

Diocese of Arlington

Catholic Schools

Comprehensive Standards for Three Year Olds

Foundation Blocks for Early Learning

The **purpose** in developing comprehensive standards for three year-olds is to provide early childhood educators with a set of minimum standards in literacy, mathematics, science, history and social science, physical and motor development, and social and emotional development. The Diocese of Arlington has adapted the standards developed by the State of Virginia, adding a Religion component to reflect the total development of the child. The value of early education and early intervention is imperative to young children's future spiritual, intellectual, physical, social and emotional development.

The Foundation Blocks for Early Learning **developed by the State of Virginia** should be the basis for curriculum development and selection at the local level. They are aligned with the four year old Foundation Blocks reflected in our Diocesan Standards to promote a smooth transition as children progress through preschool.

Teachers will be able to **monitor the progress** of their class(es) as they move through the school year to ensure that children are well prepared to move forward to the next level of their educational experience. The checklist format will help to facilitate the monitoring process.



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Religion - Knows God

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s)	
					Reintroduced	Date Accomplished
Develops natural sense of awe in the created world and appreciates God as our loving creator	*Bible stories, songs, (e.g. We Sing), flannel board	x				
Discovers God as revealed through the Bible	*Chapel visits	x				
	puppets, manipulatives:					
Understands that they are part of God's family	Noah's Ark, Nativity Set	x				
	puzzles, visits from clergy	x				
Recognizes Jesus, Mary and Joseph as the Holy Family	Christmas Pageants					
Recognizes Jesus as the Son of God	May Processions	x				
Recognizes Mary as the Mother of Jesus	Religion Series	x				
Recognizes Joseph as Jesus's Father on Earth (Foster Father)		x				

Religion - Loves God

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s)	
					Reintroduced	Date Accomplished
Develops a relationship with Jesus through prayer	Church tours	x				
	pictures/symbols					
Makes Sign of the Cross	religious statues	x				
Participates in praying the following prayers:	prayer corner/center	x				
Hail Mary		x				
Our Father (Lord's Prayer)		x				
Grace Before Meals		x				

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Religion - Serves God

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s)	
					Reintroduced	Date Accomplished
Respects and cares for God's children	religious crafts	x				
Respects and cares for God's creatures		x				
Respects and cares for God's environment		x				
Participates in building God's community of love		x				

Teaching Terms

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s)	
					Reintroduced	Date Accomplished
Alleluia	picture cards	x				
Baptism	religious crafts	x				
Bible	religious websites	x				
Church		x				
Creation		x				
God		x				
Guardian Angels		x				
Heaven		x				
Holy Family		x				
Jesus		x				
Miracles		x				
Prayer		x				
Respect		x				
Saint/Sainthood		x				

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Literacy Foundation - Vocabulary

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Uses single words to label objects	*read poems and sing songs	x				
Listens with increasing understanding to directions and conversations	*take field trips to build vocabulary	x				
Follows one-step spoken directions	*play games like Simon says, red light green	x				
Converses with adults and peers	light, and use picture cards to build vocabulary	x				
Uses new vocabulary more frequently to express and describe feelings and ideas with guided repetition	*provide opportunities for children to engage in dramatic play centers by adding props (theme related)	x				
Learns additional vocabulary through new experiences		x				
	*read books and stories aloud to children daily					

Literacy Foundation - Phonological Awareness

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Recognizes some sounds like S,T,M	*use picture cards to start process of beginning sounds	x				
Beginning to identify rhythmic patterns in stories and written word	*play rhyming word games	x				
Learning phonemic sounds through concrete examples and repetition		x				
Listens to multi-syllable words	*make up new rhymes, replace familiar rhymes with silly ones	x				
	*review words from story, ask children to pair words that rhyme and sound alike					
	*Use poems, songs, and stories with some phonemic sound					

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	repetition					
Literacy Foundation - Letter Knowledge and Early Word Recognition						
Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Correctly names 3 - 8 uppercase alphabet letters presented randomly	*Have children use large name cards in a similar fashion as the game "Musical Chairs". Have children find their name	x				
Create a print rich environment		x				
Understands that letters make sounds and words	*provide materials for children to trace and create letters	x				
Developing recognition of own name		x				
Recognizes letters around them, in attempt to communicate creatively using letters, numbers, or symbols	*provide various forms of printed materials (calendars, pictures with captions, environmental print, label objects in classroom)	x				
	*allow children to use a computer to type their name using the keyboard					
	*provide various types of letters for children to experiment with (magnetic, alphabet tiles, foam shapes)					

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Literacy Foundation - Print and Book Awareness

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Identifies the cover of a book	*teacher identifies the different parts of the book	x				
Self selects books based on cover/pictures		x				
Engages in correct book handling	*teacher will model the way to read a book, point out the following: first page, direction of reading, tracking	x				
Tells the story by using pictures		x				
	*use felt board or magnets to tell a story					
	*have children read to a friend and tell the story"					
	*read aloud daily					

