



Standards

This professional development training module is aligned to Massachusetts standards and guidelines.

Massachusetts Quality Rating and Improvement System (QRIS)

Center and School Based:

- **Curriculum and Learning 1A: Curriculum, Assessment, and Diversity: Level 2**
Program uses screening tools, progress reports, formative assessments, and information gathered through observation to set goals for individual children across all developmental domains; Staff demonstrate language and literacy skills either in English or the child's language, that provide a model for children.
- **Curriculum and Learning 1B: Teacher-Child Relationships and Interactions: Level 2**
All staff receive orientation and ongoing formal professional development and supervision in how to support positive relationships and interactions through positive, warm, and nurturing interactions.

Family Child Care:

- **Curriculum and Learning 1B: Teacher-Child Relationships and Interactions: Level 2**
Educator has participated in formal professional development on how to support positive relationships and interactions with children through positive, warm, and nurturing interactions.
- **Curriculum and Learning 1B: Teacher-Child Relationships and Interactions: Level 4**
Educators utilize teaching strategies that ensure a positive learning environment, engage children in learning, and promote critical thinking skills.

National Association for the Education of Young Children (NAEYC)

Guidelines for Developmentally Appropriate Practice:

- **(2) Teaching to enhance development and learning B.2**
Teachers continually gather information about children in a variety of ways and monitor each child's learning and development to make plans to help children progress.

Standards (continued)

- **(2) Teaching to enhance development and learning G.2** Scaffolding can take a variety of forms; for example, giving the child a hint, adding a cue, modeling the skill, or adapting the materials and activities. It can be provided in a variety of contexts, not only in planned learning experiences but also in play, daily routines, and outdoor activities.
- **(3) Planning curriculum to achieve important goals A.1** Teachers consider what children should know, understand, and be able to do across the domains of physical, social, emotional, and cognitive development and across the disciplines, including language, literacy, mathematics, social studies, science, art, music, physical education, and health.
- **(3) Planning curriculum to achieve important goals D.1** Teachers plan curriculum experiences that integrate children's learning within and across the domains (physical, social, emotional, cognitive) and the disciplines (including language, literacy, mathematics, social studies, science, art, music, physical education, and health).

Massachusetts Curriculum Framework for English Language Arts and Literacy

Reading Standards: Foundational Skills for Pre-Kindergarteners:

- **Phonological Awareness MA.2** With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **Phonological Awareness MA.2.a** With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).