

# Nevada's Pre-Kindergarten Standards

## GUIDEBOOK FOR TEACHERS



Part 1:

Language and Early Literacy

March 2005

# ***GUIDEBOOK FOR TEACHERS***

## ***LANGUAGE AND EARLY LITERACY***

Nevada's Pre-Kindergarten  
Content Standards

March 2005

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The Nevada Pre-K standards describe appropriate outcomes for children at the end of their preschool experience before entering kindergarten. Therefore, when reading the standards one should think in terms of the child's final learning outcomes before entering kindergarten. The standards are guidelines to be used with all children in any early education setting such as childcare centers, family childcare homes, Head Start, preschools and school district Pre-K programs.

A complete version of Nevada's Pre-K Standards can be downloaded from the Nevada Department of Education website at: <http://www.doe.nv.gov/equity/prekstandards.htm> or a copy can be obtained by contacting Kari Bauer, Project Coordinator, at 775-850-8020; [kbauer@washoe.k12.nv.us](mailto:kbauer@washoe.k12.nv.us) or [karibauer@sbcglobal.net](mailto:karibauer@sbcglobal.net).

## ***Introduction to Language and Early Literacy***

This handbook may be a good resource for teachers to learn more about Nevada's Pre-K standards. This guidebook is an introduction to some tips that could work with children as they begin to read and write. Teachers should be as creative as they desire and know that no single technique will work with all children.

As a teacher you can use this handbook as one among many tools for getting children ready for kindergarten and beyond. When using this as a resource, you are reminded that the following points are also important for helping children read and write:

- talk with children, model reading and writing behavior, and support children's individual interests in and enjoyment of reading and creative writing;
- point out specific letters and words, and design classrooms so children can see and use writing for many reasons;
- read interesting and diverse books daily to children;
- talk to children about what they read and point out sounds of letters;
- sing songs, play games, finger plays, and read rhyming poems and stories;
- play "pretend" with children and create grocery lists, read recipes, make signs, and write letters to friends or family members;
- use a variety of words when talking with children and take community trips to explore and point out words and language in the environment.

There is increasing diversity among young children in pre-kindergarten programs including children from diverse cultures, English language learners, and children with exceptional abilities. The following points related to diversity in early childhood education should also be considered:

- Pre-kindergarten English language learners need materials and resources in their own languages in order to develop first language vocabulary and concepts. Children's ability to acquire a second language is, in part, dependent upon the level of skill achieved in the first language.
- Children with special needs may require accommodations or specialized resources to support their literacy development.
- Exceptional children need to be appropriately supported to further stimulate their language and literacy development.

Teachers can use a variety of methods and approaches to honor the diversity of children in their pre-kindergarten programs. Experienced teachers will also know that no single method may work with all children.

Each of the following pages contain a Pre-K Language and Early Literacy standard. The numbers for each standard match the original Pre-K Content Standards document, but are put in the order of the common developmental pattern of listening, speaking, reading and writing skills in preschool age children. The standards are also reworded in this manual for simplicity purposes.

**Children begin to listen to and think about what they hear.**

*(Pre-K Standard 8.0)*

## **LISTENING AND SPEAKING**



*Teachers may see children begin to:*

### **Listen for a variety of purposes.**

- listen to teachers, children, and book recordings in listening centers
- listen for instructions or ideas in order to complete tasks

### **Listen and respond appropriately to stories and group discussions.**

- ask why, who, what, when, where, and how when listening to conversations or to books read aloud
- repeat rhymes, songs, or passages in books
- answer questions related to books

### **Listen to and follow a two-step oral direction.**

- demonstrate through actions their understanding of directions or requests
- repeat instructions and/or assist other children with completing directions

### **Listen with increasing attention span.**

- ask questions about stories indicating increased attention to details
- model developmentally appropriate behavior when listening to others speak or read
- demonstrate an understanding of changes in routine or of changes in words from books

### **Tips to help children begin to listen to and think about what they hear:**

- Listen to children without interruption.
- Ask children to repeat or rephrase statements made by others.
- Model asking and answering questions.
- Provide time for child -initiated discussions on topics that interest children.
- Use storytelling to encourage the use of new and interesting words.
- Ask many open-ended questions.
- Help the children understand directions by encouraging them to repeat them to other children or adults.
- Discuss topics that are relevant and interesting to children.
- Introduce topics that children can expand and explore further.
- Encourage “good listening ears,” and developmentally appropriate “listening” behavior.

