Policy 2520.15, West Virginia Pre-K Standards (Ages 3-5)
Executive Summary

West Virginia Department of Education
Office of PK-12 Academic Support

Policy Cycle: ☐ 30-day Comment Period ☒ Adoption of Policy

Policy Process: ☒ Revision ☐ Repeal and Replace ☐ New

Introduction: Policy 2520.15 defines the content standards for young children's learning across all developmental domains. The proposed revisions to Policy 2520.15 updates current standards to reflect early learning guidelines for children in WV Universal Pre-K.

Background: Policy 2525.15 was last revised in 2017. Since that time, related state policies have been updated to illustrate more recent research regarding guiding principles and across content areas in pre-k standards, including mathematics.

Proposed Changes: The following are proposed policy revisions:

- Clarifying statement added to the introduction.
- Updates to the Guiding Principles for the WV Pre-K Standards.
- Clerical and grammatical updates across all content areas.
- Updates in mathematics to include mathematical habits of mind and align with kindergarten to support a continuum of learning from pre-k.
- Clarification of language in English language arts and science.

Impact: This revised policy provides stronger alignment with the most recent kindergarten standards, as well as federal Head Start Child Outcomes, resulting in continuity of education for young children in the earliest grades.

Action:

☐ Release for 30-day public comment.
☒ Approve by WVBE with effective date of July 1, 2025.

Response to Comments: No comments were received during the comment period.

Policy 2520.15, West Virginia Pre-K Standards (Ages 3-5)
List of Stakeholders

West Virginia Department of Education

External Stakeholders

- Robin Carper, Teacher, Wayne County
- Brittany Doss, WV State Head Start Collaboration Director, WV Department of Human Services
- Robin Elkins, Teacher, Wayne County
- Patricia Haynes, Early Care and Education Specialist, WV Department of Human Services
- Jessica Jones, Teacher, Harrison County
- Ashley Kabulski, Early Childhood Specialist, Monongalia County
- Glenna McCoy, Education Specialist, MountainHeart Head Start, Wyoming County
- Marcy Mueller, Child Care Resource and Referral, Wood County
- Amber Riffe, Pre-K Coordinator, Mercer County
- Holly Rinehart, Teacher, Harrison County
- Tanya Stewart, Teacher, Gilmer County

Internal Stakeholders

- Janet Bock-Hager, Coordinator, PK-12 Academic Support
- Julie Craig, Coordinator, PK-12 Academic Support
- Lisa Fisher, Coordinator, PK-12 Academic Support
- Erika Klose, Director, PK-12 Academic Support
- Amber Myers, Coordinator, PK-12 Academic Support

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 44O
WEST VIRGINIA PRE-K STANDARDS (AGES 3-5) (2520.15)

§126-44O-1. General.

1.1. Scope. -- W. Va. 126CSR42, Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.15 defines the content standards and learning criteria for West Virginia Pre-K as required by W. Va. 126CSR28, Policy 2525, West Virginia's Universal Access to A Quality Early Education (Policy 2525), and Policy 2510, related to W. Va. 126CSR16, Policy 2419, Regulations for the Education of Students with Exceptionalities (Policy 2419).

1.2. Authority. -- W. Va. Constitution, Article XII, §2; and W. Va. Code §§16-3-4, 18-2-5, 18-2E-1, 18-5-17, and 18-5-44.

1.3. Filing Date. -- .

1.4. Effective Date. -- July 1, 2025.

1.5. Repeal of Former Rule. -- This legislative rule amends W. Va. 126CSR44O, Policy 2520.15, Early Learning Standards Framework Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-K), filed October 12, 2017, and effective July 1, 2019.

§126-44O-2. Purpose.

2.1. This policy defines the content standards and learning criteria for West Virginia Pre-K programs as required by Policies 2510 and 2525 and is related to Policy 2419.

§126-44O-3. Incorporation by Reference.

3.1. A copy of the West Virginia Pre-K Standards is attached and incorporated by reference into this policy. Copies may be obtained from the Office of the Secretary of State and from the West Virginia Department of Education.

§126-44O-4. Severability.

4.1. If any provision of this rule of the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

Policy 2520.15, West Virginia Pre-K Standards (Ages 3-5)

Introduction

Children benefit from high-quality preschool experiences that are grounded in standards-based practices. The West Virginia Pre-K Standards provide a framework across all learning domains. Enriched environments and optimized learning opportunities to support the West Virginia Pre-K Standards take place in a variety of early learning settings. In March 2002, the West Virginia legislature passed Senate Bill 247 that became W. Va. Code §18-5-44, a mandate for high-quality early education programs for all four-year-old children and three-year-old children with identified special needs. These early education programs are known as West Virginia Universal Pre-K. To support the provision of enriched environments for young children, a collaborative group of West Virginia early education professionals developed the West Virginia Pre-K Standards. The standards are designed to serve as early learning guidelines for all children ages three through five regardless of the setting. The standards are what children should know and be able to do as they move into kindergarten.

The West Virginia Pre-K Standards are grounded in scientific child development research, children's approaches to learning, and effective educational practices. Vital to implementing these standards is the ability to teach using appropriate strategies. Teaching practices grounded in the implementation of these standards will create a foundation of lifelong learning for West Virginia's children. Young children live in a society where information is constantly changing and the ability to function well in an increasingly global economy is essential. As a result, it is essential that children develop dispositions and skills which allow them to become competent, independent learners who utilize the world around them to progress across all developmental domains. To fulfill this role, teachers of young children must also be lifelong learners, continuously building their professional knowledge, and functional competencies based on current research.

