



*Early Childhood*  
IMPROVING SCHOOL READINESS

# Louisiana's Birth to Five Early Learning & Development Standards (ELDS)

2013

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## II. LETTER FROM AGENCY HEADS



### Birth to Five Early Learning and Development Standards: Louisiana's Road to the Future

Research shows that children who participate in high quality early childhood programs are more likely to enter kindergarten ready to learn. Short-term benefits include better academic and social performance, lower retention rates, and fewer referrals to special education. Long-term benefits are higher graduation rates, increased learning potential and an increased participation in the labor force. In Louisiana, the Early Childhood Care and Education Network was created through Act 3 of the 2012 Regular Legislative Session to increase access to high quality early childhood programs by unifying and improving the state's fragmented system of early childhood care and education.

Act 3 declares that: "To significantly improve outcomes, it is imperative that standards for, and expectations of, our early childhood programs be raised to levels that will promote kindergarten readiness and sustain lifelong learning and achievement." As part of the Early Childhood Care and Education Network, programs will be supported to meet high standards for quality and will be evaluated on how they perform. And families will have easy-to-understand information to choose the program that will best prepare their young child for success in school.

To support this effort, Louisiana developed the Birth to Five Early Learning and Development Standards (ELDS) which provide a continuum of developmental milestones for each age level with the four-year-old standards serving as the "anchor." State agency staff, national experts and local stakeholders all played a key role in developing these standards. Stakeholders included infant/toddler experts, pre-kindergarten coordinators, higher education representatives, families and practitioners from child care, Head Start and pre-kindergarten programs.

These Birth-to-Five Standards support the State's Kindergarten Readiness Definition and are designed to be used as a daily reference and resource for those responsible for the care and education of our youngest learners. These Standards are intended to help professionals as well as families deepen their understanding of how children develop, how to respond to their readiness for new interactions, experiences, activities, and challenges and how to support their growth and development at such a critical stage in their young lives.

Key highlights of the Birth to Five Early Learning and Development Standards:

- Are applicable to all children regardless of the early childhood setting including those children with disabilities and limited English proficiency;
- Reflect cognitive domains as well as social-emotional and physical development;
- Are aligned with the K-12 Common Core State Standards for English Language Arts and Mathematics;
- Will align with developmentally-appropriate and effective assessment tools, including both program and child assessment tools; and
- Will serve as a foundation for professional development for early childhood providers as well as a key tool for family engagement.

Together, we will improve the quality of Louisiana's Early Childhood Programs. With the development of these Birth to Five Early Learning and Development Standards, we are supporting all young children in Louisiana to become lifelong learners, as well as productive citizens in the 21<sup>st</sup> century.

Your partners in the creation of a better early childhood network,

**John White, Superintendent**  
Department of Education

**Suzy Sonnier, Secretary**  
Department of Children and Family Services

**Kathy Kliebert, Interim Secretary**  
Department of Health and Hospitals

### III. ACKNOWLEDGMENTS

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The publication of Louisiana’s Early Learning and Development Standards (ELDS) is the culmination of a year-long effort by many individuals. The goal is to provide a resource that can be used to continue to improve the quality of programs in the state in order to provide effective support for children’s learning and development.

We would like to thank the members of the Leadership Team who worked diligently to create Standards that will provide a common vision for Louisiana’s early childhood programs and that reflect the diversity of children served in Louisiana. Their ongoing commitment to research and excellence provided a strong foundation for the Standards and made this publication possible.

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## IV. INTRODUCTION

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The experiences and skills that children develop during the early years are critically important to their success later in school. What children learn during the first few years of life helps to lay the foundation for their future growth and development.

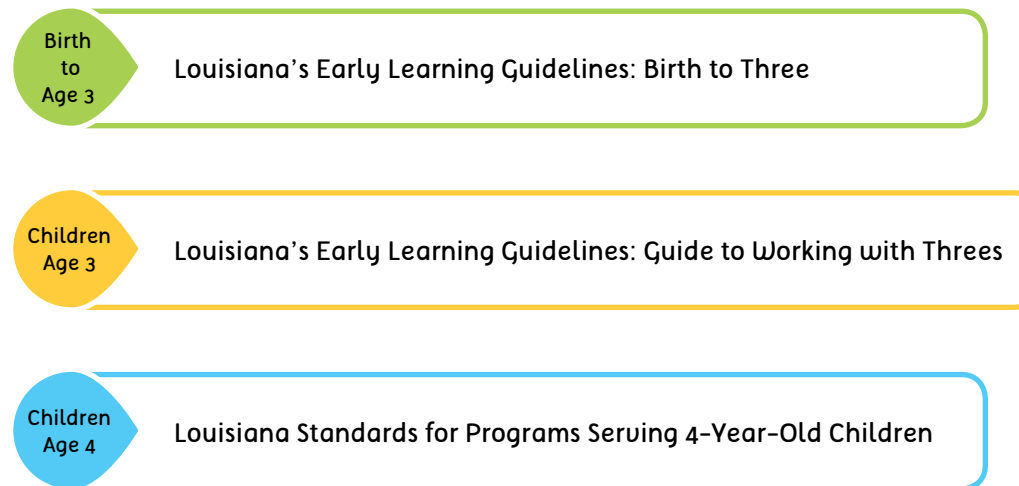
In order for children to reach their full potential during those early years, it is important that the adults around them provide an environment and experiences that promote growth and learning. This document, Louisiana’s Birth to Five Early Learning and Development Standards (ELDS), is designed to help early childhood educators do just that by describing the particular skills and abilities that children need to develop to be successful, and by providing ideas for fostering their development.

### A. About this Document

Over the course of the past decade, the state of Louisiana has developed several documents to articulate expectations for children’s learning and development and provide guidance for early childhood educators. These documents (**Figure 1**) have been published under different titles and by different agencies within Louisiana.

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**FIGURE 1: LOUISIANA STANDARDS DOCUMENTS**



The early childhood community within Louisiana has worked to combine the state’s early learning Standards into a single document that describes a continuum of learning from birth to age five. This continuum is designed to help early childhood educators look across age levels and learning domains to see how children’s development emerges and progresses over time. These Standards will replace the previous set of Standards, and will be applicable to all children, including those with disabilities and English Language Learners.

## **How This Document Was Developed**

To develop Louisiana’s Early Learning and Development Standards (ELDS), the Louisiana State Department of Education and the Department of Children & Family Services established a leadership team that was responsible for overseeing the revision of the Standards. Members of the leadership team examined research, looked at other states’ Standards, and considered policy statements from state and national organizations. To ensure consistency with the current K–12 Standards, they also examined the Louisiana Grade Level Expectations for Kindergarten and the Common Core State Standards. Finally, they reviewed all appropriate research literature to make sure the expectations were inclusive of children from a variety of circumstances and with differing levels of ability.

The leadership team developed an initial draft of the Standards and Indicators, and then worked with a variety of experts to review and improve the document. First, it was reviewed by a broader stakeholder group of early childhood educators and parents from across the state. This stakeholder group included representatives of higher education institutions, private childcare, Head Start, early intervention, as well as teachers and administrators of early education programs. Stakeholders provided comments and feedback on the content of the Standards, as well as the overall structure and format of the continuum twice. In addition to the stakeholder group, expert reviewers from outside of Louisiana were asked to provide feedback on the Standards. Finally, the leadership team sought feedback and comment from the public on a draft of the Standards and Indicators via an online survey. More than 240 early childhood educators and administrators from across Louisiana responded with comment and suggestions. All of the comments and suggestions that were received were invaluable toward shaping and strengthening the final version of the Standards.

## **B. Role of the Early Learning and Development Standards**

The Early Learning and Development Standards are intended to be a framework for high-quality, developmentally appropriate early childhood programs and were designed to be used by early childhood educators throughout Louisiana. The term early childhood educator is intended to encompass all those (e.g., teachers, caregivers, administrators, parents, etc.) who are responsible for the care and education of children from birth to age 5. These Standards establish a common vision for what the state of Louisiana wants children to learn before they enter kindergarten. As such, they provide age-appropriate goals for children’s learning and development that can guide teachers, caregivers and others on what types of experiences and activities children should have during their earliest years.

These Standards and Indicators are intended to be a guide for teaching young children. They are neither a curriculum nor a checklist for assessing children’s development and learning. Individual areas of the Standards are considered to be equally important and should be integrated into all experiences and activities. Finally, it is important to remember that while the Standards will help educators determine what is “typical” for children in an age group, they might not always describe a particular child’s development. When a child’s development and learning does not seem to fit what is included in the Standards continuum under his/her age level, look at the Indicators for younger or older age groups to see if they are a better fit for the child. The goal is to learn what developmental steps the child is taking now, and to meet the individual needs of that child on a daily basis.

Educational research has consistently proven that there is a strong correlation between the quality of early childhood experiences and later academic success. Therefore, it is imperative that Louisiana’s early childhood programs provide children with the foundational experiences needed for them to become successful learners. The Standards and Indicators provide adults with a guide for the skills they should focus on for children of different ages, and offer some general ideas for the types of experiences that will help children develop the skills and knowledge described in this document.



## C. Guiding Principles

There are a number of principles that guided the development of the document, and are intended to guide adults who are using the document with children<sup>1</sup>:

### **Early learning and development are multidimensional; developmental domains are highly interrelated.**

Development in one domain influences the development in other domains. For example, children's language skills impact their ability to engage in social interactions. Therefore, developmental domains cannot be considered in isolation of each other. The dynamic interaction of all areas of development must be considered.

### **Young children are capable and competent.**

All children are capable of positive developmental outcomes. Therefore, there should be high expectations for all young children.

### **There are individual differences in rates of development among children.**

Each child is unique in the rate of growth and the development of skills and competencies. Some children may have a developmental delay or disability that may require professionals to adapt expectations of individual children or adapt experiences so that they will be successful in attaining the performance standard. Additionally, each child is raised in a cultural context that may impact a child's acquisition of certain skills and competencies.

### **Children will exhibit a range of skills and competencies in any domain of development.**

Preschool age children will exhibit a range of skills and competencies in any area of development. All children within an age group should not be expected to master each skill to the same degree of proficiency at the same time.

Knowledge of child growth and development and consistent expectations are essential to maximize educational experiences for children and for program development and implementation.

Early care and education professionals must agree on what it is they expect children to know and be able to do, within the context of child growth and development. With this knowledge, early childhood staff can make sound decisions about appropriate curriculum for the group and for individual children.

### **Families are the primary caregivers and educators of their young children.**

Families should be aware of programmatic goals and experiences that should be provided for children and expectations for children's performance by the end of the preschool years. Professionals and families should work collaboratively to ensure that children are provided optimal learning experiences. Programs must provide families with the information they may need to support children's learning and development.

### **Young children learn through active exploration of their environment through children-initiated and teacher-selected activities.**

The early childhood environment should provide opportunities for children to explore materials and engage in concrete activities, and to interact with peers and adults in order to construct their own understanding about the world around them. There should therefore be a range of approaches to maximize children's learning.

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<sup>1</sup>These *Guiding Principles* were reprinted with permission from the Connecticut State Department of Education Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs (May 1999).

## **D. Effective Use of Early Learning and Development Standards with All Children**

The Standards that are presented in this document apply to all children in Louisiana who are not yet age-eligible to enter kindergarten. This includes children with and without disabilities, children who are learning English, and children who are participating in any type of early care and education program.

### **Children with Disabilities**

Children with disabilities are those who require some form of special care because of developmental delays to their cognitive, physical, or social-emotional functioning. Inclusion of children with disabilities in early childhood programs is a manageable and best-practice goal. It provides them with the opportunity to learn alongside typically developing peers and creates high expectations for every child, regardless of ability. Early childhood teachers and caregivers can help make this possible by adapting or modifying their classrooms, their interactions, or their materials/equipment to include children of all abilities.

The Early Learning and Development Standards are designed to be used for all children. Educators and families working with children with disabilities should strive to help them make progress in the areas described in this document; however, it is important to remember that children with disabilities may not demonstrate progress in the same way or at the same rate as typically developing children. They may need extra support in the form of adaptations and modifications, and teachers may also need to adjust their curriculum and instructional strategies to meet the individual learning needs of children with disabilities. One advantage of the Standards continuum is that it is easy to see what skills and knowledge are appropriate across the age levels from birth to age five. Teachers and caregivers working with children with disabilities may find it helpful to look at the Standards and Indicators provided for a younger age level if the child's current level of learning and development is not consistent with the Standards and Indicators written for their age. Knowing where each child is on the continuum (and what their logical next steps are) will help educators plan experiences and appropriately support their progress.

Assistance in identifying and implementing specific strategies for children with special needs is available to all programs in Louisiana. For more information on specific strategies, as well as how to best serve special needs children, please refer to the Appendix F of this document.

### **English Language Learners (ELL)**

The term English Language Learners (ELL) refers to children who are learning a second language at the same time they are continuing to develop their native or home language. It is important for teachers and caregivers to understand that ELL children develop language in much the same way that they acquire other skills—at their own rate. A child's language development (both his/her home language and progress in learning English) will depend on the amount and type of language they hear other people using and the opportunities he/she has to practice language skills. Therefore, each child's progress in learning English needs to be respected and supported as part of the ongoing process of learning any new skill.

As teachers and caregivers work with ELL children, it is important to remember to address all areas of their learning and development—ELL children need to have opportunities to make progress on all of the Standards and Indicators described in this document. Research suggests that ELL children will learn concepts and display skills best in their home language during the time they are learning English. Therefore, whenever possible, children should have opportunities to interact with and engage in both their home language and in English in rich and meaningful ways. For example, program staff might learn to use some basic phrases from a child's home language, such as greetings or praise words. Programs can also invite the help of bilingual family members or volunteers who are willing to contribute their time in the classroom by interacting with children or serving as an interpreter for parents.

Teachers and caregivers should also remember that children can demonstrate any of the skills described in this document in their home language—they can demonstrate their understanding of health and safety practices, social skills with peers and adults, positive approaches to learning, language development, and knowledge of science, mathematics and other areas in their home language. In fact, teachers and caregivers can best see ELL children’s progress on the Standards and Indicators when children communicate in their home language, and it gives a more accurate picture of a child’s progress. For instance, when learning to count (an indicator within the Cognitive Development domain), children may count in their home language. This signals to teachers and caregivers that the child has learned this concept and has the potential for transferring those skills to a second language. Again, teachers and caregivers who do not speak a child’s home language may need to enlist the help of bilingual staff or family members to ensure that the ELL child has the opportunity to learn and demonstrate progress on the Standards in his/her home language.

Finally, teachers and caregivers should remember that it is important to work closely with all children’s families, and this is especially true for English Language Learners. Families can provide valuable information about the family’s home language and how often the child hears English being spoken. The families may also provide information about how the child learns best, and they can work to reinforce what the child is learning in the program with similar experiences at home. Families are a tremendous resource for understanding a child’s home culture, and they are key to working effectively with children from diverse cultures.

For more information on ELL children, please see the domain description for Language and Literacy Development. Also, for specific strategies for engaging ELL children in the classroom, please refer to the Appendix F of this document.

## E. Overview of the Early Learning and Development Standards

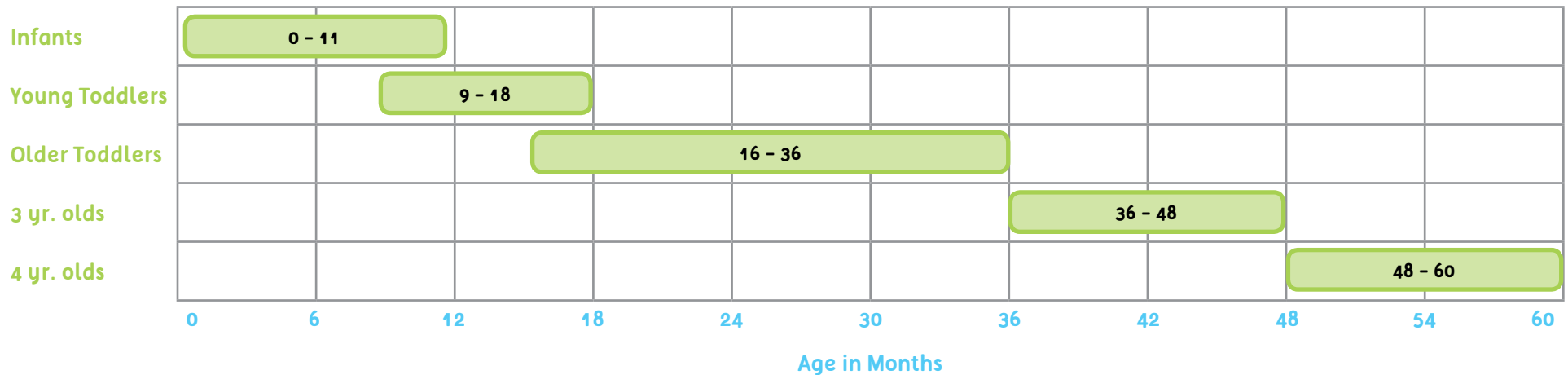
### What Ages are Covered in the Early Learning and Development Standards?

The Continuum of the Early Childhood and Development Standards is divided into five age levels: infants (birth to 11 months), young toddlers (9 to 18 months), older toddlers (16 to 36 months), three-year-olds (36 to 48 months), and four-year-olds (48 to 60 months). These age levels (Figure 2) were selected because they represent developmentally significant periods in a young child's life. However, it is important for educators to remember that young children's development is often uneven and progresses at different rates. Children may change dramatically in one area, while development progresses more slowly in another area. Children with disabilities may demonstrate even greater variation in their abilities to progress and reach developmental milestones.

Because children develop at different rates, there is overlap at the youngest age levels (birth to 11 months/infants; 9 to 18 months/young toddlers; and 16 to 36 months/older toddlers). Some children may not reach all of the Indicators described in the first age level by the time they are 11 months old. Likewise, some children under 16 months of age may display some of the skills and abilities that are listed at the Older Toddler level. The overlap reflects the fact that it is normal for children this age to vary a lot in when they demonstrate the skills and behaviors described in the Indicators written for infants and toddlers.

**NOTE:** Children should know and be able to do the skills in each age range by the time they reach the end of that age level.

FIGURE 2: AGE LEVELS



## How Are the Standards Organized?

The **Early Learning and Development Standards** are organized into five **domains** of children’s development:

- Approaches to Learning
- Cognitive Development and General Knowledge (including content areas of Creative Thinking and Expression, Mathematics, Science, and Social Studies)
- Language and Literacy Development;
- Physical Well-Being and Motor Development; and
- Social-Emotional Development

These five **domains** represent major areas of development and learning, and define essential learning for school readiness and children’s long-term success. The domains are designed to be interdependent and include all areas of children’s learning and development. Each domain begins with a brief description of the domain and an explanation of why it is important for children’s development and learning. Some ideas for promoting progress on the areas described in the Standards are also offered. This description is followed by the **Standards Continuum** (sometimes called a “Continuum” for short) for each domain. The Continuum is a table that includes the Standards and Indicators for each age level. As the sample page (**Figure 3 on page 15**), Louisiana has elected to arrange the Indicators along a continuum so that all of the Indicators for the age levels, infants to four-year-olds are included on the same row. This allows teachers and caregivers to easily look across the age levels to see the progression that a child might make toward the Standard.

**NOTE:** *The Mathematics Subdomain and the Language and Literacy Domain include the alignment to the Kindergarten Common Core State Standards.*

Each Continuum is organized into **subdomains** which capture the specific areas of learning that make up the domain. For example, the domain of Approaches to Learning is divided into three subdomains: Initiative and Curiosity; Attention, Engagement, and Initiative; and Reasoning, Problem-solving, and Creative Thinking.

Cognitive Development is an area of development that is somewhat broader than the other domains. It includes the subdomain areas of Creative Thinking and Expression, Mathematics, Science, and Social Studies. Each of these subdomains of Cognitive Development includes a description and explanation of its importance.

Within each subdomain is a set of **Standards** and **Indicators**. The standard is a statement that provides an overarching goal for skills and knowledge children should make progress toward. It provides a general statement of what children should know and be able to do that is applicable across age levels/groups.

The **Indicators** provide more specific information about what children should know or be able to do at each age level. They are written for a specific age level and provide a description of the skills, knowledge, and/or characteristics a child should be doing to indicate progress toward the standard. The Indicators typically do not represent expectations for the entire age range, but are a reflection of what children should know and be able to do at the **end** of each age level.

**NOTE:** *The Indicators do not have a one-to-one alignment across the different age ranges.*

Each of the Indicators is assigned a code that includes two numbers. This code appears at the end of each indicator in parentheses. The first number indicates age-level (i.e., 0 = infants; 1 = young toddlers; 2 = older toddlers; 3 = three-year-olds; and 4 = 4-year-olds), while the second number reflects the order of the item within the age level (see below).

<b>0. to 4. Age Level</b>	<b>1, 2, 3, 4, etc. Indicator Number</b>
-------------------------------	--

For example, if an infant/toddler teacher is targeting **Standard 1 in Approaches to Learning**, he/she might refer to specific Indicators in the following ways, AL 1 – 0.1 or AL 1:0.1. Similarly, an Older Toddler teacher/caregiver might write an indicator as AL 1 – 2.1 or AL 1: 2.1.

