

Correlation Chart

West Virginia Early Learning Standards Framework: Pre-Kindergarten

Alignment with Preschool Curriculum by FunShine Online® Ages 3-5 months

Early Learning Standards Framework: West Virginia Pre-Kindergarten	FunShine Online® Learning Goals and Objectives
Social and Emotional Development	Social/Emotional Development
A. Self-Concept	Self-Concept, Emotional Development, Conversation, Relationships
1. Development of Self-Concept	
1. Describe self by using several basic characteristics.	SE1 Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics
2. Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	SE2 Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
3. Develops growing capacity for independence in a range of activities, routines, and tasks.	SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
2. Development of Self-Expression and Self-Awareness	
4. Demonstrates progress in expressing needs, wants and feelings appropriately.	SE15 L5 Manages feelings appropriately Expresses needs, wants, thoughts through nonverbal gestures, (exposed to sign language), progressing to verbal cues in English or home language
5. Acts out roles by imitating typical actions associated with the roles.	SE7 Uses play to explore and practice social roles and relationships

B. Social Relationships	Relationships, Emotional Development, Family and Community, Self-Care, Self-Concept	
1. Development and demonstration of pro-social behaviors		
1. Develops positive relationships with children and adults.	SE8 SE10	Interacts comfortably with familiar adults Interacts with one or more children; develops special friendships
2. Shows empathy and caring for others.	SE17	Shows empathy and caring to others, respond to others emotions
3. Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.	SS6 PD15	Follows simple rules and routines Follows basic safety and health rules
4. Shows progress in developing and sustaining friendship with peers.	SE10	Interacts with one or more children; develops special friendships
5. Manages transitions and begins to adapt to change in routines.	SS6	Follows simple rules and routines
2. Cooperation		
6. Uses appropriate communication skills to initiate or join classroom activities.	SE9	Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest
7. Engages in cooperative group play.	SE11 SE12	Participates in group song, dance, acting/role-play Plays cooperatively with others; resolves some conflicts, uses constructive language
8. Begins to share materials and experiences and take turns.	SE9	Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest
9. Uses and accepts negotiation, compromise, and discussion to resolve conflicts.	SE12	Plays cooperatively with others; resolves some conflicts, uses constructive language
10. Accepts guidance and directions from a variety of familiar adults.	SS9 SE13	Demonstrates growing awareness of community rules, governance, democracy Seeks help or information when needed from adults

11. Follows basic routines and rules for play and group participation.	SE9 SE12	Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest Plays cooperatively with others; resolves some conflicts, uses constructive language
C. Knowledge of Family and Community	Family and Community, Self-Concept, People and the Environment	
1. Progression of understanding of their role in the family and community		
1. Understands and describes the interactive roles and relationships among family members.	SS5	Understands family roles, relationships, rules, jobs
2. Identifies and describes roles and relationships of community members.	SS8	Tells functions of some community helpers, parents' jobs, careers
3. Understands similarities and respects differences among people, such as genders, race, special needs, cultures, language, and family structures.	SS7	Shows awareness of diverse backgrounds, cultural/global knowledge
4. Identifies themselves as a member of groups within a community.	SE1	Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics
5. Identifies and describes locations and places in their environment.	SS3	Describes characteristics of things in the environment and geography of places: home, school, park, community; says name/address
D. Dispositions to Learning	Relationships, Self-Concept, Imagination, Persistence	
1. Intrinsic Motivation for Learning		
1. Participates in a variety of classroom activities and tasks.	SE9	Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest
2. Develops increased ability to make independent choices.	SE3	Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
3. Approaches tasks and activities with flexibility, imagination, and inventiveness.	AL1	Shows creativity, flexibility, and inventiveness in play experiences

4. Persists in and completes tasks, activities, projects, and experiences.	AL8	Usually completes reasonable tasks or stays engaged
5. Demonstrates increasing ability to set goals and develop and follow through on plans.	AL6	Is not easily discouraged, seeks help to overcome problems
6. Maintains increasing concentration over a reasonable amount of time despite distractions and interruptions.	AL7	Works at a task despite distractions or interruptions
Language and Literacy	Language/Literacy	
A. Listening and Speaking	Listening, Conversation, Vocabulary	
1. Utilization of receptive and expressive language for a variety of purposes		
1. Demonstrates an increasing ability to attend to and understand communication.	L2 L3	Gains meaning by listening to stories, informational texts, directions, conversations Understands verbal and nonverbal cues
2. Communicates needs and wants through a variety of verbal and symbolic forms.	L5	Expresses needs, wants, thoughts through nonverbal gestures, (exposed to sign language), progressing to verbal cues in English or home language
3. Understands and uses increasingly complex and varied vocabulary/sentences in listening and speaking.	L2	Gains meaning by listening to stories, informational texts, directions, conversations
2. Comprehension and collaboration		
4. Comprehends and expands on oral language.	L2 L11 L12	Gains meaning by listening to stories, informational texts, directions, conversations Demonstrates growing understanding of words and meanings, including language of specific learning domains Converses with a rapidly expanding vocabulary
5. Participates in conversations with peers and adults about topics of interest.	L8	Shares opinions, experiences, and ideas with others with words

6. Listens to others and takes turns speaking.	L7	Initiates asking questions and responds in conversation with others
7. Asks questions to get information, seeks help, or clarifies something that is not understood.	L7	Initiates asking questions and responds in conversation with others
B. Foundational Skills for Reading	Emergent Reading, Emergent Writing, Art, Listening	
1. Print Concepts		
1. Holds book upright and identifies the front and back of a book.	L15	Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
2. Progresses in learning how to handle and care for books; knows how to view one page at a time in sequence from front to back; and understands that a book has a title, author, and illustrator.	L15	Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
3. Demonstrates increasing awareness of concepts of print, such as reading moves from top to bottom and from left to right, speech can be written down, and print conveys a message.	L19 L22	Understands left to right, top to bottom process of reading Shows awareness of the uses and functions of symbols and print to convey meaning and recognizes that different text forms are used for different purposes
4. Develops an awareness of environmental print such as signs, letters, newspapers, lists, messages, and menus.	L22	Shows awareness of the uses and functions of symbols and print to convey meaning and recognizes that different text forms are used for different purposes
5. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.	L18	Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
6. Recognizes and names letters such as those in his/her name, names of family and friends, and those seen in environmental print.	L18 L23	Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters Shows awareness that a word is made up of letters

7. Recognizes words as units of print that are separated by spaces.	L23	Shows awareness that a word is made up of letters
2. Phonological Awareness		
8. Listens to and identifies sounds that are in the environment.	L17	Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
9. Shows growing ability to hear and discriminate separate syllables in words.	L17	Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
10. Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.	L4 A4	Listens and responds to rhymes and rhythms Knows and sings songs; uses music across learning domains
11. Shows growing awareness of beginning and ending sounds of words.	L18 L23	Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters Shows awareness that a word is made up of letters
3. Word Recognition		
12. Recognizes a word as a unit of print.	L23	Shows awareness that a word is made up of letters
13. Recognize words such as his/her name, names of family and friends, and familiar environmental print.	L18	Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
C. Literature	Emergent Reading, Listening, Reflection	
1. Key Ideas and Details		

<p>1. Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</p>	<p>L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books</p> <p>L4 Listens and responds to rhymes and rhythms</p>
<p>2. Looks through books independently and asks to have books read to them.</p>	<p>L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books</p>
<p>3. Recognizes story elements such as characters, sequence of events, and theme of a story.</p>	<p>L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud</p> <p>L20 Understands structure: beginning, middle, end of a story</p>
<p>4. Demonstrates progress in retelling and dictating stories from books and experiences; acts out stories in dramatic play; asks to take home books; goes to the library; and engages in pretend reading with other children.</p>	<p>L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books</p> <p>L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud</p>
<p>2. Integration of Knowledge and Ideas</p>	
<p>5. Engages in questioning, reflecting, and relating a story to personal experiences including use of new vocabulary.</p>	<p>AL9 Observes or contemplates and applies knowledge to a new situation</p> <p>L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud</p>
<p>D. Writing</p>	<p>Emergent Writing, Social Studies, Art, Emergent Reading, Fine Motor</p>
<p>1. Text Type and Purposes</p>	

1. Progresses from using scribble shapes or pictures to represent ideas, to using letter-like symbols or invented spelling, to copying or writing familiar words such as his/her own name.	L25	Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
2. Uses a combination of drawing, dictating, and writing to communicate ideas, thoughts, and feelings.	L25	Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
3. Demonstrates an understanding that writing relays a message that can be read.	L22	Shows awareness of the uses and functions of symbols and print to convey meaning and recognizes that different text forms are used for different purposes
4. Begins to use functional print in play.	AL1	Shows creativity, flexibility, and inventiveness in play experiences
5. Uses a variety of writing tools and materials, such as pencils, crayons and computers.	SS11 A1 PD4	Exhibits some knowledge of technology and media Uses a variety of art materials for exploration, and across learning domains Begins to control use of writing, drawing, art tools, and art/craft mediums
6. Begins to recognize that writing patterns progress from top to bottom, left to right, and words are separated by spaces.	L19 L23	Understands left to right, top to bottom process of reading Shows awareness that a word is made up of letters
Mathematics		
A. Number - Counting and Cardinality	Numbers	
1. Number Names		
1. Develops increased ability to counts in sequence to ten and beyond.	M1	Grows in rote counting and sequencing of numbers
2. Begins to identify number symbols one to ten.	M2	Recognizes both numerals and number names

2. Counting To Tell the Number of Objects		
3. Uses one-to-one correspondence in counting objects and matching groups of objects.	M3	Understands and uses 1-1 correspondence
4. Matches quantity with number symbols.	M4	Counts and builds sets
3. Comparing and Ordering Numbers		
5. Uses comparative words such as more, less, fewer, equal to.	M5	Compares quantities in sets and uses appropriate vocabulary: equal, more less
6. Begins to recognize the order of numbers, e.g. before, after and between.	M1	Grows in rote counting and sequencing of numbers
B. Number - Operations and the Problems they Solve	Numbers	
1. Composing and decomposing numbers; addition and subtraction		
1. Develops increased ability to recognize addition as putting objects together and subtraction as taking objects apart.	M6	Understands adding and subtracting from a set
2. Identifies parts in relationship to the whole.	M7	Begins to understand dividing sets into parts up to fourths
C. Measurement and Data	Patterns, Measurement, History and Events, Imagination	
1. Direct Measurement		

1. Understand that objects have measurable attributes, such as length or weight. A single object might have several measurable attributes of interest.	M9 M14	Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons Understands, compares, and analyzes quantities of length, height, weight, time, or amount between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
2. Estimates the size of objects in comparison to a common unit of measurement, such as more/less, short/tall, long/short, big/little, and light/heavy.	M14	Understands, compares, and analyzes quantities of length, height, weight, time, or amount between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
3. Begins to construct a sense of time through participation in daily activities.	SS1	Shows awareness of concepts of time/sequence of events: past, present, and future and sequence of routines such as bedtime, lunchtime, morning, night, etc.
2. Representing and Interpreting Data		
4. Classify objects according to common characteristics, such as color, size, or shape.	M9	Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons
5. Begins to incorporate estimating and measuring activities into play.	AL1	Shows creativity, flexibility, and inventiveness in play experiences
6. Begins to recognize and interpret information presented in tables, graphs and symbols.	M16	Develops growing abilities to collect, describe, and record information in different ways, such as discussion, maps, charts, or graphs
D. Geometry	Patterns, Spatial Relations, Geometry	
1. Shapes, their attributes, and spatial reasoning		

1. Recognizes, duplicates, and creates simple patterns using a variety of materials.	M11 M12	Duplicates simple patterns, then extends and creates patterns Identifies pattern groups (red/yellow, kitten/puppy)
2. Progresses in ability to recognize terms of directionality, order, and positions of themselves and objects in their environment, such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	M20	Understands directions/positional concepts: top/bottom, go/stop, far/near, up/down, over/under, out/in, above/below, in front/behind, inside/outside, etc.
3. Recognizes, describes, compares, and names common shapes.	M17	Demonstrates age-appropriate knowledge of geometric shapes
4. Determines whether or not two shapes are the same size and shape.	M17 M18	Demonstrates age-appropriate knowledge of geometric shapes Understands that shapes remain the same when flipped or rotated
Science		
A. Science as Inquiry		Questioning, Observation, Investigation, Curiosity, Measurement
1. Foundational Knowledge of Scientific Inquiry		
1. Expresses wonder and asks questions about the world around them.	S4	Asks why, where, when, how, what, and seeks answers through exploration
2. Observes and discusses similarities and differences among objects and materials, including cause and effect.	S7 S8	Uses “if/then” and “cause/effect” reasoning Makes comparisons among objects and groups
3. Investigates and problem solves through active exploration of the environment.	S1 AL3	Explores materials and makes observations, predictions based on information gathered from the senses Uses new strategies to solve problems
4. Progresses in ability to describe and discuss predictions, explanations, and generalizations.	S1 S3	Explores materials and makes observations, predictions based on information gathered from the senses Makes predictions based on past experiences and observations

2. Utilization of Inquiry	
5. Uses senses and a variety of tools to gather information, investigate materials, and observe processes and relationships.	S1 Explores materials and makes observations, predictions based on information gathered from the senses S6 Uses tools such as scale, magnifier, bug catcher, map, or binoculars for investigation
6. Collects, describes, and records information through a variety of means to lead to new understanding of the world around them.	M16 Develops growing abilities to collect, describe, and record information in different ways, such as discussion, maps, charts, or graphs
B. Scientific Knowledge	Observation, People and the Environment
1. Understanding the living and physical world	
1. Observes and describes the immediate and familiar world, such as the natural world, materials, living things, and natural processes.	S1 Explores materials and makes observations, predictions based on information gathered from the senses S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
2. Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships, such as recognize that materials can exist in several physical states.	S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics S3 Makes predictions based on past experiences and observations
3. Demonstrates expanding knowledge of and respect for the environment.	SS2 Engages in caring for the environment and conservation
The Arts	
A. Music and Movement	Music, Movement and Dance, Listening
1. Self Expression	

1. Participates in music activities, including listening, singing and finger plays.	A4 A5	Knows and sings songs; uses music across learning domains Explores with sound, melody, tone, rhythm, beat
2. Creates music through a variety of techniques.	A6	Uses and shows interest in a variety of musical instruments for expression
2. Foundations of Music and Movement		
3. Demonstrates an understanding of movement as it relates to music.	A7 A8	Participates in creative movement and dance Designs original movements and interpretations; uses creative movement and dance across learning domains
4. Uses a variety of instruments including non-traditional and natural objects.	A6	Uses and shows interest in a variety of musical instruments for expression
5. Responds to and identifies particular musical elements such as rhythm and style.	A5 L4	Explores with sound, melody, tone, rhythm, beat Listens and responds to rhymes and rhythms
B. Visual Art	Art, Persistence	
1. Self Expression		
1. Progresses in ability to express emotion and communicates ideas through creative artwork.	A3	Appreciates artistic creations of others and art events; shares opinions about likes and dislikes
2. Demonstrates growing ability to plan, work independently, and demonstrate care and persistence in a variety of art project.	A2 AL7 AL8	Creates something unique from other children: creative, imaginative work Works at a task despite distractions or interruptions Usually completes reasonable tasks or stays engaged
3. Develops growing ability to create artwork that reflects an idea, theme, or story.	A2	Creates something unique from other children: creative, imaginative work
2. Foundations of Visual Arts		

4. Explores color and texture using different mediums, including clay, natural materials, wood, paper, crayons, chalk, paint, glue, paste, etc.	A1	Uses a variety of art materials for exploration, and across learning domains
5. Begins to demonstrate increased detail in a variety of artwork, including drawings, paintings, models, and other multi-dimensional artwork.	A2	Creates something unique from other children: creative, imaginative work
C. Dramatic Play	Dramatic Play, Emotional Development	
1. Self Expression		
1. Participates in a variety of dramatic play activities throughout the day in a variety of settings that becomes more extended and complex.	A9	Participates in creative dramatic play and make-believe
2. Expresses ideas, feelings, and emotions through dramatic play.	SE16	Explores emotions through play, art, music, dance
3. Shows growing creativity and imagination in using materials and assuming roles, e.g. interaction with costume pieces, props, puppets, fabric, etc.	A9 A10	Participates in creative dramatic play and make-believe Uses props to enhance play environment
4. Tells and re-enacts stories and experiences through dramatic play.	A9 A10	Participates in creative dramatic play and make-believe Uses props to enhance play environment
Physical Health and Development		
A. Fine Motor		
1. Fine Motor Development		
1. Demonstrates increased ability, strength, dexterity, and control to manipulate and use tools such as scissors, staplers, hammers, and fastening tools.	PD1 PD3	Gains strength and control of small muscles: folding and creasing paper, building with small blocks, manipulating play dough and clay Uses scissors to cut shapes from paper
2. Demonstrates increased accuracy of eye-hand coordination and use of opposing hand movements to build with blocks, string beads, cut with scissors, or put together puzzles.	PD2	Demonstrates eye-hand coordination: strings beads, completes puzzles, sews through holes in lacing cards, ties knots and loops, tears paper, uses eating utensils, uses a keyboard

3. Progress in ability to use writing, drawing and art tools, including pencils, markers, chalk, paint brushes, and various types of technology.	PD4	Begins to control use of writing, drawing, art tools, and art/craft mediums
4. Begins to demonstrate self help skills such as buttoning and zipping.	PD8	Undresses or dresses self independently, other than help with difficult fasteners
B. Gross Motor		
1. Gross Motor Development		
1. Demonstrates increased control and proficiency in walking, running, jumping, hopping, skipping, marching, and galloping.	PD5 PD6	Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping
2. Demonstrates increased abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and ascending and descending stairs.	PD6	Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping
3. Moves with emergent balance on lines, balance beams, curbs, riding equipment, and play structures.	PD5	Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet
C. Health and Safety Practices		Self-Care, Gross Motor, Family and Community
1. Healthy Development		

1. Demonstrates ability to identify and make healthy food choices.	PD9	Exhibits increasing knowledge of healthy eating, good nutrition: tries new foods, willing to eat well-balanced diet, interested in various tastes, colors, and textures of food
2. Participates actively in games, outdoor play and other forms of exercise that enhances physical fitness.	PD7 PD14	Develops strength, flexibility, and stamina through vigorous play and by using equipment Participates in a variety of physical activities; exhibits increasing awareness of the importance of exercise
3. Exhibits increased physical growth, strength, stamina, endurance and flexibility.	PD7	Develops strength, flexibility, and stamina through vigorous play and by using equipment
4. Demonstrates growing independence in daily health routines and habits in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting.	PD11 PD12 PD13	Brushes teeth independently Uses tissue for nose, napkin for hand/face appropriately, independently Cares for toileting needs independently
5. Demonstrates an understanding of the need for different apparel in different climates and weather conditions.	AL9	Observes or contemplates and applies knowledge to a new situation
2. Safety Practices		
6. Participates in safety games, songs and stories.	PD15	Follows basic safety and health rules
7. Recognizes symbols indicating danger.	PD15	Follows basic safety and health rules
8. Follows classroom and community safety rules, such as fire drills, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.	PD15 SS6 SS9	Follows basic safety and health rules Follows simple rules and routines Demonstrates growing awareness of community rules, governance, democracy