning to play or work cooperatively and enter into or initiate a play situation • Seek help from peers or adults 	<p>The child:</p> <ul style="list-style-type: none"> • Responds appropriately to teacher requests • Makes attempts to join others in play • Interacts cooperatively with peers • Frequently gets teacher to assist in conflicts <p>Sometimes responds to the teacher’s suggestion to refrain from using force (i.e., At the teacher’s suggestion, return the toy that was grabbed.)</p>

THE CHILD AT AGE THREE
Cognitive Development

Content Standard	Performance Standard	Benchmarks
<p style="text-align: center;">Logical – Mathematical/Scientific Thinking</p> <p>Preschool programs will provide children with opportunities to express wonder, ask questions and seek answers.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Ask questions about and comment on observations and experimentation • Make and verify predictions about what will occur • Compare and contrast objects and events 	<p>The child:</p> <ul style="list-style-type: none"> • Manipulates materials and comments on own actions related to cause and effect • Observes and comments on events or nature • Makes observations like objects move with force and energy (leaves when kicked) and weather may produce a rainbow
Content Standard	Performance Standard	Benchmarks
<p style="text-align: center;">Logical – Mathematical/Scientific Thinking</p> <p>Preschool will provide children with opportunities to recognize and solve problems through active exploration, including trial and error and interacting with peers and adults</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Classify objects and events based on self-selected criteria • Recognize simple patterns and duplicate or extend them • Create and duplicate patterns and shapes using a variety of materials • Sort objects by one or more attributes and regroup the objects based on a new attribute (teacher demonstrates) • Order several objects on the basis of one attribute • Show spatial awareness by demonstrating an understanding of position and order 	<p>The child:</p> <ul style="list-style-type: none"> • Compares animals in two different stories • Sorts animals by habitat (land, air, sea) • Sorts objects by categories • Use calendar activities to establish patterns (Select pattern for month – apple leaf/apple – and children predict what will come next.) • Repeats patterns by using a drum or rhythm instrument • Sort blocks by size, color or shape • Identify objects, people, animals by small, smaller, smallest or tall, taller, tallest • Makes shapes by tracing them in the sand, at the light table or making them with play dough • Compare peers by who is taller or shorter

Content Standard	Performance Standard	Benchmarks
<p style="text-align: center;">Logical – Mathematical/Scientific Thinking</p> <p>Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of one to one correspondence • Show curiosity and independent interest in number related activities • Relates number to quantity 	<p>The child:</p> <ul style="list-style-type: none"> • Holds up three fingers and says, "I am three." • Sings songs with numbers ("One, Two, Buckle My Shoe") • Counts/sings to ten

THE CHILD AT AGE THREE
Literacy Development

Content Standard	Performance Standard	Benchmarks
<p>Language and Literacy</p> <p>Preschool programs will provide children with opportunities to communicate their experiences, ideas, and feelings by speaking.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Respond nonverbally by gesturing (nodding, pointing, choosing) and by imitating sounds and actions • Speak clearly including use of appropriate tone and inflection • Use multiple word sentences (five or more words) or phrases to describe ideas, feelings, and actions • Speak to initiate a conversation or enter into a play situation and speak for a variety of other purposes • Recognize and name a variety of pictured locations • Names some colors 	<p>The child:</p> <ul style="list-style-type: none"> • Makes appropriate oral responses to questions • Chimes in with classmates on poems, song, and chants • Speaks dominant language clearly • Uses indoor voice • Uses sentences with two or more separate ideas connected by words such as <i>and</i>. • Takes different roles in dramatic play or puppetry • Asks questions of teacher and peers • Takes at least two turns talking to adults or peers: responses are brief but related to speaker's prior comments • Describes visiting a city or the ocean or a fire house • Uses colors in conversation
Content Standard	Performance Standard	Benchmarks
<p>Language and Literacy</p> <p>Preschool programs will provide children with opportunities to listen with understanding to direction, conversations and stories.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of basic conversational vocabulary • Demonstrate understanding of message in conversation • Comprehends simple repeated sentences • Demonstrates comprehension through facial expressions, body language and gestures 	<p>The child:</p> <ul style="list-style-type: none"> • Follows directions • Role plays appropriately • Mimics nursery rhymes and simple classic children's literature • Acts out one of the related ideas in a story
Content Standard	Performance Standard	Benchmarks
<p>Language and Literacy</p> <p>Preschool programs will provide children with opportunities to develop visual perception.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Identify some colors and shapes • Recognize some letters in his/her name 	<p>The child:</p> <ul style="list-style-type: none"> • Names the color or shape of an object in a picture book

	<ul style="list-style-type: none"> • Identify the concepts of top, middle, bottom, front and back • Recognizes some labels and symbols • Reproduces visual sequential patterns • Recognizes visual differences • Interprets pictures 	<ul style="list-style-type: none"> • Names shapes in environment (Classroom door is rectangle, play house stove burners are round, etc.) • Names letters in his/her name and identifies those letters in other words • Plays directional Simon Says (put the book on top of the desk, under the bookcase, etc.) • Puts materials in a box identified as his/her own • Goes to centers identified by labels • Reproduces patterns using pattern cards • Describes blocks as bigger, smaller, red, etc. • Tells stories from pictures
Content Standard	Performance Standard	Benchmarks
<p>Language and Literacy</p> <p>Preschool programs will provide children with opportunities to develop phonemic awareness.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Respond to presence or absence and/or location of sounds and other sound characteristics • Name gross differences in sound characteristics; i.e. loud or soft, fast or slow • Name a variety of environmental sounds and match these sound with their associated pictures • Use imitative and creative expression in the recall of poems and role play 	<p>The child:</p> <ul style="list-style-type: none"> • Identifies common sounds in rhyming words • Identifies the rhyming parts of words in common nursery rhymes, songs, and chants • Identifies in common objects whether the sound is loud or soft, hard or soft (Pouring of water – soft; ambulance siren – loud; keyboarding – soft) • Identifies harsh sounds • Matches animals and objects to the sounds they make • Completes lines with rhyming words
Content Standard	Performance Standard	Benchmarks
<p>Language and Literacy</p> <p>Preschool programs will provide opportunities to assist the child in mastering language and expressive skills necessary for problem solving and critical thinking.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Describe and compare experiences and events • Describe unique characteristics of self and own culture • Compares and contrasts people and objects 	<p>The child:</p> <ul style="list-style-type: none"> • Describes family vacations and compares these with story characters and classmates • Uses dramatic play to describe and compare personal experiences