Literacy Foundation - Written Expression

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Begins to color within a defined space	*provide various materials for children to use develop fine motor skills (trays with shaving cream, paint, flour)	x				
Can decipher what letters are as opposed to pictures.		x				
Demonstrates emergent writing skills using different mediums.	*place clipboards in learning centers with various types of paper (lined, graph) and writing materials (crayons, markers, colored pencils)	x				
Explores all areas of the written word and tries to imitate.		x				
Creates pictures and stories based on things they have been read.	*encourage children to "write" about their play (what they built in the block center, recipes for cooking, grocery list)	x				

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	*encourage children to describe their drawings and teacher writes what they say					
	*create a journal of children's words, phrases, and stories					

Mathematics Foundation - Number and Number Sense

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Counts up to 10 with guidance	*make counting part of the daily routine	x				
Counts a group of up to 5 objects by touching each object as it is counted and says the correct number	(attendance and snack counts)	x				
Counts a group of objects and understand that the last number tells "how many"	*provide opportunities for rote counting (saying or singing the numbers in order)	x				
Counts and compares the amount of objects in two groups	*provide collections of up to 5 objects to practice counting	x				
Recognizes written numbers 0 to 5	(buttons, bear/animal counters)					
	*encourage one-to-one correspondence when handing out materials					
	*develop mathematical understanding through manipulation of concrete materials					

Mathematics Foundation - Computation

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Introduce the concepts of more and less to compare quantities	*use stories that count objects and involves	x				

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Describes changes in groups by using terms "more" when objects are added to group and "less" when objects are removed	problem solving by adding or combining groups					
		x				
	*use stories where groups or objects are taken away					
	*use predictable finger plays and traditional counting songs ("Five Little Monkeys" , "Ten in a Bed", to practice adding and taking away objects					

Mathematics Foundation - Measurement

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Recognizes differences in length by using the words longer or shorter	*provide children with objects of different lengths and have them compare the length - which is longer, shorter	x				
Introduce the tools for measuring length and weight		x				
Sort and match objects by size	*use standard tools measuring attributes of length and weight. Use correct terms for the tools	x				
Order objects from smallest to largest		x				
	*provide activities which involve the use of balance scales					
	*explore the concept of weight by placing objects on balance scale and making predictions					
	*use animal counters for balance scale and sorting activities					
	*use nesting cups or dolls					

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Mathematics Foundation - Geometry						
Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Identify simple shapes	*provide opportunities for the children to explore their environment inside and outside to locate shapes	x				
Sort and match simple shapes		x				
Complete puzzles (3 - 8 pieces) to understand that a whole object can be separated into parts	*give children a variety of cutout shapes made out of various materials.	x				
Introduce positional words: over, under, up, down, front, back, etc.	Have children sort materials into groups and name the shapes.	x				
	*provide materials for tracing shapes to create pictures					
	*provide various blocks for children to build with					
Mathematics Foundation - Data Collections and Statistics						
Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Investigates and creates representations of data using graphs	*pose questions to collect data (number of family members); create graph of smile faces using color coding for male or female; record total number in family	x				
Uses appropriate vocabulary to compare information (more, most, less, fewer)		x				
	*use children to create a real graph for data (group children by types of shoes); record data using pictures; compare results on the picture graph					

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Mathematics Foundation - Patterns and Relationships

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
	*have children sort/classify objects (beads, buttons, bear/animal counters)	x				
Sorts objects according to one or two classifications (color, size, shape)						
Identifies and creates simple patterns		x				
Predicts relationships between objects	*have children create patterns using manipulatives (blue, red, blue, red or circle, square, circle, square)	x				
	*provide opportunities to observe patterns in the environment (floor tiles, clothing, brick walls)					
	*have children predict patterns (line up children in boy/girl order- who would come next?)					

Science Foundation - Scientific Investigation, Reasoning, and Logic

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Begins to identify the properties of objects by direct observation	*collect pinecones, have children use their five senses to describe the pinecone (feels, smells, looks) Turn pinecones into bird feeders with peanut butter and birdseed. Hang outside and let children identify the attracted birds	x				
Begins to describe objects with words and pictures		x				
Places objects in size order (largest to smallest, smallest to largest)		x				
Begins to distinguish groups of object with similar properties		x				
With guidance and support compares and contrasts the length and mass of various objects	*have a "stuffed animal parade", line up animals from smallest to largest	x				
Begins to identify the body parts linked to each of the five senses	*store all "like" toys together, as children progress, have them sort them into more	x				

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	specific categories					
	*sort items by attributes (color, shape, size, texture)					
	*compare lengths of two objects, which is longer, which is shorter					

