



Oregon's Early Learning and Kindergarten Guidelines

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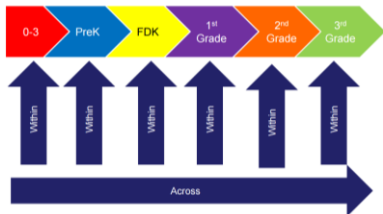
Comprehensive P-3 Approach



Kauerz, K. and Coffman, J. (2013). *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*. Seattle, WA: College of Education, University of Washington.

PreK-3rd Grade Alignment

PreK-3rd Improves *Each* Grade Level and Aligns *Across* Grade Levels



PreK-3rdA Comprehensive Reform Strategy. Kristie Kauerz, Ed.D. Research Scientist
University of Washington College of Education

Everyone Plays a Part

- PreK** • *High quality* PreK closes early achievement gaps and helps children be ready for school.
- FDK** • *High quality* Full-Day Kindergarten is a transition year for all children.
- Grades 1-3** • *High quality* early grades build strong foundations for lifelong learning.

PreK-3rdA Comprehensive Reform Strategy Kristie Kauerz, Ed.D. Research Scientist
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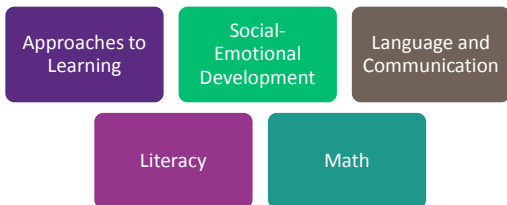


What are the Guidelines and Why are they important?



Aligned Standards for Children Ages 3 to Kindergarten

Oregon's Early Learning and Kindergarten Guidelines



Key Features: Subdomains and Goals

- Subdomains and goals are cross-referenced with the corresponding early learning and/or CCSS goal

Literacy

Section Organization

Addressed and Goal

Phonological Awareness

- Child demonstrates awareness that spoken language is composed of smaller units of sound.

Indicator and Goal

- Child demonstrates an understanding of how words are divided into syllables and that words have a beginning, middle, and end.

Indicator and Goal

- Child demonstrates an understanding of how words are divided into syllables and that words have a beginning, middle, and end.

Indicator and Goal

- Child asks and answers questions about a book that was read about the story.

Key Features: Age-level progressions

- Age-level progressions from age 3 through Kindergarten for each subdomain goal

PHONOLOGICAL AWARENESS

Goal 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.

DEVELOPMENTAL PROGRESSION	INDICATORS	STANDARDS
<p>Age 3</p> <p>Child demonstrates awareness that spoken language is composed of smaller units of sound.</p> <p>Indicator and Goal</p> <p>Child demonstrates an understanding of how words are divided into syllables and that words have a beginning, middle, and end.</p>	<p>Indicator and Goal</p> <p>Child demonstrates an understanding of how words are divided into syllables and that words have a beginning, middle, and end.</p>	<p>Indicator and Goal</p> <p>Child asks and answers questions about a book that was read about the story.</p>

Key Features: Supports for DLLs and Children with Special Needs

- Best practices for supporting dual language learners and children with special needs in each domain

Using the Standards with Dual Language Learners
The chart below outlines the range of ongoing measurement that should be taken into account as educators are observing and supporting children's progress toward meeting the literacy standards. The chart also identifies some areas that adults can support the growth and development of dual language learners. Note that stages of language development are not based on age or grade level and cannot be applied to specific early learning preparations or standards.

What Dual Language Learner Children Play Say or Do
To Demonstrate Literacy Learning

- Home Language**
 - Requests to make drawings that relate to language.
 - Shows understanding of content in the home language.
 - Identifies pictures or objects in the home language.
 - Identifies objects or activities in the home language.
 - Requests to know how to write something.
 - Shows an understanding of the home language.
- Literacy**
 - Requests to be read to in the home language with a book or story in English (e.g., "Story time") that are shared.
 - Shows understanding of the home language in the home language.
 - Shows understanding of the home language in the home language.
 - Shows understanding of the home language in the home language.
 - Shows understanding of the home language in the home language.
- Production**
 - Requests to be read to in the home language.
 - Shows understanding of the home language in the home language.
 - Shows understanding of the home language in the home language.
 - Shows understanding of the home language in the home language.
 - Shows understanding of the home language in the home language.

Supporting Children with Special Needs
Every child is a unique individual with their own strengths, needs, and challenges, and every child is capable. Promoting a culture of learning and supporting children's learning needs is a priority for all. Dual language learners, like all children, benefit from high-quality teaching. For dual language learners, this means they have access to learning and opportunities to demonstrate knowledge. The key to this is the use of evidence-based teaching practices that are research-based and culturally responsive. These practices include: differentiated instruction, culturally responsive teaching, and early intervention. Early education and care can help address the needs of dual language learners and support their growth.

Key Features: What Adults Should Do

- Provides ideas for adults to work with children in each domain area

Literacy: What Adults Should Do
Family Engagement & Home

- Language Support**
 - Talks to children in the home language and English.
 - Shows understanding of the home language in the home language.
 - Shows understanding of the home language in the home language.
 - Shows understanding of the home language in the home language.
 - Shows understanding of the home language in the home language.
- Learning Environment**
 - Provides a safe and supportive learning environment.
 - Shows understanding of the home language in the home language.
 - Shows understanding of the home language in the home language.
 - Shows understanding of the home language in the home language.
 - Shows understanding of the home language in the home language.
- Literacy Practices**
 - Shows understanding of the home language in the home language.
 - Shows understanding of the home language in the home language.
 - Shows understanding of the home language in the home language.
 - Shows understanding of the home language in the home language.
 - Shows understanding of the home language in the home language.

Social Learning

- Shows understanding of the home language in the home language.
- Shows understanding of the home language in the home language.
- Shows understanding of the home language in the home language.
- Shows understanding of the home language in the home language.
- Shows understanding of the home language in the home language.

Approaches to Learning

- Emotional and Behavioral Self-Regulation
- Cognitive Self-Regulation (Executive Functioning)
- Initiative and Curiosity
- Creativity

Approaches to Learning



Social-Emotional Development

- Senses of Identity and Belonging
- Emotional Functioning
- Relationships with a Trusted Adult
- Relationships with Other Children

Social-Emotional Development



Language and Communication

- Attending and Understanding
- Communicating and Speaking
- Vocabulary

Language and Communication



Literacy

- Phonological Awareness
- Print and Alphabet Knowledge
- Comprehension and Text Structure
- Writing

Literacy



Mathematics

- Counting and Cardinality
- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Measurement and Data
- Geometry and Spatial Sense

Mathematics



Small Group Table Activity



Large Group Share-Out

- Observations/comments about this activity?
- How might it be helpful to understand the skills that children are developing starting at age 3 and going all the way to the end of kindergarten?

Coming Soon!



www.ode.state.or.us/go/guidelines



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