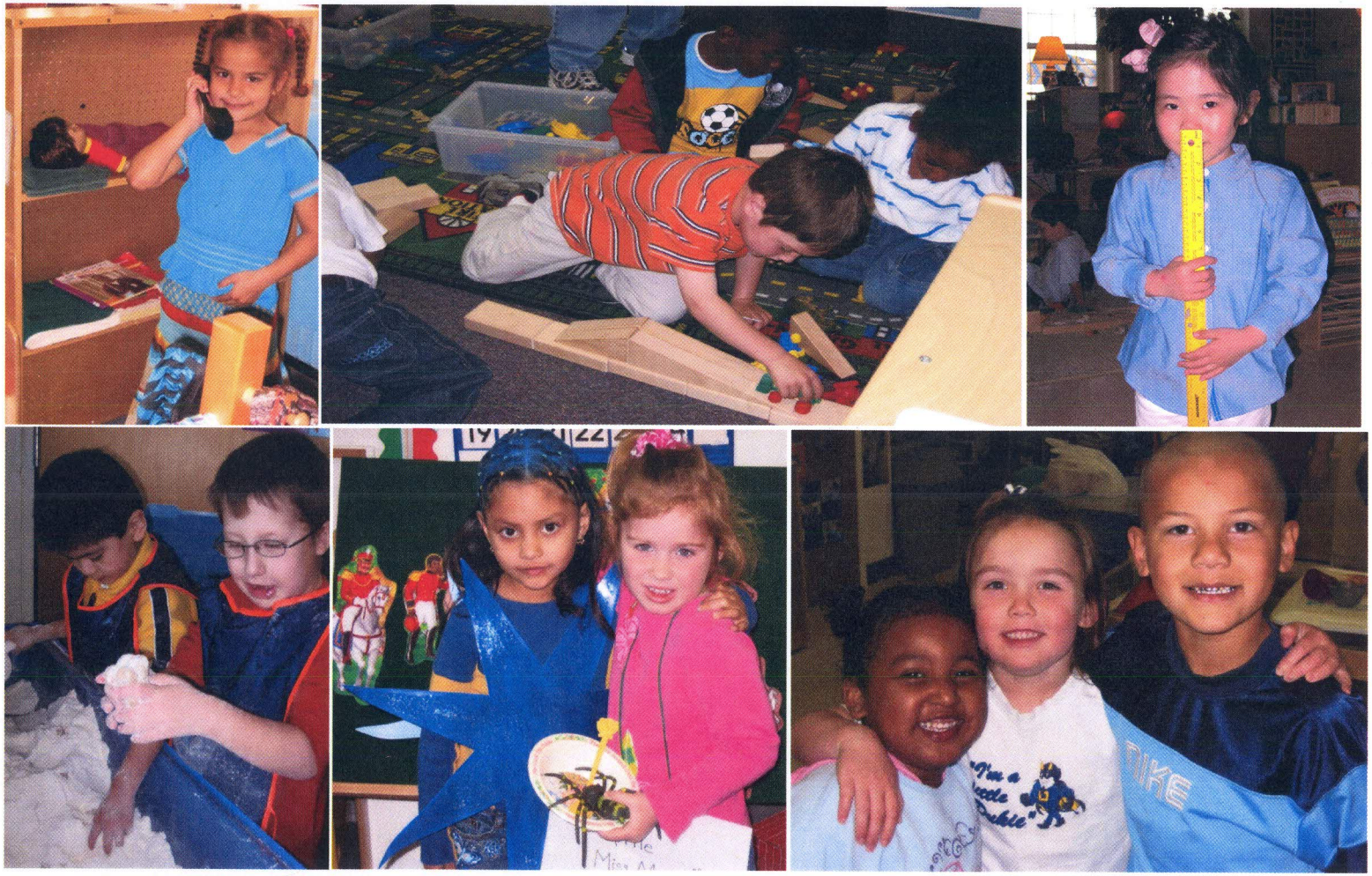
# *The Revised Tennessee Early Learning Developmental Standards for Four year-olds*



