

Nebraska's Birth to Five Learning and Development Standards

To Nebraska's families and early childhood education professionals:

Nearly 15 years ago, Nebraska published the first version of the Early Learning Guidelines. Since then, families, educators, and other related service professionals have used the Guidelines with many children in a variety of settings. In 2017-2018, the Nebraska Department of Education (NDE), the Head Start-State Collaboration Office, the Nebraska Department of Health and Human Services (DHHS), and numerous early childhood community partners began the process to thoroughly revise the Nebraska Early Learning Guidelines. This new revision is aligned with:

- National Education Goals Panel School Readiness Domains,
- Head Start Child Development and Early Learning Framework,
- Teaching Strategies GOLD,
- Nebraska Department of Education K-12 Standards,
- Nebraska Department of Education Rule 11 regulations, and
- Nebraska Child Care Regulations.

Updates to this document include more emphasis on meeting the diverse needs of children, new formatting for understanding the birth to five continuum of development, current research based recommendations, and updated strategies to support teaching with intent throughout the day.

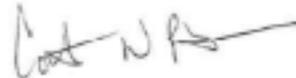
We hope you find this document useful in better understanding how positive relationships, interactions, routines, and understanding of early childhood support the learning and development of children from the very beginning. These Guidelines are not intended to cover every possible aspect of development, but instead to offer some ideas as you think about the many ways to promote the growth, learning, and well-being of Nebraska's youngest children.

We encourage you to share the updated Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards with others as a resource to assist in helping the children in your care flourish.

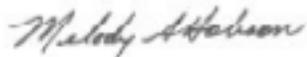
Respectfully,



Matthew L. Blomstedt, Ph.D.
Nebraska Commissioner of Education



Courtney N. Phillips, Ph.D.
Chief Executive Officer
Nebraska Department of Health and Human Services



Melody Hobson, Administrator
Office of Early Childhood
Nebraska Department of Education



Matthew T. Wallen, Director
Division of Children and Family Services
Nebraska Department of Health and Human Services

TABLE OF CONTENTS

Welcome to the Early Learning Guidelines: Nebraska’s Birth to Five Learning and Development Standards	4	Health and Physical Development	42
Purpose and Development/Revision Process	4	Fine (Small) Motor Skills (HP.01)	46
Guiding Principles Supporting Children’s Learning and Development	5	Gross (Large) Motor Skills (HP.02)	48
The Adult and the Learning Environment	6	Health and Safety Practices (HP.03)	50
The Child and the Learning Environment	7	Nutrition (HP.04)	52
Value of High Quality Programs and Play in Children’s Learning	7	Language and Literacy Development	54
Use of Technology	8	Listening and Understanding (LL.01)	58
Inclusive Learning Environments	9	Speaking and Communicating (LL.02)	60
Children with a Wide Range of Abilities	9	Phonological Awareness (LL.03)	62
Children from Diverse Backgrounds and Dual-Language Learners	10	Book Knowledge and Appreciation (LL.04)	64
Children with Challenging Behaviors	11	Print Awareness and Early Writing (LL.05)	66
Preparing for Children’s Success in Kindergarten and Beyond	14	Mathematics	68
Ready Children	14	Number and Operations (M.01)	70
Ready Schools	15	Geometry and Spatial Sense (M.02)	72
Ready Families	16	Patterns and Measurements (M.03)	74
Transition to Kindergarten	16	Data Analysis (M.04)	76
Using the Guidelines and Companion Documents	18	Science	78
Social and Emotional Development	22	Scientific Knowledge (S.01)	80
Self-Concept (SE.01)	26	Scientific Skills and Methods (S.02)	82
Self-Control (SE.02)	28	Creative Arts	84
Cooperation and Prosocial Behavior (SE.03)	30	Music (CA.01)	88
Social Relationships (SE.04)	32	Visual Art (CA.02)	90
Knowledge of Families and Communities (SE.05)	34	Movement (CA.03)	92
Approaches to Learning	36	Dramatic Play (CA.04)	94
Initiative and Curiosity (AL.01)	38	Glossary: Early Learning Guidelines: Nebraska’s Birth to Five Learning and Development Standards Definitions	96
Sensory Exploration, Reasoning, and Problem Solving (AL.02)	40	Resources and References to Support Early Learning	100
		Early Childhood Programing: Children’s Growth, Development and Learning	100
		Inclusion: Supporting Diversity and Children with Special Needs	103
		The Learning Environment	106
		Curriculum Approaches to Young Children’s Learning	107
		Assessment Practices for Young Children and Programs	108
		Partnering with Families	109

Standards Summary Across All Domains	112
Alignment of Early Learning Guidelines to State and National Documents	114
Suggested Children’s Books	123
Writers, Reviewers, and Revisers Acknowledgement	125

WELCOME TO THE EARLY LEARNING GUIDELINES: NEBRASKA'S BIRTH TO FIVE LEARNING AND DEVELOPMENT STANDARDS

The Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards (hereafter referred to as the Guidelines) is a resource to provide information about young children's learning and development. The Guidelines are intended to assist adults in planning and providing meaningful learning experiences and environments for children in their care.

The Guidelines provide information about:

1. What children can typically be expected to know and do by the age of five;
2. What adults can do to provide experiences and environments that support learning across the developmental and learning domains:
 - Social and Emotional Development
 - Approaches to Learning
 - Health and Physical Development
 - Language and Literacy Development
 - Mathematics
 - Science
 - Creative Arts

All of these individual learning and developmental domains are considered to be equally important and should be integrated across many activities within the daily routine. Each domain can be addressed every day in the natural environment that surrounds the child, through the materials provided for the child's exploration, and the support that adults provide the child.

The purpose of the Guidelines

The Guidelines are not a curriculum, nor are they an assessment. Rather, they are a framework to guide decisions about planning developmentally appropriate activities for young children and the early childhood setting to assist in achieving the learning and development standard. The guidelines provide a map from which adults can understand the developmental "path" that children will follow on their way to kindergarten. It is important to remember that not all children will fulfill all of the expectations by the end of their fifth year. The individual needs of each child must be met on a daily basis. The examples provided in the Guidelines are meant to be representative of the age, not exhaustive lists of everything a child will achieve within the domain. Use of the Guidelines promotes continuity and consistency across all settings, and provides a foundation for success in school and in life.

How were the Guidelines developed & revised?

The development and revision of the Guidelines was guided by the leadership of several partners:

- Nebraska Department of Education
- Nebraska Department of Health and Human Services
- Nebraska Head Start Association
- Nebraska Head Start-State Collaboration Office

To support the Guidelines as a tool to be used by any adult working with any child in any environment, input from parents, higher education, center- and home-based child care providers, and other service providers was included. For a listing of contributing individuals, see page 126.

GUIDING PRINCIPLES SUPPORTING CHILDREN'S LEARNING AND DEVELOPMENT

Children are learning every moment

The environments we create and the interactions we provide have a direct impact on children's learning and development. This is true throughout the child's entire day including home environments, neighborhoods, and early childhood settings. Secure relationships with parents, family members, teachers, caregivers, and peers help children to feel emotionally safe and confident as learners and in their interactions with others.

Decades of child studies, including recent brain research, have consistently identified key principles that influence our work with children. These principles guide adults in supporting optimal learning opportunities for all children. Listed below are some general guiding principles identified as best practice.

Children are active learners

Children learn through experiences with people and objects in their world. Experiences through play, curiosity, and sense of wonder are foundations for children's learning.

Young children are concrete learners and need to be able to relate what they are learning to their own lives in order for it to make sense. They need to be able to manipulate and explore using their senses: to touch, taste, smell, hear, and see what they are learning. This is one reason why worksheets and flashcards are not effective in teaching young children.

Children develop in predictable steps, but at their own pace

There are sequences of development that almost all children go through which build upon previous experience and understanding, from simple to more complex, such as standing, walking, and then running. The rate of development and learning, however, varies for each child based on genetics, temperament, interests, the environment, and individual experiences.

Learning is most meaningful when it is integrated across all areas of development

Each area of learning influences other areas and cannot be taught in isolation. When reading to a child, the obvious areas of language and literacy are impacted; however, the experience of book reading affects the child socially and emotionally as well. Depending on the content of the book, other areas can be influenced, such as math or science. When engaging children in activities, we must consider all aspects of learning and development.

Development and learning are rooted in culture and supported by family

The child's language, knowledge, traditions, and family expectations are the primary influences on development. Respect for family culture and language is essential for children to feel pride in themselves and their heritage. Learning is enriched by stable, nurturing relationships within the family and community.

THE ADULT AND THE LEARNING ENVIRONMENT



The role of the adult is to promote and stimulate children's development and facilitate their learning. The adult guides learning experiences using strategies that encourage children to think creatively, problem-solve, make decisions, and expand thinking skills.

The adult gets to know the child by:

- Building relationships with each child and their family, using warmth, sensitivity, and care to establish and sustain a climate in which learning is joyful.
- Focusing on the ongoing learning of each individual child using developmentally appropriate assessment and evaluation procedures.

The adult directs the child's learning by:

- Using a range of teaching methods to maximize each child's individual learning style.
- Structuring opportunities for children to learn throughout the day, in both group settings and individually.
- Developing a nurturing relationship with the child.
- Making maximum use of space and integrating a variety of materials and equipment that stimulate active learning.
- Assuring that environments are predictable and promote consistency.
- Making maximum use of space and integrating a variety of materials and equipment that stimulate active learning.

- Using intentional teaching strategies that embed learning into everyday activities, and making connections to previous experiences.
- Drawing upon the cultural and linguistic skills and knowledge each child brings with them.

The adult guides the child's learning by:

- Providing encouragement, support, guidance, and appropriate challenges to help children achieve goals.
- Creating a rich, stimulating environment which encourages interaction, exploration, and investigation by all children, and invites them to participate in planning.
- Supporting the child's participation in learning activities by asking open-ended questions such as, "I wonder what will happen..." and "How did you decide that?"
- Modeling and demonstrating enthusiasm for learning.
- Helping children to enjoy learning as meaningful, relevant, and personally satisfying.
- Modeling respect for people, materials, and equipment in the environment.

The adult promotes the child's success by:

- Partnering with other adults and the children to plan, create, and sustain a safe climate in which children may work harmoniously, creatively, and productively.
- Valuing one another's contributions as teachers, caregivers, and families by partnering in each child's development and promoting ongoing communication.
- Using the information gained through ongoing observation, assessment, and evaluation to make thoughtful and informed interventions as needed.



THE CHILD AND THE LEARNING ENVIRONMENT



The learning environment includes materials, experiences, and the physical setting, and it supports each child's individual development. Accommodations may be needed to allow children with diverse abilities and backgrounds to fully participate.

It is important that the learning environment shows respect and value for the diversity and uniqueness of each child and family so that all have a sense of belonging and can learn to appreciate themselves and each other.

A learning environment that is thoughtfully designed and arranged acts as a second teacher. When children have access to the materials and tools they need within their environment, and know how to use them, they can explore with little adult assistance.

The learning environment refers to both the indoor and outdoor settings where children spend their time. High quality materials and experiences should be included in both settings as much as possible.

The value of high quality programs

High quality programs draw upon the knowledge and experiences of the families and community to create a responsive, effective, and nurturing environment for the children in their care.

Quality programs provide a challenging but achievable curriculum. When children actively engage with materials and receive adult guidance and support, they acquire important skills and concepts across all domains of development.

Research confirms the value of high quality early childhood programs: children in higher quality care scored higher in their ability to express and understand language, which is a strong predictor of school success (NIEER, 2017).

The value of play in children's learning

Children learn best through play, which allows them to try out their ideas and make sense of what they are learning. It is through purposeful, adult interactive play that young children learn about themselves, others, and their world.

Play is also a primary way for young dual language learners to develop language skills, and for native English speakers to develop cultural competence and appreciation for their peers who are linguistically diverse (Espinosa, 2005).

Play is important for enhancing children's physical skills, and for the development of self-regulation, cognition, executive functions, language, social skills, problem solving, and creativity.



Use of technology

The use of technology and interactive media with young children has become increasingly popular. Adults must carefully consider how the use of technology enhances the curriculum, and ensure that it is used in a way that is appropriate for the age, developmental level, needs, linguistic background, and abilities of each child.

The American Academy of Pediatrics and the National Association for the Education of Young Children (NAEYC) recommend that parents and caregivers work together to ensure that children younger than two do not have screen time, and children two years and older have limited screen time (television, computer, smart device).

For more information, see NAEYC's Position Statement: [Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth-Age 8](#); or American Academy of Pediatrics: [Where We Stand: Screen Time](#) (links in Resources).

INCLUSIVE LEARNING ENVIRONMENTS



Early childhood programs serve children from a wide variety of cultural, economic, and linguistic backgrounds. Within any of these groups, children will have a wide range of abilities, including children with identified developmental delays and disabilities.

Inclusion of children with differing abilities and from diverse cultures teaches all children about interdependence and acceptance of human differences. In high quality early childhood programs, inclusion of all children is an expectation. This expectation requires programs to work collaboratively with families to develop the supports and services necessary to meet the individual needs of each child.

Children with a wide range of abilities

Learning opportunities for all children occur as part of typical everyday activities. This includes both planned and spontaneous activities. Some children with delays or disabilities may need additional support to actively and meaningfully engage in activities.

Effective supports provided by adults, which sometimes require adaptations to routines or activities, are designed to allow all children to be as independent as possible.

The following are examples of effective supports that can help reinforce inclusion:

- Ensure that all areas of the environment are accessible to all children, regardless of the need for equipment or physical support.
- Provide audio (microphones, frequency modulation [FM] systems) and visual supports (pictures, drawings, labels, color coding, picture schedules) to give children additional information about activities and how to participate.
- Provide opportunities for children to initiate an action or communicate a desire. Give adult assistance/support as needed, and reduce support as the child shows more independence.
- Make suggestions that give children clues or choices for next steps in an activity to promote problem solving.
- Provide opportunities for interaction with typically developing peers using appropriate supports.
- Reduce background noise, visual stimulation, and clutter as much as possible, and have quiet places available.
- Keep transitions to a minimum, providing advanced warning and flexibility to allow children to finish tasks, or offer an alternative activity.
- When adding new or different activities, allow children with different abilities to participate at their level of development.

Resources that may be helpful include:

- CARA's Kit-- Creating Adaptations for Routines and Activities: Guide and CD- ROM for Planning and Implementing Adaptations and Increasing Participation in Activities and Routines: a resource which may be available for Nebraska residents to borrow from the Early Childhood Training Center's Media Center.
- Embedded Instruction-- Show Me: videos showing real examples of teachers, during a variety of activities, helping children with their learning objectives on the Head Start Center for Inclusion website, <http://headstartinclusion.org>
- Learn the Signs. Act Early: characteristics of developmental disabilities and tip sheets from the Centers for Disease Control website, <https://www.cdc.gov/ncbddd/actearly/index.html>

When minor program accommodations or adaptations are not making a difference, or if a child is not typically developing, early care and education programs should partner with families to make a referral for an evaluation. A referral for a free early intervention or special education evaluation can be made by calling the local school district or by contacting the statewide ChildFind hotline at 1-888-806-6287 or www.childfind.ne.gov

Children who are determined to be eligible for early intervention or special education services will have an Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP). The plan will outline the goals for the child, and the supports and services necessary to meet those goals. Early educators and care providers may be invited to participate in team meetings or asked to provide information about the child prior to a meeting. Input from all who are caring for and working with the child is valued. Adults should be prepared to share the following types of information:

- Any assessment or screening information for the child.
- The expectations for all children during activities within the daily routine.
- Concerns and hopes for how the child will participate in the activities within the daily routine. For example, "I am worried that she isn't talking to the other children during play time."
- Questions and need for information, strategies, and ideas about how to help the child be as independent and engaged as possible.

Remember that all children have the right to be as engaged and independent as possible within all program activities and routines. The role of the IFSP/IEP team is to collaborate with the child's family and care providers to make that happen.

For more information, see the additional resources section on inclusion on page 103, and visit the Assistive Technology Partnership website, <https://atp.nebraska.gov>

High ability learners

High ability learners develop in different ways than their peers; they may display gifted characteristics in one area and not in another, making it critical for educators to provide programming that is flexible and individualized. For more information and support, visit the National

Association of Gifted Children, <https://www.nagc.org>

The Nebraska K-12 Academic Standards can provide guidance on challenging high ability learners in specific academic areas. See the Nebraska Department of Education website, <https://www.education.ne.gov/contentareastandards>

Children from diverse backgrounds

For the curriculum to be developmentally appropriate, it must be individually and culturally relevant to each child. Therefore, the children, their families, and teachers/caregivers are important resources. It is important to create an environment that respects diversity in our society and accurately reflects children's languages and cultures in a respectful and authentic way.

All children under age six are at some stage of developing language; some may be learning multiple languages at the same time. In K-12 education, dual language is used to refer to a form of education in which students are taught literacy and content in two languages. In early childhood, dual language learners are young children who are learning a second language while continuing to develop their first or home language. Therefore, the term Dual Language is used throughout this document.

Research shows that overwhelming young children with a new language at the expense of the home language does not help them learn the new language any faster, and may actually hinder cognitive development. Therefore, programs that include dual language learners should strongly support continued development in the home language while also scaffolding* English skill development.

The following are some of the ways to help children from diverse backgrounds feel accepted and included. Each domain of the Guidelines offers more specific guidance as well.

The learning environment should include:

- Materials, curriculum, interactions, and assessment that reflect value for children's home languages and culture in a respectful and authentic way.

*Word appears in Glossary

- Books and images of people from diverse backgrounds, cultures, religions, and families interacting with each other, including people of different ages, abilities, and body types. The people portrayed should be engaged in a variety of activities which are free of stereotypes.

Adults should:

- Foster children’s learning of other languages, including sign language.
- Be respectful and mindful of each child’s culture, family makeup, and uniqueness.
- Support families to continuously share information about their children’s interests as well as family priorities, and infuse the information into activities, curriculum, and assessment.
- Offer opportunities for children and families to experience their home language in written and spoken language whenever possible.
- Strive for bilingual staff to facilitate dual language instruction and family communication.
- Extend children’s learning of their home language while extending their learning of English.
- Integrate linguistic and cultural diversity through stories, songs, dances, art, traditions, celebrations, food and health practices, etc.

For more information and support, visit these websites:

- The National Center on Cultural and Linguistic Responsiveness
- Supporting Dual Language Learners and Their Families
- Early Childhood Research Institute on Culturally and Linguistically Appropriate Services
- Young Dual Language Learners: A Key Topic Resource List

Children with challenging behaviors

Challenging behaviors can be trying for adults and children alike. Many times, challenging behaviors indicate children’s needs are not being met and that the children do not have the skills to communicate these needs. Challenging behaviors can be the effect of a child’s exposure to toxic stress*. Adults can help children by seeking to understand the reasons for the challenging behaviors, then teach and model the pro-social* skills that they want children to use.

*Word appears in Glossary

- **Build positive adult-child relationships.** Help children understand expectations. Listen to children and encourage them to listen to others. Acknowledge children for their accomplishments and effort. Use a pleasant, calm voice, and simple language while making eye contact.
- **Promote positive peer social interactions.** Group children exhibiting pro-social skills with children who are learning these skills. Provide additional assistance to children to ensure that peer social interactions are successful by modeling, giving physical assistance, and giving specific verbal cues (“Ask if you can have a turn next”). Give positive attention and reinforcement to children who are playing together.
- **Help children learn to manage their own behavior.** Ask questions to help the child notice his or her own behavior (“Put your thumbs up if you worked at the sand table and swept up the sand when you were finished”). Clearly describe what you want children to do. Visually display wanted behaviors using photographs or drawings. Use checklists and charts to assist children in assessing their performance of behaviors. Provide positive attention (“Javon, you are sitting on your space and have your hands in your lap. Thank you for sitting and waiting for your friends”).
- **Adapt the environment to promote social interactions.** Limit the number of available activities to increase social interactions, but maintain enough space to avoid crowding and sustain individual interest. Keep materials interesting by rotating them.
- **Use activities to support peer interaction.** Ask children to greet friends and invite a peer to do an activity with them. Take pictures of children demonstrating positive interactions. Label and post these pictures in the learning environment, ensuring that all children are represented. Offer toys and activities that require children to cooperate.
- **Help children make transitions between activities.** Provide cues before transitions, allowing children to finish projects (“We have 5 minutes before clean up,” signal with lights or music). Individualize transition strategies using photos, directions in child’s home language, or an individual warning to a child that soon it will be time to begin a new activity. Limit transitions between activities. Plan a gradual increase or decrease in the level of activity (start out with very short large group times and gradually lengthen them).

- **Help children understand routines and schedules.** Establish a consistent schedule and follow a consistent routine. Children are less likely to engage in challenging behavior when they are aware of, and can anticipate what happens next. When planning activities, consider children’s attention spans and the balance of activities (outside vs. inside; active vs. passive; child-directed vs. adult-directed.) Include blocks of times where children have choices between different activities.

For more information and support visit: [Center for Evidence-Based Practice: Young Children with Challenging Behavior.](#) (links in Resources)



Supporting social and emotional competence in young children using the Pyramid Model

The social and emotional well-being of all young children is essential to their optimum development and success as learners.

Providers who are trained in the Pyramid Model implement strategies which help children learn how to successfully regulate and express emotions in a positive manner.

The research-based Pyramid Model has four different levels of support, which build upon each other:

- **Nurturing and responsive relationships.** This is universal support for all children. The behavioral needs of 80% of children can be met at this level. Positive, nurturing, and responsive relationships are a central component in children’s social, emotional, and cognitive development. The child’s adaptation to school, success at school, and the ability to function in the learning environment, are all linked to relationships with parents, teachers/caregivers, and peers. Adaptations in programs lead to exploration for young children, which means higher achievement, further cognitive development, and further exploration.

Additionally, competent peer interactions relate to fewer problems, greater high school achievement, and peer acceptance. A child’s positive interactions and relationships with teachers can function as a protective factor that buffers children from the effects of known developmental risk factors in their lives.

- **High quality environments.** High quality environments promote positive outcomes for all children. Included in the environment is the physical arrangement of space, meaningful activities that are engaging to each child, predictable schedules, and helping children understand expectations. The environment, along with curriculum, builds the framework for effective learning.

- **Targeted social emotional supports.** Specific strategies are identified to systematically support children in developing competence in emotional literacy, problem solving, impulse control, and building and maintaining friendships. These strategies are used intentionally to prevent problem behaviors and to modify or change them if they do occur. There is a need to be intentional in teaching children how to best “use” their emotions through various strategies.
- **Intensive intervention.** All children exhibit challenging behavior at some time. Children with severe and persistent challenging behavior are a small percentage. These children benefit from Intensive Individualized Interventions. Using a functional behavior assessment, a team writes a plan for a particular child, carries it out, and continually reviews and updates the plan. Not addressing challenging behaviors in young children can increase the likelihood that their behavior will escalate as they grow older.

For more information and support, visit these websites:

- The Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
- Nebraska Early Childhood Pyramid Model for Supporting Social/Emotional Competence (EC-PBIS)
- UNL Extension: The Pyramid-Promoting Social/Emotional Competence

PREPARING FOR CHILDREN'S SUCCESS IN KINDERGARTEN AND BEYOND



READY CHILDREN

School readiness is about more than what children know.

Use of the Guidelines provides children with a strong foundation for future success, including:

- Rich experiences that are encouraging and challenging to keep them motivated to learn
- Supportive learning environments
- Positive relationships

The joy of learning is the best attribute children can bring with them as they enter kindergarten. Adults nurture that joy by providing many different kinds of experiences for children. These experiences include exploration, one-on-one direct teaching, individual and group activities, and spontaneous teachable moments.

Kindergarten teachers describe successful children as being:

- Healthy, rested, and well fed
- Able to pay attention, follow directions, and communicate their thoughts and needs without being disruptive
- Curious and enthusiastic about new activities

- Confident, cooperative, and able to practice developmentally appropriate self-control

Children enter kindergarten with a wide variety of skills and knowledge. All areas of a child's development should be considered, not just her/his academic skills. Science has established a link between social emotional development, behavior, and school success.

Social skills that are essential for academic success:

- Getting along with others (parents, teachers, and peers)
- Following directions
- Identifying and regulating one's emotions and behavior
- Thinking of appropriate solutions to conflict
- Persisting on a task
- Engaging in social conversation and cooperative play
- Correctly interpreting others' behavior and emotions
- Feeling good about oneself and others

Executive functioning* skills:

- Working memory* (e.g. following a series of short directions)
- Inhibitory control* (e.g. waiting for a turn when they are feeling impatient)
- Cognitive or mental flexibility* (i.e. creative problem solving)

These predict academic success better than IQ, socioeconomic background, or math/literacy knowledge; the effect is cumulative.

Promote good healthy habits by making sure children:

- Follow a routine which includes a balanced diet and plenty of activity and quiet time
- Wash hands frequently and cough/sneeze with appropriate cover
- Get adequate sleep for age and developmental needs

Encourage social and emotional well-being by giving children chances to:

- Take care of own needs, such as dressing and toileting
- Play with others, learning to share and cooperate

*Word appears in Glossary

- Express emotions in safe ways, learn to regulate own behaviors and reactions
- Pay attention, make choices, and follow directions and rules

Support language and learning by giving children chances to:

- Be read to every day and talk about words they see
- Practice drawing, writing, and recognizing numbers, shapes, colors, letters, sounds, and their own name
- Work on a task until it's done, with support as needed
- Play! Children learn best when they're having fun, so use games, toys, natural events, and routines to teach, rather than using flashcards and worksheets

Play contributes to school success by helping children develop the skills necessary for the development of logic, literacy, self-regulation and social negotiation, critical thinking, and leadership. For example, pretend play encourages children to use their imagination, a skill needed to be able to understand that one thing represents something else, like a letter represents a sound.

When children play with materials, they explore cause and effect, and experiment with sorting and classifying, which are skills needed to understand math and science concepts. When children play with other children, they learn communication and social skills such as cooperation, sharing, problem solving, empathy, and emotion regulation. Research has shown that these social skills can predict school success.

For more information on how play supports school readiness, visit:

Play in the Early Years: Key to School Success, and Play: It's the Way Young Children Learn.

For more information and support, visit these websites:

- Nebraska Department of Education Ready for Success: What Families Want to Know about Starting Kindergarten in Nebraska
- Center for Social Emotional Foundations of Early Learning Linking Social Development and Behavior to School Readiness
- Harvard University Center on the Developing Child Executive Function: Skills for Life and Learning



READY SCHOOLS

There are many things adults can do to help children be successful in school and in life.

In Nebraska, children can attend school when they reach age five on or before July 31. The wide range of abilities and experiences of children entering kindergarten creates a diversity that can be both exciting and concerning to schools who are responsible to meet the individual learning needs of all children.

Each of the Domains within the Guidelines is aligned with specific K-12 standards to show how the developmental area connects to the continuum of learning in achieving Nebraska's state standards. For example, experiences with stories, books, rhymes, music and rhythm, communication through conversations, and play in the early years are important in learning to read.

Environments that provide everyday experiences for counting, comparing and manipulating objects, and finding out how things grow and how things work help children develop knowledge and skills in mathematics and science.

For more information about kindergarten that is based on years of research, early childhood science, and best practices for young children, see the Nebraska Department of Education's Position Statement: [A Kindergarten for the 21st Century](#). (link in Resources)



READY FAMILIES

Children benefit when family members participate in ongoing two-way communication about what is happening in their child's early education program through parent-teacher conferences, open houses, family-child activity times, family education, transition- to-kindergarten activities, and volunteer opportunities.

Families engaged in their children's learning, both in the home and through educational programs, have a positive impact on outcomes for their children. Research continues to demonstrate the direct connection between family engagement and children's success in school. Some of the benefits include higher academic achievement levels and healthy development of social and emotional skills.

Educational programs that partner with families have the potential to support the greatest gains for children, directly impacting school readiness. Developing respectful, responsive, and collaborative relationships support families in their role as their children's most important teachers and advocates.

For more information on developing effective partnerships to support children's school readiness, see the National Center on Parent, Family, and Community Engagement. ([link in Resources](#))

Transition to kindergarten

Transitioning is a shared responsibility between family members, schools, and early care providers, and is key for children to be ready to be engaged in their new learning environment, which sets the stage for a lifelong love of learning.

Participating in school activities such as "kindergarten round-up" prior to the time their children enter kindergarten, helps families to have a sense of being part of the school community. Schools can provide additional, meaningful opportunities for families to become familiar with the school and establish connections with staff. Open communication among kindergarten teachers, preschool teachers, caregivers, and families helps to establish relationships that lead to increasing opportunities to work together.

Activities help children and families feel more comfortable and provide opportunities for the school to learn about the child, and for the child to learn about the school. Schools can share expectations, routines, and daily schedules with parents and preschool providers so they can begin to practice them prior to the child beginning kindergarten. Family members and preschool providers can work together to share information about where children are on the continuum of learning, and any special accommodations that have helped the child.

The Guidelines promote best practices that support learning and development in the years prior to kindergarten, and are also supportive of best practices of kindergarten teachers in meeting the learning needs of all children in their learning environment.

USING THE EARLY LEARNING GUIDELINES: NEBRASKA'S BIRTH TO FIVE LEARNING AND DEVELOPMENT STANDARDS

Each domain covered in the Guidelines contains information specific to the development of skills and knowledge in that area, including: (document map on next page)

A. Standard: The desired outcome or learning expectation for a specific area.

B. During this Age: This section describes some generalizations about most children's development and learning over time. Each domain is divided into five age groups: Birth-9 months, 7-20 months, 18-36 months, 3-4 years, and 4-5 years. Overlap between the age groups was intentionally listed to highlight the fact that children develop at individual rates. Each age group begins with a statement of what may be observed early in that age span and then includes a statement of what may be observed towards the end of the age span. These statements are followed by a list of indicators of further examples.

C. Vocabulary: Definitions of terms used within the document that may not be familiar to all readers. These words appear highlighted on the page.

D. Indicators for children include: Examples of what children do to show evidence that they are developing towards the standard. This is not intended to be an exhaustive list, but rather a representative list of actions and behaviors likely to be observed during this age span.

E. Suggestions for the Environment: Includes considerations for the indoor and outdoor settings and materials intentionally set up (arranged) to support children's independent learning, including physical space, furniture, surfaces, and location of centers.

F. Teaching with Intent Throughout the Day: Ideas and behaviors implemented by adults to support learning through everyday routines, and informal "teachable moments."

G. Connecting Children to Nature: The importance of being outdoors during the early years helps to establish a love of nature and an appreciation for its life cycle. By connecting with the natural world, children develop and grow into adults who care about the environment, and will continue to nurture it.

Within each domain, practical ideas and suggestions are included that will help to enhance the learning opportunities connecting children to nature. These ideas are indicated using a leaf icon. 