Following the Standards for each domain, there is a list of **strategies** to support development and learning. The strategies are intended to help teachers and caregivers think about how to best use the Standards to guide what they do in the classroom. They are a guide for the type of teaching practices and interactions that adults can use to encourage children’s progress on the Indicators. This is not intended to be an exhaustive list of strategies, but is a place to start when planning activities to support children’s learning.

Figure 3: Sample Page

# APPROACHES TO LEARNING: AL 1

**Subdomain** describes the broad categories of each Domain.

**Standard** defines each Subdomain more specifically.  
Example: AL 1 represents Standard 1 within the Approaches to Learning (AL) domain.

**Domain** is the area of child development being addressed in each section.

**SUBDOMAIN: INITIATIVE AND CURIOSITY**

**Standard AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.**

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>AL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>Show interest in body parts (e.g., fingers, toes). (0.1)</li> <li>Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.2)</li> <li>Select a particular material, toy or place to explore on their own. (0.3)</li> <li>Use simple behaviors to meet own needs (e.g., feed self with finger food). (0.4)</li> </ul>	<p><b>AL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>Show curiosity and interest in actively exploring the environment. (1.1)</li> <li>Express choices and preferences. (1.2)</li> <li>Try to help with simple tasks and activities. (1.3)</li> </ul>	<p><b>AL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>Show curiosity and interest in daily experiences and activities. (2.1)</li> <li>Demonstrate a willingness to try new activities and experiences. (2.2)</li> <li>Actively explore the environment. (2.3)</li> <li>Demonstrate increasing interest and independence in completing simple tasks. (2.4)</li> <li>Insistent about preferences and may say “no” to adult. (2.5)</li> </ul>	<p><b>AL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>Show curiosity, interest exploring the environment. (3.1)</li> <li>Complete a range of simple tasks on their own. (3.2)</li> </ul>	<p><b>AL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>Show curiosity, interest in new things and try new experiences. (4.1)</li> <li>Choose a multi-step task and complete it on their own. (4.2)</li> </ul>

**Indicators** define the Standard and specify what children should know and be able to do by the **end** of each age range.

**Specific Age Ranges** define the group of children for which the Indicators apply.

**Indicator numbers** represent a specific Indicator within a Standard and within a Specific Age Range. For example:  
 0.2 stands for Infants (0) and Indicator 2 in this Standard.  
 1.3 stands for Young Toddlers (1) and Indicator 3 in this Standard.  
 2.3 stands for Older Toddlers (2) and Indicator 3 in this Standard.  
 3.2 stands for 3-year-olds (3) and Indicator 2 in this Standard.  
 4.2 stands for 4-year-olds (4) and Indicator 2 in this Standard.  
**NOTE:** The Indicators do **not** have a one-to-one alignment across the different age ranges.

**NOTE:** The Language and Literacy Domain includes the Kindergarten ELA Common Core Alignment.  
 The Mathematics Subdomain (found in the Cognitive Domain) includes the Kindergarten Mathematics Common Core Alignment.

## F. Use of this Document with Other Documents in Louisiana

Early childhood educators often feel overwhelmed by the multitude of guidelines, requirements and recommendations that are part of the tools and information available. These Early Learning and Development Standards are designed to assist educators in improving the quality of care for all children in all settings by presenting goals for children’s development and learning. They are consistent with other Standards and guidelines provided to early childhood programs in Louisiana. The practices that are considered “best practice” will promote children’s learning and development as described in this document, and are consistent with best practices in all types of programs and settings. Of course, programs and settings that have specific funding sources may require different policies, but all programs should be working toward improving quality to support children’s progress on the Standards and Indicators included in this document.

The graphic below (**Figure 4**) shows how these Birth to Five Early Learning and Development Standards compare to other documents that describe expectations for children’s learning and development that are currently being used in Louisiana—specifically those from Head Start and Louisiana’s Kindergarten Standards. In most instances, the domains and areas of development listed under one document are very similar to those found in another; however, there are some differences across the three documents.

We believe that the practices and recommended strategies that promote high quality early education services will support children’s progress on the Standards and Indicators, and that as young children develop the skills and behaviors described in the ELDS and the Head Start Framework, they will be ready to meet the Kindergarten Standards once they enter kindergarten.

**FIGURE 4: COMPARISON OF DOCUMENTS**

Louisiana Early Learning and Development Standards	Head Start Child Development and Early Learning Framework Domains *	Louisiana Kindergarten Standards
<b>APPROACHES TO LEARNING</b>		
Approaches to Learning	Approaches to Learning	N/A
	Creative Arts Development	
<b>COGNITIVE DEVELOPMENT</b>		
Creative Thinking and Expression	(Found in Approaches to Learning)	N/A
Mathematics	Mathematics Knowledge and Skills	Mathematics (Common Core)
Science	Scientific Knowledge and Skills	Science (GLEs)
Social Studies	Social Studies Knowledge and Skills	Social Studies (GLEs)
	Logic and Reasoning	
<b>PHYSICAL DEVELOPMENT</b>		
Physical Well-Being and Motor Development	Physical Development and Health	Physical Development (GLEs)
		Health (GLEs)
<b>LANGUAGE AND LITERACY DEVELOPMENT</b>		
Language and Literacy Development	Language Development	English Language Arts (Common Core)
	Literacy Knowledge and Skills	
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
Social-Emotional Development	Social and Emotional Development	N/A

\* Source: <http://eclkc.ohs.acf.hhs.gov/hslc/sr/approach/cdelf>



# V. EARLY LEARNING STANDARDS CONTINUUM



# APPROACHES TO LEARNING

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- Standard 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.**
- Standard 2: Demonstrate attention, engagement, and persistence in learning.**
- Standard 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.**
- Standard 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.**

In the 1990s, the National Education Goals Panel recognized Approaches to Learning as an essential element of children's school readiness. The term Approaches to Learning typically refers to behaviors and attitudes that show how children approach tasks/activities and how they learn. Approaches to Learning includes characteristics such as curiosity, problem-solving, maintaining attention, and persistence. These learning behaviors can help strengthen and facilitate children's learning across other school readiness domains. In fact, research has shown that approaches to learning is a distinct aspect of children's school readiness and is a strong predictor of their later success in school. Children with positive approaches to learning perform better academically and have more productive interactions with others. While some of these skills seem to come naturally to some children, researchers believe that others can be nurtured and developed through a supportive, high-quality learning environment.

## **Exploring and Acquiring New Knowledge**

For very young children, growing and learning begins with personal experiences, and their openness and curiosity about new discoveries. Infants and toddlers learn about the world and gain new knowledge by taste, touch, smell, sight, sound and through their physical actions. They begin to develop an awareness of themselves and others through relationships and through their social interactions with those around them. Environments where children feel safe and secure nurture their interest in the world and support their own unique learning style. With a consistent environment and trusting, responsive adults, children have the emotional security necessary for exploring, growing and learning.

## Attention and Problem-solving

The capacity to pay attention, to think creatively, and to solve problems are all important aspects of children's approaches to learning that develop during the early childhood period. At around age three, children are able to complete short-term, concrete tasks and activities. As they progress and move closer to age five, they are able to concentrate for longer periods of time, and perform longer-term and more abstract tasks such as finishing an art project they started the previous day or following an established plan for an activity.

As children move into the preschool years, they begin to establish learning behaviors that are more directly tied to later school success as they continue to explore the world and also gain knowledge related to academic subject areas. It is important that early childhood educators help foster the development of children's positive approaches to learning by providing an environment that is interesting and engaging, and allowing children opportunities and the freedom to explore in a safe, supportive environment.

Finally, regardless of the age, it is important for early childhood educators to understand that children vary in their learning styles and how they express their approaches to learning. For example, some children show great enthusiasm for trying new things, while others are more content to sit back and watch. This may be a result of temperament differences between children, or might be related to cultural differences because some cultures affirm the importance of curiosity while others encourage children to be more reserved. If a child's learning behaviors seem to be related to temperament, it is important for teachers and caregivers to know that they cannot force a change to a child's temperament. They can, however, learn to be attuned to these differences and provide support and guidance to children as they need it. The Standards and Indicators included in this domain describe important aspects of approaches to learning that early childhood educators should seek to foster as they work with young children.

### List of commonly cited components of Approaches to Learning:

- » Intrinsic motivation to learn
- » Interest and joy in learning
- » Initiative
- » Persistence
- » Ability to plan, focus and control attention
- » Flexible problem-solving and inventiveness
- » Tolerance for frustration
- » Ability to connect and apply past learning to new experiences

## APPROACHES TO LEARNING: AL 1

SUBDOMAIN: INITIATIVE AND CURIOSITY				
Standard AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>AL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show interest in body parts (e.g., fingers, toes). (0.1)</li> <li>• Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.2)</li> <li>• Select a particular material, toy or place to explore on their own. (0.3)</li> <li>• Use simple behaviors to meet own needs (e.g., feed self with finger food). (0.4)</li> </ul>	<p><b>AL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show curiosity and interest in actively exploring the environment. (1.1)</li> <li>• Express choices and preferences. (1.2)</li> <li>• Try to help with simple tasks and activities. (1.3)</li> </ul>	<p><b>AL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show curiosity and interest in daily experiences and activities. (2.1)</li> <li>• Demonstrate a willingness to try new activities and experiences. (2.2)</li> <li>• Actively explore the environment. (2.3)</li> <li>• Demonstrate increasing interest and independence in completing simple tasks. (2.4)</li> <li>• Insistent about preferences and may say “no” to adult. (2.5)</li> </ul>	<p><b>AL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate eagerness to learn through play and exploring the environment. (3.1)</li> <li>• Complete a range of simple tasks on their own. (3.2)</li> </ul>	<p><b>AL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show curiosity, interest and a willingness to learn new things and try new experiences. (4.1)</li> <li>• Choose a multi-step task and complete it on their own. (4.2)</li> </ul>

## APPROACHES TO LEARNING: AL 2

### SUBDOMAIN: ATTENTION, ENGAGEMENT, AND PERSISTENCE

#### Standard AL 2: Demonstrate attention, engagement, and persistence in learning.

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>AL 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Focus attention on people around him/her. (0.1)</li> <li>• Attend briefly to different people, sights and sounds in the environment. (0.2)</li> <li>• Try to make things happen. (0.3)</li> </ul>	<p><b>AL 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Interact with people, objects or activities for short periods of time. (1.1)</li> <li>• Show interest in activities, people and the environment for a short period of time. (1.2)</li> <li>• Show pleasure in completing simple tasks. (1.3)</li> </ul>	<p><b>AL 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Actively engage with people, objects, or activities in the environment for longer length of time. (2.1)</li> <li>• Maintain attention to complete a short, simple task with adult support. (2.2)</li> <li>• Complete self-chosen activity and repeats the activity many times to gain mastery. (2.3)</li> </ul>	<p><b>AL 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Maintain focus on objects and activities of interest while other activities are going on in the environment. (3.1)</li> <li>• Maintain focus on a complex activity with adult support. (3.2)</li> <li>• With prompting and support, develop a simple plan for and work towards completion of short tasks, and activities. (3.3)</li> </ul>	<p><b>AL 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Stay engaged with others, objects, and activities despite interruptions or disruption. (4.1)</li> <li>• Maintain attention in child-initiated and adult - directed activities despite distractions and interruptions. (4.2)</li> <li>• Plan and complete tasks and activities. (4.3)</li> </ul>

## APPROACHES TO LEARNING: AL 3

### SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING

#### Standard AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>AL 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Notice the effect of own actions when playing with a variety of objects and/or interacting with others. (0.1)</li> <li>• Interact with a toy or object in more than one way. (0.2)</li> <li>• Use simple actions to solve problems (e.g., scooting to reach favorite toy). (0.3)</li> <li>• Play with a variety of objects and notice similar and different outcomes. (0.4)</li> <li>• Look to adult for assistance (e.g., may vocalize to get adult’s attention). (0.5)</li> </ul>	<p><b>AL 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Repeat behaviors to produce interesting effects, such as shaking a stuffed animal to listen to the sound that it makes. (1.1)</li> <li>• Observe others’ actions with objects and materials to learn strategies for interaction. (1.2)</li> <li>• Solve familiar problems or tasks. (1.3)</li> <li>• Use trial and error to solve a new problem or unfamiliar task. (1.4)</li> <li>• Use gestures and simple language when help is needed. (1.5)</li> </ul>	<p><b>AL 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of cause and effect (e.g., purposefully try to make things happen). (2.1)</li> <li>• Repeat behaviors to produce desired effect. (2.2)</li> <li>• Observe and imitate others’ when trying to carry out new tasks or actions. (2.3)</li> <li>• Apply new action or strategy to solve problem. (2.4)</li> <li>• Use trial and error to solve more complex tasks or problems. (2.5)</li> <li>• Ask others for help if needed. (2.6)</li> <li>• Use language when asking for help from adults or peers. (2.7)</li> </ul>	<p><b>AL 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Experiment to see if the same actions have similar effects on different objects. (3.1)</li> <li>• Remember and apply previously learned information to a familiar object, task or situation. (3.2)</li> <li>• Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3)</li> <li>• Ask adults for help on tasks, if needed. (3.4)</li> </ul>	<p><b>AL 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Identify and understand cause and effect relationships. (4.1)</li> <li>• Apply prior knowledge and experiences to learn new skills during play. (4.2)</li> <li>• Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3)</li> <li>• Make specific request for help from both peers and adults as needed. (4.4)</li> </ul>

## APPROACHES TO LEARNING: AL 4

### SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING

#### Standard AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>AL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Try a new action with a familiar object when interacting with others. (0.1)</li> <li>• Manipulate objects in order to explore them. (0.2)</li> </ul>	<p><b>AL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use familiar objects in new and unexpected ways. (1.1)</li> <li>• Ask questions to obtain adult response. (1.2)</li> </ul>	<p><b>AL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use objects, art materials and toys in new and unexpected ways. (2.1)</li> <li>• Ask what, how, and why questions to seek information. (2.2)</li> </ul>	<p><b>AL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Express unique ideas in both language and use of objects in a variety of situations. (3.1)</li> <li>• Ask more complex questions for clarification and to seek meaningful information. (3.2)</li> </ul>	<p><b>AL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1)</li> <li>• Gather information and ask complex questions in order to understand a new or familiar concept. (4.2)</li> </ul>

## STRATEGIES FOR APPROACHES TO LEARNING

### Infants

- Recognize that children have their own individual temperament. Provide experiences that are a good match for each baby's temperament.
- Place infants in a safe area large enough for them to move freely. Place toys around the area to encourage movement.
- Allow infants time to try to solve problems on their own. Know each infant's tolerance for frustration and his or her developing abilities. Allow the babies to experience challenges but help them before they become too frustrated.
- Comment on their successes as they solve problems: "Jamal, you worked hard to pick up that rattle."
- Add interesting toys of different textures that are responsive to the action of the infant such as soft balls, rattles, cloth toys, squeeze toys, plastic keys, and mobiles.
- Talk with infants about what they are experiencing through their senses. Say, "That towel is wet. Remember when your shirt got wet."
- Encourage creativity rather than imposing limits on how mobile infants use materials.

### Toddlers

- Recognize and accept that caring for toddlers with their contrasting emotional states and mood shifts can be challenging. Be flexible in your ability to adapt to their constantly changing behaviors and moods.
- Create simple interest areas for toddlers:
  - › Home living with baby dolls, blankets, handbags, caps and shoes.
  - › Book area with sturdy books and space to sit.
  - › Art and expressive materials area with easel, thick paints, brushes, large pieces of paper, washable markers.
  - › Sensory area to include sand and water play with measuring cups, sieves and sifters.
- Allow children freedom to play with materials with a minimum of adult assistance. As toddlers interact with materials they come to understand concepts and relationships.
- Use language to interact and describe what toddlers are doing. "Yes, Olivia, the baby is going to sleep and you are patting her back."
- Encourage children to try and figure out how things work by asking questions such as, "I wonder what would happen if you pulled that string?"

### 3-Year-Olds

- Offer choices.
- Make materials available that can be used or combined in a variety of ways.
- Establish procedures, routines, and rules to instill responsibility.
- Structure the day so transitions and distractions are minimized.
- Recognize and plan for children's differences and their diverse ways of learning.
- Watch for and acknowledge increasing complexity in children's play (e.g., "Your tower of blocks became a fire station and now you've built a whole town").
- Offer assistance only after determining a child's need and intent.
- Celebrate perseverance as well as the completed project (e.g., make comments like "You're the kind of person who doesn't give up.>").
- Listen to children and build on their individual ideas and concepts.

### 4-Year-Olds

- Provide items for use in dramatic play that authentically reflect life (e.g., a real firefighter's hat, a real doctor's stethoscope, or an authentic kimono).
- Stock the classroom with materials that appeal to both genders and a full range of learning characteristics, cultures, and ability levels of children.
- Use open-ended and leading questions to explore different interests or to ask children for suggestions (e.g., "How can you make the car go faster?" or "How does the water make the wheel turn at the water table?").
- Set an example by acknowledging one's own "mistakes" and modeling constructive reactions to them.
- Help children think and talk through different approaches to problems.
- Ask probing questions when children are confused to bring them to a greater understanding.



# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Creative Thinking and Expression

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**Standard 1:** Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home language of the children in the classroom.

**Standard 2:** Develop an appreciation for visual arts and create various forms of visual arts from different culture and create various forms of visual arts..

**Standard 3:** Explore roles and experiences through dramatic art and play.

Creative arts development promotes creativity, individual expression, self-esteem, imagination, and appreciation of cultural diversity. Through music, movement, visual arts, and dramatic arts, young children are encouraged to explore and express themselves creatively. Creative expression is important for many reasons, but partially because it supports children's cognitive growth, problem-solving skills, and growing insight into the world around them. Creative arts provides children with an opportunity to explore and express him/herself in ways that stimulate brain growth and experience in many expressions of human intelligence. Such opportunities help children to develop their talents and recognize their own uniqueness.

## Encouraging Creativity

From a very young age, children respond to color, sound, and movement. Bright colors, interesting textures or a variety of sounds help to stimulate an infant's natural interest and curiosity. Providing a variety of sights, sounds, smells, tastes, and textures for young children to explore helps nurture the development of creativity.

As children grow, they begin to use their imagination and think more creatively. The preschool years can be one of the most creative times in a child's life as they look for ways to express their thoughts, ideas and feelings through music, drama, and visual art.

It is important for teachers and parents to understand that children's creativity depends a great deal on the environment in which they live and play, as well as the adults with whom they interact. Creativity requires a certain amount of freedom and risk taking; therefore, it is important that adults create an atmosphere that encourages children and allows the occasional mistake. Teachers should offer creative activities that emphasize the experience rather than the outcome. These experiences should be concrete, hands-on learning activities, offered in a risk-free environment where all children are encouraged to express themselves freely.

## Stages of Art Development

### **Scribbling Stage: (3-to 4-years of age)**

Children use crayons, markers, and paint in zigzag fashion and circular motions. Later, the scribbles become more controlled. Their work is exploratory. Color is unrealistic. The child begins to draw symbols like circles, crosses, and lines.

### **Preschematic Stage: (4-to 7-years of age)**

**Age 4** – The child begins to show definite forms in representing a person, making a circle for the head and two vertical lines for legs. Sometimes there is a mouth, arms, hands, feet, or shoes. Objects are drawn at random, and they are not in sequence or proportion. At this stage, form is more important than color. As children progress through this stage, size becomes more proportional, and they gain more brush control as their paintings begin to look more like illustrations.

**Age 7** – The child has established a mental picture of an object that is repeated with each painted repetition of the object. *For example*, each time the child paints a house, it will look very much like all the other houses he/she has painted.

### **Schematic Stage: (6-to 9-years of age)**

At this stage, sky lines (usually blue) and base lines (usually green) appear on the top and bottom of drawings. Items drawn between these lines usually are proportional, and they are on the base line as appropriate.