**Children begin to use and understand appropriate speaking skills.**

*(Pre-K Standard 9.0)*

**LISTENING AND SPEAKING**

*Teachers may see children begin to:*

**Use and expand vocabulary.**

- repeat words and expand on sentences spoken by adults or other children
- engage in word play (“banana, fanna, fofanna....”)
- experiment with and learn new words

**Speak with increasing clarity, ease, and accuracy.**

- communicate effectively in English, Spanish, sign, or other native language

**Initiate conversation and respond to others.**

- respond with nonverbal gestures and verbal expressions while others are speaking

**Use language to repeat simple stories, songs or rhymes, or to relate experiences.**

- repeat nursery rhymes, poems, fingerplays, and songs
- use different voices for characters in books, songs, or poems

**Give a clear direction**

- repeat instructions for others to understand
- explain words or directions for other children to understand

**Speak in complete sentences, using at least three words**

- demonstrate an understanding of sentence structure

*Tips to help children begin to use and understand appropriate speaking skills.*

- Respond to language with and help make clear children’s meanings.
- Answer children’s questions about words and meanings.
- Use new words frequently throughout play or other interactions.
- Positively reinforce children’s new word usage.
- Allow children to control the subject of conversations when appropriate.
- Reinforce children’s interest in using their native language.
- Encourage children’s talking about books while reading to them.
- Play sound/listening games to help with hearing sound differences.
- Encourage children to discuss their understanding of books or conversations.
- Provide props or flannel board pieces for children to reenact familiar stories or to develop their own stories.
- Encourage children when they speak with or help one another with directions or instructions.
- Model the appropriate sentence structure to children.
- Speak clearly and repeat words and phrases to children when needed.
- Praise children when they speak and use words at their own developmental level.
- Expand children’s sentences.

## ***LISTENING AND SPEAKING***

**Children begin to use language for a variety of purposes.**

*(Pre-K Standard 10.0)*



*Teachers may see children begin to:*

**Engage in conversation and sometimes follow rules of speaking.**

- begin to demonstrate an understanding of turn-taking in conversation
- participate as an equal partner in conversations with others

**Ask and answer simple questions**

- ask and answer questions based on conversations with adults or children

**Share ideas and information from personal and shared-group experiences.**

- share personal experiences and ideas in group discussions

**Share experiences, feelings, ideas, or stories in dramatic play.**

- pretend with words or actions that express feelings or ideas
- tell real or make-believe stories

***Tips to help children begin to use language for a variety of purposes:***

- Engage children in talking and model appropriate conversation skills.
- Model and praise turn-taking, eye-contact, etc.
- Model asking and answering questions.
- Develop questions with children and encourage them to expand on or add more questions on a topic of interest.
- Work with children to find answers to questions.
- Provide time for discussions on topics that interest children.
- Talk about cultural and real-life experiences.
- Ask questions to help children understand something.
- Share children's thoughts about experiences using new words and help them share these stories with families.
- Encourage peer interactions.
- Encourage role-play with individuals or groups of children.
- Encourage children to act out stories and pretend to be characters from books.
- Discuss feelings or behaviors of characters during role-play to foster empathy and understanding of others.

## READING

### Children begin to recognize and understand new words.

*(Pre-K Standard 1.0)*



### *Teachers may see children begin to:*

#### Identify the initial sound of own name.

- hear sound differences in letters
- focus on beginning sounds in familiar words
- play with sounds in words
- compare the same sounds of words and letters

#### Recognize environmental print and symbols.

- recognize environmental signs (e.g., McDonalds, STOP, EXIT)
- recognize product logos (e.g., Lego's, Barbie)
- recognize some letters and words in books or the environment
- ask for help with a word in the environment

#### Identify some letters in own name.

- begin to know the names of some letters if they see their shapes
- recognize own name in print and the names of most letters in own name
- explore letters through play (e.g., tracing letters or forming them with clay)

### *Tips to help children recognize and understand new words:*

- During dramatic play, art, music, book reading, large motor, or sensory play activities, teachers can call attention to letter sounds in words.
- Allow time for children to play with sounds through singing, rhyming, developing nonsense words, and interacting to music.
- Encourage children to imitate the beginning sounds of words.
- Play "I Spy..." game by asking children to "spy something that begins with M like Michael"
- Create spaces that include a diverse variety of books, labels, signs, and charts.
  - Provide children with many examples of print in games, activities, books, or centers throughout room.
- Encourage children to use and recognize familiar logos and signs on food boxes/cans in dramatic play area.
- Label objects in room.
- While reading to or playing with children, talk about and identify select letters.
- Encourage children to write at their own level their name or letters from their name on drawings or paintings.
- Display children's names on paintings, drawings, cubbies.
- Display alphabet at children's eye level and point out letters when children seem interested, or help them when attempting to find certain letters.

