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Early Learning Standards



Arizona Department of Education
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Arizona Department of Education
EARLY LEARNING STANDARDS

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Original Edition Contributors

The development process of the Arizona Early Childhood Education Standards began in February of 2001, through an Even Start Family Literacy Statewide Initiative Grant, which was housed in the Department of Education's Adult Education Section. Under the leadership of Karen Liersch, Deputy Associate Superintendent, the first team of dedicated early childhood practitioners developed and wrote the original Arizona Early Childhood Standards. The Arizona State Board of Education approved the original standards document in May 2003.

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Refined Edition Contributors

In January of 2004, new focuses, new mandates, and new research brought new attention to the Early Childhood arena. The newly created Early Childhood Education Section of the Arizona Department of Education under the leadership of Karen Woodhouse, Deputy Associate Superintendent, began the refinement process of the Early Childhood Standards. The "Refinement Team" consisted of the many faces and facets of early childhood stakeholders from throughout the state.

The Department wishes to acknowledge and extend its appreciation to "Refinement Team Members" for their commitment, expertise and wisdom in refining the Early Learning Standards:

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This document may be downloaded at <http://www.ade.az.gov/earlychildhood/elstandards.asp>

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For more information about Arizona Department of Education Early Childhood Programs,
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STATEMENT OF PURPOSE

The Arizona Early Learning Standards have been developed to provide a framework for the planning of quality learning experiences for all children 3 to 5 years of age. The standards cover a broad range of skill development and provide a useful instructional foundation for children from diverse backgrounds and with diverse abilities. The standards are intended for use by all those who work with young children in any early care and education setting in urban, rural and tribal communities.

Every Child

Is a unique, complex learner;

Is a social being who learns through the development of relationships with peers and adults;

Is entitled to learning environments that support optimal development of the whole child;

Is entitled to opportunities to learn through active exploration;

Learns through child-initiated, child-directed, teacher-supported play.

Although the Early Learning Standards document is separated into specific domains of learning, the intent is not to suggest that children's skills develop separately or apart from each other. Nor is it the intent that isolated skill instruction be used as an appropriate way to support learning during the preschool years. The standards document is based on the premises that learning occurs on a continuum and that developmental domains are highly interrelated. Children succeed to their highest potential in nurturing environments that support their learning across domains.

GUIDING PRINCIPLES

- Each child progresses at a unique rate, has an individual learning style and possesses diverse abilities.
- Young children learn through active exploration of their environment where there is a balance between self-discovery and adult initiated/selected activities.
- Children's learning is based on prior knowledge and experiences that are constructed through play, social interactions with other children, and consistent experiences guided by nurturing adults.
- Optimal learning occurs in environments where the adult is respectful of the child, the family, the language, the culture, and the community.
- Children's progress is best understood through observable behavioral change using ongoing observation, anecdotal recordkeeping, and collection of children's work.
- Children develop a sense of empowerment by having many opportunities to make choices within their daily routines.
- Children learn best when their health and nutritional needs are met.
- Families are the primary caregivers and educators of young children.
- Young children are capable and competent regardless of their backgrounds, their experiences and their varying abilities.

INCLUSIVE PRACTICES

Early Childhood Special Education

Standards are an essential first step for designing effective preschool curricula since they represent an agreed upon agenda for teaching and learning. They assist all early education professionals in setting high expectations for children rather than lowering expectations for children with disabilities or other challenges. Therefore, the Arizona Early Learning Standards should be used for students with disabilities as well as with typically developing children. Because these standards establish the content for learning, the focus for classrooms no longer needs to be on an age, grade, or specific functional level but on actual performance on a standard. Like any quality standard, the Arizona Early Learning Standards are designed to be used to plan creative experiences that support children in reaching their highest potential, capture their interest in learning, and build on what they already know.

English Language Learners

All children have acquired knowledge as a result of the language used in their home since birth. The richer the home language and background experiences, the easier it is for children to learn a second language. Children develop language much the same way they acquire other skills, along a continuum, at different rates, and with individual learning styles. Some children may experience a silent period while they learn English; other children may practice their knowledge by mixing or combining languages; still others may quickly acquire English-language proficiency. Each child's progress in learning English needs to be respected and viewed as acceptable, logical, and part of the ongoing process of learning any new skill. The skills needed for young English language learners to become proficient in English are fully embedded in the Arizona Early Learning Standards. Using the standards to plan enriching experiences will enhance children's proficiency in English and enable them to become successful learners.

The Arizona Early Learning Standards are:

- A framework that provides an essential first step for designing and/or choosing an effective, high-quality preschool curricula
- Common, agreed upon goals and outcomes for teaching and learning
- Building blocks that illustrate the interconnectedness of emotional, social, language, cognitive and physical development and learning that address the whole child
- A reflection of current brain development, early childhood research and best practices
- A continuum of learning outcomes for preschool children
- A link between early learning expectations and school readiness
- A framework that links content and curriculum, professional development and assessment tools to ensure age-appropriate activities, goals and performance outcomes for three to five year old children
- Appropriate for all children regardless of background, language and diverse needs
- Flexible; can be modified up or down to meet the specific needs of all children
- A step toward eliminating fragmentation in early care and education programs throughout Arizona
- Separated into domains; yet the indicators in each domain are interrelated and interdependent. They all need to be woven together into daily routines, activities and play
- A tool to assist parents, caregivers and teachers in creating meaningful and appropriate learning experiences for preschool children

The Arizona Early Learning Standards are not:

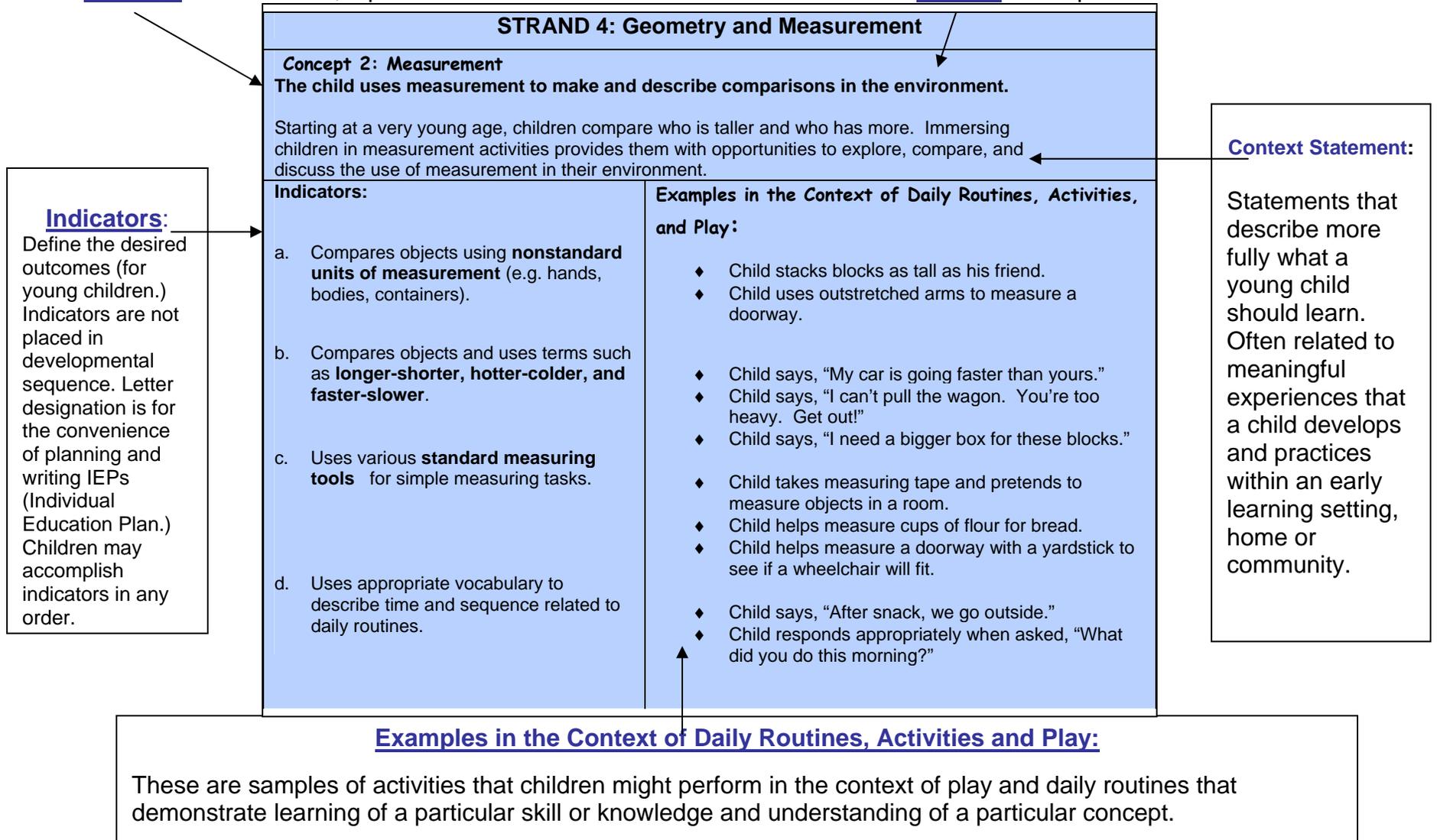
- Intended for use as a curriculum
- Intended for use as a checklist
- Intended for use as an assessment tool
- Meant to be used in isolation
- Meant to stifle the creativity of caregivers or teachers
- Intended to imply that only formal and structured activities are to be planned for young children

A Visual Explanation of the Arizona Early Learning Standards Components

Standard: An agreed upon framework of skills that young children need to experience in order to develop a foundation for higher levels of learning. (**Mathematics**)

Concept: One element, topic or sub-skill of the strand.

Strand: A component of the standard.





Social Emotional Standard

SOCIAL EMOTIONAL STANDARD

For Young Children From Three to Five Years Old

Overview

Children learn and thrive when they feel emotionally secure and physically safe. Early in life children demonstrate feelings of competence and take pride in their accomplishments. Children need to develop the capacity to experience, express, and gain self-control over their emotions and social interactions in order to mature socially and emotionally. This development is enhanced through nurturing relationships and positive early learning experiences.

A consistent and predictable environment strengthens a child's confidence in approaching new challenges. Confident children approach new tasks and situations enthusiastically. They recognize and express emotions appropriately as well as share information about themselves and others.

Social and emotional development is the building block of children's **cognitive development** and life long learning. This domain becomes the foundation for helping children understand themselves, form constructive social relationships and relate to the larger world.

The Social/Emotional Standard is organized into the following strands and related concepts:

Strand 1: Knowledge of Self

- **Self Awareness**
- **Recognition and Expression of Feelings**

Strand 2: Social Interactions with Others

- **Separation**
- **Cooperation**

Strand 3: Responsibility for Self and Others

- **Self Control**
- **Respect**

Strand 4: Approaches to Learning

- **Curiosity**
- **Initiative**
- **Persistence**
- **Creativity**
- **Problem-Solving**
- **Confidence**

Social Emotional Standard Definitions

Cognitive Development is the development of knowledge and skills, which help children think about and understand the world around them.

Empathy is the ability to recognize, respond and share in another's emotions, thoughts or feelings.

Initiative is the action of taking the first step.

Refusal Skills are evident when a child states "no" upon determining that an action would be wrong, harmful or dangerous.

Self-awareness is the ability to look at one's self and to understand one's self.

STRAND 1: KNOWLEDGE OF SELF

Concept 1: Self-Awareness

The child demonstrates an awareness of his or her self.

Children develop a sense of personal identity as they begin to recognize the characteristics that make them unique as individuals and to build self-esteem.

Indicators:

- a. Demonstrates self-confidence
- b. Makes personal preferences known to others.
- c. Demonstrates knowledge of self-identity.
- d. Shows an awareness of similarities and differences between self and others.

Examples in the Context of Daily Routines, Activities, and Play:

- Child acknowledges his own accomplishments and says, "I can hit the ball."
- Child tells her friends, "I don't like that."
- When asked to name a favorite color, child signs, "red."
- Child says, "I like chocolate ice cream."
- While looking in the mirror, child says, "I have new glasses."
- Child says, "My birthday is in May."
- Child says, "I am bigger than you."
- Child points to his shirt and then to his friend's, indicating that they are wearing the same color of shirt.

STRAND 1: KNOWLEDGE OF SELF

Concept 2: Recognition and Expression of Feelings

The child recognizes and expresses feelings of self and others.

Children develop the ability to effectively and appropriately express themselves and learn that their attitudes and feelings are an important aspect of emotional well-being. Children develop an awareness of the feelings of others through daily interactions with friends and family.

Indicators:

- a. Associates emotions with words and facial expressions.
- b. Identifies and describes own feelings.
- c. Demonstrates **refusal skills** by saying "No" to/in harmful situations.
- d. Identifies and describes feelings of others.
- e. Expresses **empathy** for others

Examples in the Context of Daily Routines, Activities, and Play:

- When shown a puppet with a smile, child uses Sign Language to sign "happy".
- While listening to a story child covers his eyes and says, "This is scary!"
- A child says, "I am happy today, it's my birthday!"
- When playing outside, child says, "It makes me mad when you take my bike!"
- Child walks away when a stranger asks "What's your name?"
- Child says "No, I won't jump off the slide."
- Child approaches an adult and says, "Jamal is sad. He is crying."
- After drawing a picture of her mom, child says, "My mom will be so happy to see my picture."
- Child sees his friend crying, and then gives her a hug.
- After seeing his friend fall down, child asks, "Are you OK?"

STRAND 2: SOCIAL INTERACTIONS WITH OTHERS

Concept 1: Separation

The child demonstrates the ability to separate from familiar adults.

Positive social relationships between adults and children develop in an environment where children feel safe and secure.

Indicators:

- a. Interacts with others when family member is nearby.

- b. Separates from family members without undue stress.

- c. Seeks comfort and security from familiar adults.

Examples in the Context of Daily Routines, Activities, and Play:

- While child's mother talks to another parent, their children play together on the slide.
- Child continues to play after acknowledging a family member's arrival.

- Child runs off to play, when his Nana drops him off at his friend's house.
- Child doesn't cry when dropped off at school or child care provider's home.

- When child hurts her finger while playing with a toy truck, she runs to her caregiver for comfort.
- Child occasionally seeks hugs from her teacher.

STRAND 2: SOCIAL INTERACTIONS WITH OTHERS

Concept 2: Cooperation

The child demonstrates the ability to give and take during social interactions.

Children's cooperation with peers and adults implies an understanding of mutual rights and the ability to balance their needs with those of others.

Indicators:

- a. Responds when adults or other children initiate interactions.
- b. Initiates and sustains positive interactions with adults and friends.
- c. Demonstrates positive ways to resolve conflict.

Examples in the Context of Daily Routines, Activities, and Play:

- Child pretends to eat a hamburger and answers "Yes" when asked "Do you want French fries?"
- Child says, "I want to play outside when asked, "What do you want to do now?"
- While putting together a puzzle, child asks if he can help. The children finish putting the puzzle together.
- Child says, "Let's build a road for our cars." Children work together to build a road.
- Child trades toys with a friend.
- Child agrees to share blocks with her friend who wants to play with them.

STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS

Concept 1: Self-Control

The child follows and understands rules and routines in various environments.