A. Standards

B. During This Age Period

Developmental Domain: SOCIAL & EMOTIONAL-Self Concept

Standard (SE.01): Develops self-awareness and sense of self

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	Children begin to discover self. Later, children begin to understand self as a separate person from others.	Children begin to have a greater awareness of their own characteristics. Later, children begin to show knowledge of own abilities.	Children begin to demonstrate self-awareness through use of "me" and "mine." Later, children begin to show sense of self-satisfaction in own abilities.
JOINT ATTENTION The shared focus of two individuals on an object through eye-gaze, pointing or verbal interactions. SELF-AWARENESS An understanding that the self is separate from others in the environment. SENSE OF SELF One's perception of oneself	Indicators for children include: <ul style="list-style-type: none"> Learns about self by exploring hands, feet, body, and movement Listens or responds (smiling, cooing) when name is said Shows interest in looking at self in a mirror Explores people, materials, and the environment freely by looking, tasting, smelling, touching, and hearing 	Indicators for children include: <ul style="list-style-type: none"> Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others Engages in joint attention with familiar others Expresses desires and preferences (may reject non-preferred items) Responds by looking or coming when called by name Identifies image of self Shows awareness of body parts 	Indicators for children include: <ul style="list-style-type: none"> Uses different words or signs to refer to self and others Identifies obvious physical similarities and differences between self and others Shows others what they can do Uses personal pronouns Shows independence by occasionally resisting adult control
Suggestions for the environment:	<ul style="list-style-type: none"> Safe space with interesting materials that encourage children's interaction, involvement, exploration, and experimentation Materials that reflect the lives of the children and their families, and the world around them (family photos, pictures, books, dolls, foods, etc.) Provide safety mirrors for children to view themselves in Provide materials like wrist ribbons, wrist/ankle rattles, etc. to help draw attention to hands and feet 		Teaching with Intent Throughout the Day:
			<ul style="list-style-type: none"> Observes child and responds based on individual needs throughout the daily routine Consistently nurtures and responds to children's physical and emotional needs Engages in frequent face-to-face interactions with children Uses children's names in interactions Acknowledges children's efforts to initiate and engage in social interactions Promotes independence and self-help skills Follows child's lead during play and exploration Provides developmentally appropriate choices in order to allow children a sense of control

NOTES:

D. Indicators for Children

C. Vocabulary Words

G. Connecting Children to Nature

E. Suggestions for the Environment

F. Teaching with Intent Throughout the Day

Introduction to Each Domain: (document map on the next page)

Each domain begins with an introduction and includes the following:

- Supporting Children with a Wide Range of Abilities
- Supporting Dual Language Learners
- Supporting Children from Diverse Backgrounds

Resources: More information within each domain

- Print Resources: Books, periodicals, kits, DVDs
- Online Resources
- Alignment: Each domain is aligned with many other commonly used tools/resources

Companion documents to these Guidelines include:

- Early Learning Foundations: Parent Companion to Early Learning Guidelines: Birth to 5 (English and Spanish)
- Nebraska Early Learning Guidelines for Kindergarten: Mathematics
- Nebraska Early Learning Guidelines for Kindergarten: Language & Literacy
- Ready for Success (Available in Arabic, English, Karen, Somali, Spanish and Vietnamese)

To obtain copies and other information about using these guidelines please contact the Nebraska Department of Education, Office of Early Childhood at <http://www.education.ne.gov/oec> or by calling 402-471-3184.

For information on workshops and self-study modules, please contact the Nebraska Department of Education, Early Childhood Training Center at <http://www.education.ne.gov/oec/ectc.html> or by calling 402-557-6880 or 1-800-89CHILD.



CREATIVE ARTS

Creative arts activities allow children to use individual ideas, feelings, and expressions to engage their minds, bodies, and senses. Creativity and creative expression are found not only in the arts, but throughout all areas of learning. In the environment, creative arts can be integrated into all curriculum areas to develop an appreciation for the arts, such as placing drawing tools with building materials, taking painting supplies outdoors, providing books about art, and drawing software for computers.

Creative arts foster individual expression, self-esteem, imagination, and appreciation of cultural diversities. With the introduction of the various components—music, movement, dramatic expression, and visual arts—children are encouraged to listen, observe, discuss, move, solve problems, and explore and express themselves creatively. Creative arts help children learn to read by using materials and tools to create “pictures,” sculptures, and other two- and three-dimensional projects. Children develop skills in visualization and representations that are very important in the process of learning to read. Through music, drama, movement, and visual arts, children can share themselves and their creativity and expand their skills and knowledge.

Children should be given daily opportunities for creative activities, emphasizing the experience rather than the outcome, it's the process, not the product that's important. These experiences should allow for choice, individual expression, and active exploration, offered in a risk-free environment where all children are encouraged to move freely through the creative process. Sometimes adults wonder if patterns and pre-cut models are appropriate art experiences for young children. These activities are not recommended because they are often frustrating to children who do not have the manual dexterity or eye-hand coordination to reproduce a craft

Music CA.01
Visual Art CA.02
Movement CA.03
Dramatic Play CA.04

Sub-domains covered in the domain section

made by an adult. Adults should rely on experiences that allow children to be creative and individualized in their artwork.



Supporting Children with a Wide Range of Abilities:

- Adapt the environment to promote participation, engagement, and learning using easy-to-grasp materials and room arrangement to provide enough space for easy movement.
- Use adaptations, such as switch-adapted music and computer software, to support participation in music experiences including singing and listening to music.
- Modify musical instruments to allow children to grasp them and participate independently in making music.
- Use the picture communication boards to make feelings about music and art activities more (ast)low.
- Encourage participation at any level; at than sit, or vice versa.

- Consider the needs of individual children. For example, children who struggle with sensory input may be sensitive to certain sounds, materials, or textures.
- Adapt materials so they are easier to grasp: crayons or markers (with ping pong ball on the end to hold on to and draw) for children unable to grip, paint brushes made easier to grasp (lengthen or shorten handle), attach to a mitten with Velcro, or build up with pipe insulation, tape paper onto table or use table-top easel.
- Use materials with visual contrast: dark paint on white paper for children with visual impairments.
- Provide non-stereotypical visual examples and props to encourage children to role play different occupations.
- Use adaptations, such as pictures of sequence in activities, videos, and social stories to support play in daily routines.
- Provide adaptations to floor, include rug, large balls and beanbag chairs to support movement, use wedges to support rolling, and indoor swings for low energy movement.
- Have children work with a peer to guide each other through movement activities.
- Keep art materials well organized so that children can easily find

Supporting Dual Language Learners:

- Play music as a way to help children feel welcome and introduce language through songs and games. Include music in the home language of the children.
- Create ways for children to participate in activities in a non-verbal way (e.g., clapping, playing instruments).
- Provide activities with visual materials (art supplies, musical instruments, dramatic play props) to give children opportunities to practice their oral language skills and express themselves creatively.
- Use pictures and real world objects to teach basic words like “paintbrush,” “marker” and “book.” Ask families to share the same words in their home language.
- Include books depicting artwork of various cultural styles.
- Make connections with community leaders and members who speak the child's home language and ask them to come to your environment to talk about what they do. Encourage children to pretend to have their jobs.

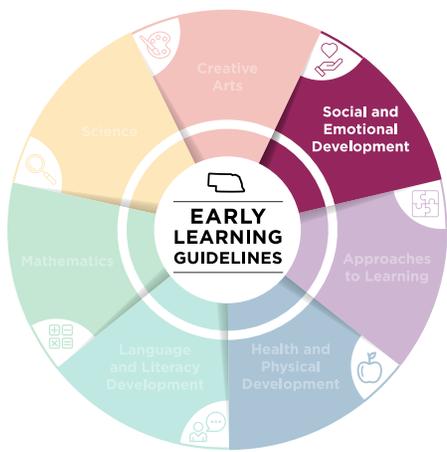
- Provide and teach language for dramatic play in both the home language and English whenever possible.
- Provide materials from a variety of cultures for cooperative play such as cooking and eating utensils, and play food.
- Encourage children to model movement, language, and actions with each other.
- Work with interpreters, cultural mediators, and/or other community members if staff does not speak the children's home language.
- Incorporate movement games having English-speaking peers demonstrate all movements to help increase understanding of movement.



Supporting Children from Diverse Backgrounds:

- Invite family and community members to share and teach children about their culture's songs, music, musical instruments, and dances, and provide or create similar props for individual exploration.
- Provide music and instruments from different cultures, and songs in different languages, including sign. Include examples of diverse music and movement genres and styles (hip-hop, tap, ballet, country line dance) performed by men and women of different races and ethnicities and varying abilities.
- Expose children to the visual arts from their own communities as well as from different cultures, and introduce different types of artists (e.g., illustrators, mural artists, sculptors, painters, architects, photographers).
- Encourage children to react to works of art and to reflect on art experiences (e.g., show a number of examples of how different artists chose to depict sunflowers, discuss what aspects individual children like or don't like in the examples).

Individualization Focuses: Supporting Children with a Wide Range of Abilities, Supporting Dual Language Learners, and Supporting Children from Diverse Backgrounds. Best practices suggest that educators address these areas when individualizing for each child.



SOCIAL AND EMOTIONAL DEVELOPMENT

- Self Concept SE.01
- Self Control SE.02
- Cooperation and Prosocial Behavior SE.03
- Social Relationships SE.04
- Knowledge of Families and Communities SE.05

One of the primary goals of a quality early childhood program is to foster social and emotional development in young children. By learning how to appropriately express and manage their feelings, children will learn to get along with others and develop positive relationships. This includes learning skills that lead to cooperation, friendships, and conflict resolution. Children benefit from quality adult interactions, adult support, and modeling to develop the ability to work through interactions and use appropriate problem-solving skills.

The key to social and emotional development is strong, positive, secure relationships. Young children need parents, extended families, teachers, caregivers and other adults who are supportive and attentive, and who provide safe and predictable environments. Such environments promote a healthy sense of self and connections with others. High quality environments provide experiences to foster independence, cooperation, and appreciation of diversity. For many reasons, the rate and path of social and emotional development varies in young children. Because children demonstrate a wide range of abilities, guidance and support from adults to develop friendships and appropriately express their feelings is needed. All children benefit from the opportunity to participate in daily routines and activities as independently as possible and to develop positive self-esteem and social skills.

Positive social and emotional development in the early years provides a critical foundation for lifelong development and learning. Young children who can listen, pay attention, follow directions, and manage their behavior will benefit more from preschool and be better prepared for kindergarten. A sense of belonging contributes to school readiness and learning by helping children feel good about themselves leads to greater participation across learning opportunities.

Supporting Children with a Wide Range of Abilities:

- Communicate with family members regarding their ideas about what works best with their child; encourage family members to provide written information or materials from home that the child can show others.
- Provide adaptations or modifications to help children self-regulate and strengthen participation alongside peers (e.g., visual supports and other sensory related supports).
- Support interactions with other children by using gestures, simple signs, pictures, and technology; children who cannot yet speak need ways to make their wants and needs known, and exchange information with others.
- Use existing daily activities to embed opportunities for natural social interactions to occur.
- Pair or group children together to foster friendships (e.g., partners, buddies, triads).
- Provide toys and plan activities to encourage cooperative play (e.g., provide two toy telephones so children can talk to each other in pretend play).
- Provide opportunities that encourage children to share toys and materials (e.g., provide three pairs of scissors for six children instead of one pair for each child).
- Adapt traditionally independent activities into cooperative activities (e.g., create a cooperative art mural instead of each child creating their own artwork). Support communication for children who cannot yet speak by using pre-recorded messages on voice output devices, or pictures/photos to tell about their feelings, wants and needs, and their families.

- Provide technology adaptations to support children, such as picture communication boards.
- Make adaptations and/or modifications to the classroom environment to support individual children's needs (e.g., sensory table, quiet spaces, appropriately-sized furnishings, and visuals at eye level).
- Provide materials that allow children who have special needs to participate independently such as large-handled or differently-sized scissors or pencils.
- Divide skills and behaviors into smaller steps so that each child can experience success.
- Provide predictable schedules and routines so all children know what to expect. Use visual schedules to allow children to anticipate what happens next.
- Support self-regulation through "plan/do" or "first/then" activities, using picture schedules when appropriate ("First we wash our hands, then we eat breakfast").
- Minimize transitions and wait time. Provide clear warnings prior to transitions and allow ample time for transitions to occur. Provide verbal or visual supports during transitions.
- Provide photos or videos to demonstrate how each step of an activity/task is completed.
- Teach and facilitate turn taking through modeling, prompting, and coaching peers.
- Provide choices so children can make decisions and feel more control over their environment.
- Teach appropriate and specific techniques children can learn to use to channel anger, minimize fear, calm excitement, and soothe self (e.g., seek adult assistance, take three deep breaths, use calming words, pull self out of play to go to a "safe spot" to relax, listen to soft music, or work with clay).



Supporting Dual Language Learners:

- Respect the home languages and communication styles of families and children whose home language is other than English. Work with interpreters, cultural mediators and/or other community members if staff does not speak the children's home language.
- Communicate with family members regarding their ideas about what works best with their child.
- Provide opportunities and encouragement to develop and maintain the home language while learning English.
- Pair up children who speak languages other than English with English-speaking children to help ease transitions and to help English speaking children learn new words in another language.
- Encourage children who speak the same language to play and work together to help each other negotiate meaning.
- Provide a quiet area in the learning environment where children can relax and take a break from the pressure of learning a new language.
- Collaborate with children on activities while modeling language and pretend skills as needed for play (e.g., adult pretends to be mother or father in housekeeping corner and soothes her crying baby).
- Display pictures with words in children's home language.
- Include materials and visuals that accurately reflect the cultures and languages of children and families, such as books that include authentic photographs and illustrations that accurately reflect the cultures of the children.
- Learn how to pronounce and write each child's name correctly.
- Invite parents or other members of the language minority community to school to share their languages with the children.
- Promote use of gestures, simple signs, pictures, and technology for children with limited language to allow expression of name, family members, gender, and wants or needs.
- Adapt materials and activities to support English and non-English language speakers (e.g., use labels with pictures to help children negotiate the classroom and make picture-word associations, dramatize actions while providing words for the actions in multiple languages, provide simple directions in multiple languages, offer books, music, and computer software in multiple languages).

- Explain rules and social strategies; teach feeling words in both the home language and English with the help of an interpreter.
- Word rules and expectations clearly so that children understand what to do (“walk” instead of “don’t run”).
- Model appropriate language for children to use when expressing feelings such as anger, excitement, and sadness during social interactions.

Supporting Children from Diverse Backgrounds:

- Help children develop and preserve pride in their heritage, language, and culture.
- Embed diverse cultures and languages in the environment and the curriculum: materials, teaching strategies, projects, spoken and written language, and the ways families and community are involved.
- Provide a variety of materials that portray men and women of all ages and different ethnic groups engaged in jobs that are familiar to most children in the community. Create an environment in which children encounter objects, pictures, and people that they can identify with, including diverse family structures.
- Include materials that reflect a wide range of family structures. Show sensitivity to the fact that not all families consist of a mother and father, use terms such as family members instead of parents.
- Encourage all children to engage in all classroom activities (e.g., boys play in house area, girls play with toy trucks). Provide a variety of materials representing diverse cultures (books with diverse characters, bilingual books, a variety of dolls representing multiple ethnicities).
- Invite family or community members to share and teach children about the stories from their culture, traditions, and music, and tell why they are valued.
- Include a variety of cultures and physical characteristics in visual representations displayed in the environment so that all children see themselves reflected in the space.
- Display authentic depictions and representations of diverse ethnicities (e.g., photographs versus cartoon characters). Avoid stereotypic or outdated depictions of ethnic groups. For example, people wearing only traditional clothing (Native American Indian in a headdress, Japanese children in kimonos).

- Consult with families about cultural norms and behavior expectations.
- Involve children in solving problems that arise in the classroom using conflict resolution skills (e.g., talk about the problem, and the feelings related to the problem, and negotiate solutions).
- Be aware of gestures, touch, and other social rules of the cultures of the children. For example, a pat on the head is not acceptable in some Asian and East African cultures; snapping fingers is insulting to use with people in some cultures.
- Learn from the families what is and is not acceptable in their culture to help children build relationships with those who are similar and different from them.
- Identify strategies to enter into play with another child or group of children (e.g., bring materials into play, give a play suggestion, be helpful, give a compliment).



Standards included in this domain:

Self Concept - Standard (SE.01): Develops self-awareness and sense of self

Self Control - Standard (SE.02): Manages emotions with increasing independence

Cooperation and Prosocial Behavior - Standard (SE.03): Develops foundational skills to support cooperation and prosocial behavior

Social Relationships - Standard (SE.04): Shows interest in, interacts with, and develops personal relationships with others

Knowledge of Families and Communities - Standard (SE.05): Develops a sense of belonging to family, community, and other groups

Developmental Domain: SOCIAL & EMOTIONAL-Self Concept

Standard (SE.01): Develops self-awareness and sense of self

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	Children begin to discover self. Later, children begin to understand self as a separate person from others.	Children begin to have a greater awareness of their own characteristics. Later, children begin to show knowledge of own abilities.	Children begin to demonstrate self-awareness through use of “me” and “mine.” Later, children begin to show sense of self-satisfaction in own abilities.
<p>JOINT ATTENTION The shared focus of two individuals on an object through eye-gaze, pointing or verbal interactions.</p> <p>SELF-AWARENESS An understanding that the self is separate from others in the environment.</p> <p>SENSE OF SELF One’s perception of self.</p>	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Learns about self by exploring hands, feet, body, and movement Listens or responds (smiling, cooing) when name is said Shows interest in looking at self in a mirror Explores people, materials, and the environment freely by looking, tasting, smelling, touching, and hearing 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others Engages in joint attention with familiar others Expresses desires and preferences (may reject non-preferred items) Responds by looking or coming when called by name Identifies image of self Shows awareness of body parts 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Uses different words or signs to refer to self and others Identifies obvious physical similarities and differences between self and others Shows others what they can do Uses personal pronouns (e.g., I, you, me) Shows independence by occasionally resisting adult control
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> Safe space with interesting materials that encourage children’s interaction, involvement, exploration, and experimentation Materials that reflect the lives of the children and their families, and the world around them (family photos, pictures, books, dolls, foods, etc.) Provide safety mirrors for children to view themselves in Provide materials like wrist ribbons, wrist/ankle rattles, etc. to help draw attention to hands and feet 		<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> Observes child and responds based on individual needs throughout the daily routine Consistently nurtures and responds to children’s physical and emotional needs Engages in frequent face-to-face interactions with children Uses children’s names in interactions Acknowledges children’s efforts to initiate and engage in social interactions Promotes independence and self-help skills Follows child’s lead during play and exploration Provides developmentally appropriate choices in order to allow children a sense of control 	

NOTES:

Developmental Domain: SOCIAL & EMOTIONAL-Self Concept

Standard (SE.01): Develops self-awareness and sense of self

[3-4 years]:	[4-5 years]:	
<p>Children begin to describe characteristics of self and others.</p> <p>Later, children begin to show growing independence in a range of activities, routines, and tasks.</p>	<p>Children begin to compare what they could do at a younger age to current abilities.</p> <p>Later, children begin to develop independence, confidence, and competence.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> Refers to self by first and last name and identifies some personal characteristics (e.g., gender, hair color) Introduces self and family members to others Describes themselves in terms of basic preferences Makes independent choices and plans from a broad range of diverse play areas or interest centers Shows growing independence in a range of activities, routines, and tasks 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Expresses individuality by making independent decisions Expresses ideas for activities and initiates discussions Actively engages in activities and interactions with adults and peers Discusses their own actions and efforts Uses positive words to describe self Contributes to group discussions expressing own thoughts and ideas 	<p>CULTURAL IDENTITY</p> <p>Identification with, or sense of belonging to, a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> Materials that encourage children’s interaction, involvement, exploration, and experimentation (e.g., mirrors, clay, paint, paper) Materials for children to learn about their own culture and the culture of others (e.g., music, family photos, books, posters, dramatic play materials) Displays that celebrate all children and all families, including people from diverse backgrounds beyond immediate community 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> Allows children to experiment with their growing competence and independence Organizes the classroom and establishes a daily routine that enables children to independently choose materials and put them away on their own (e.g., supplies on low shelves, child-sized utensils, limited time in large group activities) Facilitates open-ended and child-initiated activities to encourage independence and self-direction Asks questions that encourage children to describe their actions and efforts Supports children’s developing appreciation of gender and cultural identity 	

NOTES:

Developmental Domain: SOCIAL & EMOTIONAL-Self Control

Standard (SE.02): Manages emotions with increasing independence

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	<p>Children begin to provide cues indicating needs and wants through purposeful actions and gestures.</p> <p>Later, children begin to communicate emotions and demonstrate ways to calm self.</p>	<p>Children begin to seek comfort from familiar adults when distressed.</p> <p>Later, children begin to display a wider range of emotions and depend on frequent reminders to learn boundaries and expectations.</p>	<p>Children begin to participate in the daily routine (assists with picking up before going outside, washes hands before meal time).</p> <p>Later, children begin to develop an understanding of boundaries and routines, and follow them when reminded.</p>
<p>TRANSITION OBJECT An item used to provide psychological comfort, especially in unusual or unique situations (e.g., security blanket or stuffed animal).</p>	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Responds to having needs met (e.g., is comforted by being picked up or fed) • Communicates feelings through nonverbal cues (e.g., smiles, cries, laughs, gestures) 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Shows anticipation and responds to familiar routines • Accepts reassurance from familiar adult • Self-soothes by sucking fingers/thumb, cuddling transition object 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Responds appropriately to repeated reminders and redirection • Follows simple rules when stated in positive, brief statements and are reminded in advance (e.g., "Feet on the floor") • Begins to use different ways to calm or comfort self when upset
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • A consistent daily routine designed to meet the individual needs of each child • A safe space for exploration (low shelves, carpeted and tiled areas, grass, etc.) • Spaces and/or materials that allow children to practice calming themselves (cozy area, books, soft toys, stuffed animals, etc.) 		<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Establishes a trusting and caring relationship with each child • Provides words and positive responses to guide children's behavior and to support the development of self-control • Models how to treat people and materials gently • Maintains consistent and individualized routines to meet the physical and emotional needs of the children • Soothes and calms the child in response to the child's feelings and behaviors • Remains calm and supportive during children's struggles with independence • Anticipates the actions of toddlers to prevent them from getting hurt or hurting others 	

NOTES:

Developmental Domain: SOCIAL & EMOTIONAL-Self Control

Standard (SE.02): Manages emotions with increasing independence

[3-4 years]:	[4-5 years]:	
<p>Children begin to regulate a wide range of emotions, sometimes with adult assistance.</p> <p>Later, children begin to learn coping and self-regulation skills to manage a variety of emotions and behaviors with increasing independence.</p>	<p>Children begin to tolerate small levels of frustration and disappointment with adult support.</p> <p>Later, children begin to utilize strategies to help delay gratification (e.g., waiting for a turn).</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> Recognizes and describes a wide range of feelings including the primary emotions Manages transitions and adapts to changes in schedules, routines, and situations with adult support Follows simple program rules, routines, and directions with few reminders Shows awareness and responds appropriately to the feelings of others 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Empathizes with feelings of others (e.g., tries to comfort a sad friend) Describes emotions to trusted adult and peers Manages impulses and feelings (e.g., takes three deep breaths, uses calming words, pulls self out of play to go to "safe spot" to relax, uses expressive activities) Transitions between tasks with minimal direction from adults Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means Participates in daily routine without being asked 	<p>SELF-REGULATION The ability to manage your emotions and behavior in accordance with the demands of the situation.</p> <p>PRIMARY EMOTIONS The first emotions to develop and from which other related emotions emerge: joy, anger, sadness, fear.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> A posted daily schedule, including pictures of activities, which provides a variety of active and quiet times, group activities and alone times Clear program rules that provide supportive guidance for development of self-control (e.g., 1. Be Safe, 2. Be Respectful and, 3. Be Responsible) Adequate amounts and/or duplicates of accessible materials Visual representations (social cue cards, posters and stories) to support social strategies 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> Provides children with a wide range of vocabulary around feelings Provides literature, materials, and activities (e.g., drawing, writing, art, creative movement, pretend play, and role-playing) that help children interpret and express a wide range of feelings related to self and others with appropriate words and actions Models appropriate language/vocabulary for children to use when expressing feelings Provides specific techniques children can learn to use to manage emotions (e.g., taking three deep breaths, using calming words, working with clay) Helps children set goals, develop plans, and follow through Helps children understand and appreciate individual personalities Provides positive, descriptive praise to children when they label and/or manage emotions 	

NOTES:

Developmental Domain: SOCIAL & EMOTIONAL-Cooperation and Prosocial Behavior

Standard (SE.03): Develops foundational skills to support cooperation and prosocial behavior

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	Children show interest in interacting with others. Later, children begin to be active participants in social play.	Children begin to notice and attend to the activity of adults and other children. Later, children begin to assert ownership by saying “mine”.	Children begin to accept adult support to learn appropriate ways for dealing with conflict, such as having a dispute over toys. Later, children begin to recognize and respond to feelings in others.
PROSOCIAL BEHAVIOR Action intended to help others.	Indicators for children include: <ul style="list-style-type: none"> • Cries when other children are crying • Vocalizes or gets excited in response to adult/child interactions • Looks at and watches another child who is crying or upset • Imitates facial expressions during face-to-face interactions • Establishes eye contact • Seeks social attention 	Indicators for children include: <ul style="list-style-type: none"> • Recognizes that certain adult actions are associated with expected behavior (e.g., “When caregiver puts me in highchair I am going to eat) • Squeals or runs with joy when others are happy and excited • Shows affection to others • Begins to use adult help to take turns • Offers a toy to another child who is crying or upset 	Indicators for children include: <ul style="list-style-type: none"> • Experiments with effects of own actions on objects and people • Demonstrates understanding that playing with certain desirable or forbidden objects will get adults’ attention • Looks for an adult to help when another child is crying • Imitates familiar tasks such as wiping the table
Suggestions for the environment: <ul style="list-style-type: none"> • Room/equipment arranged to support opportunities for infants to see, interact, and play with other babies and young children • Toys, such as dolls or stuffed animals that baby can pretend to take care of by holding, feeding, rocking, or singing • Duplicates of some toys /materials so toddlers can play next to and with other toddlers without always having to share or take turns • Toys that can be used for simple role play/pretend play (e.g., trucks, dishes) 		Teaching with Intent Throughout the Day: <ul style="list-style-type: none"> • Responds consistently to child’s behaviors with similar actions, tone, and words • Plays turn-taking games with child (e.g., peek-a-boo) • Talks with child about how his/her behavior might make others feel • Plays games with child that demonstrate how behavior and actions cause effects (e.g., dump and fill games) • Models appropriate negotiation and conflict management behaviors with others • Encourages children’s helping behavior (e.g., setting napkins on table to prepare for snack) • Provides positive, specific, descriptive, individualized feedback to children to promote cooperative and prosocial behaviors 	

NOTES:

Developmental Domain: SOCIAL & EMOTIONAL-Cooperation and Prosocial Behavior

Standard (SE.03): Develops foundational skills to support cooperation and prosocial behavior

[3-4 years]:	[4-5 years]:	
<p>Children begin to take turns, share with peers.</p> <p>Later, children begin to develop and maintain ongoing relationships.</p>	<p>Children begin to recognize and acknowledge the feelings, needs and rights of others.</p> <p>Later, children begin to respect the rights of others.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Seeks out other children with whom to play • Waits to take turn in an activity • Demonstrates understanding of sharing • Uses appropriate communication skills to initiate or join classroom activities • Shows empathy for physically hurt or emotionally upset child • Increases use of language skills instead of physical force to resolve conflicts • Uses social conventions 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means • Recognizes how actions affect others and accepts consequences for own actions • Engages in cooperative group play • Accepts guidance and direction from a variety of familiar adults • Follows basic rules and routines for play and group participation 	<p>EMPATHY The ability to understand and share the feelings of another.</p> <p>SOCIAL CONVENTION A set of agreed upon or generally accepted behaviors (e.g., please, thank-you, and excuse me.)</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • Visual cues depicting appropriate behaviors during routine times • Time and space for group project work (building a block tower, painting a large box, planting a garden) as well as space to work alone • Materials such as trays, placemats, or rugs to allow children to visually define their space • Open-ended toys such as blocks and dollhouses that create opportunities for turn taking and encourage cooperation and problem solving • Visual cues for social strategies (conflict resolution steps and emotions chart) • Post rules chart created and updated with the children's assistance 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Provides materials that encourage interactive play with others • Encourages children to rely on each other (e.g., ask a friend to help zip your coat) • Provides opportunities for children to work in small groups in which each child has a specific responsibility • Encourages peer interactions in activities to learn cooperation skills • Models cooperation (e.g., asking, "Can I have that when you are done?") • Anticipates potential problems and plans accordingly (e.g., helps children design a way to take turns) 	

NOTES:

Developmental Domain: SOCIAL & EMOTIONAL-Social Relationships

Standard (SE.04): Shows interest in, interacts with, and develops personal relationships with others

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	Children begin to develop attachment with caring adults. Later, children begin to develop a curiosity about others.	Children begin to engage in playful communication with adults. Later, children begin to imitate the social interactions of others.	Children begin to show awareness of and respond to the feelings of others. Later, children begin to develop and maintain secure relationships with caring adults.
<p>PARALLEL PLAY Children play side-by-side, but do not try to influence each other's behavior.</p> <p>ASSOCIATIVE PLAY Children play with similar materials or in the same area, but are not working together. They may share materials or comment to one another.</p>	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Enjoys and needs physical contact from adults • Looks at, touches, or explores another's face • Interacts in predictable ways with familiar adults • Shows recognition of familiar people (e.g., smiles, reaches for, or makes sounds towards other person) • Communicates needs through a variety of behaviors (e.g., crying, looking, smiling, reaching) • May avoid or withdraw from unfamiliar adults 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Looks to familiar adults for emotional support, help, and encouragement • Reacts or may become distressed when separated from familiar adults • Participates in simple social games • Plays next to other children with similar toys/materials • Participates in simple back and forth interactions with another child 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Looks to, or seeks out, familiar adults for comfort when upset or tired • Asks familiar adult for assistance when encountering difficult tasks or situations • Seeks out other children for social interaction • Engages in parallel play or simple associative play with other children • Shows preference for particular playmates • Defends own possessions • Displays moments of independence
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • Unbreakable mirrors and accessible materials for independent choice • Interesting toys and materials that represent diverse families and cultures (family photographs, sturdy picture books, etc.) • Duplicate materials and accessible equipment that allow for young children to explore alone or together with others • Predictable schedules and routines, individualized for each child • Provides materials such as balls to encourage turn taking 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Comforts children when they are distressed • Builds trust by providing support while children are interacting with others • Speaks to child in a calm voice at eye level • Provides consistent routines (group time, lunch time, nap time, etc.) • Interprets children's communication attempts to other children and adults ("You said, 'ba'- do you want the ball?") • Encourages turn-taking and cooperation during communication and play • Follows the child's lead in activities and expands on their interests 		

NOTES:

Developmental Domain: SOCIAL & EMOTIONAL-Social Relationships

Standard (SE.04): Shows interest in, interacts with, and develops personal relationships with others

[3-4 years]:	[4-5 years]:	
<p>Children begin to recognize and describe social problems.</p> <p>Children continue to interact empathetically and cooperatively with adults and peers.</p>	<p>Children begin to receive social support and show loyalty to a friend.</p> <p>Children continue to adapt to new environments with appropriate emotions and behaviors.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Responds to adults’ questions • Shares by taking turns with materials and toys with other children • Engages in cooperative play with others (may require adult guidance) • Uses adults as a resource to solve problems • Suggests solutions to conflicts with adult guidance and support • Uses words to express anger, such as “I don’t like it when you push me!” or “That makes me mad!” 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Develops close friendships with one or two children as well as plays with many children • Notices who is absent from circle time and asks about it, showing concern for others • Initiates conversations with adults and other children • Accepts and requests guidance from adults • Knows how to join a group of playing children • Engages in sustained periods of cooperative play 	<p>COOPERATIVE PLAY Involves working together in order to reach a common goal.</p> <p>CONFLICT RESOLUTION SKILLS Strategy used to identify a mutually agreed upon solution to a conflict between people.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • Materials that encourage interaction (e.g., balls, parachutes) • Materials that support conflict resolution (e.g., solution kit cards/visual cues for strategies and/or emotion identification, problem solving steps posted) 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Comments on specific positive behavior instead of giving empty praise (e.g., “Amira, you helped Jaycee with her coat. That was being a helpful friend.”) • Identifies strategies to enter into play with another child or group of children (e.g., bring materials into play, give a play suggestion, be helpful, give a compliment) • Encourages nurturing behavior through modeling, stories, and songs • Encourages the use of manners through modeling and role-playing • Demonstrates and involves children in respecting the rights of others (e.g., “Devon, first Tristan will take a turn, and then it will be your turn.”) • Encourages expressing needs verbally by modeling appropriate language (e.g., “Ask Elise to please pass the juice to you.”) • Involves children in solving problems using conflict resolution skills to support formation of personal relationships • Provides individual opportunities to discuss appropriate behavior in real situations 	