The West Virginia Pre-K Standards are intended to guide practitioners in offering high-quality early education environments and experiences that are responsive to individual children and maximize learning. Using this framework, educators can plan high-quality learning experiences for all children, including those with disabilities. The framework is not designed as an assessment tool, nor should it be used to delay the entry of eligible children into kindergarten.

The West Virginia Pre-K Standards are considered an integral part of an inter-related comprehensive curriculum and assessment system as defined by Policy 2525. The WVBE has the responsibility for establishing high-quality standards for all education programs (W. Va. Code §18-9A-22). Several foundations frame the design of the West Virginia Pre-K Standards and describe an approach that promotes lifelong learning competencies.

Explanation of Terms

Domains are the broad components that make up a content area; e.g., reading, writing, speaking/ listening, and language make up the English language arts (ELA) content area.

Clusters are groups of standards that define the expectations students must demonstrate to be college- and career-ready.

Standards are the expectations for what students should know, understand, and be able to do by the end of their Pre-K experience; standards represent educational goals.

Numbering of Standards

The numbering for each standard is composed of three parts, each part separated by a period:

- the content area code (e.g., ELA for English language arts),
- the grade level (Pre-K), and
- the standard.

Illustration: ELA.PK.1 refers to English language arts, grade Pre-K, standard 1.

Guiding Principles for the WV Pre-K Standards The guiding principles for the West Virginia Pre-K Standards are developmentally appropriate practices designed to connect each child and their family to learning experiences that foster foundations for lifelong learning.	
Foundations	**Description**
Representation and symbolic thinking are critical.	Children use representation and symbolic thinking across all domains to develop an understanding of concepts and generalizations from concrete to abstract. The ability to pretend and use symbols are foundations of symbolic and abstract thought, which leads to the development of academic skills. The experiences that lead to a child's ability to think abstractly must be embedded in the curriculum through opportunities for active exploration, pretend play, and symbolic communication. Children should have the opportunity to invent with materials and words.
Children are active learners.	Children learn through active involvement (exploring, playing, manipulating, and problem solving). They construct their own knowledge by engaging in experiences in the environment with peers and adults. Adults must use experiences with children to scaffold previous knowledge with new concepts. Active learning is a key component of both child-initiated and teacher-facilitated experiences.
Development and learning are interrelated.	Learning and development do not simply coexist. The process of learning is directly related to the process of development. Experiences grounded in the WV Pre-K Standards must be integrated and emphasize development and learning.
Each child is an individual learner.	Children go through similar stages of development but at individual rates. Not all children within an age group should be expected to arrive at early learning expectations at the same time or with the same degree of proficiency.
Teaching must be intentional for each child.	Individual planning, teaching practices, and documentation must be based on children's strengths, including scaffolding, and incorporate a balance of child exploration and guided play.
Children with special needs are typically best served in inclusive settings.	Children with special needs must be offered a least restrictive environment that provides opportunities to develop across domains through interactions with their peers and adults. Attention to individual variation is critical, specifically regarding the development of concepts and proficiencies across domains. Individualized modifications and adaptations provide each child with opportunities to reach their full potential.
English Language Learners are best served in inclusive settings.	When immersed in an inclusive environment, children who are acquiring the English language are provided opportunities to develop expressive and receptive language through interactions with their peers and adults. Attention to individual variation is critical, specifically regarding their development of concepts and proficiencies across domains. Children should be provided consistent opportunities to interact and demonstrate their abilities, skills, and knowledge in any language, including their home language.

Family engagement is critical to the success of young children.	The family is the child's first and most important teacher. They provide a deep understanding of their child during the first years of school. Teachers must establish and maintain ongoing relationships with families to best support children's development and linkages between home and school.
Children learn by experiencing the culture and world in which they live.	Children begin their understanding of others by first interacting within their own families, neighborhoods, and schools. Early learning settings and programs must be intentionally designed to provide children the opportunity to move from self-awareness to awareness and understanding of others. Using children's background knowledge as a catalyst for deepening understanding provides opportunities for children to experience and share various cultural aspects of the world in which they live. Each child's home culture and language are brought into the classroom as part of this shared classroom community. Intentional teaching strategies must focus on acceptance and respect of all individuals.
The environment is the child's third teacher.	Along with the family and the teacher, high-quality early learning environments provide children with the tools necessary for continual growth and development. Learning environments should be designed and equipped in a manner that supports discovery, small group and individual learning, exploration, problem solving, and development. The learning environment should be designed to help children develop a sense of community. To achieve this, teachers must know the children and families well so they can plan intentional ways for everyone to interact and work collaboratively.
School Readiness supports the holistic development of children.	School readiness is a process of ensuring that children have access to the best available resources. Available resources support children and their families and focus on maximizing children's holistic development from birth. Acknowledging that each child's development is significantly impacted by previous experiences, school readiness also entails the capacity of schools and programs to welcome families and be prepared to serve all children effectively within the developmental domains of health and physical development, social and emotional development, language and communication, cognition and general knowledge, and individual approaches to learning.
The formative assessment process is a foundational component of all early learning programs.	The formative assessment process is used to inform instruction and personalize learning. Used daily to assist with planning high-quality opportunities for learning and development, this process uses various forms of evidence to help educators scaffold children's learning to best meet their needs. The formative assessment process also provides a meaningful approach for communicating individual children's development and learning with families. Formative assessment data are used to share progress with families and help ensure data driven decisions are made at the classroom, program, and county levels to drive continuous quality improvement efforts.

Approaches to Learning

Approaches to Learning refers to observable behaviors that indicate ways children become engaged in, and respond to, social interactions and learning experiences. Children's approaches to learning contribute to their success in school and influence their development and learning in all other domains. Children's ability to stay focused, interested, and engaged in activities supports a range of positive outcomes, including cognitive, language, and social and emotional development. It allows children to acquire new knowledge, learn new skills, and set and achieve goals for themselves. Many early learning experts view approaches to learning as one of the most important domains of early childhood development.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, and learning skills. Students in Pre-K will advance through a developmentally appropriate progression of standards. The following chart represents the components of Approaches to Learning standards in Pre-K.