Young children develop self-control as they acquire the ability to regulate impulses and follow rules and routines. This enables children to function successfully and independently in both personal and social contexts.

Indicators:

- a. Manages transitions, daily routines and unexpected events.
- b. Understands and follows rules in the learning environment.
- c. Accepts the consequences of actions positive or negative.
- d. Adjusts behavior for alternate activities and in different settings of the learning environment.

Examples in the Context of Daily Routines, Activities, and Play:

- When it is time for a story, child puts away the blocks and goes to where the children are gathered.
- Child asks, "Who is that?" when seeing an unexpected visitor, and then continues with activity.
- Child reminds friends that running is for outside.
- Child puts his puzzle away when "Clean Up Time" is announced.
- Child gets a sponge to wipe up his milk, after spilling it on the table.
- Child gets an ice pack for her friend after accidentally hitting him on the hand with a block.
- Child uses a quiet voice when visiting the library.
- Child shares learning materials during group activities.

STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS

Concept 2: Respect

The child acknowledges the rights and property of self and others.

When children interact with others, they become aware of the limits and boundaries of acceptable behavior and begin to learn about the possible consequences of their actions. They learn to manage their behavior and develop appropriate social interactions with other children. Additionally, children thrive in environments when they have a sense of ownership.

Indicators:

- a. Asks permission before using items that belong to others.
- b. Defends own rights and the rights of others.
- c. Uses courteous words and actions.
- d. Participates in cleaning up the learning environment.
- e. Shows respect for learning materials and toys.

Examples in the Context of Daily Routines, Activities, and Play:

- Child sees a doll in another child's backpack and asks to play with it.
- Child asks, "May I ride the trike next?"
- Child tells his friend not to knock down his block structure.
- Child says, "Elizabeth, Joe had the bike first."
- Child says, "Thank you" after receiving a snack.
- Child waits for her turn during a conversation.
- Child helps put the crayons away.
- Child picks up books from the floor and places them on the shelf.
- Child reminds friends to take care of the toys.
- Child picks up crayons from the floor and returns them to the correct container.

STRAND 4: APPROACHES TO LEARNING

Concept 1: Curiosity

The child is inquisitive about new experiences.

Children are active learners, naturally curious, and eager to learn. Curiosity relates to children's tendencies to explore all aspects of the environment, from objects and people, to ideas and customs. It is through finding the answers to their own questions that children construct knowledge.

Indicators:

- a. Selects an activity when choices are provided.
- b. Shows interest in learning new things and trying new experiences.
- c. Expresses interest in people.
- d. Asks questions to get information.

Examples in Context of Daily Routine, Activities, and Play:

- When given the choice to either play with the toys or paint, the child chooses to paint.
- Child runs to the slide during outside activities.
- Child says, "Let me have a turn" when a microscope is brought into the room for the first time.
- Child asks, "How did you make the play dough?"
- Child inquires why his friend is not at school.
- Child asks, "Do you have any sisters?"
- When going on a walk, the child asks, "Where are we going?"
- After listening to a story about a dog, child asks, "What kind of dog do you have?"

STRAND 4: APPROACHES TO LEARNING

Concept 2: Initiative

The child demonstrates independence.

Initiative refers to a child's ability to exhibit a spirit of independence and sense of control over his or her choices. It also reflects the child's ability to initiate social relationships, and demonstrates a growing sense of self-sufficiency and confidence while interacting with others.

Indicators:

- a. Initiates interaction with others.
- b. Makes decisions independently.
- c. Develops independence during activities, routines and play.

Examples in the Context of Daily Routines, Activities, and Play:

- While playing outside, child asks a friend to play with her on the slide.
- Child joins three other children to play in the sand.
- Instead of playing with friends, the child chooses to read a story by himself.
- Upon entering the learning environment, the child hangs up his coat and backpack.
- Child washes his hands when he is finished painting without being told to do so.

STRAND 4: APPROACHES TO LEARNING

Concept 3: Persistence

The child demonstrates the ability to maintain and sustain a challenging task.

Starting at a very young age, children develop an understanding of how to maintain and sustain a task. Children's capacities to engage in what they are doing and to meet challenges appropriate to their level of development, demonstrate persistence. The ability to persist in a task is an important element in learning.

Indicators:

- a. Continuously attends to a task.
- b. Pursues challenges.
- c. Copes with frustration or disappointment.

Examples in the Context of Daily Routines, Activities, and Play:

- Child works on building a Lego structure throughout the course of the day.
- Child repeatedly attempts to tape two paper towel tubes together.
- Child asks for a puzzle with many pieces.
- Child attempts to swing across the monkey bars.
- Child spills a cup of juice on the floor, cleans it up and asks for some more juice.
- Child says, "We have to go inside, it is raining. We can come back out when it stops."

STRAND 4: APPROACHES TO LEARNING

Concept 4: Creativity

The child demonstrates the ability to express his/her own unique way of seeing the world.

Creativity can be expressed in many ways. We commonly think of this word in association with the expressive arts. However, creativity involves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and has a sense of humor.

Indicators:

- a. Uses imagination to generate new ideas.

- b. Appreciates humor.

Examples in the Context of Daily Routines, Activities, and Play:

- Child creates a story about a picture she has drawn.
- While playing house with a friend, child says, "Let's take the babies to the park."

- Child reacts with a laugh or smile when something silly occurs in the story.
Child says, "That is a funny story."

STRAND 4: APPROACHES TO LEARNING

Concept 5: Problem-solving

The child demonstrates the ability to seek solutions to problems.

Problem solving involves the child's ability to look for or find solutions for everyday problems. This ability is crucial for constructing knowledge as the child builds on his or her prior experiences and integrates new information.

Indicators:

- a. Recognizes problems.
- b. Tries to solve problems.
- c. Seeks adult assistance when support is required.
- d. Works to solve a problem independently.

Examples in the Context of Daily Routines, Activities, and Play:

- When setting the table, child recognizes that there are not enough cups and asks for additional cups.
- When child discovers paint on his pants, he wets a paper towel and wipes the paint off.
- When putting on her jacket, the child asks, "Will you zip my jacket?"
- Child tells adult, "He took my toy."
- When ropes on the swing become tangled, child works to untangle them.

STRAND 4: APPROACHES TO LEARNING

Concept 6: Confidence

The child demonstrates self-assurance in a variety of circumstances.

Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks.

Indicators:

- a. Expresses opinions or ideas.
- b. Views self as competent and skilled.
- c. Is willing to take risks and consider a variety of alternatives.

Examples in the Context of Daily Routines, Activities, and Play:

- Child indicates red is her favorite color and then chooses it.
- While building a castle, the child says to his friend, "I know how to get the top to stay on."
- The child says, "I can pour the juice myself."
- Child tells his friend, "I don't want you to help. I can do it!"
- When offered "broccoli and ranch dressing", the child says, "I want to try it."

STRAND 1: KNOWLEDGE OF SELF

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Self-Awareness	Social & Emotional Development	Comprehensive Health
Demonstrates self-confidence.	Develops growing capacity for independence in a range of activities, routines, and tasks. Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	
Makes personal preferences known to others.	Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.	
Demonstrates knowledge of self-identity.	Develops ability to identify personal characteristics including gender, and family composition.	
Shows an awareness of similarities and differences between self and others.	Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.	Interact positively with students in class regardless of personal differences.
Recognition and Expression of Feelings	Social & Emotional Development	Comprehensive Health
Associates emotions with words and facial expressions.		Identify verbal and nonverbal communication

STRAND 1: KNOWLEDGE OF SELF - CONTINUED		
AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Recognition and Expression of Feelings	Social & Emotional Development	Comprehensive Health
Identifies and describes own feelings.	Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.	Identify basic emotions.
Identifies and describes feelings of others.		Identify a need, want, and feeling.
Demonstrates refusal skills by saying, "No" to/in harmful situations.		Identify refusal skills that enhance health.
Expresses empathy for others.	Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.	Identify how to communicate care, consideration, and respect of self and others.
STRAND 2: SOCIAL INTERACTIONS WITH OTHERS		
Separation	Social & Emotional Development	Comprehensive Health
Interacts with others when family member is nearby.	Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.	
Separates from family members without undue stress.		
Seeks comfort and security from familiar adults.		

STRAND 2: SOCIAL INTERACTIONS WITH OTHERS - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Cooperation	Social & Emotional Development	Comprehensive Health
<p>Responds when adults or other children initiate interactions.</p> <p>Initiates and sustains positive interactions with adults and friends.</p>	<p>Develops increasing abilities to give and take in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive.</p> <p>Shows progress in developing friendships with peers.</p>	<p>Identify characteristics of attentive listening skills that build and maintain healthy relationships.</p> <p>Share space and equipment with others.</p>
<p>Demonstrates positive ways to resolve conflict.</p>	<p>Show increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.</p>	<p>Differentiate between negative and positive behaviors used in conflict situations.</p> <p>Demonstrate nonviolent strategies to resolve conflict.</p>

STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS

Self-Control	Social & Emotional Development	Comprehensive Health
<p>Understands and follows rules in the learning environment.</p> <p>Adjusts behavior for alternate activities and in different settings of the learning environment.</p>		<p>Apply, with teacher reinforcement, classroom rules and procedures and safe practices.</p>
<p>Accepts the consequences of actions positive or negative.</p>	<p>Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</p>	

STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS – CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Respect	Social & Emotional Development	Comprehensive Health
Asks permission before using items that belong to others.	Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.	
Defends own rights and the rights of others.	Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.	
Uses courteous words and actions.	Shows progress in developing friendships with peers.	
Participates in cleaning up the learning environment. Shows respect for learning materials and toys.	Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely and respectfully.	

STRAND 4: APPROACHES TO LEARNING

Curiosity	Initiative and Curiosity	Comprehensive Health
Selects an activity when choices are provided.	Develops increased ability to make independent choices.	
Shows interest in learning new things and trying new experiences.	Chooses to participate in an increasing variety of tasks and activities.	
Expresses interest in people.	Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	
Asks questions to get information.		

STRAND 4: APPROACHES TO LEARNING - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Initiative	Initiative and Curiosity	Comprehensive Health
Initiates interaction with others.	Chooses to participate in an increasing variety of tasks and activities.	
Makes decisions independently. Develops independence during activities, routines, and play.	Develops increased ability to make independent choices.	
Persistence	Engagement and Persistence	Comprehensive Health
Continuously attends to a task. Pursues challenges.	Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences. Demonstrates increasing ability to set goals and develop and follow through on plans.	
Copes with frustration or disappointment.		Identify stressful situations, feelings, and physical responses.
Creativity	Reasoning and Problem-Solving	Comprehensive Health
Uses imagination to generate new ideas.	Develops increasing ability to find more than one solution to a question, task, or problem.	
Problem-Solving	Reasoning and Problem-Solving	Comprehensive Health
Recognizes and tries to solve problems. Works to solve a problem independently.	Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.	

STRAND 4: APPROACHES TO LEARNING - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Confidence	Self-Concept; Initiative and Curiosity	Comprehensive Health
Views self as competent and skilled.	Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	
Is willing to take risks and consider a variety of alternatives.	Approaches tasks and activities with increased flexibility, imagination and inventiveness.	



confident

knowledgeable

talented

• Language & Literacy Standard •

LANGUAGE AND LITERACY STANDARD

For Young Children From Three to Five Years Old

Overview

Daily exposure to verbal and written language provides young children with the opportunities to begin acquiring a basic understanding of the concepts of **literacy** and its functions. Through play, children learn to create meaning from language and communicate with others using verbal and non-verbal language, pictures, symbols and print. Environments rich with print, language, storytelling, books, technology, and writing materials allow children to experience the joy and power associated with reading and writing, while mastering basic concepts about print. The preschool environment is respectful and supportive of children's cultural heritages and home languages while encouraging English language acquisition. The abilities to listen, speak, read, and write emerge interdependently in environments designed to meet each child's unique skills, abilities, interests, and needs.

The Language and Literacy Standard is organized into the following strands and related concepts:

Strand 1: Oral Language Development

- **Listening and Understanding**
- **Speaking and Communicating**

Strand 2: Pre-reading Process

- **Print Awareness**
- **Book Handling Skills**
- **Sounds & Rhythms of Spoken Language**
- **Letter Knowledge**
- **Vocabulary Development**
- **Comprehending Stories**

Strand 3: Pre-writing Process

- **Written Expression**

Language and Literacy Standard Definitions

Alliteration contains the same consonant sounds at the beginning of words in a sentence, a group of words, or a line of poetry. For example, the "P" in *Peter Piper picked a peck of pickled peppers.*"

Assistive Technology Devices are tools that help someone communicate, such as picture cards or boards, touch screens, personal amplification systems, or television closed-captioning.

Comparative Words describe people, places, and objects relative to others with regard to such characteristics as quantity, size, weight, or speed. For example, a child says, "My car went *faster* than Joey's car."

Discriminate is a verb that means to recognize or identify a difference.

Inflection is a change in the tone or pitch of the voice.

Inventive Writing is the application of the knowledge of letters and their sounds to create words that are not necessarily spelled correctly.

Literacy is the ability to read and write at a competent level.

Manipulate is a verb that means to maneuver or work with something. For example, the child *manipulates* sounds in words.

Phonemes are the smallest units of spoken language that combine to form words. For example, the word hat is made up of three phonemes (h-a-t).

Phonemic Awareness is the ability to distinguish speech sounds in words.

Phonics is the association of letters with the speech sounds they represent, rather than visual recognition of the whole word as a unit.

Phonological Awareness is the ability to notice and work explicitly with the sounds of language. Phonological awareness activities can involve work with alliteration, rhymes, and separating individual syllables into sounds.

Rare Words are words that are not commonly heard in conversations with young children. The phrase, "rare words," was coined by researcher, Catherine Snow, Harvard University.

Scribbles and Letter-Like Forms are common writing strokes (e.g., horizontal and vertical lines, points, circles, spirals, zig-zag lines, wavy lines) used to approximate letters.

Syllable is a word or part of a word pronounced with a single uninterrupted sound of the voice.

Temporal Words pertain to the time of an event or the relationship between the time of two or more events, e.g., yesterday-today-tomorrow; days-weeks; morning-afternoon-evening; day-night; first-last; always-never-sometimes; sooner-later; before-after.

Tone is the way something is said that is an indicator of what the speaker is feeling or thinking.

STRAND 1: ORAL LANGUAGE DEVELOPMENT

Concept 1: Listening and Understanding

The child listens with understanding to directions, stories, and conversations.

During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with pleasant and stimulating experiences nurtures this development. Young children's sense of words and sentences, sensitivity to **tone**, and understanding of ideas communicated, influences their abilities to listen and to comprehend. Listening involves paying attention to adults and peers as they share their ideas, feelings, and needs. Listening is a blend of building relationships and processing information.

Indicators:

- a. Comprehends finger-plays, rhymes, chants, poems, conversations, and stories.

- b. Follows directions that involve
 - One step

 - Two steps

 - A series of unrelated sequences of action.

Examples in the Context of Daily Routines, Activities, and Play:

- Child responds by gestures, actions, and language.
- Child points to blocks when asked, "Where would you like to play?"
- Child claps when prompted with, "If you're happy and you know it, clap your hands."

- Child places toy truck on shelf when adult says, "Please put the truck on the shelf."
- Child wipes his nose and puts the tissue in the trash when an adult says, "Please wipe your nose and put the tissue in the trash."
- Child responds to directions, "Put the block on the table, put your paper in the cubby, and line up to go outside."