	<ul style="list-style-type: none"> • Uses simple phrases and sentences to express personal observations • Uses simple phrases and sentences to think through and solve problems 	<ul style="list-style-type: none"> • Describes family customs • Contributes to classroom journal of field trips • During story time, tells what he/she would do if faced with the conflict or events of the story
Content Standard	Performance Standard	Benchmarks
<p>Language and Literacy</p> <p>Preschool programs will provide children with opportunities to exhibit interest in reading.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Follows along on picture walks • Uses illustrations and other graphic clues to attach meaning to printed material • Retell information from a story • Show interest in reading-related activities • Attend to a story • Demonstrate book awareness • Recognize matching sounds and some printed letters • Compare and contrast some elements of illustrations in stories 	<p>The child:</p> <ul style="list-style-type: none"> • Chimes in during shared readings of predictable text • Supplies next word as teacher pauses while reading familiar texts • Makes one related comment to the story • Retells one or two main events in a story • Responds to stories with appropriate emotion • Chooses books or reading activities during learning center time • Looks at pictures and pretend reads (tells story from pictures) • Listens to stories • Holds book right side up and turns pages starting at the front of the book • Points to printed words as he/she pretend reads • Point out names that begin with the same letters • Identifies rhyming words in nursery rhymes with support
Content Standard	Performance Standard	Benchmarks
<p>Language and Literacy</p> <p>Preschool programs will provide children with opportunities to use different forms of writing such as drawing, letter-like forms , invented spelling and conventional forms</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Use symbols or drawings to express thoughts, feelings, and ideas • Illustrates characters, objects, and actions to convey meaning 	<p>The child:</p> <ul style="list-style-type: none"> • Uses crayons, markers, pencils, etc. to make scribbles and differentiates drawing scribbles from writing scribbles • Uses pretend writing and some letter-like shapes to convey meaning • Draws pictures to tell stories

THE CHILD AT AGE THREE
Creative Expression/Aesthetic Development

Content Standard	Performance Standard	Benchmarks
<p>Preschool programs will provide children with opportunities to exhibit curiosity about and explore how materials function and affect the senses.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Use a variety of art materials and activities for sensory experience and exploration 	<p>The child:</p> <ul style="list-style-type: none"> • Pours water back and forth from one container to another • Moves blocks • Puts glue on paper and sticks different materials on it • Stacks Lego® blocks
Content Standard	Performance Standard	Benchmarks
<p>Preschool programs will provide children with opportunities to create (imagine, experiment, plan , make, evaluate, refine and present/exhibit) works that express or represent experiences, ideas, feelings and fantasy using various media</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Elect to use art media • Demonstrate the ability to represent experiences, thoughts and ideas using several art forms • Use a variety of art media for self-expression • Names some colors 	<p>The child:</p> <ul style="list-style-type: none"> • Creates collages • Creates buildings, roads, etc. with blocks and identifies them • Chooses art activity during learning center time • States what is to be constructed and demonstrates an understanding of how materials work to make representations (Uses toilet paper rolls to make binoculars) • Paints lines up and down at an easel • Draws shapes and labels them (i.e., a head and four legs, a dog) • Uses different colors in artwork • Mixes colors to make new ones • Uses yarn to add "hair" to a picture with teacher assistance • Uses paints, chalk, pencils, markers, crayons, etc. in artwork

Content Standard	Performance Standard	Benchmarks
Preschool programs will provide children with opportunities to represent fantasy and real-life experiences through pretend play.	<p>The child will:</p> <ul style="list-style-type: none"> • Assume the role of someone or something else and talk in the language/tone appropriate for that person • Engage in cooperative play with another 	<p>The child:</p> <ul style="list-style-type: none"> • Stirs pretend coffee in a cup, drinks it, and says "Mmm." • Puts phone to ear and has pretend conversations • Plays "house" or "store" with peers
Content Standard	Performance Standard	Benchmarks
Preschool programs will provide children with opportunities to engage in musical and creative movement activities.	<p>The child will:</p> <ul style="list-style-type: none"> • Participate in group musical experiences, which may include listening to music, singing songs, doing finger plays and using musical instruments 	<p>The child:</p> <ul style="list-style-type: none"> • Joins in with peers at appropriate times during class singing of songs like "The Wheels on the Bus" or "Bingo." • Uses simple percussion instruments to keep time
Content Standard	Performance Standard	Benchmarks
Preschool programs will provide children with opportunities to describe or respond to their own creative work or the creative work of others	<p>The child will:</p> <ul style="list-style-type: none"> • Use oral language to explain or describe or ask questions about a work of art • Express interest in and show appreciation for the creative work of others 	<p>The child:</p> <ul style="list-style-type: none"> • Responds appropriately to questions like "Can you tell me about your picture?" and "What do you think about this picture?" • Responds to the creative work of others (claps hands, moves to music, taps, etc.)