## READING

### Children begin to understand books and the process of reading.

*(Pre-K Standard 2.0)*



### *Teachers may see children begin to:*

#### Identify the front of the book and how to turn pages when reading.

- show an understanding of how books are organized
- handle books with care and respect
- understand the purpose of books
- begin to look over pages of books in an appropriate manner
- pretend to read

#### Use pictures to aid understanding.

- identify familiar objects in pictures
- express emotion and respond to pictures
- retell the story using the pictures

#### Ask questions or make comments important to the story being read.

- show an understanding of the meaning of a story
- try to retell the story or predict what happens next
- remember events and characters from a story

### *Tips to help children begin to understand books and the process of reading:*

- Model the right way to handle books.
- Model the right way to read (e.g., left to right).
- Encourage children to “read” to each other.
- Point to words from left to right when reading, model how to turn pages.
- Explain how a book works, by pointing out title, author, illustrator, etc.
- Encourage children to retell stories from their own or other illustrations.
- Encourage children to recreate stories or life experiences through drawing or scribbling/writing.
- Frequently read books to groups or individual children and allow them to respond to or expand on themes within the books.
- Provide books that allow children to lift flaps and further explore characters and themes.

## Children begin to apply early reading skills.

*(Pre-K Standard 3.0)*

## READING

*Teachers may see children begin to:*

### Retell a story using pictures, props, or a book

- place pictures from a story in the correct order
- act out a story using flannel board, puppets, or dramatic play
- create their own stories similar to those read by teachers

### Predict what will happen next in a story and respond.

- respond to questions about the story
- retell stories from memory
- retell stories from beginning, middle, and end

### Listen and respond to stories from different cultures and time periods.

- begin to understand cultural differences from stories
- compare events in books to their own experiences
- explore and expand on themes within stories

### Listen and respond to rhythm or rhyme

- recognize and recite books/poems that include repeating and rhyming words
- recite predictable phrases (e.g., “Brown Bear, Brown Bear, What do you see?”)

### Listen and respond to age-appropriate material for a variety of purposes.

- recreate stories in a variety of ways (e.g., dramatic play, creative writing, painting)

### Listen and respond to poetry and prose

- play along in singing simple songs
- recite poems and finger plays

### *Tips to help children begin to apply early reading skills:*

- Encourage children to retell stories through dramatic play or other means.
- Provide many props and manipulatives for children to recreate or develop their own stories.
- Encourage children to remember experiences and describe events in books or their personal lives.
- Encourage children to predict the outcomes or change the endings of stories.
- Read predictable books regularly.
- Provide environments that allow children many opportunities to explore books and stories with diverse pictures and themes.
- Encourage children to join in on reading predictable rhyming books.
- Encourage children to make up their own songs or chants.
- Choose books with repeated phrases.
- Encourage children to bring favorite books from home or choose books from the classroom to share and discuss.
- Ask children what they like/dislike about certain characters and stories.
- Encourage children to explain the meaning of stories in their own unique way.
- Encourage children to choose a favorite poem or song to recite/sing with the class.
- Encourage children to make up their own poems.

## READING

### Children begin to use reading as a way to learn.

(Pre-K Standard 4.0)



#### *Teachers may see children begin to:*

##### **Demonstrate an understanding that printed materials provide information.**

- know differences between various types of literature
- understand the story's meaning
- ask for help to read a book about a chosen topic

##### **Recall information from an event, text, or picture**

- retell familiar stories
- retell certain events from stories with pictures
- make predictions about the story

##### **Respond to or ask a question about an event, text, or picture.**

- ask questions about details of pictures or stories
- add personal information related to the story

##### **Follow with teacher assistance, a simple display of pictures**

- use pictures to organize own stories
- use pictures to support understanding of a book

#### *Tips to help children begin to use reading as a way to learn:*

- Model to children writing stories, making lists, or labeling objects.
- Encourage children in their beginning interest in pretend writing.
- Show through daily experiences and modeling that printed words provide useful and necessary information.
- Encourage the retelling of stories or events through drawing, painting, or journaling.
- Encourage children to respond to stories by asking open-ended questions and/or engaging in conversations about the story.
- Model genuine enthusiasm and interest in children's stories and pictures.
- Ask questions about previous events or books read.
- Model to children writing out recipes or directions and following the appropriate steps in the process.
- Play games or read books that involve specific steps or directions.