**Source:** *The Portfolio and Its Use: A Road Map for Assessment* by Sharon MacDonald

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CC 1

### SUBDOMAIN: CREATIVE THINKING AND EXPRESSION (CC)

**Standard CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.**

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>CC 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show interest and respond to different voices and sounds. (0.1)</li> <li>• Listen and respond to music by moving their bodies. (0.2)</li> </ul>	<p><b>CC 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Imitate sounds and movements to favorite songs or music. (1.1)</li> <li>• Make sounds using musical toys and other objects (e.g. push toys, toys that make sounds or music, wooden blocks, etc.). (1.2)</li> <li>• Move their bodies in simple ways (e.g., sway, clap hands) and use objects to produce sounds and/or music. (1.3)</li> </ul>	<p><b>CC 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Move and dance to favorite songs and music. (2.1)</li> <li>• Participate in familiar songs and finger plays. (2.2)</li> <li>• Use sounds/words or their bodies (clapping), instruments and other objects to imitate the beat and/or rhythm from music with help from adults. (2.3)</li> <li>• Respond to changes in tone and melody. (2.4)</li> <li>• Move their bodies creatively. (2.5)</li> <li>• Use objects and/or their voice to produce sounds and/or music that is unique or creative. (2.6)</li> </ul>	<p><b>CC 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1)</li> <li>• Participate in songs and finger plays. (3.2)</li> <li>• Use instruments, sounds/words, and/or their bodies to imitate or produce their own beat and/or rhythm. (3.3)</li> <li>• Identify changes in tempo when listening to music. (3.4)</li> <li>• Replicate changes in tempo. (3.5)</li> <li>• Use instruments, props, and body to respond creatively to music. (3.6)</li> </ul>	<p><b>CC 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Express thoughts and feelings through movement and musical activities. (4.1)</li> <li>• Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)</li> <li>• Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3)</li> <li>• Describe changes in tone, melody, rhythm, and tempo. (4.4)</li> <li>• Use instruments, props, and body creatively to express self through music and movement. (4.5)</li> </ul>

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CC 2

SUBDOMAIN: CREATIVE THINKING AND EXPRESSION (CC)				
Standard CC 2: Develop an appreciation for visual arts from different culture and create various forms of visual arts.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>CC 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Respond to or show interest in visual stimuli (e.g., mobiles, stuffed animals, prints, art work, etc.). (0.1)</li> </ul>	<p><b>CC 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show interest in visual stimuli such as wall hangings, paintings, pictures, or photographs. (1.1)</li> <li>• Explore art materials (e.g., mouthing, banging, grasp crayon in hand, make marks on paper, etc.). (1.2)</li> </ul>	<p><b>CC 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Choose to participate in various forms of art activities. (2.1)</li> <li>• Select materials and make decisions about how to create their own art (that may represent their own culture). (2.2)</li> <li>• Use a variety of tools and materials to create art. (2.3)</li> </ul>	<p><b>CC 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, describe what they like and do not like about various forms of art. (3.1)</li> <li>• Describe general features (color, size, objects included) of a piece of art work. (3.2)</li> <li>• Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)</li> </ul>	<p><b>CC 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1)</li> <li>• Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)</li> <li>• Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)</li> </ul>

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CC 3

### SUBDOMAIN: CREATIVE THINKING AND EXPRESSION (CC)

#### Standard CC 3: Explore roles and experiences through dramatic art and play.

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>CC 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Observe and imitate the actions of others (e.g., imitates mother’s facial expression, holds a baby doll while mother holds a baby). (0.1)</li> <li>• Explore toys and other objects. (0.2)</li> <li>• Use everyday items (e.g., pots and pans, wooden spoons, cups) in their play. (0.3)</li> </ul>	<p><b>CC 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use one object to represent another object. (1.1)</li> <li>• Imitate voice inflections and facial expressions from a character in a story. (1.2)</li> <li>• Imitate more than one action seen previously (e.g., picks up phone and paces while jabbering). (1.3)</li> </ul>	<p><b>CC 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Observe and/or engage in short dramatic performances with adult support. (2.1)</li> <li>• Pretend to be a character in a story by imitating and repeating voice inflections and facial expressions. (2.2)</li> <li>• Engage in brief episodes of make-believe play that involves sequenced steps, assigned roles, and/or an overall plan for the play. (2.3)</li> <li>• Use one object to represent another object. (2.4)</li> </ul>	<p><b>CC 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1)</li> <li>• With prompting and support, role play or use puppets to act out stories. (3.2)</li> <li>• Recreate real-life experiences (that may reflect their home culture or language) through pretend play. (3.3)</li> <li>• Use one object to represent another object. (3.4)</li> </ul>	<p><b>CC 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)</li> <li>• Role play or use puppets to act out stories or play a character. (4.2)</li> <li>• Represent fantasy and real-life experiences through pretend play. (4.3)</li> <li>• Use objects to represent other objects. (4.4)</li> </ul>

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Strategies for Creative Thinking and Expression

### Infants

- Offer a wide variety of experiences to all infants, including children with disabilities. Make sure that these experiences encourage use of their senses: feeling, smelling, looking, hearing, and tasting.
- Provide infants with opportunities to be outside and experience the outdoors (e.g., listen to birds, touch the grass, pick up leaves).
- Give opportunities for children to use paint, crayons, and chalk; however, they will need to be closely supervised in these activities.
- Accept that children may get dirty or messy as part of the learning process.
- Set up musical mobiles for infants to watch and listen to.
- Let children listen and move to many types of music. For example, play soft, soothing music during naptime or energetic, bouncy music for children to dance to.

### Toddlers

- Provide a variety of unstructured materials that toddlers can use creatively (e.g., art and expressive materials area with easel, thick paints, brushes, large pieces of paper, chalk, clay, etc.).
- Offer materials that are in the same category but are different in some way (such as size or texture), or that produce different results, such as painting with spatulas rather than brushes, or music shakers with different sound makers inside.
- Play music of all kinds – jazz, classical, folk, etc. – not just children’s songs. Review songs ahead of time to make sure that they are appropriate for young children.
- Dance and use creative movement activities with children using different kinds of music and props.
- Allow and encourage children to solve problems in their own way.
- Encourage children to make up new songs, chants or rhymes.
- Display children’s artwork at eye level and be sure to talk often about their work.

### 3-Year-Olds

- Provide a variety of sensory materials for both indoor and outdoor play (e.g., clay, goop (water and cornstarch), chalk, wood pieces, play-dough).
- Invite children to talk about their artwork and describe it for others. If children are unable to describe verbally, make specific comments about observations about what you see (e.g., “you used a lot of blue in your picture”).
- Provide dress-up materials to encourage pretend play. Include a variety of themes such as hardhats and tools for builders or stethoscope and scrubs for doctors.
- Listen to a wide variety of music. Talk about the variations in the music, such as loud/soft, fast/slow. Point out the sounds made by different instruments.
- Introduce children to a variety of music forms. Encourage them to express themselves through dance and body movements.

### 4-Year-Olds

- Take pictures of children engaged in creative activities. Display these for families to see and so that children can easily recall things that they have done.
- Provide toys or materials that create real-life scenes such as a farm or school room (e.g., stuffed animals and puppets). Encourage children to pretend using these materials.
- Ask families to share music or recordings from home for the children to enjoy. Play songs and perform dances from different places around the world.
- Create opportunities in dramatic play where children can role-play familiar roles or situations (e.g., shopping in a grocery, ordering food in a restaurant, being the teacher).
- Display children’s artwork throughout the classroom and building. Encourage children to answer questions and talk about the meaning of their work.

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Mathematics

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**Standard 1:** Understand numbers, ways of representing numbers, and relationships between numbers and quantities.

**Standard 2:** Understand basic patterns, concepts, and operations.

**Standard 3:** Understand attributes and relative properties of objects as related to size, capacity, and area.

**Standard 4:** Understand shapes, their properties, and how objects are related to one another in space.

The preschool years are a wonderful time for children to become interested in mathematics. Mathematics helps children make sense of the world around them and helps them find meaning in the physical world. Through mathematics, children learn to understand their world in terms of numbers and shapes. They learn to reason, to connect ideas, and to think logically.

Young children develop mathematical concepts through meaningful and concrete experiences that are broader in scope than numerals and counting. In a developmentally appropriate play-based environment, teachers and caregivers can build on children's everyday activities to help children learn mathematical ideas and develop positive attitudes toward mathematics.

### **Building a Foundation for Mathematics**

With very young children – infants and toddlers – teachers can use descriptive language in everyday conversations to help build children's understanding of quantity (e.g., "more", "all gone"). Teachers and caregivers can also play games, sing songs, and read books that use numbers and counting. For older preschoolers, teachers and caregivers might work with children to use mathematics skills, such as measuring and knowledge of shapes, to build something. They might also introduce games and activities that specifically deal with mathematics such as games that require sorting or comparisons.

Early childhood teachers must be flexible during daily routines and strive to capture teachable moments using open-ended questioning techniques to help children expand their mathematical thinking. They must also create an environment that encourages mathematical play and exploration. Including materials such as unit blocks, manipulatives, or a props for a dramatic play center where children include counting in their play (such as a store) helps form the foundation that children need to develop mathematical knowledge.

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CM 1

SUBDOMAIN: MATHEMATICS (CM)					
Standard CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.					
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten Math Common Core Stan- dards Alignment
<p><b>CM 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Attend to an adult counting. (0.1)</li> <li>• Respond to adult question of whether or not they want more. (0.2)</li> </ul>	<p><b>CM 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Participate in simple counting activities. (1.1)</li> <li>• Understand the concepts of “more” and “all.” (1.2)</li> </ul>	<p><b>CM 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recite the number list to count to 6. (2.1)</li> <li>• With prompting and support, count up to 3 and then backwards from 3. (2.2)</li> <li>• Tell “how many” after counting a set of three or fewer items (e.g., fingers, blocks, crayons). (2.3)</li> <li>• Understand the concepts of “one” and “two” (e.g., parent says, “take just one cookie”). (2.4)</li> <li>• With prompting and support, counts one to three objects using one-to-one correspondence when doing simple routines. (2.5)</li> </ul>	<p><b>CM 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Verbally counts by ones to 10. (3.1)</li> <li>• With prompting and support, count up to 5 and then backwards from 5. (3.2)</li> <li>• Tell “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3)</li> <li>• Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4)</li> <li>• Identify some written numerals but not in sequence. (3.5)</li> <li>• With prompting and support, match four or five numerals with the correct number of objects. (3.6)</li> </ul>	<p><b>CM 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Verbally count by ones to 20. (4.1)</li> <li>• Count forward from a given number between 1 and 10, and count backward from 5. (4.2)</li> <li>• Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)</li> <li>• Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)</li> <li>• Identify written numerals 0–10 in the everyday environment. (4.5)</li> </ul>	<p><b>Counting and Cardinality (K.CC)</b></p> <p><b>K.CC 1:</b> Count to 100 by ones and by tens.</p> <p><b>K.CC 2:</b> Count forward beginning from given number within the known sequence (instead of having to begin at 1).</p> <p><b>K.CC 3:</b> Write numbers from 0–20. Represent a number of objects with at written numeral 0–20 (with 0 representing a count of no objects).</p> <p><b>K.CC 4:</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p>



**SUBDOMAIN: MATHEMATICS (CM)**

**Standard CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.**

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten Math Common Core Stan- dards Alignment
		<ul style="list-style-type: none"> <li>• Identify one or two written numerals when named. (2.6)</li> <li>• Can match one or two written numerals with the correct amount of objects. (2.7)</li> <li>• Understand the concepts of “more,” “all” or “none”. (2.8)</li> <li>• Visually compare two sets of objects and identify which set has more. (2.9)</li> </ul>	<ul style="list-style-type: none"> <li>• Count two sets of objects and identify which set has more/less/fewer. (3.7)</li> <li>• Identify an object or person as first. (3.8)</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6)</li> <li>• Compare sets of objects using same/different and more/less/fewer. (4.7)</li> <li>• Identify an object’s or person’s position as first or last. (4.8)</li> </ul>	<p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p><b>K.CC 6:</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p><b>K.CC 7:</b> Compare two numbers between 1 and 10 presented as written numerals.</p>

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CM 2

SUBDOMAIN: MATHEMATICS (CM)					
Standard CM 2: Understand basic patterns, concepts, and operations.					
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten Math Common Core Stan- dards Alignment
<p><b>CM 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show interest in simple patterns that can be seen in the everyday environment (e.g., carpet squares of repeating colors, blocks arranged in a pattern by their shape). (0.1)</li> </ul>	<p><b>CM 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show interest in simple patterns that can be seen in the everyday environment (e.g., carpet squares of repeating colors, blocks arranged in a pattern by their shape). (1.1)</li> <li>• Imitate simple movement patterns. (1.2)</li> <li>• Participate in comparing objects/toys by one observable/physical attribute (e.g., color, size, shape). (1.3)</li> <li>• Match/group a small number of objects together based on one observable/physical attribute (e.g., color, size, shape). (1.4)</li> <li>• Participate in activities that combine and separate groups/sets of objects. (1.5)</li> </ul>	<p><b>CM 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show interest in patterns that can be seen in the everyday environment (e.g., stringing beads, colored carpet squares, blocks of different shapes). (2.1)</li> <li>• Copy simple movement or rhythmic patterns. (2.2)</li> <li>• Group/sort 3 to 4 objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats and dogs) with little assistance. (2.3)</li> <li>• Participate in activities that combine and separate groups/sets of objects. (2.4)</li> </ul>	<p><b>CM 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1)</li> <li>• Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2)</li> <li>• Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3)</li> </ul>	<p><b>CM 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognize, copy, and extend patterns. (4.1)</li> <li>• Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2)</li> <li>• Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)</li> <li>• Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6. (4.4)</li> </ul>	<p><b>Measurement and Data (K.MD)</b></p> <p><b>K.MD 3:</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p><b>Operations and Algebraic Thinking (K.OA)</b></p> <p><b>K.OA 1:</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>K.OA 2:</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>

**SUBDOMAIN: MATHEMATICS (CM)****Standard CM 2: Understand basic patterns, concepts, and operations.**

<b>Infants (Birth to 11 months)</b>	<b>Young Toddlers (9 – 18 months)</b>	<b>Older Toddlers (16 – 36 months)</b>	<b>Three-Year-Olds (36 – 48 months)</b>	<b>Four-Year-Olds (48 – 60 months)</b>	<b>Kindergarten Math Common Core Stan- dards Alignment</b>
		<ul style="list-style-type: none"><li>• Participate in songs, finger plays and stories that illustrate combining and taking away objects/ items (e.g., Five Little Pumpkins, Anno’s Magic Seeds, One More Bunny). (2.5)</li><li>• Participate in simple story problems created with objects and/ or manipulatives. (2.6)</li></ul>	<ul style="list-style-type: none"><li>• Participate in songs, finger plays and stories that illustrate combining and taking away objects/ items (e.g., Five Little Pumpkins, Anno’s Magic Seeds, One More Bunny). (3.4)</li><li>• Act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 3. (3.5)</li></ul>		

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CM 3

SUBDOMAIN: MATHEMATICS (CM)					
Standard CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.					
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten Math Common Core Standards Alignment
<p><b>CM 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Play with toys and other objects of different sizes and weights. (0.1)</li> </ul>	<p><b>CM 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With adult support, notice differences in the size of objects. (1.1)</li> <li>• Participate in activities that compare the size and weight of objects. (1.2)</li> </ul>	<p><b>CM 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Compare the size or weight of two objects and identify which one is longer/ taller/ heavier than the other. (2.1)</li> <li>• Manipulate, handle, and use a variety of measurement tools in play. (2.2)</li> <li>• Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh objects, or measure ingredients during a cooking activity). (2.3)</li> </ul>	<p><b>CM 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1)</li> <li>• Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2)</li> <li>• Identify/name simple measurement tools (e.g., ruler, measuring cup, and scale). (3.3)</li> <li>• Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity). (3.4)</li> </ul>	<p><b>CM 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1)</li> <li>• Put up to six objects in order by length (seriate). (4.2)</li> <li>• Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight). (4.3)</li> <li>• Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4)</li> </ul>	<p><b>Measurement and Data (K.MD)</b></p> <p><b>K.MD 1:</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>K.MD 2:</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute and describe the difference.</p>

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CM 4

SUBDOMAIN: MATHEMATICS (CM)					
Standard CM 4: Understand shapes, their properties, and how objects are related to one another in space.					
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten Math Common Core Standards Alignment
<p><b>CM 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Explore various shapes. (0.1)</li> <li>• Move their body in space and observe people and objects as they move through space. (0.2)</li> </ul>	<p><b>CM 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Explore the ways shapes and objects fit together (e.g., if a piece comes off a toy, put it back on; solve one- or two-piece puzzles). (1.1)</li> <li>• Move their body to follow simple directions related to position in space (e.g., on, under, up, down). (1.2)</li> </ul>	<p><b>CM 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognize at least two basic shapes. (2.1)</li> <li>• Point to a shape that has a specific attribute (e.g., round, straight sides). (2.2)</li> <li>• Solve simple puzzles that require two pieces to fit together. (2.3)</li> <li>• Participate in creating simple shapes using objects or other materials. (2.4)</li> <li>• Move their body and move objects to follow simple directions related to position (e.g., in, on, under, over, up and down) and proximity (e.g., beside, between). (2.5)</li> </ul>	<p><b>CM 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognize basic shapes in the environment in two- and three-dimension forms. (3.1)</li> <li>• With prompting and support, name the attributes of two shapes. (3.2)</li> <li>• Create, simple shapes using objects or other materials. (3.3)</li> <li>• Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house). (3.4)</li> </ul>	<p><b>CM 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)</li> <li>• Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). (4.2)</li> <li>• Copy or replicate one or two dimensional shapes using a variety of materials. (4.3)</li> </ul>	<p><b>Geometry (K.G):</b></p> <p><b>K.G 1:</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p><b>K.G 2:</b> Correctly name shapes regardless of their orientation or overall size.</p> <p><b>K.G 4:</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/”corners”) and other attributes (e.g., having sides of equal length).</p>

**SUBDOMAIN: MATHEMATICS (CM)**

**Standard CM 4: Understand shapes, their properties, and how objects are related to one another in space.**

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten Math Common Core Standards Alignment
			<p>With prompting and support, combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (3.5)</p> <ul style="list-style-type: none"> <li>Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside). (3.6)</li> </ul>	<ul style="list-style-type: none"> <li>Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (4.4)</li> <li>Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5)</li> </ul>	<p><b>K.G 5:</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><b>K.G 6:</b> Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”</p>

# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CM 4

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Strategies for Mathematics

### Infants

- Sing songs or use finger plays that use numbers and counting (e.g., One, Two, Buckle My Shoe).
- During mealtimes, ask child, “Would you like some more?”
- Offer toys that have incremental sizes (e.g., nesting cups or stackable rings).
- Provide opportunities to notice patterns outdoors and comment on those (e.g., types of leaves or color of flowers).
- Allow infants time to try to solve problems on their own. Know each infant’s tolerance for frustration and his or her developing abilities, and tailor your actions accordingly.
- Talk with young children about how they are playing or what they are doing. Use words that encourage children to count, compare, problem-solve, and make connections to the world around them (e.g., circle, square, bigger/smaller, up/down, 1–2–3...).
- Include objects in the environment that have a one-to-one relationship (e.g., containers with lids, markers with tops, etc.).

### Toddlers

- Teach concepts, such as colors and shapes, to toddlers using every day routines rather than using drill. For example, say, “Elliot, I see round circles on your shirt.”
- Help toddlers understand number concepts in a natural context of play and daily routines. For example, point out the number of children who are swinging.
- Play games and sing songs that use numbers and counting (e.g., Five Little Monkeys). Use finger plays/songs to focus toddlers’ attention.
- Read books that present basic math concepts in the context of everyday environments or routines (e.g., home, going to bed, etc.).
- Help toddlers understand shapes in the natural context of play and daily routines. For snack, serve round and square crackers and verbally label them as you offer choices: “We have round and square crackers for snack. Which would you like?”
- Begin to ask questions such as, “how many do you see?” or “how tall is your tower?”

### 3-Year-Olds

- Make materials available that can be sorted: big animals and baby animals, red blocks and yellow blocks.
- Let children find unique ways to combine toys and materials. For example, they might put small colored blocks in a pot and stir them as they “cook” in home living. Use this as an opportunity to count numbers or to talk about shapes.
- Observe children as they work with materials and comment on what you see them doing. Ask questions about concepts and relationships such as “Which pile do you think has more?”
- Verbalize information about concepts and relationships in the things you do during the day. “I can’t find the one that matches this. Can you help me?”
- Point out concepts and relationships as the children work with material during their play: “This is the biggest truck we have. Which one is the smallest?”

### 4-Year-Olds

- Model mathematical behavior and activities. Think out loud as you use math to solve problems, explain an idea or plan for a project.
- Name groups of things in the environment using number and shape names (e.g., “Look at those three funny Jack-O-Lanterns. What shape are the eyes?”).
- Ask children to reflect on their day and plan what they will do later that same day.
- Encourage children to talk about procedures (e.g., “My game piece is on the number 4.” “I need to roll a two to catch up to you.” “We still have a long way to go to the end!”).
- Provide opportunities for children to weigh everyday items that are located in the classroom (e.g., books, blocks, rock). Use a balance scale or a digital bathroom scale to compare different objects.
- Involve children in cooking activities. This will provide children with opportunities to measure out ingredients. It also is an opportunity to teach about fractions by cutting a cake or dividing a pie.

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Science

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- Standard 1:** Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
- Standard 2:** Acquire scientific knowledge related to physical science (properties of objects and materials).
- Standard 3:** Acquire scientific knowledge related to life science (properties of living things).
- Standard 4:** Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).

Young children are natural scientists. They easily become fascinated by everyday events and experiences. Through varied and repeated opportunities to predict, observe, manipulate, listen, experiment with, reflect, and respond to open-ended questions, young children make inferences and become higher-level thinkers.

Quality early childhood science programs should encourage children to use all of their senses, and help children pay attention to the process they use to explore as well as the specific information they need to know. In addition to science inquiry skills, young children can begin to acquire a foundation of science concepts and knowledge on which they can build a clear understanding of their world. Early childhood teachers should look for opportunities to explore scientific concepts in all areas of the curriculum.