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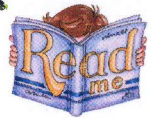
  - Communication, Literacy & Language 
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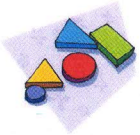
    - Math 
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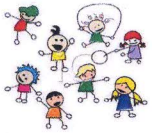
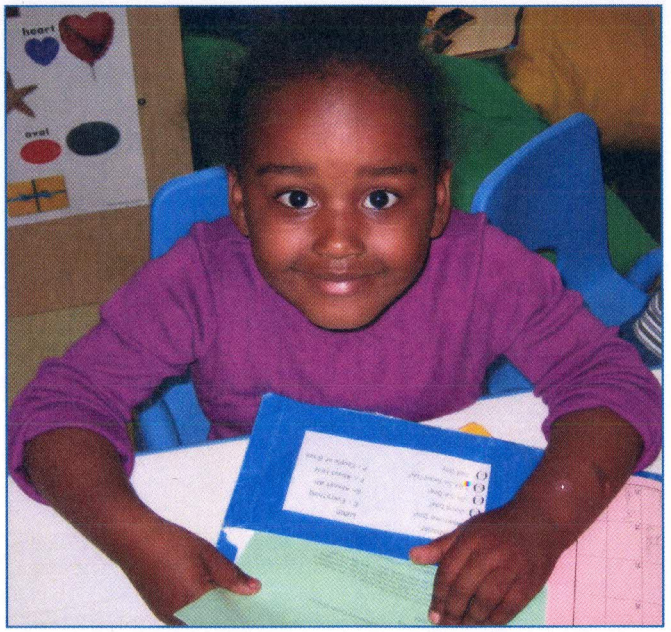
  - Physical Development 
- Unpacking the Standards – Steps toward Effective Implementation


"Every child needs one person who is crazy about him *(or her)*." Uri Bronfenbrenner



***Opening Remarks...***

**Several key resources were considered in revising these standards:**

- Tennessee Early Learning Developmental Standards (2004)
- Early learning standards from other states
- Head Start Child Development and Early Learning Framework (2011)
- National Association for the Education of Young Children
- Common Core State Standards for Kindergarten

## Guiding Principles for the Revised Tennessee Early Learning Developmental Standards:

- **All children are capable of learning, achieving and making developmental progress.**
  - The Early Learning Standards are intended for all children regardless of economic, linguistic, and cultural differences and/or physical, learning, and emotional challenges.
- **Children develop at different rates and each child is unique in his/her own development, growth and acquisition of skills.**
  - Individualized, appropriate and reasonable supports and accommodation must be provided to close the achievement gap and promote school readiness for all children.
- **Early experiences have both cumulative and delayed effects on individual children's development; optimal periods exist for certain types of development and learning.**
- **Children are active and eager learners.**
  - A primary approach to learning is through purposeful, meaningful play. Intentional planning promotes rich learning experiences that invite participation, involve multiple contexts, and engage the senses which help children explore their environment.
- **Development advances when children have opportunities to practice newly acquired skills as well as, when they experience a challenge just beyond the level of their present mastery (zone of proximal development).**
- **Early learning and development are multi-dimensional.**
  - Children's learning is integrated and occurs simultaneously across all developmental domains, which are interrelated and interactive with one another.
- **Children learn in the context of interactions and relationships with family members, caregivers, teachers, other children and adults in their immediate environment and greater community.**
- **Executive Function (or self regulation) is vital for children's growth and development and strongly correlates with positive academic outcomes.**
  - High quality early childhood experiences enhance and expand optimal brain development.
- **The family is the most significant contributor to children's lifelong learning and development.**
  - Engaging families in the early education of their children is essential to continuing children's success in the elementary classroom and later learning.