NOTES:

Developmental Domain: SOCIAL & EMOTIONAL-Knowledge of Families and Communities

Standard (SE.05): Develops a sense of belonging to family, community, and other groups

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	Children begin to prefer familiar adults. Later, children begin to respond to and attend to adult interactions.	Children begin to prefer comfort from familiar adult when hungry or tired. Later, children begin to engage in activities that reflect their home culture.	Children begin to recognize similarities and differences. Later, children begin to engage in activities that promote labeling personal characteristics (e.g., likes, dislikes, family make-up).
CULTURAL NORMS Attitudes and patterns of behavior typical within a given group.	Indicators for children include: <ul style="list-style-type: none"> Looks intently at human faces Reacts to something unfamiliar (e.g., scent, appearance, dress, voice) Seeks to be near familiar adults 	Indicators for children include: <ul style="list-style-type: none"> Seeks attention from trusted adults Watches adults for their response to actions Enjoys looking at, pointing to or naming familiar people in family photos Calls for “Mama” or familiar person when in a new situation 	Indicators for children include: <ul style="list-style-type: none"> Talks about members of his/her family Makes simple drawings to depict family members or self
Suggestions for the environment: <ul style="list-style-type: none"> Photos of children’s family members displayed in classroom Books about families that include a wide variety of family structures Props and costumes to enact a wide variety of family and community roles Multicultural materials that reflect children and families in the community (e.g., skin-tone crayons, books, dolls, dress-up clothing, posters) 		Teaching with Intent Throughout the Day: <ul style="list-style-type: none"> Encourages family members to volunteer or share information Finds out about and discusses at-home events with children at school Discusses difference in people and routines Learns about and discusses home cultural practices Provides opportunities for children to interact with adults from their same culture or who are familiar with cultural norms, when possible 	

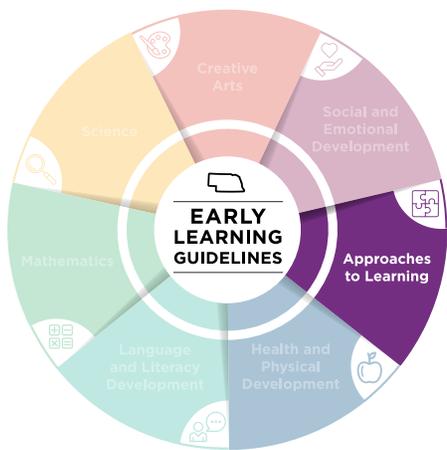
NOTES:

Developmental Domain: SOCIAL & EMOTIONAL-Knowledge of Families and Communities

Standard (SE.05): Develops a sense of belonging to family, community, and other groups

[3-4 years]:	[4-5 years]:	
<p>Children begin to understand various family roles, jobs, and rules.</p> <p>Later, children begin to express some understanding of familiar places in the community, such as where people live, and locations of stores, parks, and restaurants.</p>	<p>Children begin to understand the reason for rules in the home, classroom, and laws in the community.</p> <p>Later, children begin to participate in activities to help others in the group or community.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none">  Recognizes familiar places in their environment (stores, parks, restaurants, roads, buildings, trees, gardens, bodies of water, and land formations) Sees self as a family member and identifies his/her role within the family Reads/looks at books and writes/dictates/shares or dramatizes stories about families/events 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Recognizes a variety of jobs and the work associated with them Sometimes recognizes other children’s family members (e.g., who they are, where they work) Identifies self as being a part of different groups e.g., (family, community, culture, preschool) Understands that events in the past, present, or future relate to, and can change self, family, and community 	<p>STEREOTYPE A generalization that is used to describe or distinguish a group.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> Props, materials, and displays that depict the community, including diverse types of families and cultures Props and materials for children to explore a wide variety of roles and career possibilities Displays/photos of each child’s home and family members Provides visual examples inclusive of gender, age, ability, race, and culture (e.g., female auto mechanics, male nurse) 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> Helps children describe and appreciate their own characteristics and those of others Is careful not to perpetuate stereotypes of any kind Invites leaders and workers in the community to come to the program  Takes group on field trips to various places in the community Invites families to share their uniqueness (traditions, holidays, food, games, interests, and hobbies) Learns familiar words in the child’s home language based on family input (for mom, dad, grandparents, blanket) Helps children understand how people live and what they do changes over time 	

NOTES:



APPROACHES TO LEARNING

Children’s current knowledge and understanding of their world should be used as a basis for making new experiences, ideas, and concepts meaningful. Growing and learning begin with each child’s personal experiences and understanding of the relationship of self to home and family. As children gain experience from interactions with those they meet through early childhood care and education programs, the community, or neighborhood activities, their understanding of the world around them expands. Focusing on concepts that are related to children’s everyday life and providing encouragement and ample time for children to engage in learning experiences paves the way for greater skill mastery and a deeper understanding of their world.

Allowing children to learn how to problem solve with the support of caring adults, rather than adults solving their problems for them gives children confidence as learners. Positive relationships with adults and peers provide children a safe base to learn and grow. By balancing support and information scaffolding, adults can serve as guides, leading children toward their own sense of discovery and accomplishment. Children are more likely to persist in learning experiences when adults provide encouragement and feedback regarding efforts that are linked to outcomes. Allowing children to problem solve on their own not only boosts their sense of confidence and competency, but gives them critical thinking skills to draw upon in future situations and interactions.

Nurturing children’s natural sense of initiative and curiosity, while encouraging their reasoning and problem-solving skills, sets them up for future school success. Children are born ready to learn, and for many their eagerness and curiosity to explore new experiences come naturally. However, some children may need extra support to develop these characteristics. Nurturing and encouraging these tendencies in infancy

Initiative and Curiosity AL.01 Sensory Exploration, Reasoning, and Problem Solving AL.02

and toddlerhood lays the foundation for later learning experiences in more structured learning environments. Providing opportunities for engaging play experiences fosters skill development and helps children become motivated, self-directed learners. An environment with purposefully selected materials allows for in-depth play experiences that help develop and strengthen children’s decision making abilities, which ultimately leads to future independent decision-making across other areas.

Supporting Children with a Wide Range of Abilities:

- Provide adaptations to support children’s independence (e.g., picture communication boards, auditory communication tools, stools, etc.) during their daily routines.
- Ensure that all areas of the environment are accessible to all children, regardless of the need for equipment or physical support.
- Provide visual supports (pictures, drawings, labels, color coding, picture schedules) to give children additional information about activities and how to participate.
- Provide varied opportunities for children to initiate an action or communicate a desire, give adult assistance/support as needed, and reduce support as the child exhibits more independence.
- Provide exploration and play interaction opportunities with typically developing peers using appropriate supports.

Supporting Dual Language Learners:

- Incorporate children’s home language(s) whenever and wherever possible.
- Pair non-English speaking children with bilingual peers and adults.

- Continue to interact even though the child may not offer verbal responses.
- Utilize small group situations to support children learning English, and facilitate conversation among children, and between children and adults.
- Utilize technology to offer activities in other languages such as apps that translate words in many languages.
- Be observant; notice what children are interested in, what they might want to talk about, and what they know, and provide books and activities that reflect those interests.
- Use actual names of people and objects rather than pronouns during dramatic play and other activities and when looking at and reading books.
- Converse and encourage exploration with the child, even if he/she may not offer verbal responses.
- Include bilingual books representing children's home culture(s).
- Use self and parallel talk to describe your and the child's actions, behaviors, and feelings.
- Repeat new vocabulary, ideas, and instructions using simple sentences.
- Accept minimal responses such as the nod of the head or a smile when asking children questions about stories or activities.

Supporting Children from Diverse Backgrounds:

- Use information obtained from families and observations of children to continuously infuse children's interests into activities, curriculum, and assessment.
- Use information obtained from families and observations of children to individualize services to help children comprehend directions and conversations.
- Learn a few phrases or words in the child's first language and pair the word with the English counterpart when speaking with English learners.
- Help children learn socially acceptable ways of interacting with peers and adults. Intentionally teach classroom routines and expectations so the child understands what to expect.
- Use information gained from families and other members of diverse communities to understand ways of socializing, interacting, and communicating in the family/community.

- Include materials and encourage interactions that reflect value for children's culture in a respectful authentic way.
- Encourage people to communicate about their culture and share items that represent it.
- Create an environment in which children encounter objects, pictures, and people with whom they can identify.
- Provide a variety of books and magazines that portray men and women of all ages and different ethnic groups engaged in jobs that are familiar to most children in the community.
- Learn key words and phrases in each child's home language.
- Integrate linguistic and cultural diversity through stories, songs, dances, art, traditions, and activities.



Standards included in this domain:

Initiative and Curiosity - Standard (AL.01): Develops foundational skills that support initiative, self-direction, and curiosity as a learner

Sensory Exploration, Reasoning, and Problem Solving - Standard (AL.02): Demonstrates active inquiry, persistence, problem identification, and application of knowledge to new situations

Developmental Domain: APPROACHES TO LEARNING-Initiative and Curiosity

Standard (AL.01): Develops foundational skills that support initiative, self-direction, and curiosity as a learner

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	Children begin to show curiosity/interest in people and objects in their surroundings. Children continue to respond to a stimulating environment.	Children begin to show interest in new objects, experiences, and people. Later, children begin to explore and manipulate familiar objects in the environment.	Children begin to experiment in the environment with purpose. Later, children begin to ask questions to gain information.
<p>RESPONSE INHIBITION Withholds or delays a response or impulse in order to select a more appropriate behavior (e.g., pauses if instructed not to touch something).</p> <p>PARALLEL PLAY Children play side-by-side one another, but do not try to influence each other's behavior.</p>	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Observes other children and adults • Explores own fingers and toes • Repeats actions that produce interesting and pleasurable effects (e.g., swatting or kicking at mobile, cooing to gain attention) • Communicates through sounds, gestures, and beginning oral language (e.g., squealing, crying, pointing, babbling) • Comforts self by cooing, babbling, clutching, or mouthing a favorite object 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Chooses toys/objects for play • Imitates actions and behaviors of adults and other children (e.g., sounds, facial expressions, gestures) • Shows a sense of satisfaction when making things happen (e.g., claps after touching a toy to make music play) • Points or protests to signal likes and dislikes • Selects desired object from multiple options • Begins to exhibit response inhibition 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Verbally expresses desire to complete tasks on their own • Makes choices about what stories, songs, simple games to read, sing, play; which clothes to wear • Asks questions repeatedly about familiar objects, people, and experiences (e.g., "Why?", "What's that?", "How come?") • Engages in pretend play around familiar events (e.g., arranges chairs to become a car, talks on a toy phone) • Engages in parallel play
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • A safe, natural space for children to explore with duplication of favorite toys and materials • Minimal use of playpens, cribs, car seats, and other confining spaces • Materials that encourage exploration and provide a variety of experiences (e.g., mirrors, rattles, boxes, lightweight blocks, dress up clothes, materials from nature, materials for water play) • Safe materials in a variety of shapes, textures, and sizes 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Describes to children what they are experiencing (feeling, hearing, touching, seeing) • Provides a reliable routine designed to meet each child's individual needs • Responds to children's curiosity and questions with enthusiasm and encouragement • Asks questions and helps children find answers through active, hands-on exploration • Asks open-ended questions to engage children's imagination (e.g., why, what, how) 		

NOTES:

Developmental Domain: APPROACHES TO LEARNING-Initiative and Curiosity

Standard (AL.01): Develops foundational skills that support initiative, self-direction, and curiosity as a learner

[3-4 years]:	[4-5 years]:	
<p>Children begin to demonstrate self-direction and independence.</p> <p>Children continue to demonstrate curiosity and willingness to learn.</p>	<p>Children begin to follow directions and demonstrate interdependence.</p> <p>Children continue to communicate to ask questions and seek answers.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> Shows willingness to listen to a new song or story Participates with different art materials, dramatic play, and puzzles/toys/blocks Chooses activity at choice time and goes to another area to play when finished Selects items/objects from a variety of choices and comes up with ideas about ways to use them constructively Works to complete tasks with increasing independence—starts an art project and asks to continue it the next day 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Alters behavior with verbal reminder or nonverbal signal from adult Follows and responds positively to directions from adult (e.g., gets and brings carpet square to meeting area for story time) Accepts suggestions from other children during play Notices new displays and materials and discusses them with the adult Offers or accepts assistance from other children when help is needed 	<p>SELF-DIRECTION Direct or guide play or learning by oneself.</p> <p>INDEPENDENCE Able to do things, think, and explore their world themselves.</p> <p>INTERDEPENDENCE Development of a sense of being connected with others.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> Safe, natural space for children to visit and explore Materials for open-ended activities, manipulation, and choices for explorative play (e.g., sand and water play, clay, paints, markers, books, and blocks) Some permanent and some new/rotating materials to explore (empty boxes, various containers, recycled materials familiar to the children) Computer and/or technology that encourages creative thinking, problem solving, and extended interest in the activity 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> Provides ample amount of time throughout the day for child-initiated activities Encourages hands-on and sensory experiences such as touching, holding, exploring, tasting, smelling, and manipulating to allow for deeper understanding Explores the outside world and engages in learning experiences along with children Responds to children’s curiosity and questions with enthusiasm and encouragement Asks open-ended questions to engage children’s imagination and expand children’s understanding (e.g., What do you think will happen next?) 	

NOTES:

Developmental Domain: APPROACHES TO LEARNING-Sensory Exploration, Reasoning, and Problem Solving

Standard (AL.02): Demonstrates active inquiry, persistence, problem identification, and application of knowledge to new situations

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	<p>Children begin to act on the environment to meet simple goals.</p> <p>Later, children begin to respond to people and objects in their environment based on past experiences.</p>	<p>Children begin to explore the environment and persist when facing challenges.</p> <p>Later, children begin to notice and show interest/excitement when met with familiar objects, people, and events.</p>	<p>Children begin to maintain focus, despite distractions and during brief delays in task.</p> <p>Later, children continue to play when a caregiver leaves the area.</p>
<p>OBJECT PERMANENCE The ability to understand that objects continue to exist even though they cannot directly be sensed.</p> <p>SELF-TALK Technique in which the adult describes what they are thinking, doing, or seeing.</p> <p>PARALLEL TALK Technique in which the adult describes what the child is doing or seeing.</p>	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Expresses discomfort when needs are not met Examines objects for brief periods Explores the environment through movement and use of senses (e.g., mouthing toys, puts fingers/toes in mouth, rolls toward toy, plays peek-a-boo) Uses repetition to make something happen again Tries one or two ways to reach an object or person (e.g., pulls on a blanket to bring a toy closer, rolls over, moves around obstacles to reach a desired object) 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Focuses on activity, but is easily distracted Uses movement, space, and materials to explore the environment (e.g., rolls or kicks a ball, manipulates shape sorters, builds with blocks) Experiments with cause and effect Looks to adult for help when trying to accomplish difficult tasks Understands the concept of object permanence and looks for object or person that has disappeared from sight 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Focuses on an activity for short periods of time despite distractions Attempts a task before asking for assistance Manipulates materials to cause an action Uses objects as a tool (low chair to climb higher, paint brushes) Tries several methods to problem solve (moves obstacles to reach objects, twists, pulls and pounds to take an object apart)
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> Mirrors, books, musical instruments, wind-up toys, etc. to encourage discovery, imitation, and repetition Musical toys, materials with a variety of textures (rough, smooth, soft, squishy), things to push, roll, swing, etc. Stacking blocks, activity boxes, containers to fill and dump, squeaky toys Opportunities for outdoor play time and exploration Simple puzzles, sand and water play toys, nesting cups, and containers 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> Arranges environment to encourage exploration, problem solving, and limits “No’s” Understands that “messy” play is part of the learning experience Responds to children’s exploration and discovery with enthusiasm and encouragement Gives children ample time to problem solve without intervening Encourages children to try new strategies Engages children in verbal and non-verbal conversations using varied tone of voice, facial expressions, and body language Uses daily routines and self-talk to encourage positive interactions and conversations about what is happening or is going to happen Observes children and uses parallel talk to describe what they are experiencing (feeling, hearing, touching) 		

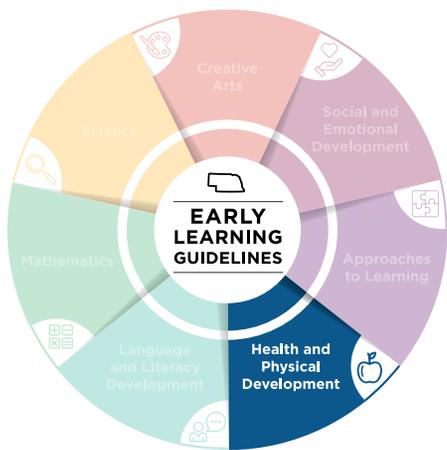
NOTES:

Developmental Domain: APPROACHES TO LEARNING-Sensory Exploration, Reasoning, and Problem Solving

Standard (AL.02): Demonstrates active inquiry, persistence, problem identification, and application of knowledge to new situations

[3-4 years]:	[4-5 years]:	
<p>Children begin to find inventive or creative ways of completing a task or problem solve with adult guidance.</p> <p>Later, children begin to increase ability to classify, compare and contrast objects, events, and experiences.</p>	<p>Children begin to recognize and problem solve by trying several strategies and is highly involved and persistent.</p> <p>Later, children begin to apply knowledge and past experience to new situations or tasks.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Agrees to continue to work on an activity or computer/tablet application when the teacher offers help with a problem • Asks for assistance after trying for a couple minutes to put a puzzle together • Uses objects to represent real items in pretend play (e.g., cardboard box as car, sets up a “grocery store” using blocks/other classroom items) • Makes comparisons among objects that are observed • Describes and explains reasoning for classifying and sorting different items 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Uses symbols/images/objects to represent something not present • Constructs a bridge or other structure with blocks using past experiences as a guide • Recalls and reflects on experiences and information, and interprets or draws conclusions based on the information (e.g., tells teacher during clean up at school about matching spoons at home after washing dishes) • Asks what would happen if materials were added or taken away during activities or exploration (e.g., asks, “What would happen to a floating boat if objects were added to the deck?”) 	<p>SELF-TALK Technique in which the adult describes what they are thinking, doing, or seeing.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • Materials and activities to investigate and make predictions about natural events (growing seeds, animal habitats, weather center) • A variety of tools that can be used for exploring and investigating (scales, magnifying glasses, measuring cups and spoons, wide range of items to create three-dimensional objects) • Materials to support planning, reflection, and development of thought processes (writing materials, graph paper, charts) • Materials and activities to investigate cause and effect (water play, technology, wheels, ramps, pulleys, marbles, tubes) 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Provides multiple opportunities for rehearsing and practicing new concepts or skills, as well as information recall strategies • Asks open-ended questions and provides ample time for children to think before responding • Offers specific feedback and supplements with gestures and facial expressions • Stretches children’s thinking and uses interesting language and vocabulary in conversations • Has conversations devoted to topics that are interesting to children and offers challenging, relevant problems to solve • Helps children see themselves as thinkers, models thinking by using self-talk, and infuses the words think and thinking when talking with children 	

NOTES:



HEALTH AND PHYSICAL DEVELOPMENT

Fine (Small) Motor Skills HP.01
Gross (Large) Motor Skills HP.02
Health and Safety Practices HP.03
Nutrition HP.04

The promotion of physical development together with health and safety should be integrated into all areas of learning. Activities should be structured to encourage children to explore their world; exploration promotes coordination and strength, enhances critical thinking skills, and aids in the development of self-confidence. Adults should ensure that children’s health, physical activity, safety, and nutrition needs are met, and that the activities provided contribute to the overall health and well-being of young children. Young children need exposure to safe indoor and outdoor spaces that allow them to experience a variety of developmentally appropriate physical activities.

The development of fine (small) and gross (large) motor skills, as well as self-help skills are critical components of young children’s development. Play provides the opportunity for fine and gross motor skill promotion and practice, as well as helping to foster children’s sense of achievement, reinforcing positive peer interactions, and providing the foundation for academic performance. Indoor and outdoor spaces that allow children to experience a variety of developmentally appropriate physical activities gives children the opportunity to practice emergent skills and increase physical competence.



Health and school readiness begin long before children enter kindergarten classrooms. Young children who are healthy and safe are more prepared for the demands of school. School readiness reaches beyond academic and cognitive skills, and actually refers to a broad range of skills. School readiness includes self-care (e.g., bathroom routines, lunch routines, handling coats/jackets/laces/zips/snaps), emotion regulation, physical abilities, attention, and social skills. Vast differences in what children know and are able to do are evident prior to entering kindergarten. These differences are strongly associated with socioeconomic status and are predictive of later academic outcomes.

Good nutrition during early childhood is essential to optimal growth and development, health and well-being, and serves as a protective factor against some chronic diseases. Childhood obesity has been linked with numerous negative effects that can have long-term consequences. Childhood obesity not only negatively affects children’s physical health, but also social and emotional well-being, and self-esteem. Lack of physical activity and poor nutrition are significant contributors to childhood obesity. Building awareness of healthy diet and activity options, as well as teaching decision-making skills help young children adopt healthy habits earlier. Early intervention is key as younger children are more likely accept and implement healthy habits more readily than older children.

Supporting Children with a Wide Range of Abilities:

- Begin with what children are able and want to do, and work toward independence to avoid feelings of discouragement.
- Ensure that all areas of the environment are accessible to all children, regardless of the need for equipment or physical support.
- Use alternate modes of communication (verbal, visual, and physical)

cues) to help children know what to do and encourage active involvement.

- Adapt materials and activities (e.g., paper/outlines with raised color lines, adaptive rubber stamps, scissors with hand-over-hand or squeeze function, tracing templates, sandpaper underneath writing or drawing paper, slant boards with clips to hold paper, dressing aids—Velcro closure, elastic shoelaces, zipper pulls) to meet individual needs of each child.
- Provide exploration and play interaction opportunities with typically developing peers using appropriate supports.
- Teach peers how to interact and communicate with a child with communication needs.
- Provide varied opportunities to develop fine motor skills (e.g., lacing beads, writing and drawing activities, art activities with scissor use).

Supporting Dual Language Learners:

- Incorporate children’s home language(s) whenever and wherever possible.
- Pair non-English speaking children with bilingual peers and adults.
- Meet regularly with the child’s family to encourage skill development, health and safety practices, and to support his/her home language development and the development of English.
- Repeat new vocabulary, ideas, and instructions using simple sentences.
- Continue to interact even though the child may not offer verbal responses.
- Utilize small group situations to support children learning English, and facilitate conversation among children and between children and adults.
- Learn key words and phrases in each child’s home language.
- Utilize technology to offer activities in other languages such as apps that translate words in many languages.
- Be observant; notice what children are interested in/more likely to engage in (objects, toys, activities).
- Offer one-on-one assistance as children experiment fine motor activities (e.g., lacing beads, writing, tying, scissor use).
- Use actual names of people and objects rather than pronouns when completing activities, and looking at and reading books.

- Notice what interests children, what they might want to talk about, and what they know, and provide activities which reflect those interests.
- Continue to read and interact when reading to children even though the children may not offer verbal responses.
- Use gestures, body languages, props, and other visual cues to help aid children’s comprehension of classroom routines, (e.g., bathroom, lunchtime, and/or naptime routines), healthy and unhealthy food options, and safety procedures.
- Model language by narrating actions using self-talk strategies (“I am tossing the blue ball to Myra. Myra caught the blue ball with both of her hands.”)
- Work with interpreters, cultural mediators, and/or other community members to facilitate communication if adults do not speak the children’s home language.



Supporting Children from Diverse Backgrounds:

- Be aware of gestures, touch, and other social rules of the cultures of children; some gestures may be insulting to children and their families.
- Use information obtained from families and observations of children to individualize services to help children comprehend directions and conversations.
- Learn a few phrases or words in the child’s first language and pair the word with the English counterpart when speaking with English learners.
- Help children learn socially acceptable ways of interacting with peers and adults. Intentionally teach classroom routines and expectations so the child understands what to expect.
- Use information obtained from families to continuously infuse children’s interests into activities, curriculum, and assessment.

- Create an open and respectful dialogue with the child’s family about first and second language development and ways to support child’s home language and culture development.
- Encourage people to communicate about their culture and share items that represent it.
- Invite family or community members to share and teach children about the stories from their cultures, traditions, and music (e.g., food preparation or other cultural activities potentially including—weaving, pottery making, painting, embroidery, or gardening).
- Create an environment in which children encounter objects, pictures, and people with whom they can identify.
- Provide materials from a variety of cultures.
- Connect activities to what children experience in their homes and communities.
- Include diverse cultures and languages in the environment and the curriculum.

Standards included in this domain:

Fine (Small) Motor Skills - Standard (HP.01): Uses finger and hand control to operate and use small objects demonstrating fine motor coordination

Gross (Large) Motor Skills - Standard (HP.02): Child demonstrates effective and efficient use of large muscles for movement, position, and to explore the environment

Health and Safety Practices - Standard (HP.03): Child develops an awareness and understanding of health, physical activity, and safety

Nutrition - Standard (HP.04): Develops healthy eating habits and exhibits increasing independence in eating abilities

Developmental Domain: HEALTH & PHYSICAL DEVELOPMENT-Fine (Small) Motor Skills**Standard (HP.01):** Uses finger and hand control to operate and use small objects demonstrating fine motor coordination

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	Children begin to coordinate hands and eyes when reaching for and holding objects. Later, children begin to use increasingly refined grasps to match tasks.	Children begin actively exploring the environment and manipulating objects. Later, children begin to use hand-eye coordination for more complex actions.	Children begin to use one hand to stabilize an object while manipulating it. Later, children begin to coordinate fine movements to manipulate a wide range of objects and materials.
PINCHER GRASP Picks up smaller objects between the thumb and forefinger.	Indicators for children include: <ul style="list-style-type: none"> Reaches for and grasps objects using their entire hand Uses hand in a raking or sweeping motion to bring an object closer Pulls spoon out of their mouth Transfers object from one hand to another Reaches toward a toy and makes grasping motions with their hand Reaches for a second toy when already holding one in their other hand Has hands in an open position when relaxed 	Indicators for children include: <ul style="list-style-type: none"> Explores properties of objects and materials by using various hand actions (e.g., rotating wrists to examine all sides, pulling or picking at them) Uses pincer grasp to pick up small items, such as cereal, or hold crayon Points with index finger to pictures in a book, objects, or at people or animals Turns the pages of a board book Uses two hands to pick up a large object and one hand to pick up a smaller object Stacks two to three small blocks into a tower 	Indicators for children include: <ul style="list-style-type: none"> Dumps a container by turning it over Handles objects with growing skill (e.g., strings large beads, places shapes in corresponding opening in shape box, turns the pages of a paper book one at a time) Holds and uses different tools for different purposes (e.g., spoons, paintbrushes, crayons, pencils, scissors) Puts connecting blocks together and pulls them apart with relative ease Builds a tower with 6+ blocks
Suggestions for the environment: <ul style="list-style-type: none"> Variety of age appropriate toys and natural materials such as rattles, musical toys, pots, pans, or spoons Toys and materials at the child's level for independent access (e.g., soft animals, dolls, nesting cups, or books) Art materials (e.g., large crayons, markers, safety scissors, and paint brushes) Toys that require hand-eye coordination and do not present a choking hazard, such as shape sorters, blocks, construction toys, lacing cards, and large beads to string 	Teaching with Intent Throughout the Day: <ul style="list-style-type: none"> Plans meaningful and challenging activities with materials that support the development of fine motor skills Plays with children to model and encourage fine motor skills Provides daily opportunities for hands-on activities and manipulation of materials during indoor and outdoor play, including tummy time for infants Asks toddlers to complete simple tasks that use small muscles in the hand, such as wiping off tables, placing napkins or flatware for snacks/meals, and putting toys away 		

NOTES:

Developmental Domain: HEALTH & PHYSICAL DEVELOPMENT-Fine (Small) Motor Skills

Standard (HP.01): Uses finger and hand control to operate and use small object demonstrating fine motor coordination

[3-4 years]:	[4-5 years]:	
<p>Children begin to coordinate the use of arms, hands, and fingers to accomplish more complex tasks.</p> <p>Later, children begin to use classroom and household tools independently with hand-eye coordination to carry out more complex activities.</p>	<p>Children begin to demonstrate hand-eye coordination and fine motor control through various activities (e.g., catch or hit a ball, build with small blocks, pour using different tools, button/zip/snap).</p> <p>Later, children begin to fluently and accurately use classroom and household tools independently to carry out activities.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Uses fork and spoon to eat • Manages large buttons • Handles small objects, such as stringing small beads and pegboard pegs, with growing skill • Uses scissors to cut simple shapes • Pulls caps off markers and puts them back on firmly • Opens and closes lids on a container • Builds with small blocks and pulls them apart with relative ease 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Uses scissors to cut out shapes with moderate levels of precision and control • Draws letter like forms • Zips and snaps clothing to dress self • Uses tripod grasp to hold and manipulate writing and art tools • Uses coordinated movements to complete complex tasks such as cutting along a line, pouring, or buttoning 	<p>HAND-EYE COORDINATION Ways in which the hands and eyes work together to complete activities requiring speed/accuracy.</p> <p>TRIPOD GRASP Placement of a utensil in the space between the middle and index fingers, supported by the thumb, index, and middle fingers.</p> <p>SPATIAL AWARENESS Ability to see and understand two or more objects in relation to each other and to oneself.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • Variety of materials for writing, drawing, and creating 3D objects (e.g., pencils, markers, crayons, clay) • Trays and containers for spatial awareness while doing activities • Availability of child size tools, such as scissors, flatware, and pitchers whenever possible • Child size seating options that allow for children’s feet to touch the floor while seated, rest their elbows on the table, and fit their knees comfortably under the table • Tools, workbench, clay, toys, puzzles, blocks, beads, keyboards, touch screens, and switches 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Supervises use of small materials • Provides adequate time and adaptations for fine motor skill development • Provides challenging indoor and outdoor activities to help children build more advanced fine motor skills, taking into consideration the children’s individual needs developmental skill level • Models how to use drawing, writing, and other classroom tools in daily activities • Scaffolds learning by starting with what the children can and want to do and works toward independence to avoid discouragement • Coaches each child to improve independence in daily activities (e.g., dressing, toileting, buttoning, zipping) • Teaches each child to use cooking and eating utensils during meals, snacks, and supervised cooking activities 	

NOTES:

Developmental Domain: HEALTH & PHYSICAL DEVELOPMENT-Gross (Large) Motor Skills**Standard (HP.02):** Child demonstrates effective and efficient use of large muscles for movement, position, and to explore the environment