Executive Functioning and Cognitive Self-Regulation	**Initiative and Curiosity**
• Self-regulation • Maintain focus • Attend to activities • Complete challenging task	• Appropriate risk taking • Imagination • Creativity • Build on prior experience • Inquire and investigate
Persistence and Attentiveness	**Cooperation**
• Implement plans and ideas • Engage in a product and activity for an extended period of time • Purposeful play • Show persistence in actions and behavior	• Collaborative work and play • Play organized by children • Share knowledge and ideas with peers • Take on roles and responsibilities in the classroom

Pre-K Specifications~~:~~

In Pre-K, students should be immersed in a rich environment and have numerous opportunities that foster independence and autonomy to meet college and career readiness expectations. As familiar adults support development in Approaches to Learning, children illustrate continuous growth in their ability to function appropriately within the classroom, throughout routines, and during transitions. Children demonstrate positive growth in Approaches to Learning when they take on appropriate leadership roles within their environment. They demonstrate increased abilities in expressing needs, feelings, and positive coping skills. Children also show development in problem solving, independence, and group work.

Numbering of Standards

The following Approaches to Learning standards are numbered continuously. The ranges in the chart below relate to the clusters found within the Approaches to Learning domain.

Executive Functioning and Cognitive Self-Regulation	
Sustain attention, impulse control, flexibility in thinking	Standards 1-2
Initiative and Curiosity	

Interest in varied topics and experiences, desire to learn, creativeness, and independence in learning	Standards 3-5
Persistence and Attentiveness	
Engagement in activities with persistence and attention	Standards 6-10
Cooperation	
Interest and engagement in group experiences	Standards 11-13

Executive Functioning and Cognitive Self-Regulation

Cluster	**Sustain attention, impulse control, flexibility in thinking**
AL.PK.1	Illustrate increasing abilities in impulse control.
AL.PK.2	Demonstrate actions, words, and behaviors with increasing independence.

Initiative and Curiosity

Cluster	**Interest in varied topics and experiences, desire to learn, creativeness, and independence in learning**
AL.PK.3	Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.
AL.PK.4	Originate and combine ideas to learn and discuss a range of topics.
AL.PK.5	Inquire and investigate.

Persistence and Attentiveness

Cluster	**Engagement in activities with persistence and attention**
AL.PK.6	Persist in completing tasks, activities, projects, and experiences.
AL.PK.7	Increase concentration over a reasonable amount of time despite distractions and interruptions.
AL.PK.8	Engage in project or activity over an extended period of time.
AL.PK.9	Continuously create, develop, and implement plans.
AL.PK.10	Seek solutions to questions, tasks, or problems through trial and error.

Cooperation

Cluster	**Interest and engagement in group experiences**
AL.PK.11	Initiate and engage in learning experiences and play with peers.
AL.PK.12	Relate and share knowledge with peers.
AL.PK.13	Assemble and guide classroom activities.

Social and Emotional Development

Positive social and emotional development provides a critical foundation for lifelong development and learning. Social and emotional skills are necessary to foster secure attachment with adults and peers, maintain healthy relationships, regulate one's behavior and emotions, and develop a healthy concept of personal identity. Developing these skills through active learning helps children navigate new environments, facilitate the development of supportive relationships with peers and adults, and support their ability to participate in learning activities. Essential to this process is the child's ability to self-regulate and persist in activities when challenged with new experiences. To self-regulate, a child will be able to express, recognize, and manage their own emotions as well as respond appropriately to others' emotions. These processes are the primary goals for young children and are incorporated into all learning standards.

All West Virginia teachers are responsible for meeting the needs of all children through a holistic approach. Students in Pre-K will advance through a developmentally appropriate progression of standards. The following chart represents social and emotional development standards that will be developed in Pre-K.

Self-Concept	**Knowledge of Family and Community**
• Show confidence in self • Express self • Exhibit personal responsibility	• Identify and understand their roles and that of others within the community
Social Relationships	
• Develop positive relationships with children and adults • Follow rules and routines • Participate in cooperative and group play with guidance from adults	

Pre-K Specifications

In Pre-K, students should be immersed in a supportive environment and have numerous opportunities to develop self-concept, positive social relationships, and knowledge of family and community roles. Positively navigating through these concepts is foundational in becoming lifelong learners. Appropriate attachments with adults and peers form foundations for learning in all other domains. Learning and development occur simultaneously in all areas.

Numbering of Standards

The following standards are numbered continuously. The ranges in the chart below relate to the clusters found within the Social and Emotional Development domains.

Self-Concept	
Development of Self-Concept	Standards 1-3
Development of Self-Expression and Self-Awareness	Standards 4-6
Social Relationships	
Development and Demonstration of Pro-Social Behaviors	Standards 7-12
Cooperation	Standards 13-18

Knowledge of Family and Community	
Progression of Understanding of their Role in the Family and Community	Standards 19-23

Self-Concept

Cluster	Development of Self-Concept
SE.PK.1	Describe themselves by using physical characteristics/traits (e.g., hair, body parts, and height).
SE.PK.2	Demonstrate growing confidence in their own developing skills and expresses pride in accomplishments.
SE.PK.3	Increase independence in a variety of activities, routines, and tasks.

Cluster	Development of Self-Expression and Self-Awareness
SE.PK.4	Demonstrate progress in expressing needs, wants, and feelings.
SE.PK.5	Express a broad range of emotions and recognize these emotions in self and others.
SE.PK.6	Respond appropriately to different social situations.