Science Foundation - Force, Motion, and Energy

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Begins to manipulate and explore how magnets work, teacher should introduce the phrases "attracted to" and "not attracted to"	*explore with magnets and objects around the room, ask them to describe what happens	x				
Begins to learn how magnets work together, some stick together while some push others away	*find five items that are attracted and five that are not	x				
	*play a fishing game with items that are magnetic and nonmagnetic. Graph items according to their category					
	*provide children with two magnets with poles marked N and S. Let them explore what happens when manipulating them.					
	*explore with toys that have magnetic wands that can move iron filings over various surfaces					

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Science Foundation - Resources

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Begins to understand that some objects can be recycled	*ask children to bring in items that they can recycle. Talk about recycling	x				
Begins to understand that some objects can be reused		x				
Begins to identify different ways to conserve energy	*have a place in the classroom for recyclables. Show children daily how to sort items for recycling after snacks and activities	x				
Engages in pretend play to better understand his or herself and others	*remind children of the importance of turning off lights and water	x				
	*let children talk to parents about recycling	x				

History and Social Studies Foundation - Similarities and Differences

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Understands that the he or she is part of a family and the classroom community	children can draw or paint pictures of themselves, classmates and family	x				

History and Social Studies Foundation - Change Over Time

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Describes the ways in which the children have changed since they were babies	Children can bring a baby picture and current picture of themselves and compare changes.	x				
Begins sequencing of events.		x				
Pretends to be a character from a specific time, uses props while acting out a story or narrative	Children can share stories and pictures about birthdays, parents, and grandparents.	x				
Describes past times based on stories, pictures, and music		x				

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	Play acting during dramatic play by providing dress up clothes and props.					

History and Social Studies Foundation - Geography/Location

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Identifies important features of the classroom and expands to the neighborhood and the community	Using flannel board pieces, photographs, real objects and models that create simple representations . Using building blocks to create neighborhood and community settings. Provide road carpets, cars and trucks.	x				
Engages in play where one item represents another (cars, people, buildings)		x				
Creates walkways between objects		x				
Experiments with seeing objects from different heights		x				

History and Social Studies Foundation - Descriptive Words

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Begins to use the appropriate words to describe relative location	read stories to children using location, direction and descriptive words. Provide opportunities for children to converse in dramatic play and block area. Help children to identify areas of the classroom by use of labels and pictures.	x				
Uses the correct language to describe features of the environment and structures found in everyday life		x				
Uses labels and symbols for objects the children see daily		x				

History and Social Studies Foundation - Economics/World of Work

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Begins to identify pictures of work and names the occupation	provide pictures of workers and tools they use to create a matching game. Invite family and community members to	x				
Matches tools to the jobs they belong to		x				

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Pretends to perform the jobs of different workers through play	share and discuss their jobs. In dramatic play, provide hats, uniforms, etc. Tour your school and introduce the workers to the children.	x				

History and Social Studies Foundation - Economics/Making Choices

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Begins to identify choices	read stories where characters are making choices and discuss the process of making choices. Let children choose their snacks. Have a choice board for centers and activities.	x				
Chooses daily tasks		x				
Role-plays situations in which choices are made		x				

History and Social Studies Foundation - Civics/Citizenship

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Begins to work with others to complete a joint activity	include circle time in your daily schedule. Join in a school project. Make a long term goal for class to work on planting a garden, caring for a class pet. Establish class rules and expectations.	x				
Works together to create rules for the classroom		x				
Works together in discussing and solving problems in the classroom		x				
Shares thoughts and feelings in group settings		x				
Begins to demonstrate proper behaviors for handling classroom materials		x				
Learns to identify the needs of others by helping them		x				

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Physical and Motor Development Foundation - Skilled Movement : Locomotor Activities

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Begins to demonstrate selected locomotor skills.	provide opportunities to ride a tricycle, throw and catch a ball, run, jump and hop.	x				
Demonstrates continuing forms of walking and running skills.		x				

Physical and Motor Development Foundation - Skilled Movement : Non-locomotor Activities

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Learns to balance	have children balance on one foot for 4 seconds.	x				
Learns to keep his/her balance while walking in a straight line		x				
Keeps his/her balance while climbing up steps.		x				
	provide opportunities for children to walk up and down stairs, independently and alternating feet. Catch large ball from distances up to 5 feet.					