STRAND 1: ORAL LANGUAGE DEVELOPMENT

Concept 2: Speaking and Communicating

The child uses verbal and nonverbal communication to share ideas for a variety of purposes (e.g. ask questions, express needs, and obtain information).

Children develop language by engaging in conversations with others and listening and responding to rhymes, chants, songs, stories, and poems. Children who are encouraged to share their personal experiences, ideas, feelings, and opinions develop confidence using increasingly complex language.

Indicators:

- a. Communicates needs, wants, and thoughts, through non-verbal gestures, actions, or expressions.
- b. Recites finger plays, rhymes, songs, or short poems.
- c. Makes relevant responses to questions and comments from others.
- d. Is understood when sharing experiences, ideas, and feelings with others through the use of language and gestures.
- e. Initiates conversations.
- f. Uses appropriate **tone** and **inflection** to express ideas, feelings, and needs.
- g. Sustains or expands conversations.
- h. Recognizes when the listener does not understand and uses techniques to clarify the message.

Examples in the Context of Daily Routines, Activities, and Play:

- Child leads adult to the bookshelf and points to a book.
- Child sings the words of the song, "The Wheels on the Bus."
- Child says, "I want to paint," when asked, "What would you like to do next?"
- When talking about puppies, child tells or uses sign language to indicate that her dog had puppies. Another child asks, "How many puppies are there?"
- Child approaches peers and asks, "What are you building?"
- Child comforts a crying child and softly speaks, "It's going to be OK."
- After zipping his jacket, child exclaims, "I did it!"
- When someone is talking about a trip to a park, another child adds, "I went to the park too. We had a picnic."
- When child realizes he has been misunderstood, he uses a gesture and/or a different word to clarify the intended message.

STRAND 2: PRE-READING PROCESS

Concept 1: Print Awareness

The child knows that print carries messages.

Through daily experiences with printed materials, young children delight in beginning to understand the connection between spoken and written words. They learn to follow the print as it is read aloud and start to discover that reading and writing are ways to communicate information and to provide pleasure. Children develop understanding that different forms of print, such as signs, letters, telephone books, storybooks, and magazines, have different functions.

Indicators:

- a. Distinguishes between print and pictures.
- b. Identifies signs, symbols, and labels in the environment.
- c. Recognizes that letters are grouped to form words.
- d. Knows that each spoken word can be written and read.
- e. Recognizes own written name.
- f. Recognizes written names of friends and families.
- g. Seeks information in printed materials.

Examples in the Context of Daily Routines, Activities, and Play:

- Child points to words under a picture and says, "What does this say?"
- Child points to a McDonalds sign and says, "That says McDonalds!"
- Child points to the label on a milk carton and says, "That says milk."
- Child completes a painting and asks an adult to write "To Mom" on it.
- Child pretends to read a letter while playing post office.
- Child finds own name card in a basket filled with name cards.
- Child picks up a name card and says, "This says Jose."
- After a nature walk, child looks in a book about rocks and says, "This is like the rock I found."
- Child looks at grocery ads while creating a shopping list.

STRAND 2: PRE-READING PROCESS

Concept 2: Book Handling Skills

The child demonstrates how to handle books appropriately and with care.

It is important to provide young children with many opportunities to interact with, and care for, books in all environments. Young children need to have access to a variety of fiction and nonfiction books throughout the day, including those that reflect diverse cultures. Through these experiences, children learn to hold books right side up and to turn the pages one at a time in order to view the illustrations and to gain a sense of the story or content.

Indicators:

- a. Holds a book right side up with the front cover facing the reader, carefully turning the pages one page at a time.
- b. Identifies where in the book to begin reading.
- c. Understands a book has a title.

Examples in the Context of Daily Routines, Activities, and Play:

- When handed a book upside down, child turns the book right side up before beginning to look at it.
- Child finds the front of the book, the first page of the text, and the first word on the page.
- Child points to the first page and says, "Start here."
- Child makes a book and says, "My book is called *My Mom*."

STRAND 2: PRE-READING PROCESS

Concept 3: Sounds and Rhythms of Spoken Language (Phonological Awareness)

The child hears and understands the different sounds of spoken language.

Young children learn to **discriminate** between the similarities and differences in environmental sounds such as the difference between a dog's bark and a cat's meow or the difference between the ringing of a telephone and the ringing of a doorbell. Such awareness is the foundation of young children's abilities to hear and discriminate different sounds in words (**phonological awareness**). Research indicates how quickly and how easily children learn to read often depends on how much phonological awareness they have. Children's abilities to play with or **manipulate** the smallest units of speech (**phonemes**) are demonstrated in a variety of ways, including using rhymes, **alliteration**, and experimenting with beginning and ending sounds. Phonological awareness and **phonemic awareness** are the foundations that enable some preschool children to match letters and sounds (**phonics**). A preschooler's phonetic skills will further develop at the kindergarten level.

Indicators:

- a. Recognizes words that rhyme in familiar games, songs, and stories.
- b. Invents rhymes and repetitive phrases.
- c. Identifies **syllables** in words by snapping, clapping, or other rhythmic movement.
- d. Recognizes when different words begin or end with the same sound (**phonemic awareness**).

Examples in the Context of Daily Routines, Activities, and Play:

- Child points to pictures of words that rhyme.
- Child whose name is Joy, while playing, spontaneously says, "Joy, noy, boy, loy, toy."
- Child claps each syllable of a name during a name game or name song. (Ben-ja-min = clap, clap, clap)
- Child named Maria says, "My name starts like Monique's name."

STRAND 2: PRE-READING PROCESS

Concept 4: Letter Knowledge

The child demonstrates knowledge of the alphabet.

Young children begin to recognize some printed alphabet letters, especially those letters found in their own names. To support young learners' knowledge of letters, adults need to provide children with easy and repeated interactions with written letters and words that are presented in fun and interesting ways.

Indicators:

- a. Discriminates letters from other shapes and symbols.
- b. Identifies similarities and differences in letters.
- c. Identifies letters in familiar words, including those in own name.
- d. Recognizes and names at least ten (10) letters of the alphabet.
- e. Makes some letter-sound matches (**phonics**).

Examples in the Context of Daily Routines, Activities, and Play:

- Child discriminates between numerals and letters in puzzles, games, or computer software activities.
- Child points to the upper case 'E' and the upper case 'F' and says, "This one [F] lost a leg."
- When Raul sees Rosa's name, he points to it and says, "That's my name."
- Child correctly names letters while playing with alphabet stamps, magnets, cards, or puzzles.
- While writing her name, Taylor makes the "t" sound as she prints the letter.

STRAND 2: PRE-READING PROCESS

Concept 5: Vocabulary Development

The child understands and uses increasingly complex vocabulary.

The early childhood years are a period of vocabulary exploration. Research indicates that there is a strong connection between vocabulary development and academic success. Children gain language and vocabulary skills by having multiple and frequent opportunities to listen, talk, read, share ideas, relate experiences, and engage in interesting conversations. They need to play with familiar language and experiment with language in different settings. Rhymes, songs, and read-alouds that use uncommon words allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.

Indicators:

- a. Identifies familiar objects, people, and events.
- b. Describes familiar objects, people, events, and their attributes with general and specific words and phrases.
- c. Uses new and expanding vocabulary and grammar, including:
 - positional and directional words (e.g. in, on, out, under, off, beside, behind).
 - **temporal words** (e.g. before-after)
 - **comparative words** (e.g. faster-slower, heavier-lighter).
- d. Uses multiple word sentences with grammatical complexity to describe ideas, feelings, activities, and experiences.
- e. Uses **rare words** (uncommon words) in communication.

Examples in the Context of Daily Routines, Activities, and Play:

- Child points to a cup when asked "Show me the cup."
- Child says, "Fire truck," while holding a fire truck.
- Child communicates through words, sign language, or other **assistive technology devices**, "This red flower is a rose."
- Child uses sign language to indicate, "On table," when asked, "Where is the bowl?"
- Child communicates, "After lunch, I'm going to Grandma's."
- Child says, "My car went faster than Joey's."
- Child says, "You build the bridge so I can push my car under it."
- Child says, "Aunt Lydia is *exemplary!*"

STRAND 2: PRE-READING PROCESS

Concept 6: Comprehending Stories

The child shows an interest in books and comprehends stories read aloud.

Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and art that reflect diverse cultures. When children are read to regularly and encouraged to interact with printed materials on their own, they develop motivation and skills to read and write by themselves.

Indicators:

- a. Takes an active role in reading activities.
- b. Asks and answers a variety of questions about stories told or read aloud.
- c. Relates stories to life experiences and feelings.
- d. Makes predictions from what is seen in illustrations or heard from stories.
- e. Makes connections between events in a story.
- f. Retells a story in sequence with prompting or props.

Examples in the Context of Daily Routines, Activities, and Play:

- Child imitates reading printed materials.
- Child listens with interest to stories on tape.
- Child chooses a book and asks someone to read it.

- After hearing a story about whales, child asks a question about where whales live.

- After hearing a story about pets, child shares by words, gestures, or drawing, "I have a cat!"

- After hearing the story, *Brown Bear, Brown Bear*, or any other predictable story, child attempts to guess what happens next.

- After hearing the story, *The Cat in the Hat*, child says, "That mom would be really mad if she knew what the cat did in the house."

- Child acts out a familiar story using dramatic play materials.

STRAND 3: PRE-WRITING PROCESS

Concept 1: Written Expression

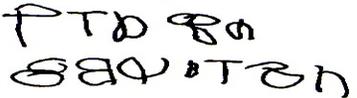
The child uses writing materials to communicate ideas.

Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and related activities that have meaning and purpose for them. Children receive powerful messages about literacy's pleasures and rewards by observing others reading and writing. Children develop as writers when they are encouraged to write in an environment that has readily accessible writing materials.

Indicators:

- a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.
- b. Dictates thoughts, ideas, and stories to adults.
- c. Produces **scribbles and letter-like forms** to represent words, convey ideas, or tell a story.
- d. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.
- e. Uses **inventive writing** to form words to convey ideas or to tell a story.

Examples in the Context of Daily Routines, Activities, and Play:

- Child draws or writes using pencils, markers, crayons, paint, and/or shaving cream on paper, cardboard, chalkboard, and/or dry erase board.
- Child draws random lines on a page.
- Child points to a picture he or she drew, and says, "This is my dog."
- Child asks adult to write, "This is my dog, we went for a walk" on a drawing.
- While playing restaurant, child asks, "What would you like to eat?" and scribbles the order on a pad.

- Child writes letter-like forms on a page and says, "This is a note for my mommy."
- Child plays at writing a message by placing spaces between the "words" on the page.
- Child writes own name from left to right on the sidewalk when playing with chalk on the outdoor patio.
- Child writes KP OT and says, "This says, 'Keep out.'"

STRAND 1 – ORAL LANGUAGE DEVELOPMENT

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Listening and Understanding	Listening and Understanding	<i>** Oral language development is an important set of skills encompassing both the understanding of what is said and the use of speech to engage in conversation and express ideas, wants, and needs. These skills begin developing at birth and continue progressing throughout a child's pre-K years and beyond. The abilities to listen with understanding and communicate clearly are important precursors, or forerunners, that provide the foundation necessary for developing pre-reading and pre-writing concepts.</i>
Comprehends finger-plays, rhymes, chants, songs, stories, poems, and conversations.	Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.	
Follows directions that involve one step, two steps and a series of unrelated sequences of action.	Shows progress in understanding and following simple and multiple-step directions.	
Speaking and Communicating	Speaking and Communicating	
Communicates needs, wants, and thoughts through non-verbal gestures, actions, or expressions.	Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes.	
<p>Makes relevant responses to questions and comments from others.</p> <p>Initiates conversations.</p> <p>Sustains or expands conversations.</p> <p>Recognizes when the listener does not understand and uses techniques to clarify the message.</p>	<p>Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</p>	

STRAND 2 PRE-READING PROCESS

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Print Awareness	Print Awareness & Concepts	Print Concepts / Expository Text
Distinguishes between print and pictures.		
Identifies signs, symbols, and labels in the environment	Shows increasing awareness of print in classroom, home, and community settings.	Identify signs, symbols, labels, and captions in the environment.
Recognizes that letters are grouped to form words.	Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.	Distinguishes between printed letters and words.
Knows that each spoken word can be written and read.	Demonstrates increasing awareness...that speech can be written down, and that print conveys a message.	Recognize that print represents spoken language and conveys meaning (e.g. his/her own name, Exit and Danger signs)
Recognizes own written name Recognizes written names of friends and families.		Recognize that spoken words are represented in written language by specific sequences of letters.
Seeks information in printed materials.	Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.	Identify the purpose for reading expository text.

STRAND 2: PRE-READING PROCESS - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START OUTCOME	AZ KINDERGARTEN STANDARD
Book Handling Skills	Book Knowledge & Appreciation / Print Awareness & Concepts	Print Concepts
<p>Holds a book right side up with the front cover facing the reader, carefully turning pages from front to back, one page at a time.</p> <p>Understands that the book has a title, author, and illustrator.</p>	<p>Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.</p>	<p>Hold a book right side up and turn pages in the correct direction.</p> <p>Identify different parts of a book (e.g. front cover, back cover, title page) and the information they provide.</p>
<p>Identifies where in the book to begin reading.</p>	<p>Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right...</p>	<p>Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.</p>
Sounds & Rhythms of Spoken Language (Phonological Awareness)	Phonological Awareness	Phonemic Awareness
<p>Recognizes words that rhyme in familiar games, songs, and stories.</p>	<p>Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</p>	<p>Distinguish spoken rhyming words from non-rhyming words (e.g. run, sun versus run, man).</p>
<p>Invents rhymes and repetitive phrases.</p>		<p>Orally produce rhyming words in response to spoken words (e.g. What rhymes with that?)</p>
<p>Identifies syllables in words by snapping, clapping, or other rhythmic movement.</p>	<p>Shows growing ability to hear and discriminate separate syllables in words.</p>	<p>Blend two or three spoken syllables to say words.</p>

STRAND 2 – PRE-READING PROCESS - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START OUTCOME	AZ KINDERGARTEN STANDARD
Sounds & Rhythms of Spoken Language (Phonological Awareness)	Phonological Awareness	Phonemic Awareness
Recognizes when different words begin or end with the same sound.	Shows growing awareness of beginning and ending sounds of words.	Orally produce groups of words that begin with the same initial sound.
Letter Knowledge	Alphabet Knowledge	Phonics
Discriminates letters from other shapes and symbols.	Knows that letters of the alphabet are a special category of visual graphics than can be individually named.	<i>**Though a specific standard here does not align, discrimination skills are the forerunners to a child's ability to begin identification and naming of specific letters of the alphabet**.</i>
Identifies similarities and differences in letters.	Shows progress in associating the names of letters with their shapes and sounds.	
Identifies beginning letters in familiar words, including those in own name.	Increases in ability to notice the beginning letters in familiar words.	
Recognizes and names at least ten (10) letters of the alphabet.	Identifies at least 10 letters of the alphabet, especially those in their own name.	Identify letters of the alphabet (upper and lower case).
Letter Knowledge	Alphabet Knowledge	Phonics
Makes some letter-sound matches. (phonics)	Associates sounds with written words, such as awareness that different words begin with the same sound.	Say letter sounds represented by the single-lettered consonants and vowels.