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	Children begin to demonstrate strength and control of head, arms, legs, and trunk using purposeful movements. Later, children begin to use new posture positions and movements to explore the environment.	Children begin to move from crawling to cruising to walking. Later, children begin to show awareness of challenges in environment when crawling or walking, such as steep inclines or drop-offs.	Children begin to demonstrate coordination, balance, and body awareness. Later, children begin to engage in increasingly complex gross motor tasks.
LOCOMOTOR SKILL Physical action that moves the body from one place to another (e.g., crawling, walking, running, marching, sliding).	Indicators for children include: <ul style="list-style-type: none"> • Demonstrates control of head and neck • Rolls from back to stomach, and stomach to back • Maintains posture in sitting position and shifts between sitting and other positions • Holds head and torso up on two hands • Uses forearms to pull body forward on the floor while laying on their tummy • Hits or kicks at objects to achieve goals • Uses arms and legs purposefully (e.g., lifts head, claps hands, holds arms up to be picked up, reaches for objects) • Rocks back and forth on hands and knees, may begin to creep or crawl on hands and knees or hands and feet 	Indicators for children include: <ul style="list-style-type: none"> • Cruises while holding onto furniture • Climbs onto adult sized furniture • Learns new muscle coordination for each new locomotor skill and how to adjust for changing ground surfaces • Walks without support • Throws ball and other objects independently • Squats to explore toys or objects on the ground and then stands up • Crawls or creeps up or down a few steps 	Indicators for children include: <ul style="list-style-type: none"> • Actively explores indoor and outdoor environment • Bends over to pick up a toy or object and stands up without trouble • Kicks and throws a ball, but has little control of direction or speed • Shows growing skill in climbing up and down steps • Rides on strider toy, pushing their feet on the ground to move • Walks and runs, adjusting speed depending on the situation • Experiments with different body movements, such as dancing, jumping, hopping around the room or outdoors
Suggestions for the environment: <ul style="list-style-type: none"> • Safe, interesting spaces to move around and explore • Solid props to use as support for experimenting with standing and walking • Toys that promote reaching and movement during tummy and floor time • Variety of equipment and materials to encourage gross motor development (riding toys, climbing apparatus, steps, and balls, push/pull toys, blocks) • Variety of outdoor surfaces to explore (e.g., grass, dirt, sand, cement) • Large indoor and/or outdoor spaces to walk, run, jump, and climb • Games that require physical actions (e.g., rolling, throwing, kicking balls, chasing, going over/under objects) • Low beams, painted lines, tape on floor, sloping planes, ramps, or wedges to help practice balance and encourage movement 	Teaching with Intent Throughout the Day: <ul style="list-style-type: none"> • Limits time in confining equipment (e.g., swings, bouncers, cribs, car seats, exersaucers, cribs) • Encourages use of a variety of gross motor muscles movements (e.g., rolling, sitting, standing) and provides ample time for children to move freely to explore the indoor and outdoor environment • Plays imitation games with children to encourage development of body awareness and gross motor skills • Plays games that require physical actions, such as using different kinds of balls to roll, throw, or kick • Provides encouragement and support to maximize successful attempts to accomplish tasks • Provides physical guidance and support, if needed, for children having difficulty with motor tasks 		

NOTES:

Developmental Domain: HEALTH & PHYSICAL DEVELOPMENT-Gross (Large) Motor Skills

Standard (HP.02): Child demonstrates effective and efficient use of large muscles for movement, position, and to explore the environment

[3-4 years]:	[4-5 years]:	
<p>Children begin to coordinate both hands to manipulate large objects.</p> <p>Later, children begin to use sensory information to guide motion.</p>	<p>Children begin to demonstrate increasing stamina, endurance, control, balance, and coordination of body movements.</p> <p>Children continue to develop body flexibility and coordination.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Walks and runs around obstacles and corners • Gallops or hops • Balances on one foot • Pretends to be various jumping or crawling creatures (e.g., rabbit, frog, kangaroo, lizard) • Throws large bean bags or ball with some accuracy • Climbs on play equipment • Develops spatial awareness and may enjoy activities such as crawling through tunnels, simple obstacle courses, or under tables 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Jumps on two feet over small objects with some control • Jumps for distance and/or height • Combines large muscle movements with equipment (e.g., swinging, using a slide, riding a tricycle, or bouncing a ball) • Engages in activities that involve climbing, swinging, rolling, spinning, jumping, tumbling, or being upside down • Walks up and down stairs using alternating feet • Pedals consistently when riding a tricycle • Starts and stops a tricycle intentionally 	<p>SPATIAL AWARENESS</p> <p>Ability to see and understand two or more objects in relation to each other and to oneself.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • Equipment to encourage hopping, running, jumping, dancing, and other gross motor skills • Indoor and outdoor open spaces for movement and exploration, that meets safety standards, with designated areas for riding toys and obstacle courses • Safe and accessible equipment and environments that vary in skill levels to encourage physical activity for all children (e.g., child-size helmets, tricycles, scooters, hoops, balance beam, climbing equipment) • Safe indoor and outdoor environments that provide variation in elevation, so children can practice balancing and jump to and from different heights 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Plans daily developmentally and individually appropriate indoor and outdoor physical activities • Supervises and participates in daily outdoor play • Teaches and encourages new skills (e.g., dance moves, bounce and kick ball activities, tumbling) • Plays games with children where encounter real or pretend obstacles to go under, over, through, up or down • Provides daily opportunities for dance and other movement activities that use both sides of the body (e.g., bending, twisting, stretching, balancing) • Provides activities where only one side of the body is used at a time (e.g., hopping on one foot, standing on one foot) • Provides appropriate modifications for children with varying needs (e.g., velcro strips on a ball so children can catch the ball in a soft catchers mitt, provides a laundry basket as a "target" and encourages children with gross motor delays to throw soft balls into the basket; incorporates movement activities that can be done from a seated position) 	

NOTES:

Developmental Domain: HEALTH & PHYSICAL DEVELOPMENT-Health and Safety Practices**Standard (HP.03):** Child develops an awareness and understanding of health, physical activity, and safety

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	<p>Children begin to react and respond to adults providing hygiene care.</p> <p>Later, children begin to show discomfort or anxiousness in stressful situations.</p>	<p>Children begin to anticipate and respond to basic hygiene tasks and continue to rely on adults as indicators of unsafe situations.</p> <p>Later, children begin to participate in basic hygiene tasks with assistance.</p>	<p>Children begin to show awareness of personal health and hygiene skills and harmful objects and situations.</p> <p>Later, children begin to demonstrate independence in personal hygiene skills and understanding of harmful objects and situations.</p>
VOCALIZATIONS Sounds produced with the voice (e.g., crying, grunting).	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Responds to vocalizations during routines, including diaper changes, feeding/eating, dressing • Indicates needs and wants through vocalizations and body language when hungry, tired, uncomfortable, or has a soiled diaper • Relaxes during bathing routines • Recognizes the differences between adults who serve as primary caregivers and strangers • May display anxiety when faced with unfamiliar adults 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Vocalizes needs and wants when hungry, tired, uncomfortable, or has a soiled diaper • Reacts and responds to cues from adults regarding warnings of danger • Reacts to adult verbal directions, but may need assistance to stop or avoid unsafe behavior • Participates in personal care routines (e.g., hand washing, teeth brushing, bath time) • Puts out arms while shirt or coat is put on • Brushes own teeth and gums with assistance 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Participates in indoor and outdoor physical activities (e.g., running, jumping, climbing) • Avoids dangers (e.g., blows on hot foods, hot surfaces, sharp utensils), but cannot be relied on to keep self safe • Communicates to adult when someone hurts them or makes them feel bad • Attempts personal care tasks independently (e.g., dressing, wipes nose with tissue, washes/dries hands)
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • Safe indoor and outdoor space for children to explore free of risks to health and safety (e.g., choking hazards and poisons are out of reach, covered electrical outlets) • Space and furnishings that allow for sound health and hygiene practices (e.g., separate areas for diapering and food prep, sinks, refrigerators) • Child size furnishings (or items at the child's level, or aids) to encourage development of self-help skills (e.g., toilet, sink, step stool, coat hooks, cubbies) • Equipment and furnishings that promote health and safety (cabinet locks, outlet covers, handrails, fenced playground) • Safe sleeping environment, following safe sleep practices as set by licensing and described in "Safe With You: Safe Sleep" 		<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Provides constant close supervision and guidance • Models good health and safety practices (e.g., handwashing techniques, crossing street safely) • Identifies and explains when things are too hot or too cold to safely touch • Demonstrates clear and consistent boundaries about harmful objects and situations (e.g., always using bicycle helmets, car safety seats) • Prepares food to avoid choking hazard • Provides daily opportunities for children to be physically active • Supervises and monitors children's physical and emotional health, including procedures regarding provision of medication • Makes care routines enjoyable (or as least stressful as possible) experiences • Provides encouragement and opportunities for children to learn and practice health and safety routines 	

NOTES:

Developmental Domain: HEALTH & PHYSICAL DEVELOPMENT-Health and Safety Practices

Standard (HP.03): Child develops an awareness and understanding of health, physical activity, and safety

[3-4 years]:	[4-5 years]:	
<p>Children begin to demonstrate growing independence in personal hygiene, and personal care when eating dressing, washing hands, brushing teeth, and toileting.</p> <p>Later, children begin to begin to demonstrate knowledge about health, harmful objects, and situations.</p>	<p>Children begin to explain healthy practices, harmful objects and situations and respond independently most of the time.</p> <p>Later, children begin to initiate and carry out personal tasks independently from adults.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> Actively participates in indoor/outdoor physically active play that enhances health and well-being Takes care of own toileting needs Cooperates and assists adult with tooth brushing Uses good personal hygiene practices Follows program or safety rules with few reminders and recognizes signs of danger Communicates to peers and adults when seeing dangerous behaviors Understands the difference between safe and unsafe touch Identifies appropriate clothing for various weather conditions Recognizes safety issues with guns, water, fire, and strangers 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Recognizes danger and poison symbols and avoids those objects/areas Recognizes the importance of doctor and dentist visits as a necessary and positive experience Cooperates and participates in care for illness (e.g., takes medicine with adult assistance, understands importance of taking each dose, uses tissue to blow nose) Understands and explains that some practices may be personally dangerous (e.g., playing near streets and/or ditches, smoking, playing with matches or lighters) Identifies adults that can help in dangerous situations (e.g., parents, teachers, police officers) Recognizes personal privacy in relation to their body Exhibits independence in toileting and other personal care tasks, such as teeth brushing, washing hands, blowing nose, dressing 	<p>PERSONAL HYGIENE PRACTICES</p> <p>Practices performed to preserve health (e.g., washes hands after toileting, wiping nose, before eating, after handling animals; brushes teeth after meals).</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> Access to indoor and outdoor play spaces that are safe and supportive for daily quality physical activity Procedures and signs for emergency evacuation and written health and safety policies are posted Child size toilets and sinks, or footstools available if needed Picture schedules with instructions for hand washing, tooth brushing, and toileting procedures posted for children to facilitate independence in self-care routines Easily accessible soap, paper towels, toothbrushes, and tissues for handwashing and self-care 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> Ensure children are properly dressed for weather conditions and activities, and actively involves children in the process Provides adequate time for daily physical activity and rest Provides explanation and instruction, using simple directions, for basic health/safety rules Provides health and safety education materials to children and their families regarding a variety of topics and implications, including environmental toxins, preventative health care, and childhood obesity Supports and encourages regularly scheduled preventative medical and dental visits Provides opportunities to practice emergency drills (fire, tornado, emergency) Modifies materials activities to promote skills that encourage independence Reviews and adapts routine times to increase participation Provides opportunities for community professionals (e.g., fire fighters/fire station, police/police station, doctors, dentists) to visit the classroom and/or field trips 	

NOTES:

Developmental Domain: HEALTH & PHYSICAL DEVELOPMENT-Nutrition**Standard (HP.04):** Develops healthy eating habits and exhibits increasing independence in eating abilities

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	Children begin to self-regulate food intake, and indicate hunger and fullness with body language. Later, children begin to eat solid food.	Children begin to feed themselves different foods, including finger foods. Later, children begin to use words and actions to indicate likes, dislikes, and satiation .	Children begin to participate in meal routines with support. Later, children begin to communicate nutrition related information (e.g., names foods served).
SATIETY/SATIATION The state of being/feeling full.	Indicators for children include: <ul style="list-style-type: none"> Breast or bottle feeds, depending on familial preference Uses facial expressions and body movements to indicate hunger and satiation Regulates speed and intensity of eating May experiment with tastes of pureed foods beginning at 6 months, and/or with physician's approval Explores food with fingers 	Indicators for children include: <ul style="list-style-type: none"> Tries and eats a variety of foods Uses actions or words to indicate needs/preferences (e.g., turns head away, reaches toward food) Shows increasing interest in food and meal times Occasionally uses fork and spoon, although not always with accuracy 	Indicators for children include: <ul style="list-style-type: none"> Eats own food at table with other children and/or adults Distinguishes between food and non-food items Uses serving utensils and begins to pass/receive food with assistance Uses fork and spoon with limited accuracy, but continues to use fingers often
ETIQUETTE Practices of polite behavior (e.g., please, thank-you, table appropriate behavior).			
Suggestions for the environment: <ul style="list-style-type: none"> Materials and furnishings to support children's developing nutrition habits and independence, including child-sized tables, chairs, utensils, cups, and dishes Area for mothers to breastfeed infants Visual aids (e.g., books, pictures) and dramatic play props (e.g., dishes, food, menus) that support children's growing interest in foods and nutrition Hand washing procedure signs with pictures are posted and followed Posted individual feeding schedules for infants Posted information regarding child allergy information and familial food preferences 	Teaching with Intent Throughout the Day: <ul style="list-style-type: none"> Responds to infants' individual needs and feeding schedules, and holds while feeding Works with parents and health care providers to coordinate introduction of new food Provides supportive breastfeeding environment and accommodates mothers to be able to breastfeed during the day and/or use of expressed breast milk Encourages children to establish healthy eating habits Respects children's food preferences and developing self-feeding abilities Provides assistance to children in feeding themselves and helping with cleanup Encourages children's interest in and exploration of foods; during meal/snack times and dramatic play Acknowledges and implements familial cultural or religious food preferences Sets developmentally appropriate expectations for children's emerging manner and etiquette skills 		

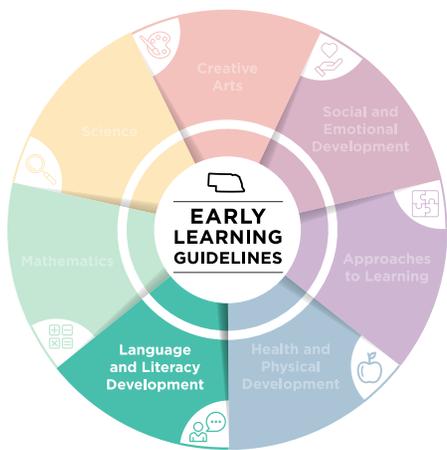
NOTES:

Developmental Domain: HEALTH & PHYSICAL DEVELOPMENT-Nutrition

Standard (HP.04): Develops healthy eating habits and exhibits increasing independence in eating abilities

[3-4 years]:	[4-5 years]:	
<p>Children begin to eat a variety of foods and learn about food through observation and modeling during mealtimes.</p> <p>Later, children begin to participate in mealtime routines with increasing independence and increase consistency in using serving and eating utensils.</p>	<p>Children begin to become more curious and enthusiastic about eating and trying new foods.</p> <p>Later, children begin to take more responsibility for eating and food choices.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Uses spoon and fork, but may resort to fingers for efficiency • Uses dramatic play and learning experiences to gain awareness of various food sources and how they're prepared • Expresses hunger and satiety verbally and uses descriptive vocabulary for food preferences • Knows and participates in routines for serving, passing, and cleaning up after meals • Uses serving utensils to self-serve food and exhibits increasing accuracy • Passes food at the table, or participates in other culturally-specific family serving styles; is able to take appropriate sized portions 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Accepts a wider variety of foods with various textures and flavors • Displays greater accuracy with utensils, such as fork use and spreading soft foods with a knife • Identifies food sources and is able to distinguish more or less healthy foods • Develops understanding that eating healthy foods is important and they give them the energy to grow, think, and play • States food preferences, but is willing to try most new foods • Able to provide simple explanations for their own and/or others' food allergies 	<p>SELF-TALK Technique in which the adult describes what they are thinking, doing, or seeing.</p> <p>PARALLEL TALK Technique in which the adult describes what the child is doing or seeing.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • Books, audio recordings, visual media, and pictures about familiar foods and nutrition habits from around the world • Dramatic play center props, including materials from a variety of cultures (e.g., foods, dishes, utensils, pans, cookbooks, menus, and/or those relating to gardening) • Visuals of healthy food choices, including USDA "food plate" and food groups • Child-size serving and eating utensils • Adequate space for each child to pass, serve, pour, and eat • Indoor or outdoor garden space to allow for experiences in planting, growing, and harvesting a vegetable garden 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Uses self and parallel talk to describe color, shape, taste, and textual appearance of food during snack and meal times • Asks open-ended questions about what the children are experiencing in regard to color, shape, taste, and textual appearance of food during snack and meal times • Chart and classify where foods originated (e.g., which comes from the ground and which comes from a tree, vegetable or fruit, or origins) • Provide pictures of health and junk foods (either printed or in grocery ads) and have the children sort, cut, and identify which foods belong in which group • Discusses and implements special dietary needs and strategies suggested by families and professionals into daily routines and menus • Encourages sensory experiences such as smell, touching, holding, exploring and tasting foods • Provide opportunities for community or family members to come to the classroom to share cultural cooking and food experiences; if possible take children on field trips to restaurants to gain greater understanding of food preparation 	

NOTES:



LANGUAGE AND LITERACY DEVELOPMENT

Listening and Understanding LL.01
Speaking and Communicating LL.02
Phonological Awareness LL.03
Book Knowledge and Appreciation LL.04
Print Awareness and Early Writing LL.05

Language and literacy skills develop through talking, listening, playing, reading, writing, and learning the skills that adults use to communicate. Children develop the foundation for all communication in the early childhood years. They begin with nonverbal interactions (smiling, facial expressions, gestures), and then gradually move toward spoken language, sign language or other alternative communication methods. Children learn not only the language system of those around them but also the values and attitudes that are part of how language is used. As children acquire language they practice the rules of communication used within their culture and family. Language and literacy skills can develop in any language, and most often they develop first in the child’s home language. Supporting a child’s home language helps prepare children to learn English.

Literacy is the foundation for creating a well-educated and responsible citizen. Between three and five years of age, children begin to understand how oral language is reflected in written symbols (letters), and learn to create written symbols to communicate their ideas. Through exposure to quality children’s literature, children discover that written words are a way to share ideas. Language and literacy development is promoted and supported through play, especially pretend play, and through music, rhyme, and rhythm.

A solid foundation in oral language development in the early years before a child enters school will promote success in reading and writing in the future. Children’s language ability affects learning and development in all areas, especially emerging literacy. Young children who have rich language and literacy experiences are more likely to experience success in learning to read independently. In fact, research has found that the more words children heard from their parents or caregivers before they are three, the higher their IQ was, and the better they did in school.

Supporting Children with a Wide Range of Abilities:

- Use alternate modes of communication when needed (sign language, Braille, gestures, visual cues, picture communication boards, voice output devices).
- Utilize sign language and Braille (as needed) to enable children to participate in literacy activities. Modify activities and materials to enable participation (e.g., add Braille dots to books, use assistive technology such as computer/smart devices to listen to books).
- Use book holders and page turners if child is unable to hold the book independently.
- Use of photographs to help children sequence parts of stories or literacy activities.
- Provide varied listening opportunities to support children in continually developing more complex vocabulary, including children who already possess rich, advanced vocabulary.
- Use new vocabulary words in varying contexts throughout the day to increase children’s level of understanding.
- Teach peers how to interact and communicate with a child with communication needs.
- Provide opportunities to develop fine motor skills (lacing beads, sewing cards, unifix cubes, scissors, puzzles).
- Support early writing and letter knowledge through a multisensory approach (form letters with play dough, build letters out of blocks, write with many types of tools, cut letters out of sandpaper).
- Provide opportunities for children to write with their fingers as well as many modified writing tools to help them understand the relationship between scribbles and the written word.

- Support participation in awareness of rhyming sounds, encouraging children to participate on any level possible, using their multiple senses and adaptations if needed.
- Pair spoken words with items you can see or touch to learn rhyming sounds (point to picture while saying that word).
- Run finger under written text while reading.
- Use appropriate literacy props in dramatic play such as menus, schedules, envelopes, and receipts.

Supporting Dual Language Learners:

- Incorporate children’s home language(s) whenever and wherever possible.
- Pair non-English speaking children with bilingual peers and adults.
- Meet regularly with the child’s family and support his/her home language development and the development of English.
- Continue to interact even though the child may not offer verbal responses.
- Utilize small group situations to support children learning English, and facilitate conversation among children and between children and adults.
- Learn key words and phrases in each child’s home language.
- Assess children’s progress in acquiring their home language as well as English.
- Utilize technology to offer activities in other languages such as apps that translate words in many languages.
- Display alphabet and environmental print in home and English languages, at child’s eye level.
- Use actual names of people and objects rather than pronouns and encourage children to write those names.
- Offer one-on-one assistance as children experiment with writing tools.
- Help children write about their world by labeling objects in the environment in both their home language and English.
- Provide access to many types of children’s books (e.g., reference books, audio books, electronic books) in home languages.
- Use actual names of people and objects rather than pronouns when looking at and reading books.

- Notice what children are interested in, what they might want to talk about, and what they know, and provide books which reflect those interests and suggest writing about those interests.
- Continue to read and interact when reading to children even though the children may not offer verbal responses.
- Include bilingual books representing children’s home culture(s).
- Use gestures, body languages, props, and other visual cues to help aid children’s comprehension of rhyme and alliteration.
- Accept minimal responses such as the nod of the head or a smile when asking children if words rhyme or if words begin with the same sound.
- Model language by narrating actions using self-talk strategies (“I am putting these two together because they rhyme. They sound the same; cat, bat.”)



Supporting Children from Diverse Backgrounds:

- Use information obtained from families and observations of children to individualize services to help children learn meaning from directions and conversations.
- Learn a few phrases or words in the child’s first language and pair the word with the English counterpart when speaking with English learners.
- Help children learn socially acceptable ways of interacting with peers and adults. Intentionally teach classroom routines and expectations so the child understands what to expect.
- Use information gained from families and other members of diverse communities to understand ways of socializing, interacting, and communicating in the family/community.

- Create an open and respectful dialogue with the child’s family about first and second language development and ways to support child’s home language and culture development.
- Encourage people to communicate about their culture and share items representing it.
- Create an environment in which children encounter objects, pictures, and people with whom they can identify.
- Connect activities to what children experience in their homes and communities (oral stories, environmental print, family recipes). Provide a variety of books and magazines that portray men and women of all ages and different ethnic groups engaged in jobs that are familiar to most children in the community.
- Use materials related to the children’s cultures. Encourage children to respond to familiar books, topics, characters, and images. Intentionally include books from child’s home culture.
- Include diverse cultures and languages in the environment and the curriculum.
- Ask families for words that rhyme in their home language, if applicable, or words that start with the same sound.

Standards included in this domain:

Listening and Understanding - Standard (LL.01): Demonstrates continual growth in understanding increasingly complex and varied vocabulary

Speaking and Communicating - Standard (LL.02): Develops foundational skills to communicate effectively for a variety of purposes

Phonological Awareness - Standard (LL.03): Demonstrates knowledge of phonological awareness

Book Knowledge and Appreciation - Standard (LL.04): Demonstrates interest in and appreciation of reading-related activities

Print Awareness and Early Writing - Standard (LL.05): Conveys meaning through drawing, letters, and words



Developmental Domain: LANGUAGE & LITERACY-Listening and Understanding

Standard (LL.01): Demonstrates continual growth in understanding increasingly complex and varied vocabulary

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	<p>Children begin to respond to sounds in the environment.</p> <p>Later, children begin to demonstrate receptive communication by paying attention when familiar adults talk or sign about objects, people, and events.</p>	<p>Children begin to engage in joint attention with a familiar adult.</p> <p>Later, children begin to listen to others and respond to feelings and expressed ideas.</p>	<p>Children begin to listen to simple directions and conversations with understanding.</p> <p>Later, children begin to demonstrate understanding of many vocabulary words.</p>
<p>RECEPTIVE COMMUNICATION The ability to understand words and language.</p> <p>JOINT ATTENTION The shared focus of two individuals on an object through eye-gaze, pointing or verbal interactions.</p> <p>PARALLEL TALK Technique in which the adult narrates what the child is doing or seeing.</p>	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Startles or turns to sounds in the environment (e.g., loud sounds, voices, car horn) Responds to words or gestures (stops crying when caregiver says “bottle”, smiles or laughs when told “Mommy/ Daddy is here”) Shows understanding of some words, gestures, or signs Reacts when hearing own name 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Carries out simple request (wave “bye-bye”) or responds to simple questions (“Where’s your ball?”) Recognizes familiar social games and routines (smiles or pats hands together when the adult says “pat-a-cake”) Points to objects, pictures, and body parts (nose, eyes, ears) as part of interactions with adults Understands approximately 100 words/ utterances relevant to their experience and cultural context 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Attends to and gains information from short stories, rhymes, fingerplays, and songs Responds with understanding to action words, such as “Let’s put the baby in bed” Follows directions such as “Please go wash your hands, then sit down at the table” Answers simple questions using short sentences Imitates sounds and simple rhythms
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> Stories, songs, words, games, and daily schedules in English and the home languages of English learners Sturdy board, vinyl, and cloth books, photo albums, magazines with pictures, catalogs, flannel boards, puppets, which are accessible throughout the day Quiet location for listening to digital books Opportunities to play listening games and listen to different types of sounds 		<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> Engages children in social games and back and forth communicating Pairs words with actions and objects during play activities and daily routines Names and describes people, things, and actions during play activities and daily routines Follows the child’s lead, commenting on the child’s actions and sounds Encourages parents to develop and maintain their first language in the home Engages children in songs, rhymes, fingerplays, and stories, including songs and stories that are culturally meaningful to the children in the group Uses short phrases to describe toddlers’ actions (parallel talk) in play activities and daily routines Names and describes people, things, and actions in the environment Expands on child’s language and answers questions 	

NOTES:

Developmental Domain: LANGUAGE & LITERACY-Listening and Understanding

Standard (LL.01): Demonstrates continual growth in understanding increasingly complex and varied vocabulary

[3-4 years]:	[4-5 years]:	
<p>Children begin to listen to directions and conversations with understanding.</p> <p>Later, children begin to listen to stories that are read aloud, and show understanding through body language, pointing to pictures, or retelling the story.</p>	<p>Children begin to provide basic answers to specific questions about details of a story (e.g., who, what, where, or when).</p> <p>Later, children begin to provide a summary of a story highlighting key ideas in the story and how they relate to one another.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Listens to others and responds to feelings and expressed ideas • Demonstrates understanding of the meaning of stories, songs, and poems • Follows single, multistep, and complex directions in order. At first with adult support and later on their own • Listens to stories that are read aloud, and shows understanding through body language, pointing to pictures, or retelling the story 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Retells 2-3 key events from a well-known story • Demonstrates understanding of home and/or English languages during social interactions, program directions, and activities • Understands increasingly complex sentences that include multiple concepts 	<p>TIER II WORDS</p> <p>Complex words that are frequent enough that most native speakers would know what they mean, but usually require explicit/direct instruction to new learners. These words offer more precise or mature ways of referring to ideas children already know.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • Stories, songs, words, games, and daily schedules in English and the languages of non-English speaking children • Assist children in the understanding of new vocabulary by using a word wall, pictures, or labels • Accessible books (on low shelves, or bins on the floor) • Materials/props available for retelling the story in a variety of ways • Opportunities to listen to stories/songs independently or in small group situations (listening area protected from more active areas) • Technology activities available to support and extend children's language learning (smart boards, audio books, computer programs assistive technology) • Color-coded tape for play and stop buttons for independence when listening to books on audio players • Visual cues (photos, a visual schedule board or a video) to support listening and understanding of step by step directions, such as washing hands or setting the table 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Presents information in a variety of ways with an assortment of materials. For example, enhance the meaning of stories being read by including actions or props that demonstrate the meaning of the story • Makes learning meaningful by helping children link their interests and experiences to concepts. When children show an interest in vehicles, introduces a variety of vehicle-related words (transportation, backhoe, semi-trailer) and provide materials in the classroom related to their vehicles (books, assorted cars) • Introduces Tier II words in conjunction with simple definitions to increase vocabulary. "This cookie is scrumptious, it tastes so good!" 	

NOTES:

Developmental Domain: LANGUAGE & LITERACY-Speaking and Communicating

Standard (LL.02): Develops foundational skills to communicate effectively for a variety of purposes

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	<p>Children begin to cry to signal discomfort or distress.</p> <p>Later, children begin to use gestures, actions, and expressions to communicate needs, wants, and feelings.</p>	<p>Children begin to use words and actions to communicate their needs and wants.</p> <p>Later, children begin to decrease babbling and begin to build their vocabulary.</p>	<p>Children begin to use words, phrases, short sentences, and gestures to communicate needs, wants, feelings, or thoughts.</p> <p>Later, children begin to use new vocabulary words in meaningful contexts.</p>
<p>SERVE AND RETURN Back and forth interaction to support communication development. When a child babbles, gestures, or cries, the adult responds appropriately with eye contact, words, or a gesture to sustain the interaction.</p>	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Uses differing cries to signal various needs • Communicates nonverbally with adults and other children (e.g., reaches for object to indicate desire or turns away to end an interaction) • Combines different types of babbles • Uses some consonant-vowel combinations (e.g., ba, ma) • Engages in vocal play and turn-taking communication games with responsive adults • Begins to point to objects in the environment • Listens to and begins to respond to familiar words (e.g., mama) 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Babbles using the sounds of their home language • Uses nonverbal communication to express ideas (e.g., signs “more”, waves bye-bye) • Names a few familiar objects in environment • Uses one word to convey a message (e.g., “milk” for “I want milk”) 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Communicates verbally ranging from single words to simple sentences • Uses words or phrases to express wants, seek attention, protest, comment, or offer greetings • Names objects or actions in picture books • Asks questions to achieve more information (e.g., What’s that?) • Speaks so that familiar listeners (family members or others in the child’s immediate environment) are able to understand • Is able to say own name
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • Materials that encourage face-to-face interactions (books, puppets, dolls, mirrors) • Pictures of children and their families displayed in environment 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Creates a climate of trust by responding to infants’ cues and communications • Understands that young infants do not intentionally cry or act out in order to be challenging; they are developing ways to communicate their wants and needs • Treats children’s attempts at communication as intentional and meaningful • Uses alternate ways to communicate when needed (sign language, gestures) • Builds on children’s interests to introduce new words and ideas during play activities and daily routines • Engages children in back and forth communication • Provides opportunities for children to engage in serve and return conversation 		

NOTES:

Developmental Domain: LANGUAGE & LITERACY-Speaking and Communicating

Standard (LL.02): Develops foundational skills to communicate effectively for a variety of purposes

[3-4 years]:	[4-5 years]:	
<p>Children begin to use complex gestures and actions to enhance communication.</p> <p>Later, children begin to use expanded sentences when communicating with others.</p>	<p>Children begin to use complex sentences.</p> <p>Later, children begin to use increasing variety and specificity of words to communicate their thoughts and ideas.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Greets and initiates interactions with adults and peers • Uses sentences that include two or more separate ideas using new vocabulary that has been introduced • Understands different rules for using language and variation in voice level • Begins to understand body language as a nonverbal means of communication • Uses some question words and some prepositions • Speaks clearly, or uses alternative communication methods, to be understood by unfamiliar listeners • Uses non-verbal communication to enhance message (e.g., eye contact as culturally and individually appropriate, facial expression, gestures) • Uses social conventions in language with adult support • Uses simple pronouns (e.g., I, me, you, mine, he) • Demonstrates an emerging understanding of basic grammar rules, overgeneralization of grammar rules is common 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Attempts to independently solve problems through communicating with other children • Follows agreed upon rules for discussions • Understands and uses most question words • Uses many frequently occurring prepositions • Begins to use new words and phrases acquired through conversations and exposures to texts • Uses increasingly longer and more complex sentences to communicate ideas • Changes word tense to indicate time • Uses language to share ideas and gain information • Uses language for a variety of purposes (role playing, rhyming, using props, describing feelings, telling jokes, conversing) • Maintains a topic of conversation through multiple exchanges 	<p>SOCIAL CONVENTIONS A set of agreed or generally accepted standards, norms, social norms, or criteria (e.g., using please, thank you, excuse me).</p> <p>OVERGENERALIZATION The process of extending the application of a rule to items that are excluded from it in the language (e.g., child uses the regular past tense verb ending -ed of forms like "I walked" to produce forms like "I goed" or "I rided").</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • A variety of activity centers that encourage children to interact and communicate with adults and peers • Props, books, materials, and manipulatives for telling and retelling events and stories 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Frequently engages in conversations with children • Builds on children’s interests to introduce new vocabulary and ideas • Provides opportunities for children to engage in turn taking and dialogue in conversation • Uses advanced language with children by extending their language and using new or unfamiliar vocabulary • Uses open-ended questions throughout the day that require children to put together language to communicate complex ideas such as, "Tell me about..." or "Share your story with the group," or "What do you think?" and "How do you know..." 	