Social Relationships

Cluster	Development and Demonstration of Pro-Social Behaviors
SE.PK.7	Develop positive relationships with children and adults.
SE.PK.8	Show empathy and caring for others.
SE.PK.9	Follow basic rules and routines.
SE.PK.10	Use materials purposefully, safely, and responsibly.
SE.PK.11	Develop and sustain friendships with peers.
SE.PK.12	Manage transitions and begin to adapt to changes in routines.

Cluster	Cooperation
SE.PK.13	Use communication skills to initiate or join classroom activities.
SE.PK.14	Engage in cooperative play.
SE.PK.15	Take turns with materials and during experiences.
SE.PK.16	Use and accept negotiation, compromise, and discussion to resolve conflicts.
SE.PK.17	Accept guidance and direction from a variety of familiar adults.
SE.PK.18	Participate in a variety of classroom activities and tasks.

Knowledge of Family and Community

Cluster	Progression of Understanding of Their Role in the Family and Community
SE.PK.19	Understand and describe the interactive roles and relationships among family members.
SE.PK.20	Identify and describe roles of community members.
SE.PK.21	Understand similarities and respect differences among people (e.g., gender, race, special needs, culture, language, and family structure).
SE.PK.22	Identify themselves as a member of groups within a community.
SE.PK.23	Identify and describe locations and places in their community.

English Language Arts

English language arts (ELA) refers to language development and the ability to interpret meaning from written text. Language development refers to emerging abilities in receptive and expressive language. This domain includes understanding and using one or more languages. Language development is among the most important tasks of the first five years of a child's life. Language is the key to learning ~~to~~ across all domains. Specific language skills in early childhood are predictive of later success in learning to read and write. Also, children who are skilled communicators are more likely to demonstrate social competence.

Literacy knowledge and skills refers to the knowledge and skills that lay the foundation for reading and writing, such as understanding print concepts and conventions, phonological awareness, alphabet knowledge, letter-sound relationships, and early writing. Early literacy is the foundation for reading and writing in all academic endeavors in school. It is considered one of the most important areas for young children's development and learning. Competent readers are individuals that can interpret meaning from written symbols. Competent writers can use symbols to represent their thoughts.

All West Virginia Pre-K teachers are responsible for meeting the needs of all children through a holistic approach. Students in Pre-K will advance through a developmentally appropriate progression of standards. The following chart represents the components of literacy that will be developed in the reading, writing, speaking and listening, and language domains in Pre-K.

<table>
<tr><th colspan="2">Early Learning Foundations</th></tr>
<tr><td colspan="2">Fluency
Phonics and Word Recognition
Handwriting
Phonological Awareness
Print Concepts</td></tr>
<tr><th>Reading</th><th>Writing</th></tr>
<tr><td>Competent readers are individuals that can interpret meaning from written symbols</td><td>Competent writers can use symbols to represent their thoughts</td></tr>
<tr><th>Speaking and Listening</th><th>Language</th></tr>
<tr><td>Speaking and listening refers to emerging abilities in receptive and expressive language</td><td>Language development</td></tr>
</table>

Pre-K Specifications

In Pre-K, ELA reflect dependence of literacy development on language skills. Further, children's language skills are built through developmentally appropriate literacy immersion. Experiences in listening, speaking, reading, and writing must be embedded across all elements of the daily schedule and routines. Adults must provide experiences, interactions, and materials that build on children's prior knowledge, while introducing new information. Intentional opportunities to communicate and engage in conversation with others are cornerstones of ELA. Early literacy learning provides children with an opportunity to explore the world through books, storytelling, and other reading and writing activities.

Numbering of Standards

The following ELA standards are numbered continuously. The ranges in the chart below relate to the clusters found within ELA domains.

Early Learning Literacy Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II
Handwriting	Foundation III
Phonological Awareness	Foundation IV
Print Concepts	Foundation V
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17
Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Literacy Early Learning Foundations

Cluster	**Fluency**
ELA.PK.I	• Retell familiar stories from text with some accuracy and details.

Cluster	**Phonics and Word Recognition**
ELA.PK.II	• Know the sounds associated with several letters. • Recognize their own name and words associated with environmental print.

Cluster	**Handwriting**
ELA.PK.III	• Use a pincer grip to hold and manipulate tools for writing, drawing, and painting. • Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. • Write first name. • Attempt to independently write some familiar words.

Cluster	Phonological Awareness
ELA.PK.IV	• Identify sounds or spoken words in the environment. • Recognize and produce rhyming words. • Separate words into syllables. • Replicate the beginning sound in a word.

Cluster	Print Concepts
ELA.PK.V	• Show interest in shared reading and looking at books independently. • Demonstrate an understanding that writing conveys meaning. • Understand concepts of print such as print moves from left to right and top to bottom, and print conveys a message. • Recognize that letters are grouped to form words and words are a unit of print. • Recognize and name some upper and lower case letters of the alphabet.

Reading

Cluster	Key Ideas and Details
ELA.PK.1	With prompting and support, ask and answer questions about details in a literary text.
ELA.PK.2	With prompting and support, retell familiar stories in literary texts.
ELA.PK.3	With prompting and support, identify characters, events, and settings in a literary text.
ELA.PK.4	With prompting and support, ask and answer questions about details in an informational text.
ELA.PK.5	With prompting and support, identify the main topic and retell details of an informational text.
ELA.PK.6	(Begins in kindergarten.)

Cluster	Craft and Structure
ELA.PK.7	With prompting and support, answer questions about unknown words in a literary text.
ELA.PK.8	(Begins in kindergarten.)
ELA.PK.9	With prompting and support, define the roles of author and illustrator ~~in~~ of a literary text.
ELA.PK.10	With prompting and support, ask questions about unknown words in ~~an~~ informational text.
ELA.PK.11	With prompting and support, identify the front cover and back cover of a book and recognize how books are read (e.g., one page at a time, from front to back).
ELA.PK.12	With prompting and support, define the roles of author and illustrator of ~~an~~ informational text.