## Children begin to use writing\* to communicate.

(Pre-K Standard 5.0)

\*All levels of writing and spelling at this age are appropriate. Creative spelling and/or pretend writing should be expected and encouraged.



## WRITING

### *Teachers may see children begin to:*

#### **Experiment with writing tools and materials in response to information.**

- show beginning control of writing, drawing, and painting (using various writing tools)
- develop eye-hand coordination
- begin to determine a purpose for writing

#### **Experiment with writing tools and materials to communicate.**

- use pretend writing to communicate ideas and information
- begin to use other resources to convey meaning (e.g., labels, books, computers)
- use symbols or drawings to express thoughts, feelings, and ideas
- use creative writing as part of their daily activities
- explain their own writing or pictures

#### **Experiment with writing tools and materials in response to a familiar experience.**

- choose a topic for creative writing related to a familiar experience

#### **Experiment with writing tools and materials in response to literature.**

- represent or describe stories through creative writings, drawings, or paintings
- generate ideas for a story
- choose a topic for writing related to familiar books

### *Tips to help children begin to use writing to communicate:*

- Provide daily opportunities for children to engage in creative writing with various materials.
- Integrate creative writing into daily routines and activities.
- Model the appropriate way to write (e.g., left to right, top to bottom).
- Encourage children to talk about and reread their own writing.
- Encourage children to extend on their creative writings.
- Encourage children to represent ideas and feelings through writing or drawing.
- Allow for many opportunities for children to write for a purpose.
- Model writing for a purpose.
- Assist children in writing books for classroom or home. (Teachers can rewrite the child's words as the child is writing and using his/her own creative spelling).
- Provide an environment with a wide variety of literature and daily reading.
- Model the writing process by recording the child's exact words for a story or description of a picture.

## WRITING

**Children begin to develop and understand a purpose for writing.**

*(Pre-K Standard 6.0)*



*Teachers may see children begin to:*

**Share ideas for class writing.**

- make signs or messages to inform others in classroom
- use writing as a part of play

**Organize ideas, through group discussion, with teacher help.**

- expand ideas or details that help explain a story
- contribute to or create stories when given "Once upon a time...."
- write something and ask someone else to read it

**Say aloud words, phrases, or sentences to an adult recording on paper.**

- say aloud a story or event for an adult to write down
- identify objects in drawing/painting for adult to record

**Share drawings with others.**

- explain the meaning of drawings to adults or children
- compose various notes/letters/invitations to children, teachers, or families
- label drawings with name to be shared with class

***Tips to help children begin to develop and understand a purpose for writing:***

- Encourage children to engage in pretend writing in their play.
- Encourage sharing of personal and cultural differences from children's writings.
- Provide journals and time for creative writing.
- Allow children many opportunities to work in a writing center or use writing experiences in their play.
- Encourage children to complete or change familiar stories.
- While reading to children talk about letters and sounds.
- Reread children's spoken words that have been written down.
- Display and talk about children's written work or drawings.
- Support children's interest in writing letters, notes, recipes, etc. to share with class or family.



**Children begin to understand rules of spelling, grammar, and word usage.**  
(Pre-K Standard 7.0)



*Teachers may see children begin to:*

**Attempt, with a model, to write the first letter of first name.**

- recognize first letter in name and ask for assistance in writing or tracing letter

**Attempt to spell own first name.**

- begin to print letters in own name

**Use letter-like approximation to write name and/or other words or ideas.**

- use deliberate letter choices during writing attempts
- scribble letter-like symbols and some letters in writing

**Demonstrate beginning techniques for using various writing materials**

- experiment with brushes, feathers, chalk, markers, rubber stamps, computers, pens, and pencils

**Trace and progress to copy basic shapes (e.g. horizontal line, vertical line, X, plus sign, circle, etc.).**

- copy word cards or shapes from writing center or environment

## WRITING

*Tips to help children begin to understand rules of spelling, grammar, and word usage:*

- Display letters and words at eye level for children to see daily.
- Provide alphabet guides for children to trace or use when writing.
- Provide daily opportunities for children to write at their own level.
- Talk about letters and sounds when reading or writing with children.
- Encourage inventive spelling of name and other familiar words.
- Write, display, and point out children's name often.
- Model how to write (e.g., left to right, top to bottom).
- Praise any and all attempts at writing letters.
- Provide environments where children can use various writing materials.
- Provide many activities that foster the development of fine motor skills and finger dexterity.
- Allow for many opportunities to work (e.g., trace or reshape with various materials) with letters and words.