NOTES:

Developmental Domain: LANGUAGE & LITERACY-Phonological Awareness

Standard (LL.03): Demonstrates knowledge of phonological awareness

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	Children begin to babble and practice the sounds of their language(s). Later, children begin to respond to verbal communication through the use of sounds and physical movements.	Children begin to repeat sounds initiated by adults. Later, children begin to make syllables and words.	Children begin to repeat a sound sequence (e.g., E, I, E, I, O). Later, children begin to show interest, understanding or enjoyment when participating in language activities.
PHONOLOGICAL AWARENESS The awareness that language is composed of sounds and the understanding of the relationship of those sounds.	Indicators for children include: <ul style="list-style-type: none"> Startles to unfamiliar sounds Looks or turns towards a familiar person who says the child’s name Coos and uses physical movements to engage familiar others Pays attention to familiar adults when they speak 	Indicators for children include: <ul style="list-style-type: none"> Responds appropriately to familiar words (puts arms in the air when adult says “so big”) Labels sounds when they are heard (e.g., says “dog” when they hear a dog barking) 	Indicators for children include: <ul style="list-style-type: none"> Uses and imitates sounds when playing Recognizes sounds that are similar to those found in name Engages in activities that include rhyme and alliteration
Suggestions for the environment: <ul style="list-style-type: none"> Sturdy books and pictures for the child to explore Books that contain rich language (e.g., rhyme, repetition, rhythm) Materials that produce sounds accessible for children to explore 		Teaching with Intent Throughout the Day: <ul style="list-style-type: none"> Narrates children’s actions Sings songs that are culturally meaningful to the child Talks about sounds and encourages children to practice the sounds Continues to name objects the child is familiar with (e.g., favorite toys) Reads often to children Plays with language by singing, chanting, playing, and reading to children Models and encourages use of new and interesting words 	

NOTES:

Developmental Domain: LANGUAGE & LITERACY-Phonological Awareness

Standard (LL.03): Demonstrates knowledge of phonological awareness

[3-4 years]:	[4-5 years]:	
<p>Children begin to engage in word and sound play with adults.</p> <p>Later, children begin to distinguish between words that contain similar sounding phonemes (e.g., cat-hat).</p>	<p>Children begin to demonstrate basic knowledge of letter-sound correspondence.</p> <p>Later, children begin to identify, blend, and segment syllables in spoken words.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> Shows enjoyment of rhymes and alliteration Listens to two words and determines whether or not they rhyme Notifies that several words or names begin with the same sound Claps hands for each syllable in words Recognizes rhyming words in songs, chants or poems Identifies when initial sounds in words are the same (e.g., pumpkin, puppet) Distinguishes individual words in a sentence 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Makes rhymes to simple words Demonstrates phonemic awareness by playing with sounds to create new words Able to distinguish and count syllables in words Isolates the initial sound in some words Produces rhyming words or words that have same initial sound Progresses in listening and telling differences in phonemes Isolates beginning and ending sounds of printed or spoken words 	<p>ALLITERATION The occurrence of the same letter or sound at the beginning of adjacent or closely connected words (e.g., Peter Piper Picked a Peck...).</p> <p>PHONEMIC AWARENESS The ability to identify, hear, and work with the smallest units of sound called phonemes.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> A quiet place where children may listen to a variety of nursery rhymes and stories Picture books that have easy-to-follow stories, rhymes, repetition, and simple language Displays which encourage visual connections with rhyming words and word/letter families (word wall, pocket chart, collections of materials that start with same letter) 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> Provides opportunities for children to hear sounds in their home language Encourages children to create rhymes with familiar words (bat, hat, cat) or nonsense words (gat, jat, lat) Give children opportunities to repeat sounds in their names and other words Draws children’s attention to the separate sounds of spoken language through playful songs, games and rhymes Meaningfully incorporates phonemic and alliteration awareness within daily activities based on children’s interests and developmental levels rather than using rote memorization (e.g., flashcards or worksheets) Uses engaging story times to teach literacy concepts (rhyming, alliteration) Writes what children say to demonstrate the connection between spoken and written words 	

NOTES:

Developmental Domain: LANGUAGE & LITERACY-Book Knowledge and Appreciation

Standard (LL.04): Demonstrates interest in and appreciation of reading-related activities

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	<p>Children begin to form the foundation for early literacy by exploring books and printed materials.</p> <p>Later, children begin to focus attention while looking at printed materials for a brief period of time.</p>	<p>Children begin to initiate literacy activity by gesturing towards a book or turning pages of a board book.</p> <p>Later, children begin to actively engage in literacy activities with printed materials.</p>	<p>Children begin to demonstrate an understanding of printed words and materials.</p> <p>Later, children begin to increase ability to focus for longer periods of time on printed materials which are of interest.</p>
EARLY LITERACY What children know about reading and writing before they actually read or write.	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Explores physical features of books (chews, touches, handles, mouths) • Responds to language and shows enjoyment of the sounds and rhythms of language • Looks at picture books and listens to adult talk about pictures 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Explores books with interest • Points to familiar pictures and actions in books • Names pictures of familiar objects in books • Brings book to an adult to read • Holds book upright • Begins to recognize favorite books by the cover 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Sustains attention for short periods of time while being read a book • Pretends to read books, turns pages, talks about or signs what is happening in the book • Uses phrases to describe events in books • Imitates concepts or actions from a familiar book • Requests favorite book to be read repeatedly • Holds book right side up and begins to turn pages from front to back
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • Many types of durable children’s books (e.g., cloth, vinyl, board, textured) • Provide books with high-contrast colors and patterns • Soft, cozy place for looking at books is available • Diverse books are accessible for children to explore 		<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Allows child to explore books by mouthing and turning pages • Provides durable books that engage the senses (different textures, bright colors, sounds) • Helps children learn to care for and respect books • Spends time with the child reading and looking at books together • Points to and names items depicted in books while looking at them with children • Reads or signs stories that repeat words or phrases; encourages children to repeat • Explores and extends children’s understanding of the meaning of new words • Reads to children daily, individually, and/or with others 	

NOTES:

Developmental Domain: LANGUAGE & LITERACY-Book Knowledge and Appreciation

Standard (LL.04): Demonstrates interest in and appreciation of reading-related activities

[3-4 years]:	[4-5 years]:	
<p>Children begin to understand that books are comprised of written words.</p> <p>Later, children begin to increase their knowledge about books and how they typically are read (e.g., holds book right side up, turns pages front to back).</p>	<p>Children begin to know features of books such as title, author, and illustrator.</p> <p>Later, children begin to independently choose to “read” books and select a variety of texts including fiction and non-fiction.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Demonstrates interest in and appreciation of reading-related activities • Relates events in story to own knowledge and experience • Begins to sequence, predict, and retell a story (e.g., tells about the story from the pictures) • Asks people to read stories, signs, and notes • Understands that print carries meaning • Answers questions about a story that has been read or repeats parts of the story • Chooses a favorite book • Tells stories to others, real and imaginary • Demonstrates an interest in different types of literature (e.g., nonfiction, poetry) 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Utilizes books as a source of information • Identifies main components of a story (major plot points) • Asks people to read stories, signs, or notes • Knows how to care for books • Shows knowledge of basic print conventions when “reading” picture books • Pretends to read book titles/simple stories • Knows specific words related to books such as author and illustrator 	<p>PRINT CONVENTIONS</p> <p>Rules governing print such as location of print, where to start reading, and what direction to read and write. These rules vary according to language.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • Soft, cozy place for looking at books (with pillows, comfortable chairs, rugs) • Many types of children’s books; reference books, audio books, electronic books, big books, board books, materials, and/or props available to support retelling the story • Some books displayed on accessible shelves with covers facing outward • Books and displays that celebrate the differences of all children and families, including those who are not represented in the learning environment 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Provides print-rich environment and reads to children, both individually and in small and large groups throughout the day • Places books and signs/posters in all interest areas on relevant topics • Reads books with rich, descriptive vocabulary, exploring and extending children’s understanding of the meaning of new words • Uses story time to teach literacy concepts such as author, illustrator, title page, directionality and print to picture match • Demonstrates use of different kinds of books: picture book, cookbook, fantasy, factual, poetry • Encourages children to share a favorite book that they have read • Makes connections to books and real-life activities and events 	

NOTES:

Developmental Domain: LANGUAGE & LITERACY-Print Awareness and Early Writing

Standard (LL.05): Conveys meaning through drawing, letters, and words

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	<p>Children begin to develop eye-hand coordination.</p> <p>Later, children begin to manipulate materials with increasing precision.</p>	<p>Children begin to make marks on paper with a large crayon or marker as a way of exploring writing materials.</p> <p>Later, children begin to become actively engaged in literacy activities with printed materials.</p>	<p>Children begin to make scribbles on paper to represent an object or action.</p> <p>Later, children begin to have an increased awareness and understanding of the variety of different types of print found in their environment.</p>
<p>PINCHER GRASP Picks up smaller objects between the thumb and forefinger.</p>	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Hand movements become more precise and child can grasp objects and pass from hand to hand by the end of this stage 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Explores what he/she can do with crayons and paper and imitates what older children or adults do with similar materials Uses pincer grasp to pick up items Shows interest in writing 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Experiments with a variety of writing tools, materials, and surfaces Progresses from random scribbling to controlled scribbles Draws simple shapes or scribbles to represent objects or actions Draws straight lines or curved lines Talks with others about what they have drawn/written
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> Include print in the environment (e.g., posters, labels on cubbies and materials, toy shelves) Provide durable books and a variety of writing tools accessible to children (variety of paper, large crayons and pencils, paint brushes, markers) Display children’s art around the room at child’s eye level (including children’s beginning attempts at writing) 		<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> Provides age-appropriate writing materials for young toddlers to explore (e.g., chunky crayons or chalk) Respects child’s early forms of writing and talks to child about the writing Models the use of writing and drawing in everyday activities 	

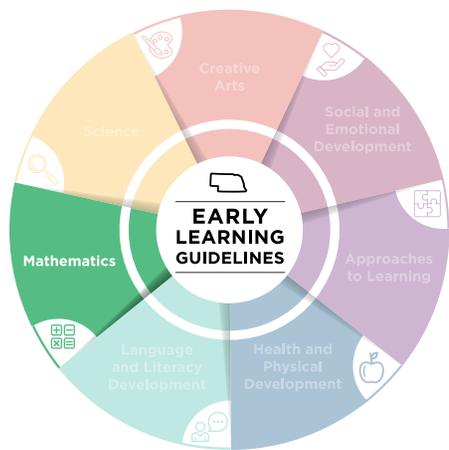
NOTES:

Developmental Domain: LANGUAGE & LITERACY-Print Awareness and Early Writing

Standard (LL.05): Conveys meaning through drawing, letters, and words

[3-4 years]:	[4-5 years]:	
<p>Children begin to engage in writing activities that consist largely of drawing and scribbling. Children begin to recognize symbols have meaning.</p> <p>Later, children begin to draw or “write” to convey an idea, event or story. Children continue to progress in identifying of letters.</p>	<p>Children begin to use drawing, scribbling, and letters as a form of communication. Children begin to recognize that letters make sounds.</p> <p>Later, children begin to write for a variety of purposes and demonstrate understanding of many print conventions. Children continue to recognize most uppercase and some lowercase letters.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> Shows an awareness of print as a form of meaningful communication (e.g., asks people to read notes, signs) Shows an interest in early writing Uses scribbles, shapes, or pictures to represent specific thoughts, ideas, stories Copies simple lines and shapes Writes some letter-like forms and letters with adult support Identifies his/her writing as distinct from his/her drawing Labels a drawing with several randomly placed, letter-like shapes Recognizes that the letters of the alphabet are a special category of visual graphics that can be named Shows awareness of letters (sings ABC song, recognizes letter(s) from own name) Creates writing with the intent of communicating (e.g., makes a pretend list) “Reads” familiar environmental print (e.g., logos, signs) Recognize the letters in their own name 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Recognizes writing as a way of communicating for a variety of purposes (e.g., giving information, sharing stories, or giving an opinion) Identifies some letters and numbers and progresses in the identification of letters Uses pretend writing in play as a purposeful activity Recognizes and/or writes own name on artwork or possessions Progressively uses drawing, scribbling, letter-like form, and letters to intentionally convey meaning Recognizes that letters of the alphabet have distinct sound(s) associated with them Attends to the beginning letters in sounds and words. Recognizably writes a majority of letters in their name Copies environmental print from signs/labels posted around room Makes some letter-sound connections (e.g., identifies letters and associates the correct sounds with letters) May use invented spelling consisting of salient or beginning sounds to write words (e.g., B for ball or L for elevator) 	<p>ENVIRONMENTAL PRINT The print of everyday life. It includes print that appears in signs, labels, and logos.</p> <p>INVENTED SPELLING The practice of spelling unfamiliar words by making an educated guess as to the correct spelling based on the writer’s existing phonetic knowledge.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> A variety of writing materials to encourage children’s attempts at writing Books and writing tools in each area of play or center Various items with letters included in the environment (magnetic letters, letter stamps, alphabet blocks) Displays of children’s work that reflect meaningful experiences (art, beginning attempts at writing, response to books or experiences) around the room at child’s eye level Displays of the alphabet and environmental print at child’s eye level 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> Provides developmentally-appropriate writing materials of all kinds throughout the room (colored pencils, markers, pens, crayons, chalk, and chalkboards, unlined paper, notepads, sticky notes, labels, wallpaper samples, grocery bags) Models the use of print, writing, and drawing in everyday activities Writes dictation about child’s artwork Encourages children to “read” daily (e.g., schedule, job chart) Models how to hold writing tools and scissors while referring children to one another for help Children may learn dexterity and coordination skills better by watching and imitating their peers Provides opportunities for children to express their thoughts and ideas through the developmental stages of scribbles to conventional print 	

NOTES:



MATHEMATICS

Number and Operations M.01
Geometry and Spatial Sense M.02
Patterns and Measurements M.03
Data Analysis M.04

Young children develop number and mathematical concepts through meaningful and active learning experiences that are broader in scope than numerals and counting. Mathematics (math) is more than counting and recognizing numbers. It involves learning about heavy and light, big and small, and long and short. Math also involves learning about shapes, recognizing patterns, and comparing quantities. Math helps children make sense of the world around them, and is fostered by everyday play activities and exploration of their environment. In an inclusive, developmentally appropriate, play-based environment, children have opportunities to acquire and understand mathematical skills and concepts using hands-on materials in real-life situations.

Adults can support the development of mathematics by incorporating math into everyday activities. There is no need to drill children with flashcards or do worksheets to help them learn math; these types of activities result in rote learning without real understanding. Children's mathematical understanding develops over time with the help of adults who connect math to everyday activities. Daily opportunities for problem solving, reasoning, communication, connections, and representations make it possible for young children to learn the content of math. In a high-quality early childhood environment, children are intentionally introduced to and engage in the 'big ideas' of math. Adults note children's interests and strengths and plan activities that build upon young children's existing skills based on their curiosity and enthusiasm for the objects in their environment. Using math words around young children helps them begin to understand math concepts. "Math talk" is directly related to children's later math achievement. Opportunities for math talk are readily available throughout a typical day. When adults assist young children in enhancing their knowledge of math, they help children a positive disposition towards

math. All children are capable of developing a strong knowledge of math in their earliest years. A positive attitude toward math and mathematical learning begins in early childhood.

Supporting Children with a Wide Range of Abilities:

- Provide adaptations to help children grasp items. For example, build up handles with sponges or foam tape, stabilize toys on surfaces with C-clamps, attach Velcro to small manipulatives, and attach knobs or handles to puzzle pieces.
- Modify games using large dice, spinners with a handle to spin, or a switch that encourage children to identify and use numbers in problem solving.
- Use picture communication boards to allow children to tell about similarities and differences they encounter in their daily routines, to make choices, answer questions, and express observations when communicating about amounts and numbers.
- Engage informally with children during center time to explore counting, comparing, joining, or separating small quantities of concrete objects.
- Incorporate several opportunities to count and compare quantities in the daily routine (e.g., counting groups of children, comparing piles of rocks found on the playground, determining how many more cups are needed at lunchtime).
- Provide writing materials and/or handheld devices with appropriate programs so that children can choose to view, solve, and create addition and subtraction stories.
- Model mathematical language using terms such as more, less, greater than, less than, estimate, and compare when describing situations that occur during the day. Fill and empty various

containers with sand or water, discuss the shapes of container and amounts each container holds, and describe and compare weights using terms such as heavier or lighter.

- Emphasize similarities and differences among shapes (curved or straight lines, square corners) and the same shape in different contexts (e.g., circle on basketball hoop vs. circle in shape book vs. circle on the bottom of milk cup at lunch).
- Include literature and movement activities that model counting and other mathematical concepts through illustrations or the storyline.
- Provide visual models to help children understand and quantify differences. Encourage children to use different objects to build representations of shapes observed in the classroom and natural world.
- Use materials with different textures, sizes, smells, or sounds to identify patterns and relationships between objects.

Supporting Dual Language Learners:

- Use pictures and actions to teach the language needed for making a pattern or measuring through an interpreter if possible.
- Use vocabulary and phrases in the child's native language when introducing new ideas about mathematical concepts such as geometric shapes and spatial sense. Use number names from multiple languages when talking about quantity and counting. Teach number and operations words (today, tomorrow, yesterday, more, less) in both the home language and English.
- Model language by narrating actions and labeling shapes while using self-talk strategies, "I am using this blue crayon to color in this big square."
- Accept minimal responses, such as the nod of the head or a smile when asking children about patterns and measurement. Allow children to show you that they can match shapes and make geometric shapes without requiring them to use language.
- Display photographs of patterns to help children understand the concept of patterning.

Supporting Children from Diverse Backgrounds:

- Lead discussions of similarities and differences among different cultures to help children understand and appreciate diversity and to

develop of sense of community. For example, everyone uses numbers to count but it may sound and look different.

- Include a variety of cultures and physical characteristics in visual representations of things to count and quantify. Build counting, comparing, and computing situations from children's questions or community experiences, including family events. Bring in items from the community that display cultural symbols, patterns, and shape, such as clothing, quilts, and artwork.
- Encourage children to count and graph the number of languages spoken in their group.
- Emphasize shapes in the environment by showing shapes in photos of buildings from different cultures and depicting multiple cultural influences. Include neighborhoods in which the children live.
- Show an interest in children's cultures and encourage measurement by having children assist in cooking foods native to their culture on a regular basis.
- Use descriptive and comparison books that include photographs and illustrations that accurately reflect the cultures of the children.



Standards included in this domain:

Number and Operations - Standard (M.01): Demonstrates awareness of quantity, counting, and numeric competencies

Geometry and Spatial Sense - Standard (M.02): Develops understanding of geometric shapes and spatial relationships

Patterns and Measurements - Standard (M.03): Demonstrates awareness of routines, predictable patterns, and attributes that can be measured

Data Analysis - Standard (M.04): Develops foundational skills in learning to understand concepts of classification, data collection, organization, and description

Developmental Domain: MATHEMATICS-Number and Operations

Standard (M.01): Demonstrates awareness of quantity, counting, and numeric competencies

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	Children begin to explore a variety of materials. Later, children begin to develop an understanding of quantity as they interact with objects.	Children begin to experiment with quantities and space (fills and dumps containers). Later, children begin to show interest in real-life mathematical concepts.	Children begin to use number words to label quantities, though may be incorrect. Later, children begin to assign meaning to numbers.
<p>ROTE COUNT Reciting numbers in order but does not correspond to quantity.</p> <p>ONE-TO-ONE CORRESPONDENCE The understanding that each object being counted represents “one more.” Before understanding one-to-one correspondence, children count by rote memorization.</p>	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Expresses desire for “more” through facial cues, sounds, and gestures Explores objects one at a time Holds on to more than one object at a time (grasps toy in one hand and reaches for another object with other hand) 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Begins to recognize the concept of quantity using “more” or “all gone” Imitates counting naming some number words without regard to sequence Understands descriptive words (big/small/ same) 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Compares collections that are quite different in size Rote counts to 5 Begins to count objects by pointing to objects, but does not apply one-to-one correspondence Imitates counting rhymes or songs Recognizes some numerals Identifies first and second in a sequence (ordinal numbers) Begins to recognize how adding or subtracting objects changes the quantity
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> Multiple objects to explore and manipulate Materials that provide mathematical examples and encourage use of numbers (e.g., books, pictures, toys) Materials with numerals (e.g., number blocks or puzzles, and counting books) 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> Engages in simple finger plays with children Models counting and sequencing within daily routines and interactions Exposes children to numbers and number concepts in pictures, books, and songs Uses number words and numerals, including zero, in everyday situations Counts using child’s home language Acknowledges children’s attempts to count Reinforces one-to-one correspondence (e.g., asks children to pass out napkins at snack time, matching one to each chair) Models strategies to help children keep track of what they are counting 		

NOTES:

Developmental Domain: MATHEMATICS-Number and Operations

Standard (M.01): Demonstrates awareness of quantity, counting, and numeric competencies

[3-4 years]:	[4-5 years]:	
<p>Children begin to coordinate verbal counting with objects by pointing to or moving objects.</p> <p>Later, children begin to spontaneously count for own purposes.</p>	<p>Children begin to count to answer "how many" questions.</p> <p>Later, children begin to compare two numbers between 1 and 5 in written form (e.g., 4 is more than 2).</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> Counts to 10 by ones with minimal prompting Accurately counts quantities of objects up to 10, using one-to-one-correspondence Compares groups of up to 5 objects Represents addition and subtraction by manipulating up to 5 objects (e.g., "3 blue pegs, 2 yellow pegs, 5 pegs altogether."; "I have four carrot sticks. I'm eating one. Now I have 3.") 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Begins to subitize small quantities of up to 3 or 4 objects Counts verbally or signs to 20 by ones Knows that written numbers are symbols for number quantities and, with support, begins to write numbers from 0 to 10 Understands cardinality Begins to represent simple word problem data in pictures and drawings 	<p>SUBITIZE Ability to quickly recognize the number of objects in a small group without counting.</p> <p>CARDINALITY Using the last number name spoken to describe the number of objects in the set.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> Manipulatives and materials (e.g., print and digital material, sand molds, tactile numeral cards, puzzles, counting books, handheld devices such as tablets, interactive whiteboards) and activities (e.g., tracing numbers in sand, forming numbers with clay, recording data) that feature number names and number quantities Materials and books that promote exploration of number quantities (e.g., collections of small objects, cash registers with money, number puzzles, counting books and games in print and digital formats) Open-ended materials, natural or man-made, that can be counted, sorted, grouped, weighed, measured or manipulated in the outdoor setting 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> Encourages and supports attempts to learn to count numbers to 20 or higher Includes and refers by name to written numerals in the environment Intentionally refers to the symbol and number name when discussing numbers (quantities) of objects Integrates purposeful counting experiences throughout the day Encourages children to compare numbers frequently through questions (e.g., "Are there more people riding in the bus or in the airplane?") and graphing (e.g., favorite colors) Fosters one-to-one correspondence throughout the day (e.g., asks a child to put out just enough napkins for children seated at the table) Models how to represent and describe data (e.g., displays daily attendance on a graph and discusses "how many," "more," "less," "fewer," "equal to") Works with children in small groups to help them organize (classify) objects, describe their work, and represent the results (e.g., use simple graphs to represent the results of such experiences) 	

NOTES:

Developmental Domain: MATHEMATICS-Geometry and Spatial Sense

Standard (M.02): Develops understanding of geometric shapes and spatial relationships

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	Children begin to use observation and sensory exploration to build and understanding of how objects move in relationship to each other. Later, children begin to explore how objects fit together and move.	Children begin to use trial and error to discover how objects fit in relationship to each other. Later, children begin to match identical simple shapes.	Children begin to combine shapes to make new shapes. Later, children begin to use words and gestures to describe the attributes of objects.
SPATIAL CONCEPTS The relationship between us and objects, or the relationships of objects to each other.	Indicators for children include: <ul style="list-style-type: none"> • Observes objects and people in the immediate environment • Reaches and grasps for objects • Explores object through the use of different senses • Focuses attention on an object in motion and follows it • Puts objects in, out, on, and off of other things 	Indicators for children include: <ul style="list-style-type: none"> • Adjusts reach and grasp based on distance, size, and weight of object • Drops objects and watches them move • Explores space by moving self over, under, through, in, and around various objects and spaces • Begins to identify physical obstacles and possible solutions (crawls around chair to reach object) 	Indicators for children include: <ul style="list-style-type: none"> • Recognizes proper direction of objects (e.g., turns over upside-down cup) • Hides behind or between objects for play • Shows beginning understanding of spatial concepts • Matches similar shapes • Completes basic shape puzzle
Suggestions for the environment: <ul style="list-style-type: none"> • Safe spaces where children can crawl, climb, and move around • Interesting and age-appropriate materials for children to explore and move around • A variety of puzzles to encourage children to problem-solve and to make comparisons (e.g., single and multiple piece puzzles, shape sorters) 	Teaching with Intent Throughout the Day: <ul style="list-style-type: none"> • Describes object attributes while interacting with children • Uses descriptive words related to spatial concepts (e.g., over, under, more, less) • Allows ample time for children to explore and manipulate objects 		

NOTES:

Developmental Domain: MATHEMATICS-Geometry and Spatial Sense

Standard (M.02): Develops understanding of geometric shapes and spatial relationships

[3-4 years]:	[4-5 years]:	
<p>Children begin to identify the properties of shapes.</p> <p>Later, children begin to complete lined tangrams or pattern block puzzles using simple shapes.</p>	<p>Children begin to identify sides and angles as distinct parts of shapes.</p> <p>Later, children begin to group similar objects together and provide rationale for groupings.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Responds to and uses spatial words • Recognizes and names simple shapes in various sizes and positions • Combines different shapes to make representations or patterns • Demonstrates an understanding of math concepts and vocabulary through representations such as movement, drawing, and building 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Uses accurate terms to name and describe some two-dimensional shapes (e.g., circle, square, triangle) and begins to use accurate terms to name and describe some three-dimensional shapes (e.g., sphere, cylinder, cube) • Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes • Creates and builds shapes from components 	<p>PROPERTIES OF SHAPES Defining characteristics (e.g., triangles are closed and three-sided).</p> <p>TANGRAM A dissection puzzle consisting of seven flat shapes, called tans, which are put together to form shapes.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • A variety of materials representing various shapes and sizes for counting, comparing, and drawing conclusions about relationships (boxes, tubes, containers, blocks, balls) • Items to encourage movement (tunnel, empty box, plank) • Developmentally appropriate technology/media • Materials available in the outdoor setting for children to create three-dimensional structures (blocks, tubes, sticks, etc.) 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Encourages children to make comparisons of various object shapes and sizes • Uses and encourages children to use spatial vocabulary to describe the relative position of items and people • Introduces and uses vocabulary describing two- and three-dimensional shapes and constructions (e.g., circle, sphere, square, cube, triangle, rectangular prism, pyramid; side, point, angle) • Provides space and time to explore and experience the materials in both the indoor and outdoor setting 	

NOTES:

Developmental Domain: MATHEMATICS-Patterns and Measurement

Standard (M.03): Demonstrates awareness of routines, predictable patterns, and attributes that can be measured

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	<p>Children begin to create own patterns of self-regulation for sleeping, eating, and play.</p> <p>Later, children begin to recognize deviations from daily routine and respond to these variations.</p>	<p>Children begin to understand that different sizes of containers hold more or less.</p> <p>Later, children recognize time sequences ("After we change your diaper, we will read a story," etc.).</p>	<p>Children begin to identify similarities and differences in objects.</p> <p>Later, children begin to explore measurement using non-standard tools.</p>
<p>ATTRIBUTE A quality or feature regarded as a characteristic or inherent part of someone or something (e.g., size, shape, weight).</p>	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Shows visual interest in contrasting colors, patterns, textures Explores objects of different sizes and shapes to learn about their properties Attends to sounds and sensory opportunities encountered Places objects inside of other objects 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Uses simple nesting or stacking toys (e.g., nests two to three cups, stacks three to four blocks of graduated size) Compares sizes of objects Repeats sound patterns (clap hands) Surprised by unexpected events (e.g., a large box is not heavy; a long object is pulled out of a small space) Makes observations about measurable attributes (e.g., this is long and straight; this is too big) 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Follows steps in simple routine Uses some vocabulary related to size and quantity (e.g., big, bigger) Sorts objects into two groups based on a single characteristic Begins to generalize (and overgeneralize) measurement ideas (e.g., all adults are tall) Begins to use nonstandard (e.g., hand, shoe, yarn, block) tools to measure objects
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> Materials of various sizes, colors, textures, and shapes that can be manipulated in a variety of ways (e.g., blocks, snap beads, shape sorter) Mobiles, mirrors, visual patterns, etc. Toys that have incremental sizes (e.g., nesting cups, stackable rings) Predictable books with repetitive language that allow children to anticipate what comes next 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> Uses descriptive language related to patterns, size, and texture Uses terms such as more, less, bigger than, and smaller than Provides space and time to explore and experience the materials in the outdoor setting, and ways to extend and continue the experience indoors Acknowledges children's efforts of comparison Listens carefully to children's responses and restates their responses using clear, age-appropriate, mathematical language Emphasizes repeating or growing patterns in songs, movements, and daily experiences Takes children on pattern walks to identify, draw, or photograph patterns in nature 		

NOTES:

Developmental Domain: MATHEMATICS-Patterns and Measurement

Standard (M.03): Demonstrates awareness of routines, predictable patterns, and attributes that can be measured

[3-4 years]:	[4-5 years]:	
<p>Children begin to understand that attributes can be compared.</p> <p>Later, children begin to order 3 objects by size (e.g., longest to shortest).</p>	<p>Children begin to use measurable attributes to make comparisons.</p> <p>Later, children begin to intentionally make their own simple patterns using objects, pictures, actions, and/or words.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> Identifies, describes, and extends simple patterns started by adult Sorts, orders, patterns, and classifies objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (length, height, weight) Engages in meaningful conversations reflective of experiences with the materials present in the environment Physically aligns two objects to directly compare length or height Represents the length of an immovable object (e.g., bench on a playground) using a third object (e.g., child's arms, string, stick) Recognizes size of space ("This paper will let me make a big picture") 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Compares (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes Uses comparative language (e.g., shortest, heaviest, biggest) Uses strategies to determine measurable attributes Recognizes/identifies patterns in the environment Completes (i.e., fill in missing part) or extend (i.e., continue) given repeating patterns Completes or extends patterns without adult assistance Begins to create and describe own patterns Begins to translate patterns through other representations (e.g., connects "tall/short" fence pattern to another AB pattern in the classroom) 	<p>STANDARD MEASUREMENT A measure determined by the use of standard units (e.g., inches, feet, pounds, cups, gallons, centimeters, meters, liters).</p> <p>NON-STANDARD MEASUREMENT A measure that is not determined by the use of standard units (paper clips, blocks).</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> Materials of various sizes, colors, textures, and shapes that children can sort, classify, order and pattern (e.g., beads, pegboards, measuring cups, unit blocks, natural objects/loose parts) Developmentally appropriate technology/media that allows children to recognize and create their own series and patterns Standard and non-standard measurement materials both indoors and outdoors (e.g., unit blocks, inch cubes, rulers, cups, buckets, balance scales) Books that provide illustrations or language that reinforces patterns 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> Uses and encourages children to use math related vocabulary throughout the day to reinforce mathematical concepts Models simple repeating patterns (e.g., AB, ABC, ABB) using objects, pictures, actions and words Invites children to compare and order objects according to measurable attributes (e.g., length, height, weight, area) Listens for and uses questions to extend children's conversations about long and short, longer and shorter, short and tall, shorter and taller, etc. Explores and describes simple growing patterns (+1, -1) Models use of standard measuring tools, using measurement vocabulary 	