### Encouraging Scientific Thinking

With very young children, infants and toddlers, relationships and early experiences are at the center of the scientific learning process. Through relationships, active exploration, and experiences, infants and toddlers begin to make discoveries about the world around them. They learn to figure out how things work, imitate others, and try out new behaviors. As infants grow older, they use attachment relationships with caregivers as a secure base for exploration. They also become interested in showing and giving things to adults. At the toddler age, children ask questions and share meaning with their caregivers. To encourage scientific thinking young children also need space and opportunities to explore, as well as materials that encourage learning and discovery. Provide a rich selection of age-appropriate, easily accessible toys and materials provides infants and toddlers with the foundation for learning and discovery.

As children move into the preschool years, they take on a more active role in searching out, describing, and explaining events that occur in the physical and natural world. They enjoy trying to see how things work, and when provided with a rich environment that includes a variety of materials, they will begin to ask questions, conduct experiments, and investigate new ideas. This creates opportunities for hypothesizing and predicting, observing, collecting information, and formulating conclusions. Their knowledge and understanding of science grows out of these opportunities to explore and relate new experiences to prior knowledge and personal experiences.



# COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CS 1

## SUBDOMAIN: SCIENCE (CS)

**Standard CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).**

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>CS 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.1)</li> <li>• Repeat actions that cause changes in objects or people (e.g., shake rattle to make a noise). (0.2)</li> <li>• Occasionally use simple problem-solving strategies to explore objects. (0.3)</li> <li>• Shows curiosity in living creatures, objects, and materials they can see, hear or feel. (0.4)</li> </ul>	<p><b>CS 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use all five senses to observe and explore living things, objects, materials, and changes that take place in the immediate environment. (1.1)</li> <li>• Notice cause and effect relationships (e.g., notice that a toy dropped from a high chair always falls to the floor makes a clanging sound when it hits the floor). (1.2)</li> <li>• Repeat action to cause desired effect (e.g., hit button on a musical toy to make the music play, fill a bucket with sand, knock it over and watch the sand pour out). (1.3)</li> <li>• Try different ways of solving a problem (e.g., pull the string on a toy that is stuck under something use a stick to dislodge a toy that is stuck). (1.4)</li> </ul>	<p><b>CS 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (2.1)</li> <li>• Talk about what they see, hear, and are able to touch in the environment with adult support. (2.2)</li> <li>• Use simple tools to observe living things, objects and materials (e.g., magnifying glass, sifter). (2.3)</li> <li>• Show an understanding of cause and effect relationships (e.g., pushes a stack of blocks to watch them fall). (2.4)</li> <li>• Try alternative solutions to solve problems (e.g., pull the string on a toy that is stuck under something use a stick to dislodge a toy that is stuck). (2.5)</li> </ul>	<p><b>CS 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1)</li> <li>• Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2)</li> <li>• Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)</li> <li>• Show an understanding of cause and effect relationships that are observed immediately. (3.4)</li> <li>• With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5)</li> </ul>	<p><b>CS 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. (4.1)</li> <li>• Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)</li> <li>• Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3)</li> <li>• Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4)</li> </ul>

**SUBDOMAIN: SCIENCE (CS)****Standard CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).**

<b>Infants (Birth to 11 months)</b>	<b>Young Toddlers (9 – 18 months)</b>	<b>Older Toddlers (16 – 36 months)</b>	<b>Three-Year-Olds (36 – 48 months)</b>	<b>Four-Year-Olds (48 – 60 months)</b>
	<ul style="list-style-type: none"><li>• Show interest and curiosity in living creatures, objects, and materials, and in changes they can see, hear or feel. (1.5)</li><li>• Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage). (1.6)</li><li>• Verbally or non-verbally communicate what they see, hear or feel for living creatures, objects, materials or changes that happen in the environment. (1.7)</li></ul>	<ul style="list-style-type: none"><li>• Ask why and how questions about what they see, hear and feel when observing living creatures, objects and materials. (2.6)</li><li>• Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage). (2.7)</li><li>• Talk about observations made about living creatures, objects, materials and changes that happen. (2.8)</li></ul>	<ul style="list-style-type: none"><li>• Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)</li><li>• Participate in simple scientific investigations. (3.7)</li><li>• With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8)</li><li>• With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., “observation,” “experiment”). (3.9)</li></ul>	<ul style="list-style-type: none"><li>• Conduct simple scientific experiments. (4.5)</li><li>• Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats. (4.6)</li><li>• With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., “observation,” “experiment,” “hypothesis,” “conclusion”). (4.7)</li></ul>

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CS 2

SUBDOMAIN: SCIENCE (CS)				
Standard CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials).				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>CS 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand). (0.1)</li> <li>• Show interest and curiosity in objects. (0.2)</li> </ul>	<p><b>CS 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand). (1.1)</li> <li>• Use toys and other objects to make things happen (e.g., kick a ball to knock down some blocks, use a shovel to scoop sand into a bucket). (1.2)</li> <li>• Watch how balls, toys and other objects move. (1.3)</li> </ul>	<p><b>CS 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Talk about observations of objects and materials in the indoor and outdoor environment. (2.1)</li> <li>• Explore changes in objects and materials (e.g., see what happens when water and dirt are combined, observe how food changes when cooked, etc.). (2.2)</li> <li>• Explore tools and simple machines that can be used to move, combine, or change objects and materials (e.g., a hammer, lever, pulley, ramp, etc.). (2.3)</li> <li>• With adult supervision, explore sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound). (2.4)</li> <li>• Explore different ways balls, toys and other objects move. (2.5)</li> </ul>	<p><b>CS 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid). (3.1)</li> <li>• Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps, etc.) (3.2)</li> <li>• With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3)</li> <li>• Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4)</li> </ul>	<p><b>CS 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1)</li> <li>• Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). (4.2)</li> <li>• Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3)</li> <li>• Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4)</li> </ul>

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CS 3

SUBDOMAIN: SCIENCE (CS)				
Standard CS 3: Acquire scientific knowledge related to life science (properties of living things).				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>CS 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show interest and curiosity in plants and living creatures. (0.1)</li> <li>• Look at and explore different parts of human body and living creatures. (0.2)</li> </ul>	<p><b>CS 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Explore the characteristics of living creatures (e.g., touches caregiver’s face, looks intently at a leaf, or grabs the cat’s tail). (1.1)</li> <li>• Notice differences in characteristics of living creatures and plants (e.g., parts of a plant, animals with fur versus scales, big and small people). (1.2)</li> <li>• Participate in caring for living creatures and/or plants (e.g., feed fish, water plants in the classroom). (1.3)</li> <li>• Notice and explore differences in characteristics of living creatures and plants (e.g., a little plant versus a big plant, a baby animal versus a full-grown animal). (1.4)</li> <li>• Show where common parts of an animal or human are when named by adult (e.g., point to the dog’s ear, show me your foot). (1.5)</li> </ul>	<p><b>CS 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, explore and talk about common characteristics of living creatures and plants. (2.1)</li> <li>• Compare one living creature or plant with another and talk about the similarities and differences observed. (2.2)</li> <li>• Care for living creatures and/or plants with direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (2.3)</li> <li>• Follow adults’ guidance on how to act appropriately when near living things. (2.4)</li> <li>• Talk about how very young plants and living creatures are different from full-grown plants and living creatures. (2.5)</li> <li>• Use simple words to name common plants, animals, and human body parts when asked by an adult. (2.6)</li> </ul>	<p><b>CS 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1)</li> <li>• Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2)</li> <li>• Care for living creatures and/or plants with some direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (3.3)</li> <li>• Follow adults’ guidance on how to act appropriately with living creatures (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (3.4)</li> <li>• Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5)</li> <li>• Use basic vocabulary for plants, animals, and humans (e.g. some names of parts, characteristics). (3.6)</li> </ul>	<p><b>CS 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Explore, observe, and describe a variety of living creatures and plants. (4.1)</li> <li>• Classify living creatures and plants into categories according to at least one characteristic. (4.2)</li> <li>• Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (4.3)</li> <li>• Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (4.4)</li> <li>• Describe plants’ and living creatures’ life cycles. (4.5)</li> <li>• Use basic vocabulary to name and describe plants and living creatures. (4.6)</li> <li>• Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7)</li> </ul>

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CS 4

SUBDOMAIN: SCIENCE (CS)				
Standard CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>CS 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Respond to the current weather conditions. (0.1)</li> </ul>	<p><b>CS 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Notice the current weather conditions. (1.1)</li> <li>• Participate in stories, songs, and finger plays about seasons and the weather. (1.2)</li> <li>• Observe and name objects found in the daytime or nighttime sky (e.g., sun, moon). (1.3)</li> <li>• Participate in stories, songs, and finger plays about day and night. (1.4)</li> </ul>	<p><b>CS 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Talk about the common weather conditions of the current season (e.g., in summer, talk about how hot it is). (2.1)</li> <li>• Point to types of clothing needed for current seasonal weather conditions. (2.2)</li> <li>• Talk about the current weather conditions. (2.3)</li> <li>• Notice features of the sky such as daylight, darkness, sun, moon, etc. (2.4)</li> <li>• Identify the sky’s different characteristics during night and day. (2.5)</li> </ul>	<p><b>CS 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Describe common weather conditions of the current season and how they compare to other seasons where they live (e.g., summer is hot, winter is cooler). (3.1)</li> <li>• Name the types of clothing needed for different seasons. (3.2)</li> <li>• Identify the characteristics of current weather conditions. (3.3)</li> <li>• Describe objects found in the day or night time sky. (3.4)</li> <li>• Talk about how the sky changes from night to day. (3.5)</li> </ul>	<p><b>CS 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Compare, and contrast seasonal changes where they live. (4.1)</li> <li>• Describe the types of clothing needed for different seasons. (4.2)</li> <li>• Describe the current weather and how weather conditions can change from day to day. (4.3)</li> <li>• Describe major features of the earth and sky, and how they change from night to day. (4.4)</li> </ul>

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Strategies for Science

### Infants

- Give young infants faces to look at, especially yours. Infants attend to faces, either real or in picture form, longer than to any other images.
- Talk with young infants during caregiving times of feeding, bathing, diapering, and dressing. Explain what will happen, what is happening, and what will happen next.
- Provide very young infants a limited variety of soft, washable toys to be looked at and mouthed. Place varying sized objects within view and reach of infant.
- Vary the position of young infants so they can see more of their environment.
- Add interesting toys of different textures that are responsive to the action of the infant, (e.g., as soft balls, rattles, cloth toys, squeeze toys, plastic keys, and mobiles).
- Talk with infants about what they are experiencing through their senses. Say, “I know that you like the taste of apple sauce.”
- Notice and comment when children apply knowledge to new situations.

### Toddlers

- Add materials to environment that are slightly more challenging to toddlers (e.g., puzzles with more pieces or smaller pegs and balls).
- Talk to toddlers about how things are alike and different.
- Allow toddlers to figure out what to do with new play materials. Take time to watch rather than direct their actions.
- Provide equipment and materials that encourage problem-solving in both the indoor and outdoor environments (e.g., small wagons for moving things around the playground, riding toys with and without pedals, cardboard boxes for getting into and crawling out of).
- Allow toddlers to work on a problem uninterrupted. Watch what they do so you can identify when to step back and let them solve their own problems. Be ready to step in if a child is getting too frustrated.
- Begin to talk about solving problems. Have conversations with toddlers about problem-solving. For example, if it is raining and the group will not be able to go outside, talk to each other and the group of children about the problem and how to spend the time.

### 3-Year-Olds

- Let children find unique ways to combine toys and materials. For example, they might put small colored blocks in a pot and stir them as they “cook” in home living. Appreciate this creative use of materials as a part of cognitive development.
- Encourage children to make predictions by asking, “What would happen if” questions.
- Model problem-solving by offering children opportunities to help you solve problems. Talk through the activity by saying, “The playground gate is locked. What should we do?”
- Ask open-ended questions that encourage children to predict what will happen. For example, as you hand Lizzie the bottle of liquid soap, ask, “What do you think will happen if you squirt just a little bit of soap into the water?”
- Take nature walks to observe changes in the seasons. Talk about the weather conditions daily.

### 4-Year-Olds

- Use appropriate scientific vocabulary (e.g., experiment, hypothesis, predict, etc.).
- Cook with children in your classroom, talk about what happens when foods are combined or heat is applied.
- Conduct experiments that use solids, liquids and gas (e.g., melting an ice cube and refreezing it or adding powdered drink mix to a glass of water).
- Ask open-ended questions when conducting simple experiments where children can predict and analyze outcomes.
- Provide soil and seeds so that children can grow their own plants. Ask children to document changes they observe through pictures or graphs.
- Use outdoor time to observe the weather conditions (e.g., talk about the clouds moving across the sky on a windy day).
- Include live animals and plants in the classroom, along with models, stuffed animals, pictures, and posters.

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Social Studies

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- Standard 1:** Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
- Standard 2:** Describe people, events, and symbols of the past and present.
- Standard 3:** Develop an awareness of geographic locations, maps, and landforms.
- Standard 4:** Demonstrate awareness of culture and other characteristics of groups of people.
- Standard 5:** Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
- Standard 6:** Demonstrate an awareness of basic economic concepts.

The primary purpose of social studies is to help young children become good citizens and deepen their understanding of the world around them. For young children, social studies begins with their awareness of self and their family. These early experiences and relationships help children understand who they are and their place within the family. Later, when children enter an early childhood program, they begin to develop a sense of community outside of the home. When children interact with people outside of the family – classmates, teachers, caregivers – their understanding of the world changes and expands to include others. This process gradually helps children learn about the community in which they live and eventually they come to see themselves as citizens of that community.

In teaching social studies to young children, it is important that teachers build on what children already know and focus on ideas that are related to the child's immediate experience. For very young children – infants and toddlers who are just beginning to develop a sense of self and others – caregivers can encourage respect for others and provide opportunities for children to learn about other cultures. They can do this by reading books or singing songs. As preschoolers, the focus may shift to helping children become good citizens within the classroom. Teachers can encourage this by asking children to put away toys and materials or by helping two children resolve a conflict. These and other skills described in the social studies Standards goals and Indicators are important aspects of young children's understanding of the world around them.

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 1

SUBDOMAIN: SOCIAL STUDIES (CSS)				
Standard CSS 1: Develop the understanding that events happened in the past and how these events relate to one’s self, family, and community.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>CSS 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognize familiar people. (0.1)</li> <li>• Show anticipation of events in daily routine and activities. (0.2)</li> </ul>	<p><b>CSS 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Remember familiar people (e.g., object permanence). (1.1)</li> <li>• Show anticipation of events in daily routine. (1.2)</li> </ul>	<p><b>CSS 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Respond to changes in routines or schedules (may be a positive or negative response). (2.1)</li> <li>• Remember familiar people, events and objects (e.g., object permanence). (2.2)</li> <li>• Demonstrate memory of reoccurring events through actions or words (e.g., “After lunch, I will hear a story.”). (2.3)</li> </ul>	<p><b>CSS 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use words to describe events or activities that happened at an earlier time (e.g., “after we had snack” or “last night”). (3.1)</li> <li>• Remember familiar people even though they may not have seen them for a while. (3.2)</li> <li>• Describe the sequence of daily routines. (3.3)</li> <li>• Participate in conversations about familiar people and/or events from the recent past (e.g., what the class did earlier in the day or week). (3.4)</li> </ul>	<p><b>CSS 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Describe events, activities, and people from the past using appropriate vocabulary. (4.1)</li> <li>• Initiate conversations about familiar places, people, and/or events from the past (e.g., where they lived previously, what they did during summer vacation, etc.). (4.2)</li> </ul>



## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 2

SUBDOMAIN: SOCIAL STUDIES (CSS)				
Standard CSS 2: Describe people, events, and symbols of the past and present.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>CSS 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show interest in people. (0.1)</li> <li>• Recognize familiar people. (0.2)</li> <li>• Show interest in holiday, cultural, and/or birthday celebrations for family members and peers. (0.3)</li> </ul>	<p><b>CSS 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Differentiate between person attached to/family members and others. (1.1)</li> <li>• Participate in holiday, cultural and/or birthday celebrations for family members and peers. (1.2)</li> </ul>	<p><b>CSS 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Name immediate family members, caregivers and peers. (2.1)</li> <li>• Point out family members, caregivers and peers in a picture. (2.2)</li> <li>• Recognize familiar people even though there may be slight differences in their appearance (e.g., hat or new haircut). (2.3)</li> <li>• Participates in songs, fingerplays and stories about familiar objects associated with local, state and national symbols. (2.4)</li> <li>• Participate in holiday, cultural and/or birthday celebrations related to family and the local community. (2.5)</li> </ul>	<p><b>CSS 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Look at pictures of self or a family member, caregiver, or peer from the recent past and recognize the person even though she/he looks different from what she/he looks like in the present. (3.1)</li> <li>• With prompting and support, identify symbolic objects and pictures of local, state, and/or national symbols such as the American flag or bald eagle. (3.2)</li> <li>• Recognize familiar aspects of community/cultural symbols in books (e.g., Grandma’s Gumbo) and songs (e.g., Alligator). (3.3)</li> <li>• Participate in and talk about local cultural events, holidays and/or celebrations. (3.4)</li> </ul>	<p><b>CSS 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Identify similarities/ differences between students, their families, and classroom members with those of the past. (4.1)</li> <li>• Identify and name some local, state, and national symbols. (4.2)</li> <li>• Describe familiar elements of the local community and culture. (4.3)</li> <li>• Describe local, state, and national cultural events, celebrations, and holidays. (4.4)</li> </ul>

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 3

SUBDOMAIN: SOCIAL STUDIES (CSS)				
Standard CSS 3: Develop an awareness of geographic locations, maps, and landforms.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>CSS 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Explore the immediate environment (inside and outside with adult supervision). (0.1)</li> </ul>	<p><b>CSS 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Move from one area to another to explore the environment. (1.1)</li> <li>• Assist with classroom clean-up routines such as picking up toys. (1.2)</li> </ul>	<p><b>CSS 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognize some familiar places, such as child care, home, store, relative’s house. (2.1)</li> <li>• Know the location of objects and places in familiar environments (e.g., goes to shelf where toys are stored when asked to get a specific toy). (2.2)</li> <li>• Play with and explore items such as maps or simple diagrams of the classroom. (2.3)</li> <li>• Help to throw away trash when asked. (2.4)</li> <li>• Assist adult with daily clean-up routines (e.g., put manipulatives back in to bucket, throw napkin into trash, etc.). (2.5)</li> </ul>	<p><b>CSS 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Participate in walks and field trips to different places in the community. (3.1)</li> <li>• Describe familiar places such as the home, center/ family day home, etc. (3.2)</li> <li>• Describe the location of items/areas in the classroom and places in home and community. (3.3)</li> <li>• Draw or use blocks or other materials to represent places or things he/she has seen. (3.4)</li> <li>• Recognize and name a map and a globe. (3.5)</li> <li>• Look at a simple map and find various features/parts of the map with support and guidance. (3.6)</li> <li>• Participate in conversations about how people can take care of the natural environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (3.7)</li> <li>• Identify and use appropriate trash receptacles independently. (3.8)</li> <li>• Participate in daily clean-up activities. (3.9)</li> </ul>	<p><b>CSS 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate geographic knowledge of the geographic features of the classroom and community. (4.1)</li> <li>• Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)</li> <li>• Recognize a globe/map as a representation of the earth. (4.3)</li> <li>• Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom). (4.4)</li> <li>• With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5)</li> <li>• Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (4.6)</li> <li>• Participate in daily clean-up activities. (4.7)</li> </ul>

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 4

SUBDOMAIN: SOCIAL STUDIES (CSS)				
Standard CSS 4: Demonstrate awareness of culture and other characteristics of groups of people.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>CSS 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Respond to music from various cultures; especially those from their own culture (e.g., lullabies or simple songs). (0.1)</li> <li>• Look at books or pictures of homes that are similar to those found in their own community. (0.2)</li> </ul>	<p><b>CSS 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Participate in simple ways in rhymes and music from various cultures. (1.1)</li> <li>• Listen for short periods of time and look at pictures of shelters/homes in different geographic regions. (1.2)</li> </ul>	<p><b>CSS 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Participate in rhymes and music from various cultures. (2.1)</li> <li>• Communicate about the home that he/she lives in. (2.2)</li> <li>• Listen to books and stories and look at pictures of shelters/homes in other geographic regions. (2.3)</li> </ul>	<p><b>CSS 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Participate in music, dance, and other traditions from various cultures. (3.1)</li> <li>• Show and talk about objects, food, and customs from own family or culture. (3.2)</li> <li>• Identify homes that are similar to and/or different from own home. (3.3)</li> <li>• With prompting and support, describe pictures of shelters/homes in other geographic regions. (3.4)</li> <li>• Identify the characteristics of one's own home. (3.5)</li> </ul>	<p><b>CSS 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1)</li> <li>• Discuss shelters/homes in various geographic regions. (4.2)</li> </ul>