# Resources

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## Additional Websites:

[www.doe.nv.gov/equity/prekstandards.htm](http://www.doe.nv.gov/equity/prekstandards.htm) (To download complete copy of Nevada's Pre-K Standards)

[www.ciera.org](http://www.ciera.org) (Center for the Improvement of Early Reading (CIERA))

[www.ed.gov](http://www.ed.gov) (Federal Even Start Family Literacy)

[www.hippyusa.org](http://www.hippyusa.org) (Home Instruction for Parents of Preschool Youngsters))

[www.reading.org](http://www.reading.org) (International Reading Association)

[www.famlit.org](http://www.famlit.org) (National Center for Family Literacy)

[www.nifl.org](http://www.nifl.org) (National Institute for Literacy)

[www.patnc.org](http://www.patnc.org) (Parents as Teachers National Center)

[www.pbs.org](http://www.pbs.org) (PBS)

[www.naeyc.org](http://www.naeyc.org) (National Association for the Education of Young Children (See Position Statement on School Readiness and Signs of Quality Programs))

[www.nas.edu](http://www.nas.edu) or [www.4nationalacademies.org](http://www.4nationalacademies.org) (National Research Council)

[www.pppctr.org](http://www.pppctr.org) (Practical Parenting Partnerships)

[www.rif.org](http://www.rif.org) (Reading is Fundamental)

[www.ed.gov](http://www.ed.gov) (U.S. Department of Education - America Reads Program)

[www.ala.org/ALSCTemplate.cfm?Section=ALSC](http://www.ala.org/ALSCTemplate.cfm?Section=ALSC) (American Library Association)

[www.reading.org/choices](http://www.reading.org/choices) (International Reading Association Children's Book Council Joint Committee)

[www.nypl.org/branch/kids/gloria.html](http://www.nypl.org/branch/kids/gloria.html) (New York Public Library, listing *100 Picture Books Everyone Should Know.*)

[www.cbcbooks.org/](http://www.cbcbooks.org/) (Children's Book Council)

[www.familyeducation.com](http://www.familyeducation.com) (Family Education Network)

[www.icdlbooks.org/](http://www.icdlbooks.org/) (International Children's Digital Library).

[www.nea.org/parents](http://www.nea.org/parents) (National Education Association)

[www.ncpie.org/](http://www.ncpie.org/) (National Coalition for Parent Involvement in Education)

[www.npin.org](http://www.npin.org) (National Parent Involvement Network)

[www.acs.ucalgary.ca/~dkbrown/](http://www.acs.ucalgary.ca/~dkbrown/) (The Children's Literature Web Guide)

[www.pta.org](http://www.pta.org) (Parent Teacher Association)

[www.teachersandfamilies.com](http://www.teachersandfamilies.com) (Teachers and Families Working Together)

[www.teachersandfamilies.com/open/psreading.cfm](http://www.teachersandfamilies.com/open/psreading.cfm) (Listing of books to read with your child)

[www.teachersfirst.com/100books.htm](http://www.teachersfirst.com/100books.htm) (A listing of good books for children)

[www.teachersandfamilies.com/open/readingtips.html](http://www.teachersandfamilies.com/open/readingtips.html) (Tips for reading to your preschool child)

[www.teachersfirst.com/getsource.cfm?id=997](http://www.teachersfirst.com/getsource.cfm?id=997) (Examples of finger plays for children)

[www.teachersandfamilies.com/open/parent/index.html](http://www.teachersandfamilies.com/open/parent/index.html) (Parenting tips related to reading and literacy)

[www.readwritethink.org/resources/index.asp](http://www.readwritethink.org/resources/index.asp) (Additional listing of resources for children)

[www.carolhurst.com](http://www.carolhurst.com) (Carol Hurst's Children's Literature site)