NOTES:

Developmental Domain: MATHEMATICS-Data Analysis

Standard (M.04): Develops foundational skills in learning to understand concepts of classification, data collection, organization, and description

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	Children begin to show interest in their environment. Later, children begin to explore objects of various sizes, shapes, and weights.	Children begin to show preference for objects and activities. Later, children begin to compare objects.	Children begin to understand descriptive words. Later, children begin to identify similarities and differences in objects.
CLASSIFICATION Putting objects into groups (classes) based upon some characteristic of the objects (size, shape, texture).	Indicators for children include: <ul style="list-style-type: none"> Shows visual interest in contrasting colors, patterns, textures Places objects inside of other objects 	Indicators for children include: <ul style="list-style-type: none"> Puts similar objects into piles Uses size words Begins to sort objects by size or shape (e.g., beads, blocks, counting bears) with teacher support 	Indicators for children include: <ul style="list-style-type: none"> Persists in activities that include organizing data (e.g., creating a chart of children’s preferences following an apple tasting activity) When prompted, communicates thinking while engaged in mathematical activities
Suggestions for the environment: <ul style="list-style-type: none"> Interesting objects to look at and explore Storage containers labeled with visual prompts to encourage sorting and classifying Objects in various sizes, color, shapes, textures, and qualities that can be arranged in order (nesting cups, blocks) 		Teaching with Intent Throughout the Day: <ul style="list-style-type: none"> Models sorting behavior Asks open-ended questions to encourage children to talk about what they are thinking (“I wonder which group has more?”) Listens carefully to children’s responses to identify and clarify misconceptions Acknowledges children’s efforts to organize data Explicitly uses mathematical language while interacting with children 	

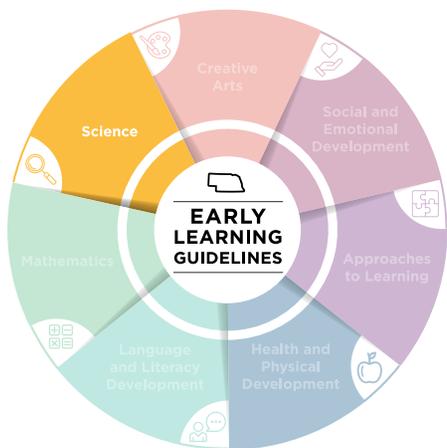
NOTES:

Developmental Domain: MATHEMATICS-Data Analysis

Standard (M.04): Develops foundational skills in learning to understand concepts of classification, data collection, organization, and description

[3-4 years]:	[4-5 years]:	
<p>Children begin to represent data using concrete objects, pictures, and simple graphs.</p> <p>Later, children begin to compare and interpret data collected.</p>	<p>Children begin to identify problems and persevere in finding ways to solve them.</p> <p>Later, children begin to use ordinal numbers to describe objects and activities.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Graphs real objects or pictures of objects as a way to organize information • Participates in recording specific information about self (e.g., favorite color, ice cream, or other topic of interest) • Describes and analyzes information from simple graphs 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Engages in tasks that involves collecting information and creating a strategy to show the data (e.g., Adult asks group of children their favorite color, graphing responses – 5 like orange, 3 like purple) • Participates in group tasks that involve identifying which graph represents “more” or “less” or “the same” • Makes inferences from graphic examples (e.g., Most of us like red apples, no one likes green apples.) • Draws simple maps of the learning environment, neighborhood, or other relevant places 	<p>DATA ANALYSIS Process of gathering, reviewing, and interpreting facts with the goal of discovering useful information, suggesting conclusions, and supporting decision-making.</p> <p>ORDINAL NUMBERS Numbers defining a thing’s position in a series, such as “first,” “second,” or “third.”</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • Simple graphs, charts and maps displayed in environment • Materials to make their own graphs, posters, and charts • Clipboards or other materials to encourage children to collect and record their own data and information • Materials to explore, sort, classify, and order, (e.g., buttons, beads, pine cones) • Appropriate technology for children to use to record, revisit, and discuss their data with others 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Encourages children to use descriptive words • Asks open-ended questions to promote analytical thinking (How did you figure that out? instead of How many do you have?) • Encourages children to share their ideas about how objects work and why • Models how to represent and describe data (e.g., displays daily attendance on a graph and discusses “how many,” “more,” “less,” “fewer,” “equal to”) • Poses interesting questions for children to investigate and collect data to answer • Encourages children to compare numbers frequently through questions (e.g., “Are there more people riding in the bus or in the airplane?”) and graphing (e.g., favorite colors, pets) • Helps children organize (classify) objects, describe their work, and represent the results (e.g., children use a series of graphs to represent the results of experiences in sorting buttons by various attributes – size, color, number of holes) 	

NOTES:



SCIENCE

Science fosters curiosity and motivation to learn. Young children are natural scientists. They easily become fascinated by everyday happenings. During the infant and toddler years, they use their senses to learn about the world around them. As they enter their preschool years, they are prepared to make decisions and become higher-level thinkers. Through varied and repeated opportunities to observe, manipulate, listen to, reflect, and respond to open-ended questions, children develop scientific knowledge about the world around them and learn scientific skills and methods to continue developing reasoning and problem-solving skills.

Science activities require a balance of content and process, using multi-sensory experiences. In addition to science skills and methods, which help children discover information and test their ideas, children begin to acquire a foundation of scientific concepts and knowledge on which they can build a clear understanding of their world. Their investigations reflect their interest in discovering how things work, learning about the natural world, and developing the confidence to answer their own questions. Science provides many opportunities for rich vocabulary learning.

Early childhood teachers and caregivers should look for opportunities to explore scientific concepts in all content areas throughout the day. Expose children to science-related concepts and experiences, especially those present in the natural world around them. Adults need to feel comfortable with allowing children the opportunity to explore what they think, know, and want to find out. Even if adults know the answer, a better response is to ask, "What do you think? Let's find out together." This provides children the opportunity to see themselves as capable and competent learners. Children's inclination to be curious, explore, experiment, and develop their own theories about the world makes science an important domain for learning and later school success.

Supporting Children with a Wide Range of Abilities:

- Adapt tools to increase a child's level of participation. Adapt items such as scoops, tongs, and magnifier handles with ping-pong or tennis balls to make them easier to grasp.
- Ensure all children have inside and outside, hands-on and sensory experiences (touching, holding, exploring, tasting, smelling, and manipulating).
- Provide physical guidance/support when needed to promote full participation and in using science tools.
- Use picture communication boards to allow children to make choices, answer questions, and express observations.



- Break the scientific process down into simple steps and demonstrate actions. Use pictures and simple words to describe the action and show processes.
- Place items for observation on high contrast materials (e.g., light colored material on a dark surface or dark colored items on white).
- Ensure outdoor explorations and field trips are accessible for ALL children.

Supporting Dual Language Learners:

- Pair English learners with English-speaking children to help children learn science vocabulary and concepts.
- Teach scientific concepts to children in small groups to ensure individual understanding and participation.
- Outline processes using simple steps and demonstrate actions using simple words. Use pictures to illustrate the action and show processes.
- Introduce new science vocabulary (using developmentally appropriate definitions) before an activity incorporating those words to ensure all children’s understanding.
- Document changes that occur in experiments by photographing the steps/changes. Later, children can sequence the pictures as they discuss the process and the effect of their experiment.

Supporting Children from Diverse Backgrounds:

- Invite community members who reflect the cultures of the children to participate in activities that use the scientific process.
- Ensure cultural beliefs are integrated into science learning (e.g., incorporate the Native American culture of using only what is needed so as not to be wasteful, or thanking Mother Earth for providing plants).
- Include science materials and visuals that accurately reflect the cultures and language of children and families, such as books that include authentic photographs or illustrations that accurately reflect various cultures.

Standards included in this domain:

Scientific Knowledge - Standard (S.01): Demonstrates a basic awareness and use of scientific concepts

Scientific Skills and Methods - Standard (S.02): Develops foundational skills in learning and understanding about the world through exploration and investigation

Developmental Domain: SCIENCE-Scientific Knowledge**Standard (S.01):** Demonstrates a basic awareness and use of scientific concepts

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	Children begin to focus attention on sound, movement, and objects in their environment. Later, children begin to perform actions on objects and observe results.	Children begin to imitate the actions of others as they explore objects. Later, children begin to notice and react to cause and effect within the physical environment.	Children begin to name familiar objects, animals and body parts. Later, children begin to use their communication skills to indicate interests in observations, experiences, and engagement with the world around them.
SCIENTIFIC CONCEPTS An idea or model explaining some natural phenomenon (e.g., our understanding of objects falling toward the Earth is explained in our concept of gravity).	Indicators for children include: <ul style="list-style-type: none"> • Explores strategies to create a result (shakes rattle to see if it produces a sound, tries to activate musical toy) • Gains knowledge about the environment through observation and physical manipulation (banging hard objects together produces a sound, stack of blocks falls when pushed, water splashes) 	Indicators for children include: <ul style="list-style-type: none"> • Gains knowledge about the environment through physical manipulation (puts shapes in shape sorter, engages in sensory play) • Recognizes and identifies physical properties of objects (big/little, hot/cold, in/out) 	Indicators for children include: <ul style="list-style-type: none"> • Increases understanding of simple cause and effect relationships • Shows interest in scientific concepts related to space and time • Shows increased knowledge and memory for details and routines • Expands vocabulary related to scientific concepts (e.g., names animals, describes weather)
Suggestions for the environment: <ul style="list-style-type: none"> • A variety of interesting materials to explore, including natural objects, both indoors and outdoors • Objects for children to explore and discuss related to science concepts (snow, wind chimes, animal sounds, various textures, and scents) • Living things such as plants or animals • Time outdoors to observe natural objects and events • Books, pictures, and toys that represent nature realistically (photos of animals rather than cartoon-type animals) 	Teaching with Intent Throughout the Day: <ul style="list-style-type: none"> • Provides opportunities for sensory play • Names natural objects and describes comparisons between objects (big/little, soft/hard, wet/dry) • Encourages children to compare objects (size, color, shape) • Talks with children about everyday events as they occur in nature 		

NOTES:

Developmental Domain: SCIENCE-Scientific Knowledge

Standard (S.01): Demonstrates a basic awareness and use of scientific concepts

[3-4 years]:	[4-5 years]:	
<p>Children begin to show interest in active investigations by observing, describing, and discussing phenomena.</p> <p>Later, children begin to develop increased ability to observe and discuss things that are similar and different.</p>	<p>Children begin to ask more complex questions regarding science concepts.</p> <p>Later, children begin to make increasingly complex observations of objects, organisms and events.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Compares and contrasts properties of objects (e.g., sink or float) • Provides simple verbal or signed descriptions of observed phenomenon • Differentiates between living and nonliving organisms • Describes or represents a series of events in the correct sequence • Begins to use scientific vocabulary 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Shows interest in measurement of time, length, distance, weight • Describes observable phenomena using adjectives and labels • Uses scientific practice words (e.g., observe, experiment, compare) • Uses scientific content words (e.g., some plants are comprised of stems, roots, leaves) • Uses measurement tools (e.g., scale, ruler, unit blocks) to quantify similarities and difference between objects • Uses non-adult sources to gather information (e.g., reference books) • Develops beginning understanding of caring for the environment 	<p>SCIENTIFIC VOCABULARY</p> <p>Technical words, terms, and phrases related to science (e.g., investigate, experiment, theory).</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • A variety of living and non-living materials from the natural world (e.g., plants, animals, rocks) • Photos or visual cues to support children in retelling events experienced • Materials to encourage curiosity and exploration (sand, water, ant farms, tadpoles, blocks, and balls) • Field trips to observe different environments (farm, aquarium, zoo, and nursery) • Informational, nonfiction books with photos and simple explanations 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Encourages children to discuss objects and events that they observe • Introduces and models use of correct scientific terms and concepts • Provides opportunities to observe nature and make predictions about natural events • Provides opportunities for close observation and comparing or contrasting what was observed (e.g., examining and comparing vegetables that grow above or below ground) • Provides information about specific scientific concepts (e.g., properties of objects, living vs. non-living things, characteristics of animals, plants, and insects) • Explicitly guides children's investigation while providing them sufficient time for exploration • Models respect for the environments (e.g., catch and release insects) 	

NOTES:

Developmental Domain: SCIENCE-Scientific Skills and Methods**Standard (S.02):** Develops foundational skills in learning and understanding about the world through exploration and investigation

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	Children begin to observe and experience the environment using all five senses. Later, children begin to gather information through their senses (e.g., mouthing, grasping, reaching).	Children begin to engage in purposeful actions to cause things to happen. Later, children begin to solve problems using trial and error.	Children begin to actively experiment with their environment to make new discoveries happen. Later, children begin to demonstrate an understanding of cause and effect .
CAUSE AND EFFECT A relationship between events or things, where one is the result of the other.	Indicators for children include: <ul style="list-style-type: none"> Shows initiative and curiosity (pursues interesting object – first visually, then by reaching, crawling, etc.) Manipulates and explores unfamiliar item to discover what it will do 	Indicators for children include: <ul style="list-style-type: none"> Actively explores objects and experiences their properties through the senses Repeats actions that cause an interesting effect (drops food from high chair to hear the “plop”), at first by accident and later, intentionally 	Indicators for children include: <ul style="list-style-type: none"> Uses descriptive words to make observations, and describe objects and actions in the environment Demonstrates initiative and curiosity in exploring the environment Engages in simple processes to reach an outcome (e.g., mixes paint colors to see what happens)
Suggestions for the environment: <ul style="list-style-type: none"> Materials are accessible throughout the day for observation, exploration, and manipulation (e.g., rattles, blocks, activity boxes) Opportunities to experience natural objects and events (e.g., rain and snow, plants and animals, sand and water) Toys and materials that demonstrate cause and effect (e.g., pop-up toy) 	Teaching with Intent Throughout the Day: <ul style="list-style-type: none"> Provides toys and materials that encourage safe, active exploration based on the child’s abilities (e.g., rattles, balls, water play) Describes the child’s actions and the properties of objects as the child explores and manipulates them Supports the child’s interest in and exploration of the environment, both indoors and outdoors Encourages children’s curiosity and answers questions Respects children’s individual preferences (e.g., offers sensory experiences to all children but does not expect all children to participate) 		

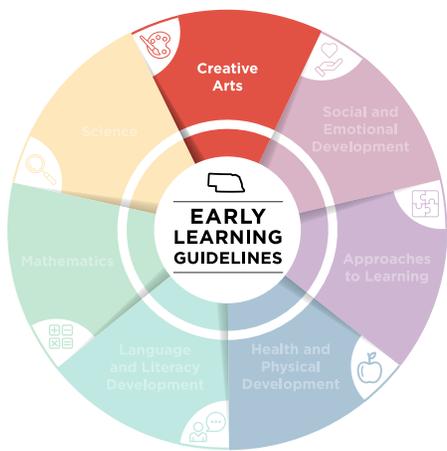
NOTES:

Developmental Domain: SCIENCE-Scientific Skills and Methods

Standard (S.02): Develops foundational skills in learning and understanding about the world through exploration and investigation

[3-4 years]:	[4-5 years]:	
<p>Children begin to observe with a focus on details.</p> <p>Later, children begin to explore and experiment with familiar and unfamiliar objects.</p>	<p>Children begin to use simple tools to extend investigations.</p> <p>Later, children begin to use senses, materials, tools, technology, events in nature, and the environment to investigate and expand knowledge.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Explores various materials to learn about characteristics of objects, plants, animals, and various phenomena (e.g., weight, shape, size, color, temperature) • Begins to look for answers to questions through active investigation • Uses a variety of tools and objects to explore the world and how things work in the world (uses magnets, microscope, or magnifying glasses) • Asks questions about the relationship between two things (e.g., Why do you think some animals sleep in the day?) 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Makes observations, asks questions, predicts, draws conclusions, explains, and tries things out to see what will happen • Independently uses simple tools to conduct an investigation to increase understanding • Collects, describes, and records information through discussions, drawings, maps, and charts • Communicates results of an investigation • Begins to distinguish evidence from opinion 	<p>SCIENTIFIC PROCESS</p> <p>A method of investigation in which a problem is first identified and observations, experiments, or other relevant data are then used to construct or test hypotheses to solve or explain the problem.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • Natural objects accessible throughout the day for observation, exploration, and manipulation • Age appropriate tools (e.g., magnets, magnifying glasses, balance scales, gears, pulleys, mirrors, measuring devices, flashlights) • Resources to support learning about naturally occurring events (e.g., books and pictures depicting seed growth or animals) • Books with photographs and realistic drawings of plants, animals, and other natural phenomenon 		<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Encourages children to ask questions and find answers through active exploration and reflection on their actions • Models the scientific process that allows children to explain, predict, and draw conclusions: <ul style="list-style-type: none"> • State question or problem (What is the question we want answered?) • Predict the answer (What might the answer be? What may happen?) • Conduct experiments (How can we find out?) • Observe results (What happened?) • Make conclusions (Was our guess right? Why? Why not?) • Documents the process to share with others • Provides pictures of steps to perform “experiments” or complete projects • Observes nature and discuss natural phenomenon (e.g., life cycles of animals and plants; weather) • Models and explains the use of investigative tools and materials (e.g., magnets, magnifying glasses, microscope, tongs, and mirrors) • Challenges children to question their own thinking and conclusions to promote further learning

NOTES:



CREATIVE ARTS

Music CA.01
Visual Art CA.02
Movement CA.03
Dramatic Play CA.04

Creative arts activities allow children to use individual ideas, feelings, and expressions to engage their minds, bodies, and senses. Creativity and creative expression are found not only in the arts, but throughout all areas of learning. In the environment, creative arts can be integrated into all curriculum areas to develop an appreciation for the arts, such as placing drawing tools with building materials, taking painting supplies outdoors, providing books about art, and drawing software for computers.

Creative arts foster individual expression, self-esteem, imagination, and appreciation of cultural diversities. With the introduction of the various components—music, movement, dramatic expression, and visual arts—children are encouraged to listen, observe, discuss, move, solve problems, and explore and express themselves creatively. Creative arts help children learn to read by using materials and tools to create “pictures,” sculptures, and other two- and three-dimensional projects. Children develop skills in visualization and representation that are very important in the process of learning to read. Through music, drama, movement, and visual arts, children can share themselves and their creativity and expand their skills and knowledge.



Children should be given daily opportunities for creative activities, emphasizing the experience rather than the outcome; it's the process, not the product that's important. These experiences should allow for choice, individual expression, and active exploration, offered in a risk-free environment where all children are encouraged to move freely through the creative process. Sometimes adults wonder if patterns and pre-cut models are appropriate art experiences for young children. These activities are not recommended because they are often frustrating to children who do not have the manual dexterity or eye-hand coordination to reproduce a craft made by an adult. Adults should rely on experiences that allow children to be creative and individualized in their artwork.

Supporting Children with a Wide Range of Abilities:

- Adapt the environment to promote participation, engagement, and learning using easy-to-grip materials and room arrangement to provide enough space for easy movement.
- Use adaptations, such as switch-adapted music and computer software, to support participation in music experiences including singing and listening to music.
- Modify musical instruments to allow children to grasp them and participate independently in making music.
- Use picture communication boards to make choices and express feelings about music and art activities, and tell how they want to move (fast/slow).
- Encourage participation at any level; allow children to stand, rather than sit, or vice versa.
- Consider the needs of individual children. For example, children who struggle with sensory input may be sensitive to certain sounds, materials, or textures.

- Adapt materials so they are easier to grasp: crayons or markers (with ping pong ball on the end to hold on to and draw) for children unable to grip, paint brushes made easier to grasp (lengthen or shorten handle), attach to a mitten with Velcro, or build up with pipe insulation, tape paper onto table or use table-top easel.
- Use materials with visual contrast: dark paint on white paper for children with visual impairments.
- Provide non-stereotypical visual examples and props to encourage children to role play different occupations.
- Use adaptations, such as pictures of sequence in activities, videos, and social stories to support play in daily routines.
- Provide adaptations to floor, include rugs, large balls and beanbags chairs to support movement, use wedges to support rolling, and indoor swings for low energy movement.
- Have children work with a peer to guide each other through movement activities.
- Keep art materials well organized so that children can easily find materials.

Supporting Dual Language Learners:

- Play music as a way to help children feel welcome and introduce language through songs and games. Include music in the home language of the children.
- Create ways for children to participate in activities in a non-verbal way (e.g., clapping, playing instruments).
- Provide activities with creative materials (art supplies, musical instruments, dramatic play props) to give children opportunities to practice their oral language skills and express themselves creatively.
- Use pictures and real world objects to teach basic words like "paintbrush," "marker" and "book." Ask families to share the same words in their home language.
- Include books depicting artwork of various cultural styles.
- Make connections with community leaders and members who speak the child's home language and ask them to come to your environment to talk about what they do. Encourage children to pretend to have their jobs.
- Provide and teach language for dramatic play in both the home language and English whenever possible.

- Provide materials from a variety of cultures for cooperative play such as cooking and eating utensils, and play food.
- Encourage children to model movement, language, and actions with each other.
- Work with interpreters, cultural mediators, and/or other community members if staff does not speak the children's home language.
- Incorporate movement games having English-speaking peers demonstrate all movements to help increase understanding of movement.



Supporting Children from Diverse Backgrounds:

- Invite family and community members to share and teach children about their culture's songs, music, musical instruments, and dances, and provide or create similar props for individual exploration.
- Provide music and instruments from different cultures, and songs in different languages, including sign. Include examples of diverse music and movement genres and styles (hip-hop, tap, ballet, country line dance) performed by men and women of different races and ethnicities and varying abilities.
- Expose children to the visual arts from their own communities as well as from different cultures, and introduce different types of artists (e.g., illustrators, mural artists, sculptors, painters, architects, photographers).
- Encourage children to react to works of art and to reflect on art experiences (e.g., show a number of examples of how different artists chose to depict sunflowers, discuss what aspects individual children like or don't like in the examples).

- Ensure the environment and materials include such things as dolls, pictures, books, and kitchen items that represent the people and objects which accurately reflect children’s cultures in a respectful and authentic way.

Standards included in this domain:

Music - Standard (CA.01): Develops foundational skills to support creative expression through voice, instruments, and objects

Visual Art - Standard (CA.02): Develops foundational skills that support creative expression through the process, production, and appreciation of visual art forms

Movement - Standard (CA.03): Develops foundational skills that support creative expression through movement

Dramatic Play - Standard (CA.04): Expresses creativity using puppetry, storytelling, dance, plays, and theater

Developmental Domain: CREATIVE ARTS-Music

Standard (CA.01): Develops foundational skills to support creative expression through voice, instruments, and objects

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	Children begin to react to music in the environment. Later, children begin to intentionally produce sounds (smack lips, squeal on purpose).	Children begin to respond to music by moving own body (wiggling, moving). Later, children begin to imitate parts of songs with sounds, words, or gestures.	Children begin to enjoy repetition of favorite songs and other musical experiences. Later, children begin to respond with voice, body, or instruments to longer segments of music.
MUSICAL GENRE A category of music composition that is similar in form, style, or subject matter (e.g., classical, jazz, hip-hop).	Indicators for children include: <ul style="list-style-type: none"> Begins to calm when hearing songs or soothing voices Experiments with vocalizations and sounds Bangs or shakes object to produce a sound 	Indicators for children include: <ul style="list-style-type: none"> Enjoys producing music and other sounds with rattles, bells, music boxes, etc. Imitates sounds using voice or objects Enjoys listening to favorite songs and may participate through simple movements such as clapping or touching body parts Claps, bounces, and begins to dance to music 	Indicators for children include: <ul style="list-style-type: none"> Repeats parts of simple songs Uses instruments to produce rhythm and musical sounds Experiments with a variety of sound-making objects Participates in musical activities (singing, dancing, finger plays, etc.) Knows and asks for favorite songs
Suggestions for the environment: <ul style="list-style-type: none"> A variety of musical genres, including songs from other cultures and languages Simple instruments and toys that make sounds 		Teaching with Intent Throughout the Day: <ul style="list-style-type: none"> Provides musical experiences in a variety of ways (e.g., singing, musical toys, recorded music) Encourages children’s interest and participation in musical activities Exposes children to multiple musical genres, including those from a variety of cultures/languages/backgrounds Sings with children throughout the day (e.g., in routines, in group times, improvised/planned) 	

NOTES:

Developmental Domain: CREATIVE ARTS-Music

Standard (CA.01): Develops foundational skills to support creative expression through voice, instruments, and objects

[3-4 years]:	[4-5 years]:	
<p>Children begin to explore simple music concepts (tempo, beat).</p> <p>Later, children begin to respond to changes heard in music.</p>	<p>Children begin to initiate new musical activities with voices or instruments.</p> <p>Later, children begin to use familiar songs, chants, and musical instruments to express creativity.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Responds to tempos presented in a variety of ways (marches, gallops, claps according to beat) • Imitates or spontaneously sings an entire verse of a song • Produces rhythmic patterns to familiar songs 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Sings songs that use the voice in a variety of ways • Responds to rhythmic patterns in music • Describes feelings and reactions in response to diverse musical genres and styles • Creates own songs and movements • Vocalizes and uses instruments in more complex music/songs 	<p>RHYTHMIC PATTERNS A set of beats and rests that defines the tempo and pace of a musical piece.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • Materials for children to create their own instruments (strings, rubber bands, boxes, cans) • A variety of musical genres and styles, including songs from other cultures and in other languages • Musical instruments accessible for children 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Allows children to record their own songs and play them back • Incorporates a variety of musical instruments of varying pitch • Plans for musical experiences that encourage children to experiment with songs and musical instruments throughout the day • Incorporates different strategies to increase children's familiarity with rhythms (uses poems, chants and songs with steady beats) • Uses appropriate musical terminology (e.g., correct names of instruments, terms such as rhythm and melody) • Sings with children throughout the day (e.g., in routines, in group times, improvised/planned) 	

NOTES:

Developmental Domain: CREATIVE ARTS-Visual Art

Standard (CA.02): Develops foundational skills that support creative expression through the process, production, and appreciation of visual art forms

[Birth - 9 months]:		[7 months - 20 months]:		[18 months - 36 months]:	
During this age period	Children begin to respond to visual elements present in the environment (light, color, patterns, etc.). Later, children begin to actively explore sensory objects in the environment.	Children begin to explore simple art materials. Later, children begin to use art media .		Children begin to gain control of markers, brushes, and other art media. Later, children begin to create art with some control, and own purpose.	
ART MEDIA Materials used to create a work of art.	Indicators for children include: <ul style="list-style-type: none"> Shows preference for particular visual stimuli Participates in a variety of tactile/sensory experiences such as water, textures, etc. Explores the physical properties of objects (shape, texture) 	Indicators for children include: <ul style="list-style-type: none"> Experiments with finger paint, large crayons, and other suitable art materials Expresses preferences for certain art materials Looks at pictures, photographs, and illustrations 		Indicators for children include: <ul style="list-style-type: none"> Experiments with a variety of art media and tools to color, paint, scribble, sculpt (play dough) Shows pride in ability to use art materials and enjoys showing completed art to others Uses a variety of materials creatively to represent other items (blocks, dramatic play materials, clay) Shows preferences for colors or pictures 	
Suggestions for the environment: <ul style="list-style-type: none"> A variety of visual displays are present in the environment (mobiles, pictures, art, etc.) Colorful paper, markers, crayons, finger paint, smocks, etc. Variety of art media and equipment, including objects from nature 		Teaching with Intent Throughout the Day: <ul style="list-style-type: none"> Provides safe and age-appropriate art materials for children to explore and use in a variety of ways Offers a variety of sensory experiences Encourages children to focus on the creative process rather than the product 			

NOTES:

Developmental Domain: CREATIVE ARTS-Visual Art

Standard (CA.02): Develops foundational skills that support creative expression through the process, production, and appreciation of visual art forms

[3-4 years]:	[4-5 years]:	
<p>Children begin to use color, lines, and shapes to communicate meaning.</p> <p>Later, children begin to progress in ability to create visual art using a variety of materials.</p>	<p>Children begin to broaden artistic exploration.</p> <p>Later, children begin to develop confidence in expressing creativity.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Demonstrates self-expression with art materials • Creates work that requires some planning • Draws or paints images with a few details • Can work independently • Uses materials to build and create a three-dimensional structure to represent another item (blocks become a castle, clay becomes a snake) • Demonstrates the safe and appropriate use and care of art materials and tools 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Drawing becomes better defined and more detailed • Develops growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art • Recognizes and describes various art forms • Reflects on differences and preferences when encountering artwork • Demonstrates understanding of art vocabulary and concepts • Discusses own artistic creations and those of others 	<p>VISUAL ART</p> <p>Art that is primarily visual in nature such as painting, drawing, or sculpture.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • A variety of art materials and tools easily accessible to children • Space to display children’s artwork, and works by various artists in the program/community • Children’s two- and three-dimensional art displayed where children can easily see it • Storage space for art projects so children can revisit and reflect on their work to revise or make changes over time 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Points out various forms of media found in books, photographs/prints in a variety of settings • Provides opportunity to observe various artists who use different techniques and art media • Encourages appreciation of the process of creating rather than the end product • Introduces children to vocabulary used in the visual arts (e.g., line, color, shape, sculpture, collage) • Makes specific, nonjudgmental observations about the qualities of children’s work (“You used long, thin lines for the leaves in your painting.”) and avoids showing preference for realistic over abstract art 	

NOTES:

Developmental Domain: CREATIVE ARTS-Movement

Standard (CA.03): Develops foundational skills that support creative expression through movement

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	Children begin to discover own body. Later, children begin to kick and wiggle upon hearing familiar sounds.	Children begin to respond to music with full body movements. Later, children begin to show growing skill in physical activities.	Children begin to use dance/movement for self-expression. Later, children begin to show increasing body awareness through movement.
<p>LOCOMOTOR MOVEMENT Physical action that moves the body from one place to another (e.g. crawling, walking, running, marching, sliding).</p> <p>NON-LOCOMOTOR MOVEMENT Movement in which the body remains anchored to one spot by a body part (bending, twisting, or stretching).</p>	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Moves body when happy and excited Responds to music with body movements 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Likes to engage in movement activity with adult (e.g., dances, fingerplays) Begins to initiate or imitate simple body movements (claps hands, touches head when prompted in song) Engages in creative locomotor and non-locomotor movement 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Shows increasing body control (e.g., hops, jumps, marches) Enjoys creative movement (“hops like a rabbit”, “flies like a bird”) Enjoys silly songs with movement (“Ring Around the Rosey”, “Hokey Pokey”) Dances to music and songs
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> Open space, both indoors and outdoors, for children to move freely according to their level of development and ability Provides creative movement toys, materials, and equipment 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> Allows many opportunities for children to move and explore their environment Provides creative movement experiences and activities Engages in and models creative movement activities with children and encourages their participation Shows enthusiasm for children’s creative movement 		