Cluster	Integration of Knowledge and Ideas
ELA.PK.13	With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).
ELA.PK.14	With prompting and support, discuss how the adventures and experiences of characters in familiar literary stories relate to children's own experiences.
ELA.PK.15	With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
ELA.PK.16	(Begins in kindergarten.)

ELA.PK.17	(Begins in kindergarten.)

Cluster	Range of Reading and Text Complexity
ELA.PK.18	(Begins in kindergarten.)
ELA.PK.19	(Begins in kindergarten.)

Writing

Cluster	Text Types and Purposes
ELA.PK.20	With prompting and support, use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book using discussion, experience, or texts.
ELA.PK.21	With prompting and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts; name and supply some information about the topic using discussion, experience, or texts.
ELA.PK.22	With prompting and support, use a combination of drawing, dictating, and writing to narrate text in sequential order (beginning, middle, end) using discussion, experience, or texts.

Cluster	Production and Distribution of Writing
ELA.PK.23	(Begins in grade 3.)
ELA.PK.24	(Begins in kindergarten.)
ELA.PK.25	With guidance and support, explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).

Cluster	Research to Build and Present Knowledge
ELA.PK 26	With guidance and support, participate in shared research and writing during play (e.g., explore a number of books by a favorite author and express opinions about them).
ELA.PK.27	With prompting and support, recall information from experiences to answer a question.
ELA.PK.28	(Begins in grade 4.)

Cluster	Range of Writing
ELA.PK.29	(Begins in grade 3.)

Speaking and Listening

Cluster	Comprehension and Collaboration
ELA.PK.30	With prompting and support, participate in collaborative conversations about Pre-K topics and texts with peers and adults through multiple exchanges.
ELA.PK.31	With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by answering questions about details.
ELA.PK.32	With prompting and support, ask and answer questions in order to seek help and get information.

Cluster	Presentation of Knowledge and Ideas
ELA.PK.33	Describe familiar people, places, things, and events.
ELA.PK.34	With prompting and support, add drawings or other visual displays to descriptions as

	desired to provide additional details (e.g., 2- or 3-dimensional artwork).
ELA.PK.35	Use non-verbal communication or spoken language to express ideas, needs, and feelings.

Language

Cluster	Conventions of Standard English
ELA.PK.36	Communicate clearly enough to be understood by adults across a range of situations. • Pronunciation errors and grammatical errors are isolated and infrequent. • Show proficiency with prepositions, regular/irregular past tense, verb, possessives, and noun-verb agreement. • Uses sentences with five or more words.
ELA.PK.37	(Begins in Kindergarten.)

Cluster	Knowledge of Language
ELA.PK.38	(Begins in grade 2.)

Cluster	Vocabulary Acquisition and Use
ELA.PK.39	(Begins in Kindergarten.)
ELA.PK.40	With prompting and support, explore word categories and relationships among words. • Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives and opposites (antonyms). • Identify real-life connections between words and their meaning. • Distinguish meaning among verbs describing the same general action (e.g., walk, march, strut, and prance) by acting out the meanings.
ELA.PK.41	With prompting and support, use words and phrases acquired through conversations, being read to, and responding to texts.

Mathematics

During daily activities, children use mathematical strategies to solve problems and make connections to the world around them. All West Virginia teachers are responsible for classroom instruction that integrates content standards and the eight mathematical habits of mind.

Mathematical Habits of Mind (MHM)

The Mathematical Habits of Mind (MHM) describe varieties of expertise that mathematics educators at all levels should develop in their students.

MHM1: Make sense of problems and persevere in solving them.	• Begin to use real-life experiences to develop mathematical knowledge. • Begin to use concrete objects to solve mathematical problems. • Talk through mathematical thinking with support from adults. • Tries more than one way to solve a problem with adult support.
MHM2: Reason abstractly and quantitatively.	• Explore counting with one-to-one correspondence. • Recognize that the last number counted represents how many there are in a group of items. • Count to answer how many. • Answer questions such as, “how do you know?” “How can we figure out…?” “What did you notice?” • Express quantitative ideas throughout activities.
MHM3: Construct viable arguments and critique the reasoning of others.	• Include mathematical reasoning in discussion with peers. • Explain their mathematical thinking through communication with peers with adult support. • Explore negotiation with peers with adult support. • Discuss and explain mathematical reasoning.
MHM4: Model with mathematics.	• Use fingers, objects, or manipulatives to demonstrate understanding of mathematics. • Use drawings to describe mathematical concepts. • Act out mathematical situations.

MHM5: Use appropriate tools strategically.	• Explore familiar mathematical tools and begin to explain how they can be used with adult support. • Begin to use mathematical tools such as manipulatives, rulers, counters, paper, and pencils to explore mathematical concepts. • Use non-standard forms of measurement. • Have conversations about how tools are used for mathematics.
MHM6: Attend to precision.	• Begin to develop mathematical communication skills with adult support. • Begin to use mathematical vocabulary in appropriate context. • Compare and contrast objects. • Begin to identify attributes of an object. • Sort objects.
MHM7: Look for and make use of structure.	• Begin to construct an understanding of patterns. • Identify parts in a relationship to a whole. • Begin to correctly count objects up to 10.
MHM8: Look for and express regularity in repeated reasoning.	• Counts in sequence consistently. • Look for patterns in their environments. • Understands that there are more when items are combined and less when items are taken away.