Physical and Motor Development Foundation - Skilled Movement : Manipulative Skills

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Begins to manipulate various objects during physical activity settings.	provide objects, such as yarn balls, playground balls, bean bags, scarves, for catching and throwing. Offer objects for children to use to practice grasping, such as safety scissors for cutting, and crayons, markers and paint brushes.	x				
Begins to manipulate small objects with one hand independently, the other hand independently, and both hands working on the same task		x				

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Physical and Motor Development Foundation - Movement Principles and Concepts

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Begins to show understanding of movement concepts by performing various movements.	have children engage in dramatic play through musical activities, action songs, and games, such as "Follow the Leader" or "Head, Shoulders, Knees & Toes."	x				
Begins to learn locomotor movements through imitation and repetition.		x				

Physical and Motor Development Foundation - Physical Fitness

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Participates in activities that raise the child's heart rate and breathing rate	provide opportunities for children to hang, climb, and swing. Take walks in the neighborhood and gather information about the trip. Provide opportunities for children to mimic animal movements, such as a bear crawl or crab walk.	x				
Participates in activities meant to strengthen major muscle groups		x				
Participates in activities designed to enhance flexibility		x				

Physical and Motor Development Foundation - Responsible Behaviors

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Begins to acquire the knowledge of safe behaviors	*allow children the opportunities to participate in simple non-competitive activities to encourage taking turns, sharing, and cooperating	x				
Demonstrates parallel play while learning to share equipment and space and taking turns		x				
Learns to interact with all children	*provide the children opportunities to explain simple safety rules including knowledge of knowing where the safe play space is (a designated space or	x				
Listens to and follows simple directions		x				

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	area)					
	*have children share a single object or piece of equipment (beanbag, ball, slide)					
	*provide opportunities for child to understand and demonstrate the meaning of "stop", "start", and "listen". As the child performs these correctly provide positive reinforcement					

Physical and Motor Development Foundation - Physically Active Lifestyle

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Identifies activities that he/she likes and dislikes	*provide access to large, open spaces for activities for the children	x				
Participates in structured and unstructured activities daily	to walk, run, jump, hop, or gallop. Also offer balls, and appropriate manipulative equipment	x				
Participates in activities designed towards different levels of proficiency	*provide unstructured and structured physical activity/ motor learning movement each day	x				
	*teachers can model these behaviors for children to emulate					

Personal and Social Development - Self Concept

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Demonstrates knowledge of personal information such as his/her first and last name and age.	*have children choose an activity, make a plan, and carry it out	x				

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Solve simple conflicts with peers, with independence, using body language or words.	*provide opportunities for children to share ideas and thoughts (small tables for snack times and help facilitate conversation) *model for children how to dress themselves with outdoor clothing (jackets, hats, gloves) allow time to practice these skills *have classroom materials accessible and labeled so they can develop their independent self-help skills	x				
Recognize and label basic emotions. Describe self using several basic characteristics and begin to respect the differences of others.		x				
Express feelings and opinions that are appropriate to the situation.		x				
Begins to demonstrate self-direction in the use of materials.						
Show some initiative, self direction and independence in daily school activities.		x				

Personal and Social Development - Self-Control

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Uses appropriate communication skills when expressing needs, wants, and feelings.	*teach children what to do when they finish their snack. (clear table, dispose of trash) *provide child-size cleaning materials so children can use them (sweeping sand around sand table, sponges to clean) *during transition times use a simple song to let children know its time to move from one activity to another	x				
Begins to understand and follow rules.		x				
Uses materials with purpose, safety and respect.		x				
Begins to adapt to change		x				
Begins to transition with guidance.		x				

Personal and Social Development - Approaches to Learning

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Exhibits eagerness and curiosity as a learner.	*gather samples/objects	x				

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Begins to demonstrate persistence and creativity in seeking solutions to problems.	from an outdoor field trip					
	*draw pictures about events and people	x				

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Demonstrates engagement and sustained attention in age appropriate activities.	*select and complete an age appropriate puzzle	x				
Begins to seek and accept adult help when needed to solve a problem or resolve a conflict.		x				

Personal and Social Development - Interactions with Others

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Interacts verbally and non verbally with other children.	*model appropriate communication styles with children and adults	x				
Begins to initiate verbal and non verbal strategies for making a new friend.	*model interaction strategies through role-play (puppet play, staff interactions)	x				
Begins to use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	*use pictures of activities in the classroom as an opportunity for children to share their ideas and thoughts, record results on a graph.	x				
Begins to engage in cooperative group play.	model appropriate behavior through center activities house keeping and blocks)	x				
Begins to use age appropriate vocabulary.		x				
Begins to recognize the feelings and perspectives of others. Show empathy and caring for others.		x				

Personal and Social Development - Social Problem-Solving

Standards	Sample Activities	Catholic Diocese	Virginia	Date Introduced	Date(s) Reintroduced	Date Accomplished
Uses age appropriate language and actions to express feelings.	*role-play common classroom situations	x				
Begins to recognize a problem and work toward a solution with guidance.	*read stories of common social problems/conflicts and discuss ideas for solving them	x				
Begins to take turns with assistance.		x				
Begins to share materials and experiences and take turns.	*create stories about a social situation with the children and read it to	x				

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Begins to include others in activities.

them

x

Begins to include others in activities.	them	x				