NOTES:

Developmental Domain: CREATIVE ARTS-Movement

Standard (CA.03): Develops foundational skills that support creative expression through movement

[3-4 years]:	[4-5 years]:	
<p>Children begin to move their body in a variety of ways, with and without music.</p> <p>Later, children begin to respond to the beat of music with more complex movements (walking or jumping to the beat, clapping).</p>	<p>Children begin to demonstrate a wide variety of positions with increasing coordination and balance.</p> <p>Later, children begin to express strong emphasis, steady beats and changing dynamics in various musical tempos and styles through movement.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> Shows creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn) Uses props to create special movements and dances (scarves, streamers, instruments) Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> Responds to changes in tempo and rhythm through body movement Participates in simple sequences of movements Defines and maintains personal space, concentration, and focus during creative movement/dance performances Participates in or observes a variety of dance and movement activities Begins to demonstrate appropriate audience skills during creative movement and dance performances 	<p>TEMPO The speed or pace of a given musical piece.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> Materials, equipment, and experiences that allow children to practice developing skills in movement and rhythm Materials that encourage movement (scarves, hoops, flags, wands), including music and props from different cultures or genres and materials from nature  Adequate, safe space indoors and outdoors for creative movement without infringing upon others' space 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> Provides both structured and unstructured dance/movement activities that help build motor control and body relationships (e.g., encourage children to make up their own dance movements, play musical "freeze" and other creative movement games) Uses correct vocabulary when referring to movements (e.g., gallop, twist, stretch) Provides opportunities for children to experience creative movement and dance performances (e.g., performances by peers, family members, or professional artists) and encourage children to observe, listen, and respond 	

NOTES:

Developmental Domain: CREATIVE ARTS-Dramatic Play

Standard (CA.04): Expresses creativity using puppetry, storytelling, dance, plays, and theater

	[Birth - 9 months]:	[7 months - 20 months]:	[18 months - 36 months]:
During this age period	Children begin to repeat sounds vocally and respond physically. Later, children begin to respond to songs, nursery rhymes and stories.	Children begin to imitate actions and words. Later, children begin to demonstrate simple character/animal sounds with motions.	Children begin to participate in a variety of dramatic play activities. Later, children begin to assume the role of someone or something else in dramatic play.
<p>WHOLE-GROUP DRAMATICS The entire group enacts something together such as everyone pretending to be a cat.</p> <p>OBJECT SUBSTITUTION Occurs when a child uses an object for something else during a play scenario such as pretending a block is a cell phone.</p>	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Focuses on and responds to adult facial expressions and voice tones • Shows enjoyment in interaction with adults who provide dramatic play experiences (music and songs, facial expressions and gestures, animal sounds and actions) • Imitates sounds, facial expressions, and gestures of another person • Plays with toys that represent real objects (animals, vehicles, dolls, spoons) 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Uses a variety of dramatic play materials (dishes, dolls, cars/trucks, telephone) • Responds to favorite stories • Engages in simple fingerplays • Repeats repetitive phrase of stories at appropriate time or anticipates and verbalizes action of story • Uses vocal intonation in play • Engages in simple whole-group dramatics 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Uses words and/or actions to portray a role, situation, or setting • Engages in object substitution (e.g., uses block as a phone) during play • Engages in role play independently or next to other children • Acts out simple games or stories with adult support
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • A variety of toys and materials that encourage exploration and interaction (e.g., mirrors, phones, play food) • Materials representing diversity including culture and ability (e.g., pictures, food, dolls, books, clothes, music). A variety of toys, materials, and equipment that stimulate dramatic play (e.g., dolls, phones, dishes, dress-up clothes, stuffed animals, puppets, play food) 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Interacts with the child, using various facial expressions and voice tones • Shows enjoyment when the child initiates actions • Participates in and extends children’s pretend play (e.g., modeling role play and object substitutions) 		

NOTES:

Developmental Domain: CREATIVE ARTS-Dramatic Play

Standard (CA.04): Expresses creativity using puppetry, storytelling, dance, plays, and theater

[3-4 years]:	[4-5 years]:	
<p>Children begin to change voice, emotion, and body in play situations.</p> <p>Later, children begin to use creativity, words, actions, and materials to portray a role, situation, or setting.</p>	<p>Children begin to follow simple instructions to recreate a familiar storyline.</p> <p>Later, children begin to imagine and clearly describe characters, their relationships and their environment in dramatic play situations with other children.</p>	<p>During this age period</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Recites nursery rhymes and simple songs • Acts out or retells a familiar story • Uses costumes to disguise self and become a character • Talks to and plays with pretend friends, stuffed animals and other toys • Creates stories with props or manipulatives • Engages in role play in various activities such as dramatic play, block play, or outdoor play 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Recognizes difference between pretend/fantasy and reality • Repeats dialogue and movement to tell a story • Creates roles for self and others in dramatic play situations using body and dialogue • Uses props/objects in creative ways to promote and enact a story • Critiques drama experiences 	<p>DRAMATIC PLAY A type of play where children accept and assign roles, and then act them out.</p>
<p>Suggestions for the environment:</p> <ul style="list-style-type: none"> • A well-equipped dramatic play center with a variety of props that reflect children’s background knowledge and community (home, fast food restaurant, hospital, school) • Dress up clothing with a variety of fasteners (e.g., Velcro, large and small buttons, snaps, and buckles) • Dress up clothing that is masculine, feminine, and themed accessible for all children • Dolls and images of people representing diverse cultures and abilities • Materials representing various cultures (flags, pictures, foods, books, clothes, toys) • Items used by people with varying abilities (e.g., cane, wheelchair, or braces) • Dramatic play props in the outdoor setting 	<p>Teaching with Intent Throughout the Day:</p> <ul style="list-style-type: none"> • Provides opportunities for children to act out books, nursery rhymes, and assume roles in other ways • Encourages children to tell and act out stories; stressing beginnings and endings to introduce sequencing • Assists children in learning the roles possible within a dramatic play scenario (various roles in a grocery store: stocker, cashier, customer) • Provides dramatic play scenario vocabulary (florist, arrangement, greenery) • Participates with children in various forms of dramatic expression including those from other cultures • Provides first hand experiences for children (e.g., field trips, program visitors) to experience the arts 	

NOTES:

GLOSSARY

Accommodations: Changes in the curricular material and experiences to accommodate a child's particular needs.

Adaptive Equipment: Tools designed to help people with disabilities be more independent.

Alliteration: The occurrence of the same letter or sound at the beginning of adjacent or closely connected words (e.g. Peter Piper Picked a Peck...).

Approaches to Learning: General approach to learning includes child's attitudes, habits, and learning styles.

Art Media: Materials used to create a work of art.

Assessment and Evaluation: A process through which evidence is gathered in a range of content areas to determine both a child's understanding and the ability to apply that understanding.

Assistive Technology: Technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible.

Associative Play: Children play with similar materials or in the same area, but are not working together. They may share materials or comment to one another.

Attachment: The formation of significant and stable emotional connections between a child and the significant people in his/her life.

Attribute: A quality or feature regarded as a characteristic or inherent part of someone or something (e.g. size, shape, weight).

Auditory: Relating to sense of hearing and listening.

Authentic: Made or done in the traditional or original way so it is genuine and real to that specific child, family, or culture; not based on stereotypes.

Biological Rhythm: A cyclical, repeated variation in a biological function.

Cardinality: Using the last number name spoken to describe the number of objects in the set.

Cause and Effect: A relationship between events or things, where one is the result of the other.

Classification: Putting objects into groups (classes) based upon some characteristic of the objects (size, shape, texture).

Cognitive or Mental Flexibility: The mental ability to switch between thinking about two different concepts, to adjust one's thinking from old situations, and/or to think about multiple concepts simultaneously.

Competence: Possession of required skill, knowledge, or capacity.

Conflict Resolution Skills: Strategy used to identify a mutually agreed upon solution to a conflict between people.

Cooperative Play: Involves working together in order to reach a common goal.

Critical Thinking: When children have time to analyze, organize ideas, and assess information in order to solve problems.

Cultural Identity: Identification with, or sense of belonging to, a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion.

Cultural Mediators: A person who understands and values the child's culture, ideally someone from, or very familiar with that culture.

Cultural Norms: Attitudes and patterns of behavior typical within a given group.

Curriculum: A set of learning experiences created around a program's educational goals.

Diversity: Recognizing and valuing differences; includes the belief that each family has its own structure, roles, values, beliefs, and coping styles. Respect for and acceptance of this diversity is a cornerstone of high quality, family-centered programs.

Developmental Delay: A child birth through age eight who has been identified by a multidisciplinary team as having either a significant delay in the function of one or more of the following areas: cognitive development; physical development; communicative development; social or emotional development; or adaptive behavior or skills development, or a diagnosed physical or medical condition that has a high probability of resulting in a substantial delay in function in one or more of such areas.

Developmentally Appropriate: Learning environment and teaching strategies which are based on theories and research about the growth and development of children.

Domains: Key areas of children's development and learning.

Dramatic Play: A type of play where children accept and assign roles, and then act them out.

Dramatic Play Center: Area for children to play, pretend, and use their imagination.

Early Literacy: What children know about reading and writing before they actually read or write.

Empathy: The ability to understand and share the feelings of another.

English Language Learners (ELL): A person who is in the process of learning the English language, and has a first language other than English.

Environmental Print: The print of everyday life. It includes print that appears in signs, labels, and logos.

Etiquette: Practices of polite behavior (e.g. please, thank-you, table appropriate behavior).

Executive Functions: Thoughts that are carried out or “executed” as actions in order to reach a goal. Executive functions include skills such as maintaining attention, controlling impulses, keeping free of distractions, engaging in mental planning and problem solving, maintaining flexibility, time management, setting priorities, organizing, and executing a task. Difficulty with any of these abilities can cause academic problems as well as problems with everyday life tasks.

Facilitate: To guide or assist through an activity or process.

Fine (Small) Motor Skills: Skills that use small muscle groups such as hands and fingers and frequently involve hand-eye coordination.

Food Plate Model: Dietary guide from the USDA which replaces the Food Pyramid.

Functional Behavior Assessment: A comprehensive and individualized strategy to identify why the child uses a specific behavior; a tool to help identify the best intervention to address challenging behaviors.

Gross (Large) Motor Skills: The movement and action of large and/or major muscle groups.

Hand-Eye Coordination: The ways in which the hands and eyes work together to compete activities that require speed and accuracy.

Inclusion: The practice in which all children, with a range of abilities and disabilities, participate together and are regarded as equal members of the learning community.

Independence: Able to do things, think, and explore their world themselves.

Individualized Education Plan (IEP): A written plan/program developed by the school's special education team with input from the parent, and is aimed at the success of the student in meeting their goals.

Inhibitory Control: The ability to inhibit or control impulsive (or automatic) behavioral or attentional responses in order to select a more appropriate behavior that is consistent with completing one's goals.

Initiative: The ability to assess, to act or take charge, to begin or to follow through, often without another's influence.

Interdependence: Development of a sense of being connected with others.

Integrated Curriculum: Connects separate subject areas by presenting information/activities in a thematic, holistic manner to meet the common needs of all learners.

Invented Spelling: The practice of spelling unfamiliar words by making an educated guess as to the correct spelling based on the writer's existing phonetic knowledge.

Joint Attention: The shared focus of two individuals on an object through eye-gaze, pointing, verbal interactions.

Learning Environment: Includes any setting that a child is in and receives formal and informal education. Examples include home, family child care provider's home, center-based or school-based preschool, and small groups, such as reading time at a library.

Linguistically: Relating or belonging to language: reading, writing, and speaking.

Literacy Rich Environment: Program includes literacy activities in every component of the schedule, every day, and throughout the environment.

Locomotor Movement: Physical action that moves the body from one place to another (e.g. crawling, walking, running, marching, sliding).

Manipulatives: Materials that allow children to explore, experiment, or interact by using their hands or by mechanical methods.

Multicultural Curriculum: Understanding of a responsiveness to cultural and linguistic diversity in activities, materials, and actions.

Multi-Sensory: Experiences that allow children to respond to an activity using one or more of the five senses.

Musical Genre: A category of music composition that is similar in form, style, or subject matter (e.g. classical, jazz, hip-hop).

Non-Locomotor Movement: Movement in which the body remains anchored to one spot by a body part (bending, twisting, or stretching).

Non-Standard Measurement: A measure that is not determined by the use of standard units (paper clips, blocks).

Numeral Awareness: Understanding that a word, letter or symbol represents a number. Number and operations: Ways of representing number, relationships among numbers and number systems, how numerals relate to each other and how to compute and make estimates.

Object Permanence: The ability to understand that objects continue to exist even though they cannot directly be sensed.

Object Substitution: Occurs when a child uses an object for something else during a play scenario such as pretending a block is a cell phone.

One-to-One Correspondence: The understanding that each object being counted represents “one more.” Before understanding one-to-one correspondence, children count by rote memorization.

Open-Ended Questioning Techniques: Questions that must be answered with a response other than ‘Yes’ or ‘No’.

Ordinal Numbers: Numbers defining a thing's position in a series, such as “first,” “second,” or “third.”

Overgeneralization: The process of extending the application of a rule to items that are excluded from it in the language (e.g. child uses the regular past tense verb ending -ed of forms like “I walked” to produce forms like “I goed” or “I rided”).

Parallel Play: Children play side-by-side one another, but do not try to influence each other’s behavior.

Parallel Talk: Technique in which the adult narrates what the child is doing or seeing.

Peer: Person of the same age.

Personal Hygiene Practice: Practices performed to preserve health (e.g. washes hands after toileting, wiping nose, before eating, handling animals; brushes teeth after meals).

Phonemic Awareness: The ability to identify, hear, and work with the smallest units of sound called phonemes.

Phonological Awareness: The awareness that language is composed of sounds and the understanding of the relationship of those sounds.

Pincer Grasp: Picks up smaller objects between the thumb and forefinger.

Primary Emotions: The first emotions to develop and from which other related emotions emerge: joy, anger, sadness, fear.

Print Conventions: Rules governing print such as location of print, where to start reading, and what direction to read and write. These rules vary according to language.

Process-Oriented Experiences: Children participate in activities which require them to think, communicate, organize, interact, make decisions and solve problems, both individually and in group situations.

Properties of Shapes: Defining characteristics (e.g. triangles are closed and three-sided).

Prosocial Behavior: Action intended to help others.

Pyramid Model: An intervention model developed by Vanderbilt University which helps to support and strengthen young children’s social emotional development.

Receptive Communication: The ability to understand words and language.

Reflexive Abilities: Automatic responses.

Response Inhibition: Withholds or delays a response or impulse in order to select a more appropriate behavior (e.g. pauses if instructed not to touch something).

Rhythmic Patterns: A set of beats and rests that defines the tempo and pace of a musical piece.

Rote Count: Reciting numbers in order but may not correspond to quantity.

Satiety/Satiation: The state of being/feeling full.

Scaffolding: Process in which adults model or demonstrate problem solving, then step back to allow the child to complete a given task on their own, offering support as needed. Helps the child have a better understanding of the process or content.

Scientific Concepts: An idea or model explaining some natural phenomenon (e.g. our understanding of objects falling toward the Earth is explained in our concept of gravity).

Scientific Process: A method of investigation in which a problem is first identified and observations, experiments, or other relevant data are then used to construct or test hypotheses to solve or explain the problem.

Scientific Vocabulary: Technical words, terms, and phrases related to science (e.g. investigate, experiment, theory).

Self-Awareness: An understanding that the self is separate from others in the environment.

Self-Direction: Direct or guide play or learning by oneself.

Self-Regulation: The ability to manage emotions and behavior in accordance with the demands of the situation. Children translate what they experience into information that they can use to regulate thoughts, emotions, and behaviors.

Self-Talk: Technique in which the adult describes what they are doing or seeing.

Sense of Self: One's perception of oneself.

Sensory Experiences: How things look, feel, taste, sound, smell.

Serve and Return: Back and forth interaction to support communication development. When a child babbles, gestures, or cries, the adult responds appropriately with eye contact, words, or a gesture to sustain the interaction.

Spatial Awareness: Ability to see and understand two or more objects in relation to each other and to oneself.

Spatial Concepts: The relationship between us and objects, or the relationships of objects to each other. Spatial sense: The understanding of shapes, their properties, and how objects are related to one another.

Social & Emotional Development: Children's abilities to form and sustain social relationships with adults and peers.

Social Convention: A set of agreed upon or generally accepted behaviors (e.g. please, thank-you, and excuse me).

Social Strategies: Activities which encompass friendship skills, emotional literacy, and problem solving strategies.

Standard Measurement: A measure determined by the use of standard units (e.g. inches, feet, pounds, cups, gallons, centimeters, meters, liters).

Stereotype: A generalization that is used to describe or distinguish a group.

Subitize: Ability to quickly recognize the number of objects in a small group without counting.

Tempo: The speed or pace of a given musical piece.

Tier II Words: Words that are frequent enough that most native speakers would know what they mean, but usually require explicit/direct instruction. These words offer more precise or mature ways of referring to ideas children already know about.

Toxic Stress: Prolonged extreme stress without strong protective relationships.

Transition: Movement or change from one condition, place or activity to another.

Transition Object: An item used to provide psychological comfort, especially in unusual or unique situations (e.g. security blanket or stuffed animal).

Tripod Grasp: Placement of a utensil in the space between the middle and index fingers, supported by the thumb, index, and middle fingers.

Visual Art: Art that is primarily visual in nature such as painting, drawing or sculpture.

Vocalization: Sounds produced with the voice (e.g. crying, grunting).

Whole Group Dramatics: The entire group enacts something together such as everyone pretending to be a cat.

Working Memory: Often used interchangeably with short-term memory, a system for temporarily storing and managing the information required to carry out complex cognitive tasks such as learning, reasoning, and comprehension.

RESOURCES AND REFERENCES TO SUPPORT EARLY LEARNING (LISTED BY TOPIC)

Many of these local and national resources were used in the development and revision of the Guidelines. Additional references, specific to each of the learning domains, are presented within the specific sections of the document, where they best fit. These resources, and many others, may be available for Nebraska residents to borrow from the Early Childhood Training Center's Media Center by visiting <https://www.education.ne.gov/oec> or by calling 1-402-557-6880 or 1-800-89CHILD.

Children's Growth, Development, and Learning

Responsive, effective teaching and caregiving depends on an understanding of how young children learn and grow, described in the following resources.

Nebraska Publications

Early Childhood Programs: A Guide to Serving Children Birth to Kindergarten Entrance Age In Center-based Early Childhood Programs Operated by Public School Districts, Educational Service Units and their Community Partners. This guide is written as a resource for any public school district or educational service unit (ESU) developing and implementing high-quality center-based early childhood education programs serving children from birth to kindergarten entrance age. It is designed to provide strategies and resources to assist districts, ESUs, and community-based organizations in working together to ensure that all young children and their families have equity of access to high quality early learning experiences in their communities. <https://www.education.ne.gov/oec>

Guidelines Recommended for Use with Rule 24, Nebraska Department of Education. Rule 24 and accompanying guidelines govern the provision of teaching endorsements by approved teacher education programs in Nebraska colleges and universities. These include teaching endorsements for early childhood education, early childhood inclusive. <https://www.education.ne.gov/nderule/rule-24-guidelines/>

A Kindergarten for the 21st Century (Position Statement), Nebraska Department of Education, Office of Early Childhood. This position statement provides a summary of information about kindergarten that is deeply

grounded in years of research, early childhood science, and best practices for young children. <https://www.education.ne.gov/oec>

Nebraska's Core Competencies for Early Childhood Professionals: Knowledge and Skills Needed to Effectively Work with Children Ages Birth to Five Years. Nebraska Department of Education, Office of Early Childhood. <https://www.education.ne.gov/oec>

Nebraska Early Learning Guidelines-- Kindergarten: Language & Literacy and Mathematics. These guidelines are a practical resource to support the teacher; they also provide examples of authentic activities and assessments which can be incorporated into the existing curriculum to aid the child's academic and social growth. These guidelines provide examples of how the Nebraska Standards in language arts and mathematics can be intentionally taught and informally integrated throughout a range of daily experiences to support optimal learning outcomes for young children. <https://www.education.ne.gov/oec>

Nebraska Mathematics Standards, Nebraska Language Arts Standards, Nebraska Science Standards, Nebraska Social Studies/History Standards. The State Board of Education adopted these revised content standards to identify what students should know and be able to do and what teachers should teach for students in grades K-12 in the year indicated. <http://www.education.ne.gov/academicstandards/>.

Nebraska PreK-16 Initiative. A Nebraska Department of Education and University of Nebraska statewide initiative to promote a seamless educational path for Nebraska students in the areas of mathematics, language arts/English, and world languages across preschool through post-secondary programs. <https://nebraska.edu/administration/academic-affairs-provost/nebraska-p-16-initiative>

Rule 11, Regulations for Early Childhood Education Programs, Title 92 NAC, Chapter 11. Nebraska Department of Education. Rule 11 is a set of basic standards to guide program planning and development for all prekindergarten programs serving children age birth to 5, operated by public schools and/or Educational Service Units. <https://www.education.ne.gov/nderule/early-childhood-education-programs/>

Rule 24, Regulations for Certificate Endorsements, Title 92 NAC, Chapter 24.
Nebraska Department of Education
<https://www.education.ne.gov/nderule/endorsements/>

Publications by Others

Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Children 3 to 6. Carol Copple & Sue Bredekamp. This book describes the core concepts and makes them meaningful to everyday practice. National Association for the Education of Young Children (2006).

Developmentally Appropriate Practice: Focus on Preschoolers. Carol Copple, Sue Bradenkamp, Derry Koralek & Kathy Charner. Early childhood teachers will gain a better understanding of DAP and how to apply it in their work with preschool children. National Association for the Education of Young Children (2013).

Eager to Learn: Educating our Preschoolers. Barbara T. Bowman, Suzanne Donovan and M. Susan Burns (2001).

Early Childhood Education: Young Adult Outcomes From the Abecedarian Project. Campbell, F., Ramey, C., Pungello, E., Sparling, J. & Miller-Johnson, S. *Applied Developmental Science*, 6:1 (2002) pp. 42-57.

Early Learning Standards: Creating the Conditions for Success. A Joint Position Statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education. This position statement defines the desired content and outcomes of young children's education (2002).

From Neurons to Neighborhoods: The Science of Early Childhood Development. Jack P. Shonkoff and Deborah Phillips. This book examines neurobiological perspectives, as well as those of behavioral and social sciences, and makes specific recommendations for applying this knowledge in policy and practice for the well-being of children (2000).

Music and Movement: A Way of Life for the Young Child (7th Edition). Linda Edwards (2012).

Handbook of Infant Mental Health, Third Edition. Charles Zeanah. New York, NY: Guilford Press (2012).

Head Start Early Learning Outcomes Framework: Ages Birth to Five. Administration for Children and Families, US Department of Health and Human Services. The Framework presents five broad areas of early learning and is designed to show the continuum of learning for infants, toddlers, and preschoolers. It is grounded in comprehensive research around what young children should know and be able to do during their early years to succeed in school. The Framework can be used to guide choices in curriculum and learning materials, plan daily activities, and to inform intentional teaching practices (2015).

Head Start Program Performance Standards. Administration for Children and Families, US Department of Health and Human Services. These are mandatory regulations that grantees and delegate agencies must implement in order to operate a Head Start program. The Standards define the objectives and features of a quality Head Start program in concrete terms; they articulate a vision of service delivery to young children and families; and they provide a regulatory structure for the monitoring and enforcement of quality standards (2016).

The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning. Ann Epstein (2015).

NAEYC Spotlight on Young Children: Exploring Play. Holly Bohart, Kathy Charner, Derry Koralek (2015).

Technology and Interactive Media as Tools in Early Childhood Programs Serving children from Birth-Age 8: A joint position statement of the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College (2012). www.naeyc.org

Websites

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country (2017). <http://csefel.vanderbilt.edu>

The Learning Child: Research-based programs and education to help you support the development of children and youth. Resources include: Text for Teachers and U R Parent app <https://child.unl.edu/>

PBS LearningMedia: Free digital media content library designed to support curriculum-based teaching and learning; classroom-ready, digital resources including video and interactives for Whiteboard, plus audio, photos, and in-depth lesson plans <https://net.pbslearningmedia.org>

Rethinking the Brain: New Insights Into Early Development, Revised Edition. Rima Shore. New York, NY: Families and Work Institute (2003).

INCLUSION: SUPPORTING DIVERSITY AND CHILDREN WITH SPECIAL NEEDS



Effective practices with young children value the unique and individual characteristics of children, including their special learning or developmental needs. Children's growth and learning is fostered when the environment reflects the child's culture and also supports both the child's native language and English. Accommodations are also made to ensure that all children can actively and meaningfully participate in the early childhood setting.

Nebraska Publications

Rule 51, Regulations and Standards for Special Education Programs. Title 92 NAC, Chapter 51, Nebraska Department of Education. Rule 51 contains requirements for school districts in the provision of special education and related services for children and youth with disabilities age birth-21, specifically in Section 007: Individual Education Program (IEP) and the Individual Family Service Plan (IFSP), and in Section 008: Placement of Children with Disabilities (2017)
<https://www.education.ne.gov/oec/laws-and-rules>

Publications by Others

Building Blocks for Teaching Preschoolers with Special Needs, 2nd Edition. Susan R. Sandall and Ilene S. Schwartz (2008).

CARA's Kits: Creating Adaptations for Routines and Activities. Provides a clear, six step process for planning and implementing adaptations and increasing participation in activities and routines. S.A. Milbourne and P.H. Campbell. Division of Early Childhood (2012).

Challenging Common Myths About Young English Language Learners. A discussion of research findings that dispel common myths about dual language development and educational approaches to dual language learning for children ages three to eight. Linda M. Espinosa (2010).
<https://www.fcd-us.org>

DEC recommended practices in early intervention/early childhood special education. Division for Early Childhood (2014). Identifies effective practices based on research and shared beliefs to help early childhood educators, other practitioners, families and administrators provide quality learning experiences that result in better outcomes for young children with disabilities and their families. <http://www.dec-sp.ed.org>

Diversity in Early Care and Education: Honoring Differences (5th ed.). Janet Gonzalez-Mena (2007).

Dual Language Learners with Challenging Behavior. Karen Nermeth and Pamela Brillante. A collection of articles from National Association for the Education of Young Children-Young Children (2011) Source: Head Start ECLKC. <https://eclkc.ohs.acf.hhs.gov>

Early Childhood Inclusion. A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). The position statement outlines the importance for all children, regardless of abilities, to actively participate in natural and inclusive early childhood settings within their communities (2009).
<https://www.naeyc.org>

Evaluating Young Children From Culturally and Linguistically Diverse Backgrounds for Special Education Services. Rashida Banerjee and Mark Guiberson (2012). <http://journals.sagepub.com>

Getting it Right for Young Children from Diverse Backgrounds: Applying Research to Improve Practice, Second Edition. Linda Espinosa (2014).

Handbook of Early Childhood Intervention (2nd ed.). Jack Shonkoff and Samuel Meisels (2000).

Head Start Program Preparedness Checklist Version 5: A Tool to Assist Head Start and Early Head Start Programs to Assess Their Systems and Services for Dual Language Learners and Their Families. The National Center on Cultural and Linguistic Responsiveness (2012). <https://eclkc.ohs.acf.hhs.gov>

One Child, Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language, Second Edition. Patton O. Tabors (2008).

Promoting Learning Through Active Interaction: A Guide to Early Communication with Young Children Who Have Multiple Disabilities. M. Diane Klein, Deborah Chen, and C. Michele Haney. Baltimore, MD: Brookes Publishing Co. (2000).

Resource Guide: Selected Early Childhood/Early Intervention Training Materials (11th ed.). Camille Catlett, Pamela J. Winton and Anna Mitchell (2002).

Serving the Preschool Gifted Child: Programming and Resources, J.R. Cukierkorn, F.A. Karnes, S.J. Manning, H. Houston, & K. Besnoy. Roper Review (2007) 29: 4, pp.271-276 <http://www.thefreelibrary.com>

Starting Small: Teaching Tolerance in Pre-school and the Early Grades. Teaching Tolerance Project. Southern Poverty Law Center (2008).

Teaching Gifted Children in Today's Preschool and Primary Classrooms: Identifying, Nurturing, and Challenging Children Ages 4–9. Joan Franklin Smutny, Sally Yahnke Walker, and Elizabeth A. Meckstroth (2015).

Young English Language Learners. Eugene García and Ellen Frede (Eds.; 2010).

Websites

A free online resource for printing labels in Spanish
<http://www.environments.com>

American Society of Deaf Children. <http://www.deafchildren.org>

Answers for Families: Gives information and support to families with special needs including discussion groups, resources and referrals
<http://www.answers4families.org>

Beginnings: For parents of children who are deaf or hard of hearing
www.ncbegin.org

International Children's Digital Library: <http://en.childrenslibrary.org>

Jacob's Story in Just Being Kids: Supports and Services for Infants and Toddlers and Their Families in Everyday Routines, Activities, and Places (video). Edelman, L. (Producer) (2001). Denver: Western Media Products. Used with permission from JFK Partners, University of Colorado School of Medicine and the Colorado Department of Education.

Jenni's Story in Just Being Kids: Supports and Services for Infants and Toddlers and Their Families in Everyday Routines, Activities, and Places (video). Edelman, L. (Producer) (2001). Denver: Western Media Products. Used with permission from JFK Partners, University of Colorado School of Medicine and the Colorado Department of Education.

Learn the Signs. Act Early: Information for families and providers on developmental milestones and fact sheets
<https://www.cdc.gov/ncbddd/actearly>

Let's Play! Projects provides information on selecting toys for play, toys for children with disabilities, adapting toys to make them easier to use, locating specially designed toys as well as other resources to promote play.
https://familydaycare.com/wp-content/uploads/pop_pt2_Guidelines-to-Promote-Play-Opportunities-for-Children-with-Disabilities.pdf

National Association of Gifted Children. <http://www.nagc.org>

Nebraska Center for the Education of Children who are Blind or Visually Impaired. <http://www.ncecbvi.org>

Partnering 4 Students: Nebraska's Tool Kit for Systems Involved in the Education of Students in Out-of-Home-Care.
<http://www.partnering4students.org>

PTI Nebraska: A statewide resource for families of children with disabilities or special health care needs, enabling parents to have the capacity to improve the education and healthcare outcomes for their children. <http://pti-nebraska.org>

Staying on Track: Nebraska's Early Development Network mobile app
<http://edn.ne.gov>

Strategies for Supporting All Dual Language Learners: Practical examples of how to use research-based strategies that support children at different levels of English language acquisition. <https://eclkc.ohs.acf.hhs.gov>

THE LEARNING ENVIRONMENT



The physical environment of children can be a powerful invitation to children's learning. These selected resources provide guidance to the underlying values and practical strategies that can engage children in a trusting and creative manner.

Nebraska Publications

Child Care Licensing Standards, 391 NAC. Department of Health and Human Services, Regulation and Licensure. These standards identify health and safety regulations for child care centers, family child care homes and preschools.

<http://dhhs.ne.gov/publichealth/Pages/crlChildCareLicensingIndex.aspx>

Publications by Others

(in progress) *All About the ECERS-3: A Detailed Guide in Words and Pictures to be Used with the ECERS-3.* Debby Cryer, Thelma Harms, and Cathy Riley (Publication Date TBA).

Caring for Our Children, National Health and Safety Performance Standards.

Third edition, American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care. Elk Grove Village, IL: American Public Health Association (2011).
cfoc.nrckids.org

Caring Spaces, Learning Places: Children's Environments That Work.