Children in Pre-K will focus on two critical areas: 1) analyzing mathematical challenges in an environment where collaboration in creative mathematical thinking is encouraged; and 2) formulating, representing, and solving simple mathematical problems through creative thinking which is imperative to building mathematical competency. Pre-K offers exposure to skills, active exploration, and discoveries in context of stimulating opportunities that provides foundational skills. This is accomplished through intentional planning by the teacher in mathematics. The following chart represents mathematical standards that will be developed in Pre-K.

Counting and Cardinality	**Operations and Algebraic Thinking**
• Count in sequence to 10 • Use 1 to 1 correspondence • Match quantity to numbers	• Recognition of adding/removing objects as adding/subtracting • Understand simple patterns
Measurement and Data	**Geometry**
• Name shapes correctly	• Describe attributes of objects • Understand more or less

Pre-K Specifications

High-quality early numeracy experiences directly attribute to later literacy achievement. Practical applications of early numeracy are vital in fostering young children's overall mathematical thinking. Mathematical thinking is a process and a core component of cognition. Young children need to analyze mathematical challenges in an environment where collaboration in creative mathematical thinking is encouraged. Formulating, representing, and solving simple mathematical problems through creative

thinking is imperative to building mathematical competency. Mathematics is the ability to think logically, plan, solve problems, reason, make predictions, and notice patterns. When given the opportunity, young children use symbolic thinking to represent their thoughts, which becomes a catalyst for higher level thinking in all domains.

Numbering of Standards

The following mathematics standards are numbered continuously. The ranges in the chart below relate to the clusters found within the Mathematics domain.

Counting and Cardinality	
Number Names	Standards 1-3
Counting to Tell the Numbers of Objects	Standards 4-5
Comparing and Ordering Numbers	Standards 6-7
Operations and Algebraic Thinking	
Composing and Decomposing Numbers	Standards 8-13
Number and Operation in Base Ten	
Number and Operations in Base Ten	Standard 14
Measurement and Data	
Describe and Compare Measurable Attributes	Standards 15-16
Classify Objects and Count the Number of Objects in Each Category	Standards 17-19
Geometry	
Identify and Describe Shapes	Standards 20-22
Analyze, Compare, Create, and Compose Shapes	Standards 23-25

Counting and Cardinality

Cluster	**Number names**
M.PK.1	Count in sequence to 10 and beyond.
M.PK.2	(Begins in kindergarten.)
M.PK.3	Begin to identify and write some numerals.

Cluster	**Counting to tell the number of objects**
M.PK.4	Understand the relationship between numbers and quantities; connect counting to cardinality. • Use one-to-one correspondence to count objects and match groups to objects. • Match quantity with number symbols; given a number up to 10, counts out that many objects • Recognize quantity without counting up to five objects.
M.PK.5	Count to answer~~,~~ "how many?" questions up to 10 items.

Cluster	**Comparing and ordering numbers**
M.PK.6	Identify whether the number of objects in one group is more, less, greater than, fewer, and or equal to number of objects in another group for up to 5 objects (e.g., by using matching and counting strategies).

M.PK.7	Identify first and last related to order or position.

Operations and Algebraic Thinking

Cluster	Composing and decomposing numbers
M.PK.8	Recognize addition as putting objects together and subtraction as taking objects apart. (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).
M.PK.9	With adult assistance, solves addition and subtraction word problems.
M.PK.10	Solve addition problems by joining objects together.
M.PK.11	(Begins in kindergarten.)
M.PK.12	(Begins in kindergarten.)

Cluster	Recognize patterns
M.K.13	Duplicate, create, and extend simple patterns using concrete objects.

Number and Operations in Base Ten

Cluster	Work with numbers 11-19 to gain foundations for place value
M.PK.14	(Begins in kindergarten.)

Measurement and Data

Cluster	Describe and compare measurable attributes
M.PK.15	With prompting and support, identify measurable attributes of objects, such as length and/or weight.
M.PK.16	Represent and interpret data. • Estimate the size of objects in comparison to a common unit of measurement, (e.g., more/less, long/short, big/little, light/heavy). • Recognize and interpret information/symbols presented in tables and graphs.

Cluster	Classify objects and count the number of objects in each category
M.PK.17	Sort objects into categories according to common characteristics (e.g., color, size, shape) and count the number of objects up to 5.

Cluster	Work with money.
M.PK.18	(Begins in kindergarten.)
M.PK.19	(Begins in kindergarten.)

Geometry

Cluster	Identify and describe shapes
M.PK.20	Describe objects in the environment. • Use the names of basic shapes. • Describe the relative positions of objects using terms (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind).
M.PK.21	Correctly name basic shapes regardless of their orientation or overall size.
M.PK.22	Sort two-and three-dimensional shapes and objects.

Cluster	Analyze, compare, create and compose shapes
M.PK.23	Analyze and compare two- and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes.
M.PK.24	Create and build shapes from components (e.g., sticks and clay balls).
M.PK.25	With prompting and support, compose simple shapes to form larger shapes (e.g., “Can these two triangles, with full sides touching, join to make a rectangle?”)

Science

Scientific thinking builds on children's prior experiences, backgrounds, and early theories. Children's fundamental math concepts support scientific experimentation, investigation, and inquiry, resulting in the development of new understandings of their world. Science and math concepts are best developed through active exploration of naturalistic, informal, and structured learning experiences. Expanding on children's curiosity, encouraging them to pursue their questions and develop ideas in a risk-free environment helps children to refine their own understanding of the world around them. Documentation of children's experiences and hypotheses allow them to share and discuss their theories with others. Scientific thinking is an approach to learning.

All West Virginia teachers are responsible for meeting the needs of all children through a holistic approach. Children in Pre-K will advance through a developmentally appropriate progression of standards. The following chart represents the components of Science that will be developed in the Science as Inquiry and Scientific Knowledge standards in Pre-K.