STRAND 2: PRE-READING PROCESS - CONTINUED

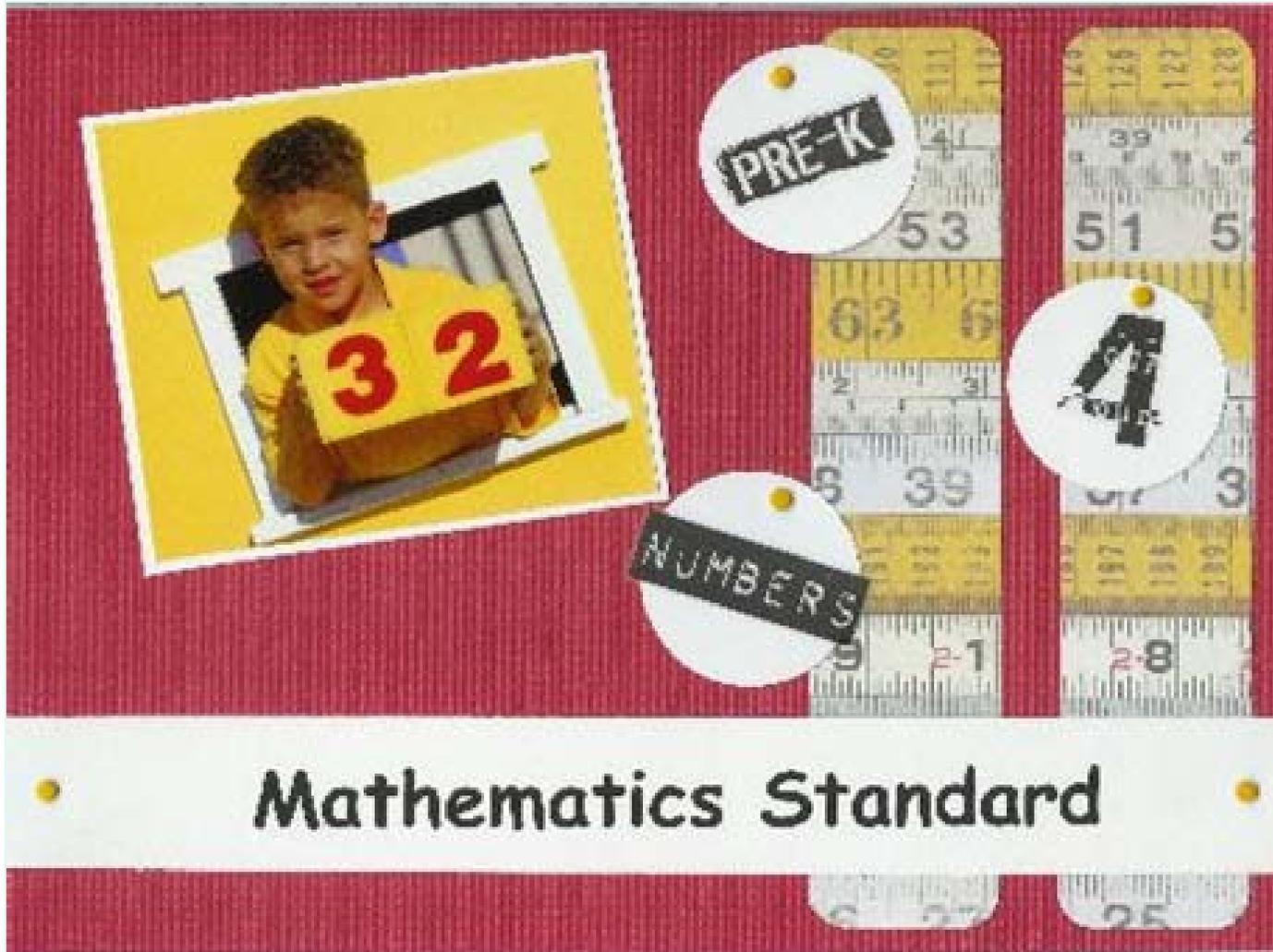
AZ EARLY LEARNING STANDARD	HEAD START OUTCOME	AZ KINDERGARTEN STANDARD
Vocabulary Development	Listening & Understanding / Speaking & Communicating	Vocabulary
Identifies familiar objects, people and events.	Understands an increasingly complex and varied vocabulary.	
Describes familiar objects, people, events, and their attributes with general and specific words and phrases.		Describe familiar objects and events in both general and specific language.
Uses new and expanding vocabulary and grammar in speech, including: positional and directional words, temporal words, and comparative words. Uses rare words.	Uses an increasingly complex and varied spoken vocabulary.	Determine what words mean from how they are used in a sentence, heard, or read.
Uses multiple word sentences with grammatical complexity to describe ideas, feelings, activities, and experiences.	Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.	
Comprehending Stories	Book Knowledge & Appreciation	Comprehension Strategies / Elements of Literature
Takes an active role in reading activities.	Shows a growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.	Participate (e.g. react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.

STRAND 2: PRE-READING PROCESS - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START OUTCOME	AZ KINDERGARTEN STANDARD
Comprehending Stories	Book Knowledge & Appreciation	Comprehension Strategies / Elements of Literature
<p>Asks and answers a variety of questions about stories told or read aloud.</p> <p>Relates stories to life experiences and feelings.</p>	<p>Shows a growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.</p>	<p>Restate facts from listening to expository text.</p>
<p>Makes predictions from what is seen in illustrations or heard from stories.</p> <p>Makes connections between events in a story.</p> <p>Retells a story in sequence with prompting or props.</p>	<p>Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.</p>	<p>Retell or re-enact a story, placing the events in correct sequence.</p> <p>Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.</p>

STRAND 3 – PRE-WRITING PROCESS

AZ EARLY LEARNING STANDARD	HEAD START OUTCOME	AZ KINDERGARTEN STANDARD
Written Expression	Early Writing	Writing Process / Writing Elements / Writing Applications
Uses a variety of writing tools, materials and surfaces to create drawings or symbols	Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.	Draw a picture about ideas generated through class discussion.
Dictates thoughts, ideas, and stories to adults.	Begins to represent stories and experiences through pictures, dictation, and in play	Create a group draft, scripted by the teacher.
Produces scribbles and letter-like forms to represent words, convey ideas, or tell a story.	Develops understanding that writing is a way of communicating for a variety of purposes.	Communicate by drawing, telling, or writing for a purpose. Use pictures that convey meaning.
Organizes writing from left to right indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.		Consistently write left to right and top to bottom. Space appropriately between words with some degree of accuracy. Attempt simple sentences (some may be fragments).
Uses inventive and phonetic writing to form words to convey ideas or to tell a story.	Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.	Use pictures with imitative text, letters, or recognizable words to convey meaning. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g. I lik to d nts. – I like to draw knights).



Mathematics Standard

MATHEMATICS STANDARD

For Young Children From Three to Five Years Old

Overview

Mathematics is a way of describing the world -- a way of thinking, knowing, and problem-solving that is accessible to all children regardless of their prior knowledge and experiences. Children use their senses to construct knowledge of mathematical concepts through interactions with real objects and events and through their daily observations. They approach these tasks with curiosity and a sense of experimentation. Children deserve environments that encourage thinking and curiosity, are rich in mathematical language, and nurture their natural drive to explore and experiment. Spontaneous and planned math experiences that are developmentally appropriate and are made meaningful through play facilitate a child's learning.

The Math Standard is organized into the following strands and related concepts:

Strand 1: Number Sense & Operations

- **Number Sense**
- **Numerical Operations**

Strand 2: Data Analysis

- **Collection and Organization**
- **Data Analysis**

Strand 3: Patterns

- **Patterns**

Strand 4: Geometry and Measurement

- **Spatial Relationships & Geometry**
- **Measurement**

Strand 5: Structure and Logic

- **Logic and Reasoning**

Mathematics Standard Definitions

Attributes (of shapes) are characteristics or qualities of objects, such as color, position, roundness, shape, size, number of corners. For example, a child notices that the plate is round.

Comparative words are words that describe people, places, and objects in relation to others with regard to such attributes as quantity, size, weight, and speed. For example, a child says, "I have *all* of the blocks. Joey has *none*." Or, "My car went *faster* than Joey's car."

Concrete Representation is a graph/table on which physical objects or pictures are arranged.

Data is information, often in the form of facts or figures, obtained from experiments or surveys, used as a basis for making calculations or drawing conclusions.

Extend (a pattern) means to continue for a distance, in this case, the pattern; to increase the length of the pattern.

Facilitation is the process of making something easy or easier.

Geometric Shapes are forms such as triangles, rectangles, squares, circles, etc.

Graphs display information in an organized manner.

Match is a verb that means to pair items or objects that are identical.

Non-standard measurement is a unit of measure whose values may vary such as a person's foot length, paper clips, paces, or blocks. It is unlike a standard unit of measure, such as inch or pound, whose values do not vary.

Numeral is the written symbol that represents a number. For example "7" is the numeral for the number seven.

One-to-one Correspondence is used to describe a mathematical set of objects such that one object can be paired with another object with another from another set, leaving no remainder (e.g., four forks with four knives).

Operations are mathematical processes such as addition, subtraction, multiplication, and division.

Patterns are regular or repetitive forms, orders, or arrangements of objects, sounds, or movements.

Physical Attribute is the size, color, shape, texture, or physical composition of materials and objects.

Positional Terms are words that describe people, places, and objects in relation to other things or in the way an object is placed or arranged such as in, out, under, over, off, beside, behind, before, after, etc. For example, a child says, "I put the bowl *on* the table."

Spatial Reasoning is a sense of shapes and how they relate to each other in terms of their position or direction.

Sort is a verb that means to assign or classify objects that share certain attributes to a category. For example, assign all red blocks to one category; assign all blue blocks to another.

Standard Measuring Tools are tools such as rulers, yardsticks, scales, thermometers, to measure length, height, weight, temperature, etc.

Symbols are acts or printed signs that represent quantities in mathematics (e.g., using three fingers to represent "3").

Three-Dimensional (geometric shapes) are solid geometric shapes such as cubes, cylinders, spheres, and cones.

Two-Dimensional (geometric shapes) are shapes with flat surfaces such as circles, triangles, squares, or rectangles.

STRAND 1: NUMBER SENSE AND OPERATIONS

Concept 1: Number Sense

The child uses numbers and counting as a means to determine quantity and solve problems.

Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need daily experiences involving comparison and counting in ways that are personally meaningful, challenging, and fun.

Indicators:

- a. Uses number words in the context of daily routines, activities, and play.
- b. Uses and creates symbols to represent numbers.
- c. Counts groups of objects using one-to-one correspondence.
- d. Compares two sets of objects using terms such as more, fewer, or the same.
- e. Counts a collection of up to 10 items using the last counting word to tell, "How many?"
- f. Identifies numerals 1-10.
- g. Matches numerals to the quantities they represent.

Examples in the Context of Daily Routines, Activities, and Play:

- Child participates in counting the number of children in the room.
- Child uses number words while pressing buttons on a play phone or while playing store or restaurant.
- Child points to numerals on his shirt and says, "I have a two and a five on my shirt." (The numerals may or may not be a two and a five.)
- Child holds up four fingers when asked, "How old are you?"
- Child pretends to write numerals while playing.
- Child touches or points to objects such as cookies while using phrases, such as "One for you and one for me."
- Child counts out 4 straws for the 4 children at the table.
- Child says, "I have more blocks than you do!"
- Child counts out six eggs. When adult asks, How many? Child responds, "six."
- While playing a board game, child says, "Five jumps!" when spinner lands on the numeral "5."
- Child works on puzzle matching the numeral on one half to the number of objects on the matching half of the puzzle

STRAND 1: NUMBER SENSE AND OPERATIONS

Concept 2. Numerical Operations

The child uses numbers and counting as a means to compare quantity and understand number relationships.

Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need daily experiences involving comparison and counting in ways that are personally meaningful, challenging, and fun.

Indicators:

- a. Describes changes in two or more sets of objects when they are combined.
- b. Describes changes in a set of objects when they are separated into parts.

Examples in the Context of Daily Routines, Activities, and Play:

- Child adds her blocks to her friend's blocks and says, "Now we have more."
- Child says, "I have four grapes." Child eats one grape and says, "Now I have three grapes."
- Child shares a box of animal crackers among friends and states, "Now we all have some."

STRAND 2: DATA ANALYSIS*

Concept 1: Data Collection and Organization

The child collects, organizes, and displays relevant data.

Children are natural observers and questioners. To build upon this strength, adults should facilitate children's opportunities to ask questions, collect and display information, and talk about what is meaningful to them.

Indicators:

- a. Gathers **data** about self or the environment.
- b. Organizes and displays information by shared attribute or relationship.

Examples in the Context of Daily Routines, Activities, and Play:

- Child uses a photo of him/herself to indicate a favorite fruit on a class graph.
- Child places objects on the appropriate trays in a "sink or float" activity.
- Child places purple color samples (as from a paint store) in order from lightest to darkest.

**This strand often requires adult facilitation.*

STRAND 2: DATA ANALYSIS*

Concept 2: Data Analysis*

The child uses data to see relationships and make sense of the environment.

Young children learn to use reasoning skills as they gather, collect, display and analyze data and information. Providing children with opportunities to collect and then analyze or interpret information in their natural settings connects mathematics with children's everyday experiences. As children experiment with data collection and observation, they gain insight and understanding of how to ask questions and use the information they have available to discover answers for themselves. With adult support, young children increase their use of comparative vocabulary and learn how to describe similarities and differences discovered or evidenced in the data collected.

Indicators:

- a. Uses descriptive language to compare data in picture **graphs** or other **concrete representations**.

Examples in the Context of Daily Routines, Activities, and Play:

- Child looks at picture graph of selected fruit and says, "A lot of kids like bananas."
- Child identifies which category has more, fewer, or the same number of objects.

** This strand often requires adult facilitation.*

STRAND 3: PATTERNS

Concept 1. Patterns

The child recognizes, copies, and creates patterns.

Recognition and investigation of **patterns** are important components of a child's development. Learning to use patterns to solve problems develops naturally through play. A child's ability to work with patterns is the precursor to mathematical thinking, especially algebraic processes. Children need frequent opportunities to engage in pattern related activities such as sorting and matching objects using puzzles and playing with repetitive sounds and movement.

Indicators:

- a. Copies simple patterns.
- b. Extends simple patterns
- c. Creates simple patterns.

Examples in the Context of Daily Routines, Activities, and Play:

- Child creates a necklace from shaped beads matching the pattern in the necklace to a pattern on a card or picture.
- When shown a series of dominoes with one up, one down, one up, one down, child places the next two dominoes, one up and one down.
- Child extends a rhythmic pattern: clap, pat, clap, pat. . .
- Child makes a bead necklace using a red-blue-white, red-blue-white pattern, and says, "I need a red bead now," after placing a white bead on the necklace string.

STRAND 4: GEOMETRY AND MEASUREMENT

Concept 1. Spatial Relationships and Geometry

The child demonstrates an understanding of spatial relationships and recognizes attributes of common shapes.

Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Children spontaneously make spatial comparisons. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.