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 5

### SUBDOMAIN: SOCIAL STUDIES (CSS)

**Standard CSS 5: Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.**

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>CSS 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Notice others carrying out routines and responsibilities. (0.1)</li> <li>• Respond to changes in adult’s tone of voice, expression, or visual cues (e.g., shaking head). (0.2)</li> </ul>	<p><b>CSS 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Participate in simple routines with adult support (e.g., putting away toys or handing out napkins). (1.1)</li> <li>• Respond to guidance when redirected or given one word instructions. (1.2)</li> <li>• Notice community workers they see on a regular basis (e.g., persons who collect the garbage, etc.). (1.3)</li> </ul>	<p><b>CSS 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With adult support and guidance, carry out some routines and responsibilities in the classroom (e.g., picking up toys, cleaning up table, watering plants setting out snack, etc.). (2.1)</li> <li>• Follow rules with adult support. (2.2)</li> <li>• Accept redirection from adult. (2.3)</li> <li>• Identify simple rules. (2.4)</li> <li>• Identify various familiar workers in the community (e.g., doctor, nurse). (2.5)</li> </ul>	<p><b>CSS 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Describe classroom and/or home responsibilities (e.g., “I pick up toys” or “I set the table.”). (3.1)</li> <li>• With prompting from adult, carry out routines and responsibilities in the classroom (e.g., cleaning up, care of plants and/or animals, setting out snack). (3.2)</li> <li>• Follow many rules with little support. (3.3)</li> <li>• Identify rules that are used at home or in the classroom. (3.4)</li> <li>• Tell why rules are important. (3.5)</li> <li>• Describe the roles of various familiar community helpers/workers. (3.6)</li> <li>• Imitate the roles of familiar community workers. (3.7)</li> </ul>	<p><b>CSS 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognize their responsibility as a member of a family and classroom. (4.1)</li> <li>• Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.). (4.2)</li> <li>• Follow rules that have been established. (4.3)</li> <li>• Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4)</li> <li>• Identify workers and their roles as citizens within the community. (4.5)</li> </ul>

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 6

SUBDOMAIN: SOCIAL STUDIES (CSS)				
Standard CSS 6: Demonstrate an awareness of basic economic concepts.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>CSS 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Express preferences for food, toys, etc. through vocalizations, gestures and facial expressions. (0.1)</li> </ul>	<p><b>CSS 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Communicate desire for objects and/or persons that are in the classroom or home. (1.1)</li> </ul>	<p><b>CSS 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use play money in play activities. (2.1)</li> <li>• Use props related to buying and selling items during play (e.g., a toy cash register, play money, etc.). (2.2)</li> <li>• Indicate wants and needs through words and gestures. (2.3)</li> </ul>	<p><b>CSS 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of uses of money. (3.1)</li> <li>• Demonstrate an understanding of the process of buying and selling during play by using props related to buying and selling the way they typically are used by adults. (3.2)</li> <li>• Express wants and needs. (3.3)</li> </ul>	<p><b>CSS 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of the purpose of money through play activities. (4.1)</li> <li>• Demonstrate the role of buyers and sellers in play activities. (4.2)</li> <li>• Participate in conversations about wants and needs. (4.3)</li> </ul>

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Strategies for Social Studies

### Infants

- Take and use photos of each child. Involve them in making a photo album to place in the library or home living area. Use photos on bulletin boards that are placed at child's eye level.
- Add realistic daily life props to the environment (e.g., dolls, simple doll clothing, blankets, telephones, and simple dress-up clothes).
- Include family photos in a variety of ways. Compile a scrapbook or photo album of family members and of family celebrations, for example.
- Include opportunities for children to know they are valued members of the total group in your care. For example, sing songs and play games that include each child's name. Sing "Where is Adam? Where is Adam?" to the tune of "Where Is Thumbkin?"
- Provide opportunities for children to explore their environment indoors and outdoors.
- Learn as much as you can about the cultures of the families in your program. Provide books, pictures, toys, music, etc. that are familiar to children. This brings their cultures into the play area in positive ways.

### Toddlers

- Share books with toddlers that support attachment to family such as *Ten, Nine, Eight* by Molly Bang and *Runaway Bunny* by Margaret Wise Brown.
- Talk about the specific roles of family members, such as grandmother takes care of baby at night or big brother helps with getting dressed.
- Take children for walks around the neighborhood. Use this as an opportunity to point out landmarks and signs in the environment.
- Provide opportunities for cooperative play like a rocking boat or a wheeled toy that accommodates two children.
- Talk with children about the work places that parents go after they drop off children.
- Include a variety of workplace props in the dramatic play area.
- Model the use of words to express a need. Offer the appropriate response to problems or conflicts, such as, "Ask Aidan if you can use the truck."

### 3-Year-Olds

- Invite family members to participate in school or classroom events.
- Talk about similarities and differences in terms of dress, food, transportation, etc. as seen in books and pictures.
- Talk about similarities and differences that are represented by the children in your classroom.
- Read books and talk about community workers and their jobs.
- Cultivate a school garden where children can plant seeds and see how plants grow and change over time.
- Take pictures of things that change over time and display them in the classroom (e.g., seeds growing into a flower).
- Include materials in the dramatic play area that will encourage children to pretend that they are a community worker (e.g., firemen's hat or postal workers mailbag) or that they run a business (e.g., play money and grocery bags).
- Share children's pleasure in learning and discovering new things through daily routines and their play, both indoors and outdoors. Take children to community events and places (e.g., parks, playgrounds, petting zoo, farmer's market, and library) to learn about the world.

### 4-Year-Olds

- Involve children's families in every aspect of the program so that children can observe and learn about other's personal characteristics, experiences, and cultures.
- Demonstrate respect for various cultures and languages. Make sure that children's home languages and cultures are reflected in books, signs, and learning experiences.
- Write class books about children's families, their homes, their mealtimes, their pets, and other aspects of their lives. Discuss what is the same and different about the children's families.
- Engage children in long-term projects or a study of their community. Begin with children describing what they already know and then identifying what questions they have and ways to find answers.
- Take trips, invite visitors, make observations, gather and record data about what they learn.
- Use various media (e.g., blocks, clay, drawings, or photos) to represent and map the classroom, center, neighborhood, or community.

# LANGUAGE AND LITERACY DEVELOPMENT

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**Standard 1:** Comprehend or understand and use language.

**Standard 2:** Comprehend and use increasingly complex and varied vocabulary.

**Standard 3:** Develop an interest in books and their characteristics.

**Standard 4:** Comprehend stories and information from books and other print materials.

**Standard 5:** Demonstrate understanding of the organization and basic features of print.

**Standard 6:** Demonstrate understanding of different units of sound in language (words, syllables, phonemes).

**Standard 7:** Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

The Language and Literacy domain includes children's listening, speaking, writing, thinking, and reading development. These skills are critical to children's success in school, as well as their success later in life. Although children continue to develop language and literacy skills throughout their lives, what they learn in the early years establishes the foundation for later language, reading, and writing skills. Young children who have rich language and literacy experiences early in life are less likely to have later difficulties learning to read.

## Speaking and Listening

Children enter the world with the capacity to communicate. Before babies utter their first words, they are preparing to use language in many ways. As children grow and change, however, their communication needs change as well. Communicating with a preschooler is very different than communicating with a toddler or an infant. Infants and toddlers are learning the basics of communication and how important it is. Preschoolers are well on the way to becoming fluent communicators. They have learned a great deal about the purposes and conventions of communication. It's important for adults to support these changes so that children can continue to grow as skillful communicators. Singing songs and reciting simple nursery rhymes are one way to promote children's language development. They help to give children a sense of the natural rhythm of the language and its sentence patterns.

A solid foundation in language development in the years before a child enters school will promote success in reading and writing in the future. Some studies have linked the number of words a child hears before the age of four to future academic achievement. The more often parents and caregivers talk to their children in everyday situations, the more opportunities children have to learn new words and practice their communication skills.

## Reading

Reading begins long before children can pick up a book and read it to you. When a baby turns his or her head to the sound of a parent's voice, he/she is beginning to pay attention to language, language that will later be read from print. As children grow, their literacy related behaviors grow and change as well. Behaviors that foreshadow independent reading begin very early. For example, babies as young as 7 – 10 months may coo and babble while pointing at pictures in a book – this is a sign that they are interested in the book.

As children move into the toddler or early preschool years, other reading-like behaviors begin to develop. These behaviors may include pretending to read or “reading” environmental print, such as a logo that they are familiar with. Later, the child may “read” a book by re-telling a familiar story and, especially as he or she approaches preschool age, may sit for longer periods of time and pretend to read a book independently. This is an exciting sign that he or she is beginning to understand what reading is about. It is a step forward on the road to literacy.

### Beginning Reading Skills

For young children to be successful, it is important for them to have experiences that promote the following language and early reading skills:

1. **Phonological Awareness** – includes identifying and working with oral rhymes, syllables, onsets and rimes, and individual sounds.
2. **Oral Language** – development of expressive and receptive language, including vocabulary, the contextual use of speech, syntax, and oral comprehension activities.
3. **Print Awareness** – knowledge of the purposes and conventions of print.
4. **Alphabet Knowledge** – recognize letters of the alphabet.

*Source: National Early Literacy Panel*

## Writing

When we think about early literacy, most often what comes to mind is reading. However, writing is an important part of early literacy as well. Learning to read and learning to write are both important literacy processes, and they support each other—children with strong writing skills often have strong reading skills and vice versa.

Writing, as with other accomplishments of young children, develops in stages that are a part of the normal development of writing ability. Children become competent writers as they move through these stages:

- **Stage 1 - Random Scribbling: (2-and 3-year olds)**  
Children make marks on paper with little muscular control.
- **Stage 2 - Controlled Scribbling: (3-year-olds)**  
Children “write” across the paper in linear fashion, repeating patterns over again, showing increased muscular control.
- **Stage 3 - Letter-like Forms: (3-and 4-year-olds)**  
Children make mock letters. These are written lines of letters that have letter characteristics, but they are misshapen and written randomly. They pretend they are writing; in their work they separate writing from drawing. They have purpose to their letter-like forms.
- **Stage 4 - Letter and Symbol Relationship: (4-year-olds)**  
Children write letters to represent words and syllables. They can write their names. They recognize the word that represents their name. They can copy words, but often reverse one or more of the letters they are copying.



- **Stage 5 – Invented Spelling: (4- and 5-year olds)**

Children make the transition from letter forms to invented spelling. This requires organization of letters and words on the page. They use a group of letters to form a word. Many of the letters will be consonants. They understand that letters relate to sounds. Some punctuation appears. They can copy words from their environment.

- **Stage 6 – Standard Spelling: (5-, 6-, and 7-year-olds)**

Most of the words the children use are written correctly; some children add punctuation. They organize their words in lines with spaces between the words; they move from left-to-right, and from the top of the page to the bottom.

*Adapted from: The Portfolio and Its Use: A Road Map for Assessment by Sharon MacDonald*

## **English Language Learners (ELL)**

Children whose families speak a different language in the home learn language similarly to English-speaking children, but may face some unique challenges as we try to help them learn skills needed to communicate successfully in school. As the United States becomes increasingly diverse, more and more educators must find a way to integrate children whose first language is not English into their classrooms. “English language learners” means that children are working to learn a second language (English) while continuing to develop their first (or home) language. It is important for early childhood educators to recognize the need for children and families to maintain their home language and culture, while beginning to acquire the language of the learning environment.

Children’s ability to acquire a second language is influenced by many factors including the extent to which the child is exposed to the new language; the child’s temperament; and the child’s need and/or opportunity to use the language to communicate. Research indicates that there are four stages of development through which a child progresses in learning a second language:

1. Uses home language in second language setting
2. Relies on non-verbal communication (e.g., gestures, facial expressions)
3. Begins to use telegraphic (two-word sentence that conveys an action or possession such as “get milk” or “mommy’s tummy”) and formulaic speech (refers to a phrase that the child may use without completely understanding its function such as “gimme cookie”)
4. Achieves productive language use (that is, the child begins to construct his/her own phrases and sentences in the new language)

It can take years for children to reach the productive language use stage, and it is essential that both children’s language development in their home language and their language development in English be supported for them to make progress in this domain as well as the other domains described in these Standards.

In summary, it is difficult to separate language and communication from early literacy skills because they are so inter-twined with one another. An environment with many conversations and one where books, stories, writing activities, songs, rhymes and fingerplays are enjoyed many times during the day lays the foundation for both language and literacy skills and for later school success. Therefore, each of the Standards and Indicators described in this document is important for children’s progress.

# Language and Literacy Development: LL 1

## SUBDOMAIN: SPEAKING AND LISTENING

### Standard LL 1: Comprehend or understand and use language.

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten ELA Common Core Standards Alignment
<p><b>LL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show interest in adult speech. (0.1)</li> <li>• Look in the direction of sound. (0.2)</li> <li>• Recognize words for familiar items such as “cup” or “bottle”. (0.3)</li> <li>• Engage in turn-taking. (0.4)</li> <li>• Coo when spoken to. (0.5)</li> <li>• Smile in response to social stimulation. (0.6)</li> <li>• Know own name by responding when name is spoken. (0.7)</li> <li>• Respond to the sound of language and the steady rhythm of words. (0.8)</li> <li>• Get attention or express needs through sound, facial expressions, and movements. (0.9)</li> <li>• Imitate different sounds. (0.10)</li> </ul>	<p><b>LL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Attend to adult language. (1.1)</li> <li>• Respond to adult’s facial expressions (e.g., stops throwing blocks after a stern look from adult). (1.2)</li> <li>• Identify familiar people or objects when asked. (1.3)</li> <li>• Follow simple commands (e.g., “Come here”). (1.4)</li> <li>• Use facial expression to show excitement or distress. (1.5)</li> <li>• Use gestures and words to communicate needs. (1.6)</li> <li>• Repeat familiar words. (1.7)</li> <li>• Respond to simple rhymes and fingerplays. (1.8)</li> <li>• Use hand gestures to show recognition of a song. (1.9)</li> </ul>	<p><b>LL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Identify some body parts when asked. (2.1)</li> <li>• Understand simple questions such as, “Where is your blanket?” (2.2)</li> <li>• Show understanding of words through response (e.g., going to get a diaper when told it is time for diaper change). (2.3)</li> <li>• Use short phrases combined with gestures and intonation to communicate. (2.4)</li> <li>• Ask “what’s that?” questions repeatedly. (2.5)</li> <li>• Engage in short conversations with others. (2.6)</li> <li>• Understand a pause in the conversation is a signal to take a turn. (2.7)</li> <li>• Share experiences using simple 2–3 word combinations. (2.8)</li> </ul>	<p><b>LL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Follow two-step directions. (3.1)</li> <li>• Demonstrate understanding of simple questions and requests. (3.2)</li> <li>• Answer some simple “who”, “what” and “where” questions. (3.3)</li> <li>• Listen and respond attentively to simple conversations. (3.4)</li> <li>• Use phrases and/or simple sentences and questions. (3.5)</li> <li>• Ask “why” questions. (3.6)</li> <li>• With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)</li> <li>• Use phrases and/or simple sentences that convey a complete thought, “Tommy ate the cookie,” that is easily understood by family and most people outside the home. (3.8)</li> </ul>	<p><b>LL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)</li> <li>• Listen and respond attentively to conversations. (4.2)</li> <li>• With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)</li> <li>• Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)</li> <li>• Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5)</li> </ul>	<p><b>Speaking and Listening (SL):</b></p> <p><b>SL 1:</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p><b>SL 2:</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about the details and requesting clarification if something is not understood.</p>

**SUBDOMAIN: SPEAKING AND LISTENING**

**Standard LL 1: Comprehend or understand and use language.**

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten ELA Common Core Standards Alignment
	<ul style="list-style-type: none"> <li>Use one to two words to communicate (ask questions or signal needs) so that the communication is understood by family and familiar adults most of the time. (1.10)</li> </ul>	<ul style="list-style-type: none"> <li>Repeat phrases or key words to simple rhymes and fingerplays. (2.9)</li> <li>Imitate words and actions to simple rhymes and fingerplays. (2.10)</li> <li>Combine two to three words to make phrases, simple sentences or to ask questions, such as “Where Mommy?” (2.11)</li> <li>Is easily understood by family and familiar adults. (2.12)</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions that may incorporate expanding vocabulary. (3.9).</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about a specific topic, activity, and/or text read aloud. (4.6)</li> </ul>	<p><b>Language (L)</b></p> <p><b>L 1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>

## Language and Literacy Development: LL 2

SUBDOMAIN: LANGUAGE					
Standard LL 2: Comprehend and use increasingly complex and varied vocabulary.					
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten ELA Common Core Standards Alignment
<p><b>LL 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Engage in brief moments of joint attention to imitate positional words through language, music and sounds. (0.1)</li> <li>• Recognize names of familiar people and objects. (0.2)</li> <li>• Use gestures and sounds to communicate needs. (0.3)</li> </ul>	<p><b>LL 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate positional words with body movement or through gestures. (1.1)</li> <li>• Use words such as “mama” and “dada”. (1.2)</li> <li>• Attempt to say new word offered by an adult (e.g., “That is a bird, can you say bird?”). (1.3)</li> </ul>	<p><b>LL 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, respond to opposite words during games and activities. (2.1)</li> <li>• Sing and act out motions using a variety of positional words. (2.2)</li> <li>• Talk about the actions of others. (2.3)</li> <li>• Use pronouns “me”, “you”, and “I”. (2.4)</li> <li>• Use name of self and of other people. (2.5)</li> <li>• Name some objects or people in books. (2.6)</li> <li>• Use simple sentences and questions that incorporate expanding vocabulary. (2.7)</li> </ul>	<p><b>LL 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, demonstrate understanding of simple concepts such as opposites and positions. (3.1)</li> <li>• Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)</li> </ul>	<p><b>LL 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)</li> <li>• Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)</li> </ul>	<p><b>Language (L)</b></p> <p><b>L 1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p><b>L 6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

## Language and Literacy Development: LL 3

### SUBDOMAIN: READING; LITERATURE AND INFORMATION IN PRINT

#### Standard LL 3: Develop an interest in books and their characteristics.

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten ELA Common Core Standards Alignment
<p><b>LL 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Manipulate books by holding, chewing, banging, etc. (0.1)</li> <li>• Look at picture books with interest, sometimes pointing at objects. (0.2)</li> <li>• Engage in joint attention to books, language, music and sounds. (0.3)</li> </ul>	<p><b>LL 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Look at books independently and with an adult. (1.1)</li> <li>• Select a book to look at and/or take it to an adult to read. (1.2)</li> <li>• Attends to picture books on own and with an adult for sustained periods of time. (1.3)</li> <li>• Turn pages of a book held by an adult, but not necessarily from front to back or page by page. (1.4)</li> </ul>	<p><b>LL 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Identify a favorite book by its cover and find a favorite book on the shelf by its cover when prompted. (2.1)</li> <li>• Rotate book to get picture right side up. (2.2)</li> <li>• Hold a book and looks at one page at a time. (2.3)</li> <li>• Pretends to read. (2.4)</li> </ul>	<p><b>LL 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Find a specific book by looking at the cover. (3.1)</li> <li>• Identify the front cover of a book. (3.2)</li> <li>• Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)</li> <li>• Imitate teacher reading a story. (3.4)</li> <li>• With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)</li> <li>• Shows an interest in illustrations. (3.6)</li> </ul>	<p><b>LL 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)</li> <li>• With prompting and support, describe the role of the author and illustrator of a text. (4.2)</li> </ul>	<p><b>Reading Standards for Literature (RL)</b></p> <p><b>RL 6:</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>Reading Standards for Informational Text (RI)</b></p> <p><b>RI 5:</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI 6:</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>

## Language and Literacy Development: LL 4

### SUBDOMAIN: READING: LITERATURE AND INFORMATION IN PRINT

#### Standard LL 4: Comprehend stories and information from books and other print materials.

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten ELA Common Core Standards Alignment
<p><b>LL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Engage in brief moments of joint attention to books, language and sounds. (0.1)</li> <li>• Respond and attend to stories that have been read previously. (0.2)</li> </ul>	<p><b>LL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Identify pictures of specific characters, scenes, or objects that are part of a book when asked. (1.1)</li> <li>• Look to an adult for the name of an object or character portrayed in a picture within a book. (1.2)</li> <li>• Anticipate familiar elements in a story as indicated by gestures or facial expression (e.g., show of excitement, and mimicking sounds). (1.3)</li> <li>• With prompting and support, point to pictures of favorite characters or familiar objects in a book. (1.4)</li> <li>• Point to a picture or illustration in a story book and look to an adult for the name of the object or character. (1.5)</li> </ul>	<p><b>LL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Answer simple questions about pictures that go with print read aloud. (2.1)</li> <li>• Recognize when an adult misreads or skips a section of a familiar story and offer correction. (2.2)</li> <li>• Make up stories while turning pages of book. (2.3)</li> <li>• Recite simple phrases or words from familiar stories (e.g., <i>Chicka Chicka Boom Boom</i>). (2.4)</li> <li>• With prompting and support, name or identify 1-2 character(s) from a story and or 1-2 pieces of information remembered from and informational text read aloud. (2.5)</li> <li>• Is attentive when an adult explains a new word or introduces a new concept. (2.6)</li> </ul>	<p><b>LL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Answer simple questions about print that has been read aloud several times. (3.1)</li> <li>• Retell a simple story with pictures or other props to use as prompts. (3.2)</li> <li>• With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)</li> <li>• With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)</li> <li>• Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple). (3.5)</li> <li>• Use pictures and illustrations of a text to tell a story. (3.6)</li> </ul>	<p><b>LL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, ask and answer questions about print that is read aloud. (4.1)</li> <li>• With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)</li> <li>• With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)</li> <li>• With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)</li> <li>• Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)</li> </ul>	<p><b>Reading Standards for Literature (RL):</b></p> <p><b>RL 1:</b> With prompting and support, ask and answer questions about the key details in a text.</p> <p><b>RL 2:</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL 3:</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL 4:</b> Ask and answer questions about unknown words in a text.</p> <p><b>RL 5:</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>RL 7:</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>