# Appendix

The Pre-K Content Standards are guidelines for teachers to use when developing learning experiences for young children that are grounded in the following guiding principles:

## Guiding Principles

### 1. Children are active learners.

- Children are not passive learners. Instead, they learn through physical, social, and mental activities (Piaget & Inhelder, 1969; Bredekamp & Copple, 1997). Because children learn through firsthand actions with objects and things in their world, their learning occurs and is linked to the overall environment and their cultural experiences (Vygotsky, 1986).
- As active learners, young children need opportunities to observe things and events in their here-and-now world, develop their own ideas, try them out, find out what happens, and come up with their own answers (Dewey, 1944; Glassman, 2001).
- Play is how children find out about their world. All types of play - manipulative play, play with games, rough-and-tumble play, and socio-dramatic play - provide children with the opportunities to try things out, see what happens, and learn (Rubin, Bukowski & Parker, 1998).
- Organizing children's learning spaces through centers of interest is a good way to help children learn. Centers are clearly marked, organized play and work areas with a theme. Centers encourage children to make decisions, learn new skills, practice skills previously gained, as well as interact with others.

- Centers offer children and teachers a great deal of flexibility. Because they do so, centers may support the needs of children, especially diverse learners. For example, the needs of children with physical disabilities can be accommodated by providing pathways, low tables, or other necessary adjustments. Those children who need privacy or less stimulation can be offered quiet, protected centers, and spaces for active learning.

## 2. **Development and learning are interrelated.**

- Learning about oneself, developing social skills and achieving motivation are all part of intellectual development. Children's ideas about themselves affect not only interactions with others, but also how they understand themselves as learners (Ladd, 1990). In turn, children's intellectual abilities and their control over language are also linked to their social skills. Children who can use language well in social situations or those who can understand another person's point of view are more likely to be those with strong social skills.
- Likewise, learning to write and read depends in great part on how children feel about themselves and their ability to achieve (Bandura, 1997). Children who believe they can learn, and expect to achieve, do so (Seefeldt, Denton, Galper & Younosai, 1999).

## 3. **Growth and learning are sequential.**

- Growth and learning move in a basic sequence (Berk, 2001). For instance, learning generally proceeds from the concrete to the abstract. The early years are when children learn best from concrete, firsthand experiences. These firsthand experiences will help children with their ability to express their ideas through drawing, painting, and verbal and written descriptions (Bredenkamp & Cople, 1997; Piaget & Inhelder, 1969).

#### 4. **Each child is an individual learner.**

- Each child is an individual. Each will grow, develop, and learn at his or her own pace. Because children's development is due to both biological maturity and the environment, the rate of their development and learning varies. Therefore, actual age is not the best sign of where a child should be developmentally.
- Even though development and learning occur in an orderly way, development is often uneven. Some children will move ahead in language learning while being behind in physical or motor development. Others will demonstrate a skill one day and not repeat it for another month.
- A child's genetic makeup may be related to health growth and development, but an environment that does not provide good nutrition or language experiences may slow down healthy growth. Severe disabilities affect normal growth and development as well. Children with disabilities may benefit more from early intervention than those without these disabilities.

#### 5. **Development and learning are embedded in culture.**

- Culture, the social context in which children learn, grow, and develop, is defined as the language, knowledge, beliefs, art, morals, laws, customs, and ways of living that are passed on to future generations (Cole, 1999). Social groups, the family, neighborhood, religious or ethnic groups within a society pass on their customs, values, or moral principles to the young.
- Beginning at birth, the culture socializes children to become members of a society. But children are not just products of the culture they grow in. As children grow, they may decide what to model from the cultural influences they are exposed to, shaping their own cultural context over time (NRC & IM, 2001).

## 6. Family involvement is necessary.

- To develop a close attachment between young children and their families demands family involvement. Teachers should consider each child's unique circumstances, respect each family, and encourage involvement between families and preschools to help with a child's academic success and later school achievement (NRC, 2001a).
- Family members and teachers must work together. Preschool experiences build on and extend what children learn at home. In turn, children's learning in school is extended and continued in the home.

## 7. Children's learning can be clarified, enriched, and extended.

- Appropriate early educational experiences can extend, expand, and clarify the ideas, concepts, language and social skills children gain spontaneously. With the guidance of highly knowledgeable, trained, and skilled adults who understand both children and what children need to know, children can learn more than they could on their own (Vygotsky, 1986).