Indicators:

- a. Demonstrates understanding of **positional terms** (e.g., between, inside, under, behind).
- b. Identifies or names basic shapes (e.g. circles, cylinders, squares, cubes, triangles) found in the environment.
- c. Represents shapes found in the environment.
- d. Compares and describes attributes of two- and three-dimensional objects using own vocabulary.
- e. Describes the position or location of objects in relation to self or to other objects.

Examples in the Context of Daily Routines, Activities, and Play:

- Child is asked to stand next to Javier and moves next to him.
- Child follows the direction, "Put your milk *on* the table."
- Child points to a door when requested to point to something that is a rectangle.
- Child says, "Square" when asked, "What shape is this?"
- Child says, "My buttons are circles."
- Child uses arms to form a circle to represent the sun.
- Child uses finger to draw basic shapes in shaving cream or sand.
- Child points to a square and counts the sides and then points to a triangle and counts the sides.
- Child says, "The ball doesn't have any corners."
- Child plays with a car on a road constructed out of blocks and says, "The car is on the road."
- Child notices a puppy between two children in a magazine picture and says, "The puppy is in the middle."

STRAND 4: GEOMETRY AND MEASUREMENT

Concept 2: Measurement

The child uses measurement to make and describe comparisons in the environment.

Starting at a very young age, children compare who is taller and who has more. Immersing children in measurement activities provides them with opportunities to explore, compare, and discuss the use of measurement in their environment.

Indicators:

- a. Compares objects using **nonstandard units of measurement** (e.g. hands, bodies, containers).
- b. Compares objects and uses terms such as **longer-shorter, hotter-colder, and faster-slower**.
- c. Uses various **standard measuring tools** for simple measuring tasks.
- d. Uses appropriate vocabulary to describe time and sequence related to daily routines.

Examples in the Context of Daily Routines, Activities, and Play:

- Child stacks blocks as tall as his friend.
- Child uses outstretched arms to measure a doorway.

- Child says, "My car is going faster than yours."
- Child says, "I can't pull the wagon. You're too heavy. Get out!"
- Child says, "I need a bigger box for these blocks."

- Child takes measuring tape and pretends to measure objects in a room.
- Child helps measure cups of flour for bread.
- Child helps measure a doorway with a yardstick to see if a wheelchair will fit.

- Child says, "After snack, we go outside."
- Child responds appropriately when asked, "What did you do this morning?"
- Child relates a sequence of events from a trip to the store.

STRAND 5: STRUCTURE AND LOGIC

Concept 1: Logic and Reasoning

The child recognizes and describes relationships among/between objects relative to their observable attributes.

Recognizing relationships between objects allows young children to make generalizations and predictions beyond information directly available to them. The ability to think logically and to reason (problem-solve) extends far beyond mathematical boundaries.

Indicators:

- a. **Matches** and **sorts** objects by one **attribute** (e.g., size, color, shape, use).
- b. Matches and sorts objects by two or more attributes (e.g., by size and by color).
- c. Describes relationships between groups of objects.

Examples in the Context of Daily Routines, Activities, and Play:

- Child matches a star shape to a star shape.
- Child says, "I got out all the cars!"
- Child sorts all the large, red cars from a group of cars of various sizes and colors.
- Child matches one shoe to its mate from a pile of shoes.
- Child says, "I put all of these together [helicopter, bee, plane, birds] because they all fly."
- Child sorts buttons and says, "All these have two holes. These have four holes."

STRAND 1 – NUMBER SENSE AND OPERATIONS

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Number Sense	Number and Operations	Number Sense / Estimation
Uses number words in the context of daily routines, activities, and play.	Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.	
Uses and creates symbols to represent numbers.		Make a model to represent a given whole number 0 through 20.
Counts groups of objects (less than five) using one-to-one correspondence.	<p>Develops increasing ability to count in sequence to 10 and beyond.</p> <p>Begins to make use of one-to-one correspondence in counting objects and matching groups of objects</p>	Count aloud, forward to 20 or backward from 10, in consecutive order (0 through 20).
Compares two sets of objects of five or less items, using terms such as more, fewer, or the same.	Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.	Compare two whole numbers through 20.
Counts a collection of up to 10 items and uses the last counting word to tell, "how many?"	Develops increasing abilities to ...name "how many" concrete objects.	Solve problems using a variety of mental computations and reasonable estimations.
<p>Identifies numerals 1-10.</p> <p>Matches numerals to the quantities they represent.</p>		<p>Identify orally a whole number represented by a model with a word name and symbol 0 through 20. (Say 3 and write numeral 3 when presented with three objects).</p> <p>Identify whole numbers through 20 in or out of order.</p>

STRAND 1: NUMBER SENSE AND OPERATIONS - CONTINUED		
AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Numerical Operations	Number and Operations	Numerical Operations
Describes changes in two or more sets of objects when they are combined.	Develops increased abilities to combine, separate...concrete objects.	Model additions through sums of 10 using manipulatives.
Describes changes in a set of objects when they are separated into parts.		Model subtraction with minuends of 10 using manipulatives.
STRAND 2 – DATA ANALYSIS		
Data Collection and Organization	Scientific Skills and Methods	Data Analysis (Statistics)
Gathers data about self or the environment.	Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.	Formulate questions to collect data in contextual situations.
Organizes and displays information by shared attribute or relationship.		Interpret a pictograph.
Data Analysis	Scientific Skills and Methods	Data Analysis
Uses descriptive language to compare data in picture graphs and other concrete representations.		Answer questions about a pictograph. Solve problems based on simple graphs, charts, and tables.

STRAND 3: PATTERNS

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Patterns	Patterns & Measurement	Patterns, Algebra and Functions
Copies simple patterns.	Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.	
Extends simple patterns.		Extend simple repetitive patterns using manipulatives.
Creates simple patterns.		Create grade-level appropriate patterns.

STRAND 4: GEOMETRY AND MEASUREMENT

Spatial Relationships and Geometry	Geometry and Spatial Sense	Geometry and Measurement
Demonstrates understanding of positional terms (e.g. between, inside, under, behind). Describes the position or location of objects in relation to self or to other objects.	Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	Identify concepts and terms of position and size in contextual situations: inside/outside, above/below/between, smaller/larger, and longer/shorter.
Identifies or names basic shapes (e.g. circles, cylinders, squares, cubes, triangles) found in the environment.	Begins to recognize, describe, compare, and name common shapes, their parts and attributes.	Identify shapes in different environments (e. g. buildings, classroom)
Represents shapes found in the environment.	Progresses in ability to put together and take apart shapes.	
Compares and describes attributes of two- and three-dimensional objects using own vocabulary.	Begins to be able to determine whether or not two shapes are the same size and shape.	Identify 2-dimensional shapes by attribute (size, shape, number of sides).

STRAND 4: GEOMETRY AND MEASUREMENT - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Measurement	Patterns and Measurement / Scientific Skills and Methods	Geometry and Measurement
<p>Compares objects using nonstandard units of measurement (e.g. hands, bodies, containers).</p> <p>Uses various standard measuring tools for simple measuring tasks.</p>	Shows progress in using standard and nonstandard measures for length and area of objects.	Communicate orally how different attributes of an object can be measured.
Compares objects and uses terms such as longer/shorter, hotter/colder, and faster/slower.	Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.	Verbally compare objects according to observable and measurable attributes.

STRAND 5: STRUCTURE AND LOGIC

Logic and Reasoning	Geometry / Patterns & Measurement	Structure and Logic
<p>Matches and sorts objects by one attribute (e.g. size, color, shape, use).</p> <p>Matches and sorts objects by two or more attributes (e.g. by size and by color).</p>	Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.	Sort objects according to observable attribute.
Describes relationships between groups of objects.	Begins to make comparisons between several objects based on a single attribute.	Provide rationale for classifying objects according to observable attributes (color, size, shape, weight, etc).



Science Standard

SCIENCE STANDARD

For Young Children from Three to Five Years Old

Overview:

Children have a natural sense of wonder and curiosity. Scientific inquiry, for young children, is asking questions and seeking answers based on their natural curiosity. Children learn by being actively engaged with hands on experiences, real objects and natural occurrences.

As children seek answers, they will observe, predict, and form conclusions. Children's observations, predictions, explanations, and conclusions, correct or incorrect, should be respected and valued. Children's experiences with scientific inquiry form the basis for further exploration and investigation. Learning science through inquiry requires both the child's curiosity and adult guidance.

The Science Standard is organized into the following strands and related concepts:

Strand 1: Inquiry

- **Observations, Questions, and Hypotheses**
- **Investigation**
- **Analysis and Conclusions**
- **Communication**

Science Standard Definitions

Analysis means breaking up a whole into parts to find out or study the parts.

Attributes are the characteristics of a person or thing.

Hypotheses (plural of hypothesis) are unproven theories or tentatively accepted explanations of a happening or event.

Inquiry is the study of, investigation of, or research into a topic to gain knowledge and insight.

STRAND 1: INQUIRY

Concept 1: Observations, Questions, and Hypotheses

The child asks questions and makes predictions based on observations of events in the environment.

Children use their senses to observe by looking, feeling, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Children explore answers to their questions and form conclusions.

Indicators:

- a. Demonstrates curiosity about objects, living things, and other natural events in the environment.
- b. Uses one or more senses to observe and explore objects, living things, and natural events in the environment.
- c. Examines **attributes** of objects, living things, and natural events in the environment.
- d. Describes changes in objects, living things, and the natural events in the environment.
- e. Observes and describes the relationships between objects, living things and natural events.

continued

Examples in the Context of Daily Routines, Activities, and Play:

- Child looks closely at a beautiful butterfly on the flower.
- Child asks about the sparkle in the rocks she picked up on the playground.
- Child feels and smells the orange blossoms on the tree in his care giver's back yard.
- Child says, "Thunder makes a loud noise!"
- Child notices bean seeds planted in clear bags have sprouted into plants with roots and a stem.
- Child moves in the sunlight and realizes that his own shadow moves when he moves.
- After being measured on a growth chart, child describes how he is bigger now than he was at the beginning of the year.
- Child describes observable changes in weather. "Today it is cloudy; yesterday it rained."
- Child places a picture of a baby chick with a hen.
- Child says, "The sun will dry up the puddle."

continued

f. Responds to questions about relationships of objects, living things, and events in the natural environment.

g. Asks questions about relationships of objects, living things, and natural events in the environment.

h. Predicts the outcome of investigation based on observation.

- Child answers, "It will melt", in response to the question, "What will happen if we put the ice in the sun?"
- When asked, "What does the rabbit eat?" Child says, "He eats lettuce."
- Child asks, "What is the nest made of? How did a bird do this without hands?"
- Child asks, "Does the magnet work under water?"
- Child predicts adding water to red Jell-O mix will turn the water red.
- Child says, "If I step on the balloon, it will pop."

STRAND 1: INQUIRY

Concept 2: Investigation (Scientific Testing)

The child tests predictions through exploration and experimentation.

Children use their senses and a variety of tools and materials to gather information while investigating. Active experimentation requires questioning, experimenting, refining, and persistence. Information gathered in the process extends a child's knowledge of the world.

Indicators:

- a. Uses a variety of appropriate tools and materials to complete a planned task or investigation.
- b. Test predictions through active experimentations.
- c. Changes experiment plan if results are different than expected and continues testing.
- d. Persists with an investigation despite distractions and interruptions.

Examples in the Context of Daily Routines, Activities, and Play:

- Child uses a magnifying glass to examine the insects.
- Child uses tongs to move and examine pieces of a cactus.
- Child selects a scale to figure out how many small blocks will weigh as much as a big block.
- Child puts paper clips and coins into the container and then pours water into the container to make it sink.
- Child mixes blue, orange and red paint to make purple.
- Child continues to mix different colors of paint to try to make purple.
- Child looks for another metal object when the magnet will not stick to the coins.
- Child returns day after day to see if the quail eggs have hatched.
- Child plants seeds and continues to care for them and observe changes.

STRAND 1: INQUIRY

Concept 3: Analysis and Conclusions

The child forms conclusions about his/her observations and experimentations.

Children form conclusions about their observations and experimentations through collecting and thinking about the information gathered.

Indicators:

- a. Compares and contrasts the attributes of objects and living things.
- b. Uses a variety of materials to record and organize data.
- c. Identifies cause and effect relationships.
- d. Forms logical conclusions about investigations.

Examples in the Context of Daily Routines, Activities, and Play:

- While looking at the rocks, child says, "These rocks are hard. This one is shiny; this one isn't."
- As a result of taking care of animals and plants, child recognizes that both animals and plants need water to live.
- Child uses journals or drawings to record information.
- Child creates a collection of items.
- While using a pulley to hoist a bucket, child says, "It fell because I let go of the string."
- Child wants mud and adds water to soil.
- After placing different objects on a ramp, child concludes that round objects roll down the ramp and flat objects slide down the ramp.
- Child says, "Your plant died because you didn't water it."

STRAND 1: INQUIRY

Concept 4: Communication

The child describes, discusses or presents predictions, explanations and generalizations.

Based on past experiences, children use language or alternate communication system to show recognition of scientific principles.

Indicators:

- a. Shares known facts about objects, living things, and other natural events in the environment, through words or pictures.
- b. Describes attributes of objects, living things and natural events. (e.g. weight, texture, flavor, scent, flexibility, and sound).
- c. Displays and interprets data.
- d. Presents scientific ideas in a variety of ways.

Examples in the Context of Daily Routines, Activities, and Play:

- During the reading of a book about a caterpillar, child says, "I saw a caterpillar in my yard."
- Child shows his friend his pet bird and says, "It sings."
- Child says, "The sun shines in the daytime, it makes things hot."
- Child reaches into sensory bag and describes the object inside as bumpy and cold after touching it.
- During a sink/float activity, child places all floating materials on one tray and all sinking items on another tray.
- After collecting leaves on a walk, the child comments that he found 3 different kinds of leaves.
- Child makes own version of the bird nest with twigs, feathers, and other materials.
- After planting seeds and watching them grow, child draws a picture of the plant.

STRAND 1: INQUIRY

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Observations, Questions, and Hypotheses	Scientific Skills & Methods; Scientific Knowledge	Observations, Questions and Hypotheses
<p>Demonstrates curiosity about objects, living things, and other natural events in the environment.</p> <p>Asks questions about relationships of objects, living things, and natural events in the environment.</p>		<p>Asks questions based on experiences with objects, organisms, and events in the environment.</p>
<p>Uses one or more senses to observe and explore objects, living things, and natural events in the environment.</p> <p>Examines attributes of objects, living things and natural events in the environment.</p> <p>Observes and describes the relationships between objects, living things and natural events.</p>	<p>Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.</p> <p>Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.</p>	<p>Observe common objects using multiple senses.</p>
<p>Describes changes in objects, living things, and the natural events in their environment.</p> <p>Responds to questions about relationships of objects, living things, and events in the natural environment.</p> <p>Predicts the outcome of investigation based on observation.</p>	<p>Begins to describe and discuss predictions, explanations and generalizations based on past experiences.</p>	<p>Predict results of an investigation based on life, physical, and Earth and space sciences.</p>

STRAND 1: INQUIRY - CONTINUED		
AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Investigation (Scientific Testing)	Scientific Skills & Methods	Scientific Testing (Investigating and Modeling)
Uses a variety of appropriate tools and materials to complete a planned task or investigation.		Perform simple measurements using non-standard units of measure to collect data.
Tests predictions through active experimentations. Changes experiment plan if results are different than expected and continues testing. Persists with an investigation despite distractions and interruptions.	Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.	Participate in guided investigations in live, physical, and Earth and space sciences.
Analysis and Conclusions	Scientific Skills & Methods; Scientific Knowledge	Analysis and Conclusions
Compares and contrasts the attributes of objects and living things.	Compare objects according to their measurable characteristics.	Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts.
Uses a variety of materials to record and organize data.		Organize (e.g. compare, classify, and sequence) objects, organisms, and events according to various characteristics.
Identifies cause and effect relationships. Forms logical conclusions about investigations.	Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.	