**SUBDOMAIN: READING: LITERATURE AND INFORMATION IN PRINT**

**Standard LL 4: Comprehend stories and information from books and other print materials.**

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten ELA Common Core Standards Alignment
		<ul style="list-style-type: none"> <li>• Point to the picture on a page and ask, “What’s that?” (2.7)</li> <li>• Look at a picture or illustration and describe what is happening (e.g., “Boy running”). (2.8)</li> <li>• With prompting and support, demonstrate understanding of what will happen next in familiar stories. (2.9)</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)</li> <li>• Demonstrate understanding of what will happen next in familiar stories. (3.8)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that texts can be stories (make-believe) or real (give information). (4.6)</li> <li>• With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)</li> <li>• With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8)</li> <li>• Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)</li> </ul>	<p><b>RL 9:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>RL 10:</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>Reading Standards for Informational Text (RI):</b></p> <p><b>RI 4:</b> With prompting and support, ask and answer questions about unknown works in a text.</p> <p><b>Language (L):</b></p> <p><b>L 6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to text.</p>

## Language and Literacy Development: LL 5

### SUBDOMAIN: READING; FOUNDATIONAL SKILLS

#### Standard LL 5: Demonstrate understanding of the organization and basic features of print.

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten ELA Common Core Standards Alignment
<p><b>LL 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Engage in brief moments of joint attention to books, language, music, and sounds. (0.1)</li> <li>• Respond or show excitement when hear own name. (0.2)</li> </ul>	<p><b>LL 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Point to pictures and words in book. (1.1)</li> <li>• Recognize and respond to own name. (1.2)</li> </ul>	<p><b>LL 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Rotate book to get picture right side up. (2.1)</li> <li>• Look at one page at a time. (2.2)</li> <li>• Recognize a word with the first letter of a child’s name in it as being connected to the child’s name (e.g., pointing to a word with the first letter of a child’s name in it and the child says, “That’s my name.”). (2.3)</li> <li>• Identify familiar logos in the environment (e.g., the child asks for French fries when seeing the “Golden Arches”). (2.4)</li> <li>• Associate symbols or pictures with objects or places in the environment. (2.5)</li> </ul>	<p><b>LL 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1)</li> <li>• Identify name on personal property. (3.2)</li> <li>• With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3)</li> <li>• Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4)</li> <li>• Identify some letters in own name. (3.5)</li> </ul>	<p><b>LL 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)</li> <li>• With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)</li> <li>• With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. (4.3)</li> <li>• With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)</li> <li>• Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5)</li> </ul>	<p><b>Reading: Foundational Skills (RF)</b></p> <p><b>RF 1:</b> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page to page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by space in print.</li> <li>d. Recognize and name all upper- and lower-case letters of the alphabet.</li> </ul>



## Language and Literacy Development: LL 6

### SUBDOMAIN: READING; FOUNDATIONAL SKILLS

#### Standard LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten ELA Common Core Standards Alignment
<p><b>LL 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Coo and babble to self and others. (0.1)</li> <li>• Imitate sounds made by caregiver. (0.2)</li> <li>• Make vowel-like sounds or a variety of consonant and vowel sounds. May say first word. (0.3)</li> <li>• Show recognition of familiar voices, names and environmental sounds. (0.4)</li> </ul>	<p><b>LL 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Make vowel-like sounds or a variety of consonant and vowel sounds. (1.1)</li> <li>• Imitate inflection. (1.2)</li> <li>• Communicate using sounds, words and/or gestures. (1.3)</li> <li>• Copy some motions of adults during finger-plays. (1.4)</li> <li>• Participate in sound and word play. (1.5)</li> <li>• Say first word. (1.6)</li> </ul>	<p><b>LL 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Participate in group rhymes and songs using words. (2.1)</li> <li>• Recognize sounds in the environment (e.g., a horn honking, a train whistle blowing, dogs barking, etc.). (2.2)</li> <li>• Participate in word play games and repeat sounds made by adults. (2.3)</li> <li>• Participate in sound and word play by imitating the movements and sounds of adults. (2.4)</li> <li>• Repeat familiar words. (2.5)</li> <li>• Use words combined with gestures and intonations to communicate. (2.6)</li> </ul>	<p><b>LL 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1)</li> <li>• With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2)</li> <li>• With prompting and support, show an awareness of beginning sounds in words. (3.3)</li> <li>• With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)</li> <li>• Engage in word play activities in songs and rhymes. (3.5)</li> </ul>	<p><b>LL 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, recognize and produce rhyming words. (4.1)</li> <li>• With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)</li> <li>• With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)</li> <li>• Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)</li> </ul>	<p><b>Reading: Foundational Skills (RF)</b></p> <p><b>RF 2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables.</li> <li>c. Blend and segment onsets and rimes of single-syllable words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>e. Add and substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>

## Language and Literacy Development: LL 7

### SUBDOMAIN: WRITING

**Standard LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.**

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten ELA Common Core Standards Alignment
<p><b>LL 7 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Tightly grasp objects when placed in hands. (0.1)</li> <li>• Release object purposefully. (0.2)</li> <li>• Use pincer grasp to pick up small objects. (0.3)</li> <li>• Preference for using right or left hand is emerging. (0.4)</li> <li>• Transfer objects from hand to hand. (0.5)</li> </ul>	<p><b>LL 7 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Dot or scribble with crayons, may progress to vertical lines. (1.1)</li> <li>• Holds marker or crayon with the fist. (1.2)</li> <li>• Scribble or make random marks on paper. (1.3)</li> <li>• Scribble, as if writing. (1.4)</li> </ul>	<p><b>LL 7 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Scribble and/or produce mock letters with markers, crayons, paints, etc. and imitate marks. (2.1)</li> <li>• Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. (2.2)</li> <li>• Scribble with intent to represent something observed and/or convey a message. (2.3)</li> <li>• Show interest in using writing for a purpose. (2.4)</li> <li>• Make repeated marks on the page using circles, horizontal, and vertical lines. (2.5)</li> <li>• Recognize difference between picture and print. (2.6)</li> <li>• Explore interactive toys that are models of digital tools such as computers. (2.7)</li> </ul>	<p><b>LL 7 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Experiment with a variety of writing tools, materials, and surfaces. (3.1)</li> <li>• Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2)</li> <li>• Engage in tactile experiences creating letters and other forms. (3.3)</li> <li>• Imitate marks made by adult or older child (approximations). (3.4)</li> <li>• Describe picture and/or dictate story to caretaker. (3.5)</li> <li>• With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (3.6)</li> </ul>	<p><b>LL 7 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)</li> <li>• Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2)</li> <li>• With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (4.3)</li> </ul>	<p><b>Writing (W)</b></p> <p><b>W 1:</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p><b>W 2:</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>W 3:</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>W 6:</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

## STRATEGIES FOR LANGUAGE & LITERACY DEVELOPMENT

### Infants

- Have a primary caregiver who is responsible for each infant's daily care. This will help that caregiver better understand each child's unique way of communicating.
- Think of crying as positive, as a sign that the infant is communicating his /her needs and that he/she trusts you to respond to them.
- Use language with infants from the start. Talk with them long before they can talk to you. Use "self-talk" to tell the infant what you are doing (e.g., "I am changing your diaper") and "parallel-talk" to reflect what the infant is doing (e.g., "You grabbed the rattle."). Talk with families to learn and share all the ways infants communicate before they can talk.
- Cuddle infants on your lap and look at books, even when they are very young. Cloth and vinyl books can be washed, if needed.
- Comfort infants by talking to them: "Yes, I know that you are hungry. Let's go get some milk for you."
- Pay attention to the infants' nonverbal expressions and respond to them both verbally and nonverbally. Respond to a smile with a smile and say, "Look at Joseph's big smile."

### Toddlers

- Be tuned in to each child's nonverbal communication strategies such as pointing or shaking head "yes" or "no" and respond by using words to help him express his ideas.
- Continue to use simple, consistent sign language and say the word each time you do.
- Respond quickly to toddlers' cries or other signs of distress because they may have limited language with which to communicate their needs.
- Interpret toddlers' communication attempts with peers. For example, during outside time, one child looks at another and points to the tricycle. You can say, "Mary, I think Louis wants to ride the tricycle."
- Read to toddlers individually or in small groups throughout the day. Do not expect that they will all be sitting and listening at the same time.
- Select books with simple plots about familiar things and people. Toddlers enjoy books that use repetition or rhyme.
- Set up a cozy and soft reading/library/book area for toddlers to use independently. Include some sturdy, familiar books.
- Choose vinyl and board books; expect to replace books frequently.

### 3-Year-Olds

- Talk about what's happening now and what will happen next. For example, say, "After we have lunch it will be time for nap."
- Ask questions that require the child to give more than a "yes" or "no" answer (open-ended questions). Include questions that require the child to think (e.g., "What would happen if we moved this block?").
- Do not correct mistakes in word use, pronunciation or tense. Simply model the correct way to say it. For example, if the child says, "The plane is highering up!" You say, "Yes, that plane is going higher!"
- Continue to use many songs, fingerplays, and stories throughout the day in routine times, transition times, and playtime.
- Read to children in small groups of two or three. Have props or objects that relate to the story for the children to touch or hold.
- Provide a variety of materials in the writing center for children to use to communicate or create.

### 4-Year-Olds

- Engage children in frequent conversations about topics that interest them and build on what they say with more complex language.
- Provide opportunities for children to experiment and play with the sounds that words make through songs, rhymes, poems, and nonsense words.
- Model and explicitly demonstrate reading print from top to bottom and from left to right.
- Introduce new vocabulary when asking questions or describing situations or objects and relate the new words back to familiar words and or/ ideas. Encourage children to use these words when talking about pictures or real objects. Use variations of the same word such as, magnify, magnifier, magnifying, and magnified.
- Point out the title, author, and illustrator when reading a book. Talk about characters and story events after reading.
- Write children's words on their pictures, display these in the classroom.
- Provide a variety of materials in the writing center for children to communicate or create.

# PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

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**Standard 1:** Develop large muscle control and coordinate movements in their upper and/or lower body.

**Standard 2:** Develop small muscle control and coordination.

**Standard 3:** Participate in a variety of physical activities to enhance strength and stamina.

**Standard 4:** Develop appropriate health and hygiene skills.

**Standard 5:** Demonstrate safe behaviors.

Health and physical development skills are the foundation for the future health and well-being of all children. This domain fosters children's sound nutritional choices, health/safety practices, and physical activity for optimal learning.

## Physical Fitness and Motor Skills

As children grow and develop, their motor skills begin to improve as connections in the brain grow. Motor skills develop in an orderly, predictable way. They develop from the top of the child to the bottom, and from the center of the body outward. Also, skills become more and more specialized as children grow. Although there is variation in the age at which each child will develop a particular skill, for the most part, the order in which skills develop is predictable. For example, a young child can walk before he can run, and run before he can hop.

There are two general types of motor skills: gross motor skills and fine motor skills. Gross motor refers to the movement of the large muscles in the upper and lower body. These are the muscles that control the ability to walk, run, jump, etc. Fine motor refers to movement of the small muscles of the hand and arm that control the ability to scribble, write, draw, and do many other activities that require finger, hand, and hand-eye coordination. Gross motor skills usually develop before fine motor skills. Babies can wave their arms before they can pick up small objects with their fingers, and preschoolers can scribble with sweeping motions before they can write. As these motor skills are developing, children also are learning to use information gathered through their senses to understand their environment and make decisions about what action to take. For example, a child may adjust his/her walking if a surface is wet or slippery. Similarly, a child may recognize a cup that has been buried in the sand based on their touch and feel of the cup. As children develop, they become more capable of organizing information that is collected through their different senses, and then using this sensory information to guide their movements.

Although movement skills develop naturally in most young children, it is important that children have a variety of physical experiences that facilitate good muscle development, and experiences that allow them to practice motor skills. This is important, since the majority of motor skills develop by age 12. It is also important for good physical fitness. Parents, educators, health professionals, and policy makers share a common concern about the alarming increase in childhood obesity rates. Therefore, the Standards and Indicators provided in this domain are important because they encourage adults to provide a variety of motor activities for young children.

## Good Health and Safety Practices

Early childhood is a good time to begin teaching children good health, nutrition, and safety practices. Studies have shown that children will generally eat the types of food they are provided during childhood for the remainder of their lives. If they learn to eat a variety of fruits and vegetables, they will continue to eat them. In contrast, if they are fed a lot of unhealthy snacks and eat at fast-food restaurants, they will continue to do so. Food habits are one of the most important habits a child learns.

Early childhood is also a good time to begin to teach general safety practices to children. Understanding hazards that might be in the environment is something that develops gradually in young children. When children are very young, they need the constant presence and guidance of adults to help ensure their safety. As children grow older, they begin to understand that some situations are dangerous. While they continue to need diligent supervision, they also can begin to learn about danger and how to avoid it. The Standards and Indicators in this Domain are designed to foster children's understanding of how to keep themselves healthy and safe.



### Healthy Nutrition

*MyPlate* illustrates the five major food groups that are the building blocks for a healthy diet.

For more information about MyPlate, go to [www.myplate.gov](http://www.myplate.gov).

# PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 1

SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS				
Standard PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>PM 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Develop strength and control of head and back progressing to arms and legs. (0.1)</li> <li>• Develop strength and control of head and back progressing to arms and legs when playing with objects. (0.2)</li> </ul>	<p><b>PM 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Control and coordinate movement of arms, legs, and neck. (1.1)</li> <li>• Control and coordinate movement of arms, legs, and neck when using a variety of objects. (1.2)</li> </ul>	<p><b>PM 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Combine and coordinate arm and leg movements when engaged in active play. (2.1)</li> <li>• Combine and coordinate arm and leg movements when engaged in active play with objects and equipment. (2.2)</li> </ul>	<p><b>PM 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1)</li> <li>• Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2)</li> </ul>	<p><b>PM 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1)</li> <li>• Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)</li> </ul>

## PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 2

SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS				
Standard PM 2: Develop small muscle control and coordination.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>PM 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Develop small motor control moving from the chest outward to arms, wrist, and hands. (0.1)</li> <li>• Use hands to accomplish actions with rake grasp and/or palming. (0.2)</li> <li>• Coordinate eye and hand movements when eating, grasping, or picking up objects. (0.3)</li> </ul>	<p><b>PM 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate control of wrists, hands, and fingers. (1.1)</li> <li>• Use pincer grasp (their thumb and forefinger) to pick up small objects. (1.2)</li> <li>• Hold an object in one hand and manipulate it with the other hand. (1.3)</li> <li>• Coordinate eye and hand movements to explore objects or complete activities (e.g., transfer object from one hand to the other, stack blocks to build a tower). (1.4)</li> </ul>	<p><b>PM 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Complete tasks that require more refined control of small muscles when using hands to reach, grasp, and release objects. (2.1)</li> <li>• Coordinate eye and hand movements to carry out simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads). (2.2)</li> </ul>	<p><b>PM 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1)</li> <li>• Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2)</li> </ul>	<p><b>PM 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1)</li> <li>• Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line). (4.2)</li> </ul>

## PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 3

SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS				
Standard PM 3: Participate in a variety of physical activities to enhance strength and stamina.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>PM 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Move body in a variety of ways, (e.g., kicking feet, waving arms, or rolling over). (0.1)</li> <li>• Engage in play that helps to develop strength in arms and legs (e.g., floor games that provide opportunities for reaching, grasping or pushing). (0.2)</li> </ul>	<p><b>PM 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Participate in a variety of indoor and outdoor play activities. (1.1)</li> <li>• Engage in play that helps to develop strength in arms and legs (e.g., filling and dumping a bucket, pushing a baby stroller, playing on outdoor equipment). (1.2)</li> </ul>	<p><b>PM 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Participate in a variety of indoor and outdoor play activities. (2.1)</li> <li>• Engage in regular and sustained play activities that are physically demanding for short periods of time. (2.2)</li> </ul>	<p><b>PM 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Seek out a variety of physical activities such as games and indoor/outdoor play. (3.1)</li> <li>• Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2)</li> </ul>	<p><b>PM 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness. (4.1)</li> <li>• Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2)</li> </ul>



## PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 4

SUBDOMAIN: HEALTH AND HYGIENE				
Standard PM 4: Develop appropriate health and hygiene skills.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>PM 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Willing to try healthy foods offered by caregiver. (0.1)</li> <li>• Cooperate with some personal care routines. (0.2)</li> <li>• Respond to consistent bedtime routine. (0.3)</li> <li>• Soothe self and fall asleep. (0.4)</li> </ul>	<p><b>PM 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Accept healthy foods that are offered by caregiver. (1.1)</li> <li>• Participate in personal care routines with adult caregiver. (1.2)</li> <li>• Cooperate with sleep routines. (1.3)</li> <li>• Comfort self, fall asleep, and returns to sleep if awoken. (1.4)</li> </ul>	<p><b>PM 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Identify a variety of healthy foods. (2.1)</li> <li>• Eat a variety of healthy foods. (2.2)</li> <li>• Carry out some parts of personal care routines with adult guidance supervision and assistance. (2.3)</li> <li>• Initiate and participate in sleep routines. (2.4)</li> <li>• Fall asleep on their own and returns to sleep if awoken. (2.5)</li> </ul>	<p><b>PM 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1)</li> <li>• Select from a variety of healthy foods that are offered. (3.2)</li> <li>• Carry out most personal care routines with minimal adult guidance and assistance. (3.3)</li> <li>• Sleep or rest for a sufficient amount of time to support healthy development of their body. (3.4)</li> </ul>	<p><b>PM 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Identify different foods and the corresponding food group according to “My Plate”. (4.1)</li> <li>• Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2)</li> <li>• Exhibit good hygiene habits and manage age-appropriate personal care routines on own. (4.3)</li> <li>• Get sufficient sleep and rest to support healthy development of their body. (4.4)</li> </ul>

## PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 5

SUBDOMAIN: SAFETY				
Standard PM 5: Demonstrate safe behaviors.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>PM 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Attend to adult cues (e.g., facial expression, tone of voice) that indicate a harmful or unsafe situation. (0.1)</li> <li>• May cry upon seeing adult reaction to a potential harmful situation. (0.2)</li> </ul>	<p><b>PM 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Attend to adult cues (e.g., facial expression, tone of voice) to see if situation is harmful or unsafe. (1.1)</li> <li>• Use cue or signal from adult to guide behavior in harmful or dangerous situations. (1.2)</li> <li>• Cooperate with some basic safety practices. (1.3)</li> </ul>	<p><b>PM 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognize some harmful situations. (2.1)</li> <li>• Follow directions from an adult to avoid potential harmful conditions/situations. (2.2)</li> <li>• Follow safety rules with assistance and guidance from adults. (2.3)</li> </ul>	<p><b>PM 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Identify and avoid potentially harmful objects, substances, or situations or behaviors with supervision. (3.1)</li> <li>• State safety rules and follow them with guidance from adults. (3.2)</li> </ul>	<p><b>PM 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child's environment) with supervision. (4.1)</li> <li>• Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult's hand when crossing the street, don't touch a hot stove, etc.). (4.2)</li> </ul>

## STRATEGIES FOR PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

### Infants

- Place objects within reach at first and then slightly out of reach as infants gain more muscle control.
- Avoid placing infants in restrictive devices (no swings, walkers, saucers, infant seats, or bouncy seats). Car seats in a vehicle are the only exception to this rule. Use cribs or playpens only for napping and sleeping. Place infants on mats or rugs in safe areas of the room where they have the freedom to move, explore and practice new skills.
- Be sure to remember safety rules, even when you think the infant cannot reach something or move very much. Keep in mind that infants should never be left alone on changing tables.
- Provide toys that are responsive and make a noise as young infants go from reflexive action to grabbing, grasping, and manipulating objects.
- Include toys such as rattles, squeeze toys, and soft, washable toys. Toys should be small enough so that young infants can grasp and chew them, yet large enough so that infants cannot choke on or swallow them.

### Toddlers

- Model healthy eating while sitting with children at the table. Provide a choice of two or more nutritional foods and allow toddler to choose.
- Give child time to accomplish hygiene routines independently before stepping in to assist.
- Provide open space both indoors and outdoors for young toddlers to move and practice their developing gross motor skills. Include low, sturdy objects (e.g., furniture or railings) for toddlers to hold onto while cruising.
- Provide items such as pillows and low platforms to the environment so that toddlers have different levels to explore and to have safe climbing opportunities. Low inclines or ramps provide a different sense of movement, space, and balance.
- Provide opportunities and a variety of materials that encourage children to use manipulative skills (e.g., nesting toys, soft blocks, containers for filling and emptying, fat crayons, playdough).

### 3-Year-Olds

- Model healthy eating while sitting with children at the table.
- Provide a choice of two or more nutritional foods and allow children to choose.
- Provide opportunities in the daily schedule to practice hygiene routines, such as tooth brushing, teeth flossing or handwashing.
- Provide wheeled toys (3-4 wheels, with pedals and without) and places to ride them. Add social play to motor play by adding simple rules like a stop sign along the tricycle path or a “gasoline pump” to fill-up vehicles.
- Use small climbers and a variety of different sized boxes to encourage social role play as they represent forts, houses, or tents.
- Provide a variety of levels and obstacles (things to go through, around, over, and under) to increase the children’s skills and enjoyment.
- Stock manipulative centers with containers for objects to be put into. Good manipulative opportunities can occur in many daily routines and self-help skills. Zipping real zippers and fastening simple fasteners is much more fun when it is a functional process.

### 4-Year-Olds

- Read books about healthy practices. Discuss the concepts of rest, exercise, and good eating related to good health.
- Model healthy eating, display the “My Plate” model for healthy and nutritious eating.
- Provide opportunities for children to pour their own drinks and to serve foods, such as spooning out applesauce.
- Talk about consequences of unsafe behavior (e.g., injury to self, others, or damage to property).
- Provide opportunities for children to engage in gross motor activities inside such as dancing, moving to music, Simon Says, etc.
- Provide space and opportunities for children to walk, run, and climb every day.
- Provide a variety of materials (e.g., beads and snap cubes) for children to put together and pull apart.
- Develop activities or opportunities for children to practice drawing and writing with a variety of tools.

# SOCIAL-EMOTIONAL DEVELOPMENT

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**Standard 1:** Develop healthy relationships and interactions with peers and adults.

**Standard 2:** Develop positive self-identify and sense of belonging.

**Standard 3:** Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.

**Standard 4:** Regulate own emotions and behavior.

**Standard 5:** Regulate attention, impulses, and behavior.

School readiness not only means that children are intellectually prepared for school, but also that they are socially and emotionally prepared for success in the classroom. One of the primary goals of a quality early childhood program is to foster healthy social and emotional development in young children. To be successful, children must be able to develop relationships with others, cooperate with peers and adults, understand others' feelings and perspectives, and maintain some control of their behaviors and emotions. These characteristics help to ensure that children are able to get along and participate with others in the classroom.

## Early Relationships with Adults and Peers

The social and emotional development of young children is strengthened when they feel that the adults in their lives care about them and they develop close relationships (often called “secure attachments”) with their parents, teachers, and other adults who care for them. Positive relationships encourage children to care about other people and seek to understand the thoughts and feelings of others. Research has found that children who have secure, trusting relationships with their caregivers get along better with their peers and have an easier time adjusting to the demands of formal schooling. Adults can help children develop these types of positive relationships by consistently responding when children, especially babies, need something or they are upset, and by being warm and loving when caring for children.

## Self-Concept

How children feel about themselves and their own sense of worth has a lot to do with later success in life. Children who have a positive sense of self are more likely to try new things and work toward reaching goals. They tend to accept new challenges and feel more confident about their ability to handle any problems or difficulties that may come up.

Children's self-concept develops very early in life. How children see themselves and how they feel about themselves is related to their early relationships. These early relationships help young children learn about whom they are and how they are seen by others. When caregivers and teachers respond to children with acceptance and positive regard, children feel important and they learn to feel good about themselves.

## **Self-Regulation: Managing Behavior and Emotions**

Early childhood is a time when young children are learning to manage their impulses, desires, and emotions. Very young children (infants and toddlers) often need the support of caregivers who can provide comfort and help to soothe distressed feelings in order to learn how to regulate their emotions. As children get older, their ability to regulate and manage emotions develops some, but they often still have difficulties controlling their feelings. Parents and early childhood educators may be able to help children learn to focus their attention, follow rules and guidelines, get along with others (e.g., learning to share), and manage their emotions or express feelings in an acceptable ways (e.g., expressing anger with words rather than hitting). Still, this is an area that can be challenging for young children, so they need consistent guidance as they learn to manage their behaviors and emotions.

## **The Role of Temperament**

One important concept in caring for young children is each child's temperament and the way a child's temperament affects how the child interacts with and relates to the world around him/her. Temperament refers to a child's "personal style." It influences the way in which he/she approaches and reacts to people and to different situations. Once caregivers understand a child's temperament, they can use this information to anticipate situations and issues before they occur.

### **Researchers suggest that children's temperament falls into three general categories:**

**Easy/flexible** – These children tend to be calm and happy. They are fairly flexible and adapt easily to new situations/people.

**Active/feisty** – Active or feisty children often are more fussy and intense in their reactions. They tend to be more fearful of new situations and people, and can be easily upset by noise and stimulation.

**Cautious/slow to warm** – These children tend to be fussy and less active. They may withdraw or react fearfully to new situations; however, if given time and support, "slow to warm" children will learn to adapt and adjust to the situation.

It is important for caregivers to remember that these are general categories, and not all children's temperaments will fall neatly into one of these three categories. Also, it is important to understand that temperament traits, like personality traits, may differ in terms of the level of intensity. For example, when a stranger comes into the room, one baby with a cautious/slow to warm temperament may become uneasy and look over at the caregiver for comfort, while another infant with the same temperament may begin to cry and let the caregiver know that he/she wants to be picked up.

Finally, it is important for caregivers to remember that children's basic temperament does not change over time. While environment and interactions with caregivers and parents can affect the intensity and expression of temperamental traits, these are fairly constant throughout the course of childhood. Therefore, when we think about the Standards and Indicators described in this Domain, which we know are important areas in which children should show progress, we have to keep in mind that children may express their skills and knowledge differently, and that their temperament may affect how often and the intensity with which children respond.

# SOCIAL-EMOTIONAL DEVELOPMENT: SE 1

## SUBDOMAIN: SOCIAL RELATIONSHIPS

### Standard SE 1: Develop healthy relationships and interactions with peers and adults.

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>SE 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Notice and pay attention to others. (0.1)</li> <li>• Notice how others respond to his/her behaviors. (0.2)</li> <li>• Explore a variety of things in the environment (e.g., reach for a toy, put a rattle in mouth). (0.3)</li> <li>• Participate in simple back and forth play and interaction with adults. (0.4)</li> <li>• Attend and respond to familiar adults. (0.5)</li> <li>• Become frightened or distressed when separated from familiar caregiver. (0.6)</li> <li>• Move or cry to seek attention and comfort from familiar adults. (0.7)</li> <li>• Touch, smile, or babble to other infants. (0.8)</li> </ul>	<p><b>SE 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognize and react to feelings in others (e.g., offers toy to crying peer). (1.1)</li> <li>• Repeat actions that elicit social responses from others (e.g., smiles at others or begins to babble). (1.2)</li> <li>• Show interest in a variety of things, people, and objects. (1.3)</li> <li>• Play alongside another child (parallel or mirror play) for brief periods. (1.4)</li> <li>• Become frightened or distressed when separated from familiar caregiver. (1.5)</li> <li>• Show preference for familiar caregivers (e.g. following caregiver around the room, cry when caregiver leaves). (1.6)</li> <li>• Use familiar adults as “secure base” by glancing back to caregiver while playing. (1.7)</li> </ul>	<p><b>SE 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Sometimes recognize the feelings of others and respond with words and/or behaviors to express care and concern (e.g., “Becky is crying”). (2.1)</li> <li>• Make connection between choice and consequence that follows. (2.2)</li> <li>• Notice differences in others, objects, and environment. (2.3)</li> <li>• Engage in social play alongside other children and, on occasion, with other children. (2.4)</li> <li>• Follow adult guidance to respond to conflict. (2.5)</li> <li>• Show affection for adults that care for him/her on a regular basis. (2.6)</li> <li>• Willingness to explore, but will seek help from trusted adults in new situations or when fearful. (2.7)</li> <li>• Interact more regularly with one or two familiar children. (2.8)</li> </ul>	<p><b>SE 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Sometimes recognize the feelings others are expressing and acts appropriately when others are happy, sad, angry or afraid (e.g., comforts a friend who gets hurt). (3.1)</li> <li>• Develop a growing understanding of how his/her actions affect others and begin to accept consequences of their actions. (3.2)</li> <li>• Demonstrate emerging awareness and respect for differences between people (culture, ethnicity, abilities, and disabilities). (3.3)</li> <li>• Work or play cooperatively with other children with some direction from adults. (3.4)</li> <li>• Resolve conflict with peers by following suggestions from an adult. (3.5)</li> <li>• Show affection for adults that care for him/her on a regular basis. (3.6)</li> <li>• Demonstrate interactions with a few adults who are less familiar. (3.7)</li> </ul>	<p><b>SE 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognize and respect the feelings, needs, and rights of others (e.g., using polite language, sharing with others). (4.1)</li> <li>• Express empathy and sympathy for others. (4.2)</li> <li>• Demonstrate understanding of how one’s words and actions affect others. (4.3)</li> <li>• Demonstrate awareness of and respect for differences among people (culture, ethnicity, abilities, and disabilities). (4.4)</li> <li>• Play cooperatively with small group of peers for a sustained time. (4.5)</li> <li>• Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6)</li> <li>• Resolve conflict with peers on their own sometimes. (4.7)</li> <li>• Seek help from adults when in conflict with peer, if needed. (4.8)</li> </ul>

**SUBDOMAIN: SOCIAL RELATIONSHIPS****Standard SE 1: Develop healthy relationships and interactions with peers and adults.**

<b>Infants (Birth to 11 months)</b>	<b>Young Toddlers (9 – 18 months)</b>	<b>Older Toddlers (16 – 36 months)</b>	<b>Three-Year-Olds (36 – 48 months)</b>	<b>Four-Year-Olds (48 – 60 months)</b>
	<ul style="list-style-type: none"><li>• Enjoy playing next to or close to other children. (1.8)</li><li>• Interact briefly with other children by gesturing or offering a toy. (1.9)</li></ul>		<ul style="list-style-type: none"><li>• Occasionally play with the same one or two children for a short time. (3.8)</li><li>• Describe one or two children as their friends. (3.9)</li><li>• Join in with a small group of children. (3.10)</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem-solving. (4.9)</li><li>• Develop and maintain positive relationships with peers. (4.10)</li></ul>

## SOCIAL-EMOTIONAL DEVELOPMENT: SE 2

SUBDOMAIN: SELF-CONCEPT AND SELF-EFFICACY				
Standard SE 2: Develop positive self-identify and sense of belonging.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>SE 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show awareness of body parts of self and others. (0.1)</li> <li>• Express preferences for objects, activities and people. (0.2)</li> <li>• Respond to his/her own name by movements or facial expressions. (0.3)</li> </ul>	<p><b>SE 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognize self in mirror. (1.1)</li> <li>• Develop preferences to food, toys, games, textures, etc. (1.2)</li> <li>• Express own desires and preferences. (1.3)</li> </ul>	<p><b>SE 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Express own desires and preferences. (2.1)</li> <li>• Identify self in photographs. (2.2)</li> <li>• Express self-awareness using “Me” or “mine.” (2.3)</li> </ul>	<p><b>SE 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognize self in terms of basic preferences, characteristics, and skills. (3.1)</li> </ul>	<p><b>SE 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Describe self, referring to characteristics, preferences, thoughts, and feelings. (4.1)</li> </ul>



## SOCIAL-EMOTIONAL DEVELOPMENT: SE 3

### SUBDOMAIN: SELF-CONCEPT AND SELF-EFFICACY

#### Standard SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.

Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>SE 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show that she/he expects results from own actions (e.g., repeat loud noise to gain attention, hit toy over and over to produce sound). (0.1)</li> <li>• Express pleasure at things he/she has done (e.g., wiggle, coo, laugh). (0.2)</li> <li>• Actively explore toys, and objects in the environment. (0.3)</li> <li>• Express preferences for objects, activities and people. (0.4)</li> </ul>	<p><b>SE 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Try new tasks with encouragement from adults. (1.1)</li> <li>• Show joy, pleasure, and/or excitement over accomplishments. (1.2)</li> <li>• Demonstrate a willingness to explore the environment and try experiences in the presence of a familiar caregiver. (1.3)</li> <li>• Express certain preferences. (1.4)</li> <li>• Make simple choices with guidance from adults. (1.5)</li> </ul>	<p><b>SE 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate confidence when completing familiar tasks. (2.1)</li> <li>• Express preferences and may have strong emotions and/or actions (e.g., may say “no” to adult). (2.2)</li> <li>• Use some language to express feelings of pleasure over accomplishments (e.g., says “I did it!” after using potty successfully). (2.3)</li> <li>• Try new experiences with adult prompting and support. (2.4)</li> <li>• Make simple choices with guidance from adults. (2.5)</li> </ul>	<p><b>SE 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate confidence in completing familiar tasks. (3.1)</li> <li>• Actively explore the environment and begin to try new experiences. (3.2)</li> <li>• Make choices between two or three options (e.g., chooses milk or juice). (3.3)</li> </ul>	<p><b>SE 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate confidence in range of abilities and express pride in accomplishments. (4.1)</li> <li>• Attempt new experiences with confidence. (4.2)</li> <li>• Make choices or decisions from a range of options. (4.3)</li> </ul>

## SOCIAL-EMOTIONAL DEVELOPMENT: SE 4

SUBDOMAIN: SELF-REGULATION				
Standard SE 4: Regulate own emotions and behavior.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>SE 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Respond to adult’s expression of feelings (e.g., their facial and vocal expressions). (0.1)</li> <li>• Calm down when held, rocked, or talked to by a familiar adult. (0.2)</li> <li>• Use simple behaviors to comfort self or ease distress (e.g., turns away when overstimulated). (0.3)</li> <li>• Express basic feelings (e.g., fear, anger, surprise) through facial expressions, body movements, crying, smiling, laughing, and/or cooing. (0.4)</li> </ul>	<p><b>SE 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Respond to adult’s expression of feelings (e.g., their facial and vocal expressions). (1.1)</li> <li>• Seek comfort in daily routines, activities, and familiar adults. (1.2)</li> <li>• Use body to express emotions (e.g., hugging mother, throwing a toy when angry). (1.3)</li> </ul>	<p><b>SE 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognize feelings when named by an adult. (2.1)</li> <li>• Find comfort in rituals and routines (e.g., uses special “lovey” or comfort object for naptime) with adult assistance as needed. (2.2)</li> <li>• Express more complex emotions through behaviors, facial expression and some words. (2.3)</li> </ul>	<p><b>SE 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognize and name basic emotions (happy, mad, sad) in self. (3.1)</li> <li>• Express own ideas, interests, and feelings through words or actions. (3.2)</li> </ul>	<p><b>SE 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognize and accurately label the feelings of self. (4.1)</li> <li>• Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2)</li> </ul>

## SOCIAL-EMOTIONAL DEVELOPMENT: SE 5

SUBDOMAIN: SELF-REGULATION				
Standard SE 5: Regulate attention, impulses, and behavior.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p><b>SE 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Respond to having needs met. (0.1)</li> <li>• Respond to changes in adult’s tone of voice, expression, and visual cues (e.g., shaking head). (0.2)</li> </ul>	<p><b>SE 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Respond to simple rules and routines. (1.1)</li> <li>• Accept some redirection from adults. (1.2)</li> <li>• Act on impulses (e.g., pull mother’s hair or reach for another child’s bottle). (1.3)</li> <li>• Develop a capacity to wait for needs to be met when responded to promptly and consistently. (1.4)</li> </ul>	<p><b>SE 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show some understanding of simple rules and routines with adult support. (2.1)</li> <li>• Accept some redirection from adults. (2.2)</li> <li>• Respond positively to choices and limits set by an adult to help control their behavior. (2.3)</li> </ul>	<p><b>SE 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, follow rules and routines. (3.1)</li> <li>• With prompting and support, respond appropriately during teacher-guided and child-initiated activities. (3.2)</li> <li>• Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3)</li> <li>• With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (3.4)</li> </ul>	<p><b>SE 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Follow rules and routines and adapt to changes in rules and routines. (4.1)</li> <li>• Demonstrate control over impulsive behaviors and focus attention in various settings but sometimes require adult support and guidance. (4.2)</li> <li>• With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (4.3)</li> </ul>

## STRATEGIES FOR SOCIAL-EMOTIONAL DEVELOPMENT

### Infants

- Provide for attachment needs by establishing a primary caregiver system.
- Realize that young infants differ widely in their ability to quiet themselves when they are upset. The comfort you offer will need to be different for each child.
- Encourage young infants' expressions of pleasure by responding to them and following their lead in interactions. Be a partner in play with them.
- Talk with infants about the feelings they seem to be expressing, especially during caregiving times of feeding, dressing, and diapering.
- Create a personal relationship with each infant. Know the kind of cuddling, stroking, talking, and playing that bring good feelings to each individual infant.
- Realize that very young infants have limited resources for expression; crying may be all they are able to do at this early stage of emotional development. Caregivers should respond quickly and sensitively to infant's cries. This signals the infant that his/her needs are important and will be taken care of promptly.

### Toddlers

- Include plenty of materials in the environment to allow children to express feelings (e.g., dramatic play props, art, music/songs, puppets, and sand/water play for children over 18 months).
- Help young toddlers become more independent. Allow them to do more for themselves and offer them appropriate choices.
- Toddlers often respond with a loud "NO!" even when they really mean, "YES." Try not to ask questions that require a "yes" or "no" answer. For example, instead of saying "Would you like oatmeal for breakfast?" say, "Would you like oatmeal or cereal for breakfast?"
- Help toddlers deal with their fears by providing a safe environment and by offering them comfort when they are frightened.
- Provide words for the toddler's feelings (e.g., to Noah who breaks into a big smile as his father enters the room, say, "Noah, I can see you're happy to see Dad.").
- Know each child in your care and respond to his or her individual needs. Keep notes on children so you can provide the individual attention that each needs.
- Focus on children's positive qualities – their accomplishments and things they can do well (e.g., "You buttoned your coat all by yourself.").

### 3-Year-Olds

- Provide opportunities for cooperative play like a rocking boat or a wheeled toy that accommodates two children.
- Comment on and encourage positive social interactions. Model positive and respectful communication between adults.
- Talk about feelings. Specifically comment on the child's feelings as well as the feelings of others. "You are dancing as if you are very happy."
- Focus on children's positive qualities – their accomplishments and things they can do well.
- Model the type of interactions with others you want children to develop: affection, empathy and gentleness (e.g., tell a child if you are angry but never react in anger by shaking or jerking).
- Include plenty of materials in the environment to allow children to express and share feelings and to role-play [e.g., dramatic play props (dolls, dress-up clothes, small people/figures), sand/water play; art, music and songs, puppets, books, etc.].

### 4-Year-Olds

- Clearly state behavior expectations and provide specific feedback when children behave well.
- Model self-control by using self-talk: "Oh, I can't get this lid off. I am feeling frustrated [take a deep breath]. That's better. I'll try again."
- Coach children to express their feelings verbally, using either their home language or English.
- Read books that include conflicts or problems requiring cooperation. Ask children to predict what will happen next, or after reading, ask them to provide alternative solutions.
- Help children who are having difficulty making friendships with others by planning cooperative activities like buddy painting or collages. Teach these children how to initiate and sustain peer interactions.
- Make sure the learning environment is welcoming to every child and reflects his/her identity and culture. Use photos of children and family members, displays of children's work, and their names for functional purposes like taking attendance, storing belongings, or assigning jobs.

# APPENDICES



## APPENDIX A: LOUISIANA CONTENT STANDARDS FOUNDATION SKILLS

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The Louisiana Content Standards Task Force has developed the following foundation skills, which should apply to all students in all disciplines.

1. **Communication:** A process by which information is exchanged and a concept of “meaning” is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, speaking, listening, viewing, and visually representing.
2. **Problem-Solving:** The identification of an obstacle or challenge and the subsequent application of knowledge and thinking processes, which include reasoning, decision-making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.
3. **Resource Access and Utilization:** The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video materials, word processors, computers, interactive devices, telecommunication, and other emerging technologies.
4. **Linking and Generating Knowledge:** The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. “Transfer” refers to the ability to apply a strategy or in-content knowledge effectively in a setting or context other than that in which it was originally learned. “Elaboration” refers to monitoring, adjusting, and expanding strategies into other contexts.
5. **Citizenship:** The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one’s choices and actions and understanding their impact on oneself and others; knowing one’s civil, constitutional, and statutory rights; and mentoring others to become productive citizens and lifelong learners.

These foundation skills were developed by the Louisiana Content Standards Task Force in 1997. This task force developed the State Standards for Curriculum Development for kindergarten through Grade 12.

