

# Play, Reading, and Standards

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# WA Early Learning Guidelines, and Brain Science

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	Language, Literacy/Writing, & Cognition
Ages 0-1	<i>Listen and attend to language</i> <i>Coo in response to speech and interaction</i> <i>Begin to distinguish sounds of home language</i>
Ages 1-18mos	Listen to stories and caregivers narrate surroundings, Begin to say words and identify objects by name Use one word to convey meaning (e.g. “up”)
Ages 16 mos-3	Listen to stories and ask questions Recount an event with help Communicate about recent activities

# Teaching Strategies Gold, WaKIDS, and WA Early Learning and Development Guidelines:

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	Language, Literacy/Writing, & Cognition
14b Ages 3&4	<i>Engage in sociodramatic play</i> <i>Adopt a variety of roles and feelings during pretend play</i>
18c Ages 4&5	Retell stories Tell some details in a sequence of events Tell short make believe stories with adult help
19b Ages 3&4 Ages 4&5	Write to convey meaning  Draw shapes and lines using crayons or pencils  Write some letters and numbers

# Common Core State Standards: Speaking and Listening

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Kinder	describe people, places and events
1 <sup>st</sup>	describe people, places and events with detail and express feelings
2 <sup>nd</sup>	tell a story or recount experience with relevant facts and descriptive details
3 <sup>rd</sup>	Report on a topic or text, tell a story or recount an experience with relevant facts and descriptive details, in a coherent way with appropriate pace

# Common Core State Standards: Writing

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<b>Kinder</b>	<b>Use a combination of drawing and dictating to narrate</b>
<b>1<sup>st</sup></b>	Write narratives with more than two sequenced events
<b>2<sup>nd</sup></b>	Write narratives with well elaborated sequence of events, details and closure
<b>3<sup>rd</sup></b>	2 <sup>nd</sup> grade plus... Establish the story with characters and setting, and provides dialogue

# WA-ELDG, CLASS and TPEP Observation

WA Early Learning and Development Guidelines	CLASS: Instructional Support Domain (Language Modeling)	TPEP: Questioning and Probing; Danielson (distinguished)
Help children take turns listening and talking in conversations, Use a wide vocabulary, and ask children questions that require more than a one word responses	<b>Repetition and extension</b> honors and models language use Teachers ask <b>Open-ended questions</b> that require more language use	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition