## Massachusetts Department of Elementary and Secondary Education

## Preschool Remote Learning Guidance

## This resource is only to be used during school closure due to COVID-19.

## As preschool programs plan for the remainder of the school year, remote learning opportunities for 3- and 4-year old children should be aligned with our state learning standards as outlined in the [MA Curriculum Frameworks](http://www.doe.mass.edu/frameworks/current.html), including [social-emotional learning (SEL) and approaches to play and learning (APL) standards](http://www.doe.mass.edu/sfs/earlylearning/resources/SEL-APL-Standards.docx). In recent [remote learning guidance](http://www.doe.mass.edu/covid19/learn-at-home.html) issued to schools on April 24th, the Department of Elementary and Secondary Education (the Department) identified content standards, Kindergarten through Grade 12 (K-12), that are prerequisites for student success in the next grade level. This document builds on that guidance to include Preschool programs.

## As it relates to the prerequisite content standards identified for educators in the K-12 space, the section below outlines the foundation preschool standards that align with the Kindergarten document. In reviewing the Preschool standards identified below, it is important to note that since most standards will already have been taught prior to the closures, the Department anticipates that remote learning time could be spent on reinforcing and practicing these skills through your curriculum’s existing scope and sequence. Schools do not need to recreate curricula materials for the last weeks of school that are aligned with these standards but instead should reflect on existing curricula to find ways to embed opportunities for practice and generalizing of competencies across content areas.

Given that young children most actively engage in learning through play, the Department encourages administrators and educators to promote and support remote learning activities that are hands-on, of interest to children and playful. Careful attention should be paid to supporting children in their social-emotional learning and competencies related to approaches to play and learning as these skills are foundational to learning in the content areas. Although there is concern about the heavy use of screen time with young children, hands on activities to be done at home, with synchronous opportunities to share and celebrate children’s work can support the integration of social emotional learning. Similarly, as schools consider how to measure young children’s learning in the last 3 months of school, assessment activities should be authentic and playful so that children can feel most comfortable to show educators what they know and are able to do.

Lastly, school administrators and educators are encouraged to collaborate with their community-based early education and care partners as well as their local [Coordinated Family and Community Engagement Coordinator](https://eecweb.eec.state.ma.us/ChildCareSearch/CFCE.aspx) to develop remote learning plans that engage children and families in equitable and age appropriate ways. Resources, such as the [Guidelines for Preschool and Kindergarten Learning Experiences,](http://www.doe.mass.edu/sfs/earlylearning/resources/gpkle.docx) are available to assist preschool programs in identifying developmentally appropriate learning activities aligned to the standards.

As always, in light of current circumstances, the impact of COVID-19, including equitable access to technology, learning materials and support, should be factored in when considering learning expectations, remote learning opportunities and assessment activities.

## Preschool

## Social and Emotional Learning[[1]](#footnote-1)

##### **SELF-AWARENESS**

**Standard SEL1:** The child will be able to recognize, identify, and express his/her emotions.

**Standard SEL2:** The child will demonstrate accurate self-perception.

**Standard SEL3:** The child will demonstrate self-efficacy (confidence/competence).

##### **SELF MANAGEMENT**

**Standard SEL4:** The child will demonstrate impulse control and stress management.

##### **SOCIAL AWARENESS**

**Standard SEL5:** The child will display empathetic characteristics.

**Standard SEL6:** The child will recognize diversity and demonstrate respect for others.

##### **RESPONSIBLE DECISION MAKING**

**Standard SEL11:** The child will demonstrate beginning personal, social, and ethical responsibility.

**Standard SEL12:** The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.

## Approaches to Play and Learning1

**Standard APL1:** The child will demonstrate initiative, self-direction, and independence.

**Standard APL2:** The child will demonstrate eagerness and curiosity as a learner.

**Standard APL4:** The child will demonstrate creativity in thinking and use of materials.

**Standard APL6:** The child will seek multiple solutions to a question, task, or problem.

**Standard APL8:** The child will be able to retain and recall information.

## English Language Arts and Literacy

##### Reading Literature RL

**RL.PK.1** With prompting and support, ask and answer questions about a story or poems read aloud.

**RL.PK.2.** With prompting and support, retell a sequence of events from a story read aloud.

**RL.PK.3** With prompting and support, act out characters and events from a story or poem read aloud.

##### Reading Informational RI

**RI.PK.1.** With prompting and support,ask and answer questions about an informational text read aloud.

**RI.PK.2.** With prompting and support,recall important facts from an informational text after hearing it read aloud.

##### Reading Foundational Skills RF

**F.PK.1** Demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.

* 1. Handle books respectfully and appropriately, holding them right side up, turning pages one at a time from front to back.

**d**. Recognize and name some upper- and lowercase letters of the alphabet and the lowercase in one’s own name.

**F.PK.2.** With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**a.** With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).

**b.** With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.

**c.** Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound.

**F.PK.3** Demonstrate beginning understanding of phonics and word analysis skills.

**a.** Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written “B”).

**c.** Recognize their own name and familiar common signs and labels (e.g., STOP).

Writing W

**W.PK.1**. Dictate words to express a preference or opinion about a topic (e.g., “I would like to go to the fire station to see the truck and meet the firemen”).

**W.PK.2.** Use a combination of dictating and drawing to supply information about a topic.

Language L

**L.PK.1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**a.** Demonstrate the ability to speak in complete sentences and to form questions using frequently occurring nouns, verbs, question words, and prepositions; name and use in context numbers 0-10 (see pre-kindergarten mathematics standards for Counting and Cardinality).

**L.PK.6**. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.

## Mathematics

**Counting and Cardinality** PK.CC

1. Know number names and the counting sequence.

**PK.CC.1.** Listen to and say the names of numbers in meaningful contexts.

**PK.CC.2.** Recognize and name written numerals 0–10.

1. Count to tell the number of objects.

PK.CC.3. Understand the relationships between numerals and quantities up to 10.

1. **Compare numbers.**

**PK.CC.4** Count many kinds of concrete objects and actions up to ten, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration.

Recognize the “one more”, “one less” patterns.

**PK.CC.5** Use comparative language, such as *more/less than, equal to,* to compare and describe collections of objects.

#### Operations and Algebraic Thinking PK.OA

1. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

PK.OA.1. Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five.

#### Measurement and Data PK.MD

1. Describe and compare measurable attributes.

PK.MD.1. Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., *long, short, tall, heavy, light, big, small, wide, narrow*).

## Science and Technology/Engineering

Earth and Space Sciences PK-ESS

PreK-ESS2-1 Raise questions and engage in discussions about how different types of local environments (including water) provide homes for different kinds of living things.

Life Science  PK-LS

**Pre-K-LS1-1** Compare, using descriptions and drawings, the external body parts of animals (including humans) and plants and explain functions of some of the observable body parts.

**PreK-LS1-3(MA)** Use their five senses in their exploration and play to gather information.

Physical Science PK-PS

**PreK-PS1-1** Raise questions and investigate the differences between liquids and solids and develop awareness that a liquid can become a solid and vice versa.

## PreK-PS2-1 Using evidence, discuss ideas about what is making something move the way it does and how some movements can be controlled.

## History and Social Science

**Practice Standard 1:** Demonstrate civic knowledge, skills, and dispositions.

Content Topic 1: Civics: classroom citizenship [PK.T1]

2. With prompting and support, follow agreed-upon rules, limits, and expectations.

3. Show willingness to take on responsibilities (e.g., being a helper or a leader).

4. With prompting and support, ask and answer questions about literature and informational social studies texts read aloud, and act out or give examples of characters who show fairness, friendship, kindness, responsibility, and respect for one another.

Clarification Statement: *Students should be exposed to a variety of picture books that demonstrate how people respect one another and work well together. Note that the pre-K standards for reading in the Massachusetts English Language Arts and Literacy Framework also ask that students ask and answer questions about books or act out parts to show understanding. Standards 1-4 reflect standards 5, 6, and 11 of the Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning*.

Content Topic 3: History: shared traditions [PK.T3]

2. With guidance and support, explain how the concepts of days, weeks, and months relate to the passage of time.

3. With guidance and support, participate in short shared research projects to gather information about traditions of people of diverse backgrounds.

Clarification Statement: *The emphasis should be on traditions of members of the local community; this project may include international celebrations (such as Cinco de Mayo) taught with attention to the historical events they commemorate. This standard relates to the recognition of diversity and demonstration of respect for others and also addresses Standard 6 of the Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning*.

1. SEL and APL should not be viewed as “stand alone” areas of curriculum, but rather embedded across all developmental domains and all curriculum areas. SEL and APL skills are easily and logically integrated with academic learning. Educators can build activities from children’s interests or units of study that address objectives from multiple standards and curriculum areas.

\*Note: SEL and APL items for PreK and K have been combined rather than being presented separately. In this format, they are intended to reflect increasing understanding and skill development, according to the individual child’s experiences and needs, and decreasing reliance on adult support. [↑](#footnote-ref-1)