Science as Inquiry	Scientific Knowledge
• Active exploration • Investigation	• Inquire, observe, and analyze

Pre-K Specifications

In Pre-K, children should be immersed in a science rich environment and have numerous opportunities for hands-on, child-centered inquiry. It is more important for children to engage in the process of scientific inquiry and making connections than learning scientific facts.

Numbering of Standards

The following science standards are numbered continuously. The ranges in the chart below relate to the clusters found within the Science domain.

Science as Inquiry	
Foundational Knowledge of Scientific Inquiry	Standards 1-4
Utilization of Inquiry	Standards 5-8
Scientific Knowledge	
Understanding the Living and Physical World	Standards 9-11

Science as Inquiry

Cluster	Foundational Knowledge of Scientific Inquiry
SC.PK.1	Ask questions that can be answered through active investigation.
SC.PK.2	Explore and discuss similarities and differences among objects and materials.
SC.PK.3	Investigate cause and effect relationships through exploration, manipulation and interaction with the environment (problem solving techniques).
SC.PK.4	Make predictions and brainstorm solutions.

Cluster	Utilization of Inquiry
SC.PK.5	Identify the five senses and use them to make observations.
SC.PK.6	Explore observational tools (e.g., magnifying glass, stethoscope) to extend the five senses.
SC.PK.7	Engage using scientific vocabulary (e.g., observe, compare, contrast, measure, reflect, predict, plan).
SC.PK.8	Communicate results, solutions, and conclusions through a variety of methods (e.g., verbal or visual representation).

Scientific Knowledge

Cluster	Understanding the Living and Physical World
SC.PK.9	Explore and describe the natural environment verbally or through representation.
SC.PK.10	Explore and describe changes in materials and relationships (e.g., cause/effect, seasons, life cycles, etc.).
SC.PK.11	Communicate awareness that people can impact the environment in positive and negative ways.

Health and Physical Development

Health and Physical Development refers to physical well-being, use of the body, muscle control, appropriate nutrition, exercise, hygiene, and safety practices. Learning healthy habits early lays the foundation for lifelong healthy living. Physical well-being, health, and motor development are equally important foundations to young children's learning. Health problems, delays in physical development, and frequent illnesses interfere with children's ability to learn and are associated with a range of poor developmental and educational outcomes. Developing motor control and coordination involves the interplay between children's emerging physical capabilities, growth and maturation, adult interactions and support, and opportunities to practice new skills. Other domains rely on continued growth in health and physical development.

All West Virginia teachers are responsible for meeting the needs of all children through a holistic approach. Students in Pre-K will advance through a developmentally appropriate progression of standards. The following chart represents the components of physical health and development that will be developed in Pre-K.

Safety Practices	**Gross Motor**
• Follow rules and routines • Recognize unsafe situation	• Develop large muscle coordination and skills • Develop spatial awareness
Health Practices	**Fine Motor**
• Complete personal care routines • Make healthy choices	• Develop small muscle coordination and skills • Demonstrate increased self-help skills

Pre-K Specifications

In Pre-K, students should be immersed in a healthy environment and have numerous opportunities to practice and use a variety of healthy habits, safety practices, and engage in physical activities.

Numbering of Standards

The following health and physical development standards will be numbered continuously. The ranges in the chart below related to the clusters found within the health and physical development domains.

Safety Practices	
Safety Practices	Standards 1-5
Health Practices	
Healthy Development	Standards 6-9
Gross Motor	
Gross Motor Development	Standards 10-14
Fine Motor	
Fine Motor Development	Standards 15-18

Safety Practices

Cluster	**Safety Practices**
PH.PK.1	Participate in safety stories, games, and drills (e.g., bus, fire, bike, and strangers).

PH.PK.2	Recognize symbols indicating danger (e.g., STOP signs, Mr. Yuk sticker).
PH.PK.3	Respond appropriately to harmful and unsafe situations.
PH.PK.4	Follow classroom and community safety rules and routines (e.g., fire drills, bus rules, pedestrian safety).
PH.PK.5	With prompting and support, communicate an understanding of the importance of safety routines and rules.

Health Practices

Cluster	Healthy Development
PH.PK.6	Complete personal care tasks (e.g., dressing, brushing teeth, toileting, and washing hands) independently.
PH.PK.7	Participate in structured and unstructured physical activities in order to enhance fitness.
PH.PK.8	Communicate an understanding of the importance of healthy routines (e.g., appropriate times to wash hands).
PH.PK.9	Demonstrate knowledge and skills that help promote nutritious food choices and eating habits (e.g., distinguish food as healthy or unhealthy; acknowledge moderation).

Gross Motor

Cluster	Gross Motor Development
PH.PK.10	Develop motor control for a range of physical activities (e.g., walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping).
PH.PK.11	Develop motor coordination and skill in using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting a ball, and riding a tricycle).
PH.PK.12	Demonstrate increased balance (e.g., balance beam, riding equipment, and play structures).
PH.PK.13	Demonstrate awareness of own body and other people's space during interactions.
PH.PK.14	Move body in relation to objects to effectively perform tasks (e.g., kick a ball, pedal a tricycle).

Fine Motor

Cluster	Fine Motor Development
PH.PK.15	Demonstrate increased ability, strength, dexterity, and control to manipulate and use tools (e.g., scissors, staplers, hammers, and eating utensils).
PH.PK.16	Demonstrate increased accuracy of eye-hand coordination and use of opposing hand movements (e.g., building with blocks, stringing with beads, cutting with scissors, and putting puzzles together).
PH.PK.17	Explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).
PH.PK.18	Demonstrate increased ability with self-help skills (e.g., buttoning, zipping, and lacing).