STRAND 1: INQUIRY - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Communication	Scientific Knowledge	Communication
<p>Shares known facts about objects, living things, and other natural events in the environment, through words or pictures.</p> <p>Describes attributes of objects, living things and natural events.</p> <p>Displays and interprets data.</p> <p>Presents scientific ideas in a variety of ways.</p>	<p>Develops growing awareness of ideas and language related to attributes of time and temperature.</p>	<p>Communicate observations with pictographs, pictures, models, and/or words.</p> <p>Communicate with other groups to describe the results of an investigation.</p>



Travel

Journey

Wander

Social Studies Standard

SOCIAL STUDIES STANDARD

For Young Children From Three To Five Years Old

Overview

The inclusion of Social Studies in early childhood environments is important in order to nurture children's understanding of themselves and others. Social Studies in the preschool years are critical if children are expected to become active, responsible citizens. Social Studies helps children acquire skills in problem solving, decision-making, critical thinking and assist them in integrating these skills into other environments such as home, school and community. US History, World History, Geography, Economics, Civics and Government are experienced by children in the early years.

The Social Studies Standard is organized into the following strands and related concepts:

Strand 1: US History

- **Research Skills**

Strand 2: World History

- **Contemporary World**

Strand 3: Civics and Government

- **Rights, Responsibilities and Roles of Citizenship**

Strand 4: Geography

- **The World in Spatial Terms**
- **Family Identity/Human Systems**

Strand 5: Economics

- **Foundations of Economics**

Social Studies Standard Definitions

Contemporary refers to taking place currently.

Economics pertains to the production, distribution and use of material goods and money.

Human Systems are sets or arrangements of people related or connected in some manner that forms a larger unit.

Spatial relates to existing in space.

STRAND 1: US HISTORY

Concept 1: Research Skills

The child demonstrates an understanding that information can be obtained from a variety of sources to answer questions about one's life.

Children are curious about their world. They thrive on learning experiences that are meaningful and that connect to what they have previously learned. Technology, such as television and computers, has become the way for many children to gather information about their community and world. Children need to be provided with many opportunities and resources to obtain information about questions they have and what they want to know.

Indicators:

- a. Child seeks information from a variety of sources (i.e. people, books, videos, globes, maps, calendars, etc.).
- b. Child relates past events with current events or activities.
- c. Child uses time related words such as yesterday/today/tomorrow.
- d. Child demonstrates awareness of technology and how it is used to get information.

Examples in the Context of Daily Routines, Activities, and Play:

- Child gets a book about people and their homes to find an example of what his/her house looks like.
- Child asks for a book on penguins after seeing a video about Antarctica.
- During a party, a child says, "We had a piñata at my party too."
- Child says, "Yesterday, I went to the store."
- Child tells his friend, "I will play with you tomorrow."
- Child asks to use a tape/CD player and headset to listen to a story.
- Child describes an event she saw discussed on a television news story.

STRAND 2: WORLD HISTORY

Concept 1: Diversity (Contemporary World)

The child recognizes that he lives in a place with many people, and that there are people and events in other parts of the world.

Children become aware of and begin to recognize the similarities and differences between people through their experiences of cultural and traditional events. Children gain awareness of people and their backgrounds through participation in their community and learning environment experiences. Conversation with friends and exposure to the cultures of others helps children begin to understand that events occur outside their own families and their own environment.

Indicators:

- a. Child recognizes that places where people live are made up of individuals from different cultures and who speak different languages.
- b. Child discusses and asks questions about similarities and differences in other people.
- c. Child discusses events happening in her/his neighborhood or other parts of the world.
- d. Child describes some characteristics (e.g. clothing, food, jobs) of the people in his/her community.

Examples in the Context of Daily Routines, Activities, and Play:

- Child says, "Your uncle speaks Navajo."
- Child says, "My uncle is from Mexico."

- Child asks what kind of food is eaten in another country.
- Child says to a peer, "You have brown eyes just like me."

- Child talks about how the Chinese New Year is celebrated.

- Child describes the dress worn at her sister's Quinceañera celebration.
- Child tells a friend about the parade seen during a Martin Luther King Day celebration.

STRAND 3: CIVICS/GOVERNMENT

Concept 1: Rights, Responsibilities and Roles of Citizenship

The child demonstrates a sense of belonging to the community and contributes to its care.

Children recognize the importance of self and associate themselves as part of their home and learning environments. Children are given opportunities to experience democratic ideas and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they gain the skills necessary for being good citizens within the larger community.

Indicators:

- a. Child demonstrates responsible behaviors.
- b. Child shows an understanding of how to care for the environment.
- c. Child recognizes the importance of his/her role as part of a group.
- d. Child demonstrates choice by voting.

Examples in the Context of Daily Routines, Activities, and Play:

- Child assists with setting the table.
- Child cleans up the play area when appropriate.
- Child picks up trash outside.
- Child helps to plant flowers.
- Child participates in activities with the group.
- Child announces to the group, "I'm the line leader!"
- Child tells her friends, "Let's vote for which song we want to sing."
- Child tells her friends to vote for having apples for snack time.

STRAND 4: GEOGRAPHY

Concept 1: The World in Spatial Terms

The child demonstrates an awareness of location and spatial relationships.

As young children explore their community and visit a variety of places, they begin to develop a sense of direction and location. While going for rides on the bus or in a car, or while walking in their neighborhoods, children become aware of signs, symbols and other landmarks.

Indicators:

- a. Child uses words to describe directionality and/or location.
- b. Child names the city/state in which he/she lives.
- c. Child describes some physical features (e.g. bodies of water, mountains, weather) of the environment in which he/she lives.

Examples in the Context of Daily Routines, Activities, and Play:

- Child says, "We passed McDonalds on our way to the park."
- Child says, "I live near the Grand Canyon."

- Child tells a friend, "I live in Yuma, Arizona."
- Child says, "I live on the Reservation."

- Child says, "There are a lot of mountains where I live."
- Child says, "There are a cactus and a palm tree in my yard."

STRAND 4: GEOGRAPHY

Concept 2: Family Identity (Human Systems)

The child recognizes self as a member of a family.

As young children begin to experience their own families' cultural traditions, customs and celebrations, they begin to develop an awareness of their unique family heritage and composition. They make observations about the make up of their families and begin to notice how their family is similar to or different from that of others. Through these experiences, children begin to clearly view themselves as members of a family unit.

Indicators:

- a. Child views self as a member of the family unit.
- b. Child can identify family members (mother, father, sister, brother, grandparents, cousins, etc).
- c. Child describes/discusses own family's cultural or family traditions.
- d. Child identifies similarities and differences in her family composition and the families of others.
- e. Child shows knowledge of family members' roles and responsibilities in the home.

Examples in the Context of Daily Routines, Activities, and Play:

- Child says, "I'm going on vacation with my family."
- Child says, "I have a baby brother and a big sister."

- Child draws a picture of his/her family.
- Child points to or names family members in a photograph.

- During a story about a traditional celebration, child states, "We do that at my house."
- Child tells another child about a recent family activity (holiday, birthday, dinner, wedding.)

- Child participates in a chart-making activity showing the number of siblings in each family.
- Child says, "Your grandmother lives with you and my aunt lives with me."

- Child says, "My big brother cleans up the kitchen after we eat."
- Child says, "I take the trash out after my brother cleans up the kitchen."

STRAND 5: ECONOMICS

Concept 1: Foundations of Economics

The child demonstrates knowledge of the interactions between people, resources, and regions.

Through exploration and role-playing, young children demonstrate their understanding of the various roles of the people in their lives. They observe family members as they go to work, purchase goods, prepare meals and care for children and begin to develop their own sense of how each person relies on the other.

Indicators:

- a. Child demonstrates awareness that money is used to purchase goods and services.
- b. Child shows an understanding that adults work to earn money to buy things such as groceries.
- c. Child recognizes that people rely on others for goods and services such as farm goods, mail delivery, safety or health care.

Examples in the Context of Daily Routines, Activities, and Play:

- Child asks his mother to buy crayons.
- Child plays store using play money.
- Child announces to a friend, while playing, "You go to work while I cook dinner."
- Child dresses up like a fire fighter while playing.
- Child says, "My mother said this pineapple was grown in Hawaii and came to the grocery store by airplane and truck."

STRAND 1: US HISTORY		
AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Research Skills	Approaches to Learning	
Child seeks information from a variety of sources.	Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.	<i>The Social Studies Standards for grades K-12 are currently undergoing revision and articulation by grade level. Completed alignment will be conducted between the Early Learning Standards and the AZ Kindergarten Standards for Social Studies once the K-12 document is completed and available.</i>
STRAND 2: WORLD HISTORY		
Diversity (Contemporary World)	Knowledge of Families and Communities	
Child discusses and asks questions about similarities and differences in other people.	Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.	<i>The Social Studies Standards for grades K-12 are currently undergoing revision and articulation by grade level. Completed alignment will be conducted between the Early Learning Standards and the AZ Kindergarten Standards for Social Studies once the K-12 document is completed and available.</i>
STRAND 3: CIVICS/GOVERNMENT		
<i>Early Learning Standards Indicators and Head Start performance indicator for this strand are aligned under the Social Emotional Standard section.</i>		

STRAND 4: GEOGRAPHY		
AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
The World in Spatial Terms	Knowledge of Families and Communities	
<p>Uses words to describe directionality and/or location.</p> <p>Describes some physical features of the environment in which he/she lives.</p>	<p>Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.</p>	<p><i>The Social Studies Standards for grades K-12 are currently undergoing revision and articulation by grade level. Completed alignment will be conducted between the Early Learning Standards and the AZ Kindergarten Standards for Social Studies once the K-12 document is completed and available.</i></p>
Family Identity (Human Systems)	Knowledge of Families and Communities	
<p>Shows knowledge of family members' roles and responsibilities in the home.</p>	<p>Develops growing awareness of jobs and what is required to perform them.</p>	
STRAND 5: ECONOMICS		
Foundations of Economics		Foundations of Economic
<p>Child demonstrates awareness that money is used to purchase goods and services.</p> <p>Child shows an understanding that adults work to earn money to buy things such as groceries.</p> <p>Child recognizes that people rely on others for goods and services such as farm goods, mail delivery, safety or health care.</p>		<p><i>The Social Studies Standards for grades K-12 are currently undergoing revision and articulation by grade level. Completed alignment will be conducted between the Early Learning Standards and the AZ Kindergarten Standards for Social Studies once the K-12 document is completed and available.</i></p>



**Physical Development, Health, &
Safety Standard**

PHYSICAL DEVELOPMENT, HEALTH AND SAFETY STANDARD

For Young Children from Three to Five Years Old

Overview

It is important to recognize that children's physical development and their health and safety have as important a place in the curriculum as cognitive development. Children develop higher-order thinking skills necessary for future social and academic success as they explore, combine and refine their physical movements. Thoughtfully planned movement experiences with vigorous outdoor and indoor activities should be part of the daily schedule. Children in our care deserve environments that are safe and encourage healthy living. Therefore, it is important to model healthy living practices and teach children the importance of good hygiene, a healthy diet and the need for exercise and rest.

The Physical Development, Health and Safety Standard is organized into the following strands and related concepts:

Strand 1: Physical and Motor Development

- **Gross Motor Development**
- **Fine Motor Development**

Strand 2: Health

- **Personal Health and Hygiene**

Strand 3: Safety

- **Safety/Injury Prevention**

Physical Development, Health and Safety Standard Definitions

Body Awareness is the sensory understanding of one's body and body parts and their uses.

Dexterity is having skill in using one's hands, body or mind.

Eye-Hand Coordination involves visual and tactile senses working together in order to develop and perfect physical skills.

Fine Motor refers to the physical development of the smaller muscles of the body, which includes the hands, feet and eyes.

Fine Motor Skills are demonstrated when children attempt or perform activities that use and coordinate the small muscles in the hand and wrists.

Gross Motor pertains to the physical development of the large muscles in the legs, arms and torso.

Manipulatives are small items used by children to gain control of their small muscles and to develop eye hand coordination; they are concrete materials used to develop concepts and skills.

Spatial Awareness is the ability to make logical connections about one's surroundings and the objects in them.

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

Concept 1: Gross Motor Development

The child moves with balance and control.

Children are in constant motion. This movement develops young children's large muscles as they run, jump, and play in both structured and unstructured settings. Children increase their ability to control their bodies and learn that regular physical activity can enhance (their) overall physical, social and mental health.

Indicators:

- a. Moves with control (i.e. walks, runs, skips, jumps, gallops, hops).

- b. Moves with balance.

Examples in the Context of Daily Routines, Activities, and Play:

- Child runs during a game of tag, slowing and accelerating as needed to maneuver around equipment and people.
- Child walks backward.

- While taking a walk, child balances along the curb without falling off.
- Child bends, stretches and twists while playing or exercising.

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

Concept 2: Gross Motor Development

Child demonstrates coordination of body movements.

As children grow, their minds and bodies work together to develop control, strength, flexibility, balance and coordination.

Indicators:

- a. Coordinates movements to perform tasks.
- b. Exhibits **body awareness**.
- c. Exhibits body **spatial awareness**.

Examples in the Context of Daily Routines, Activities, and Play:

- Child throws a ball to a friend.
- Child navigates a riding toy through an obstacle course.

- Child draws a picture of himself with head, torso, arms and legs.
- Child names the doll's body parts as he put its clothes on.

- Child moves forward, backward, sideways, up and down.
- Child moves chair to allow enough room for her legs.

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

Concept 3: Fine Motor Development

The child uses fingers and hands to manipulate tools and materials.

Developing **fine motor skills** is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, **dexterity**, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence.

Indicators:

- a. Uses hands and fingers to manipulate a variety of tools and materials, (i.e. crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).
- b. Uses eye-hand coordination to perform simple tasks.
- c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.
- d. Uses fine motor skills in daily living.

Examples in the Context of Daily Routines, Activities, and Play:

- Child tears paper into pieces to make a collage.
- Child draws and paints a mural on paper taped to the wall.

- Child strings large beads.
- Child hits peg with a wooden hammer.

- Child pulls Pop-It beads apart and then pushes them back together.
- Child twists the cap off of a jar.
- Child uses a paper punch to make holes.
- Child uses scissors to cut paper.

- Child buttons, unbuttons, snaps, buckles, laces or ties shoe.
- Child uses eating utensils at mealtimes.
- Child puts on and takes off jacket, sweater or sweatshirt.

STRAND 2: HEALTH

Concept 1: Hygiene and Health Practices

Child demonstrates knowledge of personal health practices and routines.

Personal hygiene and health are essential to one's well being. Children begin at a young age to learn living skills that will assist them in making age-appropriate healthy choices. They learn that good nutrition; exercise and rest are necessary for their young bodies.