*"Alone we can do so little; together we can do so much." Helen Keller*

## The Revised TN Early Learning Developmental Standards provide:

A **resource** for guiding the design, selection and implementation of a high quality curriculum

A **guide for planning meaningful experiences** and instructional activities which enable children to meet the standards

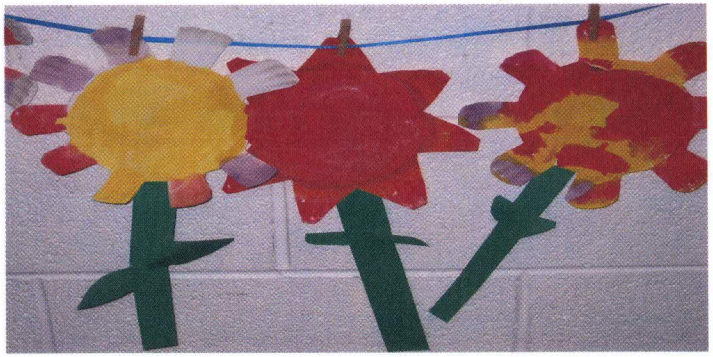
A **guide for selecting assessment tools** appropriate for children with differing abilities and challenges

A **framework of developmental milestones for all children** regardless of language, background, or diverse needs

A **framework of learning expectations to develop and nurture the relationship between early learning and K-12** so all schools are ready for children and children are ready for school

A **focus for discussions** regarding the education of young children by educators, policy makers, families and community members

A **template for planning professional development** opportunities



***Note: The Revised TN Early Learning Developmental Standards are <u>not</u>...***

- Intended to be used as a checklist, but can inform the development or selection of screening
- Intended to be used as an assessment tool
- Intended to be used as a curriculum
- Meant to exclude children from kindergarten
- Meant to stifle the creativity of teachers, caregivers or parents
- Intended to mandate specific teaching practices and/or materials

# Commonly Used Common Core Verbs for Kindergarten & Pre-K

*Definitions from Wordsymth.com—Children's Dictionary*

The following lists of verbs are found in the Four Year Old TN-ELDS, Kindergarten Common Core State Standards, or both. Understanding the meanings of these words will better support understanding of the Standards. The words have been identified by the level of the thinking processes these standards are associated by using Bloom's Taxonomy.

Bloom's Taxonomy:

Low--Remember & Understand (L) Middle--Apply & Analyze (M) High--Evaluate & Create (H)

**Listing of Verbs & Intended Meanings — *Four year-old Standards Only*:**

**Aware or awareness of** – knowing or careful (L)
**Begin** – to do the first step in a process; start (L)
**Display** – to cause to be seen; show; to make known; disclose (L)
**Express** – to show or make known; to tell the thoughts or feelings (L)
**Initiate** – to cause to begin; start; originate (L)
**Observe** – to notice or see; to watch closely; make a careful observation (L)
**Recall** – to bring a past event into the mind; remember (L)
**Reproduce** – to make a copy of; to make or produce again (L)
**Select** – to choose; pick (L)
**Associate** – to connect with something else in one's mind (L / M)
**Develop** – to bring out the potential of; advance to a more complete or more effective condition; to gain strength (L / M)
**Expand** – to make larger or wider; to become larger or wider (L / M)
**Relate** – to tell the story of; to see or find connections between; link (L / M)
**Sustain** – to keep (something) going or existing (L / M)
**Progress** – forward movement toward an end; forward movement in time or space (M)
**React** - to act, or feel a certain way, in response to something (M/ H)
**Respond** – to answer or give a reply, in words or otherwise (M/ H)
**Create** – to bring into being; to cause, produce (H)

**Listing of Verbs & Intended Meanings — *Four Year-Old & Kindergarten Standards:***

**Count** – to list or name one by one in order (L)
**Define** – to explain or state the meaning of; to describe the nature of (L)
**Demonstrate** – to show evidence; to reveal; to show (L)
**Describe** – to tell or write about; create a picture of in words (L)
**Engage** – to get or use the service of; committed and involved (L)
**Explore** – to understand by carefully examining (L)
**Identify** – to figure out or show who someone is or what something is; to connect or associate (L)
**Participate** – to take part; share (usually followed by "in") (L)
**Recognize** – to identify from an earlier experience; to understand (L)
**Understand** - to get the meaning, nature, or importance of (L)
**Categorize** – to arrange by categories; to describe or understand by assigning to a category (M)
**Classify** – to group or order in classes (M)
**Compare** – to note or describe the similarities or difference of; to bring together for the purpose of discovering similarities and differences (M)
**Contrast** – to compare in order to make differences clear; to show or reveal differences when compared (M)
**Distinguish** – to tell apart by seeing differences; to see or hear in a clear way (M)
**Retell** – to tell again, e.g., a story of account (M)
**Use** – to bring into service (M)