Jim Greenman. Edmond, WA: Exchange Press (2005).

Designs for Living and Learning: Transforming Early Childhood Environments. Deb Curtis, and Margie Carter (2014).

Early Childhood Environmental Rating Scale (ECERS-3). Thelma Harris, Richard M. Clifford, and Debby Cryer (2015).

Infant/Toddler Environment Rating Scale (ITERS-3). Thelma Harms and Debby Cryer (2017).

Family Child Care Environment Rating Scale-Revised Edition (FCCERS-R). Thelma Harms and Debby Cryer (2007).

Rethinking the Classroom Landscape: Creating Environments That Connect Young Children, Families, and Communities. Sandra Duncan Edd and Jody Martin (2016).

Developing Attachment in Early Years Settings: Nurturing secure relationships from birth to five years, 2nd Edition. Veronica Read and Anita Hughes (2014).

CURRICULUM APPROACHES TO YOUNG CHILDREN'S LEARNING



Children's development and learning is fostered in an active, nurturing, and safe environment that adults carefully and intentionally design, illustrated through the following resources.

Nebraska Publications

The Primary Program: Growing and Learning in the Heartland. A joint project of the Nebraska Department of Education, the Iowa Department of Education, the Iowa Area Education Agencies and the Iowa and Nebraska Head Start-State Collaboration Offices. This project is a research-based framework for curriculum, instruction, and assessment for early childhood education. The program facilitates continuous learning by accommodating the broad range of children's abilities, their learning rates and styles, and their knowledge, experiences, and interests (2001).

https://www.education.ne.gov/wp-content/uploads/2018/01/The-Primary-Program_Growing-and-Learning-in-the-Heartland.pdf

Publications by Others

Beautiful Beginnings: A Developmental Curriculum for Infants and Toddlers. Helen Raikes and Jane McCall Whitmer. Baltimore, MD: Brooks Publishing Co. (2005).

Creative Curriculum for Family Child Care. Diane Trister Dodge and Laura J. Colker. Washington, DC: Teaching Strategies, Inc. (2009).

Creative Curriculum for Infants, Toddlers and Twos, Second Edition. Amy Laura Dombro, Laura Colker, and Diane Trister Dodge. Washington, DC: Teaching Strategies, Inc. (2006).

Creative Curriculum for Preschool (5th ed.). Diane Trister Dodge, Laura J. Colker and Cate Heroman, Teaching Strategies, Inc. (2010).

Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education (6th Edition). Marjorie J. Kostelnik and Anne K. Soderman (2014).

Early Childhood Curriculum, Assessment, and Program Evaluation. A Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). This position statement outlines ways to build an effective, accountable system in programs for children birth through age eight (2003).
<http://www.naeyc.org>

Steps to Success: An Instructional Design for Early Literacy Mentor-Coaches in Head Start and Early Head Start. U.S. Department of Health & Human Services, Administration for Children & Families, Administration on Children, Youth & Families, Head Start Bureau
<https://eclkc.ohs.acf.hhs.gov>

High Scope Educational Research Foundation, High Scope Educational Research Foundation (2009).
www.highscope.org

ASSESSMENT PRACTICES FOR YOUNG CHILDREN AND PROGRAMS

Assessment should utilize contexts and settings that are familiar to children and are reflective of their everyday work. Multiple tools should be utilized, with heavy reliance on observational gathering and recording of children's growing and demonstrated knowledge and skills.

Nebraska Publications

The Primary Program: Growing and Learning in the Heartland. A joint project of the Nebraska Department of Education, the Iowa Department of Education, the Iowa Area Education Agencies and the Iowa and Nebraska Head Start-State Collaboration Offices. This project is a research-based framework for curriculum, instruction, and assessment for early childhood education. The program facilitates continuous learning by accommodating the broad range of children's abilities, their learning rates and styles, and their knowledge, experiences, and interests (2001).
https://www.education.ne.gov/wp-content/uploads/2018/01/The-Primary-Program_Growing-and-Learning-in-the-Heartland.pdf

Results Matter Nebraska: Child, Program and Family Outcomes Technical Assistance Document for Early Childhood Programs Operated by Public School Districts and Education Service Units. Nebraska Department of Education, Office of Early Childhood.

Publications by Others

Assessing the State of State Assessments: Perspectives on Assessing Young Children. Catherine Scott-Little, Sharon Lynn Kagan and Richard M. Clifford (2003).

Assessment, Evaluation and Programming System for Infants and Children. Diane D. Bricker, Kristie Pretti-Fontczak, Joann Johnson and Elizabeth Straka (2002).

Basics of Assessment: A Primer for Early Childhood Professionals. Oralie McAfee, Deborah Leong, and Elena Bodrova. National Association for the Education of Young Children (2004).

Classroom Assessment Scoring System™ (CLASS™), (Infant, Toddler, or PreK): An observation tool that focuses on the effectiveness of classroom interactions among teachers and children, promoting children's social and cognitive development, Robert Pianta, Karen LaParo, and Bridget Hamre (2014).

Early Childhood Curriculum, Assessment, and Program Evaluation. A Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). This position statement outlines ways to build an effective, accountable system in programs for children birth through age eight (2003).
<https://www.naeyc.org>

Early Childhood Environment Rating Scale (ECERS-3). Thelma Harms and Richard M. Clifford, and Debby Cryer (2015).

Evaluating Young Children From Culturally and Linguistically Diverse Backgrounds for Special Education Services. Rashida Banerjee and Mark Guiberson (2012).
<http://journals.sagepub.com>

Infant/Toddler Environment Rating Scale (ITERS-3). Thelma Harms and Debby Cryer (2017).

Family Child Care Environment Rating Scale-Revised Edition (FCCERS-R). Thelma Harms and Debby Cryer (2007).

The Ounce Scale. Samuel Meisels, Dorothea Marsden, Amy Laura Dombro, Donna Weston, and Abigail Jewkes. Lebanon, IN: Pearson Early Learning, (2003).

The Power of Observation. Linda Jablon and Amy Laura Dombro. Washington, DC: Teaching Strategies, (2007).

Quality Standards for NAFCC Accreditation (4th ed.). National Association for Family Child Care (2013). <https://www.nafcc.org>

Teaching Strategies GOLD®: Objectives for Development & Learning: Birth Through 3rd Grade. A seamless, research-based system proven to be reliable and valid for assessing children from birth through kindergarten, inclusive of all children, including English-language learners and children with disabilities. Cate Heroman, Dian Burts, Kai-lee Berke, and Toni Bickart, Teaching Strategies® LLC. Reprinted with permission (2016).

PARTNERING WITH FAMILIES



Families play a critical role in children’s growth and learning as a child’s first, primary, and lifelong teacher. Families, teachers, and caregivers who partner effectively will enjoy a meaningful relationship and share valuable communication that supports a child’s sense of trust, belonging, and success as a learner.

Nebraska Publications

First Connections with Families, Learning Begins at Birth. This booklet from Nebraska Department of Education, Office of Early Childhood, offers information on child development, reading to children and child health and safety issues (2004). <https://www.education.ne.gov/oec>

Getting Ready for Kindergarten: What Early Care & Education Providers Need to Know to Support Nebraska’s Children & Their Families (2013). <http://www.education.ne.gov/oec>

Ready for Success: What Families Want to Know about Starting School in Nebraska. This booklet, from Nebraska Department of Education, Office of Early Childhood, addresses common questions from parents about preparing for, and entering kindergarten (2012). <https://www.education.ne.gov/oec>

Publications by Others

Coaching Families and Colleagues in Early Childhood. Barbara E. Hanft, Dathan D. Rush and M’Lisa L. Shelden (2004).

The Circle of Security Intervention: Enhancing Attachment in Early Parent-Child Relationships Reprint Edition. Bert Powell, Glen Cooper, Kent Hoffman, Bob Marvin, Charles H. Zeanah Jr. (2016).

Extending Parent–Child Interaction Therapy for Early Childhood Internalizing Problems: New Advances for an Overlooked Population. Aubrey L. Carpenter, corresponding author Anthony C. Puliafico, Steven M. S. Kurtz, Donna B. Pincus, and Jonathan S. Comer (2015). <https://www.ncbi.nlm.nih.gov>

Family-Centered Early Intervention: Supporting Infants and Toddlers in Natural Environments. Sharon A. Raver Ph.D. and Dana C Childress M.Ed. (2014).

From Parents to Partners: Building a Family Centered Early Childhood Program, Second Edition. Janis Keyser (2017).

The Head Start Parent, Family, and Community Engagement Framework: Promoting Family Engagement and School Readiness, From Prenatal to Age 8: A road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. The PFCE Framework was developed in partnership with programs, families, experts, and the National Center on Parent, Family, and Community Engagement. It is a research-based approach to program change that shows how an agency can work together as a whole—across systems and service areas—to promote parent and family engagement and children’s learning and development (2011). <https://eclkc.ohs.acf.hhs.gov>

Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors Who Work with Families (2012). <https://eclkc.ohs.acf.hhs.gov>

Partnering with Parents: 29 Easy Programs to Involve Parents in the Early Learning Process. Bob Rockwell and Janet Rockwell Kniepkamp (2003).

PIWI: Parents Interacting with Infants. Tweety Yates and Jeanette McCollum. <http://csefel.vanderbilt.edu> (2011).

Successful Kindergarten Transition: Your Guide to Connecting Children, Families, and Schools. Robert C. Pianta and Marcia Kraft-Sayre (2003).

Tackling the Tough Stuff: A Home Visitor's Guide to Supporting Families at Risk.
Angela M. Tomlin Ph.D. HSPP IMH-E® (IV) and Stephan A.
Viehweg ACSW LCSW IMH-E® (IV) (2016).

Touchpoints: Your Child's Emotional and Behavioral Development - Birth-3: The Essential Reference for the Early Years. Second Edition. T. Berry Brazelton.
Cambridge, MA: Perseus Publishing (2006).

Websites

UNL Extension (communicating with families):
<https://child.unl.edu/communication>

Results Matter Video Library-Practices Here and There. Video clips of
parent-teacher conferences, family engagement, and more.
Visit: <http://www.cde.state.co.us/resultsmatter>

ADDITIONAL REFERENCES AND ACKNOWLEDGEMENTS

Throughout the revision process, early learning guidelines of various states were referenced. The work of these states is greatly appreciated.

State Early Learning Standards Consulted:

New Jersey
Connecticut
Kansas
Indiana
Illinois
District of Columbia
Iowa
Pennsylvania
New York
Louisiana
Massachusetts

Additional Documents Consulted:

Head Start Performance Standards

The Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/ SDE): Early Learning Standards: Creating the Conditions for Success (NAEYC, 2012).

STANDARDS SUMMARY ACROSS ALL DOMAINS

Social Emotional Standards:

Self Concept - Standard (SE.01): Develops self-awareness and sense of self

Self Control - Standard (SE.02): Manages emotions with increasing independence

Cooperation and Prosocial Behavior - Standard (SE.03): Develops foundational skills to support cooperation and prosocial behavior

Social Relationships - Standard (SE.04): Shows interest in, interacts with, and develops personal relationships with others

Knowledge of Families and Communities - Standard (SE.05): Develops a sense of belonging to family, community, and other groups

Approaches to Learning Standards:

Initiative and Curiosity - Standard (AL.01): Develops foundational skills that support initiative, self-direction, and curiosity as a learner

Sensory Exploration, Reasoning, and Problem Solving - Standard (AL.02): Demonstrates active inquiry, persistence, problem identification, and application of knowledge to new situations

Health and Physical Development Standards:

Fine (Small) Motor Skills - Standard (HP.01): Uses finger and hand control to operate and use small objects demonstrating fine motor coordination

Gross (Large) Motor Skills - Standard (HP.02): Child demonstrates effective and efficient use of large muscles for movement, position, and to explore the environment

Health and Safety Practices - Standard (HP.03): Child develops an awareness and understanding of health, physical activity, and safety

Nutrition - Standard (HP.04): Develops healthy eating habits and exhibits increasing independence in eating abilities

Language and Literacy Standards:

Listening and Understanding - Standard (LL.01): Demonstrates continual growth in understanding increasingly complex and varied vocabulary

Speaking and Communicating - Standard (LL.02): Develops foundational skills to communicate effectively for a variety of purposes

Phonological Awareness - Standard (LL.03): Demonstrates knowledge of phonological awareness

Book Knowledge and Appreciation - Standard (LL.04): Demonstrates interest in and appreciation of reading-related activities

Print Awareness and Early Writing - Standard (LL.05): Conveys meaning through drawing, letters, and words.

Mathematics Standards:

Number and Operations - Standard (M.01): Demonstrates awareness of quantity, counting, and numeric competencies

Geometry and Spatial Sense - Standard (M.02): Develops understanding of geometric shapes and spatial relationships

Patterns and Measurements - Standard (M.03): Demonstrates awareness of routines, predictable patterns, and attributes that can be measured

Data Analysis - Standard (M.04): Develops foundational skills in learning to understand concepts of classification, data collection, organization, and description

Science Standards:

Scientific Knowledge - Standard (S.01): Demonstrates a basic awareness and use of scientific concepts

Scientific Skills and Methods - Standard (S.02): Develops foundational skills in learning and understanding about the world through exploration and investigation

Creative Arts Standards:

Music - Standard (CA.01): Develops foundational skills to support creative expression through voice, instruments, and objects

Visual Art - Standard (CA.02): Develops foundational skills that support creative expression through the process, production, and appreciation of visual art forms

Movement - Standard (CA.03): Develops foundational skills that support creative expression through movement

Dramatic Play - Standard (CA.04): Expresses creativity using puppetry, storytelling, dance, plays, and theater

ALIGNMENT OF EARLY LEARNING GUIDELINES TO STATE AND NATIONAL DOCUMENTS

National Education Goals Panel, Essential Domains of School Readiness	Revised Early learning Guidelines: Nebraska's Birth to Five Learning and Development Standards	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	Head Start Child Development & Early Learning Framework Domains & Elements	NE K-12 Standards	NE Rule 11 Regs.	NE Child Care Licensing Standards
Social & Emotional Development	Social Emotional Development: Self Concept (SE.01)	Social Emotional 1 c	Approaches to Learning: Persistence & Attentiveness	LA 0.3.3c SS 0.1.2a	004.05A1 004.05C 004.06C 004.06D 004.06E	Discipline Prohibited Language, Materials, & Actions
			Social & Emotional Development: Self-Concept & Self- Efficacy			
	Social Emotional Development: Self Control (SE.02)	Social Emotional 1 a	Social & Emotional Development: Self- Regulation	LA 0.3.1a LA 0.3.3a LA 0.4.1c	004.05A1 004.05A 004.05D 004.06C 004.06D 004.06E	Child Development Program
	Social Emotional Development: Cooperation & Prosocial Behavior (SE.03)	Social Emotional 3 a				
	Knowledge of Families and Communities (SE.05)	Social Emotional 3 a	Social & Emotional Development: Social Relationships	LA 0.3.1a LA 0.3.2a LA 0.3.3a LA 0.3.3b LA 0.3.3c	004.05A2 004.05D 004.06C 004.06D 004.06E	Prohibited Language, Materials, & Actions
	Social Relationships (SE.04)	Social Emotional 2 a				
	Social Emotional 2 c	Social & Emotional Development: Emotional & Behavioral Health	SS 0.1.2a		Child Development Program	

National Education Goals Panel, Essential Domains of School Readiness	Revised Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	Head Start Child Development & Early Learning Framework Domains & Elements	NE K-12 Standards	NE Rule 11 Regs.	NE Child Care Licensing Standards
Approaches to Learning	Approaches to Learning: Initiative & Curiosity (AL.01)	Cognitive 11 a	Language Development: Expressive Language	LA 0.3.1a LA 0.2.1a	004.05C 004.06C 004.06D 004.06E	Child Development Program Toys, Equipment & Materials
		Cognitive 11 d	Approaches to Learning: Persistence & Attentiveness			
			Approaches to Learning: Initiative & Curiosity			
	Approaches to Learning: Sensory Exploration, Reasoning, & Problem Solving (AL.02)	Cognitive 11 b	Approaches to Learning: Persistence & Attentiveness	SC 2.1.1f SC 2.1.1b	004.05D 004.06C 004.06D 004.06E	
		Cognitive 11 c	Logic & Reasoning: Reasoning & Problem Solving			

National Education Goals Panel, Essential Domains of School Readiness	Revised Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	Head Start Child Development & Early Learning Framework Domains & Elements	NE K-12 Standards	NE Rule 11 Regs.	NE Child Care Licensing Standards
Physical Development & Health	Health & Physical Development: Fine (Small) Motor Skills (HP.01)	Physical 7 a	Physical Development & Health: Fine Motor Skills	LA 0.2.1c SC 2.2.1c	004.05A7 004.06C 004.06D 004.06E	Child Development Program Toys, Equipment and Materials
	Health & Physical Development: Large (Gross) Motor Skills (HP.02)	Physical 4	Physical Development & Health: Gross Motor Skills	LA 0.1.5b	004.05A7 004.05A8	Outdoor Play Area
		Physical 5		SS 0.3.1a	004.06C 004.06D 004.06E	Fenced Outdoor Play Area
		Physical 6				
	Health & Physical Development: Health Status & Practices (HP.03) Health & Physical Development: Nutrition (HP.04)	Physical 1 c	Physical Development & Health: Health Knowledge & Practice	LA 0.3.1a LA 0.1.5b LA 0.1.1b SS 0.1.2b	004.05A7 004.05A8 004.06C 004.06D 004.06E	Sanitation Inspection Safety Training CPR/First Aid Communicable Diseases Children Excluded Due to Illness Immunizations Napping and Rest Period Medications Environmental Safety Hand Washing
		Physical 1 c		Physical Development & Health: Physical Health Status	LA 0.1.5b LA 0.3.1a	004.05A7 004.05A8 004.06C 004.06D 004.06E

National Education Goals Panel, Essential Domains of School Readiness	Revised Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	Head Start Child Development & Early Learning Framework Domains & Elements	NE K-12 Standards	NE Rule 11 Regs.	NE Child Care Licensing Standards
Language & Literacy	Language & Literacy: Listening & Understanding (LL.01)	Language 8 a	Language Development: Receptive Language	LA 0.3.2a LA 0.3.2b LA 0.3.2c	004.05A4 004.05B 004.05C 004.06C 004.06D 004.06E	Prohibited Language, Materials and Actions Child Development Program
			English Language Development: Receptive English Language Skills			
	Language & Literacy: Speaking & Communicating (LL.02)	Language 9 a	Language Development: Expressive Awareness	LA 0.3.1a LA 0.1.5c	004.05A4 004.05B 004.05C 004.06C 004.06D	Prohibited Language, Program
		Language 10 a	English Language Development: Expressive Language Skills			

National Education Goals Panel, Essential Domains of School Readiness	Revised Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	Head Start Child Development & Early Learning Framework Domains & Elements	NE K-12 Standards	NE Rule 11 Regs.	NE Child Care Licensing Standards
Language & Literacy	Language & Literacy: Phonological Awareness (LL.03)	Literacy 15 a	Literacy Knowledge & Skills:	LA 0.1.2b LA 0.1.2d	004.05A4 004.05B 004.05C 004.06C	Child Development Program
		Literacy 15 b	Phonological Awareness			
		Literacy 15 c				
	Language & Literacy: Book Knowledge & Appreciation (LL.04)	Literacy 18 a	Logic & Reasoning: Reasoning and Problem Solving	LA 0.1.1e LA 0.1.6a	004.05A4 004.05A5 004.05B	Child Development Program
		Literacy 18 b	Literacy Knowledge & Skills: Book Appreciation & Knowledge			
		Literacy 18 c				

National Education Goals Panel, Essential Domains of School Readiness	Revised Early learning Guidelines: Nebraska's Birth to Five Learning and Development Standards	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	Head Start Child Development & Early Learning Framework Domains & Elements	NE K-12 Standards	NE Rule 11 Regs.	NE Child Care Licensing Standards
Language & Literacy	Language & Literacy: Print Awareness & Early Writing (LL.05)	Literacy 19 b	Literacy Knowledge & Skills: Print Concepts & Conventions	LA 0.1.1b LA 0.1.1f LA 0.1.1d LA 0.1.1a	004.05A4 004.05B 004.06C 004.06D 004.06E	Not Applicable
			Logic & Reasoning: Symbolic Representation	LA 0.2.1a LA 0.2.1c LA 0.2.2a		
			Literacy Knowledge & Skills: Alphabet Knowledge			
			Literacy Knowledge & Skills: Early Writing			

National Education Goals Panel, Essential Domains of School Readiness	Revised Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	Head Start Child Development & Early Learning Framework Domains & Elements	NE K-12 Standards	NE Rule 11 Regs.	NE Child Care Licensing Standards
Cognition & General Knowledge	Mathematics: Number & Operations (M.01)	Mathematics 20 a	Mathematics Knowledge & Skills: Number Concepts & Quantities			Not Applicable
				Mathematics Knowledge & Skills: Number Relationships & Operations		
		Mathematics 20 b				
		Mathematics 20 c				
			Mathematics Knowledge & Skills: Measurement & Comparison			
	Mathematics: Geometry & Spatial Sense (M.02)	Mathematics 21 a	Logic & Reasoning: Reasoning & Problem Solving	MA 0.2.1a MA 0.2.4a MA 0.3.1b	004.05A6 004.06C 004.06D 004.06E	
		Mathematics 21 b	Mathematics Knowledge & Skills: Geometry & Spatial Sense			
	Mathematics: Patterns & Measurement (M.03)	Mathematics 22 a Mathematics 22 b Mathematics 23	Mathematics Knowledge & Skills: Patterns	MA 0.2.5c	004.05A3	
	Data Analysis (M.04)	Mathematics 22 c	Mathematics Knowledge & Skills: Measurement & Comparison	LA 0.3.1a	004.05A6 004.06C 004.06D 004.06E	

National Education Goals Panel, Essential Domains of School Readiness	Revised Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	Head Start Child Development & Early Learning Framework Domains & Elements	NE K-12 Standards	NE Rule 11 Regs.	NE Child Care Licensing Standards
Cognition & General Knowledge	Science: Scientific Skills & Methods (S.01)	Science & Technology 24	Science Knowledge & Skills: Conceptual Knowledge of the Natural & Physical World	SC 2 1.1a SC 2 1.1b SC 2 1.1c SC 2 1.1e	004.05A3 004.05A6 004.06C 004.06D 004.06E	Not Applicable
	Science: Scientific Knowledge (S.02)	Science & Technology 24	Science Knowledge & Skills: Scientific Skills & Method Science Knowledge & Skills: Scientific Skills & Method	SC 2.1.1.f SC 2.2.1.a SC 2.2.1.b SC 2.3.1.a	004.05A3 004.05A6 004.06C 004.06D 004.06E	

National Education Goals Panel, Essential Domains of School Readiness	Revised Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	Head Start Child Development & Early Learning Framework Domains & Elements	NE K-12 Standards	NE Rule 11 Regs.	NE Child Care Licensing Standards
Cognition & General Knowledge	Creative Arts: Music (CA.01)	The Arts 34	Creative Arts Expression: Music Creative Arts Expression: Creative Movement & Dance	LA 0.1.4a LA 0.1.4b LA 0.3.2a LA 0.1.2b	004.05A9 004.05C 004.06C 004.06D 004.06E	Not Applicable
	Creative Arts: Art (CA.02)	The Arts 33	Creative Arts Expression: Art	LA 0.3.1a		
	Creative Arts: Movement (CA.03)	The Arts 35	Creative Arts Expression: Music	LA 0.3.2a LA 0.3.2b SS 0.3.1a		
			Creative Arts Expression: Creative Movement & Dance			
	Creative Arts: Dramatic Play (CA.04)	The Arts 36	Creative Arts Expression: Drama	LA 0.3.1a LA 0.3.2a		
			Logic & Reasoning: Symbolic Representation			

SUGGESTED CHILDREN'S BOOKS**

(arranged by domain)

Approaches to Learning

<i>Brick by Brick</i>	Giuliano Ferri
<i>How the Crayons Saved the Rainbow</i>	Monica Sweeney
<i>I Hear a Pickle: And Smell, See, Touch, & Taste It, Too!</i>	Rachel Isadora
<i>My Lucky Day</i>	Keiko Kasza
<i>Noah Chases the Wind</i>	Michelle Worthington
<i>The Quiet Book</i>	Deborah Underwood
<i>Quite</i>	Kate Alizadeh
<i>They All Saw a Cat</i>	Brendan Wenzel
<i>What Do You Do With a Problem?</i>	Kobi Yamada
<i>What Do You Do With an Idea?</i>	Mae Besom
<i>A World of Pausabilities: An Exercise in Mindfulness</i>	Frank J. Sileo

Creative Arts

<i>All In One Day</i>	Mike Huber
<i>Blue and Red Make Purple: A Musical Journey</i>	Jennifer Gasoi
<i>Chameleon's Colors</i>	Chisato Tashiro
<i>Draw Me a Star</i>	Eric Carle
<i>Groovy Joe: Ice Cream and Dinosaurs</i>	Eric Litwin
<i>I Ain't Gonna Paint No More!</i>	Karen Beaumont
<i>Rain Fish</i>	Lois Ehlert
<i>Say Zoop!</i>	Herve Tullet
<i>Today is Monday</i>	Eric Carle
<i>van Gogh and the Sunflowers</i>	Laurence Anholt

Health and Physical Development

<i>ABC Yoga</i>	Christiane Engel
<i>Before We Eat, from Farm to Table</i>	Pat Brisson
<i>Brush, Brush, Brush Eating Well!</i>	Alicia Padron
<i>From Head to Toe</i>	Jess Stockham
<i>Germs Are Not for Sharing</i>	Eric Carle
<i>I Hear a Pickle: And Smell, See, Touch, & Taste It, Too!</i>	Elizabeth Verdick
<i>My Body</i>	Rachel Isadora
<i>Rah, Rah, Radishes!</i>	Jill McDonald
<i>Whose Knees Are These?</i>	April Pulley Sayre
	Jabari Asim

Language and Literacy

<i>ABC's</i>	Kate Wilson
<i>Baa Baa, Black Sheep!</i>	Annie Kubler
<i>Big Words for Little Geniuses</i>	Susan Patterson, James Patterson
<i>Chicka Chicka Boom Boom</i>	Bill Martin Jr., John Archambault
<i>Follow Me!</i>	Ellie Sandall
<i>Giraffes Can't Dance</i>	Giles Andreae
<i>Groovy Joe: Ice Cream and Dinosaurs</i>	Eric Litwin
<i>Jamberry</i>	Bruce Degen
<i>Lola at the Library</i>	Anna McQuinn
<i>Shelly Goes to the Zoo</i>	Kentrell Martin

Mathematics

Ants Rule: The Long and Short of It
Giraffes Can't Dance: Number
Rumba Counting Book
Inch by Inch
Just a Minute
Math
My First Book of Patterns
Numbers
Round is a Tortilla
The Coin Counting Book
Wombat Walkabout

Bob Barner
Giles Andreae, Guy Parker-Rees
Leo Lionni
Yuyi Morales
Kate Wilson
Bobby George
Kate Wilson
Roseanne Thong
Rozanne Lanczak Williams
Carol Diggory Shields

Science

Ada Twist, Scientist
Animals Born Alive and Well
Chickens Aren't the Only Ones
Dreaming Up
First the Egg
Green is a Chile Pepper
Iggly Peck, Architect
My Shadow
Planting a Rainbow
Plants That Never Ever Bloom
The Reason for a Flower
Rosie Revere, Engineer
Seasons
A Stick Until

Andrea Beaty
Ruth Heller
Ruth Heller
Christy Hale
Laura Vaccaro Seeger
Roseanne Thong
Andrea Beaty
Robert Louis Stevenson
Lois Ehlert
Ruth Heller
Ruth Heller
Andrea Beaty
Kate Wilson
Constance Anderson

Social Emotional

The Amazing Erik
Bree Finds a Friend
Calm Down Time
The Farmer and the Clown
Feel Better Book for Little Worriers
Mama's Gloves
I Love My Hair Natasha
I See You
Little Humans
The Ricker Racker Club
The Way I Feel

Mike Huber
Mike Huber
Elizabeth Verdick
Marla Frazee
Lisa Bowen, Holly Brochmann
Mike Huber
Anastasia Tarpley
Michael Genhart, PhD
Brandon Stanton
Patrick Guest
Janan Cain

**These are only a small number of the amazing children's books available. Please see your local library, the ECTC Media Center, or Early Learning Connections Coordinator in your region for more ideas.

LEAD REVISION TEAM

Dr. Michelle Rupiper (lead writer)	Independent Contractor/University of Nebraska- Lincoln (emeritus)
Amy Encinger (co-writer)	Independent Contractor/University of Nebraska- Lincoln
Ann Adams (layout design)	Nebraska Department of Education - Office of Early Childhood
Cris Anderson	Buffett Early Childhood Institute
Amy Bunnell	Nebraska Department of Education - Office of Special Education
Kristy Feden	Sarpy County Cooperative Head Start
Niki Gemar	Hastings Head Start
Tracy Gordon	National Association for the Education of Young Children - Nebraska Chapter
Dr. Holly Hatton-Bowers	University of Nebraska-Lincoln/Nebraska Extension
Diane Kvasnicka	Nebraska Department of Health and Human Services
Melody Hobson	Nebraska Department of Education - Office of Early Childhood
Joan Luebbers	Nebraska Department of Education - Office of Early Childhood/Head Start State Collaboration
Linda Meyers	Nebraska Department of Education - Office of Early Childhood
Katie Miller	Nebraska Department of Education - Office of Early Childhood
Kerry Miller	Munroe Meyer Institute/UNMC
Stephanni Renn	Nebraska Children and Families Foundation
Amy Richards	Early Learning Connections Partnership/ESU 16
Dr. Johanna Taylor	University of Nebraska - Lincoln
Kim Texel	Nebraska Department of Education - Office of Early Childhood

REVIEW TEAM

Jennifer Baumann	Family Child Care
Misty Bear	Wayne Public Schools
Teresa Berube	Nebraska Department of Education - Office of Special Education
Lynn Brehm	Nebraska Children and Families Foundation
Amy Bornemeier	Sixpence
Amy Bunnell	Nebraska Department of Education - Office of Special Education
Nicole Buchholz	Munroe Meyer Institute/UNMC
Monica Carter	North Platte Public Schools
Jené Chapman	Nebraska Department of Education - Office of Early Childhood
Kim Chase	Family Child Care
Amy Ekeler	Omaha Montessori Schools
Rosemary Gomez	Hastings Head Start
Sue Henry	Nebraska Department of Education
Jeanine Huntoon	Center Based Child Care
Dr. Lisa Knoche	University of Nebraska- Lincoln
Dr. Miriam Kuhn	University of Nebraska- Omaha
Pam Langlie-Willers	Wayne State College
Nicole Leafly	Nebraska Department of Education - Office of Special Education
Diane Lewis	Nebraska Department of Education - Office of Early Childhood
Catie Limbach	Nebraska Department of Education - Office of Early Childhood
Dr. Kim Madsen	Chadron State College
Angel Mayberry	Early Learning Connections Partnership - ESU 7
Norine Munoz	Family Child Care
Marissa Payzant	Nebraska Department of Education
Nikki Piper	Doane University
Brandy Price	Family Child Care
Barb Seier	Center Based Child Care
Thelma Simms	Center Based Child Care
Cara Small	Early Learning Connections Partnership - ESU 6
Susan Strahm	Early Learning Connections Partnership - ESU 1
Pam Uhl	ESU 13
Nicole Vint	Nebraska Health and Human Services
Patsy Yager	Western Nebraska Community College



It is the policy of the Nebraska Department of Education not to discriminate on the basis of gender, disability, race, color, religion, marital status, age or national origin in its educational programs, admission policies, employment or other agency programs.