Indicators:

a. Demonstrates hygiene practices.

b. Demonstrates healthy practices:

- Nutrition

- Physical Activity

- Rest and Relaxation

Examples in the Context of Daily Routines, Activities, and Play:

- Child gets a tissue to wipe nose when needed and throws the tissue away.
- Child washes and dries hands after using the toilet.
- Child covers mouth/nose when coughing/sneezing, then washes his hands.

- Child participates in a tasting experience and tries a variety of food groups and unfamiliar foods.
- Child makes a collage, using magazine pictures of healthy foods.
- Child requests fruit for his snack.
- Child tells a friend, "Let's play tag."
- Child chooses to join friends in tossing a ball through the basketball hoop.
- Child rests by lying on rug.
- Child puts doll in doll bed and says, "It's your bedtime."

STRAND 3: SAFETY

Concept 1: Safety, Injury Prevention

Child demonstrates knowledge of personal safety practices and routines.

Children demonstrate awareness and understanding of personal and environmental safety rules and how to keep themselves safe. These principles should be relevant to Arizona and to the community/region in which the child lives.

Indicators:

- a. Demonstrates Environmental Safety Practices
 - Water and sun safety
 - Animal and plant safety, specific to child's environment
 - Fire and gun safety
 - Playground safety
 - Tool safety

continued

Examples in the Context of Daily Routines, Activities, and Play:

- Child puts on a hat and sunglasses before going outside in the sun.
- Child warns her friend not to touch the spider because it might bite.
- Child tells friend not to touch the cactus because it will hurt.
- Child says, "Fire will burn you!"
- Child tells his friend, "A real gun can hurt you!"
- Child keeps a safe distance from moving swings.
- Child goes down the slide feet first.
- Child reminds a friend to hold the scissors pointed end down when walking.
- Child says, "My daddy wears goggles when he uses the saw."

<p>Indicators:</p> <ul style="list-style-type: none"> b. Demonstrates Street Safety Practices <ul style="list-style-type: none"> • Crossing street • Car safety c. Demonstrates Personal Safety Practices <ul style="list-style-type: none"> • "Good/Bad" touching • Stranger Dangers • Knows personal information • Poison d. Demonstrates Emergency Safety Practices <ul style="list-style-type: none"> • Emergency Routines 	<p>Examples in the Context of Daily Routines, Activities, and Play:</p> <ul style="list-style-type: none"> • While on a neighborhood walk child waits for adult to say it's safe to cross the street. • Child looks to the left and right before crossing a street or road. • While playing house, child tells a friend, "Put the baby in the car seat." • Child reminds others to put on their seat belts. • Child asks an adult for help when made to feel uncomfortable or unsafe by another person. • Child refuses to respond when an unfamiliar adult talks to him/her. • Child tells a friend, "Don't go near that stranger's car." • Child tells a caregiver/teacher her mother's name. • Child tells a caregiver/teacher her address. • Child stays away from cleansers unless supervised by an adult. • Child tells a friend, "My dad says medicine is not candy!" • While playing, a child tells a friend to call 911 because the "doll is hurt." • Playing fire fighter, a child tells her friend to "Stop, Drop and Roll!"
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STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Gross Motor – Balance and Control	Gross Motor Skills	Physical Activity
Moves with control.	Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.	Demonstrate mature form in walking and running.
Moves with balance.	Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.	Demonstrate progress toward the mature form of selected manipulative, locomotor and non-locomotor skills.
Gross Motor – Coordination	Gross Motor Skills	Physical Activity
Coordinates movements to perform tasks.	Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.	Demonstrate progress toward the mature form of selected manipulative, locomotor and non-locomotor skills.
Exhibits body awareness.		Describe appropriate concepts to performance (e.g. change direction while running).
Exhibits body spatial awareness.		
Fine Motor Development	Fine Motor Skills	Physical Activity
Uses hands and fingers to manipulate a variety of tools and materials.	Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paintbrushes, and various types of technology.	
Uses fine motor skills in daily living.		

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT - CONTINUED

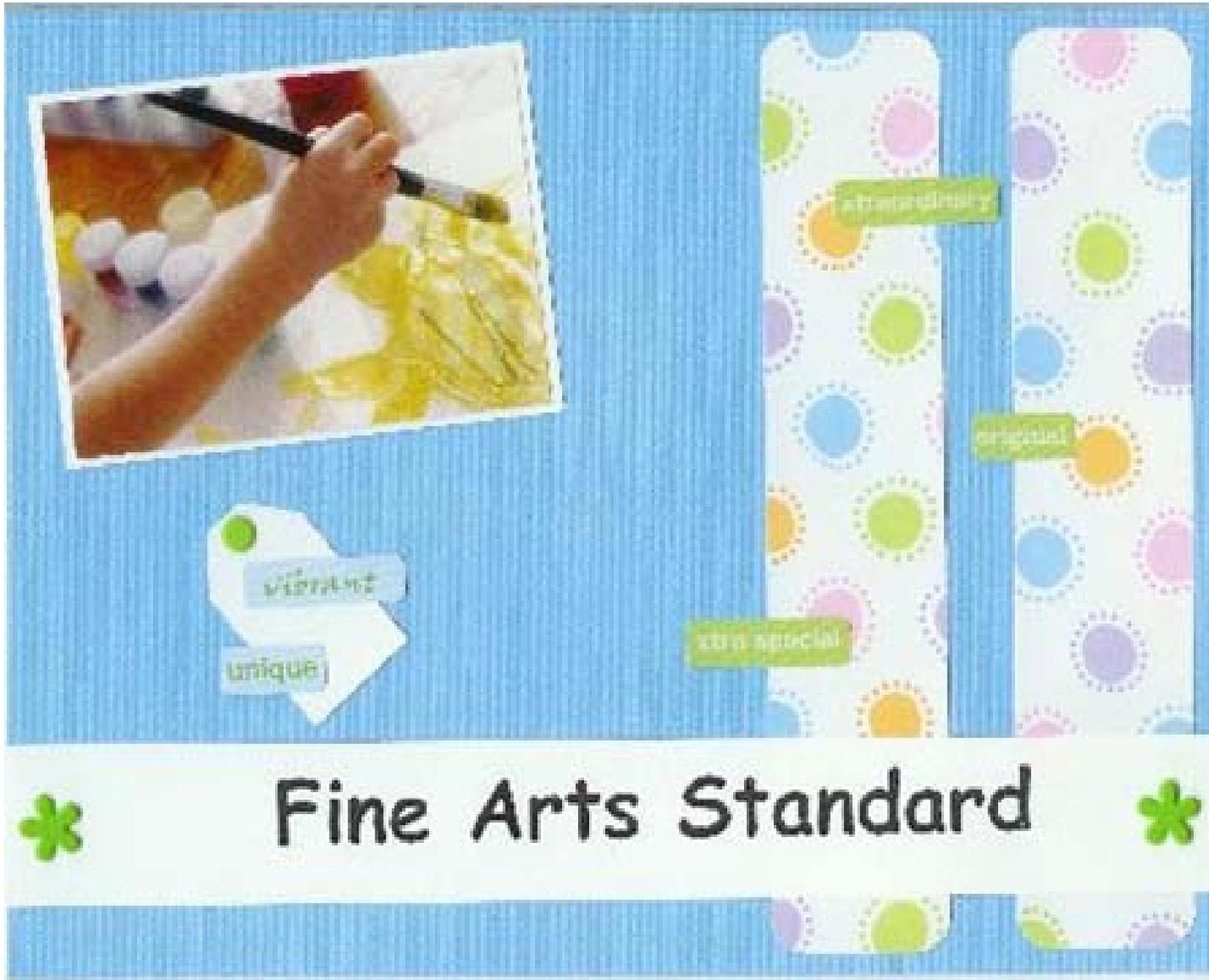
AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Fine Motor Development	Fine Motor Skills	Physical Activity
Uses eye-hand coordination to perform simple tasks.	Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.	
Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.	

STRAND 2: HEALTH

Hygiene and Health Practices	Health Status and Practices	Comprehensive Health Education
Demonstrates hygiene practices.	Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.	Identify basic symptoms of, and prevention strategies for, common illnesses and diseases. Identify personal well-being health behaviors.
Demonstrates healthy practices: Nutrition, Physical Activity, Rest & Relaxation.	Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.	Identify basic personal health needs and the roles exercise, nutrition, hygiene and relationships play in maintaining them. Identify that physical activity is necessary to build good physical fitness.

STRAND 3: SAFETY

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Safety, Injury Prevention	Health Status and Practices	Comprehensive Health
Demonstrates environmental safety practices: water and sun, animal and plant, fire and gun, playground, tool.	Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.	Identify elements of the environment that affect personal health.
Demonstrates street safety practices: crossing street, car safety.		
Demonstrates personal safety practices: good/bad touching, stranger danger, personal information, poison.		Demonstrate the ability to locate home and school health helpers.
Demonstrates emergency safety practices: emergency routines.		Identify resources and health helpers from home and school that provide health and emergency information.



FINE ARTS STANDARD

For Young Children from Three to Five Years Old

Overview:

The arts nurture the imagination and creative spirit of all children. Sensory awareness (sight, sound, touch, smell, taste) is the foundation for all imaginative activity and creative expression. For young children, the importance of the arts is in the process of creating rather than the end result. As children are involved in the arts process they develop independence, self-esteem, and self-expression. The arts connect all areas of learning and are fundamental to children's development and education. The arts enable all children to discover more about who they are and gain insight into their own culture and the cultures around them.

The Fine Arts Standard is organized into the following strands and related concepts:

Strand 1: Visual Art

- **Creating Art**
- **Art in Context**
- **Art as Inquiry**

Strand 2: Music and Creative Movement

- **Creating Music and Creative Movement**
- **Music and Creative Movement in Context**
- **Music and Creative Movement as Inquiry**

Strand 3: Dramatic Play

- **Creating Dramatic Play**
- **Dramatic Play in Context**
- **Dramatic Play as Inquiry**

Fine Arts Standard Definitions

Improvisations are songs, games, stories or chants that a child makes up.

Instruments can be any traditional or non-traditional devices used or made to create musical sounds.

Media can be any means or materials used to express or communicate an idea or thought.

Processes are methods and procedures used to accomplish a task or make a creation.

Repertoire is the number of stories, plays or song that a child knows.

Scenario (dramatic play) is the theme, topic or script of a real or imagined story or play.

Tools are implements, instruments or utensils, that are used to cut, dig, pound, rub, paint, write or create works of expression.

Vocalizations are oral sounds, words or songs produced by one's voice.

STRAND 1 - VISUAL ART

Concept 1: Creating Art

The child uses a wide variety of materials, media, tools, techniques and processes to explore and create.

Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces. Children discover that they and others are artists.

Indicators:

- a. Uses a variety of materials/media to create original works of art (i.e. paper, rocks, sand, clay, plaster, fabric, fiber, salt, dough, crayons, markers, paint, chalk, charcoal, pencils, glue, and cardboard).
- b. Uses a variety of tools to create original works of art (i.e. cotton swabs, small/large brushes, drinking straws, sponges, sticks, fly swatters, stamps, fingers, scissors, plastic needles, rollers, and stapler).
- c. Uses a variety of techniques and processes to create original works of art (i.e. drawing, painting, sculpting, printing, weaving, braiding, cutting, construction, collage, bending, folding, sewing, tearing, stapling, and taping).
- d. Uses lines, forms, shapes, colors and texture to create personal art work.
- e. Creates art work with details which represent the child's ideas, experiences and feelings.
- f. Creates art in two and three dimensions.

Examples in the Context of Daily Routines, Activities, and Play:

- Child uses paint on rocks to create original art work.
- Child makes a collage using fabric, torn paper and yarn.

- Child uses a straw to blow paint across the paper.
- Child paints using Q-tips, brushes and sponges.

- Child uses wood scraps with glue to make "constructions."
- Child uses Play Dough/clay to make a sculpture.

- Child uses chalk to draw straight and curved lines on the sidewalk.

- Child uses objects dipped in paint to print shapes on paper.
- Child draws a portrait including facial details.
- Child draws a picture of where he went for vacation.

- Child uses glue and Popsicle sticks to construct a work of art.
- Child uses twigs to construct a house.

STRAND 1: VISUAL ART

Concept 2: Art in Context

The child uses art as he/she begins to make sense of the environment and community.

Art in context for young children is relevant to the experiences with people and cultures within their own community and learning environment. Children view and explore different styles of art from many places and cultures. Art connects children to their neighborhood, and expands their view of the world.

Indicators:

- a. Participates in creative art activities that are part of the child's community and culture.
- b. Participates in visual art activities that are part of other cultures.

Examples in the Context of Daily Routines, Activities, and Play:

- Child draws a picture of his family's Kwanzaa celebration.
- Child creates a sand painting.
- Child draws animals or symbols seen in pictographs using twigs, yucca, or bamboo as paintbrush.
- Child weaves an "Ojo de Dios" or "God's Eye" using sticks and yarn.

STRAND 1: VISUAL ART

Concept 3: Art as Inquiry

The child reflects upon, describes and analyzes the characteristics and qualities of his work and the work of others.

Children begin to develop a vocabulary to share opinions about artistic creations and experiences. Artistic inquiry encourages children to go beyond "I like it" and to ask questions, investigate and develop appreciation for many art forms.

Indicators:

- a. Describes personal art work.
- b. Expresses creative and personal choices when engaging in art activities.
- c. Responds to the art work of self and others through making comments or asking questions.
- d. Describes the details observed in art work.

Examples in the Context of Daily Routines, Activities, and Play:

- Child makes a mask, shares how the mask was made and talks about the details on the mask.
- Child tells a story about the picture he drew.
- Child takes time to select a piece of paper for the desired texture and color.
- Creates a house using drinking straws, fabric paint, precut shapes, colored paper, and foil.
- When observing another child's sculpture, the child asks "How did you make the clay do that?"
- Child says, "I like the bird in your picture."
- Child looks at a picture and says, "That picture has a lot of blue in it."
- Child tells his friend, "The dog you drew looks just like my dog."

STRAND 2: MUSIC AND CREATIVE MOVEMENT

Concept 1: Creating Music and Movement

The child uses a wide variety of instruments, techniques and music to explore and create.

Singing, dancing, making and moving to sounds/rhythms are fundamental musical activities of young children. They use a variety of musical elements, **instruments**, and techniques to explore and to express a personal understanding of their world. Children learn the concept that they and others are musicians and dancers.

Indicators:

- a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.
- b. Creates music/movement that represents child's ideas, experience and/or feelings.
- c. Sing/moves to familiar rhymes, songs, and/or chants.
- d. Uses familiar songs, rhymes or chants to create her own musical/movement improvisations.

Examples in the Context of Daily Routines, Activities, and Play:

- Using maracas, rattles, rain sticks, **claves** or tambourine, child keeps time with music.
- Child uses a tin pie pan and spoon to make a drum.
- Child says, "Look! I'm walking like an elephant."
- Child marches, slowing down or speeding up with the music.
- Child makes up her own verse and movements to a favorite song/tune.

STRAND 2: MUSIC AND CREATIVE MOVEMENT

Concept 2: Music and Creative Movement in Context

The child uses creative movement and music as he/she begins to make sense of the environment and community.

The exploration of music and movement enhances all areas of a child's learning. Music and creative movement connect children to their own community and expand their personal view of the world.