**Listing of Verbs & Intended Meanings — *Kindergarten Standards Only:***

**Record** – to put in writing, or some other form as evidence (L)
**Analyze** – to separate into parts for close study; examine and explain (M)
**Apply** – to make use of or put to use (M)
**Decompose** – to break down into component elements (M)
**Determine** – to conclude after studying or watching; to decide or settle finally and without question (M)
**Confirm** – to prove or show to be true; to make certain or definite (M / H)
**Represent** – to stand for or be a sign of; to show or picture in a work of art (M / H)
**Solve** – to find or figure out an answer to (M / H)
**Compose** – to create or write (H)
**Produce** - to bring into being; to make or manufacture (H)

# 'Unpacking' the ELA & Math Standards — Steps Toward Effective Implementation

1. Write the learning standard

2. Identify what the children need to know – (Knowledge / Concepts) – List the nouns and noun phrases

3. Identify what the children need to do – List the verbs and verb phrases

4. Connect each verb with Bloom's taxonomy –
    a. Low: Remember and Understand
    b. Middle : Apply and Analyze
    c. High: Evaluate and Create

5. Consider…
    a. The Sequencing of learning goals – what comes before or right after this skill?
    b. Are there any vocabulary words which need to be identified or clarified?
    c. What prior knowledge and skills are needed to master this learning goal?

6. Determine the 'I Can' statements – One for each – Laying a foundation, Mastery, and Going Beyond

7. Ideally, illustrate these statements for the learner

# English Language Arts Instructional Shifts

| | |
|---|---|
| 1. Building knowledge through content-rich nonfiction and informational texts | The standards address reading and writing across-the-curriculum which complement the content of the standards in history/social studies, science, and technical subjects, thus offering new grounding in informational text and placing a premium on students building knowledge from that reading. In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. The K-5 standards also strongly recommend students build coherent general knowledge both within each year and across years. In 6-12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional.<br><br>Part of the motivation behind the interdisciplinary approach to literacy in the standards is the established need that most required reading in college and workforce training programs is informational in structure and challenging in content. |
| 2. Reading and writing grounded in evidence from text | Shifting away from today's emphasis on narrative writing (in response to de-contextualized prompts), the standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer from their prior knowledge or experience, the standards expect students to answer questions which depend on their having actually read the text.<br><br>Likewise, the reading standards focus on students' ability to read closely and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require no information from outside the text, but instead require inferences based on careful attention to the text. |
| 3. Regular practice with complex text and its academic vocabulary | Rather than focusing solely on the skills of reading and writing, the standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The standards build a staircase of text complexity so all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity — and inextricably connected to reading comprehension — is a focus on academic vocabulary: words which appear in a variety of content areas (such as ignite and commit). |

**Source: Student Achievement Partners**

# Math Instructional Shifts

| | |
|---|---|
| 1. Focus strongly where the Standards focus | Rather than racing to cover everything in today's mile-wide, inch-deep curriculum, teachers use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the math classroom. They focus deeply on only those concepts which are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom. |
| 2. Coherence: think across grades, and link to major topics within grades | Thinking across grades: Instead of treating math in each grade as a series of disconnected topics, principals and teachers carefully connect the learning within and across grades so, for example, fractions or multiplication develop across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.<br><br>Linking to major topics: Instead of allowing less important topics to detract from the focus of the grade, these topics are taught in relation to the grade level focus. For example, data displays are not an end in and of themselves but are always presented along with grade-level word problems. |
| 3. Rigor: require conceptual understanding, procedural skill and fluency, and application with intensity. | Conceptual understanding: Teachers teach more than "how to get the answer" and support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by solving short conceptual problems, applying math in new situations, and speaking about their understanding.<br><br>Procedural skill and fluency: Students are expected to have speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as multiplication facts so that students are able to understand and manipulate more complex concepts.<br><br>Application: Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in "real world" situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content. |

**Source: Student Achievement Partners**