## APPENDIX B: INFORMATION LITERACY MODEL FOR LIFELONG LEARNING

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Students must become competent and independent users of information to be productive citizens of the 21st Century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy — the ability to recognize an information need and then locate, evaluate, and effectively use the needed information — is a basic skill essential to the 21st Century workplace and home. Information literate students are self-directed learners, who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learning is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. **Defining/Focusing.** The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.
2. **Selecting Tools and Resources.** After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.
3. **Extracting and Recording.** Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, “chunking” reading, finding main ideas, and taking notes.
4. **Processing Information.** After recording information, students must examine and evaluate the data in order to utilize the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.
5. **Organizing Information.** Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.
6. **Presenting Findings.** Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyper stack).
7. **Evaluating Efforts.** Throughout the information problem-solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and other qualified or interested resource persons.

## APPENDIX C: THE IMPORTANCE OF ENGAGING FAMILIES

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Family involvement is essential for children’s cognitive and social development. There is a great deal of research which indicates that the extent to which families are involved in their children’s education is related to children’s school readiness and their later school success.

Early childhood is a time when incredible changes are taking place. During this time, children grow from a newborn infant who is completely dependent on parents and caregivers to an active, curious child who is capable of running around, playing with others, and communicating his or her own needs. The relationship that forms between families and the child’s early education program during these early years, and the extent to which parents and teachers/caregivers work together can make a tremendous difference in how well the child performs in the program.

The development of these Early Learning Standards offers a unique opportunity for bringing parents and early childhood educators together. Educators can use the Standards as a tool to encourage family members to become more involved in their children’s learning and education. By reviewing the Standards with family members, educators can help them understand how children develop, and provide them with specific strategies and activities that they can use at home. This may also be an opportunity to make family members aware of resources and services that are available within the community.

Family members and early childhood educators each have a responsibility to provide experiences that help children make progress on the areas described in these Early Learning and Development Standards. Neither families nor educators can fully support children’s development alone; they must work together to best support children’s development.

### **Suggestions for Engaging Families in Their Children’s Education**

- Create a warm, welcoming environment for families
- Conduct home visits
- Maintain good two-way communication via phone calls, newsletters, emails, etc.
- Provide families with an opportunity to voice their opinions and share in the decision-making
- Offer parenting & adult education classes
- Arrange for on-site childcare, transportation, and refreshments at events
- Provide families with activities and materials to use at home



## APPENDIX D: USE OF TECHNOLOGY TO SUPPORT CHILDREN'S PROGRESS ON THE STANDARDS AND INDICATORS

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The use of technology has made its way into early childhood classrooms. It is no longer unusual to see young children using computers, tablets, or video learning games at home and in the classroom. However, for early childhood educators there are still lots of questions regarding the benefits of using technology with young children and how teachers can use technology (which includes computers, interactive whiteboards, TV's, videos, and other electronic media) to encourage learning and exploration.

The National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center offers guidance to early childhood educators regarding appropriate practices with technology and interactive media (<http://www.naeyc.org/content/technology-and-young-children>). Specifically, it is recommended that early childhood educators:

- 1) Select, use, integrate, and evaluate technology and interactive media tools intentionally, giving careful attention to the appropriateness and the quality of the content that is being taught through the technology, the child's experience when using the technology, and the opportunities that the technology provides for children to interact with others. Good technology encourages children to be actively involved in doing something that is educational and that includes interacting with others.
- 2) Provide a balance of activities in programs for young children to ensure that technology is only a small part of what they do during the day and is used intentionally to extend and support active, hands-on, creative, and authentic engagement with other people and learning experiences.
- 3) Prohibit the passive use of television, videos, DVDs, and other non-interactive technologies and media in early childhood programs for children younger than 2, and discourage passive and non-interactive uses with children ages 2 through 5. For technology to be beneficial for children, it has to be something that children actively participate with, not something they just watch.
- 4) Only use technology and other electronic media with children young than two if it supports responsive interactions between caregivers and children. In other words, technology should only be used with very young children if it is something that an adult does with the child and it gives children the opportunity to strengthen their relationships with the adult. With the use of television for older children, AAP recommends less than 1 – 2 hours per day of programs that are educational and non-violent.

Finally, because technology is an important part of our lives, it is essential for all children to have the opportunity to learn to use technology. Early childhood educators should work to make sure that all children have access to technology as a tool for teaching and learning. They should also weigh the benefits of using technology and give careful consideration how they integrate technology and media into their classrooms.

## APPENDIX E: GLOSSARY

GLOSSARY TERMS	
<b>Alliteration</b>	The repetition of the same consonant sounds in a series of two or more neighboring words or syllables (e.g., bouncing baby boy, ba-be-bi-bo-boo, etc.).
<b>Attachment</b>	The strong emotional tie children feel with special people in their lives (family members and other caregivers).
<b>Attend</b>	To pay attention to something.
<b>Attention</b>	The ability to concentrate on an object, person, or event; to carefully observe or listen to something.
<b>Attribute</b>	A characteristic used to describe an object such as shape, color, size, etc.
<b>Blending</b>	The process of forming a word by combining parts of words. For example, when you blend the sounds /b/a/t/ together, they become the word “bat.”
<b>Cardinality</b>	The concept of “how many” or the understanding that the last number identified when counting objects in a set represents “how many” are in the set. For example, the cardinality of the set {1 - 2 - 3} is 3.
<b>Classify</b>	To arrange or organize according to class or category. For example, a child might arrange a set of blocks according to color, with all of the red blocks are in one group and all of the blue blocks in another group.
<b>Comparative language</b>	Using words that note the degree of similarity or difference between two or more objects.
<b>Conflict resolution</b>	Learning to resolve a disagreement or argument in a calm and constructive manner.
<b>Cooperative play</b>	Any organized play among a group of children in which activities are planned for the purpose of achieving some goal (e.g., pretending to be a group of firefighters).
<b>Culture</b>	Characteristics of a particular group of people that are based on shared knowledge, experiences, beliefs, values, attitudes, and/or understandings. May be expressed through shared or common language, religion, music, cuisine, art, and/or social habits.
<b>Digital tools</b>	A broad range of electronic devices such as computers, tablets, multi-touch screens, interaction whiteboards, mobile devices, cameras, DVD and music players, etc.
<b>Empathy</b>	The ability to understand or identify with another person’s situation and/or feelings.
<b>Engaged</b>	To take part in; to be involved with an object, activity and/or person(s).
<b>English Language Learners (ELL)</b>	Refers to children to who are learning a second language at the same time they are learning English.
<b>Expressive language</b>	The ability to use words or gestures to communicate meaning.
<b>Family culture</b>	A family’s way of life, that includes their beliefs, customs, and behaviors.
<b>Fiction</b>	Literature (e.g., books, stories, poems) where the people and events are imaginary.
<b>Fine motor skills</b>	Tasks that use the smaller muscles of the body such as those in the wrists or fingers. Includes skills such as reaching, grasping, writing/drawing, or picking up small objects.

## GLOSSARY TERMS

<b>Gross motor skills</b>	Tasks that use the gross or large muscles of the body like those in the arms, legs, and core. Includes skills such as running, climbing, kicking, throwing, etc.
<b>Hypothesize</b>	To come up with an explanation or idea about something that can be tested by further investigation. For example, a child might hypothesize about what will happen when blue and yellow paint is mixed together.
<b>Imitate inflection</b>	Mimic changes in an adult's voice (e.g., changes in pitch or tone).
<b>Intense attention</b>	An ability to focus intently or with great effort.
<b>Joint attention</b>	A state in which the child and the caregiver pay attention to the same object or event, and the caregiver often talks about what they are looking at.
<b>Learning scheme</b>	Refers to the way in which young children begin to learn about their environment and how they organize information they take in from the environment. For example, a toddler discovers that a ball bounces when dropped from the high chair, and begins to experiment to see if other objects will bounce when dropped.
<b>Locomotor</b>	Refers to movement; basic locomotor skills include walking, running, hopping, jumping, skipping, etc.
<b>Manipulatives</b>	Materials that allow children to explore, experiment, and interact by using their hands. Such items include, but are not limited to, beads and laces, puzzles, small blocks, playdough, lacing cards, and items that can be snapped, zipped or hooked together, to name a few.
<b>Melody</b>	A series of musical notes arranged in succession.
<b>Numeral</b>	The symbol that is used to represent a number (e.g., 3 or III).
<b>Object Permanence</b>	A child's ability to know that objects continue to exist even though they can no longer be seen by the child.
<b>One-to-one correspondence</b>	The ability to match each item in one set to another item within a different, but equal set (e.g., matching a set of socks with a set of shoes).
<b>Onset</b>	A part of spoken language that is smaller than a syllable, but larger than a phoneme. It is the initial consonant sound of a syllable (The onset of bag is b-; of swim, sw-).
<b>Open-ended questions</b>	A question that tends to be broader and will require more than a one- or two-word response (e.g., How?, Where?, Why?).
<b>Ordinal number</b>	A whole number that names the position of an object in a sequence (e.g., first, second, third, etc.).
<b>Palming</b>	Scooping small objects, such as Cheerios, into the palm of their hand. This is called palming objects.
<b>Pantomime</b>	Communicating by way of gesture or facial expression.
<b>Parallel talk (and Self-talk)</b>	<b>Parallel talk</b> – Adults talking to a child, describing what the child is doing. <b>Self-talk</b> – Words or dialogue adults use to describe what they are doing.
<b>Persistence</b>	A child's ability to continue an activity or continue working on a task in spite of challenges that could discourage the child from continuing to try.
<b>Phoneme</b>	A sound unit of speech.
<b>Phonemic awareness</b>	Ability to hear and identify parts of the spoken language and auditorily divide into phonemes.
<b>Pincer grasp</b>	The child's use of the thumb and forefinger to pick up or manipulate small objects.

## GLOSSARY TERMS

<b>Positional words</b>	Words that are used to describe the location of something or to give directions related to movement (e.g., up, down, left, right, etc.).
<b>Problem-solving</b>	Behaviors practiced by young children that allow them to explore questions or situations and try different solutions.
<b>Raking grasp</b>	Infants use their hands to “rake” objects toward them and open their fingers to grasp an object.
<b>Receptive language</b>	The child’s ability to understand what is being said or communicated by others.
<b>Replicate</b>	To reproduce, imitate, or copy.
<b>Rhythm</b>	Musical term that refers to the repeated pattern of sounds or silences. Also referred to as the “beat” of a song.
<b>Rime</b>	The part of a syllable that contains the vowel and all that follows it (e.g., the rime of bag is –ag; of swim, –im).
<b>Segment</b>	The ability to identify how many words are in a sentence (e.g., children will clap to each individual word) or how many syllables are in a word (e.g., children will clap to each syllable, “Ba-by”).
<b>Self-concept</b>	The set of attributes, abilities, attitudes, and values that an individual believes defines who he or she is.
<b>Self-efficacy</b>	Belief in one’s ability to accomplish a task, goal or outcome.
<b>Self-soothe</b>	The ability to calm oneself when upset or to soothe oneself to sleep.
<b>Self-regulate</b>	The ability to control one’s emotions and/or behaviors.
<b>Seriate</b>	The ability to arrange items in order along a dimension such as height, length, or weight (e.g., putting pegs in holes shortest to tallest or arranging pictures of three bears in order littlest to biggest, etc.).
<b>Social stimulation</b>	Opportunities that children have to interact and develop relationships with others.
<b>Stamina</b>	The ability to sustain prolonged physical or mental effort.
<b>Standard measurement vs. Non-standard measurement</b>	<b>Standard measurement</b> – A measure determined by the use of standard units such as inches, feet, pound, cups, etc. <b>Non-standard measurement</b> – A measure that is not determined by the use of standard units (e.g., blocks, string).
<b>Subitize</b>	To perceive how many objects are in a group, without counting. For example, recognize at a glance that there are three objects in a group.
<b>Syllable</b>	A part of a word that contains a vowel or, in spoken language, a vowel sound.
<b>Sympathy</b>	Acknowledging how another person is feeling and perhaps trying to provide some comfort or assurance to the person.
<b>Temperament</b>	The combination of mental, physical, and emotional traits of a person; a person’s natural predisposition.
<b>Tempo</b>	Musical term that refers to the measure of how quickly a beat is played. Tempo is measured in beats per minute (bpm).
<b>Tone</b>	Any sound considered with reference to its quality, pitch, strength, source, etc.
<b>Two-dimensional vs. Three-dimensional shape</b>	<b>Two-dimensional shape</b> is a flat image of the shape. <b>Three-dimensional shape</b> appears to have width and height allows for rotation and depth.
<b>Visual arts</b>	Includes artwork that appeals primarily to the visual sense such as paintings, sculpture, or photography.
<b>Vocalize</b>	The ability to produce sounds with the voice.

## APPENDIX F: STRATEGIES TO SUPPORT CHILDREN WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS (ELL)

### Strategies for Including Children with Disabilities in Program Activities

The goal of the Early Learning and Development Standards is to provide a guide for the areas and skills that are important for all children, including children with disabilities. However, children with disabilities may need additional support or they may progress on the Standards in ways that are different from typically developing children. There are many ways of adapting or modifying activities for children with disabilities. It is important that every teacher consider the uniqueness of each child and recognize that all children have different approaches, preferences, and skill levels. The following strategies, though not an exhaustive list, are recommended practices for helping teachers meet the diverse needs of each of their children:

Cognitive Delays or Learning Challenges	Hearing Impairments	Orthopedic, Motor, or Other Health Challenges
<ul style="list-style-type: none"> <li>• Reduce distractions (background noise, clutter, etc.); provide access to areas that are quiet and offer a break from stressors in the environment.</li> <li>• Give clear instructions, repeat and demonstrate when necessary; combine verbal and visual cues.</li> <li>• Use concrete materials/experiences.</li> <li>• Break down difficult tasks into smaller parts; make suggestions that give clues for next steps in an activity.</li> <li>• Establish routines without being rigid; post picture and word sequences of schedules and routines.</li> <li>• Plan for and limit the number of transitions.</li> <li>• Allow time for meaningful repetition and practice.</li> <li>• Provide encouragement and frequent feedback.</li> <li>• Model appropriate use of materials, tools, and activities in classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Get children’s attention and use visual cues.</li> <li>• Face children when possible, and use clear voice and facial expressions.</li> <li>• Use objects or pictures to demonstrate what is being talked about.</li> <li>• Provide many opportunities for communication with adults and peers.</li> <li>• Ask for feedback to be sure message is understood.</li> <li>• Limit background noise and other auditory distractions.</li> <li>• Use multiple forms of communication, such as gestures, printed words, and objects, when needed.</li> <li>• Learn about adaptive aids or communications systems children use; learn basic signs to communicate and to model appropriate behaviors.</li> <li>• Sing along with tapes, CDs, etc. to encourage children to lip read.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt/modify materials, equipment, toys, etc. by stabilizing/enlarging them, adding handles or grips, etc.</li> <li>• Ensure that environment accommodates wheel-chairs, body boards, etc.; monitor pathways/floor space to promote accessibility and movement.</li> <li>• Keep classroom uncluttered; ensure easy access to shelves, cubbies, sinks, etc.</li> <li>• Learn about adaptive equipment; seek inexpensive solutions, if adaptive equipment is not available (e.g., support child’s feet, by using a telephone book as a footrest, use a tray on walker to move toy).</li> <li>• Provide additional time for children to get to materials/activities.</li> <li>• Use non-locomotor movement activities, such as moving arms, even when feet are in place.</li> </ul>
Communication Challenges	Visual Impairments	Challenging Behaviors + Emotional Disturbances
<ul style="list-style-type: none"> <li>• Plan experience/opportunities that motivate children to give and receive messages with adults and peers.</li> <li>• Verbalize what children tell you with their actions; ask open-ended questions.</li> <li>• Add new information slowly and clearly; give only one verbal direction at a time.</li> <li>• Provide language experiences with repetitive sounds, phrases, sentences, rhymes, chants, etc.</li> <li>• Be familiar with an AAC (augmentative and alternative communication systems) used by children.</li> <li>• Repeat and expand on children’s thinking; introduce concepts and add new information slowly and clearly.</li> <li>• Support children’s communication in other areas, such as with writing or drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the environment, including the lighting to ensure that pathways are unobstructed, furnishings are consistently located and materials are positioned so children can see them clearly.</li> <li>• Describe and label demonstrations, objects, or events that children cannot readily see.</li> <li>• Give clear and specific directions, using children’s names; provide additional directional language when possible (near, forward, next to, etc.).</li> <li>• Use pictures/books that are bold and uncluttered; use high-contrast colors (black/yellow, black/orange).</li> <li>• Use auditory or tactile cues; plan activities to help children strengthen all of their senses.</li> <li>• Use large, clear, tactile labels to identify materials, activities, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a warm, inviting, and supportive environment; have appropriate expectations of children’s behavior.</li> <li>• Establish consistent routines and transitions; limit waiting or unoccupied time between activities.</li> <li>• Limit classroom rules; establish clear consequences for violations and follow through on them; use positive guidance techniques.</li> <li>• Anticipate problems and have action plans in place to avoid them; develop signals for when particular behaviors should stop or when a child needs help.</li> <li>• Model and role-play appropriate social behaviors and coping strategies; label feelings behind children’s actions and help children to label the feelings themselves.</li> <li>• Provide soft lighting, cozy spaces, and calming activities (e.g., water play, soothing music).</li> </ul>

## Strategies to support English Language Learners (ELL) in Program Activities

“English language learners” means children who are working to learn a second language (often English in Louisiana) while continuing to develop their first (or home) language. Teachers can support the ELL children by providing a language-rich environment, by supporting their social/emotional development, and by working to develop an understanding of the language and cultures of the ELL students. The following strategies, though not an exhaustive list, are recommended practices for helping teachers work more effectively with ELL children, as well as their families:

What Teachers Can Do For Children:	What Teachers Can Do For Families:
<ul style="list-style-type: none"> <li>• Provide a warm, welcoming learning environment.</li> <li>• Learn some phrases in the child’s home language that you can use when greeting the child or during daily activities.</li> <li>• Encourage children to play and interact with one another.</li> <li>• Provide environmental print in English and the child’s home language.</li> <li>• Model language by labeling your actions and the child’s actions.</li> <li>• Use visual cues or gestures when demonstrating a new skill or concept and repeat instructions more than once.</li> <li>• Connect new concepts with familiar experiences.</li> <li>• Provide books and songs within the classroom in the child’s home language.</li> <li>• At story time, choose repetitive books or books with simple language.</li> <li>• Establish and maintain daily routines and schedules.</li> <li>• Organize small group activities exclusively for your ELL children.</li> <li>• Provide props in dramatic play that represent the child’s culture.</li> <li>• Provide an English-speaking buddy or partner for the ELL child.</li> <li>• Provide a quiet space in the classroom where children can use manipulatives, puzzles, or playdough.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of the role you play and the impression you make on the family.</li> <li>• Show interest in the child’s family and culture.</li> <li>• Gain information and knowledge about the child’s community and culture.</li> <li>• Have an open door policy.</li> <li>• Use informal notes and phone calls to communicate with the family (you may need to use an interpreter).</li> <li>• Post information on a bulletin board for parents in or near the classroom; include a display of children’s artwork or photos.</li> <li>• Develop family-friendly newsletters with pictures and photos, and translate as much of the newsletter as you can into the languages families in your group speak.</li> <li>• Invite the families to the classroom to share their culture with the children.</li> <li>• Organize family and community meetings and gatherings to learn more about cultural values and beliefs.</li> <li>• Consider conducting home visits.</li> <li>• Encourage families to continue the use of the native language at home.</li> <li>• Consider the dietary, cultural and religious practices associated with the culture of the family when planning events.</li> </ul>

## APPENDIX G: SOURCES USED TO DEVELOP THIS DOCUMENT

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California Department of Education and WestEd Center for Child & Family Studies. *Program for Infant/Toddler Care (PITC)*  
[www.pitc.org](http://www.pitc.org)

Common Core State Standards for English Language Arts (ELA) in Kindergarten  
<http://www.corestandards.org/ELA-Literacy>

Common Core State Standards for Mathematics in Kindergarten  
<http://www.corestandards.org/Math>

The Creative Curriculum for Infants, Toddlers, & Twos (2nd Edition, Revised).  
<http://www.teachingstrategies.com/page/74258-creative-curriculum-infants-toddlers.cfm>

The Head Start Child Development and Early Learning Framework. HHS/ACF/OHS. (2011)  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/assessment/child%20outcomes/revised-child-outcomes.html>

Heroman, C., Burts, D.C., Berke, K., & Bickart, T.S. (2010). *Teaching Strategies GOLD: Objectives for Development & Learning: Birth Through Kindergarten*.  
<http://www.teachingstrategies.com/page/assessment-early-childhood-overview.cfm>

Louisiana Department of Child and Family Services (September 2011). *Louisiana's Early Learning Guidelines: Birth to Three*.

Louisiana Department of Child and Family Services (2005). *Louisiana's Early Learning Guidelines for Working with Threes*.

Louisiana Department of Education (September 2010). *Louisiana's Standards for Programs Serving Four-Year-Olds*.

MacDonald, S. (1997). *The Portfolio and its Use: A Road Map for Assessment*. Southern Early Childhood Association.

The Leadership Team also reviewed early learning Standards from other states such as Kansas, Pennsylvania, Washington, California, etc. to develop an initial draft of Louisiana's Birth to Five Early Learning and Development Standards.