Indicators:

- a. Listens/responds to different types of music, (e.g. rock, classical, jazz, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).
- b. Uses creative movement and dance to interpret the mood of various types of music and stories.
- c. Joins in music and movement activities that are part of the child's community and culture.
- d. Creates music and movement activities that express the experiences of their own culture and the culture of others.

Examples in the Context of Daily Routines, Activities, and Play:

- Child rocks a baby doll when she hears a lullaby.
- Child says, "I like the music with the drums in it."

- Child creates her/his own dance while listening to music.
- Child twirls a scarf back and forth in the air and moves to the music.

- Child joins in a dance using hoops.

- Child hears Hawaiian music and sways from side to side.
- Child uses ribbons to experiment with rhythms while listening to Native American music.

STRAND 2: MUSIC AND CREATIVE MOVEMENT

Concept 3: Music and Creative Movement as Inquiry

The child responds to music and creative movement through various means.

Universal themes are expressed in musical works. Children think about, describe and analyze the characteristics of many styles of music and creative movement/dance. Children begin to develop a vocabulary to share opinions about musical/movement creations and experiences. Examining music and movement encourages children to go beyond "I like it" and to ask questions, investigate and develop appreciation for music and creative movement.

Indicators:

- a. Talks about music or movement.
- b. Describes music or movement of self and others.
- c. Expresses creative and personal choices when engaging in music or movement activities.
- d. Responds to music or movement of self and others by noticing details commenting and questioning.

Examples in the Context of Daily Routines, Activities, and Play:

- Child talks about which music is his favorite.
- Child says, "You are moving your arms up and down."
- Child teaches a friend a favorite dance move.
- Child says, "I don't like this song."
- Child asks what instrument makes that low sound.
- Child says, "I like the way the ballerina turns on her toes."

STRAND 3: DRAMATIC PLAY

Concept 1: Creating Dramatic Play

The child uses dramatic play and props to explore and create.

Children use the richness of their daily activities to create pretend play, assuming different roles and characters. Personal life experiences, social events, cultural celebrations and stories, generate ideas for exploration. These experiences contribute to children's ability to communicate more effectively and engage in cooperative activity with friends.

Indicators:

- a. Participates in dramatic play activities.
- b. Assumes roles from daily activities using a variety of props.
- c. Dramatizes familiar stories.
- d. Takes on more than one dramatic play role at a time.
- e. Pretends an object exists without using a prop.

Examples in the Context of Daily Routines, Activities, and Play:

- Child plays hospital.
- Child sets up a store and invites friends to go shopping.
- From a box of old clothes, child selects a hat, jacket and piece of rope and portrays a fire fighter putting out a fire.
- Child pretends to be a teacher and reads a book to the stuffed bear.
- Child plays the wolf in "The Three Little Pigs."
- Child says, "My grandfather told me a story about the wind. I'll be the wind."
- Child plays a daddy and a baby by changing his voice.
- Child says, "I'll be the doctor and the nurse. You be the patient."
- Child orders a veggie pizza and reaches into his pocket for imaginary money to pay for the meal.
- Child pretends to put on a hat and coat to go outside.

STRAND 3: DRAMATIC PLAY

Concept 2: Dramatic Play in Context

The child uses dramatic play as he/she begins to make sense of his/her environment and community.

Children develop a repertoire of roles, actions, and behaviors that reflect diversity in their homes and communities. Each dramatic play scenario provides insights into children's interests, experiences and abilities that allow children to express what they know and feel.

Indicators:

- a. Demonstrates an understanding of behaviors important to specific roles.
- b. Demonstrates an understanding of the sequence of events.
- c. Negotiates roles, relationships, and actions during dramatic play activities.
- d. Develops a repertoire of roles, actions, and behaviors that reflect diversity in the community.
- e. Participates in dramatic play situations that reflect the routines, rituals, and celebrations of community and culture.

Examples in the Context of Daily Routines, Activities, and Play:

- Child plays the part of a doctor and pretends to give friend a shot.
- Child pretends to be a teacher and reads a story to a doll.
- Child pretends to cook dinner, serves it, and washes the dishes.
- Child puts on the doll's diaper then pants, shirt, socks and shoes.
- Children create a play for their parents. Child accepts role as a paramedic.
- Children act out specific situations important to them.
- Child pretends to be a store clerk and rings up purchased items and puts them in a bag.
- Child dramatizes participating in a Pow Wow.
- Child asks friends to join him in making tamales using play dough.

STRAND 3: DRAMATIC PLAY

Concept 3: Dramatic Play as Inquiry

The child responds to dramatic play experiences.

Universal themes are expressed through children's dramatic play. Children use a process of inquiry as they observe, organize and interpret their experiences through creative dramatics and pretend play. Children reflect and share opinions about dramatic creations and experiences. Participating in dramatic play encourages children to be themselves, a character from a story, a familiar person or anyone who they dream to be.

Indicators:

- a. Talks about dramatic play experiences.
- b. Adds details and new elements to dramatic play situations over time.
- c. Respects the ideas and suggestions of others during dramatic play.
- d. Responds to the performance of others.

Examples in the Context of Daily Routines, Activities, and Play:

- Child tells his friend what character he played yesterday.
- Child gets more props for her friends.
- Child listens as friends plan what they are going to do.
- Child says, "You can be the wolf today. I can be the pig."
- Child laughs at a funny incident.
- Child applauds other children's performance.

STRAND 1: VISUAL ART

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Creating Art	Creative Arts – Art	Visual Arts – Creating Art
Uses a variety of materials/media to create original works of art.	Gains ability in using different art media and materials in a variety of ways for creative expression and representation.	Identify and use a variety of art media.
Uses a variety of techniques and processes to create original works of art.		
Uses lines, forms, shapes, colors and texture to create personal artwork.		
Creates art in two and three dimensions.		
Uses a variety of tools to create original works of art.		Identify and describe safe and responsible use of tools and materials.
Creates artwork with details which represent the child’s ideas, experiences and feelings.	Progresses in abilities to create drawing, paintings, models, and other art creations that are more detailed, creative or realistic.	Recognize that the visual arts are a form of communication.
Art in Context	Creative Arts – Art	Visual Arts – Creating Art
Participates in creative art activities that are a part of the child’s community and culture.		Show respect for personal work and work of others.
Participates in visual art activities that are part of other cultures.		

STRAND 1: VISUAL ART - CONTINUED		
AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Art as Inquiry	Creative Arts – Art	Visual Art – Creating Art
<p>Describes personal artwork.</p> <p>Responds to the artwork of self and others through making comments or asking questions.</p> <p>Describes the details observed in artwork.</p>	<p>Begins to understand and share opinions about artistic products and experiences.</p>	<p>Begin to look at, and talk about, art.</p>
STRAND 2: MUSIC AND CREATIVE MOVEMENT		
Creating Music and Movement	Creative Arts – Music/Movement	Creating Art – Music / Dance
<p>Experiments with a variety of instruments, vocalizations, sounds or creative movements.</p> <p>Sings/moves to familiar rhymes, songs, and/or chants.</p> <p>Creates music/movement that represents child’s ideas, experience and/or feelings.</p> <p>Uses familiar songs, rhymes or chants to create her own musical/movement improvisations.</p>	<p>Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</p> <p>Experiments with a variety of musical instruments.</p> <p>Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</p>	<p>Sing/play a variety of songs.</p> <p>Improvise simple rhythmic and melodic ostinato accompaniments on a variety of classroom instruments and materials.</p>

STRAND 2: MUSIC AND CREATIVE MOVEMENT - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Music and Creative Movement in Context	Creative Arts Music/Movement	Creating Art Music/Dance
Listens/responds to different types of music.	Shows growth in moving in time to different patterns of beat and rhythm in music.	Echo short rhythms and melodic patterns.
Uses creative movement and dance to interpret the mood of various types of music and stories.		Improvise simple rhythmic and melodic ostinato accompaniments on a variety of classroom instruments and materials.
<p>Joins in music and movement activities that are part of the child's community and culture.</p> <p>Creates music and movement activities that express the experiences of their own culture and the culture of others.</p>		Show respect for personal work and the work of others.
<i>Music and Creative Movement as Inquiry</i>	Creative Arts - Music/Movement	Creating Art - Music/Dance
Talks about music or movement.		Use appropriate terminology ...while moving to a beat and changes in tempo.
Describes music or movement of self and others.		Identify and demonstrate the range and types of movement abilities of one's own body.
Responds to music or movement of self and others by noticing details, commenting, and questioning.		<p>Identify the sound of a variety of band orchestra and classroom instruments.</p> <p>Identify variation in tempo and dynamics.</p>

STRAND 3: DRAMATIC PLAY

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Creating Dramatic Play	Creative Arts – Dramatic Play	Creating Art - Theatre
Participates in dramatic play activities. Dramatizes familiar stories.	Participates in a variety of dramatic play activities that become more extended and complex.	Use natural language patterns with familiar phrases as they play out a story.
Assumes roles from daily activities using a variety of props. Pretends an object exists without using a prop.	Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.	Sustain a pretend scene using appropriate language or movement with the teacher role-playing or giving cues.
Dramatic Play in Context	Creative Arts – Dramatic Play	Creating Art – Theatre
<i>Though there are not specific items which directly align under this section, the skills are embedded in the objectives and indicators under Creating Dramatic Play and Dramatic Play as Inquiry.</i>		
Dramatic Play as Inquiry	Creative Arts – Dramatic Play	Creating Art – Theatre
Talks about dramatic play experiences. Adds details and new elements to dramatic play situations over time. Responds to the performance of others.		Describe the setting of a story to be dramatized and, with teacher guidance, establish spaces for the dramatization, and select materials that suggest the furniture and objects needed.
Respects the ideas and suggestions of others during dramatic play.		Show respect for personal work and the work of others.



Resources

ENGLISH LANGUAGE LEARNERS

As we consider the Arizona Early Learning Standards for young children, it is important to attend to the needs of those who are English language learners. We recognize that regardless of what language children come to us speaking, they have previously acquired knowledge and learning as a result of the language spoken in their home. Through that language, young children have established meaningful relationships and have begun to construct a knowledge base.

The home language is linked to the child's values, attitudes, and cultural traditions. It is critical to be respectful and supportive of the cultural heritage and home language of a child while encouraging English language acquisition. This ensures a partnership between the home and the learning environment. Research shows the stronger the native language foundation the greater the academic success in English language development.

Just as all children learn and develop at different rates, with unpredictable starts, stops, and surges along the way, individual differences also exist among children who are acquiring English as a second language. As young children enter kindergarten, they may still demonstrate some weaknesses, but these limitations tend to disappear for young English language learners with direct instruction in English.

The Arizona Early Learning Standards support English language acquisition. Early childhood settings provide a context for learning, crucial for all children, but especially critical for English language learners. Young English language learners listen purposefully to English speaking teachers and peers to gather information about their new language. Consistent and overt student engagement in the form of active speaking and listening is essential. The types of instructional activities typically present in early childhood settings facilitate the development of English.

Effective instructional strategies for English language learners are effective for all learners. Effective instruction for all children requires a variety of instructional activities and strategies. The following teaching strategies are appropriate for all young learners in all early learning environments or settings:

Oral Communication

- Communicate with the child using words along with some type of gestures, facial expressions, intonations or actions.
- Use nonverbal clues such as pictures, objects or demonstrations.
- Model proper English and enunciate words clearly.
- Build on language that is already understood using graphic organizers, hands-on learning activities, peer models.
- Use repetition. Saying the same thing more than once gives a child more than one opportunity to understand. If the repetition involves a single item, it may provide an opportunity for the child to learn the word.
- Communicate the "here and now." Talking about the present limits the conversation and enables the child to focus on fewer options for response. It also helps the teacher to understand what the child is talking about.
- Rephrase ideas and thoughts orally to clarify meaning.
- Use a variety of oral responses: single words, single sentences, phrases, and statements.
- Avoid using slang.
- Encourage the child to use words from her/his native language when she/he cannot find the appropriate word in English.
- Accept child's approximations of words spoken in English.

- Provide support in the child's native language when needed. This support provides access to his/her knowledge and experience. It also shows a respect for the language/culture and establishes rapport.
- Increase wait time. Give English language learners more "wait and think" time.

Vocabulary Development

- Link vocabulary to first hand experiences with pictures, concrete objects, and real life events.
- Use everyday vocabulary and gradually expand vocabulary so child continues to progress and is challenged.

Learning Environment

- Allow ample time for the child to become familiar with the educational setting before approaching with questions or directives in English. This will create a stress free environment and encourage risk taking.
- Begin with the child's prior knowledge to extend and expand the learning.
- Provide activities and space for child to play or work alone until he/she is ready to interact with other children.
- Establish a daily routine. The child is able to use the cues and become a part of the group without understanding the language. The routine provides structure and a sense of security for children.
- Affirm the children's culture and language through literature, music, learning materials, and resources that are culturally and linguistically relevant.

- Use cooperative learning activities. Participation in small group learning activities promotes positive interaction. All students need frequent opportunities to speak and use language skills. English language learners benefit from face to face interaction in an authentic and meaningful situation and from observing peers.
- Include first and second language speaking children in the same group.
- Identify program and community members who can help with oral and written translations.

Book Use

- Use books which contain repeated, predictable language patterns. Patterns include rhyming and repetition of sounds, words, refrains, or entire sentences.
- Use books with clear illustrations that help tell the story. Use the pictures to explain new vocabulary and hold the attention of young learners. Photographs capture hard to explain emotions.
- Highlight key vocabulary or concepts. Pose a specific listening objective to help children focus, such as asking them to think about three feelings described in the book.
- If there is an aide or adult available ask him/her to sit near a child learning English to quietly reinforce the story if needed.
- If needed, edit a story as you read or tell the story using the pictures or illustrations.

- Pause regularly to do an informal check of child's comprehension and allow him/her to discuss the pictures or story, while not losing focus.
- Use child's words to create a sentence or story. Adult writes down the child's words verbatim. Story or sentence can be read back to the child. It allows child to see and hear her/his own words and builds word knowledge using familiar language.

YOUNG CHILDREN WITH SPECIAL NEEDS

Each child is a unique person with an individual personality, learning style, and experiential background. These Early Learning Standards have been designed for use with all young children. Although children develop through a generally predictable sequence of milestones, they may not proceed through them in the same way and in the same amount of time. Development also proceeds at varying rates within the different areas of a particular child's functioning. Some children will exhibit skills far above their age group in some areas of development, while other children may take longer to achieve certain indicators. Some children may skip certain indicators altogether and this is normal for them. Variability among all children, not just those with disabilities, is normal. Uniqueness is to be valued. Therefore, it is important for early care and education professionals to individualize experiences, activities, the environment, and materials to meet the child's developmental needs, including those with developmental delays or specific disabilities.

Adults should view a child's current strengths and skills as the starting point for planning new experiences rather than as a limitation; this applies to children with special needs as well as those who are developing more typically. Each child is unique. Each grows and develops skills and competencies at his own pace. Some children may have a developmental delay or disability that may require program staff members to adapt expectations or experiences so that individual children can successfully achieve a particular standard, concept and/or indicator. All children within an age group should not be expected to arrive at each concept or indicator at the same time or to show mastery to the same degree of proficiency.

Let us remember:

**All Children Are Gifted....
Some Just Open Their Presents
Later than Others**



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