The Arts

The Arts refers to opportunities for children to engage in creative expression and an appreciation for such forms as dramatic play, music, dance, visual arts, and other creative activities. Children develop problem-solving skills, positive dispositions to learning, and growth across all developmental domains of learning through the arts. As children experience opportunities to express themselves through The Arts, they also develop a positive sense of self.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills and technology tools. Students in Pre-K will advance through a developmentally appropriate progression of standards. The following chart represents the arts that will be developed in Pre-K.

Music	**Visual Arts**
• Rhythm • Exploration	• Creativity • Experimentation
Creative Movement	**Dramatic Play**
• Dance • Motions for Communication	• Imaginative Play • Symbolic Thinking

Pre-K Specifications

In Pre-K, students should be immersed in an art-rich environment. Children develop many life skills through varied creative experiences. Experiences in the arts support brain development, increased persistence, analysis of cause and effect, and self-confidence. The arts provide foundations for innovation in later years.

Numbering of Standards

The following standards are numbered continuously. The ranges in the chart below relate to the clusters found within The Arts domains.

Music	
Music	Standards 1-4
Creative Movement	
Creative Movement	Standards 5-6
Visual Arts	
Visual Art	Standards 7-11
Dramatic Play	
Dramatic Play	Standards 12-15

Music

Cluster	**Music**
AR.PK.1	Participate in music activities (e.g., listening, singing, and finger plays).
AR.PK.2	Create music through a variety of techniques and tools (e.g., clapping, playing musical instruments, and using items from nature to create a beat).

AR.PK.3	Experiment with traditional and nontraditional musical instruments.
AR.PK.4	Communicate by moving expressively to music (e.g., tempo, style).

Creative Movement

Cluster	Creative Movement
AR.PK.5	Move to different patterns of beat and rhythm in music.
AR.PK.6	Use creative movement to express ideas or feelings and concepts.

Visual Arts

Cluster	Visual Arts
AR.PK.7	Express thoughts and feelings through creative artwork (e.g., drawing, sculpting, and painting).
AR.PK.8	Communicate ideas, experiences, and knowledge through creative artwork.
AR.PK.9	Demonstrate a growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.
AR.PK.10	Describe one's own artwork.
AR.PK.11	Explore colors, textures, and techniques using different mediums (e.g., clay, natural materials, wood, sewing, digital graphics, and photography).

Dramatic Play

Cluster	Dramatic Play
AR.PK.12	Participate in a variety of pretend play to explore various roles (e.g., family and community members in the dramatic play area, blocks, and outdoors).
AR.PK.13	Use dialogue, actions, and objects to tell a story and communicate ideas, feelings, experiences, and knowledge.
AR.PK.14	Show creativity through the use of materials in pretend play (e.g., costume pieces, props, puppets, and fabrics).
AR.PK.15	Utilize representation and symbolic play to extend play scenarios and create props for play (e.g., a block as a telephone or material as clothing).

Rule Title: W. Va. 126CSR440, Policy 2520.15 West Virginia Pre-K Standards (Ages 3-5)

FISCAL NOTE FOR PROPOSED RULES

Type of Rule: X Legislative ☐ Interpretive ☐ Procedural

Agency: West Virginia Department of Education
Address: Janet Bock-Hager, Coordinator
WVDE Office of PK-12 Academic Support
Capitol Building 6, Room 500, 1900 Kanawha Boulevard, East
Charleston, WV 25305
Telephone Number: 304.558.8098 Email: jbockhager@k12.wv.us

SUMMARIZE IN A CLEAR AND CONCISE MANNER THE OVERALL ECONOMIC IMPACT OF THE PROPOSED RULE.

A. ECONOMIC IMPACT ON REVENUES OF STATE GOVERNMENT:

There will be no economic impact on revenues of state government as a result of the proposed amendment of W. Va. 126CSR440, Policy 2520.15.

B. ECONOMIC IMPACT ON SPECIAL REVENUE ACCOUNTS:

There will be no economic impact on special revenue accounts as a result of the proposed amendment of W. Va. 126CSR440, Policy 2520.15.

C. ECONOMIC IMPACT OF THE RULE ON THE STATE OR ITS RESIDENTS:

There will be no economic impact on the state or its residents as a result of the proposed amendment of W. Va. 126CSR440, Policy 2520.15.

D. FISCAL NOTE DETAIL:

	Fiscal Year		
Effect of Proposal	**Current Increase / Decrease (use "-")**	**Next Increase / Decrease (use "-")**	**Fiscal Year (Upon Full Implementation)**
1. Estimated Total Cost	$0.00	$0.00	$0.00
Personal Services	$0.00	$0.00	$0.00
Current Expenses	$0.00	$0.00	$0.00
Repairs & Alterations	$0.00	$0.00	$0.00
Assets	$0.00	$0.00	$0.00
Other	$0.00	$0.00	$0.00
2. Estimated Total Revenues	$0.00	$0.00	$0.00

E. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

There will be no economic impact on revenues of state government, special revenue accounts, or the state or its residents as a result of the proposed amendment of W. Va. 126CSR440, Policy 2520.15.

Signature of Agency Head or Authorized Representative Date

126CSR44O, Policy 2520.15, West Virginia Pre-K Standards (Ages 3-5)
Comment Log

Comment Period: April 10, 2024 – May 13, 2024

Action

A/S Comment was accepted and supports the proposed policy.
A/C Comment was accepted and resulted in changes to the proposed policy.
N Comment was not accepted.

Date	Commenter	Comments	Action	Rationale
126CSR44O, Policy 2520.15, West Virginia Pre-K Standards (Ages 3-5)				
No comments were received during the comment period.				